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

Mission Statement revised May 2013.
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Introduction

The San Luis Obispo County Community College District Integrated Planning Manual 2012 describes institutional planning in the district and the ways that the district’s constituent groups participate in and contribute to planning.

The district’s integrated planning model developed in 2010 was revisited and revised following an internal assessment of the processes as well as input from a visiting team representing the Accrediting Commission for Community and Junior Colleges. Although the fall 2011 team evaluation report praised the district for expending significant efforts in working toward fulfillment of the accreditation standards on institutional planning, the report identified three primary needs for improvement:

- Revise the integrated planning model to more clearly indicate the links among the planning processes;
- Define the processes within the integrated planning model; and
- Establish timelines for each component in the integrated planning model.

This manual sets forth the results of the district’s work on planning in spring 2012. This document is a description of planning processes as well as a commitment to implement planning processes that are linked to one another as described in the Accrediting Commission of Community and Junior Colleges standards.

This manual begins with a description of the San Luis Obispo County Community College District model of integrated planning followed by a detailed description of each component in the planning model including:

- Specific tasks to be accomplished;
- Processes by which decisions/recommendations will be developed;
- Timeline for each task;
- Individuals or groups responsible for completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

As part of the infrastructure that supports continuous quality improvement, this manual includes a description of how the district’s planning processes themselves will be assessed. When, as a result of this assessment, planning processes are revised, this manual will be updated in order to continue its usefulness as a viable and credible guide to district planning.
FIGURE 1: The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals and objectives, resource allocation, plan implementation, and reevaluation.
Model of Integrated Planning
The San Luis Obispo County Community College District model of integrated planning depicts how the components in district planning processes link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. It is through the regular sequence of these planning practices that the district assesses institutional effectiveness and uses those assessments to continually improve the district’s services to students.

Research is central to the San Luis Obispo County Community College District model of integrated planning because plans are developed based on data, and plan outcomes are assessed using quantitative and qualitative data. With this grounding in research, the components of the district’s model of integrated planning are as follows.

- The San Luis Obispo County Community College District Mission describes the intended student population and the programs and educational services that the district provides to the community. As such, this statement is the foundation for all planning processes.

- Periodic data analysis includes the use of:
  - District data to assess its current effectiveness in meeting the San Luis Obispo County Community College District mission and
  - Community demographic data to foresee challenges and opportunities.

Based on these data, current and anticipated challenges are identified. These challenges are foundational for the development of the Educational Master Plan and the Facilities Master Plan. Through the process of developing the Educational Master Plan, the district develops Institutional Goals that are intended to focus the district for advancing the mission and meeting the identified current and anticipated challenges.

- In the development of the Strategic Plan, the Institutional Goals are used to develop Institutional Objectives that describe specific initiatives that will be undertaken to achieve the Institutional Goals. The Strategic Plan informs two other types of short-term plans, the Institutional Program Planning and Review and the Operational Plans.

- Resource Allocations are determined at three levels: unit, cluster and institution. These allocations are based on the priorities established in the Strategic Plan, the Institutional Program Planning and Review, and the Operational Plans.
Once resources are allocated, the district implements the plans by completing the action steps identified in the Strategic Plan, the initiatives in the Operational plans and by completing the program objectives as identified in the Institutional Program Planning and Review.

Annual data analysis includes two types of assessment:

1. **Assessments of program effectiveness** measure each unit’s effectiveness in comparison to historical data as well as in comparison to the Institutional Goals and Institutional Effectiveness Outcomes. This data analysis is the foundation for the Institutional Program Planning and Review process.

2. **Assessments of plan effectiveness** measure the district’s progress in achieving Institutional Goals and Institutional Objectives. This data analysis is documented in an annual San Luis Obispo County Community College District progress report that informs the internal and external community about progress toward long-term goals. The annual progress reports will be compiled and used in the next ten-year master planning cycle to identify ongoing challenges.

The processes that comprise this model of integrated planning are assessed every other year. This assessment is the basis for improvements to the planning processes.
### Timeline and Process for Reviewing the San Luis County Community College District Mission

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 2013</td>
<td>The Superintendent/President requests that the College Council initiate a review of the district mission. The Vice-President of Academic Affairs, co-chair of College Council, is responsible to initiate, oversee, and ensure completion of the mission review.</td>
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<tr>
<td></td>
<td>The Vice-President of Academic Affairs convenes and chairs an ad hoc group and charges them with (1) developing a process to solicit district-wide feedback about the current mission and (2) based on that feedback to make recommendations regarding the current mission statement.</td>
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<tr>
<td></td>
<td>The ad hoc group develops a process for gathering district-wide feedback and submits the proposed process to the College Council for review and comment.</td>
</tr>
<tr>
<td>February 2013</td>
<td>The College Council reviews the proposed process for soliciting district-wide feedback on the current mission, and either approves or revises the process.</td>
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<tr>
<td></td>
<td>The ad hoc group Chair implements the process for gathering district-wide feedback.</td>
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<tr>
<td>March 2013</td>
<td>The Chair of the ad hoc group facilitates the ad hoc group’s review of the feedback and relevant ACCJC standards, following which the ad hoc group either recommends reaffirmation of the mission or revises the mission.</td>
</tr>
<tr>
<td></td>
<td>The ad hoc group forwards the recommendation to the Academic Senate Council for their consideration.</td>
</tr>
<tr>
<td>April 2013</td>
<td>If the Academic Senate Council supports the ad hoc group’s recommendation, the recommendation is forwarded to the College Council.</td>
</tr>
<tr>
<td></td>
<td>If the Academic Senate Council does not endorse the ad hoc group’s recommendation, the Academic Senate Council collaborates with the ad hoc group to develop a mutually agreeable recommendation. Once agreement is reached, the Academic Senate Council forwards the recommendation to the College Council.</td>
</tr>
<tr>
<td></td>
<td>If a mutually agreeable recommendation is not reached by the end of April, the Academic Senate Council sends the original ad hoc group’s recommendation and the Academic Senate Council’s suggested revision of the mission to College Council.</td>
</tr>
<tr>
<td>May 2013</td>
<td>The College Council reviews the recommendation from the ad hoc group and the Academic Senate Council and makes a recommendation to the Superintendent/President either in support of reaffirmation of the mission or the recommended revisions to the mission.</td>
</tr>
<tr>
<td></td>
<td>The Superintendent/President considers the College Council’s recommendation and if he/she supports the proposed reaffirmation or revisions to the mission statement, recommends the reaffirmed or revised mission to the Board of Trustees.</td>
</tr>
<tr>
<td></td>
<td>If the Superintendent/President does not approve, collaboration and compromise continues until he/she approves. Once agreement is reached, the Superintendent/President recommends the revised mission to the Board of Trustees for approval.</td>
</tr>
<tr>
<td></td>
<td>If the Board of Trustees doesn’t approve, the Board of Trustees will recommend to the Superintendent/President to charge the College Council with restarting the process.</td>
</tr>
</tbody>
</table>
Mission
The San Luis Obispo County Community College District mission describes the intended student population and the services that the college promises to provide to the community. As such, all district planning processes begin with the mission, as shown by its position at the top of the district’s model of integrated planning.

San Luis Obispo County Community College District reviews its mission every three years and either reaffirms or revises the mission. The review process solicits feedback district-wide and all comments are considered by the College Council when preparing a recommendation to the Superintendent/President.

The current San Luis Obispo County Community College District mission is:

At Cuesta, students acquire the tools to be academically successful, develop critical thinking skills and expertise, and learn to appreciate the contributions of all people in a diverse society. At Cuesta, we work together with dignity and respect toward the common goal of serving our students. At Cuesta, we respond effectively to the personal, academic, and professional needs of our community.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a district and college mission statement is:

I.A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

4. The institution’s mission is central to institutional planning and decision making.
### Timeline and Process for Developing the Educational and Facilities Master Plan

<table>
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<tr>
<th>Date Range</th>
<th>Description</th>
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| September 2015 And every ten years thereafter | The Vice-Presidents of Academic Affairs and Administrative Services are jointly responsible to initiate, oversee, and ensure completion of the master plan. The Vice President of Administrative Services, co-chair of the Planning and Budget Committee, agendizes the development of the *San Luis Obispo County Community College District Educational and Facilities Master Plan 2016 – 2026*. The Planning and Budget Committee proposes a process for preparing the educational master plan that includes:  
- Integration of the educational and facilities portions of the master plan;  
- Membership for a Master Plan Ad Hoc Committee;  
- Strategies for including feedback from all district constituencies including district-wide workshops and open forums;  
- An outline of the desired content for the facilities master plan; and  
- A timeline for the development of the facilities master plan that ensures integration of the educational and facilities components. |
| October 2015 – March 2016 And every ten years thereafter | Using the steps outlined in the narrative accompanying this timeline/process chart, the educational plan section is drafted and work begins on the facilities plan section of the *San Luis Obispo County Community College District Educational and Facilities Master Plan 2016 – 2026*.  
Drafts of the educational plan section and updates on the facilities plan section are distributed district-wide for review and feedback at a minimum of four times during this period to promote broad participation.  
Feedback from district-wide reviews is integrated into the documents to create a final draft of the educational plan section which is forwarded to the Planning and Budget Committee for conceptual approval.  
Once the educational plan section has been developed, that information is used to support current and anticipated changes in the district’s programs and services. |
| April – November 2016 And every ten years thereafter | The facilities plan portion is drafted and is distributed district-wide for review and feedback.  
Feedback from district-wide reviews is integrated into the document to create a final draft of the *San Luis Obispo County Community College District Educational and Facilities Master Plan 2016 – 2026* which is forwarded to the Planning and Budget Committee for approval. |
| December 2016 And every ten years thereafter | Once the final draft of the *San Luis Obispo County Community College District Educational and Facilities Master Plan 2016 – 2026* has been thoroughly reviewed district-wide and all comments have been addressed, the Superintendent/President presents the master plan to the Board of Trustees for approval. |
Educational and Facilities Master Plans

The educational and facilities master plans are the San Luis Obispo County Community College District’s long-term plans. As such, these documents compare existing conditions to the district mission and, based on that comparison, identify the district’s current strengths and weaknesses, and project the district’s future challenges and needs.

In 2012, the San Luis Obispo County Community College District has two master plans: an educational plan and a facilities plan. Since the educational master plan sets the foundation for the facilities master plan, the Cuesta College Educational Plan 2011 – 2016 was completed in 2011 and the San Luis Obispo County Community College District Facilities Plan 2012 – 2022 was completed in 2011 followed by completion of the San Luis Obispo County Community College District Facilities Plan 2012 – 2022 in 2012. The district intends to integrate the educational and facilities master plans in one document and to align the term length of the two master plans in the next planning cycle.

Conceptually, master planning is the opportunity to create district-wide dialogue about the future. The steps in this dialogue are:

1. **Analysis of:**
   - The effectiveness and outcomes of the previous master plans;
   - Current state and national trends in higher education;
   - Current internal and external conditions; and
   - Ten-year projections of demographics changes.

2. **Based on these analyses,**
   - Project the district’s overall growth for the coming decade;
   - Identify current and anticipated challenges; and
   - Develop Institutional Goals that convey the district’s response to these identified challenges.

3. **Analyze the current status of each instructional discipline and student service based on district-wide growth to project the anticipated growth rate of each.**

4. **Based on these analyses and projections related to the educational master plan,**
   develop a facilities master plan that will add or remodel the facilities needed to support current and anticipated changes in the district’s programs and services.

The Institutional Goals set during the development of the educational master plan articulate how the district intends to address current and anticipated challenges. As such, these Institutional Goals guide the allocation of district energies and resources for the term of the
master plan by serving as the basis for the short-term planning processes (strategic plan, Institutional Program Planning and Review, and operational plans). Through this process, both the master plans and the short-term plans are linked to the mission:

Mission → Data analysis to assess the district’s effectiveness in meeting the mission → Identification of challenges → Institutional Goals → Institutional Objectives

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

I. B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
## Timeline and Process for Developing Strategic Plans

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<thead>
<tr>
<th>Month</th>
<th>Event</th>
<th>Description</th>
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| September 2013 | The Superintendent/President is responsible to initiate, oversee, and ensure completion of the strategic plan. | The Superintendent/President, co-chair of the Strategic Planning Committee, agendizes the development of the *San Luis Obispo County Community College District Strategic Plan 2014-2016*. The Strategic Planning Committee drafts the *San Luis Obispo County Community College District Strategic Plan 2014-2016* following these steps:  
   1. Review the Institutional Goals in the *Cuesta College Educational Master Plan 2011-2016 Addendum*.  
   2. Review progress on achieving the Institutional Objectives as documented in the spring 2012 and spring 2013 progress reports.  
   3. Based on these reviews, develops Institutional Objectives, assessments for those objectives, and Action Steps for the next three years. The Action Steps identify specific tasks, timelines for completion, and the group or office responsible for completing each task. |
| October 2013 | The Strategic Planning Committee distributes the draft *San Luis Obispo County Community College District Strategic Plan 2014-2016* district-wide for review and comment. | The Strategic Planning Committee incorporates feedback from the district-wide review to prepare the final draft of the *San Luis Obispo County Community College District Strategic Plan 2014-2016* which is forwarded to the College Council and Planning and Budget Committee. |
| November 2013 | Members of College Council distribute the final draft of the *San Luis Obispo County Community College District Strategic Plan 2014-2016* to their constituents for review and comment. | The Planning and Budget Committee considers the feedback from that review and makes a recommendation to the Superintendent/President. |
| December 2013 | If the Superintendent/President approves, the final draft of the *San Luis Obispo County Community College District Strategic Plan 2014-2016* is presented to the Board of Trustees for information. If the Superintendent/President does not approve, collaboration and compromise continues until he/she approves. | The final draft of the *San Luis Obispo County Community College District Strategic Plan 2014-2016* is implemented beginning in fall 2014. |
Strategic Plan

The strategic plan is the district’s short-term plan. Through the development of the strategic plan, Institutional Goals are used to derive Institutional Objectives and Action Steps that describe how the Institutional Goals identified in the district Educational Master Plan will be achieved.

The San Luis Obispo County Community College District Strategic Plan 2010-2013 was written the year before the San Luis Obispo County Community College District Educational Master Plan 2011-2016 was finalized. Since that document was completed, an addendum has been developed that establishes Institutional Goals for the district. A total of two strategic plans will be developed under the umbrella of the Cuesta College Educational Master Plan 2011-2016 and Cuesta College Educational Master Plan Addendum 2011 – 2016, using the Institutional Goals identified in the addendum. Based on the district’s assessment of the previous strategic plan and recommendations from the Accrediting Commission for Community and Junior Colleges, the format and planning terms have been updated for the San Luis Obispo County Community College District Strategic Plan 2012-2014. The next strategic plan to be developed will be the San Luis Obispo County Community College District Strategic Plan 2014-2016. The district intends to shift to a three-year cycle for strategic plans beginning in 2016.

Although the San Luis Obispo County Community College District Strategic Plan 2012-2014 was developed in the spring, in the future, strategic plans will be developed in the fall so that the Institutional Objectives are available for the Institutional Program Planning and Review process in the spring.

The primary components of the revised strategic plan format are:

- **Institutional Goals** that were developed as part of the Cuesta College Educational Master Plan 2011-2016 Addendum are broad statements that articulate how the district intends to address current and anticipated challenges.

- **Institutional Objectives** describe more specifically the initiatives that will be undertaken to achieve the Institutional Goals.

- **Assessment of Institutional Objectives** describe the specific assessment measures that will be used to determine how effective the Action Steps were in moving the district toward achievement of the Institutional Objectives. These results will be consolidated in the annual Spring 20xx Progress Report on SLOCCCD Strategic Plan 2012 – 2014.
- **Action Steps** describe in step-by-step sequence how the Institutional Objectives will be accomplished and assessed. Each Action Step includes these components:

  1. **Responsible Party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Action Steps. The responsible group or office may complete the Action Steps or may collaborate with others to complete the Action Steps. The assignment of a responsible group or office is essential for accountability.

  2. **Target completion date** conveys the timeline for completion. As such, the target completion date also conveys the district’s priority for effort to be dedicated to the Institutional Objective.

  3. **Estimated Budget** identifies approximately how much new funding will be needed, if any, to complete the Action Steps. Personnel costs for current employees are not included in this estimate.

- **Progress** is a brief statement describing the results of the Action Steps. The information in this column is used to prepare the annual *San Luis Obispo County Community College District Progress Report*.

- **Implications for Next Year’s Action Plans** describe adjustments that may be needed if the progress described in the previous column requires changes to subsequent Action Steps. This information in this column is included in the annual *San Luis Obispo County Community College District Progress Report*.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

I. B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
**Institutional Goal:** An Institutional Goal from the Educational Master Plan will be listed here.

**Institutional Objective 1.1**
The specific strategies to be implemented to work toward achievement of the Institutional Goals. Institutional Objectives are measurable, specific, and attainable.

**Assessment of Institutional Objective 1.1:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>2012 Fall</td>
<td>Assessment</td>
<td>Identify the specific way that this Institutional Objective will be assessed during this semester.</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>Assessment</td>
<td>Identify the specific way that this Institutional Objective will be assessed during this semester.</td>
</tr>
<tr>
<td>2013 Fall</td>
<td>Assessment</td>
<td>Identify the specific way that this Institutional Objective will be assessed during this semester.</td>
</tr>
<tr>
<td>2014 Spring</td>
<td>Assessment</td>
<td>Identify the specific way that this Institutional Objective will be assessed during this semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step for Institutional Objective 1.1</th>
<th>Responsible Party</th>
<th>Target Completion Date</th>
<th>Estimated Budget</th>
<th>Progress</th>
<th>Implications for Next Year’s Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1. The specific steps to be taken to fulfill the Institutional Objective will be itemized here</td>
<td>The group or office responsible to launch and oversee completion of the Action Step will be identified here.</td>
<td>The target date for completing the Action Step.</td>
<td>An estimate of any new resources needed in order to complete the Action Step.</td>
<td>This column will be completed in the annual Progress Report and is a brief statement describing the completion of the Action step.</td>
<td>This column is completed when the outcome described in the previous column results in the need to adjust subsequent Action Steps.</td>
</tr>
<tr>
<td>1.1.2. etc.</td>
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**Timeline and Process for Revising Institutional Program Planning and Review Templates**

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<tr>
<th>Date Range</th>
<th>Details</th>
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<tbody>
<tr>
<td>March 2012 And every year thereafter</td>
<td>The administrative co-chair of the Institutional Program Planning and Review Committee solicits district-wide feedback on the Institutional Program Planning and Review templates. The templates are: the Annual Program Planning and Review Worksheet, the Comprehensive Program Planning and Review, the Unit Plan, and the Career Technical Education Two-year Program Review. The Institutional Program Planning and Review Committee uses the feedback to draft revisions into the Institutional Program Planning and Review templates that will be used in the following academic year.</td>
</tr>
<tr>
<td>April/May 2012 And every year thereafter</td>
<td>The Institutional Program Planning and Review Committee submits the revised Institutional Program Planning and Review templates to the Academic Senate for approval. The Academic Senate reviews the proposed revisions to the Institutional Program Planning and Review templates and collaborates as needed to approve the documents.</td>
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</tbody>
</table>
### Timeline and Process for Completing Institutional Program Planning and Reviews

| First week of October 2012 And every year thereafter | The Vice Presidents of Academic Affairs, Administrative Services, and Student Services distribute the Institutional Program Planning and Review templates to Division Chairs/Directors.  
The Institutional Research Office distributes the program-level data necessary to complete the Institutional Program Planning and Review templates to Division Chairs/Directors. |
|---|---|
| October 2012 - February 2013 And every year thereafter | The Division Chairs/Directors collaborate with unit colleagues to draft their Institutional Program Planning and Review.  
The Division Chairs/Directors distribute the draft Institutional Program Planning and Review templates to all members of the unit for review and feedback.  
The Division Chairs/Directors incorporate feedback as warranted to complete the Institutional Program Planning and Review templates. |
| March 2013 And every year thereafter | The Division Chairs/Directors forward the Institutional Program Planning and Review templates to the Cluster Manager.  
The Cluster Manager consolidates the unit-level requests for allocations and leads dialogue to prioritize the requests. Requests that address needs related to Institutional Goals and/or Institutional Objectives or that address needs identified in the assessment of Student Learning Outcomes receive the highest priority for unit-level and cluster-level funding. |
| April 2013 And every year thereafter | Cluster Managers forward the cluster priorities to the Planning and Budget Committee for institutional prioritization. Refer to the “Resource Allocation” section of this document for a description of the Planning and Budget Committee’s prioritization process. |
Institutional Program Planning and Review

Institutional Program Planning and Review is both an annual and periodic process for program performance review and planning. Instructional, student services, and administrative areas analyze program performance by comparing quantitative and qualitative data against historical data.

In the annual process, all programs complete the Institutional Program Planning and Review template called an Annual Program Planning Worksheet. On this form, programs:
- Document their contributions to achievement of Institutional Goals and Institutional Objectives;
- Document the results of student learning outcomes measurements; and
- Advance funding requests into the district resource allocation process.

Improvement of the institution’s effectiveness in meeting its mission is central to all program performance. For this reason, funding requests that are in service of Institutional Goals and Institutional Objectives or that emerge from measurements of student learning outcomes are given high priority for funding at the unit, cluster, and institutional levels. Refer to the “Resource Allocation” section of this document for a description of the Planning and Budget Committee’s prioritization process.

In the periodic process, programs complete either the Institutional Program Planning and Review template called the Comprehensive Program Planning and Review or the Career Technical Education Two-year Program Review. The periodic review is every two years for career technical education programs (mandated review/Career Technical (CTE) Two-Year Program Review), every four years for a career technical education program comprehensive program review and five years for all other programs. This review is a thorough evaluation of the programs and includes components such as a general description of the program, the program mission, an analysis of staffing, and a summary of program achievements, including results from the assessment of student learning outcomes and administrative unit outcomes.

Once the Institutional Program Planning and Review process is completed, two types of analysis are completed on the periodic comprehensive reviews.

1. Cluster Managers review the periodic comprehensive reviews and provide the unit with written feedback.

2. The Institutional Effectiveness Committee analyzes the student learning outcome sections of the periodic comprehensive reviews to identify measurements related to institutional effectiveness and institutional learning outcomes. The results of this
analysis will be consolidated in a report that will be defined in the coming academic year.

The Accrediting Commission for Community and Junior Colleges standards most relevant to Institutional Program Planning and Reviews are:

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Standard II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.
**Operational Plans**

Operational plans are short-term plans for specific support-of-learning units in the district.

The *San Luis Obispo County Community College District Strategic Plan 2010-2013* calls for the development of three such operational plans: Technology Plan, Fiscal Plan, and Enrollment Management Plan.

The Technology Plan is a five-year plan that describes major technology priorities that are aligned with the district’s Institutional Goals. The Technology Plan is developed following district-wide dialogue to assess and prioritize current and projected technology needs, including technology support, training, hardware, software, licensure, policy issues, and technological infrastructure.

The Fiscal Plan is a five-year plan that presents strategies for debt management in order to create long-term fiscal solvency and stability. The Fiscal Plan includes an assessment of the district’s fiscal strengths and liabilities.

The Enrollment Management Plan is a two-year plan that sets enrollment goals as well as strategies for services, programs, and operations to facilitate student enrollment, retention, and success. The Enrollment Management Plan addresses efficiencies in class scheduling through an analysis of full-time-equivalent students, average and maximum class sizes, room sizes, duplicate sections, and other scheduling data.

Since each of these operational plans follows unique steps in development, a single process and timeline chart will not be presented in this manual. Progress on the initiatives described in the operational plans is assessed annually and this assessment is included in the annual progress report.

The Accrediting Commission for Community and Junior Colleges standard most relevant to Institutional Program Reviews is:

Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement.
### Timeline and Process for Budget Development

<table>
<thead>
<tr>
<th>Date and Period</th>
<th>Description</th>
</tr>
</thead>
</table>
| February 2012 – May 2012  
*And every year thereafter* | On a monthly cycle, the co-chair of the Planning and Budget Committee, Vice President of Administrative Services agendizes:  
- Reviews and revises the budget assumptions and budget criteria as warranted based on new information and  
- Updates the College Council on the status of the budget assumptions and budget criteria for the next fiscal year.  
Units receive tentative allocations for the coming fiscal year and build a site-specific tentative budget. |
| June 2012  
*And every year thereafter* | The tentative budget is presented to the Board of Trustees for approval. |
| July 2012- August 2012  
*And every year thereafter* | The Vice President of Administrative services reviews state budget changes and incorporates those changes into the budget assumptions and budget criteria for the final budget. |
| September 2012  
*And every year thereafter* | The final budget is presented to the Board of Trustees for approval. |
| Fall 2012  
*And every year thereafter* | The Planning and Budget Committee reviews the actual and budgeted revenue and expenditures for the prior three years. The analysis includes identification of large variances between budgeted and actual revenue and expenses by unit. Supervisors of units with accounts that are over budget are asked to justify these overages.  
The Vice President of Administrative Services drafts budget assumptions and forwards these to the Planning and Budget Committee. |
### Timeline and Process for Resource Allocations

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2013</td>
<td>Divisions/Units prioritize needs among programs and departments through the Annual Program and Review Worksheet.</td>
</tr>
<tr>
<td>And every year after</td>
<td></td>
</tr>
<tr>
<td>March 2013</td>
<td>Cluster Managers call a meeting of division chairs and/or directors to agree upon top ten priorities among divisions/departments under the cluster manager’s purview.</td>
</tr>
<tr>
<td>And every year after</td>
<td></td>
</tr>
<tr>
<td>April 2013</td>
<td>Cluster Managers present top priorities to Planning and Budget Committee members.</td>
</tr>
<tr>
<td>And every year after</td>
<td>To prioritize the institutional needs, the Planning and Budget Committee uses the Resource Allocation Rubric. Using a point scale, the rubric weighs each request based on the extent the request is justified by:</td>
</tr>
<tr>
<td></td>
<td>• Institutional Goals</td>
</tr>
<tr>
<td></td>
<td>• Institutional Objectives;</td>
</tr>
<tr>
<td></td>
<td>• Student Learning outcomes or administrative services outcomes;</td>
</tr>
<tr>
<td></td>
<td>• Institutional Program Planning and Review;</td>
</tr>
<tr>
<td></td>
<td>• Priorities from each Cluster;</td>
</tr>
<tr>
<td></td>
<td>• Health or safety concerns.</td>
</tr>
<tr>
<td>May 2012</td>
<td>The Planning and Budget Committee forwards the prioritized list of funding requests to the Superintendent/President’s Cabinet.</td>
</tr>
<tr>
<td>And every year after</td>
<td>The Cabinet reviews the prioritized lists and adjusts the priorities as needed based on fund availability.</td>
</tr>
<tr>
<td></td>
<td>After consideration of input from the Cabinet, the Superintendent/President makes the final funding determination.</td>
</tr>
<tr>
<td></td>
<td>The Vice President of Administrative Services incorporates funding for the approved items into the tentative and final budgets as appropriate.</td>
</tr>
</tbody>
</table>
Resource Allocation

Resource allocations align with the San Luis Obispo County Community College District mission and link Institutional Goals and Institutional Objectives to the resources needed to accomplish these institutional goals and objectives.

Generally speaking, all of the Institutional Goals reflect the district’s commitment to its mission and correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success. The purpose of the district budget is to provide:

- Students with a high quality, learning-centered environment;
- The resources and support needed to deliver effective instruction;
- The resources and support to facilitate the teaching-learning process; and
- The means to manage the district in an efficient and cost-effective way.

The budget development process begins with the development of budget assumptions. The budget assumptions are central to the budget development process and guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:

- Institutional Goals and Institutional Objectives;
- Priorities identified through the Institutional Program Planning and Review process;
- Mandates from external agencies; and
- Status of long-term obligations.

During the past three years of reductions in state apportionment, the district’s resource allocation process has included consideration of these guiding principles:

- Protect as much as possible of the core curriculum, programs and services needed to fulfill the district and state mission for community colleges;
- Maintain student access and service throughout the district;
- Reduce, combine, suspend, or eliminate services, programs, positions, and other costs farthest from students, instruction, and the support needed for student success;
- Stay flexible, plan for contingencies, and recognize that decisions at the state level may not be made in a timely manner, making it more important than ever for the district to work as a unified unit; and
- Communicate with civility; gather facts, weigh options, listen, and deliberate together when difficult choice have to be made.

Units identify and prioritize needs for staffing, facilities, services, and equipment. These unit-level requests for resources are submitted on the Annual Program Planning Worksheet as part of the Institutional Program Planning and Review process. High-priority needs will be funded at unit level if possible. The Annual Program Planning Worksheets are combined at the Cluster
level and are once again prioritized. High-priority needs will be funded at Cluster level if possible. All Clusters submit their list of prioritized needs to the Planning and Budget Committee which creates a consolidated list of institutional needs.

To prioritize the institutional priorities, the Planning and Budget Committee uses the Resource Allocation Rubric. Using a 50-point scale, this rubric weighs each request based on to what extent the request is justified by:

1. The contribution this proposal will make toward the achievement of Institutional Goals and/or Institutional Objectives;
2. An outcome based on the measurement of student learning outcomes or administrative services outcomes;
3. Data in the Institutional Program Planning and Review;
4. List of recommended priorities from each Cluster; and
5. Health or safety concerns.

This rubric was used to establish institutional priorities for the first time in spring 2012. In fall 2012, after analysis of the process, revisions to the rubric will be considered.

The Planning and Budget Committee completes the prioritization and forwards the list to the Superintendent/President’s Cabinet. After review, the Cabinet prioritizes the items to be funded based on fund availability. After consideration of input from the Cabinet, the Superintendent/President makes the final funding determination.

The district provides direct links between resource allocations and planning in the following ways:

- The Institutional Program Planning and Review process includes the requirement that units address how they contribute to the achievement of Institutional Goals and/or Institutional Objectives.
- Requests for funding are prioritized by the Planning and Budget Committee using a rubric that gives the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Objectives or that are the result of student learning outcome measurements.
- The district has established an Institutional Objectives Fund. These funds will be distributed through a mini-grant process and allocations will be based on the extent to which the funding will contribute to the achievement of an Institutional Objective.

The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocation processes are:
Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Standard III.D.1a. Financial planning is integrated with and supports all institutional planning.

Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.
**Plan Implementation**

Through the development of the Institutional Objectives, an office or group, such as a committee or task force, is assigned responsibility for each Action Step. The responsible group or office may complete the Action Step or may collaborate with others to complete the Action Step.

To ensure implementation of the identified activities that will move the district toward accomplishment of the Institutional Objectives, the responsible parties shall:

- Manage the timelines for the plan component;
- Develop appropriate processes;
- Identify and address funding needs through the unit-level or institutional-level resource allocation processes;
- Provide data and other types of evidence to assess the levels of success following plan implementation; and
- Document the activities and outcomes to contribute to the preparation of the annual *San Luis Obispo County Community College District Progress Report*.

The annual *San Luis Obispo County Community College District Progress Report* described in the next section informs the internal and external community about the outcomes of plan implementation.
<table>
<thead>
<tr>
<th>Month</th>
<th>Every Year Thereafter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2013</td>
<td>And every year thereafter</td>
<td>The Superintendent/President is responsible to initiate, oversee, and ensure completion of an annual progress report.</td>
</tr>
<tr>
<td>February 2013</td>
<td>And every year thereafter</td>
<td>The Superintendent/President, co-chair of the Strategic Planning Committee, facilitates the committee’s review of the template for the annual Progress Report on San Luis Obispo County Community College District Strategic Plan. The Strategic Planning Committee requests that parties responsible for Action Steps and actions identified in the operational plans submit progress updates.</td>
</tr>
</tbody>
</table>
| March 2013   | And every year thereafter | Responsible parties submit progress updates to the Strategic Planning Committee. The Strategic Planning Committee consolidates the reports of progress on the Action Steps and assessments of the Operational Plans. The Strategic Planning Committee collaborates with the Institutional Effectiveness Committee to:  
  - Analyze the progress report in terms of their effectiveness in moving the district toward achievement of the Institutional Goals; and  
  - Edit or augment Action Steps for the coming year as needed based on the assessment of the outcomes of the current year’s work. |
| April 2013   | And every year thereafter | The Strategic Planning Committee consolidates the results to create a draft Progress Report on San Luis Obispo County Community College District Strategic Plan that includes the reports of progress on the Action Steps and operational plans as well as an analysis of the effectiveness of the activities in fulfilling the Institutional Goals and Institutional Objectives. The Institutional Effectiveness Committee reviews the draft Progress Report on San Luis Obispo County Community College District Strategic Plan and suggests changes if warranted. This feedback is incorporated into the draft which is then distributed district-wide for review and comment. In collaboration with the Institutional Effectiveness Committee the Strategic Planning Committee incorporates feedback from the district-wide review to prepare a final draft. |
| May 2013     | And every year thereafter | The Strategic Planning Committee forwards the final draft to the Superintendent/President. After his/her review and approval, the Superintendent/President presents the Progress Report on San Luis Obispo County Community College District Strategic Plan to the Board of Trustees for information. |
| June - July 2013 | And every year thereafter | The annual Progress Report on San Luis Obispo County Community College District Strategic Plan is distributed as appropriate to both internal and external constituencies online and/or in print. |
Assessment of Plan Effectiveness

The strategic plan identifies how Institutional Objectives will be assessed. The results of these assessments are consolidated annually to create a progress report. The purpose of this progress report is to inform the internal and external communities about district’s progress in achieving the Institutional Goals.

Three tasks will be accomplished through the development of this progress report:

- Consolidate information about the Action Steps that have been completed;
- Analyze these outcomes in terms of their effectiveness in moving the district toward achievement of the Institutional Goals; and
- Edit or augment Action Steps for the coming year as needed based on the outcomes of the current year’s work.

The schedule for the annual progress reports is:

*Spring 2012 Progress Report on SLOCCCD Strategic Plan 2010 – 2013*
*Spring 2013 Progress Report on SLOCCCD Strategic Plan 2012 – 2014*
*Spring 2014 Progress Report on SLOCCCD Strategic Plan 2012 – 2014*
*Spring 2016 Progress Report on SLOCCCD Strategic Plan 2014 – 2016*

This progress report is an essential accountability tool in the San Luis Obispo County Community College District model of integrated planning because it reinforces and sustains a district-wide dialogue on its long-term and short-term goals.
The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annual Progress Reports are:

I. B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

3. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
### Timeline and Process for Assessing Planning Processes in January 2013

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2013</td>
<td>The Vice-President of Administrative Services, co-chair of the Planning and Budget Committee, and the administrative co-chair of the Institutional Effectiveness Committee collaborate to schedule and convene a joint meeting of the two committees. In the joint meeting, the committees develop a task force charged with gathering district-wide feedback to assess the district’s planning processes.</td>
</tr>
<tr>
<td>February 2013</td>
<td>The task force develops a process for gathering district-wide feedback on the district’s planning processes and implements the process.</td>
</tr>
<tr>
<td>March 2013</td>
<td>The task force considers the resulting feedback in preparing a Planning Processes Assessment Report. This report may include recommended revisions to one or more of the components in the district’s model of integrated planning processes. The task force meets jointly with the Planning and Budget Committee and the Institutional Effectiveness Committee to review the Planning Processes Assessment Report. The task force revises the report as warranted by the feedback and forwards the Planning Processes Assessment Report to the Academic Senate Council and the College Council.</td>
</tr>
<tr>
<td>April 2013</td>
<td>Both the Academic Senate Council and the College Council review the Planning Processes Assessment Report and take action on the recommended revisions to the planning and decision-making processes. The Academic Senate Council and College Council submit their recommendations to the Superintendent/President.</td>
</tr>
<tr>
<td>May 2013</td>
<td>The Superintendent/President reviews the Planning Processes Assessment Report and reaches mutual agreement with the Academic Senate Council regarding which changes will be made in the planning processes, if any. The Superintendent/President prepares an information report on this assessment for the Board of Trustees and the resulting changes to the planning processes, if any. The Superintendent/President also distributes this information report district-wide. The administrative co-chairs of the Planning and Budget Committee and the Institutional Effectiveness Committee revise the <em>San Luis Obispo County Community College District Integrated Planning Manual</em> to reflect all approved changes and ensure that the new document is widely distributed.</td>
</tr>
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</table>
## Timeline and Process for Assessing Planning and Decision-Making/Participatory Governance Processes beginning January 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2015</td>
<td>The Vice-President of Administrative Services, co-chair of the Planning and Budget Committee, and the administrative co-chair of the Institutional Effectiveness Committee collaborate to schedule and convene a joint meeting of the two committees. In the joint meeting, the committees develop a task force charged with gathering district-wide feedback to assess the district’s planning and decision-making processes.</td>
</tr>
<tr>
<td>February 2015</td>
<td>The task force develops a process for gathering district-wide feedback on the district’s planning and decision-making processes and implements the process.</td>
</tr>
<tr>
<td>March 2015</td>
<td>The task force considers the resulting feedback in preparing a Planning and Decision-Making Processes Assessment Report. This report may include recommended revisions to one or more of the components in the district’s model of integrated planning and/or decision-making processes. The task force meets jointly with the Planning and Budget Committee and the Institutional Effectiveness Committee to review the Planning and Decision-Making Processes Assessment Report. The task force revises the report as warranted by the feedback and forwards the Planning and Decision-Making Processes Assessment Report to the Academic Senate Council and the College Council.</td>
</tr>
<tr>
<td>April 2015</td>
<td>Both the Academic Senate Council and the College Council review the Planning and Decision-Making Processes Assessment Report and take action on the recommended revisions to the planning and decision-making processes. The Academic Senate Council and College Council submit their recommendations to the Superintendent/President.</td>
</tr>
<tr>
<td>May 2015</td>
<td>The Superintendent/President reviews the Planning and Decision-Making Processes Assessment Report and reaches mutual agreement with the Academic Senate Council regarding which changes will be made in the planning processes and/or decision-making processes, if any. The Superintendent/President prepares an information report on this assessment for the Board of Trustees and the resulting changes to the planning and decision-making processes, if any. The Superintendent/President also distributes this information report district-wide. The administrative co-chairs of the Planning and Budget Committee and the Institutional Effectiveness Committee revise the San Luis Obispo County Community College District Integrated Planning Manual and the San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook to reflect all approved changes and ensure that the new documents are widely distributed.</td>
</tr>
</tbody>
</table>
Assessment of Planning Processes

The district assesses its planning processes in alignment with the Accrediting Commission for Community and Junior College’s standards and planning rubric on evaluating institutional effectiveness.

The San Luis Obispo County Community College District’s model of integrated planning was revised in spring 2012 and the revised model will be implemented beginning in fall 2012. The first formal assessment of the recently revised and/or developed planning processes will be conducted in spring 2013. After this initial assessment of planning processes, a formal assessment will be conducted every two years.

In the formal assessment, the Planning and Budget Committee and the Institutional Effectiveness Committee collaborate to gather district-wide feedback about planning processes. The two committees will use that feedback to prepare a Planning Processes Assessment Report. This report may include recommended revisions to one or more of the components in the district’s model of integrated planning. All approved revisions are documented with revisions to the San Luis Obispo County Community College District Integrated Planning Manual.

After this initial assessment of the revised integrated planning model, the second assessment will be conducted in January 2015. At this time, decision-making processes will be assessed along with planning processes. Two timeline/process charts are included in this manual to describe the steps in the January 2013 assessment as well as the two-year cycle of assessment that will begin in January 2015.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

**Standard I. B.6.** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**Standard IV. A.5.** The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.