



# SPRING 2013 PROGRESS REPORT

**P**  
**SPRING 2013  
PROGRESS  
REPORT**

**San Luis Obispo County  
Community College District**



San Luis Obispo County  
Community College District  
**SPRING 2013**  
**PROGRESS REPORT**

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

---

San Luis Obispo Campus

North County Campus

South County Center

Distance Education

San Luis Obispo County  
Community College District



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

### **Mission**

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

### **Vision**

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

### **Values**

Access, Success, and Excellence

## Letter from the Superintendent/President

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

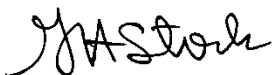
The *San Luis Obispo County Community College District 2013 Spring Strategic Plan Progress Report* is the culmination of a tremendous campus effort to achieve the Institutional Objectives slated for completion in 2012-2013.

The Board of Trustees expects the superintendent/president to ensure the 2012-2014 Strategic Plan is implemented. I have taken this responsibility very seriously and have closely monitored the progress the district has made. Progress updates are given by cabinet members during the first cabinet meetings each month. These actions are documented in the cabinet minutes.

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

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

Sincerely,



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

## **This report was produced by**

### **Strategic Planning Committee 2012-2013**

Gil Stork, Superintendent/President, co-chair  
Lisa Gray, Executive Assistant and assistant to co-chairs  
Dina Baca-Ebeling, Foundation Support Coordinator  
Dennis Baeyen, Division Chair, English  
Shannon Hill, Executive Director Foundation/Advancement  
Janice House, Director Computer Services

Sandee McLaughlin, Vice President Student Services and  
College Centers, co-chair  
Barb Miller, Mathematics Faculty  
Pamela Ralston, Dean Academic Affairs  
Mark Stengel, Director Library Learning Resources  
Rich Taylor, Mathematics Faculty

## **In collaboration with**

### **Responsible Parties and Plan Authors**

Dennis Baeyen, Division Chair, English  
Bill Benjamin, Executive Director Human Resources and  
Labor Relations  
Kevin Bontenbal, Librarian and Academic Senate President  
Ryan Cartnal, Director Institutional Research  
Bret Clark, Interim Dean Academic Affairs  
Shannon Hill, Executive Director Foundation/Advancement  
Janice House, Director Computer Services  
Marie Larsen, Mathematics Faculty  
Sandee McLaughlin, Vice President Student Services and  
College Centers

Madeline Medeiros, Division Chair, English as a Second  
Language  
Cherie Moore, Human Development Faculty and Curriculum  
Chair  
Pamela Ralston, Dean Academic Affairs  
Gary Rubin, Executive Dean North County Campus and South  
County Center  
Toni Sommer, Vice President Administrative Services  
Mark Stengel, Director Library Learning Resources  
Gil Stork, Superintendent/President,  
Deborah Wulff, Vice President Academic Affairs

### **Institutional Effectiveness Committee 2012-2013**

Greg Baxley, Interim Division Chair, Physical Sciences  
Ryan Cartnal, Director Institutional Research  
Bret Clark, Interim Dean Academic Affairs, chair  
Bill Demarest, Mathematics Faculty  
Sally Demarest, English Faculty

Jennifer Martin, Division Chair, Performing Arts  
Bob Miller, Kinesiology Faculty/Coach  
Nohemy Ornelas, Dean Student Services  
Robert Schwennicke, Mathematics Faculty  
Lisa Wearda, Associate Director Nursing Allied Health

## Table of Contents

Mission, Vision and Values.....	2
Letter from the Superintendent/President.....	3
Executive Summary.....	6
Introduction.....	7
Progress Reports on Institutional Goals	
Institutional Goal 1.....	8
Institutional Goal 2.....	27
Institutional Goal 3.....	36
Institutional Goal 4.....	41
Institutional Goal 5.....	46
Progress Reports on Operational Plans	
Enrollment Management Plan 2012-2014.....	54
Technology Plan 2012-2017.....	54
Long-Term Fiscal Plan 2012-2016.....	55
Equal Employment Opportunity Plan 2012-2015.....	55
Resource Development Plan 2012-2013.....	55

A detailed *San Luis Obispo County Community College District Spring 2013 Progress Report on the San Luis Obispo County Community College District Strategic Plan 2012-2014 and Operational Plans*, including progress reports on Institutional Goals, Operational Plans, and progress evidence, is available online.

## Executive Summary

The San Luis Obispo County Community College District has made significant progress on its *San Luis Obispo County Community College District Strategic Plan 2012-2014*. At the midpoint of the two-year plan, the *Spring 2013 Progress Report* reveals areas of strength and areas that require adjustment.

Improvements have been made in:

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

During the second year of the plan, progress toward Institutional Goals is anticipated to be completed according to the timeline in the *San Luis Obispo County Community College District Strategic Plan 2012-2014*. In early fall 2013, the superintendent/president will convene a district-wide dialogue to revisit data associated with Institutional Objectives, in order to assess the first year and effectively address the second year of the *San Luis Obispo County Community College District Strategic Plan 2012-2014* and to prepare a draft of the *San Luis Obispo County Community College District Strategic Plan 2014-2017*.

## Introduction

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

*San Luis Obispo County Community College District Spring 2013 Progress Report on the San Luis Obispo County Community College District Strategic Plan 2012-2014 and Operational Plans (hereafter referred to as the Spring 2013 Progress Report)* documents progress made on the 2012-2014 Strategic Plan. The *Spring 2013 Progress Report* includes a rationale for each Institutional Goal and the following components for each Institutional Objective.

- *The Rationale that explains why these Action Steps were developed for the Institutional Objective;*
- *An Assessment that analyzes how effective the Action Steps have been in moving the district closer toward achieving its Institutional Objective; and*
- *Progress on the Action Steps through June 2013.*

A rationale is included for both Institutional Goals and Institutional Objectives in response to a suggestion in the *Accrediting Commission for Community and Junior College's Fall 2012 Visiting Team Report*. These rationales document the specific data and supporting institutional analysis that led the district to:

- Develop the Institutional Goal and
- Trust that the Action Steps will culminate in the district's achievement of its Institutional Objectives.

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

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

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

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

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

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



**SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT  
STRATEGIC PLAN 2012-2014  
SPRING 2013 PROGRESS REPORT**

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

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

**Institutional Objective 1.1**

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

**Rationale for Institutional Objective 1.1**

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

**Assessment of Institutional Objective 1.1**

In fall 2012, the courses required for transfer in three majors, Engineering, Liberal Arts, and Business Administration, were analyzed by frequency, site, delivery method, and schedule. In spring 2013, two-year schedules for these majors were developed. In summer 2013 counselors distributed the two-year schedules for these three majors in new student orientations and the two-year schedules were published in the 2013-2014 college catalog.

These action steps led to widely publicizing a two-year schedule for courses required to complete three popular majors. In 2013-2014, the Vice President of Academic Affairs will verify that the courses in the two-year schedules are offered as promised. The Vice President of Student Services will verify that the two-year schedules are widely distributed. The Director of Institutional Research and Assessment will track the number of first-time students who declare Engineering, Business Administration, or Liberal Arts as their major and, over the next four years, will track the number of first-time students who entered in fall 2013 or later who completed the transfer requirements in these

majors.

The impact of these action steps will be assessed by increases in the number of students who complete transfer degrees in these majors and an increase in student satisfaction with course availability.

<b>Action Steps for Institutional Objective 1.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p><i>1.1.1. - Develop an ideal semester-by-semester sequence of the courses required for transfer in three majors: engineering, liberal arts, and business administration</i>  <i>- Identify the frequency with which courses required for transfer in these majors are offered by campus site, by delivery method, and by schedule (day, evening, etc.)</i></p>	<p><i>Vice President, Student Services</i></p>	<p><i>December 2012</i></p>	<p><i>Complete</i></p>	
<p><i>1.1.2. - Collaborate with Deans and Division Chairs to develop a two-year cycle commitment regarding the frequency with which the courses required for these three majors will be offered by campus site, delivery method, and schedule</i></p>	<p><i>Vice President, Student Services and Vice President, Academic Affairs</i></p>	<p><i>April 2013</i></p>	<p><i>Complete and ongoing</i></p>	

<b>Action Steps for Institutional Objective 1.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p><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</i></p> <p><i>- Verify that the courses required for transfer are offered as promised each semester</i></p>	<p><i>Vice President, Student Services and Vice President, Academic Affairs</i></p>	<p><i>By June 2013 and ongoing</i></p>	<p>Complete and ongoing</p>	
<p><i>1.1.4. Document the declared majors for fall 2013 first-time students</i></p>	<p><i>Director, Institutional Research &amp; Assessment</i></p>	<p><i>October 2013</i></p>	<p><i>To be completed fall 2013 and ongoing.</i></p>	<p>Action Step 1.1.5 added to address future assessment.</p> <p>Enrollment Management Committee has integrated the semester-by-semester sequence of courses for transfer in additional majors.</p>

<i>1.1.5 Track the number of first-time students who entered fall 2013 or later and completed the transfer requirements for engineering, business administration and liberal arts.</i>	<i>Director, Institutional Research &amp; Assessment</i>	<i>June 2014 June 2015 June 2016 June 2017</i>		
--	--	--	--	--

**Institutional Objective 1.2**

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

**Rationale for Institutional Objective 1.2**

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

**Assessment of Institutional Objective 1.2**

In fall 2012, the prerequisite courses required to apply for the RN program, and the courses required for the Liberal Arts associate degree (Social and Behavioral Sciences) were analyzed by frequency, site, delivery method, and schedule. In spring 2013, two-year schedules for these courses were developed. In summer 2013 counselors distributed the two-year schedules for these courses in new student orientations and the two-year schedules were published in the 2013-2014 college catalog.

In 2013-2014, the Vice President of Academic Affairs will verify that the courses in the two-year schedules are offered as promised. The Vice President of Student Services will verify that the two-year schedules are widely distributed. The Director of Institutional Research and Assessment will track the number of first-time students (i) who apply to the RN program and who completed their prerequisites in the district and (ii) who complete Liberal Arts associate degree (Social and Behavioral Sciences).

These Action Steps led to widely publicizing two-year schedules for courses required to fulfill prerequisites for the RN program and to complete the Liberal Arts degree (Social and Behavioral Sciences). The impact of these Action Steps will be assessed by (i) increases in the number of students who apply to the RN program who also completed their prerequisites in the district and (ii) the number of students who obtain Liberal Arts degrees.

In fall 2013, the courses required for two Liberal Arts degrees (Arts and Humanities, and Science) will be analyzed by frequency, site, delivery method, and schedule. In spring 2014, two-year schedules for these courses will be developed. In summer 2014 counselors will distribute the two-year schedules for these courses in new student orientations and the two-year schedules will be published in the 2014-2015 college catalog.

<b>Action Steps for Institutional Objective 1.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>1.2.1. - Develop an ideal semester-by-semester sequence of the courses that are (i) prerequisites for the nursing program and (ii) required for two associate degree majors: Liberal Arts with Social and Behavioral Sciences emphasis and Liberal Arts with Arts and Humanities emphasis</p> <p>- Identify the frequency with which these courses are offered by campus site, by delivery method, and by schedule (day, evening, etc.)</p>	<p>Vice President , Student Services</p>	<p>December 2012</p>	<p>Pre-RN: Complete and ongoing</p> <p>Liberal Arts/Social and Behavioral Sciences: Complete and ongoing</p>	<p>Complete this Action Step in fall 2013 for two additional majors: Liberal Arts (Arts &amp; Humanities) and Liberal Arts (Science)</p>
<p>1.2.2. - Collaborate with Deans and Division Chairs to develop a two-year cycle commitment regarding the frequency with which these will be offered by campus site, delivery method , and schedule</p>	<p>Vice President , Student Services and Vice President , Academic Affairs</p>	<p>April 2013</p>	<p>Pre-RN: Complete and ongoing</p> <p>Liberal Arts (Social and Behavior Sciences): Complete and ongoing</p> <p>Liberal Arts (Arts and Humanities): to be completed in fall 2013</p> <p>Liberal Arts (Science): to be completed in fall 2013</p>	

<b>Action Steps for Institutional Objective 1.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>1.2.3. - Distribute the idealized semester-by-semester sequences of these courses required for an associate degree in one of these majors or for program admission to students in orientation sessions, online, and in the district catalog to assist students in developing their educational plans</p> <p>- Verify that the courses are offered as promised each semester</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>By June 2013 and ongoing</p>	<p>Pre-RN: Complete and ongoing</p> <p>Liberal Arts (Social and Behavior Sciences): Complete and ongoing</p> <p>Liberal Arts (Arts and Humanities) emphasis): to be completed in spring 2014</p> <p>Liberal Arts (Science): to be completed in spring 2014</p>	
<p>1.2.4 - Develop an ideal semester by semester sequence of the courses that are required for two associate degree majors: Liberal Arts (Science) and Liberal Arts (Arts &amp; Humanities)</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>December 2013</p>		

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



**Institutional Objective 1.3**

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

**Rationale for Institutional Objective 1.3**

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

**Assessment of Institutional Objective 1.3:**

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

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

These Action Steps led to broad dialogue about best practices in teaching distance education courses. The best practices documents provide guidance to division chairs and academic deans when they make faculty assignments to distance education classes and serve as a framework for potential online instructors. Analysis of student success in distance education courses will be conducted in August 2013 to determine term-over-term improvement in students' successful completion of distance education courses.

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

<b>Action Steps for Institutional Objective 1.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>1.3.4. - In collaboration with the Distance Education Committee incorporate the feedback as warranted</p> <p>- Encourage Deans and Division Chairs to review the competency checklist with faculty being considered for assignment to distance education courses</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>March 2013</p>	<p>Complete</p>	
<p>1.3.5. - Collaborate with Academic Affairs Office to determine the current and future usefulness of the faculty competency checklist in the assignment of faculty to distance education courses</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>April 2013</p>	<p>Complete</p>	<p>Action Step 1.3.6 added</p>
<p>1.3.6 - Assess the rates of students' successful completion of courses taught via distance education in fall-to-fall and spring-to-spring comparisons.</p>	<p>Director, Institutional Research and Assessment</p>	<p>August 2013 August 2014 August 2015</p>		

**Institutional Objective 1.4**

Increase English as a Second Language credit course success and improvement rates by 2% annually

**Rationale for Institutional Objective 1.4**

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

**Assessment of Institutional Objective 1.4:**

In fall 2102 faculty reviewed best practices in ESL pedagogy and based on that review developed new curriculum as a result. ESL 006, which increased reading instruction to 50% of the course content, was taught as an experimental course in spring 2013.

The Action Steps led to dialogue among ESL faculty on the importance of increased attention to reading instruction as a tool for increasing students' reading, writing and vocabulary acquisition skills. Analysis of student success will be conducted in August 2013 to determine term-over-term improvement.

<b><i>Action Steps for Institutional Objective 1.4</i></b>	<b><i>Responsible Party</i></b>	<b><i>Target Completion Date</i></b>	<b><i>Progress</i></b>	<b><i>Implications for Next Year's Action Steps</i></b>
<p><i>1.4.1. - Review best practices that have led to documented improvement in students' successful completion of English as a second language credit courses</i></p> <p><i>- 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</i></p>	<p><i>Dean, Academic Affairs/Humanities, and Division Chair, English as a Second Language</i></p>	<p><i>November 2012</i></p>	<p><i>Complete</i></p>	

<b>Action Steps for Institutional Objective 1.4</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<i>1.4.2. Develop an implementation plan and timeline including faculty training if needed; how current funds will be used to implement this initiative; and space if needed</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>December 2012</i>	<i>Complete</i>	
<i>1.4.3. Implement the portions of the plan scheduled for spring 2013</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>Spring semester 2013</i>	<i>Complete</i>	
<i>1.4.4. Collaborate with the Student Support and Success Committee to: - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>May 2013</i>	<i>Complete</i>	
<i>1.4.5. Compare students' successful completion of English as a second language credit courses in spring 2013 with spring 2012</i>	<i>Director, Institutional Research and Assessment</i>	<i>June 2013</i>	<i>To be complete by August 2013.</i>	<i>Adjusted the completion date to reflect when data are available.</i>
<i>1.4.6. Implement the portions of the plan scheduled for fall 2013</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>Fall semester 2013</i>		

<b>Action Steps for Institutional Objective 1.4</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
1.4.7. Collaborate with the Student Support and Success Committee to: - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback	Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language	December 2013		
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		
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		
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		
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		Adjusted the completion date to reflect when data are available.

**Institutional Objective 1.5**

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

**Rationale for Institutional Objective 1.5**

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

**Assessment of Institutional Objective 1.5****Mathematics:**

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

- (1) The addition of counseling outreach to pre-collegiate classes: Counselors conducted classroom visits in spring 2012 to all MATH 003 and MATH 007 classes during the 3rd and 4th week of the semester, delivering content on strategies for becoming a successful student and referrals to academic support services including counseling and tutoring.
- (2) A common final examination in mathematics basic skills courses, which will be implemented in fall 2013.

The Action Steps led to dialogue among mathematics faculty on the importance of direct counseling to basic skills students as well as the best practice of common assessment in determining outcomes. Analysis of student successful course completion of basic skills mathematics courses will be conducted in August 2013 to determine term-over-term improvement.

**English:**

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

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

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

The Action Steps led to dialogue among English faculty on the importance of faculty engagement of students and increased reading instruction. Analysis of student success will be conducted in August 2013 to determine term-over-term improvement.

<b>Action Steps for Institutional Objective 1.5</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>1.5.1. - Review best practices that have led to documented improvement in students' successful completion of basic skills courses</p> <p>- Collaborate with discipline faculty to identify the initiative that promises the greatest impact on students' successful completion of basic skills courses</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	November 2012	Complete	
<p>1.5.2. Develop an implementation plan and timeline including faculty training if needed; how current funds will be used to implement this initiative; and space if needed</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	December 2012	Complete	



<b>Action Steps for Institutional Objective 1.5</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
1.5.3. Implement the portions of the plan scheduled for spring 2013	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	Spring semester 2013	Complete	
<p>1.5.4. - Survey students and faculty to assess perceptions of this initiative</p> <p>- Adjust the implementation plan as needed based on feedback</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	May 2013	Complete	
1.5.5. Compare students' successful completion of basic skills courses in spring 2013 with spring 2012	Director, Institutional Research and Assessment	June 2013	To be complete by August 2013.	Adjusted the completion date to reflect when data are available.

<b>Action Steps for Institutional Objective 1.5</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
1.5.6. Implement the portions of the plan scheduled for fall 2013	<p><i>English: Dean, Academic Affairs/ Humanities and Division Chair, English</i></p> <p><i>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</i></p>	Fall semester 2013		
<p>1.5.7. - Survey students and faculty to assess perceptions of this initiative</p> <p>- Adjust the implementation plan as needed based on feedback</p>	<p><i>English: Dean, Academic Affairs/ Humanities and Division Chair, English</i></p> <p><i>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</i></p>	December 2013		
1.5.8. Compare students' successful completion of basic skills courses in fall 2013 with fall 2012	Director, Institutional Research and Assessment	January 2014		

<b>Action Steps for Institutional Objective 1.5</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
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		
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		
1.5.11. Compare students' successful completion of basic skills courses in spring 2014 with spring 2013	Director, Institutional Research and Assessment	August 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.**

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

**Institutional Objective 2.1**

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

**Rationale for Institutional Objective 2.1**

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

**Assessment of Institutional Objective 2.1:**

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

In 2013-2014, the task force will widely disseminate the marketing materials, assign responsibilities for completing tasks, and develop a timeline for spring 2014 activities to promote fall 2014 enrollment of 24- to 40-year-olds. The plan will be presented to Planning and Budget for feedback in fall 2013 and will be implemented in spring 2014.

These Action Steps are designed to increase the number of 24- to 40-year-olds in the district’s student population.

<b>Action Steps for Institutional Objective 2.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<i>2.1.1. Appoint representatives of programs that serve adult learners to serve on a task force related to this Institutional Objective</i>	<i>Superintendent /President</i>	<i>October 2013</i>	<i>Complete</i>	
<i>2.1.2. Collaborate with the Task Force identified in action Step 2.1.1. to develop a marketing campaign targeted to students between the ages of 24 and 40 that includes (i) strategies for wide dissemination of targeted materials, (ii) assignment of responsibility for completing specific tasks, and (iii) a timeline for spring 2014 activities that will promote fall 2014 enrollment</i>	<i>Executive Director, Advancement and Foundation</i>	<i>November 2013</i>	<i>Initiated in 2013 with presentation of survey results to Enrollment Management Committee.</i>	
<i>2.1.3. - Present the marketing campaign and implementation plan to Planning and Budget for review and feedback - Incorporate suggested changes in the marketing campaign as warranted</i>	<i>Executive Director, Advancement and Foundation</i>	<i>December 2013</i>		
<i>2.1.4. Complete the marketing activities scheduled for spring 2014</i>	<i>Executive Director, Advancement &amp; Foundation</i>	<i>Spring semester 2014</i>		

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

**Institutional Objective 2.2a.**

Increase the local high school capture rate by 2% annually

**Rationale for Institutional Objective 2.2a**

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

**Assessment of Institutional Objective 2.2a**

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

In spring 2013, surveys were administered to college faculty and both high school and college counselors who participated in the spring 2013 visits. The results of the survey were analyzed in preparation for presentation to College Council in fall 2013. In 2013-14, the Vice President of Student Services and Vice President of Academic Affairs will revise the high school outreach plan based on feedback from the 2012-2013 survey.

These Action Steps led to an integrated approach and new dialogue between instructional faculty and counselors regarding effective partnership in high school outreach. Analysis of the capture rate of local high school graduates will be conducted in September 2013 to determine fall-to-fall improvement in the enrollment of recent high school graduates.

<b>Action Steps for Institutional Objective 2.2a.: Faculty Involvement in High School Visits</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>2.2a.1. - Develop a master schedule of counselors' visits to high schools for spring 2013</p> <p>- Distribute the schedule district-wide and ask for faculty volunteers to accompany the counselor on the high school visits with the ideal of one faculty member who teaches transfer courses and one who teaches career technical education courses to attend each visit</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2012</p>	<p>Complete</p>	
<p>2.2a.2. Collaborate with the Deans and Divisions Chairs to ensure that each scheduled high school visit includes two faculty</p>	<p>Vice President, Academic Affairs</p>	<p>December 2012</p>	<p>Complete</p>	
<p>2.2a.3. Implement the plan in spring 2013 and track participation to ensure that it occurs as promised</p>	<p>Vice President, Academic Affairs and Vice President, Student Services</p>	<p>Spring semester 2013</p>	<p>Complete</p>	<p>Added Action Step 2.2a.8 for tracking of high school graduates.</p>

<b>Action Steps for Institutional Objective 2.2a.: Faculty Involvement in High School Visits</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>2.2a.4. - Survey college faculty and both college and high school counselors who participated to assess their perceptions of the spring 2013 high school visits and their recommendations for improvements to the program</p> <ul style="list-style-type: none"> <li>- Analyze the survey results and modify strategies for spring 2014 based on that feedback</li> <li>- Present the report to College Council</li> </ul>	<p>Vice President, Academic Affairs and Vice President, Student Services</p>	<p>June 2013</p>	<p>Partially Complete - surveys conducted and analyzed by June 2013. Revisions to the high school outreach plan based on the survey results will be complete and presented to College Council by September 2013.</p>	<p>Move the presentation to College Council to September 2013.</p>
<p>2.2a.5. - Develop a master schedule of counselors' visits to high schools for spring 2014</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2013</p>		



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

**Institutional Objective 2.2b.**

Increase the local high school capture rate by 2% annually

**Rationale for Institutional Objective 2.2b**

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

**Assessment of Institutional Objective 2.2b**

In fall 2012, an implementation plan for the Edúcate Conference was completed, which included all event detail and baseline data about the number of recent Latino high school graduates enrolled in the district. The implementation plan was reviewed and endorsed by Cabinet and College Council and funding was identified. In spring 2013, the Edúcate Conference was hosted on the North County Campus; 300 high school student participants were surveyed to assess perceptions of the event and recommended improvements. In fall 2013, an analysis of the survey results and high school capture rates of Latino students will be presented to Cabinet and College Council to determine whether to host Edúcate Conference in spring 2014.

These Action Steps led to broader district awareness of the increasing proportion of local Latino high school graduates and San Luis Obispo County Community College District's need to incorporate this awareness in community outreach events. Analysis of the capture rate of local high school Latino graduates will be conducted in September 2013 to determine fall-to-fall term improvement.

<b>Action Steps for Institutional Objective 2.2b: Expand the Educate Conference</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
2.2b.1. In collaboration with the Latina Leadership Task Force, develop an implementation plan for the Educate Conference that includes location, agenda, participants to be invited, strategies to involve district faculty and staff in the event, and a timeline for the preparation tasks	Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center	October 2012	Complete	
2.2b.2. Establish a multi-year baseline of the number of recent Latino high school graduates who enroll in the district	Director, Institutional Research and Assessment	October 2012	Complete	
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	
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	Complete	

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

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

**Rationale for Institutional Goal 3:**

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

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

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

**Institutional Objective 3.1**

Develop and distribute an institutional decision-making handbook that clarifies and documents the purpose, membership, meeting schedule, and reporting structure of its participatory governance and decision-making bodies.

**Rationale for Institutional Objective 3.1**

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

**Assessment of Institutional Objective 3.1:**

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

The final document was posted online in August 2013 for faculty, administrators, staff and students to use as a resource for the purpose, membership, meeting schedule, and reporting structure of the district’s participatory governance and decision-making bodies.

<b>Action Steps for Institutional Objective 3.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>3.1.1. - Distribute the proposed definition of categories of groups and committee structure to Planning and Budget, Academic Senate Council, and College Council for review and comment</p> <p>- Determine if expertise external to the district will be consulted on this project</p>	<p>Superintendent/ President</p>	<p>September 2012</p>	<p>Complete</p>	
<p>3.1.2. - Incorporate feedback into the proposed definition of categories of groups and committee structure</p> <p>- Present the proposal as a recommendation to the Superintendent/President</p> <p>- Charge the committee chairs or co-chairs of each participatory governance and decision-making body to complete by November 15<sup>th</sup> a standard template that describes the purpose, membership, meeting schedule, and reporting structure of the group</p>	<p>Superintendent/ President</p>	<p>October 2012</p>	<p>Complete</p>	

<b>Action Steps for Institutional Objective 3.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>3.1.3. - Draft the preliminary chapters of the Handbook  - Review, revise as needed, and integrate the information submitted by the committee chairs or co-chairs to create a complete draft of the Handbook  - Distribute the draft Handbook for district-wide review and comment</p>	<p>Superintendent/  President</p>	<p>January 2013</p>	<p>Complete</p>	
<p>3.1.4. - Integrate the feedback as warranted to create the final Handbook  - Distribute the draft final Handbook to Planning and Budget, Academic Senate Council, and College Council for review and comment</p>	<p>Superintendent/  President</p>	<p>February 2013</p>	<p>Complete</p>	
<p>3.1.5. - Integrate feedback to prepare the final Handbook  - Present the final Handbook as a recommendation to the Superintendent/President</p>	<p>Superintendent/  President</p>	<p>March 2013</p>	<p>Complete</p>	
<p>3.1.6. - Ensure online and print publication of the Handbook to facilitate wide distribution</p>	<p>Superintendent/  President</p>	<p>April 2013</p>	<p>Complete</p>	

**Institutional Objective 3.2**

Assess participatory governance and decision-making structures and processes and revise as needed to ensure that the processes are effective, transparent, and include broad participation.

**Rationale for Institutional Objective 3.2**

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

**Assessment of Institutional Objective 3.2:**

Action steps begin in January 2014.

<b><i>Action Steps for Institutional Objective 3.2</i></b>	<b><i>Responsible Party</i></b>	<b><i>Target Completion Date</i></b>	<b><i>Progress</i></b>	<b><i>Implications for Next Year's Action Steps</i></b>
<i>3.2.1. Charge the College Council with the task of developing a task force to assess the district's decision-making and participatory governance processes</i>	<i>Superintendent/ President</i>	<i>January 2014</i>		
<i>3.2.2. Develop and implement a process to gather feedback on the district's decision-making and participatory governance processes</i>	<i>Task Force on Decision-making and Participatory Processes Assessment</i>	<i>February 2014</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>		



<b>Action Steps for Institutional Objective 3.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
3.2.4. Review the report and provide feedback to the Superintendent/President on the recommendations in that report (if any) for changes to decision-making and participatory governance processes	Academic Senate Council and College Council	April 2014		
3.2.5. - Review recommendations for changes to the decision-making and participatory governance processes (if any) in the Assessment Report as well as the feedback from the Academic Senate Council and College Council - Prepare an information report on agreed-upon changes to decision-making and participatory governance processes for the Board of Trustees and the district internal community	Superintendent/President	May 2014		
3.2.6. - Revise the San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook to reflect all approved changes - Distribute revised document across the district	Executive Director, Advancement and Foundation	June 2014		

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

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

**Institutional Objective 4.1**

Train the internal community about the integrated planning processes

**Rationale for Institutional Objective 4.1**

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

**Assessment of Institutional Objective 4.1:**

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

In 2013-2014, district-wide presentations on the district’s revised model for integrated planning will once again be conducted including opening day and flex day presentations. The flex day presentations will be mandatory for new committee co-chairs. Adopted changes to the Integrated Planning Model’s processes will be highlighted and presented during one of each key committee’s fall 2013 meetings.

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

<b>Action Steps for Institutional Objective 4.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>4.1.1.- Offer flex days workshops on the integrated planning model that are open to all members of the district community but are required for committee co-chairs</p> <p>- Present the integrated planning model and the manual to a district-wide audience on Fall 2012 Opening Day</p>	<p>Superintendent/ President, Accreditation Liaison Officer, and Academic Senate President</p>	<p>August 2012</p>	<p>Complete and ongoing</p>	
<p>4.1.2. - Collaborate to develop a 10-minute overview of the integrated planning model that includes the master calendar (see Action Step 4.2.1)</p> <p>- Collaborate with Committee Co-Chairs to include this item on one agenda</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>September 2012</p>	<p>Complete and ongoing</p>	
<p>4.1.3. Deliver the overview of the integrated planning to all key committees, with an emphasis on that committee's role in the planning processes</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>October 2012</p>	<p>Complete and ongoing</p>	
<p>4.1.4. Include questions on the integrated planning model in the spring assessment of the planning processes (see the Timeline and Process Chart in the Integrated Planning Manual)</p>	<p>Vice President of Administrative Services and Administrative Co- chair of the Institutional Effectiveness Committee</p>	<p>February 2013</p>	<p>Complete and ongoing</p>	

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

**Institutional Objective 4.2**

Complete all processes outlined in the *San Luis Obispo County Community College District Integrated Planning Manual 2012* within the identified timelines

**Rationale for Institutional Objective 4.2**

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

**Assessment of Institutional Objective 4.2**

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

In 2013-2014, the Superintendent/President’s Cabinet agenda will continue to contain a standing item calling for updates of progress on tasks identified in the master calendar. The master calendar will be updated each year to ensure that tasks identified in the integrated planning manual are completed according to the timeline.

These Action Steps led to completion of all tasks during the timelines identified in the integrated planning manual during 2012-2013. The calendar will continue to be used to ensure timely completion of future tasks.

<b>Action Steps for Institutional Objective 4.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year’s Action Steps</b>
<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</p>	Accreditation Liaison Officer	August 2012	Complete and ongoing	

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

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

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

**Institutional Objective 5.1**

Increase participation at district events for business and civic leaders.

**Rationale for Institutional Objective 5.1**

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

**Assessment of Institutional Objective 5.1**

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

The committee recommends a follow-up inventory for 2013-2014, including proactive steps of engaging event planners/organizers of district activities.

<b>Action Steps for Institutional Objective 5.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<i>5.1.1. Appoint or identify a group to collaborate with the Executive Director, Advancement and Foundation, on this Institutional Objective</i>	<i>Superintendent/ President</i>	<i>August 2012</i>	<i>Complete</i>	
<i>5.1.2. - Collaborate with the group identified in Action Step 5.1.1. to develop a draft inventory of all 2012-2013 activities that distribute invitations to business and civic leaders - Circulate the draft inventory of 2012-2013 activities district-wide and request additions and corrections</i>	<i>Executive Director, Advancement and Foundation</i>	<i>September 2012</i>	<i>Complete</i>	
<i>5.1.3. - Revise the 2012-2013 inventory based on the feedback - Distribute version 1 of the 2012-2013 inventory district-wide - Request that the leaders of these activities submit an invitation list and attendance list for each activity in fall 2012</i>	<i>Executive Director, Advancement and Foundation</i>	<i>October 2012</i>	<i>Complete</i>	
<i>5.1.4. - Distribute version 1 of the 2012-2013 inventory and request revisions and additions to the inventory of 2012-2013 activities that distribute invitations to business and civic leaders</i>	<i>Executive Director, Advancement and Foundation</i>	<i>January 2013</i>	<i>Complete</i>	



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

**Institutional Objective 5.2**

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

**Rationale for Institutional Objective 5.2**

Institutional Objective 5.1 is the district’s commitment to renew and expand its partnerships with all facets of the external educational including K-12 and nearby universities. The Actions Steps are designed to strengthen local partnerships by increasing the attendance and participation in San Luis Obispo County Community College District events by representatives of these institutions.

**Assessment of Institutional Objective 5.2**

In fall 2012, the Superintendent/President identified a work group for this objective, who collaborated with the VP of Student Services to create a draft inventory of all 2012-2013 activities that invite K-12 districts and universities to San Luis Obispo County Community College District events. The draft inventory was circulated district-wide for additions and corrections; the draft was revised based on this feedback. In spring 2013, version 1 was redistributed and additional information solicited regarding invitation lists and actual participants. Attendee data was analyzed and underrepresentation of K-12 and university participation identified. It was determined not to develop and circulate such an inventory for 2013-2014.

In 2013-2014, attention will be given to the underrepresentation identified in 2012-2013.

These Action Steps led to increased institutional awareness of K-12 and university participation and laid the groundwork for a better-coordinated, intentional, district-wide approach to event planning for K-12 and university partners in 2013-2014.

<b><i>Action Steps for Institutional Objective 5.2</i></b>	<b><i>Responsible Party</i></b>	<b><i>Target Completion Date</i></b>	<b><i>Progress</i></b>	<b><i>Implications for Next Year’s Action Steps</i></b>
<i>5.2.1. Appoint or identify a group to collaborate with the Vice President, Student Services and Vice President, Academic Affairs on this Institutional Objective</i>	<i>Superintendent/President</i>	<i>August 2012</i>	<i>Complete</i>	

<b>Action Steps for Institutional Objective 5.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>5.2.2. - Collaborate with the group identified in Action Step 5.2.1. to develop a draft inventory of all 2012-2013 activities that distribute invitations to K-12 districts and universities</p> <p>- Circulate the draft inventory of 2012-2013 activities district-wide and request additions and corrections</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>September 2012</p>	<p>Complete</p>	
<p>5.2.3. - Revise the 2012-2013 inventory based on the feedback</p> <p>- Distribute version 1 of the 2012-2013 inventory district-wide</p> <p>- Request that the leaders of these activities submit an invitation list and attendance list for each activity in fall 2012</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2012</p>	<p>Complete</p>	
<p>5.2.4. - Distribute version 1 of the 2012-2013 inventory and request revisions and additions to the inventory of 2012-2013 activities that distribute invitations to K-12 districts and universities</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>January 2013</p>	<p>Complete</p>	
<p>5.2.5. - Revise the 2012-2013 inventory based on the feedback</p> <p>- Distribute version 2 of the 2012-2013 inventory district-wide</p> <p>- Request that the leaders of these activities submit an invitation list and attendance list for each activity in spring 2013</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>February 2013</p>	<p>Complete</p>	

<b>Action Steps for Institutional Objective 5.2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Progress</b>	<b>Implications for Next Year's Action Steps</b>
<p>5.2.6. - Analyze the data on the K-12 districts and universities who were invited and who attended activities in 2012-2013 to (i) set a baseline of participation and (ii) identify if there are K-12 districts and/or universities that are underrepresented on the invitation and/or attendance lists</p> <p>- Determine whether or not to develop and circulate such an inventory for 2013-2014</p>	<p>Vice President, Student Services and Vice President, Academic Affairs in collaboration with the group identified in Action Step 5.2.1.</p>	<p>June 2013</p>	<p>Complete</p>	



# **PROGRESS REPORT ON OPERATIONAL PLANS**



**SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT  
OPERATIONAL PLAN PROGRESS REPORTS 2012-2013**

**ENROLLMENT MANAGEMENT PLAN 2012-2014**

The Enrollment Management Committee addressed seven initiatives during the 2012-13 academic year. The list of initiatives, along with a timeline for completion, is contained in the Enrollment Management Plan 2012-14. All strategies in support of the initiatives were completed on or before their due dates. Initiatives included high school outreach, increasing the number of Latino and Latina high school graduates who come to Cuesta College, creating semester by semester course sequencing, increasing the capture rate of 25- to 40-year-olds, and recommending term by term FTES targets. The Enrollment Management Plan supports Strategic Objectives 1.1, 1.2, 2.1, 2.2a and 2.2b. This Plan was assessed at the end of spring 2013. Improvements will be incorporated into the second year of the plan.

**TECHNOLOGY PLAN 2012-2017**

The Technology Plan 2012-2017 has 15 initiatives each with numerous activities. The initiatives support Strategic Objectives 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, and 5.2. The Spring 2013 Progress report shows that some work has either been completed or is in progress for each initiative. The Technology Committee assessed each activity to determine if it should remain, be removed, or modified.

The result of the assessment:

- Removed because it has been completed or institutionalized:
  - 1.1, 3.1, 3.2, 4.4, 6.2, 8.2, 9.2, 9.4, 10.3, 12.1, 13.1, 13.2
  - These initiatives were related to competencies for information technology for all students, prioritizing Banner requests, identifying and implementing a cost effective backup and recovery solution, wireless facilities for students, college website update, the development of user documents, and LMS training.
- Removed due to timing of other activities:
  - 1.4, 7.2
  - These initiatives were related to hiring a Student Technology Resource Instructor and a security audit.
- Removed due to change in District priorities:
  - 14.4, 14.6
  - These initiatives were related to maximizing the capacity of Banner.
- Modify wording



- 5.2, 5.3, 12.3, 14.2, 15.1, 15.2
- Added a new activity
  - 5.4, 6.4, 7.5, 9.5, 14.7, 14.8, 14.9, 14.10
  - These initiatives are related to infrastructure needs, network applications, data and network server security, supporting institutional effectiveness and student learning , and maximizing capacity of Banner,

### **LONG-TERM FISCAL PLAN 2012-2016**

Three of the four objectives of the Fiscal Plan were worked on in the 2012-2013 year. Long-Term Fiscal Plan Objective 3.1, related to load banking, was pulled upon recommendation of the district’s auditors. The other three objectives of the Fiscal Plan are on schedule with work being done on ensuring that the adopted budgets are more closely aligned with actual outcomes (1.1), the Planning and Budget Committee is being provided with more refined information (2.1), and information has been and will continue to be provided to the Board of Trustees regarding the establishment of funding for capital needs (4.1). The Fiscal Plan will be assessed and refined after the 2012-2013 fiscal year.

### **EQUAL EMPLOYMENT OPPORTUNITY PLAN 2012-2015**

There are six initiatives for the District’s EEO Plan for 2012-2013: making the EEO Plan available on the Human Resources web page on the College’s website, conducting EEO training for individuals participating on hiring committees, refining the list of community organizations in Appendix A, providing District employees with a copy of the Board’s EEO policy and a summary of the EEO Plan, providing all new employees with the same notice, and providing the community organizations in Appendix A with summaries of the report and soliciting their assistance in identifying qualified diverse applicants. All action steps in the initiatives were completed or are ongoing. The Plan is reviewed and revised every three years by the EEO Advisory Committee.

### **RESOURCE DEVELOPMENT PLAN 2012-2013**

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

NOTES

---



CUESTA  
COLLEGE

---

**San Luis Obispo County Community College District**



P.O. Box 8106 • San Luis Obispo, CA 93403-8106 • (805) 546-3100