2014
Self-Evaluation Report
of Educational Quality and
Institutional Effectiveness
Teamwork

Former Cuesta College instructor Marian Galczenski's art classes added some color to the San Luis Obispo campus' white-walls with two mural projects completed in 2011. Students and instructor worked as a team. Students translated the paper mural mockup into its full-sized finished counterpart through patience and perseverance. Instructor Galczenski provided guidance and encouragement during the labor-intensive undertaking. The result is two enduring artworks and a legacy that the student artists can be proud of.
San Luis Obispo County Community College District

2014 SELF-EVALUATION REPORT
OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS

Submitted by:
San Luis Obispo County Community College District, Cuesta College
Highway 1, San Luis Obispo, CA 93405-8106

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

June 13, 2014
San Luis Obispo County Community College District

2014 Self-Evaluation Report
Certification

To: Accrediting Commission for Community and Junior Colleges,
       Western Association of Schools and Colleges

From: Gilbert H. Stork, Ed.D., Superintendent/President
       San Luis Obispo County Community College District, Cuesta College
       Highway 1, San Luis Obispo, CA 93403-8106

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

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

Pat Mullen
President, Board of Trustees

Deborah Wulf, Ed.D.
Vice President, Academic Affairs, Accreditation Liaison Officer

Kevin Bonnabel, Ed.D.
President, Academic Senate

5/13/2014
Date

5/13/2014
Date

5/14/2014
Date

5/13/2014
Date
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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

INTRODUCTION

Robin Irvine Brown, an art major from Los Osos, was a member of Mariel Garcia’s ART 235 class that created a vision-themed 80-foot mural near the Cuesta Art Gallery on the San Luis Obispo campus in the fall of 2011.
A. Introduction

History of the Institution

For 50 years, Cuesta College has reflected the community and responded to its needs. In April 1963, San Luis Obispo County voters approved the formation of the San Luis Obispo County Community College District. During the first academic year, 1964-1965, the college offered a limited schedule of evening classes, registering 463 students for the fall semester and 696 for spring. One year later the college opened for its first full-time schedule of day and evening classes in the refurbished barracks, recreation rooms, and mess halls of Camp San Luis Obispo. Evening classes were also offered in high schools in Arroyo Grande, Atascadero, and Paso Robles. In 1970, ground was broken for the current, permanent location between San Luis Obispo and Morro Bay on 150 acres on part of the Rancho El Chorro Mexican land grant.

In fall 1998, the college opened the North County campus on its 105-acre site in Paso Robles. The campus, built almost exclusively with private gift support, has grown from 1,200 students the first semester to nearly 2,500 day and evening students. The site began with modular buildings to be used until permanent buildings were approved and funded by the state. In the summer of 2005, the first permanent building, the Fox Allied Health, Math, and Science Building, opened. The Learning Resource Center followed in 2011. A South County Center evening instructional site at Arroyo Grande High School provided in cooperation with the Lucia Mar Unified School District serves approximately 400 evening students.

Cuesta College has been recognized by World Skills USA both nationally and internationally for its Career Technical Education Programs. Students transferring from Cuesta College to the California State University system earn a grade point average that is higher than the system average for all CSU transfer students. Since 2006, Cuesta College’s Nursing Program graduates pass rate has been consistently greater than 90% on the National Council Licensure Examination (NCLEX).

Cuesta College has a student population of approximately 15,000 credit and non-credit students enrolled annually at the San Luis Obispo campus, North County campus, and South County Center, and it serves the community through short courses, continuing education, contract education, public events, recreational activities, and community education programs. The district offers a total of 70 associate of arts and associate of science degrees, 21 associate degrees for transfer, 57 certificates, and 876 active courses. There are 15 sports teams.
Major Developments Since the Last Institutional Self Evaluation

Administration
The fifth Cuesta College president resigned at the end of 2009 and Dr. Gil Stork was appointed interim superintendent/president in January 2010. Dr. Stork was formally appointed by the SLOCCCD board of trustees in November 2011. He first arrived at the college in 1967 as an instructor and coach and served in several roles over the years including vice president of Student Services.

Student Success Centers
The Student Success Centers operate under Academic Affairs and offer critical student success services, which include: online and in-person success-centered workshops for students, individual, group and online tutoring, peer-led study groups, college success directed learning labs, access to software, a writing center, and a math lab. The Student Success Centers supervisor, who is assigned in the Student Development and Success academic division, is regularly included in Student Services and distance education communications to ensure integration of services.

Construction
The Cuesta College Cultural and Performing Arts Center opened in November 2009. Some $26 million in state bond money and major gifts paid for construction. The CPAC, with its state-of-the-art sound system, a 450-seat conventional theater, 100-seat black box experimental theater, dance studio, costume design lab and set construction facility, succeeds Blakeslee Auditorium, which closed in 2006 over concerns of structural integrity, and the Interact Theater, which held its last production in 2009.

The $13.8 million Dale and Mary Schwartz Learning Resource Center was completed in December 2011 and is the second permanent building on the North County campus. It includes a library, group study rooms, a 32-station computer lab, faculty offices and seven, second-story classrooms. In addition, the new structure also contains offices to aid disabled students and a Student Success Center with a tutoring center, math and writing labs, and an ESL language lab.

In November 2013, the Cuesta College Foundation received a $1 million donation from the late Bertha Shultz to help build a permanent building for the North County Campus Children’s Center.
San Luis Obispo County and Cuesta College Data

SLOCCCD is located in California’s 23rd largest county and includes the incorporated cities of Arroyo Grande, Atascadero, Grover Beach, Morro Bay, Paso Robles, Pismo Beach, and San Luis Obispo. The population in 2012 was 274,622.

San Luis Obispo is one of only four metropolitan areas in the state that has added back all of the jobs it lost during the recession that ended in mid-2009, according to the 2013 Central Coast Economic Forecast. Each sector except Other Services had started to add jobs by August 2013. The largest employers are San Luis Obispo County, Cal Poly State University, Atascadero State Hospital, California Men’s Colony, and Pacific Gas and Electric.

Tourism and agriculture, the county’s key industries, continue to grow. The climate, beaches, communities, and wineries are the main tourism draw. Beacon Economics, which provides content for the Economic Forecast, predicts between 2% and 3% job growth over the next few years with tourism, construction, farm, and professional jobs leading the growth and ongoing improvement across most sectors of the local labor market.

The 2012 median household income was about $60,000 in San Luis Obispo County with 14% of residents below the poverty level. The Tribune reported that in 2012, 37% of homebuyers in San Luis Obispo County could afford to buy a median-priced, single-family home. In 2013, with fewer properties for sale, affordability fell to 23%. A buyer would need to earn at least $100,180 to afford a median home price of $487,500.

Census figures for 2012 show that the county is 70% white (not Hispanic or Latino), 22% Hispanic or Latino, 4% Asian, 2% black or African American, 1% American Indian and Alaska Native, 0.2% native Hawaiian and other Pacific Islander, and 3% two or more races.

Population growth for 2012 was 0.3%. The population for the county is forecast to grow by 31% from 2012 to 2060, according to the California Department of Finance, compared to 41% for the state. The lower number reflects an older population – median age 39.2 – in San Luis Obispo County. The high school graduation rate was 88% for the class of 2012, a slight increase over the previous year (87%), according to the California Department of Education.
The following provides detailed information for SLOCCCD. More information can be attained at the Institutional Research website.

**Service Area Demographics**

Overall San Luis Obispo County population increased by nearly 9% between 2000 and 2010. (FIGURE 1) Looking forward, the California Department of Finance projects that the overall county population growth rate will slow to 6% between 2010 and 2020.

**FIGURE 1: San Luis Obispo County Actual and Projected Overall Population (2000-2040)**

While the projected overall population growth rate is projected at 6%, growth rates vary by county subdivision. For example, between 2010 and 2020, the South County region is projected to grow by the greatest percentage (8%), followed by North County inland (7%), North Coast (6%) and, finally, the slowest growth is forecast to occur in the Central Region of the county (5%). (FIGURE 2)
FIGURE 2: **San Luis Obispo County Actual and Predicted Overall Population by County Subdivision (2010-2040)**

Perhaps the most important demographic change in the service area is the projected, dramatic increase in the 65 and older population. Between 2010 and 2025, the California Department of Finance projects a 68% increase in the 65 and older age group, and only nominal increases (and in fact some decreases) in all other age categories. Typically, residents in the 65 and older age group do not enroll in basic skills, career technical, or transfer programs – the three areas prioritized by the California Community College system. Consequently, unless the district can attract either a greater proportion of traditional college-age students in the district or more students from outside the service area, the district may have difficulty meeting enrollment targets, which, in turn, will affect the district’s ability to earn additional funding. (FIGURE 3)

FIGURE 3: **County Projections by Age Group (2010-2025)**
San Luis Obispo County’s racial/ethnic makeup is strikingly distinct from the rest of the state of California. For example, 2010 census data indicate that, whereas the clear preponderance of San Luis Obispo County residents is “white” (71%), the state of California is clearly a “minority majority” state in which non-white residents comprise 58% of the overall population. However, like the state of California, Hispanics constitute the largest minority group in San Luis Obispo County (22%) even though this proportion is much lower than the state (37%). Notwithstanding the significant differences between the racial/ethnic profiles of San Luis Obispo County (in toto) and the state of California, some regions of the county more closely approximate the statewide ethnic/racial profile than do others. Specifically, North County Inland areas, including Paso Robles (34%), San Miguel (51%), and Shandon (54%), as well as South County areas, including the Grover Beach/Oceano area (24% to 50%) and Nipomo (40%) match or exceed statewide proportions of Hispanic residents. (FIGURE 4)

Looking forward, between 2010 and 2025, the Hispanic population in the service area is projected to increase by 52%, with only small increases among all other ethnic/racial groups. Cross-tabulating age and ethnicity/race reveals that the projected significant increase in the Hispanic population will occur primarily within age categories younger than 65. In other words, the service area will see an increase in the 65 and older white population and the younger than 65 Hispanic population.

FIGURE 4: Projected Change in Adult Population by Race/Ethnicity (2010-2025)
As a ruraly designated county, San Luis Obispo County's 2012 annual median household income ($59,628) was slightly below the statewide median ($61,400). Moreover, figure 5 shows that the income distributions of San Luis Obispo County and the state of California are quite similar, with the exception of the $200,000 and more category. Likewise, figure 6 indicates that the percentage of people (18 and older) in San Luis Obispo County with incomes below the poverty level is roughly equivalent to the state of California.

San Luis Obispo County's 2012 educational attainment level is generally higher than the state of California as evidenced by figure 7. San Luis Obispo County exceeds the state of California in all post-secondary categories of educational attainment. However, of particular interest to future
planning, San Luis Obispo County’s proportion of residents with “Some College, No Degree” is markedly greater than the proportion in the state of California (28% compared to 22%). This is anomalous among rural counties as educational attainment levels generally lag non-rural service areas.

FIGURE 7: SLO County and California Educational Attainment (2012)

Job Forecast – Service Area
The table below (FIGURE 8) displays the projected largest growing occupations (2010-2020) in San Luis Obispo County by required education; only those occupations that require education that could be provided by Cuesta College are included. The fastest growing occupation that requires an associate degree is veterinary technologist/technician, with an estimated increase of 50% or 100 new jobs between 2010 and 2020. The largest growing occupation that requires an associate degree is Registered Nursing with 550 available job openings (from new and replacement positions) predicted between 2010 and 2020. The remainder of the table is to be interpreted in the same manner.
Figure 9 displays historical and predicted San Luis Obispo County public high school 12th grade enrollments and graduates between 2000-2001 and 2019-2020. Riding the white water of tidal wave II, both 12th grade enrollments and graduates peaked in 2007-2008 at 3,355 students and 2,849 graduates. Although the number of graduates increased by 28% between 2001 and 2008, the California Department of Finance forecasts a 15% decrease in 12th grade enrollments and an 8% decrease in San Luis Obispo County public high school graduates between 2008 and 2020.
Local College-Going Rate – Service Area
College-going rates depict the ratio of high school graduates who enroll in college directly after graduating to the total number of high school graduates in a particular year. Figure 10 shows that San Luis Obispo County high school graduates' college-going rate to Cuesta College reached a five-year nadir of 23% in 2012. In fact, the 2012 college-going rate to Cuesta College is the lowest rate the district has experienced since the early 1980s. However, while the official number of high school graduates in the county is currently unavailable, the number of San Luis Obispo County graduates who enrolled at Cuesta College in fall 2013 increased by 47 students (7%) from fall 2012. It is anticipated that the college-going rate will rebound in the coming years due both to restoration of funding for increased sections and the addition of the Cuesta Promise scholarship.

Cuesta College General Enrollment and Trends – Service Area
The number of students enrolled at Cuesta College per academic year has continued to decrease in the last four consecutive years as budget cuts shrunk workloads and available class sections; concerns for the district’s accreditation status sent some students elsewhere; local feeder high school graduate numbers leveled out; and local employment is rebounding at a rapid pace. The decrease has disbursed evenly across all enrollment statuses, indicating the reduction is due to circumstances affecting the entire service area and student population.
Actual and Predicted Enrollments Cuesta College – Service Area

SLOCCCD’s annual headcount reached an all-time high of 20,417 in 2008-2009. (FIGURE 11) However, primarily due to state-mandated workload reductions, decreases in local feeder high school graduates, falling unemployment rates, and, anecdotally, students’ and parents’ concerns with the district’s accreditation status, the district’s annual unduplicated headcount decreased by 28% (5,730 students) between 2008-2009 and 2012-2013. (FIGURE 12)

FIGURE 11: Cuesta College Overall Annual Unduplicated Headcount (2008/09-2012/13)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09</td>
<td>20,417</td>
</tr>
<tr>
<td>2009/10</td>
<td>18,842</td>
</tr>
<tr>
<td>2010/11</td>
<td>15,625</td>
</tr>
<tr>
<td>2011/12</td>
<td>15,409</td>
</tr>
<tr>
<td>2012/13</td>
<td>14,887</td>
</tr>
</tbody>
</table>

FIGURE 12: Cuesta College Historical Unduplicated Fall Headcount (1965-2012)
Full-Time Equivalent Students
The district’s number of Full-Time Equivalent Students (FTES) increased by nearly 26% between 2000-2001 and 2008-2009. Moreover, in 2008-2009, the district intentionally exceeded its funded cap in order to achieve 10,000 FTEs (medium college status threshold), which resulted in four years of much needed stability funding. However, due to state budget cuts, the district’s funded FTES cap was significantly reduced in 2009-2010 resulting in a 7% decrease in actual FTES between 2008-2009 and 2010-2011. The district achieved its funded FTES base in 2011-2012, but failed to meet its FTES cap in 2012-2013, thus receiving stability funding. Unfortunately, the district’s 2013-2014 projected FTES is more than 200 FTES below its funded base, which will result in a reduction in both funding for 2013-2014 and the district’s base FTES in 2014-2015. (FIGURE 13) The district’s inability to meet its FTES targets comes at an inopportune time when the state is infusing the system with significant funds for college’s that can grow their enrollments.

As section offerings decreased due to state-mandated workload reductions, continuing students in fall 2012 comprised 55% of all students compared to only 44% in fall 2008. Conversely, the percentage of first-time students decreased from 24% in fall 2008 to roughly 18% in 2012. (FIGURE 14)
Student headcount at all physical locations has decreased sharply between fall 2008 and 2012. Specifically, the figure below shows that South County headcount has decreased by the greatest percentage over five years (-62%), followed by the North County (-29%), and San Luis Obispo (-21.6%). By contrast, Distance Education headcounts increased by 8% over the same time period. (FIGURE 15)
Overall mean student unit loads have hovered around 9.4 between fall 2008 and 2012. Students enrolled at the South County Center tend to carry the fewest units, while those enrolled at the San Luis Obispo campus and via Distance Education carried the greatest unit loads. (FIGURE 16) Over the same time period, the number of students enrolled exclusively in non-credit courses has decreased by 88%. This dramatic decrease in non-credit student headcount is a function of reduced section offerings, executed in order to comply with the state-mandated focus on Transfer, Career Technical Education, and Basic Skills.

![FIGURE 16: Mean Unit Load (Fall 2008-Fall 2012)](image)

SLOCCCD General Student Characteristics – Service Area
(Full breakout: [http://www.cuesta.edu/aboutcc/documents/inst_research/SCET_FALL_DISTRICT_OVERALL.pdf](http://www.cuesta.edu/aboutcc/documents/inst_research/SCET_FALL_DISTRICT_OVERALL.pdf))

The district’s student population contains a uniquely large proportion of traditional age students, representing nearly 70% of the student body. The mean student age continues to trend down, indicating the traditional age student will remain the largest sector (FIGURE 17). The percent of female enrollees continues to be higher than males, a state-wide trend; although in recent years the gap has narrowed in the district. (FIGURE 18) The percent of Hispanic/Latino enrollees has increased a substantial ten percentage points in the last five fall terms. This increase may be due in part to the chancellor’s office adoption of federal ethnic/racial definitions in 2012. (FIGURE 19)
FIGURE 17: Student Age Group and Mean Age (Fall 2008 – Fall 2012)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>50+</td>
<td>16.8%</td>
<td>11.6%</td>
<td>5.9%</td>
<td>5.4%</td>
<td>5.0%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>5.8%</td>
<td>6.1%</td>
<td>6.4%</td>
<td>6.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>3.4%</td>
<td>3.4%</td>
<td>3.6%</td>
<td>3.7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>20 to 29</td>
<td>4.3%</td>
<td>5.0%</td>
<td>5.8%</td>
<td>6.2%</td>
<td>6.1%</td>
</tr>
<tr>
<td>18 to 24</td>
<td>8.9%</td>
<td>10.7%</td>
<td>11.0%</td>
<td>10.9%</td>
<td>11.7%</td>
</tr>
<tr>
<td>16 or Less</td>
<td>30.5%</td>
<td>32.0%</td>
<td>34.5%</td>
<td>34.8%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Mean Age</td>
<td>32</td>
<td>28</td>
<td>26</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

FIGURE 18: Cuesta College Student Gender (Fall 2008–Fall 2012)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>54.0%</td>
<td>44.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>52.0%</td>
<td>47.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>50.7%</td>
<td>48.3%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>50.6%</td>
<td>48.5%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>51.1%</td>
<td>47.8%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
While yet to collect all three of the primary indicators of socioeconomic status – Parental/Guardian Education, Income and Occupational Prestige – the district has begun, in 2013, to collect parental education and income levels of all students. Until such data exist for all students, receipt of financial aid serves as a proxy for student socioeconomic status. Figure 20 shows the number of students receiving the Board of Governors fee waiver has increased significantly between 2008-2009 and 2012-2013. (Figure 20). This increase in BOGW awards has occurred at the same time overall headcount has decreased.
Employee Numbers
Due to state-mandated workload reductions, full-time equivalent (FTE) part- and full-time faculty have decreased precipitously between 2009-2010 and 2012-2013. On the other hand, as a result of the conversion of short-term temporary employees to permanent status, classified FTE has increased over the same time period, while manager/supervisor FTE have not changed since 2000-2001. (FIGURE 21)

FIGURE 21: Full Time Equivalent (FTE) Employee by Staff Type (2000/01-2012/13)
B. Organization of the Self Study

**Accreditation Steering Committee**
Deborah Wulff, vice president, Academic Affairs; Accreditation Liaison Office, co-chair
Kevin Bontenbal, faculty, Library; co-chair
Colin Barncastle, faculty, Social Sciences, Psychology
Greg Baxley, faculty, Physical Sciences; Student Learning Outcomes and Assessments co-coordinator
John Cascamo, dean of Academic Affairs, Workforce and Economic Development
Bret Clark, interim dean of Academic Affairs, Sciences, Math, Nursing, Kinesiology, Health Sciences, and Athletics
Kasey DeBernardi, administrative assistant, Office of the Vice President
Sally Demarest, faculty, English; Student Learning Outcomes and Assessments co-coordinator
Ilene French, Disabled Student Programs and Services, Cuesta College Classified United Employees representative
Shannon Hill, executive director, Advancement/Foundation
Marie Larsen, division chair, Math
Sandee McLaughlin, vice president, Student Services
Madeline Medeiros, division chair, Student Development and Success
Jane Morgan, division chair, Social Sciences
Don Norton, division chair, Business Education and Human Development
Pamela Ralston, dean of Academic Affairs, Arts, Humanities, and Social Sciences
Nohemy Ornelas, dean, Student Services
Gary Rubin, interim executive dean, North County Campus and South County Center
Teri Sherman, Counseling
Toni Sommer, vice president, Administrative Services
Gil Stork, superintendent/president
Toni Torrey, faculty, Nursing/Allied Health

**Standards Teams**

**Standard I.A. Institutional Mission**
Gary Rubin, interim executive dean, North County Campus and South County Center; co-chair
Jane Morgan, division chair, Social Sciences; co-chair
Sean Boling, North County campus coordinator, English
Bill Demarest, faculty, Math
Roland Finger, faculty, English
Susan Iredale, faculty, Business Education
Aimee La Rue, analyst, Institutional Research and Assessment
Jenn Martin, division chair, Performing Arts
Stacy Millich, faculty, Criminal Justice
Amy Pike, dean’s assistant, North County Campus and South County Center
Sarah Spengeman, faculty, Political Science

**Standard I.B. Improving Institutional Effectiveness**
Bret Clark, interim dean of Academic Affairs, Sciences, Math, Nursing, Kinesiology, Health Sciences, and Athletics; co-chair
Ryan Cartnal, director, Institutional Research and Assessment; co-chair
Greg Baxley, faculty, Physical Sciences; Student Learning Outcomes and Assessments co-coordinator
Lara Baxley, faculty, Chemistry
Denise Chellsen, faculty, Math
Peggy Wright, faculty, Math

**Standard II.A. Instructional Programs**
Toni Torrey, faculty, Nursing/Allied Health; co-chair
Lisa Wearda, associate director, Nursing/Allied Health; co-chair
Greg Baxley, faculty, Physical Sciences; Student Learning Outcomes and Assessments co-coordinator
Dawn Brown, faculty, Nutrition
Sally Demarest, faculty, English; Student Learning Outcomes and Assessments co-coordinator
Beth-Ann Dumas, North County campus coordinator, Languages and Communications
Chris Gilbert, faculty, Social Sciences
Jeff Grover, faculty, Geology
Linda Harris, faculty, Nursing/Allied Health
Julie Hoffman, faculty, Math
Alex Kahane, faculty, Chemistry
Michele McAustin, faculty, Business Education
Ron McCarley, faculty, Music
Cherie Moore, faculty, Human Development
Pam Peachey, division chair, Nursing/Allied Health
Mark Turner, faculty, Math
Standard II.B. Student Support Services
Sandee McLaughlin, vice president, Student Services; co-chair
Teri Sherman, Counseling; co-chair
Julianne Jackson, coordinator, Extended Opportunities Program and Services
Erin Lastreto, assessment coordinator
Gabriela Lopez, Admissions and Records
Catherine Machado, Counseling
Nohemy Ornelas, dean, Student Services
Patrick Scott, Financial Aid
Kris Wayland, resolutions specialist
Lori Yoshiyama, Admissions and Records
Recorder: Sharon Spatafora

Standard II.C. Library and Learning Support Services
Carina Love, faculty, Library; co-chair
Mark Stengel, director, Library/Learning Resources and Distance Education; co-chair
Matt Fleming, faculty, English
Denise Fourie, faculty, Library

Standard III.A Human Resources
Bill Benjamin, executive director, Human Resources and Labor Relations; co-chair
Mike Kinter, faculty, Math; co-chair
Jessica Bryce, safety coordinator, Facilities Services, Planning and Capital Projects
Janeal Jones, analyst, Human Resources
Carolyn Lorimer, division assistant, Library/Learning Resources and Distance Education,
    Student Development and Success
Bruce Silverberg, faculty, Architecture

Standard III.B Physical Resources
Terry Reece, director, Facilities Services, Planning and Capital Projects; co-chair
Shannon Hill, executive director, Advancement/Foundation; co-chair
Darrell Anderson, custodial supervisor, Facilities Services, Planning and Capital Projects
Richard Jackson, faculty, Drama
Nanette Pina, division assistant, Workforce and Economic Development and
    Community Programs
Mary Rash, division assistant, Facilities Services, Planning and Capital Projects
Standard III.C Technology Resources
Janice House, director, Computer Services; co-chair
Catherine Machado, Counseling; co-chair
Jay Chalfant, supervisor, Computer Services
Sean Landers, Computer Services
Mark Stengel, director, Library/Learning Resources and Distance Education

Standard III.D. Financial Resources
Toni Sommer, vice president, Administrative Services; co-chair
Allison Merzon, faculty, Kinesiology
Rick Camarillo, accountant, Advancement/Foundation
Chris Green, director, Fiscal Services

Standard IV.A. Decision-Making Processes
Pamela Ralston, dean of Academic Affairs, Arts, Humanities, and Social Sciences; co-chair
Marie Larsen, division chair, Math; co-chair
Kat Blum, Counseling
Dina Baca-Ebeling, support coordinator, Advancement/Foundation
Silvio Favoreto, faculty, Biology
Lisa Gray, executive assistant, Superintendent/President
Margaret Korisheli, division chair, Fine Arts
Ann Maliszewski, faculty, Biology
Lauren Milbourne, media relations coordinator, Marketing and Communications
Ron Ruppert, division chair, Biological Sciences

Standard IV.B. Board and Administrative Organization
Todd Frederick, executive assistant, Superintendent/President; co-chair
Julie Hoffman, faculty, Math; co-chair
Ilene French, Disabled Student Programs and Services; co-chair

Eligibility Requirements
Nohemy Ornelas, dean, Student Services; co-chair
Robert Schwennicke, faculty, Math; co-chair
Todd Frederick, executive assistant, Superintendent/President
Chris Green, director, Fiscal Services
Carla Maitland, dean’s assistant, Student Services
Kristin Pimentel, director, Admissions and Records
Policies
John Cascamo, dean of Academic Affairs, Workforce and Economic Development

Recommendations
Greg Baxley, faculty, Physical Sciences; Student Learning Outcomes and Assessments co-coordinator
Steve Leone, faculty, English

Contributors
Academic Senate Council
Planning and Budget Committee
College Council

Editor
Monica Fiscalini, Academic Affairs

Evidence
Kasey DeBernardi, administrative assistant, Office of the Vice President
Timeline for Completion of Self Evaluation Report

Fall 2012
- Accreditation Steering Committee members co-chair assignments
- Volunteers solicited for substandards, policies, and eligibility requirements
- Templates developed for assignments and reporting

Spring 2013
- Beginning of work on the substandards, eligibility requirements, and policies assignments
- Accreditation training for team members
- Timelines developed
- Editor identified
- Self Evaluation committee co-chairs research and write up responses to recommendations
- Accreditation Steering Committee begins to review drafts and give feedback to sub committees
- Sub committees incorporate feedback and prepare draft for editor
- Editor begins work on the document

Fall 2013
- Sub committees incorporate feedback and prepare draft for editor continues
- Editor continues to work on the document
- Substandards begin to move through the governance process
- Accreditation Steering Committee reviews governance process feedback and makes changes if appropriate

Spring 2014
- Editor continues to work on document
- Accreditation Steering Committee assigned organization of evidence for substandards
- Accreditation Steering Committee reviews full drafts
- Full drafts of the document moves through the governance process
- Document sent to the board of trustees for review
- Evidence is gathered and linked
- Document revised as needed
- Final copy submitted to the board of trustees for approval
- Document sent to designer for final layout and printing
C. Organization of the Institution

Third Party Providers
Contractor:  Department of State Hospitals Atascadero
Section/Unit:  School of Psychiatric Technology
Address:  P.O. Box 7007, Atascadero, CA 93423-7007

All Campus Sites and Centers
Cuesta College Main Campus
Hwy 1
San Luis Obispo, CA 93403-8106
Mailing address: P.O. Box 8106, San Luis Obispo, CA 93403-8106

Cuesta College North County Campus
2800 Buena Vista Drive, Paso Robles, CA 93446

South County Center
Arroyo Grande High School
Office - Room 913
495 Valley Rd, Arroyo Grande, CA 93420
BOARD OF TRUSTEES
PATRICK W. MULLEN, PRESIDENT
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BARBARA GEORGE
DICK HITCHCOCK (PROVISIONAL APPOINTMENT)
SCOTT CHEDESTER, STUDENT TRUSTEE

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT Organizational Chart

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Superintendent / President

Sandra McLaughlin
Assistant Superintendent / Vice President, Student Services and College Centers

Karen Nation
Dean of Student Services

Shawn Hill
Executive Director, Advancement / Foundation

Deb Wullff
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Director, Institutional Research & Assessment

Annette Lite, Interim Executive Director, Human Resources and Labor Relations

Toni Sommers
Assistant Superintendent / Vice President, Administration Services

Trudy Bell
Director Bookstore

Shadr Waters, Interim Director, Computer Services

Terry Joyce
Director, Facilities Services, Planning and Capital Projects

Chris Green
Director, Fiscal Services

Joe Arteaga
Director, Police and College Safety Services

Garr Ruthin, Interim Executive Director North County Campus and South County Center

Kathleen Director, Admissions and Records

Candace Murgar Director, Counseling and Multicultural Services

Vicki Swanez, Coordinator, Student Health Services

Anthony Gutiérrez, Co-Coordinator, Student Life and Leadership

Nohemy Omeles
Dean of Student Services

Carmen Jackson
EOSS, CARE Coordinator

Frank Aldana
Financial Aid Coordinator

Vacant
USPS Faculty Coordinator

Pamela Taeuber
Dean of Academic Affairs, Arts, Humanities and Social Sciences

Dennis Baynes
Division Chair, English

Margaret Kariush
Division Chair, Fine Arts

Tony Rector
Division Chair, Languages, and Communication Studies

Jennifer Martin
Division Chair, Performing Arts

Jane Morgan
Division Chair, Social Sciences

Maureen Meade
Division Chair, Student Development and Services

Mark Stengel
Director, Learning Resources and Distance Education

Bo Clark
Interim Dean of Academic Affairs, Sciences and Mathematics

Maria Scott
Director, Nursing

Lisa Waarda
Director, Allied Health

Karen Pacheco
Assistant Director / Division Chair, Nursing

Rosa Ribeiro
Division Chair, Biological Sciences

Marie Lassen
Division Chair, Mathematics

Marie Lassen
Division Chair, Mathematics

John Osburn
Division Chair, English & Tech

Don Norton
Division Chair, Business Education and Business Development

Israel Dominguez
Director, Business & Entrepreneurship Center

Kathleen Green
Director, Business & Entrepreneurship Center

Robert McLeod
Division Chair, Allied Health Services and Distance Education

Kristie Jennings
Director, Human Resources

Ralph Johnson
Director, Athletics and Facilities

Robert McLeod
Director, Athletics and Facilities

Spring 2013-2014
IsisOrgCh4 Last update - 5/10/2014

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D. Certification of Continued Compliance with the Eligibility Requirements

SLOCCCD Cuesta College will continue to meet its eligibility requirements in the following areas:

1. Authority
SLOCCCD, Cuesta College is one of 112 public, two-year community colleges authorized to operate by the state of California. It is governed by a locally elected, five-member board of trustees. (ER.1)

SLOCCCD is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The authority of SLOCCCD is not adversely impacted by the fact that some students can now complete degrees and certificates with 50 percent or more courses taken online.

2. Mission
SLOCCCD educational mission is clearly defined. (ER.2) The statement is reviewed periodically by the district and recommendations made to the superintendent/president by the College Council. The SLOCCCD board of trustees accepted the most recently proposed mission statement in May 2013. (ER.3) The mission specifically states the district’s commitment to achieving student learning. The mission statement is published in the annual college catalog, (ER.4) on the website (ER.5) and widely throughout the district. The SLOCCCD Integrated Planning Manual indicates the review cycle of the district’s mission statement. (ER.6)

3. Governing Board
SLOCCCD is governed by a board of trustees, which consists of five regular members and one student trustee. Members serve staggered terms so as nearly as practical, one-half of the members are elected in even-numbered years in order to provide continuity. (ER.1) The student trustee is elected by a district-wide Associated Students of Cuesta College (ASCC) general election. The district will move from at-large trustee area elections to by-trustee area elections commencing with the November 2014 election. (ER.7)

The board is responsible for the quality, integrity, and financial stability of the district and ensures the implementation of the mission of SLOCCCD as established in the Powers and Responsibilities of the board of trustees. (ER.8) The board is an independent policy-making body and adheres to its Conflict of Interest Policy. (ER.9)

The director of Institutional Research presents disaggregated data representing student achievement and success of distance education students biannually to the board of trustees. Distance education data is also presented to the board of trustees in the annual Strategic Plan.
provides progress reports. Board policies and administrative procedures are reviewed and/or approved by the board of trustees to ensure alignment with the district mission.

4. Chief Executive Officer
The chief executive officer of SLOCCCD, Cuesta College is the superintendent/president and is appointed by the governing board, which is the board of trustees. \( \text{(ER.10)} \) The superintendent/president possesses the requisite authority to administer board policies and devotes full-time responsibility to the district/college. \( \text{(ER.11, ER.12)} \) The superintendent/president is neither the chair nor a member of the governing board, but does report directly to the governing board. \( \text{(ER.11, ER.12)} \)

Changes in the chief executive officer took place in 2010 and 2008, and the district notified the Commission immediately upon each change. \( \text{(ER.13, ER.10)} \)

5. Administrative Capacity
SLOCCCD employs sufficient in number and well-qualified administrators to support its mission and purpose. Policy regarding administrative employment is established in Board Policy 2061, with processes outlined in Regulation 2061. \( \text{(ER.14, ER.15, ER.16)} \) Evaluation is conducted pursuant to Board Policy 2065 and Regulation 2065.
(Note: these Board Policies and Regulations are under review and the numbers and content may change.)

6. Operational Status
SLOCCCD is fully operational and has been in continuous service since 1964. It serves a diverse student body of approximately 9,500 students who pursue a variety of educational goals including transfer, degree and certificate achievement, and lifelong learning. \( \text{(ER.17, ER.18)} \)

In fall 2012 SLOCCCD had approximately 1,657 students participating in distance education courses. In spring 2013, 1,703 students participated in a distance education course.

7. Degrees
SLOCCCD offers 26 associate of arts degrees, 23 associate of science degrees, 33 certificates of achievement, 22 certificates of specialization, and 21 associate degrees for transfer. \( \text{(ER.19)} \) Most of the district’s more than 730 courses are degree applicable; others provide opportunities in basic skills education. The majority of students officially state their goal to be obtaining a degree or certificate or to transfer without a degree. \( \text{(ER.20, ER.21, ER.22, ER.23)} \)

All courses regardless of modality are reviewed and approved by the Curriculum Committee to ensure appropriate content, length, and levels of quality and rigor. Student learning outcomes and
assessment are determined by faculty for programs and courses. Each course and program student learning outcome and assessment is documented.

8. Educational Programs
SLOCCCD degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. Instructors teach to the standards of their disciplines and honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. (ER.24) The names and course requirements for degrees and certificates offered at SLOCCCD which reflects the institution’s mission statement are found in the catalog. Course and program descriptions and student learning outcomes are also found in the catalog which can be accessed at: http://www.cuesta.edu/student/documents/catalog/catalog_2013-14/catalog_2013-14.pdf (ER.25, ER.26, ER.27)

All courses, degrees, and certificates of achievement offered by SLOCCCD have been approved by the district’s Curriculum Committee, the SLOCCCD board of trustees, and the California Community Colleges Chancellor’s Office. Courses taught in a distance education modality, either as a hybrid or fully online have been reviewed and approved by the Curriculum Committee using a separate review process in accordance with California administrative code and regulation.

All distance education courses have the same student learning outcomes as the face-to-face sections of the course. Assessments of student learning outcomes can be different than in face-to-face sections when appropriate.

9. Academic Credit
SLOCCCD awards academic credit as established in California Education Code Title 5. The Cuesta College catalog clearly describes the grading system and information on grading procedures, course repetition, and grade responsibility and is also repeated in the class schedule each semester. (ER.28) Credit is awarded based on the conventional Carnegie unit; each unit represents three hours of the student’s time each week for one 18-week semester (54 hours total). Distance education courses require the same rigor and transferability that leads to the awarding of academic credit.

10. Student Learning and Achievement
SLOCCCD identifies and assesses Student Learning Outcomes for courses, Student Services, degrees and certificates, in all locations and for all modalities. These program level-outcomes are linked in the 2013-2014 college catalog and in program reviews published on the Institutional Research website. (ER.29, ER.30)
The district continuously engages in ongoing assessment of institutional effectiveness. Three examples of these routine assessments are program reviews that include measurements of student learning outcomes, annual Institutional Effectiveness Outcome Reports and annual progress reports. (ER.31, ER.32, ER.33)

Student Achievement Outcomes were defined in 2013 and published on the Institutional Research web page in spring 2013. The student achievement of course completion, program/certificate completion, graduation, licensure, and job placement data is an assessment tool for the district to measure performance of stability and achievement of the mission and supports the district to identify trends that strengthen the district’s performance. (ER.34)

11. General Education
SLOCCCD defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry, as described in the college catalog. (ER.35) The district requires all students who earn an A.A. or A.S. degree to successfully complete a general education (GE) course pattern of 60 degree applicable semester units that cover courses in language and rationality; natural sciences; arts and humanities; social and behavioral sciences; kinesiology, development, and performance; and intercultural studies. (ER.35)

The Curriculum Committee, a subcommittee of the Academic Senate, reviews courses for content, student learning outcomes, assignments, methods of evaluating objectives, and the inclusion of multicultural perspectives within textbooks that have been indicated on the course outline of record. (ER.24)

Distance education courses support students earning their general education credits by offering alternative modes of delivery which increases student access and success.

12. Academic Freedom
SLOCCCD has a number of policies related to academic freedom. Board Policy 1565 (ER.36) ensures that academic freedom of faculty is maintained and that an essential function of education is a probing of opinions and an exploration of ideas. Board Policy 3095 (ER.37) describes a faculty statement of ethics obligating faculty not only to teach their subjects, but to instill a respect for truth and intellectual inquiry. Board Policy 6200.1 (ER.38) states that students have the right of free expression. Article 3 of the Cuesta College Federation of Teachers Collective Bargaining Agreement (ER.39) states that the district and the bargaining unit encourage the concept of academic freedom related to course content and the expression of ideas by unit members in the workplace. These academic freedom policies are exercised and respected in all modalities.
13. Faculty
SLOCCCD has consistently met or exceeded the established Faculty Obligation Number, employing 145 full-time and 322 part-time faculty in fall 2013. Board Policy 3006 and 3095 describe faculty responsibilities including curriculum review and assessment of learning. (ER.40, ER.37) The Institutional Program Planning and Review Process coupled with the faculty prioritization criteria provide a means to determine which full-time faculty positions should be hired in support of its educational programs.

Faculty who meet minimum qualifications, according to the California State Chancellor’s Office, are assigned to teach at all sites. The same is true for sections taught online, Administrative Procedure 4105 defines distance education, modality, course approval, certification, course quality determination, and defined contact as mandated by Title 5, section 55204 & 55002. (ER.41)

14. Student Services
Cuesta College provides a full range of student support programs and services that support the diverse student population and the district mission. (ER.42) The programs and services are published in the college catalog and advertised to students through the campus website. (ER.43, ER.44, ER.45, ER.46)

Distance education students have reasonable and adequate access to the range of student services appropriate to support their learning. Student Services information, such as financial aid, admissions and records, and counseling are available to students online. Students can apply to the college, register, apply for financial aid, contact a counselor, and order transcripts online. The college catalog and schedule are available online.

15. Admissions
SLOCCCD has admissions policies that specify the qualifications of students eligible for its programs. Consistent with its mission and Title 5, these policies are stated in Board Policy 5010. (ER.47, ER.48) All admission policies and procedures are provided in the college catalog. The same admissions and registration policies apply to distance education students, who may apply and register online. (ER.49, ER.50, ER.51, ER.52, ER.53, ER.54, ER.55, ER.56)

16. Information and Learning Resources
SLOCCCD has appropriate and sufficient information and learning resources to support its programs and mission. Board Policy 5090 states that the library will serve as a depository of books and other instructional materials. (ER.57)
Our holdings data (2011-2012 year) are as follows:

- Volumes held: 74,325
- Electronic books (included in the above figure): 12,916
- Periodical subscriptions (print): 180
- Periodical databases: more than a dozen databases providing indexing and full text articles from more than 10,000 magazines, journals, and newspapers
- Specialized databases include CINAHL Plus Full Text (nursing and allied health); Business Source Elite; and America: History and Life (US and Canadian history)
- Subscriptions to Rand California (statistical data), CountryWatch (data and news on countries), and the Chronicle of Higher Education (ER.58, ER.59)

Access to external resources comes through two agreements: first, an interlibrary loan agreement with Online Computer Library Center, Incorporated (OCLC), which provides software used to request books, media, and copies of articles from other libraries; and second, an agreement with Cal Poly State University which enables current Cuesta College faculty and students to check out books from Cal Poly libraries. (ER.60)

The district operates distance learning through Moodle, its current learning management system.

17. **Financial Resources**

SLOCCCD’s funding base, financial resources, and plans for financial development are adequate to support the district mission, student learning programs and services, institutional effectiveness, and assures financial stability. The board of trustees approves the tentative and final budgets each year. (ER.61) The budget includes a reserve of 6% of state and local revenues. (ER.61) In addition to the reserve, the budget has included a contingency account ranging from $3.1 million to $1.1 million each year since FY2009-2010. (ER.62) This contingency account has been used to help smooth the effects of state budget cuts. In FY2012-2013, the board of trustees approved a five-year budget reduction plan that will provide long-term stability to the district. (ER.63) In addition to the district’s funding base, the Cuesta College Foundation supports the district in the attainment of educational, scientific and cultural goals and in fulfilling the district’s mission. (ER.64) The Cuesta College Foundation has $29 million in total assets. Unlike most community colleges, the district has a very small Post Employment Health Care Plan and Other Post Employment Benefits (OPEB) obligation. (ER.65)

SLOCCCD provides the resources and structure to ensure that course quality standards and student learning outcomes in distance education courses can be achieved. A distance education budget line was established in 2010, (ER.66) and the cost of the Learning Management System and the principle staff support position were moved into the distance education budget.
18. Financial Accountability
SLOCCCD is audited on an annual basis by the audit firm Vavrinek, Trine, Day & Co., LLP per Board Policy 7000. (ER.67) The draft audit is reviewed by the audit committee prior to being presented to the board of trustees for acceptance. The audit committee reviews any current year findings and implementation status of the prior year findings. The certified audit report is sent to the appropriate oversight agencies as required. (ER.68, ER.69, ER.70, ER.71, ER.72, ER.73, ER.62)

19. Institutional Planning and Evaluation
SLOCCCD has continued to implement practices that serve as the foundation for the continuous cycle of assessment and improvement of district instructional programs, student services, and processes.

The district systematically assesses how well it accomplishes its purposes through the implementation of a cycle of integrated planning; the timelines and processes for this cycle are documented in the SLOCCCD Integrated Planning Manual 2012. The district publishes its planning processes and how well it achieves its purposes on the Accreditation and the Office of Institutional Research web pages. (ER.6, ER.74, ER.75)

In support and recognition of the importance of student success in distance education and as a result of the integrated planning process the district identified in the 2012-2014 Strategic Plan the Goal 1.3: improve the success rate of students in distance education courses by 2% annually. An action step toward that goal, accomplished in 2013, was the adoption of two documents defining best practices in technological and pedagogical readiness for distance education faculty. (ER.76, ER.77) Assessment of the 2012-2013 academic year shows that the district exceeded the goal of 2% improvement in student distance education success rates. (ER.78)

20. Integrity in Communication with the Public
All required information is available from SLOCCCD’s home page on the web at www.cuesta.edu and the online catalog with current information regarding its mission statement, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information. (ER.25) The district’s catalog is published annually and additional information is made public through the class schedule, the district’s website, and other materials. Distance education information is made available in the catalog and the district has a public information officer who coordinates the dissemination of information to district constituencies. Both the schedule and the catalog are available online.

The SLOCCCD Public Information Office maintains copies of recent print or media advertisements and press releases for the district.
21. Integrity in Relations with the Accrediting Commission

SLOCCCD ensures that it adheres to all eligibility requirements, accreditation standards, and policies of the commission as outlined in Board Policy 3200. (ER.79) Board Policy 1100 ensures that the district describes itself in identical terms to all of its accrediting agencies. (ER.80) The district complies with requests, directives, decisions, and policies including publishing all required reports and communications from the Accrediting Commission for Community and Junior Colleges.

The vice president Academic Affairs has been delegated as the Accreditation Liaison Officer and is responsible for ensuring all necessary reports, documentation and evidence of compliance is provided to ACCJC in a timely fashion. Through the Office of the Vice President and in collaboration with the director of Library and Distance Education reporting in compliance includes distance education components where applicable. SLOCCCD has responded to all recommendations and requests for reports from ACCJC. (ER.81, ER.74, ER.30, ER.26, ER.27)
E. Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

In order to meet students’ needs and demands, SLOCCCD, Cuesta College offers distance education courses in both hybrid and completely online modalities. Cuesta College does not offer correspondence education. Cuesta College meets the requirements of the Policy on Distance Education and Correspondence Education by ensuring that distance education courses adhere to the same quality standards and student learning outcomes as face-to-face courses.

Distance education courses, like all courses at SLOCCCD, Cuesta College are developed by faculty through the curriculum development and approval process. All courses must align with the district’s mission and meet the same standards as face-to-face courses. The course outline of record serves as the basis of all Cuesta College courses regardless of delivery modality. The SLOCCCD Curriculum Committee separately approves each course proposed for distance education delivery to ensure that the following criteria are met: (P.1, P.2)

- Regular and effective contact is maintained between the instructor and students. (P.3)
- Effective pedagogical techniques appropriate to the distance education mode are used to ensure that quality and rigor of instruction is equivalent to that of the face-to-face mode of the course. (P.4, P.5)
- Appropriate technology is used to achieve course objectives.
- Multiple measures are used to achieve and assess student learning.
- All distance education courses at Cuesta College have the same student learning outcomes as the face-to-face sections of the same course, although distance education courses might employ different assessment methods than face-to-face courses. All course and program student learning outcomes are documented in CurricUNET, the college catalog, and in the Course or Program Assessment Summary (CPAS) documents which also include assessment plans and efforts to improve student learning where warranted. CPAS documents are submitted annually and are currently posted on the Institutional Research website.
- Student achievement data for all instructional programs is reported by the Office of Institutional Research, and is made available each year to instructional programs for use in the Institutional Program Planning and Review (IPPR) process.
- In order to ensure that regular and effective contact is maintained between the instructor and students SLOCCCD has developed Administrative Procedure 4105 which states: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. A description of the frequency and timeliness of instructor
initiated contact and instructor feedback, should be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. All distance education courses at SLOCCCD will include one or more types of regular effective contact as described below. (P.3)

- Procedures for verifying the identity of students in distance education courses were approved by Academic Senate and College Council in fall 2013. Administrative Procedure 4105 ensures that a student who enrolls in a distance education course is the same person who participates in the course:
  - Instructors verify student identity by doing one of the following:
  - Teach their courses in the district’s Learning Management System, which requires a secure login and password to access
  - Train on authentication issues, and
  - Provide written documentation on how the course uses other accepted methods of verifying student identity.

The distance education coordinators have developed a training module that outlines the various methods of verifying student identity. (P.6)

SLOCCCD provides the resources and structure to ensure that course quality standards and student learning outcomes in distance education courses can be achieved.

- A distance education budget line was established in 2010, (P.7) and the cost of the Learning Management System (LMS) and the principle staff support position were moved into the distance education budget. When the district decided to migrate to a new LMS in 2011-2012, the Planning and Budget Committee prioritized the one-time costs of the migration, and the transition was fully funded by the district. (P.8) The director of Library and Distance Education, who reports to the vice president of Academic Affairs, is responsible for distance education. The director supervises the LMS specialist and the instructional assistant who provide the help desk LMS support for both faculty and students, and co-chairs the Distance Education Committee with a faculty member.

Working with the Academic Senate, the Distance Education Committee developed checklists of best practices in pedagogical and technological aspects of online teaching, and has shared them with faculty chairs and deans as an aid in assigning distance education instructors. (P.4, P.5) The committee also drafted guidelines for Regular Effective Contact which, after approval by the Academic Senate and College Council, have been adopted by the board of trustees. (P.3)
• There are two faculty distance education coordinators (a total of 100% release time) to support the full-time and part-time distance education faculty with beginning and advance training, planning online course development, developing resources and maintaining the distance education website.

• Faculty teaching distance education or hybrid courses are encouraged to submit Course Welcome Letters which provide students with information about the technology requirements to use the LMS successfully, as well as other crucial information about the courses. (P.9)

• The distance education website provides information for students and faculty, as well as links to additional support and training. The student links include a Frequently Asked Questions section, information on the minimum technical requirements for accessing the LMS, and a link to a self-assessment test that addresses student readiness for distance education. (P.10)

Support services for students in distance education courses are widely available:

• Library resources and services have become increasingly accessible to students regardless of location. The majority of the library’s periodical subscriptions are available in electronic format, and the library provides access to more than 12,000 e-books. The library website provides online subject guides, citation guides, an information literacy tutorial (“Searchpath”), and a checklist for evaluating information resources. A version of the English 201A Workbook is available to students in distance education sections of that course. Reference librarians are available by telephone, email, and live chat whenever the library is open. (P.11)

• The Student Services for Distance Education chart delineates student services and the means by which they are available for students at the three campus sites and online. (P.12)

• The Student Success Centers (SSC) offer online tutoring for all Cuesta students. Online tutoring is conducted through Google Hangouts software. Additionally, if students are in need of assistance with a writing assignment, tutors use Google Docs in conjunction with Google Hangouts to provide students with live editing and comments on their document.

SLOCCCD is making a good faith effort to comply with the State Authorization Policy. The director of Library and Distance Education and the director of Institutional Research developed the data to determine the locations of online students. The director of Library and Distance Education has identified the states where Cuesta students reside, and authorization is in process. This will be an ongoing process. (P.13)
In March 2014, SLOCCCD submitted a Substantive Change Report and was approved for program and certificates whose general education requirements moved beyond the 50% distance education threshold. These programs included:

### Degrees

<table>
<thead>
<tr>
<th>Administration of Justice, AS-T</th>
<th>Advanced Engine Performance Technician, AA</th>
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<tbody>
<tr>
<td>Anthropology, AA-T</td>
<td>Architectural Technology, AS</td>
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<tr>
<td>Art History, AA-T</td>
<td>Art History and Professional Practices, AA</td>
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<td>Art Studio, AA</td>
<td>Automotive Technician, AS</td>
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<td>Biological Science, AS</td>
<td>Broadcast Communications, AA</td>
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<td>Business Administration, AS-T</td>
<td>Business Administration - Career Path, AA</td>
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<td>Communication Studies, AA-T</td>
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<td>Computer Applications/Office Administration, AA</td>
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<td>English, AA</td>
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<td>English, AA-T</td>
<td>Exercise Science, AA</td>
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<td>Family Studies/Human Services, AA</td>
<td>Geology, AS</td>
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<td>Health Science, AA</td>
<td>History, AA</td>
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<td>International Studies, AA</td>
<td>Journalism, AA</td>
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<td>Kinesiology, AS</td>
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<td>Legal Studies: Business Option, AA</td>
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<td>Liberal Arts: Social and Behavioral Sciences, AA</td>
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<td>Theatre Arts, AA-T</td>
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<td>Welding Technology, AS</td>
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### Certificates

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<tr>
<th>Administrative Assistant</th>
<th>Business Administration</th>
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<td>Computer Applications</td>
<td>Computer Networking Specialist</td>
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<td>Document Processing</td>
<td>Early Childhood Education Teacher</td>
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<tr>
<td>Library/Information Technology</td>
<td>Office Professional</td>
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Policy on Institutional Compliance with Title IV

Cuesta College meets all requirements of the Accrediting Commission of Community and Junior Colleges Policy on Institutional Compliance with Title IV. Cuesta College:

• Divides the functions of determining student awards and disbursing of funds based on those award decisions.
• Submits required annual financial aid audits and annual federal student financial aid compliance audits on time.
• Utilizes the electronic processes required by the Secretary.

In addition, Cuesta College uses the following policies, procedures and processes to ensure compliance:

• Procedures that ensure frequent, periodic reconciliation of fiscal office and financial aid office award data.
• A system of internal checks and balances for administering federal student financial aid that meets federal requirements.
• A system to identify and resolve discrepancies in information we receive from various sources about a student’s financial aid application.
• A policy that meets federal regulations for requiring satisfactory academic progress for recipients of financial aid.
• Procedures that ensure that requests for federal cash do not exceed the amount of funds immediately needed for disbursement.
• A policy that meets federal regulations for returning Title IV funds upon student withdrawal from classes.
• A process to insure the obtaining of the necessary approvals from the department for expanding or re-establishing institutional eligibility.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Cuesta College maintains every effort to ensure honest representation of its programs, status and opportunities in its advertising, promotion and outreach efforts. As an open access institution, Cuesta College does not employ or utilize college recruiters.

An accreditation link is available on the Cuesta College website. Students can arrive at a full description/disclosure of our accreditation status and self-study efforts within one-click of arrival at our main website: http://www.cuesta.edu/
The catalog provides the following statement:

*SLOCCCD, Cuesta College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949 (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education*

**Policy on Institutional Degrees and Credits**

Cuesta College conforms to the commonly accepted 60-semester hours minimum program length for associate degrees.

Cuesta College has written policies and procedures for determining a credit hour. (P.14)

These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor’s Office and are consistently applied to all courses and programs.

**Policy on Institutional Integrity and Ethics**

Cuesta College upholds and protects the integrity of its practices. The Cuesta College catalog and website contain clear and accurate information regarding Cuesta College including its Mission Statement, information on educational programs, admission requirements, services to students and so forth.

The below are links to Cuesta’s policies related to this section:

- Board Policy and Administrative Procedure 2715 (Code of Ethics/Standards of Conduct) (P.15)
- Administrative Procedure 3050 (Institutional Code of Ethics) (P.16)
- Board Policy 2710 (Conflict of Interest) (P.17)
- Administrative Procedure 2710 (Conflict of Interest) (P.18)
- Board Policy 1550 (Affirmative Action) (P.19)
- Board Policy 3006 (Professional Standards for Faculty of Cuesta College) (P.20)

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Cuesta College does not imply nor suggest its accreditation status is applicable with courses or programs offered under contract with non-regionally accredited entities.
F. Responses to Recommendations from the 2008 Self Evaluation


Recommendation 1: Mission Statement
To improve, the team recommends that the college integrate more frequent reviews of the mission statement as it implements other institutional planning activities.

As detailed in its 2009 Follow-Up Report, the district addressed this recommendation with a full review and update of the mission statement, which was approved by the board of trustees on July 22, 2009. As a result, the 2009 evaluation team report found that “the college has fully implemented the recommendation and resolved the deficiency.” The district has implemented a specific timeline and procedure for reviewing its mission statement, detailed in the Integrated Planning Manual 2012 and Integrated Planning Manual 2013, and this process was followed in the 2012-2013 academic year. In fall 2012, the district began a review of the 2009 mission statement through a district-wide process. The mission statement was updated during the spring 2013 semester according to the process and timeline described in the Integrated Planning Manual 2013, and the new version was approved by the board of trustees on May 1, 2013. All SLOCCCD’s planning processes begin with the mission statement.

Recommendation 2: Planning and Assessment
To meet standards, the team recommends that the college complete the strategic plan, institute an ongoing systematic evaluation process that communicates and clarifies the assessment tools used to measure the effectiveness of ongoing planning, program review, resource allocation processes and student learning outcomes. The Commission is concerned that Cuesta College has not sustained the momentum noted by the visiting team in April 2008 and needs to increase its efforts and fully meet all parts of Standard 1.B.

The district has reported its progress in responding to this recommendation since its 2009 Follow Up Report and continues to assess, improve, and implement improvements to its Strategic Plan, integrated planning model, Institutional Program Planning and Review document and process, student learning outcomes, and resource allocation plans and processes.

The district followed its integrated planning model, processes, and timeline in 2012-2013 and 2013-2014. Having completed the continuous cycle of data analysis, planning, resource allocation,
implementation, and assessment, the district has improved its institutional effectiveness by supporting student learning and the achievement of Institutional Goals and Institutional Objectives.

The accomplishments for 2012-2013 can be summarized in three categories: 1) completing all planning processes, 2) responding to the 2012 visiting team evaluation report, and 3) completing all actionable improvement plans in SLOCCCD’s 2012 Show Cause Report.

Planning Processes Completed
First, the district completed all planning processes scheduled for 2012-2013. As a result, during the 2012-2013 academic year the district accomplished all actions scheduled in its annual planning cycle (R.1):

Reviewed and revised its mission statement (R.2, R.3)

Assessed and analyzed progress on the strategic plan and documented that progress in the SLOCCCD Spring 2013 Progress Report (R.4)

Developed the SLOCCCD Strategic Plan 2014-2017 using the process described in the integrated planning manual:

- Reviewed the Institutional Goals in the SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum;
- Reviewed progress on achieving the Institutional Objectives as documented in the spring 2012 and spring 2013 progress reports; and
- Based on those reviews, drafted Institutional Objectives, assessments for the Institutional Objectives and Action Steps for the next three years.

Updated the Institutional Program Planning and Review documents and posted assessments of Institutional Learning Outcomes online (R.5, R.6, R.7)

Assessed the district’s planning processes, prepared a Planning Processes Assessment Report that was distributed district wide, and prepared an updated SLOCCCD Integrated Planning Manual 2013 (R.8, R.9, R.10, R.11)

Addressing the 2012 ACCJC Visiting Team Evaluation Report
Second, in addition to completing all processes in its integrated planning model slated for completion in 2012-2013, the district also responded to the 2012 ACCJC visiting team evaluation report by scrutinizing its current strategic plan in two new ways:
The preparation for the SLOCCCD Spring 2013 Progress Report included a critical review of all Action Steps to ensure that these clearly direct the district’s energies toward activities that will directly impact students and to eliminate/minimize Action Steps that are preliminary to such actions. (R.4)

The format of the SLOCCCD Spring 2013 Progress Report was revised to add documentation of the specific data and supporting institutional analysis that led the district to reiterate the purpose of the Institutional Goals and added a rationale statement for how each of the Institutional Objectives will help meet the Institutional Goals. These efforts were made to ensure that the specific Action Steps will culminate in the district’s achievement of its Institutional Objectives. (R.4)

Completion of Actionable Improvement Plans in SLOCCCD’s 2012 Show Cause Report

Third, the district completed the three Actionable Improvement Plans set forth in the SLOCCCD Show Cause Report 2012:

The district completed the Participatory Governance: Decision-Making and Committee Handbook, which clearly describes the relationships, roles, responsibilities, and authority of SLOCCCD committees and stakeholder groups and outlines the processes for moving ideas, plans, and policies through the participatory governance structure at SLOCCCD that will be essential for the district in sustaining its planning processes and assessments. (R.12)

The district provided training for committee co-chairs each fall 2012 and 2013 terms on district governance and integrated planning processes to ensure that each committee is informed about that group’s specific responsibilities related to governance and institutional planning. (R.13, R.14, R.15)

The superintendent/president ensured compliance with completion of planning processes within the timeline outlined in the SLOCCCD Integrated Planning Manual 2012. (R.16, R.17, R.1)

The district is confident that the new and revised planning processes will be ongoing and sustainable because it has developed an infrastructure and foundation that is based on a clear logical model, supported by comprehensive documented processes with timelines and accountability, and district-wide training opportunities. Further, the district has clearly defined district-wide planning and assessment responsibilities as part of the job descriptions for its senior administrators. Their responsibility for leading district-wide planning and assessment is a component of their evaluations. (R.18)
SLOCCCD has satisfied Recommendation 2; the district followed its integrated planning model, processes and timeline in 2012-2013, and thereby improved institutional effectiveness by supporting student learning and the achievement of Institutional Goals and Institutional Objectives.

The 2013 visiting team report substantiates our compliance with regard to the recommendations and standards related to integrated planning and evaluation. Furthermore, on page 7 of the team report, the team writes,

“It is the opinion of the team that the administrators, faculty, staff, students, and supporting community of Cuesta College have engineered a remarkable turnaround that is astonishing in its breadth and depth. To create a cultural shift of this magnitude in an institution the size of Cuesta College is a remarkable feat and should be applauded. If Cuesta College maintains its current course, there is every reason to believe that this college will sustain these changes and improvements and achieve the level of excellence that it seeks.”

**Recommendation 3: Student Learning Outcomes**

To meet standards, the team recommends that the college ensure that student learning outcomes are fully institutionalized as a core element of college operations, with specific focus on curriculum, program development, libraries and online resources.

In its 2009 Follow-Up Report, the district addressed this recommendation by institutionalizing student learning outcomes assessments as part of its Institutional Program Planning and Review. The Institutional Program Planning and Review documents include prompts for reporting outcomes assessment results, analysis of results, plans for improvement, and requests for resource allocations to implement these plans. All instructional programs, student services areas, and administrative units submit Institutional Program Planning and Review documents on a five-year cycle (four for career technical education programs) and report the results of outcomes assessments. The district-wide adoption of the Institutional Program Planning and Review documents has made it possible to track the systematic assessment of outcomes in each instructional program or service area across the institution and the analysis of assessment results are used for educational planning and fiscal decisions.

The district has continued to refine and improve student learning outcomes assessment processes since the 2009 Follow-Up Report was submitted. In May 2010, the Academic Senate Council approved an Institutional Assessment Plan, which outlined specific processes and methods for instructional programs and provided an assessment calendar that would allow the district to meet the commission’s standards and achieve the “proficient” level on the ACCJC Rubric for Evaluating Institutional Effectiveness by fall 2012. The district provided evidence to the 2012 visiting team that all student service areas, administrative units, and instructional programs (including courses,
degrees and certificates) had completed a cycle of outcomes assessment and analysis of results, thereby reaching the proficient level on the rubric. In addition, the district has provided a total of 60% release time split between two faculty SLOA coordinators since spring 2010 to manage and direct the district’s progress on student learning outcomes assessment processes, procedures, and timelines.

With regards to curriculum, student learning outcomes are required for all courses or programs prior to approval by the Curriculum Committee. The Academic Senate Council now requires that student learning outcomes are included in the course outline of record for each course. The learning outcomes for each course and program are available to the public through CurricUNET and are included on course syllabi.

For instructional programs, reports of the assessments of course-level and program-level student learning outcomes are documented in the Course or Program Assessment Summary. These Course or Program Assessment Summary documents include assessment plans and efforts to improve student learning where warranted. The program-level Course or Program Assessment Summary documents are submitted annually and are currently posted on the institutional V-Drive. The program-level Course or Program Assessment Summary documents are also submitted with Annual Program Planning and Review Worksheets and posted on the Institutional Research and Accreditation web pages. All Course or Program Assessment Summary documents, for both programs and courses, are then included in each program’s Comprehensive Program Planning and Review report, which is submitted every four or five years, depending on the program, and made public on the SLOCCCD Institutional Research and Accreditation web pages.

The library conducts a number of regular assessments regarding its services, including its online resources. Further details regarding assessments for the library and online resources are described in the response to Recommendation 4 below.

*Additionally, it is recommended that the college develop a policy for program discontinuance and a policy for academic freedom.*

The board of trustees approved Board Policy 4020 (Program, Curriculum, and Course Development) and Administrative Procedure 4021 (Program Discontinuance) on July 7, 2010, which updated a program viability policy developed in 2004.

The district publishes its academic freedom policy in Article III of the District Collective Bargaining Agreement and in Board Policy 1565.
Recommendation 4: Library and Learning Support Services
To meet the standard, the team recommends the college and its libraries develop and implement an on-going formal assessment of their library services, on-line services, and student learning outcomes. (Standards II.C.1.b., II.C.1.c, II.C.2)

The district addressed this recommendation in its 2009 Follow-Up Report, and the 2009 evaluation team report found that “the college has fully implemented the recommendation and resolved the deficiency.” Since April 2009, the College Library has formalized the assessment of library services, collections, online resources, and student learning outcomes. The most important mechanism the library uses to assess the effectiveness of its learning programs is through the direct assessment of student performance on the English 201A Library Research Workbook. Since 2009 the library has used a number of assessments which were not specified in the 2009 plan. These assessments include:

- Student Satisfaction Survey 2011 (R.20)
- An ad hoc Library Hours survey (Fall 2011) to determine student priorities for restoring library hours (R.21)
- Student Technology Survey (2013) which asked questions about the use of library resources (R.22)
- Community College Survey of Student Engagement (CCSSE) (2013) special focus questions about the use of library resources and services (R.23)

The library developed a student library and engagement survey which was administered in fall 2013 and annually thereafter. (R.24) The library used student focus groups to provide more detailed feedback on items surfaced in the surveys. The revised Course Program and Assessment Survey (fall 2013) and assessment calendar established the timeline for assessing Workbook tests results (annually) and the student survey.

Recommendation 5: Human Resources
To meet standards, the team recommends the college define and establish the assessment mechanisms to effectively produce and assess student learning outcomes. (Standard III.A.1.c)

In the 2009 Follow-Up Report, the district addressed this recommendation by having established evaluation components that meet Standard III.A.1.c., which reads: “faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.” The 2009 visiting team report states that “the college is resolving the recommendation,” and cited the
systematic analysis of student learning outcomes assessment results and institutional data in the program review process as evidence of the district meeting the standard.

To meet the standard, the extent to which student learning outcomes are used to improve instruction is assessed directly via a question on the Faculty Self Evaluation form. Peer evaluators and the dean review this self-evaluation and discuss it with the faculty member being evaluated as part of the faculty evaluation process. (R.25) In May 2010, leaders from the Academic Senate, the faculty bargaining unit, and the administration jointly signed a Principles Statement on Student Learning Outcomes and Assessment, which stated that all faculty members “have responsibility for [the] development of student learning outcomes, methods, instruments and standards of assessment for instructional programs, courses, and degrees.” (R.26)

The district took an additional step to meet Standard III.A.1.c when the Academic Senate Council approved a proposal in spring 2011 that course-level student learning outcomes must be included on all faculty members’ course syllabi. Syllabi are reviewed by peer evaluators and a dean as part of the faculty evaluation process (R.27, R.28, R.29).

The management self-evaluation form (R.30) requires managers undergoing evaluation to describe their performance with respect to carrying out their job description requirements. The posted job descriptions for directors and administrators include the promotion or achievement of student learning outcomes in their areas. (R.18, R.31, R.32)

**Recommendation 6: Technology Resources**

To meet standards, the team recommends that the College establish a process for regular and systematic planning, acquisition, maintenance and replacement of its technology infrastructure, existing and newly acquired technology and equipment to meet institutional needs; and that the process is integrated with other College planning, assessment, and resource allocation.

The district has reported on its progress regarding this recommendation since the 2009 Follow-Up Report. The 2012 Show Cause evaluation team report found that “Cuesta College has met this recommendation by establishing regular systematic planning for the acquisition, maintenance, and replacement of its technology infrastructure as well as for existing and newly acquired technology and equipment to address institutional needs.”

After the implementation of the 2011-2016 Educational Master Plan and Addendum, the district revised and approved the 2012-2017 Technology Plan in spring 2012. This plan provides direction for allocation of technology resources through 2017. The Technology Plan Initiatives listed in the document support the Institutional Goals of the Educational Master Plan and the Institutional Objectives of the Strategic Plan.
Starting spring 2011, in planning for 2011-2012, the district’s Institutional Planning and Program Review (IPPR) document includes a specific tab in the planning spreadsheet for each program to list its technology needs. As with all funded requests, they must be assessed in the IPPR in subsequent years. (R.33)

As a part of the district’s integrated planning process, all technology requests are given to the Technology Committee for review and prioritization. The resulting recommendation from the Technology Committee is presented to Planning and Budget and is considered as part of their final budget recommendations to the superintendent/president. In addition, the rubric that Planning and Budget uses in their prioritization process includes support of initiatives found in the district’s operational plans, which includes the Technology Plan. (R.34)

The district established a Central IT budget starting with the 2010-2011 fiscal year so that district technology expenditures can more easily be tracked. In 2011 the Technology Committee recommended and Planning and Budget approved a ratio of spending available Central IT funds for three years as follows: computer upgrades, classroom multimedia upgrades, and network infrastructure upgrades by 15%, 15%, and 70% respectively.

The 2012 evaluation team verified upon their visit on October 29-30, 2012, that the district provided “ample evidence to substantiate the college’s utilization of its planning process to enhance technology for the benefit of the college” and that the district was engaged in a regular process of prioritizing, implementing, and assessing the effectiveness of its integrated planning efforts related to technology.

Recommendation 7: Financial Planning and Stability
To meet standards, the team recommends that the college review and assess its long range financial and capital planning strategies to ensure sufficient funding levels for ongoing operations. The team also recommends that the college and the college foundation review and communicate the fiscal status of investments and implement appropriate protections to secure fiscal solvency.

The district has reported on its progress regarding this recommendation since the 2009 Follow-Up Report, and the 2012 Show Cause evaluation team report found that “the district has met this recommendation” by reviewing and assessing its “long range financial and capital planning strategies to ensure sufficient funding levels for ongoing operations” and by completing the Long-term Fiscal Plan 2012-2016. Implemented in August 2012, the Long-Term Fiscal Plan provides explanation of the role of long-term financial planning in the district’s integrated planning model, describes an assessment of the district’s fiscal strengths and liabilities, and includes strategies for the management of long-term debt obligations based on current federal and state economic
forecasts. In addition, since fall 2010, the district has implemented a number of cost-saving and revenue-generating strategies, and in 2012 implemented a budget reduction plan. These efforts have resulted in a favorable report from an external consultant hired in 2012 to assess the district’s fiscal standing.

The 2009 evaluation team report found that the district had fully implemented and resolved the second part of the recommendation regarding the review of fiscal status of investments and the implementation of appropriate protections to secure fiscal solvency. The district was found to practice due diligence in securing the fiscal solvency of its accounts and investments, has historically made all obligation payments on time, and maintains a high credit rating. Upon further review in fall 2012, the district was evaluated by the visiting team to “have and continue to review and communicate the fiscal status of investments” and to “have implemented appropriate protections to ensure fiscal solvency.” Finally, the Cuesta College Foundation has demonstrated that, through annual audits and financial reports to the community, it is a separate financial entity from the district.

The district continues to ensure its fiscal solvency with the Five Year Budget Reduction Plan implemented in July 2013. The district has recently received an unmodified (previously called unqualified) financial audit for 2012-2013 with no recommendations as evidence it is continuously improving its financial practices.

**Recommendation 8: Board of Trustees Evaluation and Policies**

To meet standards, the team recommends that the Board of Trustees conduct its annual self-evaluation no later than June 2009 and yearly thereafter. Also, the team recommends that a process and timeline be established for regular review of current board policies and development of new policies as needed.

**Board of Trustees Self-Evaluation**

As detailed in its 2009 Follow-Up Report, the district addressed this part of the recommendation by implementing a self-evaluation process for the board of trustees. Board Policy 2745 (formerly Board Policy 1035) describes the purpose and process for board self-evaluation. In February 2007, the board established a monthly critique/discussion element at the end of every regular board meeting, during which they discussed best practices, what worked well – what did not, and responded to a question focused on its responsibilities and effectiveness. Questions are derived from several professional resources including the Accrediting Commission for Community and Junior Colleges, the Community College League of California, and the Association of Community College Trustees.
Since 2009, the board has consistently performed an annual self-evaluation using an assessment tool determined by the board. The board develops annual board goals and performs quarterly assessments on the effectiveness of board objectives and actions steps. The annual self-evaluation includes the analysis of the effectiveness of these goals, along with other elements of board responsibility and effectiveness. In June 2013, the board initiated development of an assessment tool using the planning and assessment model used for strategic planning in the development of its annual board goals. The board adopted this model in August 2013, which will be included as part of the board’s annual self-evaluation.

**Review and Development of New Board Policies**

The district addressed this part of the recommendation in the 2010 Follow-Up Report by establishing a process and calendar for the regular review and updating of current board policies and for the development of new policies as needed. The 2010 evaluation team report found that “the college has implemented the recommendation and resolved the deficiency” because the “Superintendent/President and the Board of Trustees have committed to develop the timelines needed for a regular cycle of Board Policy Review.” In addition, as noted by the 2010 evaluation team report, the board adopted the Community College League of California templates as its model for updating old and creating new board policies. In spring 2010, the superintendent/president worked collaboratively with the Academic Senate to revise Board Policy 2410 (Board Policy and Administrative Procedure, Purposes and Objectives) and Administrative Procedure 2410 (Board Policies and Administrative Procedures; Development, Review, and Update). The recommended revisions to the policy and procedure, which outlines the process for developing and revising board policies, were approved by the board of trustees on March 9, 2011. It included a timetable and process map for reviewing all board policies in a timely manner.

In fall 2013, the Academic Senate initiated a review of Administrative Procedure 2410. Subsequent to the approval of the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook. The Senate approved its recommendations for revisions on September 13, 2013. (R.35)

In August 2013, a task force was developed to oversee the board policy review process and assess its effectiveness. This task force made recommendations for a modified calendar and timeline to improve the effectiveness of board policy review. As of March 2014, the review of Board Policy/Administrative Policy 2410 with recommended updates was being vetted per the participatory governance model prescribed by the district.

In fall 2013, the board completed its review of chapter 1 and 2 of its board policies. (R.36)
Recommendation 9: Leadership and Governance

To meet standards, the team recommends that the Board of Trustees delegate full responsibility and authority to the Superintendent/President to implement and administer board policies and the effective operation of the institution. To improve college decision making and institutional effectiveness, the team recommends that the college review and establish ongoing assessment of its college governance structures, processes, roles and responsibilities. (Standards IV.A.1., IV.A.2., IV.A.2.a., IV.A.3., IV.A.5., IV.B.1., IV.B.1.b., IV.B.2., IV.B.2.a., IV.B.2.b., IV.B.2.c)

Authority of Superintendent/President

The district addressed this part of the recommendation in the 2010 Follow-Up Report by implementing updates to board policies and by demonstrating with work on the Strategic Plan that the superintendent/president has the primary authority to implement and administer board policies and institutional decisions. The authority of the superintendent/president is explained in the board-approved position description, which outlines the powers, duties, and responsibilities of the superintendent/president. The position description states that “The Superintendent/President, as Chief Executive Officer, is responsible for executing District policies and implementing identified goals through the day-to-day management of the District.” Approved on Oct. 7, 2009, Board Policy 2430 was updated to read “The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” Subsequent board policies have been updated to clarify the role of the superintendent/president as the individual responsible for implementing all decisions of the board of trustees.

Assessment of College Governance Structures, Processes, Roles and Responsibilities

Since spring 2008, representatives of the administration, students, staff, and faculty have engaged in a process to improve and formalize district governance structures, processes, roles and responsibilities. In spring 2009, the administration and Academic Senate Council scheduled a level II Technical Assist workshop titled “Participating Effectively in District and College Governance” by the Academic Senate for California Community Colleges and the Community College League of California. This workshop resulted in such institutional changes as a revision of the district’s governance council from the large Shared Governance Council to the “more focused and functional College Council implemented in August 2010,” as reported by the 2010 evaluation team. On January 13, 2011, representatives from each of the constituent groups met for a one-day retreat in order to discuss, evaluate, and provide suggestions for the improvement of the governance roles and structures at the district. A task force comprised of faculty and administration members compiled the ideas and plans developed at this retreat to produce the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook, which was approved spring 2012. This handbook clearly describes the relationships, roles, responsibilities, and authority of district committees and stakeholder groups and outlines the processes for moving ideas, plans, and
policies through the participatory governance structure at SLOCCCD. This handbook provides the district with a clear infrastructure of who does what when, and will be essential for the district in sustaining its planning processes and assessments. (R.12)
Certification of Continued Compliance with the Eligibility Requirements Evidence

**ER.1** Board Policy 2010
**ER.2** Mission Statement
**ER.3** Board of Trustees Minutes, May 1, 2013
**ER.4** College Catalog, Mission Statement
**ER.5** Mission Statement Web Page
**ER.6** SLOCCCD Integrated Planning Manual 2013
**ER.7** Board Policy 2015
**ER.8** Board Policy 2200
**ER.9** Board Policy 2710
**ER.10** Board of Trustees Minutes, November 2, 2011
**ER.11** Superintendent/President Job Description
**ER.12** Board Policy 2430
**ER.13** Chief Executive Officer’s Bio
**ER.14** Board Policy 2061
**ER.15** Board Policy 2065
**ER.16** Organizational Chart
**ER.17** Enrollment History 2011-2014
**ER.18** Enrollment in Institutional Degree Programs by Year or Cohort
**ER.19** College Catalog, Degrees and Certificates
**ER.20** Student Achievement Data 2008-2012
**ER.21** Student Achievement Data: Program Awards
**ER.22** Program Awards
**ER.23** Associate Degrees for Transfer Progress Report
**ER.24** CurricUNET
**ER.25** College Catalog
**ER.26** Class Finder
**ER.27** ACCJC College Status Report on Student Learning Outcomes Implementation, October 2012
**ER.28** College Catalog, Course Repetition and Grading Policies
**ER.29** Institutional Research Website - Comprehensive Program Planning and Reviews/Annual Program Planning Worksheets
**ER.30** Link from College Catalog to CurricUNET, Program Student Learning Outcomes
**ER.31** Comprehensive Program Planning and Review Sample
**ER.32** SLOCCCD Institutional Effectiveness Outcomes Report 2013
**ER.33** SLOCCCD Spring 2013 Progress Report
**ER.34** Student Achievement Outcomes – Institutional Research Website
**ER.35** College Catalog, General Education
List of Degree Granting Organizations Cuesta College Is Affiliated With for the Following Academic Programs

Certification of Continued Institutional Compliance with Commission Policies Evidence

Distance Education Handbook
CurricUNET Distance Education Approval
Administrative Procedure 4105
Best Practices for Distance Education Technology Readiness for Faculty
Best Practices for Distance Education Pedagogical Readiness for Faculty
Student Authentication in Distance Education PowerPoint and Form
2010-2011 Institutional and Program Planning Allocation Report
2011-2012 Planning and Budget Prioritization of Resource Allocation
Course Welcome Letters
Distance Education Website
Library Website
Student Services for Distance Education
State Authorization for Distance Education
Written Policies and Procedures for Determining a Credit Hour
Board Policy 2715 and Administrative Procedure 2715
Administrative Procedure 3050 Institutional Code of Ethics
Board Policy 2710
Administrative Procedure 2710
Board Policy 1550
Board Policy 3006

Responses to Recommendations from the 2008 Self Evaluation Evidence

SLOCCCD Integrated Planning Manual 2012
PowerPoint for Mission Statement Workshop, November 21, 2012
Board of Trustees Minutes, May 2013
SLOCCCD Spring 2013 Progress Report
2012 Institutional Learning Outcomes Assessment Report
R.7 2013 Institutional Learning Outcomes Assessment Report
R.8 SLOCCCD President’s Planning Processes Assessment Report
R.9 Assessing Institutional Planning Processes Survey
R.10 President’s District-Wide Email President’s Planning Processes Assessment Report
R.12 SLOCCCD Participatory Governance: Decision-Making and Committee Handbook
R.13 2013 Governance Workshop PowerPoint and Sign-Up Sheet
R.14 Committee, Governance, and Integrated Planning Workshop 2012 PowerPoint
R.15 Integrated Planning Training PowerPoint
R.17 Cabinet Minutes-Integrated Planning Manual Calendar Tracking
R.18 Vice President Academic Affairs Job Description
R.19 Course or Program Assessment Summary Template
R.20 Student Satisfaction Survey 2010
R.21 Ad Hoc Library Hours Survey, Fall 2011
R.22 Student Technology Survey, 2013
R.23 Community College Survey of Student Engagement (CCSSE) 2013; Special Focus Questions About the Use of Library Resources and Services
R.24 Student Library and Engagement Survey, 2013
R.25 Triennial Review Self-Evaluation Form for Full-Time Tenured and Full-Time Tenure Track Faculty
R.26 Principles Statement on Student Learning Outcomes and Assessment
R.27 Instructional Faculty Division Tenure Committee/Peer Review Committee Evaluation Form
R.28 Examples of Syllabi
R.29 Academic Senate Minutes, January 28, 2011
R.30 Manager/Supervisor Self-Evaluation Form
R.31 Director of Student Support Services - DSPS, EOPS/CARE, Outreach Job Description
R.32 Director of Library/Learning Resources and Distance Education Director Job Description
R.33 Social Sciences Unit Plan Worksheet Technology Funding Requests Tab, 2014-2014
R.34 Technology Committee Prioritization 2013
R.35 Academic Senate Minutes, September 13, 2013
R.36 Board of Trustees Minutes, October 2, 2013
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD I.A:
Mission

“I worked on the eye on the right side of the mural,” says Jon Ellery, a welding major. “The Van Gogh piece. Everyone contributed to each piece. It’s kind of hard to pin one person’s contributions to one thing. It’s all part of a group effort.”
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.

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

Excellence
Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard 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.

Descriptive Summary
The San Luis Obispo County Community College District (SLOCCCD) mission statement addresses the district’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

The current SLOCCCD mission statement is:

*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.*
The following table deconstructs the mission statement to provide the rationale for each element in the mission statement.

<table>
<thead>
<tr>
<th>Excerpt from the SLOCCCD Mission Statement</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| *Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.* | • Addresses ACCJC Standard I.A by defining the intended student population as the diverse students who attend SLOCCCD  
• Embraces diversity by welcoming all students  |
| *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.* | • Defines the institution’s broad educational purposes as required by ACCJC Standard I.A. by further identifying the district’s intended student population as students who seek to accomplish the identified goals  
• Aligns the district’s mission with the primary mission for California community colleges as defined by California Community Colleges Chancellor’s Office  
• Meets Title 5 criteria for college missions in the California Educational Code Section 66010.4  |
| *Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth.* | • Reflects the district’s commitment to achieving student learning as required by ACCJC Standard I.A.  
• Includes three of the district’s Institutional Learning Outcomes: cultural, intellectual and professional growth  
• Intends to motivate all district employees to promote student learning as discussed in the November 2012 Mission Statement Workshop  |
| *We prepare students to become engaged citizens in our increasingly complex communities and world.* | • Includes another of the district’s Institutional Learning Outcomes: engagement in a complex world  |
The district planning processes begin with the mission, as demonstrated by its position at the top of the SLOCCCD model of integrated planning. SLOCCCD processes for planning and evaluation assess how effectively the district programs and services meet this mission. The mission is the benchmark and foundation for these processes that include unit planning, Institutional Program Planning and Review and the assessment of student learning outcomes for course, programs, institutional level outcomes, and student achievement. (I.A.1)

Self Evaluation
In spring 2012 SLOCCCD evaluated its integrated planning model and developed or revised planning processes and the planning lexicon to more clearly communicate the ongoing systematic cycle of evaluation that is used to measure the effectiveness of planning, program review, resource allocation processes, and student learning outcomes and assessments. During this process of developing the SLOCCCD Integrated Planning Manual 2012, the district-wide dialogue emphasized the role of the mission as the benchmark for institutional evaluation. (I.A.2)

Following the process and timeline charts in the integrated planning manual, a workshop was held in November 2012 in which SLOCCCD analyzed its mission statement using the ACCJC criteria that a mission statement should define the institution’s broad educational purposes, its intended student population and its commitment to achieving student learning. Based on that analysis, the SLOCCCD mission statement was revised. This process of assessing and revising the mission is described in more detail in the response to I.A.3. The revised mission statement, approved in May 2013, has been analyzed to ensure that it meets each of these criteria. (I.A.3, I.A.4, I.A.5)

Actionable Improvement Plan
None.

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

Descriptive Summary
SLOCCCD offers open-access postsecondary education for associate degrees, transfer, career technical training and advancement, and basic skills complemented by a comprehensive array of student support services. SLOCCCD has developed systematic processes to assess and maintain the alignment of these programs and services with its purposes, character and student population. (I.A.1)
The processes developed by SLOCCCD to identify its student population, determine student needs and measure institutional effectiveness are:

- Institutional master planning and strategic planning,
- Annual Institutional Program Planning and Review,
- Unit planning,
- Assessment of student learning outcomes for course, programs, institution,
- Student achievement standards and
- Annual assessment of progress in achieving Institutional Objectives.

At the institution level, effectiveness in meeting the mission is assessed as a central component of developing an educational and facilities master plan every ten years, developing the strategic plan every three years and preparing the annual report on progress toward achieving Institutional Goals and Institutional Objectives. The initial step in each of these processes is an evaluation of the district’s success in meeting its mission. In addition, the educational and facilities master plan includes an analysis of community demographic projections for the purposes of identifying anticipated challenges and opportunities.

These institution-wide plans are based on the philosophy of continuous quality improvement. SLOCCCD uses data to identify how institutional initiatives, programs and services could be changed so that the district would be more successful in fulfilling its mission. Once areas for improvement have been identified, Institutional Goals and Institutional Objectives are developed in order to more clearly and specifically direct the district’s energies and resources. Progress in achieving Institutional Objectives is assessed annually in a report that is widely distributed. (1A.6, IA.7, IA.8, IA.9, IA.10)

At the unit level, effectiveness in meeting the SLOCCCD mission is assessed through the annual Institutional Program Planning and Review process that requires each academic, student service and administrative service to analyze its effectiveness through the analysis of data such as the rates of student retention, student success, head count, the level of full-time equivalent students, assessments of student learning outcomes, and survey results. Parallel to the institution-wide processes and in keeping with the philosophy of continuous quality improvement, programs and services respond to the data analysis by developing program-specific initiatives that will improve the unit’s success in contributing to the district’s success in fulfilling its mission. (IA.11, IA.12, IA.13)

**Self Evaluation**

SLOCCCD meets Standard I.A.1. because it has developed systematic processes to assess and maintain the alignment of these programs and services with its purposes, character and student
population. Once areas for improvement have been identified, Institutional Goals, Institutional Objectives, or unit-level initiatives are developed to more clearly and specifically direct the district’s energies and resources toward improvement in meeting the district mission.

The institution-wide processes include periodic planning components such as the educational and facilities master plan every decade, the strategic plan every three years, and an annual assessment of progress toward meeting Institutional Objectives. Unit-level program assessment is conducted as part of Institutional Program Planning and Review. (IA.6, IA.7, IA.8, IA.9, IA.10, IA.14)

In addition to the assessments cited above, such as student outcome measurements, another example of data that is used to assess institution-wide and unit-level programs and services is to survey SLOCCCD students about their needs, wants and experiences. Recent examples of such surveys are:

- Community College Survey of Student Engagement (CCSSE) Spring 2013 (IA.15)
- Survey of Entering Student Engagement (SENSE) Fall 2012 (IA.16)
- Institutional Learning Outcomes Survey 2012 and 2013 (IA.17, IA.18)

The results of these surveys are used as one component of the assessment of programs and services as appropriate in Institutional Program Planning and Reviews. (IA.19)

**Actionable Improvement Plan**
None.

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

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**Descriptive Summary**

The SLOCCCD board of trustees approves revisions to or reaffirms the mission statement on a systematic and calendared basis. (IA.20)

SLOCCCD reviews its mission every three years and either reaffirms or revises the mission. Following a schedule documented in the *SLOCCD Calendar of Activities from the Integrated Planning Manual* the superintendent/president directs the College Council to initiate the mission review process. After soliciting feedback district wide, the College Council reviews the feedback and prepares a recommendation for the superintendent/president to either revise or reaffirm the SLOCCCD mission. After consideration of this recommendation, the superintendent/president presents the recommendation to the SLOCCCD board of trustees for their review and approval. This
The review process was followed most recently in spring 2013 and the board of trustees approved the revised mission statement in May 2013. (IA.6, IA.20, IA.21)

Following the board’s approval, the mission is placed in a prominent position in numerous district online and print publications. On the SLOCCCD website, there is a link from the superintendent/president’s page to the mission. In both the print and online versions, the mission statement is communicated to all stakeholders on the front page of the college catalog, the SLOCCCD Integrated Planning Manual 2013, SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum, SLOCCCD Strategic Plan 2012-2014, SLOCCCD Strategic Plan 2014-2017, and the SLOCCD Participatory Governance: Decision-Making and Committee Handbook. (IA.22, IA.23, IA.6, IA.7, IA.8, IA.24, IA.25)

Self Evaluation
SLOCCCD meets this standard because the board of trustees approves the mission statement and following their approval, the mission statement is included in all major online and print publications.

When major documents are revised, the district ensures that the current mission statement is included, as evidenced by the former mission statement being published in the SLOCCCD Integrated Planning Manual 2012 and the current mission statement being published in the SLOCCCD Integrated Planning Manual 2013. (IA.1, IA.6)

Actionable Improvement Plan
None.

I.A.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.

Descriptive Summary
SLOCCCD relies on its governance and decision-making processes to review its mission statement on a regular basis and based on that review, either revise or reaffirm the mission statement.

Following the timeline and process outlined in the SLOCCCD Integrated Planning Manual 2012, the mission was most recently reviewed in 2012-2013. (IA.1)

- In November 2012 an open forum was held during which 45 participants compared the district’s mission to the ACCJC standard on mission statements. (IA.2, IA.26)
• In January 2013 the superintendent/president presented the feedback from this open forum to the College Council and charged that group with developing a recommendation to either reaffirm or revise the mission statement. (IA.4)

• The vice president of Academic Affairs convened an ad hoc committee to develop a process for gathering district-wide feedback on the current mission statement. (IA.27)

• In February 2013 the proposed process was submitted to College Council for approval or revision. Following this approval, the ad hoc group chair implemented the process for gathering feedback on the current mission statement. (IA.27)

• In March 2013 the ad hoc group reviewed feedback and relevant Accreditation Commission for Community and Junior Colleges standards. Based on that information, the ad hoc group revised the mission statement. The ad hoc group presented the revised mission statement to Academic Senate Council for consideration. (IA.28, IA.29)

• In April 2013 the Academic Senate Council reviewed and approved the revised mission statement. The Academic Senate Council subsequently forwarded the recommendation to College Council. (IA.29)

• In May 2013 College Council reviewed the recommendation from the ad hoc group and the Academic Senate Council and recommended the revised mission statement to the superintendent/president. The superintendent/president approved the recommended revision to the mission statement. (IA.30, IA.29)

• In May 2013 the superintendent/president presented the revised mission statement to the board of trustees for their review and consideration. The board approved the revised mission statement on May 1, 2013. (IA.21)

This cycle of review and revision or reaffirmation will be implemented every three years. The commitment to follow this cycle is documented in the SLOCCCD 2015-2016 Calendar of Activities from the Integrated Planning Manual. (IA.31)

Self Evaluation
SLOCCCD meets Standard I.A.3. because it developed and implemented a process in which its governance and decision-making processes are used to systematically review and revise or reaffirm the district mission.
The SLOCCCD Integrated Planning Manual 2012 outlines the process for reviewing and revising the mission statement on a regular basis. The district followed this outline in spring 2013 to revise its mission and has calendared the next review for spring 2016. (IA.1, IA.31)

In spring 2013 the district asked 50 members of participatory governance groups responsible for institutional planning to assess its new and revised planning processes. The majority of the respondents agreed or strongly agreed that the process of developing the current mission statement was efficient and effective. (IA.32)

**Actionable Improvement Plan**
None.

*I.A.4. The institution’s mission is central to institutional planning and decision making.*

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**Descriptive Summary**
The district’s mission drives planning and decision-making.

The mission’s importance in planning is affirmed in the *SLOCCCD Integrated Planning Manual 2013*

> “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.” (IA.6)

The mission is placed at the top of the district’s model of integrated planning because it is the starting point for all planning. The thread of the mission throughout the district’s planning processes is as follows:

1. Planning begins with an assessment of the district’s effectiveness in meeting the mission;
2. Analysis of these data lead to the identification of challenges;
3. The identification of challenges pose the questions which are answered in the Institutional Goals;
4. The Institutional Goals are the basis for Institutional Objectives; and
5. One component of unit-level planning is to identify that unit’s contributions to the achievement of Institutional Objectives.

All of the district’s planning processes rely on an ongoing assessment of effectiveness in meeting the district mission. Following are two examples of how fulfillment of the mission is a key component in assessments at the institutional and unit levels.
Institution-level Planning: Master Planning and Strategic Planning

The purpose of the SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum was to develop Institutional Goals. The first step in that process was to analyze the following data:

- An assessment of the district’s current effectiveness in meeting the SLOCCCD mission and
- An assessment of community demographic data to foresee challenges and opportunities.

Based on these data, current and anticipated challenges were identified. For example, a key component of the SLOCCCD mission is:

*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.*

However, data indicated that improvement was needed in the extent to which the district was fulfilling this component of its mission.

- The percentage of students who successfully completed an initial basic skills course and within three years successfully completed a higher level course in the same area was 46% in 2005, 61% in 2007, and 49% in 2011; and
- The overall number of degrees and certificates awarded decreased significantly over the prior seven years.

The institutional challenge based on this assessment of the district’s current effectiveness in meeting the SLOCCCD mission was:

*How can the district support students in their efforts to complete transfer requirements, degrees and certificates?*

This challenge led to the development of the following Institutional Goal:

*SLOCCCD will enhance its programs and services to promote students’ successful completion of transfer requirements, degrees, certificates, and courses.*

This Institutional Goal led to the development of several Institutional Objectives, such as:

*Institutional Objective 1.4: Increase English as a second language credit course success and improvement rates by 2% annually*
Action steps were then developed to achieve this Institutional Objective, and progress toward achieving these actions steps is reported annually in the progress report on the strategic plan. (IA.10)

Program Review
Annual Institutional Program Planning and Reviews are based on the assessment of success in contributing to fulfillment of the district mission at the unit level. All units in the district, including departments, instructional programs, student services, and administrative services, complete these program reviews.

Program review begins with each unit analyzing three types of data:

1. Analysis of the unit’s contributions to the achievement of Institutional Goals and Institutional Objectives.

2. Analysis of institutional data most relevant to the unit. This analysis compares each unit’s performance to established standards for similar units or to historical data. For example, for instructional programs, these data include student retention rates, enrollment trends and the number of full-time equivalent students. (IA.11, IA.12, IA.13)

3. Analysis of student learning program outcome assessments. These assessments are contingent on whether the unit is instructional, student services, or administrative. These processes are described in more detail in a later section of this Institutional Self Evaluation. (IA.33, IA.34, IA.35)

Based on the information gleaned from these analyses units develop initiatives for continuous quality improvement. Program reviews are a primary factor in resource allocation decisions; these processes are described in later sections of this Institutional Self Evaluation.

Self Evaluation
SLOCCCD meets this standard because the mission is central to institutional planning and decision-making.

Through processes described in the SLOCCCD Integrated Planning Manual 2013, the district uses the mission to inform long-term planning, such as the educational master plan and short-term planning, such as strategic plans and Institutional Program Planning and Reviews.

Actionable Improvement Plan
None.
## I.A. Evidence

| IA.1 | SLOCCCD Integrated Planning Manual 2012 |
| IA.2 | Mission Statement Workshop PowerPoint, November 21, 2012 |
| IA.3 | College Council Agenda, February 26, 2013 |
| IA.4 | College Council Minutes, February 26, 2013 |
| IA.5 | Appendix A Mission Statement Analysis, February 26, 2013 |
| IA.6 | SLOCCCD Integrated Planning Manual 2013 |
| IA.7 | SLOCCCD, Cuesta College Educational Master Plan 2011-2016 Addendum |
| IA.8 | SLOCCCD Strategic Plan 2012-2014 |
| IA.9 | SLOCCCD Spring 2013 Progress Report |
| IA.10 | SLOCCCD Spring 2014 Progress Report |
| IA.11 | Current Academic Affairs Annual Program Planning Worksheet |
| IA.12 | Current Student Service Annual Program Planning Worksheet |
| IA.13 | Current Administrative Services Annual Program Planning Worksheet |
| IA.15 | Community College Survey of Student Engagement (CCSSE) Spring 2013 |
| IA.16 | Survey of Entering Student Engagement (SENSE) Fall 2012 |
| IA.17 | Institutional Learning Outcomes Survey 2012 |
| IA.18 | Institutional Learning Outcomes Survey 2013 |
| IA.19 | Counseling Annual Program Planning Worksheet, 2014-2015 |
| IA.20 | 2013-2014 Integrated Planning Manual Calendar of Activities |
| IA.21 | Board of Trustees Minutes, May 2013 |
| IA.22 | Website Mission Statement |
| IA.23 | 2013-2014 Catalog (Mission Statement page) |
| IA.24 | SLOCCCD Strategic Plan 2014-2017 |
| IA.25 | SLOCCCD Participatory Governance: Decision-Making and Committee Handbook |
| IA.26 | November 2012 Mission Workshop Sign-In Sheet |
| IA.27 | Mission Statement Ad Hoc Group Meeting Minutes |
| IA.28 | District-Wide Mission Statement Forum and Feedback |
| IA.29 | Academic Senate Council Minutes, April 12, 2013 |
| IA.30 | College Council Minutes, April 9, 2013 |
| IA.31 | 2015-2016 Integrated Planning Manual Calendar of Activities |
| IA.32 | 2013 Integrated Planning Processes Assessment Survey Results |
| IA.33 | Course or Program Assessment Summary Example, Academics |
| IA.34 | Assessment Report Example, Student Services |
| IA.35 | Program Assessment Summary Example, Administrative Services |
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD 1.B:
Improving Institutional Effectiveness

Former Cuesta College art instructor Marien Galczenski’s mural painting class completed a 16-by-
84-foot mural on the wall outside the art gallery during the fall 2011 semester. "The theme is vision," says Galczenski. "We are the visual arts. It really is a celebration of all the arts."
MODEL OF INTEGRATED PLANNING

MISSION

DATA ANALYSIS
- to identify current and anticipated challenges

Long Term Planning
- Educational Master Plan
- Facilities Master Plan

Strategic Plan
- Institutional Program Planning & Review
- Operational Plans

ANNUAL DATA ANALYSIS TO ASSESS:
- Program Effectiveness
- Plan Effectiveness

RESOURCE ALLOCATION

IMPLEMENT THE PLANS

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.
Standard 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.

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

Descriptive Summary
SLOCCCD developed and implemented processes that create ongoing, collegial, and self-reflective dialogue to inform decision-making processes and track progress toward sustainable quality improvement and institutional effectiveness.

The district’s integrated planning model requires dialogue on many levels for all planning processes. These dialogues about student learning and institutional processes are premised on the partnership of assessment and planning. The timeline and parties responsible for initiating the assessment and the subsequent use of those assessments for various planning purposes are outlined in the timeline and process charts in the SLOCCCD Integrated Planning Manual 2013. (IB.1)

The three overall principles that shape the structure of these dialogues are:

- Input from all constituents is valued;
- Data are used to validate institutional efforts and
- Data are used to communicate that assessment to the district’s constituencies.

Through this dialogue, the district improves student learning, resource allocation, and planning effectiveness. For example, the Institutional Effectiveness Committee and the Strategic Planning Committee collaborate each year to produce a progress report that details the district’s progress in achieving its Institutional Objectives. (IB.2)

For example, in the integrated planning cycle, the unifying process completed annually by all segments of the district – instructional, student services, and administrative areas – is the Institutional Program Planning and Review. The completion of the program review process requires dialogue among faculty, staff, and administrators to discuss how instructional programs or service
units contributed to achievement of the Institutional Goals and Institutional Objectives during the past year, plans for future improvements in student learning, and requests for resource allocation. \( \text{IB.3} \)

Both the annual program planning process and comprehensive program planning process begins with a narrative section. In the first component of the narrative section, each unit describes its desired program outcomes and the ways that the unit contributes to the achievement of Institutional Goals and Institutional Objectives. The second component of the narrative section is dedicated to two types of assessments.

1. Analysis of institutional data most relevant to the unit, such as measures of the unit’s performance compared to established standards for similar units or to historical data. For example, for instructional programs, these data include rates of student retention, enrollment in each section, and the amount of full-time equivalent students earned.

2. Analysis of program outcomes assessments. These assessments are contingent on the type of program (instructional, student services, or administrative). For instructional programs, these are reports of the assessments of course-level and program-level student learning outcomes documented on the Course or Program Assessment Summary. \( \text{IB.4} \)

The third component of the narrative section calls for a description of program changes and improvements over the past year. The final component of the narrative section is an opportunity for the unit to describe anticipated changes in the program, such as changes in scheduling or personnel.

Following the narrative portion, units are invited to advance initiatives for the coming year and request any associated need for funding.

Institutional Program Planning and Review documents are the products of institutional dialogues involving various groups about several topics related to institutional effectiveness including student learning outcomes, program-specific targets, and progress toward achievement of Institutional Goals and Institutional Objectives. Dialogues occur throughout the process of completing the program review in these areas:

- In each unit as funding requests are reviewed and prioritized;
- In each unit as the program reviews are drafted, reviewed, revised, and finalized;
- In each unit as data related to program performance, program outcomes, and student learning outcomes are analyzed;
- In each cluster as funding requests are reviewed and prioritized;
• In the Technology Committee and Planning and Budget Committee meetings where the funding requests are also reviewed and prioritized; and
• In the President’s Cabinet where the funding requests are reviewed and final allocations are determined.

In addition to the assessment and discussion of institutional effectiveness sparked by the Institutional Program Planning and Reviews as well as other planning processes documented in the SLOCCCD Integrated Planning Manual 2013, there are a number of other assessments of institutional effectiveness that are summarized in the following table.

<table>
<thead>
<tr>
<th>SLOCCCD Institutional Assessment Schedule</th>
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</thead>
<tbody>
<tr>
<td><strong>What is being assessed?</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Institutional Effectiveness Outcomes/Accountability Reporting for Community Colleges Report</td>
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<tr>
<td>Institutional Learning Outcomes</td>
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<tr>
<td>Committee Effectiveness</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td>Progress on technology projects and Initiatives from the <em>SLOCCCD Technology Plan 2012-2017, Revised Spring 2012</em></td>
</tr>
<tr>
<td>Progress on Institutional Goals and Institutional Objectives from the <em>SLOCCCD Strategic Plan 2012-2014</em></td>
</tr>
<tr>
<td>Community survey</td>
</tr>
<tr>
<td>Student surveys</td>
</tr>
</tbody>
</table>

In addition to formal assessment, dialogue about the continuous improvement of student learning and institutional processes also occurs during district-wide events such as open forums and workshops; division and cluster meetings; and committee meetings. A few recent examples are:

- Open forums, such as those on strategic planning and accreditation; *(IB.5, IB.6)*
- Workshops, such as those on participatory governance and the results of the Survey for Entering Student Engagement in fall 2013, mission review in November 2012, and student learning outcomes annually since 2010; *(IB.7, IB.8, IB.9, IB.10)*
- Division and Cluster meetings *(IB.11, IB.12)*
Committee meetings, such as dialogue in College Council and the Academic Senate Council. (IB.13, IB.14)

Self Evaluation
SLOCCCD meets Standard I.B.1. because the district has created and implemented multiple processes that result in ongoing, collegial, and self-reflective dialogue that inform the decision-making process to improve student learning and institutional effectiveness.

The link between assessment and planning as well as the venues for dialogue about institutional effectiveness are described in the SLOCCCD Integrated Planning Manual 2013. (IB.1) The following list provides evidence that the district’s current processes provide effective venues for and spark meaningful dialogue about student learning and institutional processes.

- In a review of 136 certificate, degree, and program Course or Program Assessment Summary documents in 2012, the Student Learning Outcomes and Assessment co-coordinators found that 96% of the documents included reports of unit-level discussions about student learning outcomes and assessment results. (IB.15)

- In the 2013 Institutional Planning Processes Assessment survey of 50 participants on key participatory governance groups, 70% agreed or strongly agreed that the district maintains a collegial dialogue about the continuous improvement of student learning and institutional processes. (IB.16)

- In the 2013 Job Satisfaction Survey, 59% of the 191 respondents agree or strongly agree to this statement: “There is a process in place for me to be involved in decision making and problem solving within my work group.” (IB.17)

- Robust attendance at workshops about the strategic plan, the educational master plan, the mission, and accreditation between 2010 and 2012 demonstrate that faculty and staff are invested in communicating about these issues. (IB.18, IB.19, IB.20)

Actionable Improvement Plan
None.
I.B.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.

Descriptive Summary
SLOCCCD created and implemented processes for developing strategic Institutional Goals and measurable Institutional Objectives. (IB.1) These processes were revised and/or developed in the years since the previous comprehensive Institutional Self Evaluation; therefore, a brief review of the district’s recent history regarding goals and objectives is warranted.

In spring and fall 2010, the district conducted a strengths-weaknesses-opportunities-threats assessment, and hosted on-campus focus groups and two community focus groups to provide the foundational data for the SLOCCCD Strategic Plan 2010-2013. (IB.21) This strategic plan outlined the district’s 2010 integrated planning model and identified specific Strategic Directions, Strategic Goals, and Action Steps. The accrediting commission visiting team in fall 2010 praised this strategic plan for its design but criticized the strategic plan for being a planning-to-plan document. (IB.22)

Given this team evaluation, the district replaced the SLOCCCD Strategic Plan 2010-2013 with an educational master plan. Following almost a year of data-review and district-wide collaboration, the SLOCCCD Cuesta College Educational Master Plan 2011-2016 was completed in fall 2011 and was identified as the guide for the district’s energies, resources and as the basis for all other district planning. (IB.23)

This educational master plan included a snapshot of the district’s programs and services, a profile of the district’s communities, and core principles. The core principles reflected the district’s values and vision for planning over the next five years and served as the basis for the actions identified in the annual update of the strategic plan as well as the basis for developing and/or updating operational plans. (IB.24)

The accrediting commission visiting team in fall 2011 reviewed the strategic plan and the educational master plan as well as the district’s integrated planning model. (IB.21, IB.23) Although the fall 2011 team evaluation report acknowledged that the district had expended significant effort in working toward the accreditation standards on institutional planning, the report also identified the following ways in which the district’s documents and its integrated planning model did not meet accreditation standards.

- The core principles in the educational master plan were “aspirational statements” rather than strategic goals and therefore needed to be revised.
• The strategic plan must be revised so that the objectives are derived from the goals identified in the educational master plan.
• The strategic plan objectives must include time-bound, measureable, realistic, and specific objectives.

In spring 2012 the district developed an ambitious agenda of tasks designed to bring the district into compliance with the accreditation standards on institutional planning. The tasks on this agenda related to institutional goals and objectives were:

• Revisit and articulate the challenges facing the district as a basis for replacing the core principles with more specific and therefore more effective Institutional Goals;
• Prepare an addendum to the educational master plan that would describe those challenges, revised Institutional Goals, and the rationale for each Institutional Goal;
• Prepare a strategic plan that would include objectives based on the new and improved Institutional Goals; and
• Develop new and improved Institutional Objectives that are time-bound, measurable, realistic, and specific.

In spring 2012, all members of the district internal community were invited to collaborate on the development of the new Institutional Goals. (IB.25, IB.18) The first step was a review of both district and community data. (IB.26) The members reviewed the district data, projected changes in community demographics, and then compared the district’s current outcomes to the SLOCCCD mission. Based on this analysis, the group articulated three current and anticipated challenges.

Challenge 1: How can the district best serve its changing community and potential pool of students?
Challenge 2: How can the district support students in their efforts to complete transfer requirements, degrees, and certificates?
Challenge 3: How can the district most effectively continue to serve students’ needs for higher education despite external pressures?

These challenges were used to spark the dialogue about and development of the following Institutional Goals:

1. San Luis Obispo County Community College District will enhance its programs and services to promote student success in completion of transfer requirements, degrees, certificates, and courses.
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.

3. San Luis Obispo County Community College District will ensure the quality and effectiveness of its participatory governance and decision-making structures and processes.

4. San Luis Obispo County Community College District will assess and improve its integrated planning processes.

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

The development of these Institutional Goals was immediately followed by concentrated effort to use the Institutional Goals as the basis for a new strategic plan that would include time-bound, specific, realistic, and measurable Institutional Objectives. (IB.27) The group also used the SLOCCCD Spring 2012 Progress Report (IB.28) to identify specific activities that should be carried forward to the new strategic plan.

The resulting document, the SLOCCCD Strategic Plan 2012-2014, includes the following components: (IB.29)

- Institutional Goals
- Institutional Objectives
- Specific assessments that will be used to evaluate the plan’s effectiveness.
- Action Steps
  - Responsible Party
  - Target Completion Date
  - Estimated Budget

The following excerpt from this strategic plan illustrates how the targeted and specific Institutional Goals are the basis for the measurable Institutional Objectives. (IB.29)

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

Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared by 2% annually
Institutional Objective 1.2: Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually

Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually

Institutional Objective 1.4: Increase English as a second language course success and improvement rates by 2% annually

Institutional Objective 1.5: Increase basic skills course success and improvement rates by 2% annually

Progress on the Action Steps undertaken in order to achieve Institutional Objectives is a broad topic of dialogue across the institution. Evidence that this dialogue is broad-based includes the following:

- The development and distribution of annual progress reports, the SLOCCCD Spring 2012 Progress Report (IB.28) and the SLOCCCD Spring 2013 Progress Report; (IB.30)
- Monthly reviews of progress in the President’s Cabinet; (IB.31)
- Unit-level evaluations of their contributions toward achieving Institutional Objectives in Institutional Program Planning and Reviews; and (IB.32)
- Committee reports of progress on the initiatives they selected to support the achievement of Institutional Objectives. (IB.33)

Self Evaluation
SLOCCCD meets Standard I.B.2. because the district has established strategies to develop Institutional Goals and Institutional Objectives that align with accreditation standards and has used those strategies to prepare its educational master plan and strategic plan. (IB.27, IB.29, IB.34)

In spring 2012 the district reviewed data, identified challenges facing the district, and articulated the district’s response to those challenges in strategic Institutional Goals. This process and the data that identified the challenges and the rationale for the Institutional Goals are documented in the SLOCCCD Educational Master Plan 2011-2016 Addendum. (IB.27) Those Institutional Goals were the basis for developing realistic, measureable, time-bound, and specific Institutional Objectives that are documented in the SLOCCCD Strategic Plan 2012-2014. (IB.29)

Institutional Goals are communicated district wide and regularly reviewed in public forums, such as opening day presentations and committee orientations. In addition, Institutional Goals and
Institutional Objectives are included in dialogue about Institutional Program Planning and Review as well as during resource allocations processes. (IB.35, IB.36, IB.37, IB.38, IB.39)

Evidence that faculty, staff and administrators understand the district’s Institutional Goals can be found in the results of the 2013 Institutional Planning Processes Assessment survey which was completed by 50 faculty, staff, and administrators who serve on key participatory governance committees. (IB.16)

- 78% agree that Institutional Goals focus the district in advancing the mission and meeting current and anticipated challenges.
- 80% agree that Institutional Goals are used to develop the Institutional Objectives that describe specific initiatives that will be undertaken to achieve the Institutional Goals.
- 82% agree that the SLOCCCD Strategic Plan 2012-2014 guides programs in developing initiatives necessary to achieve the Institutional Goals.

Actionable Improvement Plan
None.

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 re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Descriptive Summary
SLOCCCD established processes for institutional planning and program evaluation and integrates those processes in an ongoing systematic cycle for all departments and divisions of the district. These processes are characterized by inclusion and opportunities for broad participation. Participatory governance groups and the President’s Cabinet supervise the timelines of each component of the integrated planning model, including the development and assessment of student learning outcomes, program reviews, and resource allocations.

The district developed its first integrated planning process for institutional planning in 2001. The components in this cycle of integrated planning were evaluated and revised at numerous points over the past decade. (IB.40) Following is a detailed description of the institution’s most recent review and current model for integrated planning.

Based on the fall 2011 report from an accreditation visiting team, the district evaluated its model of integrated planning and revised and/or added planning processes as needed to ensure an ongoing
systematic cycle for institutional planning. (IB.41) The tasks related to the integrated planning model that were completed in spring 2012 were:

- Evaluated the 2010 integrated planning model to ensure that all components of that model meet accreditation standards.
- Added planning components as needed to ensure that the district’s planning processes included a complete cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.
- Revised the 2010 integrated planning model to clearly explain the links among the planning processes.
- Developed clear definitions of all planning processes and terms and collected those definitions in a single document.
- Established timelines for each planning process in the 2012 integrated planning model.

The Accreditation Steering Committee identified the components of the district’s integrated planning model that needed to be added or revised. (IB.42) The next step was to work with both small and large groups to draft, review, and revise descriptions of (i) the planning processes that needed to be added to the district’s routines and (ii) how the elements in the integrated planning model link to one another. (IB.43) The SLOCCCD Integrated Planning Manual 2012 documented the purpose, process, and timeline for both the district’s new and improved 2012 integrated planning model. (IB.41)

This revised integrated planning model depicts how the components in the district’s institutional planning processes link to one another in a cycle characterized by these steps: 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 district’s services to students.

Research is central to the SLOCCCD model of integrated planning because plans are developed based on quantitative and qualitative data and plan outcomes are assessed using quantitative and qualitative data. With this grounding in research, the components of the district’s 2012 integrated planning model are as follows.

- The SLOCCCD 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 SLOCCCD 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’s energies on 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 wide. These allocations are based on how well a specific request assists the district in meeting the objectives in the strategic plan 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 the program-specific initiatives identified in the Institutional Program Planning and Reviews.

• Annual data analysis includes two types of assessment:

  1. Assessments of program effectiveness that measure each unit’s effectiveness in comparison to established 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 that measure the district’s progress in achieving Institutional Goals and Institutional Objectives. This data analysis is documented in an annual progress report that informs the internal and external community about the institution’s movement toward achieving its long-term goals.

SLOCCCD developed a planning infrastructure to ensure that the recently revised integrated planning model becomes institutionalized and is sustained across changes in leadership. The components of this infrastructure are described below.
• A five-year calendar was developed to clearly convey the timelines outlined in the integrated planning manual. This calendar is posted online and the office of the superintendent/president monitors institutional compliance with the timelines. (IB.44)

• Responsibility for completing or overseeing specific components in the planning cycle is assigned to offices and participatory governance groups in the SLOCCCD Integrated Planning Manual 2013. (IB.1)

• Updates on Institutional Goals and Institutional Objectives are featured in opening day presentations. (IB.45, IB.46)

• Co-chairs of the participatory governance bodies with responsibility for specific components of the integrated planning model review those responsibilities in the groups’ fall organizational meetings. (IB.47)

• District committees are required to report their contributions to the year’s assessment and planning cycle in an annual end-of-year report. (IB.48, IB.49)

• SLOCCCD’s integrated planning manual includes processes for evaluating planning processes, revising these as warranted, and documenting revisions in the next edition of the SLOCCCD Integrated Planning Manual. (IB.1, IB.41)

• The SLOCCD Participatory Governance: Decision-Making and Committee Handbook describes the relationships, roles, responsibilities, and authority of committees and stakeholder groups related to institutional planning. (IB.50)

The district’s assessment of effectiveness at the institutional level is conducted through the processes described in the integrated planning manual. Following the development of Institutional Goals and Institutional Objectives, the institution periodically assesses its progress toward achieving those goals and objectives. This development-implementation-assessment cycle is the basis for determining institutional effectiveness and developing strategies for ongoing institutional improvement. (IB.29, IB.30, IB.51)

The district’s assessment of institutional effectiveness at the unit level is conducted through the annual program review process called Institutional Program Planning and Review. An analysis of each unit’s progress in contributing to Institutional Goals and Institutional Objectives and in achieving program-specific initiatives is documented in the next year’s program review. Since this process is described in some detail in the response to Standard I.B.1., it will not be repeated here.
Self Evaluation

SLOCCCD meets Standard I.B.3. because the district has developed processes for institutional planning, program evaluation, and resource allocation that are systematic and cyclical for all departments and divisions of the district, including instruction, student services and administrative services.

The processes for institutional planning as well as the timeline for implementation are outlined in an integrated planning manual. (IB.1) The district-wide program review process is called Institutional Program Planning and Review. (IB.3) Both institutional planning and program evaluations rely on qualitative and quantitative data as the basis for developing institution-level plans and unit-level initiatives as described in the integrated planning manual and the template for Institutional Program Planning and Review.

To ensure that the processes for planning at the institutional level and the unit level continue to be useful mechanisms for assessing institutional effectiveness, the processes themselves are assessed. For example, the processes in the integrated planning manual were assessed in spring 2013. Based on the feedback, a change to the term of the strategic plan was agreed upon and the SLOCCCD Integrated Planning Manual was revised. Further details on the assessment of planning processes are provided in response to Standard I.B.6. (IB.1)

Actionable Improvement Plans

None.

I.B.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.

Descriptive Summary

SLOCCCD’s planning processes offer opportunities for input by appropriate constituencies and lead to the allocation of necessary resources and improvement of institutional effectiveness.

Constituent Involvement in Planning

The district relies on the involvement of faculty, staff, administrators, and students to develop the plans at both the unit level and the institutional level. All of the planning processes outlined in the SLOCCCD Integrated Planning Manual 2013 have been designed to spark dialogues at multiple levels across the district. (IB.1)
Unit-level planning occurs through the Institutional Program Planning and Review process. (IB.3) The involvement of faculty, staff, and administrators is required for the drafting and review of these documents as described in the response to Standard I.B.1.

District-wide planning includes the development of master plans and strategic plans. These processes begin with collaborative reviews of relevant data in large groups. (IB.18, IB.19) Drafts of institutional-level planning documents are distributed district wide for review and input. Components of district-wide planning are assigned to the appropriate participatory governance groups. For example, components of planning may be assigned to:

- A Central Committee, such as College Council or Planning and Budget Committee,
- Academic Senate, or
- A Content Committee, such as the Distance Education or Accreditation Steering Committee. (IB.50)

The faculty, staff, administrative, and student members on these participatory governance groups represent specific constituencies and are charged with the responsibility of serving as a conduit of information to their constituents as well as providing input from their constituents to the participatory governance group. Student representatives participate on the Planning and Budget Committee, Academic Senate, Enrollment Management Committee, College Council, Technology Committee, Web Committee, and on the board of trustees to ensure the student viewpoint is incorporated into the district’s decision-making processes. (IB.53)

In addition to participatory governance groups, the district involves internal constituents in institutional planning in a variety of ways as summarized below.

- Planning documents and data reports are posted online. Technological improvements such as SharePoint, Banner, and CurricUNET, facilitate and support the work of faculty and staff and allow for feedback from district constituents. (IB.54, IB.55, IB.56)

- Opening day activities are presented to update the district community about planning processes, accreditation requirements, and issues involving student learning and success. (IB.35, IB.36)

- Updates are routinely presented to the board of trustees to inform the public about challenges facing the district and how the district’s planning leads to the improvement of educational quality. (IB.57)
• Flex activities and other training opportunities on integrated planning and related topics are routinely offered. (IB.58, IB.59)

• Data reports, such as the annual report on Institutional Effectiveness Outcomes, are presented at appropriate district committees and the board of trustees for discussion and analysis. (IB.60, IB.61)

• Accreditation updates and documents, such as the SLOCCCD Spring 2013 Progress Report, are distributed district wide and are available online. (IB.35, IB.36, IB.30)

• The superintendent/president hosts a President’s Forum five times each semester to provide updates on current events. (IB.62) For wider distribution, the forums are recorded and posted online at http://www.youtube.com/user/CuestaCollegeCougar. Thanks to an agreement with the San Luis Obispo County Office of Education, these presentations are also broadcast on a local educational access cable channel for a few weeks after each event.

• Surveys administered to students, faculty, and the community are used to obtain input on planning decisions and to measure institutional effectiveness. (IB.8, IB.16, IB.17, IB.63) For example, results from the Community College Survey of Student Engagement and Survey of Entering Student Engagement surveys are used in program reviews to assess ongoing improvement efforts.

Link between Planning and Resource Allocations
As described in the SLOCCCD Integrated Planning Manual 2013, the district evaluates its effectiveness in meeting its mission and develops Institutional Goals to address the identified challenges to the district’s success in meeting its mission. Institutional Objectives are based on these Institutional Goals, and resources are allocated based on the connection between the funding request and Institutional Goals and Institutional Objectives. These links clearly reflect the importance that the district places on ensuring that all resources are dedicated to fulfilling the district mission. (IB.1)

Institutional Program Planning and Reviews are the primary source of direction for current year allocations of resources from the general fund. (IB.64) This process includes unit-level input, which reflects district-wide participation in setting funding priorities for the coming year.

Through this program review process, units identify and prioritize needs for personnel, facilities, supplies, equipment, and technology. Once the units complete the Institutional Program Planning and Review documents, requests for resources are reviewed and evaluated in the following sequence.
1. Units collaborate to prioritize the requests for unfunded needs. Where possible, requests are funded at the unit level. (IB.65)

2. Requests for technology are forwarded to the Technology Committee and this committee conducts a technical assessment of the request and consolidates it with similar requests where possible. The Technology Committee ranks the requests based on the level of impact, level of need, and current fiscal priorities and forwards their recommendation to the Planning and Budget Committee. (IB.66)

3. Unit prioritized lists are sent to the cluster managers who collaborate with cluster faculty and staff to further prioritize requests. (IB.67)

4. Cluster managers forward the prioritized list of requests for staffing, equipment, and supplies to the Planning and Budget Committee.

5. The Planning and Budget Committee considers the input from the clusters and the Technology Committee and prepares the final list of institutional priorities using a Resource Allocation Rubric that weighs each funding request based on the extent to which it is justified according to one or more of the following categories. (IB.39)
   - Program Review
   - Alignment with 2012-2014 Institutional Objectives
   - Alignment with Operational Plans
   - Health, safety, or regulatory

6. The Planning and Budget Committee creates a ranked list of institutional priorities and forwards this recommendation to the superintendent/president.

7. The President’s Cabinet recommends the items on the list of institutional priorities to be funded based on fund availability.

8. The superintendent/president makes the final funding determinations.

The district links 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. (IB.3, IB.63, IB.64)

- Requests for funding are prioritized by the Planning and Budget Committee using a rubric that gives the highest scores to proposals that contribute to the achievement of Institutional Goals and/or Institutional Objectives or that are based on student learning outcome assessments. (IB.39, IB.68)
Improvement of Institutional Effectiveness

As described in the SLOCCCD Integrated Planning Manual 2013, the district’s planning processes begin with evaluating how effective the district is in meeting its mission. From this analysis, the district develops Institutional Goals to address identified challenges to the district’s success in meeting its mission and then evaluating its success in fulfilling its Institutional Goals. That evaluation is documented in an annual progress report that summarizes the improvements made in the past year that were designed to increase institutional effectiveness. (IB.29, IB.30, IB.51)

The following are two examples of improvements that were made in the past year based on institutional efforts to achieve the Institutional Objectives identified in the strategic plan. All improvements are chronicled in the SLOCCCD Spring 2013 Progress Report. (IB.30)

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

**Institutional Objective 1.1:** Increase the percentage of transfer-directed students who are transfer prepared by 2% annually

**Assessment of Institutional Objective 1.1**
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 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.

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

**Institutional Objective 1.3:** Increase successful completions in distance education courses by 2% annually

**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.
Self Evaluation
SLOCCCD meets Standard I.B.4. because the district’s planning processes offer opportunities for input by appropriate constituencies and lead to the allocation of necessary resources and improvement of institutional effectiveness.

The district uses a variety of strategies to promote broad internal involvement in planning and assessment, such as relying on the use of technology to share information as well as in-person meetings, such as the President’s Forums. The following evidence indicates that these strategies are successful in maintaining district-wide communication and involvement.

- Faculty, staff and administrators attended opening day presentations on planning in fall 2012 and fall 2013
- 95 faculty attended flex presentations on integrated planning in fall 2012. In fall 2013 62 faculty and staff attended the Governance Workshop (IB.69, IB.70)
- All participatory governance committees reviewed their role in integrated planning processes in both fall 2012 and fall 2013 (IB.31, IB.47)

Faculty, staff and administrators reported satisfaction with their involvement in planning and decision-making on the spring 2013 job satisfaction survey. (IB.17) Of the 191 respondents:

- 64% agree that they are adequately informed about what is going on in the district;
- 65% agree that their representatives adequately inform them about important district issues and recommendations; and
- 59% agree that there are processes in place for them to be involved in decision-making and problem solving with their work group.

The district funds its plans through a resource allocation process that begins with input at the unit-level and prioritizes funding requests that support achievement of the Institutional Goals and Institutional Objectives. (IB.68)

The district annually documents progress made in achieving the plans developed to increase institutional effectiveness. The process and timeline for preparing this annual report is included in the SLOCCCD Integrated Planning Manual 2012 and the SLOCCD Integrated Planning Manual 2013. The resulting documents, SLOCCD Spring 2012 Progress Report and SLOCCCD Spring 2013 Progress Report, were presented to the board of trustees and are available online. (IB.1, IB.41, IB.28, IB.30, IB.71, IB.72)

Actionable Improvement Plan
None.
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Descriptive Summary**

SLOCCCD documents and communicates assessment results to internal and external stakeholders.

A primary mechanism for providing quality assurance to the internal and external community is the Institutional Effectiveness Outcomes Report, which provides a standardized annual report of student achievement and institutional effectiveness. This report was established in 2002 and the parameters were updated in 2012. The ten Institutional Effectiveness Outcomes include the seven indices reported on the Chancellor’s Office Student Success Scorecard plus three district-defined outcomes:

- Scorecard Completion Rate
- Scorecard Persistence Rate
- Scorecard 30 Units Completed Rate
- Scorecard Remedial ESL Rate
- Scorecard Remedial English Rate
- Scorecard Remedial Mathematics Rate
- Scorecard Career Technical Education Rate
- Comparison of the demographics of the student population with the community demographics
- Report on whether the campus climate is inclusive and supportive of its diverse student body
- Evidence of appropriate management of administrative services activities measured by obtaining an unqualified independent audit (IB.73)

This annual report on the district’s performance on each of these measures is communicated to the internal and external communities in the following ways:

1. The director of Institutional Research and Assessment presents an annual report on these outcomes to the board of trustees. (IB.60, IB.61)

2. The report is posted online so it is available district wide for use in Institutional Program Planning and Reviews. (IB.74)

3. The Institutional Effectiveness Committee analyzes the report to identify implications for district-wide plans. The Institutional Effectiveness Committee brings specific concerns to the
attention of specific departments, divisions, or committees via the Institutional Effectiveness Committee Recommendation Form. (IB.75, IB.76)

In addition to this primary report, the district also collects other types of quantitative and qualitative data to document student achievement, student learning outcomes, institutional quality, and planning effectiveness. Examples of specific surveys and reports are:

- Community College Survey of Student Engagement (spring 2013) and Survey of Entering Student Engagement (fall 2012); (IB.77, IB.78)
- District employee job satisfaction surveys (spring 2011 and 2013); (IB.79, IB.17)
- Integrated Post-secondary Education Data system report (IPEDS); (IB.80)
- Report of license and pass rate report; (IB.81)
- Assessment of Institutional Learning Outcomes (spring 2012 and 2013);
- Assessment of institutional planning processes (spring 2013) (IB.16); and
- Assessment of student learning outcomes at the course, program, degree, and certificate levels as well as service and administrative units. (IB.82)

These results and analyses are shared internally through the district website, published reports, and open meetings. To keep the public informed about matters of institutional quality and the outcomes of institutional assessments, the district distributes reports, convenes meetings of community members, and makes formal presentations. For example, Cuesta College News is produced twice a year and is mailed to approximately 6,000 community members.

Self Evaluation
SLOCCCD meets Standard I.B.5. because the district communicates assessment results to both internal and external stakeholders.

The district prepares an Institutional Assessment Schedule to convey the types of assessments that will be conducted each year. The results of the assessments are communicated across the district through a variety of means, such as reports posted online and presentations at the President’s Forum. The district also uses a variety of strategies to communicate information about the district’s institutional quality to the public, relying on online postings to share information as well as in-person meetings, such as the Quarterly Business Partners Lunches. (IB.83)

To assess the internal community’s awareness of assessment results, the 2013 Institutional Planning Processes Assessment survey polled key members of planning committees. Of the 50 respondents, 72% agreed that the institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. (IB.16)
To assess community awareness of the district, 681 community households were surveyed in December 2011. When asked about higher education institutions in the region, 44% of the residents mentioned Cuesta College by name without a prompt. However, this measure of residents’ recognition varied by region: 61% in North County mentioned Cuesta College without a prompt, 37% in San Luis Obispo, and 22% in South County. When prompted, 98% of the residents had heard of Cuesta College and 64% recalled receiving information from the district via mail to their homes. About half of the residents in the county have taken classes in the district, more than half have had a family member attend classes in the district, more than three-fourths have visited a campus of Cuesta College, and more than half had attended an event on one of the campuses.

**Actionable Improvement Plan**

None.

*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.*

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**Descriptive Summary**

SLOCCCD assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate all parts of its integrated planning model.

The district developed its first integrated planning process for institutional planning in 2001. The components in this cycle of integrated planning were evaluated at numerous points over the past decade and as a result, the district’s models for integrated institutional planning were revised. These evaluations were the basis for the district’s work toward assessment and evaluation processes that would meet accreditation standards yet would be sustainable in the context of its culture and across changes in leadership.

The district most recently reviewed and revised its integrated planning model in spring 2012 as described in response to Standard I.B.3. in this report. The district prepared the *SLOCCCD Integrated Planning Manual 2012* to document this model and the process and timeline for the systematic review of its planning processes.

These recently revised or developed planning processes were assessed in spring 2013. The following is a summary of the steps in this formal assessment.

- A joint meeting of the Planning and Budget Committee and the Institutional Effectiveness Committee was held in January 2013 to develop a task force charged with gathering district-wide feedback to assess the district’s planning processes.
• The task force developed a survey with 60 questions about the district’s planning processes. Thirty questions asked respondents to rate a process on a scale of one to five and 30 questions were open ended. (IB.16)

• The survey was distributed to leaders of the participatory governance groups that are responsible for implementing the district’s integrated planning model. (IB.87)

• The results of the survey were presented at a joint meeting of the Institutional Effectiveness Committee and the Planning and Budget Committee. Members of these committees reviewed the results and made recommendations based on these results. The task force then drafted the Planning Processes Assessment Report to present the survey results and their recommendations. (IB.88)

• Both the Academic Senate Council and the College Council reviewed the Planning Processes Assessment Report 2013 and took action on the recommended revisions to the planning processes. (IB.89, IB.90)

• The Academic Senate Council and College Council submitted their recommendations to the superintendent/president. (IB.89, IB.90)

• The superintendent/president reviewed the recommendations from the Academic Senate Council and College Council and reached mutual agreement with the Academic Senate president regarding the final Planning Processes Assessment Report. (IB.91)

• The superintendent/president distributed the Planning Processes Assessment Report 2013 district wide including to the board of trustees. (IB.91, IB.92)

• The Planning Processes Assessment Report 2013 included one recommended change to a timeline in the SLOCCCD Integrated Planning Manual 2012, which was to revise the term of the next strategic plan from 2014-2016 to 2014-2017 to align with the timeline for the development of the 2016-2026 Educational and Facilities Master Plan. The other recommendations were more operational in nature, such as a recommendation that the vice presidents collaborate with the superintendent/president to draft a plan for improving data management within Banner. (IB.1)

• The administrative co-chairs of both the Planning and Budget Committee and the Institutional Effectiveness Committee updated the integrated planning manual to reflect the
change in the term of the strategic plan. The *SLOCCCD Integrated Planning Manual 2013* was distributed to the internal community online. (IB.1)

After this initial assessment of the 2012 integrated planning model in January 2013, formal assessments will be conducted every other year and will be combined with an assessment of the district’s decision-making processes. (IB.1)

In addition to this scheduled review of institutional planning processes, the district evaluates its Institutional Program Planning and Review templates annually to ensure that these templates maintain a balance between standard questions and questions that reflect the emergent issues facing the district. A summary of the steps in this assessment of the program review process follows.

- The administrative co-chair of the Institutional Program Planning and Review Committee solicits district-wide feedback on the Institutional Program Planning and Review templates. (IB.93)

- The Institutional Program Planning and Review Committee uses the feedback to draft revisions to the Institutional Program Planning and Review templates that will be used in the following academic year.

- 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.

In addition to this assessment of the Institutional Program Planning and Review template, the Student Learning Outcomes and Assessment Committee co-coordinators annually evaluate the assessments of student learning outcomes and publish a report that may include improvements to the Course or Program Assessment Summary forms. (IB.94, IB.95, IB.96)

**Self Evaluation**

SLOCCCD meets Standard I.B.6. because the district assures the effectiveness of its planning and resource allocation processes by systematically reviewing and modifying the components of its integrated planning model.

The district has modified its model of institutional planning on an ongoing basis over the past decade. The most recent review and revision of the integrated planning model occurred in spring
2012. The newest model described in the *SLOCCCD Integrated Planning Manual 2012* includes a clear process and timeline for formalizing an assessment of planning processes and for making revisions as warranted by that assessment. The district implemented that assessment in spring 2013, made a minor change in the processes, and revised the integrated planning manual to reflect that change. *(IB.41, IB.1, IB.91)*

In addition, the district annually assesses its program review processes. For example, in spring 2013, the assessment of the Institutional Program Planning and Review template led to the Institutional Program Planning and Review Committee aligning the Annual Program Planning Worksheets and Comprehensive Program Planning and Review prompts to help with building year-to-year program information for richer data and analysis when completing the four- or five-year Comprehensive Program Planning and Review. *(IB.97)*

Using these two strategies, the district routinely and systematically assesses the processes used for planning at both the institutional level and the unit level.

**Actionable Improvement Plan**

None.

*I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

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**Descriptive Summary**

Following the philosophy of continuous quality improvement, SLOCCCD gathers evidence about the effectiveness of its programs and services and uses those results to improve its instructional programs, student support services, and library and other learning support services.

Tracked through its integrated planning processes, the district reports improvements at both the institutional and unit levels.

At the institutional level the institution reports improvements in instructional programs, student support services, and library and other learning support services in annual progress reports. These annual progress reports provide evidence that the district’s planning processes are effective in producing needed improvements. The following is an example of an institutional improvement that was made in the past year. Additional similar institution-wide improvements are chronicled in the *SLOCCCD Spring 2013 Progress Report*. *(IB.1, IB.2)*
Institutional Goal 3: San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.

Institutional Objective 3.1: Develop and distribute an institutional decision-making handbook that clarifies and documents the purpose, membership, meeting schedule, and reporting structure of its participatory governance and decision-making bodies.

Assessment of Institutional Objective 3.1:
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.

At the unit level, programmatic improvements are documented through the assessment of course-level and program-level student learning outcomes. Recent examples of these improvements are described below.

- Biology: Biology assessments are conducted primarily via exams and lab activities. Assessments showed that the ability for students in the botany course to analyze life cycles of organisms improved dramatically after switching the book used for instruction. Assessments of students in microbiology led to the inclusion of videos from the Centers for Disease Control and the Kahn Academy as out-of-class assignments. Resource allocation requests for flexible DNA models have been made based on these student learning outcome assessment results. (IB.98)

- English: Faculty in this program reviewed a random sample of student papers to assess their program. While the assessment of the papers showed that students were generally meeting the outcomes of the program, areas in need of improvement were identified. For example, it was determined that faculty needed to emphasize the importance of using substantive
thesis statements as the foundation for essays. As a result, the ENGL 201A Course Outline of Record was revised. (IB.99)

- **English as a Second Language (ESL):** Faculty members in this program have been conducting direct assessments in the ESL courses for more than four years. Assessments in ESL 004 showed that adding specific reading skill instruction had a significant impact upon reading levels, which led to the introduction of a new reading course. (IB.100)

- **Physics:** Incorporation of the Force Concepts Inventory (a novel set of peer-reviewed physics concepts that nationwide assessment showed to be difficult for students) in classroom instruction has led to increases in the abilities of students to solve conceptual problems in classroom assessments. Assessments in physics courses have led to the creation and adoption of additional worksheets. (IB.101)

- **Financial Aid:** Assessment results showed that Spanish-speaking students struggled to navigate through the online registration and financial aid application. Resources were allocated to develop translated screenshots and tutorials for the Spanish-speaking population. Future assessments will determine the effectiveness of these revised materials. (IB.102)

- **Institutional Research:** Due to the addition of new assessments such as the Community College Survey of Student Engagement and increased requests for assistance with student learning outcome assessments, a half-time position was requested through this unit’s program review and prioritized as the number one institutional need. The funding and staffing of this position in fall 2012 increased the institution’s capacity to provide timely and meaningful data. (IB.103)

A second measure of the effectiveness of unit-level planning is the evaluation of the impact of the allocations received in the prior year. The Unit Plan Worksheet - Prior Year Unit Funding Requests requires the unit to summarize the programmatic impact of the prior year’s requests even if those requests were not funded. (IB.104) Units that receive resources in one year must report on how that allocation improved the units’ effectiveness in the next year. By tracking how each unit used its resources to improve its effectiveness, the district is monitoring whether its resources support the development, maintenance, and improvement of its programs and services.

**Self Evaluation**

SLOCCCD meets Standard I.B.7. because it gathers evidence about the effectiveness of its programs and services and uses those results to improve instructional programs, student support services, and library and other learning support services.
The district is committed to continuous quality improvement and therefore uses both the annual report on the progress on the strategic plan and program review process to gather evidence about the effectiveness of its planning processes in leading to improvements at the institutional and unit levels. Through these two evaluation processes, the district is creating a chronological view of the ways that institution-wide and program assessments have been used as the basis for institutional improvements. (IB.2, IB.51)

**Actionable Improvement Plan**
None.
### I.B. Evidence

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"I took this class because I wish I could be an art major," says Bryan Reinkerd. "I found a statistic that only two percent of all artists make money, so I switched to graphic design. Now, art is a hobby."
Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

II.A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
SLOCCCD offers instructional programs that are compatible with the mission of the institution, which is to “support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.” The Institutional Program Planning and Review process documents how each program supports the district’s Institutional Goals and Institutional Objectives. As the goals and objectives are derived from the mission, this portion of the Institutional Program Planning and Review document provides the rationale for how instructional programs address and meet the mission of the institution. (II.A.1, II.A.2)

All new programs are approved through the College Council to verify community need, learning and technology resources, startup costs, curriculum, faculty and staff needs, and alignment with the college mission. (II.A.3, II.A.4) The Curriculum Committee requires courses to be appropriate to the district and California Community Colleges’ mission before approval. (II.A.5)

Faculty develop all course and program curricula which are then reviewed by various stakeholders, including faculty within the division, administrators, the college articulation officer, and members of the Curriculum Committee. This process ensures that all curricula, regardless of location or modality, are well designed and appropriate for the district. (II.A.6)
In a reflection of the mission, approximately half of district students complete degrees and certificates and go on to gain employment or transfer to four-year institutions each year. Of the district degree and/or transfer-seeking students tracked for six years through 2011-2012, 55% completed a degree, certificate or transfer related outcome, compared to 49% of community college students statewide. (II.A.7, II.A.8)

The district uses a number of methods to facilitate the improvement or development of programs to meet local workforce needs, which is part of the mission statement. For example, Career Technical Education Advisory Group meetings are held to discuss current job market standards and needs, review the relevance of courses to community employment needs, and review and validate curricular content. (II.A.9) Meeting attendees include industry representatives, high school teachers, program instructors, and student and/or alumni representatives. (II.A.10) The superintendent/president regularly invites community business leaders to campus luncheons to promote communication and position the district to better serve the educational and training needs of local employers. (II.A.11)

Students completing the district’s career technical education programs have consistently high pass rates for national certification exams, such as the 90% to 96% pass rates on the National Council Licensure Examination for Registered Nurses between 2008 and 2012. (II.A.12) Overall, in career technical education programs, there is a 67% completion rate (completed several courses classified as career technical education in a single discipline and completed a degree, certificate or transferred), which is higher than the overall state completion rate of 55%. (II.A.7, II.A.8)

Students who earned a certificate of six or more units or a vocational degree in 2009-2010 were surveyed in the first half of 2012. They reported a 97% satisfaction rate for the training and education received within the district. The results of the survey showed that earning a certificate or vocational degree is related to positive employment outcomes, as 86% of certificate/degree completers are employed and working in the same or closely related field as their studies or training. Certificate/degree completers posted a 66% increase in their hourly wage after earning their credential and the vast majority were satisfied with the education and training they received. (II.A.13)

SLOCCCD offers courses in three methods of instruction: face-to-face, online, and hybrid, which combines online and traditional face-to-face methods. (II.A.14) The district offers instruction at three locations: the San Luis Obispo campus, the North County campus, and the South County Center. The reason for offering academic programs using multiple means of delivery and at three locations is to better serve students with diverse educational needs, to increase student access to higher education, and facilitate student completion of degrees and certificates in a timely manner. (II.A.15) The district’s infrastructure for monitoring compliance with its mission and the integrity of
its academic programs, such as processes for curriculum development, planning, and assessment of student learning outcomes, are consistently applied to all methods of delivering instruction and all district locations.

**Self Evaluation**

SLOCCCD meets this standard because it demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the district’s mission and uphold its integrity.

SLOCCCD offers quality instructional programs in traditional fields such as liberal arts, sciences, and career/technical preparation. Programs in emerging fields such as earth and ocean sciences, digital art, and computer networking are also offered. The district’s academic programs are delivered using multiple modalities and at three locations. Regardless of the location or means of delivery, all of the district’s instructional programs, degrees, and certificates have identified and assessed student learning outcomes, and the district is engaged in a cycle of assessment and evaluation that leads to continuous quality improvement. All instructional programs are consistent with the district’s mission to aid students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce. The district’s success in meeting its mission is evidenced in the data presented in the introduction to this Institutional Self Evaluation Report including the percentage of students who complete degrees or certificates and high reports of student satisfaction and employment of students completing career technical education programs.

**Actionable Improvement Plan**

None.

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**II.A.1.a.** The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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**Descriptive Summary**

SLOCCCD seeks to improve its programs and meet the educational needs of its students by identifying those needs through research and then responding to those needs by developing and revising its programs. The district relies on a variety of data to evaluate the varied educational needs of its students. All program, course, and Institutional Learning Outcomes are assessed regularly to measure student success and gather critical data for curriculum improvement and development. ([II.A.16, II.A.17, II.A.18])
The Office of Institutional Research and Assessment prepares a number of reports each year for use in the district’s various planning and assessment processes. For example, a Student Characteristics and Enrollment Trends report is prepared each semester that includes the following information on students.

- Enrollment status
- Residency status and city of residence
- Citizenship
- Local and out-of-area first-time students under age 21
- Day/evening status
- Student academic level
- Student credit load
- Demographics, such as age, race/ethnicity and gender
- Student educational goal
- Enrollment by district site and credit/noncredit
- Placement scores for mathematics and English

These data are disaggregated to create 11 separate Student Characteristics and Enrollment Trends reports:

- Total for the district overall and each of the district’s three sites and distance education;
- Credit only for the district overall and each of the district’s three sites and distance education; and
- Noncredit only.

These data as well as a number of other reports of data and analyses are distributed district wide via the district website and are broadly available to inform integrated planning, institutional assessment, and program and policy development as well as identify areas needing further or specified research. (II.A.19, II.A.20)

For example, based on an analysis of data on student achievement, the district developed and implements strategies to improve student placement in English, Mathematics and English as a Second Language courses and to improve students’ success and retention in distance education courses.

- To help students identify the proper level of English, Mathematics, and English as a Second Language courses prior to enrollment, students may take a standardized test or complete other indicators for placement. The district’s Assessment Services website outlines the complete placement process, including conditions that exempt a student from placement
testing. (II.A.21) To meet the needs of students at all placement levels, the district offers basic skills courses in English, Mathematics, and English as a Second Language as well as advanced transfer-level courses in English and Mathematics.

- To meet the needs of students who need access to higher education outside of traditional scheduling hours and for those who find it burdensome to travel to one of the three district sites, the district offers distance education courses in multiple disciples and one totally online program, Library/Information Technology. In spring 2014, the district offered 119 distance education courses. To support students’ success in distance education courses, the instructors provide “Welcome Letters” that describe the academic prerequisites and technical skills required for each course, and the district provides an online quiz that allows students to assess the compatibility of their learning styles with online instruction. In addition, the district offers training on online pedagogy for faculty who offer courses online. Students enrolled in the district’s only online program, Library/Information Technology are required to take a course that prepares them with the technical skills needed to successfully complete a fully online program. (II.A.22, II.A.23, II.A.24, II.A.25, II.A.26)

Academic programs are required to analyze unit-specific research on student success, such as course and program success, persistence, progression, completion, and transfer rates, in Institutional Program Planning and Reviews. Dialogue about assessment results and achievement data begins within programs and is then documented and broadened through Annual Program Planning Worksheets and Comprehensive Program Planning and Review. Annual Program Planning Worksheets require an analysis of the institutional, program, and site-specific measurements that are most relevant to the current program status. Instructional Comprehensive Program Planning and Review documents include curriculum review, an analysis and interpretation of data and assessment results for student learning outcomes, and discussion of planned improvements to the program based on this analysis. These data and dialogue identify issues for programs to resolve. Plans to make improvements, such as adjusting scheduling or course prerequisites or providing training for adjunct faculty, are developed and documented through this process. (II.A.2)

This program review process includes the analysis of progress toward achievement of student learning outcomes. In fall 2012, a comprehensive analysis showed that each of the 771 courses and all 136 certificates, degrees, and programs had been assessed as part of a revolving schedule. (II.A.17) Assessment methods include both direct and indirect assessments. (II.A.27, II.A.28)

General education program outcomes are assessed through analysis of aggregated course-level data, and Institutional Learning Outcomes are assessed with an annual assessment tool that includes both direct and indirect methods. (II.A.29, II.A.30, II.A.31)
In addition to the usefulness of the assessment of student learning outcomes in program review, the district also uses these assessments for decision-making and planning at the institutional level. Each year, in keeping with the SLOCCCD Integrated Planning Manual 2013, the Institutional Effectiveness Committee reviews the outcomes and assessment sections of the year’s Comprehensive Program Planning and Review reports in order to identify common themes, challenges, or needs. After identifying these elements, the committee makes recommendations for further dialogue and action across the institution. The Institutional Effectiveness Committee conducts a similar review of the Institutional Learning Outcomes Assessment Report to identify areas for potential action. Recommendations for improvement efforts and/or further dialogue are submitted to the Academic Senate Council and the President’s Cabinet. For example, in 2013, the committee recommended that action be taken to better educate students about degree and certificate options, to better educate faculty about student support services and processes, and to define “technical competency” within different disciplines and programs. (II.A.32, II.A.33, II.A.34, II.A.35, II.A.36)

Self Evaluation
The district meets this standard because it uses student demographics and student success data to develop and improve instructional programs. The district identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparedness and diversity, demographics, and economy of the service area.

The district uses multiple measures to assess student educational needs and the achievement of student learning outcomes. For example, student educational needs are identified through measures such as, matriculation trends, department and program advisory committee analyses of student achievement data, region/modality/center enrollment trends, business and industry trends, student surveys, and student learning outcome data. (II.A.19)

The district developed and implements an ongoing cycle of assessment through program review that leads to improvement in its academic programs. The following are a few examples of such improvements.

- English as a Second Language: Assessments in ESL 004 showed that adding specific reading skill instruction had a significant impact upon reading levels. As a result of this assessment, this program developed a reading course within the discipline. (II.A.37)

- In the Art Studio program the assessment of student learning outcomes led to curriculum changes for the Portfolio Presentation course to include digital photography and digital portfolios and to add a one-unit Photoshop prerequisite. (II.A.38)
The Art program review requested internet capability and a data projector for the sculpture lab. Thanks to a Cuesta College Foundation grant, the smart room equipment was installed in spring 2012. (II.A.39)

In addition to direct assessment of technical skills, the Automotive Technology program is developing an Automotive Student Evaluation form to assess students’ professional and behavioral characteristics. This new assessment was the result of recommendations from meetings with the Automotive Advisory Committee, which consists of local business owners and shop managers. (II.A.40)

The Mathematics Division supported Institutional Objective 1.1 “Increase the percentage of transfer-directed students who are transfer prepared by 2% annually”; and Institutional Objective 1.5 “Increase basic skills course success and improvement rates by 2% annually” with its involvement in the California Acceleration Project and the subsequent development and implementation of an accelerated Mathematics course (Math 128, Beginning and Intermediate Applied Algebra) designed to prepare non-STEM/non-Business majors for the following transfer level math courses: Math 236 (Applied Statistics), Math 230 (College Mathematics for the Humanities), and Math 232 (College Algebra). The first sections of the new course were offered in spring 2014. In preparation for its upcoming program review, the Mathematics Division will assess student success in the subsequent transfer level mathematics courses after the fall 2014 semester. (II.A.41)

Actionable Improvement Plan
None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
SLOCCCD uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to students’ needs.

The district offers credit and non-credit instructional programs during the day, evening, and weekend using classroom lecture, laboratory, activity, and distance learning modalities. The multiple methods, times, and locations of course offerings are one of the means by which the district meets its mission of serving students with diverse backgrounds and educational needs. Regardless of time, location, or modality, all courses are taught using the same course outline of record; as a consequence, regardless of the means of delivery, courses taught with the approved student learning outcomes, course objectives, and topics and scope for those courses. (II.A.42)
When creating new or modifying existing course outlines of record, the methods of instruction and methods of evaluation are designated as required by Title 5 and are recorded in CurricUNET. When considering an addition or revision to the district’s curriculum, the Curriculum Committee examines the methods of instruction to ensure that these are appropriate for the course content. (II.A.43)

Given that a significant portion of its courses are offered in face-to-face delivery of instruction, data on students’ areas of residence prompted the district to offer instruction at three sites that are geographically separated from each other in order to expand student access across the district’s geographic boundaries. Student enrollment data is gathered and analyzed each semester to assess the effectiveness of these centers in meeting students’ current needs and to make adjustments as needed to meet future needs. (II.A.44)

Delivery methods are evaluated for their effectiveness through the program planning and review process, through student surveys, and through the assessment of student learning outcomes. The achievement of learning outcomes for courses and programs are recorded on Course or Program Assessment Summary forms. These forms contain details for methods of assessing student learning outcomes, summary and discussion of the assessment results, and plans for improvement based on those results. The Course and Program Assessment Summaries for each course are included in a program’s Comprehensive Program Planning and Review document. Any deficiencies in delivery methods, or other needed changes, are addressed in the plan for improvement. (II.A.45, II.A.17)

The district also uses assessment at the institutional level to improve its success in meeting students’ needs. These institution-wide demographics and student success information are used during the development of the district’s long-term plan to develop Institutional Goals and during the development of the district’s strategic plan to develop Institutional Objectives and Action Steps. Annually the district assesses its progress in moving toward achievement of its Institutional Objectives and completion of its Action Steps as documented in the SLOCCCD Spring 2013 Progress Report. (II.A.46, II.A.47, II.A.48, II.A.49)

Self Evaluation
The district meets this standard because it routinely assesses its effectiveness in meeting student needs and when issues are identified, makes adjustments in its academic programs.

To meet the diverse learning styles of its students, the district offers credit and non-credit instructional programs during the day, evening, and weekend using classroom lecture, laboratory, activity, and distance learning modalities. (II.A.14, II.A.50) The process for approving new and revised curriculum includes a review of the teaching modality. The Curriculum Committee assesses the alignment of the course content with the teaching modality. (II.A.51)
Based on data on students’ areas of residence, the district expanded student access by opening centers in locations that are at some distance from the San Luis Obispo campus. (II.A.52)

The program planning and review process assesses the district’s success in meeting students’ needs through unit-level analyses of student success data. For example, Mathematics faculty reported in their Comprehensive Program Planning and Review that analyzing student learning outcomes has increased dialogue among instructors teaching the same courses. In one dialogue, the group learned that several Mathematics faculty use online homework assignments that are graded online. Since the departmental research indicated that the additional support provided by computer-assisted homework assignments improved student success, a greater number of Mathematics faculty are now interested in employing this strategy in their courses. (II.A.53)

The district’s success in meeting students’ needs is the foundation for district-wide planning processes. For example, in fall 2012, the district used the Clarus Community Image Scan as part of the data for developing its strategic planning. (II.A.54) In this survey, students identified course scheduling as a significant barrier to their successful and timely completion of degrees and certificates. As a result, actions steps were included in the 2012 strategic plan in order to create clear paths for degree completion by mapping the schedule for the courses required for the most popular associate degree majors. (II.A.49)

**Actionable Improvement Plan**

None.

*II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

**Descriptive Summary**

SLOCCCD identifies and assesses student learning outcomes for all courses, programs, certificates, and degrees and uses those results to improve its academic programs.

Discipline-specific faculty develop student learning outcomes appropriate for each course and these are documented in the course outlines of record on CurricUNET, course syllabi, and the Course or Program Assessment Summary forms as part of program review. (II.A.55, II.A.56) Program outcomes are documented in Course or Program Assessment Summaries and in CurricUNET. Outcomes for each program are available to the public through a hyperlink in the college catalog. All course and program outcomes are also included in Comprehensive Program Planning and Review documents, which are posted on the Accreditation web page, and on the web page for the Office of Institutional Research and Assessment. (II.A.57, II.A.58)
A comprehensive review of Course or Program Assessment Summary forms showed that learning outcomes in all courses and programs, including Student Services programs, had been assessed as of fall 2012, indicating that the district had reached 100% proficiency according to the ACCJC Rubric for Institutional Effectiveness. (II.A.17)

Student learning outcomes for courses taught in the distance education mode are identical to those taught in traditional face-to-face courses. Teaching modality is not a factor in the development of student learning outcomes. The curricular and pedagogical strategies for helping students attain learning outcomes are developed by faculty who take into account modality in their course design. Each faculty member teaching a course in the distance education modality is responsible for developing instructional material, ensuring that it fulfills the student learning outcomes and is comparable to that used in the traditional mode. (II.A.59, II.A.51)

The district’s general education outcomes and Institutional Learning Outcomes are included in the college catalog. (II.A.60) The Curriculum Committee developed and approved the general education outcomes in 2007 and 2008, and the Academic Senate Council approved the Institutional Learning Outcomes in 2012. (II.A.61, II.A.62)

The district ensures that student learning outcomes are regularly assessed through its program review cycle. Discipline-specific faculty design and assess student learning outcomes. The Course or Program Assessment Summary form requires faculty to document assessment plans and methods, summarize assessment results, analyze the assessment results and procedures, and recommend plans for improvements implementation. (II.A.45) Faculty regularly document changes to assessment methods for future assessment plans. Plans for improvement based on assessment results are documented in Course and Program Assessment Summaries and included in program review. (II.A.2, II.A.63, II.A.55, II.A.4)

Specific areas of the general education pattern have been assessed through analysis and aggregation of course-level data from courses that fulfill specific area requirements. (II.A.29)

The district has assessed all Institutional Learning Outcomes through an assessment tool that was first distributed to degree earners in the spring semester of 2012 and 2013 that used both direct and indirect methods to assess all categories of Institutional Learning Outcomes. In spring 2013, the Student Learning Outcomes and Assessment Committee evaluated the effectiveness of the 2012 Institutional Learning Outcomes assessment tool to make improvements for the 2013 implementation. (II.A.31, II.A.64)

The district uses assessment results to guide improvements to courses and programs. At the program level, dialogue about assessment results and improvement plans is documented in Course
or Program Assessment Summaries that are then included in the Comprehensive Program Planning and Review reports. (II.A.45, II.A.2)

The district also uses assessment results to guide improvements at the institutional level. Each year, in keeping with the SLOCCCD Integrated Planning Manual 2013, the Institutional Effectiveness Committee reviews the outcomes and assessment sections of the Comprehensive Program Planning and Review reports to make recommendations for further dialogue and action across the institution. The Institutional Effectiveness Committee conducts a similar review of the Institutional Learning Outcomes Assessment Report. Recommendations for improvement efforts and/or further dialogue are then submitted to the College Council, the President’s Cabinet, and to the Academic Senate Council. (II.A.57, II.A.34, II.A.65)

Self Evaluation
SLOCCCD meets this standard because student learning outcomes have been identified for all courses, programs, certificates, and degrees. These outcomes are regularly assessed and both those results and plans for improvement are documented.

As described in other sections of this Institutional Self Evaluation Report, the Institutional Program Planning and Review process is the means by which the district assesses student learning outcomes at the unit and institutional levels. (II.A.2)

As a key part of the district’s cycle of ongoing program improvement, when issues are identified through the program review process, the program plans to improve curriculum, practices, or processes to make the necessary improvements and thereby more effectively fulfill the district’s mission. Two examples follow.

- A faculty panel reviewed student art portfolios to assess the Graphics certificate of specialization. While much of the student work was excellent, faculty determined that the certificate was “not providing a robust enough foundation in the field.” As a result faculty planned several improvements, including developing a more robust program in an associate degree, conducting major revisions of two courses, and enforcing prerequisites. (II.A.66)

- Faculty assessing outcomes in Physics 208B found that “performances were generally weaker in applications that involved integral calculus, but slightly improved in these areas over the previous year.” A mathematics diagnostic exam was given on the first day of class, which helped faculty identify students with weak calculus skills. Students were given math worksheets with exercises designed to prepare them for the calculus level problems related to student learning outcomes 4, 6, and 7. Instructors have also upgraded the level of
difficulty on the pre-lab exercises to give students more practice with the more difficult calculus-level problems. Student performance has subsequently improved. (II.A.28)

**Actionable Improvement Plan**
None.

**II.A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

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**Descriptive Summary**
SLOCCCD has developed and implemented multiple processes to assure the quality and continuous improvement of all instructional courses and programs, regardless of their location, type or modality.

The district ensures that its courses and programs support the mission by establishing evidence-based Institutional Goals, by identifying measurable Institutional Objectives, and by completing regular program reviews. (II.A.47, II.A.46) As part of program review, programs rely on institutional data and student learning outcomes measurements to determine where there is a need for changes and improvements to courses or programs. (II.A.2) The district completes an annual progress report to document improvements and progress related to Institutional Goals and Institutional Objectives. (II.A.48, II.A.49)

**Self Evaluation**
The district meets this standard because its planning processes ensure the pursuit of high quality educational programs and the pursuit of improvement for those programs, regardless of their designation or modality, as is evidenced by systematic assessment and evaluation, including program review.

**Actionable Improvement Plan**
None.
II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
SLOCCCD has developed and implements procedures for developing and assessing student learning outcomes for courses and programs. Faculty are primarily responsible for establishing and improving instructional courses and programs and complete this work in collaboration with academic administrators.

Design of programs: The policies and institutional processes for development of courses and programs are faculty driven and are under the oversight of the Academic Senate. (II.A.5) The New Program Approval Process requires a justification of the proposed program, including needs assessment data. (II.A.3) The process also calls for approval of each new program by the College Council, the Planning and Budget Committee, and the Curriculum Committee. Faculty have a significant presence on each of these committees. (II.A.4, II.A.67, II.A.68)

Design of courses: New courses are developed and proposed by faculty who submit the courses for approval to the divisional Curriculum Committee representative, division chair (who is a faculty member), the relevant academic dean, the vice president of Academic Affairs, and the curriculum specialist. If approved at all of these levels, new courses are then submitted to the Curriculum Committee. If approved by the Curriculum Committee, new courses are presented to the board of trustees and, if approved, are submitted to the California Community Colleges Chancellor’s Office. (II.A.5, II.A.69)

Identify learning outcomes: Student learning outcomes are required for all new courses or programs. The experts, meaning the faculty who write course or program proposals within their disciplines, determine the content of student learning outcomes. The proposed student learning outcomes are subject to review by the divisional Curriculum Committee representative, division chair, dean, vice president of Academic Affairs, the Curriculum Committee, and the board of trustees. (II.A.4) For career technical education programs, advisory committees may also offer input about student learning outcomes, such as a recommendation to emphasize writing skills in business classes. (II.A.70)

Approve courses and programs: The approval processes described in the preceding three paragraphs are all faculty driven and are completed through the collaborative efforts of faculty and academic administrators. The processes themselves were developed by faculty and approved by the Academic Senate. Faculty have substantial roles in the development and approval processes of new courses and programs.
Delivery of courses and programs: The majority of the district’s courses are offered in on-campus instruction (91%). (II.A.14) Faculty collaborate with their division chair (also a faculty member) as well as their dean in developing the schedule of classes and ensuring that the courses required for program completion are scheduled in a timely manner. If a faculty member would like to teach a new or existing course online, the faculty member must complete and submit Distance Education Proposal to the Curriculum Committee, as required by Title 5 Sections 55200 et seq, and Administrative Procedure 4105 (Distance Education), for a separate curriculum review process. (II.A.59, II.A.71)

Evaluate and improve courses and programs: The district’s processes for evaluating and improving courses and programs are data driven and cyclical. On a cycle of every four years for career technical education programs and every five years for all other programs, the faculty in each program complete a Comprehensive Program Plan and Review, which includes an assessment of each course in the program as well as an assessment of the program as a whole. Faculty use the Course or Program Assessment Summary form to document and track student learning outcomes, assessment plans, assessment results, and strategies for program and course improvement. Each program establishes an assessment calendar to ensure that all courses are assessed within each Comprehensive Program Planning and Review cycle. (II.A.55)

Faculty design the methods by which student learning outcomes are assessed, analyze the results of those assessments, plan ways to improve those results, and implement their plans. (II.A.18, II.A.72) Improvements to courses and programs that occur as a result of evaluation and assessment are described in Course or Program Assessment Summary documents and in program review. (II.A.55, II.A.37, II.A.39, II.A.38, II.A.2)

Self Evaluation
SLOCCCD meets this standard because it has established and implements faculty-driven curriculum approval and program review procedures to design, identify learning outcomes for, approve, administer, deliver, evaluate, and improve courses and programs.

Faculty are responsible for the development and evaluation of all instructional courses and programs, including student learning outcomes. Thanks to the collaborative efforts of faculty and academic administrators, as of October 2012, student learning outcomes have been identified and assessed for all district academic courses and programs through a faculty-driven, collaborative process. (II.A.17)

The district and the Academic Senate offer support for faculty interested in offering alternative delivery methods of instruction.
• In spring 2013 the Academic Senate Council approved documents titled, “Best Practices for Distance Education Technology Readiness for Faculty” and “Best Practices for Distance Education Pedagogical Readiness for Faculty.” These documents are now posted online and are offered as a guide for instructors who are interested in offering online courses. (II.A.73, II.A.74, II.A.75, II.A.26)

• A technology resource instructor, hired in 2012, has developed an Online Institute to provide examples and training for faculty who are developing new distance courses. (II.A.26)

• The annual technology survey provides faculty the opportunity to indicate technology and training needs, including those for faculty teaching in the distance education modality, and faculty were surveyed specifically about distance education training in 2013. (II.A.76, II.A.77)

Faculty are also responsible for planning how to improve courses and programs when the need for improvement is identified. As examples of plans for improvement:

• Faculty in the English as a Second Language program altered the course sequence as a result of student learning outcomes assessments. These changes resulted in improved student success rates. (II.A.78)

• Faculty in the Jazz Studies program evaluated their program and identified a need to increase the amount of music theory in course content in order to support student success after transfer to a university. This curricular change has been made. (II.A.79)

Actionable Improvement Plan
None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
SLOCCCD faculty who design courses and programs, with assistance from advisory committee where appropriate, determine the competency levels and measurable student learning outcomes for all courses, programs, certificates, and degrees.
As described in the response to the previous standard, faculty develop proposals for new and modified courses and programs. Proposals for curricular additions and revisions must include student learning outcomes as one component of the course outlines of record. Input from advisory committees as well as national standards and regulatory boards are considered when relevant to career technical education courses and programs. Faculty develop course outlines of record that are re-evaluated cyclically as part of the Comprehensive Program Planning and Review process that is also faculty driven. Faculty use Curriculum Committee policies and procedures to determine degree competency requirements, such as those in mathematics and English. (II.A.5, II.A.2, II.A.55, II.A.80)

In order to assess student success in moving through the sequence of courses required for certificate and degree programs, faculty are required to map course outcomes to program outcomes as part of the Comprehensive Program Planning and Review process. Faculty use this mapping, coupled with the systematic assessment of student learning outcomes, to identify barriers to students’ successful completion of degrees and certificates. (II.A.79, II.A.80)

Career technical education programs rely on advisory committees and standards from industrial certifications and professional licensing to align their courses and programs with current practices in the disciplines, including the development and assessment of measurable student learning outcomes. (II.A.9, II.A.40, II.A.81, II.A.82)

The role of faculty in evaluating students’ progress toward achieving student learning outcomes is central to the data-driven and cyclic program review process described in the response to the previous standard. When appropriate, career technical education programs solicit input from their advisory committees in preparing and analyzing their program review and the Course or Program Assessment Summary. (II.A.19, II.A.2)

**Self Evaluation**

SLOCCCD meets this standard because its processes for developing measurable student learning outcomes and competency levels for courses and programs rely on faculty expertise with the assistance of advisory committees where appropriate.

Faculty use both the assessment of measurable student learning outcomes and the mapping of course outcomes with program outcomes to evaluate how effectively students advance through a program. For example, the English as a Second Language program learned, from their assessment process, that students were having a difficult time moving between levels. As a result, they clarified the outcomes and standards for each level, with particular attention to the distinctions between levels, in order to increase the effectiveness of learning at each level. (II.A.80)
Faculty use input from national and state standards as well as local advisory committees to develop measurable course and program student learning outcomes. For example, in fall 2010 Automotive Technology faculty invited its advisory committee of local business stakeholders to discuss student learning outcomes. One outcome of that dialogue was the recommendation from the advisory committee to include program outcomes related to professional comportment. The faculty revised their outcomes to include such soft skills and developed assessment methods for these skills. (II.A.40)

**Actionable Improvement Plan**
None.

*II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

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**Descriptive Summary**
SLOCCCD monitors its instructional programs to ensure that it offers high-quality instruction of appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning through three mechanisms: the selection of qualified instructors, regular faculty evaluation, and the assessment of courses and programs through program review.

During hiring processes, the district takes specific measures to assure that personnel are qualified with appropriate education, training, and experience. Hiring of new faculty, staff, and managers is governed by board policy and administrative regulations. (II.A.83, II.A.84) These administrative regulations outline all aspects of hiring, including the composition of the hiring committee, the screening and interview process, and the process for the final recommendation of a candidate. Selection committees composed of representatives from faculty and administration conduct the hiring process.

For faculty hiring, the majority of faculty members on the selection committee are in the discipline of the open position or in a related subject area. The selection committee develops and agrees upon interview questions meant to determine the depth and breadth of an applicant’s knowledge and ability, and then the committee reviews the applications. Applicants for positions that require higher education degrees (faculty and management/administration) must submit educational transcripts, proof of degrees conferred, and letters of recommendation. These documents are reviewed by the selection committee. (II.A.84, II.A.85)

After the selection committee screens the applications, it conducts interviews to further clarify the candidate’s strengths as an instructor (for faculty positions), to assess a candidate’s understanding of and willingness to embrace diversity, and to determine the candidate’s potential for contributing
to the college at large, outside of the classroom. Several different means are used during the hiring process to assess effective teaching skills. These include letters of recommendation presented in the written application, interview questions pertaining to teacher methodology, and – for full-time positions – the presentation of a teaching demonstration. The applicants are informed in advance of the topic and nature of the demonstration so they can come prepared with visual aids or other teaching aids. This demonstration is evaluated by faculty with expertise in the subject area. ([II.A.86, II.A.84])

Once hired, faculty are regularly evaluated by students, peers, division chairs, and deans. These evaluations focus on providing support and professional development as needed to promote excellence in instructional practices. Through this process, faculty are evaluated on their materials, their pedagogy, and their contact with students. Faculty also complete a self-evaluation in which they must discuss pedagogical successes, improvement efforts, and professional development. The faculty evaluation process is governed by the collective bargaining agreement. ([II.A.87, II.A.88, II.A.89, II.A.90])

The breadth and depth of the college’s offerings are evident in the number of courses and programs offered: ([II.A.52])

- Total degrees offered: 70
- Total certificate offered: 57
- Active courses: 876
- Distance education courses as of spring 2014: 119

Of the associate degrees offered, 21 are associate degrees for transfer, the breadth and depth of which were designed by a statewide collaborative of discipline experts.

New courses, degrees, and certificates are established by means of a curriculum proposal process that is faculty driven and includes review and approvals by the divisional Curriculum Committee representative, division chair, academic dean, vice president of Academic Affairs, the Curriculum Committee, and the board of trustees. This process ensures both the instructional quality of programs and courses and also their compliance with State of California Educational Code and Title 5. The Curriculum Committee reviews the outcomes, objectives, topics and scope of each new or modified course outline for breadth, depth, and rigor. ([II.A.91]) The Curriculum Committee also provides a standardized review process for prerequisites and co-requisites that conforms to applicable Title 5 regulations. Prerequisite and co-requisite validation is required by the Curriculum Committee for new courses and is reviewed during each program planning and review cycle. These validation and review processes ensure proper sequencing among courses and within programs. ([II.A.5, II.A.92, II.A.2])
Faculty, division chairs, and deans collaborate to determine course offerings, and in accordance with the Action Steps for Institutional Objective 1.1, the Enrollment Management Committee oversees sequencing to ensure that courses are offered regularly enough and in the proper sequence so that students can complete their programs in a timely manner. (II.A.48, II.A.49) Regarding sequencing, the first of the district’s five Institutional Goals states: “SLOCCCD will enhance its programs and services to promote students’ successful completion of transfer requirements, degrees, certificates, and courses.” (II.A.47) This goal includes offering high-quality instruction and carefully planned programs that allow students to achieve their goals in a timely manner. The 2012-2014 strategic planning Action Steps for this goal require the assessment and revision of course sequencing. Specifically, Institutional Objective 1.1 of the SLOCCCD Strategic Plan 2012-2014 calls for the assessment and revision of sequencing for three degree majors: Engineering, Liberal Arts, and Business Administration. (II.A.48, II.A.49)

Courses and programs are assessed on a regular and systematic basis, and these assessment results drive efforts to improve the quality of student learning and the curriculum. This assessment is documented in Course or Program Assessment Summaries, which are included with Comprehensive Program Planning and Review reports. (II.A.18, II.A.55, II.A.2)

As one component of program review, Comprehensive Program Planning and Review includes a data-based analysis of course and program breadth, depth, rigor, sequencing, and completion as well as the tracking of all course and program assessment and improvement efforts, which often relate to breadth, depth, rigor, sequencing and completion. (II.A.2, II.A.93, II.A.80)

Self Evaluation
SLOCCCD meets this standard because it offers high-quality instruction of appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning.

The district has established three mechanisms to sustain the quality of its instructional programs: selection of qualified faculty, evaluation of faculty that focuses on providing support and professional development, and its program review processes.

Actionable Improvement Plan
None.
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
SLOCCCD uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

SLOCCCD offers courses in three delivery modes: face-to-face, online, and hybrid. Courses are offered in the wide range of disciplines that is expected of a comprehensive community college. Courses are offered on a varied schedule: full-semester and accelerated during the day, evening, weekend and summer. Courses are offered at three locations within its geographic boundaries: San Luis Obispo campus, the North County campus, and the South County Center. The delivery modes, locations, and teaching methodologies are varied so that the district may meet its mission of serving students with diverse backgrounds and educational needs. (II.A.14)

The district uses multiple sources of information in determining students’ needs and which courses to offer in which delivery mode. These data sources include student characteristics, such as area of residence, surveys of students’ preferences, and previous enrollment trends. The district’s effectiveness in building schedules that align with students’ needs is most evident in patterns of student enrollment. (II.A.94)

The district uses a number of strategies to encourage faculty members’ ongoing development of teaching methodologies. One strategy is to provide on-campus opportunities for faculty to hone their pedagogical skills and increase their awareness of students’ diverse learning styles, such as these recent examples organized by the Professional Development Committee:

- Best Practices for Engaging Developmental English Students
- Creating Spaces: Understanding Students with Mental Health Challenges
- Common Challenges, Common Cause: A Gathering of Developmental Educators
- Should You Flip Your Classroom?

Computer Services routinely offers technical training classes to assist faculty in developing the technical skills needed in order to present material in multiple ways. (II.A.95, II.A.96, II.A.97)

Self Evaluation
SLOCCCD meets this standard because a variety of delivery modes and teaching methodologies are used to accommodate students’ diverse needs and learning styles.
The district uses a variety of data in developing class schedules each semester such as information on student placement and enrollment trends. For example, the district’s 2011 environmental scan included questions about students’ preferences of delivery modes. Because respondents ranked on-campus classes only slightly higher than distance education classes, the district increased the number of online offerings. The number of full-time equivalent students earning associate degrees in 2008-2009 was 642 compared to 684 degree earners in 2012-2013, despite an overall reduction in full-time equivalent students from 9,425 to 7,845 during the same time period. (II.A.54)

The district supports the ongoing development of faculty members’ expertise in teaching methodology by offering on-campus training and supporting conference attendance. Examples of recent conference attendance are:

- Faculty from the Mathematics department attend the CMC3 conference in Monterey, California.
- Nursing faculty attended a conference for California community college nursing faculty in spring 2013.
- Faculty from various departments, including Sociology, English, English as a Second Language, Physical Sciences, and Mathematics, have attended the annual Strengthening Student Success Conference organized by the Research and Planning Group for California Community Colleges since 2010. (II.A.98, II.A.99)

**Actionable Improvement Plan**
None

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

**Descriptive Summary**
The SLOCCCD program planning and review process includes a regular, systematic review of courses and programs for relevance, currency, appropriateness, achievement of learning outcomes, and future needs including plans for improvement. (II.A.2)

The annual and comprehensive review processes are key components for assessing not only achievement of learning outcomes and currency of programmatic offerings, but also for ensuring that program planning is clearly tied to the budget allocation process. Every year, programs are evaluated by means of the Annual Program Planning Worksheet and the Unit Plan, in which faculty
link their program learning outcomes to Institutional Goals and Institutional Objectives, report on assessment results of their program student learning outcomes, summarize and discuss the assessment results, connect assessment results to resources requests, plan for improving on those results, and forecast program changes, development, and needs. (II.A.2, II.A.93, II.A.100)

The district process for a systematic review of courses and program content and outcomes is the Course or Program Assessment Summary. Faculty use this process to document assessment plans and methods, summarize assessment results, analyze the assessment results and procedures, and document plans for improvement. Faculty also often include in this process future plans for assessment. (II.A.2, II.A.45, II.A.55)

The Office of Institutional Research and Assessment provides data for the program review analysis. These course and program data are similar to the Student Characteristics and Enrollment Trends report described in the response to Standard II.A.1.a. in this Institutional Self Evaluation Report. The data is evaluated by individual programs such as Chemistry in order to assess their overall effectiveness, including the scheduling of courses, student success, and numbers of degrees awarded. (II.A.94)

In addition to the district’s program review process, the California Education Code requires a review of career technical education programs every two years to ensure that each program meets a documented labor market demand, does not represent unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students. (II.A.101)

To foster institution-wide dialogue about student achievement and planning needs, each year the Institutional Effectiveness Committee reviews the outcomes and assessment sections of all Comprehensive Program Planning and Review documents to identify common themes and make recommendations to relevant committees, departments, and other groups for further institutional dialogue and action based on those themes. (II.A.46)

**Self Evaluation**

The district meets this standard because courses and programs are evaluated regularly through program review. This thorough review process includes an assessment of student learning outcomes and an assessment of curriculum to verify that courses and programs are relevant, current, and appropriate, as well as the development of plans for improvement.

All instructional programs, Student Services areas, and administrative units participate in the same program review process, making the process truly systematic. Faculty, staff, and administrators rely on this program review process to conduct a self-assessment, link planning to resource allocations,
and develop plans for improvement. Two examples of how faculty have used the results of this program review process to improve their programs are:

- An analysis of economic indicators led to the development of an associate degree in Graphic Design, drawing from the courses currently in the Art Studio program. (II.A.102, II.A.103)

- The Mathematics faculty in their program review noted students’ low success rates in Math 229 Trigonometry. The dialogue among faculty who teach this course resulted in the conclusion that course revision was needed to increase the course unit value by one Carnegie unit in order to adequately cover all course content. (II.A.53)

**Actionable Improvement Plan**

None.

*II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

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**Descriptive Summary**

SLOCCCD has developed and implements program review and integrated planning processes that are a systematic evaluation of its programs and services. These processes include the assessment of students’ success in achieving student learning outcomes. The results of these processes are available to appropriate constituencies.

The district uses the Comprehensive Program Planning and Review process to systematically report the assessment and analysis of student learning outcomes at the course, program, degree, and certificate levels. The district has also developed a cycle of institutional integrated planning using a variety of processes to assess the district’s effectiveness in meeting its mission and developing long-term plans and short-term plans to address any identified issues. The district publishes program review and integrated planning documents on the district website. (II.A.57, II.A.58)

The district began the process of institutionalizing student learning outcomes and assessment in 2006 with the appointment of a student learning outcomes faculty liaison. In 2010, the position of student learning outcomes and assessment co-coordinator was established to continue the work of the previous faculty liaison. Two faculty members have served as co-coordinators since fall 2010, and they serve as co-chairs for the Student Learning Outcomes and Assessment Committee. The co-coordinators and committee have continued the integration, tracking, and analysis of student learning outcomes and assessment in order to improve student learning. The Student Learning
Outcomes and Assessment Committee co-coordinators annually evaluate student learning outcomes and assessments and track progress through a self-assessment rubric. (II.A.104, II.A.105)

Dialogue focusing on student learning outcomes has also been a priority, as evidenced by the district reaching the 100% proficiency by fall 2012, which was the target date set by ACCJC. (II.A.17) The Student Learning Outcomes and Assessments co-coordinators reviewed all 136 certificate, degree, and program Course Program Assessment Summary documents and found that 130 of the 136 demonstrated evidence of unit-level discussion or dialogue regarding programmatic student learning outcomes and assessment results. (II.A.106)

As described in detail in the response to Standard I.B. in this Institutional Self Evaluation Report, the district developed and revised its integrated planning process in recent years in a cycle of continuous improvement. In the most recent revision, the district refined its integrated planning model to more clearly indicate the links among the various planning processes and documents by defining processes and establishing timelines for each component of the integrated planning model. This process resulted in the development of the SLOCCCD Integrated Planning Manual 2012, the SLOCCCD Educational Master Plan 2011- 2016 Addendum, and the SLOCCCD Strategic Plan 2012-2014. The development of these plans involved a high level of engagement and dialogue from district employees, and planning has been the primary topic of discussion during the district’s opening days and in committee training. (II.A.107, II.A.47, II.A.48)

Program review is the processes within the integrated planning model that includes the assessment of student learning outcomes. As part of the Comprehensive Program Planning and Review, faculty are required to connect program efforts to Institutional Goals, Institutional Objectives, and/or student learning outcomes. Institutional Learning Outcomes and general education outcomes are also assessed, and the results of these assessments are reported to the Institutional Effectiveness Committee (along with assessment results from Comprehensive Program Planning and Review documents) so that plans for improvement can be integrated with other district planning efforts. (II.A.18, II.A.30, II.A.31, II.A.32, II.A.33, II.A.29)

Program review results are accessible to the on-campus and external community through the district website. The components of integrated planning are widely discussed on campus as are the assessments of the district’s progress in achieving its Institutional Goals and Institutional Objectives. This information is consolidated in an annual progress report, which is discussed in campus forums, is posted online, and is presented to the board of trustees. (II.A.49, II.A.108, II.A.109, II.A.110, II.A.111, II.A.112)
Self Evaluation
SLOCCCD meets this standard because it has an ongoing cycle of program review and integrated planning processes to evaluate its programs and services. These processes include the assessment of students’ success in achieving student learning outcomes and the results of these assessments are available to appropriate constituencies.

Actionable Improvement Plan
None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
SLOCCCD does not use standardized departmental course or program exit examinations related to graduation.

Although some career technical education programs and courses are aligned with industrial certifications and professional licensing, this information is used to develop and assess course content and student learning outcomes. These materials are not used as departmental course and/or program evaluations.

Self Evaluation
This standard is not applicable to SLOCCCD because the district does not use standardized departmental course or program exit examinations.

Actionable Improvement Plan
None.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
SLOCCCD awards credit based on student achievement of the course’s stated learning outcomes and the units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
The district awards credit based on students’ successful completion of courses in accordance with state educational code Section 55002(a)(2)(A), which states that the district’s grading policies must provide for “measurement of student performance in terms of the stated course objectives” and that the grade in a course is to be “based on demonstrated proficiency in subject matter.”

Each course includes in its course outline of record the specific standards for awarding course credit including student learning outcomes, course objectives, topics and scope, methods of instruction, and methods of evaluation. The justification for the number of units awarded is based on these elements as well as on the traditional Carnegie Unit. The modality of delivering instruction is not a factor in determining any elements in the course scope, outcomes, or objectives and consequently is not a factor in the number of units awarded. The Curriculum Committee scrutinizes all of these details for adherence to standards of academic rigor and applicable state regulations. If approved by the Curriculum Committee, courses are submitted to the board of trustees. (II.A.113, II.A.5) Faculty adherence to the content and objectives in the course outline of record is one component of the faculty evaluation process as well as the student learning outcomes assessments. (II.A.88)

All grading and credit policies comply with the State of California Education Code and Title 5 of the California Code of Regulations and are approved by the board of trustees. This information is included in the college catalog. Instructors may establish a course grading policy within these parameters and such course grading policies are included in course syllabi. (II.A.52, II.A.114, II.A.115, II.A.116, II.A.117, II.A.118, II.A.42)

Self Evaluation
SLOCCCD meets this standard because students earn grades based on their mastery of course objectives and learning outcomes. Faculty assign grades to students and the district awards course credit based on students’ achievement of these benchmarks. The units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Actionable Improvement Plan
None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
SLOCCCD awards degrees and certificates based on student achievement of a program’s stated learning outcomes.
Each degree or certificate is awarded based on students’ successful completion of the series and sequence of courses and/or demonstrated competencies required for that degree or certificate. When developing a degree or certificate, faculty experts identify the sequence or series of courses that will be required for the degree or certificate. This proposal is submitted to the Curriculum Committee that reviews and approves the curricula based on the outcomes and objectives that will be required for that degree or certificate. (II.A.5)

Faculty have developed program learning outcomes for all degrees and certificates, and these outcomes are reviewed when submitted as part of a curriculum proposal process. This process includes review by the divisional Curriculum Committee representative, division chair, dean, vice president of Academic Affairs, the Curriculum Committee, and the board of trustees. This process ensures both the instructional quality of programs and courses and also their compliance with State of California Educational Code and Title 5 of the California Code of Regulations. (II.A.5)

All course and program student learning outcomes are entered into CurricUNET and the online college catalog includes a web link to the learning outcomes for each degree or certificate. (II.A.5, II.A.119, II.A.120)

Program requirements support the program learning outcomes. In addition, course student learning outcomes are aligned with program, certificate, or degree outcomes, and this alignment is reported through program review. The assessment work of each course and program is documented in Course or Program Assessment Summary documents, which include a section for faculty and staff to indicate whether course-to-program mapping has been completed. These assessment summaries and mapping documents are required to be included as part of Comprehensive Program Planning and Review. (II.A.55, II.A.18, II.A.2, II.A.45) The program review process ensures that courses, degrees, certificates, and programs are evaluated on a regular cycle. This process also documents the efforts that each program has made toward improving outcomes and assuring the currency of all district programs.

Following each Comprehensive Program Planning and Review cycle, the relevant academic dean completes the Dean’s/Manager’s Analysis of Comprehensive Program Planning and Review form and meets with program faculty to discuss all aspects of the program plan and review. (II.A.121)

Self Evaluation
SLOCCCD meets this standard because the district awards degrees and certificates to students after they successfully complete a series or sequence of required courses. The Curriculum Committee reviews the series or sequence of courses required for a degree or certificate for academic rigor and for alignment of program learning outcomes with the learning outcomes in the required courses. (II.A.5)
Actionable Improvement Plan
None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary
SLOCCCD requires a general education component in each of its academic and career technical education degree programs. All designated degree patterns (associate degree, CSU, IGETC), regardless of delivery system, require general education coursework that follows the requirements of Title 5. (II.A.52)

To earn a local associate degree from the district, students must complete courses in the following general education areas:

A. Physical and Life Sciences
B. Social and Behavioral Studies
C. Arts and Humanities
D. Communication and Analytical Thinking
   D1. Communications in English
   D2. Analytical Thinking
E. American Institutions

Students must also fulfill the two local graduation requirements: health education and diversity.

The district has articulated the following value and purpose of general education requirements, which is included in the catalog and the Curriculum Handbook. (II.A.52, II.A.122)

General education is a coherent pattern of courses intended to serve three purposes: Taken as a whole, the program is intended to strengthen students’ essential intellectual skills; broadly introduce students to the core concepts and methods of the major disciplines; and prepare students to lead enriched lives in our multicultural society. General education courses are distinguished from those required for a major or allowed as freely chosen electives. Courses in the general education category are “general” in two senses: independently, they survey the core concepts and methods of the discipline in which they are included; and they point, where possible,
to the influences and contributions of the discipline to other disciplines, culture, human history and our quest to understand our universe.

Through this program, students will acquire the ability to think and communicate clearly and effectively both orally and in writing; to use mathematics and other symbolic systems; to understand the modes of inquiry of the major disciplines; to appreciate the structures and processes of the natural environment; to be aware of other cultures and times; to achieve insights by thinking about ethical and social problems; to understand and appreciate the history of US culture and its governing institutions.

When a course is proposed for a general education area, faculty submit the course outline of record for the proposed course to the Curriculum Committee. A general education subcommittee compares the course outline of record with the specific general education pattern rubric and outcomes to determine if the course is appropriate for inclusion in that particular general education area. The general education subcommittee submits its recommendation to the Curriculum Committee, which then votes whether to approve the course for the general education pattern. This same rigor is followed by the diversity and health requirement subcommittee to assure quality, consistency, and assurance that upon completion of the course, the course outcomes related to general education, health, and diversity are met. Any changes to the general education pattern are updated in the college catalog and CurricUNET after approval by the board of trustees. (II.A.123, II.A.124, II.A.125)

The district used the general education pattern as a basis for its Institutional Learning Outcomes. These Institutional Learning Outcomes align with general education outcomes and also add outcomes related to personal and professional development, information fluency, and technological fluency. Institutional Learning Outcomes convey the institution’s expectations for its graduates. Graduating students are expected to be able to demonstrate the knowledge, skills and attitudes contained within all of the six institutional learning outcome areas based on their successful completion of general education and discipline-specific courses. (II.A.126)
<table>
<thead>
<tr>
<th>ILO Categories</th>
<th>Representative Outcomes — Students achieving these outcomes will be able to ...</th>
<th>SLOCCCD GE Areas Included / Embedded</th>
</tr>
</thead>
</table>
| 1. Personal, Academic, and Professional Development | a) Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development  
   b) Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being  
   c) Demonstrate the professional skills necessary for successful employment | Health Requirement, the Diversity Requirement  
Standard II.A.3.c |
| 2. Critical Thinking and Communication | a) Analyze and evaluate their own thinking processes and those of others  
   b) Communicate and interpret complex information in a clear, ethical, and logical manner. | D1  
Standard II.A.3.b |
| 3. Scientific and Environmental Understanding | a) Draw conclusions based on the scientific method, computations or experimental and observational evidence.  
   b) Construct and analyze statements in a formal symbolic system  
   c) Analyze the relationship between people’s actions and the physical world  
   d) Make decisions regarding environmental issues based on scientific evidence and reasoning | A and D2  
Standard II.A.3.a  
Standard II.A.3.b |
| 4. Social, Historical, and Global Knowledge and Engagement | a) Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world  
   b) Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures | B, E, the Diversity Requirement  
Standard II.A.3.a  
Standard II.A.3.c |
5. Artistic and Cultural Knowledge and Engagement

<table>
<thead>
<tr>
<th></th>
<th>a) Identify, create, or critique key elements of inspirational art forms</th>
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<tbody>
<tr>
<td></td>
<td>b) Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world’s languages, societies, and histories</td>
</tr>
</tbody>
</table>

C, the Diversity Requirement

Standard II.A.3.a
Standard II.A.3.c

6. Technological and Informational Fluency

<table>
<thead>
<tr>
<th></th>
<th>a) Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>b) Produce and share electronic documents, images, and projects using modern software and technology</td>
</tr>
</tbody>
</table>

Standard II.A.3.b

**Self Evaluation**

SLOCCCD meets this standard because all academic and career technical education programs, regardless of delivery system or modality, include a general education component.

Proposals to include courses in one of the general education areas must be approved by the Curriculum Committee and the board of trustees. (II.A.123)

The district further incorporated the general education pattern into its Institutional Learning Outcomes, which articulate the district’s learning outcomes for students who earn a degree or certificate. (II.A.126)

**Actionable Improvement Plan**

None

II.A.3.a. *General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

**Descriptive Summary**

SLOCCCD has established comprehensive learning outcomes for its general education courses in fine arts and humanities, social and behavioral sciences, and physical and life sciences. (II.A.52)
The content areas included in the district’s general education pattern are determined by Title 5 guidelines and by faculty in the relevant discipline. The current philosophy and outcomes for the district’s general education areas were developed by faculty and approved by the Curriculum Committee in 2007-2008. (II.A.123)

SLOCCCD general education categories include these major areas of knowledge: Physical and Life Sciences, Social and Behavioral Studies, and Arts and Humanities. Students’ successful completion of specific courses in each category fulfill these general requirements, such as:

- one course (of at least three units) in the Physical and Life Sciences general education requirement (such as BIO 201A, CHEM 201, or PHYS 205A)
- one course (of at least three units) from Social and Behavioral Studies general education requirement (such as ANTH 202, HIST 203A, SOC 201A)
- one course (of at least three units) from the Arts and Humanities general education requirement (such as ART 200, ENGL 201B, PHIL 205)

All general education areas have clearly stated outcomes, and one of the overarching general education outcomes, applicable to all courses, states that students completing the courses will be able to “identify, explain, and analyze the core concepts and methods of the major discipline in which the course is included.” In addition to this statement, each area of knowledge includes outcomes outlining the “core concepts” that students will be able to “identify, explain and analyze.” For example, one of the area B outcomes (Social and Behavioral Studies), indicates that students who complete the course will be able to “analyze and critically assess ideas about the individual, socials groups, institutions and society, as well as their interrelationships, structure, and function.” (II.A.52)

Self Evaluation
SLOCCCD meets this standard because student learning outcomes are established for general education courses offered in the major areas of knowledge – arts and humanities, physical and life sciences, and social and behavioral sciences. As is indicated in the overarching general education outcomes, students completing the general education pattern must be able to “identify, explain, and analyze the core concepts and methods of the major discipline in which the course is included.” The outcomes for the major areas of knowledge, including Arts and Humanities, Social and Behavioral Studies, and Physical and Life Sciences are listed in the college catalog. (II.A.52)

Actionable Improvement Plan
None.
II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
SLOCCCD has established comprehensive learning outcomes for its general education courses, including the ability to be a productive individual and lifelong learner by acquiring skills in oral and written communication, information competency, technological literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. (II.A.52)

The district’s general education pattern, which follows Title 5 guidelines, includes general education requirements related to oral and written communication (area D1), scientific and quantitative reasoning (areas A, B, and D2), and analytical thinking (area D2). In addition, as per Title 5, each course includes a critical thinking requirement that is documented in the course outline of record. The “Communication in English” category (D1) includes English 201A, which features an information competency and research component that was developed jointly by librarians and English faculty. This component requires competency with electronic resources as well as print materials and, therefore, includes both technological and information competencies. All students earning an associate degree are required to take English 201A. (II.A.127, II.A.128, II.A.52) In each of these general education areas, specific student learning outcomes are identified regarding skills students will have upon completion of the relevant courses.

The district’s Institutional Learning Outcomes, which extend beyond the general education course requirements to include interdisciplinary outcomes, include outcomes for skills related to technological and information fluency (ILO 6), critical thinking and communication (ILO 2), and skills necessary for development and life-long learning (ILO 1). (II.A.126)

As described in other sections of this Institutional Self Evaluation Report, faculty proposals for the inclusion of courses in a general education area are scrutinized by the Curriculum Committee to ensure alignment with the particular area and the district’s processes include periodic analysis of that fit through its systematic program review. (II.A.129)

Self Evaluation
SLOCCCD meets this standard because students acquire the skills needed to be productive individuals and lifelong learners: oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking.
In spring 2012 student attainment of the Institutional Learning Outcomes was assessed. The general education major areas of knowledge are embedded within the Institutional Learning Outcomes. The Institutional Learning Outcomes Assessment Report 2012 indicates that students are achieving the Institutional Learning Outcomes upon graduation with especially high results in areas related to personal and professional development. The assessment indicated that 72% of respondents to the survey agreed that they had achieved all of the Institutional Learning Outcomes. Reading Comprehension and Technology Competency were rated the lowest (77% and 73%) and academic goal achievement, critical evaluation of thinking processes, effective and ethical use of information, and ability to communicate clearly and logically were rated the highest (96%, 89%, 90%, 90% respectively). The assessment was administered again in spring 2013, and the 2013 report compares the 2013 data with the 2012 data. (II.A.29, II.A.30, II.A.31)

The above chart is Figure 1 from the 2013 Institutional Learning Outcomes Assessment Report, showing the qualitative assessment data collected from degree candidates.

**Actionable Improvement Plan**

None.
II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
SLOCCCD has established comprehensive learning outcomes for students who complete the general education and graduation requirements, including a recognition of what it means to be an ethical human being and effective citizen. The comprehensive learning outcomes include the related qualities, such as an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity, historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The general education pattern includes student learning outcomes that address ethics and effective citizenship. Students choose courses from a variety of areas as part of their general education requirement to contribute to their understanding of what it means to be engaged citizens. The district commitment to including ethical principles and citizenship in its academic program is articulated in its mission: “We prepare students to become engaged citizens in our increasingly complex communities and world.” The commitment to ethical principles is also reflected in the general education pattern and in the Institutional Learning Outcomes. Specifically, the general education philosophy statement indicates that students completing the general education pattern will be able to “think about ethical and social problems,” and these outcomes are further specified in areas B (Social and Behavioral Studies) and D1 (Communications in English). Qualities of citizenship are also explicitly identified in Institutional Learning Outcome number four, which states that students will be able to “analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world.” (II.A.52, II.A.126)

The district requires students to complete a curriculum-approved cultural diversity course for its local associate of arts or associate of science degree. The student learning outcome for this component of the associate degree is: students who complete this requirement will be able to “assess and challenge biased assumptions and behaviors of individuals and societal institutions, analyze inter-group relations (identity such as race, ethnicity, gender, religion, sexual orientation class, ability, nationality or age), and examine struggles of non-dominant groups for power, justice, and access to resources.” (II.A.52)
Self Evaluation
SLOCCCD meets this standard because, to earn a degree, students are required to complete a general education and graduation requirements that include learning outcomes related to ethical and social problems, citizenship, and issues of diversity. (II.A.52)

As included in the college catalog, the district has identified specific courses that fulfill the diversity requirement for SLOCCCD’s local associate degree. All students earning an associate degree from Cuesta College are required to complete courses in each general education area and in each graduation requirement. Student achievement of the diversity-related outcomes has been assessed in a comprehensive assessment report. The assessment is conducted through an aggregation of course-level data. This report also assesses the alignment of course outcomes with the diversity requirement outcomes. (II.A.29)

Actionable Improvement Plan
None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
SLOCCCD offers a diverse array of degree options, all of which include focused study in at least one area of inquiry or in an interdisciplinary core.

Students may graduate from the district with an associate in arts or an associate in science degree by satisfying the degree requirements established by the faculty, the Curriculum Committee, the board of trustees, and relevant state regulations. (II.A.52)

In spring 2014, the district offered 70 associate degrees, including 21 associate degrees for transfer with discipline area of emphasis. (II.A.52) The associate degree for transfer concept was developed by the California Community Colleges and the California State Universities to facilitate transfer between the two school systems. SLOCCCD students who complete a transfer degree will be guaranteed admission to the California State University system.

All of the district’s associate degree programs include at least one area of study or interdisciplinary emphasis. Completion of an associate degree requires prescribed coursework in a specific major with grades of “C” or better. The associate degrees for transfer require completion of a minimum of 18 semester credits in prescribed major coursework. (II.A.52) Complete degree requirements are outlined online in the catalog and on the “Degrees and Certificates” page of the district website. (II.A.52, II.A.130)
Self Evaluation
SLOCCCD meets this standard because the district’s associate degrees all include focused study in at least one area of inquiry or in an established interdisciplinary core.

Students and prospective students can access the requirements for each degree from the catalog, the website, or by speaking with a counselor.

Actionable Improvement Plan
None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
SLOCCCD regularly evaluates student learning and achievement outcomes to ensure that its vocational and occupational (career technical) programs meet applicable standards or certifications and to ensure that students are prepared to meet employment competencies and pass licensure exams.

Career technical education programs are offered in a broad range of disciplines that prepare students for employment opportunities in the county of San Luis Obispo and the state of California. (II.A.131) Where applicable, each career technical education program prepares students for licensure, certification, or industry recognized credentials.

Student learning outcomes for courses, certificates, degrees and programs have been established and assessed for all career technical education programs. (II.A.17) Program reviews are posted on the district website. (II.A.57) Faculty members systematically and routinely assess students’ achievement of student learning outcomes at the course and program levels, including the technical competencies necessary for employment. For example, the Course or Program Assessment Summary for the Welding associate degree describes assessments based on American Welding Society Structural Welding Certification tests. (II.A.132) Course outlines of record include assignments and evaluation measures that assure the stated course outcomes are aligned with licensing or certification examinations and requirements, as noted in Board Policy 5101. (II.A.42) An example of this alignment is that most automotive program courses incorporate performance tasks developed by the National Automotive Technicians Education Foundation into their student learning outcomes. (II.A.133)
To ensure that the district’s career technical education courses and certificates have the appropriate depth and rigor, faculty in career technical education programs complete Comprehensive Program Planning and Reviews as part of the Institutional Program Planning and Review cycle. Completing program review promotes dialogue about learning outcomes and plans for instructional improvements among faculty and staff and documents a program’s efforts in ensuring that students are prepared for employment and licensure exams. Career technical education programs also complete a supplemental review on a two-year cycle in accordance with California Education Code Section 78016. This review includes analysis of labor market information and ensures that programs do not unnecessarily duplicate other/similar training in the area. Additionally, employment and completion data are analyzed to assess program impact, as shown in the program review document for Early Childhood Education. (II.A.134, II.A.101) Data related to career technical education degree completion is published on the district website. (II.A.135)

Advisory committees composed of local industry representatives support all of the district’s career technical education programs by providing input from practitioners currently working in these fields. (II.A.9) Advisory committees meet at least once per year to discuss industry needs relevant to the career technical education programs. Faculty, classified staff, administrators and industry and community representatives review the relevancy of curriculum, discuss labor market projections, and foster collaboration between industry and programs to make sure students will have the knowledge and skills required to enter the job market. Faculty create learning outcomes for their programs in consultation with their advisory boards. (II.A.10, II.A.40)

The programs within the Nursing and Allied Health Division (Registered Nursing, Licensed Vocational Nursing, Licensed Psychiatric Technician, and Paramedic) are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support. The Registered Nursing Program curriculum uses proactive teaching strategies and assistance from a success specialist to prepare students for the NCLEX licensure exam. The program provides a grant funded post-graduation NCLEX review class and an Integrated Test Plan Modality is incorporated within the core curriculum. Students have access to computerized content practice tests during their time in the program in order to prepare for NCLEX.

Self Evaluation
SLOCCCD meets this standard because it prepares career technical education students for employment competencies and licensure exams.

Important measures of the district’s success in ensuring that its career technical education programs are current and relevant is affirmation from external accrediting agencies and the rates of students’ success on standardized licensure examinations. For example, career technical
education students have demonstrated outstanding accomplishments at SkillsUSA competitions with several students qualifying to compete in national SkillsUSA competitions in auto services technology and welding. (II.A.136, II.A.137)

Programs in the Nursing and Allied Health Division are accredited by professional organizations that monitor the program curriculum, standards, competencies, resources, and institutional support. The following table documents the individual programs, licensing board, exam title, and recent passing rates for students who completed Nursing and Allied Health degrees and certificates. (II.A.138, II.A.135)

<table>
<thead>
<tr>
<th>Program</th>
<th>Licensing Board</th>
<th>Exam Title</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Technician</td>
<td>Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions</td>
<td>National Registry of Emergency Medical Technicians</td>
<td>2012 success rate: 93%</td>
</tr>
<tr>
<td>Psychiatric Technicians</td>
<td>California Board of Vocational Nursing and Psychiatric Technicians</td>
<td>California Psychiatric Technician Licensure Examination</td>
<td>2012 success rate: 94%</td>
</tr>
<tr>
<td>Licensed Vocational Nurse (LVN)</td>
<td>California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)</td>
<td>National Council Licensure Examination for Practical/Vocational Nursing (NCLEX/PN)</td>
<td>2012 success rate: 93% for first time licensing examination candidates</td>
</tr>
<tr>
<td>Paramedic</td>
<td>Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions</td>
<td>National Registry of Emergency Medical Technicians</td>
<td>2013 success rate: 80%</td>
</tr>
<tr>
<td>Registered Nurse (RN)</td>
<td>California Board of Registered Nursing (BRN)</td>
<td>National Council Licensure Examination for Registered Nursing (NCLEX-RN)</td>
<td>2012-2013 success rate: 98% for first time licensing examination candidates</td>
</tr>
</tbody>
</table>
The following are additional examples of how the district’s career technical education programs meet industry requirements or standards.

- The Paralegal Program satisfies the requirements of California Business and Professional Code, Section 6450, for paralegal training. (II.A.139)
- The Welding Program curricula meets the American Welding Society requirements and students can earn American Welding Society certificates in structural steel and pipe welding by completing the required courses. (II.A.140)
- The district is a registered provider for the North American Board of Certified Energy Practitioners entry-level photovoltaic exam and is listed with the North American Board of Certified Energy Practitioners. Students completing CTCH 84 and 285 are eligible for the entry-level examinations administered by this organization. (II.A.141)
- The Electric Technology Program curriculum is approved by the Electrician Certification Unit for California Electrical Certification and Cuesta College is listed as a Division of Labor Standards Enforcement approved school for this program. (II.A.142)
- The Early Childhood Education Teacher associate degree is aligned with the Child Development Permit Matrix. The California Commission on Teacher Credentialing uses the matrix to award permits at different levels, such as associate teacher, teacher, master teacher, site supervisor or program director permit. (II.A.143)
- The California Association of Drug and Alcohol Educators certify the addiction studies program, which prepares students for drug counselor training and licensure. (II.A.144)
- The San Luis Obispo Emergency Medical Services Agency approves the district as a Paramedic and EMT training site and monitors the district’s compliance with Title 22 regulations. (II.A.145)
- The paramedic program is accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. (II.A.146)

Actionable Improvement Plan
None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Descriptive Summary
SLOCCCD provides students and prospective students with information about courses, programs, and transfer policies through its website, the catalog, counseling services, and orientation
programs. In every class section students receive a syllabus with student learning outcomes consistent with the official course outline of record. (II.A.147)

The catalog, available both online and in print, includes a general description and list of required courses for each degree, certificate, and program available to students. (II.A.52) Print copies of the catalog are available in many on-campus locations such as the counseling walk-in counter. The public may request printed copies of the catalog from the Marketing and Communications office. To accommodate students’ unique needs, Disabled Student Programs and Services can provide catalog information in alternative formats.

The catalog is updated annually. During the spring semester, the curriculum specialist asks those responsible for accurate, relevant non-curricular information for each topic area. After updates are made, drafts of the catalog are returned to departments for verification and edits before the final version of the catalog is posted on the college’s website in May. (II.A.148) The curriculum specialist tracks curriculum changes for inclusion in the next catalog.

Students and potential students can obtain information about the district’s degrees, certificates, and transfer of credit policies via the district website, which includes a link to information about each degree and certificate. (II.A.130) The “Curriculum: Degree and Certificates” page is maintained by the articulation officer and the transfer center director, who both serve on the Curriculum Committee, in order to ensure accuracy. Additional information available on the district website regarding the district’s educational programs includes career technical education degree information and general education patterns including CSU transfer requirements and IGETC information. (II.A.149, II.A.150) The online catalog contains a hyperlink that connects students to the relevant program learning outcomes. (II.A.120)

The district has developed three “pathways” documents available in the catalog as well as the counseling office. These one-page guides suggest course sequencing to expedite students’ timely program completion. (II.A.151, II.A.152, II.A.153)

Students and prospective students also receive information about the district’s programs, degrees, courses, and transfer requirements through in-person and/or online orientations.

- Counselors require students to view the online orientation on the district website before attending the in-person orientations. (II.A.154) The online orientation was updated in 2013 to include a readiness self-assessment for students planning to enroll in online classes. (II.A.155)
• Local high school students can attend orientation sessions when counselors visit local campuses each spring to provide general information about the district and conduct orientations. Students can access orientation information designed specifically for high school students on the district website. (II.A.156, II.A.157, II.A.158)

• In-person orientations for out-of-area new students, first-time college students, and reentry students called “My Cuesta Mondays” are held in June and July. (II.A.159)

• Orientations are also held for students who are part of special population groups such as Equal Opportunity Programs and Services, Athletics, Veterans, CalWORKs, International Students, and English as a Second Language. (II.A.160, II.A.161, II.A.162, II.A.163, II.A.164, II.A.165)

The Counseling Department assesses the effectiveness of its orientations by surveying new students. Questions correspond with the department’s established student learning outcomes. (II.A.166) Survey results are used to adapt future orientations and to develop and update the “Welcome Booklet” distributed at the orientations and available online. (II.167)

Syllabi are distributed in each course section that includes student learning outcomes consistent with the official course outline of record. The Academic Senate Council approved the Student Learning Outcomes and Assessment Committee recommendation that all faculty include or provide a link to student learning outcomes on their syllabi in fall 2011. (II.A.147, II.A.168) This practice is reinforced by Board Policy 5101 (Course Outline), which requires that faculty members submit a syllabus that is consistent with the course outline of record to their division chair at the beginning of each semester. (II.A.42) During the faculty evaluation process, syllabi are reviewed to ensure that syllabi meet division standards and include student learning outcomes. Instructors are also evaluated on whether they adhere to the course outline of record. (II.A.88)

Self Evaluation
SLOCCCD meets this standard because it provides multiple resources for students and the public to access information about its courses, programs, degrees, certificates, transfer policies, and program outcomes.

The accuracy of the catalog information is ensured by the curriculum specialist who revises catalog pages based on approved curricular additions and revisions. Individual departments are asked to verify the accuracy of revised drafts prior to publication of the catalog, but curriculum changes can only be made if those changes were approved through the complete curriculum process.
Faculty distribute syllabi to students in each course that include the student learning outcomes for that course. (II.A.169, II.A.170, II.A.171)

**Actionable Improvement Plan**
None.

**II.A.6.a.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

SLOCCCD established and implements consistent processes to inform students of transfer policies, facilitate transfer, and to develop and maintain articulation agreements.

The catalog includes information about transfer-of-credit policies, including transferability of associate degrees specifically to the University of California and California State University systems. The catalog also details the general education requirements and the Intersegmental General Education Transfer Curriculum for these university systems. (II.A.150) The district’s course numbering system designates the transfer status of each course in that 100-level courses are only applicable to associate degree requirements while only 200-level courses will transfer to the University of California and California State University systems.

In addition to the catalog, SLOCCCD provides students with information about transfer policies in the following ways.

- Online and in-person orientations include information about the course numbering system and how to determine which courses are associate degree applicable, transferrable to University of California and California State University, or remedial. (II.A.172)

- During in-person orientations students learn to build their schedules and use Class Finder, which shows prerequisite requirements and course transferability. (II.A.156, II.A.159)

- Counselors write semester-by-semester Student Educational Plans to help students understand the course requirements and timeline needed to meet their educational goals. (II.A.173)
• During transfer planning sessions, counselors discuss general education patterns for CSUs and UCs and encourage students to refer to the online database (assist.org), which contains transfer information.

• Current general education patterns and associate degree requirements are provided to students during appointments or at the walk-up and wait desks.

• Counselors answer transfer questions on the online Q & A site, which includes opportunities for live chats. (II.A.174, II.A.175)

The district awards credit to students for courses taken at other regionally accredited colleges or universities. Official transcripts from all other institutions must be submitted to the Records Office prior to enrollment or at the time that the student applies for an associate degree. Lower division coursework from regionally-accredited colleges and universities will be evaluated and may be accepted to meet district certificate requirements, degree requirements, and requirements for transfer certification. Transcripts are evaluated based on the American Association of Collegiate Registrars and Admissions Officers guidelines for regionally-accredited post-secondary institutions. Articulation of courses from other institutions are researched using a variety of sources such as College Source or the Articulation System Stimulating Inter-institutional Student Transfer website (assist.org) to determine if those courses are appropriately comparable to the required district course.

If an articulation agreement for an outside course is not available, district staff may request additional information, including course outlines of records, student learning outcomes, and syllabi, and may seek help from discipline faculty to determine if the course should indeed articulate with a course offered by the district. When there is a question about the applicability of an outside course to an associate degree, district staff may initiate a waiver/substitution process, which requires verification of course comparability from a faculty member, department chair, and dean. (II.A.176)

The district plans to implement Degree Works in 2015, a software package which will allow for up-front evaluation of coursework that students complete at other institutions to ensure that appropriate transfer credit is awarded. (II.A.177)

Local high school students may receive district credit for approved technical and vocational courses through the San Luis Obispo County Tech Prep Articulation Agreement. In this process, high school students may apply for credit by examination to challenge the content and/or skill proficiency of specific courses, provided a valid Tech Prep articulation agreement is in place between the district and the student’s high school. (II.A.178, II.A.179)
To facilitate transfer for students, the district has articulation agreements with ten University of California, 23 California State University, and ten private or out-of-state university campuses, including University of LaVerne and Chapman University. (II.A.180, II.A.181) All University of California and California State University articulation agreements are available to students through the official statewide articulation site www.assist.org. The articulation officer and counselors review the information provided on this website to ensure the district’s articulation agreements are accurate. In addition, the district developed 21 associate degrees for transfer. (II.A.130) Students who complete one of the new transfer degrees will be guaranteed admission to the California State University.

Self Evaluation
SLOCCCD meets this standard because it makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty; it ensures that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses, and it develops articulation agreements as appropriate to its mission.

The district facilitates students’ transfer to four-year colleges and universities by providing transfer information in the catalog, with in-person and online orientation sessions, and in appointments with counselors. Counselors are available online and in-person to help students plan for and meet their educational goals. Counselors regularly communicate with students about which courses can transfer in to and out of Cuesta College.

The district accepts credit earned at other institutions to fulfill local requirements after reviewing student transcripts, course outlines, or syllabi from those institutions.

SLOCCCD facilitates the transfer of its students to other institutions by maintaining articulation agreements with its primary transfer institutions. In addition, the district has developed 21 associate degrees for transfer to aid students in transferring to California State Universities.

Actionable Improvement Plan
The vice president of Student Services and Campus Centers will ensure the implementation of the Degree Works software according to the SLOCCCD Strategic Plan 2014-2017 to aid in students earning transfer degrees.
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

SLOCCCD established and implements a process for ensuring that enrolled students may complete their education in a timely manner whenever programs are eliminated or program requirements are significantly changed.

Following guidelines from the Academic Senate, the district developed and approved Administrative Procedure 4021 in 2010. (II.A.182) This procedure establishes criteria for decisions regarding the revitalization, suspension, and/or discontinuance of programs. The procedure identifies how the district initiates the process of program changes or elimination, how the need for change or elimination is to be analyzed, and how the final recommendation to the superintendent/president is made. Administrative Procedure 4021 includes the requirement that the district advise students on how to complete the educational requirements of eliminated programs and provides ways for them to complete such programs.

Faculty may submit proposals to make major changes in programs outside of Administrative Procedure 4021 (Program Revitalization, Suspension, and/or Discontinuance) using the district’s curriculum approval process. The process includes divisional and departmental consultation followed by review and approval from the division’s curriculum representative, the division chair, the dean, the articulation officer, the Curriculum Committee chair and curriculum resource specialist, the vice president of Academic Affairs, the Curriculum Committee, and the board of trustees. The process also requires consultation with faculty in other programs on campus that are affected by the change. Once approved, the curriculum resource specialist enters the information into the California Community Colleges Chancellor’s Office GoverNET program to submit the change for state review and approval. Once the district obtains approval from the state, the catalog is updated with the new program information. In these instances, faculty experts in these programs and counselors are responsible for advising students who are currently enrolled in these programs about the changes. (II.A.5)

Self Evaluation

SLOCCCD meets this standard because it has developed and implements procedures ensuring that enrolled students may complete their education in a timely manner whenever programs are eliminated or program requirements are significantly changed.

Administrative Procedure 4021 outlines the processes to be followed when programs are eliminated. This process was implemented in January 2013 when the district eliminated or
suspended six instructional programs. The district developed and distributed a teach out plan for students to be able to complete the Viticulture, Fashion Merchandising, Interior Design, Hospitality, Real Estate, and Culinary Arts programs. The plan identified the specific courses in each program, an estimate of the number of students eligible for teaching out, and the timeline for teaching out the remaining students in the plan. Counselors worked directly with impacted students to help them plan accordingly. The teach-out information was posted on the department web pages, announcements were made in courses likely to include students enrolled in the eliminated programs, affected students were contacted via email, and deans visited these courses to inform students of the impending changes. (II.A.183)

Actionable Improvement Plan
None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
The SLOCCCD represents itself in a variety of print and electronic formats and has established processes to ensure that the information is accurate and consistent.

The district maintains a website to provide consistent information about the district’s programs and services to the public as well as for facilitating communication internally across the district. Each department has a web page to communicate with internal and external audiences. In 2012, the www.cuesta.edu website was redesigned to provide improved access to publications and information and to create uniform standards for the district’s online presence using input from focus groups both internally and externally. (II.A.184, II.A.185) The Marketing and Communications and Computer Services departments work with other offices on campus and their designated content providers to ensure that information on the website is accurate and comprehensive.

Students, faculty, and staff can access the myCuesta web portal for accurate and up-to-date information, including district-wide announcements, links to important information, and logins to portals. All students and employees are given a login to myCuesta as well as an email address when they register or start working at the district. (II.A.186)

The Cuesta College catalog is updated annually to ensure that current information about degree requirements, transfer policies, and instructional programs is available. The annual update process
is coordinated through the office of Academic Affairs, and members of the President’s Cabinet are assigned designated sections of the catalog and revisions are forwarded to the office of Academic Affairs for updating. (II.A.148, II.A.187) The catalog includes the district’s mission statement and a comprehensive description of programs and services for students. (II.A.188)

Students and prospective students can access a dynamically updated listing of courses in Class Finder via links on the website. (II.A.189) The district’s schedule of classes is extracted and published to the website by Marketing and Communications each semester for constituents needing a printable format. (II.A.190)

The website is also updated as needed with district accountability information such as the Student Success Scorecard, Gainful Employment and institutional data and reports. The Institutional Research and Assessment director oversees the Institutional Research Office which provides regular and reliable institutional data and data analysis in support of the college mission and student learning. (II.A.19)

The Advancement/Foundation executive director oversees the Marketing and Communications Department and is responsible for the integrity of public communications to reach relationship-building and fundraising objectives to support the district’s mission. The department is also responsible for the Cuesta College News magazine, advertising, media relations (press releases and press conferences), and institutional social media. (II.A.191)

Policies and procedures related to electronic media are reviewed through the Web Committee, a shared governance committee. As part of its initiatives, the Web Committee reviews institutional policies, procedures, and publications to assure integrity in the web representations about its mission, programs, and services. (II.A.192)

Self Evaluation
SLOCCCD meets this standard because the district has policies and procedures to ensure that its public communications are clear, accurate, and consistent. The website was designed with the intent of making it easy for students, parents, and the community to find reliable information. The catalog and class schedule are updated on a routine basis and are online and available in print. The Marketing and Communications Department works with other offices on campus to produce materials and messages that are consistent and accurate with the district’s mission, programs and services.

Actionable Improvement Plan
None.
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
SLOCCCD assures the integrity of the teaching-learning process and promotes the ethical behavior of its staff and students by publishing board-approved policies regarding academic freedom, academic honesty, and codes of ethics. The district’s commitment to the free pursuit and dissemination of knowledge is formalized in the documents listed below.

- Board Policy 1565 (Unlawful Discrimination) includes an academic freedom policy. (II.A.193, II.A.194)
- Board Policy 3095 (Tenure for Academic Personnel) includes a Faculty’s Statement of Ethics. (II.A.195)
- Board Administrative Procedure 5500 describes the expectations for student conduct. (II.A.196)
- Board Policy 2715 defines a code of ethics for board members. (II.A.197)
- Board Policy 3050 defines a code of ethics for members of the district. (II.A.198)

The district does not seek to encourage specific institutional beliefs or world views.

Self Evaluation
The district meets this standard because it established and maintains board policies regarding academic freedom, student conduct, and ethical behavior.

Actionable Improvement Plan
None.
II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
SLOCCCD has implemented policies that demonstrate the obligation of faculty to distinguish between personal conviction and professionally accepted views in a discipline. The district’s commitment to academic freedom as a means to maintain the integrity of the teaching and learning process is formalized in the documents listed below.

- Board Policy 1565 (Unlawful Discrimination) includes an academic freedom policy which affirms the district’s “commitment to academic freedom” and recognizes that “that an essential function of education is a probing of opinions and an exploration of ideas that may cause some students discomfort.” The policy states that “academic freedom insures the faculty’s right to teach and the student’s right to learn.” The academic freedom policy is also published in the catalog. (II.A.193, II.A.194)

- Board Policy 3095 (Tenure for Academic Personnel) includes a Faculty’s Statement of Ethics and Criteria for Tenure that describes the obligations of faculty to model honest academic conduct and to teach students to appreciate different perspectives. (II.A.195)

- Cuesta College Federation of Teachers Collective Bargaining Agreement (Article 3) states that faculty have the obligation to teach the content of the course outline of record and to do so in an accurate and respectful manner. The agreement also describes the academic freedom of faculty to select instructional materials and to examine or support unpopular or controversial ideas and activities that are appropriate and relevant to the course. (II.A.199)

As outlined in the Cuesta College Federation of Teachers Collective Bargaining Agreement, the faculty evaluation process includes components related to these principles. Specifically, evaluators must indicate whether the faculty member “teaches students to appreciate different perspective on issues and problem solving methods,” and “uses challenging ideas and fosters critical thinking.” (II.A.88) The faculty evaluation process includes assessment of whether each instructor adheres to the course outline of record. In addition, students rate an instructor on whether he/she “treats students respectfully, and responds appropriately to students concerns, questions and/or behavior.” (II.A.87)

Self Evaluation
SLOCCCD meets this standard because it maintains written policies and regular evaluation practices to ensure that faculty maintain an objective separation between personal conviction and
professionally accepted views in a discipline and that they present data and information fairly and objectively.

**Actionable Improvement Plan**
None.

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

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**Descriptive Summary**

SLOCCCD has established and implements a policy that includes clear expectations for student academic honesty and the consequences for dishonesty.

Board Policy 5500 (Student Code of Conduct) conveys the district’s expectations concerning student behavior, academic honesty and the consequences of undesirable behavior. ([II.A.196](#))

Examples of academic dishonesty include:

- Copying from another student’s exam
- Giving answers during a test to another student
- Using notes or electronic devices during an exam when prohibited
- Taking a test for someone else
- Submitting another student’s work as your own

The consequence for violating any of the provisions in the student code of conduct constitutes just cause for discipline “including but not limited to removal, suspension or expulsion of a student.” Expectations and consequences related to student behavior and the process for appealing disciplinary actions are published in the college catalog. ([II.A.200](#))

**Self Evaluation**
The district meets this standard because it has established and published clear expectations concerning student academic honesty and consequences for dishonesty.

**Actionable Improvement Plan**
None.
II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

**Descriptive Summary**

SLOCCCD has board policies relating to ethical behavior of its students, staff, and trustees of its governing board. The district is committed to an institutional code of ethics documented in Board Policy 3050 that declares “the commitment of faculty, staff, and students to ethical conduct that recognizes the value and dignity of each individual informs the mission, vision, and values of the San Luis Obispo County Community College District.” (II.A.198) Board Policy 2715 defines a code of ethics for board members and states the expectation of trustees to “maintain high standards of ethical conduct.” (II.A.197)

The student code of conduct relating to student behavior and academic honesty, detailed in the response to Standard II.A.7.b., is codified in Administrative Procedure 5500 and is made available to students via the college catalog (II.A.196, II.A.200)

As an open-access public institution, SLOCCCD does not seek to instill specific beliefs or world views.

**Self Evaluation**

The district meets this standard because it has established specific codes of ethical conduct that are published on the district website and in the college catalog.

**Actionable Improvement Plan**

None.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard is not applicable to SLOCCCD because the district does not offer curricula in foreign locations.
II.A.1 Evidence

II.A.1 SLOCCCD Mission Statement
II.A.3 New Program Approval Process Form A 2014
II.A.4 College Council Minutes, February 11, 2014, Aviation
II.A.5 Curriculum Handbook on SharePoint Screenshot
II.A.6 Curriculum Approval Process and Flow
II.A.7 Student Success Scorecard Cuesta College
II.A.8 Student Success Scorecard Statewide
II.A.9 Advisory Committees for Career Technical Education Programs
II.A.10 Criminal Justice Advisory Group Meeting Minutes, November 6, 2013
II.A.11 Business Partner Luncheons Standard Agenda
II.A.12 California Board of Registered Nursing NCLEX Pass Rates 2008 to 2013
II.A.14 FTES Report Spring 2013
II.A.15 Comprehensive Program Planning and Review, North County Campus, 2013-2014
II.A.16 Student Surveys Web Page
II.A.17 SLOCCCD College Status Report On Student Learning Outcomes Implementation 2012
II.A.18 2014 Institutional Assessment Plan
II.A.19 Institutional Research Website
II.A.20 SLOCCCD Incoming, Enrolled, and Graduate Data: Student Profile and Achievement Charts
II.A.21 Assessment Services Website
II.A.22 Class Finder Results for Distance Education Classes - Spring 2014
II.A.23 Distance Education Course Welcome Pages
II.A.24 Student Self-Assessment Survey for Distance Education
II.A.25 Library/Information Technology Website
II.A.26 Faculty Resources for Distance Education
II.A.27 Course or Program Assessment Summary, English Program, 2014
II.A.28 Course or Program Assessment Summary, Physics 208B, 2011
II.A.29 Diversity Requirement: Comprehensive Assessment Report 2013
II.A.30 SLOCCCD Institutional Learning Outcomes Assessment Report 2012
II.A.31 SLOCCCD Institutional Learning Outcomes Assessment Report 2013
II.A.32 Institutional Effectiveness Committee Student Learning Outcomes Assessment Review and Recommendations 2012
II.A.33  Institutional Effectiveness Committee Recommendations From Comprehensive Program Planning and Review and Institutional Learning Outcomes Assessment Results 2013

II.A.34  Institutional Effectiveness Committee Minutes, September 20, 2012

II.A.35  Academic Senate Council Minutes, March 14, 2014

II.A.36  Cabinet Minutes, May 22, 2013

II.A.37  Course or Program Assessment Summary, ESL 003 and ESL 004, 2013

II.A.38  Course or Program Assessment Summary, Art Studio Program, 2012


II.A.40  Course or Program Assessment Summary, Auto Body Technician Associate of Science Degree, 2012

II.A.41  Annual Program Planning and Review, Mathematics, 2014-2015

II.A.42  Board Policy 5101 (Course Outlines)

II.A.43  Curriculum Handbook on SharePoint, Course Outline Checklist

II.A.44  Analysis of Enrollment Data, Humanities Cluster

II.A.45  Course and Program Assessment Summary Version 3

II.A.46  SLOCCCD Integrated Planning Manual 2013

II.A.47  SLOCCCD Educational Master Plan 2011-2016 Addendum

II.A.48  SLOCCCD Strategic Plan 2012-2014

II.A.49  SLOCCCD Spring 2013 Progress Report

II.A.50  Cuesta College Class Finder Search Results Summer 2014

II.A.51  Curriculum Handbook in SharePoint, Requesting a Course Be Offered in DE Mode

II.A.52  Cuesta College Catalog, 2013-2014

II.A.53  Comprehensive Program Planning and Review, Mathematics, 2012-2013

II.A.54  Clarus Corporation Community Impressions Survey 2011

II.A.55  Cuesta College Student Learning Outcomes and Assessment Handbook

II.A.56  Student Learning Outcomes in CurricUNET Sample ENGL 201B Screenshot

II.A.57  Program Planning and Review on Accreditation Website

II.A.58  Program Planning and Review on Institutional Research Website

II.A.59  Distance Education Proposal in CurricUNET Screenshot

II.A.60  Institutional Learning Outcomes and General Education Outcomes in Cuesta College Catalog, 2013-2014

II.A.61  Curriculum Committee Minutes, October 5, 2007

II.A.62  Curriculum Committee Minutes, May 2, 2008

II.A.63  Course and Program Assessment Summary Sample, ACSK 005, 2012

II.A.64  Student Learning Outcomes and Assessment Committee Minutes, March 20, 2013

II.A.65  Recommendations to Cabinet in Response to Institutional Effectiveness Committee Comprehensive Program Planning and Review Student Learning Outcomes and Assessment Review of Fall 2012
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<td>Planning and Budget Committee Minutes, February 4, 2014</td>
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<td>II.A.68</td>
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“It’s really a lot of work to get the paint on the walls,” says Jon Ellery, blending in a transition between April Bomin’s landscape and microscopic bacteria.
II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

SLOCCD recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

“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 certificate 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.” (II.B.1)

The district recruits and admits students from diverse backgrounds. The Institutional Research Office report, Student Characteristics and Enrollment Trends 2009-2013, reflects that on a district level 51% of credit students are female, 59% are white and 29% are Hispanic/Latino, the mean age is 25, and 47% declare an educational goal that includes transfer. Student demographics vary by instructional site and mode of delivery. The highest female enrollment is in distance education at 62%, the highest rate of participation by Hispanic/Latino students is at the district centers with 40% on the North County campus and 42% at the South County Center, the mean age increases to 27 for students at the North County campus, and transfer intent drops to 30% for students attending the South County Center. (II.B.2)

Student recruitment is conducted across the district through marketing efforts, high school outreach teams, financial aid community and high school workshops, special events such as the Edúcate Conference, College Night, and annual Counselor’s Conference, as well as department programs such as choral competitions and athletic workshops. (II.B.3)
Consistent with state regulations and board policy, the district admits students 18 or older, or anyone younger than 18 who has graduated from high school, passed the California High School Proficiency Examination, or is a high school student who meets enrichment qualifications. High school staff assess whether an enrichment student would benefit. (II.B.4) International students and allied health program students have additional admission requirements that help assess whether they will benefit. Prospective students can find admission requirements in the “Get Started” area of the district website and “Steps to Student Success” pages in the catalog.

Students’ ability to benefit from programs is determined through: admission criteria, multiple measures assessment, and special program evaluation through programs such as Disabled Students Programs and Services. Multiple measures assessment includes the Accuplacer English and mathematics placement exam, English as a Second Language assessment, high school and non-native college level transcript review, and academic counseling in conjunction with building a student education plan.

The district’s commitment to ensuring entering students get a strong academic start is exemplified in the “Getting Started at Cuesta College” handout available to prospective students on campus, at outreach events, and from local high school counselors. (II.B.5) The eight steps featured in the handout are also promoted in the “Get Started” area of the district website and “Steps to Student Success” pages in the catalog. The steps are: 1) Apply for Admission, 2) Financial Aid, 3) Submit transcripts, 4) Assessment, 5) Pre-requisites/Co-requisites, 6) Orientation/Counseling, 7) Registration, 8) Pay fees. (II.B.6)

SLOCCCD was fortunate to receive a private gift endowment that led to the creation of the Cuesta Promise, beginning with fall 2014 local incoming high school students. Requirements for participation exemplify the district’s concern for student access, learning and success. Students who qualify, will have their first semester fees paid beginning fall 2014. To qualify for the Cuesta Promise, students must complete a scholarship application, a Free Application for Federal Student Aid, participate in assessment, online orientation, and complete a first semester student educational plan. (II.B.7)

New students are provided an online orientation, in-person group orientations provided by the Counseling Department, and special program orientations. These orientation sessions deliver critical new student information and link students to special population programs that provide ongoing support and referral. (II.B.8, II.B.9, II.B.10, II.B.11, II.B.12)

Descriptions of available student services are provided in multiple modes to inform students and encourage self-assessment of needs and self-referral to services. When students initially complete the OpenCCCApply application they can request student services information. Those who indicate
interest are sent an email about the services available through the selected department, location and service hours. The online orientation which is completed by all incoming freshman also notes student services information. The catalog includes a student services section and full program details are posted on the district website. (II.B.13)

As a means to increase access to higher education, the district has offered distance education courses for more than 15 years, while continuing to build instructional and student support services for distance education students. The district has attempted to meet student needs and demands by offering student support services with online dimensions in the following areas: enrollment services, orientation, tutoring, student services program information and instructional programs, counseling, and services.

Student Services programs are designed for students who enter the district with different challenges, abilities, interests and levels of preparedness. Programs include, but are not limited to the following:

- CalWORKs
- Cuesta Promise
- Cooperative Agencies and Resources for Education
- Disabled Student Programs and Services
- Extended Opportunity Program and Services
- English as a Second Language Services
- Financial Aid
- Foster Youth Services
- Health Services
- International Student Services
- Re-Entry Program
- Athletic Program
- Student Life and Leadership/Associated Students of Cuesta College
- Veterans Resource Center

Students who apply for any of these specialized programs are evaluated to determine whether they qualify for and to what extent they would benefit from these student support programs.

The Student Success Centers offer critical student success services including: online and in person success-centered workshops, individual, group and online tutoring, peer-led study groups, college success directed learning labs, access to academic software, a writing center and a math lab. (II.B.14) The Student Success Centers supervisor is regularly included in vice president of Student
Services and College Centers and Library director’s distance education communications to ensure integration of services.

The Admissions and Records Office notifies students who are not making satisfactory academic progress. The director of Counseling conducts reinstatement workshops for students on academic dismissal status. The central components of dismissal workshops are: 1) the students’ self-assessment of elements that may have contributed to their status (Cuesta College Self-Design Student Success Plan); 2) agreement to the conditions outlined in the dismissal workshop contract (Cuesta College Contract for Probationary Reinstatement); and 3) completion of the student learning outcomes questionnaire for academic/progress dismissal students. Student support programs such as Extended Opportunity Program and Services and Financial Aid also follow up on student academic progress. (II.B.15)

Data related to student access, progress, and success are shared and assessed in identifying institutional challenges, which then shape Institutional Goals and Institutional Objectives.

Student Services has been deeply involved in the work toward achieving Institutional Objectives defined in the SLOCCCD strategic plans. (II.B.16, II.B.17, II.B.18)

- Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared.
- Institutional Objective 1.2: Increase the percentage of degree or certificate directed students who complete degrees.
- Institutional Objective 1.3: Increase the successful completions in distance education courses by 2% annually.
- Institutional Objective 1.4: Increase English as a second language credit course success and improvement rates by 2% annually.
- Institutional Objective 1.5: Increase basic skills course success and improvement rates by 2% annually.
- Institutional Objective 1.6: Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2%.
- Institutional Objective 2.1: Increase the capture rate of the local 24-40 age cohort by 2% annually.
- Institutional Objective 2.2: Increase the local high school capture rate by 2% annually.
- Institutional Objective 5.2: Strengthen partnerships with regional universities to improve student transfer rates.

Student support services contribute to the achievement of student learning outcomes and evaluation results are used to improve services. Student Services staff analyze institutional data
and plans to develop program student learning outcomes, which are then referenced in the Annual Program Planning Worksheet. The student learning outcomes support Institutional Goals and Objectives outlined in district plans. (II.B.19)

Self Evaluation
SLOCCCD meets this standard because the district guides students toward their educational goals while helping them achieve success as identified in the district’s mission statement. (II.B.1) The district recruits and admits diverse students as evidenced by student demographic data, the varied approaches to student recruitment, and by the documented admissions processes. (II.B.2, II.B.3) Student support services address the needs of students as identified through multiple means such as assessment scores, academic placement, special program eligibility, and student survey data and as identified during counseling interactions associated with defining a student education plan. Student Services employees regularly engage in dialogue about institutional metrics through engagement in the implementation of the institutional strategic plan and on a department level with the regular assessment of student learning outcomes as associated with the institutional program review cycle. (II.B.16) Student outcomes are posted annually on the district website. (II.B.19)

The district administered the Survey of Entering Student Engagement in 2012. This assessment identifies six benchmarks of effective practice with entering students. One is making early connections, such as making students feel welcome and providing adequate information. The district score for early connections was 45 compared to 48 for other Western Association of Schools and Colleges. These data constitute one component of the institutional data that will be reviewed by Student Services programs during the program review processes in the coming year.

Actionable Improvement Plan
None.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary
SLOCCCD assures the quality of student support services and ensures that these services, regardless of location or means of delivery, support student learning and enhance achievement of the district’s mission.
The quality of student support services is assessed through the ongoing cycle of program planning and review. Each area identifies and assesses student learning outcomes as part of the integrated planning process and based on those results identifies areas for improvement.

The Student Services Cluster participates in the annual Institutional Program Planning and Review process of developing outcomes, assessments, and program improvements. Student Services’ program planning and review process delineates a clear link between program planning and review, and the budget allocation process. The program planning and review process requires each program to document how it supports the district mission, ensuring that all programs address and meet the mission of the institution and uphold its integrity. This process also requires each program to develop and assess student learning outcomes, leading to plans for improvement and funding requests if additional funds are needed to implement the improvement plans. (II.B.20, II.B.19)

Every fifth year, individual Student Services programs complete a Comprehensive Program Planning and Review. The program review process involves the internal stakeholders to assess, discuss, and identify needed changes. Faculty and classified staff engage in dialogue during department meetings and retreats focused on the development and assessment of student learning outcomes. (II.B.21, II.B.22, II.B.23, II.B.24)

SLOCCCD offers courses in three delivery modes: face-to-face, online, and hybrid. Courses are offered in the wide range of disciplines that is expected of a comprehensive community college. Courses are offered on a varied schedule: full-semester and accelerated during the day, evening, weekend and summer. Courses are offered at three locations within its geographic boundaries: San Luis Obispo campus, the North County campus, and the South County Center. The delivery modes, locations, and teaching methodologies are varied so that the district may meet its mission of serving students with diverse backgrounds and educational needs. (II.B.25) To ensure that students in these academic programs have equitable support services across the district, regardless of instructional site or means of delivery, Student Services departments compare the services offered at the district’s three locations, varied schedules, and modes of delivery instruction. For more details on this point, refer to the response to Standard II.B.3.a. in this Institutional Self Evaluation Report.

The quality of support services is further assured through meeting categorical program mandates as documented in reports to the Chancellor’s Office including Extended Opportunity Program and Services/Cooperative Agencies and Resources for Education, CalWORKS, Disabled Students Programs and Services, and by the annual fiscal audit conducted by the district that includes Financial Aid (state and federal funds). (II.B.26, II.B.27, II.B.28)
Self Evaluation

SLOCCCD meets this standard because it assures the quality of student support services through ongoing program review which includes ensuring that these services support student learning and enhance achievement of the district’s mission, regardless of location or means of delivery.

Attention to student learning outcomes is an element of regular institutional planning and the subject of dialogue for student support services.

The vice president of Student Services conducts trainings and workshops to further evaluate and refine student learning outcomes for Student Services and college centers. Recent examples are the spring 2013 and fall 2013 joint workshops conducted with Administrative Services. Leaders in both Student Services and Administrative Services presented one student learning outcome per department, with an emphasis on an improvement made as a result of student learning outcome assessment. Attendees discussed each presentation. The faculty Student Learning Outcomes Assessment co-coordinator presented feedback for each presentation and later provided a written critique. (II.B.21, II.B.22, II.B.23, II.B.24)

The district provides equitable student support services for online and on-campus programs as well as at each of its three locations as evidenced by the chart of support services in II.B.3.a.

Actionable Improvement Plan

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   - Official Name, Address(es), Telephone Number(s), and Website
   - Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members
b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or Publications Where Other Policies May Be Found

Descriptive Summary
SLOCCCD annually updates its catalog, a document that is available in print and online and includes a comprehensive list of current and accurate information concerning all items identified in this standard. (II.B.29)

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<tr>
<td>Names and Degrees of Administrators and Faculty</td>
<td>Catalog page 300</td>
</tr>
<tr>
<td>Names of Governing Board Members</td>
<td>Catalog page 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Catalog page 13</td>
</tr>
<tr>
<td>Student Fees and Other Financial Obligations</td>
<td>Catalog page 22</td>
</tr>
<tr>
<td>Degree, Certificates, Graduation, and Transfer</td>
<td>Catalog page 59</td>
</tr>
</tbody>
</table>
The Academic Affairs curriculum specialist administers and maintains a catalog development timeline and catalog assignments to update the catalog annually. Each department/division has a responsible administrator assigned to review and update the section(s) based on the department/program they manage and to assure that the catalog information is accurate and current for their section. Changes to policies are updated in the online version of the catalog periodically throughout the year. (II.B.30, II.B.31)

The catalog is available to enrolled students, prospective students and the public on the district website, as a hard copy reference document in the district libraries and for purchase at the bookstores. Archived catalogs dating back to 2004-2005 are also available on the district website. (II.B.29)

**Self Evaluation**

SLOCCCD meets this standard because it provides a catalog with precise, accurate, and current information including all of the specific items cited in this standard.

The catalog is published annually both online and in print. Processes are in place to assure institutional attention is given to the precision, accuracy and currency of the information included in the catalog. For easy reference, the catalog is divided into five sections: general information, admissions, student services, policies, programs, and courses. Print copies of the catalogs are available as hard copy reference documents in the district’s libraries and counseling offices and may be purchased at the bookstores. Catalog archives are stored in the libraries and are available online from academic year 2004-2005 to the present.

As part of the cycle of continuous quality improvement, in February 2013, the President’s Cabinet reviewed other community college catalog models and implemented changes. The catalog’s organization was improved by adding headings and a more comprehensive table of contents. Information about course, program and degree offerings was expanded so each degree or
certificate includes not only requirements, but also a program description and information about transfer preparation, career opportunities, gainful employment, and financial aid. (II.B.32, II.B.33)

Actionable Improvement Plan
None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
SLOCCCD conducts research to identify students’ learning needs and provides appropriate services and programs to address those needs.

Student needs are assessed through data analysis associated with long-term planning, the annual cycle of program planning and review, and the assessment of individual student needs.

One source of information about students’ learning support needs is the data generated and analyzed for long-term plans, such as the educational master plan. In this process the district analyzes its effectiveness in meeting its mission and studies projected population changes to identify current and anticipated challenges. This analysis drives the development of Institutional Goals in the educational master plan, which in turn, are used to develop Institutional Objectives in the strategic plan. (II.B.34, II.B.35)

The Institutional Objectives identified in the SLOCCD Strategic Plan 2014-2017 are based on identified challenges and identified student needs.

- Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared by 2%.
- Institutional Objective 1.2: Increase the percentage of degree or certificate directed students who complete degrees by 2%.
- Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually.
- Institutional Objective 1.4: Increase English as a second language credit course success and improvement rates by 2%.
- Institutional Objective 1.5: Increase basic skills course success and improvement rates by 2%.
• Institutional Objective 1.6: Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.

The district’s program review, called Institutional Program Planning and Review, calls for all units within the district (instructional, student services, and administrative) to complete a program review annually. This process includes each department identifying how their programs support the achievement of Institutional Goals and Institutional Objectives as well as an analysis of department-specific data to identify issues, including student needs.

(II.B.35, II.B.20)

As part of the process, Student Services departments frequently rely on surveys in order to identify student needs. Recent examples of such surveys include the following:

• Financial Aid Survey 2009 (II.B.36)
• Edúcate-Si Se Puede (Latino High School Students) Survey 2013 (II.B.37)
• North County Student Survey 2013 (II.B.38)
• Student Support Services Survey for 20-40 Cohort 2012 (II.B.39)
• Survey of Entering Student Engagement 2012 (II.B.40)
• American College Health Association National College Health Assessment II 2013 (II.B.41)

Student Services programs develop student learning outcomes that align with institutional plans and analysis of survey results and other program-specific data indicating student needs.

(II.B.42, II.B.43)

Student Services programs complete the Annual Program Planning Worksheet document annually, which includes results of student learning outcomes and measurements, funding requests for the district resource allocation process, and evaluation of program data and assessment of the needs of that area. (II.B.20)

A third facet of identifying students’ needs is the assessment of individual students during academic counseling sessions in conjunction with building a student education plan. Students who seek student support services are assessed to determine whether they qualify for the programs and whether the programs will meet their needs, such as Disabled Student Programs and Services, Extended Opportunity Program and Services, CalWORKs, Student Health Services, and Veterans Services.
Self Evaluation

SLOCCCD meets this standard because it conducts research to identify students’ learning support needs and provides appropriate services and programs to address those needs.

The district assesses students’ learning support through three processes: data analysis associated with long-term planning and program planning and review as well as the assessment of individual student needs. The identification of student needs at the institutional level is used to develop Institutional Goals and Institutional Objectives, which then guide program planning and resource allocation across the district. (II.B.17, II.B.20)

Assessment of departmental data through Institutional Program Planning and Review leads to the development of unit-level plans for program improvement. The following are several specific examples of how this assessment and planning cycle has resulted in programmatic improvements.

- The Financial Aid Survey 2009 indicated that students wanted to have more workshops with scholarship and financial aid information. As a result, the Financial Aid Office now hosts two workshops in the fall and two in the spring and has pursued additional strategies for relaying financial aid information including providing links to informational videos from the Financial Aid website, setting up a financial aid information table at various district sites throughout the year and the installation of a large screen with continual financial aid information in the Financial Aid waiting area on the San Luis Obispo campus and the Café on the North County campus. (II.B.44)

- An Admissions and Records survey in 2013 of 24- to 40-year-old students led to Student Services extending hours to include evenings two days per week on the San Luis Obispo campus. Evening hours have been offered historically at both the North and South County locations. (II.B.45)

- Student survey results in conjunction with event assessment led to the institutionalization of the popular Edúcate Si Se Puede Conference presented by Latina Leadership Network members. The 2013 event included information sessions for 250 Latino/Latina high school students and supported Institutional Objective 2.2b outlined in the SLOCCCD Strategic Plan 2012-2014. (II.B.19, II.B.46, II.B.17)

- Since fall 1999, the Counseling Department has collected survey results on more than 5,000 academic and progress dismissal students. For the past 14 years, procrastination has been the top self-selected reason for lack of success. Lack of good study habits, excessive work hours, personal problems, and lack of counselor and/or instructor contact also consistently rank in the top five reasons for lack of success. Counseling faculty and Academic Skills
instructors jointly present faculty professional development workshops where these survey results are shared along with successful student teaching techniques. Additionally, the Counseling Department updated the Counseling website to include student success and non-success characteristics and added a “why students procrastinate”. (II.B.47)

- Health Services used student responses on 2005, 2008 and 2013 American College Health Association National College Health Assessment surveys to identify the most common health and behavior risks affecting students’ academic performance. (II.B.42, II.B.19) In response to the survey findings, Health Services provides workshops, classroom presentations, and health education and mental health materials to target student identified risk factors affecting their academic performance.

**Actionable Improvement Plan**

None.

*II.B.3.a. The institution assu** "er equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method."

**Descriptive Summary**

SLOCCCD provides students with appropriate, comprehensive, and reliable services on the campus in San Luis Obispo, the North County campus in Paso Robles, the South County Center in Arroyo Grande and online. Care is taken to ensure needs are met whether students are just out of high school or in a specialized population such as veterans or students with disabilities.

The following tables list the delivery locations, (San Luis Obispo, North County campus, South County Center, and online) a description of comparable services provided, and the method of needs assessment and evaluation of services. (Y=Yes, L=limited, N=No)
### Admissions and Records

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>SC/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/C/Y</td>
<td>D/E/Y</td>
<td>• Bilingual online admission application ([II.B.48])&lt;br&gt;• Forms available online and can be submitted by email, mail, fax, or in-person ([II.B.49])&lt;br&gt;• Bilingual A&amp;R staff at all sites&lt;br&gt;• A&amp;R information available 24/7 to students on myCuesta ([II.B.50])&lt;br&gt;• Extended evening hours at all sites – later hours for evening students in South County and North County ([II.B.45])&lt;br&gt;• Online catalog and Schedule of Classes ([II.B.51])&lt;br&gt;• Enrollment priorities aligned with state education codes and local board policies to ensure access to special populations ([II.B.52, II.B.53])&lt;br&gt;• Online “Waitlist” for courses 2012 ([II.B.54])</td>
<td>• Admissions and Records Comprehensive Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement ([II.B.55, II.B.56])</td>
</tr>
</tbody>
</table>

### Financial Aid

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>SC/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/C/Y</td>
<td>D/E/Y</td>
<td>• Financial Aid staff on all sites ([II.B.57])&lt;br&gt;• Extensive online resources ([II.B.58])&lt;br&gt;• Office conducts business via phone and emails, as well as office visits&lt;br&gt;• Outreach to students and prospective students including bilingual workshops ([II.B.57])&lt;br&gt;• Immediate access to personalized financial aid information via myCuesta including notice of missing documents and updates on award status ([II.B.50])&lt;br&gt;• Financial Aid TV via department website offers educational videos in Spanish and English 24/7 ([II.B.44])&lt;br&gt;• Facebook used to publicize events</td>
<td>• Financial Aid annual Institutional Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement ([II.B.57])</td>
</tr>
</tbody>
</table>
### Health Services

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: This is a fee supported service. Students on the San Luis Obispo campus and the North County campus are charged Student Health fees and are provided with walk-in basic primary care services and mental health counseling. First aid, STI and HIV testing in San Luis Obispo and North County. (Fee not collected for Distance Education, South County or off-campus courses)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Extensive listing of community online resources available to all students including South County and Distance Education students (II.B.59)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Health Services annual Institutional Program Planning and Review including program outcomes, assessment and improvement. Statistics compiled yearly from the Student Health Center Uniform Statistics Reporting Form. (II.B.60)</td>
<td></td>
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<tr>
<td>Health Services End of Year Report (II.B.61)</td>
<td></td>
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</tbody>
</table>

### Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff regularly assigned to San Luis Obispo and North County sites (II.B.62)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Counseling provided by academic counselors funded by EOPS</td>
<td></td>
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</tr>
<tr>
<td>Counseling and EOPS information provided in South County by the same individual who provides EOPS counseling and related services in SLO – district funded service</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Services and appointments are available at South County Center by request</td>
<td></td>
<td></td>
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<tr>
<td>Student Services site assistant in South County cross-trained in EOPS/CARE eligibility for referrals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Academic monitoring of participants: Progress Reports regardless of site (II.B.63)</td>
<td></td>
<td></td>
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<tr>
<td>Specialized mandatory orientation for program participants (II.B.64)</td>
<td></td>
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<tr>
<td>Retention Workshops for EOPS at-risk students (II.B.65)</td>
<td></td>
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</tr>
<tr>
<td>Book vouchers and access to a lending library (II.B.66)</td>
<td></td>
<td></td>
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<tr>
<td>Student lounge study area, computer and printer access, and access to food pantry (II.B.67)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Emergency resources such as transportation vouchers, school supplies, and seasonal giveaways (II.B.68)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EOPS/CARE Comprehensive Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement (II.B.69)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Student Learning Outcomes Survey (II.B.70)</td>
<td></td>
<td></td>
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<tr>
<td>EOPS/CARE reports for the Chancellor’s Office (II.B.28)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### English as a Second Language Outreach

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>ESL Outreach on all sites ([II.B.71])</td>
<td>• Enrollment data by site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New student orientations, assistance with CCCApply, assistance with Financial Aid applications, advising, retention visits, and event support ([II.B.71], [II.B.72], [II.B.73])</td>
<td>• Retention data by site ([II.B.71])</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ESL program info online ([II.B.74])</td>
<td></td>
</tr>
</tbody>
</table>

### CalWORKS

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Vocational training, employment services, academic and career counseling, and supportive services for CalWORKs students ([II.B.75])</td>
<td>• CalWORKs annual Institutional Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement ([II.B.76])</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Direct services are provided at both San Luis Obispo and North County campuses. ([II.B.75])</td>
<td>• CalWORKS reports to the Chancellor’s Office ([II.B.27])</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Services for Distance Education and South County Center students can be coordinated by mail and email if coming to campus is not possible.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff visits regional San Luis Obispo County Department of Social Services offices to coordinate services to students and conduct outreach orientations for potential students.</td>
<td></td>
</tr>
</tbody>
</table>

### Counseling

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Academic and career counseling available to students on all sites by appointment or walk-in ([II.B.77])</td>
<td>• Counseling annual Institutional Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement ([II.B.81])</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phone and email appointments available to students out of the area</td>
<td>• Since implementing online orientation, have seen numbers increase from 470 students completing orientation in 2007-2008 to 5,203 students completing in 2009-2010 and 7,016 completing in 2011-2012 ([II.B.82])</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online “Chat” available to all students spring 2014, for general counseling inquiries ([II.B.78])</td>
<td>• Utilizes SARS Grid to track appointments at all sites</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Orientation available online ([II.B.79])</td>
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<td></td>
<td>Specialized outreach conducted throughout district for local high school graduates</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Robust online resources including Smart Q&amp;A ([II.B.80])</td>
<td></td>
</tr>
</tbody>
</table>
### Disabled Student Programs and Services (DSPS)

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Staff regularly assigned to North County and San Luis Obispo sites</td>
<td>• DSPS annual Institutional Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement (II.B.86)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Services and appointments are available at South County Center by request</td>
<td>• DSPS reports for the Chancellor’s Office (II.B.87)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Student Services site assistant in South County cross-trained in DSPS student eligibility and accommodation for referral purposes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Adaptive equipment, alternative formats, assessment for learning disabilities, assistive technology, classroom support, instructional support, and testing services. (II.B.83, II.B.84)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Appointments for Student Education Contacts conducted over the phone when necessary to accommodate students (II.B.85)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Website boasts extensive resources and information (II.B.83)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Distance Education students are accommodated as needed. Once students self-identify to instructor, faculty will contact DSPS about how to provide accommodations needed. DSPS staff provides technical support. (II.B.84)</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment

<table>
<thead>
<tr>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Regularly scheduled assessments on all three sites to accommodate growth at North and South regions of the county ([II.B.81])</td>
<td></td>
</tr>
<tr>
<td>- Assessments available on a walk-in basis with evening hours ([II.B.88])</td>
<td></td>
</tr>
<tr>
<td>- Increased testing during registration periods</td>
<td></td>
</tr>
<tr>
<td>- Proctoring services available ([II.B.89])</td>
<td></td>
</tr>
<tr>
<td>- DSPS accommodations available as needed ([II.B.84])</td>
<td></td>
</tr>
<tr>
<td>- Saturday testing available for local high school students on campus or at high school site ([II.B.90])</td>
<td></td>
</tr>
<tr>
<td>- Test results provided via myCuesta within one to two days regardless of assessment site ([II.B.91])</td>
<td></td>
</tr>
<tr>
<td>- Math and English assessments available online and may be proctored for students by other institutions around the world using Accuplacer ([II.B.91])</td>
<td></td>
</tr>
<tr>
<td>- Distance Education and out-of-area students can assess at any California Community College and submit results for evaluation ([II.B.81])</td>
<td></td>
</tr>
<tr>
<td>- Assessment Services is included in the Counseling Annual Program Planning Worksheets ([II.B.81])</td>
<td></td>
</tr>
</tbody>
</table>

### Student Life and Leadership

<table>
<thead>
<tr>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Associated Students of Cuesta College special events for students conducted at all sites – San Luis Obispo, North County and South County</td>
<td></td>
</tr>
<tr>
<td>- Online Associated Students of Cuesta College voting for all students ([II.B.92])</td>
<td></td>
</tr>
<tr>
<td>- A robust website including resources, housing listings, Associated Students of Cuesta College club forms and policies, club information, and department hours</td>
<td></td>
</tr>
<tr>
<td>- Facebook and Twitter accounts ([II.B.93, II.B.94, II.B.92])</td>
<td></td>
</tr>
<tr>
<td>- Associated Students of Cuesta College Senate meetings available via Polycom video conferencing to North County campus students ([II.B.93])</td>
<td></td>
</tr>
<tr>
<td>- An Associated Students of Cuesta College Picture ID office at the North County and San Luis Obispo campuses ([II.B.93])</td>
<td></td>
</tr>
<tr>
<td>- Student Life and Leadership annual Institutional Program Planning and Review including program outcomes, student learning outcomes, assessment and improvement. Annual Program Planning Review ([II.B.93])</td>
<td></td>
</tr>
<tr>
<td>- Comprehensive Program Planning and Review Five-Year Assessment Cycles ([II.B.95])</td>
<td></td>
</tr>
<tr>
<td>- Online services assessed by web analytics ([II.B.93])</td>
<td></td>
</tr>
</tbody>
</table>
### Veterans Services

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Veterans Resource Center on San Luis Obispo campus (<a href="#">II.B.96</a>)</td>
<td>• Annual Program Planning Worksheet completed within Admissions and Records (<a href="#">II.B.55</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Veterans Affairs officer holds office hours on North County campus twice per month (<a href="#">II.B.55</a>)</td>
<td>• Veteran student surveys (<a href="#">II.B.99</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Priority registration for veterans (<a href="#">II.B.53</a>)</td>
<td>• Department has established student learning outcomes that are assessed annually (<a href="#">II.B.55</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Veteran certification in person or over the phone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Extensive online resources for students and the general public via department website (<a href="#">II.B.96</a>, <a href="#">II.B.97</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Student Services site assistant in South County cross-trained in Veterans program and resource components for information and referral purposes (<a href="#">II.B.55</a>, <a href="#">II.B.98</a>)</td>
<td></td>
</tr>
</tbody>
</table>

### Bookstore

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Textbooks, textbook rentals, study guides, schools supplies, and many other items to support student academic and school spirit</td>
<td>• Bookstore Institutional Program Planning and Review including program outcomes, service outcomes, assessment and improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• A full-service website</td>
<td>• Bookstore Administrative Services Outcomes Assessment Summaries Documents (<a href="#">II.B.101</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Bookstore services available at all sites and online (<a href="#">II.B.100</a>)</td>
<td></td>
</tr>
</tbody>
</table>

### Cashier

<table>
<thead>
<tr>
<th>SLO/Y</th>
<th>NC/Y</th>
<th>SC/Y</th>
<th>DE/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Cashier services available at all three sites and online (<a href="#">II.B.102</a>)</td>
<td>• Cashier is included in Fiscal Services Institutional Program Planning and Review including program outcomes, service outcomes, assessment and improvement (<a href="#">II.B.103</a>)</td>
</tr>
</tbody>
</table>
### Public Safety

<table>
<thead>
<tr>
<th>SLO/NC/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
</table>
| SC/Y DE/n/a | • Public Safety has offices on North County and San Luis Obispo campuses. South County Center is covered by local law enforcement. ([II.B.104](#))  
• Radios available to all staff at North County and South County sites ([II.B.105](#))  
• “Panic Buttons” recently installed at North County campus ([II.B.105](#))  
• SLOCCCD Police Chief makes visits to South County Center and executive dean collaborates with local law enforcement for additional community patrol ([II.B.106](#))  
• Collaborate with Disabled Student Program and Services for students with special accommodation needs such as assistance moving around campus due to injuries such as a broken leg, etc. ([II.B.104](#))  
• Information is available by web or via Alert U for students regardless of physical location ([II.B.107](#)) | • Administrative Services Outcomes ([II.B.108](#))  
• Clery Act information ([II.B.109](#)) |

### Student Success Centers

<table>
<thead>
<tr>
<th>SLO/NC/Y</th>
<th>Services to Students</th>
<th>Method of Needs Assessment and Service Evaluation</th>
</tr>
</thead>
</table>
| SC/Y DE/n/a | • Student Success Centers on the San Luis Obispo and North County sites  
• Online and in-person success-centered workshops  
• Web links to online learning support resources available to all students  
• Individual, group, and online tutoring  
• Workshop DVDs | • Student Request Form ([II.B.110](#))  
• Student Survey, Spring 2013 ([II.B.111](#))  
• Evaluation process for all areas completed after services are received |

### Self Evaluation

SLOCCCD meets this standard because comparable serves are provided for all sites and online. As illustrated by the charts included in these pages delineating site, service description, and method of assessment/service evaluation, students are provided appropriate, comparable and reliable student support services regardless of service location or method of delivery.

Services on the San Luis Obispo and North County campus sites are primarily delivered by department representatives. Services for the South County Center are delivered by department representatives for core services including assessment, admissions, registration, counseling, financial aid, and bookstore. The two on-site employees assigned to South County are cross-trained.
to disseminate program information, provide referrals and assist in the delivery of services where applicable for Disabled Student Programs and Services, Extended Opportunity Program and Services, and Veterans Services.

All Student Services programs provide online resources and are moving forward to further develop online options.

**Actionable Improvement Plan**

None.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

---

**Descriptive Summary**

SLOCCCD provides a learning environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

The district’s learning environment is created through a collaborative process that begins with the board of trustees. The board sets the tone by affording the full range of board privileges to the student trustee as allowed under Education Code 72023.5 including making motions, casting advisory votes, receiving equal compensation, attending trustee conferences and attending closed session, except for personnel and/or collective bargaining matters. Board policies address the learning environment and assign responsibility for actions to specific components of the district’s participatory governance systems, such as the Curriculum Committee and President’s Cabinet. Board policy directs Student Services to be concerned with the “total college experience” of the student, providing students with the means “to become oriented to college life and study, to make continuous educational progress, to become socially and emotionally mature, and to become or remain physically healthy.” (II.B.92, II.B.112, II.B.113, II.B.114, II.B.115, II.B.116)

The district’s Institutional Learning Outcomes specifically prioritize “personal, academic, and professional development” and provide a set of standards by which the district’s effectiveness is measured. (II.B.117, II.B.118)

The Student Code of Conduct promotes personal responsibility and creates a positive learning environment by defining inappropriate behaviors and the potential consequences of such behaviors. (II.B.119)

Student Services departments cultivate self-reliance and responsibility within the scope of the services they offer. For example, counselors lead new student orientations that provide incoming students with strategies for academic success, including creating a first-semester student education
plan, maintaining school-life balance, and completing critical processes such as registering for classes and applying for financial aid. Some Student Services programs require that students enter into contracts to define their responsibility and carry consequences for non-compliance, such as academic probation contracts, Disabled Students Programs and Services and Extended Opportunity Program and Services mutual responsibility contracts. (II.B.8, II.B.120, II.B.9, II.B.121, II.B.122, II.B.123, II.B.124)

Student Services departments also promote the intellectual, aesthetic, and personal development of Cuesta College students. For example, The Connect@Cuesta event combines fun social activities with student-oriented information about college programs, community resources, and living away from home for the first time. The Health Center offers mental health workshops that promote personal development and healthy emotional living. The Transfer/Career Center helps students plan for their lives after Cuesta College, and offers opportunities to meet with representatives from four-year colleges and universities. (II.B.125, II.B.126, II.B.127, II.B.128)

Events such as the annual Athlete of the Year luncheon highlight the importance the district places on student personal development in the form of teamwork and good sportsmanship as well as academics. (II.B.129)

Associated Students of Cuesta College plays an active role in developing student citizens who are engaged with their community and its issues through participatory governance. Student leaders are invited to serve on all district-wide committees, such as the Associated Students vice president serves on College Council and the Associated Students president serves as student trustee. (II.B.130, II.B.131, II.B.112) Associated Students invites candidates from local political races to speak with students, thereby allowing students to participate directly in local and state political processes. (II.B.132)

Associated Students oversee 17 clubs on campus that promote civic responsibility through public service requirements and activities. Examples of clubs with a focus on civic responsibility include Alpha Gamma Sigma, Business Club, Democrats of Cuesta College, and Grassroots. (II.B.133, II.B.93)

Students provide direct input about their environment in two key ways:

- Participate in satisfaction surveys, student needs surveys, and self-reporting for student learning outcomes and (II.B.134, II.B.39, II.B.40)
- Allocate Associated Students funds. After district programs and departments submit requests for funding, student government members prioritize the requests. (II.B.93, II.B.135)
The Office of the Vice President of Student Services and College Centers includes a position, the student resolution specialist, who assists students in problem solving and complaint resolution by educating them on the policies and procedures of the district and walking them through the related processes. (II.B.136)

**Self Evaluation**

SLOCCCD meets this standard because it provides an environment that encourages the development of students’ personal and civic responsibility, as well as their intellectual, aesthetic, and personal development.

Evidence that the district provides an environment that encourages students’ personal and civic responsibility includes the following:

- The board of trustees affords the student trustee the full range of allowable board privileges.
- Academic performance of club representatives has been measured and found to exceed that of the regular student body. (II.B.137)
- When allocating funding requests, Associated Students consistently prioritize and fund student tutorial services over other funding requests, even in lean budget years, indicating their prioritization of students’ academic success.

**Actionable Improvement Plan**

None.
II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

SLOCCCD designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

The district supports student development and success through on-site and online Counseling Department services. Master’s level professionals provide a full range of personal, academic and career counseling support, such as the following.

- Counselors organize and participate in outreach activities that include program and registration information regularly disseminated to local high school counselors, College Night, Transfer Day, Cuesta College application workshops, AB-540 and Dream Act presentations, counselor visits to high school campuses, Latina Leadership Network Conferences, and partnering with instructional faculty to visit area high schools. (II.B.138, II.B.139, II.B.140)
- Counselors provide information about: academic degree and transfer requirements, course selection and prerequisites, graduation requirements, placement tests, academic probation and dismissal, study strategies, stress and anxiety management, crisis intervention, and career planning. (II.B.141, II.B.142, II.B.5, II.B.143, II.B.8, II.B.144, II.B.145, II.B.146, II.B.147)
- Counselors distribute information about articulation agreements, campus visits from university representatives, and news from CSU, UC, and out-of-state four-year institutions (II.B.148)
- Counselors offer professional development activities for other district faculty and staff biannually on topics including mental health, student success and retention, articulation, associate degrees transfer programs, and online orientation (II.B.149, II.B.126, II.B.150, II.B.151)

Each member of the counseling faculty has a specialization/assignment in one or more of the following areas: college success, articulation, athletics, at-risk students, Disabled Students Programs and Services, Extended Opportunity Program and Services, English as a Second Language students, evening-only students, high school outreach, international students, North County campus and South County Center students, mental health, Nursing and Allied Health, distance education students, reentry students, and transfer students. (II.B.152, II.B.153, II.B.154, II.B.155, II.B.156, II.B.139) Each counselor is responsible for coordinating and tailoring counseling services to align those services with the unique student needs in each assignment. (II.B.157)
The Counseling Department also schedules monthly and annual discussions. Student learning outcomes inform monthly review sessions to improve new student orientations, readmission workshops, high school outreach events, and walk-in counseling based on the results of the data collected from the various assessment devices. In annual review sessions, departmental policies, outreach, assessment/placement, and orientation strategies are modified based on the evaluation of prior year’s experiences and data gathered through formal assessment measures.

Feedback from the campus community regularly leads to improvements. For example:

- An Early Intervention Task Force evaluated student success interventions, which led to counselors making classroom presentations, promoting student success strategies (website, online orientation, new student orientation booklet), and providing ways to help students be successful in their classes. (II.B.146, II.B.149)
- Feedback from students and counselors regarding email response efficiency was used to implement a “smart Q&A system,” which makes answers to common questions readily available online. (II.B.158, II.B.159)
- Counselors, staff, and students regularly provide feedback used to improve bi-annual and quarterly special population orientations for the Psychiatric Technician program, Athletics, Nursing/Allied Health, Library/Information Technology and International Students. (II.B.120, II.B.10, II.B.160, II.B.161, II.B.123)

The Counseling Department tailors its services in response to anticipated student needs, student learning outcomes, and surveys administered to gauge the efficacy and quality of the counseling programs in enhancing student development and success. (II.B.121, II.B.162, II.B.163, II.B.81, II.B.164, II.B.122) The department evaluates student development and success feedback from instructors, program coordinators, and students to plan orientations, classroom presentations, workshops, office hours, services offered, etc. (II.B.165, II.B.166, II.B.167) Effectiveness is also measured by faculty evaluations, student learning outcomes assessments and campus-wide surveys. (II.B.121, II.B.164, II.B.122, II.B.134, II.B.39, II.B.40, II.B.168)

Counseling faculty remain current in their field through a variety of professional development opportunities offered by the college. Counselors maintain affiliation with professional associations and attend local, regional, statewide, and national conferences. (II.B.169, II.B.170, II.B.171, II.B.149, II.B.126, II.B.172, II.B.173, II.B.21, II.B.174, II.B.175) New counselors are assigned a mentor who helps them learn department processes.

Counselors maintain a current knowledge base in Student Services and district-wide issues by participating in activities including, but not limited to: Student Services quarterly meetings,
interdepartmental training seminars (FERPA, AB-540, foster youth, etc.), weekly staff meetings, workshops, and shared governance committees. Counselors provide intradepartmental trainings to maintain currency in counseling related areas such as articulation, in-person orientation techniques, myCuesta Monday process and procedures, application to CSU and UC schools, at-risk student issues, mental health counseling, emergency response training, financial aid, athletic eligibility, appeal processes, EOPS and CalWorks eligibility, etc. (II.B.169, II.B.175, II.B.170, II.B.176, II.B.177, II.B.161, II.B.159, II.B.178, II.B.151, II.B.128)

Faculty members are peer-evaluated according to the faculty bargaining agreement and the counseling director meets with faculty members and peer evaluators to discuss areas of concern and recommend action steps for improvement. Students evaluate faculty performance on an ongoing basis via surveys related to orientation, counseling, and outreach. (II.B.164, II.B.122, II.B.134, II.B.39, II.B.179, II.B.40, II.B.168)

Comparable counseling services are available to online students via:
- Phone and fax
- E-mail
- Online orientation
- Website
- myCuesta Student Portal
- myCuesta Student Portal Groups feature – Example: Re-entry group allows distance education re-entry students to have access to resources specific to their particular situation.
- Smart Q & A
- Live chat – counselors available online during specified days and times. (II.B.180, II.B.181, II.B.182, II.B.183, II.B.184, II.B.6, II.B.185, II.B.186)
### Specialized Counseling Resources Available (by Location)

<table>
<thead>
<tr>
<th>Specialty</th>
<th>San Luis Obispo</th>
<th>North County</th>
<th>South County</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>College success</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Articulation</td>
<td>S</td>
<td>G</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Athletics</td>
<td>S</td>
<td>G</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>At-risk students</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>DSPS</td>
<td>S</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>EOPS</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>ESL students</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>G</td>
</tr>
<tr>
<td>Evening-only students</td>
<td>S</td>
<td>G</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>High school outreach</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>International students</td>
<td>S</td>
<td>G</td>
<td>G</td>
<td>S</td>
</tr>
<tr>
<td>Mental health</td>
<td>S</td>
<td>S</td>
<td>G</td>
<td>O</td>
</tr>
<tr>
<td>Nursing and Allied Health Counseling students</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Online students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>S</td>
</tr>
<tr>
<td>Re-entry students</td>
<td>S</td>
<td>S</td>
<td>G</td>
<td>S</td>
</tr>
<tr>
<td>Transfer students</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Veterans</td>
<td>S</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>

S = Services provided by a counseling specialist  
G = Services provided by a counseling generalist  
O = Resources and referrals provided online

### Self Evaluation

SLOCCCD meets this standard because the district maintains counseling services on all three sites and online that support student success on many fronts. Counseling services are assessed through program review and associated student survey instruments and improvements implemented.

Counselors are actively engaged in community outreach, continually participate in professional development activities and share expertise with colleagues through multiple means such as conducting workshops, serving as academic division liaisons, and serving on district committees.

The Counseling Department regularly assesses how to improve services to students and holds weekly departmental meetings to discuss student/staff/community feedback allowing for rapid responses to changing needs. Improvements include:
• A SARS analysis report that showed that greater numbers of students arrive on Mondays. Regular interdepartmental orientation events (“myCuesta Mondays”) were created to meet student demand. *(II.B.155)*

• Enrollment Management Committee discussions that led to collaboration between counselors and teaching faculty in specific disciplines and development of flow charts for graduation and transfer requirements for certain majors. These charts will be used as counseling tools with students. *(II.B.148)*

• An annual Student Learning Outcomes Survey of orientation participants that led the Counseling Department to revise the new student orientation and the Welcome Booklet. *(II.B.81)*

**II.B.3.d.** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

---

**Descriptive Summary**

SLOCCCD offers services and programs to support a diverse student population and to help the campus community appreciate and understand that diversity.

Board Policy 7100 Commitment to Cultural Competence affirms the district’s commitment to diversity.

> “The San Luis Obispo Community College District defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees’ ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one’s understanding of people’s differences, recognizing one’s biases and seeking not to be limited by them in one’s thinking and one’s actions, and challenging institutional systems and policies that sustain inequalities. The board is committed to staff development, hiring processes and a campus environment that embody cultural competence.” *(II.B.187)*

The board of trustees also adopts an annual diversity resolution. *(II.B.188)*

The district includes a general education diversity requirement for the local associate degree. A range of courses has been designed as fulfilling this requirement, such as Health Education 208, Multicultural Health Education, and Sociology 206, Race and Ethnic Relations. The diversity requirement description states, “after successfully completing the requirement, students will be able to identify, assess, and challenge biased assumptions and behaviors of individuals and societal institutions; analyze inter-group relations within categories of identity, such as race, ethnicity,
gender, religion, sexual orientation, class, ability, nationality, or age; and examine struggles of non-dominant groups for power, justice, and access to resources. (II.B.51, II.B.189)

The Cultural Diversity and Student Equity Committee includes faculty, staff, administration, and students and leads the campus in promoting cultural competence by reviewing, developing, and recommending related programs, services and policies. (II.B.190, II.B.191)

Programs that support underrepresented and at-risk groups include Extended Opportunity Program and Services, Cooperative Agencies Resources for Education, Disabled Student Programs and Services, CalWORKs, Reentry, English as a Second Language outreach, and Assembly Bill 540 workgroup. To better serve students and the community, district staffs key front-line positions with personnel who are bilingual. (II.B.192)

In collaboration with the Committee for Cultural Diversity and Student Equity, the library maintains a list of the diversity related multimedia holdings. Faculty are notified annually of the list and encouraged to use the tools to address topics of diversity in the classroom. (II.B.193) In 2013, the district was awarded the Muslim Journeys Bookshelf, a collection of books, DVDs and an online database designed to help audiences become more familiar with cultures of Muslims globally. (II.B.194, II.B.195, II.B.196, II.B.197)

The district was awarded a two-year (2012-2014) $154,543 Mental Health Grant, “Creating Spaces, Understanding Students With Mental Health Challenges.” to pay for workshops, web-based training and resources to aid faculty and staff who serve students with mental health challenges. The extensive list of activities for students, sponsored through this effort include Winter Wellness, Suicide Prevention Week, and Mental Health Awareness Week. Staff and faculty professional development training has included online Kognito interactive training: At-Risk Students in Distress, Mental Health First Aid, Regional Strategizing Forum, Best Practices in Threat Assessment and Trauma Informed Care. (II.B.198, II.B.199, II.B.200, II.B.201, II.B.128)

The Associated Students sponsors a variety of diverse student-led clubs such as Active Minds, MEChA/LLNA, Latina Leadership Network, Cuesta Crusade, and Gay-Straight Alliance. (II.B.202)

Special programming encourages students and the community to appreciate diversity in all its forms from ethnicity to sexual orientation to ability. The following are a few examples.

- The Book of the Year program sponsored by Academic Senate encourages the campus community and the community at large to read and discuss the same book. The Book of the Year Committee links a topic to student-focused events and arranges for the author to visit
campus. Feedback is used to improve the following year’s events. Novels chosen have covered topics from immigration of Central American youth to the United States and Japanese internment camps to the foster youth system. (II.B.203)

- Dia de Los Muertos celebrations each year include informational displays, altars, film screenings, and workshops. Feedback and levels of participation are used to assess effectiveness. (II.B.204)

- In 2013, the English-as-a-Second Language faculty organized the 10th annual Poetry in Translation bilingual poetry night at the North County campus featuring bilingual poetry readings by students and faculty. (II.B.205)

- Disabled Student Program and Services has hosted a Learning Disabilities Conference 23 times since 1988 for teachers, students, parents, and community members interested in knowing more about learning disabilities. (II.B.206, II.B.207)

- The Anti-Defamation League designated the district as a “No Place for Hate”. Annual programs open to the community included a 2012 anti-bullying panel. (II.B.208, II.B.209)

Outreach efforts to increase diversity on campus include a multicultural resource guide for students to be used at outreach and orientation events, and the annual Edúcate Conference for Latino high school students. (II.B.210, II.B.46, II.B.17)

Gender neutral restrooms are identified on both the San Luis Obispo and North County campuses. (II.B.211)

**Self Evaluation**

SLOCCCD meets this standard because it designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Regular presentations of data, such as demographics of the district’s student body and the communities it serves, maintain district-wide awareness of the diversity of its student population and the demographics of the communities it serves. (II.B.212)

The board of trustees set the tone with Board Policy 7100 (Commitment to Cultural Competence). (II.B.187)

As evidenced by the general education diversity requirement for the associate degree, the Academic Senate Book of the Year topics, and specialized library collections, the faculty bring
forward practices and programs that enhance student understanding and appreciation for diversity. (II.B.51, II.B.203, II.B.92)

Diversity is at the forefront in Student Services sponsored activities, such as the Edúcate Conference for Latino high school youth, and support of student clubs, such as Active Minds and the Gay-Straight Alliance.

**Actionable Improvement Plan**
None.

*II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

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**Descriptive Summary**

SLOCCCD ensures that students are admitted to the district and placed in the appropriate levels of basic courses in an effective way that minimizes biases.

Students apply via Open CCCApply, the statewide online admission application center for California Community Colleges. Applications are available in English and Spanish both online and in hardcopy.

In evaluating the admissions instrument, the Admissions and Records Office adopted students’ successful completion of the admissions application as a student learning outcome. This goal is assessed by the director of Admissions and Records and staff using student feedback from the Open CCCApply database. Student feedback has been used to refine the application process and improve supplemental material to students including online application instructions. For example, staff noted student difficulty with a question on F1 visas. As a result of a recommendation to the Open CCCApply Steering Committee, the application was revised in the next version to provide an additional explanation of F1 visas. (II.B.213, II.B.214)

The district also evaluates local need for supplemental questions to the admissions application. In past years, questions identifying first generation college students and questions for Title IV athletic interest surveys were added. These questions have now been incorporated in the new Open CCCApply application. (II.B.215)

The Nursing and Allied Health programs have additional admissions criteria and the Admissions and Records director works closely with Nursing and Allied Health program managers to annually update and refine the applications for these programs, based on student feedback gathered during the previous application cycle. (II.B.216, II.B.217, II.B.218, II.B.219)
The district uses Accuplacer, an approved test instrument, for mathematics, English, and English as a Second Language assessment testing. (II.B.220, II.B.221)

New testing instruments go through a process of validation and pilot studies that are conducted in each instructional level of discipline in English, mathematics, and English as a Second Language. Faculty compare the test items with course prerequisite skills and course content. Student success rates are evaluated to determine cut scores and overall placement levels. (II.B.222)

Students are placed by aligning previous experience with test scores using multiple measures such as recency of prior coursework in the discipline, cumulative grade point average, grades in the discipline, and highest course completed in discipline. (II.B.223)

The district combines academic history with assessment testing to ensure effective processes and comprehensive placement in math, English and English as a Second Language courses.

The district first used Accuplacer in July 2009 for placement in mathematics courses. To incorporate the mandated multiple measures, students submitted high school transcripts so data could be collected in an external database and each student’s placement was determined by a combination of the high school and the Accuplacer raw score. This process was revised in February 2013; a student’s academic history is now collected through customized background questions embedded in Accuplacer. Responses to these questions are weighed and those scores are combined with the Accuplacer mathematics score for an overall placement level. (II.B.224)

English students at the San Luis Obispo and North County campuses were used to pilot Accuplacer English Reading Comprehension and Sentence Skills tests in fall 2012. They were asked several background questions including their highest level of high school English, their grade in that class, and their cumulative high school grade point average. They were also asked about the difficulty level of their current English course, ranging from very easy to very difficult. Based on the data collected and mid-term grades, the Office of Institutional Research and Assessment determined which background questions were the best predictors of student success. These ultimately became the multiple measures that were combined with students’ English test scores to determine placement level. (II.B.225)

English as a Second Language faculty compared course content and student learning outcomes with Accuplacer test questions to determine the degree that test questions assessed prerequisite skills. This work was completed and placement levels were set in fall 2013. In spring 2014 Accuplacer was used to place all ESL students. (II.B.226)
Cultural and linguistic bias related to placing students in mathematics, English and English as a Second Language courses is minimized in the following ways.

- Tests are generally given electronically but are available in alternate formats: hardcopy, scribe, audio, enlarged font and braille. Private testing rooms are available through Disabled Student Programs and Services. (II.B.84)
- Tests are not timed.
- The test taker can modify font size, font color, and background color of the electronic test form. (II.B.227, II.B.228)
- Periodic local content review is conducted.
- As a test developer, Accuplacer is required to perform periodic studies of cultural and/or linguistic bias in order to be maintained on the Chancellor’s Office list of approved test instruments. (II.B.221)
- English as a Second Language assessment tests are offered for non-native English speakers. (II.B.229)

The district’s research office periodically assesses student persistence rates in English as a Second Language and lower level English and mathematics courses to assess progression to transfer-level coursework and student success. (II.B.230, II.B.231)

Distance education students are able to request a remote proctor from nearly any location worldwide for any of the assessment tests. The student is sent a Cuesta College Proctor Agreement Form where they must locate an available proctor at a nearby institution. Assessment Services verifies the identity of this proctor and the proctor is subsequently sent a temporary username and password through which they are able to administer Cuesta’s math, English, and ESL assessments along with the local background questions.

**Self Evaluation**

SLOCCCD meets this standard because admissions and placement processes are regularly assessed to validate their effectiveness while minimizing biases.

Admissions and Records relies on student feedback on applications to revise and improve students’ successful completion of the admissions application. (II.B.213)

Assessment/placement processes are evaluated to ensure their consistency and effectiveness in placing students in the appropriate levels of English, mathematics, and English as a Second Language courses. Placement relies on multiple measures for placement by combining high school success in the discipline with test scores. (II.B.227, II.B.228)
The district assesses student success rates in the courses in which they are placed and modifies placement scores based on those studies. (II.B.230, II.B.231)

Measures are in place to minimize bias, including offering placement tests in alternative modalities and allowing students to set their own time limit for testing.

**Actionable Improvement Plan**

None.

*II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

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**Descriptive Summary**

SLOCCCD maintains student records permanently, securely, and confidentially. The district has established and implements policies that include provisions for secure backup of all files and for releasing student records.

Board Policy 2600 (Destruction of District Records) complies with Title 5 to assure the retention and destruction of all district records, including but not limited to student records, employment records, and financial records. (II.B.232)

Records are classified as required by California Education Code Section 76210 and Title 5, 59020 and other applicable statutes, federal and state regulations and are reviewed annually to determine whether they should be classified as Class 1 – Permanent, Class 2 – Optional, or Class 3 – Disposable.

Computer Services implemented Wiki technology to support employee internal communication on policies and procedures. A Backup Retention Wiki policy defines short-term retention period for full backups and incremental backups as 12 weeks. The long-term retention policy is to store tape sets in a vault in the superintendent/president’s office. A spreadsheet path is maintained to track the tape sets stored in the vault. (II.B.233)

District student data records are stored in the Banner database and ApplicationXtender Document Imaging Solution system. The district uses customary information technology processes to backup these data including:

- Partial backup of data numerous times per day
- Full back up of data two times per week
• Cold backup of data weekly
• Daily backups are kept for five weeks; weekly backups are kept for three months. Data is replicated to the North County campus data center. Quarterly backups are moved to tape for long-term storage.
• Validation of the data backup is done on a regular basis via the creation of test instances of Banner.

The district has systems, tools, and processes in place to help reduce the risk of security breaches addressed in the SLOCCCD Technology Plan 2012-2017, Revised Spring 2012. (II.B.234)

The district continues to evaluate and implement options of moving applications and services to outside servers, often referred to as “the cloud” or “software as a service.” The district hosts both its Learning Management System, Moodle, and the district website at an off-site facility. (II.B.235)

Hard copy printed records, many of which are being imaged into Xtender system, are secured in locking filing cabinets accessible only to authorized district personnel. (II.B.236) Financial Aid employees sign a security and confidentiality agreement when granted access to student information in both paper and electronic records. (II.B.237) Historical records (Class 1) are archived off-site through DocuTeam and are accessible only to authorized district personnel. (II.B.238, II.B.239)

The district established and implements the following board policies and administrative procedures as the governing policies and procedures on student records.

• Board Policy 5040 (Student Records): Designates the district administrator responsible for the maintenance and implementation of appropriate safeguards to insure the security of student records and defines the district’s directory information. (II.B.240)
  o Administrative Procedure 5040 (Student Records, Directory Information, and Privacy): Defines the district’s policy on release of student records, use of Social Security numbers, and specifies the fee charge for transcripts or verifications of student records. (II.B.241)
  o Administrative Procedure 5045 (Student Records - Challenging Content and Access Log): Outlines the district’s policy on the student’s procedure to challenge content of his or her student records, the basis on which a challenge may be initiated, including an appeal process, and the maintenance of an access log for each student’s record. (II.B.242)

• Board Policy 4231 (Grade Changes): Establishes the district’s policy for students to amend or challenge a grade. (II.B.243)
  o Administrative Procedure 4231 (Grade Changes): Outlines the procedures for a student grade change and the district’s security measures to protect the student grade records. (II.B.244)
District Family Educational Rights and Privacy Act directory and release of information policies are included in the district catalog, on appropriate websites, New Faculty Handbook, and class schedules. (II.B.245, II.B.246, II.B.247) Staff receive a laminated “Summary FERPA Guidelines for Faculty and Staff” for reference. (II.B.248)

The director of Admissions and Records is the district official responsible for coordinating a request for inspection of a student’s record in compliance with Family Educational Rights and Privacy Act guidelines. In addition, the director of Admissions determines when disclosure without written consent falls under exception in these guidelines allowing disclosure to school officials with legitimate educational interests or conversely, limiting access by unauthorized parties to ensure security.

As the district partnered with Credentials, Inc. to provide online transcript order services and Higher One for refund and financial aid fund disbursement, the board policy has been updated to include definitions on how records may be released without consent to authorized officials under California Education Code 72643, including amendments in response to the 2007 Virginia Tech shooting. Specifically, in December 2012, the district collaborated with Credentials, Inc. to provide student’s educational records to be transferred electronically using transmission systems and protocols as required in Education Code 71091. Administrative Procedure 5040 (Student Records, Directory Information, and Privacy) was updated to include electronic transcript policies. (II.B.241)

The Admissions and Records director and coordinator organize regular training for staff and faculty on issues related to the privacy of student records, including regular updates distributed by email or presented in webinars, inviting experts to speak on campus, and providing resource materials, such as “FERPA Clear and Simple: The College Professional’s Guide to Compliance”.

**Self Evaluation**

SLOCCCD meets this standard because it has developed and implements board policies and practices to safeguard student records.

The district recognizes the importance of record security as an initiative addressed in SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 to ensure that data and network servers are protected against security breaches. (II.B.234)

Both board policies and administrative procedures define directory information, which are posted annually in the catalog, class schedule, and the district website.

The district provides ongoing training for faculty and staff to maintain awareness and compliance of Family Educational Rights and Privacy Act regulations. (II.B.171, II.B.169, II.B.176, II.B.249, II.B.170)
**Actionable Improvement Plan**

None.

**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.

**Descriptive Summary**

SLOCCCD has established and implements processes for the systemic review and assessment of student support services to assure their adequacy in meeting identified student needs.

The district uses its Institutional Program Planning and Reviews to assess and improve its programs and services. This process includes both annual and periodic Comprehensive Program Planning and Review.

All Student Services programs complete the Annual Program Planning Worksheet and every five years, Student Services programs conduct a Comprehensive Program Planning and Review. Included in both the annual and comprehensive reviews are sections devoted to program outcomes, student learning outcomes, assessments and plans for program improvement based on those assessments.

The program outcomes, student learning outcomes, and plans for improvements for the Student Services program reviews are published annually in the Student Services Student Learning Outcomes Assessment Report. (II.B.19)

Student services training on student learning outcomes assessment and program improvement occurs ongoing and in a variety of settings:

- Student learning outcomes training/workshops for Student Services. (II.B.19, II.B.23)
- Integrated planning training for DSPS, EOPS/CARE, and Financial Aid. (II.B.250)
- Student learning outcomes evaluation meeting with the Student Learning Outcomes and Assessment co-coordinator. (II.B.251)
Self Evaluation
SLOCCCD meets this standard because it has developed and implements program review processes to identify students’ need for support, to assess student achievement of student learning outcomes within Student Services, and to use the results to improve Student Services programs.

Through the Institutional Program Planning and Review process, Student Services evaluates student support services to ensure they meet student needs. Student Services programs analyze program-specific data to assess programs and to develop program-specific student learning outcomes. Students’ achievement of these student learning outcomes are assessed and the results are used to improve services as illustrated in the following two examples.

A North County campus student learning outcome measures whether students receive support services to meet the demand for learning support as evidenced by an inventory of services and by the results of student satisfaction surveys. (II.B.134)

As a result of these assessments, several improvements have been instituted:

- Library hours were extended to every Friday, some Saturdays and later evening hours during the week;
- A Financial Aid technician was added to the staff to expand financial aid services;
- Tutoring services were expanded to include more hours and additional subjects;
- Public safety has been increased by the addition of staff and equipment; and
- A petition was filed with the San Luis Obispo County Council of Governments for extended bus service into evening hours and the executive dean provided testimony to the San Luis Obispo Council of Governments regarding the need. (II.B.252)

A Financial Aid student learning outcome measured whether students participating in a financial aid workshop will demonstrate the ability to accurately complete the online application in the following year’s application cycle. Results of pre/post surveys, quantitative data, and annual staff review were used to identify which areas of financial aid materials and communication could be improved. As a result, a final step in the financial aid workshop was developed in which a Financial Aid staff member reviews a checklist one-on-one with each student. After implementation of this new process, post-tests revealed that 78% of the financial aid workshop participants reported that they were confident that they could complete the financial aid FAFSA application independently in future years. (II.B.43, II.B.253)

The SLOCCCD Student Services Assessment Report 2012-2013/Student Learning Outcomes Planning 2013/2014 consolidates the district’s program reviews for Student Services.
Training on outcomes assessment for Student Services programs is conducted on a regular basis.

**Actionable Improvement Plan**
None.
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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD II.C: Library and Learning Support Services

“Guests got great art program. I thought the mural class sounded like a lot of fun. I figured we’d probably be painting a wall on campus, so I really wanted to participate in that. I’ve never painted anything this big on a wall. It just seemed like a really cool thing to do.” – Aaron Adamski
II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

SLOCCCD meets the standard by maintaining library collections, equipment, and facilities that support the educational offerings of the district. The district ensures that collections and services are accessible, and that students are provided instruction in information competency skills.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

SLOCCCD meets Standard II.C.1.a by providing sufficient library collections and the equipment necessary to access and use them.

The quantity of library collections is represented by 62,256 print book titles, 12,915 e-books, 1,377 audio-visual titles, subscriptions to 86 print periodicals and newspapers, and 34 online databases providing broad and deep coverage of periodical literature in fields from allied health to zoology. In addition, the libraries maintain a Reserve collection of 1,479 textbooks and other course materials. (II.C.1)

The subscription portions of the collection — databases and periodicals — are kept current by the license agreements negotiated by the Community College League. The book and media collection was carefully reviewed prior to a remodel/expansion project in 2007, and many outdated items were withdrawn. The bulk of the book collection was published during the growth decades from 1970 to 2000, though 12% of the books have publication dates later than 2001. The Reserve
collection, which accounts for nearly three-quarters of all circulations, is kept current by the generous support of the Associated Students of Cuesta College and the Friends of the Library, which provide funding to enable the library to acquire most high-use, high-cost textbooks. (II.C.2, II.C.3) Grants from the Cuesta College Foundation have provided funding to make substantial progress on a project to replace and update materials on VHS tape, which are rapidly becoming obsolete. To date, the library has received grants totaling $10,000 for this project, and has acquired and captioned current content to replace outdated materials. After assessing a number of collection areas (see more at II.C.2) during the 2012-2013 academic year, the library removed some outdated materials in the sciences and added more than 240 new and recent books in the sciences to update the collections. (II.C.4)

The statewide database purchase in 2011 expanded the breadth and variety of the district’s library collections by adding databases with enhanced content in Business, History, Religion and Philosophy, and Psychology and Behavioral Sciences. Because the statewide purchase freed local funds, the district was able to provide added depth by subscribing to CINAHL Plus with Full Text to support Nursing with more full text coverage, and expanding the core EBSCO database to Academic Search Complete, which added more than 3,000 full-text titles to the state-provided Academic Search Premier database. Additional depth and variety are provided by the provision of interlibrary loan services and the proximity of California Polytechnic State University, which provides Cuesta College students and faculty with free borrower cards entitling them to circulation privileges. (II.C.5)

Library collection development is guided by the instructional mission of the district and by the Collection Development Policy, which defines the primary purpose of library collections: “To develop and maintain collections that support and enhance the curriculum and instructional programs of Cuesta College and the needs of students, faculty, and staff of the college.” (II.C.6)

To ensure that library collections meet the curricular needs of students, librarians routinely work with instructional faculty to identify and prioritize collection needs. The district curriculum process provides an opportunity for librarians to consult with faculty proposing new courses or programs to determine if existing library collections are sufficient to meet the needs of students in those courses or programs, or if additional resources are required. In addition to this formal part of the process, librarian membership on the Curriculum Committee provides an additional avenue of interaction with instructional faculty regarding library support for the changing curriculum. (II.C.7, II.C.8)

Since 2012, librarians submit recommended items for purchase on a spreadsheet that explicitly ties new acquisitions to curricular needs by including a column that links new titles to specific courses whenever possible. This column is used to prioritize order requests; items that do not directly
support the curriculum are given a lower priority. (II.C.9) When questions at the reference desk indicate that a specific resource was not available to support an assignment, the librarian on duty makes note of this and adds the request to the Collection Development Worksheet so that the item can be acquired for the collection. When an instructor schedules a library orientation for a class, the librarian who will conduct the orientation contacts the instructor to plan the focus and intended outcomes of the orientation. This planning includes discussion with instructors about student need for books, journals, and other resources to complete assignments for the course; those identified needs help drive collection development decisions.

Promoting cultural growth is part of the district’s mission, and faculty in multiple disciplines have been advocating for more emphasis on cultural diversity in library collections. In response, librarians have prepared lists of books and media in the collections that meet this need. (II.C.10) Each year for the past five years, librarians have developed the collection and created bibliographies for subjects related to “The Cuesta Book of the Year" programming, which often includes diversity titles. (II.C.11) In addition, they have successfully sought opportunities to enhance diversity holdings through grant programs such as the National Endowment for the Humanities’ “Muslim Journeys Bookshelf,” which added more than two dozen books and a variety of media to the collections at the San Luis Obispo and North County campuses. (II.C.12)

Institutional funding levels establish a framework for collection quality. Within those parameters, librarians seek to match acquisitions to student needs. Additional funding support for collections has long been a key part of the library’s planning efforts as reflected in the Institutional Program Planning and Review process and annual Unit Plans. (II.C.13) In 2013, the district’s Planning and Budget Committee placed the library’s request for additional collections funding on the institutional priorities list, and in fall 2013, the committee recommended that the request be funded on an ongoing basis with Proposition 20 Lottery funds. (II.C.14)

The library has successfully sought additional financial support to augment district funding. The Associated Students of Cuesta College, the Friends of the Cuesta Library, and the Cuesta Foundation have provided more than $30,000 per year since 2009 to enable the district to provide reserve textbooks, to maintain subscriptions to crucial databases of newspaper content, and to make progress in replacing and updating media materials on VHS tape. (II.C.15, II.C.16, II.C.17) The library benefits from consortial contracts negotiated by the Community College League on behalf of California community colleges, and from the consortial purchase by the Chancellor’s Office of a suite of periodical databases in 2011. (II.C.18)

The library has an agreement with Sirsi-Dynix to provide and support the Symphony integrated library system, which includes the library catalog, circulation and reserve modules, and serials control and acquisitions modules for technical services. This system provides the tools for students

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to access the library’s book and media collections from any computer on campus or off. The library also subscribes to the EZProxy software from Online Computer Library Center, Inc, which allows students, faculty and staff to access the journal databases from any computer with internet access. (II.C.19)

The SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 defines the quality and quantity of educational equipment, including computers for student use and equipment for classrooms. In summer 2013 the 22 student computers in the library were replaced with newer ones as part of the college lab consolidation plan. (II.C.20, II.C.21) In fall 2013, 24 computers were moved from the San Luis Obispo campus Open Computer Lab into the San Luis Obispo library, more than doubling the number of available student computers to 46. The North County campus library contains that campus’s open computer lab, which provides 24 computers and allows access to instructional software programs. Acquisition and maintenance of computers and other instructional equipment is the provenance of Computer Services and Facilities, and is discussed in Standard IIIC.

**Self Evaluation**

SLOCCCD meets this standard because librarians work with instructional faculty to select collection materials that meet the learning needs of students. Librarians use a collection development form which explicitly links acquisition requests to the curriculum. Collections are sufficient in quantity, currency, depth, and variety, and increasingly are accessible electronically for students both on site and in distance education.

**Actionable Improvement Plan**

None.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary**

SLOCCCD recognizes the importance of information competency in its Institutional Learning Outcomes, defining “technological and informational fluency” as one of the expectations. Students receive information competency instruction in a variety of ways both formal and informal. Formal instruction in information competency is centered in the Library Research Workbook, a textbook/handbook written by district librarians for use in English 201A and Library/Information Technology 209 classes at the district. The Workbook has been fashioned as a virtual research paper; it addresses three major areas of information competency: locating sources, evaluating information, and citing sources in the MLA style. While the Workbook is required in English 201A and in Library/Information Technology 209, it is available at the Reserve Desk and the bookstore if other students want to use it. Comparable information competency skills are developed for
distance education students and students at off-site locations. The library has developed a version of the Library Research Workbook for distance education courses that includes page images from reference works that are available only in print in district libraries. Distance education students are thereby able to complete the Workbook without having to come in to a library. (II.C.22, II.C.23, II.C.24, II.C.25, II.C.26, II.C.27, II.C.28)

By completing the Workbook, students learn to use some of the essential tools for locating information – the library catalog, databases, and reference books — and practice ways of thinking about and evaluating information. They also learn the basics of when and how to cite sources in their work. Workbook answers are submitted electronically, and are shared with classroom instructors who can use them to identify topics needing further attention in class. In order for students to get the maximum benefits from the Workbook assignment, librarians offer bibliographic instruction (orientations) to all English 201A classes.

Another course with an information competency instruction component is College Success Studies 225, which offers ten sections each semester. Instructors of this course worked with librarians to develop an assignment which familiarizes students with the organization of the library and with the basic tools for locating information, and which requires students to complete the library’s SearchPath tutorial program. (II.C.29, II.C.30)

In addition to providing orientations to English 201A and College Success Studies 225 students, librarians work with faculty to offer subject-specific information competency instruction in using the library’s resources for any SLOCCCD class. These subject orientations are regularly delivered in Journalism, Biology, the Stock Market, International Business, Architecture, and Psychology. Over the past six years, the librarians have conducted an annual average of 60 orientations, reaching an average of 1,396 students each year. (II.C.31)

The most common informal method of information competency instruction is in the reference interview. When a student seeks assistance from the reference librarian, the reference interview includes questions to determine the student’s information need, and the librarian is then able to guide the student in the use of appropriate resources to meet the need.

Informal information competency instruction also happens through the library’s website. By providing Subject Guides and Class Guides on the website, librarians enable students to find and use appropriate resources to meet requirements for specific courses without a direct interaction with library staff. (II.C.32) The “Research Assistance” tab on the library page also provides a checklist for evaluating sources, links to online help in using the major citation guides, and Searchpath, a self-paced tutorial on information competency. (II.C.29)
Self Evaluation
SLOCCCD meets this standard because students are able to develop skills in information competency through both formal and informal methods of instruction provided by the library.

Actionable Improvement Plan
None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
SLOCCCD provides adequate access to the library collections and services at three locations and online.

The San Luis Obispo campus library is open 56 hours per week on a Monday through Friday schedule, and the North County library in Paso Robles is open 50 hours per week, including Saturdays when Saturday classes are offered at that campus. Librarians are on duty whenever the libraries are open. Computers in both facilities include most instructional software programs used in the district, and both have wireless access. The physical presence of library staff at the South County Center is limited by the access to the facilities at Arroyo Grande High School, which are available for district use only in late afternoons and evenings during the week. A librarian is on duty there two evenings each week, for a total of four hours per week. Students in South County can access librarians by email, telephone, and online chat whenever the San Luis Obispo campus library is open.

Comparable services are provided to distance education students and students at off-site locations. The library’s catalog and periodical databases are online, and accessible around the clock to all students with Internet access. An increasing portion of the library collections, including nearly 13,000 e-books and virtually all journal content, is digital and available online. A proxy server enables secure remote access via a student’s myCuesta login. Faculty teaching distance education sections of English 201A and Library/Information Technology 209 have the option of allowing students to use a version of the Library Research Workbook designed for online classes, so that they do not have to travel to a physical library to complete their work. An online orientation to the Workbook is available to students who are unable to attend a face-to-face orientation. (II.C.33)

Librarians are available via telephone, email, and Internet chat whenever the library is open. Locally developed reference and instructional resources like Course Guides, Research Guides, and the Searchpath tutorial are available around the clock to students, faculty, and staff regardless of
location. These resources provide research guidance, including recommended reference works and databases, in specific subject areas and for specific course assignments.

**Self Evaluation**

SLOCCCD meets this standard because online students and those who attend Cuesta College’s three locations have access to library services and materials. Reference librarians are available in person, by telephone and email, and via online chat. The library provides online access to e-books, periodicals, journals, databases, and information competency instruction.

**Actionable Improvement Plan**

None

*II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.*

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**Descriptive Summary**

SLOCCCD provides maintenance and security for its library and other learning support services. Facilities maintenance is provided by the Facilities Services, Planning and Capital Projects Department, Computer Services maintains and supports equipment, and security is provided by Public Safety.

The San Luis Obispo campus library was expanded and remodeled in 2007, and the new North County campus library opened in 2012. The San Luis Obispo remodel/expansion houses 22,000 square feet of new library space. This area was annexed to the existing library to provide a combined resource of more than 40,000 square feet. The improvements include wireless computer technology, separate group study rooms, dedicated research computer stations, and lounge/study areas designed with maximum natural lighting.

The Learning Resource Center – North County campus – is a two-story, multi-use structure that accommodates library services, Student Services programs, faculty offices, computer labs, classrooms, lecture hall, a professional development center and gallery. Library space — which connects directly to the Student Success Center — includes multiple group study rooms, wireless network access, a smart instructional classroom with advanced audio-visual capabilities, adequate shelving for books and media, and the campus’ open computer lab.

These facility additions were a direct result of needs identified in the 2002 Accreditation Self Study, the *SLOCCCD Educational and Facilities Master Plan 2001*, and the *SLOCCCD 2006 Update to the 2001 Educational and Facilities Master Plan* and reflect progress in areas previously considered deficient. Both facilities provide sufficient space and environmental controls to ensure the safety
and security of materials. Both have electronic security systems near the entrance/exit to prevent theft of books, equipment, and media materials. (II.C.34, II.C.35)

The library purchased a new server for its integrated library system (ILS) in 2012, ensuring reliable access to the circulation, catalog, and student information modules for years to come. Licensed digital materials are hosted offsite, providing excellent accessibility and reliability. Authentication and access via the district’s network and myCuesta login provide security of the resources while protecting user privacy.

The district Computer Services Department maintains the student computers in the libraries and in the open computer lab on the San Luis Obispo campus, ensuring that they remain in working condition and updating software as new versions come out.

The San Luis Obispo campus library reference desk and circulation desks and the North County campus library circulation desk have “panic buttons” that connect directly to Public Safety, providing immediate response to any incidents.

Self Evaluation
SLOCCCD meets this standard because maintenance and security are provided for physical sites, on-site materials, and digital materials.

Actionable Improvement Plan
None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
SLOCCCD meets this standard through agreements with three strong institutions which provide essential library technical service functions, negotiate licensing agreements with content providers on behalf of all California community colleges, and enable district students and faculty to avail themselves of the collections of the neighboring California State University campus library.

Under the terms of an agreement with California Polytechnic State University, San Luis Obispo, SLOCCCD students and faculty may obtain a free borrower card, which entitles them to check out
books from Cal Poly’s library. This service greatly expands the resources available to students and faculty, at no cost to the individual or to the district. Unfortunately, while there is anecdotal evidence that this cooperative agreement is valuable to students and faculty, the borrower card issued to SLOCCCD users is identical to Cal Poly’s community borrower card; therefore, meaningful assessment data is not available. (II.C.5)

The library acquires most of its electronic content through the Community College Library Consortium, a collaborative effort of the Community College League and the Council of Chief Librarians. The Consortium conducts a program of cooperative buying which includes community college libraries around the country, and works with the Council of Chief Librarians California Community Colleges Electronic Access and Resources (CCL-EAR) Committee to review resources for appropriateness, value, and accessibility. In 2011, the consortium shepherded a five-year licensing agreement for a number of key databases, which have since been available to all California community colleges. (II.C.40) The request for proposal for this project was developed and reviewed by librarian peers from around the state. Reviews of electronic products conducted by CCL-EAR, available online, are an important component of acquisitions decisions by the consortium and by individual libraries, including SLOCCCD. (II.C.36)

The library has contracted with Online Computer Library Center, Inc. since 1997 to gain access to the world’s largest database of bibliographic records and to enable online cataloging of local content based on those records. The contract also provides interlibrary loan services, which enable the library to easily identify and borrow materials from other libraries on behalf of students and faculty. (II.C.37)

**Self Evaluation**

SLOCCCD meets this standard because agreements are in place with Cal Poly, the Community College League consortium, and Online Computer Library Center, Inc. to provide essential technical services and expand the range of collections available to district students, faculty, and staff.

**Actionable Improvement Plan**

None.
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.

Descriptive Summary

SLOCCCD evaluates its library and other learning support services to assess use, access, and relationship of the services to intended student learning.

The primary means of assessment for the library student learning outcomes is the Library Research Workbook test scores. (II.C.38, II.C.39) Data from English division assessment of student papers serve as a secondary source of information on the extent to which students exhibit the student learning outcomes defined by the Library and English divisions. (II.C.40) The assessment of Institutional Learning Outcomes provides some additional data on the informational fluency outcome. Students responding to the survey reported that they have improved their ability to evaluate the quality of information and to use information effectively and ethically (90% agreed or strongly agreed to both questions). (II.C.41, II.C.42)

Assessment of Library Research Workbook test scores as a measure of Library and English division student learning outcomes has been an ongoing process since the Workbook was adopted, and has led to planned improvements in several ways:

- After evaluating student responses, librarians have been able to improve the wording or examples of the questions, to alleviate confusion and make the questions a better assessment of student understanding and skill level. (II.C.43) For the 2013 edition of the Workbook, the wording of two questions was changed as a result of this assessment.

- Assessment of Workbook test scores has isolated specific areas of information competency in which students exhibited a less than ideal comprehension, or where English faculty evaluations differ from students’ self-evaluations. Work to target those areas more effectively is ongoing, as reported in the 2014 Course or Program Assessment Summary: “Librarians who conduct orientations for English 201A are encouraged to place more emphasis on the evaluation of resources.” In addition, librarians are working with English faculty to identify additional ways to focus instruction on improving the quality of student research. (II.C.38, II.C.44)

The library uses student surveys to provide additional assessment opportunities. The library developed and administered a student satisfaction survey in 2011, which garnered a low response rate. (II.C.45) After review, it was determined that the survey was too long and too detailed, and
that a shorter survey would help improve the response rate. A new survey that was administered in fall 2013 will be repeated every two years; it will join the Workbook tests as the library’s primary assessment mechanisms. While students who completed the survey were generally pleased with the services and collections offered by the library, their comments indicated a continuing interest in more open hours, more quiet study spaces, and more group study rooms. The library will be addressing staffing for more hours and funding for more group spaces through the integrated planning process, and has recently implemented a Quiet Zone in response to the need articulated by students. (II.C.46, II.C.47)

In addition to the Workbook test scores and the Student Library Survey, the library has taken advantage of a number of opportunities to gather additional assessment data. When funding cuts and loss of student workers with Federal Work Study eligibility caused a reduction in library hours in fall 2011, students were surveyed to determine their library access needs and their preference of days and times to have restored when funds became available. When funds were restored a few weeks into the term, the lost hours were restored in accord with the preferences expressed in the survey. (II.C.48)

The library submitted four Special Focus questions that were added to the Community College Survey of Student Engagement administered at Cuesta College in spring 2013. While these questions are not part of the national survey, and will therefore not be analyzed and compared to other colleges, they provide useful information on the frequency of student use of library resources and services. At the time of the survey, nearly half of respondents indicated that they used library facilities, and 29% used online resources. (II.C.49)

The district’s Technology Committee developed and administered a Student Technology Survey in spring 2013 and plans to administer the survey annually. Several questions address familiarity with library resources and the ability to use them effectively. Responses to these questions are incorporated into assessments of library services. Results from the first administration of the survey indicate that students are more confident in their ability to find course-related information on the Internet than they are with their ability to find course-related information using library resources, and that they believe they have a high skill level in evaluating information they find for assignments. While two-thirds of students surveyed are aware of the online library services, more than three-fourths use online library services infrequently or never. (II.C.50)
The library has several methods to assess the effectiveness of its collection in terms of quantity, quality, depth and variety. To assess the extent to which library collections meet student needs, the Student Library Survey in fall 2013 asked a question about the usefulness of library collections. Eight-seven percent of the 476 students responding agreed with the statement “The library provides materials that are useful for my classes.” (II.C.46)

During the 2012-2013 academic year, the library subscribed to Resources for College Libraries, an online publication of the Association of College and Research Libraries that recommends resources and core collections, as a collection assessment tool. (II.C.51) Librarians used this tool to compare SLOCCCD collections to recommended collections in key subject areas, to identify gaps in local collections, and to fill some of the identified gaps. During the 2012-2013 academic year, for example, the library removed some outdated materials in the sciences and added more than 240 new and recent books in a number of science subjects as a result of this assessment. (II.C.4)

The most heavily used part of the library collections is Reserve textbooks, which account for nearly three-quarters of all annual circulations. Student Library Survey respondents overwhelmingly (82%) agreed with the statement that “Access to course reserve materials is important to my academic achievement.” In response to these assessments, the library encourages instructional faculty to donate copies of textbooks, and seeks external funding to acquire textbooks to serve students who cannot afford to purchase their own. (II.C.52, II.C.53)

As recommended by the Association of College and Research Libraries in its Standards for College Libraries, the library does peer comparisons using data provided in annual Chancellor’s Office surveys as well as national surveys (IPEDS, ACRL). One such peer comparison, using collections spending data for Cuesta College’s self-defined 14 peer colleges, provides the basis for a Unit Plan request for additional funding for library collections in 2013-2014, a request which was recommended for funding by the district Planning and Budget Committee. (II.C.13, II.C.54)
Self Evaluation
SLOCCCD meets this standard because the library collaborates with English faculty to assess information competency instruction, resulting in ongoing improvements to the Library Research Workbook and to information competency instruction. (II.C.25) The Student Library Survey, administered for the first time in 2013, has resulted in one improvement — the Quiet Zone — and planning to address additional needs. (II.C.47) The library uses surveys done by others — Community College Survey of Student Engagement and Student Technology Survey — to glean information about student research behavior and student technology ownership, and uses that information to help shape services that meet student needs. (II.C.49, II.C.50)

Actionable Improvement Plan
The Library will work to develop targeted outreach to faculty whose students would benefit from more systematic library use.
## IIC Evidence

<p>| II.C.1 | Number of Reserves Memo |
| II.C.2 | Associated Students of Cuesta College Funding Letter |
| II.C.3 | Cuesta College Friends of the Library Minutes, August 2013 |
| II.C.4 | Bibliography Report - Science Books 2012-2013 |
| II.C.5 | Cal Poly Community Borrower Card |
| II.C.6 | Collection Development Policy |
| II.C.7 | Curriculum Library Learning Resources Review Form |
| II.C.8 | Curriculum Committee Agenda, April, 2014 |
| II.C.9 | Collection Development Worksheet |
| II.C.10 | DVDs and Videos on Diversity List |
| II.C.11 | Book of the Year 2010 Bibliography |
| II.C.12 | Library Adds Muslim Collection |
| II.C.13 | Library Unit Plan 2013 |
| II.C.14 | 2013-2014 Allocation Priorities |
| II.C.15 | Associated Students of Cuesta College Budget Letter 2013-2014 |
| II.C.16 | VHS Conversion Award Letter |
| II.C.17 | Cuesta College Friends of the Library Minutes, April 24, 2013 |
| II.C.18 | CCL Outlook Newsletter, December 2011 |
| II.C.19 | Sirsi Dynix Contract |
| II.C.20 | SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 |
| II.C.21 | Lab Consolidation 2013 |
| II.C.22 | Cuesta College Institutional Learning Outcomes |
| II.C.23 | ENGL 201A Student Learning Outcomes |
| II.C.24 | Library Student Learning Outcomes |
| II.C.25 | Library Research Workbook Fall 2013 |
| II.C.26 | LIBT 209 Syllabus |
| II.C.27 | ENGL 201A Course Outline |
| II.C.28 | Workbook Instructions for Distance Education |
| II.C.29 | Searchpath Web Page |
| II.C.31 | California Community Colleges Annual Data Survey 2012-2013 |
| II.C.32 | Subject Guide Web Page |
| II.C.33 | Library Research Workbook on Screencast.com |
| II.C.34 | SLOCCCD Educational and Facilities Master Plan 2001 |
| II.C.35 | SLOCCCD 2006 Update to the 2001 Educational and Facilities Master Plan |
| II.C.36 | Community College Library Consortium Reviews Web Page |
| II.C.37 | Online Computer Library Center, Inc. Agreement |</p>
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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD III.A:
Human Resources

"The mural feels like I'm a part of something that's beautified the college. We made Cuesta just a little bit better." – Abby Rexroth
Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary
The district ensures the integrity of programs and services by hiring personnel who are sufficiently qualified. Supervisors, managers, division chairs and/or administrators review minimum and preferred qualifications, which are stated in job descriptions and job announcements, prior to posting. During the screening and selection process, applicant qualifications are thoroughly examined. Qualifications of current employees are further analyzed during the evaluation process.

Applicants for faculty and academic administrator positions must demonstrate that they meet the minimum qualifications established by the Board of Governors of the California Community Colleges (Education Code 87356), as specified in the Minimum Qualifications for Faculty and Administrators Handbook from the Chancellor’s Office of the California Community Colleges. (III.A.1)

Faculty applicants considering equivalency or requesting consideration for equivalency are submitted to the Academic Senate Equivalency Committee. (III.A.2)

All new or updated position descriptions are reviewed at the Cabinet level with attention given to required and preferred education and experience. (III.A.3)
The district verifies the qualifications of applicants and newly hired personnel through official documentation of education (e.g. transcripts, credentials, licensure, etc.) and work experience. Faculty or administrative candidates must verify their degrees by providing sealed official transcripts from their accredited institutions. If a faculty candidate does not hold the formal degree needed for a teaching position, but feels he or she is qualified through experience and/or related academic preparation, the applicant may apply for equivalency to the Equivalency Committee, a subcommittee of the Academic Senate. (III.A.4)

Written procedures for selection can be publicly found in appropriate board policies and administrative procedures on the board of trustees’ website. These processes are detailed in III.A.1.a. and III.A.1.b. Hiring managers review job descriptions before each hiring process for appropriateness and follow the procedure for updating if needed. The Human Resources Department prepares a job announcement based on the job description. Criteria and qualifications for selection of personnel are clearly and publicly stated on job descriptions, employment fliers, and recruitment brochures.

After the selection committee screens the applications, it conducts interviews to further verify the candidate’s qualifications, training and experiences to clarify the candidate’s strengths, to assess a candidate’s understanding of and willingness to embrace diversity, and to determine the candidate’s potential for contributing to the district at large, in and/or outside of the classroom.

**Self Evaluation**
SLOCCCD meets this standard. The Human Resources Department assures that the qualifications and experience for each position match the needs of the program seeking a new employee.

**Actionable Improvement Plan**
None.
III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary
SLOCCCD hires qualified faculty and staff following an established process of crafting job descriptions, advertising openings, interviewing and researching candidates, and making job offers.

Trained Human Resources/Equal Employment Opportunity (EEO) representatives coordinate every recruitment to ensure consistency, fairness, and compliance with district policies and state and federal laws. In accordance with Title 5, Section (53003), every member must have completed the EEO training within 12 months of serving on a selection committee. All managers and administrators also receive this training within the first year of employment. (III.A.5)

Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Criteria are set forth by the faculty’s bargaining agreement and are published on the Human Resources website. (III.A.6)

Job descriptions, minimum qualifications, and hiring procedures are reviewed at the first planning meeting of every selection committee, prior to applicants being screened or interviewed. Also before reviewing applications, the selection committee develops and agrees upon interview questions meant to determine the depth and breadth of an applicant’s knowledge and understanding of the district’s mission and ability to effectively teach and/or contribute to the district. The district systematically reviews each faculty, classified, and management job description and announcements to ensure that they clearly state how the position supports institutional effectiveness and student learning outcomes or administrative services outcomes, as related to the district mission. (III.A.7) The qualifications are then publicly stated in the advertised job announcement.

Job opportunities are advertised on the district’s Human Resources website, along with online application forms and application instructions. Jobs are advertised locally and in some cases regionally and nationally in print and using online sources. (III.A.8)
For faculty hiring, the faculty members on the selection committee are in the discipline of the open position or in a related subject area. Adjunct faculty hires are held to the same standard as full-time hires with regard to qualifications and evidence of educational experience and work experience. The adjunct faculty hiring and sequence of interview differs from the full-time process, as documented in Board Policy 3064 and Administrative Regulation 3064. (III.A.9)

Additional demonstrations of qualifications, such as successful classroom demonstrations for faculty or specific job experience writing exercises and/or skills tests for classified and management positions may be a part of the hiring process. Applicants are informed about the topic and nature of the demonstration in advance so they can come prepared. Faculty with expertise in the subject area and an administrator evaluate the demonstration.

Applicants must meet the minimum qualifications (or equivalent) to be selected for an interview. A selection committee reviews the employment application and application materials, which may include cover letters, resumes, letters of recommendation, supplemental questions, and transcripts. The selection committee interviews the most-qualified applicants and makes a recommendation to the hiring manager/administrator or superintendent/president, based on the application materials, interview, references and writing exercises and skills testing, if applicable. If the process is unsuccessful, the selection begins again to find a qualified candidate.

Faculty members participate in the selection of all new regular full-time (contract, probationary) faculty. The district’s Administrative Procedure 7120 (III.A.10) specifies that each faculty selection committee shall consist of:

- Vice president (whenever possible)
- Dean
- Division chair or academic director
- At least two regular or contract faculty members selected by their division or service area
- An EEO-trained faculty member, which could be one of the above
- Other faculty members or industry professionals, if and as needed, to be determined by the committee

For contract faculty positions and management positions, the selection committee recommends finalists to the superintendent/president who then conducts a second interview, often including the division chair and the vice president of Academic Affairs or the dean, and recommends the top candidate to the board of trustees. For management interviews, the superintendent/president may include the chair of the selection committee and vice president of Student Services or vice president of Administrative Services.
Human Resources Department staff and/or division or department managers or administrators conduct confidential reference checks to verify the credentials of candidates. Degrees from institutions outside the United States are verified by a certified verification and equivalency agency. To determine the equivalency of degrees from non-U.S. institutions, the district refers to the American Council on Education’s Accredited Institutions of Postsecondary Education publication. If necessary, the verified documents are further reviewed by the district’s Equivalency Committee with approved written procedures outlined in Board Policy and Administrative Regulation 3013. (III.A.11)

A listing of the education backgrounds of full-time faculty and managers is updated annually and published online as part of the college’s catalog. (III.A.12)

Self Evaluation
SLOCCCD meets this standard because the district and the Human Resources Department follow regulations and established procedures to find the most qualified applicants and include the campus community in selecting the best person for the job. Faculty members are integral in the hiring process of division and department faculty and also determining the prioritization of the overall faculty needs of academic programs. Qualifications for all hires are verified through various methods, such as interviews, writing exercises and teaching demonstrations.

Actionable Improvement Plan
None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary
SLOCCCD faculty, classified, confidential, and management/administrative employees are evaluated regularly and systematically, through a formal, written process. Evaluations are designed to provide a supportive climate for further evaluation, assessment, and achievement of targeted goals for improved performance. All tracking of evaluations cycles is conducted by the Human Resources Department. The Human Resources Department notifies managers on a six-month cycle of personnel evaluations due during that time period. Deans are notified at the beginning of each semester of required faculty evaluations and follow the agreed upon timeline with the faculty bargaining unit. (III.A.13, III.A.14)
Evaluation criteria are based on duties and responsibilities, as stated in job descriptions, goals which are communicated prior to and during the performance evaluations and professional development and improvement plans, which are detailed on the written evaluation.

Faculty and management evaluations include a formal self-evaluation. Classified employees may provide input to the evaluation and a written response. Evaluation forms can be found on the Human Resources website. (III.A.15)

Classified and confidential staff are evaluated twice during their first year probationary period and every two years thereafter. Details of the formal evaluation processes for classified staff are outlined in Article 10 of the Collective Bargaining Agreement for the Cuesta College Classified United Employees (CCCUE) and in Board Policy and Administrative Regulation 4700. (III.A.16) The evaluation process for confidential employees is outlined in Board Policy and Administrative Regulation 4705. (III.A.17)

Full-time, regular faculty are evaluated during each of their first four contract years leading up to tenure and every three years thereafter. The faculty evaluation procedure is detailed in Article 7 of the Collective Bargaining Agreement for the Cuesta College Federation of Teachers (CCFT). (III.A.6)

Classified and faculty whose evaluations indicate unsatisfactory performance or a need for improvement are given written improvement plans as part of their evaluation and are scheduled for off-cycle evaluations. For classified staff and faculty, the off-cycle evaluation process is detailed in their respective labor contracts. Classified and confidential employees who fail to show improvement may be subject to discipline, as outlined in Board Policies and Administrative Regulations 4700 and 4705 respectively. (III.A.6, III.A.18, III.A.16, III.A.17)

Tenure-track faculty who receive unsatisfactory evaluations in their first or second year do not receive recommendations for another contract. In the case of tenure-track faculty who are in their third year contract, unsatisfactory evaluations will result in a recommendation not to grant tenure. Tenured faculty whose performance is unsatisfactory will receive improvement plans and will be scheduled for off-cycle evaluations, as detailed in the collective bargaining agreement. Tenured faculty who fail to show improvement may be subject to disciplinary action under Article 10 of the collective bargaining agreement and section 87732 of the Education Code. (III.A.19)

New part-time faculty hires are evaluated their first two semesters of teaching; the expanded evaluation peer committee includes two full-time (regular) faculty members, and the division chair’s review and signature. The process includes: pre conference, classroom visitations, and post conference. The committee chair is responsible for implementation of all components of the peer
review process which includes: student evaluations, peer evaluations, and a self-evaluation. Thereafter, the faculty is on a three-year cycle. (III.A.6)

If a faculty member’s final evaluation report contains one or more section ratings of needs improvement or unsatisfactory performance, the appropriate manager, following consultation with the peer review committee chair, shall meet with the faculty member to clarify problem areas and to establish procedures and timelines for resolution. A complete evaluation cycle (including peer, student and management components) will be utilized until it is determined that satisfactory resolution has been achieved or an action pursuant to Education Code section 87660 et seq. and/or section 87730 et seq is instituted. (III.A.20)

Board Policy and Administrative Regulation 2065 specify the evaluation procedures applied to management personnel. (III.A.21) Managers and administrators are evaluated at least once during the first year of their employment. Subsequently, a comprehensive evaluation of each manager and administrator is carried out every three years, during which campus employees complete performance surveys assessing the job performance of the designated administrator. The respective vice president and the superintendent/president review these evaluations, along with the manager or administrator’s self-evaluation. (III.A.22)

As outlined in board Administrative Regulation 2065, managers (academic managers, academic directors, and classified directors) whose performance is below expectations will be notified in writing of areas needing improvement and what is needed to meet work expectations and assistance strategy to achieve the expectations. (III.A.21) Continued failure of the manager to meet performance expectations may result in disciplinary action.

Faculty evaluation processes are designed to assess effectiveness and promote performance excellence. Student evaluations are collected during the term that the faculty member is being evaluated. Student evaluations are analyzed by the peer evaluation committee and the dean and reflected in the faculty evaluation process. Faculty evaluations include a self-evaluation on student learning outcomes and assessment for courses and programs.

This process facilitates a thorough and comprehensive assessment based on the rationale that teaching effectiveness is best evaluated by peers and students, that scholarship is best evaluated by peers, and that institutional service is best evaluated by supervisors. Therefore, three segments of the college community participate in the faculty performance evaluation: peers, students, and supervisors (e.g., division chairs, deans, and/or directors).

For faculty, the bargaining agreement details the specific criteria upon which an evaluation is based. These criteria include an assessment of the faculty member’s classroom performance, such
as subject matter competence, course content, and subject matter presentation; lab activity, clinical, or studio instruction, including subject matter and skills competence; assessment of written materials; responsibilities to students; responsibilities to the discipline and the division or service area; participation in institutional responsibilities; and a plan for or progress toward improvement (when applicable).

For faculty teaching distance education courses, a slightly modified version of the faculty evaluation form may be used, for which several items in the standard form are replaced with items that relate more directly to online instruction. (III.A.23)

All employees are encouraged and, in cases where it is part of their assigned or elected duty or responsibility, expected to participate in district governance activities, as outlined in Board Policy 2305. (III.A.24) Participation in institutional responsibilities is recorded through agendas, sign-up sheets and/or minutes and is considered as part of the formal evaluation process along with reporting in the self-evaluation. The district has a template for committees’ agendas and minutes to effectively document participation of employees. (III.A.25)

For full-time/regular faculty, the institutional responsibilities are outlined in the bargaining agreement as well as Board Policy 2047 (III.A.26), and include providing instruction or services for the period of time determined by the provisions outlined in the agreement, providing scheduled office hours for consultation with students, serving on assigned college committees or performing other approved service to the district, and participating in activities of professional growth, such as flex days. For administrators, supervisors/managers, and classified staff, the institutional responsibilities are outlined in their individual job descriptions. (III.A.27)

Self Evaluation
SLOCCCD meets this standard. All personnel are evaluated systematically and at regular intervals to assess effectiveness of personnel and encourage improvement.

Assessment of employee job performance is conducted as outlined by appropriate agreements and procedures by applying written criteria pertinent to the employee’s job functions. The discussions between the employee being evaluated and the evaluator are designed to promote quality by identifying areas for improvement or professional development with timely follow-through if necessary. Completed evaluations for all employees are maintained in confidential and secure personnel files located in the Human Resources Department.

Actionable Improvement Plan
None.
III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
SLOCCCD faculty have specific evaluation components related to student learning outcomes. Assessing the progress toward achieving student learning outcomes or administrative outcomes made by faculty or administrators is included as part of a systematic, regular evaluation cycle.

The assessment of student learning outcomes by individual faculty is specifically queried on the Faculty Self-Evaluation form, which contains the following two prompts related to outcomes. (III.A.28, III.A.29)

- Please describe new strategies or methods you have employed to improve your teaching, including those you have implemented based on assessments of student learning.
- Also, describe how you have contributed to student learning outcome assessment cycles in your division or program.

The dean and peer evaluators review the self-evaluation and discuss its contents with the faculty member being evaluated as part of the evaluation process. (III.A.30) The content of this form was created by the faculty bargaining unit and agreed to through collective bargaining in 2012.

In addition, the requirement that student learning outcomes be included on all faculty members’ course syllabi has been in place since 2011. (III.A.31) The course syllabi and information collected on the self-evaluation form are reviewed by the dean and peer evaluators as part of the faculty evaluation process.

Job descriptions for key non-instructional positions include standardized language regarding student learning or administrative outcomes for the appropriate positions. (III.A.32)

The district documents student learning outcomes for non-instructional programs or departments as part of the Institutional Program Planning and Review process. Results of outcomes assessments for Student Services and Administrative Services are reported on documents similar to the Course or Program Assessment Summary forms.

Self Evaluation
SLOCCCD meets this standard because faculty and key district staff are evaluated on how well they help students achieve student learning outcomes. The portions of the evaluations related to outcomes assessment are part of the regular evaluation process and agreed upon by the relevant constituent groups.
III.A.1.d. The institution upholds a written code of professional ethics for all its personnel.

Descriptive Summary
SLOCCCD defines the expectation for professional ethics in Administrative Procedure 3050 (Institutional Code of Ethics). (III.A.33) The Code states that, “All employees and Board members are expected to uphold rules of conduct defined and established by federal and state law and exhibit behavior that promotes the following principles:

- Integrity
- Civility
- Respect
- Fairness
- Confidentiality

Several other written policies pertain to ethics and district employees. Employees who violate any of the aforementioned policies may be subject to discipline, under the Education Code and relevant collective bargaining agreements, including sexual harassment, unlawful discrimination, and non-discrimination in district programs. These items are published in the board policies, on the district’s website, the college catalog, the Faculty Orientation Handbook, and the hiring packets.

Board Policy 2715 addresses the board of trustees’ code of ethics/standards of practice. (III.A.34) The policy states that the board of trustees “is expected to perform its duties and execute its responsibilities with highest standards of ethical behavior and practices. To promote the trust of the public, ensure a safe and healthy academic environment for students, faculty, and staff, and inspire others in the pursuit of success, and to establish an expected level of performance to individual members.” The policy includes a description of ethical conduct as well as guidelines for addressing ethical violations and censure procedures. The board also has a policy regarding conflict of interest for board members, Board Policy 2710. (III.A.35)

Professional standards for faculty are spelled out in Board Policy 3006, and the standards serve as criteria for hiring, criteria for evaluators during probationary periods, and as criteria for tenure and post-tenure review processes of the district. (III.A.36) The Faculty Orientation Handbook includes a list of additional standards and qualities for faculty following and referencing its citation of Board Policy 3006. (III.A.37)
The Computer and Network Use Policy (Board Policy/Administrative Procedure 3720) covers issues relating to the use of district computers. Employees and students have a responsibility not to abuse the property of the district and are to respect the rights of others when accessing or using those resources. (III.A.38)

Employees have access to all board-approved policies and they are given copies of certain policies and procedures during the new hire orientation that include prohibition of sexual harassment, unlawful discrimination, computer and network use, and the employee substance abuse policies. (III.A.39)

Self-Evaluation
SLOCCCD meets this standard because the district provides a code and a framework for ethical behavior that applies to all employees equally, as well as policies that apply to particular employee groups, including the board of trustees.

Actionable Improvement Plan
None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary
SLOCCCD maintains a sufficient number of prepared and experienced full-time faculty, staff, and administrators and has planning processes in place to annually identify staffing priorities.

Implementing the mission of the district drives the need for personnel. Personnel needs are identified through a number of processes and dialogue among constituent groups in the district’s integrated planning process. Programs prioritize personnel needs on the Annual Program Planning Worksheets as part of the Institutional Program Planning and Review process. (III.A.40) The Planning and Budget Committee, which is made up of representatives of all employee stakeholder groups is part of the new staff prioritization process. The Planning and Budget Committee determines the number of full-time faculty hires and submits the number to College Council. (III.A.41) Full-time faculty positions are prioritized at College Council. Through this process, a recommendation is made to the superintendent/president and taken to the board of trustees for approval. The faculty prioritization process is described in III.A.2, including Administrative Procedure 7120. (III.A.42)
The process of replacing classified and management positions is initiated in President’s Cabinet. The Cabinet makes recommendations for the hiring of classified and management positions, which are reviewed by the superintendent/president and taken to the board of trustees. If the initial request for hire includes updates to the job description, the bargaining unit reviews the request prior to board approval. The Planning and Budget Committee regularly reviews the standing agenda item “Personnel Hiring Report” presented by the superintendent/president which lists all classified staff and management hires. (III.A.43)

Once positions have been approved for hire by the board of trustees, the hiring process is carried out by a selection committee consisting of members from various stakeholder groups, including management/administration, union representatives, and faculty or staff within or outside of the department or division. Hiring committee composition is identified in board policy for faculty and managers. (III.A.42, III.A.44)

The processes for proposing and approving faculty, classified, and management positions are systematic and integrated with institutional planning. The Planning and Budget Committee sets general assumptions as part of creating the district’s annual budget, including meeting the Full-Time Obligation Numbers (FON). (III.A.45) As illustrated by the chart below, the district has continually met the obligation.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obligation</strong></td>
<td>146.40</td>
<td>145.40</td>
<td>145.40</td>
<td>135.40</td>
</tr>
<tr>
<td><strong>Actual</strong></td>
<td>162.54</td>
<td>160.79</td>
<td>153.52</td>
<td>149.50</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>16.14</td>
<td>15.39</td>
<td>8.12</td>
<td>14.10</td>
</tr>
</tbody>
</table>

Faculty needs are identified annually in each unit’s Institutional Program Planning and Review and are implemented in a dedicated process in College Council. College Council’s Institutional Faculty Prioritization Subcommittee ranks faculty positions with both objective and subjective criteria and makes recommendations to the superintendent/president. (III.A.41) This process is completed by the end of fall semester so hiring can be conducted in the spring. This process concludes with the hires beginning the following fall semester. The superintendent/president reviews the recommendations of College Council and authorizes the recruitment and hire of the faculty positions. The specific hires are subject to approval by the board of trustees.

Requests for classified and management positions occurs through the Institutional Program Planning and Review process. Each cluster prioritizes its top needs and forwards them to the Planning and Budget Committee for its Annual Prioritization Process. The Planning and Budget Committee generates a ranked list of priorities and forwards this to the superintendent/president.
(III.A.46) If ongoing funds are identified, then ranked personnel needs for new positions are considered. Replacement positions are reviewed by the President’s Cabinet. The president reports decisions to the Planning and Budget Committee, reviews the results of these processes and makes recommendations to the board of trustees. As an example, in 2012, the prioritized research assistant position was increased when the Cuesta College Foundation was able to provide ongoing funds to offset general fund costs from another position. (III.A.47)

Recruitment, selection and employment for the academic year 2012-2013 resulted in no new full-time and six replacement faculty positions, 37 part-time temporary faculty positions, seven new and 37 replacement classified positions, and no new and four replacement management positions. (III.A.48) Four full-time, tenure track faculty positions were recruited and filled for spring 2014 and 13 are in the process for fall 2014.

Organization of administrative and support staffing is determined by the superintendent/president, in consultation with the President’s Cabinet. Under Board Policy 2000 (III.A.49), the superintendent/president establishes an organizational chart that delineates the lines of responsibility and sets the general duties of employees within the district. (III.A.50) The organizational chart is subject to review by the board of trustees. Under Board Policy 1100, the board approves the management group, on the recommendation of the president. (III.A.51)

The district is able to meet student demand with the existing number of full-time and part-time faculty. A recent Long-Term Budget Reduction Plan was implemented in 2012 to ensure the continuation of the district’s ability to meet budget obligations and provide a sufficient number of full-time faculty, staff and administrators to support the mission and purposes. (III.A.52) All administrator positions are filled as of spring semester 2014, and replacements for interim administrators are being recruited in a timely manner. (III.A.53)

Self Evaluation
SLOCCCD meets this standard because the district hires qualified individuals and has district planning processes and committee responsibilities in place that assure dialogue and shared decision making about the highest personnel needs. These processes help assure that sufficient staff, faculty, and administrators are in place by identifying the most critical district needs while meeting the Full-time Faculty Obligation Numbers.

Actionable Improvement Plan
None.
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The Human Resources Department develops personnel policies and procedures after consultation with the district administration, legal counsel, and stakeholder groups, when applicable. Policies and procedures that affect only internal operations are developed by Human Resources and approved by the President’s Cabinet and, when appropriate, the board of trustees. (III.A.54)

Policies and procedures that are determined to be subjects of mandatory bargaining, such as hiring policies and procedures that have been negotiated as part of a collective bargaining agreement, are brought to joint labor-management committees or the negotiating table for review and agreement. (III.A.55)

Policies that affect participatory governance are presented to the Academic Senate and College Council and other appropriate groups for review and agreement as outlined in the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook. (III.A.56) Board-level policies and procedures are reviewed through one or more of the aforementioned groups, as appropriate, before being presented to the board of trustees for approval. The procedure for development of board policies and administrative procedures is outlined in Administrative Procedure 2410. (III.A.57)

Once approved, policies and procedures are publicized through internal communication such as email or through various committee meetings and are available for review in Human Resources. Board-level policies and procedures are available for public review and comment at board meetings. Board policies and administrative procedures are updated on the district’s website by the President’s Office after board of trustees’ approval. (III.A.39)

The Human Resources Department assists administrators, managers, faculty and staff with implementation of personnel policies as necessary. New statutes, regulations, and federal mandates are discussed with administrators and managers at Cabinet /Managers meetings. (III.A.58) Additional trainings are also provided to the broader campus community. If specific assistance is needed with implementation, the Human Resources Department works with the particular department to provide training and interpretation and to assist in implementation. (III.A.59)

Personnel policies and procedures are developed in conformance with the Education Code, the Fair Labor Standards Act and other state and federal law. When mandated changes occur, the district
works with legal counsel to develop appropriate policies and procedures. As these changes affect faculty, staff, and management, the stakeholder groups discuss new policies and procedures prior to the updating and implementation of board policy. If a change requires specific training for employees, the Human Resources Department coordinates the training and workshops. (III.A.59)

Board policy and collective bargaining agreements are readily available in hard copy and on the district website. Board policies and procedures include information regarding resolution if staff, faculty, or management perceive that policies and procedures are not equitable or have not been consistently administered. The President’s Office assures that posted board policy is current and available on the district website, including the following policies: (III.A.39)

- Board Policy 1565/R1565 (Unlawful Discrimination)
- Board Policy 1570 (Nondiscrimination in District College Programs)
- Board Policy 3080/R3080 (Faculty Grievance Procedure)
- Board Policy 4050 (Suspension or Dismissal)
- Board Policy 4510 (Grounds for Discipline)
- Board Policy 4520 (Procedures for Discipline)
- Board Policy 4530 (Procedures for Hearing)
- Board Policy 4531 (Decision of the Board of Trustees)
- Board Policy 4660 (Reduction of Force)
- Board Policy 4815 (Civil Rights of Employees)

The district makes every effort to resolve employee disputes, complaints, and grievances at the lowest level, either at the supervisory level or through joint labor-management committee meetings. When such efforts fail, the above-mentioned policies, procedures, and labor contracts provide for other forms of resolution, including appeals to the board of trustees, mediation, and arbitration.

Both the classified union and faculty union have the opportunity to bring forward concerns including policies and procedures being equitably and consistently applied through the joint labor management committee and informal discussions. Faculty also have an opportunity to bring forward concerns including policies and procedures being equitably and applied consistently outside negotiations through the Summit process, which is a meeting held monthly with faculty leadership and the superintendent/president and assistant superintendent/vice president of Academic Affairs. (III.A.60)

Self Evaluation
SLOCCCD meets this standard because personnel policies and procedures are available for review and include information about resolution for staff, faculty, or management that is equitably administered.
Actionable Improvement Plan
None.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
SLOCCCD establishes and adheres to written policies ensuring fairness in all employment procedures. General personnel policies and administrative procedures adopted by the board of trustees ensure equitable treatment of all staff in the employment process by outlining board policy and the process for resolution if there is a violation. Board policies are posted on the district website and are easily accessible for district employees as well as the general public. (III.A.39) Board policy covers a broad range of topics, including hiring practices, evaluation, and non-discrimination practices. The following policies apply:

Hiring:
- Board Policy 3010 (Faculty Employment) (III.A.61)
- Board Policy 3066/R3066 (Summer Session Employment) (III.A.62)
- Board Policy 4000/R4000 (Employment (classified personnel)) (III.A.63)
- Board Policy 4081 (Hiring of Classified Personnel) (III.A.64)
- Board Policy 4202 (Student Employment) (III.A.65)
- Board Policy 7120/Administrative Procedure 7120 (Faculty Recruitment and Hiring) (III.A.42)

Evaluation:
- Board Policy 2065/ Administrative Procedure 2065 (Evaluation of Managers) (III.A.44)
- Board Policy 3095 (Tenure for Academic Personnel) (III.A.66)
- Board Policy 4700/R4700 (Evaluations – Classified Staff) (III.A.67)
- Board Policy 4705/R4705 (Evaluations – Confidential Staff) (III.A.68)

Non-discrimination policies:
- Board Policy 1565/R1565 (Unlawful Discrimination) (III.A.69)
- Board Policy 1570 (Nondiscrimination in District College Programs) (III.A.70)
- Board Policy 1575 (Sexual Harassment) (III.A.71)

Provisions contained in the Cuesta College Federation of Teachers (CCFT) collective bargaining agreement and the Cuesta College Classified United Employees (CCCUE) collective bargaining
agreement also provide assurance of fair treatment. The faculty’s collective bargaining agreement contains the following provisions related to fair treatment: (III.A.6)

- Article 1 – Agreement (contains anti-discrimination language and provisions for filing a complaint)
- Article 3 – Academic Freedom and Intellectual Property
- Article 9 – Disciplinary Action
- Article 13 – Grievance Procedure

The Cuesta College Classified United Employees collective bargaining agreement contains similar provisions: (III.A.18)

- Article 12 – Disciplinary Action
- Article 17 – Grievance Procedure
- Article 18 – Layoff and Layoff Procedures

Self Evaluation
SLOCCCD meets this standard.

Actionable Improvement Plan
None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
SLOCCCD has provisions in place for keeping personnel records secure and confidential. The Human Resources Department has adequate space for storage of all current personnel files and follows the district’s records destruction policy. (III.A.72)

Employees trained by and working within Human Resources and Payroll maintain the privacy and confidentiality of personnel records. All personnel records, medical files (industrial and non-industrial), and other employment related records are maintained in locked cabinets within (and under the control of) the Human Resources Department. Very limited access to the files, by other than Human Resources staff, is permitted and is recorded when it does occur. The district’s bargaining agreements identify the scope of permission. (III.A.6, III.A.18) Acting as the designee of the superintendent/president, the executive director of Human Resources and Labor Relations acts as the custodian of all employment records. (III.A.73)
The Human Resources Department is also responsible for responding to subpoenas and information requests seeking access to personnel and related files, under the direct supervision of the executive director of Human Resources and Labor Relations.

Provisions contained in the Cuesta College Federation of Teachers collective bargaining agreement and the Cuesta College Classified United Employees collective bargaining agreement outline the procedure by which employees may access their personnel records and limit access to an employee’s personnel file by anyone other than the employee. Specific language in each of these documents outlines handling and maintenance of personnel files. (III.A.6, III.A.18)

Employees requesting access to their files may contact and schedule an appointment with a Human Resources Department staff member. Appointments are usually accommodated within 24 hours of receiving the request. Private office space is available for employees to review their file, under supervision of a Human Resources staff member. (III.A.6, III.A.18)

Self Evaluation
SLOCCCD meets this standard.

Actionable Improvement Plan
None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
SLOCCCD demonstrates understanding and concern for issues of equity and diversity through a variety of policies and practices exhibited by district values and goals, board policies, and curriculum development. The district’s concern for issues of equity and diversity is included in its mission statement: “Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.” (III.A.74)

All job announcements and new and revised job descriptions contain language that indicates the district’s commitment to diversity and non-discrimination, such as the requirement that candidates must demonstrate “sensitivity to and understanding of the broad range and diverse backgrounds of community college students.” (III.A.75)

Human Resources provides all hiring committees a EEO checklist that is reviewed and signed by all hiring committee members during the initial planning meeting. This checklist along with the
required EEO online training helps educate hiring committee members, which ensures a fair and equitable hiring process. (III.A.76)

The district provides hiring committees a long menu of questions to choose from when identifying interview questions for their candidates, which must include at least one question on diversity. This question not only serves as a means for the committee to gauge a candidate’s sensitivity to the issue, but it also serves to reinforce the importance of the issue to the hiring committee. The online application for all applicants now requires that the candidate, “Provide a statement about yourself that specifically demonstrates sensitivity to the needs of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and the community at large.” (III.A.74)

The Cultural Diversity Student Equity Committee addresses issues related to equity and diversity. Consistent with all district committees, the committee annually develops initiatives, which it assesses on an annual basis. (III.A.77) As part of the initiative, the committee reviews the district’s Equal Employment Opportunity (EEO) Plan annually, to ensure that it supports diversity initiatives such as, the Anti-Bias Training conducted for all hiring committee members in spring 2014. (III.A.78) The committee is made up of representatives of all stakeholder groups to increase the potential for diversity and for diversity policies and professional development to move forward district wide. The executive director of Human Resources is a required member of the committee and serves as the liaison to the President’s Cabinet and the Management Professional Development Committee. (III.A.79) The EEO Plan is reviewed on an annual basis by the Cultural Diversity Student Equity Committee and is updated every three years. (III.A.77)

A number of other board policies deal directly with equity and diversity, including those relating to unlawful discrimination, equal employment opportunity, nondiscrimination, sexual harassment and employer/employee relations:

- Board Policy 1565/R1565 (Unlawful Discrimination) (III.A.80)
- Board Policy 1570 (Nondiscrimination in District College Programs) (III.A.81)
- Board Policy 1575 (Sexual Harassment) (III.A.82)
- Board Policy 7100 (Commitment to Cultural Competence) (III.A.83)

In addition, beginning with the 2012-2013 academic year, all members of all hiring committees are required to complete an online EEO training program within 12 months of the recruitment, in conformance with Section 53000 of Title 5 of the California Code of Regulations and the district’s EEO Plan. (III.A.5)

Other examples of district recognition of diversity and equity include: the provision of medical benefits and leaves for domestic partners and their immediate family; Equal Employment
Opportunity and sexual harassment prevention training for managers and new faculty; and bilingual stipends for Spanish fluent classified employees who work in high student contact areas and/or who are relied on for written translations of district documents. (III.A.6, III.A.18, III.A.84)

The district has continued to include a diversity requirement for the achievement of a Cuesta College associate degree. Revised by the Curriculum Committee since the last accreditation, the diversity requirement indicates that for courses to qualify as meeting the diversity requirement, students completing those courses must be able to: “identify, assess and challenge biased assumptions and behaviors of individuals and societal institutions; analyze inter-group relations within categories of identity, such as race, ethnicity, gender, religion, sexual orientation, class, ability, nationality, or age; and examine struggles of non-dominant groups for power, justice, and access to resources.” The 2013-2014 Cuesta College Catalog lists 20 courses that meet the diversity requirement, and they range in discipline areas from anthropology and family studies to legal studies. (III.A.85)

The effectiveness of the district’s policies and practices in promoting an understanding of diversity is demonstrated by its adoption of the aforementioned policies, procedures, and practices, the participation of district representatives on the Cultural Diversity and Student Equity Committee which supports them, the employees who implement them, and the effectiveness of the district’s hiring policies and practices which have served to create a diverse workforce.

**Self Evaluation**
SLOCCCD meets this standard. The importance of equity and diversity is reflected in policies and practices and curriculum development. The district’s EEO Plan is implemented and reviewed by the Cultural Diversity and Student Equity Committee.

**Actionable Improvement Plan**
None.

*III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

**Descriptive Summary**
SLOCCCD determines the needs of its diverse personnel primarily through the Cultural Diversity and Student Equity Committee, acting as both the Equal Employment Opportunity committee and the committee that provides primary support for diversity programs and services to benefit students and staff. The executive director of Human Resources and Labor Relations is a member of this committee and serves as a liaison to the President’s Cabinet and the Management Professional Development Committee. (III.A.79)
Based on recommendations from the executive director of Human Resources and Labor Relations, the Cultural Diversity and Student Equity Committee, Cabinet, and Cabinet Managers, the district designs programs and service that provide support to the diverse personnel at the institution.

Job applicants with qualified disabilities who request accommodations during the hiring process are referred to the executive director, who determines what accommodations are needed. Successful candidates with disabilities meet with the executive director prior to confirmation of hire to determine what accommodations are required for them to effectively perform their jobs and thereafter as necessary. (III.A.86)

The Cultural Diversity and Student Equity Committee supports a number of programs and services that provide for the range of diverse students and personnel. The board of trustees also supports diversity. An example of board-level endorsement of diversity and equity-related issues is their annual adoption of two resolutions in support of diversity and Women’s History Month. Traditionally, the Cultural Diversity and Student Equity Committee has been invited to update the Diversity Resolution, and the committee co-chairs present the item during the board meeting, while faculty and students present the Women’s History Month resolution. (III.A.87)

Diversity programs, practices and services are evaluated on a regular basis by the Cultural Diversity and Student Equity Committee, acting as both the Equal Employment Opportunity advisory committee and the committee charged with ensuring and promoting diversity for the district. (III.A.77)

**Self Evaluation**

SLOCCCD meets this standard because programs, practices and services are available to support a diverse group of personnel. The Cultural Diversity and Student Equity Committee helps determine and evaluate needs.

Programs, practices, and services related to diversity are ever-evolving and need continued attention. Therefore, a centralized Equal Employment Opportunity and cultural diversity program for the college community, as implemented by the responsibilities of the Cultural Diversity and Student Equity/EEO Committee, moves the district significantly forward in this area.

**Actionable Improvement Plan**

None.
III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary
SLOCCCD includes equity and diversity in its mission statement. The mission statement is reviewed every three years and reaffirmed or revised. (III.A.74)

The district analyzes its employment equity record annually as part of the process outlined in the Equal Employment Opportunity Plan adopted by the board of trustees. The information is used in planning for recruitment to increase the diversity of the workforce as outlined in the plan. (III.A.78)

The goal of diversifying the workforce has made progress since the district’s last self-study in 2008 as reflected in the EEO data. Faculty and staff reporting Caucasian as their ethnicity in 2007 was 87%. In contrast, fall 2011 data reflects that faculty and staff reporting Caucasian as their ethnicity has decreased to 77%. In the 2007 data, the largest ethnic employee group was Hispanic at 8.2%. Hispanic reporting by Cuesta employee groups was 7.9% for full-time faculty, 5.3% for part-time faculty, 12.4% for classified staff and 16.3% for administrators, managers, and supervisors. In contrast, spring 2013 data reflects that the proportion of Hispanic students has grown to 26.5% district wide while the level of Hispanic employees increased only slightly to 8.8%. Hispanic reporting by Cuesta employee groups is 7.95% for full-time faculty, 5.85% for part-time faculty, 12.2% for classified staff and 17.86% for administrators, managers, and supervisors. These numbers reflect that ethnic minority representation at the district has increased slightly from 2007, including Hispanics. (III.A.88)

The data gathered from applicants through the voluntary Equal Employment Opportunity questionnaire is used to validate that advertising methods are successful in reaching a broad diverse pool of applicants. (III.A.88)

Self Evaluation
SLOCCCD meets this standard because the data reflects that workforce diversity as related to ethnicity is increasing. The district continues to demonstrate a commitment to increasing the potential for hiring a more diverse workforce by continually improving its advertising and recruitment practices.

Actionable Improvement Plan
None.
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Policies and administrative procedures adopted by SLOCCCD’s board of trustees ensure equitable treatment of all staff and students by outlining board policy and the process for resolution, if there is a violation. Board policies are posted on the district website and are easily accessible for employees, students, job applicants, and the general public. The college catalog includes key policies related to students and is updated annually. (III.A.39, III.A.12)

As outlined in III.A.3, personnel policies are primarily implemented by the Human Resources Department. A copy of the personnel board policies and procedures is updated by the President’s Office on the district’s website after approval by the board of trustees. Fairness to employees is addressed in board of trustees’ policy in a number of different areas, including hiring practices, evaluations, a faculty grievance procedure, procedures for discipline, and civil rights of employees:

- Board Policy 2065 (Evaluation of Managers) (III.A.89)
- Board Policy 3080 (Faculty Grievance Procedure) (III.A.90)
- Board Policy 3095 (Tenure for Academic Personnel) (III.A.91)
- Board Policy 4520 (Procedures for Discipline) (III.A.92)
- Board Policy 4530 (Procedures for Hearing) (III.A.93)
- Board Policy 4531 (Decision of the Board of Directors) (III.A.94)
- Board Policy/Administrative Regulation 4705 (Evaluations – Confidential Staff) (III.A.17)
- Board Policy 4815 (Civil Rights of Employees) (III.A.95)
- Board Policy/Administrative Procedure 7120 (Faculty Recruitment and Hiring) (III.A.42)

The collective bargaining agreements pertaining to faculty and classified employees outline additional specific personnel-related policies as well as the grievance procedure to assure that employees have recourse if policies and procedures are not equitable and consistently administered. The Cuesta College Classified United Employees and the Cuesta College Federation of Teachers collective bargaining agreements are available on the district website through the Human Resources pages. (III.A.6, III.A.18)

Implementation of AB 1825 requires that all managers and supervisors be provided with a two-hour training in sexual harassment and discrimination. The district’s executive director of Human Resources and Labor Relations coordinates the two-hour training for all managers and supervisors. All employees watch a video on sexual harassment as part of the training. (III.A.96) To ensure continued compliance with AB 1825, all newly hired managers and supervisors complete a two-hour course and participate in a required bi-annual training. (III.A.97)
In addition to the board policies referred to above regarding fair treatment of employees, there are a number of policies that ensure fairness to students, including:

- Board Policy 1565 (Unlawful Discrimination) (III.A.69)
- Board Policy 1570 (Nondiscrimination in District College Programs) (III.A.70)
- Board Policy 1575 (Sexual Harassment) (III.A.71)
- Board Policy 1580 (Sexual Assault) (III.A.98)
- Board Policy 2735 (Employee Substance Abuse) (III.A.99)
- Board Policy 3518 (Reporting Physical or Sexual Abuse of Students) (III.A.100)
- Board Policy/Administrative Procedure 5500 (Student Conduct) (III.A.101)
- Board Policy 6202 (Code of Conduct for Students in the Associate Degree Nursing Program) (III.A.102)

Violations of any of the foregoing policies or procedures should be reported, in the case of district employees, to the executive director of Human Resources and, in the case of students, to the assistant superintendent/vice president of Student Services and College Centers.

Self Evaluation
SLOCCCD meets this standard because board policies and administrative procedures ensure equitable treatment of all staff and students and include the process for resolution if there is a violation.

Actionable Improvement Plan
None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary
SLOCCCD offers many programs that provide professional development across all employee groups. These programs take many forms, including three professional development committees representing the stakeholder groups. Formal district opportunities include flex day activities and sabbatical leaves for faculty and the professional growth program for the management and staff.

- Adopted a flex calendar that allows 10 days for faculty professional development
- Board Policy 3251 supports annual sabbatical leaves for faculty
- Professional Growth Program
• Per Board Policy 4406, there is an annual process for classified and management/confidential staff to qualify for professional development increments (salary increases based on completed professional development) if approved by the employee’s supervisor. (III.A.103)

Self Evaluation

SLOCCCD meets this standard.

Actionable Improvement Plan

None.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

SLOCCCD offers or supports a range of professional development opportunities to all employee groups: faculty, management, confidential and classified, each with its own professional development committee under the district’s shared governance structure. These committees, which are listed on the Human Resources Professional Development web page, facilitate both on- and off-campus programs, including online trainings, for their respective constituencies. (III.A.104)

Orientation Programs

Orientation programs are conducted by Human Resources for all employee groups. The orientation program for classified staff, confidential and management includes (III.A.105):

• Human Resources – Review of all forms, board policies, Cuesta College Classified United Employees Contract, hours, salary placement, etc.
• Benefits – Benefits specialist advises employees on district’s benefit programs and retirement programs
• Safety – The safety coordinator reviews the new employee safety guidelines and has new employees watch the golf cart training video.
• Cuesta College Classified United Employees – A union representative discusses union dues and membership
• Payroll – The payroll technician reviews payroll related items, due dates, pay day, leave forms, etc.

All manager/supervisor hires are required to complete sexual harassment training.
Faculty Orientation
At the beginning of the fall and spring semesters the Office of the Vice President of Academic Affairs hosts a new faculty orientation in an effort to familiarize new faculty with Cuesta College and to provide them with an overview of campus policies and procedures. The orientation gives new faculty the opportunity to meet administrators, deans, and connect with other new faculty members. (III.A.106)

Newly hired tenure track faculty meet four times their first year with the president of the Academic Senate and vice president of Academic Affairs for presentations and introduction of governance, integrated planning, accreditation and student service departments’ responsibilities and other institutional information. (III.A.107)

General Professional Development (across all employee groups)
Equal Employment Opportunity Training: Beginning with the 2012-2013 academic year, all members of all hiring committees are required to complete an online EEO training program within 12 months of the recruitment, in conformance with Section 53000 of Title 5 of the California Code of Regulations and the district’s EEO Plan. (III.A.5) In 2014, the district held a training on eliminating bias in the hiring process for employees and recorded the training for future use. (III.A.108)

Technology training is well supported across all employee groups by a full-time technology trainer in the Computer Services Department, who offers a regular schedule of group training sessions on the use of instructional and general office software. The trainer also consults on individual computer-related problems as needed. (III.A.109)

Funds from the Cuesta College Foundation provide additional support for professional development via designated accounts or awards. The superintendent/president, Academic Senate and the Cuesta College Foundation annually award funds for recognition of innovative work by employees, employee professional development, and exceptional faculty or student achievement. The achievements of employees are often recognized in open forums or in marketing publications. (III.A.110) Specifically, the President's Innovation and Motivation Fund is overseen by the Superintendent/President’s Office. Funds are available to faculty, classified, and management employees wishing to learn a skill or gain new scholarly or professional knowledge, as well as to managers or supervisors wanting to offer specific, targeted training opportunities to one or more employees. (III.A.111)

The most recent employee survey indicated that the district needed to improve employee understanding of their representation at committees and participation in the decision-making process. (III.A.112) As the district has refined its integrated planning, governance and committee structures, trainings have been held at Opening Day ceremonies to increase employee knowledge.
of areas such as accreditation standards, student learning outcomes and participating in shared
governance and committees. Videos of the trainings are on the district’s website, and the materials
can be found on the district’s College Trainings web page (III.A.113)

The Safety Committee coordinates training and provides funds for a broad range of safety-related
trainings across all employee groups (III.A.114)

The Cultural Diversity and Student Equity Committee supports professional development activities
designed to increase multicultural awareness and sensitivity to the kinds of issues that may arise
when working in a diverse college community. (III.A.77)

Mental Health Awareness programs train faculty, staff, and management on how to better
understand and serve students with mental health challenges. A component of the district’s
Wellness Arts Program, the mental health initiatives are funded under a two-year grant from the
California Community College Student Mental Health Program. (III.A.115)

The district also maintains Professional Development Center spaces on both the San Luis Obispo
(Room 3219) and North County (Room N3213A) campuses to provide locations for activities to
occur.

Faculty Professional Development
The Faculty Professional Development Committee enables professional development in several
ways. Its primary function is to solicit and vet proposals from faculty for programs offered to their
peers on scheduled flex days. Flex days offer professional development opportunities for faculty on
an approved calendar. (III.A.116) Proposals approved by the committee are offered as approved
professional development activities on the designated flex days. (III.A.117) Additional funding for
conferences and outside speakers, when available, is arranged on a case-by-case basis and usually
comes from either outside grants or discretionary funds. All employees may attend speaker
programs.

Depending on the nature of the program, the district identifies professional development needs
through a mix of formal surveys and informal feedback. (III.A.118) The majority of flex day
programs are offered by faculty, and all who are interested must submit program proposals to the
Faculty Professional Development Committee for approval. The committee also has a designated
“channel” in myCuesta for faculty to access at any time online. (III.A.119)

The technology trainer in Computer Services conducts online surveys every semester to identify
training needs. (III.A.120) The district has also committed funds for faculty release time to provide
trainers to support distance education faculty and for student learning outcomes trainers.
Career technical education faculty are eligible for categorical funding through the state’s Career Technical Education Act (CTEA) program. The program expressly encourages professional development and awards grants through a well-publicized solicitation and selection process. Faculty may use program funds to attend conferences, training programs, etc., to remain current in their professional or technical knowledge, skills, and certifications. (III.A.121)

Additional faculty professional development includes the following:

- Moodle training overseen by the Distance Education Committee with four face-to-face professional development training sessions and numerous one-to-one sessions for faculty members wishing to teach online courses (III.A.122)
- Orientation sessions for new faculty at the beginning of each semester about policies, programs, and resources and a first semester faculty mentoring program with a tenured faculty member (III.A.123)
- Training on the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook (III.A.56)
- Workshops on the tenure process conducted by the vice president for Academic Affairs (III.A.107)
- Sabbatical leaves for tenured faculty who have provided at least six consecutive years of service, as determined by Board Policy 3251 (III.A.124)

Classified Professional Development
The Staff Professional Development Committee is responsible for staff professional development funding and activities. The committee reviews and approves or denies staff professional development funding requests. The committee provides workshops and trainings for classified staff. These funds are available to all classified employees wishing to learn a skill or gain new scholarly or professional knowledge, as well as to a manager or supervisor wishing to offer specific, targeted training opportunities to one or more employees. (III.A.125) Training is geared for specific job duties of staff within a particular office. Dedicated funding comes from both categorical and general funds. (III.A.126)

Management Professional Development
The Management Professional Development Committee considers the needs of and opportunities for confidential, supervisor and management employees for professional development and recommends and plans programs and workshops. It is a standing subcommittee of Management Senate. (III.A.127) Opportunities for training by the Liebert, Cassidy, Whitmore consortium for supervisors/managers and other training programs are also available, subject to availability of funds.
Professional Growth Program
Per Board Policy 4406, there is an annual process for classified and management/confidential staff to qualify for professional development increments (salary increases based on completed professional development) if approved by the employee’s supervisor. (III.A.103)

Self Evaluation
SLOCCCD meets this standard because even under tight fiscal constraints, the institution offers professional development opportunities to its faculty, staff, and managers.

Actionable Improvement Plan
None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
SLOCCCD recently adopted several measures to enhance the ability to evaluate professional development programs.

In fall 2012, the district implemented a “Conference Shared Learning” form for management and classified employees who receive funding for professional development. The form tracks programs employees attend, identifies knowledge gained that can be shared within the district, and assesses the usefulness or relevance of the information for employees’ college roles. (III.A.128) These forms are found online with the Conference Request/Travel Reimbursement Form and are submitted to the employee’s supervisor for final review and signature.

In May 2013, the Academic Senate approved its own “Faculty Conference Shared Learning” form developed by the Faculty Professional Development Committee to be implemented in fall 2013. The web-based form is intended to streamline the collection and aggregation of useful data in a format that can more easily be analyzed. (III.A.129)

On-campus professional development activities occurring on flex days had been assessed using a paper questionnaire distributed to workshop participants at the conclusion of each program. Since August 2013, an online questionnaire is being used to assess flex day programs, which improved the collection, aggregation, and evaluation of program data. (III.A.118)

Faculty report their professional development activities on the self-evaluation forms they must submit as a component of their periodic performance reviews. (III.A.130)
Faculty participating in sabbaticals are required to complete a Sabbatical Leave Request Form with a proposed activity plan to the Sabbatical Leave Committee. The request is forwarded to the division chair or director and dean or vice president for review and approval and copied to the committee. The committee then makes a report to the superintendent/president and a recommendation to the board of trustees. Following a sabbatical, the faculty member makes a report to the committee, the superintendent/president and the board of trustees and makes an oral presentation to the board of trustees. Faculty members are also responsible for a staff development activity or presentation to their division. (III.A.131)

Self Evaluation
SLOCCCD meets this standard because professional development programs are evaluated by participants and reviewed by the professional development committees that represent the faculty, management and classified work groups.

Actionable Improvement Plan
None.

III.A.6. Human resources 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.

Descriptive Summary
SLOCCCD assesses the effectiveness of human resources in meeting the district’s mission and goals. Human Resource decisions are developed from program review results, institutional needs, and plans for improvement.

The process includes a comprehensive internal review to be conducted every five years to include program assessments with an analysis of current resources and resource needs. The Comprehensive Program Planning and Review documents how programs interface with other academic programs and/or administrative programs and student services, and how programs effectively use human resources to meet the needs of students, programs, and/or services. For example, an analysis of enrollment rates, full-time to part-time faculty ratio, and plans for expansion may suggest the hiring of additional full-time faculty. If this is the case, the cost related to additional staff, including salary is calculated and documented in the review. (III.A.132)

The cluster leaders present their top ten priorities, including personnel, from the Institutional Program Planning and Reviews process annually to the Planning and Budget Committee.
As part of the overall program planning and review process, Human Resources is responsible for establishing, implementing and assessing Administrative Services Outcomes for its department, in congruence with the district’s mission and goals. The Administrative Services Outcomes are published on the department’s website as follows: (III.A.133)

1. Human Resources will provide an effective and consistent application process and recruitment process as assessed by applicants and hiring committees.
2. Human Resources will provide required, current, timely and effective training for staff as assessed by attendees.
3. Human Resources will ensure effective implementation and compliance with the district’s EEO plan as a part of the plan’s assessment and plan for improvement.
4. Human Resources will negotiate fairly with constituent groups as assessed by the staff survey.
5. Human Resources will efficiently and legally deal with workers’ compensation issues as assessed by audits.
6. Human Resources will provide accurate and timely benefits as defined by policy, procedure and contracts as assessed by staff surveys.
7. Human Resources will provide an accurate and timely payroll assessed by staff surveys.
8. Human Resources will provide accurate and timely data for required MIS reports.

An example of improvement is the responsiveness of the Benefits Committee. With increasing benefits costs and the challenges anticipated in implementation of the Affordable Care Act, the Benefits Committee meets monthly, or more often as necessary, to address these issues and recommend practical solutions. The committee also sponsors an annual benefits fair and numerous workshops to educate staff on their benefits and the issues associated with them. (III.A.134)

Another example is the realignment of the Human Resources Department in 2012 as part of the Long Term Budget Reduction Plan. The department was moved under the Administrative Services Cluster from the President’s Cluster and combined with the Payroll Office to increase efficiency. (III.A.135)

Self Evaluation
SLOCCCD meets this standard because Human Resource planning is integrated into institutional planning.

Actionable Improvement Plan
None.
III.A. Evidence

III.A.1 Minimum Qualifications for Faculty and Administrators in California Community Colleges

III.A.2 Equivalency Committee Description

III.A.3 Cabinet Minutes, February 5, 2014

III.A.4 Equivalency Process Web Page

III.A.5 Selection Committee EEO Training 2013

III.A.6 Collective Bargaining Agreement between SLOCCCD and the Cuesta College Federation of Teachers AFT Local #4909

III.A.7 Dean Job Description

III.A.8 Human Resources Jobs Web Page

III.A.9 Board Policy and Administrative Regulation 3064

III.A.10 Administrative Procedure 7120 (Planning, Recruiting, and Selecting Full-time and Part-time Academic Positions)

III.A.11 Board Policy and Administrative Regulation 3013

III.A.12 SLOCCCD College Catalog

III.A.13 Faculty Evaluation Timeline

III.A.14 Faculty Evaluation List and rotation

III.A.15 Evaluation Forms, Human Resource Web Page

III.A.16 Board Policy and Administrative Regulation 4700

III.A.17 Board Policy and Administrative Regulation 4705

III.A.18 Collective Bargaining Agreement between SLOCCCD and the Cuesta College Classified United Employees AFT Local 4606

III.A.19 Collective Bargaining Agreement between SLOCCCD and the Cuesta College Federation of Teachers AFT Local #4909, Article 7, Pages 29-40

III.A.20 Collective Bargaining Agreement between SLOCCCD and the Cuesta College Federation of Teachers AFT Local #4909, Article 7, Pages 29-33

III.A.21 Board Policy and Administrative Regulation 2065

III.A.22 Management Evaluation Cycle List

III.A.23 Distance Education Faculty Evaluation Form

III.A.24 Board Policy 2305

III.A.25 College Council Minutes

III.A.26 Board Policy 2047

III.A.27 Board Policy and Administrative Procedure 4080

III.A.28 Triennial Review Self Evaluation Form for Full-time Tenured Faculty and Full-time Tenure Track Faculty

III.A.29 Triennial Review Self Evaluation Form for Temporary Faculty

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STANDARD III.B: Physical Resources

Peter Russell traces an image from the light table that will later be added to the mural.
III.B. Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
SLOCCCD is made up of three primary teaching locations: the San Luis Obispo campus, the North County campus in Paso Robles, and a leased site in Arroyo Grande. The district maintains more than 55 permanent and mobile structures – classrooms, offices, dining facilities, performance spaces, and a conference center – totaling more than 500,000 square feet of building space. The district also maintains 45 acres of landscaping and athletic fields and more than 100 acres of natural landscaping.

The Facilities Services, Planning and Capital Projects Department oversees construction, maintenance, and safety of the district’s structures and grounds and includes a director, three supervisors, two lead employees, and 38 full-time classified staff. Five of these classified employees and one lead are primarily assigned to the North County campus to handle all cleaning needs and general maintenance. To improve efficiency, employees dispatched from the San Luis Obispo campus handle all advanced repairs. District maintenance is not done on the leased Arroyo Grande site. Overall facilities condition is evaluated through data from the 3D/International Facilities Condition Analysis report and weekly inspection by maintenance staff. Repairs are requested through the district’s electronic work order system, upgraded from the hard copy system in 2009, and dispatched though department supervisors.

Examples of facilities providing specific program support include:

- Observatory structure
- 28,000-square-foot gymnasium
- Library/Learning Resource Center (North County campus)
- High Tech Learning Center
- Chemistry and Biology Complex
- Allied Health, Math, and Science Building with dedicated labs and lecture hall
- Student Life and Leadership building and Student Conference Center
- Broadcasting Center with a radio studio
• Fine Arts and Performing Arts Complex and Gallery
• Engineering Complex

The district also has an extensive athletics complex:

• 650,000-gallon, 50-meter competition pool with twin one- and three-meter diving towers
• 60,000-gallon therapeutic/training pool
• State-of-the-art track with a polymer running surface
• Nearly 20 acres of fields and courts for basketball, volleyball, tennis, soccer, track and field, baseball, softball, and archery

Two of the most recent facilities additions, the Cultural and Performing Arts Center on the San Luis Obispo campus and the Learning Resource Center on the North County campus were designed to meet current and future teaching demands. The Cultural and Performing Arts Center facility boasts state-of-the-art digital sound and lighting systems, impact-absorbing stage floor system, counterweight fly system, and spiral-lift orchestra pit.

When the SLOCCCD Educational and Facilities Master Plan 2001 was developed, distance education was not a topic for planning and the Technology Plan was three paragraphs. In the SLOCCCD 2006 Update to the Educational and Facilities Master Plan 2001, distance education had become an academic planning requirement with its own place in the Educational and Facilities Master Plan but little influence on facilities planning. Between 2006 and today, distance learning has increased more than 42% and makes up more than 7% of the district’s full-time equivalent students. (III.B.2)

With the gain in distance education use over a short period, staff must forecast infrastructure needs such as sufficient data cabling capacities and generator back-up power sources before beginning any construction project. Coordination between the Five-Year Construction Plan and the Technology Plan is critical to ensure adequate technology infrastructure is planned for.

With the dramatic increase in distance education comes the question of whether increased enrollment requires increased facilities. Though additional facilities needs are apparent from data gathered through the district’s annual Institutional Program Planning and Review process and the SLOCCCD Cuesta College Educational Master Plan 2011-2016, staff will need to consider exactly how this rapidly growing technology will impact current and future structures when planning facilities.

The district has been active in implementing and using its digital energy management system and has upgraded more than 90% of the HVAC and lighting in existing buildings to automated digital control (III.B.3) for a healthy and energy-efficient learning environment. The district strives to
provide the best in life safety systems and has upgraded all permanent structures to code compliance. In addition to protecting all new structures by the required point ID fire protection system, the district has upgraded more than 25% of existing buildings to the new and improved point monitoring system. Permanent structures district wide have 24-hour-a-day fire monitoring, which is tested annually. (III.B.4)

The district provides service to support learning outcomes of students with learning disabilities and dedicates more than 20,000 square feet of the High Tech Learning Center and 2,000 feet of the new Learning Resource Center on the North Count campus to this effort. The district conducted a study of the campus to ensure that it complies with the Americans with Disabilities Act (ADA). (III.B.5) Where possible, the district exceeds required mandates by adding devices such as assisted door openers. Identifying key constituents to develop an ADA Barrier Removal plan has started and the plan is scheduled to be completed by June 2014.

In 2007, to best utilize facilities, the district subscribed to and implemented the CollegeNet Resource 25 Facilities Scheduling Software System, which works with the existing academic integrated software system, Banner. The Resource 25 System matches room features and capacities to the needs identified by requests from the Banner system. Resource 25 can also integrate nonacademic space requests with academic space needs. A web viewer allows potential users to view room type and availability, and make reservation requests. Resource 25’s automated space-assigning module, known as Schedule 25, is being reviewed and may be implemented to increase efficiency.

The district provides a safe learning and working environment, thanks in part to monitoring ongoing facilities assessment and using established best management practices. When considering compliance, the district points to sufficient fire and life safety provisions and the overall safe use and condition of physical resources.

Examples of criteria used to evaluate the safety of physical assets include comprehensive inspections, repairs, and long-term planning of facilities. The district uses an extensive and diverse series of inspections conducted by staff and consultants specializing in all areas of facilities operations. Reports generated by these inspections itemize action items that are prioritized, planned for, and implemented. The report cycle is repeated to confirm efficiency and resolution of previous deficiencies. Most plans have at minimum an annual action and documenting interval – many are monthly and some weekly. Many processes are city and state mandated with on-site inspections by local authorities. Examples of these plans are:

- Waste Diversion Plan (III.B.6)
- Fueling Station Operation Plan (III.B.7)
In addition to inspecting physical assets, the district is proactive in assuring the fire and life safety of facilities via daily monitoring. This is accomplished by maintaining a POST (Peace Officer Standards and Training) certified police station on the San Luis Obispo campus and through the use of assigned safety officers at the North County campus and at the South County Center. Officers provide services ranging from emergency response to medical and security needs, parking enforcement, traffic control, sexual offender registration, installation and monitoring of panic buttons and access to facilities. Records of compliance with the Crime Awareness and Campus Safety Act (1990) the California Megan’s Law and the Jeanne Clery Act are updated and kept on file in the district’s Public Safety Office.

Fire safety is composed of a “Class A” fire detection system that is monitored continuously and inspected as per code requirements by a third party monitoring company.

The district’s Safety and Environmental Committee also addresses workplace safety and environmental health needs. (III.B.15) This committee is composed of directors from Public Safety, Facilities Services, and Planning and Capital Projects, the safety compliance coordinator, supervisor of Grounds, faculty and staff representatives, and the executive director of Human Resources. The committee reviews workers’ compensation claims as related to facilities, contacts appropriate parties to resolve hazards, and maximizes safe practices on campus. Plans such as the Injury Illness and Protection Program and the Return to Work Program have been reviewed and updated by the Safety and Environmental Committee. (III.B.16, III.B.17) The district also utilizes consultants to help supplement its safety programs where areas of specialized concentration are needed.

To better allow the district to maintain structures and advance toward sustainability, it applied for and was granted funding assistance through the California Public Utilities Commission partnership program on two major deferred maintenance projects. The first was a district-wide fluorescent lighting retrofit project, converting T-12 to T-8 bulbs, completed in December 2012. This transition has provided substantial improvement on visible light in learning and working areas while increasing lighting efficiency by nearly 20%. (III.B.18) The second was a large HVAC retrofit project on the existing library structure at the San Luis Obispo campus completed in December 2009. The retrofit on the system that would no longer be compliant by current energy efficiency standards
also increased digital control and monitoring of learning and sensitive book storage conditions, allowing the district critical control of these environments.

The requirements for safe and sufficient resources have been aggressively addressed by the addition of state-of-the-art structures, including the following:

- **Library expansion and renovation – San Luis Obispo campus**
  The addition of more than 45,000 square feet of structure houses 22,000 feet of new library space. This area was annexed to the existing library to provide a combined resource of more than 40,000 square feet. The improvements include wireless computer technology, separate study rooms, dedicated research computer stations, and lounge/study areas designed with maximum natural lighting.

- **Biology and Science remodel – San Luis Obispo campus**
  The renovation of structures of more than 10,000 square feet serves programs such as science, biology, and chemistry. Improvements to these structures include the ultra-advanced TRI-Tech fume hood systems, dual-integrated overhead projectors, fully monitored and alarmed acid tank, new AT Computer lab, and upgraded student and instructor stations. This upgrade also provides a large landscaped outdoor patio for student and instructor conferences, study areas, and various district events.

- **Fox Allied Health, Math, and Science Building – North County campus**
  This multi-use structure accommodates programs such as math, science, geology, and nursing, and contains a wireless computer connection, labs, lecture hall, and offices.

- **Cultural and Performing Arts Center – San Luis Obispo campus**
  With 400 seats, a state-of-the-art audio resonance assistance system, experimental theater, orchestra pit, performance support spaces, classroom and lab spaces, and prop building shop and yard, this structure is a huge addition to the district’s abilities to support a multitude of programs. These programs were previously supported by a leased theater that could no longer be serviced.

- **Learning Resource Center – North County campus**
  The two-story, multi-use structure accommodates library services, student services programs, faculty offices, computer labs, classrooms, lecture hall, and professional development center and gallery. The lecture hall provides lecture seating for more than 200 people and features a state-of-the-art rear projection theater system. This system allows instructors to teach directly in front of the screen and not block any of the media displayed.
In designing new facilities and capital renovation projects, special attention is given to environmental learning conditions; students have properly lit, quiet, and comfortable spaces. Environmental factors such as natural and indirect lighting, sound absorption, quiet heating and air conditioning systems are considered along with easily accessible technology infrastructure and room designs that allow staff to adapt facilities to program needs.

The High Tech Learning Center on the San Luis Obispo campus was the first to incorporate emerging technologies in new construction. This new way of thinking led to installing items such as indirect lighting and coved ceilings to improve form and function of the learning environment. The expanded library on the San Luis Obispo campus and the Learning Resource Center on the North County campus feature environmental enhancements such as strategically placed windows to dramatically increase natural lighting. The Learning Resource Center was the first of the district’s structures to use the External Insulation Finishing System insulation system to optimize thermal stabilization. Coordinating with design professionals to continue environmental design enhancements is a district priority.

These facility additions were a direct result of needs identified in the 2002 Accreditation Self Study, the SLOCCCD Educational and Facilities Master Plan 2001, and the SLOCCCD 2006 Update to the 2001 Educational and Facilities Master Plan and reflect progress in areas previously considered deficient. Without bond funding, however, the district lacks resources to address all of the needs identified in these plans.

Total cost of ownership continues to be an issue as new structures stretch existing support staffing resources. Reduced custodial services have not directly impacted the teaching environment, but work order response times have increased. A tool to assist in strategic planning – the Integrated Planning Template - New Facility (III.B.19) – was implemented to reduce the impact of total cost of ownership and ensure support staffing is planned for and funding allocated before approving capital projects.

Sufficient campus lighting remains a high safety priority and the district has made progress. In 2001 the district retrofitted campus lighting fixtures from the original low-light mercury vapor fixtures to high-pressure sodium. The upgrade increased lighting levels on campus from an average of 0.15-foot candles at 15 feet from light standard to 2.5-foot candles at the same distance. The increased light levels are above the requirements for safe passageways and now illuminate many of the previously dark areas, even those significantly removed from the main pathways. Along with this upgrade, the district increased its tree-trimming program to reduce natural light blockage and illuminate poorly lit parking lots.
The district excels at maintaining its employee safety record and enjoys a low workers’ compensation experience rate and lower-than-industry-cost standards. Property and liability inspections reflect repeated praise for compliance to safe management practices. (III.B.13) The district also received the Statewide Educational Wrap Up Program award from its construction liability insurance carrier for its outstanding safety record throughout the construction of the Learning Resource Center at the North County campus.

Self Evaluation
The district meets the substandard. The 2011 Cuesta College Job Satisfaction Survey (III.B.20) and the progress on deficient items noted in the 2002 Accreditation Self Study, illustrate a district dedicated to meeting this standard. Though both the study and the accreditation report demonstrate strengths and weaknesses in attaining the standard, the district has shown progress in most areas. The survey shows that the staff agrees the district does maintain a safe environment and utilizes its physical resources efficiently. Learning resources such as a modern library facility and updated offices at the North County campus have also been addressed with the addition of the Learning Resource Center. Future total cost of ownership issues pertaining to new projects have been addressed with integrated planning and the application of the Integrated Planning Template - New Facility. Existing support staffing needs still remain a challenge.

Actionable Improvement Plan
None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
The SLOCCCD Educational Master Plan and Facilities Master Plan work together to make sure programs and physical resources, in turn, work together.

The SLOCCCD Facilities Master Plan 2011-2021 was completed in coordination with the SLOCCCD Cuesta College Educational Master Plan 2011-2016 and is an update to the SLOCCCD 2006 Update to the 2001 Educational and Facilities Master Plan. The district’s Facilities Master Plan differs from the 2001 and 2006 plans in that it is dedicated specifically to facilities planning and is in response to the needs of the SLOCCCD Educational and Facilities Master Plan 2001 and the Institutional Goals in the SLOCCCD Cuesta College Educational Master Plan 2011-2016. Separating the two plans emphasizes that the Educational Master Plan is the guiding document for the district; the Facilities Master Plan supports its Institutional Goals and program needs.
In the *SLOCCCD Facilities Master Plan 2011-2021* (III.B.1) the district identified the need to complete an assessment update to its *North County Campus Educational and Facilities Master Plan 1999*. This original plan was designed as a large sprawling campus which brought support challenges and additional facilities costs. As enrollment trends and building practices have changed, proper planning dictates an in-depth review of current physical resource needs of the North County programs. An initial request for proposal from one of the district’s architects was vetted through the Planning and Budget Committee and a framework for a revised study has been presented to the board of trustees and approved for further action to be taken. As with the district’s Facilities Master Plan, a diverse team composed of members impacted by this plan will review the planning framework to ensure it covers all physical resource requirements.

Facilities needs at the program level were identified through annual Institutional Program Planning and Review process and integrated into the *SLOCCCD Cuesta College Educational Master Plan 2011-2016*. In short, the campus needs efficient, modern-day learning environments. Though specific facilities needs varied by discipline, common needs ran through most programs:

- Additional modern teaching facilities at all teaching locations, most notably the North County and Arroyo Grande locations
- Upgraded data access at all teaching locations, specifically campus wide Wi-Fi access
- Upgraded classroom technology to current “smart classroom” level
- Efficient scheduling of the district’s facilities to best fit the needs of the current curriculum
- Modernization of the district’s aging facilities to keep pace with program needs and best teaching practices such as head of classroom, banking and dimming of overhead lighting, sufficient whiteboard surfaces, upgraded lab ventilation and instructional technology systems

The director of Facilities Services, Planning and Capital Projects coordinates with the vice president of Administrative Services to implement the key components identified in the Facilities Master Plan. The director oversees services including facilities planning, capital project development and coordination, facilities and grounds maintenance, custodial and audiovisual services, facilities scheduling, and risk prevention.

In spring 2011, staff from 3D/International conducted its third Facilities Condition Assessment of the district’s facilities at the San Luis Obispo and the North County campuses. The two previous assessments were conducted in 2002 and 2005, with the 2002 only reviewing the San Luis Obispo campus. The 3D/International personnel who conducted the assessment had specialties in all aspects of facility conditions including specific needs of the community college learning environment, space allocation, and inventory. They used interviews with district maintenance personnel and reviews of system warranties and manufacturers’ data to assist in the assessment.
The 2011 Facilities Condition Assessment was comprehensive and included the district’s 59 permanent structures for a total of 598,157 gross square feet. Through a standard adopted by facilities specialists such as the Council on Educational Facilities and the American University Planner Association, the 3D/International team assigns a Facilities Condition Index for each structure and a cumulative average for each campus. (III.B.1) Results of these reports are critical in determining the overall condition of the district’s physical resources for near- and long-term planning.

Space utilization reports are key when compiling the Five-Year Construction Plan and determining the effects of capital projects. (III.B.21) The district’s enrollment projections compared with its existing structures form the basis of the five- and ten-year construction planning process. Using this accurate forecasting, much of the funding for the seven new structures built since 2001 was granted. This report includes data on under and over capacity in areas such as labs, lecture, library, and office space by comparing enrollments in corresponding facilities. Also tracked are temporary buildings such as relocatable and/or facilities taken off line or deemed unusable. This report is generated annually and submitted to the California Community Colleges Chancellor’s Office.

A Five-Year Construction Plan, a short-range plan for the district, is also submitted annually to the Chancellor’s Office. Each Five-Year Construction Plan summarizes the projects seeking funding within the next five years. These plans also show the running total space utilization expected for each project in the space categories regulated by state formulas. Of the ten projects in the 2001-2006 Five-Year Plan, eight have been completed and put into service. Combined footage of these projects exceeds 210,000 square feet of additional space at a cost in excess of $118 million. These projects are:

- Classroom/High Tech Learning Center (San Luis Obispo)
- Art/Music building expansion (San Luis Obispo)
- Child Development Center (San Luis Obispo)
- Library expansion and reconstruction (San Luis Obispo)
- Allied Health, Math, and Science Building (North County campus)
- Cultural and Performing Arts Center (San Luis Obispo)
- Reconstruct laboratories BIO/SCIE (San Luis Obispo)
- Learning Resource Center (North County campus)

The 2014-2018 Five-Year Facilities Construction Plan consists of six projects. (III.B.1) Four of these projects are on the North County campus and the remaining two on the San Luis Obispo campus. Two projects in this plan, the Cultural and Performing Arts Center and the Learning Resource
Center were completed but not fully through the Division of the State Architect sign off process at the time of the plan’s submittal. Because of this, they were included as active projects.

The district significantly improved processes in construction management during the last facility constructed. Changes were needed to prevent an ongoing over-budget trend plaguing construction efforts and the district adopted a strict “on time, on budget” approach that carried through the entire project. After review, the district replaced its existing third party construction managers with managers whose objectives and outcomes better fit the district’s. Detailed daily and weekly construction reviews of project budget and timelines allowed for accelerated project measures to be presented to and approved by the board of trustees preventing both cost and time overruns.

After an additional review in 2011, the district reconfigured the Maintenance, Operations and Grounds Department to absorb the Facilities Construction Department. The new hybrid Facilities Services, Planning and Capital Projects Department resulted in cost savings and integration of the unique similarities of construction and maintenance to refine baseline building standards. Uniformities such as sinks, toilets, alarm systems, lighting, and technology infrastructure are matched to existing standards where applicable, preventing parts stocking redundancies and ensuring quality controls.

The ongoing Five-Year Scheduled Maintenance Plan is similar to the Five-Year Construction Plan as it is submitted annually to the Chancellor’s Office for funding consideration. Needs in both plans well exceed funding levels and funding commonly takes years before projects can begin. The funding level provided by the Chancellor’s Office is typically so low that only projects reaching critical status receive funding. Between 2006 and 2011, the district was able to complete four major projects for a total of $2.3 million. Projects completed:

- Reroof of gymnasium (San Luis Obispo)
- Replacement of Library heating, air-conditioning and ventilation systems (San Luis Obispo)
- Aquatics facilities lighting (San Luis Obispo)
- Replacement of primary sewer line and creek crossing bridge (San Luis Obispo)

Most of these projects were funded with a 50% match from the district. Projects identified for future scheduled maintenance within the current five-year plan include aging roofs, HVAC systems and infrastructure items such as gas piping and electrical systems replacement. These scheduled maintenance projects are needed to ensure that district facilities are sustainable. District fund allocation has been identified from year to year as a set dollar amount line item within the fiscal budget. For many years this allocation was used as matching funds to qualify for additional state funding for scheduled maintenance. Unfortunately, with the poor condition of the state of California’s budget, no funds have been allocated to scheduled maintenance over the past two
years. Without reinstatement of state funds to scheduled maintenance and in the absence of a local bond measure, future projects of this type may need to be funded wholly by district operational funds. Retaining the existing funding allocation within the Long Term Fiscal Plan 2012-2016 (III.B.22) has been identified in the planning process as crucial to continue scheduled maintenance.

The modification of the district’s facilities from manual environmental controls to direct digital controls is nearly complete. This cutting-edge control system is computer based and uses proportional-integral-derivative computer algorithms to increase efficiencies in all aspects of operations. The “free cooling” provided by the cool coastal climate, and low inland evening temperatures provide significant savings. Once the outside temperature drops below a determined temperature, mechanical cooling is turned off and “free” cool air is brought in from outdoors to cool the structures. Energy savings and reduced wear on equipment is realized while maintaining an outstanding learning environment. The North County campus benefits from an ultra-efficient central cool plant using a centrifugal chiller system utilizing advance variable frequency drive and multistage compressor technologies. To ensure measures are efficient, energy trending is completed and analyzed (electric, gas and water) monthly to ensure unusual events do not go unnoticed.

The district continues to improve its sustainability practices with ongoing fiscal and environmental responsibility efforts. A statewide leader in waste diversion, the district received an outstanding achievement certificate from the California Waste Management Board in 2011 for regularly exceeding annual mandates and for innovative practices. Water saving improvements include installation of ultra-low-flow restroom fixtures in both new and modified structures and a computer-based water trans-evaporation measuring system on the athletic fields.

The district schedules facilities resources using a priority system developed by administrators, faculty, and staff and approved by its board of trustees. This process ensures that each program is assigned to the appropriate facility. An extensive list of building and classroom attributes is maintained so schedules can match program needs at the classroom level. Once resources are assigned to academic programs, remaining assets are scheduled for nonacademic programs and, finally, to off-site program requests.

Daily physical resources support is identified through the Facilities Services electronic work order system. (III.B.23) Dispatch matches the work order to the proper trade and routes the order to the designated supervisor before it moves to the appropriate trade person. Status review of this program allows the facilities managers to regulate workflow to provide efficient service and documentation of the district’s repair records. The work order requestor is prompted to identify if and how a need impacts the classroom and if the support need is an emergency repair. At
completion of the work order, the originator is sent a closure letter with the link to a satisfaction survey. (III.B.24) Surveys are reviewed and signed off by each trades supervisor and the Facilities Services director to ensure quality control.

In 2007, to best utilize facilities, the district subscribed and implemented the CollegeNet Resource 25 Facilities Scheduling Software System, which works with the existing academic integrated software system, Banner. The Resource 25 System matches room features and capacities to the needs identified by requests from the Banner system. Resource 25 can also integrate nonacademic space requests with academic space needs. A web viewer allows potential users to view room type and availability, and make reservation requests. Resource 25’s automated space-assigning module, known as Schedule 25, is being reviewed and may be implemented to increase efficiency.

**Self Evaluation**

The district meets this substandard and has successfully obtained funding for, planned for and built state-of-the-art structures that provide a high level of support for its programs, increasing program quality and satisfying many previous program deficiencies. The overall maintenance of the district’s physical resources consistently receives positive responses in employee satisfaction studies and surveys. Good progress in deferred maintenance and hazardous substance removal programs has been achieved with substantial projects being completed.

Through the integrated planning process the district has successfully developed the **SLOCCCD Facilities Master Plan 2011-2021** as a long-range guiding document for its physical resources needs. A planned review and update to this document is scheduled to follow the integrated planning process for approval in 2016. (III.B.25) Further evidence of ongoing physical resources planning and review also includes the progress made on the North County facilities needs assessment identified in the **SLOCCCD Facilities Master Plan 2011-2021**.

Without a facilities bond many of the updates needed to bring facilities to industry standards are not possible. These needs are addressed during ongoing district planning through extensive facilities condition analysis and ongoing discussions throughout the integrated planning process. (III.B.26) Through its integrated planning process, the district has used allocated funding to leverage state programs to the maximum that current funding will allow. This funding allocation has been identified as a key ongoing need in the **SLOCCCD Long-Term Fiscal Plan 2012-2016**.

**Actionable Improvement Plan**

None.
III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

Descriptive Summary
SLOCCCD ensures that new construction, modifications to existing structures, and maintenance to existing buildings provide an accessible, safe, and secure learning and working environment. The district follows guidelines set by the Division of the State Architect (III.B.27), Occupational Safety and Health Administration, American Society of Heating, Refrigerating and Air-Conditioning Engineers, Americans with Disabilities Act, and state and county health codes. The district also contracts with outside agencies to assist with inspections and monitoring of these resources.

The district provides a safe learning and working environment, thanks in part to monitoring ongoing facilities assessment and using established best management practices. When considering compliance, the district points to sufficient fire and life safety provisions and the overall safe use and condition of physical resources.

The district ensures a safe and healthful learning environment at its off-site South County Center teaching location at Arroyo Grande High School by contracting facilities use on a K-12 campus. Using a site that is already regulated for educational purposes ensures building and cleanliness standards meet the stringent criteria of this standard. Security is provided by local law enforcement in close coordination with the district’s director of Public Safety.

Examples of criteria used to evaluate the safety of physical assets include comprehensive inspections, repairs, and long-term planning of facilities. The district uses an extensive and diverse series of inspections conducted by staff and consultants specializing in all areas of facilities operations. Reports generated by these inspections itemize action items (III.B.14) that are prioritized, planned for, and implemented. The report cycle is repeated to confirm efficiency and resolution of previous deficiencies. Most plans have at minimum an annual action and documenting interval – many are monthly and some weekly. Many processes are city and state mandated with on-site inspections by local authorities.

All general and scheduled facilities maintenance is planned and completed by the Facilities Services, Planning and Capital Projects Department. Overall facilities condition is evaluated though data from the 3/D International Facilities Condition Analysis report and weekly inspections by maintenance staff. Repairs are requested through the district’s electronic work order system and dispatched though departmental supervisors.
The Five-Year Scheduled Maintenance Plan is updated and submitted annually to the California Community Colleges Chancellor’s Office using the system-wide adopted FUSION (Facilities Utilization, Space Inventory Options Net) program. The needs are identified from data generated by the 3/D International Facilities Condition Analysis report, monthly facilities evaluations by facilities staff, and daily maintenance requirements. The district has obtained matching funding for significant repairs through the FUSION program.

In addition to inspecting physical assets, the district is proactive in assuring the fire and life safety of facilities via daily monitoring. This is accomplished by maintaining a POST (Peace Officer Standards and Training) certified police station on the San Luis Obispo campus and through the use of assigned safety officers at the North County campus and at the South County Center. Officers provide services ranging from emergency response to medical and security needs, parking enforcement, traffic control, sexual offender registration, installation and monitoring of panic buttons and access to facilities. Records of compliance with the Crime Awareness and Campus Safety Act (1990) the California Megan’s Law and the Jeanne Clery Act are updated and kept on file in the district’s Public Safety Office. Fire safety is composed of a “Class A” fire detection system that is monitored continuously and inspected as per code requirements by a third party monitoring company.

Workplace safety and environmental health needs are addressed by the district’s Safety and Environmental Committee (III.B.15) composed of directors from Public Safety, Facilities Services, and Planning and Capital Projects, the district’s safety compliance coordinator, supervisor of Grounds, faculty and staff, and the executive director of Human Resources. The committee reviews workers’ compensation claims as related to facilities, contacts appropriate parties to resolve hazards, and maximizes safe practices on campus. Plans such as the Injury Illness and Prevention Program (III.B.16) and the Return to Work Program (III.B.17) have been reviewed and updated by the Safety and Environmental Committee within the last year. Changes to safety mandates are reviewed and implemented as required, such as the district’s implementation of the United Nations Globally Harmonized System of Classification and Labeling of Chemicals. The district also uses consultants to help supplement its safety programs where areas of specialized concentration are needed.

Self Evaluation
The district meets this substandard. Physical resources are planned, constructed, and maintained to assure a safe, efficient, accessible and healthful learning and working environment. Layered inspection processes ensure unbiased reviews of building and safety controls and active reviewing of in-house employee safety programs keep them current.
Campus-wide input on maintenance and safety needs is cataloged through the district’s electronic work order system. The system’s quality control measures, such as the automated satisfaction survey, (III.B.24) help ensure that program maintenance and safety concerns are met. Faculty, staff, and student representatives are encouraged to participate on the district’s Safety and Environmental Committee to make direct impacts to the ongoing safety processes.

Physical assets at on- and off-site teaching locations are regulated under the Division of the State Architect, have active maintenance programs, and are monitored by POST-certified safety officers. Permanent custodial staff members receive ongoing in-service and environmental safety training and they are familiar with the demands of the learning environment, which ensures consistent cleanliness.

**Actionable Improvement Plan**

None.

**III.B.2. To assure the feasibility and effectiveness of the physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

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**Descriptive Summary**

Program needs outlined in the Educational Master Plan are the driving factor throughout the Facilities Master Plan, including the Five-Year Construction and Five-Year Scheduled Maintenance plans. Each area of the five-year plans is scrutinized for its ability to fulfill program needs in the SLOCCCD Cuesta College Educational Master Plan 2011-2016. Plans are submitted annually to the California Community Colleges Chancellor’s Office and the Facilities Master Plan is updated on a five-year cycle.

Space utilization reports are key when compiling the Five-Year Construction Plan and determining the effects of capital projects. (III.B.21) The district uses the FUSION database program to track space inventory reports and space load ratios. The district compares enrollment projections with existing structures in the space utilization report to form the basis of the five- and ten-year construction planning process. Using this accurate forecasting, much of the funding for the seven new structures built since 2001 was granted.

The district evaluates the condition of existing physical assets and their ability to perform as planned with ongoing condition analysis programs at designated intervals. Short-term needs are identified by faculty and staff through the electronic work order system, by the district’s Safety and Environmental Committee, and via evaluations by outside consultants. Longer-term maintenance needs, driven by the Educational Master Plan, are addressed by annual in-house assessments.
(III.B.29) and the five-year facilities condition audit. Outcomes from these analyses are the basis of daily maintenance assignments and annual and five-year maintenance planning.

**Self Evaluation**
SLOCCCD meets this standard. Physical resources that support institutional programs and services are regularly monitored and evaluated. Short-term needs are immediately determined via the electronic work order system and longer-term needs are addressed in five-year construction and maintenance plans driven by the Educational Master Plan.

**Actionable Improvement Plan**
None.

*III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment.*

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**Descriptive Summary**
The program needs identified in the Educational Master Plan and comparison with the district’s physical assets provide the baseline for long-term capital project planning. The *SLOCCCD Facilities Master Plan 2011-2021* supports the SLOCCCD Cuesta College Educational Master Plan 2011-2016. This plan is the second facilities update to the *SLOCCCD Educational and Facilities Master Plan 2001*; the first was updated in 2006. It incorporates relevant changes to both documents and notes new processes to be implemented.

Unlike the 2001 and 2006 plans, the current document is dedicated specifically to facilities planning and addresses the needs of the *SLOCCCD Educational and Facilities Master Plan 2001* and the Institutional Goals in the SLOCCCD Cuesta College Educational Master Plan 2011-2016. The district has emphasized the Educational Master Plan as its guiding document and requires the Facilities Master Plan to support Institutional Goals and program needs.

As was reviewed in the *SLOCCCD 2006 Update to the 2001 Educational and Facilities Master Plan* much of the new construction needs data comes from collaboration and set priorities associated with the 2001 document.

As identified in the *SLOCCCD Facilities Master Plan 2011-2021*, the long-term facilities needs analysis for the North County campus is more than ten years old and needs updating. The district has requested and received backing by the Planning and Budget Committee (III.B.30) and subsequent approval from the board of trustees (III.B.31) to update the assessment. The district requested and received proposals from its consultant and has begun developing a working group to define the medium- and long-term program needs for the North County site.
Construction stemming from a 2006 facility needs assessment for the San Luis Obispo campus is nearly complete with the opening of the Cultural and Performing Arts Center. The remaining new structure identified in the plan is the Math building, but funding has not been identified. The current facilities master planning cycle includes significant renovating challenges on the San Luis Obispo campus, which will soon develop on the North County site as well.

In 2005 and 2011, the district contracted 3D/International, through the Foundation for California Community Colleges, to conduct a Facilities Condition Assessment (III.B.1) report on both of its permanent campuses. 3D/International specialists reviewed the district’s structures, interviewed maintenance employees, and reviewed maintenance and warranty records. As expected, buildings reflect their time in service, which led to declines in the report’s Facilities Condition Index. In response to these challenges the district’s board of trustees placed a monthly update on its agenda (III.B.32) to review progress on needs analysis and to develop an aggressive strategy to address current and upcoming needs.

To evaluate the effectiveness of physical resources in supporting the district’s program demands, space load ratios and space inventories are managed using FUSION database software. (III.B.21) This software analyzes resource data on libraries, classrooms, labs, office spaces, etc. for use efficiencies and to identify long-range physical asset needs. These needs are then prioritized in the Five-Year Construction Plan for approval through the district’s integrated planning process and sent to the board of trustees (III.B.22) for consideration and approval.

With more than 150,000 square feet of new structures in the last ten years, the district continues to struggle with total cost of ownership issues, specifically maintenance staffing. During an ongoing period of reduced workloads and reduced state funding, state bond funding for construction projects identified as long as eight years ago continued to stream in. The two disproportionate funding systems pitted the benefit of the nearly fully funded new structures against the ability of the district to staff them.

Workforce needs are addressed annually through the district’s Institutional Program Planning and Review process and prioritized based on available funding. Subsequent workload and service adjustments are made based on the need to maintain quality services. For example, following the review of the impact of new structures on Custodial Services’ ability to maintain quality across a greater area, services were maintained in all learning areas and reduced in offices. A San Luis Obispo-assigned custodian was reassigned to the North County campus to help with the new Learning Resource Center.
Utility costs, though a significant component of total cost of ownership, were not as large of a challenge proportionally. Incorporating high-efficiency building methods helped reduce the increased loads to nominal levels. As a tool to assist in strategic planning, the Integrated Planning Template - New Facility (III.B.19) has been added for each planned structure. This planning document is critical to identify total cost of ownership before any future structure is approved for the Five-Year Construction Plan.

**Self Evaluation**

The district meets this standard. The district has successfully identified the programs needs in the 2001 and 2006 Educational Master Plans and translated this information into valuable capital projects. The completion of the Learning Resource Center on the North County campus and the library expansion project on the San Luis Obispo campus are outstanding examples of much needed and well-planned structures. Both are highly used by students and staff, have pleasing environmentally correct construction, and are the first place many go for an excellent learning environment.

The district has embraced the need to fully plan for secondary fiscal and staffing aspects associated with capital projects. Though total cost of ownership has always been identified in the final project proposal phase, capital projects previously proceeded without the challenges being fully addressed. The district, through its integrated planning process, has developed a tool, the Integrated Planning Template-New Facility, to complete the capital project planning process, ensuring total cost of ownership challenges are addressed prior to a facility receiving approval for final project proposal. (III.B.19)

**Actionable Improvement Plan**

None.

*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.*

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**Descriptive Summary**

SLOCCCD ensures integrated physical resource planning through facilities master planning, which includes physical resource use analysis (space inventory), enrollment data, and construction planning. The Facilities Master Plan supports needs targeted in the Educational Master Plan. Space inventory identifies program needs and surpluses at the program level. Construction planning incorporates the Final Project Proposal process to address those needs and plan for specific structures, their composition and use. (III.B.21)
A good example of the physical assets integrated planning process was the prioritization of need for the Learning Resource Center on the North County campus. The structure was identified in *North County Campus Educational and Facilities Master Plan 1999* ([III.B.33](#)) and confirmed in the 2006-2007 North County Campus and South County Centers Program Review. The original planned structure was qualified through facilities master planning approved through integrated planning processes. The structure was then placed in a funding priority approved through the Five-Year Construction Plan process, funded through a statewide bond initiative, confirmed again through the North County program review, constructed, and brought on line. A significant portion of temporary classroom instruction space, staff office space, and lecture space was moved to the new permanent structure in 2012.

Facilities needs at the program level were identified through annual Institutional Program Planning and Reviews and integrated into the SLOCCCD *Cuesta College Educational Master Plan 2011-2016*. These needs are key ground level indicators of the dynamics of a changing learning environment and the need for efficient, modern-day learning environments. Though specific facilities needs varied by discipline, common needs ran through most programs:

- Additional modern teaching facilities at all teaching locations, most notably the North County and Arroyo Grande locations
- Upgraded data access at all teaching locations, specifically campus wide Wi-Fi access
- Upgraded classroom technology to current “smart classroom” level
- Efficient scheduling of the district’s facilities to best fit the needs of the current curriculum
- Modernization of the district’s aging facilities to keep pace with program needs and best teaching practices such as head of classroom, banking and dimming of overhead lighting, sufficient whiteboard surfaces, upgraded lab ventilation and instructional technology systems

Another key tool to evaluate sufficiency of the district’s physical assets in relation to program needs is the standardized Space Utilization Report. ([III.B.21](#)) Space allocation is a mandated report reviewed by the district and sent to the California Community Colleges Chancellor’s Office annually. This report includes data on under and over capacity in areas such as labs, lecture, library, and office space compared to enrollments in corresponding facilities. Also tracked are temporary buildings such as relocatables and facilities taken off-line or deemed unusable. Space utilization reporting is a key element in the Five Year Construction Plan and the effects of capital projects. The district’s enrollment projections compared with its existing structures form the basis of the five- and ten-year construction planning process. Without this accurate forecasting, much of the funding for the seven new structures built since 2001 would not have been granted.
Self Evaluation
The district meets this standard and has done well to identify program needs pertaining to physical assets and to adjust where funding allows. In most cases the district is limited to maintaining the original form and function of its facilities as it lacks funds for significant modernization efforts. As noted in other sections of this standard, the lack of bond funding increases the challenges in aligning aging physical assets with the changing needs of the learning environment.

A good example of the district advancing physical assets beyond original design is the substantial renovation of the Biology and Chemistry buildings. The process included institutional assessment of program needs, institutional capital project planning, and improvement to the district’s physical assets. Forward planning led to the opportunity to leverage state stimulus funding for this project.

Actionable Improvement Plan
None.
**III.B Evidence**

**III.B.1**  
*SLOCCCD Facilities Master Plan 2011-2021*

**III.B.2**  
*SLOCCCD Educational and Facilities Master Plan 2001*

**III.B.3**  
Automated Logic Indexes

**III.B.4**  
Monitoring System Certification

**III.B.5**  
Americans with Disabilities Act

**III.B.6**  
Waste Diversion Plan

**III.B.7**  
UST Monitoring System Certification

**III.B.8**  
Sewer System Management Plan

**III.B.9**  
Hazardous Substance Location Plan

**III.B.10**  
Motor Pool Smog Program Report

**III.B.11**  
Annual Fire Alarm and Fire Extinguisher Compliance Program

**III.B.12**  
Waste Water Diversion Plan

**III.B.13**  
Keenan Property and Liability Inspection

**III.B.14**  
Bi-Annual Building Safety Inspections

**III.B.15**  
Safety Committee Minutes Sample

**III.B.16**  
Injury Illness and Protection Program

**III.B.17**  
Return to Work Program

**III.B.18**  
Lighting Retrofit

**III.B.19**  
Integrated Planning Facilities Template – New Facility

**III.B.20**  
2011 Cuesta College Job Satisfaction Survey

**III.B.21**  
Copy of Fusion Data Base Software Cover

**III.B.22**  
Long Term Fiscal Plan 2012-2016

**III.B.23**  
Work Order System Index

**III.B.24**  
Work Order Satisfaction Survey

**III.B.25**  
*SLOCCCD Integrated Planning Manual 2012*

**III.B.26**  
Planning and Budget Minutes, May 7, 2013

**III.B.27**  
Division of the State Architect Certificate Letter

**III.B.28**  
2012 Hazard Communication Standard Final Rule

**III.B.29**  
Annual Building Maintenance Assessment

**III.B.30**  
Planning and Budget Minutes, March 5, 2013

**III.B.31**  
Board of Trustees Minutes, April 2013

**III.B.32**  
Board of Trustees Minutes, May 2013

**III.B.33**  
*North County Campus Educational and Facilities Master Plan 1999*
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD III.C:
Technology Resources

Melissa Stoupert traces a gargoyle atop a two-dimensional column in the center of the mural.
III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

SLOCCCD provides its students, faculty, staff and administrators with a comprehensive array of technology to facilitate learning, teaching, district-wide communication, research, and district operations. Each of these components is addressed below.

Technology Resources to Facilitate Learning, Teaching, District-wide Communication, Research, and District Operations

Technology is essential to the district’s instructional programs, student services programs, and overall operations and recognized to be as basic to the institutional infrastructure as electricity.

Student Learning and Technology: Student learning and improving the instructional experience is a primary purpose for using technology. This support includes equipping classrooms with multimedia presentation equipment, supplying and maintaining open access computers laboratories for students as well as computers for faculty use, and creating high-quality virtual classroom experience through distance education. The technology resources to support students and faculty in the learning and teaching process include:

- Distance education courses (Moodle);
- Online portal (myCuesta) to meet a variety of student and faculty needs such as:
  - Communication space for all courses;
  - Student access to registration, enrollment information, financial aid information, account balances, enrollment status, grades;
  - Student email accounts;
  - Counseling services such as orientation, advising, and appointment services, online chat; and
  - Library and learning support services, including electronic resources such as the library’s databases for journal articles, eBooks, and media.
- Online instructional videos (3C Media Solutions); and
- Webinars (CCC Confer)
The district provides training to students on using these campus technologies through various online guides, such as orientation to the student portal system and the distance education software. (III.C.1, III.C.2, III.C.3, III.C.4) Students have access to in-person training opportunities at new student orientation events, student recruitment events, and on a drop-in basis in some Student Services offices. (III.C.5, III.C.6)

**Teaching and Technology:** All full-time faculty members have access to desktop or laptop computers for instructional purposes. Adjunct faculty members have access to offices with computers. All faculty members, whether they teach online or not, are encouraged to provide course materials to students via the online portal (myCuesta) or the learning management system (Moodle). A myCourses shell that includes a variety of strategies for communicating with students is automatically created for every class created in Banner, the integrated software system. (III.C.7) Faculty members use myCuesta to monitor class enrollments, access class rosters, submit grades, and drop students. (III.C.8) Faculty use CurricUNET to submit curriculum additions and revisions.

Classroom technology is a district priority and more than 90% of classrooms have at minimum instructional computers, digital projectors and Internet access. (III.C.9, III.C.10) Sixteen classrooms are equipped with additional technology resources such as interactive white boards and observation cameras needed for discipline-specific instruction.

To reinforce faculty members’ technology knowledge Computer Services offers help desk support, an array of training sessions throughout the year, and online guides. Details of these offerings are included in the following section III.C.1.b.

**District-wide Communication and Technology:** Technology support of district-wide communication has improved significantly in the last five years. All full-time and part-time faculty members, all full-time staff, all full-time administrators, and all students have email accounts for accessible district-wide communication. The recently upgraded website provides electronic access to a variety of information for prospective and current students, staff, faculty, and community members. (III.C.11) Current students, and employees have access to the district’s intranet (myCuesta) which is the repository for a wide variety of documents, forms, announcements, and data. In spring 2013 the district began a pilot project for committees to use Microsoft SharePoint as a repository for all committee documents, calendars, links etc. All employees have at a minimum read access to all information housed in SharePoint committee sites. (III.C.12) Since that time the district set up SharePoint sites for 17 committees, with the goal of giving all committees SharePoint space before the end of 2014.

**Research and Technology:** Technological support for measuring institutional effectiveness has improved significantly since the implementation of an integrated software system in 2008.
Technology also supports the regular and real-time data reporting of the Office of Institutional Research by providing space on an internal server—ensuring reliable district-wide access to daily enrollment information (III.C.13), student characteristics (III.C.14), state and federal data (III.C.15), student achievement data (III.C.16), program review data (III.C.17), student surveys (III.C.18) and other various district information (III.C.19) maintained to support informed decision-making, institutional effectiveness and the district mission. Computer services houses historical data and allows Institutional Research the space to maintain a database (III.C.20) of current, sustainable, MIS data in order to successfully support the changing metrics of data collection in higher education. Additionally, Computer Services partners with the Office of Institutional Research in the identification, purchase, installation and renewal of research specific software, such as SPSS (III.C.21), Remark Office OMR (III.C.22), Automate (III.C.23), and Web-based surveys (III.C.24, III.C.25) used to query, measure, and support institutional effectiveness. It is important to note the operation of some surveying, particularly those surveys originating from external research organizations (ex: the American College Health Association’s National College Health Assessment (III.C.26) rely on the support of Computer Services, via the Office of Institutional Research, for seamless contact with the survey’s intended population. Computer Services supports the district-wide efforts to identify student learning and support needs and works with the Institutional Research department on improving information collection as demonstrated by the recent addition of supplemental questions regarding key socio-demographic characteristics on Cuesta College’s online student application. (III.C.27)

Operational Effectiveness and Technology: Operational effectiveness has been enhanced by the addition of the Banner integrated software system in 2008, which required the district to evaluate and improve operational processes across the district resulting in a more coordinated flow of information between departments. An example of this is the work done by Academic Affairs, Human Resources and Payroll staff with the help of Computer Services to improve processes relating to faculty load and payroll. A consultant was brought in to implement features in Banner to improve this important process and tracking faculty load as it pertains to the Peralta rule. (III.C.28) A new report was created by Computer Services for all departments to use and written procedures were developed so that the work is sustainable with staff turnover. (III.C.29, III.C.30)

In addition, the Institutional Planning Processes Assessment Recommendations includes having the vice presidents and superintendent/president (or designee) collaborates to draft a plan for improving data management within Banner. (III.C.31) A task force from Cabinet consisting of the vice president of Administrative Services, an Academic Affairs dean and Student Services dean was formed to identify areas of improvement and develop plans to make improvements through organizational change, change in business processes or implementing new features in Banner. (III.C.32)
Strategies to evaluate the effectiveness of technology resources and identify technology needs: The district uses two primary processes to evaluate whether its technology services, professional support, facilities, hardware, and software meet the institution’s needs and expectations. Based on that evaluation, these two processes concomitantly identify technology needs and therefore are the foundational data for technology planning and resource allocations.

The first of these primary processes is the district’s program review, called Institutional Program Planning and Review. (III.C.33) All units within the district (instructional, student services, and administrative) complete a program review annually. (III.C.34) As the units complete this document, they accomplish two tasks related to technology resources: evaluating the effectiveness of current technology and identifying future technology resources to improve programs within the unit. (III.C.35, III.C.36, III.C.37, III.C.38)

Institutional Program Planning and Reviews indicate effectiveness of current technology in two ways. First, the unit’s performance for the past year relative to specific benchmarks is evaluated, including ways the unit’s efforts contributed to achieving Institutional Goals and Institutional Objectives. (III.C.35) As appropriate for a specific unit, this evaluation includes how technology resources were used. Second, the prior year’s allocations are evaluated for effectiveness using the Unit Plan Worksheet - Prior Year Unit Funding Requests which summarize the programmatic impact of the prior year’s requests whether or not those requests were funded. (III.C.38, III.C.36, III.C.37, III.C.38) An example of this: In the Central IT FY11-12 Institutional Program Planning and Review there was a request for the core network switches at both the San Luis Obispo and North County campus to be replaced. (III.C.39) The Institutional Program Planning and Review listed the impact of this need. Planning and Budget funded the switch for the San Luis Obispo campus (III.C.40) (the switch for the North County campus was funded by the new North County Learning Resource Center equipment fund). In the Central IT FY12-13 Institutional Program Planning and Review the impact of the new equipment is listed. (III.C.41) In addition, all technology projects with their anticipated outcomes and their assessed outcomes are listed in the Annual Technology Assessment and Review. The upgrade of the core switches is listed in the fall 2013 report. (III.C.42)

Based on performance analysis, each unit develops initiatives and associated funding requests for the coming year. (III.C.43, III.C.44, III.C.38) Requests must justify how new funding will be used to increase the unit’s effectiveness in contributing to the achievement of Institutional Goals and Institutional Objectives. The five categories of funding requests are personnel, supplies, equipment, facilities, and technology. Starting in the 2013-2014 fiscal year planning cycle, all technology requests in the unit plan must identify which technology plan initiative it supports. (III.C.45)

Requests for technology improvements may include all types of technology, such as:
• Computers, monitors, laptops, other mobile computing devices and peripherals (printers, scanners);
• Software,
• Support contracts associated with hardware or software;
• Multimedia presentation equipment (data projector, speakers, document cameras, switches, etc.);
• Video conferencing equipment; and
• Infrastructure components to support district-wide technology.

Unit-level requests for technology improvements and acquisitions identified in the Institutional Program Planning and Reviews are consolidated and ranked by the Technology Committee to create a recommendation for resource allocations. (III.C.46, III.C.47, III.C.48, III.C.49, III.C.50, III.C.51, III.C.52) Refer to the section titled “Strategies for making decisions about technology services, facilities, hardware, and software” in III.C.1.a. for more details on the next steps in the resource allocation process.

In addition, to ensure input from across the district in evaluating the technology resources used for teaching and learning, the Technology Committee distributes and analyzes an annual Faculty Technology Survey. (III.C.53, III.C.54, III.C.55, III.C.56) This survey asks faculty members to report their use of and satisfaction with all facets of technology including professional support, training, hardware, software, and equipment.

Computer Services uses the survey results to measure its performance. The Technology Committee shares results with division chairs and directors and the three vice presidents to help develop Institutional Program Planning and Reviews. (III.C.57, III.C.58)

The second primary process the district uses to evaluate the effectiveness of current technology resources and to identify institutional technology needs is the ongoing monitoring and analysis conducted by Computer Services, Facilities, and Library/Learning Resources and Distance Education. Computer Services maintains an inventory of technological resources. The inventory establishes age-based criteria for replacement or migration of district computers. (III.C.59, III.C.60, III.C.61, III.C.62, III.C.10) Facilities maintains an inventory of classroom multimedia equipment in order to prioritize replacements based on available budget. (III.C.63, III.C.9)

An annual report, the SLOCCCD Annual Technology Assessment and Review, compliments and draws from the inventory. This report, previously titled the Cuesta College Annual Technology Plan and Review, includes information on the following topics:

• Staffing
• Administrative software
• Desktop computers
• Infrastructure
• Classroom technology
• Distance education
• Website
• Video conferencing
• Technology training

(III.C.64, III.C.65, III.C.66, III.C.67, III.C.68, III.C.69, III.C.70)

In addition to the inventory, Computer Services’ ongoing monitoring and analysis used to evaluate the effectiveness of current technology resources and identify institutional technology needs include:

• An analysis of work orders submitted to Computer Services and Facilities, (III.C.71, II.C.72)
• Reports from Computer Services’ and Facilities staff assigned to oversee the technology infrastructure (servers, network, and data storage), and
• Input from participatory governance committees.

1. Example: The Technology Committee administers a technology survey to all faculty annually. The results are reviewed by Computer Services and used in many areas of the department including Computer Services Outcomes and Assessments (III.C.57, III.C.73)

In collaboration with Computer Services personnel, the Technology Committee and the Distance Education Committee participate in Computer Services’ ongoing monitoring and analysis of technological resources to ensure that institutional needs and expectations are met by the district’s technology services, professional support, facilities, hardware, and software.

Self-Evaluation
SLOCCCD meets Standard III.C.1. because the district has developed and implemented processes to ensure that the needs of the district’s learning, teaching, district-wide communications, research, and operational systems are the basis for decisions about technology.

The two processes for this evaluation of current effectiveness and the identification of future needs are Institutional Program Planning and Reviews and Computer Services’ ongoing monitoring of technology resources. (III.C.33)

The evaluation of current effectiveness includes the distribution and analysis of the Faculty Technology Survey. (III.C.53, III.C.54, III.C.55, III.C.56, III.C.57)
Both the evaluation of the technology resources and the resulting identification of technological needs are supported by a deliberative participatory governance process that provides all district stakeholders with opportunities to contribute to decision-making and to evaluate the district’s technology resources.

**Actionable Improvement Plan**
None

\textit{III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.}

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**Descriptive Summary**

SLOCCCD uses technology to enhance the operation and effectiveness of the institution.

**Strategies for making decisions about technology services, facilities, hardware, and software**

The mission is the starting point for all decisions about technology services, facilities, hardware, and software because the mission is the basis for the institution’s long-term Institutional Goals, short-term Institutional Objectives, and the initiatives articulated in the \textit{SLOCCCD Technology Plan 2012-2017, Revised Spring 2012. (III.C.74)} When deciding to allocate resources to technology services and equipment, the district follows its model of integrated planning and first considers Institutional Goals, Institutional Objectives, and Technology Plan Initiatives.

The Institutional Goals documented in the SLOCCCD, \textit{Cuesta College Educational Master Plan 2011-2016 Addendum} are listed below. \textit{(III.C.75)}

1. SLOCCCD will enhance its programs and services to promote students’ successful completion of transfer requirements, degrees, certificates, and courses.

2. SLOCCCD will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

3. SLOCCCD will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.

4. SLOCCCD will implement, assess, and improve its integrated planning processes.
5. SLOCCCD will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

The Institutional Objectives documented in the SLOCCCD Strategic Plan 2012-2014 follow. (III.C.76)

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

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

1.3: Increase successful completions in distance education courses by 2% annually

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

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

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

2.2: Increase the local high school capture rate by 2% annually

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

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

4.1: Train the internal community about the integrated planning processes

4.2: Complete all processes outlined in the SLOCCCD Integrated Planning Manual 2012 within the identified timelines (III.C.77)

5.1: Increase participation at district events for business and civic leaders

5.2: Increase participation at district events for K-12 districts and universities
These broad Institutional Goals and the more specific Institutional Objectives guide the district’s long-term technology plan. The SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 (III.C.74) is a five-year plan that identifies major technology themes and initiatives and aligns those with the district’s Institutional Objectives. This plan was developed following district-wide dialogue that assessed and prioritized current and projected technology needs, including technology support, training, hardware, software, licensure, policy issues, and technological infrastructure. (III.C.78, III.C.79, III.C.80) The themes and initiatives follow.

- **Student Support and Success**
  - Initiative #1: The student experience at Cuesta incorporates instruction in current technology. The experience includes the necessary support resources for both online and face to face courses.
  - Initiative #2: All classrooms at all locations have an appropriate configuration of multimedia support for instruction and learning.
  - Initiative #3: Cuesta College has integrated student support systems to minimize hurdles to matriculation (admissions, orientation, assessment and testing, counseling, and student follow-up), and goal completion (certificate, graduation, transfer).

- **Sustainability**
  - Initiative #4: Cuesta College’s primary technology is sustained by an annual centralized budget and designed to maintain inventory and staffing at a standard that serves the work of the district.
  - Initiative #5: Cuesta College’s campus network infrastructure meets current and anticipated work needs and is sufficiently funded and staffed.
  - Initiative #6: Network applications are consistently available to users.
  - Initiative #7: Cuesta College’s data and network servers are protected against security breaches.

- **Technology Access, Currency, and Innovation**
  - Initiative #8: Cuesta College is wirelessly accessible in all areas of all buildings on all campuses.
  - Initiative #9: The college evaluates current and emerging technologies and incorporates those that will improve institutional effectiveness and student learning.
  - Initiative #10: The college’s website is regularly updated and accessible by all platforms, including smart phones and tablets. Internal portals are easily navigated.
  - Initiative #11: The Learning Management System (LMS) is accessible by mobile devices such as smart phones and tablets.

- **Employee Professional Development**
  - Initiative #12: Cuesta College provides appropriate technology training in order to accomplish necessary job-related responsibilities.
- Initiative #13: The college provides training for new and existing instructional technology, including Cuesta’s learning management system and other online instructional tools.

- **Stewardship / Efficiency**
  - Initiative #14: Cuesta College will maximize the capacity of Banner to improve processes and data collection.
  - Initiative #15: Cuesta College will consolidate the number of student computer stations to match student demand with instructional necessity, while simultaneously improving the level and support for student computing.

These Institutional Goals, Institutional Objectives, and initiatives clearly reflect the importance the district places on ensuring that all resources, including technological resources, are dedicated to meeting the needs of the district’s learning, teaching, communications, research, and operational systems.

For example, Initiative #9 of the *SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 (III.C.74)* reads: “The college evaluates current and emerging technologies and incorporates those that will improve institutional effectiveness and student learning.” The initiative directly supports Institutional Objectives 3.2 and 4.2, *(III.C.76)* which relate to improved planning and governance structures. Starting spring 2013, the district pilot tested using a new technology for Cuesta, Microsoft SharePoint for committee use with the goal of improving efficiency and communication. *(III.C.81)* Committees now can use Microsoft SharePoint as a repository for all committee documents, calendars, links etc. All employees have at a minimum read access to all information housed in SharePoint committee sites. *(III.C.12)* District-wide events and important communications from the superintendent/president are digitally recorded and posted on the website.

Guided by the Institutional Goals, Institutional Objectives, and initiatives, the district relies on two sources of input for making decisions about technological hardware, software, training, and infrastructure: the Institutional Program Planning and Reviews *(III.C.33)* and Computer Services’ ongoing monitoring and evaluation of the district’s technological assets. Both of these processes include unit-level input which reflects district-wide participation in setting technology priorities for the coming year.

The Institutional Program Planning and Reviews are the primary source of direction for current year general fund allocations. Once each unit completes its Institutional Program Planning and Review documents, requests for technology resources are reviewed and evaluated in the following sequence. *(III.C.82)*
1. Units collaborate to prioritize the requests for unfunded needs. Where possible requests are funded at the unit level.

2. Requests for technology are forwarded to the Technology Committee and this committee conducts a technical assessment of the request and consolidates it with similar requests where possible. (III.C.46, III.C.47, III.C.48) The Technology Committee using a matrix, ranks the requests based on the level of impact, level of need, and current fiscal priorities and forwards their recommendation to the Planning and Budget Committee. (III.C.83, III.C.49, III.C.50, III.C.51, III.C.52)

3. Unit prioritized lists are sent to the cluster managers who collaborate with cluster faculty and staff to further prioritize requests.

4. Cluster managers forward the prioritized list of requests for staffing, equipment, and supplies to the Planning and Budget Committee.

5. The Planning and Budget Committee considers the input from the clusters and the Technology Committee’s recommendation and prepares the final list of institutional priorities using a Resource Allocation Rubric that weighs each funding request based on the extent to which it is justified according to one or more of the following categories. (III.C.84)
   - Program Review
   - Alignment with 2012-2014 Institutional Objectives
   - Alignment with Operational Plans
   - Health, safety, or regulatory

6. The Planning and Budget Committee creates a ranked list of institutional priorities and forwards this recommendation to the superintendent/president’s cabinet. (III.C.85, III.C.86, III.C.87, III.C.88, III.C.89)

7. The superintendent/president’s Cabinet recommends the items on the list of institutional priorities to be funded based on fund availability. (III.C.90)

8. The superintendent/president makes the final funding determinations.

Computer Services’ analysis of current technological resources and identification of future needs is the primary source of direction for current-year allocations of resources within that unit’s budget. Some of the decisions to purchase some new and replacement equipment and software may be routine or critical for ongoing function of operations. In these cases, the operational decisions are based on Computer Services’ assessments of those needs. Decisions regarding discretionary new and replacement equipment and software are made in collaboration with one of two participatory governance committees, the Technology Committee or the Distance Education Committee.

The Technology Committee and the Distance Education Committee are responsible for monitoring and maintaining a close link between faculty needs and the district’s technology services and equipment.
The Technology Committee is co-chaired by a faculty member and the director of Computer Services. Membership includes six faculty, two classified staff, one student, one Management Senate representative, four administrators, and two additional administrators who serve in an ex officio capacity. The purpose of the Technology Committee follows.

Assesses and prioritizes technology needs and makes recommendations concerning support and allocation to Planning and Budget. The Committee ensures campus-wide participation in the prioritization process. The Technology Committee plans for technology lifecycles, using requests supported by evaluative data. By taking budget constraints into account, the Technology Committee promotes sustainable technological improvements. The Educational and Facilities Master plans, the Strategic Plan, and the Technology Master Plan guide the Committee’s decisions. (III.C.91)

The Distance Education Committee is co-chaired by a faculty member and the director of Library/Learning Resources, Distance Education and Academic Support. Membership includes five faculty, three classified staff, one student, and three administrators. The purpose of the Distance Education Committee follows.

The Distance Education Committee is a shared governance body that develops and recommends standards and policies to promote the quality, managed growth and sustainability of distance education at Cuesta College. These standards and policies address the following four areas: technology infrastructure and support; on-line course development, delivery and evaluation; faculty support, assignment, and evaluation; and student support, access, retention, success, and persistence.

The Committee annually assesses and reports on the effectiveness of Distance Education support structure, standards, policies, and procedures, and their compliance with current state and federal regulations. (III.C.91)

Recommendations from these two groups regarding technological acquisitions, procedures, and services are forwarded to the College Council, the Planning and Budget Committee, and/or the Academic Senate as appropriate for broader input before these technology-related recommendations are forwarded to the superintendent/president. (III.C.52, III.C.92, III.C.93)

Three processes (Institutional Program Planning and Reviews, Computer Services’ ongoing monitoring and evaluation and participatory governance via committee work) provide all district stakeholders with opportunities to contribute to decision-making about the district’s technology services, professional support, facilities, hardware, and software.
District Commitment to Distance Education

SLOCCCD is committed to using distance education as a means of increasing student access to higher education.

Student use of distance education has increased in recent years. In 2008-2009, the district generated 5.6% of its full-time equivalent students from distance education, 5.3% of sections offered were distance education, and 12% of the student population enrolled in a distance education course. By 2011-2012 these numbers increased to 7.7% of its full-time equivalent students, 9.2% of sections offered, and 17% of the student population. In 2012-2013, 8.2% of FTES, 9.3% of sections offered, and 27.3% of the student population overall enrolled in a distance education course. (III.C.13)

The district has developed and implemented procedures to ensure that learning outcomes and academic quality of courses and programs meet the same standard whether the courses or programs are offered traditionally on campus or online. (III.C.94, III.C.95) The Curriculum Committee reviews and approves each course proposed for distance education delivery to ensure that regular effective contact is maintained between instructor and students. (III.C.96) The district has adopted Administrative Procedure 4105 which incorporates a definition of distance education, a policy on regular effective contact and a policy on verification of student identity. (III.C.97)

The district is committed to supporting student success in distance education courses. The district intends to focus student success efforts in distance education on student successful course completion rates as articulated in the following Institutional Objective in the SLOCCCD Strategic Plan 2012-2014.

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

The inclusion of an Institutional Objective specifically related to student success in distance education maintains a district-wide focus on this important issue. The annual progress report on the strategic plan includes measures of progress toward achieving this Institutional Objective. (III.C.98)

The learning management system is crucial to the success of instruction offered through distance education. Based on the research and subsequent recommendation of the Distance Education Committee, the district transitioned to a new learning management system (Moodle) in 2012. (III.C.99) The Distance Education Committee selected this learning management system using information on faculty preferences for features and functions of the LMS. (III.C.100, III.C.101) Moodle was selected based on its track record as a high-quality learning management system used
at 66,961 sites in 216 countries hosting more than six million courses. Implementation of Moodle was piloted in spring 2012 and fully implemented in summer 2012.

The district outsources Moodle hosting, installation and maintenance of the learning management system, and training for students and faculty. (III.C.102) Computer Services is responsible for integrating the learning management system with student records in Banner while the distance education management and staff oversee the outsourced daily maintenance of Moodle, online how-to guides for faculty and students, and help desk support for students. The vendor provides 99.9% system availability, two-hour incremental backups and commercially reasonable security measures to prevent unauthorized access.

Initial Moodle training for faculty was provided on six flex days in fall 2011 and spring 2012 by an expert member of the @One Trainers Bureau. (III.C.103, III.C.104) One of these training sessions was recorded and is available to faculty. The district continues to fund 100% reassigned time distributed between two faculty members to provide additional faculty training and support on Moodle. Support has been continuous from spring 2012 though spring 2014 including summer months. (III.C.105, III.C.106, III.C.107, III.C.108) To encourage faculty use of the new learning management system and to promote district-wide awareness of the features of this system, these faculty trainers are also making presentations to both instructional and student services faculty in division meetings. They are available to assist both experienced and newer distance education faculty with course-specific issues. On campus Moodle Basics courses designed specifically for Cuesta Faculty were implemented by the current technology resources instructors in summer 2013 and are now being offered throughout the academic year and semester breaks. Distance Education faculty were surveyed in 2013 to assess their satisfaction with the transition to Moodle and their needs for additional training and support. (III.C.109) Responses to this survey helped make the case for extending the reassigned time positions that have extended for summer 2013 and will continue through the 2013-2014 academic year with the current two faculty members. (III.C.105, III.C.107)

In addition to this formal training, training on Moodle is available online for faculty (III.C.110, III.C.111) and students. (III.C.112) Faculty members are also invited to complete @One’s online training courses on distance education pedagogy; since 2010, the cost of these courses has been subsidized by the district. (III.C.103)

Technical support for faculty and students using distance education is available via telephone from 7:30 a.m. to 9 p.m. Monday through Thursday and 7:30 a.m. to 4 p.m. on Friday. Students are also invited to send questions to the help desk by email and these are generally answered within 12 hours. (III.C.113) Cuesta’s distance education students were surveyed in fall 2012 by the Chancellor’s Office. Results will be assessed by the Distance Education Committee in fall 2014 to determine if additional support and training are needed. (III.C.114)
Faculty teaching online courses also have access to two digital repositories, both providing services without cost thanks to California Community Colleges Chancellor’s Office grants:

- EduStream offers video file storage and more than 3,000 closed-captioned videos including content from Dallas TeleLearning. (III.C.115, III.C.116)
- 3C Media Solutions (formerly CCCSAT), offers media on demand, streaming media, podcasting, media event coverage and recordings of California Community Colleges Board of Governors. (III.C.117) In 2014, content from EduStream will be migrated to 3CMedia solutions, which will then be the primary repository.

Self-Evaluation

SLOCCCD meets Standard III.1.C.a. because the district uses technology services, professional support, facilities, hardware, and software to enhance the operation and effectiveness of the institution.

The district has developed and implemented rigorous processes for determining what hardware and software to use and what technologies will be introduced to serve the district’s teaching, learning, district-wide communication, research, and operational systems. Recommendations for resource allocations to maintain, replace, and acquire new technologies are guided by the district’s Institutional Program Planning and Reviews as well as Computer Services’ ongoing monitoring and evaluation of technological inventory. (III.C.33) The process begins with the SLOCCCD mission and ends with resource allocation, assessment and subsequent improvements. (III.C.118) Both of these decision-making and assessment processes are based on a sequence of deliberative participatory governance steps that provide all district stakeholders with opportunities to contribute to decision-making as well as to the evaluation of the technology infrastructure.

The district has implemented quality control measures related to distance education including a process for approving courses to be taught online, a director to oversee daily operations, and a distance education committee to develop policies and procedures. The district surveyed distance education faculty in spring 2013 to assess the transition to Moodle and to identify ongoing training and support needs. (III.C.119) The Chancellor’s Office surveyed SLOCCCD distance education students in spring 2013 to assess their satisfaction with and engagement in distance education courses. Survey results are pending. (III.C.120)

Actionable Improvement Plan

None.
IIIC.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

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**Descriptive Summary**

SLOCCCD provides quality training in the effective application of its information technology to students and personnel.

Training helps ensure effective use of technology for teaching, learning, and operational systems. A full-time technology trainer reflects the level of support the district accords to this important task. (III.C.121)

Training is found in Computer Services Outcomes and in the Technology Plan Initiatives and in:

- Computer Services outcome: Computer Services provides technology training on new and existing technology to all Cuesta employees. (III.C.122)
- Technology Plan Initiative 1: The student experience at Cuesta incorporates instruction in current technology. The experience includes the necessary support resources for both online and face-to-face courses.
- Technology Plan Initiative 12: Cuesta College provides appropriate technology training in order to accomplish necessary job-related responsibilities.
- Technology Plan Initiative 13: The college provides training for new and existing instructional technology, including Cuesta’s learning management system and other online instructional tools. (III.C.123)

**Assessment of Technology Training Needs**

The district assesses faculty and staff training needs through the following measures:

- The Computer Services technology trainer distributes online surveys to faculty and staff every semester to identify training needs. (III.C.124)
- The annual Faculty Technology Survey includes questions to identify areas where faculty members perceive training deficiencies and to identify underutilized technologies. Faculty members are asked to identify the reason for not using available technologies, including “insufficient training”. (III.C.125, III.C.126, III.C.127, III.C.128)

- Employees may submit a work order to Computer Services requesting technology training. (III.C.129, III.C.130, III.C.131)
• Units include in their Institutional Program Planning and Reviews all needs related to technology, including requests for professional development training. (III.C.132)

A schedule and curriculum of training is developed based on the results of the two surveys, the work orders, and the Institutional Program Planning and Reviews. The technology trainer offers a range of training sessions each semester to address the identified training needs of employees. (III.C.133, III.C.134)

The district assesses student technology training needs through the following measures:

• In spring 2013 the Technology Committee administered the first Student Technology Survey. The committee will administer this survey again in spring 2015. (III.C.135)
• In fall 2012 Cuesta participated in a Chancellor’s Office survey of students in distance education courses. Results from the 233 student responses to this survey will help determine the need for additional student support and training. (III.C.114)
• Anecdotal and formal information from Student Services staff who work with students (III.C.136)

Provision of Technology Training
The technology trainings are designed to support the continuous development of knowledge and skills for the district community.

Training sessions are offered each semester to all district employees on a variety of topics, such as Banner trainings, Microsoft Office, student and faculty portal trainings, and software applications related to teaching and learning. These training sessions are conducted in computer laboratories to provide hands-on instruction as well as the opportunity to immediately practice new skills. (III.C.133, III.C.134)

The training sessions may be conducted by the technology trainer, faculty or staff, or experts outside of the district. The technology trainer offers 30 to 35 training sessions each semester on how to use the district’s current software. (III.C.137) To introduce new technologies, faculty, staff, or experts outside of the district conduct training sessions. For example:

• Technology training on Moodle was provided on six flex days in fall 2011 and spring 2012 by an expert member of the @One Trainers Bureau. One training session was recorded and is available to faculty. (III.C.111) In addition to this formal training, training on Moodle is available online for both faculty and students. (III.C.111, III.C.110) Two faculty members were partially reassigned for spring 2012 and fall 2012 to provide support for faculty who are transitioning to the new learning management system. (III.C.105, III.C.114) To encourage faculty use of the new learning management system and to promote district-wide
awareness of the features of this system, these trainers are also making presentations to both instructional and student services faculty.

- Early spring 2013, the Admissions and Records Department offered faculty training on using the new feature in Banner to drop students via the portal. Training was offered at San Luis Obispo and North County campuses during day and evening hours. In addition the training documentation was emailed to all employees. (III.C.138, III.C.139, III.C.140)

In addition to responding to the training needs requested by faculty and staff, the district also offers periodic training on operational technology functions, such as email, and the Banner system, which includes finance, human resources, student registration and records systems and the related portal system. (III.C.141) How-to guides are online for routine administrative systems, such as email, calendaring, and the portal (myCuesta). (III.C.142) Remote and just-in-time training is available in two forms: online video and online documentation. (III.C.143, III.C.144) Training is also conducted either one-on-one or in department meetings upon request in order to improve department operations. (III.C.145)

A follow-up survey is sent to class participants to assess training usefulness. (III.C.146) The vast majority of the respondents rate the training excellent or very good. (III.C.147)

For faculty, staff, and administrators, this scheduled training is complemented by an on-call help desk staffed by Computer Services personnel, which provides services ranging from direct response to technology problems in classrooms to walking staff through a reboot of a computer to helping configure software such as Citrix, the remote network access software. (III.C.148)

The district is committed to technology training for students as documented in the following initiative in the SLOCCCD Technology Plan 2012-2017, Revised Spring 2012:

Initiative #1: The student experience at Cuesta incorporates instruction in current technology. The experience includes the necessary support resources for both online and face to face courses. (III.C.74)

This initiative reflects a district focus on the importance of this issue. Progress on this initiative is included in the Technology Plan Progress reports which are included in the Strategic Plan Progress Report. (III.C.149, III.C.150, III.C.151, III.C.152)

The district offers technology training to students in three academic disciplines: computer applications/office administration, computer information systems, and computer and networking
technology. Each of these disciplines offers a full range of courses that culminate in a variety of certificates and/or associate degrees. (III.C.153)

The district also offers online tutorial training to assist students in learning how to use campus technology. In addition to basics, such as student ID numbers/accounts, how to print, how to navigate the distance education software (Moodle), and locations of Wi-Fi on campus, these “How-to Materials for Students” include online training sessions in each of the following categories: (III.C.3, III.C.154)

- Adobe Reader/Adobe
- Email
- Excel
- Google
- Macintosh
- myCourse
- myCuesta
- Multimedia – audio, video, podcasting
- PowerPoint
- Publisher
- Web browsers
- Windows
- Word

Students can access a technology tip of the week through myCuesta that provides new information and reminds them about online training opportunities. (III.C.2)

Many Student Services offices provide student training on the use of Cuesta’s portal along with other required web sites and technologies. Counseling hosts in-person local high school orientations called “myCuesta Mondays”. At these orientations students are required to use the Cuesta student portal which requires login, accessing web sites, and using technology. Problems when logging-in or using technology become “teachable moments” for counselors to guide students on how to access information. Staff in Admission and Records and Assessment provide instructions for their areas. (III.C.155, III.C.156, III.C.157, III.C.1) Financial Aid provides training via an LCD panel installed outside its office on accessing financial aid information on the federal FAFSA online system and the district website. (III.C.158, III.C.159, III.C.160, III.C.161, III.C.162, III.C.163) In addition Financial Aid hosts events that provide hands-on training and assistance throughout the county to help students in filling out the online FAFSA. (III.C.164)

Extended Opportunity Program and Services provides one on-one help in its offices and information about submitting scholarship applications. (III.C.165) Disabled Student Programs and
Services offers technology to help students with assistive technology. (III.C.166) Transfer Center staff and counselors provide instruction, training and guidance on entering student information during the fall term four year university transfer filing periods. (III.C.167)

Student employees receive training on how to use specific campus technology related to their jobs through student employee orientations and one-to-one training at their work site.

Self Evaluation
SLOCCCD meets Standard III.C.1.b. because it evaluates faculty and staff needs for technology training and subsequently provides an array of technology training to meet those needs.

The district evaluates the need for technology training in four ways: requests included in Institutional Program Planning and Reviews, responses to the annual Faculty Technology Survey, work orders requesting technology training, and the Tech Training Topic and Schedule survey distributed each semester. (III.C.132, III.C.53, III.C.54, III.C.55, III.C.56, III.C.57, III.C.58, III.C.129, III.C.130, III.C.131) A schedule and curriculum of training is developed based on the results of the two surveys, work orders, and the Institutional Program Planning and Reviews. (III.C.133, III.C.134)

Technology training for faculty and staff is provided in workshops, online, in group or one-on-one sessions, and an on-call help desk. (III.C.137, III.C.144, III.C.148) Technology training for students is a high priority for the district as documented in the technology plan, initiative 1. (III.C.123) Structured training is provided through three academic disciplines. (III.C.153) and training for students related to campus technologies is provided online, in new student orientations, (III.C.155, III.C.156, III.C.157, III.C.1) in one-on-one sessions in student services offices, and by a help desk for assistance with Moodle. (III.C.113)

Actionable Improvement Plan
None.

*III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

SLOCCCD provides the staffing, organization, and funding necessary to provide the management, maintenance and operation of its technological infrastructure and equipment.

Staffing and Organization
As of spring 2014 there are 20 funded positions in Computer Services, two funded positions in Facilities to support classroom multimedia and 1.5 funded positions in Library/Learning Resources/Distance Education. (III.C.121, III.C.168, III.C.169)
Computer Services supports the development and improvement of the district’s technologies, including software applications, networks, instructional computer laboratories, and administrative computing. Systems managed by Computer Services include:

- Banner
- Email
- Website
- SharePoint
- Student laboratories and classrooms
- Department-specific applications

In addition to providing direct technical support through staff, the district outsources the management of some of the district’s technological systems, such as CurricUNET and Moodle. A comprehensive list of all support contracts is maintained by the director of Computer Services. (III.C.170, III.C.171, III.C.172, III.C.173, III.C.174, III.C.175)

Starting in spring 2012, the district has provided two faculty members release time to provide additional training and support for the district’s learning management system, Moodle. (III.C.105)

Leadership for managing the district’s technological resources includes the collaboration of Computer Services, Facilities, Library/Learning Resources/Distance Education, and two participatory governance committees, the Technology Committee and the Distance Education Committee. These groups monitor and maintain a close link between faculty needs and the technology provided by the district. The membership and purpose of these participatory governance committees are described in a previous section of this document III.C.1.a. (III.C.91)

**Funding Technology Resources**

The district is transitioning from a department/divisional-based computer replacement process to a centralized operational computer replacement process. The centralized replacement process has established an inventory list based on age and location and prioritizes the annual replacement of the oldest computers. The Technology Committee approved criteria that Computer Services will use to prioritize which computers are replaced. (III.C.176) In 2012-2013, 16 office and 24 classroom computers were upgraded using this new process and funding. (III.C.177)

In addition to the routine replacement of equipment, district faculty and administrators may include requests for equipment replacement through their annual Institutional Program Planning and Reviews or may fund equipment replacement from departmental budgets. (III.C.132)
Technology resources are funded through the general fund based on technology requests submitted in the Institutional Program Planning and Reviews and the resource allocation process that consolidates and prioritizes these technology requests. Funds for technology resources are also part of the Computer Services, Facilities, Library/Learning Resources/Distance Education budget. The budget for staffing, technology, and professional services in 2012-2013 was $3,640,100 which is 6.79% of the district’s total unrestricted general fund for 2012-2013. (III.C.178)

Three line items in the Computer Services budget are used for the maintenance and replacement of the district’s technological resources: (1) Campus LAN, (2) Computer Repair and Maintenance, and (3) Central IT. The funding for the first two line items has stayed consistent despite recent budget reductions in other areas across the district.

Beginning in the 2012-2013 fiscal year, the Cuesta College Foundation made a commitment to fund the district’s central IT initiatives (III.C.179) up to $100,000 annually. In the 2012-2013 fiscal year they funded $152,000. In the 2013-2014 fiscal year they funded $100,000. As recommended by the Technology Committee and approved by the Planning and Budget Committee, this donation will be applied to meet institutional needs in these proportions: (III.C.51)

- 15%, classroom multimedia
- 15%, computer replacement (instructional and non instructional)
- 70%, additional infrastructure support

In spring 2013 Cabinet directed the vice president of Administrative Services to investigate the feasibility of charging the students a technology fee at the time of registration to fund the central IT initiatives that support technology in the classroom. (III.C.180) The Technology Committee included a question on the Student Technology Survey to see if they would be willing to pay for this. Sixty-four percent said, yes. (III.C.181) The vice president of Administrative Services and the vice president of Academic Affairs are pursuing implementation of this new fee with a goal of assessing this optional fee during the registration process. The Technology Committee is supporting the implementation of such a fee and working on plan for using the fee to support the Technology Plan initiatives. (III.C.182)

**Strategies to Ensure Data Integrity and Security**

Computer Services ensures institutional data is available only to users with authorized access, that it is available to those users when needed, and that it is never damaged or destroyed until it is deemed end of life. Computer Services implements systems with a focus on redundancy, security, monitoring, backups, and external support resources as necessary in order to safeguard systems and data.
District servers are housed in rooms with battery-backed power and redundant cooling systems. Critical systems have generator-backed power in addition to the battery uninterruptible power supply. Battery-backed systems are configured for eventual automated shutdown to protect data and system integrity (Available to the team onsite only. (III.C.183)

All server systems that provide services used by employees and students have redundant hard drives. Critical systems also have redundant power supplies.

Host security is maintained by applying regular vendor patches and maintaining anti-virus software on every computer at the college. (Available to the team onsite only (III.C.184, III.C.185, III.C.186, III.C.187, III.C.188, III.C.189) Host security is augmented by maintaining fine grained network security which includes redundant firewalls at the edge (Available to the team onsite only III.C.190), access control lists between different segments of the LAN (Available to the team onsite only (III.C.191), and network monitoring uptime performance (Available to the team onsite only (III.C.192)

All servers and network devices are monitored for uptime and performance. If a system or service goes down, the appropriate staff is alerted via email and SMS messages so they can quickly address the issue. (Available to the team onsite only (III.C.193)

The district maintains multiple levels of data backup. Most systems have backups (“snapshots”) taken multiple times during the day. All systems have at least daily backups. Both snapshots and backups are moved to alternate storage systems in a different room than the primary storage system. The backup storage system constantly replicates its data store to a sister device at the North County campus. Quarterly archives are put on tape and stored in the superintendent/president’s vault. (Available to the team onsite only (III.C.194, III.C.195)

All production hardware and software systems have some level of support/warranty protection obtained through contract with the manufacturer. These contracts provide for hardware replacement and/or software support in the case of system failure. Depending on the criticality of the system, the service level agreement for the system may range from 9x5xNBD (nine hours a day, five days a week, next business day replacement) to 24x7x4 (24 hours a day, seven days a week, four-hour replacement.) (III.C.170, III.C.171, III.C.172, III.C.173, III.C.174, III.C.175)

Some critical systems (including Banner servers and backup storage systems) are remotely monitored by the vendor for immediate automated support response in case of failure. (III.C.196)

Some public-facing services with very high availability requirements, including the main website (www.cuesta.edu) and the district standard learning management system (Moodle), are hosted
offsite in commercial facilities. By placing these services in high uptime data centers, the district is able to maintain public communications and instructional services during planned or unplanned outages at the campus data center. (III.C.197, III.C.102)

Employees and students are offered training and reminders on system security precautions such as not responding to bogus emails attempting to get personal information. (III.C.198, III.C.199, III.C.200, III.C.201)

The importance of this issue is documented in the following initiative in the SLOCCCD Technology Plan 2012-2017, Revised Spring 2012. (III.C.74)

- Initiative #6: Network applications are consistently available to users

The inclusion of reliability in an initiative maintains a district focus on this important issue. All work related to this initiative will be included in the regular progress reports. (III.C.149, III.C.150, III.C.151, III.C.152)

Maintenance and Replacement of Technology Resources
The district maintains a coordinated, ongoing plan for updating faculty, staff and administrator computers, with the target schedule replacing computers on a six-year cycle. The importance of this issue is documented in several initiatives in the SLOCCCD Technology Plan 2012-2017, Revised Spring 2012. (III.C.74)

- Technology Plan Initiative 4: Cuesta College’s primary technology is sustained by an annual centralized budget designed to maintain inventory and staffing at a standard which serves the work of the college.
- Technology Plan Initiative 5: Cuesta College’s campus network infrastructure meets current and anticipated work needs and is sufficiently funded and staffed.
- Technology Plan Initiative 15: Cuesta College will consolidate the number of student computer stations to match student demand with instructional necessity, while simultaneously improving the level and support for student computing.

Computer Services has numerous outcomes that reflect the importance of maintaining and replacing technology resources: (III.C.122)

- Computer Services will effectively and efficiently maintain a secure network.
- Computer Services will effectively and efficiently install and maintain network infrastructure (servers, storage and data communication) for the district.
• Computer Services will effectively and efficiently install and maintain desktop computing environment (PCs and peripherals) for instructional and non-instructional use for the district.

Replacement needs are tracked through an inventory of technology-related assets. Hardware and software contracts are maintained and regularly updated by the director of Computer Services. (III.C.170, III.C.171, III.C.172, III.C.173, III.C.174, III.C.175) Computer inventory is maintained by Computer Services on a regular basis. (III.C.59, III.C.60, III.C.61, III.C.62, III.C.10) Facilities maintains an inventory of classroom multimedia equipment in order to prioritize replacements based on available budget. (III.C.63, III.C.9)

District faculty and staff report any equipment failure or maintenance needs through work orders submitted to Computer Services. (III.C.202, III.C.203) Computer Services staff members directly provide the necessary service or contract with an outside vendor. (III.C.204) For equipment maintenance or replacement, Computer Services staff members consult with the appropriate staff member to ensure the schedule of the work is aligned with the specific needs of the specific instructional or student services program or administrative office.

Computer Services staff monitor the integrity of the software and equipment that comprise the district’s technological infrastructure. These systems are maintained on a regular basis and replacement needs are also identified through the inventory maintained and updated by Computer Services. (III.C.205, III.C.206, III.C.61, III.C.62, III.C.10)

Self-Evaluation
SLOCCCD meets Standard III.C.1.c. because the district provides the staffing, organization, and funding necessary to provide the management, maintenance and operation of its technological infrastructure and equipment.

The district, either through contract services or via the Computer Services Department, provides technology resources to meet the institutional needs. (III.C.102, III.C.121) Computer Services has many processes in place to ensure that data is available in case of emergency (Available to the team onsite only. (III.C.194)

Actionable Improvement Plan
None.
III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
SLOCCCD distributes and uses technology resources to support the development, maintenance, and enhancement of its programs and services.

Assessment of the Distribution, Use, and Currency of Technology Resources
To determine the distribution, use, and currency of its technology resources, the district relies on two processes to identify the effective use of the technology resources and the institution’s needs and expectations for technology resources. A brief description of these two processes follows; a more detailed description is provided in the response to Standard III.C.1.

The Institutional Program Planning and Review process ensures the district distributes and uses technology resources to support the development, maintenance, and enhancement of its programs and services. All units within the district (instructional, student services, and administrative) complete a program review annually. (III.C.33, III.C.34) As the units complete this document, they accomplish two tasks related to technology resources: evaluation of the effectiveness of technology and identification of future technology resources that would lead to program improvement within the unit. Units are required to justify the technology request by describing how the new technology will increase the unit’s effectiveness. (III.C.35, III.C.44, III.C.43) This justification is considered in the resource allocation dialogue described in III.C.1.a.

- Evaluating the effectiveness of current technology: This assessment is presented in two ways in Institutional Program Planning and Reviews. First is an evaluation of the unit’s performance for the past year relative to specific benchmarks including the ways in which the unit’s efforts contributed to achieving Institutional Goals and Institutional Objectives. (III.C.35) As appropriate for a specific unit, this evaluation includes how technology resources were used. Second is an evaluation of the effectiveness of the prior year’s allocations using the Unit Plan Worksheet - Prior Year Unit Funding Requests. (III.C.35, III.C.44) The worksheet requires the unit to summarize the programmatic impact of the prior year’s requests whether or not those requests were funded.

- Improving effectiveness: Based on this analysis of its performance, each unit submits funding requests for the coming year. (III.C.35, III.C.44) Funding requests must be justified by how the new funding will be used to increase the unit’s effectiveness, including its effectiveness in contributing to the achievement of Institutional Goals and Institutional Objectives. The five categories of funding requests are personnel, supplies, equipment, facilities, and technology.
This annual cycle is the means of tracking how each unit used its resources to improve its effectiveness. Units that receive resources in one year must report on how that allocation improved effectiveness in the next year. In this way, the district monitors whether its technology resources support the development, maintenance, and enhancement of its programs and services.

The second primary process the district uses to evaluate the effectiveness of current technology resources and to identify institutional technology needs is Computer Services’, Facilities and Library/Learning Resources/Distance Education ongoing monitoring and analysis in collaboration with the Technology Committee and the Distance Education Committee.

Computer Services staff monitor the integrity of the software and equipment that comprise the district’s technological infrastructure. These systems are maintained on a regular basis and replacement needs are also identified through the inventory maintained and updated by Computer Services. (III.C.205, III.C.206)

In addition to the inventory, Computer Services’ ongoing monitoring and analysis used to evaluate the effectiveness of current technology resources and identify institutional technology needs include:

- An analysis of work orders submitted to Computer Services and Facilities, (III.C.71, III.C.202)
- Reports from Computer Services’ and Facilities staff assigned to oversee the technology infrastructure (servers, network, and data storage), and
- Input from two participatory governance committees.

In collaboration with Computer Services personnel, the Technology Committee and the Distance Education Committee participate in Computer Services’ ongoing monitoring and analysis of technological resources to ensure that institutional needs and expectations are met by the district’s technology services, professional support, facilities, hardware, and software.

The director of Computer Services produces an annual report titled Annual Technology Assessment and Review. Over the years the content, format and title have evolved to meet new reporting requirements. (III.C.64, III.C.65, III.C.66, III.C.67, III.C.68, III.C.69) All technology projects are now listed with their anticipated outcomes and assessed outcomes, bringing all assessments of technology projects in a single annual document. The Computer Services work order system has the following fields associated with all projects to track this information:

- Project Initiator
- Technology Plan Initiative
- Expected Outcomes
• Assessed Outcomes
  (III.C.207)

All of these strategies to monitor the distribution, use, and currency of technology resources rely on district-wide input beginning at the unit level.

Technology Policies and Procedures
The district’s policy on computer and network use is Board Policy 3720:

*Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Superintendent/President shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.*

The corresponding Administrative Procedure 3720 specifies appropriate computer and network use, emphasizes the importance of security and privacy, and delineates the consequences for inappropriate use.

The district provides a robust and secure technical infrastructure and maximum reliability for students and faculty. Computer Services ensures institutional data is available only to users with authorized access, that it is available to those users when needed, and that it is never damaged or destroyed until it is deemed end of life. Computer Services implements systems with a focus on redundancy, security, monitoring, backups, and external support resources as necessary to safeguard systems and data:

District servers are housed in rooms with battery-backed power and redundant cooling systems. Critical systems have generator-backed power in addition to the battery uninterruptible power supply. Battery-backed systems are configured for eventual automated shutdown to protect data and system integrity (Available to the team onsite only. (III.C.183)

All server systems that provide services used by employees and students have redundant hard drives. Critical systems also have redundant power supplies.

All computer systems at the college are built with careful controls for access permissions. Only those who are properly authorized are granted access through passwords. (Available to the team onsite only. (III.C.208, III.C.209)
Host security is maintained by applying regular vendor patches and maintaining anti-virus software on every computer at the college. (Available to the team onsite only. III.C.184, III.C.185, III.C.186, III.C.187, III.C.188, III.C.189) Host security is augmented by maintaining fine grained network security which includes redundant firewalls at the edge (Available to the team onsite only. III.C.190), access control lists between different segments of the LAN (Available to the team onsite only. III.C.191), and network monitoring uptime performance (Available to the team onsite only. III.C.192)

All servers and network devices are monitored for uptime and performance. If a system or service goes down, the appropriate staff is alerted via email and SMS messages so they can quickly address the issue. (Available to the team onsite only. III.C.193)

The district maintains multiple levels of data backup. Most systems have backups (“snapshots”) taken multiple times during the day. All systems have at least daily backups. Both snapshots and backups are moved to alternate storage systems in a different room than the primary storage system. The backup storage system constantly replicates its data store to a sister device at the North County campus. Quarterly archives are put on tape and stored in the superintendent/president’s vault. (Available to the team onsite only. III.C.194, III.C.195)

All production hardware and software systems have some level of support/warranty protection obtained through contract with the manufacturer. These contracts provide for hardware replacement and/or software support in the case of system failure. Depending on the criticality of the system, the service level agreement for the system may range from 9x5xNBD (nine hours a day, five days a week, next business day replacement) to 24x7x4 (24 hours a day, seven days a week, four-hour replacement.) (III.C.170, III.C.171, III.C.172, III.C.173, III.C.174, III.C.175)

Some critical systems (including Banner servers and backup storage systems) are remotely monitored by the vendor for immediate automated support response in case of failure. (III.C.196)

Some public-facing services with very high availability requirements, including the main website (www.cuesta.edu) and the district standard learning management system (Moodle), are hosted offsite in commercial facilities. By placing these services in high uptime data centers, the district is able to maintain public communications and instructional services during planned or unplanned outages at the campus data center. (III.C.197, III.C.102)

Employees and students are offered training and reminders on system security precautions such as not responding to bogus emails attempting to get personal information. (III.C.198, III.C.199, III.C.200, III.C.201)
The importance of this issue is documented in the following initiative in the SLOCCCD Technology Plan 2012-2017, Revised Spring 2012. (III.C.74)

- Initiative #7: Cuesta College’s data and network servers are protected against security breaches.

The inclusion of security in an initiative maintains a district focus on this important issue because status reports of efforts related to this initiative will be included in the regular progress reports. (III.C.149, III.C.150, III.C.151, III.C.152)

Computer Services also has this as one of the department’s stated outcomes:

- Computer Services will effectively and efficiently maintain a secure network. (III.C.122)

Computer Services reviews all outcomes annually during the Institutional Program Planning and Review process and assesses each on a regular basis. (III.C.210, III.C.43)

Additional policies and procedures designed to keep the infrastructure reasonably current and sustainable include the following:

- The district established a central information technology budget starting with the 2010-2011 fiscal year. Previously, funds to support the district’s infrastructure were found in numerous department budgets. (III.C.211)
- In spring 2012 the Cuesta College Foundation Board of Directors committed to provide up to $100,000 annually to support the district’s technology needs. (III.C.212) The Technology Committee recommended and Planning and Budget endorsed 70% of these funds for three years to upgrading the district’s network infrastructure. (III.C.51)
- Computer Services staff regularly identify needed changes and upgrades to the district’s technology infrastructure. Work orders document the need and the completed work. (III.C.213)
- In spring 2009 when planning for the 2010-2011 fiscal year, a separate Central IT Unit Plan was completed and included in the district’s planning process. (III.C.36, III.C.37, III.C.38)
  o Planning and Budget Prioritized funds for the 2011-2012 fiscal year to replace the aging core network switch via this process. (III.C.40)
- In spring 2013 the Technology Committee assigned a task force to review student lab computer use data and scheduling data to develop a proposal to better utilize student computers and remove unnecessary computers from inventory, therefore lowering the ongoing cost of computer replacement. (III.C.214) The proposal was accepted and implemented by spring 2014. (III.C.215, III.C.216)
Assessment of Distance Education Equipment
In 2008-2009, the contract for the district’s learning management software was due for renewal and a major upgrade. The district took advantage of that opportunity to review other learning management software systems. The Distance Education Committee conducted a two-year review of alternative learning management systems and recommended that Moodle replace Blackboard. Implementation of Moodle was piloted in spring 2012 and fully implemented in summer 2012. ([III.C.100, III.C.101])

Self Evaluation
SLOCCCD meets Standard III.C.1.d. The district distributes and uses technology resources to support the development, maintenance, and enhancement of its programs and services.

The district uses its annual Institutional Program Planning and Review along with Computer Services ongoing monitoring of technology to provide technology resources that support the district’s programs and services. ([III.C.33]) Computer Services has multiple technologies and processes to minimize the risk of system failure or security breach. The district has committed a percentage breakdown of Central IT funds through 2014-2015 to make progress on needed technology upgrades. ([III.C.217, III.C.51]) The district outsources the hardware and software support of its learning management system, Moodle. ([III.C.102])

Actionable Improvement Plan
None.

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.

Descriptive Summary
SLOCCCD integrates technology planning with institutional planning to systematically assess the effective use of technology resources and uses those results as the basis for improvement.

Technology planning is integrated with both long-term and short-term institutional planning and is based on assessments of institutional needs.

Technology and Institutional Goals
The district’s vision for the future is articulated in its Institutional Goals, broad statements about how the district intends to address current and anticipated challenges. ([III.C.76]) The first
Institutional Goal describes the district’s intention to focus resources and energy on student success:

1. SLOCCCD will enhance its programs and services to promote students’ successful completion of transfer requirements, degrees, certificates, and courses.

Technology is one of the tools to accomplish the corresponding Institutional Objectives:

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

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

1.3: Increase successful completions in distance education courses by 2% annually

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

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

Many of the Action Steps in the SLOCCCD Strategic Plan 2012-2014 corresponding to these Institutional Objectives involve using technology in some way such as communicating with students, gathering input from students and faculty, tracking students’ progress, and collaborating with colleagues on projects. (III.C.76)

The SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 echoes this focus on using technology as a tool to promote student success in the following Initiatives. (III.C.74)

Initiative #1: The student experience at Cuesta incorporates instruction in current technology. The experience includes the necessary support resources for both online and face to face courses.

Initiative #2: All classrooms at all locations have an appropriate configuration of multimedia support for instruction and learning.

Initiative #3: Cuesta College has integrated student support systems to minimize hurdles to matriculation (admissions, orientation, assessment and testing, counseling, and student follow-up), and goal completion (certificate, graduation, transfer).
The \textit{SLOCCCD Facilities Master Plan 2011-2021} has many references to the need for facilities to support technology not only in the classroom, but the required infrastructure. (III.C.218) Specifically it describes how facilities needs are determined from program planning:

Facilities Needs at Program Level
Facilities needs at the program level were identified through the annual IPPR and integrated into the 2011-2016 Educational Master Plan (revised). These needs are key ground level indicators of the dynamics of a changing learning environment and the need for efficient, modern day learning environments. Though specific facilities needs varied by discipline, common threads ran through most programs, such as:

- New and remodeled facilities were identified as positive influence on the teaching environment.
- Additional current day teaching facilities are needed at all teaching locations, most notably the North and South County locations.
- Upgraded data access at all teaching locations specifically campus wide Wi-Fi access.
- Upgraded classroom technology to current “smart classroom” level.
- The need for efficient scheduling of the district’s facilities to best fit the needs of the current curriculum.
- Modernization of the district aging facilities to keep pace with program needs and best teaching practices such as head of classroom, banking and dimming of overhead lighting, sufficient whiteboard surfaces, upgraded lab ventilation and instructional technology systems.

The Institutional Program Planning and Review document has a tab in the spreadsheet for each unit to identify its facilities needs, much like the tab to identify technology needs. Requests are identified as immediate, intermediate or long-term need. These requests are part of the district’s planning process as described in III.C.1.a (III.C.219)

There is clear evidence of a united focus on student success among these institutional planning documents, from the broad statements of the Institutional Goals to the more specific strategies in the Institutional Objectives and initiatives.

The Technology Plan and the Institutional Integrated Planning Cycle
Planning for technology is integrated with both long-term and short-term institutional planning. In keeping with the integrated planning model in place at the time, the SLOCCCD, \textit{Cuesta College Technology Plan 2012-2017} relied on the core principles articulated in the SLOCCCD, \textit{Cuesta College Educational Master Plan 2011-2016} to provide a framework and direction for the initiatives in this operational plan. (III.C.220, III.C.221)
In spring 2011 the Technology Committee prepared the initial draft of this long-term plan by first conducting research to ensure that the resulting plan would reflect the institution’s needs. The research included: a Strengths, Weaknesses, Opportunities, and Threats assessment, a series of community surveys, on-campus assessments, and comparison of current resources with technology standards. (III.C.78, III.C.79, III.C.80) A small task force met in summer 2011 and used this data, an assessment of current operational needs, and the 10 core principles from the SLOCCCD, *Cuesta College Educational Master Plan 2011-2016* to establish the themes and initiatives reproduced previously in this report in the response to Standard III.C.1.a.

As a result of the district’s planning work in 2011-2012, both of the SLOCCCD, *Cuesta College Educational Master Plan 2011-2016* and the SLOCCCD *Cuesta College Technology Plan 2012-2017* were completed within the target timelines established in the *SLOCCCD Strategic Plan 2010-2013*. (III.C.221, III.C.220, III.C.222)

However, those planning efforts did not sufficiently fulfill the accreditation standards. In fall 2011 a team representing the Accrediting Commission for Community and Junior Colleges visited campus to review the status of the district’s implementation of its integrated planning model and two key documents, the SLOCCCD, *Cuesta College Educational Master Plan 2011-2016* and the *SLOCCCD Strategic Plan 2010-2013*. Although the fall 2011 team evaluation report praised the district for expending significant effort in trying to meet the standards on institutional planning, the report identified several ways the district’s integrated planning model and planning documents did not meet accreditation standards. (III.C.223)

Therefore, in spring 2012 the district devoted time and energy to reviewing and revising key documents as described in the response to Standard I.B.2. and I.B.3. Core principles were replaced by more specific and effective Institutional Goals that serve as the basis for specific, measureable Institutional Objectives. The SLOCCCD, *Cuesta College Educational Master Plan 2011-2016 Addendum* describes the rationale for the Institutional Goals and the *SLOCCCD Strategic Plan 2012-2014* outlines the Institutional Objectives and Action Steps. (III.C.75, III.C.76)

The district also revised its integrated planning model in spring 2012. This 2012 model of integrated planning illustrates how the district’s planning processes link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. A description of each component in the model of integrated planning is included in the *SLOCCCD Integrated Planning Manual 2012*. (III.C.77)

In the revised model, the purpose of operational plans, such as the technology plan, is to describe specific initiatives that will be undertaken to achieve the Institutional Goals and Institutional Objectives. These improvements to the district’s definition of planning terms and the
establishment of Institutional Objectives based on Institutional Goals necessitated a revision of the SLOCCCD, *Cuesta College Technology Plan 2012-2017*. This revision, included changing the title to *SLOCCCD Technology Plan 2012-2017, Revised Spring 2012*.* (III.C.74)

Decisions about the distribution of technology resources are guided by these key documents, all of which were based on data that reflect the institution’s needs and involved broad participation in establishing institutional priorities.

In addition to using Institutional Goals, Institutional Objectives, and initiatives to identify priorities, the district also uses evaluations of institutional needs to improve programs and services as evidenced by the following four specific examples.

- Based on student enrollment data for one of the district’s large classrooms and the corresponding Institutional Program Planning and Reviews, the Office of Academic Affairs advocated for the upgrade of multimedia equipment in the classroom. The technology request was reviewed by the Technology Committee and recommended for funding. The Planning and Budget Committee prioritized this request for funding. As a result, the multimedia equipment in the Humanities Forum classroom has been replaced. *(III.C.49)*

- Based on an analysis of technology requests submitted as part of the Institutional Program Planning and Reviews and the pattern of work orders submitted to Computer Services in 2010-2011 the Technology Committee prioritized equipment that would increase the speed of the district’s network. *(III.C.50)* The Technology Committee made this recommendation to the Planning and Budget Committee. Due to the supporting data, the Planning and Budget Committee agreed and put the installation of a core switch as a high priority for funding in 2011-2012. The core switch was installed in August 2012. *(III.C.40)*

- Beginning in the 2012-2013 fiscal year the Cuesta College Foundation committed to donate up to $100,000 annually in perpetuity to support the institution’s technology needs. *(III.C.212)* To develop a recommendation for the expenditure of these most-welcome funds, the Technology Committee used evaluations of institutional needs from three sources:
  - The pattern of technology requests submitted as part of the Institutional Program Planning and Review
  - The pattern of work orders submitted to Computer Services; and
  - The initiatives in the *SLOCCCD Technology Plan 2012-2017, Revised Spring 2012* The result was an endorsed proposal from the Technology Committee to the Planning and Budget Committee to allocate these funds for computer upgrades, classroom multimedia
upgrades and network infrastructure upgrades for the next three years by 15%, 15% and 70% respectively. (III.C.51)

- Two factors prompted the Office of Academic Affairs and Computer Services to review use data and the Institutional Program Planning and Reviews related to all computer laboratories.
  1. An Initiative in the SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 (Initiative #15: Cuesta College will consolidate the number of student computer stations to match student demand with instructional necessity, while simultaneously improving the level and support for student computing.); and
  2. A district-wide effort to reduce expenses.

Based on the analysis of use data and Institutional Program Planning and Reviews numerous projects have been initiated:

- The English Department determined that one of its labs (21 computers) could be decommissioned and those computers were migrated to replace older office computers. (III.C.224)
  - The assessed outcomes will be documented in the Fall 2014 Annual Technology Assessment and Review

- A large lab consolidation and upgrade project was started in summer 2013 that resulted in:
  - Just 30 computers purchased new.
  - 10 computer labs upgraded which means...
    - 210 student-use computers upgraded.
    - Five computer labs removed from service.
    - 138 eight-year-old student-use computers removed from service.
    - (III.C.119, III.C.225)
  - The assessed outcomes will be documented in the 2014 Annual Technology Assessment and Review

In summary, the district directly links resource allocations to institutional planning and general fund resources 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. (III.C.33)
• 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 and that are the result of student learning outcome measurements. (III.C.84)

• Evaluating the effectiveness of current technology: This assessment is presented in two ways in Institutional Program Planning and Reviews. First is an evaluation of the unit’s performance for the past year relative to specific benchmarks including the ways in which the unit’s efforts contributed to achieving Institutional Goals and Institutional Objectives. (III.C.35) As appropriate for a specific unit, this evaluation includes how technology resources were used. Second is an evaluation of the effectiveness of the prior year’s allocations using the Unit Plan Worksheet - Prior Year Unit Funding Requests. (III.C.35, III.C.36, III.C.37, III.C.38) The worksheet requires the unit to summarize the programmatic impact of the prior year’s requests whether or not those requests were funded.

• In addition, Planning and Budget Committee has two initiatives for FY 2013-2014 that will improve the planning and resource allocation for institution-wide needs, including technology. They are:
  1. Incorporate an identification and prioritization process for institutional-wide needs into the existing prioritization processes.
  2. Prioritize funding requests by categories, including one-time, ongoing, personnel, institutional, and technology. (III.C.226)

Self Evaluation
SLOCCCD meets Standard III.C.2. because technology planning is integrated with institutional planning and the district has developed and implemented processes to evaluate the effective use of technology resources and ensures the results of those evaluations are used for program improvement.

The SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 (III.C.74) is guided by the Institutional Objectives outlined in the SLOCCCD Strategic Plan 2012-2014 (III.C.76) and these Institutional Objectives are based on the Institutional Goals articulated in the SLOCCCD, Cuesta College Educational Master Plan 2011-2016 Addendum. (III.C.75) Decisions regarding technology purchases and upgrades are based on unit-level technology requests submitted in Institutional Program Planning and Reviews as well as assessments of the district’s technology assets conducted on an ongoing basis by the Computer Services Department in collaboration with the Technology Committee and Distance Education Committee. The district evaluates the effective use of technology resources using these same processes and ensures that the results are the basis for program improvements.
Actionable Improvement Plan

None.
III.C. Evidence

III.C.1 Student Training Online Orientation Tech Training Screen Shots
III.C.2 Student Tech Tips Channel
III.C.3 How-To Materials for Students
III.C.4 Moodle Quick Reference for Students
III.C.5 MyCuesta Monday Orientation Script
III.C.6 Local High School MyCuesta Monday Out of District Athlete Orientation and Registration Orientation Planning
III.C.7 My Courses for Faculty Quick Reference
III.C.8 MyCuesta Faculty Tasks List
III.C.9 Audiovisual Inventory Fall 2013
III.C.10 Computer Inventory MITT Fall 2013
III.C.11 Cuesta College Home Page
III.C.12 SharePoint Committees Home Page Screenshot
III.C.13 Enrollment Reports, Institutional Research Web Page
III.C.14 Student Characteristics Reports, Institutional Research Web Page
III.C.15 State and Federal Outcomes Reports, Institutional Research Web Page
III.C.16 Student Achievement Data, Institutional Research Web Page
III.C.17 Program Review Data, Institutional Research Web Page
III.C.18 Student Surveys, Institutional Research Web Page
III.C.19 Institutional Research Home Page
III.C.20 Institutional Research Master Database Screenshot
III.C.21 Institutional Research SPSS Screenshot
III.C.22 Institutional Research Remark Office OMR Screenshot
III.C.23 Institutional Research Automate Screenshot
III.C.24 Institutional Research Survey Monkey Screenshot
III.C.25 Institutional Research Web Remark Screenshot
III.C.26 American College Health Association National College Health Assessment Survey Memo
III.C.27 Student Application Supplemental Questions
III.C.28 Strata Information Group Trip Report: Faculty Load Monitoring – Peralta Rule
III.C.29 Faculty Load Tracking Report Work Order
III.C.30 Banner Student Faculty Loading Reports and Procedures
III.C.31 Institutional Planning Processes Assessment Recommendations
III.C.32 Planning and Budget Committee Minutes, October 2013
III.C.33 SLOCCCD Institutional Program Planning and Review (IPPR) Document 2013-2014
III.C.34 Program Planning Review, Institutional Research Web Page
III.C.35 Annual Program Planning Worksheet, Library, 2013-2014
| III.C.36 | Central IT Unit Plan FY 2011-2012 |
| III.C.37 | Central IT Unit Plan FY 2012-2013 |
| III.C.38 | Central IT Unit Plan FY 2013-2014 |
| III.C.39 | Central IT Unit Plan FY 2011-2012 Core Switch Requested |
| III.C.40 | 2011-2012 Planning and Budget Prioritization of Resource Allocation |
| III.C.41 | Central IT Unit Plan FY 2012-2013 Core Switch Reported |
| III.C.42 | SLOCCCD Annual Technology Assessment and Review, Fall 2013, Page 14-15 |
| III.C.43 | Computer Services Annual Program Planning Worksheet 2013-2014 |
| III.C.44 | Computer Services Unit Plan 2013-2014 |
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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD III.D:
Financial Resources

Carmen Pölz mixes blue paint that will be used for a portion of the mural that contains the face of Michelangelo’s David.
Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1. The institution’s mission and goals are the foundation for financial planning.

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

SLOCCCD has assessed and revised its cycle of integrated institutional planning that relies on its mission and Institutional Goals as the basis for subsequent planning and resource allocations.

Descriptive Summary

In spring 2012 SLOCCCD assessed its integrated planning model and revised planning processes. This process included refining its planning lexicon to more clearly communicate the ongoing systematic evaluation cycle that it uses to measure the effectiveness of planning, program review, resource allocations, and program outcomes. The integrated planning model and the processes and timeline for each component in the model are documented in the SLOCCCD Integrated Planning Manual 2012. (III.D.1)

This revised SLOCCCD model of integrated planning explains how the components in the district’s institutional planning processes link to one another in a cycle characterized by these steps: 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 district’s services to students.

The district mission is the starting point for planning and resource allocations. The district evaluates its effectiveness in meeting its mission and develops Institutional Goals to address issues that are or might become barriers to the district’s success in meeting its mission.

Institutional Objectives are based on these Institutional Goals, and resources are allocated based on the connection between the funding request and Institutional Goals and Institutional
Objectives. These links clearly reflect the importance the district places on ensuring that all resources are dedicated to fulfilling the district mission.

The Institutional Program Planning and Reviews are the primary source of direction for the allocation of resources from the general fund. This process is based on unit-level input, which reflects district-wide participation in setting funding priorities for the coming year. (III.D.2)

Through this program review process, units identify and prioritize needs for personnel, facilities, supplies, equipment, and technology. Once the units complete the Institutional Program Planning and Review documents, requests for resources are reviewed and evaluated in the following sequence.

1. Units collaborate to prioritize the requests for unfunded needs. Where possible requests are funded at the unit level. (III.D.3)

2. Requests for technology are forwarded to the Technology Committee and this committee conducts a technical assessment of the request and consolidates it with similar requests where possible. The technology committee ranks the requests based on the level of impact, level of need, and current fiscal priorities and forwards their recommendation to the Planning and Budget Committee. (III.D.4)

3. Unit prioritized lists are sent to the cluster managers who collaborate with cluster faculty and staff to further prioritize requests. (III.D.5)

4. Cluster managers forward the prioritized list of requests for staffing, equipment and supplies to the Planning and Budget Committee.

5. The Planning and Budget Committee considers the input from the clusters and the Technology Committee and prepares the final list of institutional priorities using a Resource Allocation Rubric that weights each funding request based on the extent to which it is justified according to one or more of the following categories. (III.D.6)
   - Program Review
   - Alignment with Institutional Objectives
   - Alignment with operational plans
   - Health, safety, or regulatory
   - Unit prioritization bonus for top priority

6. The Planning and Budget Committee creates a ranked list of institutional priorities and forwards this recommendation to the superintendent/president. (III.D.7)
7. The superintendent/president’s cabinet recommends the items on the list of institutional priorities to be funded based on fund availability.

8. The superintendent/president makes the final funding determinations.

Through this process, the Institutional Program Planning and Review process links financial planning to the district mission and integrates resource allocation into the institutional planning cycle.

The Foundation Grant Committee is made up of Foundation board members, the executive director of Foundation/Advancement and the Foundation’s lead accountant. The Foundation board, through its budget process, allocates resources for grants. In the spring the Foundation accepts grant applications for the following fiscal year. The Foundation Grant Committee reviews all applications for program review, alignment with Institutional Objectives and alignment with operational plans. The Foundation Grant Committee also reviews Planning and Budget Committee Resources Allocation Priority List and Technology Committee ranking of technology requests. The Foundation Grant Committee uses these lists as a starting point for consideration but doesn’t limit its decision to them because the Foundation does not fund salaries, ongoing expenditures, and grant requests over $10,000. The executive director Foundation/Advancement presents the funded grant list to Cabinet so those requests can be removed from the institution’s Resource Allocation List.

**Self Evaluation**

SLOCCCD meets Standard III.D.1.a. The district has assessed, revised and implemented a cycle of integrated processes for institutional planning that relies on its mission, Institutional Goals, Institutional Objectives, and program review as the basis for subsequent planning and resource allocations.

**Actionable Improvement Plan**

None.
Institutional planning in SLOCCCD reflects a realistic assessment of financial resource availability, partnerships, and expenditure requirements.

Descriptive Summary
The district has two mechanisms to ensure that budgets are developed and resources are allocated based on a realistic assessment of financial resource availability, alternative sources of funding, and expenditure requirements.

The first mechanism is the Institutional Program Planning and Review process. The preparation of these program reviews is preceded by reports describing the status of state apportionment. Once the program reviews are completed, the funding requests are reviewed and evaluated at the division level, the cluster level, and institution wide at both the Planning and Budget Committee and in President’s Cabinet. These four levels of review are opportunities for requests to be consolidated where possible; for funding to be identified within the district’s budget; and for information to be shared about alternative sources of funding, such as grants or other partnerships.

The second mechanism to ensure that budgets are developed and resources are allocated based on a realistic assessment of financial resource availability, alternative sources of funding, and expenditure requirements is the development and use of budget assumptions as the foundation for budget development.

In February of each year the Planning and Budget Committee drafts:

- Budget assumptions, which are fiscal facts that serve as the basis for the budget, and
- Budget criteria, which describe the budgeting process and philosophy.

The Planning and Budget Committee consider information from a variety of sources in drafting the budget assumptions and criteria, including:

- Institutional Goals and Institutional Objectives
- Priorities identified through the Institutional Program Planning and Review process
- Mandates from external agencies
- Status of long-term obligations
For example, following are the fiscal facts that serve as the basis for the budget assumptions in the 2013-2014 Budget. \((\text{III.D.8})\)

1. The district’s budget will be balanced

2. Budget will reflect the 2013-2014 state budget
   - Budget for carry forward of 2012-2013 mid-year reductions to support compliance with the 50 Percent Law.
   - Recognize any increase/decrease in state funding
   - Develop and offer a schedule of classes that reflect the funded FTE for 2013-2014.
   - Set up escrow account for predicted budget reduction/shortfalls, i.e. property tax, student fees, growth

3. Recognize the elements of the long-term budget reduction plan
   - 20% of the projected five-year deficit ($1.6 million structure reductions in 2013-2014)
   - Phase I reduction, program eliminations of $371,020 and program modifications of $393,255
   - Phase II reduction of $824,795

4. Recognize changes in ongoing expenses
   - Recognize changes in budget lines 1000, 2000, and 3000 (salaries and benefits) due to Step and Column movement
   - Recognize changes in Public Employee Retirement System rates
   - Recognize changes in State Teachers’ Retirement System
   - Recognize changes in Worker’s Compensation Insurance Premium
   - Assume an inflationary factor of 0% for operational expenses (5000s).
   - Recognize changes in the State Unemployment Insurance rate
   - Budget current ongoing district obligations that have not been previously budgeted
   - Maintain required level of match by the district to categorical programs
   - Budget for long-term obligations

5. Do not exceed appropriations limit as calculated on the Gann Limit Worksheet

The budget criteria that describe the budgeting process and philosophy for the 2013-2014 Budget follow. \((\text{III.D.8})\) Given the 12% reduction in state allocations over the past three years, the budget criteria for the past two years have included guiding principles to be used in the development of Budget Reduction Plans.

The purpose of the district budget is to provide:
1. Students a high-quality, learning-centered education
2. The resources and support needed to deliver effective instruction
3. The resources and support to facilitate the teaching-learning process
4. The means to manage the district in an efficient and cost-effective way

The criteria listed below will be used in developing the budget:
1. Institutional Goals and Objectives
2. Priorities identified through the Institutional Program Planning and Review process
3. Mandates from external agencies
4. Long-term obligations
5. Learning outcomes (student, institutional, administrative)
6. Guiding principles for budget reductions due to budget shortfall
7. Legal, financial or statutory requirements

1. Institutional Goals and Objectives
The district provides direct links between resource allocations and planning:
• 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 higher scores to proposals that will contribute to the achievement of the
  Institutional Goals and Institutional Objectives.
• The district has established an Institutional Objectives Fund. These funds are allocated
  based on the extent to which the funding will contribute to the achievement of an
  Institutional Objective.

2. Priorities identified through the Institutional Program Planning and Review process
The Planning and Budget Committee uses the Resource Allocation Rubric to develop a
recommendation of institutional priorities. The rubric weighs each request based on what extent
the request is justified by:
• The contribution the proposed item will make toward the achievement of
  Institutional Goals and/or Institutional Objectives
• An outcome based on the measurement of learning outcomes (student, institutional,
  administrative)
• Data in the Institutional Program Planning and Review
• Health or safety concerns

3. Mandates from external agencies
The district will develop a budget that covers mandates for external agencies.

4. Long-term obligations
The district will develop a budget that covers long-term debt obligations.

5. Learning outcomes (student, institutional, administrative)
The Resource Allocation Rubric will allot points for items that support, assess and improve learning outcomes.

6. Guiding principles for budget reductions due to budget shortfalls (as adopted by Planning and Budget Committee)
In light of the current and projected budget cuts, new spending from the general fund will need to be offset with reductions.

- Protect as much as possible of the core curriculum, programs and services needed to fulfill the mission for the district and California Community Colleges.
- Maintain student access and service throughout the district as much as possible.
- Reduce, combine, suspend, or eliminate services, programs, positions, or 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, acknowledging that all units must work together as a college.
- Communicate civilly; gather facts, weigh options, listen, and deliberate together when difficult choices have to be made.

7. Legal, financial and statutory requirements
The district will develop a budget that:

- achieves and maintains at least a 6% contingency reserve of state and local revenue in the General Fund
- meets the 50 Percent Law, i.e., at least 50% of the current expense of education is allocated to instructional salary and benefits
- provides for staffing levels required by the Board of Governors in relation to Title 5, Chapter 4, Subchapter 3, Articles 1, 2, and 3; this statute is designed to ensure that districts are making good faith attempts to achieve the long-term goal of a 75% to 25% part-time faculty ratio
- includes reasonable provisions to cover all known or projected liabilities to the district (e.g., accumulated vacation, sick leave, etc.)
- meets all statutory and legally mandated income /expenditure requirements

8. Procedural guidelines
The district will develop a budget that:
is balanced
is based on integrated planning that reflects both current and long-term district needs
makes steady progress upward correcting actual or anticipated structural budget issues (e.g. declining revenue, rising costs, lack of ongoing dollars to cover ongoing expenses, etc.)
has had campus community involvement and consideration during preparation
includes all contractually negotiated costs and expenses
reflects the state’s economy
includes all known and projected increases in fixed costs; identifies significant but unfunded items not included in the budget
highlights usual items and/or provides information on substantive changes from previous budgets
eliminates the structural deficit annually projecting the trends of the increases to the 3000 account on a three-year basis, minimally, and including this projection as a budget; assumption in the development of each year’s annual budget. The rate of increase of the 3000s and the subsequent projected costs should be budgeted into each year’s annual budget accordingly
considers restructuring the current long-term debt to minimize annual fiscal impact until such times a bond can be obtained

The board of trustees reviews and approves the budget assumptions and budget criteria as it reviews and approves the tentative and final 2012-2013 budgets. (III.D.9, III.D.10)

Self Evaluation
SLOCCCD meets Standard III.D.1.b. because the district has two mechanisms to ensure that budgets are developed and resources are allocated based on a realistic assessment of financial resource availability, alternative sources of funding, and expenditure requirements.

The first mechanism is the review of funding requests from program reviews at four levels, creating multiple venues for identifying sources of funding for high priority items and for a realistic assessment of funding feasibility. (III.D.11) The second mechanism is the district’s development and distribution of budget assumptions to inform its constituents about the unique fiscal issues to be considered in developing budgets for the coming year. (III.D.8)

Actionable Improvement Plan
None.
III.D.1.c. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of its liabilities and future obligations.

SLOCCCD ensures financial stability by identifying and allocating resources for payment of its liabilities and future obligations.

Descriptive Summary
The district’s awareness of and accounting for its long-term financial obligations in its short-term planning is evidenced by the following three examples.

First is the district’s approach to its reserves. In 2007-2008 at the beginning of state reductions in apportionment, the Planning and Budget Committee recommended that the district minimize the use of its contingency reserve. Despite the temptation to use these funds to avoid painful budget reductions and to meet short-term needs, this recommendation was approved and has been implemented. As a result, there has been an increase in the ending balance of the unrestricted general fund for the last four years. This increase in the reserves is a primary factor in maintaining the district’s financial solvency and ensuring payment of its obligations. The reserves are presented in greater detail in the response to Standard III.D.3.a.

The second example that demonstrates the district’s commitment to ensuring sufficient funding for long-term obligations is Board Policy 6200, which includes the following bullet point.

- **Budget projections shall address long-term goals and commitments.** (III.D.12)

This board mandate to place payment of long-term obligations as a high priority in budget development is reflected in the district’s budget assumptions, as shown in the budget assumptions for the 2013-2014 budget presented previously in this standard. Long-term obligations are also included in rolling Five-Year Cash Flow Projections that establish budget reduction targets.

The third example of the district’s awareness of its long-term obligations is the inclusion of each long-term obligation and the strategies for ensuring sufficient funding to meet those obligations in the SLOCCCD Long-term Fiscal Plan 2012-2016. (III.D.13) The long-term obligations are summarized below.

Banked Compensated Absences (Vacations):
Board Policy 7340 limits accrued vacation time to two years paid leave. (III.D.14) In 2007-2008, the district was obligated to approximately $100,000 in vacation time that exceeded the board’s limit of two years paid leave. The district developed and implemented a process
for notifying supervisors each January about the vacation status for all administrators and classified staff and directing the supervisors to enforce the board’s limit of a maximum of two years paid leave. This process has resulted in a dramatic reduction of the obligation for vacation time in excess of two years paid leave; that obligation is now approximately $15,000 per year. The district budgets a total of $59,000 annually to cover compensated absences such as vacation and comp time including payouts to employees who leave the district. (III.D.8)

Certificates of Participation
In the past decade, the district borrowed on future revenue through certificates of participation three times: 2003, 2006, and 2009. The district includes the repayment of these obligations as a line item in its budget similar to other expenditure categories and has made all certificates of participation payments on schedule. (III.D.8) This expenditure is funded through the general fund and from revenues generated by the student center fee, parking fees, and the bookstore. The 2003 certificate of participation will be completely paid in the 2018-2019 fiscal year, which will decrease this obligation by 17% annually. The repayment schedule for the certificates of participation is included in the long-term fiscal plan. (III.D.13) Greater details about the certificates of participation are presented in the response to Standard III.D.3.c.

Other Post-Employment Benefits
In contrast to many other community college districts, SLOCCCD’s obligation for retirees’ medical benefits is minimal because the district does not directly contribute to medical benefits for retirees, with the exception of funding the medical benefits for one former superintendent/president. (III.D.15) Retirees are granted the opportunity to participate in the district’s medical plans at their own expense. However, there is a slight cost to the district for allowing retirees to participate in the district’s health insurance because allowing the older age group into the plan raises the rates for everyone in the plan.

Load Banking
The district’s obligation for load banking averages approximately $200,000 annually and is budgeted in the year in which it is used. (III.D.8)

Salary Schedule (Step and Column)
The district annually estimates and budgets changes to salaries through position control. (III.D.8) The impact of the salary schedule on the general fund is contingent on several factors including years of service, reclassifications, and professional development credit.
To ensure that the district continues to be mindful of future obligations related to bringing new buildings online, the district added a template to the annual program review process titled Integrated Program Planning and Review – New Facility. (III.D.2) This template consolidates the following information related to a new facility.

- Key dates related to the capital project
- Funding sources
- Staffing plan
- Other anticipated recurring costs

This template is completed once funding for a capital project has been identified. This new template provides the Planning and Budget Committee with the information needed to forecast operational costs and be mindful of the planning dates and projected operational costs during budget development.

**Self Evaluation**

SLOCCCD meets Standard III.D.1.c. due to the district’s practices ensuring financial stability by identifying and allocating resources for payment of its liabilities and future obligations.

The district maintains a reserve for contingencies and has agreed during the past four years to minimize the use of this reserve for short-term plans in order to maintain the district’s financial solvency and ensure payment of its obligations. The budget assumptions revised each year to guide budget development include payment of long-term obligations as a high priority. (III.D.8) The district’s awareness of its long-term obligations is evidenced by the inclusion of long-term obligations and the strategies for ensuring sufficient funding to meet those obligations in the SLOCCCD Long-term Fiscal Plan 2012-2016. (III.D.13) The district’s primary long-term obligation is the repayment of three certificates of participation. The repayments equaled 2.52% of the unrestricted general fund budgeted expenditures in 2012-2013. While it is a cost to the district, the district conservatively manages other long-term liabilities to minimize the impact of these long-term obligations. For example, salaries and benefits were only 78.7% of budgeted expenditures in 2012-2013. Additionally, the district does not have a significant long-term obligation for retiree health benefits. Prudent management of the district’s total long-term obligations has allowed and will continue to allow the district to meet its long-term obligations.

The district has a process to project staffing and other recurring costs associated with new buildings to provide ample notice of these anticipated additional expenditures. (III.D.16)

**Actionable Improvement Plan**

None.
III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

SLOCCCD follows clear guidelines and processes for financial planning and budget development and ensures opportunities for broad participation in institutional plans and budgets.

**Descriptive Summary**

As described in some detail in the response to Standard I.B., SLOCCCD has established planning processes that create venues for ongoing, collegial, and self-reflective dialogue to inform the decision-making process and track progress toward sustainable quality improvement and institutional effectiveness.

The 2012 Integrated Planning Model requires dialogue on many levels for each planning process in the cycle. Each of these dialogues about student learning and institutional processes relies on the partnership of assessment and planning. The timeline and parties responsible for initiating the assessment and subsequent use of those assessments for the institutional planning purposes are outlined in the timeline and process charts in the *SLOCCCD Integrated Planning Manual 2012*. (III.D.1) This document includes two timeline and process charts related to resource allocation, one for developing the institutional list of funding priorities based on the Institutional Program Planning and Reviews and one for budget development. The process for developing the list of institutional funding priorities based on the Institutional Program Planning and Reviews aligns those priorities with the district’s mission and links 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 consequently, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success.

The process for including constituents in the Institutional Program Planning and Review process and the ultimate prioritization of institutional priorities is described in some detail in the response to Standard III.D.1.a. This process begins at the unit-level and moves through a sequence of reviews at the division, cluster, and committee levels before the list of institutional priorities is recommended to the superintendent/president.

The budget development process occurs on a parallel track to the resource allocation process each spring. Following is a summary of the budget development process.
• In the spring all Planning and Budget Committee agendas include review and revision of the budget assumptions as warranted based on new information.

• The Planning and Budget Committee co-chairs provide monthly updates on the budget to the College Council.

• Units receive tentative allocations for the coming fiscal year and based on that tentative allocation, the budget assumptions, and the budget criteria units build a site-specific tentative budget.

• In June the tentative budget is presented to the board of trustees for approval.

• Throughout the summer 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.

• In September the final budget is reviewed by the Planning and Budget Committee and is presented to the board of trustees for approval.

In addition to these routine processes involving resource allocations, the district has been challenged during the last three years to make significant budget reductions. Broad participation in developing Budget Reduction Plans has been essential to make the difficult albeit necessary decisions. A member represents each district constituency in one or both of the two participatory governance groups central to budget reduction dialogue, the Planning and Budget Committee and the College Council. (III.D.17) This system of constituent representatives creates opportunities for participation by all constituents.

The district used the following collaborative process to develop the Budget Reduction Plans for 2011-2012 and for 2012-2013. (III.D.18, III.D.19)

• The Planning and Budget Committee and College Council met jointly to develop the format for proposals for reductions and budget reduction guidelines. The format and budget reduction guidelines were distributed to the President’s Cluster, Academic Affairs, Administrative Services, and Student Services Clusters.

• The clusters created proposals of reductions and submitted these to the Planning and Budget Committee.
• The superintendent/president and Planning and Budget Committee co-chairs held a public forum to present and hear feedback on the reductions proposed by each cluster.

• Planning and Budget Committee consolidated the proposals and members distributed the proposals to their constituents with a request for feedback.

• Planning and Budget Committee finalized the draft recommendations based on the input and prepared a recommendation for the superintendent/president.

• The superintendent/president and Planning and Budget co-chairs held a public forum to present the Planning and Budget Committee recommendation and to solicit feedback.

• The vice president of Administrative Services finalized the Budget Reduction Plan 2012-2013.

• The superintendent/president held a public forum to present the Budget Reduction Plan and solicit feedback.

• The superintendent/president finalized the Budget Reduction Plan 2012-2013 and presented the plan to the board of trustees. (III.D.20)

In fall 2012, the district produced a Long Term Budget Reduction Plan 2013-2017 based on long-term (five-year) cash flow projections (2012-2017). The Long Term Budget Reduction Plan 2013-2017 addresses scenarios relating to Proposition 30 either passing or failing. This plan provides long-term consistency and stability both fiscally and organizationally for the district. (III.D.21) At its Sept. 25, 2012 meeting, The Planning and Budget Committee endorsed the Long Term Budget Reduction Plan (2013-2017). At the Oct. 3, 2012 board of trustees meeting, the board approved the Long Term Budget Reduction Plan 2012-2013. (III.D.22) The passing of Proposition 30 reduced the urgency of massive program cuts. During the 2012-2013 Fiscal Year the superintendent/president presented in December 2012 the Phase I academic elimination or modification of $800,000 and for spring 2013 the Phase II non-academic reduction of an additional $800,000. Planning and Budget Committee recommended supporting Phase I/Phase II of superintendent/president budget reduction plan as presented. In June 2013 the board of trustees approved the 2013-2014 tentative budget that included the Phase I/Phase II budget reduction plan. In September 2013 the board of trustees took action to approve the 2013-2014 final budget. This will assume that the state legislature has approved a budget and the governor has signed it.
Self Evaluation

SLOCCCD meets Standard III.D.1.d. because it has assessed, revised, implemented processes for financial planning and budget development and ensures opportunities for broad participation in institutional plans and budgets.

In spring 2012 the district revised its institutional integrated planning model to more clearly describe how the components of that model link to one another. To ensure that the new model and these connections are widely understood, the district produced the SLOCCCD Integrated Planning Manual 2012. (III.D.1) As described in the response to Standard I.B., the district’s planning processes are based on clear definitions of terms in this document and rely on broad participation. To promote participation, the district posted this document online and reviewed the document in a variety of meetings in fall 2012. (III.D.23, III.D.24)

All three of the processes described in this response – the process for developing the institutional list of funding priorities based on the Institutional Program Planning and Reviews, the process for budget development, and the process for developing Budget Reduction Plans – provide numerous opportunities for district-wide input. Institutional Program Planning and Reviews begin at the unit level and rely on involvement throughout the unit for both performance analysis and the development of initiatives for the coming year. (III.D.2) The College Council and the Planning and Budget Committee are participatory governance groups, and as such, the members of these groups represent specific constituents. (III.D.17) The members are charged with the responsibility of serving as a conduit of information to their constituents as well as providing input from their constituents back to the participatory governance group. In addition to this system of constituent representatives, the district uses technology and in-person meetings, such as the President’s Forums, to share information and solicit input.

Actionable Improvement Plan

None.
III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

SLOCCCD’s financial documents and independent audits have a high degree of credibility and accuracy and reflect an appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary
The district uses sound fiscal management practices to maintain and ensure integrity of its financial documents. To monitor that its resources are used to support student learning programs and services, the district routinely reviews its financial practices and the effective use of its financial resources.

Board Policy 7000 assigns the responsibility for the management and accuracy of financial documents to the vice president of Administrative Services.

*The Assistant Superintendent/Vice President of Administrative Services shall establish rules and procedures for general accounting practices (according to the definitions, instructions, and procedures published in the California Community Colleges Budget and Accounting Manual); budget development, analysis, and control. General accounting to include payroll, employee benefits, accounts payable and receivable, clearing account, revolving funds, auditing, and applications for state and federal funds. (III.D.25)*

In keeping with these responsibilities, the Administrative Services Cluster uses both a self-assessment tool and the annual audits to establish a cycle of continuous quality improvement to identify and correct areas of concern in the management of its financial documents.

The district periodically completes a self-assessment to identify strengths and weaknesses in its management of financial processes and documents. In this self-assessment, the district compares its practices to the Community College League of California’s Sound Fiscal Management Self-Assessment Checklist. (III.D.26) This checklist draws from a self-assessment designed for K-12 districts, the Fiscal Crisis and Management Assistance Team’s Fiscal Health and Risk Analysis. In the Community College League of California’s Sound Fiscal Management Self-Assessment Checklist, a
The district responds yes or no to 46 questions clustered into 15 categories of fiscal management, such as deficit spending, fund balance, and enrollment. Both the Administrative Services Cluster and Planning and Budget Committee reviewed this checklist to ensure the district’s continued implementation of sound fiscal practices. In 2010-2011, the district answered “yes” to all items except three; the district answered “no” to the following questions.

- Has the district’s enrollment been increasing or stable for multiple years?
- Can the district manage its cash flow without inter-fund borrowing?
- Has the district experienced recent turnover in its management team?

In fall 2012 the district completed the self-assessment and answered “no” to five questions placing the district at “Moderate” risk level.

To augment the district’s self-assessment, in spring 2012 the district asked a former chief business officer to evaluate the district’s financial practices and status and to provide feedback on its draft long-range fiscal plan. This evaluation was conducted in three phases. First, the consultant reviewed the draft long-range fiscal plan; budgets documents for 2010-2011 and 2011-2012; the CCFS 311 financial reports; and audits for the past three years. Second, the consultant made a site visit; following the document review, the consultant crafted a series of follow-up questions and asked those questions in meetings with key individuals, such as the vice president of Administrative Services, Administrative Services supervisors, the co-chairs of the Planning and Budget Committee, and the Accreditation Steering Committee. The third phase was the preparation and delivery of a formal report that ended with the following conclusion about the district’s fiscal operations. This report is included in the SLOCCCD Long-term Fiscal Plan 2012-2016 as Appendix C. (III.D.27)

*The fiscal operation of SLOCCCD, like all other districts, can be made stronger and budget materials can be presented more clearly, but the underlying foundation appears to be solid.*

In this report, the consultant’s only recommendation for improvement in fiscal operations was for the district to develop budget-monitoring systems to ensure a closer alignment between actual budget performance and the adopted budget plan. In response to this recommendation, two systems to more closely monitor departmental budgets have been developed and implemented. First, the budget accountant has been assigned responsibility to conduct ongoing reviews of each department’s budget to ensure that expenditures by each department are within the budgets and that funds are being spent according to contract agreements as well as district policies and procedures. Second, Fiscal Services created a forecasting tool to compare actual and estimated spending against budget funds to provide early detection of budget variances. This forecasting tool was presented to the board of trustees in June 2012 and has been used to assess departmental budgets monthly each spring semester since January 2013 to prevent over-expenditures. (III.D.28)
The second component of the district’s cycle of continuous quality improvement to identify and correct areas of concern in the management of its financial documents is an annual audit. In keeping with Board Policy 2765, each year the district’s financial records are evaluated by an independent certified public accounting firm to assess whether these records comply with state and federal accounting standards and regulations. (III.D.29) Throughout its history, the district has received unqualified audit reports with minimal audit findings. All recommendations for changes to the management of fiscal practice have been addressed and have resulted in improvements in the management of financial documents. Examples are described in the response to Standard III.D.2.b.

The district relies on the Institutional Program Planning and Review process to ensure that its financial resources are used to support the development, maintenance, and enhancement of its student learning programs and services. (III.D.2) All units within the district (instructional, student services, and administrative) complete this program review annually. As the units complete this document, they simultaneously accomplish two tasks: evaluate the effectiveness of resources allocated in the prior year and make requests for funding.

The effectiveness of prior year’s resource allocations is documented using the Unit Plan Worksheet - Prior Year Unit Funding Requests added to the Institutional Program Planning and Review process in 2011. (III.D.11) These worksheets require the unit to summarize the programmatic impact of the prior year’s requests whether those requests were funded or not. Requests for funding in the coming year must be justified by how the new funding will be used to increase the unit’s effectiveness in contributing to the achievement of Institutional Goals and Institutional Objectives and/or program effectiveness. In the following year, units report on how the resources contributed to the achievement of Institutional Goals and Institutional Objectives and/or improved program effectiveness in serving students. In this way, these documents create an annual cycle of tracking the district’s use of its resources to improve institutional effectiveness.

This information on the effective use of resources is captured in the district’s annual progress report, which documents its progress toward achieving the Institutional Goals and Institutional Objectives. The progress report is described in the SLOCCCD Integrated Planning Manual 2012. (III.D.1)

Self Evaluation
SLOCCCD meets Standard III.D.2.a. because it has assessed and revised practices that have led to financial documents, including the budget and independent audit, being judged to have a high degree of credibility and accuracy and to reflect appropriate allocation and use of financial resources to support student learning programs and services.
The results of the most recent self-assessments, an assessment by an expert external to the district, and audits conducted by an independent auditing firm indicate that the district is maintaining effective internal controls and manages the district’s financial documents in compliance with laws, regulations, contracts, and grants applicable to federal and state programs.

The effectiveness of resource allocations is tracked at the unit level through the annual Institutional Program Planning and Review process and at the institutional level through the annual progress report. The Unit Plan Worksheet - Prior Year Unit Funding Requests template was added to the Institutional Program Planning and Review process in 2011. The results are indirectly captured in the report of progress toward achievement of Institutional Objectives. In the coming year, the Institutional Program Planning and Review Committee and the Planning and Budget Committee intend to collaborate on the best way to also use this information to document the district’s effectiveness in using resources to support student learning programs and services.

**Actionable Improvement Plan**
None.

**III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

SLOCCCD responds to external audit findings in a comprehensive and timely manner that includes the broad communication of any resulting changes to practices or procedures.

**Descriptive Summary**

The district’s financial records are evaluated by an independent certified public accounting firm annually to assess whether these records comply with state and federal auditing standards. Throughout its history, the district has received unqualified audit reports with minimal audit findings.

All recommendations for changes to the management of fiscal practice have been addressed and have resulted in improvements to the district’s systems for managing financial documents. Following are four examples from the audit conducted by Vavrinek, Trine, Day & Co., LLP Certified Public Accountants for 2009-2010 and 2010-2011. (III.D.30, III.D.31)

- The only finding with the year ending June 30, 2011 alerted the district to incomplete recordkeeping for claiming apportionment for “To Be Arranged” hours for one course. The district concurred with the finding and improved the documentation of “To Be Arranged” hours for reporting data on the Apportionment Attendance Report Form CCFS-320. The deans and division chairs informed instructors district wide about the new standards for
keeping records of “To Be Arranged” hours in group meetings as well as one-on-one with faculty who taught courses with “To Be Arranged” hours. (III.D.32)

- In addition, deans and division chairs designed discipline-specific approaches for “To Be Arranged” hours and revised curriculum where appropriate to remove “To Be Arranged” hours by adding either lecture or laboratory hours. The auditors confirmed in the audit submitted to the district in June 2011 that the necessary steps had been taken to remedy this concern. (III.D.31)

- The finding alerted the district to the recordkeeping required when an institution charges Career Technical Education employees’ wages to Carl D. Perkins Vocational and Technical Education Act funding. The district acknowledged that semi-annual certification is required prior to charging employee wages to these accounts. To ensure that faculty and staff are mindful of this regulation, when the funding source includes federal funding, project managers and fiscal analysts are provided with a checklist of federal requirements for administering and documenting grants. (III.D.33) In the audit submitted to the district in June 2011, the auditors confirmed that the necessary steps had been taken to address this recommendation. (III.D.31)

- The audit noted a backlog of financial assistance checks written to students that had not been cashed. Fiscal services staff contacted students to deliver as many checks as possible and returned the remaining funds to the funding agency. In the audit submitted to the district in June 2011, the auditors confirmed the necessary steps to eliminate this backlog of uncashed checks. (III.D.31) The current practice outlined in department procedure ensures that stale dated financial aid checks are dealt with in a timely matter. (III.D.34)

- The audit for the year ending June 30, 2010 recommended that job descriptions be reviewed and revised as needed to ensure that only employees with instructional duties and under the supervision of an instructor are charged to the object codes included in the 50 Percent Law calculation. The district completed this review and moved one employee from the instructional to non-instructional object code. In the audit submitted to the district in June 2011, the auditors confirmed that the necessary steps had been taken for the correct identification of instructional and non-instructional personnel pursuant to compliance with the 50 Percent Law. (III.D.31)

Self Evaluation
SLOCCCD meets Standard III.D.2.b. because it responds to external audit findings in a comprehensive and timely manner and notifies all impacted employees about resulting changes in practices or procedures.
In recent years in response to recommendations in annual audits, the district has modified its recordkeeping practices and provided training for staff and faculty on “To Be Arranged” hours; provided training for project managers and fiscal analysts on federal accounting regulations; and developed and implemented a policy to prevent a future backlog of uncashed student financial aid checks. The district’s audit of fiscal year 2012-2013 had no recommendations.

**Actionable Improvement Plan**

None.

**III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.**

SLOCCCD provides timely financial information district wide.

**Descriptive Summary**

The district uses multiple strategies to communicate financial information district wide. The budget status and pending changes have been a frequent topic in the past three years given the consecutive reductions in state funding. The multiple strategies are summarized below.

- **Forums**
  The superintendent/president and vice presidents invite all district constituents to forums as needed. These forums are generally well attended and are recorded and posted online for broader access. In spring 2012 three forums were held to update the internal community about the Budget Reduction Plans.

- **Documents available online**
  Budgets, audits, and minutes of the Planning and Budget Committee meetings are available online.

- **Participatory governance meetings**
  Budget updates are regularly a focus of the twice-monthly Planning and Budget Committee meetings. The members on these participatory governance groups inform their represented constituencies and provide input from their constituents.

- **Organizational meetings**
  Budget information and updates flow through the district’s organizational meetings, beginning with information presented in two weekly meetings: executive managers (superintendent/president, vice presidents, and director of Human Resources) and the
Cabinet (all executive managers plus the deans). These administrators share the budget updates in monthly cluster meetings with division chairs and directors and the division chairs and directors in turn share information with faculty and staff in monthly division meetings.

Self Evaluation
SLOCCCD meets Standard III.D.2.b. because it has assessed and revised its strategies to communicate financial information district wide.

The district uses technology and open forums as well as various group meetings to keep everyone informed about the financial status of the district. These methods were judged to be effective according to a spring 2011 job satisfaction survey. (III.D.35) Sixty-one percent of the 266 employees who responded to the survey reported that they perceive themselves to be adequately informed about what is going on in the district and 67% agree that their representatives adequately inform them about important district issues and recommendations. In response the superintendent/president has included budget information in his monthly forums as it becomes available.

Actionable Improvement Plan
None.

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

SLOCCCD uses short- and long-term debt instruments, auxiliary activities, and grants in a manner that is consistent with the intended purpose of the funding source. The Cuesta College Foundation is an independent entity that raises funds to support the district.

Descriptive Summary
The district uses all funding, including funds from short- and long-term debt instruments, auxiliary activities, and grants, in the manner intended by the funding source.

In the past decade, the district borrowed on future revenue through certificates of participation three times: 2003, 2006, and 2009. These loans were established for specific purposes and the revenue from the loans has been used for those stated purposes as shown in the table presented in this section.

The district includes the following seven ancillary/auxiliary activities.
• Bookstore
• Child development centers
• Parking
• Student card sales
• Student representation fee
• Student center fee
• Contract education

Bookstore revenue funds bookstore staff and operational costs with the balance dedicated to repayment of the district’s certificates of participation. Revenue from student card sales and the student representation fee funds student activities and student government. The purpose of the student center fee was for the construction of Buildings 5400 (Associated Students Auditorium) and 5300 (Student Life and Leadership). Since these buildings were funded by a certificate of participation, all of this revenue is directed toward repayment of the certificates of participation. Revenue from parking lot fees funds maintenance of the parking lots and salaries for public safety officers with the balance dedicated to repayment of the district’s certificates of participation. Revenue from the child development centers is used to underwrite the infant care center, which is not yet self-supporting. Contract education revenue funds the salaries of contract education staff and overhead costs paid to the district.

The Cuesta College Foundation raises funds for the district as an independent non-profit 501(c)3 corporation. This fund-raising in the name of the district supports students through scholarships and supports district programs through grants. For example, in 2011-2012 the Foundation provided 294 scholarships to 212 students for a total of $133,210 and allocated $152,000 for technology infrastructure and $150,000 for other program-specific grants in 2012-2013. The Cuesta College Foundation raises these funds through community, civic, health care, municipal, and business partnerships. The Cuesta College Foundation is audited by an independent auditing firm and this audit is presented to the board of trustees each December with the district audit. (III.D.36)

Grants are overseen by the vice president of Academic Affairs and the appropriate dean. The district has approximately 42 federal, state, and private grants for a total of approximately $7.2 million. These grants included partnerships with K-12 districts, other community colleges, California Polytechnic State University, San Luis Obispo, government agencies, business/industry, and community/professional organizations. In collaboration with the vice president of Administrative Services and the deans, project managers are responsible for ensuring that the intention of the grants aligns with the district mission; monitoring federal regulations and guidelines; and ensuring that the funds are ultimately used only for the purposes intended by the funding sources. Project managers are supported in these tasks by two fiscal analysts. In spring 2012 the district collaborated with the San Luis Obispo County Office of Education to provide training for project
managers and fiscal analysts on federal and applicable accounting regulations. (III.D.37) Since then, grant managers have been able to attend a training on federal guidelines every year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Purpose</th>
<th>Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Refinance the 1997 Certificates of Participation</td>
<td>The 1997 Certificates of Participation were refinanced in July 2003 to reduce the interest rate from 4.10% - 5.50% to 1.10% - 3.80%.</td>
</tr>
<tr>
<td>2006</td>
<td>Refinance the 1996 Certificates of Participation</td>
<td>The 1996 Certificates of Participation were refinanced in August 2006 to reduce the interest rate from 3.55% - 5.50% to 4.00% - 4.88%.</td>
</tr>
<tr>
<td></td>
<td>Purchase Banner</td>
<td>Banner was purchased in February 2006.</td>
</tr>
<tr>
<td></td>
<td>Supplement state funding for the Physical Science Lab and Library Addition/Reconstruction Projects</td>
<td>The Physical Sciences Lab was completed in spring 2008 and the Library Addition/Reconstruction was completed in December 2007.</td>
</tr>
<tr>
<td>2009 Series A</td>
<td>Provide cash flow for the North County Learning Resource Center</td>
<td>The North County Learning Resource Center was completed in spring 2012.</td>
</tr>
<tr>
<td>2009 Series B</td>
<td>Supplement state funding for the Theater Arts Building</td>
<td>The Theater Arts Building was completed in June 2010.</td>
</tr>
<tr>
<td></td>
<td>Theater Arts Parking Lot</td>
<td>The Theater Arts Parking Lot was completed in spring 2011.</td>
</tr>
<tr>
<td></td>
<td>Sewer Maintenance Project</td>
<td>The Sewer Maintenance Project was completed in October 2011.</td>
</tr>
</tbody>
</table>

**Self Evaluation**

SLOCCCD meets Standard III.D.2.d. because it expends funds, including funds for short-term and long-term debt, auxiliary organizations, and grants, based on the guidelines of the funding sources. During the annual audit, the auditors evaluate the district’s expenditures made with these funds and the associated accounting practices to ensure alignment with the funding sources’ guidelines and regulations. (III.D.30, III.D.31)

**Actionable Improvement Plan**

None.
III.D.2.e. The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

SLOCCCD routinely assesses its internal control systems and uses the results of that assessment to improve those systems.

**Descriptive Summary**

The district uses two strategies to assess its internal control systems. Process improvements are made based on both types of assessment.

The first assessment is the annual audit. The district consistently receives unqualified audit reports with relatively minor recommendations for the improvement of internal control systems. The district responds to these recommendations by revising systems or providing training as needed and the auditors confirm in the subsequent audit that the recommended changes to internal systems were implemented. Examples illustrating this cycle of continuous quality improvement are provided in the response to Standard III.D.2.b.

The second assessment is an ongoing review of district processes conducted by the vice president and directors in Administrative Services. These administrators compare the district’s financial management practices to sound financial management best practices and make adjustments as needed to ensure that the district’s practices reflect those best practices. This ongoing internal comparison was augmented in spring 2012 with an external expert assessing the district’s financial status and processes. The consultant recommended one minor change in internal control systems and changes to address this recommendation were developed and are being implemented as described in the response to Standard III.D.2.a.

An example of how processes within Administrative Services are monitored by Administrative Services administrators to ensure that these processes follow sound financial management practices is the way that this cluster reorganized responsibilities in summer, 2012. A financial management best practice for safeguarding against embezzlement is to separate accounts payable and purchasing functions. The Budget Reduction Plan for 2012-2013 called for the consolidation of departments where possible to increase efficiency. The Administrative Services cluster determined that the General Services Department would be eliminated and that the functions within this department, such as purchasing, would be reassigned to other departments within Administrative Services. Purchasing was assigned to the Fiscal Services Department. Given that the Fiscal Services Department also includes accounts payable, care was taken to physically separate the two areas as well as to eliminate any crossover in staffing or processes. Accounts payable staff report directly to the accounting supervisor. The director of Fiscal Services does not have computer access to accounts payable screens in Banner. The Purchasing Department reports to the director of Fiscal
Services. The accounting supervisor does not have access to purchasing screens in Banner. This provides appropriate separation of duties.

Self Evaluation
SLOCCCD meets Standard III.D.2.e. because it routinely assesses its internal control systems and uses the results of that assessment to improve those systems.

The district uses two strategies to assess its internal control systems. First, the reports of the annual audits are unqualified reports that also include recommendations for process improvements. The auditors’ recommendations for improvements in internal controls systems are readily addressed and are confirmed as being addressed by the auditors’ report in the following year. Second is the Administrative Services administrators’ ongoing assessment of the district’s financial management practices to financial management best practices. When a practice or process is judged to have a potential impact on the integrity of the district’s financial records, the district takes the necessary steps to ensure valid and effective internal control processes.

Actionable Improvement Plan
None.

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

SLOCCCD has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management and develops contingency plans to meet financial emergencies.

Descriptive Summary
Sufficient Cash Flow and Reserves
The district ensures sufficient cash flow by borrowing against future property taxes through Tax and Revenue Anticipation Notes offered via the Community College League of California. These notes are used once or twice a year to finance short-term cash flow deficits that occur due to the irregular receipt of certain taxes and/or revenues and the ongoing requirement for regular disbursements of operating expenses. Due to its track record of consistent repayment of its
obligations, SLOCCCD has established and maintains a high credit rating, which is an important feature for investors when these notes are offered. (III.D.38)

Rolling three- to five-year cash flow projections are done annually. Currently, these projections are used to establish budget reduction targets.

The district maintains a 6% reserve of state and local revenue as directed by Board Policy 6200. (III.D.12) In addition, the district has increased its contingency reserve described in more detail in this section under the heading “Contingency Plans to Meet Financial and Facilities Emergencies.” Briefly, the district’s contingency fund is the ending balance minus the 6% reserve directed by board policy. The district minimizes the use of the contingency reserve and as a result, this amount has steadily increased. This increase in the contingency reserve is one strategy for maintaining the district’s financial solvency.

At the October 3, 2012 meeting, the district’s board of trustees adopted a Five Year Budget Reduction Plan (2013-2017). The plan is based on five-year projections at the time that indicate the district will have an aggregate $8.2 million deficit over the five-year period. The plan has the district making $1.6 million in reductions in 2013-2014 that will equate to a total of $8.2 million over the five-year period. As fiscal information is updated the five-year projections will also be updated to make appropriate changes in this five-year budget reduction plan. (III.D.39)

Strategies for Risk Management

The district is exposed to risks from a variety of sources, most commonly loss, damage to, or destruction of assets and injuries to employees.

The district participates in two joint powers authority agreements to secure insurance at a reasonable cost that protects the district from such losses: the Bay Area Community College District Joint Powers Authority for property and liability insurance and the Self-Insurance Program for Employees for worker’s compensation claims. (III.D.40)

In addition to this insurance, the district has designed and implemented the following internal strategies to reduce risks.

- A risk audit to monitor the disposal of hazardous waste materials is conducted annually by an independent auditor. (III.D.41)

- The district designed and staffed a safety coordinator position. This employee is responsible for reducing or preventing workers’ compensation claims by monitoring work sites and finding solutions to problems before they occur. In the past three and a half years the
position has been staffed, the incidence of workers’ compensation claims has dropped to the point that the district has the lowest premium rate (.49) of workers’ compensation claims among the 12 districts in the Self-Insurance Program for Employees consortium. Claims have dropped for the past five years: 2007-2008, 30 claims; 2008-2009, 25 claims; 2009-2010, 23 claims; 2010-2011, 23 claims; 2011-2012, 12 claims. There has been no workers compensation litigation in the past five years. (III.D.40)

- To reduce fiscal risks, the district budgets new funds only after these have been received. For example, growth funds awarded in one year are not spent until the following fiscal year to safeguard against adjustments made by the California Community College’s Chancellor’s Office or funding changes enacted by the state.

Contingency Plans to Meet Financial and Facilities Emergencies

The district has created three contingency plan strategies.

First, the district has established a contingency fund in order to meet financial emergencies such as property tax or enrollment fee shortfalls and other mid-year reductions in state apportionment. Ending balances include both the 6% general reserve of state and local revenue as required by Board Policy 6200 as well as the contingency reserve.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Ending Balance</th>
<th>Ratio of General Fund Ending Balance to General Fund Expenditures</th>
<th>6% of Local and State Revenue as Reserve Required by the Board</th>
<th>Contingency Reserve: Fund Balance in Excess of 6% Reserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$ 3,380,863</td>
<td>6.6%</td>
<td>$ 2,828,833</td>
<td>$ 552,030</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$ 3,975,018</td>
<td>8.3%</td>
<td>$ 3,098,529</td>
<td>$ 876,489</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$ 3,742,555</td>
<td>7.5%</td>
<td>$ 3,258,613</td>
<td>$ 483,942</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$ 4,550,345</td>
<td>8.8%</td>
<td>$ 3,380,863</td>
<td>$ 1,169,482</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$ 5,249,882</td>
<td>10.5%</td>
<td>$ 3,191,180</td>
<td>$ 2,058,702</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$ 7,337,681</td>
<td>14.4%</td>
<td>$ 3,234,150</td>
<td>$ 4,103,531</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$ 5,901,491</td>
<td>12.0%</td>
<td>$ 3,015,329</td>
<td>$ 2,886,162</td>
</tr>
</tbody>
</table>

In 2008-2009, at the beginning of state reductions in apportionment, the Planning and Budget Committee recommended that the district minimize the use of its contingency reserve and that departments conserve their unit-level budgets to the fullest extent possible. Despite the temptation to use contingency and departmental funds to avoid painful budget reductions and to meet short-term needs, this recommendation was approved and continues to be implemented. As a result, the district has conscientiously increased the amount of its contingency reserve over the
past three years. This increase in the contingency reserve maintains the district’s financial solvency and ensures payment of its obligations.

The amount of the contingency reserve in 2010-2011 is greater than the preceding year and following year due largely to $776,000 in growth funds. Although these growth funds were awarded in 2010-2011, they were held in the contingency reserve until the dollars were received at the end of that fiscal year. This strategy is in keeping with the district’s risk management strategy of spending growth funds in the fiscal year following the award of those funds to safeguard against adjustments made by the Chancellor’s Office or other funding changes enacted by the state. The buildup of contingency to cover projected deficit is the basis of the 2013-2017 Five Year Budget Reduction Plan.

The second facet of the district’s contingency planning is to be prepared for facilities emergencies. The district established a separate contingency account for facilities repairs and maintenance by allocating $375,000 per year to a capital outlay fund. (III.D.8) Despite budget reductions in other areas of the district, this amount has not been reduced in recent years. The capital outlay fund is used sparingly to either remedy emergencies in facilities or to prevent such emergencies. The capital outlay fund is rolled over each year and includes approximately $900,000 at the beginning of the 2012-2013 fiscal year. The district expended about one third of this amount in 2012-2013 on preventative maintenance projects and retained the remaining two-thirds as a contingency for unanticipated repairs.

The third facet of the district’s contingency planning is to provide fiscal flexibility by maintaining the proportion of the budget dedicated to personnel costs at 80% or less. (III.D.8)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Percentage of Unrestricted General Fund for Salaries and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>78%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>80%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>78%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>79%</td>
</tr>
</tbody>
</table>

This fiscal practice of monitoring and limiting the proportion of the budget used for personnel costs allows the district greater flexibility in making adjustments as needed to respond to external conditions, such as reductions in state apportionment.

Self Evaluation
SLOCCCD meets Standard III.D.3.a. because it has sufficient cash flow and reserves to maintain stability as well as strategies to sustain unforeseen financial emergencies.
The district maintains its cash flow by making short-term loans once or twice a year via the Community League of California’s Tax and Revenue Anticipation Notes. This system has been effective in maintaining the district’s cash flow. Due to its record in diligent repayment of these short-term loans, the district has earned and maintained a Standard Employers 1+ credit rating as recently as February 2013.

Strategies for risk management include maintaining an appropriate level of property and liability insurance and workers’ compensation insurance. (III.D.31) In addition, the district has designed and implemented several internal strategies to reduce risks: contracting for an annual risk audit for the disposal of hazardous waste materials; employing a safety coordinator who is responsible for reducing or preventing workers’ compensation claims by monitoring work sites and finding solutions to potential problems before they occur; and budgeting funds only after these funds have been received.

Contingency planning for fiscal and facilities emergencies include building a general contingency fund and a capital outlay contingency fund, both of which are used sparingly and as a result the amounts in these accounts have increased over the past three years. In addition, the district maintains flexibility in making budget adjustments by maintaining the proportion of personnel costs compared to total revenues at 80% or less. The district is also implemented a Five Year Budget Reduction Plan (2013-2017) that leaves the district in a position to deal with deficit projections on a long-range basis.

**Actionable Improvement Plan**

None.

*III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

SLOCCCD practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Descriptive Summary**

The district’s effective oversight of its finances is documented in the annual audits. The audits include an assessment of the financial records for financial aid, grants, contractual relationships, auxiliary organizations, and institutional investments and assets. The results of these evaluations of
the district’s financial documents have consistently yielded unqualified audit reports with only minor recommendations for improvement in financial practices.

To ensure the integrity of the district’s financial records for financial aid, Financial Aid office staff members conduct an internal reconciliation of the financial aid accounts each month. Independently, Fiscal Services Department staff conducts a similar monthly reconciliation of financial aid accounts. Supervisors of these two areas meet monthly to compare these reconciliations and identify issues. In addition to this monthly oversight, financial aid records are audited annually as part of the district audit.

All of the district’s externally funded programs are funded through grants. The vice president of Academic Affairs and the appropriate dean jointly safeguard the integrity of financial records for grants. A project manager is assigned to each grant and, in collaboration with the vice president and deans, is responsible for ensuring that the intention of the grants aligns with the district mission; that federal regulations and guidelines are followed; and that the funds are used only for the purposes intended by the funding sources. Two fiscal analysts support project managers in these tasks. In spring 2012 the district collaborated with the San Luis Obispo County Office of Education to provide training for project managers and fiscal analysts on federal regulations and applicable accounting regulations. (III.D.37)

To ensure the integrity of its financial records related to contracts, the district follows the guidelines documented in Board Policy 6340 and the associated administrative procedures. (III.D.42) Administrative Procedures 6340, 6350, 6360, 6365, and 6370 cover a range of contract issues including bids, construction, electrical systems and materials, accessibility of information technology, and personal services. The vice president of Administrative Services uses these administrative procedures as a guide in the review of all contracts for risk management, legal issues, fiscal issues, human resources issues, tax issues, and consistency with the district’s mission. Payments on contracts are made through the district’s regular payment process and therefore are evaluated in the annual audit.

To ensure the integrity of its financial records for auxiliary organizations, the district includes all records related to the bookstore, student card sales, student representation fees, student center fee, and parking lot fees, and the child development centers in its annual audit. (III.D.31)

Although the Cuesta College Foundation raises funds for the district, it is an independent non-profit 501(C)3 corporation. As such, the foundation is audited by an independent auditing firm and this audit is presented to the board of trustees in December or January each year with the district audit. (III.D.36)
To ensure the integrity of the district’s financial records related to investment and revenue generated by the interest on those investments, this information is included in the district’s budgets and audits that are widely distributed. The district’s primary investment is the deposit of the general fund reserve with the San Luis Obispo County Treasury. This agency invests the district’s reserve along with funds from other public entities. The interest earned is reported as general fund revenue in the district’s tentative and final budgets that are reviewed and approved by the Planning and Budget Committee and the board of trustees. (III.D.8) The annual audit report assesses all investment documents including revenue from earned interest. The audit report is presented to the board of trustees each December or January. The minutes for this board meeting and the budgets are posted online so they are available across the district and to the public.

Self Evaluation
SLOCCCD meets Standard III.D.3.b. because it has effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The primary evaluative tool to ensure the integrity of the district’s financial records is the annual audit. This audit includes an assessment of financial records related to financial aid, grants, contracts, auxiliary organizations, and investments. The results of these evaluations are consistently unqualified audit reports. (III.D.43)

To ensure that the district remains in compliance with federally funded grants, grant managers and grant budget personnel are sent annually to federal grant compliance training. In 2011 the district held a joint training with the San Luis Obispo County Office of Education. In 2012 and 2014 staff was sent to Modesto, California, for a presentation by the law firm that represents departments of education across the nation. (III.D.44)

Actionable Improvement Plan
None.

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

SLOCCCD plans for and allocates appropriate resources for the payment of liabilities and future obligations, including retiree benefits, compensated absences, and other employee-related obligations.
Descriptive Summary
The district monitors the costs of its commitments and budgets funds accordingly to ensure sufficient funds for all liabilities and future obligations as summarized below.

Other Post-Employment Benefits
SLOCCCD’s obligation for retirees’ medical benefits is minimal because, with the exception of funding medical benefits for one former superintendent/president, the district does not contribute to medical benefits for retirees. An actuarial study of the district’s liabilities related to Other Post-Employment Benefits in 2009 estimated that $47,070 would be needed to provide retiree health benefits for current retirees in the year beginning October 1, 2009. (III.D.15) However, this amount is a balance sheet entry rather than an out-of-pocket expense. Retirees have the opportunity to participate in the district’s medical plans at their own expense. The indirect cost to the district for allowing retirees to participate in the district’s health insurance is that by allowing former employees to join the plan, the overall ages of the insured members increase and therefore rates are raised for everyone in the plan.

Banked Compensated Absences (vacations):
Board Policy 7340 limits accrued vacation time to two years paid leave. (III.D.45) In 2007-2008, the district was obligated to approximately $100,000 for vacation time that exceeded the Board’s limit of two years paid leave. The district developed and implemented a process for notifying supervisors about the vacation status for all administrators and classified staff each January and directing the supervisors to enforce the board’s limit of a maximum of two years paid leave. This process has resulted in a dramatic reduction of the obligation for vacation time in excess of two years paid leave; that obligation is now approximately $15,000 per year. The district budgets a total of $59,000 annually to cover compensated absences including vacation, comp time, and payouts to employees who leave the district. (III.D.8)

Certificates of Participation
In the past decade, the district borrowed on future revenue through certificates of participation three times: 2003, 2006, and 2009. The district includes the repayment of these obligations as a line item in its budget similar to other expenditure categories and has made all certificates of participation payments on schedule. (III.D.8) This expenditure is funded through the general fund and from revenues generated by the student center fee, parking fees, and bookstore. The 2003 certificate of participation will be completely paid in the 2018-2019 fiscal year, which will decrease this obligation by 17% annually. The repayment schedule for the certificates of participation is included in the SLOCCCD Long-term Fiscal Plan 2012-2016. (III.D.13) Certificates of participation payments equaled 1.87% of the unrestricted general fund budgeted expenditures in 2011-2012. While it is a cost to the district, the district conservatively manages other long-term liabilities to minimize the impact of these long-term obligations. For example, salaries and benefits were only
78% of budgeted expenditures in 2011-2012. Additionally, the district does not have a significant long-term obligation for retiree health benefits. Prudent management of the district’s total long-term obligations has allowed and will continue to allow the district to meet its long-term obligations.

**Load Banking:**
The district’s obligation for load banking averages approximately $200,000 annually and budgeted in the year it is used. ([III.D.8](#))

**Salary Schedule (Step and Column):**
The district annually estimates and budgets changes to salaries through position control. ([III.D.8](#)) The impact of the salary schedule on the general fund is contingent on several factors including years of service, reclassifications, and professional development credit.

**Self Evaluation**
SLOCCCD meets Standard III.D.3.c. because it plans for and allocates appropriate resources for the payment of liabilities and future obligations, including retiree benefits, compensated absences, and other employee-related obligations.

**Actionable Improvement Plan**
None.

*III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) liability is prepared, as required by appropriate accounting standards.*

SLOCCCD ensures completion of the actuarial study of the district’s liabilities related to Other Post-Employment Benefits as required by government and state accounting standards.

**Descriptive Summary**
The district’s most recent contract for an actuarial study of the district’s liabilities related to Other Post-Employment Benefits was in 2009 and then again in 2012. The study, Actuarial Study of Retiree Health Liabilities, was completed in fall 2012 by Total Systems Compensation Incorporated. ([III.D.15, III.D.46](#)) The auditor estimated that $47,070 would be needed to provide retiree health benefits for current retirees in the year beginning October 1, 2009.

SLOCCCD’s obligation for retirees’ medical benefits is minimal because with the exception of funding medical benefits for one former superintendent/president, the district does not contribute to medical benefits for retirees. Therefore the estimate of $47,070 is a balance sheet entry rather than an out-of-pocket expense. Retirees are granted the opportunity to participate in the district’s
medical plans at their own expense. The indirect cost to the district for allowing retirees to participate in the district’s health insurance is that by adding older former employees to the plan, rates are raised for everyone in the plan.

In keeping with GASB 45 (Governmental Accounting Standards Board) an actuarial study of retiree health benefits is to be conducted no less frequently than every two or three years.

Self Evaluation
SLOCCCD meets Standard III.D.3.d. because it ensures completion of an actuarial study of the district’s liabilities related to Other Post-Employment Benefits as required by government and state accounting standards. The most current actuarial study was done in spring 2013.

Actionable Improvement Plan
None.

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

SLOCCCD annually allocates resources for the repayment of its locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary
In the past decade, the district borrowed on future revenue through certificates of participation three times: 2003, 2006, and 2009. The district includes the repayment of these obligations as a line item in its budget similar to other expenditure categories and has made all certificates of participation payments on schedule. The repayment schedule for the certificates of participation is included in the SLOCCCD Long-term Fiscal Plan 2012-2016. (III.D.13)

This expenditure is funded through the general fund and from revenues generated by the student center fee, parking fees, and bookstore. The 2003 certificate of participation will be completely paid in the 2018-2019 fiscal year, which will decrease this obligation by 17% annually.

Self Evaluation
SLOCCCD meets Standard III.D.3.e. because it annually allocates resources to repay the certificates of participation established in 2003, 2006, and 2009. Certificates of participation payments equaled 1.87% of the unrestricted general fund budgeted expenditures in 2011-2012. While it is a cost to the district, the district conservatively manages other long-term liabilities to minimize the impact of these long-term obligations. For example, salaries and benefits were only 78% of budgeted expenditures in 2011-2012. Additionally, the district does not have a significant long-term
obligation for retiree health benefits. Prudent management of the district's total long-term obligations has allowed and will continue to allow the district to meet its long-term obligations.

**Actionable Improvement Plan**

None.

**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

SLOCCCD monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

**Descriptive Summary**

**Student Loan Default Rates**
The district conscientiously implements several loan default prevention measures. These measures are proactive and are intended to prevent students from moving from being delinquent on their loans into being in default.

- Students approved for a loan are required to attend an in-person counseling session that reviews and emphasizes the students’ obligation to repay the loan. ([III.D.47](#))

- The district runs a monthly report to identify changes in enrollment patterns, such as enrolled in six or fewer units or withdrawn, or students who have petitioned to graduate with student loans. Financial Aid staff send these students an exit counseling packet that includes information on their student loan obligation. ([III.D.48](#))

- The lending agencies notify the district when students become delinquent in payments on their loans. Financial Aid staff follow up on this notification by contacting students regarding their obligation to repay the student loan.

The district’s current loan default rates are as follows.

- **Fiscal Year 2007**: 8.1%
- **Fiscal Year 2008**: 5.2%
- **Fiscal Year 2009**: 8.1%
- **Fiscal Year 2010**: 8.0%
- **Fiscal Year 2011**: 9.0%
- **Fiscal Year 2012**: 7.0%
Revenue Streams
Revenue from federal agencies is awarded to the district in the form of grants. The district has approximately 42 federal, state, and private grants for a total of approximately $7.2 million. The district’s process for monitoring and managing grants is to assign overall responsibility to the vice president of Academic Affairs and the appropriate dean and the direct responsibility to project managers. Project managers are responsible for ensuring that the intention of the grants aligns with the district mission, monitoring federal and state regulations and guidelines, and ensuring that the funds are ultimately used only for the purposes intended by the funding sources. Project managers are supported in these tasks by two fiscal analysts.

Due to the increasing number of federal grants and the ever-changing regulations, the district collaborated with the San Luis Obispo County Office of Education to provide training in spring 2012 for project managers that included annual updates on federal regulations and accounting regulations. (III.D.37) Also, to ensure that the district remains in compliance with federally funded grants, five district employees attended federal grant compliance training fall 2012 in Modesto, California, presented by the law firm that represents departments of education across the nation. (III.D.44) Grant managers attended the California Community College Workshop on the new OMB Omni Circular hosted by the Yosemite Community College District on March 28, 2014.

Assets
As required by federal regulations, the district maintains a separate inventory of all assets purchased with federal funding. (III.D.49) The assets currently used in the district were all purchased with federal Perkins Vocational and Technical Education Act funding. Annually, the Facilities Department verifies the assets are still in place.

Self Evaluation
SLOCCCD meets Standard III.D.3.f. because it monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The district monitors student loan default rates and has developed and implemented student loan default preventive measures. (III.D.47, III.D.48) When a district’s student loan default rate exceeds 25%, it is no longer allowed to offer student loans. In light of that benchmark, given that the district’s student loan rate is between 5% and 9% in recent years, the district’s student loan default prevention measures have proven to be successful. The Financial Aid director attends quarterly regional meetings to share news of best practices in student loan default prevention and student loan regulations with colleagues in neighboring districts.
The district monitors compliance with the federal and state accounting regulations for grants. To ensure compliance with state and federal regulations and accounting standards, project managers are assisted by two fiscal analysts. The district provides training on state and federal regulations and accounting standards locally in collaboration with the San Luis Obispo County Office of Education and funds the project managers’ and fiscal analysts’ attendance at regional training dedicated to these regulations and standards. (III.D.37, III.D.44)

The district has assessed and revised its process for an annual review of assets purchased with federal funding. (III.D.37, III.D.44, III.D.49)

**Actionable Improvement Plan**
None.

*III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

SLOCCCD ensures that contractual agreements with external entities are consistent with the district’s mission and goals, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

**Descriptive Summary**
The district’s current contractual agreements are:

- An instructional services contract with Atascadero State Hospital to jointly offer a psychiatric technician program; (III.D.50)

- Contracts with local hospitals and clinics to provide clinical sites for the following health sciences programs: emergency medical technician, paramedic, medical assisting, nursing assistant, registered and vocational nursing, phlebotomy, psychiatric technician (III.D.51)

- A memorandum of understanding with Allan Hancock College confirming the agreement that each district will offer specific career technical education programs within each other’s district boundaries. (III.D.52)

- A memorandum of understating with College of the Sequoias confirming the agreement that College of the Sequoias can offer its helicopter program within the boundaries of SLOCCCD. (III.D.53)
These contracts are consistent with the district’s mission to provide instructional programs that culminate in students’ acquisition of skills and knowledge as well as meet the professional needs of the community.

*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.*

The instructional services contract with Atascadero State Hospital guides the joint offering of the psychiatric technician program. This popular program enrolls three cohorts of 30 students per cohort for a total of 90 students per year. The curriculum was created collaboratively with discipline experts at the state hospital and approved through the district’s standard curriculum process. Although faculty members teaching this curriculum are staff at the state hospital, they must meet the district’s minimum qualifications for faculty before being given teaching assignments. These faculty members are evaluated in the same manner as other district faculty members. Students enroll through the district, and their classes, both lecture and clinical, are held on-site at the state hospital. Upon completion of the requirements, students may earn either an associate of science degree or a certificate of achievement in psychiatric technology.

The quality of this instructional program is monitored through two processes. Consistent with other instructional programs, the psychiatric technician program is evaluated annually as part of the Health Sciences Institutional Program Planning and Review. In addition the program is accredited by the Board of Vocational Nursing and Psychiatric Technicians. *(III.D.54)*

Clinical experience is an essential component of health sciences degrees and certificates. Therefore, the district enters into contracts with local hospital and clinics to provide clinical sites. Clinical courses are taught by district faculty at these off-campus sites and the courses/programs are subject to the same evaluations as on-campus courses/programs. *(III.D.51)*

**Self Evaluation**

SLOCCCD meets Standard III.D.3.g. because it ensures that its contractual agreements with external entities are consistent with the district’s mission and goals, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.
Actionable Improvement Plan
None.

**III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

SLOCCCD regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

**Descriptive Summary**
The district evaluated its internal control systems four times in the past year.

First, the district’s internal control systems are routinely evaluated through its annual audit. An independent certified public accounting firm evaluates the district’s financial records annually to assess whether these records comply with state and federal auditing standards. (III.D.31) Throughout its history, the district has received unqualified audit reports with minimal audit findings. All recommendations for changes to the management of fiscal practice have been addressed and have resulted in improvements to the district’s systems for managing financial documents, as described in the examples provided in response to Standard III.D.2.b.

Second, the district periodically conducts an internal self-assessment to identify strengths and weaknesses in its management of financial processes and documents. To conduct this self-assessment, the district compared its practices to the Community College League of California’s Sound Fiscal Management Self-Assessment Checklist. (III.D.26) This checklist draws from the Fiscal Crisis and Management Assistance Team’s Fiscal Health and Risk Analysis, a self-assessment designed for K-12 districts. In the Community College League of California’s Sound Fiscal Management Self-Assessment Checklist, a district responds yes or no to 46 questions clustered into 15 categories of fiscal management, such as deficit spending, fund balance, and enrollment. Both the Administrative Services Cluster and Planning and Budget Committee reviewed this checklist to ensure the district’s continued implementation of sound fiscal practices. In 2010-2011, the district answered “yes” to all items except three; the district answered “no” to the following questions.

- *Has the district’s enrollment been increasing or stable for multiple years?*
- *Can the district manage its cash flow without inter-fund borrowing?*
- *Has the district experienced recent turnover in its management team?*

In fall 2012 the district completed the self-assessment and answered “no” to five questions placing the district at a “Moderate” risk level.
The district has not yet revised a financial management practice based on the results of this self-assessment, but to provide structure for more frequent self-assessments the district intends to formalize an annual self-assessment of its financial management practices.

Third, the district contracted with a former chief business officer to provide an external expert’s evaluation of the district’s financial status and to provide feedback on the draft long-term fiscal plan and the Long Term Budget Reduction Plan 2013-2017. (III.D.55) In this report, the consultant’s one recommendation for improvement in fiscal operations was for the district to develop systems to monitor budgets to ensure a closer alignment between actual budget performance and the adopted budget plan. Two systems were developed and implemented to more closely monitor departmental budgets. First, the budget accountant has been assigned responsibility to conduct ongoing reviews of each department’s budget to ensure that expenditures by each department are within the budgets and that funds are being spent according to contractual agreements as well as district policies and procedures. Second, Fiscal Services created a forecasting tool to compare actual and estimated spending against budget funds to provide early detection of budget variances. This forecasting tool was presented to the board of trustees in June 2012 to be reviewed monthly throughout the spring semester 2013 to prevent over-expenditures. (III.D.28)

Fourth, the district evaluated its internal control processes as it created an operational plan in spring 2012. The SLOCCCD Long-term Fiscal Plan 2012-2016 begins with a review of federal and state economic issues and the district’s integrated planning model. (III.D.13) In the context provided by these two overviews, the operational plan addresses the following four aspects of the district’s financial status.

- District Budget Performance
- Budget Development
- Long-Term Obligations
- Pending Capital Needs

Each of these facets of the district’s financial status is described and issues are identified. For each identified issue, strategies to address the issue are presented along with benchmarks that describe how the district will assess whether the internal control issue was successfully resolved. Progress on implementing the strategies will be documented annually, first in the SLOCCCD Spring 2013 Progress Report and then in subsequent progress reports. (III.D.56)

Self Evaluation
SLOCCCD meets Standard III.D.3.h. because it evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.
The district used the following four strategies in the past year to conduct an assessment of its internal control processes.

1. The district routinely uses the audit recommendations to improve its internal control structures. As described in response to Standard III.D.2.b., in recent years to address recommendations in annual audits, the district has modified its recordkeeping practices and provided training for staff and faculty on “To Be Arranged” hours; provided training for project managers and fiscal analysts on federal accounting regulations; developed and implemented a policy to prevent a future backlog of uncashed student financial aid checks; and revised the instructional/non-instructional coding for a positions to accommodate accurate 50 Percent Law calculations.

2. The district annually conducts a self-assessment using the Community College League of California’s Sound Fiscal Management Self-Assessment Checklist. (III.D.26)

3. The district contracted with a former chief business officer to provide an external expert’s evaluation of the district’s financial management practices. This report led the development of new processes to ensure a closer alignment between actual budget performance and the adopted budget plan.

4. Also, the district created an operational plan that identifies key issues to be resolved in district budget performance, budget development, long-term obligations, and pending capital needs. This long-term fiscal plan includes strategies to resolve the identified issues and benchmarks to measure success in resolving the issues. Progress on this operational plan will be documented in the district’s annual progress report.

Actionable Improvement Plan
None.
III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis of improvement of the institution.

SLOCCCD integrates financial resource planning with institutional planning, assesses the effective use of financial resources, and uses the results of that evaluation as the basis of institutional improvement.

Descriptive Summary
The district’s financial planning is integrated with institutional planning through Institutional Program Planning and Reviews and that integration is reinforced through the budget development process. (III.D.2, III.D.1) The Institutional Program Planning and Reviews are the primary source of direction for the allocation of resources from the general fund. This process is based on unit-level input, which reflects district-wide participation in setting funding priorities for the coming year.

As described in the response to Standard III.D.1.a., in spring 2012 SLOCCCD assessed integrated planning and revised its planning processes. This review/revision process included refining its planning lexicon to more clearly communicate the ongoing systematic evaluation cycle that it uses to measure the effectiveness of planning, program review, resource allocations, and program outcomes. (III.D.1)

In this integrated planning model, the starting point for planning and resource allocations is the district mission. The district evaluates its effectiveness in meeting its mission and develops Institutional Goals to address those issues that are or might become barriers to the district’s success in meeting its mission. Institutional Objectives are based on these Institutional Goals, and resources are allocated based on the connection between the funding request and Institutional Goals and Institutional Objectives. These links clearly reflect the importance the district places on ensuring that all resources are dedicated to fulfilling the district mission. The integrated planning process requires specific evidence and links between unit level planning items and the college Institutional Goals and Objectives.

This revised SLOCCCD model of integrated planning explains how the components in the district’s institutional planning processes link to one another in a cycle characterized by these steps: 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 district’s services to students. Please refer to Standard III.D.1.a. for a detailed description of this integrated planning cycle.
The district has established the following processes to make a direct link between resource allocations and planning.

- 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. (III.D.2)

- 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 derived from the result of student learning outcome assessments. (III.D.6)

- 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 Institutional Objectives. (III.D.57)

Allocation of Restricted Fund resources (e.g. CTEA, Foundation, Basic Skills) are also aligned with the integrated planning model. Data from the comprehensive and annual planning processes are utilized to align allocation requests with district-wide priorities. (III.D.6)

The budget development process reinforces this important link between institutional planning and resource allocations through the budget assumptions. In February the Planning and Budget Committee drafts budget assumptions, reviews the draft assumptions with College Council, and modifies these as needed throughout the spring so that these realistically reflect the impact of external decisions, such as the level of state apportionment. The budget assumptions reflect the dynamic nature of the budget planning process and remain fluid until the final budget is presented to the board of trustees in the fall.

The budget assumptions provide an overall guide for the allocation of resources. Information from a variety of sources is considered by the Planning and Budget Committee in drafting the budget assumptions, including:

- Institutional Goals and Institutional Objectives
- Priorities identified through the Institutional Program Planning and Review process
- Mandates from external agencies
- Status of long-term obligations
- Long-term planning projections
- The Five-Year Fiscal Plan
The effectiveness of prior year’s resource allocations is documented using the Unit Plan Worksheet - Prior Year Unit Funding Requests added to the Institutional Program Planning and Review process in 2011. (III.D.11) These worksheets require units to summarize the programmatic impact of the prior year’s requests. Requests for funding in the coming year must be justified by how the new funding is likely to increase the unit’s effectiveness in contributing to the achievement of Institutional Goals and Institutional Objectives. In the following year, units report on how the resources improved their effectiveness in serving students, creating an annual cycle of tracking the district’s use of its resources to improve institutional effectiveness. This information on the effective use of resources is captured in the district’s annual progress report that documents its progress toward achieving the Institutional Goals and Institutional Objectives. Moreover, restricted fund managers’ report to Planning and Budget the resource allocations made based on the previous year’s integrated planning requests. The assessment of general fund and restricted fund allocations based on the integrated planning process ensures that the district is effectively utilizing a comprehensive resources planning approach to college-wide priorities.

Self Evaluation
SLOCCCD meets Standard III.D.4. because it integrates financial resource planning with institutional planning, assesses the effective use of financial resources, and uses the results of that evaluation as the basis of institutional improvement.

The SLOCCCD Integrated Planning Manual 2012 defines planning terms and outlines the processes and timelines for each component in the district’s integrated planning model. (III.D.1) The planning processes begin with an evaluation of the institution’s effectiveness in meeting its mission and based on that evaluation develops Institutional Goals that articulate how the district intends to improve its institutional effectiveness. The Institutional Goals are the basis for Institutional Objectives that describe the specific strategies that will be used to achieve the Institutional Goals. Resource allocation decisions are based on unit-level funding requests submitted in Institutional Program Planning and Reviews. The district evaluates the effective use of its resources by documenting its accomplishments related to the Institutional Goals and Institutional Objectives in an annual progress report.

Actionable Improvement Plan
None.
### III.D Evidence

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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS

STANDARD IV.A:
Decision-Making Roles and Processes

Cynthia Peikl works on the leaves that frame the start and finish of the mural.
Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

The district promotes ethical and effective leadership through its processes for participatory governance, integrated planning and institutional assessment, analysis and improvement efforts. The unifying precept of district work is a continuous effort to promote academic excellence and student success.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
SLOCCCD encourages all employees to develop ideas for improvement in their areas of responsibility. SLOCCCD has established participatory governance processes that include the responsibility to review ideas that have policy or district-wide implications.

The strategies that SLOCCCD uses to encourage individuals to improve practices, programs, and services are summarized below.

- Through program review, faculty, staff, and administrators participate at the unit level in the development, assessment, and analysis of program-specific initiatives that are designed to improve the programs and services provided to students. In a review of 136 certificate, degree, and program Course or Program Assessment Summary documents in 2012 the Student Learning Outcomes and Assessments co-coordinators found that 94% of the documents included reports of unit-level discussions about student learning outcomes and assessment results. (IVA.1, IVA.2, IVA.3, IVA.4)
The Faculty Professional Development Committee and Staff Professional Development Committee organize and encourage faculty and staff with various areas of expertise to present workshops and other learning and leadership opportunities to the entire institution. (IVA.5)

When faculty members require fiscal support to implement innovative practices that promise to improve student success, they have the opportunity to apply for annual faculty grants funded by the Cuesta College Foundation. In 2012-2013 35 grants for a total of $127,518 were awarded. (IVA.6)

The faculty mentoring program pairs new faculty members with seasoned faculty who welcome them to the college culture and support them in their endeavors toward academic excellence. Ten faculty participated in this program in 2013-2014. (IVA.7)

Faculty, staff and administrators are supported in professional development activities outside of the district, such as conference attendance. Recent examples are:

- Seven faculty attended the annual meetings of the statewide California Academic Senate; (IVA.8)
- Five faculty and five administrators attended accreditation workshops and eight faculty and administrators served on accreditation visiting teams; (IVA.9, IVA.10, IVA.11)
- Four administrators and four faculty attended regional and state organizational meetings, such as the CIO, CBO, CSSO and CEO Conferences and State Wide Academic Senate Regional meetings; and
- Faculty attended discipline-specific conferences. (IVA.12, IVA.13, IVA.14, IVA.15)

Departments promote broad-based participation and dialogue about best practices by scheduling departmental discussion time, such as recent examples in Mathematics and Performing Arts. Career Technical Education divisions encourage faculty participation in best practices in a variety of topics for the classroom. (IVA.16, IVA.17, IVA.18)

At the institutional level decisions are made using governance processes that are designed to improve communication, effectiveness and trust across the district. These decision-making processes are the mechanisms by which the district ensures that there are opportunities for meaningful collaboration and that the voices of constituent groups are heard in making decisions that have institutional impact.
The process used to review and revise the SLOCCCD mission in 2012-2013 described in the response to Standard I.A.3. is one example of the ways that decision-making processes rely on broad participation. In this process all members of the district community had an opportunity to contribute to the review of the mission either by responding to the request for feedback, by collaborating with members of the participatory governance groups, or by serving on one of the participatory governance groups. (IVA.19, IVA.20)

The district often uses this pattern of initiating an institutional project with an all-district meeting to gather feedback prior to more detailed work by the assigned participatory governance groups. In recent years, this process was also used to develop the *SLOCCCD Educational Master Plan 2011-2016 Addendum*. (IVA.21, IVA.22, IVA.23)

An environment of engagement is premised on accessible and useful information about institutional performance. For this reason, institutional leaders take advantage of large audiences at district-wide events to share reports of institutional performance. For example, the President’s Forums are well-attended presentations that are scheduled five times each semester. The March 26, 2014 President’s Forum focused on district finance and budget issues, and salary/wage. (IVA.24, IVA.25) Similarly, opening day events at the beginning of each semester provide a venue to distribute information and garner feedback on institutional performance evaluations. For example the spring 2014 opening day presentation focused on the Student Success Scorecard and institutional data. (IVA.26)

In addition to these large group activities in which institutional performance measures are discussed, individuals and committees have access to a wide range of evaluative information on the district website that supply meaningful data for dialogues about teaching and learning. A few specific examples follow.

- Institutional Effectiveness Outcomes Report October 2012 (IVA.27)
- Institutional Learning Outcomes Assessment Report October 2013 (IVA.28)
- Institutional Effectiveness Outcomes Report October 2013 (IVA.29)
- Student Profile and Achievement Charts 2008-2009 through 2012-2013 (IVA.30)
- *SLOCCCD Spring 2013 Progress Report* (IVA.31)
• 2013-2014 Comprehensive Program Planning and Review and Annual Program Planning and Review Worksheets (IVA.32)

Individuals or groups who develop an idea or policy that has district-wide impact can move that idea or policy through the participatory governance process by proposing the idea or policy to the appropriate committee. A flow chart in the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook guides the individual or group through the steps required to move the idea or policy through the district’s decision-making processes. (IVA.33)

Self Evaluation
SLOCCCD meets this standard because it has established practices and procedures that encourage and value input from constituents across the district. This broad participation is evident in unit-level activities, such as assessing student learning outcomes and in institution-wide projects, such as reviewing the SLOCCCD mission. Data describing institutional performance is posted on the district website for use by faculty, staff, administrators and students in planning and decision-making.

The 2013 Job Satisfaction Survey indicates that the majority of the employees are satisfied with their opportunities to be involved in decision-making and problem solving. Of the 191 respondents:

• 59% somewhat to strongly agree with this statement: “There is a process in place for me to be involved in decision-making and problem solving within my work group.”
• 59% somewhat to strongly agree with this statement: “My supervisor supports a team environment of collaboration, cooperation, and contributing to the success of others.”
• 64% of respondents agree with this statement: “My supervisor encourages and supports my professional growth and development.”

However, this survey also highlighted a few areas in need of improvement. Only about half of the 191 respondents somewhat to strongly agree that:

• The district encourages employees to take initiative in improving practices, programs and services,
• They are valued as employees of the college, and
• They receive recognition for doing a good job.

Actionable Improvement Plan
The President’s Cabinet will collaborate with the Academic Senate and constituent groups to develop strategies to improve the extent to which employees take initiative in improving practices, programs and services.
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

SLOCCCD has a written policy that provides for faculty, staff, administrator, and student participation in decision-making processes. Board Policy 2305 (Minimum Standards for Faculty, Staff, and Student Participation in College Governance) confirms that:

“The following definitions, involvement levels and procedures for faculty, staff, and students of Cuesta College are established to ensure the right to participate in governance and to express their opinions outside of the arena of collective bargaining.” (IVA.34)

Based on this foundational board policy, SLOCCCD describes the area of responsibility for each committee as well as the roles and responsibilities of faculty, staff, students, and administrators in the district’s decision-making processes in the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook. This document was drafted in 2012-2013 and approved by College Council and the Academic Senate in spring 2013. The handbook is posted on the district website. (IVA.35)

The handbook begins with a description of the SLOCCCD model for decision-making followed by a detailed description of each component in the decision-making model including:

- The categories of committees;
- The relationships and workflow between committees;
- The process to initiate an idea, plan, or policy proposal;
- Individuals or groups responsible for completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

The district’s participatory governance structure includes two Central Committees, the Academic Senate, six Representative Committees, 11 Content Committees and 11 Standing Committees.
Central Committees have final recommendation authority over specified district-wide matters unless otherwise prescribed by the education code, collective bargaining agreements, or other legally binding statutes. The purposes of these two Central Committees are:

*College Council serves as an advisory group to the superintendent/president for board policies, administrative procedures, and Institutional Goals, plans and priorities. College Council acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information.*

*Planning and Budget ensures that the district’s budget supports the mission, Institutional Goals, Institutional Objectives and integrated planning. The Planning and Budget Committee coordinates planning, ensuring broad participation from the district community and monitors implementation of the educational and facilities master plans. In addition, the Planning and Budget Committee oversees the development and review of the annual operating budget. The Planning and Budget Committee is advisory to the superintendent/president.*

The six Representative Committees, such as Associated Students of Cuesta College, represent specific stakeholder groups. The 11 Content Committees, such as the Accreditation Steering Committee, are more narrowly focused and serve to inform the work of the Central Committees by providing their expertise in matters that have district-wide or specific stakeholder impact. The 11 Standing Committees, such as the Benefits Committee, are specific to individual departments or functions. *(IVA.35)*

The *SLOCCCD Integrated Planning Manual 2013* also includes the assignment of specific planning responsibilities and timelines for committees within the district’s participatory governance structure. Co-chairs of these committees use the integrated planning manual to train their members on the group’s responsibilities related to integrated planning. *(IVA.36)*

Roles and responsibilities for planning and participatory governance are also outlined in administration job descriptions and the Academic Senate’s constitution and by-laws that govern its membership and procedures. *(IVA.37, IVA.38)*

Stakeholder groups and the superintendent/president appoint members to committees. *(IVA.34)*

The description and membership of all committees are maintained by the superintendent/president’s office and are posted on the district’s SharePoint site. *(IVA.39)* To reflect the partnership between faculty and administrators in planning, budget, and board policies, both of the Central Committees and all Standing Committees are co-chaired by an administrator.
and a faculty member. (IVA.39) In fall 2012 and fall 2013, an all-district workshop was conducted to review committee work and district governance. (IVA.40, IVA.41)

Committee members assess their groups’ work annually in an End-of-Year Committee Report Summary that includes a report of work completed, recommendations for the subsequent year, and a self-assessment. The committee completes the self-assessment collaboratively by answering questions such as:

- To what degree has the committee met its roles and responsibilities?
- How could the committee improve its effectiveness in regard to meeting its roles and responsibilities?
- How effective was the committee in completing its initiatives?

These end-of-year reports are consolidated by the President’s Office and submitted to the President’s Cabinet in June of each year. Following their discussion, the Cabinet may develop recommendations; if so, these recommendations are added to the end-of-year report. The final document is sent to the Institutional Effectiveness Committee for their review and recommendations regarding committee structure and/or viability. The report is posted on the district website. (IVA.42)

The district assesses the effectiveness of its participatory governance process through surveys, self-assessments, and progress reports, such as job satisfaction surveys and the spring 2013 Institutional Planning Processes Assessment Survey. In January 2015, this assessment will be expanded to include a broader assessment of participatory governance processes. (IVA.43, IVA.44, IVA.45, IVA.36)

Self Evaluation
SLOCCCD meets this standard because the district’s Board Policy 2305 confirms the roles and responsibilities of faculty, staff, administrators, and students in decision-making processes.

These processes are further described in the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook that was completed and approved in spring 2013. The district’s participatory governance structure includes two Central Committees, Planning and Budget and College Council, that are tasked with institutional planning issues, such as monitoring integrated planning processes and developing budget reduction/augmentation strategies. Six Representative Committees, 11 Content Committees and 11 Standing Committees support the work of the two Central Committees. (IVA.35)
The district assesses the effectiveness of these processes through surveys, self-assessments, and progress reports. The results from the 2013 Job Satisfaction Survey related to participatory governance are mixed. While 74% of the 191 respondents are familiar with their representatives in college committees and 65% somewhat to strongly agree that their representatives adequately inform them about important college committee issues and recommendations, only 43% somewhat to strongly agree that they are adequately represented in district-wide decision-making.

**Actionable Improvement Plan**

The President’s Cabinet will collaborate with the Academic Senate to develop strategies to improve the extent to which employees perceive themselves to be involved in decision-making.

**Descriptive Summary**

SLOCCCD relies on faculty and academic administrators working within the participatory governance committee structure to make recommendations about student learning programs and services.

The Academic Senate is composed of divisional representatives, an at-large representative, and elected officers. Its primary function is to make recommendations with respect to academic and professional matters. It is established by and derives its authority from the California Code of Regulations, Title IV and Board Policy 2305. The Academic Senate is charged with responsibility for making recommendations to the board of trustees on policy development and implementation in the following academic and professional matters:

- Curriculum including establishing prerequisites
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- College governance structures as related to faculty roles
- Faculty roles and involvement in accreditation processes
- Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
• Other academic and professional matters as mutually agreed upon (IVA.34)

The Academic Senate relies on eight committees to complete these tasks. As examples, following is a brief description of three of these committees. (IVA.35)

• The Curriculum Committee, a collaborative group that includes Academic Senate and administrative representatives, reviews and recommends to the board of trustees new and revised course proposals, degree and certificate changes, and general education and graduation requirements. This committee also discusses and makes decisions, when appropriate, on issues related to curricular processes, policies, and procedures. The Curriculum Committee chair is appointed by the Academic Senate to serve a two-year renewable term. The vice president of Academic Affairs acts as ex-officio committee member and liaison to the President’s Cabinet.

• The Distance Education Committee is a shared governance body that develops and recommends standards and policies to promote the quality, managed growth and sustainability of the district’s distance education offerings. These standards and policies address the following four areas: technology infrastructure and support; online course development, delivery and evaluation; faculty support, assignment, and evaluation; and student support, access, retention, success, and persistence. The committee annually assesses and reports on the effectiveness of the support structure, standards, policies, and procedures for distance education and the district’s compliance with related current state and federal regulations.

• The Student Learning Outcomes and Assessment Committee serves as the resource and training group for district faculty in the development and assessment of student learning outcomes. The committee researches and evaluates best practices in order to make recommendations for the development and assessment of program and course level outcomes. This committee works collaboratively with the Faculty Professional Development Committee to bring speakers and workshops to educate the college community about related matters.

Faculty members constitute the majority of the membership the district’s committees, including those that make recommendations about student learning programs and services. Academic administrators play key roles in the groups make recommendations about student learning programs and services. (IVA.39)
In addition to this formal committee structure, the Academic Senate president and vice president meet with the superintendent/president and vice president of Academic Affairs twice a month to informally discuss academic and professional matters.

In addition to Board Policy 2305 (Minimum Standards for Faculty, Staff, and Student Participation in College Governance), 13 other board policies describe the official responsibilities and authority of faculty and academic administrators in curricular and other educational matters, such as Board Policy 3200 (Accreditation), Board Policy 4020 (Program, Curriculum, and Course Development) and Administrative Procedure 4021 (Program Discontinuance). (IVA.46)

These board policies are the basis for two types of other institutional documents that confirm and document the responsibilities of faculty and academic administrators to make recommendations about student learning programs and services:

- The constitutions and by-laws of the Academic Senate, Associated Students, Classified United Employees and the Cuesta College Federation of Teachers (IVA.38, IVA.47, IVA.48) and
- Faculty and administrative job descriptions. (IVA.49, IVA.50, IVA.51)

**Self Evaluation**

SLOCCCD meets this standard because its participatory governance policies and practices confirm the role of faculty, the Academic Senate and other appropriate faculty structures, such as the Curriculum Committee, as well as academic administrators for recommendations about student learning programs and services.

The Academic Senate makes recommendations to the board of trustees on policy development and implementation in academic and professional matters. The Curriculum Committee, a subcommittee of the Academic Senate, makes recommendations to the board of trustees regarding degrees, certificates and courses. Two other committees, Distance Education and Student Learning Outcomes and Assessment, serve as a resource to faculty and academic administrators as well as ensure compliance with related regulations. Although faculty constitute the majority of the membership on all committees, these participatory governance processes rely on the partnership of academic administrators on topics that relate to student learning programs and services, as evidenced by a faculty member and an administrator co-chairing committees. (IVA.52)

Official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters is described in board policies, administrative procedures, job descriptions, and the constitution and by-laws of key institutional organizations.
To support broad understanding of the participatory governance processes and the unique roles responsibilities of all constituents, the district prepared and distributed the *SLOCCCD Participatory Governance: Decision-Making and Committee Handbook* in spring 2013. *(IVA.35)*

**Actionable Improvement Plan**

None.

*IVA.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.*

**Descriptive Summary**

SLOCCCD has developed governance structures, processes, and practices that unite its governing board, administrators, faculty, staff, and students in working together for the good of the district. Members of the district work together within and across committees, task forces and ad hoc groups in ways that merge areas of expertise in order to develop plans and initiatives in which all members have an investment.

The structure is established by Board Policy 2305 (Minimum Standards for Faculty, Staff, and Student Participation in College Governance), which defines involvement levels and procedures for faculty, staff, and students to ensure the right to participate in governance. *(IVA.36)* In addition, Board Policy 2015 (Student Members), established that one non-voting student will be recognized as a duly constituted board member with the right to attend all meetings, who is seated with the board and receives all board materials not pertaining to closed session personnel or collective bargaining matters. *(IVA.53)*

The *SLOCCCD Participatory Governance: Decision-Making and Committee Handbook* is a supplement to Board Policy 2305 and lends additional clarity to roles for faculty, staff, students, and administrators. In particular, the handbook delineates the process by which recommendations to the board of trustees and superintendent/president are developed. In describing the district’s decision-making processes, the handbook includes the relationships between and among committees and stakeholder groups. Similarly, the *SLOCCCD Integrated Planning Manual 2013* documents the ways that groups must collaborate in order to implement the components of the district’s integrated planning processes. *(IVA.35, IVA.36)*

Collaboration across committees and roles to implement continuous institutional improvement is evident in the processes that were used to produce various publications, such as the End-of-year

Working together for the good of the district is supported by the many ways that the district’s processes encourage dialogue, for example the mission review process described in response to Standard I.B.1. and by providing ready access to reports of institutional performance such as the Institutional Learning Outcomes Assessment Report October 2013 as described in the response to Standard IV.A.1. (IVA.28)

**Self Evaluation**

SLOCCCD meets this standard because the district has developed and implemented policies and practices that facilitate collaboration among constituents in working for the good of the district.

Each member of the campus community has a role in working together for the good of the institution as established in Board Policy 2305 and 2015 and further clarified in the *SLOCCCD Participatory Governance: Decision-Making and Committee Handbook* and the *SLOCCCD Integrated Planning Manual 2013*. (IVA.34, IVA.53, IVA.35, IVA.36)

District-wide collaboration is supported by ready access to information about efforts to achieve goals and improve learning on the district website as well as meetings such as the frequent President’s Forums when the superintendent/president invites employees and students to hear the latest news and ask questions.

**Actionable Improvement Plan**

None.

*IVA.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with the ACCJC’s Accreditation Standards, Commission policies and guidelines, and Commission requirements for public disclosure, self evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

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**Descriptive Summary**

SLOCCCD demonstrates honesty and integrity when communicating with external agencies to provide the most up-to-date information and knowledge about the district for the students, staff, faculty, and community the district serves.
The district complies with the policies, standards, and guidelines set forth by the Western Association of Schools and Colleges and follows the requirements for public disclosure set by the Accrediting Commission for Community and Junior Colleges. The district fully discloses all accreditation reports, supporting documents, and the commission’s responses on the district’s accreditation web page and via press releases and press conferences. (IV.A.54, IV.A.55)

The following district programs are accredited by external agencies. Each of these programs is currently in good standing with its respective accrediting agency. (IVA.54)

- Nursing: Board of Registered Nursing
- Psychiatric Technician program: Board of Vocational Nurses and Psychiatric Technicians
- Licensed Vocational Nursing program: Board of Vocational Nurses and Psychiatric Technicians
- Certified Nursing Assistant program: Approved by the California Department of Public Health
- Emergency Medical Technician: Authorized and approved to have a training facility in the county by the San Luis Obispo County Emergency Medical Services Agency who is governed by the California State Emergency Medical Services Authority who insures that the county enforces California regulations Title 22, Division 9, Chapter 2
- Paramedic program: Accredited by Commission on Accreditation of Allied Health Education Programs through recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions and authorized and approved to have a training facility in the county by the San Luis Obispo County Emergency Medical Services Agency who is governed by the California State Emergency Medical Services Authority who insures that the county enforces California regulations Title 22, Division 9, Chapter 4
- Phlebotomy: Approved by the California Department of Public Health

SLOCCCD uses its website to provide the public with accurate information about how the institution is fulfilling its mission and obligation to the community. The district website provides links for students and the community to view class schedules, college catalogs, matriculation, counseling, accreditation, programs, departments, news stories, district events, and videos. (IVA.55) In addition, the district informs the public through print materials, such as the Cuesta College News sent to area residents twice a year as well as attendance and presentations at local service organizations. (IVA.56, IVA.57)
Self Evaluation
SLOCCCD meets this standard because it complies with ACCJC standards, policies, and guidelines, as well as the standards, policies and guidelines of other external accrediting agencies, such as the Board of Registered Nursing.

SLOCCCD also demonstrates honesty and integrity in its communications with the community. The public has access to timely and accurate information about accreditation and other measures of institutional performance on the district website. In addition to the website, the district reaches out to its students and the general public using social media and local television programming. (IVA.58, IVA.59)

Actionable Improvement Plan
None.

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.

Descriptive Summary
SLOCCCD systematically evaluates the effectiveness of its governance processes.

The three mechanisms for these assessments are: committee self-assessment, assessment of progress on committee initiatives, and institutional surveys. (IVA.42, IVA.36)

Committee Self-assessment
As described in the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook, the co-chairs of each committee are charged the responsibility for leading a dialogue each spring in which the committee members assess their performance as a group. As a group the committee is asked to reflect on and respond to questions such as “To what degree has the committee met its roles and responsibilities?” and “How could the committee improve its effectiveness in regard to meeting its roles and responsibilities?” Following this meeting the co-chairs summarize the groups’ responses for inclusion in the End-of-Year Committee Report Summary. (IVA.35)

Assessment of Progress on Committee Initiatives
Using templates provided in the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook, co-chairs lead their committees through the following development and reporting processes.
1. At the start of each academic year, the group develops committee initiatives incorporating Institutional Goals and Institutional Objectives where appropriate.

2. After fall semester the group prepares a mid-term report with updated committee information and progress made on initiatives.

3. At the end of spring semester, the group prepares an end-of-year report to describe the committee’s progress on the committee initiatives.

These end-of-year reports are consolidated by the President’s Office and submitted to the President’s Cabinet in June of each year. Following their discussion, the Cabinet may develop recommendations; if so, these recommendations are added to the End-of-Year Committee Report Summary. The final document is sent to the Institutional Effectiveness Committee for their review and recommendations regarding committee structure and/or viability. The report is posted on the district website. (IVA.60)

**Institutional Surveys**

The district also uses surveys to evaluate the effectiveness of its governance structures.

**Institutional Planning Processes Assessment Survey:** In January 2013 the co-chairs of the Planning and Budget and Institutional Effectiveness Committees convened a taskforce to design the questions for the first Institutional Planning Processes Assessment Survey. This survey was distributed to members of key planning committee and a total of 50 responses were received. Results from this assessment were discussed in President’s Cabinet, College Council, and Planning and Budget Committee. (IVA.61, IVA.62, IVA.63) These groups developed nine recommendations, one that changed a timeline in the SLOCCCD Integrated Planning Manual and eight that were operational. The superintendent/president presented a summary report of this process and the recommendations to the board of trustees and distributed the summary report district wide. (IVA.64, IVA.65)

In January 2015, this survey will be expanded to include an assessment of the district’s governance processes and will be distributed to all members of the district. (IVA.66)

**Job Satisfaction Survey:** This survey was distributed to all employees in two springs and was completed by 266 employees in 2011 and 191 employees in 2013, which represents a 31% response rate for 2013. The multiple choice and open-ended questions included a variety of topics, ranging from as general job satisfaction to perceptions of the district’s participatory governance processes. In response to the survey results some managers incorporated discussion topics related to job satisfaction and highlighting accomplishments to build a healthier environment. (IVA.67)
Self Evaluation

SLOCCCD meets this standard because the institution’s governance processes are systematically evaluated.

Each committee annually completes a self-assessment as well as reports progress in achieving committee initiatives. These assessments have led to improvements, such as:

- the Shared Governance Council title, description, and composition was changed to the current College Council and
- the Planning and Budget Committee produced a manual, training, and calendar for managing its annual work. (IVA.68, IVA.69)

The first Institutional Planning Processes Assessment survey led to the development of nine recommendations. One of these (a change in the term for the strategic plan) warranted a revision of the SLOCCCD Integrated Planning Manual, which was completed in spring 2013. Another recommendation was for the vice president of Academic Affairs and the Academic Senate president to conduct annual governance workshops to provide details about the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook in order to improve communication among all campus constituencies. That recommendation resulted in the Participatory Governance Workshop held in August 2013. (IVA.40, IVA.41, IVA.36)

Actionable Improvement Plan

None.
IV.A. Evidence

IVA.1 ACCJC SLO Rubric Self-Assessment, 2013
IVA.2 Course or Program Assessment Summary
IVA.3 Student Development and Success Division Retreat Agenda and Minutes
IVA.4 Math Division Student Learning Outcomes Retreat Agenda
IVA.5 Management Professional Development Committee and Staff Professional Development Committee Reports
IVA.6 Foundation Grants List, 2010-2013, Presented to Planning and Budget, December 2013
IVA.7 Faculty Mentoring Partners List, Fall 2013
IVA.8 Statewide Academic Senate Conference Attendee List
IVA.9 Accreditation Institute Attendees List
IVA.10 Faculty and Administrators Serving on Accreditation Teams List
IVA.11 ACCJC Regional Workshop “More Than Numbers” PowerPoint, April 19, 2013
IVA.12 President’s Innovation and Motivation Fund Awardees
IVA.13 2013-2014 CTE Programs and Top Codes for Funding
IVA.14 Faculty Professional Development Grant Recipients
IVA.15 Divisional and Dean Budget-Funded Faculty Professional Development, Examples
IVA.16 Mathematics Division Meeting Minutes
IVA.17 Performing Arts Division Minutes Sample
IVA.18 CTE Professional Development Sample
IVA.19 Mission Statement Workshop Sign In Sheet, November 26, 2012
IVA.20 College Council Minutes, February 26, 2013 Reviewing Mission Statement Draft
IVA.21 Institutional Goals Workshop Sign in Sheet, March 12, 2012
IVA.22 Institutional Goals Workshop “Educational Master Planning Challenges” PowerPoint, March 12, 2012
IVA.23 SLOCCCD Educational Master Plan 2011-2016 Addendum
IVA.24 President’s Forums, Cuesta College YouTube Page
IVA.25 March 26, 2014 President’s Forum Topic Email
IVA.26 Spring 2014 Opening Day Speaker Patrick Perry PowerPoint
IVA.27 Institutional Effectiveness Outcomes Report October 2012
IVA.28 Institutional Learning Outcomes Assessment Report October 2013
IVA.29 Institutional Effectiveness Outcomes Report October 2013
IVA.30 Student Profile and Achievement Charts 2008-2009 through 2012-2013, Institutional Research Website
IVA.31 SLOCCCD Spring 2013 Progress Report
IVA.32 2013-2014 Comprehensive Program Planning and Review and Annual Program Planning and Review Worksheets, Institutional Research Website
IVA.33  SLOCCCD Participatory Governance: Decision-Making and Committee Handbook, pages 12-18
IVA.34  Board Policy 2305
IVA.35  SLOCCCD Participatory Governance: Decision-Making and Committee Handbook
IVA.36  SLOCCCD Integrated Planning Manual 2013
IVA.37  Administrative Job Descriptions, Human Resources Website
IVA.38  Academic Senate Constitution and By-Laws
IVA.39  Cuesta College Committee Membership List 2013-2014
IVA.40  Governance Workshop PowerPoint, August 14, 2013
IVA.41  Governance Workshop Sign In Sheet, August 14, 2013
IVA.42  End-of-Year Committee Report Summary 2012-2013
IVA.43  Job Satisfaction Survey 2011
IVA.44  Job Satisfaction Survey Results 2013
IVA.45  SLOCCCD Planning Processes Assessment Report
IVA.46  Board Policies Web Page
IVA.47  Cuesta College Federation of Teachers Collective Bargaining Agreement
IVA.48  Cuesta College Classified United Employees Collective Bargaining Agreement
IVA.49  Board Policy 3006
IVA.50  Vice President of Academic Affairs Job Description
IVA.51  Dean of Academic Affairs Job Description
IVA.52  College Council Agenda 2014
IVA.53  Board Policy 2015
IVA.54  Letters Confirming Accreditation of Nursing and Allied Health Programs
IVA.55  Cuesta College Website
IVA.56  Cuesta College News, Fall 2013
IVA.57  Cuesta College Advancement Comprehensive Master Calendar 2013-2014
IVA.58  Twitter and Facebook Posts
IVA.59  Broadcast of President’s Forums on Cable Television
IVA.60  End-of-Year Committee Reports on Progress Report/Assessments Web Page
IVA.61  President’s Cabinet Minutes: Planning Processes Assessment Survey
IVA.62  College Council Minutes, April 23, 2013: Planning Processes Assessment Survey
IVA.63  Planning and Budget Committee Minutes, March 26, 2013: Planning Processes Assessment Survey
IVA.64  President’s Planning Processes Recommendations
IVA.65  Board of Trustees Minutes, September 4, 2013: President’s Planning Processes Recommendations
IVA.66  SLOCCCD Integrated Planning Manual 2013, pages 33-34
IVA.67  Dean of Student Services Retreat Notes
IVA.68  Annual Budget Process Handbook
IVA.69  Planning and Budget Committee Calendar for Managing Work
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

STANDARD IV.B:
Board and Administrative Organization

Rhianen Schultz ready to paint some scrollwork ornamentation.
IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

SLOCCCD board of trustees is given powers and responsibilities under Board Policy 2200 (Board Duties and Responsibilities). This policy confirms that the board’s responsibilities include establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services; the financial stability of the institution; and the selection and evaluation of the superintendent/president. (IVB.1)

The SLOCCCD mission statement, which is contingent on the board’s approval, reflects the importance that the board places on quality, integrity, and effectiveness of the student learning programs and services. (IVB.2)

The board directs and monitors the district’s financial stability by identifying and allocating resources for payment of its liabilities and future obligations. Following are examples of three mechanisms used by the board to monitor the district’s financial stability.

- To address the board’s concerns about future obligations, the superintendent/president and the Planning and Budget Committee developed a five-year budget reduction plan to address recent state funding deficiencies and the district’s long-term obligations. The plan, implemented in two phases, addressed instructional program reductions and operational/personnel reductions. (IVB.3)

- To ensure that all members of the district are informed about the state and district budget and that they, in turn, develop budgets based on a realistic assessment of financial resource availability, alternative sources of funding, and expenditure requirements, budget assumptions are developed each year. Budget assumptions describe the status of state apportionment and other issues that impact revenue. They are developed in collaboration...
with the Planning and Budget Committee and following presentation to the board, are distributed district wide. (IVB.4, IVB.5, IVB.6)

- The district’s system of program reviews ensures the board that all members of the district community have a voice in budget development. Units develop their Institutional Program Planning and Reviews after reviewing information such as the budget assumptions and reports on anticipated revenues. These program reviews include funding requests for the coming year. The funding requests are reviewed and evaluated at the division level, the cluster level, and institution wide at both the Planning and Budget Committee and President’s Cabinet. These four levels of review are opportunities for requests to be consolidated where possible; for funding to be identified within the district’s budget; and for information to be shared about alternative sources of funding, such as grants or other partnerships. (IVB.7, IVB.8, IVB.9)

Board Policy 2431 (Superintendent/President Selection) gives the board discretion to establish a search process at the time of the vacancy in the position of superintendent/president (IVB.10) The board most recently developed a process for the recruitment and selection of the current superintendent/president in March 2011. (IVB.11) This search was successful and the board appointed Dr. Gilbert H. Stork as the permanent superintendent/president in November 2011. (IVB.12)

Board Policy 2065 (Evaluation of Managers) confirms that the evaluation of the superintendent/president is designed and conducted at the discretion of the board. (IVB.13) The board developed a process and will be completing an evaluation of the superintendent/president in summer 2014. (IVB.14)

**Self Evaluation**

SLOCCCD meets this standard because board policies confirm and document the board’s role in ensuring the quality, integrity, and effectiveness of student learning programs and services and the district’s financial stability.

The district mission, which must be approved by the board and is the foundation for the district’s integrated planning processes, reflects the importance the board places on the quality, integrity, and effectiveness of student learning programs and services. (IVB.15)

The board directs and monitors the district’s financial stability through a number of mechanisms, such as requesting frequent reports on fiscal issues at board meetings, as well as processes, such as the annual development of budget assumptions. The board monitors long-term financial
obligations through the development of and adherence to a long-term financial plan. (IVB.16, IVB.17, IVB.18, IVB.4, IVB.3)

The board adheres to its policies for selecting and evaluating the superintendent/president. The board developed a superintendent/president selection process in 2011 that led to the successful selection of the district’s current superintendent/president. Since his selection, the superintendent/president is evaluated monthly, based on his goals and attainment thereof. He will be formally evaluated summer 2014. (IVB.12, IVB.19, IVB.14)

**Actionable Improvement Plan**
The superintendent/president will continue and complete the update of all board policies as needed.

*IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

**Descriptive Summary**
SLOCCCD board of trustees is an independent policy-making body, the members of which are elected by the district’s communities to represent the public interest. Once the board reaches a decision, it acts as a whole. The board also advocates for and defends the institution and protects it from undue influence or pressure.

Several board policies ensure that activities and decisions reflect the public interest and do not reflect board members’ personal or business interests.

Board meetings are public and are open to public participation, as stipulated in Board Policy 1112 (Public Participation at Board Meetings) (IVB.20):

“Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of three ways:

1. By discussing items not on the agenda in accordance with Board Policy 1605 (Public Comments at Board Meetings). (IVB.21)
2. By placing items on the prepared agenda in accordance with Board Policy 1130 (Board Agenda). (IVB.22)
3. By submitting written communications to the board on items on the agenda and/or speaking to agenda items at the board meeting.” (IVB.23)
Board Policy 2365 (Minutes) ensures that all board actions are recorded so that they are available to the public. Board agendas and minutes are posted on the district website. (IVB.24)

The board reflects the public interest in board activities and decisions as defined in these duties documented in Board Policy 2200 (Board Duties and Responsibilities) (IVB.1):

- Approve the community services of the District and the College.
- Consider communications and requests from citizens or organizations.
- Champion community college needs and interpret the District and Cuesta College to the public.

The board’s code of ethics, Board Policy 2715 (Code of Ethics and Standards of Practice), further affirms their role as advocates for the public interest in these two standards:

“Hold the educational welfare of the students of the district as their primary concern in all decisions and strive to meet the needs of all students.”

“Protect, advance, and promote the interest of all citizens to whom I am fiscally responsible as an elected official by maintaining independent judgment unbiased by private or special interest groups.” (IVB.25)

All employee groups acknowledge the board of trustees’ position as an independent policy-making body. Cuesta College Federation of Teachers acknowledges that the district “retains all its power and authority to direct, manage, and control to the full extent of the law.” (IVB.26) The Constitution of the Academic Senate includes a delegating mechanism to ensure that the board of trustees retains decision-making authority regarding recommendations from the Academic Senate. (IVB.27) The SLOCCCD Participatory Governance: Decision-Making and Committee Handbook confirms that district committees are advisory bodies to the superintendent/ president who has the responsibility to make recommendations to the board of trustees. (IVB.28)

To maintain its position as an independent policy-making body, the board monitors its members through these three policies: Board Policy 2710 (Conflict of Interest), Board Policy 2720 (Gifts), and Board Policy 2715 (Board of Trustees Code of Ethics and Standards of Practice). (IVB.29, IVB.30, IVB.25)

Board Policy 2200 (Board Duties and Responsibilities) confirms that the board has authority only when acting as a unit:
“The Board has authority only when acting as a Board in official session. The Board shall not be bound in any way by any statement or action on the part of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions from the Board.” (IVB.1)

The board’s code of ethics articulates their role to advocate for and defend the institution in these two standards:

“Support the efforts of and protect college personnel in the proper performance of their duties.”

“Refer all complaints to the appropriate channels and will act on such complaints at public meetings only after there has been a failure to amicably resolve the issue through those channels.” (IVB.25)

Self Evaluation
SLOCCCD meets this standard because board members are elected by constituents in the district to reflect the public interest of the community.

The board has established and adheres to policies that outline their duties and govern their actions, including:

- Ensuring public access to their deliberations and actions: Board Policy 1112 (Public Participation at Board Meetings) (IVB.20);
- Functioning a policy-making body: Board Policy 2200 (Board Duties and Responsibilities) (IVB.1);
- Maintaining independence from undue influence: Board Policy 2710 (Conflict of Interest) Board Policy 2720 (Gifts) and Board Policy 2715, (Board of Trustees Code of Ethics and Standards of Practice) (IVB.29, IVB.30, IVB.25);
- Functioning as a unit: Board Policy 2200 (Board Duties and Responsibilities) (IVB.1); and
- Serving as advocates for the district: Board Policy 2715 (Board of Trustees Code of Ethics and Standards of Practice) (IVB.25).

Employees who work with the board for the good of the district recognize and confirm the role of the board as an independent policy-making body.

Actionable Improvement Plan
None.
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

SLOCCCD meets this standard because the board of trustees establishes policies consistent with the district mission and ensures the quality, integrity and improvement of student learning programs and services and the resources necessary to support them.

The district used an inclusive process that relied on its participatory governance structure and integrated planning processes to review and revise its mission statement. Since this process has been described in detail in the responses to Standards I.A.2. and I.A.3. it will not be repeated here. Following this semester-long process, the superintendent/president recommended the revised mission statement to the board of trustees in May 2013. This recommendation to revise the mission statement was approved by the board in the same meeting. (IV.B.15)

The mission statement reflects the priority that the board and entire district community place on providing high-quality student learning programs and services. The mission is the first step in the district’s integrated planning processes and is the foundation for all Institutional Goals. For example, in the SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum, the first Institutional Goal is “SLOCCCD will enhance its programs and services to promote students’ successful completion of transfer requirements, degrees, certificates, and courses.” (IV.B.31)

Specific actionable objectives to support Institutional Goals are published in the SLOCCCD Strategic Plan 2012-2014 along with specific Action Steps, the responsible party, and the completion date for meeting each of the Institutional Objectives. (IV.B.32) Progress in moving toward completion of the Institutional Objectives is reported to the board of trustees annually in a progress report. (IV.B.33)

In addition to the mission, the importance that the board places on its role in providing quality student learning programs and services is also documented in other ways as demonstrated by the following examples.

- Several board policies directly address the importance of quality student programs and services, such as this excerpt from Board Policy 4020 (Program, Curriculum and Course Development) (IV.B.34):

  “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.”
Although this responsibility is assigned to the Academic Senate, final approval of all curricula lays with the board of trustees as stated in Board Policy 5040 (Criteria for the Establishment of Courses and/or Curriculum). (IVB.35)

- The board’s annual goals typically reflect the importance they place on continuous quality improvement, such as these two 2013-2014 goals:
  - Board Goal #3. Understand the impacts of implementing the Student Success Act.
  - Board Goal #5. Develop a funding plan to support the implementation of the Facilities Master Plan. (IVB.36)

- The quality, integrity, improvement, and resource allocation for student learning programs and services is maintained by both annual and long-term cycles of data-driven program assessment, resource allocation, implementation, and reassessment described in the SLOCCCD Integrated Planning Manual 2012, which was reviewed by the board in April 2012. (IVB.37, IVB.38)

The board of trustees is responsible for adopting an annual district budget and for approving expenditures of district funds, which ensures that the board has direct oversight of the allocation of resources to provide fiscal support for student learning programs and services. (IVB.1) In accordance with Board Policy 6200 (Budget Preparation) the annual budget incorporates budget assumptions recommended by the Planning and Budget Committee. (IVB.5, IVB.4) These assumptions incorporate changing budget realities and provide another opportunity to affirm that the purpose of the budget is to provide students with high-quality instruction and support. Specific criteria pertaining to student programs and services include prioritizing funding requests that are linked to Institutional Goals and Institutional Objectives and student, institutional, and administrative learning outcomes. (IVB.4)

**Self Evaluation**

SLOCCCD meets this standard because board policies and processes include a focus on the quality, integrity and improvement of student learning programs and services.

This focus is consistent with the mission statement approved in 2013. (IVB.15) Policies related to the budget address the resources necessary to support learning programs and services. (IVB.4)

**Actionable Improvement Plan**

None.
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The SLOCCCD board of trustees is the legal and fiduciary agency for the district as defined in Education Code Section 70902. As such, the board has ultimate responsibility for educational quality, legal matters, and the financial integrity. (IVB.39)

The board’s specific duties and responsibilities are outlined in Board Policy 2200 (Board Duties and Responsibilities). (IVB.1) These duties and responsibilities specifically cite that fiscal responsibilities include the following:

- Consider reports from the administrative officers concerning the progress and condition of the College.
- Consider reports of business transactions and of the financial condition of the District.
- Adopt the annual budgets.
- Approve the expenditures of all District funds.
- Provide for periodic audit of funds of the District as provided by law.
- Provide for the establishment of proper accounting methods.
- Provide for the establishment of a system of property control and inventory.
- Plan with the administration the construction of new buildings and approve plans and specifications submitted by the architect.
- Provide housing, equipment, supplies, and services for the operation of the District and College. (IVB.1)

This board policy also identifies the board’s ultimate authority related to the district’s curriculum. The board is obligated to adopt the courses of study, upon recommendation by the Curriculum Committee and administration as well as evaluate the district’s educational programs with the administration. (IVB.1)

Self Evaluation
SLOCCCD meets this standard because the board serves as the district’s legal and fiduciary agency and as such has ultimate responsibility for the district’s educational quality, legal matters, and financial integrity.

These roles and responsibilities are confirmed in Board Policy 2200 (Board Duties and Responsibilities) which was most recently reviewed and revised in March 2014. (IVB.1)
Actionable Improvement Plan
None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
SLOCCCD publishes information related to the board of trustees on the district’s website.

The information posted online includes:

- For each board member: a photograph, the year they were elected, their term, the district they represent, and a link to their email addresses;
- Board policies and administrative procedures;
- Board goals, conflict of interest policy and code of ethics; and
- Board meeting schedule, agendas and minutes. (IVB.41)

The board policies posted online specify the board’s size, duties, responsibilities, structure, and operating procedures. (IVB.4)

The size and composition of the board is specified in Board Policy 2010 (Board of Trustee Membership, Election, and Vacancies) and Board Policy 2015 (Student Representative Within the Board of Trustees). (IVB.42, IVB.43)

California State Education Code Section 70902 identifies the board of trustees as the district’s legal and fiduciary body and outlines associated responsibilities. The board affirms its role and responsibilities in Board Policy 2200 (Board Duties and Responsibilities). (IVB.1)

The structure of the board as outlined in Board Policy 1100 (Organizational Meeting) which indicates that within 15 days of the beginning date of newly elected board members or annually, the board will elect a president, vice president, representative for Election of County Committee, and academic management positions. (IVB.44)

The board’s operating procedures are also codified in board policies, such as:

- Board Policy 1110 (Regular Meetings), (IVB.45)
- Board Policy 1111 (Special Meetings), (IVB.46)
• Board Policy 1112 (Public Meetings), (IVB.20)
• Board Policy 1113 (Closed Sessions), (IVB.47) and
• Board Policy 1120 (Quorum). (IVB.48)

Self Evaluation
SLOCCCD meets this standard because board policies have been established to define the board's size, duties, responsibilities, structure, and operating procedures.

Actionable Improvement Plan
None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The SLOCCCD board of trustees acts in a manner consistent with its policies and bylaws and regularly evaluates its policies and practices and revises these as needed.

The current and archived minutes of board meetings provide evidence that the board’s actions are consistent with its policies and bylaws. (IVB.41)

As outlined in Board Policy 2410 (Board Policies and Administrative Procedures: Development, Review, and Update) and the associated Administrative Procedure 2410, the board evaluates and revises its policies on a regular basis. (IVB.49) This review includes a semi-annual review of board policy templates received by the Community College League of California and a cyclic review of each section of board policies. (IVB.50)

Self Evaluation
SLOCCCD meets this standard because the board of trustees conducts its business in accordance with its policies and procedures and follows a system to routinely evaluate and revise its policies as needed. Minutes of board meetings are posted online.

The district is nearing completion of a year-long review and revision of board policies in Chapter 1 and 2, including renumbering policies as needed to bring them into alignment with recommendations from the Community College League of California numbering system. (IVB.51)
**Actionable Improvement Plan**
The superintendent/president will ensure that the process to review, revise and renumber all board policies is completed in a timely manner, including updating the timeline for the next review of board policies and administrative procedures.

*IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

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**Descriptive Summary**
The SLOCCCD board has established and routinely engages in a program for board development and new member orientation. The board provides for continuity of board membership by staggering the term of office of these elected officials.

The board is committed to providing new trustee orientation as well as ongoing board training in order to continually refine how it manages and educates itself to be an effective policy-making body for the district. Board Policy 2740 (Board of Trustees Education/Orientation) *(IVB.52)* and the Board Development Plan Calendar include specific activities and timelines for new board member orientation such as attendance at Community College League of California Trustees Orientation and board training activities such as workshops on accreditation and the Brown Act. *(IVB.52, IVB.53)*

Board Policy 2010 (Board of Trustees Membership, Election and Vacancies) establishes staggered terms of office for board members. Terms of the members are to be staggered so that as nearly as practicable one-half of the members shall be elected in each even-numbered year. *(IVB.42)*

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**Self Evaluation**
SLOCCCD meets this standard because board policies that outline ongoing training for board members and orientation for new board members are followed, as evidenced by the Board Development Plan Calendar. *(IVB.53)*

Board Policy 2010 (Board of Trustees Membership, Election and Vacancies) establishes that continuity of board membership is a priority by scheduling staggered terms for board member elections. Currently, the terms of two board members will end in the November 2014 election and the terms for three board members will end in the November 2016 election. *(IVB.41)*

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**Actionable Improvement Plan**
None.
Descriptive Summary
The SLOCCCD board of trustees established and implements a self-evaluation process in Board Policy 2745 (Board Evaluation). (IVB.54)

In this board policy the board affirms its commitment to self-evaluation as a tool for continually improving its effectiveness in carrying out its assigned duties and responsibilities. The board determines the process to be used for its self-evaluation and ensures that the process includes the duties and responsibilities delineated in Board Policy 2200 (Board Duties and Responsibilities) as well as best practices in board effectiveness. Each board member provides feedback through the process defined and the results are discussed during the annual board retreat. The self-evaluation is used to identify accomplishments of the past year and establish goals for the coming year. The results of the board self-evaluation are maintained by the superintendent/president’s office. (IVB.54)

Drawing from concepts in the district’s model of integrated planning, the board uses its board goals to derive measurable objectives and action steps. The board documents completion of the action steps and progress toward achieving their board goals quarterly. Board goals as well as the quarterly progress reports are posted on the district website. (IVB.36)

Self Evaluation
SLOCCCD meets this standard because the board of trustees established and routinely implements a policy on self-evaluation. The board conducts an annual self-evaluation. Board members adjust the self-assessment process as needed to maintain currency with best practices. The board uses the results to evaluate its effectiveness and develop board goals for the coming year.

The most recent self-evaluation was completed in June 2013, the results were discussed in the June board retreat and the 2013-2014 board goals were posted online in August 2013. (IVB.55, IVB.56)

Actionable Improvement Plan
None.
IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The SLOCCCD board of trustees established a code of ethics that includes a process for board member censure.

Board Policy 2715 (Board of Trustees Code of Ethics/Standards of Practice) includes the following ethical standards for board members.

a) Hold the educational welfare of the students of the District as their primary concern in all decisions and strive to meet the needs of all students.

b) Attend and participate in all meetings, devoting the appropriate amount of time and thought to issues brought to the board to facilitate effective and creditable decisions.

c) Protect, advance, and promote the interest of all citizens to whom I am fiscally responsible as an elected official by maintaining independent judgment unbiased by private or special interest groups.

d) Uphold the parliamentary procedures of the governing board and promote and maintain good relations with fellow members through respectful debate and fair conduct at all times.

e) Recognize that the board acts as a single entity and that authority rests with consensus of the board during legal meetings, not with the action of individual members.

f) Render sound decisions only after discussing all aspects of the issues at hand with my fellow board members and those who are assembled in legal meetings.

g) Keep all matters confidential pertaining to Cuesta College which, if disclosed, would needlessly defame or injure any individual(s) or Cuesta College.

h) Support the efforts of and protect college personnel in the proper performance of their duties.

i) Strive for the most effective community college board service to my community, in a spirit of teamwork and commitment to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

j) Refer all complaints to the appropriate channels and will act on such complaints at public meetings only after there has been a failure to amicably resolve the issue through these channels. (IVB.25)

Board members are required to annually sign a document affirming their understanding of and adherence to the Governing Board's Code of Ethics. (IVB.57)

Board Policy 2715 (Board of Trustees Code of Ethics/Standards of Practice) outlines the following procedure for the investigation and possible censure of a trustee. If a complaint about trustee
misconduct is to be investigated, the board president creates an ad hoc committee composed of three trustees or other selected person(s) who are not involved in the complaint. Guided by its Code of Ethics, the ad hoc committee conducts a thorough process of fact-finding, including a report from the trustee named in the complaint if appropriate, to determine the validity of the complaint. Upon completion of the investigation, the committee reports its findings to the board, which will decide upon an action appropriate to the results of the investigation. (IVB.25)

Self Evaluation
SLOCCCD meets this standard because the board of trustees has established a code of ethics that includes a process for board member censure. (IVB.25)

Since there have not been any instances of a complaint against a board member for failing to adhere to the code of ethics, there has not been an opportunity to evaluate the implementation of this board policy.

Actionable Improvement Plan
None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
SLOCCCD board members are informed about and involved in the accreditation process. Members receive training and information updates, review accreditation reports, and support institutional improvements that have been prompted by accreditation standards.

Board agendas include a standing item on accreditation and updates are routinely provided about accreditation issues and progress in implementing assessment and improvement processes. (IVB.58, IVB.59) The Board Development Plan Calendar in the past few years demonstrates a history of the scheduled training related to accreditation.

- All board members completed the ACCJC online basic accreditation training in 2013. (IVB.60)
- The accreditation liaison officer conducted a review of accreditation standards with the board of trustees in February, April, July, and September 2011. (IVB.61)
- The board hosted an accreditation workshop presented by ACCJC in August 2012. (IVB.62) The ACCJC president and associate vice president conducted the training session for the board that focused on their responsibilities related to accreditation.
As a result of these trainings, board members are knowledgeable about accreditation standards and each has an annotated copy of the standards. As part of its self-evaluation process, the board conducts monthly self-evaluations during regular board meetings that include questions from the ACCJC’s Guide to Evaluating Institutions. (IVB.63)

The board has also participated in institutional self-evaluation efforts by reviewing and either approving or accepting the following accreditation documents:

- October 2011 Accreditation Mid-Term Report,
- 2012 SLOCCCD Show Cause Report,
- 2012 SLOCCCD Closure Report, and
- 2013 Follow Up Report (IVB.64, IVB.65, IVB.66)

Self Evaluation
SLOCCCD meets this standard because board members are actively involved in the accreditation process.

Board members received extensive training on accreditation in recent years as described in the response to this standard. They are now educated about the standards and have reviewed numerous district reports submitted to ACCJC. Board members have also participated in public presentations, such as press conferences, and were called upon to answer questions about accreditation issues such as the show cause sanction received by the district in 2012. (IVB.67)

Actionable Improvement Plan
None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
SLOCCCD has established and implements policies to select and evaluate the superintendent/president and that authorize him to administer policies and operate the district. (IVB.10)
Board Policy 2431 (Superintendent/President Selection) affirms the board’s responsibility to select the district’s chief executive officer as follows.

“In the case of a vacancy in the position of Superintendent/President, the Board shall establish a search process to fill the vacancy. The process shall comply with relevant regulations.” (IVB.10)

For the 2011 executive search, the board selected the district Human Resources Department to conduct the process with assistance from a local consultant. The board determined the size and composition of the selection committee and a timeline for the process. (IVB.68, IVB.69) The board was updated on the search process at each meeting. The Executive Search Committee forwarded recommendations for superintendent/president candidates to the board on September 30, 2011 and a special meeting was held on October 12, 2011 to conduct candidate interviews. (IVB.70) The board appointed Dr. Gilbert H. Stork as the permanent superintendent/president in November 2011. (IVB.12)

Delegation of administrative authority to the chief administrator is defined in Board Policy 2430 (Delegation of Authority to the Superintendent/President), which confirms the chief administrator’s authority and duties as outlined in Education Code Sections 70902 (d) and 72400 and ACCJC Standards IV.B.1.j and IV.B.2. (IVB.71, IVB.39, IVB.40) The role of the superintendent/president is also defined in the SLOCCCD Integrated Planning Manual 2013 and the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook. (IVB.9, IVB.72)

The board respects the boundaries of the responsibility between those delegated to the superintendent/president for the administration of the district and their role as a policy-making body. Rather than interfering in district operations the board holds the superintendent/president accountable through the evaluation process. (IVB.71)

The evaluation of the superintendent/president is designed and conducted at the discretion of the board of trustees according to Board Policy 2065 (Evaluation of Managers). (IVB.76) In the current process, the superintendent/president with concurrence from the board of trustees, creates an annual list of goals and objectives that address the focus and needs of the institution. The board reviews the superintendent/president’s performance and his progress on established goals at every regular board meeting in closed session. (IVB.74)

Self Evaluation
SLOCCCD meets this standard because the board of trustees has established and implements policies that determine the selection, evaluation, and authority of the chief executive officer.
The board most recently designed and implemented a search for a superintendent/president in fall 2011 which resulted in the successful selection of the district’s current superintendent/president. (IVB.12) The board evaluates the superintendent/president annually and the results are used to develop goals. (IVB.74)

The board maintains its role as a policy board and delegates authority to implement those policies to the superintendent/president. This adherence to the board’s and superintendent/president’s roles and responsibilities are seen in the annual goals set by each. The board’s goals are at the policy level and the superintendent/president’s goals are administrative. (IVB.56, IVB.74)

One strategy for maintaining the board’s focus on policy-level issues related to educational quality, legal matters, and financial integrity is for the superintendent/president to provide regular reports on institutional performance at monthly board meetings, such as

- 311Q Financial Status Report (IVB.7),
- Strategic Planning Progress Report (IVB.75), and
- Student Success Scorecard. (IVB.76)

**Actionable Improvement Plan**
The superintendent/president will update all board policies as needed.

**IV.B.2.** The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**IV.B.2.a.** The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Descriptive Summary**
The governing board documents the superintendent/president’s authority in Board Policy 2010 (Superintendent/President) and Board Policy 2430 (Delegation of Authority to the Superintendent/President):

“The superintendent/president shall be the chief executive and administrative officer for the board of trustees. The superintendent/president shall exercise powers and duties specifically imposed by statute, and all other executive and administrative powers and duties required in connection with the governing of the district.” (IVB.77, IVB.71)
The superintendent/president job announcement provides a more specific description of his roles and responsibilities. (IVB.78)

In keeping with those responsibilities, the superintendent/president plans, oversees, and evaluates an administrative structure appropriate for institution’s purposes, size and complexity. He delegates authority to administrators and others consistent with their responsibilities.

The district’s current organizational structure includes five trustees elected by the community, one student trustee elected by the student body, and a superintendent/president. The following administrators report directly to the superintendent/president: three assistant superintendents/vice presidents (Student Services and College Centers, Academic Affairs, and Administrative Services); a director of Institutional Research and Assessment; and an executive director of Advancement/Foundation. Direct reports to the vice president of Student Services and College Centers are two deans, two directors and two coordinators. Three deans, each with a number of direct reports, and one director report to the vice president of Academic Affairs. One executive director and five directors’ report to the vice president of Administrative Services. (IVB.79)

Board Policy 2047 (Management Designed Employees Functions and Duties) authorizes the superintendent/president to delegate any powers and duties entrusted to him by the board, including the administration of satellite campuses and centers. The duties and responsibilities of each administrative position are approved by the board and are documented in the job descriptions for those positions. While each administrator is directly responsible to the superintendent/president or the appropriate assistant superintendent/vice president based on the reporting structure documented in the district’s organizational chart, the superintendent/president is responsible to the board for the execution of such delegated powers and duties. (IVB.80, IVB.71, IVB.79, IVB.81)

The following district administrators meet regularly in President’s Cabinet:

- Superintendent/president
- Three vice presidents
- Three deans of Academic Affairs
- Dean of Student Services
- Dean, North County Campus and South County Center
- Executive director, Advancement/Foundation
- Executive director, Human Resources and Labor Relations
To facilitate effective communication between the administration and the work of the district’s participatory governance committees, each administrator serves as a liaison between President’s Cabinet and one or more participatory governance groups. (IVB.72)

**Self Evaluation**

SLOCCCD meets this standard because the superintendent/president oversees and evaluates an administrative team that is appropriate to the institution’s purpose, size, and complexity. The superintendent/president delegates powers and duties entrusted to him by the board to the administrators as appropriate. (IVB.80)

The superintendent/president ensures the continuation of adequate administrative staffing by filling vacancies when these occur. In 2013 the superintendent/president recruited for and selected an assistant superintendent/vice president of Academic Affairs and an assistant superintendent/vice president, Student Services and College Centers. The board approved the superintendent/president’s recommendations. (IVB.82, IVB.83)

The district plans to fill four administrative positions on a permanent basis by June 2014:

- Executive director, Human Resources and Labor Relations;
- Dean of Academic Affairs, sciences and mathematics;
- Dean of North County Campus and South County Center; and
- Police sergeant. (IVB.84)

**Actionable Improvement Plan**

None.

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**
1. establishing a collegial process that sets values, goals, and priorities;
2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4. establishing procedures to evaluate overall institutional planning and implementation efforts.

**Descriptive Summary**

The superintendent/president is in his fifth year in this role and during this time has provided effective leadership in developing collegial processes to set institutional priorities, relying on research as the basis for planning and decision-making; integrating educational planning and
resource allocation in order to achieve student learning outcomes; and evaluating overall institutional effectiveness.

His skill in providing leadership for the facets of institutional effectiveness specified in this standard can be seen in the district’s successful recovery from the show cause sanction imposed by ACCJC in 2012. The following is a brief summary highlighting the leadership the superintendent/president provided in guiding the district’s transition to more effective planning and assessment processes in recent years.

- December 2009: Dr. Stork was appointed as interim superintendent/president (IVB.12)

- January 2010: SLOCCCD was placed on probation by ACCJC due to the district’s failure to comply with five recommendations and one eligibility requirement. The topics of the recommendations were planning and assessment; technology resources; fiscal planning and stability; board evaluation and policies; and leadership and governance. The eligibility requirement related to administrative capacity. (IVB.85)

- Spring - Fall 2010: To address the issues, the superintendent/president, his administrative team and faculty leaders led the district in developing a strategic plan, developing a separation incentive plan to address budget deficits which was approved by the board in July 2010, and preparing the fall 2010 Follow-up Report. (IVB.86, IVB.87, IVB.88)

- January 2011: ACCJC continued SLOCCCD on probation due to the district’s failure to comply with three of the five recommendations previously cited (planning and assessment; technology resources; and financial planning and stability) and the same eligibility requirement. (IVB.89)

- Spring - Fall 2011: To address these recommendations, the superintendent/president, his administrative team and faculty leaders led the district in the development of both an educational master plan and a facilities master plan as well as the fall 2011 Follow-up Report. Dr. Stork was appointed as the permanent superintendent/president in November. (IVB.90, IVB.91)

- January 2012: SLOCCCD was placed on show cause by ACCJC due to the district’s failure to comply with the same three recommendations previously cited (planning and assessment; technology resources; and financial planning and stability) and the eligibility requirement related to institutional planning and evaluation. (IVB.92)
• Spring - Fall 2012: To address these recommendations, the superintendent/president appointed a new accreditation liaison officer, directed the development of an accreditation task force, and began the process of replacing a senior-level administrator. Throughout this year the superintendent/president, his administrative team and faculty leaders provided the necessary leadership to aggressively address the accreditation recommendations on planning and assessment, technology resources, and financial planning and stability. Milestones of this period were the development of the SLOCCCD Integrated Planning Manual 2012, the SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum, the SLOCCCD Long Term Fiscal Plan, the SLOCCCD Spring 2012 Progress Report, SLOCCCD 2012-2014 Strategic Plan, the fall 2012 Show Cause Report, and the fall 2012 Closure Report. (IVB.37, IVB.31, IVB.32, IVB.33, IVB.93, IVB.94)

• January 2013: ACCJC removed the show cause sanction and placed the district on warning with the following explanation:

“...the planning model that Cuesta College has implemented is robust and comprehensive. This new model appears to demonstrate that the College has linked program review, enrollment management, resource allocation, technology planning, facilities planning and financial planning on the one hand the college educational master plan and strategic plan on the other. When the College completes implementation and evaluation of the planning processes, it should be able to demonstrate that Eligibility Requirement 19 has been met.” (IVB.95)

• Spring- Fall 2013: The superintendent/president, the administrative team and faculty leaders led the district through full implementation of its integrated planning model, including the first use of the rubric for resource allocations, a revised governance system, the initial assessment of its planning processes, and the development of the SLOCCCD Participatory Governance: Decision-Making and Committee Handbook. (IVB.96, IVB.72)

• January 2014: ACCJC removed warning and reaffirmed the district’s accreditation.

A few examples of the superintendent/president’s specific actions related to the institutional changes in the past five years follow.

• Co-chair the institution’s Strategic Planning Committee, which included establishing a regular assessment cycle monitored by the President’s Cabinet to ensure the responsible administrator completes the assigned tasks within the deadlines. (IVB.97)
• Oversee the Office of Institutional Research and conduct frequent one-on-one meetings with the director. (IVB.98, IVB.99, IVB.79)

• Support the expansion of the staff in the Office of Institutional Research in 2013. (IVB.100)

• Support district-wide student learning outcomes training, development and assessment supported by appointing two Student Learning Outcomes and Assessment coordinators.

• Develop venues for discussion of research outcomes, such as a workshop and keynote address about the Community College Survey of Student Engagement on the fall 2013 flex week and opening day (IVB.101, IVB.102)

• Educate the board about the importance of research to guide decision-making, such as a presentation to the board regarding the implementation of Student Success Act and the Student Success Scorecard. (IVB.103)

Self Evaluation
SLOCCCD meets this standard because the superintendent/president guides institutional improvement of the teaching and learning environment.

The past five years have been a period of institutional recovery and renewal. The district has developed and implemented an impressive number of significant changes to basic processes for long-term and short-term planning, resource allocations, program reviews, assessment of learning outcomes, and governance. Faculty, staff, and administrators appropriately share the credit for the accomplishments of the past five years. Supported by the administrative team and faculty leaders, the superintendent/president’s role during this transition has been to lead and guide the changes as well as to motivate and coalesce the efforts and energies of people at all levels of the institution.

Following is a summary of the superintendent/president’s roles in specific aspects of institutional effectiveness. The superintendent/president participated in and ensured that there were sufficient time and resources for the district to complete each of the following tasks.

1. Set values, goals, and priorities in a collegial manner as documented by the following.

   • The collegiate process for reviewing and revising the mission statement included in the SLOCCCD Integrated Planning Manual 2012 was implemented in 2013, culminating in the superintendent/president recommending a revised mission statement to the board. This process is described in Standard I.A. of this Institutional Self Evaluation Report. (IVB.37)
Through the development of the SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum, the superintendent/president participated in establishing Institutional Goals and Institutional Objectives. This process is described in Standard I.B. of this Institutional Self Evaluation Report. (IVB.31)

2. Rely on high-quality research and the analysis of internal and external conditions for planning and the evaluation of effectiveness as illustrated by the following examples.

- The superintendent/president provides staffing and visibility for the Office of Institutional Research including frequent one-on-one meetings with the director who directly reports to him. (IVB.98, IVB.99, IVB.79, IVB.100)

- The superintendent/president participated in the development of the SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum, which includes a data-driven analysis of challenges as described in Standard I.B.3. of this Institutional Self Evaluation Report. (IVB.31)

- The superintendent/president supports the district-wide assessment of student learning outcomes described in Standard II of this Institutional Self Evaluation Report.

- The superintendent/president participated in implementing the resource allocation rubric described in Standard III.D. of this Institutional Self Evaluation Report. (IVB.9, IVB.31, IVB.104, IVB.105)

- As one example of the superintendent/president’s efforts in creating venues for discussing research, he and his administrative team presented information regarding the implementation of Student Success Act and the Student Success Scorecard to the board. (IVB.103)

3. Link educational planning with resource planning and distribution to achieve student learning outcomes as evidenced by the following.

- The superintendent/president supported the groups and individuals charged with the development and implementation of the Institutional Program Planning and Review process including the appointment of two Student Learning Outcomes and Assessment coordinators. (IVB.106)
• The superintendent/president is a member of the committee that developed and implemented the resource allocation rubric that places a priority on funding requests that are based on the assessments of student learning outcomes. (IVB.9, IVB.105)

4. Evaluate overall institutional planning and implementation efforts as evidenced by the following.

• The superintendent/president charges the Office of Institutional Research with the ongoing production and distribution of the Institutional Effectiveness Outcomes Report described in Standard I.B.5. of this Institutional Self Evaluation Report. (IVB.107, IVB.108)

• The superintendent/president participated in the development of the SLOCCCD Integrated Planning Manual 2012 and following the timeline in that document, participated in the development and analysis of the Planning Processes Assessment survey and report as described in Standard I.B.6. of this Institutional Self Evaluation Report. (IVB.37, IVB.96)

**Actionable Improvement Plan**

None.

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

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**Descriptive Summary**

The superintendent/president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

In Board Policy 2430 (Delegation of Authority to the Superintendent/President) the board assigns responsibility for interpreting and implementing board policy to the superintendent/president:

“The board delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action.” (IVB.71)

The board monitors the superintendent/president’s effectiveness in implementing statutes, regulation, and board policies through its annual evaluation of his performance. The
superintendent/president uses the results of this evaluation are the basis for developing goals for the coming year. (IVB.56)

The superintendent/president has assigned a task force with responsibility for monitoring the alignment of board policies with state statutes and regulations guided by a subscription to the Community College League of California’s policy and procedure service. The district receives biennial updates to policy and procedure that are based on legal review and initiates changes in board policies as appropriate to maintain compliance. (IVB.109)

The superintendent/president ensures that institutional practices are consistent with the district mission through the planning processes outlined in the SLOCCCD Integrated Planning Manual 2013. The mission statement addresses the district’s broad educational purposes, its intended student population, and its commitment to achieving student learning. The district’s planning processes begin with the mission, as demonstrated by its position at the top of the model of integrated planning. SLOCCCD processes for evaluating institutional effectiveness assess the extent to which the district’s programs and services fulfill its mission. In this way, the mission is the benchmark and foundation for these processes that include institutional long-term and short-term planning, unit planning through the Institutional Program Planning and Review process and the assessment of student learning outcomes for course, programs, and institutional level outcomes. (IVB.9)

Self Evaluation
SLOCCCD meets this standard because board policies and institutional practices have been established to ensure that the superintendent/president will implement statutes, regulations, and governing board policies in a timely manner and will ensure that institutional practices are consistent with institutional mission and policies.

In 2012 the superintendent/president convened a task force assigned with the responsibility for monitoring the district’s alignment with state statutes and regulations and for recommending a cycle for reviewing board policies. The calendar outlined in Board Policy 2410 (Board Policies and Administrative Procedures: Development, Review, and Update) ends in 2014 and as part of their duties, the task force will recommend a revised review calendar. (IVB.109)

Alignment of institutional planning and assessment with the district mission is implemented and monitored through the district processes for integrated planning. In the past 18 months the superintendent/president used these processes and the district’s participatory governance processes to successfully:

- Review and revise the district mission (see details and evidence in the response to Standard I.A.3. in this Institutional Self Evaluation Report) and
• Assess and make recommendations to improve the district’s planning processes (see details and evidence in the response to Standard I.B.7. in this Institutional Self Evaluation Report).

Actionable Improvement Plan

The superintendent/president will ensure that the process to review, revise and renumber all board policies is completed in a timely manner, including updating the timeline for the next review of board policies and administrative procedures.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The superintendent/president effectively controls the district budget and expenditures.

In Board Policy 6200 (Budget Preparation) the superintendent/president is assigned responsibility for preparing an annual budget for presentation to the board. The assistant superintendent/vice president of Administrative Services develops the annual budget in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual and in collaboration with the Planning and Budget Committee. After review by various groups in the district’s participatory governance processes, the budget is presented to the board for review and approval. (IVB.5, IVB.9)

The superintendent/president, as a member of the Planning and Budget Committee, participated in the development of a five-year budget reduction plan to address recent state funding deficiencies and the district’s long-term obligations. The plan addressed instructional program reductions and operational/personnel reductions. (IVB.32, IVB.110, IVB.111, IVB.112, IVB.113, IVB.114, IVB.115)

The district is audited annually and for the past three years has received unqualified audits. The management letter accompanying the most recent audit included laudatory remarks from the auditor for proper accounting practices performed by the district, management being cooperative with the auditors, no misstatements by management, no disagreements with the auditors, and management maintained a professional relationship with the auditors. (IVB.116, IVB.117)

Guided by the superintendent/president, the board includes budget workshops in February and June as part of its annual board development plan. (IVB.118, IVB.119)

Self Evaluation

SLOCCCD meets this standard because the superintendent/president has clear understanding of the budget and effectively controls expenditures as evidenced in an annual balanced budget and unqualified audits. (IVB.116)
The district has developed a long-term budget plan to address deficits in funding. For more details on this long-term budget plan, refer to the response to Standard III.D. in this Institutional Self Evaluation Report. (IVB.110)

In collaboration with the vice president of Administrative Services, the superintendent/president schedules frequent reports to the board about fiscal issues. Examples from the past year include the following.

- Budget Update, March 6, 2013 (IVB.120)
- 2013-2014 Budget Workshop, June 5, 2013 (IVB.17)
- Budget Workshop, February 5, 2014 (IVB.18)

### Actionable Improvement Plan
None.

*IV.B.2.e. The president works and communicates effectively with the communities served by the institution.*

### Descriptive Summary
The superintendent/president communicates with the district’s communities in a variety of ways.

The superintendent/president, in collaboration with the Cuesta College Foundation, conducts regular business partner luncheons, which create a venue for candid informational discussions between the district and key community and business leaders. (IVB.121) One idea that emerged from this dialogue was to form an advisory group to the local chambers that would focus on linking local business and community needs with possible program development. The superintendent/president followed through on that suggestion and an advisory group began meeting in September 27, 2012. (IVB.122, IVB.123)

The superintendent/president frequently presents information about the district to the community, such as being a guest on local radio programs and at community organization meetings. (IVB.124)

The superintendent/president attends the monthly San Luis Obispo Chamber of Commerce event Good Morning SLO. He invites one member from President’s Cabinet each month to join him in sharing information and interacting with local business leaders. (IVB.125)
To keep the President’s Cabinet informed of current issues and activities, the superintendent/president assigned members of the President’s Cabinet to serve as liaisons to all of the local chambers of commerce. (IVB.126)

The superintendent/president hosts monthly on-campus forums to keep students and employees informed of current topics and answer their questions. Forums are videotaped and posted at cuesta.edu and the district’s YouTube channel. Many sessions are broadcast on the San Luis Obispo County Office of Education’s local cable television channel 19.

The superintendent/president is actively involved in the community as a member of the San Luis Obispo Rotary and the San Luis Obispo County Board of Education Superintendent’s Council. He also serves on the board of directors for the San Luis Obispo Economic Vitality Corporation, Sierra Vista Hospital, and California Community College Athletic Association.

Self Evaluation
SLOCCCD meets this standard because the superintendent/president communicates effectively with the communities served by the district.

The superintendent/president participates in numerous community organizations. (IVB.127) In recent years when the district’s accreditation sanction was widely publicized, the superintendent/president was especially active in communicating with the communities to explain the sanction and the steps the district was taking to resolve the issues that caused the sanction. (IVB.128) He listens to feedback from the community about how the district can address local community needs. (IVB.129)

Actionable Improvement Plan
None
IV.B. Evidence

IVB.1 Board Policy 2200
IVB.2 SLOCCCD Mission Statement
IVB.3 SLOCCCD Long Term Budget Reduction Plan 2013-2017
IVB.4 2013-2014 Budget Assumptions
IVB.5 Board Policy 6200
IVB.6 Final Budget 2012-2013
IVB.7 Board Budget Update PowerPoint Presentation, September 2013
IVB.8 Annual Budget Process Handbook, Page 1
IVB.9 SLOCCCD Integrated Planning Manual 2013
IVB.10 Board Policy 2431
IVB.11 Board of Trustees Minutes, March 9, 2011, Business item 7
IVB.12 Board of Trustees Minutes, November 2011
IVB.13 Board Policy 2065
IVB.14 Board Evaluation of the President Schedule
IVB.15 Board of Trustees Minutes, May 1, 2013
IVB.16 Board of Trustees Minutes, October 5, 2011
IVB.17 June 2013 Board of Trustees Budget Workshop PowerPoint
IVB.18 February 2014 Board of Trustees Budget Workshop PowerPoint
IVB.19 Example of the President’s Monthly Goals Report to the Board of Trustees
IVB.20 Board Policy 1112
IVB.21 Board Policy 1605
IVB.22 Board Policy 1130
IVB.23 Board Policy 1605
IVB.24 Board Policy 2365
IVB.25 Board Policy 2715
IVB.26 Collective Bargaining Agreement between the SLOCCCD and Cuesta College Federation of Teachers, Page 51
IVB.27 Constitution of the Academic Senate of Cuesta College, Page 3
IVB.28 SLOCCCD Participatory Governance: Decision-Making and Committee Handbook, Figure 2: Participatory Governance Committee Relationships and Workflow page 11
IVB.29 Board Policy/Administrative Procedure 2710 (Conflict of Interest)
IVB.30 Board Policy 2720
IVB.31 SLOCCCD Cuesta College Educational Master Plan 2011-2016 Addendum
IVB.32 SLOCCCD Strategic Plan 2012-2014, Page 6-7
IVB.33 SLOCCCD Spring 2013 Progress Report
IVB.34 Board Policy 4020
IVB.35 Board Policy 5040
IVB.36 Board of Trustees Goals and Quarterly Progress Reports
IVB.37 SLOCCCD Integrated Planning Manual 2012
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IVB.67 Statewide Academic Senate Accreditation Institute – Breakout sessions
IVB.68 Executive Recruitment Plan
IVB.69 Board of Trustees Minutes of President Recruitment Plan
IVB.70 Presidential Candidates Board Interview Schedule
IVB.71 Board Policy 2430
IVB.72 SLOCCCD Participatory Governance: Decision-Making and Committee Handbook
IVB.73 Board Policy 2065
IVB.74 Superintendent/President Annual Goals/Objectives
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<tr>
<td>IVB.112</td>
<td>Cabinet Minutes</td>
</tr>
<tr>
<td>IVB.113</td>
<td>College Council Minutes</td>
</tr>
<tr>
<td>IVB.114</td>
<td>Planning and Budget Committee Agenda</td>
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<tr>
<td>IVB.115</td>
<td>Board of Trustees Minutes</td>
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<td>IVB.116</td>
<td>SLOCCCD Audit 2012-2013</td>
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<td>IVB.117</td>
<td>Board of Trustees Minutes, January 2014</td>
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<td>IVB.118</td>
<td>Annual Board Development Plan</td>
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<td>IVB.119</td>
<td>Board of Trustees Minutes (budget workshops)</td>
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<td>IVB.120</td>
<td>Budget Update, March 6, 2013</td>
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<td>IVB.121</td>
<td>Business Partner Membership List</td>
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<tr>
<td>IVB.122</td>
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<td>IVB.124</td>
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<td>IVB.125</td>
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<td>IVB.126</td>
<td>Liaison Appointment Notification Letters</td>
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<td>IVB.127</td>
<td>Dr. Stork’s List of Organization Members</td>
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<tr>
<td>IVB.128</td>
<td>List of Presentations</td>
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<tr>
<td>IVB.129</td>
<td>Business Partners’ Membership</td>
</tr>
</tbody>
</table>
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY
AND INSTITUTIONAL EFFECTIVENESS

RESPONSE TO THE PLANNING AGENDAS

Chelsea Assari works to finish the leaf at the end of the mural.
## Response to the Planning Agendas

<table>
<thead>
<tr>
<th>Planning Agendas from 2008 Self</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **I.A.3.** The Shared Governance Council will review the mission statement every five years in accordance with the Educational and Facilities Master Plan. | Completed  
SLOCCCD Integrated Planning Manual 2013, Mission Statement Timeline (PA.1)  
Board of Trustees Minutes, May 1, 2013 (PA.2)                                             |
| **I.B.2.** The Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including the development of annual board goals that indicate both short and long-term plans. | Completed  
SLOCCCD Strategic Plan 2012-2014 (PA.3)  
SLOCCCD Strategic Plan 2014-2017 (PA.4)                                                 |
| **I.B.2., I.B.4.** The President’s Cabinet and the Institutional Research and Assessment Department will determine the continued role of institutional effectiveness outcomes (IEOs) in college planning and evaluate the alignment of IEOs with the new state accountability measures. | Completed  
Board of Trustees Minutes, March 7, 2012 (PA.5)  
Board of Trustees Minutes, October 3, 2012 (PA.6)  
Board of Trustees Minutes, October 2, 2013 (PA.7)  
SLOCCCD Strategic Plan 2012-2014 (PA.3)  
SLOCCCD Strategic Plan 2014-2017 (PA.4)                                                 |
| **I.B.3.** The Planning and Budget Committee, together with the President’s Cabinet, will improve its assessment process to ensure that institutional decisions are based on sound analysis of need and economic feasibility with input from all areas of responsibility. | Completed  
SLOCCCD Integrated Planning Manual 2013 (PA.8)                                  |
| **I.B.4.** The Shared Governance Council and the Planning and Budget Committee will work to increase the visibility and transparency of the resource allocation process and provide clear lines of communication with campus constituents regarding resource projections and allocations. | Completed  
SLOCCCD Integrated Planning Manual 2013 (PA.8)  
Resource Allocation Rubric 2013 (PA.9)  
Planning and Budget: District’s 2013-2014 Allocation Priorities (PA.10) |
<p>| I.B.6. | The Planning and Budget Committee, Enrollment Management Committee, and the Academic Senate will continue to evaluate and improve the level of evidence-based planning and will make these results available for the use of others in their ongoing assessment processes. | Completed |
|       |                                                                                           |           |
|       |                                                                                           | SLOCCCD Integrated Planning Manual 2013 (PA.8) |
|       |                                                                                           | SLOCCCD Integrated Planning Manual 2012 (PA.11) |
|       |                                                                                           | SLOCCCD Strategic Plan 2012-2014 (PA.3) |
|       |                                                                                           | SLOCCCD Strategic Plan 2014-2017 (PA.4) |
|       |                                                                                           | Ongoing |
|       |                                                                                           | “Reflecting and Refining: Moving Towards Sustainable SLO Implementation” Flex Day Workshop, January 17, 2013 (PA.12) |
|       |                                                                                           | Tool used in workshop to show/assist faculty in filling in their mapped course and program outcomes (PA.13) |
|       |                                                                                           | “Sustainable Direct Assessment” Professional Development Workshop, January 15, 2014 (PA.14) |
|       |                                                                                           | Director of Institutional Research and Assessment works with the Institutional Program Planning and Review Committee regarding data for the annual Institutional Program Planning and Review Document. |
| I.B.6. | The Institutional Research and Assessment Department, in collaboration with Computer Services, will provide training so faculty, staff, and administrators can effectively interpret and use data. | Ongoing |
| II.A.1.a., II.A.1.c., II.A.2.f., II.A.2.i. | The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison. | Completed |
|       |                                                                                           | Ongoing since Spring 2010. Cuesta College Student Learning Outcomes Assessment Co-Coordinators Memorandum of Understanding and Position Description (PA.18) |</p>
<table>
<thead>
<tr>
<th><strong>II.A.1.a.</strong> The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning.</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Senate Council approved the Institutional Assessment Plan in May 2010 (<a href="#">PA.19</a>)</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes and Assessment on Institutional Research Website (<a href="#">PA.20</a>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II.A.1.a., II.A.1.c., II.A.2.f., II.A.2.i.</strong> The Academic Senate will increase efforts to educate faculty about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and website to the program planning and review templates, so that faculty can incorporate this data into program review and other assessment processes.</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Accountability Reporting for the Community Colleges (ARCC) Report (<a href="#">PA.21</a>)</td>
<td></td>
</tr>
<tr>
<td>Program-level FTES, FTEF, and Enrollment Reports (<a href="#">PA.22</a>)</td>
<td></td>
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<tr>
<td>Program-level Student Success, Persistence, and Retention Rates (<a href="#">PA.23</a>)</td>
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<tr>
<td>Program Degree/Certificate Completions (<a href="#">PA.24</a>)</td>
<td></td>
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<tr>
<td>Total Student Contact Hours (TSCH and WSCH) Report ([PA.22], <a href="#">PA.23</a>)</td>
<td></td>
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<tr>
<td>Current program-level Full-time faculty and Part-time faculty totals (<a href="#">PA.23</a>)</td>
<td></td>
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<tr>
<td>Average number of sections offered per semester for each program (<a href="#">PA.23</a>)</td>
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<tr>
<td>SLOCCCD Institutional Effectiveness Outcomes Report 2013 (<a href="#">PA.25</a>)</td>
<td></td>
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<tr>
<td>Student Characteristics (<a href="#">PA.26</a>)</td>
<td></td>
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<tr>
<td>Student Characteristics and Enrollment Trends, 2009-2013 (<a href="#">PA.27</a>)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II.A.6.b, II.A.2.i.</strong> In collaboration with the Shared Governance Council and Academic Senate, the Board of Trustees and the administration will develop a clear policy for program elimination and/or alteration.</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Policy 4020 and Administrative Procedure 4021, approved June 2010 by the Board of Trustees ([PA.28], <a href="#">PA.29</a>)</td>
<td></td>
</tr>
<tr>
<td>II.B.1. The Vice President of Student Services, in collaboration with key departments and divisions, will reinstate student orientation programs at the San Luis Obispo campus and develop similar programs at the North County Campus and South County Centers.</td>
<td>Completed</td>
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<tr>
<td>High school specific orientations (PA.30)</td>
<td></td>
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<tr>
<td>MyCuesta Mondays (PA.31)</td>
<td></td>
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<tr>
<td>Online orientation program (PA.32)</td>
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<tr>
<td>Connect@Cuesta (PA.33)</td>
<td></td>
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<tr>
<td>Specific program orientations: • ESL (PA.34) • EOPS (PA.35) • International Students (PA.36) • Athletics (PA.37, PA.38)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.B.1., II.B.3.a. The Vice President of Administrative Services and the Executive Dean of the North County Campus and South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location.</th>
<th>Eliminated</th>
</tr>
</thead>
<tbody>
<tr>
<td>State budget cuts and the necessity to reduce district offerings curbed growth at all sites and the search for a dedicated facility was discontinued. As reflected in the chart included in Standard II.B.3.a., attention is given to assure equitable access for students regardless of service location.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.B.1., II.B.3.a. The Vice President of Student Services and the new Director of Library/Learning Resources and Distance Education will ensure that the student support services are accessible to students enrolled in distance education courses in order to ensure equity and quality of services to students regardless of delivery mode.</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Chart, II.B.3.a (PA.39)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.B.1., II.B.3.a., II.B.3.b. The Vice President of Student Learning and the Vice President of Student Services, in collaboration with ASCC and Student Life and Leadership Staff, will re-evaluate the need to fill the vacated full-time faculty position in order to restore the academic portion of the Student Life and Leadership program.</th>
<th>Eliminated</th>
</tr>
</thead>
<tbody>
<tr>
<td>State budget cuts and the necessity to reduce district offerings curbed growth in Student Life and Leadership.</td>
<td></td>
</tr>
<tr>
<td>The full time faculty coordinator is now teaching student life and leadership course sections.</td>
<td></td>
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<tr>
<td>II.B.3. The Vice President of Student Services and the Vice President of Administrative Services will, in collaboration with a committee and/or a liaison, develop a systematic plan for the continued development, mapping, tracking, and analysis of SLOs and assessment for non-instructional programs.</td>
<td>Completed</td>
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<td>---</td>
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<tr>
<td><strong>Completed</strong></td>
<td><strong>Student Services 2012-2013 Assessment Report; 2013-2014 Student Learning Outcomes Planning (PA.15)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Principles Statement on Student Learning Outcomes and Assessment signed by the Academic Senate, Cuesta College Federation of Teachers and the College Administration in May 2010 (PA.16)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.C.1. The Vice President of Administrative Services and the Executive Dean of the North County Campus and South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location.</th>
<th>Eliminated</th>
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<tbody>
<tr>
<td><strong>Eliminated</strong></td>
<td>State budget cuts and the necessity to reduce district offerings curbed growth at all sites and the search for a dedicated facility was discontinued. As reflected in the chart included in Standard II.B.3.a., attention is given to assure equitable access for students regardless of service location.</td>
</tr>
</tbody>
</table>

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<tr>
<th>II.C.1.a. The Director of Library/Learning Resources and Distance Education will seek consistent and reliable funding for electronic and print collection development to support programs in all modalities through district funding, as well as increased community support for the collections.</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ongoing</strong></td>
<td>Library Unit Plan (PA.40)</td>
</tr>
<tr>
<td></td>
<td>Nursing Division’s CINAHL (Cumulative Index to Nursing and Allied Health) invoice (PA.41)</td>
</tr>
<tr>
<td></td>
<td>Cuesta Foundation grants to fund the acquisition and captioning of media (PA.42)</td>
</tr>
<tr>
<td></td>
<td>Cuesta Foundation grants to fund the purchase of books (PA.43)</td>
</tr>
<tr>
<td></td>
<td>Associated Students of Cuesta College funding to purchase textbooks for reserve (PA.44)</td>
</tr>
<tr>
<td></td>
<td>Friends of the Cuesta College Library funded additional textbook purchases, and the subscription cost in 2010-2011 of the Proquest database (PA.45)</td>
</tr>
</tbody>
</table>
| II.C.1.b. The Director of Library/Learning Resources and Distance Education will seek additional staff and resources to provide for the development of information competency skills including reference desk staffing, library workbook updates, and other information literacy programming. | **Ongoing**
Recruitment is underway to replace a librarian who retired in 2012; we expect to fill the position for fall 2014.

To date, we have been able to staff the reference desks (SLO campus, NCC campus) during the hours the libraries are open, have a librarian on duty two evenings a week at South County, and we have expanded North County library hours by assigning NCC reference desk hours to two full time librarians and the director. The adjunct librarian with primary responsibility for maintaining the Library Research Workbook has been employed for sufficient hours during the summer term to accomplish the necessary revisions. The Library/Information Technology program, which also uses the Workbook, has received CTEA funding to begin planning work on converting the Workbook to interactive online modules. (PA.46, PA.47) |
| --- | --- |
| **II.C.1.c. The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy.** | **Completed/Ongoing**
In 2009 a survey of distance education faculty was administered to identify required and desirable features of a learning management system. (PA.48, PA.49)

In 2011 a new job description was developed for a learning management system specialist; The position was extended from 10 months to 12 months. (PA.50)

In 2011 the Distance Education Committee selected Moodle as the district standard learning management system. (PA.51)

During the 2011-12 academic year, the district provided in-house faculty training on Moodle. A trainer from @One conducted six one-day sessions. (PA.52)

In 2012 a job description was developed for a technology resource instructor position. It has been filled via reassigned-time faculty. (PA.53, PA.54)

During the 2012-2013 academic year the Distance Education Committee developed policies and procedures to guide distance education at the district. (PA.55, PA.56, PA.57) |
<table>
<thead>
<tr>
<th>III.A.1.c.</th>
<th>The Academic Senate and the Faculty Union will continue dialogue regarding the degree to which the current faculty evaluation tools sufficiently address faculty effectiveness in producing student learning outcomes.</th>
<th>Completed/Ongoing</th>
<th>Principles Statement on Student Learning Outcomes and Assessment signed by the Academic Senate, Cuesta College Federation of Teachers and the College Administration in May 2010 (PA.16)</th>
</tr>
</thead>
</table>
| III.A.1.d. | The Executive Director of Human Resources and Labor Relations will collaborate with the President’s Cabinet, the Academic Senate, the classified employee union (Cuesta College Classified United Employees), and Management Senate to develop a professional code, or codes, of ethics for all employees. | Completed | Board Policy and Administrative Procedure (2715 Code of Ethics/Standards of Conduct) (PA.58)  
Administrative Procedure 3050 (Institutional Code of Ethics) (PA.59)  
Board Policy 2710 (Conflict of Interest) (PA.60)  
Administrative Procedure 2710 (Conflict of Interest) (PA.61)  
Board Policy 1550 (Affirmative Action) (PA.62)  
Board Policy 3006 (Professional Standards for Faculty of Cuesta College) (PA.63) |
| III.A.2. | The Planning and Budget Committee will design a fiscal plan for matching staffing growth with enrollment growth and/or new facility and program development. | Completed/Ongoing | Five Year Capital Outlay Plan (PA.64) |
| III.A.2. | The Executive Director of Human Resources and Labor Relations will give new attention to reviewing staffing models to develop effective strategies for reducing the number of temporary classified staff. | Completed | Hourly positions were converted to classified positions (PA.65) |
| III.A.2. | The Shared Governance Council, in collaboration with the Planning and Budget Committee, will evaluate the progress the college has made toward improving the full-time/part-time faculty ratio. | Completed | Board Policy 2305 (PA.66)  
Planning and Budget Budget Criteria 2013-2014 (PA.67)  
College Council Faculty Prioritization Subcommittee Agenda, Nov. 26, 2013 (PA.68)  
Full Time Faculty Obligation Compliance, Fall 2009-2012 (PA.69)  
Analysis of Compliance with the 50 Percent Law (PA.70) |
### III.A.4. The Executive Director of Human Resources and Labor Relations will collaborate with key constituent groups to further develop and implement strategies to diversify the workforce.

**Completed**

- EEO Plan ([PA.71](#))
- EEO Selection and Interview Checklist ([PA.72](#))
- Selection Committee EEO Training ([PA.73](#))
- Analysis of Applicant Pool, 2012-2013 ([PA.74](#))

### III.A.4. The Board of Trustees will revisit and update all Board policies related to diversity.

**Completed**

- Board of Trustees adopted Board Policy 7100 (Commitment to Cultural Competence), 2008 ([PA.75](#))
- EEO Plan ([PA.71](#))

### III.A.4.a. The Professional Development Committee will assess the needs and develop appropriate programs, practices, and services that support diverse personnel of the college.

**Completed**

- Flex Program Evaluation: Student Mental Health 101 ([PA.76](#))

### III.A.4.b. The College Council, in collaboration with the Cultural Diversity Student Equity Committee, will initiate a campus-wide dialogue on the achievement of workforce diversity benchmarks.

**Completed**

- EEO plan ([PA.71](#))
- Board of Trustees Diversity Training, March 5, 2014 ([PA.77](#))

### III.A.4.b. The Executive Director of Human Resources and Labor Relations will reinstitute training for Equal Employment Opportunity compliance and assure that at least one person per hiring committee has participated in the training.

**Completed**

- Human Resources Website ([PA.78](#))

### III.A.5.a., III.A.5.b. The Professional Development Committees, in collaboration with constituency groups, will build a comprehensive, recognized and utilized professional development program that reflects the needs of faculty, staff, and managers/administrators.

**Completed/Ongoing**

- Faculty Professional Development Committee Description ([PA.79](#))
- Management Professional Development Committee Description ([PA.80](#))
- Staff Professional Development Committee Description ([PA.81](#))

### III.A.5.a., III.A.5.b. The Professional Development Committees will work with constituent groups to identify tools for systematically evaluating professional development activities.

**Completed/Ongoing**

- Conference Shared Learning Form ([PA.82](#))
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Status</th>
<th>References</th>
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</thead>
</table>
| III.A.6 | The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including human resources assessment. | Completed/Ongoing | SLOCCCD Strategic Plan 2012-2014 (PA.3)  
SLOCCCD Strategic Plan 2014-2017 (PA.4) |
| III.B. | The Planning and Budget Committee will develop funding allocation methods to ensure proper maintenance staffing for both new and existing buildings. | Completed | Integrated Planning Template – New Facility (PA.83) |
| III.C.1.c | The Technology Committee, along with the Planning and Budget Committee, will implement a Total Cost of Ownership (TCO) model to create a planned replacement for instructional technology. | Completed | SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 (PA.84)  
| III.C.1.c | The Planning and Budget Committee will address the need to support the current infrastructure, end-user equipment upgrades, computer labs, support staff, on-going maintenance, and technical support needs. | Completed and ongoing | In Spring 2010 Planning and Budget supported the principle of the Technology Proposal presented by the Technology Committee (PA.85, PA.86)  
Planning and Budget endorsed the recommendation from the Technology Committee to allocate all Central IT funds 15% for computer replacement, 15% for classroom multimedia and 70% for infrastructure (PA.87)  
Technology is incorporated in the integrated planning process The process is described in III.C.1.a.; seven steps of how technology requests are included in the planning and resource allocation process (PA.88)  
Through this process Planning and Budget has allocated funds for:  
- Moodle conversion (PA.89)  
- Core switch at San Luis Obispo campus (PA.89)  
- Humanities Forum upgrade (PA.90)  
Items that support the Technology Plan initiatives get points in the Planning and Budget Rubric (PA.9)  
Starting in the 2010-2011 fiscal year Planning and Budget approved the creation of a central IT budget account (PA.91)  
Planning and Budget approved a capital project form that includes long-term planning for technology in May 2011 (PA.92, PA.83)  
This template was used for the North County Fox Building (PA.93) |
### III.C.1.c. The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including campus technology and support.

**Completed**

- SLOCCCD Strategic Plan 2012-2014 ([PA.3](#))
- SLOCCCD Strategic Plan 2014-2017 ([PA.4](#))
- SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 ([PA.84](#))

### III.C.2. The Vice-President of Student Learning, the Academic Senate, and Computer Services will create a process to evaluate the effective use of technology throughout the college.

**Completed**

- SLOCCCD Integrated Planning Manual 2013 ([PA.8](#))
- SLOCCCD Integrated Planning Manual 2012 ([PA.11](#))
- SLOCCCD Annual Technology Assessment and Review Fall 2012 ([PA.94](#))

### III.D. The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including long-range financial planning.

**Completed**

- SLOCCCD Strategic Plan 2012-2014 ([PA.3](#))
- SLOCCCD Strategic Plan 2014-2017 ([PA.4](#))
- SLOCCCD Integrated Planning Manual 2013 ([PA.8](#))

### IV.A., IV.A.3. The college President, Board of Trustees President, the Academic Senate President, CCFT President, CCUE President, and the ASCC President will create and implement an orientation workshop on shared governance for campus leaders.

**Completed**

- SLOCCCD Participatory Governance: Decision Making and Committee Handbook ([PA.95](#))

### IV.A.1. Leadership will make better use of communication tools on campus, such as the myCuesta website, to increase communication.

**Completed**

- College Council SharePoint Site ([PA.96](#))
- Institutional Research Website ([PA.97](#))
- Accreditation Website ([PA.98](#))
- President’s Forums ([PA.99](#))

### IV.A.1., IV.A.3., IV.A.5., IV.B.1.g. The Board will develop specific steps, procedures, and a timeline for implementing and executing the Board’s self-evaluation process in order to assess effectiveness and determine strategies for improvement.

**Completed**

- Board Policy 1035 and Administrative Procedure R 1035 ([PA.100](#))
<table>
<thead>
<tr>
<th>IV.A.1., IV.A.3., IV.A.5.</th>
<th>Completed</th>
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<tbody>
<tr>
<td>Campus Committees will develop specific steps and procedures for developing and implementing annual self-evaluations in order to assess effectiveness and determine strategies for improvement.</td>
<td>SLOCCCD Committee Initiatives and Reporting 2013-2014 (PA.101)</td>
</tr>
<tr>
<td></td>
<td>College Council 2012-2013 End-of-Year Assessment, May 2013 (PA.102)</td>
</tr>
<tr>
<td></td>
<td>Faculty Prioritization Assessment of 2013-2014 Process Compiled Report (PA.103)</td>
</tr>
<tr>
<td></td>
<td>Committees, Governance, and Integrated Planning Workshop, Aug. 16, 2012 (PA.104, PA.105)</td>
</tr>
<tr>
<td></td>
<td>2013 Governance Workshop PowerPoint and sign-up sheet (PA.106)</td>
</tr>
<tr>
<td>IV.A.2.b., IV.A.5.</td>
<td>Completed</td>
</tr>
<tr>
<td>The Vice President of Student Learning, the Vice President of Student Services, and the Vice President of Administrative Services will re-establish, institutionalize, and evaluate previous or current college structures that support college dialogue.</td>
<td>SLOCCCD Integrated Planning Manual 2013 (PA.8)</td>
</tr>
<tr>
<td></td>
<td>SLOCCCD Integrated Planning Manual 2012 (PA.11)</td>
</tr>
<tr>
<td>IV.A.3., IV.A.5.</td>
<td>Completed</td>
</tr>
<tr>
<td>The Institutional Research and Assessment Department will do employee satisfaction surveys every two years.</td>
<td>2011 Job Satisfaction Survey Results (PA.107)</td>
</tr>
<tr>
<td></td>
<td>2013 Job Satisfaction Survey Results (PA.108)</td>
</tr>
<tr>
<td></td>
<td>2013 Cuesta College Job Satisfaction Survey Results, 2011-2013 (PA.109)</td>
</tr>
<tr>
<td>IV.A.4.</td>
<td>Completed/Ongoing</td>
</tr>
<tr>
<td>The Vice President of Student Learning will oversee a process that plans for campus-wide inclusion in the development of reports to external agencies and will ensure proper oversight and timeliness of responses.</td>
<td>Accreditation Website (PA.98)</td>
</tr>
<tr>
<td>IV.A.4.</td>
<td>Completed</td>
</tr>
<tr>
<td>The Vice President of Student Learning will initiate and oversee an annual report that charts the college’s progress on the planning agenda items identified in this self-study.</td>
<td>Master list of planning agenda items from the 2008 Self-Study was prepared by the VPAA and the ASC President and presented to the Accreditation Steering Committee January 2011 (PA.110)</td>
</tr>
<tr>
<td>IV.B.1.b.</td>
<td>Completed</td>
</tr>
<tr>
<td>The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including Board policies and resource allocation.</td>
<td>SLOCCCD Strategic Plan 2012-2014 (PA.3)</td>
</tr>
<tr>
<td></td>
<td>SLOCCCD Strategic Plan 2014-2017 (PA.4)</td>
</tr>
<tr>
<td></td>
<td>SLOCCCD Integrated Planning Manual 2013 (PA.8)</td>
</tr>
<tr>
<td>IV.B.1.e.</td>
<td>Completed</td>
</tr>
<tr>
<td>The Board will establish a policy review timeline involving all constituent groups and areas of responsibility that allows for regular review and adherence to Community College League of California updates.</td>
<td>Board Policy 2410 and Administrative Procedure 2410 approved March 2011 (PA.111, PA.112)</td>
</tr>
<tr>
<td>IV.B.1.f. The Board president will meet with new Trustees for orientation, including the Student Trustee.</td>
<td>Completed</td>
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<tr>
<td></td>
<td>Board Policy 2740 (<a href="#">PA.113</a>)</td>
</tr>
<tr>
<td></td>
<td>Board Development Plan/Calendar, 2013-2014 (<a href="#">PA.114</a>)</td>
</tr>
<tr>
<td>IV.B.1.f. The Superintendent/President will ensure that new Trustees meet with the campus constituent groups.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Board Policy 2740 (<a href="#">PA.113</a>)</td>
</tr>
<tr>
<td></td>
<td>Board Development Plan 2013-2014 Calendar (<a href="#">PA.114</a>)</td>
</tr>
<tr>
<td>IV.B.1.f. The Board will increase the frequency of Board workshops and retreats and will establish a schedule for them.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Annual retreat in June (<a href="#">PA.115</a>)</td>
</tr>
<tr>
<td></td>
<td>Board approved a plan for professional development activities in January 2011 (<a href="#">PA.116</a>)</td>
</tr>
<tr>
<td></td>
<td>Board Development Plan 2013-2014 Calendar (<a href="#">PA.114</a>)</td>
</tr>
<tr>
<td>Actionable Improvement Plans from 2012 Show Cause Report</td>
<td>Evidence</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| I.B.3. The superintendent/president will ensure compliance with the timelines and processes in the San Luis Obispo County Community College District Integrated Planning Manual 2012 for all institutional planning processes. | Completed  
*SLOCCCD Integrated Planning Manual 2012* ([PA.11](#))  
*SLOCCCD Integrated Planning Manual 2013* ([PA.8](#))  
Summary of Progress Reports in President’s Cabinet Meetings ([PA.122](#)) |
| I.B.3. The superintendent/president will ensure completion of the San Luis Obispo County Community College District Participatory Governance: Decision Making and Committee Handbook by spring 2013. | Completed  
*SLOCCCD Participatory Governance: Decision Making and Committee Handbook* ([PA.95](#)) |
| I.B.3. The interim vice president of Academic Affairs and the Academic Senate president will provide training each fall for committee co-chairs on each committee’s unique role in district governance and integrated planning processes. | Completed  
2013 Governance Workshop PowerPoint and sign-up sheet ([PA.106](#))  
Committees, Governance, and Integrated Planning Workshop 2012 PowerPoint ([PA.104](#))  
2013 Integrated Planning Training PowerPoint ([PA.123](#)) |
| I.B.4. The superintendent/president’s cabinet will develop and implement new strategies to increase communication related to institutional planning and decision-making across the district. | Completed  
*SLOCCCD Integrated Planning Manual 2013* ([PA.8](#))  
*SLOCCCD Integrated Planning Manual 2012* ([PA.11](#))  
Strategic Planning Workshop email ([PA.124](#))  
Accreditation Website with all planning documents ([PA.125](#))  
*SLOCCCD Participatory Governance: Decision Making and Committee Handbook* ([PA.95](#)) |
<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.B.7.</strong></td>
<td>The vice president of Academic Affairs will collaborate with the Student Learning Outcomes Assessment Committee to develop a process for documenting specific programmatic improvements that were prompted by measurement of course-level or program-level student learning outcomes, student services outcomes, and administrative services outcomes.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Resource Allocation Rubric 2013 (PA.9)</td>
<td></td>
</tr>
<tr>
<td><strong>III.C.1.a.</strong></td>
<td>The Planning and Budget Committee will evaluate the planning processes related to technology decisions as part of the assessment of institutional planning processes in spring 2013.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>2013 Planning Process Assessment (PA.126)</td>
<td></td>
</tr>
<tr>
<td><strong>III.C.1.a.</strong></td>
<td>The Distance Education Committee will evaluate faculty and student perceptions of the Moodle learning management system in spring 2013.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Distance Education faculty survey, March 2013 (PA.127)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four faculty workshops (PA.128)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Moodle Basics online training courses (PA.129, PA.130)</td>
<td></td>
</tr>
<tr>
<td><strong>III.C.1.b.</strong></td>
<td>The Technology Committee in collaboration with Associated Students of Cuesta College will evaluate student satisfaction with the opportunities for technology training in 2012-2013.</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Student Technology Survey, spring 2013 (PA.131, PA.132)</td>
<td></td>
</tr>
<tr>
<td><strong>III.D.1.b.</strong></td>
<td>The Planning and Budget Committee and the Institutional Program Planning and Review Committee will collaborate to formalize the presentation of forecasts of the district’s financial assets or liabilities for the coming fiscal year as an ongoing component of the Institutional Program Planning and Review process.</td>
<td>Eliminated</td>
</tr>
<tr>
<td></td>
<td>The president and vice president of Administrative Services present budget updates within the President Forums.</td>
<td></td>
</tr>
<tr>
<td><strong>III.D.2.a.</strong></td>
<td>The Planning and Budget Committee will collaborate with the Fiscal Services Department to implement a monthly review of departmental budgets throughout spring semesters comparing actual and estimated spending with budget funds to prevent over-expenditures.</td>
<td>Completed/Ongoing</td>
</tr>
<tr>
<td></td>
<td>This planning agenda was met by proving quarterly updates to the Planning and Budget Committee with the 311Q reports. Additionally, in Spring 2013, Mike Hill’s tool was used to provide reports comparing actual spending with budget—this proved not to be an appropriate tool as department budgets are fluid in that managers are allowed to move funds between budget lines. Therefore, it is recommended that the district revert back to the tool used by the district in previous years for monitoring the spending of budgets. (PA.133)</td>
<td></td>
</tr>
<tr>
<td><strong>III.D.2.a.</strong></td>
<td>The Institutional Program Planning and Review Committee and the Planning and Budget Committee will collaborate to use the Unit Plan Worksheet - Prior Year Unit Funding Requests information to document the district’s effectiveness in using resources to support student learning programs and services.</td>
<td>Completed/Ongoing</td>
</tr>
<tr>
<td></td>
<td>Planning and Budget: District’s 2013-2014 Allocation Priorities (PA.10)</td>
<td></td>
</tr>
</tbody>
</table>
### III.D.2.c. The superintendent/president and vice presidents will invite all district constituents to monthly budget forums beginning fall 2012.

**Completed**

Budget information does not change frequently enough to warrant monthly budget forums. Therefore, the President’s Monthly Forums focus on the budget as new information is learned. ([PA.134](#))

### III.D.3.b. The Fiscal Services Department will collaborate with the San Luis Obispo County Office of Education to jointly present training on federal accounting regulations for grant project managers and fiscal analysts in spring 2013.

**Completed**

Since 2011, the district has sent staff annually to training regarding federal accounting regulations. ([PA.135](#))

### III.D.3.d. By December 2013 the vice president of Administrative Services will initiate a contract with an independent auditing firm to conduct an actuarial study of the district’s liabilities related to Other Post-Employment Benefits.

**Completed/Ongoing**

The Vice President of Administrative Services signed a contract for an actuarial study of the district’s liabilities related to Other Post-Employment Benefits on January 13, 2014. ([PA.136](#))

### III.D.3.h. The Planning and Budget Committee will develop a process to conduct a self-assessment of financial management practices in January of each year.

**Completed**

The Vice President of Administrative Services and the Director of Fiscal Services completed the annual self-assessment of financial management practices as outlined in the “Introduction to Fiscal Responsibilities,” Appendix 2 “CCC Sound Fiscal Management Self-Assessment Checklist” for fiscal year 2012-2013 on January 13, 2014 for presentation to the Planning and Budget Committee on January 21, 2014. ([PA.137](#))
Planning Agenda Evidence List

PA.2  Board of Trustees Minutes, May 1, 2013
PA.3  SLOCCCD Strategic Plan 2012-2014
PA.4  SLOCCCD Strategic Plan 2014-2017
PA.5  Board of Trustees Minutes, March 7, 2012
PA.6  Board of Trustees Minutes, October 3, 2012
PA.7  Board of Trustees Minutes, October 2, 2013
PA.8  SLOCCCD Integrated Planning Manual 2013
PA.9  Resource Allocation Rubric 2013
PA.10 Planning and Budget: District’s 2013-2014 Allocation Priorities
PA.12 “Reflecting and Refining: Moving Towards Sustainable SLO Implementation” PowerPoint, January 17, 2013
PA.13 Mapped Course and Program Outcomes Tool
PA.14 “Sustainable Direct Assessment” PowerPoint, January 15, 2014
PA.15 Student Services 2012-2013 Assessment Report; 2013-2014 Student Learning Outcomes Planning
PA.16 Principles Statement on Student Learning Outcomes and Assessment Signed by the Academic Senate, Cuesta College Federation of Teachers and the College Administration in May 2010
PA.18 Cuesta College Student Learning Outcomes Assessment Co-Coordinators Memorandum of Understanding and Position Description
PA.19 Academic Senate Minutes, May 14, 2010
PA.20 Student Learning Outcomes and Assessment on Institutional Research Website
PA.21 Current Accountability Reporting for the Community Colleges (ARCC) Report on Institutional Research Website
PA.22 Enrollment Management on Institutional Research Website
PA.23 Program Review on Institutional Research Website
PA.24 Program Degree/Certificate Completions
PA.25 SLOCCCD Institutional Effectiveness Outcomes Report 2013
PA.26 Student Characteristics Report on Institutional Research Website
PA.27 Student Characteristics and Enrollment Trends, 2009-2013
PA.28 Board Policy 4020
PA.29 Administrative Procedure 4021
PA.30 High School Specific Orientations
PA.31  MyCuesta Mondays
PA.32  Online Orientation Program
PA.33  Connect@Cuesta Committee End of Year Report for 2012-2013
PA.34  English as a Second Language Orientation PowerPoint
PA.35  Extended Opportunity Program and Services Orientation Invitation
PA.36  International Students Orientation Invitation
PA.37  Athletics/Make Up Orientation Agenda
PA.38  Out of District Athlete Orientation Web Page
PA.39  Student Services Chart, Standard II.B.3.a
PA.40  Library Unit Plan 2013-2014
PA.41  Nursing Division Cumulative Index to Nursing and Allied Health Invoice
PA.42  2012-2013 Foundation Grant Request Toward Converting Heavily Used VHS to Closed Captioned DVD or Streaming Video
PA.43  2012-2013 Foundation Grant Request Toward Library Books and Media
PA.44  Associated Students of Cuesta College Budget Allocations 2013-2014
PA.45  Cuesta College Friends of the Library Minutes, April 24, 2013
PA.46  Reference Desk Schedule Fall 2013
PA.47  CTEA Funding Library/Information Technology, 2013-2014
PA.48  Distance Education Faculty Survey, 2009
PA.49  Distance Education Faculty Survey, 2009 Comments
PA.50  Learning Management System Specialist Job Description
PA.51  Learning Management System Migration
PA.52  Moodle At One Flex Days Training
PA.53  Technology Resource Instructor Memorandum of Understanding, Fiscal Year 2013-2014
PA.54  Technology Resource Instructor Memorandum of Understanding, Summer 2013
PA.55  Distance Education Best Practices Pedagogical Readiness
PA.56  Distance Education Best Practices Technological Readiness
PA.57  Administrative Procedure 4105
PA.58  Board Policy and Administrative Procedure 2715
PA.59  Administrative Procedure 3050
PA.60  Board Policy 2710
PA.61  Administrative Procedure 2710
PA.62  Board Policy 1550
PA.63  Board Policy 3006
PA.64  Five Year Capital Outlay Plan
PA.65  Hourly Conversion Positions List
PA.66  Board Policy 2305
PA.67  Planning and Budget Budget Criteria 2013-2014
| PA.68 | College Council Faculty Prioritization Subcommittee Agenda, November 26, 2013 |
| PA.69 | Full Time Faculty Obligation Compliance, Fall 2009-2012 |
| PA.70 | Analysis of Compliance with the 50 Percent Law |
| PA.71 | EEO Plan |
| PA.72 | EEO Selection and Interview Checklist |
| PA.73 | Selection Committee EEO Training |
| PA.74 | Analysis of Applicant Pool 2012-2013 |
| PA.75 | Board Policy 7100 |
| PA.76 | Flex Program Evaluation: Student Mental Health 101 |
| PA.77 | Board of Trustees Diversity Training, March 5, 2014 |
| PA.78 | Human Resources Website |
| PA.79 | Faculty Professional Development Committee |
| PA.80 | Management Professional Development Committee |
| PA.81 | Staff Professional Development Committee |
| PA.82 | Conference Shared Learning Form |
| PA.83 | Integrated Planning Template – New Facility |
| PA.84 | SLOCCCD Technology Plan 2012-2017, Revised Spring 2012 |
| PA.85 | Planning and Budget 2010 Technology Proposal |
| PA.86 | Planning and Budget Minutes, April 20, 2010 |
| PA.87 | Planning and Budget Minutes, May 1, 2012 |
| PA.88 | How Technology Planning Is Integrated With the District’s Planning Process Diagram |
| PA.89 | 2011-2012 Planning and Budget Prioritization |
| PA.90 | Planning and Budget Minutes, Feb. 1 2011, Humanities Forum Upgrade |
| PA.91 | Central IT Budget Created |
| PA.92 | Planning and Budget Minutes, May 3, 2011, New Facilities Template |
| PA.93 | New Facilities Template North County Fox Building |
| PA.94 | SLOCCCD Annual Technology Assessment and Review Fall 2012 |
| PA.95 | SLOCCCD Participatory Governance: Decision Making and Committee Handbook |
| PA.96 | College Council SharePoint Site |
| PA.97 | Institutional Research Website |
| PA.98 | Accreditation Website |
| PA.99 | President’s Forums |
| PA.100 | Board Policy 1035 and Administrative Procedure R 1035 |
| PA.101 | SLOCCCD Committee Initiatives and Reporting 2013-2014 |
| PA.102 | College Council 2012-2013 End-of-Year Assessment, May 2013 |
| PA.103 | Faculty Prioritization Assessment of 2013-2014 Process Compiled Report |
| PA.104 | Committees, Governance, and Integrated Planning Workshop PowerPoint, August 16, 2012 |
| PA.105 | Employee Invitation to Fall 2012 Opening Day |
PA.106  Governance Workshop 2013 PowerPoint and Sign-up Sheet
PA.107  2011 Job Satisfaction Survey Results
PA.108  2013 Job Satisfaction Survey Results
PA.109  2013 Cuesta College Job Satisfaction Survey Results, 2011-2013
PA.110  Tracking of 2008 Planning Agendas
PA.111  Board Policy 2410
PA.112  Administrative Procedure 2410
PA.113  Board Policy 2740
PA.114  Board Development Plan 2013-2014 Calendar
PA.115  SLOCCCD Cuesta College Board of Trustees 2014 Meeting Schedule
PA.116  Board of Trustees Minutes, January 5, 2011
PA.117  Integrated Planning Calendar 2012-2013
PA.118  Integrated Planning Calendar 2013-2014
PA.119  Integrated Planning Calendar 2014-2015
PA.120  Integrated Planning Calendar 2015-2016
PA.121  Integrated Planning Calendar 2016-2017
PA.122  Summary of Progress Reports in President’s Cabinet Meetings
PA.123  Integrated Planning Training 2013 PowerPoint
PA.124  Strategic Planning Workshop Email
PA.125  Accreditation Website with All Planning Documents
PA.126  2013 Planning Process Assessment
PA.127  Distance Education Faculty Survey, March 2013
PA.128  Moodle Contact List
PA.129  Moodle Basics Course Screenshots
PA.130  Faculty Moodle Basics Feedback Survey
PA.131  Student Technology Survey 2012-2013
PA.132  Student Technology Survey Results 2012-2013
PA.133  Planning and Budget Minutes, February 5, 2013
PA.134  President’s Forum Invitation, March 17, 2014
PA.135  The California Community College Workshop on EDGAR, OMB Cost and Audit Circulars, and Release of New OMB Super Circular
PA.136  Cuesta College Actuarial Study of Retiree Health Benefits, February 1, 2014
PA.137  “CCC Sound Fiscal Management Self-Assessment Checklist”