



SUBSTANTIVE CHANGE PROPOSAL

2017

San Luis Obispo County Community College District, Cuesta College for provision of educational courses which lead to an Associate of Art Degree for Transfer and a Certificate of Specialization at the California Men's Colony



San Luis Obispo County Community College District

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A. Description of the Proposed Change and Rationale

The San Luis Obispo County Community College District, Cuesta College is seeking approval to begin offering classes at the California Men's Colony (CMC). The California Men's Colony is a male-only state prison located northwest of the city of San Luis Obispo, in San Luis Obispo County, California. The courses offered will comprise 50% or more of the curriculum leading to two awards: an Associate Degree in Arts for Transfer in Sociology and a Certificate of Specialization in Addiction Studies.

The location of the California Men's Colony falls within the geographical and administrative control of the College and is located two miles from the San Luis Obispo Campus.

The address of the site is:

California Men's Colony
Colony Dr, San Luis Obispo, CA 93409
(805) 547-7900
Capacity: 3,838
Opened: 1954

Expanding course offerings to the prison is the result of a deliberate planning effort by Cuesta College to address the under-served populations within its service area in accordance with its mission.

College 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, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

[\(SC.1\)](#)

Dialogue with the California Men's Colony began in the summer of 2014 when the two institutions made contact to establish a mutual partnership. The organizations discussed the development of this partnership and the processes involved in offering a degree and certificate where courses are delivered face-to-face.

B. Description of the program to be Offered if the Substantive Change Involves a New Educational Program, or Change in Delivery Mode

Although the substantive change does not involve a new educational program or change in delivery mode, it does involve the intent to provide general education and the Associate Degree in Arts for Transfer (ADT) in Sociology. The ADT in Sociology guarantees admission with junior status at a campus of the California State University System in a similar major.

Cuesta College offers Associate Degrees for Transfer to the CSU. This includes Associate in Arts (AA-T) and Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. Cuesta College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific campuses, but can make you more competitive. Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120 semester credits baccalaureate degree with 60 semester or 90 quarter credits.

Courses offered in the College's Intersegmental General Education Transfer Curriculum (IGETC) package ([SC.2](#)) meet General Education Requirements for a university degree. These are courses which are designed to give students an exposure to all major academic disciplines—natural sciences, physical sciences, social sciences, humanities, and the fine arts. Together, general education coursework and major course work make up a baccalaureate degree. Each campus within the California State University (CSU) and the University of California (UC) has its own unique general education pattern. However, students preparing to transfer to a CSU or UC often do not know which system they will attend. In order to facilitate the transfer of students from the California Community Colleges to the CSU and UC system, the IGETC was developed in 1991. By completing the IGETC at a California Community College, students can transfer to a CSU or UC campus without the need, after transfer, to take additional lower-division, general education courses. The IGETC is most useful for students who know that they want to transfer to a CSU or UC, but who have not yet decided upon a particular system, campus, or major. It is also generally the most appropriate pattern for students who are choosing majors in the humanities, arts, or social sciences, as these majors generally have fewer lower division major requirements. Courses completed for the major can also be double counted towards GE, where appropriate. It is the intent of the college to offer courses at the location so a student can fulfill the requirements for an **Associate Degree in Arts for Transfer, Sociology:** ([SC.3](#))

Catalog Description

Sociology is the study of human social life focusing on the modern world. It places emphasis on the analyses of culture, social structure, and interaction processes. The Sociology program provides students with a core curriculum that will prepare them with the knowledge and skills required to succeed in the study of sociology. Students will develop skills for critical thinking, perceptive reading, and sociological analysis. A sociology background is useful for further education in the social sciences, law, education, medicine, and counseling. Career fields in which a sociology background is valuable include education (elementary to post-secondary), social services, journalism, public relations, business, and government.

The Cuesta College AA-T/AS-T degree requires:

(1) Completion of 60 semester units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

(3) Earning a “C” or better grade in all courses required for the major or area of emphasis.

Required Core (3 credits)		Units
SOC 201A	INTRODUCTION TO SOCIOLOGY	3
List A: (Select SOC 202 and either MATH 236 or MATH 247; 6-7 credits)		
SOC 202	SOCIAL PROBLEMS	3
MATH 236	INTRODUCTION TO APPLIED STATISTICS	3
or		
MATH 247	INTRODUCTION TO STATISTICS	4
List B: (Select two courses from the following; 6 credits)		
SOC 204	INTRODUCTION TO CRIMINOLOGY	3
SOC 206	RACE AND ETHNIC RELATIONS	3

SOC 208	INTRODUCTION TO GENDER STUDIES	3
FMST 214	FAMILY, RELATIONSHIPS AND INTIMACY	3
PSYC 206	INTRODUCTION TO SOCIAL PSYCHOLOGY	3
List C: (Select one course not selected from List B or one course from the following; 3 credits)		
SOC 201B	SOCIAL INSTITUTIONS	3
ANTH 203	CULTURAL ANTHROPOLOGY	3
GEOG 202	CULTURAL GEOGRAPHY	3
PSYC 201	INTRODUCTORY PSYCHOLOGY	3
In addition to the major preparation course work listed above, completion of the CSU GE or the IGETC pattern is mandatory. Courses completed for the major can also be double counted towards GE, where appropriate. See a counselor for details.		
Total Units		18 - 19

Program Learning Outcomes

Upon successful completion of the program, the student will be able to demonstrate

- knowledge and skills required to succeed in the study of sociology
- skills for critical thinking and perceptive reading
- skills for sociological analysis

It is the intent of the college to offer courses at the prison location so a student can fulfill the requirements for a **Certificate of Specialization in Addiction Studies**: [\(SC.4\)](#)

Catalog Description

The Family Studies/Human Services Department offers an Addiction Studies Certification of Specialization designed to prepare students to serve as professionals in the growing career field of chemical and behavioral addiction counseling. Cuesta College is an accredited California Association for Alcohol/Drug Educators (CAADE) program. This credential will help students obtain jobs in social service agencies, treatment programs, recovery homes, schools, DEA, and law enforcement.

Required Core (15 credits)		Units
FMST 270	INTRO TO ADDICTION STUDIES: ADDICTION AND THE COMMUNITY	3
FMST 272	DRUG PREVENTION AND EDUCATION	3
FMST 278	FAMILIES AND ADDICTION	3
FMST 279	TREATMENT AND CASE MANAGEMENT	3
HEED 206	HEALTH ASPECTS OF DRUG USE	3
Total Credits		15

Program Learning Outcomes

Upon successful completion of the program, the student will be able to demonstrate

- Identify and critically evaluate the relative strengths and biases of the major research, theories, and models of substance use, abuse, and addiction.
- Apply principles of prevention and intervention personally and within various social settings (including related vocational, educational, criminal justice, and health organizations).
- Model skills used in a helping relationship.
- Compare and contrast the types of chemically dependent families and analyze intergenerational family dynamics.
- Design comprehensive treatment plans using sound assessment and diagnostic information as well as coordinate, monitor, and document services.
- Appraise my own professional conduct with the intention of enhancing self-awareness and performance through relevant continuing education and use of supervision.

C. Description of the Planning Process, which Led to the Request for the Change

1. The change's relationship to the institution's planning, evaluation, and stated mission

The students housed at the California Men's Colony are a population that are defined in the district's core purpose and focus in its mission statement

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, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

[\(SC.1\)](#)

The courses offered at the prison are encompassed across various academic disciplines. All program planning and review processes address the course needs (per discipline) and the program resource needs. An example of program needs is addressed in the attached Annual Program Review Worksheet for prison funding requests. [\(SC.5\)](#) Budget allocations for all courses, programs, and campus locations are part of a deliberate planning process that begins with a review of the mission, institutional goals, institutional objectives, program reviews and student achievement, student learning outcomes and assessment results and ends in resource allocation. Along with the district's general fund, the prison program has received federal, state and grant funding to support student success at the prison.

Senate Bill 1391 amends Sections 84810.5 and 84810.7 of the California Education Code to specifically authorize California Community Colleges to provide instruction at California Correctional Facilities. [\(SC.6\)](#) The California Department of Corrections and Rehabilitation and the California Community Colleges Chancellor's Office partnered to establish a framework for bringing community college programs involving face-to-face instruction to state prisons. [\(SC.7\)](#)

The San Luis Obispo County Community College, Cuesta College is located approximately two miles from the California Men's Colony (CMC), and was specifically requested by the California Community Colleges Chancellor's Office to undertake this endeavor. Cuesta College, in collaboration with CMC Adult Education Office, embarked on an assessment of the need and receptivity by CMC administration and inmates of a face-to-face college program. It was determined that whereas community college correspondence courses were available, inmates preferred the features and benefits of face-to-face instruction. Recent studies support the concept that in-person instruction is more effective with inmate populations. [\(SC.8\)](#)

The proximity of the prison to the college not only makes Cuesta College an obvious partner in the California Department of Corrections and Rehabilitation/California Community Colleges Chancellor's Office partnership. The partnership also facilitates the planning and implementation of the academic program at the prison site. A Stanford Law Report summarizes the Degree of Freedom Report. [\(SC.9\)](#)

2. The assessment of needs and resources which has taken place

Through direct outreach to CMC administration and inmates, Cuesta's Director of Workforce and Economic Development established interest in in-person studies in a transfer degree, addiction studies certificate, and workplace skills certificates. The Director, working with the Principal and staff of the adult education program of the prison, as well as with Cuesta administration, faculty and staff, identified the overall needs for the program in terms of personnel, agreements, logistics, classrooms, instructional resources, and professional development. ([SC.10](#))

Assessment of needs and resources led to CMC assigning a full-time staff person – Voluntary Education Program Coordinator to the Cuesta College academic program (STEP- Success through Education Program). Cuesta has assigned a Program Director and a Coordinator to oversee this program. Additional student services staff provide the full array of student services (as identified in the Memorandum of Understanding between Cuesta and the California Department of Corrections and Rehabilitation and the California Men's Colony. Addressing the needs of the program is a shared endeavor by both the College and California Men's Colony. CMC State Prison has agreed to provide adequate classroom space and related resources to the college academic program at no cost to the college. ([SC.11](#))

Technology was identified as an issue in the needs assessment. There were insufficient computers for both classroom instruction and independent study at the prison. We have overcome this obstacle by having both Cuesta and CMC technology staff collaborate on a \$90,000 technology upgrade plan that was funded through Student Equity Resources. Additionally, we have identified and provided for non-Internet-Based Adult Basic Education course development software (Aztec), which was reviewed and found appropriate by Cuesta faculty teaching in Math and English.

Cuesta College has agreed to accommodate the impact to faculty and student processes of the absence of online access for the inmates. All student documents will be completed and submitted manually. Faculty will provide electronic instructional resources as portable files (flash drives, CDs, DVDs).

Additional resources have been acquired to ensure inmate success – including private donations, Student Equity funds and Second Chance Pell Grant for inmates. ([SC.12](#) [SC.13](#), [SC.14](#))

The institution is aligning with the Chancellor's Office initiative and has become a pilot program designee for the Second Chance Pell. The change is in keeping with Cuesta College's current mission statement. ([SC.1](#))

3. The anticipated effect of the proposed change on the institution

The effect of this change is relatively minimal to Cuesta College as a whole. However, the provision of educational access and opportunity is highly impactful to incarcerated individuals participating in the program. Cuesta Administration has worked with the faculty collective bargaining unit to establish a Memorandum Of Understanding for faculty teaching at the prison. This collaboration also involves faculty recruitment from current and future faculty; faculty are selected whose preparation is consistent with the challenges of teaching incarcerated populations on site at a correctional facility. [\(SC.15\)](#)

4. A clear statement of the intended benefits that will result from the change

The first and foremost benefit is to the inmate. The second is the empirically validated demonstration of reduced recidivism. It is anticipated that the increased access to education has numerous secondary benefits including reduced racial strife, and better inmate relationships to their family. Anecdotally, we have directly observed and heard testimony of a positive change in classroom and prison culture from in-person college classes. Moreover, inmates have noted that family members of inmates look to education as the inmates are now modeling positive goal-directed behavior. While this is an anecdotal observation – we have received unsolicited testimony from inmates attesting to how this process has reduced their racism and paved the way for better relationships with their peers.

5. A description of the preparation and planning process for the change

The initial and ongoing planning meetings with CMC and Cuesta College administration, faculty and staff are included in the evidence. These meetings included specified actions in building inmate cohorts, streamlining processes for students to be matriculated, identifying specific courses, and classroom needs and the details of delivering student services for each inmate. [\(SC.10\)](#) Results from planning have created an Inmate Education Task Force made up of faculty, staff and managers. This committee focuses on opportunities for professional development, support for faculty who teach at the prison, and serves as a resource for faculty who are considering teaching at the prison. [\(SC.16\)](#) The district also established a Memorandum of Understanding for faculty who teach at the prison site. Faculty are compensated for mandatory California Men’s Colony training. [\(SC.15\)](#)

The district also applied to become and was designated a Second Chance Pell pilot program provider [\(SC.13\)](#)

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

1. Adequate an accessible student support services

Student services are being delivered by a designated Cuesta College Counselor and coordinated with a full-time California Men's Colony Education Coordinator. These on-site services include: orientation, assessment, counseling, financial aid, and the development of a Student Education Plan, and follow-up services to meet individual student needs.

Cuesta staff are present weekly and as needed at CMC to provide direct services. The college is implementing all of the services available to traditional on-site students and tailoring the delivery for inmates in an incarcerated setting.

In Fall 2017 the college is planning to offer a College Success Studies course, CSS 125 as a follow up service for inmates.

CSS 125, College Learning Strategies is a 2-unit course that is degree applicable and presents essential study methods that promote college success, including, but not limited to managing and maximizing learning and study time; critical thinking; levels of comprehension; understanding textbooks and other written material; active listening and notetaking strategies; test preparation; synthesizing and reviewing course content; test taking strategies; and campus resources. ([SC.17](#))

Course Student Learning Outcomes

- Construct and analyze personal time management habits and strategies.
- Identify and use strategies for focusing attention when reading, listening, taking notes, and taking tests.
- Employ effective content-specific reading strategies to comprehend and summarize academic reading.
- Identify, describe, and apply critical thinking strategies to enhance learning for college-level coursework.
- Identify personality type and personal learning styles and apply this knowledge to enhance learning, memory, exploration of majors, and career paths.
- Identify campus resources designed to support students.

2. Sufficient and qualified faculty, management and staff to effect and sustain the change

All faculty considered or assigned to work at the prison meet Cuesta College requirements and the minimum qualifications assigned to the discipline or subject area. The Human Resources Department assures that the qualifications and experience for each position match the needs of the program seeking a new employee. 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 (all faculty who teach at the prison are part of this process), and also determine the prioritization of overall faculty needs of academic programs. Qualifications for all hires are verified through various methods.

A Memorandum of Understanding was implemented for faculty who teach at the California Men's Colony. This MOU defines required training and compensation for faculty working at the prison. ([SC.15](#))

The Director of Workforce and Economic Development, Dr. Matthew Green is the point of contact and manager of the California Men's Colony program. The Director has extensive experience working with special projects in Workforce and Economic Development and Career Technical Education, and Community Colleges overall. He recently managed the Transitions Re-entry program for California Men's Colony, and has worked closely with BJ Snowden and Maurice Geddis at the California Community Colleges' Chancellors Office.

The identified counselor who provides the student services for the prison population has previously worked in Community College/Prison programs with West Hills College and Pleasant Valley Prison in Coalinga.

3. Professional development for faculty and staff to effect and sustain the change

Professional development for faculty and staff includes an 8-hour training with CMC followed by an additional 3-hour training ([SC.18](#), [SC.19](#)) developed jointly with California Men's Colony and Cuesta College to provide specific training for faculty and staff working with incarcerated populations. The training covers global issues such as criminal thinking and avoiding manipulation, as well as prison-specific safety protocols, policies and procedures.

Additional professional development has been provided at faculty meetings and at the Inmate Education Summit in December 2015, which was attended by eight individuals who represent faculty staff, and managers, a statewide training on inmate education in June 2016 hosted by

Bakersfield College and attended by five of the college's faculty and staff, and a visit to Lancaster prison with other college programs in December 2016 attended by the project director.

Student Equity Professional Development funds are available for faculty who teach or who are interested in teaching at the prison.

4. Appropriate equipment and facilities, including adequate control over any off-campus site

At the prison, the college has access to three modern instructional spaces with white boards and projectors. The college received an Addendum Student Equity Grant to install computers for all students in two of the classrooms. The computers do not have internet access. Other physical, technology, and financial needs are processed through the College's integrated planning and budget allocation processes. ([SC.12](#), [SC.5](#))

5. Sustainable fiscal resource including the initial and long-term amount and resources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

There is no long term negative fiscal impact as the project is funded via Full Time Equivalency Students (FTES) State Apportionment. There are no costs to the college for facility and equipment use. Existing staff can provide the program oversight and direct student services. Resources to inmates will be provided via the Second Chance Pell Grant. Student Equity funding provides professional development opportunities for faculty teaching at the prison and provides one-time dollars for the purchase of computers for student use.

6. A comparative analysis of the budget, enrollment, and resources: identify new or reallocation funds

Inmate books are supported through a \$20,000 Cuesta College Foundation Grant. Currently there is no separate budget for the prison program. Technology upgrades in the prison to allow for courses have been funded through Student Equity funds and will be continued.

Enrollment is based on the capacity of the prison to provide adequate classroom and security. This program was started in response to a Chancellor's office invitation.

All courses offered to date (with the exception of transfer-level English, which requires placement through an assessment) have had full registration at the beginning of the class.

7. A plan for monitoring achievement of the desired outcomes of the proposed change

All courses and outcomes will be monitored through the College's established program review process. This process includes data collected for: enrollment, student demand (fill rate), FTES/FTEF, student success course completion, degrees and certificates awarded and demographics. ([SC.20](#))

8. Evaluation and assessment of student learning outcomes, achievement, retention, and completion

Student learning outcomes are part of the program planning and review cycle and are assessed in eLumen, the college's assessment system software, when identified in each program's assessment calendar. The Associate Degree for Transfer in Sociology and the Addiction Studies Certificate learning outcomes are included in the program planning and review process. Student achievement, retention, and completion data are available at the Institutional Research website and are included in all annual program planning and review processes. ([SC.21](#), [SC.22](#))

The following data was collected for Spring 2016 and Fall 2016 for student success and completion. ([SC.23](#))

SPRING 2016

	CRN	Enroll	Completion	Success
ENGL 201A	30050	28	21	20
FMST 270	31672	29	25	24
FMST 270	32660	36	31	25
PDS 170	33562	26	26	25
PDS 171	33559	28	26	26
PDS 172	33560	26	25	25
173	33558	26	24	24
175	33394	26	26	25
176	33453	26	26	26
177	33454	26	26	26
178	33400	26	26	25
179	33561	26	26	22
182	33405	26	26	22

	CRN	Enroll	Completion	Success
ENGL 201A	73303	22	16	15
ENGL 201A	73304	15	12	12
HIST 207B	70183	30	27	26
PSYC 201	73962	30	26	26
PSYC 206	74015	29	25	25
FMST 278	71972	29	26	19
FMST 278	73999	28	28	27
FMST 270	72310	24	24	21
PDS 171	73916	20	20	18
PDS 172	73918	20	20	18
PDS 173	73920	24	24	24
PDS 176	73927	20	20	13

E. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

- The Associate Degree for Transfer in Sociology was approved by the Curriculum committee on March 18th, 2011 by the board of trustees on April 6th, 2011 and by the California Community Colleges Chancellor’s Office on September 20th, 2011. ([SC.24](#), [SC. 25](#), [SC.26](#))
- The Certificate in Addiction Studies was approved by the Curriculum committee on April 3rd, 2009 and by the board of trustees on May 6th, 2009. ([SC.27](#), [SC.28](#))
- A Memorandum of Understanding with California Men’s Colony was signed on August 15th, 2015 ([SC. 11](#))
- A Memorandum of Understanding with the Cuesta College Federation of Teachers signed on October 19th, 2016 ([SC.15](#))

F. Evidence that each Eligibility Requirement (ERs) will be fulfilled specifically related to the change

As evidenced on its Accreditation web page, the San Luis Obispo County Community College District, Cuesta College was last awarded reaffirmation of accreditation by the Accrediting Commission for Community and Junior colleges of the Western Association of Schools and Colleges (ACCJC/WASC in January 2014 with a requirement that it complete a Follow Up report by October 2016. The College submitted this Follow-up report in October 2016 and will submit its Mid-Term Report in October 2017.

The College will continue to meet its eligibility requirements in the following areas. (Note on evidence: except where indicated, documentation to support the Eligibility Requirements is the same as that used in the last 2014 Self Evaluation).

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. [\(ER1\)](#)

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. [\(ER2\)](#) 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. [\(ER3\)](#) The mission specifically states the district's commitment to achieving student learning. The mission statement is published in the annual college catalog, [\(ER4\)](#) on the website [\(ER5\)](#) and widely throughout the district. The *SLOCCCD Integrated Planning Manual* indicates the review cycle of the district's mission statement. [\(ER6\)](#)

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. [\(ER1\)](#) The student trustee is elected by a district-wide Associated Students of Cuesta College (ASCC) general election. [\(ER7\)](#)

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. [\(ER9\)](#)

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 progress report. 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. [\(ER10\)](#) The superintendent/president possesses the requisite authority to administer board policies and devotes full-time responsibility to the district/college. [\(ER11, ER12\)](#) The superintendent/president is neither the chair nor a member of the governing board, but does report directly to the governing board. [\(ER11, ER12\)](#)

Changes in the chief executive officer took place in 2010 and 2008, and the district notified the Commission immediately upon each change. [\(ER13, ER10\)](#)

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. [\(ER14, ER15, ER16\)](#) 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. [\(ER17, ER18\)](#)

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 (ER19) 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. (ER20, ER21, ER22, ER23)

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. (ER24) 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/catatog/catalog_2013-14/catalog_2013-14.pdf (ER25, ER26, ER27)

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 (ER28) 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. ([ER29](#), [ER30](#))

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. ([ER31](#), [ER32](#), [ER33](#))

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. ([ER34](#))

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. ([ER35](#)) 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. ([ER35](#))

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. ([ER24](#))

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 ([ER36](#)) 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 ([ER37](#)) 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 ([ER38](#)) states that students have the right of free expression. Article 3 of the Cuesta College Federation of Teachers Collective Bargaining Agreement ([ER39](#)) 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. ([ER40](#), [ER37](#)) 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. ([ER41](#))

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. ([ER42](#)) The programs and services are published in the college catalog and advertised to students through the campus website. ([ER43](#), [ER44](#), [ER45](#), [ER46](#))

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.

([ER47](#), [ER48](#)) 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. ([ER49](#), [ER50](#), [ER51](#), [ER52](#), [ER53](#), [ER54](#), [ER55](#), [ER56](#))

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. ([ER57](#))

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 ([ER58](#), [ER59](#))

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. ([ER60](#))

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. ([ER61](#)) The budget includes a reserve of 6% of state and local revenues. ([ER61](#)) 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. ([ER62](#)) 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. ([ER63](#)) 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. ([ER64](#)) 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. ([ER65](#))

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, ([ER66](#)) 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. ([ER67](#)) 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. ([ER68](#) , [ER69](#), [ER70](#), [ER71](#), [ER72](#), [ER73](#), [ER62](#))

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. ([ER6](#), [ER74](#), [ER75](#))

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. ([ER76](#), [ER77](#)) Assessment of the 2012-2013 academic year shows that the district exceeded the goal of 2% improvement in student distance education success rates. ([ER78](#))

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. [\(ER25\)](#) 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. [\(ER79\)](#) Board Policy 1100 ensures that the district describes itself in identical terms to all of its accrediting agencies. [\(ER80\)](#) 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. [\(ER81, ER74, ER30, ER26, ER27\)](#)

G. Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed

Standard I

The proposed program at the new location does not affect any part of Standard 1 – Institutional Mission and Effectiveness. In fact, the proposed change is a fulfillment of the College’s mission to “... inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.” [\(SI.1\)](#)

The college will continue to reevaluate its mission statement every three years and will have it approved by the governing board. The mission statement is and will continue to be published on the college’s website and throughout the campus.

The district will continue to establish student learning programs and services that are aligned with its purposes, its character and its student population. It will continue to emphasize student learning and student achievement. The district will continue to define and assess student learning

outcomes, and institutional set standards. It will continue to carry out program review, regularly evaluate its policies and practices, and communicate its assessment results and engages in continuous, systematic evaluation and planning. The college 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 district has established strategies to develop Institutional Goals and Institutional Objectives that align with accreditation standards and has used those strategies to prepare its education master plan and strategic plan. The district 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. 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. 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 communicates assessment results to both internal and external stakeholders.

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 district 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. ([SI.1](#), [SI.2](#), [SI.3](#), [SI.4](#), [SI.5](#), [SI.6](#), [SI.7](#))

Standard II

Standard II is minimally impacted by the proposed change. The district will continue to assess its educational quality through methods accepted in higher education, it will still make the results of its assessments known to the public, it will continue to use program review and the assessment of student learning outcome to improve educational quality and institutional effectiveness, it will continue to ensure that degrees contain a general education component and a focused area of inquiry. The district does and will continue to evaluate the quality of its student support services,

at the prison it will provide for co-curricular services suitable to its mission, such as college preparedness and tutoring programs, the district regularly evaluates admission and placement instruments, it continues to maintain student records and all state and regulatory requirements.

In fall 2017 the prison instruction will provide pre collegiate instruction in math, English and study skills. The district works closely with the adult school inside the prison to coordinate all logistics, classroom use, equipment, scheduling, outreach, financial aid and all student services for students.

The district's staff coordinate with the California Men's Colony and the management to ensure inmate access to in-person college courses working within the policy restricting inmate assignments. For each semester at the prison the schedule is designed based on the following factors:

- Meeting GE/Sociology ADT Requirements or Addiction Studies Certificate Requirements
- Faculty availability
- Classroom availability in pre-determined blocks of time per California Men's Colony schedule (custody, meals, work assignments)
- Total number of students enrolled in Cuesta programs and number of classes each inmate can take in a given semester
- Student preparedness (prerequisites, assessment placement).

The adult school provides instruction up through twelfth grade as determined by assessment exams. 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. ([SI.1](#), [SI.7](#))

Library Services and learning support services for the district and the California Men's Colony has a long history of collaboration. The Director of Libraries at California Men's Colony has been a long time district part time faculty member librarian. The following are services offered for inmates:

- The Library coordinates with Cuesta faculty to provide research materials to inmates for all term papers.
- All course readings are on reserve at the libraries
- The libraries will be housing 10 college computers with printer for inmate to use during study hall (to be set up in January 2017)
- The library coordinates electronic study materials to provide student access outside of class

Finally, the district assures equitable access by providing appropriate, comprehensive and reliable student services regardless of the service location. At the California Men's Colony, the same student services are provided during scheduled visits. In Fall 2016, applications assessment and orientation were scheduled for the participating prisoners. The designated counselor met with students individually and in groups to process applications and to complete several steps of the matriculation procedure. All California Men's Colony students' enrollment fees are paid for through the Board of Governors (BOG) Fee Waiver Student Rep & Health Fees are waived as incarcerated students do not have access to these services. A Cuesta College Foundation grant and Student Equity funds (as described in C.3), have provided class sets of textbooks and instructional supplies (notebooks, pens, pencils, paper and scantrons). Student Equity funds also purchased 54 computers for student use via a \$90,000 grant coordinated between Cuesta College and the California Men's Colony. With the recent qualification of the 2nd Chance Pell Grant, future textbooks and instructional supplies will be covered with federal funds. In October 2016, Financial Aid staff (technician and counselor) conducted workshops to assist our incarcerated students in filling out the 2016-2017 and 2017-2018 FAFSA.

The district demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the district's mission and uphold its integrity.

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. ([SII.1](#), [SII.2](#))

The district routinely assesses its effectiveness in meeting student needs and when issues are identified, makes adjustments in its academic programs.

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. Student outcomes are posted annually on the district website. ([SII.3](#), [SII.4](#))

The district 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.

Standard III

Much of the impact of the proposed change on areas of Standard III – human resources, physical resources, technology resources, and financial resources – is covered in sections B. and C.

The Human Resources Department assures that the qualifications and experience for each position match the needs of the program seeking a new employee. 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 (all faculty who teach at the prison are part of this process), and also determine the prioritization of overall faculty needs of academic programs. Qualifications for all hires are verified through various methods.

All personnel are evaluated systematically and at regular intervals to assess effectiveness of personnel and encourage improvement. Completed evaluations for all employees are maintained in confidential and secure personnel files located in the Human Resources Department. Faculty teaching at the California Men's Colony will follow the same evaluation process. All district faculty and staff evaluations address outcomes assessment and are part of the regular evaluation process. Programs and services are available to support a diverse group of personnel. Programs, practices, and services related to diversity are ever-evolving and need continued attention. Therefore, a centralized Equal Employment Opportunity officer and the Equity Action Committee monitors the EEO Plan and helps move the district significantly forward in this area. The board policies and administrative procedures ensure equitable treatment of all staff and students and include the process for resolution if there is a violation.

The district 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 district has the capacity to assure safe and sufficient physical resources at its sites. The California Men's Colony maintains the physical site. As indicated above in section C., classrooms are provided that currently support the classes being offered at the facility. The personal safety of faculty and staff is clearly a high priority at the prison.

Technological services and professional supports are appropriate and adequate to support the classes being offered at the prison. Technology at the California Men's Colony is maintained by the prison staff and highly regulated. As indicated in section C., the district received funding to outfit two classrooms with computers. This process was coordinated with the prison and the computers are pre downloaded with power points, resources and course materials prior to the beginning of a semester. Prisoners are not allowed internet access.

The district has the budget planning infrastructure needs to support the proposed changes. As indicated, budget allocation for all courses, programs, and campus locations is part of a deliberate planning process that begins with a review of the mission, institutional goals, institutional objectives, program reviews, and student achievement, student learning outcomes and assessment results and ends in resource allocation. Along with the district's general fund, the district has a number of federal, state and grant funding resources available to support student success at each location.

The district regularly assesses 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 San Luis Obispo County Community College District Integrated Planning Manual 2015. ([SI.2](#))

Standard IV

The proposed change has no bearing on the district commitment to leadership and governance. 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.

The district 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. As discussed in section C., the college has created and implemented an Inmate Education Task Force, which meets regularly and shares information, resources, ideas, future planning, develops expertise, and identifies professional development opportunities.

The San Luis Obispo County Community College District 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. ([SIV.1](#))

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.

The roles and responsibilities of the superintendent/president and board of trustees are not affected by the proposed change. 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). ([SIV.2](#), [SIV.3](#))

Substantive Change Evidence List

[SC.1](#) Cuesta College Mission Statement

[SC.2](#) Intersegmental General Education Transfer Curriculum (IGETC) package

[SC.3](#) Associate in Arts in Sociology for Transfer (AA-T) Degree and Transfer Catalog Description

[SC.4](#) Addiction Studies Course and Certificate Catalog Description

[SC.5](#) Resource Plan Worksheet: Prioritized List of Needs

[SC.6](#) California State Senate Bill 1391 Chapter 695

[SC.7](#) Inmate Education Pilot Program between California Department of Corrections and the California Chancellors Office

[SC.8](#) Degrees of Freedom Report

[SC.9](#) Stanford Law Article Overview of the Degrees of Freedom Report

[SC.10](#) Planning Assessment Meeting Log 2015-2016

[SC.11](#) Memorandum of Understanding between Department of Corrections and Rehabilitation and San Luis Obispo County Community College District

[SC.12](#) Reallocation of Student Equity Funds

[SC.13](#) Second Chance Pell Grant for inmates Application and Federal Student Aid Acceptance Letter

[SC.14](#) Cuesta Foundation Grant

[SC.15](#) Memorandum of Understanding between San Luis Obispo County Community College District and the Cuesta College Federation of Teachers (AFT Local 4909)

[SC.16](#) Inmate Education Task Force

[SC.17](#) College Learning Strategies Catalog Course Description

[SC.18](#) Professional Development California Men's Colony Training

[SC.19](#) Professional Development with Cuesta College and California Men's Colony

[SC.20](#) Institutional Research Program Review Data Website

[SC.21](#) Program Planning and Review for Sociology

[SC.22](#) Program Planning and Review for Family (Addiction) Studies

[SC.23](#) Student Success Completion Data for CMC

[SC.24](#) Curriculum Committee Approval of the Associate Degree for Transfer in Sociology

[SC.25](#) Cuesta College Board of Trustees Approval of the Associate Degree for Transfer in Sociology

[SC.26](#) California Community College Chancellor's Approval of the Associate Degree for Transfer in Sociology

[SC.27](#) Curriculum Committee Approval of the Certificate in Addiction Studies

[SC.28](#) Cuesta College Board of Trustees Approval of the Certificate in Addiction Studies Eligibility Requirement

[ER 1](#) San Luis Obispo County Community College District Board Policy Number 2010 Board Membership

[ER 2](#) San Luis Obispo County Community College District Final Proposed Mission Statement

[ER 3](#) San Luis Obispo County Community College District Board of Trustees Minutes, May 1st, 2013

[ER 4](#) College Catalog Cuesta Catalog 2013-2014

[ER 5](#) Mission Statement Web Page

[ER 6](#) San Luis Obispo County Community College District Integrated Planning Manual 2013

[ER 7](#) San Luis Obispo County Community College District Board Policy Number 2015 Student Member(s)

[ER 8](#) San Luis Obispo County Community College District Board Policy 2200

[ER 9](#) San Luis Obispo County Community College District Board Policy Number 2710 Conflict of Interest

[ER 10](#) San Luis Obispo County Community College District Board of Trustees Minutes November 2nd, 2011

[ER 11](#) Superintendent/President Executive Designation Job Description

[ER 12](#) San Luis Obispo County Community College District Board Policy Number 2430 Delegations of Authority to the Superintendent/President

[ER 13](#) Dr. Gilbert H. Stork Biography

[ER 14](#) San Luis Obispo County Community College District Board Policy Number 2061 Rules and Procedures for Permanent contract

[ER 15](#) San Luis Obispo County Community College District Board Policy Number 2065 Evaluation of Managers

[ER 16](#) San Luis Obispo County Community College District Organizational Chart

[ER 17](#) Enrollment History 2011- 2014

[ER 18](#) Enrollment in Institutional Degree Programs by Year of 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](#) Cuesta College Associate Degrees for Transfer November 30th

[ER 24](#) CurricUNET

[ER 25](#) College Catalog

[ER 26](#) Class Finder

[ER 27](#) Accrediting Commission for Community and Junior Colleges Status Report on Student Learning Outcomes Implementation, October 2012

[ER 28](#) Cuesta College Catalog Repetition and Grading Policies

[ER 29](#) Institutional Research Website – Comprehensive Program Planning and Review/ Annual Program Planning Worksheets

[ER 30](#) Link from College Catalog, Program Student Learning Outcomes

[ER 31](#) Comprehensive Program Planning and Review Sample

[ER 32](#) San Luis Obispo County Community College District Institutional Effectiveness Outcomes Report 2013

[ER 33](#) San Luis Obispo County Community College District Spring 2013 Progress Report

[ER 34](#) Student Achievement Outcomes- Institutional Research Website

[ER 35](#) Cuesta College Catalog, General Education

[ER 36](#) San Luis Obispo County Community College District Board Policy Number 1565 Unlawful Discrimination

[ER 37](#) San Luis Obispo County Community College District Board Policy Number 3095 Tenure for Academic Personnel

[ER 38](#) San Luis Obispo County Community College District Board Policy Number 3900 (being vetted, currently Board Policy 6200.1 Speech: Time, Place, and Manner

[ER 39](#) Collective Bargaining Agreement San Luis Obispo County Community College District and the Cuesta College Federation of Teachers AFT Local # 4909 (2008-2011)

[ER 40](#) San Luis Obispo County Community College District Board Policy Number 3006 Professional Standards for Faculty of Cuesta College

[ER 41](#) San Luis Obispo County Community College District Administrative Procedure Number 4105 Distance Education

[ER 42](#) San Luis Obispo County Community College District Board Policy Number 6000 Objectives of Student Services Program

[ER 43](#) Cuesta College Catalog, Student Support Services and Special Programs

[ER 44](#) Demographic Characteristics of Students Report Summer 2013

[ER 45](#) Demographic Characteristics of Students Report Fall 2013

[ER 46](#) Institutional Research Website – Comprehensive Program Planning and Reviews

[ER 47](#) San Luis Obispo County Community College District Board Policy Number 5010 Admission and Concurrent Enrollment

[ER 48](#) San Luis Obispo County Community College District Administrative Procedure Number 5010 Admission

[ER 49](#) Admission Application in English

[ER 50](#) Admission Application in Español

[ER 51](#) Admissions Application Paramedic

[ER 52](#) Admissions Application Psychiatric Technician Atascadero State Hospital

[ER 53](#) Admissions Application Registered Nurse

[ER 54](#) San Luis Obispo County Community College District Admissions and Records Assistant Job Description

[ER 55](#) San Luis Obispo County Community College District Director of Admissions and Records Job Description

[ER 56](#) Admission Application (online version)

[ER 57](#) San Luis Obispo County Community College District Board Policy Number 5090 Instructional Materials and Services

[ER 58](#) Periodical Holdings Database

[ER 59](#) Database List

[ER 60](#) Cuesta Borrowing Privileges with Cal Poly's Robert E Kennedy Library

[ER 61](#) San Luis Obispo County Community College District Board Policy Number 6200 Budget Preparation

[ER 62](#) Accrediting Commission for Community and Junior Colleges Annual Fiscal Report 2011-2012

[ER 63](#) San Luis Obispo County Community College District Board of Trustees Minutes April 10th, 2013

[ER 64](#) Foundation Mission

[ER 65](#) Cuesta College Actuarial Study of Retiree Health Liabilities

[ER 66](#) Institutional Program Planning Allocation Report 2010-2011

[ER 67](#) San Luis Obispo County Community College District Board Policy Number 7000 Administrative Services

[ER 68](#) Planning and Budget Website

[ER 69](#) San Luis Obispo County Community College District Board of Trustees Minutes February 6th, 2013

[ER 70](#) Certified Independent Audits

[ER 71](#) Cuesta College Foundation Audits

[ER 72](#) Accrediting Commission for Community and Junior Colleges Annual Fiscal Report 2009-2010

[ER 73](#) Accrediting Commission for Community and Junior Colleges Annual Fiscal Report 2010- 2011

[ER 74](#) Accreditation Web Page

[ER 75](#) Institutional Research Web Page

[ER 76](#) Best Practices for Distance Education Technology Readiness for Faculty

[ER 77](#) Best Practices for Distance Education Pedagogical Readiness for Faculty

[ER 78](#) Institutional Objective 1.3 Assessment

[ER 79](#) San Luis Obispo County Community College District Board Policy Number 3200

[ER 80](#) San Luis Obispo County Community College District Board Policy Number 1100

[ER 81](#) List of degree granting organizations Cuesta College is affiliated for the following Academic Programs

Accreditation Standards

[SI.1](#) SLOCCCD Cuesta College Mission Statement

[SI.2](#) SLOCCCD Integrated Planning Manual 2015

[SI.3](#) SLOCCCD Educational Master Plan 2016

[SI.4](#) SLOCCCD Strategic Plan 2017-2020

[SI.5](#) SLOCCCD Strategic Plan 2014-2017

[SI.6](#) SLOCCCD Progress Report Spring 2016

[SI.7](#) Annual and Comprehensive Program Planning Review Worksheet

[SII.1](#) Art Elumen Report SLO Assessment

[SII.2](#) Econ Elumen Report SLO Assessment

[SII.3](#) SLOCCCD Strategic Planning 2014-2017

[SII.4](#) SLOCCCD Student Services Assessment Report

[SIV.1](#) BP 2200

[SIV.2](#) BP 2010

[SIV.3](#) BP 2430

San Luis Obispo County Community College District



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