Response to 2011 Visiting Team’s Follow-Up Report – Recommendation 2

### Recommendation 2: Planning and Assessment

**Excerpt from Visiting Team Report**

The development and adoption of the 2010-2013 Strategic Plan addressed a major component of Recommendation 2. However, at the time of the November 2010 visit, the team found that the 2010-2013 Strategic Plan was [...] primarily a plan to plan rather than an actual guiding document with goals and objectives that would give direction to the college.

At the time of the November 2011 visit, Cuesta College had drafts of a Technology Plan and of a Fiscal Plan which required additional work and consultation. The college expected to have these drafts finalized and approved in December 2011 or in early spring. As of November 10, 2011, the college had not developed the other operational plans cited in the 2010-2013 Strategic Plan and later in the EMP.

**SLOCCCD Response and Completed Actions**

Completion of:

- San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum, the revision of which established clear alignment of fiscal realities with concrete planning for the future. Pages 14-19.

Operational Plans Completed as a result of Strategic Planning (page: 11):

- San Luis Obispo County Community College District Technology Plan Revised 2012-2017
- San Luis Obispo County Community College District Long Term Fiscal Plan 2012-2016
- San Luis Obispo County Community College District Equal Employment Opportunity Plan 2012-2015
- San Luis Obispo County Community College District Enrollment Management Plan (2011-12 and Update 2012-2014)
- San Luis Obispo County Community College District Resource Development Plan 2012-2013
- San Luis Obispo County Community College District Facilities Master Plan 2011-2021

**Critique of the Educational Master Plan:**

“the EMP has the appearance of a plan for growth that does not seem aligned with the fiscal realities that the
| college is facing. While this is a long-term plan, most of the departmental requests included in the EMP ask for more resources and talk about growth and expansion. | Program Planning and Review template to incorporate current district issues: Pages 10-13
The Institutional Program Planning and Review process, including resource allocation, creates effective planning and prioritization based on Institutional Objectives and Student Learning Outcomes. Pages: 138-140, and 145. The district has developed an Integrated Planning Manual that calendars the Integrated Planning Process for all district planning and resource allocation. The manual and its calendar have been fully integrated into the calendar of work for the Planning and Budget Committee and the district’s planning and resources allocation processes. Pages 39-40. Resource allocation, planning, and budget development processes undergo a regular, integrated assessment cycle. Pages: 39-40.
The Planning and Budget Committee’s rubric objectively ranks allocation requests based on several criteria including Institutional Objectives and Student Learning Outcomes in developing the District’s Allocation Priorities. Pages: 125, 138, 142, and 143. |
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<td>The Strategic Plan is now expected to be informed by the EMP. At the time of the November 2011 visit, that step was still to be accomplished. Neither the EMP nor the 2010-2013 Strategic Plan include overall institutional objectives that are time-bound, measureable, realistic and specific. The college expects to have such objectives developed and included in the 2012-2013 update of the Strategic Plan.</td>
<td>San Luis Obispo County Community College District Strategic Plan 2012-2014 was approved and includes institutional objectives that are “time-bound, measureable, realistic and specific”. Pages 20-24. These aspects of the accreditation standards were incorporated into the district’s 2012 Integrated Planning Model. The San Luis Obispo County Community College Integrated Planning Manual 2012 defines the strategic plan as the process by which Institutional Objectives and Action Steps are developed and describes them as the means by which, the Institutional Goals identified in the educational master plan addendum will be achieved.</td>
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<td>A team meeting with the two SLOA Coordinators and the Vice President of Academic Affairs indicated that the college had shifted from a general resistance towards SLOs to</td>
<td>San Luis Obispo County Community College District Proficiency Report 2012-2013, submitted to ACCJC, October 15, 2012, documents the effective embrace of student learning outcomes assessment, documentation and analysis. <a href="http://www.cuesta.edu/aboutcc/planning/accreditation/reports.html">http://www.cuesta.edu/aboutcc/planning/accreditation/reports.html</a> SLOCCCD is 100% proficient in course and program student</td>
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<td>embracing the potential of SLO assessments for exploring the pedagogy and practices across instruction for planning improvements, and memorializing those objectives in electronically accessible course and programmatic assessment documents. This is a positive step for the college.</td>
<td>learning assessment.</td>
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