San Luis Obispo County
Community College District
INSTITUTIONAL PROGRAM
PLANNING & REVIEW (IPPR)
Document 2013-2014

- Annual Program Planning Worksheet (APPW)
- Comprehensive Program Planning & Review (CPPR)
- Unit Plan
MODEL OF INTEGRATED PLANNING (FIGURE 1)

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 re-evaluation.
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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

OVERVIEW OF IPPR DOCUMENT

THIRD Ed. (2013-2014)

The Institutional Program Plan and Review Document is a district-wide document that allows all departments and divisions to use the IPPR for the purposes of comprehensive program review and for annual program review updates, as well as annual unit plan funding requests.

The Institutional Program Plan and Review (IPPR) Document contains the following primary elements:

- The Comprehensive Program Plan and Review (CPPR)
- Career Technical Education Two-year Program Review
- Annual Program Planning Worksheet (APPW)
- Unit Plan including Excel Worksheets

These elements are to be submitted electronically as two files, the IPPR document (a Word document) and the Unit Plan worksheets (Excel documents). The signature page needs to be submitted as a hard copy. On the deadline established, they are submitted to the cluster administrator responsible for the management of the program, division, and/or department.

Also included in the IPPR document are supporting resources and supplemental documents used when completing the IPPR:

- District Planning Documents –the District Mission, The Institutional Goals, the SLOCCCD Strategic Plan 2012-2014, the SLOCCCD Educational Master Plan 2011-2016, District-Wide Measurements/Data, SLOCCCD Institutional Effectiveness Outcomes (IEOs), SLOCCCD Institutional Learning Outcomes (ILOs), and the Student Characteristics Report 2005-2009
- Faculty Hiring/Prioritization Information
- Course Program Assessment Summary (CPAS)
- CPPR Course-level SLOs and Assessment – as an alternative to CPAS
- Signature Page

Annual Processes – The Annual Program Planning Worksheet (APPW) and Unit Plan

Annually, all district programs complete an APPW (except during years for Comprehensive Program Planning and Review), and each instructional, administrative and student services division or department completes an annual Unit Plan.
IPPR Documents

**APPW**

All district-wide programs in the Academic Affairs Cluster, the Student Services Cluster, the Administrative Services Cluster and the President’s Cluster use the same Annual Program Planning Worksheet included in the IPPR.

- IPPR Worksheet Annual Program Planning Worksheet
- Additionally, instructional programs are asked to include the Faculty Hiring/Prioritization Information if applicable

**Unit Plan**

All district Divisions and Departments use the same Unit Plan document and worksheets. Unit plans are the vehicle used to tie Program Review to resource allocation.

- Unit Plan Narrative
- Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests
- Personnel Requests Unit Plan Worksheet — Personnel Funding Requests
- Supplies Requests Unit Plan Worksheet — Supplies Funding Requests
- Equipment Requests Unit Plan Worksheet — Equipment Funding Requests
- Facility Requests Unit Plan Worksheet — Facility Funding Requests
- Technology Unit Plan Worksheet — Technology Funding Requests
- Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs

**Scheduled Process – The Comprehensive Program Planning and Review (CPPR)**

On a cycle of four or five years – four for Career Technical Education (CTE) programs and five for non-CTE programs – each program must complete a Comprehensive Program Plan and Review (CPPR).

In the IPPR document, required CPPR documents are organized by Cluster:

**Instructional CPPR – To be completed by all Academic Affairs Units**

- Instructional CPPR narrative sections
- Faculty Hiring Prioritization Information (if applicable)
- Course Program Assessment Summary (CPAS)

**Student Services CPPR – To be completed by the VP Student Services Cluster**

- Student Services CPPR narrative sections
- Faculty Hiring Prioritization Information (if applicable)
- Course Program Assessment Summary (CPAS)
- Course-level SLOs and Assessments (if applicable)

**Administrative Services CPPR – To be completed by the President’s Cluster and VP Administrative Services Cluster**

- Administrative Services CPPR narrative sections
- New Course and Program Assessment Summary (CPAS) document
Submit the CPPR to the cluster administrator responsible for the program. When submitting the CPPR, submit the completed, relevant sections of the IPPR Document and Excel Worksheets electronically to your cluster administrator by the due date provided, with the Unit Plan included.

**The CTE Two-Year Program Review**

Career Technical Education programs will operate on a four-year cycle, and every second and fourth year, programs, as per Ed Code 78016, will submit a brief CTE Two-year Program Review to supplement other program planning documents. Therefore, career technical educational (CTE) programs will adhere to the following four-year schedule:

- **Year One:** APPW with Unit Plan
- **Year Two:** APPW with Unit Plan and CTE Two-year Program Review
- **Year Three:** APPW with Unit Plan
- **Year Four:** CPPR with Unit Plan and CTE Two-year Program Review

The following elements of the IPPR Document must be completed for a successful CTE Two-year Review:

- **IPPR Document:** CTE Two-year Review Narrative
IPPR 2013-2014 Updates and Tips

APPW: The APPW now includes prompts that direct programs to demonstrate how their work helps the district achieve its Institutional Objectives and Goals. In addition, the student learning outcomes sections now have prompts to direct programs to describe program improvements and budget requests that have come from the assessment of student learning outcomes. Finally, programs are asked to project how they will respond to the predicted budget and FTES targets for the next academic year.

CPPR: In the instructional CPPR, the Course SLOA Assessment Worksheet has been removed. Instructional programs will submit Course or Program Assessment Summary documents in lieu of the worksheet.

The Unit Plan: The annual Unit Plan is the vehicle that links program review to resource allocation.

Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests: Indicate which prior year top ten requests were funded and which were not and briefly describe the impact on your program. If you only received “partial funding,” please indicate this in the description. If funded, please indicate the source of the funding: Categorical=C, Foundation=F, Associated Students of Cuesta College =AS, Grant=G, General Fund=GF or Other Revenue Sources=R. An example of other revenue sources would be ticket sales for Performing Arts or parking citations for Public Safety.

Personnel Requests Unit Plan Worksheet — Personnel Funding Requests: List all funding requests under the categories of personnel. Under personnel, there is not an “hourly” category because SLOCCCD has discontinued the practice of hiring hourly employees. The classified personnel area includes regular classified employees, short-term employees and substitute employees. Short-term employees are those described as employed to perform a service for a specific period of time for work that will not be extended or needed on a continuing basis. Substitute employees are filling a vacancy for no more than 60 days. For further clarification of short-term or substitute employees, contact the Human Resources Office.

The Justification section is central to the planning and resource allocation process. Please provide a concise explanation of need citing relevant Institutional Objectives, Program Review recommendations, analysis of outcomes assessment or other factors.

Supplies Requests Unit Plan Worksheet — Supplies Funding Requests: List all funding requests under the categories of instructional supplies and non-instructional supplies. Do not include technology requests in Supplies Worksheet. There is a worksheet for Technology Requests.
**Equipment Requests Unit Plan Worksheet — Equipment Funding Requests:** List all funding requests under the categories of instructional equipment and non-instructional equipment. Do not include facility requests in Equipment Requests.

**Facility Requests Unit Plan Worksheet — Facility Funding Requests:** List all new facilities requests and/or renovations. All facility requests, regardless of anticipated funding source are to be listed on Facility Requests Worksheet.

**Technology Unit Plan Worksheet – Technology Funding Requests:** Identify and prioritize all Technology Requests. The Technology Committee will review all technology requests and provide recommendations for technology funding priorities to the Planning and Budget Committee. Additionally, technology included in IPPRs will be included in the annual Technology Plan and Review. Please note that if technology is purchased that has not been included in an IPPR, Computer Services may not support that technology.

**Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs:** This worksheet is a report of the top-ten immediate needs for your unit, except for new faculty requests. Please indicate if the need is one-time or on going in the description for each need.

**If you have any other questions, please contact the following members of the 2013-2014 IPPR Committee for technical assistance:**

- 2013-2014 Academic Affairs IPPR Committee team: John Cascamo (Co-Chair), Linda Harris (Co-Chair), Petra Clayton, Sally Demarest and Don Norton
- 2013-2014 Student Services IPPR Committee team: Nohemy Ornelas
- 2013-2014 Administrative Services IPPR Committee team: Amy Pike, Toni Sommer
GLOSSARY

ACRONYMS

APPW: Annual Program Planning Worksheet
ARCC Report: The Accountability Reporting for Community Colleges Report
ASO: Administrative Services Outcome
BOT: Board of Trustees for San Luis Obispo County Community College District
COR: Course Outline of Record
CPPR: Comprehensive Program Plan and Review
CPAS: Course Program Assessment Summary
CTE: Career Technical Education
EMP: Educational Master Plan
FTES: Full-Time Equivalent Student
FTEF: Full-Time Equivalent Faculty
IEOs: Institutional Effectiveness Outcomes
ILOs: Institutional Learning Outcomes
IPPR: Institutional Program Plan and Review
PLOs: Program Learning Outcomes
SLOs: Student Learning Outcomes
TSCH: Total Student Contact Hours
WSCH: Weekly Student Contact Hours

EXPLANATION OF TERMS

Administrative Services Outcome Assessment Summary: This form can be used to record Administrative Services Outcome (ASO) assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Annual Program Planning Worksheet (APPW): The APPW is the annual update of the Comprehensive Program Plan and Review (CPPR). It lists the program outcomes and provides information about program progress regarding program and institutional level goals and objectives. It includes an analysis of institutional and program specific measurements/data. The APPW also addresses program assessment and improvements, and program development/forecasting for the next academic year including strategies for responding to budget and FTES targets.

ARCC Report (ARCC): The Accountability Reporting for Community Colleges (ARCC) Report, released annually by the Chancellor’s Office, evaluates local data on student success, retention, and other student demographics. At the SLOCCCD, the ARCC Report functions as a portion of the assessment data in measuring institutional effectiveness outcomes (IEOs) at The SLOCCCD. The College Council recently adopted Institutional Effectiveness Outcomes for The SLOCCCD, which includes ARCC measurements as well as other institutional measures.
Career and Technical Education (CTE): CTE are educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Career Technical Education Two-Year Program Review: The Career Technical Education Two-Year Program Review document has been moved to the IPPR, now folding in the requirement to integrate the two-year CTE comprehensive review cycle with the institutional planning processes.

Course and Program Assessment Summary (CPAS): A form approved by the Academic Senate to help faculty document and track student learning outcomes, assessment plans, assessment results, and efforts towards program and course improvement. The CPAS can serve as a living document (to be amended whenever key parts of an assessment cycle are completed), or program faculty may elect to generate a new CPAS for each year or assessment cycle. CPAS forms can be used at both the program- and course-levels. More information about the CPAS and other Institutional Assessment Plan documents can be found at [http://academic.cuesta.edu/sloa](http://academic.cuesta.edu/sloa).

Comprehensive Program Plan and Review (CPPR): The CPPR is an in-depth and extensive program plan and review conducted and reported by all instructional, service, and administrative programs on either a 4-year (CTE) or a 5-year cycle. The CPPR provides general information, program outcomes, and program support of the institutional goals and objectives. The CPPR also includes program data analysis and program specific measurements, curriculum review (academic programs), program outcomes assessments/improvements, and end notes.

CurricUNET: The computer program where the entire curriculum resides at The SLOCCCD. CurricUNET interfaces local campus curriculum design components with both upstream and downstream systems, such as local Student systems, multi-campus curriculum searches, and state reporting standards.

Dean’s Analysis of CPPR Pre-Meeting: The purpose of this meeting is to review the CPPR template and the Dean’s expectations for development of the CPPR. This meeting should occur by October 2012.

Dean’s Analysis of CPPR Post-Meeting: The purpose of this meeting is to review the Dean’s narrative analysis, commendations and considerations related to the program. The review will focus on the program’s effectiveness and provide feedback to assist the program in meeting or exceeding expectations for effectiveness. This meeting should occur during the following academic year and no later than November 2013.

Educational Master Plan: The educational master plan is the San Luis Obispo County Community College District’s long-term plan. As such, this document compare existing conditions to the district mission and, based on that comparison, identify the district’s current strengths and weaknesses, and project the district’s future challenges and needs. Based on this analysis, Institutional Goals are developed that convey the district’s response to the identified challenges.
**Educational Master Plan Addendum:** The San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum was developed in spring 2012 to resolve deficiencies in the San Luis Obispo County Community College District Educational Master Plan 2011-2016. Specifically, it lists the SLOCCCD Institutional Goals and describes the data-driven rationale for each goal.

**Equipment:** Expenditures for the purchase of tangible property with a purchase price at least $200 and a useful life of more than one year, other than land or buildings and improvements thereon. (Examples – microscopes, copiers, welding equipment)

**Enrollment Management Plan:** The San Luis Obispo County Community College District Enrollment Management Plan is a two-year plan that sets enrollment goals as well as strategies for services, programs, and operations to facilitate student enrollment, retention, and success.

**Facilities (new and renovation):** The term facilities refers to the physical plan for all district programs owned and/or leased by the district. (Examples: buildings, classrooms, labs, offices, fields, the pool etc.)

**Fiscal Plan:** The Fiscal Plan is a five-year plan that presents strategies for debt management in order to create long-term fiscal solvency and stability.

**Full Time Equivalent Student (FTES):** The State statutes deem one full-time student as a student that attends one or more approved courses for an annual total of 525 hours – one FTES represents 525 class contact hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES) is one of the workload measures used in the computation of state aid for California Community Colleges.

**Institutional Effectiveness Outcomes (IEOs):** The IEOs include outcomes as defined in the annual ARCC Report, as well as additional outcomes related to career education, student diversity/campus climate, and fiscal responsibility.

**Institutional Goals:** Institutional Goals are developed as part of the San Luis Obispo County Community College District Educational Master Plan 2011-2016 and are broad statements that articulate how the district intends to address current and anticipated challenges.

**Institutional Learning Outcomes (ILOs):** The combined ILOs statements are the expected student learning outcomes for SLOCCCD students either graduating with A.A./A.S. degrees, or who will transfer to a four-year college or university. These students will be able to demonstrate the knowledge, skills, and attitudes contained within all of the six areas, based on General Education and discipline-specific courses at the lower division level. In addition, these ILOs address some areas of learning that go beyond the current General Education patterns for degrees, and, therefore, all students who attend SLOCCCD will be exposed to at least one ILO as a result of their overall experiences with any aspect of the district, including courses, programs, and student services.
**Institutional Objectives:** The Institutional Objectives are the short-term, measurable planning objectives that describe more specifically the initiatives that will be undertaken to achieve the Institutional Goals.

**Institutional Program Plan and Review (IPPR) Committee:** The Institutional Program Planning and Review Committee is responsible for assessing and improving the IPPR process, refining and updating the IPPR Document and for offering technical assistance in completing the entire IPPR Document, including assistance with the APPW, Unit Plan and CPPR.

**Instructional Supplies:** Instructional supplies are expenditures for supplies to be used by students, faculty, and other personnel in connection with an instructional program. Instructional supplies are those items consumable and non-consumable materials and supplies used for classroom instruction. (Examples: DVDs, test tubes, chemicals, pottery clay, drawing paper, maps, charts etc.)

**Instructional Technology:** Instructional Technology is used in direct connection with an instructional program. (Examples: Smart Screen, classroom computers, data projectors, clickers etc.)

**Integrated Planning Manual:** The San Luis Obispo County Community College District Integrated Planning Manual 2012 describes institutional planning in the district and the ways that the district’s constituent groups participate in and contribute to planning. This manual is a description of planning processes as well as a commitment to implement planning processes that are linked to one another as described in the Accrediting Commission of Community and Junior Colleges standards.

**Non-Instructional Supplies:** Non-instructional Supplies are expenditures for supplies and materials used in institutional support services. Non-instructional supplies would include consumable and non-consumable materials and supplies not used for classroom instruction. (Examples: ink cartridges for office computers, paper, tablets, pens etc.)

**Non-Instructional Technology:** Non-Instructional Technology is used in district support services. (Examples: office computers, scanners, printers etc.)
Operational Plans: Three operational plans that are short-term plans for specific support-of-learning units in the district:
- Technology Plan is a five-year plan that describes major technology priorities that are aligned with the district’s Institutional Goals.
- Fiscal Plan is a five-year plan that presents strategies for debt management in order to create long-term fiscal solvency and stability.
- Enrollment Management Plan is a two-year plan that sets enrollment goals as well as strategies for services, programs, and operations to facilitate student enrollment, retention, and success.

Persistence: Persistence is determined by identifying all students enrolled in a fall semester and tracking those students’ future enrollment patterns to count how many of them subsequently enrolled in the following spring or in the following fall.

Prerequisite/Co-requisite/Advisory Validations: For detailed information, refer to the Curriculum Handbook (pages 39-41).

Program Learning Outcomes (PLOs): Program Outcomes describe measurable knowledge, skills, abilities, and attributes that result from a program, whether academic, student service, or administrative.

Retention: Retention count is number of students who complete a course with grade of A, B, C, D, F, P, NP, I*,IPP, INP, or FW.

Strategic Plan: The San Luis Obispo County Community College District Strategic Plan 2012-2014 identifies how the district will measure and achieve the institutional goals identified in the San Luis Obispo County Community College District Educational Master Plan 2011-2016.

Student Learning Outcomes (SLOs): Student Learning Outcomes describe the knowledge, skills, abilities, and attributes that students attain by the end of a course, sequence of courses, program or degree.

Success: When a student completes a course with a “C” or “P” or “CR” or better.

Total Student Contact Hours (TSCH): Includes all student contact hours rather than only Weekly Student Contact Hours (WSCH). Courses coded as Daily Contact Hours and Positive Attendance are included in the total.

Weekly Student Contact Hours (WSCH): The number of hours or student contacts during an average week of course instruction for weekly census courses – those coterminal with the primary terms. Attendance contact hours may either be derived by the published class hours, by actual hours, or, in cases such as independent study, the number of hourly-equivalent units.
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT PLANNING DOCUMENTS

- **San Luis Obispo County Community College District Mission**
- **San Luis Obispo County Community College District Integrated Planning Manual 2012**

**MASTER PLANS**

- **San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum** (Includes Institutional Goals)
- **San Luis Obispo County Community College District Educational Master Plan 2011-2016**
- **San Luis Obispo County Community College District Facilities Master Plan 2011-2021**

**STRATEGIC PLANS**

- **San Luis Obispo County Community College District Spring 2012 Progress Report**
- **San Luis Obispo County Community College District Strategic Plan 2012-2014** (Includes Institutional Goals)

**OPERATIONAL PLANS**

- **San Luis Obispo County Community College District Enrollment Management Plan 2012-2014**
- **San Luis Obispo County Community College District Enrollment Management Plan 2011-2012**
- **San Luis Obispo County Community College District Technology Plan 2012-2017 Revised Spring 2012**
- **San Luis Obispo County Community College District Long-Term Fiscal Plan 2012-2016**
- **San Luis Obispo County Community College District Equal Employment Opportunity Plan 2012-2015**
- **San Luis Obispo County Community College District Resource Development Plan 2012-2013**
INSTITUTIONAL MEASUREMENTS: DATA AND EVIDENCE

DISTRICT-WIDE MEASUREMENTS/DATA

- Institutional Effectiveness Outcomes Report 2012 (IEOs)
- Student Characteristics and Enrollment Trends Spring Semesters (2006 - 2010)

PROGRAM SPECIFIC MEASUREMENTS/DATA

INSTRUCTIONAL PROGRAMS

The following data is posted on the San Luis Obispo County Community College District Institutional Research and Assessment website to be accessed by individual programs. The information provided is to be used in the completion of the APPW and CPPR.

1. Current Accountability Reporting for the Community Colleges (ARCC) Report
2. Program-level FTES, FTEF, and Enrollment Reports
3. Program-level Student Success, Persistence, and Retention Rates
4. Program Degree/Certificate Completions
5. Total Student Contact Hours (TSCCH and WSCCH) Report
6. Current program-level full-time faculty and Part-time faculty totals
7. Average number of sections offered per semester for each program

STUDENT SERVICES AND ADMINISTRATIVE SERVICES PROGRAMS

1. Program specific data as identified by the Office of SLOCCCD Institutional Research and Assessment
2. Program Outcome Assessment Results
3. Other institutional measurements as identified by the Offices of Student Services and Administrative Services
4. Reference(s) to relevant statutory authority/program regulation and related compliance issues
5. Annual Audits – Annual district fiscal audit and other outside agency audits
ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Public Safety  Planning Year: 2013-2014  Last Year CPPR Completed: 2012-2013


NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

I. Program-Level Outcomes: List the outcomes established for your program.

- Public Safety will ensure a safe environment for staff, students and community members as assessed by the Clery Report.

- Public Safety will provide required, current, timely and effective emergency training and coordination as assessed against State mandated regulations and the needs expressed by college staff and administration.

- Public Safety will provide for safe, assessable, and organized parking as determined by traffic patterns, insurance claims, and staff/student needs.

II. Program Progress towards Institutional Goals and Objectives: Identify how your program, within the past year, has helped the district achieve its Institutional Goals and Objectives and provide data or evidence that demonstrates the progress.

Public Safety fully embraces the District’s Institutional Goals and Objectives by:

- Ensuring a safe educational setting for students, staff, and community members

- Updating and implementing a campus emergency preparedness plan and training

- Providing a safe, organized and service based parking program

III. Program Progress towards Program-Level Objectives: Identify the progress that your program has made, within the past year, towards achieving program-specific objectives that were identified in your program’s most recent Comprehensive Program Planning and Review document and provide data or evidence that demonstrates the progress.

- Staff and faculty members have voiced their satisfaction with our safety efforts at Department and Cluster meetings after Public Safety has met with them regarding various safety issues. Our efforts regarding campus safety are continuous.

- Public Safety has been successful in its attempts to reduce crimes on our three campuses. Crime instances were reduced by 11% from 14 reported crimes in 2010 to 11 crimes in 2011 as based on the Clery Report.
The Campus parking lots continue to operate at a profit while experiencing very low crimes rates. The parking lots are continually monitored and low crime and incident rates are catalogued in the Clery Report and by statistics maintained by Public Safety.

IV. Institutional Measurements/Data: Analyze the institutional, program and site specific measurements (data and evidence) that are most relevant to your current program status.

- Campus Safety is assessed by the reporting of crimes occurring on campus to the Department of Justice and monitored by the U.S. Department of Education. Public Safety also utilizes internal assessments of performance, historical data and compliance with federal and state laws to manage and react to developing trends in maintaining campus safety. Information is used to deploy police personnel as necessary. The information is used as an indicator to the public regarding the overall safety of the college campus.

- Campus Emergency Preparedness is assessed by federal and state standards set by the National Incident Management System (NIMS) and the California Standardized Emergency Management System (SEMSD) using the Incident Command System (ICS). A thorough review and self-evaluation is conducted with the support of the San Luis Obispo County Office of Emergency Services. These assessments are used as a basis to monitor status, to judge our ability to manage emergent situations, and to identify and correct any deficiencies.

- The Campus Parking Program is evaluated for its safety by the number of reported crimes reflected in the Clery Report. The program’s accessibility and organization are evaluated by parking related claims against the District. Information is gathered and any and all issues, such as poor lighting, are resolved quickly. Various sources of information is used to deploy police and safety personnel as needed.

V. Program Outcomes Assessment and Improvements:

- Attach an assessment cycle calendar for your program.
- Summarize recent assessment efforts and assessment methods within the program (You may attach recent program-level CPAS in lieu of this narrative).
- Briefly summarize program improvements or changes that have been implemented since the last APPW or CPPR. (You may attach recent program-level CPAS in lieu of this narrative).
- Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

Our programs are continuously assessed by us so that any problems are immediately dealt with. It has been our experience that waiting until an assigned review period has been reached results in delays in addressing the issues. Additionally, we receive assessments and opinions of our efforts from the daily contacts we have with students and staff walking into the Public Safety office.
The following improvements and modifications outline program improvements, additions and changes since the last APPW:

- The most recent update of the Clery Report reveals that crime is still very low on our campuses. In calendar year 2011, Cuesta College’s safety ranking placed us as the 2nd safest college campus in California. This year’s statistics have not yet been released but the Clery Report indicates that our reported crime went down from 14 occurrences to 11, for a reduction of 11%.

- Public Safety continues to improve Cuesta College’s ability to respond to an emergency situation. Completion of the upgrading of the North County Campus EOC Room included expanding from one phone line to 5 independent lines. All EOC operations material and paperwork was consolidated and EOC officer position boxes were developed and placed in the EOC cabinet. Step-by-step EOC set up instructions and diagrams were attached to the inner doors of the EOC cabinet thus allowing for easier set up (the San Luis Campus EOC set up instructions were also upgraded in a similar manner).

- The campus parking areas are still relatively free of both violent crimes and property related thefts. We continue in our efforts to have students assist us by taking personal responsibility for their equipment and valuables by securing them out of sight. These efforts have proven to be successful as evidenced by a reduction of this type of crime at the North County Campus from 6 occurrences to no occurrences.

- We continue to provide a police officer on the North County Campus at least three days per week. In cases of special events, we are able to assign additional police officers as needed.

- Twelve hand radios were purchased for the North County Campus. The radios were dispersed to key areas around the campus, thus allowing for improved communications on a daily basis as well as needed communication capabilities in case of an emergency. The NCC published a list indicating the location of the radios so that staff members are aware of where to go in case of phone system failure.

- The upgrading of the computers and monitors in the Public Safety Building was completed. Public Safety purchased 12 computers for the San Luis Obispo and North County Public Safety offices to improve our internal operations and system management.

- Two new portable generators were purchased for use by the Cuesta Police Department or EOC use in case of power failure or other emergencies. The generators give us the ability to continue our work on the San Luis Obispo campus or anywhere power is needed in the performance of our duties.

- To improve our communications abilities, all radios currently assigned to Public Safety were "narrow banded" as required by Federal and State mandates, thus allowing us the necessary communication abilities needed to communicate with Federal and State emergency agencies.
during an emergency situation. Besides the narrow banding, 6 additional radios were purchased. These new radios will provide expanded communication capabilities for Cuesta College if needed.

- New citation issuance equipment was purchased to allow for better recording and tracking of the information necessary to operate an efficient and effective parking program. The new equipment allows for more detailed and accurate statistical gathering.

- Cuesta College police officers attended three separate training sessions (including practical application exercises and shooting exercises) dealing with active shooter events. Two of these training sessions were with local agencies, the San Luis Obispo County Sheriff’s Department and the Cal Poly San Luis Obispo Police Department. These training sessions are extremely valuable in that they provide “hands on” training scenarios that our officers normally would not have access to.

- In order to meet an active shooter threat, equipment was purchased and/or modified, including the purchase of a ballistic shield and modification of our Mini-14 rifle. The equipment modifications were completed with the aim of providing easier transportation of equipment to the shooting area as well as providing more mobile and quicker access for Cuesta College police officers engaging a shooter suspect.

- Current range qualification standards at police ranges involve the firing of duty weapons at distances that may not be as effective for Cuesta College police officers. In order to have Cuesta College police officers develop a more concise shooting standard, a Cuesta College police officer was sent to range master training school. Shooting courses have been developed that require more accurate firing results as well and more careful review of who or what is in the area near the target.

- Signage, in the form of larger sized “sandwich boards,” was purchased so that the Cuesta College Police Department could pass on information regarding events occurring on campus. The signage is also used at the beginning of each semester reminding students of parking regulations and practices in the hope that incoming students will NOT be cited for violating existing regulations.

IV. Program Development/Forecasting for the next academic year:
Create a short narrative describing the following development forecasting elements, indicating how they support efforts to achieve program outcomes and/or institutional goals and objectives (where applicable):

- New or modified action steps for achieving Institutional Goals and Objectives
- New or modified action steps for achieving program outcomes
- Anticipated changes in curriculum and scheduling
- Levels or delivery of support services
- Facilities changes
- Staffing projections
- Strategies for responding to the predicted budget and FTES target for the next academic year
Public Safety continues to provide a variety of services, however, as student enrollment continues to decrease and State provided funding decreases response capabilities and everyday services may have to be curtailed. Unfortunately, Cuesta College will suffer a “double hit” as a reduction in service and capabilities will probably result in a reduction in revenue from one of only two revenue generating departments on campus.

Public Safety must continue to update emergency preparedness training, including Building Marshal training and the completion of emergency drills.

In an effort to provide a more professional and useful website, as well as providing information needed by faculty, staff, and students alike, information will be posted that provides for personal safety, information about Cuesta College, and links to other websites that will be beneficial to anyone using it.

It is anticipated that Public Safety will be called upon to adjust hours of service in order to meet changing college related needs. Currently, no regular staffing is provided on Sundays (special events excluded) and campus police officers are on-scene until 11:00 PM. Any reduction in funding in one area will probably result in a reduction of services in another.

Public Safety is still seeking a Cart Cover/Awning to cover carts at both the North county and San Luis Obispo campuses. We are still seeking a car port type structure to protect are vehicles on the San Luis Obispo campus.

Public Safety will explore the use of coin operated parking meters in certain parking areas. These meters allow visitors/guests to deposit coins in order to purchase short amounts of time when needed. Parking rates would be similar to those at Cal Poly San Luis Obispo.

Public Safety is still seeking to move its office on the North County Campus into a classroom and annex area that has been reserved for us.

Public Safety will request that its one 11-month police officer position be expanded to perform parking enforcement duties.

During the past year, Public Safety picked up Telecommunications. Only one telecommunications operator came with the position, so there was a built-in relief problem also passed to on. Thus far we have been able to continue telecommunication duties when the operator has taken time off or call in sick. We have received tremendous assistance from Human Resources, however, should they prove unable to cover for our telecommunications operator we may be faced with transferring incoming calls to Public Safety which only adds to the work duties already being performed by our staff.

The aforementioned points will assist or affect how Public Safety fulfills its goals as based on our program outcomes and Cuesta College’s Institutional Goals. Of course, as circumstances change, so
does the method of accomplishing these goals. The goals are presented in very general terms, however, more specific methods and direction will be provided as each is addressed.

UNIT PLAN

**Unit:** Public Safety

**Cluster:** Administrative Services

**Planning Year:** 2013-2014

NARRATIVE: UNIT PLAN

The Unit Plan ties program review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.).

**NARRATIVE: Unit Plan**

The 2013-2014 Unit Plan is based upon the assumption of current budget information.

Public Safety is still primarily funded 25% from the District General Fund and 75% from the Restricted Fund which is derived by parking program revenue. Public Safety continued to make improvements in the parking program and through consistently active work efforts actually increased revenue despite the continued reduction in the number of students attending school at our three campuses. Current economic forecasts give no indication that this situation is like to improve in the near future.

The coming of 2012 brought us the hiring and replacement of our fourth police officer, which in turn allowed to provide an armed police presence at our North County Campus at least 3 days a week. Since nearly 3,000 students attend classes at the NCC, the presence of a police officer has been sorely needed.

The six sworn police officers that comprise part of the Cuesta Police Department have been placed on 10-hour work schedules in order to provide coverage during peak class attendance periods. Additional coverage requests, however, (including Saturdays and Sundays) have caused to juggle schedules so that everyone has worked a combination of varied work shifts in order to meet the demands of the college. These schedules have provided for reduced response times for calls for service and have helped us maintain a greater visibility (which does serve as a deterrent to potential trouble makers) on and around campus. The increased presence on campus has also assisted us in maintaining a fairly high level of citations written, in spite of fewer students actually being present. With the continuing downward trend of students on campus, however, we expect present numbers to decline.

Unfortunately, the current system is susceptible to work flow decreases if anyone calls in sick. There are virtually no backup personnel available in the full-time employee ranks. It is our intention to allow for the ability to handle periods of increased workload by requesting that our 11-month officer be converted to a fulltime position and by asking to hire a new Public Safety Officer (PSO). This PSO position offers one of the few opportunities where the costs of the position is surpassed by the funds generated through the issuance of citations. The Department realizes a double benefit in that police officers can then be moved to meet the increasing needs of Cuesta College without losing the
generation of funds.

Public Safety has operated on a fiscally conservative basis, however this past year we have made purchases of equipment needing replacement. We will need to make additional purchases this year. Monies have been aside for most of these items, however, any major acquisition (at this point we see none are needed) may seriously affect our general fund budget.

Public Safety represents one of only two revenue generating departments on campus. Anything done that causes the shifting of personnel and resources from fulfilling revenue capabilities is detrimental to Cuesta College on the whole. Our main efforts are, and always will be to ensure the safety of everyone on our campuses. This being said, however, the continued fair and equitable enforcement of parking and traffic regulations is our next priority. It is our opinion that anything that detracts from our ability to perform this key function (rental of parking lots for a mere $30, rental of lots by Cuesta College of lots by athletics and by faculty and staff for events not connected to Cuesta College, etc) are detrimental to our “bottom line,” decreasing available funds and are therefore being detrimental to Cuesta College.

In keeping with our main focus, the safety of Cuesta College, Public Safety has made great strides towards improving our ability to respond to emergency incidents and situations. Our Emergency Operations Centers have been completed and now include step-by-step directions and illustrations on how to set up as well as how to initiate and operate as an EOC. Equipment was purchased that allows us to better respond to various emergencies, especially an active shooter situation. Walking inspections of the San Luis Obispo and North County campuses have been completed that have resulted in modifications to entry/exits, department office areas and personal office areas that have made for safer work places. Finally, our number of reported crimes was reduced by 11% from calendar year 2011 to calendar year 2012. It is our intention to continue our efforts towards making Cuesta College one of the safest places in the United States.

**Excel Worksheets: Unit Plan**

For the remainder of the Unit Plan, complete the following Excel Worksheets:

- Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests
- Personnel Requests Unit Plan Worksheet — Personnel Funding Requests
- Supplies Requests Unit Plan Worksheet — Supplies Funding Requests
- Equipment Requests Unit Plan Worksheet — Equipment Funding Requests
- Facility Requests Unit Plan Worksheet — Facility Funding Requests
- Technology Unit Plan Worksheet — Technology Funding Requests
- Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs
INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs.

Program: Planning Year: Last Year CPPR Completed:

Unit: Cluster:

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program
   • Program Mission
   • History of the program
     o Include significant changes/improvements since the last Program Review
     o List current and/or new faculty, including part-time faculty
     o Describe how the Program Review was conducted and who was involved

B. Program Objectives: Measurable statements about what this program will accomplish in support of the Program’s mission

C. Program Outcomes: List the student learning outcomes established for your program

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND INSTITUTIONAL OBJECTIVES

A. Identify how your program addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives. Please refer back to the Planning Documents section of this document.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available on the SLOCCCD Institutional Research and Assessment website

A. Data Summary – Relevant Comments and Analysis
   • Include enrollment, retention, success, FTES/FTEF, degree and certificate completion, ARCC data, and other pertinent information.
     o Response to specific ARCC data
     o Response to site specific data
B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth

C. Describe program efforts to improve graduation rates, transfer rates and/or certificate completion.

IV. CURRICULUM REVIEW

A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR.

B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS NARRATIVE

A. Summarize assessment results for program-level Student Learning Outcomes (SLOs).

B. Include a SLO map that indicates how course-level SLOs connect to program-level SLOs. Reference: Student Learning Outcomes and Assessments

C. Describe improvement efforts that have resulted from SLO assessment

D. Describe ongoing and future planned improvements based on SLO assessment.

E. Recommend changes and updates to program funding based on assessment of SLOs
   - For funding requests complete the applicable Unit Plan Funding Request Worksheet
   - For faculty hiring needs, attach Section H – Faculty Prioritization Process
VI. STUDENT LEARNING OUTCOMES/ASSESSMENTS

Attach Course and Program Assessment Summary (CPAS) form for each course in the program. 
Note: Before attaching CPAS documents, faculty will remove raw data results of course-level and 
program-level SLO assessments, which should remain only with program faculty. In other words, 
faculty may summarize data results rather than providing the data or exact figures.

VII. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as assessment forms, 
awards, letters, samples, lists of students working in the field, etc.
CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW

Program: Planning Year:

Unit: Cluster: Last Year of CPPR/Voc. Ed Review:

INSTRUCTIONS: CTE programs will complete and submit the below Two-year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

California Ed Code 78016

A. Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1) Meets a documented labor market demand.

2) Does not represent unnecessary duplication of other manpower training programs in the area.

3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

B. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.

C. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

D. This section shall apply to each program commenced subsequent to July 28, 1983.

E. A written summary of the findings of each review shall be made available to the public.
**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of data provided by the State. If assistance is needed to retrieve data, please contact the Dean of Workforce and Economic Development.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

I. Meets a documented labor market demand.

II. Does not represent unnecessary duplication of other manpower training programs in the area.

III. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Planning Year: Last Year CPPR Completed:

Unit: Cluster:

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program
   • Program Mission
   • History of the program
   • Include the broad history of the program and significant changes/improvements since the last Program Review
   • Describe how the Program Review was conducted and who was involved

B. Program Objectives: Measurable statements about what this program will accomplish in support of its mission and in support of the institutional goals and objectives

C. Program Outcomes: List the program outcomes established for your program as reported on the Student Services Assessment Template

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND OBJECTIVES

• Identify how your program addresses or helps the district to achieve its institutional objectives and/or operational planning initiatives. Please refer back to the Planning Documents section of this document.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. Data Summary – Relevant Comments and Analysis
   • May include program data that demonstrates the level and kind of effort or volume produced in the previous year.
   • May include other pertinent information (e.g. student registrations or DSPS MIS statistics).

B. Give interpretations of data and identify areas for change to facilitate program quality and growth.
IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE
   A. Summarize assessment results for program outcomes.
   B. Describe improvement efforts that have resulted from SLO assessment.
   C. Recommend additional improvements to the program based on assessment of outcomes and progress towards institutional goals and objectives.
   D. Recommend changes and updates to program funding based on assessment of program outcomes.
      • For elements that require funding, complete Section D – Unit Plan Funding Requests.
      • For faculty hiring needs, see Section H – Faculty Prioritization Process.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES
   Suggested Elements:
   A. Regulatory changes
   B. Internal and external organizational changes
   C. Student demographic changes
   D. Community economic changes – workforce demands
   E. Role of technology for information, service delivery and data retrieval
   F. Distance Education impact on services
   G. Providing service to multiple off-campus sites
   H. Anticipated staffing changes/retirements

VI. PROGRAM DEVELOPMENT FORECAST
   Suggested Elements:
   A. Description of forecasted program development and objectives, based on information collected in I-IV
   B. Plans for improvement
   C. Support for institutional goals and objectives
   D. Student and program outcomes evaluation
   E. Recommendations from external agencies
   F. New service coordination and collaboration – internal and external programs
   G. Anticipated job description revisions based on program changes
   H. Staff training/professional development needs

VII. OVERALL BUDGET IMPLICATIONS
   Will be reflected in district planning and budget process
   Elements:
   A. Personnel
   B. Equipment/furniture (other than technology)
   C. Technology
   D. Facilities
I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program
   1. Program (department) mission statement (who are we and who we serve)
   2. Brief summary of program history
   3. Current status of service including changes and improvements since last program review
   4. Reference to relevant statutory authority/program regulation and related compliance issues
   5. Description of primary relationships, internal and external to the district

B. Program Objectives: Measurable statements about what this program will accomplish in support of its mission and in support of the institutional goals and objectives.

C. Program Outcomes: List the program outcomes established for your program.

**Mission Statement**

The role of the Cuesta College Public Safety Department is to provide a safe environment for faculty, staff, and students: through education, safety services, and enforcement activities centered on safety.

The Public Safety Department was established in November, 1996. It has operated as a fully accredited police department granting the police officers full law enforcement powers and abilities.

The Department primarily operates Monday-Saturday, and officers are on our two larger campuses when ever regularly scheduled classes are in session. The hours are
generally 6:30AM to 11:00PM. Both days and hours can vary depending on what regular and special events are being staged.

The Cuesta Police Departments consists of the following personnel:

- Director/Chief of Police
- Sergeant
- Police Officers (4)
- Dispatcher
- Night Dispatcher
- Secretary III
- Account Clerk
- Telecommunications Operator
- Public Safety Officers (2)
- Short Term Temporary/Student Workers (5)

Cuesta College police officers handle the day-to-day activities, crimes, traffic accidents, and calls for service. More serious occurrences, however, requiring a major follow-up investigation or a particular area of expertise (murder, a traffic collision resulting in death) would be handled by the San Luis Obispo County Sheriff’s Department and by the California Highway Patrol, respectively (we have existing written agreements with both agencies).

Public Safety last completed a CPPR in 2007. The size of the Department has not increased since then, and if the number of student workers is counted the number of personnel working in Public Safety has actually decreased. During the past year we did pick up Telecommunications which came to us with one telecommunications operator. The duties of the Department have also remained relatively the same except for the additional number of hours and events we are expected to be on duty. We have also added a police officer presence at our North County Campus. The Department’s current budget is slightly less than $600,000.

Public Safety internally operates 8 major programs. These programs include:

- Patrol
- Administration
- Parking
- Emergency Medical Response
- Safety Services
- Police Department Services
- Dispatch and Records
- Telecommunications

Patrol duties include parking and traffic enforcement, routine patrols, safety checks, parking enforcement and building and grounds check. Patrol officers also performs duties as directed and/or requested by Cuesta College administration.
Administration is responsible for policies and procedures, training, scheduling, budget, business operations, client interactions and parking program administration. Administration also oversees sale of parking permits, collection of fines, Live-Scan fingerprinting and miscellaneous services.

Parking is based on the concepts of self-sufficiency and user-pay. The users pay for the program and safety related needs. The parking program is currently enforced by part-time student workers and police officers.

The Emergency Medical Response program is back after years of being dormant. One of our officers recently completed training as an emergency medical technician. The officer will be reassigned to working a 10-hour shift, Monday through Thursday so that he is present on the San Luis Obispo campus when a majority of our medical assist calls will be fielded. More serious injuries will be handled by surrounding emergency responders.

Safety Services is responsible for district-wide emergency planning and training to include standard emergency training with surrounding city and county services. We also work with the Diablo Canyon Nuclear Power Plant response plans and hazardous materials responses. Our relationship with the San Luis Obispo County Office of Emergency Services involves planning and training for chemical spills, explosives and other emergency and risk management services.

Departmental Services include key control and assignments, lost and found property safe keeping, motorist services, building locks and unlocks, student and staff escorts, and registers sex offenders lawfully on campus.

Dispatch and Records Services answers emergency and non-emergency phone calls to the station, coordinates radio communications and maintains and operates our Computer Aided Dispatch system. DRS is also responsible for processing and maintaining all records, both criminal and non-criminal. After hours, they also assist with counter functions and walk-in services.

Telecommunications is responsible for answering incoming calls at the main switchboard. The telecommunications operator also assists staff, faculty and students in making outside calls, and provides basic information about available programs and services at Cuesta College.

Public Safety maintains a close relationship internally with the various departments at Cuesta College. Most of the communication occurring between Public Safety and Cuesta College faculty and staff are made by phone call. If assistance or information is needed we will provide whatever services are needed if we are able to do so.

Externally, Public Safety maintains a close relationship with the various law enforcement agencies in San Luis Obispo. This is especially true with regards to the San Luis Obispo
County Sheriff’s Department (after Public Safety, first responder to the San Luis Obispo campus), the Paso Robles Police Department (first responder to the North County Campus, and the Arroyo Grande Police Department (first responder to the South County Campus). Public Safety also maintains close relationships with the San Luis Obispo County Office of Emergency Services and the Diablo Canyon Nuclear Power Plant. We also maintain relationships with community groups such as Crime Stoppers and FootPrinters.

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND OBJECTIVES

- Identify how your program addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives. Please refer back to the Planning Documents section of this document.

Public Safety addresses and helps the district to achieve its institutional goals, objectives and operational planning initiatives by providing a safe atmosphere on all three of our campuses, thus allowing the students to concentrate on their school activities without any outside fears. This feeling of security extends to all three inner campuses, all of the associated auxiliary locations, all parking areas, any where Cuesta College related activities occur.

Cuesta College’s institutional goals guide our planning and actions, and our narrower, more refined goals are outlined in our assigned Administrative Services Outcome Assessment. Public Safety is fully aware of issues that arise, via our daily contacts with staff, faculty, and students, and quickly move to address them before they become bigger issues.

In the furtherance of assisting students be successful at Cuesta College, Public Safety provided $80,000 in funding for the public busses that provide transportation from surrounding San Luis Obispo cities for students of Cuesta College. In many cases, these busses provide the only available source of transportation for students. Public Safety also purchased and installed new bicycle racks at various locations on the San Luis Obispo Campus and we plan on installing new bike racks on the North County Campus. These are two more examples of providing a student friendly atmosphere thereby assisting the student to be successful.

III. PROGRAM DATA ANALYSIS, ASSESSMENT AND IMPROVEMENTS

A. Data Summary – Relevant Comments and Analysis
   - May include program data that demonstrates the level and kind of effort or volume produced in the previous year.
   - May include other pertinent information. Give interpretations of Data and Identify Areas for Change to Facilitate Program Quality and Growth

B. Summarize Assessment Results for Program Outcomes
C. Describe improvement efforts that have resulted from SLO assessment

D. Recommend additional improvements to the program based on assessment of outcomes and progress towards institutional goals and objectives

E. Recommend changes and updates to program funding based on assessment of program outcomes
   - For elements that require funding, complete Section D – Unit Plan.

Public Safety, like many other university/college based law enforcement organizations relies on the nationally published Clery Report (which publishes crime related statistics) to gauge and/or compare the number of reported crime occurrences on our campuses. The latest Clery Report compiles and compares crime statistics for calendar years, 2009-2011 and provides a solid basis for reviewing what has occurred as well as in what direction future planning needs to be directed.

Cuesta College continues to be one of the safest campuses not only in California, but in the nation. This information is based on studies conducted by www.stateuniversity.com wherein Cuesta College was ranked as the safest college campus in California, 5th safest college in the nation in 2010. In 2011, Cuesta College was ranked the 2nd safest college in California and, 7th safest in the nation. These rankings at least lend credence to the idea that Public Safety is proving to be successful with regards to fulfilling our mission of providing a safe haven for our students, staff, and faculty.

Public Safety also relies on our own statistical analysis to oversee, and in some cases, modify the direction of our individual programs. As an example, our parking program was more profitable last year than in the previous year even though there were fewer students attending classes at Cuesta College during the same time period. We continually adjusted enforcement efforts (it should also be mentioned that in the prior year we had sought and obtained a fee increase) on our continuous analysis of the program. As previously mentioned, Public Safety was able to provide $80,000, derived from the parking program, to help fund the public bus system that provides transportation for Cuesta College students.

Public Safety has instituted changes to several of our programs so as to allow us to continue our efforts towards providing for a safe learning atmosphere, without requiring an increase in our budget allocations, even in the face of expanded expectations. Review of our programs is a continuous process but affords us the opportunity to assess our outcomes in timely manner.
IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

B. Describe improvement efforts that have resulted from SLO assessment.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards institutional goals and objectives.

D. Recommend changes and updates to program funding based on assessment of program outcomes.

• For elements that require funding, complete Section D – Unit Plan Funding Requests.
• For faculty hiring needs, see Section H – Faculty Prioritization Process.

As stated earlier, Public Safety oversees 9 main internal programs. For the purposes of this review, we would like to concentrate on those programs that are most directly tied to Cuesta College’s institutional goals as they relate to Public Safety’s Administrative Services Outcome Assessments (ASO’s), since the ASO’s serve as more narrowly defined guidelines, or as a means to an end. Although all of our programs are to some degree involved in some aspect of our accomplishing are mandated goals, the programs most involved in fulfilling these goals are Patrol Services, Parking Services, and Administrative Services.

Paraphrased, Public Safety’s ASO’s are:
- To provide a safe location for our students, staff, and faculty
- To provide safety training in a timely manner
- To maintain a safe parking program

Public Safety continuously assesses our efforts in all of our programs, but especially with regards to the safety of our campuses and the safety and efficiency of our parking program, one of only two revenue generating programs on campus. We generally provide safety training or modify our training regimen based on any new threats occurring on campus or in the surrounding areas. With emphasis on “timely,” our response is always immediate. Public Safety Administrative determines where and how our resources can best be utilized and then assures that Patrol and Parking Services fulfills their allotted goals and services.

Administrative Services reviews internally maintained statistics (maintained and reviewed on a monthly basis at a minimum) that are gathered, summarized and acted upon so that patterns can be determined and enforcement efforts can be modified to meet any issues or anomalies that may be develop. Our enforcement efforts are then redirected, or other means are determined to meet with the issues. As an example, many students complained that they could not locate our parking permit machines. Larger signage was placed at or very near the parking permit machines to increase their visibility. One of the most common calls Public Safety receives during evening hours are from faculty and staff notifying us of campus lights that our not operable, making for unsafe conditions. This information is passed on to Grounds and Maintenance who are usually very timely in making the necessary repairs. Our police officers working at night, however, do follow up inspections to
make sure that the lights have in fact been replaced. Any suspicious person, suspicious circumstances, or any circumstances that are reported are immediately investigated so that the situation does not linger or repeat, thereby reducing the chances of a crime actually occurring. As mentioned in our Annual Program Planning Worksheet (APPW), we believe that our efforts are, and have been, effective resulting in the extremely high safety ranking, both in state and nationally, given to Cuesta College.

A major shooting event that resulted in several deaths and injuries at a school in Newtown, Connecticut was the basis of a presentation made by Public Safety at the Cuesta College Opening Day for Spring Semester 2013. In keeping with the “timely” training aspect of our safety training related ASO, information was provided to our faculty and staff regarding what to do should such an event occur at Cuesta College. Several employees, both in groups and individually, requested that Public Safety provide additional information and provide answers to questions that arose as a result of the presentation. Public Safety answered every request and provided additional information at staff and cluster meetings, at or in smaller groups, and to individuals since the presentation and will continue to do so as long so long as requests continue to be received.

Public Safety expanded our physical presence at the North County Campus. There is a police officer on campus at least 3 days a week. There are currently about 3,000 students on campus and it is our belief that with the growth occurring in the cities of Paso Robles and Atascadero, any growth at Cuesta College will be as a result of an increased number of students on our northernmost campus, thereby resulting in a corresponding increase need for services.

Over the past year, an increase in self generated activity determined by Administrative Services as well as increase in requests for services from our Patrol and Parking Services by Cuesta College administration has caused a strain on Public Safety’s internal operations as well as to the services we are providing. As part of our APPW we have requested that three personnel related changes (making our 11-month officer into full time position, hiring a part time cashier, and hiring a full time public safety officer) occur to better enable us to meet and/or maintain not only current service levels, but to meet any increased needs for service in the near future.

We are also recommending that certain changes in policy be adopted with regards to our Parking Services Program. We believe that these recommendations will assist us in continuing to run a profitable and safe parking operation:

- Discontinue the decreased fees charged to faculty and staff using parking areas for non Cuesta College related events or completely discontinue the practice
- Increase the cost of parking lot rentals, matching current market value for the lot usage
- Limit lot rentals to a specific number of vehicles and hours, allowing for continued enforcement in the remainder of the lot
V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:
A. Regulatory changes
B. Internal and external organizational changes
C. Student demographic changes
D. Community economic changes – workforce demands
E. Role of technology for information, service delivery and data retrieval
F. Distance Education impact on services
G. Providing service to multiple off-campus sites
H. Anticipated staffing changes/retirements

At this time, Public Safety does not foresee any changes in our everyday operations as a result of regulatory changes or internal/external organizational movement. There is nothing looming over the horizon at this point and there are numerous law enforcement watch dog groups who, in the past, have provided ample warning and information whenever any legislation that could potentially have negative consequences is introduced, either in California or nationally.

Student demographics have provided different challenges for Public Safety. Fewer and fewer students on our campuses has resulted in a decreasing demand for parking permits and passes. Some of this can be explained by an increase in the number of online classes being offered, however, we believe that the current national economic downturn is the main reason. Regardless of the reason, or combination of reasons, Public Safety has seen a reduction in the number of parking permits sold each semester since Fall Semester, 2009. A $10 parking fee increase was instituted for Fall Semester, 2011 which has offset most of the revenue lost as a result of fewer parking passes being sold, however, raising the cost of the parking pass.

As for information technology, Public Safety has asked for funding for a new Computer Aided Dispatch System (CAD). The system currently in use is extremely old with a data base that is slow and outdated. We are not asking for a new stand alone data system. We believe that replacing our current CAD system with a new one will also provide us with an accompanying data system capable of handling our data needs over the next few years.

As stated earlier, Public Safety is currently providing a uniformed presence on two of our three campuses. We have been able to provide all of the requested increases for service thus far, but requests for additional days of coverage (i.e. being on any of our campuses for Sunday events) would cause us to shift services from one area to provide services in another. Public Safety strongly recommends that Cuesta College events occur on a Monday-Saturday basis only.
Public Safety could experience significant staffing changes over the coming year. The Department Sergeant has announced his retirement effective December, 2013. One officer will be transferring to the San Luis Obispo County Sheriff’s Department later in 2013. Our Account Clerk has announced that she will likely retire midyear 2013 when her husband retires. Our Day Dispatcher has announced that she may be moving to Texas with her fiancé who just acquired a high paying position in that state. Our Night Dispatcher is on an eligibility list and has completed the process to be hired as a Deputy Sheriff by the Los Angeles County Sheriff’s Department in two months. Needless to say, if only a couple of these moves actually occur, the services provided by Public Safety will be effected on at least a temporary basis while duties are reassigned. Some services could be curtailed if suitable replacements are not found in a timely manner, or should capable replacements not be found at all. Public Safety personnel are expecting that there will be a constant shifting of duties as well as constantly occurring reviews and prioritizing of what services will be delivered and in what manner. Whatever lies ahead, Public Safety personnel are aware that challenges await.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:
A. Description of forecasted program development and objectives, based on information collected in I-IV
B. Plans for improvement
C. Support for institutional goals and objectives
D. Student and program outcomes evaluation
E. Recommendations from external agencies
F. New service coordination and collaboration – internal and external programs
G. Anticipated job description revisions based on program changes
H. Staff training/professional development needs

Over the past five years Cuesta College has experienced budget reductions that realistically rendered any development plans as null and void. Continuously reduced budgets have provided enough to continue to “get by” but not much else. The outlook for the immediate future does not offer any reason to think that this reduced budget trend is likely to be reversed. Public Safety has been able to maintain, and in some cases expand services even though there has been no increase in the number of personnel assigned since our last unit review in 2008.

Public Safety’s “program development” will consist of what we are doing now...constant review of statistical data that provides us with enough information modify our services, while keeping a close watch on our budget and attempting our best forecast for future program modifications. In this manner we will continue to strive to reach our goals which are already keyed to our institutional goals and objectives of providing a safe campus environment, providing safety training for staff, students and faculty, and providing for a safe and efficient parking program. As previously mentioned, ASO;s will updated on a continual basis meaning our focus should remain on what we are supposed to do.
Public Safety does plan to expand our training participation with other San Luis Obispo County law enforcement agencies, particularly with the Paso Robles Police Department, the Arroyo Grande Police Department, and the San Luis Obispo County Sheriff's Department all of whom are primary responders to our three campuses in case of an emergency situation. We are confident that with the combined efforts of the Cuesta College Police Department and the three aforementioned agencies, any situation arising that is beyond the means and scope of our capabilities will be handled in a professional manner with positive results for Cuesta College.

Public Safety does anticipate that some of our personnel positions will have their job description revised as a result of possible personnel retirements and transfer to higher paying positions outside of Cuesta College. Public Safety employees will be required to become familiar with the duties of at least one or two other positions as a shortage of personnel may require additional responsibilities may be assigned. To avoid employee union issues, revising job descriptions should be undertaken immediately as preparatory to pending personnel losses. In anticipation of these personnel shortages, and the resulting search for capable replacements, Public Safety is asking for 3 specific personnel related moves involving placing our one 11-month police officer position to a full time position; the hiring of a part-time cashier/clerk and the hiring of a public safety officer. We believe that the granting of these requests, or even granting one of them, will go far in assisting our efforts during What could be trying times internally for Public Safety.

VII. OVERALL BUDGET IMPLICATIONS
(Will be reflected in district planning and budget process)
Elements:
A. Personnel
B. Equipment/furniture (other than technology)
C. Technology
D. Facilities

Our Personnel, Equipment, Technology and Facilities requests for submitted with our Annual Planning Program Worksheets (APPW’s). Public Safety believes that our needs in these areas were fairly assessed and represent a balanced representation of what is needed if we are to continue to meet our designated goals and purposes.
**SIGNATURE PAGE**

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there are no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

<table>
<thead>
<tr>
<th>Division Chair/Director Name</th>
<th>Signature</th>
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**San Luis Obispo County Community College District Institutional Program Planning and Review Document 2013-2014**
SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council:

- Worksheet A.1: Subjective Ranking Sheet
- Worksheet B.1: Objective Criteria for Teaching Faculty
DEAN’S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: Planning Year: Last Year CPPR Completed:

Unit: Cluster:

A. CPPR Pre-Meeting

It is strongly recommended that the Dean meet with the Division Chair, and the program faculty involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR template and the Dean’s expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

1. General Information and Program Outcomes:

2. Program Support of Institutional Goals and Objectives, and/or Operational Plans:

3. Program Data Analysis and Program Specific Measurements:

4. Curriculum Review:

5. Program Outcomes, Assessments and Improvements (narrative):

6. Student Learning Outcomes/Assessments (CPAS):

7. Additional Comments:

C. Commendations/Considerations:

Please provide a list of commendations and considerations based on the CPPR.

Commendations:
Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:
Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.
The above-signed individuals have read and discussed this review. The Division Chair and Faculty in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Dean’s narrative analysis. The signatures do not necessarily signify agreement.
## Administrative Services Outcome Assessment Summary

This form can be used to record Administrative Services Outcome (ASO) assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

### UNIT:  DATE:  v. 2 2012

Staff involved with the assessment and analysis: 

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<thead>
<tr>
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<th>Administrative Services Outcome (ASO) Statements</th>
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<tr>
<td>2</td>
<td>Assessment Methods Plan (identify assessment instruments)</td>
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<td>3</td>
<td>Assessment Administration Plan</td>
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<tr>
<td>4</td>
<td>Assessment Results Summary (summarize Data)</td>
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<td>5</td>
<td>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</td>
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<td>6</td>
<td>Recommended Changes &amp; Plans for Implementation of Improvements</td>
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<tr>
<td>7</td>
<td>Description or evidence of dialog among staff and Cluster about assessment plan and results</td>
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