Committee Description: This is a district committee with representatives from various constituent campus groups that reviews the campus vision, mission, and goals and plans the process and timeline for strategic plans based on the college vision, mission, and goals. This committee develops the strategic plan for the college and assesses progress on the strategic plan on an annual basis.

**Strategic Planning Committee members:**
- Baeyen, Dennis, Division Chair
- Dina Baca-Ebeling, CCCUE
- Shannon Hill, Exec. Dir., Advancement
- Janice House, Mgmt. Senate
- Sandee McLaughlin, VPSS/co-chair
- Barb Miller, CCFT
- Pamela Ralston, Dean
- Mark Stengel, Ac. Dir.
- Gil Stork, co-chair
- Rich Taylor, NCC/SCC
- TBA, Academic Senate
- TBA, ASCC rep

**Institutional Effectiveness Committee members:**
- Baxley, Greg, Physical Sciences
- Cartnal, Ryan, Dir Inst Res & Assessment
- Clark, Bret, Interim Dean Ac. Affairs/liaison
- Conklin, Ed, English
- Demarest, Bill, Mathematics
- Demarest, Sally, English
- Martin, Jennifer, Performing Arts
- Miller, Bob, Athletics
- Ornelas, Nohemy, Dean SS
- Schwennicke, Robert, Mathematics
- Wearda, Lisa, Allied Health

**Committee Initiatives:**

<table>
<thead>
<tr>
<th>ACCJC Standard(s)</th>
<th>In Progress Completed</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Responsible Parties and Operational Plan authors will attend the September 24, 2012 meeting.</td>
<td></td>
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<tr>
<td>2) Invite responsible parties individually to present how they will complete the action steps as described in the 2012-2014 Strategic Plan (October – December 2012).</td>
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<tr>
<td>3) Support the Superintendent/President with development of the annual progress report (January 2013).</td>
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<tr>
<td>4) Review the District’s mission statement (on behalf of College Council) (January 2013)</td>
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<td>5) Request progress updates from responsible parties (February 2013)</td>
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<tr>
<td>6) Consolidate progress reports submitted by responsible parties and operation plan authors (March 2013)</td>
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<tr>
<td>7) Collaborate with the Institutional Effectiveness Committee as described in page 30 of the San Luis Obispo County Community College District Integrated Planning Manual 2012 (March 2013)</td>
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<tr>
<td>8) Create a draft Strategic Plan 2012-2014 Progress Report for review by the Institutional Effectiveness Committee, incorporate feedback, then distribute district-wide for feedback (April 2013)</td>
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<tr>
<td>9) Forward the final draft of the Strategic Plan 2012-2014 Progress Report to the Superintendent/President (May 2013)</td>
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<tr>
<td>10) Assess committee effectiveness and complete the end of year committee report (May 2013)</td>
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<tr>
<td>ACTION ITEMS</td>
<td>WHO</td>
<td>NOTES</td>
</tr>
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</tr>
<tr>
<td>1. Approval of agenda</td>
<td>All</td>
<td>Approved by consensus.</td>
</tr>
<tr>
<td>2. Approval of minutes from February 11, 2013</td>
<td>All</td>
<td>MOTION: Janice/Pamela approved as presented</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REPORTS</th>
<th>WHO</th>
<th>NOTES</th>
<th>FUTURE ACTION</th>
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<tbody>
<tr>
<td>4. Each Strategic Plan Institutional Objective was reviewed considering the following as directed in the SLOCCCD Integrated Planning Manual 2012:</td>
<td>All</td>
<td>• Beginning with Institutional Objective 5.2, each responsible party provided an analysis of the effectiveness and include changes to action steps for 2013-2014 as needed based on the assessment. A summary of the feedback follows this section.</td>
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</table>

| INFORMATION | | | |
|-------------| | | |
| 4. Closing Summary of Key Points | | • Proposed Strategic Plan Revisions for 2012-2013 were provided via email. | |

Spring 2013 meeting dates:
- January 28
- February 11
- February 25
- March 11
- March 25
- April 8
- April 22
- May 13
Collaboration between Strategic Planning and Institutional Effectiveness Committees
March 25, 2013

- Collaboratively analyze the progress report for effectiveness in moving the district toward achievement of the institutional goals; and
- Edit or augment action steps for 2013-2014 as needed based on the assessment of the outcomes of the work in 2012-2013

<table>
<thead>
<tr>
<th>Institutional Objective 1.1</th>
<th>Responsible Party</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Increase the percentage of transfer-directed students who are transfer prepared by 2% annually</td>
<td>VPAA and VPSS</td>
<td>Sandee McLaughlin reported that 1.1 and 1.2 are on target and have been a topic of discussion in Enrollment Management Committee where the sentiment is that this assessment of course sequencing should ideally take place across all disciplines. &lt;br&gt; Bret agreed that in these action steps we did not emphasize that we analyze the course scheduling and identify barriers for student completion (ie, day/ evening/site) and make improvements. &lt;br&gt; Liberal arts – course frequency is the focus because the discipline is so broad.</td>
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<table>
<thead>
<tr>
<th>Institutional Objective 1.2</th>
<th>Responsible Party</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually</td>
<td>VPAA and VPSS</td>
<td>Mark Stengel announced the steps have been completed - the two checklists were approved last Friday. &lt;br&gt; Challenged to establish a link between these two checklists and distance education success rates due to timing - checklists will not be used until fall 2013. &lt;br&gt; Moodle training occurred fall 2012 and it was the most extensive distance education training to date. This also encouraged instructors to review course content &lt;br&gt; The state Chancellor’s Office will publish data related to distance education which will shape our next steps.</td>
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<thead>
<tr>
<th>Institutional Objective 1.3</th>
<th>Responsible Party</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Increase the successful completions in distance education courses by 2% annually</td>
<td>Administrative Co-Chair of the Distance Education Committee</td>
<td>Madeline Medeiros announced the curriculum change was approved March 2013. &lt;br&gt; There are multiple variables and measurement is dependent on availability of student success data which may not match up with identified timelines for assessment. &lt;br&gt; Computers in the labs need replacement.</td>
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<thead>
<tr>
<th>Institutional Objective 1.4</th>
<th>Responsible Party</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Increase English as a second language credit course success and improvement rates by 2% annually</td>
<td>Dean Humanities and Chair English as a Second Language</td>
<td>MATHEMATICS &lt;br&gt; Barb Miller summarized the work to date, and noted that there are ten core areas which will be assessed for all Math 007 classes. A scoring rubric has been established. &lt;br&gt; <strong>Proposed change of the date in 1.5.5 (assessment) to September 2013.</strong> &lt;br&gt; ENGLISH &lt;br&gt; Dennis Baeyen noted the writing helpdesk data will be compared with historic data – confounding factor is new</td>
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<thead>
<tr>
<th>Institutional Objective 1.5</th>
<th>Responsible Party</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase basic skills course success and improvement rates by 2% annually</td>
<td>English – Dean Ralston and Division Chair English Mathematics – Dean Clark and Division Chair Mathematics</td>
<td><strong>Proposed change of the date in 1.5.5 (assessment) to September 2013.</strong></td>
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</table>
assessment tool, accuplacer, when previously placement was assessed by essay writing.

- Additionally, faculty have instituted practices to improve student engagement and persistence through connecting with students based on recent research.
- Computers in lab are 9 years old and need to be replaced.

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<thead>
<tr>
<th>Institutional Objective 2.1</th>
<th>Executive Director Advancement/Foundation</th>
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<tbody>
<tr>
<td>Increase the capture rate of the local 24-40 age cohort by 2% annually</td>
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- Shannon Hill said this is being done in tandem with enrollment management committee’s work.
- This is not scheduled for action until October 2013; however progress is being made because it was scheduled earlier in the enrollment management plan.

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<tr>
<th>Institutional Objective 2.2a.</th>
<th>VPSS and VPAA</th>
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<tbody>
<tr>
<td>Increase the local high school capture rate by 2% annually</td>
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- Sandee McLaughlin reported strong response from faculty in the Fall and this added to the visibility of the outreach.
- 2.2a.4 – Proposed a date change to Fall 2013 when there is data regarding number of HS students who register at Cuesta.
- Janice House asked, “How will we know if an increase in local high school capture rate is due to activities in 2.2a or 2.2b?”
- We need to clearly define the survey results for 2.2a.4 because currently it’s limited to a subjective survey of the Cuesta team and H.S counselors’ impressions.
- Improvement from past practice is the students are now registered onsite following the orientation.
- Bill Demarest attended the Morro Bay High School outreach event and noted that the district should consider going earlier to recruit students rather than providing an orientation to those who all plan to attend.

<table>
<thead>
<tr>
<th>Institutional Objective 2.2b.</th>
<th>VPSS and Executive Dean NCC</th>
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<tbody>
<tr>
<td>Increase the local high school capture rate by 2% annually</td>
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- Gary Rubin presented information about the recent Educate Conference, noting that the action steps are clear and aimed at bringing high school students (grades 9-12) to the North County Campus and ultimately Cuesta.
- Caution: attendees are not limited to local high schools and the institutional objective notes local high school capture rate, so be sure that the data are as noted in the institutional objective.
- Gary requested that the Educate conference is integrated into the budget for next year, and discussion about assessment prior to inclusion in the budget followed.
- September we will have information to assess the event’s impact on capture rate.
- Gary suggested the district could develop another institutional objective for 2.2 to consider another segment, possibly the 60+ age group we lost when the Emeritus program was discontinued, or consider multiracial students who are also a large segment.
<table>
<thead>
<tr>
<th><strong>Institutional Objective</strong></th>
<th><strong>Details</strong></th>
<th><strong>Notes</strong></th>
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<tbody>
<tr>
<td><strong>3.1</strong>  &lt;br&gt; <em>Develop and distribute an institutional decision-making handbook that clarifies and documents the purpose, membership, meeting schedule, and reporting structure of its participatory governance and decision-making bodies</em></td>
<td>Pamela Ralston and Marie Larsen on behalf of the Decision-Making and Participatory Processes Assessment</td>
<td>• Work on this institutional objective began ahead of schedule. The process has been somewhat laborious for approval, for example, how many times does a committee review your proposal and provide feedback for revision before it’s approved? Once the handbook is approved that will clarify the approval process. The minority report may permit the ability to get consensus sooner and to be informed on all points. <strong>institutional objective 3.2 outlines the assessment of this institutional objective</strong>&lt;br&gt;• Bret Clark asked, “Could this handbook be the vehicle for improving the lead time to get documents for review into the hands of committee members in sufficient time for a complete review prior to the committee meeting?”</td>
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<tr>
<td><strong>3.2</strong>  &lt;br&gt; <em>Assess participatory governance and decision-making structures and processes and revise as needed to ensure that the processes are effective, transparent, and include broad participation</em></td>
<td>No action until <strong>January 2014</strong> / Task Force on Decision-making and Participatory Processes Assessment</td>
<td>• Will there be sufficient time to use the handbook prior to <strong>January 2014</strong> in order to assess it according to the timeline?</td>
</tr>
<tr>
<td><strong>4.1</strong>  &lt;br&gt; <em>Train the internal community about the integrated planning processes</em></td>
<td>Accreditation Liaison Officer and Academic Senate President</td>
<td>• Training took place August 2012.&lt;br&gt;• Joint members asked how effectiveness of the training will this be assessed?&lt;br&gt;• Has the training improved district knowledge of the integrated planning process?&lt;br&gt;• It was decided that following the Fall 2013 training a survey will be sent to assess knowledge and understanding of the district’s integrated planning process.&lt;br&gt;• Does planning and budget understand changes to the resource allocation process as a result of integrated planning?&lt;br&gt;• Note there is a difference between operational needs and integrated planning. Operational needs are requirements to keep the department running whereas a new request will be considered through the planning process.</td>
</tr>
<tr>
<td><strong>4.2</strong>  &lt;br&gt; <em>Complete all processes outlined in the San Luis Obispo County Community College District Integrated</em></td>
<td>Accreditation Liaison Officer</td>
<td>• The strategic plan and integrated planning manual calendars are monitored by Dr. Stork and discussed monthly in the Cabinet meetings.&lt;br&gt;• At fall 2013 opening day Dr. Stork will report out on this institutional objective.&lt;br&gt;• This objective will be reported on until action steps are complete, and will be integrated permanently into our <strong>Accreditation</strong> Liaison Officer <strong>and Academic Senate President</strong></td>
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</table>
### Planning Manual 2012 within the identified timelines

District process including adding to applicable job and committee descriptions.

### Institutional Objective 5.1
**Increase participation at district events for business and civic leaders**

**Executive Director Advancement/Foundation**

**NOTE:** Shannon Hill was not present at the time this item was discussed.
- A chart to show the breadth of activities occurring in the district
- How will we quantify whether participation was increased?
- Many events have occurred including the district dialogues and the chamber advisory committee meeting.

### Institutional Objective 5.2
**Increase participation at district events for K-12 districts and universities**

**VPSS and VPAA**

- Sandee McLaughlin noted that all action steps have been completed, but honestly feels the impact of these action steps is modest. Action steps can use stronger action statements.
- Assessment of inventory of events reflected that there were many established events with strong attendance, however, extended participation from a variety of district divisions and departments was not occurring (for example, a jazz festival attended by high school students can also include information from the admissions and records office).
- The four events identified for 2012-2013: Jazz Festival, Wind Ensemble, Men’s Basketball, Women’s Softball. These historic events were determined to have strong K-12 and community involvement. The events’ attendance information has been tracked by the VPSS office.
- Assessment: A chart of events will be created to show historic and new events including a column to show enhancement, how the participation was increased.
- 2013-14 Action Steps: Select six events for 2013-2014 and continue to add participation from divisions/departments across the district.