



CUESTA COLLEGE

INTEGRATED

# PLANNING MANUAL

2019

San Luis Obispo County  
Community College District

# **INTEGRATED PLANNING MANUAL 2019**

---

SAN LUIS OBISPO CAMPUS | NORTH COUNTY CAMPUS | SOUTH COUNTY CENTER | ONLINE



San Luis Obispo County Community College District

## **San Luis Obispo County Community College District Mission, Vision, and Values**

### **Mission**

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

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

### **Vision**

Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

### **Values**

Access – Success – Excellence

*Revised by BOT: 12/2015  
Reviewed by BOT: 6/2019*

## Table of Contents

Introduction .....	3
Model of Integrated Planning.....	5
San Luis Obispo County Community College District Mission .....	8
Educational and Facilities Master Plans.....	11
Strategic Plan .....	15
Institutional Program Planning and Review.....	21
Operational Plans.....	23
Budget Development .....	24
Resource Allocation .....	26
Plan Implementation .....	29
Assessment of Plan Effectiveness.....	31
Assessment of Planning and Decision-Making/Participatory Governance Processes.....	34

## Introduction

The *San Luis Obispo County Community College District Integrated Planning Manual 2019* describes institutional planning in the district and the ways that the district's stakeholder groups participate in and contribute to planning.

This manual updates the district's planning work, which began in spring 2012, and replaces the *San Luis Obispo County Community College District Integrated Planning Manual 2017*. This document 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.

This manual begins with a description of the San Luis Obispo County Community College District Model of Integrated Planning followed by a detailed description of each component in the planning model including:

- Specific tasks to be accomplished;
- Processes by which decisions/recommendations will be developed;
- Timeline for each task;
- Individuals or groups responsible for completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

As part of the infrastructure that supports continuous quality improvement, this manual includes a description of how the district's planning processes themselves will be assessed. When, as a result of this assessment, planning processes are revised, this manual will be regularly updated to continue its usefulness as a viable and credible guide to district planning.

Figure 1

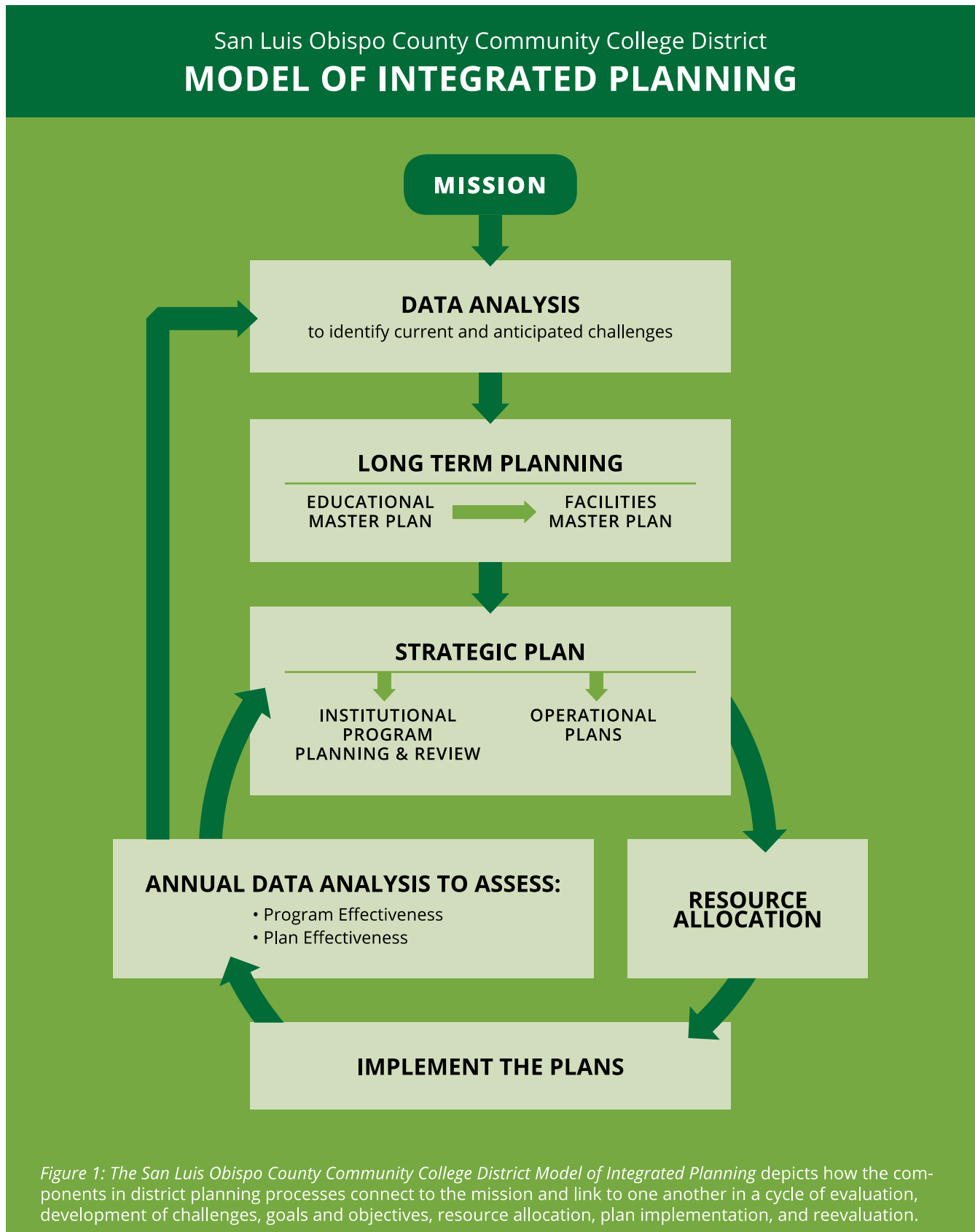


Figure 1: The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals and objectives, resource allocation, plan implementation, and reevaluation.

## Model of Integrated Planning

The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals, and objectives, resource allocation, plan implementation, and reevaluation. It is through the regular sequence of these planning practices that the district assesses institutional effectiveness and uses those assessments to continually improve the district's services to students.

Research is central to the San Luis Obispo County Community College District Model of Integrated Planning because plans are developed based on data, and plan outcomes are assessed using quantitative and qualitative data. With this grounding in research, the components of the district's model of integrated planning are as follows.

- The San Luis Obispo County Community College District **Mission** describes the intended student population and the programs and educational services the district provides to the community. As such, this statement is the foundation for all planning processes.
- **Periodic data analysis** includes the use of:
  - District data to assess its current effectiveness in meeting the San Luis Obispo County Community College District Mission; and
  - Community demographic data to foresee challenges and opportunities.

Based on these data, **current and anticipated challenges** are identified. These challenges are foundational for the development of the **Educational Master Plan** and the **Facilities Master Plan**. Through the process of developing the Educational Master Plan, the district develops Institutional Goals that are intended to focus the district for advancing the mission and meeting the identified current and anticipated challenges. The Educational Master Plan drives the development of the Facilities Master Plan.

- In the development of the **Strategic Plan**, the Institutional Goals are used to develop Institutional Objectives that describe specific initiatives that will be undertaken to achieve the Institutional Goals. The Strategic Plan informs two other types of short-term documents, the **Institutional Program Planning and Review** and the **Operational Plans**.
- **Resource Allocations** are determined at three levels: unit, cluster, and institution. These allocations are based on the priorities established in the Strategic Plan, the Institutional Program Planning and Review, the Operational Plans, student learning outcomes, and student achievement.

- Once resources are allocated, the district **implements the plans** by achieving the objectives identified in the Strategic Plan, the initiatives in the Operational Plans and by completing the program objectives as identified in the Institutional Program Planning and Review.
- **Annual data analysis** includes two types of assessment:
  1. **Assessments of program effectiveness** measure each unit's effectiveness in comparison to historical data as well as in comparison to the Institutional Goals and Institutional Effectiveness Outcomes. This data analysis is the foundation for the Institutional Program Planning and Review process.
  2. **Assessments of plan effectiveness** measure the district's progress in achieving Institutional Goals and Institutional Objectives. This data analysis is documented in an annual San Luis Obispo County Community College District progress report that informs the internal and external community about progress toward long-term goals. The annual progress reports will be compiled and used in the next ten-year master planning cycle to identify ongoing challenges.

The processes that comprise the San Luis Obispo Community College District Model of Integrated Planning are assessed every other year. This assessment is the basis for improvements to the planning processes.



**Timeline and Process for Reviewing the San Luis Obispo County Community College District Mission**

<p>January 2022 <i>And every three years thereafter</i></p>	<p>The Superintendent/President requests that the College Council initiate a review of the district mission. The Vice-President of Academic Affairs, co-chair of the College Council, is responsible to initiate, oversee, and ensure completion of the mission review.</p> <p>The Vice-President of Academic Affairs convenes and chairs an ad hoc group and charges them with (1) developing a process to solicit district-wide feedback about the current mission; and (2) based on that feedback to make recommendations regarding the current mission. The ad hoc group develops a process for gathering district-wide feedback and submits the proposed process to the College Council for review and comment.</p>
<p>February 2022 <i>And every three years thereafter</i></p>	<p>The College Council reviews the proposed process for soliciting district-wide feedback on the current mission, and either approves or revises the process.</p> <p>The Chair of the ad hoc group implements the process for gathering district-wide feedback.</p>
<p>March 2022 <i>And every three years thereafter</i></p>	<p>The Chair of the ad hoc group facilitates the ad hoc group’s review of the feedback and relevant Accrediting Commission of Community and Junior Colleges standards, following which the ad hoc group either recommends reaffirmation of the mission or revisions to the mission. The ad hoc group forwards the recommendation to the Academic Senate Council for their consideration.</p>
<p>April 2022 <i>And every three years thereafter</i></p>	<p>If the Academic Senate Council supports the ad hoc group’s recommendation, the recommendation is forwarded to the College Council.</p> <p>If the Academic Senate Council does not endorse the ad hoc group’s recommendation, the Academic Senate Council collaborates with the ad hoc group to develop a mutually agreeable recommendation. Once agreement is reached, the Academic Senate Council forwards the recommendation to the College Council.</p> <p>If a mutually agreeable recommendation is not reached by the end of April, the Academic Senate Council sends the original ad hoc group’s recommendation and the Academic Senate Council’s suggested revision of the mission to the College Council.</p>
<p>May 2022 <i>And every three years thereafter</i></p>	<p>The College Council reviews the recommendation from the ad hoc group and the Academic Senate Council and makes a recommendation to the Superintendent/President either in support of reaffirmation of the mission or the recommended revisions to the mission.</p> <p>The Superintendent/President considers the College Council’s recommendation and if he/she supports the proposed reaffirmation or revisions to the mission, recommends the reaffirmed or revised mission to the Board of Trustees.</p> <p>If the Superintendent/President does not approve the College Council’s recommendation, collaboration and compromise continues until he/she approves. Once agreement is reached, the Superintendent/President recommends the revised mission to the Board of Trustees for approval.</p> <p>If the Board of Trustees does not approve the Superintendent/President’s recommendation, the Board of Trustees will recommend to the Superintendent/President to charge the College Council with restarting the process.</p>

## **San Luis Obispo County Community College District Mission**

The San Luis Obispo County Community College District mission describes the intended student population and the services the college promises to provide to the community. As such, all district planning processes begin with the mission, as shown by its position at the top of the district's model of integrated planning.

The San Luis Obispo County Community College District reviews its mission every three years and either reaffirms or revises the mission. The review process solicits feedback district-wide and all comments are considered by the College Council when preparing a recommendation to the Superintendent/President.

The current San Luis Obispo County Community College District mission is:

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

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

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a district and college mission statement is:

### **Standard I.A.1**

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

### **Standard I.A.2**

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

### **Standard I.A.3**

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

## Timeline and Process for Developing the Educational Master Plan and Facilities Master Plan

<p>September 2025 <i>And every ten years thereafter</i></p>	<p>The Vice-Presidents of Academic Affairs and Administrative Services are jointly responsible to initiate, oversee, and ensure completion of the master plan.</p> <p>The Vice President of Administrative Services, co-chair of the Planning and Budget Committee, agendaizes the development of the <i>San Luis Obispo County Community College District Educational Master Plan 2026-2036</i> and the <i>San Luis Obispo County Community College District Facilities Master Plan 2026-2036</i>.</p> <p>The Planning and Budget Committee proposes a process for preparing the educational master plan that includes:</p> <ul style="list-style-type: none"> <li>• Integration of the educational and facilities portions of the master plan;</li> <li>• Membership for a Master Plan Ad Hoc Committee;</li> <li>• Strategies for including feedback from all district constituencies including district-wide workshops and open forums;</li> <li>• An outline of the desired content for the facilities master plan; and</li> <li>• A timeline for the development of the facilities master plan that ensures integration of the educational and facilities components.</li> </ul>
<p>October 2025 - March 2026 <i>And every ten years thereafter</i></p>	<p>Using the steps outlined in the narrative accompanying this timeline/process chart, the educational plan section is drafted and work begins on the facilities plan section of the <i>San Luis Obispo County Community College District Educational Mater Plan 2026-2036</i> and the <i>Facilities Master Plan 2026-2036</i>.</p> <p>Drafts of the educational plan section and updates on the facilities plan section are distributed district-wide for review and feedback at a minimum of four times during this period to promote broad participation.</p> <p>Feedback from district-wide reviews is integrated into the documents to create a final draft of the educational plan section which is forwarded to the Planning and Budget Committee for conceptual approval.</p> <p>Once the educational plan section has been developed, that information is used to complete the facilities plan section that will add or remodel the facilities needed to support current and anticipated changes in the district's programs and services.</p>
<p>April - November 2026 <i>And every ten years thereafter</i></p>	<p>The facilities plan section is drafted and is distributed district-wide for review and feedback.</p> <p>Feedback from district-wide reviews is integrated into the documents to create a final draft of the <i>San Luis Obispo County Community College District Educational Master Plan 2026-2036</i> and the <i>Facilities Master Plan 2026-2036</i> which is forwarded to the Planning and Budget Committee for approval.</p>
<p>December 2026 <i>And every ten years thereafter</i></p>	<p>Once the final draft of the <i>San Luis Obispo County Community College District Educational Master Plan 2026-2036</i> and the <i>Facilities Master Plan 2026-2036</i> have been thoroughly reviewed district-wide and all comments have been addressed, the Superintendent/President presents the master plans to the Board of Trustees for approval.</p>

## **Educational Master Plan and Facilities Master Plan**

The educational master plan and facilities master plan are the San Luis Obispo County Community College District's long-term plans. As such, these documents 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.

In 2015-2016, the San Luis Obispo County Community College District developed and completed the comprehensive planning documents for educational programs and facilities: *The San Luis Obispo County Community College District Educational Master Plan 2016-2026* and the *Facilities Master Plan 2016-2026*.

Conceptually, master planning is the opportunity to create district-wide dialog about the future. The steps in this dialog are:

1. Analysis of:
  - The effectiveness and outcomes of the previous master plans;
  - Current state and national trends in higher education;
  - Current internal and external conditions; and
  - Ten-year projections of demographic changes.
2. Based on these analyses:
  - Project the district's overall growth for the coming decade;
  - Identify current and anticipated challenges; and
  - Develop Institutional Goals that convey the district's response to these identified challenges.
3. Analyze the current status of each instructional discipline and student service based on district-wide growth to project the anticipated growth rate of each.
4. Based on these analyses and projections related to the educational master plan, develop a facilities master plan that will add or remodel the facilities needed to support current and anticipated changes in the district's programs and services.

The Institutional Goals set during the development of the educational master plan articulate how the district intends to address current and anticipated challenges. As such, these Institutional Goals guide the allocation of district energies and resources for the term of the educational master plan by serving as the basis for the short-term planning processes (strategic plan, institutional program planning and review, and operational plans). Through this process, both the master plans and the short-term plans are linked to the mission:

Mission → Data analysis to assess the district's effectiveness in meeting the mission →  
Identification of challenges → Institutional Goals → Institutional Objectives

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Standard. I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER11)

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

## Timeline and Process for Developing the Strategic Plan

<p>September 2019 <i>And every three years thereafter</i></p>	<p>The Superintendent/President is responsible to initiate, oversee, and ensure completion of the strategic plan.</p> <p>The Superintendent/President, co-chair of the Strategic Planning Committee, agendaizes the development of the <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i>. The Strategic Planning Committee drafts the <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i> following these steps:</p> <ol style="list-style-type: none"> <li>1. Review the Institutional Goals in the <i>San Luis Obispo County Community College District Educational Master Plan 2016-2026</i>.</li> <li>2. Review progress on achieving the Institutional Objectives as documented in the <i>2018</i> and the <i>2019 Progress Report on the San Luis Obispo County Community College District Strategic Plan</i>.</li> <li>3. Based on these reviews, develop Institutional Objectives and assessments for those objectives for the next three years, including timelines for completion, and the individual, group, or office responsible for completing each task.</li> </ol>
<p>October 2019 <i>And every three years thereafter</i></p>	<p>The Strategic Planning Committee distributes the draft <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i> district-wide for review and comment.</p> <p>The Strategic Planning Committee incorporates feedback from the district-wide review to prepare the final draft of the <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i>, which is forwarded to the College Council and the Planning and Budget Committee.</p>
<p>November 2019 <i>And every three years thereafter</i></p>	<p>Members of the College Council distribute the final draft of the <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i> to their constituents for review and comment.</p> <p>The Planning and Budget Committee considers the feedback from that review and makes a recommendation to the Superintendent/President.</p>
<p>December 2019 <i>And every three years thereafter</i></p>	<p>If the Superintendent/President approves, the final draft of the <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i> is presented to the Board of Trustees for information. If the Superintendent/President does not approve, collaboration and compromise continues until he/she approves.</p> <p>The final draft of the <i>San Luis Obispo County Community College District Strategic Plan 2020- 2023</i> is implemented beginning in fall 2020. The <i>San Luis Obispo County Community College District Strategic Plan 2020- 2023</i> is reviewed by the College Council and recommended to the Superintendent/President.</p> <p>The <i>San Luis Obispo County Community College District Strategic Plan 2020-2023</i> is used during the 2020, 2021, and 2022 budget development process.</p>



## Strategic Plan

The strategic plan is the district's short-term plan. Through the development of the strategic plan, Institutional Goals are used to derive Institutional Objectives that describe how the Institutional Goals identified in the district educational master plan and the facilities master plan will be achieved.

The strategic plan was developed under the umbrella of the *San Luis Obispo County Community College District Educational Master Plan 2016-2026* using the Institutional Goals identified in the educational master plan. The next strategic plan to be developed will be the *San Luis Obispo County Community College District Strategic Plan 2020-2023*, which will continue to use the Institutional Goals identified in the *San Luis Obispo County Community College District Educational Master Plan 2016-2026* and the *Facilities Master Plan 2016-2026*.

The primary components of the revised strategic plan format are:

- **Institutional Goals** that were developed as part of the *San Luis Obispo County Community College District Educational Master Plan 2016-2026* and the *Facilities Master Plan 2016-2026* are broad statements that articulate how the district intends to address current and anticipated challenges.
- **Institutional Objectives** describe more specifically the initiatives that will be undertaken to achieve the Institutional Goals.
- **Responsible Party** identifies the individual, group, or office assigned with the responsibility to launch, oversee, and complete the Institutional Objective. The assignment of a responsible individual, group, or office is essential for accountability.
- **Assessment of Institutional Objectives** describes the specific assessment measures that will be used to determine how effective the district is in moving toward achievement of the Institutional Objectives. The results were consolidated in the 2015 and 2016 spring progress reports and were reviewed when developing the *San Luis Obispo County Community College District Strategic Plan 2017-2020*.
- **Annual Assessment of Plan Effectiveness** identifies the results of the assessments and are consolidated annually to create a progress report. The purpose of the progress report is to inform the internal and external communities about the district's progress in achieving the Institutional Goals. The information is used to prepare the annual *San Luis Obispo County Community College District Strategic Plan Progress Report*.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

**Example of template for Progress Report on the San Luis Obispo Community College District Strategic Plan**

<b>Institutional Goal 1: Completion</b>						
<b>Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.</b>						
<b>Institutional Objective 1.1:</b> Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs. <i>Responsible Party: Vice President Academic Affairs</i>	<b>Report Year</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>Trend</b>
	<b>Data Timeframe</b>	<b>F16</b>	<b>F17</b>	<b>F18</b>	<b>F19</b>	
<b>Measure 1:</b> Percent of First-Time Students who place into Transferable English and/or Mathematics	English					
	Mathematics					
	<b>Data Timeframe</b>	<b>F14 - SP16</b>	<b>F15 - SP17</b>	<b>F16 - SP18</b>	<b>F17 - SP19</b>	
<b>Measure 2:</b> Percent of First-Time Students placed in Basic Skills English and/or Mathematics who complete Transfer Level English and/or Mathematics within two years	English					
	Mathematics					
<b>Measure 3:</b> Percent of students who complete ESL099E and complete a Transfer Level English Course within two years	ESL099E to English 201A					
<b>Measure 4:</b> Successful Course Completion (C or better) in Basic Skills, English and/or Mathematics, English as a Second Language, Career Technical Education, Degree and Transfer designated courses	Basic Skills English					
	Basic Skills Math					
	English as a Second Language					
	Career Technical Education (Degree Applicable, Not Transferable)					
	Career Technical Education (Transferable)					
	Degree Applicable, Not Transferable (Non-CTE)					
	Transferable (Non-CTE)					
	<b>Data Timeframe</b>	<b>10/11 - 15/16</b>	<b>11/12 - 16/17</b>	<b>12/13 - 17/18</b>	<b>13/14 - 18/19</b>	
<b>Measure 5:</b> Percent of transfer-directed students who become transfer ready	Transfer Ready					
<b>Institutional Objective 1.1 Summary/Analysis:</b>						

### Timeline and Process for Revising Institutional Program Planning and Review Templates

<p>March 2020 <i>And every year thereafter</i></p>	<p>The administrative co-chair of the Institutional Program Planning and Review Committee solicits district-wide feedback on the Institutional Program Planning and Review templates. The templates are: The Annual Program Planning and Review Worksheet, the Comprehensive Program Planning and Review, the Unit Plan, and the Career Technical Education Two-year Program Review.</p> <p>The Institutional Program Planning and Review Committee uses the feedback to draft revisions into the Institutional Program Planning and Review templates that will be used in the following academic year.</p>
<p>April - May 2020 <i>And every year thereafter</i></p>	<p>The Institutional Program Planning and Review Committee submits the revised Institutional Program Planning and Review templates to the Academic Senate Council for approval.</p> <p>The Academic Senate Council reviews the proposed revisions to the Institutional Program Planning and Review templates and collaborates as needed to approve the documents.</p>

### Timeline and Process for Completing Institutional Program Planning and Review

<p>First week of October 2019</p> <p><i>And every year thereafter</i></p>	<p>The Vice Presidents of Academic Affairs, Administrative Services, and Student Services distribute the Institutional Program Planning and Review templates to division chairs/directors.</p> <p>The Institutional Research Office distributes the program-level data necessary to complete the Institutional Program Planning and Review templates to division chairs/directors.</p>
<p>October 2019 - February 2020</p> <p><i>And every year thereafter</i></p>	<p>The division chairs/directors collaborate with unit colleagues to draft their Institutional Program Planning and Review.</p> <p>The division chairs/directors distribute the draft Institutional Program Planning and Review templates to all members of the unit for review and feedback.</p> <p>The division chairs/directors incorporate feedback as warranted to complete the Institutional Program Planning and Review templates.</p>
<p>March 2020</p> <p><i>And every year thereafter</i></p>	<p>The division chairs/directors forward the Institutional Program Planning and Review templates to the cluster manager.</p> <p>The cluster manager consolidates the unit-level requests for allocations and leads dialog to prioritize the requests. Requests that address needs related to Institutional Goals and/or Institutional Objectives or that address needs identified in the assessment of student learning outcomes receive the highest priority for unit-level and cluster-level funding.</p>
<p>April 2020</p> <p><i>And every year thereafter</i></p>	<p>Cluster Managers forward the cluster priorities to the Planning and Budget Committee for institutional prioritization. Refer to the “Resource Allocation” section of this document for a description of the Planning and Budget Committee’s prioritization process.</p>

## **Institutional Program Planning and Review**

Institutional Program Planning and Review is both an annual and periodic process for program performance review and planning. Instructional, student services, and administrative areas analyze program performance by comparing quantitative and qualitative data against historical data.

In the annual process, all programs complete the Institutional Program Planning and Review template called an Annual Program Planning Worksheet. On this form, programs:

- Document their contributions to achievement of Institutional Goals and Institutional Objectives;
- Document the results of student learning outcome measurements; and
- Advance funding requests to the district resource allocation process.

Improvement of the institution's effectiveness in meeting its mission is central to all program performance. For this reason, funding requests that are in service of Institutional Goals and Institutional Objectives or that emerge from measurements of student learning outcomes are given high priority for funding at the unit, cluster, and institutional levels. Refer to the "Resource Allocation" section of this document for a description of the prioritization process utilized by the Planning and Budget Committee's prioritization process.

In the periodic process, all programs complete either the Institutional Program Planning and Review template called the Comprehensive Program Planning and Review or the Career Technical Education Two-year Program Review. The periodic review is every two years for career technical education programs (mandated review/Career Technical (CTE) Two-year Program Review), every four years for a career technical education program comprehensive program review, and every five years for all other programs. This review is a thorough evaluation of the programs and includes components such as a general description of the program, the program mission, an analysis of staffing, and a summary of program achievements, including results from the assessment of student learning outcomes and administrative unit outcomes.

Once the Institutional Program Planning and Review process is complete, Cluster Managers review the periodic comprehensive reviews and provide the unit with written feedback.

The Accrediting Commission for Community and Junior Colleges standards most relevant to Institutional Program Planning and Review are:

### Standard I.B.8.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Standard II.A.16.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Standard II.B.3.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.1.

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Standard III.D.1.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)



## Operational Plans

Operational plans are short-term plans for specific support-of-learning units in the district.

The Technology Plan is a five-year plan that describes major technology priorities that are aligned with the district's Institutional Goals. The Technology Plan is developed following district-wide dialog to assess and prioritize current and projected technology needs, including technology support, training, hardware, software, licensure, policy issues, and technological infrastructure.

The Fiscal Plan is incorporated into the San Luis Obispo County Community College District annual budget. The annual budget details resource allocation priorities and identifies long-term revenue and expenditure targets in the multi-year projections.

The SLOCCCCD Equal Employment Opportunity Plan is a three-year plan. The plan reflects the district's commitment to equal employment opportunity and further underscores the district's dedication to creating a working and academic environment that welcomes all, fosters diversity, and promotes excellence.

Since each of these operational plans follows unique steps in development, a single process and timeline chart will not be presented in this manual. Progress on the initiatives described in the operational plans is assessed annually.

The Accrediting Commission for Community and Junior Colleges standard most relevant to Institutional Program Planning and Reviews is:

### Standard I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### Standard III.C.1.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

### Timeline and Process for Budget Development

<p>January - February 2020</p> <p><i>And every year thereafter</i></p>	<p>The co-chair of the Planning and Budget Committee, Vice President of Administrative Services agendas:</p> <ul style="list-style-type: none"> <li>- Reviews and revises the budget assumptions and budget criteria as warranted based on new information; and</li> <li>- Updates the College Council on the status of the budget assumptions and budget criteria for the next fiscal year.</li> </ul>
<p>May 2020</p> <p><i>And every year thereafter</i></p>	<p>The co-chair of the Planning and Budget Committee, Vice President of Administrative Services agendas:</p> <ul style="list-style-type: none"> <li>- Reviews and revises the budget assumptions and budget criteria as warranted based on the Governor’s proposed May budget revision and other new information; and</li> <li>- Updates the College Council on the status of the budget assumptions and budget criteria for the next fiscal year.</li> </ul>
<p>June 2020</p> <p><i>And every year thereafter</i></p>	<p>The tentative budget is presented to the Board of Trustees for approval.</p>
<p>July - August 2020</p> <p><i>And every year thereafter</i></p>	<p>The Vice President of Administrative Services reviews state budget changes and incorporates those changes into the budget assumptions and budget criteria for the final budget.</p> <p>Units receive tentative allocations for the coming fiscal year.</p>
<p>September 2019</p> <p><i>And every year thereafter</i></p>	<p>The final budget is presented to the Board of Trustees for approval.</p>
<p>Fall 2019</p> <p><i>And every year thereafter</i></p>	<p>The Planning and Budget Committee reviews the actual and budgeted revenue and expenditures for the prior three years. The analysis includes identification of large variances between budgeted and actual revenue and expenses by unit. Supervisors of units with accounts that are over budget are asked to justify these overages.</p> <p>The Vice President of Administrative Services drafts budget assumptions for the following year and forwards these to the Planning and Budget Committee.</p>

## Timeline and Process for Resource Allocation

<p>February 2020 <i>And every year thereafter</i></p>	<p>Divisions/Units prioritize needs among programs and departments through the Annual Program Planning Worksheet.</p>
<p>March 2020 <i>And every year thereafter</i></p>	<p>Cluster managers meet with division chairs and/or directors to agree upon top ten priorities among divisions/departments under the cluster manager’s purview.</p> <p>Cluster manager submits the top ten priorities in the cluster within the Annual Cluster Manager Worksheet</p>
<p>April 2020 <i>And every year thereafter</i></p>	<p>Cluster managers present top priorities to Planning and Budget Committee members.</p> <p>To prioritize the institutional needs, the Planning and Budget Committee uses the Resource Allocation Rubric. Using a point scale, the rubric weighs each request based on the extent the request is justified by:</p> <ul style="list-style-type: none"> <li>• Institutional Goals;</li> <li>• Institutional Objectives;</li> <li>• Student Learning outcomes or administrative and student services outcomes;</li> <li>• Institutional Achievement Standards;</li> <li>• Institutional Effectiveness Outcomes;</li> <li>• Health or safety concerns; and</li> <li>• Priorities from each cluster.</li> </ul>
<p>May 2020 <i>And every year thereafter</i></p>	<p>The Planning and Budget Committee forwards the prioritized list of funding requests to the Superintendent/President’s Cabinet.</p> <p>The Cabinet reviews the prioritized lists and adjusts the priorities as needed based on fund availability.</p> <p>After consideration of input from the Cabinet, the Superintendent/President makes the final funding determination.</p> <p>The Vice President of Administrative Services incorporates funding for the approved items into the tentative and final budgets as appropriate.</p>

## Resource Allocation

Resource allocation aligns with the San Luis Obispo County Community College District mission and links Institutional Goals and Institutional Objectives to the resources needed to accomplish the Institutional Goals and Objectives.

Generally speaking, all of the Institutional Goals reflect the district's commitment to its mission and correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success. The purpose of the district budget is to provide:

- Students with a high quality, learning-centered environment;
- The resources and support needed to deliver effective instruction;
- The resources and support to facilitate the teaching-learning process; and
- The means to manage the district in an efficient and cost-effective way.

The budget development process begins with the development of budget assumptions. The budget assumptions are central to the budget development process and guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:

- Institutional Goals and Institutional Objectives;
- Priorities identified through the Institutional Program Planning and Review process;
- Mandates from external agencies; and
- Status of long-term obligations.

During past reductions in state apportionment, the district's resource allocation process has included consideration of these guiding principles:

- Protect as much as possible of the core curriculum, programs, and services needed to fulfill the district and state mission for community colleges;
- Maintain student access and service throughout the district;
- Reduce, combine, suspend, or eliminate services, programs, positions, and other costs farthest from students, instruction, and the support needed for student success;
- Stay flexible, plan for contingencies, and recognize that decisions at the state level may not be made in a timely manner, making it more important than ever for the district to work as a unified unit; and
- Communicate with civility, gather facts, weigh options, listen, and deliberate together when difficult choices have to be made.

Units identify and prioritize needs for staffing, facilities, services, and equipment. These unit-level requests for resources are submitted on the Annual Program Planning Worksheet as part of the Institutional Program Planning and Review process. High-priority needs will be funded at the unit level if possible. The Annual Program Planning Worksheets are combined at the

cluster level and are once again prioritized. High-priority needs will be funded at the cluster level if possible. All clusters submit their list of prioritized needs to the Planning and Budget Committee which creates a consolidated list of institutional needs.

To prioritize the institutional priorities, the Planning and Budget Committee uses the Resource Allocation Rubric. Using a 50-100 point scale, this rubric weighs each request based on to what extent the request is justified by:

1. The contribution this proposal will make toward the achievement of Institutional Goals and/or Institutional Objectives;
2. An outcome based on the measurement of student learning outcomes, student services outcomes, or administrative services outcomes;
3. Institutional achievement outcomes;
4. Institutional learning outcomes;
5. Institutional effectiveness outcomes;
6. List of recommended priorities from each cluster; and
7. Health/safety concerns or regulatory issues.

The rubric is assessed as part of the process for assessing planning and decision-making / participatory governance. Revisions may be considered annually based on new regulatory requirements.

The Planning and Budget Committee completes the prioritization and forwards the list to the Superintendent/President's Cabinet. After review, the Cabinet prioritizes the items to be funded based on fund availability. After consideration of input from the Cabinet, the Superintendent/President makes the final funding determination.

The district provides direct links between resource allocations and planning in the following ways:

- The Institutional Program Planning and Review process includes the requirement that units address how they contribute to the achievement of Institutional Goals and/or Institutional Objectives.
- Requests for funding are prioritized by the Planning and Budget Committee using a rubric that gives the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Objectives or that are the result of student learning outcome measurements.
- The district has established an Institutional Objectives Fund. These funds will be distributed through a mini-grant process and allocations will be based on the extent to which the funding will contribute to the achievement of an Institutional Objective.

The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocation processes are:

Standard I.B.5.

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6.

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard III.D.2.

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

## Plan Implementation

Through the development of the Institutional Objectives, an individual, group, or office, such as a committee or task force, is assigned responsibility for each Institutional Objective. The responsible individual, group, or office may complete the activities or may collaborate with others to complete the activities to meet the goal.

To ensure implementation of the identified activities that will move the district toward accomplishment of the Institutional Objectives, the responsible parties shall:

- Manage the timelines for the plan component;
- Develop appropriate processes;
- Identify and address funding needs through the unit-level or institutional-level resource allocation processes;
- Provide data and other types of evidence to assess the levels of success following plan implementation; and
- Document the activities and outcomes to contribute to the preparation of the annual *Progress Report on San Luis Obispo County Community College District Strategic Plan*.

The annual *San Luis Obispo County Community College District Strategic Plan Progress Report* described in the next section informs the internal and external community about the outcomes of plan implementation.

### Timeline and Process for Assessing Plan Effectiveness

<p>January 2020 <i>And every year thereafter</i></p>	<p>The Superintendent/President is responsible to initiate, oversee, and ensure completion of an annual progress report.</p>
<p>February 2020 <i>And every year thereafter</i></p>	<p>The Superintendent/President, co-chair of the Strategic Planning Committee, facilitates the committee’s review of the template for the annual <i>Progress Report on San Luis Obispo County Community College District Strategic Plan</i>.</p> <p>The Strategic Planning Committee requests that parties responsible for Institutional Objectives and actions identified submit progress updates.</p>
<p>April 2020 <i>And every year thereafter</i></p>	<p>Responsible parties submit progress updates to the Strategic Planning Committee. The Strategic Planning Committee consolidates the reports of progress on achieving Institutional Objectives and assessments of the operational plans.</p> <p>The Strategic Planning Committee collaborates with Institutional Research to:</p> <ul style="list-style-type: none"> <li>• Analyze the progress report in terms of effectiveness in moving the district toward achievement of the Institutional Goals;</li> <li>• Edit or augment action for the coming year as needed based on the assessment of the outcomes of the current year’s work; and</li> <li>• Review the draft <i>Progress Report on San Luis Obispo County Community College District Strategic Plan</i> and suggest changes if warranted.</li> </ul> <p>This feedback is incorporated into the draft, which is then distributed district-wide for review and comment.</p>
<p>May 2020 <i>And every year thereafter</i></p>	<p>The Strategic Planning Committee consolidates the results to create a draft <i>Progress Report on San Luis Obispo County Community College District Strategic Plan</i> that includes the reports of progress on the Institutional Objectives as well as an analysis of the effectiveness of the activities in fulfilling the Institutional Goals and Institutional Objectives.</p> <p>The Strategic Planning Committee incorporates feedback from the district-wide review to prepare a final draft.</p>
<p>September 2019 <i>And every year thereafter</i></p>	<p>The Strategic Planning Committee forwards the final draft to the Superintendent/ President.</p> <p>After his/her review and approval, the Superintendent/President presents the <i>Progress Report on San Luis Obispo County Community College District Strategic Plan</i> to the Board of Trustees for information.</p>
<p>September 2019 <i>And every year thereafter</i></p>	<p>The annual <i>Progress Report on San Luis Obispo County Community College District Strategic Plan</i> is distributed as appropriate to both internal and external constituencies online and/or in print.</p>



## Assessment of Plan Effectiveness

The strategic plan identifies how Institutional Objectives will be assessed. The results of these assessments are consolidated annually to create a progress report. The purpose of the progress report is to inform the internal and external communities about the district's progress toward achieving the Institutional Goals.

The following task will be accomplished through the development of this progress report:

- Analyze the outcomes of the assessments in terms of their effectiveness in moving the district toward achievement of the Institutional Goals.

The schedule for the annual progress reports is:

- *2018 Progress Report on San Luis Obispo County Community College District Strategic Plan 2017 – 2020*
- *2019 2019 Progress Report on San Luis Obispo County Community College District Strategic Plan 2017 – 2020*
- *2020 2020 Progress Report on San Luis Obispo County Community College District Strategic Plan 2017 - 2020*

The progress report is an essential accountability tool in the San Luis Obispo County Community College District Model of Integrated Planning because it reinforces and sustains a district-wide dialog on its long-term and short-term goals.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of an annual progress report are:

### Standard 1.B.1.

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### Standard I.B.2.

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

### Standard I.B.3.

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Standard I.B.4.

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5.

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6.

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.7.

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.8.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9.

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### Timeline and Process for Assessing Planning and Decision-Making/Participatory Governance

<p>November 2020 <i>And every other year thereafter</i></p>	<p>The Vice President of Administrative Services, co-chair of the Planning and Budget Committee, and the administrative co-chair of the Institutional Effectiveness Committee will identify members from each committee to form a task force which is charged with gathering district-wide feedback to assess the district’s planning and decision-making process.</p> <p>The Vice President of Administrative Services and the administrative co-chair of the Institutional Effectiveness Committee will serve on the task force. The Vice President of Administrative Services will convene the first meeting.</p>
<p>December 2020 <i>And every other year thereafter</i></p>	<p>The task force develops a process for gathering district-wide feedback on the district’s planning and decision-making processes and implements the process.</p>
<p>February 2021 <i>And every other year thereafter</i></p>	<p>The task force considers the resulting feedback in preparing a Planning and Decision-Making Processes Assessment Report. This report may include recommended revisions to one or more of the components in the district’s model of integrated planning and/or decision-making processes.</p> <p>The task force meets jointly with the Planning and Budget Committee and the Institutional Effectiveness Committee to review the Planning and Decision-Making Processes Assessment Report. The task force revises the report as warranted by the feedback and forwards the Planning and Decision-Making Processes Assessment Report to the Academic Senate Council and the College Council.</p>
<p>March 2021 <i>And every other year thereafter</i></p>	<p>Both the Academic Senate Council and the College Council review the Planning and Decision-Making Processes Assessment Report and act on the recommended revisions to the planning and decision-making processes.</p> <p>The Academic Senate Council and the College Council submit their recommendations to the Superintendent/President.</p>
<p>April 2021 <i>And every other year thereafter</i></p>	<p>The Superintendent/President reviews the recommendations from the Academic Senate Council and the College Council and reaches mutual agreement with the Academic Senate President regarding which changes will be made in the planning processes and/or decision-making processes, if any.</p> <p>The Superintendent/President prepares the final Planning and Decision-Making Processes Assessment Report for the Board of Trustees listing the resulting changes to the planning and decision-making processes, if any. The Superintendent/President also distributes this report district-wide.</p>
<p>May 2021 <i>And every other year thereafter</i></p>	<p>The Superintendent/President presented the final Planning and Decision-Making Processes Assessment Report to the Board of Trustees as an informational item.</p>

## **Assessment of Planning and Decision-Making/Participatory Governance Processes**

The district assesses its planning processes in alignment with the Accrediting Commission for Community and Junior College's standards and planning rubric on evaluating institutional effectiveness.

The San Luis Obispo County Community College District's Model of Integrated Planning was implemented beginning in fall 2012. Formal assessments were conducted in spring 2013, 2015, and 2017. The formal assessment of the planning processes will be conducted every two years.

In the formal assessment, the Planning and Budget Committee and the Institutional Effectiveness Committee collaborate to gather district-wide feedback about planning processes. The two committees will use that feedback to prepare a Planning Processes Assessment Report. This report may include recommended revisions to one or more of the components in the district's model of integrated planning and the *Participatory Governance: Decision-Making and Committee Handbook*. All approved revisions are documented with revisions to the *San Luis Obispo County Community College District Integrated Planning Manual*.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

### Standard I.B.7.

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

### Standard I.B.8.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### Standard IV.A.6.

The processes for decision-making and resulting decisions are documented and widely communicated across the institution.

### Standard IV.A.7.

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.



SAN LUIS OBISPO COUNTY  
COMMUNITY COLLEGE DISTRICT  
P.O. Box 8106  
San Luis Obispo, California 93403-8106  
(805) 546-3100