

# 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*

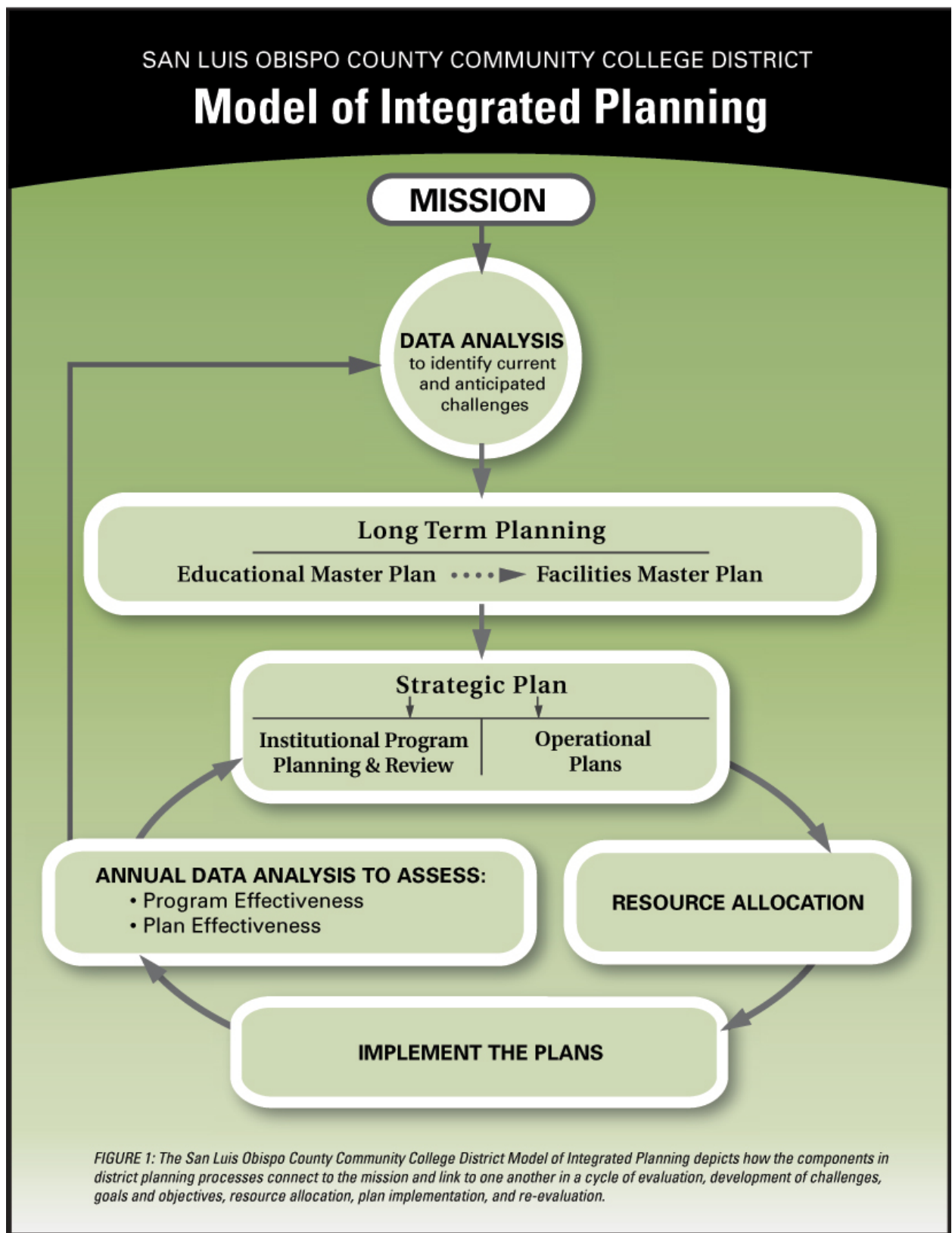
San Luis Obispo Campus

North County Campus

South County Center

Distance Education

## MODEL OF INTEGRATED PLANNING (FIGURE 1)



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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>.

**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 coterminous 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 (TSCH and WSCH) 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:** Facilities

**Planning Year:** 2013-14

**Last Year CPPR Completed:**

**Unit:** FSP&CP

**Cluster:** VPAS

**Next Scheduled CPPR:** 2013

### NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

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

**Facilities Administrative Outcomes (FSAO)**

FSAO 1: Facilities Services Planning and Capital Projects will adequately maintain current building level conditions during budget shortfalls and Physical Plant Growth,

FSAO 2: Facilities Services Planning and Capital Projects will maintain required cleaning levels in the learning and working environments,

FSAO 3: Facilities Services Planning and Capital Projects will maintain Grounds to a high level form and function,

FSAO 4: Facilities Services Planning and Capital Projects will continuously research and implement utility cost savings measures,

FSAO 5: Facilities Services Planning and Capital Projects will maintain a current, well maintained fleet of vehicles for use by District departments,

FSAO 6: Facilities Services Planning and Capital Projects will ensure safe and predictable equipment operations in areas with specialized services,

FSAO 7: Facilities Services Planning and Capital Projects will service and maintain a "Class A" fire detection service campus wide,

FSAO 8: Facilities Services Planning and Capital Projects will ensure health and safety code compliance,

FSAO 9: Facilities Services Planning and Capital Projects will provide appropriate emergency response.

**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.

Faculties Services, Planning and Capital Projects unit outcomes best fit under and helps the District to achieve its Institutional Goal #1 and #4. To better explain and evaluate the effectiveness of this administrative unit the use of Administrative Services Outcomes has been



established and have begun their evaluation cycles. The shift from Student learning outcomes to Administrative Services outcomes has better allowed a system that can show a cycle of evaluation and improvement specifically to the administrative function. Though the previous Student Learning Outcomes process could be linked to the learning environment it was too broad of a link to be measured and improved. Specific progress toward Administrative Services outcomes are explained in section III. The development of Administrative services outcomes themselves is one of the two items of progress toward the Districts Institutional Goals

The second item of progress at the institutional level is the 2011-2021 Facilities Master Plan Update. This update is a separate document than the Education Master Plan and concentrates on the facilities needs of the Districts teaching locations. The update identifies progress made since the previous two versions as well as items still left to be completed. It also set goals for the District to complete over the next 10 years.

**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.

Progress has been made to objectives identified in the 2011-2021 Facilities Master Plan, Administrative Services and Facilities Administrative Services Outcomes. In the environment of declining funding impacting supply purchasing, staffing and deferred maintenance, maintaining the existing levels of services need to be considered a net increase. Facilities Services has held services levels as close to possible as previous years with the only area of substantial reduction being Custodial.

Specific progress has been made in:

- Grounds condition maintained at levels in excess of previous years (1)
- Skilled Maintenance work orders maintained at levels of previous two years (2)
- Custodial levels just less than the last two years (3)
- Facilities Condition Analysis index for the Districts structures indicating building serviceability holding its degradation rate and not accelerating.(4)
- Customer quality review held at or better than the previous two years (5)
- Development of a Facilities Master Plan at to further evaluate the Districts Facilities needs (6) as a whole at the program planning level.
- Securing a further two years of confirmed electrical service prices extending contracts secured to five years (7)
- Completion of the t-12 to t-8 lighting retrofit project (8)
- Completion of the Learning resource Center at the North County Campus (9)
- Closure and Department Of State Architect certification of the last five of nine uncertified District Structures (10)

Many other item have been accomplished in the 2011-2012 but this list represents a good cross sections of items in most of the departments in Facilities Services Planning and capital Projects

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

Institution and program data used to evaluate the items listed under accomplishments are:

1. Grounds Campus Assessment program. This evaluation program is a program setup and reviewed by the Supervisor of ground and reviewed on a weekly basis. It is reviewed and signed off by the Director of facilities services on a monthly basis. The document show status of each grounds area on campus, items needing further review and improvement and notes as to how this improvement will be done and their outcomes. The trending in the programs is at desired levels. This unit had a net reduction of staffing in the last two years
2. District Maintenance work order system. This system track work orders in all areas of Facilities Services and reflects requests at or below the previous year. Work order pending times are also consistent to last year. This unit has a net reduction of staffing in the last two years
3. Custodial Area Assessment Program. This program is similar to the Grounds assessment program. This program has identified some reduction in ability of the Custodial staff to absorb the recent reduction in staffing. This explained by the increase of 40,000 sq ft of additional facilities brought on line in the last year. Other items such as increased weekend custodial needs continue to drain these resources.
4. The Facilities Condition Analysis report on the Districts Facilities condition by an outside evaluator. In the absence of a bond the Districts goal is to slow the facilities degradation to the minimum amount allowed by existing general funding. The trending show a linear decline proving the District is being efficient in its efforts.
5. Zoomerange Customer satisfaction survey. This survey is completed month and reviewed and signed by all FSP&CP Supervisors and its Director. The survey continues to return consistent customer satisfaction.
6. See Facilities Master Plan
7. See Service Contracts. Ability to obtain extended secure rate contracts for our electrical supplier. The District has secured 5 years of secured electrical rates firming up one of the largest one point annual expenditures by the district.
8. See facilities Master Plan. The District completed a much needed lighting t-12 to t-8 retrofit program updating its florescent lighting system and reducing its energy costs.
9. Facilities Construction Plan. Completion of the Learning Resource Center and bringing on line as contracted and outlined in the construction plan.
10. See Closure certificates. Though not an item in the previous Facilities Master Plan this item falls into needs assessment and safe management practices. The District has closed all nine of its uncertified buildings in the last 48 months with the final five within the last twelve months.

**V. Program Outcomes Assessment and Improvements:**

- Attach an assessment cycle calendar for your program.
1. Facilities Services Administrative Outcomes 2012-2017
  2. CPPR due 2013
  3. Facilities Master Plan 2011-2021 with the first update due 2016

4. Facilities Condition Analysis off cycle review 2013-2014. Normally due 2016
5. North County Facilities Needs assessment 2013-2014
6. Ippr Annual
7. Program building Maintenance Assessment program annual (June)
8. Sub unit reports reviewed month and annually.
- Summarize recent assessment efforts and assessment methods within the program (You may attach recent program-level CPAS in lieu of this narrative).

See above

- 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).

See section III

- Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

See Unit Plan worksheet.

#### **VI. 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

## **UNIT PLAN**

**Unit: FSP&CP**

**Cluster: VPAS**

**Planning Year: 2013-14**

### **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.).

The Facilities Services Planning a Capital Projects Division oversee the inspection, maintenance, alteration and safety of the structures, grounds, and motor pool for the San Luis Obispo Campus as well as the North County Center. It also oversees the planning and implementation of the District's Facilities Master Plan and Capital and Deferred Maintenance projects. This Division includes the following service departments:

- Skilled Maintenance
  1. HVA/C
  2. Electrical
  3. Locksmith/Carpentry
  4. Plumbing
  5. Motor pool
  6. Aquatics Facility
- Custodial Services
- Grounds
  1. Heavy Machine Operator
  2. Pesticide Applicator
  3. Grounds Keeper
  4. Recycling Coordinator
- Facility Scheduling/R-25 program administrator
- Safety Coordination and Loss Prevention

## 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
  - Include significant changes/improvements since the last Program Review
  - List current and/or new faculty, including part-time faculty
  - 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

### 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.
  - Response to specific ARCC data
  - 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

# **ADMINISTRATIVE SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)**

This Comprehensive Program Plan and Review document is only to be completed by programs in the following areas scheduled for the year, according to the institutional comprehensive planning cycle (i.e. every five years):

- 1) The President's Cluster including Human Resources, Institutional Advancement and the District Centers; and
- 2) The Administrative Services Cluster including Bookstore, Computer Services, Fiscal Services, General Services, Maintenance and Operations, Facilities, and Public Safety.

**Program:** FSP&CP                      **Planning Year:** 2013-2014      **Last Year CPPR Completed:** 2006-2007

**Unit:** FSP&CP                      **Cluster:** Administrative Services

## **NARRATIVE: ADMINISTRATIVE SERVICES CPPR**

### **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**

Maintenance, Operations & Grounds provides for the operations of the physical plant, including building maintenance, repair and operations, custodial services, grounds and landscaping maintenance and motor pool.

### **Descriptive summary**

The Facilities Services, Planning and Capital Projects Department oversees construction, maintenance, and safety of the district's structures and grounds and includes a director, three supervisors, two lead employees, and 38 full-time classified staff. Five of these classified employees and one lead are primarily assigned to the North County campus to handle all cleaning needs and general maintenance.

All general and scheduled facilities maintenance is planned and completed by the Facilities Services, Planning and Capital Projects Department. Overall facilities condition is evaluated through data from the 3/D International Facilities Condition Analysis report and weekly inspection by maintenance staff. Repairs are requested through the District's electronic work orders system and dispatched through departmental supervisors.

The Five-Year Scheduled Maintenance Plan is updated and submitted annually to the Community College Chancellor's Office utilizing the system-wide adopted Fusion program. The needs are identified from data generated by the 3/D International Facilities Condition Analysis report, monthly facilities evaluations by facilities staff and daily maintenance requirements. The District has been successful in obtaining match funding for significant repairs through this program since it was initiated. Currently, the College has been effective in utilizing this program completing major facilities repair projects and has completed an additional \$2 million dollars of repairs since the 2006 Educational and Facilities Master Plan Update.

Additional plans/reports needed for facilities daily operation are reviewed and updated as required by each of their mandates. Most of these plans have monthly service requirement with some being monthly and daily. Most of these are annual reporting with some reporting being semiannual and others also including on-site regulatory inspecting. Examples of these plans/reports are:

- Waste Diversion Plan
- Fueling Station Operation Plan (UDT)
- Sewer System Management Plan
- Hazardous Substance Location Plan
- Motor Pool Smog Program Report
- Annual Fire Alarm and Fire Extinguisher Compliance Program
- Waste Water Diversion Plan (in progress)

To ensure product quality, ongoing maintenance satisfaction surveys are conducted and results are reviewed by and signed off by all members of the Facilities Services, Planning and Construction management staff. These surveys consistently reflect high product quality with service delays due to short staffing becoming more apparent. As reflective in the 2007 Cuesta College Employee Opinion Survey and the 2011 Job Satisfaction Survey, service satisfaction continues to be high. Of those polled in the 2011 Job Satisfaction Survey, 84% of respondents agree that campus facilities are maintained to ensure a physically safe working environment. This result ranked among one of the highest in this report.

Facilities has been active in implementing and using its digital energy management system and has upgraded more than 90 percent of the HVAC and lighting in existing buildings to automated digital control for a healthy and energy-efficient learning environment. The district strives to provide the best in life safety systems and has upgraded all permanent structures to code compliance. In addition to protecting all new structures by the required point ID fire protection system, the district has upgraded more than 25 percent of existing buildings to the new and improved point monitoring system. Permanent structures district wide have 24-hour-a-day fire monitoring, which is tested annually.

## **Facilities Administrative Outcomes (FSAO)**

- FASO 1: Facilities Services Planning and Capital Projects will adequately maintain current building level conditions during budget shortfalls and Physical Plant Growth,
- FSAO 2: Facilities Services Planning and Capital Projects will maintain required cleaning levels in the learning and working environments,
- FSAO 3: Facilities Services Planning and Capital Projects will maintain Grounds to a high level form and function,
- FSAO 4: Facilities Services Planning and Capital Projects will continuously research and implement utility cost savings measures,
- FSAO 5: Facilities Services Planning and Capital Projects will maintain a current, well maintained fleet of vehicles for use by District departments,
- FSAO 6: Facilities Services Planning and Capital Projects will ensure safe and predictable equipment operations in areas with specialized services,
- FSAO 7: Facilities Services Planning and Capital Projects will service and maintain a “Class A” fire detection service campus wide,
- FSAO 8: Facilities Services Planning and Capital Projects will ensure health and safety code compliance,
- FSAO 9: Facilities Services Planning and Capital Projects will provide appropriate emergency response.
- FSAO 10: Facilities Services will provide effective and timely telecommunications for the District as assessed by staff faculty and community surveys
- FSAO 11: Facilities Services will ensure that purchases for Capital Outlay projects will be within budget and while meeting the needs of the facilities users as assessed by the project fund audits and assessed staff.

## 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.

Faculties Services addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives through planning and implementation of the Faculties Maters Plan.

The 2011-2016 Facilities Master Plan Update, in direct support of the Districts Mission, Vision and Values, has set guiding goals to be achieved over its duration. Emphasis has been placed on excellence of service, sustainability, and measureable outcomes.

### PLAN GOAL #1: MAINTAIN A PHYSICAL ENVIRONMENT SUPPORTIVE OF AN EFFECTIVE LEARNING FACILITY

1a. Review and implement maintenance projects that directly improve the learning environment

- Environments that are engineered with student outcomes in mind are a necessity. Maintaining these environments begin the day construction is completed and the facility is put into use. Many of the District's structures are 30 years or older and are as originally designed. The District has been successful in upgrading items such as the majority of heating and ventilation systems and exterior lighting, roofing and data cabling. Ongoing items such as interior lighting retrofits and facilities modification to support changes in classroom technology remain challenges to be addressed. Continual reliance on existing planned maintenance funding, as well as funding identified in the Technology Plan will be needed to implement upcoming changes

1b. Design proven environmental enhancement technologies into new facilities and capital improvement projects

- In designing new facilities and capital renovation projects, special attention needs to be given to environmental learning conditions. Environmental considerations such as natural and indirect lighting, sound absorption, quiet heating and air-condition systems along with easily accessible technology infrastructure and room designs able to adapt to program change need to be at the base of design. The High Tech Building was the first



structure that the College incorporated the process of considering emerging technologies in new construction with the installation items such as indirect lighting and coved ceilings improving both form and function of the

learning environment. Both the Library Expansion project on the San Luis Obispo Campus and the Learning Resource Center structure on the North County Campus utilize environmental enhancements such as strategically placed windows to dramatically increase natural outside lighting into the structure. Coordination with the District's design professionals to continue environment design enhancements will be a District priority.

1c. Continue evaluation of and plan for the District's new facilities and capital renovation needs through assessment and long range planning

- Cuesta has nearly completed its San Luis Obispo Facilities Master Plan and has three permanent structures on its North County Campus. The only remaining State funded new facility remaining on the Districts 2001 Educational and Facilities Master Plan in the underfunded Trades and Technology Facility planned for the North County Campus. Critical items such as reduced enrollment levels, changes to teaching modalities, along with State funding for new construction projects either being reduced or eliminated has changed the District's emphasis from growth to sustainability. With that, a comprehensive review of the District's new facilities and capital project's needs, to include Trades and Technology Facility, will be needed to move forward with the District's Five-Year Construction Plan. The District has begun discussions with its design consultants to scope this review.

## **PLAN GOAL #2: ACHIEVE FUNDING SECURITY OF FACILITIES NEEDS**

2a. Confirm existing General Fund scheduled maintenance funding to remain at current levels and establish an annual funding increase matrix to offset inflationary impacts

- The District has been successful in establishing a baseline funding allocation for scheduled maintenance. It is imperative that this funding be maintained and gradually increased to account for inflationary impact for the foreseeable future. These funds are critical in meeting the matching fund requirements of both the Five-Year Planned Maintenance Program, as well as third party incentive programs.

2b. Partner with third party energy companies and regulatory agencies to obtain funding for facilities improvement projects





- To best utilize existing scheduled maintenance funding, ongoing review of available third party project funding needs to continue. The District has recently completed a \$3,000,000 bridge replacement project fully funded by Caltrans and FEMA and has identified projects such as lighting and ventilation upgrades through energy companies providing substantial incentive funding. The District is currently working with the Pacific Gas and Electric Company to evaluate a no-cost classroom lighting retrofit program for feasibility.



Cuesta College Cougar Park

### **PLAN GOAL #3:**

#### **CREATE OUTDOOR SPACES CONDUCIVE TO STUDENT LEARNING AND COMMUNICATIONS**

3a. Utilize low cost measures to improve the appearance and functionality of unimproved open spaces

- As with most Districts with Facilities Master Plans that are not built out, open spaces remain in these undeveloped areas. These areas are often adjacent to new construction and in the immediate view of the learning community. Low cost measures such as native bark covering and park benches in these

areas help to provide a landscaped appearance and provide additional exterior study areas. The District has been successful in using this practice in most of its open areas with only a few remaining to be addressed. This process will need to continue to completion.

3b. Continue to develop programs such as labeling of new trees planted providing both esthetic value and learning opportunities

- The District continues to look at ways to make the campus more interactive. The “40 trees for 40 years” fundraising initiative enabled the District to continue placing monuments and tree placards including species name, as well as the name of the donor. This allows for learning opportunities as student traverse the campus.

### **PLAN GOAL #4: EMBRACE COLLEGE CULTURE THROUGH AWARENESS OF FACILITIES IMPACTS ON THE LEARNING ENVIRONMENT**

4a. Improve way finding and building naming signage to allow for easier campus navigation and reinforcement of campus culture

- Identified at the program level, through the Institutional Program and Planning Review process, way finding and building signage where both identified for additional

improvement. The District's way finding is isolated to its parking lot kiosks and are dated. Once on inner campus, way finding is almost completely absent. An initial way finding plan was developed but it has not gone through further review or approval and funding has not been allocated.

Though all building are numbered, traditional naming of buildings such as the Library, Cafeteria and Biology have a direct influence on the unique feel of the campus



environment. With new structures such as the Cultural Performing Arts Center and the North County Learning Resource Center they adopted these new processes with prominent naming visible in the direction of foot travel. Older buildings still have only numbering with naming still needed. Design and funding allocation is still needed for this project.

4b. Review campus short term signage practices to allow student groups to better communicate their goals

#### NCC LRC Signage

- Review of the District's short term signage

policy is being reviewed by the Campus Culture Task Force. The review is considering ease of use, authorization methods and current oversight. The end product is intended to allow for a better tool for campus-wide communication between student groups and their constituencies. This process is ongoing.

### PLAN GOAL #5: SUSTAINABILITY-ENVIRONMENTAL AND FISCAL RESPONSIBILITY

5a. Identify and implement energy savings retrofit projects that improve the learning environment while reducing energy consumption and costs

- The District has been progressive in implementing energy reduction projects as much as 20 years ago. To date the campus has retrofitted the entire San Luis Obispo Campus with a digital energy management system controlling the operation of nearly all of the lighting, heating and air conditioning. New structures brought on line are immediately integrated ensuring District-wide continuity and central control for both campuses. These systems ensure a consistent learning environment while optimizing system efficiencies. Remaining projects such as retro commissioning of older building, as well as building electrical monitoring still remain as efficiency projects to be completed. Matching funding has been identified through the Chancellor's Public Utilities Incentive Program to assist with completion of these projects.

5b. Further research the District's solid waste recycling plan for ways to reduce impact to local landfills while saving waste disposal fees

- Through progressive measures, the District has achieved in excess of the mandated 50% reduction of solid waste. The District needs to maintain its current training levels and staff certifications to ensure this mandate is continually met in the future.



5c. Sufficiently forecast and secure long term utility service contracts, ensuring competitive pricing and establishing a fixed long term fiscal liability for accurate fiscal planning

**Truck Full of Recycles Leaving Cuesta**

- The District, through its participation in a direct-access electric purchasing consortium, remains successful in obtaining long-term competitive electrical services. These contracts are negotiated with the service provider based on the large scale of the consortium to drive prices below the level a single District could obtain. At minimum, these contracts are for six months with the longest to date being three years. These long term contracts also serve to fix what would normally be substantially fluctuating annual fiscal liability. Though currently the District has contracts to serve through 2015, this time should be considered a cushion to secure the best price on the next contract. Ongoing watch of the market and subsequent contracts will prevent the District from running out of time and having to initiate a sudden contract renewal at potentially higher pricing.

### **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.

Ongoing data analysis through both in house and outside consultant review is critical to identifying facilities needs. These needs are categorized into two areas, renovation/repair and replacement/new.

#### **Program Assessment**

- Grounds Department assessment. This evaluation program is a program setup and reviewed by the Supervisor of ground and reviewed on a weekly basis. It is reviewed and signed off by the Director of facilities services on a monthly basis. The document show status of each grounds area on campus, items needing further review and improvement and notes as to how this improvement will be done and their outcomes. The trending in the programs is at

desired levels. This unit had a net reduction of staffing in the last two years

- District Maintenance work order system. This system track work orders in all areas of Facilities Services and reflects requests at or below the previous year. Work order pending times are also consistent to last year. This unit has a net reduction of staffing in the last two years
- Custodial Department Assessment. This program is similar to the Grounds assessment program. This program has identified some reduction in ability of the Custodial staff to absorb the recent reduction in staffing. This explained by the increase of 40,000 sq ft of additional facilities brought on line in the last year. Other items such as increased weekend custodial needs continue to drain these resources.
- The Facilities Condition Analysis report on the Districts Facilities condition by an outside evaluator. In the absence of a bond the Districts goal is to slow the facilities degradation to the minimum amount allowed by existing general funding. The trending show a linear decline proving the District is being efficient in its efforts.
- Zoomerange Customer satisfaction survey. This survey is completed month and reviewed and signed by all FSP&CP Supervisors and its Director. The survey continues to return consistent customer satisfaction.
- See Facilities Master Plan
- See Service Contracts. Ability to obtain extended secure rate contracts for our electrical supplier. The District has secured 5 years of secured electrical rates firming up one of the largest one point annual expenditures by the district.
- See facilities Master Plan. The District completed a much needed lighting t-12 to t-8 retrofit program updating its florescent lighting system and reducing its energy costs.
- Facilities Construction Plan. Completion of the Learning Resource Center and bringing on line as contracted and outlined in the construction plan.
- See Closure certificates. Though not an item in the previous Facilities Master Plan this item falls into needs assessment and safe management practices. The District has closed all nine of its uncertified buildings in the last 48 months.

### **Facilities Assessment**

In Spring 2011, staff from 3D/International conducted its third Facilities Condition Assessment of Cuesta College's facilities. This assessment included structures at both the San Luis Obispo and the North County Campuses. The two previous assessments were conducted in 2002 and 2005, with the 2002 only reviewing the San Luis Obispo Campus. Personnel included in the assessment had specialties in all aspects of facility conditions, specific needs of the community college learning environment and space allocation and inventory. Interviews with District maintenance personnel and review of system warranties and manufacturers data was used to assist in the Assessment.

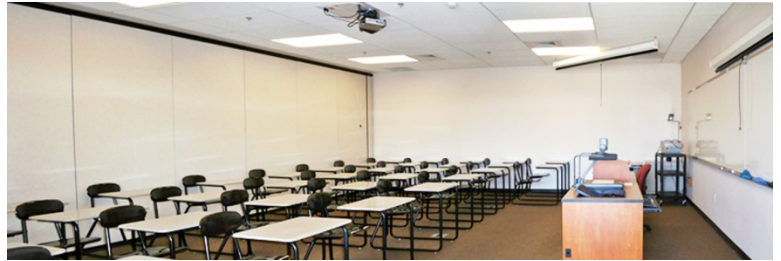
The 2011 Facilities Condition Assessment was comprehensive and included all of the District's 59 permanent structures for a total of 598,157 gross square feet. Through a standard adopted by facilities specialists such as the Council on Educational Facilities and the American University Planner Association, the 3D/International team assigns a Facilities Condition Index for each

structure and a cumulative average for each campus. The Facilities Condition Assessment is provided for reference in the appendix of this report.

A visual inspection of the District's existing facilities was conducted to identify their overall condition, specific facilities needs and to estimate the cost to perform the necessary maintenance, repairs and renovations. All critical items such as roofs, mechanical equipment, lighting, plumbing along with walls and floor surfaces are reviewed for their condition. Following the adopted baseline indicators, a Facilities Condition Index (FCI) scale of 0% to 5% being good, 6% to 10% being fair and above 10% being poor is used to indicate the condition of each structure. A designated estimated initial cost to repair the facilities is then calculated to an "as new" standard based on the most current construction index.

The results of the assessment reflected a steady decline of the condition of permanent structures on both campuses. In 2002, the District's Facilities Condition Index (FCI) average for the San Luis Obispo Campus was 15.15% or "poor." The 2005 index reflected a further condition decline to 24.18% and the 2011 index is listed at 38.27%. Though the average is representative of the District's structural conditions, it needs to be noted that condition of some of the District's storage structures accelerated the rising Campus average index number. An example of this is at least four of the District's storage buildings on the "Old Campus" have an index of over 160%. With that said, nearly all of the District's structures fall well below the poor rating.

- The overall FCI of 38.27% at the San Luis Obispo Campus reflects a further decline of the District's facilities and is reflective of the 40+ years of use. The estimated total cost of repair is \$76,365,875. With exceptions of the High Tech Center, Allied Health Structure and the Children's Center, none of the major buildings on the San Luis Obispo Campus has an FCI % of below 10%. The new Cultural Performing Arts Center was not included in the Assessment.
- The overall FCI of 59.21% for the North County Campus is reflective of the heavy use of relocatable buildings.



**Building N2800 Classroom**

The index for each of the relocatable structures exceeds 145% and will continue to increase disproportionately as compared to a permanent structure due to the temporary nature of their construction. The N2400/N2800 structures rated in the good category. The estimated cost to repair these building is \$14,364,078.

- Most of the District's major buildings have a FCI far in excess of 10% with many above 50%. Some of the first structures built on the San Luis Obispo Campus such as the Men's Physical Education structure (1000), the Women Physical Education structure (1100), and the Physical Education Office structure (1300) all have FCI over 70%.



Building 1100 SLO Campus

- The 2006 Educational and Facilities Master Plan update identified over \$44 million of costs to renovate and repair. It noted the ongoing lack of funds as a key factor in preventing the renovation of the District's structures and looked to a June 2006 bond measure for relief. The attempt to pass this bond failed and funding shortfalls continue to hamper major repairs.

○ The California Community College Scheduled Maintenance program (listed later in this report) has been actively used to assist in slowing the FCI climb where possible. This has allowed replacement of some of the most serious roof, heating and air-conditioning equipment and some plumbing repairs. In most cases, funding for these repairs require substantial matching money and funding allocations are limited by system-wide funding shortfalls. Most of the items identified in the assessment will require a major capital improvement effort to resolve.

○ Many studies, including the National Clearing House for Educational Facilities 2002 report, link student success to their learning environment ([www.ncef.org/pubs/outcomes.pdf](http://www.ncef.org/pubs/outcomes.pdf)). Sufficient lighting, proper ventilation, classroom noise levels, room temperature fluctuations and appearance all play a critical role in the success of a student. In the absence of a major facilities capital project campaign, Cuesta College will continue to utilize public utility maintenance project incentive programs and its local maintenance efforts to bridge State funding gaps.

### **Five Year Construction Plan**

Submitted annually, each Five-Year Construction Plan is a short-range plan for the District. It summarizes each project for which it plans to seek funding within the next five years. It also shows the running total space utilization expected with the completion of each project in the space categories regulated by state formulas.

With the Five-Year Construction Plan being critical to effectiveness of the Facilities Master Plan, data from this plan is included throughout this update.



Of the ten projects in the 2001-2006 Five-Year Plan, seven have been completed and put into service. Combined increased footage of these projects exceeds 170,000 square feet at a cost in excess of \$100,000,000. These projects are:

- Classroom/High Tech Center (SLO)
- Art/Music Expansion (SLO)
- Child Development Center (SLO)
- Library Expansion and Reconstruction (SLO)
- Allied Health Math Science (NCC)
- Cultural Performing Arts Center (SLO)
- Reconstruct Laboratories BIO/SCIE (SLO)
- 

The 2013-2017 Five-Year Facilities Construction Plan consists of six projects. Four of these projects are on the North County Campus and the remaining two on the San Luis Obispo Campus. One project in this plan, the Cultural Performing Arts Center (SLO), was completed but not signed off by the Department of State Architect at the time of its submittal. Because of this, it was included as an active project. A second structure, the Learning Resource Center (NCC) was 70% complete at the time the Five-Year Plan was submitted to the Chancellor's Office and was completed December 2011. The remaining projects in this plan are:

- Technology and Trades Complex (NCC): This project has been funded to \$8,336,000 with just under \$7,000,000 allocated for construction and equipment. The original estimated date of occupancy was Fall of 2007. This project has been bid three times utilizing both General Contractor and Multi-Prime delivery methods each time significantly exceeding construction allocations. The District, through its Strategic Planning Direction 6B, is currently developing a plan to evaluate the next actions to take on this project. Total gross square footage is planned for 17,480.
- Math Building (SLO): This project is estimated to cost \$13,027,000 with just over \$12,000,000 allocated for construction and equipment. It is placed in the 2014-2015 funding schedule for preliminary and working drawings with construction and equipment placed on the 2015-2016 funding schedule. Currently, the State has no funds to allocate to this project. Total gross square footage is planned for 8,969.
- Humanities Complex (NCC): This project is estimated to cost \$21,897,000 with just over \$21,000,000 allocated for construction and equipment. The project is placed in the 2014-2015 funding schedule for preliminary and working drawings with construction and equipment placed on the 2015-2016 funding schedule. Currently, the State has no funds to allocate to this project. Total gross square footage is planned for 22,090.
- Early Childhood Education (NCC): This project is estimated to cost \$8,060,000 with just over \$7,516,000 allocated for construction and equipment. The project is placed in the 2014-2015 funding schedule for preliminary and working drawings with construction and equipment placed on the 2015-2016 funding schedule. Currently, the State has no funds to allocate to this project. Total gross square footage is planned for 9,109.

Though this plan was approved by the Planning and Budget Committee and subsequently approved by the Board of Trustees, ongoing strategic planning will continue to ensure that this plan corresponds with the Core Principles of the 2011-2016 Educational Master Plan. As a tool to assist in strategic planning, the integrated Planning Facilities Template-New Facility has been added for each planned structure in this plan. This planning document is also critical to identify total cost of ownership before any future structure is approved for the Five-Year Plan.

Significant processes in construction management were changed during the last facility constructed. These changes were needed to prevent the ongoing over budget trend plaguing the District's construction efforts. The District adopted a strict "on time, on budget" approach that carried through the entire project. After performance review, the District replaced its existing third party construction managers with managers whose goals and outcomes better fit the District's goals and outcomes. Increased detailed daily and weekly construction reviews of project budget and calendar allowed for acceleration project measures to be presented to the Board of Trustees and approved, preventing both cost and time over runs.

After additional performance review, another measure taken by the District was the reconfiguration of the Maintenance, Operations and Grounds Department to absorb the Facilities Construction Department, changing it to the Facilities Services, Planning and Capital Projects Department. Along with the cost efficiency gained by this change, the District was able to integrate the unique similarities of construction and maintenance to refine baseline building standards. Uniformities such as sinks, water closets, alarm systems, lighting and technology infrastructure are matched to existing standards where applicable preventing parts stocking redundancies and ensuring quality controls.

#### **IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE**

##### **A. Summarize assessment results for program outcomes.**

**ASO#1:** Short range maintenance needs (daily preventive maintenance and repairs, 1-2 years) are handled through the electronic work order process and continuously reviewed at Supervisor level. Zoomerange surveys request are sent with each resolved work order and results are reviewed and acknowledged by each supervisor on a month basis prior to review at Director level. Problem areas are reviewed and resolved as needed. Additional facilities inspections are completed during the semi-annual safety inspections conducted by the safety coordinator and by Custodial staff every evening. Work-orders are generated in-house by both inspections. Results from the zoomerang survey and the District wide employee satisfaction survey reflect customer satisfaction.

**ASO #2:** Custodial Services continues to meet intermediate level cleaning levels. These levels have been reduced from advanced levels of cleaning due to budget cuts and increase. Health and life safety remain daily primary tasks with general cleaning completed campus wide at least



twice a week. zoomerang survey and the District wide employee satisfaction survey reflect customer satisfaction.

Zoomerang examples are:

1. Prompt and very prompt response 81%
2. Courteous employees 87%
3. Job completed satisfactory over 90%
4. Direct impact of the repair to learning environment 74%

**ASO#3:** Grounds continues to maintain high levels of Grounds support. As with all Facilities Services areas Grounds has needed to reduce overall services due to labor cut backs and reduction of supplies budgets. Cost savings measures implemented have allowed support levels to remain at a high level.

Results from the Zoomerang survey and the District wide employee satisfaction survey reflect customer satisfaction.

Zoomerang examples are:

1. Prompt and very prompt response 81%
2. Courteous employees 87%
3. Job completed satisfactory over 90%
4. Direct impact of the repair to learning environment 74%

**ASO #4:** The District continues to trend either flat or is decreasing energy consumption. Deferred maintenance projects have been effective in replacing older technologies with energy efficient systems. Installed Items such as roofing insulation and lighting retrofits have produced long term solutions and have returned a steady on investment.

**ASO #5:** The District struggles to maintain its aging fleet due to limited staff and funding . Older, high mileage vehicles are replaced as funding allows. Older 15 passenger vans have been replaced with newer used vehicles as funding permits. Further work needs to be done on this ASO.

**ASO #6:** Facilities Services meets this Administrative Service Outcome requirement. Extensive evaluation at both the original design phase and the annual inspection phase has identify the needs are being met as a standard. Mandates are met on a consistent basis and downtime is usually caused by influences outside the District such as power outages. Semi-annual building inspections have identified area of need that has been addressed.

**ASO #7:** The District continues to meet the ASO as listed. Improvements identified include migrating the balance of the original system to the new Simplex monitoring system. The system is effective in its operation and provides outstanding protection.

**ASO #8:** The District consistently meets or exceeds mandates set by local health and safety authorities. Results of meets or exceeds standards are also consistently issued to the District by its loss prevention consultants and third party safety consultants.

**ASO #9:** Facilities have found that the training provided both promotes internal safety response discussions but helps to set basic emergency response standards.

**ASO #10:** The results for the Districts equipment survey are due in fall of 2014. All open work orders are current with few negative results in the ongoing survey.

**ASO #11:** The District has improved its results with the Learning Resource Center Project reflecting positive outcomes from the new methods employed. The LRC is the first substantial Capital building project that has come in on time and budget in the last 10 years.

- 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 change:
  - Construction and Deferred Maintenance funding methodologies continue to be changed at the State level. The District will need to continually monitor the avenues available to obtain needed funding for these items.
  - Department of State Architect code changes are another area we expect there to be changes over the next two years.
- B. Internal and external organizational changes
  - Currently no internal changes are planned.
- C. Student demographic changes
- D. Community economic changes – workforce demands
- E. Role of technology for information, service delivery and data retrieval
  - Audio Visual Standards continue to be defined to best meet the needs of instruction. Much progress has been made in the last year to upgrade classroom projection to the 4000 lumen standard with only 20% of the classrooms left to be completed.
- F. Distance Education impact on services
  - Facilities continue to work with Computer Services to ensure infrastructure is in place to support Distance Education where possible.

- G. Providing service to multiple off-campus sites
- H. Anticipated staffing changes/retirements
  - None expected.

### **Institutional Effectiveness**

The 2011 Facilities Master Plan Update reflects nearly the same results, as well as the needs of the 2006 Educational and Facilities Master Plan. The District has been able to continue to obtain and utilize State funding for major capital projects and continues to struggle with the condition of its aging facilities in the absence of a local bond measure and decreasing State funding.



**Cuesta College Performing Arts Center**

Many structures outlined in the needs of the 2001 Educational and Master plan have been funded and built. Prominent architectural structures such as the recently completed Cultural and Performing Arts Center on the San Luis Obispo Campus and the Learning Resource Center on the North County Campus, completed December 2011, are outstanding example of this success.

In contrast, with the growth of over 150,000 square feet of new structure in the last ten years, the District struggles with total cost of ownership. During an ongoing period of reduced workloads, increased tuition and reduced state funding, State Bond funding for construction projects identified as long as eight years ago continued to stream in. The two disproportionate funding systems pitted the benefit of the nearly fully funded new structures against the ability of the District to staff them. Workforce need was addressed annually through the District's annual Institutional Program Planning and Review Process (IPPR) and prioritized based on available funding. Subsequent workload and service adjustments were made based on maintaining quality services. One such example was review of the impact of new structures to Custodial Services and product quality based on frequency and area covered. Services were maintained in all learning areas and reduced in offices. To better balance increased footages, a San Luis Obispo assigned Custodian was reassigned to the North County Campus to help with the new Learning Resource Center.



**NCC LRC Library View from 2nd Floor**

## 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
  - Facilities will continue to review the needs of the Districts programs to ensure we supply sufficient physical resources.
  - Use of both in house and third party facilities inspections will continue to be used to evaluate the effectiveness of the District's Maintenance programs and compliance with mandates.
  - Professional Development will continue to be encouraged for all Facilities Employees whenever possible.
  -
- C. Support for institutional goals and objectives
- D. Student and program outcomes evaluation
- E. Recommendations from external agencies
  - Facilities continue to work with City, County and State regulatory agencies to ensure compliance to mandates.
- F. New service coordination and collaboration – internal and external programs
- G. Anticipated job description revisions based on program changes
  - Changes to A/V Technical positions are being reviewed and will likely recommend for change. Currently the A/V department has a half time vacancy on the North County Campus and two matching positions filled on the San Luis Obispo Campus. It will be recommended that the two equal positions be tiered to an A/V 2 position and an A/V 1 Position to better assign workload as appropriate. It is also likely a request to have the half time position filled as a three quarter time position.
- H. Staff training/professional development needs:
  - Technical updates to stay current with current best practices for all trades at Facilities.

## VII. OVERALL BUDGET IMPLICATIONS

(Will be reflected in district planning and budget process)

### Elements:

- No changes to base budget are expected.
  - Leveraging of Proposition 39 to its maximum.
- A. Personnel
    - See Unit Plan
  - B. Equipment/furniture (other than technology)
    - See Unit Plan
  - C. Technology
    - See Unit Plan

#### D. Facilities

- See Unit Plan

## 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.**

Terry Reece Director of Facilities Services

04/10/2014

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Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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## **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.



**D. Applicable Signatures:**

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**Dean**

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**Date**

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**Division Chair**

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**Date**

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**Faculty**

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**Date**

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**Faculty**

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**Date**

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: \_\_\_\_\_

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