



**San Luis Obispo County
Community College District (SLOCCCD)
Cuesta College Strategic Plan 2017-2020**

2018 Progress Report

The SLOCCCD Comprehensive Master Plan 2016-2026 established the ten-year institutional goals for the San Luis Obispo County Community College District/Cuesta College. In 2017, the SLOCCCD Strategic Plan 2017-2020 was collaboratively developed to guide decision-making and resource allocation in support of the long-term institutional goals. The SLOCCCD Strategic Plan 2017-2020, 2018 Progress Report provides data, trend lines, and brief analysis of the institutional objectives for each institutional goal.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Goal 2: Access

Increase student access to higher education.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Goal 5: Fiscal

Build a sustainable and stable fiscal base.

Institutional Goal 1: Completion						
Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.						
Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of First-Time Students who place into Transferable English and/or Mathematics	English	64.9%	66.8%			
	Mathematics	25.9%	31.0%			
	Data Timeframe	F14 - SP16	F15 - SP17	F16 - SP18	F17 - SP19	
Measure 2: Percent of First-Time Students placed in Basic Skills English and/or Mathematics who complete Transfer Level English and/or Mathematics within two years	English	21.8%	22.8%	20.5%		
	Mathematics	0.9%	3.3%	1.3%		
Measure 3: Percent of students who complete ESL099E and complete a Transfer Level English Course within two years	ESL099E to English 201A	27.8%	37.9%	21.4%		
	Data Timeframe	15/16	16/17	17/18	18/19	
Measure 4: Successful Course Completion (C or better) in Basic Skills, English and/or Mathematics, English as a Second Language, Career Technical Education, Degree and Transfer designated courses	Basic Skills English	68.2%	63.7%			
	Basic Skills Math	59.6%	59.1%			
	English as a Second Language	62.3%	72.2%			
	Career Technical Education (Degree Applicable, Not Transferable)	88.2%	84.5%			
	Career Technical Education (Transferable)	77.9%	77.9%			
	Degree Applicable, Not Transferable (Non-CTE)	67.8%	69.7%			
	Transferable (Non-CTE)	73.4%	73.7%			
	Data Timeframe	10/11 - 15/16	11/12 - 16/17	12/13 - 17/18	13/14 - 18/19	
Measure 5: Percent of transfer-directed students who become transfer ready	Transfer Ready	36.2%	32.5%			

Institutional Objective 1.1 Summary/Analysis:


The activities Cuesta College has implemented over the last several years have not served to move the needle. A few measures have increased, but only slightly and not significantly, and a number have decreased. It is anticipated that the spring 2018 implementation of Multiple Measures Assessment Placement (MMAP) will result in an increase. Academic year 2018-2019 should see a significant difference in the measures. Implementation of AB705 in the fall of 2019 will have a major impact on the number of students enrolled in transfer level courses. The results might incur a decrease in success rates but an increase in the number of students who complete. Cuesta College may want to redefine Objective 1.1 and its measures due to the changes in regulations.

Measure 3: Three cohorts of students who completed ESL099E were tracked, beginning in fall 2014, fall 2015 and fall 2016, for two years; these figures function as the denominators. The numerator in each case is the number of students in the cohort who completed ENGL 201A within two years.

Measure 5: This is a scorecard measure narrowing in on the transfer prepared metric and is defined as the percentage of first-time students with a minimum of six units earned who attempted any Math or English course in the first three years and achieved any of the following outcomes within six years of entry: earned AA/AS or credit certificate (Chancellor's Office approved), transferred to a four-year institution, or achieved "transfer prepared."

Institutional Goal 1: Completion (Continued)

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued. (RP Group Six Success Factors) <i>Responsible Party: Vice President Student Services & College Centers</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of first-time non-exempt students who complete a comprehensive Student Education Plan (SEP)	Comprehensive SEP	10.8%	21.4%			
Measure 2: Comparison of Community College Survey of Student Engagement (CCSSE) Benchmark Scores (2016 v. 2019)	Active and Collaborative Learning	0.0417				
	Student Effort	0.454				
	Academic Challenge	0.611				
	Student-Faculty Interaction	0.426				
	Support for Learners	0.446				
Measure 3: Comparison of SLOCCCD Campus Climate Survey Results (2016 v. 2019)	Valued	96.6%				
	Connected	80.9%				
	Nurtured by Faculty	88.9%				
	Nurtured by Administration	82.8%				

Institutional Objective 1.2 Summary/Analysis:

In fall 2017, there was an increase to 21.4% of students completing a comprehensive student educational plan (SEP), compared to 10.8% in fall 2016.

In spring 2018, Cuesta College implemented Cougar Welcome Days at the San Luis Obispo and North County campuses. This event is a first-time freshmen/re-entry track college preparation and orientation program. The program featured: 1) a college orientation; 2) meeting with an academic counselor to develop an educational plan; 3) registering for summer and fall courses; and 4) different academic divisions and program tabling to meet students. In addition, there was a parent orientation in English and Spanish to include families in the college transition process. Student Cougar Ambassadors provided campus tours, local radio stations KJUG and Wild 106 were on campus playing music and giving away prizes, and lunch was provided for all attendees, including parents. This event was designed to ensure students and their families felt directed, focused, nurtured, engaged, connected, and valued.















In spring 2018, Cuesta College opened a food pantry on the San Luis Obispo campus. A food pantry will open on the North County campus in fall 2018. This is a critical service in collaboration with the San Luis Obispo Food Bank and the California "Hunger Free" campaign to provide a basic necessity to Cuesta College's food insecure students.

In fall 2018, Student Health Services is expanding student access to mental health counseling. An additional mental health intern has been hired to assist with providing additional hours for this critical support resource.

In spring 2018, Associated Student Life provided leadership and guidance to forty student clubs on campus. This is the highest number of student clubs on campus in Cuesta College history. Student clubs are designed to ensure students are connected to other students and leadership on campus.

Institutional Goal 2: Access

Increase student access to higher education.

Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts. <i>Responsible Party: Vice President Student Services & College Centers</i>	Report Year	2017	2018	2019	2020	Trend
Measure 1: Student Equity participation rate: the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Student Equity Participation Rate - Ethnicity	American Indian / Alaska Native	10.6%	11.2%			
	Asian	7.2%	6.9%			
	Black or African American	6.7%	7.4%			
	Hispanic or Latino	13.8%	13.8%			
	Native Hawaiian or other Pacific Islander	3.6%	3.6%			
	White	5.4%	5.4%			
	Some other race	3.0%	2.7%			
	More than one race	18.5%	17.1%			
Measure 1: Student Participation Rate - Gender	Male	6.9%	6.8%			
	Female	7.9%	8.0%			
Measure 1: Student Participation Rate - Current or Former Foster Youth	Current or Former Foster Youth	145.4%	168.0%			
Measure 1: Student Participation Rate - Students with Disabilities	Students with Disabilities	2.8%	1.9%			
Measure 1: Student Participation Rate - Low-Income Students	Low-Income Students	30.0%	33.4%			
Measure 1: Student Participation Rate - Veterans	Veterans	2.0%	2.0%			

Institutional Objective 2.1 Summary/Analysis:

Cuesta College has made nominal gains in increasing the enrollment of low-income and underrepresented students. In spring 2018, a Director of Outreach was hired to focus on community outreach in low-income communities of San Luis Obispo County. In addition, we focused the delivery of printed college materials in 164 locations in San Luis Obispo County, many of these areas are designated low-income neighborhoods, particularly in Paso Robles and sections of Atascadero.

Our ethnic representation among low-income students has stayed consistent between academic years 2016-2017 and 2017-2018, with an increase in American Indian/Alaskan/Native American students by almost a full percentage point. African American/Black student participation has also increased. Hispanic/Latino and White student groups have held steady at 13.8% for Latino and 5.4% for White. Gender has also stayed consistent between the two academic years.

The foster youth student participation rate has increased significantly to 168% in academic year 2017-2018 versus 145.4% in academic year 2016-2017. The foster youth student participation rate equals the number of foster youth attending Cuesta College, regardless of origin, divided by the number of foster youth in the county. Overall, the low-income student participation rate has increased to 33.4% in academic year 2017-2018 over 30% in academic year 2016-2017.

Institutional Goal 2: Access (Continued)

Increase student access to higher education.

Institutional Objective 2.2: Increase enrollment opportunities for community members who are 55 years of age or older. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Emeritus sections offered	Emeritus Sections	73	166			
Measure 2: Participation Rate of community members 55 years of age or older disaggregated by Credit and Non-Credit status	Participation Rate (Credit)	0.4%	0.5%			
	Participation Rate (Non-Credit)	0.5%	1.0%			

Institutional Objective 2.2 Summary/Analysis:

Emeritus sections serving the 55 years and older community have more than doubled and are offered throughout the county. In 2016-2017 Cuesta College generated 41.21 FTES and in 2017-2018 Cuesta College generated 101.17 FTES, which more than doubles the revenue generated from this program. We will continue to increase, at a slower rate, the sections offered.

Institutional Goal 2: Access (Continued)

Increase student access to higher education.

Institutional Objective 2.3: Expand financial support opportunities for students. <i>Responsible Party: Superintendent/President</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Implementation of a second year of the Cuesta Promise (yes/no)	Cuesta Promise Year 2	No	No	Yes	Yes	
Measure 2: Total dollars available for student scholarships	Total Dollars	\$335K	\$335K			
Measure 3: Percent of regular students awarded financial aid in a given award year	Financial Aid Awards	45.5%	47.7%			

Institutional Objective 2.3 Summary/Analysis:

Beginning fall 2018, the incoming class of San Luis Obispo County high school graduates will be able to attend Cuesta College fee-free for two years. The Cuesta Promise has been expanded from one year to two years thanks to the generous contributions of local donors in support of the Cuesta College Foundation.

The percent of regular students awarded financial aid increased from 45.5% to 47.7% through increased outreach by the Financial Aid team to assist students in completing the FAFSA.

Institutional Goal 2: Access (Continued)

Increase student access to higher education.

Institutional Objective 2.4: Increase career pathways for local high school students. <i>Responsible Party: Vice President Student Services & College Centers and Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of local high school students enrolled in Dual Enrollment courses	Dual Enrollment	2.4%	2.6%			
Measure 2: Percent of recent local high school graduates who enroll in Career Technical Education courses during their first term at Cuesta	CTE Enrollment	46.0%	40.9%			
Measure 3: Percent of recent local high school graduates who designate an Associate Degree for Transfer as their goal at Cuesta	ADT Goal	31.4%	38.4%			

Institutional Objective 2.4 Summary/Analysis:

Fall 2017, Cuesta College increased the percentage of local high school students enrolled in dual enrollment courses to 2.6%. The percentage in fall 2016 was 2.4%.

Fall 2017, Cuesta College measured a significant increase in local high school graduates who designated an Associate Degree for Transfer as their educational goal at 38.4%. The percentage in fall 2016 was 31.4%.

Fall 2017, Cuesta College measured a decrease in the percentage of local high school graduates who enroll in Career/Technical Education courses during their first term at 40.9%. The percentage in fall 2016 was 46.0%. With the implementation of the Title V Grant and the corresponding deliverables, Cuesta College in 2018-2019 has identified students interested in pursuing a career in teaching through PEDS 110. The students will also have the opportunity to take a course in Elementary Education (junior/senior years), which allows students to explore and discover the teaching profession.

Measure 3: The data source is self-reported by students in CCCApply.

Institutional Goal 3: Partnerships






Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1: Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Partnerships with four-year institutions	University Partnerships	2	2			

Institutional Objective 3.1 Summary/Analysis:

Under the new agreement signed by the California Community Colleges Chancellor's Office and the Association of Independent California Colleges and Universities, students pursuing an Associate Degree for Transfer can receive guaranteed acceptance and a more affordable, seamless pathway to thirty-six private, non-profit colleges and universities. Cuesta College currently has thirty Associate Degrees for Transfer offered to our students. Cuesta College is currently working with Cal Poly to help our students with the latest information to transfer into the Liberal Studies program at that university. Cuesta College has reached out to ten CSUs for possible partnerships; all have declined.

Institutional Goal 3: Partnerships (Continued)						
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.						
Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities. <i>Responsible Party: Dean of Workforce & Economic Development</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Partnerships with local businesses and organizations	Local Business & Organization Partnerships	125	136			
Measure 2: Count of students participating in internship courses, work experience courses, and clinical sites	Work Experience Course Enrollment	434	387			
	Clinical Site and Internship Enrollment	993	975			
Institutional Objective 3.2 Summary/Analysis:						
<p>Measure 1: These totals reflect a cumulative amount of work experience and internships Cuesta College maintains with the local business community and organizations.</p> <p>Measure 2: These numbers are aligned with the FTES decrease at the San Luis Obispo Campus and the North County Campus. Cuesta College has expanded in the number of opportunities for students to participate in field work. We continue to decrease in the credit core since 2010 so it is logical to assume these numbers will also decrease. These numbers only include credit students.</p>						
Institutional Goal 4: Facilities and Technology						
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.						
Institutional Objective 4.1: Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan. <i>Responsible Party: Vice President Administrative Services</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Completion of the Facilities Checklist	Facilities Checklist	IP	IP			
Measure 2: Completion of the Technology Checklist	Technology Checklist	IP	IP			
Institutional Objective 4.1 Summary/Analysis:						
<p>Facilities has made significant improvement to the District's physical assets on both campuses. Over 50,000 square feet of non-complaint modular structures have been taken off line and replaced with new, state of the art permanent structures. Projects such as paving, roofing, hva/c and ADA upgrades proceed on a continuous basis. Other significant projects such as utility infrastructure upgrades are completing design and are being readied for bid. Measure L, at \$275M, has allowed significant improvement that the District would otherwise not have been able to achieve. Measure L has been fully scoped and scheduling has been set for the remaining eight years.</p> <p>2016-2017: IT upgraded and fully virtualized Cuesta College servers and storage systems. IT upgraded the wireless systems to new Aruba wireless controllers and devices. The Banner system was migrated over to a Linux-based system which allowed virtualization and redundancy within Cuesta College's Banner system.</p> <p>2017-2018: IT implemented a new backup system for our virtual server farm. Banner 9 and new identity management systems were implemented in preparation for fall 2018 production dates. Planning for construction of the San Luis Obispo Campus Data Center, fiber plan, as well as renovations of 1000, 2000, and athletic complexes was the central focus for 2017-2018. IT also re-developed and distributed Technology Lifecycle Reports to all departments with age and replacement costs of all computers and AV systems.</p>						

Institutional Goal 4: Facilities and Technology (Continued)						
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.						
Institutional Objective 4.2: Address the educational and facilities needs of South County residents by conducting and utilizing the results of a community survey. <i>Responsible Party: Superintendent/President</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Conduct South County Survey	South County Survey	Yes	Yes			
Measure 2: Utilize the results in planning for the educational and facilities needs of South County Residents	Results Utilized	IP	IP			
Institutional Objective 4.2 Summary/Analysis:						
The South County Survey results were foundational to the design of 140 non-credit courses. These courses are scheduled to launch spring 2019 and will provide access to higher education including workforce skill building in response to the survey findings. Additionally, survey results are guiding exploration of educational program and facilities options to enhance opportunity for South County residents.						
Institutional Goal 5: Fiscal						
Build a sustainable and stable fiscal base.						
Institutional Objective 5.1: Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Cuesta College going rates of local high school graduates	Cuesta College Going Rates	35.8%	36.6%			
Measure 2: Cuesta College going rates of non-credit students	Non-Credit FTES	379.9	461.5			
Measure 3: Attainment of annual FTES goals	FTES Goal Attainment (yes/no)	Yes	Yes			
Measure 4: Count of annual headcount and FTES	Annual Headcount	16160	16494			
	FTES	8320	8437			
Institutional Objective 5.1 Summary/Analysis:						
Measure 1: Cuesta College has increased the rate of local high school graduates by .08%. The increase could be correlated to increased knowledge by the high schools, community, and outreach regarding the Cuesta Promise.						
Measure 2: The increase in non-credit enrollments with a 81.6 FTES increase is directly aligned with the increase in the Emeritus class offerings and other non-credit courses.						
Measure 3: Attainment of annual FTES goals is directly linked to growth of the three initiatives that began in the last three years: dual enrollment, prison, and Emeritus. These programs will continue to grow but not at the current rate.						
Measure 4: Count of annual head count can again be directly related to dual enrollment, prison, and Emeritus growth.						

Institutional Goal 5: Fiscal (Continued)						
Build a sustainable and stable fiscal base.						
Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness. <i>Responsible Party: Vice President Administrative Services</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Revenue generated through rental of district facilities	District Facility Rental	\$1.52M				•
Measure 2: Revenue generated through enterprise use of District property	District Property Use	\$86.0K				•
Measure 3: Revenue generated through awards and grants	Grant Award Revenue	\$6.16M				•
Institutional Objective 5.2 Summary/Analysis:						
The bookstore study resulted in a recommendation from Planning & Budget to explore feasibility of contracting out the bookstore. The North County Land Use RFP has been advertised but no bids have been received. Other lease options will be explored. The new food service and beverage vendor will result in higher yield for the District through non-general funds.						
Institutional Goal 5: Fiscal						
Build a sustainable and stable fiscal base.						
Institutional Objective 5.3: Identify and implement strategies to address the rising costs of employee retirement obligations (CalSTRS and CalPERS) while maintaining support for institutional effectiveness. <i>Responsible Party: Vice President Administrative Services</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: End of year total unrestricted revenues minus expenditures	Unrestricted Revenue	\$1.5M				•
Measure 2: Interest generated from invested one-time only funds to prefund future liabilities	Interest Generated	\$0.00				•
Institutional Objective 5.3 Summary/Analysis:						
FY 2017-2018: Revenues minus expenditures is a \$260,748 loss, but expenditures include retroactive salary payments.						
FY 2017-2018: Interest earned from investment in irrevocable trust was \$39,299 (funds were not invested until mid-March). Early retirement incentive was implemented for faculty, which will result in savings in 2018-19 and thereafter.						