



CUESTA
COLLEGE

EMP Planning & Design Retreat

November 7, 2024

Cuesta College EMP: Envisioning Our Future

Dr. Jill Stearns

Superintendent / President

Introduction of the CBT Team



Collaborative Brain Trust



CBT Team for Cuesta College

Nicki Harrington

Dona Boatright

Cindy Griffith

KC Greaney

Session Attendee Introductions

Name & Role at the College



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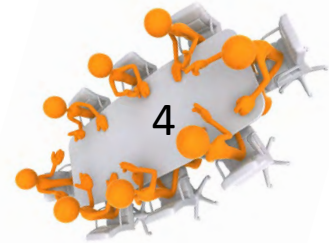
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Interactive Exercise #1

What would you like to get out of today's session?

From your point of view, what is one important aspect of Cuesta's next EMP development process?

Exercise #1 – Report Out



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CBT's Approach and Principles

Collaborative Brain Trust



CBT Key Principles

- Collaboration & Flexibility
- Responsiveness
- Transparency
- Equity & Inclusiveness
- Accountability

Session Outcomes

- ❖ Community College Educational Planning – The New Landscape and Best Practices
- ❖ Cuesta EMP Planning Design – Approach; Process; Product; Integration; Timelines
- ❖ EMP Task Force: Role and Membership Configuration
- ❖ Internal and External Stakeholder Listening Sessions
- ❖ Project Phases, Timeline, and Meeting Schedule

BREAK

Part A

Envisioning the Future of Cuesta College and Its Students

Educational Planning Overview

- Effectiveness of Plans
- Clarifying planning
- The Science and Art of Planning
- Information and Communication in Planning

Effective Educational Planning

- Are educational and strategic plans really *useful*?



- Do they really *“move the needle”*?

- How do we create *meaningful* change for student access, student success, and the stability and future of Cuesta College?



Clarifying Planning

- *Long-range vs. short-range planning*
- *Incremental improvements vs. transformative change*
Value in “The Deep Dive”
- *Integration of planning efforts*



Educational Master Planning

“The Science” and “The Art”

The Science – Logical and Sequential

- *“Parent” Plan and cascading plans*
- *Accountability and responsibility*
- *Implementation and “roll out”*



The Art – The Human Side

- *Transparency; information sharing*
- *Dialogue and communication*
- *Engagement & Modeling: “Making it Real”*



Information and Communication Pathways

EMP Development: A Transparent, Participative Process

- How do you get information at CC?
- Where does dialogue take place at CC?
- What is the difference between information and communication?
- When is each preferred?



Cuesta College: Mission and Vision

Mission:

Cuesta College transforms a diverse community of learners with education and empowerment to become responsible stewards and leaders in a dynamic global community.

Vision:

Cuesta College will advance social equity by maximizing the human potential of all students through innovative educational programs and services.

Cuesta College Values

- *Diversity, Equity, Inclusion, and Belonging*
- *Student-Centered*
- *Student Success*
- *Access and Opportunity*
- *Kindness, Care, and Respect*
- *Openness and Innovation*
- *Community Partnerships*
- *Sustainability*

Educational Master Planning in Community Colleges

The Evolution of Planning

- Community Colleges established by local communities
 - Vocational/Occupational Programs
 - Access to 1st 2 yrs of College: Affordable & close to home
- The “Town Hall” approach for planning
- Charrettes, surveys, and SWOT processes
- Funding shift from local to State; mission focus; ↑ accountability; outcomes & equity
 - SB 361 followed by SCFF
 - Vision for Success; GPs; SEAP; Vision 2030
- CCCs as maturing institutions: Returning to our roots & the need for research

Educational Master Planning in Community Colleges

The Evolution of Planning (cont.)

Research, Planning, and Institutional Effectiveness in CCCs

- Data reports → data warehouses → multi-leveled access
- Macro data → multi-leveled & disaggregated data
- Charts → dashboards & Infographics → data visualizations
- Multi-source analysis; Triangulating quantitative and qualitative data

Educational Master Planning in Community Colleges

The Evolution of Planning (cont.)

Research, Planning, and Institutional Effectiveness in CCCs (cont.)

- The evolving role of research and researchers
 - From analysts → Research, Planning, and Institutional Effectiveness Departments
 - From data reporting → use of data for improvement and transformative change
- Use of research to assess institutional effectiveness and advance the College's agenda, such as:
 - Student access and success; closing equity gaps
 - Retention and completion
 - Meeting workforce needs

Educational Master Planning in Community Colleges

Evolution and the New Landscape

- Changing student demographics; need for disaggregated student data and more student voice
- Closing Equity Gaps: Access, success, and support for all students
- Changing community demographics and workforce; need for increased external data and voice
- National and state initiatives shifting from a focus on FTES to a focus on career education and student success and completion
- Societal demand for accountability and ROI of Higher Education

Educational Master Planning in Community Colleges

Evolution and the New Landscape

- Guided Pathways: Areas of Study & Student Success Teams
- Student Education Plans (SEPs & IEPs) and The Student Journey
- Software solutions; Customer Relationship Management Systems
- Artificial Intelligence (AI) and technology-enhanced systems & processes
- Rapid pace of change requiring increased agility and the ability to be nimble in responding to changing needs

Interactive Exercise #2

Three Integrated Planning Scenarios

- Streamline and align planning cycles
 - Reduce “planning fatigue” & duplicated effort
 - Prevent overlap of large planning (e.g., EMP & ACCJC)
-
- *What are the pros and cons of each scenario?*
 - *Which would work best for Cuesta College?*

Educational Master Planning in Community Colleges

The New Landscape

Three Sample Integrated Planning Scenarios:

- 1. 10-yr EMP** with three 3-yr Strategic plans; annual budgets
ACCJC (8-yr); FMP (10-yr); TMP (5-yr); PR (1-5 yrs)
- 2. 8-yr EMP** with mid-cycle Update; two 4-yr Strategic plans; annual budgets
ACCJC (8-yr); FMP (8-yr); TMP (4-yr); PR (1, 2, & 4 yrs)
All other plans: annual, 2-yr, or 4-yr
- 3. 4-yr EMP** with annual action plans tied to budget
ACCJC (8-yr); FMP (8-yr); TMP (4-yr); PR (1, 2, & 4 yrs)
All other plans: annual, 2-yr, or 4-yr

Exercise #2 – Report Out



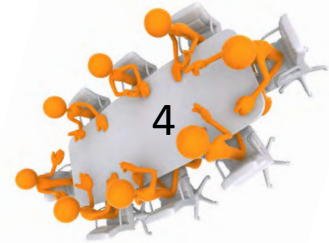
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Lunch Discussion:

Reimagining Cuesta College

Interactive Exercise #3

Reimagining Cuesta College

- *What are important “stretch strategies” for Cuesta College (CC)?*
- *How will CC embrace change in this next EMP?*
- *What role does CC play in growth and vitality of the region?*
- *What role does entrepreneurship play in CC’s future?*
- *What trends in Higher Education should CC consider in this next EMP?*
- *How will societal trends affect CC and its students / graduates?*

Exercise #3 – Report Out



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Educational Master Planning

Pitfalls and Best Practices

Interactive Exercise #4

*What are some examples of pitfalls
you have seen in college EMP planning efforts?*

Exercise #4 – Report Out



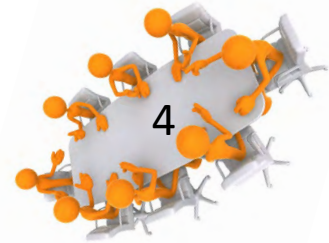
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Educational Master Planning in Community Colleges

Common Pitfalls

- Data insufficient, narrow, or not disaggregated
- Working off old assumptions
- Not being mindful of changing demographics and trends
- Lack of communication and/or engagement of stakeholders

Educational Master Planning in Community Colleges

Common Pitfalls (cont.)

- Lack of translating goals and objectives into measurable action plans
- “Planning the work”, but not “working the plan”
Documents that “sit on the shelf”
- Lack of support by changing administration; Employees not being held accountable to assigned areas of responsibility
- Not monitoring progress and/or making adjustments based on results

Educational Master Planning in Community Colleges

Best Practices

- Data-informed; use of disaggregated data
- Outcomes-focused and results-oriented
- Nimble; future-oriented; courageous
- Responsive to students and the communities the college serves
- Inclusive; transparent; well-communicated
- Clear processes, timelines, metrics, responsible parties
- Modeled by College leadership & used in all activities
- Tied to resource allocation (budget, staffing, etc.)

Educational Master Planning in Community Colleges

Best Practices (cont.)

- Plans are monitored and redirected/readjusted as needed
- Planning that balances external and internal challenges and opportunities
- Planning that acknowledges the impact of national and state trends, embracing AI, technology solutions, & technology-enhanced systems
- Examining student “loss points” from inquiry to completion via disaggregated data to better align planning efforts with the greatest needs
- Holistic approaches to student educational and career planning and academic and support services

Educational Master Planning in Community Colleges

Best Practices (cont.)

- Aligning, modularizing, bridging, and transitioning across traditional educational siloes
 - Robust Credit for Prior Learning (CPL) and other approaches for adult learners
 - Use of badges, micro-credentials, and stackable credentials from K to 20
 - Noncredit & CPL to credit; certificate to degree, etc.
- Streamlined planning that is data-informed, focused on outcomes, agility, and “making a difference”
- Transparent, accountable planning that uses data visualizations and tools for just-in-time, multi-level decision making with the ability to pivot when needed

Educational Master Planning in Community Colleges

Best Practices (cont.)

- Student-centered, multi-faceted, multi-modal approaches to teaching, learning, enrollment management, scheduling, and student support
- Shift from “program & service delivery” to “successful student journeys”
- Increased emphasis on workforce and societal needs, student engagement and success, and the partnerships and collaboratives among public, private, nonprofit, and philanthropic organizations to accomplish these

BREAK

Part B

Planning Design for Cuesta's Next EMP

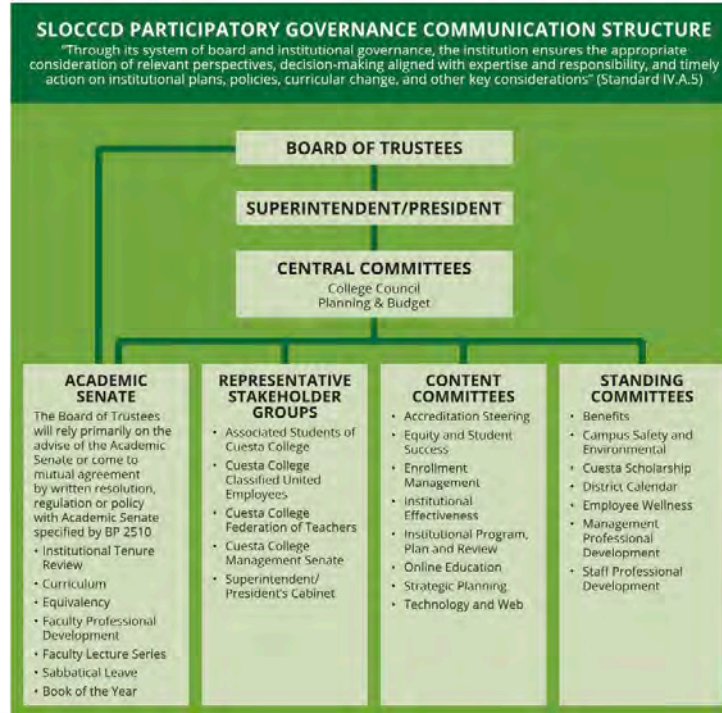
EMP Task Force

Purpose Statement: Consistent with the College's Participatory Governance Model and Handbook; Statement includes:

- *Purpose/Charge* to the the EMP Task Force
- *Guiding Principles* that will guide its work
- *Membership*
 - Stakeholder Group Reps; Cross-functional; Diverse
 - Role of Members: Dialogue, review, communication & engagement of peers
 - Executive Liaison (VP Coria) & Logistics person (Megan Fay-Mitchell)



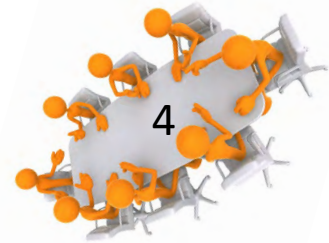
SLOCCCD Participatory Governance Structure



Interactive Exercise #5

What principles do you think are essential to guide the EMP Task Force as it conducts its work on behalf of all stakeholders and the College?

Exercise #5 – Report Out



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EMP Task Force Membership

- Stakeholder group reps

Each of the five stakeholder group will submit 6 names to VP Coria by December 13, 2024 (except students, who will submit 4-6 names)

- Cross-functional

- Instruction, Student Success & Support Services, and Admin services will all be represented
- Both CTE and Liberal Arts & Sciences faculty (from different clusters/areas of study) will be represented

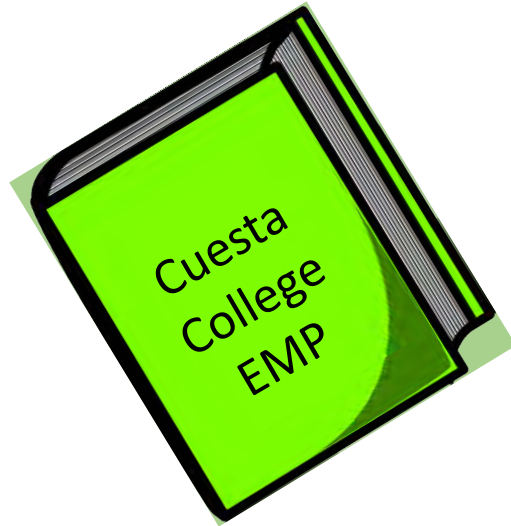
- Diverse

EMP Task Force makeup will strive for diversity in age, gender, ethnicity, years of service, etc. , to bring multiple perspectives to the table for dialogue

EMP Development Process



Developing a *Meaningful* Educational Master Plan for Cuesta College



EMP Development Process



The Comprehensive Discovery Phase

Using Data & Evidence Effectively

- What are critical *internal* and *external* data sources?
- What differentiates *quantitative* and *qualitative* data?
- What are the *values* and *risks* of each?
- Who are Cuesta's *internal* and *external* stakeholders?
- How does the College *engage* these important constituents and *value* their perspectives?



Stakeholder Listening / Visioning Sessions

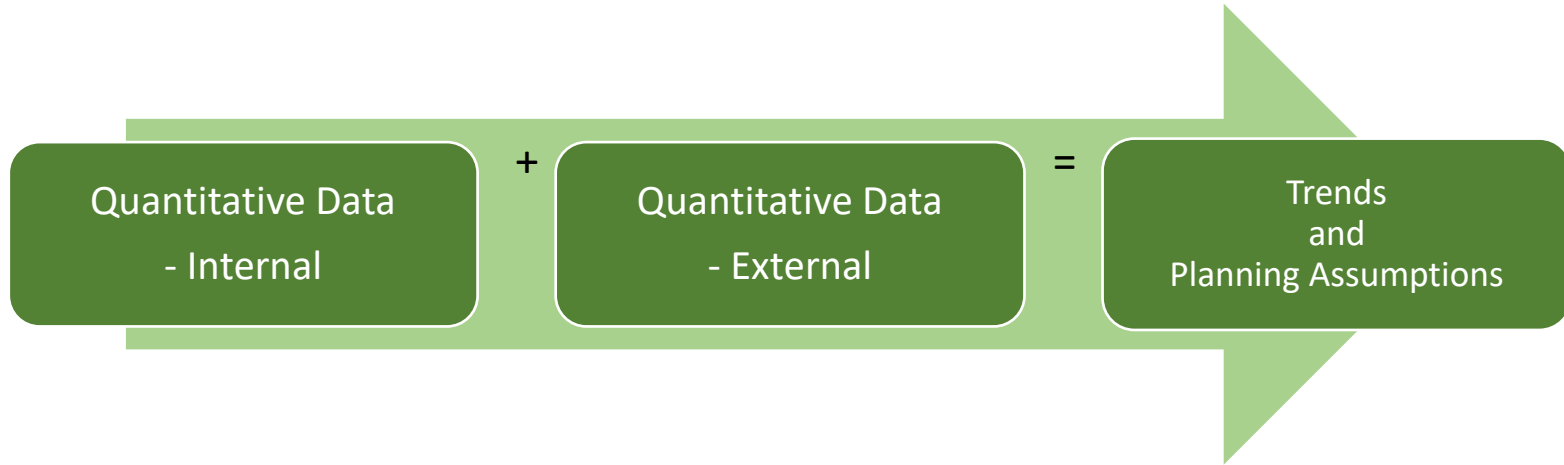
Internal Stakeholders

- College Council
- Academic Senate
- Students
- Classified Employees
- Federation of Teachers
- Management Senate
- President's Cabinet
- Pathway Areas of Study
- North & South County sites

External Stakeholders

- Trustees
- Business & Industry
- Educational Partners
 - High Schools
 - Universities
- Government & Civic
 - City and County
 - Economic Development
- College Foundation
- Nonprofits

EMP Development Process



EMP Development Process (cont.)



EMP Development Process (cont.)

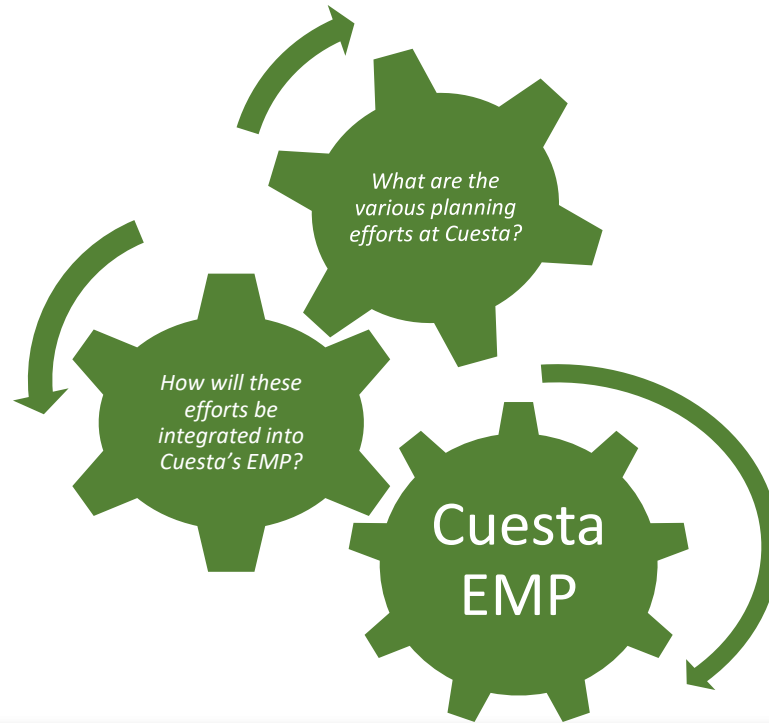


EMP Development Process (cont.)



Alignment and Integration

Planning Efforts at Cuesta



Interactive Exercise #6

What are Cuesta College's ongoing planning efforts and new initiatives on the horizon that need to be incorporated into the next long-range EMP?

Exercise #6 – Report Out



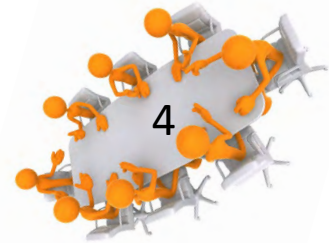
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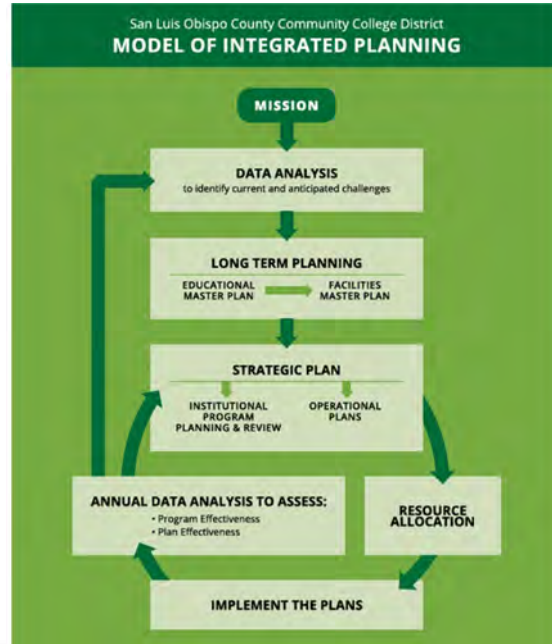
Alignment and Integration of Planning Efforts

Sample Planning Efforts

- ACCJC: ISER Planning Agenda & Accreditation Recommendations
- Institution-level recommendations from program accreditations
- Program review results
- State Vision 2030; Career Education Master Plan
- Legislative initiatives
- Student Equity and Achievement Plan (SEAP)
- Strategic Enrollment Management (SEM) Plan

Alignment and Integration

Cuesta College Integrated Planning Model



Part C

Plan Development: Phases and Timeline

EMP Development – Project Phases and Timeline

Phase	Dates	Activities
Phase 1: Program Design & Planning <i>Oct – Dec 2024</i>	Oct-Nov Zoom meetings Nov 7, 2024 – Site Visit #1	Pre-planning Meetings (President; Exec. Liaison; Logistics; Research Team All-day Retreat – Stakeholder Groups
Phase 2: Discovery Phase <i>Nov 2024 – Mar 2025</i>	Jan/Feb - Site Visit #2 <i>EMP Task Force – Mtg #1</i> ----- Feb/Mar - Site Visit #3 <i>EMP Task Force – Mtg #2</i>	Data collection, analysis, synthesis Stakeholder forums/listening sessions (internal, students, external) Draft EMP components provided for College review
Phase 3: Portfolio Development & Planning Assumptions <i>Mar – Apr 2025</i>	Mar/Apr – Site Visit #4 <i>EMP Task Force – Mtg #3</i>	Draft EMP components provided for College review
Phase 4: Goal-setting & Recommendations <i>Apr – June, 2025</i>	Apr/May – Site Visit #5 <i>EMP Task Force – Mtg #4</i> ◆ 8-hr Goal-Setting Session	Goal-setting session (two half-days) Complete full First Draft EMP available for College review
EMP Review and Feedback	Sept – Oct, 2025	College Review and approval processes
Final Draft EMP	October 31, 2025	CBT Project completes
Board Approval & EMP Roll-out	Dec 2025 – Jan 2026	Approval, production and roll-out

Reflections ...



Questions...



Discussion...

Closing Remarks and Next Steps

Dr. Jill Stearns
Superintendent / President



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Thank you!