INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

Cuesta College
P.O. Box 8106
San Luis Obispo, CA 93403

Submitted to:

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges

Spring 2008

Board of Trustees

Patrick Mullen, President • Angela Mitchell, Vice President • Gaye L. Galvan • Per C. Mathiesen • Marie Kiersch • Richard Kline, Student Trustee
Certification of the Institutional Self-Study Report

June 20, 2008

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Cuesta College
Highway 1
San Luis Obispo, CA 93403

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed:

Patrick Mullen
President, Board of Trustees

W. David Pelham
President/Superintendent
Cuesta College

Toni Sommer
Vice-President, Student Learning
Accreditation Liaison Office

Kevin Bontenbal
Self-Study Co-Chair

Allison Merzon
President, Academic Senate

Richard Kline
President, Associated Students
CERTIFICATION OF CONTINUED COMPLIANCE
WITH THE ELIGIBILITY REQUIREMENTS

The Accreditation Self-Study Steering Committee of Cuesta College conducted a review of the Eligibility Requirements at its meeting on February 4, 2008. Each member of the committee was provided with a copy of the requirement for accreditation and was asked to read the requirements prior to the meeting. The council reviewed and discussed each of the requirements. The College Accreditation Steering Committee unanimously agreed that Cuesta College continues to meet all of the eligibility requirements.

Statement of Assurance

We hereby certify that Cuesta College continues to meet the eligibility requirements for accreditation.

David W. Pelham
Cuesta College Superintendent/President

June 25, 2008

Patrick Mullen, President
Cuesta College Board of Trustees

June 25, 2008
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ELIGIBILITY REQUIREMENTS

1. Authority
   Cuesta College’s authority to operate as a degree-granting institution is the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on page 2 of the college’s 2007-08 Catalog.

2. Mission
   The Board of Trustees adopted the current mission statement of Cuesta College in September 2000. All college constituencies were given an opportunity to participate in developing the mission language. The mission statement appears in the College Catalog, the Educational and Facility Master Plan, the Faculty Manual, the College Plan, the Student Planner, and the college web site. The mission statement is also posted in various locations at the San Luis Obispo campus, the North County Campus, and the South County Center.

3. Governing Board
   A five-member Board of Trustees governs the San Luis Obispo Community College District. Board members are elected at large from San Luis Obispo County. Members serve staggered terms to ensure continuity. The President of the Associated Students of Cuesta College, elected annually by the Cuesta College student body, also serves as a student trustee. Board Policies establish the goals, methods, rights and obligations of the members of the Board of Trustees (Board Policies: 1000). The Board of Trustees follows a conflict of interest policy (Board Policy 2710) as well as a code of ethics (Board Policy 2715). No Board members have an employment, family, or personal financial interest in the college. The Board currently meets once a month, with provisions for additional or special meetings.

4. Chief Executive Officer
   Following the resignation of the CEO on December 31, 2006, the Board of Trustees appointed Edralin J. Maduli, as the interim CEO at its January Board Meeting. During this interim period, the Board conducted a widely publicized search for a permanent CEO with the assistance of a consulting firm. A broad-based committee representing all college constituencies and the community screened and interviewed the applicants. This committee submitted a list of finalists to the Board of Trustees for their consideration. The hiring process culminated in the appointment of Dr. W. David Pelham as the college’s new CEO, effective March 3, 2008. The CEO serves as both the Superintendent of the district and the President of the College as well as the secretary to the governing Board.

5. Administrative Capacity
   In comparison to the staffing levels identified in the Accreditation Self Study of 2002, the college is operating with one fewer dean of student learning, which has been the case since funding reductions occurred in 2003. The responsibilities of
this dean were moved to other managers. The college addressed the issue of administrative capacity in its March 10, 2008 response to the Accreditation Commission which, after a November 2007 team visit, cited a concern in that, out of 10 senior administrators, six were serving in an interim capacity, one position was vacant, and the Interim Superintendent/President was also serving as Interim Vice President of Student Learning. In its March 2008 response to the ACCJC, Cuesta indicated that several positions, including the Superintendent/President, have since been filled and that hiring processes are underway for the remaining positions.

6. **Operational Status**
Approximately 13,000 students are currently enrolled in a variety of courses that lead to career preparation, two-year degrees, certificates of achievement, or transfer to a four-year institution. Students attend classes at the San Luis Obispo campus, at the North County Campus in Paso Robles, and at the South County Centers at the Arroyo Grande and Nipomo High Schools.

7. **Degrees**
A majority of Cuesta College courses fulfill program requirements for 76 AA/AS degrees, 52 certificates of achievement, and 44 certificates of proficiency; and a majority of the students are enrolled in these courses. Associate Degree programs and certificate and career programs are clearly identified in the college catalog.

8. **Educational Programs**
Cuesta College’s educational programs are consistent with its mission, are based on recognized fields of study, and meet the requirements of Title 5 in terms of quality and rigor for the degrees and programs offered.

9. **Academic Credit**
Cuesta College awards academic credits based on generally accepted practices in degree-granting institutions of higher education.

10. **Student Learning Achievement**
Each program of study listed in the College Catalog includes a statement that describes the educational objectives for students, whether it be preparation for transfer to another institution or preparation for a specific occupation.

11. **General Education**
General Education programs and courses meet and exceed the requirements of Title 5 regulations. The quality and rigor of Cuesta College general education is consistent with statewide academic standards. The college catalog lists the general education requirements for the Associate Degree.

12. **Academic Freedom**
Cuesta College promotes and maintains an atmosphere in which intellectual freedom and independence exists. The collective bargaining agreement with the faculty reinforces the right of faculty to maintain and encourage full freedom to teach, research, and pursue knowledge. A Board policy on academic freedom is being developed.
13. Faculty
Cuesta College has 165 full-time and 412 part-time faculty. The full-time/part-time ratio was 50.1% as of November 2007. All faculty members meet the minimum qualifications for their disciplines, and rigorous hiring processes seek to ensure that the faculty are of high quality. In addition, the faculty is evaluated on a regular basis as indicated by the collective bargaining agreement. Faculty responsibilities are outlined in the Faculty Manual and in the collective bargaining agreement. Faculty names and degrees are listed in the College Catalog.

14. Student Development
Cuesta College provides a comprehensive offering of student support services, consistent with its student population and mission. Services range from those designed for the full student population such as skills assessment, tutoring, health services, admissions and records, counseling, career placement, transfer services, student life and leadership, and financial aid to services targeted to support specialized student populations. Some of these services are ESL outreach and retention, re-entry programs, veteran services, international student services, Disabled Students Programs and Services, CalWORKS, and EOPS. The college also boasts a new student Cultural Center, a new Health Center, and expanded support services for career technical areas such as registered nursing. Student support is offered at all instructional locations and on-line.

15. Admissions
Cuesta College maintains open admissions policies as outlined in state law. All admissions policies and procedures appear in the College Catalog.

16. Information and Learning Resources
Cuesta College provides long-term access to sufficient information and learning resources and services to support its mission and all educational programs. In addition to printed media, the library provides access to a variety of online information resources and databases regardless of class location or delivery mode.

17. Financial Resources
The majority of Cuesta College’s funding comes from state apportionments. The college gains additional revenues from grants. Also, an independent foundation raises funds for the college. All funds are tracked and documented. The college’s unrestricted fund reserve equals six percent of state and local revenues. This level of reserve helps to ensure fiscal stability in case of emergencies. Unlike most of the community colleges, Cuesta College does not have any General Accounting Standards Board (GASB) 45 liabilities.

18. Financial Accountability
Cuesta College annually undergoes an external financial audit as required by law. For the past two years the audits have been conducted by the accounting firm of Vavrinek, Trine, Day & Co., LLP. The college has continued to receive an unqualified report on its financial statements.
19. Institutional Planning and Evaluation
The Board of Trustees adopted an Educational and Facility Master Plan for Cuesta College in March 2001. This Master Plan was updated in 2006 in preparation for a local bond measure. In addition, the Five-Year Facility Plan is reviewed annually and approved by the Board of Trustees prior to its submission to the State Chancellor’s Office. The Technology Plan provides an assessment of the college’s technology needs. It was last updated in Spring 2007 and is updated annually.

20. Public Information
The College Catalog is published annually and provides accurate and current information that describes its purposes and objectives, admission requirements, rules and regulation affecting students, programs and courses, degrees and degree requirements, costs and refund policies, grievance procedures, and academic credentials of faculty and administrators. Much of this information is also provided in the class schedule published each semester. Also, schedules and other information are readily available on the college website.

21. Relations with the Accrediting Commission
The Board of Trustees and the College adheres to all eligibility requirements, accreditation standards, and policies of the Commission. The Assistant Superintendent/Vice President of Student Learning acts as liaison officer to the Accrediting Commission. College administrators, classified staff, and faculty have served as members of site visitation teams for other colleges.
HISTORY OF CUESTA COLLEGE

Cuesta College is an important intellectual and cultural center in San Luis Obispo County. With two campuses and an off-site center, it provides opportunities for people of all ages and from all walks of life to find educational programs and activities to meet their individual needs and interests. It is the college of choice for people preparing to transfer to a four-year institution to complete a bachelor’s degree, for those seeking training or retraining in order to take their place in the workforce, for those improving existing skills, and for those pursuing lifelong learning, recreation, and cultural enrichment. Cuesta College is the common ground where ideas are ignited, where interests converge, and where learning happens. This is Cuesta College’s commitment to the community.

From its inception, Cuesta College has been a reflection of the community and has been responsive to community needs. From 1936 to 1959, the San Luis Obispo High School District operated a junior college. In April 1963, San Luis Obispo County voters approved the formation of the San Luis Obispo County Community College District. During the first academic year, 1964-65, the college offered a limited schedule of evening classes, registering 463 students for the fall semester and 696 for spring. One year later the college opened for its first full-time schedule of day and evening classes in the refurbished barracks, recreation rooms, and mess halls of Camp San Luis Obispo. Evening classes were also offered in high schools in Arroyo Grande, Atascadero, and Paso Robles. Five years later, in 1970, ground was broken for the current, permanent center, which occupies 150 acres on part of the historic Rancho El Chorro Mexican land grant.

In 1991, the Cuesta College Educational and Facilities Master Plan identified the need for dedicated facilities for a center in the North County; however, in 1992-94, state bond measures for community college capital constructions failed, and the college was designated a no-growth district. Concerned citizens organized to support their interest in a new campus. In December 1997, following a highly successful community-supported capital campaign, Cuesta College purchased an 82-acre site just off Highway 46 on Buena Vista Drive in Paso Robles. An additional adjacent 23-acre parcel was subsequently donated, giving the Cuesta College North County center (designated the “North County Campus”) a total of 105 acres. In fall 1998, the college opened the North County Campus on its 105 acre site in Paso Robles. The campus, built almost exclusively with private gift support, has grown from 1200 students the first semester to over 3,000 day and evening students in spring 2008. The site began with modular buildings, to be used until permanent buildings were approved and funded by the state. In the summer of 2005, the first permanent building opened to students—the Fox Allied Health, Math, and Science Building. The college anticipates breaking ground for two additional permanent buildings in 2008-09—the North County Campus Learning Resource Center and the Trades and Technology Complex.
In 2001, Cuesta College Educational and Facilities Master Plan produced a new Educational and Facilities Master Plan that went form revising the mission/vision/value statement to an environmental scan to developing a plan for expanding educational offerings and services, enrollment planning, and a facilities plan for the next ten years. This plan was updated in 2006. From 2001 to the present, Cuesta College has implemented the plan’s phased approach for growth in the North County Campus as well as plans for expanding off-campus outreach operations at Arroyo Grande and Nipomo High Schools (referred to as the “South County Centers”). Today, the South County Centers are evening instructional sites, provided in cooperation with the Lucia Mar Unified School District. During the spring 2008 semester, over 800 evening students were served at these sites.

Since 2002, the college has developed new programs to serve its community. Some of these new programs include Multi-media Studies, Paralegal Studies, Sign Language, Facilities Maintenance Technology, Hospitality, Viticulture, non-credit Citizenship, Emeritus College, non-credit ESL, Information Technology, Legal Studies, Supervision, as well as a variety of academic degrees. Building projects that have been completed include the Art/Music Lab (SLO), High Tech Center (SLO), Child Development Center (SLO), Library Expansion (SLO), Science/Math Building (NCC), and Science Remodels (SLO). In addition, the Performing Arts Theater (SLO) is currently under construction.

Cuesta’s growth has occurred despite a long history of low FTES funding, a lack of equalization dollars, and the budget cuts of 2003 that impacted all California community colleges. Also, Cuesta has had additional challenges as it has undergone significant transitions in its administrative ranks over the past two years, transitions which have sometimes interrupted or disrupted processes and projects, including the work of this self-study. However, despite these challenges, Cuesta College maintains high standards of excellence as it serves a diverse population of approximately 260,000 residents in a county 3,316 square miles in area. Today, it has a student population of over 13,000 credit and non-credit students enrolled annually at the San Luis Obispo Campus, at the North County Campus, and at the South County Centers, and it serves another 30,000 people annually through short courses, continuing education, contract education, public events, recreational activities, and community education programs. And as it serves the community, the college maintains its commitment to the following vision, mission, and values statements.

**VISION**

Cuesta College is a premier community college providing accessible, high quality education that focuses on student success, lifelong learning, and community vitality.
MISSION
Cuesta College makes lifelong learning happen. We enable students to achieve their academic, transfer, workforce preparation, career advancement, and personal goals. Building on our tradition of excellence, we serve our community by providing programs and services that produce students who can succeed in a diverse and rapidly changing society, participate effectively in their local communities, and live responsible and rewarding lives. As a learning college, we provide a supportive environment for students and employees, assess student and institutional outcomes, improve performance, forge strategic partnerships, and maximize opportunities for learning.

VALUES

Excellence—We pride ourselves on providing high quality faculty and staff who create relevant and innovative programs and services that result in desired student learning outcomes.

Integrity—We strive to maintain public trust by being responsible, honest, and trustworthy with our students, staff, and community.

Diversity—We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive.

Responsiveness—We respond to the changing needs of our students and communities through open access, flexible learning options, and adapting to change.

Caring—We provide a safe, supportive, and participative environment that treats everyone respectfully and fairly and allows students and employees to recognize their strengths, clarify their goals, achieve success, and enrich their lives.

Collaboration—We are committed to creating an internal environment that fosters a sense of educational partners.
CUESTA COLLEGE CAMPUS LOCATIONS MAP
ORGANIZATION OF THE INSTITUTION

The following pages contain the organizational divisions of the college and the key reporting positions.
ORGANIZATION OF THE SELF-STUDY

Cuesta College was last accredited in 2002. The accreditation self-study teams for this year’s report were chosen to provide opportunities for participation by members of the faculty, classified staff, administration, and students.

The steering committee was composed of the Accreditation Liaison Officer, the faculty co-facilitator, the classified co-facilitator, the standards facilitators, the writer/editor, and the institutional researcher. The steering committee planned the process and timeline for the self-study, developed a work statement for each of the standard committees and sub-committees, coordinated and conducted surveys, identified and eliminated duplication of effort among the standard committees and sub-committees, reviewed drafts from each standard committee and sub-committees, and provided feedback on content, format, and recommendations.

Each standard was facilitated by one or two members of the steering committee. Co-chairs served as the leaders and organizers of the standard sub-committees. Additional faculty, managers, classified staff, students, and trustees served as standard sub-committee members and gathered evidence for the self-study.

Throughout the entire self-study process, effort was made to keep the college community and members of our local public community informed and engaged in the self-study process. Several formats and forums were used for this communications process:

- Reports to the Cuesta Board of Trustees,
- Campus wide meetings including Opening Days,
- Academic Senate, Classified Senate, and Management Senate meetings,
- Accreditation Website,
- Meetings with administrators, supervisors, and various staff at the program and department levels, and
- Distribution of drafts to all constituents

PARTICIPANTS

Accreditation Steering Committee
Harry Schade, Vice President of Student Learning, ALO (until August 2007)
Ed Maduli, Interim President/Superintendent, ALO (September 2007–December 2007)
Toni Sommer, Interim Vice President of Student Learning, ALO (Jan. 2008–June 2008)
Kevin Bontenbal, Faculty, Library (co facilitator)
Delfina Medina-Maloney, Financial Aid (co-facilitator)
Allison Merzon, Interim Dean/Faculty, Physical Education (facilitator, Standard I)
Michele McAustin, Interim Dean (facilitator, Standard II)
Patrick Schwab, Director of DSPS and Academic Support (facilitator, Standard II)
Deborah Wulff, (Standard II) Dean of Student Learning
Introduction

M. Basti, Faculty, Physical Education (facilitator, Standard II)
Ed Maduli, Vice President of Administrative Services (facilitator, Standard III)
Sandee McLaughlin, (facilitator, Standard III) Interim Vice President of Student Services
Peter Dill, Faculty, Social Sciences (facilitator, Standard III)
Roanna Bennie, Dean of Humanities (facilitator, Standard IV)
June Stephens, Executive Director, Advancement (facilitator, Standard IV)
Dennis Baeyen, Faculty, English (facilitator, Standard IV)
Dave Pelham, Superintendent/President (from March 2008)
Jeremy Fischbein, Student

Standard I: Institutional Mission and Effectiveness
Kevin Bontenbal, Faculty, Library (facilitator, co-chair IA)
Ralph Sutter, Faculty, Languages and Communication (co-chair, IA)
Marie Larsen, Faculty, Math (co-chair, IB)
Allison Merzon, Interim Dean / Faculty, Physical Education (facilitator, co-chair IB)
Denise Chellsen, Faculty, Math
Beth-Ann Dumas, Faculty, Speech
Peggy Hudson, Department Assistant, Student Life and Leadership
Jani Johnson, Faculty, Physical Education
Paige Kubiak, Financial Aid
Ron Ruppert, Faculty, Biology

Standard II: Student Learning Programs and Services
Michele McAustin, Interim Dean (facilitator, co-chair IIA)
M. Basti, Faculty, Physical Education (facilitator, co-chair IIA)
Deborah Wulff, (facilitator, co-chair IIA), Dean of Student Learning
Joy Chambers, Director of Admissions and Records (co-chair IIB)
Berta Parrish, Faculty, Academic Support (co-chair IIB)
Patrick Schwab, Director of DSPS and Academic Support (facilitator, co-chair IIC)
Carina Love, Faculty, Library (co-chair IIC)
Tricia Bramsen, Faculty, Early Education
Robin Crawford, Director, Financial Aid
Andrea Devitt, Faculty, Counseling
Dave Dowell, Director of Library
Leanne Fiorentino, Curriculum Specialist
Matthew Green, Director of Workforce Development
Anthony Gutierrez, Faculty, Coordinator of Student Development and Activities
Julianne Jackson, EPOS/CARE Assistant
Kathy Jimison, Faculty, Physical Sciences
Marla Jones, Assessment Services Specialist
Amy Mooney, Faculty, English
Cheryl Ziehl, Faculty, Academic Support
Yohanna Castro, Classified, English as a Second Language

Standard III: Resources
Ed Maduli, Vice President of Administrative Services (facilitator)
Frank Ha, Faculty, Social Sciences (co-chair IIIA)
Annette Loria, Executive Director of Human Services (co-chair IIIA)
Sandee McLaughlin (co-chair IIIA) Interim Vice President of Student Services
Terry Reece, Director of Maintenance, Operations and Grounds (co-chair IIIB)
Julie Hoffman, Faculty, Math (co-chair IIIC)
Janice House, Director, Computer Services (co-chair IIIC)
Peter Dill, Faculty, Social Sciences (facilitator, co-chair IIID)
Toni Sommer, Interim Vice President (facilitator, co-chair IIID)
Guyla Amyx, Faculty, Fine Arts
Bea Anderson, Division Assistant, Performing Arts
Janet Florez, Faculty, Counseling
Randy Gold, Faculty, Social Sciences
Haila Hafley-Kluver, Supervisor, Children Center
Sara Kennedy, Human Resource Analyst
Margaret Korisheli, Faculty, Fine Arts
Madeline Martin, Lead, Telecommunications/Receptionists
Eric McDonald, Senior Programmer Analyst, Computer Services
Debbie Milner, Human Resource Analyst
Sabrina Robertson, Supervisor Categorical Programs
Jill Schubert, Faculty, Business Education
Debra Stakes, Faculty, Physical Science
Maryanne Zarycka, Director, General Services

Standard IV: Leadership and Governance
Dennis Baeyen, Faculty, English (co-chair IVA)
Roanna Bennie, Dean of Humanities (co-chair IVA)
Jane Morgan, Faculty, Social Sciences (co-chair IVB)
June Stephens, Executive Director, Advancement (co-chair IVB)
Kent Brudney, Faculty, Social Sciences
Franky Curiel, Director, EOPS and CARE
Todd Frederick, Executive Assistant, Board of Trustees
Yohanna Castro, Classified, English as a Second Language
Lisa Gray, Executive Assistant, Superintendent/President
Ilene French, Classified, Support Services DSPS
Gaye Galvan, Trustee
Ron McCarley, Faculty, Performing Arts
David Prochaska, Faculty, Fine Arts
Tony Rector-Cavagnaro, Faculty, Spanish
Gil Stork, Interim Dean of Humanities

Accreditation Self-Study Writer/Editor
Sally Demarest, Faculty, English

Accreditation Administrative Assistant
Christian Castro, Administrative Assistant to the Vice President of Student Learning

Accreditation Web Site Developer
Ryan Cartnal, Director of Institutional Research
Accreditation Liaison Officer(s)
Susan Dressler, Vice President of Instruction 2002 – 2004
Harry Schade, Vice President of Student Learning 2004 – August 2007
Toni Sommer, Interim Vice President of Student Learning, January 2008 – June 2008
Cathleen Greiner, Vice President of Student Learning, CIO, August 2008
SAN LUIS OBISPO COUNTY & CUESTA COLLEGE DATA

I. San Luis Obispo County Population

San Luis Obispo County covers a large area and includes a diverse assortment of communities, including coastal tourist towns, expansive vineyards, and thriving agricultural areas. And while the county covers a large geographical area—100 miles of coastline and approximately 3200 square miles of land—the population is growing slowly. The slowest growing regions are in the northern coastal area, which is expected to grow by less than 2.5 percent between 2005 and 2010, and in the City of San Luis Obispo which is expected to grow at about five percent between 2005 and 2010. The fastest growing areas are in the northern inland part of the county, and they are projected to grow by nearly 10 percent between 2005 and 2010.

The demographic growing the fastest is made up of people over sixty, who constituted approximately 18 percent of the county population in 2000 and who are projected to make up nearly 23 percent of the population by 2010 and 29 percent by 2020. In contrast, the population of younger people is decreasing throughout the county. In 2000, residents between 0-18 years made up 21.5 percent of the county’s population but, by 2010, will have dropped to 17.4 percent, and the percentage is projected to drop through 2020. High school graduation rates are currently flat and are projected to decline.
San Luis Obispo County Population Projections by Region

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<tbody>
<tr>
<td>City of San Luis Obispo</td>
<td>45,613</td>
<td>46,285</td>
<td>48,741</td>
<td>51,330</td>
<td>54,059</td>
<td>56,936</td>
<td>59,969</td>
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<td>Central Coast</td>
<td>25,674</td>
<td>25,663</td>
<td>27,545</td>
<td>29,999</td>
<td>31,871</td>
<td>33,868</td>
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<td>North County Coastal</td>
<td>9,982</td>
<td>10,411</td>
<td>10,664</td>
<td>11,140</td>
<td>11,638</td>
<td>12,160</td>
<td>12,706</td>
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<td>South Coast</td>
<td>70,760</td>
<td>75,112</td>
<td>80,786</td>
<td>86,535</td>
<td>92,686</td>
<td>99,400</td>
<td>106,736</td>
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<tr>
<td>North County Inland</td>
<td>78,260</td>
<td>87,416</td>
<td>95,828</td>
<td>104,413</td>
<td>113,416</td>
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<td>133,763</td>
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<td>Group Quarters</td>
<td>15,571</td>
<td>15,840</td>
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<td>San Luis Obispo County Total</td>
<td>245,860</td>
<td>260,727</td>
<td>279,404</td>
<td>299,257</td>
<td>319,510</td>
<td>341,375</td>
<td>365,016</td>
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San Luis Obispo County Population Projections by Region

San Luis Obispo County Population Demographic Estimates by Ethnicity: 2000-2020

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<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>White</td>
<td>189,620</td>
<td>76.4%</td>
<td>193,333</td>
<td>73.6%</td>
<td>195,750</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40,823</td>
<td>16.4%</td>
<td>48,288</td>
<td>18.4%</td>
<td>56,774</td>
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<td>Asian</td>
<td>6,697</td>
<td>2.7%</td>
<td>8,257</td>
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<tr>
<td>Pacific Islander</td>
<td>263</td>
<td>0.1%</td>
<td>273</td>
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<tr>
<td>Black</td>
<td>4,830</td>
<td>1.9%</td>
<td>5,439</td>
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<td>American Indian</td>
<td>1,663</td>
<td>0.7%</td>
<td>2,152</td>
<td>0.8%</td>
<td>2,692</td>
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<td>Multirace</td>
<td>4,431</td>
<td>1.8%</td>
<td>4,892</td>
<td>1.9%</td>
<td>5,242</td>
</tr>
</tbody>
</table>

SOURCE: Department of Finance: http://www.dof.ca.gov/HTML/DEMOGRAP/Data/RaceEthnic/Population-00-50/documents/SanLuisObispo.txt
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 18</td>
<td>53,503</td>
<td>51,041</td>
<td>47,771</td>
<td>47,614</td>
<td>50,171</td>
</tr>
<tr>
<td></td>
<td>21.5%</td>
<td>19.4%</td>
<td>17.2%</td>
<td>16.3%</td>
<td>16.4%</td>
</tr>
<tr>
<td>19 - 24</td>
<td>39,932</td>
<td>36,918</td>
<td>40,690</td>
<td>39,912</td>
<td>37,638</td>
</tr>
<tr>
<td></td>
<td>13.7%</td>
<td>14.1%</td>
<td>14.7%</td>
<td>13.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>13,917</td>
<td>17,937</td>
<td>20,439</td>
<td>22,029</td>
<td>22,010</td>
</tr>
<tr>
<td></td>
<td>5.6%</td>
<td>6.8%</td>
<td>7.4%</td>
<td>7.6%</td>
<td>7.2%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>32,076</td>
<td>25,931</td>
<td>28,194</td>
<td>34,239</td>
<td>38,126</td>
</tr>
<tr>
<td></td>
<td>12.9%</td>
<td>9.9%</td>
<td>10.2%</td>
<td>11.7%</td>
<td>12.5%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>40,139</td>
<td>40,123</td>
<td>34,276</td>
<td>28,552</td>
<td>30,838</td>
</tr>
<tr>
<td></td>
<td>16.2%</td>
<td>15.3%</td>
<td>12.4%</td>
<td>9.8%</td>
<td>10.1%</td>
</tr>
<tr>
<td>50 - 59</td>
<td>28,993</td>
<td>38,046</td>
<td>42,705</td>
<td>42,983</td>
<td>37,596</td>
</tr>
<tr>
<td></td>
<td>11.7%</td>
<td>14.5%</td>
<td>15.4%</td>
<td>14.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>60 +</td>
<td>45,785</td>
<td>52,638</td>
<td>63,362</td>
<td>76,338</td>
<td>88,895</td>
</tr>
<tr>
<td></td>
<td>18.4%</td>
<td>20.0%</td>
<td>22.8%</td>
<td>26.2%</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

San Luis Obispo County Population Demographic Estimates by Age: 2000-2020

SOURCE: Department of Finance:
San Luis Obispo County Estimate of High School Graduates: 2000-2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>24,884</td>
<td>24,382</td>
<td>23,467</td>
<td>22,710</td>
<td>22,439</td>
<td>22,770</td>
<td>23,496</td>
<td>24,549</td>
</tr>
<tr>
<td>9-12</td>
<td>11,865</td>
<td>12,082</td>
<td>12,625</td>
<td>12,611</td>
<td>11,931</td>
<td>11,353</td>
<td>10,928</td>
<td>10,705</td>
</tr>
<tr>
<td>Total K-12</td>
<td>36,749</td>
<td>36,464</td>
<td>36,092</td>
<td>35,321</td>
<td>34,370</td>
<td>34,123</td>
<td>34,424</td>
<td>35,254</td>
</tr>
<tr>
<td>HS Graduates</td>
<td>2,360</td>
<td>2,376</td>
<td>2,618</td>
<td>2,702</td>
<td>2,716</td>
<td>2,429</td>
<td>2,439</td>
<td>2,345</td>
</tr>
</tbody>
</table>

SOURCE: http://www.dof.ca.gov/HTML/DEMOGRAP/ReportsPapers/Projections/Enrollment/K12-05/k12enrlmntprojcts2006.xls
II. Profile of San Luis Obispo County and Cuesta College Students

Cuesta student enrollment and participation rates have shown slow but steady growth. In particular, the enrollment and participation rates of Hispanic students in both credit and non-credit courses have increased significantly. Likewise, the enrollment of those students identifying themselves as “other” has also increased. The number of enrolled white students has gone up, but they now make up a smaller percentage of the total Cuesta student population.

There are more women than men enrolled in credit courses at Cuesta, but the gap closed slightly between 2000/2001 and 2006/2007. In non-credit courses, however, the gap is widening, and women now constitute 60 percent of the non-credit student population.

All age groups have increased slightly in their percentage of the credit student population, except for the 31-59 age group, which dropped from 26.6 percent in 2000/2001 to only 20.5 percent in 2006/2007. In non-credit courses, the percentages have changed significantly, largely because of rapidly increasing number of seniors who participate in the Emeritus College.

While only a small percentage of Cuesta students are international or out-of-state students, the number of those students, which grew slowly from 2000-2003, jumped dramatically between 2003 and 2007. In addition, in 2007, 40 percent of first-time Cuesta students were from out of the area.
## Cuesta College Participation Rate (per 1000) by Ethnicity: 2000 - 2006

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>153,475</td>
<td>155,553</td>
<td>157,253</td>
<td>158,436</td>
<td>159,765</td>
<td>161,105</td>
<td>163,344</td>
</tr>
<tr>
<td>Fall Enrollment</td>
<td>7,160</td>
<td>7,345</td>
<td>7,737</td>
<td>7,505</td>
<td>7,287</td>
<td>7,411</td>
<td>7,798</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>47</td>
<td>47</td>
<td>49</td>
<td>47</td>
<td>46</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27,311</td>
<td>28,668</td>
<td>29,892</td>
<td>30,919</td>
<td>32,168</td>
<td>33,420</td>
<td>34,865</td>
</tr>
<tr>
<td>Fall Enrollment</td>
<td>1,391</td>
<td>1,480</td>
<td>1,612</td>
<td>1,672</td>
<td>1,691</td>
<td>2,224</td>
<td>2,355</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>51</td>
<td>52</td>
<td>54</td>
<td>54</td>
<td>53</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Other Ethnicities</td>
<td>14,038</td>
<td>14,780</td>
<td>15,427</td>
<td>15,834</td>
<td>16,467</td>
<td>17,068</td>
<td>18,478</td>
</tr>
<tr>
<td>Fall Enrollment</td>
<td>1,413</td>
<td>1,620</td>
<td>1,960</td>
<td>2,010</td>
<td>2,129</td>
<td>2,219</td>
<td>2,398</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>101</td>
<td>110</td>
<td>127</td>
<td>127</td>
<td>129</td>
<td>127</td>
<td>130</td>
</tr>
<tr>
<td>TOTAL</td>
<td>194,824</td>
<td>199,001</td>
<td>202,572</td>
<td>205,189</td>
<td>208,400</td>
<td>211,593</td>
<td>216,687</td>
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<tr>
<td>Fall Enrollment</td>
<td>9,964</td>
<td>10,445</td>
<td>11,309</td>
<td>11,187</td>
<td>11,107</td>
<td>11,804</td>
<td>12,551</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>51</td>
<td>52</td>
<td>56</td>
<td>55</td>
<td>53</td>
<td>56</td>
<td>58</td>
</tr>
</tbody>
</table>

### SOURCES:
- Cuesta College Research Database
### Annual Cuesta College Credit and Non-Credit Student Headcount; 2000/01 - 2006/07

<table>
<thead>
<tr>
<th>Location</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAN LUIS OBISPO CAMPUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Students</td>
<td>12,300</td>
<td>12,790</td>
<td>12,323</td>
<td>12,422</td>
<td>12,540</td>
<td>11,698</td>
<td>11,889</td>
</tr>
<tr>
<td>Non-Credit Students</td>
<td>3,228</td>
<td>4,635</td>
<td>5,351</td>
<td>5,571</td>
<td>5,777</td>
<td>3,948</td>
<td>3,824</td>
</tr>
<tr>
<td><strong>Credit &amp; Non-Credit Students</strong></td>
<td>15,528</td>
<td>17,425</td>
<td>17,674</td>
<td>18,093</td>
<td>18,317</td>
<td>15,746</td>
<td>15,713</td>
</tr>
<tr>
<td><strong>NORTH COUNTY CAMPUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Students</td>
<td>3,003</td>
<td>3,769</td>
<td>4,502</td>
<td>3,889</td>
<td>3,800</td>
<td>3,975</td>
<td>4,291</td>
</tr>
<tr>
<td>Non-Credit Students</td>
<td>528</td>
<td>861</td>
<td>871</td>
<td>807</td>
<td>1,183</td>
<td>1,171</td>
<td>1,410</td>
</tr>
<tr>
<td><strong>Credit &amp; Non-Credit Students</strong></td>
<td>3,531</td>
<td>4,630</td>
<td>5,379</td>
<td>4,696</td>
<td>5,083</td>
<td>5,146</td>
<td>5,701</td>
</tr>
<tr>
<td><strong>SOUTH COUNTY CENTERS</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Students</td>
<td>753</td>
<td>1,017</td>
<td>1,298</td>
<td>1,072</td>
<td>1,097</td>
<td>1,078</td>
<td>1,187</td>
</tr>
<tr>
<td>Non-Credit Students</td>
<td>11</td>
<td>0</td>
<td>86</td>
<td>96</td>
<td>97</td>
<td>130</td>
<td>476</td>
</tr>
<tr>
<td><strong>Credit &amp; Non-Credit Students</strong></td>
<td>764</td>
<td>1,017</td>
<td>1,384</td>
<td>1,165</td>
<td>1,194</td>
<td>1,208</td>
<td>1,654</td>
</tr>
<tr>
<td><strong>DISTANCE EDUCATION</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Students</td>
<td>0</td>
<td>0</td>
<td>604</td>
<td>1,430</td>
<td>1,976</td>
<td>2,529</td>
<td>2,736</td>
</tr>
<tr>
<td>Non-Credit Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Credit &amp; Non-Credit Students</strong></td>
<td>0</td>
<td>0</td>
<td>604</td>
<td>1,430</td>
<td>1,976</td>
<td>2,529</td>
<td>2,736</td>
</tr>
</tbody>
</table>

*Unduplicated

**SOURCE:** Cuesta College Research Database
### Annual Cuesta College Credit Students with Prior Non-Credit Courses: 2001/02 - 2006/07

<table>
<thead>
<tr>
<th></th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Non-Credit</td>
<td>2,277</td>
<td>4,699</td>
<td>6,188</td>
<td>7,431</td>
<td>8,219</td>
<td>7,455</td>
</tr>
<tr>
<td></td>
<td>14.7%</td>
<td>29.1%</td>
<td>39.2%</td>
<td>46.2%</td>
<td>52.3%</td>
<td>46.0%</td>
</tr>
<tr>
<td>Credit Only</td>
<td>13,230</td>
<td>11,242</td>
<td>9,596</td>
<td>8,664</td>
<td>7,495</td>
<td>8,739</td>
</tr>
<tr>
<td></td>
<td>85.3%</td>
<td>70.9%</td>
<td>60.8%</td>
<td>53.8%</td>
<td>47.7%</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

### Annual Enrollment of Credit Students with Prior Non-Credit Courses

![Graph showing the annual enrollment of credit students with prior non-credit courses from 2001-02 to 2006-07.]

SOURCE: Cuesta College Research Database
Introduction

Annual Cuesta College Credit Student Headcount by Ethnicity: 2000/01 - 2006/07

<table>
<thead>
<tr>
<th>Credit Ethnicity</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>American Indian</td>
<td>185</td>
<td>1.3%</td>
<td>203</td>
<td>1.3%</td>
<td>207</td>
<td>1.3%</td>
<td>214</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>504</td>
<td>3.5%</td>
<td>528</td>
<td>3.4%</td>
<td>486</td>
<td>3.1%</td>
<td>497</td>
</tr>
<tr>
<td>Black</td>
<td>220</td>
<td>1.5%</td>
<td>248</td>
<td>1.6%</td>
<td>265</td>
<td>1.7%</td>
<td>239</td>
</tr>
<tr>
<td>Filipino</td>
<td>189</td>
<td>1.3%</td>
<td>190</td>
<td>1.2%</td>
<td>224</td>
<td>1.4%</td>
<td>205</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,314</td>
<td>16.0%</td>
<td>2,555</td>
<td>16.5%</td>
<td>2,454</td>
<td>15.5%</td>
<td>2,466</td>
</tr>
<tr>
<td>Other/Undeclared</td>
<td>981</td>
<td>6.8%</td>
<td>1,439</td>
<td>9.3%</td>
<td>1,720</td>
<td>10.9%</td>
<td>1,863</td>
</tr>
<tr>
<td>White</td>
<td>10,111</td>
<td>69.7%</td>
<td>10,344</td>
<td>66.7%</td>
<td>10,485</td>
<td>66.1%</td>
<td>10,300</td>
</tr>
</tbody>
</table>

SOURCE: Cuesta College Research Database
### Cuesta College Students by Ethnicity: Enrolled in Non-Credit Courses Fall 2000-2006

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2000/01 N</th>
<th>2000/01 %</th>
<th>2001/02 N</th>
<th>2001/02 %</th>
<th>2002/03 N</th>
<th>2002/03 %</th>
<th>2003/04 N</th>
<th>2003/04 %</th>
<th>2004/05 N</th>
<th>2004/05 %</th>
<th>2005/06 N</th>
<th>2005/06 %</th>
<th>2006/07 N</th>
<th>2006/07 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>53</td>
<td>1.5%</td>
<td>65</td>
<td>1.2%</td>
<td>75</td>
<td>1.2%</td>
<td>81</td>
<td>1.3%</td>
<td>104</td>
<td>1.5%</td>
<td>68</td>
<td>1.3%</td>
<td>55</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>178</td>
<td>4.9%</td>
<td>200</td>
<td>3.8%</td>
<td>228</td>
<td>3.7%</td>
<td>220</td>
<td>3.5%</td>
<td>258</td>
<td>3.8%</td>
<td>156</td>
<td>3.0%</td>
<td>156</td>
<td>2.8%</td>
</tr>
<tr>
<td>Black</td>
<td>60</td>
<td>1.7%</td>
<td>90</td>
<td>1.7%</td>
<td>105</td>
<td>1.7%</td>
<td>102</td>
<td>1.6%</td>
<td>109</td>
<td>1.6%</td>
<td>72</td>
<td>1.4%</td>
<td>55</td>
<td>1.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>50</td>
<td>1.4%</td>
<td>66</td>
<td>1.2%</td>
<td>93</td>
<td>1.5%</td>
<td>93</td>
<td>1.5%</td>
<td>108</td>
<td>1.6%</td>
<td>68</td>
<td>1.3%</td>
<td>58</td>
<td>1.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>460</td>
<td>12.8%</td>
<td>694</td>
<td>13.0%</td>
<td>778</td>
<td>12.7%</td>
<td>787</td>
<td>12.5%</td>
<td>1,166</td>
<td>17.0%</td>
<td>1,183</td>
<td>22.9%</td>
<td>1,184</td>
<td>21.3%</td>
</tr>
<tr>
<td>Other/Undeclared</td>
<td>263</td>
<td>7.3%</td>
<td>494</td>
<td>9.3%</td>
<td>694</td>
<td>11.3%</td>
<td>799</td>
<td>12.7%</td>
<td>870</td>
<td>12.7%</td>
<td>675</td>
<td>13.1%</td>
<td>1,007</td>
<td>18.1%</td>
</tr>
<tr>
<td>White</td>
<td>2,534</td>
<td>70.4%</td>
<td>3,720</td>
<td>69.8%</td>
<td>4,149</td>
<td>67.8%</td>
<td>4,194</td>
<td>66.8%</td>
<td>4,252</td>
<td>61.9%</td>
<td>2,936</td>
<td>56.9%</td>
<td>3,048</td>
<td>54.8%</td>
</tr>
</tbody>
</table>

SOURCE: Cuesta College Research Database
### Annual Cuesta College Credit Student Headcount by Gender: 2000/01 - 2006/07

<table>
<thead>
<tr>
<th>Gender</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Female</td>
<td>7,953</td>
<td>55.2%</td>
<td>8,493</td>
<td>55.4%</td>
<td>8,564</td>
<td>54.6%</td>
<td>8,439</td>
</tr>
<tr>
<td>Male</td>
<td>6,464</td>
<td>44.8%</td>
<td>6,830</td>
<td>44.6%</td>
<td>7,124</td>
<td>45.4%</td>
<td>7,170</td>
</tr>
</tbody>
</table>

### Annual Cuesta College Credit Student Headcount by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>55.2%</td>
<td>44.8%</td>
</tr>
<tr>
<td>2001/02</td>
<td>55.4%</td>
<td>44.6%</td>
</tr>
<tr>
<td>2002/03</td>
<td>54.6%</td>
<td>45.4%</td>
</tr>
<tr>
<td>2003/04</td>
<td>54.1%</td>
<td>45.9%</td>
</tr>
<tr>
<td>2004/05</td>
<td>53.3%</td>
<td>46.7%</td>
</tr>
<tr>
<td>2005/06</td>
<td>53.1%</td>
<td>46.9%</td>
</tr>
<tr>
<td>2006/07</td>
<td>53.9%</td>
<td>46.1%</td>
</tr>
</tbody>
</table>

SOURCE: Cuesta College Research Database
### Annual Cuesta College Non-Credit Student Headcount by Gender: 2000/01 - 2006/07

<table>
<thead>
<tr>
<th>Gender</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1,877</td>
<td>2,840</td>
<td>3,349</td>
<td>3,380</td>
<td>3,693</td>
<td>2,925</td>
<td>3,344</td>
</tr>
<tr>
<td>Male</td>
<td>1,691</td>
<td>2,423</td>
<td>2,712</td>
<td>2,831</td>
<td>3,146</td>
<td>2,158</td>
<td>2,129</td>
</tr>
</tbody>
</table>

**Source:** Cuesta College Research Database
### Annual Cuesta College Credit Student Headcount by Age: 2000/01 - 2006/07

<table>
<thead>
<tr>
<th>Age</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Under 18</td>
<td>386</td>
<td>2.7%</td>
<td>594</td>
<td>3.8%</td>
<td>779</td>
<td>4.9%</td>
<td>619</td>
</tr>
<tr>
<td>18 - 24</td>
<td>8,156</td>
<td>56.2%</td>
<td>8,674</td>
<td>55.9%</td>
<td>9,024</td>
<td>56.9%</td>
<td>9,275</td>
</tr>
<tr>
<td>25 - 30</td>
<td>1,862</td>
<td>12.8%</td>
<td>1,867</td>
<td>12.0%</td>
<td>1,974</td>
<td>12.5%</td>
<td>2,060</td>
</tr>
<tr>
<td>31 - 59</td>
<td>3,859</td>
<td>26.6%</td>
<td>4,102</td>
<td>26.5%</td>
<td>3,800</td>
<td>24.0%</td>
<td>3,571</td>
</tr>
<tr>
<td>60 +</td>
<td>241</td>
<td>1.7%</td>
<td>270</td>
<td>1.7%</td>
<td>274</td>
<td>1.7%</td>
<td>259</td>
</tr>
</tbody>
</table>

**SOURCE:** Cuesta College Research Database
### Annual Cuesta College Non-Credit Student Headcount by Age: 2000/01 - 2006/07

<table>
<thead>
<tr>
<th>AGE</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>28.0%</td>
<td>68.0%</td>
<td>60.0%</td>
<td>64.3%</td>
<td>62.2%</td>
<td>50.7%</td>
<td>22.6%</td>
</tr>
<tr>
<td>18 - 24</td>
<td>2,446</td>
<td>3,345</td>
<td>3,676</td>
<td>4,035</td>
<td>4,274</td>
<td>2,615</td>
<td>2,267</td>
</tr>
<tr>
<td>25 - 30</td>
<td>396</td>
<td>540</td>
<td>688</td>
<td>826</td>
<td>560</td>
<td>536</td>
<td>1,122</td>
</tr>
<tr>
<td>31 - 59</td>
<td>657</td>
<td>1,057</td>
<td>1,256</td>
<td>1,243</td>
<td>1,232</td>
<td>1,079</td>
<td>1,679</td>
</tr>
<tr>
<td>60 +</td>
<td>68</td>
<td>319</td>
<td>436</td>
<td>414</td>
<td>804</td>
<td>1,548</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

Source: Cuesta College Research Database
### Out-of-State and International Students (2000/01 - 2006/07)

<table>
<thead>
<tr>
<th>Year</th>
<th>International Students</th>
<th>Out-of-State Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>N: 64, %: 0.4%</td>
<td>N: 123, %: 0.8%</td>
</tr>
<tr>
<td>2001/02</td>
<td>N: 63, %: 0.4%</td>
<td>N: 145, %: 0.9%</td>
</tr>
<tr>
<td>2002/03</td>
<td>N: 69, %: 0.4%</td>
<td>N: 173, %: 1.1%</td>
</tr>
<tr>
<td>2003/04</td>
<td>N: 75, %: 0.4%</td>
<td>N: 161, %: 1.0%</td>
</tr>
<tr>
<td>2004/05</td>
<td>N: 147, %: 0.9%</td>
<td>N: 451, %: 2.6%</td>
</tr>
<tr>
<td>2005/06</td>
<td>N: 105, %: 0.6%</td>
<td>N: 683, %: 3.9%</td>
</tr>
<tr>
<td>2006/07</td>
<td>N: 205, %: 1.1%</td>
<td>N: 647, %: 3.5%</td>
</tr>
</tbody>
</table>

**SOURCE:** Cuesta College Research Database
### Local and Out-of-Area First-time Students under 21 based on High School of Origin

<table>
<thead>
<tr>
<th>Year</th>
<th>Local</th>
<th>Out of Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>63.7%</td>
<td>36.3%</td>
</tr>
<tr>
<td>2002</td>
<td>36.3%</td>
<td>63.7%</td>
</tr>
<tr>
<td>2003</td>
<td>67.8%</td>
<td>32.2%</td>
</tr>
<tr>
<td>2004</td>
<td>39.3%</td>
<td>60.7%</td>
</tr>
<tr>
<td>2005</td>
<td>56.6%</td>
<td>44.3%</td>
</tr>
<tr>
<td>2006</td>
<td>44.3%</td>
<td>55.7%</td>
</tr>
<tr>
<td>2007</td>
<td>40.3%</td>
<td>59.7%</td>
</tr>
</tbody>
</table>

**Source:** Cuesta College Research Database
III. Student Performance at Cuesta College

Between the 2000/2001 and 2001/2002 school years, overall student success at Cuesta College increased from 68.7 percent to 70.35 percent, and it has stayed above 70 percent ever since.

In basic skills areas, some success rates have increased and others have decreased. Specifically, success rates in computation between 2000/2001 and 2006/2006 increased from 55 percent to 64 percent. In contrast, ESL success rates have declined, and reading and writing success rates have fluctuated.

The number of degrees and certificates awarded increased significantly through 2005, but then dropped in 2006 and 2007. Transfer rates have fluctuated over the past several years.

<table>
<thead>
<tr>
<th>Math Placement Recommendations</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Degree Applicable</td>
<td>1,153</td>
<td>56.0%</td>
<td>1,546</td>
<td>57.1%</td>
<td>1,984</td>
<td>58.9%</td>
<td>1,973</td>
</tr>
<tr>
<td>Transferable</td>
<td>351</td>
<td>16.0%</td>
<td>353</td>
<td>13.0%</td>
<td>345</td>
<td>11.7%</td>
<td>297</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Placement Recommendations</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Degree Applicable</td>
<td>1,441</td>
<td>46.5%</td>
<td>1,776</td>
<td>45.4%</td>
<td>1,953</td>
<td>45.0%</td>
<td>1,907</td>
</tr>
<tr>
<td>Transferable</td>
<td>330</td>
<td>19.0%</td>
<td>372</td>
<td>19.4%</td>
<td>471</td>
<td>25.8%</td>
<td>372</td>
</tr>
</tbody>
</table>

Annual Mathematics Placement Levels

CUESTA COLLEGE 2008 ACCREDITATION SELF-STUDY 37
Annual English Placement Levels

SOURCE: Cuesta College Research Database
OVERALL COURSE SUCCESS (final grade of A, B, C, or CR)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Successful</td>
<td>68.70</td>
<td>70.35</td>
<td>70.99</td>
<td>71.67</td>
<td>71.07</td>
<td>70.85</td>
<td>71.05</td>
</tr>
</tbody>
</table>

SUCCESS BY BASIC SKILLS AREA (final grade of A, B, C, or CR)

<table>
<thead>
<tr>
<th>Basic Skill Area</th>
<th>% Successful Within An Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>55.40%</td>
</tr>
<tr>
<td>ESL</td>
<td>51.80%</td>
</tr>
<tr>
<td>Reading</td>
<td>72.60%</td>
</tr>
<tr>
<td>Writing</td>
<td>61.60%</td>
</tr>
</tbody>
</table>

AA/AS Degrees/Certificates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>94/95</th>
<th>95/96</th>
<th>96/97</th>
<th>97/98</th>
<th>98/99</th>
<th>99/00</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS Degrees</td>
<td>656</td>
<td>742</td>
<td>711</td>
<td>829</td>
<td>807</td>
<td>852</td>
<td>776</td>
<td>779</td>
<td>822</td>
<td>901</td>
<td>1010</td>
<td>784</td>
<td>759</td>
</tr>
<tr>
<td>Certificates (18 units +)</td>
<td>30</td>
<td>127</td>
<td>119</td>
<td>154</td>
<td>129</td>
<td>151</td>
<td>196</td>
<td>163</td>
<td>163</td>
<td>186</td>
<td>178</td>
<td>169</td>
<td>165</td>
</tr>
</tbody>
</table>

SOURCE: Cuesta College Research Database
### CSU & UC Transfers: 1993/94 - 2005/06

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>93/94</th>
<th>94/95</th>
<th>95/96</th>
<th>96/97</th>
<th>97/98</th>
<th>98/99</th>
<th>99/00</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU TRANSFERS</td>
<td>681</td>
<td>735</td>
<td>739</td>
<td>654</td>
<td>680</td>
<td>742</td>
<td>808</td>
<td>755</td>
<td>825</td>
<td>764</td>
<td>731</td>
<td>877</td>
<td>708</td>
</tr>
<tr>
<td>UC TRANSFERS</td>
<td>66</td>
<td>48</td>
<td>50</td>
<td>44</td>
<td>47</td>
<td>64</td>
<td>54</td>
<td>51</td>
<td>74</td>
<td>57</td>
<td>59</td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

### CSU and UC Transfers 1993/94 - 2005/06

![Chart showing CSU and UC transfers from 1993/94 to 2005/06](chart.png)

**SOURCE:** Cuesta College Research Database
IV. Cuesta College Faculty, Staff and Administrators

Cuesta College has seen a modest increase in the diversity of its workforce, particularly in the faculty, in the classified support staff, and among the educational administrators.

<table>
<thead>
<tr>
<th>Educational Administrator</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>10.53%</td>
<td>3</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>24</td>
<td>84.21%</td>
<td>10</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

| Gender | | | |
| Female | 10 | 35.71% | 6 | 42.86% | 6 | 42.86% |
| Male | 9 | 32.14% | 8 | 57.14% | 8 | 57.14% |
| Gender Total | 28 | 100.00% | 14 | 100.00% | 14 | 100.00% |

<table>
<thead>
<tr>
<th>Full Time Faculty</th>
<th>2004</th>
<th></th>
<th>2005</th>
<th></th>
<th>2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1.32%</td>
<td>2</td>
<td>1.33%</td>
<td>3</td>
<td>1.86%</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>0.66%</td>
<td>1</td>
<td>0.67%</td>
<td>1</td>
<td>0.62%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10</td>
<td>6.62%</td>
<td>12</td>
<td>8.00%</td>
<td>12</td>
<td>7.45%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.66%</td>
<td>1</td>
<td>0.67%</td>
<td>2</td>
<td>1.24%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>White</td>
<td>137</td>
<td>90.73%</td>
<td>134</td>
<td>89.33%</td>
<td>143</td>
<td>88.82%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

| Gender | | | |
| Female | 75 | 49.67% | 76 | 50.67% | 87 | 54.04% |
| Male | 76 | 50.33% | 74 | 49.33% | 74 | 45.96% |
| Gender Total | 151 | 100.00% | 150 | 100.00% | 161 | 100.00% |
### Cuesta College Part Time Faculty: Ethnicity and Gender

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Black</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>301</td>
<td>310</td>
<td>364</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Gender Total</strong></td>
<td>323</td>
<td>336</td>
<td>398</td>
</tr>
</tbody>
</table>

### Cuesta College Classified Administrator: Ethnicity and Gender

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
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### Cuesta College Classified Professional: Ethnicity and Gender

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<td><strong>Gender Total</strong></td>
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### Cuesta College Classified Support: Ethnicity and Gender

<table>
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<td>Other Non-White</td>
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</table>

| Gender Total       | 209   | 100.00%| 194   | 100.00%| 204   | 100.00%|

SOURCE: Cuesta College Research Database
RESPONSE TO THE 2002 ACCREDITATION TEAM’S RECOMMENDATIONS

1. The team recommends a renewed vitality and commitment to assure a more diverse faculty and staff is recruited and retained by Cuesta College. The team recommends a thorough assessment of previous efforts and an active investigation of other institutions that have successful staff diversity recruitment and retention models.

• One of the first steps taken after the evaluation report was the development of the Diversity Task Force to provide leadership in addressing this recommendation. The Diversity Task Force accomplished the following:

  ➢ Evaluated job announcements for language that could be culturally insensitive and developed more inclusive language that is now included in all job announcements.
  ➢ Assessed ways in which the College had been advertising vacancies and recommended additional methods and markets, which were instituted in Spring 2003.
  ➢ Evaluated College hiring procedures for permanent positions and established consistent practices for all campus hiring committees. Incorporated at least one diversity-related question in all hiring interviews.
  ➢ Read, discussed, and disseminated numerous publications about successful diversity practices in other colleges
  ➢ Stimulated greater institutional focus on employee learning about diversity issues that can impede or facilitate student learning and success.

• Since Fall 2002, the college has made modest progress in the ethnic and gender diversity of its workforce.

2. The team recommends that the college strengthen the program review/unit planning process, emphasizing: student outcomes, systematic incorporation of research data, alignment with college goals, and consistent reporting formats. It is recommended that the college take appropriate actions to assure the direct tie-in of program reviews to the budget and priority-setting process.

• In response to recommendations from the Accreditation Commission in 2002, 2006, 2007 and 2008, the College has been diligent in refining its Instructional, Student Services and Administrative Services program planning processes and linking those processes to a comprehensive budgeting cycle. Specifically, the College has:
Refined a comprehensive program plan and review processes for Instructional, Student Services and Administrative Services Programs. This refinement ensures not only the assessment of student learning outcomes but also that program planning for future and continuing needs is clearly tied to the budget allocation process.

Developed, refined and implemented Annual Program Planning Worksheets for Instruction, Student Services and Administrative Services. These annual worksheets were implemented to close the loop between program planning, college allocation of monies and impact of funding distribution (or lack thereof) on programmatic success.

Refined the Planning and Budget Calendar Cycle. The refined process provides biannual opportunities for categorical managers to join the Planning and Budget Committee for discussion of college-wide priorities. In addition, the revised program plan and review process is now completed in the fall to ensure that the results of that process can be incorporated in the unit and cluster budgetary plans that are completed each spring.

3. The team recommends that the District adhere to its prioritization of providing adequate staff in its current condition. It is further recommended that, as new programs are added, new facilities come on line, and student enrollments grow at all locations, the College needs to assure that adequate staffing is provided.

- The college has tried to provide adequate staffing even as the budget has declined, enrollment patterns have changed, new programs have been added, and additional outreach efforts have been made (see Standard III.A.2 of this self-study).
- Due to budget cuts in 2003-04, several classified positions were reduced by two to four weeks. Many of those positions have been restored.
- Despite budgetary challenges—stability funding of 450 FTES in 2005-06—the College has recovered. Several new classified positions in areas such as Custodial, Instructional Lab assistants for the new North County Campus building, ESL Recruitment and Outreach, and a Supervisor for the South County Centers have been added.
- One of the areas of greatest staffing needs highlighted by the Team Visit in Fall 2002 was that of Computer Services. Although the College has staffed Computer Services as strongly as budgets allow, it is still below the staffing levels identified in the Total Cost of Ownership Model.
• As for management, the college still operates with one fewer dean than it did in 2002. At the time of the 2002 self-study, the college had 35 managers. As of 2008, the college has 34 managers.
STUDENT LEARNING OUTCOMES: EVIDENCE TO DATE

Cuesta College has been discussing and debating student learning outcomes (SLOs) since 1999. In 1999-2000, the administration began hosting college-wide workshops on the topic, and an ad hoc committee was formed to discuss the issue and develop an initial report on the topic. Since the previous self-study in 2002, the college has made significant progress in the areas of student learning outcomes (SLOs). Members of the Cuesta community have participated in ongoing conversations about the potential challenges and benefits associated with student learning outcomes and assessment. While we continue to engage in spirited dialogue, we have, within the last few years, gained significant momentum in the process of defining and identifying student learning outcomes.

In 2001 and 2002, some departments (a few per cluster) began to pilot some outcomes and assessment projects. From these projects, members of the college community were able to gain a better sense of how to think about and measure outcomes. In addition, between 2002 and 2003, work on SLOs expanded to other areas of the college, and the Math, English, and Biology Departments (among others) piloted projects for assessing specific outcomes. The Psychology Department was the first to identify SLOs for all courses and map those course SLOs to program outcomes.

As faculty in individual departments began to define and assess outcomes, the Academic Senate began to formally discuss the issue in 2002. The results of these discussions include the Cuesta College Senate Paper on Outcomes and Assessment and the Academic Senate’s Best Practices Paper on Outcomes and Assessment. Although these documents express some reservations about the student learning outcomes and assessment movement, the “best practices” principles have served as powerful touchstones over the past six years.

In 2002, after some experiences of trial, error, and success with outcomes and pilot assessment projects, SLOs were, for the first time, embedded into the program planning and review process. Specifically, from this point forward, as part of program planning and review, faculty had to identify student learning outcomes for their courses and programs.

In 2003, the rubric for the college’s diversity requirement was also revised so that it, too, would be expressed in terms of measurable student learning outcomes. Also in 2003, the General Education requirements were revised so that they would be clearly expressed in measurable terms. The General Education student learning outcomes were again clarified in 2007-2008.

Also in 2003, a Cuesta College program outcomes and assessment tracking document was developed and used to gain college-wide feedback on the progress
on SLOs and assessment within each department. This tracking method has since been used annually, except for during spring of 2007 when the college used a different form to track data that was then compiled for the Spring 2007 ACCJC report on student learning outcomes and assessment.

In spring 2006, to ensure forward movement with SLOs, the college president approved the Academic Senate’s request for a Student Learning Outcomes and Assessment (SLOA) Faculty Liaison, who would lead the instructional faculty and departments in their efforts to identify and assess SLOs. The position allowed 40 percent reassigned time to a faculty member. Under the general direction of the Vice President of Student Learning, and in collaboration with the Program Planning and Review Committee and other college programs and departments, the SLOA Faculty Liaison provided leadership in the development of course- and program-level student learning outcomes, the establishment of course and program student learning outcomes assessment cycles, the implementation of appropriate assessment methods, and facilitation of SLO use in institutional evaluation and planning activities. Additionally, the SLOA Faculty Liaison served as the chair for the Academic Senate’s Committee on Student Learning Outcomes and Assessment. The funding for the position was eliminated for the 2007-2008 academic year.

Although faculty within many departments (e.g., psychology, math, ECE, jazz studies, ESL, and others) have made significant progress on SLOs, the effort, up to 2006, was somewhat fragmented. In the early stages, this fragmentation was not really a negative indicator. It showed that SLOs were being developed in keeping with the best practices recommended by the Academic Senate. Specifically, it showed that the development of student learning outcomes was being driven by those faculty who teach the courses and steer the programs. Cuesta’s best practices paper clearly indicates that SLOs should be faculty driven and that the assessment methods should be natural to each particular discipline. However, as increasing numbers of faculty began to develop student learning outcomes for their courses and programs, there became a greater need to begin to build connections across programs and increase dialogue about how to integrate SLOs and assessment across campus. The campus-wide focus on student learning outcomes became stronger during the 2006-2007 year since these efforts were led by the faculty, organized by the SLOA Liaison and the SLOA Committee, supported (financially and otherwise) by the administration.

The SLOA Committee initially focused on reviewing three things: the charge to the committee, the accreditation standards regarding SLOs and assessment, and the current status of SLOs at Cuesta College. The committee also reviewed various definitions of SLOs and recommended to the Academic Senate the following definition of student learning outcomes for Cuesta College:
Student learning outcomes are broad statements developed by faculty of what students will know and be able to do with that knowledge upon completion of a learning experience.

This definition is consistent with accreditation standards and with statements of the statewide Academic Senate. After establishing a definition for SLOs, the committee discussed approaches to SLOs development and how development and training was being conducted at other institutions, with the goal of assisting and supporting all faculty in the development of SLOs for all courses and programs at Cuesta.

The SLOA Committee then developed strategies for providing information and training to the college community. A professional development activity entitled “Working with Student Learning Outcomes” was presented by the SLOA committee on October 12, 2006. The presentation provided two models for developing SLOs and assessment requirements. The expanded PowerPoint presentation was then posted on the Academic Senate website as a training resource.

The SLOA Faculty Liaison and Committee also provided hands-on workshops to help faculty draft and revise SLOs. In early Spring 2007, the SLOA Committee and the Dean of Humanities co-facilitated a training session for the Curriculum Committee on February 2, 2007, and a “Free Lunch Workshop on Writing SLOs” on February 9, 2007. A third workshop was offered on May 4, 2007. Workshop participants received a SLO Workbook to use as a resource as they continue to develop SLOs and assessment tools within their disciplines. In Fall 2007, members of the SLOA Committee offered workshops for the Physical Education Department and the Workforce and Economic Development Cluster. These workshops focused on models and methods of assessment, with particular emphasis on ways of developing authentic, meaningful tools for measurement that are useful within respective disciplines. The SLOA Faculty Liaison also provided training and consultation to the following divisions and departments: Language and Communications, Nursing-Allied Health, English, CAOA/Business Programs, Human Development, Jazz Studies, Athletics, History, and Counseling.

Many faculty have developed clearly stated student learning outcomes for their courses and programs. To guide and encourage those faculty who are still developing their SLOs, the SLOA Committee held a SLOs Showcase on March 13, 2008 so that faculty further along in the process could help their colleagues. This first showcase highlighted the programs and course SLOs from the English and a Second Language Division and from the Early Childhood Education Division.

As mentioned briefly above, the student learning outcomes for the general education (GE) program were developed by the SLOA Faculty Liaison in October 2007, and members of the SLOA committee supplemented these outcomes in a
document approved in May 2008. The SLOA Faculty Liaison also developed the format and templates for the General Education Program Review and worked closely with the president of the Academic Senate to revise program review documents for college-wide reporting of SLOs and assessments.

Currently, the college does not require that newly developed student learning outcomes be included on the course outline of record (COR) for each course. Because changing the COR is a detailed and labor intensive process, and because the Academic Senate expressed concerns about flooding the Curriculum Committee with major revisions of course outlines, the Academic Senate—in keeping with state-wide Academic Senate recommendations—recommended that faculty not immediately change the COR to match newly developed SLOs. As the campus moves further along in the development and assessment of SLOs, the SLOA Committee will continue consult with faculty as they align the student learning components of their programs, and the SLOA committee will continue to encourage campus-wide collaboration on SLOs and assessment.

Regarding assessment, divisions and programs are at various stages. Some divisions and programs have developed quantitative and/or qualitative assessment methodologies or are in the process of forming assessment tools, while others have completed some formal assessment measures and have begun to use results to guide improvement. There are also programs that have not yet begun the assessment process. In 2006, the SLOA Committee reiterated the Academic Senate’s position that the development and assessment of SLOs for all instructional programs and courses should be the responsibility of and subject to the final approval of the faculty. The SLOA Committee also recommended that the college, in general, not adopt external standardized assessment tools (such as those published by ETS) for SLOs because they were not perceived to be the most effective methods for assessing SLOs, and they are costly. In addition, some of these methods of assessment would violate the best practices guidelines from the Cuesta College Academic Senate. However, external assessment tools are used within some career technical programs in keeping with state and/or professional guidelines.

As mentioned above, one of the most significant ways in which the college has integrated and institutionalized student learning outcomes is in the current program review process. For example, among other components, this process requires that faculty from instructional programs “list [the] program’s student learning outcomes,” “describe how these outcomes were established and who was involved,” “explain how these outcomes are connected to [the] program goals,” “describe the process and information/data used to evaluate your success in achieving these student learning outcomes,” “describe your program’s plans for improving or maintaining the program’s student learning outcomes and your success in achieving them,” and “estimate the cost of each item needed to achieve your program’s student learning outcomes (include salaries, equipment, facilities and other resources).” Although instructional program templates are formatted
differently from non-instructional templates, all programs must complete program review, and all program review processes are grounded in student learning outcomes.

As of the May 2007 Report to the ACCJC on Student Learning Outcomes, Cuesta College had reached the SLO levels listed below.

**Program Level**

- 67.7% of degrees and certificates have identified student learning outcomes
- 13.7% of degrees and certificates have mapped programmatic outcomes with course outcomes
- 54% of degrees and certificates have identified assessment methodologies
- 8.7% of degrees and certificates have assessed student learning outcomes
- 1.9% of degrees and certificates have analyzed assessment results
- 0.6% of degrees and certificates have utilized assessment results to improve

**Course Level**

- 57.8% have identified student learning outcomes
- 42.9% have identified assessment methodologies
- 2.2% have assessed student learning outcomes
- 1.5% have analyzed assessment results
- 1.2% have utilized assessment results to improve

**Support Services**

- 61.5% have identified student learning outcomes
- 23.1% have mapped support outcomes with course outcomes
- 38.5% have identified assessment methodologies
- 30.8% have assessed students learning outcomes
- 30.8% have analyzed assessment results
- 7.7% have utilized assessment results to improve

As the Student Learning Outcomes and Assessment Committee, along with other groups at college, continues its work, it will continue to help faculty to develop and revise student learning outcomes, but it will also begin to place more emphasis on assessment models and methods so that faculty can begin, in systematic ways, to measure, record, track, and improve student learning.
Standard I.A: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A: Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Cuesta College’s mission statement (Doc. 1) has three components: It defines its educational purpose, states its intended student population, and describes its commitment to student learning.

Cuesta College Mission Statement

“Cuesta College makes lifelong learning happen. We enable students to achieve their academic, transfer, workforce preparation, career advancement, and personal goals. Building on our tradition of excellence, we serve our community by providing programs and services that produce students who can succeed in a diverse and rapidly changing society, participate effectively in their local communities, and live responsible and rewarding lives. As a learning college, we provide a supportive environment for students and employees, assess student and institutional outcomes, improve performance, forge strategic partnerships, and maximize opportunities for learning.”

In addition to its mission statement, Cuesta College has both a vision statement and a values statement that further illustrate the components of Cuesta’s mission.

Cuesta College Vision Statement

“Cuesta College is a premier community college providing accessible, high quality education that focuses on student success, lifelong learning, and community vitality” (Doc. 1).

Cuesta College Values

Excellence—We pride ourselves on providing high quality faculty and staff who create relevant and innovative programs and services that result in desired student learning outcomes.

Integrity—We strive to maintain public trust by being responsible, honest, and trustworthy with our students, staff, and community.

Diversity—We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive.
Responsiveness—We respond to the changing needs of our students and communities through open access, flexible learning options, and adaptation to change.

Caring—We provide a safe, supportive, and participative environment that treats everyone respectfully and fairly and allows students and employees to recognize their strengths, clarify their goals, achieve success, and enrich their lives.

Collaboration—We are committed to creating an internal environment that fosters a sense of community and to achieving success through collaboration with business, community, and educational partners (Doc. 1).

A wide range of campus groups and community members participated in the process of clarifying the values, articulating the vision, and updating the mission statement. In 2000, a Vision/Mission Taskforce was created as a subcommittee of the Master Planning Taskforce. This taskforce held regular meetings and open college forums to discuss the mission statement. Based on their discussions, in concert with feedback gathered at the open forums, the Vision/Mission Taskforce developed the core values and vision statements (Doc. 2).

In accordance with its mission statement, the college serves its diverse student population with core educational programs that promote lifelong learning. These programmatic competencies and modalities include academic programs, transfer programs, workforce preparation, non-credit courses, Emeritus College, distance education, and career advancement, and this variety provides students with an opportunity to succeed in a diverse and rapidly changing society, participate effectively in their local communities, and live responsible and rewarding lives.

The college appropriately serves its diverse geographical areas of San Luis Obispo, Santa Barbara, and Monterey counties. According to the Student Characteristics and Enrollment Trends Report for fall 2007 (Doc. 3), the student population resides in the following areas: the city of San Luis Obispo (28.5%), Los Osos and Morro Bay (13.2%), the South Coast (16.3%), North County Inland (36.5%), North County Coast (3.8%), and areas outside San Luis Obispo County (1.7%). The college headcount in fall 2007 was 11,844. Local demographics and statewide trends determine the college’s intended population for master planning purposes (Doc. 4, 5).

In order to best serve the residents of its community, the college analyzes current demographic trends and develops educational programs in response to such trends. For example, increased numbers of senior citizens have led to an increase in Emeritus College offerings, and a growing Latino population in the county has led to an increase in credit and non-credit English as a Second Language (ESL) offerings.

Self-Evaluation
The college meets this standard. The college mission statement accurately represents the college’s purpose, its role in serving the educational needs of the community, and its intended student population. It demonstrates the college’s commitment to enhancing student learning. This mission statement is drawn from state mandates and from the community’s needs as determined through community forums, staff and student surveys, and focus groups.
Planning Agenda
None.

Standard I.A.1
The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary
The college establishes academic programs and student service offerings that are aligned with the needs of its student population. Credit and non-credit instructional programs at the college meet the needs of its students and community, offering an array of science, arts, humanities, English as a Second Language, basic skills, general education, transfer courses, career technical education, and lifelong learning courses.

Since 2002, the college has added new programs that have increased the breadth of educational opportunities available to its students. The need to develop these college programs is supported by institutional research, and the planning process begins within a specific department and then proceeds through other relevant college groups (including the Shared Governance Council) to the Curriculum Committee. Specific instructional programs developed to meet the variety of student needs include Agricultural System Management, All-Risk Emergency Management, Auto Body, Career Studies Teaching, Citizenship, Computer and Network Technology, Construction Law, Dental Hygiene, Emeritus College, Family and Consumer Studies, Fitness, Honors Program, Hospitality, Legal Studies, Licensed Vocational Nursing, Manufacturing, Sign Language Interpretation, Paralegal Studies, Paramedic Program, Personnel Services, Viticulture, Web Development Technology, Culinary Arts, and Addiction Studies.

In addition to its instructional programs, the college has a full range of student support services such as Extended Opportunity Program and Services (EOPS), CARE, CalWORKS, Financial Aid, Admissions and Records, Career and Transfer Center, Job Placement, Disabled Student Programs and Services (DSPS), Counseling, Assessment, Matriculation, Athletics, Student Life and Leadership, ESL Outreach, Veteran’s Services, and International Student Services.

Furthermore, as the district has developed and established the North County Campus and the South County Centers, the college has continued to meet the needs of its students and stay committed to its mission of serving its diverse population by expanding college services to these locations. Moreover, the college has increased its online services to support the growing online demands of its students, including web registration, online orientation, and online counseling. The college has also been awarded program- and service-related grants to further serve its students with special instructional, learning support, and service programs (Doc. 6).

The college’s instructional and student service programs support its local population. The college’s student population is primarily drawn from San Luis Obispo County. Cuesta College faculty, staff, and administration strive to ensure that the college’s program offerings and services are consistent with the needs of our students. For example, the mix of day and evening courses is largely determined by student demand: 44% day students, 21% evening students, 34.3% day and evening students (Doc. 4).
In addition, Cuesta College is working collaboratively with local schools, developing connections including the Bridge to Success program, which includes all of our county high school programs (Doc. 7).

And, of course, Cuesta works closely and collaboratively with the community as is evidenced by a diversity of course offerings throughout the county. Some examples of this collaboration include Cuesta College’s Culinary Arts Program, which is taught at the Paso Robles Culinary Academy; the Construction Technology Program, which is constructing the new education center for the San Luis Obispo Botanical Garden; the Hospitality Program, in partnership between local resorts and hotels; and the Nursing Program, which has partnerships with the local hospitals (Doc. 5).

**Self-Evaluation**
The college meets this standard. The college effectively aligns its student learning programs and services with its purposes, character, and student population. Although further refinement of the college program development process is necessary, on-going dialogues are held among key constituencies regarding the relevance and effectiveness of college programs and services in promoting student learning as it is defined in the college’s mission statement. The college evaluates its progress in meeting the college mission through regular program reviews and through the Mid-Year Status Reports and the End-of-Year Status Reports, which are based on the accomplishment of Board of Trustee goals.

Results of institutional research suggest that the college is, indeed, addressing the needs of students. The 2006 Noel-Levitz Student Satisfaction Inventory (2006 SSI, Doc. 8) indicates that the student population is concerned with academic services (importance has increased by .26) and is satisfied with those services (satisfaction has increased by .48). The survey also indicates that the student population values instructional effectiveness and is generally satisfied with the effectiveness (with an I/S gap of .80). Finally, the 2006 SSI indicates that the student population has become increasingly satisfied with the campus’s responsiveness to diverse populations (an increase of .29) (Doc. 8).

**Planning Agenda**
None.

**Standard I.A.2**
The mission statement is approved by the governing board and published.

**Descriptive Summary**
The current mission statement was approved by the governing board on September 15, 2000. The mission statement is published in the college catalog, in the schedule of classes, and on the Cuesta College website (Doc. 1, 9, and 10).

**Self-Evaluation**
The college meets this standard.

**Planning Agenda**
None.
Standard I.A.3
Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
The college reviews its mission plan on a cyclical, ten year basis. This process is incorporated into the Educational and Facilities Master Plan as well as the Educational Facilities and Master Plan Update. The original plan was written in 1991 and rewritten in 2001, drawing upon a breadth of input from college constituents. In 2006, the Educational Facilities and Master Plan was updated in anticipation of a local bond campaign with a limited breadth of input from college stakeholders.

The latest update of the 1991 Educational and Facilities Master Plan began during Spring 2000 under then-Superintendent/President Marie E. Rosenwasser and the 30-member Educational and Facilities Master Planning Taskforce. As stated in the last accreditation self-study, “The scope of this master planning went from revising the mission/visions/values statement, completing an environmental scan for the district’s service area and a South County Needs Assessment, developing a plan for expanding educational offerings and services in South San Luis Obispo County, planning enrollment and educational programs for the next 10-15 years, to planning facilities for the next decade and beyond” (Doc. 11).

This master planning involved a campus-wide dialogue under the leadership of a 30-member, campus-wide taskforce. Through this taskforce, the college evaluated and revised its mission statement. This campus collaboration resulted in a new mission statement, which now includes vision and values components. The Board of Trustees adopted this revised mission statement, with its accompanying vision and values statements, in September 2000 (Doc. 9).

Self-Evaluation
The college partially meets this standard. Although the mission statement is reviewed on a cyclical basis, every ten years seems rather long in terms of a “regular review.”

Planning Agenda
- The Shared Governance Council will review the mission statement every five years in accordance with the Educational and Facilities Master Plan.
Standard I.A.4
The institution’s mission is central to institutional planning and decision making.

Descriptive Summary
The college mission statement guides institutional planning and decision-making at three levels: long-term, mid-term, and annual.

When it comes to long-term planning, the Educational and Facilities Master Plan, along with the most recent update, is an example of how the college mission influences long-range planning and decision-making processes. The mission is central to this document as is outlined in the 2001 Educational and Facilities Master Plan (Doc. 2).

The Educational and Facilities Master Plan, developed every ten years, and the Master Plan Update (Doc. 5), developed every five years, serve as the blueprint for both long-term planning and decision making.

The college mission is also central to mid-term planning that occurs via the program planning and review process and unit/cluster budget allocation processes. Specifically, all academic programs undergo the program planning and review process either every two years (career technical education) or five years (transfer education). The college mission is central to this comprehensive process, during which program faculty must review and evaluate the quality and effectiveness of their academic programs against the context of the college mission, vision, and values (Doc. 12, 13, 14). Programs must also provide planning directives that adhere to the college mission, vision, and values statements.

The mission statement is also central to annual decision-making processes. For example, the Board of Trustees (BOT) goals are developed annually in alignment with the college mission statement and are then presented to the Planning and Budget Committee. These BOT goals then drive the development of unit plans and cluster plans, including their budget prioritization process (Doc. 15 and 16).

The cluster plans are then presented by the cluster manager to the Planning and Budget Committee in April as a basis for planning and expenditures in the following fiscal year (Doc. 15). Additionally, these cluster plans provide direction for other college planning processes, such as program planning and review and the development and implementation of the annual College Plan.

The College Plan serves as one of the core short-range planning documents for the campus (Doc. 17). The College Plan includes a district profile; the college’s mission, vision, and value statements; the college’s legal and philosophical commitments; the college’s planning assumptions; the Board of Trustees priorities and goals; and a timeline that describes the planning and budget process. The College Plan is reviewed and revised on an annual basis (Doc. 17), and the process is supported by information from committee reports, cluster plans, institutional research, accreditation, program planning and review, and the Educational and Facilities Master Plan. Utilizing the priorities set forth in the College Plan, the college evaluates its achievement of the college mission through the Mid-Year Status Reports and the End-of-Year Status Reports. The Mid-Year and End-of-Year Status Reports are presented to the Board of Trustees.
Self-Evaluation
The college meets this standard. A review of the 2001 Educational and Facilities Master Plan indicates that the college mission, vision, and values are central to the themes developed in all areas of the 2001 Educational and Facilities Master Plan. Additionally, the use of BOT goals—as aligned with the college mission, vision, and values statements—drive many annual processes including expenditure allocation and program planning and review.

Planning Agenda
None.

Sources for Standard I.A

Doc. 1  College Mission, Vision, and Values Statement http://academic.cuesta.edu/president
Doc. 2  2001 Educational and Facilities Master Plan http://academic.cuesta.edu/president
Doc. 3  Student Characteristics and Enrollment Trends Report
Doc. 4  Cuesta College Institutional Assessment Homepage
Doc. 5  2006 Update to the Educational and Facilities Master Plan http://academic.cuesta.edu/president
Doc. 6  Grant Newsletters
Doc. 7  Bridge to Success Program Information
Doc. 8  Noel-Levitz Student Satisfaction Inventory http://academic.cuesta.edu/research/index_files/Page760.htm
Doc. 9  Board of Trustees Homepage (Minutes, Policies, etc) http://academic.cuesta.edu/president/BRDMEM.HTM
Doc. 10  College Catalog and Schedule of Classes
Doc. 11  2002 Institutional Self-Study for Reaffirmation of Accreditation
Doc. 12  Program Mission Statements – in each Program Plan and Review
Doc. 13  Individual Program Plan and Reviews
Doc. 14  Program Planning and Review Templates
Doc. 15  Unit and Cluster Planning Templates
Doc. 16  Board of Trustees Goals
Doc. 17  College Plan—President’s Office
Standard I.B:
Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
Cuesta College maintains an ongoing self-reflective dialogue via many instructional and institutional processes including program planning and review, campus committee work, Banner software implementation, and the development of student learning outcomes.

The program planning and review process plays a significant role in campus communication about current student programs and plans for improvement to enhance student learning and increase student success rates. During the process, faculty members are asked to review and evaluate the quality and effectiveness of the program in which they teach using relevant data from the Institutional Research and Assessment Department (Doc. 1). The review is used to help generate the annual unit plans and the annual cluster plans (Doc. 2). The Curriculum Handbook provides the schedule of program review cycles which occur every five years for academic programs and every two years for career technical programs (Doc. 3). In addition, the college has instituted (as of spring 2008) an Annual Program Planning Worksheet (Doc. 4) for all academic programs, which serves as an update to the regular program planning and review.

Faculty and staff regularly communicate about campus issues and student learning through campus committees. The committee structure was recently refined and approved by the Shared Governance Council (SGC) on September 25, 2007 (Doc. 5). The committees fall into the categories of administrative committees, Academic Senate committees, CCFT committees, employee promotion and development committees, and union bargaining committees. For example, the Academic Senate maintains ongoing collegial dialogue on academic issues such as grading policies, student learning outcomes, and curriculum. Committees are encouraged to publish agendas, goals, and minutes on committee home web pages or the centralized committee web page (Doc. 5, 6). In addition to formal campus committees, there are regular division and department meetings as well as cluster meetings, which are headed by each chair, dean, and/or vice president, in which information and dialogue can flow in both directions.

Technology is also playing a significant role in the improvement of campus-wide dialogue. The anticipated need to purchase a new campus technology system created an
opportunity for the college to engage in institutional dialogue regarding integration of electronic communication processes. This institutional dialogue resulted in a comprehensive report detailing the technology needs for each college area (Doc. 7). The resultant report led to a decision to purchase and implement Sungard Higher Education’s Banner ERP system (Doc. 8). Cuesta College is now implementing Banner, which will improve its internal business processes, its communication among departments and staff, and, most importantly, improve service and communication with students (Doc. 8).

In addition, the implementation of a new portal system, myCuesta, has enhanced communication among campus groups and individuals (Doc. 9). Currently, with myCuesta, faculty and staff have efficient means to communicate broadly with other individuals and departments on campus while also having the ability to limit electronic dialogue to members of relevant groups. Where there once was a scattered array of e-mail addresses and contact information, there now exists a uniform system for students, staff, and faculty to find and communicate with each other. For example, in the Math Division, new e-mail addresses and the new portal have made it easier for part-time faculty to access and share information, thereby offering improved inclusion of this large constituency of faculty members. In addition, myCuesta will soon include students, which will result in an increase in communication levels between student and faculty and staff.

Dialogue also has increased regarding the development and assessment of institutional, program, and course student learning outcomes. Although there has been disagreement on some of the issues related to student learning outcomes, dialogue has continued to focus on the continuous improvement of student learning. As a result of increased dialogue and commitment to student learning outcomes, the definition of student learning outcomes and various methods of assessment for courses and programs have been clarified, and campus workshops have been provided, allowing further opportunities for discussion. For example, in 2006-2007, the Student Learning Outcomes and Assessment (SLOA) Faculty Liaison offered presentations and hands-on workshops to train faculty members on what is expected in the development and writing of student learning outcomes and assessment tools (Doc. 10). The SLOA Faculty Liaison position was not funded for 2007-2008; however, the SLOA Committee is still in place (see II.A.1.c).

The increasing dialogue about student learning outcomes has affected all levels of college planning, which is reflected in the development of annual college goals and in the revamped program planning and review process at the division and department levels (Doc. 1, 4). The revisions to program planning and review require faculty to reflect thoroughly upon and document the role of SLOs and assessment within their disciplines. This reflection has been strengthened by the added requirement of specific research data related to measurable goals, such as student enrollments, student retention, student success, student early alert effects, student WSCH/FTEF, course fill rates, and degree and certificate completion.

**Self-Evaluation**

The college meets this standard. The college utilizes the program planning and review process, campus committees, electronic communication, and both formal and informal faculty discussions to improve student learning and institutional processes.

**Planning Agenda**

None.
Standard I.B.2
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
Every ten years, the college develops the Educational and Facilities Master Plan based on comprehensive input from college employees and community members serving on boards, advisory committees, or in the Cuesta College Business Partners Program. Due to changes in enrollment, demographics, program development, and economic factors—as well as the need to integrate facility needs for the next 1-20 years—an update to the 2001 plan occurred in 2006 (Doc. 2). The 2001 Educational and Facilities Master Plan, in conjunction with the 2006 update to the 2001 Educational and Facilities Master Plan, provides direction for short- and long-term planning.

Each year, Board of Trustees (BOT) goals are drafted by Cabinet, the administrative committee that serves in an advisory capacity to the president (Doc. 11). These goals are based on the mission, vision, and values statements, the Educational and Facilities Master Plan, and the Community College Strategic Plan. After the Cabinet drafts the goals, they are presented to the Board of Trustees for review and approval. The BOT goals are subsequently sent to the Planning and Budget Committee for review and implementation.

The annual College Plan is written to identify activities that each cluster will carry out in order to achieve BOT goals (Doc. 12). The level to which these goals are achieved by each cluster is measured and reported twice each year in the Mid-Year Status Report and the End-of-Year Status Report (Doc. 13). For example, in the Mid-Year Status Report January 2007, a specific listing of new and expanded academic course offerings in sciences, mathematics, nursing, and PE was provided, demonstrating our success in expanding access to students countywide in an effort to meet BOT goal #6 for 2006-2007 (Doc. 14). The status reports provide valuable information about goals completed and those needing more time or resources for completion, which assists with goal setting for the following year.

Additionally, the Enrollment Management Committee articulates measurable college goals in terms of enrollment targets, WSCH, and efficiency rates. These targets are articulated via college vice presidents, deans, and directors to campus stakeholders and are utilized to establish programmatic and comprehensive marketing strategic plans. Regular dialogue and assessment of these goals occurs, and adjustments are made accordingly (Doc. 15).

Cuesta College has used research to gauge success regarding higher completion rates, transfer rates, and other goals. The college has used a variety of solutions to reach these goals. For example, in an effort to increase local transfer options for our students, Cuesta College has partnered with three private universities to offer coursework toward various baccalaureate degrees (Doc. 16).
Although institutional effectiveness outcomes (IEOs) have been established in previous years, they are no longer utilized (Doc. 17). The college needs to reevaluate the alignment of institutional effectiveness outcomes with the new state accountability measures specified under AB 1417 and determine the continued role of IEOs in our college planning.

**Self-Evaluation**

The college partially meets this standard. College goals—in the form of the College Plan, the Educational and Facilities Master Plan, the previous institutional effectiveness outcomes, and Mid-Year and End-of-the-Year Status Reports—are available on Cuesta’s website for review. The goals are clearly articulated and stated in measurable terms related to student success, student retention, and student persistence.

Through the current structure of the planning process, the main input into the design of the annual BOT goals stems from the Cabinet. The Board of Trustees is interested in moving toward a broader base of college-wide dialogue regarding the design and establishment of the annual Board Goals that would enhance the current planning process.

Research analysis has occurred on institutional effectiveness outcomes of previous years; however, institutional effectiveness outcomes have not been updated since 2006-2007.

**Planning Agenda**

- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including the development of annual board goals that indicate both short and long-term plans.

- The President’s Cabinet and the Institutional Research and Assessment Department will determine the continued role of institutional effectiveness outcomes (IEOs) in college planning and evaluate the alignment of IEOs with the new state accountability measures.
Standard I: Institutional Mission and Effectiveness

Standard I.B.3
The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Descriptive Summary
Cuesta regularly assesses its progress toward achieving stated goals. The following are key components in the systematic cycle of evaluation, planning, resource allocation, and re-evaluation: the Educational and Facilities Master Plan, the College Plan, Division Unit Plans, Cluster Plans, the Program Planning and Review Process, the South County Needs Assessment, and the mission, vision, and values statements.

The Educational and Facilities Master Plan is revised every ten years and was last revised in 2001 with the participation of the 30-member Educational and Facilities Master Planning Taskforce. College administrators took responsibility for leading the Master Plan update (Doc. 2, 18).

The annual College Plan establishes the overall direction for the college and the timeline for the implementation of goals and objectives (Doc. 12). It identifies the individuals and departments responsible for achieving these objectives and establishes the cyclical process for assessing, reporting, and analyzing progress toward the stated objectives. Additionally, cluster plans and division unit plans are updated annually (Doc. 19). These plans must align with the college mission and are the basis for college resource allocation.

The program planning and review cycle has multiple facets. Comprehensive reviews occur every five years (transfer education) or two years (career technical education) (Doc. 1). Additionally, each year, every academic program completes an Annual Program Planning Worksheet that serves as an update to previous Program Planning and review cycles (Doc. 4). The program planning and review process utilizes both quantitative data (student success, retention, and persistence) and qualitative data (student surveys and faculty report) to evaluate the effectiveness of its academic programs. Additionally, the planning and reviewing processes provide data that drive the allocation of college resources in the annual budget planning process.

Throughout the planning cycle, action plans and goals are assessed and evaluated by the college community through its constituency-based committee structure. These committees rely on research and reports that are generated throughout the year by the Institutional Research and Assessment Department (IRA). The Institutional Research and Assessment Department (formerly Research Services) provides data in the areas of assessment, enrollment, student learning outcomes, constituent satisfaction, program review, faculty prioritization, accreditation, and master planning (Doc. 16). At any time, college groups or individuals can request data from the Institutional Research and Assessment Department.

The IRA also works with groups and individuals to create surveys where additional data is needed. For example, the IRA assisted members of the Cuesta Accreditation Steering Committee in the preparation and tabulation of surveys for this accreditation self-study.
The motto of the IRA department is, appropriately enough, “Data-Driven Decision Making.” The data and the interpretation of this data are readily available on the department web site (Doc. 16).

On an annual basis, the college revises the goals and assumptions for the College Plan. The budget development process requires that cluster deans and division chairs submit cluster and unit plans. These plans reflect the BOT goals and the budget priorities established by the Planning and Budget Committee and translate them into planning objectives for the respective clusters and divisions.

As is explained in the College Plan, “Responsibility for each college goal is assigned to a specific manager. At the end of the school year, each manager submits recommendations and accomplishments from committees and others working on these goals, and reports the progress to the President. These reports are collected into the President’s End-of-the-Year Report. In addition, the Annual Report is produced for community information” (Doc. 12). These reports include both quantitative and qualitative data.

The faculty hiring prioritization process provides a representative example of the utilization of a data-driven process to evaluate progress towards stated goals. Over the years, the college has utilized the Shared Governance Council (formerly known as the Educational Council) faculty hiring prioritization process, to attempt growth toward both the faculty obligation number and the 75/25 rule. Although the faculty hiring prioritization process has been in place since 1994, in Spring 2007, the Shared Governance Council (SGC) met to re-evaluate the existing process. New templates were created in conjunction with the Director of Institutional Research that included both objective and subjective criteria. In fall of 2007, the SGC met to determine the hiring hierarchy for the 2008-2009 academic year (Doc. 5).

Based on the retirement or resignation of four current full-time faculty members, Cabinet determined that Cuesta could hire four new faculty members, though not necessarily in the same disciplines. Subsequently, the Shared Governance Council voted, deciding to prioritize 13 full-time tenure track faculty positions so as to be prepared for hiring beyond the four full-time faculty positions allocated in case of budget changes, additional retirements, or other activity that might impact hiring.

At a subsequent SGC meeting, each division chair or designee prepared an argument in support of the faculty positions within his or her division. In their two-page written arguments, the presenters included objective data that were calculated by the Institutional Research and Assessment Department and made available on its web site. The data spanned seven semesters and included class fill rates, full-time to part-time faculty ratios, WSCH/FTEF, number of class sections, and total enrollment.

Each presenter supplemented the quantitative data with qualitative data, such as evidence of demand, unique staffing needs, evidence of difficulty in hiring part-time faculty, consequences of not being able to hire a full-time tenure track faculty, etc. After the presentations, the body voted by ballot, ranking each position. The committee used a previously determined formula to weigh the various criteria. A tally of the ballots provided a score which served as the basis for establishing the hiring order for full-time faculty.
At a subsequent meeting of the SGC, members commented on problems they encountered in the prioritization process and how the process might be improved in the future. For example, where procedures were unclear, participants suggested clarifications or drafted and presented them to the SGC for incorporation into the next faculty hiring process. If information was misleading, participants proposed more useful calculations of existing data, the inclusion of additional data, and the general improvement of information to assist in the faculty prioritization process. In order to address these problems through inclusive dialogue, the SGC decided that the division chairs should discuss the problems and bring their recommendations back to the SGC in order to improve the process.

The faculty hiring prioritization process shows an institutional commitment to effectiveness and dialogue. The process is ongoing and systematic with a cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. It relies upon analyses of both quantitative and qualitative data.

**Self-Evaluation**
The college partially meets this standard. Cuesta College is committed to assessing progress toward achieving its stated goals and to making decisions for continually improving institutional effectiveness. However, the college needs to increase its emphasis on assessment and data-driven decision making.

**Planning Agenda**
- The Planning and Budget Committee, together with the President’s Cabinet, will improve its assessment process to ensure that institutional decisions are based on sound analysis of need and economic feasibility with input from all areas of responsibility.
Standard I.B.4
The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
Cuesta College has two primary decision making bodies, Shared Governance Council (SGC) and the Planning and Budget Committee (PBC). Both of these committees are composed of representatives of all constituencies of the college, including staff, students, faculty, and administrators (Doc. 5 and 20).

The Planning and Budget Committee, following general direction from the Board of Trustees (BOT), coordinates annual planning activities and monitors the implementation of the Educational and Facilities Master Plan. In addition, the Planning and Budget Committee oversees the development and review of the annual operating budget. As part of the budget development and review process, the committee reviews and recommends (1) potential additions to the goals and priorities established by the Board of Trustees, (2) the budget income and expenditure assumptions while they are being developed, (3) expenditure options given increased funding and contingency reduction plans for addressing shortfalls, (4) the proposed final budget including any modifications that were made based on funding changes, (5) augmentations and shortfalls that occur during the year that may impact commitments and/or unmet needs, and (6) levels of funding for faculty positions, classified/management positions, instructional and non-instructional equipment, and capital outlay projects, etc. as developed by Cabinet, Shared Governance Council, or other designated groups (Doc. 6).

The other major decision-making body of the college, the Shared Governance Council considers college-wide matters related to instruction and student services. These matters include, but may not be limited to, prioritization of new faculty hires, educational program development, shared governance regarding programs and services, adherence to Title 5 regulations, program review, operational problems, and policy development and revision (Doc. 6).

Although the planning process is developed to be constituent-based and representative, it has been difficult at times to maintain full constituency representation and to solicit consistent, representative student input. In addition, the results of the Cuesta College 2007 Employee Opinion Survey suggest some gaps in employees’ ranking of importance and satisfaction concerning the effectiveness of institutional planning:

- 60.1% of faculty and staff think it is important that “the college self-assesses enough to continually improve its decision-making processes,” yet, almost half of those surveyed, 42.1%, disagree that this is occurring (Doc. 21).
- 62.2% of respondents think it is important that “the college seeks broad input in its planning processes.” However, more that half, 51.3 percent disagree that this is taking place (Doc. 21).
- Only 37.6% of faculty and staff think it is important that “program review is becoming a useful part of the planning and budgeting cycle at the college,” and only 50% of faculty and staff agree that this is occurring (Doc. 21).
Standard I: Institutional Mission and Effectiveness

- 70.2% of faculty and staff think it is important that “in the last two years, the college has used its resources effectively,” but 61.6% of respondents disagree that this had occurred (Doc. 21).

Additionally, recent numerous changes in college leadership have made it more difficult for all college groups to participate in systematic, ongoing, broad-based dialogue regarding college planning processes. In the past 18 months, several college administrators and staff have been assigned either to new college roles or have been asked to take on multiple roles. Because of these transitions, which have led to increased workloads and occasional confusion about processes, some of these processes have been disrupted.

Self-Evaluation
The college partially meets this standard. Although the institution makes considerable effort to ensure the planning process is broad-based and to offer opportunities for input by appropriate constituencies regarding allocation of necessary resources, the 2007 Employee Opinion Survey highlights employee concerns in these areas.

Planning Agenda
- The Shared Governance Council and the Planning and Budget Committee will work to increase the visibility and transparency of the resource allocation process and provide clear lines of communication with campus constituents regarding resource projections and allocations.

- The President’s Cabinet and the Institutional Research and Assessment Department will determine the continued role of institutional effectiveness outcomes (IEOs) in college planning and evaluate the alignment of IEOs with the new state accountability measures.
Standard I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Through a variety of venues, the college communicates documented assessment results on the quality of academic and student service programs to the appropriate constituents. Most significant, perhaps, is the website of the Institutional Research and Assessment Department (Doc. 16). This website, which is available to the public, includes links to various documents related to the quality of the institution, including satisfaction surveys, accountability reports (Doc. 22), program reviews, institutional effectiveness outcomes reports (Doc. 17), and accreditation reports (Doc. 23). The site also includes links to planning documents such as the Educational and Facilities Master Plan and the annual College Plan (Doc. 2, 12).

The college also keeps the public apprised of its activities, plans, and accomplishments through multiple mechanisms, such as presentation of various academic and student support services program planning and review documents at monthly Board meetings, College Plan End-of-the-Year Reports presented to the Board of Trustees (Doc. 24), and publication of the College Marketing and Communications website (Doc. 25), which includes press releases, and the publication of the Student Characteristics and Enrollment Trends Report (Doc. 26) via the Institutional Research and Assessment Department (Doc. 16).

Finally, the accreditation process serves as the primary tool for a quality assurance check by a group of peers. The college takes this process very seriously and incorporates recommendations for improvement into the College Plan.

Self-Evaluation

The college meets the standard. The college utilizes assessment results to communicate matters of quality assurance to its stakeholders.

Planning Agenda

None.
Standard I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The effectiveness of the planning and resource allocation cycle is currently reviewed by the Planning and Budget Committee (PBC). This committee is comprised of faculty (including an Academic Senate representative and a faculty union representative), a classified staff representative, managers, and one member of the Board of Trustees (BOT). Each fall, the PBC reviews and updates the unit and cluster planning processes. Additionally, each spring, the committee reviews BOT goals, which drive the expenditure allocation processes. Currently, the PBC is revising the College Planning Calendar (Doc. 27), aligning the three major annual planning components—unit plan development, program planning and review, and annual planning (Doc. 28). These updates are distributed by the appropriate administrator to faculty, staff, and other managers.

In addition, the Enrollment Management Committee conducts ongoing and systematic review of planning effectiveness and assesses progress based on data from the Institutional Research and Assessment Department. The Enrollment Management Committee is comprised of many campus representatives including the Vice President of Student Support, the Vice President of Student Learning, academic deans and directors, the Director of Marketing and Communications, and the Director of Institutional Research (Doc. 6). This committee is broken down into several workgroups that then report to back to the entire constituent-based Enrollment Management Committee (Doc. 15).

For example, one of the workgroups of Enrollment Management is the marketing group. This group evaluates the effectiveness of institutional and outreach planning based upon current institutional data. Additionally, they recommend marketing and planning strategies as supported by institutional evidence.

Self-Evaluation

The college partially meets this standard. Although the college utilizes evidence in its ongoing planning and resource allocation processes, these processes need further modification in order to be systematic. Additionally, employee training on data interpretation needs to occur.

Planning Agenda

- The Planning and Budget Committee, Enrollment Management Committee, and the Academic Senate will continue to evaluate and improve the level of evidence-based planning and will make these results available for the use of others in their ongoing assessment processes.
- The Institutional Research and Assessment Department, in collaboration with Computer Services, will provide training so faculty, staff, and administrators can effectively interpret and use data.
Standard I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The college has regular processes for reviewing the effectiveness of institutional programs, and it has processes for assessing these evaluation mechanisms. For example, faculty, staff, and management evaluation processes are reviewed and improved over time within the context of collective bargaining negotiations for the faculty and classified staff and by revision of BOT policy for managers (Doc. 29, 30).

In addition, the program planning and review process, which evaluates programs, has been revised over time, with primary responsibility for this belonging to the Academic Senate (Doc. 31, 32, 33). The unit and cluster planning processes have also been reviewed and revised as needed with primary input coming from the Planning and Budget Committee (Doc. 20). Lastly, the master planning process has been modified as necessary to make it more efficient and effective. All improvements in the college planning process have occurred with input and leadership from the college Superintendent/President and the Board of Trustees (Doc. 24, 15, 19, 1).

The ACCJC Progress Report afforded another opportunity for the college to evaluate its assessment mechanisms related to program planning and resource allocation (Doc. 34). The Progress Report focused college energy on the evaluation of both the instructional and student service programs. Based on the evaluation, the college has made several improvements for linking the program planning, outcomes, and budget allocation processes. For example, all programs must now submit an Annual Program Planning Worksheet (as an update to Program Planning and Review) that uses both quantitative and qualitative data to support monetary unit requests (Doc. 4).

Self-Evaluation

The college partially meets this standard. The college recognizes the importance of assessment and is becoming more proficient in reviewing the effectiveness of its evaluation mechanisms; however, we are still in the developmental stage of establishing consistent, systematic evaluation methods across the institution. For example, although the college conducts appropriate institutional research and has several planning processes that are reviewed and modified when improvements are warranted, the review of these processes is not always carried out in a systematic manner.

Planning Agenda

- The Vice President of Student Learning, in collaboration with the Vice President of Student Services, will develop systematic evaluation mechanisms to assess the effectiveness of instructional programs.
- The Vice President of Student Services, in collaboration with the Vice President of Student Learning, will develop systematic evaluation mechanisms to assess the effectiveness of student service programs.
## Sources for Standard I.B

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Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Cuesta College continues to support the college mission whereby the students can “achieve their academic, transfer, workforce preparation, career advancement, and personal goals. Cuesta College serves our community by providing programs and services that produce students who can succeed in a diverse and rapidly changing society, participate effectively in their local communities, and live responsible and rewarding lives” (Doc. 1). Since the 2002 accreditation visit, the instructional program planning and review process has been revised and, as of the 2006-2007 academic year, it delineates a clear link between program planning and review and the budget allocation process. This revised process also ensures that all instructional programs address and meet the mission of the institution and uphold its integrity (Doc. 1, 2).

The college mission drives the development, approval, implementation, and evaluation of all instructional programs. All new programs are approved through the Shared Governance Council to verify community need, learning and technology resources, start-up costs, curriculum, faculty and staff needs, and alignment with the college mission. In addition, all new courses and course revisions must be reviewed by the Curriculum Committee, which approves new course outlines of record (COR) and revisions to existing course outlines. According to Board Policy 5101, all curriculum, regardless of presentation modality, must be aligned with the course outline of record. To ensure implementation of the course outline, the faculty evaluation process assesses whether or not individual faculty members “adhere to course outlines and objectives” (Doc. 3, 4).
Self-Evaluation
The college meets the substandard. The college’s mission statement drives the development, approval, implementation, and evaluation of all instructional programs, and processes are in place to ensure the integrity of the mission.

Planning Agenda
None.

Standard II.A.1.a
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary
Cuesta College, as guided by its mission statement, offers a wide range of curricular options including transfer, general education, basic skills, English as a Second Language (ESL), career technical education, non-credit courses, contract education, and community programs. To meet the needs of the student population, the college offers courses at the San Luis Obispo campus, the North County Campus, the South County Centers, and through distance education. The means of delivery at all sites address and meet the mission of the institution. A complete list of college programs, degree requirements, and transfer requirements are listed in the College Catalog and Class Schedule (Doc. 5, 6).

Various student surveys, such as student characteristic reports, career technical education (CTE) student surveys, and student enrollment reports, help to identify student and community needs and patterns. Advisory committees also assist with this process for CTE programs (Doc. 7, 8, 9). This information is used in instructional planning to revise existing programs and to develop new programs. Cuesta College offers 137 career technical degrees/certificates that serve the community and economy. The college offers degree programs and certificates that prepare students for careers in technology, allied health, agriculture, and a variety of other knowledge-based fields.

To meet students’ transfer needs, Cuesta College offers lower-division courses in general education along with major requirements for transfer to CSU and UC institutions. Cuesta College is above the state average in successful course completion for transfer, and it offers 31 transfer degrees/certificates (Doc. 10, 11).

Students completing 60 degree-applicable semester units with a 2.0 grade point average in a prescribed course of study may earn either an Associate in Arts or an Associate in Science degree. At least 12 of the 60 units must be earned at Cuesta College and a minimum of eighteen units of general education (GE) coursework (with at least one course in each category) must be completed with an overall GPA of 2.0. Cuesta college offers five areas of general education: physical and life sciences, social and behavioral studies, arts and humanities, communication in English, analytical thinking, and
American institutions. Consistent with Title 5 regulations, students also must meet the math and English competency requirements, the diversity requirement, and the health education requirement (Doc. 5, 6).

To meet students’ preparation needs, Cuesta’s Academic Support Department offers services such as test-taking strategies and adapted support for disabled students. Cuesta also provides opportunities for career exploration and GED completion. To serve the community’s English language learners, Cuesta College offers six levels of credit ESL courses and recently created a new ESL Division in the Fall 2007. In addition, as a result of dialogue and collaboration with partners—such as community members, the Department of Social Services, The School Readiness project of the First-5 Initiative, Employment Development Department, the Public Library, and local school districts—Cuesta College developed its non-credit ESL program. The new program consists of nine courses and two non-credit certificates (Doc. 5, 12).

In order to meet various needs of the community, Community Programs offer courses that supplement existing credit programs. Programs include Aquatics, College for Kids, camps and leagues, community education, and the Institute for Professional Development, which offers the newly created Supervision and Management Academy Certificate Program (Doc. 6, 12, 13).

As a result of a county-wide survey and ongoing dialogue with community groups—such as the Senior Advisory Group for Emeritus (SAGE), regional Senior Centers, community focus groups—and as a result of an increasing senior population in San Luis Obispo County, the number of emeritus courses has been increased and developed to reflect identified needs of the population (Doc. 14, 15, 16, 17). In addition to emeritus courses, Cuesta is an approved training site for professional development addressing the specific learning needs of adult education students, and the college sponsors six training sessions per year.

In order to document and assess student learning outcomes, the recently revised program planning and review process for both instructional and non-instructional programs requires programs to annually report progress on student learning outcomes development and assessment. Instructional divisions such as Early Childhood Education, Broadcast Communications, Culinary Arts, Welding Technology, Criminal Justice, Drama, Math, and Music have recently completed program planning and review using this new template (Doc. 2, 18).

Cuesta relies on both qualitative and quantitative data to assess progress towards stated learning outcomes. As of May 2007, approximately 57 percent of all credit courses had identified student learning outcomes, and approximately 68 percent of degree and certificate programs had identified student learning outcomes (Doc. 19). In addition, student learning outcomes have been developed for all non-credit, ESL, and Emeritus courses and programs.

**Self-Evaluation**

The college partially meets this substandard. Cuesta relies on its mission, vision, and values statements—along with qualitative and quantitative data—as it seeks to meet the various needs of its students. In order to evaluate student progress and program success, all programs are included on regular cycle of program planning and review. Cuesta
demonstrates overall success, pass, transfer, and retention rates that exceed state averages (Doc. 6, 20, 21).

However, the most recent analysis of course and program outcomes and assessment refers only to credit instructional courses and programs. In addition, outcomes and assessment for administrative and support services areas have been inconsistent, and dissemination of research results to all constituents needs to be improved.

Planning Agenda
- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison.
- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning.
- The Academic Senate will increase efforts to educate faculty about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates, so that faculty can incorporate this data into program review and other assessment processes.

Standard II.A.1.b
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
The college is comprised of one main campus, three centers, and over 35 sites located throughout San Luis Obispo County. Class offerings continue to expand in an effort to meet the student’s needs at the main San Luis Obispo campus, at the North County Campus in Paso Robles, and at Arroyo Grande and Nipomo High Schools, which make up the South County Center. In addition, the number of off-campus sites throughout the county has almost doubled since the 2002 accreditation visit. The college offers credit and non-credit day, evening, and weekend instructional programs, using traditional classroom lecture and/or lab, distance learning, and two-way audio/visual (poly-com) modalities. In addition, a variety of grant-funded learning communities were offered between 2002-2006 to meet the needs of students (Doc. 9, 13, 22).

To ensure that courses in all of these delivery modes are compatible with the objectives of the curriculum, they all—regardless of location, time, or modality—are taught from the same course outline approved by the Curriculum Committee. All course outlines include references to instructional content and methods (Doc. 3, 23). The Academic Senate also has guided faculty to include instructional methods in course syllabi; however, syllabi format is ultimately at the discretion of divisions and/or individual faculty (Doc 24).

In response to the needs, expectations, and demands of our diverse student population—especially re-entry students, transfer students, working students, disabled students, and students who are parents—the college has increased the number of distance and distance/hybrid courses by approximately 35 percent over the past six years. In addition,
a state-of-the-art poly-com system between the San Luis Obispo campus and the North County Campus provides students at both locations with access to a greater number of classes (Doc. 25, 26).

To ensure that distance education course proposals receive sufficient and appropriate faculty review, the Academic Senate created the Joint Union/Senate Distance Education Task Force in Fall 2005. The task force’s goals were to address and revise curriculum procedures and guidelines to reflect the 2004 Chancellor’s guidelines and 2006 Accreditation Standards, and to establish clear standards and clear processes for separate but equally rigorous review of courses delivered in all modalities (Doc. 27, 28). The Academic Senate subsequently approved the DE Task Force recommendations and forwarded the full report (draft #5 dated 1 May 2006) to the Curriculum Committee for review and implementation (Doc. 29).

In the fall of 2006, in response to the Joint Senate/Union DE Task Force recommendations, the Curriculum Committee established a distance education sub-committee consisting of two voting Curriculum Committee members and three additional faculty members with distance education teaching experience. This subcommittee’s purpose is two-fold: to offer consultation with faculty who are developing distance education courses, and to make recommendations to the Curriculum Committee regarding approval or non-approval of courses. In addition, the Joint Senate/Union DE Task Force created the Distance Education Course Addendum and the Distance Education Course Preparation Review forms which are required documentation for all distance education course proposals. This new curriculum process ensures that all distance education courses are reviewed with the same rigor as traditional courses and that the relevant faculty have considered how to meet course objectives within the proposed modality (Doc. 30, 31, 32).

In addition, in 2003, a joint union/senate task force convened to create a distance education faculty evaluation tool. This tool is an adaptation of the standard faculty evaluation form and helps ensure that the curriculum objectives are being met in electronic modalities (Distance Education Evaluation Forms). This evaluation form was updated and revised in 2007. There is currently no requirement that all individual distance instructors be evaluated in their DE sections; however, some faculty have been evaluated using the DE evaluation forms developed in 2003.

To increase student success in distance education courses, the college offers an Online 1: An Introduction to Online Education (through the Library/Information Technology Department). While this course is available to all students, it is only required for students in the online Library/Information Technology program (Doc. 6, 33). Nevertheless, distance education retention has improved in many areas, and in some departments (such as HEED), it is essentially equal to retention in traditional courses, and in other departments (such as LIBINF), distance education retention is higher than face-to-face retention. Some areas, such as math and English, are still working on improving DE retention (Doc. 131).

Even as the number of distance education courses at Cuesta has increased, face-to-face classes are still the most common mode of instruction at Cuesta. Within those courses, however, increasing numbers of faculty have developed methods of instruction that can enhance this modality, such as computer-assisted instruction, collaborative learning, and learning communities. Math faculty, for example, have discussed at length the advantages
of computer-assisted instruction, and the division now offers multiple sections of computer-assisted math classes (Doc. 34, 35).

Self-Evaluation
The college meets the substandard. Over the past six years, the number of distance and distance/hybrid courses has increased approximately 35 percent, in response to the needs, expectations, and demands of our diverse student population. The revised curriculum process ensures that delivery systems and modes of instruction are compatible with the objectives indicated on the course outline of record, which is the guiding document for all courses, regardless of modality. In addition, the college ensures that all classes, regardless of location, meet the needs of students and are compatible with the objectives of the curriculum.

Planning Agenda
None.

Standard II.A.1.c
The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
Cuesta College has been discussing and developing student learning outcomes (SLOs) since 1999 (see “Student Learning Outcomes: Evidence to Date” in this self-study introduction), and the college has made significant progress since the last self-study report in 2002. Members of the Cuesta community have participated in ongoing conversations about the potential challenges and benefits associated with student learning outcomes and assessment. While we continue to engage in spirited dialogue, we have, within the last few years, gained significant momentum in the process of defining and identifying student learning outcomes.

In 2001 and 2002, some departments (a few per cluster) began to pilot some outcomes and assessment projects. From these projects, members of the college community were able to gain a better sense of how to think about and measure outcomes (Doc. 40). In addition, between 2002 and 2003, work on SLOs expanded to other areas of the college, and the Math, English, and Biology Departments (among others) piloted projects for assessing specific outcomes. The Psychology Department was the first to identify SLOs for all courses and map those course SLOs to program outcomes (Doc. 40, 54).

As faculty in individual departments began to define and assess outcomes, the Academic Senate began to formally discuss the issue in 2002 (Doc. 36). The results of these discussions include the Cuesta College Senate Paper on Outcomes and Assessment (Doc. 37) and the Academic Senate’s Best Practices Paper on Outcomes and Assessment (Doc. 38, 39). Although these documents express some reservations about the SLOA movement, the “best practices” principles have served as powerful touchstones over the past six years.

In 2002, after some experiences of trial, error, and success with outcomes and pilot assessment projects, SLOs were, for the first time, embedded into the program planning
and review process. Specifically, from this point forward, as part of program planning and review, faculty had to identify student learning outcomes for their courses and programs (Doc. 2, 40).

In 2003, the rubric for the college’s diversity requirement was also revised so that it, too, would be expressed in terms of observable student learning outcomes (Doc. 23, 24). Also in 2003, the general education area descriptions were revised so that they would be clearly expressed as student learning outcomes (Doc. 23, 42). These general education student learning outcomes were again clarified in 2007-2008 (Doc. 43, 44).

Also in 2003, a Cuesta College program outcomes and assessment tracking document was developed and used to gain college-wide feedback on the progress on SLOs and assessment within each department (Doc. 45). This tracking method has since been used annually, except for during spring of 2007 when the college used a different form to track data that was then compiled for the Spring 2007 ACCJC report on student learning outcomes and assessment (Doc. 46).

In Spring 2006, to ensure forward movement with SLOs, the college president approved the Academic Senate’s request for a Student Learning Outcomes and Assessment (SLOA) Faculty Liaison, who would lead the instructional faculty and departments in their efforts to identify and assess SLOs. The position allowed 40 percent reassigned time to a faculty member. Under the general direction of the Academic Senate, the Vice President of Student Learning, and in collaboration with the Program Planning and Review Committee and other college programs and departments, the SLOA Faculty Liaison provided leadership in the development of course- and program-level student learning outcomes, the integration of course and program student learning outcomes within program planning and review cycles, the implementation of appropriate assessment methods, and use of SLOs in institutional evaluation and planning activities. Additionally, the SLOA Faculty Liaison served as the chair for the Academic Senate’s Committee on Student Learning Outcomes and Assessment (Doc. 47, 48). However, the SLOA Liaison position was not funded for the 2007-2008 academic year.

Although faculty within many departments (e.g., psychology, math, ECE, jazz studies, ESL, and others) have made significant progress on SLOs, the effort, up to 2006, was somewhat fragmented. In the early stages, this fragmentation was not necessarily a negative indicator. It showed that SLOs were being developed in keeping with the best practices recommended by the Academic Senate. Specifically, it showed that the development of student learning outcomes was being driven by those faculty who teach the courses and steer the programs. Cuesta’s best practices paper (Doc. 38) clearly indicates that SLOs should be faculty-driven and that the assessment methods should be natural to each particular discipline. However, as increasing numbers of faculty began to develop student learning outcomes for their courses and programs, there became a greater need to begin to build connections across programs and increase dialogue about how to integrate SLOs and assessment across campus. The campus-wide focus on student learning outcomes became stronger during the 2006-2007 year since these efforts were led by the faculty, organized by the SLOA Liaison and the SLOA Committee, and supported (financially and otherwise) by the administration.

The SLOA Committee initially focused on reviewing three things: the charge to the committee, the accreditation standards regarding SLOs and assessment, and the current status of SLOs at Cuesta College. The committee also reviewed various definitions of
SLOs and recommended to the Academic Senate the following definition of student learning outcomes for Cuesta College:

Student learning outcomes are broad statements developed by faculty of what students will know and be able to do with that knowledge upon completion of a learning experience. (Doc. 49)

This definition is consistent with accreditation standards and with statements of the statewide Academic Senate. After establishing a definition for SLOs, the committee discussed approaches to SLOs development and how development and training were being conducted at other institutions, with the goal of assisting and supporting all faculty in the development of SLOs for all courses and programs at Cuesta.

The SLOA Committee then developed strategies for providing information and training to the college community. A professional development activity entitled “Working with Student Learning Outcomes” was presented by the SLOA Faculty Liaison on October 12, 2006. The presentation provided two models for developing SLOs and assessment requirements. The expanded PowerPoint presentation was then posted on the Academic Senate website as a training resource (Doc. 50). The SLOA Faculty Liaison also provided training and consultation to the following divisions and departments: Language and Communications, Nursing-Allied Health, English, CAOA/Business Programs, Human Development, Jazz Studies, Athletics, History, and Counseling (Doc. 54).

The SLOA Faculty Liaison and SLOA Committee also provided hands-on workshops to help faculty draft and revise SLOs. In early Spring 2007, the SLOA Committee led a training session for the Curriculum Committee on February 2, 2007, and the SLOA Faculty Liaison and the Dean of Humanities co-facilitated a “Free Lunch Workshop on Writing SLOs” on February 9, 2007 (Doc. 49, 50, 51). A third workshop was offered by the SLOA Faculty Liaison and the SLOA Committee on May 4, 2007. Workshop participants received a SLO Workbook to use as a resource as they continue to identify SLOs and assessment tools within their disciplines. In Fall 2007, members of the SLOA Committee offered workshops for the Physical Education Department and the Workforce and Economic Development Cluster. These workshops focused on models and methods of assessment, with particular emphasis on ways of developing authentic, meaningful tools for measurement that are useful within respective disciplines (Doc. 49, 50, 52, 53).

Many faculty have developed clearly-stated student learning outcomes for their courses and programs. To guide and encourage those faculty who are still developing their SLOs, the SLOA Committee held a SLOs Showcase on March 13, 2008 so that faculty further along in the process could help their colleagues. This first showcase highlighted the programs and course SLOs from the English as a Second Language Division and from the Early Childhood Education Division.

As mentioned briefly above, the student learning outcomes for the general education (GE) program were identified by the SLOA Faculty Liaison in October 2007, and members of the Curriculum Subcommittee on General Education supplemented these outcomes in a document approved in May 2008 (Doc. 44). The SLOA Faculty Liaison also developed the format and templates for the General Education Program Review and worked closely with the president of the Academic Senate to revise program review documents for college-wide reporting of SLOs and assessments (Doc. 2, 48).
Currently, the college requires that student learning outcomes for courses and instructional programs be placed in files maintained by the various academic divisions. In keeping with statewide Academic Senate recommendations, SLOs can be revised by faculty as their courses and programs evolve as assessment data is used to guide course and program improvement. These division files provide a local repository for student learning outcomes and assessment data that are available for faculty, administration, and accreditation review. As the campus moves further along in the development and assessment of SLOs, the SLOA Committee will continue to consult with faculty as they refine the student learning components of their programs, and the SLOA committee will continue to encourage campus-wide collaboration on SLOs and assessment.

Regarding assessment, divisions and programs are at various stages. Some divisions and programs have developed quantitative and/or qualitative assessment methodologies or are in the process of norming assessment tools while others have completed some formal assessment measure and have begun to use results to guide improvement. There are also programs that have not yet begun the assessment process. In 2006, the SLOA Committee reiterated the Academic Senate’s position that the development and assessment of SLOs for all programs and courses should be the responsibility of and subject to the final approval of the faculty. The SLOA Committee recommended that the college, in general, not adopt external standardized assessment tools (such as those published by ETS) for SLOs because they were not perceived to be the most effective methods for assessing SLOs, and they are costly. In addition, some of these methods of assessment would violate the best practices guidelines from the Cuesta College Academic Senate. However, external assessment tools are used within some academic and career technical education programs in keeping with state and/or professional guidelines.

The Institutional Research and Assessment Department (IRA) plays an essential role in the assessment process. First, the IRA provides links to valuable information for faculty about student learning outcomes throughout the state of California (Doc. 55). In addition, the IRA can provide detailed analysis of data collected by faculty during their assessment processes. The Institutional Research and Assessment Department also compiles data on course success rates sorted by demographic groups. These data are a partial measure of the completion of SLOs and are used to make program improvements by faculty. Students demonstrate achievement of SLOs as defined in the course syllabi via course completion and evaluative criteria, including essays, written exams, oral reports, problem solving, lab reports, portfolios, and presentations. Career technical education programs utilize SCANS competencies and often assess student achievement using external licensing exams (Doc. 9, 20, 21).

Self-Evaluation
The college partially meets the substandard. According to the 2006-2007 ACCJC Update on Student Learning Outcomes, as of May 2007, the credit courses and programs have made varying degrees of progress in the development of SLOs and assessment of SLOs (Doc. 46). All non-credit programs, community programs, and emeritus courses and programs have identified SLOs and have initiated standardized assessment of these outcomes in place (Doc. 56). In the 2007 Employee Opinion Survey, SLOs were rated as having high importance, but not all employee groups clearly understand the use and definition of SLOs. Employees felt that training and support in developing SLOs is not currently sufficient (Doc. 57). The college is at the beginning stages of assessment and the use of assessment results to guide improvement.
Standard II: Student Learning Programs and Services

Planning Agenda

- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison.
- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning.
- The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates so that faculty can incorporate this data into program review and other assessment processes.

Standard II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

All instructional courses and programs—regardless of credit status, delivery, mode, or location—are developed by divisional faculty and are reviewed by instructional deans and the Vice President of Student Learning before final review and approval by the Curriculum Committee. During its review process, the Curriculum Committee ensures that courses meet Title 5 requirements and other standards of excellence established by Cuesta College (Doc. 23).

In addition, the program planning and review process ensures that all instructional programs—regardless of credit status or delivery mode—have the opportunity for systematic self-reflection and improvement. All transfer programs are reviewed on a five-year cycle, and all career technical programs are reviewed on a shorter two-year cycle because of frequent changes to industry standards and regulatory guidelines. In addition, during Spring 2007, the division chairs accounted for all stand-alone courses to assure that all courses at Cuesta College would be reviewed during institutional program planning and review cycles. The revised Annual Program Planning Worksheet links program needs with the allocation process for all instructional programs (including non-credit, emeritus, and community programs). Additionally, the timeline for the program planning and review cycle was revised to occur in concert with the unit and cluster planning and review process. These regular, systematic processes help ensure the self-evaluation, quality, and improvement of all programs (Doc. 2, 21, 23, 58).

Regarding developmental programs, Cuesta has just completed a review of its basic skills programs, which is documented in the April 2008 Assessment Tool for Effective Practices in Basic Skills at Cuesta College (Doc. 59).
Self Evaluation
The college meets the substandard. Cuesta College assures the quality and improvement of all instructional courses and programs through a rigorous approval process and an ongoing review of programs as to quality, effectiveness, relevance, and other outcome measures. Data from the Institution Research and Assessment Department and other sources are used to evaluate programs and to assess trends. The college will continue to refine its process and assess data to continue to improve all instructional courses and programs.

Planning Agenda
None.

Standard II.A.2.a
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
The college uses two distinctive procedures for developing courses and programs, and faculty are central to both processes. In September 2003, the college recognized the need for a more comprehensive approval process for new programs. A subcommittee of the Shared Governance Council (SGC) completed the review and development of the new template. Faculty division chairs, directors, and administrators actively participate in the SGC, and faculty makes up the majority of the SGC membership (Doc. 60, 61).

New program proposals are originated, researched, developed, and ultimately submitted by the faculty to the SGC. The new program approval process requires that faculty complete a standard template that identifies the necessary components that new program proposals must include, and it includes the following questions:

- What are the benefits to students?
- What are the program outcomes?
- Does this program conflict with other programs offered at Cuesta College?
- If a career technical program, what are the workforce demands for this new program?
- If a transfer program, how will this course transfer, and what are the financial implications for this program?

Once a new program proposal is approved by the Shared Governance Council, the lead faculty members then design individual course outlines following the specifications and regulatory guidelines outlined in the Cuesta College Curriculum Handbook. The Curriculum Committee is a sub-committee of the Academic Senate that oversees academic integrity and rigor (Doc. 23).

After a program is approved by the Curriculum Committee, the program is then forwarded to the Chancellor for final approval with the exception of career technical programs. In the case of a new career technical program, the regional deans must review and approve the new program before forwarding it to the Chancellor’s office. Each
program is placed on either a five-year (transfer program) or two-year (career technical program) comprehensive review cycle. During the program planning and review processes, all courses offered within a given program are reviewed by the faculty within the specific discipline to identify where improvement and/or changes need to be made. All programs are reviewed by faculty following guidelines of Title 5, the Statewide Academic Senate, and the Chancellor’s Office, and the processes established by the Cuesta’s College Academic Senate and the Curriculum Committee, thereby ensuring appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The college continues to evaluate the effectiveness of the established procedures within the curriculum committee and the SGC.

The following are programs that were proposed and approved using the revised Shared Governance Committee program approval process: the Paramedic Education Programs (Sept. 2004), the Desktop Publishing Certificate (May 2004), the Associates of Arts Degree in Sociology (May 2004), the Dental Hygiene Program (Feb. 2005), and the Addiction Studies new program proposal (Nov. 2006) (Doc. 62).

All credit, non-credit, emeritus, and community courses are developed by divisional faculty and are reviewed by instructional deans and the Vice President of Student Learning before final review and approval by the Curriculum Committee. The Curriculum Committee then presents courses to the Board of Trustees for final approval (Doc. 23, 63).

Self-Evaluation
The college meets the substandard. Cuesta College follows established procedures for course and program design and approval. Faculty drive the process of identifying learning outcomes, and they play a central role in establishing quality and improving instructional courses and programs. The college will, however, continue to improve the process to ensure that all program proposals are clearly aligned with budget allocation and strategic planning at the college.

Planning Agenda
None.

Standard II.A.2.b
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
The faculty at Cuesta College have the major responsibility for developing curriculum and degree requirements. When appropriate or required, advisory committees mandated by the state participate in the development of program competencies and outcomes. Once a program is approved by the Shared Governance Council (SGC), the faculty experts in the respective disciplines develop individual course curriculum that is reflective of intended program outcomes. Faculty then develop the course outline of record (COR) for the courses, which includes components such as catalog and schedule descriptions, pre-
requisites, course objectives, topics and scope of content, evaluation methods, and assignment types. Curriculum guidelines prescribe that course objectives be clearly aligned with specific topics and scope so that curriculum committee members and students—as well as faculty who will teach the course in the future—can easily see how the content supports the objectives.

For vocational programs, advisory committee members recently assisted in the development of program learning outcomes in programs such as Jazz Studies (Spring 2006), Auto/Auto Body (December 2006), Broadcast Communications (June 24, 2006), Computer Application/Office Administration (October 18, 2006), Early Childhood Education (December 7, 2006), and Interior Design (March 16, 2007) (Doc. 64).

The program planning and review process drives the evaluation of student success and program changes. The program planning and review cycle is clearly defined in order to ensure all courses and programs within the college are reviewed on a regular basis (i.e., five years for transfer programs and two years for career technical programs) (Doc. 2, 58). When a specific career technical education program is conducting its program planning and review, the advisory committee participates in this process. An advisory committee meeting is called to solicit input from the working professional to validate, change, and/or delete specific program outcomes to ensure currency in the specific discipline.

During program review, program and course statistics provided by the Institutional Research and Assessment Department serve as starting points for evaluating courses as they relate to student enrollment, success, and completion rates. Using available data, faculty drive the program planning and review process and are responsible for reviewing their programs, courses, and their progress related to student learning outcomes. The process also includes the input from staff, administrators, and advisory committee members. Recommendations generated from the program review process may list fiscal, facility, faculty, and staff needs. These needs are then incorporated into the unit plans.

Some divisions have developed, piloted, and are now in the process or norming assessment tools (e.g., English, Math, Biology, Nursing, Non-Credit, among others). All Community Programs courses, Non-Credit ESL courses, and emeritus courses and programs have student learning outcomes in place, and assessment of effectiveness of these outcomes is in progress. State standards are used in non-credit ESL and some Community Programs courses for assessment and qualifications of faculty. The TOPS PRO End database report demonstrates how Cuesta College compares with other community colleges statewide (Doc. 65).

**Self-Evaluation**

The college partially meets the substandard. Cuesta College relies on faculty expertise to identify student learning outcomes and program competencies. The college—led by the faculty—continues to develop measurable student learning outcomes across campus, and many programs have clearly identified their outcomes. Although faculty and programs regularly evaluate student achievement, Cuesta College is still in the beginning stages of implementing and tracking more formal, intentional, and integrated measures of assessment. To aid in further progress, faculty need resources and professional development opportunities to identify or develop assessment tools for the newly identified outcomes.
Planning Agenda

- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison.
- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning.
- The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates so that faculty can incorporate this data into program review and other assessment processes.

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The rigorous faculty hiring process is the first step in ensuring high quality instruction. In addition, the four-year tenure review process for new hires ensures continued quality instruction. This process includes evaluation by peers, students, and administrators (in addition to its other components). Subsequent triennial evaluations assure continued quality and improvement. These same standards extend to adjunct faculty (Doc. 66, 67). In addition, the 2006 Noel-Levitz Student Satisfaction Inventory indicated increased agreement with the statement, “The faculty are knowledgeable in their fields.” It also showed that the gap between importance and satisfaction had significantly improved (Doc. 68).

Degree and certificate programs conform to Title 5 Regulations and support the mission of the college. These are designed by departmental faculty with input from community industry advisors. Formal review of all degrees and certificates by the Curriculum Committee ensures breadth, depth, rigor, and adherence to college and state regulatory guidelines. The Curriculum Committee reviews and recommends course and program additions, revisions, and deletions. This requires collegial consultation with appropriate departmental faculty (i.e., identified content experts), division chairs, and instructional deans. This structured, documented process is outlined in the Cuesta College Curriculum Handbook and was developed and updated in accordance with the current Title 5 and “Curriculum Standards Handbook” from the California Chancellor’s Office (Doc. 5, 23, 69). In career technical education programs, departments and programs partner with government agencies and community-based organizations to ensure quality, breadth, depth, and rigor. Business and industry advisory committee collaboration is required by career technical programs and regulatory boards.

The Curriculum Committee also provides a standardized review process for prerequisites and co-requisites that conforms to applicable Title 5 regulations. Prerequisites and co-requisites validation is required by the Curriculum Committee for new courses and is reviewed during each program planning and review cycle. These validation and review processes ensure proper sequencing among courses and within programs (Doc. 61, 70, 71).
In addition, Cuesta College engages in a comprehensive articulation process which includes extensive articulation agreements that validate the depth and rigor of courses acceptable in lieu of comparable courses at four-year institutions. Regular CSU/UC articulation reports validate transfer of courses with 17 CSU and nine UC campuses and numerous private California four-year institutions (Doc. 72, 73, 74).

The program planning and review process ensures systematic review of programs and courses within those programs for breadth, depth, rigor, sequencing, and completion. In addition to evaluation and assessment done by faculty within the program, data is provided by the Institutional Research and Assessment Department (IRA) regarding student success, retention, persistence rates, enrollment patterns, job placement, and transfer rates (Doc. 21).

Student progress is enhanced by the integrated student services resources that support instructional programs. The Disabled Student Programs and Services Department provides access to qualified disabled students. Extended Opportunity Programs and Services support academically disadvantaged students. Counseling tracks the academic coursework and progress of students via Student Educational Plans. Although this support is available to all students, it is only required for those students who are receiving financial aid or those who are in specific programs, such as reentry or athletics. In addition, the Tutoring Center provides tutoring and study groups by appointment, the math lab provides drop-in tutoring, and the physical sciences tutoring center provides drop-in tutoring in physics and chemistry.

In order to allow students to complete a course or certificate, complete course sequences have been offered occasionally even when there is low-enrollment or budgetary constraints (e.g., Electronic Technology, Computer and Office Applications). The establishment of a two-year academic calendar in Spring 2006 allowed for a regular rotation of low enrollment courses to be offered so that students can plan appropriately. “Time to completion” rates for degrees and certificates are tracked by the Institutional Research and Assessment Department (Doc. 55, 75).

**Self-Evaluation**

The college meets the substandard. Cuesta College offers a high quality, comprehensive curriculum of the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning even as we have faced budget challenges and changing enrollment patterns. Cuesta is proud of the academic rigor and high quality instruction characterizing all programs. The further integration of IRA data into faculty program planning and review is progressing. In order to track and provide current institutional research findings to committees, divisions, faculty, and staff for ongoing evaluation of various delivery modalities and planning purposes, the college is in the process of providing a more systematic way to disseminate information available from Institutional Research.

**Planning Agenda**

None.
Standard II.A.2.d
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Faculty at Cuesta recognize the diversity in student learning needs and styles, and faculty peer and management evaluation processes review the ways in which faculty address student learning styles and implement appropriate and effective teaching strategies/methods. The Peer Review Committee Evaluation Form (adopted Fall 2003) explicitly outlines the following criteria that faculty must meet: “demonstrates currency in teaching pedagogy,” “uses a variety of teaching methods,” “uses a variety of teaching strategies to respond to students’ diverse learning styles.” FLEX offerings at Cuesta College have covered topics such as pedagogy, learning styles, collaborative learning, and strategies for learning communities (Doc. 76, 77, 78).

Face-to-face classes are the most common mode of instruction at Cuesta; however, as technological innovations increase, so do the options for course delivery. Faculty, with district support, have increased the number of distance and distance/hybrid and alternate delivery class offerings, in order to accommodate the diverse needs of students (e.g., commuting, working, older adults, and single parents). In Fall 2007, 96 different distance/hybrid courses were offered compared to 63 different courses in November 2004. The Distance Learning Research Report (Nov. 2004) indicates that a majority of students take distance courses for convenience and increasing numbers of faculty are willing to teach distance or distance/hybrid (Doc. 79). The Distance Education Course Addendum approved March 2007 requires faculty to document how the objectives and outcomes from the course outline of record (COR) will be met through the distance delivery mode, and the Distance Education Preparation Review ensures faculty preparedness for teaching distance education (Doc. 31, 32).

Cuesta College recognizes, however, that not all delivery modes will work for all students. As a result, the college seeks to guide students to compatible courses. For example, as students review distance education courses, they will find the Distance Education Self-Assessment Survey, which allows the students to survey their learning style and its compatibility with the distance delivery mode (Doc. 80, 81). In addition, the Academic Support Department offers tailored assessment of student learning styles, learning strategies for a variety of courses (e.g. psychology, political science, math, English, and biology), and tutoring for selected topics. Academic Support and DSPS web pages provide additional resources for both faculty and students on teaching/learning strategies (Doc. 6). For several years, faculty also utilized grant funding to develop a variety of learning communities for at-risk students, pairing general education and basic skills courses. State budget cuts in pay-for-performance funding from the state have all but eliminated most of the college’s formal learning communities (Doc. 82).

Even within face-to-face classes, faculty are using a variety of active learning pedagogies, including collaborative learning, online discussions, audio tutorials, computer-assisted instruction, and televised classes via Polycom. The Academic Senate has encouraged faculty to include instructional methodologies in course syllabi; however, syllabi format is at the discretion of divisions and/or individual faculty. Nevertheless, all courses, regardless of modality or methodology, must adhere to the course outline of record (Doc. 24, 83). Curriculum templates for new course proposals, course revisions,
and distance education modality proposals include sections to indicate what content will be presented and what methods will be used (assignments and evaluation) to meet course objectives (Doc. 23, 83).

Credit and non-credit ESL programs use teaching strategies to meet the special learning needs of non- or limited-English speaking students, many of whom begin with minimal studying and learning skills. Since Fall 2006, faculty from both credit and non-credit ESL have attended professional development workshops on teaching strategies appropriate for adult ESL learners (Doc. 84).

**Self-Evaluation**
The college meets the substandard. Cuesta College classes are presented in a variety of modalities, and faculty use a variety of active learning pedagogies to help students achieve student learning outcomes. The faculty evaluation processes address the degree to which individual faculty address student learning styles and implement appropriate and effective teaching strategies/methods. The college and faculty will continue to meet the diverse needs of the students by staying current with new delivery modes and teaching methods and by using data provided by the Institutional Research and Assessment Department.

**Planning Agenda**
None.

**Standard II.A.2.e**
The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Descriptive Summary**
The on-going instructional program planning and review process contains annual and comprehensive components that involve an ongoing systematic review of the relevance, appropriateness, and achievement of learning outcomes within each program. Recent revisions to this process occurred under the leadership of the Academic Senate and in response to the 2002 Accreditation Self-Study and the subsequent ACCJC response. Components of the program planning and review process include documentation of program currency as well as reports of future program needs and plans. Departments also use program data from the Institutional Research and Assessment Department to assess student retention and success rates.

The supplemental annual review, which is documented on the Annual Program Planning Worksheet (Doc. 85), includes a review of program outcomes, anticipated scheduling changes, facility changes, assessment plans, program development and forecasting, staffing projections, budget requirements, and other programmatic projections. Additionally, the cyclical comprehensive review (every two years for career technical education, and every five years for transfer programs) includes all the elements of the annual review, with additional components that include the history of the program; program goals (as aligned with the Board of Trustees goals); data analysis of relevant data including enrollment, retention, success, FTES/FTEF and degree and certificate completions; and contributions and connections of program to the mission, vision, and
values of the college. In their program planning and review narrative, faculty identify revised student learning outcomes (SLOs) for each course, describing the assessments of SLOs and describing the connection of course SLOs to program SLOs. The program review process also includes a complete curriculum review that includes prerequisite, corequisite, and advisory validations (Doc. 2).

The annual and comprehensive review processes are key components that the college utilizes not only to assess achievement of learning outcomes and currency of programmatic offerings, but to ensure that program planning is clearly tied to the budget allocation process. This budget allocation process begins at the instructional unit level, via the unit plan. The unit planning templates utilize program planning and review justifications to create a context for allocation decisions. The unit plan must also reflect the Board of Trustees goals and mission. Unit plans then are utilized by each cluster and cluster dean as the foundation for the development of cluster plans. Cluster plans are then presented to the Planning and Budget Committee (PBC), along with a cluster planning worksheet and cluster goals. The PBC then relies on cluster plans to identify final college budget allocation and key components of the College Plan.

From 2005-2007, the Program Review Planning Task Force worked with the instructional units to provide technical assistance to assure that the program planning and review process was followed. Additionally, the academic deans and the Planning and Budget Committee worked jointly with the non-instructional units in order to create consistency of processes and templates across the college campus. Furthermore, the deans and the PBC also assisted with the non-instructional cluster planning processes. In Spring 2008, the Planning and Budget Committee revised both the unit and cluster planning processes to ensure consistency with program planning and review across all campus units, both instructional and non-instructional academic (Doc. 86, 87).

As revisions to the program review processes were occurring in the 2006-2007 academic year, the Planning and Budget Committee moved the program planning and review process to fall semester to ensure that program recommendations and needs can be then incorporated into the divisional unit and cluster budgetary plans, which are developed each spring (Doc. 58).

**Self-Evaluation**

The college meets this substandard. Courses and programs are systematically reviewed on regular cycles. As identified in the most recent ACCJC Progress Report (Doc. 19), the process by which programs are notified of budget allocations—and how funding or lack of funding impacts program currency, needs, student achievement, and program planning as identified in the subsequent program plan and reviews—previously needed further development. However, the Planning and Budget Committee (PBC) has recently refined the budget allocation process. Now, the Planning and Budget Committee has a clear and regular process for informing units and clusters about budget allocations, and the PBC now requires that all programs integrate the effects of budget allocations or lack of funding on programmatic issues into their subsequent program plans and reviews.

**Planning Agenda**

None.
Standard II: Student Learning Programs and Services

Standard II.A.2.f
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
Several processes drive the planning and evaluation for courses and programs. First, the Curriculum Committee has a standardized process to systematically evaluate program certificates and degrees. Both new and major revisions to certificate and degree programs must meet rigorous guidelines as regulated by Title 5 and other college standards of excellence. For degrees and certificate programs in career technical education (CTE), advisory committees review college offerings for certificates and degrees and check for currency and student achievement of stated learning outcomes. Curriculum changes to any course or program must be approved by the Curriculum Committee and then the Board of Trustees (BOT) at public BOT meetings. Additionally, all curriculum changes are published to the campus community via the Curriculum Committee webpage.

Ongoing systematic review also occurs during the program planning and review processes. All programs and departments, including Student Support and Administrative Services, conduct comprehensive program planning and review on a regular cycle. For the first time, in the 2006-07 academic year, the administrative units completed a comprehensive program plan and review. Program planning and reviews for Student Learning, Student Support, and Administrative Services are tracked by each of the respective vice presidents. All instructional programs use the same program planning and review template for consistent reporting formats. Student Support and Administrative Services use slightly different templates to accommodate the diversity in service programs (Doc. 88, 89). Currently, selected program planning and review documents are presented at various Board of Trustee meetings. However, a more comprehensive and systematic plan for the publication of program planning and review documents needs to be developed.

The college has established a uniform reporting procedure to track which courses and programs have current student learning outcomes. Additionally, the results of this procedure have been reported to ACCJC and presented to the Board of Trustees (Doc. 46). The process was created by the Vice President of Student Learning in response to the ACCJC Annual Update in Spring 2007. The development and assessment of SLOs is still a work in progress. All credit and non-credit programs have a means of tracking student success rates based on data provided by the Institutional Research and Assessment Department, but not all programs are at the assessment stage of the process. Nevertheless, the faculty continue to identify and incorporate student learning outcomes throughout the curriculum. The Academic Senate Student Learning Outcomes and Assessment Committee (SLOA), established in 2006, provides the Cuesta College academic community with information and training in the development and mapping of student learning outcomes for all programs and courses, and some members of the committee have provided help with the identification of useful and meaningful assessment methods.
Self-Evaluation
The college partially meets the substandard. Through the work of the divisions, Curriculum Committee, the SLOA Liaison, and SLOA Committee, and through revisions to the program planning and review templates, steady progress has been made in ongoing, systematic and integrated planning of student learning outcomes for certificates, degrees, and general education. However, further refinement and integration is needed in the development of SLOs and assessment methods. Additionally, the college needs a more systematic approach to the publication of SLOs and assessment results.

Planning Agenda
- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison.
- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning.
- The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates so that faculty can incorporate this data into program review and other assessment processes.

Standard II.A.2.g
If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
Few departments at Cuesta rely on standardized exams in order to exit courses or programs, but when programs do rely on exit exams or licensing exams, they ensure that such exams are validated. For example, students completing the general chemistry course are assessed with the American Chemical Society General Chemical Exam. For students finishing the nursing program, Cuesta College utilizes the National Council of State Boards of Nursing (NCSBN) program report to evaluate our students’ performance on NCLEX and identify areas for curriculum improvement, emphasis, or change (Doc. 90).

In addition, Cuesta College utilizes the Chancellor’s validated admission criteria including assessment testing for students entering the RN program. Currently, we are utilizing the Test of Essential Academic Skills (TEAS). This is a nationally validated assessment test. The chancellor’s validated admission criteria, including an established cut score on assessment testing, was designed to identify students’ readiness for success and eliminate disproportionate impact. Areas of academic weakness are identified in this process and utilized to develop a remediation plan for students at risk.

For programs and courses in the Engineering and Technology division, in most cases, the programs and courses are aligned with industrial certifications and professional licensing. The certifications and licensing processes require strict adherence to well-defined knowledge bases and testing materials that are reviewed and approved by industrial consortiums. The corresponding certification and licensing preparation materials provide examinations and testing guidelines that are recognized by industry to prove proficiency.
in both knowledge and practical skills. Using industry standard-based materials minimizes biases since all participants must adhere to the same testing standards.

Cuesta College does use some assessment exams for placement, and those tools also are regularly validated. The CSU/UC Mathematics Diagnostic Testing Project (MDTP) is used as the math assessment test in order to place students in the appropriate mathematics course. It is advisory only and is included with additional criteria, including the last high school math class and course content information. The English assessment test includes an objective portion that is the same at all California Community Colleges. Cuesta College also requires students to complete an essay that is graded by at least two (sometimes three) readers. English assessment results are reported as a reading score and a writing score. The most recent validation of the English as a Second Language (ESL) placement exam will be completed by Spring 2008 (Doc. 55).

**Self-Evaluation**
The college meets the substandard. Cuesta does not use many standardized program exams, but those used are validated internally or by external agencies.

**Planning Agenda**
None.

**Standard II.A.2.h**
The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**Descriptive Summary**
The College Catalog clearly states the criteria for evaluating student learning and awarding credit, and it reflects Board Policy, Administration Regulation, and Title 5 requirements (Doc. 91). The college course outlines of record (COR) clearly state objectives for each course, and the college awards credit based on student achievement of those stated objectives. Course outlines follow Title 5 regulations and reflect credit requirements. All course outlines of record are reviewed and approved by the Curriculum Committee, which is subject to Academic Senate oversight and Board of Trustees approval. The Curriculum Committee guarantees that generally accepted norms and equivalent in higher education are met. The relationship between the COR and syllabus is described in the Faculty Manual and reviewed during New Faculty Orientation. Course outlines are available on the Cuesta website through the “Find Classes” link (Doc. 3, 5, 23, 92). The faculty evaluation process ensures that faculty adhere to the course outline of record in their course syllabi and in their classroom instruction (Doc. 4).

Not only is the awarding of Cuesta College credit dependent upon the completion of the objectives in the course outline of record, but the outlines also reflect external agency guidelines for career technical courses and programs. In addition, articulation of transfer courses is based on the objectives, topics, and scope of the course outline of record. As such, the awarding of college credit is—and must be—based on completion of the objectives in the course outline of record.
At Cuesta, COR objectives are aligned with, but not identical to, student learning outcomes. Student learning outcomes are living, working statements that are still being identified as faculty begin to assess achievement of those outcomes and use results for improvement; consequently, at Cuesta, SLOs are not required to be included in the course outline of record, a policy which is consistent with the suggestions of the statewide Academic Senate. Currently, identified program and course student learning outcomes are kept on file in each department office.

**Self-Evaluation**
The college meets the substandard. The college catalog and the COR clearly state the criteria for evaluating student learning and awarding credit, and they reflect Board Policy and Administration Regulation. The criteria are consistent with current Title 5 regulations and generally accepted norms and standards within each discipline. Where student learning outcomes have been identified, the COR is aligned with those outcomes.

**Planning Agenda**
None.

**Standard II.A.2.i**
The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

**Descriptive Summary**
The Cuesta College Catalog lists the detailed requirements for all degrees and certificates at the college and these details are derived from Board policy (Doc. 93). Requirements for degrees and certificates are clearly stated, and students must complete all of the course requirements (or their equivalency) for a particular program with a C or better in order to be awarded the respective degree or certificate. The course requirements for each certificate or degree are reflected in the course outline of record, and these courses, as a group, contribute collectively to the achievement of the requirements for degrees and certificates (see also II.A.2.h).

Cuesta College is still in the process of discussing how best to integrate and map newly identified stated program learning outcomes—which are continually being modified—with our previously established certificate and degree requirements and course outlines of record objectives. Dialogue about these SLOs and their integration has led to productive discussion about how best to identify and assess student achievement of intended learning outcomes.

**Self-Evaluation**
The college partially meets the substandard. The college has clearly stated, rigorous requirements that students must complete before being awarded degrees and certificates. Completion of each requirement is based on achievement of all courses required for the degree or certificate, which includes the completion of the objectives in the official course outline of record of each course. However, the college is still discussing how best to integrate and connect program student learning outcomes with previously established degree and certificate requirements that have been carefully planned to meet general academic and industry standards.
Planning Agenda

- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison.
- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning.
- The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates, so that faculty can incorporate this data into program review and other assessment processes.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

All Associate of Arts and Associate of Science Degree programs must include Cuesta’s agreed-upon general education (GE) component. The Curriculum Handbook provides information on the philosophy, purpose, and criteria for general education courses that reflects the depth, breadth, and rigor of life-long learning, and the Cuesta philosophy is consistent with Title 5 guidelines. General education coursework is required in six different areas: physical and life sciences, social and behavioral studies, arts and humanities, communication in English, analytical thinking, and American institutions. In addition to general education coursework, students completing an associate’s degree are required to complete a health education graduation requirement and a diversity requirement.

In order to propose a course for the GE pattern, faculty must submit a proposed course outline of record (COR) to the Curriculum Committee, which is a subcommittee of the Academic Senate. The Curriculum Committee then scrutinizes the course outlines to ensure that all criteria in the stated GE area are satisfied and that each submission is in accordance with Title 5, Section 55002. After approval from the Curriculum Committee, the Curriculum Committee Chairperson presents the courses to the Board of Trustees for review and approval (Doc. 5, 6, 23, 94, 95).

In Spring 2007, the Student Learning Outcomes and Assessment Liaison used the general education rubrics to identify student learning outcomes for the GE program, and these outcomes were approved by the Curriculum Committee in September 2007. In Spring 2008, the Curriculum Subcommittee on General Education supplemented these area-specific outcomes with other outcomes that apply broadly to all courses within the GE pattern. The GE rubric is published in the class schedule each semester and summer session (Doc. 6, 96).
Standard II: Student Learning Programs and Services

Self-Evaluation
The college meets the substandard. The college requires all Associate of Arts and Associate of Science Degree programs to have a component of general education. The Curriculum Handbook maintained by the faculty provides information on the philosophy, purpose, and criteria for general education course work that reflects depth, breadth, and rigor of life-long learning. The process of developing or revising specific content for traditional general education courses takes place among faculty members, colleagues, and departmental curriculum representatives, and all courses go through a rigorous review by the Curriculum Committee.

Planning Agenda
None.

Standard II.A.3.a
General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
Cuesta College's general education component has clearly stated comprehensive learning outcomes, and all Associate of Arts (AA) and Associate of Science (AS) degrees require general education coursework. General education breadth covers all the major areas of knowledge—including physical and life sciences, social and behavioral studies, and arts and humanities. In addition, students who complete any general education course must be able to “identify, explain, and analyze the core concepts and methods of the major discipline in which the course is included” (Doc. 43, 44). Cuesta rigorously reviews all courses proposed for general education (see II.A.3), and the Cuesta College Catalog clearly states the general education requirements for the Associate in Science and the Associate in Arts degrees. (Doc. 5, 6, 23).

Self-Evaluation
The college meets the substandard.

Planning Agenda
None.
Standard II.A.3.b

General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

General education courses that promote life-long learning skills are included in all of the general education areas and requirements, and Cuesta’s motto in recent years has been, “Cuesta College—Where life-long learning happens.” In addition, the Cuesta College mission statement claims that all courses and programs should prepare students to “participate effectively in their local communities, and live responsible and rewarding lives” (Doc. 1).

Cuesta’s “Communications in English” category includes outcomes related to oral and written communication. In this category is English 1A, which includes an information competency and research component that has been developed jointly by librarians and English faculty. This component requires competency with electronic resources as well as print materials, so it includes some computer competencies. As of Fall 2009, all students earning an associate’s degree will be required to take English 1A for degree completion (Doc. 97).

Outcomes related to scientific reasoning, quantitative reasoning, and logical thinking are primarily included in the physical and life sciences category and in the analytical thinking category (Doc. 23, 43). However, all credit courses must contain a critical thinking component (as per Title 5), and all courses inherently consider various ways of gaining knowledge (Doc. 98).

Self-Evaluation

The college meets the substandard.

Planning Agenda

None.
Standard II.A.3.c
General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
Part of Cuesta College’s mission is to “produce students who can succeed in a diverse and rapidly changing society, participate effectively in their local communities, and live responsible and rewarding lives” (Doc. 1). In addition, one of the outcomes for the general education (GE) pattern is that students who complete the pattern will be able to “lead enriched lives in our multicultural society” (Doc. 43). Accordingly, all Cuesta students must complete a course that meets the Diversity Requirement, upon which completion, students will be able to:

- Identify, assess, and challenge biased assumptions and behaviors of individuals and societal institutions;
- Analyze inter-group relations within categories of identity, such as race, ethnicity, gender, religion, sexual orientation, class, ability, nationality, or age; and
- Examine struggles of non-dominant groups for power, justice, and access to resources (Doc. 23, 41).

In addition, student learning outcomes related to ethics, social responsibility, and aesthetic sensitivity are included in Cuesta’s general education pattern. For example, one of the outcomes for “Communications in English” is that students be able to “demonstrate an ethical use of various rhetorical techniques in their written or oral work.” The GE pattern also includes outcomes about society and history, indicating that students will be able to “analyze and critically assess ideas about the individual, social group, institutions, and society, as well as their interrelationships, structure, and function” and that they will be able to “analyze historical causes and effects.” In addition, regarding an aesthetic sensibility, when students complete an Arts and Humanities course, they will be able to “recognize the value of the great works of the human imagination in a broad context and understand their contribution to human culture. They will be able to analyze and appraise cultural/artistic achievements in verbal and/or non-verbal forms” (Doc. 23, 43).

Students earning an associate’s degree also are required to complete the health education requirement that has three student learning outcomes, including the outcome that students “will demonstrate a capacity to make relevant choices applicable to their genetic, environmental, and health risk factors that optimize mind, body, and spiritual health over a lifetime.” Along with the health requirement, students must meet the diversity requirement (see above), and the American institutions requirement.

These requirements for graduation individually and collectively enhance and provide students with opportunities to acquire the knowledge and skills to appreciate ethical decision making, respect cultural differences, value historical and aesthetic perspectives,
and demonstrate the willingness to participate in civic, political, and community responsibilities. The published outcomes for each of these areas are included in the College Catalog, the Class Schedule, PAWS, and the Curriculum Handbook (Doc. 5, 6, 23, 99).

**Self-Evaluation**

The college meets the substandard. Faculty have been proactive via the Curriculum Committee to evaluate and update general education and other graduation requirements to reflect current regulatory guidelines and prepare students for changing career opportunities and the diverse dynamics in our community and the larger society. The Curriculum Committee has active subcommittees that review and forward recommendations to the entire committee about all new and existing course revisions that propose to meet the health education requirement, the diversity requirement, and general education area-specific coursework.

**Planning Agenda**

None.
Standard II: Student Learning Programs and Services

Standard II.A.4
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
A student may graduate from Cuesta College with an Associate in Arts (A.A.) or an Associate in Sciences (A.S.) by satisfying the requirements established by the Board of Governors of the Community Colleges, the Board of Trustees of the San Luis Obispo County Community College District, and the faculty (Doc. 93). As of 2007-2008, the college offered two degree options: the traditional associate’s degree and the associate’s degrees in General Studies (or Transfer Studies), both of which are clearly outlined in the print and Internet versions of the college catalog. In addition to general education courses and other degree requirements, the traditional associate’s degree requires a minimum of 18 units of coursework that must be completed in one area of focused study or in an interdisciplinary core. For the General Studies degree, rather than requiring one area of focused study or interdisciplinary core, the college requires students to complete the California State University General Education requirements, in addition to three units of coursework that is approved to meet the diversity requirement for graduation, the health education requirement for graduation, and American institutions coursework.

In order to comply with Title 5, Cuesta is eliminating its General Studies/Transfer Studies degree options. Instead, students will be able to earn associate’s degrees within a particular discipline (as listed in the College Catalog) or within an area of emphasis, such as math and science, arts and humanities, business, and social and behavioral sciences (Doc. 100).

Self-Evaluation
The college meets the substandard. The college’s associate degree requires a minimum of 18 units of coursework that must be completed in one area of focused study or interdisciplinary core.

Planning Agenda
None.
Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Each career technical education (CTE) program prepares students for external licensing or certifications that are required by the applicable licensing agency. Completion statistics are compiled during the program planning and review process, and the Workforce and Economic Development Dean and other administrators ensure compliance with required licensing through the program planning and review process. The college does not have a systematic, college-wide mechanism for measuring student job placement; however, some divisions, such as nursing, compile their own statistics. The revised program planning and review process for occupational programs includes a component to address this issue. Program and course statistics produced by the Institutional Research and Assessment Department also include data about student enrollment, success, and completion rates. In addition, exit surveys have been incorporated into some CTE programs to acquire placement information (Doc. 101).

Program planning and review of CTE programs is conducted on a two-year cycle. Faculty within CTE programs measure outcomes with performance-based assessments, laboratory assessments, internships, and project generation. Some programs, such as nursing and hospitality, measure outcomes based on student performance on professional exams (Doc. 90, 102). The Faculty Manual and Board Policy 5101 provide expectations that course outlines of record will include assignments and evaluation measures that assure the stated course outcomes are aligned with licensing or certification examinations and requirements (Doc. 3).

New programs require rigorous review of labor market research, input from advisory committees, and approval from the college’s Shared Governance Committee (Doc. 90, 103). Additionally, all Career Technical Education programs must meet the Regional Consortium of Deans’ approval before being sent to the Chancellor’s Office for final program approval. The development of CTE programs is a data-driven process that is reliant on current community workforce demand, marketability, and sustainability.

Cuesta College offers numerous CTE programs, such as Auto/Auto Body, Computer Application/Office Administration, Computer Networking, Construction Management, Registered Nursing, Para Medicine, Certified Nursing Assistant (CNA), EMT-Basic, and Welding. In addition, since the last accreditation process, Cuesta College has expanded CTE programs to include a Hospitality Program, Paralegal Studies, Licensed Vocational Nursing, and a Paramedic Program, thereby providing even more opportunities to meet students’ needs. Regional Workforce/Economic Development and Vocational Deans meet monthly in Ventura to disseminate and review new CTE program materials. This provides an opportunity for consistent application of standards and a reduction of program duplication within a close geographical radius.
Self-Evaluation
The college meets this substandard. Given the reliance on community demand, marketability, and sustainability in the career technical education program development process, students are assured that completing such degrees and certificates meet technical and professional employment competencies. Additionally, the input from CTE advisory committees ensures that students are prepared for external licensure and certification.

Planning Agenda
None.

Standard II.A.6
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary
Accurate, accessible, up-to-date information concerning instructional programs is important for the understanding of degree, certificate, and transfer requirements. This information is communicated to prospective and current students and the public through a variety of methods and media including the college catalog, class schedules, the college website, and other publications (Doc. 5, 6). In addition, students gain information through orientation programs, meetings with counselors, and via the Transfer Center. Students, with guidance from counselors, are also encouraged to utilize the Articulation System Simulating Inter-institutional Student Transfer (ASSIST.org), the CSU Mentor, and UC Pathways web sites to evaluate potential transferability and course equivalency. The college catalog and other publications also delineate Cuesta’s general education pattern for degree completion and for transfer. The Cuesta College Catalog is produced under supervision of the Vice President of Student Learning and is updated and reprinted annually. It is available in print, as a CD-ROM, and via the Internet (Doc. 5, 6, 104, 105).

Counselors assist students in preparing course sequences that will lead to attainment of their program objectives. Cuesta College focuses on compatibility and articulation with similar programs at four-year institutions. Cuesta faculty have been working on the development of degree and certificate program outcomes that outline appropriate and measurable course content, knowledge, and skills. Progress towards development and assessment of SLOs is documented in each department’s regular program review (Doc. 2, 85). In addition, all courses have clearly stated objectives in the course outline of record (COR). Furthermore, student learning outcomes are clearly stated for the general education pattern required for all degree courses (Doc. 23, 43).

The Academic Senate encourages faculty to use course syllabi to describe instructional methods, assignments, and outcomes and to embody the course outline of record in a practical form. In essence, the syllabus provides a contract between students and instructors. Guidelines for faculty syllabi are found in the Faculty Manual and in Board
Policy 5101 (Doc. 3). Representative faculty syllabi are kept on file in each division office.

**Self-Evaluation**
The college meets the substandard. The college assures that it distributes clear, accurate, up-to-date information concerning instructional programs. This information is communicated to current students, prospective students, and the public through a variety of sources, including catalogs, schedules, websites, the Transfer Center, counselors, and in orientation programs. Guidelines for syllabi are found in the Faculty Manual and in Board Policy 5101.

**Planning Agenda**
None.
Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Cuesta College states its transfer policies in the annual college catalog and in class schedules. Students are encouraged to make appointments with counselors for the most up-to-date information on transfer policies and agreements. In addition, with guidance from counselors, students are encouraged to utilize ASSIST.org, the CSU Mentor, and UC Pathways web sites to evaluate potential transferability and course equivalency. The college catalog and other publications also delineate Cuesta’s general education pattern for degree completion and for transfer. The college catalog is produced under supervision of the Vice President of Student Learning and is updated and reprinted annually. It is available in print, as a CD-ROM, and via the Internet (Doc. 5, 6, 104, 105).

Information is also disseminated through various types of orientation, which include outreach to local high schools and the Great Start program, which includes assessment, in-person orientation, and priority registration. In-person orientation occurs periodically throughout the year. In addition, the Orientation Welcome Booklet is distributed both in-person and through web registration; it includes transfer comparisons and admission requirements. Online orientation includes interaction with counselors and use of the orientation worksheets (Doc. 107, 108, 109).

For coursework to transfer to Cuesta, it must be completed at a Council of Postsecondary Accreditation (COPA) accredited college. To request transferability, a student must submit official transcripts to the Admissions and Records Office and initiate a request for evaluation; then, in order to have their transcripts reviewed, students make an appointment with a counselor. Official transcripts submitted to Admissions and Records are scanned into the system and are then available to the appropriate campus departments including the Counseling Office. Unofficial transcripts may be used by a counselor for prerequisite review. To determine whether or not a course is equivalent to a Cuesta course, the college compares stated learning outcomes and other course materials from the proposed course. If UC/CSU courses are being evaluated, counselors use ASSIST.org to determine transfer and pass-along credit to UC/CSU and other California community colleges (Doc. 110, 111).

Articulation agreements are extensive, frequently updated, and established wherever patterns between institutions are identified. These are available to students through the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST). To establish articulation, the college submits education courses for UC-IGETC or CSU-GE approval, and courses in a particular subject area are submitted to each UC/CSU campus for major prep articulation. After courses are accepted, the UC/CSU articulation officer enters the agreement onto ASSIST.org. Regular review of articulated courses occurs in the program planning and review process, and proposals for new transfer courses or transfer course revisions must be signed by the articulation officer (Doc. 2, 72, 73, 98).
Extensive articulation agreements assure the transferability of Cuesta courses with 17 CSU campuses, nine UC campuses, and numerous private California four-year institutions. Regular CSU/UC articulation reports validate transfer of courses. The Cuesta College Curriculum Summary is sent annually to all UC and CSU campuses by the Articulation Officer. The Cuesta College Transfer Center provides transfer information and resources, including current catalogs to the UCs, CSUs, and California Community Colleges, as well as catalogs for out-of-state and public and private colleges. The staff in the Transfer Center is available to help students apply to four-year institutions using CSU Mentor and the UC Pathways web sites. In addition, the center hosts an annual Transfer Day when representatives from four-year colleges visit the San Luis Obispo campus (Doc. 5, 6, 110, 111).

Self-Evaluation
The college meets the substandard. Cuesta College’s catalog and class schedule fully state its transfer policies. In addition, transfer policies are communicated to students through orientation, counseling, online resources, and the Transfer Center. Articulation agreements are clearly established, published, and updated regularly.

Planning Agenda
None.

Standard II.A.6.b
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
When a program is eliminated or there are significant changes in course requirements, arrangements are often made for students in affected programs to complete required coursework. However, a standardized, systematic process for the elimination or implementation of significant changes to program requirements, by which students are assured completion of educational needs in a timely manner, is not clearly defined. For example, when the Robotics program was being significantly changed, the college ensured that students could complete required coursework for degree and/or certificate award. However, in 2006-2007, when the Student Life and Leadership (SLL) certificate program was interrupted and courses were reduced because of a faculty shortage, no contingency plan was created to assist students with completion of the SLL certificate.

When there is appropriate planning, the college communicates via program faculty and counseling staff that there are pending changes to the programmatic coursework. This occurs in a timely manner so that students can make appropriate arrangements for their course of study. Additionally, via the program dean and the Vice President of Student Learning, the college reviews course enrollments and retains low enrolled classes in specific waning programs to allow students to matriculate.
Self-Evaluation
The college partially meets the substandard. When programs have been changed or eliminated, the college has made arrangements to assist students with their matriculation through those programs. However, the college currently does not have an agreed-upon standard process for such circumstances.

Planning Agenda
• In collaboration with the Shared Governance Council and Academic Senate, the Board of Trustees and the administration will develop a clear policy for program elimination and/or alteration.

Standard II.A.6.c
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
Accurate, accessible, up-to-date information concerning instructional programs is important for the understanding of degree, certificate, and transfer requirements. These are communicated to prospective and current students and the public through a variety of methods and media including catalogs, class schedules, websites, and other publications. Information about selected programs, such as financial aid and Disabled Student Programs and Services also are highlighted via targeted television commercials, community outreach, and print advertisements. In addition, the Cuesta College web site is a major means of communication and serves the primary vehicle for information dissemination to the public (Doc. 5, 6, 76, 122).

The class schedule is reviewed each semester and summer session, and the web site undergoes annual comprehensive review. In the past, the print document of the class schedule was mailed to all San Luis Obispo county residences and provided to 78 county locations for pick up. However, in order to cut costs, the college now sends notification cards to all residents, indicating that the class schedule is available online. The Internet version of the class schedule contains links to each course outline of record (COR) and is updated as curriculum-approved revisions are made to course outlines of record (Doc. 5, 6). In addition, a college newsletter is produced by the Institutional Advancement, and the college brochure is reviewed annually and is available in English, Spanish, and English/Spanish versions (Doc. 5, 76, 112, 113).

The Cuesta College Catalog is produced under supervision of the Vice President of Student Learning, and all instructional and non-instructional content in the college catalog is reviewed and updated annually. It is available in print, as a CD-ROM, and online. A free CD-ROM is available at San Luis Obispo county libraries and at Cuesta bookstores.

The 2007 Employee Opinion Survey asked employees whether or not “The college adequately publishes its activities” (Doc. 57). The overall importance of this statement
was rated 4.37 and agreement was rated 3.95, for a gap of 0.44. This relatively high importance and agreement indicates satisfaction with campus publications by employee groups. In addition, the 2006 Noel-Levitz Student Satisfaction Inventory measured student perception of the statements, “Policies and procedures regarding registration and course selection are clear and well-publicized,” and “I believe courses are adequately explained in the published schedule of classes.” The results show increasing importance and satisfaction in November 2006 (compared to 2002) and a significant decrease in the gap between importance and satisfaction (Doc. 57, 68, 114).

Self Evaluation
The college meets the substandard. The college continues regularly update and improve all forms of communication to prospective students, current students, and the community.

Planning Agenda
None.

Standard II.A.7
In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
The Board of Trustees determines general policies that govern the operation of the college, including those that address the hiring of academic personnel, the evaluation of instructional programs, the support of faculty professional development, and the adoption of instructional programs. Professional standards for faculty are published as Board policy and are listed in the Faculty Manual (Doc. 3, 115). Board policies are made available to the public via the college website, and the Faculty Manual is provided in hard copy to all new faculty during faculty orientation and is available on the Internet as a link from the Instructional Services webpage (Doc. 3, 116, 117).

Campus policies regarding academic freedom are clearly published in several locations, including the College Catalog and the Faculty Manual. Section II of the Cuesta College Faculty Manual states, “The Board of Trustees recognizes its responsibility to provide and protect the academic freedom of the certificated employees of the district. Academic freedom refers to the right of each instructor to an objective, frank, and open discussion on campus of all the various viewpoints of an issue within the broad scope of the teacher's instructional responsibilities.” The full text regarding academic freedom can be found in Article III of the CCFT Collective Bargaining Agreement (Doc. 118).

Student conduct and academic honesty policies are developed collaboratively between ASCC, faculty, Instructional Services, and the Board of Trustees. All policies are published in the catalog and on the Cuesta website (Doc. 3, 119).

The Cuesta College Board of Trustees recently directed the college administration to review and update all Board policies. However, the recent turnover in key administrative
positions, along with protracted interim administrative assignments, has made it difficult for the college to complete its plan to clarify and update policies. A new Superintendent/President joined the college in March 2008, and, as of Spring 2008, hiring committees for the Vice President of Student Learning and the Vice President of Student Services are in progress. The college will continue to update and clarify Board policy (Doc. 120, 121).

Cuesta College makes its commitments and worldviews clear in its mission statement and in its vision and values statements, all of which are available in multiple publications and on the Cuesta College website through the links “About the District” and “From the President” (Doc. 122).

**Self-Evaluation**
The college meets the substandard. The college publishes its board-adopted polices on academic freedom and responsibility and student academic honesty. Cuesta also publishes its mission, vision, and values statements, which indicate the college’s commitment to students, lifelong learning, and the academic integrity of the teaching-learning process.

**Planning Agenda**
None.

**Standard II.A.7.a**
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Descriptive Summary**
The academic freedom policy is clearly stated in Article III of the CCFT Collective Bargaining Agreement to ensure that academic freedom is protected. This policy indicates that faculty must ensure that they present data and information fairly and objectively. As the CBA states, in “discussion with students, research, or publication,” faculty must attempt “to be accurate and objective and the unit member must show respect for the opinions of others” (Doc. 118). The faculty evaluation process includes components related to these principles of fairness and objectivity. Specifically, the faculty peer evaluation requires that evaluators indicate whether or not the individual faculty member, “provides alternative approaches or different points of view objectively,” “provides different theories and their implications,” and “is fair and impartial in grading students’ work” (Doc. 4). In addition, students rate each faculty member on whether or not he or she “treats students respectfully and responds appropriately to student concerns, questions, and/or behavior” (Doc. 123).

**Self-Evaluation**
The college meets the substandard. Policies of academic freedom indicate the importance of faculty objectivity, and evaluation tools include criteria related to objectivity and fairness.

**Planning Agenda**
None.
Standard II.A.7.b
The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary
The Cuesta College 2007-2008 catalog, in the District Policies and Regulations section, provides a thorough description of the academic honesty policy under the section titled Student Conduct. It is further defined in the Standard of Conduct policy. These policies include eight examples of academic dishonesty and the disciplinary procedures for academic dishonesty. The Student Discipline policy gives information regarding the appeals process. Information is provided to faculty and students regarding the Cuesta College student academic honesty policy, and the policy is readily available in the print and web versions of the college catalog and in the class schedule; it is also available on the Board policy website (Doc. 5, 6, 119). In addition, many faculty provide academic dishonesty information in their course syllabi, making students aware of Cuesta’s commitment to academic honesty and integrity.

Cuesta College also subscribes to Turnitin.com, a program that allows students or instructors to upload papers that are then reviewed for “originality.” Subscribing to this program not only allows instructors to review for plagiarism, but it indicates the college’s commitment to academic honesty. The attributes of the program also allow students to check their own work to ensure that they are meeting standards of academic integrity.

Self-Evaluation
The college meets the substandard.

Planning Agenda
None.

Standard II.A.7.c
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
The Cuesta College community strives to promote an appreciation for differing viewpoints and a respect for human beings among and between all constituent groups. To this end, Cuesta College publishes a values statement that demonstrates Cuesta’s commitment to excellence, integrity, diversity, responsiveness, caring, and collaboration (Doc. 1). Cuesta encourages the entire campus community to adhere to these values.

All faculty are expected to adhere to certain standards of professional conduct. Standards of professional conduct for faculty are clearly stated in the Faculty Manual and in Board Policy 3006 (Doc. 3, 115). All staff are expected to maintain professional use of technology. The Computer Technology and Communications Resources Use Policy for faculty and staff (Doc. 124) identifies prohibited uses of technology, user responsibilities, and manager responsibilities, including provisions indicating that staff should not expect computer privacy and that the college will investigate violations.
In addition, some disciplines adhere to regulatory Codes of Conduct for faculty and students (e.g., nursing, athletics, student life and leadership), and printed reference materials are provided to all those subject to these specific codes of conduct in advance of participation in the program or activities (Doc. 125, 126, 127, 128, 129, 130).

All students must adhere to the Student Code of Conduct and Standard of Conduct policies, which are listed in the college catalog and on the Board of Trustees website (Doc. 119).

**Self-Evaluation**
The college meets the substandard.

**Planning Agenda**
None.
Sources for Standard II.A

Doc. 1  Mission, Vision, Values Statements
Doc. 2  Program Planning and Review Templates
Doc. 3  Board Policy 5101
Doc. 4  Faculty Evaluation Forms
Doc. 5  College Catalog
Doc. 6  Class Schedule
Doc. 7  Student Characteristics Report
Doc. 8  VTEA Student Surveys
Doc. 9  Student Enrollment Reports
Doc. 10  Documentation of Transfer Rates
Doc. 11  List of Degrees and Certificates
Doc. 12  Community Programs Brochure
Doc. 13  Community Programs Website
Doc. 14  SAGE Committee minutes
Doc. 15  Compiled County-wide Survey Results
Doc. 16  Focus group/advisory group Minutes
Doc. 17  CB-ESL Stats 2003-2007
Doc. 18  Sample Program Reviews
Doc. 19  May 2007 ACCJC Annual SLO Report Summary
Doc. 20  IEO report 2005-2006
Doc. 21  ARCC reports
Doc. 22  Curriculum Committee Annual Report
Doc. 23  Curriculum Handbook
Doc. 24  Academic Senate minutes 2004
Doc. 25  Distance Education Tracking Log
Doc. 26  Nov 04 2007 DE report to BOT
Doc. 27  Senate minutes 2005-2006
Doc. 28  Joint Senate/Union DE Task Force Recommendations draft # 5, 01 May 2006
Doc. 29  Academic Senate minutes 28 April 2006
Doc. 30  Curriculum Committee minutes 2 March 2007
Doc. 31  Distance Education Course Addendum
Doc. 32  Distance Education Course Preparation Review
Doc. 33  Distance Education Course Welcome Letters
Doc. 34  Casual Chat Notes
Doc. 35  Math Food for Thought
Doc. 36  Academic Senate Minutes, March 22, 2002
Doc. 37  Cuesta College Senate Paper on Outcomes and Assessment
Doc. 38  Best Practices Paper on Outcomes and Assessment
Doc. 39  Academic Senate Minutes October 2006
Doc. 40  Interview with Susan Dressler
Doc. 41  Diversity Requirement Outcomes
Doc. 42  General Education Rubric
Doc. 43  General Education Outcomes
Doc. 44  Curriculum Committee Minutes
Doc. 45  Program Outcomes/Assessment Tracking Form
Doc. 46  Spring 2007 ACCJC Report on Student Learning Outcomes and Assessment
Doc. 47  SLOA Liaison Job Description
Doc. 48  SLOA Liaison End-of-Year Report 2006-2007
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Doc. 49  Student Learning Outcomes Workbook, May 2007, page 4
Doc. 50  “Working with Student Learning Outcomes” PowerPoint Presentation
Doc. 51  Free Lunch Workshop for Writing SLOs Handouts
Doc. 52  PE/WED Clusters Workshop Outline
Doc. 53  PE/Athletics Retreat notes 15 August 2007
Doc. 54  Interview with Brent Lamon
Doc. 55  Institutional Research and Assessment Department Website
Doc. 56  Email verification 19 Feb Merzon/Green
Doc. 57  2007 Cuesta College Employee Opinion Survey
Doc. 58  Cuesta College Program Planning and Review Cycle
Doc. 59  Assessment Tool for Effective Practices in Basic Skills at Cuesta College
Doc. 60  Shared Governance Council 2004 Minutes
Doc. 61  Curriculum Forms
Doc. 62  Shared Governance Council minutes
Doc. 63  Board Policies 5030, 5031, 5035, and 5040
Doc. 64  2006-2007 Vocational Education Advisory Committee minutes
Doc. 65  TOPS PRO End Database Report
Doc. 66  Tenure Review Process, Board Policy 3095
Doc. 67  CCFT Collective Bargaining Agreement, Article 7
Doc. 68  2006 Noel-Levitz Student Satisfaction Survey
Doc. 69  Chancellor’s Office Curriculum Standards Handbook
Doc. 70  Curriculum Website http://academic.cuesta.edu/curriculum
Doc. 71  Curriculum Validation and Supplement form
Doc. 72  Articulation Agreements CSUs
Doc. 73  Articulation Agreements UCs
Doc. 74  Articulation Agreements Private Institutions
Doc. 75  Two-Year Calendar
Doc. 76  MyCuesta Website, http://www.mycuesta.edu
Doc. 77  Faculty Retreat 2003
Doc. 78  FLEX offerings under Faculty Resource Menu
Doc. 79  Distance Learning Research Report
Doc. 80  Cuesta Distance Education Webpage
Doc. 81  Distance Education Self-Assessment Survey
Doc. 82  Learning Community Web pages and guidelines
Doc. 83  Board Policy 5102
Doc. 84  CALPRO Workshops rosters
Doc. 85  Annual Program Planning Worksheet
Doc. 86  Unit Planning Template
Doc. 87  Program Review Planning Task Force Guidelines
Doc. 88  Four samples of program reviews
Doc. 89  Student Support & Administrative Services Program Planning and Review Templates
Doc. 90  National Council of State Boards of Nursing Program Report
Doc. 91  Board Policy—Educational Program 5000
Doc. 92  New Faculty Orientation Agenda
Doc. 93  Board Policy 5140, 5146
Doc. 94  Curriculum Minutes 2007
Doc. 95  Board of Trustee minutes 2007
Doc. 96  Curriculum Committee Minutes September 2007 and May 2008
Doc. 97  Library Research Workbook
Doc. 98  Course Outline Template
Doc. 99  PAWS
Doc. 100 Curriculum Committee Minutes April and May 2008
Doc. 101 Exit Surveys Vocational Education Programs
Doc. 102 Hospitality Program Proposal
Doc. 103 Licensed Vocational Nursing Program Proposals
Doc. 104 Transfer Center publications
Doc. 105 Student Orientation Agenda
Doc. 106 Counseling Center Publications
Doc. 107 Orientation Welcome Booklet
Doc. 108 Orientation Worksheets
Doc. 109 Online Orientation Web Site
Doc. 110 Policy Statement form for State and Private College Transcript Evaluations
Doc. 111 Official Evaluation of the CSU GE and UC IGETC forms
Doc. 112 College Newsletter
Doc. 113 Cuesta College Brochure
Doc. 114 Marketing and Communications Awards and Recognitions
Doc. 115 Board Policy 3006
Doc. 116 Board Policy Website
Doc. 117 Instructional Services Webpage
Doc. 118 CCFT Collective Bargaining Agreement, Article III
Doc. 119 Board Policy 6200
Doc. 120 Cuesta College President’s Homepage
Doc. 121 Cabinet Minutes/Board Policies Assignment
Doc. 122 Cuesta College Homepage
Doc. 123 Student Evaluation of Instructor Form
Doc. 124 Board Policy 2755
Doc. 125 ASCC Senate Conduct Bylaws
Doc. 126 California Community College Commission on Athletics 2006-2007
Doc. 127 Code of Conduct for Vocational Nursing
Doc. 128 Board Policy 6202
Doc. 129 National Student Nurses’ Association, Inc. Code of Academic and Clinical Conduct
Doc. 130 Code of Conduct for Paramedic Program
Doc. 131 Class Retention by Modality

http://academic.cuesta.edu/research/reports/successbymodality.xls
Standard II: Student Learning Programs and Services

Standard II.B: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Cuesta College strives to assure the quality of student support services in support of the college mission. Services are designed to help students succeed in college and therefore achieve their academic, transfer, workforce preparation, career advancement, and personal goals. Primarily, support services are provided by the many Cuesta College departments constituting Student Services and also through the Workforce and Economic Development programs. The directors of all programs have offices on the San Luis Obispo Campus and design their services, to the extent possible, to give support to students at all locations. For example, the North County Campus, whose long history dates to the 1960’s at Paso Robles High School and Templeton High, was initially established in 1998 and had as one of its goals, providing comprehensive support services. As early as the first year of the establishment of the dedicated facility (in 1998), there was a library, a bookstore, admissions and registration, health services, counseling, EOPS, DSPS, Financial Aid, ESL outreach, an open computer lab, public safety, and a children’s center. The South County Centers are in leased facilities and the support services are more limited; even so, services include admissions, registration, counseling, Financial Aid, ESL orientation, and accommodation for identified Disabled Students Programs and Services (DSPS) students. As a component of the program planning and review process for the North County Campus and South County Centers in 2006-2007, charts were updated to reflect which services are available for students. As reflected, support services for North County Campus students have expanded since 1998 (Doc. 1), and there is movement toward strengthening support for students at the South County Centers (Doc. 2).

Student web services have been a focus for Cuesta since 1998, when the campus adopted web registration (WEBReg), distance education, and support of a population that does their business on the web. The student portal, called PAWS (Personal Access to Web Services), provides students with secure access to their information seven days a week, 24 hours a day. WEBReg is available to students within PAWS seven days a week, including holidays, from 9:00 a.m. to 11:00 p.m. Currently, over 98% of Cuesta credit students register for their classes through PAWS WEBReg.
Student enrollment has grown considerably since the last accreditation visit, and the college is challenged with serving more students in multiple locations. The growth of the college is in great part due to the college establishing convenient opportunities for higher education in the northern and southern regions of San Luis Obispo County. Overall, college enrollment trends have shifted with this growth. Although there are more students than ever, those students are taking fewer units. In addition, the demographics are changing. For example, Hispanic enrollment at the college is growing (Doc. 3).

Between 2005 and 2006 the total enrollment at Cuesta College increased by 3.4%. This increase yielded the highest census headcount enrollment (11,150) in the history of Cuesta College. Despite the increase in headcount, the average weekly student contact hours (WSCH) per student remained stable at 11.44 in 2006 compared to 11.42 in 2005. This trend is illustrated further by the increased number of students enrolled in six or fewer units and the decline in the number of students enrolled in 12-15 units. Specifically, 37.2% of students in 2006 were enrolled in six or fewer units compared to 35.5% in 2005. Conversely, only 41.6% of students in 2006 were enrolled in 12 or more units compared to 43.1% in 2005 (Doc. 3). The increase in students enrolling in non-credit English as a Second Language (ESL) and Emeritus classes is part of the cause of these statistical changes.

Quality in programs is assured through multiple strategies including program planning and review, categorical program plans and review at the Chancellor’s Office level, the use of student surveys, review of research data, fiscal audits, program advisory committees (EOPS, DSPS, Cal Works), campus committees (re-entry, financial aid), professional growth in the form of in-service training, workshops and conferences, dialogue surrounding student learning outcomes for support services, and awareness of regular updates from the Chancellor’s Office.

Each department within the Student Services Division is committed to meeting the needs of each individual student at Cuesta College.

Financial Aid

The Financial Aid Office seeks to support educational access and success by disseminating information on educational funding sources to students and potential students and by facilitating the application and delivery process. The financial aid staff provides a variety of outreach activities to the community, serving as a resource for fielding concerns and issues within the district. They encourage development of teamwork, cooperation, and innovation as well as the pursuit of increased knowledge (Doc. 4).

The Financial Aid Office processes applications and monitors an array of federal, state, and local financial aid programs, including grants, loans, scholarships, and the work-study program. The Financial Aid Office also coordinates scholarships for Cuesta College which come from a number of funding sources, including the Cuesta Foundation, private donors, and local service organizations. The Financial Aid Office also coordinates an annual Scholarship Awards Recognition Reception to honor contributors and recipients for their philanthropic and academic achievements, connecting donors and students in true community spirit. In the 2005-06 Academic Year, the college provided scholarships to 464 students totaling $422,236 (Doc. 5). Previous years’ totals were as follows:
The Financial Aid Program participates in all the major federal and state financial aid programs. The numbers of students receiving aid and dollars awarded have increased since the last self-study (Doc. 5). Dollars awarded to students in round figures are listed below:

- 2001-02  6,414 students received $5,826,938
- 2005-06 7,075 students received $7,509,152

The Financial Aid Office staff of fourteen includes a full-time director, five financial aid technicians, two specialists, a technical support specialist, three clerks, and two hourly clerks. The Financial Aid Office has instituted several programs that have decreased the official cohort default rates for the Federal Family Education Loan Program (Stafford Student Loans) as noted below (Doc. 6, 7):

- 2005 4.1% 412 in repayment 17 in default
- 2004 4.8% 472 in repayment 23 in default
- 2003 4.9% 344 in repayment 17 in default
- 2002 7.4% 297 in repayment 22 in default
- 2001 5.0% 378 in repayment 19 in default

In 2003, the Cuesta College Financial Aid Office submitted a grant proposal to EdFund, a nonprofit public benefit corporation, and was selected as a recipient of an EdShare grant for a three-year period from 2003-2006 in the amount of $120,000. The grant was funded with the purpose of implementing a student debt management and financial literacy awareness project focusing on the following services: improved student contact during grace periods, financial literacy awareness workshops, interactive web-delivered financial literacy information, and enhanced credit card management information (Doc. 8).

The EdShare grant has enabled Cuesta College to continue the Student Debt Management and Financial Literacy Awareness Support project. The objectives from the original proposals that have been accomplished with this grant include: 1) increased financial aid services to student borrowers and expanding financial literacy awareness workshops to Cuesta College students, 2) targeting post-enrollment contacts with student debtors to decrease the potential default rate, and 3) creating an evaluation plan to determine the effectiveness of the activities and outcomes of the Student Debt Management and Financial Literacy Awareness Project. In addition, extensive entrance/exit loan counseling, online loan counseling, debt management resources, and financial literacy workshops help students accept the responsibility to repay loans and avoid excessive, cumulative loan borrowing.

Increased Board of Governors Fee Waiver (BOGW) applicants and the value of Pell Grant awards have risen over the past five years. Through the Financial Aid Office, 4,211 students utilized the BOGW program in 2005-2006 compared to 3,922 in 2003-2004 and 3,747 in 2002-2003. The actual dollar figure for units enrolled in 2005-2006 was $1,966,309 compared to $1,258,363 for 2003-2004 (Doc. 5).
For year-end 2001-2002, the Financial Aid office processed 1,551 Pell Grant awards in the amount of $3,111,492. While the count dropped slightly in 2005-2006 to 1,454, the dollar value of the award increased to $3,180,226 (Doc. 9).

Student support also reaches out to find potential students who could be served by Cuesta College. For the year 2006 alone, the Financial Aid Office conducted a total of 65 outreach workshops reaching over 2,292 participants (Doc. 10). Targeted audiences have included high school students/parents, currently enrolled Cuesta College students, re-entry students, foster youth, welfare recipients, and ESL populations. Most workshops are conducted primarily in English, but some targeted workshops are conducted in both English and Spanish.

**EOPS/CARE**

The EOPS/CARE programs serve qualifying students by providing a variety of opportunities and services. They include pre-admission assistance, counseling, advising, book voucher assistance, a textbook lending library, gas vouchers, meal vouchers, leadership opportunities, field trips to four-year colleges, transfer fee waivers, and other services as needed (Doc. 11). The EOPS/CARE program is primarily housed on the San Luis Obispo campus but also provides service to students on the North County Campus four days per week. EOPS does not provide ongoing service at the South County Centers, although referrals are made to the EOPS program through counseling and financial aid representatives. During the 2006-07 academic year, EOPS/CARE served 420 students. This total reflects 69 students served above our cap. Forty students received AA/AS degrees, 16 transferred, and 16 received certificates. Sixty-three students received academic scholarships (Doc. 12).

The EOPS staff includes a full-time director, a program assistant, five part-time counselors, an eligibility technician, a receptionist, a student worker, and a database specialist. The EOPS Office reports to the Vice President of Student Services. The staff of eleven serves on many committees and advisory boards for both the college and community. In addition, the EOPS/CARE staff attends the yearly statewide CCCEOPSA conference to stay current with program regulations and changes and also to network with peers in other programs.

The EOPS/CARE program hosts an annual End-of-the-Year Student Recognition Celebration in order to recognize all students receiving an A.A. or A.S. degree or a Certificate of Completion or Proficiency. The celebration also honors students with a 3.0, 3.5, or 4.0 GPA, transfer students, and students who have received other academic recognition. In addition to honoring students, the annual celebration recognizes faculty whom EOPS/CARE students have nominated as outstanding in their service to students. These faculty members are invited to participate and receive awards as part of the program.

The CARE program is part of the EOPS program and offers additional services to students receiving public assistance by coordinating with local social services agencies and by offering a weekly support group and several workshops. The program currently serves 50 students, all of whom are active with the CalWORKs program on campus (Doc. 13).
Student Life and Leadership

Student Life and Leadership (formerly Student Development) provides structured activities for student leadership, socialization, self-actualization, and enjoyment. The Leadership Division offers Certificates of Completion in Leadership Studies and Service Leadership. Ten courses, including peer counseling and student leadership, enhance students’ employability and teamwork and leadership skills. From the last visit in 2003 until December 2005, the Student Life and Leadership program continued to offer students two Certificate of Completion options—Leadership Studies and Service Leadership—and the courses required to achieve the certificates. In 2004, students expressed a renewed interest in the peer education classes, prompting the faculty coordinator of Student Life and Leadership to collaborate with other faculty members to form an informal learning community linking Leader 53 (Peer Counseling) and HEED 6 (Health Aspects of Drug Use). Additionally, the full Student Life and Leadership program at Cuesta College offered students a unique leadership experience by allowing them to serve on college committees such as Curriculum, Planning and Budget, the Board of Trustees, and the Academic Senate.

However, only two of the ten courses in the catalog have recently been offered because the department currently has only one part-time instructor (Doc. 14). In January 2006, the full-time faculty coordinator retired. This drastically reduced the number of leadership courses the program could offer students. In Spring and Fall of 2006, the Vice President of Student Services cancelled all leadership classes, including Leader 62, the required class for students to participate in student governance on campus according to the Associated Students of Cuesta College (ASCC) constitution and bylaws.

The remaining Student Life and Leadership part-time faculty, the full- and part-time staff, the Academic Senate, and the union leadership advocated for the replacement of the full-time faculty/coordinator position, and a transition plan was proposed to the Vice President of Student Services. However, outside of the shared governance process, the college hired a non-teaching coordinator in the summer of 2006 (who was not on the job until well into the Fall 2006 semester). This change made it difficult to recruit and retain students in leadership roles across campus and jeopardized the voice of students. Nevertheless, the ASCC president/student trustee did participate fully in the Superintendent/President Search Committee during the Fall 2007 semester.

As noted in the last survey, the Student Life and Leadership program “is to be commended for instituting an exemplary student leadership program with emphasis on volunteerism, community involvement, civic responsibility, and decision-making through the college’s governance process. The program provides opportunities for activities that enrich campus life for all students and staff and for funding ancillary services that meet student needs.” The new instructional and student services administrative staff will re-evaluate the need to fill the vacated full-time faculty position in order to fully restore the academic portion of the Student Life and Leadership program.

The Student Center offers student IDs, campus tours, an Associated Students of Cuesta College (ASCC) social club, a legal counseling clinic, and information for parents and prospective students. It also assists students in finding appropriate housing and coordinates with Career Connections to help students find local employment. The oversight of the new Cultural Center will also be provided by the Student Life and Leadership department. The staff consists of a full-time coordinator (10 months), one full-time division assistant (12 months), a ¾-time receptionist (11 months), and one part-
time instructor. The Student Life and Leadership staff also supervises the student
government association and all campus clubs and student organizations (Doc. 14).

Student Life and Leadership, EOPS/CARE, and the Financial Aid Department conduct
student surveys on their workshops and events, and they track student usage and success.
Student suggestions and feedback are valued and continually elicited in a variety of ways,
including student usage reports, observation, surveys, and event attendance statistics.
Program modifications are made based on student feedback.

Health Services
Health Services on the SLO campus relocated into the new Student Health Center in
March 2007. The new Student Health Center is in a central location on campus for easier
access. The facility design provides greater confidentiality for our students. We are able
to meet their needs in a more efficient manner. The Health Services Program provides
services and health programs which promote student achievement of academic and
personal success. Health Services assists students with health education information,
mental health counseling and awareness workshops, self-care programs, first aid
treatment, illness assessment, and referrals. Health Services assures quality through many
different means. All staff must adhere to the primary code of ethics including safety,
confidentiality, adequate documentation, and standard medical procedure. A yearly
review of nursing protocols and internal procedures has been established. These are
reviewed each year to ensure that they are current and within the scope of nursing
practice. Standing nursing orders are signed annually by the consulting physician. The
consulting physician also assists in case consultation for nursing care, assessment,
treatment, and medical chart reviews. The Health Services Program guidelines (Doc. 15)
are consistent with the California Code of Regulations (Title 5) 54702 and the Board of
Trustees Policy R06025, which was adopted in July 1998 (Doc. 16).

The Health Services staff includes one full-time faculty coordinator (registered nurse),
one full-time classified health assistant (position is job shared), one part-time clerical
position, one part-time temporary faculty nurse practitioner, one part-time temporary
faculty clinical psychologist or PsyD, one temporary hourly registered nurse, one
independent contractor physician consultant, and one independent contractor marriage
and family therapist (MFT) intern.

Health Services statistics are compiled yearly from the Student Health Center Uniform
Statistics Reporting Form. The number of student contacts on the San Luis Obispo
campus and North County center has significantly increased since the last Self-Study as
the following statistics show (Doc. 17):

- 2005-06 SLO – 18,131 NCC - 2,974
- 2004-05 SLO – 17,672 NCC – 1,439
- 2003-04 SLO – 14,360 NCC – 1,403
- 2002-03 SLO – 14,721 NCC – 1,377

A National College Health Assessment Survey was administered by Health Services in
the spring of 2005. The response of 27% (190 respondents) was higher than the national
average response rate of 25%. The information gleaned from this survey is used to plan
future college programs, allocate resources, identify strategies for intervention, and
identify risk factors associated with health, academic performance, and student success.
For instance, since stress was indicated as the number one factor affecting academic performance, a Stress 101 Workshop and lecture series was planned, implemented, and assessed during the 2006-07. Over 250 students participated in the stress lectures on both the North County Campus and at the South County Centers (Doc. 18).

Disabled Students Programs and Services
Disabled Student Programs and Services (DSPS) provides students with identified disabilities with a variety of specialized classes and support services which allow the students to participate in and benefit from courses and programs at the college. DSPS classes include phonics, reading comprehension, writing, arithmetic and math study skills, and computer skills. Services include program advising, academic counseling, alternative testing, alternative media, sign language interpreters, specialized tutoring, mobility assistance, adaptive furniture, and assistive technology.

In addition, DSPS provides outreach and consultation to local and out-of-town K-12 and high school students and confers with the Department of Rehabilitation, community agencies and volunteer organizations, other community colleges, universities, and state licensing agencies. DSPS sponsors the annual Central Coast Learning Disabilities Conference, maintains a web site, and publishes a newsletter for the Cuesta College faculty and staff. The DSPS staff includes a division assistant, two secretaries (one at the San Luis Obispo campus and one at the North County Campus), six full-time or temporary disability specialists, support personnel (such as a support services coordinator, an alternate media facilitator, and instructional assistants), and contract workers, including American Sign Language interpreters and note-takers. Also, volunteers read texts, proctor tests, and tutor students (Doc. 19).

DSPS currently serves about 850 students (about 7.7% of the Cuesta College population), a 33% increase since the 2002 DSPS program review. The “Students with Disabilities by Category” report in the DSPS program review includes the number and percentage of students with different disabilities served by DSPS from 2001 to 2006. The results of the recent program review show very high satisfaction levels in nearly all areas of its programs, courses, and services. A positive overall satisfaction level with DSPS was indicated by 92% of DSPS students, 100% of DSPS faculty and staff, and by 94% of all Cuesta College employees. Two-thirds of the DSPS students felt very positively about instructor’s willingness to accommodate them in the classroom. However, a significant amount of student comments on the survey showed that this is still an area of concern (Doc. 20).

Academic Support Program
The Academic Support Program helps all students achieve their personal, educational, and vocational goals by promoting the learning strategies and attitudes necessary for academic success. Academic Support currently includes the following six components: 1) twelve academic skills courses (pre-collegiate and transfer-level), 2) tutorial services, 3) academic support labs, 4) student and faculty workshops, 5) consultations with students and faculty, and 6) integrated learning assistance, such as two adjunct study skills courses, three previous learning communities, and supplemental instruction for two biology courses (Doc. 21).

Tutorial Services provides education, services, and support to Cuesta’s entire student population and its diverse needs. Tutoring is free to students and is provided by paid tutors and volunteers. Tutoring is by appointment and provides one hour per week per subject.
The Tutorial Center (SLO) is open five days a week from 8:30 a.m. to 7:00 p.m. except on Fridays when it closes at 3:30 p.m. The current level of service supports approximately 10% of the student population, providing limited evening hours with no weekend or distance education tutoring available. Summer session tutoring was offered for the first time during the summer of 2007. From 2001-2005, Tutorial Services tutored 4,037 students for 23,479 hours. Today, approximately 50 tutors provide tutoring for 230 of the 568 courses (40%) currently offered at Cuesta. North County Campus tutorial hours vary from semester to semester (Doc. 22).

Academic Support completed a program plan and review in 2006. The number of students responding to the Academic Support survey was 108. The students overwhelmingly (83%) expressed their belief that Academic Support classes helped prepare them for higher-level classes. Tutoring (65%) and the Academic Support Lab (70%) were also seen as positive tools. Also, 69% of the respondents felt that the Academic Support classes and services were offered at convenient times. Seventy-eight percent of the students said Academic Support classes and services have been important to helping them achieve their academic and transfer goals. A high percentage of survey respondents reported that Academic Support services are underused and likely to be in greater demand once more faculty and students are aware of them (Doc. 23). The Noel-Levitz Student Satisfaction Inventory reveals that students are valuing academic support services more highly and are more satisfied than they were in 2001. A .52 mean difference between the two surveys clearly indicates that students now consider academic support services very important (Doc. 23). Because the demographics at Cuesta College have moved towards a student population that requires more pre-collegiate and basic skills support, Academic Support and DSPS Programs and Services want to offer an increased number of alternative delivery systems with greater flexibility of learning options and diverse forms of academic support.

The 2006 Noel-Levitz Student Satisfaction Inventory indicates greater satisfaction with the availability of tutoring. Compared to the 2001 data, students value tutoring more and are more satisfied with its availability. The importance/satisfaction gap decreased from .82 to .68 in the five-year period. Tutorial Services expanded at SLO and NCC since the last self-study by offering additional hours, increasing tutors, and developing supplemental instruction/adjacent study skills sections for four high-risk courses (Doc. 23). Although students are increasingly satisfied, the department would like to increase the availability of academic tutoring day and evening hours during the fall, spring, and summer sessions at SLO and NC campuses to serve 15% of the Cuesta student population.

**Transfer/Career Center**

One full-time classified employee and one hourly employee staff the Transfer/Career Center. The center is a division of the Counseling Department. The Transfer/Career Center also houses four generalist counselors who provide direct support to students in transfer and career planning. In addition, the entire counseling staff (generalist and categorical) provide transfer/career information to students as needed. The center is open Monday-Thursday 8:00am-5:00pm and Friday 10:30am-5:00pm during the regular semester. The center is also open during the summer session as well as during some student breaks (Doc. 24).

One of the main functions of the center is to assist students with California State University and University of California applications. With Cal Poly San Luis Obispo
being our largest transfer school, Cuesta College had over 440 students apply to CPSLO for the Fall 2007 quarter with 267 applicants accepted. In addition, a large number of students apply during summer and winter quarters as well. Statistically, Cuesta College is the largest “feeder” community college to Cal Poly (Doc. 25).

The Transfer/Career Center also helps students research four-year universities. The staff informs students about our guaranteed transfer agreement with 18 California colleges and universities and one out-of-state university. The Transfer Center additionally hosts representatives from four-year universities who are interested in recruiting Cuesta College students. The Transfer Center annually hosts “Transfer Day” held during the fall semester. The Counseling Department is dedicated to implementing a method for announcing all transfer events to transfer-ready students.

**CalWORKs**

The CalWORKs program enhances the college mission by helping students with multiple barriers to success to become self-sufficient through education and, thus, be able to participate effectively in their local communities and live responsible and rewarding lives.

The CalWORKs program offers students a supportive environment through specialized support services, including case management, counseling, job development, work study placement and support, study hall, and direct support (books, fees, and supplies). One hundred thirty four students were served in 2006-2007 (Doc. 26), and the quality and effectiveness of services was affirmed in the 2007 Categorical Programs self-study (Doc. 27).

An Annual Program Plan for the Cuesta CalWORKs program is submitted to the Chancellor’s Office each year in July. The Annual Program Plan has received a positive System’s Office and peer review and evaluation (Doc. 28). Since 2006, attention at the Chancellor’s Office has been focused on documenting CalWORKs eligibility and tracking the new CalWORKs MIS data elements. Eligibility documentation requirements have been met (thanks to the necessary cooperation of the local Department of Social Services). All active student files contain current eligibility documentation. In Summer/Fall 2007, a system was established to track the new CalWORKs MIS data elements. Summer and Fall 2007 CalWORKs MIS data reports were submitted (Doc 29).

In Spring and Fall 2007, CalWORKs staff engaged in a review and update of student support services. Work-study evaluation forms were developed and implemented and a Life Management Assessment form was developed for case management. A plan to outreach to all students with a GPA of 2.0 or lower or other sign of difficulty or obstacle was implemented.

The CalWORKs program collaborates closely with the local Department of Social Services (DSS) to meet the needs of the CalWORKs students as they meet their personal, educational, and career goals as set out in their County Welfare-to-Work Plan. The Cuesta CalWORKs Coordinator communicates and meets regularly with DSS CalWORKs coordinator. A team of six DSS staff representing the entire county serves as the primary CalWORKs Advisory Committee. The North County DSS ERS IV staff serves as a second committee. The Cuesta CalWORKs program has a Memorandum of Understanding with DSS outlining the features of the collaboration (Doc. 30). The CalWORKs caseworker submits a monthly student update sheet to all DSS ERS IVs.
Updates include current number of units, work-study hours completed, changes in class schedule, changes in student status, and other issues as relevant. CalWORKs staff and DSS team staff meet monthly for student case management and policy and planning update. CalWORKs staff and the North County DSS ERS IV staff also meet monthly for case management and policy and planning updates.

The CalWORKs program also works very closely with EOPS. EOPS staff attends both CalWORKs staff meetings and DSS team meetings. CalWORKs also coordinates with EOPS to assist with direct support (such as books) for those students that programs have in common.

CalWORKs student services are offered on the San Luis Obispo campus and the North County Campus (NCC). Students are also assisted through contacts on the phone and via email throughout the county. Beginning in Fall 2007, student services were enhanced in NCC to respond to a growing demand from students and DSS staff. The CalWORKs staff presence on NCC also was increased. A job-readiness and basic skills program was also implemented in Fall 2007. CalWORKs participants develop work-readiness skills while meeting their work activity requirement.

In Spring 2007, student learning outcomes were established for the CalWORKs program (Doc. 31). Individual achievement of SLOs and other program goals are discussed at weekly staff meetings. Formal assessment tools for SLOs have yet to be developed. Student data reported on the Categorical Programs self-study is also reviewed in weekly CalWORKs case management/staff meetings.

Outreach for CalWORKs is active and involves staff attending DSS participant orientations as well as distributing Cuesta CalWORKs program material to DSS staff. Efforts are made to identify all Cuesta students who receive CalWORKs and thus qualify to receive support services. The monthly student update lists are reviewed by DSS ERS IVs.

CalWORKs staff receives professional development at an array of workshops, conferences, and meetings, including the CalWORKs conference in November, Support Services Annual Conference, Quarterly Inter-agency meeting, and DSS Team meetings.

**Career Connections**

The Career Connections program enhances the college mission by helping all Cuesta students meet their employment needs while they attend college classes as well as their career goals as they transition into the workforce. The Career Connections program offers students a supportive environment through specialized support services, including job-search readiness assistance (application, résumé, cover letter, and interview skills), a student-friendly jobs database, a listing of on-campus federal work-study jobs, and computer access. Career Connection Services are primarily offered in the Career Connections center on the San Luis Obispo campus. Beginning Fall 2007, job development services are offered in collaboration with the CalWORKs program at the North County Center. Students can also access Career Connections through the Cuesta website (Doc. 32).

Career Connections maintains a job database for local student-friendly positions. The staff conducts outreach to students and employers through diverse media, such as newspapers, flyers, classroom visits, presentations, and newsletters. Employers are also
outreached via email and the Career Connections website. In general, Career Connections has focused primarily on developing a database of temporary, student-oriented employment opportunities. There is a need to identify entry-level, career-oriented positions in fields related to all areas of study at the college, especially in the vocational areas. There is also a need for more consistent outreach to students regarding the job-search readiness preparation assistance that is available to students. Career Connections could also recruit companies to interview students completing studies in particular fields. Career Connections provides limited information about internships and job shadows available with local employers. In addition to providing this information and maintaining the job database, Career Connections also holds an annual job fair, which serves both employers and students. The job fair focuses on both summer employment and career-oriented positions.

The Director of Workforce Economic Development and Community Programs, who directly oversees Career Connections, represents Cuesta on the local One Stop Board. The Advisory Board for the Institute for Professional Development, which was re-launched in the spring of 2007, also serves as the Advisory Board for Career Connections. Fourteen employers actively participate on the board (Doc. 33).

**Veteran’s Affairs**

The Veteran’s Affairs office operates within the Admissions and Records Office. Cuesta College students who served in our armed services or are currently reservists are served by the Veteran’s Office on the San Luis Obispo Campus. The Student Services Office at the North County Campus and the Student Services Office at the Arroyo Grande Center refer veterans to the Veteran’s Assistant. Currently, Cuesta College has 276 students receiving the GI Bill benefits (Doc. 34):

- Chapter 30 (active duty) 189
- Chapter 31 (rehab.) 2
- Chapter 35 (spouse & dependents) 53
- Chapter 1606 (Reservists/Nat’l Guard) 26
- Chapter 1607 (REAP) 6

The Veteran’s Assistant is a full-time records evaluator and provides an evaluation of completed coursework to confirm which courses the veteran may take to meet his or her stated goal and receive VA Benefits. The veteran’s clerk works a 4x10 schedule so that she can offer evening appointments to veterans. In addition, each semester she travels to the North County Campus to meet with veterans attending classes at that site. The Veteran’s Office Coordinator attends the WAVES Conference each year to remain current with the veteran’s programs and regulations. All veterans receiving benefits are required to have an updated Student Educational Plan.

In 2005, the Veteran’s Assistant initiated and received approval for a change to Board Policy that gave veterans priority registration time due to their need to take specific courses to meet their goal and receive benefits. The benefit was granted in 2005 and now it is being mandated by the Chancellor’s Office. Veterans receive their credit evaluations prior to registration each term. The Fall 2007 annual federal audit found that all course evaluations were accurate and that we were in compliance with the federal guidelines.
Counseling
The Counseling Department is responsible for all campus counseling, including general academic counseling, career, personal, crisis intervention, and short-term personal counseling. Service is provided through the Counseling Office and the Health Services on the San Luis Obispo Campus and North County Campus. Counseling is also provided at the South County Centers two evenings a week. The department has responsibility for providing counseling to a number of special populations, including student-athletes, students in the Atascadero State Hospital (ASH) Psych-Tech Program and in other Nursing and Allied Health programs, students in the Reentry Program, students in the Cuesta/Cal Poly Ag Tech Program, international students, at-risk students, and students in categorically-funded programs such as EOPS, VTEA, Workforce Development Projects, and Disabled Students Programs and Services. The department also is responsible for program development for the Career Transfer Center, local high school outreach, English as a Second Language (ESL), new student recruitment, and for providing support services at each of the three college instructional sites (Doc. 35).

The Counseling Office is open on the San Luis Obispo campus Monday-Thursday from 8:00am to 5:00pm and Fridays from 10:30am to 5:00pm during the fall and spring semesters. The North County Campus is open Monday through Thursday, 9:00 a.m. to 7:00 p.m. and Fridays, 1:00 p.m. to 4:00 p.m. The Arroyo Grande South County Center has counseling available during the fall and spring semesters on Tuesday and Wednesday evenings from 5:00 p.m. to 7:00 p.m. Counseling offices at the San Luis Obispo campus and the North County Campus are open throughout the summer and during student breaks (Doc. 36).

The counseling staff includes 3.75 full-time classified staff, 17 full-time and percentage of full-time counselors, four part-time 60% load counselors, four hourly employees, and two ESL recruiter classified employees.

Cuesta College is unique in that many of our students come from outside of San Luis Obispo County with the intent of transferring to Cal Poly San Luis Obispo. In order to best serve the needs of our out-of-area populations, counselors work year-round. On average, between 200 and 300 students are served each week during the fall and spring semesters and 175 students are served on a weekly basis during the summer (Doc. 37).

Over half of our local high school graduates attend Cuesta College. Each counselor works with a local high school, providing outreach services on a regular and ongoing basis throughout the entire school year. Cuesta College counselors have a liaison role with our local high schools, including private and independent schools. This liaison role involves communicating key information to the local high schools, assisting with applications to Cuesta College, conducting recruitment visitations, recruiting enrichment students, and participating in college and/or career fairs. Each year the Counseling Department hosts over thirty-five of the county’s local high school counselors, career technicians, and other administrators in an annual conference called the “Sid Bennett San Luis Obispo County Counselors Conference.” The main objectives are to share Cuesta College instructional and service updates and to develop the recruitment cycle for the year (Doc. 38). The Counseling Director also assigns counselors to liaison with an academic department at the college. Working closely with academic departments helps provide seamless services for our students.
The Counseling Office recently formed a calendar committee. This team evaluates the flow of students through the office and adjusts the schedule to provide services for students when they most need them. The calendar committee evaluates the peak periods at all college locations and ensures an adequate ratio of counselors to students to support the activities at each location.

Staff professional development is maintained through weekly staff meetings that often feature presentations and dialogue between counseling staff and guest faculty, chairs, or directors from instructional divisions. Counselors attend “in-house” training on topical workshops such as retention, articulation, curriculum development, and crisis intervention. Technology training for counselors happens during staff meetings so that counselors can continue to develop computer knowledge in programs such as ASSIST, transfer preparation, the online catalog, the student database (Reflections and Banner), and MIS reporting. The 2008 staff is currently revising the online orientation, which is being used at ever increasing rates by new, continuing, and transfer students. Counselors also attend annual regional and state-wide training and informational conferences. Topics covered at these training sessions allow counselors to remain current about four-year transfer requirements, Title 5 and Administrative Bill (AB) changes, campus-specific information, and academic/career/personal counseling issues. Counselors are then asked to present conference information at staff meetings so that those who did not attend are in-serviced by their peers. All of the counseling staff is evaluated by students, peers, and supervisors on a schedule of review set by Cuesta College’s faculty contract.

The Counseling Department conducts student surveys after each new student orientation. The department has continued to make improvements and changes to the orientation based on student feedback. Overall student satisfaction is steadily increasing, along with the perceived importance of academic advising and counseling (Doc. 24). The 2006 1.05 gap is the best I/S gap of any sampling year, reflecting the positive effects of the services added since the last self-study, such as online orientation and counseling and an improved website. The college would like to improve in other areas, such as student satisfaction with “the knowledge of academic advisors about transfer and program requirements” and the counselors’ “concern for individual student success” (Doc. 23, 24).

Admissions and Records

The Admissions and Records Office mission statement commits to, “providing access and professional high-quality student service to our customers both in person, at all locations, and online.” Each service provided within the Admissions and Records Department is reviewed and updated each semester to ensure that the information and directions are clear and accurate so that students will successfully understand the policies and accomplish the processes to meet their goals. Admissions, reception, registration, evaluations, veteran’s affairs, and records have each developed student learning outcomes to support the unit’s mission statement and goals (Doc. 39).

The Admissions Office ensures that the admission application is accessible and can be completed in a timely manner. The CCCApply admission application is available through the campus website 24 hours a day, seven days a week, in both English and Spanish. The applicant receives directions about the Great Start process, including assessment, orientation, prerequisite clearance, and contact information for their needs and interests within the welcome letter. The student support staff in the areas of Admissions and Records, Counseling, EOPS, and DSPS assists the students in completing the online admission application. The online admission application alerts admission staff about
applicants who may be eligible for non-resident fee exemptions so that decision may be made before they register for their classes. Students who apply online have access to registration (WEBReg) within minutes of submitting their application.

The admission information is available at the North County Campus and at the South County Centers. Staff is trained each semester on the process and any changes that have occurred. Paper admission applications are also available in both English and Spanish at all campus locations, at outreach activities, and upon request. The Admissions Assistant position is a bilingual position and the counter staff workers are bilingual from the afternoon into the evening to assist Spanish-speaking students.

The admission application is the first step in the student’s association with Cuesta College and towards meeting their goals. It is through the admission application that the student indicates his or her goals, previous education, demographic information, needs, and interests. The admission application creates the base for the student information including their financial aid application, assessment scores, registration, and grades.

Registration
Registration is provided through WEBReg within the student portal PAWS, which is available to students from 9am-11pm daily. Open access to register for courses is maintained through the registration process, which is monitored by the Admissions & Records Specialist. WEBReg assistance is provided in-person by student support staff at all campus locations. Help text and clear direction is provided in the Schedule of Classes, which is updated each semester and within PAWS WEBReg. Prerequisites and co-requisites are indicated by instructional departments and are monitored through registration. Fees are assessed within registration, and students may pay online at the time of registration, or defer and pay online, or in person. Students are not dropped for non-payment, but are blocked from future enrollments.

The Admissions and Records assistant/receptionist that assists students at the front counter and with phone, e-mail, and fax communication provides directions regarding processes, such as appealing deadlines and resolving enrollment issues (i.e., course repetition, course unit overload, and course conflicts). Information and forms associated with these processes are reviewed each semester for accuracy and possible improvement.

Records
Transcripts may be requested online by students. The Credentials transcript ordering program has been in use for four years and has proven to be a convenient way for students to order their transcripts. The requestor is alerted by e-mail if they have a hold or other issue that would prevent the records office from producing the transcript. The records office staff also images all incoming transcripts that are sent to the campus from other colleges and universities. The imaging program allows all of the student support offices to view the transcript so that the student may be advised or receive other types of services.

Evaluations
Evaluations staff provide students who apply for a degree with the evaluation of course work to confirm which courses they must take to complete their degree, certificate, or general education certification for transfer. In an effort to support student success, the evaluations staff offers workshops to students about the benefits of receiving an associate’s degree. Workshops were provided to all athletic teams in Fall 2007.
Beginning with the Summer 2005 registration, the evaluators provided evaluations to all those degree applicants who submitted their applications by the priority registration deadline. A full-time evaluator reviews incoming transcripts to confirm that prerequisites have been met and enters that data to allow the student to register in the course. In 2006, an additional full-time evaluator was hired to evaluate the records of applicants to the allied health programs to support the new admission criteria for this impacted program.

The Admissions and Records Office is open Monday through Thursday 8:30am to 7:00pm and Fridays 8:00am to 3:00pm during fall and spring semesters. During the first two weeks of fall and spring semesters, the office is also open Saturday from 9:00am – 1:00pm. Summer hours are different due to campus closure on Fridays.

There are 10 full-time employees including the director. There are eight hourly employees on the San Luis Obispo campus. There are two hourly employees at the North County Campus and two hourly employees at the Arroyo Grande South County Center. Since the college’s last accreditation, the department has added one additional Records Evaluator to support Allied Health admission, retention, and overall degree confirmation and award.

The staff from the Admissions and Records Office evaluates the interaction it has with students and the direction it provides students in all functional areas. The implementation of Banner has provided the opportunity to evaluate processes across departments and to better understand how processes and policy may have to change with this implementation. The recruiting and admissions activities were analyzed through a business process analysis (BPA). The goal of the BPA was to make the recruiting and admissions processes more inviting and efficient. As a result of the BPA, the CCCApply application will be promoted and the paper application is being redeveloped to make it compatible with the Banner admission screens.

The conversion of student data to Banner helped uncover a number of students who were issued an alternate ID number when they would not provide their social security number in the admission application. The students with multiple numbers and records were identified so they could be “cleaned up” so that they were in our database under one number. In addition, the admission process was updated to include a check to see if a student had attended Cuesta in the past before entering the application. This is now done when staff enter the application by hand and also when the application comes to us through CCCApply. This change will ensure that each student has just one registration record and only one academic record from Cuesta.

Each department within students services follows established policies and procedures to work together to benefit students. Counseling and Admissions and Records have created a joint policy committee, and Financial Aid is in close contact with the Counseling Office regarding the processing of Student Education Plans (SEPs).

**Assessment Services**

The Assessment Services office has two full-time classified employees and two hourly employees.

All new students who have not completed a college-level English course are required to take a placement test prior to enrolling in an English course at Cuesta College. This is to ensure the student is placed in the course where he or she will be most successful.
Although the college does accept assessment scores from other colleges, English assessment scores must include an essay portion. If there is no essay portion, students are required to complete Cuesta College’s essay assessment exam. The college keeps a record of which California Community College Assessments include an essay.

Math assessments are recommended. The college will accept a grade of a “C” or better in a math class from high school or another college. Students are not allowed to take transferable math courses based on assessment scores; they must have the pre-requisite completed.

Since over 50% of our local high school students attend Cuesta College, those students are given the opportunity to take their assessment tests in the spring prior to enrolling at the college. In addition, assessment tests are given the first Tuesday and Wednesday of every month on the SLO campus, the second Wednesday and Thursday at the North County Campus, and once a month at the South County Center. Additional tests are given during the summer months. All test dates are published on the Institutional Research and Assessment Department website (Doc. 40).

The Assessment Office also offers the following services:
- Ability to Benefit
- Math Proficiency (for graduation)
- Health Occupations Basic Entrance Test (HOBET)
- American Constitution Test (for California teaching credential candidates)
- Proctoring Services
- College Level Exam Program tests (CLEP)
- Assessment for students with disabilities
- English as a Second Language
- Test for English as a Foreign Language (TOEFL)

**Self-Evaluation**
The college partially meets this standard. Members of the faculty and staff continually improve their various programs and services through innovation, implementation, evaluation, and improvement—regardless of location or delivery mode. These programs and efforts are all aligned with the college mission. However, some programs have experienced cuts or losses. For example, the comprehensive student and parent orientation that was offered just prior to the start of classes each fall was discontinued due to cost. There has been an increasing need to communicate with parents, along with the students, about their new role in their son/daughter’s education. This orientation provided the opportunity to meet the parents and orient both parent and student to college life at Cuesta. A large part of the orientation was spent on discussing the student’s role in the local communities.

Student services continue to be added to the South County Center located in Arroyo Grande High School but cannot meet the demand based on the current and potential growth reported in the South County Survey (Doc. 41). This Spring 2008, Cuesta offered the maximum number of course sections (50) at the South County Centers, and our enrollment has reached just over 1,000. While we have been good guests, the facility cost is rising, and our creativity for providing services has reached its limits. According to the South County Survey (Doc. 41), there is a need for a dedicated center for Cuesta to thoroughly serve the population.
Another area of improvement was identified in service to those students enrolled in Distance Education courses. Online students do not have access to tutoring, academic advising, and assessment. An orientation course to online learning exists within the Library Tech program, but it has limited sections. Online tutoring, advising, and assessment are not available.

**Planning Agenda**

- The Vice President of Student Services, in collaboration with key departments and divisions, will reinstate student orientation programs at the San Luis Obispo campus and develop similar programs at the North County Campus and South County Centers.
- The Vice President of Administrative Services and the Executive Dean of the North County Campus and South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location.
- The Vice President of Student Services and the new Director of Library/Learning Resources and Distance Education will ensure that the student support services are accessible to students enrolled in distance education courses in order to ensure equity and quality of services to students regardless of delivery mode.
- The Vice President of Student Learning and the Vice President of Student Services, in collaboration with ASCC and Student Life and Leadership Staff, will re-evaluate the need to fill the vacated full-time faculty position in order to restore the academic portion of the Student Life and Leadership program.

**Standard II.B.2.a**

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
   - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - Academic Calendar and Program Length
   - Academic Freedom Statement
   - Available Student Financial Aid
   - Available Learning Resources
   - Names and Degrees of Administrators and Faculty
   - Names of Governing Board Members

b. Requirements
   - Admissions
   - Student Fees and Other Financial Obligations
   - Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
d. Locations or publications where other policies may be found

Descriptive Summary
Prior to the fall of 2004, the catalog was produced every two years with changes reflected in a catalog addendum every other year. In response to the state budget reductions of 2003-04, the Cuesta College Planning and Budget committee asked the campus community to examine areas of operation where efficiencies would provide cost reductions. In November of 2003, the Enrollment Management Committee Minutes documented a cost-saving proposal to change from the printed catalog to the CD-ROM format (Doc. 40). Justifications cited by the Marketing Department included the cost of printing, students’ reluctance to pay for the catalog, and the excessive number of past catalogs still found in storage. The CD-ROM format also allows Cuesta to print catalogs “on-demand,” easily perform and manage annual updates, and provide the catalog to students at no charge. This proposal was presented to the Cuesta College Board of Trustees at their December 2003 meeting (Doc. 42). In 2004, Cuesta adopted the annual catalog cycle and changed to the CD-ROM format. The Cuesta College catalog has been produced on an annual basis since 2004.

Today, the catalog is available in both paper and CD-ROM formats. It is given to members of the campus community, local high school counselors, and colleges and universities upon request to the Office of Public Information and Marketing. The catalog is also available on the Cuesta College website (Doc. 43) and through College Source, a nationwide catalog depository. In addition, the catalog is available in alternate media formats by contacting the Disabled Student Programs and Services Department or the Office of the Vice President of Student Support.

The catalog is updated on an annual basis to reflect Board-approved curriculum and policy changes. The catalog and schedule review have been guided by the Vice President of Student Learning, the Vice President of Student Services, and the Office of Public Information and Marketing. After release of the printed version of the catalog, any incorrect, outdated or missing information is then updated and made available through the online version of the catalog, printed addendum, and updated on CD-ROM versions. The updated information is also picked up and made available in the next class schedule. The information provided here is based on the 2007-2008 catalog (Doc. 44).

General Information:
- Cuesta College’s name and catalog year appear on the cover of the catalog, along with the main campus and satellite campus addresses and contact numbers. The catalog Table of Contents is found on the cover along with the offices to contact to obtain the catalog in an alternate media.
- Cuesta’s educational mission, vision, and values statements are found in both English and Spanish in General Information.
- The Instruction section of the catalog includes the general education patterns, degrees, and certificates offered at Cuesta College for that catalog year (pp. 44-54, Doc. 44). Detailed descriptions of the degree and certificate requirements are
Standard II: Student Learning Programs and Services

provided for credit programs and non-credit certificate programs (pp.55-83, Doc.44).

- Cuesta’s Academic Calendar, (pp. 4-7, Doc. 44) describes the semester and the length of instruction for the terms covered by the catalog year. In the 2007-2008 catalog, the wrong calendar year was indicated. This information was corrected on the web version and in the Schedule of Classes. An overview of Cuesta’s location and history are also provided.

- Authority of Instructor Relating to Academics is also found in this subsection (p. 26, Doc. 44).

- Student financial aid information is found in the Student Programs and Services subsection of Services (pp.36-38, Doc.44).

- Full-time and part-time faculty are listed along with their degrees and their divisions (pp.185-209, Doc. 44). Management employees along with their degrees are also found in this section (pp. 209-210, Doc. 44).

- The names of the members of the Board of Trustees and college administration are found on the inside cover of the catalog. The college’s accrediting body and status is found on the inside cover and Cuesta College’s statement of non-discrimination is found here in both English and Spanish.

b. Requirements

- Complete descriptions of the matriculation process and admission requirements are found in the services section (pp. 8-15, Doc. 44).

- Current fee descriptions and related policies, including information about holds that restrict student service are located here (pp. 15-17, Doc. 44).

- The general education patterns for the California State University system and the University of California system are found in the Transfer section of the catalog and list the Cuesta College courses that meet those requirements (pp. 85-91, Doc.44).

- Detailed course descriptions are found under the Courses section of the catalog. A listing of the academic departments and their acronyms appear at the beginning of the section. Units of credit, the course’s transferability to the CSU and/or UC, and degree applicability are included with each course description. The courses are listed in numeric order from smallest to largest within their respective departments and the department acronyms are alphabetized within the section (pp.92-176, Doc. 44).

c. Major Policies Affecting Students

- A subsection called “Records and Grading Policies” includes how students gain access to their records, directory information, FERPA guidelines, grades, grading policies, and academic standing information (pp. 17-20, Doc.44).

- Nondiscrimination, Sexual Harassment, and the Student Code of Conduct Policies are found in subsection “District Policies and Regulations” under Services. The Student Grievance Procedure is given here as well as the Informal and Formal Complaint procedure (pp. 23-33, Doc. 44).

- Acceptance of transfer coursework is addressed in the Registration subsection under Services and explains the use of transfer coursework to meet current prerequisites for registration (pp. 22-23, Doc. 44). Information about transfer credit is also found under Instruction sections (pp. 50-51, Doc. 44).
• Current fee descriptions and related policies, including information about holds that restrict student service, are located here (pp. 15-17, Doc. 44).

d. Locations or Publications Where Other Policies May be Found

• The Schedule of Classes includes policies and is available online. The schedule is also available throughout the county at public libraries and Chambers of Commerce. Until Spring 2008, the schedule was sent to every person in the county. In an effort to conserve, beginning this spring, a post card was sent to each address announcing the availability of the schedule and how to get one. They are distributed to all county high schools and to our campus community, and the schedule is available online.
• Policies are available on the Cuesta web site at www.cuesta.edu.

Self-Evaluation
The college meets this standard. Since the last accreditation visit, the college moved from a two-year catalog to an annual catalog in an effort to provide the most accurate and updated information about the Cuesta College curriculum and policies effective for that catalog year. In addition, in order to make the catalog freely available to all students and the community-at-large, the college went from relying on print versions of the catalog to relying primarily on electronic versions available through the Internet or on CD-ROM.

However, the catalog review process and timeline has not been coordinated effectively over the past two years. While there were many factors that contributed to this lack of coordination, the most important impact was that important updates and edits were not made in the original catalog for 2007-08. These simple edits can be seen in the incorrect calendar year information at the beginning of the catalog.

After the production of the 2007-08 catalog, the Interim Vice President of Student Learning and Interim Vice President for Student Services committed to and took steps to ensure that there was a return to the collaborative process of review and update that had been in place for years. The catalog review process for 2008-09—the production timeline, along with the names of the individuals responsible for reviewing each catalog section—have been reviewed and discussed in a series of meetings during this spring of 2008. This collaboration was essential because of the conversion to Banner, Title 5 updates, and subsequent revisions to Board policy. The 2008-09 catalog will be our first catalog on our new administrative software system, Banner.

The implementation of Banner has required the review of all course and program information so that it will migrate to the new system and accurately reflect current approved curriculum in the database. The planning for the conversion from the old curriculum database to Banner required users to participate in an analysis of many of our current processes. This past June 20-21, 2007, a Business Process Analysis (BPA) (Doc. 45) for the schedule development process brought participants from across the campus to examine the way a class schedule was developed and identify ways for making the process more efficient (Doc. 45). The Business Process Analysis was documented by the facilitator, and proposals for improvement were prioritized for implementation.

During the BPA for the schedule process, suggestions surfaced with regard to the annual review of the catalog. A BPA for the annual catalog review process will take place in
early spring of 2008 to ensure that this first Banner catalog process (for 2008-09) will be efficient and timely.

The catalog information is reviewed on an annual cycle by the departments and divisions that are responsible for the information. The policy and process information is reviewed on an annual basis to confirm that it is current and accurate. The corrected copy is forwarded to the Curriculum Specialist who updates the information in the catalog copy.

Because of frequent changes in the California Code of Regulations in areas such as non-resident fee waivers, course repetition, and minors as special part-time concurrent enrollees, our working policies have often changed before official revisions to Board policy have been approved. A good example of this situation is Board Policy 5156, related to Course Repetition, which was reviewed by the Board of Trustees at the July 2007 meeting. Course repetition was changed in the Title 5 revisions that were effective in August 2007, thus causing another revision to our policy, processing, and the policy for Board review. Board Policy 5156 will be reviewed again by the Board of Trustees this spring of 2008. As with curriculum, the review of the catalog takes place in the spring for the preceding year. The changes to policy and process that take place after the catalog is produced are found in the Schedule of Classes and in form instructions (Doc. 38). The Schedule of Classes and the Policies and Forms are found on the Cuesta Website.

Planning Agenda
None.

Standard II.B.3
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
Cuesta College institutional research and program review processes identify areas of learning support that are necessary for student success. Learning communities, tutorials, and academic support labs have resulted from these studies, and the success of these programs and projects has been documented. The Academic Support Program Review (Doc. 23) validated the value students placed on the academic support classes and tutorials while, at the same time, confirming that the resources were underused. The 2006 Noel-Levitz Student Satisfaction Inventory reveals that students value academic support services more highly and are more satisfied than they were in 2001. A .52 mean difference between the two surveys clearly indicates that students now consider academic support services very important (Doc. 24). Because changing demographics at Cuesta College include increasing numbers of students requiring more pre-collegiate and basic skills support, the Academic Support Program wants to offer alternative delivery systems with flexibility of learning options and diverse forms of academic support.

Although students are increasingly satisfied, the department would like to increase the availability of academic tutoring hours during the fall, spring, and summer sessions at the San Luis Obispo campus and the North County Campus in order to serve at least 15% of the Cuesta student population.
Standard II: Student Learning Programs and Services

The March 2008 English as a Second Language (ESL) Enrollment, FTES, FTEF, Success and Retention Survey, validated the need for learning support courses for the ESL students. The survey supported the need for a division within the college to develop and monitor recruitment, assessment instruments, orientation programs, academic support, and curriculum development to increase the retention and success of the ESL students. In response to this report and the growth in the potential credit and non-credit English as a Second Language (ESL) population, the number of ESL courses and support labs were increased. This need was further supported with a new ESL Division and Division Chair. Beginning in the summer of 2007, assessments for ESL applicants were scheduled on a continuous basis in order to better accommodate student schedules and placement levels (Doc. 46).

Self-Evaluation
The college partially meets this standard. The identified student learning needs are monitored by the Institutional Research and Assessment Department, Academic Support, and Counseling. The Student Retention Committee meets regularly to review the results of reports and make recommendations to Academic Support, Counseling, and the Vice President of Student Learning. Research efforts have been good; however, the individual programs must now develop strategies to retain their students and increase their success rates.

Planning Agenda
- The Vice President of Student Services and the Vice President of Administrative Services will, in collaboration with a committee and/or a liaison, develop a systematic plan for the continued development, mapping, tracking, and analysis of SLOs and assessment for non-instructional programs.

Standard II.B.3.a
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary
Cuesta College Student Services consist of nine departments that, under the direction of the Vice President of Student Services, provide a wide range of services to assure equitable access of services to all students. Cuesta College also utilizes information from numerous committee resources to monitor the delivery of these services to students and assure that Cuesta College adheres to its vision statement, which says “Cuesta College is a premier community college providing accessible, high quality education that focuses on student success, lifelong learning, and community vitality” (Doc. 47). Committees such as the Planning and Budget Committee, the Shared Governance Council, the Enrollment Management Committee, the Cultural Diversity Committee, the Institutional Effectiveness and Research Committee, the Marketing Advisory Committee, and key Academic Senate and Program committees convene on a regular basis to assure that Cuesta College is offering a wide range of support services to meet the diverse needs of its students and to assure equitable access (Doc. 48). Data from the 2006 Noel-Levitz Student Satisfaction Survey (Doc. 23) indicate that Cuesta College has increased the level of satisfaction compared to Fall 2001 in the areas of admissions, registration, program and transfer requirements, Early Alert notification, and financial aid. The data also
showed favorable indicators in that policies and procedures are clearly written and well
publicized and that Cuesta does whatever it can to help students reach their educational
goals.

Each division of Student Support is focused on providing access to their services in a
manner tailored to reach underrepresented and targeted populations. Since 2001, Cuesta
College has implemented and increased the use of bilingual materials and signage,
various media such as radio, television, videos, flyers, billboards, brochures, community
events, networking with local agencies, and web-based applications to enhance outreach
efforts. Special programs and services, along with instructional components, are available
to help students receive the services they need to succeed.

Highlights of these efforts are listed below:

ACADEMIC SUPPORT CENTER (Doc. 49)
- Academic tutorial services, study skills, and college success courses: NCC, SLO,
  AGHS and Distance Ed. Student Success workshops are offered in SLO, NCC,
  local High Schools and on-line.

ADMISSIONS (Doc. 38)
- On-line application process—CCCApply and paper applications are available in
  English and Spanish versions.
- Three physical sites with registration assistance: NCC and SLO (fully staffed)
  and South County (part-time staff with part-time coordinator)

ADMISSIONS - SPECIAL SERVICES
- International Students: Designation of a counselor and admissions specialist
- ESL students: Two full-time recruiters, an admissions specialist, and bilingual
  registration assistants
- Veteran’s Affairs: One full-time advisor and admissions specialist (served 225
  students in fall 2007)

COUNSELING SERVICES (Doc. 35)
- High School Liaison Partnership and Academic Department Liaison Partnership:
  implemented to provide students with early access to college courses.
- “Great Start” Orientation program: available on-site or on-line; on-site
  assessment and admission packets are distributed to local high school students.
- High School Enrichment program: facilitates an “early start” for concurrently
  enrolled high school students to attend approved college courses.
- Reentry program: facilitates student success for adults returning to college.
- Athletic program: an athletic counselor for the Program for Assisting Student-
  Athlete Success (PASS) provides specialized academic counseling and guidance
  for athletes.
- Transfer Day and College Night: outreach activities sponsored annually.
- Early Alert Program: developed online as an IRIS-based monitoring program to
  assist faculty in alerting of sub-standard performance.
- Reinstatement workshops for academically dismissed students.
DSPS (Doc. 18)
- Extensive outreach and consultation services are offered to local and out-of-town K-12 and high school students.
- Staff networks with Department of Rehabilitation, local community agencies, and volunteer organizations that have been created to extend academic opportunities to underrepresented populations.
- The Annual Central Coast Learning Disabilities Conference provides information and facilitates an understanding of Learning Disabilities and the D.S.P.S. program.
- In Fall 2007, DSPS served 850 students.

EOPS & CARE (Doc. 11)
- Extended Opportunities and Program Services (EOPS) provided support to 450 qualified students during the 2005-06 academic year.
- Outreach to local high schools targeted at-risk students.
- Cooperative Agencies Resources for Education (CARE) provides additional services beyond EOPS to students receiving public assistance.
- CARE program served 59 students Fall 2007 semester.
- Established networks with local agencies in outreach efforts, including the Department of Social Services, Family Care Network, and Teen Academic Parenting Program.

FINANCIAL AID (Doc. 4)
- FAFSA and BOGW applications and additional pertinent forms are available online.
- Local High School Outreach Events to assist students and parents are regularly scheduled.
- Student Loan workshops are mandatory to facilitate student success and financial responsibility.

REGISTRATION (Doc. 50)
- PAWS available for online registration through Summer 2008.
- 98% of students use WEBReg for course registration, adds, and drops.
- PAWS provides access to various services, such as prerequisite checks, faculty add codes, pay fees and fines, parking decals, and ASCC cards.

myCuesta for Students: BANNER IMPLEMENTATION, Fall 2008 (Doc. 51).
- Students received initial access to myCuesta Fall 2007.
- Customizable student portal provided students with Cuesta e-mail and secure wireless access on campus as of Fall 2007
- myCuesta for students will be in place for Fall 2008.

HEALTH CENTER (Doc. 52)
- The number of student contacts on both campuses has significantly increased since the last Self-Study as the following statistics show (Doc. 53, 54):
  - 2005-06: SLO – 18,131, NCC - 2,974
STUDENT LIFE & LEADERSHIP
- ASCC located in and responsible for the Student Center.
- Provide Tours
- Student ID cards
- Social club (SLO)
- Legal counseling
- Parent and student information
- Housing assistance
- Coordinates employment opportunities for students with Career Connections.

Self-Evaluation
The college partially meets this standard. Cuesta College has utilized data from campus committees and the 2006 Noel-Levitz Student Satisfaction Survey (Doc. 23) to develop a successful partnership between student outreach, marketing, recruitment, success, and retention. The release of myCuesta for students in Fall 2007 provided a customizable online source for students to access information for registration, course content, financial aid, grades, and important college announcements. Access to library resources, a free e-mail account, and wireless Internet access in the San Luis Obispo and North County library buildings is now also available. However, student services at the South County Centers and for distance education students need to be expanded.

The implementation of Banner in Fall 2008 will transition students from PAWS and integrate student information processing, which will allow comprehensive gathering of student data in order to produce comprehensive and complete student profiles. The hope is that, based on these profiles, Cuesta will have the opportunity to better design services for greater student satisfaction.

Planning Agenda
- The Vice President of Administrative Services and the Executive Dean of the North County Campus and South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location.
- The Vice President of Student Services and the new Director of Library/Learning Resources and Distance Education will ensure that the student support services are accessible to students enrolled in distance education courses in order to ensure equity and quality of services to students regardless of delivery mode.
Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Cuesta College provides an aesthetic and intellectually stimulating environment that promotes personal development, civic responsibility, and learning. The 2006 Noel-Levitz Student Satisfaction Inventory (SSI) showed substantial areas of improvement in students’ campus experience from the 2001 SSI (Doc. 23). Specifically, in their responses to the following statements, students indicated satisfaction with experiences related to intellectual and personal development:

- Faculty care about me as an individual.
- The quality of instruction in vocational and technical programs is excellent.
- The quality of instruction I receive in my classes is excellent.
- Faculty are fair and unbiased in their treatment of individual students.
- Library resources and services are adequate.
- Campus staff are caring and helpful.

In the past five years, the campus has made a commitment to upgrading the students’ learning experience and the faculty’s instructional tools. The new state-of-the-art library opened in Fall 2007 and provides students with additional texts, excellent work and meeting space, and support staffing. The science labs were also brought up to date and opened this fall of 2007. The newly renovated Student Services building opened this fall as well, offering the students a service center and a beautiful new Health Center that can serve more students.

The campus location and landscape is an important factor to our students. The landscape is well-maintained and offers green areas with benches that encourage students to gather and talk to one another. The renovated science and math building added a beautiful garden with benches that encourages student interaction. The North County Campus landscape also includes central seating areas that invite students to meet and gather. In addition, lighting was added to the walkways and parking lots and emergency phones were installed. The 2006 Noel-Levitz Student Satisfaction Inventory (Doc. 23) confirms that students feel that the campus is a safe environment and that it is an enjoyable experience to be a student here. The lack of graffiti on campus and the student-initiated no-smoking policy are indicators that students take responsibility for and pride in the campus environment.

The performing arts play a large role on campus, providing cultural opportunities for students to both attend and participate in performances. Each semester has a lengthy schedule of music, drama, and art events. In 2009, the new Performing Arts building will open, providing more opportunities for instruction and performance that enriches the students’ college experience.

Athletic events are also an important component of the educational landscape, providing the opportunity for personal development through training, managing classes and sport, and being a member of a team. This past year, the Cuesta College athletics program was honored by having three student-athlete scholars in our statewide league.
The Associated Students of Cuesta College (ASCC) is the official representative body of students at Cuesta College. Students can participate in the co-curricular activities designed to promote intellectual, social, ethical leadership, and personal development at the college. The college currently has 13 clubs, and the ASCC has eight executive cabinet members and 11 senators (Doc. 55). A number of programs developed by Student Support to address issues of culture, ethnicity, gender, civic engagement, and emotional and intellectual development are funded by ASCC. Students also serve on the Student Community Liaison Committee (SCLC), which meets once a month to discuss issues related to Cuesta students living within the San Luis Obispo city and county area. The ASCC, under the guidance of the Coordinator of Student Life and Leadership, provides support to all clubs on campus. A complete list of activities sponsored or co-sponsored by the ASCC are on file in the office of Student Life and Leadership (Doc. 55).

The Student Life and Leadership staff consists of one full-time coordinator (10 months), one full-time division assistant (12 months), and a 3/4-time Student Center Assistant/Receptionist (11 months). There is also one part-time instructor teaching less than a 60% load each semester. Since there is only one part-time faculty member, only two of the ten leadership courses in the college catalog can be offered. Consequently, students are unable to complete the necessary courses required to receive certificates in leadership and/or service.

The activities, programs, and leadership courses/certificates supported by Student Life and Leadership are driven by the vision, mission, and values of the college. The college recognizes the value and contribution of co- and extra-curricular activities to student education.

The ASCC Executive Cabinet and Senate meet on a weekly basis during the fall and spring semesters (Doc. 56). During Fall 2007, the ASCC was able to fill all of its executive cabinet positions, which has not occurred in over two years. Cuesta is one of the few colleges which offers the ASCC President the experience of sitting as a Student Trustee on the Board of Trustees with advisory rights and the ability to make and second motions.

While a variety of efforts has been made to involve students in leadership and shared governance, it has been challenging to recruit and maintain student government participants in part because of the disruption to staff leadership within the program. Also, quite often, academic eligibility and a lack of time are given for a low participation rate. The Coordinator of Student Life and Leadership will work with the Vice President of Student Learning and Vice President of Student Services to support the full implementation of student leadership courses and certificates that will create leadership development opportunities for students.

The college currently provides limited ASCC services and activities at the North County Campus and has started discussing the development/implementation of student activities at North County. The ASCC, under the supervision of the Coordinator of Student Life and Leadership, will expand both services and activities to the North County.
Self-Evaluation
The college partially meets this standard. Cuesta has offered significant opportunities that encourage student involvement and leadership. Disruptions to the Student Life and Leadership program may have affected student involvement, but the current volume of activities in which students participate indicates that the college is still providing intellectual, ethical, cultural, physical, and personal development for its students.

Planning Agenda
- The Vice President of Student Learning and the Vice President of Student Services, in collaboration with ASCC and Student Life and Leadership Staff, will re-evaluate the need to fill the vacated full-time faculty position in order to restore the academic portion of the Student Life and Leadership program.

Standard II.B.3.c
The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
The Cuesta College Counseling Office is responsible for general academic counseling, career, crisis intervention, and short-term personal counseling. The department has responsibility for providing counseling to a number of special populations, including student-athletes, students in the Atascadero State Hospital (ASH) Psych-Tech Program and in other Nursing and Allied Health programs, students in the Reentry Program, students in the Cuesta/Cal Poly Ag Tech Program, international students, at-risk students, and students in categorically-funded programs such as EOPS, VTEA, Workforce Development Projects and Disabled Students Programs and Services. The department is also responsible for program development for the Transfer Career Center, local high school outreach, English as a Second Language (ESL) new student recruitment, and for providing support services at each of the three college instructional sites (Doc. 25).

The Counseling Office is open on the San Luis Obispo campus Monday through Thursday, 8:00a.m. to 5:00p.m. and Fridays, 10:30a.m. to 5:00p.m. The North County Campus office is open Monday through Thursday, 9:00a.m. to 7:00p.m. and Fridays, 1:00p.m. to 4:00p.m. Evening appointments are available Monday through Thursday in San Luis Obispo and at the North County Campus. The South County Center has counseling services available Tuesday and Wednesday evenings from 5:00 p.m. to 7:00 p.m. The San Luis Obispo and North County campuses are open throughout the summer, including student breaks. Also, a group of counselors and the Director of Counseling have formed a “calendar committee.” The work of the calendar committee is to identify staffing needs year-round for the department. Adjustments are made to modify counselors’ schedules in order to provide greater access to counselors by increasing the number of counselors at walk-in times or during peak periods. By utilizing SARS-Grid data and registration information, the committee has been able to improve service to students year-round at all three instructional locations.

Counseling programs undergo a service review, which includes use of surveys and program reviews scheduled by the college, to evaluate the effectiveness of the individual
programs associated with counseling services. In 2005, the Counseling Services Satisfaction Survey was implemented. First-time freshmen participating in the new student orientation sessions were surveyed about the effectiveness of the process and the level of satisfaction with customer service. Surveys included a pre- and post-questionnaire, and results indicated that the students surveyed felt better prepared to select their courses after attending the orientation than before (Doc. 57).

In fall of 2006, the English as a Second Language students were surveyed about services provided to them during the matriculation process. The findings resulted in the development and implementation of assessment and orientations being implemented in fall of 2007. These processes strengthened the communication between ESL instructors and ESL recruitment and retention staff (Doc. 46).

The results of the 2006 Noel-Levitz Student Satisfaction Inventory indicated that overall student satisfaction is steadily increasing along with the perceived importance of academic advising and counseling (Doc. 23). The 1.05 gap is the smallest importance/satisfaction gap of any sampling year, reflecting the positive effects of the services added since the last self-study, such as online orientation, additional counseling, and an improved website.

Preparation and training of the counseling staff takes place through various methods, and staff evaluations include a peer component, a student component, and a management component. Counselors receive on-going training via mentoring and observation, and weekly staff meetings afford staff time to gain insights to academic programs. Each fall, the staff attends the annual CSU/UC update conference and, in the spring, staff attend the Ensuring Transfer Success conference. Along with statewide conferences, counselors attend regional and national conferences on personal counseling, career counseling, retention, and special populations. Each fall, the college counselors also host an informative conference for the county high school counselors. In addition, the college also hosts a statewide disabled student conference.

Self-Evaluation
The college meets this standard. Counseling and academic advising programs support student development and success in many different ways. In order to remain knowledgeable about current practices and resources, the counselors responsible for advising students participate in a variety of local and statewide professional development opportunities.

Planning Agenda
None.
Standard II: Student Learning Programs and Services

Standard II.B.3.d
The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary
The effectiveness with which the college addresses this standard is monitored on an ongoing basis by the Cultural Diversity and Student Equity Committee (CDSE). The CDSE Committee is comprised of faculty, students, staff, and community members. This committee supports and safeguards cultural diversity and student equity as an integral component of Cuesta College's policies, practices, and procedures. As a committee and in collaboration with other campus entities, members develop opportunities for the campus community to learn about and celebrate diversity through activities and events such as lectures, films, and book discussions, and through the availability of instructional resources (Doc. 58). When needed, the CDSE Committee acts as an advisory body to the President's Office, the Human Resources Department, and other campus groups who address diversity and student equity issues. The CDSE Committee also makes recommendations in the following areas: 1) ensuring student equity for underrepresented students; 2) increasing understanding of, and sensitivity to, cultural and religious diversity, sexual orientation, physical ability, class, and gender equity through training programs, learning activities, and other services; and 3) promoting the college philosophy, policies, and practices that enhance inclusiveness, equity and diversity sensitivity. In the fall of 2007, the committee drafted, and is in the process of adopting, a definition of cultural competency (Doc. 59).

Students are required to complete one course that qualifies for the diversity requirement to obtain a degree from Cuesta. According to the diversity requirement’s student learning outcomes, after successfully completing the requirement, students will be able to “identify, assess, and challenge biased assumptions and behaviors of individuals and societal institutions; analyze inter-group relations within categories of identity, such as race, ethnicity, gender, religion, sexual orientation, class, ability, nationality, or age; and examine struggles of non-dominant groups for power, justice, and access to resources” (Doc. 60, 44).

The college also has increased the ESL outreach at all three Cuesta sites, and it witnessed a ten percent increase in student enrollment in the ESL program in Fall 2006 (Doc. 61). The ESL students are welcomed through orientation programs which validate the importance of their individual cultures. Over the past several years, the ESL faculty, staff, and students have hosted several events to raise cultural awareness, such as the celebration of Dia de los Muertos and the annual ESL Poetry in Translation event. Bilingual signage in the new Student Service area (English/Spanish) and the translation of printed documents and parts of the website (English/Spanish) have also demonstrated the college’s attention to diversity on campus.

There are also a variety of programs that support the college’s diverse student population. These include CalWORKS/Office of Employment training, Extended Opportunity Program and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), Disabled Student Program and Services (DSPS), Emeritus College, and various student clubs.
Annually, the college sponsors a variety of activities that promote the appreciation of diversity and understanding. For example, the Woman of Distinction Award recognizes women who have demonstrated outstanding commitment to the community through their work and volunteerism. In addition to that, Cuesta College has also sponsored the following activities: the Unlearning Racism Retreat, Dia de Los Muertos Altar Displays, Learning Disabilities Conference, and the Latina Leadership Network Summit for Chicana/Latina Women. The Board of Trustees also acknowledges specific months such as Women’s History Month by passing resolutions that highlight the specified month.

The 2002 Institutional Self-Study indicated that “the Vice President of Student Services [would] investigate the development of a multicultural center in order to offer students a place to call ‘home’ while attending Cuesta.” The report also stated, “In keeping with its values statement, the college endeavors to create and maintain a campus climate that embraces diversity and respects all individuals” (Doc. 62). With that statement in mind, a committee comprised of students, faculty, and staff was established in fall of 2007 to facilitate the development of a Diversity/Multicultural Center, which eventually became the Cultural Center. The Cultural Center Committee met weekly with the goal of opening the center in spring of 2008. The core values of the Cultural Center are “Exploration, Diversity, and Awareness.” A student committee member stated that he hopes that “the center supports exploration, awareness, and diversity by promoting literature, music, movies, events, and human interaction for the purpose of exchanging, understanding, sharing, and celebrating unlikeness” (Doc. 63).

The oversight of the center is provided by the Student Life and Leadership Office. The location of the center, rooms 5104 A and B, originally staff dining and meeting areas, has been converted into a lounge area and office/resource area. The lounge area (5104A) is a place where students, staff, and faculty can meet for programs, lunch, etc. to share their views on diversity. The office/resource area (5104B) enables students, staff, and faculty an opportunity to plan programs and research diversity topics, etc. On another note, during the planning stages of the Cultural Center, some faculty, staff, and members of Student Life and Leadership expressed concern at the loss of the staff dining room and an important meeting area.

The committee is drafting a mission statement and goals. A grand opening is tentatively scheduled for early spring of 2008. The college will assess and determine the appropriate budget to support the mission statement and goals of the center. Furthermore, the Cultural Center Committee will need to continue to meet in an advisory role to advocate for resources and programs for the center.

With the opening of the Cultural Center, the college now hosts two models for approaching diversity. The first takes place in the classroom in the diversity requirement courses. Within these courses, students must examine and challenge individual and social bias, and they must consider the ways in which underrepresented groups are denied access to power and justice (Doc. 64). It is a model focused on conflict and social justice. In the Cultural Center, however, students have elected to pursue a model based on exploration, awareness, and understanding. It is a model based on exposure and appreciation. Some faculty and staff see these models as contradictory while others believe that both of them can co-exist on campus.
Self-Evaluation
The college meets this standard. In 2006, students indicated higher satisfaction than they did in 2001 with regard to the statement that “faculty are fair and unbiased in their treatment of individual students and are understanding of students’ unique life circumstances.” Students also noted that it is an enjoyable experience to be on campus. (Doc. 23). The CDSE Committee will continue to actively participate and coordinate activities that increase the understanding and importance of diversity for both students and staff.

Planning Agenda
None.

Standard II.B.3.e
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
The Director of Research and Assessment evaluates and reviews placement instruments to assure that student assessment results meet the state matriculation guidelines for effectiveness and multiple measures (Doc. 65). Assessment testing is expected of all students (Doc. 66) prior to taking any English or mathematics course or courses requiring English or math as a prerequisite. Cuesta implemented “GREAT START” (Doc. 67), which is available for first-time students in order to facilitate appropriate placement and registration into math and English courses. Assessment testing is also administered in order to place students in appropriate English as a Second Language (ESL) courses or learning skills courses. Assessment tests are also used for specialized programs, such as Nursing and Psychiatric Technician programs, to determine student readiness. Students with disabilities who need special accommodations for any parts of the enrollment steps may contact Disabled Student Programs and Services (DSPS).

The Admissions Office of Cuesta College offers two methods of applying for admission: online admission application through the CCCApply web site or the paper application (Doc. 68). The CCCApply program is evaluated on an annual basis by the statewide steering committee to ensure consistent and equitable processing of student applicants. Federal and state updates are made in a timely manner to ensure compliance by the users. The paper admission application is updated to match both the online admission application and processing needs. Both CCCApply and the paper admission applications are available in English and Spanish. Admissions regulations adhere to Title 5 requirements and regulations.

Self-Evaluation
The college meets this standard. Cuesta College admission and assessment instruments are regularly evaluated to ensure their use by students is efficient, effective, and compliant.

Planning Agenda
None.
Standard II: Student Learning Programs and Services

Standard II.B.3.f
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
Student records are maintained, and backup files are created to safeguard against the corruption or loss of data. Authorized support staff and administrators are granted appropriate security levels based on the duties of their position. Students’ admission data, enrollment information, grades, and student fees are kept on the HP 3000 and are backed up Sunday through Friday with a partial back up on Saturday. The web interface with the HP3000 is protected by appropriate firewall technology.

Prior to 1984, Cuesta College records were on a permanent record “card,” and they are not on the current HP 3000. Over 70,000 pre-1984 records were imaged through the ATI Filer program. The permanent record cards are still accessible from a secure storage unit. Since 1996, all incoming transcripts from other colleges and universities have been imaged. ATI Filer is backed up every night Monday-Friday.

Student and faculty records stored on microfilm or optical image technology with appropriate backups are maintained in compliance with the district’s records disposition schedule (Doc. 105).

The Director of Admissions and Records is the college designee to coordinate the inspection of student records as defined by the Family Education Rights and Privacy Act (FERPA). The FERPA guidelines are published in the schedule of classes and the college catalog. (Doc. 60, p. 101; Doc. 44, pp. 17-18). In addition, the Director of Admissions and Records limits access to student records by unauthorized staff to ensure their security.

Self-Evaluation
The college meets this standard. The college maintains the confidentiality and security of records with appropriate backups and access levels as required by regulation and best practices. The college guarantees to students their right to inspect their educational records. The FERPA guidelines are published in the class schedule and the catalog on an annual basis.

Planning Agenda
None.
Standard II: Student Learning Programs and Services

Standard II.B.4
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
In 2005, Cuesta College appointed an Institutional Effectiveness Task Force. The task force created the “Proposed Institutional Effectiveness Model” template (Doc. 69), which describes the planning process the college will follow to fulfill its mission of evaluating services by identifying and analyzing the evidence for student learning outcomes. The model provides a mechanism that student services departments have used and continue to use to succinctly identify the unit’s goals, which are tied to specific services and student learning outcomes. This same “grid” ties into the Board goals and the institutional values as well. It was extremely helpful.

The quality and effectiveness of student support services in meeting identified student needs is documented by employing a comprehensive system of setting goals, planning, and then evaluating the degree to which the goal was met and, in turn, the service to the student.

The program planning and review process is designed each academic year to examine each program and relevant outcome data, methods of service delivery, quality of community and campus relations, fiscal issues, and student needs. The evaluation results are incorporated into the following year’s planning process. Outside reviews are conducted for EOPS, DSPS, and matriculation. Federal fiscal audits are performed annually for financial aid. The information obtained from these reviews is factored into the planning and budgeting process of Student Services.

Program plans and reviews take place in each area of Student Services including Matriculation (Doc. 37), Financial Aid (Doc. 5), Counseling (Doc. 25), Academic Support (Doc. 22), DSPS (Doc. 19), Student Life and Leadership (Doc. 14), EOPS (Doc. 12), and Health Services (Doc. 54). The results of these reviews are presented to the other departments within Student Services and are shared with the campus community. The program reviews are also presented to the Board of Trustees. Identified adjustments or improvements to services are then incorporated in planning and budgeting for the next budget cycle. The program plan and review provides the evidence for the need. This evaluative process is completed each year.

Self-Evaluation
The college meets this standard. As part of the annual planning process, the Student Services division assesses progress toward achieving its stated goals and makes decisions regarding the improvement of student learning outcomes in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and then re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

All programs and departments within Student Services either have conducted or are scheduled to conduct full-scale program reviews. Program reviews for Student Services are tracked by the Vice President of Student Services. Program reviews are used as
Standard II: Student Learning Programs and Services

evidence along with data from Institutional Research to develop future departmental unit plans.

Since the last self-study, student learning outcomes (SLOs) have been incorporated into our annual review of services and the development of enhanced service and goals. Although the institutional effectiveness outcomes (IEO) template is no longer in use within the annual planning process, it still helps present a workable model for adding SLOs into our annual planning. The Student Services Division has a goal of creating a workable template that will be used consistently to incorporate student learning outcomes in our cluster planning process.

Planning Agenda
None.
Sources for Standard II.B

Doc. 1  NCC Education Center, “Educational Center” Student Support Grid
Doc. 2  South County Campus, “Outreach Operation” Student Support Grid
Doc. 3  Student Characteristics Study Fall 2006
Doc. 4  Financial Aid web site http://academic.cuesta.org/finaid/
Doc. 5  2006/07 Financial Aid Program Review
Doc. 6  2006/07 BFAP SFAA Form 3 Annual Report
Doc. 7  2005/06 BFAP SFAA Form 3 Annual Report
Doc. 8  EdFund grant proposal
Doc. 9  2001-02 Financial Aid Year-End Report
Doc. 10  2006/07 Financial Aid Unit Plan
Doc. 11  EOPS website http://academic.cuesta.edu/eops/
Doc. 12  2006-07 EOPS Year-End Report
Doc. 13  CARE program web site http://academic.cuesta.edu/eops/what%20is%20care.htm
Doc. 15  Health Services Program Guidelines
Doc. 16  Board Policy R06025
Doc. 17  2007 Health Center Year-End Report
Doc. 18  DSPS http://academic.cuesta.edu/acasupp/dsp/s/
Doc. 19  2006-07 Disabled Students Programs and Services Program Review
Doc. 20  Academic Support http://academic.cuesta.edu/acasupp/as/
Doc. 21  2007-08 Academic Support Unit Plan
Doc. 22  2005-06 Academic Support Program Review
Doc. 23  2006 Noel Levitz Student Satisfaction Inventory
Doc. 24  Counseling http://academic.cuesta.edu/counsel/carcntr/carcntr.htm
Doc. 25  Counseling Program Review
Doc. 26  Cuesta College CalWORKs Allocation
Doc. 27  Cuesta College Categorical Programs Self-study 2007
Doc. 28  Letter from Chancellor’s Office Fall 2006
Doc. 29  2007 MIS Reports
Doc. 30  Memo of Understanding with DSS
Doc. 31  CalWORKs Student learning Outcomes
Doc. 32  Career Connections http://www.cuesta.edu/campus/connections/
Doc. 33  IPD Focus group/Advisory Board meeting agenda and minutes
Doc. 34  2006-07 Veteran’s Office Year-End Report
Doc. 35  Counseling Information http://academic.cuesta.edu/counsel/
Doc. 36  SARS Grid
Doc. 37  Matriculation Program Plan – July 2007
Doc. 38  Registration Information http://academic.cuesta.edu/admrreg/
Doc. 39  Admissions & Records Student Learning Outcomes
Doc. 40  Enrollment Management Minutes, November 2003
Doc. 41  South County Survey http://academic.cuesta.edu/research/reports/clarus.ppt
Doc. 42  College Catalog and Schedule of Classes http://www.cuesta.edu/catsched.asp
Doc. 43  December 3, 2003, Minutes, Board of Trustees Meeting http://academic.cuesta.edu/president/pdffiles/adoptedmin1203.pdf
Doc. 44  2007-08 Cuesta College Catalog
Doc. 45  June 20-21, 2007, Schedule Development Business Process Analysis (BPA)  
http://www.cuesta.edu/oz/schedbpa.pdf
Doc. 46  ESL Retention Survey
Doc. 47  Cuesta College Mission, Vision, and Value Statement  
http://academic.cuesta.org/president/
Doc. 48  Cuesta Committees  http://www.cuesta.edu/comorgs/comasigns07_08.pdf
Doc. 49  Academic Support Center  http://academic.cuesta.edu/acasupp/
Doc. 50  Registration  http://academic.cuesta.edu/admrreg/regoffice.htm
Doc. 51  myCuesta for students  https://my.cuesta.edu/cp/home/displaylogin
Doc. 52  Health Center  http://www.cuesta.edu/campus/health/
Doc. 53  Student Health Center Uniform Statistics Reporting Form
Doc. 54  Health Center Program Review
Doc. 55  Clubs Brochure and Club Files, Student Life & Leadership Office
Doc. 56  ASCC Executive Cabinet and Senate Minutes, Student Life & Leadership Office
Doc. 58  Cultural Diversity Committee website  http://academic.cuesta.edu/cultural/
Doc. 59  Draft of definition of cultural competency
Doc. 60  Fall 2007 schedule of classes, page 12
Doc. 61  Press release, Nov. 2006: “Cuesta College English as a Second Language Program in High Demand”
Doc. 62  2002 Cuesta College Accreditation Self-Study
Doc. 63  Cultural Center agendas and minutes, Student Life & Leadership Office
Doc. 64  Diversity Requirement Outcomes
Doc. 65  Assessment guidelines and instruments  
http://academic.cuesta.edu/research/index_files/Page682.htm
Doc. 66  Assessment testing  http://academic.cuesta.edu/admrreg/arfag.htm#partass
Doc. 67  Great Start  http://academic.cuesta.edu/admrreg/greatst.pdf
Doc. 68  CCCApply  http://academic.cuesta.edu/admrreg/appl.htm
Doc. 69  Institutional Effectiveness Outcomes Worksheet, 2005.
Standard II.C
Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1
The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary
San Luis Obispo Library
Since the last self-study report, Cuesta College has completed a major three-phase remodel and expansion of the Library/Learning Resource Center at the San Luis Obispo Campus, with the final move of staff offices, the reference desk, book stacks, and all other equipment in August 2007, just in time for the opening of the Fall 2007 semester. In addition to doubling the library’s overall square footage, the remodel has given the original 1975 facility a much needed face-lift. The increase in square footage has created new space for quiet areas, group study and collaboration rooms, all of which are in high demand by students (Doc. 1). The renovation also allows for expanded book stack and periodical storage areas, all of which were lacking in the old facility (Doc 2).

Seating capacity has more than doubled, with an increase from 175 to 460 seats. All computer workstations have been upgraded to new thin-screen, swivel models. A “Go Print” kiosk controls printing from all public workstations. Study rooms and computers in the library are available to students, staff, faculty, and community members. Along with the 78 workstations in the adjoining open computer lab, there are currently 22 public access computers in the library; in the old facility there were 25. However, wireless Internet access is now available in the library for students and Cuesta staff through the MyCuesta portal login system (Doc. 2).

North County Library
The North County Library physical space was almost doubled in May 2007 to provide more room for study stations, computer stations, and print materials (the library is housed in a modular building). Students now have access to 27 computer terminals (almost double the previous amount of 15) and a separate study room with seating for 36 students. The library computers function as the sole open access lab for the North County Campus, and librarians now spend time as unofficial lab aids. Course specific programs such as CAD-CAM and the NutriCalc software for nutrition courses are only found on these computers. All computers are PCs, with one specially equipped for DSPS students.
There is no Go Print kiosk to control printing from the 27 student workstations. Architectural plans have been drawn and approved for a new, larger permanent building to house an expanded library to be completed in 2010 (Doc. 2).

South County Center
Cuesta College classes are held four evenings a week at Arroyo Grande High School after the high school has finished for the day. Cuesta began operating a small library and computer lab with faculty librarian staffing one evening per week in spring of 2007. Services include librarian help with computer access, guidance with databases and Internet searching, filling book requests, and providing general or subject specific library orientations for class groups. Students have access to 36 computers and a printer, all owned, and maintained by Lucia Mar School District. There is also an instructor workstation with a data projector. Currently, there are no print library resources or space for shelving print resources at this facility. Since the opening of the South County library in Fall, 2007, our librarian has presented five formal library orientations to classes and has made seven brief classroom visits to promote library services (Doc. 2).

Distance Access
The library serves the college's growing number of DE students by expanding electronic resources and providing remote access to services whenever possible. Currently enrolled Cuesta College students with Internet access can remotely access the paid periodical subscription databases from off campus through the new MyCuesta portal launched in 2008 (Doc. 2). Given budget constraints it is not always possible for the library to meet demand for electronic resources and training on these resources (see more detail in II.C.1.a).

Self Evaluation
The college partially meets the standard. The Cuesta College Library/Learning Resources Department has difficulty managing the need for increased collection size and updated materials in rapidly changing fields given the pressure of budget constraints and increased enrollment. The library supplements its book budget with money raised from donations to the Friends of the Library, but this is not a reliable or consistent source for the substantial funds needed. This shortfall is exacerbated by the need to develop the North County Campus and South County Center collections, the need for a South County dedicated space, and the need for sufficient electronic materials and training to support distance education needs.

Planning Agenda
- The Director of Library/Learning Resources and Distance Education will seek consistent and reliable funding for electronic and print collection development to support programs in all modalities through district funding, as well as increased community support for the collections.
- The Vice President of Administrative Services and the Executive Dean of the North County Campus and South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location.
Standard II.C.1.a
Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary
Library Collections
The Cuesta library collection supports lower division, undergraduate courses, vocational education programs, and introductory independent study. This level is sufficient for students to acquire knowledge of a subject required for limited or generalized purposes but is not sufficient for university-level research in all disciplines. It includes currently published basic monographs supported by seminal retrospective monographs, a broad selection of works of important writers, a selection of representative journals, and current editions of the most significant reference tools pertaining to the high demand subjects. Total collection holdings (including both SLO and NC libraries) as of 2005-2006 are over 76,000 book volumes and nearly 3000 non-book items (DVDs, videos, etc.) (Doc. 2).

The primary mission of the Cuesta library is to serve the academic community by providing access to resources that support and strengthen the college curriculum, by stimulating the intellectual development of students and faculty, by assisting faculty in maintaining awareness of current information resources and information literacy skills, and by motivating students to acquire reading, research, and life-long learning skills (Doc. 3).

The Cuesta library also strives to provide continuing education opportunities that will enrich the entire community by making resources and facilities available to community residents, by instructing patrons in the effective utilization of information resources, and designing, assisting, and promoting the effective use of instructional technologies for teaching, learning, and research.

Within the constraints of available funds, facilities, and staffing, the library acquires and makes available materials and media in various formats, evaluates existing collections, and develops policies and procedures to maintain the quality of collections and information services. The Cuesta Collection Development Policy provides guidelines for establishing priorities for the selection of library and audio/visual materials, as well as the criteria for withdrawal of materials from the collection (Doc. 3). In 2007, librarians updated the collection development policy to assure that it continued to support the mission of the college and the library as well as providing the framework for selecting materials that support student learning.

All librarians participate in collection development for their assigned subject areas by perusing current reviews of journals such as Library Journal and in coordination with faculty and others within the librarians’ assigned subject areas. Although the library's staff is primarily responsible for the quality of the collection, the selection of new materials and the withdrawal of materials are collection development activities shared with other members of the college community. As such, the library staff regularly request recommendations from faculty and community members with specific subject expertise (Doc. 3).
San Luis Obispo Library and Learning Resources Collection
Total San Luis Obispo location item count (all categories) is about 76,000 and the book count is about 74,000. A year-long, vigorous weeding of both circulating and reference collections on the SLO campus by faculty librarians took place in academic year 2005-2006, prompted by the pending library building remodel and expansion. As a result, some 3818 items were discarded from the SLO collection; the bulk were book volumes (2827) and audiocassettes (984) (Doc. 2).

Reflecting the college’s mission to encourage lifelong learning, the library also serves a community of lifelong learners with a broad range of interests and prior educational experiences including the Emeritus College students and their growing number of course offerings. Therefore, library resources also include a variety of general information resources in subject areas that are not covered by for-credit classroom instruction but that are generally supportive of a learning environment.

Librarians investigate electronic resources as a viable alternative to traditional print sources and actively search for electronic sources that offer an advantage over print sources. Electronic sources will be added to the collection to meet the expressed needs of primary library patrons, including distance education students, when they represent an advantage over print resources and when they are economically feasible.

There are several special curricular needs that have resulted in focused collection development. For instance, the children’s book collection receives heavy use from the numerous sections of the Children’s Literature class each semester; librarians with subject expertise in that area are compiling a list of new and replacement titles for purchase, providing a needed infusion of fresh books into that area.

Special Collections at the San Luis Obispo Campus Library
Blythe California Collection
In 2006, the Cuesta Library received a gift of a 200 item collection of books and journals focusing on the history of San Luis Obispo County and California. This collection has been 50 percent processed and cataloged and is being housed in locked cabinets with restricted access in the newly remodeled library space for use by researchers and Cuesta archival studies students.

Cuesta College Archives
The Cuesta College archives—consisting of over 130 linear feet of paper, photographs, audio and video records, and regalia documenting the history of the college—has been 80 percent rough-sorted and housed in acid-free, archival storage containers. It has been organized according to the college archive register. This has increased accessibility to the collection for campus use and for students or community members doing research on the college’s history.

Currently, the Public Affairs and Marketing Department and the library are exploring the joint purchase and use of a software program to manage digital collections. If this program is purchased, it will allow the librarians to more effectively archive and maintain the digital history of the college and selectively digitize older materials as budget and staffing allow.
North County Library Collection
The collection at the North County Campus is comprised of reference sources, a circulating book collection to support courses taught at the North County Campus, an ESL collection (due to the proportionately large ESL population), and DVDs/videos to support the curriculum at the North County Campus. As of academic year 2005/2006, the North County library held over 6000 total items, with a book count of about 5500 volumes (Doc. 2). The North County collection is still being developed and, at times, is strained to meet growing needs (Doc. 1).

South County Center Collection
Currently, there are no print, DVD, or video library resources or space for shelving these resources at the leased South County facility. The lack of a permanent materials collection impacts student services at the South County Center and might impact the courses that are or can be taught in that location. Internet resources have taken up some of the slack. There are thirty-six computers in the library room; all have off-campus (remote) access to Cuesta’s online library resources, such as the online public access catalog (OPAC), Internet searching, and databases such as SIRS, EBSCOhost, Proquest, and Newsbank (Doc. 2).

Distance Education and Remote Access Collection
Cuesta distance education students and students working off campus are served via a collection of 7,062 Netlibrary electronic versions of books. These books are accessible off-campus from either the library’s SIRSI’S WebCat, the online public access catalog (OPAC), or by logging into the Netlibrary website as a Cuesta student. The distance education students may also remotely access the following online periodical and reference databases for which the college library pays annual subscriptions (Doc. 2):

- **EbscoHost Bundle**
  - MasterFile Premier (1730 full-text general-interest titles),
  - Academic Search Elite (2000 full-text journals),
- **CINAHL Plus** (indexing for 3100 nursing/allied health journals),
  - Health Source Nursing/Academic (550 full-text nursing/allied health journals)
- **SIRS Researcher**, a full-text database of journal and newspaper articles focusing on social science and social issues (1500 national and international publications)
- **ProQuest National Newspaper Index** (five national newspapers)
- **NewsBank** (782 local newspapers)
- **Gale Literary Database** (Contemporary Authors, Contemporary Literary Criticism, Dictionary of Literary Biography),
- **Encyclopedia Britannica Online**
- **Gale Ready Reference** (includes 14 directories)
- **Counting California**
- **Country Watch**

**Funding Issues**
The result of a print collection weeding project during the 2005-2006 year is a cleaner collection with less outdated titles (e.g., from the 1960s, and 1970s. However, there is now a pressing need for an infusion of current, high-quality materials to refresh strengthen the collection. No new funding sources have been identified; this poses a serious problem.
Telecommunications and Technology (TTIP) funding from the state has decreased since 2004. At that time, there were two allocations of TTIP dollars: one to purchase subscription databases/electronic reference sources and the other for various computer-related needs such as OPAC maintenance, upgrading, or licensing costs. For the last three academic years, 2004-2005, 2005-2006, and 2006-2007, the second allocation has been eliminated, leaving only the electronic resource money which remains static at about $36,000 per year.

The costs of electronic resource subscriptions does not ever go down (currently $40,000), so we are faced with a decreased state allotment of funds which now must cover both categories (annual subscriptions costs and other computer-related fees) and which does not increase to cover raising costs. The TTIP funds have been used pay for other costs, such as the software which provides the online catalog.

The result is that the library is always at least $10,000 short of funds each year when it comes time to renew the annual subscription fees for our periodical databases and electronic reference sources. To cover the shortfall, the college has been paying for last year’s periodical expenses out of next year’s funds. This is not a solution. The library needs more funds from the district, as a line item, just to maintain these much-needed and very basic level resources. Additionally, we are not ever able to grow these resources; in two of the past three years we have declined to purchase the eBook bundles and have dropped the Gale Biography Database. Even with those sacrifices, the library barely retains what it currently has. Departments with specialized needs have occasionally stepped in with grant support, such as Nursing with monies for the CINHAL electronic journal database (Doc. 2).

Self Evaluation
The college partially meets the standard. While the Cuesta College Library and Learning Resources Department relies on appropriate use of faculty, including librarians and other teaching faculty, to select and maintain equipment and materials that are sufficient in quantity, currency, depth, and variety to support student learning, it continues to have difficulty managing the need for increased collection size and updated materials in rapidly-changing fields given the pressure of budget constraints and increased enrollment. The library supplements its book budget with money raised from donations to the Friends of the Library, but this is not a reliable or consistent source for the substantial funds needed. This funding shortfall is exacerbated by the need to develop the North County Campus collection and sufficient electronic materials to support distance education needs.

Planning Agenda
- The Director of Library/Learning Resources and Distance Education will seek consistent and reliable funding for electronic and print collection development to support programs in all modalities through district funding, as well as increased community support for the collections.
Standard II.C.1.b
The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
Reference Assistance and Library Orientations
The San Luis Obispo library information desk is staffed by librarians during all library open hours (M-Th, 8am-8pm; Fri 8am-4pm; Sun 2pm-6pm). Reference statistics for the last three years at the San Luis Obispo campus library follow. Please note that during the 18 months of the recent remodel, overall in-library traffic was down due to the noise, dirt, and disruption of the construction:

<table>
<thead>
<tr>
<th>Year</th>
<th>Traffic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>11137</td>
</tr>
<tr>
<td>2005-06</td>
<td>10358</td>
</tr>
<tr>
<td>2006-07</td>
<td>9945</td>
</tr>
</tbody>
</table>

Individualized reference assistance focuses on general research questions, help with specific subject inquiries, and technical assistance in accessing electronic resources. Librarians also teach information literacy in hour-long lectures in the classroom or in the library’s lecture room. In the 2006-2007 academic year, this included 58 orientations in subjects ranging from business, English, art, study skills, biology, journalism, and more. A total of 1238 students attended these focused, course-related orientations (Doc. 2).

Other Library Programming
Information competency training is also infused throughout the curriculum. For example, the library continues to develop the Library Research Workbook, a hands-on tutorial on library and Internet research, with emphasis on the evaluation of college level resources. Completion of the workbook is required as part of English Composition (English 1A) – a course taken by over 2500 students each year. First used in the early 1990s, the Workbook is updated regularly to remain viable. Library faculty are the lead authors of the workbook with input from English 1A instructors and students. In Fall 2009, English 1A will become a graduation requirement for a degree from Cuesta, increasing the number of students completing the Library Workbook.

The Workbook serves as a central component of the English 1A course that deals with information competency, and it has been fashioned as research on one topic for a hypothetical research paper. It addresses three major areas of research: locating sources, evaluating information, and citing sources in the MLA style. Currently, the Workbook comes in a bound format, and the library home page has links to the online resources necessary to complete the Workbook. Approximately one-third of the Workbook must be completed by reviewing print sources at a library, and the rest can be completed online through the Internet and access to subscription databases.

The library faculty also teaches two sections each semester of Online 1, a half unit, 3-week online course which introduces students to the basic technologies that are used in online courses.

For three semesters prior to the San Luis Obispo (SLO) library remodel project (2004 and 2005), faculty librarians offered free “Pizza In the Library” presentations to students and
staff at both the SLO campus and the North County Campus libraries. Each lunchtime session focused on a different library database, as a librarian demonstrated the highlights of that resource and how best to use it. Participants were treated to free hot pizza as they listened. Some instructors also gave their students extra credits points for attending.

Other projects that support information competency have included developing online tutorials on the use of library resources using Camtasia software and designing, developing, and implementing library-oriented modules on the new campus-wide MyCuesta portal (Doc. 2).

**North County**

The North County library information desk is staffed by librarians during all library open hours (M-Th, 8:30am-8pm; Fri 8:30am-3pm) except for the final hour of weekdays, 7-8 p.m., when a library assistant is in charge of the building.

The reference statistic count for the last three years at the NC campus library follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Statistic Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>2103</td>
</tr>
<tr>
<td>2005-06</td>
<td>3165</td>
</tr>
<tr>
<td>2006-07</td>
<td>3406</td>
</tr>
</tbody>
</table>

Individualized reference assistance focuses on general research questions, help with specific subject inquiries, and technical assistance in accessing electronic resources. Librarians also teach information literacy or offer bibliographic orientations in hour-long lectures in the classroom or in the library’s lecture room.

The North County library has continued to increase its number of Information Skills Orientations for the last three academic years (Doc. 2):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>3</td>
</tr>
<tr>
<td>2005-06</td>
<td>16</td>
</tr>
<tr>
<td>2006-07</td>
<td>24</td>
</tr>
</tbody>
</table>

**South County**

Librarian staffing for the small South County library/lab has increased from one evening per week in Spring 2007 to two evenings per week as of Fall 2007 (5:30 pm-7:30 pm Monday and Thursday only). This still leaves two evenings per week with the library closed and no staffing or services even though there are Cuesta courses being taught on site those nights (Doc. 2).

**Services to Disabled Students (DSPS)**

Academic Support/Disabled Student Programs and Services (DSPS) provides support services to insure that all students can access materials at Cuesta College. DSPS employs an Alternative Media Facilitator who secures alternate media for qualified disabled students. E-texts, audio recordings, Braille, closed captioning, and large print editions are provided to students based on their need to access print in different modes. In addition to the Alternative Media Facilitator, the college employs an Adapted Computer Tech Specialist who trains students in the use of alt media tools such as Zoom Text and Jaws.
Funded by general college funds, categorical dollars, and donations, DSPS has a budget of about $1,400,000 per year. DSPS conducts a comprehensive evaluation every five years (Doc. 4).

**Self-Evaluation**

The college partially meets the substandard. With limited staff time, funding and resources, we still have continued to provide desk reference help and library information competency orientations. We have also begun to assess the changing landscape of library services and have completed many projects including updating the library website and myCuesta channels, creating online reference materials, and developing online tutorials. Library faculty and staff meet on a regular basis and discuss the ongoing needs for updating technology in order to meet student learning needs and current technological expectations.

**Planning Agenda**

- The Director of Library/Learning Resources and Distance Education will seek additional staff and resources to provide for the development of information competency skills including reference desk staffing, library workbook updates, and other information literacy programming.

**Standard II.C.1.c**

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Descriptive Summary**

Learning Resources operates with three full-time tenured librarians, approximately ten part-time faculty librarians, nine classified staff, and seven student workers to handle library operations for three campuses, the High Tech Learning Center Open Lab at the San Luis campus, and to teach in the Library Information Technology Program. As of January 1, 2008, the Director of Library/Learning Resources and Distance Education position is vacant and there is a search underway for a new director with the expectation that the position will be filled late spring semester.

As of Summer 2007, there is also an unfilled full-time tenured faculty librarian position on the San Luis Obispo campus. The position was formerly titled Audio/Visual Librarian and had been filled at a 50 percent pre-retirement level by the outgoing individual. Discussion among current library faculty and the Director of Library/Learning Resources indicated a strong need to redefine and recast the vacant librarian position to better reflect current library staffing needs and student needs (e.g., needs related to distance education). As of Fall 2007, this position was not prioritized for hire in the 2008-2009 year. Although the staff is committed and team-based, the unfilled librarian position as well as the library’s reliance on part-time faculty strains the ability of the library to staff the reference desk, offer orientations, and to plan for and expand services for distance education students.

As of spring of 2007, the Instructional Technology Services (ITS) Department, which was formally part of the library under the direction of the Director of Library/Learning Resources, has been split. The Audio Visual (A/V) collection has stayed with the library...
and the equipment maintenance responsibilities have been re-assigned to the Computer Services Department.

**Distance Education**

Increased distance education enrollment has strained Cuesta’s Library/Learning Resources Department. In an effort to continually improve and upgrade services, this year Cuesta College moved from the WebCT 4.2 platform to the newer Blackboard version of this course management system. As might be expected, in the initial semester of the new course management system, Spring 2007, there were many technical issues as the first few instructors chose to migrate to the new Blackboard version for the Spring semester. Final migration to the new version happened in summer of 2007, with some issues still unresolved. In an effort to provide support on a limited budget, Cuesta participated in a pilot program for a centralized help desk. The results were mixed, with positive feedback on the 24-hour access but also with many questions continuing to be referred back to the High Tech Open Lab Aid and to the Library/Learning Resources Office Division Assistant (Doc. 2).

Overall, there has been inadequate staffing and funds budgeted for training and support for technical issues in this new modality. Individual faculty members must often find their own support and training. Without centralized support, it has been difficult to move the college toward a single platform of course management software. Instructors have also chosen to use home grown sites or other management systems, making it even more difficult and time-consuming to provide adequate support and resources. Blackboard training takes place on a very limited basis, often through the California community college technology trainers @One. The technician in the High Tech Open Lab and the Library/Learning Resources Office Division Assistant troubleshoot issues as they come, but staffing is clearly inadequate.

In order to help students succeed in the distance education environment, the library offers an elective half-credit Online 1 (Introduction to Online Courses), which presents different types of technologies essential to success in distance education courses. Library faculty and staff also regularly serve the reference and course information needs of some 180 students enrolled in the Library/Information Technology Program. In addition, librarians serve the reference and technology needs of students and faculty from distance education courses campus wide.

Since June 2006, the library has started a pilot program to provide library reference services to distance education students. So far, we have provided an embedded librarian in any distance education course where the instructor requests support. At the beginning of each semester a librarian contacts faculty members with courses that are library-intensive, such as English Composition (Eng 1A), Introduction to Business (Bus 45), and College Success (COUNS 56). The most successful library presence is in English Composition, where the librarian has a virtual presence in the discussion forums, checking several times once a day Monday through Friday for student questions (Doc. 2).

The college standard for instructor-maintained DE sites states that all sites will be accessible to qualified disabled students using adaptive technology. The biggest problems for student access are typically the lack of closed captioning and the inability of screen readers to decode the text. As such, DSPS provides support for faculty so that they can bring their sites into compliance with college accessibility standards (Doc. 4).
Department Managed Computer Labs
The college has over 1100 computers for staff or student access, and a portion of those are housed within the Library/Learning Resources Department. Of the student access workstations, many of them, as noted in the in the table below, are in need of upgrades. Staying ahead of the need for equipment replacement in instructional areas continues to be a challenge. The Technology Committee has addressed that issue in its Total Cost of Ownership (TCO) model as stated in the 2007 Technology Plan (Doc. 5, see also substandard IIIC). Also included in the 2007 Technology Plan is the list of student computer labs, their status, the quantity of workstations, and when the lab was purchased.

Software Supported by the College
The following is a list of software that is supported by the college either departmentally or college-wide by Computer Services:

- Adobe Acrobat
- Adobe After Effects
- Adobe Creative Suite
- Adobe Illustrator CS
- Adobe In Design
- Adobe Photoshop
- Adobe Photoshop CS2
- Adobe Photoshop Elements
- AutoCad
- Chime
- Chrom Perfect LE
- Cool Edit Pro
- CPS
- Curve Plots
- Digital Video Companion
- MathCue Tutorial
- Diploma 6
- Dreamweaver MX
- DVD Studio Pro
- E-Instruction
- Final Cut Express
- Final Cut Pro
- Flash MX
- Ifinish
- iLife
- Intro to Spectroscopy
- iWork
- Keyboard Pro
- Labworks II
- Legal Solutions
- Math Type
- Microsoft Developer
- Microsoft Office XP
- Microsoft Office 2003
- MiniTab
- MOS Test Prep
- Nutri-Calc
- Organic Nomenclature
- Oris Color Tuner
- Pro Tools
- QuickBooks
- Quicktime Pro
- Raswin
- Scientific Notebook
- Plato
- SketchUp
- Some Title
- Starry Night Pro
- Toast TitaniumRoxio
- Viewscan
- Win Plot
- College supported software is usually supported by Computer Services and is often server based.

Adaptive Software
The college provides the following adaptive software:

- Jaws
- Zoomtext
- Kurzweil 3000
Dragon Naturally Speaking  
Readplease  
Inspiration  

Jaws and Zoomtext are installed on all general-purpose, student access computers and are installed at most lab work stations. In addition, computer services will install the software upon request. The other software, such as Kurzweil, Dragon Naturally Speaking, and Inspiration, is available in the Assistive Technology Center (Rm. 3305) or in the North County DSPS office. Read Please 2003, which is a software program that reads most text computer files and is free to the students, is available in the Assistive Technology Center where we teach individuals to use the text reading software.

**Self Evaluation**
The college partially meets the substandard. Library/Learning Resources has just begun to address the issues that arise with diverse modes of delivery but has been restricted in this area by the lack of budget and staffing to expand as rapidly as needed. The lack of training and a campus-wide agenda for addressing distance education hinders the ability of Library/Learning Resources to meet the demand for faculty and student support.

Currently, the Director of Library/Learning Resources has been managing many aspects of the distance education operations for the district, although that was not reflected in his job title or description. As of summer 2007, that has changed, and the new title and description reflect responsibility for distance education (Doc. 2).

The college has made some good attempts to keep learning resources technology current for the students; however, a significant number of lab machines need to be updated and some instructional software must be purchased to support curriculum. The college needs to implement the TCO model for planning and budgeting purposes to address these issues (Doc. 5).

**Planning Agenda**
- The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy.
- The Technology Committee, along with the Planning and Budget Committee, will implement a Total Cost of Ownership (TCO) model to create a planned replacement for instructional technology.
Standard II.C.1.d
The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The library protects its collection through the use of security tags in its materials, alarmed emergency exit doors, and security gates for patron exits at both the North County Campus and San Luis Obispo campuses. The San Luis Obispo campus library and the North County Campus library both have safety plans (Doc. 6). The South County Center is currently under the administration of Arroyo Grande High School. There are no materials stored at the South County Center.

Emergency planning in the new San Luis Obispo building is being updated through a revised safety plan in conjunction with the Public Safety Office (Doc. 6). The campus took possession of the new San Luis Obispo Library facility in phases, and this resulted in a slower than optimal solution to lingering safety issues in the 2006-2007 year, including false alarms and non-updated evacuation plans. Public safety and construction management attempted to address this by meeting with learning resources staff at key points in the construction process to discuss important questions and key concerns. This included providing clear fire exit pathways during all phases of the construction, and secure storage for staff items during the workday. At the end of construction, public safety met again with library staff to begin to update the safety plan and to provide new evacuation maps. Library staff will continue to add changes to the safety plan, to post updated signage, and to meet on a regular basis for planning and emergency response training. Public safety has agreed to provide training when requested.

Self Evaluation
The college meets the substandard. The institution provides effective maintenance and security for the library and learning support services through security tags and gates for materials and the development of a safety plan and emergency response training for staff.

Planning Agenda
None.

Standard II.C.1.e
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institutions intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
The library participates in several consortium-based organizations, including the Online Computer Library Center (OCLC) database and discounted pricing on journal subscriptions from the California Community College Consortium (Doc. 7, 8). In the time since the last self-evaluation, the shared local catalog, Catalink Gold, has ceased
operations due to lack of funding. We now use OCLC shared cataloging resources to provide interlibrary loan services. Interlibrary loan has continued to be a significant service to library users. During 2006-2007, the Cuesta College library lent 84 items and borrowed 156 items.

Cuesta library faculty actively participate in local and regional library-related events such as the “Communities and Libraries Together” focus group held in November 2007. In addition, Cuesta librarians set up a listserv entitled “SLO Libraries” in response to requests from public and school librarians for a tool to share information across library types within San Luis Obispo (SLO) County.

Cuesta’s Friends of the Library (FOL) has provided outside support for Cuesta College library services and programs. A 501-C-3 charitable organization, the FOL group is comprised of an executive board of community leaders and a campus faculty member, with the Director of Library/Learning Resources serving as an ex-officio member. FOL has provided funds for projects such as a Library/Information Technology Student Scholarship and the purchase of 200 children’s books for the North County library. In addition, the FOL group sponsors occasional cultural events in the San Luis Obispo campus library, such as poetry readings, author book talks, and the recent showing of the film the Hollywood Librarian. The group also leads periodic cultural trips to museums in the Los Angeles or San Francisco areas.

Cuesta has partnered with various area libraries in the past on projects such as the Pilot E-Reference Project in 2003-2004, a joint effort with Allan Hancock College Library reference staff. In addition, Cuesta librarians regularly serve on interview panels for the hiring of staff for the San Luis Obispo City-County Library System. Cuesta Librarians and staff also attended the Great Expectations Library Summit in November 2007 to participate in county-wide library planning.

For those members of the college community whose scholarly or research needs are beyond the scope of the Library’s collections, librarians help to identify, locate, and borrow such materials through interlibrary loan or by referring patrons to the neighboring Cal Poly University Library through an “InfoPass,” which allows a user a one-time check out of specific materials from Cal Poly without a Cal Poly library card (Doc. 2, 9).

**Self Evaluation**
The college meets the substandard. Cuesta Learning Resources consistently looks for opportunities to collaborate with other institutions in order to provide quality services to students. As the demand for online access to resources and materials grow, the library must continue to partner with other libraries and community groups to rethink how it will remain a vital part of the Cuesta community. This could include partnering with friends groups, community groups, libraries, and business. We are committed to moving beyond the walls of the library into the community and into online spaces to collaborate and also to seek out patron feedback on our services.

**Planning Agenda**
None.
Standard II.C.2
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
Learning Resources has an ongoing practice of identifying and meeting student needs. These include the following methods:

- Librarians are assigned subject specialty areas and consistently make recommendations for collection development in their areas based on the Cuesta Library Collection Development Policy, professional literature, and input from faculty and students. (Doc. 3)
- The reference desk log is reviewed to inform collection development, staff training, and training materials creation decisions. (Doc. 2)
- The Library Workbook and Academic Skills curriculum is updated yearly based on consultation with English Division Faculty and student needs. (Doc. 3)

In 2006-2007, through the program review process, library faculty collaborated to create student learning outcomes for the library, which include the following:

- Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.
- Synthesize material and evaluate whether information need has been successfully satisfied.
- Locate, use, and evaluate library and information resources relevant to collegiate assignments and personal information needs.

The library student learning outcomes are correlated with the Library Skills Workbook, for which English 1A students go through the steps of the research process and then are tested on their understanding of the concepts and information (Doc. 10).

The Academic Support Instructional Lab is a 24-station Basic Skills support computer lab that provides computer-assisted instruction to mostly pre-college level students. The North County Campus has a smaller version of the lab with four workstations. The lab serves ACASK 5 lab students, adjunct study skills students, and walk-in students. The Spring 2006 Academic Support Program Review (Doc. 11) lists the student learning outcomes for ACASK 5, which is the main use for the Academic Support Instructional Lab. Services in the lab are further evaluated in Appendix C5 of the Spring 2006 Academic Support Program Review with comprehensive student and faculty evaluations of the scope and quality of services provided in the Academic Support Instructional Lab.

Self Evaluation
The college meets the substandard. The Library/Learning Resources Department consistently identifies and evaluates student needs throughout the collection development and staff training processes. Library student learning outcomes are reflected in daily services to students as well as in the Library Skills Workbook, which teaches these
outcomes and then evaluates student success through an exam. Learning support services such as the Academic Support Instructional Lab are regularly evaluated, have identified, published student learning outcomes, and are sufficient to meet student needs as identified by comprehensive student evaluations.

Planning Agenda
None.

Sources for Standard II.C

Doc. 1 2007 Survey results: Library; Open Lab; Faculty
Doc. 2 2007 Library Program Review
Doc. 3 2007 Collection Development Policy
Doc. 4 2006-07 DSPS Program Review
   http://academic.cuesta.edu/acasupp/dspsc0programreview.htm
Doc. 5 2007 Technology Plan
Doc. 6 Library/Learning Resources Safety Plan
Doc. 7 Online Computer Library Center (OCLC) Contract
Doc. 8 Blackgold Agreement
Doc. 9 Infopass Agreement
Doc. 10 2007 SLOs for Library, program, courses
Doc. 11 2006 Academic Support Program Review
Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1
The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary
During hiring processes, Cuesta College takes specific measures to assure that personnel are qualified with appropriate education, training, and experience. Subsequent to initial hiring, the employee evaluation process (as described in III.A.1.b) ensures the quality and integrity of personnel. Hiring of new faculty, staff, and managers is governed by board policy and administrative regulations (Doc. 1). These administrative regulations outline all aspects of hiring, including the composition of the hiring committee, the screening and interview process, and the process for the final recommendation of a candidate. Selection committees comprised of representatives from faculty and administration conduct the hiring process.

For faculty hiring, the majority of faculty members on the selection committee are in the discipline of the open position or in a related subject area. The selection committee develops and agrees upon interview questions meant to determine the depth and breadth of an applicant’s knowledge and ability, and then the committee reviews the applications. Applicants for positions that require higher education degrees (faculty and management/administration) must submit educational transcripts, proof of degrees conferred, and letters of recommendation. These documents are reviewed by the selection committee.

After the selection committee screens the applications, it conducts interviews to further clarify the candidate’s strengths as an instructor (for faculty positions), to assess a candidate’s understanding of and willingness to embrace diversity, and to determine the candidate’s potential for contributing to the college at large, outside of the classroom. Several different means are used during the hiring process to assess effective teaching skills. These include letters of recommendation presented in the written application,
Standard III: Resources

Interview questions pertaining to teacher methodology, and the presentation of a teaching demonstration. The applicants are informed in advance of the topic and nature of the demonstration so they can come prepared with visual aids or other teaching aids. This demonstration is evaluated by faculty with expertise in the subject area and by an administrator. This variety of perspectives is intended to allow for better assessment of applicants’ communication skills. Interviews for staff and managers may also include a skills demonstration or presentation.

For contract faculty positions and management positions, the selection committee recommends finalists to the college Superintendent/President who then conducts a second interview and recommends the top candidate to the Board of Trustees. The Superintendent/President often includes the chair of the selection committee and the Vice President of Student Learning or Vice President of Student Services during the second interview.

Employee qualifications are verified by official documentation of education (e.g. transcripts, credentials, licensure, etc.), work experience, and, for faculty positions, teaching demonstrations and/or presentations. Prior to being offered a position, faculty or administrative candidates must verify their degrees by providing sealed official transcripts from their accredited institutions. For classified positions, written performance exercises and presentations may also be required. Before hiring an applicant, confidential reference checks are conducted by the Human Resources Department and/or division or department managers.

Degrees from institutions outside the United States must be verified by a certified verification and equivalency agency. To determine the equivalency of degrees from non-U.S. institutions, the college refers to the American Council on Education’s Accredited Institutions of Postsecondary Education publication. If necessary, the verified documents are further reviewed by the college’s Equivalency Committee, which is a subcommittee of the Academic Senate with approved written procedures outlined in Board Policy/Regulations 3013 and is comprised of five faculty members appointed for two-year terms. Also, if a faculty candidate does not hold the formal degree needed for a teaching position, but feels he or she is qualified through experience and/or related academic preparation, the applicant may apply for equivalency. The candidate completes a request for equivalency along with the requested documentation for submission to the Equivalency Committee (Doc. 2, 3, 4). A complete listing of the education backgrounds of full-time faculty and managers is located in the 2007-08 college catalog (Doc. 5).

Adjunct faculty hires are held to the same standard as full-time hires with regard to qualifications and evidence of educational expertise and work experience. Like other hiring processes, adjunct faculty hiring involves the formation of a formal hiring committee; however, the process and sequence of interview differs from the full-time process.

In 2003, procedures and guidelines for hiring were re-visited and recorded by the Diversity Taskforce. The Diversity Taskforce, consisting of faculty, classified staff and managers was convened by the Superintendent/President to address workforce diversity, and, as one of its self-assigned tasks, the group chose to review consistency in hiring practices across the campus. The Human Resources Department collaborated in the process and recorded recommendations. These hiring procedures were submitted to the
college’s Shared Governance Council in December 2003 and are now followed across campus (Doc. 6).

Self-Evaluation
The college meets this sub-standard. All critical pieces are in place to assure personnel qualifications related to education, training, and experience. Cuesta College is, however, making plans for part-time faculty hiring improvement. Attempts to establish qualified part-time pools have been met with varying degrees of success in different divisions. In some cases, unique scheduling needs have motivated last-minute recruitment and hiring of part-time faculty with inadequate attention to established hiring procedures. This practice has produced some concern about ensuring the quality and diversity of faculty for all courses. The Executive Director of Human Resources and Labor Relations will initiate and coordinate reviews of recruitment and selection processes to ensure the quality and diversity of the college’s part-time faculty.

Planning Agenda
None.

Standard III.A.1.a
Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary
Criteria and qualifications for selection of personnel are clearly and publicly stated on job descriptions, employment fliers, and recruitment brochures. All job opportunities are advertised on Cuesta’s Human Resources web page, along with downloadable application forms and application instructions. Jobs are advertised in the local newspaper and in national educational publications, such as the Chronicle of Higher Education, as appropriate. Jobs in specialized subject areas are also advertised in relevant trade and/or professional journals. Candidates are recruited via specialized publications such as the Job Registry, SLO Jobs, and Diversity in Higher Education. Job announcements are also distributed to other area educational institutions, such as the Universities of California, California State Universities, Community Colleges, public libraries, city and county government agencies, and the Employment Development Department. Online recruitment sources include the Community College Registry, higheredjobs.com, EdJoin, SLOJobs.com, Cal Poly Mustang Jobs, CalJobs.ca.gov, and Cal Teach (Doc. 7, 8, see also III.A.1).

Since the last accreditation visit, the college has systematically reviewed each classified and management job description to assure that it clearly states how the position supports
institutional effectiveness as related to the college mission. The college also systematically reviews the job description before each hiring process, regardless of whether the vacancy is a replacement or a new position.

**Self-Evaluation**
The college meets this substandard as indicated in the descriptive summary. Related evidence can be found in III.A.1 and III.A.1.b.

**Planning Agenda**
None.

**Standard III.A.1.b**
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**
All Cuesta College faculty, classified, confidential, and management/administrative employees are evaluated regularly and systematically, and, for all employees, the evaluation process is monitored by the Human Resources Department. For faculty evaluations, the Vice President of Student Learning tracks the timelines for conducting performance evaluations and notifies the participants of due dates. For classified, confidential, and management employees, the Human Resources Department performs these functions. Completed evaluations for all employees are kept in personnel files located in the Human Resources Department (Doc. 9, 10, 11, 12, 13).

All full-time and part-time employees (classified staff, confidential, faculty, and management) are evaluated through a formal written process. For faculty, the evaluation procedure is detailed in the collective bargaining agreement (CBA) for the Cuesta College Federation of Teachers (CCFT). Details of the formal evaluation processes for classified staff are outlined in the CBA for the Cuesta College Classified United Employees (CCCUE). Board policy and Administrative Regulations specify the evaluation procedures applied to management personnel (Doc. 14, 15, 16). In addition, evaluation processes and timelines for probationary faculty and staff who are seeking to move to regular or permanent employment status are detailed in articles of the CBAs in Board Policy (BP) and Administration Regulation (Doc. 17).

Evaluation procedures for all contract employees and part-time faculty are conducted based on written criteria. For faculty, the CCFT CBA details the specific criteria upon which an evaluation is based. These criteria include an assessment of the faculty member’s classroom performance, such as subject matter competence, course content, and subject matter presentation; lab activity, clinical, or studio instruction, including subject matter and skills competence; responsibilities to students; responsibilities to the discipline and the division or service area; participation in institutional responsibilities;
and a plan for or progress toward improvement (when applicable). For faculty teaching distance education courses, a slightly modified version of the faculty evaluation form is used, for which several items in the standard form are replaced with items that relate more directly to online instruction (Doc. 9, 15).

Faculty evaluation processes are designed to assess effectiveness and promote performance excellence. Processes are participatory, requiring evaluators and supervisors to discuss performance and the establishment of goals and/or plans for improvement with the employees. This process facilitates a thorough and comprehensive assessment based on the rationale that teaching effectiveness is best evaluated by peers and students, that scholarship is best evaluated by peers, and that institutional service is best evaluated by supervisors. Therefore, three segments of the college community participate in the faculty performance evaluation: peers, students, and supervisors (e.g., division chairs, deans, and/or directors).

Supervisors conducting evaluations of classified staff members assess employee performance based on established performance objectives and the specific duties listed in the staff member’s job description. Employees are given a copy of the written evaluation, with one copy being kept by the evaluator and one copy placed on file with Human Resources in the employee’s file. Documentation of employee evaluations are maintained in confidential and secure employee personnel files. Classified staff members meet with their supervisors to discuss the written evaluation and faculty members meet with their division chair and dean to discuss their written evaluation (Doc. 16).

Assessment of employee job performance is conducted by applying written criteria pertinent to the employee’s job functions. Tools such as a self-evaluation are part of the evaluation process for faculty and administrators. The discussions between the employee being evaluated and the evaluator are designed to promote quality by identifying areas for improvement or professional development.

Timelines for follow-up evaluation processes are spelled out in the two labor contracts. The follow-up processes are designed to provide a supportive climate for further evaluation, assessment, and achievement of targeted goals for improved performance. A key component of faculty and management evaluations is the opportunity for formal input from the person being evaluated. Classified employees do not have a formal mechanism for recording such input (Doc. 15, 16).

Managers and administrators are evaluated twice during the first year of their employment. Subsequently, a comprehensive evaluation of each manager and administrator is carried out every three years, during which campus employees fill out performance surveys assessing the job performance of the designated administrator. These evaluations, along with the manager or administrator’s self-evaluation, are reviewed by the respective vice president and the president of the college (Doc. 14).

The Superintendent/President is evaluated annually by the Board of Trustees based on goals established by the Board. In addition, the current Superintendent/President has begun a new process of informal monthly evaluation feedback sessions as part of closed session. Historically, feedback from college employees and students regarding Superintendent/President performance was solicited by the Board and considered in the evaluation process.
Self-Evaluation
The college meets this substandard. Cuesta College evaluates all personnel systematically and at regular intervals in order to assess effectiveness of personnel and encourage improvement. The Human Resources Department, which keeps track of all evaluations, has kept data that indicates, with few exceptions, that personnel are being evaluated as required by the CCFT and CCCUE bargaining agreements and board policies, which are all in writing.

Planning Agenda
None.

Standard III.A.1.c
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
Before Cuesta began defining student learning outcomes for all courses and programs, the college had already established course outlines of record (COR) which include course learning objectives and topics and scope for meeting those objectives (Doc. 80). These exist for all courses offered at the college, and they guide the content for courses. As part of the peer-evaluation, faculty are evaluated regarding whether or not they “adhere to the course outline and objectives.” Although these COR objectives are not identical to course stated student learning outcomes, they are aligned with them. The faculty collective bargaining agreement specifies that the peer review for faculty should address identification of objectives, structure of teaching assignments, updated course outlines, and measures of student success/attrition, all of which are issues that pertain to student learning outcomes and their attainment and assessment. Currently, the peer review performs all of these functions, except that it does not require data regarding student attrition and success. That data is, however, readily available from the Institutional Research and Assessment Department (Doc. 9).

In the instrument used for peer evaluation, there are 13 statements related to teaching effectiveness to which the evaluator indicates agreement or disagreement on a five-point Likert scale (or a three-point Likert scale, depending on entitlement and tenure status). Items that relate to the faculty member’s effectiveness in producing student learning outcomes include the following: “This instructor’s tests or projects fairly assess the course material and effectively measure students’ knowledge and skills”; “This instructor presents information and assignments clearly and effectively”; and “This instructor responds productively to student questions.” In addition, the current faculty evaluation tool deals with instructional materials, including how effectively the materials communicate intended student learning outcomes and how effectively the materials help facilitate the achievement of those outcomes. The peer-evaluation instrument also provides a place where the evaluator(s) can write commendations, considerations, and recommendations. In this section, the evaluator(s) can include comments about the faculty member’s effectiveness in producing student learning outcome (Doc. 9). Division chairs, deans, and directors also have the opportunity to address student faculty roles in the production and achievement of student learning outcomes.
Additionally, the students’ evaluations of the instructor provide evidence that speaks to the effectiveness of the instructor in producing student learning outcomes. The student evaluation consists of 13 statements related to teaching effectiveness to which the student indicates agreement or disagreement on a five-point Likert scale. Items that relate to student learning outcomes include the following: “Class activities (group work, lectures, performances, or critiques) help me to master the course material”; “Tests or projects reflect the material presented in the course and effectively measure my understanding and knowledge of the subject matter”; and “Out of class work (homework, papers, projects) effectively helps me master the course material.” The second part of the evaluation form consists of two open-ended questions where students can comment about what the instructor does well and how he or she might improve. In these written comments, students can address the instructor’s effectiveness in helping the student achieve the stated learning outcomes. Evaluators can then use this information as evidence in their assessment (Doc. 9).

Some classified staff are directly responsible for student progress with respect to learning outcomes. There is a portion of the classified evaluation that can be considered a formal component of their evaluation that relates to their effectiveness. In the evaluation of classified staff, in Part 2 of the Classified Performance Evaluation form, Measurable Performance Objectives and Subsequent Results, the evaluator is instructed to consider developing future objectives that relate to employee’s performance in “supporting Student Learning Outcomes.” The employee is then, in the next evaluation cycle, evaluated with respect to their success in achieving these objectives (Doc. 10).

**Self-Evaluation**

Cuesta College partially meets this sub-standard. In the evaluation of faculty employees, there are elements that relate to measuring the effectiveness of the faculty member in producing course objectives and stated learning objectives. As discussed above, there is no clearly established component that assesses effectiveness in producing student learning outcomes as understood in the context of the current accreditation standards. As mentioned in the descriptive summary, in the evaluation of classified staff, a component of their evaluation related to the successful accomplishment of objectives that support student learning outcomes is a formal part of their evaluation process.

**Planning Agenda**

- The Academic Senate and the Faculty Union will continue dialogue regarding the degree to which the current faculty evaluation tools sufficiently address faculty effectiveness in producing student learning outcomes.
Standard III.A.1.d
The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
The institution does not have one clearly documented campus-wide written code of professional ethics that applies to all personnel; however, there are numerous written policies that pertain to ethics and college employees.

The college expresses the expectation for professional ethics most prominently in the college values. Specifically, one of the five college values is integrity, defined with the statement that “we strive to maintain public trust by being responsible, honest, and trustworthy with our students, staff, and community” (Doc. 5, 18).

The policy addressing the Board of Trustees code of ethics/standards of practice was adopted October 3, 2007 (Doc. 19). The policy states that the Board of Trustees (BOT) is expected to perform its duties and execute its responsibilities with highest standards of ethical behavior and practices in order to promote the trust of the public; to ensure a safe and healthy academic environment for students, faculty, and staff; to inspire others in the pursuit of success; and to establish an expected level of performance to individual members. The policy includes a description of ethical conduct as well as guidelines for addressing ethical violations and censure procedures. The Board also has a policy regarding conflict of interest for Board members (Doc. 20).

Additionally, the college has Board policies that provide codes of conduct applicable to all employees and students including sexual harassment, unlawful discrimination, and non-discrimination in college programs. These items are published in the Board Policies, on the college’s website, the class schedule, the Faculty Manual, and the hiring packets. Employees have access to all board-approved policies and they are given copies of certain policies and procedures during the new hire orientation that include Prohibition of Sexual Harassment, Unlawful Discrimination, and the Employee Substance Abuse Policy (Doc. 21, 22, 23, 24). Professional standards for faculty are spelled out in Board policy, and the standards serve as criteria for hiring, criteria for evaluators during probationary periods, and as criteria for tenure and post-tenure review processes of the college (Doc. 25). Immediately following its citation of Board Policy 3006, the Faculty Manual includes a list of additional standards and qualities for faculty (Doc. 26).

There are several additional Board policies and college procedures that encompass professional behavior expectations:

- The Oath of Office is administered to permanent employees at the time of employment. The new employee recites the loyalty oath and signs the document, signifying a commitment to defend the Constitution of the United States and the Constitution of the State of California (Doc. 27).

- The Computer Use Policy covers issues relating to the use of college resources. Employees and students have a responsibility not to abuse the resources and are to respect the rights of others (Doc. 27).
Self-Evaluation
The college partially meets this substandard. Although the college provides a framework for ethical behavior, there is no clearly documented code of ethics that applies to all employees equally. The Executive Director of Human Resources and Labor Relations plans to conduct a survey of other community college districts’ code of employee ethics.

Planning Agenda
- The Executive Director of Human Resources and Labor Relations will collaborate with the President’s Cabinet, the Academic Senate, the classified employee union (Cuesta College Classified United Employees), and Management Senate to develop a professional code, or codes, of ethics for all employees.

Standard III.A.2
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary
The college strives to hire a sufficient number of prepared and experienced faculty, staff, and administrators and has planning processes in place to annually identify staffing priorities (The practices used to ensure that employees are qualified are outlined in III.A.1.). The college-wide needs for classified staff and managers/administrators are initially identified and prioritized on a department/division level and then on a cluster level. In the case of faculty, there is a formal shared governance process in place to prioritize full-time faculty hires. Cuesta College faculty, staff and administrators are well qualified in their level of education, training and experience to support programs and services of the college (as is outlined in III.A.1.a.).

A recommendation from the 2002 ACCJC Evaluation Report for Cuesta College stated that the “team recommends that the district adhere to its prioritization of providing adequate staff in its current condition. It is further recommended that, as new programs are added, new facilities come on line, and student enrollments grow at all locations, the college needs to assure that adequate staffing is provided” (Doc. 28).

Related to this recommendation, the end-of-term student population throughout the college has grown from 10,238 in the spring of 2001 to 12,884 for spring 2007, an increase of 25.8%. The spring 2007 student population was made up of 11,210 credit and 3485 non-credit students (Doc. 29). Regionally, the North County Campus has grown to over 3,000 students, and the South County Centers are approaching a student population of 1,000. During this same period the college has added new permanent facilities on the North County Campus and the San Luis Obispo site and has developed new instructional programs.

When compared with recent current employee data, the only category of employee to meet or exceed the level of student enrollment growth of 25.8% is part-time temporary faculty. For the last self-study, the level of staffing for fall 2001, general and categorical,
was reported as 35 managers and supervisors, 149 full-time faculty, 297 part-time temporary faculty, and 213 classified employees including confidential employees. In fall 2007, the numbers of positions in the same categories as reported in 2001 were 34 managers, 164 full-time faculty, 396 part-time temporary faculty, and 219 classified employees. This is a decrease in managers by one position, a 10% increase in full-time faculty, a 33% increase in part-time temporary faculty and a 3% increase in classified staff. Additionally, there are approximately 1,000 student and hourly part-time, employees hired each semester.

Recruitment, selection and employment for the academic year 2006-07 resulted in two new full-time and four replacement full-time faculty positions, three temporary full-time faculty positions, 125 part-time temporary faculty positions, five new and 25 replacement classified positions and three new and five replacement management positions. One of the new management positions was a supervisor for the South County Centers (Doc. 30).

Each year the Shared Governance Council leads full-time faculty hiring by identifying which faculty will be hired for the following year. This is after the Planning and Budget Committee defines the number of positions that can be prioritized, giving consideration to the college’s full-time faculty obligation and anticipated fiscal conditions for the upcoming year. Candidates are assigned points in three categories. The objective criterion is the measure of full-time hours to part-time hours in the discipline. The second category, subjective criteria, are those to which Shared Governance Council members assign ranking during presentations by the disciplines who are proposing new hires. Included in subjective criteria are growth potential, replacement vs. new position for new programming, current workload for full-time faculty, evidence of demand, evidence of difficulty in hiring part-time faculty, evidence of unique staffing needs, and critical effect on the program if the position is not filled. The third category includes points assigned depending on the ranking of the position within its respective cluster (Doc. 31, 32, 33).

Within the last two years, outside of the established Shared Governance Council process, a non-teaching faculty member was hired for Student Life and Leadership after the retirement of the full-time faculty member in that area. In addition, seven part-time temporary counselors were converted to part-time permanent counselors in order to comply with Peralta requirements.

In response to staffing needs other than full-time faculty, Cabinet debated the top 2007-08 Cluster Plan personnel requests and earmarked over $188,000 to address staffing needs across the college. Included in the new (or enhanced) staff and management positions approved for 2007-2008 were one full-time custodian, a graphic designer, a professional development manager, an ESL division assistant, release time for an ESL division chair (new division), an increase from half-time to full-time for the physics/astronomy lab technician, an increase from half-time to three-quarter time for the math coordinator in north county, the south county supervisor, hourly funds for a box office attendant, and increases in the number of months in the contracts for the student support assistant and the performing arts division assistant (Doc. 34, 35).

The most limiting factor in adding staff is the lack of new ongoing funding. The college has been challenged to meet growth targets in recent years, thereby limiting growth funding from the state. Other significant categorical funding sources available to the college, such as VTEA., CTE, Basic Skills, and college foundation funds, are directed
toward “one time only” expenditures such as equipment, software, part-time temporary employment, and facility modification. These sources have been of great assistance to the college for those needs, but have not helped the college move forward in permanent staffing levels. On the other hand, matriculation and Board of Governors Fee Waiver (BOGW) administrative funding has been used to fill critical permanent staffing needs by fully funding positions or providing matching funds to general fund dollars for positions in research, ESL outreach, computer services, financial aid, evaluations, and counseling (Doc. 36).

**Self-Evaluation**

The college partially meets this sub-standard. Cuesta College hires qualified individuals and has college planning processes and committee responsibilities in place that assure dialogue and shared decision making about the college’s highest personnel needs. All college departments and divisions list their staffing needs on their unit plans, which are then debated on a cluster level to determine the highest needs of the cluster. The Shared Governance Council gives attention to updating and adhering to three sets of criteria to identify which new faculty will be hired. These processes help the college assure that sufficient staff, faculty, and administrators are in place by identifying the most critical college needs.

According to the Cuesta College 2007 Employee Opinion Survey in the area of hiring, employees highly ranked the importance of making an adequate effort to recruit and retain faculty. Out of the thirty-five categories on the survey, faculty hiring and retention was ranked sixth, classified staff was ranked as tenth, and administrators were ranked as nineteenth. In contrast, satisfaction with the college’s effort to recruit and retain faculty fell to the seventeenth position, satisfaction about classified staff was twenty-ninth, and satisfaction about administrative staff was twenty-second.

The college has added staff and faculty to address student growth, facility expansion, and new program needs, but current employment data, as contrasted with student enrollment, points to the fact that the college still relies heavily on part-time faculty to meet instructional needs and that hiring of full-time staff and faculty has not kept pace with student growth.

**Planning Agenda**

- The Planning and Budget Committee will design a fiscal plan for matching staffing growth with enrollment growth and/or new facility and program development.
- The Executive Director of Human Resources and Labor Relations will give new attention to reviewing staffing models to develop effective strategies for reducing the number of temporary classified staff.
- The Shared Governance Council, in collaboration with the Planning and Budget Committee, will evaluate the progress the college has made toward improving the full-time/part-time faculty ratio.
Standard III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
General personnel policies and administrative procedures adopted by the Board of Trustees (BOT) ensure equitable treatment of all staff in the employment process by outlining Board policy and the process for resolution if there is a violation. Board policies are posted on the Cuesta College web site and are easily accessible for college employees as well as the general public. Board policy covers a broad range of topics, including hiring practices (BP 3012, 2013), evaluation (BP 2065, 3095, 4705), non-discrimination practices (BP 1575, 1565, 1570, 2735), confidentiality of records (BP 2600), and professional development (BP 4406, 2052, 3250). In addition to information included in Board policy regarding resolution of violations as coordinated through the Human Resources Department, the Board of Trustees invites public comment during their monthly BOT meetings.

In general, personnel policies and procedures are motivated by a combination of changes to the Education Code, state and federal law, and the Fair Labor and Standards Act. When mandated changes occur, the district works with legal counsel to develop appropriate policies and procedures. As these changes affect faculty, staff, and management, the constituent groups discuss new policies and procedures prior to the updating and implementation of Board policy. If a change requires specific training for employees, the Human Resources Department coordinates the training and workshops.

The collective bargaining agreements pertaining to faculty and classified employees outline additional specific personnel-related policies as well as the grievance procedure to assure that employees have recourse if policies and procedures are not equitable and consistently administered. The Cuesta College Classified United Employees (CCCUE) and the Cuesta College Federation of Teachers (CCFT) collective bargaining agreements are available on the college web site through the Human Resources pages.

Self-Evaluation
The institution meets this substandard. Board policy and collective bargaining agreements are readily available in hard copy or on the college web site and include information regarding resolution if staff, faculty, or management perceive that policies and procedures are not equitable or have not been consistently administered. The President’s Office assures that posted Board policy is current.

Planning Agenda
None.
Standard III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

As outlined in III.A.3, personnel policies are primarily established by the Human Resources Department and are submitted as Board policy. A copy of the personnel Board policies and procedures is updated by the President’s Office after approval by the Board of Trustees (BOT). Fairness to employees is addressed in BOT policy in a number of different areas.

Recent implementation of AB 1825 requires that all managers and supervisors be provided with a two-hour training in sexual harassment and discrimination. The law states that all employers must comply by January 1, 2006. At Cuesta, the district’s Executive Director of Human Resources and Labor Relations conducted the two-hour training for all managers and supervisors. To ensure compliance with AB 1825, the Executive Director of Human Resources and Labor Relations provides training for newly hired managers and supervisors and conducts the required bi-annual training (Doc. 37).

In addition to Board policies, other pieces are in place that address fairness in employment practices. For example, the college has developed extensive written policies to ensure fairness in all phases of the employment process and procedures. These hiring procedures were developed by the college’s Diversity Taskforce and submitted to the Shared Governance Council on December 9, 2003 (Doc. 6). The Human Resources Department oversees all hiring proceedings. The written guidelines in the administrative regulations help ensure fairness and consistency in the hiring process is maintained (AR 3012). Selection committee chairs follow a checklist of items to be addressed during the selection process. Instructions to committee members are typically conveyed orally by the committee chair. In addition, the college’s employment web site illustrates the hiring process and provides clear information about the application and hiring process.

All job announcements and job applications contain language that indicates the college’s commitment to non-discrimination, such as the requirement that candidates must demonstrate “sensitivity to and understanding of the broad range and diverse backgrounds of community college students.”

Handbooks and orientation materials are distributed to new faculty and staff when initially hired. The material is updated annually and includes information regarding the Human Resources policies and procedures ranging from leave reporting and payroll to safety training and health benefits.

Self-Evaluation

The college meets this substandard. The college establishes and adheres to written policies ensuring fairness in employment procedures. Written personnel policies are included in the Board Approved Policy and Procedures Manual, and a copy of the board policies are maintained in the Human Resources Department and on the Cuesta web site. Personnel policies and procedures are updated and posted by the President’s Office after Board of Trustees’ approval.
The Human Resources Department assists administrators and managers with implementation of new personnel policies as necessary. New labor laws are discussed with administrators and managers at monthly meetings. If specific assistance is needed with implementation, the Human Resources Department works with the particular department to ensure training and understanding is completed.

Planning Agenda
None.

Standard III.A.3.b
The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
Trained employees diligently maintain the privacy and confidentiality of personnel records. All personnel records, medical files (industrial and non-industrial), and other employment related records are maintained in locked cabinets within (and under the control of) the Human Resources Department. Very limited access to the files is permitted and is recorded when it does occur. The Executive Director of Human Resources and Labor Relations acts as the custodian of all employment records (Doc. 38).

Provisions contained in the Cuesta College Federation of Teachers (CCFT) collective bargaining agreement and the Cuesta College Classified United Employees (CCCUE) collective bargaining agreement limit access to an employee’s personnel file by anyone other than the employee. Specific language in each of these documents outlines handling and maintenance of personnel files (Doc. 15, 16).

Self-Evaluation
The college meets this substandard. The institution has provisions in place for keeping personnel records secure and confidential. The Human Resources Department has adequate space for storage of all current personnel files. Employees requesting access to their files may contact and schedule an appointment with a Human Resources Department staff member. Appointments are usually accommodated within 24 hours of receiving the request. Private office space is available for employees to sit with an HR staff member to review their file.

Planning Agenda
None.
Standard III:A.4
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The college demonstrates understanding and concern for issues of equity and diversity through a variety of policies and practices exhibited by college values and goals, Board policies, shared governance structure, hiring policy, and curriculum development. Most prominently, the college’s values statement lists diversity as one of the six college values, stating, “We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive” (Doc. 18).

The college has grappled with the issue of diversity—with many individuals feeling the college has not given adequate time, attention or resources to the subject—while others on campus feel the issue is overblown. Public comments by a Board of Trustees (BOT) member in the summer of 2007 brought renewed college, as well as public, attention to the topic (Doc. 39). A key concern is always the college’s inability to build a diverse workforce in keeping with the demographics of the service area.

Each year for many years there has been Board-approved college goals related to diversity. In 2007-2008 the BOT goal is specific and targeted, stating that the college, through campus dialogue, will develop a shared definition of “cultural competence” and identify ways it can be promoted throughout the campus community. The college’s Cultural Diversity and Student Equity Committee (CDSE) was given the charge of spearheading this college goal for 2007-2008. The definition of cultural competency is in its initial draft stage, as created by a CDSE task force, and it was introduced to the BOT during a presentation in November 2007 and introduced to the full college community during the morning program for Opening Day Spring 2008 (Doc. 18, 40, 41, 42).

Beginning with the 2006-2007 academic year, the Executive Director of Human Resources joined the CDSE Committee, and the Cultural Diversity Cabinet Liaison to the CDSE Committee served on the Staff and Manager Professional Development Committee, thereby creating an integrated structure to increase the potential for diversity and professional development to move forward hand in hand.

There are a number of Board policies dealing directly with equity and diversity, including those relating to unlawful discrimination, equal employment opportunity, non-discrimination, sexual harassment and employer/employee relations. It is the intent of the college administration and the Board to update and review Board policies. That review is underway, and these policies will be revisited and updated (Doc. 21, 22, 23, 43, 44).

Another example of Board endorsement of diversity and equity-related issues is their annual adoption of two resolutions in support of diversity and women’s history month. Traditionally, the CDSE Committee has been invited to update the diversity resolution, and the committee co-chairs present the item during the Board meeting (Doc. 45).

Shortly after the last accreditation visit, the Superintendent/President convened a diversity task force to revisit hiring policies that might impact the college’s ability to attract and hire a diverse workforce. After extensive discussion about the many dynamics of hiring, the team identified key areas for attention. First, the task force reviewed and
revised the standard content of the job announcement flier that describes the college and surrounding community to highlight more diverse aspects. Then the task force created a document focused on clearly delineated steps to assure that the hiring process would be consistent for faculty, staff, and managers. The task force also added steps to help hiring committees focus objectively on specific skills or abilities rather than on subjective criteria such as “fit” with the unit. These steps included the addition of a job analysis worksheet to help the hiring committee identify specific skills needed in hiring a candidate, a refined job application screening sheet to assure emphasis on the advertised responsibilities and skills, and a revised ranking sheet to be used during the interview process that, again, emphasizes the desirable qualities identified by the hiring committee. The task force also approved a long menu of questions for hiring committees to choose from when identifying interview questions for their candidates. Included in the list of questions is a new mandatory area: Committees must include at least one question on diversity. This question not only serves as a means for the committee to gauge a candidate’s sensitivity to the issue, but it also serves to reinforce the importance of the issue to the hiring committee. The written application for faculty and managers also includes a question about diversity that requires a narrative response (Doc. 46, 6).

The goal of diversifying the workforce has been met with marginal success with the most progress reflected for the segment representing administrators, managers, and supervisors. In the college’s last self-study, 2001 data on ethnicity of faculty and staff showed that 90.5% were Caucasian compared to 86.1% of the college population as a whole and 79.2% of the Cuesta College student body. In contrast, fall 2007 data reflects that faculty and staff reporting Caucasian as their ethnicity has decreased slightly to 87%, with the college population as a whole dropping to 76.9% and students dropping to 63.1%. In the 2001 data, the largest growing ethnic population was Hispanic, which comprised 13.8% of the student body in fall 2002 as compared to 4.4% of the faculty and 6.7% of the support staff. Fall 2007 data reflects that the proportion of Hispanic students has grown to 17.6% college-wide and the level of Hispanic employees has increased slightly to 8.2%. Hispanic reporting by Cuesta employee groups is 7.9% for full-time faculty, 5.3% for part-time faculty, 12.4% for classified staff and 16.3% for administrators, managers, and supervisors. These numbers reflect that ethnic minority hiring at the college has not kept pace with the diversification of the community and student body and that the least progress has been made in faculty hiring (Doc. 47).

Other examples of college recognition of diversity and equity include medical benefits and leave policy for domestic partners, sexual harassment training for managers, and bilingual stipends for Spanish fluent classified employees who work in high student contact areas and/or who are relied on for written translations of college documents.

The college has continued to include a diversity requirement for the achievement of an associate degree. Revised by the Curriculum Committee since the last accreditation, the diversity requirement indicates that for courses to qualify as meeting the diversity requirement, students completing those courses must be able to “identify, assess and challenge biased assumptions and behaviors of individuals and societal institutions; analyze inter-group relations within categories of identity, such as race, ethnicity, gender, religion, sexual orientation, class, ability, nationality, or age; and examine struggles of non-dominant groups for power, justice, and access to resources.” Listed in the spring 2007 Cuesta College Class Schedule are eighteen courses that meet the diversity requirement, and they range in discipline areas from anthropology and family studies to
business education and legal studies. Debate about this requirement has stimulated faculty discussion about diversity in divisions, committees, and across campus (Doc. 5).

Self-Evaluation
The college partially meets this substandard. There is demonstrated intent and some key pieces in place to improve the understanding and concern for issues of equity and diversity as described; however, results, in the form of progress toward a more diverse work force have been slower to come. In the 2002 accreditation evaluation report, the visiting team recommended improvements to the way the college demonstrates an understanding of, and concern for, issues of equity and diversity. The report states, “The institution needs to ensure that all faculty are made aware of the importance of diversity on campus. There is a clear need for role model faculty and staff. The issue that few instructors have attended activities designed to inform them of diversity issues or to celebrate diversity is problematic for the college.” In response, the CDSE Committee has continued to design an energetic roster of diversity-related training and activities as described in the next substandard, III.A.4.a. In addition, the college plans to develop collaboration between the Professional Development Center, the Cultural Center, and the Cultural Diversity and Student Equity Committee so that cultural competency training efforts will be integrated.

Planning Agenda
• The Executive Director of Human Resources and Labor Relations will collaborate with key constituent groups to further develop and implement strategies to diversify the workforce.
• The Board of Trustees will revisit and update all Board policies related to diversity.

Standard III.A.4.a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
The college creates and maintains appropriate programs and services for its diverse personnel through a number of different strategies. In the college planning process, all college units are asked to identify annual objectives related to each Board goal and to report mid-year and end-of-year progress toward the goal. By annually establishing a Board goal related to diversity, the college recognizes this as an ongoing need and brings regular attention to integrating diversity into college-wide planning. This de-centralized approach to creating programs and services taps into the energy and creativity of each department and division. The End-of-Year report demonstrates responses to the 2006-2007 goals across the campus (Doc. 48).

As one of the few joint committees on the 2007-2008 Cuesta College Committee Membership List, the Cultural Diversity and Student Equity Committee (CDSE) has been in existence since 1991 and has assumed primary responsibility for raising diversity awareness at the college. Joint committees are those defined as having full campus representation, with the broadest influence and a Cabinet member as leader or liaison (Doc. 49).
Unlike other college committees, the CDSE Committee receives an annual general fund budget of $2300. Additionally, the President’s Office has committed to awarding an annual President’s Diversity Grant in the amount of $1000. This grant is advertised and awarded by a CDSE Committee task force. According to the college 2006-2007 End-of-Year Report, the CDSE Committee organized and/or co-sponsored a full year of diversity awareness events, including Dia de Los Muertos in the North County Campus and the South County Centers, a Black History Soul Food and Gospel Music Event, a Women and Leadership Styles panel, a Women’s History Trauma and Healing lecture, a Pay Day Bake Sale, a lecture on Native American Heritage, ESL Poetry in Translation events on the San Luis Obispo and North County sites, an Unlearning Racism Workshop and follow-up session with Stir-fry Seminars, and the purchase of additional diversity holdings for the library.

During a recent Board presentation the Diversity Committee shared its event and activities calendar for the 2007-2008 year, which included the following tasks:

- Drafts of the preliminary definition of “cultural competency” for the college with the goal of eventually developing measurable objectives/outcomes useful in college-wide education efforts regarding age, gender, class, race, ethnicity, disability, sexual orientation and religious differences
- James Butare speaking event at the North County Campus in October regarding vocational work with Rwandans
- Stir-fry Seminar workshop in September titled “Unlearning Heterosexism and Homophobia” (affiliated with diversity trainer Le Mun Wah, producer of the films “Color of Fear” and “Last Chance for Eden”)
- Funding for Dia de Los Muertos on the San Luis Obispo Campus and the North County Campus.
- Funding for the Immigrant Experience display at the Arroyo Grande South County Center
- Funding for Las Posadas, ESL Poetry in Translation events, Black History Month activities, Women’s History Month and Pay Day Bake Sale (gender pay equity awareness)
- Combining efforts with the new Cultural Center Committee to gain broader representation and assistance in event planning and coordination
- Advertise, judge, and award the 2007-2008 President’s Diversity Grant
- Update the Cultural Diversity website

The 2002 institutional self-study included a planning agenda item indicating that the Vice President of Student Services would investigate the development of a multi-cultural center in order to offer students a place to call home while attending Cuesta. It was also the hope of many college employees that there could be a center for the dissemination of information related to diversity for all campus employees and the students. The biggest challenge seemed to be identifying a facility to serve as the multi-cultural center. In mid-2007, the location for the multi-cultural center was identified in the cafeteria, in two rooms that previously served as a staff dining room and a meeting room. This decision was not without controversy. During a Board of Trustees meeting, classified staff spoke about their dissatisfaction with losing the staff dining room. The faculty coordinator for Student Life and Leadership was asked to chair the project and to assure it remained student-centered. In a November 2007 presentation to the Board, the coordinator announced that the title selected was “Cultural Center – Exploration, Awareness, and
Diversity” and that a grand opening was planned for January 2008. Minutes from the Cultural Center planning meetings reflect strong student involvement as well as representation from faculty and staff. A passage from those planning sessions states that “programs in the Cultural Center will embrace the concept that diversity enhances the intellectual development of the entire Cuesta College community and offer students the skills necessary to be successful in an increasingly complex society.” The faculty coordinator for Student Life and Leadership also serves as a liaison to the CDSE Committee on campus (Doc. 50, 51, 52).

Self-Evaluation
The college partially meets this substandard. Programs, practices, and services related to diversity are ever evolving and need continued attention. A frequent observation is that the audience is dedicated, but the faces rarely change. The college-wide lack of a sense of urgency about this subject is reinforced in the college’s 2007 Employee Opinion Survey where the question relating to diversity was ranked as twenty-seventh in importance out of thirty five items. Additionally, agreement with the statement, “the college adequately promotes an understanding of equity and diversity” reflected mid-level satisfaction, ranking twentieth out of the thirty five categories. The college needs to define strategies that will broaden attention to the subject and increase participation in training and related activities, beginning with the Board of Trustees. It is the goal of the college that a centralized professional development program for the college community, complemented by the new Cultural Center, will move the college significantly forward in this area.

Planning Agenda
- The Professional Development Committee will assess the needs and develop appropriate programs, practices, and services that support diverse personnel of the college.

Standard III.A.4.b
The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
The Human Resources Department regularly assesses information on employment equity and diversity for all personnel hired. Confidential Equal Employment Opportunity data is kept in the database for federal reporting purposes. Data is also gathered from all applicants through a voluntary Equal Employment Opportunity (EEO) questionnaire.

Cuesta College strives to achieve a workforce that is welcoming to men, women, persons with disabilities, and individuals from all ethnic and other groups to ensure that the college provides an inclusive educational and employment environment. According to 2006 Census estimates, the White, non-Hispanic population of San Luis Obispo County is about 74%. Cuesta College students who declare themselves as White (combined with those who remain undeclared) totals 75.7%, which is very close to the county demographic. On the other hand, only 12.2% of college employees declare themselves as ethnic minorities (Doc. 53).

Due to the demographics of the region and the high cost of living, most significantly with the housing market, the college has been challenged in achieving workforce diversity.
Adding to the challenge of diversifying the workforce is the fact that the size of candidate pools for all employee groups has declined over the past several years. This is not unique to Cuesta College. California community colleges and universities are experiencing a decline in the number of available, qualified candidates to meet staffing needs because of the volume of hiring throughout education. Still, to properly serve a growing diverse population, the college continues to review and improve its practices in hiring and retaining faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

The most frequent assessment of employment equity and diversity occurs during hiring. Processes and procedures implemented through the Human Resources Department include the review of applicant pools for diversity to determine whether or not recruitment should go forward or be extended. Review occurs at several points, including 1) the deadline for application, 2) the selection of candidates for initial interview by the selection committee for faculty and management positions, and 3) the selection of candidates for final interview by the Superintendent/President.

Significant college human and financial resources were committed to recruitment, selection, and employment of faculty and staff for academic year 2006-2007. Approximately 5,438 hours have been spent by selection committees to screen applications, interview, and recommend candidates for employment into over 174 positions to date. Additionally, the Human Resources staff spent over 2,610 hours on work directly related to recruitment, selection, and employment. This does not include, however, the significant amount of resources dedicated to the presidential search. These figures are conservative, especially with respect to staff time, because they do not include time dedicated to planning for recruitment or the hours committed by the interim Superintendent/President and other executive-level administrators in interviewing, deliberating, and communicating with finalist candidates.

Notwithstanding commitment, effort, and practices resulting in the employment of qualified faculty and staff, progress toward diversity is gradual, but steady with an increase to 12.2% in 2007-2008 from 10% in 2004-2005 (Doc. 54).

Statistics for Academic Years 2007-08, 2006-07, 2005-06, and 2004-05 indicate faculty and staff composition to be:

- In Fall 2007, 101 of 826 employees (12.2%) report as ethnic minorities, and 462 employees (55.7%) are women (Doc. 55)
- In Fall 2006, 95 of 804 employees (8%) report as ethnic minorities, and 441 employees (54.9%) are women (Doc. 56)
- In Fall 2005, 80 of 776 employees (10.3%) report as ethnic minorities, and 428 employees (55.2%) are women (Doc. 57)
- In Fall 2004, 74 of 742 employees (10.0%) report as ethnic minorities, and 422 employees (56.9%) are women (Doc. 58)

Plans for increasing outreach, training selection committee participants, and increasing support to new faculty and staff continue to be developed and assessed by the Human Resources Department. Current efforts towards progress include networking with other colleges to increase partnering in recruitment efforts, researching contemporary practices
related to interviewing and selecting, and enhancing current advertising programs for efficiency and effectiveness in reaching a broad range of qualified applicants.

**Self-Evaluation**
The college partially meets this substandard. The data provided in this section reflects that workforce diversity as related to ethnicity is increasing, though very gradually. Ethnic minority hiring has not yet reached the level of the ethnic minority population of the county or the campus. The data gathered from applicants through the voluntary Equal Employment Opportunity questionnaire is used to validate that advertising methods are successful in reaching a broad diverse pool of applicants.

Cuesta College continues to demonstrate a commitment to increasing the potential for hiring a more diverse workforce by continually improving its advertising and recruitment practices. It is recommended that the college continue to examine and improve its practices for enhancing understanding of and sensitivity to our diverse student and employee populations and create an environment where individuals feel valued.

**Planning Agenda**
- The Shared Governance Council, in collaboration with the Cultural Diversity Student Equity Committee, will initiate a campus-wide dialogue on the achievement of workforce diversity benchmarks.
- The Executive Director of Human Resources and Labor Relations will reinstitute training for Equal Employment Opportunity compliance and assure that at least one person per hiring committee has participated in the training.

**Standard III.A.4.c**
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**Descriptive Summary**
The institution provides opportunities for advocacy for the administration, faculty, staff, and students. Such advocacy runs vertically as well as laterally. Within the institution there exists the Cuesta College Classified United Employees (CCCUE) who advocate for classified staff. Academic Senate and Cuesta College Federation of Teachers (CCFT) serve as the advocacy groups for faculty. The Management Senate serves as the advocacy group for confidential employees and managers. The Associated Students of Cuesta College (ASCC) is the representative body for the student constituency. The Assistant Superintendents/Vice Presidents, the Superintendent/President and the Board of Trustees serve all employee groups and all of these groups are provided with the opportunity to serve in representative capacities on the majority of campus committees.

Cuesta College is committed to providing a safe, comfortable, and welcoming campus environment for all students and staff. The college publishes its policies, procedures, and commitment to a safe campus in various methods including, but not limited to the schedule of classes, the college catalog, the college website, and postings on public and employee bulletin boards around campus. As the college values statement says, “We provide a safe, supportive, and participative environment that treats everyone respectfully and fairly and allows students and employees to recognize their strengths, clarify their
goals, achieve success, and enrich their lives.” Additionally, there is a sense of mutual respect that is demonstrated in the college’s shared governance structure (Doc. 59).

The college is committed to providing an academic and work environment that respects the dignity of individuals and groups. The Board of Trustees in Board Policy 1565 provides a comprehensive statement of its commitment to providing an academic and work environment free of unlawful harassment. The same policy also outlines a clear process for the filing, investigation, and resolution of a complaint from any employee or student. This process allows a complainant to address alleged discrimination based on race/ethnicity, religion/creed, color, national origin, ancestry, disability, gender, age, sexual harassment, sexual orientation, and/or marital status. Once a complaint is received, it is immediately addressed. The complainant is contacted and then interviewed at the earliest opportunity. Private and confidential interviews are conducted to gather facts related to the complaint (Doc. 59).

The college also has a student problem resolution process. This process is outlined in the college’s catalog which provides a description of the process for problem resolution (Doc. 5).

The college is committed to Equal Employment Opportunity. Every job announcement contains the Equal Employment Opportunity statement, and the college uses website postings, Internet list serves, minority publications, California Community College Registry, personal contacts, and community college job fairs to recruit the largest number of qualified candidates as possible.

Cuesta College has taken steps to ensure that diversity issues are appropriate and fairly addressed. The college follows Equal Employment Opportunity Commission guidelines. In addition, the Executive Director of Human Resources and Labor Relations is a member of the college’s Cultural Diversity and Student Equity Committee. The college is currently following the recommendations from the State Chancellor’s Office, and once the model Equal Employment Opportunity Plan is approved by the Board of Governors and distributed to the local colleges and districts, the college will proceed with developing a new Equal Employment Opportunity plan and follow prescribed annual reporting on progress.

**Self-Evaluation**
The college meets this substandard as demonstrated through advocacy from constituency groups, college value statements, Board policies and labor guidelines.

One of the strongest examples of the college’s expression in this area is when constituency groups (including community members) were asked by the Board of Trustees to describe desirable characteristics for the new Superintendent/President. Prominent on the list of all constituent groups was integrity in the treatment of others, described as listening skills, respect, caring, and collaboration. Now that the new Superintendent/President is in place, the college, as a whole, needs to move forward on this front.

**Planning Agenda**
None.
Standard III.A.5
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary
The college provides all personnel with opportunities, and in some cases incentives, for continued professional development consistent with the institutional mission. Departments and divisions are primarily relied on to identify the nature of professional development activities in line with teaching and learning needs.

Cuesta College invests in the flex calendar to provide opportunities for faculty professional development activities that contribute to the enhancement of teaching and learning that cannot be sufficiently addressed during regular hours. In accordance with state law, the equivalent of 10 days of instruction are used from the 175 instructional days. Faculty flex activities are determined by the college, the divisions, and the individual faculty member. Flex time is to be used only for activities that contribute directly to the improvement of faculty teaching and learning, strengthen service to students, develop professional growth of faculty, and/or enhance the educational program. Specific examples of such activities are provided in the Faculty Manual and on the Cuesta College faculty professional development website. Part-time faculty participate in flex activities for a determined number of hours proportional to the hours they are scheduled to teach or to provide non-instructional service in a given semester. Faculty complete their flex contract in an on-line format and are reviewed/approved on-line by the faculty member’s dean or director. An additional on-line resource for faculty is the Faculty Academy website which includes links to other professional development on-line resources (Doc. 60, 61, 62).

In addition to flex time, faculty sabbaticals are granted to faculty as authorized under Board policy and are budgeted annually at the level of $50,000 – a level that has not increased over a significant period of time. According to policy language, the Board of Trustees considers sabbatical leaves an integral part of a comprehensive staff development program. The policy further states that the two major purposes of the sabbatical leave are (a) to facilitate and enhance professional growth for the recipients, and (b) to provide educational benefits for the college. Specifically, sabbaticals should allow faculty to improve skills in a discipline, retrain in a new discipline if it is needed by the college, enhance teaching or work skills, develop programs and curricula, improve one’s ability to understand diversity and implement diversity goals at Cuesta College, and pursue scholarly or creative endeavors or to meet new technology needs. The Sabbatical Leave Committee, defined as an employee promotional and development committee, is charged with reviewing applications and making recommendations of sabbatical awardees to the Vice President of Student Learning and the Board of Trustees. (Doc. 63, 49).

The collective bargaining agreement between the district and Cuesta College Classified United Employees (CCCUE) contains a section devoted to professional growth. The introduction to that section states that the professional growth program encourages classified personnel to develop increased competence in the performance of assigned job duties, to broaden skills required for promotional opportunities, or to plan for career advancement and thereby benefit the district. The agreement provides the opportunity for
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a classified employee to earn up to two percent professional growth salary enhancement upon the completion of 12 units of approved work, up to a total of five two percent professional growth enhancements in the employee’s current classification, with no more than one enhancement per year. Between 2003 and 2007, 28 classified and confidential employees earned this enhancement. (Doc. 16, 64).

Board policy also outlines an opportunity for professional growth leaves for managers and administrators. Although this opportunity has rarely been used, the policy allows for paid leaves of up to three months (Doc. 65).

Although an ongoing college budget assumption, carried forward each year since 2003-2004, identifies a $100,000 reduction in general fund monies identified for conference and travel, it is significant to note that a review of the year-end college budget for 2006-2007 reflects expenditures of $368,149 in object code 5610, the conference and travel category. A review of the budget by division provides insight into funding sources and expenditure patterns. Monies spent in object code 5610 were from the general fund (approx. $168,000), Foundation funds (approx. $40,000) and categorical sources (approx. $160,000). According to the Director of Fiscal Services, an estimated 20% of the monies spent in this category was for faculty and staff travel reimbursement between college sites. Another $8,000 was spent for athletic travel, leaving close to $287,000 in conference related expenses.

$368,000 - (5610) Travel and Conference total expenditures in 2006-2007
- 168,000 - General Fund (approx.)
- 40,000 - Foundation Accounts (approx.)
- 160,000 - Categorical funds (approx.)

$168,000 - General Fund
- 74,000 - Employee reimbursement for travel between college sites (approx.)
- 8,000 - Athletic travel (approx.)
  = $82,000 - General Fund monies expended for college-wide employee conference and travel

The highest contributions from categorical funds were identified with VTEA and matriculation budget codes. This means that funds were targeted to division and department activities that met categorical guidelines. A consistent expenditure pattern reflected that most departments and divisions do not have conference and travel identified in their initial budgets and that when monies are identified from other sources, funding was not evenly distributed. Conversations with managers and division chairs reflect that expenditures for staff development activities in their areas are primarily for the purpose of attending professional conferences related to their discipline or program and that these conferences are heavily relied on for technical updates, program forecasting, teaching/program trends, and professional networking (Doc. 66).

Self-Evaluation
The institution partially meets this substandard. In the Cuesta College 2007 Employee Opinion Survey, the item having to do with Human Resources stated that “the college provides adequate professional development resources.” According to the responses, college employees placed a mid-level importance to this statement and when asked about
satisfaction, responses reflected very low satisfaction. When looking at the gap between importance and satisfaction, this survey item had the greatest gap of all 35 items in the survey, with managers having the highest gap, followed by faculty, and then staff (Doc. 67).

These results are relatively unchanged from prior findings. The first college planning agenda pertaining to this topic in the 2002 Self-Study was to initiate and facilitate a process to determine and address reasons for dissatisfaction with professional development opportunities, followed by specific recommendations for follow-up to staff orientations, the organization of professional development activities for classified staff and the initiative to work with the Cuesta College grant writer to expand funding for professional development. These prior planning agendas have not been fully realized.

Cuesta College staff do participate in professional development activities; however, professional development resources remain highly de-centralized as well as highly dependent on categorical and foundation funding sources, and there has been prolonged dialogue and unfulfilled proposals (at the time of the survey) for a more centralized professional development program.

Subsequent to the employee survey, a Director of Professional Development was hired, and work is underway to identify professional development programs for Cuesta College staff, faculty, and managers. The Professional Development Center is a large and newly furnished space in the new library expansion.

**Planning Agenda**

- The Director of Professional Development, in collaboration with constituency groups, will build a comprehensive, recognized and utilized professional development program that reflects the needs of faculty, staff, and managers/administrators.
- The Professional Development Committee, in collaboration with constituency groups, will build a comprehensive, recognized and utilized professional development program that reflects the needs of faculty, staff, and managers/administrators.

**Standard III.A.5.a**

The institution plans professional development activities to meet the needs of its personnel.

**Descriptive Summary**

High on the list of the 2007-2008 priorities and goals for the San Luis Obispo County Community College District, as adopted by the Board of Trustees, is the intention to “renew efforts to build a comprehensive and sustainable employee professional development program.” This goal follows years of prominent campus dialogue and attempts to build a viable college professional development program. Board policy also states that the Board of Trustees shall encourage, promote, and support professional growth and staff development activities with the purpose of improving the total college program (Doc. 40, Doc. 68).
Since the last accreditation, faculty and staff development has been led by the Academic Senate, and classified and management professional development has been organized by a college committee, chaired by the Executive Director of Human Development. For much of this period, a faculty member was awarded release time to coordinate faculty professional development activities. The content reflected on the college website having to do with faculty professional development including flex contracts/activities and the faculty academy were developed by this individual (Doc. 62). Most visible to the full college were the Opening Day activities each semester, primarily organized by the professional development faculty member. Unfortunately, recruiting for the position became more difficult, spurring an increased sense of urgency to develop a full-time professional development position. A faculty professional development coordinator who served for one semester, Spring 2007, spearheaded the effort to move in this direction.

According to the 2006-2007 Academic Senate End-of-Year Committee Report, the Academic Senate faculty development committee formed a sub-committee to establish the job description for a full-time position titled Director of Employee Learning and Innovation. Classified and management representatives were asked to be involved in order to facilitate committee goals. The resulting full-time position was described as a management position responsible for the college’s professional development program for faculty, management, and classified staff that reported to both the Vice President of Student Learning and the Executive Director of Human Resources. The committee advocated for adding the position in three unit plans, including the human resources’ plan, the Vice President of Student Learning’s unit plan, and the academic senate’s unit plan. Additionally, the subcommittee made a proposal to the full Academic Senate to support the new position. The proposal was approved, and a letter of support for the position was secured from Management Senate. It was further recommended that an Employee Learning and Innovation Committee be formed with representation from the classified, faculty, and management professional development committees. The faculty professional development committee and the existing classified and management professional development would continue. All three constituent groups (two committees) would support the ELIC Committee (Doc. 69).

In the summer of 2007, Cabinet moved forward on approving funding for the full-time position, with modifications from the proposal developed by Academic Senate—the position was titled Director of Professional Development under the supervision of the Executive Director of Human Resources, and reference to the development and assessment of student learning outcomes was added to the list of essential functions. Controversy arose during the selection process in fall 2007, primarily regarding the lines of reporting and the inclusion of SLOs within the job description. Faculty on the selection committee, many of whom were on the original Academic Senate subcommittee, felt strongly that the Director of Professional Development should report to the Vice President of Student Learning rather than the Executive Director of Human Resources and Labor Relations. Ultimately, faculty decided not to participate in the hiring process. The Board of Trustees approved the hiring of the first Director of Professional Development, who began in her position Spring 2008. The new director is located in the newly created Professional Development Center included in the library expansion project. She is working without support staff or program budget (Doc. 70, 71, 72).

Beyond the high profile debate over professional development, the college has invested focused time and resources in the area of technology training. Cuesta College has a full-time classified Technology Trainer/User Support employee who reports to the Director of Computer Services. The one full-time position is a reduction from the 1.5 staffing level
prior to budget reductions a number of years ago. The technology trainer advises staff, faculty, managers, and administration through a variety of methods including a full schedule of workshops, a training channel on myCuesta called “Tech, Tips and Training,” one-on-one worksite training visits, quick reference cards that can be downloaded to individual computers, and through phone support by which the trainer guides employees through their computer screens utilizing LANDesk software. The trainer reports that over 50% of his time is spent with phone support. His newest endeavor is his on-line computer-based training which has replaced pre-packaged versions. The college’s conversion to an integrated software system (coined Project OZ) has magnified the trainer’s workload considerably. Every corner of the campus has participated in technology training, and training is provided at both the North County Campus and at the San Luis Obispo campus. The trainer’s record of workshop attendance reflects that he taught 352 individuals in summer/fall 2005, 210 in spring 2006, 101 in summer 2006, 177 in fall 2006 and 339 in spring 2007 with topics ranging from class rosters and grade books to safe computing and scanning Photoshop documents. Most recently, the majority of training has been directed to myCuesta as related to Banner implementation (Doc. 73).

In 2002, the college began the process of evaluating integrated software systems and embarked on implementing the Banner system for 2006. Staff involvement in training for this project has been extensive. While the majority of training has occurred on campus, additional travel and conference attendance was anticipated and realized. Signifying acknowledgment of related training needs, the college created a division for budget purposes, entitled OZ Training. The monies spent for OZ are included in the conference and travel expenditures cited in III.A.5. According to the Director of Computer Services, over 20 Cuesta College representatives attended the California Community College Banner Group Conference each year (2005, 2006 and 2007), representing areas such as financial aid, payroll, student learning/scheduling and curriculum, counseling, computer services, cashiering, research, human resources, institutional advancement, purchasing, and fiscal services. Attendance at the on-campus MyCuesta focus groups conducted in September 2006 topped 100 college employees. Currently, there is an OZ steering committee on campus as well as seven working subcommittees. Extensive business process analysis workshops have been conducted by consultants in the areas of enrollment process, the purchasing process, and schedule development. According to those involved, OZ training has stimulated new cross-campus conversations and new appreciation for the complexity and interconnectedness of functions in diverse departments. Beyond the technical functions gained, OZ has opened new lines of communications and inspired a renewed commitment to teamwork among the participants (Doc. 74, 75, 76).

Regarding technology training for distance education, the college, for many years, compensated faculty who developed a new distance education course. The stipend or reassigned time was awarded to acknowledge the faculty need for additional web-based training and their time investment in converting standard classroom material into on-line format. This practice was recently suspended and is a subject of CCFT negotiation.

Other examples of college-planned professional development include orientation activities for new employees; references to professional development in the faculty, staff, and management personnel evaluation forms; faculty salary schedule categories based on educational level; and human resources training during manager meetings, including such
topics as sexual harassment policies, organized MIS, and accreditation self-study training.

**Self-Evaluation**
The college partially meets this substandard. Technical training is strong. There are college policies in place that support professional development, and college employees have participated in professional development activities as determined by departments and divisions. Additionally, the college has demonstrated a commitment to improving professional development for faculty, management, and staff by directing scarce resources to establishing a new full-time management position. Additionally, prime facility resources in the new library expansion project were earmarked for the development of a professional development center.

As referenced in III.A.5, the area of professional development reflected the widest gap between staff ranking of importance and satisfaction. The new management position, the Director of Professional Development, and the new center identified on campus are expected to significantly address this gap by creating a centralized and coordinated professional development program.

**Planning Agenda**
- The Professional Development Committee, in collaboration with constituency groups, will build a comprehensive, recognized and utilized professional development program that reflects the needs of faculty, staff, and managers/administrators.

**Standard III.A.5.b**
*With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

**Descriptive Summary**
The college ending budget for 2006-2007 reflected over $280,000 expended in the category of conferences and travel, funded through a combination of general funds, categorical funds, and foundation monies. The majority of these funds were spent on attendance at professional conferences as identified by college departments and divisions. The college relies on divisions and departments to evaluate the value of these professional activities. To some extent, the value of these professional conferences is reflected in program planning and review as departments and divisions learn about best practices and fold their findings into program review recommendations. The importance of these professional activities is also reflected in compliance reviews and audits. This would be the case with compliance issues related to categorically funded programs and to state mandated processes and procedures across the campus, including but not limited to fiscal services, human resources, general services, student services, student learning, and the foundation. Those attending conferences bring back information to their department or division, adding to the knowledge, expertise, and improvement of the unit. For example, the state conducted site reviews for categorical programs—such as Disabled Student Programs and Services, Extended Opportunity Programs and Services, CalWORKS, and matriculation—will reinforce the importance of currency and compliance and will serve as one means of evaluating the professional development of
staff and managers as related to the viability of programs in those units. Another example in the student learning area would be implementation of the new Title 5 curriculum and degree requirements (Doc. 66).

For assessing on-site professional development activities (when there was a faculty coordinator in place), on-campus flex activity participants were expected to complete a short survey about the strengths and weaknesses of flex sessions. These results were reviewed by the faculty staff development coordinator, were shared with the host/organizer of the activity, and then influenced the character of future offerings. This process has been temporarily suspended. The college technology trainer is in the process of developing a short on-line satisfaction survey for all participants in his technical workshops. He plans to have these in place for spring 2008.

Self-Evaluation
A review of college practices reflects that the college does not meet this sub-standard. Individual faculty, staff and managers readily express the value they place on their professional development activities, but the college is lacking a formal, regular system of assessing and evaluating professional development programs as a means for improvement.

The new Director of Professional Development has begun meeting with staff, faculty, and managers to identify professional development programs discuss strategies for systematic assessment.

Planning Agenda
- The Director of Professional Development, in collaboration with the Professional Development Committee, will work with constituent groups to identify tools for systematically evaluating professional development activities.

Standard III.A.6
Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
The processes for proposing and approving full-time faculty, classified, and management positions are systematic and integrated with institutional planning. The processes for part-time faculty and hourly positions are also integrated, but they usually involve fewer steps and participants (Doc. 77).

A full program planning and review process is conducted every five years to include program assessments with an analysis of current staffing and staffing projections. Reviews are comprehensive and college-wide, including instructional departments, administrative departments (e.g., research, computer services, foundation, fiscal services), and student services departments (e.g., counseling, DSPS). The review documents how the program interfaces with other academic programs and/or administrative programs and student services, and how the program effectively uses its human resources to meet the needs of students, programs, and/or services. For example, an analysis of enrollment rates, full-time to part-time faculty ratio, and plans for
expansion may suggest the hiring of additional full-time faculty. If this is the case, the cost related to additional staff, including salary, is calculated and documented in the review (Doc. 78).

The unit plans identify immediate, intermediate, and long-term staffing needs for faculty, classified, confidential, and management positions, as well as student and hourly employees. Each cluster then reviews and prioritizes each unit’s priorities and proposals. Full-time faculty recommendations are forwarded to the Shared Governance Council where proposed positions from the various clusters are prioritized and approved through the prioritization process. All personnel needs within the cluster are prioritized referencing each unit plan (Doc. 79).

For full-time faculty positions, there is an established procedure designed to facilitate decision making which reflects college-wide needs, minimizes voting for narrow interests, provides for standardized operating procedures which are communicated in advance, and which maintain equity and fairness for all areas. The division chair in consultation with his or her division develops a proposal for the position. In the proposal are discussed the following: evidence of demand for the program and/or classes, evidence of difficulty in hiring part-time faculty, an argument for how the position supports the mission of the college, and the effect on the program if the position is not filled. The division chair presents the division’s hiring priorities to the cluster group each year. Full-time faculty needs are discussed in cluster meetings, prioritized, and sent to the Shared Governance Council for their evaluation and prioritization as outlined in substandard I.B.3 (Doc. 31).

Part-time faculty and hourly staffing decisions are less complicated. The expansion or creation of part-time faculty pools is recommended by the division chair to the dean and is based on potential open classes. Decisions concerning hourly employee positions employed by departments and divisions are made by managers or division chairs. Decisions about new hires or expanded positions for classified and management positions are made at Cabinet meetings (Doc. 34, 35).

Instead of automatically refilling positions that become vacant, managers are expected to evaluate the vacant position in terms of current needs and job demands which might entail some department restructuring and/or updating of the job description. Recommendations are discussed and finalized with Human Resources before hiring.

There is also a process in place for re-classification of classified staff, if an assessment of their duties reflects that their position has changed and the new duties are determined to be considered permanent. A formal reclassification process is currently being negotiated between the district and the Cuesta College Classified United Employees. Out-of-class pay is also an option if the expectation for expanded duties is temporary. Managers work directly with Human Resources in both instances.

Self-Evaluation
Cuesta College partially meets this substandard. Human Resource planning is integrated into institutional planning; however, it is more difficult to identify systematic assessment of the effective use of human resources at the college. The college has pieces in place to assess the effective use of human resources informed by the program planning and review process and integrated into the hiring process; however, the college is lacking a
strategic plan to guide decision making for staffing. With a strategic plan in place, all hiring should support the plan, regardless of funding source.

**Planning Agenda**

- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including human resources assessment.

**Sources for Standard III.A**

Doc. 1  Board Policy 3012
Doc. 2  Board Policy 3013
Doc. 3  Equivalency Committee Structure
Doc. 4  Chancellor’s Office Minimum Qualifications/Accredited Institutions of Post Secondary Education Publication
Doc. 5  College Catalog 2007-08
Doc. 6  Steps for Planning, Recruiting, and Selecting Faculty Administrators, Managers, Supervisors Classified, and Confederals
Doc. 7  Advertising Agency Report
Doc. 8  Cuesta College Job Descriptions
Doc. 9  Faculty Evaluation Form
Doc. 10  Classified Evaluation Form
Doc. 10  Confidential employee Evaluation Form
Doc. 12  Annual Manager/Supervisor Evaluation Form
Doc. 13  Board Policy 4705/R4705
Doc. 14  Board Policy 2065
Doc. 15  CCFT Collective Bargaining Agreement
Doc. 16  CCCUE Collective Bargaining Agreement
Doc. 17  Board Policy 3095
Doc. 18  College Plan 2006-2007
Doc. 19  Board Policy 2715
Doc. 20  Board Policy 2710
Doc. 21  Board Policy 1575 / R1575
Doc. 22  Board Policy 1565 / R1565
Doc. 23  Board Policy 1570
Doc. 24  Board Policy 2735
Doc. 25  Board Policy 3006
Doc. 26  Cuesta College Faculty Manual 2007
Doc. 27  Hiring Packet
Doc. 28  2002 ACCJC Evaluation Report for Cuesta College
Doc. 29  Credit & Non-Credit Enrollments, FTES, FTEF, FTES/Student, FTES/FTEF, Institutional Research and Assessment, Fall 2007
Doc. 30  Board of Trustees Presentation by Human Resources November 2007
Doc. 31  Full-Time Hiring Prioritization Procedures 2007-2008
Doc. 32  History of Cuesta College Faculty Hiring/Retirement and Resignation/Replacement and New Positions 2001-2008
Doc. 33  Shared Governance Council Summary Ballot, Nov. 2007
Standard III: Resources

Doc. 34 2007-2008 Cluster Priorities for Personnel
Doc. 35 Cabinet’s Consideration for Personnel Funding 2007-2008
Doc. 36 Planning & Budget Minutes 2007-2008
Doc. 37 The Right Side of the Line Training Video
Doc. 38 Board Policy 2600
Doc. 39 Board of Trustee Minutes, September, 2007
Doc. 40 College Plan 2007-2009
Doc. 41 Cultural Diversity/Student Equity Committee Handout for Opening Day 2008
Doc. 42 Cultural Diversity/Student Equity Committee Minutes from Jan. 28, 2008
Doc. 43 Board Policy 1550
Doc. 44 Board Policy 1600
Doc. 45 Diversity Resolution posted on Cultural Diversity Committee website:
   http://academic.cuesta.edu/cultural diversity
Doc. 46 Cuesta College Administrative & Academic Employment Application
Doc. 47 SLO County, Cuesta College Student and Employee Ethnicity Comparison, November 2007 SLO Community College Board Presentation, Ryan Cartnal, Director of Research
Doc. 49 Cuesta College Committee Membership List 2007-08
Doc. 50 Cultural Center Committee Minutes Sept. 10, 2007
Doc. 51 Cultural Center Committee Minutes Oct. 29, 2007
Doc. 52 Cultural Center Committee Minutes Nov. 28, 2007
Doc. 53 http://quickfacts.census.gov/qfd/states/o6/06079.html
Doc. 54 HR Form, Recruitment Data Pool
Doc. 55 Cuesta College Statistics All Staff 2007-2008
Doc. 56 Cuesta College Statistics All Staff 2006-2007
Doc. 57 Cuesta College Statistics All Staff 2005-2006
Doc. 58 Cuesta College Statistics All Staff 2004-2005
Doc. 59 Values Statement
Doc. 60 Cuesta College Academic and Classified Calendar 2007-08
Doc. 61 Cuesta College Faculty Manual 2006
Doc. 62 Cuesta College Faculty Professional Development Website
Doc. 63 Board Policy 3251
Doc. 64 Board Policy 4406 / R 4406 Professional Growth Program – Confidential, Management, and Supervisory Employees
Doc. 65 Board Policy 2052
Doc. 66 Financial Activity Report 07/01/2006 to 06/30/2007, Object Code 5610
Doc. 67 Cuesta College Employee Opinion Survey
Doc. 68 Board Policy 3250
Doc. 69 2006-2007 Academic Senate End of Year Report
Doc. 70 2006-2007 Faculty Development Committee End of Year Report
Doc. 71 Director of Professional Development Job Description
Doc. 72 Professional Development Center Document Spring 2008
Doc. 73 List of trainings provided by Technology Trainer, Sean Landers
Doc. 74 List of 3CBG Conference attendees
Doc. 75 Business Process Analysis workshop minutes
Doc. 76 List of OZ subcommittees
Doc. 77 Board Policy 2305, Academic Senate Constitution
Doc. 78 Program Planning and Review Narratives Assessment Outline-Checklist
Doc. 79 Unit Plan 2008-2009
Doc. 80 Course Outline of Record Template and Curriculum Handbook
Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Cuesta College is made up of four primary teaching locations: the main campus located in San Luis Obispo, its North County Campus in Paso Robles, and its leased sites in Arroyo Grande and Nipomo. Overall, the college maintains more than 500,000 square feet of buildings made up of classrooms, offices, dining facilities, and conference centers (Doc. 1), totaling in excess of over 55 permanent and mobile structures. The three locations include 45 acres of landscaping (Doc. 2), athletic fields, and over 100 acres of natural landscaping.

The college’s Maintenance, Operations, and Grounds Director oversees the overall maintenance and safety of the structures and grounds through the Maintenance, Operations, and Grounds Department (MOG). This department is comprised of a director, three supervisors, two lead employees, and 38 full-time classified staff. Four of these classified employees are primarily assigned to the North County Campus to handle all cleaning needs and general maintenance. To improve efficiency, all advanced repairs are handled by employees dispatched from the San Luis Obispo campus. No maintenance is done on the leased South County sites.

The college utilizes a formal maintenance work order system that is paper based. Despite being a workable system, it could be improved. Maintenance has reviewed and will be implementing a web-based electronic work order system by the end of fiscal 2008.

Facilities designed for specific program support include the observatory structure, the 28,000 square foot gymnasium, the newly renovated Library/Learning Resource Center, the High Tech Learning Center, the newly remodeled chemistry and biology complex (Doc. 3), the Fox Allied Health, Math, and Science Building (AHMS) with both dedicated labs and lecture hall, the Student Life and Leadership building and Student Conference Center, the Broadcasting Center with a radio studio, and the Fine Arts Complex and Gallery. The college also has an extensive athletics complex that features a 650,000-gallon, 50-meter competition pool with twin one- and three-meter diving towers; a 60,000-gallon therapeutic/training pool; a state-of-the-art track with a polymer running surface; nearly 20 acres of basketball, volleyball, and tennis courts; and soccer, track and field, baseball, softball, and archery fields.

In addition to offering the traditional, physical facilities mentioned above, the college offers increasing online courses annually. Though distance learning is not traditionally considered a physical resource demand, Cuesta has chosen to view it as such. With this, the college, through its Instructional Technology Department, continues to review its fiber optic plan to ensure sufficient capacity is in place.
Cuesta has been active in its implementation and utilization of its digital energy management system and has upgraded over 90 percent of the HVA/C and lighting controls in its existing building to be under digital control (Doc. 4). This automation provides a healthy and energy-efficient learning environment. The college strives to provide the best in life safety systems and has upgraded all of its permanent structures to code compliance. In addition to all of the new structures being protected by the required point ID fire protection system, the college has upgraded over 25 percent of the existing buildings to the new, improved monitoring. This system is monitored 24 hours a day, seven days a week.

Cuesta prides itself on providing excellent service to support learning outcomes of students with learning disabilities. Over 20,000 square feet of the recently built High Tech Learning Center is dedicated to this effort. The college has also conducted a study of the campus to ensure that it complies with the Americans with Disability Act (ADA) (Doc. 5). Where possible, the college exceeds required mandates by adding devices such as assisted door openers when a need is presented.

To best utilize the college facilities, and in coordination with moving to Banner integrated software system, Cuesta is implementing the CollegeNET R-25 facility scheduling software system. This system utilizes building and room attributes to better fit the learning environment and helps assist college schedulers in automated sorting of class schedule (Doc. 6). The system is also Internet “web based” and incorporates a net viewer to allow students, teachers, and potential outside users to view room type and availability at their convenience. The R-25 Data Base system is currently installed, with rollout scheduled for fall 2008.

The college provides a safe learning and working environment. This is accomplished by maintaining a P.O.S.T. certified police station on the San Luis Obispo Campus, and safety officers are continuously on duty at the North County Campus and at the South County Centers. The officers provide services ranging from emergency response to medical and security needs, sexual offender registration, and access to facilities. The Safety and Environmental Committee (Doc. 7) is comprised of directors from Public Safety and Maintenance, Operation, and Grounds; the supervisor of grounds; faculty and staff; and the Executive Director of Human Resources. The committee reviews workers’ compensation claims as related to facilities, contacts appropriate parties to resolve hazards, and maximizes safe practices on campus. The college also uses a number of outside resources to supplement its safety programs. These areas are in fire and life safety alarm system monitoring (during off hours), property and liability inspection services, and employee safety programs.

To better allow the college to maintain its structures and advance towards its goals of sustainability, it applied for and was granted funding through the California Public Utilities Commission (CPUC) partnership program on two major Deferred Maintenance projects. The first was a college-wide T-12 to T-8 fluorescent lighting retrofit. This transition will provide substantial improvement on visible light in learning and working areas while increasing lighting efficiency by nearly 20 percent (Doc. 8). The second is a large HVA/C retrofit on the existing library structure at the San Luis Obispo campus that eliminates a system that no longer would be compliant by current energy efficiency standards. This retrofit increases control and monitoring of learning conditions, allowing
the college to best utilize its central plant. Both of these projects are expected to be completed by the end of calendar year 2008 and have been in development for four years.

The requirements for safe and sufficient resources have been aggressively addressed by the addition of state-of-the-art structures, including the following:

- **Library Expansion and Renovation – San Luis Obispo (SLO) Campus**
  The addition of over 45,000 square feet of new structure houses 22,000 feet of new library space. This area was annexed to the existing library to provide a combined resource of over 40,000 square feet. The improvements include wireless computer technology, separate study rooms, dedicated research computer stations, and lounge/study areas designed with maximum natural lighting.

- **Biology and Science Remodel**
  The renovation of structures of over 10,000 square feet contains programs such as Science, Biology, and Chemistry. Improvements to these structures include the ultra-advanced TRI-Tech fume hood systems, dual-integrated overhead projectors, fully monitored and alarmed acid tank, new AT Computer lab, and upgraded student and instructor stations. This upgrade also provides a large landscaped outdoor patio to hold both student and instructor conferences and areas for study and various college events. However, some parts of the project, including the greenhouse, are not complete, and some programs have been negatively impacted by the delay.

- **Fox Allied Health, Math, and Science Structures (North County)**
  The multi-use structure accommodates programs such as math, science, geology, and nursing. This structure contains wireless computer connection, labs, lecture hall, and offices.

- **Theater Arts Building**
  The Theater Arts building is currently under construction. With 400 seats, a state-of-the-art audio resonance assistance system, experimental theater, orchestra pit, and prop building shop and yard, this structure will be a huge addition to the college’s abilities to support a multitude of programs. These programs were previously supported by a leased theater that was recently determined to be no longer serviceable.

These additions are a direct result of need identified in the previous accreditation self-study, and they reflect progress in areas considered deficient in the previous study. However, without bond funding, the college lacks resources to allow it to fund all of these standard requirements. These projects demonstrate success, but, even with this added square footage to both the North County Campus and the San Luis Obispo campus, the maintenance personnel were maintained at or below the level of the 2002 accreditation. Specifically, while the custodial staff was increased by three employees to nearly hold the square footage per employee, the other trades fell behind the 2002 level.

Lighting concerns identified in the 2002 accreditation self-study appear again in the 2007 Employee Opinion Survey (Doc. 9). This concern stems from aging mercury vapor lighting originally engineered for the SLO campus to provide the low lighting needs of a
campus with an observatory. In 2001, the college performed a major campus-wide lighting upgrade, bringing the campus up to the new standard of high pressure sodium (Doc. 10). The upgrade increased lighting levels on campus from an average 0.15 foot candles at 15 feet from center to 2.5 foot candles at the same distance. This increase exceeds standards for walkways and reduces the majority of dark areas, even those significantly removed from the main passage ways. This drastic increase in lighting results in a net reduction of energy consumption and maintenance needs. Along with this upgrade, the college increased its tree trimming program to reduce natural light blockage and illuminate poorly-lit parking lots.

The college has excelled in its ability to maintain its employee safety record. With a low workers’ compensation experience rate, the college has maintained lower than industry cost standards. It also receives repeated praise for its property and liability inspections (Doc.11) and it was nominated for an award by inspections in 2006 for its excellence.

ADA requirements in new construction have met or exceeded code, and improvements to existing structures are made as modifications to these buildings are needed. New accessibilities were installed to various structures to comply with wheel chair regulations (2100/2200), additional door openers were installed in identified areas (NCC), and any new furniture installation must meet or exceed ADA compliance.

Self-Evaluation
The college meets this substandard. The 2007 Cuesta College Employee Opinion Survey (Doc. 9), as well as progress on deficient items noted in the 2002 accreditation self-study, illustrate a college dedicated to meeting this standard. Though both the study and the accreditation report still demonstrate strengths and weaknesses in attaining the standard, the college has shown progress in most areas. The Employee Opinion Survey shows that the staff agrees the college does maintain a safe environment and utilizes its physical resources efficiently. However, the study also addresses deficiencies in learning resources at the North County Campus and the South County Centers and expresses concerns still needing to be addressed, including lack of maintenance staffing and the need to repair items such as leaky roofs.

Planning Agenda
None.
Standard III.B.1.a
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
The Maintenance, Operations and Grounds (MOG) Director coordinates with the Vice President of Administrative Services to identify needs and priorities based on the college’s Five-Year Construction and Five-Year Deferred Maintenance plans. The Director of MOG has a full-time staff consisting of one secretary, one supervisor of skilled maintenance personnel, ten skilled maintenance personnel, one supervisor of grounds, five grounds workers, one supervisor of custodial, 16 custodians, and one aquatics facility operator. Preventive maintenance is completed on a scheduled basis (Doc. 12) while daily maintenance is addressed through a work order system. The college has implemented an automated work order system in its Instructional Technology Department to ensure operational success, and MOG will be implementing this system prior to the close of fiscal 2007-2008.

The Director of Facilities Planning and Construction, in coordination with the Vice President of Administrative Services, oversees the integrated needs assessment with the administrators, faculty, staff and community. This oversight includes, but is not limited to, developing plans for new construction, coordinating space allocation of existing structures as it pertains to state construction funding requirements, and overseeing the construction and commission of new structures. The Director of Facilities Planning and Construction works with the college’s contracted architects, construction managers, and administration to ensure that the planning processes for these new structures are carried out to completion.

Institutional decisions to build, upgrade, or replace physical resources are prioritized through the Education and Facilities Master Planning process. Information included in the Education and Facilities Master Plan comes from many sources. Demographic data on population and education needs in the district’s service area are assessed at both the district and college level (Doc 13).

The college continues to build and maintain additional facilities, ensuring the quality and the quantity of resources. In 2002 the college conducted an extensive review of its facilities condition (Doc. 14) and updated this report again in 2006. This assessment report along with the Five-Year Construction and Five-Year Deferred Maintenance Plans, are consulted as new construction and renovations are considered for funding.

The college participates in the state’s Deferred Maintenance (Doc. 12) and the Hazardous Maintenance Removal Programs. Currently, over one million dollars in renovations for fiscal year 2007-2008 are slated for completion. These projects are funded by a combination of partnerships and programs that reflect the college’s commitment to excellence in resources despite losing a bond measure. Of the over one million dollars, more than half is funded by state matching allocations and incentives provided by the system in cooperation with the California Public Utilities Commission. These projects will satisfy directly identified needs using the college’s planning process. Included is a college-wide interior lighting upgrade for T-12 fluorescent bulbs to the generation II T-8 bulbs and complete removal and upgrade (Doc. 15) of the 40-year-old HVA/C system.
serving the older library facility. These two projects also fit well with the college’s commitment to establish a sustainable campus (Doc. 16). The third major project funded for this year is a complete replacement of the college’s main sewer trunk line. This upgrade will ensure future service of this important utility and satisfy local and state mandates.

Over 90 percent of permanent structures on both the San Luis Obispo and the North County campuses are on a digital management system which handles the working systems for almost every piece of exterior lighting and HVA/C equipment on these two sites. The system provides scheduled on/off functions, including “smart start” energy saving features, temperature monitoring, trending and set point adjustments, and advance troubleshooting tools. This control system is an integral part of the energy savings and also the overall sustainability effort of the college.

The college schedules its facilities resources using a priority system developed by its administrators, faculty, and staff. This process ensures that each program is available and assigned to the appropriate facility. An extensive list of building and classroom attributes is maintained so schedules can match program needs at the classroom level. Once resources are assigned to academic programs, remaining assets are scheduled for non-academic programs and, finally, to off-site program requests.

To improve effective utilization of facilities, and to accompany the college’s move to its integrated software system (Banner), the college has purchased and will implement Resource 25 and College 25 scheduling and automated facilities assignment systems. These systems will provide updated tools, such as automated sorting of scheduled classes based on required attributes and program first call, advanced reporting of facilities utilization efficiencies, available resources, category of users based on facility and program and scheduling security to ensure that scheduling priorities based on dates and programs are followed. These systems also include extensive calendar options including a “web viewer” to allow on and off-campus access to calendars for viewing of both academic and non-academic events.

The skilled maintenance team—comprised of a supervisor (working position) two HVA/C workers, one plumber, one electrician, two locksmith-carpenters, two general maintenance workers, one auto mechanic, and one aquatics facility operator—is responsible for the overall daily and heavy maintenance of the college’s physical assets. This makeup is unchanged from the 2002 accreditation with the exception of the addition of the supervisor. The considerable addition of square footage has increased the demand on this team, which is demonstrated by the overall level of maintenance. The college construction planning process has helped to reduce some of this degradation by installing reduced maintenance systems where possible.

The custodial team—comprised of a supervisor (working position), two lead staff members, and 14 custodians—handle the daily cleaning and assist with event set up. This team is also responsible for maintaining a clean, sanitary and safe environment for students, staff, faculty, and the general public. In addition, the team supports both academic and non-academic programs by providing event set up and tear downs, and the team also supports special community uses and events. The average custodial workload is approximately 29,000 feet per staff member, up from approximately 21,000 in 2002. The college funded three additional full-time custodians as new structures came on line to prevent this increase from being larger. The custodial team is also required to handle
small furniture and staff moves. The cleaning of faculty and administrative offices were reduced to twice a week to maintain program support.

Routine maintenance and upkeep of the college’s 45 acres of landscaping, 37 acres of asphalt (parking, interior walkways, and perimeter roads), and 100 acres of undeveloped areas are the responsibility of the grounds team. The team consists of a grounds supervisor (working position), a heavy equipment operator, and five grounds workers. Consistently this team receives compliments, including a commendation from the 2002 accreditation team as to the outstanding appearance of the campus. Despite its small size, the grounds team handles its daily tasks, has representation on the Campus Safety and Environmental Committee, assists in storm water management, and supports academic, non-academic, and community special events on campus. The grounds team also remains unchanged since the 2002 accreditation, with the exception of upgrading the lead to a supervisor.

Current buildings in construction and in planning will add substantial program support resources on both the San Luis Obispo campus and North County Campus. The buildings provide modern systems for both learning and events and will also bring resources to current standards.

**Self-Evaluation**

The college meets this substandard. The college has been successful in obtaining funding, planning for, and building new state-of-the-art structures that provide a high level of support for its programs, allowing for quality growth and satisfying many previous program deficiencies. Given the challenges of a college without a recent successful bond measure, growth levels and the dramatic increase of building costs have been satisfactorily accommodated.

The overall maintenance and renovation meets requirements (Doc. 9) with good progress in Deferred Maintenance and Hazardous Substance removal programs. The college has sufficiently planned major upcoming demands and has funding in place despite the lack of a bond. Over one million dollars in planned projects are to be completed in the next fiscal year.

The college responded where possible to the increased demands these additional resources placed on the Maintenance, Operations, and Grounds Department (MOG). These demands have reduced the ability of each team within this department to sustain its 2002 levels. The 2007 Employee Opinion Survey (Doc. 9) shows the level of importance of the statement “the custodial services are adequate” to be 4.56 in a 1-5 resolution. The agreement to this statement was a 3.4, showing a noticeable gap while maintaining a low deviation. Frequently, in the comments section of this study, the custodial staff was commended for its hard work, but at the same time overall quality was considered lacking due to an inadequate number of staff members.

Response times for skilled maintenance requests such as hot/cold calls, worn fixture repair, burnt light bulbs, and leaking plumbing fixtures have more than doubled. This is also apparent in the 2007 Employee Opinion Survey with the request of additional attention placed on lighting. The majority of these complaints are not caused by lack of fixtures but by the inability to keep existing fixtures working. Responses to hot and cold calls, though done in a timely manner, are slower than past experience and have also been a concern to the faculty and staff. The inclusion of high efficiency HVA/C equipment is
both a plus and a minus to the support of programs. As required by state mandate, high efficiency equipment must be installed to meet resource conservation levels. This equipment utilizes advanced technologies and calls for increased preventive maintenance to ensure this overall efficiency is maintained. The skilled maintenance team has been outstanding to match this technology with training, but the sheer number of increased equipment malfunctions in these new structures has made a noticeable impact on quality.

Although the college feels that it currently meets the requirements of the standard, the shortfalls in planning for total cost of ownership will challenge its ability to meet these requirements in the near future.

Planning Agenda
None.

Standard III.B.1.b
The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
The college ensures that new construction, modifications to existing structures, and maintenance to existing buildings are completed to provide an accessible, safe, and secure learning and working environment by following guidelines set by the Department of State Architect (Doc. 17), the Occupational Safety and Health Administration, the American Society of Heating, Refrigerating and Air-Conditioning Engineers, the Americans with Disabilities Act, and state and county health codes. The college also contracts with outside agencies to assist with inspections and monitoring of these resources (Doc. 11, 18).

The college strives to ensure the planning process of all new and refurbished structures meet seismic and accessibility requirements. Since the college is located in a high-seismic area and special consideration is noted, additional seismic main gas shut off valves for all new buildings are a college standard requirement, and we are working to ensure all furniture over 60” tall is fastened to walls during installation (Doc. 19). In 2006, the college evaluated an aging leased auditorium structure to ensure its safety and found it no longer met the college’s standard for safety. This evaluation terminated all future use of the building, and negotiations for renewal of the lease with necessary upgrades to meet code were unaffordable (Doc. 20).

The Maintenance, Operations, and Grounds Department (MOG) conducts daily review of structures (Doc. 21) and reports items through the college’s work order system. Service campaigns, such as the HVA/C filter replacement program (Doc. 22), motor pool vehicle inspections, and daily documented pool water chemistry levels (Doc. 23) ensure safe learning and working conditions. Additional custodial attention is placed in high concentrated areas such as physical education and child development to reduce problems such as staph infections. To guarantee safe access around campus, the grounds team aggressively addresses tree trimming needs as well as walkway, road, and parking lot maintenance.
The college utilizes its energy management system to help ensure indoor air quality of its new and existing buildings to promote a healthy learning and working environment. The system maintains minimum outside air requirements, morning building purge and warm up, temperature and pressure monitoring and filter condition. Where feasible, the additions of carbon monoxide sensors are used to maintain air quality standards. The sensors provide feedback of gas level in structures to allow energy savings and support sustainability efforts.

The college continues its commitment to remove barriers to students with disabilities (Doc. 5), including items not specifically mandated by law. The college provides assisted door operations on both campuses, maintains walkways in outstanding condition, and continues to upgrade life safety alarm systems to ADA specification in two additional structures. Maintenance, Operations, and Grounds, Facilities Planning and Construction, Disabled Student Programs and Services, and Human Resources coordinate to reduce the impact of construction projects on accessibility and ensure a safe learning environment.

College departments such as Public Safety, Disabled Student Programs and Services, Human Resources, and the Safety and Environmental Committee (Doc. 7) identify unsafe conditions. To ensure that concerns and suggestions at department levels are acknowledged, the Safety and Environmental Committee is comprised of a diverse group selected from administration, management, faculty, staff and students. This committee collects information not obtained by inspections alone.

Safety and security are provided by the college’s Public Safety office which is located on the San Luis Obispo campus. Public Safety provides law enforcement and medical support while also maintaining emergency procedures (Doc. 24), call back lists (Doc. 18), chemical and hygiene plans (Doc. 25), and additional life and safety support. Formal training for responding to natural disasters as well as violence such as an “on campus shooter” is ongoing, with tabletop exercises and “in-service” training. These efforts identify possible unsafe conditions in buildings as well as other extreme situations on campus.

Outside contractors, along with the state and county offices, assist in securing extensive inspections and reviews. These inspections include an annual 100 percent test of campus fire and life safety alarm systems (Doc. 26), fire extinguisher and kitchen fire suppression systems, monthly water testing, fueling station leak protection (Doc. 27), aquatics facility health inspections, indoor air quality testing, and workstation inspections.

The college continues to participate in the state Chancellor’s Office 3DI facilities assessment program (Doc. 14). This assessment identifies maintenance needs of existing structures based on industry standards of product lifespan and upcoming facility resource needs. The college updated this plan in 2005, and the update was used to decide funding needs in the recent bond campaign.

The college’s Educational and Facility Master Plan (Doc. 2), Five-Year Construction Plan (Doc. 28), and Five-Year Capital Outlay Plan (Doc. 29) reflect physical resource utilization, service, construction, and maintenance needs that support a healthful learning and working environment.
Funding priority for new construction is decided by review of the Educational and Facilities Master Plan along with space utilization reports. This review is conducted by members of all groups on campus and considers items such as learning and working environments of existing structures and their ability to meet this requirement. Funding for repairs and renovations are allocated by a combination of funding resources. The college participates in the state scheduled maintenance program which is developed as a five year plan, updated annually, and submitted to the state for funding. The scheduled maintenance program covers five areas: HVA/C, utilities, roofing, exterior repairs, and other items. The college has actively used this program to replace over 80 percent of its HVA/C equipment, replace campus lighting, replace aging roofs, and upgrade energy managements and landscape irrigation control systems. This program is based on district funding and normally requires matching funds. Currently, the college has funding through this program for upcoming maintenance projects in excess of $800,000.00 and includes replacement of the college’s sewer main trunk, Library HVA/C replacement on the SLO campus and college-wide interior lighting upgrade.

Self-Evaluation
The college fully meets the substandard. The college successfully ensures that physical resources are constructed to assure that Cuesta is an accessible, safe, and healthful learning environment. New buildings are state of the art and meet or exceed lighting, HVA/C, and access standards (Doc. 5). Recent renovations have satisfied identified needs (Doc. 9) in science and biology ventilation systems, technology upgrades, and access. These renovations have been accomplished without local bond funding.

Deferred Maintenance is maximized so that the college can receive matching funding. The college has utilized this system to leverage available funds to complete projects it would not be able to do on its own. Results from the 2007 Cuesta College Employee Opinion Survey (Doc. 9) indicate a perception that maintenance on existing buildings is not as high a priority as new construction. This perception may be caused by the large volume of new facilities being constructed and the assumptions that this construction must be at the cost of existing structures. However, the college has continued matching funding at the same level of 2002 with increased funds set aside for upcoming projects.

MOG has worked to reduce the impact on quality of service created by the workload of new facilities. This has not fully prevented the perception that custodial service has degraded because of this increase. Comments in the recent survey (Doc. 9) note the high quality of work completed by custodians but the inadequate number of staff prevents sufficient service. Lighting concerns that existed in the 2002 study were addressed and lighting levels were increased by 400 percent. Survey results indicate that the college maintains a safe campus. The college’s Safety and Environmental Committee continues to identify and address campus safety needs. Campus Public Safety continues to advance safety planning procedures (Doc. 24) and train for crisis events.

Planning Agenda
None.
Standard III: Resources

Standard III.B.2
To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
To ensure the effectiveness and feasibility of physical resources supporting institutional programs and services, the college uses both faculty condition evaluations and space inventory reviews while following shared governance processes to make its determinations on various projects.

Detailed facilities condition analysis helps identify physical resources that may compromise the effective support of programs and services. The college utilizes its 3DI Facilities Evaluation (Doc. 14) report to identify existing physical needs for individual programs that may be previously unidentified. Examples are aging conductors in the welding department and outdated HVA/C in the ceramics department. The condition analysis assists MOG in locating and planning for support needs.

MOG conducts space analysis, in conjunction with the Five-Year Construction Plan, to determine the capacity ratio of all space use on campus (Doc. 1). To increase efficiency in utilization of its physical resources, the college will be implementing its recently acquired Resource-25 software. Matching class assignments to resources that best fit program efficiency increases the effectiveness of facilities. This program also aids in maintaining support resources such audio/visual and Instructional Technology Services by listing the available support items and where they are assigned. R-25 will also update current evaluation processes with extensive reporting capabilities (Doc. 6). The Educational and Facilities Master Plan identifies goals and successes in the college’s mission and direction including success in utilization and identification of future needs (Doc. 2).

Established communication systems—such as unit plans, program planning and review, and committees like the Planning and Budget Committee—have helped physical resources to identify and evaluate program support needs and successes (Doc. 30). The Planning and Budget Committee also helps to establish priorities in the physical resource funding that best suits program effectiveness and feasibility. Successes of these communication tools are apparent in the 2007 Employee Opinion Study. Importance of the statement that “the colleges learning resources for students are adequate at the San Luis Obispo campus” rated at 4.71 of a possible 5 with an agreement rate of 4.21 (Doc. 9). Agreement to the same statement regarding the North County Campus reflected nearly as high of an importance and agreement.

Self-Evaluation
The college fully meets this substandard. The college effectively used its condition analysis reports to find shortfalls in physical resources ability to support programs. A recent example is the planned and funded replacement of HVA/C in the welding department as well as planned replacement of electrical conductors and main water valves campus wide (Doc. 12).
The college identifies efficiencies in its capacity ratios to help increase support to existing and potential new programs. Support for highly utilized resources such as the aquatics facility, the new library facility, the High Tech Learning Center, and biology and chemistry labs demonstrates the efficiency of the scheduling process. Implementation of Resource-25, planned for fall 2008, will improve this process.

Ongoing evaluation of existing and proper planning of future physical resources has been successful in supporting institutional programs and service. The college continues to evaluate its efficiency of physical resource utilization and has set plans based on Resource-25 to increase its scheduling and reporting capabilities. It also has been successful in identifying physical resources that were not sufficiently supporting its programs, such as the Biology and Chemistry structures, prioritizing, planning, funding, and constructing appropriate resources to match identified needs.

In addition, results from the 2007 Employee Opinion Survey indicate that respondents place high importance on resource adequacy and that they agree that the college provides sufficient student resources (Doc. 9).

Planning Agenda
None.

Standard III.B.2.a
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
The college plans its long-range capital projects based on internal and external collected data. This data is collected through division unit plans (Doc. 31), budget and planning processes, the Educational and Facilities Master Plan (Doc. 2), current and forecasted enrollment statistics, current resource capacity ratio, demographics, system requirements, code compliance, and other data. This data is analyzed, and its results are consolidated in the district’s Five-Year Construction Plan (Doc. 28) that is reviewed, revised, and submitted annually. The plan incorporates additional forecasted items such as emerging construction technologies and sustainability practices.

Total cost of ownership is reviewed for each project prior to the final proposal being submitted to the system for funding. When buildings are planned for construction, unit plans identify projected needs for support equipment and personnel. Unit plans are also used to forecast and review additional utility and maintenance costs.

Self-Evaluation
The college partially meets this substandard. The college has successfully forecasted institutional needs and has completed appropriate planning for long-range capital projects. New construction, such as the 40,000 square foot High Technology Learning Center, the addition of 22,000 square feet of library space, and the renovations to the chemistry and biology structures are results of this process. Current construction of the performing arts structure, and planned construction of the Learning Resource Center at the North County Center are also reflective of this process.
The college has addressed total cost of ownership during the planning stages, in the final project proposals, and prior to construction completion. New and upgraded classified positions, including three custodians and the upgrading of two classified to manager positions, were funded to help offset an increased load created because of new facilities. Shortfalls in maintenance, custodial, and grounds services staffing, in addition to concerns of existing maintenance, have been identified as a result of additional structures coming on line. These staffing deficiencies endanger the college’s advancements in new buildings and energy efficient technologies by the lack of proper maintenance.

Planning Agenda

- The Planning and Budget Committee will develop funding allocation methods to ensure proper maintenance staffing for both new and existing buildings.

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The college integrates its resource planning with its institutional planning through the development of its Educational and Facilities Master Plan (Doc. 2) and its Five-Year Construction Plan (Doc. 28). The Education and Facilities Master Plan identifies college needs, and the Five-Year Construction Plan is the working document to move the physical resource planning forward. The Educational and Master Plan also outlines the college’s mission, goals, and outcome indicators that guide the planning and budget process.

To help identify excessive program wear to the physical resources, the college analyzes facility conditions by comparing those conditions against existing building age and daily maintenance reports. These analysis tools have helped to assess shortfalls in HVA/C equipment in welding and ceramics and have helped identify solutions, such as the potential for shifting programs from one facility to another, based on infrastructure needs.

The college relies on the space analysis report, in conjunction with the Five-Year Construction Plan, to assess program load and to evaluate the overall ability of the physical resources to support these programs. This report, in conjunction with the Educational and Facilities Master Plan and unit plan requests, help to identify shortfalls in available resources. Once identified, these shortfalls are reviewed by the Planning and Budget Committee and prioritized based on data such as forecasted program needs and budget.

Once a physical resource need is identified, prioritized, and placed on the Five-Year Construction Plan, the college works with its consultants and a wide range of appropriate faculty, staff, and administrators to ensure that the final project proposal will fulfill the resource need. Then, at the point of construction, this team assists the Director of Facilities Planning and Construction by providing input on program-specific technical installations and preference. The college’s consultation also ensures that the planned physical resource is program friendly and that, in cases of multiple programs located closely together, they do not interfere with each other (Doc. 32).
The Maintenance, Operations and Grounds, General Services, Instructional Technology, and Audio/Video departments form a “Technical Team” to review potential building modifications funded at the district level. Once a faculty member receives approval at the administrative level, the “Technical Team” reviews the project from each departmental aspect. This group streamlines review and cost processes by sharing information between departments such as data upgrades, power requirements, ADA compliance, and furniture layouts. This team also helps to spot shortfalls in a potential resource modification such as access and code compliance.

**Self-Evaluation**
The college meets this substandard. The college completes an extensive review process prior to dedicating funding to physical resources, and it follows established systems of communication, such as unit plans, that ensure transfer of information from programs to MOG and administration. Prior to the submission of a final project proposal for funding consideration, the Planning and Budget Committee reviews budget, feasibility, and priority, and the construction team reviews efficiency and the cost of ownership. Program and services members are consulted throughout the planning and construction of new physical resources to ensure that the end product matches the identified need.

To assess use of its physical resources, the college relies on space analysis reporting, facilities scheduling review, and unit plan review. Needs addressable at the district level are approved through review at the administrative level then passed on to the Technical Team, which then reviews cost and feasibility of the project.

**Planning Agenda**
None.
## Sources for Standard III.B

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Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

To ensure that technology support meets the needs of learning, teaching, communication, and operations, the organizational structure of the college includes a Technology Committee and the Computer Services Department. The Computer Services Department provides communications and operations support, and the Technology Committee provides overarching direction.

The Technology Committee, which meets monthly, is charged with planning, communicating, and making recommendations on administrative and instructional uses of technology. The committee is comprised of employees from all three employee groups: faculty, classified, and management. This committee oversees the production of the annual Technology Plan, a detailed compilation of what has been accomplished and what is needed to accommodate future growth (Doc. 1, see also substandard III.C.1.c). The Technology Committee is also a forum for deciding some specific technology policies, such as the tiered e-mail system and the file space allocation.

Individual or division-level concerns can be forwarded to the Technology Committee to provide a venue for support of innovative uses of technology or to express concerns regarding existing technology. The Technology Committee has recently served informally as an advocate on many topics including the following:

- how to achieve optimal oversight of classroom computers and peripheral hardware,
- how best to provide for specific instructional software needs,
- how to provide after hours technical support for employees,
- how to provide student support for the implementation of myCuesta and campus wireless capabilities (Doc. 2), and
- how to encourage employees to bring specific issues to the Technology Committee when no other forum is available.

Although this recent advocacy has proved effective and beneficial, it is currently not part of the committee’s official description. In spring 2008, the Technology Committee will start the process of adding to its description this role of advocating for adoption of classroom methodology that utilizes technology.

The Computer Services Department is responsible for the support and maintenance of all computer technology in all areas at Cuesta College, including administrative, student support, and student learning. Included in this responsibility is keeping current on changing technology and determine if, how, and when new technology should be
deployed at Cuesta. Computer Services also assures that implementation solutions are cost effective.

Computer Services provides for e-mail and a college web site through which college-wide communication is conducted. The role of electronic communication has been further enhanced by the launch of the campus portal myCuesta. MyCuesta provides employees and students with a central web-based access point to campus e-mail, student enrollment information, and committee and other group information. MyCuesta also provides student access to faculty developed course materials.

For over eight years, Cuesta has had a technology training facility for all employees called the Employee Learning and Innovation Center (ELIC). It consisted of a single training room with 14 hands-on computers and another area with six computers that faculty could use for any working task. In spring 2008, ELIC was replaced with a new facility that is designed to provide many kinds of professional development, including technology training. This new facility has two training rooms with computers for hands-on training. It is called the Professional Development Center (PDC).

As of January 2008, Instructional Technology Services (ITS) was moved from the Library/Learning Resources department to the Computer Services Department. During 2008, ITS processes and documentation will be integrated with Computer Services.

The Director of Computer Services is responsible for informing the campus community about project status, technology issues, and upcoming trends and for soliciting feedback about technology needs. During the Technology Plan data-gathering phase, the director meets with each director, division chair, dean, and vice president. However, faculty-identified needs may not always be effectively communicated to Computer Services during this interview process because the development of the Technology Plan (and the related interviews) occurs before departments and divisions have developed their unit plans. Cuesta is reviewing the timing of these two processes.

Computer Services has overseen Project Oz, the implementation of the Banner system which will replace the key operational system. The Banner system will streamline and integrate core administrative tasks while replacing obsolete hardware. The selection of this new system was a four-year process that included input from over 30 people that represented all aspects of Cuesta College employees (Doc. 3, see also substandard III.C.1.a). Training programs for all impacted employees are underway to help facilitate the transition to the new system.

Computer Services also meets needs unique to particular areas on campus. For example, the Institutional Research and Assessment Department has unique technology requirements compared to other departments at the college. Computer Services provides the necessary support for the hardware, software, and, most importantly, the data access needs of this department. The work of Institutional Research is critical to decision making and planning at Cuesta, and Computer Services offers technology support so that that work can occur.

Since 2002, Cuesta has successfully responded to a number of shortcomings noted in the self-study report. For example, a student computer lab was installed in the High Tech Learning Center on the San Luis Obispo campus. It provides an excellent resource for students, and it supports the learning and teaching of the college. The library on the North
County Campus has recently opened a computer lab with extended hours to accommodate students. Student support is provided by the library staff.

**Self-Evaluation**

The college meets this substandard. Computer Services has done an excellent job of documenting and supporting the technology needs of the college, especially with operational and teaching infrastructure needs. Data from the Computer Services Program Review indicate that 91% of survey respondents gave a rating of “excellent” or “very good” to Customer Service, and 88% responded with “excellent” or “very good” to Quality of Service (Doc. 4). Nevertheless, the timing of the creation of the unit plans and the Technology Plan are being reviewed to better integrate the process and information.

**Planning Agenda**

None.

**Standard III.C.1.a**

**Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

**Descriptive Summary**

Cuesta has a systematic process for gathering information on what technology is needed by each department and division. This process results in an annual Technology Plan (a detailed description of the Technology Plan process can be found in substandard III.C.1.c). The Technology Plan is used in addition to the unit and cluster plans to ensure consistency during decision making for funding priorities. (Details of the unit and cluster planning processes can be found in Standard I.)

When a sizeable new project that involves technology begins, Computer Services is involved early in the process with other stakeholders. Computer Services’ role on the project is to determine if the technology is appropriate, cost effective, and supportable from both the technical and the support staff point of view.

Cuesta recently went through a very extensive process to determine what new hardware and administrative software system should be implemented. It is well documented that a critical success factor of such a project is the participation and buy-in by the end users of the chosen system. The process at Cuesta included over 30 employees from departments across campus over a four-year period to evaluate the alternatives and make a final recommendation to the Board of Trustees. The participants considered the following:

- The determination of what functions Cuesta needed from the software,
- Evaluation of the vendor solutions and our current software against this list (Doc. 5),
- Vendors demonstrating their product against our list of functions (Doc. 6), and
- Reference checks with counterparts.

Consensus was reached that SungardHE would provide the system for Cuesta (Doc. 7). The project plan for implementing this new system, Banner, received Board approval in February 2006. This project continues to be guided by a very inclusive process.
One part of the project was the implementation of the myCuesta portal for employees and students. Since the system required information from across campus to be successful, a team of over 20 people was formed to help implement it. During the project, three days of focus groups were held, and over 100 employees and students attended to give their input. The implementation team relied on that input to develop the look and content of the system. In addition, a focus group specifically designed for students was held in fall 2006. From that input the student content was developed. In fall 2007, the results were presented to a second student focus group, and students responded positively to these efforts (Doc. 8, 9).

Another goal of the myCuesta focus groups was determining how the employees wanted to receive training for this new system. The results indicated that some employees wanted face-to-face training while some preferred online training (Doc. 9). Based on this feedback, the team developed classroom training as well as online training. Since spring 2007, Computer Services has offered classroom training and online tutorials to help employees learn to use myCuesta.

Cuesta currently has one Technology Trainer whose responsibilities include providing professional technology support to all employees. Each semester the Technology Trainer surveys all employees to determine what training should be offered. The results of this survey help determine the offerings (Doc. 10, see also substandard III.C.1.b).

In any organization, the overall cost of technology can get out of control unless appropriate processes are implemented. The following processes used by Computer Services address the limited funding and support staff for technology by improving efficiency and conserving resources:

- Campus standard hardware configurations are defined and made available for employees to choose from (Doc. 11).
- Limited numbers of technology vendors are used for computers, peripherals, and parts (Doc. 12).
- Campus standard software is defined with purchase agreements in place and technical training and user support made available (Doc. 13).
- Computer Services must approve of all technology purchases made at Cuesta College.
- Computer Services maintains a pro-active process for lab upgrades to support the coming term(s) (Doc. 14).

To enhance communication between different campus sites, Cuesta provides two-way video conferencing equipment (Polycom) at both the North County Campus and at the San Luis Obispo campus. This technology is used for both instruction and administration. There are two permanent installations in classrooms at both campuses to provide for remote instruction. There are also permanent and mobile stations that are used for employee meetings. Usage statistics suggest that this technology has enhanced communication and effectiveness of the college (Doc. 15).

In fall 2007, Cuesta began providing students with wireless Internet access in both San Luis Obispo and North County libraries. This service increases student access to online
resources. The Computer Services Department anticipates that wireless access will decrease the number of workstations needed in the student open lab.

In addition to the work done by the Computer Services Department, the recently formed Distance Education Committee has the responsibility of assessing and recommending changes and additions in the distance education support structure. The support structure is currently limited to providing some training opportunities on Blackboard, the campus standard distance education course management system. If instructors are new to Blackboard, there are outside resources such as @One online seminars that the faculty are encouraged to use. Previously when Cuesta had two technology trainers in the Computer Services Department, more training opportunities were available for all faculty. One trainer was more focused on supporting classified staff and one was focused on supporting faculty. This included support for distance education faculty. At one point, Cuesta provided release time to one faculty member who served as a mentor to new instructors in the distance education modality. This position, too, was eliminated during budget cuts and was not reinstated.

Because of the requirements of the 24/7 availability of the distance education system, along with the reality of having an understaffed Computer Services Department, Cuesta contracts out this service. Originally, the college used the California Virtual Campus (CVC) offering through the Chancellor’s office. Since that was discontinued, Cuesta contracts directly with Blackboard (Doc. 16).

Cuesta recently became a member of a pilot project sponsored by the Chancellor’s office for 24/7 phone support to both faculty and students on Blackboard. As a pilot college, Cuesta receives this service for free. If this project is successful, it will be offered to other California Community Colleges at a cost (Doc. 17).

In addition to the phone support system, the Lab Aide in the High Tech Open Lab at the San Luis Obispo campus provides some support to students and faculty working in the distance modality. He also administers the Blackboard accounts for Cuesta.

Self-Evaluation
The college partially meets this substandard. Cuesta has processes and organizational structures in place that support decision making on technology issues. The Computer Services Department provides effective leadership for the utilization of technology resources. However, distance education support has been lacking in the past few years. There is no coordination of the tasks necessary for Cuesta to thrive and expand in this teaching modality.

Planning Agenda
• The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy.
Standard III.C.1.b
The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Technology training for Cuesta personnel is provided by the Computer Services Technology Trainer. The trainer assesses needs, coordinates training, provides individual tutoring, and supports the Professional Development Center (PDC) / Employee Learning and Innovation Center (ELIC). The trainer also designs and administers post-training surveys (Doc. 18, 19).

When Computer Services launches new technologies on campus, training is included in the implementation plan of the technology. For example, the Banner implementation project which began in 2006 has included thousands of hours of training for Cuesta employees provided by the vendor and contracted consultants (Doc. 20). Cuesta is using the “train the trainer” model in order to train the employees who don’t attend these sessions. Once the lead person (or persons) in a department is trained, it is his or her responsibility to teach the other employees in their area. All this training is critical to the success of this project at Cuesta.

In the case of pre-existing technologies, the individual user’s training needs are assessed through divisions or departments and then brought to the Technology Trainer for assessment and implementation. The trainer reviews the following sources to determine training needs:

- Training Questionnaire Survey from the Technology Trainer to all personnel
- Computer Services Program Review Survey
- Computer Services Technology Plan
- Distance Education Taskforce meeting minutes
- Unit Plans
- Technology Committee minutes
- Division Meeting minutes.

Department and division unit plans have recently been revised to include a specific category for technology needs. However, there is no place to specifically identify training needs. As the unit plan template is reviewed and modified, this will be taken into consideration.

Once the needs for training are clear, the Technology Trainer implements training. It is noted that since 2003, computer services downsized from two technology trainers to one; therefore, the frequency of training opportunities for employees has diminished. When training is available, the trainer notifies Cuesta personnel via campus e-mail. Employees can enroll in a training class online through the “T3 Tech Tips and Training” channel of myCuesta.

Technology training classes take place at the ELIC/PDC, with classrooms at both the North County Campus and the San Luis Obispo campus. Some departments schedule training on a regular basis. One-on-one training is also available for special projects, and computer-based training (CBT) is available for some campus standard applications.
Another resource that employees can now turn to is the “Tip of the Week,” which appears in the T3 channel of myCuesta. “Tip of the Week” was formerly known as the monthly article “Answers from ELIC” published in CCNews. Archives of “Answers from ELIC” have been posted on the ELIC/PDC website and made available from the T3 channel in myCuesta. Cuesta also provides technology support to its employees through telephone assistance, online help, outsourced training, and computer-based training.

There is no position that is directly charged with overseeing technology training for students. However, the Student Web Services committee oversees student-user programs such as WebReg, PAWS, Class Finder, and myCuesta. This committee has representatives from many student services departments and works with them to gather and share data on student training needs for these applications. Some sources for this data include phone logs of reported problems, keyword searches, requests for assistance, and information provided by the lab aid of the Student Computer Lab in the High Tech Center (Doc. 21).

Once student technology training needs have been assessed, the training is made available by the department(s) responsible for the tool(s). For example, Student Services provides in-person workshops, high school orientations, online help assistance and tutorials, booklets, email help, and phone assistance (Doc. 21). In addition, Student Services participates in college success classes in which they demonstrate the student web services. Special programs (DSPS, EOPS, ESL) also offer student assistance on these tools.

New documentation and training is being developed for the new tools, such as Course Studio, that will be available via myCuesta with Banner starting fall 2008.

Cuesta currently makes Blackboard available as a course management software for distance education classes. Although Cuesta is a member of a pilot project funded by the Chancellors office to provide 24/7 phone support to both students and faculty, on-campus support is limited. The High Tech Learning Center Lab Aide currently sets up the course shells and is the point person for e-mails sent from Blackboard to troubleshoot technical problems. On-campus training on Blackboard for faculty was provided in the spring of 2007. Cuesta offers an online class for students who are taking a Distance Learning course for the first time; however, it is not a required pre-requisite for other online classes. Students are taught specific technology tools from the instructor offering the course.

In the past, the Distance Education Task Force would assess training needs for both students and faculty. The 2007-2008 draft of the Campus Committees Structure and Membership proposes to replace the old Distance Education Task Force with a Distance Education committee. Its primary tasks include assessing the extent to which distance education faculty and students are satisfied with technical support and training and to consider and recommend changes and additions in the distance Education support structure (Doc. 1).

The position of Director of Library/Learning Resources has also been expanded to include responsibility for distance education. Among the duties pertaining to distance education are “communicating training needs for distance education faculty” and “facilitating, developing, directing, and supervising technical support for education in distance modalities” (Doc. 22). However, there is no budget within the Learning
Resources Division earmarked for distance education. At one time Cuesta provided release time for one faculty member to fill the role as a Distance Education mentor to other DE faculty. This release time is no longer provided. In regards to distance education, training in technology and pedagogy is minimal for both faculty and students.

To coordinate training efforts, Cuesta has recently hired a Director of Professional Development. The director will “plan, organize, implement, and supervise the college’s professional development program including short and long term goals for each employee group” (Doc. 23). The director will confer with Computer Services and the Technology Trainer to develop a budget for technology training of personnel, identify unmet training needs, provide equipment and staffing for the ELIC/PDC training rooms, and work with the Technology Trainer to assess training needs and coordinate training opportunities.

Self-Evaluation
The college partially meets the substandard. Respondents to surveys of employees and students indicate that Computer Services training “meets or exceeds” needs. However, although general technology training at Cuesta is readily available and meets the needs of students, faculty, and staff, distance education is not adequately supported.

Planning Agenda
- The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy.

Standard III.C.1.c
The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
The Computer Services Department at Cuesta is responsible for all aspects of technology used by the campus community. Computer Services works closely with all departments to help meet the needs of the institution. Cuesta has a very effective technology planning process. However, because the college lacks technical support staff and ongoing funding, the college doesn’t systematically maintain, upgrade, or replace technology.

In 2001, Cuesta created its first Technology Plan. Since then, each spring, with the guidance of the Technology Committee, the Director of Computer Services updates the college Technology Plan. The Director of Computer Services meets with each director, division chair, dean, and vice president to get input on their current technology concerns and any future technology needs. Data is gathered so that the Total Cost of Ownership (TCO) metrics can be updated (Doc. 3).

The plan includes information on the current status of technology and calls out issues that need to be addressed. Any improvements made during the previous year are noted in the appropriate section. Once the annual plan is reviewed and approved by the Technology
Committee, it is distributed to all directors, division chairs, deans, vice presidents, and the President, and it is added to the Cabinet agenda for further discussion.

The Technology Plan sections include Service Uptime Expectations, Student Labs, Instructional Departments (including North County Campus and South County Centers), Distance Education, Infrastructure, Support, and Web Site. Many sections have metrics that compare Cuesta to the TCO that was developed by the Chancellor’s Office Telecommunications and Technology Infrastructure Program (TTIP). Each year the data is updated. Cuesta has consistently been below the published benchmarks in the following areas:

- Refresh rate of desktop computers (recommendation every 3 years; many 4-6 years old)
- Staffing levels (11 versus 28)
- Funding for infrastructure ($42,000 versus $548,000)

In all other areas Cuesta meets or exceeds the benchmarks (Doc. 3).

In order to maintain the technology at Cuesta College, there must be adequate support staff with the necessary knowledge and training. As the technology at Cuesta grows, the work required to maintain the currently installed systems increases. In addition to this, there is an ongoing requirement from the Cuesta community for new technology to be implemented to support teaching, learning, effective communication and the operation of the college. The Support section of the Technology Plan indicates that the support staff is approximately 1/3 of what it should be. This ratio hasn’t improved in the seven years that a Technology Plan has been produced at Cuesta (Doc. 3).

The Service Uptime Expectations of the Technology Plan indicates when users can expect the services to be available. The Disaster Recovery portion of the plan outlines technologies that have been implemented to provide appropriate reliability and backup of our data. Each service is evaluated on its critical nature to the running of the college, and a cost benefit process is done to determine the appropriate technology and process for data backup and recovery. Currently, the college has the following implemented technologies to ensure reliability:

- Uninterruptible power supply (UPS) on servers
- Provides for a “clean” shutdown in case of power failure
- Disk-to-disk backup
- Increases granularity of recovery points
- Provides quick recovery of some type of problems
- Tape backup
- Provides recovery for some type of problems
- Allows for off-site storage
- Off-site email DNS server
- If our site is down, email will eventually get delivered

As funding is allocated, it is a priority to increase the reliability and backup of our systems (Doc. 3). In order to increase availability during power outages on campus, one goal is to have a generator backup for our server room.
The Technology Plan also contains detailed information about computers used in the student labs. This information is used in a number of ways. When new funds are allocated either through the general fund, categorical sources, or the Cuesta College Foundation, this list of available funds is used to help determine what labs get new computers. In addition, with the approval of the Technology Committee, Cuesta migrates computers from one lab to another. An example of this is the engineering lab that employs Computer Aided Design (CAD) and needed high performance computers in order to support the software. Their old computers were still viable for use in other labs and were moved to an appropriate lab. The computers from there could either be moved to another lab that requires less computing power to run the necessary software, or to employee offices. The result is that for the cost of a single lab of computers at least two labs get hardware upgrades (Doc. 24).

Network infrastructure is a vital part of the college technology. Since many times it is hidden from view, it is important that it be documented each year in the Technology Plan. The plan outlines improvements that have been made and work that still needs to be accomplished. Historically, funding for large upgrades to infrastructure has come from one-time building funds. A large infrastructure project was funded by the High Tech Learning Center building funds in 2001. This equipment is at the age at which it is no longer supported by the vendor. Currently the annual budget for infrastructure upgrades is $42,000. According to the TCO model it should be over $500,000 (Doc. 3). These funds are necessary to meet the identified needs of the college—to support the teaching, learning, communication and operational needs of Cuesta.

Included in the Computer Services unit plan are college infrastructure needs. These equipment needs are listed in both the instructional and non-instructional equipment sections of the plan (Doc. 25). One problem is that, in the past, the Technology Plan and the unit plans for all divisions and departments have not been integrated. However, the 2008-2009 unit plan template now requires a reference to the Technology Plan when technology is being requested (Doc. 26).

All hardware and software that are critical to the running of the college have annual maintenance and support contracts in place. These contracts are managed by the Director of Computers Services. They provide for updates to firmware and software and the appropriate level of response time for equipment failure. In some cases, having “hot spare” equipment is more cost effective than having a service contract (Doc. 27).

For the maintenance of desktop equipment, extended warranties are purchased on all laser printers, all notebook computers, and all Apple computers. For the campus standard desktop computers, the staff participates in a “self maintainer” program from the vendor. This program provides technical staff with additional technical documentation.

In order to efficiently install and support desktop computers, tools such as imaging are used. A campus standard image is developed so that it can be replicated quickly for each new office computer. This standardization also helps in support of the existing office computers, both by Help Desk staff and the PC Technicians when they go out to service the equipment (Doc. 28).

There is an extensive process for providing the servers and the client Windows systems with the latest updates. The process includes running three test groups before an update is
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rolled out to all computers on campus. Tools are installed that keep virus protection updated on all systems that are attached to the campus network (Doc. 29).

Currently, Computer Services, in conjunction with the instructional deans, has been working on improving communication about the computers in classrooms so that faculty are apprised of software upgrades and so that Computer Services is apprised of equipment or software programs. It is important that instructors be able to consistently access the applications required for their class presentations and materials so that they don’t abandon multi-media or computer-based presentations (Doc. 30).

Cuesta has sufficient planning, acquisition, and communication processes in place. Shortcomings are in the area of support staff and upgrading of equipment. The 2002 Accreditation Self-Study indicated that technology support was under-funded. This is one of the three areas for which Cuesta does not meet the Total Cost of Ownership (TCO) model, and this shortcoming has been documented in the Technology Plan since 2001. Cuesta’s hope was that a bond measure would pass in 2006 and address these shortcomings. Since it didn’t pass, the same problems continue and, in some cases, worsen as time passes and as new projects are added. Cuesta continues to rely on one-time funds such as CTE/VTEA, Foundation funds, and new building money to fund equipment replacement. There is no long term planning for these replacements.

The employee survey indicates that employees are satisfied with the level of technology that is available in the areas of student learning, student services, campus communication, and administrative services (Doc. 31).

Self-Evaluation
The college partially meets this substandard. Cuesta sufficiently plans for technology infrastructure and equipment replacement. Recently, the college has strengthened the tie between the Technology Plan and the unit plans. However, once equipment is acquired, it is maintained by our limited staffing and financial resources. Replacement and upgrades to existing technology occurs sporadically and unpredictably because of the reliance on one-time funds.

Planning Agenda
- The Planning and Budget Committee will address the need to support the current infrastructure, end-user equipment upgrades, computer labs, support staff, ongoing maintenance, and technical support needs.

- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including campus technology and support.
Standard III.C.1.d
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The Cuesta College Computer Services/Instructional Technology Services Department has well-documented processes for inventorizing, distributing, maintaining, and troubleshooting the technology resources that are used campus wide.

An inventory of all computer-related resources and their locations is kept by Computer Services (Doc. 32). The Instructional Technology Services Department (ITS) keeps a similar list for other equipment, such as data projectors, Elmos, and DVD players (Doc. 33). When equipment is received in the shipping department, it is given an inventory number, sent to Computer Services or ITS, then put into service by the staff.

Decisions about the use and distribution of technology resources are guided by the college Technology Plan. This document indicates what new resources are needed and what resources need to be replaced so that they are reasonably up to date. The Technology Plan is reviewed annually and all stakeholders participate. As part of this process, old equipment that is too dated for one application may be re-distributed to fit a new need (Doc. 3).

In the past, however, once the equipment was put in use, individual divisions do not formally assess the frequency of its use or its effectiveness in meeting the planned need. Additionally, some classrooms have not been “owned” by any particular division, and changes or upgrades to the equipment could occur without the knowledge of faculty who use the equipment. These gaps in procedure are currently being addressed (Additional information about the campus computing infrastructure—its physical server details, internal and external services, applications, security features, and its reliability in terms of server uptime expectations—is provided in substandard III.C.1.c.).

Computer Services/Instructional Technology uses a web-based program which allows all employees to submit work orders for software and hardware troubleshooting. The department also provides technicians who are on call during all college operating hours to provide on-site support for classroom equipment troubleshooting. Although, according to the TCO model, the campus LAN is under-funded, students and staff report a high level of satisfaction with computing processes (Doc. 34, 35).

Until recently, in regards to distance education, the Vice President of Student Learning, in consultation with the Distance Education Task Force, was responsible for selecting equipment for distance education programs (Doc. 36, Doc. 16). In the future, the Director of Library/Learning Resources and Distance Education, in consultation with the recently formed Distance Education Committee, will be responsible for all aspects of distance education programs (Doc. 22, 1).

Blackboard (formerly WebCT) is the campus standard course management system for distance education courses. On-campus training for faculty was provided, most recently in spring 2007. However, the on-going administrative support of this course management system is inadequate. Currently the High Tech Learning Center Lab aid sets up course
shells and is the point person for e-mails sent from Blackboard to troubleshoot technical problems.

In Spring 2008, Cuesta approved its first synchronous distance education course (Doc. 37). The tool that will be used to deliver the course is CCC Confer. Instructors teaching courses on the San Luis Obispo campus have also used Polycom to broadcast their lecture to students on the North County campus. Although these technologies are used for distance education, they were not selected nor are they managed by the distance education administrative structure.

Distance education faculty obtain other technology tools for teaching their classes through either requests on the unit plan or individual requests—for small items such as scanners, webcams, and special software—that are forwarded to Computer Services from the division chairperson. Computer Services verifies that the new technology can be supported by current infrastructure.

Self-Evaluation
The college partially meets this substandard. Although employee responses to the quality of Computer/ITS services is generally very positive, there is no process or documentation system for determining effective use and changes to existing classroom technologies. Divisions may request and receive classroom equipment that is never used or significantly under utilized. Unannounced changes to existing classroom technologies impact the ability of individual instructors to use these tools. The distance education program has new leadership; however, there is no budget for equipment or staff. Without the proper funding, the equipment management problems will continue.

Planning Agenda
- The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy.

Standard III.C.2
Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Cuesta College integrates technology planning with several different campus processes for planning and evaluation, including unit and cluster planning, program planning and review, and the Technology Plan (see substandard III.C.1.c.).

Annually, the Technology Plan assesses technology at Cuesta College by comparing resources to a Total Cost of Ownership (TCO) model (Doc. 3). The Technology Plan also uses reliability statistics, such as acceptable downtime (reliability vs. uptime), to determine each computer system effectiveness individually, internally, and externally (Doc. 3). This model evaluates individual systems such as the Cuesta College web site, network drives, e-mail, administrative software, Internet access, student services
applications (PAWS, student applications, registration) data safety, video conferencing, databases, and individual department applications. The TCO model also determines appropriate funding levels on an annual basis compared to the number of systems served (Doc. 3). Computer Services also uses a customer service survey, through the program planning and review process, to determine overall quality of services and the importance of resources compared to other priorities for funding on campus (Doc.4). Subsequently, facilities and infrastructure needs are included within Cuesta College’s planning documents, including specifically Computer Services Programs documentation, but due to a lack of funding, these needs are not always met.

One of the missing components in the cycle of technology planning and implementation is a formal evaluation process by which departments and divisions can assess their use of technology. While it would be possible for the individual programs to include the technology resources it has received in their own program reviews, there is not an annual review for specific program or department resources specific to that area. In career technical education (CTE) programs, technology is frequently used to enhance the students’ learning and is usually purchased through VTEA or other grant programs (Doc. 35). However, there is no universal assessment tool to evaluate the use of these resources.

**Self-Evaluation**
The college partially meets this substandard. Cuesta College uses existing processes to plan, budget, and access technology needs. However, there is no formal evaluation process of technology after its purchase and installation.

**Planning Agenda**
- The Vice-President of Student Learning, the Academic Senate, and Computer Services will create a process to evaluate the effective use of technology throughout the college.
Sources for Standard III.C

Doc. 1  Committee Structure 2007-08 (Draft)
Doc. 2  Technology Minutes 10/26/07
Doc. 3  2007 Technology Plan
Doc. 4  Computer Services Program Review
Doc. 5  Vendor Response Analysis Reports
Doc. 6  Vendor Demonstration Scripts
Doc. 7  Project Oz Final Evaluation
Doc. 8  Jan152007.doc
Doc. 9  myCuestaFocusGroups
Doc. 10  Sean’s training survey results
Doc. 11  Campus Standard Hardware
Doc. 12  Campus Standard Vendors
Doc. 13  Campus Standard Software
Doc. 14  Campus Computer Lab Worksheets
Doc. 15  Polycom usage data 12/07 and 1/08
Doc. 16  Blackboard Contract
Doc. 17  DETaskforceMinutes2
Doc. 18  Post Training Survey results – Grade Book
Doc. 19  Post Training Survey Results – Multiple classes
Doc. 20  Project Oz Master Schedule 2/29/08
Doc. 21  WebReg documents
Doc. 22  Director of Library/Learning Resources and Distance Education job description
Doc. 23  Director of Professional Development job description
Doc. 24  Technology Committee Minutes 10/27/06, 1/26/07, 4/27/07
Doc. 25  Computer Services Unit Plan
Doc. 26  Unit Plan Template 2008-09
Doc. 27  Sample Support Contracts
Doc. 28  Image Information Office Document
Doc. 29  Patch Deployment Document
Doc. 30  Technology Committee minutes Feb 2007
Doc. 31  Cuesta College 2007 Employee Opinion Survey
Doc. 32  PC Inventory
Doc. 33  Multi-media inventory
Doc. 34  2006 Noel Levitz Student Satisfaction Survey
Doc. 35  VTEA 2007-8 Plan
Doc. 36  DETaskforceMinutes
Doc. 37  Curriculum Committee Minutes Feb 2008
Standard III.D.
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with instructional planning.

Standard III.D.1
The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary
The college mission, vision, and values, as well as the college’s standard operating principles and goals, guide the college planning and budget process. The Cuesta College Planning Cycle (Doc. 1) shows the integration of the college planning components. The process includes faculty and staff from all college units, cluster administrators, student representatives, the Cabinet, the Planning and Budget Committee, the Shared Governance Council, and the Board of Trustees.

The 2001 Educational and Facilities Master Plan (Doc. 2) is the umbrella for college planning until 2011, when it will be revised. In 2006, the administration updated the 2001 Educational and Facilities Master Plan (Doc. 3). The updated document is currently used for college planning, together with the college’s Standard Operating Principles, its Board of Trustees (BOT) Goals (Doc. 4), and the 2001 Educational and Facilities Master Plan. These are the foundations for financial planning at the college.

For over a decade, the college’s standard operating principles and goals guided the planning for each of the college’s units. Specifically, each year, each department or division develops a unit plan based on the college principles and goals, which then forms the basis for the cluster plans that, subsequently, are presented to the Planning and Budget Committee. The Planning and Budget Committee then establishes college-wide spending priorities for unallocated state apportionment based on cluster priorities. At each stage, the reviewing and recommending body must cite the college’s current yearly Board goals to categorize and justify the expenditure recommendations (Doc. 5).

Self-Evaluation
The college fully meets the standard. Overall, the college has, with general success, tried to systematically plan using the college’s mission and Board goals as a foundation. There are, however areas that continue to need attention. For example, while the budgeting and the establishment of Board goals remain on an annual cycle, the planning process at the unit level includes projections that forecast needs for up to five years. Trying to justify a five-year projection based on annual Board goals is frustrating and counter-productive. The college experimented with a two-year budgeting cycle in 2002. However, the severe budget cuts at the state level made such planning impractical and it was suspended. Consequently, the process of unit planning and the setting of college goals continue will continue to be refined.
The college is exploring ways to develop annual Board goals that include general and specific planning levels in order to allow longer term financial projections while, at the same time, maintaining enough current specificity to determine annual measurements for success and supporting unit-level fiscal planning. The college currently is revising all Board policies regarding budget and planning.

**Planning Agenda**
None.

**Standard III.D.1.a.**
Financial planning is integrated with and supports all institutional planning.

**Descriptive Summary**
All institutional planning at Cuesta College falls into one of three categories:

1. How to maintain the programs and facilities that have been put in place to meet the past state and community goals that remain viable and mandated;
2. How to develop new programs and facilities that are mandated by the state or that are needed or desired by the local community; and
3. How to achieve goals one and two in an era of growth-only funding and declining local FTES generation.

Since the early 2000s, Cuesta has struggled to maintain programs and facilities in the midst of budget cuts and declining local FTES generation. Cuesta has been funded at less than the average community college in California and, therefore, has never been able to increase its annual reserve above the minimum required by the state, and it cannot pay its personnel at a level required to meet local living expenses. Despite budget cuts and a history of lower-than-average funding rates, the college has maintained high institutional standards because of, in large part, the hard work and sacrifice of staff, managers, and faculty.

In 1998, and without bond money, Cuesta was able to establish a much needed North County Campus using only donated and borrowed money. Other program development and expansion has been financed largely by grant dollars. Therefore, in some cases, grant dollars are driving planning and implementation instead of planning driving budget development and allocation. The state’s unpredictable way of determining annual allocations makes it difficult to integrate financial and institutional planning. Planning is made even more difficult by several factors, including the lack of information received from the state prior to its adoption of the budget, the guarantee of the state’s subsequent revisions during the funding cycle, the special funding and grants that become available only near the end of the cycle, and the fact that the prior year’s apportionment is adjusted six months into the current year. Add to this the uncertainty of annual bargaining for salaries and benefits that often lasts into mid-year, and it is a wonder that the college has remained solvent from year to year (Doc. 6, 7, 8, 9).

Considering an era of growth-only-funding and declining rate of local FTES generation, Cuesta’s primary challenge is to maintain current quality. Although we are always striving for improvement, in reality it is a challenge just to maintain current levels of excellence. More than 90% of the annual budget, including contributions from the Cuesta
College Foundation, is automatically committed to fixed expenses; at least 71% is for personnel expenditures, leaving very few new funds for maintenance, program development, improvement or upgrade. In short, institutional planning for anything beyond the status quo often becomes a conditional wish-list.

Financial planning for the college begins at the lowest level: the unit plans. Those plans include the continuing needs of the unit and they emphasize new expenses that will be occurring both in the near future (next year) and the further future (three to five years). These projections require justification in the modified annual unit program reviews, and the justification must be based on Board goals and the Educational and Facilities Master Plan. Any new money requests made by any unit must appear in a current or past unit plan. The unit plans are then gathered by the clusters (the next level above the units), and the priorities are assigned by agreement between the unit chairs/directors and their dean or vice president (Doc. 10).

These priorities are forwarded to the Planning and Budget Committee (PBC) for further consideration. The PBC prioritizes the needs based on the available new monies, the Board goals, and the Master Plan. This prioritization is then forwarded to Cabinet, where members perform a final detailed prioritization and dissemination. This final prioritization is reported back to the Planning and Budget Committee. Any newly proposed program—as well as all new faculty positions, except for categorically funded ones—must be presented before the Shared Governance Council first for approval before the requests go to the Planning and Budget Committee and/or to Cabinet. New classified and administrative positions are considered at Planning and Budget as well (Doc. 11, 5, 12).

The prioritization process has had several defects that have come to light over the past few years and, therefore, have been or are currently being addressed. For example, in spring 2007, work was started to address the timing of the planning elements, and implementation started with the 2007-2008 planning cycle. Also in spring 2007, the form and the process to track the elements from the unit and cluster plans that have received funding was implemented. Below are several problems that have been addressed:

- There was no procedure for tracking the unit and/or cluster priorities that were funded or the source of the funds. The units obviously know when they are not funded, but the college and the Planning and Budget Committee need a record for the next year’s planning. A form has been adopted to address this issue and will be used this year (in 2008) as a trial solution.

- The Planning and Budget Committee had no information regarding the categorical funds that come to the college. Consequently, it had no oversight of those funds. These resources are controlled by the individual administrators of the various categorical programs. These administrators report only to the pertaining vice presidents. Since some of these funds (VTEA, Basic Skills, Matriculation, etc.) can be legitimately used in programs outside the immediate supervision of the responsible administrators, better tracking of these is critical. The Planning and Budget Committee is taking steps to implement this tracking by studying the categorical and grant programs and how these can be better integrated with the planning and budgeting process (Doc. 13, 5).
Additional funding requests from various programs (categorical and others), which usually require a quick response, have allotted little or no time for review by any appropriate planning body. The Planning and Budget Committee is trying to alleviate this issue by anticipating such requests and setting some general priorities for when—and if—such funding requests surface.

A process is being developed to allow the Planning and Budget Committee to determine which unit priorities were listed but failed to be included at the top of the cluster’s priority list for the current year.

Prioritized needs from the current planning year are being revisited in order to clarify which needs have been met, clarify which unmet needs are still critical, identify newly developed needs, identify processes for proceeding with spending for the balance of the year (considering both general fund dollars and categorical fund dollars) in order to best meet prioritized planning and budget needs.

The Planning and Budget Committee is clarifying how it determines full-time faculty funding allocations.

The Planning and Budget Committee is also addressing the inclusion of part-time faculty needs via the program planning and budget allocation processes.

The PBC and the Cabinet also is developing an appropriate mechanism (e.g., a form mirroring the cluster plan template) by which Planning and Budget and Cabinet can report back, in writing, to the clusters, identifying which needs were funded, and at what level, and which needs were not.

Self-Evaluation
The college meets this substandard based on work done over the past 24 months. The process for tying program planning and review to a systematic, cyclical budget process is being solidified, but more refinement is necessary. For example, clarification of how part-time faculty allocations are linked to programs plan and unit/cluster priorities is still unclear. Currently, these needs are driven by FTES considerations. However, development of new processes and refinement of the current ones implemented this spring may be stymied by pending budget cuts from the state and the need for the Planning and Budget Committee to first respond to a crisis in budgetary resources. The Planning and Budget Committee will continue to refine and improve the planning and budgetary process.

Planning Agenda
None.
Standard III.D.1.b.
Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
As with most publicly funded institutions, fiscal planning at Cuesta College is a complex game of projecting past expenditures into future years, guessing what the state funding for the year will be, tentatively planning how projected new monies will be allocated, and then scrambling to make adjustments to the projections as more current data or the actual state expenditures and revenues become available.

A preliminary budget, based on projected revenues from the governor’s proposed budget in January and the college’s projected continued expenditures, is established in the early spring and is presented to the Planning and Budget Committee for discussion and input. All constituents have a representative on this committee. If deemed appropriate, such as in fiscally difficult years, the budget is presented in special workshops before the entire college as a way to inform and accept input. The preliminary budget is then presented to the Board early in the spring semester (Doc. 14).

With the state governor’s May revision of the state budget, the preliminary budget is revised to produce the tentative budget, which is developed for presentation to the Board in late spring (Doc. 6).

After multiple opportunities for discussion and input from all constituents, the final budget is adopted by the Board in September. This extensive feedback process assures that the college budget reflects a realistic assessment of financial resources available from all sources.

The Planning and Budget Committee (PBC), along with other institutional committees, participates in the planning process and provides updates throughout the year as the status of the budget changes (Doc. 7). This assures that those who make recommendations regarding planning and expenditures have received current and detailed budget information. For example, in the fall, based on current money and financial projections, the Planning and Budget Committee makes a recommendation to the Shared Governance Council regarding the number of full-time faculty positions that can be hired during the next planning year (Doc. 5, 12).

Self-Evaluation
The college meets this substandard. The college clearly defines the budget guidelines and adheres to the budget processes as defined by the state. All constituent groups are given the opportunity to offer input into the budget process and development. Through these same groups, institutional planning is tied to the budget.

Planning Agenda
None.
Standard III.D.1.c.
When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
Early in the spring of each year, preliminary budget assumptions for the following fiscal year are made based on several factors, including the Board policy that the college must maintain a 6% reserve of State and local income, the governor’s proposed state budget released in early January, any projected change in student enrollment fees, projected new revenues, projected employer paid benefit expenditures and savings, and projected ongoing and new expenses. The Board goals for the following fiscal year are also adopted around this time, and these goals, as well as the mission of the college, are the foundation of the preliminary budget. This preliminary budget is presented to Shared Governance, Planning and Budget, and the Board of Trustees (Doc. 15). The missing piece is a formal strategic plan.

The expense for the budgeted fiscal year of liabilities, future obligations, and short and long-term debt is included in the preliminary budget and all other versions thereafter. After considering all obligated expenditures for the budgeted fiscal year, the Planning and Budget Committee and the Cabinet determine what funds are left for program expansion, new expenditures, and negotiations with the labor groups.

The college has received capital funds for new buildings and remodels; it will continue to receive these funds for the next few years. Given that the state reimburses these monies after expenses have been incurred and paid, there is a significant cash flow crunch on the college. In order to facilitate the cash flow of the building projects without jeopardizing the cash flow stability of the college, the college has obtained a Grant Anticipation Note (GAN) for each of the building projects. This note is repaid with the state reimbursements as they are received. The college paid the 2005 GAN and issued a $29.2 million GAN in February 2007. The college will use the 2007 GAN to provide cash flow for the Theater Arts Building and the Science Laboratory Reconstruction Project (Doc. 16).

In addition, the college refinanced the 1996 Certificates of Participation (COPs) with an outstanding principle balance of $2.8 million, and it issued a $12.9 million COPs in August 2006. The college will use additional funds for the Banner Integrated Software System and the expenses not reimbursable by the state for the Library Addition Project and the Science Laboratory Project (Doc. 17). Starting in 2008, payments to the COPs debt will increase by $250,000, which will have to come from the general fund and, therefore, will affect monies available for salaries, maintenance, and technology.

Also, to assure financial stability, the college obtains a Tax Revenue Anticipation Note (TRAN) to use for the cash flow ebbs that occur throughout the year, given the timing of apportionment from the state. The TRAN is repaid annually as the apportionments are recognized (Doc. 18).

One of the pressures on the college’s budget is the lack of a local bond. Since the college has yet to pass a bond, debt has been increasing to cover capital needs—the largest of which is purchase and implementation of the new integrated software system, Banner.
The college should, in the future, continue to explore all avenues of revenue enhancement in order to improve the overall cash flow at the college.

**Self-Evaluation**
The college partially meets this substandard. As validated by annual audits, the college effectively considers its short-range and long-range financial priorities to assure financial stability. However, the college lacks a formal strategic plan to help integrate short- and long-range planning.

**Planning Agenda**
- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including long-range financial planning.

**Standard III.D.1.d.**
The institution clearly defines and follows its guidelines and processes for financial planning and budget.

**Descriptive Summary**
The college has been faithful in defining and following its guidelines and processes for financial planning and budgeting. It has also made progress in the timing and order of the processes. The Planning and Budget Committee has spent most of 2006 through 2008 reviewing the timeline for planning and budget processes at the college (Doc. 5).

Major changes to the planning and budgeting process include the following:

- Programs reviews must now be updated annually through the Annual Program Planning Worksheet in the unit plans even though comprehensive program reviews are completed every five years (for transfer programs) and every two years (for career technical education). This change was made based on the premise that the program reviews are an important element for the college planning process. This change was initiated in the planning process for 2007-2008.

- The timing of program reviews has been changed. In the past, program reviews were due in late spring even though the college-wide planning process occurred in early and mid-spring. As a result, program reviews were not included in the planning or budgeting process until 15 months after their completion. Currently, since the revision, program reviews are now due in late fall so that they can be included in the college-wide spring planning process for the following fiscal year.

- Program reviews are now completed by all areas of the college.

- In mid-year, the Planning and Budget Committee reviews the progress of the implementation of the planning and budgeting for a fiscal year. The purpose is to understand what has been funded, what needs are still crucial, and what new needs have arisen so that plans can be revised appropriately.
Standard III: Resources

- Planning and Budget is now working more closely with categorical and grant funded programs in order to integrate such programs into the planning and budgeting process. The Planning and Budget Committee does this with the purpose of meeting the mission and goals of the college. Planning and Budget understands that categorical and grant funds are restricted, but the goal is to make the categorical and grant programs aware of the needs of the college. By doing this, funds and requests can be blended where appropriate.

The college continues to review, revise, date, and upgrade its planning and budgeting guidelines and processes.

Self-Evaluation
The college meets the substandard because it clearly defines and follows its guidelines and processes for financial planning and budget development.

Planning Agenda
None.

Standard III.D.2.
To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary
The college is changing its financial and budgetary records management from Quintessential School Systems (QSS), a vendor that provided financial software system, to an integrated software system, Banner. Both systems provide the college with online access to budget (actual and encumbrance data). The implementation of Banner was initiated in Fiscal Services and General Services in July 1, 2007. Payroll and Human Resources went “live” on January 1, 2008, and implementation will continue through 2009.

The 2002 Accreditation Self-Study indicated that the financial software in place at the time was not integrated with the college’s student services and instructional software. The new system, Banner, is a fully integrated software system that is user driven and reflects real-time data. Banner has proven to be dependable at other colleges, and information will be immediately available for the control and decision-making purposes required by the administrative services office. Requisitions, purchase-orders, and payments can be tracked and viewed not only by Fiscal and General Services but also by staff involved in the transaction. Data can be accessed and reviewed for specific details at the organization level, the fund level, or the college level. The Banner system immediately encumbers funds with a requisition rather than waiting for the production of a purchase order. Therefore, management and budget control staff will be monitoring budgets with real-time data.
With the full implementation of Banner by 2009, position control, which is 85% to 90% of the budgetary obligations, will be more accurate, widely disseminated, and will allow for more realistic budget projections.

The college applies its control mechanisms to the college’s accounting and disbursement procedures by requiring appropriate approvals and a systematic process for purchases, payments, and data-entry. By using Banner and by establishing more appropriate internal controls, Fiscal Services is in the process of updating its Procedure Manual and reviewing and updating Board polices to reflect current polices and practices (Doc. 8).

The college will continue to redefine processes as the staff becomes more familiar with Banner.

**Self-Evaluation**

The college meets the substandard as is demonstrated by the unqualified audits the college earns each year. The college has widely disseminated financial information with the former exception of a feedback loop letting units know what decisions have been made regarding funding requests. A mechanism has been put into place in the spring 2008 planning cycle that establishes that feedback loop.

**Planning Agenda**

None.

### Standard III.D.2.a

**Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Descriptive Summary**

The Board of Trustees’ policy, section 7200, Budget, States the following:

- “The Board of Trustees shall establish a budget that is designed to implement the instructional and student services programs of the college. The budget will be based upon the California Community College Program Based Funding allocation model;”
- “The Vice President/Assistant Superintendent, Administrative Services, under the direction of the President/Superintendent, shall be responsible for the preparation of the budget” (Doc. 14).

The Board of Trustees has adopted the following policies related to budget development:

- A general reserve, representing six percent of state and local revenues, will be computed and maintained with each annual budget. Should any portion of those reserves be utilized during any fiscal year, a restoration plan will be developed and approved by the Board of Trustees.
- The college will provide for student access through the State Program Based Funding Formula by meeting the annual statutory growth requirements (State
funding cap) and maintaining an enrollment target of two percent above the projected funding cap.

- Initial allocations from statutory growth funds will be made to support (a) statutory FTEF (Full-Time Equivalent Faculty) hiring requirements; (b) the direct instructional costs for added class sections; (c) the indirect costs that support FTE growth including, but not limited to, instructional supplies, administrative supplies, student/hourly help, and maintenance expenses; and (d) support staff.
- The college will continue to participate in the state scheduled maintenance program, which requires a match. An annual match for projected scheduled maintenance projects will be included in the budget.

The college’s approved budget is the culmination of a collaborative process that begins early in the academic year. The Planning and Budget Committee, which is comprised of administration, faculty, classified staff, and students, meets regularly throughout the year in a participatory governance process (Doc. 5).

In the spring, unit plans are developed with a focus on the college’s priorities and goals set by the Board of Trustees. The completed unit plans are refined and merged and prioritized into cluster plans. The cluster plans combined with historical data become the basis for the development of the annual budget submitted to the Board of Trustees in June.

Further refinements and revisions to the college’s tentative budget occur as the college receives updated information concerning the state budget. Once the Chancellor’s Office conducts its statewide budget workshops to disseminate information, the college has the necessary information to prepare a final budget proposal and deliver it to the Board of Trustees in September. The proposed budget reflects the state’s mandates with regard to categorical spending. When the budget is approved, the resulting published document becomes the final budget (Doc. 19).

A system of checks and balances, including administrative approvals, is in place for all budgetary adjustments made throughout the year. Proposed disbursements are reviewed for budget availability prior to authorization.

The entry of accounting data takes place at two divisions in the college. Purchasing and Receiving is placed under the Director of General Services, while all other accounting functions are located in Fiscal Services. All accounting data is maintained and updated daily through the vendor-provided financial accounting software.

Annually, after June 30, Fiscal Services begins planning an extended calendar in order to make necessary year-end adjustments before closing the books in August. Once the books are closed, the year’s accounting data is compiled and summarized into an appropriate format. The data is then transmitted by Fiscal Services to the college’s independent auditors. The college audit has the following objectives:

- To assess the adequacy of the systems and procedures for financial accounting, compliance with laws and regulations, and internal controls.
- To determine the accountability for revenues, the propriety of expenditures, and the extent to which funds have been expended in accolade with prescribed State and federal laws and regulations.
- To determine whether finance-related reports to state and federal agencies are presented fairly.
- To determine the fairness of presentation of the college’s financial statements.

The college’s June 30, 2007 audit, just as with all past audits, received an unqualified opinion, which is the highest attestation available. The auditors did note other matters involving internal control not deemed to be substantial and reported them to the college in a schedule of other findings and recommendations. In each instance, the college concurred with the auditors’ recommendations and has developed a plan of actions.

In the preparation of the budget, the college effectively complies with Board policy and the Budget and Accounting Manual prepared by the Chancellor’s Office. The college budget documents reflect appropriate allocations and reasonable adherence to the Chancellor’s office requirements and to Board policy. However, the section of the Board Policy Manual regarding budget has not been updated since April 1999. Therefore, in Fall 2007, the college initiated the process of reviewing this section for compliance and possible revisions. Revisions were completed and are starting the Shared Governance Council processes. It is expected that all revisions will be presented to the Board for adoption by spring 2008.

The college’s Audit Report reflects appropriate accounting and reporting of the allocations of financial resources to support institutional programs and services. The college response to external audit findings has been comprehensive and timely (Doc. 8).

**Self-Evaluation**

The college meets this substandard as is demonstrated by the unqualified audits it earns each year. The college has always met audit deadlines and fiscal report deadlines to the Chancellor’s Office and has never had a repeat finding. Even though the college has obtained unqualified audit reports, it desires to continuously improve processes in Fiscal Services to increase efficiency and enhance internal controls.

The areas that the college will target are the review of Board policies for accuracy and current content, the offering of training opportunities in Banner and community college accounting and budgeting practices, and the enhancement of internal controls.

**Planning Agenda**

None.
Standard III: Resources

Standard III.D.2.b.

Appropriate financial information is provided throughout the institution.

Descriptive Summary
The following documents are distributed through the web, at committee meetings, and as Board reports (Doc. 19):

- 311 Q, which are approved by the Board quarterly
- Annual 311 report, which is approved by the Board and distributed to unions
- Budget assumptions and all updates
- Budget transfers, which are approved by the Board quarterly
- Final Budget
- Frequent FTE reports and projections (daily at the start of a semester)
- Planning and Budget Committee reports, which are made to the Board monthly
- Preliminary Budget
- Tentative Budget
- Unit and Cluster plans posted to the web and presented to Planning and Budget

All of the financial documents are created in a timely manner in regards to information from the state and required deadlines. As financial documents become available, they are distributed to the appropriate committees and individuals and are posted on the web.

However, there has been a short-term problem with the staging of the Banner implementation in regards to the distribution of budget data to budget control staff. The implementation process of Banner requires the setting of levels for secure access. However, secure access cannot be completed until the system is fully uploaded. In order to maintain security, individuals’ right of entry into the system temporarily has been limited. Nonetheless, it remains available upon request to the Budget Accountant.

The college will continue to refine reports and distribution of reports as appropriate.

Self-Evaluation
The college meets the substandard. The college widely disseminates information with the exception of the feedback loop letting units know what decisions have been made as to what is to be funded and not funded. A mechanism has been put in to place in the Spring 2008 planning cycle that established that feedback loop.

Planning Agenda
None.
Standard III.D.2.c.
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk managements, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
The Board has adopted policy 7200, which states, “A general reserve, representing 6% of State and local revenues, will be computed and maintained with each annual budget. Should any portion of those reserves be utilized during any fiscal year, a restoration plan will be developed and approved by the Board” (Doc. 14).

In addition, the college has received capital funds for new buildings and remodels, and it will continue to receive such funds. Given that these monies are reimbursed by the state after expenses have been incurred and paid, there is a significant cash flow crunch on the college. In order to facilitate the cash flow of the building projects, without jeopardizing the cash flow stability of the college, the college has obtained a Grant Anticipation Note (GAN) for each of the building projects. This is repaid with the state reimbursements as they are received. Furthermore, to assure financial stability, the college obtains a Tax Revenue Anticipation Note (TRAN), which it uses for the cash flow ebbs that occur throughout the year since the timing of apportionment from the state does not align with cash needs. The TRAN is repaid annually as the apportionments are estimated. The application process for both the GAN and the TRAN requires detailed cash flow projections (Doc. 18, 20). Another stress on cash flow is the fact that monthly payroll exceeds the reserve by $500,000 to 1,000,000.

One of the other pressures on the college budget is the lack of a local bond. Since the college has yet to pass a bond, debt has been increasing to cover capital needs; the largest of which is the purchase and implementation of the new integrated software system, Banner. The college should, in the future, continue to explore all avenues of revenue enhancement in order to improve the overall cash flow at the college.

Self-Evaluation
The college meets the substandard. The college has taken great care to manage its finances responsibility in order to maintain favorable credit ratings in order to secure GANs and TRANs to have sufficient cash flow and maintain fiscal stability.

Planning Agenda
None.
Standard III.D.2.d.
The institution practices effective oversight of finances including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

College Finances: The college system of approvals and requisition review provides the mechanisms for the oversight of college finances. Fiscal Services’ budgetary and accounting personnel and General Services’ purchasing staff enter resulting accounting data into the college’s integrated software system, Banner.

In accordance with Education Code, section 41002.5, Fiscal Services performs bank reconciliations and places Certificates of Deposit with financial institutions whose accounts are federally insured.

Financial Aid: The Financial Aid Office oversees compliance with federal, State, and local policies for student financial aid programs. The Financial Aid office gives awards based on these governing policies, including enrollment criteria. When all documents are in, Financial Aid uploads the student’s eligibility to the mainframe for check-printing. The printed checks are delivered to Fiscal Services for proofing and signatures. Finally, the checks are taken to the Cashier’s Office for retrieval or mailing. Regarding the award process, this method allows for effective oversight. It also allows for a clear separation of duties with regard to the processing of checks.

The Financial Aid Office also reports the award amounts to the respective government agencies. The Fiscal Services Office obtains reimbursement for the reported amounts via the Internet, and it requests that funds be deposited directly into the County Treasury. Fiscal Services invoices the Cuesta College Foundation for reimbursement of local scholarship awards, and it also prepares the bank reconciliations for the Grant Account.

Grants: Grants are under the management of the assigned project manager. Financial decisions are made by the project manager and are countersigned by his or her supervisor to assure compliance to the grant. Requisitions for grant purchases require an extra step through an account tech who is assigned to monitor grant expenditures for compliance, budget and tracking for grant reports before they are then routed thorough the district’s processes. Grants are also a part of the annual college audits.

Contractual Relationships: (This section is limited to internal contracts; the process for external contracts is described in section III.D.2.f.) Internal contracts are negotiated with the labor unions, Cuesta Community College United Employees (CCCUE) and Cuesta College Federation of Teachers (CCFT). The district has appointed appropriate management personnel to represent the district’s interests in negotiations.

Cuesta College Foundation: The Cuesta College Foundation is a non-profit corporation operating under the direction of the Board of Directors that includes community members, the Superintendent/President, the Vice President of Administrative Services, a representative of the Board of Trustees, the president of the Associated Students of Cuesta College (ASCC), and two members of the faculty. The Cuesta College Foundation
Board of Directors determines the Foundation’s policy, approves its annual budget, and monitors investments.

**Cuesta College Athletics Booster Club:** The Cuesta College Booster Club’s bookkeeping is performed by its treasurer, who is a community member serving on the club’s Executive Board of Directors. The treasurer prepares monthly financial statements that are reviewed by the Executive Board. The college’s Athletic Director prepares the club’s bank reconciliations. Any two of the following must countersign checks: the Booster Club’s treasurer, the college’s Athletic Director, and/or the Vice President of Student Services. The club qualifies as a non-profit organization with total annual revenues under $25,000.

**Associated Students of Cuesta College (ASCC):** The financial transactions related to student government, clubs, and trusts are all maintained under ASCC’s bank accounts and are referred to, collectively, as student accounting. Student accounting has an elaborate system of approvals and checks and balances. All requests for purchase orders or payment must be accompanied by the appropriate signatures and supporting documents. Checks are prepared only after the Director of Fiscal Services has placed the final approval signature on the requisition form. The Vice President of Student Services and the student ASCC Finance Director sign checks for ASCC. The Vice President of Student Services and the Director of Fiscal Services sign checks for the clubs and trusts. Currently, the accounting transactions are maintained using QuickBooks. ASCC is scheduled to implement the integrated software system, Banner, on July 1, 2008.

Students voted in 1990 to authorize the collection of a Student Center Fee to build a student center. The fee is $1 per unit up to $10 maximum per year. The college issued Certificates of Participation (COPs) in 1991 to pay for the construction of the building. The college is responsible for the building and uses the revenue from the Student Center Fees to make the semiannual COPs payments. The college collects approximately $86,000 a year in Student Center Fees.

**Cuesta College Bookstore:** The Cuesta College bookstore is operated as an enterprise fund. Its financial statements reflect an enterprise fund for-profit reporting format in accordance with generally accepted accounting principles. The financial records are maintained on a stand-alone financial software system and the year-end financial statements are subjected to an independent audit contracted by the college. The bookstore’s manager reports directly to the Vice President of Administrative Services.

**Self-Evaluation**

The college meets the substandard.

**College Finances:** The college’s “unqualified opinion” from the independent auditor validates the results of the college’s efforts to provide oversight of finances in all material respects. Overall, the college has provided reasonable safeguards for its finances. All aspects of the accounting and financial reporting functions are centralized within Fiscal Services, and all expenditures are reviewed by Fiscal Services before being processed for budget availability, correct accounting code, and approved authorization (Doc. 8).

**Financial Aid:** The college audit report validates the college’s effective oversight of Financial Aid’s finances (Doc. 8).
Grants: The distinct audit reports and the audits of individual grants validate the college’s effective oversight of grant finances.

Contractual Relationships: In order to contribute to the negotiation process regarding the college’s financing of contracts, the college has placed appropriate management personnel on the union negotiating teams. Through this process, the college manages its contractual relationships.

Cuesta College Foundation: The Cuesta College Foundation has professional staff on site to oversee daily accounting transactions and prepare monthly financial reports. The internal control processes and the annual financial information are subject to independent audits each year and have received unqualified opinions. However, the Foundation’s general ledger accounting software has not been integrated with its donor software. The independent auditor has counted this as a weakness. The Foundation is scheduled to be integrated into the integrated software, Banner, in January 2009 (Doc. 8).

Cuesta College Athletics Booster Club: The Cuesta College Athletic Booster Club is a small, community-based organization averaging no more than $25,000 in receipts per year. Having a Board of Directors that includes the college’s Athletic Director and the club’s treasurer, together with the requirement for dual signatures on all disbursements, provides reasonably effective oversight of finances for an organization of this size.

Associated Students Cuesta College (ASCC): The Associated Students of Cuesta College’s (ASCC) system of approvals, requirement for supporting documents, and requirement for dual signatures on disbursement provides reasonably effective oversight of the disbursement process. Fiscal Services processes all transactions, prepares and distributes monthly financial statements, and participates in the budget development process. In addition, ASCC’s annual financial statements are a part of the independent audit of the college (Doc. 8).

Cuesta College Bookstore: The Cuesta College Bookstore’s financial statements are a part of the independent audit of the college. The June 30, 2007 audit found the following conditions and recommended the following action (Doc. 8):

Condition
We found the following conditions:
- Bank reconciliations were not subject to secondary review.
- Credit card deposits were not being reconciled to bank statements.
- The amount due to the General Fund represents six months of activity. Timely remittance of this obligation does not appear to be occurring.

Recommendation
“Internal controls can be improved by adding a review function to the bank reconciliation process. Reconciling credit card deposits appeared to be an issue with the information that is used to perform the reconciliation. The amounts we noted were not significant but were indicative of a problem the nature of which we did not determine the reason for. Relieving the amount due to the General Fund should be a routine part of the month-to-month activity.”

District Response
The district concurs.
• The bookstore will make sure that there are always two people reconciling the statements: the director or a second person working in the bookstore accounting department.
• The bookstore opened a second account at Founders’ Bank specifically for credit card deposit; this will help in the reconciliations, and it will facilitate showing when each deposit occurs and what credit card charges are for Visa, Master Card, or Discover.
• The bookstore will come up to date with the General Fund and will attempt to stay within two months of the due date to General Fund.

Planning Agenda
None.

Standard III.D.2.e.
All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
Auxiliary groups at Cuesta College include the Athletic Booster Club, the Associated Students of Cuesta College (ASCC), and the Cuesta College Bookstore. In addition, the Cuesta College Foundation is a non-profit 501(c)(3) organization. Each of these groups provides financial resources for college programs and services. They have a successful history of supporting the students of Cuesta College by enhancing programs and operational budgets. The commitment made by the community has greatly improved the revenue and assets of Cuesta College. As of October 2007, the Foundation’s total assets were approximately $16,000,000, including a total of $7,000,000 in endowments. A sum of approximately $2,500,000 is raised annually (Doc. 8).

Cuesta College Athletic Booster Club: Although the primary purpose of the Cuesta College Athletic Booster Club is to assist the student body and faculty in promoting athletic programs, it also recognizes scholarly excellence through an awards program. Funds are also used to supplement athletic team budgets, instructional supplies, and instructional equipment needs not funded by the college.

The Cuesta College Athletic Booster Club was established in 1965 and received tax-exempt status in 1969 as a community support group. A Board of Directors provides leadership, and it consists of local community leaders, the Vice President of Student Services (or designee), the Director of Athletics, and the Sports Information Director. The Booster Club annually contributes approximately $10,000 to athletic programs. An additional $3,000 is contributed to awards given to student athletes and coaches. The Booster Club’s contributions are raised primarily through memberships but also through a variety of fundraising efforts.

Associated Students of Cuesta College (ASCC): The Associated Students of Cuesta College (ASCC) operates as an Associated Students Trust Fund of the college, as provided in Section 7665 of the Education Code. The program is managed by the Coordinator of Student Development and Activities and the Vice President of Student Services. The student leaders of Cuesta College oversee student government financial
decisions, and those leaders follow the ASCC constitution and bylaws. Student representatives decide how funds are to be used for the benefit of the students of Cuesta College as long as funds are managed in accordance with college procedures.

The Associated Students of Cuesta College generate funds through an association fee of $10 per student, per semester. Additional funds are raised through cafeteria commissions, interest income, and other fundraising activities. The ASCC budget-excess of $100,000 annually serves as support for campus programs, such as athletics, performing and fine arts, child care, tutorial services, transportation, job placement services, the student newspaper, book loans, and grants.

**Cuesta College Bookstore:** The Cuesta College Bookstore is an auxiliary organization that operates as an enterprise fund of the college. It is a self-supporting unit that accounts for all assets and liabilities in procuring revenue and conforms to generally accepted accounting principles (GAAP) and auditing standards. The bookstore is managed by a director and is under the direction of the Vice President of Administrative Services. It is governed by Board policy, and its annual budget is approved by the Board of Trustees.

**Cuesta College Foundation:** The Cuesta College Foundation is a 501(c)(3) non-profit corporation established for the purpose of building relationships and financial support for the San Luis Obispo County Community College district. The Foundation is governed by a Board of Directors—up to 40 members—constituted primarily of community leaders and donors. Accounting records are maintained by the Foundation and are included in the independent annual audit.

The Foundation is an integral part of the college’s planning and budget process. The Foundation staff involves its Board of Directors in a supportive capacity to its work in order to implement the college mission and institutional goals. The Foundation staff also presents quarterly financial reports to the Board of Trustees. Foundation budget and institutional support reports illustrate steady growth in the Foundation’s record of gifts to the college.

In 2001, the Superintendent/President reorganized the college resources into the Office of Institutional Advancement by combining the Foundation, Marketing and Communications, and Grants, which strengthened the college’s approach to resource development. The Office of Institutional Advancement seeks to guide an overall advancement program including the development of a marketing plan, an enrollment management plan, resource development, alumni programs, and relationship-building. It provides meaningful and relevant media and community information while building support for the college. Its mission is to provide resource development, build cordial and supportive relationships, cultivate friendships and financial support, and reinforce the mission and vision of the institution.

**Grants:** Since 1998 grant activity has greatly increased, especially in nursing, career technical education, and workforce development. Before grant applications can be made, a summary of the grant, including scope, cash match requirements, and other resources needed, is submitted to the cluster leader who forwards the summary to Cabinet to ensure that the grant is consistent with the missions and goals of the institution. Upon approval of Cabinet, the application is completed, and the budget is reviewed by the Vice President of Administrative Services before it is submitted.
**Self-Evaluation**
The college meets the substandard and has a long history of utilizing resources provided from auxiliary activities, fundraising, and grants in a manner consistent with the mission and goals of the college, as is demonstrated by the unqualified audits that the college earns each year.

**Planning Agenda**
None.

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**Standard III.D.2.f.**
*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

**Descriptive Summary**
Board policy 7760 and regulation R7760 state the following:

> “The preparation of all contracts from personal services which involve a payment or receipt of district funds shall be the responsibility of the Vice President of Administrative Services. All contracts for personal services shall be approved per regulation R7760. The Vice President/Assistant Superintendent, Administrative Services shall submit all contracts for personal services in excess of $10,000 to the Superintendent/President and through him/her to the Board of Trustees for approval. When justified, the Superintendent/President may authorize a contract(s) in excess of $10,000 prior to Board consideration. The Vice President/Assistant Superintendent, Administrative Services will provide a quarterly report to the Board of Trustees identifying all contracts form personal services approved that do not exceed $10,000.” (Doc. 14)

Additionally, all contracts are centralized under the control of the Vice President of Administrative Services. Administrative Services has standard “General Conditions” language which is added to contracts and intended to safeguard the college against unforeseen developments. When deemed necessary, the college obtains legal advice and/or opinions regarding proposed contract language. The college has not committed to contracts that would create liabilities beyond what could be funded (Doc. 8).

The Board policy regarding personal service contracts has been in place without revision since 1998. There is no corresponding Board policy for other types of contracts, no general policy mandating “hold harmless” clauses intended to protect the college, and no policy requiring a Request for Proposal (RFP) process. The college would benefit from a review of current contract policy. The Vice President of Administrative Services is currently reviewing the Board Policy Manual section pertaining to contracts and making appropriate revision based on the Community College League of California recommendations, which are being presented to the Board of Trustees.

**Self-Evaluation**
The college meets the substandard. The Vice President of Administrative Services has initiated a review of the section of the Board Policy Manual that pertains to contracts and has started making appropriate revisions based on the Community College League of
California recommendations. Those revisions that have been completed have been presented to the Board of Trustees, and new revisions will be taken through the process of receiving Board adoption.

**Planning Agenda**
None.

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**Standard III.D.2.g.**
The institution regularly evaluates its financial management process, and the results of the evaluations are used to improve financial management systems.

**Descriptive Summary**
The college’s financial statement is located primarily within the Administrative Services division under the direction of the Vice President of Administrative Services. Fiscal Services is responsible for the accounting, financial reporting, budgeting, payroll, cashiering, and student accounting functions. General Services is responsible for receiving, purchasing, and the Fixed Asset Inventory System. The Administrative Services office oversees all contracts (Doc. 14).

The college budget and all college financial transactions are maintained on a vendor-provided integrated software system, Banner. Fiscal Services and General Services implemented Banner on July 1, 2007. Payroll implemented Banner on January 1, 2008. Banner includes modules for fixed assets, purchasing, budgeting, payroll, and general ledger accounting, including accounts payable and accounts receivable. Banner is designed to provide real-time budgetary and accounting data to the departments and staff in order to facilitate the managing of budgets.

As a part of the audit process, the auditors review internal controls. The college reviews the auditor’s recommendations and implements appropriate changes. For example, as recommended by the auditors, a dedicated individual now opens the mail and logs all checks and cash received. Likewise, the individual who requisitions checks is different from the individual who receives printed checks for review and distribution. The Vice President of Administrative Services will implement corrective action plans related to improving internal controls campus-wide.

The Vice President of Administrative Services and the Director of Fiscal Services regularly evaluate the financial structure, processes, and system.

**Self-Evaluation**
The college meets the substandard in that it regularly, with guidance of its annual audit reports, evaluates its financial management processes and continuously works to improve its financial management systems. For example, it was recommended by the auditors that Purchasing and Accounts Payable be separated for better internal control. The separation in fact happened as a result of the recommendation.

**Planning Agenda**
None.
Sources for Standard III.D

Doc. 1 Planning and Budget Cycle
Doc. 2 Education and Faculties Master Plan (2001)
Doc. 3 Education and Faculties Master Plan Update (2006)
Doc. 4 Board Goals and Priorities
Doc. 5 Planning and Budget Agendas and Minutes
Doc. 6 Tentative Budgets
Doc. 7 Final Budgets
Doc. 8 Annual Audits
Doc. 10 Unit Plans
Doc. 11 Cabinet Minutes
Doc. 12 Shared Governance Agendas and Minutes
Doc. 13 Grants List
Doc. 14 Board of Trustee Policies
Doc. 15 Preliminary Budgets
Doc. 16 Capital Outlay Plan
Doc. 17 Certificates of Participation (COPS)
Doc. 18 Tax Revenue Anticipation Notes (TRAN)
Doc. 19 Board of Trustee Meeting Agendas and Minutes
Doc. 20 Grant Anticipation Notes (GAN)
Doc. 21 Fact Finding Report
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Cuesta College has effective decision-making structures and processes that have set and achieved goals. Specifically, Cuesta relies on governance structures that use broad-based input from appropriate constituent groups to effectively discuss and decide issues. Cuesta’s Shared Governance Council has representation from all campus stakeholder groups, and it employs a unique consensus model to make decisions. This model has been in place for seven years. The Academic Senate uses the same model to make decisions. The Academic Senate has been empowered since its inception by the Board of Trustees to have “rely primarily” authority on seven of the eleven academic and professional matters allotted to academic senates by AB1725. Both the faculty and staff have unions to represent them on campus committees, such as Shared Governance Council and Planning and Budget. The student body has a position on the Board of Trustees. The student trustee is uniquely empowered to make motions, second motions, vote (advisory), and travel to conferences on the district budget. In short, the college has provided all stakeholders with decision-making roles and opportunities for input on issues to take initiative in improving practices, programs, and services in which they are involved.

When the college has not performed to the level of its own expectations, the fault has occurred when important issues were not brought to the appropriate bodies for decision making or when the input from the groups was ignored. While these faults have not occurred often, senior leadership has failed at a few crucial moments to use or listen to the recommendations of the college’s agreed-upon governance bodies.

Perhaps the most dramatic example is when the bond measure was not brought to the Shared Governance Council for discussion and approval. Subsequently, the bond measure lacked broad campus support, and it failed. Another example of when the input from governance groups was ignored was when the campus agreed about the need for a professional development coordinator. The position was discussed, planned for, and filled. Then, against the advice of involved parties, senior leadership placed the position not under the Vice President of Student Learning but under the Human Resources Director even though the BOT has agreed to “rely primarily” on the Academic Senate for decisions related to faculty professional development.
When issues are brought to the appropriate governance groups and decision-making processes are respected, the college’s governance has proven to be highly effective. During the mid-year budget cuts of 2003, for example, the Shared Governance Council and the Planning and Budget Committee identified and prioritized cuts. As painful as that process was, it was viewed campus wide as a success under difficult circumstances.

The college could point to many other successes as well. The college prioritizes new faculty positions and develops new programs within the Shared Governance Council. The decisions from that group go directly to the Board of Trustees. However, campus surveys, in general, reveal a high degree of satisfaction with the level of all groups’ involvement in discussions, planning, and implementation of the college’s decisions.

Recently, a new college president has been hired who seems to value campus decision-making roles and processes that involve dialogue. At meetings, he has listened, encouraged, and praised. His early comments on strategic planning suggest that he will empower, respect, and lead (when appropriate) the campus governance groups.

**Self-Evaluation**
The college partially meets this standard. Cuesta has clear and inclusive governance structures in place, but in the past its leaders have, at times, failed to use them to their full effectiveness. College leadership throughout the institution needs to expect and embrace inclusive decision-making.

**Planning Agenda**
- The college President, Board of Trustees President, the Academic Senate President, CCFT President, CCUE President, and the ASCC President will create and implement an orientation workshop on shared governance for campus leaders.

**Standard IV.A.1**
Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

**Descriptive Summary**
Seven years ago, Cuesta College institutional leaders created the centerpiece of its shared governance decision-making process: the Shared Governance Council (SGC) (Doc. 1). This body includes the college President, vice-presidents, deans, managers, division chairs, senate and union presidents, two classified representatives, a Board member, and a student representative (Doc. 2). The SGC functions as a consensus decision-making body that has two main responsibilities: program approval and faculty hiring prioritization. The SGC has managed these two responsibilities, as well as others, to the satisfaction of the committee (Doc. 3). Since its inception, the SGC has welcomed proposals from any groups or indeed even any individual on campus. In 2003, during a bad budget year, the SGC made decisions on workforce reductions. It developed a rubric to determine the
college’s core mission and from that identified positions that could be eliminated (Doc. 4). These difficult decisions were carried out by a process that everyone accepted as fair. Furthermore, the SGC has made decisions on such matters as the campus smoking policy, the use of closed captioning in campus media, and the development of a student equity plan taskforce (Doc. 4).

The faculty continues to influence significant decisions that affect the institution consistent with Board Policy 2305 (Doc. 5) and as referenced in the self-study of 2002 (Doc. 6). Since the SGC makes decisions by consensus, the 17 faculty on that committee have a substantial impact on campus issues. Also, after AB1725 was instituted state-wide, the Cuesta College Board of Trustees gave the Cuesta College Academic Senate “rely primarily” power on curriculum issues (Doc. 5). The Curriculum Committee continues to exercise that power today.

As to the college’s empowerment of other campus constituencies, in the monthly cabinet/managers’ meetings, some college Presidents have distributed books on leadership, encouraged discussions on management styles, and brought in speakers to address governance and administrative issues. The recent interim President also designed classified forums (Doc. 7). In these forums he provided opportunities for dialogue on such issues as health insurance, college plans, and staff development opportunities. Through the President’s Innovation and Motivation Fund, which is funded by the Cuesta Foundation, Presidents have selected and supported proposals that have encouraged excellence across campus. For example, the fund allowed a journalism faculty member to take the campus newspaper staff to Washington, D.C. (Doc. 8). Also, using the fund, the interim President brought community leaders to campus for the purpose of encouraging dialogue on how Cuesta College can better meet the needs of the community (Doc. 9).

Cuesta has acknowledged excellence in other ways. The college encourages innovative and exemplary performance through its many faculty and staff awards programs, such as the president’s leadership award, the manager award, the teaching excellence award, the service awards, the star awards for outstanding Cuesta College groups and individuals (Doc. 10), the nursing award for outstanding nursing instructor (Doc. 11), and the EOPS award recognizing outstanding faculty (Doc. 12).

The campus also celebrates student excellence by awarding winners of various events: The Cuesta College creative writing contest (Doc. 13), Cuesta’s ASCC Poetry Slam contest (Doc. 14), the debate contest (Doc. 15), the independently juried student art show (Doc. 16), the athlete of the year awards (Doc. 17), the Novy award for history and political science (Doc. 18), and the student volunteer-of-the-year award (Doc. 19).

Self-Evaluation
The college partially meets this standard. In May of 2007, the Shared Governance Council conducted a self-evaluation. The results show a favorable response to the role and effectiveness of the committee (Doc. 3). However, the failure of the bond campaign two years ago and its lack of campus support reveal that the college has to respect its largest decision-making body and bring important issues before it. Recently, the college has improved its dialogue with its employee groups. In fall 2006 the question “How could we improve campus dialogue?” was taken to all campus divisions. Deans presented to each division the question: “How do we improve, for all individuals, a process and structure that allows for greater communication and involvement in decision making at Cuesta College?” The results were compiled and reviewed at Cabinet (Doc. 20).
that the college is just recently trying to develop mechanisms to get feedback in order to make improvements, shows that Cuesta needs to implement more assessment measures of how effectively it plans, communicates, and makes decisions. On the whole, since effective leaders are good communicators, college leaders need to do a better job of using available communication tools to encourage all employee groups to take initiative in improving practices, programs, and services.

In addition, college committees and groups need to regularly assess the effectiveness and value of their meetings and use those assessments to empower groups to improve practices, programs, and services. Some assessments could be done with simple feedback forms. As an example, the Board of Trustees, for a year, has been concluding their meeting with reflective questions of what went well and what didn’t go well at the meeting. Other assessments should be more extensive.

**Planning Agenda**

- Leadership will make better use of communication tools on campus, such as the myCuesta website, to increase communication.
- The Board will develop specific steps, procedures, and a timeline for implementing and executing the Board’s self-evaluation.
- Campus Committees will develop specific steps and procedures for developing and implementing annual self-evaluations in order to assess effectiveness and determine strategies for improvement.

**Standard IV.A.2**

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**Descriptive Summary**

Cuesta College relies on an established committee structure for its decision-making processes, and the responsibilities and make-up of each committee is clearly indicated in written descriptions of each committee (Doc. 2). These committees reflect Board Policy 2305, which outlines the scope of involvement of each constituent group in its shared governing process (Doc. 5).

In order to assure that the committee structure continues to serve the decision-making needs of the college, Cuesta College has a new process for revising existing committees and forming new committees. This process was approved by the Shared Governance Council September 25, 2007 (Doc. 21). Proposed new committees or committee revisions are brought to the Shared Governance Council (SGC) and then forwarded for approval to Academic Senate and/or Cabinet, depending on whether the committee has faculty or management membership.

One example of the processes for making campus-wide decisions is the joint workshops between the Planning and Budget Committee (PBC) and the Shared Governance Council regarding faculty hiring (Doc. 21). First, the Planning and Budget Committee determines how many faculty positions can be funded. Then, the Shared Governance Council decides
the priority of faculty hiring positions. Other issues, in addition to faculty positions and funding, may be introduced by any campus group as long as the ideas are submitted to the Shared Governance Council in proposal form.

Three other governance committees that have established written policies about their roles in decision-making processes are Cabinet, the Planning and Budget Committee, and the Curriculum Committee. Both Cabinet and the Planning and Budget Committee report to the college President, and the Curriculum Committee (which is a subcommittee of the Academic Senate) reports directly to the Board of Trustees (Doc. 22).

Part-time faculty do not have the same governance requirements as full-time faculty, but they are welcomed in many areas of shared governance. For example, they often have a role in hiring Division Chairs, and they can serve on campus committees and part-time hiring committees. They are part of the unit planning process and are paid for office hours. In addition, there is a permanent position for a part-time representative on the Academic Senate.

As with faculty participation, Board policy also outlines staff involvement in development of campus policy and processes (Doc. 5). Classified staff have many opportunities for involvement and are, for example, represented on the Shared Governance Council, the Planning and Budget Committee, and the committees for hiring the college President, all managers, and all division chairs (Doc. 2).

Guidelines for student participation are also outlined in Board policy (Doc. 5), and students have representation on key governance groups, such as the Board of Trustees, and the Shared Governance Council.

**Self-Evaluation**
The college meets this standard. Faculty, staff, administrator, and student participation is outlined in board policy, and these different constituent bodies are represented on key governance bodies on campus. However, the decision making path on the campus and the interrelationships of Academic Senate, SGC, PBC, and Cabinet need to be more clearly defined. But while the college needs to develop a governance handbook or flow chart of decision-making, problems with governance have often arisen when long established, well-understood processes have been bypassed or underutilized.

**Planning Agenda**
None.
Standard IV.A.2.a
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
Faculty and administrators have substantive and clearly defined roles in institutional governance. The faculty of each division are represented by the division chair at the Shared Governance Council, and faculty participate on the Planning and Budget Committee (Doc. 2). Their presence on all committees that involve academic and professional matters demonstrates the strength of their governing role. The administrators that serve on Cabinet include the President, vice presidents, deans, executive dean, and the executive directors of Human Resources and Advancement. Management Senate includes all directors, deans, supervisors, and confidential employees. The Academic Senate, unions, and Management Senate all report to the Board at the monthly meetings (Doc. 23)

The student senate is represented by the ASCC president who serves on the Board of Trustees. The student vote is advisory, but the student representative is allowed to make and second motions (Doc. 24). Students have a seat on the Planning and Budget Committee as well as the Shared Governance Council.

Self-Evaluation
The college meets this standard. All groups have an opportunity to voice concerns and direct the college on significant issues. The Planning and Budget Committee and the Shared Governance Council provide the forum for discussion and decision making, and all constituent groups have opportunity for input.

The 2007 Employee Opinion Survey shows that overall the constituent groups are positive about their opportunity for input (Doc. 25). The least satisfied employee group regarding the college seeking “broad input in its planning processes” (question # 9) is the classified staff.

Planning Agenda
None.
Standard IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
The faculty has input on how the college makes academic decisions by reporting monthly, through the Academic Senate, to the Board of Trustees (BOT) (Doc. 23), which has chosen to consult collegially with the faculty Academic Senate by relying primarily on faculty for seven of the 11 Academic and Professional Matters (Doc. 26, 27). The BOT “relies primarily” on faculty for curriculum, degree and certificate requirements, grading policies, standards regarding student preparation and success, college governance structures (as related to faculty roles and involvement in accreditation), and policies for faculty professional development activities. The BOT has chosen to “mutually agree” on the other four items: educational program development, program review, institutional planning and budget development, and policies regarding student preparation and success (Doc. 28)

The Curriculum Committee (which is a subcommittee of the Academic Senate) is comprised of representatives from each of the 14 academic divisions (Doc. 2). The committee also includes a non-credit representative (voting) and a representative from administration (non-voting). Curriculum Committee decisions are presently monthly to the Board of Trustees for approval (Doc. 23, 29).

The Academic Senate also formed a Student Learning Outcomes and Assessment Committee (SLOA) in 2006 (Doc. 2). In addition, a faculty member was given 40% reassigned time to chair the committee (which was composed of six faculty and a dean) and serve as a campus coordinator/liaison for student learning outcomes and assessment (The liaison position was not funded for 2007-2008). The SLOA committee was charged with supporting faculty in identifying student learning outcomes and assessments. This SLOA committee was preceded by a taskforce on program planning and review (Doc. 30).

Academic administrators have had input on how the college makes academic decisions through the Student Learning Academic Managers Meetings (SLAM), and between 2002 and 2005, administrators used SLAM consistently (Doc. 31). The membership consisted of the deans, the academic directors, the institutional researcher, and the Vice Presidents of Student Learning and Student Services. The members discussed and made decisions regarding all campus academic matters except curriculum.

The academic deans form a working group that makes recommendations to the Enrollment Management Committee (EMC) which is composed the deans, student support managers, marketing managers, and computer services managers. The deans research and present program forecasting to EMC. The committee’s task is to consider future programs and the viability of declining programs.

Self-Evaluation
The college partially meets this standard. The Academic Senate has a good working relationship with the Board of Trustees. The Board has always relied on the Curriculum Committee’s recommendations. The restructuring of Enrollment Management Committee has allowed for thorough academic input.
Although the structure of SLAM allows for input and collaboration across academic areas of campus, it was temporarily suspended because of the absence of a Vice President of Student Learning. SLAM resumed in Spring 2008.

The college recognizes that some administrative work has been isolated within administrative areas, but recently there has been a deliberate action to bring constituent groups back together.

**Planning Agenda**
- The Vice President of Student Learning, the Vice President of Student Services, and the Vice President of Administrative Services will re-establish, institutionalize, and evaluate previous or current college structures that support college dialogue.

**Standard IV.A.3**

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

**Descriptive Summary**
The college constituents come together to make decisions at the Shared Governance Council, where all constituencies have representation. Beyond what has already been said about that committee and its processes, the college has recently worked to choose a new Superintendent/President. To begin the process, the Board of Trustees identified eight constituent groups tasked with the goal of identifying the desirable qualities for a presidential candidate (Doc. 32). Those groups were the following: faculty and classified unions, management senate, academic senate, the community, students, and the Foundation. Then, at a Board of Trustees meeting, representatives of each of the eight groups presented their list of desirable presidential qualities (Doc. 33). Two members of the eight groups were appointed to the Presidential Search Committee. That committee then reviewed the applications and identified interview questions and processes. The committee selected candidates to interview, did the interviewing, and forwarded four finalists to the BOT (Doc. 34). A campus-wide forum was conducted where members of the audience could participate by asking questions of the candidates. Human Resources solicited written comments from all groups and submitted the information to the BOT (Doc. 34). Following the Board of Trustees’ selection of a candidate, representatives from the groups went on a site visit (Doc. 35).

The campus also provides opportunities for participation in decision-making on other hiring committees as provided for in Board Policy 2061 (Doc. 36). For example, the selection committee for the Director of Facilities and Planning consisted of members from all campus constituencies. The same situation occurred with the Director of Marketing and Communications.

The college has several campus-wide committees that work together to strengthen the quality of college governance and leadership. All groups have opportunities and
Standard IV: Leadership and Governance

responsibilities to participate in college, division, cluster, senate, or union committees. For example, the Planning and Budget Committee provides opportunities for all groups on campus to participate in the governance process, and a member of the Board of Trustees is on the committee (Doc. 2).

Recently ASCC has met for luncheons with college administrators to discuss campus-wide issues. This informal meeting is called Staff/Student Leader Round Table. It met at the request of students and the college President (Doc. 37).

Self-Evaluation

The college partially meets this standard. The 2007 Employee Opinion Survey revealed that Cuesta College employees express some dissatisfaction with their ability to participate in the governance of the college (Doc. 25). Although governance structures are clear, Cuesta needs to investigate why employees feel dissatisfied.

Planning Agenda

- The Institutional Research and Assessment Department will do employee satisfaction surveys every two years.
- Campus committees will develop specific steps and procedures for developing and implementing annual self-evaluations in order to assess effectiveness and determine strategies for improvement.
- The college President, the Board of Trustees President, the Academic Senate President, CCFT President, CCUE President, and the ASCC President will create and implement an orientation workshop on shared governance for campus leaders.

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Cuesta College demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with the Accrediting Commission (see certification statements in the introduction to this self-study). Cuesta College’s reports are publicly disclosed. The college has been fiscally audited as required and found to be financially sound (Doc. 38). The college is further certified by various external agencies such as the BRN, EMSA, VTEA, and other agencies that have awarded grants. Cuesta has always maintained it status with these agencies, and Cuesta’s performance related to these agencies has received high marks and is available to the public (Doc. 39, 38, 40, 41).

As another example, the Financial Aid Office must comply with the U.S. Department of Education in the awarding of all federal student aid. Compliance with eligibility standards and benefit awarding is primarily verified during the college’s annual fiscal audit. Additionally the college’s student loan default rate is tracked on a federal level.
The Cuesta College Financial Aid Office has a very positive track record on both fronts with favorable reports on audits and a very low student default rate (Doc. 38).

Despite Cuesta’s history of honest and sound relationships with external bodies, the college has not always moved expeditiously to respond to recommendations made by the ACCJC. For example, the 2002 recommendations required that Cuesta do a focused mid-term report. When that report was submitted and reviewed in fall of 2005, the commission sent an action letter requesting a progress report (Doc. 42), and that Progress Report was submitted in the fall of 2006 (Doc. 43). The commission’s response to that Progress Report was a second action letter. A site visit followed Cuesta’s response to the action letter in November 2007 (Doc. 44). Following that visit, Cuesta received a warning letter in January 2008, to which it quickly responded in March 2008 (Doc. 45).

The problem indicated in the action letters has been remedied. The data on institutional effectiveness has been standardized and incorporated into program review process. Also, a link has been established between budget allocations and planning. Admittedly, it has taken three years for that problem to be remedied, and, in the past, the process for writing the reports was not put into action early enough for campus-wide review. However, the writing of the recent March 2008 response was both timely and collaborative.

Self-Evaluation
The college partially meets this substandard. Although the college maintains and advocates honesty and integrity with all external agencies, it has not always responded to ACCJC in a clear and timely manner. This problem has been addressed, and recent examples show improved commitment to the criteria of this standard as it relates to the ACCJC.

Planning Agenda
- The Vice President of Student Learning will oversee a process that plans for campus-wide inclusion in the development of reports to external agencies and will ensure proper oversight and timeliness of responses.
- The Vice President of Student Learning will initiate and oversee an annual report that charts the college’s progress on the planning agenda items identified in this self-study.

Standard IV.A.5
The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
Cuesta College evaluates its governance structures in several ways. In May of 2007, Cuesta conducted an Employee Opinion Survey that included questions on decision-making processes, planning processes, and effective leadership. The results were compiled and distributed across campus and were discussed by all employee groups (Doc. 25). As a result, the college recognized its need for additional professional development. The Board of Trustees then approved a job description for a director, and the college filled the position in January 2008, not without some controversy regarding
the fact that the director would report to the Executive Director of Human Resources rather than the Vice President of Student Learning (Doc. 46, Doc. 47).

In addition, the Shared Governance Council surveyed its members on the effectiveness of the committee work in May of 2007 (Doc. 3). The results showed that members felt that the council played a significant role in the governance of the college. The committee agreed to implement an annual survey to continue to evaluate its effectiveness (Doc. 48).

Four student support programs conducted a self-study in the spring of 2007 in preparation for the categorical site visit in April 2008. The site visit team, consisting of a representative from the Chancellor’s Office and categorical managers from other community colleges, confirmed information provided in the self-study. The programs reviewed—EOPS, DSPS, Matriculation, and CalWORKS—were commended for the caliber of their programs and specifically for their partnership and collaboration between the four programs and across campus. Examples ranged from the cooperation between EOPS and CalWORKS to the interface between Matriculation Committee goals and the Basic Skills Committee funding priorities (Doc. 49).

**Self- Evaluation**
The college partially meets this standard. All governance groups do some self-evaluation but they do not do it systematically.

**Planning Agenda**
- The Institutional Research and Assessment Department will conduct employee satisfaction surveys every two years.
- Campus committees will develop specific steps and procedures for developing and implementing annual self-evaluations in order to assess effectiveness and determine strategies for improvement.
- The Vice President of Student Learning, the Vice President of Student Services, and the Vice-President of Administrative Services will re-establish, institutionalize, and evaluate previous or current college structures that support college dialogue.
Standard IV: Leadership and Governance

Sources for Standard IV.A

Doc. 1 Limited Issues Taskforce 2001
Doc. 2 Committee Descriptions
Doc. 3 Shared Governance self-evaluation Survey
Doc. 4 SGC Approved Proposals
Doc. 5 Board Policy 2305
Doc. 6 2002 Accreditation Self-Study
Doc. 7 Classified Forum Comment Cards
Doc. 8 Journalism Faculty to Washington D.C. Letter
Doc. 9 District Dialogue invitations between regional/industry groups and president
Doc. 10 Online Award Nomination Forms
Doc. 11 Nursing Faculty Awards
Doc. 12 EOPS Faculty Award
Doc. 13 Creative Writing Awards and Tellus
Doc. 14 Poetry Slam Information
Doc. 15 Debate Contest Information
Doc. 16 Art Show Information
Doc. 17 Athlete of the Year Information
Doc. 18 Novy Award Information
Doc. 19 Student Volunteer of the Year Award
Doc. 20 Cabinet Agenda Fall 2006
Doc. 21 Shared Governance Council Minutes 9/25/07 and 11/07
Doc. 22 Sample Board Agendas regarding curriculum items
Doc. 23 Sample BOT Meeting Agendas and Minutes
Doc. 24 Board Policy 1034
Doc. 25 2007 Employee Opinion Survey
Doc. 26 Faculty Manual
Doc. 27 AB 1725
Doc. 28 AB 1725
Doc. 29 Curriculum Handbook
Doc. 30 Program Planning and Review Taskforce
Doc. 31 SLAM Minutes
Doc. 32 November and December 2006 Board of Trustees Minutes
Doc. 33 Board of Trustees Meeting from April 2007
Doc. 34 Planning documents for the hiring of the president
Doc. 35 Documentation of Site Visit to Weed
Doc. 36 Board Policy 2061
Doc. 37 Staff/Student Leader Round Table Sept. 9 2005
Doc. 38 District Fiscal Audit
Doc. 39 Interviews with Deans
Doc. 40 Institutional Research and Assessment Website
Doc. 41 Agency Websites
Doc. 42 Focused Midterm Report 10/15/05
Doc. 43 Progress Report 2006
Doc. 44 Second Progress Report, 2007
Doc. 45 Response to ACCJC Warning Letter, March 2008
Doc. 46 Director of Professional Development Job Description
Doc. 47 Board Meeting Minutes
Doc. 48 Minutes of SGC Meeting May 07
Doc. 49 Categorical Programs self-evaluation 2007
Standard IV.B:
Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1
The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary
The membership of the San Luis County Community College District Board of Trustees—including the composition of the board, election processes, and procedures for filling seats vacated mid-term—is stated in Board Policy 1030 (Doc. 1). The authority and the responsibility of the Board to put policies in place in order to govern the district are stated in Board Policies 1000 and 1001 (Doc. 2, 3). As stated in Board Policies 1201 and 5030, the Board is responsible for drafting policies and for acting to assure the quality, integrity, and effectiveness of the student learning programs and services of the college (Doc. 4, 5). The Board is also responsible for the financial stability of the college (Doc. 4). Board Policy 2010 and 2065 state that the Board is directly responsible for the selection and evaluation of the Superintendent/President of Cuesta (Doc. 6, 7).

The Board has established policies to assure the quality of the student learning programs at Cuesta College, and it does follow these policies when they apply to the Board. For example, Board Policy 5030, states, “One of the prime goals of Cuesta College shall be to promote and provide for a comprehensive curriculum and excellence in instruction. Every means which gives promise of sustaining and improving the curriculum and quality of instruction shall be employed” (Doc. 8). Further, Board Policy 1201 states that one responsibility of the Board is to “adopt the courses of study, upon recommendation by the Curriculum Committee and administration” (Doc. 4). The Board has done this as is evidenced by the minutes of the Board of Trustees’ meetings (Doc. 9).

The Board has established policies to assure the financial stability of the college. These policies have lead to an Unqualified Opinion in our most recent financial audit by Vavrinek, Trine, Day & CO., a Moody's MIG-1 (Moody's highest rating assigned to municipal notes) for our most recent debt issuance (2007 Grant Anticipation Notes) and to a six percent budget reserve (Doc. 10, 11, 12).

The Board has established policies for the selection and evaluation of the Superintendent/President. Further, the Board follows these policies as evidenced by the annual Superintendent/President evaluations and the most recent Superintendent/President selection (Doc. 13).
In addition, faculty members complete evaluations of the Superintendent/President, and these evaluations have been completed on a three year cycle. However, the policy states the evaluation is only sent to the Superintendent/President and not to the Board of Trustees. This has caused problems in the past when the faculty was unhappy with the performance of the Superintendent/President and gave her a poor evaluation but the Board was unaware of the feelings of the faculty. Board policy does need revision whereby faculty evaluations regarding the President are included in the review process and made available to the Board (Doc. 14).

**Self-Evaluation**
The college meets the substandard. The Board of Trustees has established—and continues to revise—policies that assure the quality and integrity of the college and its student learning programs. The Board has policies about the selection of the Superintendent/President, and during the recent process, the Board followed the policies and grounded the process in extensive dialogue among college stakeholders (see also IV.A.3).

**Planning Agenda**
None.

### Standard IV.B.1.a
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**Descriptive Summary**
The Board of Trustees is an independent policy-making body that consists of five elected trustees and one student trustee selected by the Associated Students. Trustees are nominated from five regions of the county. Though the trustees are nominated by region, they are elected at-large. Two trustees are nominated from the northern region of the county, two are nominated from the central region, and one is nominated from the southern region. To further ensure the Board’s independence, trustees cannot be employees of the college. The Board functions by majority rule and has authority only when acting as a Board in official session as governed by the Brown Act (Doc. 4).

Since trustees are elected, the decisions of the Board should reflect the public interest in the college. This is especially true in San Luis Obispo where local issues are given much attention in the local media. All five of Cuesta’s current trustees have been reelected. Trustee elections are held every two years. In 2006, Marie Kiersch and Patrick Mullen were reelected. In 2004, Gaye Galvan, Per Mathiesen, and Angela Mitchell were reelected, and their positions will be up for election in November 2008 (Doc. 15, 16).

The Board is made aware of the public interest by soliciting the opinions of the community. The Board holds open meetings once a month where members of the public may address the Board (Doc. 17). While Board members may not respond to public comments, they commonly direct the administration to prepare a report or discussion/action item for a future agenda. Most recently, when diversity issues were brought forward, the Board provided an agenda item addressing diversity at the
November 7, 2007 Board meeting (Doc. 18). An even more dramatic example of the Board listening and responding to the community occurred after the failure of the recent bond measure. The Board devoted a large portion to the open session of the August 2, 2006 meeting to listen to the concerns of citizens and staff members alike (Doc. 19). However, the Board protects the institution from undue influence or pressure by following its recently approved policies regarding Conflict of Interest and Code of Ethics (Doc. 20) as well as by following its long existing policy on gifts to the college (Doc. 21).

The Board advocates for Cuesta College locally and statewide. Locally, Board members attend and hold community meetings. Statewide, several of our Board members have traveled to Sacramento to advocate for various issues, including reduced student fees (Doc. 22)

Self-Evaluation
The college meets the substandard. As elected officials from specific constituent regions, the Board of Trustees reflects and represents the public interest. At the same time, as governors of the college, they act independently and according to Board policy.

Planning Agenda
None.

Standard IV.B.1.b
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The Board ensures the long-term quality and integrity of student learning programs and services by overseeing the development of the Educational and Facilities Master Plan, which is grounded in the college mission (Doc. 23). This ten-year plan was last updated in 2006 and will be reviewed/revised in 2011. The Board ensures the improvement of student learning programs by establishing annual Board goals for the college, which includes goals related to student learning outcomes and programs (Doc. 24, 25). At regular meetings throughout the year, the Board reviews and approves curriculum and new programs. It receives program reviews, listens to sabbatical reports, and receives reports on improvements in student support services (Doc. 26).

The Board revises and establishes Board policies on an “as-needed” basis. Board Policies 5030 and 5040 ensure that student learning programs are of high quality, that they improve, and that they are compatible with the philosophy and goals of the college as stated in the mission statement and in the annual College Plan (Doc. 8, 27, 23, 25). The Board expectation for quality, integrity, and improvement of student learning programs appears in a number of documents. Foremost of these are the mission, vision, and values statements of the college (Doc. 23). These statements, approved in 2000, describe the college’s focus on student success, expectation of excellence in student learning programs, commitment to improving programs, and the assessment of student and institutional outcomes. These expectations for student learning programs are reiterated in the 2001 Educational and Facilities Master Plan (Doc. 28). Additionally, the Board, with
help from the Superintendent/President, the Planning and Budget Committee, and the Shared Governance Council, develops an annual College Plan. The most recent plan reiterates the college’s commitment to excellence and its desire to strive for instructional excellence by focusing upon student success. For example, one of the seven “Priorities and Goals” from the 2006-07 plan was to “continue the implementation and evaluation of strategies that improve the institution’s performance on its institutional effectiveness outcomes and student achievement outcomes” (Doc. 25). The most recent 2007-2008 College Plan further states that Cuesta College will “complete the implementation and evaluation of strategies that will ensure ACCJC compliance by each program defining and publishing its expected student learning outcomes” (Doc. 25).

The Board also establishes policies to ensure that student learning programs support the mission statement of the college. For example, Board Policy 5030, regarding the college’s philosophy of curriculum development, states that “one of the prime goals of Cuesta College shall be to promote and provide for a comprehensive curriculum and excellence in instruction. Every means which gives promise of sustaining and improving the curriculum and quality of instruction shall be employed” (Doc. 8). Board Policy 5040 states that all proposed courses must be “compatible with the philosophy and objectives of the college” (Doc. 27).

The Board also allocates the resources necessary to ensure the success of the college. However, the Board has not always provided the resources necessary to support student learning programs and services. For example, the ratio of classes taught by full-time faculty versus part-time faculty has been falling over the last four years and is now just above 50 percent. In addition, funds are not always appropriated to properly outfit buildings. It took six years to upgrade the computers necessary for the graphics lab in the new art building. Funding for upgrades to the music lab is still pending. Funds necessary for up-to-date software for the statistics program has also not been allocated.

Self-Evaluation
The college partially meets the standard. The college Board of Trustees establishes policies consistent with the mission in order to ensure the quality and viability of programs. However, the Board has not always allocated the resources necessary to ensure the success of all programs and services. In order to provide the necessary resources, the Board must explore all possible means of revenue enhancement for the college. In addition, the employees of Cuesta were asked about the Board as part of the Cuesta College 2007 Employee Opinion Survey. The response to the statement “The Board of Trustees appropriately directs the college” was slightly below neutral on a Likert scale. This was one of the lowest scores from the survey (Doc. 29).

Planning Agenda
- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including Board policies and resource allocation.
Standard IV.B.1.c
The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The responsibilities of the Board of Trustees are listed in BP 1201 and R1201 (Doc. 4). These policies give the ultimate responsibility to the Board for educational quality by making the Board responsible for employing personnel, adopting courses of study, and hearing reports from the administrative officers about the progress and condition of the college. The Board also has ultimate responsibility for the financial integrity of the college since it must give final approval for the annual budget and all expenditures for the college, and it must arrange for periodic financial audits of the college. The Board also has ultimate responsibility for legal matters since they must serve as a Board of final appeal for employees, students, and citizens. Further, the Board approves contracts between Cuesta and its employee groups.

The Board has ultimate responsibility for educational matters for a number of reasons. First, though the trustees do not sit on hiring committees and do not conduct interviews, the Board is ultimately responsible for employing all academic and classified personnel. Second, the Board is responsible for evaluating the educational program of the college with the administration. Third, the Board is responsible for adopting courses of study recommended by the Curriculum Committee (Doc. 30).

The Board also has ultimate responsibility for financial matters. At its monthly meetings, the Board reviews and approves the monthly warrant listings and payroll orders. The Board also reviews and approves the quarterly budget, the financial activity report, and the state quarterly financial status report. Further, the Board adopts the annual budget, provides for periodic audits of funds of the district, and approves plans for the construction of new buildings and change orders for construction (Doc. 31).

Self-Evaluation
The college meets the substandard. The Board takes responsibility for educational quality, legal matters and financial integrity by acting in a manner consistent with its established policies.

Planning Agenda
None.

Standard IV.B.1.d
The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
All of the policies of the Board of Trustees are easily accessible from the Cuesta website and are published in the Cuesta College Board Policy Manual (Doc. 32). The size and composition of the Board is specified in Board Policy 1030 and Board Policy 1034 (Doc. 2, 33). These policies also specify who is eligible to serve on the Board, election procedures, and procedures for dealing with vacancies. The duties and responsibilities of
the Board are listed in Board Policy 1201 (Doc. 4). The Board’s operating procedures are listed throughout the Board policies.

**Self-Evaluation**
The college meets the standard. In 2002, it was difficult to access all board policies; however, policies are currently published on the Internet and are easily accessible.

**Planning Agenda**
None.

**Standard IV.B.1.e**
The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Descriptive Summary**
The Board publishes the agendas and minutes from its monthly meetings, and the minutes ensure transparency and that the Board is acting in a manner consistent with its policies (Doc. 34).

Board policy does not establish a set timeline for regular review of policies; however, the Board may review and revise existing policies at any regular Board meeting. These revisions are typically allowed three readings before they are adopted. Furthermore, the Board may adopt new policies when necessary. The Board of Trustees’ requirement to self-evaluate is stated in BP 1035 (Doc. 35). The goal of the Board’s self-evaluation is to improve its effectiveness in carrying out its responsibilities, clarifying its roles, enhancing communication, and improving the efficiency and effectiveness of the Board meetings.

**Self-Evaluation**
The college partially meets the standard. The minutes of the March 2, 2005 Board meeting indicate that the Board had not completed a self-evaluation since 2002 (Doc. 36). The minutes of the same meeting show that the Board intended to complete a self-evaluation each June. The Board is not regularly evaluating its performance and is not following Board Policy 1035 which was adopted in October 2003 (Doc. 35). The Board needs to follow Board Policy 1035 and conduct yearly self-evaluations. This policy needs to be amended to include a date in June for the annual evaluation retreat. The Board has a subscription with the California Community College League that provides access to recommended Board policies. The Board has recently begun to use these recommendations to revise outdated policies and institute new policies; however, it has not updated its policies frequently enough. Generally, the process currently used by the Board is informal and needs to become more formalized.

**Planning Agenda**
- The Board will establish a policy review timeline involving all constituent groups and areas of responsibility that allows for regular review and adherence to Community College League of California updates.
Standard IV.B.1.f
The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary
The Board of Trustees has a program for new member orientation (Doc. 37). Our most recent new trustee, Patrick Mullen, attended the Community College League’s new trustee orientation and the following Legislative Conference (Doc. 38). The Trustees program for Board development is stated in Board Policy 1267 (Doc. 39). Trustee candidates are given a tour of the facilities and a general orientation to the college; candidates are also given a formal orientation. Once elected, new Board members are only given an informal orientation.

Board Policy 1030 states the election procedures for the trustees (Doc. 1). As stated in this policy, the terms of the members are staggered so that as nearly as possible only one-half of the members will be up for election in each even-numbered year.

Self-Evaluation
The college partially meets the substandard. Although Board Policy 1620 states, “Each new member of the Board will receive an orientation consisting of meetings with union representatives, faculty, staff, students, College managers, and supervisors,” our most recent trustee was not given an orientation to the college’s constituent groups. As stated in Board Policy 1267, part of the Board’s development will be at workshops or retreats; however, these have been infrequent and irregular.

Planning Agenda
- The Board president will meet with new Trustees for orientation, including the Student Trustee.
- The Superintendent/President will ensure that new Trustees meet with the campus constituent groups.
- The Board will increase the frequency of Board workshops and retreats and will establish a schedule for them.

Standard IV.B.1.g
The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The self-evaluation process for assessing the performance of the Board of Trustees (BOT) is published in Board Policy 1035 (Doc. 35). These self-evaluations are conducted in order to clarify roles, enhance communication and knowledge, and to improve the efficiency and effectiveness of the Board meetings. The Board’s evaluation is completed by each Board member and is discussed at an annual Board retreat (Doc. 40). These evaluations are maintained in the Superintendent/President’s office. The Board also
conducts a “Board Critique” at the end of each regular meeting to assess the effectiveness of the meeting and make suggestions for improvements. In this critique, the BOT informally evaluates each meeting at the close of every session and the results are recorded in the minutes. The Board asks two questions about their meetings: “What went well?” and “What did not go well?” The BOT also accepts comments from the audience (Doc. 41).

Self-Evaluation
The college partially meets the substandard. Currently, at the end of each regular Board meeting, the Board critiques its performance during the meeting. This method is effective and should be continued. These are enhanced by the Board accepting input from non-Board members in attendance. However, the minutes of the March 2, 2005 Board meeting indicate that the Board had not completed its comprehensive self-evaluation since 2002. The minutes of the same meeting show that the Board intended to complete a self-evaluation each June. The Board is not regularly evaluating its performance and is not following Board Policy 1035 which was adopted in October 2003. The Board needs to follow Board Policy 1035 and conduct yearly self-evaluations. This policy needs to be amended to include a date in June for the annual evaluation retreat (Doc. 36).

Planning Agenda
- The Board will develop specific steps, procedures, and a timeline for implementation and execution of the Board’s self-evaluation process in order to assess effectiveness and determine strategies for improvement.

Standard IV.B.1.h
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Board has three policies that address ethical conduct. The first is Board Policy 2710, regarding conflict of interest (Doc. 42). The second is Board Policy 2715, regarding the code of ethics and standards of practice (Doc. 20). This policy includes a censure procedure for dealing with behavior that violates this code. The third is Board Policy 2720, regarding gifts (Doc. 21). The first two policies were adopted at the October 3, 2007 board meeting and the third was first adopted in 1980 and was most recently revised in 1993 (Doc. 43).

Self-Evaluation
The college meets the substandard. The two new policies adopted by the Board were built on templates from the California Community College League. These policies were reviewed at the August 8, 2007 and September 5, 2007 meetings and minor modifications were made to the policies. After these two readings, they were adopted at the October 3, 2007 meeting. The Board policy regarding gifts addresses how gifts to the college that are accepted by trustees must be reported (Doc. 44, 45, 43).

Planning Agenda
None.
Standard IV.B.1.i
The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Board receives regular correspondences from ACCJC regarding the accreditation process and approves all communication with ACCJC. The Board also receives progress updates from the Superintendent/President (Doc 46, 47). In addition, Trustee Gaye Galvin came to the June 20th, 2007 meeting of the Standard IV Accreditation subcommittee and answered questions taken from the standards. The Board approves all progress reports and self-studies submitted to ACCJC.

Self-Evaluation
The college meets the standard. The Board is informed about and involved in the accreditation process.

Planning Agenda
None.

Standard IV.B.1.j
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

Descriptive Summary
The Board of Trustees is responsible for selecting the Superintendent/President and for deciding how the selection will be accomplished (Doc. 6). The Board is also responsible for the evaluation of the President (Doc 7). The policy states that the design and implementation of the evaluation is at the discretion of the Board. Additionally, full-time faculty members are asked to participate in an evaluation of the Superintendent/President. This faculty evaluation is organized by the Academic Senate President and the procedures for this evaluation are delineated in an attachment to Board Policy 2065. Both the Board and Academic Senate evaluations of the Superintendent/President are conducted at least once every three years. Prior to the 2002 Self-Study, the Board evaluated the Superintendent/President on an annual basis.

The Board delegates full responsibility and authority to the President (Doc. 48). As is stated in Board policy, responsibility flows from the Board of Trustees through the Superintendent/President on to the other employees of the college. Each employee is responsible to the Board of Trustees through the Superintendent/President. Matters involving disagreement can only be appealed to the Board if the Superintendent/President has full knowledge of such disagreement. Further, the administration is ultimately responsible for the administration of the college.
In late 2006, the former Superintendent/President resigned and the Board began the process of recruiting and selecting a replacement. In the spring of 2007, the Board requested proposals from search firms and selected Community College Search Services. With the direction of CCSS, the Board authorized a broad-based selection committee, including faculty, classified staff, administrators, community members, and a student representative of the Associated Students of Cuesta College. This committee reviewed applications, selected candidates to interview, and forwarded finalists to be interviewed by the Board. After selecting a finalist, the Board invited select managers and the presidents of the Foundation, the CCFT, the CCCUE, and the Academic Senate to participate in a site visit to the finalist’s current campus (Doc. 49).

**Self-Evaluation**
The college meets the standard. The Board is responsible for selecting and evaluating the Superintendent/President, and it delegates administrative responsibilities to the Superintendent/President. However, the Board could gain greater input in its evaluation process if faculty evaluations of the Superintendent/President were presented directly to the Board instead of being presented only to the President. Further, the classified staff is not given an opportunity to evaluate the President. Board Policy should be revised so that the faculty evaluation of the Superintendent/President is sent directly to the Board; the implementation of this faculty evaluation process should happen in collaboration with the Academic Senate. The Superintendent/President should also be evaluated by the classified staff on a regular basis. This evaluation should be sent to the Superintendent/President and directly to the Board.

**Planning Agenda**
None.

**Standard IV.B.2**
The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Descriptive Summary**
The Superintendent/President of the San Luis Obispo County Community College District (SLOCCCD) and Cuesta College is responsible for providing effective leadership in planning, organizing, budgeting, staffing, and evaluating the effectiveness of the institution.

Since the last self-study in 2002 to December 31, 2006, Dr. Marie E. Rosenwasser served as Superintendent/President. During her tenure, the college took its biggest state budget reduction in its entire 45-year history and underwent staff layoffs, retirements, and hiring that has resulted in today’s workforce. Rosenwasser led the district through this budget crisis and major personnel transition by hiring replacements for six administrative positions and hiring 70 percent of the current faculty and staff (Doc. 50, 51).

One of Rosenwasser’s roles was to see that plans were implemented in an organized and timely manner and employees were recognized and rewarded as resources permitted. She stressed the need for community awareness about Cuesta College’s impact in the
community. During this time, she led the way in embedding philanthropy in Cuesta College, which resulted in the growth of the Foundation’s total assets from $3.5 million in 1999 to $11 million in 2006 (Doc. 52). She developed and implemented the Institutional Advancement model, bringing together Marketing and Communications, Grants, and the Foundation in order to better promote and advance the college (Doc. 53).

In collaboration with the Vice President of Administrative Services, Rosenwasser strengthened the unit and cluster planning process and led project planning efforts to obtain state funding, and oversaw the construction and opening of new buildings. She led the institution through development and implementation of the 2001 Education and Facilities Master Plan, the development of the 2006 Update to the Plan, and the development and implementation of the district’s first bond campaign since 1974 (Doc. 54, 55, 56).

Also during Rosenwasser’s tenure, Cuesta College’s enrollment grew from 9,229 to 11,150, and the number of degrees increased from 52 to 76 and the number of certificates increased from 76 to 96 (Doc. 57). Under her leadership, the general education/core liberal studies program was strengthened, and offerings for transfer students were increased in the following ways: new AA degrees were developed in selected areas, such as psychology and English (Doc. 58); student learning outcomes for general education were developed; full-time faculty were increased in math, English, chemistry, drama, and ESL; and more students transferred to CSUs (Doc. 57). In order to promote lifelong learning, she developed the Emeritus College Program, serving a growing retiree population. She also formalized the University Partnership Program by obtaining agreements with Columbia College, LaVerne University, Chapman College, and Cal Teach/CSU, Fresno (Doc. 59, 60).

Effective December 31, 2006, the Superintendent/President of the SLOCCCD was released from her duties by the Board of Trustees after more than seven years as Chief Executive Officer, and an interim was named on January 10, 2007 (Doc. 61). It was a benefit to the district during this transitional stage to have the Assistant Superintendent of Administrative Services, Edralin Maduli, named as the Interim because of his California community college experience and, in particular, his previous six years of service to the college.

During the transition stage at Cuesta College, the focus was placed on leadership and what it takes to build a successful team and organization. Emphasis was also placed on identifying the most important items that needed to be accomplished, setting up strategies for improving efficiency and productivity, analyzing barriers for success and developing strategies to rectify them, as well as analyzing attitudes and policies (Doc. 62).

Maduli immediately recognized the need for stability while moving the college forward. He was keenly aware of the shortage of potential leaders and the difficulty in hiring interims from outside. He also was aware of the need to improve morale by promoting competent people from within to leadership positions. With the informal counsel of proven administrative colleagues and key staff members, strategies for an interim reorganization plan began. Many on campus desired more effective communication and decision-making processes as well as empowerment to work independently without frequent consultation and validation from the Superintendent/President.
His first step, in this regard, was to appoint the Dean of Workforce Development to backfill his position as Vice President of Administrative Services (Doc. 63). This dean has nearly 23 years of California Community College experience as well as nearly ten years of service at Cuesta College. Even though she was considering retirement, she agreed to assume this role. Then, Maduli hired faculty member and Academic Senate President, Allison Merzon, to backfill the Dean of Workforce Development position on an interim basis.

In July 2007, Maduli received direction from the Board of Trustees not to renew the contracts of two vice presidents: the Vice President of Student Learning and the Vice President of Student Services (Doc. 64). Additionally, the Dean of Allied Health, Math, Science and Physical Education announced she had taken a position at another college. The temporary solution was to increase the responsibilities of the Executive Dean North County Campus and South County Centers to include the duties of the Vice President of Student Services. To assist her, the Director of Admissions and Records was temporarily appointed as the Dean of Students, and an Admissions and Records employee assumed an interim lead position. The vacated dean’s position was temporarily filled by a division chair. The Vice President of Student Learning position remained vacant and some of the functions were temporarily covered by Maduli. Maduli also assumed the role of Accreditation Liaison Officer. Organization charts from this time period highlight the interim positions (Doc. 65).

In addition, in order to continue to move the college forward, several areas of the college were realigned or streamlined for maximum efficiency and success, particularly in light of the number of interim administrators. Some of the areas included are the following:

- Information Technology Systems (ITS) and Computer Services were centralized to integrate technology, which is more efficient than having them separate.
- The Executive Dean of the North County Campus assumed responsibility for the South County Centers with the assistance of a half-time (later increased to a three-quarter time) South County Supervisor and half-time support personnel. During this time, enrollment nearly doubled in the South County (Doc. 66).
- ESL was named as a separate division because of its growth in enrollment. It was previously part of the English Division.
- The Athletics and Physical Education reporting structure was realigned so that these areas are now supervised by one administrator. They previously reported to two different managers, the Vice President of Student Support and a dean.
- Fiscal Services was realigned to include a Lead Payroll Technician and a Lead Cashier to support the entire district.
- Maintenance and Grounds was restructured to include a Supervisor of Skilled Maintenance and a Supervisor of Grounds to relieve the Director of major duties in these areas and to address unmet needs.
- The committee structure was reviewed, revised, and approved on September 25, 2007 by the Shared Governance Council, which refined the Cuesta College committee structure (Doc. 67).
• The Shared Governance Council’s faculty hiring prioritization became transparent, and a process was put in place for the summer hiring (Doc. 68, 69).

To open and develop other avenues of communication, two open forums for classified employees and five recognition meetings were held with part-time faculty (Doc. 70, 71, 72, 73). With the help of the Academic Senate in scheduling, Maduli also visited many classrooms and sat in on lectures and labs.

In an effort to improve and promote community relationships and partnerships, Maduli tasked the Advancement Office with developing a strategy for community outreach. This plan included five district dialogues (which represented each trustee region) over an informal lunch (Doc. 74). Each of these dialogues included the supervisor, city mayor and manager, chamber CEOs and presidents, media general managers, school superintendents, and a college trustee representing their specific region. These dialogues led to renewed relationships and partnerships. Due in part to these dialogues, the City of Paso Robles has made a proposal to commit $3 million to support a dental hygiene facility (Doc. 75). This program is in the planning stages. Maduli also met with numerous CEO’s in their places of business to discuss areas of mutual interest.

Dr. William “Dave” Pelham was hired as the current Superintendent/President and started full time at the college on March 3, 2008. Prior to that date, the Advancement Office collaborated with Dr. Pelham on a plan to introduce him to the community. As of this writing, Pelham has met many community members, staff, faculty, and students, as well as participated in many events. He is on course to being clearly recognized as the figurehead and leader of Cuesta College.

Self-Evaluation
The college meets the standard. Through a targeted strategy and much communication, Cuesta College was able to begin the process of reinvigorating its faculty, staff, and other constituents and regain the community’s confidence after a failed bond measure and the resignation of its CEO. Interim leadership from within the college was used to fill positions with little or no setbacks to the organization. Building leadership from within and staff development were emphasized.

During the past six years, there have been times of conflict among faculty, staff, management, and the Superintendent/Presidents. In spite of these strained conditions, many accomplishments have been made due to the leadership and organizational skills of the CEOs and the administrative team as well as the vision and commitment of all faculty and staff members. Both Rosenwasser and Maduli encouraged staff development and leadership training, encouraged and solicited participation from faculty and staff on personnel selection committees, budget and planning committees, and in year-end goals assessment.
In 2007, an employee opinion survey was conducted (Doc. 29). The issue of President’s leadership was measured by the following statement: “The college president provides effective leadership.” Employee ratings were as follows:

Mean Importance – 4.58  
Mean Satisfaction – 3.42  
Gap between Importance and Satisfaction – 1.15

The above information shows that this is an area that needs examination, since the rule of thumb is that any gap larger than one unit is worthy of examination. The gap on this question is not the largest of all the questions, but it is not the smallest either. It is worth noting that the satisfaction level is fairly high compared to other items, but because this item is deemed very important compared to other items, the gap is somewhat large.

It is recommended that employee surveys be conducted at least every other year in order to regularly assess employee satisfaction.

**Planning Agenda**
None.

**Standard IV.B.2.a**

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Descriptive Summary**

Upon her arrival at Cuesta College, Rosenwasser maintained the already established President’s Cabinet, which served as the administrative advisory committee to assist the Superintendent/President in decision making. This committee met every Wednesday under her leadership, and later it met monthly under Interim Superintendent/President’s Maduli’s leadership.

Through discussions with the President’s Cabinet, Rosenwasser led the planning, evaluation, and staff organization for the college. The following are examples of initiatives that were developed and implemented by the administration through collaborative discussions and delegation of planning to appropriate managers and Cabinet administrators.

Based upon a study by the Council for Advancement and Support of Education (CASE), Rosenwasser developed and implemented the Institutional Advancement model, bringing together Marketing/Communications, Grants, and the Foundation in order to better promote and advance the college. This was accomplished by delegating the responsibility to the Executive Director of the Foundation and the Director of Marketing (Doc. 53).

In collaboration with the Vice President of Administrative Services, Rosenwasser strengthened the unit and cluster planning process, led project planning, obtained state funding, and oversaw construction and opening of new buildings (Doc. 76). She led the institution through development and implementation of the 2001 Education and Facilities...
Master Plan, the development of the 2006 Update to the Plan, and the development and implementation of the district’s first bond campaign since 1974. Rosenwasser led the district through a major personnel transition. In order to make informed and fact-based decisions, Rosenwasser and the Vice President of Student Learning developed the job description for the position of Director of Institutional Research and Assessment, which was later approved and filled (Doc. 77).

In collaboration with the Vice President of Student Learning, Rosenwasser evaluated Community Programs, the Institute of Professional Development, and Small Business Development for staffing needs, cost effectivenss, and delivery of services. As a result of this assessment, these areas were realigned to better serve the college (Doc. 78).

Throughout her tenure as President, Rosenwasser promoted staff development by encouraging managers and staff to attend leadership and professional training along with conferences by providing funding through the President’s Innovation and Motivation Fund (funded by the Cuesta College Foundation) if funding was unavailable in the college budget (Doc. 90). She also supported staff, faculty, and management retreats. However, despite her accomplishments, many faculty, staff, and community members complained about Rosenwasser’s style.

Superintendent/President Maduli hosted leadership training for Cabinet and managers at their monthly meetings. There were two parts to these meetings: a staff development component (teaching leadership techniques) and a regular business meeting. He also contracted with Dr. Robert Jensen, author of Insider’s Guide to Community College Administration to present leadership training to Cabinet/Managers. During this time, Maduli scheduled Cabinet retreats as well as Cabinet/Manager Retreats (Doc. 79).

In spring of 2007, an employee opinion survey was developed and conducted to solicit staff and faculty input about the various aspects of the college for purposes of identifying where the college needs improvement and where the college is performing well. The responses and comments were anonymous and confidential (Doc. 29).

Self-Evaluation
The college meets the substandard. The Superintendent/President at Cuesta College supervises the administrative structure of the college, along with the respective responsibilities. However, this task has been especially difficult over the past two years during Cuesta’s time of transition. A full account of these transitions is narrated in Cuesta’s March 2008 response to the January 2008 warning letter from ACCJC (Doc. 80).

In short, a permanent Superintendent/President is now in place, and hiring is underway to fill remaining vacant positions. Both Vice Presidents (Student Learning and Student Services) will be hired by the end of June 2008. It is imperative that other management vacancies be advertised and filled as soon as possible.

Planning Agenda
None.
Standard IV: Leadership and Governance

Standard IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

Currently the Superintendent/President initiates the planning process by proposing to the Cabinet, Planning and Budget Committee, and the Board of Trustees (BOT) potential priorities, goals, and standard operating principles for the next year. The Board reviews and responds to a draft of the goals in January and distributes them to the Cuesta College Planning and Budget Committee and the unit and cluster leaders for their feedback and for their use in developing their plans. After the feedback has been received, the Board approves a final set of BOT goals and standard operating principles at its February meeting (Doc. 81).

Following general direction from the Board of Trustees, the Planning and Budget Committee coordinates annual planning activities ensuring broad participation from the college community and monitors the implementation of the Educational and Facilities Master Plan. In addition, the Planning and Budget Committee oversees the development and review of the annual operating budget. The Planning and Budget Committee is advisory to the Superintendent/President. Recommendations requiring Board action are presented to the Board of Trustees through the Superintendent/President. Specific to the budget development and review process, the committee reviews and makes recommendations related to the following: potential additions to the BOT goals and priorities established by the Board of Trustees; the budget income and expenditure assumptions; expenditure options given increased funding; contingency reduction plans for addressing shortfalls; the proposed final budget including any modifications that were made based on funding changes; augmentations and shortfalls that occur during the year that may impact commitments and/or unmet needs; levels of funding for faculty, classified, and management positions; funding for instructional and non-instructional equipment, capital outlay projects, and so on, as developed by Cabinet, Shared Governance Council, or other designated groups.

Once the BOT goals are adopted, they guide the unit and cluster plans. These plans, plus those of the Academic Senate and Associated Students (which are also aligned with BOT goals) are presented to the Planning and Budget Committee and summarized in the annual College Plan. A mid-year progress report on BOT goal accomplishment is prepared in December and presented to the Board of Trustees at its January meeting as part of the Board’s development of or revision to the following year’s goals. An End-of-Year Report is developed by the unit and clusters and compiled into an institutional End-of-Year Report by June of each year (Doc. 81, 82, see also Standard I).
Cuesta College has benefited from its leadership participating on accreditation teams for other community colleges. For example, Rosenwasser led the accreditation teams at Ohlone College in 2001 and at Solano in 2005 (Doc. 83), and Maduli lead the team for Sierra College’s Accreditation in Fall 2007 (Doc. 18). Pelham served as chair of the accreditation team for Palo Verde College in Blythe, California in March 2008. Other members of Cuesta’s management team and faculty have also participated on various accreditation visits (Doc. 83).

Rosenwasser also served on the UCSB Economic Forecast Board and encouraged Cabinet and managers’ attendance at economic forecasting presentations. Maduli was invited by Cal Poly to participate in Lieutenant Governor John Garamendi’s Workforce Development Listening Tour (Doc. 84).

Self-Evaluation
The college partially meets the substandard. The Superintendent/Presidents of the college have guided improvements by leading the development goal setting and the processes for achieving those goals. However, the lack of a formal strategic plan has hindered planning.

Planning Agenda
- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including the development of annual Board goals that indicate both short and long-term plans.

Standard IV.B.2.c
The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
Between 2003 and 2006, the administration intermittently reviewed and updated policies. Where policies were lacking, they were developed and presented to the Board of Trustees for review and approval. In 2007, it was determined that the Board would align its policies with the Community College League of California and implement a strategic process for regular evaluation.

In addition, decisions and practices recommended by various committees are first compared to Board policies prior to formal recommendation, approval, and implementation to confirm that they are consistent with the mission and policies of the college.

Self-Evaluation
The college meets the standard.

Planning Agenda
None.
Standard IV: Leadership and Governance

Standard IV.B.2.d
The president effectively controls budget and expenditures.

Descriptive Summary
Annually, the president directs Cuesta College to work through the Community College League of California in a joint purchase of a Tax Revenue Assessment Note (TRAN) to provide cash flow for operational needs (Doc. 85). Quarterly budget reviews are placed on the Board of Trustees’ Meeting Agenda by the Superintendent/President for discussion (Doc. 85 Board Minutes regarding 320). Since 2001, the district audits have been unqualified and the district solvency has been in the black (Doc. 11).

Each year, a budget workshop is conducted by the Superintendent/President for the Board of Trustees prior to approval of the tentative district budget in July. In September, the final budget is amended to coincide with the state’s budget and presented to the Board for approval.

Self-Evaluation
The college meets the substandard.

Planning Agenda
None.

Standard IV.B.2.e
The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
Rosenwasser served on community boards, such as Sierra Vista Hospital, Red Cross, Rotary, Network for California Community College Foundation, and the UCSB Economic Forecast Board. From early 2004 until February 2005, Rosenwasser met individually (or with key staff members) with county and statewide elected officials, Chamber of Commerce Presidents, and CEOs and other influentials to discuss the possibility of a bond measure. After the Board of Trustees’ official decision to place a bond measure on the June 2006 ballot, Rosenwasser met with many community groups in order to promote the campaign. Her involvement in this awareness campaign was conducted on her own time if during regular work hours, or on weekends or evenings. She worked tirelessly, spending hundreds of hours on the campaign (Doc. 87).

Rosenwasser was also credited by staff as being the college President that attended nearly every college function. She was a regular at concerts, performances, student and athletic events, and many others. She hosted the President Business Partners’ Roundtables twice per year. She participated in Foundation events, Advisory Committee events, Booster Club meetings, and other functions. She participated in community events, such as the Women’s Shelter Fashion Show, the Community Foundation’s Women’s Legacy Program, Quota events, Chamber of Commerce annual dinners and luncheons, Latino Leadership Network Event, County Superintendent of Schools events, and various city council meetings. She participated in outreach to local school district leaders as well as to our neighboring community colleges. She attended CEO/Presidents statewide
organizational meetings. She received the Superintendent’s Achievement Award from the Network for California Community College Foundations (Doc. 88).

In an effort to improve and promote community relationships and partnerships after the bond measure campaign and the resignation of Rosenwasser, Edralin Maduli tasked the Advancement Office with developing a strategy for community outreach. This plan included five district dialogues, which represented each trustee region, in the President’s office over an informal lunch. Each of these dialogues included the supervisor, city mayor and manager, chamber CEOs and presidents, media general managers, school superintendents, and a college trustee representing their specific area. These dialogues led to renewed relationships and partnerships (Doc. 74). Due in part to these dialogues, the City of Paso Robles has made a proposal to commit $3 million to support a dental hygiene facility (Doc 75). This is a program tentatively planned for Fall 2009. Maduli also met with numerous CEO’s in their places of business to discuss areas of mutual interest.

On March 3, 2008, William “Dave” Pelham began his position as Superintendent/President. Prior to that date, the Advancement Office collaborated with Dr. Pelham on a plan to introduce him to the community. He has also initiated a weekly communication for employees, “From Dave’s Desk,” which provides an update of his activities. As of this writing, Pelham has met many community members, staff, faculty, and students and has participated in many events. He is on course to being recognized as the figurehead for Cuesta (Doc. 89).

**Self-Evaluation**
The college meets the substandard. Cuesta College leadership has had ongoing dialogue with community leaders and other influentials. The Presidents regularly attend campus and community events, participate on boards of community non-profit organizations, participate in college-related statewide organizations, and attend meetings with CEO’s in their places of business.

**Planning Agenda**
None.
### Sources for Standard IV.B

1. Board Policy 1030  
2. Board Policy 1000  
3. Board Policy 1001  
4. Board Policy 1201  
5. Board Policy 5030  
6. Board Policy 2010  
7. Board Policy 2065  
8. Board Policy 5030  
9. Sample Board Minutes, May 2008  
10. Board Policy 7200  
11. District Fiscal Audit, September 2007  
12. Preliminary Official Statement  
13. Board Policy 2011  
14. Evidence that faculty complete evaluations on the President  
15. Board Minutes, December 2004  
16. Board Minutes, December 2006  
17. Board Policy 1605  
18. Board Minutes, November 2007  
19. Board Minutes, August 2006  
20. Board Policy 2715  
21. Board Policy 2720  
22. Board Minutes where a Board Member Reports Advocacy in Sacramento  
23. Mission, Vision and Values Statement  
26. Board Agendas for 03-04, 10-04, 10-05, 05-06, 10-07. 11-03  
27. Board Policy 5040  
28. Educational and Facilities Master Plan  
29. Cuesta College 2007 Employee Opinion Survey  
30. Board Policy 5000  
31. Board Policy 7000  
32. web address: academic.cuesta.org/president/brdpol.htm  
33. Board Policy 1034  
34. Board of Trustees Web Page, academic.cuesta.org/president/BRDMEM.HTM  
35. Board Policy 1035  
36. Board Minutes, March 2005  
37. Board Policy 1620  
38. Board Minutes, February 2, 2005  
39. Board Policy 1267  
40. Board Minutes for 09-02 and 08-05  
41. Sample Board Minutes reflecting Board Self Evaluation of Board Meeting  
42. Board Policy 2710  
43. Board Minutes, October 2007  
44. Board Minutes, August 2007  
45. Board Minutes, September 2007  
46. Board Minutes, March 2008  
47. Board Minutes, April 2008  
48. Board Policy 2300
Standard IV: Leadership and Governance

49 Board Minutes for May 2007
50 Timeline for End-of-Year Event, Friday, May 30, 2005
51 Board Minutes, September 2001
52 Foundation Annual report 2005-2006
53 Network of California Community College Foundations Abstract
54 Board Minutes, April 2001
55 Board Minutes, February 2006
56 Board minutes, May 2006
57 Institutional Research and Assessment webpage: academic.cuesta.edu/research/
58 Curriculum Committees Minutes for 05/02/03 and 10/07/05; Board Minutes 06/03 and 11/05
59 Board Minutes, June 2001
60 Board Minutes, May 2006
61 Board Minutes, September 2006
62 Opening Day, Spring 2007
63 Board Minutes, January 2007
64 Board Minutes, July 2007
65 Organizational Chart 2007-2008
66 Student Characteristics and Enrollment Trends Report, Fall 2007
67 Shared Governance Council Minutes, September 25, 2007
68 Shared Governance Council Minutes, April 24, 2007
69 Shared Governance Council Minutes, May 8, 2007
70 Input Request Form
71 District Opening Day, January 18, 2008
72 Initiation to Classified Forum, February 1, 2007
73 Letter to Part-time Faculty, April 4, 2007
74 Meeting Schedule with Elected Officials and Community Members, 2007
75 City of Paso Robles City Council Minutes, August 21, 2007
76 Board Minutes, December 2006
77 Job Description for Director of Institutional Research and Assessment
78 Organizational Chart of Workforce and Economic Development
79 Cabinet Retreat email Invitation 06/06/07; Cabinet-Managers Meeting Minutes 04/25/07 and 08/29/07; Cabinet-Managers email Invitation 08/20/07
80 March 2008 Response to ACCJC Warning Letter
81 Board Minutes, January 2006
82 Board minutes, June 2006
83 Board Minutes, October 2001
84 TRANS 2007-2008
85 Board Agenda for 11/02/05; 02/07/07; 10/03/07; 3/05/08
86 Board minutes for 01/04/06
87 Press Release September 2004, Superintendent/President's Report 10/06/2004
88 From Dave's Desk Weekly E-mails 3-18-08 through 6-3-08
Conclusion: Major Findings of the Self-Study Arranged by Theme
MAJOR FINDINGS OF THE SELF-STUDY
ARRANGED BY THEME

INSTITUTIONAL COMMITMENT

Cuesta College’s programs and services indicate a clear commitment to the mission, vision, and values statements of the college. A review of the 2001 Educational and Facilities Master Plan indicates that the college mission, vision, and values are central to the themes developed in all areas of that master plan. In turn, the mission statement and the master plan drive the development of governing Board policies and annual Board goals. These Board goals then drive unit and cluster planning at the college. From the unit and cluster plans, the annual college plan is developed. Additionally, the Board goals—which are aligned with the college mission, vision, and values statements—drive related annual processes including expenditure allocations and program planning and review. Specifically, the college-wide program planning and review process requires that each program identify how program goals are consistent with the mission and values statement. Program review also requires that program faculty, staff, and managers identify and evaluate their program outcomes and course student learning outcomes as well as their assessment methods for those outcomes. Aligning all of these processes ensures a continued focus on the key purposes and values of the college and also ensures continued dialogue about how those purposes and values are driving our programs.

Through the process of reflection that is required by this self-study, the college has recognized some key strategies for strengthening our institutional commitment. First and foremost, the college plans to review and revise the mission statement more frequently, at least every five years. Second, we recognize that student learning outcomes could become more central to our college-wide planning and evaluation, and to the college culture as a whole. The planning agendas items listed below indicate the actions that Cuesta will take to improve our commitment to our mission, vision, and values, our commitment to our students, and our commitment to student learning:

- The Shared Governance Council will review the mission statement every five years in accordance with the Educational and Facilities Master Plan. Standard I.A.3
- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i
- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i
- In collaboration with the Shared Governance Council and Academic Senate, the Board of Trustees and the administration will develop a clear policy for program elimination and/or alteration. Standard II.A.6.b
- The Vice President of Student Services, in collaboration with key departments and divisions, will reinstate student orientation programs at the San Luis Obispo
campus and develop similar programs at the North County Campus and South County Centers. Standard II.B. 1

- The Vice President of Administrative Services and the Executive Dean of the North County Campus and South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location. Standard II.B. 1, II.B.3.a

- The Vice President of Student Services and the Director of Library/Learning Resources and Distance Education will ensure that the student support services are accessible to students enrolled in distance education courses in order to ensure equity and quality of services to students regardless of delivery mode. Standard II.B. 1, II.B.3.a

- The Vice President of Student Learning and the Vice President of Student Services, in collaboration with ASCC and Student Life and Leadership Staff, will re-evaluate the need to fill the vacated full-time faculty position in order to restore the academic portion of the Student Life and Leadership program. Standard II.B. 1, II.B.3.a, II.B.3.b

- The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy. Standard II.C.1.c, III.C.1.b, III.C.1.d

- The Executive Director of Human Resources and Labor Relations will collaborate with key constituent groups to further develop and implement strategies to diversify the workforce. Standard III.A.4

- The Board of Trustees will revisit and update all Board policies related to diversity. Standard III.A.4

- The Professional Development Committee will assess the needs and develop appropriate programs, practices, and services that support diverse personnel of the college. Standard III.A.4.a

- The Shared Governance Council, in collaboration with the Cultural Diversity Student Equity Committee, will initiate a campus-wide dialogue on establishing and achieving workforce diversity benchmarks. Standard III.A.4.b

**EVALUATION, PLANNING, AND IMPROVEMENT**

Cuesta College has a long history of thorough and successful institutional planning as exemplified by the tangible outcomes of the consistent development and use of the Educational and Facilities Master Plan, the Five-Year Construction Plan, the Technology Plan, and the unit, cluster, and college plans. The goals in these plans are clearly articulated and stated in measurable terms related to the college mission, vision, and
values as they relate to student success, student retention, and student persistence. Cuesta College is committed to assessing progress towards its stated goals and to continually improving institutional effectiveness and the achievement of student learning outcomes.

One of Cuesta’s particularly effective plans is its Technology Plan, which includes a process of evaluating, planning, improving, and re-evaluating on an annual, systematic basis. As part of the development of the Technology Plan, the Director of Computer Services engages in direct dialogue with all program chairs and/or directors in order to evaluate, plan, and improve technology resources and support for each area of the college. However, the college is currently working on improving the timing of the development of this plan so that it can be clearly connected to and integrating with unit and cluster plans as well as the program planning and review process.

Cuesta College is also proud of its revised program review and unit-planning process, which emphasizes student learning and program outcomes and utilizes consistent reporting formats and a systematic incorporation of research data. This new program review process also ensures the direct tie-in of program review to the budget and priority-setting process. This process—which manifests as a closed loop of planning, evaluation, improvement, and re-evaluation—is a good example of Cuesta’s efforts to plan, evaluate, and improve programs and services.

Cuesta’s success with program review has helped us think about ways to improve other planning and evaluation processes on campus. Although all areas of the campus do, indeed, strive towards continual improvement, not all of these processes are clearly articulated and systematic. Through the process of completing this self-study, we have discussed ways in which various campus groups, including campus committees and the Board of Trustees, can establish clear processes to ensure a continual and systematic cycle of evaluation, planning, improvement, and re-evaluation. In addition, to ensure planning and evaluation at a campus-wide level, and to ensure that these plans are tied to fiscal planning, the college will develop a strategic plan that aligns with the Community College System Strategic Plan. The planning agenda items listed below indicate the specific actions that Cuesta will take to establish and implement these processes and improvements:

- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including the development of annual Board goals that indicate both short and long-term plans. Standard I.B.2, IV.B.2.b
- The president’s cabinet and the Institutional Research and Assessment Department will determine the continued role of institutional effectiveness outcomes (IEOs) in college planning and evaluate the alignment of IEOs with the new state accountability measures. Standard I.B.2, I.B.4
- The Planning and Budget Committee, together with the president’s cabinet, will improve its assessment process to ensure that institutional decisions are based on sound analysis of need and economic feasibility with input from all areas of responsibility. Standard I.B.3
• The Vice President of Student Learning, in collaboration with the Vice President of Student Services, will develop systematic evaluation mechanisms to assess the effectiveness of instructional programs. Standard I.B.7

• The Vice President of Student Services, in collaboration with the Vice President of Student Learning, will develop systematic evaluation mechanisms to assess the effectiveness of student service programs. Standard I.B.7

• The Planning and Budget Committee, Enrollment Management Committee, and the Academic Senate will continue to evaluate and improve the level of evidence-based planning and will make these results available for the use of others in their ongoing assessment processes. Standard I.B.6

• The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates, so that faculty can incorporate this data into program review and other assessment processes. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i

• The Director of Library/Learning Resources and Distance Education will seek additional staff and resources to provide for the development of information competency skills including reference desk staffing, library workbook updates, and other information literacy programming. Standard II.C.1.b

• The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy. Standard II.C.1.c, III.C.1.b, III.C.1.d

• The Technology Committee, along with the Planning and Budget Committee, will implement a Total Cost of Ownership (TCO) model to create a planned replacement for instructional technology. Standard II.C.1.c

• The Planning and Budget Committee will design a fiscal plan for matching staffing growth with enrollment growth and/or new facility and program development. Standard III.A.2

• The Shared Governance Council, in collaboration with the Planning and Budget Committee, will evaluate the progress the college has made toward improving the full-time/part-time faculty ratio. Standard III.A.2

• The Planning and Budget Committee will evaluate the allocation of general fund resources spent on professional development activities. Standard III.A.5.a. Standard III.A.5

• The Director of Professional Development, in collaboration with the Professional Development Committee, will work with constituent groups to identify tools for systematically evaluating professional development activities.
• The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including human resources assessment. Standard III.A.6

• The Planning and Budget Committee will develop funding allocation methods to ensure proper maintenance staffing for both new and existing buildings. Standard III.B.2.a

• The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including campus technology and support. Standard III.C.1.

• The Vice-President of Student Learning, the Academic Senate, and Computer Services will create a process to evaluate the effective use of technology throughout the college. Standard III.C.2

• The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including long-range financial planning. Standard III.D.1.c

• The Board will develop specific steps, procedures, and a timeline for implementing and executing the Board’s self-evaluation. Standard IV.A.1, IV.B.1.g

• The Vice President of Student Learning, the Vice President of Student Services, and the Vice President of Administrative Services will re-establish, institutionalize, and continually evaluate college structures that support college dialogue. Standard IV.A.2.b, IV.A.5

• The Institutional Research and Assessment Department will conduct employee satisfaction surveys every two years. Standard IV.A.3, IV.A.5

• Campus committees will develop specific steps and procedures for developing and implementing annual self-evaluations in order to assess effectiveness and determine strategies for improvement. Standard IV.A.3, IV.A.5

• New Trustees will meet with the campus constituent groups. Standard IV.B.1.f

• The Board will increase the frequency of Board workshops and retreats and will establish a schedule for them. Standard IV.B.1.f

STUDENT LEARNING OUTCOMES

Cuesta began its dialogue about student learning outcomes (SLOs) in the late 1990s. Since then, Cuesta has slowly but surely made significant progress in identifying student learning outcomes at the course, program, and degree levels. Although at times we have
sensed an urgency to speed our process along, there have been some benefits to the pace and nature of our SLOs development. Specifically, the identification of SLOs for instructional courses and programs has been faculty- and discipline-driven. In other words, faculty in different programs have had the opportunity to discuss the outcomes and the assessment methods that best suit their subject areas. Through this process, Cuesta College has established student learning outcomes for the majority of its courses and programs.

We recognize, however, that individual faculty and program efforts must be integrated and/or systematized across campus, and, currently, this happens through the program planning and review process. For example, among other components, this process requires that faculty from instructional programs “list [the] program’s student learning outcomes,” “describe how these outcomes were established and who was involved,” “explain how these outcomes are connected to [the] program goals,” “describe the process and information/data used to evaluate your success in achieving these student learning outcomes,” “describe your program’s plans for improving or maintaining the program’s student learning outcomes and your success in achieving them,” and “estimate the cost of each item needed to achieve your program’s student learning outcomes (include salaries, equipment, facilities and other resources).” Although instructional program templates are formatted differently from non-instructional templates, all programs must complete program review, and all program review processes are grounded in measurable terms related to student learning.

Although these program review processes are effectively in place, most instructional programs are in the beginning stages of identifying and documenting the implementation of meaningful assessment methods—although some programs and individuals are certainly further along than others. Among student support programs, 38.5% have identified assessment methodologies, 30.85 have assessed student learning outcomes and analyzed the assessment results, 7.7% have utilized the results to improve.

The college continues to have dialogue about the most effective and meaningful ways to move forward with student learning outcomes and assessment. This dialogue regarding SLOs continues in individual departments, in workshops hosted by the Student Learning Outcomes Committee, and in the Accreditation Steering Committee. This self-study process has allowed us to recognize the progress we’ve made while also identifying ways in which we can more clearly integrated student learning outcomes into our processes and college culture. The recent employee opinion survey, for example, clearly indicates that the college could do a better job of educating the college community about student learning outcomes. Therefore, the planning agenda items listed below indicate the specific actions that Cuesta will take ensure that student learning outcomes are central to our college culture and decision making:

- The president’s cabinet and the Institutional Research and Assessment Department will determine the continued role of institutional effectiveness outcomes (IEOs) in college planning and evaluate the alignment of IEOs with the new state accountability measures. Standard I.B.2, I.B.4

- The Vice President of Student Learning and the Academic Senate will support the reinstatement of the SLOA Faculty Liaison. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i
• The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration, tracking, and analysis of SLOs and assessment in order to improve student learning. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i

• The Vice President of Student Services and the Vice President of Administrative Services will, in collaboration with a committee and/or a liaison, will develop a systematic plan for the continued development, mapping, tracking, and analysis of SLOs and assessment for non-instructional programs. Standard II.B.3

• The Academic Senate and the Faculty Union will continue dialogue regarding whether the current faculty evaluation tools sufficiently address the effectiveness of faculty in producing student learning outcomes. Standard III.A.1.c

ORGANIZATION

Faculty, staff, administrator, and student participation in the governance of Cuesta College is outlined in Board policy, and these different constituent groups are represented on key governance bodies. Cuesta College often evaluates these structures, as it did recently when the college committee structure was reviewed and revised to improve effectiveness and efficiency in communication and governance. In addition to governance structures (such as committees and organizational lines of supervision), the college also has in place various organizational processes in order to implement the college mission and encourage student learning.

For example, Cuesta College assures the quality and improvement of all instructional courses and programs through a rigorous approval process and through an ongoing review of programs regarding their quality, effectiveness, relevance, and other outcome measures. Through the work of the divisions, the Curriculum Committee, the SLOA Liaison (when the position was funded), the SLOA committee, and through revisions to the program planning and review templates, steady progress has been made in developing ongoing, systematic, and integrated planning of student learning outcomes for certificates, degrees, and general education. As explained in the above theme essay about student learning outcomes, the program planning and review process requires extensive reflection and evaluation of student learning outcomes and assessment, and this process is becoming firmly embedded in the college’s organizational practices. These structures and processes allow the college to evaluate the effectiveness of programs and make improvements in order to enhance student learning.

In the process of completing this self-study, we began to see more clearly how we could improve our organizational structures as well as our paths of communication. Specifically, we have recognized the need to enhance the structures in non-instructional areas so that those areas will have better paths of communication when it comes to student learning outcomes and institutional effectiveness outcomes. For example, while the instructional faculty have a Student Learning Outcomes and Assessment Committee, the non-instructional side of the house has no such group to serve as a guide or informational clearinghouse for non-instructional outcomes. The potential benefit of including such a committee in our organizational structure became clear during our reflection for this self-study.
Cuesta also recognizes the need, now that a majority of programs have identified their student learning outcomes, to develop clear and consistent organizational practices for publishing student learning outcomes so that all constituents can easily review them. Such practices will also help those faculty who do not fully understand the nature and implementation of student learning outcomes (a reality which is made clear in the recent employee opinion survey).

Overall, Cuesta has effective structures for governing the college and facilitating student success. At times, however, we have stumbled when these structures have been bypassed or underutilized. Relying on our established structures has been especially difficult during our recent period of significant change and transition. However, as we come to the close of this self-study process, we are moving into a period of greater organizational stability, and we are eager to re-establish effective procedures and improve those processes that could be better. Listed below are the planning agenda action items that will help us strengthen our organizational effectiveness:

- The Planning and Budget Committee, Enrollment Management Committee, and the Academic Senate will continue to evaluate and improve the level of evidence-based planning and will make these results available for the use of others in their on-going assessment processes. Standard I.B.6

- The Vice President of Student Learning, in collaboration with the Vice President of Student Services, will develop systematic evaluation mechanisms to assess the effectiveness of instructional programs. Standard I.B.7

- The Vice President of Student Services, in collaboration with the Vice President of Student Learning, will develop systematic evaluation mechanisms to assess the effectiveness of student service programs. Standard I.B.7

- The SLOA Faculty Liaison and the SLOA Committee will develop a plan to continue the integration mapping, tracking, and analysis of SLOs and assessment in order to improve student learning. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i

- The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates, so that faculty can incorporate this data into program review and other assessment processes. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i

- In collaboration with the Shared Governance Council and Academic Senate, the Board of Trustees and the administration will develop a clear policy for program elimination and/or alteration. Standard II.A.6.b

- The Vice President of Student Services, in collaboration with key departments and divisions, will reinstate student orientation programs at the San Luis Obispo campus and develop similar programs at the North County Campus and South County Centers. Standard II.B.1
• The Vice President of Administrative Services and the Executive Dean of the North County Campus and the South County Centers will pursue obtaining a dedicated facility to use as an educational center in the South County service area in order to ensure equity and quality of services to students regardless of location. Standard II.B. 1, II.B.3.a

• The Vice President of Student Services and the Director of Library/Learning Resources and Distance Education will ensure that the student support services are accessible to students enrolled in distance education courses in order to ensure equity and quality of services to students regardless of delivery mode. Standard II.B. 1, II.B.3.a

• The Vice President of Student Learning and the Vice President of Student Services, in collaboration with ASCC and Student Life and Leadership Staff, will re-evaluate the need to fill the vacated full-time faculty position in order to fully restore the academic portion of the Student Life and Leadership program. Standard II.B. 1, II.B.3.a, II B. 3.b

• The Vice President of Student Services and the Vice President of Administrative Services, in collaboration with a committee and/or a liaison, will develop a systematic plan for the continued development, mapping, tracking, and analysis of SLOs and assessment for non-instructional programs. Standard II.B.3

• The Director of Library/Learning Resources and Distance Education will seek consistent and reliable funding for electronic and print collection development to support programs in all modalities through district funding, as well as increased community support for the collections. Standard II.C.1, II.C.1.a

• The Director of Library/Learning Resources and Distance Education will seek additional staff and resources to provide for the development of information competency skills including reference desk staffing, library workbook updates, and other information literacy programming. Standard II.C.1.b

• The Director of Library/Learning Resources and Distance Education will participate in developing and implementing short- and long-term campus-wide planning on distance education infrastructure, including training and support for faculty and students regarding distance education tools and pedagogy. Standard II.C.1.c, III.C.1.b, III.C.1.d

• The Planning and Budget Committee will design a fiscal plan for matching staffing growth with enrollment growth and/or new facility and program development. Standard III.A.2

• The Executive Director of Human Resources and Labor Relations will give new attention to reviewing staffing models to develop effective strategies for reducing the number of temporary classified staff. Standard III.A.2

• The Executive Director of Human Resources and Labor Relations will reinstitute training for Equal Employment Opportunity compliance and assure that at least
one person per hiring committee has participated in the training. Standard III.A.4.b

- The Professional Development Committee, in collaboration with constituency groups, will build a comprehensive, recognized and utilized professional development program that reflects the needs of faculty, staff, and managers/Administrators. Standard III.A.5, III.A.5.a, III.A.5.b

- The Planning and Budget Committee will evaluate the allocation of general fund resources spent on professional development activities. Standard III.A.5.a. Standard III.A.5

- The Planning and Budget Committee will develop funding allocation methods to ensure proper maintenance staffing for both new and existing buildings. Standard III.B.2.a

- The Planning and Budget Committee will address the need to support the current infrastructure, end-user equipment upgrades, computer labs, support staff, ongoing maintenance, and technical support needs. Standard III.C.1.c

- The Board will establish a policy review timeline involving all constituent groups and areas of responsibility that allows for regular review and adherence to Community College League of California updates. Standard IV.B.1.e

**DIALOGUE**

Cuesta College has a statement about values, and while all of these values are important, three of them seem to relate specifically to the dialogue theme. The first is our statement about “caring,” which says, “We provide a safe, supportive, and participative environment that treats everyone respectfully and fairly and allows students and employees to recognize their strengths, clarify their goals, achieve success, and enrich their lives.” The second is our statement about “diversity,” which says, “We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive.” The third is our statement about “collaboration,” which says, “We are committed to creating an internal environment that fosters a sense of community and to achieving success through collaboration with business, community, and educational partners.” These value statements point to our commitment to such principles as empowering and respecting all constituents, striving to be inclusive, and creating a collaborative sense of community.

Through its formal governance structures such as the Shared Governance Council, the Planning and Budget Committee, the Academic Senate, the collective bargaining units, and many other committees and organizational processes, the college seeks to embed dialogue into its decision-making processes. For example, recent extensive dialogue about program planning and review and budget allocation has allowed Cuesta to effectively integrate its program planning with its allocation of resources, thereby closing the “loop” in this process. In addition, during the Fall 2007 semester, the college engaged in extensive dialogue about the candidates for the open Superintendent/President position. Also, within the Shared Governance Council, there was extensive dialogue,
based on both qualitative and quantitative data, to determine the prioritization of faculty hiring. These examples show the ways in which productive dialogue has a guided institutional changes and decisions.

Of course, individual programs also share internal dialogue about how to improve and become more effective. For example, a review of any division or department minutes will reveal extensive dialogue about how to improve programs, courses, services, and student learning in general. Cuesta programs and departments must also engage in extensive dialogue during the rigorous program review process—dialogue which centers around both qualitative evaluations of faculty and staff and on quantitative data from the Institutional Research and Assessment Department. In addition, faculty, staff, and manager evaluation processes allow for dialogue about how individual members of the community can improve their effectiveness.

Recent events on campus have also suggested that our venues for dialogue are increasing. For example, the new superintendent/president, Dave Pelham, has begun regularly sending (through e-mail) a weekly letter called, “From Dave’s Desk.” In this letter, he has informed the entire college on such things as accreditation, the budget, and his attendance at various college activities. These letters have been quite popular. In addition, the superintendent/president has begun to facilitate a college-wide dialogue about strategies for dealing with pending budget cuts. Although such dialogue can be messy, the current leadership seems to recognize its importance and the ways in which it can lead to creative solutions and college unity.

There have been times, of course, when the college has lacked sufficient, effective dialogue about decisions related to resource allocation, technology needs, distance education support, facility use, self-evaluation processes for committees, and various other issues of interest to college constituents. In the recent opinion survey, in response to the statement, “the college seeks broad input in its planning processes,” there was a 1.26 point gap between importance and satisfaction (which was the sixth largest gap in the survey). The college hopes to improve satisfaction in this area. In addition, Cuesta hopes to improve faculty and staff awareness of the availability of research that can inform dialogue and decision making. The planning agenda items listed below, indicate the actions that Cuesta plans to take in order to improve the effectiveness of our dialogue in these and other areas to that we can be sure to adhere to our values related to caring, diversity, and collaboration, and so that we can continue to improve student learning.

- The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including the development of annual Board goals that indicate both short and long-term plans. Standard I.B.2, IV.B.2.b

- The Shared Governance Council and the Planning and Budget Committee will work to increase the visibility and transparency of the resource allocation process and provide clear lines of communication with campus constituents regarding resource projections and allocations. Standard I.B.4

- The Vice President of Student Learning, in collaboration with the Vice President of Student Services, will develop systematic evaluation mechanisms to assess the effectiveness of instructional programs. Standard I.B.7
• The Vice President of Student Services, in collaboration with the Vice President of Student Learning, will develop systematic evaluation mechanisms to assess the effectiveness of student service programs. Standard I.B.7

• The Academic Senate and the Faculty Union will continue dialogue regarding whether the current faculty evaluation tools sufficiently address faculty effectiveness in producing student learning outcomes. Standard III.A.1.c

• The Executive Director of Human Resources and Labor Relations will collaborate with key constituent groups to further develop and implement strategies to diversify the workforce. Standard III.A.4

• The Shared Governance Council, in collaboration with the Cultural Diversity Student Equity Committee, will initiate a campus-wide dialogue on establishing and achieving workforce diversity benchmarks. Standard III.A.4.b

• The Professional Development Committee, in collaboration with constituency groups, will build a comprehensive, recognized and utilized professional development program that reflects the needs of faculty, staff, and managers/administrators. Standard III.A.5, III.A.5.a, III.A.5.b

• The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including campus technology and support. Standard III.C.1.

• The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including long-range financial planning. Standard III.D.1.c

• The college Superintendent/President will facilitate a college-wide dialogue for developing a strategic plan in alignment with the Community College Strategic Plan (CCSP) in order to plan, integrate, and improve programs and procedures, including human resources assessment Standard III.A.6

• The college President, Board of Trustees President, the Academic Senate President, CCFT President, CCUE President, and the ASCC President will create and implement an orientation workshop on shared governance for campus leaders. Standard IV.A, IV.A.3

• Leadership will make better use of communication tools on campus, such as the myCuesta website, to increase communication. Standard IV.A.1

• The Vice President of Student Learning, the Vice President of Student Services, and the Vice President of Administrative Services will re-establish, institutionalize, and continually evaluate college structures that support college dialogue. Standard IV.A.2.b, IV.A.5
• Campus committees will develop specific steps and procedures for developing and implementing annual self-evaluations in order to assess effectiveness and determine strategies for improvement. Standard IV.A.3, IV.A.5

• The Board will establish a policy review timeline involving all constituent groups and areas of responsibility that is allows for regular review and adherence to Community College League of California updates. Standard IV.B.1.e

• The Board president will meet with new Trustees for orientation. Standard IV.B.1.f

• New Trustees will meet with the campus constituent groups. Standard IV.B.1.f

INSTITUTIONAL INTEGRITY

Cuesta College distributes accurate, up-to-date information concerning instructional programs and support services. This information is communicated to current students, prospective students, and the public through a variety of sources including catalogs, schedules, websites, the Transfer Center, counselors, and in orientation programs. In addition, the college ensures that its publications and policies are clear and accessible. Many publications, such as the class schedule and the college catalog are available online and in print form in order to ensure broad availability and easy access. In addition, Cuesta has college brochures that are available in both English and Spanish in order to reach a broader spectrum of potential students. Cuesta policies are also easily accessible. Board policies are all available online via a link from the Cuesta web site (as are Board meeting minutes), and all policies directly related to students are printed in the college catalog.

As part of its values statement, Cuesta College states that it values “integrity” and that it “strives to maintain public trust by being responsible, honest, and trustworthy with its students, staff, and community.” Students have given positive feedback in areas related to these principles. For example, the 2006 Noel Levitz Student Satisfaction Survey indicates that Cuesta has positive and increasing levels of satisfaction regarding the college’s “concern for the individual,” the “campus climate,” the “responsiveness to diversity,” and “student centeredness.” Cuesta also maintains successful relationships with its external agencies, including those related to our career technical programs.

Cuesta’s integrity can also be found in its commitment to academic honesty, fairness, and excellence. Cuesta’s academic honesty policy is clearly stated in the Student Code of Conduct policy which is included in the college catalog. Cuesta also has a clearly stated protocol for dealing with violations of this policy. In addition, Cuesta subscribes to Turnitin.com, not only as a method for rooting out plagiarism, but also as a tool for helping students assess and understand how to properly cite their sources to ensure the integrity of their work. Cuesta faculty also have a responsibility to fairly assess student work, and faculty evaluation processes assess the clarity of faculty grading policies and faculty adherence to departmental, institutional, and generally accepted standards of excellence. Standards of excellence are also ensured by the rigorous hiring processes that follow clearly established policies in order to ensure fairness and honesty for all parties.
Through the process of honest, evidence-based, self reflection that is required for this self-study, Cuesta has identified key ways that it could more effectively demonstrate its commitment to institutional integrity. For example, regarding Board policy, the college needs to commit to regularly updating its Board policies so that they are current and aligned with the Community College League of California updates (CCLC). In addition, the college should conduct employee opinion surveys at least every two years in order to measure and publish employee satisfaction regarding all areas of the college, specifically those related to how the college treats its constituents and carries out its intentions.

Finally, the college is committed to maintaining a strong and positive relationship with the ACCJC that is built on honesty and integrity. Over the last few years, the college has not always responded to the commission in a timely, transparent, and thorough way. Recently, however, with its March 2008 response, the college demonstrated great improvement. Not only was our response timely, but it was based on a collaborative and transparent process that involved the key stakeholders on campus. As further evidence of our commitment to integrity and the standards established by the commission, the college plans to implement an internal annual report that documents progress on the planning agenda items identified in this self-study.

The following list of items includes other actions that Cuesta plans to take in order to further demonstrate its commitment to institutional integrity.

- The Shared Governance Council will review the mission statement every five years in accordance with the Educational and Facilities Master Plan. Standard I.A.3

- The Shared Governance Council and the Planning and Budget Committee will work to increase the visibility and transparency of the resource allocation process and provide clear lines of communication with campus constituents regarding resource projections and allocations. Standard I.B.4

- The Planning and Budget Committee, Enrollment Management Committee, and the Academic Senate will continue to evaluate and improve the level of evidence-based planning and will make these results available for the use of others in their on-going assessment processes. Standard I.B.6

- The Academic Senate will increase efforts to educate faculty and staff about data available from the Institutional Research and Assessment Department (IRA) by adding information about the IRA resources and web site to the program planning and review templates, so that faculty can incorporate this data into program review and other assessment processes. Standard II.A.1. a, II.A.1.c, II.A.2.f, II.A.2.i

- The Executive Director of Human Resources and Labor Relations will collaborate with the President’s Cabinet, the Academic Senate, the classified employee union (Cuesta College Classified United Employees), and the Management Senate to develop a professional code, or codes, of ethics for all employees. Standard III.A.1.d
• The college President, Board of Trustees President, the Academic Senate President, CCFT President, CCUE President, and the ASCC President will create and implement an orientation workshop on shared governance for campus leaders. Standard IV.A, IV.A.3

• The Vice President of Student Learning will oversee a process that plans for campus-wide inclusion in the development of reports to external agencies and will ensure proper oversight and timeliness of responses. Standard IV.A.4

• The Vice President of Student Learning will initiate and oversee an annual report that charts the college’s progress on the planning agenda items identified in this self-study. Standard IV.A.4

• The Board president will meet with new Trustees for orientation. Standard IV.B.1.f

• The Shared Governance Council, in collaboration with the Planning and Budget Committee, will evaluate the progress the college has made toward improving the full-time/part-time faculty ratio. Standard III.A.2

• The Executive Director of Human Resources and Labor Relations will collaborate with key constituent groups to further develop and implement strategies to diversify the workforce. Standard III.A.4

• The Board of Trustees will revisit and update all Board policies related to diversity. Standard III.A.4

• The Professional Development Committee will assess the needs and develop appropriate programs, practices, and services that support diverse personnel of the college. Standard III.A.4.a

• The Shared Governance Council, in collaboration with the Cultural Diversity Student Equity Committee, will initiate a campus-wide dialogue on establishing and achieving workforce diversity benchmarks. Standard III.A.4.b

• The Executive Director of Human Resources and Labor Relations will reinstitute training for Equal Employment Opportunity compliance and assure that at least one person per hiring committee has participated in the training. Standard III.A.4.b