CUESTA COLLEGE
EDUCATIONAL MASTER PLAN
2011-2016

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San Luis Obispo County Community College District
ACKNOWLEDGEMENTS

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ACKNOWLEDGEMENTS

Educational Master Plan Co-Chairs
Dr. Cathleen Greiner, Sandee McLaughlin

Educational Master Planning Taskforce

Special Thanks to:
Chris Castro, Aimee La Rue, Kasey Kerckhoff, and most especially, Ryan Cartnal!
Dear Colleagues:

On behalf of Cuesta College, I am pleased to share with you our Educational Master Plan 2011-2016. The Educational Master Plan (EMP) incorporates our core vision, values, and mission which builds on the rich history of Cuesta College. The five-year projection of the planned needs of the college is a departure from the previously normal 10-year interval due to the continuous financial volatility as it relates to state funding of higher education.

Cuesta College has experienced many changes and challenges since its inception in April 1963, and during this next 5-year period, we will be celebrating our 50th anniversary. However, with anticipated, continuous uncertainty in our future, we will remain focused on our deep commitment to excellence in teaching, service to students, and relationships we develop with our communities.

The EMP will address a changing distribution of educational interests, methods of delivery, and location of programs and services. The population growth in our District in the northern and southern sections of San Luis Obispo County will influence the planning for programs, services, facilities, and staffing to accommodate this shift.

The Core Principles and accompanying data in the EMP will guide all other institutional planning and decision making, including, operational and strategic planning, resource allocation, evaluation, and outcome assessment. The EMP Steering Committee developed this master plan based on internal and external data and careful review, including analysis of previous planning documents generated by Cuesta College.

We at Cuesta College are committed to making informed and carefully considered decisions to provide the best and most meaningful educational experience possible for our students. Completion of the San Luis Obispo County Community College District’s five-year Educational Master Plan ensures that the college will continue to serve the higher education needs of future generations of Cuesta College students.

Many thanks are extended to those who worked tirelessly to complete this document, in particular the Education Master Plan Steering Committee. Appreciation is also extended to the numerous individuals whose efforts and thinking contributed to the development of this plan.

Sincerely,

Gilbert H. Stork, Ed.D.

Superintendent/President
EXECUTIVE SUMMARY: CORE PRINCIPLES

Through an acknowledgement of the contextual realities in which this plan will exist, a robust analysis and synthesis of the salient internal and external environmental scan data, and a substantive and collaborative dialogue among stakeholders, the Educational Master Planning process yielded ten broad Core Principles that will guide the college’s planning over the next five years.

Sorted ascendently by alphabet (not importance), yet numbered for easier reference, the following Core Principles emerged from the Master Planning Process:

**CORE PRINCIPLE 1: ACADEMIC EXCELLENCE (PAGE 15)**

“Preserve the Integrity and Excellence of the Academic Core through Continual Assessment and Robust Professional Development”

**CORE PRINCIPLE 2: COLLEGE CULTURE (PAGE 16)**

“Continue Improving the College Culture to Honor Civility, Diversity, and Open Communication”

**CORE PRINCIPLE 3: INNOVATION/COMPETITIVE EDGE/EMERGING TECHNOLOGY (PAGE 17)**

“Improve the College’s Capacity to Meet Student Expectations for Instructional Modality, Scheduling, and Delivery”

**CORE PRINCIPLE 4: INSTITUTIONAL EFFECTIVENESS (PAGE 18)**

“Implement Sustainable, Continuous Improvement across the College”

**CORE PRINCIPLE 5: LOCAL SERVICE AREA (PAGE 19)**

“Adapt College Programs and Services to Respond to the Current and Emerging Needs of Our Local Service Area”

**CORE PRINCIPLE 6: RESOURCE DEVELOPMENT (PAGE 20)**

“Improve the College’s Capacity to Garner Additional Revenue in Support of the College’s Values: Access, Success, and Excellence”

**CORE PRINCIPLE 7: STUDENT ACCESS (PAGE 21)**

“Remove Institutional Barriers to enhance student opportunities for access”

**CORE PRINCIPLE 8: STUDENT SUCCESS (PAGE 22)**

“Identify and Provide Resources to Foster Student Success”

**CORE PRINCIPLE 9: SUSTAINABILITY (PAGE 23)**


**CORE PRINCIPLE 10: WORKFORCE DEVELOPMENT (PAGE 24)**

“Improve the College’s Capacity to Respond to Current and Emerging Labor Market Needs by Focusing on Industry Recognition and Relevance”

Organizationally, Chapter 1 begins with an overview of each Core Principle as well as salient supporting data. Next, based on a meta-analysis of all annual and comprehensive Institutional Program Planning and Reviews (IPPR), Chapter 2 provides specific forecasting information for each of Cuesta College’s four clusters: Academic Affairs, Student Services, Administrative Services, and the President’s Cluster. Finally, Chapter 3 provides supporting evidence in the form of an extensive internal and external environmental scan of the college and district.
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INTRODUCTION

MISSION, VISION, VALUES

MISSION
At Cuesta, students acquire the tools to be academically successful, develop critical thinking skills and expertise, and learn to appreciate the contributions of all people in a diverse society. At Cuesta, we work together with dignity and respect toward the common goal of serving our students. At Cuesta, we respond effectively to the personal, academic, and professional needs of our community.

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

VALUES

*This graphic displays both the interconnectedness and equal importance of Cuesta’s three essential values.

ACCREDITATION

Cuesta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), which operates under the authority of the Western Association of Schools and Colleges (WASC). Cuesta College is committed to attaining the level of Sustainable Continuous Quality Improvement (ACCJC Rubric for Evaluating Institutional Effectiveness) with respect to program review, planning, and student learning outcomes. In support of our students, Cuesta College embraces ACCJC’s cycle of Evaluation, Planning and sustainable continuous quality improvement.
PURPOSE OF THE PLAN

The Cuesta College 2011 Educational Master Plan serves as the College’s central planning document. Intentionally broad and flexible, this dynamic plan not only provides the college with general direction in support of achieving its vision and mission, but also a focal point of integration for all of the college’s planning efforts over the next five years. The Core Principles, which emerge from robust analyses of direct and indirect internal and external environmental scan data, provide the college with guideposts in its efforts to increase institutional effectiveness and student learning for its current and future students. In addition, Operational Plans (e.g., Facilities, Technology plan, etc.) provide further operational specificity in support of the Educational Master Plan Core Principles. Derived from these general Core Principles and the supporting Operational Plans, the Cuesta College 2011-2014 Strategic Plan will then delineate and prioritize the specific Strategic Directions as well as the action steps necessary to realize our Core Principles. Finally, implicit throughout this process is a continual assessment of our changing environment, the Core Principles, and the degree to which the college is accomplishing its strategic goals in support of its mission, vision and values.

MASTER PLANNING PROCESS

The Educational Master Plan development process began by reviewing and assessing the Educational Master Plan model previously used at Cuesta College as well as other community colleges, assessing District development since the 2006 Update to the Cuesta College Educational and Facilities Master Plan, and introducing environmental scan data intended for the 2011-2016 Educational Master Plan. This process, in turn, led to the development of master planning themes that were researched by members of the Educational Master Plan working group. After further consideration of theme content and additional environmental scan data, the themes evolved into Educational Master Plan Core Principles – overarching principles to guide institutional planning.

First, although the Core Principles were derived, in large part, through an analysis of empirical evidence, several assumptions were agreed upon a priori. That is to say, while the master planning process was data driven, external contextual realities as well as internally held values were recognized and incorporated into the Cuesta College Master Planning process. Below are the essential assumptions and guiding principles recognized throughout the process:

I. The current and forecasted (five-year) outlook for California Community College funding suggests significant uncertainty in apportionment funding with concomitant increases in student demand.

II. In response to declining fiscal resources, the California Community College Chancellor’s Office mandates rationing of apportionment to support Transfer, Career Technical and Basic Skills Instruction.

III. Cuesta College will continue to provide educational access at multiple physical campus locations throughout its service area as well as via Distance Education.

IV. Cuesta College will endeavor to provide consistent and appropriate course scheduling to meet its current and future students’ needs, while committing to “living within its fiscal means.”

The final Core Principles were derived using a quasi-Bayesian method, which can be represented as follows:

I. Initial Beliefs + Objective Data = New and Improved Beliefs

II. New and Improved Beliefs + Even More Objective Data = Newer and even more Improved Beliefs

III. Iterate...

In keeping with the quasi-Bayesian approach, after identifying our initial beliefs and assumptions, three intensive data workshops were presented to the Educational Master Planning Committee. These workshops focused on an analysis of our current students, our local service area community, and the occupational opportunities that exist both within the county of San Luis Obispo and across the state of California. Based on contextual realities, initial beliefs, and the data workshops referenced above, faculty, staff and...
administrators identified and tested the validity of exploring several planning themes. The results of this important step in the iterative process of discovery, though not included within the Master Plan, are available here (Link to Themes). The thoughtful research that emerged from the exploration of these planning themes prompted additional questions and data analysis. Finally, through this iterative process, the **Core Principles** emerged. Below is a basic model of this process:

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Initial Beliefs ➔ Environmental Scan Data ➔ Planning Themes ➔ More Data and Analysis ➔ Core Principles
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Further, as mentioned above, the Educational Master Plan Committee determined that Chapter 2 (College Programs and Services) of the Educational Master Plan would utilize division and department content directly from the annual *Institutional Program Planning and Review (IPPR)* documents, which include annual program reviews (updates to the last comprehensive review), comprehensive program reviews and unit plan spreadsheets with immediate, intermediate and longer term needs. Consequently, demonstrative of the integration of institutional program reviews and the *Cuesta College 2011 Educational Master Plan*, analyses and projections for College Programs and Services emerge directly from the annual *Institutional Program Planning and Review (IPPR)* process.

Finally, on two separate occasions, the College President released drafts of the EMP to and invited feedback from the entire college community. Additionally, individual faculty, staff, students, and community members reviewed and provided feedback to drafts of this plan, which were made available via the college website. Drafts of the plan were also presented to and feedback gathered from various cluster, division, department, and committee meetings, including the Planning and Budget committee. Moreover, the Cuesta College Academic Senate formally reviewed various drafts of the document, provided extensive feedback, and ultimately unanimously endorsed the plan. Finally, the San Luis Obispo Community College Board of Trustees also provided input and formally approved the *Cuesta College 2011 Educational Master Plan* in October, 2011. The invaluable feedback from all individuals and groups greatly strengthened the quality of and the support for the final product.
COLLEGE INTEGRATED PLANNING MODEL

OVERVIEW

Based on a robust analysis of current and future trends, the Cuesta College 2011 Educational Master Plan serves as the College’s central, long-term planning document by: (i) elucidating the Core Principles that all other planning should support, (ii) identifying prominent recommendations that emerge from operating in accordance with our Core Principles, and, based on Institutional Program Planning and Review (IPPR) data, (iii) providing specific long-term planning for all college programs and services.

In addition, the Cuesta College 2011 Educational Master Plan also directs the college to complete or update Operational Plans that demonstrate specifically how operational units will facilitate realization of our Core Principles. In support of Core Principles, and primarily informed by the Institutional Program Planning and Review (IPPR) process, Operational Plan goals and recommendations inform the Strategic Plan, which sets and prioritizes goals and actions that support our Core Principles.

The Cuesta College 2011 Educational Master Plan also directs the college to use its annually updated, rolling, three-year Strategic Plan to define and prioritize Strategic Directions, goals and actions that support Operational Plan goals as well as our Core Principles.

The Cuesta College 2011 Educational Master Plan directs the college to follow the integrated planning model illustrated in Figure I-1: Cuesta College’s integrated planning, assessment, and resource allocation model. Functionally, this planning model represents a recursive, cyclical process in which Master, Strategic, and Operational Plans interact and inform each other. Hierarchically, based on data, research, as well as college and community input, the Cuesta College 2011 Educational Master Plan elucidates the Core Principles that will guide planning in support of Cuesta College’s Mission. Next, in support of the Educational Master Plan Core Principles, Operational Plans delineate specific recommendations and goals related to their particular content (e.g., Technology Plan provides technology recommendations that directly or indirectly address one or more Core Principles). Finally, the Strategic Plan further operationalizes Core Principles and Operational Plan recommendations, sets and prioritizes specific Strategic Directions and goals, defines assessment methods, and identifies action steps, responsible persons/committees, resource implications, and timelines for completion.

OPERATIONAL PLANS

The 2010-13 Strategic Plan provided directions and goals for the integration of institutional planning, including the update and development of the Cuesta College 2011 Educational Master Plan as well as the following Operational Plans:

1) Facilities Plan (Split from Educational Master Plan)
2) The Technology Plan (Strategic Goal 2.D);
3) Long-Term Fiscal Plan (Strategic Goal 2.E);
4) Equal Employment Opportunity Plan (Strategic Goal 2.F);
5) Enrollment Management Plan (Strategic Goal 2.G); and
In support of *Educational Master Plan Core Principles*, College *Operational Plans* provide specific unit-level plans and goals for the next five years. The above mentioned *Operational Plans* co-exist with the *Educational Master Plan* in order to guide college operations toward our *Core Principles*.

**STRATEGIC PLAN**

With the completion of this *2011 Educational Master Plan* and the imminent completion of the aforementioned *Operational Plans*, the *Strategic Plan* will be updated annually to provide a rolling three-year action plan for how the College will address its *Core Principles* established in the *Educational Master Plan* and supported in and by the various *Operational Plans*.

The annually updated three-year *Strategic Plan* provides clear directions, specific goals and actions steps, assigns responsibility, identifies assessment methods and resource implications associated with moving the college toward our *Core Principles*. Equally important, the *Strategic Plan* prioritizes a limited (achievable) number of *Strategic Directions* toward which the college will focus its scarce resources. Accordingly, requests in the *Institutional Program Planning and Review* (IPPR) process address *Strategic Directions*; and, the Budget and Planning process, in turn, allocates available resources to the degree that IPPR requests do actually enable the college to act on its *Strategic Directions* in support of its *Core Principles*.

**INSTITUTIONAL PROGRAM PLANNING AND REVIEW (IPPR)**

Foundational to the success of the integrated planning model, the *Institutional Program Planning and Review Process (IPPR)* requires all college units to complete an Annual Program Planning and Review (APPW) report as well as a Comprehensive Program Planning and Review (CPPR) report—every two years for Career Technical Education programs and every five years for non-Career Technical Education programs and services.

Based on Institutional Research data, in support of *Core Principles* and *Strategic Directions*, APPWs and CPPRs inform unit planning by prioritizing individual unit needs. These individual unit needs are then prioritized at the Cluster level. Using criteria, which support *Strategic Plan Directions* and therefore *Core Principles*, the College-Wide Planning and Budget Committee further prioritizes cluster level needs. The results of this prioritization process are then presented to the College Cabinet for final approval and resource allocation. Upon allocation of resources, the college conducts an annual assessment of the impact of these resources on programs’ ability to address *Strategic Directions* outlined in the annually updated *Strategic Plan* and, ultimately, the *Core Principles* identified in *Cuesta College’s 2011 Educational Master Plan*.

Finally, as exemplified in Figure I-1, although a hierarchy exists among college plans and processes, the Institutional Program Planning and Review Process, while supporting the *Cuesta College 2011 Educational Master Plan* and the annually updated *Strategic Plan*, also informs both of these plans. For example, with respect to the master plan, content for college program and service projections was gleaned directly from IPPRs. Eventually, in response to assessments of the current *Institutional Program Planning and Review* process, future versions of the IPPR will provide prompts and forecasting elements that will allow the IPPR to more directly inform not only program and service content in future *Educational Master Plans*, but also the development of our *Core Principles*. From this recursive model, the college hopes to create an infinite feedback loop in which *Institutional Program Planning and Reviews* support *Core Principles* and *Strategic Directions* as well as inform what our *Core Principles* and *Strategic Directions* are or should be.

**INTEGRATION OF PLANS**

Cuesta College exists to accomplish its mission. To reiterate, based upon a thorough analysis of historical internal and external data, as well as predicted future community needs, the *Cuesta College 2011 Educational Master Plan*, then, serves as the college’s central planning document in support of its *mission*. *Operational Plans*, in turn, provide greater specificity with respect to how operational
units (e.g., Fiscal, Human Resources, Facilities, Technology etc.) will support the **Core Principles** identified in the Master Planning Process. Next, the Cuesta College **Strategic Plan** not only operationalizes **Core Principles** and **Operational Plan** recommendations, but also sets appropriate goals, defines assessment methods and action steps, identifies responsible parties, potential resource implications and a timeline for completion, assessment and evaluation. Finally, the **Institutional Program Planning and Review (IPPR)** process commits all college programs and services to annually review their programs vis-à-vis prioritized **Strategic Directions**, the results of which form the basis for resource allocation.

In sum, Cuesta College is committed to increasing its effectiveness in accomplishing its mission. That is to say, the college is not interested in planning for the sake of planning, rather, this integrated planning model exists to produce measurable increases in institutional effectiveness.
Figure I-1: Cuesta College Integrated Planning Model (2011)
HISTORY OF THE COLLEGE

SAN LUIS OBISPO COMMUNITY COLLEGE DISTRICT

During the 1964-65 college year, the San Luis Obispo County Junior College District offered a limited evening division program with 463 students registering for the fall semester and 696 enrolling for the spring semester. Temporary quarters were established at Camp San Luis Obispo, a California National Guard facility located halfway between San Luis Obispo and Morro Bay. Classes and offices were situated in refurbished barracks, recreation rooms and mess halls.

Despite the District's modest beginnings, 917 day students and 991 evening students were enrolled in classes by the fall of 1965. Evening division classes also were conducted at three other locations in the county – Arroyo Grande, Atascadero and Paso Robles. On October 4, 1965, the Board of Trustees of the San Luis Obispo County Junior College District named the new college “Cuesta College.” In 1971, the “junior” college district was renamed to “community college.” In 1970, ground was broken for the college's first permanent buildings, located on a 150-acre campus west of Camp San Luis Obispo. During the following 30 years, classroom buildings, a library, observatory, student center, art and music lab building, art gallery, high tech learning center, children's center and offices were constructed on the San Luis Obispo campus. By Fall 2009, the student population on the San Luis Obispo Campus grew to more than 9600 students, while the overall district headcount reached nearly 13,500 (see Figure I-1).

Figure I-1: Cuesta College Historical Unduplicated Fall Headcount (1965 – 2010)

Source: Cuesta College Student Characteristics and Enrollment Trends
CAMPUS SITES

The original Board of Trustees, during the late 1960’s called for campuses in the north and south parts of the county as well as San Luis Obispo. Classes were originally held on high school campuses in the north (Paso Robles, Atascadero, Templeton, and Shandon) and in the south (Arroyo Grande). In addition to Cuesta College’s long history of teaching on off-campus sites in both the north and south regions of the county, over the last ten years, the college also has provided instruction via Distance Education (online). Accordingly, Cuesta College currently consists of four recognized “campus” locations: (i) San Luis Obispo Campus, (ii) North County Campus, (iii) the South County Centers and (iv) Distance Education. Figure I-2 (next page) shows fall headcount by campus location between 2000 and 2010.

SAN LUIS OBISPO CAMPUS

As mentioned above, the San Luis Obispo Campus is home to the district’s first permanent structure built in 1970. Referred to as the main campus, the San Luis Obispo Campus has completed several new facilities since the 2001 and 2006 update to the Cuesta College Educational and Facilities Master Plan. To begin, the addition of the High Tech Center directly connects students to the learning resource center and centralized Academic Support Services. In addition, the High Tech Center also provides a home for Disabled Student Programs and Services (DSPS), a large open computer lab and an assessment testing facility for students.

Completion of the SLO Child Development Center allowed Cuesta College to migrate from its last modular building, located on military property adjacent to the main campus, to an on-campus, state-of-the-art facility complete with Early Childhood Education (ECE) instructional labs. Similarly, completion of the Science Lab Remodels modernized science labs, which greatly enhanced the teaching and learning environment. Library Expansion and Reconstruction provided Academic Affairs with permanent buildings, while Student Support received upgraded facilities, and a Professional Development Center was also added. Most recently, the impressive Cultural and Performing Arts Center (CPAC) opened and has already hosted more than 50 events.

Remaining facility needs on the San Luis Obispo Campus include the addition of a Mathematics building, and a complete overhaul of aging, existing facilities.

The 2001 Master Plan suggested a maximum headcount of 9000 students at the San Luis Obispo Campus in order to accommodate growth at the North County Campus as well as at the then forecasted South County Campus. However, SLO Campus headcount reached 9,600 students in 2009 before budget cuts curtailed enrollment the following year. In general, students attending the San Luis Obispo campus are younger, more likely to come from outside of San Luis Obispo County, carry greater unit loads, and more likely to indicate transfer as their educational goal than students attending the North County Campus and South County Centers. Moreover, students attending the San Luis Obispo Campus are less likely to be first-generation, Latino, or come from families of lower socioeconomic status.

As the central campus in the district, the SLO campus will continue to provide opportunities for students and the community to witness and participate in Athletics, Performing Arts, Musical, Cultural, and Educational events as well as fee-based Community Programs.

NORTH COUNTY CAMPUS, PASO ROBLES

The college, with the help of many north county donors, developed an educational center in Paso Robles in 1998. It has grown in all aspects including programs, classes, services, permanent buildings, and students. The first permanent building on the North County Campus, the Fox Building (Allied Health, Math & Science) was completed in summer 2005. Anticipated to follow in close succession were the Library Learning Resources Center and the Trades and Technology Complex. Both facilities were unsuccessful bid multiple times, due to the gap between state funding levels and construction bids. However, more recently, state re-appropriation funding
was achieved for the second permanent building, the LRC. That two story facility, now under construction is slated for completion in late 2011. In fall 2010, the Chancellor’s Office contacted the College with encouragement to rebid the third permanent facility, the Trades and Technology Building in today’s construction climate. Additionally, the College was informed that the Chancellor’s Office would consider a re-appropriation of remaining construction funds, to the 100% level, for projects still covered by the 2002 State Bond.

As predicted, the North County Campus has demonstrated steady growth and development over the last ten years. In the original 1999 North County Campus Educational and Facilities Master Plan, it was projected that with permanent buildings on site, there would be an anticipated student population of over 4,000 by the year 2015. Full build out of all facilities on the North County Campus was estimated as year 2020 – which the Environmental Impact Report (EIR) for the North County Campus states could accommodate 10,000 students. Growing beyond expectations with only the first permanent building completed, the NCC student population reached 3620 in fall 2009.

In the 2006 Master Plan Update, fall 2005 was used as the base year at 2,416 headcount and 686.2 FTES for North County. The North County Campus finished fall 2009 with a headcount of 3620 - 1,204 students and 50 % ahead of fall 2005. The fall 2009 FTES level of 744.4 was 58.2 FTES or 8 % beyond fall 2005. Enrollment increases halted District-wide, when the necessity to reduce FTES targets in 2009-2010 curbed growth at all sites, most of which has not been reinstated.

Prominent curricular directions that have emerged at the site are strong fill rates for general education courses, the largest English as a Second Language program in the District, and two programs unique to North County – the Culinary Arts program and the Licensed Vocational Nursing Program. The City of Paso Robles included education and cited Cuesta College in its 2006 Economic Strategy. Support of specialized educational/vocational training facilities and promotion of quality relevant education and training programs was a listed strategy. If completion of the Trades and Technology Building is realized, expansion of Career Technical programs will be greatly facilitated. In the meantime, through a combination of grants, a Sustainability Center is being established on the North County Campus. The Center will support programs in green construction technology, electronic and electrical technology, engineering, architecture and agriculture.

SOUTH COUNTY CENTER: ARROYO GRANDE

In the south, classes have been offered since 1965 at Arroyo Grande High School and as recently as 2002 at Nipomo High School, both Lucia Mar School District localities. In 2011, the South County Centers, however, have been consolidated to one Arroyo Grande site. In terms of enrollment specifics, fall 2005 base data for South County was 535 students and 97.1 FTES. Fall 2009 data for the Center reflects headcount of 1100 which was 565 students and 105% beyond fall 2005. The fall 2009 FTES level of 113.2 was 16.1 FTES or 16.5% beyond fall 2005. The necessity to reduce District offerings in 2009-2010 curbed growth at all sites, most of which has not been reinstated.

Confined to evening only, Monday through Thursday, broader access to more students needing more time options has not been possible. Over the past thirteen years, technological advancements have been made at the San Luis Obispo and North County Campuses to enrich teaching and learning environments. However, in the south, the use of leased facilities has prevented the college from keeping pace there. The infrastructure in South County is inadequate in providing support services to students, work space for support staff, and parking. Site searches have been underway for the past two or more years, to find a more suitable facility to serve as the Cuesta College South County Center.

The 2001 Educational and Facilities Master Plan noted plans to establish Cuesta College Centers at both Arroyo Grande and Nipomo High Schools. It was planned that the facilities would be owned by the college and house support services beyond the instruction-only approach Cuesta has taken since the 1960’s. By 2006, the District owned no classrooms or labs at either high school and therefore was behind in implementing the 2001 Master Plan. As the District looked to the future in the 2006 Update, it considered
the options of a land purchase (minimum of 20-25 acres needed) or the long-term lease of an existing facility that could be totally renovated into college classrooms, labs, library, and student support facilities (e.g., an empty school, unused office/commercial building, a small shopping center, etc.).

The College has moved away from the concept of establishing South County Centers on both Lucia Mar School District high school campuses – to a plan that would centralize south county instruction in one south county location. In the current fiscal climate, negotiating with landowners to renovate existing vacant properties has shown the most promise. Over two dozen potential sites have been visited since the 2006 Update. For many reasons the need for a South County facility has become more pressing. Such a facility would allow the college to provide technology in the classroom on par with the North County and San Luis Obispo campuses; there would be flexibility to offer courses in the day, afternoon or evening, and the college would be able to redirect rising lease costs to a more favorable facility. Additionally, offices for student support services would be made available; student parking would be addressed, and the college would have the opportunity to design labs and classrooms to match instructional needs. Moreover, through the design of a Cuesta College facility, students would feel a sense of place.

Though anticipated in the 2001 Educational Master Plan, a permanent site has not yet been procured for the South County Center. Site search efforts continue while courses continue to be taught at Lucia Mar high school sites. A commercial building in Grover Beach, under serious consideration in 2010/11, prompted new attention to procuring a permanent site. Foundation Board members launched a 1.2 million dollar capital fund drive to support the effort, and the college Superintendent/President garnered strong community support for the project. Ultimately, the site proved cost prohibitive, but for the owner, momentum was gained toward the ultimate goal of establishing a college controlled site. Currently, the South County Centers are off-campus evening instructional sites, provided in cooperation with the Lucia Mar Unified School District on Arroyo Grande and Nipomo High School campuses.

**DISTANCE EDUCATION**

Distance Education courses at Cuesta College are exclusively taught in a web-based on-line format and began with the stimulus of Partnership for Excellence funds in 1998. Since that time, growth in distance education offerings has been primarily driven by individual faculty members in varied departments who were given stipends to develop on-line course options. Currently, one designated Associate of Science degree, Library/Information Technology, can be obtained solely through on-line course work.

Cited as an emerging trend and need in the 2001 Cuesta College Master Plan, Distance Education and the need for faculty professional development, technology, and other support, was ubiquitous in the 2006 update. Notwithstanding the lingering needs to further support Distance Education, the college has made some progress since the last Master plan and update. For example, expert faculty created a web-based, self-assessment survey to allow students to gauge their probability of being a successful distance education learner given their learning style. Similarly and again created by expert faculty, Cuesta College now offers a .5 unit course entitled, “Introduction to Online Courses,” which provides students with the tools to successfully navigate the online modality. Finally, several Cuesta College student service resources, including online orientations, Financial Aid TV, etc. are also available for Distance Education students.

Enrollment trends are showing strong growth potential. For example, Distance Education headcount increased from 1,309 in 2006 to 1,867 in 2010, representing a 43% increase in headcount. The majority of students taking distance education courses are also enrolled in traditional on-site courses. According to internal environment scans, the students most likely to enroll in Distance Education courses are also primarily enrolled in courses on the San Luis Obispo Campus, followed by the North County and the South County Center. Reflective of this phenomenon, students enrolled in at least one Distance Education course, on average, carry greatest overall unit loads compared to students enrolled solely at other physical locations.

Given the increased student demand for on-line courses, coupled with increasing fiscal constraints placed on community colleges, new emphasis is being placed on further development of distanced education offerings at Cuesta. The top two 2011-2012 funding
priorities identified through the IPPR process and prioritized by the Planning and Budget Committee are equipment and software to support distance education.

Figure I-2: Fall Headcount by Campus Location (2000 – 2010)
CONNECTIONS TO AND UPDATES SINCE THE 2001/2006 CUESTA COLLEGE EDUCATIONAL MASTER PLAN

The planning process began with an assessment of both the 2001 Cuesta College Educational and Facilities Master Plan and the 2006 update. The results of this brief assessment of the prior predictions and recommendations follow:

1. It was anticipated that the next full-scale educational master planning for the District would likely occur in 2011-2012. (pg.7, 2006 Update to the Educational and Facilities Master Plan).

   Educational Master Planning is being undertaken in 2010-2011 with the Plan slated for completion in Fall 2011. The college has chosen to move to a five year (2011-2016) format rather than the 10 year format used in 1991 and the 2001 Educational and Facilities Master Plans.

2. In 2000, the college’s enrollment was projected to increase at a rate of approximately 3% each year. Between Fall 2000 and Fall 2005, the actual average yearly increase in FTES was 1.8%. In 2006, it was projected that, for the years 2005-2015, the college’s enrollment would continue to increase at an average yearly rate of 1.8%.

   The District grew beyond projection from 2006 through 2009-10. FTES increased from 8760 in 2006 to 9630 FTES in 2009-2010, which computes to an average growth of 2.5% over the last five years. The Fall 2009 North County Campus FTES level of 744.4 was 58.2 FTES or 8% beyond Fall 2005. The Fall 2009 South County Centers FTES level of 113.2 was 16.1 FTES or 16.5% beyond Fall 2005.

   The necessity to reduce District offerings in 2009-2010 curbed growth at all sites, most of which will not be reinstated. The FTES target for 2010-2011 dropped to 9350; further, it dropped to 8772 for 2011-2012. The state’s budget includes a five-year structural deficit. Budget cuts for the California Community Colleges in 2011-12 and beyond will probably be taken as workload reductions.

3. In 2006, it was anticipated that five capital projects identified on the facilities portion of the 2001 Educational and Facilities Master Plan would be under construction or completed and included the SLO Physical Science Remodel, the SLO Performing Arts Building, the NCC Learning Resource Center and the NCC Trades and Technology Building and the construction of a South County Center.

   The SLO Physical Science Building and the SLO Cultural and Performing Arts Center are completed. Not named in 2006 as one of the major capital projects, the SLO Library expansion was completed. The NCC Learning Resource Center is under construction after qualifying for capital project re-appropriation funds through the Chancellor’s Office. The NCC Trades and Technology Building may also qualify for re-appropriation funds – application is underway. Site searches and feasibility studies continue as related to establishing a sole occupancy South County Center. It is projected that capital expenses for a South County Center would be funded through a Foundation capital campaign.

4. The 1991, the 2001 and the 2006 Educational and Facility Master Plans call out the development of three physical locations (and Distance Education) for Cuesta College instruction: San Luis Obispo, North County and South County.

   The College will continue to provide instruction at the three primary physical locations – San Luis Obispo Campus, the North County Campus and the South County Center, as well as via Distance Education. Planning forward, must include distribution of course, program and service offerings and support at each site/modality. The Strategic Plan (SD 6) and ACCJC Standards (Std.) support and require comparable attention.
Chapter 1: Core Principles

OVERVIEW

The Cuesta College 2011 Educational Master Plan offers ten broad Core Principles that reflect the college’s values and vision for planning over the next five years. As described previously, the Core Principles presented in this chapter emerged primarily from the interaction between environmental scan data and our assumptions and initial values and beliefs. Accordingly, for each Core Principle, Chapter 1 provides: (i) a descriptive overview of some of the salient implications associated with following our Core Principles, (ii) a brief analysis of relevant data that supported the inclusion of the Core Principle, and (iii) a hyperlinked index of supporting data located both in Chapter 3 and externally. This format allows the reader to quickly ascertain in an abbreviated fashion what the essential tenants of each Core Principle are, what led to their formation, and where to go for further evidence. Finally, the hyperlinked index of supporting data allows the interested reader to delve further into the specific data elements that led to the creation of the Core Principles.

CONTRIBUTIONS FROM THE INSTITUTIONAL PROGRAM PLANNING AND REVIEW PROCESS (IPPR)

As indicated in the introduction, data from the IPPRs directly informed the contents of Chapter 2, College Programs and Services. While the contribution of IPPR data to the genesis of the Core Principles was not as direct as it will be in future Master Plans, there were at least five relevant, general findings that emerged from a meta-analysis of all Cluster-level IPPRs.

(1) Increased opportunities for Professional Development are needed across all Clusters.
(2) Enhanced Technological equipment, training and support are needed across all Clusters.
(3) New and upgraded Facilities are needed across the District.
(4) Additional Full-Time Faculty, Classified, and other staff are needed across all Clusters.
(5) Increased support for Distance Education is needed.

Again, while the Core Principles were not explicitly predicated on IPPR data, the above mentioned findings do provide further justification for the appropriateness of our Core Principles. In particular, the need for Professional Development and additional Faculty and staff both speak directly to the Core Principles of Academic Excellence and Institutional Effectiveness and indirectly to Resource Development and Student Success. Similarly, the IPPR identified needs for Technology and Distance Education also support the relevancy of Core Principle 3: Innovation/Competitive Edge/Emerging Technology, while the need for new and updated facilities could be linked to Student Access, Local Service Area & Sustainability, not to mention the less direct connections to Student Success, etc.
CORE PRINCIPLE 1: ACADEMIC EXCELLENCE

OVERVIEW

“Preserve the Integrity and Excellence of the Academic Core through Continual Assessment and Robust Professional Development”

In the current and forecasted context of diminishing resources, Core Principle 1 directs the college to continually evaluate and redefine its Academic Core in relation to student and community needs, external mandates, and local fiscal constraints. At the same time, Core Principle 1 also directs the college to assure the integrity and excellence of those Academic programs the college defines as Core. That is to say, with respect to the former, this direction commits the college to use its institutional planning processes and polices to consider in a collegial and student-centered manner what Academic Programs Cuesta College will offer. Regarding the latter, and of equal importance, this principle also commits the college to support the integrity and continued excellence of Cuesta College’s defined and redefined Academic Core through continual assessment and enhanced opportunities for Professional Development.

DATA ANALYSIS

Cuesta College, like all California Community Colleges, has experienced significant decreases in funded FTES and Categorical allocations since 2008/09. For example, Figure 3-33 shows that Cuesta’s current funded FTES cap for 2011/12 is nearly 800 FTES below the 2008/09 funded FTES Cap. Prompted by these significant decreases apportionment, the California Community College Chancellor’s Office in 2009 released guidelines calling for a focus on Transfer, Career Technical Education, and Basic Skills Instruction. Further, given California’s predicted, five-year (at least) structural budgetary woes, the California Community College system, in general, and Cuesta College, in particular, will be forced to make difficult decisions as to how best to ration shrinking resources.

Cuesta College will use its Institutional Program Planning and Review and Budget and Planning processes to consistently assess and redefine its Academic Core and subsequently allocate resources accordingly. In conjunction with the aforementioned processes, this principle also commits the college to consider additional questions including but not limited to the following:

- Given reduced resources, how can we assure the integrity of our Academic Core? (Figure 3-33)
- Does the current mix of Transfer, CTE and Basic Skills offerings meet the needs of our current and future students? (Figure 3-39)
- Do our Academic Programs align with the educational goals of our current and future students? (Figure 3-48)
- Are there existing Academic Programs without declared majors? Are existing Academic Programs adequately supported? (Figure 3-50)
- For students who desire a degree or certificate, are they able to complete this goal? (Figure 3-76)
- For students who desire to transfer to a four-year institution, are they able to complete this goal? (Figure 3-78)
- For students who complete CTE training and desire to enter the workforce, are they able to complete this goal? (Figure 3-83)

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Chapter 1: Core Principles

CORE PRINCIPLE 2: COLLEGE CULTURE

“Continue Improving the College Culture to Honor Civility, Diversity, and Open Communication”

OVERVIEW

Core Principle 2 compels Cuesta College to continue improving its college culture to honor the principles of Civility, Diversity, and Open Communication among its students, staff, faculty, administration and community. Further, this principle supports the notion that, in order to increase institutional effectiveness in support of student learning and programs, the college must operate in a civil and mutually respectful manner in which diverse voices are honored and communication is open. In sum, Core Principle 2 challenges Cuesta College to continually assess its college culture and work cohesively in order to accomplish its mission and goals.

DATA ANALYSIS

To begin, the 2011 Cuesta College Job Satisfaction survey revealed that only 54% of respondents felt valued as an employee of the college, and only 40% agreed they were adequately represented in college-wide decision making. Additionally, across all employee categories, respondents indicated a general lack of “community,” “collegiality,” and “open communication.” Similarly, respondents were clearly dissatisfied with what they referred to as the disintegration of the “Cuesta Family.” Although exacerbated by the current budgetary problems, it is difficult to ignore the general sentiment expressed in this survey: Cuesta’s College Culture needs to improve.

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Chapter 1: Core Principles

CORE PRINCIPLE 3: INNOVATION/COMPETITIVE EDGE/EMERGING TECHNOLOGY

“Improve the College’s Capacity to Meet Student Expectations for Instructional Modality, Scheduling, and Delivery”

OVERVIEW

Core Principle 3 directs the college to meet student expectations for how, when and with what tools instruction is delivered. Recognizing that traditional instructional modalities, schedules and delivery methods fail to meet the needs of all students, this principle commits the college to expand its capacity to offer courses via Distance Education, to provide students with creative, student-centered scheduling choices and locations, and to increase the use of emerging pedagogically sound classroom technology. In sum, acknowledging that students have educational choices in a technologically competitive world, Core Principle 3 challenges Cuesta College to bring the classroom to students in ways that meet their expectations.

DATA ANALYSIS

Indicative of strong student demand, Distance Education headcount increased by nearly 42% between 2005 and 2010, while overall district headcount decreased by nearly 5% over the same time period (see Figure 3-37). Also indicative of student and community demand for Distance Education, nearly 40% of 2011 Community Survey respondents, regardless of region, indicated Distance Education as their preferred “location” to attend Cuesta College (Figure 3-31). Further, when queried as to the future importance of Cuesta College increasing its Distance Education offerings, 2011 Community Survey respondents indicated that this was “very important” to “Critical” (Figure 3-29).

2011 Community Survey respondents also indicated that continuing to offer courses in physical locations throughout the county is equally as important as increasing Distance Education offerings (Figure 3-29). However, regardless of campus location, 2011 Community Survey respondents indicated that the greatest barrier to attending Cuesta College is when courses are scheduled (Figure 3-30).

Finally, the 2011 Campus Technology Survey revealed that while the vast majority of faculty respondents (77%) regularly use classroom technology without issue, the same respondents identified the following as weaknesses of technology at Cuesta College:

- Financial Resources for Technology (64%)
- Aging Technology (63%)
- Slow Network Speeds (35%)
- Wi-Fi (25%)
- College Website (25%)
- Support and Training for Distance Education Students (19%) (2011 Cuesta College Technology Survey)

Supporting Data Elements

| Figure 3-37: Fall Unduplicated Headcount by Credit Status by Location (F06-F10) |
| Figure 3-31: Preferred Location to Attend Cuesta College by County Region of Respondent (2011) |
| Figure 3-29: Importance of Offering Courses Physically and Online by Region (2011) |
| Cuesta College 2011 Technology Survey (External Link) |
CORE PRINCIPLE 4: INSTITUTIONAL EFFECTIVENESS

“Implement Sustainable, Continuous Improvement across the College”

OVERVIEW

Core Principle 4 directs the college to implement processes and resources that facilitate Cuesta’s attainment of ACCJC’s level of Sustainable Continuous Quality Improvement with respect to Institutional Effectiveness. Essentially, this principle commits the college to improve institutional effectiveness in support of student learning through fully implementing the processes outlined by ACCJC. To achieve this level of institutional effectiveness, Core Principle 4 commits the college to fully engage in data-driven decision making and systematic, integrated planning, assessment and resource allocation. Finally, as a means of increasing institutional effectiveness, Core Principle 4 directs the college to support robust Professional Development across all college clusters.

DATA ANALYSIS

The following ACCJC statements describe a college functioning at the level of Sustainable Continuous Quality Improvement with respect to institutional effectiveness in program review, planning, and student learning outcomes:

Program Review
- Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvement in student achievement and learning.

Planning
- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Student Learning Outcomes
- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews.

(Source: ACCJC Rubric for Evaluating Institutional Effectiveness)

Supporting Data Elements

ACCJC Rubric for Evaluating Institutional Effectiveness (2011) (External Link)
Figure 3-31: Preferred Location to Attend Cuesta College by County Region of Respondent (2011)
ACCJC Visiting Team Report (2010) (External Link)
“Core Principle 5: Local Service Area”

OVERVIEW

Core Principle 5 directs the college to adapt college programs and services to meet the current and emerging needs of San Luis Obispo County. This principle commits the college to continually assess, evaluate and improve the degree to which its current programs and services align with community needs. Specifically, Core Principle 5 compels Cuesta College to meet the needs of San Luis Obispo County in general, though with particular emphasis on the following subpopulations:

- Local Recent High School Graduates and Dropouts
- English Language Learners
- Re-entry students with some college, but no degree
- Displaced Workers looking for career technical education or re-training
- Local Business needs for skilled labor

DATA ANALYSIS

Historically, roughly 50% of Cuesta’s first-time students under the age of 21 have come from outside of San Luis Obispo County (Figure 3-41). Many of these out-of-area students, as well as a great number of local students, attend Cuesta College with the intention of transferring to Cal Poly, San Luis Obispo. However, while Cuesta College boasted one of the highest acceptance rates to Cal Poly in the state in 2010 (27%), due to statewide budget cuts and Cal Poly’s unique status as a statewide CSU, more than 500 Cuesta College applicants were not accepted. Additionally, it is unclear what impact the designation of CSU Channel Islands as Cuesta’s local CSU will have on the out-of-area demand to attend Cuesta College. At the same time that out of area demand may decrease, local high school enrollments and graduates also are predicted to decrease prompting the need to capture a greater percentage of local high school graduates in order to maintain current enrollment levels (Figure 3-5). In addition, over the next five years, the number of 18-25 year old (traditional college age) residents is predicted to decrease. Growth in the county as a whole will be stable with the highest growth rates in the North County Inland and South County Coastal regions with little to no growth in other county regions. Ethnically, Latino residents will grow over time with all other ethnicities shrinking in proportion. In general, by 2015, San Luis Obispo County may resemble more closely what the state of California looks like now in 2010. If this becomes the case, Cuesta College will need to serve a more diverse population with respect to age (older), ethnicity (more Latino), socioeconomic status (lower SES), incoming skill levels (more Basic Skills), and educational goals (less transfer, more CTE).

Supporting Data Elements

- Figure 3-5: San Luis Obispo Public High School 12th Grade Enrollment and Graduates (Actual and Projected 2000/01 - 2018/19)
- Figure 3-6: San Luis Obispo County High School Adjusted Grade 9-12 Dropout Rates (2008/09)
- Figure 3-52: Top Ten Majors of First-Time Local Students under 21 (Fall 2010)
- Figure 3-45: Cuesta College Top Ten Local Feeder High Schools with College Going Rate (Fall 2009)
- Figure 3-42: Cuesta College Local and Out-of-Area First-Time Students under 21 years of age by Region (Fall 2010)
- Figure 3-11: San Luis Obispo County K-12 Demographic Changes (2000/01 – 2009/10)
- Figure 3-80: Cuesta College Applications and Acceptance Rates to Cal Poly, SLO (F06 – F10)
CORE PRINCIPLE 6: RESOURCE DEVELOPMENT

“Improve the College’s Capacity to Garner Additional Revenue in Support of the College’s Values: Access, Success, and Excellence”

OVERVIEW

In the context of declining state revenues, Core Principle 6 directs the college to find additional revenues to support the College’s mission. First, this principle commits the college to: (i) consistently meet funded FTES targets, while minimizing unfunded FTES, and (ii) retain “small college” status, unless annual cost-benefit analyses confirm that moving to a “medium college” status is fiscally sound. Second, Core Principle 2 sets the stage for the college to assess the feasibility—both internally and externally—of seeking a General Obligation Bond within the next five years. Finally, this principle also directs the college to increase its capacity to garner additional revenue through the acquisition of private funds via the Cuesta College Foundation advancement efforts.

DATA ANALYSIS

As mentioned throughout this Master Plan, state funding for education has declined since 2008/09 and is expected to decline further or remain flat over the next five years. One means of attaining all available state funding for apportionment is to hit annual FTES targets, while minimizing unfunded FTES (Figure 3-33). Another strategy for obtaining additional state revenues is to reach Basic Allocation thresholds if and only if the benefit of the additional revenue outweighs the cost of absorbing unfunded FTES (See New Basic Allocation Thresholds for 2011/12).

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Chapter 1: Core Principles

CORE PRINCIPLE 7: STUDENT ACCESS

“Remove Institutional Barriers to enhance student opportunities for access”

OVERVIEW

Core Principle 7 directs the college to live its value of “Access” by identifying and removing institutional barriers to enhance students’ ability to access the college. First, this principle commits the college to examine and remove barriers related to its matriculation processes including, but not limited to, admission, assessment, prerequisites and registration. Second, Core Principle 7 directs the college to examine its Academic Programs in order to align course offerings with students’ incoming skill levels. Third, Core Principle 7 commits the college to providing instruction physically throughout the county and virtually via Distance Education. Finally, this principle commits the college to a thorough analysis of and, where needed, transformation of its current course scheduling.

DATA ANALYSIS

To begin, assessment results of incoming students indicate that fewer than 30% of students in English and 20% in Math place into transferable courses, yet nearly 90% of Cuesta’s current offerings are transferable (Figure 3-53, Figure 3-54, Figure 3-39). Regarding changing student demographics and therefore needs, the external scan sections covering local high schools and community demographics demonstrate that San Luis Obispo County demographics, while currently quite different from the state of California, are forecast to become more similar to the rest of the state. With respect to location of courses, 2011 Community Survey respondents strongly endorsed the need to provide instruction both physically throughout the county and via Distance Education (Figure 3-29). Finally, when asked to identify barriers to attending Cuesta College, 2011 Community Survey respondents indicated that when courses are scheduled represent the greatest barrier to access, regardless of location (Figure 3-30).

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CORE PRINCIPLE 8: STUDENT SUCCESS

“Identify and Provide Resources to Foster Student Success”

OVERVIEW

Core Principle 8 commits the college to live its value of “Success” by identifying and providing resources to increase student success. Specifically, Core Principle 8 directs the college to further analyze course success rates, progression through sequences of courses, attainment of degrees and certificates, transfer to four-year institutions, and Career Technical Education outcomes to identify barriers to success, propose interventions, and provide the resources to implement successful interventions. Moreover, Core Principle 8 calls particular focus to the arena of “Basic Skills” as it relates to all students from ESL to Transfer level. Further, Core Principle 8 also directs the college to ensure that student learning outcomes are agreed upon within courses and that those outcomes meet the incoming skill requirements across hierarchies of courses. In addition to directing the college to align student learning outcomes within and between courses, Core Principle 8 commits the college to examine the length of hierarchical course sequences as well as the requirements for degrees and certificates in order to ascertain whether students are able to complete their goals. Finally, Core Principle 8 directs the college to increase its capacity for Academic and Student Support at all physical locations and within Distance Education, as well as professional development for faculty and staff as it relates to student success.

DATA ANALYSIS

Overall Course Success Rates remain at roughly 70%, whereas South County and Distance Education success rates are only slightly greater than 60% (Figure 3-66). Vocational Course Success rates remain high, unlike Course Success Rates in Basic Skills and ESL, which are consistently below Cuesta’s ARCC peer group averages (Figure 3-67, Figure 3-68, Figure 3-71). Not unlike the rest of the state, but concerning nevertheless, very few students who begin in Basic Skills courses progress to transferable coursework (Figure 3-72, Figure 3-73, Figure 3-74). While students continue to earn degrees and certificates and transfer, these numbers have declined over the last five years (Figure 3-75, Figure 3-76, Figure 3-78). Career Technical Education core indicators all show recent positive gains, despite variability in employment rates by Top Code (Figure 3-77, Figure 3-83).

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CORE PRINCIPLE 9: SUSTAINABILITY


OVERVIEW

Core Principle 9 directs the college to become a model for sustainability in its college operations and systems as well as throughout its curriculum; Cuesta College also has interpreted “sustainability” broadly to include fiscal sustainability as well. Specifically, this principle commits the college to align its college operations and systems with State laws AB32 and SB2X, Chancellor’s Office Energy and Sustainability Policy 3.1, the SLO County EnergyWise Plan, and other best practices with respect to sustainability. Core Principle 9 directs the college to apply a holistic approach to “human and natural systems management and sustainability” in which the nurturing of human capital, the fairness of resource allocation, and caring for the health environment of current and future generations are paramount.

DATA ANALYSIS

From a state perspective, Assembly Bill 32, (AB 32) The Global Warming Solutions Acts of 2006, established California as the national leader in sustainability which set the 2020 greenhouse gas emissions reduction goal into law. In April of 2011 passage of Senate Bill 2X (SB2X) mandated that public and private providers of electricity in California increase their supply of renewable energy to 33 (previously 20% with AB 32) percent by the year 2020. The new law is designed to improve air quality, address climate change, protect customers from rate manipulation and bring investment, jobs, and tax revenues to California.

More Specific to Community Colleges, in 2008, the Board of Governors issued Energy and Sustainability Policy 3.1 which guides the practice of sustainability in the California Community College System.

The goals are:
Reduce campus energy use 15 percent by 2011-12; relative to 2001-02.
Design new facilities that out-perform the energy code by 15 percent.
Design major renovation projects to out-perform the energy code by 10 percent.
Increase self-generation capacity 50 percent above current levels by 2014.
Procure 20 percent of electric needs from renewable sources by 2010, and 40 percent by 2014.
Designate energy/utility managers at the campus level.
Develop energy and sustainable strategic plans for each campus.
New construction and major renovation projects should be designed to at least meet the United States Green Building Council, Leadership in Energy and Environmental Design (LEED) “certified” or equivalent rating.

SunPower Corporation’s California Valley Solar Ranch (CVSR) project application received SLO County Supervisor’s approval in April, 2011. The project is a 250 Megawatt solar power plant in the Carrizo Plain that represents more than a $1 billion dollar investment in local renewable energy production. A second 550-megawatt solar plant is also proposed for the Carrizo Plain, which, if approved, would garner national prominence for San Luis Obispo County as a renewable energy provider.

Finally, from a curricular perspective, Workforce and Economic Development's delivery of the two Workforce Investment Board (WIB) funded “Green Tech” pre-apprenticeship training classes in 2009-10, for example, added momentum for sustainability education within the Division by engaging local contractors and energy production firms to participate in curriculum development.
and content delivery. Similarly, the Architecture program has offered USGBC LEED AP classes since 2010 and has implemented sustainability across most course offerings.

### Supporting Data Elements

| Sustainability Theme (External Link) | FCMAT assessment tool (External Link) | Senate Bill 2X (SB2X) (External Link) | Board Of Governor’s Sustainability Policy 3.1 (External Link) |

### CORE PRINCIPLE 10: WORKFORCE DEVELOPMENT

“Improve the College’s Capacity to Respond to Current and Emerging Labor Market Needs by Focusing on Industry Recognition and Relevance”

#### OVERVIEW

Core Principle 10 directs the college to respond to current and emerging changes in labor market needs (both within San Luis Obispo County and across the state of California) by providing Career Technical Education training within occupations that have employment potential. Moreover, Core Principle 10 directs the college to examine the validity of current entry level skill requirements as well as provide avenues for the simultaneous instruction of Basic Skills and Career Technical Education training (e.g., VESL). In an effort to increase students’ ability to complete Career Technical Degrees and Certificates, Core Principle 10 also commits the college to examine current CTE unit requirements and, where appropriate, implement career ladders. Finally, Educational Core Principle 10 encourages collaboration with the five San Luis Obispo Economic Vitality Corporation (EVC) identified Clusters of Economic Opportunity.

#### DATA ANALYSIS

Education core indicator data show that Cuesta continues to improve vis-à-vis all metrics, and that, despite some variability across programs, overall employment rates for completers of Cuesta’s Career Technical Education programs are very high. Of the thirty-one Cuesta Career Technical Education programs identified, all but three of the programs had employment rates in excess of 83%. Sixteen of the programs attained an employment rate of 100% (Figure 3-77 & Figure 3-83).

The relevance and importance of the Career Technical Education offerings was recognized by the community in the web-based community survey. Respondents ranked Career Technical Education as the most important instructional area (Figure 3-25). Moreover, community demand for Career Technical Education, particularly in the North County, is likely to increase. The North County is predicted to have the largest countywide growth in population at 19% and students from the North County are the least likely to pursue transfer or a degree. Only 32% of students surveyed from the North County expressed a goal to transfer or obtain a degree. In addition, The City of Paso Robles included education and cited Cuesta College in its 2006 Economic Strategy. Support of specialized educational/vocational training facilities and promotion of quality, relevant education and training programs were listed strategies.

Currently, within San Luis Obispo County, the top three employers by broad industry group are: (i) Government (ii) Trade, Transportation & Utilities, and (iii) Leisure and Hospitality (Figure 3-85). In addition, the Economic Vitality Corporation identified five Clusters of Economic Opportunity in San Luis Obispo County (Recreation and Accommodation, Wine and Agriculture, Building Design and Construction, Health Services, Knowledge and Innovation services and Specialized manufacturing) (Figure 3-86) that may provide opportunities for employment of Career Technical Education students. Statewide, 49% of California jobs have been
designated as jobs that require more than high school preparation but less than a bachelor’s degree and are serviced by Career Technical Education Programs.

Supporting Data Elements

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
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<tr>
<td>Table 3-6</td>
<td>Top 25 SLO County Employers (2011)</td>
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<td>Table 3-7</td>
<td>SLO County Fastest Growing Occupations (percent change) 2008 - 2018</td>
</tr>
<tr>
<td>Table 3-8</td>
<td>SLO County Fastest Growing Occupations (number) 2008-2018</td>
</tr>
<tr>
<td>Table 3-9</td>
<td>California State Fastest Growing Occupations (percent) 2008 - 2018</td>
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<tr>
<td>Table 3-10</td>
<td>California State Fastest Growing Occupations (number) 2008 -2018</td>
</tr>
<tr>
<td>Figure 3-50</td>
<td>Self-Reported College Major of Study (Fall 2010)</td>
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<td>Figure 3-26</td>
<td>Top Five Most Important Occupational Programs Currently Offered by Cuesta College (Community Survey, 2011)</td>
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<td>Figure 3-28</td>
<td>Importance of Training in Clusters of Economic Opportunity (2011)</td>
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<td>Figure 3-68</td>
<td>Annual Successful Course Completion Rate for Vocational Courses (ARCC Indicator #4, IEO #4)</td>
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<td>Figure 3-77</td>
<td>Career Technical Education Core Indicators (2001/02 – 2008/09)</td>
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<td>Figure 3-83</td>
<td>Employment Rates for Career Technical Education by Top Code (2008/09 Cohort)</td>
</tr>
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<td>Figure 3-84</td>
<td>San Luis Obispo County Unemployment Rate (2001 – 2011)</td>
</tr>
<tr>
<td>Figure 3-85</td>
<td>San Luis Obispo Employment by Broad Industry (June 2011)</td>
</tr>
<tr>
<td>Figure 3-86</td>
<td>SLO County Economic Clusters of Opportunity</td>
</tr>
</tbody>
</table>

CHAPTER 2: COLLEGE PROGRAMS & SERVICES

OVERVIEW

The following chapter provides an overview of all Cuesta College’s Programs and Services. For each Program and Service, Chapter 2 provides a program description, program projections, as well as projected needs particularly with respect to staffing, technology, and facilities. Representative of Cuesta’s integrated planning model, the Institutional Program Planning and Review Process was the primary data source informing the contents of Chapter 2.

In addition to a narrative description of program projections, the Academic Affairs Cluster section also includes relevant California Community College MIS data (Enrollments, Sections, FTES, FTEF, Degrees, etc.) for each Academic division. The data intervals correspond to the Cuesta College 2001 Educational Master Plan, the 2006 update, the beginning of the Cuesta College 2011 Educational Master Plan and forecasted to 2016 – the end of the current five-year Educational Master Plan.

Chapter 2 begins with the Academic Affairs Cluster, followed by Student Support Services, Administrative Services, and finally the President’s Cluster. As mentioned in the Introduction, the program projections and needs expressed in Chapter 2 in particular, inform some of the specific content of Operational Plans in their support of Core Principles.
ACADEMIC AFFAIRS

OVERVIEW

The Cuesta College Educational Master Plan 2011-2016 is based on the development and analysis of data from multiple and objective sources. This chapter builds on key data elements and provides the status and projections of academic programs offered to students as well as the capacity required to support instruction over the next five years. The capacity impact of these projections is summarized at the end of the chapter.

There are four proposed quantitative data benchmarks that suggest changes in academic program planning and improvement. These benchmarks include:

1. Enrollment, Program Integrity and Sustainability
2. Student Educational Goals
3. Demographics
4. Technology and Innovation

The larger context of academic planning is set by the State of California. In fall 2009, the college’s workload was reduced and its proportionality of offerings shifted toward credit offerings. The result was a schedule that provided courses consistent with the California Community College’s Chancellor’s Office (CCCCO) directive to focus on transfer, career technical education (CTE) and basic skills. The necessity to reduce the District’s course offerings in 2009-10 curbed growth at all locations, most of which will not be reinstated. As noted in detail in Chapter One, both the college full-time equivalent student (FTEs) funded cap and headcount have declined overall. In 2011-12, the funded cap seems to have stabilized; this may form a floor for state budget reductions, with revenues projected to be up during the fiscal year. However, even with these stable or increased current and out-year projections, the state’s fiscal climate is one of uncertainty and fluctuation and even with the best assumptions, “(the state) won’t restore actual funding per student to 2007-08 levels until 2014-15, and inflation-adjusted funding per student in 2015-16 will be 6% less than the level provided in 2001-02” (CCLC, April 6, 2011).

Given this context, one of the key goals for academic programs is to maintain integrity and excellence of critical programs and course offerings, i.e., offer an annualized schedule with the right number and appropriate sequence of coursework for students to achieve their educational goal(s). This goal is balanced with data indicating the need to respond to changing student educational goals, updating program and scheduling requirements, the reality of shifting demographics, and emerging technology (externally and in relation to instruction) and innovation.

**DATA**

1. **ENROLLMENT, PROGRAM INTEGRITY AND SUSTAINABILITY:** The Fall student headcount in 2005 and 2010 are nearly the same: 11,597 and 11,588, respectively (Chapter One data chart, Fall Student Headcount by Region, 2005-2010), while FTES in 2011 will be close to those funded in 2000-01 (Cuesta College, Office of Institutional Research and Assessment). The college is largely dependent on statewide funding formulas and, noted above, the five-year funding model for education, including the community colleges, is uncertain. As a result, the college is planning and implementing both the annual and longer-term enrollment targets and program schedules within a reduction or flat line framework, which is a significant change from the growth framework of just a few years ago. The reduction in offerings means that it takes students longer to complete their coursework and program. Academic programs, therefore, are focused on maintaining the integrity of the program to ensure that as many sections as possible of required courses, with proper sequencing, are offered.

With the implementation of the Padilla/SB 1440 Student Transfer Achievement Reform Act, which commenced with the 2011-12 academic year, academic programs leading to transfer will be more focused and comply with established statewide articulation coursework. [Cuesta implemented three in 2011-12: Sociology, Communication Studies and Mathematics.] Some programs may be recommended for reduction, revitalization or discontinuance in the coming years; others will be reviewed to be more effective and then maintained in order for students to complete a degree or certificate. Maintaining program integrity and financially sustaining the most effective schedule possible is in alignment with the state and nationwide emphasis on student success and course/degree/certificate completion.

Cluster and division data charts and program projections point toward maintaining program integrity over the next five years. During this same timeframe, responding to data and planning program changes will continually be considered.

2. **STUDENT EDUCATIONAL GOALS:** The district-wide, overall educational goal reported for Fall 2010 was 45.6% degree/transfer/or both and 54.4% other, with variations noted within each of the four regions defined as SLO, North, South and Distance (Chapter One, data element, Self-Reported Educational Goal by Region – All Students, Fall 2010). Comparing local to out-of-area first-time students under 21, a majority of this group seeks degree/transfer/or both, with more out-of-area seeking this goal (23.9%) than local students (14.9) (Chapter One data element Top Ten Majors of First-time Out-of-Area Students under 21 and First-
Time Local Students under 21). Regarding transfer rates, Cuesta College’s statewide ranking has moved from 10th in 1996/1997 to 21st in 2009-10, yet is slightly above the college’s peer group: Cuesta College: 60.9%; Peer Group: 60.7% (Chapter One data element, Transfer and Degree – Institutional Effectiveness Outcome #1, 2005-2010). In terms of preparation and achievement after transfer, Cuesta College students do well.

**Table 2-1: Cuesta College Transfer Students’ First-Year CSU GPA and Persistence compared to System wide Student GPA and Persistence**

<table>
<thead>
<tr>
<th>Year</th>
<th>Cuesta College Transfer Students’ First Year CSU G.P.A. Compared to CSU System wide First-Year G.P.A.</th>
<th>Cuesta College Transfer Students’ First Year CSU G.P.A. Compared to CSU System wide Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cuesta College</td>
<td>CSU System wide</td>
</tr>
<tr>
<td>2006</td>
<td>2.96</td>
<td>2.92</td>
</tr>
<tr>
<td>2007</td>
<td>2.94</td>
<td>2.93</td>
</tr>
<tr>
<td>2008</td>
<td>3.02</td>
<td>2.99</td>
</tr>
<tr>
<td>2009</td>
<td>3.05</td>
<td>2.98</td>
</tr>
</tbody>
</table>

After the top goal of transfer, there is a difference in the ranking of majors between local and out-of-area students under 21:

**Table 2-2: Student Majors ranked within Local and Out-of-Area First-Time Students under 21**

<table>
<thead>
<tr>
<th>Major</th>
<th>First-time Local Students under 21 (F10)</th>
<th>First-time Out-of-Area Students under 21 (F10)</th>
<th>All Students (Fall 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nursing</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Business Administration</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Psychology, General</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Biology, General</td>
<td>5</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>

However, with the advent of two external changes, first-time out-of-area students under 21 numbers may decrease, leading to an emphasis on recruiting local service area students. First, the identification of CSU-Channel Islands as the designated regional CSU transfer institution has an unknown impact on the historical pathway through Cuesta College to California Polytechnic State University ("Cal Poly"). Second, CSU/UC have substantially shifted their enrollment openings from California Community College (CCCs) transfer students to incoming high school freshman. This has had a significant impact on the number of students who are transferring from Cuesta College to CSU statewide and Cal Poly in particular (see Figure 3-78). More local students will need to be recruited and retained in order to meet what might be a growing gap left as a result of out-of-area students attending Cuesta in
fewer numbers. Looking to the out years of the 2011-16 Master Plan, data projects that there will also be a significant gap between local (SLO County) high school students enrolling and the need to continue the college-going rate of these student to maintain the 2008 level.

One of the most significant obstacles to attending Cuesta College is scheduling. While the response on this item (one of five perceived obstacles to attending Cuesta College) is somewhat more significant in the North County Inland regions (i.e., NCC @ 48.6%), it is above 40% in the other three regions. Review of scheduling (time of day, length of courses, location) may be an important process to undertake in order to meet student needs to complete their degree/certificate. Overall, it is the biggest obstacle (Chapter One data element, Top Five Perceived Obstacles to Attending Cuesta College).

Student educational goals seem to be shifting at Cuesta College, especially when comparing local and out-of-area students. With a potential need to focus on local students to achieve annual funded FTES goals, a careful examination of programs offered needs to be considered.

3. DEMOGRAPHICS: Changes in demographics also impact academic programs, as the college considers what programs to offer and where. The county is increasingly Hispanic, has a flat to decreasing number of traditional age 18-25 year olds and is projected to have population growth in the North Inland and South County regions (Chapter One data elements, Demographic Data). At the college level, students qualifying for the Board of Governor’s Grant has increased by 33% over the last four years—with an expectation that this will rise along with increases in tuition fees—and 48.1% of Cuesta’s incoming students were identified as first generation in 2009. Assessment data for incoming students and resulting placement results (cf. Chapter One related data elements), will continually be examined in order to offer the most appropriate level and number of basic and academic skill courses, in addition to both credit and non-credit ESL courses/programs. Support programs will continue to require emphasis as data indicates improvement is needed for successful course completion in for-credit basic skills courses (Institutional Effectiveness Outcomes #5, 2005-2011) as well as the improvement rate for credit basic skills courses (Ibid, #7).

4. TECHNOLOGY AND INNOVATION: The number of students participating in distance education (DE) is the one “region” of the four district areas of the District that continues to increase. From 2005-2010, the Fall Student Headcount by Region went from 1,273 in fall 2005 to 1,867 in fall 2010. As a result, student support services and academic programs will focus on serving this growing sector of the college’s student demographics. In fact, the top two preferred frequency of class meetings are twice a week and distance education (Community Survey, 2011), and both physical and online instruction score highest as important modalities (ibid). More courses continue to be offered via distance education, a trend that echoes enrollment across the country.

As a result, additional attention will be given to enhancing capacity to support DE, including faculty and student training, capacity to offer more courses with access to media sources and new technology/applications, and updating technology to support DE. For example, Academic Affairs continues to request an instructional designer and training hours for faculty teaching in the DE modality. There is also a need for technology upgrades and maintenance. Significant weaknesses in technology, which is critical for building and sustaining the DE framework, are financial resources, aging technology, slow network speeds and lack of Wi-Fi connections (Cuesta Employee Survey, 2011).

It should be clear, however, that while there will be a shift from “bricks and mortar” at Cuesta, offering courses in physical locations throughout the district remains important. For example, many students (52%) who take courses online also attend classes on the SLO campus. (Chapter One data element, “Gil Stork Venn Diagram”).

Institutional Research: This area of college support consists of one person (2011). The commitment to data development and use in institutional planning (annual, program review, strategic, operation and master levels), assessment (e.g., SLO assessment process) and effectiveness (e.g., Institutional Effectiveness Outcomes) is essential for the college’s success. An annual request for additional personnel and hours is a priority in the Academic Affairs cluster.
Library: Within the budget reduction context, Library hours and resources have been reduced. However, this is an institutional capacity issue, and resources must be restored, especially access via electronic delivery in support of Distance Education students and all college students who access materials and information.

PROGRAM PROJECTIONS

- In order to serve students and plan appropriately, programs will focus on offering the appropriate number and sequence of courses to maintain program integrity and assist students to complete their educational goal(s) in a timely and effective manner through mapping effective degree/certificate pathways (Transfer Model Curricula).
- Change and re-balance course offerings, more Math, English, essential capacity courses
- Establish clear, focused and effective basic skills progression, including ESL and Academic Success
- Review course offerings to prioritize and balance between regional areas (e.g., accounting for population growth in the North Inland and South County), times of day, and modality (continued growth trajectory)
- Have new programs that respond to changes in transfer policies and processes in the state (TMCs) as well as emerging businesses and employment needs (e.g., new program in Sustainable Energy and Technology)
- Serve our local service area students and respond to changing demographic trends by coordinating outreach between faculty and articulating content (e.g., changes in concurrent enrollment policies)

STAFFING

- Restore, reallocate, balance personnel reductions and changes of 2011-12
- Full-time Faculty requests:
  - Economics, Philosophy, Biology, Math, English
  - Continue to work to replace retirements
  - Convert PT Faculty positions into FT positions
- IR: Research Analyst
- DE: Fulltime
  - DE Coordinator
  - DE Trainer and Student Support Service Assistance
- Technology: Fulltime Dedicated Academic Programmer assigned to Academic Affairs

TECHNOLOGY

- More, reliable and state-of-the-art
- College-wide (all locations) access to Wi-Fi

FACILITIES

- Trades and Technology building
- Wi-Fi wiring
- Other building prioritization that might result from college-wide dialogue
- Sole occupancy location at South County
- Remodeling high use spaces
PARTNERSHIPS

- CTE programs with local businesses and emerging industries
- Visitor Center (First Solar and Sun Power--sustainability)

The remainder of this chapter provides a summary of each instructional area, including program projections for the next five years.

LIBRARY RESOURCES AND ACADEMIC SUPPORT

ACADEMIC SUPPORT

PROGRAM DESCRIPTION

Our 2011 Comprehensive Program Review provides substantial evidence that students and faculty who have used Academic Support Programs and Services have benefited significantly. Clearly, Academic Support is playing an important role in helping Cuesta College accomplish its mission.

The unique nature of the Academic Support Program includes six program components consisting of courses (pre-collegiate through transfer), Tutorial Services, Academic Support Lab, workshops, consultations with students and faculty, and Integrated Learning Assistance (Learning Communities, Supplemental Instruction and Adjunct Study Skills).

Aligning Academic Support with the Library/Learning Resources Division is a positive first step towards providing the foundational infrastructure for integrating learning assistance and maximizing resources. By developing a centralized system of support using the Learning Commons model of the Student Success Centers, we create a more strategic, integrated approach of support for all students.

PROGRAM PROJECTIONS
There will be greater demands on Academic Support Programs and Services as the demographics at Cuesta College continue to change. We have seen a recent influx of students who require our services. As the college expands its role in economic development and professional technical programs, the need for basic skills proficiency will substantially increase. Although Academic Support has managed to keep pace with the changing demographics and increasing demands thus far, our success has been largely due to external, short-term funding, and a dedicated staff.

We are working to preserve the integrity of our programs and services while still maintaining a high level of student persistence and success. We would like greater access to Tutorial Services by expanding into summer, evenings, and online to serve the needs of more than the current 10% of the student population. Additionally, we want to expand drop-in and appointments as well as supplemental instruction for targeted developmental and high-risk transfer courses.

The focus of the Academic Support Programs and Services will be to continue to support and develop Student Success Centers, inform the campus community (faculty, staff, and students) about services and resources, provide alternative delivery systems (hybrid courses, web-based modules, and paired courses), increase the general fund budget to Tutorial Services, hire additional AS personnel for our AS Programs and the Student Success Centers, and finally, work collaboratively with departments, committees, and services involved in student success.

**STAFFING**

- Due to increased class load, an anticipated retirement and a possible reduction-in-load, three full-time instructor positions will be necessary by 2013-2014. One position should be filled for 2012-2013.
- Committee obligations cannot be adequately met by the current number of full-time faculty (2).
- The NCC Student Success Center will require an Instructional Aide.
- Tutorial Services requires additional funding to hire more tutors to meet the increased student demand for drop-in tutoring in all subjects, especially math.
- Tutorial Services at NCC requires a Student Services Assistant and at SLO, the hours of the current Student Services Assistant needs to increase from 8 hours per week.

**TECHNOLOGY**

- Maintain the institutional site license for the web-based PLATO instructional software.
- Expand wireless capability to the entire 3300 building (High Tech Center).
- Provide greater access to the DVDs of our Student Success Workshops by including streaming media into Cuesta’s website capacity.
- Replace the ten-year-old 25 computer stations in the AS Lab.
- Replace the five office workstations that are ten years old.
- Increase professional development opportunities for integrating instructional technology in distance education, hybrid, and face-to-face classes.

**FACILITIES**

- The NCC Student Success Center integrates tutoring in all subjects, including math, and offers computer assisted instruction in ESL, math, writing, reading, and computer literacy.
- The SLO Student Success Center should explore integration of the Writing Center with the Academic Support Lab to further integrate services.
LIBRARY RESOURCES

PROGRAM DESCRIPTION

The 2001 Educational and Facilities Master Plan focused primarily on library facilities, emphasizing the need for an expanded/renovated space on the SLO campus, the need for full service at NCC, and the emerging need for library services at SCC. In 2001, the library moved into the current space (6000 Building) on the NCC, and in 2004 hired the first full-time librarian at that site. The 2006 update to the 2001 plan has no mention of the Library, other than references to the approval of funding for the NCC LRC in the 2004 bond measure and the renovation of the SLO LRC that was then underway, and was completed in 2007.

The decade after 2001 saw some major changes in library services. The most dramatic is the shift from print to digital periodical collections. By the end of the decade, the library maintained only a few hundred subscriptions to print publications, chiefly newspapers and weekly magazines; subscriptions to electronic databases of periodical articles had become a crucial part of library collections and an increasing part of collections expenditures. The increase in distance education offerings and the ubiquity of information technology led to the development of electronic tools for delivering instructional and reference services. The library developed Searchpath, an automated self-paced introduction to library research; produced more than two dozen web-based subject guides to assist students in subject-based research, and introduced an embedded librarian into online courses.

By the end of the decade the library, like much of the college, faced reductions in staffing levels and funding as a result of state budget challenges.

PROGRAM PROJECTIONS

The purpose of a library is to bring together human beings and recorded knowledge in as fruitful a manner as possible. To fulfill that purpose the library needs collections funding to purchase or license access to the knowledge resources that will best meet the needs of Cuesta students. It also needs professional staff to select, acquire, organize, and provide access to those resources, and to work with faculty and students to develop the information competency skills that will enable students to navigate the changing world of information and to become successful learners. Major areas of emphasis in the next five years will be:

Integration of services and systems:
- With the opening of the LRC at the NCC, we will be able to test the principles of a Learning Commons/Student Success Center—a space that brings together a variety of student services, from library instruction and reference to tutoring, writing and math labs, and DSPS. Lessons learned there will inform progress toward the development of integrated services at SLO and, eventually, SCC.
- We will seek further integration of information competence instruction and reference services into more courses, both face-to-face and online.
- We will continue to seek full integration of the college’s Learning Management System, the Integrated Library System, and Banner, so that we can provide information and services to students at the point of need.

Responsiveness to students’ needs:
- We will continue to work toward building and maintaining collections that not only meet the intellectual needs of our students but that accommodate their preferred means of access as well.
Chapter 2: College Programs & Services

This will most likely involve more digital materials—streaming media, electronic reserves, etc.—but will also include access via mobile devices, and possibly more interfaces for ESL students (we already provide Spanish interfaces to two popular databases: Ebsco’s Academic Search Elite and Proquest’s Newspapers.)

- We will schedule available staff to effectively meet the needs of the greatest number of students.

To the extent that staffing allows, we will work to develop an interactive web-based version of a core information competence product, the English 201A Workbook. We will work to ensure that a South County facility, when identified, will provide sufficient access to library collections, staff, and services. Detailed requests for staffing and budgeting occur during the annual Institutional Program Planning and Review Process.

STAFFING

- SLO is heavily reliant on Federal Work-Study students to staff the Circulation/Reserve desk. Restoration of stable funding for staff to meet the needs of library users is a critical need.
- NCC: the opening of the LRC will increase expectations for hours and services; additional staffing to enable the LRC to be open more than four days a week will be necessary.
- SCC: when the district acquires a facility in South County, library staffing must be part of the plan for services there.
- Librarians to work on digital initiatives and on moving our information competency instruction into an interactive mode are essential.

TECHNOLOGY

- Regular, planned refresh of all technology (per the Technology Plan) will benefit all library users.
- The server for the Integrated Library System will need to be replaced. The system itself may need to be replaced.
- Room 3219 will need an upgrade to enable hands-on instruction in the use of electronic resources (N3114 in the LRC will provide a model.)
- A system to store, organize, and retrieve ten years of digital photographs from Marketing is needed. The system will also need to accommodate scanned images from the college archives.
- Library staff will flexibility and funding to test, acquire, learn, and implement new tools to accommodate the increasing migration to a digital environment (e-textbooks, e-reserves, e-readers, access via handheld devices, etc.)

FACILITIES

- The SLO facility was recently remodeled, and will suffice for the next five years (if the upgrade of 3219 mentioned under Technology is completed.)
- NCC will have suitable facilities when the new LRC opens.
- SCC space is currently inadequate, with minimal storage space, computer access issues, etc. A new facility will need to accommodate personnel, collections, and technology to deliver a full range of library services.
ARTS, HUMANITIES, AND SOCIAL SCIENCES CLUSTER

ENGLISH DIVISION

PROGRAM DESCRIPTION

The English division is working to preserve as much access to required composition courses as possible. Issues concerning entry assessment and placement, access to writing support outside of courses, and developing responses to results of SLO assessment are before the faculty and will inform curriculum review and revision. Over the past three years, English faculty have added two courses to the online offerings, and they now teach four composition courses online (201A, C, 210 and a hybrid offering of 156). The division supports online paper advising (part of the Writing Help program) and has sought to develop a model of embedding a librarian into an online course, both of which need further funding to increase efficacy. The division needs support in transitioning the faculty-to-student Writing Help program to an integrated Writing Center as the college shifts to the Learning Commons model. Finally, the division will work to preserve the integrity of academic programs throughout the budget reduction process over the next 5 years, which will be challenging, but the strength of the programs in both composition and literature and the caliber of the faculty will be substantial. The addition of one tenure-track faculty member starting fall 2011 only begins to ameliorate the shortage of full-time faculty in the division, the work of which supports students and programs across the entire college.

PROGRAM DATA

Table 2-3: English Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>ENGLISH DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>28</td>
<td>32</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td>148</td>
<td>178</td>
<td>104</td>
<td>115</td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students completing certificates</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>FTES</td>
<td>432.2</td>
<td>481.7</td>
<td>358.1</td>
<td>375</td>
</tr>
</tbody>
</table>
### PROGRAM PROJECTIONS

The English division will continue to preserve the integrity of the academic program throughout the budget reduction process and decreasing cap over the next 5 years.

- The division will review enrollment data and adjust if there is a need to increase sections for the three college-level composition courses: ENGL 201A, 201B, 201C.
- The division review assessment information to determine if the two pre-transfer level courses, ENGL 099 and 156 are appropriately aligned and if there are sufficient numbers of offerings to provide students with opportunities to complete requirements in preparation for college-level work.

### STAFFING

- English has a very high part-time to full-time ratio, which would justify the further conversion of part-time positions to full-time faculty. Full-time faculty are needed on the NCC and SLO campuses, as well as in distance education.
- Division and campus-level work cannot be adequately accomplished with the number of full-time faculty currently staffing the division.

### TECHNOLOGY

- Faculty would benefit from increased professional development opportunities that highlight instructional technology, both in face-to-face learning environments and online.
- Continued efforts to refresh staff computers in a central budget would benefit English faculty, who have limited opportunities to tap into grant funding for replacement of technology.

### DISTANCE EDUCATION

- English offers approximately 10 sections a semester online. There is continued demand for more sections, and with support, more faculty would be interested in adding online teaching.
- Faculty in English need more training opportunities as they create curriculum for the online environment.
- Faculty would benefit from the guidance of an instructional designer in distance education.
- English Distance Education students, like all the DE students on campus, do not have access to 24-hour help desk support.

### FACILITIES

- Classrooms reserved for English, with the exception of the alternative instruction classroom in the 6100 building, can be shared with other programs that use approximately 40 seats, white boards, adequate sound and instructional technology.
- Overall, such classrooms need more consistent upkeep, but the entire Humanities cluster has benefited from recent efforts.
to refresh instructor stations.

- On the SLO campus, faculty would benefit from greater interdisciplinary co-locating. Many faculty remember when humanities faculty shared space in the 6200 building; now faculty are dispersed across the SLO campus and a sense of isolation is frequently commented upon.
- The new facility at the NCC provides an opportunity for faculty to work together across disciplines. The effects of this proximity can be useful for planning for opportunities in the future for humanities faculty housed on the SLO campus.

## ENGLISH AS A SECOND LANGUAGE-CREDIT

### PROGRAM DESCRIPTION

Since becoming a division unto itself in 2007, ESL has consistently met student demand. While the data above might appear to suggest the division offers fewer sections than other divisions in the cluster, the division in fact teaches a great number of 6-unit offering, a unit load nearly double the unit load for courses across the cluster. As demographics in the county change, it is likely that greater demand will continue in an upward trend at the North County Center. Enrollment trends at the SLO campus seem to be holding steady with little demand for growth, and this also appears to be true for the South County Center as well; however, this would likely change were the College to establish a center that could respond to increased enrollment based on effective recruitment and outreach. As a division, ESL is working to preserve the integrity of academic programs throughout the budget reduction process. In response to cuts across the board, the division is developing models that provide student support via faculty-led tutorials. Over time, ESL will work to include more daytime offerings to meet student need, particularly in the North County. Two local certificates provide students an opportunity to document their successful completion on intermediate and advanced ESL coursework. The data described below is configured following the separation of ESL from English and its emergence as a stand-alone program, which occurred in 2007.

### PROGRAM DATA

Table 2-4: English as a Second Language Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>ENGLISH AS A SECOND LANGUAGE DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>16</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td>33</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Number of students completing certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM PROJECTIONS

The ESL division will continue to preserve the integrity of the academic program throughout the budget reduction process and decreasing cap over the next 5 years.

- The division will continue its extensive work in reviewing assessment, enrollment, success and retention data to determine is course offerings, unit loading and curricula are adequate in providing support for students.
- Faculty have developed discipline-specific tutorial support in an effort to provide learning opportunities for students and will be piloting these instructor-staffed courses during 2011-12.

STAFFING

- With the retirement of the founding faculty of the division, ESL has one fewer member. At present the ratio of part-time to full-time faculty is appropriate given the economic shift in the county following the national downward trend in employment, construction and service industries.
- The replacement of the fulltime position will be increasingly important in the next five years as the economy improves, which has a direct relationship to increased enrollment in the ESL program.
- Anticipated growth in the North County will likely put enrollment pressure on the ESL program, which will lead to the need for increased staffing.
- Were the College able to establish a stand-alone center in the South County, the ESL division would need a fulltime faculty member to support the program there.
- ESL would benefit substantially from increased night support in student services across the entire College.

TECHNOLOGY

- Plays an essential role in ESL instruction. Faculty need access to up-to-date media content and hardware in classrooms, which is inadequately supported at the south county site at AGHS.
- Faculty would benefit from increased professional development opportunities that highlight instructional technology, both in face-to-face learning environments and online.

DISTANCE EDUCATION

- ESL faculty are reluctant to develop online courses for ESL students, as a significant component of the discipline study involves conversation and the instructional practices are directly dialogic and face to face.
That being noted, ESL faculty and students would benefit from greater access to tools used in distance education, which might provide opportunities to conceptualize how online education could be configured to be effective and engaging for an ESL population.

**FACILITIES**

- The ESL division is strongly supportive of developing an appropriate South County center
- Classrooms reserved for ESL can be shared with other programs that use approximately 40 seats, white boards, adequate sound and instructional technology.
- Overall, such classrooms need more consistent upkeep, but the entire Humanities cluster has benefited from recent efforts to refresh instructor stations.
- On the SLO campus, faculty would benefit from greater interdisciplinary co-locating.
- The new facility at the NCC provides an opportunity for faculty to work together across disciplines. The effects of this proximity can be useful for planning for opportunities in the future for humanities faculty housed on the SLO campus.

**FINE ARTS**

**PROGRAM DESCRIPTION**

In the last three years, the Fine Arts faculty worked to revise degrees to be more pertinent to AA seekers and transfer students. The revised programs, A.A. Art Studio and A.A. Art History and Professional Practices, are well conceived and effective and will likely attract more students to the majors who will complete degrees in higher numbers as a result of clearer pathways. As a whole, the division is working to preserve the integrity of academic programs throughout the budget reduction process and decreasing cap over the next 5 years. Instructional and non-instructional supplies are expensive but necessary for this vibrant and effective program. Fine Arts instructors are working to solidify the digital components of their programs as they move forward with a new degree offering in Graphic Arts.

**PROGRAM DATA**

*Table 2-5: Fine Arts Division Historical and Projected Program Data*

<table>
<thead>
<tr>
<th>FINE ARTS DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
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<tr>
<td>Number of Programs</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Number of Full Time Faculty members</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>17</td>
<td>34</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td></td>
<td>67</td>
<td>79</td>
<td>64</td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>20</td>
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<tr>
<td>Number of students completing certificates</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>175.1</td>
<td>216.0</td>
<td>212.2</td>
<td>220</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>15.0</td>
<td>12.3</td>
<td>12.3</td>
<td>15</td>
</tr>
<tr>
<td>WSCH</td>
<td>5297.1</td>
<td>6499.3</td>
<td>6365.8</td>
<td>6500</td>
</tr>
</tbody>
</table>
Chapter 2: College Programs & Services

<table>
<thead>
<tr>
<th>North County sections offered</th>
<th>4</th>
<th>4</th>
<th>5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>South County sections offered</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Distance Education sections offered</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Programs offered NC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs offered SC</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs offered Distance Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Data  *Projected

PROGRAM PROJECTIONS

Fine Arts faculty will continue to preserve the integrity of the academic program throughout the budget reduction process over the next 5 years.

- In 2009, the division merged 2D and 3D AA degrees into a consolidated AA degree, Studio Art, to facilitate students with degree completion and facilitate transfer, and faculty anticipate a smooth transition between the Studio Art AA degree and the new transfer degree being developed according to guidelines set forth in Senate Bill 1440.
- The division will review enrollment data and adjust if there is a need to increase sections across the two degree programs.
- Full-time faculty are engaged in continued effort to align digital arts course offerings with a focus on assessing the promise of a degree program in the field and the support of digital components of the already established degree programs.

STAFFING

- Funding for lab technicians is required for lab courses. To continue the level of course offerings, funding must be restored otherwise the level of service will remain stagnant or decrease.
- Fine Arts has a very high Part-time to Full-time ratio which would justify the further conversion of Part-time positions to Full-time faculty.
- Full-time faculty, teaching GE courses, are needed on all campuses.
- It is imperative that we hire a full-time faculty member in ceramics in order to maintain the stellar work in that field.
- The budget decision to freeze the position of the Art Gallery Director will have direct impact on the program’s ability to offer course work in support of the AA Art History and Professional Practices degree.
- The effective closure of the Gallery as a result of the loss of staffing has a significant impact on student and community exposure to art, an important pedagogical and community outreach role that the Gallery has played for the College.

TECHNOLOGY

- To continue to support the digital arts program funding for continued support of the necessary soft and hardware is essential.
- Fine Arts would benefit from a centralized computer replacement program.

DISTANCE EDUCATION

- The division has carefully developed courses for the online environment, recently developing ART 255 Adobe Illustrator and 256 Adobe Photoshop only after successfully teaching ART 200, Art Appreciation and ART 205 Art History—Modernism online many semesters.
- All division faculty would benefit from further opportunities to develop online instructional support for students.

FACILITIES

- Appropriate studio facilities are needed on the SCC and NCC campus if Fine Arts offering are to increase to the projections listed above.
- Continued maintenance of the Fine Arts building is crucial for providing safe and academically challenging learning environs for students and faculty.

**LANGUAGE & COMMUNICATIONS**

**PROGRAM DESCRIPTION**

The Division is a multi-discipline set of programs that includes: American Sign Language, French, German, Spanish, Broadcast Communications, Communication Studies (formerly Speech Communications), International Studies, and Journalism. Some departments within Languages and Communications will experience challenges in responding to retirements and changing student demographics. French, German, and Spanish will be especially hard hit in this area, and Journalism now has only one part-time faculty member and no full-time faculty. The division, as a whole, supports the college with general education courses and provides students with the courses necessary to complete language and communications requirements. Speech Communication has changed the name of the program to Communication Studies and has successfully implemented the first AT degree for the College.

**PROGRAM DATA**

Table 2-6: Languages & Communications Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>LANGUAGES &amp; COMMUNICATIONS DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>21</td>
<td>20</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td>107</td>
<td>110</td>
<td>102</td>
<td>115</td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Number of students completing certificates</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>253.2</td>
<td>242.0</td>
<td>245.1</td>
<td>260</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>12.4</td>
<td>12.2</td>
<td>12.5</td>
<td>14</td>
</tr>
<tr>
<td>WSCH</td>
<td>7751.6</td>
<td>7328.4</td>
<td>7352.0</td>
<td>7800</td>
</tr>
</tbody>
</table>
### PROGRAM PROJECTIONS

Over the entire division, faculty will be working to maintain the integrity of academic programs throughout the budget reduction process and decreasing cap over the next 5 years.

- The division will review enrollment data and adjust if there is a need to increase sections in language offerings.
- Keeping Broadcast Communications up to date is very challenging, as equipment is very expensive, and the studio is already considered out of date.
- The division is supportive of maintaining and bringing up to date journalism offerings.

### STAFFING

- Spanish is in high demand by students. The department requires more than one full-time faculty member to help meet the course offering needs of the students. A division tenure track position is required by the division to meet student demand.
- Continued funding for other languages is crucial for providing diverse opportunities for students to study and meet degree and transfer requirements.
- Journalism has no full time faculty member and, as such, needs additional resources to support non-instructional workload for program continuance. Replacement of the full-time position is important following the 2010 retirement of the former full-time faculty member.

### TECHNOLOGY

- Broadcast Communications requires an extensive update of its studio facilities to prevent it from becoming obsolete.
- Faculty would benefit from increased professional development opportunities that highlight instructional technology, both in face-to-face learning environments and online.

### DISTANCE EDUCATION

- Communication Studies offers a hybrid Distance Education course in Public Speaking. Broadcast Communications is offering an online course in audio.
- While there is interest in online language courses and journalism courses, those areas lack the full-time faculty necessary to develop curriculum.
- Funding for course development and faculty professional development would be hugely beneficial to the division.

### FACILITIES

- Classrooms reserved for ASL, French, German and Spanish can be shared with other programs that use approximately 30 seats, white boards, adequate sound and instructional technology with the added challenge for faculty who carry resources with them (realia, or real-life items used to engage students in dialogue in the language).
- Overall, such classrooms need more consistent upkeep, but the entire Humanities cluster has benefited from recent efforts to refresh instructor stations.
- The new facility at the NCC provides an opportunity for faculty to work together across disciplines. The effects of this proximity can be useful for planning for opportunities in the future for humanities faculty housed on the SLO campus.
• Journalism has sought to improve its facilities by requesting CTEA funding to improve its technological support of student reporters and the lab environment. More efforts to keep the program up to date will require institutional support as well.

• Broadcast Communications requires an extensive update of its studio facilities to prevent it from becoming obsolete. Efforts to keep the program up to date require faculty and institutional support.

PERFORMING ARTS

PROGRAM DESCRIPTION

Both the Music and the Drama programs will grow in the next five years. Well recognized for quality of instruction and performance, both programs continue to recruit students from local feeder schools as well as those who travel from outside the area to attend Cuesta’s Performing Arts programs. The opening of Cultural and Performing arts Center (CPAC) in 2009 removed barriers to the programs’ success; now faculty struggle only to keep their intentions for success in line with their inadequate financial resources. The division has sought support from Friends of the CPAC group organized by the Foundation, which will likely help the CPAC further achieve stability. Overall the faculty are working to preserve the integrity of academic programs throughout the budget reduction process and decreasing cap over the next 5 years.

PROGRAM DATA

Table 2-7: Performing Arts Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>PERFORMING ARTS DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>14</td>
<td>20</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td>60</td>
<td>57</td>
<td>83**</td>
<td>90</td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Number of students completing certificates</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>FTES</td>
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<td>175.1</td>
<td>202.6</td>
<td>220</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>15.3</td>
<td>14.1</td>
<td>12.4</td>
<td>14</td>
</tr>
<tr>
<td>WSCH</td>
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<td>5287.7</td>
<td>6076.4</td>
<td>6200</td>
</tr>
<tr>
<td>North County sections offered</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>South County sections offered</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Distance Education sections offered</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Programs offered NC
Programs offered SC
Programs offered Distance Education

Source: Cuesta College MIS Data

*Projected

PROGRAM PROJECTIONS

Performing Arts will continue to preserve the integrity of the academic program throughout the budget reduction process and decreasing cap over the next 5 years.

- The division will review enrollment data and work to create coherent degree paths that are aligned with transfer degree programs.
- Faculty working with SLO assessment information will consider curricula development and revision.
- Courses in technical theatre will be added as resources are made available and when a program can be supported and approved.

STAFFING

- Funding for student-help is required for CPAC use. To continue the level of course offerings student help funding must be restored; otherwise, the level of service will remain stagnant or decrease.
- Drama has a very high Part-time to Full-time ratio, which would justify the further conversion of Part-time positions to Full-time faculty.
- Full-time faculty are needed on all campuses.

TECHNOLOGY

- Recording Arts requires consistent updating of its studio facilities to prevent it from becoming obsolete.
- Across the division, faculty would benefit from increased professional development opportunities that highlight instructional technology, both in face-to-face learning environments and online.

DISTANCE EDUCATION

- General Education courses in Music and Drama have been developed and are sustainable.
- Continued professional development opportunities would benefit the division and strengthen the instruction of distance education courses.

FACILITIES

- Continued maintenance of the CPAC is essential for support of the programs.
- Continued maintenance of instructional spaces in the 7100 building is important for effective instruction and student success.
SOCIAL SCIENCES

PROGRAM DESCRIPTION

Well organized and highly effective Social Science faculty teach many of the GE courses offered at Cuesta. With four of their own degrees (including Sociology’s new AAT degree), the faculty also teach important courses for transfer students. With the retirement of many long-time faculty, the division will be adjusting to new faculty on the tenure track. Curriculum revision and program assessment is a current focus for the division. More programs will likely put core courses online in order to provide some options for distance education, but faculty are not pursuing online degree options in the next five years.

PROGRAM DATA

Table 2-8: Social Science Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES DIVISION</th>
<th>2001</th>
<th>2006</th>
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</tr>
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<tbody>
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<td>Number of Programs</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Number of Part-Time Faculty members</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sections offered per division</td>
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<tr>
<td>Number of degrees offered</td>
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<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Number of certificates offered</td>
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<tr>
<td>Number of students completing degrees</td>
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<tr>
<td>Distance Education sections offered</td>
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<tr>
<td>Programs offered NC</td>
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<tr>
<td>Programs offered SC</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Programs offered Distance Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Data

PROGRAM PROJECTIONS

Overall, the faculty of Social Sciences are working to maintain the strength of their academic programs throughout the budget reduction process and decreasing cap over the next five years.

- The division will review enrollment data and adjust if there is a need to increase sections in core transfer-level offerings.
- The division will be assessing programs in Anthropology, Geography and Philosophy to determine if there is need for developing degrees, especially in light of the AAT.

STAFFING

- Psychology, Philosophy, and Political Sciences have very high part-time to full-time ratios, which would justify the further
conversion of part-time positions to full-time faculty.

- In all areas of the division and across all sites, full-time faculty are needed, as well as in distance education.
- Division and campus-level work cannot be adequately accomplished with the number of full-time faculty currently staffing the division.

**TECHNOLOGY**

- Faculty would benefit from increased professional development opportunities that highlight instructional technology, both in face-to-face learning environments and online.
- Continued efforts to refresh staff computers in a central budget would benefit Social Sciences faculty, who have limited opportunities to tap into grant funding for replacement of technology.

**DISTANCE EDUCATION**

- Funding for course development and faculty professional development would be hugely beneficial to the division.
- Social Science faculty would benefit from an instructional designer who could support faculty’s efforts at curriculum development for the online environment.
- Continued efforts to improve the reliability of online testing protocols and support would provide greater opportunity for online course development.
- The Social Sciences division will launch an online History 207B in the spring 2012 and has plans for online offerings in Geography and Philosophy, and faculty members in those disciplines have indicated a willingness to develop more online classes.

**FACILITIES**

- On the SLO campus, the recent Foundation-funded redesign and renovation of the Humanities Forum, room 6304, has significantly improved the facilities.
- Rooms in the 6300 building have received new seating as a result of Foundation funding in 2011.
- Overall, classrooms need more consistent upkeep, but the entire Humanities cluster has benefited from recent efforts to refresh instructor stations.
- SLO campus classrooms and offices would benefit from furnishings and computer refreshment.
- The new facility at the NCC provides an opportunity for faculty to work together across disciplines. The effects of this proximity can be useful for planning for opportunities in the future for humanities faculty housed on the SLO campus.
MATH, SCIENCE, NURSING, AND PHYSICAL EDUCATION/ATHLETICS CLUSTER

BIOLOGICAL SCIENCES

PROGRAM DESCRIPTION

Currently, the demand for Pre-allied health courses (Bio 204, 205, 206) is high. The Biology Division has increased course sections as a result of the demand. It is anticipated the demand will level off as the economy improves and as Allied Health jobs become saturated. Over the next five years the division will maintain the current high WSCH course-load. Biology majors’ course enrollment remains saturated as of spring 2011.

PROGRAM DATA

Table 2-9: Biological Sciences Division Historical and Projected Program Data

<table>
<thead>
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<th>BIOLOGICAL SCIENCES DIVISION</th>
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<th>2011</th>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Data

*Projected

PROGRAM PROJECTIONS

Biological Sciences will continue to preserve the integrity of the academic program throughout the budget reduction process and decreasing cap over the next 5 years.

- The division will review enrollment data and adjust if there is a need to increase sections in Bio 201A, 201B, 212 and Bio 204.
- Enrollment in GE courses has shown signs of leveling off, so the division does not anticipate increasing sections in GE courses.
STAFFING

- Microbiology is the most in demand by students. The department requires a full-time faculty member to help meet the course offering needs of the students. A division tenure track position is required by the division to meet student demand. Requirements of the position include microbiology and/or anatomy and/or physiology.
- Funding for student-help is required for lab courses. To continue the level of course offerings student help funding must be restored; otherwise, the level of service will remain stagnant or decrease.
- The division needs additional lab tech and secretary help on the SLO and NCC campuses in order to meet the lab needs in the impacted and expanded lab courses.
- Biology has a very high Part-time to Full-time ratio which would justify the further conversion of Part-time positions to Full-time faculty. Full-time faculty, teaching GE courses, are needed on the NCC and SLO campuses.

TECHNOLOGY

- Computers for lecture in 2200, 2202 & 2204
- Computers for five full-time faculty
- 20 lap tops For Bio 201B & 221
- Elmo projector on cart for use in all lecture/labs
- Smart Boards For 2401 and 2200
- 31 computer For A-T lab 2201

DISTANCE EDUCATION

Currently the Biology division does not offer distance education. The division will be reviewing its policy and possibly will be offering sections by 2016. There appears to be a limited support and training for distance education faculty. College wide there are insufficient Technical support staff for faculty and students.

FACILITIES

- Return room 2205 to the Biology Division for use as a medium-sized lecture room or locate a classroom which is available to hold 40 plus students.
- Remodel labs at the NCC to dampen sound. These lecture/lab rooms need improved acoustics.
- Replace countertops in 2200. This is a health and safety issue.
- Improve ventilation system in 2202 & 2200. Odors from microbiology incubators make it difficult for students to concentrate during lab exercises and exams.
- Add a museum and specimen storage area on the SLO campus to accommodate our ever expanding collections that are used directly in classrooms.
MATHEMATICS

PROGRAM DESCRIPTION

Currently, the Mathematics Program offers mathematics courses from Arithmetic to Differential Equations and Linear Algebra. A variety of courses are available for students who need basic mathematics skills and those wishing to transfer. The division offers 140 sections of mathematics among all three campus locations per academic year. The Mathematics Division offers courses in a variety of modalities with the primary being lecture. Mediated classes are taught in a computer lab, which accommodates and offers slower pace versions of elementary and intermediate algebra courses. There are Distance Education courses available as well. With the advent of SB1440 the Mathematics Division aligned the program with the State Mathematics Transfer Degree.

PROGRAM DATA

Table 2-10: Mathematics Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>MATHEMATICS DIVISION</th>
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<th>2016*</th>
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<td>Number of Part-Time Faculty members</td>
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<td>21</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
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<td>0</td>
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<td>1</td>
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<tr>
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<td>Number of degrees offered</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Number of certificates offered</td>
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<td>0</td>
<td>0</td>
</tr>
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<td>Number of students completing degrees</td>
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<tr>
<td>Number of students completing certificates</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
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<td>FTES</td>
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<td>507.5</td>
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</tr>
<tr>
<td>FTES/FTEF</td>
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<td>Distance Education sections offered</td>
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<td>Programs offered NC</td>
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<td>Programs offered SC</td>
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<tr>
<td>Programs offered Distance Education</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Data

*Projected

PROGRAM PROJECTIONS

The Mathematics Division will continue to preserve the integrity of the academic program throughout the budget reduction process and decreasing cap over the next 5 years.

- Plan to meet the student needs for sophomore collegiate, statistics, and developmental courses.
- Continue to have supplemental instruction in developmental courses.
- Preserve and support mandatory assessment/placement and the pre-requisite office.
- The Math Division has implemented Supplemental Instruction for Math 003 and Math 007 with funding through The Basic
Skills Initiative. Additionally many instructors are beginning to utilize on-line homework assignments that are graded via the computer. Research shows that the additional support provided by computer assisted homework assignments improves student success.

- Continue to monitor the number of sections to meet students’ need of Math 007 since mandatory assessment and placement has been implemented. In response, the number of sections of Math 007 has been increased on both the SLO campus and the NCC.
- Continue to allow students to earn an A.S. degree in Mathematics from coursework taken exclusively on the NCC.

**STAFFING**

- The Mathematics Division would like to increase the course offerings to accommodate student demand on all campuses; however, to do that there is a need more Full-time faculty, offices and classrooms. With the CSUs and UCs raising their tuition and cutting back on admittance, as well as tough economic times, the division foresees the demand for Mathematics courses at Community Colleges to be on the rise especially the need to offer more sections of transfer level courses.
- Due to retirements over the years there are three vacant full-time positions that have not been replaced. A new full-time Faculty was hired for fall 2011. The Mathematics Division remains two full-time faculty understaffed. The division also has one full-time faculty on 60% reduced retirement load and several full-time faculty with re-assigned time. With projections of growth in the North County, South County, the need for a larger full-time faculty presence on the NCC and the increasing demand for mathematics courses on the SLO campus, we will need additional full-time faculty in the future. There is a possibility of two or more retirements within the next couple of years.
- The Mathematics Division needs hourly employees restored for graders to help teachers with grading homework to provide important feedback for students.
- The Mathematics Division needs supplemental instruction facilitators for our basic skills and below transfer level courses to increase success and retention.

**TECHNOLOGY**

- Continue to support all math classrooms and ensure current technology needs are met
- Electronic Whiteboard Technology
- Technology Package (computers, monitors, printers and scanners)
- Replacement Classroom ELMOs
- Data Projectors
  - Classroom and mathematics software
  - Classroom Computer Lab Replacement for 32 student computers, monitors, keyboards, mice and one instructor station and one set-up computers for Room 3301
  - Classroom Computer Lab Replacement 32 student computers, monitors, keyboards, mice and one instructor station and one set-up computers for Room 2205.

**DISTANCE EDUCATION**

Since 2006, the Math Division developed Math 123, Math 127 and Math 232 distance education courses. The Division currently is offering six online sections per academic year.

- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Designated distance education program developer.
FACILITIES
The Math division is the largest division on campus; the division has been in support of a Math building since the 2002 Educational Master Plan. Currently, the Math classrooms and faculty offices are spread throughout the campus.

- The Mathematics Division is in need of a Mathematics building including up to date classrooms conducive to current Mathematics Instruction and faculty office space.
- The Math Lab on the NCC is scheduled to move to the new Learning Resource Center for the spring 2012 semester.
NURSING & ALLIED HEALTH

PROGRAM DESCRIPTION

Currently, the Nursing and Allied Health Division continues to maintain delivery of accessible, high-quality instruction to support and enhance student success in all of its CTE programs and courses. Forty-six percent of all CTE FTES generated at Cuesta come from courses offered in the Nursing and Allied Health Division. The division continues to foster community relationships, which is demonstrated by the partnerships and support of the county’s health care facilities. The RN simulation program has been established and will be the model for future simulation opportunities for other nursing and allied health programs. The RN program decreased in size from 56 to 46 students per academic year. This decrease in numbers was directly related to decrease in funding. The division established a dedicated classroom for the Paramedic program, in fall 2011. The Division began piloting an iPod touch technology project in the RN, LVN and Paramedic programs in Spring 2011. The equipment was funded through several grants. Students are using these devices to support their didactic and clinical experiences.

PROGRAM DATA

Table 2-11: Nursing and Allied Health Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>NURSING &amp; ALLIED HEALTH DIVISION</th>
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<th>2016*</th>
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</tr>
<tr>
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<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>18</td>
<td>26</td>
<td>31</td>
<td>31</td>
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<tr>
<td>Number of Full-time Classified positions</td>
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<td>0</td>
<td>4</td>
<td>6</td>
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</table>

Source: Cuesta College MIS Data

PROGRAM PROJECTIONS

Continue to preserve the integrity of academic programs throughout the budget reduction process and decrease caps over the next five years.

- Collaborate with community partners and advisory boards to facilitate changes in programs to meet their needs. Monitor program/class sizes and adjust to the job availability in the community.
● Continue to offer a variety of short Allied Health certificate programs to meet community needs.

● Identify new financial resources to supplement the division’s supply budget, which has decreased due to cuts in Chancellor and Federal grant support. Regulatory fees, program reviews and accreditations fees have increased. The division must work with the Office of Administrative Services to increase instructional budget.

● Provide funding and support for professional development opportunities for faculty, staff and management.

● Provide mentors to assist new faculty in strengthening their teaching methodology and classroom management.

● Identify ways to facilitate faculty and staff acquisition of job related certifications and credential.

● Support course development in the Distance Ed teaching modality

● Develop simulation course for RN and LVN curriculum (pass/fail)

● Review and continue contractual agreement between ASH and Cuesta.

● Review District TOP codes and SAM codes pertaining to the Nursing and Allied Health courses and programs and participate in correcting MIS reporting to ensure statistical data is accurately reported in each CTEA program.

STAFFING

● A second fulltime faculty will be requested for the LVN program due to the large teaching LOAD and mandated contact hours. Close communication amongst faculty is essential for safe patient care in the clinical setting. With only one full-time faculty this communication is extremely difficult. This need has existed since the program’s inception, and was prioritized #9 in the 2011 college faculty prioritization process. With the current workload, and only one fulltime faculty person, the program cannot be sustained.

● A fulltime tenure track faculty member is needed for the Paramedic program.

● If simulation is incorporated into the LVN curriculum, additional faculty and tech support will be needed.

● Convert the grant funded halftime clerical position on the NCC (NCC Faculty Service Specialist) to a full-time position funded by the District. The addition of two new regulated programs (VN, Paramedic), dramatically increased the division workload.

● Student help – both SLO and NCC. We have been successful in using students from the CALWORKs and Financial Aid base work study programs rather than paying for hourly help. Student help has been beneficial to setting up for skills and breaking down of skills. Student help has also benefited us in reprographics and filing.

● Convert LVN Success Specialist from CTEA funded half-time position to the general fund.

● Additional part-time clinical instructor to decrease number of students supervised by 1 faculty in the patient care setting.

● Simulation – full time faculty for development and running of simulation lab coordination. This transition to simulators will be a huge learning curve and development requires a person to be committed to develop and create scenarios and simulation plans. Once operational, this person will run simulations that can count for clinical hours.

● Simulation technician halftime to run computerized simulation scenarios and maintain sophisticated simulation equipment.

● Convert a grant funded halftime clerical position to full-time general fund on the NCC – addition of two new regulatory programs (VN, Paramedic), workload increase when RN moratorium ended, increase in workload related to grants.

● Student help – both SLO and NCC. We have been successful in using students from CALWORKs program rather than pay for hourly help. Student help has been beneficial to setting up for skills and breaking down of skills. Student help has also benefited us in reprographics and filing.

● Convert RN Success Specialist from grant funded half-time positions to general fund when WIA grant completes in 2014.

● Clinical assistants to support NRAD faculty in clinical practicum. This position has been funded by healthcare agencies but has been cut from some community agency budgets with anticipation of more.

● Support from Admission and Records to assist PSYT students to the admission and registration process is essential. Continue with the District support in this area.

TECHNOLOGY

● Incorporate human simulation LVN students – this would increase critical thinking skills in a controlled setting as well as potentially relieve the acute care hospital clinical sites.

● Secure funding for software and/medical record devices to assist faculty and students in integration of electronic medical records and medication administration as this is now the community agency standard in acute care hospitals.

● Advocate for more tech support from the District.

● Classroom computer system 2501


- Classroom computer system 2502 X 2
- Classroom computer system 2509
- Classroom computer system 2407
- Classroom computer system 2409
- Data projectors 2501, 2502 X 2, 2508, 2509
- Visual presenters 2501, 2502 X 2, 2508, 2509
- Student laptops for use in skills lab on SLO and NCC
- Faculty Office laptops/docking station/printer/monitor
- Faculty printer/scanner combo
- Computer with more memory for person to create program surveys and applications
- Division office countertop computer/monitor/printer/scanner/copier/fax
- Office Scanner
- Faculty and manager iPads
- Division office computer/printer/scanner/copier/fax—replacement w/ new technology
- Faculty Office laptops/docking station/printer/monitor—for fulltime and part time as replacement need arises
- Bedside DVD, laptops, flat screen monitors for hands on learning with skill acquisition in SLO and NCC skills lab.

**DISTANCE EDUCATION**

The Nursing/Allied Health Division has developed and offered distance education courses since 2006. The Division is currently reviewing possible courses to be offered in the next five years. The division has the intention of developing more distant education courses and increasing the number of sections by 2016.

- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Offer 24 hour access to online help for both faculty and students.
- Designated distance education program developer.

**FACILITIES**

- Discussions need to take place regarding Nursing and Allied Health having two large lecture/lab spaces to accommodate Allied Health courses. Allied Health courses have 6-8 hr. lecture/lab days. There is not enough space for what currently exists to optimize the schedule or to consider growth.
- A simulation lab/room with debriefing room and storage will be necessary if simulation is incorporated into the LVN curriculum.
- Additional classroom to accommodate programs with long lecture/lab days—RN, Paramedics, Med Assist, Phlebotomy. We use our classroom and skills lab 6 days per week and cannot make schedule any tighter.
- Add a second sim lab room with space for at least two additional beds and viewing window so simulations can be run concurrently and/or simulations can involve more than one patient at a time.
- Need to create a debriefing classroom with ability to project scenarios, and simulation lab.
- Identify larger storeroom space that will allow for more organized storage of current and future purchased sim lab equipment.
Currently, the division has changed its name and is redefining the future of physical education. In response to State and Chancellor Office mandates and decrease in the institution’s cap, the division significantly decreased its activity course offerings. Repeatability is being monitored, and scheduling will reflect changes in enrollment. The division is collaborating to develop transfer degrees to meet SB 1440 requirements.

**Kinesiology, Health Sciences & Athletics Division Data (2001 – 2016)**

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<thead>
<tr>
<th>Kinesiology, Health Sciences &amp; Athletics</th>
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</table>

*Source: Cuesta College MIS Data*  
*Projected*

**PROGRAM PROJECTIONS**

Continue to preserve the integrity of the academic program throughout the budget reduction process and decreasing cap over the next 5 years.

- Monitor State Legislature and Chancellor’s Office for significant changes to PE course offerings; proactively plan and respond to the changes.
- With the approval of the Transfer Model Curriculum in Kinesiology (June 2011) Cuesta Kinesiology Degree needs to be amended.
- Initiate the discussion of the possible discontinuance of the Athletic Training Program.
- Evaluate the viability and benefits of a Coaching Certificate.
- Preserve the tradition and excellence of intercollegiate athletics.
- Continue and stress the academic success of student athletes and maintain/increase the high student athlete transfer rate.
- Evaluate the viability of the Fitness, Health and Nutrition program in light of the newly created Personal Training Program.
- The Recreation Administration faculty will develop an advisory committee of local community leaders in the field.
- Create an advisory committee for Kinesiology.
● Create an advisory committee for Personal Training.
● Develop a list of students transferring to four year degree programs in Recreation, Parks and Tourism.
● The division is collaborating to develop transfer degrees to meet SB 1440 requirements.
● Continue to monitor repeatability and schedule accordingly.
● Due to SB 1440 transfer degree requirements, the division will monitor enrollment of the health science courses and adapt scheduling accordingly.
● Work in partnership with the local fitness industry and determine whether Cuesta College can provide certifications for employees of those businesses.

Facilities

● Continue to monitor all facilities and update, refurbish or modify when necessary.
● Replace baseball scoreboard.
● Replace softball scoreboard.
● Replace lane lines.
● Update Room 1113, the classroom needs a remodel which would include; technology, carpet, paint and sound proofing to the wall adjoining the women’s locker room.

Staffing

● The division requires hiring a tenure track coaching position. The coaching faculty are now down to two full time faculty due to retiring or stepping away from coaching responsibilities.

Technology

● Maintain room 1100 technology.
● Upgrade room 1113 technology.
● Maintain all technology within the division.

Distance Education

In 2006, the Health Sciences department began developing and offering Distance Education Health courses. The Division currently is offering sixteen online courses per academic year.

● Increase support and training for distance education faculty.
● Increase technical support staff for faculty and students.
● Increase professional development opportunities for distance education faculty and those interested in developing courses.
● Offer 24 hour access to online help for both faculty and students.
● Designated distance education program developer.
PHYSICAL SCIENCES

The mission of the Physical Sciences Division, is to support the Mission of Cuesta College by enabling students to achieve their academic, transfer, workforce preparation, career advancement, and personal goals. Excellent opportunities exist for students wishing to enhance their general education and scientific knowledge. The division is committed to integrating appropriate technology, modern instrumentation, traditional and contemporary pedagogical approaches, and assessment of student learning into classes to create a supportive environment that engages all students in classroom activities. In an effort to meet high student demand, the number of sections offered has increased 134% during the past eight years. During that time, the instructional supplies budget has remained flat. Within Chemistry department alone, enrollment on the San Luis Obispo campus has grown 31% (243 students) since 2005. During that time, inflation has increased by 17.5%. In short the Chemistry program is educating 31% more students with 17% less money. Standard adjustments for inflation and increasing costs of transport/shipping of hazardous instructional supplies must be made in order to continue to provide students with the quality education that Cuesta is known for.

Physical Sciences Division Data (2001 – 2016)

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<thead>
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Source: Cuesta College MIS Data

*Projected

PROGRAM PROJECTIONS

The Physical Sciences Division is committed to continue to provide a high level of instruction. This will be a challenge in an uncertain fiscal environment. In an effort to try to meet student demand, the instructional staff (both instructors and lab technicians) has increased its workload beyond what is considered sustainable in the long-term. At present, an additional full-time faculty member and the conversion of a 25% lab technician to a 75% lab technician is required. This assumes that no staffing reductions occur. In
addition to the aforementioned budget increase, dedicated lecture/lab space is required at the North County Campus, and additional lecture space is required on the San Luis Obispo Campus. With appropriate funding and staffing levels, new curriculum will be developed and the number of sections increased to finally meet student demand.

- In response to Senate Bill 1440 (Padilla, 2010), Transfer Model Curriculum are being developed and reviewed that will provide a clear and consistent pathway for students to prepare for a guaranteed transfer to a CSU.
- The Chemistry program has not had a budget augmentation for instructional supplies in at least 8 years. This is despite the fact that enrollment on the SLO campus has grown 31% (243 students) since 2005, and overall inflation has increased by 17.5% during this time. In short, the chemistry program is educating 31% more students with 17% less money. Standard adjustments for inflation and increasing costs of transport/shipping of needed hazardous instructional supplies must be added to the budget.
- Demand for Physical Science courses continues to be light. These courses tend to be in high demand at other institutions. The Program’s courses will be revised in order to serve more students. This will include an investigation into the feasibility of converting some courses to distance education.
- PHYS 208A, PHYS 208B, and PHYS 208C scheduling must continue to be coordinated with calculus, chemistry, engineering, and biology offerings. Classes must be scheduled on both campuses on set rotations for student scheduling purposes. In order to maximize class size, schedules need to be developed so students may attend both campuses conveniently during the same semester.

Facilities

- Continue maintenance of Bowen Observatory (room 2404) and room 2102, and NC campus room 2409A for use and storing of telescopes. Explore possible donation of shipping container from PG&E, or construction of new observation shed to be placed at edge of NC campus for overnight use and storage of telescopes by students.
- A new observation shed needs to be placed at edge of NC campus for overnight use and storage of portable telescopes by students, since the new library building will make the current viewing location just outside the current telescope storage room (N2409A) unusable.
- Information display windows mounted outside the 2400 building to inform the public/students of Bowen Observatory open for viewing.
- In order to ensure maximum and optimal use of the Bowen Observatory, outdoor installation of lighting is required to mitigate light pollution (while still addressing nighttime safety concerns).
- Investigate the possible donation of an observatory from the Endeavour Institute. This donation will require a dedicated North County Campus site as well as support.
- The increased enrollments in chemistry, and the entire division, have put a strain on the use of existing rooms and labs. Increased classroom space will be required to accommodate the enrollment driven increase in Chemistry offerings.
- Current part-time faculty cubicle offices are inadequate. Several adjunct faculty teach multiple sections with over a hundred students served each semester. The cubicle offices do not provide security for possessions, privacy to converse with students, or adequate technology to perform instructional tasks. Remodeling these cubicles into offices with computers would eliminate these issues.
- There is a need for adequate FT and PT office space in the 2300 building.
- The two laboratory preparation areas at the NCC are currently disconnected. Future growth and support for new courses requires the preparation areas to be maintained and modified so one laboratory technician can serve multiple disciplines simultaneously.
- At the present time, student demand exceeds the division’s ability to offer courses due to lack of classroom space. In order to meet student demand, additional lecture space needs to be provided.
- New acoustic tiles for NCC 2439 classroom will enhance the educational space.
Staffing

- A new tenure track faculty position in chemistry is required to meet student demands.
- The chemistry course offerings are now limited by the availability of part-time and full-time faculty. Course offerings will not likely be increased to meet the ever-growing student demand unless additional faculty and support staff can be hired.
- The workload for the current San Luis Obispo campus Chemistry laboratory technician has increased exponentially over the past few years, commensurate with a doubling of sections offered. No additional assistance has been provided, however. An additional ½ time Chemistry laboratory technician help must be provided as this creates a serious safety concern and may prevent from maintaining the current student enrollment.

Technology

- Replace 2108 R-51 laptops, shared with Chemistry.
- Replace 2101 PC’s
- Replace 2105, 2107 laptops
- FT faculty tablet laptops
- OChem Spectroscopy software
- Multi-page scanning, copying, faxing, and printing capability
- Two PC’s with printers interfaced to instruments for lab
- PC interfaced to HPLC
- Upgrade Plate Tectonics software site license
- Data projector/laptop
- Data projector (N2401)
- Replace outdated faculty office computers
- Monitors for FT faculty (2)
- PC’s for PT faculty
- Office Copy Machine
- Dual monitors for faculty offices

Distance Education

The Physical Sciences Division developed a Distance Education Oceanography course. The Division currently is offering the course approximately three times an academic year. The division has the intention of developing more distant education courses and increasing the number of sections by 2016.

- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Offer 24 hour access to online help for both faculty and students.
- Designated distance education program developer.
WORKFORCE AND ECONOMIC DEVELOPMENT CLUSTER

BUSINESS EDUCATION

PROGRAM DESCRIPTION

The Business Education is comprised of the following programs: a) Business Administration, b) Computer Applications/Office Administration, c) Computer Information Systems, d) Customer Service Academy, e) Economics, f) Hospitality, g) Legal, h) Paralegal, i) Real Estate.

This division provides career and technical education with the goal of preparing students to enter the workforce and/or transfer to a university. Transfer programs within this division include business administration, computer information systems, and legal studies. The Career Technical Education programs Computer Applications/Office Administration, Hospitality, Customer Service Academy, Paralegal, and Real Estate are designed to offer students coursework that provides individuals with rigorous content aligned with challenging academic standards and relevant professional/technical/industry knowledge and skills needed to prepare for further education and careers in current or emerging professions. Students are provided an opportunity to earn an industry recognized certificate, certificate or specialization/achievement, or associates degree.

Each of these programs has active Advisory Committees whose membership includes local business and industry leaders who offer feedback and direction to the Career Technical Education programs. In the Business Education Division, 72 students were awarded degrees and 62 students earned certificates during the 2010-2011 academic year.

PROGRAM DATA

Table 2-12: Business Education Division Historical and Projected Program Data

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PROGRAM PROJECTIONS

STAFFING
- Courses in Economics support both career based programs as well as transfer programs; a second full time economic instructor is needed to meet the enrollment demand for course offerings.

TECHNOLOGY
- The computer labs are in need of continual update with regard to both hardware and software; a more aggressive and systematic program of technology updates would improve the program.

DISTANCE EDUCATION
- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Offer 24 hour access to online help for both faculty and students.
- Designated distance education program developer.

FACILITIES
- The HVAC system for the 4500 building needs to be repaired. Students and staff are affected by the temperature and ventilation.
- Classroom 4118 will need to be upgraded to current classroom standards, which include instructional equipment and students desks.

ENGINEERING & TECHNOLOGY

PROGRAM DESCRIPTION
The Engineering and Technology Division is comprised of the following programs: a) Agricultural Technology, b) Architecture, c) Automotive Service Technology, d) Computer and Networking, e) Technology, f) Construction Technology, g) Criminal Justice, h) Electronics and Electrical Technology, i) Engineering j) Welding.

This division provides career and technical education with the aim of preparing students to enter the workforce and/or transfer. Career Technical Education programs are designed to offer students a sequence of coursework that provide individuals with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and/or careers in current or emerging professions. Students are provided with technical skill proficiency, an industry recognized credential, certificate and/or an Associate’s degree. At Cuesta, the Career Technical Education programs that are also transfer programs include architecture, criminal justice and engineering.

National research is highlighting the importance of skilled job preparation. Specifically jobs that require more than a High School diploma but less than a bachelor’s degree represent the largest share of current and future jobs in California. Currently, 49% of California jobs will fit this description. Jobs requiring less than a High School Diploma will account for 25% while jobs that require a bachelors or greater account for 32%. The Engineering and Technology cluster works closely with internal and external stakeholders to ensure offerings and programs are industry recognized, relevant, and responsive to economic demand. To that end, Advisory Committees that are comprised of representatives from industry offer feedback and direction to the Career Technical Education programs.

This division actively encourages skill development by promoting participation in Skills USA. In 2011 a Cuesta student, Simon Rowe earned a gold medal for collision repair at the Skills USA National competition.

**PROGRAM DATA**

<table>
<thead>
<tr>
<th>Table 2-13: Engineering &amp; Technology Division Historical and Projected Program Data</th>
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<td>Number of Full-time Classified positions</td>
</tr>
<tr>
<td>Number of sections offered per division</td>
</tr>
<tr>
<td>Number of degrees offered</td>
</tr>
<tr>
<td>Number of certificates offered</td>
</tr>
<tr>
<td>Number of students completing degrees</td>
</tr>
<tr>
<td>Number of students completing certificates</td>
</tr>
<tr>
<td>FTES</td>
</tr>
<tr>
<td>FTES/FTEF</td>
</tr>
<tr>
<td>WSCH</td>
</tr>
<tr>
<td>North County sections offered</td>
</tr>
<tr>
<td>South County sections offered</td>
</tr>
<tr>
<td>Distance Education sections offered</td>
</tr>
<tr>
<td>Programs offered NC</td>
</tr>
<tr>
<td>Programs offered SC</td>
</tr>
<tr>
<td>Programs offered Distance Education</td>
</tr>
</tbody>
</table>

*Source: Cuesta College MIS Data*
STAFFING
- The following programs are limited in that they are staffed by only one full-time faculty member and must rely on adjuncts for a considerable part of the instruction: 1) Construction, Technology, 2) Criminal Justice and 3) Welding
- The following programs in this division will be subject to review (Program Revitalization, Suspension and/or Discontinuance Process) during AY 11-12: 1) Robotics and 2) Agricultural Technology.

TECHNOLOGY
Architecture and Engineering has previously received funding from the CTEA grant to update/upgrade its software needs, e.g. CAD. Such software is integral to the program and needs to be part of the institutional budget.

DISTANCE EDUCATION
- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Offer 24 hour access to online help for both faculty and students.
- Designated distance education program developer.

FACILITIES
- The painting facility at Cuesta had been operating under exemptions that are no longer in place. These changes will require our securing a local and state environmental permit and will result in a slight increase in operating expenses by approximately $375.00 per year.
- The Trade and Technology building is the first building for the Cuesta College North County Campus 223-acre parcel. This 23-acre parcel was donated to the College for the enhancement of business and technology training in the north county.
- The trade and technology building will provide additional instructional space for electronics, business computing, and trade courses. The Trade and Technology building will help to ensure a countywide distribution of appropriate CTE offerings.
- The school has secured (via a grant) a Mobile Welding trailer that will provide addition instructional space as well as the opportunity to meet the certification demands of industry workers in the community.
HUMAN DEVELOPMENT

PROGRAM DESCRIPTION

Human Development is a multi-disciplinary Division, offering programs within Culinary Arts, Early Childhood Education, Family Studies/Human Services, Fashion Design and Merchandising, Interior Design, and Nutrition. The newest area of study within the Family Studies/Human Services is Addiction Studies. Many courses are designated as General Education and transferrable to 4-year institutions; approximately 17% of the course offerings have Distance Education sections. All the programs in Human Development prepare students to transfer and develop the requisite skills and dispositions to enter the workforce.

PROGRAM DATA

Table 2-14: Human Development Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>HUMAN DEVELOPMENT DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>22</td>
<td>36</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td>-0-</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td>89</td>
<td>79</td>
<td>102</td>
<td>100</td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>**</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>**</td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>33</td>
<td>13</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Number of students completing certificates</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>FTES</td>
<td>229.5</td>
<td>239.2</td>
<td>289.7</td>
<td>250.0</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>15.0</td>
<td>13.0</td>
<td>15.1</td>
<td>15.7</td>
</tr>
<tr>
<td>WSCH</td>
<td>6978.1</td>
<td>7145.8</td>
<td>8689.5</td>
<td>8000.0</td>
</tr>
<tr>
<td>North County sections offered</td>
<td>22</td>
<td>24</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>South County sections offered</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Distance Education sections offered</td>
<td>7</td>
<td>5</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Programs offered NC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Programs offered SC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Programs offered Distance Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Data  *Projected

PROGRAM PROJECTIONS

Culinary Arts will prepare students for the jobs that support the variety of restaurants and food service business throughout the county and state. Expanded Whole Foods and Vegan courses will allow our graduates to add depth and breadth to their culinary skill set.

Early Childhood Education will serve as the primary education and training program for Child Care Providers seeking units for transfer and/or to meet state licensing requirements for working in family and center based programs. The Cuesta College Children’s Center / ECE Laboratory Schools will continue to model exemplary curriculum and environments for the community and as the supervised field work site for student-teachers.
Family Studies/Human Services will continue its role as an interdisciplinary program that prepares students for transfer and/or to work in the field of Human Services (i.e. Non-Profits, Social Work, and Addiction Studies).

Fashion Design and Merchandising program will introduce students to the “real world” of fashion industry careers, including pattern design, clothing construction, merchandising, display, and color analysis. Academic success can lead graduates to employment, sole proprietorship, and/or transfers to public and private colleges.

Interior Design will provide a professional level of education preparing graduates for employment, transfer and national testing. Students will be inspired to develop creativity and technical skills grounded in fundamentals of design principles.

Nutrition will continue to offer classes that educate students on nutritional needs across the life span and life style. Nutrition course work will support Physical Education degree and certificates programs.

**STAFFING**

- Culinary Arts, Fashion Design and Merchandising, and Interior Design have no Full-Time Faculty. These three programs require Lead Faculty chosen from the discipline.
- The following programs in this division will be subject to review (Program Revitalization, Suspension and/or Discontinuance Process) during AY 11-12: 1) Interior Design and 2) Fashion and Merchandising.
- Not counting the need for Full-Time Faculty in Culinary Arts, Fashion Design and Merchandising, and Interior Design – the Early Childhood Education and Family Studies departments are each down one Full-Time Faculty due to retirements.

**TECHNOLOGY**

- Continue to replace classroom, staff and faculty computers on a regular schedule.

**DISTANCE EDUCATION**

- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Offer 24 hour access to online help for both faculty and students.
- Designated distance education program developer.

**FACILITIES**

- The culinary program rents the Culinary Arts Academy from Paso Robles Unified School District. Evaluation is needed to examine the short and long term feasibility of continuing to rent this facility vs. utilizing exiting facilities (cafeteria) or finding a less expensive site.
COMMUNITY PROGRAMS

PROGRAM DESCRIPTION

Community Programs is comprised of the following programs: a) Community Education, b) Community Recreation, c) Public Events, d) Institute for Professional Development, e) Contract Education and f) Grants. The Mission of Community Programs is to provide San Luis Obispo County a comprehensive source of lifelong learning, vocational education, recreational opportunities and cultural development where community members may pursue their potential in an inviting, accessible environment. Community Programs provides activities for populations that are not generally served within the District-funded mission of the college, in particular older adults and children. Community Programs also offers classes and activities that are not covered within the District-funded mission of the college, such as customized trainings, an annual Writer’s Conference, College for Kids, swim lessons and many more. Community Programs is 100% self-supporting through revenues generated from class fees, contract education, contracts and grants.

PROGRAM DATA

Table 2-15: Community Programs Data

<table>
<thead>
<tr>
<th>COMMUNITY PROGRAMS- fee-based</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes</td>
<td>739</td>
<td>549</td>
<td>341</td>
</tr>
<tr>
<td>Number of Activities</td>
<td>614</td>
<td>456</td>
<td>431</td>
</tr>
<tr>
<td>Number of Events</td>
<td>35</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>Number of Online Classes</td>
<td>0</td>
<td>390**</td>
<td>500**</td>
</tr>
<tr>
<td>Number of People served</td>
<td>55,298*</td>
<td>18,302</td>
<td>11,757</td>
</tr>
<tr>
<td>Number of Full-time positions</td>
<td>8</td>
<td>5</td>
<td>3.35</td>
</tr>
</tbody>
</table>

Source: Community Programs PeopleWare *Duplicated enrollment reporting

**in conjunction with partnership with Gatlin Educational Services, Education to Go and Boston Reed.

PROGRAM PROJECTIONS

STAFFING

- Community Programs is limited in staffing due to fee-based nature of our income, financial stability of the county, state and nation.
- Community Programs department has 3.35 staff members dedicated to the on-going success of fulfilling our mission to our community members and foster relationships with potential academic students and future donors to the College.

TECHNOLOGY

Community Programs previously received computers through the Technology Committee and their technology planning process to upgrade our lab to a standard which would require less computer services technician time and to be able to provide up-to-date training and or classes to our patrons and business partners.
PROGRAM DEVELOPMENT/FORECASTING

Community Programs

1) Emeritus classes were converted to fee-based under Community Education. As many classes as possible will be offered throughout the year.
2) CP will continue to develop revenue-generating activities based on Best Practices and consistent with the mission and scope of the department and college.
3) CP will review schedule of Aquakinetix/Aqua Fitness classes focus on increasing enrollments and offerings in order to maximize program and facility efficiency.
4) CP will continue to review and develop classes, activities and events to provide a wide range of offerings and modes of delivery.
5) 4700 building is the home base for staff/registration offices and offerings; we do offer multiple classes on North County Campus, area tourist locations, Community Centers, just to name a few.

Institute for Professional Development

6) IPD staff will communicate with local businesses to promote IPD offerings and assess need for customized professional development.
7) IPD will continue implementing the Green Building programs in collaboration with the local Workforce Investment Board, Shoreline Inc., Ecology Actions and California Energy Commission. This project will also involve assisting in the institutionalization of this program where feasible and appropriate.
8) IPD courses such as Smog Tech and Electricians training will continue to be offered. Similar short-term, certification programs will be explored.
9) 4700 building is the home base for staff/registration offices and trainings; we also provide services at local businesses, area One Stop locations and private business locations.

Contract Education

10) Contract education involves hiring and managing payment for many off-site staff in the context of the contract with local entities such as the California National Guard. Several new positions will be proposed as full-time positions (for example, DFAC Coordinator, LRAM Coordinator and ITAM Coordinator).
11) Contract education involves many types of services and support of outside agencies.
NON-CREDIT PROGRAMS

PROGRAM DESCRIPTION

The non-credit is comprised of the following programs: English as a Second Language (non-credit), English as a Second Language (vocational), High School Diploma and Tax Preparation Certificate.

PROGRAM DATA

Table 2-16: Non-Credit ESL & VESL Division Historical and Projected Program Data

<table>
<thead>
<tr>
<th>NON-CREDIT ESL &amp; VESL DIVISION</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
<th>2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of Full Time Faculty members</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of Part-Time Faculty members</td>
<td>N/A</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Number of Full-time Classified positions</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Number of sections offered per division</td>
<td>N/A</td>
<td>40</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Number of degrees offered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of certificates offered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students completing degrees</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Number of students completing certificates</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>N/A</td>
<td>5.4</td>
<td>25.8</td>
<td>30.0</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>N/A</td>
<td>1.1</td>
<td>6.8</td>
<td>8.0</td>
</tr>
<tr>
<td>WSCH</td>
<td>N/A</td>
<td>325.5</td>
<td>773.8</td>
<td>850.0</td>
</tr>
<tr>
<td>North County sections offered</td>
<td>N/A</td>
<td>37</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>South County sections offered</td>
<td>N/A</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Distance Education sections offered</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Programs offered NC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Programs offered SC</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Programs offered Distance Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Data

*Projected

STAFFING

- Programs and staff alignment of non-credit with credit staff.

TECHNOLOGY

- Grant funded, portability instructional computers, District funds may be needed depending upon grant funding availability.

DISTANCE EDUCATION

- Increase support and training for distance education faculty.
- Increase technical support staff for faculty and students.
- Increase professional development opportunities for distance education faculty and those interested in developing courses.
- Offer 24 hour access to online help for both faculty and students.
- Designated distance education program developer.
FACILITIES

- Facility cost issue needs to be considered regarding District allocations for use of off campus sites, depending on grant funding availability.
- Potential for development of non-credit Career Tech Ed programs that will serve population with low basic skills, limited English, incarcerated individuals. Culinary, Welding
- Competition with credit offerings limits availability of spaces and limits of growth potential. On campus access would become an issue.
- Aligning basic skills, ESL and non-credit CTE programs matriculating to credit. This becomes an issue for non-credit classes on campus.
- Serving special population where non-credit programs were appropriate starting place, level of readiness to be in the college, non-credit flexible in the morality of delivery. Students develop multiple skills at the same time. Attendance, family, difficult so go slow pace to address the barriers to education that special populations bring.
STUDENT SUPPORT SERVICES

OVERVIEW

The Student Services Cluster is made up of several important programs offering services such as Counseling, Admissions and Records, EOPS, DSPS, and Financial Aid. These and other programs contribute greatly to three of Cuesta’s current Educational Master Plan Core Principles - Student Access, Student Success, and Sustainability. Many students are unprepared to attend college and without the array of Student Services Programs to access they would be even less prepared to enter into the world of higher education. Upon reviewing the Core Principles from Educational Master Plan and taking into consideration the goals and action plans of the current Strategic Plan along with data provided by the Office of Institutional Research, the following is a detailed account of how Student Services programs at Cuesta College work towards integrating their efforts with the current operational plans, particularly the 2012-2016 Educational Master Plan.

Program strategies for all Student Services programs have been developed with consideration of data provided by the Office of Institutional Research, information from their most recent Institutional Program Planning and Review documents (IPPR’s), results of assessments for student learning outcomes and student services outcomes, student surveys, MIS data, Federal Regulations and Educational Code updates, ARCC data, along with experience in serving students over the past 48 years.

Over the past two years, all Student Services programs have experienced reductions in both general fund and categorical budgets. Programs supported by student fees have also been financially impacted as fewer students are attending college and fewer fees are collected. As a result of the State’s fiscal crisis, community colleges have experienced a reduction in apportionments, reducing the overall amount of financial support to student services programs. The EOP&S program experienced a 40% cut in funding during the 2009/2010 fiscal year while DSPS and Matriculation were reduced by 53%. These drastic cuts resulted in a reduction in staff and services to students. The President continues to remind us that “….we may not look the same or be able to offer the same services” as a result of these cuts. Without appropriate funding for Student Services programs, the Student Services Cluster cannot provide sustainable services to support student access and success.

Student Services programs are mandated by Education Code and Title 5. Our students come to Cuesta College expecting to be served by these programs regardless of where they are accessed. Colleges providing Financial Aid services must be regionally accredited. Without the assistance of financial aid thousands of students would not be able to attend school and would look to attend a college where they could be eligible for financial aid. A strong and vital array of student services programs will ensure that students will attend Cuesta and because of these services, will be better prepared to attend classes and become successful. It is the goal of the Student Services Cluster to present a strong offering of services at all sites. Currently our North County Campus and South County site lacks the ongoing support of many of our current student services such as Financial Aid Assistance, Counseling, EOP&S, and DSPS services. A reduction of staff has made it more difficult to assign staff to the North County Campus and South County site; however services are offered on a limited basis.

ADMISSIONS AND RECORDS

PROGRAM DESCRIPTION

The Office of Admissions and Records operates at all campus sites and is the primary contact for students, faculty, classified staff, and administration with regard to student admission and enrollment in credit, noncredit, and community education coursework. Individuals may obtain information about grades, graduation eligibility, attendance accounting, wait list (future implementation scheduled for the summer of 2012), drops/adds, athletic eligibility, commencement, veteran’s eligibility, international student requirements, transcripts, and other student records. The office is committed to providing clear, accurate, and consistent
information, and maintains and protects student records in a manner that supports and is consistent with FERPA Laws and regulations.

Challenges to Admissions and Records services:

**Loss of Admissions and Record Staff:** During the hourly/short term conversion, 11 part-time positions were lost. One evaluator’s position was lost to retirement; the position was replaced. In July 2011 the Director of Admissions and Records resigned her full-time position and the process to replace this position is taking place. A proposal to hire five part-time/permanent clerical staff with conversion dollars has been submitted and denied due to the recent budget reduction plan.

A recent restructure in the institution required the deletion of hourly positions. This impacted the Admissions and Records Department greatly as this department uses student workers and short-term temporary workers to assist with many tasks during the high volume seasons for registration, graduation, and end-of-semester activities. The 2009 budget reduction to the General Fund required each Student Service Department reduce the number of short-term temporary employees. Recent changes in several state mandates have required an assessment and revision to board policies and procedures for the department.

- Maintain adequate staffing levels to serve student population
- Ensure timely and accurate revisions and updates to policies and procedures based on Title 5 and Educational Code changes
- Establish various methods of communication regarding admissions and records operation with internal and external community
- Provide students with accessible means to apply to Cuesta College
- Increase services offered to Veteran Students

**PROGRAM PROJECTIONS**

Review state regulations regarding the number of times students are allowed to repeat courses and other legislation that impacts the Admissions and Records Department.

Implement an electronic Wait List process, working closely with staff and faculty to ensure a seamless transition.

Support the implementation of electronic transfer of students’ transcripts

Work with employees who demonstrate conflict issues with co-workers in their unit by bringing in a consultant.

Monitor budgets and ensure staffing for services at all campuses and sites

Engage staff in programs that secures new funding, e.g. Medical Administrative Activities (MAA) Program

Continue to develop and improve Student Learning Outcomes and Assessments

Support enrollment management efforts in understanding who our students are and recruiting them to come to Cuesta College through appropriate correspondence

Work closely with the Vice President of Student Services to outreach and message to students regarding campus admission and registration changes

Update Board Policies and administrative procedures pertaining to Admissions and Records

**COUNSELING & MATRICULATION**

**PROGRAM DESCRIPTION**

The primary function of Cuesta’s Counseling Services Department is to provide academic, career, and personal counseling as it relates to the students’ educational progress. Services are provided at the San Luis Obispo (SLO) and North County campuses, and the South County Site. Several counseling faculty teach classes and provide orientations and workshops for incoming high school students and students on academic and progress probation.
Counseling Services supports a climate of open communication and mutual respect by conducting meetings within the academic and Student Services Departments. This department is involved in creating external (high school/community) and internal (academic, special populations) liaisons and promotes program awareness and planning through presentations in academic classrooms. Counseling Services supports the components of access, orientation; counseling, educational planning, and counseling follow up. The Transfer Center, a large component of Counseling Services, is highly engaged with students who have a goal of transferring to Cal State University, UCs, or private colleges. Staff within the Transfer Center spend time with students, helping them understand their options and ensuring awareness of transferability criteria. Our Core Principles call for service to our local area, student access and student success; therefore, it is important to have a vibrant outreach component within the Student Services Cluster to ensure potential and incoming students and community members understand what Student Services has to offer.

Under the direction of Counseling Services, the Matriculation Program offers support in the areas of orientation, assessment, research, counseling/advisement, course prerequisites, and other matriculation procedures that assist students with successful access and retention.

Since 2001, Counseling Services has focused its operation in support of Board of Trustee goals by practicing strong compliance of growth within allocated funding. Five recent resignations of full-time and part-time counselors at the SLO and North County campuses has made it necessary to request additional faculty through the faculty prioritization hiring process. In 2010-2011 the Counseling department lost five full-time counselors through retirements. The general fund budget and the faculty prioritization hiring process have not supported filling these positions. An Articulation Officer was part of the vital staff lost in this reduction. In 2010 three part-time counselors were hired to backfill for some of the vacancies, however these positions were eliminated during the overall budget cuts in 2011.

Below is data from the Educational Master Plan which gives directions to improving current challenges and enhancing our forecast:

Chart 1-37: Cuesta College Local and Out-of-Area First-Time students under 21 years of age (F06-F10) illustrates nearly half of Cuesta College’s first-time student under the age of 21 graduate from high schools outside of San Luis Obispo County.

Data from chart 1-39 San Luis Obispo County Public High School Graduates College Going Rate to Cuesta College, demonstrates the number of high school graduates is predicted to decline over the next ten years. In order to serve the same number of local and recent high school graduates, Cuesta College will need to increase its yield. For example if the college remains at 2009 levels (33.4%), the college can expect only 790 local recent high school graduates to attend Cuesta College in 2019.

Data provided for Cuesta College Historical Unduplicated Fall Headcount (1995-2010) shows one of the most dramatic decreases in headcount during the period of 2009-2010 when overall headcount dropped from 13,443 to 11,588.

Chart 1-2: San Luis Obispo Public High School 12th Grade Enrollment and Graduates demonstrates enrollment and graduates peaked in 2007-2008 and that the Department of Finance forecasts a fifteen percent decrease in San Luis Obispo public high school graduates between 2008 and 2020.

Data from Chart 1-16: SLO County Age compared to California (2010) illustrates a decrease in the number of SLO County 18-25 years attending college and the highest growth rate is projected to occur within the 65+ age category, while the greatest shrinkage rate is predicted to occur with the 40-64 age group.

Challenges to Counseling Services:
- Managing counselor coverage during “peak” registration times
- Providing adequate coverage at all sites
- Providing outreach throughout the local service area and beyond
- Addressing student satisfaction reported in the annual Noel-Levitz Satisfaction Survey
- Improving numbers and acceptance rates in transfer student population
- Supporting ESL student population
- Managing decreases of both General Fund and categorical budgets.
PROGRAM PROJECTIONS

- Increase counselor-to-student ratio
- Increase the number of students who access counseling services, take assessments, and attend orientation sessions
- Increase orientation workshop offerings
- Increase the number of counselors assigned to North and South County sites
- Increase staff expertise in career test interpretation and instruction
- Assess workload based on the loss of five full-time counselors
- Document program needs through the Institutional Program Planning and Review process (IPPR)
- Present staffing needs through the Faculty Prioritization Hiring Process
- Secure workspace ensuring privacy to students
- Restructure Matriculation Program to ensure maximum assessment services are available for incoming students
- Assess the ability of programs and restructure when appropriate as a result of decreased funding
- Update Matriculation Plan
- Update Board Policies and Procedures
- Ensure counseling coverage for all campuses and sites
- Continue to develop and improve Student Learning Outcomes and Assessments for Counseling and Transfer Center
- Increase staff participation in the MAA Program
- Increase overall outreach efforts

DISABLED STUDENT PROGRAMS & SERVICES

PROGRAM DESCRIPTION

The Disabled Students’ Programs and Services (DSPS) supports students with verifiable disabilities by providing services, accommodations, and academic adjustments to enhance the students’ chances of achieving their educational goals. The program further seeks to educate the college community and foster an environment of understanding and acceptance of students with diverse abilities. Direct services of the program such as intake and counseling, the High Tech Center, learning disability testing, adaptive physical education, interpretive services, accessibility services, specialized testing, class aids, note-takers, and specialized equipment support students with visual, hearing, mobility, developmental, acquired brain injury, learning and psychological disabilities. In 2010-2011 Cuesta College served approximately 700 DSPS students.

Chart 1-57 of the EMP, Cuesta College DSPS, EOP&S & Veteran Students Served (2005/06 – 2009/10) shows an upward trend up in the number of DSPS and Veteran Students while the trend for EOP&S students is down. This downward trend in EOP&S students comes as a result of decreased funding and reduced caps placed on the program by the Chancellor’s Office.

Challenges to DSPS services:

In 2002 DSPS had a substantial lay off of classified employees. Out of 21 staff and faculty, ten either retired without a replacement or were eliminated. This ended up as a 34 percent reduction in DSPS funding. Fortunately DSPS Deaf and Hard of Hearing dollars were introduced in 2007 along with Basic Skills (BSI) dollars. The BSI dollars allow faculty to take a serious look at Basic Skills resources and curriculum while supporting the DSPS student community.

In 2009, DSPS categorical dollars were reduced by 54 percent. This caused a 25 percent decline in FTES among the ACSK classes during the 2009-10 academic year along with additional layoffs in staffing.

CUESTA COLLEGE DRAFT EDUCATIONAL MASTER PLAN (2011 -2016)
PROGRAM PROJECTIONS
- Based on reduced budgets, reorganization of the department was necessary and resulted in a restructure of the academic support component which will be located under the direction of the library.
- Ensure strong DSPS Program start up on the North County Campus spring 2012
- Recruit and replace the Director who will be retiring fall 2011
- Implement technology to enhance the current software system to support case management data for DSPS students.
- Support the implementation of a DSPS program at the North County Campus with a target of summer 2012
- Support the DSPS services as a part of a learning commons space in the new Learning Resource Center at the North County Campus during the fall of 2012.
- Monitor budgets and ensure staffing for services to be provided at all campuses and sites
- Engage staff in programs that can secure new funding, e.g. Medical Administrative Activities (MAA) Program
- Continue to develop and improve Student Learning Outcomes and Assessments for DSPS
- Support enrollment management efforts in understanding who students are and recruiting them to attend to Cuesta College.
- Work closely with the Vice President of Student Services to outreach and message to students regarding campus changes
- Update Board Policies and Administrative procedures pertaining to DSPS

EOPS/CARE

PROGRAM DESCRIPTION
The EOPS program provides services, supplies, and financial assistance to 222 students. This program supports students as they pursue their educational goal(s). A major goal of the program is to serve and increase the enrollment and success of students entering community college with the disadvantage of economic need and academic and/or sociological barriers that may make it difficult for them to succeed. All EOPS/CARE students receive Financial Aid. Many, but certainly not all, EOPS/CARE students have significant basic skills, linguistic, and social barriers that present an added challenge to college success. The EOPS program provides outreach and recruitment, orientation to college, priority registration, testing and assessment, and academic, transfer, career, and personal counseling. During the course of the semester, student progress is monitored. When appropriate, students are referred to additional basic skills and tutoring support. Cooperative Agencies Resources for Education (CARE) is a special support for EOPS students who are single parents with children under the age of 14. Given the tremendous burden single parents face in returning to school to obtain an education, the legislature provided additional funding to help single parents succeed in college and become self-sufficient.

Chart 1-57 of the EMP, Cuesta College DSPS EOP&S & Veteran Students Served (2005/06 – 2009/10) shows an upward trend in the number of DSPS and Veteran Students; while the trend for EOP&S students is down. This downward trend in EOP&S students comes as a result of decreased funding and reduced caps placed on the program by the Chancellors Office.

During the 2009/2010 budget cuts, EOP&S program lost 1.5 part-time counselor and one clerical staff person. The Matriculation program lost several part-time staff that provided assessment proctoring and analysis while the DSPS program lost five out of the nine full-time employees.

Challenges to EOPS/CARE services:
- Maintain current or higher funding levels
- Outreach to students throughout the District
- Provide services to students throughout the District
- Ensure all students meet program criteria in order to remain in the program
PROGRAM PROJECTIONS

- Work closely with the new program director to build a strong working relationship for staff and student success
- Market program to students throughout the District
- Work closely with the Chancellor’s Office to ensure report of budget in new SSARCC system is timely and accurate
- Collaborate with other Student Services programs to outreach to high school and out-of-area students
- Ensure EOPS/CARE students understand and meet criteria to graduate, transfer, earn certificates and succeed in basic skill courses
- Increase employee participation in the MAA program

FINANCIAL AID

PROGRAM DESCRIPTION

The Financial Aid Office offers financial aid assistance to all students who qualify on the basis of financial need. Eligible students receive funds in the forms of grants, scholarships, fee waivers, loans and/or work student programs. Types of financial aid available include, but are not limited to, federal grants (PELL, SEOG), state grants (BOGW, EOPS, Cal Grants), Federal Work-Study (FWS) and College Work-Study Programs, student emergency loans, Cuesta College’s Foundation Grants as well as Federal Stafford Subsidized and Unsubsidized Loans.

In the 2003/04 Budget Act which implemented the first fee increase, $38 million was set aside from within the system budget to strengthen the Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) allowance specifying that $34.2 million would be directed to increasing community college financial aid administrative capacity and outreach in an effort to mitigate the negative effect of the fee increase. The increased funding was provided to:

1. Increase awareness and participation in student financial aid programs through direct contact with students, potential students, and their families.
2. Increase low-income and disadvantaged student participation in postsecondary education through access to financial aid information, application assistance and funding.
3. Assist students, prospective students and their families in overcoming financial barriers in accessing postsecondary education.

This is the most significant development in California Community College student financial aid programs since the inception of the Board of Governor’s Grant program in 1984 and was established to provide increased Financial Aid staffing and enhanced Financial Aid service and capacity. AB 1765, 2003/04 Budget Act specifically identifies the augmentation as money to be used to supplement existing college funds for financial aid operations. These allocations assisted the Financial Aid Office by providing additional staffing and resources to promote financial aid to our students and community.

The Financial Aid program at Cuesta is expected to continue to grow. Our office faces reduced funding as our workload continues to increase due to record numbers of financial aid applicants, awards, and appeals. Our goal is to begin to implement a document imaging system that will support paperless processing of financial aid. While there are budgetary concerns, our office will continue to use technology to process financial aid efficiently and maintain compliance. The same data sets provided under Counseling Services will impact the Financial Offices to provided increased outreach to our students.

Below is data from the Educational Master Plan that gives directions to improving our current challenges and enhancing our projections:

Chart 1-37: Cuesta College Local and Out-of-Area First-Time students under 21 years of age (F06-F10) demonstrates that nearly half of Cuesta College’s first-time students under the age of 21 graduate from high schools outside of San Luis Obispo County.
Data from chart 1-39 San Luis Obispo County Public High School Graduates College Going Rate to Cuesta College illustrates the number of high school graduates is predicted to decline over the next ten years. In order to serve the same number of local and recent high school graduates, Cuesta College will need to increase its yield. For example if the college remains at 2009 levels (33.4%), the college can expect only 790 local recent high school grad to attend Cuesta College in 2019.

Data provided for Cuesta College Historical Unduplicated Fall Headcount (1995-2010) shows one of the most dramatic decreases in headcount during the period of 2009-2010 when overall headcount dropped from 13, 443 to 11,588.


Data from Chart 1-16, SLO County Age compared to California (2010) demonstrates a decrease in the number of SLO County 18-25 years attending college. The highest growth rate is projected to occur within the 65+ age category, while the greatest shrinkage rate is predicted to occur within the 40-64 age group.

**Challenges to Financial Aid services:**

- Maintain current or higher levels of financial aid allocations
- Ensure the District, if able, meets the maintenance of effort in order to support current or high allocations
- Maintain appropriate staffing levels to serve student populations
- Secure institutional technology support to enhance the financial aid system within BANNER
- Outreach to internal and external community to ensure students and potential students are aware of financial aid deadlines and eligibility requirements
- Provide training to staff in the area of team building and conflict resolution.

**PROGRAM PROJECTIONS**

- Increase outreach to high school students
- Increase number of financial aid workshops and orientations to new students
- Transition from a manual to an electronic distribution of financial awards/funds to students
- Increase employee participation in the MAA program
- Ensure students follow their Student Education Plan in order to maintain eligibility for Financial Aid

**HEALTH SERVICES**

**PROGRAM DESCRIPTION**

Health Services is available to enhance students’ education process by removing or modifying health-related barriers to learning, promoting wellness, enabling individuals to make informed decisions about health-related concerns, and empowering students to be self-directed and well-informed consumers of health care services.

The Health Center, at the SLO campus, is open Monday through Thursday 8:30 a.m. to 4:30 p.m. and Fridays from 9:00 a.m. to 1:00 p.m.; and is staffed with a Program Coordinator, a part-time nurse practitioner, a part-time mental health counselor, and clerical staff. The center provides emergency first aid, treatment of acute, non-chronic illnesses, immunization, certain medical testing, mental health counseling, limited low-cost medications, over-the-counter medications and referrals to low-cost agencies in the community. Health education programs include flu vaccinations, TB and STD testing, First Aid and CPR information and dissemination of a variety of health literature intended to address current community health issues such as high risk factors, information on stress and maintaining a healthy life style.
Challenges in Health Services:

In 2001 themes and trends for the Health Center were as follows:
- Health Fee Revenue 2001-2002 Year- $204,550
- Duplicated Student Contacts: SLO – 13,581; NCC-1,015
- In 2006 themes and trends for the Health Center were as follows:
  - Health Fee Revenue 2006-2007 Year- $293,561
  - Duplicated Student Contacts: SLO- 17,562; NC-1,303

PROGRAM PROJECTIONS
- Obtain larger space for the Health Center
- Increase mental health services to students
- Maintain funding through student fees
- Increase staffing at all sites
- Increase student orientations and workshops on risk factors and stress
- Increase participation and collaboration with Student Life and Leadership program to education student leaders on primary health care issues for students and participate is health fairs and other campus activities
- Relocate Health Center at the North County Campus
- Provide Health Service information in bi-lingual materials

STUDENT LIFE AND LEADERSHIP

PROGRAM DESCRIPTION
The Office of Student Life and Leadership plays an essential role on campus by offering a multitude of campus events and activities for students. In collaboration with campus departments, programs, and organizations Student Life and Leadership develops, plans, and implements college activities for Cuesta College students. Student Life and Leadership offers services for students including the Associated Students of Cuesta College (ASCC) Social Club, photo ID, a Housing Resource Board, campus tours, legal counseling, and information on transportation. Staff work closely with the Associated Students of Cuesta College (ASCC) Cuesta’s student government, coordinate Leadership Courses, and oversee the Cultural Center. The Student Life and Leadership program encourages students to become involved in the various leadership opportunities, clubs, and organizations, as well as the many social activities that are hosted by the program. These valuable activities give students a sense of purpose and belonging while completing their educational goals at Cuesta College.

Challenges to Student Life and Leadership Services:
- Fall 2001 was the last year Student Life and Leadership offered the orientation program (SLO Days) before the fall semester started.
- In early 2006, the coordinator retired, and there was a part-time interim coordinator during the spring 2006 semester. No leadership classes were offered during spring 2006 and only one nine-week course in fall 2006, mostly due to a lack of confidence in the importance of our courses. The department dealt with several issues that semester, including vast changes to the program. The staff was not consulted about the changes before they were suggested in the college’s 2006 Master Plan. In fall 2006, a new full-time faculty coordinator was hired, and ASCC no longer funded the Activities Assistant position.
- The department is bracing for significant budget reductions that could impact department staffing. This will have a negative impact on the services provided to the college. In addition, the Cultural Center has never had an operational budget (i.e. staffing, supplies, etc.) The department requests the District make a commitment to the Cultural Center since it was noted in the 2002 Institutional Self Study.
- The Activities Assistant position, which remains in the classified bargaining unit as a 12-month, full-time classified position, has not been funded since June 1997 (approaching 14 years). Given the District’s expectation to expand Student Life and Leadership and student government programs to the North County Campus and the additional responsibility of overseeing the Cultural Center, bringing this position from its dormant status is critical and essential.
- The Associated Students of Cuesta College funded many student staff in the Student Life and Leadership Department for 2010-11. Should funding change in 2011-2012 some or all of the positions may not be funded.
- Student Life and Leadership may be unable to offer additional services to the North County Campus and South County Center sites given our current and future staffing and budget projections.
- This program could use larger and more efficient classrooms and meeting rooms.

**PROGRAM PROJECTIONS**

- Increase the number of Leadership courses offered
- Maintain funding generated through student fees
- Identify larger classrooms and work areas
- Support the installation of Wi-Fi thought the campus community
- Increase the number of activities offered by program

**ADMINISTRATIVE SERVICES**

**OVERVIEW**

The Administrative Services Cluster is essential in supporting the District’s Educational Directions. All departments within Administrative Services provide operational services to all sites of the District’s Local Service Area. These services include cashiering, purchasing, mail and telephone, public safety, parking, computer support, facilities maintenance, and bookstore services. These same services support Student Access, Student Success, Academic Programs, including Workforce Development, and therefore, Institutional Effectiveness. Computer Services, Purchasing, and Facilities support activities implementing Innovation/Competitive Edge/Emerging Technology. Fiscal Services, Computer Services, and Facilities also support the efforts of Resource Development and Sustainability. Finally, College Culture is the responsibility of all employees.

The work of Administrative Services will ensure that the District has the operational support needed to guarantee the success of Academic Affairs, Student Services, and all other college programs. Administrative Services ensures financial accountability and solvency as evidenced by a successfully implemented balanced budget and continuous cash flow. We are committed to campus safety, cleanliness and aesthetics as well as competent internal operations, proper risk management, and appropriate and legal facility maintenance and development.

**BOOKSTORE**

**PROGRAM DESCRIPTION**

The Bookstore supports the educational program by providing the full range of required and optional textbooks to students. The bookstore also provides supply and souvenir items as well.

**PROGRAM PROJECTIONS**

The future of the bookstore is bleak at best. With the increase in electronic books, new HEOA regulations in place, and the increase of online resellers and auctions, we are seeing a dramatic decrease in the number of textbooks sold each semester. The bookstore
will be expanding into the areas of book rentals, electronic books, and electronic chapters. There will always be a need for some sort of student store on campus; what it will look like and carry will change drastically in the next five to ten years.

Bookstore hours on all campuses and sites will increase or decrease according to class scheduling to ensure the safety of employees and the ability to get textbooks to all students in a timely manner.

**STAFFING**
Conversion of temporary dollars to as many as five part-time positions

**TECHNOLOGY**

**FACILITIES**
Possible move of the North County Campus Bookstore

**FISCAL**
- Decreases in enrollment result in decreases in bookstore sales.
- Increases in textbook pricing resulting in decrease in sales.
- HEOA regulations require the bookstore to have textbook information on the website before the bookstore actually stocks them. This upfront information encourages and assists students to shop elsewhere resulting in fewer sales.
- How long will using hard copy textbooks be a viable option for the majority of classes?
- Decreases in incomes are troublesome not only for profitability, but the bookstore tribunes to the loan payment on the 5400 building.

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**FACILITIES SERVICES AND PLANNING (MOG)**

**PROGRAM DESCRIPTION**
Facilities Services and Planning supports the District and its programs by providing building maintenance, facility repairs, custodial and grounds services. It is also responsible for planning and coordination of capital and scheduled maintenance projects and compliance with the Americans with Disabilities Act.

**PROGRAM PROJECTIONS**
Due to dramatic proposed budget shortfalls, as well as increasing service requirements brought on by the North County Learning Resource Center and the possible actualization of the Trades and Technology Building, development will concentrate on efficiencies while maintaining best practice where possible. Increase in services area brought on by capital projects have exhausted efficiencies in exiting service resources to the point where any further reduction will negatively impact the learning/working environment.

Given limited resources, Facilities Services and Planning will continue to develop a business model that keeps projects within budgets and timelines.
Due to dramatic proposed budget shortfalls, as well as increasing service requirements brought on by the North County Campus Learning Resource Center, departments will be reducing services offered in nearly all areas. This continues a trend that is reflected in last year’s APPR as well as cluster plans for four years prior.

**STAFFING**

Due to dramatic proposed budget shortfalls, as well as increasing service requirements brought on by the North County Learning Resource Center, each of the services areas are being reduced.

Increases in square footage due to capital projects have continued on an annual basis with augmentation of services areas being either limited or non-existent. Continuing reductions to all services areas have been implemented in reaction to these increases. Approximately 250,000 square feet of new structure has been brought on line over the last ten years with nearly no staffing increase. Custodial, being the heaviest hit, has experienced a workload increase of over 35%. The cleaning standard has been reduced from standard to below standard.

Budget shortfalls threaten to reduce both personnel as well as operational budgets significantly. Any reduction will further degrade services that have already been compromised.

**TECHNOLOGY**

**FACILITIES**

Due to the dramatic proposed budget shortfalls, as well as increasing service requirements brought on by the North County Learning Resource Center, facilities changes will be limited to those already funded from previous years. State level Deferred Maintenance funding has been suspended for the second consecutive year with no anticipated return. This funding mechanism is critical to the heavy maintenance of structures as the District has not passed a bond. Some schedule of facilities changes include:

- Completion of the North County Campus Learning Resource Center - 43,000 square feet (capital outlay)
- Proceed to bid the North County Campus Trades and Technology Building - 17,000 square feet (Capital Outlay)
- Re-roof Gymnasium Building 1400 (deferred maintenance)
- Sewer line main replacement (deferred maintenance)
- Building 1400 interior lightning retro-fit (energy savings rebate project)

**FISCAL**

- Facilities Services and Planning (MOG) continues to experience shortfalls in personnel and expect to see continued reductions on Deferred Maintenance as well as operational funding.

**FISCAL SERVICES**

**PROGRAM DESCRIPTION**

Fiscal Services supports the District by providing services in the areas of accounting, budgeting, position control, finance, payroll, and cashiering.

**PROGRAM PROJECTIONS**
Maintaining or improving the Fiscal Services department will be difficult with the pending budget cuts. Fiscal Services will move to more electronic transactions, such as issuing financial aid awards as direct deposits. The hope is to benefit both the department and students.

With the anticipated budget cuts, Fiscal Services might have to reduce the number of hours the North County Cashier’s Office is open. This could negatively impact North County students, but the reduction will be strategically planned by tracking demand and collaborating with North County Student Service Staff.

**STAFFING**

- Accounting Systems Analyst. This position is in response to the increased responsibilities resulting from the district’s move to an integrated software system. The department needs a new level of technological competency and independence. Some duties would include: Security Maintenance, Lead Upgrades, testing, Check Runs, MIS, Training, General Ledger Reconciliations.
- Increase 0.5 Account Tech I at the North County Campus Cashier to 1.0.
- Add additional full-time Account Tech I at the San Luis Obispo Campus
- As the student population grows at the San Luis Obispo Campus, it will be necessary to increase cashiering staff.

**TECHNOLOGY**

**FACILITIES**

- Remodel North County Campus Cashier Workstation
- Additional workspace for staff, equipment and files by end of 2011-2012.
- Secure space for files.

**FISCAL**

- Fiscal Services is expecting major budget cuts. This will result in setting the department back. The goal will be to implement the cuts in a way that will have a minimal effect on the services the department provides.

**COMPUTER SERVICES**

**PROGRAM DESCRIPTION**

Computer Services provides services to the District in the areas of software and hardware installations and maintenance, audio visual needs, and programming. The Annual Technology Plan and review has much information on this topic (create link to tech plan)

**PROGRAM PROJECTIONS**

The Annual Technology Plan and Review has much information on this topic.

The first Technology Master Plan is scheduled to be completed by December 2011. Additional information will be in this plan.
STAFFING

- Additional staffing in all areas of Computer Services is needed in order to maintain what we have and implant new projects.

TECHNOLOGY

FACILITIES

- New data center at the San Luis Obispo Campus in 4109 with a generator backup is needed.

FISCAL

- Historically, Computer Services has been understaffed and underfunded. See the Annual Technology Plan and Review for details.

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CENTRAL INFORMATION TECHNOLOGY

PROGRAM DESCRIPTION

In spring 2011 the proposed process for prioritization Central IT projects will be implemented.

PROGRAM PROJECTIONS

Cuesta College has recently initiated participation in the MAA program (Medicare advising) that will provide a revenue stream to participating programs as well as provide funding to Central IT priorities.

- New revenue stream via the MAA program.
- Possible revenue stream via a student technology fee.

STAFFING

- Staffing needs are listed in the Computer Services APPW/IPPR.

TECHNOLOGY

FACILITIES

FISCAL

- See Annual Technology Plan and review for details.
- See the Cuesta College Technology Proposal: Allocations, Support and Renewal for funding goals.
GENERAL SERVICES

PROGRAM DESCRIPTION

General Services supports the District by providing services in the areas of purchasing, telecommunications, shipping and receiving, and bids.

PROGRAM PROJECTIONS

The budget cuts are encouraging General Services to assess current practices in order to develop more efficient systems with fewer resources. Some of the projects that General Services will take on in the next five years include: consolidation of printers, more efficient processing and storage of documents, reduction of paper products, and upgrade telecommunications system.

- In order to increase efficiencies at a lower cost, General Services will be implanting the “Multi-Function Device” project which will lower overall campus printing, scanning and copying costs by 40%.
- Shipping and Receiving is looking for ways to increase revenue through the sale of district surplus.
- Reprographics and the Mail room will be assessing processes.
- Additionally, a new telecommunications system is needed.

STAFFING

- A staff Telecommunications Technician would be more efficient and less expensive than how Cuesta is currently using outside contractors. The savings would be between $30,000 to $150,000 per year.
- Staff for a Telecommunications/Information Window on the North County Campus (General Services Technician).
- Need for a staff person to perform and maintain required on-going Physical Inventory on all sites. (General Services Technician).

TECHNOLOGY

FACILITIES
The creation of a Telecommunications / Information Window in the Fox Building for the North County Campus.

**FISCAL**
- General Services will be impacted negatively by the budget reductions.

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**PUBLIC SAFETY**

**PROGRAM DESCRIPTION**

Public Safety supports the educational process through ensuring a safe and secure environment for students, faculty and staff. Public Safety’s annual budget consists of 25% General Funds and 75% from the Restricted Fund, which is derived from parking administration.

**PROGRAM PROJECTIONS**

With the anticipated decrease in student enrollments as a result of budget cuts, it is forecasted that parking revenues will also decrease. As a result, there will be a dramatic decrease in operational hours that Public Safety can afford to provide. Public Safety will focus the next five years on projects that include: improved signage; development, adoption and training in emergency planning; review and improvement of campus safety.

- Public Safety will begin updating and improving the Emergency Preparedness program to include personnel training, Emergency Operations Center (EOC) improvements, EOC training which will culminate in emergency drills.
- Public Safety will continue to improve the parking program with the development of a comprehensive parking plan. The previously approved increased to student parking fees will be implemented in fall 2011 with a future proposal for an increase in summer and motorcycle fees. A proposal will also be developed for year round parking enforcement in an effort to provide an organized and consisted program for the community.
- Public Safety will evaluate outsourcing student parking permit sales to facilitate anticipated staffing reductions.
- Public Safety will request to create a centralized lost and found in an effort to help student recovery of lost property.
- In an effort to create a more professional website, Public Safety will begin enhancing its website to include personal safety information, useful tips and information and links to helpful websites.

**STAFFING**

- Public Safety will request to fill a vacant police officer position and a dispatcher position in 2011.
- Public Safety needs to pursue one additional personnel conversion of staff and a sufficient number of student workers to perform parking enforcement duties.
TECHNOLOGY

FACILITIES
Public Safety is in need of a Cart Cover/Awning to protect golf carts from rain and moisture.

FISCAL
Public Safety faces a significant challenge regarding funding as it relates to the Restricted Budget which is derived from parking revenue, considering institutional funding shortages and reduced enrollment. Public Safety presently has little authority to control parking lot usage as the district is currently structured.

PRESIDENT’S CLUSTER

OVERVIEW
The President’s Cluster contains those entities that support the creation and sustainability of the programs and services that appear in the preceding chapters of the Educational Master Plan (EMP). Besides the President’s Office, the cluster includes Human Resources and Labor Relations, Institutional Advancement which has two major subdivisions of Marketing and Communications and Foundation, and the North and South County Centers which provide the infrastructure for the programs and services that are offered in the northern and southern parts of the district.

The following overview identifies the major themes in each of the cluster areas that will be addressed in the 2011-2016 EMP:

PRESIDENT’S OFFICE
- Keeping Accreditation Status first and foremost
- Providing strong leadership in a very challenging fiscal environment
- Keeping a clear vision for the college
- Developing strong relationships with the President of Cal Poly and K-12 District Superintendents
- Developing a strong and consistent communication with the Board of Trustees
- Maintain a current and relevant Board of Trustees Development plan to assist them in being trained and knowledgeable of their role as a policy making body

HUMAN RESOURCES AND LABOR RELATIONS
- Anticipating less time devoted to recruitment and more focus on staff training and professional development
- Building a new environment in an office that has experienced numerous changes in leadership
- Leading the negotiations of new collective bargaining agreements with both the classified and faculty employee groups
- Focusing on Accreditation Standard IIIA issues related to Human Resources
- Developing the District Equal Employment Opportunity Plan for the District

INSTITUTIONAL ADVANCEMENT/FOUNDATION
Chapter 2: College Programs & Services

- Focusing on strengthening the Annual Fund
- Shifting time spent on event planning and implementation to revenue generating activities
- Renewing an emphasis on the investment in the future of the college through Planned Giving bequests and other outside sources of revenue
- Assisting the President's Office with a Bond Campaign should the District elect to pursue

MARKETING AND COMMUNICATION

- Completing, refining and maximizing use of the new Cuesta College website and measuring its effectiveness
- Building a new environment in an office that has experienced numerous changes in leadership
- Maximizing electronic communication and reducing reliance on costly print materials

NORTH AND SOUTH COUNTY CENTERS

- Working collaboratively with Academic Affairs and Student Services to identify and preserve core programs and services for the Centers in a time of budget uncertainty
- Moving into a new permanent facility on the North County Campus and adjusting programs, service, and staff accordingly
- Evaluating the feasibility of potential educational sites and/or partnerships identified for the South County
- Creating a Student Services Center by repurposing modular facilities on the North County Campus as well as remove the first modular building from active use
- Developing a plan for a Sustainability Center on the North County Campus
HUMAN RESOURCES

PROGRAM DESCRIPTION

The Human Resources department is responsible for all aspects of Human Resources and Benefits for the District’s employees, including recruitment, employment processing, employee files and data, reporting, labor relations (including joint labor-management meetings and grievances), compliance with state and federal laws (including EEO, ADA, FMLA, Title IX), workers’ compensation, unemployment, employee benefits and retirement.

The Human Resources Institutional Program Planning and Review (IPPR) 2011-2012 outlines the following objectives for the department; \(^1\) these objectives are in support of the Educational Master Plan Core Principles of Sustainability, Institutional Effectiveness, and/or College Culture:

Recruitment: The Human Resources office supports the mission of Cuesta College by recruiting excellent faculty and staff and orienting them to the Cuesta environment.

Training: The Human Resources office also employs student workers to encourage the development of essential job skills and work experience, as a supplement to their academic learning.

Training: The Human Resources office supports the vision of Cuesta College by providing professional development opportunities for our excellent faculty and staff, in order to promote their abilities to enhance student success.

Equal Employment Opportunity: The Executive Director, in collaboration with the Cultural Diversity and Student Equity Committee, is developing an EEO strategic plan to aid in developing and maintaining a diverse workforce. Human Resources supports training and assistance to faculty and staff in the areas of diversity and creating a culture of respect at Cuesta.

Collective Bargaining: Through productive negotiations, Cuesta College and Union representatives are able to come to agreements that are in favor of both the District and employees, creating an environment of collaboration toward a common goal.

\(^1\) From Human Resources Institutional Program Planning and Review 2011-2012
Benefits: The Benefits department works diligently to provide health insurance plans that meet the needs of our faculty, staff, and employees’ loved ones.

CHALLENGES:

Human Resources faces a number of challenges, including employee turnover, lack of a current EEO plan, continual College-wide recruitment with limited resources, and rising health and welfare benefits costs.

Growth of the College has for the most part halted, due to state budget cuts. Despite the budget cuts and corresponding freezing, elimination and reduction of positions, the College continues to hire new and replacement staff to meet student and program needs, requiring continual recruitment, employment and benefits processing, orientation, and training.

The cost of employee health and welfare benefits continues to rise, although at a somewhat slower rate, requiring the District and the Benefits Committee to review employee contributions, deductibles and copayments, and plan benefits. Implementation of the federal health care reform may pose additional unforeseen challenges.

PROGRAM PROJECTIONS

The Executive Director position has been filled, and the incumbent has received a three-year contract, which will help provide stability to the department. The full-time Benefits Technician position will be filled by September 13th and the replacement Human Resources Analyst position will be filled by October 11th. As staff is hired and everyone becomes more knowledgeable regarding College policies and procedures and more proficient in the use of Banner and PeopleAdmin, competence and productivity will improve.

The District recently completed negotiations with the two bargaining units; the faculty contract has been ratified and approved by the Board of Trustees, and the classified contract is in the process of ratification. Negotiations are underway to address the next round of budget reductions. The District is also nearing settlement with the unions on several long-standing issues.

The College will continue to hire new and replacement staff who will bring new ideas, new skills, and more diversity to the workforce. Completion of the EEO plan and training will aid in recruitment and retention.

Expansion of the satellite campuses, particularly in the South County, will provide opportunities to expand the workforce to meet needs in those areas. The willingness of the Benefits Committee to tackle tough problems with creative solutions provides some optimism that we will be able to respond to rising health care costs and changes in the health care system as a result of the federal reforms.

STAFFING

“There has been some turnover in administrative positions such as Executive Director of Human Resources, Human Resources Technician, Human Resources Analyst, and Human Resources Specialist.” All of these positions have since been hired; however the Human Resources Analyst position has since become vacant again, along with the two Benefits Technician positions, one of which has been eliminated for budgetary reasons. The position of Director of Professional Development, which reported to HR, was also eliminated in the budget cuts. As outlined in the IPPR, the department lacks administrative support. The recently hired Executive

\[\text{\textsuperscript{2}}\text{ From Human Resources Institutional Program Planning and Review 2011-2012}\]
Director is responsible for the day-to-day management of the department, serves as the District’s labor relations representative and Chief Negotiator for collective bargaining agreements, and as the EEO and Title IX Officer.

**TECHNOLOGY**

Along with the rest of the College, the HR department transitioned to the Banner ERP system and implemented the PeopleAdmin online recruiting program. Staff are still learning the complexities of those systems. With one exception, the Human Resources and benefits staff are relatively new in their positions and will require additional training and experience to become fully productive. The department is trying to move towards a paperless office, beginning with the implementation of online recruiting. Many of the existing forms and documents have been scanned and converted to digital format for distribution. The department currently has only one scanner and one fax machine and has requested additional funding for more scanners and fax machines or the equivalent, in the form of a multipurpose copier/scanner and virtual fax.

**FACILITIES**

The Human Resources offices were remodeled to house the current staff. The Professional Development Center was created to provide space for the professional development programs and an office for the Director of Professional Development. With the freezing of the Director position, the Center has been utilized less for professional development and more as a general meeting space for various campus groups. The temporary 7000 buildings were recently remodeled to meet the demands of ongoing recruitments. Previously, Human Resources had only a small, shared conference room and a file room, which doubled as a testing room. The buildings are scheduled for removal within a year, in anticipation that recruitment will diminish. If that does not hold true, plans to retain the buildings or alternate locations will have to be identified.
FOUNDATION/INSTITUTIONAL ADVANCEMENT

PROGRAM DESCRIPTION

The purpose of the College Advancement Office is to establish and implement a program which promotes and advances the College District including enrollment marketing, resource development, alumni programs, external relationships and college/community activities and events. The goal is to continually improve community support for the success of students, faculty, programs and services. The advancement team establishes an overall marketing and resource development program for the college. It provides meaningful and relevant media and community information while building political and moral support for the institution. Its mission is to provide fundraising management, build cordial and supportive relationships, cultivate friendships and financial support, and to help realize the mission and vision of the institution.

The Advancement function, which includes the Foundation, Marketing and Communications, facilitates the progress and evolution of the College through growth and expansion of student-focused programs and services. It is concerned with improved enrollment, research and planning. Advancement staff serves the public as well as the institution by providing programs and activities to establish or strengthen ties with the community and alumni, encourage enrollment and participation, and establish partnerships with corporations and foundations.

PROGRAM PROJECTIONS

The Advancement Department has been without a permanent executive director for more than one year. It is important to have full time and consistent leadership to oversee all aspects of Cuesta College Advancement. In addition, the 2011-2012 budget cycle resulted in a reduction of 3/5 of its full time staff from 12 months to 11 months, while at the same time, the resource development goal was increased by 100%. The current economic climate will pose another significant challenge related to resource development efforts.

STAFFING

- Hire a permanent Executive Director for Advancement with a start date no later than January 2012.
- Reinstate staff from 11 month to 12 months to allow capacity to reach resource development goals.
- Reinstate budget for temporary staff in order to accomplish day-to-day workload requirements.
- Fill the position of Director of Grants and Legislation that will allow Cuesta to research and apply for additional grants that will benefit the college.
- Fill the Director of Major Gifts position to increase the number of major gifts and overall resource development efforts for Cuesta College.

TECHNOLOGY

- In an effort to support the diversity of donors the Foundation needs to continue to evolve and upgrade methods of communication and outreach to both external and internal audiences.
- Continue to refresh software and equipment that will allow the Foundation to provide the most accurate and transparent services to donors and for the college.

FACILITIES

- Establish permanent space to accommodate Foundation Board member meetings and activities hosted for the community at large that will allow greater efficiency in planning, implementation and assessment.
- Establish a permanent facility with additional space that is needed for Advancement Department staffing needs.
MARKETING AND COMMUNICATION

PROGRAM DESCRIPTION

Marketing and Communications is responsible for the campus-wide branding and relationship building of Cuesta College to the external communities we serve as a California Community College. This is achieved through successful design and production of collateral promotional material, enrollment and revenue-generating marketing campaigns, as well as highly effective public communications to audiences including alumni, donors and media outlets. Marketing and Communications staff work closely with every entity on campus; this requires extensive and detailed knowledge of the college’s history, Cuesta program offerings, initiatives, policies and procedures, and campus infrastructure. Marketing and Communications directly supports the efforts of the Cuesta College Foundation to develop resources and increase public support for the college. To accomplish this, the department utilizes social media, electronic communications, Web 2.0 platforms and traditional environmental, TV, radio and print collateral to connect the college to a diverse population including donors, alumni, students, community members, the media, college staff, and businesses. The department additionally provides government (and nonprofit) relations services and advocates with state and local government agencies.

Marketing and Communications has been without a permanent executive director for more than a year. In addition, the 2011-12 budget cycle resulted in an across-the-board reduction of marketing staff to 11 months at a time when the demand for services has increased. This includes the planned redesign and update of the college’s website with the addition and integration of a sophisticated content management system (CMS) into the website infrastructure and the myCuesta student and staff portal, as well as additional strategic planning tasks for the college and planned departmental initiatives.

The department’s efficiency, response time and execution ability has been negatively impacted by staff assignment and operational budget reductions, unmet support staff needs while there has been a marked increase in the need for marketing and communications support services from the District and the Foundation.

The department workload is forecasted to grow significantly over the next five years because of the following major projects, which will significantly impact marketing’s staff and fiscal resources:

- Developing collateral in support of targeted corporate/private fundraising and annual fund campaigns.
• Designing and implementing a college electronic presence to function on all commonly used mobile communication platforms (smart phones, tablets, etc.).

• Celebrating Cuesta’s 50th anniversary in 2013.

• Conducting a local general obligation bond campaign, if approved.

• Responding to changes in communications preferences and new technology.

PROGRAM PROJECTIONS

• Completing, refining and maximizing use of the new Cuesta College website and measuring its effectiveness.

• Launching mobile device specific websites.

• Completing a comprehensive stand-alone career technical education (CTE) website to increase enrollment and support digital advertising campaigns.

• Utilizing the college website, mobile sites and physical messaging space at all campus locations to develop additional revenue sources (including corporate sponsorships) and building and enhancing relationship opportunities with business and industry partners.

• Coordinating potential public/private collaborations that generate resources for the college (such as the Sustainability Education Center opportunity on the North County campus with SunPower and First Solar corporations).

STAFFING

TECHNOLOGY

FACILITIES
Chapter 2: College Programs & Services

NORTH AND SOUTH COUNTY CENTERS

PROGRAM DESCRIPTIONS

Note: A full description of the development of these sites is included in the Educational Master Plan Introduction.

The South County Center is technically an Educational Outreach Operation as defined by the California Postsecondary Education Commission. As such, it is an enterprise operated away from a community college in leased or donated facilities and serves a student population of less than 500 FTES at a single location. Operating as an evening program on the Arroyo Grande High School site for decades, the College has had an important presence in South County. South County Center course offerings however, have been limited by the partnership in terms of hours of operation, availability of offices and classrooms, the characteristics of the facility, and the nature of shared use agreements. The Center is leased through the Lucia Mar School Unified District, with negotiations occurring annually. During the spring 2011 semester, the South County Center reached a headcount of 730 students and 91 FTES. Without the benefits of a sole occupancy facility, enrollment has remained steady but level. The CLARUS Survey in 2007 reflected potential for the site to serve 1,600 students per semester in a college owned facility. Current Educational Master Plan environmental scan data supports continued pursuit of a permanent sole occupancy South County Center in terms of projected County population growth and the interest expressed by South County residents.

The North County Campus on the other hand, qualifies as a C.P.E.C Educational Center. It is owned by the parent District, exceeds the minimum enrollment requirement of 500 FTES, maintains an on-site administrator and offers programs leading to certificates or degrees. Formerly operated as an evening in leased high school facilities in North County, the North County Campus was established in 1998 on 105 acres of College owned property in Paso Robles. During the spring 2011 semester, the North County Campus reached a headcount of 3,174 students and 744 FTES. The original North County Campus Master Plan projected student population in the year 2015 population as 5,000 students. This also assumed the completion of all five permanent instructional buildings on the site – Allied Health, Math & Science, Learning Resource Center, Trades and Technology Center, Humanities Complex and Early Childhood Education Center. To date, the first permanent building was completed in 2005 and the second is slated for occupancy in spring 2012. There was a significant jump up in student enrollment after the completion of the Fox Building (Allied Health, Math & Science) and the same is anticipated with the completion of the Dale and Mary Schwartz Building (Learning Resource Center). Secondary use of the modular buildings will be optimized to accommodate unmet facility demand.
The challenge of operating college Centers will continue to be one of providing comparable instructional support and services at off-campus sites with limited District resources. All too often, Centers are perceived by Cuesta College staff and faculty as competing with the SLO Campus rather than complementing the College’s ability to more effectively serve all residents of the District. Regional data collected for the Educational Master Plan point to areas Cuesta College should address during the updated Master Plan period of 2011 – 2016, as related to the North County and the South County.

- Regional population growth is anticipated to be the highest in the northern region of the county, followed by the southern region of the county. College participation rates are positively influenced by facility proximity. Both the South County Center and the North County Campus are opportunities for District sustainable growth in FTES.
- Approximately 20% of Allan Hancock College’s enrollment is from the Cuesta College service area – almost exclusively South County. The College will continue to lose FTES to Allan Hancock unless new effort is invested in recruiting and serving South County residents.
- The capture rate for Lucia Mar Unified School District graduating seniors is the lowest in the county (Arroyo Grande High at 28% and Nipomo High School at 12%) in contrast to the Cuesta-going rate of Paso Robles High School students at 43%. The College has great opportunity to increase the rate of high school graduates coming to Cuesta from Arroyo Grande High and Nipomo High School.
- The drop-out rate for Paso Robles High School, at over 19%, is the highest in the county. The North County Campus is well positioned to partner with the Paso Robles School District in addressing this issue.
- Students enrolled at the South County Center reflect the lowest success rates in the District, followed by the North County Campus. The College needs to give renewed attention to providing comparable educational support services for students attending the South County Center and the North County Campus.
- Increased reliance on instructional technology is a point of urgency in terms of identifying classrooms with current technology for South County instruction. The North County Campus will be afforded an influx of new technology with the Learning Resource Center coming on-line in spring 2012.

PROGRAM PROJECTIONS

It is anticipated that as a data driven institution, Cuesta College will evolve toward the ideal of “one college – multiple sites” with District programs and services designed for students throughout the service area, in sync with regional needs. Key community members in the south and the north have demonstrated interest, ability and commitment to bringing a South County Center to fruition and to sustaining support for the North County Campus. It is anticipated that this level of community support will continue throughout 20011-2016.

- The College will add or shift additional courses/FTES to the North County Campus and South County Centers to coincide with anticipated regional growth.
- The College will continue to search for a suitable sole-occupancy South County Center site. The new site, when developed will include space for expanded student support services and state-of-the-art classroom technology.
- New focus will be given to attracting South County high school graduates to Cuesta College.
- Bringing the Learning Resource Center on-line in North County will provide a new sense of place for North County students. The new facility will allow the college to pilot a Learning Commons- Student Success Center, offer a first-time facility for large lecture classes and campus gatherings, and will move instruction out of modular buildings into this attractive two-story permanent building.
- The College will conduct further research on student success and put programs in place to address the lower student success rates at the South County Center and the North County Campus.
- The College will continue to pursue construction of the North County Campus Trades and Technology Center, which will focus on Ag industry and “green” workforce skills.
Secondary use of the modular buildings on the North County Campus will focus on unmet facility demand as determined in cooperation with District divisions and departments.

**STAFFING**
Note: Staffing addressed in this section are those who would report directly to the Executive Dean. Other Divisions and departments will address South County and North County in their requests.

- Three of the six North County Campus classified staff members reporting to the Executive Dean are less than full-time employees. As the site develops and grows, these positions will need to evolve to full-time.
- The South County Center Supervisor position will need to be reinstated, if and when the College identifies and occupies a sole occupancy South County Center.
- If and when the college identifies and occupies a sole occupancy South County Center, additional support staff will need to be available for maintenance/custodial, computer services support, Public Safety and student support services.
- Additional support staff for the new North County Campus Learning Resource Center has been identified by other divisions and departments. These include Library support, Student Success Center support, technical (computer) support, custodial, maintenance and grounds as reported in their sections of the Educational Master Plan.
- Additional support staff for the NCC Trades and Technology Center will be identified by other divisions and departments. These include CTE lab support, technical (computer) support, custodial, maintenance and grounds as reported in their sections of the Educational Master Plan.

**TECHNOLOGY**
Note: Additional technology requests may be submitted by other divisions and departments as related to South County and North County operations.

- Facility development of a sole occupancy South County Center will require installation of state-of-the-art technology.
- Capital construction funds are being utilized to purchase state-of-the-art technology for the new North County Campus LRC.
- Purchase of new technology for divisions and departments that are moving into the NCC LRC from modular buildings and the Fox Building will allow migration of their current computers to replace the most antiquated NCC technology.
- Phase II of the replacement cycle for faculty offices in the NCC Fox Building should take place in 2011-2012.
- Capital construction funds will be used to purchase state-of-the-art technology for the new North County Campus Trades and Technology Center.
- Purchase of new technology for divisions and departments that are moving into the NCC Trades and Technology Center, from modular buildings and the Fox Building will allow migration of their current computers & equipment to replace the most antiquated NCC technology.
- Foundation funds earmarked by donors for North County will be used to purchase state-of-the-art technology for the Student Services relocation to N2000.
- Foundation funds earmarked by donors for North County will be used to finance the installation of technology related to an astronomy field lab.
- Grand funds designated for North County CTE projects will be used to finance the installation of technology related to a Sustainability Field Lab.
- Grant funding will be sought for the purchase of additional equipment and technology for the NCC Sustainability Center.

**FACILITIES**
Note: Additional facility needs may be submitted by other divisions and departments as related to South County and North County. Those identified by the Executive Dean are as follows:
A sole occupancy Center for South County that meets identified requirements for capacity and functionality.
- NCC Fox Building and Schwartz Building (LRC) landscaping
- Facility modification to support the NCC Student Services relocation to N2000
- Facility modification to support a NCC Sustainability Center in N6000
- Installation of a field lab in conjunction with NCC Sustainability Center.
- Removal of modular building N3000
- Installation of a NCC astronomy field lab.
- The NCC Trades and Technology Center

CHAPTER 3: PROFILE OF THE DISTRICT AND THE COLLEGE

OVERVIEW

As stated above, the Cuesta College 2011 Educational Master Plan is predicated on a thorough analysis of relevant internal and external environmental scan data. To this end, Chapter three is separated into two main sections: (i) External Environmental Scan and (ii) Internal Environmental Scan. The internal and external scans attempt to answer three fundamental questions, which drive the development of our Core Principles:

I. What does our community look like now, and what might our community look like in the future?
II. Who are our current students and who might be our future students?
III. What are the existing and emerging occupational opportunities within our service area and beyond?

EXTERNAL ENVIRONMENTAL SCAN

Antecedent to any discussion about the particular characteristics of our External Environment is the need to delimit exactly what comprises the College Service Area. This seemingly trivial exercise is complicated, however, by the college’s unique historical
enrollment patterns, which exist in part due to Cuesta’s College’s close proximity to and articulation with California State Polytechnic University, San Luis Obispo (Cal Poly)—the most selective post-secondary institution in California. Unlike most California Community Colleges, historically, roughly fifty percent of first-time Cuesta College students under the age of 21 come from outside of San Luis Obispo County. As a result of this phenomenon, this recurring theme of “local service area” is ubiquitous in the Master Planning process.

That said, for the purposes of this external scan, our local service area is defined specifically by our legal district boundaries and more generally by the borders of the county of San Luis Obispo.

SAN LUIS OBISPO AND ADJOINING COMMUNITY COLLEGE DISTRICTS

Located on the central coast of California midway between Los Angeles and San Francisco, the San Luis Obispo Community College District serves an area of 3,259 square miles within San Luis Obispo County (see Figure 3-1) and an additional 298 square miles in Monterey County; sixty-six square miles of San Luis Obispo County is serviced by the Allan Hancock Community College District (See Figure 3-2 & Table 3-1). Predominantly unincorporated, San Luis Obispo County is home to 269,637 inhabitants (2010 U.S. Census).

Figure 3-1: Map of San Luis Obispo County

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3 Measured by Percentage of Applicants Accepted (UCOP, Cal State Analytic Studies)
Designated by the California Community College Chancellor’s Office as a medium sized rural district, four primary physical campus locations serve the educational needs of students throughout the service area (See Figure 3-3). In addition to the San Luis Obispo Campus, North County Campus, and South County Centers, students also access the college via Distance Education.
CUESTA COLLEGE SAN LUIS OBISPO CAMPUS

From Highway 101 north or south, exit at Highway 46 East in Paso Robles. Take Highway 46 east to Buena Vista Drive and turn left on Buena Vista for approximately one mile. The Administration Building is directly in front of the parking lot facing Buena Vista Drive.

CUESTA COLLEGE NORTH COUNTY CAMPUS

From Highway 101 north, exit at Traffic Way in Arroyo Grande. Continue to the Fair Oaks intersection and turn left on Fair Oaks and left on Orchard Avenue. From Highway 101 south, exit at Fair Oaks in Arroyo Grande. Take Fair Oaks east to Orchard Avenue and turn left. The Arroyo Grande Center office is in the 900 wing of Arroyo Grande High School, just past the intersection of Orchard and West Cherry avenues.
CUESTA COLLEGE ARROYO GRANDE CENTER

From Highway 101 north, exit at Traffic Way in Arroyo Grande. Continue to the Fair Oaks intersection and turn left on Fair Oaks and left on Orchard Avenue. From Highway 101 south, exit at Fair Oaks in Arroyo Grande. Take Fair Oaks east to Orchard Avenue and turn left. The Arroyo Grande Center office is in the 900 wing of Arroyo Grande High School, just past the intersection of Orchard and West Cherry avenues.

CUESTA COLLEGE NIPOMO CENTER

From Highway 101 north or south, exit at Tefft Street in Nipomo. Take Tefft Street east to the Thompson Avenue intersection. Turn left on Thompson and continue for approximately one mile. The Nipomo Center is located within Nipomo High School on the left-hand side of the street. The Cuesta College office is located within the high school administration building.

PARTICIPATION RATES

Rural community college districts typically experience lower college participation rates than urban districts (Cohen & Brawer, 2008). Participation rates represent the ratio of annual unduplicated headcount enrolled at a college or university divided by the adult (18+) population of the service area; the ratio customarily is indexed per 1000 residents. Like other rural districts, Cuesta College’s participation rate has been historically below the state’s rate. However, as illustrated in Figure 3-4, Cuesta’s participation rate has increased from 87.5 students per 1000 residents in 2000/01 to 107.8 in 2009/10, only slightly below the state’s 2009/10 participation rate of 117.3. This thirty-four percent increase in Cuesta College participation rates is highly correlated with the introduction and growth of both the North County Campus and the South County Centers, not to mention the additional access afforded via Distance Education.

Figure 3-4: Cuesta College and State Participation Rates per 1000 Residents (2000/01 - 2009/10)

![Chart showing participation rates](chart.png)

Source: Cuesta College and State MIS Data
Physical proximity to an educational facility is correlated with greater participation rates. (Turley, 2009). Table 3-2 displays driving distances from county cities to each of Cuesta College’s physical educational locations. Moreover, Table 3-2 also displays the reduction in driving distance afforded to North and South County residents as a result of the addition of the North County Campus and South County Centers.

Table 3-2: Driving Distance from County Cities to Cuesta College Campus Locations

<table>
<thead>
<tr>
<th>CITY</th>
<th>ZIP CODE</th>
<th>DRIVING DISTANCE FROM CITY TO CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>San Luis Obispo Campus</td>
</tr>
<tr>
<td>CENTRAL COUNTY COASTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Osos</td>
<td>93402</td>
<td>9.8</td>
</tr>
<tr>
<td>Morro Bay</td>
<td>93442</td>
<td>6.9</td>
</tr>
<tr>
<td>CITY OF SAN LUIS OBISPO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>93401</td>
<td>7.3</td>
</tr>
<tr>
<td>San Luis Obispo</td>
<td>93405</td>
<td>7.1</td>
</tr>
<tr>
<td>NORTH COUNTY COASTAL</td>
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</tr>
<tr>
<td>Cambria</td>
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<td>Cayucos</td>
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</tr>
<tr>
<td>Harmony</td>
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</tr>
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<td>San Simeon</td>
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<tr>
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<td>23.0</td>
</tr>
<tr>
<td>Creston</td>
<td>93432</td>
<td>29.6</td>
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<td>Paso Robles</td>
<td>93446</td>
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<td>San Miguel</td>
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<td>Santa Margarita</td>
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<td>Shandon</td>
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<tr>
<td>Templeton</td>
<td>93465</td>
<td>28.5</td>
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<tr>
<td>SOUTH COUNTY</td>
<td></td>
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<tr>
<td>Arroyo Grande</td>
<td>93420</td>
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<td>Grover Beach</td>
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</tr>
<tr>
<td>Shell Beach</td>
<td>93449</td>
<td>17.0</td>
</tr>
</tbody>
</table>

Source: Mapquest

How to Read This Figure: Start by finding the city of interest and follow that row to the campus of interest. The figure in that cell is the distance between the selected city and the selected campus. For example, Los Osos is 9.8 miles from the San Luis Obispo Campus, 41.7 miles from the North County Campus, and 23.7 and 30.3 miles from the Arroyo Grande and Nipomo Center respectively. The “Reduction in distance to campus” column shows the driving miles saved due to the addition of the North County and South County Centers. For example, Paso Robles (93446) students’ commutes were reduced by 33.8 miles with the creation of the North County Campus.
ADJOINING DISTRICTS

As displayed in Figure 3-2 (above), the San Luis Obispo Community College District is bordered by Monterey Peninsula, Hartnell, and West Hills Community College Districts to the North, Kern and West Kern Community College Districts to the East, and Allan Hancock Community College District to the South. Whereas the free flow of students between the San Luis Obispo Community College District and districts to the North and East is nominal, nearly twenty percent of Allan Hancock Community College District’s fall 2008 credit headcount resided in San Luis Obispo County. Seventy-five percent of the nearly 2,300 San Luis Obispo County residents attending Allan Hancock College in 2008 lived in Southern San Luis Obispo County (e.g., Arroyo Grande, Oceano, Grover Beach, Nipomo, etc.). By contrast, less than one percent of Cuesta College’s fall 2008 headcount resided in Allan Hancock Community College’s District.

Cuesta College celebrates that students in its service area choose to attend college, regardless of which institution that may be. However, that nearly 2,300 students from the San Luis Obispo Community College District attend Allan Hancock College each semester translates into an estimated loss of roughly 1500 Full-Time Equivalent Students or nearly 7 million dollars in apportionment funding annually.

To better understand the needs of residents in the South County, Cuesta College hired the Clarus Corporation to conduct a scientific telephone poll to assess the perceptions and educational needs of South County residents. The results of this 2008 study reveal that, whereas a greater proportion of respondents indicated current or past attendance at Allan Hancock than Cuesta College (43% v. 22% and 30% v.29%, respectively), respondents were more likely to mention Cuesta College than Allan Hancock in an unaided recall question (21% v 11%, respectively), expressed greater familiarity with Cuesta than Allan Hancock College (64% v. 46%, respectively) and indicated a greater probability of attending Cuesta College in the future than Allan Hancock College (33% v. 24%, respectively).

LOCAL HIGH SCHOOLS

No Educational Master plan would be complete without a thorough analysis of the current and future trends of a college’s local feeder high schools. By analogy, as the snowpack in the winter predicts the water supply in the spring and summer so does the number of high school enrollments and graduates predict, to a certain extent, future student demand for post-secondary education. To this point, the following sections describe salient characteristics of Cuesta College’s local feeder high schools.

HISTORICAL AND PREDICTED HIGH SCHOOL ENROLLMENTS AND GRADUATES

Figure 3-5 displays historical and predicted San Luis Obispo County public high school 12th grade enrollments and graduates between 2000/01 and 2019/20. Riding the white water of tidal wave II, both 12th grade enrollments and graduates peaked in 2007/08 at 3,355 students and 2849 graduates. Although the number of graduates increased by twenty-eight percent between 2001 and 2008, the California Department of Finance forecasts a fifteen percent decrease in San Luis Obispo public high school graduates between 2008 and 2020.
HIGH SCHOOL DROPOUT RATES

Though it is crucial to monitor the number of graduates from local feeder high schools, because California Community Colleges admit any applicant eighteen years of age or older, it is also important to identify the number of students who fail to graduate from high school. Not only do high school dropouts present with lower incoming academic skill levels, they are also more likely to have parents with lower levels of educational attainment, belong to an ethnic/racial minority group, and have fewer financial resources than high school graduates (R. W. Rumberger, 1983, 1987; Russell W. Rumberger & Palardy, 2005). Knowledge of these characteristics allows the college to plan more strategically, both from Academic (e.g., Basic Skills Instruction) and Student Support (e.g., Financial Aid, EOPS, etc.) perspectives.

Figure 3-6 demonstrates that, compared to the state of California, San Luis Obispo County enjoys relatively low overall dropout rates, despite significant inter-district variability. Specifically, the most recent data available (2008/09) show that San Luis Obispo County’s dropout rate is more than 9 percentage points lower than the state of California. However, Paso Robles Joint Unified
District’s dropout rate (19.1%), in particular, more closely resembles the state’s dropout rate. This phenomenon requires further investigation, as it has direct implications for instruction and student support particularly at the North County Center.

**Figure 3-6: San Luis Obispo County High School Adjusted Grade 9-12 Dropout Rates (2008/09)**

Source: California Department of Education Dataquest

**LOCAL HIGH SCHOOL TEST SCORES**

One indicator of the academic skill levels of potential incoming high school students is an analysis of high school test data and performance indices. The following section provides test scores and academic achievement levels of San Luis Obispo County high school students.
ACADEMIC PERFORMANCE INDEX (API SCORES)

The Academic Performance Index (API) is an accountability metric calculated for each public High School and District in California. Essentially, an API Score is derived by aggregating students’ standardized test performance across all assessed disciplines. Possible scores range from a minimum of 200 and a maximum of 1000.

Figure 3-7 displays district level API scores for San Luis Obispo County as well as the California state API score for 2010; county level API scores are not calculated. As in the case of San Luis Obispo County dropout rates, although there is variation among county high schools, all reporting local high schools’ API scores surpass the statewide figure.

Figure 3-7: San Luis Obispo County Academic Performance Index (API) Scores by High School (2010)

![API Scores Chart]

Source: California Department of Education Dataquest

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

Beginning with the High School class of 2006, in order to receive a High School Diploma, all non-exempt California High School students must pass both the English and Mathematics portions of the California High School Exit Examination (CAHSEE). Figure 3-8 displays pass rates for English and Mathematics by county high school district. Similar to San Luis Obispo County’s high school dropout rates, local high school students’ pass rates on both the English and Mathematics sections of the CAHSEE are significantly greater than statewide pass rates, despite inter-district variability.
Chapter 3: Profile of the District and the College

Figure 3-8: San Luis Obispo County, District, and State of California High School Exit Exam (CAHSEE) Pass Rates

Another measure of local high school students’ potential academic preparedness is an analysis of both the percentage of 12th grade students who take the College Board’s Scholastic Aptitude Test (SAT) and their mean scores. An anomalous finding for San Luis Obispo County High Schools, given the other trends in this section, Figure 3-9 indicates that local county high school students are less likely to take the SAT than are their peers across the state (30.9% v. 34.7% respectively). Nevertheless, although the percentage of 12th graders who take the SAT in San Luis Obispo County is lower than the state of California, the County mean SAT scores are significantly above the state averages in each of the content areas. Again noteworthy for regional planning, mean SAT scores vary significantly across High Schools within San Luis Obispo County.

Source: California Department of Education Dataquest

SAT SCORES

[Bar chart showing CAHSEE Pass Rates for various high school districts, with English and Math scores broken down by district and year.]
Chapter 3: Profile of the District and the College

Figure 3-9: San Luis Obispo County High School Students’ Mean SAT Scores (2008/09)

San Luis Obispo County K-12 students are demographically quite different from their peers across the state of California. For example, as displayed in Figure 3-10, whereas only 33.6% of San Luis Obispo County K-12 students are Hispanic or Latino, more than half (50.4%) of K-12 students in the state of California are Hispanic or Latino. Similarly, only 15.9% of SLO county K-12 students are designated as “English Language Learners” compared to 23.7% in the state of California. Further, though 41.3% of SLO County K-12 students received “Free/Reduced Price meals”—an indirect measure of socioeconomic status —fully 55.0% of K-12 students in California received “Free/Reduced Price Meals.” Likewise, only 37.5% of SLO county K-12 students received “Compensatory Education” under the federal Title I programs compared to 53.4% of K-12 students in the state of California.

Source: California Department of Education Dataquest

SAN LUIS OBISPO COUNTY K-12 STUDENT DEMOGRAPHICS

CUESTA COLLEGE DRAFT EDUCATIONAL MASTER PLAN (2011 -2016)
Figure 3-10: Selected Demographic Comparisons of San Luis Obispo County and California K-12 Students (2009/10)

<table>
<thead>
<tr>
<th></th>
<th>SLO County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>50.4%</td>
<td>33.6%</td>
</tr>
<tr>
<td>English Learners</td>
<td>23.7%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Free/Reduced Price Meals</td>
<td>55.0%</td>
<td>41.3%</td>
</tr>
<tr>
<td>Compensatory Education (Title 1)</td>
<td>37.5%</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

Source: Ed-Data: Countywide Student Profile

Notwithstanding the current distinctions between SLO county K-12 students and K-12 students across the state of California, an analysis of longitudinal SLO County data reveals substantive demographic changes over the last decade. For instance, Figure 3-11 illustrates that the percentage of Hispanic or Latino SLO County K-12 students increased from 23% in 2000/01 to 33.6% in 2009/10. Additionally, the percentage of SLO County K-12 students receiving “Free or Reduced Price Meals” also increased from 29.3% in 2000/01 to 41.3% in 2009/10. Although not displayed, these trends also vary by district. Specifically, SLO County K-12 students in North County Inland and South County districts are demographically more similar to their peers throughout the state of California than are students enrolled in districts located in the Central and Northern Coastal areas of the county.
COLLEGE GOING RATES

College going rates depict the ratio of high school graduates who enroll in college directly after graduating to the total number of high school graduates in a particular year. College-going rates are negatively correlated with underrepresented minority status, low socioeconomic status, gender (being male), and living in a rural area to name a few of the stronger correlates (Dickert-Conlin & Rubenstein, 2007; Haveman & Wilson, 2009).

Figure 3-12 indicates that San Luis Obispo County Public High School college going rates to all public California colleges and universities are consistently greater than the state, despite dropping to a nine year nadir of 52.0% in the most recent data available (2009). At the same time, SLO County College-going rates to the University of California remain consistently below statewide rates, while SLO County’s CSU college-going rates are roughly equal to the state of California. With respect to College-going rates to California Community Colleges, SLO County significantly outperforms the state of California. To this point, despite the fact that SLO County’s most recent College-going rate to Community Colleges is the lowest in nine years, SLO County’s Community College going rate is still ranked 10th in the state of California.
Chapter 3: Profile of the District and the College

![Figure 3-12: San Luis Obispo County Public High School College-Going Rates (2001-2009)](image)

**California Postsecondary Education Commission (CPEC): College-Going Rates**

A further drill-down into the Community College-going rates of SLO county high school graduates reveals that, as one would expect, the clear preponderance of students attend Cuesta College (82.0% in 2009). Nevertheless, as alluded to previously, a significant percentage of local high school graduates also attend Allan Hancock College (14.7% in 2009), while the remainder attend other community colleges throughout the state of California (See Figure 3-13). Although, ostensibly, the decline in College-Going rates to Cuesta College is associated with state budget cuts, as evidenced by the declines in statewide College-Going Rates, it is worth noting that SLO County College Going rates to Allan Hancock College increased between 2008 and 2009.
Chapter 3: Profile of the District and the College

Figure 3-13: San Luis Obispo County Public High School College-Going Rates California Community Colleges (2001-2009)

California Postsecondary Education Commission (CPEC): College-Going Rates
COMMUNITY DEMOGRAPHICS

POPULATION TRENDS

According to the 2010 Census, San Luis Obispo County’s population increased by 9.3% between 2000 and 2010, while the state of California increased by 10.0% over the same period. As evidenced by Figure 3-14 below, growth rates were greatest in the North County Inland and Southern Coastal regions of SLO County. By contrast, growth rates were minimal (or negative) in the Northern Coastal, Central Inland, Central Coastal, and Southeastern regions of the county.

Figure 3-14: San Luis Obispo County Population Change 2000 - 2010

Source: Community College League of California - Redistricting Partners
The City of Paso Robles experienced the greatest numeric growth in population (+5,496), whereas Pismo Beach City saw the greatest decrease (-896) between 2000 and 2010 (See Table 3-3). Further, the San Miguel and Templeton CDPs experienced the greatest percentage increases in population (63.7% in both cases), while the Cayucos CDP saw the greatest percent decrease in population (-11.9%) over the same time period.

**Table 3-3: SLO County City and Place Population Changes (2000 – 2010)**

<table>
<thead>
<tr>
<th>City or Place</th>
<th>CENSUS YEAR</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2000</td>
</tr>
<tr>
<td>Arroyo Grande city</td>
<td>17,252</td>
<td>15,851</td>
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<td>Atascadero city</td>
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</tr>
<tr>
<td>El Paso de Robles (Paso Robles) city</td>
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<td>24,297</td>
</tr>
<tr>
<td>Grover Beach city</td>
<td>13,156</td>
<td>13,067</td>
</tr>
<tr>
<td>Lake Nacimiento CDP</td>
<td>2,411</td>
<td>2,176</td>
</tr>
<tr>
<td>Morro Bay city</td>
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</tr>
<tr>
<td>Nipomo CDP</td>
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</tr>
<tr>
<td>Oceano CDP</td>
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<td>7,260</td>
</tr>
<tr>
<td>Pismo Beach city</td>
<td>7,655</td>
<td>8,551</td>
</tr>
<tr>
<td>San Luis Obispo city</td>
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<td>44,174</td>
</tr>
<tr>
<td>San Miguel CDP</td>
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<td>1,427</td>
</tr>
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<td>Shandon CDP</td>
<td>1,295</td>
<td>986</td>
</tr>
<tr>
<td>Templeton CDP</td>
<td>7,674</td>
<td>4,687</td>
</tr>
</tbody>
</table>

*Source: 2010 Census- American Factfinder*
Figure 3-15 provides SLO County historical and projected overall population between 2000 and 2016. Over the event horizon of this master plan, the California Department of Finance predicts that SLO County’s overall population is expected to increase from 269,734 in 2010 to 283,889 (5.2%).

*Figure 3-15: SLO County Actual and Projected Overall Population (2000 -2011)*

Not unlike the last ten years, future growth in SLO County is expected to occur primarily in the North County Inland and South Coastal regions. Figure 3-16 indicates that the North County Inland region will grow by nearly 19%, while the South County region is projected to grow by roughly 9% between 2010 and 2020. On the other hand, the Central region, including San Luis Obispo city, as well as the North Coastal regions are projected to see little to no increases in population over the same time period.
RACIAL/ETHNIC TRENDS

San Luis Obispo County’s racial/ethnic makeup is strikingly distinct from the rest of the state of California. For example, 2010 census data indicate that, whereas the clear preponderance of SLO County residents is “White” (71.1%), the state of California is clearly a “minority majority” state in which non-White residents comprise fully 58% of the overall population (See Figure 3-17). However, like the state of California, Hispanics constitute the largest minority group in San Luis Obispo County (21.6%) even though this proportion is much lower than the state (37.1%).

Source: Economic Research Associates (ERA) - Long Range Socio-Economic Projections
Figure 3-17: Race and Hispanic Origin SLO County and California (2010)

Source: California Department of Finance - Demographic Research Census Files

Notwithstanding the significant differences between the racial/ethnic profiles of SLO County (in toto) and the state of California, as was the case with particular school districts, some regions of the county more closely approximate the statewide ethnic/racial profile than do others. Specifically, as displayed in Figure 3-18, North County Inland areas, including Paso Robles (34%), San Miguel (51%), and Shandon (54%), as well as South County areas, including the Grover Beach/Oceano area (24% to 50%) and Nipomo (40%) match or exceed statewide proportions of Hispanic residents.
Additionally, between 2000 and 2010, the number of Hispanics in San Luis Obispo County increased by 43.5%, while the Hispanic Population in the state of California increased by only 31.2% over the same time period. Accordingly, although the proportion of Hispanics in San Luis Obispo County is significantly lower than the proportion in the State of California, the rate of Hispanic growth in San Luis Obispo between 2000 and 2010 was greater than the state growth rate of Hispanics.

Figure 3-19 displays this historical as well as the projected changes in racial/ethnic proportions in SLO County. Between 2010 and 2016, at the same time the number of statewide Hispanic residents is forecast to increase by 15%, the number of Hispanic residents in SLO county is predicted to increase by nearly 21%.

Source: Community College League of California - Redistricting Partners
Figure 3-19: SLO County Actual and Predicted Overall Population by Race/Ethnicity (2000 – 2016)

Source: California Department of Finance Demographic Research Projections

AGE TRENDS

The mean age of SLO County residents in 2010 was 39.5 compared to 35.9 in the state of California, while the median ages were 39 and 35 respectively. The modal age in both SLO County and California was 19. As displayed in Figure 3-20, however, a notably greater proportion of SLO County residents falls in the 65+ category (16.0%) compared to the state of California (11.3%). By contrast, at the other end of the age distribution, only 19.9% of SLO County was under the age of 18 compared to 25.5% across the state of California.
Although the 2010 percentage of traditional college aged students (18-25) in SLO County is greater than the state of California, forecasts over the next six years call for a decrease in the number SLO County 18-25 year olds. The highest growth rate is projected to occur within the 65+ age category, while the greatest shrinkage rate is predicted to occur within the 40-64 age group (Figure 3-21).
Socioeconomic Status remains one of the most powerful predictors of college attendance and degree completion (Brodnik & Ree, 1995; Dickert-Conlin & Rubenstein, 2007; Rosenbaum, 2011). Although typically measured as a composite variable of several markers, income represents a necessary, but not sufficient, indicator of socioeconomic status.

Figure 3-22, indexed by 2010 dollars, displays SLO County Household Income in 2000, 2010, and projected income levels in 2015. In 2000, SLO County annual median household income was $42,673; in 2010, it was $58,340, and in 2015, SLO County annual median household income is forecast to be $62,002. As a rurally designated county, SLO County’s 2010 annual median household income was slightly below the statewide median ($58,931). Moreover, because a significant percentage of SLO County’s population consists of, on the one hand, 18-25 year old college students and, on the other hand, in-migrated financially stable 65+ retirees, the actual distribution of income is more bimodal with higher frequencies of lower and moderate to high income levels.
San Luis Obispo County’s 2010 Educational Attainment level is generally higher than the state of California as evidenced by Figure 3-23. SLO County exceeds the state of California in all post-secondary categories of educational attainment. However, of particular interest to future planning, SLO County’s proportion of residents with “Some College, No Degree” is markedly greater than the proportion in the state of California. Further investigation also reveals that, as indicated in Figure 3-24, the proportion of residents with “Some College, No Degree” varies by county region. Specifically, with the exception of the Central region of SLO County, all of the other county subdivisions exhibit even higher proportions of residents with “Some College, No Degree” than the County overall.
Figure 3-23: SLO County and California Educational Attainment (2010)

Source: ESRI Business Analyst - SLO County Executive Summary
COMMUNITY SURVEY

In an effort to gauge the perceptions and needs of Cuesta’s service area, the Marketing and Communication Office, in conjunction with the Office of Institutional Research, conducted a web-based community survey. The sample frame consisted of a targeted demographic of residents holding a Bachelor’s degree or above as well as targeted guests including students, faculty and staff, as well as selected community stakeholders. Although not a pure probability sample, the 1,633 respondents’ measured demographic characteristics were not unlike those of the sample frames from which they originated.

The survey instrument queried respondents as to their perceptions regarding Cuesta’s: (i) Current Educational Offerings, (ii) Future Educational Offerings, (iii) Perceived Obstacles to Attending, and (iv) Enrollment Preferences.

CURRENT EDUCATIONAL OFFERINGS

To begin, participants were asked to rate the relative importance (where 1=”Unimportant”, 2=”Slightly Important”, 3=”Important”, 4=”Very Important” and 5=”Critical”) of each of Cuesta’s three primary instructional areas: Transfer, Career Technical, and Basic Skills Instruction. Figure 3-25 displays mean Importance levels of each educational area by County Region. Overall, respondents rated Transfer Education and Career Technical Education as most important (4.35), followed by Basic Skills Instruction (3.99). Although there was variation across regional mean levels of importance, the differences were not statistically significant. What is perhaps significant is the strong endorsement of all three educational levels across all regions.
In addition to rating the importance of the three above mentioned educational areas, participants also were asked to select the five most important Occupational Programs that Cuesta College currently offers. Figure 3-26 displays the top five ranked Occupational Programs by County region. Regardless of county region, the Registered Nursing (R.N) program was ranked the most important occupational program currently offered at Cuesta College. Additionally, Business Administration, Engineering, and Computer Networking/Information Systems were also deemed important regardless of location. Interestingly, Early Childhood Education was ranked high among respondents in the North County Inland region of the county.
Participants also were asked to rate their level of satisfaction (where 1 = “Very Dissatisfied”, 2 = “Somewhat Dissatisfied”, 3 = “Neutral”, 4 = “Somewhat Satisfied” and 5 = “Very Satisfied”) with Cuesta College’s current efforts to meet the needs of various community stakeholders. Relatively speaking, respondents were generally more satisfied with Cuesta College’s ability to meet the needs of Local Recent High School Graduates and Adults, 25 years and older re-entering college than they were with Cuesta’s ability to meet the needs of Local High School Dropouts, Displaced/Unemployed Workers, Underrepresented Minorities, and Socioeconomically Disadvantaged populations (See Figure 3-27).
Figure 3-27: Satisfaction Level with Cuesta College's Ability to Meet Community Needs (Community Survey, 2011)

Note: y-axis is truncated to highlight differences; refer to actual numbers for proper scaling

Source: Cuesta College Community Survey (2011)

FUTURE EDUCATIONAL OFFERINGS

Survey participants were also queried as to what future educational offerings Cuesta College should provide for its community. In 2010, the Economic Vitality Corporation of San Luis Obispo County, with support from the County of San Luis Obispo as well as several local corporations, commissioned a study to identify “economic clusters of opportunity” within San Luis Obispo County. To be explained in more depth later in this plan, essentially, the study identified the following clusters of economic opportunity:

THE BUILDING DESIGN AND CONSTRUCTION CLUSTER: includes architectural & engineering services, building construction, building equipment and finishing, foundation, structure, & building exterior contractors, contractors heavy & civil engineering construction, land subdivision, utility system construction, and roadway & bridge construction.

THE HEALTH SERVICES CLUSTER: includes home healthcare services, elderly community care facilities, medical & diagnostic laboratories, outpatient care centers, general & specialty hospitals, doctor’s offices, dentist’s offices, and ambulatory services.
THE KNOWLEDGE & INNOVATION SERVICES CLUSTER: includes a range of businesses supporting the companies of San Luis Obispo County. These include computer systems design, software publishers, colleges, universities & professional schools, advertising services, and printing services, as well as general professional, scientific, management and technical services.


UNIQUELY SLO COUNTY (WINE & AGRICULTURE AND RECREATION & ACCOMMODATION CLUSTERS): animal aquaculture, floriculture production, pig farming, grain farming, sheep & goat farming, sugar product farming, vegetable & melon farming, cattle ranching, fruit & nut farming, animal processing, and beverage manufacturing. Uniquely SLO County also includes higher-value food and drink establishments, traveler accommodations, and amusement & recreation industries. High value food and drink establishments reflect revenues per employee above the statewide average.

EMERGING ENERGY CLUSTER: Includes green/sustainable energy opportunities and industries (e.g., Solar, Wind, Geothermal, etc.)

Figure 3-28 displays perceived importance of future training in each of the identified Clusters of Economic Opportunity (where 1=“Unimportant”, 2=“Slightly Important”, 3=“Important”, 4=“Very Important” and 5=“Critical”). Clearly, the Health Services (4.1), Emerging Energy (3.8) and the Knowledge and Innovation (3.8) Clusters were perceived as most important with respect to Cuesta College’s future educational offerings. The Building and Design Cluster received the lowest importance rating, perhaps influenced by the recent downturn in construction and real estate in general.

Finally, participants were asked to assess the future importance of both increasing course offerings in Distance Education (Online Modality) and maintaining instruction at physical locations throughout the district. Somewhat unexpectedly, given that the survey instrument was web-based, Figure 3-29 reveals that participants expressed slightly greater support of physical course offerings than Distance Education, regardless of county region. This finding is particularly robust given that respondents who are comfortable with online environments are undoubtedly overrepresented in this sample, yet, looking to the future, maintaining physical campus offerings was deemed more slightly important than increasing Distance Education offerings. Nevertheless, this finding fails to negate the concomitant clear signal to increase Distance Education offerings as well.
**Figure 3-28: Importance of Training in Clusters of Economic Opportunity (2011)**

Note: y-axis is truncated to highlight differences; refer to actual numbers for proper scaling.

Source: Cuesta College Community Survey (2011)
Chapter 3: Profile of the District and the College

Figure 3-29: Importance of Offering Courses Physically and Online by Region (2011)

![Bar chart showing the importance of offering courses physically and online by region. The chart illustrates the perceived importance of course offerings in various regions, with North County Inland at 4.2, North Coast at 3.9, South County at 3.9, San Luis Obispo at 3.8, Other/Decline to State at 3.6, and District at 4.0.]

When asked to identify obstacles to attending Cuesta College, respondents, regardless of where they live in the county, indicated that the times when courses are scheduled present the greatest perceived barrier to attending Cuesta College (Figure 3-30).

An additional salient finding involves South County respondents’ perception that Cuesta’s Campus/Center locations are not conveniently located near work or home. To this point, South County respondents were more than twice as likely as respondents in other county regions to perceive campus/center location as an obstacle to enrolling at Cuesta College (Figure 3-30).

Source: Cuesta College Community Survey (2011)
Figure 3-30: Top Five Perceived Obstacles to Attending Cuesta College (2011)

Source: Cuesta College Community Survey (2011)

ENROLLMENT PREFERENCE

Figure 3-31 displays respondents preferred location (or modality) for attending Cuesta College by county region. Logically, respondents indicated preference for attending campus locations closest to home. However, irrespective of county residence, roughly 40% of respondents indicated that Distance Education was a preferred means of accessing Cuesta College.
With respect to frequency of class meetings, Figure 3-32 indicates a clear preference for two meetings per week (45.9%), followed by Distance Education (38.8%), and one meeting time per week (24.7%). By contrast, little support exists for the traditional five or four meeting days per week schedules (5.5% and 11.0%, respectively).

Source: Cuesta College Community Survey (2011)
Figure 3-32: Preferred Frequency of Class Meetings (2011)

Source: Cuesta College Community Survey (2011)
INTERNAL ENVIRONMENTAL SCAN

FTES AND FISCAL TRENDS

Cuesta College’s number of Full-Time Equivalent Students (FTES) increased by nearly 26% between 2000/01 and 2008/09. However, due to state budget cuts, Cuesta’s funded FTES cap was significantly reduced in 2009/10 resulting in a seven percent decrease in actual FTES between 2008/09 and 2010/11. Given the current and forecasted state budget shortfalls, Cuesta College is anticipating a five to seven percent reduction in funded FTES for 2011/12. In addition, over the next five years, in light of California’s structural budget problem, Cuesta College is planning for little to no growth in funded FTES.

One essential means of addressing Cuesta’s fiscal reality is to minimize the number of unfunded FTES, while always achieving the funded FTES cap (Figure 3-33). Through strategic enrollment management, Cuesta College managed to meet its FTES target in each of the last ten years, while only exceeding its funded FTES cap four times over the same time period; and, in 2008/09, Cuesta College intentionally exceeded its funded cap in order to achieve 10,000 FTEs (medium college status threshold), which resulted in four years of much needed stability funding.

Figure 3-33 Annual Funded, Unfunded and Actual FTES 2000/01 – 2010/11

Source: California Community College Fiscal Trends 2001 - 2010
Figure 3-34 displays Cuesta College’s status with respect to the 50 percent law. Essentially, the 50 percent law mandates that at least 50% of the Total Current Expense of Education is spent on instructional activities. Given current budget reductions, many districts have been unable to meet the requirements of this law. However, Cuesta College, though trending in the wrong direction, has managed to remain in compliance with the 50 percent law.

**Figure 3-34: Unrestricted Gender Fund Revenues, Expenditures, and Reserve Levels (2005/06 – 2009/10)**

![Graph showing annual expenditures and funds over 50% requirement.

Source: California Community College Fiscal Trends 2005 - 2010

**GENERAL ENROLLMENT TRENDS**

Cuesta College’s funded FTES cap determines, to a large extent, the number of course sections offered, which, in turn, influences student headcount. Figure 3-35 below portrays the number of fall course sections offered by credit status and location. With the exception of Distance Education, course section offerings overall and at all physical locations declined to a five-year nadir in fall of 2010. Non-credit course section offerings, in keeping with the Chancellor’s office mandate, experienced the greatest decreases—sixty-two percent between fall 2008 and fall 2010.
Accordingly, overall unduplicated student headcount decreased from an all-time high of 13,433 in fall 2009 to 11,588 in fall 2010; this nearly 14 percent reduction in headcount returned the college to headcount levels not seen since 2005 (See Figure 3-36).

Furthermore, and again associated with course section offerings, non-credit headcount, regardless of location, declined significantly between fall 2009 and fall 2010. Figure 3-37 and Table 3-4 indicate that headcount decreased at all physical locations and increased in Distance Education between fall 2009 and fall 2010. South County overall headcount experienced the greatest overall reduction between fall 2009 and fall 2010 (-27.2%). However, this decline is tempered by the fact that all non-credit sections, which represented a significant proportion of overall section offerings in South County, were removed in fall 2010. An analysis of the reductions in credit headcount reveals that South County declines were commensurate with declines in other physical locations.
Figure 3-36: Credit, Non-Credit & Total Headcount (fall 01 – Fall 10)

Source: Cuesta College MIS Referential Files
Figure 3-37: Fall Unduplicated Headcount by Credit Status by Location (F06-F10)

Source: Cuesta College MIS Referential Files

Table 3-4: Change in Student Headcount by Region and Credit Status (fall 2009 – fall 2010)

<table>
<thead>
<tr>
<th>Region</th>
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<th>F10</th>
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<th>%</th>
</tr>
</thead>
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<td>%</td>
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<td>South County Centers</td>
<td>235</td>
<td>0</td>
<td>-235</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Distance Education</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Educational institutions are human intensive. As a result, most educational institutions typically expend 80% or more of their overall budgets on employee costs: Cuesta College expended 80.5% of its overall budget on employee costs in 2009/10. Proper levels of staffing are required not only by Accrediting Agencies but also by state education law also, and in some cases contractual agreements as well. Notwithstanding the external motivations for obtaining adequate staffing, student learning and institutional effectiveness depend on it.

Figure 3-38 displays the number of Full-Time Equivalent (FTE) employees by Staff type in 2000/01, 2005/06 and 2009/10. Both Academic Tenured Faculty and Classified Support increased by nearly nineteen percent between 2000/01 and 2009/10, while Academic Part-time Faculty showed the highest percentage increase (36.8%) and Management employees the lowest (-.3%) over the same time period. Overall, Cuesta College employee FTE increased by roughly 22 percent between 2000/01 and 2009/10.

Figure 3-38: Full-Time Equivalent Employees by Staff Type (2000/01 – 2009/10)
WHAT DO WE OFFER AND WHEN AND HOW DO WE OFFER IT TO OUR STUDENTS?

A College’s student profile is a function of not only the characteristics of its external service area but the programs and services it offers as well as how, when, and where it offers those programs and services. Ergo, to the degree that a college meets the programmatic and service needs of its community, all things being equal, the characteristics of its student body and that of its local service area will converge. Nevertheless, Cuesta College, like all public community colleges in California, must operate within the constraints of Education law and State mandates, which may preclude the college from providing some programs and services (e.g., Non-Credit Emeritus, etc.) even though the local demand is high.

Figure 3-39 displays the number of course sections offered in 2009/10 by course type designation (i.e., Transfer, CTE, Basic Skills, Other). Displayed as a Venn diagram, it is clear that the majority of our course section offerings are transfer/degree oriented (89.1%), whereas only ten percent are considered Basic Skills. Another thirty percent of course sections offered were Career Technical in nature, 842 of which also met transfer/degree requirements, and one was also basic skills in nature. Obviously, no course sections were both transfer/degree applicable and Basic Skills. Finally, a remaining six percent of course section offerings in 2009/10 fell outside of the three above mentioned areas; these courses were primarily in non-credit Emeritus, which were migrated to Community Programs (fee-based) in fall of 2010.

Figure 3-39: Course Section Offerings by Transfer/Degree, CTE, and Basic Skills Status (2009/10)

Source: Cuesta College MIS Referential Files

Where courses are offered, as well as when, affects a college’s student profile. As displayed in Figure 3-35 above, the majority of course sections are offered at the San Luis Obispo campus, followed by the North County Campus, via Distance Education, and lastly at the South County Centers. With respect to when courses are offered, Figure 3-40 shows that the San Luis Obispo Campus offered
nearly 77 percent of its 2009/10 sections before 4:30 pm, whereas more than half of North County course sections were offered in the evening (after 4:30 pm). As one would expect, nearly all Distance Education courses do not require in-person regular meeting times and are therefore classified as independent. A small number of Independent sections (e.g., work experience, etc.) are also anchored at other campus locations.

**Figure 3-40: Course Sections Offered by Time and Region (2009/10)**

Where do our students come from?

The majority of Cuesta College’s first-time students are recent high school graduates. In most community college districts, the vast majority of these students are graduates from local feeder high schools. However, as displayed in Figure 3-41, historically, nearly half of Cuesta College first-time students under the age of 21 graduates from high schools outside of San Luis Obispo County. For example, in both fall 2006 and 2009 more than half (50.1% and 50.6%, respectively) of first-time students under the age of 21 were graduates from out-of-area high schools. Based on prior formal and informal student surveys, it is posited that the preponderance of first-time, out-of-area students attend Cuesta College with the final goal of transferring to Cal Poly, San Luis Obispo – the most selective public university in the state of California.

Source: Cuesta College MIS Referential Files
When examining this trend by region, Figure 3-42 shows that first-time out-of-area students are much more likely to enroll at the San Luis Obispo campus (50.8%) or access the college via Distance Education (45.5%). By contrast, the North County Campus and South County Centers’ proportions of first-time out-of-area students are more typical of the California Community College system as a whole (i.e., roughly 70% of first-time recent high school graduates are from local feeder high schools).

Figure 3-41: Cuesta College Local and Out-of–Area First-Time Students under 21 years of age (F06 – F10)

Source: Cuesta College MIS Referential Files
However, because the number of local high school graduates is predicted to decline over the next ten years, in order to serve the same number of local recent high school graduates, Cuesta College will need to increase its yield. Figure 3-44 attempts to model the potential number of recent local high school grads Cuesta College can expect to serve given a stagnant college going rate applied to the predicted number of high school graduates. For example, if the college rate to Cuesta College remains at 2009 levels (33.4%), the college can expect only 790 recent local high school grads to attend Cuesta College in 2019, compared to 905 students in 2009. If, however, the college wanted to attract 993 students as it did in 2008 for instance, the Figure forecasts the required increases in college going rates necessary to yield that number. In sum, given the forecasted decline in local high school graduates, if the college seeks to serve at least as many local high school students as it does now, Cuesta College will need to increase the college going rate of its local high school graduates.
Figure 3-43: San Luis Obispo County Public High School Graduates College Going Rate to Cuesta College (F04-F09)

Source: CPEC College Going Rates
Figure 3-44: SLO County Public High School College Going Numbers and Rates to Cuesta College (Actual and Projected 2001-2019)

Source: Cuesta College MIS Referential Files
Figure 3-45 illustrates that Morro Bay High School had the greatest college going rate in 2009 (51.5%), while Paso Robles sent the most students to Cuesta College in the same year (163). Both Arroyo Grande and Nipomo High Schools’ college going rates to Cuesta College are significantly below the average college going rate for central and Northern public high schools in the county.

**Figure 3-45: Cuesta College Top Ten Local Feeder High Schools with College Going Rate (Fall 2009)**

With respect to where Cuesta College students live within San Luis Obispo County, Figure 3-46 illustrates that the plurality of students in 2010 resided in the North County Inland region (39%), followed by the City of San Luis Obispo (27%). Figure 3-47 indicates that students tend to enroll at the campus location closest to their city of residence. However, for course scheduling purposes, it is interesting to note that more than 1000 students who live in the North County (Paso Robles and Atascadero) attend the San Luis Obispo campus. Anecdotally, some of this attendance pattern may be explained by where students may work or by the existence of particular programs that are offered exclusively at the San Luis Obispo Campus.
Figure 3-46: Cuesta College Local Residency (Fall 2010)

Source: Cuesta College MIS Referential Files
WHY ARE OUR STUDENTS HERE?

Community Colleges were initially created to perform one primary function: to provide the first two years of instruction toward completion of a Bachelor’s degree. Since the inception of community colleges, however, their singular mission has broadened to include vocational training, Basic Skills, ESL, community education, etc. Although declining over time, self-declared educational goals continue to indicate that the plurality of Cuesta College Students attend for the reason of transfer with or without obtaining an Associate degree first. Specifically, Figure 3-48 indicates that nearly 46% of all Cuesta College Students declare degree/transfer as their end goal. However, educational goals vary significantly by location. Whereas more than fifty percent of students attending the SLO campus are degree/transfer oriented, only thirty-two percent of students in the North County self-declare degree/transfer goals.
Cross tabulating educational goal with local and out-of-area status reveals that, first, recent high school graduates, regardless of local/out-of-area status, are degree/transfer oriented at much greater rates than all students attending Cuesta College, and, second, out-of-area first-time students are more degree/transfer oriented than recent local high school graduates. As displayed in Figure 3-49, 78% of first-time out-of-area students compared to 70% of local first-time students indicate degree/transfer plans. Again, there is significant inter-regional variation in educational goals. For example, 88.6% and 82.7% of first-time out-of-area students indicate degree/transfer goals compared to 77.3% and 70.1% of students attending via Distance Education and at the SLO campus, respectively.
Figure 3-49: Self-Reported Educational Goal of First-time Students under 21 years of age by Local and Out-of-Area Status by Region (Fall 2010)

Source: Cuesta College MIS Referential Files

Whereas Figure 3-50 displays all students’ self-declared majors, Figure 3-51 & Figure 3-52 juxtapose declared majors of local and out-of-area first-time students under 21 years of age. Confirming earlier data, out-of-area students are more likely to declare transfer studies or majors intended for transfer than are local students. For instance, Registered Nursing (an Associate Degree program) was the second most frequently declared major among local students, while Business Administration was second among out-of-area students.
Figure 3-50: Self-Reported College Major of Study (Fall 2010)

Source: Cuesta College MIS Referential Files
Figure 3-51: Top Ten Majors of First-Time Out-of-Area Students under 21 (Fall 2010)

Source: Cuesta College MIS Referential Files

Figure 3-52: Top Ten Majors of First-Time Local Students under 21 (Fall 2010)

Source: Cuesta College MIS Referential Files
WHO ARE OUR STUDENTS?

In this section of the district profile, several student characteristics are presented to provide a general profile of who our students are. To begin, assessment test results largely indicate where a student will begin her coursework not only in English and Mathematics but also in courses that require English and Mathematics as prerequisites. Figure 3-53 and Figure 3-54 display assessment test results in English and Mathematics between 2005 and 2010.

Beginning with English, with the exception of fall 2010, roughly 25% of students on average place into transferable level English Composition (English 201A), while approximately 63% on average place into Degree Applicable English 156, with the remainder placing into Basic Skills English (English 099 and below). As an aside, the increase in transferable level placements in fall 2010 is associated temporally with a change in the assessment process used to place students in English.

Turning to Mathematics placements, with the exception of fall 2009, only 15% of students, on average, place into transferable Math courses, while roughly 25%, over time, place into Basic Skills math courses. Changes in Fall 2009 placement levels is associated temporally with a change in the assessment process used to place students in Math courses.

An assessment of students’ incoming skill levels vis-à-vis the mix of course section offerings displayed earlier (see Figure 3-39) suggests a possible mismatch of skill levels with course types. For example, if only 25% of students place into transferable English and 15% place into transferable Math, yet 80% of course section offerings are transferable, it is safe to surmise that many students are enrolling in courses for which they may not possess the appropriate skills levels or, perhaps worse, they are not enrolling at all.

**Figure 3-53: Cuesta College English Assessment: Placement Recommendations (2005 -2010)**

Source: Cuesta College MIS Referential Files
Figure 3-54: Cuesta College Mathematics Assessment: Placement Recommendations (2005 -2010)

Source: Cuesta College MIS Referential Files

Figure 3-55, Figure 3-56, and Figure 3-57 display student age, gender and ethnicity, respectively, between fall 2006 and 2010. First, declining from a high of 31.8 in fall 2008, mean student age was 25.9 in fall of 2010. Second, the percentage of males has increased steadily since fall 2007; 48.3% of the student body was male compared to 50.7% female in fall 2010. Finally, the plurality of students self-declared their race/ethnicity to be White Non-Hispanic (62.9% in fall 2010). Of greatest note, however, is the significant increase in the percentage of students identified as Hispanic – 24% in fall 2010. This trend is significant with respect to meeting the Hispanic Serving Institution (Title III) threshold of a 25% Hispanic student population.

In each of these demographic categories, Cuesta College students look very different from community college students across the state of California. For example, in fall 2010, the median age among all California Community Colleges was roughly 35, only 32.5% were White Non-Hispanic, and 53.6% were female.
Figure 3-55: Cuesta College Student Age (fall 2006 – fall 2010)

Source: Cuesta College MIS Referential Files
Figure 3-56: Cuesta College Student Gender (fall 2006 – fall 2010)

Source: Cuesta College MIS Referential Files
The research literature clearly delineates the academic and social challenges that First-Generation college students may face when attending college (see Tinto, Adelman, Pascarelli, etc.). Moreover, because income levels are highly correlated with educational attainment levels, first-generation status is often a proxy for socio-economic status. As a result, an analysis of the number of first generation college students at Cuesta College informs student and academic support planning.

Figure 3-58 displays the percentage of Cuesta College applicants in 2010 who indicated that neither of their parents or guardians had completed a post-secondary degree. Nearly 50% of fall 2010 applicants who enrolled at Cuesta College self-identified as first generation college students. As has been the case with previous sections of this environmental scan, significant inter-regional variation exists. For example, Figure 3-59 indicates that students attending the San Luis Obispo campus are least likely to be first-
generation college students (44.6%), while students attending the South County Centers are most likely to be first-generation college students (60.2%).

Figure 3-58: First Generation Status of Enrolled First-Time or Returning Applicants (Fall 2010)

Source: Cuesta College MIS Referential Files
A related indicator of the levels and types of services students may need to successfully navigate college is the number of students who qualify for financial aid. Although not representative of the entire census of Cuesta College Students, given that one must apply for financial aid, the number of students receiving the Board of Governors fee waiver is one important indicator of the overall socio-economic status of Cuesta’s student body. Figure 3-60 indicates that both the number of students receiving the Board of Governors Waiver and the actual dollar amounts have increased steadily over the last five academic years; nearly 45% of the Cuesta College student population received the BOGW in 2009/10.
Also important for student service planning is an examination of the number of students served by special categorical programs. Figure 3-61 displays the number of students served by Disabled Student Programs and Services (DSPS), Equal Opportunity Programs and Services (EOPS), and Veterans. Again, though not representative of the entire census of Cuesta College students, the data in Figure 3-61 indicate increasing numbers of Veterans and DSPS students, with a sharp decline in EOPS students in the most recent year. The decline in EOPS students is due to state reductions to this categorical program and not to decreased local need.

Of particular note is the steady increase in Veterans students over the last five years. With the recent troop withdrawals and educational incentives to attend college, it is anticipated that this number will continue to increase over the next five years. Many Veterans, unfortunately, return with some level of physical or mental injury (e.g., Traumatic Brain Injury), which in turn affects the number of students that DSPS must serve. To this point, nearly half of the student increase in DSPS between 2008/09 and 2009/10 came from Veterans.
Continuing with Student Support services, Figure 3-62 displays the percentage of fall 2009 students who received various Matriculation services. Most impressive, especially given the more than 50 percent reduction in Matriculation funding, nearly 60 percent of fall 2009 students received counseling services, whereas roughly 20 percent received orientation and follow-up.

Source: Cuesta College MIS Referential Files
Student Engagement is correlated with academic achievement in college (see Tinto, etc.). One simple measure of the student academic engagement construct is student course load. All things being equal, students with greater course loads tend to exhibit greater academic engagement, which is correlated with greater success, retention, persistence and degree completion rates. Figure 3-63 displays student course loads between fall 2006 and 2010. Increasing since fall 2007, the percentage of full-time students (12+ units) in 2010 (43.2%) is the greatest in five years. Although some of the increase in this proportion is related to the decrease in non-credit students, the number of full-time students increased significantly from previous years.

Figure 3-64 displays mean unit load by region. Clearly, students attending the San Luis Obispo Campus and via Distance Education carry the greatest unit loads, while South County students carry the least units. Nevertheless, irrespective of region, the mean unit loads have generally increased over time and have reached their apex in fall 2010.
Figure 3-63: Student Course Load (fall 2006 – fall 2010)

Source: Cuesta College MIS Referential Files
Figure 3-65 displays a Venn diagram organized like a Karnaugh map to display the intersecting sets of enrollment patterns among Cuesta College’s four main educational regions. Affectionately known as the “Gil Stork Venn Diagram,”

Figure 3-65 indicates, for example, that 6,432 students attended the SLO Campus only; 980 students attended both the SLO Campus and via Distance Education; 9 students attended the North County campus and the South County Centers only, and 6 students enrolled at all physical locations and via Distance Education. An examination of this Figure can lead to additional questions regarding course offerings and scheduling. For example, 580 students were enrolled at both the San Luis Obispo and the North County Campuses. Similarly, nearly 32% of all students attending the South County Centers were also attending the San Luis Obispo Campus. Finally, more than half of all Distance Education students also attended the San Luis Obispo Campus.
### Figure 3-65: Cuesta College Enrollment Matrix (Fall 2010)

<table>
<thead>
<tr>
<th>Region</th>
<th>San Luis Obispo Campus</th>
<th>North County Campus</th>
<th>South County Centers</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>6,432 (55.5%)</td>
<td>580 (5.0%)</td>
<td>2,042 (17.6%)</td>
<td>667 (1867)</td>
</tr>
<tr>
<td>San Luis Obispo Campus (Fall 2010)</td>
<td>8451</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>North County Campus (Fall 2010)</td>
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<tr>
<td>South County Centers (Fall 2010)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Distance Education (Fall 2010)</td>
<td>1,867</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Cuesta College MIS Referential Files; Design: Dr. Gil Stork

### HOW WELL DO OUR STUDENTS DO AT CUESTA?

Although not all students attend Cuesta College with the goal of completing degree, certificate or transfer requirements, most do. In order to achieve these end goals, several intermediary milestones must be collected along the way. To begin, in order to progress to the next course in a sequence, students must complete the prerequisite course with a final grade of at least a “C”. Figure 3-66 illustrates success rates (proportion of “A”, “B”, “C”, “P” to all grades) in all courses by region between 2005/06 and 2009/10. With
the exception of the 2007/08 year, overall success rates have hovered near 71%. Success rates are highest among students attending the SLO campus and lowest among those attending the South County Centers.

Further, it is important to note that success rates in Distance Education are significantly lower than success rates at the SLO campus, particularly in light of the fact that not only are half of the Distance Education students also SLO campus students (refer to Figure 3-65 above), but the overall demographic profile of Distance Education and SLO campus students is very similar.

Figure 3-66: Annual Course Success Rates by Educational Region (2005/06 – 2009/10)

Source: Cuesta College MIS Referential Files

Figure 3-67 and Figure 3-68 compare Cuesta success rates in Basic Skills and Vocational courses against Cuesta’s ARCC 4 created peer groups. While Cuesta’s Basic Skills success rate has increased marginally between 2005 and 2011, it remains below the peer group average. Conversely, while Cuesta’s Vocational success rate has decreased slightly between 2005 and 2011, it remains above the peer group average.

4 ARCC stands for Accountability Reporting for the Community Colleges
Successful course completion is a necessary, but not sufficient, accomplishment toward achieving a certificate, degree or becoming transfer ready. Obviously, students must also persist to subsequent terms in order to complete additional program requirements. Figure 3-69 displays fall-to-fall student persistence rates using the ARCC definition. After plateauing in 2008, the percentage of Cuesta students who re-enroll the following fall term has decreased nominally to 69.2% in 2011. Although this decline in Cuesta's
persistence rate is statistically insignificant, 2011 marks the first year that the peer group has outperformed Cuesta College with respect to this metric.

In addition to successfully completing prerequisite coursework and persisting to subsequent terms, students, especially the growing population who begin in pre-collegiate basic skills courses, must progress through, in some cases, long sequences of courses in order to meet certificate, degree, or transfer goals. Figure 3-70 below displays the percentage of students who successfully completed an initial Basic Skills course and within three years successfully completed a higher level course in the same discipline. Improvement rates increased steadily from 46.4% in 2005 to 61% in 2007. However, since 2007, Cuesta’s Basic Skills improvement rate has decreased to 49.3% in 2011, which is for the first time below the peer group average.

Figure 3-69: Fall to Fall Student Persistence Rate (2005 -2011 ARCC Indicator #3, IEO#3)

Source: Cuesta College ARCC Report 2011
Similarly, Figure 3-71 displays the improvement rate for students enrolled in English as a Second Language (ESL). Although the ESL improvement rate increased dramatically between 2010 and 2011, Cuesta’s performance remains significantly below its peer group. As an aside, in 2010 Cuesta joined the rest of the state in a comprehensive recoding of the underlying data elements used in the calculation of the ARCC ESL Improvement rate. Consequently, the greater 2011 improvement rates for Cuesta and its peer group are related to this recoding effort.

Continuing with the progression theme, every student planning to complete a degree and/or transfer to a four-year institution must complete English Composition (English 201A) and Intermediate Algebra (Math 127). Moreover, these two courses also serve as prerequisites for many major courses of study. Therefore, an analysis of students’ progress towards and completion of these two courses is crucial for understanding subsequent goal achievement.

Figure 3-72 displays the progression of students, who began in Basic skills English (English 099), along their path toward completion of English Composition (English 201A). First, there were 302 unduplicated students who attempted English 099, 170 (56.3%) of whom successfully completed the course within 3 attempts. Second, 153 of the 170 students who successfully completed English 099 attempted the next course in the sequence, English 156. Of those 153 students who attempted English 156, 99 (64.7%) successfully completed the course within three attempts. Third, of the initial 302 students who attempted English 099, 101 (33.4%) attempted English 201A (two students skipped English 156). Fourth, 62 (61.4%) of the 101 students who attempted English 201A successfully completed the course within four attempts. Finally, of the 302 students who attempted English 099 in 2006/07, only 62 or 20.5% successfully completed English 201A within four years.

Figure 3-73 displays the same information for students, who began in Basic Skills Mathematics (Math 003), along their path toward completion of Intermediate Algebra (Math 127). Following the same logic as above, of the 296 students who attempted Math 003 in 2006/07, only 12 students or 4.1% successfully completed Math 127 within four years. A caveat to this statistic is the fact that, prior to 2010, Math 123, rather than Math 127, satisfied the Mathematics degree requirement. Nonetheless, assuming that many students stopped at Math 123—because it previously met the degree requirement—only 18.9% of the initial cohort of Math 003 students successfully completed Math 123.
Likewise, Figure 3-74 shows the same information for students beginning in the third level of English as a Second Language (ESL 003) and their progress toward completion of the final course in English as a Second Language (ESL 006). As acknowledged previously, not all students intend to progress through the entire sequence. For example, in ESL, a student may have completed his or her linguistic goal after only one course. In any case, the data show that, of the 302 students who enrolled in ESL 003 in 2006/07, only 6 or 1.5% completed ESL 006 within four years.

*Figure 3-71: IEO #6: Improvement Rate for Credit ESL Courses (ARCC Indicator 6)*

Source: Cuesta College ARCC Report 2011
Figure 3-72: English Progression from English 099 to English 201A (2006-2010)

Source: Cuesta College MIS Referential Files
Figure 3-73: Mathematics Progression from Math 003 to Math 007 (2006-2010)

Source: Cuesta College MIS Referential Files
Finally, Figure 3-75 below displays the ARCC indicator referred to as Student Progress and Achievement. This rate measures the percentage of first-time students who earn a minimum of 12 units and attempt a degree/certificate/transfer threshold course within six years of entry and achieve ANY of the following outcomes within six years of entry:

1. Earned any AA/AS or Certificate (18 or more units).
2. Actual transfer to a four-year institution after enrollment in a CCC
3. Achieved “Transfer Directed” (a student is considered to be “Transfer Directed” when he/she successfully completes both transfer-level Math AND English courses).
4. Achieved “Transfer Prepared” (a student is considered “Transfer Prepared” when he/she has completed 60 units that are transferable to UC or CSU and have a GPA ≥ 2.0 in those courses).

Between 2005 and 2011, Cuesta’s Student Progress and Achievement climbed steadily from 55.4% to 60.9%. Moreover, other than in 2007 and 2010, Cuesta College outperformed its peer group on this metric.

Source: Cuesta College MIS Referential Files
Although Cuesta’s student progress and achievement rate has increased over time, the overall number of degrees and certificates awarded, as displayed in Figure 3-76, has decreased significantly over the same time period. With respect to certificates, some of the decline is attributable to Chancellor Office changes in the minimum number of units required for a certificate to be approved. By contrast, the explanation for decreased degree awards remains unknown.

Source: Cuesta College ARCC Report 2011
As mentioned above, not all students need transfer to a four-year institution in order to meet their educational goals. For example, a growing number of students access Cuesta College in order to gain career technical skills. Figure 3-77 illustrates the progress of Cuesta’s Career Technical Education students toward meeting six core indicators of success. Essentially, these indicators measure:

1. **Skill Attainment**: the percentage of Career Technical Education (CTE) concentrators earning a GPA of 2.0 or higher in CTE courses.
2. **Completion**: the percentage of CTE concentrators who: 1) receive a degree, certificate, or equivalent; or 2) complete a transfer program and are classified as Transfer Ready.
3. **Persistence**: the percentage of CTE concentrators who: 1) persisted in education at the community college level or 2) transferred to a four year institution.
4. **Employment**: the percentage of CTE concentrators who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

Source: Cuesta College MIS Referential Files
5. **A. Non-Traditional Participation**: the percentage of females participating in CTE program coursework leading to employment in male dominated occupations (nontraditional for females) and males participating in CTE program coursework leading to employment in female dominated occupations (nontraditional for males).

**B. Non-Traditional Completion**: the percentage of completers in programs leading to employment in non-traditional fields who are of the underrepresented gender (i.e., female students completing programs leading to male dominated occupations and male students completing programs leading to female dominated occupations). Completion is defined as: 1) receiving a degree, certificate or equivalent; 2) completing a transfer program (transfer ready); 3) transferring to a two- or four-year institution; or 4) enlisting in the military.

Figure 3-77 indicates that the 2008/09 cohort of Cuesta College Career Technical Education students experienced the greatest Skill Attainment, Completion, Persistence and Non-Traditional Completion rates since the inception of the CTE core indicator reports. Further, the remaining 2008/09 core indicator rates were only nominally below previous years.
Figure 3-77: Career Technical Education Core Indicators (2001/02 – 2008/09)

Core 1: Skill Attainment
Core 2: Completion
Core 3: Persistence
Core 4: Employment
Core 5a: NT Participation
Core 5b: NT Completion

Source: CCCCO CTEA Core Indicators
WHERE DO OUR STUDENTS GO AND HOW WELL DO THEY DO WHEN THEY GET THERE?

Historically, Cuesta College has attracted a significant number of students whose primary goal is to transfer to a four-year institution (see Figure 3-48 for example). Many of these transfer-directed students attend Cuesta College with the goal of transferring to Cal Poly San Luis Obispo, where more Cuesta College transfers are accepted each year than from any other Community College in the state (see Table 3-5). Nevertheless, in 2006, the CSU system designated Cal Poly, SLO as a state-wide CSU at which point CSU Channel Islands became Cuesta’s local CSU.

Figure 3-78 displays Cuesta transfers to four-year colleges and institutions by type of receiving college/university. Clearly, overall transfers have decreased significantly between 2004/05 and 2009/10. This phenomenon is explained by the dramatic decreases in transfers to the CSU system, where Cuesta transfers have decreased by 41% between 2004/05 and 2009/10. At the same time, Cuesta transfers to both the UC system and in-state private colleges/universities have increased. This inverse relationship is most pronounced in Cuesta transfers to in-state private colleges/institutions. Specifically, between 2004/05 and 2008/09 (most recent year available), Cuesta transfers to in-state privates increased by 60%. In fact, in 2007/08, University of Phoenix became the number two transfer destination, after Cal Poly, for Cuesta College students.

Despite recent decreases in transfer volume, Cuesta’s six-year transfer rate to four-year institutions remains strong. Employing the CCCCO Transfer Velocity Definition of transfer rate, cohorts of first-time students who completed at least 12 units and attempted a transfer level course were followed for six years. Figure 3-79 displays the percentage of the aforementioned cohorts who transferred...
Chapter 3: Profile of the District and the College

to a four-year institution. Exceeding the overall system wide transfer rate in each year, Cuesta’s transfer rate has ranked as high as 10th in the 1996/97 cohort to as low as 31st in 1999/2000.

Figure 3-79: Cuesta College Six-year Transfer Rates compared to Community College System (1995/96 – 2004/05 cohorts)

Source: CCCCO Transfer Velocity Report

Cuesta’s overall transfer numbers are determined to a large extent by Cal Poly’s transfer student acceptance rates. Again, Table 3-5 indicates that until 2007/08, more than 50% of Cuesta’s CSU transfers attended Cal Poly, SLO. However, in 2008/09 and 2009/10, the percentages of Cuesta’s CSU transfers who attended Cal Poly were only 31% and 41%, respectively.

This decrease in Cuesta transfers to Cal Poly is clearly not a function of decreased interest in attending Cal Poly. To this point, Figure 3-80 indicates that the number of fall 2010 Cuesta applicants to Cal Poly (739) represents the greatest number of Cuesta applicants on record. Although Cuesta applicants to Cal Poly, SLO have increased by 55% between 2006 and 2010, Cuesta’s acceptance rate to Cal Poly has plummeted from a high of 61.5% in fall 2007 to an all-time low of 27.7% in fall 2010.

However, this sharp decline in transfers to Cal Poly is not unique to Cuesta College. In fact, beginning in 2009, the entire CSU system, in response to reduced state funding, began reducing the number of transfer slots available, which further exacerbated the already impacted status of Cal Poly’s programs.
Table 3-5: Cuesta College Transfers to CSU and UC (00/01 – 09/10)

<table>
<thead>
<tr>
<th>University</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
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<td>825</td>
<td>764</td>
<td>731</td>
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<td>876</td>
<td>838</td>
<td>788</td>
<td>936</td>
<td>779</td>
<td>851</td>
<td>775</td>
<td>614</td>
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</table>

Source: CPEC Community College Transfers
Despite recent declines in the number of Cuesta transfers to the CSU system, Cuesta students who do transfer to the CSU continue to outperform other first-time students with respect to first-year GPA and persistence (see Figure 3-81 and Figure 3-82).
Chapter 3: Profile of the District and the College

Figure 3-81: Cuesta College Transfer Students’ First-Year CSU GPA compared to CSU Systemwide First-Year GPA

Source: CSU Analytic Studies

Figure 3-82: Cuesta College Transfer Students’ First-Year Fall-to-Fall CSU Persistence Rate compared to CSU Systemwide Persistence Rate

Source: CSU Analytic Studies

The final figure in Chapter 3 displays employment rates of Cuesta’s 2008/09 Career Technical Education student cohort by top code of study (Figure 3-83). Employment rates are above 90% in most cases but range from a low of 50% to a high of 100%.
### Figure 3-83: Employment Rates for Career Technical Education by Top Code (2008/09 Cohort)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Percent of Student Cohort</th>
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<tbody>
<tr>
<td>ACCOUNTING</td>
<td>84.6%</td>
</tr>
<tr>
<td>ADMINISTRATION OF JUSTICE</td>
<td>100.0%</td>
</tr>
<tr>
<td>ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY**</td>
<td>100.0%</td>
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<tr>
<td>AUTOMOTIVE TECHNOLOGY</td>
<td>90.9%</td>
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<tr>
<td>BUSINESS ADMINISTRATION*</td>
<td>87.5%</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT</td>
<td>91.2%</td>
</tr>
<tr>
<td>CHILD DEVELOPMENT/EARY CARE AND EDUCATION</td>
<td>84.7%</td>
</tr>
<tr>
<td>COMPUTER INFRASTRUCTURE AND SUPPORT*</td>
<td>100.0%</td>
</tr>
<tr>
<td>CONSTRUCTION CRAFTS TECHNOLOGY</td>
<td>91.4%</td>
</tr>
<tr>
<td>DRAFTING TECHNOLOGY*</td>
<td>100.0%</td>
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<tr>
<td>ELECTRONICS AND ELECTRIC TECHNOLOGY</td>
<td>83.3%</td>
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<tr>
<td>ENGINEERING TECHNOLOGY, GENERAL*</td>
<td>50.0%</td>
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<tr>
<td>FAMILY STUDIES</td>
<td>100.0%</td>
</tr>
<tr>
<td>FASHION*</td>
<td>100.0%</td>
</tr>
<tr>
<td>HOSPITALITY*</td>
<td>100.0%</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY, GENERAL*</td>
<td>100.0%</td>
</tr>
<tr>
<td>INTERIOR DESIGN AND MERCHANDISING</td>
<td>92.3%</td>
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<tr>
<td>JOURNALISM*</td>
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<tr>
<td>LIBRARY TECHNICIAN (AIDE)</td>
<td>87.5%</td>
</tr>
<tr>
<td>MANUFACTURING AND INDUSTRIAL TECHNOLOGY*</td>
<td>100.0%</td>
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<td>MARKETING AND DISTRIBUTION*</td>
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<td>NURSING</td>
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<td>NUTRITION, FOODS, AND CULINARY ARTS*</td>
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<tr>
<td>OTHER FAMILY AND CONSUMER SCIENCES*</td>
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</tr>
<tr>
<td>PARALEGAL*</td>
<td>85.7%</td>
</tr>
<tr>
<td>PARAMEDIC*</td>
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<tr>
<td>PSYCHIATRIC TECHNICIAN</td>
<td>93.4%</td>
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<td>RADIO AND TELEVISION*</td>
<td>100.0%</td>
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<tr>
<td>REAL ESTATE*</td>
<td>50.0%</td>
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</tbody>
</table>

*Sample size is below 10 cases

**Source: CTEA Core Indicators Report**
**OCCUPATIONAL OUTLOOK**

**LOCAL ECONOMY**

Unemployment rates are positively correlated with college enrollments. In other words, when unemployment rates are high, college enrollments increase and vice versa. San Luis Obispo County’s unemployment rate, like the nation and state, increased between 2008 and 2011 to the highest levels in a decade. Figure 3-84 illustrates the meteoric rise in SLO County unemployment rates from roughly 4% in 2001 to nearly 11% in late 2009. Though slow to recover, since the last quarter of 2010, local unemployment rates have decreased, despite a single month spike in June of 2011. Over the next five years, local economists forecast that SLO County unemployment rates will return to approximately 5% (EVC Report), which may portend decreases in student enrollment.

**Figure 3-84: San Luis Obispo County Unemployment Rate (2001 – 2011)**

![San Luis Obispo County Unemployment Rate (2001 - 2011)](image)

*Source: California EDD Labor Market Information*
TOP LOCAL EMPLOYERS

Figure 3-85 displays current SLO County employment by broad industry category for June, 2011. As further evidenced by the top 25 local employers (Table 3-6) in 2011, most in the county are employed by city, county, and state government. Public utilities (e.g., Pacific, Gas & Electric), Education, Health Services, as well as jobs supporting Leisure and Hospitality, also employ large proportions of the local workforce. In 2011, Cuesta College was the 11th largest employer in SLO County with 826 employees.

Of particular note is the dearth of non-public employers in San Luis Obispo County. To be exact, only 7 of the top 25 employers in SLO County (2011) were not public or related to Health Services.

Figure 3-85: San Luis Obispo Employment by Broad Industry (June 2011)

Source: California EDD Labor Market Information
Table 3-6: Top 25 SLO County Employers (2011)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Company/Organization</th>
<th>Location</th>
<th>Industry</th>
<th># of Employees</th>
</tr>
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<tbody>
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<td>San Luis Obispo</td>
<td>Government</td>
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<tr>
<td>2</td>
<td>Cal Poly State Univ., San Luis Obispo</td>
<td>San Luis Obispo</td>
<td>Education</td>
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<td>3</td>
<td>Atascadero State Hospital</td>
<td>Atascadero</td>
<td>Public Administration</td>
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<tr>
<td>4</td>
<td>California Men’s Colony</td>
<td>San Luis Obispo</td>
<td>Correctional Facility</td>
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<td>5</td>
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<td>Public Utility</td>
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<td>Tenet Healthcare</td>
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<td>Health Care &amp; Social Assistance</td>
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<td>Lucia Mar Unified School District</td>
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<td>Education</td>
<td>1100</td>
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<td>8</td>
<td>King Ventures</td>
<td>San Luis Obispo</td>
<td>Commercial Development</td>
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<td>Paso Robles Public Schools</td>
<td>Paso Robles</td>
<td>Education</td>
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<td>San Luis Coastal Unified School District</td>
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<td>12</td>
<td>Albertsons Stores</td>
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<td>Grocery Store</td>
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<td>620</td>
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<td>15</td>
<td>Vons</td>
<td>Countywide</td>
<td>Grocery Store</td>
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<td>French Hospital</td>
<td>San Luis Obispo</td>
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<td>Government</td>
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<td>Postal Service</td>
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Source: SLO Chamber of Commerce
Cuesta College is committed to providing educational opportunities that meet the current and future occupational needs of its students and community. Table 3-7 and Table 3-8 display the fastest growing (percentage wise and numerically, respectively) SLO County occupations between 2008 and 2018. Moreover, occupations that require educational training provided by Cuesta College are highlighted in both tables.

To begin, Personal and Home Care Aide positions are predicted to grow by the greatest percentage (41.8%), while Retail Sales positions will see the greatest numeric growth (2010) between 2008 and 2018. With respect to occupations in which Cuesta College provides training, Fitness Trainers and Aerobics Instructors are forecasted to see the greatest percentage increase, while Registered Nurses will experience the greatest numeric change between 2008 and 2018.

Table 3-7: SLO County Fastest Growing Occupations (percent change) 2008 - 2018

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>2008 - 2018 Change</th>
<th>Median Annual Income</th>
<th>Education/Training Level</th>
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<tr>
<td>39-9021</td>
<td>Personal and Home Care Aides</td>
<td>41.8 %</td>
<td>$22,989</td>
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<tr>
<td>31-1011</td>
<td>Home Health Aides</td>
<td>37.5 %</td>
<td>$24,144</td>
<td>11</td>
</tr>
<tr>
<td>15-1031</td>
<td>Computer Software Engineers, Applications</td>
<td>33.3 %</td>
<td>$83,429</td>
<td>5</td>
</tr>
<tr>
<td>51-9012</td>
<td>Separating, Filtering, Clarifying, Precipitating...</td>
<td>33.3 %</td>
<td>$45,107</td>
<td>10</td>
</tr>
<tr>
<td>39-9031</td>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>30.0 %</td>
<td>$39,285</td>
<td>7</td>
</tr>
<tr>
<td>29-2052</td>
<td>Pharmacy Technicians</td>
<td>30.0 %</td>
<td>$37,406</td>
<td>10</td>
</tr>
<tr>
<td>13-2052</td>
<td>Personal Financial Advisors</td>
<td>28.6 %</td>
<td>$54,233</td>
<td>5</td>
</tr>
<tr>
<td>29-2055</td>
<td>Surgical Technologists</td>
<td>28.6 %</td>
<td>$38,068</td>
<td>7</td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary Technologists and Technicians</td>
<td>26.3 %</td>
<td>$31,169</td>
<td>6</td>
</tr>
<tr>
<td>29-1123</td>
<td>Physical Therapists</td>
<td>25.0 %</td>
<td>$71,203</td>
<td>3</td>
</tr>
<tr>
<td>19-3051</td>
<td>Urban and Regional Planners</td>
<td>25.0 %</td>
<td>$65,674</td>
<td>3</td>
</tr>
<tr>
<td>53-7081</td>
<td>Refuse and Recyclable Material Collectors</td>
<td>25.0 %</td>
<td>$39,991</td>
<td>11</td>
</tr>
<tr>
<td>27-2022</td>
<td>Coaches and Scouts</td>
<td>24.0 %</td>
<td>$49,352</td>
<td>9</td>
</tr>
<tr>
<td>25-9031</td>
<td>Instructional Coordinators</td>
<td>23.5 %</td>
<td>$66,539</td>
<td>3</td>
</tr>
<tr>
<td>43-3011</td>
<td>Bill and Account Collectors</td>
<td>23.1 %</td>
<td>$36,714</td>
<td>11</td>
</tr>
<tr>
<td>43-4081</td>
<td>Hotel, Motel, and Resort Desk Clerks</td>
<td>22.6 %</td>
<td>$21,977</td>
<td>11</td>
</tr>
<tr>
<td>31-9091</td>
<td>Dental Assistants</td>
<td>22.6 %</td>
<td>$35,128</td>
<td>10</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>22.5 %</td>
<td>$31,169</td>
<td>10</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>22.0 %</td>
<td>$77,781</td>
<td>6</td>
</tr>
<tr>
<td>21-1093</td>
<td>Social and Human Service Assistants</td>
<td>21.4 %</td>
<td>$26,646</td>
<td>10</td>
</tr>
<tr>
<td>17-2161</td>
<td>Nuclear Engineers</td>
<td>21.1 %</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>20.8 %</td>
<td>$93,331</td>
<td>6</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical Secretaries</td>
<td>20.8 %</td>
<td>$35,263</td>
<td>7</td>
</tr>
<tr>
<td>53-3022</td>
<td>Bus Drivers, School</td>
<td>20.0 %</td>
<td>$33,323</td>
<td>11</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and Auditors</td>
<td>19.4 %</td>
<td>$62,036</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: California EDD Labor Market Information

1 - First Professional Degree - LLD/MD
2 - Doctoral Degree
3 - Master's Degree
4 - Bachelor's Degree or Higher and Some Work Experience
5 - Moderate-Term On-the-Job Training
6 - Long-Term On-the-Job Training
7 - Post-Secondary Vocational Education
8 - Work Experience in a Related Occupation
9 - Moderate-Term On-the-Job Training
### Table 3-8: SLO County Fastest Growing Occupations (number) 2008-2018

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>2008 - 2018 Change</th>
<th>Median Annual Income</th>
<th>Education/Training Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>41-2031</td>
<td>Retail Salespersons</td>
<td>2010</td>
<td>$21,708</td>
<td>11</td>
</tr>
<tr>
<td>35-3031</td>
<td>Waiters and Waitresses</td>
<td>1630</td>
<td>$19,068</td>
<td>11</td>
</tr>
<tr>
<td>41-2011</td>
<td>Cashiers</td>
<td>1590</td>
<td>$19,599</td>
<td>11</td>
</tr>
<tr>
<td>35-3021</td>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>880</td>
<td>$19,016</td>
<td>11</td>
</tr>
<tr>
<td>45-2092</td>
<td>Farmworkers and Laborers, Crop, Nursery, and Greenhouse</td>
<td>840</td>
<td>$19,333</td>
<td>11</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>720</td>
<td>$77,781</td>
<td>6</td>
</tr>
<tr>
<td>35-3022</td>
<td>Counter Attendants, Cafeteria, Food Concession, and Coffee Shop</td>
<td>600</td>
<td>$19,310</td>
<td>11</td>
</tr>
<tr>
<td>39-9021</td>
<td>Personal and Home Care Aides</td>
<td>600</td>
<td>$22,989</td>
<td>11</td>
</tr>
<tr>
<td>25-2021</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>580</td>
<td>$61,533</td>
<td>5</td>
</tr>
<tr>
<td>35-9021</td>
<td>Dishwashers</td>
<td>550</td>
<td>$18,999</td>
<td>11</td>
</tr>
<tr>
<td>37-2012</td>
<td>Maids and Housekeeping Cleaners</td>
<td>540</td>
<td>$19,250</td>
<td>11</td>
</tr>
<tr>
<td>41-1011</td>
<td>First-Line Supervisors/Managers of Retail Sales Workers</td>
<td>480</td>
<td>$37,173</td>
<td>8</td>
</tr>
<tr>
<td>11-1021</td>
<td>General and Operations Managers</td>
<td>450</td>
<td>$86,007</td>
<td>4</td>
</tr>
<tr>
<td>43-5081</td>
<td>Stock Clerks and Order Fillers</td>
<td>430</td>
<td>$20,763</td>
<td>11</td>
</tr>
<tr>
<td>25-2031</td>
<td>Secondary School Teachers, Except Special and Vocational Education</td>
<td>420</td>
<td>$60,525</td>
<td>5</td>
</tr>
<tr>
<td>35-2014</td>
<td>Cooks, Restaurant</td>
<td>420</td>
<td>$25,797</td>
<td>9</td>
</tr>
<tr>
<td>37-3011</td>
<td>Landscaping and Grounds keeping Workers</td>
<td>420</td>
<td>$25,627</td>
<td>11</td>
</tr>
<tr>
<td>43-9061</td>
<td>Office Clerks, General</td>
<td>410</td>
<td>$27,947</td>
<td>11</td>
</tr>
<tr>
<td>43-4171</td>
<td>Receptionists and Information Clerks</td>
<td>400</td>
<td>$27,381</td>
<td>11</td>
</tr>
<tr>
<td>43-1011</td>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>390</td>
<td>$48,800</td>
<td>8</td>
</tr>
<tr>
<td>43-3031</td>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>390</td>
<td>$36,772</td>
<td>10</td>
</tr>
<tr>
<td>53-7062</td>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>390</td>
<td>$23,559</td>
<td>11</td>
</tr>
<tr>
<td>11-9012</td>
<td>Farmers and Ranchers</td>
<td>380</td>
<td>N/A</td>
<td>9</td>
</tr>
<tr>
<td>25-9041</td>
<td>Teacher Assistants</td>
<td>370</td>
<td>$25,803</td>
<td>11</td>
</tr>
<tr>
<td>43-4051</td>
<td>Customer Service Representatives</td>
<td>370</td>
<td>$28,440</td>
<td>10</td>
</tr>
</tbody>
</table>

**Source:** California EDD Labor Market Information

1 - First Professional Degree - LLD/MD
2 - Doctoral Degree
3 - Master’s Degree
4 - Bachelor’s Degree or Higher and Some Work Experience
5 - Bachelor’s Degree
6 - Associate Degree
7 - Post-Secondary Vocational Education
8 - Work Experience in a Related Occupation
9 - Long-Term On-the-Job Training
10 - Moderate-Term On-the-Job Training
11 - Short-Term On-the-Job Training

The same data for the state of California are presented in Table 3-9 and Table 3-10 below.
Table 3-9: California State Fastest Growing Occupations (percent) 2008 - 2018

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>2008 - 2018 Change</th>
<th>Median Annual Income</th>
<th>Education/Training Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-1081</td>
<td>Network Systems and Data Communications Analysts</td>
<td>50.3</td>
<td>$80,995</td>
<td>5</td>
</tr>
<tr>
<td>19-1042</td>
<td>Medical Scientists, Except Epidemiologists</td>
<td>46.9</td>
<td>$80,928</td>
<td>2</td>
</tr>
<tr>
<td>39-9021</td>
<td>Personal and Home Care Aides</td>
<td>45.7</td>
<td>$21,651</td>
<td>11</td>
</tr>
<tr>
<td>31-1011</td>
<td>Home Health Aides</td>
<td>43.6</td>
<td>$21,317</td>
<td>11</td>
</tr>
<tr>
<td>29-1071</td>
<td>Physician Assistants</td>
<td>42</td>
<td>$90,679</td>
<td>5</td>
</tr>
<tr>
<td>31-2022</td>
<td>Physical Therapist Aides</td>
<td>37.3</td>
<td>$26,254</td>
<td>11</td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary Technologists and Technicians</td>
<td>35.1</td>
<td>$34,470</td>
<td>6</td>
</tr>
<tr>
<td>29-1131</td>
<td>Veterinarians</td>
<td>33.9</td>
<td>$92,424</td>
<td>1</td>
</tr>
<tr>
<td>15-1031</td>
<td>Computer Software Engineers, Applications</td>
<td>31.1</td>
<td>$101,414</td>
<td>5</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>30.8</td>
<td>$31,329</td>
<td>7</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>30.6</td>
<td>$29,962</td>
<td>10</td>
</tr>
<tr>
<td>29-2055</td>
<td>Surgical Technologists</td>
<td>29.2</td>
<td>$46,036</td>
<td>7</td>
</tr>
<tr>
<td>29-1123</td>
<td>Physical Therapists</td>
<td>28.8</td>
<td>$82,255</td>
<td>3</td>
</tr>
<tr>
<td>29-2052</td>
<td>Pharmacy Technicians</td>
<td>28.4</td>
<td>$36,632</td>
<td>10</td>
</tr>
<tr>
<td>13-1041</td>
<td>Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation</td>
<td>27.9</td>
<td>$56,418</td>
<td>9</td>
</tr>
<tr>
<td>39-9031</td>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>27.4</td>
<td>$39,166</td>
<td>7</td>
</tr>
<tr>
<td>29-1126</td>
<td>Respiratory Therapists</td>
<td>26.6</td>
<td>$65,135</td>
<td>6</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>25.9</td>
<td>$90,496</td>
<td>6</td>
</tr>
<tr>
<td>29-1122</td>
<td>Occupational Therapists</td>
<td>25.9</td>
<td>$84,214</td>
<td>3</td>
</tr>
<tr>
<td>15-1032</td>
<td>Computer Software Engineers, Systems Software</td>
<td>25.8</td>
<td>108067</td>
<td>5</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>25.7</td>
<td>$83,653</td>
<td>6</td>
</tr>
<tr>
<td>31-9091</td>
<td>Dental Assistants</td>
<td>25.7</td>
<td>$33,808</td>
<td>10</td>
</tr>
<tr>
<td>19-3021</td>
<td>Market Research Analysts</td>
<td>25.2</td>
<td>$68,446</td>
<td>3</td>
</tr>
<tr>
<td>43-6013</td>
<td>Medical Secretaries</td>
<td>24</td>
<td>21,100</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: California EDD Labor Market Information

1 - First Professional Degree - LLD/MD
2 - Doctoral Degree
3 - Master’s Degree
4 - Bachelor’s Degree or Higher and Some Work Experience
5 - Bachelor’s Degree
6 - Associate Degree
7 - Post-Secondary Vocational Education
8 - Work Experience in a Related Occupation
9 - Long-Term On-the-Job Training
10 - Moderate-Term On-the-Job Training
11 - Short-Term On-the-Job Training
### Table 3-10: California State Fastest Growing Occupations (number) 2008-2018

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>2008 - 2018 Change</th>
<th>Median Annual Income</th>
<th>Education/ Training Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>39-9021</td>
<td>Personal and Home Care Aides</td>
<td>201,410</td>
<td>$21,651.00</td>
<td>11</td>
</tr>
<tr>
<td>41-2031</td>
<td>Retail Salespersons</td>
<td>198,970</td>
<td>$21,243.00</td>
<td>11</td>
</tr>
<tr>
<td>41-2011</td>
<td>Cashiers</td>
<td>188,560</td>
<td>$19,742.00</td>
<td>11</td>
</tr>
<tr>
<td>35-3031</td>
<td>Waiters and Waitresses</td>
<td>169,820</td>
<td>$19,104.00</td>
<td>11</td>
</tr>
<tr>
<td>35-3021</td>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>103,450</td>
<td>$19,097.00</td>
<td>11</td>
</tr>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>102,090</td>
<td>$83,653.00</td>
<td>6</td>
</tr>
<tr>
<td>43-4051</td>
<td>Customer Service Representatives</td>
<td>98,070</td>
<td>$35,453.00</td>
<td>10</td>
</tr>
<tr>
<td>43-9061</td>
<td>Office Clerks, General</td>
<td>85,620</td>
<td>$29,261.00</td>
<td>11</td>
</tr>
<tr>
<td>53-7062</td>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>83,350</td>
<td>$24,203.00</td>
<td>11</td>
</tr>
<tr>
<td>25-2021</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>80,810</td>
<td>$60,641.00</td>
<td>5</td>
</tr>
<tr>
<td>43-5081</td>
<td>Stock Clerks and Order Fillers</td>
<td>77,270</td>
<td>$22,570.00</td>
<td>11</td>
</tr>
<tr>
<td>11-1021</td>
<td>General and Operations Managers</td>
<td>72,690</td>
<td>$108,117.00</td>
<td>4</td>
</tr>
<tr>
<td>45-2092</td>
<td>Farmworkers and Laborers, Crop, Nursery, and Greenhouse</td>
<td>67,760</td>
<td>$18,680.00</td>
<td>11</td>
</tr>
<tr>
<td>35-3022</td>
<td>Counter Attendants, Cafeteria, Food Concession, and Coffee Shop</td>
<td>66,400</td>
<td>$19,438.00</td>
<td>11</td>
</tr>
<tr>
<td>43-1011</td>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>57,720</td>
<td>$53,119.00</td>
<td>8</td>
</tr>
<tr>
<td>25-9041</td>
<td>Teacher Assistants</td>
<td>55,790</td>
<td>$29,139.00</td>
<td>11</td>
</tr>
<tr>
<td>25-2031</td>
<td>Secondary School Teachers, Except Special and Vocational Education</td>
<td>52,890</td>
<td>$63,722.00</td>
<td>5</td>
</tr>
<tr>
<td>43-6011</td>
<td>Executive Secretaries and Administrative Assistants</td>
<td>51,360</td>
<td>$46,187.00</td>
<td>10</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and Auditors</td>
<td>50,660</td>
<td>$66,821.00</td>
<td>5</td>
</tr>
<tr>
<td>41-4012</td>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>47,790</td>
<td>$56,649.00</td>
<td>10</td>
</tr>
<tr>
<td>37-2011</td>
<td>Janitors and Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>47,460</td>
<td>$23,995.00</td>
<td>11</td>
</tr>
<tr>
<td>33-9032</td>
<td>Security Guards</td>
<td>47,000</td>
<td>$24,457.00</td>
<td>11</td>
</tr>
<tr>
<td>41-1011</td>
<td>First-Line Supervisors/Managers of Retail Sales Workers</td>
<td>45,890</td>
<td>$37,612.00</td>
<td>8</td>
</tr>
<tr>
<td>35-2021</td>
<td>Food Preparation Workers</td>
<td>45,060</td>
<td>$19,771.00</td>
<td>11</td>
</tr>
<tr>
<td>35-2011</td>
<td>Cooks, Fast Food</td>
<td>43,910</td>
<td>$18,864.00</td>
<td>11</td>
</tr>
</tbody>
</table>

**ECONOMIC CLUSTERS OF OPPORTUNITY**
As cited earlier, the San Luis Obispo Economic Vitality Corporation (EVC) conducted a comprehensive scan of the current economic opportunities that exist within San Luis Obispo County. From a thorough analysis of labor market data and close consultation with local business leaders, the study identified five economic clusters that characterize current and future opportunities within San Luis Obispo County.

Figure 3-86 displays the five identified economic clusters of opportunity vis-à-vis average annual employment growth (x-axis), concentration compared to the state of California (y-axis), and number jobs (size of bubble). Accordingly, it is evident that, in San Luis Obispo County, the Specialized Manufacturing cluster not only experienced the greatest annual percentage increase in employment, but also accounted for four times as much of the overall economy as it does in the state of California. Moreover, it is clear that the Health Services Cluster accounted for the greatest number of jobs, while the Building Design & Construction and the combined Uniquely SLO Clusters also accounted for a significant number of employment opportunities. Finally, although the identified Economic Clusters of Opportunity represented only 35% of the overall SLO county job market in 2008, each cluster was both overrepresented in SLO County, compared to the state of California, and growing, while the remaining 65% of the remaining local job market was neither overrepresented, compared to California, nor growing.

Figure 3-86: SLO County Economic Clusters of Opportunity

Source: San Luis Obispo Economic Vitality Corporation
REFERENCES


Haveman, R., & Wilson, K. (2009). Economic Inequality in College Access, Matriculation, and Graduation


