1. Cuesta College Planning Components

Illustration A: Planning Components

Cuesta College Planning Components

C. CALIFORNIA STATE PLANNING CONSTRAINTS

1. California Postsecondary Education Commission (CPEC) Guidelines
   While in 1991 the California Postsecondary Education Commission’s policy on higher education seemed to support development of community colleges while limiting expansion of state universities, that may no longer be the case. However, until the Educational Master Plan for the state is updated, it is not possible to know the state’s plan for limiting or expanding universities beyond those authorized or recently opened (UC Merced, CSU Channel Islands, CSU Monterey Bay).

2. Chancellor’s Office Guidelines
   The Chancellor’s Office has developed informal guidelines regarding the expansion of community college districts. These guidelines have in recent years changed to reflect post-Proposition 13 budget constraints, incorporate lessons learned from the past, and responded to significant enrollment growth. As articulated in recent workshops, the following are some of these informal guidelines:
Figure 2.b: Cuesta College Planning & Funding Allocation Cycle

MISSION STATEMENT

Board of Trustees Goals → Educational & Facilities Master Plan → Institutional Research (ARCC Report) → Technology Plan → Strategic Plan

IPPR (APPW/CPPR)
Assess prior year/Plan for next year
SLOs Assessment

Units/Divisions
Notification of Allocation Decisions & Posted to website

Units/Divisions
Program Needs Developed & Prioritized

Institutional Research
DATA DRIVEN PROCESS
Operational Planning

Cabinet
Approval of Allocation Decisions

President, Vice Presidents, Deans
Cluster Planning & Prioritization

P & B Committee
Develop Criteria
Prioritize Allocations
Figure 2.a illustrates how the Strategic Plan directs the creation of Master and operational plans and how the Educational Master Plan will be the central plan from which all other plans derive their content. The other Master and operational plans will be integrated according to applicable financial, facilities and resource implications. The results of the IPPR process will be used for improvements and updates to the Educational Master Plan and for budget allocations. The Strategic Plan will be updated annually to project College needs for three years at a time. The dotted boxes and arrows indicate plans and pathways that will exist once the Master Plans and operational plans are approved and put into practice.
FIGURE 1: The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals and objectives, resource allocation, plan implementation, and re-evaluation.