



EDUCATIONAL MASTER PLAN 2011-2016 ADDENDUM

**EDUCATIONAL
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2011-2016
ADDENDUM**

2011-2016

San Luis Obispo County
Community College District



San Luis Obispo County
Community College District
EDUCATIONAL MASTER PLAN
2011-2016
ADDENDUM

San Luis Obispo Campus

North County Campus

South County Center

Distance Education

San Luis Obispo County
Community College District



San Luis Obispo County Community College District Vision, Mission, Values, and Institutional Goals

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.

Mission

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.

Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Values

Access, Success, and Excellence

Institutional Goals 2012-2016

1. San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.
2. San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.
3. San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.
4. San Luis Obispo County Community College District will implement, assess, and improve its integrated planning processes.
5. San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

Note: Mission Statement revised May 2013.

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Introduction

The *Cuesta College Educational Master Plan 2011-2016* was developed in spring 2011 to serve as the principle document to guide the district's energies and resources and thereby to serve as the foundational document for all other district planning.

This master plan includes the following three chapters:

- Core Principles
- College Programs and Services
- Profile of the District and the College

The Core Principles reflect the district's values and vision for planning over the next five years. The principles were developed following a review of environmental scan data and the district's assumptions and values. The Core Principles are:

Core Principle 1: Academic Excellence

Preserve the integrity and excellence of the academic core through continual assessment and robust professional development

Core Principle 2: College Culture

Continue improving the college culture to honor civility, diversity, and open communication

Core Principle 3: Innovation/Competitive Edge/Emerging Technology

Improve the college's capacity to meet student expectations for instructional modality, scheduling, and delivery

Core principle 4: Institutional Effectiveness

Implement sustainable, continuous improvement across the college

Core Principle 5: Local Service Area

Adapt college programs and services to respond to the current and emerging needs of our local service area

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

Core Principle 7: Student Access

Remove institutional barriers to enhance student opportunities for access

Core Principle 8: Student Success

Identify and provide resources to foster student success

Core Principle 9: Sustainability

Model sustainable practices in college operations, systems, and curriculum to preserve the learning environment for future generations

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

At the time that the *Cuesta College Educational Master Plan 2011-2016* was written, it was the district's intention that these Core Principles would accomplish two major goals:

1. Provide the basis for the goals and actions identified in the annual update of the Strategic Plan and
2. Provide directions for the development and/or updating of the operational plans.

However, these intended uses of the Core Principles changed following the fall 2011 visit from a team representing the Accrediting Commission for Community and Junior Colleges. The team reviewed the two key documents, the *Cuesta College Educational Master Plan 2011-2016* and the *San Luis Obispo County Community College District Strategic Plan 2010-2013*, which were prepared using the definitions in the district's integrated planning model. Although the fall 2011 team evaluation report praised the district for expending significant effort in trying to meet the standards on institutional planning, the report also identified several ways in which the district's documents and its integrated planning model did not meet accreditation standards.

In spring 2012 the district developed an ambitious agenda of tasks designed to bring the district into compliance with the accreditation standards on institutional planning. These tasks included

- Replacing the Core Principles with more specific and therefore more effective Institutional Goals based on institutional data;
- Revising the integrated planning model to more clearly indicate the links among the planning processes;
- Defining the processes and establishing timelines for each component in the integrated planning model; and
- Preparing a strategic plan based on the new and improved Institutional Goals.

The purpose of this *Cuesta College Educational Master Plan 2011-2016 Addendum* is to document the new Institutional Goals and the rationale for each.

San Luis Obispo County Community College District Model of Integrated Planning

The first step toward compliance with the accreditation standards on institutional effectiveness was to assess the district's model of integrated planning. With the assistance of a consultant, the Accreditation Steering Committee conducted an analysis of the required and common elements in an integrated planning cycle. The district's planning processes were revised and augmented as needed based on this analysis. To articulate the revised and new processes and the revised model of integrated planning the *San Luis Obispo Community College District Integrated Planning Manual 2012* was prepared to document the purpose, process, and timeline for each component of the revised model of integrated planning.

The revised San Luis Obispo County Community College District model of integrated planning more clearly explains how the components in district planning processes link to one another in a cycle characterized by these steps: evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. It is through the annual sequence of these planning practices that the district assesses institutional effectiveness and uses those assessments to continually improve the district's services to students.

Research is central to the San Luis Obispo County Community College District model of integrated planning because plans are developed based on data, and plan outcomes are assessed using quantitative and qualitative data. With this grounding in research, the components of the district's model of integrated planning are as follows.

- The San Luis Obispo County Community College District **Mission** describes the intended student population and the programs and educational services that the district provides to the community. As such, this statement is the foundation for all planning processes.
- Periodic **data analysis** includes the use of:
 - District data to assess its current effectiveness in meeting the San Luis Obispo County Community College District mission and
 - Community demographic data to foresee challenges and opportunities.

Based on these data, **current and anticipated challenges** are identified. These challenges are foundational for the development of the **Educational Master Plan** and the **Facilities Master Plan**. Through the process of developing the Educational Master Plan, the district develops Institutional Goals that express how the district plans to successfully meet the identified current and anticipated challenges.

- In the development of the **Strategic Plan**, the Institutional Goals are used to develop Institutional Objectives that describe specific initiatives that will be undertaken to achieve the Institutional Goals. The Strategic Plan informs two other types of short-term plans, the **Institutional Program Planning and Review** and the **Operational Plans**.
- **Resource Allocations** are determined at three levels: unit, cluster and institution. These allocations are based on the priorities established in the Strategic Plan, the Institutional Program Planning and Review, and the Operational Plans.
- Once resources are allocated, the district **implements the plans** by completing the action steps identified in the Strategic Plan, the initiatives in the Operational plans and by completing the program objectives as identified in the Institutional Program Planning and Review.
- **Annual data analysis** includes two types of assessment:
 1. **Assessments of program effectiveness** measure each unit's effectiveness in comparison to historical data as well as in comparison to the Institutional Goals and Institutional Objectives. This data analysis is the starting point for the Institutional Program Planning and Review process.
 2. **Assessments of plan effectiveness** measure the district's progress in achieving Institutional Goals and Institutional Objectives. This data analysis is documented in an annual progress report that informs the internal and external community about progress toward long-term goals. These annual progress reports will be compiled and used in the next ten-year master planning cycle to identify ongoing challenges.

The processes that comprise this model of integrated planning are assessed every other year. This assessment is the basis for improvements to the planning processes.

FIGURE 1

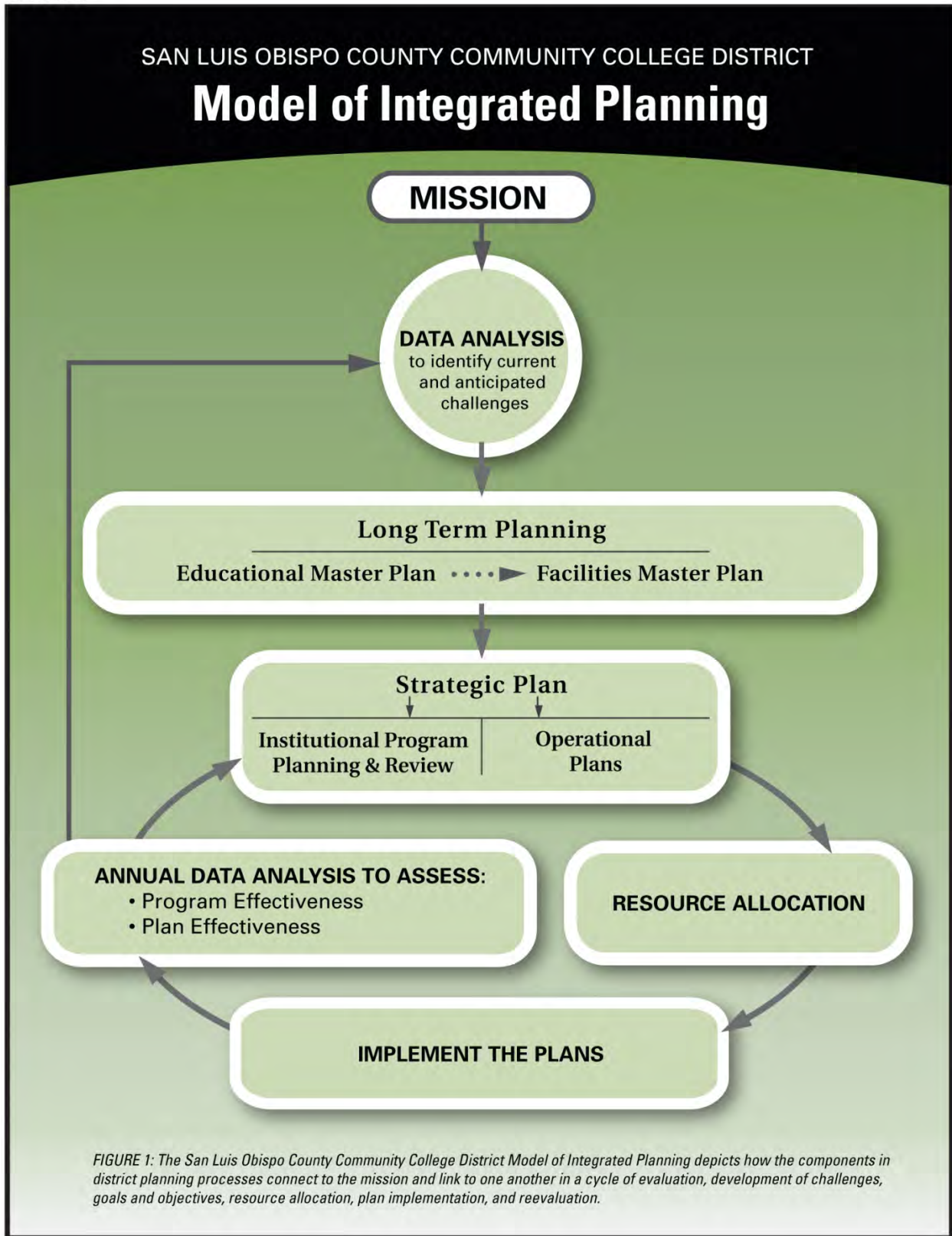


FIGURE 1: The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals and objectives, resource allocation, plan implementation, and reevaluation.

San Luis Obispo County Community College District Institutional Goals 2012-2016

Although the Core Principles were developed collaboratively following an analysis of environmental scans data, these were determined by the accreditation visiting team to be broad aspirational statements and, as such, could not effectively serve as Institutional Goals to guide other district planning. In realizing that the Core Principles lacked the specificity and direction needed to compel action and move forward with institutional planning, the district resolved to develop more explicit Institutional Goals.

In spring 2012, all members of the district community were invited to collaborate on the development of the new Institutional Goals. In keeping with its revised model of integrated planning, the first step in the development of Institutional Goals was a review of both district and community data. The district data compared its current status to the San Luis Obispo County Community College District mission and projected changes in the community demographics. Based on this data analysis, the group articulated three current and anticipated challenges.

Challenge 1: How can the district support students in their efforts to complete transfer requirements, degrees, and certificates?

The majority of the district's students (67.3%) are under 25 years old. Given this relatively youthful student population, it is to be expected that the majority of students report their educational goals to be the completion of associate degrees, certificates, or transfer requirements. Supporting students in achieving these goals is a challenge given the following facts. (See Figures 3-48 and 3-55 in the appendix of this document.)

- About 25% of entering students place into transferable level English Composition (English 201A), while 63% on average place into Degree Applicable English 156, with the remainder placing into Basic Skills English (English 099 and below). Only 15% of students, on average, place into transferable mathematics courses, while roughly 25% of them place into basic skills math courses. These two sets of placement data indicate that about 75% of entering students are not ready for college-level English courses and 85% of entering students are not ready for college-level mathematics courses. However, since 80% of course section offerings are transferable, it can be concluded that many students are enrolling in courses for which they do not possess the appropriate skills levels. (See Figures 3-39, 3-53, and 3-54 in the appendix of this document.)

- 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 was 46.4% in 2005, rose to 61% in 2007, and fell to 49.3% in 2011. (See Figure 3-70 in the appendix of this document.)
- The overall number of degrees and certificates awarded has decreased significantly over the last seven years. (See Figure 3-76 in the appendix of this document.)

Challenge 2: How can the district best serve its changing community and potential pool of students?

Fulfilling the district mission is a challenge given the following statistics.

- The population of San Luis Obispo County is projected to increase by 5.2% by 2016. However, the number of residents in the typical college-going ages of 18-25 is projected to decline while the number of residents aged 65 and older is projected to increase. (See Figures 3-15, 3-20, and 3-21 in the appendix of this document.)
- The district's participation rate (the ratio of annual unduplicated headcount enrolled at a college or university divided by the adult population of the service area) increased from 87.5 students per 1000 residents in 2000 - 2001 to 107.8 in 2009 – 2010 due to the growth of both the North County Campus and the South County Centers as well as additional student access via distance education. (See Figures 3-4 and 3-37 in the appendix of this document.)
- Thanks to Tidal Wave II, both 12th grade enrollments and graduates peaked in 2007-2008 at 3,355 students and 2,849 graduates. Although the number of graduates increased by 28 percent between 2001 and 2008, the California Department of Finance forecasts a 15% decrease in San Luis Obispo public high school graduates between 2008 and 2020. (See Figure 3-5 in the appendix of this document.)
- Nearly half of the district's first-time students under the age of 21 graduate from high schools outside of San Luis Obispo County. They are drawn to the district because more transfers from this district are accepted into California Polytechnic State University, San Luis Obispo each year than from any other community college in the state. However, this university, like other public higher education

institutions, is reducing the number of students accepted. The acceptance rate for students transferring from this district to California Polytechnic State University, San Luis Obispo plummeted from a high of 61.5% in fall 2007 to an all-time low of 27.7% in fall 2010. (See Figures 3-41, 3-78, and 3-80 in the appendix of this document.)

- In fall 2008 nearly 20 percent of the students taking credit classes in the Allan Hancock Joint Community College District resided in San Luis Obispo County. Seventy-five percent of these 2,300 San Luis Obispo County residents lived in Southern San Luis Obispo County, such as Arroyo Grande, Oceano, Grover Beach, and Nipomo. By contrast, less than 1 percent of the San Luis Obispo County Community College District's fall 2008 headcount resided in Allan Hancock Joint Community College's District. (See narrative on page 93 of the *Cuesta College Educational Master Plan 2011-2016*.)
- The majority of recent San Luis Obispo County college-bound high school graduates took classes within the district (82.0% in 2009). Nevertheless, a significant percentage of local high school graduates took classes at Allan Hancock College (14.7% in 2009). (See Figure 3-13 in the appendix of this document.)

Challenge 3: How can the district most effectively continue to serve students' needs for higher education despite external pressures?

The downturn in national, state, and local economies has created a number of challenges for the district to address in its planning:

- State allocations for community colleges have decreased each year for several years, including a total \$584 million reduction in 2011-2012.
- By summer 2012, student fees will have increased in one year from \$26 per unit to \$46 per unit. This increase is likely to limit access to higher education for the portion of the population in greatest need.
- San Luis Obispo County's unemployment rate, like the nation and state, increased between 2008 and 2011 to the highest levels in a decade. San Luis Obispo County unemployment rates rose from roughly 4% in 2001 to nearly 11% in late 2009. The economists predict that recovery will slowly take place over the next five years.

The identification of these challenges led to the development of Institutional Goals that express how the district intends to meet the current and anticipated challenges. The San Luis Obispo County Community College District Institutional Goals 2012-2016 are:

1. San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.
2. San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.
3. San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.
4. San Luis Obispo County Community College District will implement, assess, and improve its integrated planning processes.
5. San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

Institutional Goal 1

San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

Basis for Institutional Goal 1: Institutional Goal 1 is the district's response to Challenge 1: How can the district support students in their efforts to complete transfer requirements, degrees, and certificates?

District Commitment: This Institutional Goal articulates the district's intention to join the nation and the state in reversing the documented decline in degree and certificate completion percentages in the United States.

Background: In the American Graduation Initiative the Federal Government calls for an increase of five million degrees and certificates by 2020. As a result of this legislation, California Community Colleges have been asked to increase the number of degrees and certificates awarded by 12% per year for each of the next 10 years. The Community College League of California's *Report of the Commission on the Future* challenges each California community college to increase the number of degrees offered in order to collectively award one million more certificates and associate degrees by 2020.

Parallel to the state and national trends, in San Luis Obispo County Community College District the overall number of degrees and certificates awarded has decreased significantly over the last

seven years. The following table summarizes Figure 3-76 that is included in the appendix of this document.

	2005- 2006	2006-2007	2007-2008	2008-2009	2009 - 2010
Associate in Arts	617	580	586	481	448
Associate in Science	214	259	237	231	199
Certificate	659	634	688	663	480

The process of improving all programs and services is ongoing throughout the district. However, this Institutional Goal directs the district to specifically address areas critical to the students who wish to complete certificates, degrees, and transfer requirements.

Institutional Goal 2

San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

Basis for Institutional Goal 2: Institutional Goal 2 was developed in response to:

Challenge 2: How can the district best serve its changing community and potential pool of students?

Challenge 3: How can the district most effectively continue to serve students’ needs for higher education despite external pressures?

District Commitment: Institutional Goal 2 is the district’s commitment to review and revise programs and services as needed to fit the needs of the local community.

Background: The ages of the district’s pool of potential students is projected to change. Although the population of San Luis Obispo County is forecast to increase by 5.2% in the next five years, the number of residents in the typical college-going ages of 18-25 is projected to decline and the number of residents aged 65 and older is projected to increase.

The district’s pool of potential students is likely to change in terms of residence within the service area because the population increase is projected to occur in the northern and southern parts of the county.

The district’s pool of potential students is also likely to change because of the reduction in the number of students accepted at California Polytechnic State University, San Luis Obispo. Nearly half of the district’s first-time students under the age of 21 graduate from high schools outside of San Luis Obispo County but attend college in the district in the hopes that this path will increase their chances of being accepted by California Polytechnic State University, San Luis

Obispo. However, the acceptance rate for students transferring from this district to California Polytechnic State University, San Luis Obispo decreased from a high of 61.5% in fall 2007 to an all-time low of 27.7% in fall 2010. The district's other local California State University is now located 140 miles south at CSU Channel Islands.

The district's pool of potential students is likely to change because of the economic downturn. The first impact is the reduction in funding. Due to the economic declines in every sector, California state lawmakers have reduced funding for public services and programs, including California community colleges. In 2011-2012 the amount of reductions in state allocations has been staggering: at the start of the budget year, the state's allocation to community colleges was reduced by \$313 million. Since then, there have been two mid-year reductions, one for \$102 million in January and another for an additional \$149 million in February, bringing the total 2011-2012 cuts to \$564 million. As a result, the district has reduced student enrollment and refocused instruction and student services on its core mission.

The second impact of the economic downturn is an increase in student fees at all levels of higher education. Between summer 2011 and summer 2012 community college student fees increased from \$26 per unit to \$46 per unit which has created an increased need for financial aid.

The third impact of the reduced economy is unemployment. Although the San Luis Obispo County February 2012 unemployment rate (8.7%) is below the statewide unemployment rate (11.4%), career technical training and re-training continue to be in demand.

Although the district continually evaluates and responds to the needs of its local service area, this Institutional Goal directs the district to address the decline in key demographic statistics.

Institutional Goal 3

San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.

Basis for Institutional Goal 3: Institutional Goal 3 was developed in response to the spring 2010 focus group data and is a Strategic Direction in the *San Luis Obispo County Community College District Strategic Plan 2010-2013*. Since the action steps related to this Strategic Direction have not yet been completed, this Strategic Direction has been reframed as an Institutional Goal.

District Commitment: Institutional Goal 3 is the district's commitment to continue to work toward participatory governance and decision-making structures and processes that are distinguished by their quality and effectiveness.

Background: A collegial culture in community college relies on mutual understanding of, and respect for, the roles and responsibilities of all district constituencies. It is within this context that a partnership in which Board members, faculty, staff, administration, and students participate in making decisions is possible.

This topic emerged as a concern in spring 2010 when strengths-weaknesses-opportunities-threats analysis sessions were held prior to the development of the *San Luis Obispo County Community College District Strategic Plan 2010-2013*. Two sessions were held, one at the North County campus and one at the San Luis Obispo campus. Consolidating the weaknesses identified at both sites is the impetus for this Institutional Goal. (See appendix B.)

Feedback from the analysis sessions also identified revitalized governance and decision-making processes among the district's opportunities. (See appendix B.)

This feedback prompted the development of this Strategic Direction on participatory governance in the *San Luis Obispo County Community College District Strategic Plan 2010-2013*:

Strategic Direction One: Participatory Governance
Improve the participatory governance process by reinforcing internal communication, collective responsibility and accountability when making institutional decisions.

Although work toward the achievement of this Strategic Direction/Institutional Goal has begun, more work is needed. Remaining tasks include the development of a resource manual that will describe the collaborative processes that lead to institutional decisions. The purpose of such a document is to improve communication and trust across the district because it clarifies how the voices of the constituent groups are heard in making decisions.

Institutional Goal 4

San Luis Obispo County Community College District will implement, assess, and improve its integrated planning processes.

Basis for Institutional Goal 4: Institutional Goal 4 was developed in response to the recommendations in the fall 2010 and fall 2011 team evaluation reports prepared by representatives of the Accrediting Commission for Community and Junior Colleges.

District Commitment: Institutional Goal 4 is the district's commitment to continue the work that has begun to implement, assess, and improve its integrated planning processes.

Background: In spring 2012 the district reviewed and revised its model of integrated planning to better align these processes with the Accrediting Commission of Community and Junior Colleges standards. This revised model indicates how the components in the district planning

processes link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. It is through the annual sequence of these planning practices that the district assesses institutional effectiveness and uses those assessments to improve its services to students. A detailed review of this revised model is included in a previous section of this document.

To ensure that these planning processes are transparent and to increase institutional trust, the steps and timelines for each component of the model of integrated planning processes have been documented in the *San Luis Obispo County Community College District Integrated Planning Manual 2012*.

Now that the planning structure has been formalized, the district's next step is to implement the processes according to the timelines. At the conclusion of the first planning cycle and every other year thereafter, the district intends to assess its planning processes and revise them as warranted based on that assessment. It is through this assessment component that the planning processes will be revised. Such revisions are one way that the district demonstrates that it has developed a cycle of continuous quality improvement.

Institutional Goal 5

San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

Basis for Institutional Goal 5: Institutional Goal 5 was developed in response to the spring 2010 focus group data documented in the *San Luis Obispo County Community College District Strategic Plan 2010-2013* as well as in response to Challenge 3: How can the district most effectively continue to serve students' needs for higher education despite external pressures?

District Commitment: Institutional Goal 5 is the district's commitment to renew and expand its partnerships with all facets of the external community: K-12, nearby universities, civic organizations, businesses, and industries.

Background: During the strengths-weaknesses-opportunities-threats analysis sessions held in spring 2010 as part of the development of the *San Luis Obispo County Community College District Strategic Plan 2010-2013*, faculty and staff often identified outreach to the community as an opportunity, described as follows:

- Increase opportunity to collaborate with SLO County Office of Education
- Develop more partnerships, internships, recruitment (business)
- Developing paraprofessional via industry and business

- Integrate with local businesses
- Tap community resources, revenue
- Make community connections with high schools and businesses
- Rebuild relationships with press
- Outreach – articulation agreements with high schools

Although the district is now and has been involved in the community, efforts to expand and renew those partnerships have the potential to increase benefits to students, such as transfer agreements with universities and job shadowing or internship opportunities in local businesses and industries. During these times of economic reductions, leveraging community partnerships to expand students' opportunities is more important than ever.

Conclusion

The San Luis Obispo County Community College District is committed to increasing its effectiveness in accomplishing its mission. This document is central to the district's model of integrated planning which is designed to assess and document institutional effectiveness.

This *Cuesta College Education Master Plan 2011- 2016 Addendum* serves the purpose of documenting the district's work in spring 2012 to develop Institutional Goals that are broad enough to be included in a long-term plan while also being specific enough to provide meaningful direction for the development of the strategic plan and the operational plans. The next step in the San Luis Obispo County Community College District model of integrated planning is to prepare a strategic plan and operational plans that are based on these new and improved Institutional Goals.

Appendix A

- Data Excerpts from the *Cuesta College Educational Master Plan 2011-2016*
- District Dialogue on the Current and Anticipated Challenges

Appendix B

- San Luis Obispo County Community College District SWOT Analysis 2010

Data Excerpts from the *Cuesta College Educational Master Plan 2011-2016*

The following figures and tables were first presented in the *Cuesta College Educational Master Plan 2011-2016*. These are referenced in this document as the key data elements that describe the district’s current and anticipated challenges and are reproduced in this appendix for easy reference.

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

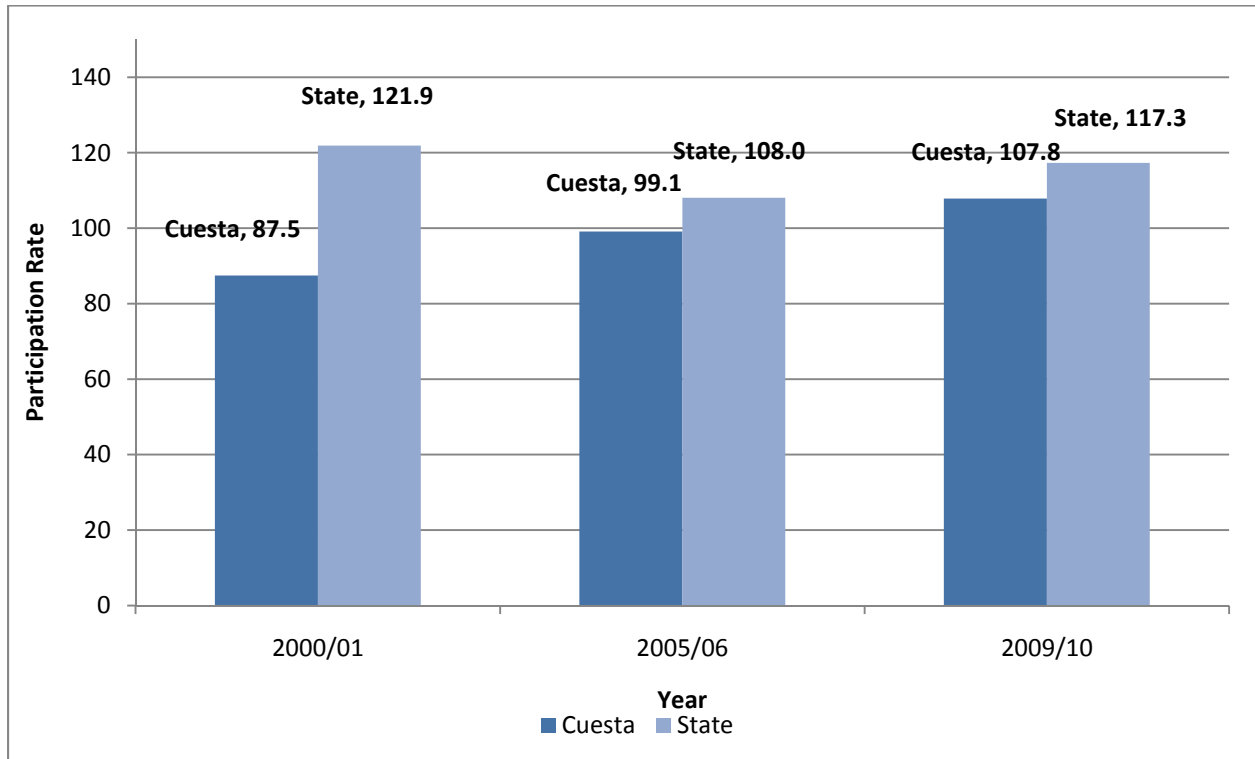


Figure 3-5: San Luis Obispo Public High School 12th Grade Enrollment and Graduates (Actual and Projected 2000/01 - 2018/19)

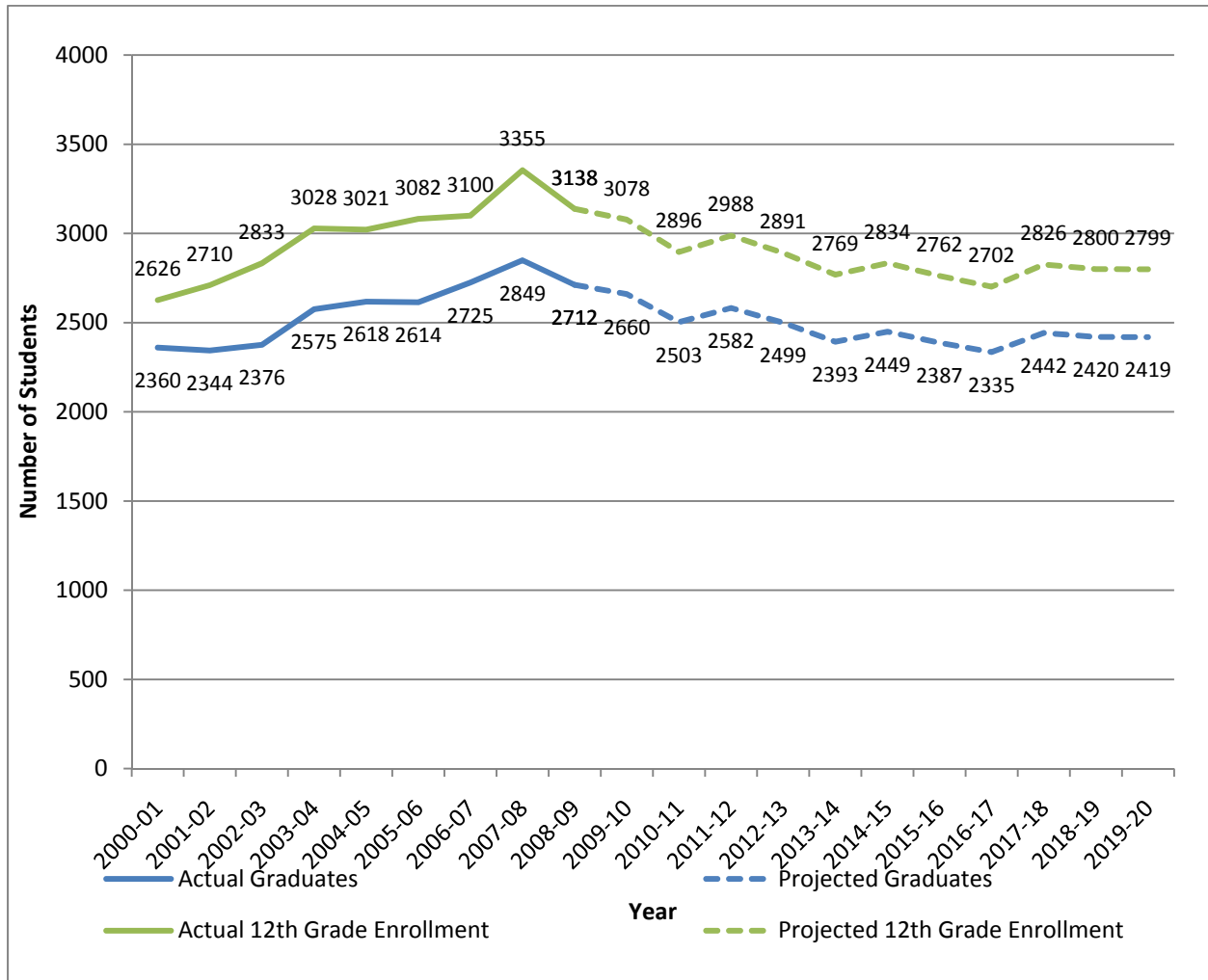


Figure 3-13: San Luis Obispo County Public High School College-Going Rates California Community Colleges (2001-2009)

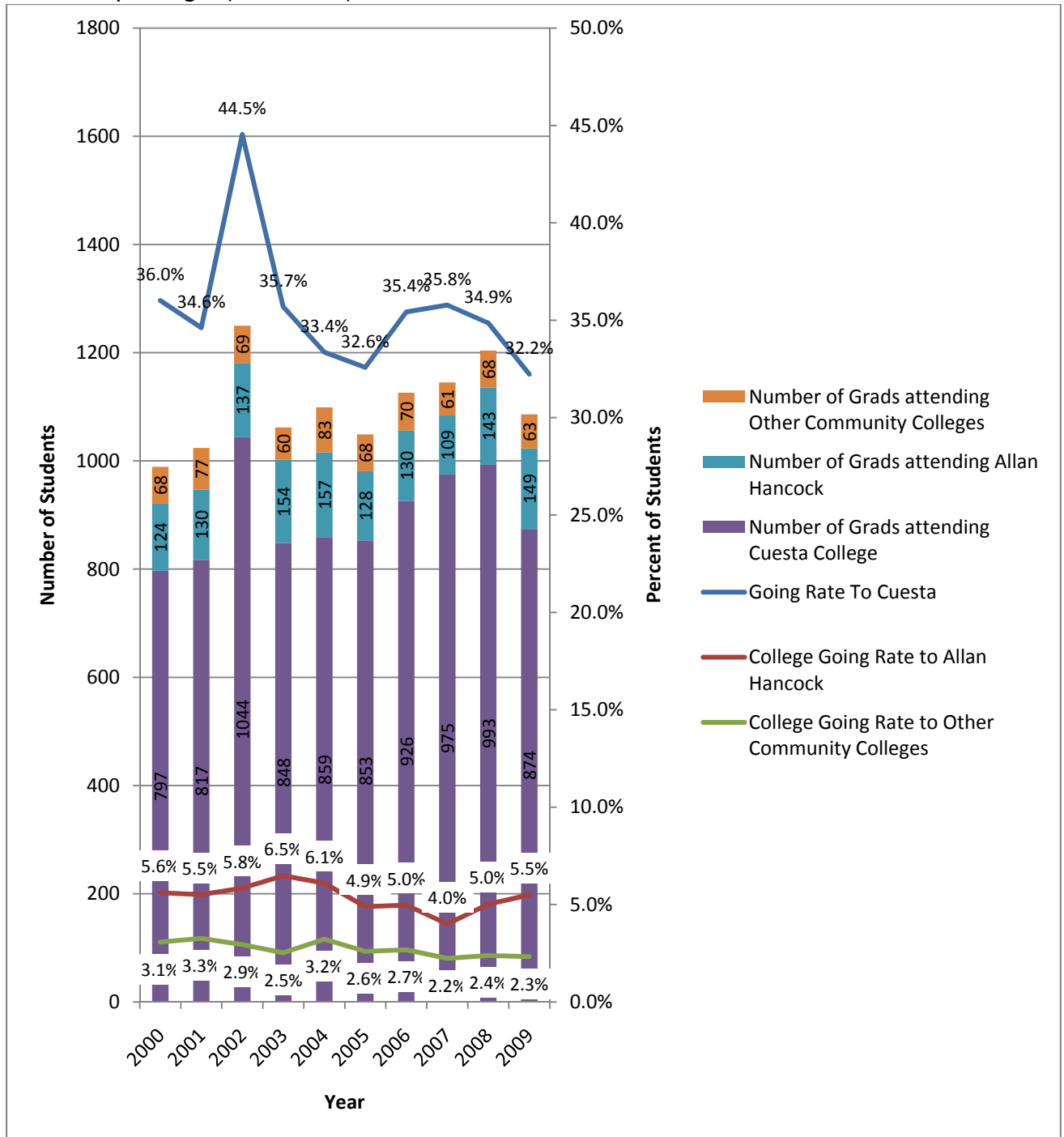


Figure 3-15: SLO County Actual and Projected Overall Population (2000 -2011)

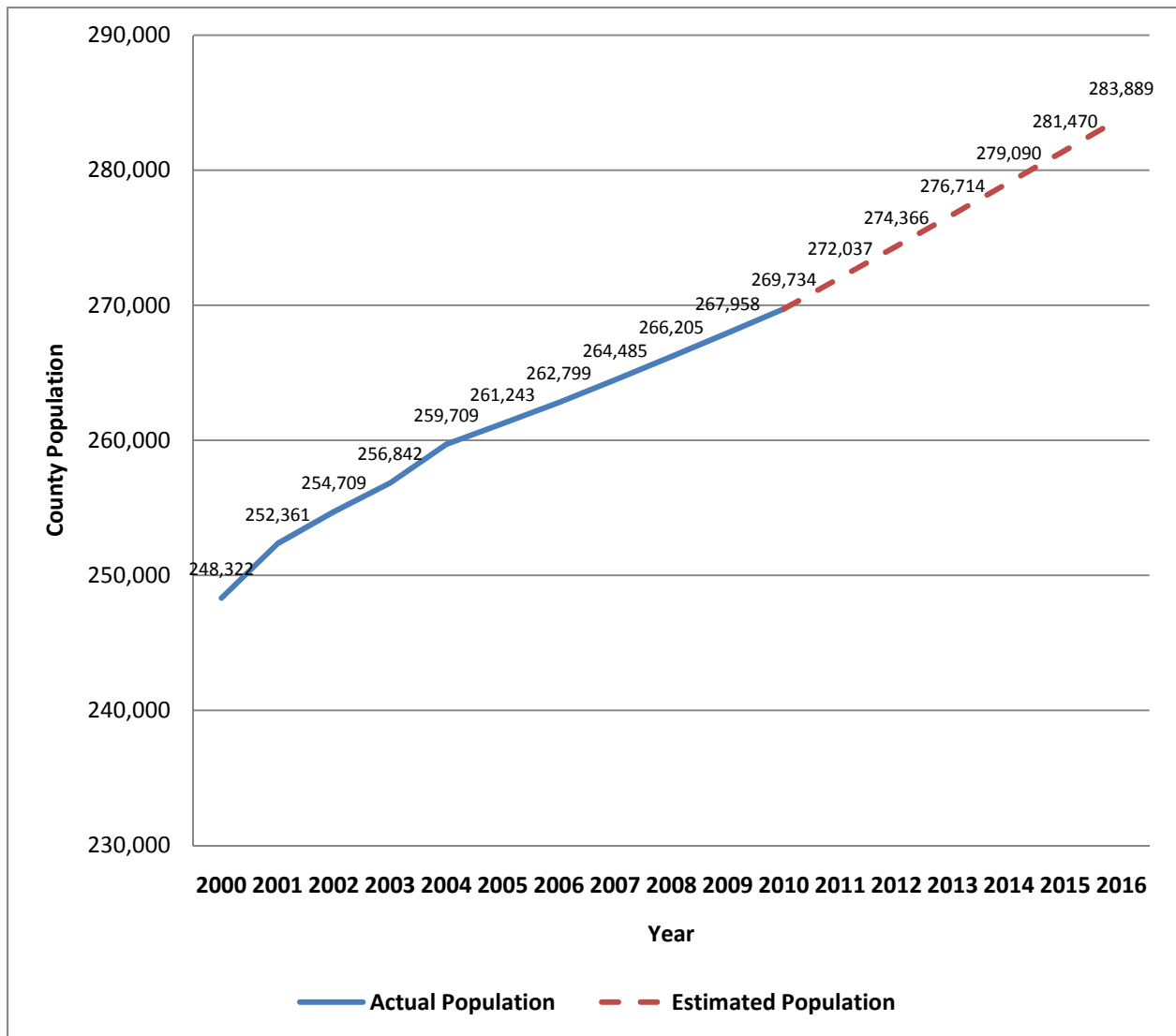


Figure 3-20: SLO County Age Compared to the State of California (2010)

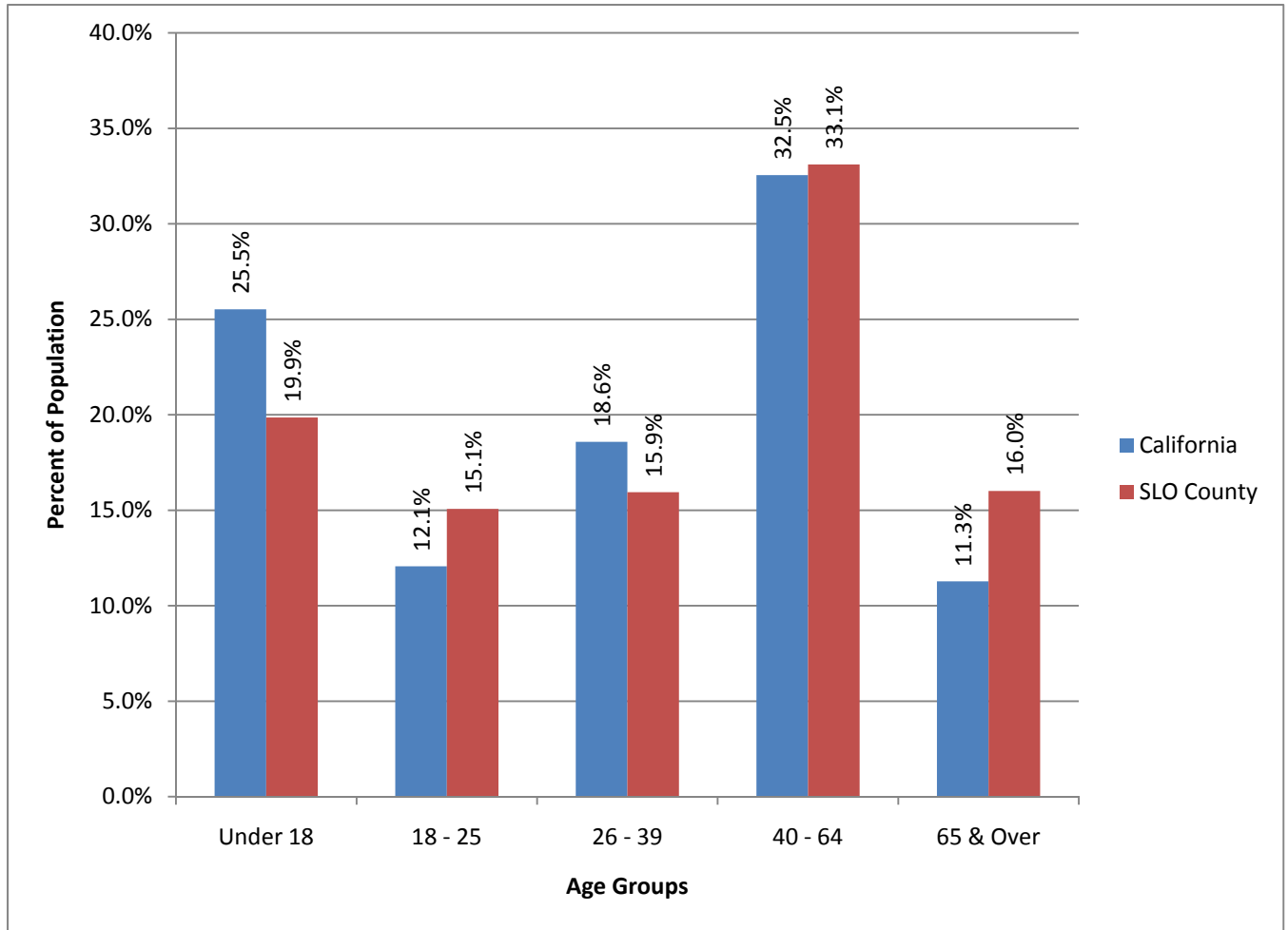


Figure 3-21: SLO County Actual and Predicted Age (2000-2016)

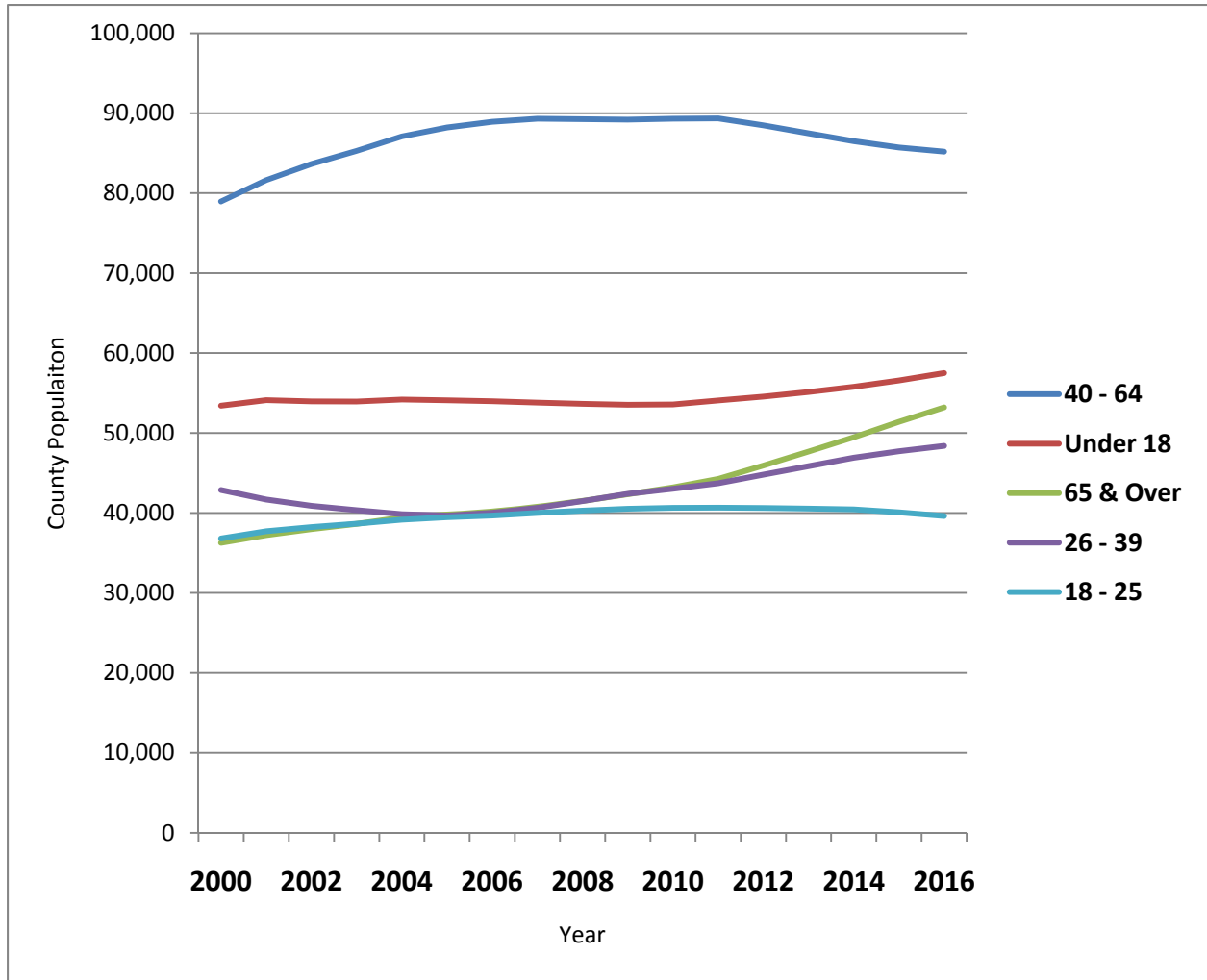


Figure 3-37: Fall Unduplicated Headcount by Credit Status by Location (F06-F10)

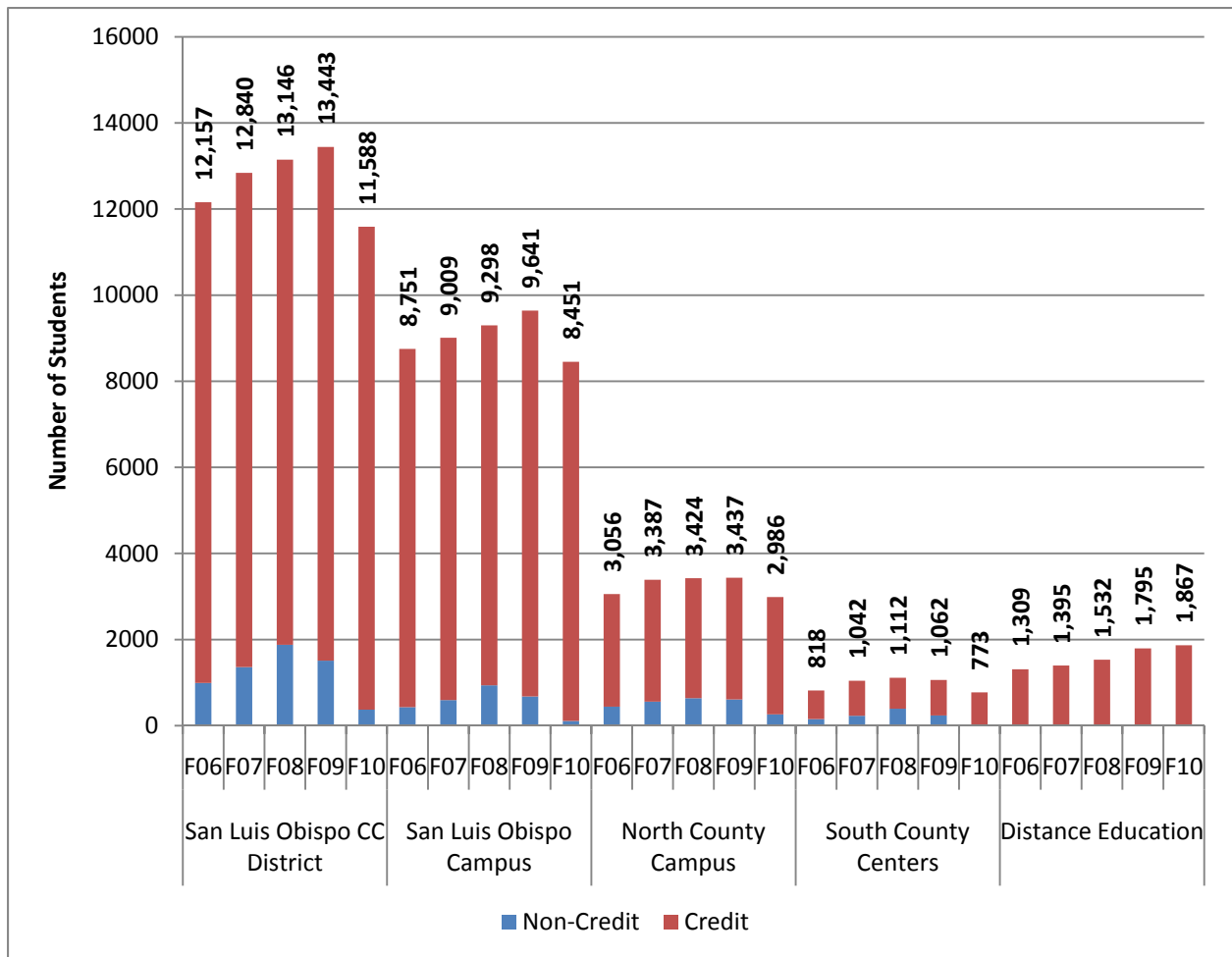


Figure 3-39: Course Section Offerings by Transfer/Degree, CTE, and Basic Skills Status (2009/10)

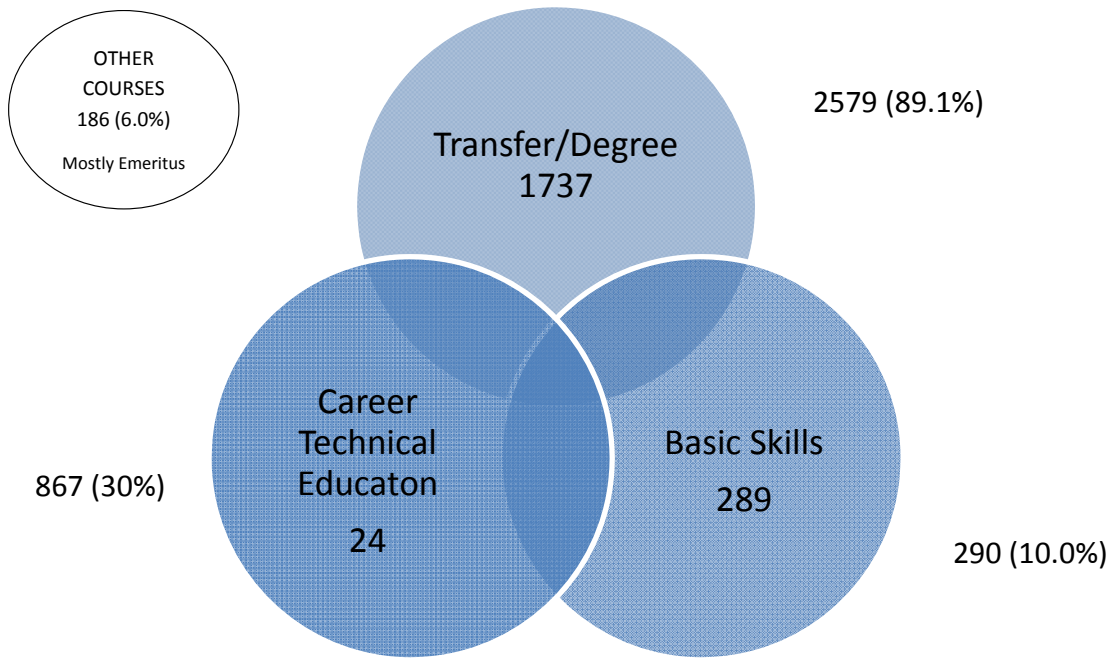


Figure 3-41: Cuesta College Local and Out-of-Area First-Time Students under 21 years of age (F06 – F10)

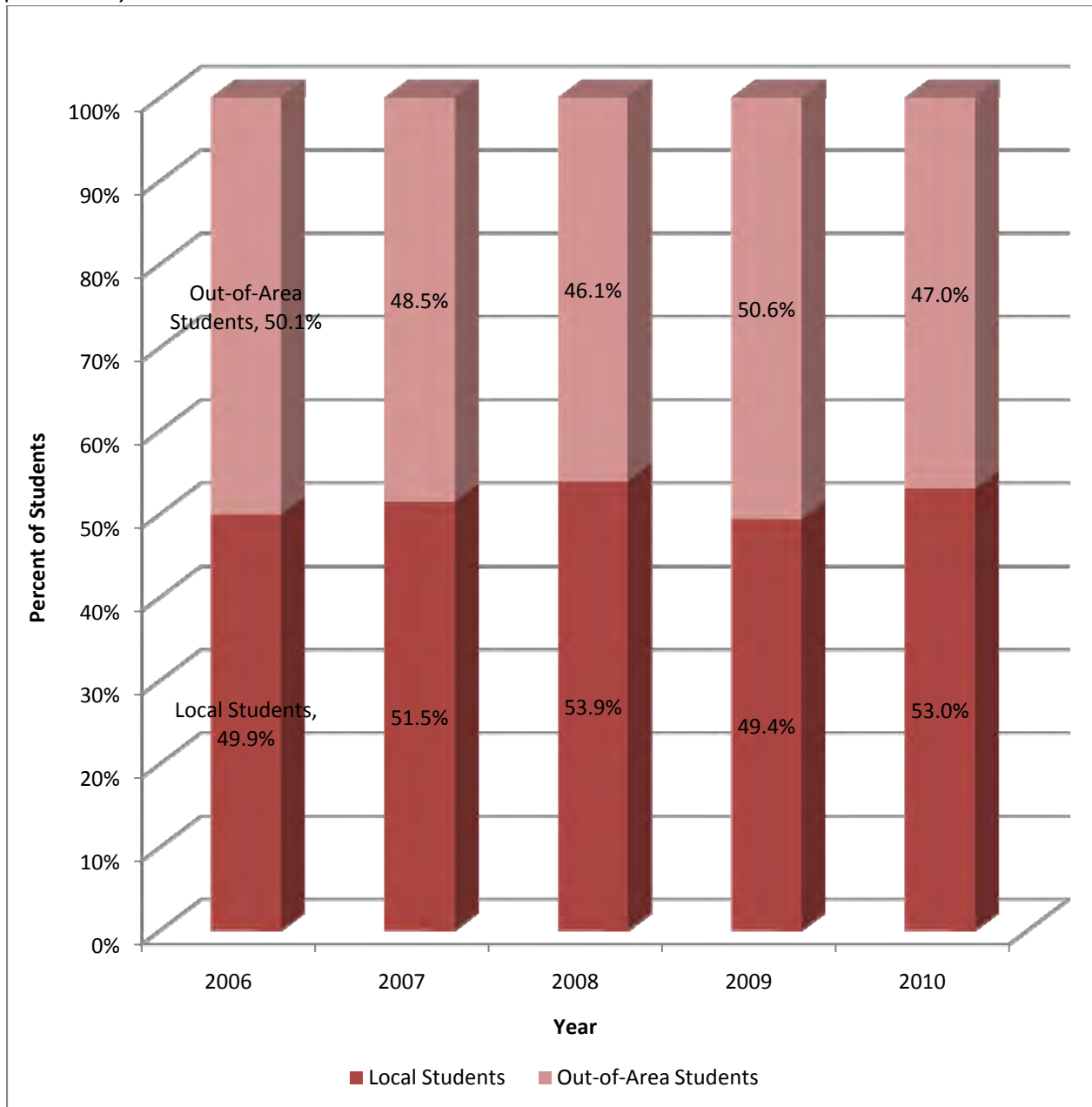


Figure 3-48: Self-Reported Educational Goal by Region (All students fall 2010)

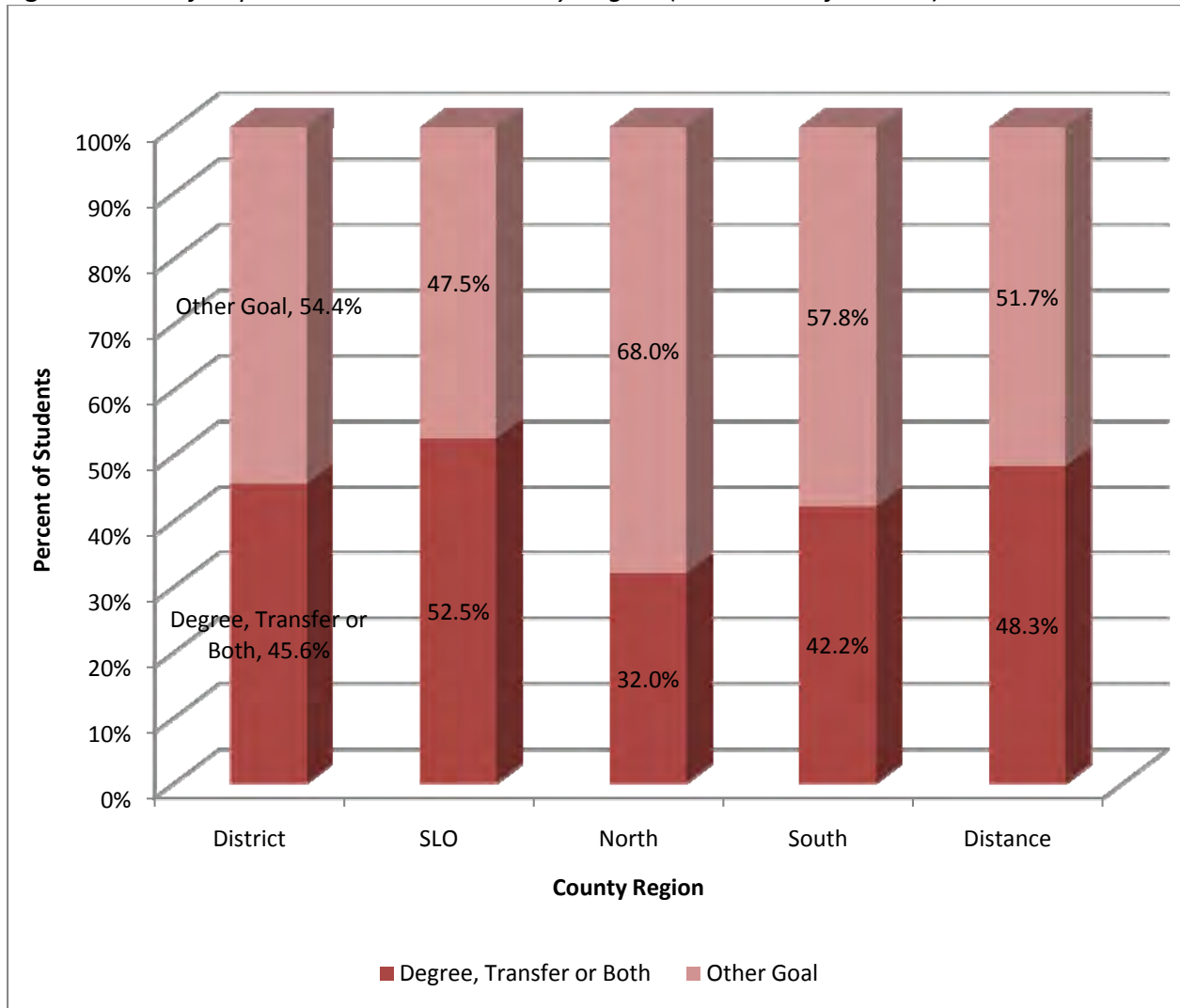


Figure 3-53: Cuesta College English Assessment: Placement Recommendations (2005 -2010)

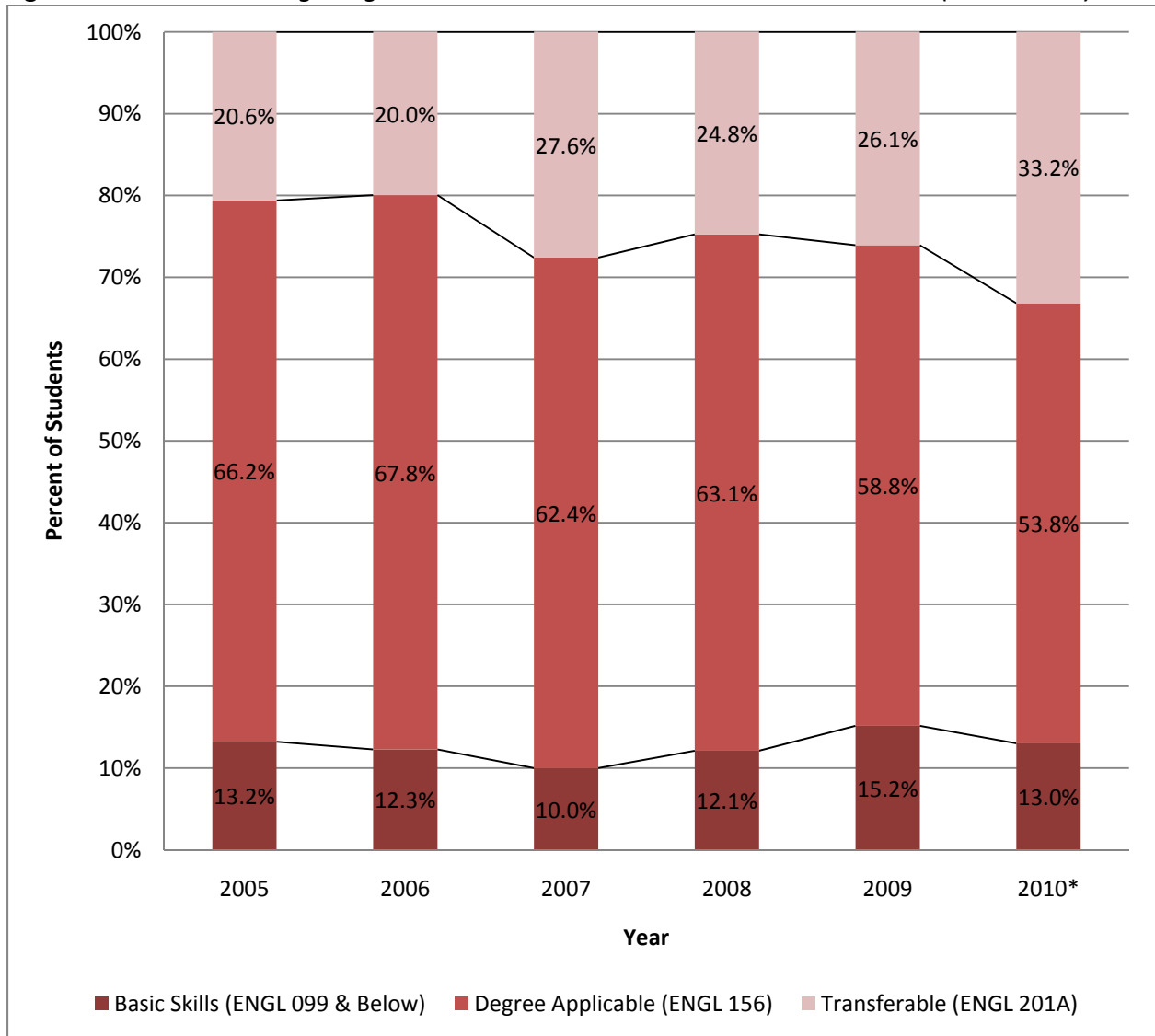


Figure 3-54: Cuesta College Mathematics Assessment: Placement Recommendations (2005 - 2010)

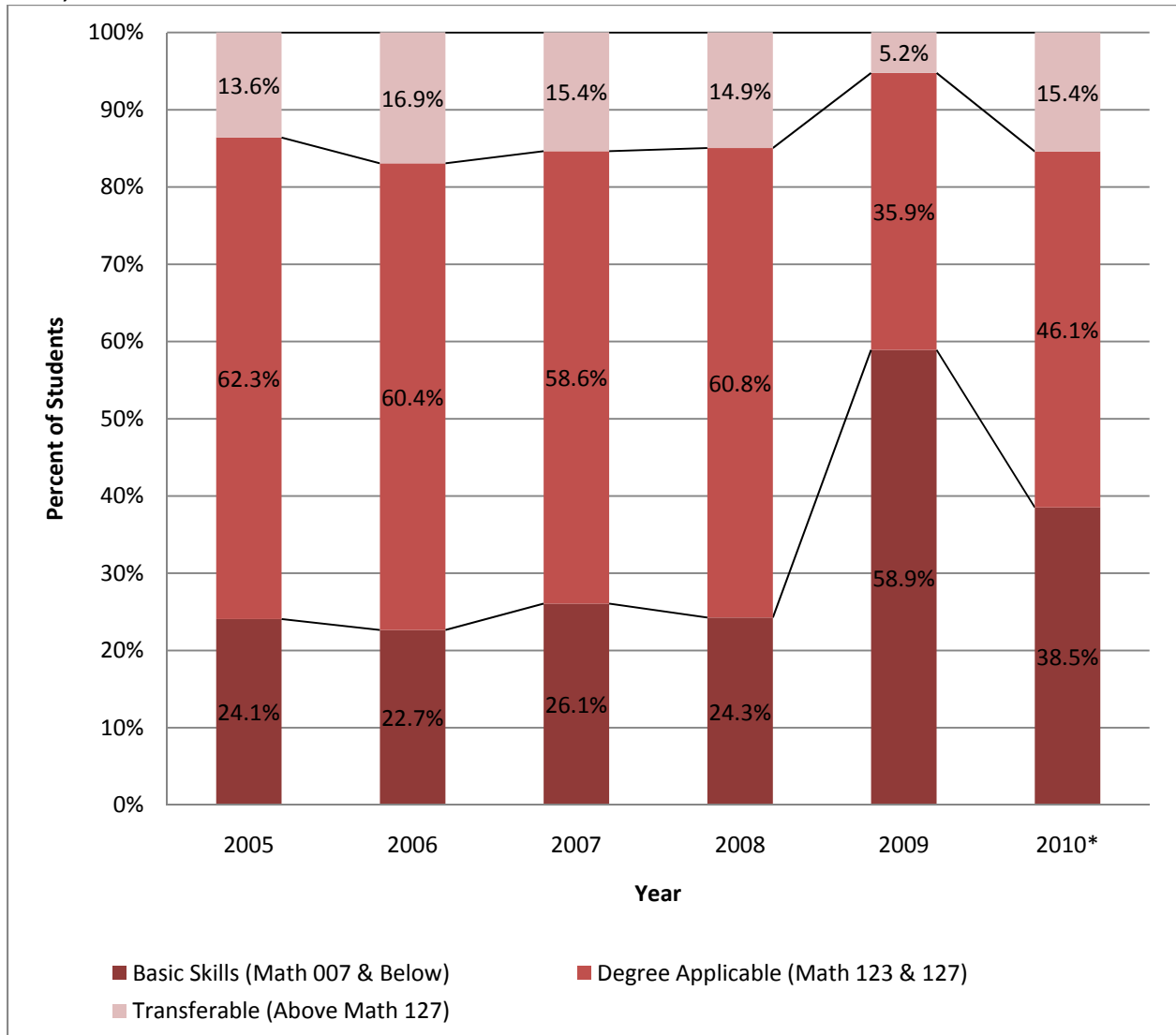


Figure 3-55: Cuesta College Student Age (fall 2006 – fall 2010)

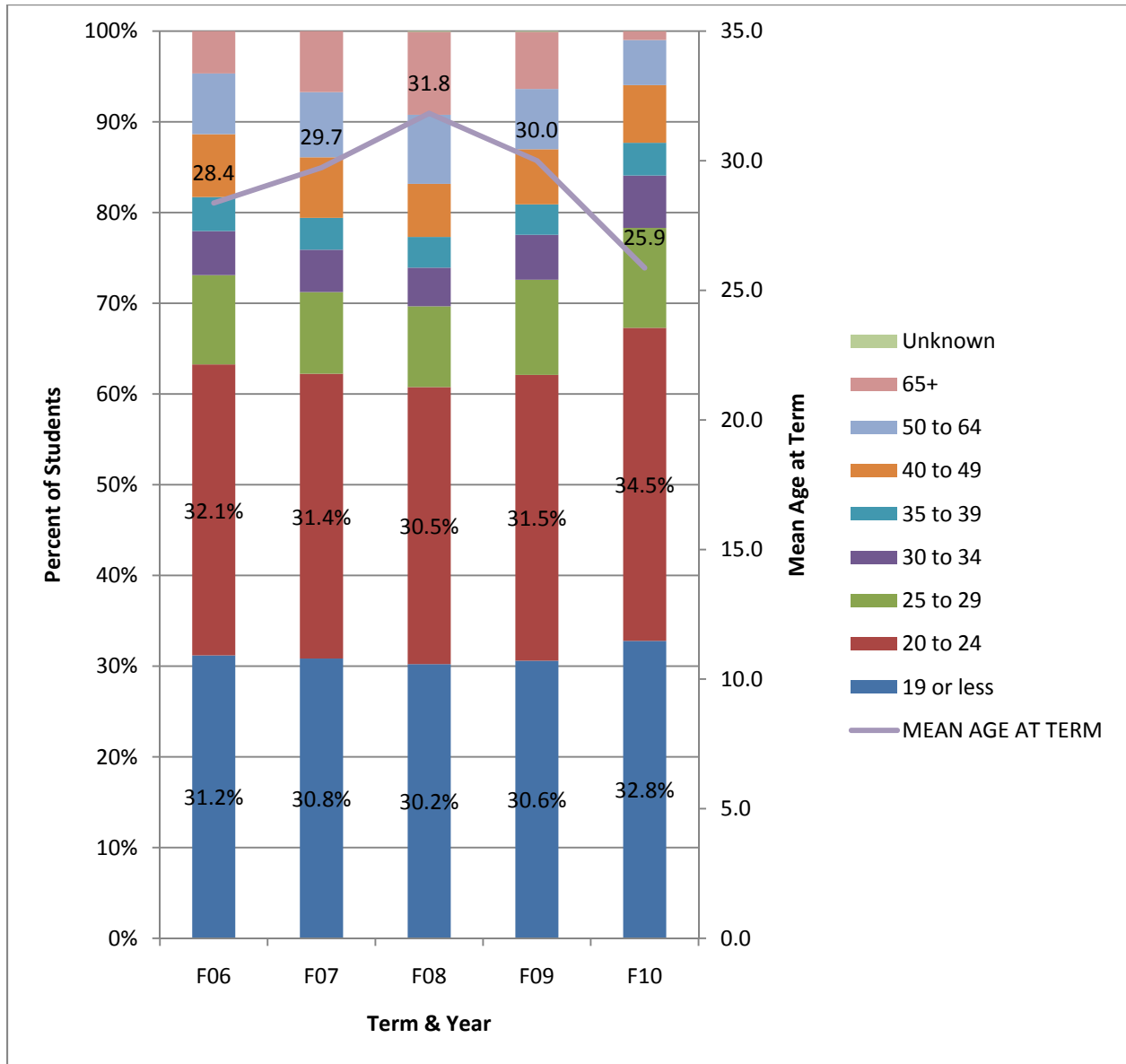


Figure 3-70: IEO #7: Improvement Rate for Credit Basic Skills Courses (ARCC Indicator 7)

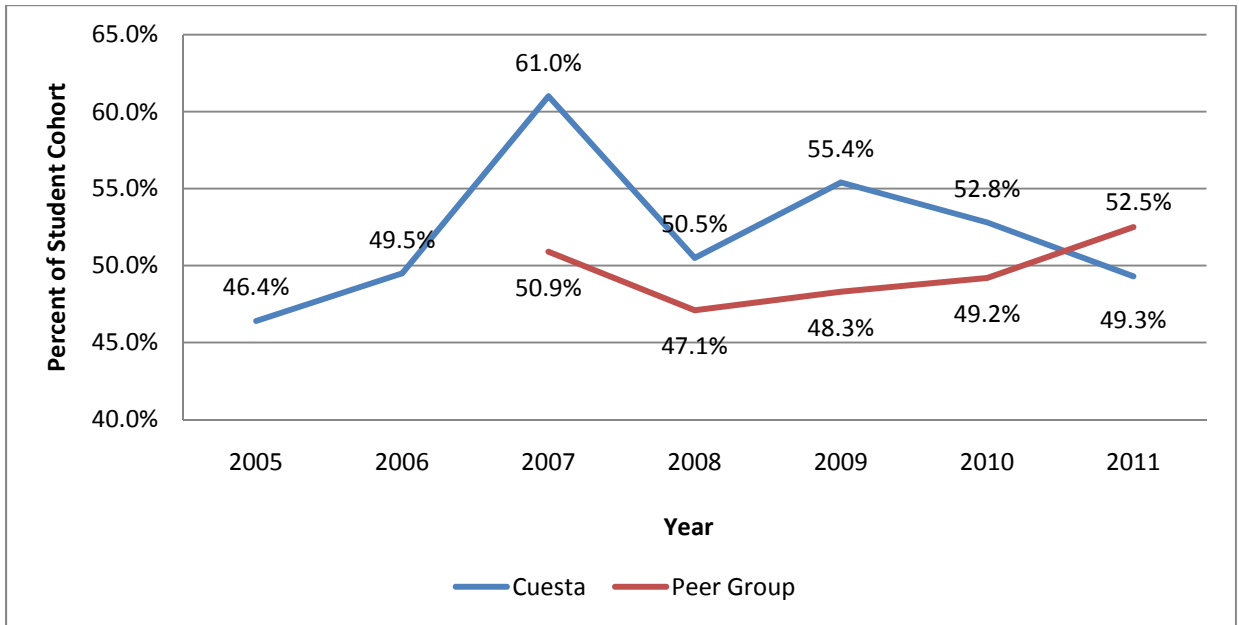


Figure 3-76: Cuesta College Degrees and Certificates Awarded (05/06 – 09/10)

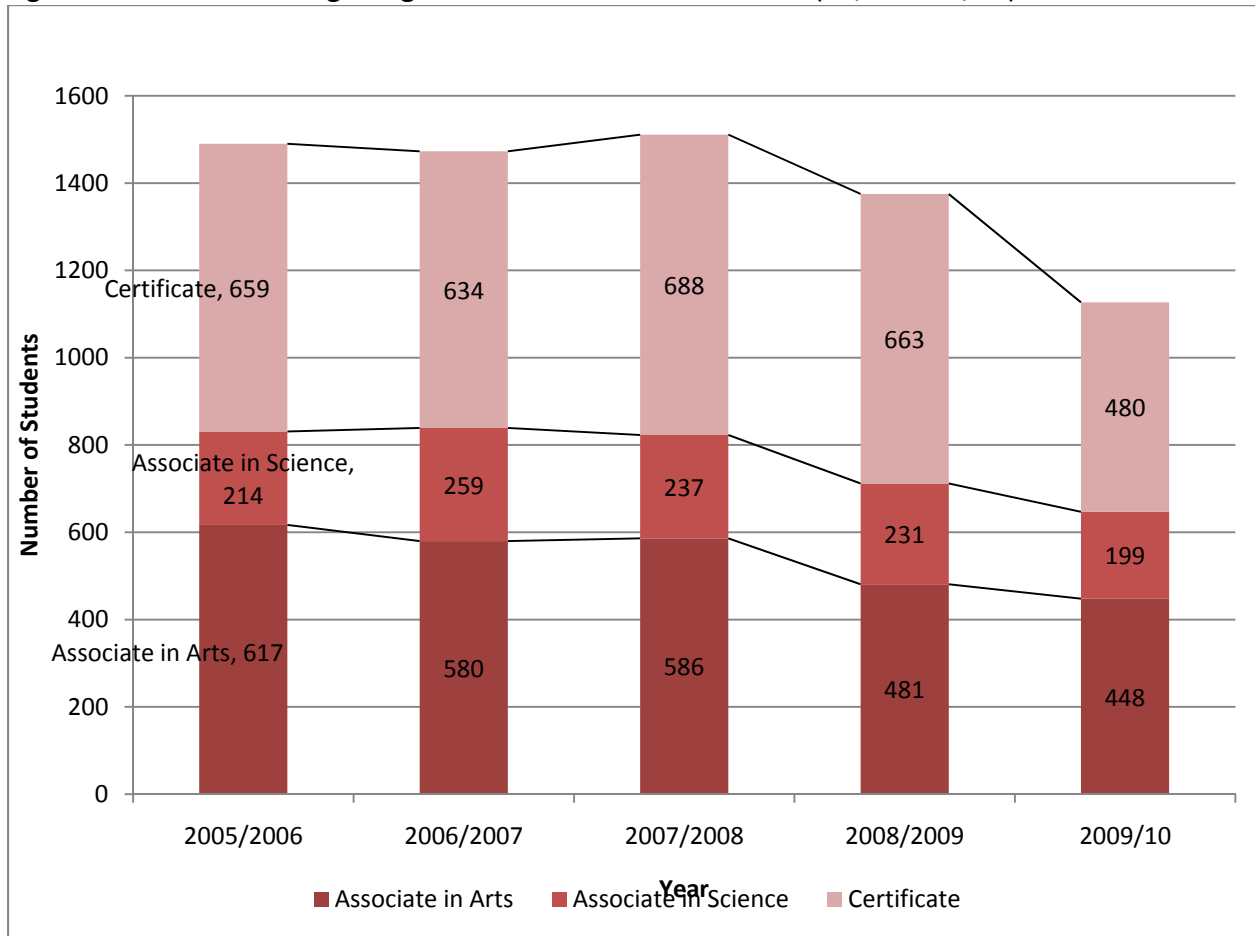


Figure 3-78: Cuesta College Transfers to Four-Year Colleges and Universities (2004/05 – 2009/10)

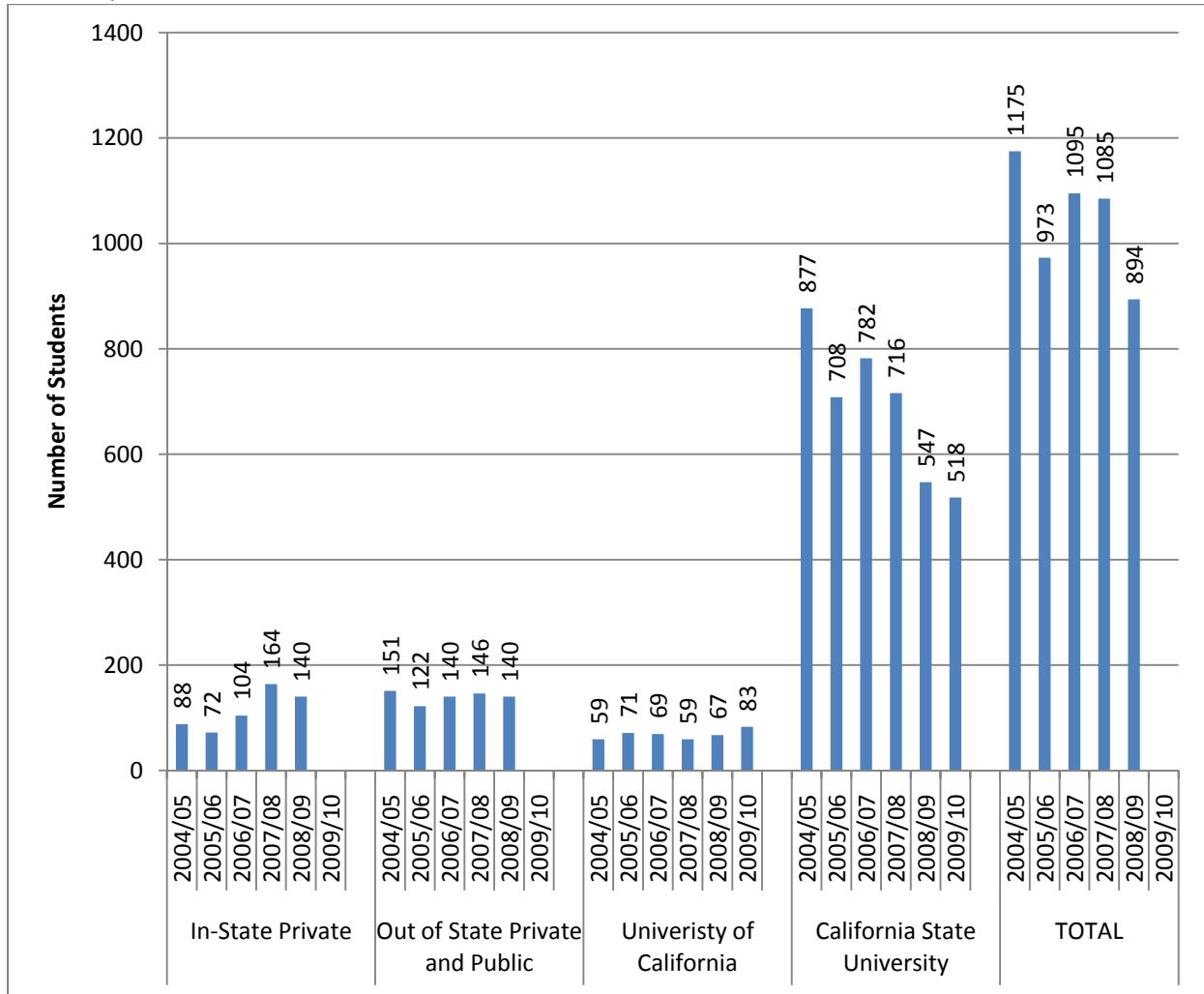
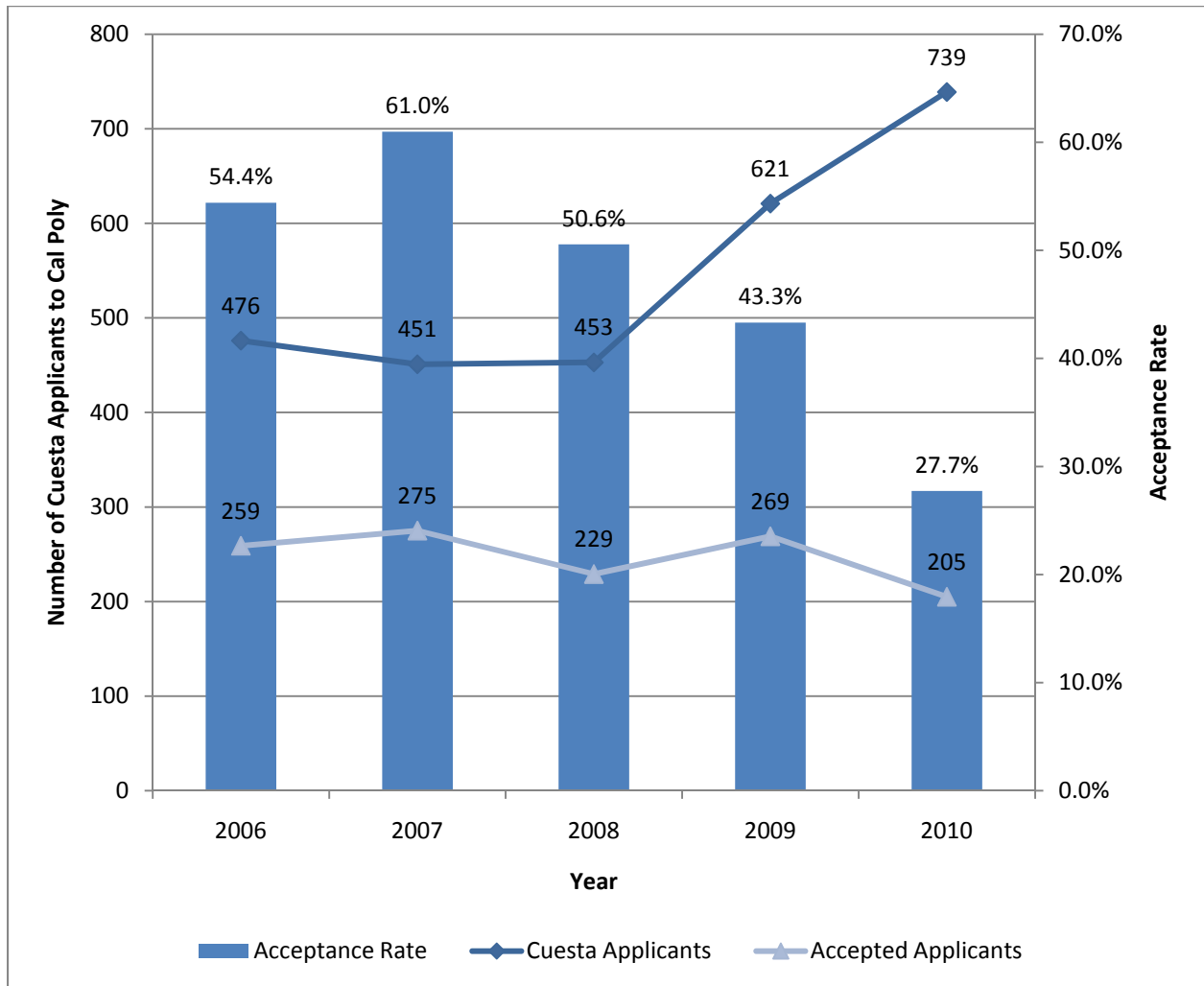


Figure 3-80: Cuesta College Applications and Acceptance Rates to Cal Poly, SLO (F06 –F10)



District Dialogue on Current and Anticipated Challenges

In spring 2012, all members of the district internal community were invited to attend a brainstorming session. Sixty-five participants reviewed relevant data from the *Cuesta College Educational Master Plan 2011-2016* and used that information to identify current and anticipated challenges. Once the challenges were articulated, they were then used as the basis for the Institutional Goals which express how the district intends to meet the challenges.

The following are the participants' questions and summary statements following the presentation of data related to each challenge.

Questions and summary statements regarding Challenge 1: How can the district best serve its changing community and potential pool of students?

- Overall
 - o How can we plan for a smaller population and still strive for excellence with the resources given to us and the changing student demographic?
 - o How do we adjust ourselves in light of the changing demographics?
 - Crucial to future bond issues
 - Look at the Hispanic community
 - Incentives for local high school students

- Projected demographic changes:
 - o Cuesta College is challenged to keep/grow enrollment with population decline.
 - o How do we capture/increase enrollment rate in a time when demographics are changing?
 - o Cuesta College is challenged to be increasingly responsive to growing Latino community to recruit ESL to transfer students.
 - o How can we be responsive to Latino community with basic skills, culturally relevant non-credit ESL, and transfer courses?
 - o Is Hancock College perceived as being more comfortable for Hispanic students?
 - o How do we maintain enrollment when the out-of-area population is declining?
 - o How do we learn more about the decreasing out-of-area students coming to Cuesta College in order to effectively address the decline?
 - o With SLO County decreasing 18-25 years of age, and 65+ is increasing and out of district is decreasing, how do we maintain or increase our out of district participation?
 - o How do we enroll more non-traditional students, such as older working adults, in terms of non-traditional delivery and interface at employers' locations?
 - o How do we identify the non-traditional student market and measure their educational needs?
 - o Concerns over knowing enough about and encouraging non-traditional student demographic

- How to market to high school students and change the perception of going to Cuesta?
 - Crystallize Cuesta's image as a premier institution
 - Need to capture in all graduates in the service area; we need to focus on increasing the high school capture rate.
 - Given the decrease in high school student population how can Cuesta attract other non-high-school student populations?
 - How do we maximize high school enrollment?
 - How do we tap into untapped populations locally underserved?
- Enrollment by region:
 - How do we better meet the going to college rate by measuring demand by region?
 - How can we capture South County growth?
- Scheduling patterns as a barrier or asset:
 - How do we use course scheduling among clusters to better meet student achievement of certificate/degree/transfer?
 - Can we meet students' scheduling needs and create a schedule that allows us to have an integrated schedule across disciplines and time blocks?
 - How can we develop a more robust schedule that accommodates day, time, location, and GE coursework needs to increase student access?
 - How do we schedule classes across disciplines to allow for students schedules?
 - Do we schedule basic skills, college prep, and transferable courses as blocks instead of by discipline?

Questions and summary statements regarding Challenge 2: How can the district support students in their efforts to complete transfer requirements, degrees, and certificates?

- Basic skills:
 - Increase students' ability to progress from basic skills to degree/transfer level
 - Improve the ESL success rates of students at Cuesta College
 - Query ESL marketing to find out what they feel the challenges are
 - How do we increase the success rate of basic skills students? (Kahn method)
 - How can Cuesta College increase improvement rates for basic skills given diminishing resources?
 - With diminishing counseling resources how do we create innovative tracts that combine basic skills with CTE or a student's major?
- Completion of degrees, certificates and transfer requirement
 - Our challenge is to increase degree/certificate completion and transfer

- How do we create more opportunities for our transfer prepared students? TAG agreement with CSU Channel Islands? Special program with Cal Poly? More private options?
- How can Cuesta College improve course success rates in distance education?
- How can we help students identify appropriate course sequences early on?
- How can we design systems to support student long-term goals in order to provide incentives for completion?
- Overall issues related to success in basic skills and completion of degrees, certificates, and transfer requirements
 - How do we identify more effective specialized support services in line with specific needs?
 - We need to better understand our students and their needs

Questions and summary statements regarding Challenge 3: How can the district most effectively continue to serve students' needs for higher education despite external pressures?

- Re-entry and transfer students
 - Do we have programs and courses that will lead to employment for re-entry students?
 - How do we maintain a focus on transfer when colleges have reduced transferability access?
 - How do we develop a relationship in order to be the number one transfer institution to Cal Poly?
- Student access
 - How do we encourage students to enroll in tight fiscal times in terms of marketing the college as high value and providing financial support for students?
 - How does Cuesta College address students' special needs/not college ready, need some accommodation, given financial/budget constraints?
 - The sharp increase in student enrollment fees is counterproductive as to what we are trying to do.
 - Are we going to grow our GED non-credit program to meet the needs of students who will not qualify for a Pell grant without taking GED?
 - How do we market Cuesta to high school juniors and seniors based on money savings? Cuesta tuition vs. CSU/UC tuition.

Cuesta College San Luis Obispo Campus SWOT Analysis
March 24 -25, 2010
Carolyn Russell and Richard Giese, Facilitators

STRENGTHS

- Better class environment with students from geographically diverse representation
- National/local business support, business partnership program
- Great advisory network
- Certifications for students
- Faculty/community connections
- Business entrepreneur center/State pilot
- Statewide reputation for innovation
- Foundation—one of top 5 in California
- Music, CPAC, Drama
- Location
- Excellent faculty
- Excellent community resource
- Dedicated employees—help find a solution
- Good community support
- Geographically diverse group of students, 45% from out of area
- Close to CSU
- Longtime faculty
- Quality of employees
- Commitment to quality education and instruction
- Integrity
- Comprehensive
- Students first
- Student Services—DSP&S
- Longevity—community commitment
- Coherence
- Buy in
- Collaborative across departments
- Goodwill, teamwork to solve problems
- Honesty, open communication
- Facilities, campus
- Reputation
- Community support, vocational, nursing
- North County Campus, private donation built it
- Transfer rates
- Student goals
- Community programs
- Emeritus College
- Bridge, college for kids
- Career connections, serves students and community
- Athletics
- Openness to dialogue
- Do well with less \$, changes in staffing—resilience and adaptability
- Student access
- Middle management, staff and faculty provide stability,
- Higher level of skills—function of area as well as campus power vacuum
- Leaders at all levels
- Shared goals
- Professional growth incentive
- Employees care about Cuesta and students, history
- Strong leadership—middle management & faculty
- Pro-family
- Flexibility of schedule arrangement based upon personal needs

- Great students
- Wellness classes and availability of education opportunities
- Progressive approach to teaching
- Music/talent
- Disabled Student Programs and Services
- Nursing
- Technology—up to date for some areas, accessible, centralized support staff

- Commitment to students (even behind the scenes)
- Forthcoming/open with sharing information with staff
- Faculty/classified union representation
- Experienced current College President; his years with Cuesta are a huge plus, and the same applies to one VP

WEAKNESSES

- South County students go to Allan Hancock College
- Distance Ed—support, technology, trainer—zero
- Accreditation
- Administrative turnover, holes, interims
- Insufficient classified support staff
- SLO campus lacks interaction between constituents, stays in same groups
- Slow decision making and implementation
- Bureaucratic structure
- Too much Us/Them
- Lack of awareness to become a sustainable community (more than “green” environment)
- Location
- \$20 million debt (debt service)
- Transportation
- Parking issues
- Facilities: outdated rooms, equipment, technology (My Cuesta)
- No math building
- No South County faculty
- No South County presence

- Lack of availability of staff to help students
- Slow to adapt to the needs of the community
- Poor customer service
- Program relevance
- Three very different geographic areas in District
- Integration of student community, clubs, student government
- So much going on at the administrative level, missing student focus
- Smattering of international students
- Library hours and resources (24-hour room)
- No strong central leadership, turnover at President and VP levels
- Adversarial/antagonistic environment
- Non-transparency in upper management
- Faculty non-conformity to standard methods of communication (campus email, tools and software), which causes people to miss vital pieces of communication
- Absence of accountability

- Lack of trust—individualism
- Disproportionate number of part-time faculty
- Decrease in all staff
- Underfunding for technology infrastructure
- Aging technology
- Food quality on campus—too expensive
- Board of Trustees—egos, power struggles, community awareness (lack of availability to the public, i.e. minutes, etc.)
- Segregation of interest groups
- Lack of leadership at top levels
- Still not recovered
- Poor past hirings
- Fiscal irresponsibility & knowledge
- Layoffs as easy solution
- Distance education, no support for all individuals, no institutional support
- No clear definition of roles
- No accountability
- Ad hoc, informal sometimes misdirected
- Silos
- Funding
- Lack of decisions because seeking perfection
- Lack of assessment
- Lack of diversity
- Politics before results
- Recriminations
- Blame
- If everyone is happy there is something wrong
- Public/community perception diminished
- Even though technology is strong, unable to respond to shifting times
- Ongoing funding of technology for today's infrastructure
- Growth without planning—roles, accountability
- No technical support for students
- No marketing for current students, staff
- No fairness in staff assignments—poor planning
- Distrust, conflict between constituent groups
- False phrases; data driven; student centered

OPPORTUNITIES

- Create Strategic Plan
- Technology funding, planning—white paper
- DE plan, enrollment
- Change, evolve
- Reorganization to meet today's growing student demand
- Marketing—assess new trends, skill sets, needs
- Update job descriptions and really build diversity
- New organization chart
- Operational procedures
- New leadership—stability, competence, appropriate, listen
- Normalize procedures
- Examine “Cuesta Way”—isolation
- Re-examine decision making, small groups, best practices nationally
- ESL—integrate credit/non-credit
- Solar energy
- Wind energy

- Alternative energy sector, seek support from PG&E; charging stations
- Create bike paths
- Carpool exchange
- Email parking passes for guests
- Best parking for carpoolers
- Get students to apply for federal financial aid (\$500 million left on table)
- Certification programs, jobs upon graduation
- Develop more partnerships, internships recruitment (business)
- Gather department resources together
- Student success center
- Develop own source of energy
- Create more robust DE
- Get technology upgraded
- Closer CP collaboration
- Increased opportunity to collaborate with SLO County Office of Education
- Viticulture in the future
- Developing para-professional via industry and business
- Investigate community college four-year degrees
- Build/have South County center
- Develop mass transit
- Integrate with local business
- Broadcast the Board of Trustees meetings so that the community can be aware of issues and decisions
- Student participation in campus projects—landscaping
- Change
- Professional development
- Outreach/fund raising
- Getting staff/faculty together outside of “work,” social event
- Participate in governance
- Classified senate (non-contractual)
- Objective voices speaking into our strategies of operation—to help us see what we cannot
- Technology training for staff
- Increase student enrollment
- Hiring from within
- Fund raising/grant writing
- No \$ to purchase, consider lease/rent

THREATS

- Money, money, money
- Allan Hancock College
- Institutional paranoia (culture)
- Outdated facilities without maintenance
- Keeping up with technology
- ESL-night only program
- South County access
- Incompetent administrators
- No institutional research—HELP!
- For-profit colleges taking federal and other dollars
- Communication limited
- Professional development, no institutional commitment
- Inconsistent application of all College policies
- Inequity between faculty and classified
- External threats:
 - Funding
 - State regulatory changes
 - Managing the Boa, assessment, no fresh energy
 - Isolation

- Cost of living in area, tough to recruit faculty and staff
- Financial aid
- Bad PR
- Diminishing community support
- Changing demographics, commuter college, no bond support
- Internal threats:
 - Cuesta way versus best practices
 - Our own unstructured airing of dirty laundry
 - Governance, decision making
 - Too many committees/undefined roles
 - Favors conflict seekers versus problem solvers
 - Part-time/full-time faculty
 - Some of the best employees do not have time to commit to governance
 - Funding for student support programs and services – shared financial responsibility
 - Hiring practices
 - Administrators—hire administrators
 - No salary increases
 - Constant crisis mode
 - Poor communication and fear—rumors and organizational breakdown
 - Loss of service to infrastructure—power loss, weather
 - Outdated equipment/technology
 - Absence of capital project fund raising/grant writing
- Lack of manpower to support new buildings
- New President
- Infighting
- Takes too long to make decisions
- Accreditation
- Lack of understanding of the budget process
- Lack of transparency
- Funding and the unknown future
- Short-range visions
- Utilize total cost of ownership
- Unbalance budget—targeting classified
- Rumors

Cuesta College North County Campus SWOT Analysis
Wednesday, March 24, 2010 * Ed Buckley, Facilitator

THE LIZARDS

STRENGTHS

- NCC has large community support
- Dedicated employees
- Gil Stork
- Marketing Department
- Allied Health/Nursing
- Ability to expand
- Quality education
- Enrollment—14,000

WEAKNESSES

- Lack of support from SLO campus
- Lack of internal communication between individuals, departments, campuses
- Divisiveness
- Lack of consistent leadership
- Board of Trustees
- No infrastructure
- Lack of money
- Benefits don't compete with Cal Poly
- Poor relationship with the press
- Disgruntled employees
- Community perception that we are losing accreditation
- Lack of full-time faculty

OPPORTUNITIES

- Growth of Distance Ed
- Educational Technology
- CPAC
- Location
- Rebuilding relationships with press
- Green Buildings

THREATS

- Losing accreditation
- Funding
- Allan Hancock College
- Divisiveness—internal
- Losing good employees
- Limited longevity of modular buildings—NCC

THE KOMODO DRAGONS

STRENGTHS

- Student demand
- Faculty and staff
- Attention to students—NCC (community feeling)
- Facilities (CPAC)
- Collaboration
- Multiple sites (access)
- Dedicated NCC budget
- Efficiency—NCC
- Consistent leadership—NCC

WEAKNESSES

- Uneven distribution of support services
- Not enough faculty and staff
- \$ (unlikely to get public \$)
- No assessment space—NCC
- Communication
- Morale (tension, uncertainty, sense of not being listened to)
- Decision making (Board too)
- No professional development position

OPPORTUNITIES

- Retention & success—grow to District-wide effort
- New building—NCC
- Community connections—high schools, businesses
- Lots of space for growth—NCC
- Population growth—NCC
- Communication with students
- More professional development

THREATS

- Proprietary schools
- Lack of funding
- Course availability is uncertain

THE GATORS

STRENGTHS

- NCC Dean of Students
- Faculty and community support
- NCC staff student services
- Good, dedicated hard-working faculty & staff
- Extremely student focused (NCC particularly)

WEAKNESSES

- College morale
- Tying College goals into the College costs
- Lack of industry/jobs for graduates
- Understaffed (availability)
- SLO-centric
- Split/dual schedules could place burden on both faculty and students
- Full-time to part-time faculty ratio, staff ratio
- Administrative turnover
- Untapped community resources, revenue
- Sustain planning processes that we are currently engaged in (every two years)

THREATS

- Self-destructive
- Economy!
- Spreading responsibility to fewer jobs
- Board not knowledgeable enough about how College operates

San Luis Obispo County Community College District



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