



STRATEGIC PLAN

2010 - 2013

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

San Luis Obispo, California

SEPTEMBER 28, 2010



San Luis Obispo Campus
P.O. Box 8106
San Luis Obispo, CA 93403-8106

South County Centers
Arroyo Grande High School
Nipomo High School

North County Campus
2800 Buena Vista Drive
Paso Robles, CA 93446



Thank you to the staff, faculty, administration and all those who dedicated their time and resources towards seeing this strategic plan through to its completion. It is because of their commitment to excellence, long hours of dedication and perseverance towards a common goal that this project can succeed.

As president, I have witnessed countless examples of staff, faculty, and administrators working together to make Cuesta College a better place to work and a better place to learn. Thank you to the members of the strategic planning committee for helping Cuesta College move forward as a better place.

Sincerely,

Dr. Gilbert H. Stork

**San Luis Obispo County Community College District
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INTRODUCTION

STRATEGIC PLAN

The San Luis Obispo County Community College District was created in 1963 after voters approved its formation. Prior to the creation of the Community College District, the San Luis Obispo High School District operated a junior college. During the first academic year under the operation of the new District, 1964-1965, Cuesta College offered a limited course schedule to evening students. The following year Cuesta opened with a full-time schedule for both day and evening students utilizing facilities at the former Camp San Luis Obispo.

In the 47 years since the formation of the District, Cuesta College has grown to become a major educational and community resource that serves the County of San Luis Obispo at two campuses, an off-site educational center, and a number of rented facilities. As the College's curricula have grown, so has student enrollment, and along with it, the infrastructure needed to support both the educational endeavors of Cuesta's students and the interests of the community has also grown.



The MISSION of Cuesta College is:

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 the community.

The VISION of Cuesta College is:

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

The VALUES of Cuesta College are:

Access, Success, Excellence





STRATEGIC PLAN DEVELOPMENT

STRATEGIC PLAN DEVELOPMENT

The development of the Cuesta College Strategic Plan has been initiated to improve the College's effectiveness in addressing its mission. More particularly, the College will implement the changes described in the second recommendation issued by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2009:

Recommendation 2: Planning and Assessment

To meet standards, the team recommends that the college complete the strategic plan, [and] institute an ongoing systematic evaluation process that communicates and clarifies the assessment tools used to measure the effectiveness of ongoing planning, program review, resource allocation processes and student learning outcomes. (Standard I.B, I.B.3, I.B.4, I.B.6, I.B.7).

That recommendation is part of an ongoing accreditation evaluation on the part of ACCJC. In an effort to adequately respond to Recommendation 2, Cuesta College engaged the firm of California Collegiate Brain Trust (CCBT) to assist the College with the development of a comprehensive Strategic Plan.

The Cuesta College Strategic Plan has been collaboratively developed in a "discovery process" utilizing a review of published Cuesta materials, three campus Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis meetings and four Focus Group meetings (two with community groups and two with faculty, staff, and students). In addition, campus personnel were provided the opportunity to meet on an individual basis with CCBT consultants. The gathering of background, foundational information was extensive and comprehensive in scope. The consultants from CCBT relied on the members of the Cuesta College Strategic Planning Committee to collaboratively develop the final Strategic Plan in preparation for presentation to the Superintendent/President and consideration by the Board of Trustees.

DEMOGRAPHICS

A review was conducted of demographic information, including data from the U.S. Census Bureau for San Luis Obispo County, the San Luis Obispo County Office of Education, the 2008 Rural Studies report, the Cuesta College student enrollment data warehouse, Cuesta's Noel-Levitz Student Satisfaction Inventory, and numerous other Cuesta College reports and documents. Some key information from this review follows:

Service Area

- The population of San Luis Obispo County grew by approximately 18,000 individuals, or 7.5%, between 2000 and 2008. This growth is lower than the state average (8.5%) for the same time period.
- The county population is composed predominantly of Caucasian persons (90.9%), and they are older on average than their counterparts in the rest of the state.
- The population and housing growth that has taken place in the county has occurred primarily in the southern and northern parts of the county, with the central area (San Luis Obispo) showing limited expansion.

Changing Student Population

The data concerning students in the county and at Cuesta College reveal a changing landscape. The enrollment of K-12 students peaked in 2001 and has seen a steady decline since that point. The number of graduating seniors from the local high schools has also declined. This means that in the future Cuesta will see a smaller pool of graduating seniors eligible for enrollment at the College.

While graduating senior enrollments overall have declined, the number of English Learner students and underprepared students has significantly increased, resulting in a greater need to assist and support underprepared students through courses in English as a Second Language (ESL)/Basic Skills and through support services such as the Extended Opportunity Programs and Services (EOP&S), Financial Aid, and the Cooperative Agencies Resources for Education (CARE) program. The demand for such courses and services is relatively greater at the North County Campus and the South County Centers than the demand at the San Luis Obispo Campus, which is less culturally and economically diverse.

The students who are enrolled continue to express great satisfaction with their experience at the College. Data from the Noel-Levitz Satisfaction Inventory clearly indicate student appreciation of the educational experience they receive. However, the reduction of courses resulting from budget constraints has created some frustration among students.



STRATEGIC PLAN DEVELOPMENT

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOT) ANALYSES AND FOCUS GROUPS

In an effort to identify information that would assist with the development of the Strategic Plan through a structured interface process that yielded rich, useful data, SWOT analysis sessions were held at various times and at various locations throughout the District. Specifically, SWOT sessions were convened as follows: (1) on the North County Campus on March 24, 2010, at 1 p.m.; and (2) on the San Luis Obispo Campus on March 24, 2010, at 1 p.m., and March 25, 2010, at 9 a.m. Summaries of each SWOT analysis are attached as Addendum A.

Following the SWOT analyses, on-campus Focus Groups were held on the San Luis Obispo Campus and the North County Campus, and two community Focus Groups were conducted, on the North County Campus and in Grover Beach for the South County. These sessions allowed constituents throughout the District to provide input on the issues they believe the College should consider as part of the Strategic Plan. Addendum B provides the results of this interface process. The information gathered during these sessions led the CCBT consultants to advance a recommendation for integrated planning and decision making with specific Institutional Initiatives, which are the foundation for the Cuesta College Strategic Plan.

INTEGRATED PLANNING DESCRIPTION

An *integrated planning process* to which the entire institution is committed *must* be in place for strategic planning to succeed. In an integrated planning process, College planning and decision making are part of a functional system unified by a common set of assumptions and well-defined procedures. That system is dedicated to continuous improvement of institutional effectiveness.

In the integrated planning model that Cuesta has developed, planning policies and practices direct and demonstrate strategies for institutional effectiveness. Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of assessment, planning, resource allocation, implementation, and reassessment.

Summary of the integrated planning model:

- The **Mission, Vision, and Values** are the touchstones for the entire planning process. All College plans and operations should be consistent with these foundation documents.
- The **Strategic Plan** describes how the College will put into action various plans and operations over a three-year period to effectively address the mission of the College. It organizes a host of complex activities required to make a complex institution operate, identifies key operational plans (see below) that need to be addressed, and defines the roles and responsibilities of various committees and constituents groups. A key feature of the Strategic Plan is the annual assessment of the integrated planning process itself.
- **Institutional plans** inform the Strategic Plan and are integrated into it for the purpose of comprehensive planning. By definition, operational plans imply significant institutional change, and therefore require a strategic investment of resources in order to succeed. The analysis and rationale for operational plans is grounded in measurable evidence. Examples of the College's operational plans include: the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, the Long-Term Fiscal Plan, the Equal Employment Opportunity Plan, the Enrollment Management Plan, the Resource Development Plan, and the Institutional Program Planning and Review Template.
- Strategic planning requires the College to link institutional planning to resource allocation processes. Resource allocation decisions are based on the strength of the evidence in operational plans and the degree to which the plans are aligned with the mission of the College. The term "resources" includes financial, facilities and human resources.
- Following the allocation of resources, the College mobilizes to **implement its plans**. The Strategic Plan outlines the implementation activities meticulously, identifying the people responsible and setting deadlines by which each activity will be completed.
- The College **assesses progress** on the strategic objectives and makes adjustments in action steps as needed to continue the College's forward movement in fulfilling its mission. Assessment of the outcomes as well as assessment of the planning processes themselves is embedded throughout planning efforts.



STRATEGIC DIRECTION ONE

STRATEGIC DIRECTION ONE: PARTICIPATORY GOVERNANCE

Improve the participatory governance process by reinforcing internal communication, collective responsibility and accountability when making institutional decisions.

> **Strategic Goal 1.A:** Cuesta College will assess and improve its participatory governance processes for decision making to update old and develop new College policies and procedures.

Facilitating administrator: Superintendent/President

Key individuals and committees: Superintendent/President; Academic Senate leadership; Institutional Planning Committee leadership (Strategic Planning Committee, Planning and Budget Committee, College Council)

Resource implications: Time for meetings and discussion; impact on personnel, including Superintendent/President and Academic Senate leadership

Action Step 1: Develop a calendar that identifies timelines for the systematic review and updating of Board of Trustees policies and administrative policies. (October 2010)

Action Step 2: Assess and propose improvements to the institutional process for the review, updating and approval of Board of Trustees policies and administrative procedures. (December 2010)

Action Step 3: Develop and submit a formal written process and flow chart for Board policy review to the Academic Senate for review and input. (December 2010)

Action Step 4: Develop and implement a regular cycle of assessment of the Board policy review process. (June 2011)

> **Strategic Goal 1.B:** Cuesta College will review and update the College-wide committee structure, in order to improve committee efficiency and effectiveness related to participatory governance and decision making.

Facilitating administrator: Superintendent/President and Academic Senate

Key individuals and committees: Superintendent/President; Academic Senate leaders; constituent group leaders; co-chairs of institutional planning committees (including but not limited to: Strategic Planning Committee, Planning and Budget Committee, College Council)

Resource implications: Time for meetings and discussion; impact on personnel, including Superintendent/President, Academic Senate leadership, constituent group leaders and co-chairs of Institutional Planning Committees

Action Step 1: Convene a College leadership retreat with representation across constituent groups to develop and propose a revised institutional committee structure and committee composition. (October 2010)

Action Step 2: Submit the revised proposed committee structure and composition for Academic Senate review and input. (October 2010)

Action Step 3: Submit the revised proposed committee structure for review and approval to the Superintendent/President followed by submission to the Board of Trustees for review, approval and adoption. (December 2010)

Action Step 4: Implement revised committee structure and procedure for the subsequent academic year. (April 2011)

Action Step 5: Convene a College leadership retreat with representation across constituent groups to assess the institutional committee structure and committee composition. (April 2012)



STRATEGIC DIRECTION TWO

> Summary Analysis: Strategic Direction One

The action steps Cuesta College is taking to fulfill this strategic direction include developing procedures and processes for reviewing and introducing Board policies, creating a timeline for such review, identifying ways for faculty, staff, and the public to provide input to policy review or development, and implementing a method for assessing the process. In addition, the College is initiating a review and an evaluation of its current College-wide committee structure to determine changes to be made in order to improve the efficiency and effectiveness of participatory governance and decision making.

STRATEGIC DIRECTION TWO: INTEGRATED OPERATIONAL PLANNING

Assess and improve the institution's integrated planning process to ensure that Cuesta College provides the highest level of service possible to students and the community.

> **Strategic Goal 2.A:** Cuesta College will create a functional, integrated planning system unified by a common set of assumptions and well-defined procedures that promotes continuous improvement of institutional effectiveness through an ongoing cycle of assessment, planning, resource allocation, implementation, and reassessment.

Facilitating Administrator: Facilitating administrator: Assistant Superintendent/Vice President of Administrative Services

Key individuals and committees: Strategic Planning Committee; Superintendent/President; Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Administrative Services; Academic Senate; Institutional Planning Committee; Student Learning Outcomes and Assessment Committee; staff and faculty associated with developing institutional plans (below)

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model planning processes; integrated planning process outline development; development and College-wide distribution of institutional planning process drafts; routing of the institutional planning process drafts through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved and what methods will be used to obtain feedback for development of the integrated planning process. (October 2010)

Action Step 2: Gather feedback from stakeholder constituents of the College. (December 2010)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (December 2010)

Action Step 4: Create first working draft of the integrated planning process. Implement the vetting process until a final working draft is completed. (March 2011)

Action Step 5: Present final working draft to appropriate group(s) for feedback and approval (e.g. College Council). (April/May 2011)

Action Step 6: Present final integrated planning process document to Board of Trustees for approval. (June 2011)

Action Step 7: The College will create an ongoing assessment of its institutional planning process that develops a timeline, identifies assessment tools, determines which committees and constituencies will be involved in the assessment, and describes the method of creating a revised planning process based on assessment results. (October 2011)



STRATEGIC DIRECTION TWO

> **Strategic Goal 2.B:** Cuesta College will review the 2001-2011 Educational and Facilities Master Plan and update the Educational portion of the Master Plan setting forth major educational initiatives that are aligned with the College's mission, vision, values, and master and operational plans, as well as the goals of the Chancellor's Office (e.g. Basic Skills, Transfer, and Career Technical Education). The Educational Master Plan will be developed through a College-wide dialogue about student learning outcomes and the scope and quality of the College's educational programs. The goals and objectives of the Educational Master Plan will determine the content of the Facilities Master Plan, the Technology Master Plan, the Enrollment Management Plan, the Long-Term Fiscal Plan, and the Resource Development Plan.

Facilitating Administrator: Assistant Superintendent/Vice President of Academic Affairs

Key individuals and committees: Assistant Superintendent/Vice President of Academic Affairs and appointed staff (Action Step 1, below)

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plans through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved, call first meeting, and determine which methods will be used to gather feedback for the update to the Educational Master Plan. (December 2010)

Action Step 2: Gather feedback from stakeholder constituents of the College. (January 2011)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (February 2011)

Action Step 4: Assess the 2001-2011 Educational and Facilities Master Plan, and the 2006 Update to the Educational and Facilities Master Plan. (November 2010)

Action Step 5: Create the process through which program reviews will feed into the Educational Master Plan. (January 2011)

Action Step 6: Create first working draft of the plan. Implement the vetting process until a final working draft of the plan is completed. (April 2011)

Action Step 7: Present final working draft of the plan to appropriate group(s) for feedback and approval (e.g. College Council). (August 2011)

Action Step 8: Present final Educational Master Plan to Board of Trustees for approval. (September 2011)

Action Step 9: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Educational Master Plan based on the assessment results. (October 2011)





STRATEGIC DIRECTION TWO

> Strategic Goal 2.C: Cuesta College will review the 2001-2011 Educational and Facilities Master Plan and update the Facilities portion of the Master Plan setting forth its major facility priorities, which will be aligned with the College's mission, vision, values, and master and operational plans. The Facilities Master Plan will be developed through a College-wide dialogue based on a broad assessment of current and projected facility needs, with attention to the potential for new facilities, modernization and renovation of existing facilities, sustainability, and technological infrastructure. Specific to this plan is the capital planning process for the College, including long-term project development, institutional commitments and sustainable funding.

Facilitating Administrator: Assistant Superintendent/Vice President of Administrative Services

Key individuals and committees: Assistant Superintendent/Vice President of Administrative Services and appointed staff

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved and which methods will be used to gather feedback for the update to the Facilities Master Plan. (March 2011)

Action Step 2: Gather feedback from stakeholder constituents of the College. (March 2011)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (March 2011)

Action Step 4: Assess the 2001-2011 Educational and Facilities Master Plan, and the 2006 Update to the Educational and Facilities Master Plan. (March 2011)

Action Step 5: Create first working draft of the plan. Implement the vetting process until a final working draft of the plan is completed. (August 2011)

Action Step 6: Present final working draft of the plan to appropriate group(s) for feedback and approval (e.g. College Council). (October 2011)

Action Step 7: Present final Facilities Master Plan to Board of Trustees for approval. (December 2011)

Action Step 8: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Facilities Master Plan based on the assessment results. (March 2012)

> Strategic Goal 2.D: Cuesta College will develop a Technology Master Plan setting forth major technology priorities, which will be aligned with the College's mission, vision, values, Educational Master Plan and other master and operational plans. The Technology Master Plan will be developed by the Technology Committee and will involve a College-wide dialogue to assess and prioritize current and projected technology needs, including technology support, training, hardware, software, licensure, policy issues, and technological infrastructure.

Facilitating Administrator: Director of Computer Services

Key individuals and committees: Members of the Technology Committee, Director of Computer Services

Resource Implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved and what methods will be used to gather feedback for the Technology Master Plan. (March 2011)

Action Step 2: Gather feedback from stakeholder constituents of the College. (April 2011)



STRATEGIC DIRECTION TWO

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (April 2011)

Action Step 4: Create first working draft of the plan. Implement the vetting process until a final working draft of the plan is completed. (August 2011)

Action Step 5: Present final working draft of the plan to appropriate group(s) for feedback and approval. (October 2011, Planning and Budget)

Action Step 6: Present final Technology Master Plan to Board of Trustees for approval. (December 2011)

Action Step 7: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Technology Master Plan based on the assessment results. (March 2012)

> Strategic Goal 2.E: Cuesta College will develop a Long-Term Fiscal Plan that outlines the goals for fiscal sustainability, describes the relationship of the Fiscal Plan to the other operational plans, and establishes the linkage between the Fiscal Plan's strategies and the annual budget process. The plan will be designed to create a plan for debt management to create fiscal solvency and stability in support of the College's mission, vision, values, Educational Master Plan and other master and operational plans. The Long-Term Fiscal Plan will be developed by the Office of Administrative Services and will include extensive assessment of the College's fiscal strengths and liabilities.

Facilitating Administrator: Assistant Superintendent/Vice President of Administrative Services

Key individuals and committees: Members of the Planning and Budget Committee, led by the Vice President of Administrative Services and the two co-chairs of the Planning and Budget Committee.

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved and what methods will be used to gather feedback for the Long-Term Fiscal Plan. (September 2011)

Action Step 2: Gather feedback from stakeholder constituents of the College. (October 2011)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (November 2011)

Action Step 4: Create a set of assumptions on which the plan will be developed. (November 2011)

Action Step 5: Vet assumptions to appropriate groups for feedback. (December 2011)

Action Step 6: Create a working draft of the Long-Term Fiscal Plan. (March 2012)

Action Step 7: Disseminate the working draft of the plan to appropriate groups and individuals for feedback. (April 2012)

Action Step 8: Based on feedback create final working draft of the Long-Term Fiscal Plan for submission to Cabinet and College Council for review. (April/May 2012)

Action Step 9: Submit the final Long-Term Fiscal Plan to the Board of Trustees for approval. (June 2012)

Action Step 10: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Long-Term Fiscal Plan based on the assessment results. (October 2012)



STRATEGIC DIRECTION TWO

> Strategic Goal 2.F: Cuesta College will develop an Equal Employment Opportunity (EEO) Plan that is aligned with the College's mission, vision, values, Educational Master Plan and other master and operational plans. The plan will address the effectiveness and organization of the College's major human resource functions, including recruitment, selection and hiring, orientation, training, evaluation, recognition, allocation of personnel, guidelines for promotion, classification, overtime and discipline. The plan will be developed by the Executive Director of Human Resources and Labor Relations and other individuals identified by the Executive Director of Human Resources and Labor Relations and the Superintendent/President. Specific to this plan is the inclusion of the College's EEO plan as required by the State Chancellor's Office.

Facilitating Administrator: Executive Director of Human Resources and Labor Relations

Key Individuals and committees: Executive Director of Human Resources and Labor Relations, Cultural Diversity and Student Equity Committee, Academic Senate, and other individuals identified by the Executive Director of Human Resources and the Superintendent/President.

Resource Implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved and what methods will be used to gather feedback for the Plan. (March 2011)

Action Step 2: Gather feedback from stakeholder constituents of the College. (April 2011)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (April 2011)

Action Step 4: Create a set of assumptions on which the plan will be developed. (April 2011)

Action Step 5: Vet assumptions to the appropriate groups for feedback. (May 2011)

Action Step 6: Create a working draft of the plan. (September 2011)

Action Step 7: Disseminate the working draft of the plan to appropriate groups and individuals for feedback. (November 2011)

Action Step 8: Based on feedback create a final working draft of the plan and submit it to the Cabinet and College Council for review. (February 2012)

Action Step 9: Submit final Equal Employment Opportunity Plan to the Board of Trustees for approval. (April 2012)

Action Step 10: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Equal Employment Opportunity Plan based on the assessment results. (September 2012)





STRATEGIC DIRECTION TWO

> Strategic Goal 2.G: Cuesta College will develop an Enrollment Management Plan that is aligned with the College's mission, vision, values, and other master and operational plans, with a particular focus on the goals in the Strategic Plan and the Educational Master Plan. The plan will develop strategies for services, programs, and operations to facilitate student enrollment, retention, and success by defining enrollment goals and establishing procedures that shape the size and characteristics of the student body. The plan will also address efficiencies in class scheduling through ongoing analysis of full-time-equivalent students (FTES), average and maximum class sizes, room sizes, duplicate sections and other class scheduling data.

Facilitating Administrators: Assistant Superintendent/Vice President of Student Services, Assistant Superintendent/Vice President of Academic Affairs

Key individuals and committees: Assistant Superintendent/Vice President of Student Services, Assistant Superintendent/Vice President of Academic Affairs, and members of the Enrollment Management Committee

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of approval process.

Action Step 1: Determine who will be involved and what methods will be used to gather feedback for the Enrollment Management Plan. (May 2010)

Action Step 2: Gather feedback from stakeholder constituents of the College. (May 2010)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (May 2010)

Action Step 4: Create a set of assumptions on which the plan will be developed. (May 2010)

Action Step 5: Vet assumptions to the appropriate groups for feedback. (May 2010)

Action Step 6: Create a working draft of the plan. (May 2010)

Action Step 7: Disseminate the working draft of the plan to appropriate groups and individuals for feedback. (May 2010)

Action Step 8: Based on feedback create final working draft of Enrollment Management Plan and submit to Cabinet, College Council and Planning and Budget for review. This then goes to the Superintendent/President for approval. (December 2010)

Action Step 9: Submit final plan to the Board of Trustees for approval. (March 2011)

Action Step 10: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Enrollment Management Plan based on the assessment results. (October 2011)



STRATEGIC DIRECTION TWO

STRATEGIC PLAN

> Strategic Goal 2.H: Cuesta College will develop a Resource Development Plan in cooperation with the College's Foundation that is aligned with the College's mission, vision, values, and master and operational plans, with a particular focus on the goals of the Long-Term Fiscal Plan. The major components of the plan will include internal and external environmental scans to evaluate community support of the College, internal and external outreach strategies, evaluation of the organizational relationship of the Foundation and the College, and assessment of the current capacity of the two entities for long-term fundraising.

Facilitating Administrator: Executive Director, Foundation/Institutional Advancement

Key individuals and committees: Executive Director, Foundation/Institutional Advancement; and staff members of the Advancement and Foundation Team

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of the approval process.

Action Step 1: Determine who will be involved and what methods will be used to gather feedback for the Resource Development Plan. (September 2011)

Action Step 2: Gather feedback from stakeholder constituents of the College. (October 2011)

Action Step 3: Assess feedback and disseminate information to appropriate groups, including those who gave the feedback and other constituents of the College. (November 2011)

Action Step 4: Create a set of assumptions on which the plan will be developed. (November 2011)

Action Step 5: Vet assumptions to the appropriate groups for feedback. (December 2011)

Action Step 6: Create a working draft of the plan. (March 2012)

Action Step 7: Disseminate the working draft of the plan to appropriate groups and individuals for feedback. (April 2012)

Action Step 8: Based on feedback create final working draft of the Resource Development Plan and submit it to the Cabinet and College Council for review. (April/May 2012)

Action Step 9: Submit final plan to the Board of Trustees for approval. (June 2012)

Action Step 10: Develop a timeline for ongoing assessment, determine which College committees and constituencies will be involved in the assessment, identify specific assessment tools, and describe the process of revising the Resource Development Plan based on the assessment results. (October 2012)





STRATEGIC DIRECTION TWO

> Strategic Goal 2.1: Cuesta College will annually assess the Institutional Program Planning and Review (IPPR) Template and process and implement improvements to strengthen the alignment of program planning with the College's mission, vision, values, and master and operational plans.

Facilitating Administrator: Executive Dean, North County Campus and South County Centers; Assistant Superintendent/Vice President of Academic Affairs

Key individuals and committees: Executive Dean, North County Campus and South County Centers; Assistant Superintendent/Vice President of Student Services; Academic Senate; Student Learning Outcomes and Assessment Committee; and Institutional Program Planning and Review Committee

Resource implications: Significant time and energy for collection of feedback and related data; research and data collection related to assessment of current strengths and weaknesses; research of model plans; plan outline development; development and College-wide distribution of plan drafts; routing of plan through the governance process; and completion of the approval process.

Action Step 1: The IPPR Committee will assess the IPPR Template and make suggestions for improvement to the IPPR Template and process. (October 2010)

Action Step 2: The IPPR Committee will gather feedback on suggested improvements and propose updates to the IPPR Template and process to the Academic Senate Council. (October 2010)

Action Step 3: The major clusters of the College (Administrative Services, Student Services, and Academic Affairs) will begin distribution and implementation of the revised IPPR Template and process. (November 2010)

Action Step 4: Each manager will be responsible for working with his or her respective groups to complete IPPR/APPW/Unit Plans. (March 2011)

Action Step 5: Sustain the survey process to gather feedback from the College community regarding the effectiveness of the current IPPR process, as well as the extent to which it is aligned with the College's mission, vision, values, and master and operational plans. (April 2011)

Action Step 6: The IPPR Committee will organize discussions and focus groups to evaluate the improved IPPR Template and process and use the results to make suggestions for improvement to the IPPR Template and process in early Fall 2011. (April 2011)

> Summary Analysis: Strategic Direction Two

The action steps Cuesta College is taking to fulfill this strategic direction include creating a functional, integrated planning system that promotes continuous improvement of institutional effectiveness, updating the 2001-2011 Educational Master Plan, and developing or updating the Facilities Master Plan, the Technology Master Plan, the Long-Term Fiscal Plan, the Equal Employment Opportunity Plan, the Enrollment Management Plan, and the Resource Development Plan. In addition, the College will annually assess the Institutional Program Planning and Review (IPPR) Template and process and implement improvements to strengthen the alignment of program planning with the College's mission, vision, values, and master and operational plans.



STRATEGIC DIRECTION THREE

STRATEGIC DIRECTION THREE: INSTITUTIONAL EFFECTIVENESS

Develop a sustainable process for assessing and validating institutional effectiveness to foster College-wide excellence to ensure the highest level of service possible to students and the community.

> **Strategic Goal 3.A:** Cuesta College will develop a sustainable process for assessing and validating institutional effectiveness to foster College-wide excellence.

Facilitating Administrator: Dean of Academic Affairs, Math, Physical Sciences, Nursing/Allied Health, Physical Education/Athletics

Key individuals and committees: Institutional Assessment Committee; Cabinet; Director of Institutional Research; College Council

Method of assessment: Track and evaluate each action step as it is completed.

Resource implications: Time and energy for planning, establishing the Institutional Assessment Committee, developing and administering assessment tools, conducting research, and implementing improvements in the planning process; unknown support expenses for research and assessment (postage, printing, clerical assistance, etc.).

Action Step 1: Establish an Institutional Assessment (IA) Committee, which will create and supervise assessment of the institutional planning process. (November 2010)

Action Step 2: Update the Institutional Program Planning and Review (IPPR) Template and process with IEOs as an institutional measure for comprehensive and annual program review and as one criterion to validate program funding requests. (March 2011)

Action Step 3: Identify the tools for the assessment of institutional effectiveness. (April 2011)

Action Step 4: Administer the institutional assessment tools. (April 2011)

Action Step 5: The IA Committee will evaluate the results of the assessment of IEOs and make recommendations accordingly to improve institutional planning processes and update master plans using the Accrediting Commission for Community and Junior Colleges rubrics for institutional effectiveness. (December 2011)

Action Step 6: Implement improvements to institutional planning and/or modifications to the assessment tools. (February 2013)

Action Step 7: Administer the institutional assessment of IEOs for a continued ongoing cycle of assessment and improvement. (May 2013)

> **Summary Analysis: Strategic Direction Three**

The action steps Cuesta College is taking to fulfill this strategic direction include establishing an Institutional Assessment Committee, which will create and supervise an ongoing method of assessment of the institutional planning process. In addition, the College will utilize the results of the assessment to validate institutional effectiveness.



STRATEGIC DIRECTION FOUR

STRATEGIC DIRECTION FOUR: STUDENT ACCESS AND SUCCESS

Ensure the highest level of access and success for students who require basic skills, desire to transfer and/or desire to pursue a career/technical education.

> **Strategic Goal 4.A** Assess, improve and implement enrollment management strategies and focused schedule development to sustain and improve student access and success.

Facilitating Administrator: Facilitating administrators: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services

Key individuals and committees: Counseling Services; Planning and Budget Committee; Academic Support/Tutorial Committee; Student Retention and Success Committee; Enrollment Management Committee.

Resource implications: Sustained funding for transfer/career counseling. Evidence of fiscal and facility consideration for the establishment of a transfer/career education center.

Action Step 1: Analyze enrollment and scheduling patterns to determine the ability of students to complete educational goals in a reasonable time. (February 2011)

Action Step 2: Update the Enrollment Management Plan and other operational plans based on the results of the analysis. (September 2011)

Action Step 3: Evaluate the effectiveness of the transfer/career education centers and implement improvements as appropriate. (October 2011)

Action Step 4: Publish a predictable sequence of courses that apply toward Cuesta College degrees and certificates, to allow students to better plan the completion of their educational goals. Information published should indicate the semester, whether the course is day or evening and the site or sites where it is offered. (January 2012)

Action Step 5: Develop and implement a regular cycle of assessment regarding the effectiveness of enrollment management strategies and the schedule of courses to sustain and improve student access and success. (March 2012)

> **Strategic Goal 4.B:** Cuesta College will support highly coordinated English as a Second Language and developmental education programs by increasing support services and developing effective assessment, appropriate advising and placement of students, and ongoing review and alignment of curriculum.

Facilitating Administrator: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services

Key individuals and committees: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services; Curriculum Committee; Dean of Academic Affairs, Arts, Humanities and Social Sciences; Dean of Academic Affairs, Math, Physical Sciences, Nursing/Allied Health, Physical Education/Athletics; Director of Academic Support; Basic Skills Facilitator; Student Retention and Success Committee; Academic Support/Tutorial Committee; Director of Community Programs

Resource implications: Alignment of fiscal support related to support services needed to enhance student persistence, retention, and success; additional Institutional Research data, professional development, and matriculation funds.

Action Step 1: Create a Developmental Education Committee to meet the Five-Year Action Plan Goals established in the Spring of 2008. (November 2010)

Action Step 2: Conduct a review and analysis of the College's English as a Second Language, Mathematics and English assessment and placement practices to determine how those practices can be more effective. (February 2011)

Action Step 3: Develop and implement a student-focused analysis to determine institutional barriers preventing student success from the application process to enrollment. (March 2011)



STRATEGIC DIRECTION FOUR

Action Step 4: Develop and implement a student-focused analysis to determine institutional barriers preventing completion of educational goals and/or a college-level courses. (April 2011)

Action Step 5: Develop and implement an ongoing research agenda to track the success rates (i.e., graduation rates, certificate program completion rates, and transfer rates) of students who enter the College unprepared for college-level work and identify institutional practices that help or hinder their academic achievement. (May 2011)

Action Step 6: Determine and implement appropriate strategies to eliminate barriers to student success. (September 2011)

Action Step 7: Develop and implement a regular cycle of assessment regarding the effectiveness of strategies to support developmental education. (October 2011)

> **Strategic Goal 4.C** Cuesta College will assess and make improvements to student services to facilitate an increase in the number of students who transfer to a four-year institution or who complete a degree or certificate program.

Facilitating Administrator: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services

Key individuals and committees: Curriculum Committee; Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services; Assistant Superintendent/Vice President of Administrative Services; Academic Affairs; Student Services; Fiscal Affairs; Director of Institutional Research; Director of Counseling

Resource implications: Time, curriculum development, institutional research, fiscal support, faculty development

Action Step 1: Identify resources for the support of student success (e.g., tutors, technicians, ancillary study-section classes). (April 2011)

Action Step 2: Collect data to identify current transfer rates, develop annual transfer rate goals and annually assess whether targets are being met. (June 2011)

Action Step 3: Collect data to identify current degree and certificate completion rates, develop annual degree and completion rate goals and annually assess whether targets are being met. (August 2011)

Action Step 4: Develop a transfer degree according to the guidelines set forth in Senate Bill 1440. (October 2011)

Action Step 5: Identify needed improvements to facilities, support services, course offerings and sequencing of courses to facilitate the timely completion of transfer patterns and degree and certificate programs. (May 2013)

Action Step 6: Develop a regular cycle of assessment regarding the effectiveness of student service programs to facilitate increases in transfer and degree completion rates. (December 2013)

> **Strategic Goal 4.D:** Cuesta College will create a sustainable infrastructure to support a Distance Education (DE) program that will deliver quality curricula and support student access and success.

Facilitating Administrator: Facilitating administrator: Assistant Superintendent/Vice President of Academic Affairs

Key individuals and committees: Director of Library Services/Distance Education, Distance Education Committee, Technology Committee, Fiscal Services, Academic Affairs, Human Resources, Student Services

Resource implications: Time for review of organizational structure; fiscal resources; position approval and hiring; purchase of current technology equipment to fully support a robust DE program; additional equipment



STRATEGIC DIRECTION FOUR

Action Step 1: Officially include the technical support function in the DE program and provide adequate support for the campus standard Learning Management System (LMS). (January 2012)

Action Step 2: Assess student satisfaction with support for DE courses including counseling, library, tutoring, and Disabled Student Programs and Services (DSPS), and make recommendations for improvement. (April 2012)

Action Step 3: Develop support positions for instructional development and professional development opportunities to assist faculty with the creation and improvement of DE courses. (April 2012)

Action Step 4: Review the feasibility of augmenting the instructional development position with technicians to assist with campus standard LMS and backup support. (April 2012)

Action Step 5: Establish a defined budget category for DE and consolidate currently dispersed budget allocations. (May 2012)

> **Strategic Goal 4.E:** Cuesta College will assess and improve student access to and success in achieving Career Technical Education degrees and certificates.

Facilitating Administrator: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services

Key individuals and committees: Curriculum Committee; Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services; Assistant Superintendent/Vice President of Administrative Services; Academic Affairs; Student Services; Fiscal Affairs; Director of Institutional Research; Director of Counseling; Advisory Committees; Academic Support/Tutorial Committee; Supervisor, Grants and Categorical Projects

Resource implications: Time, curriculum development, institutional research, fiscal support, faculty development

Action Step 1: Conduct a workforce needs analysis. (March 2011)

Action Step 2: Identify needed improvements to facilities, support services, course offerings and sequencing of courses to facilitate students' timely completion of Career Technical Education degree and certificate programs. (May 2013)

Action Step 3: Develop and implement regular cycle of assessment regarding the effectiveness of student service programs to facilitate completion of degree or certificate Career Technical Education programs. (June 2013)

> **Summary Analysis: Strategic Direction Four**

The action steps Cuesta College is taking to fulfill this strategic direction include analyzing enrollment and scheduling patterns to determine the ability for student goal achievement, producing a predictable sequence of courses that allows students to better plan the completion of their goals, creating a Developmental Education Committee to meet the Five-Year Action Plan Goals, analyzing the College's English as a Second Language, Mathematics, and English assessment and placement practices, and developing and implementing an ongoing research agenda to track the success rates of students who enter the College underprepared. In addition, the College is identifying resources for the support of student success, collecting and analyzing data, and developing a regular cycle of assessment regarding the effectiveness of student service programs in ensuring student access and success.



STRATEGIC DIRECTION FIVE

STRATEGIC DIRECTION FIVE: ADVANCEMENT OF PROGRAMS AND SERVICES

Increase resources and foster community relationships as an institutional necessity to sustain and advance excellence in programs and services

> **Strategic Goal 5.A:** In partnership with the College's Foundation, Cuesta College will develop, prioritize, and leverage resources and community relationships to implement the initiatives and strategies identified in the Strategic Plan.

Facilitating Administrator: Executive Director, Foundation/Institutional Advancement

Key individuals and committees: Superintendent/President; Executive Director, Foundation/Institutional Advancement; Foundation Board; President's Cabinet

Resource implications: Staffing implications at the Foundation; potential increased workload for some College staff.

Action Step 1: Identify and implement integrated donor and alumni communication strategies to develop resources for the College and advocate for appropriate legislation on behalf of Cuesta College. (January 2011)

Action Step 2: Identify and implement a cost-effective strategy to communicate with the outlying community. (January 2011)

Action Step 3: Conduct research to determine the community's impression of Cuesta College. (March 2011)

Action Step 4: Determine a distinctive Cuesta College identity that resonates with the community. (April 2011)

Action Step 5: Conduct campaign/bond feasibility research. (TBD)

Action Step 6: Develop and implement a regular cycle of assessment regarding the effectiveness of the Foundation to provide resources for program and services advancement at the College (September 2011).

> **Summary Analysis: Strategic Direction Five**

The action steps Cuesta College is taking to fulfill this strategic direction include strengthening the relationship with the Foundation Board of Directors, developing integrated donor and alumni communication strategies to develop resources, conducting a community satisfaction survey, identifying the greatest unfunded needs of the College, and determining the feasibility of a capital bond campaign. In addition, the College is developing and implementing a regular cycle of assessment to determine the degree to which resource development is sustaining and advancing excellence in programs and services.



STRATEGIC DIRECTION SIX

STRATEGIC DIRECTION SIX: MULTIPLE-SITE COLLEGE

Ensure students, staff and faculty have access to appropriate levels of instructional and student support services at all College locations, including Distance Education.

> **Strategic Goal 6.A:** Cuesta College will modify and align its institutional plans and strategies to reflect the vision of a single-college, multiple-site institution.

Facilitating Administrator: Assistant Superintendent/Vice President of Administrative Services

Key individuals and committees: College-wide involvement led by the Assistant Superintendent/Vice President of Administrative Services; Assistant Superintendent/Vice President of Academic Affairs; Executive Dean, North County Campus and South County Centers; Executive Director, Foundation/Institutional Advancement; Distance Education Committee; Director of Marketing.

Resource implications: Will be determined by the key individuals and committees.

Action Step 1: Utilize data from student and faculty surveys to determine the need for and effectiveness of instructional and student support and disseminate the results across the District. (December 2012)

Action Step 2: Market the District as one college with multiple instructional locations. (January 2011)

Action Step 3: Update the Enrollment Management Plan related to identifying academic and student support programs throughout the District, recognizing regional differences in student demographics and workforce demands. (June 2011)

Action Step 4: Clearly define organizational structure and function, decision-making authority and lines of reporting as related to multiple instructional sites. (June 2011)

Action Step 5: Add to the Long-Term Fiscal Plan a strategy for identifying resources by site. (November 2011)

Action Step 6: Update the Educational Master Plan by identifying academic and student support programs by site and outlining administrative structure and staffing levels throughout the District, recognizing regional differences in student demographics and workforce demands. (June 2012)

Action Step 7: Update the Facilities Master Plan to accommodate programs by region as identified in the Educational Master Plan. (June 2011)

Action Step 8: Develop and implement a regular cycle of assessment regarding the effectiveness of the master plans to accommodate District needs. (October 2011)

> **Strategic Goal 6.B:** Cuesta College will provide appropriate facilities needed for instructional and student services at its North County Campus and South County Centers.

Facilitating Administrator: Executive Dean, North County Campus and South County Centers

Key individuals and committees: College-wide involvement led by Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Administrative Services; Assistant Superintendent/Vice President of Student Services; Executive Dean, North County Campus and South County Centers; and Executive Director, Foundation/Institutional Advancement; Director of Maintenance, Operations and Grounds.

Resource implications: For the South County Centers to be feasible, this is cost-neutral with more efficient use of existing fiscal resources. Cuesta College Foundation is poised to support a mini-capital campaign to fund site furnishings and equipment.

Action Step 1: Determine whether South County Center options for occupancy of existing buildings are feasible with the expectation of a cost-neutral project and facilities to accommodate current South County offerings. (December 2010)

Action Step 2: If determined to be feasible, establish a sole-occupancy South County Center that provides classroom technology, faculty and support services offices, and, should future fiscal conditions allow, the potential for daytime instruction. (August 2011)



STRATEGIC DIRECTION SIX

Action Step 3: Open the North County Campus Learning Resource Center with continual assessment of the Center's ability to address the educational needs of North County students. (January 2012)

Action Step 4: After completion of the Learning Resource Center, identify the most beneficial secondary use of the remaining modular buildings on the North County Campus through the collaboration of multiple departments and disciplines. (January 2013)

Action Step 5: Develop and implement a regular cycle of assessment regarding the effectiveness of the facilities at multiple sites to provide adequate instructional and student services. (March 2013)

> Strategic Goal 6.C: Cuesta College will ensure that assignments, workload, and opportunities to participate in College life for all employees are comparable at all College sites.

Facilitating Administrator: Assistant Superintendent/Vice President of Academic Affairs

Key individuals and committees: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Administrative Services; Executive Dean, North County Campus and South County Centers; Executive Director of Human Resources; College Council

Resource implications: Potentially significant costs for facility upgrades, employee support services, and virtual conferencing; administrative/clerical support; transportation for multi-site work assignments. This could be offset by any savings.

Action Step 1: Design communication strategies and opportunities for all employees on all sites to participate in College events, College committees, professional development, and other opportunities provided to District faculty and staff. (August 2011)

Action Step 2: Include in the updated Facilities Master Plan a guideline related to office availability for management, faculty, and staff in an environment of multiple teaching/work sites. (June 2012)

> Summary Analysis: Strategic Direction Six

The action steps Cuesta College is taking to fulfill this strategic direction include modifying operational plans to reflect the vision of one College, multiple sites; defining the organizational structure to clarify decision-making authority and lines of reporting as related to multiple sites; assessing the appropriateness of the facilities being utilized and the services being offered to students and faculty at each instructional site; and evaluating the eventual use of the vacated modular buildings on the North County Campus following the completion of the Learning Resource Center. In addition, the College is evaluating the degree to which assignments, workload, and opportunities to participate in college life are comparable for all employees.



STRATEGIC DIRECTION SEVEN

STRATEGIC DIRECTION SEVEN: PROFESSIONAL DEVELOPMENT

Commit to excellence in teaching, student learning, and scholarship by increasing professional development opportunities and support for faculty, staff, and managers

> **Strategic Goal 7.A:** Cuesta College will foster and support professional development opportunities for faculty members in their pursuit of teaching excellence and in their desire to maintain currency within their academic disciplines.

Facilitating Administrator: Assistant Superintendent/Vice President of Academic Affairs; Assistant Superintendent/Vice President of Student Services

Key individuals and committees: Academic Senate; Deans of Academic Affairs; Executive Director, Foundation/Institutional Advancement; Executive Director, Human Resources and Labor Relations; Faculty Professional Development Committee; Office of Institutional Research

Resource implications: Potential increase in funding of professional development programs; potential increased administrative costs for supporting grants and developing centralized resource center

Action Step 1: Identify the needs for faculty professional development by reviewing and analyzing institutional research data, program review data, and IPPR data. (November 2010)

Action Step 2: Support the funding and planning of professional development opportunities for faculty including, but not limited to, on-campus workshops and off-campus professional and academic conferences. (January 2011)

Action Step 3: Offer support and information for faculty to pursue funding from outside sources and grants to pursue professional development. (May 2011)

Action Step 4: Provide a centralized resource center for faculty professional development, faculty mentoring, and instructional technology and software training. (May 2013)

Action Step 5: Develop and implement a regular cycle of assessment regarding the effectiveness of the College in providing adequate professional development for faculty. (June 2013)





> **Strategic Goal 7.B:** Cuesta College will foster professional development opportunities for staff and managers to serve students and to administer their professional duties and obligations to the College.

Facilitating Administrator: Assistant Superintendent/Vice President of Student Services, Assistant Superintendent/Vice President of Academic Affairs

Key individuals and committees: Management Senate; Executive Director, Human Resources and Labor Relations; CCCUE

Resource implications: Potential increase in funding of professional development programs.

Action Step 1: Identify the needs of the Staff and Management Professional Development Committees by reviewing and analyzing institutional research data, program review data, and IPPR data. (February 2011)

Action Step 2: Support the funding and planning of professional development opportunities for staff and managers including on-campus workshops and off-campus professional training and conferences. (March 2011)

Action Step 3: Offer support and information for staff and managers to pursue funding from outside sources and grants to pursue professional development. (May 2011)

Action Step 4: Provide a centralized resource center for staff and managers that will provide professional development, mentoring and training in technology and software. (May 2013)

Action Step 5: Develop and implement a regular cycle of assessment regarding the effectiveness of the College in providing adequate professional development for staff and managers. (May 2013)

> **Summary Analysis: Strategic Direction Seven**

The action steps Cuesta College is taking to fulfill this strategic direction include assessing the needs of all faculty, staff, and managers for professional development, identifying funding sources to provide training opportunities, and providing a centralized resource center for all employees to receive training, mentoring, and instructional/service technology support. In addition, the College is developing a regular cycle of assessment to determine the degree to which all employees are receiving appropriate levels of support and training.



STRATEGIC PLAN

ADDENDUM A



NORTH COUNTY SWOT ANALYSIS

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



NORTH COUNTY SWOT ANALYSIS

Cuesta College North County Campus SWOT Analysis

Wednesday, March 24, 2010

Ed Buckley, Facilitator

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



Cuesta College North County Campus SWOT Analysis

Wednesday, March 24, 2010

Ed Buckley, Facilitator

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

OPPORTUNITIES

- 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 SWOT ANALYSIS

Cuesta College San Luis Obispo Campus SWOT Analysis

Carolyn Russell and Richard Giese, Facilitators

March 24-25, 2010

> 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



SAN LUIS OBISPO SWOT ANALYSIS

Cuesta College San Luis Obispo Campus SWOT Analysis

Carolyn Russell and Richard Giese, Facilitators

March 24-25, 2010

> 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



SAN LUIS OBISPO SWOT ANALYSIS

Cuesta College San Luis Obispo Campus SWOT Analysis

Carolyn Russell and Richard Giese, Facilitators

March 24-25, 2010

> 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



Cuesta College San Luis Obispo Campus SWOT Analysis

Carolyn Russell and Richard Giese, Facilitators

March 24-25, 2010

> 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



ADDENDUM B



NORTH COUNTY FOCUS GROUP

Cuesta College North County Campus Focus Group **Ed Buckley, Facilitator** **Wednesday, March 24, 2010**

> GENERAL IMPRESSIONS

- I think it's a good college. Overall, a good starting place for our kids. (Superintendent, Paso Robles schools).
- It provides a good transition for transfer, training, or work, etc. A leg up. Also, opportunities for partnerships. Cuesta is a real asset. (Superintendent, Templeton schools).
- The community college has three major goals: get a job; obtain an AA degree (nursing, for example); matriculate to the state university systems. It also has strong outreach to the community. (Former Board of Trustees member)
- A community college brings a level of commerce that you don't have otherwise. North County worked for 30 years to get this campus here. People are proud. It designed a short-term noncredit management program here so people in banking could get trained locally. (Banker)
- Everybody loves it. (Foundation Board member)
- I can't be a bigger advocate. It partners with business development. However, I don't know that it's got its own identity. Some people see it just as a stepping stone to Cal Poly. It's clear that there has been a lack of leadership, but getting Stork in is a good call. I'm unsure what will happen next (i.e., regarding a new President). Concerned that the campus has an unfinished look. Marketing of adult courses is a problem.
- Why is SRJC called a "junior" college?
- Older people, most who retired, are very appreciative of the extension classes. There are broad offerings, lots of them. I took computer 101 at senior center, and they opened another one because people asked for it.
- The President's Club brings people together (from both north and south). But it's probably a big challenge.
- One parent I talked to thought the summer program was very important, especially for high school students who want to get a head start, and (four-year) students who come back home and want to take a course.
- This campus has opened up to a Latino perspective. A criticism I have: My daughter attends both campuses because of her program. She got different responses to questions at the different campuses (counseling). There should be a goal to get parents of underrepresented students to come on campus, to feel comfortable. I appreciated Dr. Pelham up here—former presidents didn't come up here. I like the personal approach here. (Latino)
- Students who come back from four-year schools to take courses for job training here are impressed with the high education level of the offerings.



> **STRONG PROGRAMS**

- Nursing
- Computer
- ESL
- Business Education
- Business Assistance Center
- Matriculation (transfer) programs
- No poor programs

> **QUALITY OF SERVICE**

- Great—very helpful
- PT counselors don't have experience
- Cuesta designed special program—excellent. (Banker)

> **CONCERNS**

- Funding, and the future of this campus
- Hope we emphasize providing skills that will help in their work—writing, basic skills, math—in the courses that are offered. Get retired individuals to teach the “seniors.” Stretch the budget.

> **CHANGES**

- More money.
- Another all-out community drive for funding. (Others disagreed)
- The story hasn't been told about this campus the way it should be.
- Foundation should run ad campaign. Three things: President, accreditation, and funding.

> **NEED TO GET THE STORY OUT**

- But we need to get our house in order. Colleagues: What's going on with this accreditation thing?
- “waiting for Cuesta to get its house in order”
- Woman: Slick handouts may be a turn-off. Would rather see you at a Chamber meeting handing out bullet points.
- Other woman: I was watching the news. Girl who says courses don't count.
- Superintendent: Having been in many communities, this (PR) is always a discussion. CCs feel like stepchild. We're our own worst enemy. “You're lucky they let you in.” Grass-roots campaign to call people on criticism. WORD OF MOUTH.
- Latino: Shooting self in foot comes from staff, not the community. Allan Hancock has done a great job selling their stuff. Cuesta didn't apply for state funds on time (?). Staff needs to do self-reflection. Need to pull together.

> **BOND: \$350M**

Jaw dropping. 2006. Administrators here weren't listening. Message was convoluted and not well-managed.

> **ADVICE**

- Vet: Get population projections for next 15 years, then put together a building plan for that next 15 years.
- Mecham: Outreach to high schools—ask the kids what they want out of the college, and what can we provide. Cuesta is not at the table on an economic strategy for the county. Do we provide the right training?
- Banker: Look at how our society has evolved. Make sure girls got in. We've left the boys behind. Now's the time to remake our College.
- Latino: What about Latina girls? CC hasn't responded.
- Do an exit interview, what needs to be addressed.



SAN LUIS OBISPO FOCUS GROUP

Cuesta College San Luis Obispo Campus Focus Group **Richard Giese, Facilitator** **Thursday, March 25, 2010**

> STRONGEST PROGRAMS

Student Services
Nursing & Allied Health
Athletics
Disabled Student Programs and Services
Architecture
All are strong

> WHY ARE THOSE PROGRAMS STRONG?

- People care about them. But morale has changed totally.
- Large part of the success of the College is good, dedicated teachers. English teachers now have to grade their own papers. Hampered by financial situation.
- 40% cut in XXX program. Morale is down. It's hard.
- Good community support. Important to maintain that.
- Staff here put in over 100%. Threat of layoffs pulled the rug out in terms of confidence. Not feeling appreciated. Hourly employees let go, mixed feelings about that among regular employees.
- Student services are strong because of staff. We always hear about the faculty but we need to be appreciated too.
- Board member said that we should be happy we have a job. That really hurt. Crushing.
- For a while we called ourselves the interim community college! People who made decisions aren't here anymore, but we're now living on it. ... Faculty have good reps because they are very accessible and sharing. ... We were very glad that Dr. Stork was made interim President, because we think he will make good decisions—tough but good.
- When we put on student events, faculty used to come. That you don't see anymore. Needs to be more cohesive—for the students.
- Two different health care packages for classified and faculty. Why can't we have HC as good as Hancock, Cal Poly?
- We didn't plan for bad times. Example: The bond didn't pass to support Banner. Example: last summer.
- We became "them" and "us" when CFT became our first teacher's union.
- With unionization, the hourly employees are now demonized. I hope we don't separate the staff!
- Something positive: new president of faculty union.



SAN LUIS OBISPO FOCUS GROUP

STRATEGIC PLAN

> WHAT NEEDS TO BE DONE?

- Student: Communication. Pathetic events because people are just not coming out. Seems like both students and staff are apathetic. Really sad.
- More positive PR about Cuesta.
- Extensive lobbying at state and fed level for increased and continuing funding.
- Different departments should be backing each other up. Not enough techs to handle wave of student paperwork. We're not bad people. It's too much.
- Person who participated in rally in Sacramento: It was empowering, but there could have been more faculty support.
- One of the two signboards is out. No more canopies. These things are important.
- If we had all the money we wanted, we'd still have a problem: external communication, internal communication (inconsistent), hence lack of trust, respect.
- Chamber guy: Don't go to the government for more money—it's not there. Look elsewhere. "Everything is going to have to change its model in the next ten years."
- Things are pursued, then nothing happens, and you get frustrated. Keep your head up and your morale up, because you make difference. Selectively choose what to focus on.
- Issue of media; "Cuesta is Doomed" headline.
- People in leadership should communicate well, so we stay united.
- Over last 30 years, three buildings went up—not green. Now summer is closed "to save energy." Leaders don't think past this year. (More complaints about facilities.)
- Concentrate on being more efficient—going green, going online, saving time. Streamline processes.
- Clerk in financial aid has gotten a lot more work. Elbow problem. No windows. Lots of stress.
- Faculty don't encourage students to participate like they used to.
- Economy created tension in the staff.
- If you want a harmonious environment, you've got to make your staff happy. Administration has not done enough to show appreciation in tangible ways.
- Cuesta needs to think out of the box. "Eat a bug in the morning and nothing bad will happen the rest of the day."
- We should acknowledge to each other that we all do awesome work. Need stability in our executive leadership.
- Classified are responsible for the stability/consistency that we do have.





SOUTH COUNTY FOCUS GROUP

Cuesta College South County Focus Group Richard Giese, Facilitator Tuesday, March 23, 2010

> WHAT DO YOU PERCEIVE TO BE THE STRONG PROGRAMS AT CUESTA AND WHY?

- Science—transfer, nursing, paralegal, coordination through transfer agreements with four-year colleges
- Advertising in the community
- The number of students who attend
- The opportunity for an education
- Viable affordable education
- Adult education

> WHAT SHOULD CUESTA BE DOING THAT IT IS NOT?

- Develop its own South County campus
- Green technology
- More CNA/LVN/RN offerings
- More certificate programs resulting in job-ready grads
- Continuing Ed
- Career advancement programs
- ESL utilizing technology and computer literacy
- Short-term certificates
- Outreach, articulation agreement with the high schools
- Resources for technology

> IF YOU HAD THE ABILITY TO IMPLEMENT ONE CHANGE AT CUESTA WHAT MIGHT THAT BE?

- More money and equipment
- Budget stability
- GED program
- Improve supportive services
- All signage and lighting
- Better advertising and outreach to get Cuesta story out
- Improved class offerings and greater advocacy for South County
- Greater diversity of class offerings in South County
- Establish a College-owned and -operated South County campus
- Improved technology in the classroom
- Correct facility deficiencies
- Greater coordination with the high schools, student outreach programs
- Increased opportunity to include parents in the attendance process at Cuesta (assist parents with familiarization with Cuesta, class offerings, enrollment fees etc.)
- Child care
- Transportation
- Full program sequence
- Bond measure
- Improve image of Cuesta highlighting diversity of students in South County



STRATEGIC PLAN





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