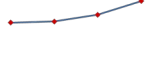
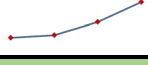


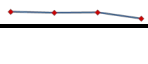
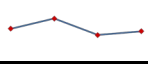
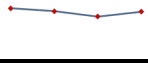
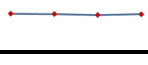



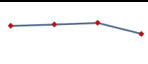
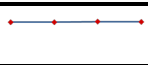
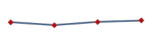


Institutional Goal 1: Completion						
Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.						
Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020 AB 705	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of First-Time Students who place into Transferable English and/or Mathematics	English	64.9%	66.8%	77.7%	100.0%	
	Mathematics	25.9%	31.0%	58.6%	100.0%	
	Data Timeframe					
Measure 2a: Percent of First-Time Students <i>placed</i> in Basic Skills English and/or Mathematics who complete Transfer Level English and/or Mathematics within two years.	English	21.8%	22.8%	20.5%	N/A	
	Mathematics	0.9%	3.3%	1.3%	N/A	
Measure 2b: Percent of First-Time Students who <i>elect to begin</i> in below transferable English and/or Mathematics who complete Transfer Level English and/or Mathematics within one year.	English	-	-	21.9%	IP	
	Mathematics	-	-	8.6%	IP	
Measure 2c: Percent of First-Time Students who complete Transfer Level English and Mathematics within one year.	English & Mathematics	12.5%	11.0%	11.4%	IP	
Measure 3: Percent of students who complete ESL099E and complete a Transfer Level English Course within two years	ESL099E to English 201A	27.8%	37.9%	21.4%	25.0%	
	Data Timeframe	15/16	16/17	17/18	18/19	
Measure 4: Successful Course Completion (C or better) in Basic Skills, English and/or Mathematics, English as a Second Language, Career Technical Education, Degree and Transfer designated courses	Basic Skills English	68.2%	63.7%	55.8%	62.9%	
	Basic Skills Math	59.6%	59.1%	57.1%	58.7%	
	English as a Second Language	62.3%	72.2%	72.9%	65.1%	
	Career Technical Education (Degree Applicable, Not Transferable)	88.2%	84.5%	85.9%	85.0%	
	Career Technical Education (Transferable)	77.9%	77.9%	78.3%	78.2%	
	Degree Applicable, Not Transferable (Non-CTE)	67.8%	69.7%	72.1%	56.0%	
	Transferable (Non-CTE)	73.4%	73.7%	74.5%	74.2%	
	Data Timeframe	10/11 - 15/16	11/12 - 16/17	12/13 - 17/18	13/14 - 18/19	
Measure 5: Percent of transfer-directed students who become transfer ready	Transfer Ready	36.2%	32.5%	36.6%	38.5%	

Institutional Objective 1.1 Summary/Analysis:

Measure 1: In spring 2018 Cuesta College implemented Multiple Measures Assessment Placement (MMAP) both in English and Mathematics. The MMAP moved the needle. There was a significant increase in students placed into transferable level English and Mathematics. English had a 10.9% increase and Mathematics a 27.6% increase in transfer level placement. A soft implementation of AB 705 took place in Spring 2019. A full implementation has gone into effect fall 2019. The results might incur a decrease in success rates but an increase in the number of students who complete. Cuesta College has redefined Objective 1.1 and its measures due to the changes in regulations and therefore will not see full year data updates until 2019-2020.


Measures 2 & 3: The data continues to reinforce the lack of success and thrupt students who start at the basic skill level and moving to a transfer level course. The total number of students who will be placed in basic skills, English, Mathematics and English as a Second Language should significantly decrease with the implementation of AB 705. Cuesta College needs to continue to implement new strategies to help these students succeed. Three cohorts of students who completed ESL099E were tracked, beginning in fall 2014, fall 2015, and fall 2016, for two years; these figures function as the denominators. The numerator in each case is the number of students in the cohort who completed ENGL201A within two years.

Measure 4: The results for successful course completion in ESL, CTE, English or Mathematics and transfer designated courses have been consistent over the last two years with the exception of a drop in non-CTE degree applicable courses between 2017-2018 and 2018-2019.

Measure 5: This is a scorecard measure narrowing in on the transfer prepared metric and is defined as the percentage of first-time students with a minimum of six units earned who attempted and English or Mathematics course in the first three years and achieved any of the following outcomes within six years of entry: earned AA/AS or credit certificate (Chancellor's Office approved), transferred to four-year institution, or achieved "transfer prepared." This metric will no longer be collected, as the Simplified Metrics have replaced the Scorecard.

Institutional Goal 1: Completion (Continued)

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.



Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued. (RP Group Six Success Factors) <i>Responsible Party: Vice President Student Services & College Centers</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of first-time non-exempt students who complete a comprehensive Student Education Plan (SEP)	Comprehensive SEP	10.8%	21.9%	25.2%	28.3%	
Measure 2: Comparison of Community College Survey of Student Engagement (CCSSE) Benchmark Scores (2016 v. 2019)	Active and Collaborative Learning	0.417			0.368	
	Student Effort	0.454			0.424	
	Academic Challenge	0.611			0.574	
	Student-Faculty Interaction	0.426			0.412	
	Support for Learners	0.446			0.441	
Measure 3: Comparison of SLOCCCD Campus Climate Survey Results (2016 v. 2019)	Valued	96.6%			92.5%	
	Connected	80.9%			64.5%	
	Nurtured by Faculty	88.9%			71.4%	
	Nurtured by Administration	82.8%			61.4%	

Institutional Objective 1.2 Summary/Analysis:

In the fall 2018 semester, the Counseling Department was able to increase the number of first-time, non-exempt students who complete a comprehensive student education plan from 21.4% to 25.2%. In the Fall of 2019, the percentage was up to 28.3%. This is a number we expect to increase every semester from this point forward, as the Counseling Department is now requiring students to complete a comprehensive student education plan by the 15 degree applicable unit mark to maintain priority registration. This is a strategy designed to create clear pathways for the students to complete their educational goals. The CCSSE Benchmark scores and the Campus climate changes from Fall 2016 to Fall 2019 unfortunately experienced slight drops in all metrics. The research department will look further into where the drops occurred between the population demographics of student participants.




Institutional Goal 2: Access						
Increase student access to higher education.						
Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts. <i>Responsible Party: Vice President Student Services & College Centers</i>	Report Year	2017	2018	2019	2020	Trend
Measure 1: Student Equity participation rate: the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Student Equity Participation Rate - Ethnicity	American Indian / Alaska Native	10.6%	11.2%	5.7%	8.5%	
	Asian	7.2%	6.9%	7.0%	9.3%	
	Black or African American	6.7%	7.4%	9.0%	9.7%	
	Hispanic or Latino	13.8%	13.8%	14.5%	17.0%	
	Native Hawaiian or other Pacific Islander	3.6%	3.6%	1.5%	13.1%	
	White	5.4%	5.4%	5.3%	5.4%	
	Some other race	3.0%	2.7%	6.1%	6.8%	
	More than one race	18.5%	17.1%	13.2%	18.7%	
Measure 1: Student Participation Rate - Gender	Male	6.9%	6.8%	7.0%	7.2%	
	Female	7.9%	8.0%	7.9%	8.2%	
Measure 1: Student Participation Rate - Current or Former Foster Youth	Current or Former Foster Youth	145.4%	168.0%	165.0%	222.4%	
Measure 1: Student Participation Rate - Students with Disabilities	Students with Disabilities	2.8%	1.9%	2.4%	2.9%	
Measure 1: Student Participation Rate - Low-Income Students	Low-Income Students	30.0%	33.4%	23.7%	16.6%	
Measure 1: Student Participation Rate - Veterans	Veterans	2.0%	2.0%	1.8%	3.5%	
Institutional Objective 2.1 Summary/Analysis:						
<p>Cuesta College has made nominal gains in increasing the enrollment of low-income and underrepresented students. In spring 2018, a Director of Outreach was hired to focus on community outreach in low-income communities of San Luis Obispo County. In addition, we focused the delivery of printed college materials in 164 locations in San Luis Obispo County, many of these areas are designated low-income neighborhoods, particularly in Paso Robles and sections of Atascadero. The drop in low income percentages between the 17/18 and 18/19 academic years, however, is due to a decrease in county adult low income population numbers.</p> <p>The participation rates of large Cuesta College and county ethnic groups has remained stable between the 17/18 and 18/19 academic years. There is a significant drop in American Indian/Alaska native and Native Hawaiian/Pacific Islander groups. These county population groups are very small and can cause large fluxuations in participation rates--even as Cuesta College proportion of participation remain stable.</p> <p>The foster youth student participation rate remains above 100% because of the difference in definition between the county and Cuesta College. The foster youth student participation rate equals the number of foster youth attending Cuesta College, regardless of origin, divided by the number of foster youth in the county (county origin only). Overall, the low-income student participation rate has decreased to 23.7% in academic year 2018-2019 academic year, again, due to a decrease in the number of low income adult population in the county.</p>						

Institutional Goal 2: Access (Continued)
Increase student access to higher education.

Institutional Objective 2.2: Increase enrollment opportunities for community members who are 55 years of age or older. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Emeritus sections offered	Emeritus Sections	73	166	137	122	
Measure 2: Count of community members 55 years of age or older disaggregated by Credit and Non-Credit status	Count of Credit	419	493	533	506	
	Count of Non-Credit	622	1107	1199	1006	




Institutional Objective 2.2 Summary/Analysis:
In 2017-2018, Cuesta College more than doubled that section offerings of Emeritus. In 2019-2020, the Emeritus section offerings leveled off a bit to 122. The counts of participating community members 55 or older in both credit and non-credit course dipped slightly as well between the 17/18 and 19/20 academic years.

Institutional Goal 2: Access (Continued)
Increase student access to higher education.

Institutional Objective 2.3: Expand financial support opportunities for students. <i>Responsible Party: Superintendent/President</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Implementation of a second year of the Cuesta Promise (yes/no)	Cuesta Promise Year 2	No	No	Yes	Yes	N/A
Measure 2: Total dollars available for student scholarships	Total Dollars	\$335K	\$335K	\$385K	\$321K	
Measure 3: Percent of regular students awarded financial aid in a given award year	Financial Aid Awards	45.5%	47.7%	48.8%	49.5%	
Measure 4: Count of Pell Grants awarded in a given award year	Financial Aid Awards	2373	2579	2643	2637	

Institutional Objective 2.3 Summary/Analysis:
The 2018-2019 incoming first-time students have opportunity under the first local two-year promise scholarship. The Cuesta Promise has been expanded from one year to two years thanks to the generous contributions of local donors in support of the Cuesta College Foundation and the incorporation of AB19, the California College Promise, into the the state's budget.

Institutional Goal 2: Access (Continued)
Increase student access to higher education.


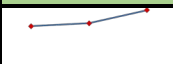
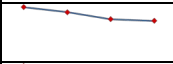
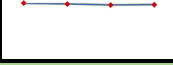
Institutional Objective 2.4: Increase career pathways for local high school students. <i>Responsible Party: Vice President Student Services & College Centers and Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of local high school students enrolled in Dual Enrollment courses	Dual Enrollment	24.3%	29.8%	30.8%	30.9%	
Measure 2: Percent of recent local high school graduates who enroll in Career Technical Education courses during their first year at Cuesta	CTE Enrollment	38.3%	43.3%	47.5%	48.3%	
Measure 3: Percent of recent local high school graduates who designate an Associate Degree for Transfer as their goal at Cuesta	ADT Goal	31.4%	34.5%	36.0%	47.2%	

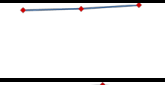



Institutional Objective 2.4 Summary/Analysis:

Measure 1: The count of local high school students enrolled in dual enrollment courses is an annual percentage and has remained stable at near 30% for the last two academic years.

Measure 2: Percent of recent local high school graduates who enroll in Career Technical Education courses during their first year at Cuesta College has steadily increased over the last three academic years. From 38.3% in 2016-2017 to 47.5% in 2018-2019.

Measure 3: Percent of recent local high school graduates who designate an Associate Degree for Transfer as their goal at Cuesta College slightly decreased by 2.2% from fall 2017.

Institutional Goal 3: Partnerships						
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.						
Institutional Objective 3.1: Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Partnerships with four-year institutions	University Partnerships	2	2	2	2	
Institutional Objective 3.1 Summary/Analysis:						
Cuesta College continues to explore four-year partnerships. Conversations have occurred with all of the CSUs an Cuesta College is currently working on an MOU with Sierra Nevada College. The President's Office is in talks with other private colleges.						
Institutional Goal 3: Partnerships (Continued)						
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.						
Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities. <i>Responsible Party: Dean of Workforce & Economic Development</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Partnerships with local businesses and organizations	Local Business & Organization Partnerships	125	136	187	325	
Measure 2: Count of students participating in internship courses, work experience courses, and clinical sites	Work Experience Course Enrollment	434	387	324	309	
	Clinical Site and Internship Enrollment	993	975	956	964	
Institutional Objective 3.2 Summary/Analysis:						
Neither measures 1 nor 2 in this objective discriminate on the quality of the partnership nor the quality of the placement. With regard to General Work Experience placements, the bulk of these currently represent low wage positions in retail and fast food.						

Institutional Goal 4: Facilities and Technology						
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.						
Institutional Objective 4.1: Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan. <i>Responsible Party: Vice President Administrative Services</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Completion of the Facilities Checklist	Facilities Checklist	IP	IP	IP		N/A
Measure 2: Completion of the Technology Checklist	Technology Checklist	IP	IP	IP		N/A
Institutional Objective 4.1 Summary/Analysis:						
Institutional Goal 4: Facilities and Technology (Continued)						
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.						
Institutional Objective 4.2: Address the educational and facilities needs of South County residents by conducting and utilizing the results of a community survey. <i>Responsible Party: Superintendent/President</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Conduct South County Survey	South County Survey	Yes	Yes	Yes	Yes	COMPLETED
Measure 2: Utilize the results in planning for the educational and facilities needs of South County Residents	Results Utilized	IP	IP	IP	IP	COMPLETED
Institutional Objective 4.2 Summary/Analysis:						
Increasing access to higher education in the South County is being pursued through a number of initiatives including identifying alternate locations for instruction, program identification, and expanded partnerships with businesses and non-profit organizations in the region.						
Institutional Goal 5: Fiscal						
Build a sustainable and stable fiscal base.						
Institutional Objective 5.1: Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan. <i>Responsible Party: Vice President Academic Affairs</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Cuesta College going rates of local high school graduates	Cuesta College Going Rates	35.8%	36.6%	38.8%	IP	
Measure 2: Non-credit FTES	Non-Credit FTES	379.9	461.5	523.94	414.06	
Measure 3: Attainment of annual FTES goals	FTES Goal Attainment (yes/no)	Yes	Yes	Yes	Yes	
Measure 4: Count of annual headcount and FTES	Annual Headcount	16160	16494	17337	16511	
	FTES	7115	8420	7359	IP	
Institutional Objective 5.1 Summary/Analysis:						
Data for Objective 5.1 is not available. The Summary/Analysis will be drafted at the end of the academic year.						

Institutional Goal 5: Fiscal (Continued)

Build a sustainable and stable fiscal base.

Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Revenue generated through rental of district facilities	District Facility Rental	\$1.52M				•
Measure 2: Revenue generated through enterprise use of District property	District Property Use	\$86.0K				•
Measure 3: Revenue generated through awards and grants	Grant Award Revenue	\$6.16M				•

Institutional Objective 5.2 Summary/Analysis:

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base.

Institutional Objective 5.3: Identify and implement strategies to address the rising costs of employee retirement obligations (CalSTRS and CalPERS) while maintaining support for institutional effectiveness. <i>Responsible Party: Vice President Administrative Services</i>	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: End of year total unrestricted revenues minus expenditures	Unrestricted Revenue	\$1.5M				
Measure 2: Interest generated from invested one-time only funds to prefund future liabilities	Interest Generated	\$0.00				

Institutional Objective 5.3 Summary/Analysis: