Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Cuesta College
San Luis Obispo County Community College District
P.O. Box 8106
San Luis Obispo, CA 93403-8106

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

July, 2020
Certification

To: Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

From: Jill Stearns
      Cuesta College
      P.O. Box 8106
      San Luis Obispo, CA  93403-8106

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

| [Chief Executive Officer of Multi-College District, if applicable] | [Date] |
| [Chief Executive Officer] | [Date] |
| [Chairperson, Governing Board] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
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A. Introduction

College History

The original junior/community college in San Luis Obispo County was initiated as a postgraduate division of San Luis Obispo High School in 1916 and remained in operation until the United States entered into World War I. In 1936, the San Luis Obispo High School District again formed a junior college, which remained in operation until June 1959.


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

Despite the District’s modest beginnings, 917 day students and 991 evening students were enrolled in classes by the fall of 1965. Evening division classes also were conducted at three other locations in the county - Arroyo Grande, Atascadero, and Paso Robles. On October 4, 1965, the Board of Trustees of the San Luis Obispo County Junior College District named the new college Cuesta College. In 1971, the junior college district was renamed the San Luis Obispo County Community College District.

In 1970, ground was broken for the College’s first permanent buildings on the 150-acre San Luis Obispo campus west of Camp San Luis Obispo. During the following 40 years, classroom buildings, a library, observatory, student center, art and music lab building, art gallery, high tech learning center, children’s center, performing arts center, and office spaces were constructed on the San Luis Obispo Campus. In the fall of 2019, approximately 7,189 of the 12,828 total students were served on the San Luis Obispo Campus.

In the fall of 1998, the District opened the North County Campus on a 105-acre site in Paso Robles. The campus, built almost exclusively with private gift support, has grown from 1,200 students the first semester to 3,071 students in fall 2016. In the summer of 2005, the first permanent building opened to students: The Fox Family Building. This building houses allied health, math, and science. The college broke ground for a second permanent building in spring 2010: The North County Campus Learning Resource Center. The Learning Resource Center was completed in fall 2011 and began serving students in spring 2012. The building was named in honor of donors Dale and Mary Schwartz and dedicated on May 24, 2012.
The South County Center is an off-campus evening instructional site at Arroyo Grande High School, provided in cooperation with the Lucia Mar Unified School District. During the fall 2019 semester, 1,033 students were served at this site. In the spring of 2016, the college brought back its free Emeritus college non-credit courses for adults, providing a free source for lifelong learning, vocational education, and cultural development for adult community members.

In 2013, Cuesta College rolled out the Cuesta College Promise, a scholarship that today provides all newly graduated San Luis Obispo County high school students two fee-free years. In fall 2019, more than 1,000 local students entered Cuesta College on the Promise Scholarship.

On November 4, 2014, the voters of San Luis Obispo County passed Measure L, a $275 million general obligation bond to improve Cuesta College. Measure L addresses longstanding facility, infrastructure and technology needs. The first two bond-funded buildings (the San Luis Obispo Campus Instructional Building and the North County Campus Center) were completed in fall 2017 and began serving students in spring 2018.

Cuesta College maintains various official designations, including as a Hispanic Serving Institution, allowing the College to apply for grants that expand educational opportunities for Latino/a students, and as a Military Friendly® School, recognizing the College’s efforts to support military students.

Service Area

San Luis Obispo County Community College District (SLOCCCD) is a single-college district that comprises Cuesta College in San Luis Obispo, the North County Campus Center in Paso Robles, and the South County Center located at Arroyo Grande high school in the town of Arroyo Grande. The College’s service area boundaries encompass 3,616 square miles. The majority of SLOCCD (3,259 square miles) is in San Luis Obispo County with the remainder in Monterey County (298 square miles) and Santa Barbara County (66 square miles). San Luis Obispo County is a predominantly rural and agricultural Central Coast county, bordered by Santa Barbara County to the south, Kern County to the east, and Monterey County to the north. The largest city in the county, San Luis Obispo, is approximately 200 miles from each of California’s two largest cities, San Francisco to the north and Los Angeles to the south.

San Luis Obispo (SLO) County Actual and Projected Population

Between 2010 and 2019, SLO County’s population increased from 269,783 to 285,924, representing a 7.4% increase. The Central County Inland region experienced the greatest percentage increase in population (9.9%), while the South County Region experienced
the lowest (6.0%) over the same time period. Looking forward, SLO County’s population is projected to grow by only 1.2% between 2019 and 2022. This population growth is projected to occur in all regions of the county except for the Central County Inland region, which is projected to decline by 1.3% over the same time period.

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<td>88,709</td>
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<td>Shandon</td>
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<td>6.0%</td>
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<td>Oceano</td>
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<td>3.9%</td>
<td>2.0%</td>
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<tr>
<td>Pismo Beach</td>
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<td>8,588</td>
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<td>-2.1%</td>
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<tr>
<td>SLO COUNTY</td>
<td>251,470</td>
<td>269,783</td>
<td>285,594</td>
<td>289,125</td>
<td>1.2%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

Source: EMSI Demographic Report

SLO County Population by Age
In 2019, only 18% of the SLO County population was between the ages of 15 and 24, while 21% were 65 years of age or older. Between 2019 and 2022, the 15 to 24-year-old age group is forecast to further decrease by 3.2%, whereas the 65+ age group is forecast to increase by 10%. Moreover, the number of school aged children (5-19) is also projected to decrease by roughly 1% between 2019 and 2022. The combined effect of these changes in the age distribution of the College’s service area population will require Cuesta to continue to seek new ways to serve the needs of more non-traditional college students.
SLO County Population by Race/Ethnicity
In 2019, SLO county remained a predominately White, Non-Hispanic (68.2%) region. The next largest ethnic group in the county was Hispanic (regardless of Race) at roughly 23% of the population followed by Asian (3.7%), African American (1.7%), and Native American (.5%). Between 2019 and 2022, the Asian and Hispanic populations are projected to increase by 5% and 4% respectively, while the White population will remain constant.

SLO County Population by Gender
The gender distribution of San Luis Obispo County in 2019 was relatively balanced with roughly 51% of the population identifying as Male and 49% as Female. Between 2019 and 2022, the number of both Males and Females are projected to grow at the same rate, yielding no change in the proportion of Males and Females over the time period.

SLO County Median Household Income
The SLO County median household income in 2018 was $70,700, roughly $4,000 below the California median household income. Although this represented a 22.3% increase between 2013 and 2018, California’s median household income increased by 25.1% over the same time period.

SLO County Educational Attainment
As of 2018, San Luis Obispo County had a greater proportion of residents with at least a high school diploma (91.1%) than residents across the state of California (83.8%). With respect to residents with a Bachelor’s degree or higher, San Luis Obispo County (34.7%) has roughly the same proportion as the state of California (34.2%). Finally, as has been the case for nearly 15 years, the proportion of SLO County residents with “Some College” was 37.1% in 2018 compared to 28.5% across the state of California.

Mission:

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

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

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

Student Enrollment Data
Cuesta College is committed to serving the needs of its diverse service area through innovative and intentional planning aimed at increasing access, success and excellence. Despite historically low unemployment rates, stagnant local high school graduation numbers, and an aging adult population, Cuesta College’s annual unduplicated headcount increased by nearly 22 percent over the last five years. Likewise, though to a much lesser extent, the College’s Full-Time Equivalent Students (FTES) increased by three percent over the same time period.
Whereas the College has experienced a decline in traditional face-to-face credit enrollments, the College has more than made up for these losses via (i) significant increases in Distance Education, (ii) the creation and rapid expansion of dual enrollment (CCAP), (iii) the creation and continued increases in incarcerated student enrollments, and (iv) the reinvigoration of our non-credit Emeritus program.

Based on demonstrated student demand and community survey data, Cuesta College has significantly increased its Distance Education offerings. As a result, in the most recent year, Distance Education comprised roughly 22 percent of all enrollments, compared to 13 percent five years ago.

Perhaps more significantly, Distance Education FTES increased by 88 percent over the same time period. Due to this increase, Distance Education, from an FTES perspective, is now the College’s second largest location, behind the physical San Luis Obispo campus. Conversely, traditional face-to-face FTES have declined at each physical site, with the San Luis Obispo Campus experiencing the most profound decline – a decrease of roughly 20 percent over the last five years.
In addition to the meteoric rise in Distance Education FTES, Cuesta College has maintained its FTES over time by providing access to new populations of students through dual CCAP, Prison, and Emeritus college programs. Remarkably, in the most recent year, these three initiatives generated more than 700 FTES, and served close to 4,000 students.

San Luis Obispo County experienced a record low unemployment rate in 2019 (2.4%) down from 10.5% in 2010. However, because SLO County’s median household income is approximately 6.0% lower than the state of California, yet the median home price in SLO county is 23% greater than the statewide median home price, access to home ownership in SLO county is limited for most fully-employed individuals.
The top SLO County employers fall primarily into the educational, county government, healthcare, and utilities sectors. Looking forward, these sectors, with the exception of utilities due to the eventual closure of Diablo Canyon, are anticipated to remain the major employment sectors in the county.

Occupational projections of additional positions (2016 – 2026) for which some college or an associate degree is required are displayed in figure 2 below. Unfortunately, only one of these positions—First-Line Supervisors of Food Preparation and Serving Workers—carries with it a median annual salary that is equivalent to SLO County’s already comparatively low median annual salary of roughly $70k.
Demographic Data

The percentages of female, male and unknown genders in the Cuesta College student body have been relatively stable over the past five years. As has been the case nationally, females continue to represent a slight majority—just over 53% of the total student population.

Source: Cuesta MIS Data and Research Views

Student body age groups have been shifting at Cuesta College in recent years. We have seen a five-percentage point increase in both the Under 20 category and the 50+ category. The highly successful CCAP program that began in the fall of 2015 is likely responsible for the increase in the Under 20 category, as traditional enrollment of this age group has flattened. Since its inception, the CCAP program has grown to represent 14 high schools and over 3,000...
student enrollments. Likewise, the 50+ age group increase can be attributed to a revitalized non-credit Emeritus program, and not an increase in traditional credit enrollment.

![Graph showing trends in age groups: Under 20, 20-29, 50+]

*Source: Cuesta MIS Data and Research Views*

Reflecting the population demographics of the local service area, White students continue to represent just over 50% of the Cuesta College student body. In the last five years, the Latinx student population has gained a marginal increase of three percentage points, but in comparison to the local service area’s 22% Latinx, the College’s Latinx percentage of 33% is indicative of our commitment to this population as an Hispanic-Serving Institution (HSI).

![Graph showing trends in White and Latinx students]

*Source: Cuesta MIS Data and Research Views*

**Socio-economic Data**

Though receipt of Financial Aid is merely a proxy for the socio-economic status of the College’s student body (i.e., not all students who meet the criteria for financial aid, apply for aid), the percentage of students who received some kind of financial aid (e.g., Cuesta College Promise
Grant, Pell, etc.) has decreased from 39.4% in 2014/15 to 34.6% in 2018/2019. This decline may be attributable to more stringent criteria for continuing CCPG students, the expansion of the Cuesta College Promise to cover two-years of fee-free tuition (i.e., there is evidence that the Cuesta Promise is attracting more students who would have otherwise attended a four-year institution), and the huge increases in our CCAP program, which is free of charge to those students.

Source: Cuesta MIS Data and Research Views

Another component of socio-economic status involves the highest educational attainment of students’ parent(s) or guardian(s). The CCCCO assigns first-generation college student status to students whose parent(s) or guardian(s) did not have any exposure to college. Using this definition, the percentage of first-generation college students at Cuesta has increased marginally from 24% in 2014/15 to 26% in 2018/19. Using the more standard federal definition of first-generation college student status, which is defined by parental/guardian educational attainment of less than a bachelor degree, roughly 55% of Cuesta students over the last five years were first-generation college students.

Source: Cuesta MIS Data and Research Views

Sites

San Luis Obispo Campus
Physical Address:
Highway 1, San Luis Obispo, CA 93405
Mailing Address:
P.O. Box 8106, San Luis Obispo, CA 93403-8106

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

South County Center
Physical Address:
Arroyo Grande High School Office, Rm 913
Corner of Orchard St. and W. Cherry Ave.
Arroyo Grande, CA 93420

Specialized or Programmatic Accreditation

In addition to the current ACCJC collegewide accreditation, specified programs at Cuesta College are authorized by the California Community Colleges Chancellor's Office (CCCCO) and accredited by the following external organizations:

Licensed Vocational Nursing Program
Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

Associate Degree Registered Nursing
California Board of Registered Nursing (BRN)

Psychiatric Technician Program
Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

Paramedic Program
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals (CoAEMSP)

Automotive Technology
Automotive Service Excellence Education Foundation (ASEEF)
B. Presentation of Student Achievement Data and Institution-set Standards

As delineated in our mission statement, Cuesta College is committed to increasing student achievement and learning for all student populations. In order to assess the degree to which the institution is meeting its mission, the College has developed mutually-agreed upon Institution-set Standards, which identify the minimum acceptable performance. Additionally, the College has also set aspirational or stretch goals to engender continuous quality improvement of student achievement.

A recent analysis of Cuesta’s performance vis-à-vis both its institution-set standards and stretch goals revealed that over the last five years the College has met or exceeded its institution set standards and, in three instances, met or exceeded its stretch goals.

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<td>Course Success</td>
<td>74.0%</td>
<td>73.5%</td>
<td>74.6%</td>
<td>74.7%</td>
<td>75.7%</td>
<td>73.5%</td>
<td>Yes</td>
<td>75.4%</td>
<td>77.2%</td>
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<td>69.8%</td>
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<td>69.9%</td>
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<td>87.7%</td>
<td>84.8%</td>
<td>67.5%</td>
<td>Yes</td>
<td>87.1%</td>
<td>86.5%</td>
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**Course Success**

Overall Annual Course Success rates increased by two percentage points between 2014/15 and 2018/19. This increase is correlated with greatly enhanced tutoring and other student success efforts, faculty professional development with an emphasis on equity, the addition of very successful Prison and CCAP programs, and increased summer offerings. Moreover, the College met and exceeded its Institutional-set Standard (ISS) of 73.5% in each of the five years examined.

*Source: Cuesta MIS Data and Research Views*
Distance Education Course Success

With an 80% increase in distance education enrollments over the last five years, it is critical to examine success rates by instructional modality. As is well established in the literature, distance education success rates typically lag face-to-face success rates; Cuesta’s data follow this same trend. For example, in 2014/15, distance education success rates were nearly 5 percentage points below face-to-face success rates, however, between 2014/15 and 2018/19, distance education success rates have increased from 69.4% to 73.2%, and now only lag face-to-face success rates by 3.1 percentage points. This increase in distance education success rates is associated with the hiring of an instructional designer and greatly enhanced professional development for faculty. Finally, while distance education success rates historically have not met the College’s ISS for course success, in 2018/19, the distance education success rate missed the ISS by less than .05 percentage points, which is statistically insignificant.

Source: Cuesta MIS Data and Research Views
Course Success by Course Type

Course success rates in both career technical education (CTE) and transferable courses have remained above the College’s ISS for course success. Between 2014/15 and 2018/19 success rates in career technical education courses have hovered around 80%, while success rates in transferable courses have been consistently, roughly 75% over the same time period. Conversely, the success rates in basic skills designated courses have consistently failed to meet the ISS, and, in fact, have declined from 62.6% in 2014/15 to 56.3% in 2018/19. Nevertheless, this decline in basic skills course success rates is associated, in general, with the shift in basic skills course offerings in response to AB705. In particular, the transition of credit ESL courses with high student success to non-credit removed those courses from the data.

Source: Cuesta MIS Data and Research Views

Course Success by Race/Ethnicity
Not unlike federal and state data regarding the relationship between academic achievement and Race/Ethnicity, Cuesta’s data also reveal disproportionately impacted racial/ethnic student subpopulations. While the rates vary by year and are increasing over time, Latinx student course success rates were below the ISS in each year between 2014/15 and 2018/19; Asian and White students’ course success rates exceeded the ISS each of the five years examined. The story of Cuesta’s African-American course success rates, on the other hand, is more nuanced. In 2014/15, before the College’s prison program was in full swing, African American success rates were roughly 7 percentage points below the ISS. However, with the expansion of the College’s prison program in 2015/16, which serves a predominately African American student population, not only did African American Success rates exceed the ISS in each year, but they also outpaced White success rates in three out of the four last academic years.

Source: Cuesta MIS Data and Research Views

Course Success by Ethnicity

Course Success by Gender
As is the case across the United States, females tend to have higher course success rates than males. Over the last five years at Cuesta, females have both outperformed males and have exceeded the ISS in each year. On a positive note, however, male success rates have increased from 71.4% in 2014/15 to 74.7% in 2018/19. The increasing number of students in the unknown gender category have also seen increased success rates over the last five years, but continue to lag both Males and Females. As an aside, it will be interesting to assess the future impact on the unknown gender category now that a third category, non-binary, was added to the application in 2019/20.

Course Success by Age Group

While non-traditional students (25 years and older) experienced higher course success rates than traditional students (24 and under), none of the age groups fell below the ISS in any of the last five years.
The CCCCO Scorecard defines persistence as the percentage of degree, certificate and/or transfer-seeking students starting first time in a given cohort year and tracked for six years who enrolled in the first three consecutive terms, excluding summers. Using this definition, Cuesta’s overall persistence rate has hovered around 70%, meeting or exceeding the ISS in each report year. Although Latinx persistence rates continue to trail White persistence rates and until recently failed to meet the ISS, between 2015 and 2019, Latinx persistence rates increased from 56.9% to 67.9%, an 11 percentage point increase, bringing the Latinx persistence rate up to the ISS.

Source: CCCCO Scorecard

Degrees and Certificates Awarded
Between 2014/15 and 2018/19 the number of associate of art (AA) and sciences (AS) degrees decreased by 55% while the number of associate degrees for transfer (ADT) increased by 95%, resulting in an overall decrease of 22% in the number of AA/AS/ADT degrees awarded. This decrease in degrees awarded is correlated with declines in traditional degree-seeking students three and four years earlier, and a robust economy with historically low unemployment rates. Figure X displays an anomalous increase in certificates occurred between 2017/18 and 2018/19. This significant increase is a result of the College, as part of a pilot program, auto-awarding CSU General Ed certificates to all students who earned them whether or not students had applied for these awards. Even before this auto-awarding pilot project, the number of certificates awarded increased by 32% between 2014/15 and 2017/18.

Source: Cuesta MIS Data and Research Views

Scorecard Degree and Certificate Completion Rates
The CCCCO Scorecard Degree completion rate is defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in a given cohort year tracked for six years who completed a degree. Using this definition, the percentage of Cuesta students who completed a degree increased from 15.5% in 2015 to 26.7% in 2019, meeting or exceeding the ISS in each year. Both White and Latinx degree completion rates increased by 12.2 and 10.5 percentage points respectively over the last five years, and far exceeded the ISS in the most recent two cohorts.

![Scorecard Degree Completion by Race/Ethnicity](image)

*Source: CCCCO Scorecard*

The CCCCO Scorecard certificate completion rate is defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in a given cohort year tracked for six years who completed a certificate (18 units +). As indicated in figure X, the overall percentage of students obtaining a certificate has fallen from 10.3% in 2015 to 7.0% in 2019, narrowly meeting the ISS for certificate completion. While performance gaps existed between White and Latinx students in 2015 and 2016, since 2017, the racial/ethnic certificate completion gaps have closed.

![Scorecard Certificate Completion by Race/Ethnicity](image)

*Source: CCCCO Scorecard*

Transfer Volume
The number of Cuesta College transfers to four-year institutions declined by 7% between 2014/15 and 2018/19. Transfers to in-state private and out of state institutions experienced the greatest percentage drop (15%), while transfers to the CSU (down 12%) saw the greatest numeric decline (-57) over the same time period. Interestingly, Transfers to the UC increased by 80% between 2014/15 and 2018/19. The decline in CSU transfers and the concomitant increase in UC transfers is associated with decreased access to Cuesta’s proximal CSU, Cal Poly San Luis Obispo, one of the state’s most selective universities.

![Transfer Volume by Sector](image)

Source: CCCCO Datamart, CSU Analytic Studies, UC Office of the President

Scorecard Transfer Rate
The CCCCO Scorecard transfer rate is defined as the percentage of degree, certificate and/or transfer-seeking students starting first time in a given cohort year tracked for six years who transferred to a four-year institution. Unlike the trend in transfer volume, the transfer rate has increased nominally from 35.5% in 2015 to 39.6% in 2019. However, the gap between Latinx and White transfer rates hit an all-time high of 20 percentage points in 2017, and remains high at 14 percentage points in the most recent report year. In response to this gap, the College has directed resources toward ameliorating this performance gap as delineated in both our Student Equity and Achievement and Strategic Plans.

Source: CCCCO Scorecard
Licensure Exam Pass Rates

Cuesta College Nursing and Allied Health licensure exam pass rates have exceeded the ISS for each exam in each year with the exception of the LVN exam in 2016. Since 2016, all of the licensure exam pass rates have exceeded their respective Institutional-set Standards. Of particular note, over the last three years, Cuesta Nursing Students have achieved a 100% pass rate on the NCLEX-RN licensure exam.

Source: Licensure Exam Websites (Various)

Job Placement Rates
Based upon the CCCCO Perkins Core Indicator Reports, Cuesta’s job placement rates for programs with greater than 10 completers exceed their respective Institution-set Standards in all programs except for business administration (62.9% vs. 67.5%) and business management (54.6% vs. 67.5%). Moreover, in many cases, the 2018/19 job placement rates not only exceed the ISS, but also the stretch goal.

<table>
<thead>
<tr>
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<th></th>
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<td>Licensed Vocational Nurse (LVN)</td>
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<tr>
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<td>100.0%</td>
<td>85.0%</td>
<td>86.5%</td>
</tr>
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</table>

Source: CCCCO Perkins Employment Rates
C. Organization of the Self-Evaluation Process

In fall 2017, the co-chairs of the Accreditation Steering Committee, Dr. Debra Wulff, Vice President of Academic Affairs and Accreditation Liaison Officer, and Dr. Kevin Bontenbal, Library Learning Resources Faculty, convened the first meeting of the Committee to discuss the development of the 2020 Institutional Self Evaluation Report (C.1). Volunteers were solicited to support the co-chairs with the writing of Standards, Policies, and Eligibility Requirements, and ACCJC training information was dispensed collegewide. In spring 2018, report templates were finalized, timelines developed, and Standards co-chair assignments were identified (C.2).

Beginning in fall 2018, the Accreditation Steering Committee convened bi-monthly. ACCJC training continued across campus to ensure everyone was familiar with the accreditation process. Standards co-chairs began looking for evidence for their portion of the report and uploaded it to a shared accreditation folder. In spring 2019, the Steering Committee began reviewing and giving feedback on Standard drafts, and the Committee identified the Quality Focus Essay topics (C.3). Dr. Wulff began giving monthly Accreditation updates at the SLOCCCD Board of Trustees meetings (C.4).

In fall 2019, Dr. Jason Curtis became ALO. The Board of Trustees received their ACCJC training at the August 1, 2019 meeting. (C.5). As Standard drafts began going through the governance process, they subsequently were uploaded and linked on the Accreditation website (C.6). There, they became publicly available, and any feedback could be sent via a link to the accreditation email account. All feedback approved by the Accreditation Steering Committee was incorporated into each Standard, and an updated version was uploaded to the website (C.6).

Drafts continued to move through the governance process in spring 2020, as evidence continued to be gathered and uploaded. In early March, the ISER Writing Team started to meet weekly to edit and format approved drafts. A comprehensive version of the ISER was assembled in mid-April, and the Accreditation Steering Committee reviewed it at the April 13, 2020 meeting (C.7). As with the individual Standards, the complete draft of the ISER was presented twice at each central committee and the Academic Senate for feedback and approval. It was also linked on the Accreditation website for external feedback. All feedback was approved by the Accreditation Steering Committee and incorporated into the report. Dr. Curtis presented the draft to the Board of Trustees at the May 5, 2020 meeting (C.8). In _____ 2020, the final copy of the ISER was submitted to the Board of Trustees for approval.

Evidence:
C.1 meeting minutes
C.2 co-chair and standard team list
C.3 Accreditation Steering Minutes
C.4 BOT minutes
C.5 meeting minutes
C.6 link to draft page
C.7 link to minutes
C.8 link to minutes

D. Organizational Information

[insert response]
E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The San Luis Obispo County Community College District is a two-year public community college authorized by the California Education Code and the Board of Governors of the California Community College to operate as an educational institution and to award degrees. The District is governed by a locally-elected, five-member Board of Trustees. (ER.1.1)

The District is accredited as a degree-granting institution based by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the U.S. Department of Education. (ER.1.2)

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

Cuesta College is fully operational, with students actively enrolled in pursuit of certificates and degrees.

The San Luis Obispo County Community College District serves approximately 13,000 unduplicated students each fall with annual Full-Time Equivalent Students approaching 8,000. (ER.2.1) Students are actively engaged in transfer, certificate, noncredit, and career technical education certificate and degree programs. (ER.2.2) The College operates fall and spring semesters and summer sessions, with course offerings designed to meet the educational needs of the diverse student body. (ER.2.3)

Eligibility Requirement 3: Degrees
A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Cuesta College offers educational programs aligned with the institutional mission including 36 Associate Degrees for Transfer, 46 associate degrees, and 45 certificates of achievement. The Cuesta College Catalog provides detail of the program degree offerings, course requirements, and the number of units of study required to complete each program. (ER.2.2) Associate Degrees require completion of at least 60 semester units including general education, major, and elective courses. The District awards more than 800 degrees and 2,200 certificates annually.
Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The District’s Board of Trustees is responsible for selecting and appointing the Superintendent/President. (ER.4.1) Board Policy 2431) Dr. Jill Stearns was appointed Superintendent/President of Cuesta College by the Board of Trustees April 11, 2018. (ER.4.2)

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (ER.4.3) The Superintendent/President has full-time responsibility for the institution and does not serve on the governing board.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The District undergoes an annual outside audit of all funds, books, and accounts in accordance with the regulations of Title 5. The Superintendent/President assures that the annual outside audit is completed and recommends a certified public accountancy firm to the Board. (ER.5.1, ER.5.2) The independent audit report and District budgets are presented to the Board of Trustees annually open session. (ER.5.3)

The audit complies with federal financial aid requirements. (ER.5.4) The District regularly receives audits free of compliance findings. (ER.5.5, ER.5.6, ER.5.7)

Evidence:
ER.1.1  BP 2010 Board Membership
ER.1.2  ACCJC Letter Affirming Accreditation 2015
ER.2.1  FTES Headcount Report
ER.2.2  Cuesta College Catalog 2019-2020
ER.2.3  Class Finder
ER.4.1  Board Policy 2431 Superintendent/President Selection
ER.4.2  BOT Minutes April 11, 2018
ER.4.3  BP 2430 Delegation of Authority to the Superintendent/President
ER.5.1  BP 6400 Audits
ER.5.2  AP 6400 Audits
ER.5.3  BOT Minutes January 8, 2020
ER.5.4  Financial Aid Program Audit
ER.5.5  Audit 2017
ER.5.6  Audit 2018
ER.5.6  Audit 2019
F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Cuesta College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

*Regulation citation: 602.23(b).*

Cuesta College has made appropriate and timely effort to solicit third-party comments in advance of the comprehensive evaluation visit through several methods of communication with the campus community. The publicly accessible Accreditation website includes contact information for the Accrediting Commission for Community and Junior Colleges (ACCJC) and explains the process for filing complaints. The accreditation website is continually updated with new information including official documents, institutional reports, and accreditation information for the public. During our self-evaluation process, the site included all ISER drafts and links for third party comments and feedback (Accred webpage). The Accreditation Liaison Officer (ALO) provides accreditation and ISER updates through the College governance process and Board of Trustees meetings. These are open public meetings and the minutes are posted and available on the College website (Academic Senate, College Council, P&B, BOT minutes).

Standards and Performance with Respect to Student Achievement

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Cuesta College has established standards of student achievement through institution-set standards that include course completion and are connected to the College’s mission. Cuesta’s institution-set standards were established and approved through its participatory governance process. These standards set the successful course completion rate, degree completion, certificate completion and transfer to four-year colleges and support the College mission (Institutional Set Standards and Goals). In spring 2019, the Institutional Effectiveness Committee established new institutional-set standards based on the new student success metrics (evidence?). Program review, strategic planning, and assessment processes link student achievement results with planning and decision making. Each instructional program review addresses elements of student achievement and identifies the expected measure of performance within each defined element (program review examples). The evidence documented in Standards I.B and II.A describe in greater detail student performance and achievement. The College has also set standards for job placement rates and passage of licensure exams for programs that require licensure for employment.
Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit-hour assignments and degree program lengths are within the range of good practice in higher education. The College designs programs to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree. Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor’s Office and are published in its Program and Course Approval Handbook. The College has written policies and procedures for determining a credit hour that meets commonly-accepted academic standards (BP and AP 4020). The Cuesta College Curriculum Committee has an established curriculum approval process that includes formulas for determining clock to credit hours. The Curriculum Committee reviews all course and program information before approval. The College does not offer courses based on clock hours.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are documented for students and the public in the College’s catalog and the website (catalog pg?). The District’s board policy and procedure on articulation provide accurate information about criteria to accept credits for transfer (BP and AP 4050). The College makes every effort to articulate courses with other institutions through the common course numbering system (C-ID) (Website Transfer Policies Screen Shot).

For more information on the college’s continued adherence to Commission Policy on Transfer of Credit, see Eligibility Requirement 20 in Standard II.A.1, and II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Cuesta College has specific processes, policies and procedures for defining, creating, and validating online or distance education (DE) coursework that are consistent with the Online Educational Initiative and U.S. Department of Education (USDE) definition of DE, as detailed with evidence in Standard II.A.2. The Curriculum Committee sets consistent policies and procedures that require regular and substantive interaction with the instructor and student. The College consistently applies standard practices for verifying the identity of students, and protects student information, with required FERPA training a critical component of employment as discussed in Standard II.C.8. The College complies with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College catalog and website describe clear policies and procedures for handling student complaints as detailed in Standard I.C.2. Student complaint files for the previous six years are available and demonstrate accurate implementation of the complaint policies and procedures.
The accreditation associations and agencies are available on the website at the bottom of the page as a single click. Appropriate student complaint policies are documented in Standard II.C. Public information for advertising and recruitment are consistent with the Commission policies and regulations. The College demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions.

**Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Cuesta College publishes its accreditation status on the College website and in the catalog ([Accred website, Catalog](#)). The College catalog is published each spring with additional information on college programs, locations, services, policies, cost of attendance, transfer of credit, and the student code of conduct. Further information is detailed in Standards I.C.1 and I.C.2.

**Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

Standards III.D.10 and III.D.15 provide evidence of compliance with USDE Title IV regulations including the findings from any audits. The College employs standard practices with regard to financial responsibility requirements, program record keeping, and accountability. The College reports audit results annually and regularly presents at Board of Trustees meetings.

The institutional student loan default rate is within the USDE acceptable range. The College provides evidence in Eligibility Requirement 5 and Standard III.

All contractual relationships regarding student support services, library, tutoring, and other areas align with the Standards. Cuesta College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional and is compliant with Title IV.

**G. Institutional Analysis**

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.
A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Cuesta College mission is clearly defined, adopted and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the population it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.

The San Luis Obispo County Community College District (SLOCCCD) mission statement is:

Mission

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce. Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Vision

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

Values

Access - Success - Excellence

The District’s mission reflects the institution’s commitment to serving a diverse student population as they pursue their educational and career goals. The mission defines the college’s broad educational purpose and its students as they seek to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce. These skills, certificates, degrees, and student transfer and career goals are aligned with those of a degree-granting institution of higher learning. In conjunction with the SLOCCCD vision and values, the mission defines its commitment to student learning and achievement.

The mission, vision, and values statements are clearly defined in Board Policy 1200 and are broadly published in the major SLOCCCD planning documents, including the 2016-2026 Comprehensive Master Plan, the 2017 Integrated Planning Manual, the 2017 Participatory Governance: Decision-Making and Committee Handbook, the 2017-2020 Strategic Plan, and the 2012-2017 Technology Plan (I.A.1.1, I.A.1.2, I.A.1.3, I.A.1.4, I.A.1.5, I.A.1.6). The mission, vision, and values are published on the Cuesta College webpage and in the Cuesta College catalog (I.A.1.7, I.A.1.8). The mission statement is foundational to the integrated planning processes at the College. The mission statement is reviewed on a regular cycle that is outlined in
the SLOCCCD Integrated Planning Manual and revised as appropriate (I.A.1.3). All District programs provide updates and describe the way in which they address or help to achieve the College mission in their annual and comprehensive planning documents (I.A.1.9, I.A.1.10, I.A.1.11, I.A.1.12).

Analysis and Evaluation

The mission, vision, and values statements of Cuesta College define the institutional commitment to high quality student learning and achievement. The College realizes this commitment through a mission that clearly articulates its purpose, the populations it serves, and the types of educational degrees and certificates it offers. Planning, decision making, and resource allocation in the improvement of institutional programs and services are driven by the College’s mission, as illustrated by the evidence provided. Through the use of relevant data, Cuesta College regularly assesses how well it is accomplishing its mission, institutional goals and priorities for student learning and achievement. The integrated planning process incorporates data, assessment, and evaluation into the decision-making process ensuring that institutional decision-making is informed by data. Cuesta College widely publicizes and embraces the mission statement. Through a regular cycle of review, the College maintains a mission statement responsive to and appropriate for the intended student population and reflective of the commitment to exceptional learning experiences and student success.

Evidence:
I.A.1.1 SLOCCCD Board Policy 1200
I.A.1.2 SLOCCCD Comprehensive Master Plan 2016-2026, Educational Master Plan, page 1
I.A.1.5 SLOCCCD Strategic Plan 2017-2020, page 5
I.A.1.6 SLOCCCD Technology Plan 2012-2017, page 1
I.A.1.7 Cuesta College Webpage
I.A.1.8 Cuesta College 2018-2019 Catalog, pages 7-8
I.A.1.9 Institutional Planning and Program Review (IPPR) Administrative Services
I.A.1.10 Institutional Planning and Program Review (IPPR) Instructional
I.A.1.11 Institutional Planning and Program Review (IPPR), Non-Instructional
I.A.1.12 Institutional Planning and Program Review (IPPR), Student Services

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Cuesta College collects, analyzes, and makes public the data it uses to assess its effectiveness. Data regarding student success, completion, and career and technical education derived from the Scorecard, and now the Local College Vision Goals, is presented to the Board of Trustees on an annual basis (I.A.2.1, I.A.2.2). The 2017 Integrated Planning Manual outlines the use of
institutional data in the creation of planning documents including the 2016-2026 Comprehensive Master Plan and the 2020-2023 Strategic Plan (I.A.2.3, I.A.2.4, I.A.2.5). Student success data is tracked and analyzed at the institutional level for the assessment of how well the district is meeting its mission (I.A.2.6). Data is used at the unit level to assess program effectiveness (I.A.2.7).

Analysis and Evaluation

Cuesta College includes data in all planning documents and on its Institutional Research webpage, which is publicly available. Institutional data is analyzed to determine the effectiveness of college programs and services in meeting the educational needs of its students and, in accomplishing its mission. To assure that the College is meeting the needs of the service area, the educational and programming needs of students were assessed through a community survey and the results were presented districtwide (I.A.2.8, I.A.2.9).

Evidence:
I.A.2.1 Institutional Effectiveness Outcomes Report 2018, pages 3, 4, 12
I.A.2.2 Report Presented to Board of Trustees
I.A.2.3 SLOCCCD Integrated Planning Manual 2017, pages 5, 6, 7
I.A.2.4 SLOCCCD Educational Master Plan 2016-2026, pages 21, 134-135
I.A.2.5 SLOCCCD Strategic Plan 2017-2020, page 13
I.A.2.7 Math_CPPR_2017_2018_MATH_Final.pdf
I.A.2.8 Community survey data presented to the Board of Trustees.pdf

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Cuesta College has established a robust curriculum and program approval process to assure that programs and services are aligned with its mission. (Curriculum Handbook, Student Services IPPR) The College catalog describes the courses, certificate and degree programs, and college services designed to help students improve their foundational skills, earn certificates and degrees, transfer, and improve their employment opportunities (I.A.3.1). Course and program offerings are also detailed in the Educational Master Plan with descriptions indicating how they benefit students specifically in reference to the College’s mission statement (I.A.3.2). The mission statement informed the creation of institutional goals, which serve as the basis of all other college planning (I.A.3.4). The Educational Master Plan outlines how all college processes are connected to, and in support of, the College mission including long-term and short-term planning, resource allocation, and yearly program reviews (I.A.3.5, I.A.3.6, I.A.3.7).

Cuesta College has established procedures to ensure that resource allocation is aligned with the College’s mission. The Student Equity and Achievement (SEA) Program uses the mission
statement as a guideline for support services, specifically those targeting equity gaps, foundational skills, access, course completion, basic skills/ESL completion, degree and certificate completion, transfer to 4-year institutions, each which directly support the mission of the College (I.A.3.8). Technology tools and usage support the mission and ensure efficiency of workflow (I.A.3.9).

The resource allocation and budget development processes require that institutional goals and objectives be directly linked to resource allocation and planning (I.A.3.10). Expenditure requests are evaluated with a rubric that requires explicit reference to institutional objectives, to facilitate resource allocation in support of the College mission (I.A.3.11, I.A.3.12). Finally, yearly program reviews require reflection on how the program currently addresses the District’s mission as an additional measure to ensure that decision-making and planning are informed by the mission at the program level.

**Analysis and Evaluation**

The mission serves as the foundation of all college planning, programs, and services. Our long-term and short-term planning documents, and program review documents outline how all college processes are aligned in support of the College mission (I.A.3.5, I.A.3.6, I.A.3.7, I.A.3.13, I.A.3.14, I.A.3.15). College plans and documents demonstrate that the mission guides the College in all decision-making processes, planning, and resource allocation and college processes ensure that the mission guides all course and program development. The Curriculum Committee requires new program or course proposals to reference the College’s mission in the rationale for development. Program and course proposals must make the connection to the mission explicit prior to submittal for curriculum review (I.A.3.3, I.A.3.4).

**Evidence:**

I.A.3.1 Cuesta College Catalog  
I.A.3.2 SLOCCCD Educational Master Plan  
I.A.3.3 Curriculum Proposal Review Guidelines  
I.A.3.4 Graphic model of Integrated Planning (IPM p.4)  
I.A.3.5 SLOCCCD Educational Master Plan p. 22 – Model of Integrated Planning  
I.A.3.6 SLOCCCD Facilities Master Plan p. 15  
I.A.3.7 SLOCCCD Strategic Plan p.13  
I.A.3.8 SSSP Plan 017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program p. 10-11  
I.A.3.9 SLOCCCD Technology master plan p.8-9  
I.A.3.10 2018-2019 Budget Criteria  
I.A.3.11 Resource Allocation Rubric  
I.A.3.12 IEC Assessment Tool  
I.A.3.13 CPPR- instructional  
I.A.3.14 CPPR – student services, administrative services  
I.A.3.15 APPW non-instructional
4. **The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

**Evidence of Meeting the Standard**

Cuesta College widely publishes its mission statement on the webpage, manuals, and planning documents. As outlined in the Integrated Planning Manual, the mission statement is reviewed on a three-year cycle, and most recently approved by the Board of Trustees at the June 5, 2019 meeting (I.A.4.16).

**Analysis and Evaluation**


Evidence:
- I.A.4.1 SLOCCCD Board Policy 1200
- I.A.4.4 SLOCCCD Comprehensive Master Plan 2016-2026, Educational Master Plan, page 1
- I.A.4.6 SLOCCCD Strategic Plan 2017-2020, page 5
- I.A.4.7 SLOCCCD Technology Plan 2012-2017, page 1
- I.A.4.8 Cuesta College Webpage
- I.A.4.9 Cuesta College 2018-2019 Catalog, pages 7-8
- I.A.4.10 College Council Mission Subcommittee Feedback
- I.A.4.12 College Council Minutes, Nov. 24, 2015
- I.A.4.13 Board of Trustees Minutes, Dec. 5, 2015
- I.A.4.14 College Council Minutes, November 27, 2018
- I.A.4.15 College Council Minutes, March 6, 2019
- I.A.4.16 Board of Trustees Minutes, June 5, 2019

**B. Assuring Academic Quality and Institutional Effectiveness**

Academic Quality
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Regular reflective dialog is an organized process at Cuesta College directed through the SLOCCCD Integrated Planning Manual and the Participatory Governance: Decision-Making and Committee Handbook and ensured through departmental, committee and college collaboration (I.B.1, I.B.2). The Institutional Program Planning and Review assessment (IPPR), a unifying report conducted by all segments of the College, is an annual or comprehensive reflection of program evaluation produced through substantive dialog and data analysis (I.B.1.3). The IPPR process, faculty, staff, and administrators assess and document how their instructional programs or service units contribute to the Institutional Goals and Objectives, plan for future improvement in student learning and achievement, and request resources for their programs.

Collaborations in and between central committees are additional spaces of regular organized dialog at the college. Our committee system is designed to reduce the likelihood of silos and increase inter-committee dialog through a committee liaison and dual committee initiatives structure.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Evidence of Multi-Dimensional Inter-Committee Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Effectiveness Committee, Planning and Budget Committee: representatives collaborate on evaluation of Institutional Effectiveness Outcomes and improvements in planning processes (I.B.1.16).</td>
<td>In the spirit of institutional effectiveness and continuous improvement, the committees jointly develop and implement an assessment tool to measure how institutional priorities meet funding sources (I.B.1.4).</td>
</tr>
<tr>
<td>Strategic Planning Committee, Campuswide Forum/Workshop: facilitate collegewide dialog and continuous improvement of student achievement (I.B.1.15).</td>
<td>The Strategic Planning Committee holds a campuswide launch event for each Strategic Plan detailing the College’s intended goals and initiatives for the next three years. The committee also holds progress forums for each plan to elicit campuswide dialog and feedback (I.B.1.5, I.B.1.6).</td>
</tr>
<tr>
<td>Equity &amp; Student Success, Guided Pathways: representatives collaborate on equity lens in the Guided Pathways Plan (I.B.1.17).</td>
<td>The Equity &amp; Success Committee collaborates with other central and sub committees to ensure equitable considerations are made within committee plans and processes (I.B.1.17, I.B.1.18).</td>
</tr>
</tbody>
</table>

Both formal and informal dialog about student achievement, equity, and academic quality occur at Cuesta College’s annual faculty retreat as well as on Outcome Dialogue Day, a component of the College’s Fall and Spring Opening Days. Professional development activities offered during Flex days and at various other points throughout the academic year engage the College in
substantive and collegial dialog regarding student equity, outcomes, learning and achievement (I.B.1.7, I.B.1.8, I.B.1.9, I.B.1.11, I.B.1.19, I.B.1.20). Invited speakers from outside the College have been especially inspirational in furthering conversations about student equity and institutional effectiveness (I.B.1.10, I.B.1.21).

Analysis and Evaluation

As a result of its mission-driven integrated planning model, the College has systematized a process that fosters sustained, substantive, and collegial dialog regarding student learning and achievement (I.B.1.1). Moreover, the resulting dialog about continuous quality improvement of institutional effectiveness is intentionally viewed through a lens of student equity (I.B.1.14). As evidenced by the dialog provided through program reviews, committee minutes, data town halls, and professional development opportunities, the College demonstrates its commitment to this important dialog regarding the improvement of student learning and achievement (I.B.1.3, I.B.1.20, I.B.1.12, I.B.1.9).

Evidence:
I.B.1.3 CPPR and APPW 2020 document example
I.B.1.4 Institutional Effectiveness Committee/ P&B Assessment Tool
I.B.1.5 Strat Plan Launch forum dialog feedback (Oct2017_allEvaluations.pdf)
I.B.1.6 Strat Plan Progress forum (Progress Report Schedule_2018.pdf 5401)
I.B.1.7 faculty retreat dialog example
I.B.1.8 Outcome Dialogue Day flyer
I.B.1.9 flex day dialog example
I.B.1.10 Darla Cooper focus Groups
I.B.1.11 Image of Teaching and Learning Cuesta
I.B.1.12 Guided Pathways Data Town Hall
I.B.1.13 ESSC_minutes_9.26_RVEEdits.pdf
I.B.1.14 Equity_in_classroom_minues.8_22_2018.pdf
I.B.1.15 Strategic Plan committee initiatives
I.B.1.16 IEC committee initiatives
I.B.1.17 Equity & Diversity Committee/GPIT minutes
I.B.1.18 Equity & Diversity Committee/TECH committee PRONTO minutes
I.B.1.19 SLO Dialogue Day – Art History
I.B.1.20 Division Meeting Opening Day Minutes 8_9_19
I.B.1.21 Opening Day Equity Discussion

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
Every active Cuesta College course has defined student learning outcomes. These learning outcomes are housed in both CurricUNET and eLumen platforms (I.B.2.1, I.B.2.2). All student learning outcomes are made available to stakeholders through the catalog and on every course syllabus (I.B.2.3, I.B.2.4). Student learning outcomes are assessed for their effectiveness in regular course and program review and adjusted according to department dialog, assessment and evaluation. Evaluation of student learning outcomes is conducted on regular cycles through direct and indirect assessment in instructional environments and in student support services.

Institutional Research maintains a Master Timeline of Student Learning Outcome Assessment dashboard that reflects all active courses’ self-identified pattern of assessment and creates a reference for both new and returning faculty to follow (I.B.2.5). The Master Timeline of Assessment keeps record of when a course was last assessed and when it is planned for assessment again. Every course at Cuesta College, at a minimum, is to be assessed at least once in every program review cycle. The review cycle is four years for any CTE designated program and every five years for non-CTE programs (I.B.2.6). In addition to the Master Timeline for Assessment, departments maintain course and program assessment calendars, which detail the cycle of assessment for each active course (I.B.2.7).

The College has mapped its course level SLOs to its program learning outcomes (PLOs) and institutional learning outcomes (ILOs) (I.B.2.8, I.B.2.9). PLOs and ILOs are evaluated based on the assessment results of mapped course level SLOs.

All student and learning support services have defined student support outcomes (SSOs), which are assessed and reported through both annual program planning worksheets (APPWs) and comprehensive program planning and reviews (CPPRs) (I.B.2.10, I.B.2.11).

Analysis and Evaluation

Cuesta College has defined SLOs for all active courses, PLOs for all active programs, SSOs for each student and learning support service, and ILOs. These outcomes are assessed on a regular basis, the results of which are published and available to all stakeholders.

Evidence:
I.B.2.1 CurricUNET
I.B.2.2 eLumen
I.B.2.3 SLOCCCD 2019-2020 Catalog, section 2B, page 21
I.B.2.4 example syllabi
I.B.2.5 SLOCCCD Timeline of Learning Outcome Assessment
I.B.2.6 example CPPR
I.B.2.7 example division SLO assessment calendar
I.B.2.8 SLO to PLO Summary map by course
I.B.2.9 SLO to ILO Summary map by course
I.B.2.10 APPW_Financial_Aid_2018_2019.pdf
I.B.2.11 AandR_CPPR_Student_Services_2018_2019_FINAL.pdf
3. **The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.** (ER 11)

**Evidence of Meeting the Standard**

Cuesta College has a strong commitment to inspire, support and prepare a diverse student population to achieve their educational goals. The College mission defines this commitment. In support of this responsibility, the College has established institution-set standards of achievement, as well as stretch goals, for successful course completion, student persistence, degree completion, certificate rates, transfer rates, state licensing scores and job placement rates (I.B.3.1). These standards serve as a focal point in the institution’s ongoing and systematic dialog, evaluation, planning, and goal and objective setting in an effort to promote student learning and institutional effectiveness. The standards are determined and annually assessed through a collaboration among Institutional Research, the Institutional Effectiveness committee, and programmatic stakeholders (I.B.3.2).

While Cuesta College is cognizant of our mutually agreed upon institution-set standards of achievement, and prepared to make improvements if the College were to fall below one of its minimum standards, the College, instead, has focused its planning and resources on its aspirational goals to increase academic achievement, particularly for disproportionately impacted student groups (I.B.3, I.B.4).

**Analysis and Evaluation**

The College has established mutually agreed upon institution-set standards of achievement, appropriate to its mission, routinely assesses the degree to which the College is achieving these Standards and makes this information available to the public. Moreover, in pursuit of continuous quality improvement, the College not only monitors it progress vis-à-vis the institution-set standards, but also has an eye toward meeting aspirational goals related to student achievement.

Evidence:

I.B.3.1 SLOCCCD Institutional Standards of Achievement
I.B.3.2 IEC minutes
I.B.3.3 College Council minutes 08-13-19
I.B.3.4 Strategic Plan (2020-2023)

4. **The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**Evidence of Meeting the Standard**

The Cuesta College Integrated Planning Manual provides central direction to all college planning, processes, and assessment. The manual organizes the cycle of regular assessment, data analyses, planning, action, and evaluation at the College (I.B.4.1). Assessment of data is integral
to all institutional planning and processes at Cuesta College; student learning outcomes, at the course level, program learning outcomes, at the program level, and institutional learning outcomes (I.B.4.3), at the institution level, are collected by all programs through direct and indirect assessment and used to inform decision making in course and program review, planning, budget funding priorities and resource allocation (I.B.4.2, I.B.4.3, I.B.4.4, I.B.4.5). The faculty-designated Student Learning Outcome & Assessment (SLOA) Coordinators write ILO reports annually. The ILO reports are based upon analysis of ILO data from eLumen, which map course-level student learning outcome data to appropriate institutional level outcomes, and from student surveys. ILO Reports are presented for information and feedback to the College Council and Academic Senate Council, respectively (I.B.4.6, I.B.4.7, I.B.4.8). The SLOA Coordinators serve on the Program Planning and Review (IPPR) Committee as part of their assignment. When appropriate, the IPPR Committee will conduct a joint meeting with the Institutional Effectiveness Committee (IEC) to discuss and decide upon appropriate next steps for increasing effectiveness. Recommendations from joint meetings are then codified by the IPPR Committee to update program review document prompts (I.B.4.9). Through analysis of assessment data, both on the institutional level and course level, departments regularly discuss improvement strategies focused on student achievement and learning. Assessment of student progress is regularly monitored through the College’s institution level plans, such as the Student Equity and Achievement Plan and the Strategic Plan, and long-term evaluations of departmental course and programs through comprehensive program review (I.B.4.10, I.B.4.11, I.B.4.12). Through these organized approaches, the College evaluates the effectiveness of its strategies to close achievement gaps and increase student success and completion.

**Analysis and Evaluation**

As delineated in the Cuesta College Integrated Planning Manual, the College uses assessment data in the development of its 10-year Educational Master Plan, which is operationalized by three-year Strategic Plans that are informed by and inform annual and comprehensive program reviews and operational plans (I.B.4.1, I.B.4.13, I.B.4.10). Based on assessment data, institutional goal and objective attainment, as well as other measures of Institutional Effectiveness, the College then allocates resources and organizes its processes to support student learning and achievement.

Evidence:
I.B.4.1 IPM
I.B.4.2 SLO example
I.B.4.3 PLO example
I.B.4.4 ILO example
I.B.4.5 funding pro
I.B.4.6 ILO report
I.B.4.7 ILO report senate minutes
I.B.4.8 ILO report college council minutes
I.B.4.9 IPPR/IEC joint minutes or recommendation
I.B.4.10 Improvement strategy CPPR/APPW
I.B.4.11 Strat plan example
I.B.4.12 CPPR example
I.B.4.13 EMP

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The Cuesta College mission is the foundation of all college planning, processes and evaluation, and as such is central to program review, long-term and short-term planning, and student learning/service outcome development and assessment (I.B.5.1). As stated above, the Integrated Planning Manual serves as the formal direction to the College’s work toward achieving the College mission (I.B.5.2). The model details the process of mission driven data analysis, planning development, strategy, action and evaluation (I.B.5.3).

Every Cuesta College program completes a comprehensive program planning and review (CPPR) on a regular cycle. Instructional and non-instructional programs are on a five-year cycle, and Career Technical Education (CTE) programs maintain two- and four-year review cycles (I.B.5.4, I.B.5.5, I.B.5.6). The Comprehensive Program Planning and Review details how a program helps to meet the College mission, achieve the College’s institutional goals and objectives, and assists students in achieving learning outcomes. Disaggregated data are analyzed and documented to provide a clear picture of how a program contributes to and can improve on enrollment, student demand, patterns of course modality, student success, and course efficiency (I.B.5.7, I.B.5.8). Funding requests submitted through course and program review detail which institutional learning outcomes may be better achieved through implementation of requested funding (I.B.5.9). The annual and comprehensive program reviews are also a place where documentation of changes in strategy for student success through evaluation of curriculum, course development, and student learning outcomes occur (I.B.5.10).

In addition to annual and comprehensive program reviews, the College also annually evaluates the degree to which it is meeting its institutional goals and objectives in its three-year Strategic Plans (I.B.5.11, I.B.5.12). Going forward, the College’s 2020-2023 Strategic Plan aligns with both the Chancellor’s Office Vision for Success Goals, as well as the new Student Centered Funding Formula (SCFF) (I.B.5.13, I.B.5.14).

Analysis and Evaluation

The College routinely assesses accomplishment of its mission through annual and comprehensive program reviews in which data are disaggregated by program type, modality, and several student demographic variables (I.B.5.7). Additionally, the College annually evaluates progress on macro level institutional goals and objectives via Strategic Plan progress reports, and
assesses our progress toward meeting institution-set standards of achievement as well as aspirational goals (I.B.5.15).

Evidence:
I.B.5.1 Mission Statement
I.B.5.2 Integrated Planning Manual
I.B.5.3 Integrated Planning Graphic p.4 IPM
I.B.5.4 Instructional CPPR mission sec
I.B.5.5 Non-Instructional CPPR mission sec
I.B.5.6 CTE Technical Review mission sec
I.B.5.7 CPPR. Section data
I.B.5.8 Disaggregated Tableau Visualization
I.B.5.9 CPPR funding Request
I.B.5.10 CPPR or APPW change in strategy
I.B.5.11 2017 – 2020 Strategic Plan
I.B.5.12 2019 Strategic Plan Progress Report
I.B.5.13 2020 – 2023 Strategic Plan
I.B.5.14 Cuesta College Local Vision for Success Goals
I.B.5.15 SLOCCCD Institutional Standards of Achievement

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Cuesta College is committed to the success of all its students and demonstrates this commitment by regularly collecting, disaggregating, and analyzing student learning and achievement data in a collective effort to close success and completion gaps. The College recognizes that many sub populations are neither exclusive nor homogenous and reviews both institutional level and unitary level student achievement data for opportunities to increase student success and institutional effectiveness. The Cuesta College Integrated Planning Manual calls for in-depth analysis of data in all college planning processes, including program review. Student equity and achievement is at the heart of the College’s goals to raise the achievement and success of all students and informs our strategies, through regular analysis of disaggregated sub population data (I.B.6.1).

Cuesta College disaggregates all student characteristics, enrollment trends, course success, and completion by sub population (I.B.6.2, I.B.6.3). Program Review includes both a macro level student course success and a disaggregated sub population student course success analysis (I.B.6.4). Each program describes any departmental or pedagogical outcome that occurred as a result of analysis and discussion of disaggregated data and names the institutional learning outcomes that can be supported through requested funding (I.B.6.5, I.B.6.6). Student demand for course and programs as well as program efficiency are analyzed with disaggregated data and
used to make informed decisions about course and program offerings (I.B.6.7, I.B.6.8). Student equity and college strategic planning use disaggregated sub-population data to identify strategies for meeting the College’s mission and goals (I.B.6.9, I.B.6.10).

The primary vehicle by which the College examines disaggregated data with respect to access, persistence, transfer, and completion of transfer-level math and English is through the College’s Student Equity and Achievement Plan. Through this report, disproportionately impacted student groups are identified for each metric, appropriate measurable goals are set, related activities are planned, and resources are allocated in an effort to eliminate performance gaps. For example, with respect to persistence, Latinx males were identified as a disproportionately impacted student group. In response, the College implemented embedded tutors, conducted student success workshops, expanded Open Educational Resources (OER), provided a Food Pantry, offered student success coaching and mental health counseling, and targeted bilingual support services to ESL students (I.B.6.1).

**Analysis and Evaluation**

Cuesta College disaggregates and analyzes student achievement data for several student sub-populations in annual and comprehensive program reviews and identifies disproportionately impacted student groups on several measures in its comprehensive Student Equity and Achievement Plan (I.B.6.1). Once disproportionately impacted groups are identified, appropriate, data-informed strategies are planned, and resources are allocated to ameliorate performance gaps.

Evidence:
I.B.6.1 Student Equity Plan
I.B.6.2 Student Characteristics and Enrollment Trends
I.B.6.3 Disaggregated Successful Course Completion by Student Subpopulation
I.B.6.4 Successful Course Completion
I.B.6.5 program review example
I.B.6.6 resource funding ILO example
I.B.6.7 Student Demand Disaggregated
I.B.6.8 Program Efficiency Disaggregated
I.B.6.9 Student Equity data
I.B.6.10 Strategic Plan data

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**Evidence of Meeting the Standard**

Cuesta College regularly evaluates its courses, academic and student support programs, and the effectiveness of its plans in accomplishment of its mission. Because program review is integral to the College’s integrated planning model, the College routinely evaluates the effectiveness of
its Institutional Program Planning and Review (IPPR) process. Based on feedback gleaned from the Institutional Program Planning and Review assessment instrument, the IPPR committee adjusts both the IPPR process and the form itself (I.B.7.1). Similarly, the College routinely evaluates its planning and decision-making processes including the development of the Strategic Plan, the Integrated Planning Manual, the Participatory Governance: Decision Making and Committee Handbook, and the process for resource allocation (I.B.7.2). All central committees conduct end-of-year assessments to evaluate the efficacy of their work in support of the College mission (I.B.7.3).

In addition to assessing its internal policies and practices, the College also conducts student surveys and focus groups to assess how effectively the College is accomplishing its mission (I.B.7.4, I.B.7.5, I.B.7.6, I.B.7.7, I.B.7.8, I.B.7.9, I.B.7.10). The results of these and other student surveys have been used to better serve students in terms of programming, campus resources, and student support services, including expansion of Wi-Fi and Open Educational Resources (I.B.7.11).

**Analysis and Evaluation**

As evidenced above, the College has a rich tradition of assessing all of its policies, practices, resource management, and governance processes to assure that the Institution is structured in a way that maximizes the probability of mission accomplishment. This evaluation examines our internal structures, and keeps student voices at the forefront of our decision-making processes. Based on the evaluation of these data, the College makes substantive changes to increase student success and completion in support of our mission.

Evidence:
I.B.7.1 Institutional Program Planning and Review Assessment
I.B.7.2 2019 Planning and Decision-Making Process Assessment
I.B.7.3 Planning and Budget Assessment End of Year Survey 2018-2019
I.B.7.4 Community College Survey of Student Engagement (CCSSE)
I.B.7.5 Cuesta College Campus Climate Survey
I.B.7.6 Hanover Dropped Student Survey Analysis
I.B.7.7 Cougar Pantry Survey
I.B.7.8 Library Satisfaction Survey
I.B.7.9 Cultural Center Survey
I.B.7.10 RP Group Student Focus Groups 2018
I.B.7.11 Wi-fi project evidence requested from Keith 3.24.20

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

**Evidence of Meeting the Standard**
Communication of assessment and evaluation at Cuesta College is organized, transparent and diversified. Evaluation of student learning and achievement is a critical component of program review. The results of evaluation are communicated in departmental meetings and posted to the Institutional Research web page for broad communication and historical reference (I.B.8.1). The Institutional Research office also posts institutional-level assessment of student learning formalized in the ILO report (I.B.8.2). The ILO assessment results are presented to the central committees Academic Senate and College Council by the SLOA faculty co-chairs (I.B.8.3, I.B.8.4). All Cuesta College planning strategies and outcomes are communicated to stakeholders through Board presentations and campuswide workshops/forums (I.B.8.5, I.B.8.6, I.B.8.7). These outcome presentations are also opportunities for feedback and further strategy for improvement. The President routinely sends a Campus Note email to all employees detailing the recent work, strengths, challenges, and opportunities of college activities and strategies for improvement on student learning and institutional effectiveness (I.B.8.8). Opening Day presentations are additional spaces of broad communication of assessment of all college activities geared toward the College’s priorities of improving student learning and achievement and institutional effectiveness (I.B.8.9).

Additionally, the College publicly posts Institutional Effectiveness Outcome Reports (I.B.8.10), Strategic Planning Progress Reports (I.B.8.11), Vision for Success Data (I.B.8.12), and CTE Outcomes Reports. These reports are routinely shared with and discussed in committees, in Data Town Halls and with the Board of Trustees (I.B.9.15, I.B.9.14).

Analysis and Evaluation

The College broadly communicates the results of its assessment and evaluation through the participatory governance committees, division and cluster meetings, Opening Day ceremonies, data town halls, Board of Trustees meetings, and through the College website. This communication assures that the campus community has a shared understanding of the College’s strengths, weaknesses, and priorities.

Evidence:
I.B.8.1 Program Planning and Review reports
I.B.8.2 ILO report IR website
I.B.8.3 ILO report/Academic senate meeting minutes
I.B.8.4 ILO report/ College Council minutes
I.B.8.5 Board presentation IEO report
I.B.8.6 Board presentation
I.B.8.7 Strat Plan Workshop/Forum
I.B.8.8 Campus Note Email
I.B.8.9 Opening Day program
I.B.8.10 Institutional Effectiveness Outcome Report
I.B.8.11 2019 Strategic Plan Progress Report
I.B.8.12 Cuesta College Local Vision for Success Goals
I.B.9.13 CTE Outcomes
I.B.9.14 BOT Scorecard Presentation
I.B.9.15 Data Town Hall
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Cuesta College’s Integrated Planning Model directs how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals, and objectives, resource allocation, plan implementation, and reevaluation. It is through the regular sequence of these planning practices that the College assesses institutional effectiveness and uses those assessments to continually improve the services in support of student success and completion (I.B.9.1).

The Cuesta College mission describes the intended student population and the programs and services the District provides to the community. Regular analyses of internal and external data occur in order to assess the College’s effectiveness in meeting its mission and to foresee future challenges and opportunities. Based on these analyses of data, the College develops its long-term Educational Master Plan, which informs its Facilities Master Plan, and is operationalized by shorter-term Strategic Plans (I.B.9.2, I.B.9.3, I.B.9.4, I.B.9.5). Institutional Goals identified in the Educational Master Plan are translated into more granular institutional objectives within Strategic Plans. The College’s progress toward meeting these strategic objectives is evaluated and reported in annual progress reports (I.B.9.6). The Strategic Plan, informs annual and comprehensive Institutional Program Planning and Review and Operational Plans (I.B.9.7, I.B.9.8, I.B.9.9, I.B.9.10). Finally, resource allocations are determined at the unit, cluster and institution levels based on priorities in the Strategic Plan, IPPRs, operational plans, and on the basis of an assessment of both student learning outcomes and student achievement.
Analysis and Evaluation

The College’s broad-based, systematic evaluation, planning, and resource allocation process is clearly articulated in the Integrated Planning Manual (I.B.9.1). Throughout the planning and evaluation process, the analysis of quantitative and qualitative data informs resource allocation in support of improvement of Institutional Effectiveness, academic quality, and accomplishment of the Cuesta College mission.

Evidence:
I.B.9.2 SLOCCCD Educational Master Plan
I.B.9.3 SLOCCCD Facilities Master Plan
C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College utilizes its website and catalog as its primary modes of disseminating information to students and the community (I.C.1.1, I.C.1.2, I.C.1.3). Increasingly, the College has begun to use social media to communicate with students, employees, and the public to increase timeliness and accuracy of information about campus safety, educational programs, and student support services (I.C.1.4, I.C.1.5, I.C.1.6).

Mission Statement: The Cuesta College mission statement, along with the institutional vision and values, is located on its website and in the College catalog (I.C.1.7, I.C.1.8). The mission statement is regularly reviewed in accordance with the timeline specified in the SLOCCCD Integrated Planning Manual (I.C.1.9). This review occurs every three years under the leadership of an ad-hoc taskforce charged with soliciting collegewide input. The effort culminates with recommended updates and revisions being vetted and considered at College Council (I.C.1.10). College Council makes a recommendation to the Superintendent/President who is responsible for bringing the mission statement to the Board of Trustees (BOT) for approval. In accordance with this process, the BOT reviewed and approved the mission statement on June 5, 2019 (I.C.1.11).

Learning outcomes: The College catalog and the catalog addendum list the institutional learning outcomes and contain links to course- and program-level student learning outcomes (I.C.1.12, I.C.1.13, I.C.1.14). The comprehensive assessments of outcomes at all levels are available for public review on the Institutional Research’s page of the College website under the About tab (I.C.1.15).

Educational Programs: The Curriculum Committee works closely with faculty to ensure the
curriculum is current and accurately portrayed in all materials. Timelines for curriculum review are outlined in the *Curriculum Handbook* and all courses and programs are submitted for approval by the board (I.C.1.16, I.C.1.17). The College catalog, including addenda, are available online and may be bookmarked, downloaded, or printed to meet the individual preference of the user (I.C.1.2).

**Student Support Services:** Information on the breadth of student support services is available via the College website, the catalog and presented to all students during new student orientation (I.C.1.1, I.C.1.2, I.C.1.18). The information is systematically reviewed as changes are instituted to enhance service to students and updated during the catalog review process. In addition, key enrollment, financial aid, orientation and academic counseling information is translated in Spanish on the College’s website (I.C.1.19). Student support services regularly communicates via text, social media and week at-a-glance communications to provide just-in-time information regarding courses, college activities, key dates, timelines and other pertinent information to new, incoming, and continuing students (I.C.1.4, I.C.1.5, I.C.1.6I.C.1.20).

**Accreditation:** The accreditation status of the College is clearly noted on the accreditation webpage, linked to at the topic of the College’s website (I.C.1.21). Prior institutional self-evaluation documents, visiting team reports, and related correspondence are available publicly available on the website (I.C.1.22).

**Analysis and Evaluation**

The College assures clarity, accuracy, and integrity of information relating to its mission statement, learning outcomes, educational programs, and student support services through regular cycle of review supported by the organization and structure of the institution.

**Evidence**

I.C.1.1  Cuesta College home page [https://www.cuesta.edu/index.html](https://www.cuesta.edu/index.html)
I.C.1.2  Cuesta College Catalog 2019-2020
I.C.1.3  College Catalog Addendum
I.C.1.4  Rave Emergency Message System alert (example)
I.C.1.5  Text message re: open courses
I.C.1.6  Facebook post
I.C.1.7  Cuesta College Mission Statement [https://www.cuesta.edu/about/leadership/president/missionstatement.html](https://www.cuesta.edu/about/leadership/president/missionstatement.html)
I.C.1.8  Cuesta College Catalog 2019-2020, page 6
I.C.1.9  SLOCCCD Integrated Planning Manual
I.C.1.10  College Council minutes – mission statement recommendation
I.C.1.11  Board of Trustees minutes, 6/5/19 – mission statement recommendation
I.C.1.12  College Catalog – Institutional student learning outcomes, Sec 1A, pg 8
I.C.1.13  College Catalog – NRAD and NUTR courses, Sec 3A, pg 100
I.C.1.14  College Catalog – Chemistry degree & certificates, Sec 2B, pg 30
I.C.1.15  Institutional Review Assessment website
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The Cuesta College catalog and addendum are produced each year according to a detailed schedule of timelines for review of each section for accuracy. Special attention is directed to requirements, policies, and procedures in order that precise information be readily available to students and prospective students (I.C.2.1). The office of Academic Affairs leads annual review of all content in the College catalog. Each section of the catalog is directed to the appropriate department, unit, or program for review and updating of information prior to publication to assure accuracy (I.C.2.2). The College catalog includes requirements, policies and procedures required by Accrediting Commission for Community and Junior Colleges (ACCJC) and is provided in both print and electronic formats.

The 2019-2020 Cuesta College catalog contains information on the following areas:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page(s) in 2019-2020 Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name, Address(es), Telephone Number(s), and Website Address of the Institution</td>
<td>1</td>
</tr>
<tr>
<td>Educational Mission</td>
<td>Sec. 1A, 6</td>
</tr>
<tr>
<td>Representation of accredited status with ACCJC and programmatic accreditors, if any</td>
<td>Sec. 1A, 1</td>
</tr>
<tr>
<td>Course, Program, and Degree Offerings</td>
<td>Sec. 2A, 1, 2 &amp; Sec. 2B</td>
</tr>
<tr>
<td>Student Learning Outcomes for Programs and Degrees</td>
<td>Sec. 1A, 8</td>
</tr>
<tr>
<td>Academic Calendar and Program Length</td>
<td>Sec. 1A, 5</td>
</tr>
</tbody>
</table>
Analysis and Evaluation

The College provides information to students and prospective students in both print and electronic catalog formats. Counselors are also provided with a print catalog for reference. All others can receive a print catalog via request to the Curriculum Specialist in the Vice President of Academic Affairs Office.

Evidence
I.C.2.2 Catalog Development Calendar

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College documents student learning and other aspects of student achievement on the College website (I.C.3.1, I.C.3.2). Information on assessment of student learning and evaluation of student achievement is documented through the Institutional Program Planning and Review (IPPR) processes (I.C.3.3). Assessment of student and program learning outcomes are described in the Annual Program Planning Worksheet (APPW) and the Comprehensive Program Planning and Review (CPPR) documents (I.C.3.4). The CPPR process addresses how the program helps students achieve institutional learning outcomes (ILOs). All CPPRs are publicly available on the Institutional Research webpage. Course and program outcomes are also documented by faculty in the College’s assessment management system, eLumen (I.C.3.5). Data sets on the APPW and CPPRs span the previous five years and include: Enrollment Management, Program Review

Analysis and Evaluation

Through program review processes, the College documents assessment of student learning and achievement and makes this information publicly available to current and prospective students and the public on the College website. The annual and comprehensive reviews include comprehensive data sets that demonstrate student learning and achievement and the academic quality of the College.

Evidence

I.C.3.1  Student achievement data
https://www.cuesta.edu/about/depts/research/student_achievement_data.html

I.C.3.2  Learning Outcomes:
https://www.cuesta.edu/about/depts/research/Student_Learning_Outcomes.html

I.C.3.3  Program planning review components
https://www.cuesta.edu/about/depts/research/prgplanreviewcomponents/index.html

I.C.3.4  APPW and CPPR worksheets
https://www.cuesta.edu/about/depts/research/prgplanreviewcomponents/mathscienursinghealth.html

I.C.3.5  eLumen https://www.cuesta.edu/about/depts/research/eLumen.html

I.C.3.6  Enrollment management:
https://www.cuesta.edu/about/depts/research/Enrollment_Management.html

I.C.3.7  Program Review Data:
https://www.cuesta.edu/about/depts/research/programreviewdata.html

I.C.3.8  Research and Assessment Reports:
https://www.cuesta.edu/about/depts/research/Research_and_Assessment_Reports.html

I.C.3.9  Student Characteristics:
https://www.cuesta.edu/about/depts/research/student_characteristics.html

I.C.3.10  Student Surveys: https://www.cuesta.edu/about/depts/research/Student_Surveys.html

I.C.3.11  Program Review Reports
https://www.cuesta.edu/about/depts/research/prgplanreviewcomponents/index.html

I.C.3.12  State and Federal Outcomes
https://www.cuesta.edu/about/depts/research/statefedoutcomes.html

I.C.3.13  Scorecard https://scorecard.cccco.edu/scorecard.aspx

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The College describes its degrees and certificates on the website and in the College catalog. Academic programs, certificates, and degrees are included on Cuesta’s website under the Academics tab. Each program includes a description of its intended purpose and the required courses, total units, and expected program outcomes (I.C.4.1). Program information is also housed in CurricUNET. The CurricUNET website can be accessed without a password and is viewable to the public and all college stakeholders (I.C.4.2). The College publishes certificate and degree information in its printed and online college catalog, which includes comprehensive information regarding program purpose, requirements, and learning outcomes (I.C.4.1, I.C.4.2, I.C.4.3, I.C.4.4). Faculty are responsible for submitting all course and program proposals to the Curriculum Committee for review. Templates for curriculum submissions ensure that all criteria required by Title 5 are included for each course and program. The purpose, content, course requirements, and expected learning outcomes are described for each certificate and degree. The Curriculum Committee, a subcommittee of the Academic Senate and Academic Affairs, ensure program and course information is current and in compliance with criteria set forth in Title 5 (I.C.4.5).

Analysis and Evaluation

The College describes the intended purpose, requirements and learning outcomes of all certificate and degrees on its website, in CurricuUNET, and in its printed and online catalogs. All program information is available to the public and college stakeholders.

Evidence

I.C.4.1 College Website degrees and certificates
I.C.4.2 CurricUNET Website: http://www.curricunet.com/cuesta/
I.C.4.3 College Catalog degree programs
I.C.4.4 College Catalog Addendum
I.C.4.5 Curriculum Handbook

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College ensures the accuracy of publications, policies, and procedures and the integrity of all representations of the mission, programs and services through the participatory governance processes. College Council systematically reviews policies and procedures in accordance with the processes for review set forth in the Participatory Governance: Decision Making and Committee Handbook (I.C.5.1). College Council, acting as representative body, makes recommendations to the Superintendent/President regarding proposed board policies and district procedures, plans, and priorities (I.C.5.2). College Council also acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information (I.C.5.3). The organizational structure is clearly delineated in the College’s Participatory Governance: Decision Making and Committee Handbook (I.C.5.1).
To ensure the regular and timely review of board policies and administrative procedures, the Superintendent/President launched a policy and procedure taskforce in fall 2019 (I.C.5.4). The taskforce was charged with developing both a recommended timeline/schedule for policy review and an organizational structure to scaffold the review necessary to strengthen alignment with board policy (I.C.5.5). The taskforce also began the work to draft and present for review through the College governance process, and ultimately the Board of Trustees’ (BOT) for approval, policies and procedures that needed immediate attention for updating (I.C.5.6).

College publications, including web content, social media posts, and outreach materials are continuously reviewed to ensure the accuracy and integrity of the content. Technology search tools are used when updates are implemented to ensure that all related content accurately reflects the changes. Catalog program and course information is imported directly from CurricUNET to maximize accuracy and minimize human error.

**Analysis and Evaluation**

The participatory governance processes at the College provide review opportunities by all constituencies resulting in accuracy and integrity of all published content representative of the College mission, programs and services.

**Evidence**

I.C.5.1 Participatory Governance Handbook  
I.C.5.2 Role of College Council  
I.C.5.3 College Council Minutes  
I.C.5.4 Email from Dr. Stearns launching P&P taskforce  
I.C.5.5 BP 2410  
I.C.5.6 Policy Taskforce Procedures

6. **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

**Evidence of Meeting the Standard**

The College provides information regarding all costs and fees including the total cost of attendance on its website and in the College catalog. Enrollment fees can be accessed via the College webpage under the Admissions & Aid tab, which includes resident and nonresident tuition, Associated Students of Cuesta College fees, Student Center fees, materials fees, and parking fees. Costs of textbooks and course materials can be found on the Cuesta College Bookstore webpage (I.C.6.1, I.C.6.2, I.C.6.3). In accordance with state regulations, when materials fees are charged, the information is included in the College catalog. Course materials are also included in the class schedule via class finder (I.C.6.4).

**Analysis and Evaluation**

The information provided to current and prospective students regarding tuition, fees, and other
required expenses, such as textbooks, is accurate and reflected on the College webpages. In accordance with state regulations, when material fees are charged, the information is listed in the catalog. Course material costs are also listed in the class schedule and viewable in Class Finder (I.C.6).

**Evidence**

I.C.6.1 Cuesta College Website (cost of attendance)
I.C.6.2 Admissions and Aid Tab, Enrollment Fees webpage
I.C.6.3 Cuesta Bookstore webpage
I.C.6.4 Cuesta Class Finder (perhaps use Art as an example of materials fees listed?)

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

**Evidence of Meeting the Standard**

The College supports and promotes academic freedom. Board Policy 4030 outlines the commitment to academic freedom for faculty and students (I.C.7.1). BP 4030 includes specific support of faculty academic freedom with respect to curriculum, course content, grades, research, technology, and intellectual property. BP 4030 includes specific support of students’ academic freedom with respect to academic ideas and practices, grades, public speech, membership in organizations, and intellectual property. The Collective Bargaining Agreement (CBA) between the San Luis Obispo County Community College District (SLOCCCD) and Cuesta College Federation of Teachers (CCFT) AFT Local #4909 addresses academic freedom and intellectual property in Article 3 (I.C.7.2). Academic freedom, as outlined in the CBA, provides for the examination or support of controversial ideas and activities relevant to course content with the provision that faculty attempt reasonable accuracy and respect for differing viewpoints. Article 3 of the CBA states that faculty retain academic freedom when expressing ideas relevant to the College’s academic policies.

Board Policy and Administrative Procedure 3900, and Administrative Procedure 3430, which is included in the College catalog, further communicate to students and faculty the College’s commitment and responsibilities as they pertain to academic freedom (I.C.7.3, I.C.7.4, I.C.7.5, I.C.7.6).

**Analysis and Evaluation**

Through board policy and procedure and through contractual language between the District and faculty, the College demonstrates its commitment to upholding academic freedom for faculty and students and to ensuring institutional and academic integrity.

**Evidence**

I.C.7.1 BP 4030
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College addresses honesty, responsibility and academic integrity in Administrative Procedure 3050 - Institutional Code of Ethics, Board Policies 5500 and 5500.2, Standards of Conduct and Code of Conduct for Students in the Associate Degree Nursing Program and Board Policy 2715, College Board of Trustees Code of Ethics and Standards of Practice (I.C.8.1, I.C.8.2, I.C.8.3, I.C.8.4). The College catalog includes the academic honesty policy and student responsibilities in an easily accessible format for students (I.C.8.5). The College website includes details of all aspects related to student code of conduct and academic honesty (I.C.8.6).

Analysis and Evaluation

The College has established policies and procedures promoting honesty, responsibility and academic integrity and has disseminated this information to all constituencies via the College website and the College catalog.

Evidence

I.C.8.1 AP 3050
I.C.8.2 BP 5500
I.C.8.3 BP 5500.2
I.C.8.4 BP 2715
I.C.8.5 College Catalog Section 1.C page 12
I.C.8.6 VPSS Webpage detailing student code of conduct

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The CBA between the SLOCCCD and CCFT AFT Local #4909 addresses this Standard in Article 3, 3.1.1. Unit members may examine or support unpopular or controversial ideas and activities that are appropriate and relevant to course content, including discussion with students, research, or publication, provided the unit member attempts to be reasonably accurate and the unit member demonstrates respect for differing viewpoints (I.C.9.1).
Board Policy 4030 includes the American Association of University Professors (AAUP) Statement of Principles on Academic Freedom and Tenure, which states the College’s instruction is “conducted for the common good and not to further the interest of the individual teacher or the institution as a whole” (I.C.9.2). Through the faculty peer and student evaluation process, faculty objectivity with regard to professionally accepted views of their discipline is assessed.

The Board has adopted policies that confirm the right and privilege as well as the responsibility of faculty and all employees to support or oppose any issue or candidate during the employee’s own time and off of the premises of the College. Board Policy 3421 and 3900 support Article 3 of the CBA and articulate the requirement that individuals take reasonable care to show that they are acting in their own capacity as a private citizen (I.C.9.3, I.C.9.4).

Analysis and Evaluation

Faculty present professionally accepted views, data, and information fairly and objectively in accordance with Article 3 of the CBA and BP 4030. Board Policy outlines expectations of all employees to distinguish personal convictions from that of expected views of their discipline. The faculty peer and student evaluation processes provide a means of feedback for ensuring objectivity in the classroom.

Evidence

I.C.9.1 CBA Article 3
I.C.9.2 BP 4030
I.C.9.3 BP 3421
I.C.9.4 BP 3900

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College requires students to uphold the Student Code of Conduct published in board policy, the College catalog, and on the website. Board Policy 5500 outlines the Standards of Conduct which the college has established for all student conduct while on campus or engaged in any college-sponsored activity and is included in the College catalog Administrative Procedure 3050 describes the District’s Code of Ethics, which applies to all faculty, staff and students (I.C.10.1). AP 3050 details employee and student ethics with respect to integrity, civility, respect, fairness, and confidentiality (I.C.10.2). The District’s Code of Ethics is also included in the College catalog. Trustees of the District must abide by behavior expectations and a code of ethics described in Board Policy 2715 (I.C.10.3). Article 9 of the CCFT CBA and Article 13 of the CCCUE CBA, which are readily accessible on the Human Resources webpage, outline disciplinary procedures for faculty and staff (I.C.10.4, I.C.10.5).
Analysis and Evaluation

The College communicates expectations of codes of conduct via the College catalog, website, and board policy and procedure. Students are directed to the code of conduct during orientation and new employees are provided links to the collective bargaining agreements and an overview during new employee orientations.

Evidence
I.C.10.1  BP 5500
I.C.10.2  AP 3050
I.C.10.3  BP 2715
I.C.10.4  CCFT CBA Article 9
I.C.10.5  CCCUE Article 13

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Standard I.C.11 is not applicable to Cuesta College. Cuesta College does not operate in foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College complies with the Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes established by the ACCJC. The College is transparent in its relationship with the ACCJC and responds to the Commission's requirements and directives in a timely manner. The College creates and submits reports in a timely fashion, including this Institutional Self Evaluation Report (ISER), in accordance with Board Policy 3200 (I.C.12.1).

The College posts all previous self-study, mid-term and follow-up reports, substantive change proposals, college planning documents, annual and fiscal reports, and all letters from the Commission on the College website (I.C.12.2).

The College maintains a detailed webpage outlining the organization of the College’s ISER development process. The page includes a timeline that summarizes the major milestones in the iterative development process. Faculty, staff, administrators, and students engage in the organization, draft, review, and input process of the ISER through participation in committee initiatives, Standard teams, and evidence gathering (I.C.12.3).
Analysis and Evaluation

The College has a deep-rooted respect for the accreditation standards, which is reflected in the dialog that occurs in the College’s participatory governance and decision-making processes. The College’s previous sanctions have resulted in a strong commitment to understanding and implementing the Standards across all areas of the College and throughout its operations. The College has a culture, organizational structure, and commitment to excellence that supports timely communication with ACCJC and compliance with all reporting requirements. Information regarding accreditation is publicly available on the College website.

Evidence
I.C.12.1 Board Policy 3200
I.C.12.2 https://www.cuesta.edu/accreditation/historical-docs/
I.C.12.3 Organization of the Self Eval Process https://www.cuesta.edu/accreditation/process.html

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College fosters open and transparent communication with all external agencies, constituencies, and the community by providing ease of access to information on the College website. The accreditation status of the College and programs are publicized on the Accreditation webpage which also includes links to all external accrediting agencies (I.C.13.1). The College posts all previous self-study, mid-term and follow-up reports, substantive change proposals, college planning documents, annual and fiscal reports, and all letters from the Commission on its website (I.C.13.2).

The College advocates and demonstrates honesty and integrity in its relationship with external agencies, including compliance with regulations and statutes. The College currently offers four programs that require accreditation by an outside agency: 1) Licensed Vocational Nursing, 2) Associate Degree Registered Nursing, 3) Psychiatric Technician, and 4) Paramedic. These programs are licensed by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), the California Board of Registered Nursing (BRN), the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and approved by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professional (CoAEMSP) (I.C.13.3).

Analysis and Evaluation

In compliance with regulations and statutes, the College communicates any changes in its accredited status to the Commission, students, employees, external agencies, and the public.
through email, governance processes, press releases, its website, and newsletters, as appropriate.

**Evidence**

I.C.13.1  Cuesta College Accreditation Webpage  
I.C.13.2  [https://www.cuesta.edu/accreditation/historical-docs/](https://www.cuesta.edu/accreditation/historical-docs/)  
I.C.13.3  Cuesta Catalog page 1

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Evidence of Meeting the Standard**

Cuesta College is a public, two-year, state funded, open access community college and does not generate returns for investors, parent organizations, or external interests. The annual audit and financial statements provide assurance that the College does not strive for external objectives that would compromise its commitment to high quality education, student achievement, and student learning (I.C.14.1).

The College is committed to providing students with the highest quality of education, which supports its students in meeting their academic and career goals. This is delineated in the College’s mission statement and demonstrated in its institutional practices and policies, including its Student Equity and Achievement Plan and Guided Pathways Scale of Adoption Self-Assessment (I.C.14.2, I.C.14.3, I.C.14.4). The BOT has adopted policies that define the role of faculty, classified professionals, and administrators in the development, implementation, and delivery of high quality academic programs and student support services that prioritize achievement of outcomes for all students (I.C.14.5, I.C.14.6, I.C.14.7, I.C.14.8, I.C.14.9).

The College ensures its commitment to high quality education, student achievement, and student learning through learning assessment, program review, and integrated planning processes (I.C.14.10). The College’s *Educational Master Plan 2016-2026* sets forth the long-term, ten-year plan for the College and is supported by the *2020-2023 Strategic Plan* which delineates institutional goals aligned with the College’s Local College Vision Goals, which prioritize student achievement and learning (I.C.14.11, I.C.14.12, I.C.14.13).

**Analysis and Evaluation**

The College holds firm to its commitment to high quality education, student learning, and student achievement as central to its mission. Integrated planning serves to ensure the alignment of goals, action plans, and metrics in support of these core values. All institutional resources are dedicated to supporting the mission of the College as detailed throughout this self-evaluation report.

**Evidence**

I.C.14.1  2019 Audit  
I.C.14.2  Mission Statement
I.C.14.3 Student Equity and Achievement Plan
I.C.14.4 Guided Pathways Scale of Adoption Self-Assessment
I.C.14.5 BP 4020
I.C.14.6 BP 4040
I.C.14.7 BP 4052
I.C.14.8 BP 5000
I.C.14.9 BP 5050
I.C.14.11 Educational Master Plan
I.C.14.12 Strategic Plan
I.C.14.13 Local College Vision Goals

Improvement Plan(s)

[insert response if applicable]

Standard II: Student Learning Programs and Support Services
The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Cuesta College ensures through the Curriculum Committee review processes, that all courses and instructional programs offered at every location and in all modalities are consistent with the College mission, meet all legal mandates and accreditation requirements, and are of a rigor appropriate to higher education (II.A.1.1, II.A.1.2, II.A.1.3, II.A.1.4, II.A.1.5). The Curriculum Committee receives annual training on the California Community College Chancellor’s Office (CCCCCO) course and program approval processes as outlined in the Course and Program Approval Handbook (PCAH), Title 5 regulations, and local processes (II.A.1.6).
Instructional programs include associate degrees, certificates, noncredit programs, and community education. Cuesta College currently offers 54 noncredit certificates, 46 associate degrees, 45 certificates of achievement, 33 certificates of specialization, and 36 associate degrees for transfer, which articulate with the California State University (CSU) system (II.A.1.7, II.A.1.8, II.A.1.9, II.A.1.10).

The College uses CurricUNET for curriculum development, tracking and review. Prior to new course development, a pre-approval request form is completed. Prompts within this request connect courses to the College’s mission (II.A.1.11). Similarly, new programs are required to fill out the New Program Approval request form, which directly makes the connection of programs of study to the College’s mission. New programs are required to be approved through the governance process (II.A.1.12).

The course outline of record (COR) identifies the student learning outcomes (SLOs) for each course. Curriculum proposals are developed by content expert faculty and are reviewed by the Curriculum Committee, to ensure rigorous and appropriate content. Program descriptions include statements of transfer and career objectives and are published in the catalog (II.A.1.3, II.A.1.4, II.A.1.5, II.A.1.13). District policies ensure that degrees and certificates conform to accepted practices in higher education, including standards for General Education, major core area of emphasis requirements, and the correct calculation of credit hours (II.A.1.14, II.A.1.15, II.A.1.16).

Courses approved for distance education include a distance education addendum as part of the COR. The addendum is reviewed and approved by the Curriculum Committee to ensure that methods of instruction align with standards for regular and effective contact, student authentication, attendance and accessibility. The College is a participant in the California Virtual Campus-Online Education Initiative (CVC-OEI) and has adopted the course quality guidelines and rubric from the OEI. The OEI was endorsed by the Academic Senate and integrated into faculty development and distance education training (II.A.1.17, II.A.1.18, II.A.1.19).

The College evaluates how well its students attain their educational goals through annual and comprehensive program planning and review processes. The comprehensive program planning and review (CPPR) process includes assessment and analysis of SLOs, program outcomes, achievement standards, transfer rates to higher education and skills needed for employment. Institutional set standards, CPPR documents, student achievement data, and student outcomes are accessible to the campus community and the public on the Institutional Research website (II.A.1.20, II.A.1.21).

Analysis and Evaluation

All instructional programs at the College, regardless of location or mode of delivery, are rigorously reviewed and assessed to ensure they are consistent with the College’s mission and meet appropriate standards for higher education. Through these processes, students are able to achieve their goals for learning, success, and achievement.

Evidence:
2. Faculty, including full time, part time, and adjunct faculty, regularly engage in
ensuring that the content and methods of instruction meet generally accepted
academic and professional standards and expectations. In exercising collective
ownership over the design and improvement of the learning experience, faculty
conduct systematic and inclusive program review, using student achievement data, in
order to continuously improve instructional courses and programs, thereby ensuring
program currency, improving teaching and learning strategies, and promoting
student success.

Evidence of Meeting the Standard

Faculty ensure that instructional content and methods are of high quality and rigor and are
appropriate to higher education. The College assures these qualities through multiple processes.
All degrees and certificates are reviewed and assessed in annual and comprehensive program
reviews, which include a systematic review of all curriculum (II.A.2.1, II.A.2.2, II.A.2.3).
Faculty participate in ongoing professional development opportunities focused on teaching and
student learning, and through the College’s instructional review processes, programs and courses
are evaluated on a regular cycle by faculty. (II.A.2.4, II.A.2.5).

Full-time and part-time faculty drive the curriculum development and review process. This is the
primary method the College uses to ensure that all courses and programs offered meet accepted
academic and professional standards, as outlined in the California Code of Regulations Title 5
The California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook (PCAH). The official COR contains all elements required by Title 5, including course units, contact hours, requisites, methods of instruction, a catalog description, course content and SLOs (II.A.2.6, II.A.2.7, II.A.2.8). The Curriculum Committee receives annual training on Title 5 requirements in accordance with State guidelines, and the Curriculum Committee chair, additional faculty, staff and administrators attend the annual Academic Senate Curriculum Institute (II.A.2.9, II.A.2.10).

Curriculum is reviewed on a continuous cycle through the comprehensive program planning and review processes. Stand-alone courses and those within a degree or certificate are reviewed on a five-year cycle or a four-year cycle for career technical education (CTE) programs (II.A.2.1, II.A.2.2, II.A.2.3, II.A.2.11, II.A.2.12, II.A.2.13). The Office of Academic Affairs sends out annual notices of the programs scheduled for review. This schedule is produced and maintained by the Curriculum Resource Specialist (II.A.2.14, II.A.2.15).

The annual and comprehensive program review processes include assessment of SLOs and review and analysis of student achievement and institutional set standards. Data analyses and reporting of the program’s trends include program strengths and potential challenges. Program review addresses general enrollment, course demand, efficiency, student success disaggregated by course modality, degrees and certificates awarded and course completion. Other relevant program data includes state or national certification/licensure exam results and employment data. Faculty document improvements that have been implemented in the previous year as a direct result of learning outcomes assessment. Program review processes also include forecasting for the next academic year. (II.A.1.16, II.A.1.17, II.A.1.18, II.A.1.19, II.A.1.20, II.A.1.21)

Cuesta College is committed to providing training opportunities for all faculty in effective pedagogy. A top priority for the College is for faculty professional development to address equity gaps for all success measures. Professional development is ongoing and supports faculty and staff in their efforts to help minoritized students succeed. For example, ten faculty attended the Equity-Minded Teaching Institute in June 2018, and ten counselors attended the Counseling in the Era of Equity Institute in June 2019 (II.A.2.22, II.A.2.23). Equity-focused training will continue building on past and current efforts to increase faculty and staff capacity to address the needs of minoritized students (II.A.2.24).

**Analysis and Evaluation**

The College ensures that instructional content and methods are of high quality and rigor and are appropriate to higher education through faculty participation in a robust and comprehensive curriculum approval process, ongoing program review, and professional development activities, all of which lead to improved teaching and student learning and success.

**Evidence**

II.A.2.1 CPPR Art Studio (Curriculum Review Section)
II.A.2.2 CPPR Nutrition (Curriculum Review Section)
II.A.2.3 CPPR Chemistry (Curriculum Review Section)
II.A.2.4 Professional Development Workshops
II.A.2.5 Professional Development Workshops
II.A.2.6 Course Outline of Record Engineering
II.A.2.7 Course Outline of Record Chemistry
II.A.2.8 Course Outline of Record Communication Studies
II.A.2.9 Curriculum Committee Annual Training
II.A.2.10 List of Curriculum Institute attendees (last 3 years)
II.A.2.11 4-year CTE CPPR Journalism (Curriculum)
II.A.2.12 4-year CTE CPPR ECE (Curriculum)
II.A.2.13 4-year CTE CPPR NRAD (Curriculum
II.A.2.14 Notice of CPPR schedule email
II.A.2.15 Program Review Schedule (Monica Fiscalini)
II.A.1.16 CPPR Art Studio
II.A.1.17 CPPR Criminal Justice
II.A.1.18 CPPR Computer Information Systems
II.A.1.19 APPW Art History
II.A.1.20 APPW Biology
II.A.1.21 APPW Business
II.A.2.22 Equity-Minded Teaching Institute June 2018
II.A.2.24 Counseling in the Era of Equity Institute June 2019
II.A.2.24 Equity Plan (Professional Development)

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

Learning outcomes have been identified at the institution, program, and course levels (II.A.3.1, II.A.3.2). Outcomes for programs, degrees, certificates, general education and the institution are published in the catalog, which is linked on the College website. SLOs are identified on the official COR, which are posted in CurricUNET (III.A.3.3, II.A.3.4). Assessment of course and program outcomes are included in the CPPR documents, which are posted on the Office of Institutional Research’s Webpage.

The College’s student learning outcomes and assessment (SLOA) faculty coordinators are members of the Institutional Program Planning and Review (IPPR) Committee (II.A.3.5). The SLOA coordinators take primary responsibility for ensuring the College has defined and is assessing the SLOs for all courses, programs, and institutional outcomes. The SLOA coordinators work with faculty and the Curriculum Committee to ensure all CORs have appropriate SLOs listed (II.A.3.3, II.A.3.6, II.A.3.7).

The College has mapped its course level SLOs to its program learning outcomes (PLOs) and institutional learning outcomes (ILOs) (II.A.3.8). The SLOA coordinators work with discipline
faculty to ensure that PLOs and ILOs are being assessed (II.A.3.9, II.A.3.10). Assessment of PLOs and SLOs for courses are discussed and summarized in the Annual Program Planning Worksheet (APPW) (II.A.3.11, II.A.3.12) and the CPPR documents (II.A.3.13, II.A.3.14). Both documents confirm the assessment cycle calendar is up to date and that course SLOs have been assessed. Descriptions of changes are implemented from the previous year as a direct result of learning outcomes assessment. The CPPR process also addresses how the program helps students achieve the ILOs. All CPPRs are published on the Institutional Research website, and course and program outcomes are documented in the College’s assessment management system (eLumen) (II.A.3.15).

ILO assessment occurs annually and is managed by the SLOA coordinators. Results and recommendations are shared with faculty and staff through the governance process with ILO reports presented to College Council and the Academic Senate (II.A.3.10).

SLOs on course syllabi are required to match the official SLOs as listed on the approved COR (II.A.3.167, II.A.3.17, II.A.3.18). Syllabi are submitted to the division offices each term and are reviewed through the faculty evaluation process to ensure that the SLOs match those listed on the official COR. In 2015, the Academic Senate approved professional Syllabus Standards for Distance Education Courses and in 2016 approved Syllabus Standards for Face-to-Face Courses (II.A.3.19, II.A.3.20, II.A.3.21, II.A.3.22). These syllabi templates help faculty adhere to quality standards for student success, and ensure compliance with accreditation requirements and the California Education Code.

Analysis and Evaluation

Learning outcomes are identified, published, and assessed at the course, program and institutional level using established assessment cycles. Outcomes for courses and programs are incorporated into the curriculum review process and are identified on the official COR and course syllabi. The College catalog identifies all course, program, institutional outcomes and is linked on the College’s website. Course syllabi are regularly reviewed to ensure SLOs match the official SLOs listed on the COR.

Evidence

II.A.3.1 Institution Learning Outcomes
II.A.3.2 Program Learning Outcomes
II.A.3.3 COR
II.A.3.4 CurricUNET
II.A.3.5 SLOA Coordinators Job Description
II.A.3.6 COR
II.A.3.7 COR
II.A.3.8 Example map SLOs-PLOs-ILOs mapped
II.A.3.9 PLO Assessment
II.A.3.10 ILO assessment
II.A.3.11 APPW Art History
II.A.3.12 APPW Biology
II.A.3.13 CPPR Art Studio
II.A.3.14 CPPR NRAD
II.A.3.15 Screen Shot of Institutional Research website and CPPR posted
II.A.3.16 Course Syllabus
II.A.3.17 Course Syllabus
II.A.3.18 Course Syllabus
II.A.3.19 Syllabus Template example: DE Courses
II.A.3.20 Academic Senate Minutes DE Approval (2015)
II.A.3.21 Syllabus Template example: Face-to-Face
II.A.3.22 Academic Senate Minutes Face-to-Face approval (2016)

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Cuesta College offers pre-collegiate (basic skills and pre-transfer level courses) and collegiate level curriculum. The Curriculum Committee systematically reviews and approves both pre-collegiate and collegiate courses and ensures through content review that pre-collegiate courses build transitions to collegiate courses to improve student readiness and success. The distinction between the pre-collegiate and college-level courses is communicated in the catalog (II.A.4.1).

Course Numbering
000-099 Non-Degree Applicable and Non-Transferable
100-199 Degree Applicable and Non-Transferable
200-299 Degree Applicable and Transferable
400-499 Non-Credit Courses, including Emeritus College
500-599 Non-Credit Courses, including NCTE
600-699 Non-Credit Courses, including NCTE
700-799 Non-Credit Courses, including ESL and Vocational ESL

Determinations of the appropriate level for courses are made in accordance with applicable Board Policy 4020 and Administrative Procedure 4020 for curriculum review (II.A.4.2, II.A.4.3). Through a collaboration with English and math faculty and following AB 705 guidelines, students self-place in both English and math as part of the College’s guided self-placement process embedded in the online student orientation (II.A.4.4). Support courses have been developed for both math and English using the curriculum development and approval process to ensure student success (II.A.4.5, II.A.4.6).

The English and math divisions redesigned pre-collegiate curriculum so that students can accelerate through remedial courses or enroll directly in transfer level courses and support courses, if needed. These acceleration courses were approved through the curriculum review process. The accelerated Math 128 curriculum was approved and implemented in fall 2014, and the accelerated English 180 curriculum was approved and implemented in fall 2018 (II.A.4.7,
II.A.4.8). Between 2015 and 2018, ESL credit courses were redesigned and submitted through the curriculum process and were approved as non-credit courses (II.A.4.9). The implementation of these accelerated courses has helped increase completion rates in pre-transfer courses and throughput in transfer level courses.

Analysis and Evaluation

Cuesta College clearly identifies pre-collegiate level curriculum from college level curriculum for students in both the hard copy and online versions of the catalog. The College uses a course numbering process for identifying levels of courses. Supporting pre-collegiate courses is a priority for the College, as evidenced by its student self-placing process, acceleration courses, and support courses.

Evidence

II.A.4.1 Courses of Instruction from 2020-2021 Catalog pg 3A1
II.A.4.2 BP 4020 Program Curriculum Course Development
II.A.4.3 AP 4020 Program Curriculum Course Development
II.A.4.4 Mandatory Online Orientation with English – Math self-placement module
II.A.4.5 MATH147S COR
II.A.4.6 ENGL 101 COR
II.A.4.7 MATH 128 COR

5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College follows all legal mandates for curriculum review and approval stipulated in California Education Code, Title 5 and other federal regulations, and is in compliance with Commission policy on institutional degrees and credits. Board policy and administrative procedure 4025 (Philosophy and Criteria for Associate Degree in General Education) and Board Policy and Administrative Procedure 4100 (Requirements for Degrees and Certificates) set standards for length and rigor which are published in the College catalog (II.A.5.1, II.A.5.2, II.A.5.3, II.A.5.4, II.A.5.5).

Board Policy and Administrative Procedure 4020 (Program, Curriculum and Course Development), establish procedures for the development and review of all curricular offerings, including establishment, modification, or discontinuance, based on Title 5 Section 53200 and Board Policy 2510 (II.A.5.6, II.A.5.7, II.A.5.8). Curriculum development and approval is one of the primary responsibilities of faculty, who ensure academic quality and rigor across all subject areas through a comprehensive curriculum review and approval process. The Curriculum
Committee, a sub-committee of the Academic Senate Council, has adopted guidelines taken from the Program and Course Approval Handbook from the California Community Colleges Chancellor’s Office (CCCCO) Division of Academic Affairs that ensure all standards, policies and procedures are enforced through the curriculum approval process. The Curriculum Committee receives annual training on the CCCCO’s course and program approval processes as outlined in the Course and Program Approval Handbook (PCAH), Title 5 regulations, and local processes (II.A.5.9). The curriculum review and approval process is housed in CurricUNET, the College’s curriculum management system (II.A.5.10).

General Education Pattern

Board Policy and Administrative Procedure 4025 (Philosophy and Criteria for Associate Degree and General Education), along with Title 5 guide the establishment of general education requirements. General education options at the College include, local, CSU, and IGETC patterns. The local college GE pattern includes courses in the following general education areas: (A) Physical and Life Sciences, (B) Social and Behavioral Studies, (C) Arts and Humanities, (D) Communication and Analytical Thinking, D1. Communication in English, D2. Analytical Thinking; (E) American Institutions, and two local graduation requirements: Health Education and Diversity. CSU and IGETC general education patterns are reviewed and maintained by governing bodies at those institutions. Local courses are submitted for approval to these GE patterns by the College’s articulation officer in accordance with established guidelines. The Curriculum Committee’s general education sub-committee reviews courses requesting inclusion in a GE area to ensure that the course description, topic, objectives, and SLOs meet appropriate standards for inclusion. All courses that meet the standards are approved by the Curriculum Committee then the Board of Trustees. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education (II.A.5.1, II.A.5.2, II.A.5.11, II.A.5.12).

Cuesta College does not offer a baccalaureate degree.

Analysis and Evaluation

District policies and the Curriculum Committee ensure that all degrees and programs at the College follow practices that are common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The Institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level.

Evidence:

II.A.5.1 BP 4025  
II.A.5.2 AP 4025  
II.A.5.3 BP 4100  
II.A.5.4 AP_4100_Grad_Requirements_Degrees_and_Certs_2017  
II.A.5.5 Associate Degree Requirements from 2019-2020 Catalog  
II.A.5.6 BP_4020_Program_Curricular_Course_Development  
II.A.5.7 AP_4020_Program_Curriculum_Course_Development
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College schedules all degree and certificate courses in a manner that enables all students to complete their programs within a reasonable timeframe. The task of scheduling courses for degrees and certificates employs focus from department faculty, division chairs and deans. Scheduling courses is informed by data provided by reports developed by Institutional Research (II.A.6.1).

Scheduling

The College schedules courses based on data, student need, and program completion patterns. Cuesta is committed to offering courses required for a program no less often than once every two years (II.A.6.2, II.A.6.3). Being a rural institution, the College has invested in distance education as a means of providing flexible scheduling options for students. Distance education courses are offered in many subjects and are in high demand. For all courses, the deans and division chairs analyze fill rates and waitlists to measure student demand and to make appropriate adjustments in scheduling of courses (II.A.6.4, II.A.6.5). The College’s scheduling timelines ensure that the schedule is built based on input from faculty, deans, and vice presidents (II.A.6.6). Enrollment updates are provided weekly to the President’s Cabinet, and quarterly to Planning and Budget Committee (II.A.6.7, II.A.6.8, II.A.6.9).

In spring 2019, the College became one of ten California Community Colleges to purchase the Program Mapper, which provides students with an online visual representation of all degree and certificate programs organized by meta-majors or areas of study (II.A.6.10). Once fully implemented students will be able to use the mapper to explore areas of study and the associated degree or certificate programs. Each program will be mapped out in a pathway that allows students to see a semester-by-semester path from program entry to completion. Students will be able to select a theoretical two-, three-, or four-year completion pathway. The mapper will also include CSU transfer degrees, specific associate degrees for transfer for Cal Poly San Luis Obispo, and information on occupations, typical wages, and labor market in demand for the careers commonly associated with each program.

Since 2014, every student has access to Degree Works, a software package designed to assist students and counselors navigating pathways to completion (II.A.6.11). Degree Works allows students to investigate any degree or certificate the College offers by specifying all requirements
the student must meet. Once course requirements are identified, the program links the student to the College’s class finder for specific courses.

Analysis and Evaluation

Using data analysis, Degree Works and Program Mapper, the College has identified best practices that improve student-centered scheduling. Degree Works and Program Mapper allow students and counselors to identify clear pathways for program completion.

Evidence

II.A.6.1  Daily FTES Report Spring 2020
II.A.6.2  Agriculture Course Rotation
II.A.6.3  NCC ADT Brochure
II.A.6.4  Fill Rate Report Spring 2020
II.A.6.5  Waitlist Report Spring 2020
II.A.6.6  Annual Scheduling Timelines
II.A.6.7  Enrollment Management Minutes October 2019
II.A.6.8  President’s Cabinet Minutes November 2019
II.A.6.9  Planning and Budget Minutes November 2019
II.A.6.10  Screen Shot Mapper
II.A.6.11  Degree Works (screen shots)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College is committed to providing teaching and learning experiences that promote equity in success for all its students. The College mission states, “Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals….” (II.A.7.1). The mission drives institutional planning and addresses support of equity in success for all students as highlighted in one of the College’s Strategic Plan Goals (II.A.7.2):

- 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.
- 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.

Delivery Modalities

The College offers courses and programs through traditional face-to-face and distance education. Administrative Procedure 4105 defines distance education as a modality which uses one or more
technologies to deliver instruction to students who are separated from the instructor (II.A.7.2). Distance education courses are delivered primarily via the Internet, using a campus-supported learning management system. Instructors interact with students regularly and effectively to complete assignments and assessments.

In the curriculum approval process, all distance education courses must complete the COR distance education addendum (II.A.7.3). When approving distance education courses, the Curriculum Committee certifies the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional face-to-face courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course are made with full involvement of the Curriculum Committee approval procedures.
- Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

Faculty are advised to follow the distance education syllabus standards adopted by the Academic Senate for their distance education course syllabi (II.A.7.4). The use of these standards assists faculty in adhering to quality standards for student success and to comply with accreditation requirements and California Education Code.

Teaching Methodologies

The College offers multiple teaching methodologies and course structures to meet the diverse needs of the students. Courses are offered in compressed as well as regular semester length formats. Major efforts have been implemented to support equity across campus in relation to professional development and increased services for historically under-served populations. Equity-focused training will continue building on past and current efforts to increase the capacity of faculty and staff to address the needs of minoritized students, including examination of the impact of white privilege in education, how best to support men of color, culturally relevant pedagogy, contextualized learning, implicit bias and hiring, equity-minded syllabi review, and anti-racist/social justice strategies for teaching (II.A.7.5, II.A.7.6, II.A.7.7, II.A.7.8). Academic Affairs has prioritized professional development for faculty to also address new technologies and best practices in teaching modalities.

With the implementation of AB 705, the College continuously looks to professional development to improve upon student success strategies, curricular design and support, including student support services and resources. Continued professional development is critical for collaboration and exposure to best practices for inclusive curriculum that honors the experiences of students in the classroom. The College recognizes the importance of shared professional development to implement innovative strategies with a student-centered design that recognizes the experiences and barriers of Cuesta’s disproportionately impacted students.

Learning Support Services
The College offers a variety of academic support services aimed at improving student success. Support services include the Student Success Center, which provides over 60,000 hours of tutoring per year. Tutoring includes drop in, embedded, English Writing Lab, Math Lab, and the Statistics Lab. The Cuesta also offers online tutoring through NetTutor. This online tutorial service is available to all students and operates during college business hours, evenings and weekends. Technology support for students, faculty and staff is available Monday-Friday and is provided by a full-time instructional designer and by technical support services. Support is offered in-person, by phone or online. Test proctoring services are offered online through the software program Proctorio. The Assessment Center also offers test proctoring services through a flexible schedule for students taking online courses. In the fall 2018 semester, the Student Success Centers began offering writing tutoring to online students using ConferZoom. This software allows tutors to connect with students and discuss strategies for effective writing.

Students can access academic support services and other services further described in Standard II.C.1 (II.A.7.9).

Analysis and Evaluation

The College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. The Equity and Student Success Committee serves as an advisory committee for the Student Equity and Achievement (SEA) Plan. As an advisory committee to the SEA Plan and programming, the Equity and Student Success Committee makes recommendations, disseminates information, and helps coordinate learning support services in efforts to achieve equity for all students (II.A.7.10, II.A.7.11).

Evidence

II.A.7.1 Mission Statement
II.A.2.2 Strategic Plan Goal 2
II.A.7.2 AP 4105
II.A.7.3 Curriculum Minutes DE Addendum
II.A.7.4 Syllabus Template DE Courses
II.A.7.5 Dr. Wood and Dr. Harris: Advancing Diversity, Equity and Inclusion
II.A.7.6 Ali Michael Building Racial Competency
II.A.7.7 2015 BOT Diversity Training March 2015
II.A.7.8 21-Day Racial Equity and Social Justice Challenge
II.A.7.9 Student Success Center Webpage Screenshot
II.A.7.10 Equity and Student Success Committee Minutes August 2018
II.A.7.11 Equity and Student Success Committee Minutes February 2019

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
Cuesta College does not use standardized departmental course or program exit examinations related to graduation, and does not allow direct assessment of prior learning.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College’s criteria for course credit are in line with Title 5 regulations, Commission Policy on Institutional Degrees and Credits, and board policy and administrative procedure 4020, which reflect accepted norms in higher education (II.A.9.1, II.A.9.2). Student evaluation processes, grading methods, and SLOs are published in the COR, and appear in course syllabi (II.A.9.3, II.A.9.4).

Throughout the curriculum process, faculty develop learning outcomes for courses to reflect the knowledge, skills, and abilities students should have with successfully completing a course. Outcomes published on the COR are supported by the course objectives and topics, and grades are assigned based on a faculty member’s assessment of overall course performance. Faculty conduct ongoing assessment of learning outcomes which are posted in the eLumen platform (II.A.9.5, II.A.9.6, II.A.9.7, II.A.9.8).

The College’s board policy and administrative procedure 4020 address Credit Hour calculations and adhere to state and federal guidelines for the awarding of credit. Federal guidelines specify that one credit hour be equivalent to one contact hour and a minimum of two hours of outside of class work, or three total hours of student work, each week. The California Code of Regulations, Title 5, requires a minimum of 48 hours of lecture, study, activity or lab work per semester for each unit of credit (credit hour) awarded. Total contact hours are included on all official CORs, with units awarded subject to the policies for calculation approved by the College (II.A.9.9).

The College does not have programs that require clock hours.

Analysis and Evaluation

The College awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements, which are set in board policy. The College provides appropriate information about the awarding of academic credit in the catalog, CORs and on the website.

Evidence

II.A.9.1 Board Policy 4020
II.A.9.2 Administrative Procedure 4020
II.A.9.3 Math 128 Syllabus
II.A.9.4 English 201A Syllabus
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College’s catalog clearly states transfer of credit policies for students (II.A.10.1). The College offers transfer guarantees to the CSU and UC systems and maintains articulation agreements with four-year colleges that include major preparation, general education and transferable course agreements. All agreements are available on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST.org) website. Administrative procedure 4100 ensures transfer of course work (II.A.10.2). Based on administrative procedure 5010, an Admissions and Records Evaluations Analyst evaluates non-native college transcripts to determine learning outcomes are aligned with the course expectations (II.A.10.3, II.A.10.4). If questionable, enrollment services will consult with the discipline faculty. The College will accept upper division coursework completed at another college or university for the purpose of fulfilling associate degree and certificate requirements using the following guidelines:

• Coursework must be completed at a regionally accredited college or university.
• A student must submit official transcripts from the originating institution.
• Upper division courses may be applied to Cuesta College general education area or major and/or elective requirements based on content equivalency to general education area, major, or elective requirements.
• Upper division courses in math or English composition may be used to satisfy competency requirements for the associate degree.
• Policy on the use of upper-division coursework on the IGETC and CSU GE is governed by the University of California and California State University system.
• The Colleges does not accept coursework that is inconsistent with Title 5 regulations nor can it ensure that coursework accepted by the College will be accepted by another institution.
• Transcripts from foreign colleges and universities will be accepted only when evaluated by an evaluating service recognized by the College. Credits from an evaluation service are typically applied as elective credits only. Grade point averages from foreign institutions are not included on Cuesta’s academic transcript (II.A.10.2).

Articulation is aligned with the statewide Course Identification Numbering System (C-ID), a common system for articulation within the state of California. The College currently has 220 C-
ID approved courses. These C-ID courses assure students that courses with the same C-ID number are comparable to any California Community College system course bearing the same C-ID number and are designed to transfer to any CSU.

The College currently offers 36 associate degrees for transfer (ADT), which guarantee admittance to the CSU system through SB 1440 legislation. With an ADT, students are guaranteed to transfer with 60 credits to a CSU at a junior level status (II.A.10.5).

The Transfer Center maintains information for students about university transfer requirements, the university application process, articulation agreements, and transfer admission guarantee programs. (II.A.10.6).

The College’s course numbering system clearly identifies which courses are approved for transfer to the CSU and UC systems.

<table>
<thead>
<tr>
<th>Course Numbering</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099 Non-Degree Applicable and Non-Transferable</td>
</tr>
<tr>
<td>100-199 Degree Applicable and Non-Transferable</td>
</tr>
<tr>
<td>200-299 Degree Applicable and Transferable</td>
</tr>
<tr>
<td>400-499 Non-Credit Courses, including Emeritus College</td>
</tr>
<tr>
<td>500-599 Non-Credit Courses, including NCTE</td>
</tr>
<tr>
<td>600-699 Non-Credit Courses, including NCTE</td>
</tr>
<tr>
<td>700-799 Non-Credit Courses, including ESL and Vocational ESL</td>
</tr>
</tbody>
</table>

Analysis and Evaluation

The College makes available to its students clearly stated transfer-of credit policies in the catalog and on its website. In accepting transfer credits to fulfill degree requirements, the College confirms that the expected learning outcomes for transferred courses are comparable to the learning outcomes of Cuesta courses. The College maintains articulation agreements in accordance to its mission.

Evidence

II.A.10.1 Catalog: Transfer Planning
II.A.10.2 AP 4100 Graduation Requirements
II.A.10.3 AP 5010 Admission
II.A.10.4 Evaluation Analyst Job Description
II.A.10.5 ADT Progress Report 2019
II.A.10.6 Transfer Center Webpage

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
Evidence of Meeting the Standard

All program outcomes are published as links in the catalog with program descriptions. Program learning outcomes are mapped to ILOs, which cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The associate degree and general education philosophies form the foundation for the College’s ILOs (II.A.11.1, II.A.11.2). The College considers the ILO statements to encompass the outcomes in the general education program (II.A.11.3). The combined ILO statements are the expected SLOs for students either graduating with associate degrees (AA, AS, or ADT) or transferring to a four-year college or university. These students will be able to demonstrate the knowledge and skills contained within the six ILO areas based on general education and discipline-specific courses at the lower division level. ILOs also address areas of learning that are specified by the Accrediting Commission for Colleges and Junior Colleges in Standard II.A.3 (II.A.11.4). All students who attend Cuesta College will be exposed to at least one ILO as a result of their overall experiences with any aspect of the College, including courses, programs, and student services (II.A.11.3).

Institutional Learning Outcomes Areas
1. Personal, Academic, and Professional Development
2. Critical Thinking and Communication
3. Scientific and Environmental Understanding
4. Social, Historical, and Global Knowledge and Engagement
5. Artistic and Cultural Knowledge and Engagement
6. Technological and Informational Fluency

Analysis and Evaluation

The College’s institutional and general education learning outcomes provide a foundation of learning competencies in the areas listed above program learning outcomes align with the above general education and ILOs.

Evidence

II.A.11.1 BP 4025
II.A.11.2 AP 4025
II.A.11.3 General Education Requirements and Outcomes Catalog Screenshot
II.A.11.4 Institutional Learning Outcomes

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society,
skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College’s catalog addresses general education for students and indicates a cohesive pattern of courses intended to serve three purposes: 1) strengthen students’ essential intellectual skills; 2) broadly introduce students to the core concepts and methods of the major disciplines; and 3) prepare students to lead enriched lives in a multicultural society. General education courses are distinguished from those required for a major or electives. Courses in the general education category are “general” in two senses: 1) independently survey the core concepts and methods of the discipline in which they are included; and 2) point, where possible, to the influences and contributions of the discipline to other disciplines, culture, human history and individuals’ quest to understand the universe and ourselves. Through the GE program, students will acquire the ability to think and communicate clearly and effectively both orally and in writing; to use mathematics and other symbolic systems; to understand the modes of inquiry of the major disciplines; to appreciate the structures and processes of the natural environment; to be aware of other cultures and times; to achieve insights by thinking about ethical and social problems; and to understand the history of U.S. and appreciate its governing institutions. (II.A.12.1, II.A.12.2).

The overarching general education outcomes which student should be able to do upon completion of the general education course pattern include:

- identify, explain, and analyze the core concepts and methods of the major discipline in which the course is included;
- identify, explain, and analyze the influences and contributions of the specific discipline to other disciplines, cultures, human history, and individuals’ quest to understand the universe.
- organize, integrate, and critically analyze information within the course, using these skills to generate and evaluate alternative perspectives; and
- prepare students to live enriched lives in a multicultural society (II.A.12.3).

The College’s associate degrees require the completion of a general education pattern: 1) Cuesta GE pattern, 2) CSU GE Breadth, or 3) IGETC. The local Cuesta GE pattern includes courses required of all students (II.A.12.4). CSU and IGETC GE patterns are reviewed and maintained by those institutions. Local courses are submitted for approval by the Articulation Officer in accordance with the relevant guidelines. Courses included in the Cuesta GE pattern are reviewed by the GE subcommittee of the Curriculum Committee and approved by the Curriculum Committee and Board of Trustees (II.A.12.5, II.A.12.6, II.A.12.7).

Analysis and Evaluation
The College’s Curriculum Committee, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon SLOs and competencies appropriate to the degree level. The GE learning outcomes include students’ preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence

II.A.12.1 BP 4025
II.A.12.2 AP 4025
II.A.12.3 Catalog 2A GE Outcomes
II.A.12.4 Catalog GE patterns
II.A.12.5 General Education Rubric
II.A.12.6 BOT minutes
II.A.12.7 Curriculum Committee minutes GE submission

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College offers an array of degree options, all of which include focused study in at least one area of inquiry or in an interdisciplinary core. Students may graduate from Cuesta College with an associate in arts or an associate in science degree or an associate degree for transfer by satisfying the degree requirements established by the faculty, the Curriculum Committee, the Board of Trustees, and relevant state regulations (II.A.13.1). In spring 2019, the college offered 36 associate degrees for transfer, 46 associate degrees, 45 certificates of achievement, and 33 certificates of specialization.

All of the College’s associate degree programs include at least one area of study or interdisciplinary emphasis. Completion of an associate degree requires prescribed coursework in a specific major with grades of “C” or better. The associate degrees for transfer require completion of a minimum of 18 semester credits in prescribed major coursework. Complete degree requirements are outlined online in the catalog and on the degrees and certificates page of the College website (II.A.13.2; II.A.13.3).

The curriculum review process ensures all courses and programs have appropriate learning outcomes as the basis for awarding credit. The CORs include SLOs established and reviewed by discipline faculty and approved by the Curriculum Committee (II.A.13.4, II.A.13.5, II.A.13.6, II.A.13.7, II.A.13.8, II.A.13.9).
The mapping of course SLOs to PLOs to ILOs ensures students master key theories and practices in the area of inquiry. The assessment of SLOs and PLOs assures the student, employer or transfer institution that the student has mastered key theories and practices within that level of the field of study (II.A.13.10).

The College does not offer baccalaureate degrees.

**Analysis and Evaluation**

The College has clear policies in place requiring a minimum of 18 units in a major or area of emphasis for the associate degree and ensures that each degree meets clear goals leading to employment, transfer, or community needs. Lists of required major courses, restricted electives, and areas of emphasis are clearly listed in the catalog for each degree, along with PLOs and the transfer and career objectives each degree is designed to meet.

The College’s degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon SLOs and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Evidence**

II.A.13.1 Degree requirements in Catalog  
II.A.13.2 Degrees/Certificates Catalog Page  
II.A.13.3 Degrees/Certificates Website  
II.A.13.4 Course SLOs  
II.A.13.5 PLOs  
II.A.13.6 AP 4020  
II.A.13.7 COR  
II.A.13.8 COR  
II.A.13.9 SLO review  
II.A.13.10 ILOs mapped

14. **Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

**Evidence of Meeting the Standard**

CTE programs are offered in a broad range of disciplines that prepare students for employment opportunities in the county of San Luis Obispo and the state of California (II.A.14.1). Where applicable, each CTE program prepares students for licensure, certification, or industry recognized credentials. SLOs for courses, certificates, degrees and programs have been established and assessed for all CTE programs (II.A.14.2, II.A.14.3, II.A.14.4). Program reviews are posted on the College website (II.A.14.5, II.A.14.6). Faculty members systematically and routinely assess students’ achievement of SLOs at the course and program levels, including the technical competencies necessary for employment. For example, the Course and Program
Assessment Summary for the Welding associate degree describes assessments based on American Welding Society Structural Welding Certification tests (II.A.14.7). CORs include assignments and evaluation measures that assure the stated course SLOs are aligned with licensing or certification examinations and requirements. For example, most automotive program courses incorporate performance tasks developed by agencies such as the California Bureau of Automotive Repair (BAR) into their SLOs (II.A.14.8).

To ensure that the College’s CTE courses and certificates have the appropriate depth and rigor, faculty in CTE programs complete CPPRs as part of the institutional program planning and review cycle. Completing program review promotes dialog about learning outcomes and plans for instructional improvements among faculty and staff and documents a program’s efforts in ensuring that students are prepared for employment and licensure exams. CTE programs also complete a supplemental review on a two-year cycle in accordance with California Education Code Section 78016. This review includes analysis of labor market information and ensures that programs do not unnecessarily duplicate other similar training in the area. Additionally, employment and completion data are analyzed to assess program impact, as shown in the program review document for Early Childhood Education (II.A.14.9).

The College tracks and reports annual pass rates and course success rates for CTE programs that require external licensure or certification for employment. Programs requiring these exams for employment meet or exceed institutional set standards for pass rates each year (II.A.14.10, II.A.14.11). Data on median wages and employment for CTE graduates are available through the CCCCO Student Success Scorecard, which is located on the College website (II.A.14.12).

Advisory committees are composed of local industry representatives who support the College’s CTE programs by providing input from practitioners currently working in these fields (II.A.13.13). Advisory committees meet at least once per year to discuss industry needs relevant to the CTE programs. Faculty, classified staff, administrators, and industry and community representatives review the relevancy of curriculum, discuss labor market projections, and foster collaboration between industry and programs to make sure students will have the knowledge and skills required to enter the job market. Faculty create learning outcomes for their programs in consultation with their advisory boards. All new CTE programs acquire labor market information and advisory board approval as part of the proposal process (II.A.14.14, II.A.14.15).

The programs within the Nursing and Allied Health Division (Registered Nursing, Licensed Vocational Nursing, Licensed Psychiatric Technician, and Paramedic) are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support. The Registered Nursing Program curriculum uses proactive teaching strategies and assistance from a success specialist to prepare students for the NCLEX licensure exam. The program provides a grant funded post-graduation NCLEX review class and an Integrated Test Plan Modality is incorporated within the core curriculum. Students have access to computerized content practice tests during their time in the program in order to prepare for NCLEX (II.A.14.16).

**Analysis and Evaluation**
Cuesta College prepares CTE students for employment competencies and licensure exams. Important measures of the College’s success in ensuring that its CTE programs are current and relevant is affirmation from institutional set standards for standardized licensure examinations and accrediting agencies and the rates of students’ success. The College tracks student achievement of CTE graduates through employment and earnings data provided by the California Community Colleges Chancellor’s Office.

Evidence

II.A.14.1  CTE Programs Catalog Information pg 2B7-9
II.A.14.2  Welding 270A with SLOs
II.A.14.3  AGM 221 COR with SLOs
II.A.14.4  CTE Assessment Course and Program CPPR Architecture 2018
II.A.14.5  CTE Program Review CJ CPPR
II.A.14.6  CTE Program Review NRAD CPPR
II.A.14.7  Welding AS Program Outcome Report and Assessments
II.A.14.8  COR ATCH 264
II.A.14.9  ECE Program Review
II.A.14.10  NCLEX Pass Rates
II.A.14.11  Paramedic Pass Rates
II.A.14.12  CTE CCCCO Scorecard Data
II.A.14.13  CTE Programs Advisory Committee List
II.A.14.14  CTE Programs Advisory Committee Minutes EMS Sp 2018
II.A.14.15  CTE Programs Advisory Committee Minutes ECE November 2018
II.A.14.16  NCLEX Test Preparation

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College’s Administrative Procedure 4022 on academic program discontinuance ensures enrolled students can still complete their education in a timely manner when a program is eliminated or significantly changed (II.A.15.1). Students maintain rights to the catalog that was published at point of their enrollment (II.A.15.2).

When courses or programs are discontinued or substantially updated, the College’s review process allows students to substitute courses within a degree program in cases where courses from that program are no longer offered. Both a counselor and faculty chair of the appropriate division work with students to complete the course substitution paperwork which includes the appropriate academic dean’s approval. This process allows students to complete their education goal with minimal disruption (II.A.15.3).

Analysis and Evaluation
The College’s academic program discontinuance procedure provides substitutions to ensure that students are able to complete their education from an eliminated or significantly changed program in a timely fashion with minimum disruption.

**Evidence**

II.A.15.1 AP_4022_academic_program_discontinuance  
II.A.15.2 Program_Discontinuance_Teach_Out_Plan_2013  
II.A.15.3 Course Substitution Paperwork

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**Evidence of Meeting the Standard**

The College regularly evaluates and improves the quality and currency of all instructional programs through several processes, which include program review, SLOs assessment, and curriculum review.

*Program Review*

Program review is part of the College’s integrated planning and ensures the regular evaluation and systematic improvement of all programs at the College. Institutional Program Planning and Review (IPPR) is both an annual and periodic process for program performance review, planning, and improvement. Instructional, student services, and administrative areas analyze program performance by comparing quantitative and qualitative data against historical data.

The annual review process involves all programs completing the Annual Program Planning Worksheet (APPW). On this form, programs:

- Document their contributions to achievement of Institutional Goals and Institutional Objectives
- Document the results of SLOs assessments
- Analyze data and program specific measurements
- Advance funding requests into the College’s resource allocation process.

Improvement of the College’s effectiveness in meeting its mission is central to all program performance. Funding requests that are in service of Institutional Goals and Institutional Objectives and student achievement or that emerge from measurement of SLOs are given high priority for funding at the unit, cluster, and institutional levels. (II.A.16.1)

In the comprehensive process, programs complete the CPPR. The CPPR is completed every four years for CTE programs and five years for all other programs. CTE programs are also required to complete a Career Technical Education Review every two years (II.A.16.2, II.A.16.3, II.A.16.4).
This review is a thorough evaluation of the programs and includes components such as a general description of the program, the program mission, an analysis of staffing, and a summary of program achievements, including results from the assessment of SLOs and curriculum review. Instructional programs analyze data and program specific measurements, which include student achievement data, successful course completion, course success by modality, and student demand. During the CPPR, instructional programs address the comprehensive curriculum review and program outcomes, assessments and improvements.

Once the IPPR process is completed, two types of analyses are completed on the comprehensive reviews:

- Cluster managers review the periodic CPPRs and provide the unit with written feedback (II.A.16.5)
- The IPPR Committee in conjunction with the Institutional Effectiveness Committee analyze the SLOs sections of the CPPRs to identify measurements and themes related to institutional effectiveness and ILOs. The results of these analyses are used to make recommendations for improvements to program managers and faculty (II.A.16.6)

**Learning Outcomes and Assessment**

The College endeavors to improve student achievement and success through SLOs assessment processes for courses, programs and the institution. Faculty define the assessment cycle for each course, and assessment results are summarized as part of program review (II.A.16.7). The College’s SLOs management system, eLumen, is the vehicle for tracking and recording assessments (II.A.16.8). Assessment results are discussed in small department groups, division meetings, or on outcome Dialogue Days (II.A.16.9). Faculty use SLOs assessments and dialogs at both the course and program level to improve instruction and student learning. ILOs assessment occurs annually and is managed by the SLOA coordinators, with results and recommendations shared with faculty and staff through the governance process (II.A.16.10).

**Curriculum**

All instructional programs and courses, including collegiate, pre-collegiate, career-technical, and continuing and/or community-based, regardless of delivery mode or location are regularly reviewed and updated through the curriculum review process that is part of the CPPR process (II.A.16.11). All instructional programs are comprehensively reviewed on a five-year cycle and CTE programs complete a comprehensive review every four years with a two-year CTE review (II.A.16.2, II.A.16.3, II.A.16.4).

Board Policy and Administrative Procedure 4020; Program, Curriculum and Course Development establishes procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance based on Title 5 Section 53200 and Board Policy 2510 (II.A.16.11, II.A.16.12, II.A.16.13, II.A.16.14). Curriculum development and approval is one of the primary responsibilities of faculty, who ensure both academic quality
and rigor, and higher education standards across all subject areas are being met through a comprehensive curriculum review and approval process.

Cuesta College also serves its region through its community programs offerings. Community program education courses are reflected in Board Policy 4400. (II.A.16.15) Students who attend community programs courses are given the opportunity to evaluate each offering at the completion of the course (II.A.16.16, II.A.16.17).

Analysis and Evaluation

The College regularly evaluates and improves the quality and currency of all instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, which includes delivery mode and/or location. Programs are evaluated through a number of processes, which include program review, SLOs assessment, and curriculum review. The College systematically strives to improve programs and courses to enhance learning and achievement for all students.

Evidence

II.A.16.1 Resource Allocation Rubric
II.A.16.2 CPPR NRAD
II.A.16.3 CPPR for CTE Area: ECE
II.A.16.4 CTER Audio Technology
II.A.16.5 Manager CPPR Review_Comm. Studies
II.A.16.6 IPPR and IEC assessments of CPPRs
II.A.16.7 Fine Arts SLO Assessment Cycle
II.A.16.8 eLumen Math 230 SLO Assessment
II.A.16.9 Ceramics SLOs Dialogues
II.A.16.10 ILO Report
II.A.16.11 Curriculum Review program list
II.A.16.12 BP 4020
II.A.16.13 AP 4020
II.A.16.14 B.P. 2510
II.A.16.15 BP 4400
II.A.16.16 Community Programs Education Homepage Screenshot
II.A.16.17 Community Programs Evaluation Form

Improvement Plan(s)

[The following has been proposed as a Plan for Future Action under II.A.6.]

In accordance with the Vision for Success Goals, the College plans to strengthen its practices that help students decrease the number of units they accumulate in their certificate and degree pathways. The action projects in the Quality Focus Essay address mapping for pathways to all degrees and certificates and AB 705 student support efforts.
B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library Services
The Cuesta College Library mission and its student learning outcomes guide the Library and learning support services in developing student information literacy skills upon completion of their academic goals (II.B.1.1, II.B.1.2). The College achieves this by providing: 1) a library with sufficient print and electronic sources to support the College’s wide variety of courses at all its locations, including online and the California Men’s Colony where it offers courses; 2) academic support services that provide tutoring and support centers staffed with faculty and other academic professional experts to give students the direct help they need on assignments and to strengthen academic skills to succeed in the classroom; and 3) open computer labs and a Media Services department that provide the technology necessary for face-to-face classes at multiple locations as well as distance education classes. All these services facilitate student success and assist with greater number of degree and certificated completions.

Library faculty and technicians work together to develop a current and balanced collection of print, multi-media, and electronic resources which support Cuesta College’s curricula. Library faculty select material according to the Library Collection Development Policy (II.B.1.3). These materials directly relate to the curriculum of the College, and subject area faculty members are consulted as to needs for specific course content. Faculty, when submitting a new course proposal, can indicate any additional library materials needed to support the new course curriculum (II.B.1.4).

As of fall 2019, the Library had a collection of 66,634 print titles, 24,319 e-books, 790 AV titles, and 25 database subscriptions which provide access to over 15,759 full-text journals, news, and magazine titles (II.B.1.5). The Library's collection is searchable through the OCLC WMS library system which allows users to view the collections 24/7 from anywhere there is an internet connection to ensure accessibility regardless of location or mode of delivery. In January 2019, the College participated in the California statewide purchase of a new learning services platform, Ex-Libris.

The Library is open to all students, faculty, staff, and community members to provide access to reference assistance, collections, and study space (II.B.1.6). The Library is staffed with at least one librarian during open hours. The Library website provides 24/7 support through databases,
remote reference help for students during library hours via online chat and e-mail, as well as class and discipline-specific library guides (II.B.1.7).

The Library provides information literacy instruction to help students build their research skills. This instruction comes in various forms, including:

- in-person class orientations to the Library,
- a Library Information Literacy Assignment (LILA) that is a component of all English Composition classes (ENGL 201A), which all students seeking an associate degree must take,
- library guides,
- a one-unit Research Skills for the Information Age class (LIBT 212), and
- one-on-one instruction through librarian and student interactions in the Library (II.B.1.8, II.B.1.9).

**Learning Support Services**

Cuesta College has robust and supportive Student Success Centers that provide students with the following programs and services.

| **Drop-in Tutorial Support** | Drop-in tutorial support is available on both the San Luis Obispo and North County Campuses in the Math Lab and the new Stats Lab, offering more availability and access to math, sciences, ESL, and humanities tutoring. Additional support is focused on the full implementation of AB 705 with additional tutors and offerings specific to statistics and English. |
| **Student Success Workshops** | Student success workshops are offered on both the San Luis Obispo and North County Campuses with the support of academic success coaches and enrollment success specialists. With the implementation of AB 705, expanded presentations will be offered to include statistics and English 201A. |
| **Writing Center** | Writing Center assistance is provided in partnership with the English Department. English faculty writing center coordinators train peer tutors in the Writing Center and provide ongoing mentoring to tutors at the San Luis Obispo and North County Student Success Centers. Writing center coordinators are on site to act as resources for evaluation of assignment criteria and to support embedded tutoring. |
| Embedded Tutoring | Embedded tutoring is provided in ten different subjects covering humanities, social sciences, mathematics, and sciences. Priority is given to basic skills, math, sciences, ESL, and gateway courses that have high enrollment of under-represented student populations. Tutors attend class, participate in class discussions, hold drop-in hours for students and facilitate study reviews. Students are provided opportunities to explore alternative learning strategies outside the classroom with a tutor who has been previously successful in the course and has gained knowledge of effective study strategies. |
| Academic Success Coaching | Academic success coaches increase course completion rates for students by collaborating with staff, counselors, tutors, and peer advisors to provide support and assistance in all facets of student life. This wraparound, case management model fosters engagement and prevents students from falling behind and failing classes. Coaches are also utilizing Canvas, Cuesta’s online learning management system, as a communication tool to build student communities, as occurred with the first-year experience program in SLO and NCC. A successful academic Success coach pilot was a stats clinic that worked closely with math faculty to provide targeted support to students taking statistics. |
| Net Tutor | NetTutor offers all Cuesta students the opportunity to receive 24/7 online tutoring support in a variety of content areas. NetTutor remains the main option for online tutoring but the Student Success Centers will continue to explore additional resources to increase access online, particularly related to embedded online tutoring. |
| STUDYTHON and Midterm Extended Hours | STUDYTHON and midterm support are extended into night and weekend hours during crucial exam periods to provide greater access to tutoring, and increase peer/group learning and community building. Students have access to faculty review sessions, drop-in tutoring, group support, food, snacks, and test materials. In partnership with the Library and Counseling Department, students have access to extended Library hours and academic counseling in the Student Success Centers. |
Computer Labs and Media Services
Cuesta College utilizes computer and audiovisual technology with over 200 computers in open
computer labs to support student learning and achievement in tutoring, math, computer graphics,
multimedia, drafting, business, and health sciences. Cuesta also provides Chromebooks for some
students in ESL, English, and during Library orientations. The Library also has available
Chromebooks that students can check out for use on a limited basis.

The Information Technology department provides instructional technology equipment and
support for classes and video-conferencing services for staff and faculty at the San Luis Obispo
and North County Campuses. Classrooms are equipped with teaching stations that facilitate
integration of media and web content into instruction. Technology upgrade needs are identified
through the annual program review process (evidence for this? Perhaps a sample Resource Plan
and/or P&B prioritization list).

Analysis and Evaluation

The College provides library and learning support services in sufficient breadth and depth to
reach and support the learning needs of all segments of the student population.

Evidence
II.B.1.1 Library mission
II.B.1.2 Library SLOs
II.B.1.3 Collection Development Policy
II.B.1.4 Library course addendum
II.B.1.5 WMS Inventory Report
II.B.1.6 Library Hours Webpage
II.B.1.7 Library Guides
II.B.1.8 Library Information Literacy Assignment (LILA)
II.B.1.9 LIBT 212 Course Outline
II.B.1.10 (see above for details)

2. Relying on appropriate expertise of faculty, including librarians, and other learning
support services professionals, the institution selects and maintains educational
equipment and materials to support student learning and enhance the achievement of
the mission.

Evidence of Meeting the Standard

The Cuesta College Library uses the annual program review process as described in Standard
II.B.3 to identify the educational equipment and materials needs of the Library and learning
support services (II.B.2.1). In addition, librarians select books, journals, and other library
materials through discipline faculty requests, reviews from professional journals, an
understanding of college curricula, course assignments, and information gleaned from working
with students.
The Library Collection Development Policy prioritizes materials that directly support and enhance the curriculum and instructional programs of Cuesta College and the needs of students, faculty, and staff of the College. The goal of collection development is to develop, organize, and preserve effective, high-quality collections, by providing appropriate access to information regardless of location or format, and by coordinating the selection and management of materials in print and other media to meet the current and long-term teaching, learning, research, and administrative needs of the College (II.B.2.2).

A library faculty sits on the Curriculum Committee to ensure the Library stays abreast of new course offerings and related course needs. Correlating circulation statistics with book purchases show that current selection decisions are meeting student needs (II.B.2.3).

The selection and maintenance of all educational equipment and materials to support student learning and enhance the achievement of the mission happens through the library regular program review process and unit planning on the program’s resource plan (II.B.2.4). These requests get prioritized through the cluster prioritization process. The Planning and Budget Committee then develops an institutional instructional technology and equipment prioritization list that is used to purchase new technology equipment as funding becomes available.

Analysis and Evaluation

The College maintains adequate and appropriate equipment and materials to support both the Library and the learning support operations for the Student Success Centers.

Evidence
II.B.2.1 Library program review
II.B.2.2 Collection development policy
II.B.2.3 Circulation report
II.B.2.4 Library resource plan document

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Cuesta College Library evaluates its library services, including use, access, and relationship of services to intended student learning through a variety of direct and indirect assessment strategies (II.B.3.1). The data from these assessments are discussed and taken into consideration by library faculty and learning support staff before adapting services or identifying new resources to investigate (II.B.3.2). For example, the Library hours of operation was expanded, including the addition of Saturday hours on various dates, based on the need expressed by students through student satisfaction surveys.
Student information literacy skills are assessed through the use of a survey to determine how well students are meeting the Library’s student learning outcomes. This survey is completed by students following library orientations, instruction from librarians, and at the reference desk, or during student participation in other library activities, including general use of the Library (II.B.3.3). The Library also provides a Library Information Literacy Assignment (LILA) that is a component of all English composition classes (ENGL 201A). Results of all 50 questions of this assignment are reviewed to determine how well students are meeting learning outcomes.

Library statistics show trends in the use of collections, services, and space (II.B.3.4). Collection assessment reports inform selection or de-selection of materials (II.B.3.5). Collection development decisions are informed by linking needs to specific curriculum and strategic planning goals (II.B.3.6). These assessment data help librarians and the Dean of Institutional Research, Library, Learning Resources, and Instructional Technology monitor costs of materials and identify ways to improve library instruction and services.

Student support services are evaluated using multiple data collection tools, including SARS TRAK, Student Success Center Tutor Survey, STUDYTHON Satisfaction Survey, and the Student Success Center Tutor Feedback Survey (II.B.3.7, II.B.3.8, II.B.3.9, II.B.3.10). Institutional Research also provides data on student participation and success associated with embedded tutoring. Through the tracking of usage and student surveys collected over the years, staff are able to respond to the growing and changing needs of students. Student Success Center usage has increased over 400% in San Luis Obispo from 2014 to 2018 with hours logged going from 6395 hours in fall 2014 to 27,036 hours in fall 2018 (II.B.3.11).

Analysis and Evaluation

Both the library and the Student Success Centers use regular program review processes and ongoing assessment activities which utilize data about service area outcomes to make decisions for improving services that enhance student learning.

Evidence
II.B.3.1 Library Satisfaction Survey
II.B.3.2 Library division meeting minutes
II.B.3.3 Library survey
II.B.3.4 Library Statistics
II.B.3.5 WMS Circulation Report
II.B.3.6 Collection Development Form
II.B.3.7 SARS TRAK
II.B.3.8 Student Success Center Tutor Survey
II.B.3.9 StudyThon Satisfaction Survey
II.B.3.10 Student Success Center Tutor Feedback Survey
II.B.3.11 Student Success Centers Program Review
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Cuesta College collaborates with other institutions and organizations to provide comprehensive library and other learning support services for its instructional programs. These relationships are documented in formal contractual agreements which are reviewed annually in order to continue to adequately meet the needs of both students and faculty. Each fiscal and calendar year, the Library renews its contracts and agreements with service providers for digital content and maintenance of the Library’s automated library system (II.B.4.1). Much of the Library’s digital content is contracted through the Community College League of California, in partnership with the Council of Chief Librarians which provides product selection, user trials, accessibility compliance, price negotiation, and invoicing on behalf of the digital content providers (II.B.4.2). In addition, some digital content is contracted directly with the individual vendors (II.B.4.3, II.B.4.4, II.B.4.5, II.B.4.6). Below is a summary of the substantive contracts and agreements maintained by the Library:

- Community College League of California Library Consortium
- OCLC EZproxy
- SpringShare Libguides
- TurnItIn
- Periodical and video streaming databases including:
  - Ebsco Academic Search Complete, PsycInfo and CINAHL
  - Films on Demand
  - Newsbank Access World News
  - Newspaper Source Plus
  - Opposing Viewpoints in Context

The Cuesta College Student Success Center also contracts with NetTutor for online tutoring services.

Analysis and Evaluation

The College takes measures to ensure that any external source for library or learning support services is adequate, appropriate, and utilized.

Evidence
II.B.4.1 Library’s automated library system contract
II.B.4.2 Community College League of California Contract
II.B.4.3 Community College League of California Library Consortium Contract
II.B.4.4 OCLC EZproxy Contract
II.B.4.5 SpringShare Libguides Contract
II.B.4.6 TurnItIn Contract

Improvement Plan(s)

[insert response if applicable]

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

All Cuesta College student support services programs are required to submit an annual program review and a comprehensive program review every five years (II.C.1.1). These plans provide a detailed summary of how the services are meeting the needs of students and assisting in facilitating the mission of the College. Embedded within these plans is an analysis of program student learning outcomes (SLOs) and service area outcomes (SAOs) (II.C.1.2). In addition, Cuesta College regularly evaluates the quality and effectiveness of its student support services through other evaluations and assessment process. One recent example is the evaluation of the Cuesta College Cougar Food Pantry for students, which informed the College of how to better provide this service to the population of students it serves (II.C.1.3, II.C.1.4). As a Hispanic Serving Institution (HSI), Cuesta College student services programs have worked to ensure marketing and web content are available in both English and Spanish to provide greater access to information for this community of students (II.C.1.5). Furthermore, annual assessment of distance education services is administered to collect data on student perceptions regarding the quality of online services and courses (II.C.1.6). Through these and other evaluations, the College works to ensure a comprehensive set of support services are available to all students, regardless of campus location or instructional modality (II.C.7).

In academic years 2016-2017 and 2017-2018, Cuesta College entered into agreements with Hanover Research. The purpose of this partnership was to compile survey data on the needs and interests of prospective college students in the College’s service area. In addition, a survey was developed to gather feedback from students on factors that led to their disenrollment from the College. A portion of this survey gathered quantitative and qualitative feedback from students on their experience with Cuesta College student support services (II.C.1.8).

Analysis and Evaluation

The College regularly evaluates the quality of student support services, solicits feedback from students and the community, and implements programs that assist the institution in
accomplishing its mission. The quality of these services is measured regardless of location or means of delivery.

Evidence:

II.C.1.1 Student Services Program Review Webpage
II.C.1.2 Student Learning Outcomes/Services Area Outcomes
II.C.1.3 Cougar Pantry Survey 2018
II.C.1.4 Student Food Pantry Persistence Data
II.C.1.5 Cuesta College Spanish Website
II.C.1.6 Student Technology Survey
II.C.1.7 Conex ED
II.C.1.8 Dropped Student Survey Analysis 2018

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Cuesta College student support services and programs assess learning support outcomes on an annual basis. Based on the data analyses from these assessments, student support services and programs modify their practices and policies to ensure the College is increasing its effectiveness in supporting student learning and achievement (I.C.2.1). Student support services and programs review and analyze enrollment, financial aid, counseling, course retention and persistence, and additional data points to identify key areas where students need additional institutional support (II.C.2.2).

Student Services uses semester retreats to conduct a review of college strategic goals and objectives as well as goals for key statewide programs including the Chancellor’s Office Vision for Success, Guided Pathways, and the Student Equity and Achievement (SEA) Program. The team works to align Student Services program goals with key deliverables outlined in these larger statewide initiatives (II.C.2.3). For example, the Counseling Department implemented a registration procedure aligned with the Student Success and Support Program (SSSP), which requires all non-exempt students who reach fifteen-degree applicable units to have a comprehensive educational plan on file (II.C.2.4).

In addition, key student access and success data points are aligned with the institutional goals of as outlined in the 2017-2020 Strategic Plan (II.C.2.5). The data are compiled, analyzed and reported to the Board of Trustees every September as a part of the annual Strategic Plan Progress Report (II.C.2.6). This is an important methodology built into the governance model, which ensures the College maintains focus on key assessment areas for students.

Analysis and Evaluation
The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Cuesta College uses the evaluation results of regular assessment of learning support outcomes as a basis to continually improve the quality of support services to our students.

Evidence

II.C.2.1 Student Services Program Review Webpage
II.C.2.2 Student Learning Outcomes/Services Area Outcomes
II.C.2.3 Student Equity Plan
II.C.2.4 Student Educational Plan
II.C.2.5 2017-2020 Strategic Plan
II.C.2.6 Strategic Plan Progress Report

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Cuesta College offers appropriate, comprehensive and reliable services for students at all campus locations and for remote learners (II.C.3.1).

<table>
<thead>
<tr>
<th>Department/Service</th>
<th>Available on Campus</th>
<th>Available Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Services (Admissions and Records)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Counseling</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transfer and Career Center</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Disability Support Programs and Services (DSPS)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Extended Opportunity Programs and Services (EOPS)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Outreach (High School and Community)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CalWORKs Program</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Success (Placement)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Life and Leadership</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veteran’s Resource Center</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Support Resolution</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Cuesta College has developed student support services aligned with the needs of students enrolled and the community served. These critical support services are provided to students enrolled at all physical locations and using all instructional modalities, including students enrolled in fully online courses.

**Counseling**
Counseling offers services to students in person at each physical location, via phone, or through E-advising (Zoom) for online students. In addition, during fall 2019 the Counseling Department began the implementation of online Zoom video conferencing as an option for appointments with any student (II.C.3.2).

The structure of the Counseling Department is designed to address the needs of all student populations and ensure that all students are receiving adequate and targeted support in their educational journey. All counselors are cross-trained; however, each counselor develops an expertise in their specific area and focuses on building the support strategies, programs, and tools for the student populations that they serve. In the fall 2019 semester, two part-time counselors were given the assignment to work with students on academic probation at all campus and center locations. This service delivery approach included counselors calling the students to check in on them, offer support and counseling appointments, inform students of academic support services available, highlight workshops and resources, and update their educational plans (II.C.3.3).

**Student Health Center**
The Student Health Center provides in-person services at the North County Campus and San Luis Obispo Campuses. Student Health 101 is an online support service available via the Web. Student Health Services uses National College Health Assessment (NCHA) surveys to evaluate students’ health habits, behaviors, and perceptions, and assist student services with precise data that drives our support program design (II.C.3.4). In addition, increased mental health services were made available and shared in all cluster professional development trainings. These services included support for students, student and staff education through Question, Persuade, and Refer (QPR), and Mental Health First Aid trainings (II.C.3.5). In spring 2019, Student Health Services hired a Program Specialist to provide outreach and promote wellness across all campus locations.

Since summer 2018, Student Services has employed a full-time Student Support Resolution Coordinator (II.B.3.6). This position is the first point of contact for students who are experiencing mental, social, classroom and/or other types of stressors impacting their ability to stay focused in the classroom. This position is critical in ensuring students have access, through the College and community-based partners, to key services such as mental health counseling,
food, and housing. Additionally, this position also serves as a resource for faculty and staff who may be working with students who are exhibiting these types of stressors (II.C.3.7).

**Enrollment Services**
Enrollment Services works to ensure staff are comprehensively trained to serve students from a Guided Pathways approach, which entails providing support to students from the initial point of inquiry, “What programs and services are available to me at Cuesta?” to supporting the fully enrolled student, “I’m having difficulty in a course. Where can I receive help?” (II.C.3.8).

In order to ensure the College serves students with maximum efficiency, the Admissions and Records Office went through a comprehensive reorganization in the fall 2018 semester (II.C.3.9). The Office was rebranded Enrollment Services (Admissions and Records), and staff and faculty were trained to support students with a broad spectrum of needs from the first point of contact through post enrollment.

**Financial Aid Department**
The Financial Aid Department engages in outreach efforts, awarding financial aid, expanding financial support, and working with different organizations and community partners that are invested in student success (II.C.3.10). The Financial Aid Department communicates regularly with students about applying, completing their file and document submission, and reminding them of upcoming deadlines (II.C.3.11). Below are specific examples how the Department ensures they provide equitable services to all students:

- Streamlined the awarding process for the Cuesta Promise and developed a checklist in the student portal that all potential Promise students can access
- Implemented new state programs, including the updated Full-time Student Success Grant (FTSSG), the California College Completion Grant (CCCG), the BOG-D fee waiver for homeless students, and the AB-540 Emergency Grant
- Expanded the Cuesta Boost student equity program to give more low-income and disproportionately affected students books at the beginning of the term
- Began awarding Pell Grant to incarcerated students under the Second Chance Pell Experimental Site Initiative
- Adjusted the Pell recalculation date to allow for ease and transparency in the awarding of Cal Grants, FTSSG, and CCCG

**Students with Disabilities Support Program and Services**
The Students with Disabilities Support Program and Services (DSPS) continues to offer services to all students (II.C.3.8). Examples include:

- Learning Disability (LD) testing
- Academic accommodations such as note sharing, ASL interpreting, extended time for test taking, and alternative media for textbooks and materials
- Student referrals to the DSPS academic counselor
- Referrals to the Transfer Center
- Referrals to Veterans Affairs
**CaFE Center**
The CaFE Center continues to comprehensively serve the needs of the EOPS/CARE, foster youth, homeless, and CalWORKs participants (II.C.3.9). The CaFE Program provides the following student services:

- Tutoring via Skype from the CaFE Academic Success Coach
- Serving students with housing insecurities, with Associated Students of Cuesta College, ASCC grant funding
- A study area, with new tables and chairs, provided by the CalWORKs Program
- Distribution of food, two days per week, from Lassen’s grocery store

**Cougar Pantry**
Student Life and Leadership, a program providing a broad spectrum of opportunities for students to engage in at the College, opened its Cougar Pantry in spring 2018 (II.C.3.14). The Cougar Pantry provides basic nutritional support to students who demonstrate food insecurity. Offering this service aligns with state and national research, which finds that approximately 30% of college-aged students experience food insecurity. Nutritional support was provided to 3,800 students within the first three-months of the Cougar Pantry opening its doors.

**International Student Program**
The International Student Program was formally launched in the fall 2018 semester. The goals of this program are to assist international students with the process of enrolling at the College. This includes providing information for procuring their student visas, as well as providing campus-based support for students once enrolled (II.C.3.15).

**Monarch Centers**
In spring 2019, the College opened Monarch Centers at both the San Luis Obispo and North County Campuses. These centers were made possible through a private three-year community foundation grant. The Monarch Centers are designed to provide targeted support to Dreamer students through academic counseling, Dream Act workshops, immigrant rights workshops, tutoring, and information on how to access college- and community-based resources (II.C.3.16).

**Transfer and Career Center**
Located in the Counseling Center, the Transfer and Career Center is designed to assist students with preparing for transfer to a university and/or the workforce. The Center hosts a broad spectrum of university transfer and career workshops every semester and hosts visits from university representatives with the goal of allowing students to connect with representatives from universities to which they may be interested in transferring. Career exploration and personal skills inventory workshops are hosted each semester to help students better understand the skills they have and how they align with different careers in the workforce (II.C.3.17).

**Tutorial Services**
Cuesta College provides comprehensive tutoring services on both campuses in the Student Success Centers and online (II.C.1.18). The College offers online tutoring through Net Tutor. This online tutorial service is available to all students and operates during college business hours, evenings, and weekends. In fall 2018, the Student Success Centers began offering tutoring in writing to online students using Confer Zoom. This software allows tutors to connect with students and discuss strategies for effective writing.

Technology Support
Technology support for students, faculty, and staff is available Monday-Friday through the help desk, which is staffed by Enrollment Success Specialists in Student Services. Serving as a one-stop solution for a broad range of student questions, the helpdesk provides support via phone and online regarding technology, email, username and password resets, Canvas, and registration.

Assessment Center
The Assessment Center offers test-proctoring services for students taking online courses via a flexible schedule. Test proctoring services are offered online through the software program Proctorio.

Veteran’s Resource Center
A Veteran’s Resource Center is located at both the San Luis Obispo and North County Campuses. These Resource Centers provide critical support to our Veteran students, including access to certification services, orientation, academic and mental health counseling, tutoring, computers and printing, priority registration, clubs and mentoring, food, and semester parking permits. The Centers are also designed to serve as locations where Veteran students can connect with each other and share in the camaraderie of having served in our country’s armed forces (II.C.3.19).

Analysis and Evaluation
The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to support students in completing their educational and personal goals, regardless of location or instructional modality.

Evidence
II.C.3.1 Student Services homepage
II.C.3.2 Online Counseling
II.C.3.3 Academic Counseling Services
II.C.3.4 National College Health Association (NCHA) Cuesta Survey Results
II.C.3.5 Student Health Services
II.C.3.6 Job Description Student Support Resolution Coordinator
II.C.3.7 Student Support Resolution
II.C.3.8 Enrollment Services (Admissions and Records)
II.C.3.9 Student Services Org Chart
II.C.3.10 Financial Aid
4. **Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students.** If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

**Evidence of Meeting the Standard**

Cuesta College offers eight women’s athletic teams and seven men’s teams. Additionally, the College has sports clubs, including men’s soccer and men’s and women’s rodeo. These co-curricular and athletic programs align with the mission of the institution and contribute to the educational learning experiences of participating students. Oversight of the operation of the programs are aligned with the State Chancellor’s Office program requirements and California Community College Athletic Association (CCCAA) guidelines for student athlete participation (II.C.4.1). The policies and procedures in place outline the intent of the College’s co-curricular and athletic programs, as well as the responsible parties for oversight. Budget and planning for athletic and co-curricular programs begin with college program managers, district leaders and faculty/coaches to ensure adherence to sound practices and fiscal controls (II.C.4.2).

Student Life and Leadership supports the student population in the development of programs that serve and actively involve a wide range of students. Opportunities for multi-faceted personal growth are extended to students through the Associated Students of Cuesta College (ASCC), participatory governance, clubs, organizations, campus events, and the Cultural Center (II.C.4.3, II.C.4.4, II.C.4.5, II.C.4.6, II.C.4.7). Through events and programs, the Cultural Center encourages open dialog about critical issues in society and seeks to support awareness and exploration around equity/diversity (II.C.4.8). While participating as a student leader, through ASCC and/or club activities, students are able to integrate leadership competencies with practical experiences, think ethically and critically, make individual decisions, and participate effectively in group decision-making. Student Life and Leadership also provides information and resources for student housing options (II.C.4.9).

**Analysis and Evaluation**
The co-curricular programs and athletics programs the College provides are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. The College maintains responsibility for the control of these programs, including their finances.

Evidence

II.C.4.1 CCCAA Constitution
II.C.4.2 Athletic Teams
II.C.4.3 ASCC Meeting Agendas
II.C.4.4 ASCC Officers
II.C.4.5 ASCC Social Club
II.C.4.6 Student Club Listing
II.C.4.7 Cultural Center
II.C.4.8 Student Life and Leadership Calendar
II.C.4.9 Housing Resources

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides a comprehensive model of academic counseling services to students both in-person, by phone, and through distance modalities using Zoom. The College works diligently to ensure academic counseling for students is offered at the beginning of their academic journey at the College to assist the student in understanding a clear course-taking pattern for educational goal completion. This is accomplished by offering new and innovative programs including Cougar Welcome Days, which is a first-time and re-entry student activity centered on the onboarding and enrollment process (II.C.4.2). Cougar Welcome Days are offered at both the San Luis Obispo and North County Campuses and are designed to orient students to the College and its resources, allow students the opportunity to meet with an academic counselor to develop an educational plan, provide a check on their financial aid and scholarships, and receive an overview of academic programs and services.

After applying to the College, all new prospective students receive notification that they must complete a mandatory online orientation. The online orientation is presented in multiple, short modules. Students are informed about the requirements of a chosen education pathway and complete the Math and English guided self-placement. They also have access to resources and services such as counseling. The orientation is designed to build student understanding of a Student Educational Plan (SEP) and encourages them to meet with a counselor to complete a comprehensive SEP. The online orientation and SEP are included as part of a pre-registration checklist found in the Check Registration Status on the student portal (II.C.5.3). The checklist
identifies the steps a student must complete in order to register for the upcoming semester (II.C.5.4).

Understanding that students may need additional support beyond an online orientation, the College offers educational planning workshops to help new and returning students begin their college education. Educational planning workshops for students are facilitated by counselors who provide information on programs available at the College, opportunities for career and skills exploration, an overview of Career and Technical Education (CTE) and transfer programs, and information on campus-based and community resources (II.C.5.5).

The Counseling Department participates in outreach and in-reach activities that promote and encourage student engagement with counselors. These activities include Student Success Festivals, Connect@Cuesta, Promise Day, Cougar Welcome Day and resource fairs. Counselors also collaborate with instructional faculty to provide classroom presentations. This work serves to reinforce the services and information counselors can provide students regarding education and career planning, certificate and degree requirements, and graduation and transfer requirements. It also provides opportunities for counselors to refer students to appropriate academic and nonacademic resources (II.C.5.6).

Analysis and Evaluation

The College provides counseling and academic advising to support student development and success and prepares faculty and other personnel responsible for the advising function. Through in-person and remote counseling appointments and orientations, and through outreach and in-reach activities, the Counseling Department provides timely, useful, and accurate information to prospective and current students to ensure they understand the requirements related to their programs of study, including graduation and transfer policies. These services ensure students have the support and information they need to achieve their educational goals.

Evidence

II.C.5.1.  Counseling Training Agendas
II.C.5.2   Cougar Welcome Day flyer
II.C.5.3 Screen Shot of Check Registration Status in portal
II.C.5.4  Comevo Online Student Orientation
II.C.5.5  Education Planning Workshop flyer or announcement
II.C.5.6  Student Success Activities

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard
The College maintains updated admission policies, which clearly outline enrollment processes and procedures for students (II.C.6.1, II.C.6.2, II.C.6.3). The admission/enrollment policies align with the mission of broad post-secondary access for the community. Information on admission and enrollment policies, degree, certificates and transfer partnerships are listed on our website and catalog. Information is also disseminated through Student Services trainings and counseling faculty and staff meetings (II.C.6.4). The information is available in the catalog and website, and in Enrollment Services offices, counselor offices, and the Transfer and Career Centers.

The College has worked methodically to clearly define course pathways for students to complete degrees, certificates and transfer goals. As of the spring 2019 semester, Cuesta College had 36 Associate Degrees for Transfer (ADTs) (II.C.6.5, II.C.6.6). Students also have access to Degree Works, which is an automated system where students can check their progress towards degree/certificate completion.

Through Guided Pathways efforts, Cuesta College has worked to refine programs, policies and procedures with the intent of streamlining student completion of their educational goals. Academic Affairs and Student Services have worked closely to develop Areas of Study meta-majors for students (II.C.6.7). A product of this collaborative work between Academic Affairs and Student Services are sample two-year education plans, which will be included in the Program Mapper, a mapping tool that assists students in planning their educational goals and shortening their time to completion (II.C.6.8).

Analysis and Evaluation

The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The College defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence

II.C.6.1 BP & AP Board of Trustees Link
II.C.6.2 AP 5010 Admission
II.C.6.3 BP 5010 Admission and Concurrent Enrollment
II.C.6.4 Student Services all Division Meeting
II.C.6.5 Degrees, Certificate, General Education Patterns for Catalog Year 2019 – 2020
II.C.6.6 Associate Degrees for Transfer
II.C.6.7 Areas of Study
II.C.6.8 Guided Pathways

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
The College began implementation of AB705 and AB1805 in the spring of 2019 and is committed to implementing activities and practices that will work to eliminate achievement gaps for students from traditionally underrepresented groups. As part of this implementation, communication was sent out to the campus community to inform students, faculty and staff that starting the spring 2019 semester, students had a right to access transfer-level Math and English coursework (II.C.7.1). In addition, multiple planning meetings and collaborations have taken place among English, math, and counseling faculty with Enrollment Services staff to revise the online orientation to include guided self-placement in math and English. This ensured students were given the tools necessary to make appropriate choices for English and math coursework based on multiple measure variables from their educational and personal experiences (II.C.7.2, II.C.7.3, II.C.74).

To ensure students are properly placed in an appropriate noncredit English as a Second Language (ESL) course, the ESL program also uses multiple measures. As a Workforce Innovation and Opportunity Act (WIOA) program, Cuesta’s noncredit ESL program is mandated to use the Comprehensive Adult Assessment System (CASAS) as one of the tools to assess student course placement. In addition to the CASAS, the ESL program uses a faculty developed writing assessment and a Ventures reading assessment. The multiple measures approach ensures the ESL program is assessing students through a holistic view of their skills inventory, which ensures accurate placement in reading, writing and grammar courses. The College no longer offers credit ESL courses.

**Analysis and Evaluation**

The College has implemented the changes to placement for English and math in accordance with AB 705 and adheres to the WIOA regulations for placement in noncredit ESL.

**Evidence**

II.C.7.1 Email from VPSS to students informing them about AB-705
II.C.7.2 Student Services all Division Meeting 10/10/2018 (AB 705)
II.C.7.3 Opening Day Agenda (AB-705 Presentation)
II.C.7.4 Cuesta College AB 705

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Evidence of Meeting the Standard**

The College maintains all student records according to Board Policy and Administrative Procedure 5040 (II.C.8.1). Cuesta College follows clearly outlined policies and procedures for the release of student records according to the Family Educational Rights to Privacy Act (FERPA) and publishes these policies on the College’s website and in the catalog (II.C.8.2).
College follows all required laws regarding the release of student health and mental health records according to the Health Insurance Portability and Accountability Act (HIPAA) (II.C.8.3).

The College has established computer back-up and disaster recovery across the San Luis Obispo and North County Campuses. Each campus has similar servers, infrastructure, and internet connectivity. Data back-ups are transmitted regularly across the network (II.C.8.4). Maintenance and upgrades are regularly scheduled which maximize system reliability and information security.

Analysis and Evaluation

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which files are maintained. The College follows established board policies and administrative procedures for release of student records and publishes this information on the website and in the catalog.

Evidence

II.C.8.1 BP 5040
II.C.8.2 College Catalog- Release of Student Records
II.C.8.3 HIPPA Release Form
II.C.8.4 SLOCCCD CENIC Architecture

Improvement Plan(s)

[insert response if applicable]

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
The San Luis Obispo County Community College District (SLOCCCD) ensures that all personnel are hired through an equitable and rigorous process (III.A.1.1, III.A.1.2, III.A.1.3, III.A.1.4, III.A.1.5, III.A.1.6, III.A.1.7). Policies and procedures for selection of personnel are clearly and publicly stated and are available on the College website (III.A.1.6, III.A.1.7). Criteria for hiring to fill vacancies are identified in the Collective Bargaining Agreements with Cuesta College Classified United Employees (CCCUE) and Cuesta College Federation of Teachers (CCFT) (III.A.1.8, III.A.1.9).

Human Resources ensures equity in all hiring practices by following the District’s policies and procedures on Equal Employment Opportunity and uses the Cuesta College Equal Employment Opportunity Plan as a guiding document (III.A.1.6, III.A.1.7, III.A.1.10). Human Resources utilizes checklists to assure that all processes are followed during the hiring of administrator, faculty, and classified positions (III.A.1.11, III.A.1.12, III.A.1.13, III.A.1.14).

**Analysis and Evaluation**

**Administrators**

In an effort to continue the quality and integrity of the program and/or service, the district assures that all administrators are qualified with appropriate education and experience in order to manage the program or service area of the assignment (III.A.1.1, III.A.1.2). Job descriptions are reviewed by the area administrator in collaboration with Human Resources to ensure the job description accurately reflects the scope of authority, duties and responsibilities. In addition, all job descriptions reflect the role of the administrator in student learning outcomes and institutional effectiveness (III.A.1.15, III.A.1.16). The College ensures compliance with the California Code of Regulations and Title 5 requirements of administrator positions in certain designated programs.

Job announcements clearly state the role and responsibility of the assignment, and delineate how the assignment meets the needs of the institution in continuing to serve its student population and qualifications for a position are publicly stated on the job announcement (III.A.1.17). Board policy and administrative procedures addressing employment of administration and management align with the institution’s mission and goals (III.A.1.1, III.A.1.2).

Candidate applications are reviewed by Human Resources to ensure they meet minimum qualifications as published on the job announcement. Next, candidates are selected for interview using the screening instructions sent to the hiring committee by Human Resources (III.A.1.18, III.A.1.19). Those applicants selected for an interview typically have both an oral interview and a form of job-related skills test. Candidates selected as finalists are next interviewed by the Superintendent/President, an area administrator, and other committee members selected by the Superintendent/President (III.A.1.20, III.A.1.21, III.A.1.22, III.A.1.23, III.A.1.24, III.A.1.25).

**Faculty**

Cuesta ensures that all faculty are qualified with appropriate education and experience through clear recruitment and hiring procedures for all faculty positions (III.A.1.3, III.A.1.4). Job
announcements are established by area faculty, area dean, and Human Resources (III.A.1.26, III.A.1.27). Job announcements clearly state the minimum requirements for the position as well as the procedures to request equivalency (III.A.1.26, III.A.1.2.27, III.A.1.28). Additional guidance is provided on the Human Resources website for applicants who wish to apply for equivalency (III.A.1.29). Candidates who meet the minimum qualifications are selected for an interview using the screening procedures included in Administrative Procedure 7120 (III.A.1.4, III.A.1.30, III.A.1.31). Faculty candidates typically have a teaching demonstration or other presentation and an oral interview (III.A.1.30, III.A.1.31). Finalists are interviewed by the Superintendent/President, area Assistant Superintendent/Vice President, and other committee members as identified in Administrative Procedure 7120 (III.A.1.4, III.A.1.31).

Classified

Pursuant to the classified employee collective bargaining agreement, job descriptions are created in collaboration with the area administrator, Human Resources, and members of the Joint Labor Management Committee (JLMC) (III.A.1.32). Job descriptions include the duties and responsibilities, position description, impact on student learning outcomes and institutional effectiveness, minimum qualifications and abilities (III.A.1.33). Each job announcement accurately reflects the job description as well as recruitment timelines and application requirements (III.A.1.34). Human Resources reviews applications to ensure candidates meet the minimum qualifications (III.A.1.32). The hiring committee is provided instructions on screening applicants from Human Resources (III.A.1.35). Candidates who are invited for an interview shall have an oral interview, and generally some skills testing (III.A.1.36).

Evidence

III.A.1.1 Board Policy 3420.1 Administrative (Manager) Employment
III.A.1.2 Administrative Procedure 3420.1 Administrative (Manager) Employment
III.A.1.3 Board Policy 7120 Faculty Recruitment and Hiring
III.A.1.4 Administrative Procedure 7120 Faculty Hiring Procedure
III.A.1.5 Board Policy 7230 Hiring of Classified Personnel
III.A.1.6 Board Policy 3420 Equal Employment Opportunity
III.A.1.7 Administrative Procedure 3420 Equal Employment Opportunity
III.A.1.8 CCCUE Article 9 Vacant Positions and Reassignments
III.A.1.9 CCFT Article 5.12 Assignment of Faculty
III.A.1.10 SLOCCCD EEO Plan 2018-21
III.A.1.11 Human Resources Recruitment Process Checklist, Management
III.A.1.12 Human Resources Recruitment Process Checklist, Academic Part-Time Pool
III.A.1.13 Human Resources Recruitment Process Checklist, Classified
III.A.1.14 Human Resources Recruitment Process Checklist, Full-Time Academic
III.A.1.15 Management Job Description, Dean of Academic Affairs, Sciences and Mathematics
III.A.1.16 Management Job Description, Director, Disabled Student Programs and Services (DSPS)
III.A.1.17 Management Job Posting, Director, Outreach, Orientation, and Success Activities
III.A.1.18 Screening Instructions Email
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Cuesta College ensures that all faculty are qualified with appropriate knowledge and skills for the discipline or service area they are assigned (III.A.2.1, III.A.2.2, III.A.2.3). The district upholds the minimum qualifications handbook as determined by the Board of Governors for the California Community Colleges (III.A.2.4). Job announcements are established by area faculty, area dean, and Human Resources. Job announcements clearly state the minimum requirements for the position as well as the procedures to request equivalency (III.A.2.5, III.A.2.6, III.A.2.7, III.A.2.8). Additional guidance is provided on the Human Resources website for applicants who wish to apply for equivalency (III.A.2.8).

Analysis and Evaluation

Faculty hiring committees adhere to Board Policy 7120 and Administrative Procedure 7120 for an equitable and rigorous hiring process (III.A.2.1, III.A.2.2). All faculty assigned to a recruitment are required to complete a ninety-minute training on Equal Employment Opportunity and implicit bias and must sign a confidentiality agreement and Equal Employment Opportunity checklist (III.A.2.9, III.A.2.10).
The College’s faculty prioritization process ensures that a sufficient number of faculty are hired for each assigned area in order to contribute to the College’s mission (III.A.2.11).

The Collective Bargaining Agreement with Cuesta College Federation of Teachers establishes the expectation of faculty to develop and review curriculum, as well as, assessment of student learning (III.A.2.3).

**Evidence**

III.A.2.1 Board Policy 7120, Faculty Recruitment and Hiring  
III.A.2.2 Administrative Procedure 7120, Faculty Hiring Procedure  
III.A.2.3 CCFT Article 5.12, Assignment of Faculty  
III.A.2.4 CCCCO 2017 Minimum Qualifications Handbook  
III.A.2.5 Full-Time Faculty Posting, English  
III.A.2.6 Administrative Procedure 7211, Equivalency Process  
III.A.2.7 Part-Time Faculty Job Posting, Counseling  
III.A.2.8 Equivalency Information  
III.A.2.9 Human Resources EEO Checklist Recruitment  
III.A.2.10 Human Resources Confidentiality Statement  
III.A.2.11 FACULTY PRIORITIZATION PROCESS

3. **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

**Evidence of Meeting the Standard**

The SLOCCCD employs Administrators and other Management employees with appropriate education and experience in order to manage the program or service area of the assignment (III.A.3.1). The job descriptions for these employees reflect the role the position has in fostering student achievement learning outcomes in support of institutional effectiveness (III.A.3.2, III.A.3.3).

**Analysis and Evaluation**

Qualifications for administrators follow the Title 5 requirements for educational administrators and classified managers (III.A.3.2, III.A.3.3, III.A.3.4, III.A.3.5). Hiring practices follow Board Policy 3420.1 and Administrative Procedure 3420.1 (III.A.3.4, III.3.A.5). All candidates who successfully pass the initial interview are forwarded to a final interview with the Superintendent/President (III.A.3.6, III.A.3.7, III.A.3.8, III.A.3.9).

Job descriptions for administrators are reviewed and updated as needed or as vacancies occur. (III.A.3.2, III.A.3.3). Positions are requested using the Personnel Request Form (III.A.3.10). In addition, all job descriptions describe the requirements to sustain institutional effectiveness and academic quality (III.A.3.2, III.A.3.3).

**Evidence**
4. **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Evidence of Meeting the Standard**

College job announcements and job descriptions clearly state the educational requirements of the position. The College’s Human Resources office is responsible for ensuring that all required degrees held by faculty, administrators, and other employees are from institutions accredited by U.S. accrediting agencies. (III.A.4.1, III.A.4.2, III.A.4.3, III.A.4.4)

**Analysis and Evaluation**

The Human Resources staff verifies that degrees are from accredited institutions or that an equivalency has been submitted by the time the position closes (III.A.4.5, III.A.4.6, III.A.4.7 III.A.4.8). Only those applicants that have the required degree(s) from U.S. recognized accredited institutions or who have submitted an equivalency from a non-U.S. institution are passed along to the selection committee (III.A.4.9, III.A.4.10, III.A.4.11).

The Human Resources Office has a resource titled “Applicant Frequently Asked Questions” posted on the website (III.A.4.9). Question number 4 states the following:

My transcripts are from an international school, can I still apply for the job?

Yes, you can still apply for the position, however; we will need additional information from you. Transcripts from an international school must be evaluated by a U.S. credential evaluation service for the U.S. equivalent degree. Below are a few credential evaluation agencies that an evaluation can be requested.

Applicants may also request a degree(s) equivalency using the link that is posted on all faculty job postings (III.A.4.12, III.A.4.13). These requests are submitted to the Academic Senate Equivalency Committee by Human Resources staff (III.A.4.14, III.A.4.15, III.A.4.16).

**Evidence**

III.A.4.1 Employee Degree Information Master Spreadsheet
III.A.4.2 Classified Job Description, Alternate Media Facilitator
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Cuesta College assures that all personnel are evaluated systematically and at stated intervals (III.A.5.1, III.A.5.2, III.A.5.3, III.A.5.4, III.A.5.5, III.A.5.6, III.A.5.7). The established processes ensure that performance of all assigned duties, participation in institutional responsibilities, and other activities are evaluated appropriately (III.A.5.8, III.A.5.9, III.A.5.10, III.A.5.11, III.A.5.12).

Analysis and Evaluation

The Board of Trustees has established board policies and administrative procedures to properly and timely evaluate all management and confidential employees (III.A.5.1, III.A.5.2, III.A.5.3, III.A.5.4, III.A.5.5). The collective bargaining agreements for faculty and classified employees identify the process and timeline for evaluations of both full-time and part-time faculty, and classified employees (III.A.5.6, III.A.5.7).

Management evaluations consist of a self-assessment, peer and direct report feedback, and the appropriate administrator evaluation (III.A.5.13). Classified, confidential, and faculty evaluations have an improvement plan component in order to encourage improvement on the performance that is deemed insufficient (III.A.5.14, III.A.5.15, III.A.5.16, III.A.5.17, III.A.5.18).

Human Resources is responsible for notifying the appropriate manager of evaluation deadlines (III.A.5.8, III.A.5.9, III.A.5.10, III.A.5.11). The Office of Academic Affairs communicates the evaluation deadlines for faculty to the appropriate deans (III.A.5.12).
Completed evaluations for all employees are entered into the College’s integrated software program (Banner) by the Human Resources staff and then placed in the employee’s personnel file (III.A.5.19).

Evidence

III.A.5.1 Administrative Procedure 7150, Evaluations of Academic and Classified Managers
III.A.5.2 Administrative Procedure 7152, Evaluations Confidential Staff
III.A.5.3 Board Policy 2435, Evaluation of Superintendent/President
III.A.5.4 Board Policy 7150, Evaluations of Academic and Classified Managers
III.A.5.5 Board Policy 7152, Evaluations Confidential Staff
III.A.5.6 CCCUE Article 11, Evaluation Procedures
III.A.5.7 CCFT Article 7, Evaluation Procedures
III.A.5.8 Classified and Management Evaluation Reminder 1
III.A.5.9 Classified and Management Evaluation Reminder 2
III.A.5.10 Classified and Management Evaluation Reminder 3
III.A.5.11 Classified and Management Evaluation Reminder 4, Off-cycle
III.A.5.12 Faculty Evaluation Timeline Calendar
III.A.5.13 Manager Supervisor Evaluation Form, Final from Human Resources
III.A.5.14 Classified Plan of Improvement
III.A.5.15 Classified Evaluation
III.A.5.16 Confidential Employee Evaluation Process
III.A.5.17 Confidential Employee Performance Improvement Plan
III.A.5.18 Faculty Plan for Improvement Evaluation Form
III.A.5.19 Banner Report, Evaluations due by 3.31.2020

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)


7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The District maintains a sufficient number of qualified faculty to assure the quality of its educational programs and services. Budget development and resource allocation processes are part of the College’s participatory governance process and the responsibility of the Planning and
Budget Committee to enact (III.A.7.1, III.A.7.2). College Council implements the faculty prioritization process in order to determine a prioritized list of full-time faculty positions needed across the College (III.A.7.3).

**Analysis and Evaluation**

Fiscal Services reviews the faculty obligation number (FON) each year and shares those results appropriately. The College follows the faculty prioritization process in order to identify the full-time discipline and service faculty that are needed across the College (III.A.7.3). These positions are ranked by College Council and submitted to the Superintendent/President as a recommendation (III.A.7.4). The Superintendent/President notifies the Vice President of Human Resources what recruitments have been authorized.

**Evidence**

III.A.7.1 Resource Allocation Process  
III.A.7.2 Planning & Budget Committee Description (or minutes?)  
III.A.7.3 FACULTY PRIORITIZATION PROCESS  
III.A.7.4 Faculty Prioritization Results Email

8. **An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

The District’s employment policies and practices for part-time and adjunct faculty are identified in Cuesta College Federation of Teacher’s (CCFT) Collective Bargaining Agreement. (III.A.8.1) The agreement includes processes for evaluations and professional development (III.A.8.2, III.A.8.3, III.A.8.4, III.A.8.5). The College includes part-time faculty in institutional surveys, participatory governance processes and activities, and recognition events.

**Analysis and Evaluation**

All new part-time and adjunct faculty attend an orientation to the College held by Human Resources (III.A.8.6, III.A.8.7). At the start of each semester, the Office of Academic Affairs holds an orientation for new part-time and adjunct faculty (III.A.8.8, III.A.8.9, III.A.8.10).

Part-time and adjunct faculty are encouraged to participate in college governance and many are actively involved on different college committees, division work, and with the Academic Senate and faculty union. In recognizing the commitment and valued work part-time and adjunct faculty provided to the College, the College includes these faculty in its awarding of service pins, for years of service to the College (III.A.8.11, III.A.8.12, III.A.8.13, III.A.14, III.A.8.15, III.A.8.16).

**Evidence**

III.A.8.1 CCFT Collective Bargaining Agreement
III.A.8.2 CCFT Article 7, Evaluation Procedures
III.A.8.3 Faculty Evaluation Timeline Calendar
III.A.8.4 Faculty Plan for Improvement Evaluation Form
III.A.8.5 CCFT Article 5, Work Hours, Work Year and Workload
III.A.8.6 Human Resources New Employee Orientation Agenda
III.A.8.7 Human Resources New Employee Orientation Presentation
III.A.8.8 Academic Affairs New Part-Time Faculty Orientation Email
III.A.8.9 Academic Affairs Orientation RSVP List Spring 2019
III.A.8.10 Academic Affairs Part-Time Orientation Presentations Schedule Spring 2019
III.A.8.11 Diversity at CPAC 8-17-17
III.A.8.12 Fall 2018 FLEX Faculty Professional Development Activities
III.A.8.13 FlexTravaganza Fall 2017
III.A.8.14 Updated FLEX Fest 2019 Flyer
III.A.8.15 Service Awards Luncheon Email
III.A.8.16 2019 Service Pin Luncheon List, Part-Time Faculty Highlighted

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College maintains an appropriate number of staff with the necessary qualifications to adequately serve the program or service area of the assignment (III.A.9.1, III.A.9.2, III.A.9.3, III.A.9.4). Staff positions are identified through the evaluation of staffing component within the annual program review process (III.A.9.5). Requests for staffing are included in the annual personnel requests that are prioritized through the Planning and Budget Committee. Managers can make staffing changes when there is a vacancy or restructure as needed to maintain effective support of the area or unit (III.A.9.6).

Analysis and Evaluation

The College follows the established policies and procedures for classified and confidential hiring as defined by board policy, administrative procedure, and the Collective Bargaining Agreement between the College and the Cuesta College Classified United Employees (CCCUE) (III.A.9.7, III.A.9.8).

When a vacancy occurs, the job description is reviewed for currency and accuracy before the position is advertised. New job descriptions are created and existing job descriptions changed through a collaborative process involving the area manager and Human Resources. Essential functions and appropriate levels of knowledge, skills, abilities, and physical demands for the position are identified. Proposed revisions and new descriptions are shared with CCCUE for their input and approval before being submitted to the Board of Trustees (III.A.9.9).

Evidence
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

As of spring 2020, Cuesta College had 44 administrators and 9 confidential employees, including the superintendent/president, three associate superintendent/vice presidents, one vice president, six deans, academic administrators, classified managers, and supervisors (III.A.10.1, III.A.10.2, III.A.10.3, III.A.10.4). The College engages in a variety of assessment and planning processes to ensure all human resource needs of the institution are met including unit planning, annual and comprehensive program planning and budget development (III.A.10.5).

Administrative positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the Superintendent/President and Vice Presidents confer to assess the needs of the departments affected prior to moving forward with recruitment for replacement. Job descriptions and desired qualifications are reviewed and updated through benchmarking with similar positions in other community college districts. New positions evolve through processes of strategic planning and reorganization of administrative units. Many vacancies by management have led to restructures (III.A.10.5). In 2018, the retirement of the Director of Admissions resulted in a restructure of student services. The admissions and records department was reorganized under the leadership of other administrators and was changed to enrollment services. This restructure was presented to Planning and Budget Committee, College Council, Academic Senate, and Cabinet in the decision-making process (III.A.10.6, III.A.10.7, III.A.10.8, III.A.10.9).

The established hiring procedures ensure that administrators are qualified, prepared, and have the appropriate expertise to support the mission of the institution (III.A.10.10, III.A.10.11).

Analysis and Evaluation

The District ensures that all administrators are qualified to support the institution’s mission and purposes, by following established policies and procedures for the hiring of managers (III.A.10.10, III.A.10.11).

Evidence
11. **The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

**Evidence of Meeting the Standard**

The District adheres to the published written policies and procedures that are available to the public for information and review on the website. Policies and procedures are regularly reviewed and approved through the participatory governance process and recommended to the Board of Trustees for final approval (III.A.11.1, III.A.11.2). Negotiated personnel matters are housed in the collective bargaining agreements for faculty and classified staff (III.A.11.3, III.A.11.4).

**Analysis and Evaluation**

The District subscribes to the Community College League of California’s Policy and Procedure Services (III.A.11.5). Board policies and administrative procedures addressing personnel are available in Chapter 7 of the board policies and administrative procedures publicly available on the website (III.A.11.6, III.A.11.7, III.A.11.8, III.A.11.9, III.A.11.10). These policies and procedures are equitable and consistent with federal and state laws. Chapter 3 of the board policies and administrative procedures website includes such policies as Equal Employment Opportunity, Prohibition of Harassment, and Nondiscrimination. These policies and procedures are in compliance with state and federal laws (III.A.11.11, III.A.11.12, III.A.11.13, III.A.11.14, III.A.11.15, III.A.11.16, III.A.11.17).

The collective bargaining agreements between the District and faculty and classified employees include procedures for disciplinary action (III.A.11.18, III.A.11.19). The College adheres to these agreements, along with board policies and procedures, to ensure consistent, fair, and equitable treatment of all employees. New employees who attend the new employee orientation are provided information on where to access these documents. (III.A.11.20)

**Evidence**

III.A.11.1 BP 2410

III.A.11.2 SLOCCCD Governance Handbook 2019
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Cuesta College adheres to board policy and administrative procedure on Equal Employment Opportunity to ensure a campus climate that is fair, equitable, and inclusive (III.A.12.1, III.A.12.2). The College’s Equal Employment Opportunity Plan is the guiding document for the hiring of diverse personnel (III.A.12.3). The EEO Plan delineates the College’s commitment and dedication to creating a working and academic environment that welcomes all, fosters diversity, and promotes excellence. The College requires a diversity question on all applications, and the faculty and management applications also require a written diversity statement of a maximum 500 words (III.A.12.4, III.A.12.5, III.A.12.6, III.A.12.7).

Analysis and Evaluation

Cuesta College’s EEO Plan development is driven by the Equity and Student Success Committee and the Vice President of Human Resources (III.A.12.8, III.A.12.9). In accordance with the EEO Plan, the Vice President of Human Resources reviews the diversity of applicants for each recruitment and makes recommendations to extend recruitments and/or broaden advertising to increase the diversity of pools. (III.A.12.3)

The Vice President of Human Resources reviews annual EEO data and reports the results to the Superintendent/President and the Board of Trustees (III.A.12.10, III.A.12.11). The Human
Resources department conducts EEO training required for selection committee members monthly. Each selection committee member must attend the training which includes an implicit bias component annually (III.A.12.12, III.A.12.13, III.A.12.14).

In addition to policies, procedures, and practices, the College has invested in professional development training opportunities for college personnel specifically regarding equity and diversity. For example, the College invited the Center of Urban Education to present to faculty and classified on diversity hiring in August 2018 and to the management and confidential staff in April 2018 (III.A.12.15, III.A.12.16, III.A.12.17, III.A.12.18, III.A.12.19, III.A.12.20, III.A.12.21, III.A.12.22).

Evidence

III.A.12.1 Board Policy 3420, Equal Employment Opportunity
III.A.12.2 Administrative Procedure 3420, Equal Employment Opportunity
III.A.12.3 SLOCCD EEO Plan 2018-21
III.A.12.4 Classified Job Posting, Curriculum Resource Specialist
III.A.12.5 Full-Time Faculty Job Posting, English
III.A.12.6 Management Job Posting, Director of Outreach, Orientation, and Success Activities
III.A.12.7 Part-Time Faculty Job Posting, Counseling
III.A.12.8 VPHR Job Description
III.A.12.9 Equity and Student Success Committee description or role/responsibility
III.A.12.10 Board of Trustees Agenda, Annual EEO Training, March 2019
III.A.12.11 Board of Trustees Agenda, Annual EEO Training, April 2018
III.A.12.12 Human Resources Annual EEO Training
III.A.12.13 Equal Employment Opportunity Training Sign In Sheets, November 2019
III.A.12.14 Equal Employment Opportunity Training Sign In Sheets, September 2019
III.A.12.15 Opening Day Agenda Fall 2018
III.A.12.16 Opening Day Agenda Spring 2017
III.A.12.17 Opening Day Agenda Spring 2018
III.A.12.18 Opening Day Agenda Spring 2019
III.A.12.19 Opening Day Program Fall 2017
III.A.12.20 Opening Day Program Fall 2018
III.A.12.21 Opening Day Program Spring 2018
III.A.12.22 Opening Day Program Spring 2019

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College upholds a written code of professional ethics in Administrative Procedure 3050 which is publicly available (III.A.13.1).
Analysis and Evaluation

Cuesta College follows the procedures identified in Administrative Procedure 3435, Discrimination and Harassment Investigations to determine if a violation has occurred (III.A.13.2). The College adheres to the collective bargaining agreements with the faculty and classified employees concerning consequences for violation (III.A.3, III.A.13.4, III.A.13.5).

Evidence

III.A.13.1 Administrative Procedure 3050, Institutional Code of Ethics
III.A.13.2 Administrative Procedure 3435, Discrimination and Harassment Investigations
III.A.13.3 Personnel Complaint Log
III.A.13.4 CCCUE Article 9, Disciplinary Action
III.A.13.5 CCFT Article 13, Disciplinary Action

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Cuesta College values, plans for, and provides all personnel with opportunities for professional development. The District has established policies and procedures for professional development opportunities, which are codified in Board policy and administrative procedure (III.A.14.1, III.A.14.2, III.A.14.3, III.A.14.4, III.A.14.5, III.A.14.6, III.A.14.7, III.A.14.8, III.A.14.9). Full-time faculty are required to fulfill 60 hours of Flex training annually in support of the College commitment to excellence, part-time faculty have a pro-rated Flex training obligation (III.A.14.10).

Analysis and Evaluation

Cuesta College has three professional development committees; Classified Professional Development Committee; Faculty Professional Development Committee; and Management Professional Development Committee. These committees serve to identify opportunities for groups or individuals to participate in various professional development opportunities. Professional development is encouraged by the College and every attempt is made to fund, or assist with funding for, professional development. Activities that are not reimbursed by the College can be used for increasing salary in increments, so long as they satisfy requirements identified in collective bargaining agreements with faculty and classified (III.A.14.1, III.A.14.2, III.A.14.3, III.A.14.4, III.A.14.5, III.A.14.6, III.A.14.7, III.A.14.8, III.A.14.9).

The College regularly provides professional development for all college employees by inviting various speakers for its opening day convocation activities. Examples include fall 2018 when
Dr. Darla Cooper presented on Guided Pathways and fall 2017 Dr. J. Luke Wood and Dr. Frank Harris, III presented on advancing diversity, equity, and inclusion (III.A.14.11, III.A.14.12).

The College systematically evaluates professional development programs and uses the results of these evaluations to identify improvement. The Management Professional Development Committee surveys the confidential, management, and supervisor groups to determine what professional development needs exist. The results of this survey are used to determine the professional development program for future terms (III.A.14.13).

In addition to standard professional development opportunities, Human Resources provides mandatory trainings for all new employees on such things as child abuse mandated reporter and Campus SaVE Act – Sexual Violence Awareness through Keenan Safe Colleges Online Training (III.A.14.14). Additionally, Human Resources arranges for bi-annual sexual harassment training for all confidential, management, and administrative employees (III.A.14.15).

Evidence

III.A.14.1 Administrative Procedure 7160, Professional Growth-Staff Development
III.A.14.2 Board Policy 7160.2, Non-District Professional Opportunities
III.A.14.3 Board Policy 7341 Professional Growth Leaves for Administrators
III.A.14.4 CCCUE Article 3.8, Professional Growth
III.A.14.5 CCFT Appendix B Column Changes
III.A.14.6 Classified Education Plan for Professional Growth
III.A.14.7 Classified/Management Request for Professional Growth
III.A.14.8 Faculty Coursework Approval
III.A.14.9 Board Policy 7130.6, Professional Growth Program Confidential Management and Supervisory Employees
III.A.14.10 CBA Article 5.6 Work Year
III.A.14.11 Opening Day Program Fall 2017
III.A.14.12 Opening Day Program Fall 2018
III.A.14.13 Management Survey Results 2018
III.A.14.14 Online Trainings for All Employees
III.A.14.15 Sign In Sheets Mandatory Sexual Harassment Training

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College ensures the security and confidentiality of personnel records and provides access to employees upon request as appropriate.

Analysis and Evaluation
Human Resources confidential staff are the only personnel to access employee personnel files. Personnel files are held in a locked room which is only accessible by key code entry. All college employees have access to their personnel records in accordance with law. Information included in the personnel files are only released with proper consent or if legally required. The College adheres to Article 12 of the classified collective bargaining agreement and Article 8 of the faculty collective bargaining agreement (III.A.15.1, III.A.15.2).

**Evidence**

III.A.15.1 CCCUE Article 12, Personnel Files
III.A.15.2 CCFT Article 8, Personnel Files

**Improvement Plan(s)**

[insert response if applicable]

**B. Physical Resources**

1. **The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**Evidence of Meeting the Standard**

Cuesta College assures safe and sufficient physical resources at all educational sites through its organizational structure and planning processes. The Cuesta College Police Department is foundational in providing a safe physical environment through patrol, emergency situations trainings, escort services, the regular update of buildings security and safety features, and emergency communication to the campus community via My Alert (III.B.1.1). The Cuesta College Police Department works closely with the safety coordinator and the Facilities Services Department with reporting any unsafe conditions at the College.

The Facilities Services Department is responsible for facilities planning, capital projects, operations, building maintenance, grounds, custodial services and with ensuring that safety and maintenance needs are met at all campus locations (III.B.1.2, III.B.1.3). Facilities staff participate in regular trainings throughout the year to ensure a safe and effective workplace including the safe operation of equipment. The Campus Safety and Environmental Committee assists the Facilities Services Department in identifying emerging safety needs and accessibility matters. College employees can report maintenance issues or safety hazards through the Facilities Services Online Work Order system or at the Facilities Services office (III.B.1.4, III.B.1.5, III.B.1.6). The College is a member of the Schools Insurance Program for Employees (SIPE), which offers safety assessment, employee tips, and trainings to reduce risks on campus. Similarly, the district is a member of the Bay Area Community College Districts JPA for liability insurance, which provides regular assessments of potential campus risks.
The Five-Year Scheduled Maintenance Report, submitted to the state every year, is a technical document that helps the College ensure effective monitoring and maintenance of facilities (III.B.1.7). This report identifies needed maintenance, including the determination of cost, when an item should be replaced or repaired, and the funding source of the projects. The Director of Facilities Planning submits a Five-Year Capital Outlay Plan to the state annually (III.B.1.8). This plan serves as an additional report to effectively evaluate and document the needs of programs and services. This plan breaks down the capacity and load ratio of every facility throughout the College. These plans aid the assessment, maintenance, and safety of the College’s physical resources.

The local general obligation bond, Measure L, approved by voters in 2014, provides $275 million to the College for maintenance of the physical plant, infrastructure and technology upgrades, and new construction (III.B.1.9). Bond projects are completed in accordance with all regulations, including review by the Department of the State Architect (DSA). Measure L has provided resources to address longstanding facilities needs and to construct new facilities that provide supportive spaces for teaching, learning, and student support service delivery including current and future technologies.

The College has invested in technology and equipment to ensure campus safety and emergency communications, including the use of emergency blue light telephones, the RAVE Guardian app for reporting of emergencies and other safety features, and a CELS light warning system. The Annual Security Report (“Clery Report”) provides evidence of the safe conditions of all sites (III.B.1.10).

Analysis and Evaluation

The College assures public safety at all sites where programs and services are offered through policing, compliance with regulation, and safety training. All facilities are constructed and maintained to meet local, state, and federal mandates for access including the Americans with Disabilities Act (ADA) standards. Building and facility safety is ensured through Department of State Architect (DSA) review and approval of plans, ongoing maintenance, and regular upgrades of systems including fire alarms, sprinklers, locks, and environmental systems.

Cuesta College has adopted and maintains plans that guide decision-making and planning of facilities. Regular assessment and evaluation of the effectiveness of process to identify and address facilities needs provides assurance that the College is meeting the current needs of instructional programs and support services in providing high quality and safe environments for students.

Evidence
III.B.1.1 Cuesta College Public Safety Homepage
III.B.1.2 Facilities Services Homepage
III.B.1.3 Facilities Organizational Chart
III.B.1.4 Cuesta College Safety Compliance Forms
III.B.1.5 Campus Safety and Environmental Committee Minutes 11.22.19
III.B.1.6 Online Work Order System
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College has intentionally designed its organizational structure to assure the effective utilization and continuing quality of its physical resources to support its programs and services and achieve its mission. The Facilities Services Department is led by a director, assistant director, and three supervisors who plan and manage all functions related to facility maintenance and repair, Measure L capital projects, custodial responsibilities, and grounds operation (III.B.2.1).

The College’s facilities planning is guided by the most recent Facilities Master Plan, which was completed following the Board’s adoption of the Educational Master Plan (III.B.2.2). This sequence ensured that facilities planning was guided by the instructional priorities of the district. New, ongoing, and future facilities project planning includes consideration of day-to-day operations, and their impact on existing facilities and instruction. The College identifies individual program facility and instructional equipment needs within the annual program review process, as described in Standard III.D.

In 2014, Measure L, a $275 million general obligation bond was approved by the voters in the College’s service area. Measure L affords the College the opportunity to significantly improve the condition of our infrastructure and facilities on both the San Luis Obispo and North County campuses (III.B.2.3). Key projects already completed or in progress include the construction of the Frank R. Martinez Instructional Building, the North County Campus Student Center, the Data Center on the San Luis Obispo campus providing improved reliability for our servers, fiber upgrades, the construction of an Early Childhood Education Center on the North County Campus, the replacement of the Aquatic Center, repaving of campus roads, replacement of the gym floor, ADA upgrades, replacement of the main campus electrical switchgear equipment and the significant repair, replacement and/or renovation of campus assets such as roofs and HVACs (III.B.2.4). In addition to other repairs and upgrades, future projects include a new instructional facility at the North County Center, and a new campus center on the San Luis Obispo Campus that will house student service and administrative service operations (III.B.2.5).

Facilities Services manages and inspects buildings and facilities to assure compliance with applicable fire, safety, security, and sanitary codes and regulations. As mentioned in III.B.1, the District’s membership in the Bay Area Community College Districts JPA includes assessments of compliance with regulations, such as the proper management and disposal of hazardous...
chemicals (III.B.2.6). Facilities Services coordinates submission of space allocation reports into the state’s FUSION database (III.B.2.7 Space Inventory). These measures help ensure safe and effective utilization of the College’s physical resources.

**Analysis and Evaluation**

The formal structure of Facilities Services, led by a qualified director, assistant director, and supervisors, the Facilities Master Plan and other planning documents, and the program review process ensure that the needs of programs and services are considered for maintenance and future facility improvements. Facilities Services facilitates an annual review, including a review of space utilization, of all instructional, office and lab space through the FUSION reporting system. The Institutional Program Planning and Review process and the College’s deliberate integration of the Facilities Master Plan within the Educational Master Plan ensure that facilities planning is aligned with the College mission.

**Evidence**

III.B.2.1 Facilities Division Organizational Chart  
III.B.2.2 Facilities Master Plan  
III.B.2.3 Measure L Ballot  
III.B.2.4 Measure L Update  
III.B.2.5 Measure L Project Overview  
III.B.2.6 BACCCD Agenda  
III.B.2.7 Space Inventory

3. **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**Evidence of Meeting the Standard**

As described in III.B.2, the Facilities Master Plan is guided by the Educational Master Plan, ensuring that physical resources are tied to institutional programs and services. The College regularly assesses the feasibility and effectiveness of physical resources in supporting institutional programs and services through the annual program review process and through space allocation reports (including utilization measurements) through the state’s FUSION database (III.B.3.1). The College identifies new facility needs, including requests for renovations, furniture, and construction with the Facilities Request form submitted through the annual program review process, as described in III.D.5 Instructional programs and services and administrative units explain how their requests for facilities renovations or upgrades beyond routine maintenance would impact program and services and contribute to student success. The College also receives periodic facilities condition assessments (III.B.3.2). The College regularly assesses physical assets in need of maintenance as detailed in the scheduled maintenance report (III.B.3.3). The College uses a facilities online work order system where staff can identify and report issues.
An example of the College’s efforts to address emerging program need was the development of a new statistics lab. A recently enacted state law (AB 705) allows students (who may have previously been assigned to pre-collegiate instruction) the right to self-place in college-level math courses. This increased the need for more statistics course sections. Through action in the Planning and Budget Committee, the College’s governing process recommended the use of instructional equipment funding to purchase chrome books to support the development of this lab (III.B.3.4).

Analysis and Evaluation

By deriving the Facilities Master Plan from the Educational Master Plan, the College ensures long-term facility planning is framed by educational programs and service needs. The annual program review processes require that the College regularly assesses the use of its facilities and connect the impact any improvements made to facilities or equipment has on programs and services and student success.

Evidence

III.B.3.1 Capacity Report
III.B.3.2 Facilities Condition Assessment
III.B.3.3 Scheduled Maintenance Report
III.B.3.4 P&B Minutes (IELM funds approved to purchase Chrome Books for statistics)

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College is committed to sustainable facilities, equipment, and technology and carefully considers life-cycle costs in its capital planning. As noted earlier, the College’s Facilities Master Plan is drawn from the Educational Master Plan to ensure that long-term facility planning follows the needs of the institutional programs and services. The College reviews and revises its priorities or institutional Goals every three years, with the most recent being the 2020-2023 Strategic Plan. In particular, Institutional Goal six focuses on facilities and technology by integrating and improving facilities and technology to support student learning and the innovations needed to serve the College’s diverse communities (III.B.4.1).

Total Cost of Ownership (TCO) includes an assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. These resources are included in planning for infrastructure improvements in order to ensure facilities are sustainable. Requests for needed staffing or resources are identified in the unit plans and considered in the resource allocation process, as discussed in III.D.5. For example, the Vice President of Administrative Services has identified the need for more custodial and computer technician staffing in the resource allocation process, though resource scarcity makes additional hiring a challenge (III.B.4.2).
The College has been proactive in avoiding or reducing future costs. To minimize future custodial and maintenance costs, Facilities Services staff have been involved in the planning, design and selection of material for the College’s new facilities. To the extent the Measure L bond has provided for the consolidation of modular structures into larger and more efficiently designed facilities, the College has been able to ease custodial burden (see III.B.4.3). By repairing and modernizing infrastructure, such as the replacement of the main switch gear, Measure L reduces staff time and resources that would otherwise have gone into repairs and troubleshooting.

A recent example of considering TCO in our operations was the decision to shut down 40 facilities while the campus observed state and county orders to shelter at home as a response to COVID-19 (III.B.4.4). The consolidation of working space on campus reduces custodial burden and utility costs while most staff are working remotely.

**Analysis and Evaluation**

The College’s long-range capital projects are intrinsically linked to institutional planning efforts through the long-term Facilities Master Plan and the three-year Facilities and Technology institutional goal. The Facilities Master Plan linkage to the Educational Master Plan and the annual program review processes ensure that all capital projects support the College’s programs and services, goals and ultimately its mission. Included in consideration of capital and operational planning is the Total Cost of Ownership.

**Evidence**

III.B.4.1 Strategic Plan Institutional Goal 6  
III.B.4.2 VPAS Cluster Priorities  
III.B.4.3 Measure L Project Overview  
III.B.4.4 COVID-19 Campus Update 3-30-20

**Improvement Plan(s)**

[insert response if applicable]

**C. Technology Resources**

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.**

**Evidence of Meeting the Standard**

Technology services and systems are core to the delivery and support of high-quality educational programs and services at Cuesta College. The Technology and Web Committee is the campus content committee responsible for developing and recommending standards and policies regarding technology and web resources for the College (III.C.1.1). The committee
membership is designed to facilitate collegewide participation as they work to ensure appropriate and adequate technology and web services to support teaching and learning, support services, management, and operational functions (III.C.1.1). The Information Technology department includes the staff and management that maintain a connected technological environment in support of the College mission (III.C.1.2).

The Technology and Web Committee collaborates with the Online Education Committee to conduct annual surveys of students, staff, and faculty regarding technology at Cuesta College (III.C.1.3). The results of the surveys inform Institutional Program Planning and Review (IPPR). IPPR is inclusive of regular annual and periodic cycle of program review and planning by instructional, student services, and administrative areas. Annual Program Planning Worksheet (APPW) and Comprehensive Program Planning and Review (CPPR) include the role of technology for information, service delivery, data retrieval, and budget implications for technology (III.C.1.4, III.C.1.5).

APPW and CPPR inform the annual resource allocation prioritization process by Planning and Budget which includes prioritization of technology needs (III.C.1.6). All technology purchase approval requires review and sign off by the IT department to maximize standardization of equipment and minimize cost (III.C.1.7).

The Online Education Committee and Technology and Web Committee formed a joint Instructional Technology Task Force which reviews requests for new instructional technology to determine compatibility with existing systems at Cuesta College and to maintain compliance with accessibility requirements (III.C.8). The Online Education Committee launched an accessibility initiative in 2017/18 and the Technology and Web Committee adopted an accessibility initiative in 2018/19 to increase awareness and compliance with current standards (III.C.1.9, III.C.1.10).

Analysis and Evaluation

Through collaboration, the Technology and Web Committee and the Online Education Committee continually receive requests and assess technology resources on campus. The results of surveys and requests by staff, faculty and students are used in planning and review across campus, ensuring technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence:

III.C.1.1 Technology and Web Committee Information
III.C.1.2 Information Technology Organization Chart
III.C.1.3 Student Technology Survey Results
III.C.1.4 APPW – Non - Instructional (section V-E, VI-C)
III.C.1.5 CPPR – Administrative Services (section V-E, VI-C)
III.C.1.6 Planning Budget Resource Allocation Rubric
III.C.1.7 Requisition Signature Sample
III.C.1.8 Instructional Technology Request Form Sample
III.C.1.9 Online Education Agenda (Initiative 1)
III.C.1.10 Technology Web Initiatives (Initiative 5)
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The IT department provides Technology Lifecycle reports to each department with detail on the age of computers and instructions for using the data in annual resource plan worksheets (III.C.2.1). The Technology Lifecycle reports reflect the total cost of ownership for each department with one-time purchase cost and the annual cost of equipment. Technology purchases require IT approval to ensure compatibility with existing infrastructure, quality and adequate capacity.

Passed by San Luis Obispo County voters in 2014, the Measure L general obligation bond includes significant allocation to improve the technology infrastructure at Cuesta College. A consultant was engaged to lead assessment and development of a bond technology plan that is being followed through the four issuances of the $275M bond (III.C.2.2). Both the annual technology survey and the bond SLOCCCD Technology Implementation Plan identified a need for better Wi-Fi on the San Luis Obispo and North County Campuses (III.C.2.3). In response to this documented need, Wi-Fi was integrated into the Title V Developing Hispanic-Serving Institutions grant which Cuesta was awarded in 2017 (III.C.2.4). Activity 2 of the grant provides funding to expand coverage across both campuses including the athletic fields.

The Technology and Web Committee, in conjunction with the Online Education Committee, deploys an annual technology survey which measures the effectiveness of current technology in meeting the needs of instructional programs, student services, and administrative units. Students, faculty, staff, and administrators have opportunity to provide input on technology needed to effectively contribute to student success and how technology support and service can be improved (III.C.2.3). The Technology and Web Committee and IT department review and assess the survey data and technology requests received through the APPW and CPPR processes (III.C.2.5). The analysis guides the IT department in seeking funding sources for the prioritized purchases (III.C.2.6).

Analysis and Evaluation

Technology planning is integrated into the comprehensive institutional planning of the College. The Cuesta College Technology Plan is foundational to the decision-making regarding technology updates, replacements, and new purchases to ensure the infrastructure, quality, and capacity of technology are adequate to support the mission.

Evidence

III.C.2.1 Technology Lifecycle Report Sample
III.C.2.2 SLOCCCD Technology Implementation Plan Final
III.C.2.3 Technology Survey
III.C.2.4 Cuesta College Grant Notification
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

By design and practice, the IT department installs and maintains the technology environment that supports instruction and operations of the College. Maintenance and upgrades are scheduled to minimize disruption and maximize reliability. Patches and updates are implemented to increase functionality and reduce downtime with particular attention focused on maintaining currency of the student information suite, Banner, and information security (III.C.3.1).

IT has established back-up and disaster recovery across the San Luis Obispo and North County Campuses. Each campus has similar server and infrastructure arrays, internet connectivity, and back-ups are transmitted regularly across the network (III.C.3.2). If disaster should strike one campus, the other could provide the necessary technology to support all District operations.

The College developed a Technology Implementation Plan to guide the design of system and infrastructure upgrades funded by Measure L. The Tech Implementation Plan includes the San Luis Obispo and North County Campuses effectively scheduling the massive upgrades across the life of the bond to align with the building renovation and minimize disruption of instruction (III.C.3.3).

IT and the Technology and Web Committee regularly deploy surveys to gather technology opinion from all sectors of the College community (III.C.3.4). These surveys inform planning, revision of technology standards, and prioritization of technology projects.

Analysis and Evaluation

The Information Technology department is responsible to assure that technology resources at all locations where the College offers courses, programs, and services are reliable and secure. IT coordinates with the technology departments of partner K-12 districts and California Men’s Colony to provide and maintain technology access for instruction and services delivered at off-campus locations (III.C.3.5). Security for all data and information systems is the responsibility of Cuesta’s IT department.

Evidence

III.C.3.1 Patching Schedule
III.C.3.2 SLOCCCD CENIC Architecture
III.C.3.3 SLOCCCD Technology Implementation Plan Final
III.C.3.4 Technology Survey
III.C.3.5 Lucia Mar Contract

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
Evidence of Meeting the Standard

The College expanded the support of academic instruction and support through the addition of an instructional designer as a tenure track faculty position. The instructional designer and technology trainer / user support position provide monthly training workshops on a breadth of applications, technologies, and program features (III.C.4.1, III.C.4.2). In 2017/18, more than 760 participants expanded their technology skill set through these local training opportunities (III.C.4.3). The instructional designer provides an online teaching certification course for faculty interested in teaching across modalities using Canvas, the learning management system (III.C.4.4). Student support is available through the student success centers and help desk (III.C.4.5).

The monthly training workshops provide regular opportunity for faculty, classified professionals, and managers to advance their technology skills. Employees are further supported by IT user support accessible via email and phone. User support assists with audio visual, Mac, and PC technology in classrooms, and printer, network, programming, website, Canvas, MS Office, Google, file management, email, myCuesta (portal), and Banner issues. Many technology issues can be resolved quickly and those that require a technician are dispatched immediately to an appropriate individual. More than 3,500 technology tickets are resolved each year (III.C.4.6).

The annual technology survey includes questions centered on training. The survey informs development of the training schedule and priorities for the next academic year (III.C.4.7).

Analysis and Evaluation

Information Technology and Instructional Technology are integral to ensuring users are provided with appropriate training to effectively use technology and technology systems at the College. Through various workshops, user support and individual meetings; users are provided with appropriate and timely instructions for available technology.

Evidence

III.C.4.1 Instruction Training Schedule
III.C.4.2 IT Training Calendar
III.C.4.3 IT Training Rosters (sample)
III.C.4.4 Online Teaching Certification Course
III.C.4.5 Information Assistance_OpenLab
III.C.4.6 IT Ticket History
III.C.4.7 Technology Survey

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Board Policy 3720 states that employees and students who use college computers and networks
have a responsibility not to abuse those resources and to respect the rights of others (III.C.5.1). In addition, Board Policy 3720 directs the superintendent/president to establish administrative procedures that provide guidelines to students and staff for the appropriate use of information technologies (III.C.5.2). The login screen for all users with college login credentials contains links to Board Policy and Administrative Procedure 3720 and the agreement statement (III.C.5.3).

The College effectively communicates the policies and procedures that guide the appropriate use of technology via the login screens required for network access, the Board Policy section of the College website, and accessibility statement on the College web homepage (III.C.5.4). The College also adheres to federal guidelines for accessibility, specifically ADA and Section 508 compliance. The accessibility complaint process is made available on the College website for ease of reporting (III.C.5.5).

To support effective use of technology in the teaching and learning process, the Online Education Committee developed and approved through the participatory governance process a guide entitled *Best Practices for Technology Readiness for Faculty* (III.C.5.6). Additionally, the Online Education Committee developed AP4105 that defines the minimum qualification for faculty to teach online with technology proficiency defined (III.C.5.7). Furthermore, the Technology and Web Committee in conjunction with the Online Education Committee created a form and task force to review and approve new instructional technology software and hardware to facilitate acquisition of the technologies that best meet the emerging needs of faculty (III.C.5.8).

**Analysis and Evaluation**

The College has delineated in policy and procedure the appropriate use of technology in the teaching and learning process. With that commitment to respectable use, the College community is encouraged to use information technology and resources which are made widely available, or encouraged to recommend alternatives.

**Evidence**

- III.C.5.1 BP 3720 Computer and Network Use
- III.C.5.2 AP 3720 Computer Network Use
- III.C.5.3 Cuesta login screen
- III.C.5.4 Accessibility statement
- III.C.5.5 Accessibility complaint process
- III.C.5.6 Best_Practices_for_Distance_Education_Technology_Readiness_for_Faculty
- III.C.5.7 Administrative_Procedure_4105_Distance_Education
- III.C.5.8 Instructional_Technology_Request_Form

**Improvement Plan(s)**

[insert response if applicable]

**6. Financial Resources**
Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.** The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

**Evidence of Meeting the Standard**

The College ensures there are sufficient resources to support student learning and improve institutional effectiveness while maintaining financial stability. The College’s primary source of revenue is the state’s general apportionment, which has previously been based primarily on the number of full-time equivalent students (FTES) served. As of the 2018-19 fiscal year, the state of California has introduced the Student Centered Funding Formula (SCFF), which includes an allocation based on student success factors and a supplemental allocation based on the College’s count of Pell recipients, AB 540 students, and Promise Grant students. While final funding rates have not been determined by the state as of this writing, it is expected that the College will be in hold harmless status through the 2021-22 fiscal year.

The College’s budget is based on realistic assumptions and criteria that reflect current funding expectations from the state (III.D.1). The College monitors long-term fiscal health by forecasting multiyear projections that document potential budget liabilities such as increasing pension costs (III.D.2). In addition to state apportionment funding, the College also receives categorical funding and grant funds that support college priorities (III.D.3). Cuesta College has demonstrated sound fiscal management as evidenced with the increase in the ending balance of $1.5 million from the 2017-18 year to 2018-19 (III.D.4).

The College also benefits from significant community support. Cuesta College has long been supported by the San Luis Obispo community through endowments to its Foundation and one-time funding allocations for special projects on campus. The foundation provides approximately $3.5 million each year in student scholarships and program support. Cuesta College was one of the first community colleges to have a Promise grant for first-year local high school graduates, funded by an $8 million endowment left to the College by the Charles and Leeta Dovica Family Trust. The community provided further support for the College through the 2014 approval of Measure L, a $275 million general obligation bond, as presented in detail in Standard III.B.

The College ensures funds are prioritized toward student learning and institutional effectiveness through its Institutional Program Planning and Review (IPPR) and resource allocation processes (III.D.5, III.D.6). College needs are identified and assessed through these processes which lead to a determination of allocation by the Superintendent/President in the context of available resources. The College matches the resource allocation priorities against...
available funding streams, whether general fund, foundation grants, or restricted funds, such as lottery and instructional equipment funds, provided by the state.

The College manages its financial affairs with integrity. Budget development is based on Board Policy (III.D.7, III.D.8). Budget transparency is ensured through monthly budget updates to the Board of Trustees (BOT), two annual budget workshops to the BOT and regular presentations and discussion through the Planning and Budget (P&B) Committee (III.D.9, III.D.10, III.D.11). The quarterly and annual 311 reports are presented to the BOT and the Planning and Budget (P&B) Committee (III.D.12) The College’s financial integrity is further demonstrated through its annual independent audit (III.D.13).

Analysis and Evaluation

The College has sufficient resources to support student learning and institutional improvement. The College has sound and transparent policies and procedures in place to ensure fiscal transparency and integrity. The College is closely monitoring the state’s actions relating to the SCFF to consider any adjustments that may be required to maintain fiscal stability in future years.

Evidence

III.D.1 Budget Assumptions and Criteria (2018-19 Budget, pages 6-10)
III.D.2 Multiyear Projections (2018-19 Budget, pages 29 and 30)
III.D.3 2018-19 SLOCCCD Annual Grant Report
III.D.4 SLOCCCD 311A_Master_Report 2018-19
III.D.5 Institutional Program Planning and Review and Budget Development (IPM, pages 21-25)
III.D.6 Resource Allocation (IPM pages 26-28)
III.D.7 Board Policy 6200
III.D.8 Board Policy 6250
III.D.9 Board of Trustees Minutes, March 6, 2019
III.D.10 Board of Trustees Minutes, June 19, 2019
III.D.11 Planning and Budget Committee Minutes, May 16, 2019
III.D.12 Board of Trustees Minutes, March 6, 2019
III.D.13 San Luis Obispo County Community College District Annual Financial Report, June 30, 2018 (pages 2-4)

2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College’s mission and goals are the foundation for financial planning. Financial planning
follows the College’s model of integrated planning, which is driven by the College’s mission in the development of long-term planning documents such as the Educational Master Plan and Facilities Master Plan (III.D.2.1, III.D.2.2, III.D.2.3, III.D.2.4). The College’s long-term plans drive its Strategic Plan, which drives resource allocation through its program review and the resource allocation rubric (III.D.2.5, III.D.2.6, III.D.2.7). The College has policies and procedures to ensure sound financial practices (III.D.2.8, III.D.2.94, III.D.2.10). Appropriate financial information is disseminated throughout the College in a timely manner with presentations to the BOT, the P&B Committee, and the College as a whole (III.D.2.8, III.D.2.9, III.D.2.10, III.D.2.12, III.D.2.13, III.D.2.14, III.D.2.15).

Analysis and Evaluation

The College’s mission and goals drives all long-term planning documents. Financial information is disseminated to the BOT, P&B committee, and other college stakeholders in a timely matter.

Evidence

III.D.2.1 Mission, Vision, and Values webpage
III.D.2.2 Model of Integrated Planning
III.D.2.3 Model of Integrated Planning
III.D.2.4 SLOCCCD Facilities Master Plan
III.D.2.5 311A Report
III.D.2.6 Over Under 3-Year Analysis
III.D.2.7 Cuesta College Resource Allocation Rubric
III.D.2.8 311A Report
III.D.2.9 Multi-Year Projections
III.D.2.10 Agenda Spring 2019 SCFF Presentation
III.D.2.11 Board of Trustees Budget Workshop
III.D.2.12 Planning & Budget Committee Orientation
III.D.2.13 Assumptions for Developing 2019-2020 Budget
III.D.2.14 2018-2019 SLOCCCD Board of Trustees Final Budget Special Meeting
III.D.2.15 SLOCCCD Final Budget

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College clearly outlines and follows guidelines regarding financial planning and budget development. Guidelines for budget development are outlined in the integrated planning calendar and annual budget timeline (III.D.3.1, III.D.3.2). The membership of the P&B committee reflects the diversity of the campus and representatives can weigh in at key points during the budget development process (III.D.3.3, III.D.3.4, III.D.3.5). Budget requests and
priorities are presented annually to the P&B Committee as part of the resource allocation prioritization process (III.D.6). The College follows its guidelines and presents information, including the final budget, to the board as specified in the Integrated Planning Manual (III.D.3.7).

Analysis and Evaluation

Cuesta College has clear guidelines and processes for financial planning and budget development, which are followed. All college constituencies have adequate opportunity to participate in the development of institutional plans and budgets through committee work and BOT meetings.

Evidence

III.D.3.1 Integrated Planning Calendar, pages 24, 25
III.D.3.2 2019-20 Budget Timeline
III.D.3.3 2019-20 Committee List
III.D.3.4 Planning and Budget Committee Minutes 01-29-19
III.D.3.5 Planning and Budget Committee Minutes 05-16-19
III.D.3.6 Minutes of Board of Trustees Meeting 09-07-18
III.D.3.7 Integrated Planning Manual

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Cuesta College assures that institutional planning reflects a realistic assessment of financial resource availability through multiple processes outlined in the Integrated Planning Manual (III.D.4.1). Annually, the College’s P&B Committee reviews and recommends budgeting assumptions for the fiscal year based on funding estimates proposed in the annual state budget, details of known cost increases such as employer contribution rates for CalPERS and CalSTRS, FTES targets, and the acknowledgement of legal and regulatory requirements (III.D.4.2). Cuesta College maintains multi-year projections for the budget based on reasonable estimates reviewed and approved by the P&B Committee (II.D.4.3). The College’s budget performance is documented through the submission of annual and quarterly 311 reports, which are reviewed by the BOT and the P&B Committee (III.D.4.4).

The College takes several steps to ensure the campus community is informed of the College’s fiscal condition, including a detailed orientation in the P&B Committee, regular budget updates to the P&B Committee and the BOT, and through regular budget workshops provided to the BOT (III.D.4.5, III.D.4.6, III.D.4.7).

Department budgets are based on prior year allocations. Budgets are reviewed annually with
unit managers to consider necessary adjustments. Requests for additional augmentations are prioritized through the resource allocation prioritization process (III.D.4.8).

The College partners with its Foundation to enhance fiscal support for the College and financial aid to students (III.D.4.9). The College realizes additional FTES and associated resources through partnerships with local high schools via College and Career Access Pathway (CCAP) agreements (III.D.4.10). The College also receives numerous grants that enhance services for students (III.D.4.11). Fiscal management of these grants is outlined in the Federal Grant Policies and Procedures Manual (III.D.4.12). College expenditures are monitored by Fiscal Services and conform to required policies. The College has defined signing authority for expenditures, Cal Card statements, temporary hiring in memos or guidelines communicated to managers or other appropriate staff (III.D.4.13, III.D.4.14, III.D.4.15). The College’s observance of sound fiscal management practices is evidenced by a lack of findings in the most recent financial and compliance audits (III.D.4.16).

Analysis and Evaluation

The College’s planning includes a realistic assessment of financial resource availability. College finances are regularly discussed in public at BOT and college committee meetings and with unit budget managers. The College has developed external partnerships to enhance resources and student support. Expenditure requirements are communicated on the website, through memos, and in meetings with budget managers.

Evidence

III.D.4.1 Integrated Planning Manual
III.D.4.2 2018-19 Final Budget, pages 4-13
III.D.4.3 2018-19 Final Budget, pages 29-30
III.D.4.4 SLOCCCD 2017-18 311A Master Report
III.D.4.5 Planning & Budget Committee Agenda, 08-21-18
III.D.4.6 Planning & Budget Committee Minutes 01-29-19
III.D.4.7 Board of Trustees Minutes 02-06-19
III.D.4.8 2018-19 Resource Allocation Scoresheet
III.D.4.9 2018-19 Final Budget, page 18
III.D.4.10 CCAP Agreement with Coast USD
III.D.4.11 SLOCCCD Annual Grant Report
III.D.4.13 Signatory Authority Memo
III.D.4.14 CALCARD Handbook
III.D.4.15 Short Term Temporary Hiring Process
III.D.4.16 SLOCCCD Final Audit

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and
uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College’s campus wide budget development process, transparency in reporting back to the campus community, and clean audit opinions serve as evidence of the financial integrity and responsible use of financial resources. The IPPR, budget development, and resource allocation processes are outlined in the Integrated Planning Manual (III.D.5.1). Resource allocation requests initiate as needs in the IPPR process, are then prioritized at the cluster level, then prioritized by the P&B Committee, then presented to Cabinet for input and finally, the Superintendent/President makes the final funding determinations. The Superintendent/President presents the final funding determinations to the P&B Committee. An example of this process is the $35,000 that was approved to develop an international student program in 2018. This request was ranked number one on the institution-wide cluster plan, was ranked number one by the P&B Committee on the 2018-19 Resource Allocation Scoresheet, and was approved and reported back to the P&B Committee by the Superintendent/President (III.D.5.2, III.D.5.3, III.D.5.4).

Timely and accurate financial information is disseminated regularly to the BOT and the P&B Committee, and budget information is readily available for budget managers through Banner or by request of the budget accountant. The Vice President of Administrative Services (VPAS) provides a monthly report on budget updates and development to the BOT (III.D.5.5). The VPAS also provides two budget workshops a year to the BOT; once after the Governor’s January budget proposal and again around the time the state approves its final budget in June (III.D.5.6, III.D.5.7). In addition to the budget updates, the BOT receives the quarterly financial and budget reports (311Q), the general fund budget transfer activity reports, and the annual financial and budget report (311A). The 2nd quarter and annual financial and budget reports are discussed with the BOT as a business item (III.D.5.8, III.D.5.9). The 1st and 3rd 311Q reports are consent agenda items, but board members can pull the item for discussion if they have questions (III.D.5.10, III.D.5.11). The quarterly and annual 311 reports and the budget transfer activity reports and presented and discussed with the P&B committee (III.D.5.12). Budget managers have access to view their current budget and expenditure reports in Banner. If requested by the budget manager, the budget accountant will print copies of the reports for the budget manager’s use. The vice president of administrative services (VPAS), director of fiscal services, and the budget accountant meet with cluster managers once a year to review the upcoming budget and the prior year expenditures.

After the annual audit the VPAS completes the California Community College Sound Fiscal Management Self-Assessment Checklist which is presented to the P&B committee for discussion and feedback (III.D.5.13). The checklist helps the College identify any potential financial risks and internal control structure weaknesses or management practices in need of improvement.

Part of the annual audit performed by an outside independent CPAs is the Report on Internal Control Over Financial Reporting, the Report on Compliance for Each Major Program and the
Reconciliation of Annual Financial and Budget Report (CCFS-311) with the Audited Financial Statements (III.D.5.14). During the past 5 years, auditors did not identify any deficiencies in internal control that were considered to be a material weakness (III.D.5.14). Over the past five years, in the auditor’s opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs (III.D.5.14). Finally, the College did not receive any reconciliation items from the Annual Financial and Budget Reports to the Financial Statements over the past five years (III.D.5.14). This assures the BOT and the California Community College Chancellor’s Office (CCCCO) that the College’s 311 reports are free from errors.

Analysis and Evaluation
The College has appropriate internal control mechanisms in place to ensure financial integrity. Financial information is widely disseminated in a timely matter. The College regularly evaluates and improves its financial management practices as needed.

Evidence
III.D.5.1 Integrated Planning Manual
III.D.5.2 Institutional-wide Cluster Plan
III.D.5.3 Resource Allocation Rubric
III.D.5.4 President’s Funding Memo to P&B
III.D.5.5 Board Budget Update October 2019
III.D.5.6 Board January Budget Workshop
III.D.5.7 Board June Budget Workshop
III.D.5.8 Board Agenda Item Feb 2019 2nd Qrt 311Q
III.D.5.9 Board Agenda Item Oct 2019 311 Annual
III.D.5.10 Board Agenda Item Dec 2019 1st Qrt 311Q
III.D.5.11 Board Agenda Item Jun 2019 3rd Qrt 311Q
III.D.5.12 Planning & Budget Oct 2019 Agenda 311 Annual
III.D.5.13 Planning & Budget Apr 2109 Agenda Fiscal Management Self-Assessment
III.D.5.14 Annual Financial Audit

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
The College’s financial documents are credible, accurate, and reflect appropriate allocation of resources in support of the College’s goals and mission. College financial statements are examined annually through an independent audit which is reviewed by the BOT (III.D.6.1). The P&B committee and the BOT also review the 311Q and 311A reports to CCCC0 (III.D.6.2). The College’s fiscal standing has been affirmed by strong bond ratings from Standard & Poor’s and Moody’s in 2018 (III.D.6.3, III.D.6.4).
The resource allocation prioritization process targets expenditures toward student learning programs and services through grading criteria that awards points to proposals that lead to greater student learning outcomes and/or meet the College’s strategic objectives (III.D.6.5). College budget assumptions and criteria are also reviewed by the P&B committee and the BOT (III.D.6.6). As reflected in these documents, college expenditures have been adequate to meet state requirements such as the 50% Law and the full-time Faculty Obligation Number (FON) (III.D.6.7, III.D.6.8).

Analysis and Evaluation

The College’s financial documents are accurate and creditable as shown by the audit. The resource allocation prioritization process puts a greater emphasis on student learning programs by awarding additional points for requests that support student learning outcomes or strategic objectives of the College.

Evidence

III.D.6.1 Annual Fiscal Audit
III.D.6.2 Quarterly Financial Status Report 311Q, 4th Qrt 2018
III.D.6.3 Standard & Poor’s Rating Report
III.D.6.4 Moody’s Rating Report
III.D.6.5 Resource Allocation Prioritization Criteria
III.D.6.6 Budget Assumptions and Criteria
III.D.6.7 Annual Financial and Budget Report 311A
III.D.6.8 Faculty Obligation Number Report
III.D.6.9 Resource Allocation Rubric

7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

The annual audit is a campus-wide effort. Any potential audit findings are discussed with the departments involved. If a finding is issued, the business office and the departments involved develop a corrective action plan. The College presents the annual audit to the BOT at the January board meeting (III.D.7.1, III.D.7.2, III.D.7.3). Any audit findings are discussed with the Board along with the College’s corrective action plan. After BOT review the audit is posted on the Fiscal Services website and distributed (III.D.7.4).

Over the past five years the College has received two audit findings (III.D.7.5, III.D.7.6, III.D.7.7). For the year ending June 30, 2016, the College received a state compliance audit finding for the calculation of daily contact hours and positive attendance hours (III.D.7.5). The discrepancy was a total of 3.26 FTES. The error was corrected before the CCCCO recalculation FTES report was submitted, so no funding was owed to the state. A corrective action plan was implemented, and the auditors found no issues the following year.
For the year ending June 30, 2018, the College received a federal awards audit finding for return to Title IV funds returned more than the 45-day requirement (IIID.7.7). The auditors tested forty instances and in one instance the funds were returned late. The College has implemented a corrective action plan and the auditors will test the plan during the 2019 audit.

Analysis and Evaluation

The College’s audits are communicated appropriately, and a corrective action plan is development and implemented for any audit findings. The College has received two audit findings in the past five years and both findings were resolved in a timely matter.

Evidence

III.D.7.1 BoardDocs January 2017
III.D.7.2 BoardDocs January 2018
III.D.7.3 BoardDocs January 2019
III.D.7.4 Fiscal Services Webpage
III.D.7.5 Audit Findings 2015-16
III.D.7.6 Audit Findings 2016-17
III.D.7.7 Audit Findings 2017-18

8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College’s financial and internal control systems are assessed and evaluated regularly. The auditors review the College’s internal control systems as part of the annual audit. The audit and any findings are presented to the BOT at the January board meeting and are posted on Fiscal Services webpage (III.D.8.1, III.D.8.2). The College’s Measure L Bond funds are audited annually and presented at the Citizen’s Bond Oversight Committee’s winter meeting and the BOT January Meeting and posted on the bond information webpage (III.D.8.3, III.D.8.1, III.D.8.4). If there is a finding, the College develops and implements a corrective action plan (III.D.8.5). The auditors assess the plan the following year and report if it’s been implemented in the prior year findings section of the audit (III.D.8.5).

Fiscal Services completes a Comprehensive Program Planning and Review (CPPR) every five years (III.D.8.6). In the years between CPPR’s, the department completes an abbreviated Annual Program Planning Worksheet (APPW) (III.D.8.7). The annual reviews include annual measurements, analysis, and improvements; annual program outcome assessments; anticipated service challenges/changes; and overall budget implications. In addition to the written plans, Fiscal Services completes an annual Resource Plan Worksheet that details the departments top personnel, supplies, equipment, facility, and technology needs (III.D.8.8). The worksheet describes and justifies the needs and includes a program impact of funded or nonfunded prior
year requests.

The College annually completes the California Community Colleges Sound Fiscal Management Self-Assessment Checklist (III.D.8.9). The checklist helps the College identify any potential financial risks and can identify internal control structure weaknesses or management practices in need of improvement.

**Analysis and Evaluation**

The financial and internal control systems are evaluated and assessed annually. Corrective action plans are implemented for any issues that arise.

**Evidence**

III.D.8.1 January 2019 Board Meeting Minutes  
III.D.8.2 Fiscal Services Webpage  
III.D.8.3 CBOC Meeting Minutes  
III.D.8.4 Bond Information Webpage  
III.D.8.5 SLOCCCD Final Audit 2017-18  
III.D.8.6 Fiscal Services CPPR  
III.D.8.7 Fiscal Services APPR  
III.D.8.8 Fiscal Services Resource Plan Worksheet  
III.D.8.9 Fiscal Management Self-Assessment Checklist

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

**Evidence of Meeting the Standard**

The College receives most of its apportionment from property taxes. In FY2017-2018, the College’s apportionment was 81% property taxes (III.D.9.1). Because such a large portion of apportionment comes from property taxes and property taxes are due in December and April, the College occasionally borrows funds for cash flow. Cash flow is managed by reserves, Tax Revenue Anticipation Notes (TRANS), and borrowing of treasury funds for dry period financing. The College had participated in the California Community Colleges League TRAN Pool every fall until the League Pool stopped issuing TRANs in fall 2017. From 2007 through 2015, the TRANs amount ranged from $3,595,000 to $7,260,000 (III.D.9.2). During 2017 and 2018 the College had sufficient cash flow that borrowing wasn’t necessary. At the end of 2018, the College transferred $3,000,000 into the Pension Rate Stabilization Fund managed by Public Agency Retirement Services (PARS) as part of a strategy to manage long-term pension obligations. As this reduced general funds cash flow, the following year the College entered into an agreement with the County to participate in the borrowing of treasury funds for dry period financing (III.D.9.3). This type of loan has several advantages over issuing TRANs. There is no cost of issuance, interest is only charged during the days the College’s treasury balance is negative, and the interest rate is the same rate the County pool is earning at the time.
The College plans to continue to use the County program in future years.

The BOT recently revised Board Policy 6200 Budget Preparation (III.D.9.4) and approved Board Policy 6250 Budget Management (III.D.9.5). Board Policy 6200 requires a general fund reserve of no less than 6 percent of unrestricted general fund expenditures for each annual budget (III.D.9.4). Board Policy 6250, approved in May 2017, sets a goal of maintaining a contingency account equal to 6 percent of unrestricted general fund expenditures above the required reserve (III.D.9.5). While the two board policies combined establish a goal of 12%, the College has exceeded that amount in the past three years. As reported on the Quarterly Financial Status Report for the 4th quarters, the College’s Percent of General Fund Balance to General Fund Expenditures has been the following: 2018 17.38% (adjusted for the $3 million transfer to PARS), 2017 18.9%, 2016 16% (III.D.9.6, III.D.9.7III.D.9.8). In January 2018, Standard & Poor’s upgraded the College’s rating outlook to positive. The rating summary states, “The outlook revision reflects our view of the district’s enhancement of it minimum reserves policy in 2017 by adding a 6%-of-unrestricted-expenditures contingency in its budgeting practice to accompany its existing 6% reserve policy. We view this policy as reinforcing a strengthening trend in the district’s available general fund balance to a level we consider very strong as of fiscal 2017 from strong levels during the prior five years” (III.D.9.9).

The College belongs to several joint powers authorities (JPAs) to manage risk; 1) the Bay Area Community College District JPA for property and liability insurance coverage, 2) the Self-Insurance Program for Employees (SIPE) JPA for workers compensation, 3) the Self-Insurance Schools of California (SISC III) JPA for faculty medical plans, 4) the California Schools Dental Coalition JPA for dental insurance, and 5) the California Schools Vision Coalition JPA for vision insurance (III.D.9.10).

Analysis and Evaluation

The College has adequate cash flow and reserves to maintain stability. The contingency account and PARS Pension Rate Stabilization Fund can be used to meet financial emergencies and unforeseen occurrences.

Evidence
III.D.9.1 Apportionment Exhibit E
III.D.9.2 TRAN Analysis
III.D.9.3 County Loan Resolution
III.D.9.4 Board Policy 6200 Budget Preparation
III.D.9.5 Board Policy 6250 Budget Management
III.D.9.6 CCFS 311Q FY2017-18
III.D.9.7 CCFS 311Q FY2016-17
III.D.9.8 CCFS 311Q FY2015-16
III.D.9.9 Standard & Poor’s Rating Report
III.D.9.10 Audit Report FY2018 JPAs
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Cuesta College practices effective oversight of finances under the leadership and direction of the Vice President of Administrative Services. The College establishes clear guidelines through policies and procedures (III.D.10.1, III.D.10.2, III.D.10.3, III.D.10.4, III.D.10.5, III.D.10.6, III.D.10.7, III.D.10.8, III.D.10.9, III.D.10.10). The effectiveness of oversight is reflected in the College’s annual audits and through bond ratings by Moody’s and Standard & Poor’s (III.D.10.11, III.D.10.12, III.D.10.13). The audits include an assessment of financial records for financial aid, grants, auxiliary organizations (such as the bookstore and student representation fees), and contractual relationships (III.D.10.11).

To ensure the integrity of financial aid, records, financial aid staff and fiscal services, staff conduct independent monthly reconciliations of financial aid accounts each month and meet to identify any issues. Records are audited annually as part of the College audit. An issue regarding the timeliness of one return to Title IV funds was identified in the College’s 2017-18 audit, though no costs were questioned. Staff initiated new protocols to ensure prompt returns in the future (III.D.10.14).

Grants are overseen by the Vice President of Academic Affairs or the Vice President of Student Services, as appropriate. A project manager is assigned to each grant and is responsible for ensuring the grant’s financial integrity and that funds are expended in accordance with grant requirements. Two fiscal analysts and a grants coordinator support the project managers with these responsibilities (III.D.10.15). The BOT and P&B Committee receive annual updates on the College grants (III.D.10.16). The College recently reclassified a position to enhance coordination of grants, including fiscal reporting (III.D.10.17).

The Cuesta College Foundation raises funds on behalf of the College as an independent non-profit 501(c)3 corporation. These funds support scholarships, including the Cuesta Promise, technology, and other program-specific grants. An independent auditing firm audits the Foundation annually (III.D.10.18).

While most college funds are held in the County Treasury, in 2018 the College invested $3 million in an irrevocable trust to address pension costs (III.D.10.19). The College receives monthly fund updates from the fund manager and oversees the fund consistent with the Budget Account Manual (III.D.10.20). Financial records related to all investments and revenues are included in the College’s budget and annual audits (III.D.10.21).

Analysis and Evaluation

The College has the appropriate board policies and management practices in place to provide effective oversight of finances as validated by audits and bond ratings.
Evidence
III.D.10.1 Signature authority memo
III.D.10.2 BP 2305 Annual Organizational Meeting
III.D.10.3 BP 6100 Delegation of Authority
III.D.10.4 BP 6150 Authorized Signatures
III.D.10.5 BP 6200 Budget Preparation
III.D.10.6 BP 6250 Budget Management
III.D.10.7 BP 6307 Debt Issuance Management
III.D.10.8 BP 6340.2 Signatures
III.D.10.9 BP 6400 Audits
III.D.10.10 Grant procedures
III.D.10.11 Annual Financial Audit
III.D.10.12 Standard & Poor’s Rating
III.D.10.13 Moody’s Rating
III.D.10.14 2017-18 Audit Finding
III.D.10.15 Fiscal Services Organization Chart
III.D.10.16 Janet’s document
III.D.10.17 April Board item
III.D.10.18 Foundation audit
III.D.10.19 PRSB material
III.D.10.20 Budget and Accounting Manual
III.D.10.21 Budget – PARS account

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Cuesta College assesses long-term financial health through the development and monitoring of multi-year projections (MYPs) (III.D.11.1). These projections are based on sound assumptions of FTES, COLAs, pension obligations, and other factors. The projections are reviewed by the P&B committee and enable the College to identify concerns ahead of time and act to address them (III.D.11.2).

Recent actions taken to improve the long-term financial outlook include; 1) an investment of $3 million in one-time resources in an irrevocable trust to help address long-term growth in pension costs 2) the execution of separation incentive program for faculty that reduced expenditures as of July 1, 2018; 3) a reduction in filled positions through restructures and refilling of only necessary positions; 4) the retirement of certificates of participation debt; and 5) the approval of
Board Policy 6250 which recognizes the importance of contingency reserves beyond the minimum budget reserve (III.D.11.3, III.D.11.4, III.D.11.5, III.D.11.6, III.D.11.7).

More evidence of long-term planning is a BOT study session that discussed utilizing existing College property as a source of lease revenue and planning a potential expansion of facilities in the south county (III.D.11.8). The College allocates resources in the annual budget to pay down obligations such as pension costs and has relatively minimal Other Post-employment Benefits (OPEB) obligations which are funded in the annual budget (III.D.11.9). The College’s commitment to long-range financial planning and fiscal stability has been affirmed by strong bond ratings from both Standard & Poor and Moody’s (III.D.11.10, III.D.11.11).

**Analysis and Evaluation**

The College’s level of financial resources provides a reasonable expectation of both short- and long-term financial solvency. The College considers and long-range financial priorities when making fiscal decisions and acts to ensure fiscal stability, including proactive efforts to meet long-term obligations.

**Evidence**

III.D.11.1  Multi-Year Projections FY 19-20 May Revise
III.D.11.2  Planning and Budget Committee Minutes 5-16-19
III.D.11.3  2019-20 Final Budget Book: Post-Employment Benefits Trust Fund
III.D.11.4  Separation Incentive Plan Execution Agreement
III.D.11.5  Position Control Comparison of Filled Positions
III.D.11.6  2019-20 Final Budget Book: COPs Repayment
III.D.11.7  Board Policy 6250 Budget Management
III.D.11.8  Board of Trustees Study Brief
III.D.11.9  2019-20 Final Budget Book: Long-Term Obligations
III.D.11.11  San Luis Obispo County CCD Final Report: Moody’s

**12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

**Evidence of Meeting the Standard**

The College contributes the employer contribution rates for the California State Teachers Retirement System (STRS) and the California Public Employee Retirement System (PERS). The employer contribution rates have increased steadily in recent years and is projected to continue to rise. In December 2017, the BOT approved an investment of $3,000,000 into the Public Agencies Post-Employment Benefits Trust (III.D.12.1). This Public Agency Retirement Services (PARS) Pension Rate Stabilization Program is an irrevocable trust. The funds can only be spent on pension costs. The College expects to receive a better rate of return than the
County treasury earns. These funds can then be used to offset future pension liabilities.

Actuarial studies of retiree health liabilities are performed every two years with the last study dated September 12, 2018 (III.D.12.2). The College provides lifetime medical benefits to one retired president. The terms of this retirement require the College to cover the cost of medical expenses that are not covered by the retiree’s Veteran Affairs health insurance. This liability has been under $10,000 a year. For all other retirees, the College allows the retiree to purchase a college plan at the retiree’s expense. These do not create a direct expense for the College, but because retirees raise the average age of the insurance pool there is an implicit cost. The most recent study estimated the Net OPEB Liability to be $452,667 (III.D.12.3). The College does not have an irrevocable trust for the OPEB Liability as the liability is minimal.

Analysis and Evaluation

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The College’s OPEB liability is so small that an irrevocable trust is not necessary. Vacation time is limited to two years of accrued time and comp time is paid out annually.

Evidence

III.D.12.1  PARS Trust Account Board Minutes
III.D.12.2  Actuarial Report 2018
III.D.12.3  GASB 75 Actuarial Report 2019

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Cuesta College details its long-term obligations in the budget book and then incorporates them into the multi-year projections (III.D.13.1). The multi-year projections include a narrative page, the previous year’s actual revenue and expenses by major account type, the current year budget, and four years of projections (III.D.13.1). Resources for the repayment of debt are included in the current year budget and future year projections.

In 2014, the College had three Certificates of Participation (COPS) debt outstanding; 2003, 2006, and 2009. The College passed a $275 Million General Obligation Bond (Measure L) in November of 2014. The first series of bonds of $75 million were issued in early 2015 and the College used some of the proceeds to retire the 2006 COPS (III.D.13.2). In July of 2017, the College made the final payment on the 2003 COPS (III.D.13.3). Also that year, the College issued the second series of bonds of $73 million. The College used some of the proceeds to retire the 2009 COPS. As of June 30, 2018, the College did not have any outstanding COPS debt (III.D.13.3).
Cuesta College had a small 0% interest loan with PG&E for an energy efficiency improvement project. The final payment was made in August 2018 (III.D.13.4). As of August 2018, the College did not have any long-term debt besides the General Obligation Bonds that are paid for with special assessment property tax revenue (III.D.13.5).

**Analysis and Evaluation**

The College’s only long-term debt is the two General Obligation Bonds that are paid from property tax assessments. There are no current long-term debt expenses to the general fund.

**Evidence**

III.D.13.1 2018-19 Budget Book  
III.D.13.2 2015 Audit, 2006 COPs Payoff  
III.D.13.3 2018 Audit, 2003 & 2009 Payoff  
III.D.13.4 2018 Audit, PG&E Loan Payoff  
III.D.13.5 2018 Audit, Bonds & Notes Payable Schedule

14. **All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

**Evidence of Meeting the Standard**

Evidence that the College uses funds with integrity and in a manner consistent with the intended purpose of the funding source include the annual and external financial and compliance audits, the annual independent audit of the College’s Measure L bond, the annual independent audit of the Cuesta College Foundation (III.D.14.1, III.D.14.2, III.D.14.3).

The College’s Citizen Bond Oversight Committee (CBOC) meets regularly to review quarterly financial reports (III.D.14-4), the annual audit of Measure L, and to receive construction updates from staff to verify bond expenditures are consistent with intended purposes (III.D.14.5). The CBOC prepares an annual report to the public (III.D.14.6). The report is presented to the BOT and is made available on the College’s Measure L website (III.D.14.7).

Grants are overseen by the Vice President of Academic Affairs or the Vice President of Student Services, as appropriate. A project manager is assigned to each grant and is responsible for ensuring the grant’s financial integrity and for ensuring that funds are expended in accordance with grant requirements. Two fiscal analysts and a grants coordinator support the project managers with these responsibilities (III.D.14.8). The College posts procedures and guidelines applicable to grants on the Fiscal Services web page (III.D.14.9). The BOT and the P&B Committee receives annual updates on college grants (III.D.14.10). The College recently reclassified a position to enhance coordination of grants, including fiscal reporting (III.D.14.8).

The Cuesta College Foundation raises funds on behalf of the College as an independent non-profit 501(c)3 corporation. The Superintendent/President, the Assistant Superintendents, and a member of the BOT all sit on the Foundation’s Board to assure a connection between the
College’s needs and the Foundation’s activities. An independent auditing firm audits the Foundation annually (III.D.14.11), and the audit is reviewed by the Foundation’s Board (III.D.14.12).

**Analysis and Evaluation**

The College has policies, procedures, and staff in place to ensure financial resources are used with integrity in a manner consistent with the funding source. College audits have confirmed compliance.

**Evidence**

III.D.14.1 Annual Financial Audit  
III.D.14.2 Measure L Audit  
III.D.14.3 Foundation Audit  
III.D.14.4 CBOC Quarterly Financial Report  
III.D.14.5 CBOC Meeting Minutes  
III.D.14.6 CBOC Annual Report  
III.D.14.7 Measure L Website Annual Report  
III.D.14.8 Fiscal Services Organization Chart  
III.D.14.9 Grant Procedures & Guidelines  
III.D.14.10 Janet’s Grant Report Document  
III.D.14.11 Foundation Financial Audit  
III.D.14.12 Foundation Meeting Minutes

15. **The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

**Evidence of Meeting the Standard**

The College regularly monitors and manages student loan default rates and ensures compliance with federal requirements. The College’s student loan default rates are well below the federally mandated limits. The chart below shows the student loan default rates for the past five years (III.D.15.1).

<table>
<thead>
<tr>
<th>Year</th>
<th>Default Rate</th>
<th>Cohort Count</th>
<th>Default Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>10.0%</td>
<td>408</td>
<td>41</td>
</tr>
<tr>
<td>2014</td>
<td>13.6%</td>
<td>389</td>
<td>53</td>
</tr>
<tr>
<td>2013</td>
<td>9.3%</td>
<td>451</td>
<td>42</td>
</tr>
<tr>
<td>2012</td>
<td>11.0%</td>
<td>408</td>
<td>45</td>
</tr>
<tr>
<td>2011</td>
<td>7.2%</td>
<td>385</td>
<td>28</td>
</tr>
</tbody>
</table>

Financial Aid staff are available to help students who have questions about student loan default issues. In addition, the financial aid website has several financial education resources available for students. Resources include; student loan repayment options video, Cash Course: Your Real Life Money Guide, California Dream Act, I Can Afford College, FAFSA Hooray,
NerdScholar’s FAFSA Guide, and Jump Start (III.D.15.2). Financial Aid staff offer several workshops throughout the year (III.D.15.3).

New borrowers are required, and continuing borrowers have the option, to complete a web-based loan workshop. New borrowers must show proof of completion. Graduates or students that withdraw are emailed instructions to complete exit counseling at studentloans.gov (III.D.15.4).

The Financial Aid Office uses the program Borrower Connect to track, monitor, and contact students entering repayment and offer resources such as loan repayment advice, repayment plan options, forbearances, deferments, and loan forgiveness. The director of financial aid monitors the status of delinquent borrowers and the projected cohort default rates.

**Analysis and Evaluation**

The College manages student loan default rates and maintains compliance with Federal requirements. Students have access to Financial Aid staff, financial aid workshops, and web-based training. The College uses Borrower Connect to monitor loan payment status and to contact students in default.

**Evidence**

III.D.15.1 Cohort Default Rate History List
III.D.15.2 Financial Education Resources webpage
III.D.15.3 Financial Aid Events webpage
III.D.15.4 Letter to Graduates and Student that Withdraw

**Contractual Agreements**

16. **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

**Evidence of Meeting the Standard**

Board Policy 6340 governs all contracts (III.D.16.1). This board policy delegates the Superintendent/President to establish administrative procedures for contract awards and management. The College has five administrative procedures to cover the different types of contracts; 1) AP 6340 Contracts – Bids, 2) AP 6350 Contracts – Construction, 3) AP 6360 Contracts – Electric Systems and Materials, 4) AP 6365 Contracts – Accessibility of Information Technology, and 5) AP 6370 Contracts – Personal Services (III.D.16.2, III.D.16.3, III.D.16.4, III.D.16.5, III.D.16.6). Each of these administrative procedures details when the College can enter into a contract and which provisions the vendor must agree to meet. New contracts are reviewed and signed by a vice president (VP). The VP verifies that the contract is consistent with the mission and goals of the College. The VP also confirms that the required provisions are included in the contract. The College engages specific legal services firms,
depending on the contract, to ensure compliance with the law.

Current contracts include agreements such as: the Atascadero State Hospital Psychiatric Technician contract, the Lucia Mar School District Building Lease for the South County Center, and the Barnes & Noble Bookstore contract (III.D.16.7, III.D.16.8, III.D.16.9).

Analysis and Evaluation

The College has board policies and administrative procedures in place to govern contracts. A vice president approves each contract is consistent with the mission and goals of the College.

Evidence

III.D.16.1  BP 6340 Contracts III.D.16.2 AP 6340 Contracts - Bids
III.D.16.3  AP 6350 Contracts - Construction
III.D.16.4  AP 6360 Contracts - Electric Systems and Materials
III.D.16.5  AP 6365 Contracts – Accessibility of Information Technology
III.D.16.6  AP 6370 Contracts – Personal Services
III.D.16.7  Atascadero State Hospital Psychiatric Technician Contract
III.D.16.8  Lucia Mar Building Lease
III.D.16.9  Barnes & Noble Bookstore Contract

Improvement Plan(s)

[insert response if applicable]

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the Colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard
Cuesta College faculty, staff, and administrators participate in and receive many awards, accolades, and recognition from their representative professional organizations, associations, and institutions (IV.A.1.1, IV.A.1.2). This recognition is a direct result of the institutional excellence that defines Cuesta employees and the environment of innovation and excellence that is encouraged and promoted by institutional leaders (IV.A.1.3). All employee groups regularly participate in professional development that encourages innovation and institutional excellence (IV.A.1.4, IV.A.1.5, IV.A.1.6, IV.A.1.7). Institutional innovation is achieved through implementation of different ideas and resources that faculty, administrators, and staff bring back from various conferences, workshops, equity institutes, and trainings they attend (IV.A.1.8, IV.A.1.9, IV.A.1.10, IV.A.1.11).

The Cuesta College Participatory Governance: Decision-Making and Committee Handbook details how all employees, and students, can participate in improving programs and services at the College (IV.A.1.12). Innovation occurs through the defined governance structure which promotes collegewide engagement and decision making. The handbook describes the steps and flow of the College’s formal decision-making, roles and responsibilities of constituencies, and how effective planning and implementation is utilized to improve student learning and achievement. Committee minutes reflect Cuesta’s culture of participation, dialog, and innovation (IV.A.1.13, IV.A.1.14, IV.A.1.15, IV.A.1.16, IV.A.1.17, IV.A.1.18, IV.A.1.19, IV.A.1.20, IV.A.1.21, IV.A.1.22, IV.A.1.23, IV.A.1.24).

**Analysis and Evaluation**

The ongoing work of the committees and stakeholder groups that comprise the participatory governance structure in evaluating and revising college policies and procedures demonstrate Cuesta’s culture of excellence. These innovations and improvements support the pursuit of the College mission even as student needs change.

Evidence:
IV.A.1.1: Cuesta College News Fall 2019
IV.A.1.2: Recognitions and Awards for Employees and Students
IV.A.1.3: Campus Note 6.20.19
IV.A.1.4: Advancing Diversity Flyer
IV.A.1.5: Diversity_atCPAC_8-17-17
IV.A.1.6: Diversity_Inclusion_Panel news release
IV.A.1.7: Spring_2018_FPD-Activities
IV.A.1.8: Faculty Lecture Series Website
IV.A.1.9: Faculty Lecture Series – Civic Debate
IV.A.1.10: Faculty Lecture Series – Birds of Cuesta College
IV.A.1.11: 2020 Book of the Year Flyer
IV.A.1.13: Institutional Program Planning and Review Committee Minutes – 3/13/19
IV.A.1.14: Institutional Effectiveness Committee Minutes – 9/19/18
IV.A.1.15: Institutional Effectiveness Committee Minutes – 2/20/19
IV.A.1.16: College Council Minutes – 11/26/19
IV.A.1.17: College Council Minutes – 12/10/19
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 2510 outline the minimum standards for administrators, faculty, staff, and students to participate in local decision-making processes (IV.A.2.1, IV.A.2.2). The policy and procedure provide administrators, faculty, staff, and students clear guidelines for bringing forward ideas, collaborating on policy and planning, and participating in decision-making processes, in conjunction with the Participatory Governance: Decision-Making and Committee Handbook (IV.A.2.3). Students are represented on all collegewide decision-making committees, and the Associated Students of Cuesta College is recognized as a key stakeholder committee (IV.A.2.4, IV.A.2.5). The inclusion of the student voice in decision-making extends to the Board of Trustees, where the student trustee is annually granted maximum privilege, including an advisory vote (IV.A.2.6).

The implementation of a smoke- and tobacco-free campus policy, implemented in spring 2019, is a notable example of the active role of our student body in decision-making processes at Cuesta College (IV.A.2.7, IV.A.2.8, IV.A.2.9).

Cuesta’s commitment to participation by all constituents in decision-making is regularly assessed for effectiveness through various evaluation surveys (IV.A.2.10, IV.A.2.11, IV.A.2.12, IV.A.2.13).

Analysis and Evaluation

Cuesta College fully implements the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making. The College decision-making process and formal committee structure extend to all College activities and areas of responsibility. The governance structure and broad engagement of campus constituencies reflect the value and practice of inclusion of employees and students in bringing items forward and moving them through the decision-making process.

Evidence:
IV.A.2.1: Board Policy 2510 – Minimum Standards for Participation in Local Decision Making
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Cuesta College describes the process for substantive participation of faculty and administrators in its committee structure in its Participatory Governance: Decision-Making and Committee Handbook (IV.A.3.1). Board Policy and Administrative Procedure 2510 formally delineate the area requiring consultation with the Academic Senate, per California Assembly Bill 1725 (IV.A.3.2, IV.A.3.3).

The charge of each participatory governance committee includes defined leadership and membership responsibilities to ensure substantive and clearly defined roles of administrators and faculty in decision-making processes. Cuesta’s two central committees, Planning and Budget Committee and the College Council, have well defined roles for administrators and faculty that relate to their areas of responsibility and expertise (IV.A.3.4, IV.A.3.5).

Analysis and Evaluation

Cuesta College explicitly details the scope, membership, and charge of each participatory governance committee. Board policies further describe the substantive roles for administration and faculty in governance, including planning, budget development and the determination of institutional policies.

Evidence:
IV.A.3.2: Board Policy 2510 – Minimum Standards for Participation in Local Decision Making
IV.A.3.3: Administrative Procedure 2510 – Minimum Standards for Participation in Local Decision Making
IV.A.3.4: Participatory Governance: Decision-Making and Committee Handbook, pp 7-8
4. **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

The official responsibilities and authority of the faculty and academic administrators in determining curriculum and other student learning programs and services are established in board policies and administrative procedures (IV.A.4.1). The Curriculum Committee serves as the decision-making body that provides recommendations regarding courses and instructional programs through the Academic Senate to the Board of Trustees (IV.A.4.2).

Faculty consult with academic administrators when proposing new or modified programs and courses to ensure the program or course is appropriate and is aligned with the College mission (IV.A.4.6, IV.A.4.7). In spring 2019, the College began utilizing the New Course Dean Pre-Approval form as a means of streamlining the course proposal process and ensuring early communication between faculty and academic administrators in this proposal process (IV.A.4.8).

New program proposals, such as the Global Studies Associate Degree for Transfer and the formation of the Guided Pathways Implementation Team, are made through the participatory governance process (IV.A.4.9; IV.A.4.10; IV.A.4.11; IV.A.4.12). Other administrative procedures outline the College’s processes for evaluating program viability and for program discontinuance (IV.A.4.13; IV.A.4.14).

**Analysis and Evaluation**

The College explicitly details the responsibility for faculty and academic administrators in all matters pertaining to curriculum and student learning program development, evaluation, and discontinuance in board policy and administrative procedure. Faculty and academic administrators work in unison to recommend courses, programs, and services that enhance student learning experiences at the College.

Evidence:
- IV.A.4.1: Board Policy 4020 – Program, Curriculum, and Course Development
- IV.A.4.2: Administrative Procedure 4020
- IV.A.4.3: Board Policy 4040
- IV.A.4.4: Administrative Procedure 4040
- IV.A.4.5: Board Policy 4220
- IV.A.4.6: Board Policy 4052 – Supervision of Instruction
- IV.A.4.7: Job description – Dean of Academic Affairs
- IV.A.4.8: New Course Dean Pre-Approval Form
- IV.A.4.9: College Council March 2017, Global Studies Proposal
- IV.A.4.10: Planning and Budget March 2017, Global Studies Proposal
- IV.A.4.11: College Council October 2018, Guided Pathways Team Formation
5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

**Evidence of Meeting the Standard**

The development and evaluation of institutional plans and policies are embedded within the College’s board and governance structures, which have been designed to facilitate collegewide engagement by providing platforms for the consideration of diverse perspectives. Cuesta’s Participatory Governance: Decision-Making and Committee Handbook describes the formal decision-making processes for the College (IV.A.5.1). The Integrated Planning Manual provides the College with a timeline and process for assessing all planning and decision-making processes, and it designates responsible parties to assure completion (IV.A.5.2).

Collaboration is evident throughout the work of the committees at Cuesta College, which are designed to ensure inclusion and consideration of appropriate constituent perspectives (IV.A.5.3, IV.A.5.4, IV.A.5.5, IV.A.5.6, IV.A.5.7, IV.A.5.8, IV.A.5.9). Minutes from college committees record consideration of relevant perspectives and timely action on institutional plans, policies, curricular change, and other key considerations (IV.A.5.10; IV.A.5.11; IV.A.5.12; IV.A.5.13; IV.A.5.14; IV.A.5.15, IV.A.5.16, IV.A.5.17, IV.A.5.18).

Content committees report to College Council and/or Planning and Budget, the two central committees, and regularly engage with the Academic Senate (IV.A.5.19). The Academic Senate President is an active member of the Planning and Budget Committee and College Council (IV.A.5.20; IV.A.5.21, IV.A.5.22, IV.A.5.23, IV.A.5.24, IV.A.5.25). The Superintendent/President, Vice President of Academic Affairs, Academic Senate President and Academic Senate Vice President also meet in a monthly summit to further communication and collaboration, and to take timely action on college planning or resolve developing issues (IV.A.5.26, IV.A.5.27, IV.A.5.28, IV.A.5.29).

**Analysis and Evaluation**

The College maintains a committee structure that is designed to support institutional planning processes and encourage the consideration of diverse perspectives in the development of policies and procedures. This participatory governance structure supports effective collaboration among faculty, students, staff and administrators.

Evidence:
- IV.A.5.1: Participatory Governance: Decision-Making and Committee Handbook
- IV.A.5.3: Cuesta College Committee Membership List
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Participatory Governance: Decision-Making and Committee Handbook outlines formal decision-making for the College and details the relationship and flow of proposals and information between college committees (IV.A.6.1). The handbook and board policies also define important terms and concepts including faculty responsibilities (e.g., California’s 10+1), California Educational Code and Title 5 (IV.A.6.2, IV.A.6.3, IV.A.6.4). College committees post agendas, minutes and supporting documents on webpages and in SharePoint, archiving committee actions and the background information used to inform those decisions (IV.A.6.5, IV.A.6.6).

Analysis and Evaluation

College committees use a central electronic repository to ensure that information is transparent and verifiable. Additionally, the representatives on the College’s committees and Academic Senate are responsible to communicate decisions and proposals to their constituents.

Evidence:
IV.A.6.3: Board Policy 2510 – Minimum Standards for Participation in Local Decision Making
IV.A.6.4: Administrative Procedure 2510
IV.A.6.5: SharePoint Home – Committees
IV.A.6.6: SharePoint – College Council
IV.A.6.7: College Council Minutes
IV.A.6.8: Planning and Budget Committee Minutes
IV.A.6.9: Academic Senate Council Minutes
IV.A.6.10: Planning & Budget Committee Minutes – 5/16/19
IV.A.6.11: Planning & Budget Committee Minutes – 11/5/19
IV.A.6.12: College Council Minutes – 11/26/19
IV.A.6.13: College Council Minutes – 12/10/19
IV.A.6.14: Academic Senate Council Minutes – 10/25/19
IV.A.6.15: Academic Senate Council Minutes – 11/22/19 – need these minutes

7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Integrated Planning Manual provides Cuesta College with timelines and processes for assessing the institution’s governance and decision-making policies, procedures and processes (IV.A.7.1). The Participatory Governance: Decision-Making and Committee Handbook and the Integrated Planning Manual itself undergo regular review and were last updated in fall 2019 (IV.A.7.2, IV.A.7.3). The College continually evaluates what is working well and what needs improvement in its governance and decision-making structures using data from annual program review, regular surveys, and monitoring of its Strategic Plan goals and objectives (IV.A.7.4, IV.A.7.5, IV.A.7.6, IV.A.7.7, IV.A.7.8, IV.A.7.9). By connecting the work of committees to these data sources, the College ensures that committee activities and decisions align with institutional goals, help fulfill its mission and support the changing needs of students. Participatory governance committees regularly review their charge as part of the committee orientation at the beginning of the academic year to provide continuity and to respond to the changing needs of the College (IV.A.7.10, IV.A.7.11).

Analysis and Evaluation
The College uses a well-documented process to assess the effectiveness of its governance structure and decision-making processes. This process has been maintained through several cycles of assessment and subsequent modifications. Improvements that are identified through this evaluation are reflected in changes to the committees’ compositions and scopes.

The progress of the College toward the institutional goals set forth in the Strategic Plan are reported to the Board of Trustees twice each year. (IV.A.7.12, IV.A.7.13)

Evidence:
IV.A.7.1  SLOCCCD-IntegratedPlanningManual2019
IV.A.7.2  SLOCCCD-IntegratedPlanningManual2019
IV.A.7.3  Participatory Governance: Decision-Making and Committee Handbook
IV.A.7.4  2019 Planning and Decision Making Process Assessment
IV.A.7.5  Institutional Program Planning and Review Evaluation
IV.A.7.6  Planning & Budget End of Year Assessment
IV.A.7.7  College_Council_Minutes_20190813
IV.A.7.8  Joint_Meeting_Agenda011117
IV.A.7.9  Microsoft Word-fin2015Integrated Planning
IV.A.7.10  College Council Minutes – 8/13/19
IV.A.7.11  Planning & Budget Committee Minutes – 8/20/19
IV.A.7.12  BOT minutes September 4, 2019
IV.A.7.13  BOT minutes another SP update

**Improvement Plan(s)**

[insert response if applicable]

**B. Chief Executive Officer**

1. **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**Evidence of Meeting the Standard**

In her role as the 7th Superintendent/President of Cuesta College, Dr. Stearns holds primary responsibility for the quality of the institution (IV.B.1.1, IV.B.1.2). Through regular meetings with the executive team, Cabinet, the Board of Trustees, and college constituency leaders, she provides effective leadership to ensure the educational mission of the College is scaffolded through adequate support operations. Dr. Stearns’ vision of student completion and equity are at the forefront of institutional planning and are the resounding theme of communications to the campus community (IV.B.1.3, IV.B.1.4, IV.B.1.5).

In accordance with Board Policy 2430 Delegation of Authority to the Superintendent/President, the Superintendent/President reports to the Board of Trustees. The board delegates executive responsibility for administering Board policies and executing all decisions of the board
requiring administrative action (IV.B.1.2). The Cuesta College Participatory Governance: Decision-Making and Committee Handbook delineates the role and authority of the Superintendent/President in governance and decision making (IV.B.1.6). The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (IV.B.1.7, IV.B.1.8). The College’s Integrated Planning Manual outlines a planning cycle that relies heavily on institutional research to inform the planning process and resource allocation (IV.B.1.9).

The Superintendent/President communicates directly with the campus community via email recognizing achievement, highlighting institutional priorities, goals, and integrated planning (IV.B.1.10). An electronic college newsletter is produced monthly by the marketing department providing a formal channel of communication for institutional matters including student learning (IV.B.11). The Superintendent/President hosts convenings of community leaders, business leaders, elected officials, and foundation supporters creating venues for dialog to strengthen partnerships and maintain alignment of college programs and community needs (IV.B.1.12, IV.B.1.13).

Analysis and Evaluation

The Superintendent/President holds primary responsibility for the quality of the institution in accordance with established policy, the participatory governance structure, and as delegated by the Board of Trustees. The Superintendent/President provides leadership in institutional planning, budget development, personnel selection and development, and assessing institutional effectiveness.

Evidence

IV.B.1.1 President Job Description
IV.B.1.2 BP 2430
IV.B.1.3 Opening Day January 2018 agenda
IV.B.1.4 Opening Day January 2019 agenda
IV.B.1.5 Campus Note 10.25.19 and 8.17.18
IV.B.1.6 Participatory Governance: Decision-Making and Committee Handbook p, 20
IV.B.1.7 email to faculty hiring prioritization sub-committee
IV.B.1.8 Strategic Planning Committee agenda March 28, 2019
IV.B.1.9 Integrated Planning Manual
IV.B.1.10 Campus Notes 9.28.18, 11.21.18, 12.12.19
IV.B.1.11 Cuesta College News
IV.B.1.12 District Dialogue agenda
IV.B.1.13 Business Partners Luncheon agenda

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.
Evidence of Meeting the Standard

The Superintendent/President is responsible for planning, oversight, and evaluation of the administrative structure of the organization to ensure that the district is organized and staffed to reflect the College’s purposes, size, and complexity (IV.B.2.1, IV.B.2.2, IV.B.2.3, IV.B.2.4, IV.B.2.5, IV.B.2.6). The Superintendent/President empowers area managers to analyze the vacancy needs of their areas of responsibility when considering replacement and other hiring decisions. To this end, Student Services was reorganized in 2019 to align with the integrated service delivery model embedded in the Guided Pathways framework (IV.B.2.7, IV.B.2.8, IV.B.2.9). The new Student Services model reduces the need for students to move from one line to another, instead they are assisted by an enrollment success specialist who can provide information across the breadth of student support programs and services.

The Superintendent/President is the Chief Executive Officer of the district in service with three assistant superintendents/vice presidents assigned to administer the primary operational areas of academic affairs, student services, and administrative services, and a vice president of human resources (IV.B.2.10). The Superintendent/President delegates authority to each of the vice presidents in accordance with the responsibilities of their position (IV.B.2.11, IV.B.2.12, IV.B.2.13, IV.B.2.14, IV.B.2.15, IV.B.2.16). The Executive Director of the Cuesta College Foundation, and two executive assistants to the Superintendent/President and Board of Trustees report directly to the Superintendent/President. These additional positions with direct reporting relationships to the Superintendent/President assure that communications, public record requests, and advancement are facilitated consistently and promptly with the highest level of integrity and professionalism.

Analysis and Evaluation

The Superintendent/Presidents works collaboratively with the assistant superintendents/vice presidents and Cabinet administrators to assure that the administrative organizational structure of the district supports the purpose, size, and complexity of the College mission. The District has established policies that delineate delegation of authority and job descriptions that delineate the role and responsibility of employees including managers and academic administrators.

Evidence
IV.B.2.1  BP 3100
IV.B.2.2  BP 6100
IV.B.2.3  BP 7233
IV.B.2.4  BP 7260
IV.B.2.5  BP 7261
IV.B.2.6  president’s job description
IV.B.2.7  ESS job description
IV.B.2.8  previous org chart Student Services
IV.B.2.9  current org charts for student services
IV.B.2.10  Org chart
IV.B.2.11  VPHR job description
IV.B.2.12  VPAS job description
IV.B.2.13  VPSS job description
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
   • establishing a collegial process that sets values, goals, and priorities;
   • ensuring the College sets institutional performance standards for student achievement;
   • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
   • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
   • ensuring that the allocation of resources supports and improves learning and achievement; and
   • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Cuesta College has a well-established cycle of integrated planning, including regular assessment, that leads to institutional improvement. The Superintendent/President guides improvement of the teaching and learning environment by ensuring that the mission, values, and vision of the College are at the forefront of the resource allocation process and by ensuring that the annual planning cycle is implemented and practiced (IV.B.3.1). The Superintendent/President assures opportunity for input by all constituencies and facilitates changes to the comprehensive planning process through annual updates to the necessary manuals that are approved through the governance process (IV.B.3.2).

The Integrated Planning Manual sets forth the timelines for mission review, Strategic Plan update, Educational Master Plan update, and Facilities Master Plan update. The annual timelines for budget development, resource allocation, and the annual progress report are established in the Integrated Planning Manual as are the processes for annual Institutional Program Planning and Review (IPPR), Comprehensive Program Planning and Review (CPPR), and operational plans. The Integrated Planning Manual further establishes the timeline and process for assessing planning and decision-making processes at the College. Each of the components of the Integrated Planning Manual is supported by the processes, roles, and responsibilities set forth in the Participatory Governance: Decision-Making and Committee Handbook. The CEO is responsible to ensure that the College planning and decision-making processes in support of improving learning are carried out in a collegial process that supports the mission, vision, and values of the College (IV.B.3.1, IV.B.3.3).

In spring 2019, Cuesta College expanded its institution set standards to include stretch goals for outcomes and student achievement (IV.B.3.4). The co-chairs of College Council facilitated discussion, inclusive of all constituencies, in determining the additional measures of college performance. The process to establish the institution set standards demonstrates the district reliance on quality data and analysis in determining minimum standards of performance and
goals of excellence to inspire achievement (IV.B.3.5). Institution set standards are regularly reviewed within the IPPR and CPPR processes (IV.B.3.6, IV.B.3.7).

The Superintendent/President ensures that educational planning is integrated with budget development and resource allocation through the participatory governance process (IV.B.3.8). The Institutional Program Planning and Review Committee makes recommendations to Planning and Budget and each cluster annually presents their top ten budget priorities for consideration in the budget development process (IV.B.3.9). See Standard III.D.3

Analysis and Evaluation

The Superintendent/President guides institutional improvement of the teaching and learning environment through supporting collegial processes, setting standards for student achievement, and relying on high quality research and institutional data in support of planning and resource allocation in support of increased learning outcomes and student achievement. The Cuesta College Strategic Plan, Educational Master Plan, and Facilities Master Plans were current when the Superintendent/President assumed her role in July 2018. In spring 2019, Dr. Stearns led the review of the College mission statement and process to establish local college vision goals through the governance process (IV.B.3.10).

Evidence

IV.B.3.1 Integrated planning manual
IV.B.3.2 College Council minutes showing updates to planning docs
IV.B.3.3 Decision-Making handbook
IV.B.3.4 College Council minutes Spring 2019 stretch goals
IV.B.3.5 course success data
IV.B.3.6 Sample 2020 IPPR
IV.B.3.7 Sample 2020 CPPR
IV.B.3.8 Governance Handbook P9
IV.B.3.9 P&B Prioritization Process or meeting minutes where this occurs
IV.B.3.10 College Council agenda March 26, 2019

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent/President began her tenure at Cuesta College with six years of experience as president in a multi-college district and six years of experience as accreditation liaison officer in another multi-college district. She has served on numerous external evaluation teams and has served as chair and chair of chairs for comprehensive evaluation visits. Prior to her official start with the San Luis Obispo Community College District, the Superintendent/President joined the College’s Accreditation Steering Committee for ACCJC’s ISER training in preparation for developing this Institutional Self Evaluation Report.
The Superintendent/President serves as co-chair of Standard IV.B and Standard IV.C and is a member of the Accreditation Steering Committee (IV.B.4.1). The Vice Presidents similarly serve as co-chairs of assigned Standards with campus faculty, staff, and administrative leaders. The Superintendent/President included updates to the Board of Trustees throughout the ISER development process and communicated to the campus via email, presentation, and meetings the progress toward completion of the College’s ISER (IV.B.4.2, IV.B.4.3, IV.B.4.4). The Superintendent/President embraces the Standards as quality statements of practice and encourages campus leaders to regularly assess procedure and practice to ensure the College reflects the Standards in its daily operations.

Analysis and Evaluation

The Superintendent/President leads the effort at the College to ensure the College meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies as defined in the job description and demonstrated in practice. The Superintendent/President immediately assumed a leadership role in the preparation for the comprehensive visit, including serving as a Standard Co-Chair and supporting the campus culture of continuous quality improvement. The Superintendent/President works closely with accreditation liaison officer and bridged the transition during the course of the report development process.

Evidence

IV.B.4.1 Accreditation Steering Committee membership
IV.B.4.2 Board minutes 3.4.20 and11.6.19
IV.B.4.3 Campus Note 10.25.19, 6.20.19, 4.26.19
IV.B.4.4 opening day agenda Spring 20

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Through board policy and the job description, the Superintendent/President is granted responsibility and authority to assure the implementation of statutes, regulations, and governing board policies (IV.B.5.1, IV.B.5.2). Additionally, the Superintendent/President is charged with ensuring that institutional practices are consistent with the mission and policies, including budget and expenditures in fulfilling the College’s mission. The Superintendent/President works closely with campus leaders and administrators to assure compliance with statute, regulation, and policy across all divisions and departments of the district.

The Superintendent/President meets weekly with the executive team and holds monthly one-on-one meetings with the vice presidents and the executive director of the Cuesta College Foundation. These meetings provide regular opportunity for consultation and collaboration on implementation of new requirements, regulation, statutes, and review of policy to maintain
alignment with changes. All recommended revisions to board policy are brought to College Council for input and approval in the participatory governance process (IV.B.5.3).

The Superintendent/President serves as a non-voting member of the Planning and Budget Committee, the participatory governance committee responsible for budget development and resource allocation (IV.B.5.4). The Committee follows established District processes and principles for budget development and receives regular and timely updates from the Assistant Superintendent/Vice President Administrative Services on the State budget. The Superintendent/President works directly with the Assistant Superintendent/Vice President of Administrative Services to effectively control expenditures and assure budget alignment with the mission. The Superintendent/President has final authority to approve resource allocation requests recommended by the Planning and Budget Committee (IV.B.5.5).

Analysis and Evaluation

The College has developed and implemented practices that support the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The Superintendent/President leads the campus administration in ensuring that the College’s mission is supported through the decision-making process including budget development and resource allocation.

Evidence
IV.B.5.1 Job description president
IV.B.5.2 BP 2430
IV.B.5.3 College Council minutes of BP updates
IV.B.5.4 P&B membership
IV.B.5.5 P&B charge from governance handbook

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President works and communicates effectively with the communities of the San Luis Obispo County Community College District. The Superintendent/President is active in the local community and, with the vice presidents, participates in organizations including, but not limited to the following:

- Economic Vitality Corporation
- Workforce Development Board
- Sierra Vista Regional Medical Center Board of Directors
- French Hospital Board of Directors
- Rotary Club of San Luis Obispo
- Rotary Club of San Luis Obispo De Tolosa
- Rotary Club of San Luis Obispo Daybreak
- Local Economic Development Committee
• SLO Partners in Education Executive Committee
• Executive Council South Central Coast Regional Consortium
• Boys and Girls Club of San Luis Obispo County
• Hour Glass Project
• San Luis Obispo Chamber of Commerce Board of Directors
• San Luis Obispo County YMCA Board of Directors
• Paso Robles Chamber of Commerce Board of Directors

The Superintendent/President maintains an annual schedule of presentations to service, business, and philanthropic organizations throughout the district. The Superintendent/President represents the district at city council meetings and at the County Board of Supervisors as needed. The Superintendent/President is a regular participant at San Luis Obispo, Paso Robles, Atascadero, Pismo Beach, and South County Chambers of Commerce. The Superintendent/President meets monthly with the San Luis Obispo County Office of Education Superintendent’s Council with the County Superintendent of Schools and the local K-12 school district superintendents. The Superintendent/President provides regular updates to the Superintendent’s Council (IV.B.6.1).

The Superintendent/President and Board of Trustees host District Dialog luncheons as venues for providing a college update to key community leaders and hear input from participants local governments, schools, and businesses.

The Superintendent/President communicates regularly with the College community via email. Her Campus Notes share updates on collegewide work including accreditation and Guided Pathways, recognize achievement, and honor the excellence demonstrated on our campuses in service to students. The Campus Notes are an informal and direct communication from the Superintendent/President and stand in parallel with the formal publications of College News by the marketing department (IV.B.6.2, IV.B.6.3).

Analysis and Evaluation

The Superintendent/President has established and nurtures ongoing relationships with our local communities including business, education, and service organizations. The Superintendent/President tells the Cuesta College story regularly on the radio and in numerous local magazines. She has been featured in news stories on the local television station and publishes numerous press releases.

The Superintendent/President serves on local and regional boards and communicates on behalf of the district across the county. The Superintendent/President works effectively and communicates regularly with the communities and region served by Cuesta College.

Evidence
IV.B.6.1 SLO County Superintendent’s Council Agenda
IV.B.6.2 Campus Note 9.20.19
IV.B.6.3 College News Fall 2019
Improvement Plan(s)

[insert response if applicable]

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The San Luis Obispo County Community College District elected the first governing board in 1963. The Board of Trustees have organized the Board Policy Manual into seven sections in alignment with the Community College League of California legal recommendation (IV.C.1.1). Board policies are published online for ease of access by the Trustees, college employees, and the public. Chapter 2 of the Board Policy Manual delineates the authority and responsibility of the Board of Trustees including the review and approval of policies assuring the quality, integrity, effectiveness, and financial stability of programs and services of the College. (IV.C.1.2)

Analysis and Evaluation

The Board of Trustees exercises authority and fulfills the responsibilities set forth in policy in conducting college business. The Board of Trustee’s meeting calendars, agendas, minutes, and reports are evidence the governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions (IV.C.1.2, IV.C.1.3, IV.C.1.4, IV.C.1.5, IV.C.1.6). Board Policies and Administrative Procedures establish the framework through which the Board of Trustees assures the academic quality, integrity, and effectiveness of the student learning programs and services. (IV.C.1.7)

The Board of Trustees’ strong commitment to academic quality and institutional effectiveness is evidenced in their annual Board Goals with a continued focus on accreditation (IV.C.1.8). The board regularly reviews and approves new and revised curriculum at the course and program level and receives presentations on outcomes assessment and student achievement to support the monitoring of academic quality, integrity, effectiveness, and equity of outcomes (IV.C.1.3, IV.C.1.4, IV.C.1.9).

The Board of Trustees fulfills its responsibility for the financial stability of the College in regular monthly meetings where payroll, warrants, and budget information are presented for review and approval; presentation of quarterly financial reports; and monthly reports from the Assistant Superintendent/Vice President of Administrative Services to support close monitoring of the district fiscal condition (IV.C.1.10, IV.C.1.11).

Evidence

IV.C.1.1 CCLC Policy and Procedure Service
IV.C.1.2 BP 2200
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board policy and administrative procedure establish the role, responsibility, and code of ethics for the Board of Trustees (IV.C.2.1, IV.C.2.2). The code of ethics ensures high standards of conduct for Trustees, including recognizing the board acts as a single entity and that authority rests with consensus of the board during legal meetings, not with the action of individual members (IV.C.2.3).

Analysis and Evaluation

The Board of Trustees exercises their responsibility set forth in BP 2200 to express their personal convictions on matters presented for board consideration in order that the entire board may make fully informed decisions (I.V.C.3, IV.C.2.4). The board has established policy on new member orientation and board development education to support the highest level of board performance and holds itself accountable through regular evaluation (IV.C.2.5, IV.C.2.6, IV.C.2.7).

Evidence
IV.C.2.1 BP 2200
IV.C.2.2 AP 2715
IV.C.2.3 BP 2715
IV.C.2.4 BOT minutes June 2019 split vote on parking fees
IV.C.2.5 BP 2740
IV.C.2.6 BP2745
IV.C.2.7 Minutes showing end of Board meeting self-assessment

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

In fall 2017, the Board of Trustees launched a search for the seventh Superintendent/President of Cuesta College. The process was guided by board policy and administrative procedure resulting
in selection of the Superintendent/President spring 2018 (IV.C.3.1, IV.C.3.2).

In accordance with board policy, the board conducts a monthly evaluation of Superintendent/President in closed session based upon a goal report from the Superintendent/President. A comprehensive annual performance review is also provided to the Superintendent/President by the Board of Trustees (IV.C.3.3).

**Analysis and Evaluation**

The monthly evaluation of the Superintendent/President is effective in supporting clear and strong communication between the Board of Trustees and the Superintendent/President. The monthly goal review provides regular update on progress toward meeting the mutually agreed upon goals for the year.

The annual evaluation of the Superintendent/President is based upon the requirements set forth in her employment contract, established goals, the Superintendent/President job description, and other objectives developed jointly (IV.C.3.3, IV.C.3.4). The Superintendent/President provided a six-month self-evaluation in December 2018, a one-year self-evaluation, and supporting documentation to the Board of Trustees in June 2019. The self-evaluation and Board of Trustees survey inform the written summary evaluation drafted by the Board President, reviewed and revised by the Trustees, and delivered to the Superintendent/President by the Board President.

**Evidence**

IV.C.3.1  BP 2431  
IV.C.3.2  AP 2431  
IV.C.3.3  BP 2435  
IV.C.3.4  president’s job description

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

**Evidence of Meeting the Standard**

The Board of Trustees is elected by their district constituencies to represent the public interest in the educational quality of Cuesta College (IV.C.4.1, IV.C.4.2). Each of the five Trustees represents a designated area that aligns with the districts of the County Board of Supervisors (IV.C.4.3, IV.C.4.4). The terms of office are staggered such that every two years, either two or three seats will be subject to election. In November 2020, three seats will be available for election. A student Trustee is elected by students to serve a one-year term as a non-voting member (IV.C.4.5, IV.C.4.6).

The policy-making role of the Board of Trustees is established in policy and confirmed by action taken in regular meetings (IV.C.4.7, IV.C.4.8). The Trustees do not have employment, family, ownership, or other personal financial interest in the College. The Board of Trustees conform to the adopted conflict of interest statement and conflict of interest code and annually report via Form 700 all required disclosures (IV.C.4.9, IV.C.4.10, IV.C.4.11). Through policy
action, the Board of Trustees has established a code of ethics and standards of conduct that
address the board’s duty to reflect the public’s interest, advocate for, and protect the College
from undue influence or political pressure (IV.C.4.12, IV.C.4.13).

**Analysis and Evaluation**

The Board of Trustees assures public interest through regular and formal communication with
the public regarding Board of Trustees discussions and actions via public meetings, posting of
agendas and minutes, and report outs of closed session action in open session meetings
(IV.C.4.14, IV.C.4.15). Each meeting of the Board of Trustees includes opportunity for
public comment as a standing item for closed session matters and for any item not covered as
items in the open session meeting. The public may submit written comments or speak to the
board on agenda items at the board meeting (IV.C.4.16). Regular meeting minutes stand as
evidence of members of the public and college community using the public comment
opportunity to voice their views to the Board of Trustees (IV.C.4.17).

All Trustees study agenda materials in advance of meetings. Trustees request additional
information, as needed from the Superintendent/President to further prepare them for robust
and informed discussion of action items on agendas.

**Evidence**

IV.C.4.1  BP 2010
IV.C.4.2  BP 2100
IV.C.4.3  BOS map
IV.C.4.4  BOT website
IV.C.4.5  BP 2105
IV.C.4.6  BP 2015
IV.C.2.7  BP 2200
IV.C.2.8  BOT agenda with policy approval 4.1.20
IV.C.4.9  BP 2710
IV.C.4.10 AP 2710
IV.C.4.11 BP 2712
IV.C.4.12 BP 2715
IV.C.4.13 AP 2715
IV.C.4.14 Agenda with closed session action
IV.C.4.15 minutes, with closed session action
IV.C.4.16 BP 2345
IV.C.4.17 Minutes with public comment recorded

5. The governing board establishes policies consistent with the college/district/system
mission to ensure the quality, integrity, and improvement of student learning
programs and services and the resources necessary to support them. The governing
board has ultimate responsibility for educational quality, legal matters, and
financial integrity and stability.
Evidence of Meeting the Standard

Agendas for the Board of Trustees include stakeholder reports from the Academic Senate, Student Senate, Management Senate, Cuesta College Federation of Teachers, and Cuesta College Classified United Employees (IV.C.5.1).

The Board of Trustees is granted ultimate responsibility for all matters of educational quality, legal issues, and financial integrity and stability (IV.C.5.2, IV.C.5.3). The Board of Trustees is established as the governing body of the San Luis Obispo County Community College District by virtue of the Constitution of California, the statutes of California recorded in the Education Code, the directives of the Board of Governors of the California Community Colleges listed in Title 5, California Administrative Code, and regulations relating to the governance of California Community Colleges (IV.C.5.4).

The Board of Trustees is charged to approve and adopt the policies for the operation of the College, and determining that adequate funds are available for staff to execute these policies (IV.C.5.5). The board has adopted a calendar of review to ensure that policies are regularly reviewed, updated as required in accordance with established process, and aligned with the mission (IV.C.5.6, IV.C.5.7).

Analysis and Evaluation

The Board of Trustees, as the ultimate authority, has established an extensive set of policies and procedures to ensure the quality, integrity, and improvement of student learning programs and services. The Board grants authority to the Superintendent/President to effectively lead the College and serve as the authorized agent for the board (IV.C.5.2). Similarly, the Board of Trustees has responsibility to ensure that the resources; human, physical, technological, and financial, necessary to support the quality, integrity, and improvement of student learning programs and services are available. The monthly meetings of the board stand as evidence of the board’s commitment to supporting high quality education programs and exceptional student support services (IV.C.5.8, IV.C.59, IV.C.5.10, IV.C.5.11, IV.C.5.12, IV.C.5.13, IV.C.5.14).

Evidence
IV.C.5.1 board agenda highlighted these constituency reports
IV.C.5.2 BP 2200
IV.C.5.3 Education Code Section 70902
IV.C.5.4 BP 1005
IV.C.5.5 BP 2200
IV.C.5.6 BP 2410
IV.C.5.7 Policy review schedule
IV.C.5.8 BOT Minutes with Scorecard presentations
IV.C.5.9 BOT Minutes with Curriculum action report
IV.C.5.10 BOT minutes with strategic plan progress report
IV.C.5.11 BOT minutes with quarterly financial report
IV.C.5.12  BOT minutes with annual financial reports  
IV.C.5.13  BOT minutes with adoption of preliminary budget  
IV.C.5.14  BOT minutes with adoption of final budgets

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All board policies are published online for ease of public access. The board size, duties, responsibilities, structure, and operating procedures are codified in policy (IV.C.6.1 - IV.C.6.15).

Analysis and Evaluation

The board policies specifying the size, duties, responsibilities, structure, and operating procedures are readily accessible to the campus community and the public on the College website.

Evidence

IV.C.6.1  BP 2010  
IV.C.6.2  BP 2100  
IV.C.6.3  BP 2200  
IV.C.6.4  BP 2110  
IV.C.6.5  BP 2210  
IV.C.6.6  BP 2221  
IV.C.6.7  BP 2315  
IV.C.6.8  BP 2320  
IV.C.6.9  BP 2330  
IV.C.6.10  BP 2355  
IV.C.6.11  BP 2360  
IV.C.6.12  BP 2720  
IV.C.6.13  BP 2735  
IV.C.6.14  BP 2740  
IV.C.6.15  BP 2745

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees acts in a manner consistent with its policies and procedures including scheduling regular, closed session, special, and annual organizational meetings in accordance with policy (IV.C.7.1, IV.C.7.2, IV.C.7.3, IV.C.7.4). Meetings of the Board of Trustees have agendas, minutes, recording, guest speakers, and public participation as delineated in policy.

The Trustees conduct meetings with a level of decorum, parliamentary procedure, and avoidance of conflict of interest that aligns with established policy (IV.C.7.1, IV.C.7.10, IV.C.7.11). The Board of Trustees established and follows a regular cycle of policy review and revision to ensure effectiveness in fulfilling the College mission (IV.C.7.12). Policies are reviewed and revised as necessary to be current with applicable regulation and practice (IV.C.7.13).

Analysis and Evaluation

The Board of Trustees acts in a manner consistent with its policies and bylaws. The board established and engages in a regular cycle of policy review to ensure effectiveness in fulfilling the College mission. The College subscribes to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service to assure that college policies align with legal requirements.

Evidence
IV.C.7.1 BP 2310
IV.C.7.2 BP 2305
IV.C.7.3 BP 2315
IV.C.7.4 BP 2320
IV.C.7.5 BP 2340
IV.C.7.6 BP 2345
IV.C.7.7 BP 2350
IV.C.7.8 BP 2360
IV.C.7.9 BP 2365
IV.C.7.10 BP 2355
IV.C.7.11 BP 2710
IV.C.7.12 BP 2410
IV.C.7.13 Minutes showing policy approval

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board of Trustees regularly reviews key indicators of student learning and achievement along with institutional plans for improving academic quality (IV.C.8.1, IV.C.8.2, IV.C.8.3). The BOT communicates the expectation of educational excellence and integrity through their annual goals and the review of student success measures, such as the annual review of the Student Success Scorecard of the California Community College Chancellor’s Office, Local Vision Goals, and institutional set standards (IV.C.8.4).

The board engages regularly in the review of institutional plans for improving academic quality. This includes the Educational Master Plan, Strategic Plan, and Student Equity and Achievement
Plan (IV.C.8.5). The Superintendent/President provides a monthly update to the board highlighting the work of academic affairs, student affairs, and administrative services to improve academic quality (IV.C.8.6).

**Analysis and Evaluation**

The Board of Trustees invests in understanding the key indicators of student learning and achievement and institutional plans for improving academic quality. The Trustees hold academic achievement in high regard and ask questions during presentations of data to build understanding of the ongoing and emerging work of academic affairs, student services, and administrative services in support of student success and completion.

**Evidence**

- IV.C.8.1 BOT minutes Scorecard presentation
- IV.C.8.2 BOT minutes College Vision Goals presentation
- IV.C.8.3 BOT minutes SEA Plan presentation
- IV.C.8.4 Board Goals 2019/20
- IV.C.8.5 BOT Strategic Plan approval June 2019
- IV.C.8.6 BOT minutes where Supt/Pres has updated on work to improve academic quality

9. **The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

The Board of Trustees has established policies, and makes them publicly available on the College website, regarding board development, new member orientation, continuity of board membership, and staggered terms of office (IV.C.9.1, IV.C.9.2, IV.C.9.3).

**Analysis and Evaluation**

Each regular meeting of the Board of Trustees includes board self-evaluation founded on the quality practices in the *Trustee Handbook* (IV.C.9.4, IV.C.9.5). This serves to engage the Trustees in discussion of ways that they reflect the practice or may improve as a governing board. New Trustees are provided an orientation according to established policy and all Trustees are provided opportunity to attend statewide conferences and workshops (IV.C.9.1).

**Evidence**

- IV.C.9.1 BP 2740
- IV.C.9.2 BP 2100
- IV.C.9.3 BP 2110
- IV.C.9.4 BOT minutes with self-evaluation highlighted
- IV.C.9.5 BOT agenda from June 19.2019 board evaluation meeting

10. **Board policies and/or bylaws clearly establish a process for board evaluation.** The
evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2745 describes the board’s commitment to self-evaluation to improve the effectiveness of the board in carrying out its responsibilities. The associated Administrative Procedure outlines the process for board self-evaluation including using the results to identify accomplishments and establish goals for the next year (IV.C.10.1, IV.C.10.2).

Analysis and Evaluation

The Board of Trustees conducts an annual self-evaluation in June. The Trustees have adopted a survey instrument that evaluates its practices and performance (IV.C.10.3). The survey results are shared in a special meeting of the Board of Trustees each June (IV.C.10.4). The board develops annual goals which are informed by the self-evaluation survey results (IV.C.10.5).

Evidence

IV.C.10.1  BP 2745
IV.C.10.2  AP 2745
IV.C.10.3  Board self eval survey
IV.C.10.4  BOT June 19 2019 agenda
IV.C.10.5  Board goals 2019/20

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Individually, and as a whole, members of the Board of Trustees adhere to the board policies and administrative procedures that establish a code of ethics and delineate conflict of interest (IV.C.11.1, IV.C.11.2, IV.C.11.3, IV.C.11.4, IV.C.11.5, IV.C.11.6). Each year the Trustees sign a statement reaffirming their commitment to adhere to the code of ethics. The Board of Trustees has established policy and practice for the board to monitor itself and ensure adherence to applicable laws and its own code of ethics (IV.C.11.5).

Trustees annually file a Statement of Interest Form 700 from the California Fair Political Practices Commission. Copies of these public documents are maintained in the Superintendent/President’s office and are available for review upon request. Administrative
procedure directs that Trustees recuse themselves when a conflict of interest arises related to the discussion or vote on college business (IV.C.11.2).

Analysis and Evaluation

All Trustees file an annual Statement of Interest Form 700 and a statement confirming adherence to the code of ethics. When a Trustee has determined the potential for conflict of interest, they recused themselves from all discussions and votes (IV.C.11.7). Board member interests are disclosed and do not interfere with the impartiality of the Board of Trustees members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the College.

Evidence
IV.C.11.1  BP 2710  
IV.C.11.2  AP 2710  
IV.C.11.3  BP 2712  
IV.C.11.4  AP 2712  
IV.C.11.5  BP 2715  
IV.C.11.6  AP 2715  
IV.C.11.7  BOT Minutes with Pat recused

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees is empowered by California Education Code Section 70902(d) to delegate certain powers to the Superintendent/President as the board determines appropriate. Through policy, the Board of Trustees is provided power to delegate authority to the Superintendent/President (IV.C.12.1). As the governing board of the College, the Board of Trustees is granted the authority to determine the administrative organization necessary to execute college policies (IV.C.12.2).

The scope of delegation of authority to the Superintendent/President includes the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action (IV.C.12.3).

Analysis and Evaluation

The responsibilities of the Superintendent/President are delineated in board Policy, outlined in the employment contract, and detailed in the job description (IV.C.12.3, IV.C.12.4, IV.C.12.5). The Superintendent/President is regularly evaluated as detailed in Standard IV.C.3 (IV.C.12.6).

Evidence
IV.C.12.1 BP 2200
IV.C.12.2 BP 1005
IV.C.12.3 BP 2430
IV.C.12.4 Supt/Pres contract
IV.C.12.5 Supt/Pres job description
IV.C.12.6 BOT agenda with Supt/Pres evaluation in closed session

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status, and supports through policy the College’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is regularly updated on all accreditation matters including eligibility requirements, accreditation standards, commission policies, college progress on accreditation reports, and the accreditation status of the College (IV.C.13.1, IV.C.13.2).

The Trustees receive training on accreditation standards at Community College League of California Trustees conferences, special study sessions, and from the Accreditation Liaison Officer and Superintendent/President (IV.C.13.3). The Board of Trustees members participated in the ACCJC accreditation 101 online training and had a study session training presented by ACCJC on August 7, 2019 in preparation for this comprehensive external evaluation visit (IV.C.13.4).

Analysis and Evaluation

The Board of Trustees is actively involved in the Cuesta College accreditation process, participating in self-evaluation of their roles and functions. The board receives regular updates on College accreditation in the monthly Superintendent/President evaluation as it pertains to her goals (IV.C.13.5). The Accreditation Liaison Officer worked to keep the board apprised of progress during the institutional self-evaluation process (IV.C.13.6).

Evidence

IV.C.13.1 BOT 8.7.19
IV.C.13.2 BOT 4.1.20
IV.C.13.3 CCLC Conference Agenda
IV.C.13.4 BOT Agenda 8.7.19 with ACCJC
IV.C.13.5 Monthly goal report to BOT
IV.C.13.6 BOT agenda June 2019

Improvement Plan(s)

[insert response if applicable]
D. Multi-College Districts or Systems

This Standard is not applicable, as Cuesta College is the only college in the San Luis Obispo County Community College District.
H. Quality Focus Essay

Introduction

As part of the initial work of the San Luis Obispo County Community College District’s (SLOCCCD) 2020 Institutional Self-Evaluation Report (ISER), the College’s Accreditation Steering Committee (ASC) met in April 2019 to determine the action projects that would be addressed in the Quality Focus Essay (QFE). The ASC took into consideration two major developments at the College, both of which had the potential to positively impact student learning and achievement. The first of these developments was the College’s work on Guided Pathways implementation, and the second was the College’s efforts to actively support transfer-level English and math students in light of AB 705. Because the College realized the impact that both Guided Pathways and AB 705 would have on student learning and achievement, the ASC selected the following two action projects to focus on in its QFE:

1. As part of our Guided Pathway Implementation work, fully implement a program mapping tool, such as the Program Mapper, at the College and map all Associate Degrees for Transfer (ADTs), Associate of Arts degrees, Associate of Science degrees, and certificates in the mapping tool, and include information on occupations and careers associated with each program.

2. As part of our AB 705 implementation efforts, maximize student success and throughput in transfer-level English and math courses by providing intentional support for new, incoming first-year students.

Action Project One: Implementation of Program Mapping Tool

In spring 2019, Cuesta began work on Guided Pathways implementation. This effort has been directed by the Guided Pathways Implementation Team (GPIT), which is composed of faculty, staff, administrators, and students, and is co-chaired by two Guided Pathways Faculty Co-Coordinators and two academic deans. Starting in the spring 2019 semester, the GPIT began meeting twice a month to review and discuss strategies for improving student achievement and degree completion while reducing the time and units taken to earn degrees. The GPIT utilized qualitative and quantitative data to determine high-impact practices that would have the greatest potential for positively influencing student outcomes. The GPIT referenced qualitative data from a student focus group study that had been conducted at the College in spring 2018 by the Research and Planning Group. The student focus group study resulted in 14 recommendations for improving student outcomes. The GPIT also analyzed quantitative institutional data, including data on student success, the Cuesta Promise Scholarship, and data pertaining to the number of students who accessed counseling services and completed Student Education Plans.

In early spring 2019, Cuesta College became one of ten California Community Colleges to have an opportunity to purchase the Program Mapper, which would provide students with an
online visual representation of all the College’s degree and certificate programs organized by “meta-majors” or areas of study. Students would be able to use the Program Mapper to explore these areas of study and the associated degree or certificate programs. Each program would then be mapped out into a pathway that allows students to see a semester-by-semester path from the program entry to completion. Following this map, students will be able to select a theoretical two-, three-, or four-year completion pathway. The program map tool would also include information on occupations and careers commonly associated with each program, including typical wages and labor market demand for California.

During the spring 2019 semester, a subgroup of the GPIT, the Meta-Major Taskforce (MMT), began work on establishing the areas of study, and the associated programs within each, that would be used in the program mapping tool. Each area of study has a title that describes the breadth of programs within the area and a subtitle that would draw students to that area of study. MMT solicited feedback from faculty, staff, and students to fine-tune each area of study, including the title of each and got the areas of study approved through the governance process in fall 2019 and spring 2020.

Concurrent with developing areas of study, the College began creating two-year program maps. During the spring 2019 semester, the College held two program mapping days, where division chairs and discipline faculty worked with counseling faculty to begin mapping degrees in each program. During the 2019 summer, a team of counseling faculty entered the maps for certificate programs, Associate of Arts and Associate of Science degrees, and Associate Degrees for Transfer (ADTs) into the program mapping tool. Faculty also begun creating program pathway maps specific to Cal Poly State University San Luis Obispo. In fall 2019, division chairs and discipline faculty were given the opportunity to review and approve each program map in their disciplines before the program mapping tool was made public. In continuing this work the program mapping tool will include three- and four-year maps as well as information on occupations and careers associated with each program.

For this action project, the College will finish developing and provide to students the program mapping tool, by including all degrees and certificates that can be completed in the two-, three- or four-year pattern to California State Universities, Universities of California, and Cal Poly State University San Luis Obispo. Information will also be provided for students to explore occupations and careers associated with each program. The program mapping tool will be accessible on the College’s webpage, and both instructional and counseling faculty will be able to direct students to the program mapping tool and advise students regarding their majors and educational pathways. The GPIT will develop processes for continued assessment and updates to areas of study and program maps and to the information provided to students on the College’s webpage. The GPIT will also continue to solicit student, faculty, and staff feedback to inform the approach for guiding students on the use of the program mapping tool.

**Anticipated Impact on Student Learning and Achievement:**

The College anticipates that fully implementing the program mapping tool with all degree and certificate programs and associated occupation and career information will have a positive effect on student learning and achievement. Each pathway will allow students to easily explore and learn about programs the College offers. This early exploration will allow students to
make more informed decisions regarding the programs and pathways they are interested in. By providing clear course-taking patterns, and by clarifying the paths very early on for our students, the College anticipate students will be able to 1) make better enrollment decisions that result in fewer overall accumulated units; and 2) complete degrees and certificates in a shorter timeframe.

**Outcome Measures:**

The outcome measures for this action project will be 1) the total average number of credits students accumulate; and 2) the average time it takes students to complete their programs.

Currently, Cuesta students who complete an Associate Degree for transfer accumulate 86 units on average. Students who complete an Associate of Arts or Associate of Science degree accumulate 92 units on average. Additionally, it takes Cuesta students almost five years, on average, to complete one of degree program. By mapping programs in such a way that allows students, very early in their academic careers, to take general education courses that will fulfill multiple program requirements, the College will minimize the number of “unusable” credits students take, credits that ultimately will not apply to a program of study. This alignment of program maps and the general education courses within the maps will help to create a “forward momentum” for students as they are able to see that all courses they complete will count towards a degrees. Further, because students will be able to make progress more quickly early on, they will be more likely to complete their programs of study in a shorter period time. This “early momentum” will contribute to students’ academic motivation and interest and, ultimately, to their successful program completion in a shorter timeframe.

**Action Plan, Timeline, and Responsible Parties:**

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<thead>
<tr>
<th>Timeline</th>
<th>Action Plan</th>
<th>Responsible Parties</th>
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</thead>
<tbody>
<tr>
<td>Fall 2020 to Spring 2021</td>
<td>Finish mapping all degrees and certificates in the Program Mapper; include the Mapper on the Guided Pathways webpage.</td>
<td>Guided Pathways Implementation Team</td>
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<td>Counseling Faculty</td>
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<td>Division Chairs</td>
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<td>Instructional Faculty</td>
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<td>Vice President of Academic Affairs</td>
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<td>Fall 2020</td>
<td>Ensure the campus community, including all counseling and instructional faculty, are versed in the use of the Program Mapper and can easily direct students to the Guided Pathways webpage and the Mapper itself.</td>
<td>Guided Pathways Implementation Team</td>
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<td>Counseling Faculty</td>
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<td>Vice President of Academic Affairs</td>
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<tr>
<td>Fall 2021 and Spring 2022</td>
<td>Include alternate three- and four-year and university-</td>
<td>Guided Pathways Implementation Team</td>
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<tr>
<td>Ongoing</td>
<td>Continue to assess all Areas of Study and program maps to ensure they remain current and are meeting the needs of our student population. Utilize both student, faculty and staff feedback to continually update and improve all Program Mapper features.</td>
<td>Guided Pathways Implementation Team Counseling Faculty Division Chairs Instructional Faculty Counseling Faculty Vice President of Academic Affairs Instructional Faculty Vice President of Academic Affairs</td>
</tr>
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</table>

**Responsible Parties:**

The Guided Pathways Implementation Team Administrative Co-Chairs and the Faculty Co-Coordinators will lead these efforts as part of the work of the GPIT. Counseling faculty will work closely with division chairs and instructional faculty to ensure programs maps remain current and are updated in the Mapper. The Vice President of Academic Affairs will be responsible for the continuous assessment of all program maps and ensuring they are meeting the needs of our student population.

**Resources Needed:**

Through spring 2022, the College will use Guided Pathways funding to support any needed technology updates to the program mapping tool; during this period, the College does not anticipate significant costs to maintain the mapping tool. Guided Pathways funds will also be used to pay for faculty co-coordinators’ with reassignment time through spring 2022. Long-term, the College will use existing human and financial resources to ensure students have easy-to-access to program maps and career information on the College’s webpage.

**Action Project Two: Maximize student success and throughput in transfer-level English and math courses**

In response to AB 705, both math and English divisions have made significant changes to curriculum to support students as they access transfer-level coursework. The College continues to monitor these changes and make improvements where necessary. English faculty developed a pre-transfer level Introduction to English Composition course, English 180, which provided an accelerated pathway to the College’s transfer-level English composition course, English 201A. To support this course, a one-unit corequisite course, English 101, was developed to further assist students who placed directly into English 201A. For math, a corequisite statistics support course, Math 147S, was developed to support students who placed directly into our
Within student services, the alignment of policy, materials, and information disseminated to students is fundamental to students receiving accurate information. The College’s messaging to students reflects Cuesta’s belief in student success – particularly for the College’s Latinx and economically disadvantaged students for whom there is an identified equity gap.

AB 705 has been a large shift for faculty, staff, and administrators and the interest in having students succeed is crucial. A key to supporting this shift is professional development. Along with other equity-focused training to increase the capacity of faculty and staff in addressing equity gaps and increase student success, specific training was provided to support AB 705. In December 2019, Math faculty attended the California Mathematics Council Community Colleges, CMC³, which showcased pedagogical practices of community colleges that had effectively addressed the challenges around implementation of AB 705 in mathematics. The California Acceleration Project (CAP) hosted a regional English Workshop during October 2019 professional development days, focusing on classroom struggles and effective pedagogy in relation to full AB 705 implementation.

The writing center in collaboration with math and ESL faculty continue to train and mentor tutors and pilot various strategies to increase tutoring usage. Academic Success Coaches work closely with faculty teaching the English co-requisite course to provide support early and often within the Community of Practice established within the English 101 co-requisite courses. Within the Community of Practice, embedded tutors and coaches work with faculty and are in the co-requisite labs weekly, providing additional support to students. They also work with faculty to determine what extra support is needed and where students are struggling the most. Members of the Community of Practice will develop and share with the all English faculty strategies for course implementation, sample exercises and activities, and frameworks for working with Academic Coaches. This comprehensive support system provides students with help early and creates effective communication across all departments.

The College offers embedded and drop-in tutoring for all levels of math and English/writing through its Student Success Centers. Understanding how targeted math support can be critical to ensuring the successful completion of college-level math, and anticipating an increase in the enrollment of students in statistics, an Academic Success Coach leads academic support specific to statistics within the Math Lab. Outreach to math and English classes to educate students about campus resources and to offer points of contact for assistance is conducted each term. Corequisite cohorts are provided with embedded tutors, an assigned Academic Success Coach, math and English textbooks, and food. There is also a designated space for collaborative study, and students are offered priority registration for the second semester once they have completed their Comprehensive Student Education Plan with an academic counselor. With increased study spaces, the goal is to build a lively robust learning environment for students to study and build community.

As of Fall 2019, a newly designated lab focused on statistics support opened within the the Student Success Centers. An embedded Statistics Academic Success Coach is in the Statistics
Lab full-time, working closely with the Math Department. Focusing specifically on the co-requisite Statistics support course, the Academic Success Coach is collaborating with Statistics faculty to offer additional tutoring and resources. Free access codes for the Stats Crunch software are provided to students who can’t afford this additional expense. Tutoring, study review sessions, and test preparation workshops specific to instructors are also offered to all students taking statistics.

Online resources have expanded for statistics support including specific real time study guides and videos that are vetted by math faculty. NetTutor continues to be a resource, and online tutoring was piloted on the North County Campus in Spring 2018 and will continue in the Fall with the usage of Blackboard and CCC Confer. This option includes video recording of preparation workshops that students can access on both campuses. All online and face to face resources are promoted and accessible through Canvas, providing students direct and on-going communication through their specific courses.

**Anticipated Impact on Student Learning and Achievement:**

As more students access transfer-level coursework, it is important to reiterate their rightful place in these classes and to provide support. As a result of this support, the College anticipates that its student success and throughput rates in transfer-level English and math courses will increase. Higher numbers of students who complete transfer-level English and math courses in their first year at Cuesta are also anticipated. This action project will also contribute to reducing the overall unit accumulation since students will not be enrolling in developmental courses before taking transfer-level coursework. The College will continuously analyze data regarding the placement and course-taking patterns of students to ensure that there is no disproportionate impact on student groups. If disproportionate impact is found, the College will analyze the root of the placement and/or achievement gap and take corrective measures to improve the placement process and subsequent curricular support for students.

**Outcome Measures:**

The outcome measures for this action project will be 1) the number of students who enroll and succeed in transfer-level English and math; and 2) the number of students who complete transfer-level English and math in their first year of study. Additional outcomes of this action project will be a reduction in overall unit accumulation, and the length of time it takes students to complete their program of study.

**Action Plan, Timeline, and Responsible Parties:**
### Timeline

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</table>
| Spring 2020 and Ongoing  | Assess transfer-level English and math success and throughput data, comparing the data to previous terms as well as the Chancellor’s Office performance metrics for these courses. | Vice President of Academic Affairs  
Office of Institutional Research  
English and Math Faculty          |
| Spring 2020 and Ongoing  | Use student success and throughput data to determine how best to leverage our resources as we continue to provide targeted English and math support to students in the transfer-level courses. | Vice President of Academic Affairs  
Director of Student Equity and Success Centers  
English and Math Faculty          |
| Fall 2020 and Ongoing    | Establish Professional Learning Communities that include English and math faculty and the embedded Academic Success Coaches and continue to provide opportunities for ongoing faculty professional development that focuses on both cognitive and noncognitive factors in student learning. | Vice President of Academic Affairs  
Director of Student Equity and Success Centers  
English and Math Faculty          |
| Fall 2020 to Spring 2021| Connect with our K-12 partners to share policies and placement procedures for new incoming high school graduates and ensure that the high school curriculum is aligned with our English and math courses. | Vice President of Academic Affairs  
Counselors  
English and Math Faculty          |
| Fall 2020 to Fall 2021  | Establish and expand English and math dual enrollment partnerships with local high school districts. | Vice President of Academic Affairs  
English and Math Faculty          |

### Responsible Parties:

The Vice President of Academic Affairs and the academic deans for the English and Math Divisions will be responsible for assessing student success and throughput data and for making curricular and placement process recommendations to the English and Math Divisions. The Director of Student Equity and Success Centers will be responsible for overseeing and implementing Student Success Center activities that support students in the transfer English and math courses. The English and Math Division Chairs and faculty will establish the Professional Learning Communities and continue to engage in professional
development opportunities that address equity and student achievement gaps. Counselors and the Dual Enrollment Supervisor will be responsible for working with our K-12 partners to ensure high school curriculum is aligned with our placement procedures and for helping to expand our dual enrollment opportunities in English and math.

**Resources Needed:**

The College will use Student Equity and Achievement funding to support Student Success Center activities, including embedded tutors, academic success coaches, and Writing Center and Math Lab support. Student Equity and Achievement funds will also be used to provide faculty and staff professional development opportunities directed at acceleration and closing student equity gaps. As needed, the College will use other existing human, technological and financial resources to complete this action project.