

CUESTA'S PERFORMANCE ON ITS INSTITUTIONAL EFFECTIVENESS MEASURES 2003/2004



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Matriculation and Research Services

Table of Contents

Background	2
Student Transfer to Four Year Colleges (PFE Goal 1)	4
Transfer “Prepared” / Transfer “Ready” Students (PFE Sub-Goal 1)	7
Degrees and Certificates (PFE Goal 2)	9
Successful Course Completion Rates (PFE Goal 3)	13
Success by Ethnicity	16
Work Force Development (PFE Goal 4)	17
Basic Skills Course Completion Rates (PFE Goal 5)	18
Student Retention	20
Student Persistence	23
WSCH / FTEF	24
Full-Time / Part-Time Staffing Ratio	25
Outside Funding Level – All Sources	26
Grants Report	26
Cuesta College Foundation	27
Institutional Goal Attainment	28
District Standard Operating Principles 2003-2004	29
District Goals 2003-2004	30
Faculty / Staff / Student Satisfaction	32
Appendix A: Successful Course Completion by Discipline	33
Appendix B: Number of Students in each Ethnic Group	35
Appendix C: Retention Rate by Discipline	36

BACKGROUND

This is the third annual report on Institutional Effectiveness Measures adopted by the college in 2001; the first report was compiled during the summer of 2002 and was published October 2002 (Research Report No. 2002/03-01). The second report was published in August 2003 (Research Report 2003-04-1).

On November 13, 2001, the Shared Governance Council approved a proposed set of Institutional Effectiveness Measures designed to monitor the levels of organizational performance of Cuesta College. These indicators were selected as quasi-student outcome measures that would allow Cuesta to begin to move closer to the revised accreditation standards then being considered by the Western Association of Schools and Colleges (WASC). The 2004 accreditation standards have now been published, and in Fall 2003, the Board of Trustees adopted a new set of Institutional Effectiveness Outcomes. This will be the final report using the current measures. The 2004-2005 report will focus on the new IEO's. They are:

1. Students progress successfully to acquisition of degrees and certificates.
2. Students successfully acquire transfer-ready status and transfer.
3. Students successfully obtain and retain a job related to their vocational degree or certificate after one year of program completion/graduation.
4. ESL and basic skills students succeed in basic skills courses and successfully move from basic skills courses into transfer or vocational courses.
5. Students in licensure or professional certification programs successfully earn the license or certification.
6. Students completing degrees demonstrate achievement of general education outcomes and improved critical thinking and citizenship.
7. The district demonstrates responsiveness to changing demographics and cultural environment, as well as needs of business and industry.

AREA MONITORED	PRIMARY INDICATORS	JUSTIFICATION / LINKAGE
Educational Program & Services	<ul style="list-style-type: none"> • # Transfer Students • # Transfer –Ready Students • # of Degrees/Certificates • Successful Course Completion Rates (A, B, C, CR) • Basic Skills Course Completion Rate • Student Retention & Persistence • Student Satisfaction Survey 	Partnership for Excellence (PFE) Goals, New Accreditation Standards
Administrative Program & Services	FTES & College Goal Attainment <ul style="list-style-type: none"> • WSCH/FTEF • Outside Funding Level-all sources • Institutional Goal Attainment 	Fiscal Impact & Planning New Accreditation Standards
Faculty/Staff/Student Satisfaction	Professional Development Plan Attainment (Managers & Supervisors—2002/03) <ul style="list-style-type: none"> • Staff Satisfaction Survey 	New Accreditation Standards (New Standard III)

This report presents the latest PFE information in the context of institutional effectiveness measures for Cuesta College. These data allow Cuesta College to see the college in comparison to the entire 109 community college system and provides an objective point of comparison. The latest PFE information available was published in April 2004.

STUDENT TRANSFER TO FOUR YEAR COLLEGES (PFE GOAL 1)

Chart 1 shows the number of student transfers to the 23 campuses of the California State University (CSU), chart 2 shows the 10 campuses of the University of California (UC), and chart 3 shows the combined totals from all 109 community colleges in California between 1995/96 and 2002/03.

The CSU transfers chart shows the actual number of transfers for all California Community Colleges by year from 1995/96 through 2002/03. Note that there is a discernable, but slight, positive upward trend across the last four years. The goal (as shown on the right-hand side of the chart) is 63,304 student transfers statewide targeted for the 2005/2006 school year. The slight positive progress demonstrated during the last four years indicates that it is not very likely that the system wide goal will be achieved on time. One factor that drives the attainment of this goal is the anticipated increase in enrollment in post-secondary education due to *tidal wave II* birth rate. Unlike other California community colleges, Cuesta College's headcount has not increased since 2002-2003.

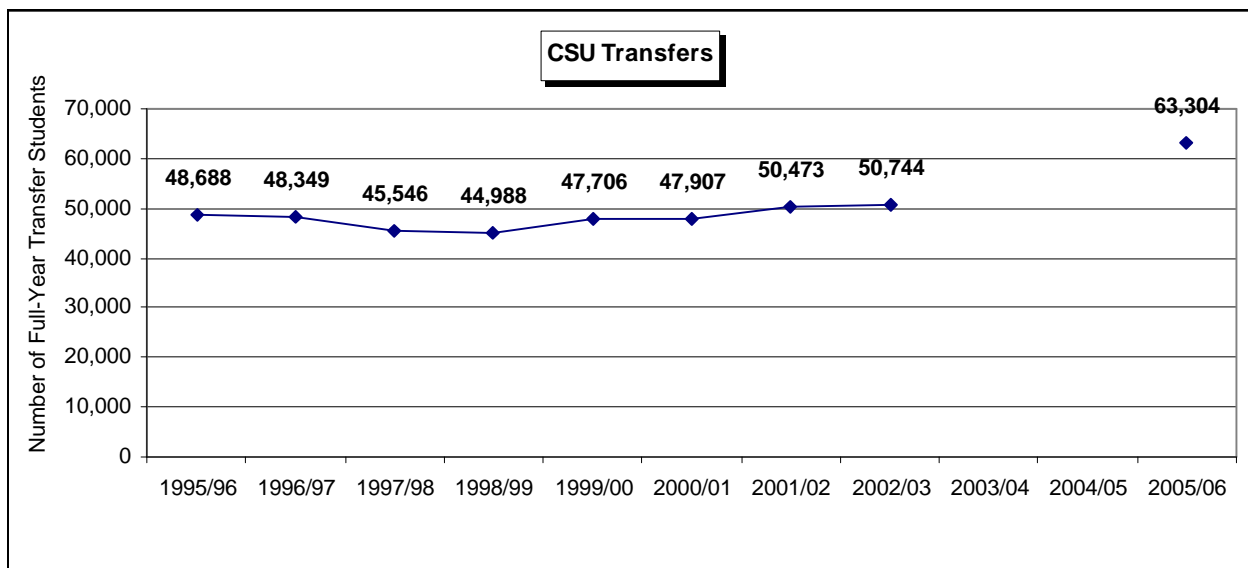
Chart 1: Goal #1 - California Community College System – CSU Transfers


Chart 2 shows the same information for all 10 University of California campuses. The system-wide goal for the 2005/06 year is shown as 15,278 student transfers. The reader will note a much more pronounced positive trend (compared to CSU transfer information) over the last four years. It is likely that the target/goal will be achieved by 2005/06.

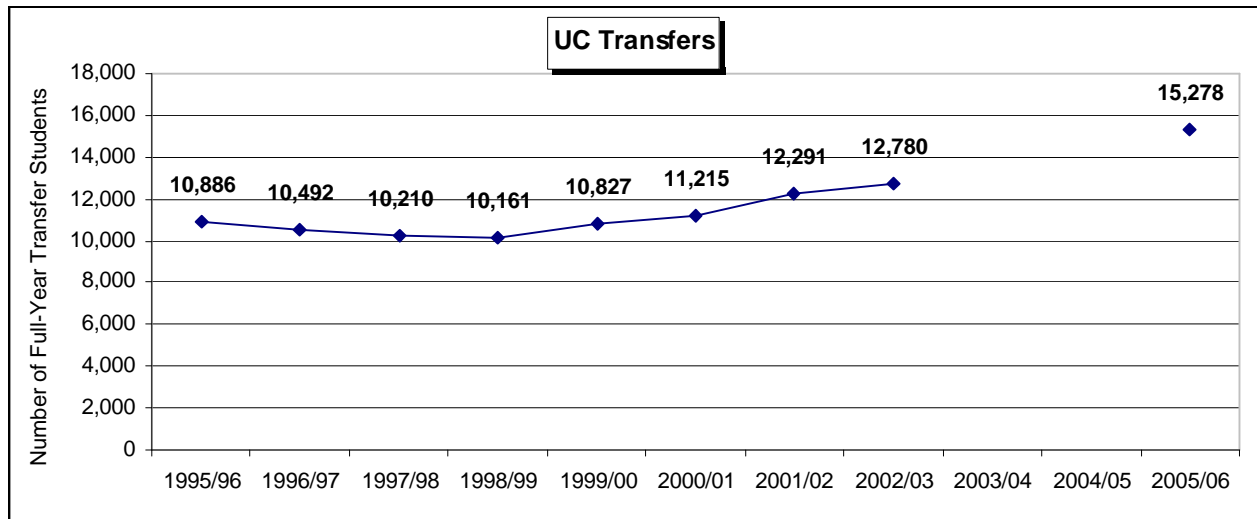
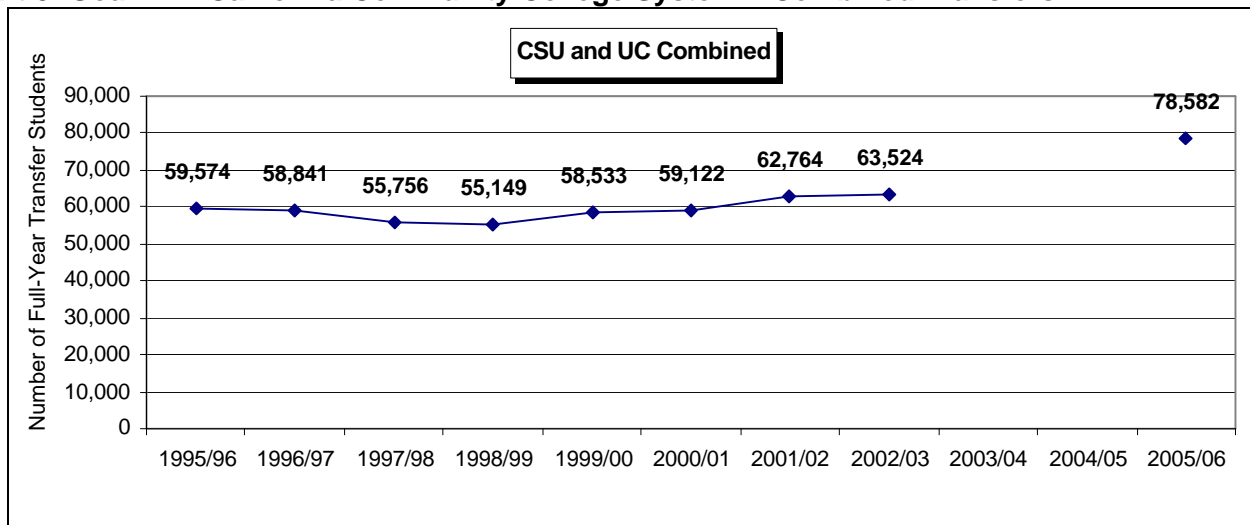
Chart 2: Goal #1 - California Community College System – UC Transfers


Chart 3 simply shows the sum total of the figures in the two previously mentioned charts. Note, however, that while the total number of transfers hovers around 60,000 per year, the system wide goal for 2005/06 is fully 15,000 students higher.

Chart 3: Goal #1 – California Community College System – Combined Transfers


Cuesta College's performance on the same dimensions is shown in Charts 4-6. Chart 4 shows that the number of student transfers to the California State University (CSU) system dropped in 2000/2001 to 755 from 808 in 1999/2000, rose to 825 in 2001/2002, but then dropped to 764 in 2003/04.

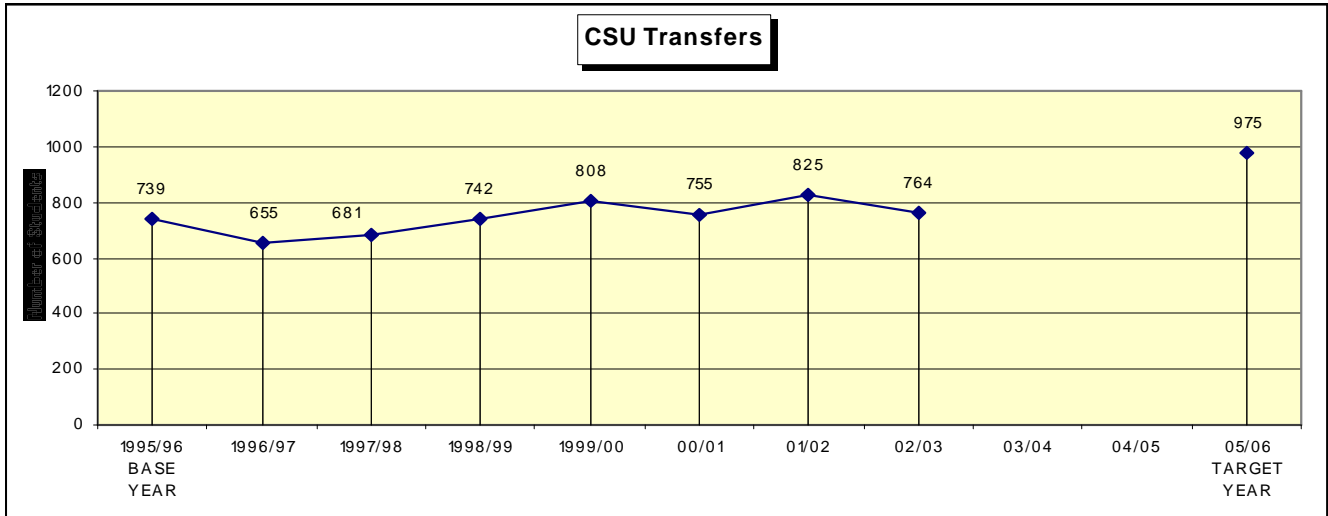
Chart 4: Goal #1 – Cuesta College – CSU Transfers


Chart 5 shows that the number of University of California (UC) transfers for 2000/2001 was 54, 51 in 2001/2002, but then rose to 74 in 2002/03—exceeding the 2005/06 target/goal.

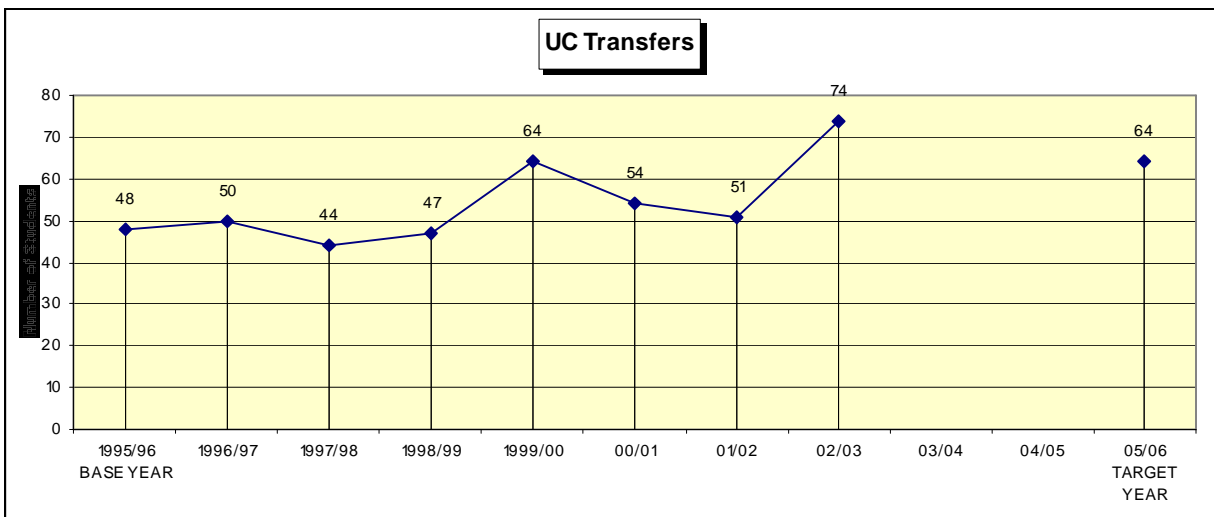
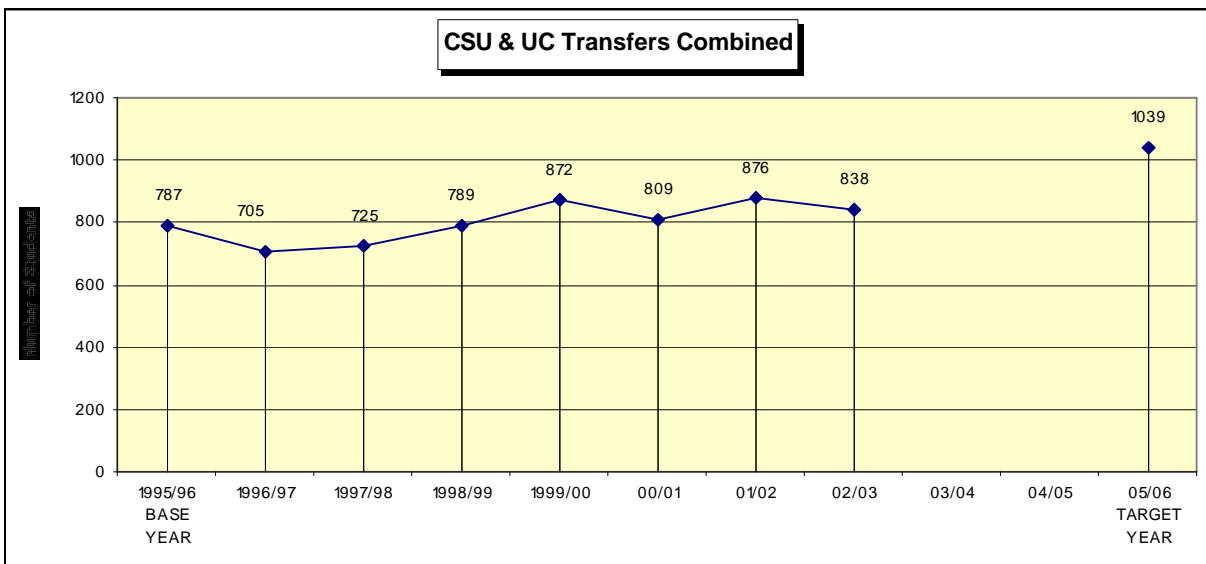
Chart 5: Goal #1 – Cuesta College – UC Transfers


Chart 6 shows the composite total of both CSU and UC transfers. The latest information (838 total transfers in 2002/2003) seems to indicate that achieving the 2005/06 target of 1039 may not be achievable unless statewide budget cuts affecting the number of UC/CSU transfer slots are lifted.

Chart 6: Goal #1 – Cuesta College – Combined Transfers


In an effort to provide students with other local transfer options, Cuesta College currently partners with three private universities to offer coursework toward various Baccalaureate degrees. Because the current university partners are private, transfers from Cuesta to these institutions are not reflected in the Partnership for Excellence data. Therefore, although transfers to the CSU system are down, Cuesta transfers to the University Partners and other private four-year colleges are on the increase.

TRANSFER “PREPARED” / TRANSFER “READY” STUDENTS (PFE SUB-GOAL 1)

CSU and UC transfers depend on the receiving college accepting qualified students for transfer. Thus, the achievement of the goal is partially beyond the control of Cuesta College. To deal with the lack of control over the number of students who transfer, a sub-goal for Goal #1 was developed by the System Office. It is known as “Transfer-Prepared” Students.

Chart 7 presents transfer-prepared system-wide results from 1997/98 to 2002/03. A transfer-prepared student is one who earns at least 56 transferable units and maintains at least a 2.0 grade point average (GPA) within a six-year period. The trend established by the last three years of data indicate that it may be possible for the system to accomplish the 2005/2006 goal (135,935 transfer-prepared students) since state-wide community college enrollments continue to increase.

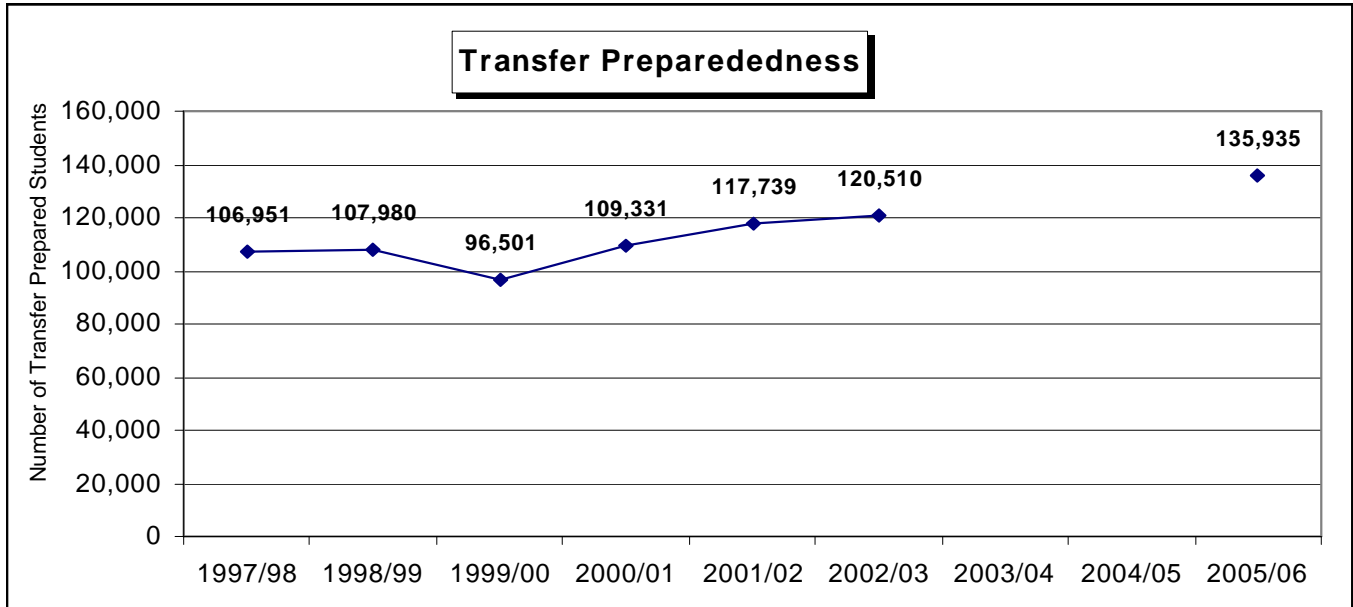
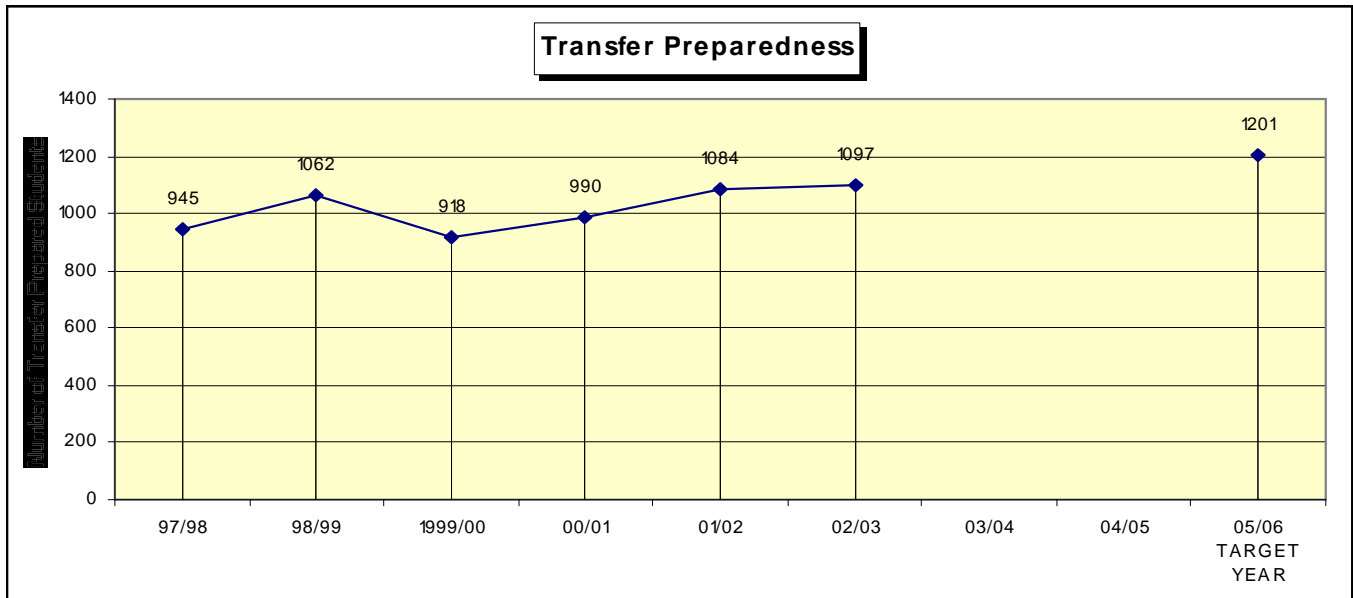
Chart 7: Sub-Goal #1 – California Community College System – Transfer Preparedness


Chart 8 presents Cuesta’s transfer-preparedness information. The latest figures show 1,097 Cuesta College students were designated as “transfer-prepared” in 2002/2003, a slight increase over 2001/2002. The 2005/2006 target number of transfer-prepared students is 1,201 students. It appears that Cuesta can reach this goal if enrollment growth continues to increase over the intervening time period.

Figure 8: Sub-Goal #1 – Cuesta College – Transfer Preparedness


DEGREES AND CERTIFICATES (PFE GOAL 2)

Chart 9 presents the number of degrees awarded statewide. Since 1995/1996, there has been a slow steady upward progression in the number of Associate of Art and Associate of Science degrees awarded. The latest figure (2002/2003) is 72,705, while the 2005/2006 goal is just over 83,000. Based on the previously established trend line, reaching this statewide goal now appears to be likely.

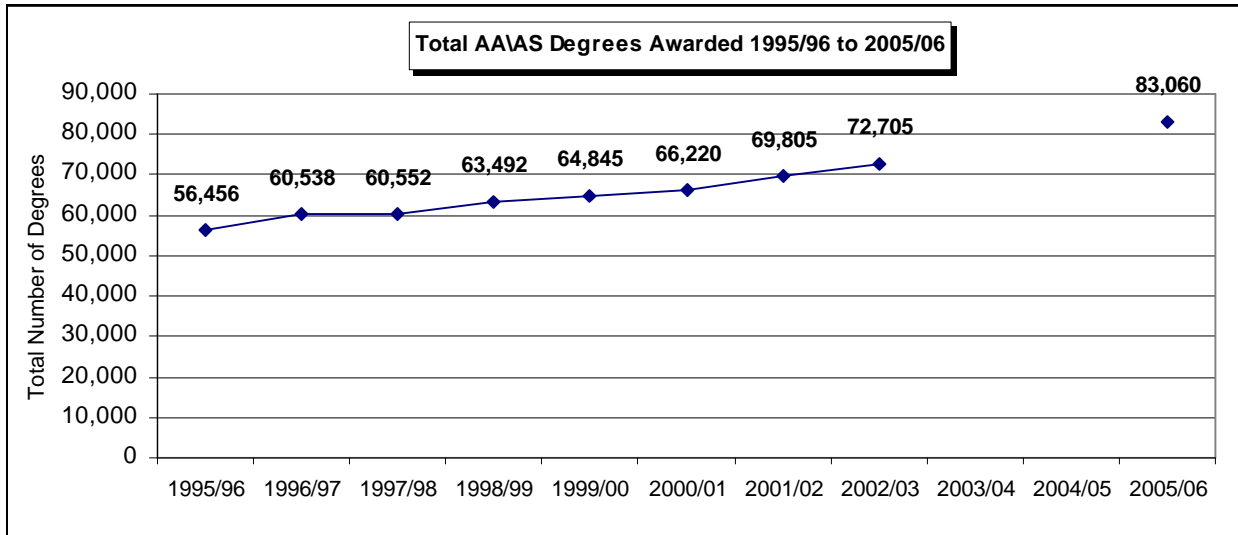
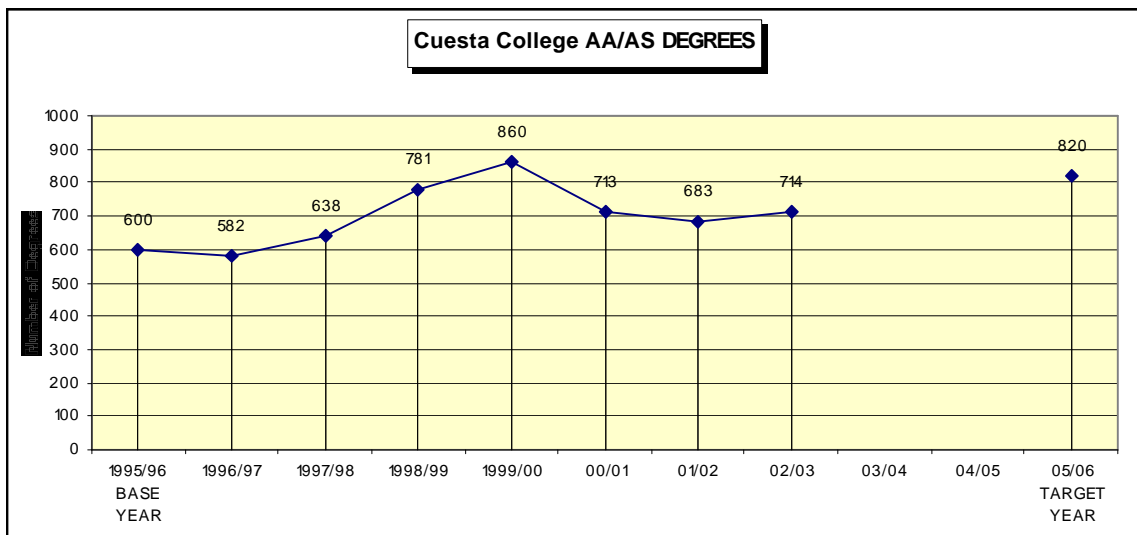
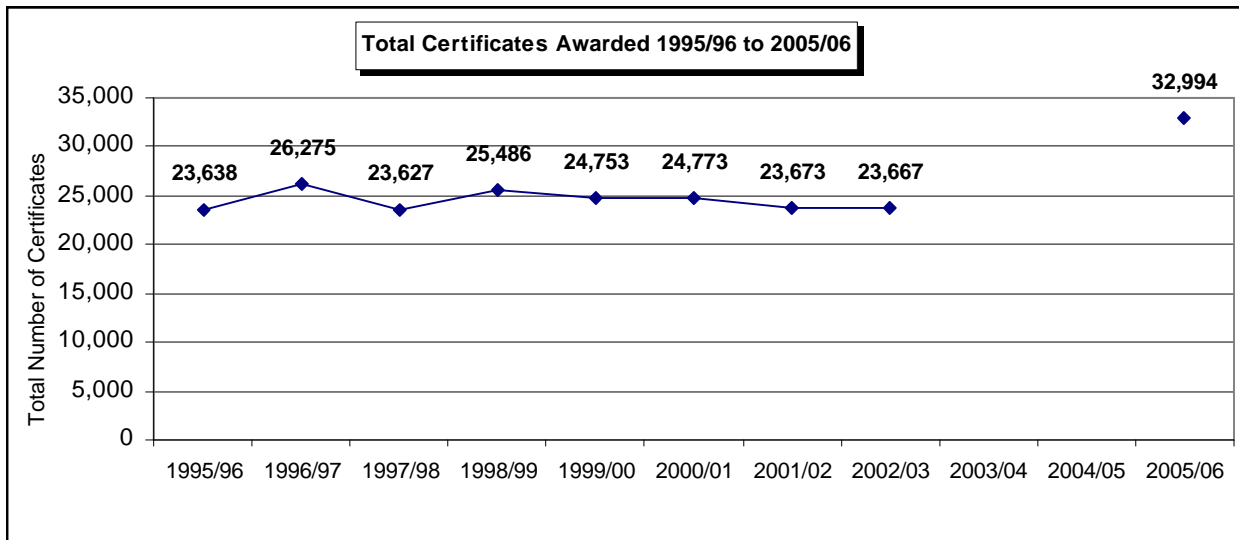
Chart 9: Goal #2 – California Community College System – Degrees Awarded


Chart 10 shows the number of Associate of Arts (A.A.) and/or Associate of Science (A.S.) degrees awarded at Cuesta College since 1995/96. During 1999/2000, that number peaked at 860. However, the latest figure for 2002/2003 is only 714. This dip in degrees awarded took place at a time when enrollment was increasing while the number of students declaring the goal of degree achievement declined.

Chart 10: Goal #2 – Cuesta College – Degrees Awarded


The number of certificates awarded statewide between 1995/96 and 2002/03 is displayed below in Chart 11. Since the target for 2005/2006 is nearly 33,000 and the latest data is down from 2000/2001, unless things change dramatically, the goal of the state will not be achieved. The number of certificates awarded in any year has been decreasing since 2000/01.

Chart 11: Goal #2 – California Community College System – Certificates Awarded



The number of certificates awarded at Cuesta has remained relatively stable since 1999/00 at about 137 certificates per year—far short of the 396 goal/target for 2005/06. What appears to be a major decrease in the number of certificates awarded is the result of a format change in the way the Chancellor’s Office categorizes the number of certificates awarded. Since 1999/2000, the CCCOC only counted those certificates of 18 units or more. Previously, all certificates, including low unit ones, were counted.

Chart 12: Goal #2 – Cuesta College – Certificates Awarded

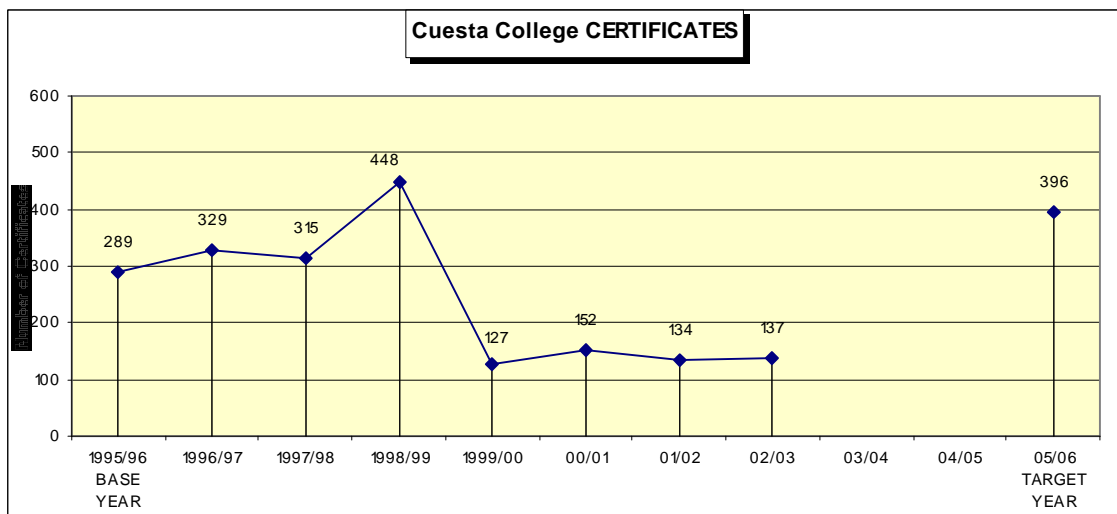


Chart 13 is the composite number of A.A./A.S. degrees and certificates awarded statewide.

Chart 13: Goal #2 – California Community College System – Combined Certificates and Degrees Awarded

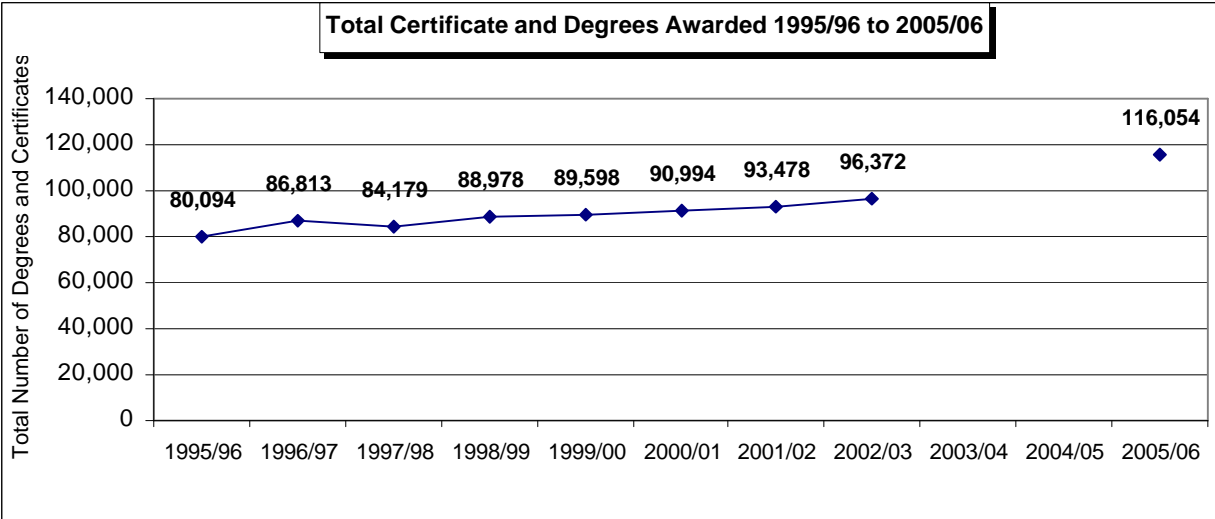
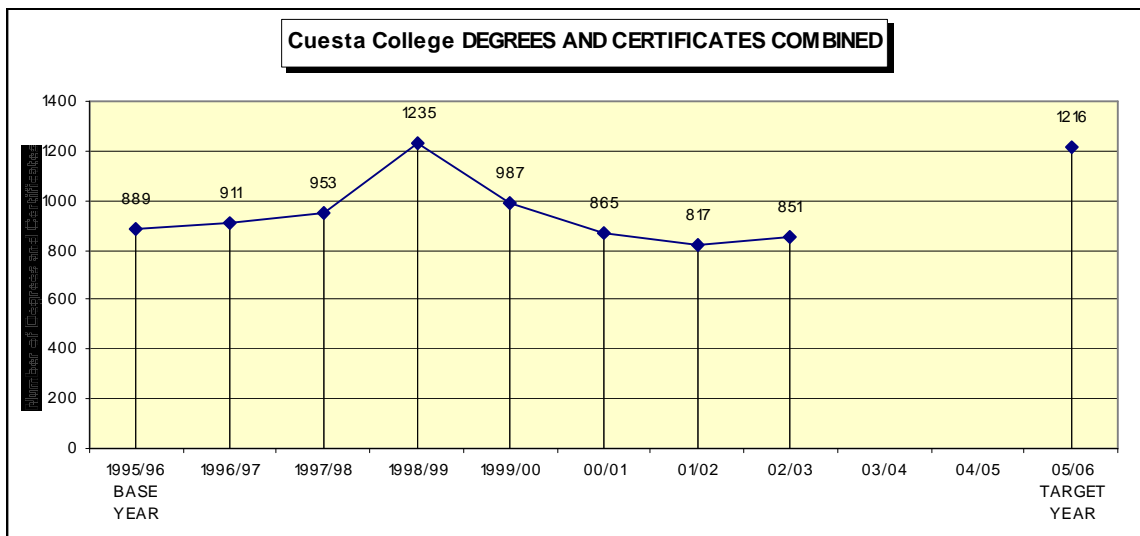


Chart 14 is the composite number of A.A./A.S. degrees and certificates awarded at Cuesta College. It is highly doubtful that the 1216 target will be achieved.

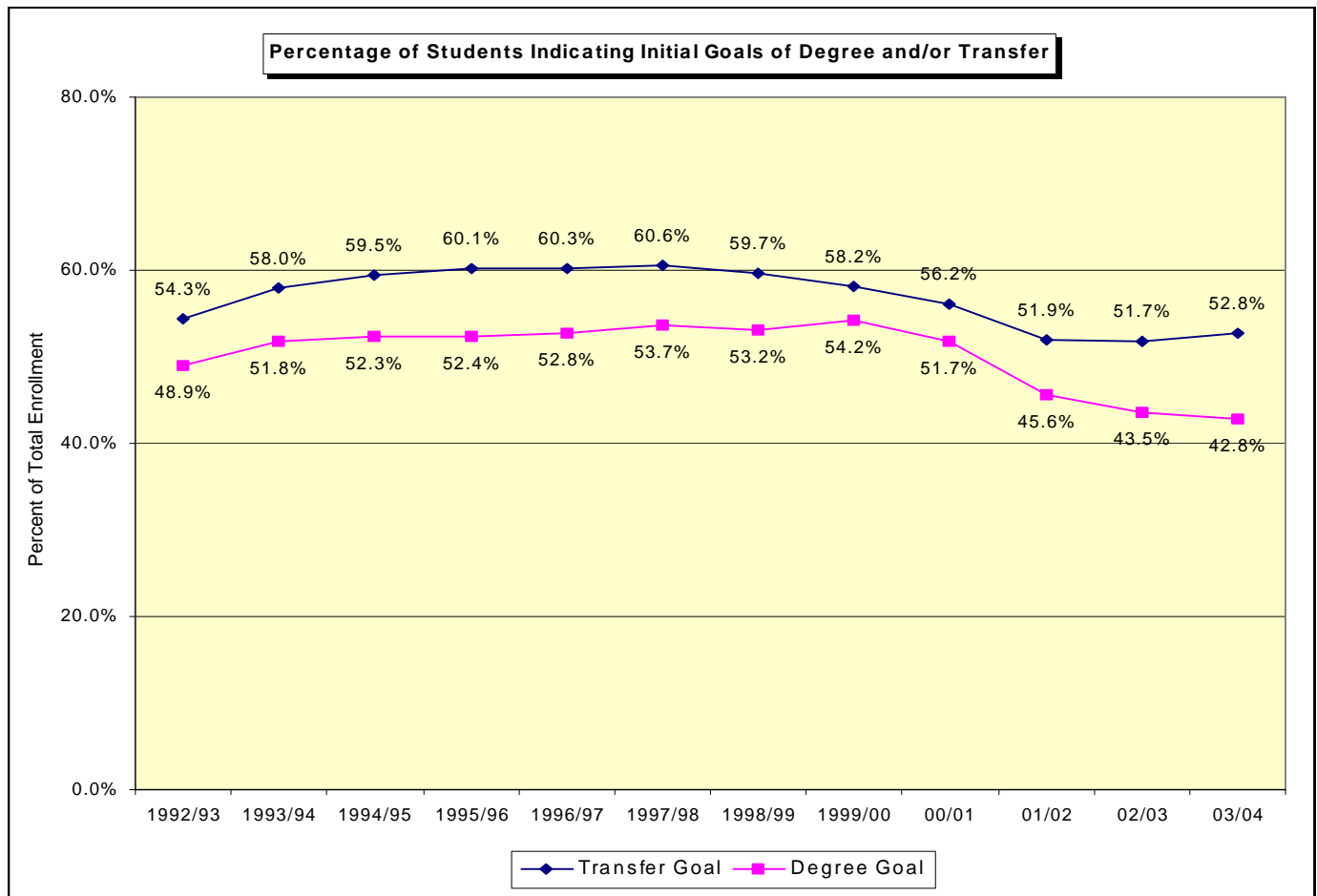
Chart 14: Goal #2 – Cuesta College – Degrees and Certificates Combined



The need for further research is vividly illustrated in Chart 15, which shows the percentage of students who, upon admission, indicate that their **initial** goal for attending Cuesta College was obtaining an AA/AS degree and/or transfer to a four-year post-secondary institution. The percentage of students indicating a goal of transfer peaked in 1997/98 and has been declining until 2003/04. Similarly, the desire for a degree as an outcome peaked in 1999/2000 and has fallen to a 42.8% level in 2003/04.

The question of why this trend is present is a question for further study by the Enrollment Management Committee. It appears that the make-up of the incoming student body is undergoing a gradual change away from degree and transfer goals.

Chart 15: Cuesta College – Initial Educational Goal



SUCCESSFUL COURSE COMPLETION RATES (PFE GOAL 3)

The fourth Institutional Effectiveness Measure of Cuesta College is the percentage of students who successfully complete their courses. Student success is defined as the percentage of students who obtain passing grades (grade “A,” “B,” “C,” or credit) for each course attempted.

In order to have something against which to compare Cuesta’s performance, as in earlier sections of this report, the information used was gained from Partnership For Excellence Goals. Following are four charts: chart 16 shows the statewide percentage of successful course completion for transferable courses; chart 17 shows the statewide percentage of successful course completion for vocational courses; chart 18 displays the statewide percentage of successful course completion for Basic Skills courses; and chart 19 presents a statewide composite of the preceding three course groupings. The target (70.8%) for successful completion of transfer courses for 2005/2006 appears to be obtainable. Successful completion of vocational courses continues to slowly accelerate—well beyond the 2005/06 goal of 80% successful course completion. Basic Skills courses have already nearly achieved the goal of 62.5% successful course completion rate.

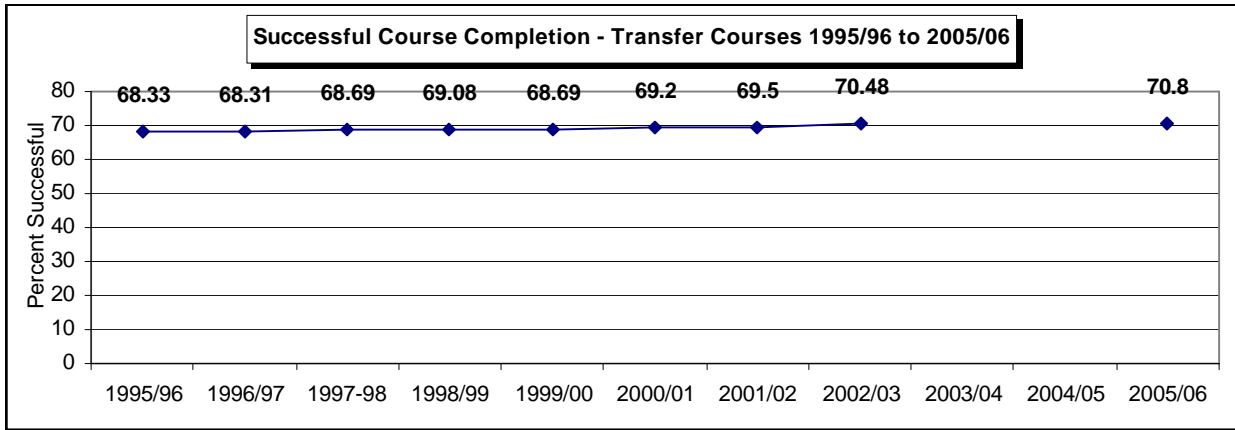
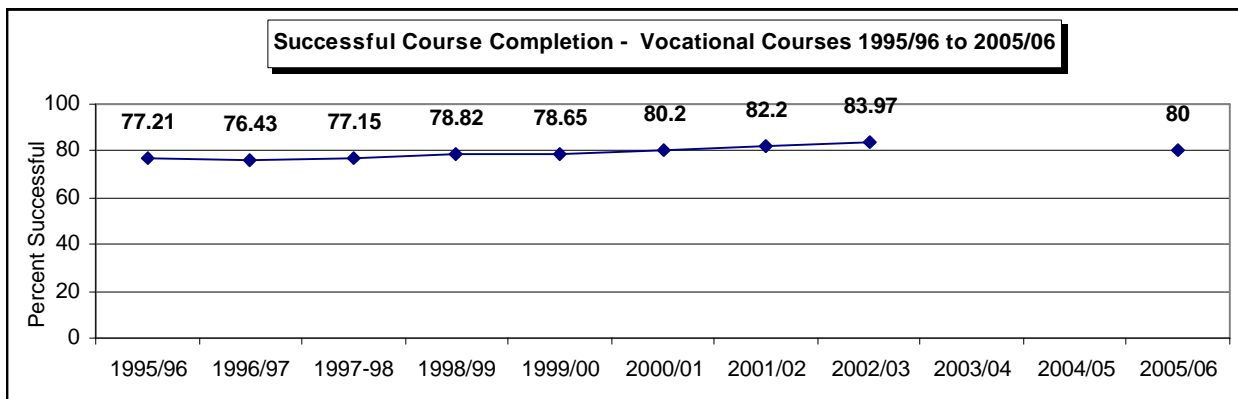
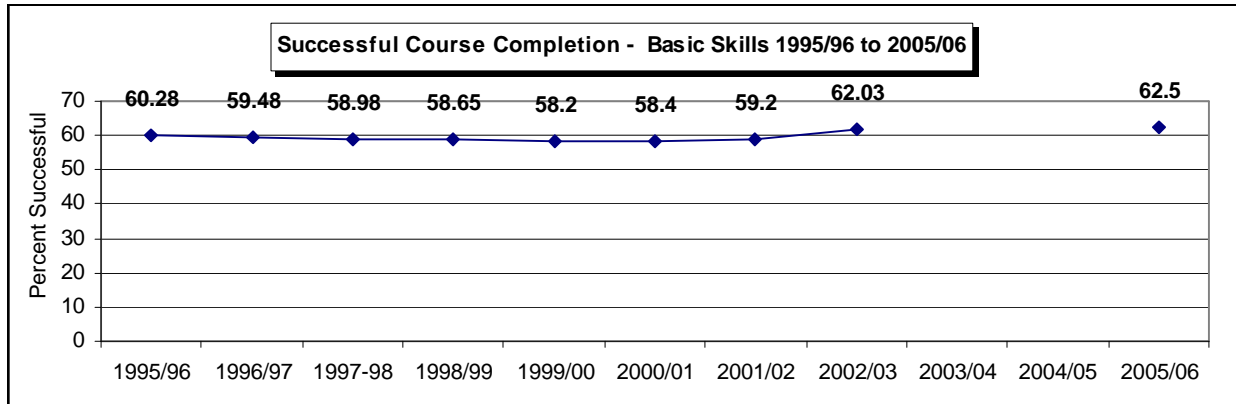
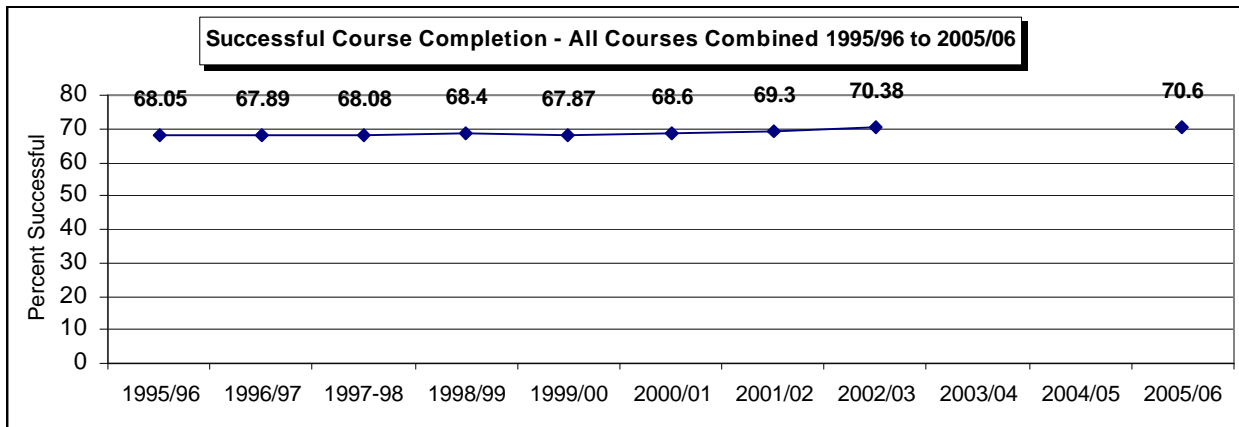
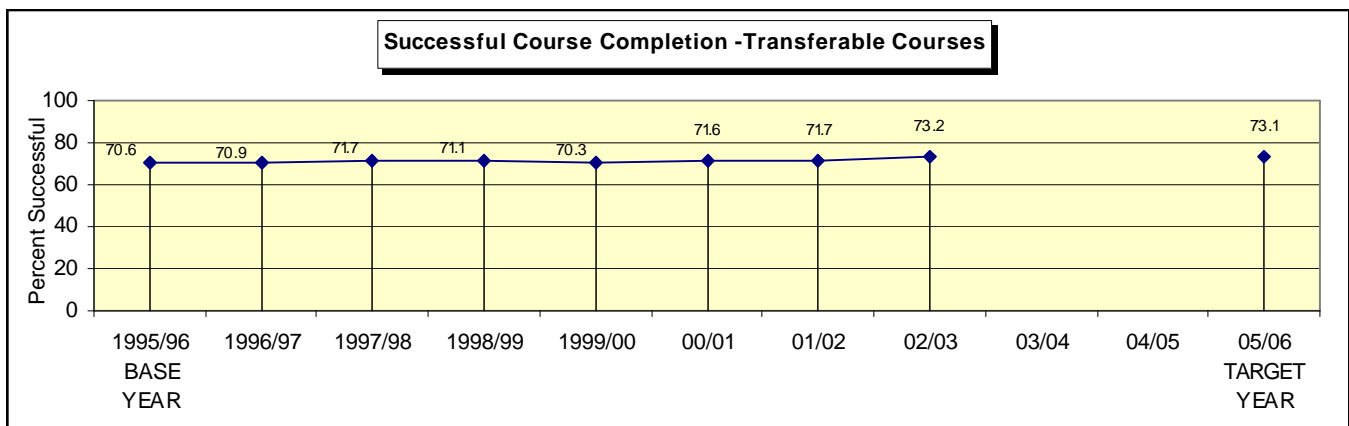
Chart 16: Goal #3 – California Community College System – Successful Course Completion – Transfer

Chart 17: Goal #3 – California Community College System – Successful Course Completion – Vocational


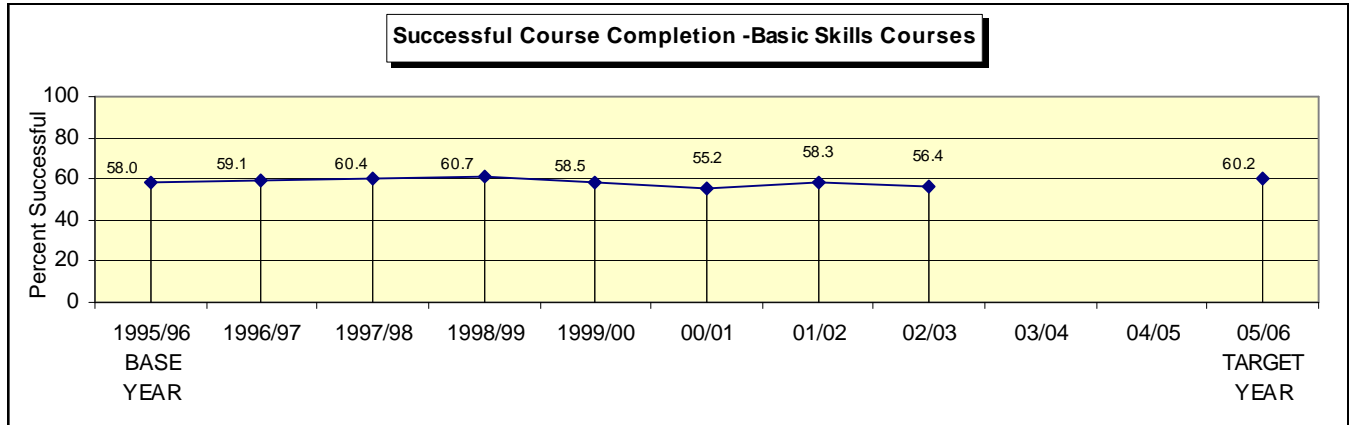
Chart 18: Goal #3 – California Community College System – Successful Course Completion – Basic Skills

Chart 19: Goal #3 – California Community College System – Successful Course Completion – All Courses Combined


Charts 20-23 display the same type of information for Cuesta College. The successful completion of transfer course chart shows that the success rate for all students in transferable courses was 71.6 percent in 2000/2001, 71.7 percent in 2001/2002, and now just exceeds the 2005/06 goal at 73.2%. The rate of success has been relatively stable.

Chart 20: Goal #3 – Cuesta College – Successful Course Completion – Transferable Courses


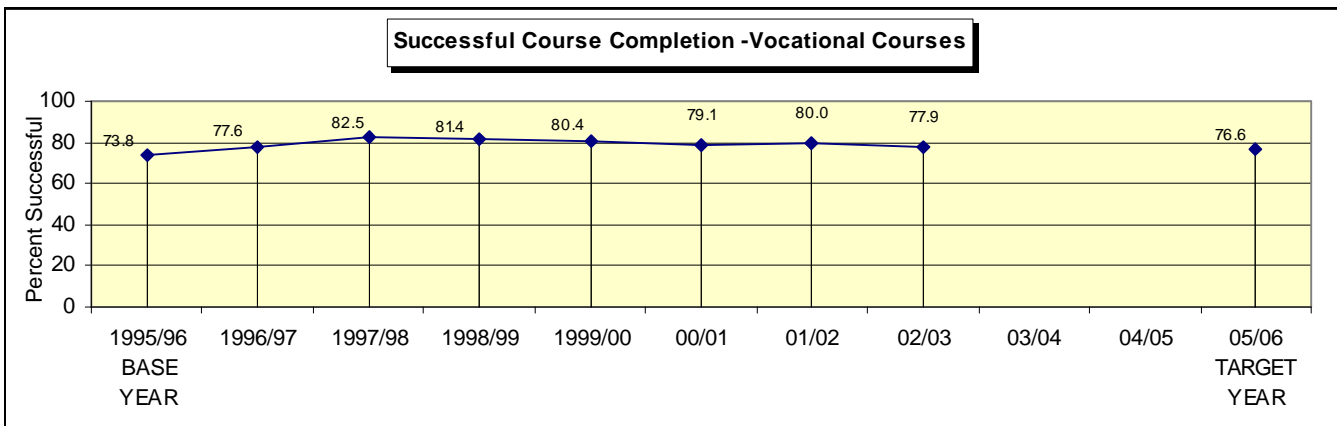
The percentage of successful course completions for students in Basic Skills courses declined since its high in 1998/99. It is currently at 56.4%, or 3.8% below our 60.2% success target for 2005/06.

Chart 21: Goal #3 – Cuesta College – Successful Course Completion – Basic Skills Courses

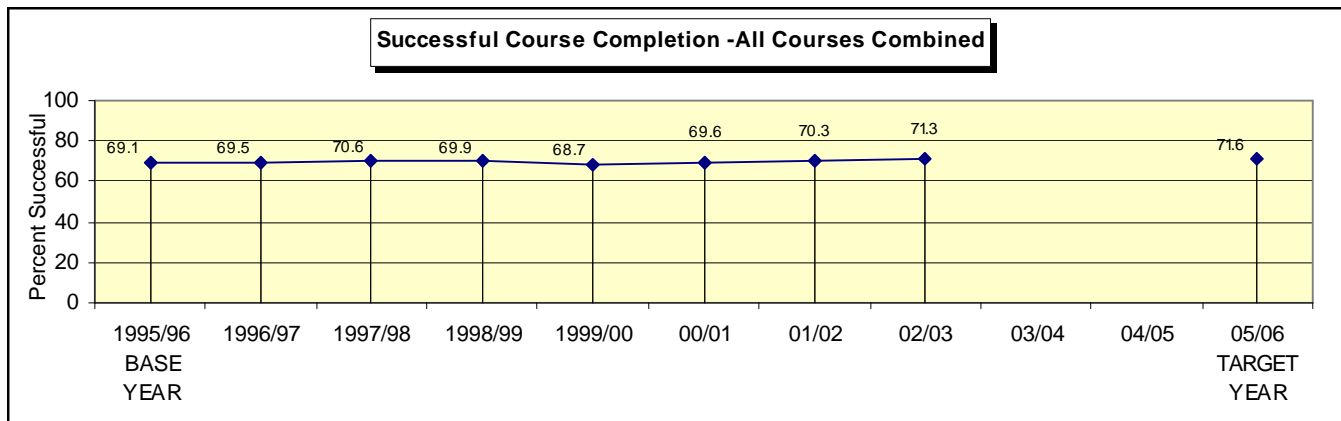


Successful completion of vocational courses has declined slightly from the previous five years.

Chart 22: Goal #3 – Cuesta College – Successful Course Completion – Vocational Courses



All courses taught at Cuesta in 2002/03 exhibit a 71.3 percent successful course completion rate. This figure has slowly risen since 1999/00 and is well within the reach of the 71.6 percent target by 2005/06.

Chart 23: Goal #3 – Cuesta College – Successful Course Completion – All Courses Combined


(Appendix A reports successful course completion by discipline.)

SUCCESS BY ETHNICITY

At the request of the Superintendent/President, a deeper analysis of student success was initiated in 2003/04.

Chart 24 below shows course success by student ethnicity.

Chart 24: Cuesta College – Success by Ethnicity by Academic Year (1995-2004)

Ethnicity	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	Overall
Asian Pacific Islander	70.3%	71.4%	72.4%	72.3%	70.4%	72.1%	73.4%	72.1%	72.8%	71.8%
Filipino	67.2%	67.9%	68.1%	64.5%	67.4%	70.3%	69.6%	68.8%	75.5%	68.4%
African American	60.6%	58.1%	57.8%	62.8%	60.5%	54.7%	59.2%	58.7%	59.8%	59.0%
Hispanic	62.1%	64.1%	66.6%	65.9%	64.4%	63.3%	64.9%	63.0%	63.7%	63.9%
American Indian	69.7%	63.3%	61.9%	63.2%	63.0%	64.3%	67.4%	65.7%	67.5%	64.7%
White	70.7%	71.1%	72.2%	71.3%	70.2%	71.6%	72.1%	73.0%	74.1%	71.6%
Other/Unknown	66.0%	65.3%	68.3%	69.7%	68.1%	67.4%	69.3%	70.4%	72.7%	69.6%

Note: Successful course completions include final grades of "A", "B", "C", and "CR".

There is a relatively wide range of student success depending upon the ethnic group of the student. Overall, average student course success was least for African American students (59.8%) and greatest for Filipino students (75.5%) in 2003/04. Appendix B reports the numbers of students in each ethnic group for 2000 and 2004. More research is needed into the causes of these variations in course success by the different ethnic groups of Cuesta's students.

WORK FORCE DEVELOPMENT (PFE GOAL 4)

Workforce development is one of the Partnership for Excellence vocational goals. There are three components to Workforce Development: successful completion of apprenticeship courses, successful completion of advanced occupational courses (referred to as “SAM Code B”), and successful completion of “clearly” occupational courses (referred to as “Sam Code C”). Since Cuesta College does not teach any apprenticeship courses, data for that Workforce Development component has not been included. However, Cuesta does teach both SAM B (advanced) and SAM C (“clearly” occupational) courses. Unlike the SAM Code B statewide data, the Cuesta information is very positive. In each case (SAM Codes B and C), the 2005/06 goals have already been exceeded.

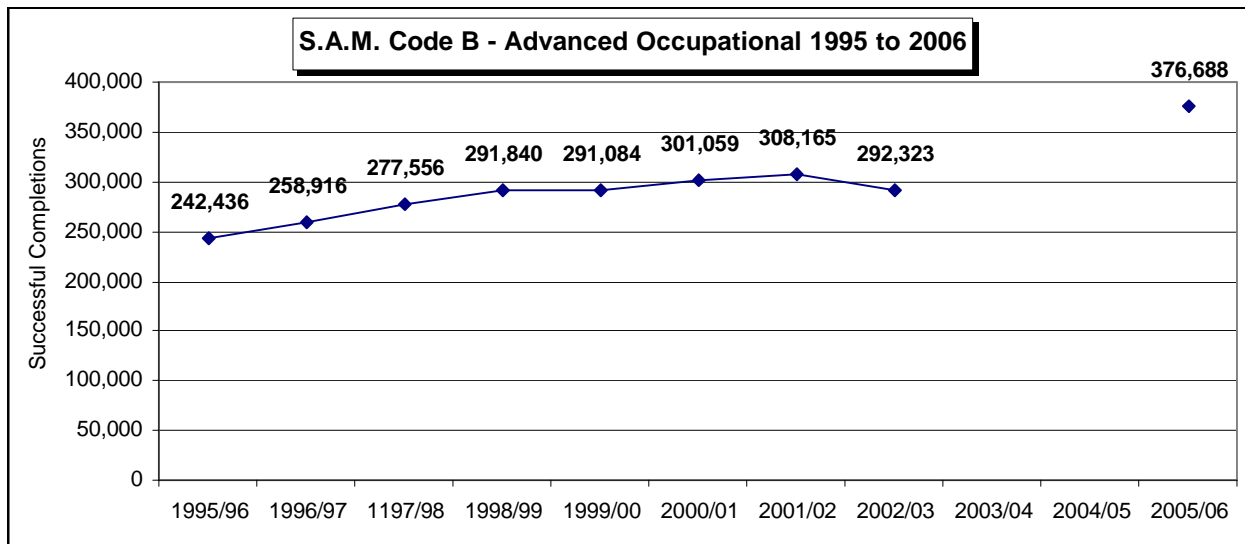
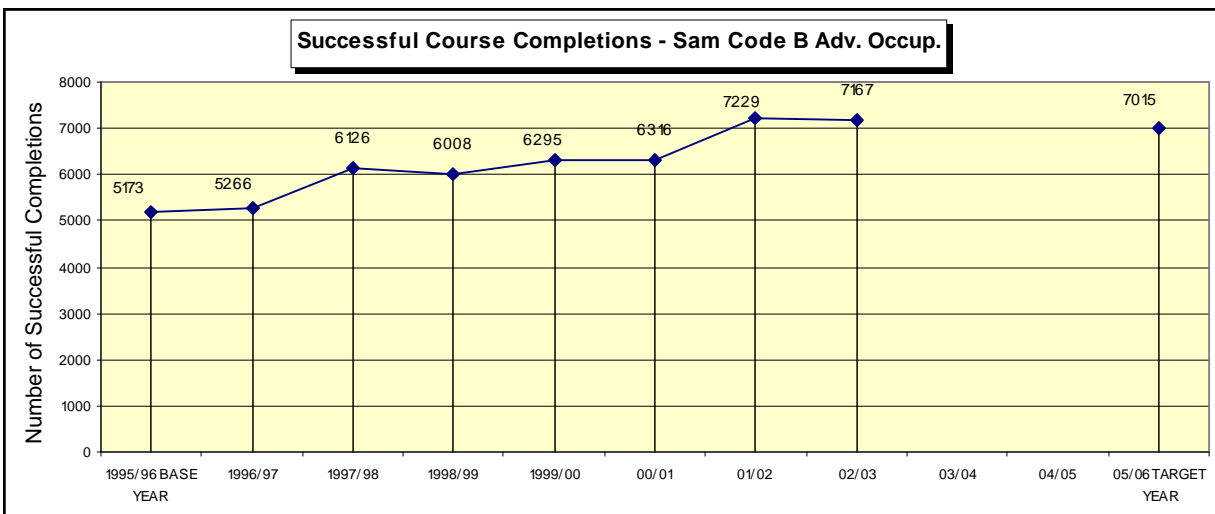
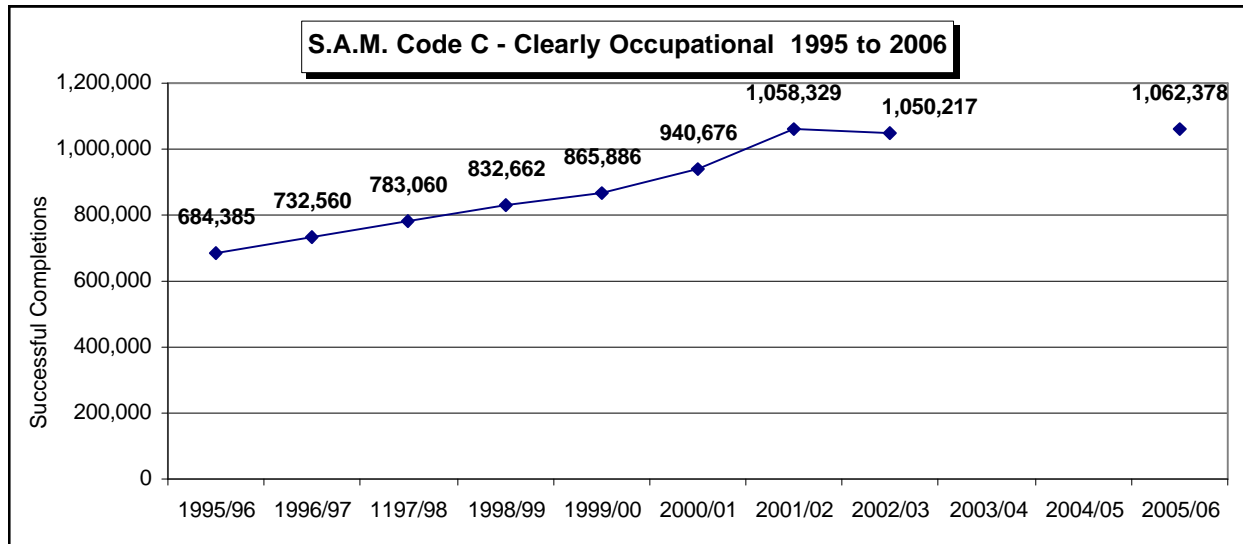
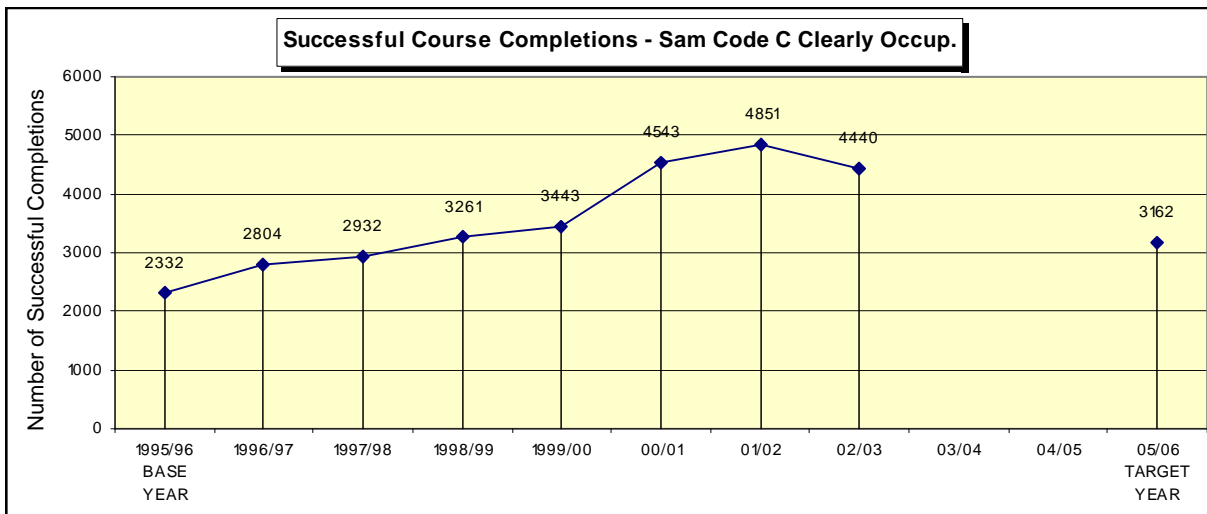
Chart 25: Goal #4 – California Community College System – Workforce Development – Advanced Occupational

Chart 26: Goal #4 – Cuesta College – Workforce Development – Advanced Occupational


Chart 27: Goal #4 – California Community College System – Workforce Development – Clearly Occupational

Chart 28: Goal #4 – Cuesta College – Workforce Development – Clearly Occupational


BASIC SKILLS COURSE COMPLETION RATES (PFE GOAL 5)

Both the Chancellor’s Office and Cuesta College are intensely interested in assuring a seamless transition for students from Basic Skills courses into A.A./A.S. degree-applicable courses.

Chart 29 shows the number and percentage of students statewide who complete coursework at least one level above their initial Basic Skills course enrollment. It should be noted that some students might have **no** desire to take more advanced coursework beyond that in which they initially enrolled. The fact that the numbers increased between the two time periods shown is relatively meaningless because total enrollment in California

Community Colleges also increased during this time period, thus partially negating the significance of the number increases.

The data shown in Chart 29 for Basic Skills improvement is displayed in three trend lines. The lower two lines show the number and percent of students in both Basic Skills English (top line) and mathematics (bottom line). The top trend line shows the English and Mathematics combined. The target for combined English and math courses has already been exceeded.

Chart 29: Goal #5 – California Community College System – Basic Skills Improvement

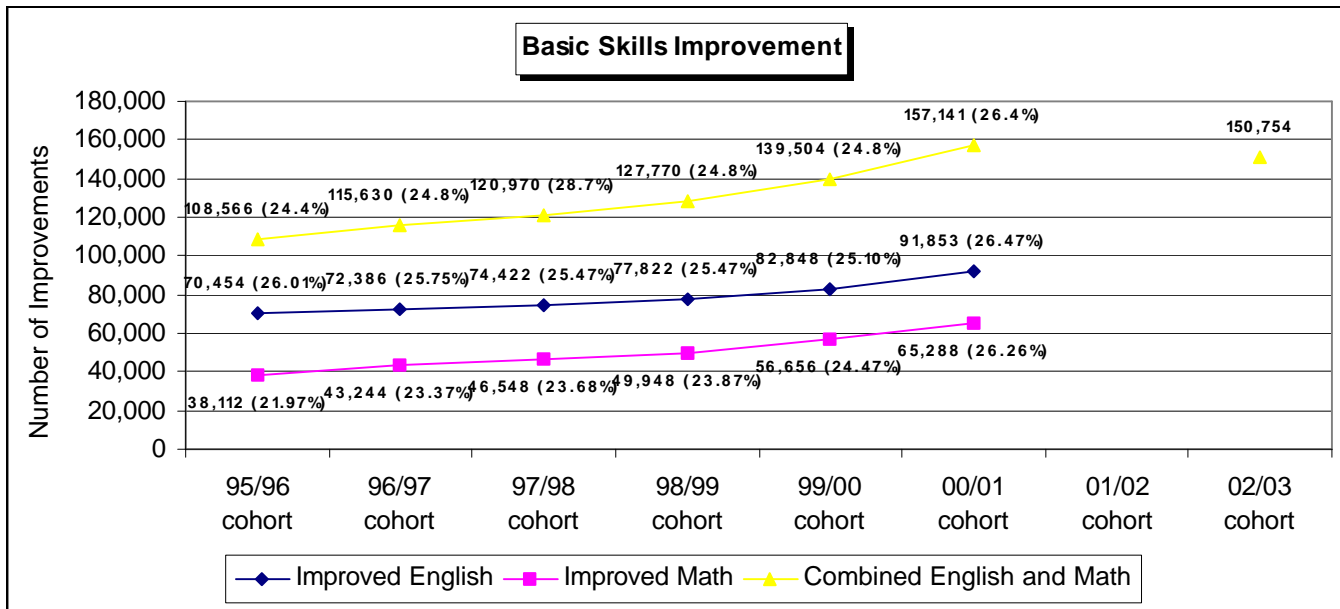
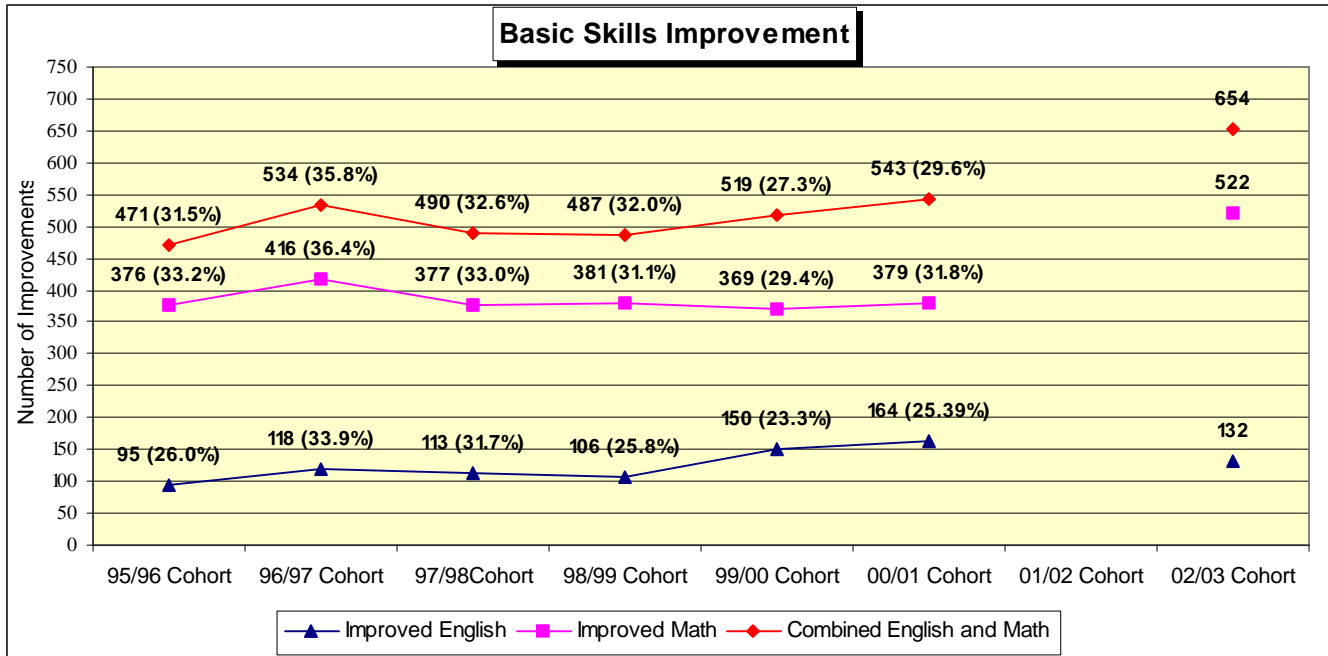
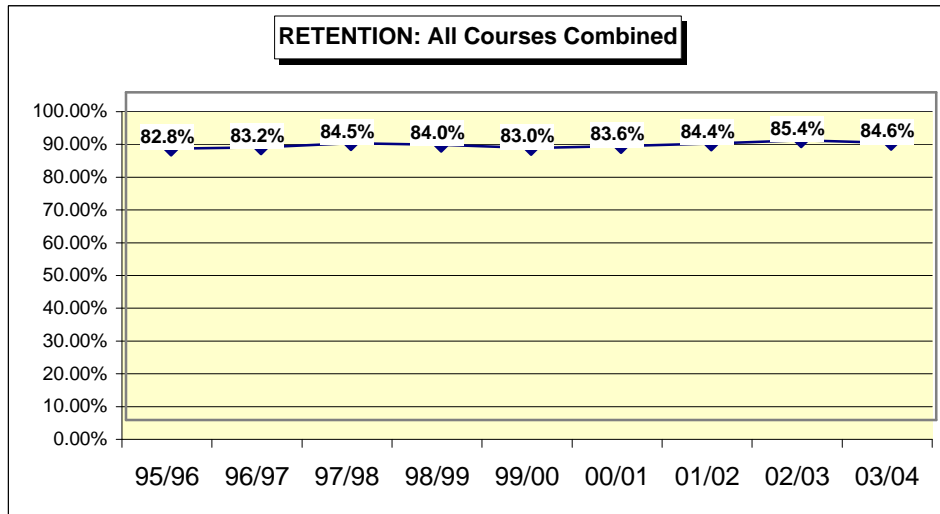


Chart 30 illustrates the performance of Cuesta students as they successfully finish the next higher-level courses. The chart is to be interpreted in the same manner as Chart 29. The lower two lines show performance in English and in mathematics. English has already exceeded its target, but math most likely will not. Even though Cuesta may not meet its goal with Basic Skills math, it should be noted that Cuesta has a significantly higher success rate than the CCC System. The top line of Chart 30 shows English and math combined. Because of the low math performance, it is unlikely that the combined English and math target will be achieved by the target cohort.

Chart 30: Goal #5 – Cuesta College – Basic Skills Improvement


STUDENT RETENTION

Student retention is defined as the percentage of students who finish a course in which they initially enroll, regardless of final grade earned. Therefore, any student who completes a course with a final grade of A, B, C, D, F, Credit, No Credit, or incomplete is counted as being “retained.” Charts 31-34 show student retention across all courses taught at Cuesta College. The pattern has been very stable across the last eight years averaging 84.4%. In other words, 84.4% of students complete the courses in which they enroll.

Chart 31: Course Retention - All Courses Taught at Cuesta College 1995/96 – 2003/2004


Student retention in all transferable courses averaged 84.1%; in all vocational courses 88.5%; and in all Basic Skills courses averaged 82.3%.

Chart 32: Course Retention for Transferable Courses taught at Cuesta College 1995/96 – 2003/2004

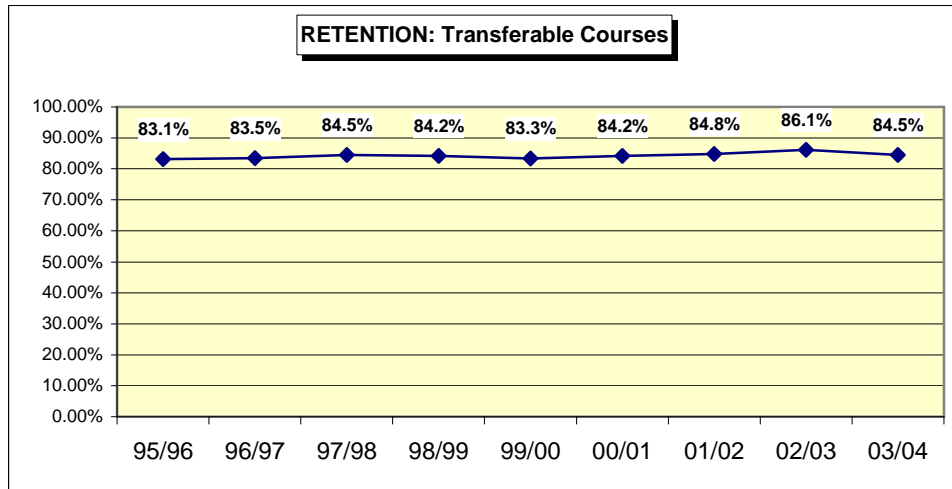


Chart 33: Course Retention for Vocational Courses taught at Cuesta College 1995/96 – 2003/2004

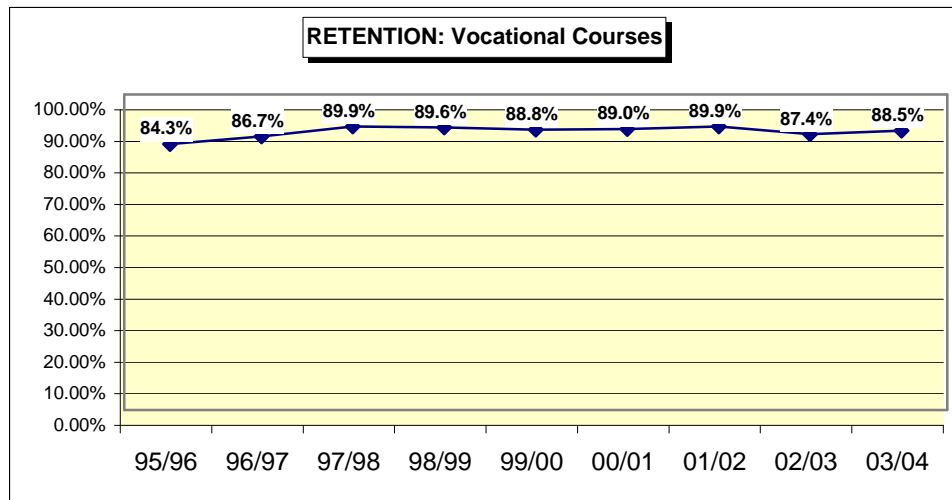
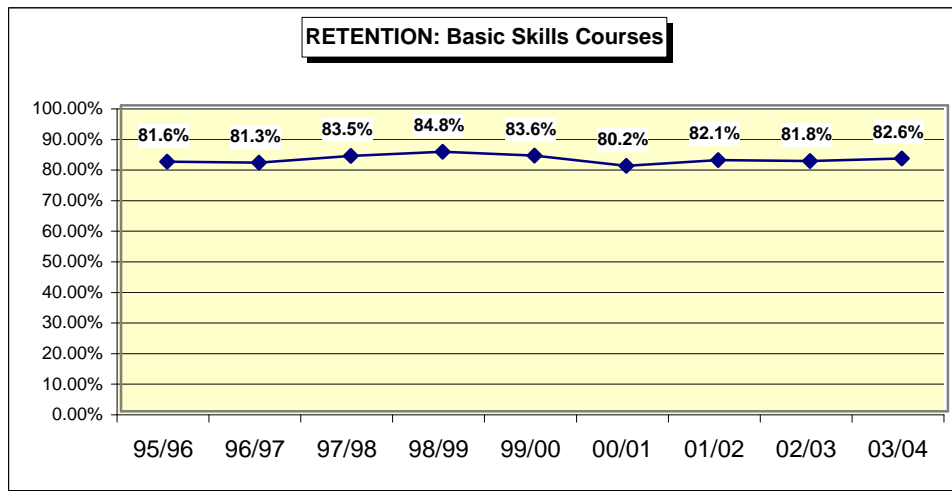


Chart 34: Course Retention for Basic Skills Courses taught at Cuesta College 1995/96 – 2003/2004


At the request of the Superintendent/President in 2002/03, an analysis of retention by student ethnicity was also conducted for comparison purposes. The following chart shows the results from 1995/96 through 2003/04 and the average across those years.

Chart 35: Retention by Ethnicity by Academic Year (1995-2004)

Ethnicity	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	Overall
Asian Pacific Islander	84.1%	86.0%	85.7%	85.2%	84.8%	85.1%	85.9%	86.8%	87.9%	85.6%
Filipino	81.4%	81.3%	84.6%	80.5%	83.3%	82.6%	83.2%	85.4%	87.1%	82.8%
African American	79.2%	77.6%	78.3%	81.9%	81.6%	79.1%	80.2%	81.6%	81.5%	79.7%
Hispanic	81.0%	81.6%	84.3%	83.6%	83.1%	82.9%	83.7%	83.4%	84.8%	83.0%
American Indian	82.2%	78.9%	80.2%	79.2%	80.8%	81.4%	82.4%	83.3%	82.3%	80.9%
White	83.2%	83.6%	85.1%	84.5%	83.4%	84.6%	85.2%	86.0%	86.6%	84.5%
Other/Unknown	81.3%	81.2%	81.5%	82.0%	83.4%	81.3%	83.6%	84.8%	85.8%	83.5%

Note: A course enrollment in which the student is retained includes final grade of "A", "B", "C", "CR", "D", "F", "NC", "RD", and "I".

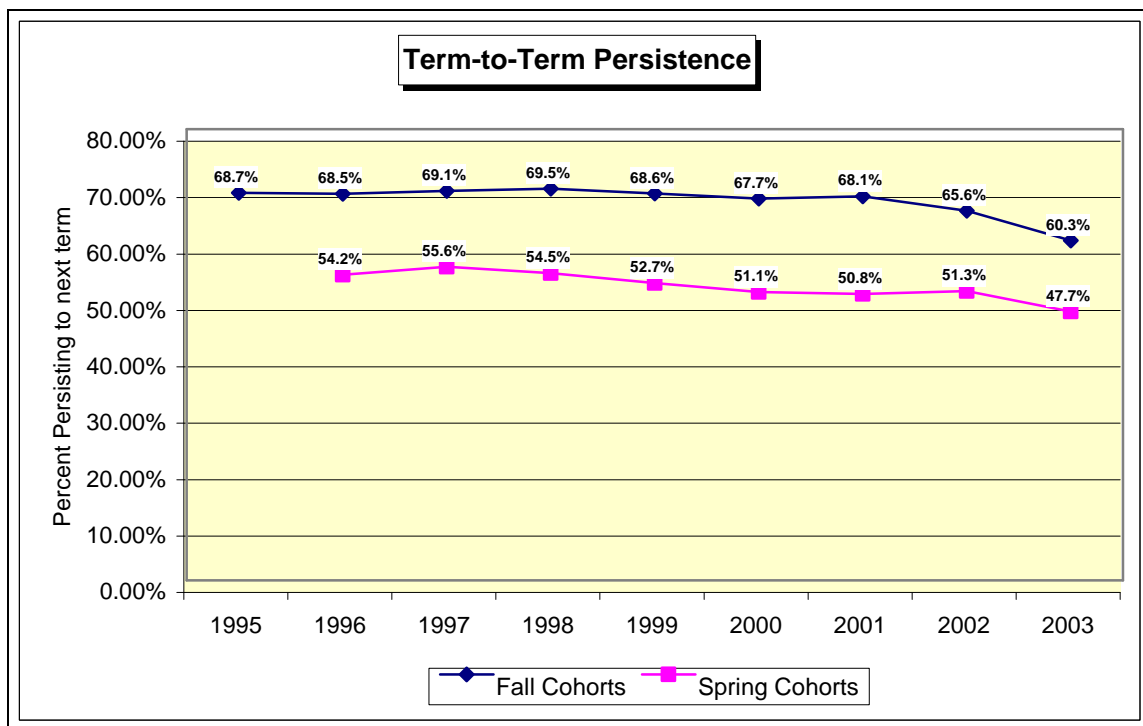
Course retention varies by ethnic group. The lowest percentage is for African Americans (81.5%), while the highest is for Asian/Pacific Islanders (87.9%) in 2003/04. More research is required to understand these variations in performance and the reasons why course success percentages are significantly lower than course retention percentages. Appendix B shows the number of students in each ethnic group.

STUDENT PERSISTENCE

Student persistence is defined as the percentage of students who finished one semester and then return to re-enroll in courses the next semester. Naturally, with graduation and inevitable individual student attrition for whatever reason, persistence would not be expected to be close to 100%. Further, when one examines the persistence figures between the fall and the spring semesters, one discovers that the percentage of returning students is higher than between the spring and fall semesters.

Chart 36 shows the last nine years of semester/term persistence figures. Generally speaking, about two-thirds of the students continue from fall to spring semesters; whereas, just over one-half continue from spring to fall in any given year. The 2001-2002 and 2002-2003 persistence rates for fall and spring semesters show significant decline. The reasons for these declines are unclear and should be investigated further.

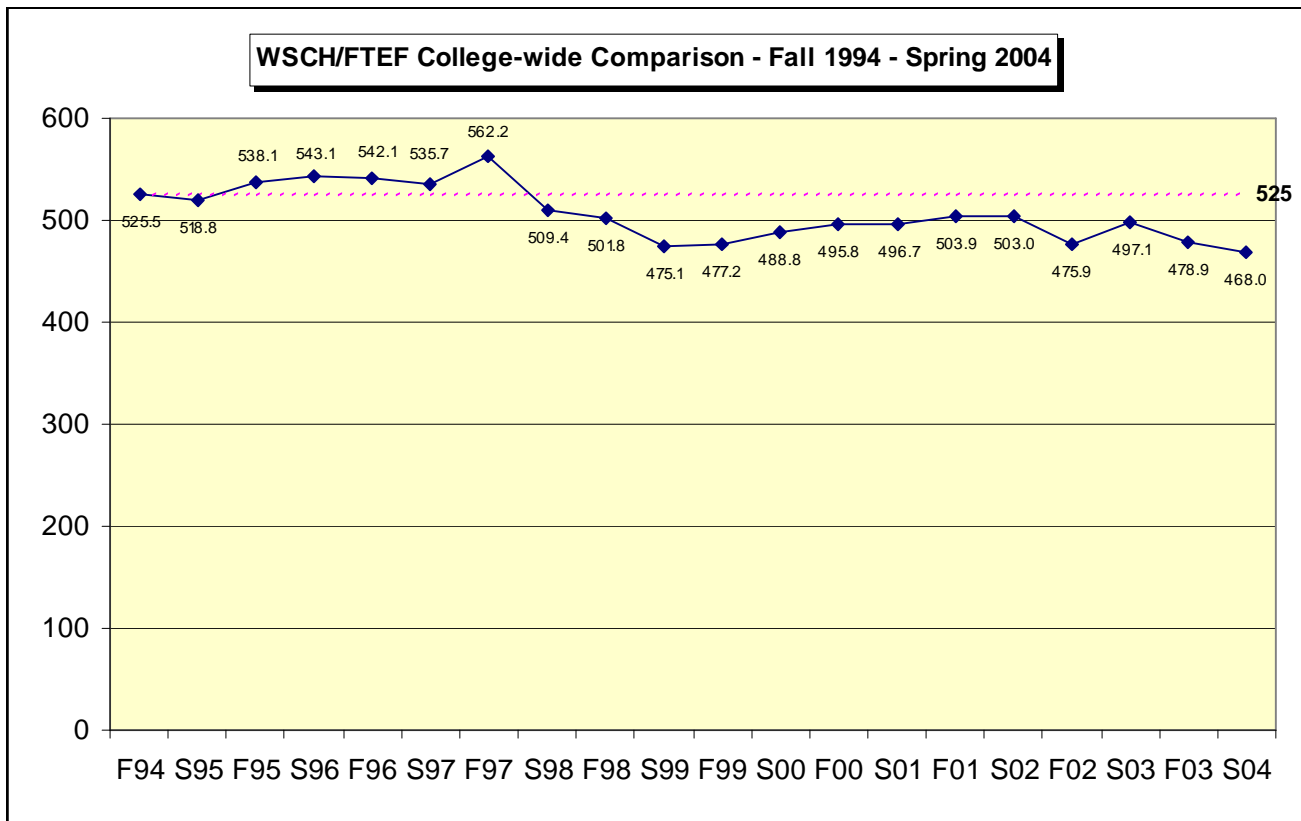
Chart 36: Student Persistence Between Semesters Across the Last Seven Years at Cuesta College



WSCH / FTEF

The ratio of weekly student contact hours (WSCH) to the number of full-time-equivalent faculty (FTEF) is a ratio that compares the number of faculty in terms of load to the number of student hours of instruction. It is an “efficiency” measure. One can argue that the higher the ratio, the more efficiently one is educating a large number of students. The College Load Committee has the responsibility to monitor annually the WSCH/FTEF patterns of all instructional programs. The overall WSCH/FTEF target for the college has been established within the District/CCFT bargaining agreement at 525 WSCH/FTEF.

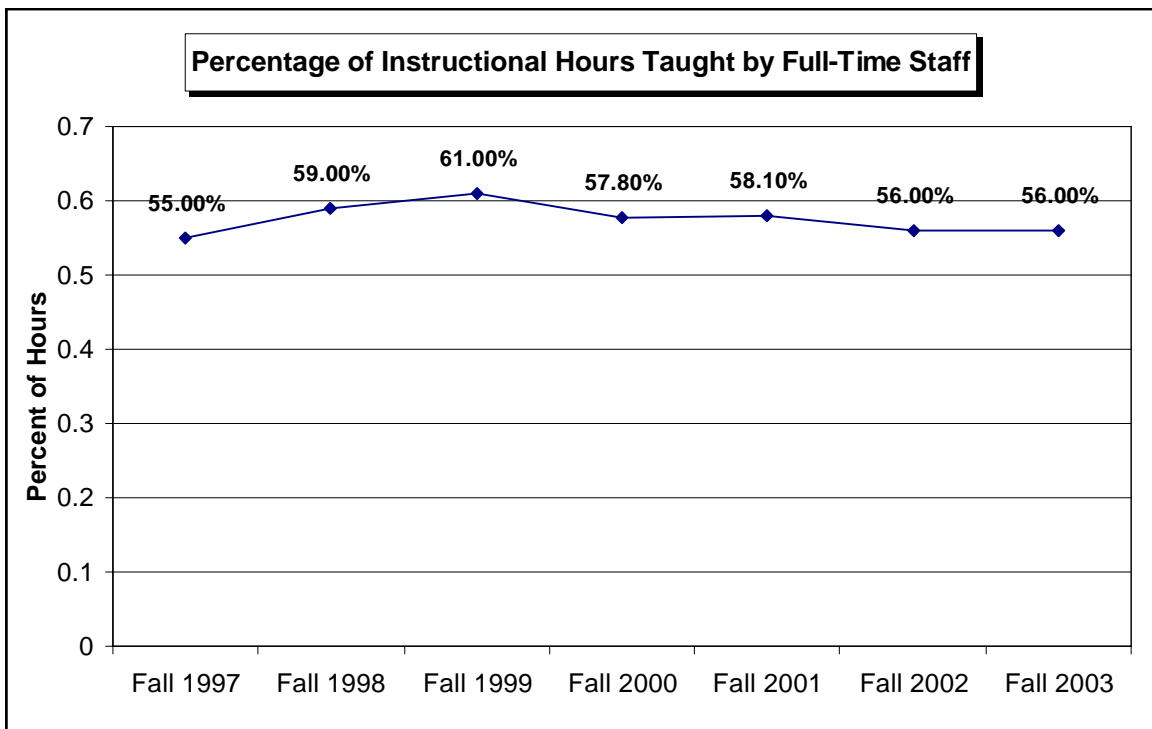
Chart 37 shows WSCH/FTEF computations since fall 1994. There was a reduction in WSCH/FTEF during the 1998/2000 time period. A number of factors came into play during this time period. The North County Campus was opened, new programs with small class sizes were implemented, and small class sizes in Nipomo all contribute to the declining WSCH/FTEF.

Chart 37: Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF)


FULL-TIME / PART-TIME STAFFING RATIO

The theoretical ratio for full-time to part-time faculty staffing in California Community Colleges is 75% to 25%. Because of the chronic budgeting shortfalls for community colleges, this ratio is rarely achieved by any California Community College.

Cuesta has computed the percentage of hours of instruction taught by full-time faculty since Fall 1997. Chart 38 shows the percentage of hours taught by full-time faculty. As finances became scarcer, the full-time to part-time ratio continues to deteriorate.

Chart 38: Full-Time/Part-Time Staffing Ratio


OUTSIDE FUNDING LEVEL—ALL SOURCES

Cuesta College augments its state-funded programs with outside funds from four sources:

- Grants
- Cuesta College Foundation
- Contracts
- Fees from Self-Supported Programs

This report has reported activities by the grants program and foundation for the past two years. The 2003/2004 information is reported below.

CUESTA COLLEGE GRANTS PROGRAM REPORT: GRANTS RECEIVED, JULY 2003-JUNE 2004
Workforce Development Program:

PG&E	\$ 15,000
Dept. of Social Services, for Bridge to Success	\$101,000
DSS CalWORKs	\$141,288

President's Motivation Fund:

PG&E	\$ 10,000
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Sciences:

PG&E (for Instructional Equipment)	\$ 3,000
Duke Energy	\$ 1,500

Community-Based ESL:

SLO Community Foundation	\$ 5,000
DSS	\$ 75,000
Glikbarg Foundation	\$ 10,000
CDE 231	\$ 98,914

Nursing Program:

Chancellor's Office	\$108,705
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Financial Aid:

Ed Fund	\$ 40,000
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EOPS:

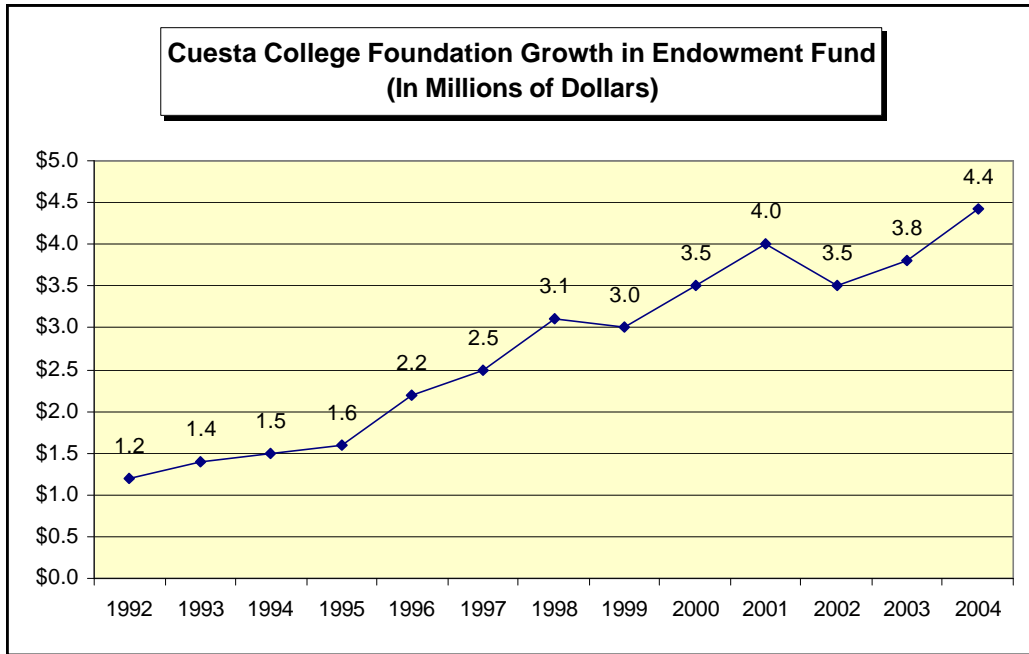
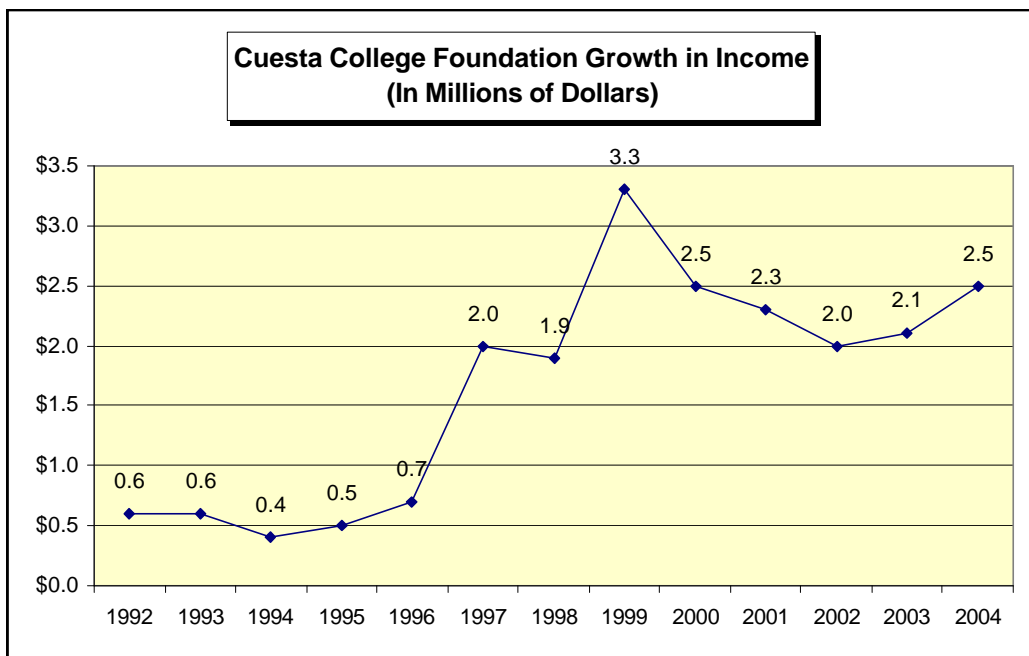
GoServ Cesar Chavez Day of Service & Learning	<u>\$ 23,419</u>
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TOTAL GRANTS AWARDED 2003-04*	<u>\$ 632,826</u>
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*(except VTEA)

CUESTA COLLEGE FOUNDATION

The following two charts depict the growth of the Cuesta College Foundation since 1992. Chart 39 shows the growth in the Foundation's endowment fund, the current market value of the initial permanently restricted gifts to the Foundation. Chart 40 shows the growth in the Foundation's fund balance, the net assets.

Chart 39: Cuesta College Foundation Growth In Endowment Fund

Chart 40: Cuesta College Foundation Growth In Income


The Foundation monitors its performance over time through a series of ratios, which it then compares to standards developed by other foundations, e.g., industry standards. Relatively speaking, Cuesta's foundation is small in size as national foundations go, but similar to the best of the California Community Colleges. Therefore, some of the ratios that will be compared to the industry standard, which includes some multi-million dollar organizations, may fall on the higher end of the industry standard range.

The first ratio used to evaluate the efficiency and effectiveness of the Foundation is known as the "operating strength" ratio, which is the expendable assets divided by the total expenses. The industry standard is 2:1. In other words, total expenses should be roughly half as large as expendable assets in any given year. Cuesta College Foundation's ratio is roughly 4 to 1, indicating a strong operating position for the beginning of 2003/04. The staff believes that this current operating strength is primarily due to internal controls established by the Board of Directors. The established reserve requirement has positioned the Foundation to avoid borrowing against future funds for continued operations.

The second ratio important to assessing the financial health of the Foundation is the "fundraising expense" ratio. It is simply the total fundraising expenses divided by total yearly expenses. The industry standard ranges between 2.1% to 6.1%; Cuesta's ratio is 7.7%--well within the acceptable range for a small nonprofit organization.

The last ratio is the one used by most commercial organizations – "current ratio." However, because we are comparing foundations, this ratio is called the 'non-profit current ratio.' This ratio is defined as the average monthly expenses divided into total current assets. The industry standard is roughly 4.5%. The Cuesta Foundation ratio is 2%.

Overall, the Cuesta College Foundation is doing quite well, especially when one considers the recent statewide fiscal climate that pervades all aspects of higher education.

INSTITUTIONAL GOAL ATTAINMENT

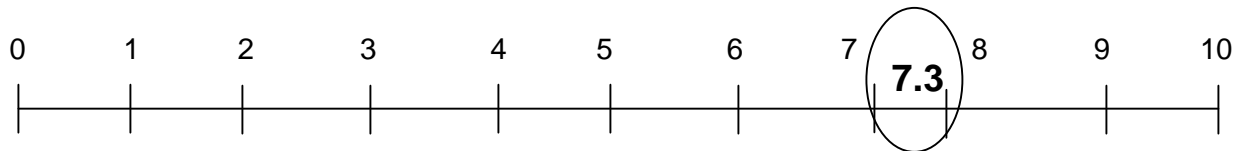
Cuesta College developed five standard operating principles and ten district goals, which were approved by the Board of Trustees for the 2003-04 school year. The President and her Cabinet rated each principle and goal on an eleven-point Likert Scale. The composite averages are shown below.

Generally speaking, the President and the Cabinet felt that the standard operating principles were effectively utilized. The opinions of the President and the Cabinet were more variable when it came to each of the 2003-

2004 goals. The highest level of accomplishment was with Goal 8 (development of planned budget reductions during 2003-2004) and the lowest was with Goal 9 (development of a planned use for Cuesta's newly acquired 75 acres).

DISTRICT STANDARD OPERATING PRINCIPLES 2003-2004

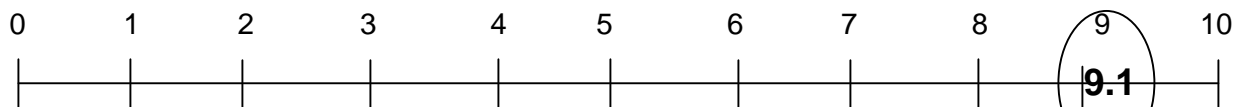
- 1. Promote a climate of open communication based on respect, trust, collegial consultation, and shared governance that is inclusive and results in collaborative problem solving and institutional progress.**



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

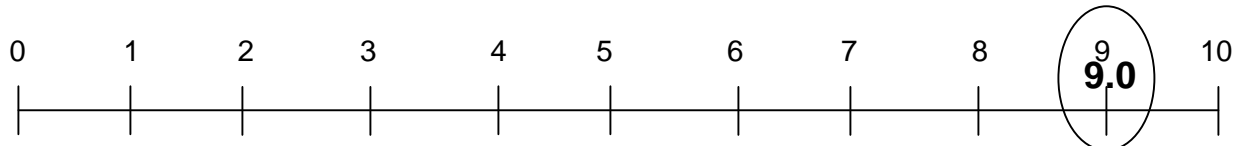
- 2. Operate the District efficiently and develop and implement a budget that ensures compliance with Board policy, is responsive to state allocations, and enables the College to meet its highest priorities and goals.**



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

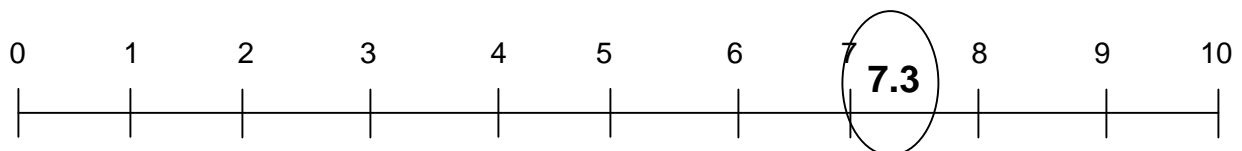
- 3. Fulfill the mission, vision, values, and motto of the College and maintain the commitment to excellence and continuous improvement that have become part of the College's tradition.**



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

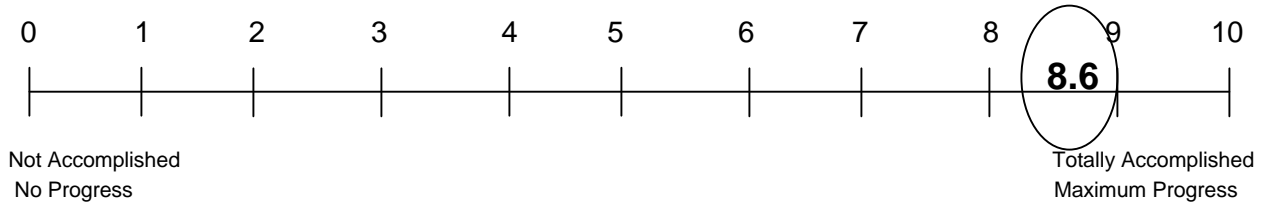
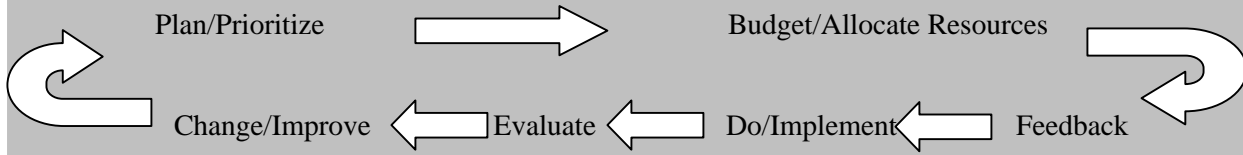
- 4. Increase the diversity of the workforce and ensure high employee performance through appropriate hiring, training, feedback and evaluation, improvement, assistance, recognition and reward.**



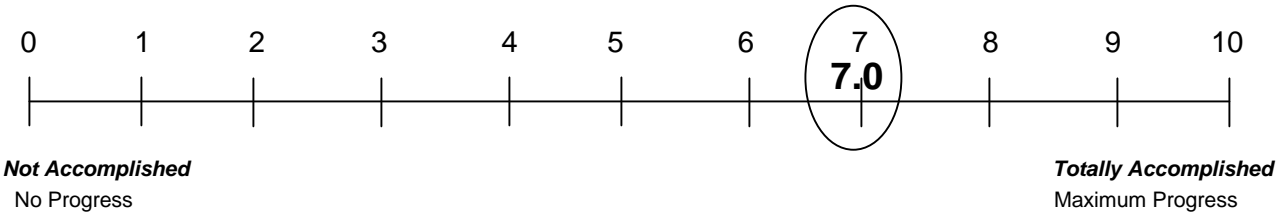
Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

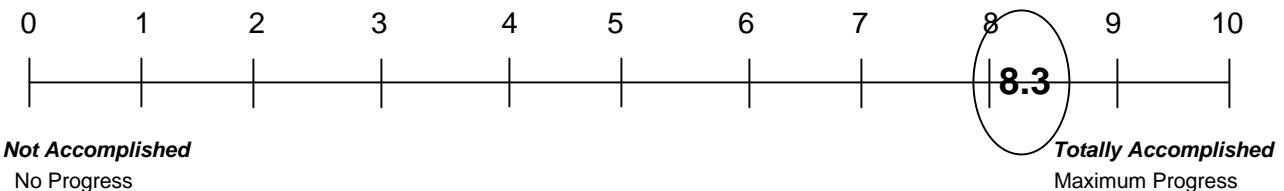
5. Ensure that planning and decision-making are collaborative, systematic, inclusive, and responsive to both the 2001 Educational and Facilities Master Plan and new developments in such a manner that the following model becomes routine:


DISTRICT GOALS 2003-2004

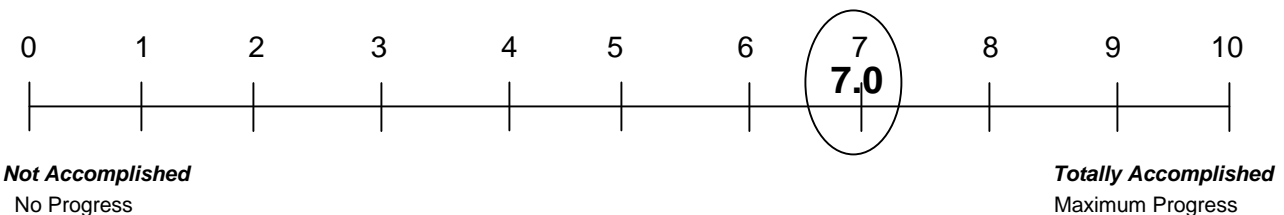
1. By 2004, integrate institutional effectiveness indicators into College planning, budget development and improvement. Formally articulate program goals and student learning outcomes for all degree and certificate programs, General Education requirements, student services, and administrative functions.



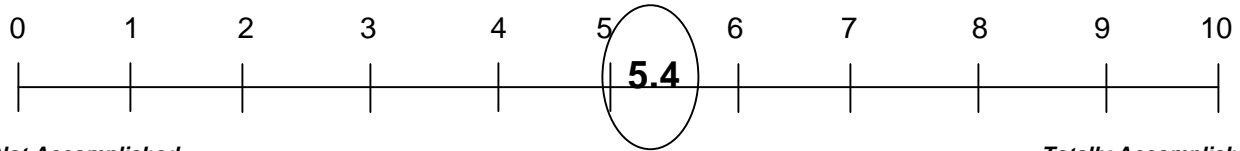
2. By 2004, enhance the educational program by reviewing and implementing the first phase of the 2001 Educational and Facilities Master Plan.



3. In 2003-2004, focus on the professional and staff development needed to establish student learning and institutional outcomes.



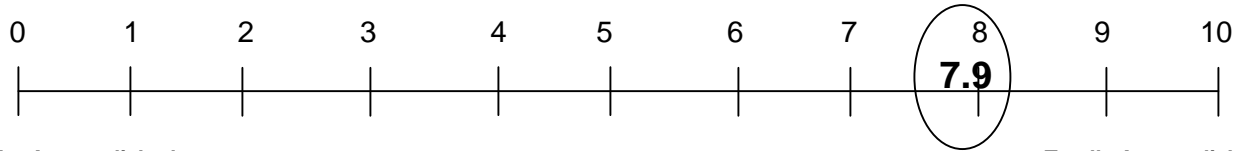
4. By 2004, increase service to and enrollment of South County residents by implementing Phase I and beginning to implement Phase II of the South County expansion plan in the 2001 Educational and Facilities Master Plan.



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

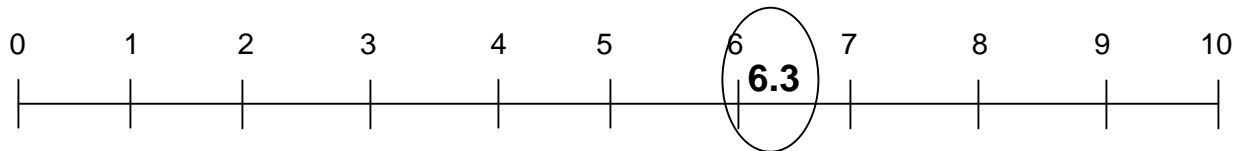
5. By 2004, implement the 2001 Marketing and Enrollment Management Plan, evaluate the effectiveness, and identify targeted areas for improvement.



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

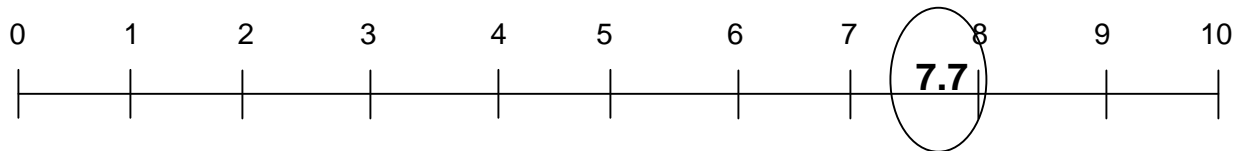
6. By 2004, implement the recommendations from the 2002 Accreditation Self-Study, Evaluation Team, and Commission including increasing employee and student satisfaction in those areas with the highest dissatisfaction on the surveys in 2001.



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

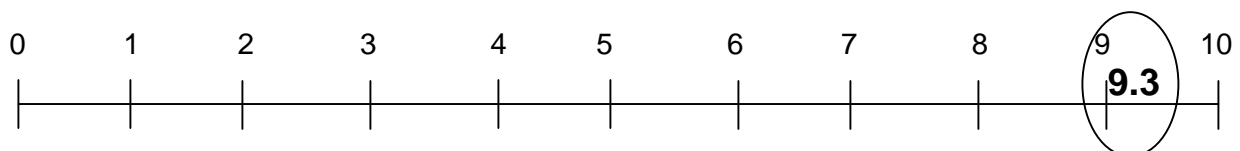
7. By 2004, expand the University Center and facilitate and evaluate the success of the partnership.



Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

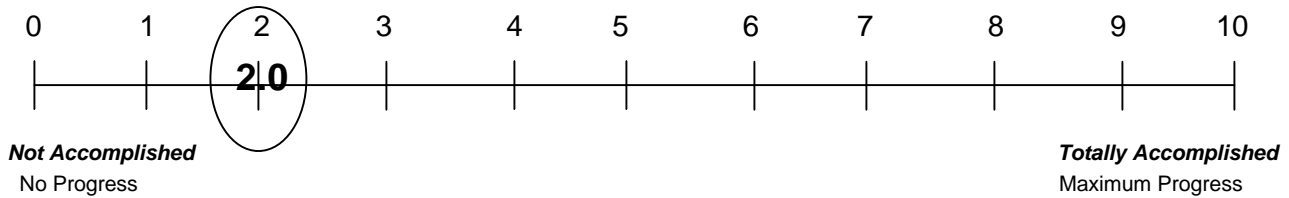
8. By fiscal year 2003-2004, develop and implement a plan to achieve mid-year and next year's budget reductions that preserves the focus on student learning and institutional quality but recognizes that reductions in staffing, programs, and operations may diminish some accomplishments and employee/student/community satisfaction.



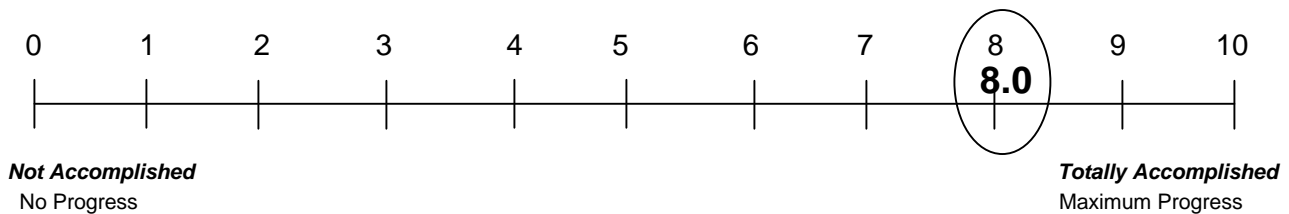
Not Accomplished
No Progress

Totally Accomplished
Maximum Progress

9. By December 2003, expand the 2001 Educational and Facilities Master Plan by developing the master plan for the 75 acres.



10. By June 2004, develop and implement an efficient, integrated planning and budgeting process that improves student learning outcomes and institutional effectiveness.



FACULTY/STAFF/STUDENT SATISFACTION

Cuesta College conducts satisfaction surveys every three years. The next set of surveys is due during the 2004/05 academic year. Accordingly, no satisfaction information is available for inclusion in this year's report.

APPENDIX A: Successful Course Completion by Discipline

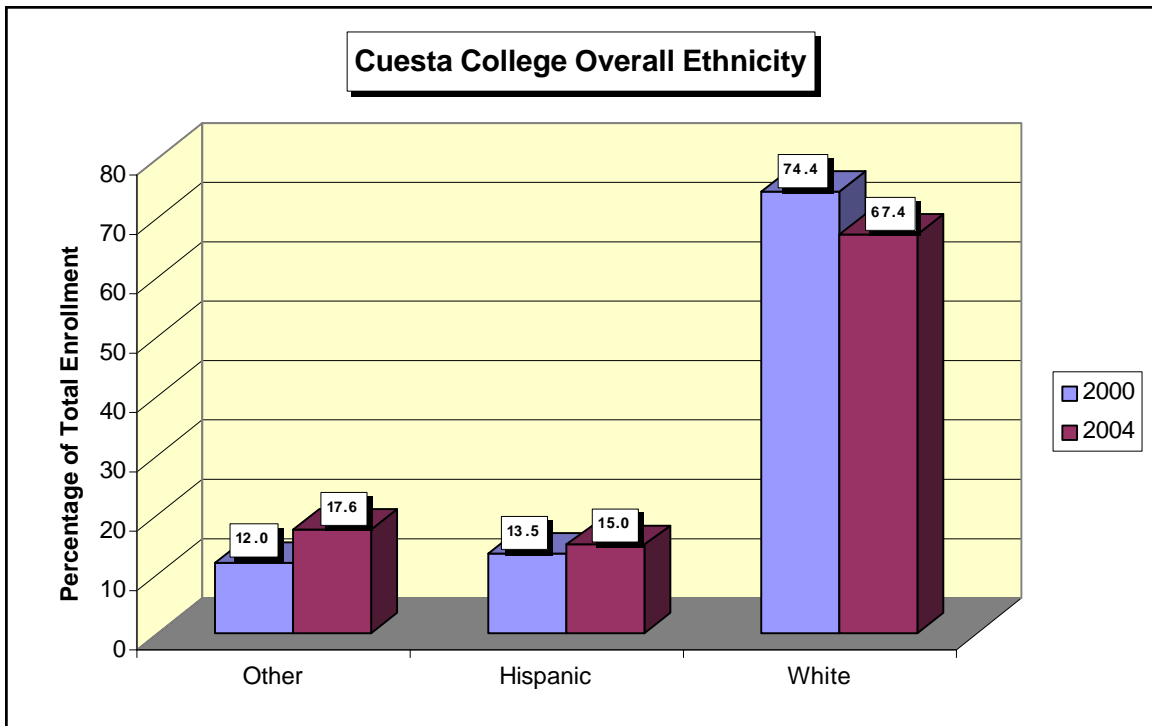
DISCIPLINE	99/00	00/01	01/02	02/03	03/04	Total
Academic Skills (Formerly Learning Skills)	69.8%	64.8%	70.3%	72.0%	69.6%	69.3%
Agriculture Technology				89.3%	84.6%	85.4%
Anthropology	67.5%	66.1%	59.0%	55.6%	60.9%	61.6%
Architecture		88.8%	77.5%	73.6%	74.9%	76.4%
Art	72.3%	76.7%	77.8%	78.1%	76.7%	76.5%
Astronomy	62.8%	69.4%	70.8%	73.8%	84.9%	74.6%
Automotive Technology	67.7%	69.3%	77.3%	75.9%	79.8%	74.9%
Biology	74.8%	71.3%	72.3%	72.9%	75.7%	73.5%
Broadcast Communication	63.9%	68.8%	68.1%	65.5%	68.0%	66.8%
Business	63.8%	66.8%	68.3%	73.2%	77.9%	71.0%
Chemistry	63.2%	69.6%	62.3%	66.3%	75.2%	67.2%
Computer and Information Systems	66.7%	65.6%	64.7%	67.2%	67.8%	66.4%
Computer Applications/Office Administration	72.3%	70.4%	72.4%	69.8%	72.4%	71.5%
Construction Technology	73.0%	77.6%	77.7%	80.8%	81.1%	78.0%
Correctional Science	83.9%	58.8%	82.4%			78.9%
Counseling	83.7%	81.0%	77.6%	80.4%	80.8%	80.6%
Criminal Justice	78.8%	83.5%	82.0%	79.7%	79.1%	80.5%
Dance			71.3%	71.7%	71.9%	71.7%
Drama	75.9%	74.7%	76.6%	79.0%	83.7%	77.9%
Early Childhood Education	86.8%	85.4%	86.7%	82.5%	83.9%	85.1%
Economics	68.1%	69.3%	73.8%	77.3%	75.6%	73.2%
Educational Services	85.7%	87.5%	83.9%	83.3%	80.0%	84.3%
Electronics Technology	83.6%	69.7%	83.9%	80.3%	85.6%	81.5%
Emergency Medical Technology	85.2%	82.6%	85.4%	78.4%	84.4%	82.9%
Engineering	63.3%	70.5%	70.2%	66.9%	64.3%	67.3%
English	69.8%	71.6%	72.0%	73.5%	74.4%	72.2%
English as a Second Language	57.6%	50.8%	53.6%	50.9%	49.8%	52.1%
Family Studies	78.3%	77.8%	75.2%	76.8%	73.9%	76.3%
Fashion Design and Merchandising	67.7%	72.8%	69.1%	76.6%	72.1%	72.2%
French	69.9%	72.3%	58.7%	69.1%	69.9%	68.2%
Geography	77.4%	82.9%	76.2%	72.3%	67.6%	74.0%
Geology	66.5%	73.6%	72.1%	73.0%	72.7%	71.6%
German	70.3%	61.5%	57.0%	63.3%	69.0%	64.6%
Government	65.9%	71.6%	69.6%	69.2%	71.2%	69.5%
Health Education	72.0%	72.5%	71.7%	72.6%	75.3%	72.8%
History	59.7%	60.6%	62.6%	63.5%	64.8%	62.3%
Hospitality					76.8%	76.8%
Humanities	47.8%					47.8%
Interior Design	71.1%	69.3%	79.7%	73.3%	73.1%	73.4%
Journalism	74.4%	73.0%	62.7%	73.9%	76.9%	72.4%
Library Information Technology	72.4%	72.1%	77.6%	78.7%	76.9%	75.7%
Mathematics	52.2%	55.0%	55.5%	57.3%	58.2%	55.6%
Medical Assisting	80.6%	69.6%	80.2%	80.2%	81.7%	79.6%
Military Science	62.5%					62.5%
Music	77.5%	78.1%	77.1%	78.9%	76.8%	77.7%
Nursing Assistant	82.1%	87.9%	78.8%	71.0%	91.1%	81.7%
Nutrition	77.6%	75.9%	78.4%	74.5%	76.7%	76.6%
Paralegal			85.3%	53.6%	72.5%	76.0%
Philosophy	63.6%	67.2%	60.9%	66.3%	64.8%	64.6%
Photography	77.8%	82.0%	83.9%	80.8%		81.3%

Completion by Discipline – Continued

DISCIPLINE	99/00	00/01	01/02	02/03	03/04	Total
Physical Education (Activity)	76.8%	75.2%	77.9%	78.2%	79.2%	77.4%
Physical Education (Adapted)	76.3%	74.1%	85.7%	87.3%	87.5%	81.6%
Physical Education (Intercollegiate Athletics)	86.9%	87.1%	86.4%	91.3%	92.7%	88.9%
Physical Education (Theory)	80.2%	71.6%	82.4%	88.4%	82.4%	80.8%
Physics	65.4%	59.9%	63.1%	62.0%	74.2%	64.9%
Psychiatric Technician	95.1%	94.5%	92.6%	95.7%	93.5%	94.3%
Psychology	58.2%	59.8%	63.6%	68.1%	65.8%	63.3%
Real Estate	54.7%	62.4%	54.3%	64.6%	74.2%	63.1%
Registered Nursing	87.3%	88.9%	88.7%	84.9%	90.0%	88.0%
Sign Language	74.1%	74.2%	72.8%	82.0%	75.1%	76.0%
Sociology	66.2%	68.2%	66.9%	68.5%	68.4%	67.7%
Spanish	69.8%	68.0%	70.6%	72.2%	69.2%	70.0%
Speech	79.4%	82.4%	82.6%	83.0%	83.2%	82.2%
Student Development	78.4%	75.9%	76.1%	69.3%	68.9%	74.2%
Welding	72.6%	71.8%	79.3%	73.7%	68.9%	73.2%
Work Experience	76.7%	69.9%	66.3%	75.4%	72.9%	71.2%

APPENDIX B: Number of Students in each Ethnic Group

ETHNICITY All Campuses	2000		2004	
	N	%	N	%
American Indian	115	1.2	110	1.0
Asian	327	3.4	342	3.2
Black	148	1.5	110	1.0
Filipino	111	1.1	149	1.4
Hispanic	1316	13.5	1609	15.0
White	7244	74.4	7232	67.4
Other/Undeclared	471	4.8	1180	11.0
TOTAL	9732	100.0	10732	100.0



APPENDIX C: Retention Rate by Discipline

DISCIPLINE	99/00	00/01	01/02	02/03	03/04	Total
Academic Skills (Formerly Learning Skills)	86.0%	82.3%	85.6%	86.2%	86.1%	85.3%
Agriculture Technology				100.0%	90.2%	91.8%
Anthropology	86.8%	84.8%	85.8%	81.2%	85.2%	84.7%
Architecture		95.5%	92.2%	84.3%	83.5%	86.7%
Art	82.6%	84.9%	86.0%	85.8%	85.6%	85.1%
Astronomy	81.0%	84.7%	86.6%	87.0%	91.9%	87.4%
Automotive Technology	83.3%	84.8%	88.2%	87.0%	88.4%	86.7%
Biology	86.1%	84.9%	85.7%	86.3%	86.0%	85.8%
Broadcast Communication	80.7%	82.8%	86.5%	90.6%	90.0%	86.3%
Business	80.1%	81.6%	82.3%	87.9%	89.9%	85.2%
Chemistry	75.3%	80.3%	71.4%	78.0%	85.6%	78.0%
Computer and Information Systems	79.2%	79.1%	80.8%	84.8%	82.9%	81.3%
Computer Applications/Office Administration	83.0%	84.4%	84.1%	84.2%	86.1%	84.3%
Construction Technology	86.5%	88.9%	88.5%	88.5%	88.6%	88.2%
Correctional Science	89.3%	82.4%	88.2%			87.8%
Counseling	87.6%	88.8%	86.6%	89.9%	89.7%	88.5%
Criminal Justice	89.8%	92.6%	90.7%	89.3%	87.8%	89.9%
Dance			74.1%	81.1%	78.7%	78.8%
Drama	84.0%	83.8%	85.5%	87.6%	87.4%	85.7%
Early Childhood Education	91.6%	92.4%	92.7%	92.5%	90.4%	92.0%
Economics	86.1%	84.9%	89.1%	88.8%	89.5%	87.9%
Educational Services	100.0%	98.0%	100.0%	100.0%	100.0%	98.7%
Electronics Technology	88.0%	77.6%	92.2%	90.5%	89.8%	88.3%
Emergency Medical Technology	91.9%	88.6%	92.9%	86.3%	91.0%	89.9%
Engineering	83.0%	84.6%	86.0%	85.1%	82.2%	84.2%
English	83.2%	84.9%	84.9%	86.5%	87.0%	85.3%
English as a Second Language	88.0%	82.0%	82.6%	82.1%	84.4%	83.6%
Family Studies	87.3%	88.8%	87.9%	88.0%	87.3%	87.9%
Fashion Design and Merchandising	82.3%	84.2%	80.9%	84.8%	82.2%	83.0%
French	84.3%	81.1%	74.6%	86.0%	83.8%	82.1%
Geography	87.0%	87.6%	84.6%	83.2%	87.3%	85.8%
Geology	81.6%	89.0%	84.5%	86.1%	88.5%	86.0%
German	86.1%	80.8%	71.0%	81.1%	84.5%	81.0%
Government	84.6%	87.1%	86.7%	87.0%	87.7%	86.6%
Health Education	87.7%	86.5%	87.2%	87.3%	90.4%	87.9%
History	78.7%	81.5%	83.8%	82.6%	84.5%	82.3%
Hospitality					87.9%	87.9%
Humanities	65.2%					65.2%
Interior Design	82.4%	76.9%	88.3%	87.5%	84.6%	84.0%
Journalism	79.4%	76.4%	77.8%	84.0%	88.5%	81.6%
Library Information Technology	82.3%	82.3%	84.9%	88.3%	88.2%	85.3%
Mathematics	75.5%	76.2%	77.4%	79.6%	79.2%	77.5%
Medical Assisting	88.8%	82.5%	90.1%	90.5%	89.9%	89.0%
Military Science	83.0%					83.0%
Music	87.7%	87.4%	87.4%	88.5%	87.1%	87.6%
Nursing Assistant	89.7%	93.1%	93.8%	84.9%	94.4%	91.1%
Nutrition	84.9%	83.0%	85.4%	84.1%	83.6%	84.2%
Paralegal			96.5%	78.6%	90.0%	91.6%
Philosophy	79.3%	83.8%	78.3%	82.8%	81.0%	81.1%
Photography	83.7%	88.0%	89.1%	90.4%		88.0%

APPENDIX C: Retention Rate by Discipline – Continued

DISCIPLINE	99/00	00/01	01/02	02/03	03/04	Total
Physical Education (Activity)	82.7%	81.4%	83.7%	85.6%	86.6%	83.8%
Physical Education (Adapted)	86.8%	87.0%	88.9%	87.3%	87.5%	87.5%
Physical Education (Intercollegiate Athletics)	89.1%	88.2%	88.0%	92.5%	95.0%	90.5%
Physical Education (Theory)	90.1%	85.2%	88.7%	94.5%	92.9%	90.3%
Physics	83.1%	79.6%	79.5%	76.5%	84.7%	80.7%
Psychiatric Technician	97.4%	95.9%	94.5%	97.1%	95.5%	96.0%
Psychology	80.4%	80.3%	82.9%	84.5%	83.8%	82.4%
Real Estate	74.7%	78.6%	70.7%	77.7%	88.7%	78.8%
Registered Nursing	90.9%	94.0%	95.3%	93.5%	96.0%	94.0%
Sign Language	83.9%	86.0%	81.7%	92.3%	89.3%	87.0%
Sociology	83.5%	81.2%	88.1%	86.8%	88.4%	85.6%
Spanish	83.0%	81.4%	83.6%	84.5%	83.1%	83.1%
Speech	87.4%	90.6%	90.4%	91.4%	91.6%	90.3%
Student Development	81.4%	82.5%	91.5%	81.2%	86.4%	85.3%
Welding	87.7%	85.9%	91.3%	85.3%	84.3%	86.9%
Work Experience	81.3%	79.6%	77.9%	83.6%	82.1%	80.5%