San Luis Obispo County Community College District (SLOCCCD) Cuesta College Strategic Plan 2017-2020

2020 Closing Report

The SLOCCCD Comprehensive Master Plan 2016-2026 established the ten-year institutional goals for SLOCCCD/Cuesta College. In 2017, the SLOCCCD Strategic Plan 2017-2020 was collaboratively developed to guide decision-making and resource allocation in support of the long-term institutional goals. The 2020 Closing Report on the SLOCCCD Strategic Plan 2017-2020 provides data, trend lines, and brief analysis of the institutional objectives for each institutional goal.

Institutional Goal 1: Completion
Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Goal 2: Access
Increase student access to higher education.
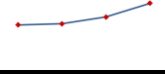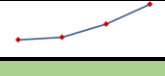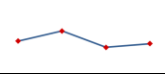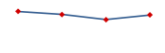
Institutional Goal 3: Partnerships
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Goal 4: Facilities and Technology
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Goal 5: Fiscal
Build a sustainable and stable fiscal base.

CUESTA COLLEGE
San Luis Obispo County Community College District

Institutional Goal 1: Completion
Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

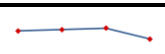| Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs. *Responsible Party: Vice President Academic Affairs*	Report Year	2017	2018	2019	2020 AB 705	Trend
	Data Timeframe	F16	F17	F18	F19	
Measure 1: Percent of First-Time Students who place into Transferable English and/or Mathematics	English	64.9%	66.8%	77.7%	100.0%	
	Mathematics	25.9%	31.0%	58.6%	100.0%	
	Data Timeframe	F16	F17	F18	F19	
Measure 2a: Percent of First-Time Students *placed* in Basic Skills English and/or Mathematics who complete Transfer Level English and/or Mathematics within two years	English	21.8%	22.8%	20.5%	N/A	
	Mathematics	0.9%	3.3%	1.3%	N/A	
Measure 2b: Percent of First-Time Students who *elect to begin* in below transferable English and/or Mathematics who complete Transfer Level English and/or Mathematics within one year	English	-	-	21.9%	4.1%	
	Mathematics	-	-	8.6%	3.9%	
Measure 2c: Percent of First-Time Students who complete Transfer Level English **and** Mathematics within one year	English & Mathematics	12.5%	11.0%	11.4%	7.4%	
Measure 3: Percent of students who complete ESL 099E and complete a Transfer Level English Course within **two** years	ESL 099E to English 201A	27.8%	37.9%	21.4%	25.0%	
	Data Timeframe	15/16	16/17	17/18	18/19	
Measure 4: Successful Course Completion (C or better) in Basic Skills, English and/or Mathematics, English as a Second Language, Career Technical Education, Degree and Transfer designated courses	Basic Skills English	68.2%	63.7%	55.8%	62.9%	
	Basic Skills Math	59.6%	59.1%	57.1%	58.7%	
	English as a Second Language	62.3%	72.2%	72.9%	65.1%	
	Career Technical Education (Degree Applicable, Not Transferable)	88.2%	84.5%	85.9%	85.0%	
	Career Technical Education (Transferable)	77.9%	77.9%	78.3%	78.2%	
	Degree Applicable, Not Transferable (Non-CTE)	67.8%	69.7%	72.1%	56.0%	
	Transferable (Non-CTE)	73.4%	73.7%	74.5%	74.2%	
	Data Timeframe	10/11 - 15/16	11/12 - 16/17	12/13 - 17/18	13/14 - 18/19	
Measure 5: Percent of transfer-directed students who become transfer ready	Transfer Ready	36.2%	32.5%	36.6%	38.5%	

Institutional Objective 1.1 Summary/Analysis:

Measure 1: The full implementation of AB 705 began in fall 2019, hence the 100% rate of "placement" into transfer level English and Mathematics. This measure should remain at 100% henceforth.

Measures 2a & 3: These measures are no longer relevant post-AB 705. Measure 3 reflects students who completed ESL 099E in fall 2017; the course was last offered in fall 2018, so this measure will not need to be updated after fall 2020.

Measure 2b: This will be an interesting measure after the first full year of AB 705 implementation (fall 2019), as this represents students who could have started in transfer level English or Mathematics, but chose to start in Basic Skills instead. The success of these students will reflect the degree to which they are able to build both skills and confidence. (Lack of progress to transfer level may also reflect choice of a degree or certificate program that requires a level below transfer level to complete.)

Measure 2c: Because this is also a metric for the Student Centered Funding Formula (SCFF), this is a key measure to track. Cuesta College is expecting significant growth in the measure for 2019-2020 due to AB 705 and expanded enrollments in courses with higher success rates (e.g., MATH 230 - Math for Humanities). In academic year beginning in fall 2019 and concluding in spring 2020, there was a decrease in the number of students completing transfer-level English and Mathematics within one year equaling 7.4%. Students who were having a difficult time completing their courses in spring 2020 due to COVID-19 were given extended flexibility in seeking an excused withdrawal from courses, thereby impacting this data point.

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

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

Institutional Goal 1: Completion (Continued)

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

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

Institutional Objective 1.2 Summary/Analysis:

Measure 1: In the fall 2019 semester, the Counseling Department was able to increase the number of first-time, non-exempt students who completed a Comprehensive Student Education Plan to 28.3%. The number of students who are provided counseling services with the outcome of a Comprehensive Student Education Plan has increased from 10.8% in the fall 2016 to a current of 28.3%. This is a number that continues to increase every semester due to the fact that the Counseling Department is now requiring students to complete a Comprehensive Student Education Plan by the fifteen degree applicable unit mark in order to maintain priority registration. This is a strategy designed to create clear pathways for students to complete their educational goals. In addition, the Counseling Department continues to develop new programs and strategies for increasing the number of students who receive academic counseling services. For example, in the summer 2020 session, Cuesta College is developing a new Summer Academy for new first-time freshmen students. These students will take a College Success Studies course, a Distance Education Learning course, and be provided multiple opportunities to participate in college activities. One of the deliverables of this Academy is a weekly meeting with an Academic Counselor and the development of a Comprehensive Student Education Plan.

Measure 2: Comparison benchmark scores for the CCSSE for years 2016 v. 2019 remained consistent in some areas. However, there were lower rates of engagement in the areas of Active & Collaborative Learning and Academic Challenge.

Measure 3: Comparison of San Luis Obispo County Community College District Campus Climate Survey results for years 2016 v. 2019 showed declines in all four categories. It is important to consider this data comparison is based on a survey snapshot in time. Finally, these data points are being used to drive professional and program development at Cuesta College.

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. *Responsible Party: Vice President Student Services & College Centers*	**Report Year**	**2017**	**2018**	**2019**	**2020**	**Trend**
Measure 1: Student Equity participation rate: the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served	**Data Timeframe**	**16/17**	**17/18**	**18/19**	**19/20**	
Measure 1: Student Equity Participation Rate - *Ethnicity*	American Indian / Alaska Native	10.6%	11.2%	5.7%	8.5%	
	Asian	7.2%	6.9%	7.0%	9.3%	
	Black or African American	6.7%	7.4%	9.0%	9.7%	
	Hispanic or Latino	13.8%	13.8%	14.5%	17.0%	
	Native Hawaiian or other Pacific Islander	3.6%	3.6%	1.5%	13.1%	
	White	5.4%	5.4%	5.3%	5.4%	
	Some other race	3.0%	2.7%	6.1%	6.8%	
	More than one race	18.5%	17.1%	13.2%	18.7%	
Measure 1: Student Participation Rate - *Gender*	Male	6.9%	6.8%	7.0%	7.2%	
	Female	7.9%	8.0%	7.9%	8.2%	
Measure 1: Student Participation Rate - *Current or Former Foster Youth*	Current or Former Foster Youth	145.4%	168.0%	165.0%	222.4%	
Measure 1: Student Participation Rate - *Students with Disabilities*	Students with Disabilities	2.8%	1.9%	2.4%	2.9%	
Measure 1: Student Participation Rate - *Low-Income Students*	Low-Income Students	30.0%	33.4%	23.7%	16.6%	
Measure 1: Student Participation Rate - *Veterans*	Veterans	2.0%	2.0%	1.8%	3.5%	

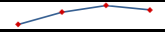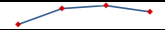**Institutional Objective 2.1 Summary/Analysis:**

Measure 1: Cuesta College made nominal gains in increasing the enrollment of low-income and underrepresented students in 2016-2017 and 2017-2018. In spring 2018, a Director of Outreach was hired to focus on community outreach in low-income communities of San Luis Obispo County. In addition, Cuesta College focused the delivery of printed college materials in 164 locations in San Luis Obispo County. Many of these areas are designated low-income neighborhoods, particularly in Paso Robles and sections of Atascadero. In 2018-2019 and 2019-2020 Cuesta College experienced declines in the participation rate of low-income students at Cuesta College. The drop in low-income percentages in the 2018-2019 and 2019-2020 academic years, however, is due to a decrease in San Luis Obispo County adult low-income population numbers. Overall, Cuesta College has experienced positive increases in enrollment from historically underrepresented student groups.

The participation rates of Cuesta College and San Luis Obispo County ethnic groups has remained stable between the 2017-2018 and 2018-2019 academic years. In 2019-2020, Cuesta College experienced increases in ethnic group enrollment. A notable increase occurred for Native Hawaiian/Pacific Islander student enrollment, going from 1.5% in 2018-2019 to 13.1% in 2019-2020. These San Luis Obispo County population groups are very small and can cause large fluctuations in participation rates, even as Cuesta College experiences an increase in enrollment from these student groups.

The foster youth student participation rate remains above 100% because of the difference in definition between San Luis Obispo County and Cuesta College. The foster youth student participation rate equals the number of foster youth attending Cuesta College, regardless of origin, divided by the number of foster youth in San Luis Obispo County (county origin only). Overall, the low-income student participation rate has decreased to 16.6% in academic year 2019-2020, again, due to a decrease in the number of the low-income adult population in San Luis Obispo County.

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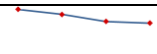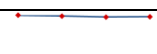
Institutional Objective 2.2: Increase enrollment opportunities for community members who are 55 years of age or older. *Responsible Party: Vice President Academic Affairs*	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Emeritus sections offered	Emeritus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

Institutional Objective 2.2 Summary/Analysis:

Measures 1 and 2: In 2017-2018, Cuesta College more than doubled section offerings of Emeritus; that year represented the most ambitious expansion of Cuesta College's offerings. After that year, Cuesta College began to pull back to the most successful offerings. In 2018-2019, the Emeritus section offerings dropped to 137 but the count of community members participating in both credit and non-credit offerings significantly increased. In 2019-2020, the number of sections again declined slightly, and there was a concomitant drop in enrollment (both credit and non-credit), though the number of participants per section actually increased.
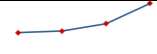
Institutional Goal 2: Access (Continued)

Increase student access to higher education.

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

Institutional Objective 2.3 Summary/Analysis:

Measure 1: The 2018-2019 incoming first-time students have opportunity under the first local two-year promise scholarship. The Cuesta Promise has been expanded from one year to two years thanks to the generous contributions of local donors in support of the Cuesta College Foundation and the incorporation of AB 19, the California College Promise, into the state's budget.
Measure 2: There was a slight decrease in funding available for student scholarships in 2019-2020.
Measure 3: There was a slight increase in the percentage of regularly enrolled (non-special program) students awarded financial aid in academic year 2019-2020.
Measure 4: The number of students awarded Pell Grants remained steady at 2,637 in academic year 2019-2020, compared to 2,643 in academic year 2018-2019.

Institutional Goal 2: Access (Continued)

Increase student access to higher education.

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

Institutional Objective 2.4 Summary/Analysis:

Measure 1: The count of local high school students enrolled in Dual Enrollment courses is an annual percentage and has remained stable at near 30% for the last two academic years, reaching a high of 30.9% for the fall 2019 semester.
Measure 2: The percent of recent local high school graduates who enroll in Career Technical Education courses during their first year at Cuesta College has steadily increased over the last three academic years from 43.3% in 2017-2018 to 47.5% in 2018-2019 to 48.3% in 2019-2020.
Measure 3: The percent of recent local high school graduates who designate an Associate Degree for Transfer as their goal at Cuesta College has increased from 36% in the fall 2018 semester to 47.2% in the fall 2019 semester.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1: Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities. *Responsible Party: Vice President Academic Affairs*	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Partnerships with four-year institutions	University Partnerships	2	2	2	2	

Institutional Objective 3.1 Summary/Analysis:

Measure 1: Cuesta College continues to explore four-year partnerships. Conversations have occurred with select California State Universities and private colleges to explore opportunities for partnering to offer bachelor's degree programs at Cuesta College. Unfortunately, while preliminary conversations have been positive, some partnerships have not come to fruition due to various challenges at potential partner institutions. Sierra Nevada College was prepared to begin offering courses on the San Luis Obispo campus in fall 2019, and had even identified a local coordinator, when the institution ran into fiscal trouble and was unable to continue with the agreement.

Institutional Goal 3: Partnerships (Continued)

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.2: Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities. *Responsible Party: Dean of Workforce & Economic Development*	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Count of Partnerships with local businesses and organizations	Local Business & Organization Partnerships	125	136	187	325	
Measure 2: Count of students participating in internship courses, work experience courses, and clinical sites	Work Experience Course Enrollment	434	387	324	309	
	Clinical Site and Internship Enrollment	993	975	956	964	

Institutional Objective 3.2 Summary/Analysis:

Measures 1 and 2: In spring 2019, an additional job developer position was hired (funded through SWF). During 2019, the Career Connections Team (CCT) cultivated seven new paid internship opportunities for students. Additionally, PG&E provided a competitive process for paid summer internships for all qualified students in Cuesta College's AS EET (Nuclear Track) program. CCT is also collaborating with external stakeholders, advisor committees, and a local workforce development taskforce in creating standardized job descriptions for internship opportunities in several Career Technical Education disciplines aligned with San Luis Obispo County industry clusters. Lastly, Cuesta College is collaborating in an apprenticeship grant/program with the Ventura Community College District to develop field mechanics and Spanish speaking field supervisors. At least two South County/Northern Santa Barbara County employers have been identified to participate.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Institutional Objective 4.1: Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan. *Responsible Party: Vice President Administrative Services*	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Completion of the Facilities Checklist	Facilities Checklist	IP	IP	IP	IP	N/A
Measure 2: Completion of the Technology Checklist	Technology Checklist	IP	IP	IP	IP	N/A

Institutional Objective 4.1 Summary/Analysis:

Measure 1: Significant facilities improvements occurred in accordance with the facilities checklist and Measure L issuance plans. Improvements begun and/or completed during the 2019-2020 year include the completion of the Aquatics Center and Data Center projects; 1000 complex roofing and HVAC; and technology upgrades in 1000, 2000 complexes, athletic fields, and 9100, 7400/7500 buildings. Other projects completed include fiber loop upgrades, EV charging station installation, and North County Campus Parking Lot 12. Construction on the North County Campus Early Childhood Education building is ongoing.

Measure 2: A new Data Center building was completed and all core infrastructure was moved into the new facility over winter break 2019. Direct fiber runs from buildings to the Data Center were installed in more than half of the buildings on the San Luis Obispo Campus. The new core network switch was configured and installed. The 2000 complex, facilities offices, shipping & receiving, union offices, and athletic fields were upgraded with new cabling and increased wireless access. Planning for the new voice over internet protocol (VoIP) phone system has begun, in addition to planning for several audio visual upgrades. Also, planning for telecommunication upgrades in the 4000, 5000, 6000, and 7000 complexes is underway. Projects for new Banner self-service implementations for fiscal, employees, and students have been completed or are in progress. The new portal was placed into production and the process of removing the old portal is underway.
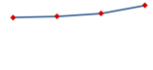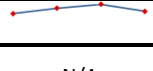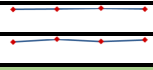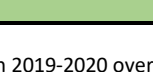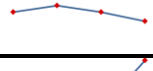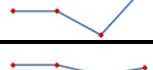
Institutional Goal 4: Facilities and Technology (Continued)

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Institutional Objective 4.2: Address the educational and facilities needs of South County residents by conducting and utilizing the results of a community survey. *Responsible Party: Superintendent/President*	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: Conduct South County Survey	South County Survey	Yes	Yes	Yes	Yes	**COMPLETED**
Measure 2: Utilize the results in planning for the educational and facilities needs of South County Residents	Results Utilized	IP	IP	IP	IP	**COMPLETED**

Institutional Objective 4.2 Summary/Analysis:

Measures 1 and 2: The South County Survey was completed by Hanover Research. Increasing access to higher education in the South County is being pursued through a number of initiatives including identifying alternate locations for instruction, program identification, and expanded partnerships with businesses and non-profit organizations in the region. In addition, a faculty taskforce has been developed to explore opportunities for academic programs and services in South County. The Cuesta College Foundation has launched efforts to raise support for South County expansion.

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base.

Institutional Objective 5.1: Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan. *Responsible Party: Vice President Academic Affairs*	**Report Year**	**2017**	**2018**	**2019**	**2020**	**Trend**
	Data Timeframe	**16/17**	**17/18**	**18/19**	**19/20**	
Measure 1: Cuesta College going rates of local high school graduates	Cuesta College Going Rates	35.8%	36.6%	38.8%	44.7%	
Measure 2: Non-Credit FTES	Non-Credit FTES	379.9	461.5	523.94	414.06	
Measure 3: Attainment of annual FTES goals	FTES Goal Attainment (yes/no)	Yes	Yes	Yes	Yes	N/A
Measure 4: Count of annual headcount and FTES	Annual Headcount	16160	16494	17337	16511	
	FTES	7115	8420	7359	8081	

Institutional Objective 5.1 Summary/Analysis:

Measure 1: Cuesta College continues to grow the number of students who are enrolling directly out of high school, increasing to 44.7% in 2019-2020 over 38.8% in 2018-2019.
Measure 2: Cuesta College saw a decline in non-credit FTES in 2019-2020. This is largely due to the COVID-19 related cancellation of courses in spring 2020.
Measure 3: Cuesta College continues to meet its FTES goals.
Measure 4: Cuesta College saw a decrease in annual headcount in 2019-2020, however, has remained steady in headcount enrollment compared to academic years 2017-2018 and 2016-2017. Cuesta College increased its FTES in 2019-2020 to 8081 over 7359 in 2018-2019.

Institutional Goal 5: Fiscal (Continued)

Build a sustainable and stable fiscal base.

Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness. *Responsible Party: Vice President Administrative Services*	**Report Year**	**2017**	**2018**	**2019**	**2020**	**Trend**
	Data Timeframe	**16/17**	**17/18**	**18/19**	**19/20**	
Measure 1: Revenue generated through rental of District facilities	District Facility Rental (K)	$152.0	$178.3	$151.4	$114.0	
Measure 2: Revenue generated through enterprise use of District property	District Property Use (K)	$86.0	$86.0	$0.0	$175.0	
Measure 3: Revenue generated through awards and grants	Grant Award Revenue (M)	$6.2	$6.2	$4.1	$5.6	

Institutional Objective 5.2 Summary/Analysis:

Measure 1: In addition to leasing existing facilities, the District is considering options for making productive use of unused property, especially in North County. Figures for 2019-2020 are based on partial year reporting, and COVID-19 has led to the cancellation of many events.
Measure 2: Revenues represented include services contracted out to Barnes & Noble and Fresh & Natural.
Measure 3: The District has aggressively pursued grants in recent years to bring in additional funds to support students and improve campus operations (such as technology). While the fund totals ebb up and down owing to the nature of grant award cycles and the impact of one-year awards, the District is receiving more grant funds in recent years than in previous years.

Institutional Goal 5: Fiscal (Continued)

Build a sustainable and stable fiscal base.

Institutional Objective 5.3: Identify and implement strategies to address the rising costs of employee retirement obligations (CalSTRS and CalPERS) while maintaining support for institutional effectiveness. *Responsible Party: Vice President Administrative Services*	Report Year	2017	2018	2019	2020	Trend
	Data Timeframe	16/17	17/18	18/19	19/20	
Measure 1: End of year total unrestricted revenues minus expenditures	Unrestricted Revenue (M)	$1.5	-$3.3	$1.5	$630k	
Measure 2: Interest generated from invested one-time only funds to prefund future liabilities	Interest Generated (K)	$0.0	$39.3	$216.1	$201	

Institutional Objective 5.3 Summary/Analysis:

Measure 1: The 2017-2018 deficit is somewhat artificial, as the District transferred $3M of one-time general funds into an irrevocable trust account to address pension liabilities (see Measure 2). The ending surplus for the 2016-2017 and 2018-2019 years is more indicative of the District's ability to weather difficult fiscal conditions such as increasing pension costs, the slow growth of FTES, and adjustment to a new state funding formula.
Measure 2: The District invested $3M during the 2017-2018 fiscal year to the PARS Pension Rate Stabilization Program (PRSP), an irrevocable trust that targets a higher rate of investment return than the County Treasury. For the 2018-2019 year, the fund realized a return of 7.4%, well above the 4% target.