

# ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2024

**Program:** Student Life and Leadership  
**Year CPPR Completed:** 2018

**Planning Year:** 2023      **Last**

**Unit:** Student Life and Leadership  
Support Programs

**Cluster:** Student Success and

**Current Date:** 3/4/2024

**Please complete the following information. Please note that responses are not required for all elements of this document.**

## I. GENERAL PROGRAM INFORMATION

Describe changes to program mission, if applicable.

Student Life and Leadership (SLL) has been direly understaffed during the reporting period and experienced significant restructures in recent years. The department is actively undergoing an assessment of current logistical planning, budgetary, and data-collection methodologies with the aim of establishing a more robust, partnership-driven programmatic portfolio that is aligned with institutional goals and objectives. This work includes the creation of strategic Student Service Outcomes with clear performance measures, methodologies, and operationalized processes to measure growth and areas of improvement in future reporting cycles.

SLL's mission continues to be rooted in the service of students and the campus community. SLL will continue to provide holistic supports for students via basic needs and multicultural services that promote the cultural, intellectual and professional growth of our constituency.

Describe any changes in primary relationships, internal and external, to the District.

The Director of Student Engagement and Basic Needs Coordinator positions were vacant from August 2023 – January 2024. During this time, SLL and Basic Needs Center coverage was provided by Dr. Maria Escobedo, Dean of Student Success and Support Programs and the two Activities Assistants. SLL and Basic Needs direct services were implemented in tandem by the Activities Assistants and the Dean, who supported with program implementation, student appointments and resource provision. In December 2023, a Department Assistant, Rabia Shahbaz was hired to support with administrative duties in the SLL/Basic Needs Center. In January 2024, the department hired the Basic Needs Coordinator, Jack DePuy. In February 2024, the department hired a new Director of Student Engagement, Christopher Mutshnick.

List any changes to program service, including changes and improvements, since last year, if applicable.

Due to significant staffing shortages, programming was modified to accommodate existing staffing structures and streamline intentional collaboration with other campus departments, particularly Guided Pathways, and community organizations. In-person programs, services and activities were offered, some of which featured opportunities for virtual engagement. Associated Students of Cuesta College (ASCC) Senate meetings, events and club activities continued, returning to in-person formats and alongside options for asynchronous virtual engagement (e.g., Zoom). The Food Pantry in SLO and North County remained in operation and food bank monthly distribution events continued.

During the pandemic, Admissions and Records assumed oversight of the Student ID card issuance process, given that the department remained open during pandemic-era campus closures. This change allowed students to pick up physical ID cards in lieu of a mass mailing strategy. As the campus emerged from COVID, an average of over 50% of courses were offered online. Given this reality, and the logistical challenges associated with mailing out physical ID cards, the IT Director explored vendors to offer a digital ID solution. In the summer of 2022, ID 123 was selected as a platform for Cuesta College. Admissions and Records continues to oversee this process. The distribution and management of the Student ID process still rests with Admissions and Records.

List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

Referenced in Section V.

## **II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

Provide updates, if any, on how your program addresses or helps to achieve the District's Mission Statement in the last year.

SLL works in concert with the campus community to create and sustain innovative learning opportunities for students. This is achieved through partnership-driven collaborations with various community organizations and campus departments. In order to enhance students' lives, SLL offers programming that promotes the cultural, intellectual, personal and professional growth of students. Further, Basic Needs connects students to essential resources that impact holistic health, belonging and persistence. Research continues to demonstrate that food

insecurity is correlated with declines in academic performance and mental health.<sup>1</sup> As such, it is imperative for SLL and Basic Needs to work in partnership to increase students' engagement in their learning—first, by ensuring that students' basic needs are met, and second, by ensuring ample opportunities for meaningful engagement in culturally relevant programs and services that cultivate a culture of growth.

ASCC offers personal and professional growth to students by way of participatory governance, leadership development, clubs, and student designed and led campus events. The intent of ASCC is to cultivate a culture of equity and opportunity among students; offer an experience in the practice of democratic government; and encourage student participation in the planning and execution of student programming. In this way, ASCC supports the cultural growth of students as they work in partnership with SLL to offer programming that integrates diverse cultural, social, and intellectual perspectives and experiences. By actively participating in ASCC, students develop individual, vocational, avocational, written, verbal, artistic, and interpersonal skills. SLL also helps students gain exposure to a breadth of cultural, social, and intellectual perspectives of the world beyond the local community.

Taken together, SLL as a department aims to provide holistic supports and services that promote the cultural, intellectual and professional growth of students. SLL prepares students to become engaged citizens, with a keen sense of social responsibility that is necessary to navigate an increasingly complex world.

Provide updates, if any, to how your program addresses or helps to achieve the District's **Institutional Goals and Objectives**, and/or operational planning initiatives in the last year.

### **Institutional Goal 1: Access**

*Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts.*

*Institutional Objective 1C: Expand financial support and aid opportunities for students.*

SLL implements a range of services that impact students' ability to access student success programs and supports. While the department has undergone significant restructure and experienced staffing shortages, SLL continues to encourage students to recognize their cultural and aspirational capital as a strength. This intentionality allows the department to expand the concept of family to be inclusive of all students in the Cuesta College learning community.

### **SLL Programs and Services**

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<sup>1</sup> Martinez SM, Frongillo EA, Leung C, Ritchie L. No food for thought: Food insecurity is related to poor mental health and lower academic performance among students in California's public university system. *Journal of Health Psychology*. 2020;25(12):1930-1939.

- Cougar Social Hours
  - Spring, 2023:
    - Black History Month: SLL leveraged social media channels like Instagram to highlight prominent figures in Black history and collaborated with campus departments on a Spoken Word poetry event for students.
    - Women’s History Month: SLL collaborated with campus departments on a series of events highlighting women in various industry sectors.
    - Cuesta Pride Week: SLL collaborated with Cal Poly SLO and the Cuesta Pride Club to celebrate Pride week through a series of activities and events for students.
    - Asian American and Pacific Islander Heritage Month: SLL collaborated with campus departments to support events for students featuring Elvia Maya (the Ethereal Environmentalist) and a Hula performance with Na Mele O Ke Kai.
    - SLL collaborated with campus departments like the Children’s Center and Therapy Dogs of SLO to host activities for students that featured ways to de-stress in anticipation of finals.
  - Fall 2023:
    - Welcome Back Events: SLL collaborated with ASCC and various campus departments like Guided Pathways to host events like ASCC’s Back to School Barbecue which provided students with an opportunity to have their questions answered and celebrate the start of another semester.
    - Connect @ Cuesta: SLL collaborated with various campus departments to host this event that reached over 150 students and showcased support resources available to students to help build navigational capital.
    - Constitution Day: SLL collaborated with ASCC, per Section 111 of the "Consolidated Appropriations Act of 2005," which establishes a statutory requirement for the implementation of an educational program pertaining to the United States Constitution. Over 200 students attended the event. ASCC officers were on hand to table and distribute pocket constitutions to students.
- Monthly food bank distributions, food pantries and other basic needs supports continued throughout the reporting period (gas cards, gift cards, etc.).
- Basic Needs continued to distribute emergency pre-paid gas cards, universal visa debit cards, Target and Walmart gift cards, and food cards specifically for homeless students (Subway, Chipotle, and Taco Bell).

## **Institutional Goal 2: Completion**

*Institutional Goal 2A: Increase the number of students who earn an Associate degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.*

### **SLL Programs and Services**

- The department continued to maintain an online off-campus housing resources page to accommodate students in search of housing.
- SLL continued to support the formation and implementation of student clubs/organizations on campus.
- SLL continued to collaborate with the ASCC Social Club to serve students.
- SLL continued to support campus-wide student activities (Orientation events, Educate, Cougar Welcome Days, etc.).
- Monthly food bank distributions, food pantries and other basic needs supports continued throughout the reporting period (gas cards, gift cards, etc.).
- Basic Needs continued to distribute emergency pre-paid gas cards, universal visa debit cards, Target and Walmart gift cards, and food cards specifically for homeless students (Subway, Chipotle, and Taco Bell).

In order to best serve students, and better understand strategies to support the campus community in the realization of increased persistence and degree completion rates, SLL staff and partners participated in professional learning activities.

The former Director of Student Engagement participated in the following district-wide working groups and/or committees:

- Equity and Student Success
- Student Success and Support Programs Leadership Team Meeting
- Managers Meeting (Led by Cuesta College Superintendent/President)
- Student Community Liaison Committee
- Management Senate

The former Director of Student Engagement participated in the following professional development opportunities:

- Departmental Institutional Training Sessions

SLL Activities Assistants/Basic Needs Coordinator participated in the following committees:

- Equity and Student Success
- Rising Scholars Council

ASCC Officers participated in the following committees:

- Board of Trustees
- College Council
- Online Education
- Guided Pathways
- Academic Senate
- Institutional Program Plan and Review (IPPR)
- Planning and Budget
- Campus Safety
- Accreditation Steering
- Equity and Student Success

### **Institutional Goal 6: Facilities and Technology**

*Institutional Objective 6A: Align facilities and technology in accordance with the district's Facilities Master Plan and the district's Technology Plan.*

With respect to technology, SLL actively leveraged platforms like Canvas to train ASCC officers and integrated dynamic forms into Basic Needs processes. SLL and Basic Needs, per Student Service Outcomes outlined in Section IV, will seek to expand social media tools to drive innovation and increase access to critical programs, services and resources. The department will also place an emphasis on streamlining contact documentation in ConexEd to ensure adherence to SSSP's Case Management Model, reporting expectations, and for formative evaluation purposes.

With respect to facilities, the ASCC courtyard was remodeled and included the installation of new outdoor furniture to increase student access and usage. The Basic Needs Center and Food Pantry were moved into building 5100 to increase visibility and student access to critical resources. Additionally, to create a more inviting space for students, building 5300 was repainted.

### **Institutional Goal 7: Fiscal**

*Build a sustainable fiscal base.*

Given staffing shortages, organizational restructure and per the Student Service Outcomes outlined in Section IV, SLL and Basic Needs will develop and maintain spending plans that maximize progress toward the draw-down of allocated funds, ensuring that 90% of funds allocated are utilized in support of students, programs and services. Additionally, SLL and Basic Needs will work toward establishing and/or augmenting existing partnerships to maximize support resources available to students.

## **III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS**

Programs are often impacted by institutional or other organizational change. Please review

program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

Data Summary:

- Describe data collection tool(s) used.

In reviewing the data presented in tables below (as reported in the previous APPW) it is noted the data gathered were from a variety of channels (e.g., SARS, sign-in sheets, 25Live, etc.) which created a challenge in looking at consistencies of reviewing data in the area of student services. Unfortunately, we were unable to locate a written out methodology on how the reporting fields were interpreted in prior years. However, a priority area for this department in the year ahead will be to outline methodologies and establish definitive processes for the documentation and analysis of contact data. The Director of Student Engagement and Basic Needs Coordinator, per the Student Service Outcomes outlined in Section IV, will ensure that all contacts are documented in ConexEd. Basic Needs will ensure that reason codes are updated in ConexEd, and that all service data entry migrates from SARS to this platform. SLL will implement a services and reason code framework to track and document all events, workshops and services in the system over the course of the academic year. Further, SLL will ensure that all sponsored and co-sponsored activities (e.g., ASCC events, meetings, club enrollment, etc.) are tracked in ConexEd.

- Include updates to program data results from the previous year, if any.

In review of prior reports, data was not reported for the 21-22 service year. As a result, this report will provide data for the 21-22 and 22-23 service years with the information the department has on file. *Note: due to record keeping inconsistencies in prior years, not all data points can be reported at this time.*

**Student Services**

Unduplicated Students Served	2021/2022	2022/2023
District-wide	*	631 (180)
SLO	*	626 (176)
North County (NCC)	*	0
South County (SC)	*	0
Distance Ed.	*	*

*Methodology: SARS data*

*Key: (unduplicated); \*data unavailable*

Department Function	Spring 2022	Fall 2022	Spring 2023	Fall 2023
SLO & NCC Photo IDs Issued	2,912	2,528	1,762	2,293
Student Activities	*	33	57	29
Recognized Clubs	*	7	14	11
SLO Cougar Social SARS Check-in	*	5 (4)	626 (176)	943 (476)
NCC Cougar Social SARS Check-in	*	*	*	*

*Methodology: Photo IDs: A&R records; Student Activities: 25Live Records; Recognized Clubs: SLL Records; Cougar Social Check-ins: SARS data*

*Key: (unduplicated); \*data unavailable*

### **Food Bank Monthly Distribution**

Cuesta College continues to serve as a food distribution site, which was initially established in 2016. The district site leader is Jack DePuy, the Basic Needs Coordinator. In addition, there are co-leaders for SLO and NCC. The SLO co-leader is Corinna Stolp, Cuesta College EOPS. The NCC co-leader is Diane Limon, Cuesta College EOPS. The distribution occurs on the third Tuesday of each month from 3-5pm. Each student/community that attends is provided pre-packaged bags of dry goods and fresh produce.

Semester	SLO	NCC
<b>Spring 2022</b>	*	*
<b>Fall 2022</b>	*	*
<b>Spring 2023</b>	313	425
<b>Fall 2023</b>	204**	198**
<b>Total</b>	<b>517</b>	<b>623</b>

*Methodology: this data is tracked by the number of pre-packed bags distributed to students/community members.*

*\*Data unavailable*

*\*\*Data presented represents numbers from August 2023-September 2023. Food Bank Monthly Distribution numbers from October 2023-December 2023 are pending receipt.*



## Cougar Food Pantry

The Cougar Food Pantry, established in 2018 at both the SLO and NC campuses, continues to be funded via statewide categorical grant allocation and operate with consistency. Due to staffing vacancies and the aforementioned restructures, staff attempted to provide coverage for both campuses to the best of their ability. Services at the NC campus have been particularly limited given staffing shortages. However, SLL continued to partner with EOPS/CalWORKs to provide support in the monitoring of the Food Pantry during periods when SLL staff were unable to provide physical oversight of the center. Additionally, SLL has worked to expand Food Pantry access by working with departments across campus to offer as many as three additional physical locations on campus where students can access Food Pantry items (e.g., Pop-up Food Pantries). Given the Food Pantry's expansion based on student need, and the corresponding need that arises for data tracking, SLL/Basic Needs will establish protocols to ensure that all Food Pantry contacts (including Pop-up Pantry contacts) are consistently tracked in the future while continuing to expand accessible points of entry for students to acquire Food Pantry items.

## Food Pantry Overall Usage

Semester	SLO	NCC
Spring 2022	2738 (331)	N/A
Fall 2022	4675 (970)	N/A
Spring 2023	4336 (594)	*
Fall 2023	6087 (935)	*
<b>Total</b>	<b>17,836 (2,830)</b>	*

*Methodology: SARS data*

*Key: (unduplicated); \*data unavailable*

## Student Outcomes

Academic Years	Student Success Completed/Units Attempted (College)	1 <sup>st</sup> Year Persistence (College)
2021/2022	74.73%	66.30%
2022/2023	76.00%	65.60%

### Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

N/A

- Identify areas if any that may need improvement for program quality and growth.

SLL is currently developing a framework to more consistently categorize, track, and analyze contact data to move beyond compliance and into a formative evaluation sphere. Historically, record-keeping, contact data, and other metrics have not been consistent in the department. In order to adopt and implement SSSP's Case Management Model, SLL/Basic Needs will ensure that ConexEd is central to its referral and contact documentation processes. The Director of Student Engagement and Basic Needs Coordinator, per the Student Service Outcomes outlined in Section IV, will ensure that accessibility, accountability and program improvement are core areas of focus in the years ahead. This work will include the production of operational manuals for SLL/Basic Needs that outline data collection processes and methodologies.

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#)

In prior APPWs, SLL data was disaggregated and compared against college-wide data to establish causality between active engagement in student clubs and academic success and persistence. Unfortunately, the department has not documented records of student club enrollment in recent years. As a result, the Institutional Research (IR) team is unable to prepare an analysis that compares a SLL cohort against college-wide data.

While research continues to demonstrate the positive correlation between student engagement and academic performance, the methodology for the measurement of this data point in prior year was limited to club participation and a less than favorable sample size (<30). The sample size, relative to overall college-wide enrollment, suggests a lack of statistically significant findings. Further, no records have been documented that link individual students to club activities (e.g. rosters, SARS data)—which complicates the tracking of this data.

In the coming year, SLL will work to outline a reporting methodology for the APPW, which will include new service categories and cohort definitions for SLL that will be developed in partnership with the IR team. Additionally, the department will work to

ensure that ASCC and club activities, attendance, and enrollment are tracked in ConexEd and maintained by faculty advisors and SLL staff.

#### **IV. ANNUAL PROGRAM OUTCOMES (ASOS AND SSOS), ASSESSMENT AND IMPROVEMENTS**

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

In previous reporting cycles, Student Service Outcomes have not been established for Student Life and Leadership (SLL/Basic Needs).

Moving forward, all goals, objectives, outcomes and performance measures will be aligned with the SLOCCCD strategic plan. The following goals and Student Service Outcomes will be established for SLL in the 2024-2025 academic year:

##### **1. Institutional Goal 1: Access**

- a. Institutional Objective 1C: Expand financial support and aid opportunities for students.
  - i. *SLL Student Service Outcome 1C*: Students will be aware of and utilize essential resources that impact holistic health, belonging and persistence.
    1. Performance Measure 1C.1: Recruit, hire, train and employ 1-2 Virtual Engagement Ambassadors (budget permitting) to design and implement a social media campaign to bring awareness to Basic Needs resources, programs and services.
    2. Performance Measure 1C.2: Basic Needs will leverage analytics to assess reach, grow audience, and augment social media outreach campaigns to maximize virtual and physical engagement.
    3. Performance Measure 1C.3: Establish measurable social media growth targets based on pilot year (24-25) engagement.
    4. Performance Measure 1C.4: Increase the reach of Basic Needs supports and services (to be measured by reason

code/contact entry in ConexEd) by 20-25 percentage points.

## 2. Institutional Goal 2: Completion

- a. Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.
  - i. *SLL Student Service Outcome 2A*: SLL will create data-driven, innovative learning opportunities for students in collaboration with district and community partners that promotes the cultural, intellectual, personal and professional growth of students.
    1. Performance Measure 2A.1: Develop a SLL service category framework and reporting methodology that enables the department to accurately track and monitor student engagement in SLL sponsored and co-sponsored activities in ConexEd. This will include services such as: ASCC sponsored activities, clubs, workshops, and campus-wide events.
    2. Performance Measure 2A.2: Establish measurable growth targets for student engagement annually (24-25: Increase student engagement in SLL sponsored activities by 20-25 percentage points).
    3. Performance Measure 2A.3: Recruit, hire, train and employ 1-2 Virtual Engagement Ambassadors (budget permitting) to design and implement a social media campaign via Instagram to bring awareness to SLL activities and programs (including ASCC).
    4. Performance Measure 2A.4: Establish measurable social media (Instagram) growth targets based on pilot year (24-25) engagement.
    5. Performance Measure 2A.5: Establish an annual Cougar Voices survey/campaign to assess the impact of SLL programming. Results will be leveraged formatively for program improvement.
    6. Performance Measure 2A.6: Develop operational guides and resources that ADA compliant and inclusive of LOTE, improving departmental processes, thereby positively impacting student success.
    7. Performance Measure 2A.7: Develop a services at a glance programmatic plan annually that outlines departmental

and campus collaborations aligned with multicultural heritage months and campus-wide initiatives that SLL will support (e.g., Orientation events, Educate, CWD, ASCC initiatives/events, etc.).

### 3. Institutional Goal 7: Fiscal

- a. Institutional Objective 7B: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.
- b. *SLL Student Service Outcome 7B*: SLL/Basic Needs will maximize available resources in the service of students.
  - i. Performance Measure 7B.1: SLL/Basic Needs will maintain budgets and spending plans that maximize progress toward the draw-down of allocated funds.
  - ii. Performance Measure 7B.2: SLL/Basic Needs will ensure that 90% of allocated funds are drawn down by the close of the fiscal year.
  - iii. Performance Measure 7B.3: SLL/Basic Needs will establish and/or augment/expand 1-2 partnerships in the performance period.

Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#).

## V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

### Suggested Elements:

- A. Regulatory changes
- B. Internal and external organizational changes
- C. Student and staff demographic changes
- D. Community economic changes – workforce demands
- E. Role of technology for information, service delivery and data retrieval
- F. Providing service to multiple off-campus sites
- G. Anticipated staffing changes/retirements

- A. Regulatory changes

The department regularly reviews the student fee website to ensure that collection and use of fees are in alignment with the Chancellor's Office. The department reviews and remains current on the following fees:

- Student Center Fee: \$1 per credit (\$10 maximum per academic year)

- Student Representation Fee: \$2 (\$1 was charged for years prior to 2020)
- ASCC Student Identification Card Fee: \$10 (Fall/Spring); \$5 (Summer)

#### B. Internal and external organizational changes

The department continues to assess opportunities for virtual engagement post-pandemic and will seek to integrate asynchronous opportunities for students in the coming academic year.

#### C. Student and staff demographic changes

The department will continue to assesses student demographics to ensure that SLL is developing culturally appropriate programming, supports and interventions.

#### D. Community economic changes—workforce demands

N/A

#### E. Role of technology for information, service delivery and data retrieval

Historically, SLL utilized SARS as a means to track contact data for compliance purposes. It has been inconsistently leveraged as the department has undergone several restructures and grappled with staff turnover. Cuesta College will be leveraging ConexEd in the 24-25 academic year. As such, SLL will seek to update its data collection methodology and service category framework to more accurately and consistently track SLL and Basic Needs contact data in this system.

In the coming year, SLL will develop a framework to more consistently categorize, track, and analyze data formatively to move beyond compliance and into a formative evaluation sphere. In order to adopt and implement SSSP's Case Management Model, SLL will ensure that ConexEd is central to its referral and contact documentation processes. The Director of Student Engagement and Basic Needs Coordinator, per the Student Service Outcomes outlined in Section IV, will ensure that accessibility, accountability and program improvement are core areas of focus in the years ahead. Basic Needs will ensure that reason codes are updated in ConexEd, and that all service data entry migrates from SARS to this platform. SLL will implement a reason code framework to track and document all events, workshops and services in the system over the course of the academic year. Further, SLL will ensure that all sponsored and co-sponsored activities (e.g., ASCC events, meetings, club enrollment, etc.) are tracked in ConexEd.

This work will also include the production of operational manuals for Basic Needs and SLL that outline data collection processes and methodologies. Lastly, SLL and Basic

Needs, per Student Service Outcomes, will seek to expand social media tools to drive innovation and increased access to critical programs, services and resources.

#### F. Providing service to multiple off-campus sites

SLL provided service to both the SLO and NC campuses during the reporting period. Moving forward, once vacant positions are filled, the department will work to expand student services at the NC campus.

#### G. Anticipated staffing changes/retirements

The department received approval to employ two full-time Activities Assistants, serving the SLO and NC campuses respectively. These additions were critical in that the department had struggled to provide adequate staffing for service implementation throughout the reporting period at both campuses.

In order to further expand, strengthen, and augment programmatic offerings, the department seeks additional support via a Program Coordinator position. This position is a split position, supporting both SLL and Basic Needs, and it is aligned with Cuesta College's Student Equity Plan (2022-2025), the aforementioned Student Service Outcomes, several Institutional Learning Outcomes (Section VI), and SLOCCCD Strategic Plan Institutional Objectives (Section IV). This position will assist in the expansion of partnerships and program implementation across both the SLO and NC campuses. The Program Coordinator will provide confidential one-on-one services for the Basic Needs Centers (SLO/NC). This support is necessary because Basic Needs Intake meetings require professional staff for confidentiality reasons, and the current staffing structure, split across two sites, alongside anticipated increases in need, is not sustainable. The Program Coordinator will also oversee virtual engagement efforts, including marketing and social media outreach strategies, and assist the Director of Student Engagement with partnership and fund development. Further, this position will offer additional administrative support to ensure that all SLL/Basic Needs services are documented in ConexEd as outlined in SLL's Student Service Outcomes.

Given anticipated expansion of services for both SLL and Basic Needs, the department will continue to assess staffing needs annually.

## VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your **Resource Plan** (after having reviewed the **Resource Allocation Rubric**). These elements will be reflected in the District planning and budget process.

**Elements:**

A. Personnel

The staffing proposal outlined in the 23-24 Resource Plan Worksheet positively impacts goals, objectives and relevant performance measures outlined in Cuesta College's Student Equity Plan (2022-2025), the aforementioned Student Service Outcomes, several Institutional Learning Outcomes (Section VI), and SLOCCCD Strategic Plan Institutional Objectives (Section IV).

For example, wraparound supports were identified in Cuesta College's Student Equity Plan as a priority area in an ideal structure. Given that communication is key to building and sustaining aspirational and navigational capital, particularly for first generation students, adequate staffing structures must be in place to ensure that students have access to supportive and programmatic services. Without adequate staffing structures across several campuses, our department may be missing opportunities to engage with students. In fulfilling this request, SLL will be better positioned to meet the needs of students and be proactive in the design and implementation of meaningful programs that help establish a robust catalog of culturally sensitive and inclusive programming. Additionally, as identified in SLL Student Service Outcomes, additional staffing support will ensure that initiatives like Cougar Voices are implemented, which will allow our department to survey students to assess SLL's impact, cultural values and leverage said data formatively to improve services. In essence, more staffing support will allow our department to build structures for the annual acquisition of data that can be used to further refine a student-centered and led programmatic portfolio and support structure. Lastly, as outlined in Section IV, SLL's proposed Student Service Outcomes will directly impact Institutional Goals 1, 2, 7 and the following Institutional Learning Outcomes:

- Personal, Academic and Personal Development
- Social, Historical, and Global Knowledge Engagement
- Artistic and Cultural knowledge and Engagement
- Technical and Informational Fluency

The commitment of funds for professional development will adhere to the Student Equity Plan's emphasis on ensuring that we expand opportunities for staff to receive explicit and implicit trainings to address ageism, racism, and visible and non-visible disability status. These funds will also support other opportunities for professional



learning rooted in preparing SLL staff to promote the cultural, intellectual, personal and professional growth of students.

B. Equipment/furniture (other than technology)

N/A

C. Technology

N/A

D. Facilities

N/A

## SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

**Student Success and Support Programs, College Centers and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.**

Christopher Mutshnick

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Division Chair/Director Name	Signature	Date
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