

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

Program: Counseling **Planning Year:** 2019-2020

Last Year CPPR Completed: 2017-2018

Unit: Student Services **Cluster:** Student Services

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

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

Counseling Services

The Counseling Department at Cuesta College strives to provide counseling, instruction, and services that assist individuals in their pursuit of educational, occupational, and personal goals.

By promoting and supporting a culture of diversity and learning, the Counseling Department seeks to enhance the lives of those whom we serve.

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

- Division Reorganization (please see attached org charts)
 - International Students Coordinator Position
 - Division Chair Position
 - Division Assistant Position
 - Enrollment Success Specialist – cross training and changed responsibilities
 - Dream Center Coordinator
- Full implementation of External Transcript Evaluation in Degree Works
- Reconfiguration of Transfer Center Lead and Student Athlete Counselor
- Teacher Pathway Grant
- Guided Pathways

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

- AB705 implementation
- Enhancing our Impact -- Retreat and Training to enhance communication within division
- Guided Pathways
- Change in services offered for Transfer Application Workshops
- Supplemental Transfer Application Workshops

- Reconfiguration of Transfer Center Lead, Student Athlete, and Nursing and Allied Health Programs Counselors
- Delivery of Cougar Welcome Days
- Back-on-Track Workshops and Reinstatement Forms/process
- Full implementation of External Transcript Evaluation in Degree Works
- Added workshops
 - Nursing and Allied Health Presentations
 - Student athlete registration
 - Registration for “meta-majors”
- Guided Pathways
- ConexEd
- Student Success Festival/Student Success Center Open House
- Embedded Counseling at StudyTHON
- ACE Orientation for incoming Architecture, Construction, and Engineering students

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

- AB705 implementation
- Guided Pathways
- Integration of Credit and Noncredit SSSP, BSI, Equity for program

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

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

1. Inspire diverse student population to achieve their educational goals.

- Addition of ADTs
- ADT student education plan templates
- Transfer application appointments
- Weekly career exploration workshops
- Counselor lead student support groups/Compass Groups
- Counselor participation at UCSB Summer Institute
- LLN Leadership Camping Trip with Students
- Zoom! Embedded Counseling
- Noncredit Counseling

2. Support students to transfer

- Full implementation of External Transcript Evaluation in Degree Works.

- Our Articulation Officer and teaching faculty engage in continued efforts to modify and add more ADTs to our offerings.
- Workshops geared to assist students in completing comprehensive student education plans (CSEP).
- Ongoing updates and improvements to the Degree Works programming.
- NCC guaranteed ADT templates to insure option to complete selected ADTs in two years, on the NCC.
- Website accessible ADT templates to provide example SEPs to students, so they can more efficiently complete their degrees and be prepared for transfer.
- The Articulation Officer and TEAM ADT contributed to expanding our ADT offerings. Cuesta now has 36 ADTs.
- Counseling and instructional faculty collaborated in the development of ADT templates.
- Counseling and instructional faculty collaborated in the development of Program Mapper.
- Degree Works, a comprehensive academic planning and degree audit tool, is designed to help students and the institution to streamline course selection and offerings. Students can access this tool independently, giving them up to date information on their academic progress and outstanding requirements. When used to its capacity, students are less likely to take unnecessary courses and are more likely to stay on track to efficient graduation and transfer eligibility.

3. Promote cultural, intellectual, and professional growth.

- Counselors and department staff participate in professional growth and development activities on an ongoing basis during bi-monthly counseling staff meetings, administrative student services meetings, all-staff service meetings, webinars, and through attendance at local and Statewide conferences designed to provide relevant, current, and updated information regarding regulatory and legislative issues.
- Throughout the year guest speakers from departments across campus and from community partnerships attend our counseling meetings to provide updates on information pertaining to transfer requirements, academic programs, curriculum changes and other pertinent changes that directly impact our students
- Counseling staff contributed to the planning and implementation of the Educate: Sí Se Puede Conference
 - This year's conferences, workshops and outreach activities included:
 - Hosted the Region 6 Southern CA Articulation Group for our Fall Articulation meeting with catered lunch.
 - Participated in beach cleanup "Butts and Guts" hosted by Stacy Millich, Academic Senate President.

- Facilitated College Night workshops in both English and Spanish (presentation to high school students and their parents):
 - “ADT/TAG”
 - “Degree with a Guarantee”
 - “Dual Enrollment”
- Provided RN application workshops
- Provided workshops for student athletes: 6 separate workshops for students participating in fall and winter sports (utilization of myCuesta accounts, understanding myCuestaPathway/Degree requirements and specific athletic requirements):
 - Cross Country (men’s/women’s)
 - Soccer
 - Volleyball
 - Wrestling
 - Water Polo (men’s/women’s)
 - Basketball (men’s/women’s)
 - Eligibility requirements
- Worked the Cuesta College table and organized a team of 15 walkers for the American Foundation for Suicide Prevention’s Out of the Darkness Walk in October. Cuesta College also was a sponsor of this event.
- Presented on Counseling resources and MyCuesta Pathways to 5 sections of HIST 212, and HIST 207A.
- Presented on Counseling Resources and MyCuesta Pathways to 2 sections of CSS 225.
- Assisted Zoom Team with organizing the fall Meet and Greet.
- Organized Conflict Resolution Training (Donna Howard) for Zoom students.
- Worked with Career Connections and community partners to facilitate Cuesta College's first "The Benefits of Internships" panel
- Served on the Grizzly Challenge Local Advisory Group (LAG) Committee (appointed in May 2018).
- Presented to the Grizzly Challenge College Club on How to Get Started at Cuesta, Degree/Programs available.
- Staffed a Counseling Informational Table during College Night, which is a San Luis Obispo county event that provides general college information to attendees and their families.
- Represented Cuesta on the CCC Chancellor's Office Cooperating Agencies Foster Youth Educational Support (CAFYES) Committee.
- Participated and attended Zoom Thanksgiving Celebration.
- Participation in a 2-day Mindful Self-compassion Workshop at UC Berkeley’s Greater Good Science Center

- Facilitated Cuesta Orientation Workshops during Cougar Days --Full counseling department participation
- Provided a Counseling Information Table for the Student Success Festival on the NCC
- Participate in the Zoom Kickoff Fall 2018 and Spring 2019.
- Provided Career Exploration Workshop on the NCC
- Facilitated Registration Workshops (2) for Zoom students on the NCC
- Attended CCC Teacher Preparation Programs (TPP) Teaching 411 Conference at College of the Canyons
- Attended the County Behavioral Health Intensive Training for Trans 101 – Aug 2018
- Participated in the Ally Training & How to Support LGBTQ Youth Training – SLO Organized by #Out4MentalHealth
- Attended the Campus Pride College Recruitment Fair for LGBTQ Friendly Colleges
- Represented Counseling at Cuesta Transfer Day with an information table
- Presented Diversity and Gender Equality Awareness presentation to Cuesta’s Board of Trustees
- Presented Diversity and Gender Equality Awareness presentation to the Equity and Success Committee
- Presented to Grizzly Challenge HS, Introduction to Cuesta College.
- Provided counseling department representation at Cuesta’s High School Promise Day event
- Assisted in application workshops for GED students from Templeton Adult School who are interested in attending Cuesta
- Attended Latino Organization Meeting at Pasadena City College
- Facilitated Mental Health First Aid Trainings to students, professional staff, and community members.
- Attended Latina Leadership Network Statewide Retreat
- Attended Hispanic Association of Colleges and Universities (HACU) Conference
- Presented to the Hispanic Service Institution Grant Team regarding HACU and available resources
- Attended Skyline Equity Summit
- Provided classroom presentation/information sessions regarding “Introduction to Teaching Profession”
- Facilitated Cuesta College Future Teachers Club Info Session
- Attended Teaching 411 Teacher Preparation Conference
- Education Futures Teacher Prep Programs Conference
- Represented Counseling at the Community Resource and Civic Engagement Fair with an information table

- Attended a “Talk Saves Lives”, Suicide Prevention Presentation
- Attended the California Community College League Annual Legislative Conference
- Participated in the training for the Prison Yoga Project

B. 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.

SLOCCCD Institutional Goal 1

San Luis Obispo County Community College District will 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

- Allocated funding for targeted data collection pertaining to goal
- Basic Skills success class presentations
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- Counseling referrals to course sections with embedded tutors
- Counseling support for the creation of Student Educational Plans (SEPs) (abbreviated)
- Creation of Student Educational Plans (SEPs) (abbreviated and comprehensive)
- Development and Implementation of Student Success Plans which students completed during back on track workshops.
- Embedded counseling for all noncredit students to complete a noncredit Student Education Plan
- Equity-minded professional development
- Focused support for Basic Skills students
- Guided Pathways (counseling support, career exploration, transition from high school to college)
- Implementation of embedded noncredit counseling to meet the scheduling needs of noncredit students and increase the number of students who complete a noncredit Student Educational Plan (SEP).
- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition
- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Counseling Representation at Student Success Festival and Student Success Center Open House

- Counseling Support for campus activities specifically targeting noncredit ESL and basic skills students during evening hours
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Targeted getting started support (CMC, Promise, Foster Youth, AB540, Athletes, Veterans)
- Tracking of students that receive intervention services
- Transfer Day Event and UC/CSU application assistance
- Worked collaboratively with Career Connections Staff to offer a "Benefits of Internships" Panel.

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- Interventions for students (Implementation of Student Success Plan during back on track workshops.)
- Tracking of students that receive intervention services
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Equity-minded professional development
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day)
- Student Success Festival and Student Success Center Open House
- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Targeted getting started support (CMC, Promise, Foster Youth, AB540, Athletes, Veterans)
- Planning Spring Job Fair at Cuesta College.

SLOCCCD Institutional Goal 2

San Luis Obispo County Community College District will increase student access to higher education.

Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

- Interventions for students (Implementation of Student Success Plan during back on track workshops.)
- Development of new Probation interventions, including workshops in-person and online
- Tracking of students that receive intervention services

- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Equity-minded professional development
- Allocated funding for targeted data collection pertaining to goal
- Support sense of belonging activities (Dreamers' events, Veterans' Week, cultural events, targeted population events/trainings, Promise Day, and Community Resource Fair)
- Student Success Festival and Student Success Center Open House
- Specialized support services for targeted population (First Year Experience Program, EOPS/CARE/Foster Youth/CalWORKS, DSPS, Veterans, Undocumented Students, Court Schools)
- Targeted getting started support (CMC, Promise, Foster Youth, AB540, Athletes, Veterans)
- Counseling Representative serves on Homeless Taskforce (Committee meets monthly)

SLOCCCD Institutional Goal 3

San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with our 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.*

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Enrollment Success Specialist liaisons for each local area high school
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Counselor support at Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.
- Embedded counseling for all noncredit students to complete a noncredit Student Education Plan
- Bilingual Student Services Site Specialist to assist students with the core services of orientations, assessment, and follow-up services
- Bilingual Assessment Proctor to assess noncredit students
- Ongoing professional development for noncredit student success

- Support campus activities specifically targeting noncredit ESL and basic skills students during evening hours
- Implementation of new CDCP noncredit programs for students with goals to transition to CTE programs (e.g. Noncredit Home Health Care, Hospitality, Office Management)
- Collection of data specific to noncredit progress indicators, noncredit transitions, CDCP certificate completions and course completion rates
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.
- Participated in the first Community Resource and Civic Engagement Fair (Spring 2019)

Institutional Objective 3.2: *Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.*

- Guided pathways development to ensure appropriate transition from high school to college (Promise)
- Enrollment Success Specialist liaisons for each local area high school
- Dual enrollment support (assessment 11th grade, counseling, transition to college)
- Cougar Welcome Day Orientations for Promise students, general students, and parents on Saturdays
- New outreach model (director and support staff)
- Noncredit/Credit counselor participation in workforce agencies and community partner meetings to collaborate on programs and increase participation and transition
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.
- Embedded counseling for all noncredit students to complete a noncredit Student Education Plan
- Bilingual Student Services Site Specialist to assist students with the core services of orientations, assessment, and follow-up services
- Bilingual Assessment Proctor to assess noncredit students
- Ongoing professional development for noncredit student success
- Support campus activities specifically targeting noncredit ESL and basic skills students during evening hours
- Implementation of new CDCP noncredit programs for students with goals to transition to CTE programs (e.g. Noncredit Home Health Care, Hospitality, Office Management)
- Collection of data specific to noncredit progress indicators, noncredit transitions, CDCP certificate completions and course completion rates
- Implementation of "Campus Night" for community-based noncredit ESL students to visit campus and enroll in courses on campus.

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 and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

Describe data collection tool(s) used.

- Argos reports
- MIS Reports
- Institutional Research data

Program data is available on the SLOCCCD Institutional Research and Assessment website: http://cuesta.edu/aboutcc/planning/research/Program_Review_Data.html

Starting with the 2015-2016 APPW, departments in the Students Services cluster report a standard set of common data elements which they will track in order to assess progress towards goals listed in the Educational Master Plan. Targets for 2020/21 and 2025/26 have been set based on the 2014-2015 measures.

Definitions for Counseling Data

- Students Served: All students (duplicated) who had a counseling contact in the 2012-2013 or 2014-2015 academic year and were enrolled in at least one course at census of that respective academic year.
- 1st Year Persistence: First-time students in fall 2014 or spring 2015 and who were enrolled in at least one course at census in the fall 2015.
- Units Completed/Units attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who completed either an Abbreviated or Comprehensive Student Education Plan in either fall 2014 or spring 2015.
- Include updates to program data results from the previous year, if any.

The following charts show 2017-2018 data related to counseling services, student persistence, and enrollment trends:

	2015/2016	2016/2017	2017/2018
Total Students Served			
District-wide	5140	4225	4397
- SLO	4168	3423	3292
- North County	1147	797	1051
- South County	93	71	116

Data

Counseling	1st Year Student Persistence	Student Success Units Completed/ Units Attempted	Staffing Ratio: HEADCOUNT/FTE
Annual 2015/16 Total	67.74%	80.45%	807.67
Annual 2016/17 Total	71.00%	80.00%	365.96
Annual 2017/18 Total	64.82%	80.26%	406.75

Students Receiving Counseling Services: 4397

Student Persistence, Success, and Counselor to Student Ratio: 406.75

The collegewide 1st year persistence rate from 2017/18 was 56.6% compared to the 64.82% 1st year persistence rating of students who receive counseling services. Thus, an 8.22% difference was shown between 1st year students who received counseling services and those who did not.

Once the Student Equity Data is released, Counseling will be looking at this data and analyze it to measure how counseling and transfer initiatives are helping to decrease the achievement gap of disproportionately impacted groups as indicated in the 17-18 Student Equity data.

Summary:

- There was an overall decrease in the number of students served compared to the prior two years. This is most likely due to the conversion of appointments from 30 minutes to one-hour appointments. Also, the implementation of Cougar Welcome Days may have decreased the number of first-time students coming. This may account for the recent decrease in the number of students served compared to the prior two years.
- There was an increase in the persistence rate of first year students and a year over

- year increase in the successful completion of units since 2014-2015.
- There was an increase in the number of counselors per student.
- There is an increase the percentage of Hispanic students and a decrease in the percentage of White students attending the college.
- Roughly the same percentage of students face academic and progress probation.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
 - Student appointments changed in Fall 2017 from sixty minutes to forty-five minutes.
 - Walk-in appointments were extended from 15 minutes to 30 minutes to service more complex student questions.
- Identify areas if any that may need improvement for program quality and growth.
 - We are revisiting the interventions for students on probation and dismissal.
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

Some changes the department would like to explore are:

- Continue offering dismissal workshops in a group setting with time at the end for students to meet with a counselor 1:1 for 10-15 min.; Or
Schedule appointments for students at the end of the workshops to meet with a counselor 1:1 in the upcoming weeks; OR
Have counselors on walk-in only to meet with students from the workshops after the workshop is over.
- Continue offering dismissal workshops in a group setting with time at the end for students to break out into smaller groups to focus on a particular topic. (For example, a group for academic renewal, progress probation, double dismissal, or veterans. Could be similar to the new student orientation format with a certificate/AA degree group, CSU transfer group, or UC/OOS transfer group.)
- Development of a probation module that could be used in place of a formal workshop. Counselors could utilize the EOPS Academic Performance/Prescription form to help students identify reasons why they might be struggling and find solutions.
- Limiting the number of credits that students on dismissal are able to take based upon prior academic history

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.

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

After our meeting on February 1, 2019, which was dedicated to the IPPR process and after lengthy discussion the team decided to retire the three SSO's listed below and align our new SSO with the equity goals of the college.

- Student on academic probation who receive an intervention during the semester will have a higher term GPA than students on probation who do not receive an intervention.
- Students who declare an Associate Degree for Transfer (ADT) as their program of study and who complete a Comprehensive Student Education Plan (CSEP) will have a higher completion rate than student who do not complete a CSEP.
- Students who complete the matriculation process of assessment/placement, orientation, and an Abbreviated Student Education Plan (ASEP) are more likely to persist than students who do not complete the process.

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets and review the Resource Allocation Rubric.

Upon review of the data received, the SSOs for 2019-2020 have been modified. These are the current SSOs:

- Counseling Services will see an increase in the number of first-time (non-exempt) students who complete a CSEP by the time they've completed 15 units.
- First time Freshman who complete a CSEP by the time they've completed 15 units at Cuesta College will graduate with fewer # of units than students who don't.
- Through strategic counseling initiatives counseling will help increase the degree and certificate completion of underserved groups as indicated in the 17-18 Student Equity data.
- Through strategic transfer initiatives targeting disproportionately impacted groups as indicated in the 17-18 Student Equity data, counseling will help decrease transfer gaps.

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

- CCCCCO Guided Pathways
- Termination of Common Assessment Initiative: As a result, we will need to move to Accuplacer Next Generation by January 2019.
- AB 705: Seymour-Campbell Student Success Act of 2012: Assessment
- AB 1567: Foster Youth: Higher Education Outreach and Assistance Act for Foster Youth
- AB 19: California College Promise and Early Commitment to College
- SB 68: Exemption from Nonresident Tuition (Expansion of AB 540)
- Ending of Deferred Action for Childhood Arrivals (DACA) Program
- Academic/Progress Dismissal Board Policy Change
- Enrollment Priority Board Policy Change

B. Internal and external organizational changes

- New College Superintendent/President
- Bilingual Assessment Proctor move to Associate Director of Continuing Education and Noncredit

C. Student and staff demographic changes

- HSI Title V Grant
- Equity-minded hiring practices
- Rebranding of Reentry Program

D. Community economic changes – workforce demands

- CTE
- America's Job Center of California – Eckerd

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

- ESARS
- Further Expansion of SARS Trak

F. Providing service to multiple off-campus sites

- New Student Services Building at North County Campus
- California Men's Colony
- PRHS Innovation Grant

G. Anticipated staffing changes/retirements

- **Staffing Changes:**
 - California Men's Colony – dedicated counselor and administrative support position

- Title V Hispanic Serving Institution Grant
- Paso Robles High School Innovation Grant
- Transfer Center Coordinator
- Student Services Division Chair
- Discontinuation of Zoom embedded counseling
- Reentry Program
- Athletics

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

- Director of Counseling
- F/T Nursing Counselor
- F/T At Promise/Intervention Counselor
- P/T Dream Center Counselor
- F/T Bilingual Counselor
- F/T Veteran Counselor
- F/T Puente Counselor
 - F/T Pathways (Additional Tech Support to resolve coding issues that affect degree audit)
 - F/T Additional Support for outside transcript evaluation – articulation coding in banner to populate pathways
- F/T NCC/SLO Career Services Specialist

B. Equipment/furniture (other than technology)

- TV's Counseling Lobby

C. Technology

- Tablets, Chromebooks

D. Facilities

- Waiting room furniture
- Playroom for kids of student parents

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program
Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Stelida Moscoso Stelida Moscoso 3/04/19
Division Chair/Director Name Signature Date

Erin Parsons Erin Parsons 3/4/19
Name Signature Date

Ruth Cook Ruth Cook 3/4/19
Name Signature Date

Michaela McLaughlin Michaela McLaughlin 3/4/19
Name Signature Date

DAVE M. GROGGH DAVE M. GROGGH 3/4/19
Name Signature Date

Andrea Devitt Andrea Devitt 3/4/19
Name Signature Date


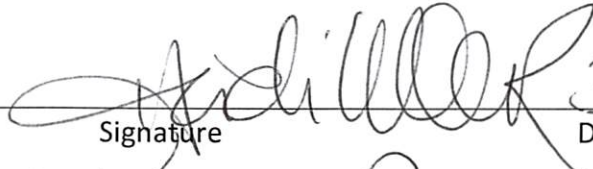

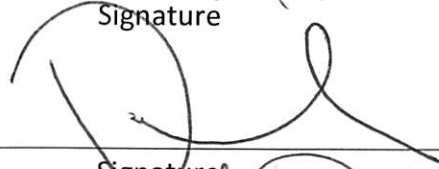

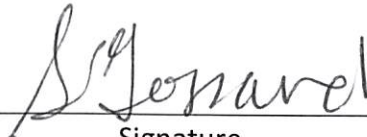


Thea Labrenz Thea Labrenz 3/4/19
Name Signature Date

Janet Flores Janet Flores 3/4/19
Name Signature Date

Teri Sherman Teri Sherman 3/4/19
Name Signature Date

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program
Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
Blaine Reed		3.7.19
Name	Signature	Date
Heidi Webber		3.4.19
Name	Signature	Date
Kate Porter		3.6.19
Name	Signature	Date
Daniel Lynch		3.7.19
Name	Signature	Date
Christina Sholars		3-8-19
Name	Signature	Date
Susan Gossard		3/8/19
Name	Signature	Date
Katherine Britton		3.8.19
Name	Signature	Date
Nolberto Mamoquin		3.8.19
Name	Signature	Date

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program
Student Services and Administrative Services Programs: All full-time director(s), managers,
faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name Signature Date

Ali Gates
Name

Ali Gates
Signature

3/8/2019
Date

Monica Contreras
Name

M. Contreras
Signature

3/8/19
Date

DANA M. GROGAN
Name

Dana M. Grogan
Signature

3/29/19
Date

Name Signature Date

Name Signature Date

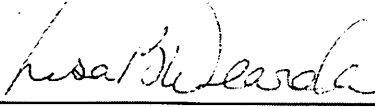
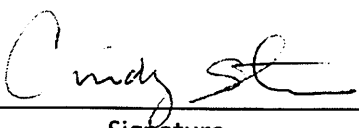
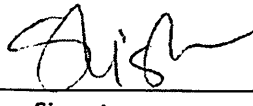
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Name Signature Date

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program
Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
LISA B. WEARDA		3/4/2019
Name	Signature	Date
CINDY STEVERE		3/5/19
Name	Signature	Date
SUMMER GISH		3/5/19
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date