

2019

North County Campus Annual Program Plan Report



Dr. Maria Escobedo

Dean, North County Campus &
South County Center

3/4/2019



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

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

Program: North County Campus **Planning Year:** 2019
Unit: North County Campus **Last Year Completed CPPR:** 2018
Cluster: Student Services & College Centers

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.

The North County Campus educational services are aligned to the District's mission in ensuring equitable and comparable services are provided at the site.

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

There were no changes to the leadership on the North County Campus as Dr. Maria Escobedo continues in her role of Dean of the North County Campus and South County Center. Dr. Escobedo continues to work across the District's divisions to continue to provide and enhance services to students and the community. In addition, Dr. Escobedo is engaged in institutional and participatory governance committees, such as: President's Cabinet, Accreditation, College Council, Enrollment Management, and continues to serve as the Co-Chair of the Institutional Program Plan and Review Committee.

In May 2017, Dr. Mark Sanchez was appointed as the Assistant Superintendent/Vice President of Student Services and College Centers. Dr. Sanchez brings a wealth of community college professional experience which has been instrumental in providing guidance and leadership to the College Centers and the District.

In July 2018, Dr. Jill Stearns was appointed as the new Superintendent/President of Cuesta College. The campus is now under her leadership as the college moves forward embarking in new opportunities for growth and innovation.



It is important to note that in the 2018 Fall semester, the North County Campus celebrated a monumental milestone as it reached its 20 years of providing educational opportunities to the community. A celebration was held on November 1, 2018 and was attended by various community members who were the initial pioneers in the development of the North County Campus.

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

The role of the Dean's Office is responsible for the overall management of the North County Campus. Dr. Escobedo continues to work across departments and divisions to ensure the needs of the North County Campus are met by developing strategies that are effective, efficient and are aligned District's Mission. The following are examples of the various campus efforts Dr. Escobedo has worked on with different campus managers:

- Collaborated with the Terry Reece, Director of Facilities to streamline all of the District's facilities use processes, at all sites, via the 25Live system;
- Collaborated with the Measure "L" Bond team in the overall department transitions and occupancy to the new Campus Center;
- Collaborated with Bryan Millard, Chief of Police to continue to participate in the all-campus evacuation drill known as the "October Earthquake Drill";
- Collaborated with the Academic Affairs team in the identification of the new six Associate Degrees for Transfer for the North County Campus;
- Collaborated with the designated North County Campus Cluster Coordinators in identifying and finding solutions to the overall needs of the campus;
- Collaborated with Shannon Hill, Executive Director of Advancement Foundation, in ensuring the North County Campus digital signage project site policies and procedures met the marketing standards of the institution;
- Collaborated with the various Student Services managers in planning and implementing various student and community events that were held on the North County Campus; and
- Collaborated with the Que Dang, Director of Student Equity and Student Success Centers and her staff in the development and implementation of the various student support events and equity projects.

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

None

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.

The strategic planning for the North County Campus includes such areas as budget; design and implementation of direct student services; academic programming (such as North County Campus Associate Degrees for Transfer); continuing education and community programs); educational community partnerships; staffing needs; and community partnerships that continue to be centered around the District's mission statement as noted below:

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

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

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

As noted, Dr. Escobedo collaborates with various managers/leads from the respective institutional divisions to strategically design and implement projects respective to the North County Campus. The following are the projects that are aligned to the Institutional Goals.

Institutional Goal 1: Completion

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

1) Associate Degrees for Transfer (ADTs):



It has been long recognized that our North County students (current and future) have challenges in traveling to the San Luis Obispo Campus to obtain their college degree, and the North County Campus Associate Degrees for Transfer provide an avenue for these students to obtain their community college degree.

In the 2016 fall semester, the initial North County Campus Associate Degrees for Transfer were implemented. The design of the ADTs is to provide students the opportunity to complete the selected ADT within a two-year timeframe. The degrees are prescriptive courses that provide the students an

opportunity to complete a degree in a two-year (four terms) timeframe.

The original six ADTs identified for the North County Campus were in the areas of:

- Business
- Agriculture Business
- Communications
- Sociology
- Psychology
- Administration of Justice

The North County Campus Cluster Coordinators took the lead and conducted a random sampling of the 175 students with 85 enrolled in courses in the ADT's patterns offered on the North County Campus. The results were both quantitative and qualitative data. The analysis of the survey is outlined in Section III: Annual Measurements, Analysis, and Improvements.

Please see [Appendix A](#) for additional details on the North County Campus ADTs.

In the Spring semester the North County Campus cluster coordinators, academic deans, division chairs, the Vice President of Academic Affairs and Dr. Escobedo met and planned for the second version of the next set of ADTs for the North County Campus. The second version of the North County Campus Associates Degrees for Transfer (ADTs) were fully implemented in the Fall of 2018, which are as follows:

- Agriculture Plant Science
- Business Administration
- Communication Studies
- Psychology
- Sociology
- Administration of Justice (evening program)

The changes to the original six ADTs selected were based on the analysis of the data of students enrolled in the respective disciplines, and the new area of study and ADT in Agriculture Plant Science.

It is important to note in the Fall of 2017 the North County Campus opened the new Plant Science Facility with a headhouse (instructional site) and two greenhouses (hands on instructional site) which provided the students the opportunity to earn their two-year Agriculture Plant Science degree on the North County Campus.

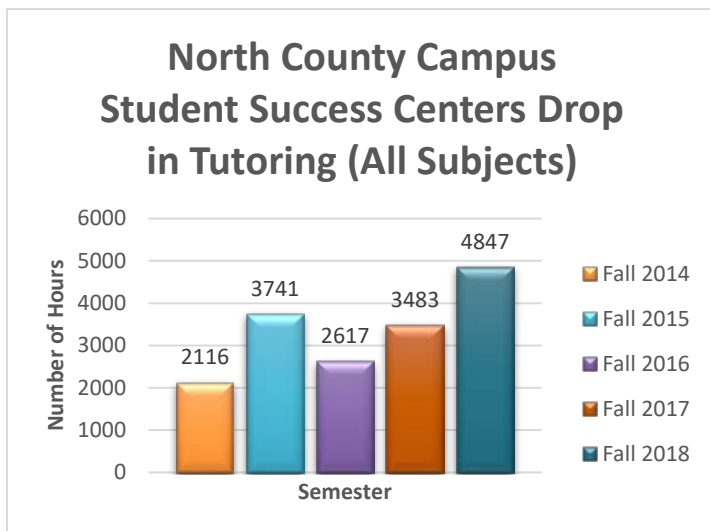
2) Student Success Center (Tutoring) and Studythons (Mid-Terms/Finals):



During this reporting period, under the new leadership of Que Dang, Director of the Student Success Centers and Student Equity Plan, and Siboney Guajardo, Assistant Director of the Student Success Centers, the North County Campus students received enhanced tutoring support in preparation for mid-terms and finals examinations.

Ms. Dang and Ms. Guajardo were proactive in the design and implementation of the Mid-Term Madness

and Finals Studythons to assist all students in their preparation for key timeframes within the respective semester. These studython sessions are in the form of extended evening hours and Saturday sessions. The sessions, which not only included tutors but academic counselors as well, assisted



students with their individual educational plans and course selections, and faculty facilitated study sessions in their respective areas. In addition, the chart above reflects the increase in tutoring hours provided at the site.

It is also important to note the partnership with the Library staff and Library faculty who also participate in these events by extending the library services hours and providing support to students. Given the combined energy, vision, innovation, and leadership of Que Dang and Siboney Guajardo, the Student Success Center (tutoring) has continued to evolve and enhance student tutoring services.

Institutional Goal 2: Access
Increase student access to higher education.

1) Outreach:

Enhanced outreach (community-at-large) and in-reach (on campus awareness) were conducted during this reporting period. An established “Outreach” Office was created to address the need for comprehensive campus-wide outreach activities. The hiring of Jeffery Alexander as the Outreach Director has been key in bringing together the campus-wide departments, who conduct outreach activities with unified outreach strategies to represent the District as a team.

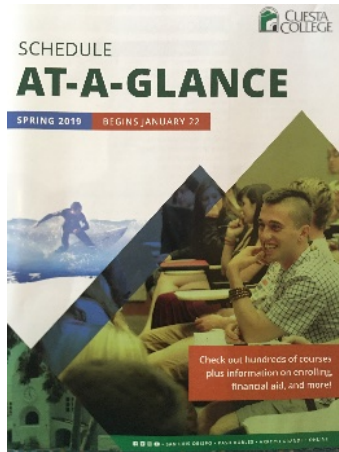
An example of a unified district outreach activity was Director Alexander’s collaborative work with the campus-wide departments (student services and academics) to create a Cougar Welcome Days event on the North County Campus. This event brought together representatives from an array of areas to provide students the opportunity to apply, enroll, complete their financial aid package, and have the opportunity to speak to the faculty from the various departments represented at this event.



In addition, Dr. Escobedo collaborated with the lead North County Campus Agriculture Faculty Member, Dean Harrold, and Amy Stapp, Business Education Faculty, in holding the first Agriculture Plant Science Plant Sale on the same day as Cougar Welcome Days to maximize visibility of the Agriculture Program. This brought students and community members to one event. All of the proceeds of the agriculture plant science event were designated to enhance the academic program.

The continuous outreach activities also increased during this reporting period to all of the San Luis Obispo high schools and community-based events, such as Chamber events, farmer market events, and the Nipomo Swap Meets, to mention a few. The Outreach Director and Enrollment Success Specialists are continuously providing information and workshops on how students can enroll in Cuesta College courses, the Cuesta College Promise Scholarship, and other financial resources, etc. Please see [Appendix B](#) for additional details.

2) Enhanced Outreach | Class Schedules:



In the summer of 2017, The Cuesta College Class Schedule project was spearheaded by Dr. Mark Sanchez, Vice President of Student Services and College Centers with the goal to brand Cuesta College and bring awareness of the educational opportunities available to the community.

Each semester, the printed class schedules are distributed to numerous community agencies, businesses, and school districts throughout the county to bring the awareness of the opportunities and access to Cuesta College. In addition, the schedules are distributed across campus at the three institutional sites: San Luis Obispo Campus, North County Campus, and the South County Center.

3) Student Health Services:



The new site for the Student Health Services is located in the Campus Center. The site now has two exam rooms, two offices for Mental Health counseling, and a front lobby area. During this reporting period, Nicole Johnson served as the interim Coordinator for the Student Health Services. Most recently, Ms. Johnson

was appointed as the Director of the Student Health Services sites. Under Ms. Johnson's leadership, the site has enhanced its services to meet the needs of the students on the North County Campus.

The Student Health Center reports they conducted health education presentations and outreach efforts to 310 students on the North County Campus. The staff collaborated with both on and off campus community partners and participated in 15 campus events, such as:

- Safe Spring Break
- Welcome Cougar Days
- NCC Blood Drive
- NCC Student Services Fair
- Veterans Resource Fair

Please see [Appendix C](#) for additional details.

The Student Health Services has also undergone a restructure with the goal to enhance the overall services for students across both sites (San Luis Obispo and North County Campus). As part of the restructure, mental health services were expanded as two MFTs (Marriage and Family Therapists) were hired. One of the MFT's is bilingual and has been offering mental health services on the North County Campus. As a result

of the overall restructure, the North County Campus Student Health Services is now opened for student support four days a week.

Additionally, during this reporting period the staff participated in continuous professional development opportunities, such as:

- Human Trafficking 101
- Workplace Violence Prevention: Awareness Training
- Rise/Sexual Assault/Intimate Partner Violence
- Trauma Informed Care
- LGBTQ Awareness, Sensitivity and Competency
- and Clinical Supervision

4) **Campus Center:**

In May 2018, the new North County Campus Center opened its doors to the public. This new educational site was made possible by the Measure “L” Bond. The Campus Center houses multiple key departments which directly impact the students’ and community’s access to education.

The Campus Center houses the various departments/services:

- | | |
|---|---|
| ▪ Academic Counseling | ▪ Dean’s Office |
| ▪ Admissions & Records / Student Services | ▪ Education Programs |
| ▪ Assessment / Computer Lab | ▪ Financial Aid |
| ▪ CaFE Center | ▪ Monarch Center (Dreamer Center) |
| ▪ Campus Dining | ▪ Student Health Services |
| ▪ Campus Police | ▪ Student Life and Leadership Office (Associated Students of Cuesta College (ASCC), Cultural Center, and Food Pantry) |
| ▪ Cashier’s Office | ▪ Veterans Center |
| ▪ Continuing Education | |
| ▪ Cuesta Bookstore | |



In addition, there are two multi-purpose classrooms located on the second floor, an Arts classroom on the first floor, as well as a workroom for faculty, staff, and ASCC student use.

There are also two conference rooms (one in the first floor and one on the second floor) to provide opportunities for on and off

campus meetings and/or events. For example, during this reporting period the North County Campus hosted the Boys and Girls Board Member Retreat, Cabinet Members Retreat, and Equal Employment Opportunity/Implicit Bias Training in the new Campus Center conference rooms.

Finally, the Dean's Office is now located in the Campus Center, whereby, students, the campus community, and community members have access to Dr. Escobedo for support and guidance on the matters that impact them, the operations of the North County Campus and the District. These matters are not exclusive, but many times are inter-related and having the Dean readily accessible is instrumental in the overall support and guidance that is provided to all of the stakeholders.

Institutional Goal 3: Partnerships

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

1) Educational/Civic Organization Partnerships:

Dr. Escobedo, Dean, North County Campus and South County Center, has continued her partnerships with various community and educational entities during this reporting period.

Dr. Escobedo participated in the Paso Robles/City/Cuesta quarterly meetings lead by the Paso Robles School District Superintendent; continued her role as a Board Member of the Paso Robles Chamber of Commerce and committee member of the Paso Robles Chamber of Commerce Women In Business Committee; participated in various Paso Robles Hispanic Business Association activities; was selected as a Board Member for the North County Boys and Girls Club; participated in community activities for the Paso Robles Housing Authority; participated in various City of Paso Robles activities, such as the strategic planning for the Paso Robles Library, collaborated with the Paso Robles High School Career Counselor in planning and implementation of the Paso Robles High School and Cuesta College Career Day for junior and senior high school students.



2) YMCA | College Day Event:

In the summer of 2018, in partnership with the staff from Cuesta College Community Programs, approximately 25 young children from the YMCA participated in a one-day college day event on the North County Campus. The event was successful, and the team from YMCA and Cuesta will host its second annual college day event in Summer 2019.

3) Almond Acres Charter Academy:



A strong partnership has been established with the Almond Acres Charter Academy during this reporting period.

In November 2018, the Dean's Office hosted a college day for approximately 30 elementary school students. The students participated in various college and career workshops, history on voter registration, and had the opportunity learn from Cuesta College students on their experiences as a college student.

4) North County Campus Ambassadors:

Dr. Escobedo continues to work with community members known as the North County Campus Ambassadors. These NCC Ambassadors are strong advocates for higher education with Cuesta College at the forefront. This group of community and board members have a long-standing history in the support they provide to the North County Campus; some of these individuals were even at the forefront of the development of the North County Campus and are still long-time residents of the North County.

The North County Campus Ambassadors participate in events such as:

- Meet and Greet (Fall and Spring Semesters)

A welcoming event held for students at the beginning of each semester. Ambassadors volunteer their time during the first week of each semester to provide information to students and welcome them to the college. This past year, Ms. Nicole Grant organized these events.

- Holiday Gift Giving (December)



student support programs identify students and their children who are in need of support during the holiday season. This event has been a long-standing tradition for the North County Campus.

In addition, the NCC Ambassadors work directly with some of institution's student support programs (i.e. Veteran's Center, CARE, and Extended Opportunity Programs and Services) to provide holiday gifts for 14 – 16 students and their families. The leads from the respective



5) Campus Police & Paso Robles Police Department Partnership:



Chief Bryan Millard collaborates and has a long-standing agreement with the Chief of Police from Paso Robles Police Department for support to the North County Campus when needed.

For example, when all of the Cuesta Police Officers are in trainings, the Paso Police Department is ready and available to respond to emergency needs of the Campus.

6) San Luis Obispo Food Bank & Cuesta College:

Cuesta College established a partnership with the San Luis Obispo Food Bank to provide support to the campus and local community with monthly food services. This partnership continued during this reporting period, and the campus and local community of the North County area have continuously benefitted. The project lead is Dr. Anthony Gutierrez, Coordinator of Student Life and Leadership, in partnership with Diane Limon and Julianne Jackson of the North County Campus.

7) North County Campus Coordinators:

The North County Campus has five designated faculty leads (Dr. Elizabeth Lobo, Dr. Gary Rubin, Jodi Meyer, Sean Boling, and Beth-Ann Dumas) who work in partnership with the Dean in identifying and meeting the needs of the North County Campus.

Dr. Elizabeth Lobo reports her continued participation with the Girls Scouts of Cuesta del Norte and hosted community events on the North County Campus. Dr. Gary Rubin reports he has conducted guest lectures in the community in areas of Conflict Resolution, results on employment studies, partnerships with the Paso Robles, Templeton, and Atascadero Chambers of Commerce, and mentored youth in the community, to mention a few.

It is important to note that in the Fall 2018, Dr. Gary Rubin, Business Faculty, was recognized and received the “Faculty of the Year” award for his outstanding contributions to the District.

8) Second Annual Paso Robles High School Career Day:

In March 2018, the North County Campus hosted the second annual Paso Robles High School and Cuesta College Career Day. This is a partnership between Dr. Escobedo, Dean of the North County Campus and South County Center and Heather Gillis, Career Counselor from Paso Robles High Schools.

The event is designed to provide junior and senior high school students from Paso Robles High School with the opportunity to attend career exploration workshops facilitated by various community professionals and Cuesta faculty members that



enhance the students' knowledge of the various careers the students expressed an interest in pursuing.

Approximately 130 students had the opportunity participate in three separate career exploration workshops, learn about the admissions application process for Cuesta College, learn about the Cuesta College Promise opportunity, and the experience of being on a college campus. The partnership continues as the third annual event is currently in its planning stages and scheduled for March 29, 2019.

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.

1) Measure “L”:

In May of 2018, the North County Campus Center opened its doors for services to the community. This new site houses comprehensive student support services in such areas as Student Services (Admissions and Records), Counseling, Financial Aid, special student populations support programs such as the CaFE Center (CalWORKs, Foster Youth, EOPS, and CARE), and Student Life and Leadership/Cultural Center/Food Panty (student engagement), Campus Police, Cashier’s Office, Bookstore, Veteran’s Center, Student Health Center, Continuing Education, Fresh and Natural Food Services, Student Health Center, Dean’s Office, three classrooms, and two conference rooms. The designation of the departments were strategically identified to ensure students and the community visited one site to receive comprehensive services.

2) Cultural Center:

The District’s Cultural Center Office initially began providing services on the San Luis Obispo Campus during this reporting period. As the North County Campus Center opened the Student Life and Leadership Office was now able to provide comprehensive student engagement activities by the Cultural Center in conjunction with the Associated Students of Cuesta College (ASCC), the Food Bank, and the Food Pantry, which are all housed within the Student Life and Leadership area.

In addition, in partnership with the Coordinator of the Career Connections Office, the Coordinator is on site on a weekly basis to provide students with career and internship information opportunities. The students receive guidance and services in areas such as:

- Resume writing
- How to prepare for interviews
- How to dress for interviews
- Information on internship opportunities

The Student Life and Leadership Coordinator, Dr. Anthony Gutierrez, reported a total of 1,428 students visited the Student Life and Leadership Office on the North County Campus. The following are services students received during this reporting period:

Service	# of Students
Photo Identification Cards	1,080
Food Pantry Access	1,348
Food Bank Services	728

Allison Phelps, Cultural Center Activities Assistant, regularly scheduled diverse student and community events on the North County Campus supported by Student Equity funds. The following are examples of the various events which have been held on the North County Campus:

Fall 2017:

- Latinos in Leadership Panel with Dr. Maria Escobedo, Dean, North County Campus and South County Center; Siboney Guardado, Associate Director of Student Success Centers; and Angelica G. Fortin, Paso Robles City Library, Community Services Department.
- Donuts and Dialogue: Discussion on the role of men in preventing violence against women.

Spring 2018:

- Deeper Dialogues: Gun Ownership
- Artist Simon Silva Creativity Lecture
- Screening the movie “The Help”

Fall 2018:

- Constitution Day: Discussion on voter rights
- Stop the Stigma Presentation & Resource Fair: Struggles of mental illness
- Día de Los Muertos Celebration and Art Contest
- Campus Center Open House: Creating a multicultural environment

Spring 2019:

- Screening of the movie “Selma”: A celebration of Martin Luther King Jr. Day
- Black Ink: The Power of African American Literature
- Recovery and Wellness: Growing through Co-Occurring Disorders
- Book of the Year Ana Castillo screening
- Constitutional Controversies: Student lead debate
- Queer Sensitivity and Ally Training

Please see [Appendix D](#) for additional information on Cultural Center events.

3) North County Campus Kinesiology Classroom:



In the summer of 2018 a modular classroom was designated as the activity kinesiology classroom, and in the 2019 Spring semester kinesiology courses were offered on the North County Campus. This new activity classroom provides the opportunity for the

North County students to complete their Associate Degree for Transfer in Kinesiology. Dr. Escobedo's collaboration with Dr. Jason Curtis, Dean of Sciences, Mathematics, and Kinesiology and Allison Merzon-Grant, Division Chair for Kinesiology demonstrates how we are working together as a team to meet the student needs of the North County Campus. In addition, the Kinesiology classes provide the opportunity for employees to participate in "Wellness" spots allocated for all Cuesta employees.

4) North County Campus Monarch Center (Dreamer Center):

The creation of Monarch Centers (Dream Centers) at both sites, North County Campus and San Luis Obispo Campus, was as a result of Dr. Mark Sanchez, Assistant Superintendent/Vice President of Student Services and College Centers, vision to support undocumented students. Funding for these two centers were secured via the Catalyst Grant. On the North County Campus, the Monarch Center is located in the Campus Center and scheduled to begin providing services by the end of March 2019. The design of the center is to create a sense of belonging for this student population.

5) Schwartz Early Childhood Education Building:



The Early Childhood Education project is part of the second phase of the Measure "L" Bond passed in November of 2014. After a generous contribution by the Schwartz Family, the Early Childhood Education Building is now known as the "Schwartz Early Childhood Education Building".

In the Fall of 2018, the Board of Trustees selected the contractor for this project. Soon after the contract was approved, the construction company began its implementation of the contract, whereby the area was fenced off, contractor/construction modular buildings were placed within the designated site, and the community can visually see the next phase of Measure "L" Bond project.



The Schwartz Early Childhood Center had its groundbreaking event on February 1, 2019 with the goal to be completed by the end of the 2020 Fall Semester, and fully operational at the beginning of the 2021 Spring Semester.



This site will increase the student childcare capacity and provide additional hands-on learning opportunities for Cuesta students enrolled in the Early Childhood Program.

Please see [Appendix E](#) for additional information.

6) Campus-Wide WiFi:

To ensure the North County Campus had complete WiFi services, Dr. Escobedo utilized North County funds and collaborated with Keith Stearns, IT Director, to ensure the North County Campus had campus-wide WiFi to provide students with the ability to work on their academic assignments from anywhere on campus.

7) Digital Signage:

The North County Campus now has nine digital signage screens across campus located in each of the main campus buildings: Schwartz Learning Resource Center, Patricia Fox Building, and the new Campus Center. In collaboration with the Marketing Department, protocols and procedures were developed to ensure all signage met the District standards. Ms. Nicole Grant, Administrative Assistant, lead and facilitated various trainings on the process and procedures for digital signage for the staff from various departments.

The digital signage has provided the venue to publicize campus-wide and North County Campus specific events and notices to the campus community. Since August of 2018, a total of 105 campus events and notices have been publicized, for example: Fall and Spring semester important dates; Food Bank distribution dates; Late Start Classes; Library Saturday hours; Mid-Term & Finals Studythons; Día de Los Muertos events; Stop the Stigma Suicide Awareness; Scholarship Opportunities; Cultural Center events; ASCC student focused events; class/course offerings; and campus-wide evacuation drills.

A. 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.

The District's institutional goals and objectives focus on providing support for students to complete their educational goals, providing access to subjects to obtain their educational goals, establishing partnerships to enhance opportunities for students, continuous improvement on the campus facilities and technology, and ensuring the North County Campus budgets are sustainable.

Dr. Escobedo is well versed in the district's shared governance committees and institutional policies, engaged in the local communities, and collaborates across campus divisions and departments to ensure the students have access to completing their educational goals.

Important to note, Janet Sheppard, Grants Director, has been instrumental in working with the various campus-wide divisions to identify the unmet student and divisions needs that could potentially be funded from external funds from various external sources. As these grants typically are designed for campus-wide implementation, the following are some of the grants which have a specific focus to the North County region:

- 1) ABG Regional Consortium Funding (AB104):
The focus is on Non-Credit English as a Second Language (ESL), adult education, adults with disabilities.
- 2) Glikbarg Foundation:
English as a Second Language (ESL) Student Support
- 3) San Luis Obispo County YMCA:
English as a Second Language and civics education in Shandon.
- 4) Workforce Innovation and Opportunity Act (WIOA):
Adult literacy education.
- 5) Basic Skills & Student Outcomes Transformation (CCCCO):
QuickStart accelerated program (Math and English); Zoom Program (First Year Experience); and Faculty Learning Community.
- 6) Innovation in Higher Education:
CA Department of Finance: Expand dual/concurrent enrollment with Paso Robles High School.
- 7) U.S. Department of Agriculture:
Hispanic-Serving Institutions Education Program: Agriculture Guided Pathways, Latinx outreach, job shadowing, internships, and scholarships.
- 8) U.S. Department of Education:
Title V Developing Hispanic-Serving Institutions: Guided Pathways to teaching credentials and ubiquitous Wi-Fi coverage.
- 9) Catalyst Fund:
Services for undocumented students (support, services, and outreach).
- 10) Childcare Access Means Parents in School (CCAMPUS):
Childcare subsidies to the campus Children's Centers for low-income students.
- 11) Veterans Resource Center (CCCCO):
North County Campus Veterans Resource Center (support, services, and outreach).

These grants are managed by various managers, staff, and faculty across the institutional divisions; however, the majority are housed in the Student Services and College Center and Academic Affairs Divisions, with strong fiscal support from the Administrative Services Division.

B. Fiscal Stability:

Dr. Escobedo is the site administrator of the multiple North County Campus budgets (General Funds, Lottery, and Foundation), and strategically leverages the funds to meet the needs of the North County 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.

The four sources of data used to analyze the progress of the North County Campus are as follows:

- Institutional Research Data for the North County Campus
- Tracking of Services Provided at the North County Campus by Student Services
- Associate Degree for Transfer Survey by the North County Campus Coordinators
- Student Equity Focus Groups Student Perspectives Report

1) Institutional Research Data for the North County Campus

The North County Campus has continued to meet the minimum standards as an educational center as defined by the California Post-Secondary Education Commission (C.P.E.C.), and as required by the Chancellor's Office for Center Funding, by maintaining an on-site administrator (not a President, Chancellor, or Superintendent); offering programs leading to certificates or degrees to be conferred by the parent institution; and by achieving a minimum of 1,000 FTES annually as outlined below. As noted in the table below, the North County Campus continues to meet its required annual FTES to maintain its educational status.

North County Campus: Sections Offered, Enrollments, & FTES

	2016 / 2017 Academic Year	2017 / 2018 Academic Year	Difference	% Difference
Sections Offered	465	522	57	12.3%
Enrollments	9,145	10,823	1,678	18.3%
FTES	1,244.772	1,572.143	327.37	26.3%

Source: Cuesta College Institutional Research Office

The following tables outline the various data points that are tracked which are key in the strategic planning for the North County Campus. Such areas include, but are not limited to outreach strategies and activities, student engagement, faculty needs, staffing needs, student

services, and facilities support. In addition, working with the community partners to identify the needs of the business entities.

North County Campus: Sections Offered and Student Enrollment

2017 - 2018 Academic Year			2018 - 2019 Academic Year		
Semester	Sections Offered	Enrollment	Semester	Sections Offered	Enrollment
Fall 2017	275	3,417	Fall 2018	261	3,480
Spring 2018	207	2,560	Spring 2019	174	2,317
TOTAL:	482	5,977	TOTAL:	435	5,797

Source: Cuesta College Institutional Research Website as of February 24, 2019

North County Campus: Part Time and Full Time Enrollment Status

2017 - 2018 Academic Year			2018 - 2019 Academic Year		
Semester	Part Time	Full Time	Semester	Part Time	Full Time
Fall 2017	2745	672	Fall 2018	2,838	642
Spring 2018	1,529	568	Spring 2019	1,237	519
TOTAL:	4,274	1,240	TOTAL:	4,075	1,161

Source: Cuesta College Institutional Research Website as of February 24, 2019

North County Campus: Non-Credit and Credit Course Enrollment

2017 - 2018 Academic Year			2018 - 2019 Academic Year		
Semester	Non-Credit	Credit	Semester	Non-Credit	Credit
Fall 2017	466	2,951	Fall 2018	507	2,973
Spring 2018	463	2,097	Spring 2019	561	1,756
TOTAL:	929	5,048	TOTAL:	1,068	4,729

Source: Cuesta College Institutional Research Website as of February 24, 2019

Please see [Appendix F](#) for the full reports on Sections Offered, Enrollments, and Credit Courses.

2) North County Campus Student Services

The North County Student Services team have continued to provide exceptional services to the community. With the new location in the Campus Center the Student Services staff continue to provide and support the academic counseling and financial aid direct support. In addition, the staff are now providing direct front-line support to the CaFE Center staff (CalWORKS, Foster Youth, CARE, and EOPS). The key to their role is that they are the

face of the institution as students and public seek assistance and information on the institution’s educational opportunities. Staff provide front-line services in the following areas:

- Admissions & Records
- Assist students with Cuesta applications and processes
- Password resets
- Campus referrals
- Distribution of information and guidance on campus-wide academic and student support services

The following data reflects the level of services being provided by the Student Services staff in various areas such as: phone calls, foot traffic, student requests for counseling services, and the other types of student services provided. The collection of various data points provides the opportunity to track the services provided to the public. The data outlined in the table below reflect various student services provided by the four Student Services staff (three full-time and one part-time).

North County Campus Student Services Information

2017 – 2018 Academic Year		2018 – 2019 Academic Year*	
Service	# of Students	Service	# of Students
Application Help	695	Application Help	489
Admissions & Records	1186	Admissions & Records	825
Registration	513	Registration	473
Residency	89	Residency	73
Appeals	68	Appeals	49
ASCC	367	ASCC	43
Financial Aid	2438	Financial Aid	1647
Academic Counseling	2485	Academic Counseling	1850
Cashier	484	Cashier	113
Campus Information	418	Campus Information	143
Continuing Education (ESL / GED)	115	Continuing Education (ESL / GED)	72
Distance Education	53	Distance Education	23
Other	421	Other	388
CaFE**		CaFE**	669
TOTAL	9,332	TOTAL	6,857

* As of January 31, 2019

/

** CaFE Tracking began October 2018

The data was collected by the student services staff via internal documentation (spreadsheets and tallying of services). Additional information on the services provided by the team are included in [Appendix G](#).

It is important to note that as of end of May 2018, as the new Campus Center several of the departments (Veterans Office, Student Life and Leadership/ASCC, Continuing Education,

Cashier's Office, and Campus Police) now had the ability to provide their own front office services to the public and as a result there has been a decrease in the overall services in the respective areas as outlined below. The data includes the 2017 Fall semester, 2018 Spring semester, 2018 Summer sessions, and 2018 Fall semester.

3) Associate Degrees for Transfer Survey

During this reporting period, the North County Campus Cluster Coordinators implemented a student survey to obtain quantitative and qualitative data on the initial six ADTs selected for the North County Campus. Below are highlights of the survey results which reflect the feedback from the students regarding the six ADTs offered on the North County Campus. The complete survey results are in [Appendix H](#).

Quantitative Results:

In April 2017, students at Cuesta College's NC participated in a survey regarding the ADT pathways offered at the North County Campus. Eighty-Five students who declared an ADT as their major and 90 who had not declared an ADT or major participated in the survey, but not all responded to the open-ended questions. Seventy-three declared students and 39 undeclared students wrote one or more comments in response.

Most liked about the ADT schedule:

The schedule is specifically planned out/prescheduled/guided (one category). (24% of the like comments and 14% of all comments). It represents the greatest percentage of all comments. This is a separate category from easy to follow/organized/clear (2nd most frequent like at 17% of like comments and 10% of all comments).

Most disliked about the ADT schedule:

The schedule includes too many units in a semester. (26% of all dislike comments and 11% of all comments). This is a separate category from too long/too many hours a day (2nd most frequent dislike at 19% of all dislike comments and 8% of all comments).

Quantitative Results:

In April 2017, 175 students at Cuesta College's NCC participated in a survey regarding the Associate Degrees for Transfer; 85 of these students declared an ADT as their major, and 90 students were undeclared as to a major. This is a summary of the quantitative data gathered in the respective categories.

Taking Courses at NCC

A high percentage of students are taking classes exclusively at the NCC.

- 87% declared (74/85)
- 87% undeclared (78/90)
- 87% combined (152/175)

Unit Loads

A higher percentage of declared students are taking 12 or more units as compared to the percentage of undeclared students taking 12 or more units.

- 46% declared (39/85)
- 30% undeclared (27/90)
- combined 38% (66/175)

ADT Popularity

85% of students (149/175) are either pursuing or are interested in pursuing an ADT.

- Only 15% of students (26 of 175) are not interested in an ADT.

ADT Awareness

Student awareness that the NCC offers courses needed for an ADT:

- 92% of declared students (78/85) are aware that the NCC offers courses needed to complete the currently offered ADTs.
- 86% of undeclared students (77/90) are aware.
- 89% of combined (155/175) are aware.

RP Group Research: Cuesta College Student Focus Groups Highlights:

In the Spring 2018, the RP Group was hired as consultants to facilitate student focus groups to gather and analyze information that would be of assistance to the college in delivery of services, academic programming, and feedback on student success strategies “as the Cuesta College begins to design and implement guided pathways”.

The study focused on four key pillars of Guided Pathways:

- Pillar 1: Clarify Paths to Students’ End Goals
- Pillar 2: Help Students Get on a Pathway
- Pillar 3: Help Students Stay on a Path, and
- Pillar 4: Ensure That Students Are Learning

The following is the conclusion as outlined by the RP Group on the areas which complimented the college and areas of needed improvement.

“In seeing how the findings from these focus groups align with the four pillars of guided pathways, Cuesta College administrators, faculty, and staff have a great opportunity to truly listen to the voices of their students and use what students say to inform how the implementation of guided pathways continues to evolve at the institution. Some of the most critical takeaways from these focus groups include the following:

- **Cuesta students are passionate in their desire for instructional faculty to do more.** The fact that students see so many opportunities for faculty members to contribute even more to their academic success speaks to the deep appreciation they have for everything instructional faculty already bring to the table and their faith in these individuals' capacity to do even more.
- **Counseling services need to be easily accessible, proactively engage students at the beginning of and throughout their educational journey and take into account the whole student when designing an education plan.** Students themselves have recognized the critical role that counseling plays in their educational journey, particularly early on when they are most

likely to be confused or lost. More than anything, students expressed an ongoing desire to be listened to and truly heard by counselors.

- There are a number of opportunities for Cuesta College to improve some its internal systems and **structures that are currently slowing down or sometimes even downright standing in the way of student success**. From the college application to the course registration system to the availability of key classes to the college's website and portal, Cuesta students need the college to remove unnecessary obstacles to enrollment, completion, and everything in between.

Looking at the college through the lens of student experiences-rather than the lens of policy, administration, finances, organizational charts, or logistics-can dramatically change one's understanding of the institution, shaping practice in powerful new ways. To this end, the college has an opportunity to build upon this first step of eliciting student views by **developing a systematic process for regularly engaging students in the planning, design, assessment, and refinement of guided pathways**. If done meaningfully, Cuesta can not only continue leveraging student perspectives to make the case for guided pathways at the college, but also offer students a place of power and influence at the table as it determines how to restructure the student experience to ensure that it both aligns with the guided pathways framework and promotes equitable success for all students.”

Please see below for the full Equity Focus Group results and Focus Group Highlights.

[*The RP Group: Cuesta College Equity Focus Groups Student Perspectives Report*](#)

[*The RP Group: Cuesta College Focus Group Results Report Highlights*](#)

B. Data Interpretation:

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

Student Services:

The Student Services data clearly reflects the level of services that are provided by the front-line staff. As all of the Student Services staff are cross-trained in the various areas, more specifically in the Admissions and Records area as there are multiple layers to this area. In addition, being well informed across campus-wide departments is instrumental in ensuring the community is receiving the appropriate and correct institutional information.

Institutional Data:

The institutional data reflects a trend that demonstrates enrollment trends are higher in the fall semesters; trends in increased enrollments in the part-time students; a decrease in

course offerings in the Spring semesters; and growth in enrollments in the non-credit courses. These data points are key to strategic planning in academic programs and North County Campus overall program services.

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

RP Group Results:

The increase in the appropriate course offerings in key to increasing enrollment district-wide. Additional strategies need to be explored such as: when courses are scheduled and increasing on-line courses. In addition, as the percentage of part-time students continue to grow the District should consider increasing courses offered in the evenings and weekends. The RP Group student survey outcomes state students are wanting more evening and weekend courses, short-term courses as well as more on-line course offerings because of their busy lifestyles.

Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

N/A

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.

Program Outcome Number 4:

Students on the North County will be able to complete all courses necessary to achieve the six identified Associates Degree for Transfer (ADT). During this reporting period, the first cycle of the first six ADTs to be offered on the North County Campus were assessed. The results are currently be analyzed for areas of improvement. In addition, ADT brochures were created with the respective guarantee two -year course outlined.

Program Outcome Number 5:

The Dean tracks the courses provided on the North County Campus and works directly with the Vice President of Academic Affairs and Academic Deans to review course schedules on a consistent basis and during the VPs and Deans weekly meetings. In addition, the Dean tracks the courses that are posted on the Cuesta College Class Finder.

Program Outcome Number 6:

The Dean tracks the courses provided on the North County Campus and works directly with the Vice President of Academic Affairs and Academic Deans to review courses offered to achieve the certificates as advertised for the site during the VPs and Deans

weekly meetings. In addition, the Dean tracks the courses that are posted on the Cuesta College Class Finder.

- 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.**

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. Student and staff demographic changes:

The College continues to track the student demographics to ensure current and best practices are designed and implemented to assist students in their success in their educational journey. It is noted that the staff/faculty demographics are not changing at the same pace of the student demographics across the service area. An increase in staff/faculty development opportunities focused on diversity matters, implicit bias, and Equal Opportunity Employment trainings have been implemented during this reporting period.

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

The North County Campus community (students, staff, and faculty) have access to WiFi throughout the campus. WiFi capabilities are within the four buildings on the campus – Schwartz Learning Resource Center, Campus Center, Patricia Fox Building, and the Math Annex Building.

C. Providing service to multiple off-campus sites:

Dr. Maria Escobedo and Dr. Mark Sanchez continue to work with all divisions across the District in ensuring the North County Campus continues to receive comparable and equitable services.

D. Anticipated staffing changes/retirements

Most recently, the Student Services and College Centers Division is undergoing a restructure. As a result of the restructure, the four Student Support Services staff have been classified to Enrollment Success Specialists and will be reporting to the Director of Outreach and Enrollment Services.

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.

A. Equipment/furniture (other than technology)

Dr. Elizabeth Lobo and Jodi Meyer, two of the North County Campus Cluster Coordinators identified various equipment/furniture items for their respective clusters. These items are outlined in the Resource Plan Worksheet.

B. Technology

The Information Technology Department has provided an inventory of the technology equipment that will need to be replaced as they reach their life expectancy. These items will need to be considered for either replacement and/or be discontinued. The estimated cost of the replacement of the items outlined by the IT Department staff are at a cost of \$226,100. As technology is continuously changing, in collaboration with the Dr. Escobedo and the IT staff, it will be determined what future options are available to continue providing a service to the site and efficient use of the technology.

Additionally, Dr. Elizabeth Lobo and Jodi Meyer, two of the North County Campus Cluster Coordinators identified various technology items for their respective clusters. These items are outlined in the Resource Plan Worksheet.

Please see [Appendix I](#) for detailed information on the North County Campus Technology Lifecycle Report.

Please see [Appendix J](#) for the full North County Campus Unit Resource Plan.

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
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Name	Signature	Date
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Name	Signature	Date
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Appendix A: North County Campus Associate Degree for Transfer

ASSOCIATE DEGREE FOR TRANSFER (ADT)



ADMINISTRATION OF JUSTICE
(EVENING PROGRAM)

The Criminal Justice Program studies the activities and operations of law enforcement agencies, the courts and correctional agencies. The public and social policy implications associated with operating the criminal justice system are also explored. Criminal Justice careers offer individuals a rewarding opportunity to serve the public, safeguard constitutional rights and actively meet the needs of the community.

First Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
590-653		ENGL 201A*		ENGL 201A*	4
760-959	CJ 202	CJ 206		COMM 201	9
DE	NDHS 212				3
*DE Options	ENGL 201A				16

First Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
590-650		MATH 247*		MATH 247*	4
780-950	CJ 224	CJ 206			6
DE	ENGL 201B* or 201C*				4
*DE Options	MATH 247, POLS 202, ENGL 201B, ENGL 201C				14

Second Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
400-523	ART 200*		ART 200*		3
590-622		BIO 211			3
525-855			LAB for BIO		1
760-955				CJ 204	3
DE	SOC 201A and POLS 202				6
DE Options	ART 200				13

Second Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
400-650	MUS 237*				3
760-950		CJ 228	CJ 210		6
DE	OCEN 210 and HIST 201A or 201B				6
DE Options	MUS 237				15



Complete your Associate Degree for Transfer in just two years!

You can complete 6 ADTs exclusively at the North County Campus!

Cuesta College North County Campus
 2800 Buena Vista Drive,
 Paso Robles, CA 93446
 (805) 991-6200
 (805) 991-6241 North County Counseling Office
 (805) 945-3188 San Luis Obispo Counseling Office
 For more information
bit.ly/cueastanorthcounty

NORTH COUNTY CAMPUS

ASSOCIATE DEGREE FOR TRANSFER (ADT)

CUESTA COLLEGE
cuesta.edu

Updated April 2018



Associate Degree for Transfer

ADT (A.A. for Transfer and A.S. for Transfer) California community colleges offer the Associate Degrees for Transfer to the California State University system. This includes Associate in Arts (AA-T) and Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California community college students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing in to the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Consult with the Cuesta College Transfer Center for mandatory application, evaluation and notification deadlines.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-credits baccalaureate degree within 60 semester or 90 quarter credits.

ADT Requirements: Students pursuing the Associate Degree for Transfer are also required to complete a minimum of 12.0 credits in residence at Cuesta College.

1 Completion of 60 semester credits or 90 quarter credits that are eligible for transfer to the California State University, including both of the following:

- >> The California State University General Education Breadth Requirements (CSU GE) or the Intersegmental General Education Transfer Curriculum (IGETC), and
- >> A minimum of 18 semester credits or 27 quarter credits in a major or area of emphasis, as determined by the community college district.

2 A minimum overall grade point average of 2.0.

3 A "C" or better grade in all courses required for the major or area of emphasis; a "P" (Pass) grade is not an acceptable grade for courses in the major. External exams such as Advanced Placement, etc. are not subject to this grade restriction.

Complete your Associate Degree for Transfer in just two years!

Cuesta College now offers 6 Associate Degrees for Transfer (ADTs) that you can complete entirely at the North County Campus within a two-year period. The following ADT courses have been outlined for you, as a clear pathway to earning your degree!

AGRICULTURE PLANT SCIENCE

Agriculture Plant Science prepares students for a career as a plant scientist, agriculture teacher, biotechnologist, agronomist or crop scientist, turf manager, farm manager, weed scientist, entomologist, nursery and garden specialist, researcher, or landscape manager. Agriculture Mechanics courses provide students with skills and knowledge to enter the mechanized agriculture field. A general agricultural background provides students with entry level employment opportunities and skills along with the ability to transfer to a college or university and continue their studies in a wide variety of agricultural fields.

First Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:00-10:50		MATH 247*		MATH 247*	4
9:30-10:50	BUS 245*		BUS 245*		3
11:00-12:50		ENGL 201A*		ENGL 201A*	4
1:00-2:50	HIST 207B*		HIST 207B*		3
1:00-3:50	AGPS 242		AGPS 242		3
*DE Option	MATH 247, HIST 207B, ENGL 201A				
	14				

First Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:30-10:50	COMM 210			COMM 210	3
11:00-12:50	ENGL 201C*		ENGL 201C*		4
11:00-12:50	CHEM 210*	CHEM 210*	CHEM 210*		4
11:30-12:50		CHEM Lab			-
1:00-3:50	AGPS 243		AGPS 243		3
4:00-6:50	MUS 237*		ECON 201A*		6
*DE Option	MUS 237, ECON 201A				
	16				

Second Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
10:00-12:50	AGPS 241		AGPS 241		3
1:00-2:50	NUTR 210*		NUTR 210*		3
1:00-2:50		ENGL 201B*		ENGL 201B*	4
4:00-6:50			ECON 201B*		3
			CSU ELECTIVE		3
*DE Option	NUTR 210, ENGL 201B, ECON 201B				
	16				

Second Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:30-11:00		BIO 202		BIO 202	5
11:00-12:20	PSYC 201*		PSYC 201*		3
11:00-1:50		BIO Lab		BIO Lab	-
2:30-3:50		POLS 202*		POLS 202*	3
DE		ART 200			3
*DE Option	PSYC 201, POLS 202				
	14				

BUSINESS ADMINISTRATION

Business Administration is a broad area encompassing accounting, law, economics, global trade, financial markets, computer information systems, business communications and marketing. Study in this area explores the theories, history, principles, practices, ethics and technologies governing contemporary issues in a global business environment. This program is designed to provide a basic overview of all subject matter and is preparatory lower division coursework for a bachelor's degree.

First Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:00-10:50		MATH 247*		MATH 247*	4
9:30-10:50	BUS 245*		BUS 245*		3
11:00-12:50		ENGL 201A*		ENGL 201A*	4
1:00-2:20	NUTR 210*		NUTR 210*		3
*DE Option	MATH 247, BUS 245, ENGL 201A, NUTR 210				
	14				

First Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:30-10:50	COMM 210			COMM 210	3
11:00-12:50	ENGL 201C*		ENGL 201C*		4
11:00-12:20		ASTR 210		ASTR 210	3
2:00-3:20		MATH 255		MATH 255	3
4:00-6:50			ECON 201A*		3
*DE Option	ENGL 201C, ECON 201A				
	16				

Second Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
8:00-9:20		POLS 202*		POLS 202*	3
9:30-10:50	HIST 207A*		HIST 207A*		3
11:00-12:50	BUS 201A*		BUS 201A*		4
4:00-6:50			ECON 201B*		3
DE			ART 200		3
*DE Option	POLS 202, HIST 207A, BUS 201A, ECON 201B				
	14				

Second Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:30-10:20		BIO 211		BIO 211	3
11:00-12:50	BUS 218		BUS 218		4
11:00-2:50		Bio Lab			-
2:00-3:50	BUS 201B		BUS 201B		4
4:00-6:50	MUS 237*				3
*DE Option	MUS 237				
	14				

COMMUNICATION STUDIES

The Communication Studies program compels students to explore the communication theories, strategies, and skills needed to succeed in our complex and diverse world. Courses focus on improving social, cultural, professional, and personal experiences through the understanding and applied practice of communication. Through the study and practice of communication, students will become more competent communicators in their professional and personal lives.

First Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:00-9:20		MUS 237*		MUS 237*	3
11:00-12:20	HIST 207B*	COMM 210	HIST 207B*	COMM 210	6
1:00-2:50		ENGL 201A*		ENGL 201A*	4
				CSU ELECTIVE	3
*DE Option	MUS 237, HIST 207B, ENGL 201A				
	16				

First Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:30-10:20		BIO 211		BIO 211	3
11:00-12:20		POLS 202*		POLS 202*	3
11:00-12:50	ENGL 201C*		ENGL 201C*		4
				CSU ELECTIVE	3
DE				COMM 200	3
*DE Option	ENGL 201C, POLS 202				
	16				

Second Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:30-10:50	COMM 201		COMM 201		3
11:00-12:20		MATH 230		MATH 230	3
1:00-3:50	ASL 201*		ASL 201*		5
DE				COMM 212	3
	14				

Second Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
1:00-2:20		PSYC 201*		PSYC 201*	3
4:00-6:50	ASL 202	COMM 230 Hybrid	ASL 202		6
DE				OCCN 210	3
*DE Option	PSYC 201, COMM 230				
	14				

PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes that provide the basis of life experience. Students learn to examine psychological processes from multiple perspectives and apply psychological principles and methods to personal and social issues in ways that promote self-understanding, personal development and effective interpersonal relationships as members of a diverse society.

First Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	UNITS
8:00-9:20		MUS 237*		MUS 237*	3
11:00-12:20		HDHS 212*		HDHS 212*	3
1:00-2:20		PSYC 201*		PSYC 201*	3
1:00-2:50		CSS 225*		CSS 225*	3
3:00-6:50	ENGL 201A*		ENGL 201A*		4
*DE Option	MUS 237, HDHS 212, PSYC 201, CSS 225, ENGL 201A				
	16				

First Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	UNITS
8:00-10:50		BIO 212		BIO 212L	4
9:30-10:50		PSYC 233		PSYC 233	3
11:00-12:20		COMM 201		COMM 201	3
1:00-2:20	HIST 207B*		HIST 207B*		3
				KINA ACTIVITY	1
*DE Option	HIST 207B				
	14				

Second Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	UNITS
9:00-11:00		MATH 247*		MATH 247*	4
9:30-10:50		POLS 202*		POLS 202*	3
11:00-12:20		PSYC 206*		PSYC 206*	3
1:00-2:50		ENGL 201B*		ENGL 201B*	4
*DE Option	MATH 247, POLS 202, PSYC 206, ENGL 201B				
	14				

Second Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	UNITS
11:00-12:20		HIST 207A*		HIST 207A*	3
DE				PSYC 206 and OCCN 210	6
				CSU ELECTIVES	6
				KINA ACTIVITY	1
*DE Option	HIST 207A				
	16				

SOCIOLOGY

Sociology is the study of the human social behavior and its origins, development, organizations, and institutions. The study of human behavior in social context assists students to learn who we are, to get closer to the truth about the social world, and to become aware of ways to achieve desired social ends. Sociology stresses the ability to observe, organize and write clearly, as well as the development of skills in the analysis of data and in collaborating with others.

First Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
8:00-9:20		MUS 237*		MUS 237*	3
9:30-10:50		SOC 201A*		SOC 201A*	3
11:00-12:20		PSYC 206*		PSYC 206*	3
1:00-2:50		ENGL 201A*		ENGL 201A*	4
				CSU ELECTIVE	3
*DE Option	MUS 237, SOC 201A, PSYC 206, ENGL 201A				
	16				

First Spring Semester						
	Monday	Tuesday	Wednesday	Thursday	Units	
9:30-10:50	COMM 210		SOC 206	COMM 210	SOC 206	6
1-2:20	HIST 207B*		GEOG 202	HIST 207B*	GEOG 202	6
					CSU ELECTIVE	3
*DE Option	HIST 207B					
	15					

Second Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
9:00-10:50		MATH 247*		MATH 247*	4
9:30-10:50		POLS 202*		POLS 202*	3
11:00-12:20		SOC 202*		SOC 202*	3
1:00-2:50		ENGL 201B*		ENGL 201B*	4
*DE Option	MATH 247, POLS 202, SOC 202, ENGL 201B				
	14				

Second Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Units
8:00-9:20		HIST 207A*		HIST 207A*	3
9:30-10:20		BIO 211		BIO 211	3
11:00-3:00				BIO LAB	-
				CSU ELECTIVE	3
DE				OCCN 210 and ANTH 203	6
*DE Option	HIST 207A				
	15				

Note for Students: While Cuesta College is committed to offering the courses you will need each semester, it may become necessary to cancel courses in extreme circumstances. In these cases, you should work with a counselor to make an appropriate course substitution to remain on schedule in your program.

Appendix B: Outreach Activities

ARE YOU A FIRST TIME STUDENT
TO CUESTA?

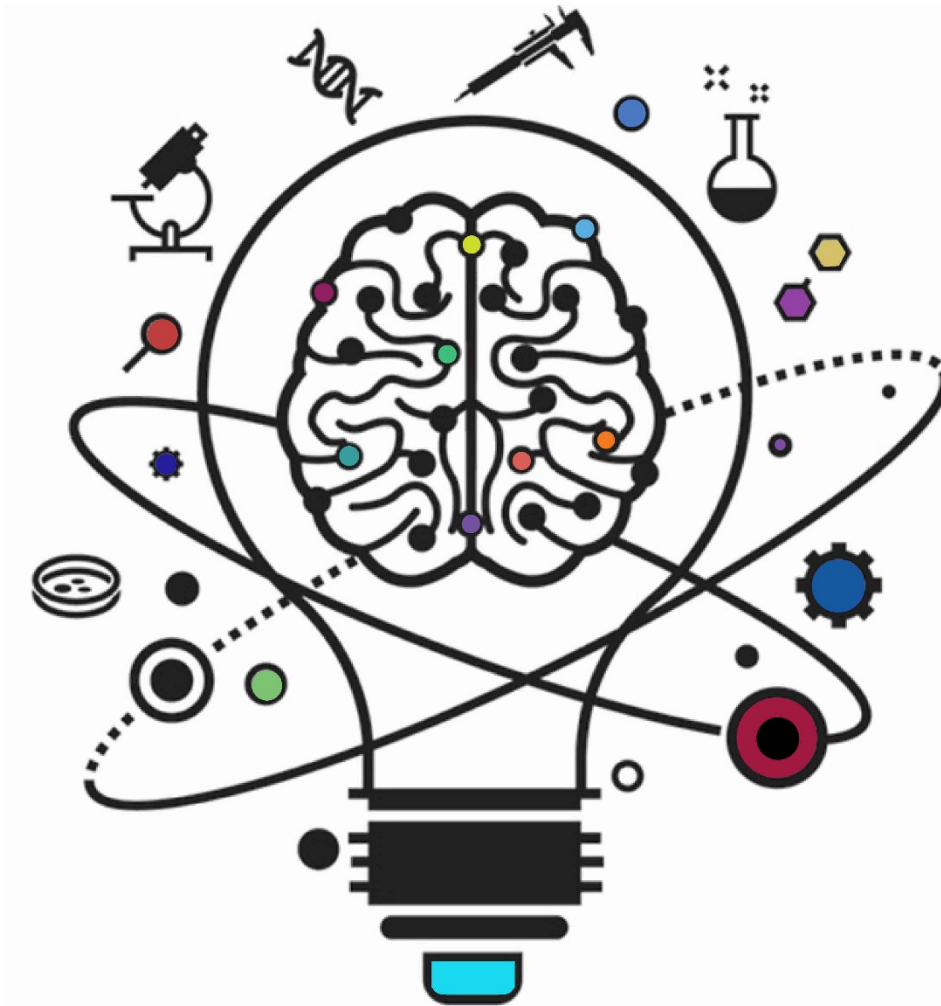
*Connect
@Cuesta!*

WANT TO HAVE FUN WHILE
LEARNING ABOUT COLLEGE?

AUGUST 8TH-SLO
10:00AM-5:00PM

AUGUST 9TH-NCC
10:00AM-4:00PM

DISCOVERY DAY AT CUESTA COLLEGE



NOVEMBER 3RD FROM 10 AM TO 1 PM

FREE FAMILY EVENT

CUESTA COLLEGE PASO ROBLES CAMPUS

2800 Buena Vista Drive, Paso Robles, CA 93446

SCIENCE AND ART HANDS-ON ACTIVITIES AND STAGE PRESENTATIONS

FEATURING BANDA PERLA GITANA



Día de descubrimiento en Cuesta College

PRESENTANDO EN EL ESCENARIO A
BANDA PERLA GITANA



ACTIVIDADES DE
CIENCIA Y ARTE

Participantes incluidos



CONSULADO DE MÉXICO EN OXNARD

Cuesta College Paso Robles Campus
2800 Buena Vista Drive

3 DE NOVIEMBRE DE 10 AM - 1 PM
EVENTO FAMILIAR GRATUITO

PRESENTANDO EN EL ESCENARIO A **BANDA PERLA GITANA**
ACTIVIDADES DE CIENCIA Y ARTE



STUDENT SUCCESS FESTIVAL

PASO ROBLES SAN LUIS OBISPO
AUGUST 28TH AUGUST 30TH

11AM - 1PM

INCLUDES:
FREE FOOD
CAMPUS RESOURCES
COMMUNITY RESOURCES
PRIZES
GAMES
GIVEAWAYS





Cuesta College North County Campus Blood Drive!

Thursday, September 6th 2018

11 am – 4 pm

Click [HERE](#) to sign up or call (805) 543-4290 ext.
0 to make your appointment today!



United Blood Services

www.UnitedBloodServices.org

BS210C (1/09)

Please bring photo ID and donor card. Free Cholesterol Testing every donation!

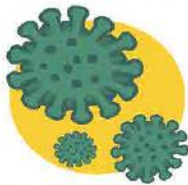
FLU VACCINE: GET THE FACTS

..... Your Best Protection Against Flu

Millions of people get the flu every year, hundreds of thousands of people are hospitalized, and thousands or tens of thousands of people die.

The Centers for Disease Control and Prevention (CDC), public health professionals, and our practice recommend that everyone 6 months of age and older should get a flu vaccine every year. Flu vaccination can reduce flu illnesses, doctors' visits, and missed work and school due to flu, as well as prevent serious flu complications that can result in hospitalization and even death.^{1,2} CDC estimates that during the 2016–2017 flu season, flu vaccination prevented an estimated 5.3 million flu illnesses, 2.6 million flu medical visits, and 85,000 flu hospitalizations.³

..... Flu Vaccine Reduces Your Risk of Flu



A flu vaccine is the best way to help prevent flu and its potentially serious complications. Remember that flu vaccine not only protects you, but it also can help protect those around you.

30-60%

During recent seasons, flu vaccine has reduced the risk of flu illness in vaccinated people by between 30% and 60%.^(4,5) A 2017 study was the first of its kind to show that flu vaccination can significantly reduce a child's risk of dying from influenza.



While some people who get a flu vaccine still get sick, vaccination can make their illness less severe. Two studies among hospitalized flu patients showed that flu vaccination reduced intensive care unit admissions and duration of hospitalization.

FLU SHOTS NOW AVAILABLE AT YOUR NCC STUDENT HEALTH CENTER

Room 1013

NO APPOINTMENT NECESSARY

MONDAY-TUESDAY -WEDNESDAY 8:30AM-12:30PM

THURSDAY 9:00AM-5:00PM

Appendix D: Culture Center Activities



Stop the Stigma

Presentation & Resource Fair

October 1, 12-1:00 pm
Dallons Hall (N3102)
North County Campus

October 24, 12-1:00pm
Bldg. 5400, Rm 5401
SLO Campus

Free pizza & drinks
will be provided!

Speaker Amy Waddle intertwines personal experiences and education to help attendees know how to support mental health awareness on campus, both with themselves and their peers

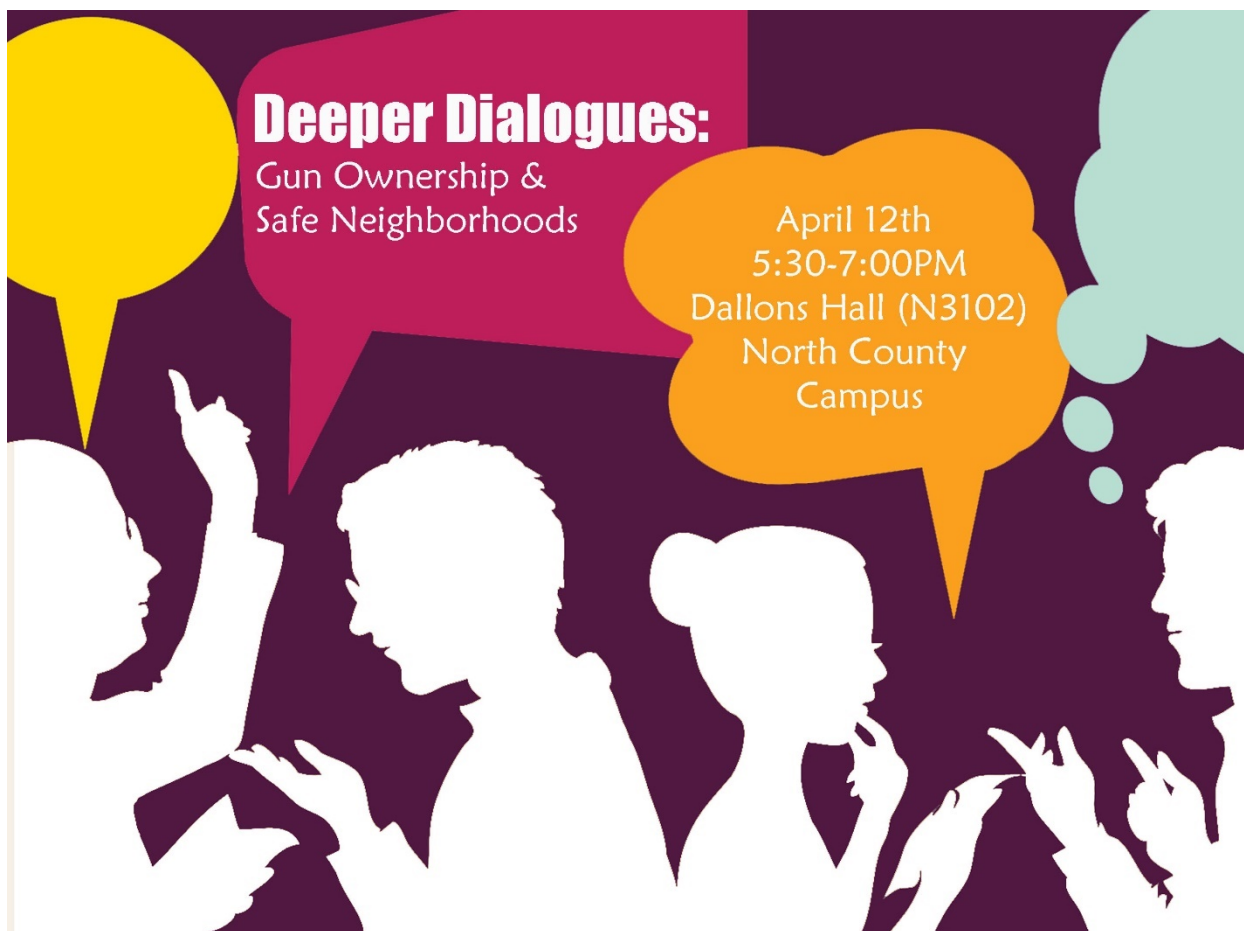


Amy Waddle is a former pre-professional classical ballet dancer and eating disorder survivor. Her mental health advocacy work was inspired by her lifelong battle with Bipolar 2 disorder and triumph over suicide. She is an award-winning eating disorder recovery advocate & speaker, member of the Suicide Prevention Council of San Luis Obispo, certified Youth Mental Health First Aid Trainer, Q.P.R. for suicide prevention trainer, and speaker for the Stamp Out Stigma Speakers Bureau.



Hosted by the Cuesta Cultural Center





Deeper Dialogues: Creating New Possibilities for Community Building
Gun Ownership & Safe Neighborhoods

Respect . . .

- Are you strong enough to hear points of view you don't agree with?
- Could you sit in a room with people saying things that run counter to your views and just agree to listen, without getting mad, bored, or simply checking out?
- Can you tell people who think differently from you, your side of the story, without getting preachy or seeming like you are a know it all?

We think that respect for differences does not mean abandoning your convictions. We think that developing the ability to listen to and consider opposing points of view make us stronger, more capable of working together and capable of building better communities.

The Applied Behavioral Sciences Division of Cuesta College is hosting an event called Deeper Dialogues. Our intent is to offer two opportunities each semester for students and community members to explore and discuss hard topics in a different way. Deeper dialogues are not debates; the only agenda is cultivating respect and civility.



FACILITATORS

John Cascamo, Ph.D.
 Dean of Workforce & Economic Development

Bailey Drechsler, M.A.
 Instructor, Applied Behavioral Sciences





November 6, 11:30-12:30, Dallons Hall (N3102), North County Campus + FREE food

Our panel will feature:

Dr. Maria Escobedo, North County Campus & South County Center Dean

Siboney Guardado, Associate Director Student Success Centers

Angelica G. Fortin, Paso Robles City Librarian, Community Services Department

And, more!



STREET LIFE:

Poverty, Gangs, and a Ph.D.

-A Breakfast with

**Dr. Victor
RIOS**

March 20th



8:30am - 10:00am

DALLONS HALL

**Cuesta College
North County Campus**

2600 Buena Vista Drive, Paso Robles, CA 93446
Building N3100, Room N3102

- . This event is **FREE & Open to the public.**
- . Breakfast is *included*.

To reserve your seat, register at:


<https://riosatcuesta.eventbrite.com>

Seating is limited, please register by **March 18, 2018**

For questions or more information, please email: que_dang@cuesta.edu

Cuesta College welcomes award-winning college professor, author, and speaker Dr. Victor Rios to present on educational equity, juvenile justice, mentoring, resilience, cultural proficiency, and restorative approaches to support young people. Dr. Victor Rios shares the adversity he encountered growing up poor, in a gang, incarcerated, and without hope. His riveting and heart-breaking story teaches us all about the power of dreams, beliefs, and mentoring in the life of marginalized young people. He discusses how his transformation and success of returning to school, going to college, and acquiring a Ph.D. can be replicated by young people with the support of teachers, mentors, and parents. Dr. Rios is a professor of sociology at the University of CA, Santa Barbara. He has authored five books, including *Project GRIT: Generating Resilience to Inspire, Transformation and Human Targets: Schools, Police, and the Criminalization of Latino Youth*.





Lectures with Simón Silva

Well-known artist, author, and speaker Simón Silva will visit Cuesta College to help support the college's annual outreach conference for local Latino/a youth to provide two free lectures open to the public.

Lecture/Presentation

Wednesday, March 14, 2018, 10-11AM
SLO Campus, Bldg. 5400, Rm 5401

Register Here:

<https://www.eventbrite.com/e/presentation-by-artist-simon-silva-tickets-43641175932>

Lecture/Presentation

Thursday, March 15, 2018, 10-11:00
North County Campus, Dallons Hall Rm N3102

Register Here:

<https://www.eventbrite.com/e/presentation-by-artist-simon-silva-tickets-43641416652>

Check out his website here:

<https://www.simonsilva.com/>

Co-sponsored by the Cuesta College Cultural Center



Appendix E: Early Childhood Education Building



Appendix F: Institutional Research Daily Headcount Reports as of February 24, 2019



CUESTA COLLEGE NORTH COUNTY CAMPUS UNDUPLICATED HEADCOUNTS - FALL 2018 DAILY HEADCOUNT REPORT AS OF: 2/24/2019 6:57

NORTH HEADCOUNT TO DATE		2018	2017	N CHANGE	% CHANGE
Current Headcount	N	3480	3417	63	1.8%
SECTIONS AND CREDIT LOADS		2018	2017	N CHANGE	% CHANGE
Active Sections with Enrollments	N	261	275	-14	-5.1%
Average Credit Load	μ	7.2	7.2	0.0	-0.3%
FULL-TIME/PART-TIME STATUS		2018	2017	N CHANGE	% CHANGE
Full-Time Students (>= 12 units)	N	642	672	-30	-4.5%
	%	18.4%	19.7%		
Part-Time Students (< 12 units)	N	2838	2745	93	3.4%
	%	81.6%	80.3%		
CREDIT STATUS		2018	2017	N CHANGE	% CHANGE
Non-Credit Only Students	N	507	466	41	8.8%
	%	14.6%	13.6%		
Credit Students	N	2973	2951	22	0.7%
	%	85.4%	86.4%		
ENROLLMENT STATUS		2018	2017	N CHANGE	% CHANGE
Concurrently Enrolled High School Enrichment Student	N	1460	1314	146	11.1%
	%	42.0%	38.5%		
First-Time College Student	N	553	545	8	1.5%
	%	15.9%	15.9%		
First-Time Transfer Student	N	207	194	13	6.7%
	%	5.9%	5.7%		
Returning Student	N	268	282	-14	-5.0%
	%	7.7%	8.3%		
Continuing Student	N	992	1081	-89	-8.2%
	%	28.5%	31.6%		
Unknown	N	0	1	-1	-100.0%
	%	0.0%	0.0%		
HEADCOUNT BY REGION (Unduplicated)		2018	2017	N CHANGE	% CHANGE
NORTH ONLY	N	2686	2653	33	1.2%
	%	77.2%	77.6%		
NORTH AND SLO	N	308	361	-53	-14.7%
	%	8.9%	10.6%		
NORTH AND DISTANCE	N	329	277	52	18.8%
	%	9.5%	8.1%		
NORTH AND SOUTH	N	1	3	-2	-66.7%
	%	0.0%	0.1%		
NORTH AND SLO AND DISTANCE	N	155	120	35	29.2%
	%	4.4%	4.1%		
NORTH AND SLO AND SOUTH	N	1	1	0	0.0%
	%	0.0%	0.0%		
NORTH AND SOUTH AND DISTANCE	N	0	2	-2	-100.0%
	%	0.0%	0.1%		
NORTH AND SLO AND SOUTH AND DISTANCE	N	0	0	0	#DIV/0!
	%	0.0%	0.0%		

Cuesta College Institutional Research and Assessment NORTH HEADCOUNT

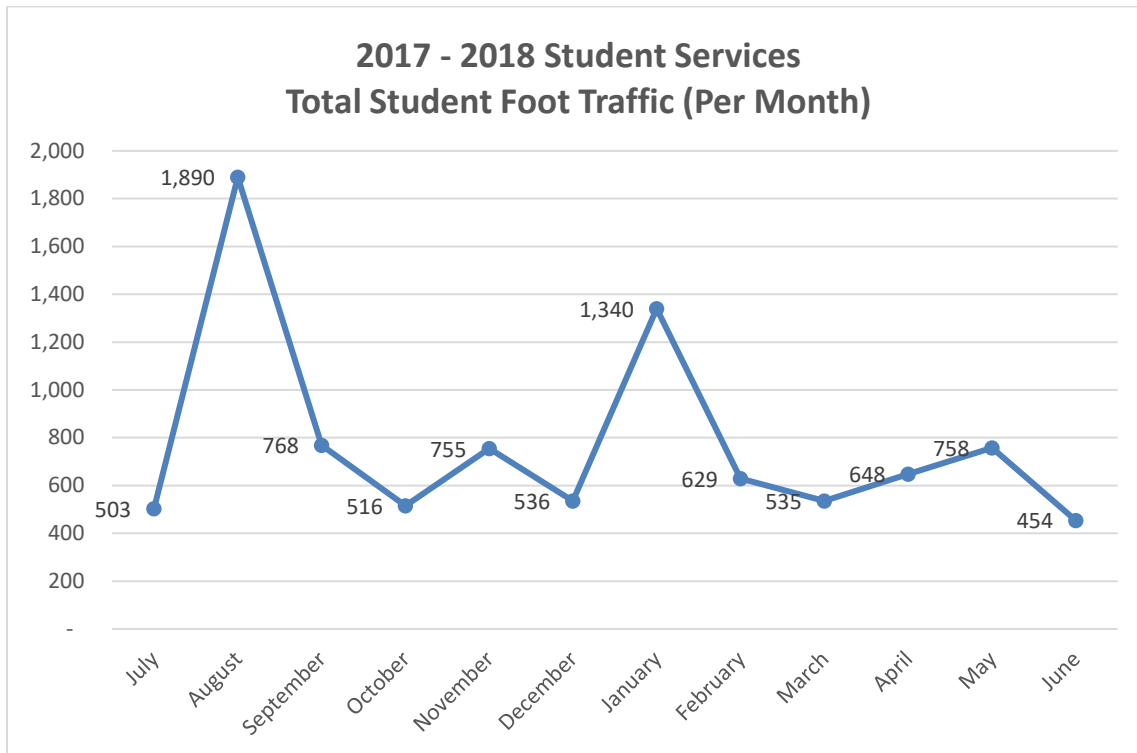
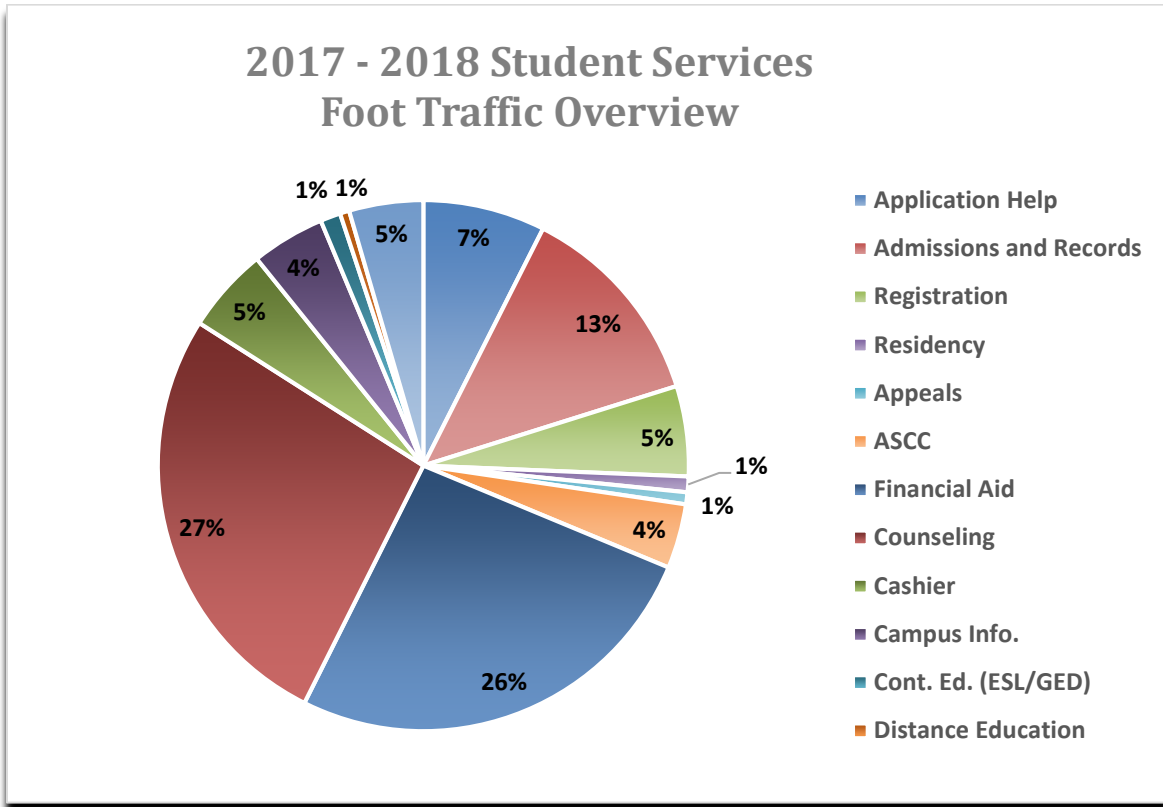
SOURCE: ARGOS DAILY_HEADCOUNT 1.0

CUESTA COLLEGE NORTH COUNTY CAMPUS UNDUPLICATED HEADCOUNTS - SPRING 2019

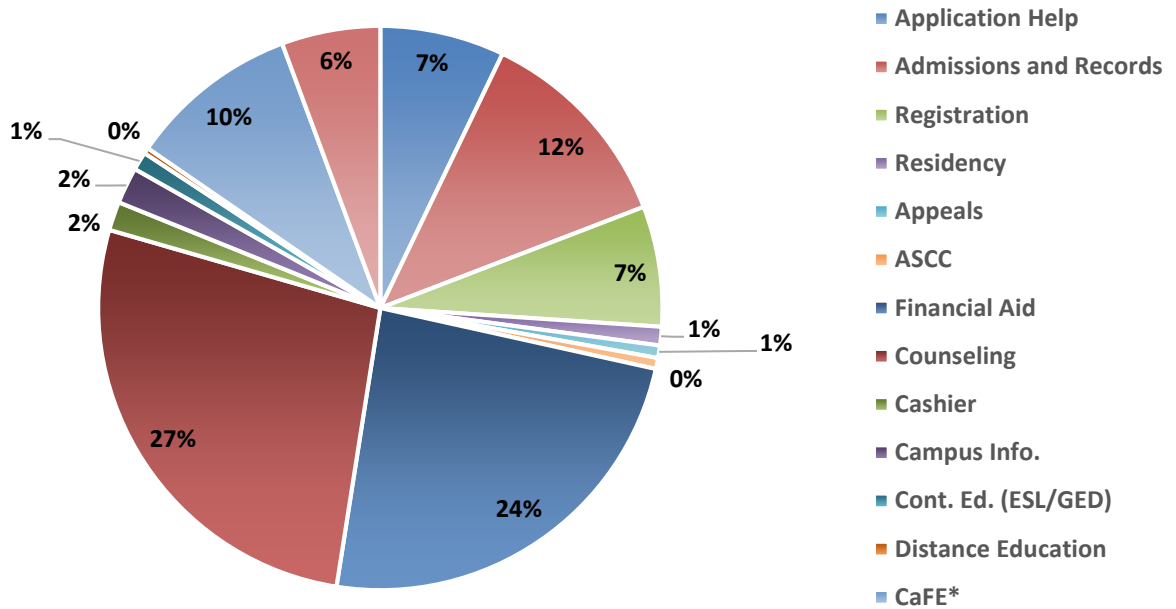
DAILY HEADCOUNT REPORT AS OF: 2/25/2019 8:20

NORTH HEADCOUNT TO DATE		2019	2018	N CHANGE	% CHANGE
Current Headcount	N	2307	2559	-252	-9.8%
SECTIONS AND CREDIT LOADS		2019	2018	N CHANGE	% CHANGE
Active Sections with Enrollments	N	174	207	-33	-15.9%
Average Credit Load	μ	8.4	7.7	0.7	8.8%
FULL-TIME/PART-TIME STATUS		2019	2018	N CHANGE	% CHANGE
Full-Time Students (>= 12 units)	N	519	568	-49	-8.6%
	%	29.6%	27.1%		
Part-Time Students (< 12 units)	N	1234	1530	-296	-19.3%
	%	70.4%	72.9%		
CREDIT STATUS		2019	2018	N CHANGE	% CHANGE
Non-Credit Only Students	N	554	461	93	20.2%
	%	24.0%	18.0%		
Credit Students	N	1753	2098	-345	-16.4%
	%	76.0%	82.0%		
ENROLLMENT STATUS		2019	2018	N CHANGE	% CHANGE
Concurrently Enrolled High School Enrichment Student	N	490	697	-207	-29.7%
	%	21.2%	27.2%		
First-Time College Student	N	154	169	-15	-8.9%
	%	6.7%	6.6%		
First-Time Transfer Student	N	121	174	-53	-30.5%
	%	5.2%	6.8%		
Returning Student	N	198	249	-51	-20.5%
	%	8.6%	9.7%		
Continuing Student	N	1344	1269	75	5.9%
	%	58.3%	49.6%		
Unknown	N	0	1	-1	-100.0%
	%	0.0%	0.0%		
HEADCOUNT BY REGION (Unduplicated)		2019	2018	N CHANGE	% CHANGE
NORTH ONLY	N	1666	1845	-179	-9.7%
	%	72.2%	72.1%		
NORTH AND SLO	N	218	305	-87	-28.5%
	%	9.4%	11.9%		
NORTH AND DISTANCE	N	283	271	12	4.4%
	%	12.3%	10.6%		
NORTH AND SOUTH	N	1	5	-4	-80.0%
	%	0.0%	0.2%		
NORTH AND SLO AND DISTANCE	N	139	130	9	6.9%
	%	3.6%	3.9%		
NORTH AND SLO AND SOUTH	N	0	1	-1	-100.0%
	%	0.0%	0.0%		
NORTH AND SOUTH AND DISTANCE	N	0	2	-2	-100.0%
	%	0.0%	0.1%		
NORTH AND SLO AND SOUTH AND DISTANCE	N	0	0	0	#DIV/0!
	%	0.0%	0.0%		

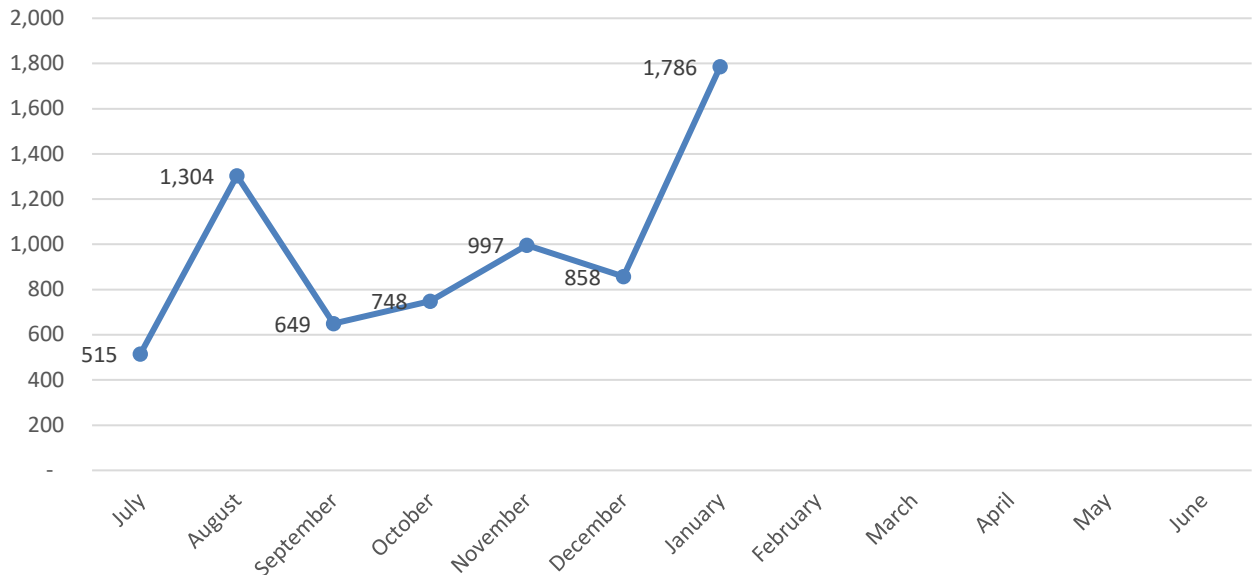
Appendix G: Student Services Data



2018 - 2019 Student Services Foot Traffic Overview**



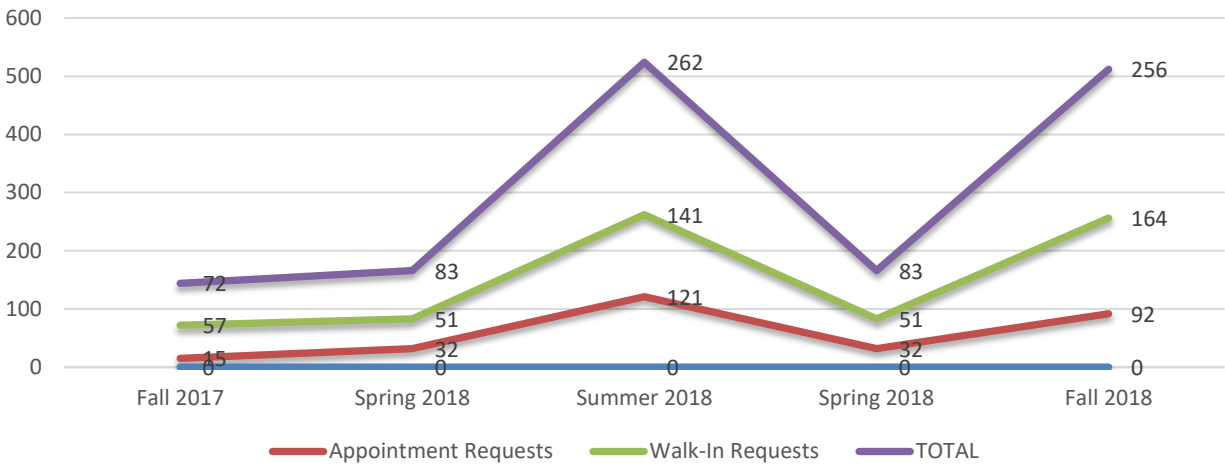
2018 - 2019 Student Services Total Student Traffic (Per Month)**



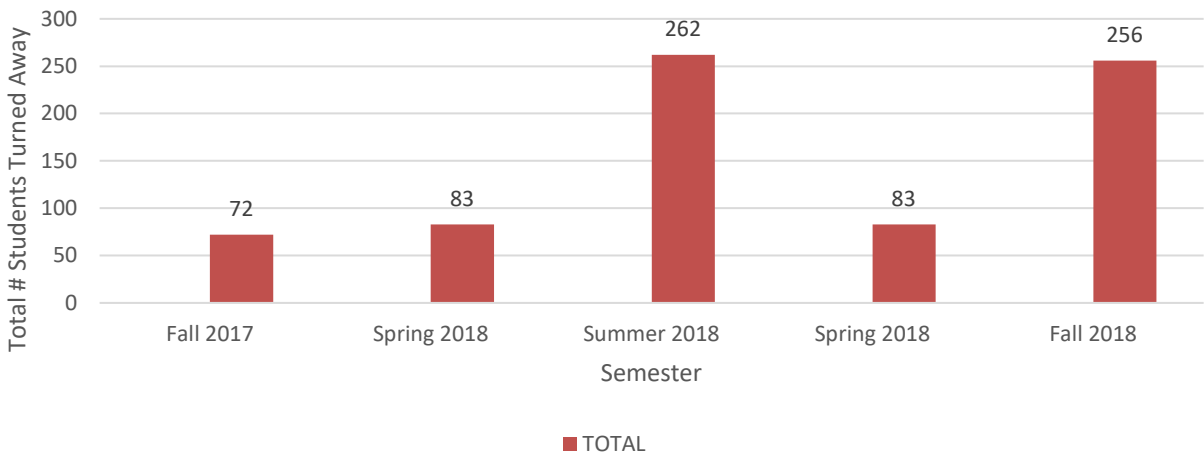
* CaFE Reporting began October 2018

** Data is accurate as of January 31, 2019

Fall 2017 - Fall 2018 Counseling Appointment Requests and Walk-Ins Turned Away



Fall 2017 - Fall 2018 Counseling Appointments Requests and Walk-Ins Turned Away



Appendix H:
North County Campus Spring 2017 Student Survey Regarding Associates Degree for Transfer

North County Campus ADT Survey for DECLARED ADT Students in ADT Course Classes 2017

Which Associate Degree of Transfer are you taking? Mean: 3.55

Response	Value	Frequency	Percent	Graph
Business Administration	1.00	17	20.00	
Agriculture Business	2.00	6	7.06	
Communications Studies	3.00	5	5.88	
Psychology	4.00	15	17.65	
Sociology	5.00	10	11.76	
Administration of Justice	6.00	14	16.47	
Total Valid		67	78.82	
No Response		18	21.18	
Total		85	100.00	

Are you aware that the Cuesta College North County Campus offers the classess you need to complete each of the above Associate Degrees of transfer (ADT Degree)? Mean: 1.08

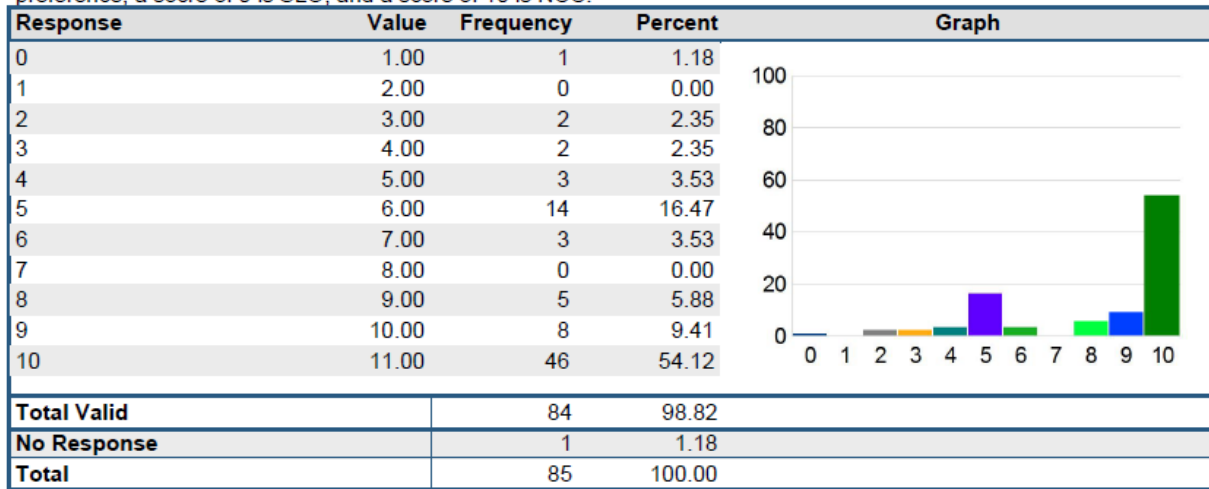
Response	Value	Frequency	Percent	Graph
Yes	1.00	78	91.76	
No	2.00	7	8.24	
Total Valid		85	100.00	
Total		85	100.00	

Did you know that a schedule has been designed which will allow you to complete the ADT degree in two years? Mean: 1.29

Response	Value	Frequency	Percent	Graph
Yes	1.00	60	70.59	
No	2.00	24	28.24	
Total Valid		84	98.82	
No Response		1	1.18	
Total		85	100.00	

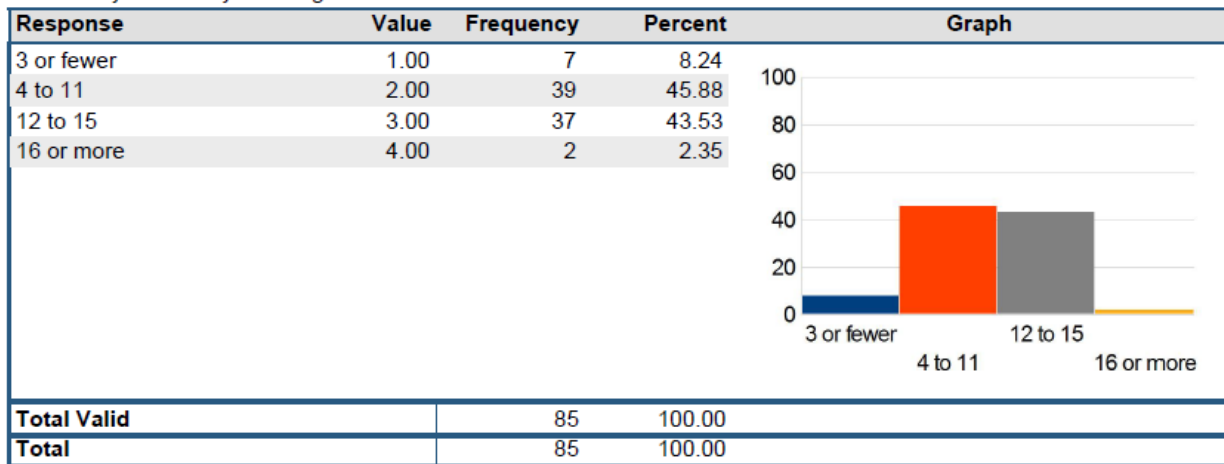
If give the option to take classes at either San Luis Obispo or North County Campus, please assign a number between 0 and 10 that matches where you prefer to take your classes. A score of 5 is no preference; a score of 0 is SLO, and a score of 10 is NCC.

Mean: 9.12



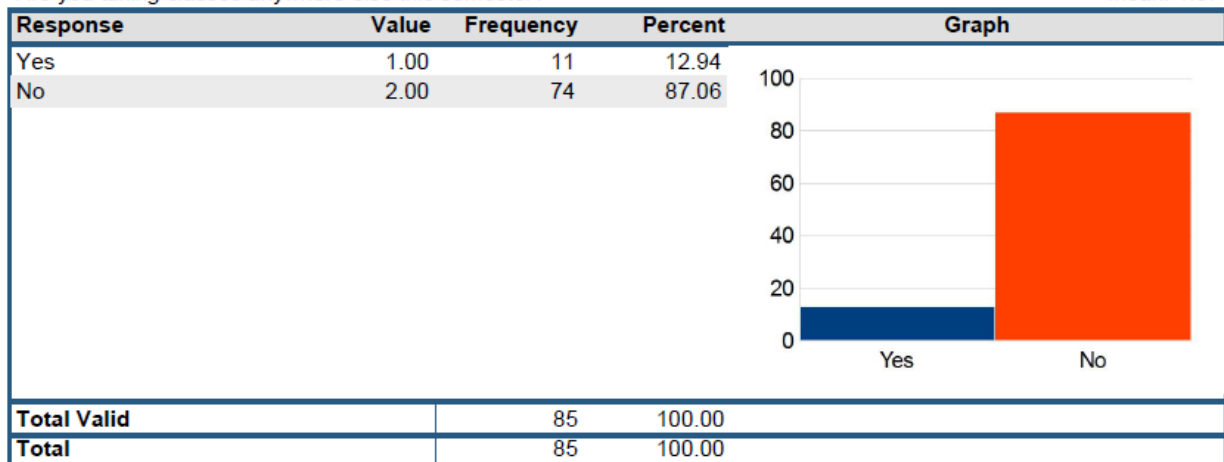
How many units are you taking this semester?

Mean: 2.40



Are you taking classes anywhere else this semester?

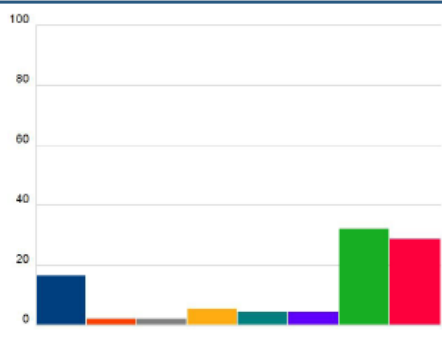
Mean: 1.87



North County Campus ADT Survey for UNDECLARED Students in ADT Course Classes 2017

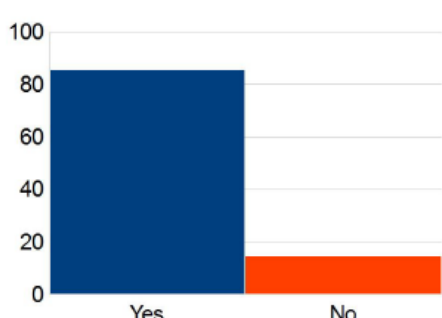
Are you interested in earning an Associate Degree of Transfer?

Mean: 5.75

Response	Value	Frequency	Percent	Graph
Business Administration	1.00	15	16.67	
Agriculture Business	2.00	2	2.22	
Communication Studies	3.00	2	2.22	
Psychology	4.00	5	5.56	
Sociology	5.00	4	4.44	
Administration of Justice	6.00	4	4.44	
I am interested in pursuing a different ADT than those above	7.00	29	32.22	
I am not interested in pursuing an ADT	8.00	26	28.89	
Total Valid		87	96.67	
No Response		3	3.33	
Total		90	100.00	

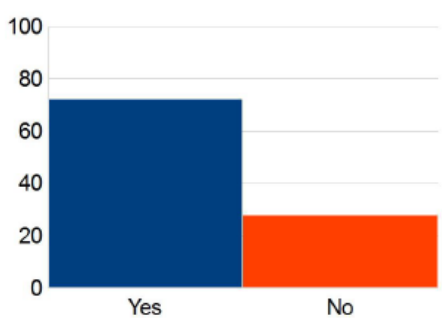
Are you aware that the Cuesta College North County Campus offers the classes you need to complete a Business Administration , Agriculture Business, Communications Studies, Psychology, Sociology or Administration of Justice Associate Degree of Transfer (ADT)?

Mean: 1.14

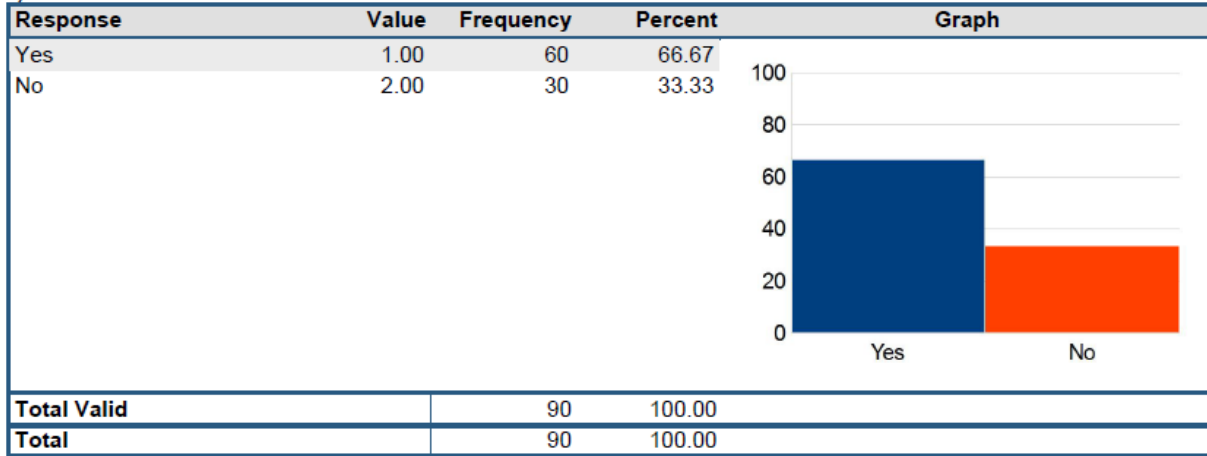
Response	Value	Frequency	Percent	Graph
Yes	1.00	77	85.56	
No	2.00	13	14.44	
Total Valid		90	100.00	
Total		90	100.00	

Did you know that this class, that is conducting this survey, is one of the core classes required for you to earn one of these ADT degrees?

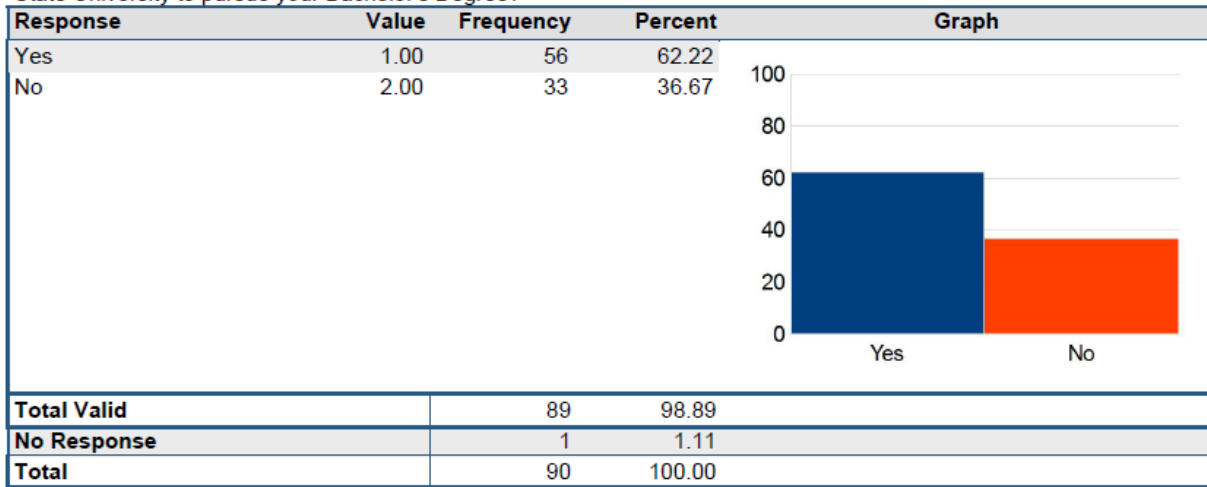
Mean: 1.28

Response	Value	Frequency	Percent	Graph
Yes	1.00	65	72.22	
No	2.00	25	27.78	
Total Valid		90	100.00	
Total		90	100.00	

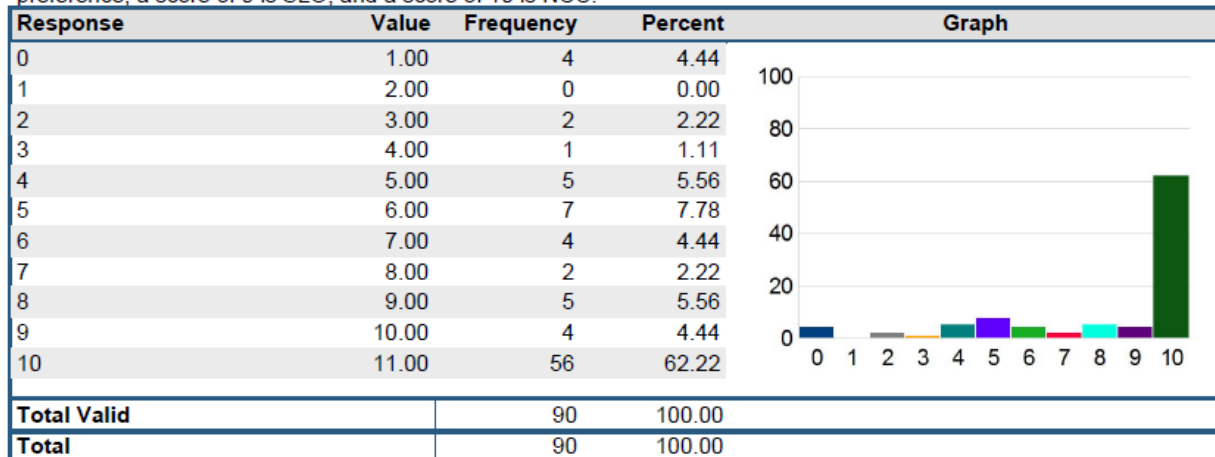
Are you aware that a schedule has been designed that will allow you to complete this ADT degree in two years? Mean: 1.33



Did you know that with an Associate Degree of Transfer, you are guaranteed admission into a California State University to pursue your Bachelor's Degree? Mean: 1.37

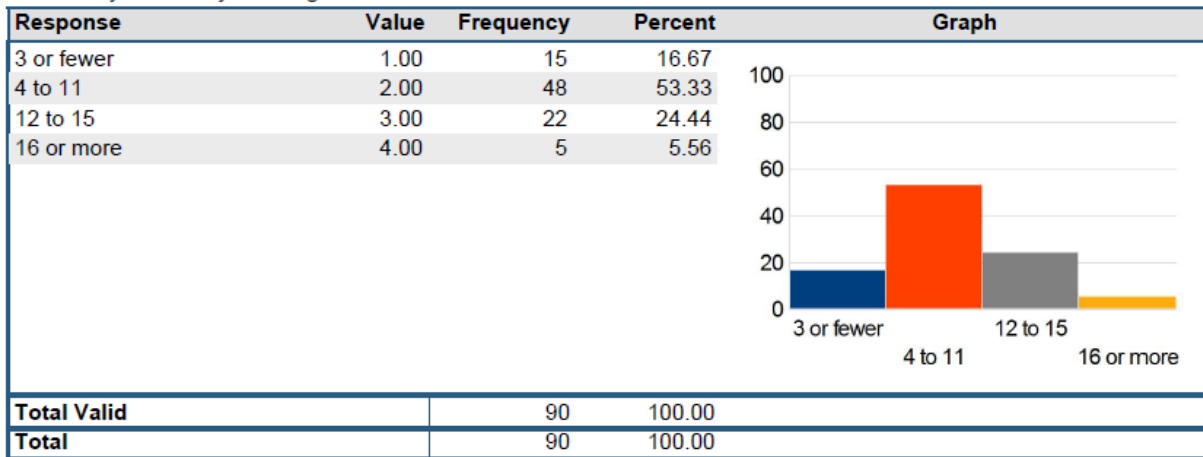


If given the option to take classes at either San Luis Obispo or North County Campus, please assign a number between 0 and 10 that matches where you prefer to take your classes, A score of 5 is no preference; a score of 0 is SLO, and a score of 10 is NCC. Mean: 9.18



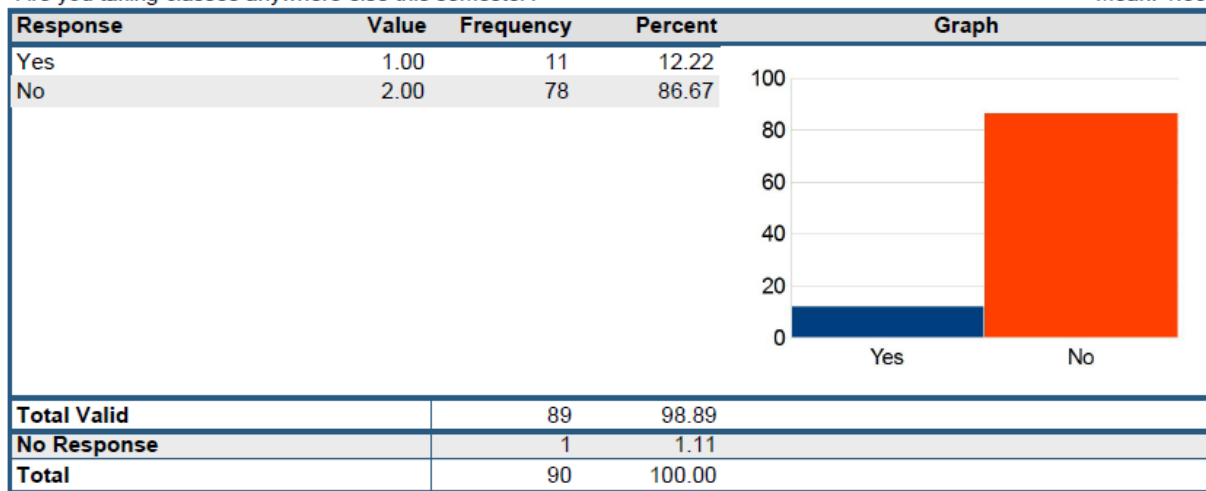
How many units are you taking this semester?

Mean: 2.19



Are you taking classes anywhere else this semester?

Mean: 1.88



NC ADT Survey Results for Open Ended Questions

Combined Declared and Undeclared (Administered Spring 2017)

Total number of surveys: 112. Total number of comments (like & dislike combined from declared and undeclared): 272. Multiple comments in a single response were separated and coded into a single matching category per comment. Percentages calculated from total number of comments.

LIKE:

Question: Looking at the brochure, what do you like about the proposed schedule to complete an ADT degree at Cuesta College's North County Campus?

Categories and number of responses:	% out of all 158 Like comments	% out of all 272 comments (like and don't like)
Planned out/pre-scheduled/guided: 38	24.1%	14.0%
Easy to Follow/organized/clear: 27	17.1%	9.9%
Can complete in 2 years: 23	14.6%	8.5%
General like no reason provided: 18	11.4%	6.6%
Can complete 2 days a week: 13	8.2%	4.8%
Location at NCC/Close to home: 9	5.7%	3.3%
Includes all classes needed to complete ADT: 9	5.7%	3.3%
Manageable or reasonable: 6	3.8%	2.2%
Miscellaneous—only one comment: 5 (early morning classes included, includes GE classes, offers work flexibility, includes online classes, these classes are available)	3.2%	1.8%
Brochure specific (format, color, layout, etc.) 4	2.5%	1.5%
Options for classes: 2	1.3%	0.7%
Evening classes included: 2	1.3%	0.7%
No answer/don't like surveys: 2	1.3%	0.7%

Combined Declared and Undeclared (Administered Spring 2017)

Total number of surveys: 112. Total number of comments (like & dislike from declared and undeclared): 272. Multiple comments in a single response were separated and coded into a single matching category per comment. Percentages calculated from total number of comments.

DISLIKE

Question: Looking at the brochure, what do you dislike about the proposed schedule to complete an ADT degree at Cuesta College’s North County Campus?

Categories and number of responses:	% out of all 114 dislike comments	% out of all 272 comments (like and dislike)
Too many units required: 30	26.3%	11.0%
Too long/Too many hours a day: 22	19.3%	8.1%
No answer/”Don’t like surveys”/ “Nothing”: 14	12.3%	5.1%
Not enough course options offered: 13	11.4%	4.8%
Miscellaneous—only one comment: 7 (More facilities needed at NC--Parking, cafeteria, showers, more classes should be offered at NC, started last fall semester, summer not included, already taken a lot of classes—doesn’t apply to me, eliminate Friday Math, don’t want 4 days a week)	6.1%	2.6%
Didn’t know about it sooner: 6	5.3 %	2.2%
Specific courses/types of courses not offered: 6 ENGL 201C for ADT Soc. major, Econ 201 B, Nursing 2, Physics, Pols 202 face to face, more Sociology courses	5.3%	2.2%
Don’t offer my ADT or Major: 5	4.4%	1.8%
Brochure specific (format, color, layout, etc.): 5	4.4%	1.8%
Too many online courses offered/not enough face to face: 4	3.5%	1.5%
Math courses begin at transfer level: 2	1.8%	0.7%

Declared majors/ADTS (Administered Spring 2017)

Declared: Total number of surveys: 73. Total number of comments (like & dislike): 145. Multiple comments in a single response were separated and coded into a single matching category per comment. Percentages calculated from total number of comments.

LIKE

Question: Looking at the brochure, what do you like about the proposed schedule to complete an ADT degree at Cuesta College’s North County Campus?

Categories and number of responses:	% out of all 78 Like comments	% out of all 145 comments (like and don't like)
Planned out/pre-scheduled/guided: 18	23.1%	12.4%
Easy to Follow/organized/clear: 13	16.7%	9.0%
General like no reason provided: 10	12.8%	6.9%
Includes all classes needed to complete ADT: 9	11.5%	6.2%
Can complete in 2 years: 6	7.6%	4.1%
Location at NCC/Close to home: 6	7.6%	4.1%
Manageable or reasonable: 4	5.1%	2.8%
Can complete 2 days a week: 4	5.1%	2.8%
Brochure specific (format, color, layout, etc.) 3	3.8%	2.1%
Miscellaneous—only one comment: 3 (e.g., an evening program is included, early morning classes included, includes GE classes, etc.)	3.8%	2.1%
Options for classes: 2	2.6%	1.4%

Declared majors/ADTS (Administered Spring 2017)

Declared: Total number of surveys: 73. Total number of comments (like & dislike combined): 145. Multiple comments in a single response were separated and coded into a single matching category per comment. Percentages calculated from total number of comments.

DISLIKE

Question: Looking at the brochure, what do you dislike about the proposed schedule to complete an ADT degree at Cuesta College’s North County Campus?

Categories and number of responses:	% out of all 67 dislike comments	% out of all 145 comments (like and dislike)
No answer/”Don’t like surveys”/ “Nothing”: 13	19.4%	8.9%
Too many units required: 10	14.9%	6.9%
Not enough course options offered: 10	14.9%	6.9%
Too long/Too many hours a day: 7	10.4%	4.8%
Specific courses/types of courses not offered: 5 ENGL 201C for ADT Soc major More Sociology courses Physics Econ 201B Pols 202 face to face	7.4%	3.4%
Don’t offer my ADT or Major: 4	5.9%	2.8%
Brochure specific (format, color, layout, etc.): 4	5.9%	2.8%
Miscellaneous—only one comment 4 (More facilities needed at NC--Parking, cafeteria, showers, more classes should be offered at NC, it started last fall semester, summer not included, already taken a lot of classes—doesn’t apply to me)	5.9%	2.8%
Too many online courses offered/not enough face to face: 3	4.4%	2.1%
Didn’t know about it sooner: 3	4.4%	2.1%
Wrong days offered: 2	3.0%	1.4%
Math courses begin at transfer level: 2	3.0%	1.4%

Undeclared majors/ADTS (Administered Spring 2017)

Undeclared: Total number of surveys: 39. Total number of comments (like & dislike): 139. Multiple comments in a single response were separated and coded into a single matching category per comment. Percentages calculated from total number of comments.

LIKE

Question: Looking at the brochure, what do you like about the proposed schedule to complete an ADT degree at Cuesta College’s North County Campus?

Categories and number of responses:	% out of all 83 Like comments	% out of all 139 comments (like and don't like)
Planned out/pre-scheduled/guided: 20	24.1%	14.4%
Can complete in 2 years: 17	20.5%	12.2%
Easy to Follow/organized/clear: 14	16.9%	10.1%
Can complete 2 days a week: 9	10.8%	6.5%
General like no reason provided: 8	9.6%	5.8%
Miscellaneous—only one comment (an evening program is included, offers work flexibility, like online classes, like classes are available, brochure specific) 5	6.0%	3.6%
Location at NCC/Close to home: 3	3.6%	2.2%
No answer/don't like surveys 3	3.6%	2.2%
Manageable or reasonable: 2	2.4%	1.4%
Options for classes: 2	2.4%	1.4%

Undeclared majors/ADTS (Administered Spring 2017)

Undeclared: Total number of surveys: 39. Total number of comments (like & dislike combined): 139 Multiple comments in a single response were separated and coded into a single matching category per comment. Percentages calculated from total number of comments.

DISLIKE

Question: Looking at the brochure, what do you dislike about the proposed schedule to complete an ADT degree at Cuesta College’s North County Campus?

Categories and number of responses:	% out of all 56 dislike comments	% out of all 139 comments (like and dislike)
Too many units required: 20	35.7%	14.4%
Too long/Too many hours a day: 15	26.8%	10.8%
Miscellaneous—only one comment 7 (too many online classes, don’t want 4 days a week, need more night classes, eliminate Friday for Math 242, brochure specific, doesn’t offer my major/ADT, no answer/don’t like surveys/nothing)	12.5%	5.0%
Not enough course options offered: 3	5.4%	2.2%
Didn’t know about it sooner: 3	5.4%	2.2%
Not enough break time in the day: 3	5.4%	2.2%
Wrong days offered: 2	3.6%	1.4%
Summer not included: 2	3.6%	1.4%
Specific courses/types of courses not offered: 1 Nursing 2	1.8%	0.7%



North County Campus (NCC) Spring 2017 Student Survey Regarding Associates Degree for Transfer (ADT) Quantitative Results

In April 2017, 175 students at Cuesta College's NCC participated in a survey regarding the Associate Degrees for Transfer; 85 of these students declared an ADT as their major, and 90 students were undeclared as to a major. This is a summary of the quantitative data gathered.

1. Taking Courses at NCC

A high percentage of students are taking classes exclusively at the NCC.
87% declared (74/85); 87% undeclared (78/90); 87% combined (152/175).

A majority of students prefer to take classes at the NCC.
69% of declared (59/85) in 7-10 range with 54% (46/85) indicating a 10;
74% of undeclared (67/90) in 7-10 range with 62% (56/90) indicating a 10;
72% of combined (126/175) in 7-10 range with 58% (102/175) indicating a 10; (10 = prefer NCC;
0 = prefer SLO; 5 = no preference).

2. Unit Loads

A higher percentage of declared students are taking 12 or more units as compared to the percentage of undeclared students taking 12 or more units.
46% declared (39/85); 30% undeclared (27/90); combined 38% (66/175).

38% of students are taking 12 or more units; these students are our target students for the ADT patterns.

3. ADT Popularity

85% of students (149/175) are either pursuing or are interested in pursuing an ADT.
Only 15% of students (26 of 175) are not interested in an ADT.

The most popular ADTs in order of preference are:

- Business Administration (17 students pursuing; 15 students interested);
- Psychology (15 students pursuing; 5 students interested);
- Administration of Justice (14 students pursuing; 4 students interested).

32% of undeclared students (29/90) expressed interest in pursuing an ADT other than the six ADTs currently offered at the NCC. Further inquiry is needed here.

4. ADT Awareness

Student awareness that the NCC offers courses needed for an ADT:

92% of declared students (78/85) are aware that the NCC offers courses needed to complete the currently offered ADTs.

86% of undeclared students (77/90) are aware. 89% of combined (155/175) are aware.

Student awareness that a schedule has been designed allowing completion of the ADT in two years.

71% of declared students (60/85) are aware of the two-year period. 67% of undeclared students (60/90) are aware.

69% of combined (120/175) are aware.

Student awareness of the benefit of an ADT:

62% of undeclared students (56/90) know that an ADT guarantees admission to a CSU.

NOTE 1: Amongst the undeclared students, 86% know that ADTs are offered; only 67% know the ADT can be earned in two years; and, only 62% know the benefit of an ADT.

NOTE 2: Although 92% of declared students are aware the NCC offers courses for an ADT, only 71% of these students are aware that it can be earned in two years.



North County Campus (NCC) Spring 2017 Student Survey Regarding Associates Degree for Transfer (ADT) Qualitative/Comment Results

In April 2017, students at Cuesta College's NC participated in a survey regarding the ADT pathways offered at the North County Campus. Eighty-Five students who declared an ADT as their major and 90 who had not declared an ADT or major participated in the survey, but not all responded to the open-ended questions. Seventy-three declared students and 39 undeclared students wrote one or more comments in response to open-ended questions about what they liked and disliked about the proposed schedule.

NUMBER ONE LIKE AND DISLIKE COMBINED (DECLARED/UNDECLARED)

Most liked about the ADT schedule:

The schedule is specifically planned out/prescheduled/guided (one category). (24% of the like comments and 14% of all comments). It represents the greatest percentage of all comments. This is a separate category from easy to follow/organized/clear (2nd most frequent like at 17% of like comments and 10% of all comments).

Most disliked about the ADT schedule:

The schedule includes too many units in a semester. (26% of all dislike comments and 11% of all comments). This is a separate category from too long/too many hours a day (2nd most frequent dislike at 19% of all dislike comments and 8% of all comments).

COMBINED DECLARED/UNDECLARED TOP THREE

Top three combined likes in order of popularity (% rounded up):

1. Planned out/pre-scheduled/guided: 24% of all like comments & 14% of all comments
2. Easy to follow/organized/clear: 17% of all like comments & 10% of all comments
3. Can complete in two years: 15% of all like comments & 9% of all comments

Top three combined dislikes in order of popularity (% rounded up):

1. Too many units required: 26% of all dislike comments & 11% of all comments
2. Too long/Too many hours a day: 19% of all dislike comments & 8% of all comments
3. Not enough course options offered: 11% of all dislike comments & 5% of all comments

Note: While students liked that they can obtain an ADT in two years, they disliked that too many units are required.

TOP THREE LIKES DECLARED vs. UNDECLARED

Declared student top likes in order of popularity (% rounded up):

1. Planned out/pre-scheduled/guided: 23% of all like comments & 12% of all comments
2. Easy to follow/organized/clear: 17% of all like comments & 9% of all comments
3. Includes all classes needed to complete ADT: 12% of all like comments & 6% of all comments

Undeclared student top likes in order of popularity (% rounded up):

1. Planned out/pre-scheduled/guided: 24% of like comments & 14% of all comments
2. Can complete in two years: 21% of like comments & 12% of all comments
3. Easy to follow/organized/clear: 17% of like comments & 10% of all comments

TOP THREE DISLIKES DECLARED vs. UNDECLARED

Declared student top dislikes in order of popularity (% rounded up); number one spot is a tie:

1. Too many units required: 15% of all dislike comments & 7% of all comments AND
 1. Not enough course options offered: 15% of all dislike comments & 7% of all comments
 2. Too long/Too many hours a day; 10% of all dislike comments & 5% of all comments

Undeclared student top two dislikes in order of popularity (% rounded up):

1. Too many units required: 36% of all dislike comments & 14% of all comments
2. Too long/Too many hours a day: 27% of all dislike comments & 11% of all comments

These two represent the largest percentage of categories. The other percentages are small (2-5%) and spread out amongst several categories.

SIMILARITIES AND DIFFERENCES IN DECLARED VS. UNDECLARED RESPONSES

Like comments:

While both sets of students identify planned out/pre-scheduled/guided as their top like (Declared 23%; undeclared 24% of all like comments), for the declared students, easy to follow/organized/clear is the second popular most liked feature (17% of all like comments), while can complete in two years is the second popular most liked feature for the undeclared students (21% of all like comments). Undeclared students like the 2 day a week format more than the declared students (undeclared = 11% of like comments; declared = 5% of the like comments).

Dislike comments:

For the declared students, too many units required and not enough course options share the most frequent dislike (15% of all dislike comments). The clear dislike winner for the undeclared students is too many units required (36% of all dislike comments). Undeclared students dislike the units required at a much higher percentage than the declared students (even though can complete in two years was

the second most liked feature of the undeclared students). For declared students, the third most frequent dislike after too many units and not enough course options at 10% of all dislike comments is too long/too many hours a day. This is the second most frequent dislike for the undeclared students at 37% of all dislike comments.

Declared students dislike not enough course options offered much more than undeclared students and cite this more often than too long/too many hours a day. For the declared students, not liking enough course options, at 15% of all like comments, is tied for the top spot with too many units required while for undeclared students, this represents only 5% of their dislike comments—their top dislikes are too many units required and too long/too many hours a day.

OVERALL COMPARISONS BETWEEN LIKE AND DISLIKE:

Students like the specific scheduled guided pathway approach

This is the most frequent category of like for both sets of students and represents the largest percentage of all comments (like and dislike combined).

Students dislike the large amount of units required

This is the most frequent category of dislike when combining the comments of both student sets, although for the declared students, it shares the top dislike with not enough course options offered. Although students dislike the large amount of units required, they like the two year completion time frame.

The two year completion time is the 3rd most frequent like of the combined comments from both student sets accounting for 15% of all like comments. Undeclared students cite this more often than declared as it represents their 2nd most frequent like at 21% of all like comments vs. 8% of all like comments for the declared students (their 4th most frequent not counting general like-no reason given).

Some students expressed liking the 2 day a week format and no students identified the 2 day a week format as a dislike

Combining declared and undeclared comments, identifying the 2 day a week format as a like is the 4th most popular like out of 9 (not counting general like/no reason given, miscellaneous, and brochure specific). Liking the 2 day a week format accounts for 8% of all like comments and 5% of all comments.

Combining both declared and undeclared, students dislike the long day more than they like the two day a week format; however, the 2 day a week schedule is more liked and the long day is more disliked by the undeclared students.

Combining both groups, liking 2 the day a week format represents the 4th most frequent like comment out of 9 (not counting miscellaneous category, no answer/don't like surveys, and brochure specific) while the comment too long/too many hours is the 2nd most frequent dislike out of 8 (not counting no

answer/don't like surveys/nothing, miscellaneous, and brochure specific). With declared students, liking 2 days a week is at the bottom of the likes at 7th of 8th, but for the undeclared students, it's more popular ranking 4th of 8th in all likes (not counting general like with no reason, miscellaneous, and brochure specific). Undeclared students identify too long/too many units as their second most frequent dislike at 27% of all dislike comments, while declared students identify the too long day as their 3rd most frequent dislike (not counting no answer/don't like surveys/nothing) at only 10.4% of all dislike comments.

Appendix I: North County Campus Technology Lifecycle Report

Category	Device type	Instructional or Non-Instructional	Description	Site	Building	Room	Room Type	Typical User	Age (In Years) (As of 01/2020)	Lifespan	Replacement Cost
Lab PCs	Desktop	Non-instructional	N1000	North County Camus	Campus Center	N1001	Lobby	6 Student Stations	3.0	6.0	\$8,100.00
AV System	65" Screen	Non-instructional	N1001	North County Camus	Campus Center	N1001	Lobby	Digital Signage	2.0	9.0	\$3,000.00
AV System	65" Screen	Non-instructional	N1001	North County Camus	Campus Center	N1001	Lobby	Digital Signage	2.0	9.0	\$3,000.00
AV System	65" Screen	Non-instructional	N1007	North County Camus	Campus Center	N1007	Conference	Staff	2.0	9.0	\$17,500.00
Staff PC	Desktop	Non-instructional	WXDN-N1016-9AN	North County Camus	Campus Center	N1016	Workroom	Staff	3.0	6.0	\$1,000.00
AV System	65" Screen	Non-instructional	N1022	North County Camus	Campus Center	N1022	Dining	Digital Signage (3)	2.0	9.0	\$9,000.00
AV System	65" Screen	Non-instructional	N1102	North County Camus	Campus Center	N1102	Conference	Staff & Students	2.0	9.0	\$10,000.00
AV System	65" Screen	Non-instructional	N1116	North County Camus	Campus Center	N1116	Breakroom	Digital Signage	2.0	9.0	\$3,000.00
Staff PC	Desktop	Non-instructional	WXDN-N1123-3GY	North County Camus	Campus Center	N1123	Office	Monarch Center	3.0	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N1123-9AW	North County Camus	Campus Center	N1123	Office	Monarch Center	3.0	6.0	\$1,000.00
AV System	65" Screen	Non-instructional	N1128	North County Camus	Campus Center	N1128	Conference	Staff	2.0	9.0	\$17,500.00
Staff PC	Desktop	Non-instructional	WXDN-N1129-3JE	North County Camus	Campus Center	N1129	Office	Dean's Office	3.0	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N1129A-3RD	North County Camus	Campus Center	N1129A	Office	Dean's Office	3.0	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N1129B-9AA	North County Camus	Campus Center	N1129B	Office	Dean's Office	3.0	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N3245-A5X	North County Camus	Learning Resource Center	N3245	Workroom	Staff	6.5	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N3245-K5F	North County Camus	Learning Resource Center	N3245	Workroom	Staff	6.5	6.0	\$1,000.00
AV System	65" Screen	Non-instructional	N2400	North County Camus	Fox Building	N2400	Lobby	Digital Signage	2.0	9.0	\$3,000.00
AV System	65" Screen	Non-instructional	N2400	North County Camus	Fox Building	N2400	Lobby	Digital Signage	2.0	9.0	\$3,000.00
AV System	65" Screen	Non-instructional	N3100	North County Camus	Learning Resource Center	N3100	Lobby	Digital Signage	2.0	9.0	\$3,000.00
AV System	Polycom Cart	Non-instructional	N3102	North County Camus	Learning Resource Center	N3102	Classroom	Staff	4.0	9.0	\$17,500.00
AV System	Polycom System	Non-instructional	N3102	North County Camus	Learning Resource Center	N3102	Classroom	Staff	6.0	9.0	\$100,000.00
Staff PC	Desktop	Non-instructional	WXDN-N3135-VTZ	North County Camus	Learning Resource Center	N3135	Office	IT Tech Room	9.0	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N3208-12H	North County Camus	Learning Resource Center	N3208	Office	Dean's Office	6.8	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	WXDN-N3209-71K	North County Camus	Learning Resource Center	N3209	Office	Dean's Office	6.8	6.0	\$1,000.00
AV System	Polycom Cart	Non-instructional	N3213	North County Camus	Learning Resource Center	N3213	Conference	Staff	5.0	9.0	\$17,500.00

Total cost to bring instructional technology within lifespan	\$0.00
Total cost to bring non-instructional technology within lifespan	\$ 5,000.00
Total instructional technology cost per year	\$ 0.00
Total non-instructional technology cost per year	\$ 11,000.00
Total cost to replace	\$ 226,100.00

Appendix J: North County Campus Unit Resource Plan

Title of Unit: North County Campus
Planning Year: 2019
Cluster (Select One): VP Student Services and College Centers

Narrative for your Resource (Unit) Plan: The Resource Plan (formerly called the Unit Plan) ties program planning and review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.). You may type directly in the box below, but you won't be able to spell check your work. Alternatively, you can paste the narrative from Word after spell checking there.

The **Resource Plan** for the **North County Campus** was developed in collaboration with the North County Cluster Coordinators and data analysis of student services provided to identify the needs of the North County Campus. The North County Cluster Coordinators have continued to identify needs as outlined in the Resource Plan in the areas of Personnel, Instructional, and Technology which impact their respective clusters. For this reporting period only two of the five cluster representatives submitted their requests to be included in the NCC Resource Plan.

The top ten priorities are a combination of the overall campus needs to enhance students and instruction in the areas of: instructional equipment, facilities, and IT support, which directly impact the student experience and success at Cuesta College. It is noted that within the North County Campus a total of 11 programs/departments; three classrooms, cafeteria, Dean's Office, three conference rooms, and three classrooms will be housed in this new site. It is critical that there is enough staff support to meet the demands and needs of this new Campus Center.

The North County Campus budget which impacts staff, faculty, facilities, auxiliary programs, and students is a combination of multiple resources such as: general funds, foundation funds, and categorical funds. During this reporting period, the NCC Kinesiology classroom costs were covered by NCC Foundation Funds. The decision to fund this project was to ensure students attending and/or living on the North County area had access to kinesiology classes as well as institutional employees to participate in the District's Wellness Program.

The Dean is directly responsible for general funds and foundation funds directly allocated for the use of the North County Campus. As in the past, the North County Campus will continue to primarily rely on General Funds for the on-going overall operational expenses and the Foundation funds which have been specifically designated for the North County Campus. The Resource Plan for the North County Campus budget continues to mirror the District's budget assumptions

Excel Worksheets: Resource (Unit) Plan

For the remainder of the Unit Plan, complete the following Excel Worksheets:

- ***Prior Year Unit Plan Worksheet*** — *Prior Year Unit Funding Requests*
- ***Personnel Unit Plan Worksheet*** — *Personnel Funding Requests*
- ***Supplies Unit Plan Worksheet*** — *Supplies Funding Requests*
- ***Equipment Unit Plan Worksheet*** — *Equipment Funding Requests*
- ***Facility Unit Plan Worksheet*** — *Facility Funding Requests*
- ***Technology Unit Plan Worksheet*** — *Technology Funding Requests*
- ***Top 10 Priorities Unit Plan Worksheet*** — *Prioritized List of Top 10 Immediate Unit Needs*

RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit:	North County Campus					
Cluster:	VP Student Services and College Centers					
Planning Year:	2019					

1. Copy and paste the first four Columns from the Top Ten Prioritized List of Immediate Unit Needs from the prior year.
2. Complete Columns E through G.
3. If funded, identify the funding source or sources (Categorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, Other Revenue Sources = R).
4. Briefly explain the impact on your program.

	Program	Item/Description	Cost	Funded?	Source (s)	Impact on Program
1	English	Computers for Lab	\$ 40,000	Not Funded		Not receiving this funding restricts ability to use updated English software in the lab.
2	Math	Student Tutors	\$ 10,000	Fully Funded	AS, R	Supplemental staffing for math lab - Provides adequate level of support for students.
3	Chemistry	Laptops	\$ 12,000	Partially Funded	Foundation	Half of our students had a good educational experience - the other half of continued to use outdated technology.

PRIOR YEAR'S (2016-2017) PRIORITIZED LIST OF UNIT FUNDING REQUESTS -- ALL PROGRAMS

	Program	Item/Description	Cost	Funded?	Source(s)	Impact on Program
1	NCC Student Services	Additional Staffing Support	\$ 15,000	Not Funded		The new Campus Center is scheduled to open at the end of the 2018 Spring Semester. The need for additional staffing support will be needed to meet the demands of the campus and community at large. The Student Service Support Staff provide support to multiple programs and are front-line staff who provide support services to all of the campus and community.
2	NCC Campus Police	Second Campus Police Officer	\$ 56,000	Not Funded		Currently we only have one Campus Police officer on the North County Campus. As the landscape of the campus grows, for safety purposes, a second Campus Police Officer is needed.

3	NCC Student Health Services	Mental Health Services Provider	\$ 58,000	Not Funded	The NCC is in high need of having a Mental Health Services provider on campus. Mental Health issues continuously arise and students have to be referred out to the community at large organizations, which is not ideal when students are in a crisis.
4	NCC IT	Increased IT Support	\$ 48,000	Not Funded	The demands for IT support on the NCC have increased significantly. Currently the NCC has support; however, it is not enough support to cover all of the needs. In addition, with the new Campus Center scheduled to open at the end of the 2018 Spring Semester, the need to have an IT support staff will greatly be needed to support instruction and all campus programs.
5	NCC Biology	Autoclave for Steralization	\$ 12,000	Not Funded	The current autoclave for steralization is old and needs to be replaced. This impacts instruction.
6	NCC Biology	Water Distiller	\$ 4,000	Not Funded	The current water distiller is old and needs to be replaced. This impacts instruction.
7	NCC Ag Plant Science	Raised Bed Plants	\$ 8,000	Not Funded	
8	NCC Physical Sciences	Student Textbooks	\$ 5,000	Not Funded	Student textbooks to be housed in the Library and Student Learning Center
9	NCC Physical Sciences	2nd Projects & Screen in N2401	\$ 28,000	Not Funded	A second projector and screen is needed in N2401 for instruction.
10	NCC Walking Path	Campus Walking Path	TBD	Not Funded	A campus walking path with decomposed granite and distance markers signage.

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit:	North County Campus						
Cluster:	VP Student Services and College Centers						
Planning Year:	2019						

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Student Support Site Assistant	NCC Student Services	Request to convert existing position from .75 to 1.0	\$ 10,240	NCC	N	IMM	Supports Institutional Goal Objective 1.4 (increase ESL success rates) by adding additional staff to ESL advising office. Additional staffing hours will allow for 28 new support appointments per semester.
Distance Education Support Specialist	DE	Support Service Specialist 0.5 FTE	\$ 23,000	DE	N	IMM	Supports Institutional Objective 1.3, Increase success in DE courses. New support position will provide training and technical support for students enrolled in DE courses.

Personnel - Full-Time Faculty

A. Full-Time Faculty	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

Personnel - Academic Managers, Classified Managers & Confidential							
B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - What?	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							
Personnel - Classified Employee: Permanent, Short-Term & Substitute							
C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							
Personnel - Student Worker							
D. Student Worker	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

Unit:	North County Campus						
Cluster:	VP Student Services and College Centers						
Planning Year:	2019						
<p>1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.</p> <p>2. All funding requests should be listed regardless of anticipated funding source.</p> <p>3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.</p>							
A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>NCC Instructional Supplies</i>	<i>NCC</i>	<i>Augmentation of instructional supplies.</i>	<i>\$ 5,000</i>	<i>NCC</i>	<i>N</i>	<i>IMM</i>	<i>Need to augment account based on historical spending pattern.</i>
<i>Instructional Supply</i>	<i>Social Sciences</i>	<i>Maps for History and Philosophy</i>	<i>\$ 4,000</i>	<i>SLO</i>	<i>N</i>	<i>IMM</i>	<i>Many of our maps are outdated and several classrooms lack even basic maps.</i>
Instructional Supplies							
A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Supply	Physical Sciences	Student Textbooks to be used by students in the Library and Student Success Center	\$ 1,000	NCC	N	IMM	Textbooks to be used by students in the Library (check-out) and Student Success Center to be used during tutoring sessions and use on site.
Classroom - Instructional	Chemistry	Replace broken latches on storage cabinets under the fume hoods. - N2406	\$ 1,000	NCC	N	IMM	Replacement of broken latches on storage cabinets under the fume hoods in room 2406.
Classroom - Instructional	Chemistry	Replace corroded floors on the storage cabinets under the fume hoods. - N2406	\$ 2,000	NCC	N	IMM	Replace corroded floors on the storage cabinets under the fume hoods. - N2406
Classroom - Instructional	Chemistry	Replace corroded hinges on cabinets in chemical storage room - 2406B	\$ 1,000	NCC	N	IMM	Replace corroded hinges on cabinets in chemical storage room - 2406B

RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit:	North County Campus
Cluster:	VP Student Services and College Centers
Planning Year:	2019

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)
3 Mannikins	LVN	3 mannikins for simulation/skills lab	\$ 5,000	NCC	N	IMM	LVN APPW Program Development/ Forecasting. New or modified action steps for achieving program outcomes; IG #1; ILO #2,#3 - We are increasing the use of our simulation lab. Wear and tear on the mannikins over time requires replacement.
3 Potter's Wheels	Art Studio	Laguna potter's wheels (3)	\$ 4,505	SLO	N	IMM	Art Studio CPPR Program Development/Forecasting. Anticipated changes in curriculum and scheduling; student demand has increased in our ceramics classes, we require three more potter's wheels to accommodate six students per class.

Instructional Equipment

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)
Instructional Equipment	Kinesiology	Exercise equipment	\$ 6,000	NCC	N	IMM	New exercise equipment to enhance the KINA courses currently being offered and planning for additional courses to be offered in the future semesters.
Instructional Equipment	Biology	Replacement of Dishwasher in N2439	\$ 6,000	NCC	N	IMM	Replacement of dishwasher in N2439

Instructional & Staff	Cluster	High Capacity Copier/Scanner/Printer	\$ 4,500	NCC	N	IMM	Copier to be used by the Cluster instructors and staff
Instrucitonal Equipment	Biology	Install deep sinks in N2438, N2439A, N2439	\$ 13,000	NCC	R	IMM	Replace of sinks to be used for instruction.
Instructional and staff Use	Cluster	High Capacity Copier/Scanner/Printer N2426	\$ 4,500	NCC	N	IMM	Copier to be used by the Cluster instructors and staff
Instructional Equipment	Biology	Removal of short kitchen type fauces to be placed with fall laboratory grade faucets in N2438, N2439	\$ 2,000	NCC	R	IMM	Removal of short kitchen type fauces to be placed with fall laboratory grade faucets in N2438, N2439 - Instructional classrooms.
Instructional and Student Use	Physical Sciences	Replace laptops in cart for N2406.N2409 (est. \$500 - \$800 each)	\$ 19,500	NCC	R	IMM	Replace laptops in cart for N2406.N2409 (est. \$500 - \$800 each). Student use these laptops during instruction.
Instructional Equipment	Physical Sciences	Second projector and screen in N2401	\$ 28,000	NCC	N	LT	Request by the department to add a second projector and screen in N2401
Non-Instructional Equipment							
E. Non-Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Equipment							

RESOURCE PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: North County Campus
 Cluster: VP Student Services and College Centers
 Planning Year: 2019

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Fox Building Landscaping	NCC	Landscaping of the courtyard and immediate surroundings of the Fox Building needs to be completed.	\$ 100,000	NCC	N	IMM	The building has been on-line since 2005 with only modest improvements to the exterior landscaping of the area. During Community Focus groups - local residents describe the site as looking "unfinished".
Building 6200	Social Sciences Division	Replace carpeting and paint in 6200 Office Bldgs.	\$ 45,000	SLO	R	IMM	The carpeting is old and worn.

New Facilities Requests and/or Renovations

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Technology Learning Center	Campus-Wide	A center for learning about how to create and use technology in the classroom	TBD	NCC	N	IMM	For faculty and staff to attend various technology trainings. (Faculty classrooms and staff on technology updates and new systems)
Student Pathway	Astronomy	Pathway connecting telescope shelter to common area.	\$ 6,000	NCC	N	IMM	Create a pathway connecting the telescope shelter to the common area from the Campus Center Bldg.
Classroom - Instructional	Chemistry	Secure balances to wal in N2406 and patch damage to drywayll as necessary	\$ 2,000	NCC	N	IMM	Secure balances to wal in N2406 and patch damage to drywayll as necessary.
Classroom - Instructional	Chemistry	Install electrical outlet in N2406A near window & door leading into N2406	\$ 1,000	NCC	N	IMM	Install electrical outlet in N2406A near window & door leading into N2406.
Technology Shelter	Astronomy	Reconnect electricity to Telescope Shelter	\$ 2,000	NCC	N	IMM	Reconnect electricty to Telescope Shelter for instructional courses.
Replacement of Ceiling Tiles	Biology	Ceiling Tiles in N2440	\$ 8,000	NCC	R	IMM	Replacement of ceiling tiles in N2440
Instructional	Biology	Soundproofing N2438, 2441	\$ 8,000	NCC	N	IMM	Adding soundproofing to classrooms N2438 and 2441
HVAC	Biology	Fix HVAC temperature - N2439 (very cold)	TBD	NCC	N	IMM	Fix HVAC in classroom N2439. It is always extremely cold in the classroom.

Non-Instructional Technology

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instruct Tech	Dean, NCC & SCC	Lifecycle replacement of non-instructional technology which is beyond lifespan	4-Inventory	\$ 5,000	NCC	R	IMM	The IT Department provided the overall life-cycle report of all of the items that are identified for the North County Campus. (Attachment to the APPW Report).
Non-Instruct Tech	Dean, NCC & SCC	Annual budget required to keep all existing non-instructional technology current	4-Inventory	\$ 11,000	NCC	R	LT	The IT Department provided the overall life-cycle report of all of the items that are identified for the North County Campus. (Attachment to the APPW Report).

Technology Infrastructure

C. Technology Infrastructure	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Technology Infrastructure	Math	Update classrooms to Cuesta College AV standard - N2802, N2802	1-Tech Instr	\$ 23,000	NCC	N	LT	Update classrooms to Cuesta College AV sandard in classrooms N2802, N2803

Overall Top 3 Technology Requests								
D. Top 3 Technology Funding Requests	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instruct Tech	Dean, NCC & SCC	Lifecycle replacement of non-instructional technology which is beyond lifespan	4-Inventory	\$ 5,000	NCC	R	IMM	The IT Department provided the overall life-cycle report of all of the items that are identified for the North County Campus. (Attachment to the APPW Report).
Non-Instruct Tech	Dean, NCC & SCC	Annual budget required to keep all existing non-instructional technology current	4-Inventory	\$ 11,000	NCC	R	LT	The IT Department provided the overall life-cycle report of all of the items that are identified for the North County Campus. (Attachment to the APPW Report).
Technology Infrastructure	Math	Update classrooms to Cuesta College AV standard - N2802, N2802	1-Tech Instr	\$ 23,000	NCC	N	LT	Update classrooms to Cuesta College AV standard in classrooms N2802, N2803

RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit:	North County Campus		
Cluster:	VP Student Services and College Centers		
Planning Year:	2019		

1. **PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL PROGRAMS -- ONE LIST

2. Identify and prioritize unit needs based on **immediate** (upcoming year) requirements of all unit programs.

3. Note if needs are One-Time or Annual/Recurring in the Frequency Column.

4. **This does NOT include new faculty requests.

	Program	Item/Description	Cost	Frequency
1	NCC - Astronomy	Reconnect electricity to Telescope shelter	\$ 2,000	One-Time Only
2	NCC - Kinesiology	Exercise Equipment N5001	\$ 6,000	One-Time Only
3	NCC - Biology	Diswasher N2439	\$ 6,000	One-Time Only
4	NCC Cluster	High capacity copier/scanner/printer - N2439	\$ 4,500	One-Time Only
5	NCC - Chemistry	Replace broken latches on storage cabinets under fume hoods N2406	\$ 1,000	One-Time Only
6	NCC - Chemistry	Replace corroded doors on storage cabinets under fume hoods N2406	\$ 2,000	One-Time Only
7	NCC - Chemistry	Replace corroded hinges on cabinets in chemical storage room	\$ 1,000	One-Time Only
8	NCC - Biology	Install deep sinks in N2438, 2439A, N2439	\$ 13,000	One-Time Only
9	NCC - Biology	Ceiling tiles in N2440	\$ 8,000	One-Time Only
10	NCC - Biology	Soundproofing in N2438 & N2441	\$ 8,000	One-Time Only



**STUDENT SERVICES
STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE**

(This form is to be submitted to the Vice President Student Services and College Centers annually, by June 30th, for inclusion in the Student Services Assessment Report. It is anticipated that Student Services programs will have multiple outcomes and that each outcome will be measured twice in the period between CPPR's – Comprehensive Program Planning and Review)

Service Program: **North County Campus**

Date: **March 5, 2018 – No changes to the SLO Assessment Cycle**

Year of last Comprehensive Program Planning & Review (CPPR): 2013-2014 completed in Spring 2013

Year for next scheduled CPPR : 2019-2020 to be completed in Spring 2019

Program Outcome	Assessment Year
1. The North County Campus will meet, at minimum, the standard for an educational center as defined by CPEC and will generate the FTES required by the Chancellor's Office for Center funding – as evidenced by maintaining an on-site administration (not a president, chancellor or superintendent) offering programs leading to certificates or degrees to be conferred by the parent institution and achieving the minimum of 1,000 FTES annually.	Annual
2. Students, staff and faculty will have access to appropriate levels of instructional and student support services on the North County Campus.	2012-2013 and 2015-2016
3. Students on the North County Campus will demonstrate annual improvement in courses success rates as evidenced by Research Office data entitled <i>Annual Course Success Rates by Educational Region.</i>	2013-2014 and 2016-2017 Removed
4. Students on the North County Campus will be able to complete all courses necessary to achieve a Liberal Arts (Transfer) Social and Behavioral Sciences A.A. degree within a two-year period as evidenced by course scheduling.	2014-2015 and 2017-2018 (Not Assessed in 2014- 2015 as a

<p>Revision: The Dean will work collaboratively with the Vice President of Academic Affairs and Academic Deans to identify associate degrees for transfer that students can achieve at the North County Campus. Potential ADTs identified have been identified as Psychology, Communication Studies, and Sociology.</p>	<p>transition year to ADTs).</p>
<p>5. Students on the North County Campus will be able to complete all courses necessary to achieve the designated AA/AS advertised for the site as evidenced by course scheduling.</p> <p>Revision: The Dean will track all courses offered at the North County Campus and work with the Academic Deans to schedule courses that will provide students the opportunity to achieve the designated AA/AS advertised for the site as evidenced by course scheduling.</p>	<p>2014-2015 and 2017-2018</p>
<p>6. Students on the North County Campus will be able to complete all courses necessary to achieve the certificates advertised for the site as evidenced by course scheduling.</p> <p>Revision: The Dean will track all courses offered at the North County Campus and work with the Academic Deans to schedule courses that will provide students the opportunity to achieve the certificates advertised for the site as evidenced by course scheduling.</p>	<p>2014-2015 and 2017 – 2018</p>
<p>7. Students will receive Student Services support to meet demand, as developed for the District and deployed to all instructional sites as evidenced by an inventory of services available and by the results of student satisfaction surveys.</p> <p>Revision: The goal is to work with the Institutional Research Office to develop a student satisfactory survey that will capture the needs of the community and services the campus can provide.</p>	<p>2012-2013 and 2015-2016</p> <p>Revision: 2016-2017</p>
<p>8. Facilities brought online for the North County Campus reflect an operational approach developed through the collaborative thinking of all departments within the facility as evidenced by multi-department meetings to plan and evaluate the outcome.</p>	<p>2013-2014 and 2016-2017</p>
<p>9. Secondary use of the existing modular buildings will optimize resources and enhance service delivery to students as evidenced by multi-department meetings to plan and evaluate outcomes and by the results of student satisfaction surveys.</p>	<p>2013-2014 and 2016-2017</p>

Assessment Cycle modified from prior year? Yes No

If yes, describe the modification and reason for the change:

1. **Student Learning Outcome 1: Revise to annual review in order to track the benchmark of 1,000 FTES established for the North County Campus.**
2. **Student Learning Outcome 3:** Student Learning Outcome Number 3 is being removed as an identified SLO for the North County Campus due to the challenge in measuring “improvement” in course success rates for a campus site versus a direct academic instruction program. Rather, what will be tracked will be the comparison of course completion by the three sites and methods of instruction.
3. **Student Learning Outcome 4:** Revised student learning outcome to identify associate degrees for transfer to be achieved at the North County Campus.