

3/4/2019

2019 South County Center

Annual Program Plan Report

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



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

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

Program: South County Center **Planning Year:** 2019
Unit: South County Center **Last Year Completed CPPR:** 2016 – 2017
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 South County Center follows 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 South County Center 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 departments to provide and enhance services to students and the community. In addition, Dr. Escobedo continues to participate in various institutional and participatory governance committees, such as: President's Cabinet, Accreditation, College Council, Enrollment Management, and Co-Chair of the Institutional Program Plan and Review.

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 addition, in July 2018, Dr. Jill Stearns was appointed as the new Superintendent/President of Cuesta College. The campus is now under new leadership moving the college forward as we embark on new opportunities for growth and innovation.

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

There are no changes to the Administration of the South County Center. The program services continue to be exclusive evening services from 4:00 p.m. to 9:00 p.m. Monday through Thursday with no services on Friday.

The contract with Lucia Mar Unified School District has remained consistent for several years. The annual lease agreement continues to be at \$50,000 per year for the areas outlined on the agreement to be used exclusively for educational purposes at the Arroyo Grande High School Campus area known as the "900 Wing". One addition to the contract during this last reporting period was the added childcare services for the English as a Second Language Program lead by Mia Ruiz. A specific classroom is designated for these services.

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

There are no changes to any statutory authority/program regulations and related compliance issues. However, it is important to note that per the California Post-Secondary Education Commission (C.P.E.C.) terms, the South County Center is considered an Outreach Operation and meets that definition: an enterprise, operated away from a community college in leased or donated facilities, which offers credit courses supported by State funds, and serves a student population of less than 500 FTES at a single location.

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 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 South County Center budgets are sustainable.

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

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

The program activities designed for the South County Center continue to be aligned to the District's Institutional Goals and Objectives focused on student enrollment and student success. The following are the Institutional Goals that were addressed during this reporting period.

Institutional Goal 1: Completion

Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

The following is a sample of academic credit courses that are offered at the South County Center which lead to a college degree and/or certificate:

- American Sign Language
- Business
- English
- English as a Second Language
- History
- Mathematics
- Sociology
- Spanish

According to the Institutional Research Office data there was a 46.6% increase in credit courses offered at the South County Center from the 2016-2017 to the 2017-2018 academic year. The data on the non-credit courses in the areas of Emeritus, non-credit English as a Second

Language, GED (now known as NAPE), NCTE, and Computer Skills will be addressed in the Continuing Education annual report.

Student Services Support:

The two part-time Student Services staff are cross-trained in the various areas of Admissions and Records processes. They continue to provide students with the various support services in Admissions and Records, assessment, library, faculty support, and bookstore services. They also provide support for the financial aid and counseling staff in scheduling appointments and providing general information to the community in the south county area. In addition, staff from the Continuing Education Program are housed at the Center to assist students with the admissions and enrollment processes for non-credit, ESL, & Emeritus courses. It is important to note, there are no summer courses offered at the site.

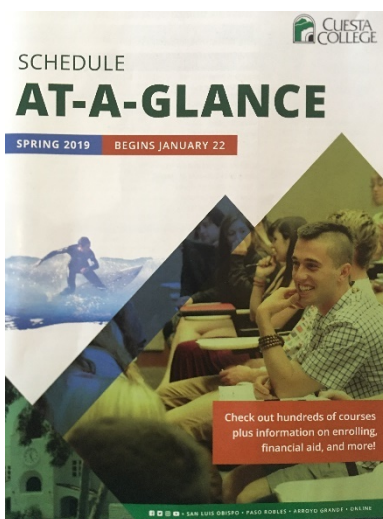
Dr. Escobedo visits the South County Center on a frequent basis to meet with the staff and discuss any matters that need to be addressed at the site. In addition, Dr. Escobedo has constant communication with the staff both via phone and email to stay abreast of any needs of the Center.

Institutional Goal 2: Access

Increase student access to higher education

The student support staff at the South County Center are cross-trained in the various areas of Admissions and Records, Financial Aid, information on academic programs, and student support services. The South County Center site serves as a one-stop model where a community member, current student, future student, and faculty are provided support and services. In addition, Ms. Sonia Mendoza is housed at the Career Center at the Arroyo Grande High School twice a week, wherein she provides services to future students and information and assistance to the high school counselors.

Enhanced outreach (community-at-large) and in-reach (on campus awareness) were also conducted during this reporting period. An established “Outreach” Office was created to address the need for comprehensive campus-wide outreach activities. The hiring of an Outreach Director has also been key in bringing together the campus-wide departments who conduct outreach activities with a unified brand of Cuesta College and work collaboratively at various outreach events that are held both on the campus and in the community.



The Cuesta College Class Schedule project was spearheaded by Dr. Mark Sanchez, Vice President of Student Services and College Centers. This project entailed printed class schedules that were distributed to a number of community agencies, businesses, and school districts to bring the awareness and branding of the opportunities at Cuesta College. In addition, these paper class schedules are readily available at the South County Center for the public to access and learn about the courses that are being offered.

Institutional Goal 3: Partnerships – Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and industries.

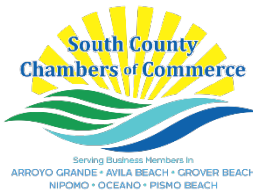
Educational Partnerships:



Dr. Escobedo continues to be the designated administrator for the South County Center. Dr. Escobedo continues to work with the Lucia Mar Unified School District (LMUSD) Assistant Superintendent of Business in developing the contract between Cuesta College and LMUSD. Dr. Escobedo collaborates with the leads of the Dual Enrollment Program and Continuing Education to include the needs of these programs in the lease facilities agreement with the school district, such as additional classrooms in Nipomo High and New Tech High Schools for the Dual Enrollment Program and childcare facilities at Arroyo Grande High School.

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Industry Organizations:



The District continued the long-standing partnership with the South County Chambers of Commerce which includes the areas of Arroyo Grande, Avila Beach, Grover Beach, Nipomo, Oceano, and Pismo Beach.

Civic Organizations:



Cuesta College Chief Bryan Millard has a professional agreement with the Chief of Police from Arroyo Grande, whereby, Arroyo Grande Police Officers and/or volunteers patrol the South County Center to ensure public safety presence in the area. As noted above, all of the services and courses held on the Center are from 4:00 p.m. to 9:00 p.m., therefore, visibility and access to public safety is important to the Center’s Cuesta College community.

External Resources:

Ms. 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 South County region and/or district-wide services which include the south county area:

- 1) Briscoe Foundation
To support students in the South County area for financial emergency support needs.

- 2) Catalyst Fund:
To provide support services for undocumented students.

3) SLO Community Foundation

To support the Annual College Night event and work collaborative with all of the high schools in the county.

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.

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.

Facilities

There have been no changes to the facilities at the South County Center. Student support services and instruction continue to be provided what is known as the 900 Wing of Arroyo Grande High School. This area provides the “temporary office” for the Student Support and English as a Second Language staff, counseling, financial aid services, and classrooms. The students and staff do not need to pay for parking permits.

Technology

During this reporting period, Lucia Mar Unified School District completed their campus-wide Wi-Fi project at Arroyo Grande High School. This project has had a positive impact on the services at the Center. Processes have been established between the Cuesta staff and the LMUSD designated liaison to ensure seamless technical support is provided to the Center. The strong partnership between the Cuesta IT Department and the LMUSD IT Department ensure the needs of the Center are met.

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.

During this reporting period, the South County Center leveraged four pieces of data to analyze the impacts of institutional and organizational change on the South County Center. The data points are key to strategic planning for enhancing services and courses to the south county region.

1. South County Center & South County Regional Institutional Research Data
2. Tracking of Student Services provided at the South County Center
3. Tracking of Outreach Data at Arroyo Grande High School
4. RP Group Equity Focus Group Student Perspectives Survey

1) South County Center & Regional Institutional Research Data

The data collected on institutional enrollments, part and full-time enrollment, and credit and non-credit course enrollment were obtained from the Institutional Research Office and/or from the Institutional Research website. The following are tables comparing data from the 2016/2017 and 2017/2018 academic years. As noted in the first table, the South County Center met its annual FTES target to qualify for an educational site.

South County Center: Sections Offered, Enrollments, & FTES

	2016 / 2017 Academic Year	2017 / 2018 Academic Year	Difference	% Difference
Sections Offered	61	87	26	42.6%
Enrollments	1,187	1,522	335	28.2%
FTES	132.1094	162.93	30.84	23.3%

Source: Cuesta College Institutional Research Office

South County Region: Sections Offered and Student Enrollment

2017 - 2018 Academic Year			2018 - 2019 Academic Year		
Semester	Sections Offered	Enrollment	Semester	Sections Offered	Enrollment
Fall 2017	81	1,041	Fall 2018	85	1,030
Spring 2018	48	635	Spring 2019	63	624
TOTAL:	129	1,676	TOTAL:	148	1,654

Source: Cuesta College Institutional Research Website as of February 22, 2019

South County Region: 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	993	48	Fall 2018	988	42
Spring 2018	386	35	Spring 2019	388	18
TOTAL:	1,379	83	TOTAL:	1,376	60

Source: Cuesta College Institutional Research Website as of February 22, 2019

South County Region: Non-Credit and Credit Course Enrollment

2017 - 2018 Academic Year			2018 - 2019 Academic Year		
Semester	Non-Credit	Credit	Semester	Non-Credit	Credit
Fall 2017	154	887	Fall 2018	274	756
Spring 2018	214	421	Spring 2019	218	406
TOTAL:	368	1,308	TOTAL:	492	862

Source: Cuesta College Institutional Research Website as of February 22, 2019

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

2) Tracking of Student Services Provided:

The staff at the Center track the services provided on the South County Center. The tracking of services is crucial to delivering support and identifying the needs of students located at this site.

In the Fall Semester 2015, it became part of the internal procedures to collect the data related to the overall services provided at the South County Center and is a practice that has continued during this reporting period. For this reporting period, the following are categories where staff on the South County Center provide the most assistance:

- Academic Counseling
- Admissions & Records
- Application Assistance
- Campus Information
- Cashier
- English as a Second Language Program and Courses
- Financial Aid
- Registration

The following is a comprehensive list of support that is provided to South County Center students, and a snapshot of the services were provided during the 2018 Spring and Fall 2018 semesters. It is important to note the staff track the number of inquiries and/or assistance they provide to students. For example, a student can have an inquiring about the admissions process, financial aid, and need to schedule an appointment with the counselor. The services for this student are counted in the respective categories.

South County Region: Student Support Services

Service	Spring 2018	Fall 2018
Academic Counseling	152	88
Admissions & Records	192	87
Appeals*	30	7
Application Assistance	298	244
Campus Information	39	23
Cashier	31	4
Emeritus Program	190	224
ESL Program & Courses	368	274
Financial Aid	177	22
Other	27	190
Registration	362	120
Residency	73	0
TOTAL	1,939	1,283

It is noted that during the Spring semester, the student traffic increases as student are going through their application process, financial aid applications, and counseling sessions/information as they are preparing for the following Fall semester. The South County Center opens two weeks prior to the Fall semester. During this time the students

begin to seek services to ensure they are prepared for the fall semester and new students begin to the overall enrollment processes. The practice of tracking student services data is also vital to obtaining a sense of what the needs are of the South County community. No specific software program has been identified to track the data electronically.

3) Tracking of Outreach Data at Arroyo Grande High School

In the Spring of 2017, Ms. Sonia Mendoza was hired as the South County Center Assistant (at a 60% position). As part of her assignment, Ms. Mendoza began working 4 - 5 hours per week (during the day) at the Career Center on the Arroyo Grande High School campus, with the goal of increasing the visibility of Cuesta College; provide direct support services to high school students; and provide additional support and information to high school counselors.

This strategy has been successful as demonstrated in the table below with the additional students who received services and information outside of the services provided at the South County Center. Ms. Mendoza reports that she sees an increase of students seeking her assistance shortly after the Cuesta College Enrollment Success Specialist conducts classroom presentations or academic counselors visit the campus. This is key to note as students now have a Cuesta representative they can speak with while they are in school and receive assistance with the various support services.

The following data was collected for the services provided at the high school Career Center.

South County Region: Arroyo Grande High School Career Center Data

Service	Fall 2017	Spring 2018	Fall 2018
Admissions & Records	14	67	89
Application Assistance	213	130	100
Financial Aid	37	70	18
Other	0	71	29
Permit to Enroll	15	38	33
Registration	18	37	13
TOTAL:	297	413	282

Ms. Mendoza continues to track the outreach services provided at Arroyo Grande High School. The tracking of services is crucial to delivering support and identifying the needs of students located at this site. Her presence has been beneficial to the students and the District.

4) 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 complete 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 combination of services in the Spring semester of (site date and the high school data) reflect the overall need for level of services in the south county area. The practice of tracking the services provided at the Center and the Career Center at the high school will continue in order to determine the level of services that need to be provided. The data reflects the needs for staffing at the Center and prepares the District for planning for a potential permanent Cuesta site in the South County area.

Institutional Data:

The *South County Center* data reflects as follows: the FTES notes that we had a slight increase from 132.10 to 162.93; sections offered increased from 60 to 87 courses offered; and enrollments increased from 1,187 to 1,522.

At the *South County Region* level the number of sections offered increased from 219 to 148 sections; enrollment decreased slightly from 1,676 to 1,654; part-time student enrollment decreased slightly from 993 to 988; for full-time students, it increased slightly from 386 to 388 students; in the non-credit courses offered it increased significantly from 154 to 274 sections; and in credit credits it increased slightly from 214 sections to 218 sections.

Overall, the data reflects that the South County Center and the South County Region has maintained steady in key data points. Because of the capacity of the overall facilities at South County Center to see any significant growth a permanent site would need to be located for continuous and day services and course offerings.

- **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.**

As noted in previous reports, one of the important challenges at the South County Center is not having a permanent site for student services and course instruction that is District's property. The staff provide services from a temporary office located in the workroom/mailroom within the 900 Wing of the high school. As a result, the staff setup and tear down their makeshift office every evening the Center is opened, and therefore, have no "permanent" feel to Cuesta's presence in the community. The staff and faculty continue to do the best they can under the current environment.

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.

Attached is the 2017-2018 South County Center Assessment Cycle. Program Outcome Number 6 is the ASO scheduled for this reporting period.

Program Outcome Number 6:

The South County Center will have the opportunity to complete coursework towards earning certification in various career/vocational areas and evidenced by course scheduling. This outcome was noted in the data provided above in Section 3: Annual Measurements, Analysis, and Improvements outlining the courses offered at the site.

Program Outcome Number 7:

Student will receive counseling services and other student services, such as Admissions, registration, ELSO assessments and orientations, DPS services, EOPS, Financial Aid, and Math and English Placements assessments at the Center. This outcome was met as continued services in all of the respective areas by the various departments. As noted, Student Services staff are crossed trained in Admissions and Records processes, Financial Aid and Counseling continue to provide support, DSPS services are available when needed, EOPS counseling is facilitated by the designated counselor to work with any identified EOPS students, ESL staff are at the South County Center (as noted Institution Goal 2 –

Student Support Services section), and consistent English and Math placement assessments are available at the site.

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.

If the District makes the decision to increase the level of services and academic programs to be offered in the south county region, the District will need to find a permanent location that best meets the needs of the District and South County community.

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. Internal and external organizational changes

The new restructure of the Student Services and College Centers Division has an impact on several of the departments within the division. The overall goal of the restructure is to merge some departments for efficiency in the overall operations of the division. The Dean will continue to be the administrator of the South County Center.

B. 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 South County Center continues to receive comparable and equitable services.

C. Anticipated staffing changes/retirements

Most recently, the Student Services and College Centers Division is undergoing a restructure. As a result of the restructure, the two Student Support Services staff have been classified to Enrollment Success Specialist and will be reporting to the Director of Outreach and Enrollment Services. Dr. Escobedo will continue to be the manager responsible for the oversight of the Center.

VI. OVERALL BUDGET IMPLICATIONS

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

Elements:

A. Personnel

No additional personnel costs are being identified for the South County Center.

B. Facilities

The District will continue the contract with Lucia Mar Unified School District Lease agreement (\$50,000 per year) until other alternatives are explored and solidified. It is recommended, the District continue to explore a permanent site for the South County

Center. At this point, we are unable to identify specific costs for such a site as the District will need to determine the level of academic courses and services to be offered in the south county region.

C. 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 \$8,000.00. 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.

Please see [Appendix B](#) for the South County Center Technology Lifecycle Report.

Please see [Appendix C](#) for the South County Center 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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Appendix A: Institutional Research Daily Headcount Reports as of February 22, 2019



CUESTA COLLEGE SOUTH COUNTY CENTERS UNDUPLICATED HEADCOUNTS - FALL 2018 DAILY HEADCOUNT REPORT AS OF: 2/22/2019 6:57

SOUTH HEADCOUNT TO DATE		2018	2017	N CHANGE	% CHANGE
Current Headcount	N	1030	1041	-11	-1.1%
SECTIONS AND CREDIT LOADS		2018	2017	N CHANGE	% CHANGE
Active Sections with Enrollments	N	85	81	4	4.9%
Average Credit Load	μ	4.0	3.7	0.4	10.6%
FULL-TIME/PART-TIME STATUS		2018	2017	N CHANGE	% CHANGE
Full-Time Students (>= 12 units)	N	42	48	-6	-12.5%
	%	4.1%	4.6%		
Part-Time Students (< 12 units)	N	988	993	-5	-0.5%
	%	95.9%	95.4%		
CREDIT STATUS		2018	2017	N CHANGE	% CHANGE
Non-Credit Only Students	N	274	154	120	77.9%
	%	26.6%	14.8%		
Credit Students	N	756	887	-131	-14.8%
	%	73.4%	85.2%		
ENROLLMENT STATUS		2018	2017	N CHANGE	% CHANGE
Concurrently Enrolled High School Enrichment Student	N	668	791	-123	-15.5%
	%	64.9%	76.0%		
First-Time College Student	N	102	87	15	17.2%
	%	9.9%	8.4%		
First-Time Transfer Student	N	97	40	57	142.5%
	%	9.4%	3.8%		
Returning Student	N	74	35	39	111.4%
	%	7.2%	3.4%		
Continuing Student	N	89	88	1	1.1%
	%	8.6%	8.5%		
Unknown	N	0	0	0	#DIV/0!
	%	0.0%	0.0%		
HEADCOUNT BY REGION (Unduplicated)		2018	2017	N CHANGE	% CHANGE
SOUTH ONLY	N	912	933	-21	-2.3%
	%	88.5%	89.6%		
SOUTH AND SLO	N	66	69	-3	-4.3%
	%	6.4%	6.6%		
SOUTH AND DISTANCE	N	34	20	14	70.0%
	%	3.3%	1.9%		
SOUTH AND NORTH	N	1	3	-2	-66.7%
	%	0.1%	0.3%		
SOUTH AND SLO AND NORTH	N	1	1	0	0.0%
	%	0.1%	0.1%		
SOUTH AND NORTH AND DISTANCE	N	0	2	-2	-100.0%
	%	0.0%	0.2%		
SOUTH AND SLO AND DISTANCE	N	16	13	3	23.1%
	%	1.6%	1.2%		
SOUTH AND SLO AND NORTH AND DISTANCE	N	0	0	0	#DIV/0!
	%	0.0%	0.0%		

Cuesta College Institutional Research and Assessment SOUTH HEADCOUNT

SOURCE: ARGOS DAILY_HEADCOUNT 1.0

CUESTA COLLEGE SOUTH COUNTY CENTERS UNDUPLICATED HEADCOUNTS - SPRING 2019
DAILY HEADCOUNT REPORT AS OF: 2/22/2019 6:33

SOUTH HEADCOUNT TO DATE		2019	2018	N CHANGE	% CHANGE
Current Headcount	N	624	635	-11	-1.7%
SECTIONS AND CREDIT LOADS		2019	2018	N CHANGE	% CHANGE
Active Sections with Enrollments	N	63	48	15	31.3%
Average Credit Load	μ	3.7	4.3	-0.6	-14.8%
FULL-TIME/PART-TIME STATUS		2019	2018	N CHANGE	% CHANGE
Full-Time Students (>= 12 units)	N	18	35	-17	-48.6%
	%	4.4%	8.3%		
Part-Time Students (< 12 units)	N	388	386	2	0.5%
	%	95.6%	91.7%		
CREDIT STATUS		2019	2018	N CHANGE	% CHANGE
Non-Credit Only Students	N	218	214	4	1.9%
	%	34.9%	33.7%		
Credit Students	N	406	421	-15	-3.6%
	%	65.1%	66.3%		
ENROLLMENT STATUS		2019	2018	N CHANGE	% CHANGE
Concurrently Enrolled High School Enrichment Student	N	361	354	7	2.0%
	%	57.9%	55.7%		
First-Time College Student	N	31	54	-23	-42.6%
	%	5.0%	8.5%		
First-Time Transfer Student	N	51	70	-19	-27.1%
	%	8.2%	11.0%		
Returning Student	N	30	50	-20	-40.0%
	%	4.8%	7.9%		
Continuing Student	N	151	107	44	41.1%
	%	24.2%	16.9%		
Unknown	N	0	0	0	#DIV/0!
	%	0.0%	0.0%		
HEADCOUNT BY REGION (Unduplicated)		2019	2018	N CHANGE	% CHANGE
SOUTH ONLY	N	581	558	23	4.1%
	%	93.1%	87.9%		
SOUTH AND SLO	N	21	45	-24	-53.3%
	%	3.4%	7.1%		
SOUTH AND DISTANCE	N	12	12	0	0.0%
	%	1.9%	1.9%		
SOUTH AND NORTH	N	1	5	-4	-80.0%
	%	0.2%	0.8%		
SOUTH AND SLO AND NORTH	N	0	1	-1	-100.0%
	%	0.0%	0.2%		
SOUTH AND NORTH AND DISTANCE	N	0	2	-2	-100.0%
	%	0.0%	0.3%		
SOUTH AND SLO AND DISTANCE	N	9	12	-3	-25.0%
	%	1.4%	1.9%		
SOUTH AND SLO AND NORTH AND DISTANCE	N	0	0	0	#DIV/0!
	%	0.0%	0.0%		

Appendix B: South County Center 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
Staff PC	Laptop	Non-instructional	W7LSC-SCC-V50	South County Center	South County Center	208	Office	SCC Student Services			\$1,000.00
Staff PC	Laptop	Non-instructional	W7LA-LAP-3U6L1	South County Center	South County Center	913	Office	SCC Student Services	6.3	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	W7DSC-SCC-AA2	South County Center	South County Center	913	Office	SCC Student Services	6.5	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	W7DSC-SCC-7LA	South County Center	South County Center	913	Office	SCC Student Services	7.5	6.0	\$1,000.00
Staff PC	Desktop	Non-instructional	W7DSC-SCC-E79	South County Center	South County Center	913	Office	SCC Student Services	7.5	6.0	\$1,000.00
Staff PC	Laptop	Non-instructional	W7LSC-LAP-37UG	South County Center	South County Center	913	Office	SCC Student Services			\$1,000.00
Staff PC	Laptop	Non-instructional	W7LSC-SCC-7UE	South County Center	South County Center	913	Office	SCC Student Services			\$1,000.00
Staff PC	Laptop	Non-instructional	W7LSC-SCC-YVX	South County Center	South County Center	913	Office	SCC Student Services			\$1,000.00

Total cost to bring instructional technology within lifespan	\$0.00
Total cost to bring non-instructional technology within lifespan	\$ 4,000.00
Total instructional technology cost per year	\$ 0.00
Total non-instructional technology cost per year	\$ 4,000.00
Total cost to replace	\$ 8,000.00

Appendix C: South County Center Unit Resource Plan

Title of Unit:	South County Center				
Planning Year:	2019				
Cluster (Select One):	VP Student Services and College Centers				
<p>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.</p>					
<p>The budget for the South County Center continues to mirror the District's budget assumptions as recommended to the Planning and Budget Committee and approved by the Superintendent/President and Board Trustees. The Dean is responsible for the general funds and Foundation funds directly allotted for the use of the South County Center. The South County Center will continue to primarily rely on the general funds to cover the costs of all operational expenses (lease, staff, instructional and operations expenses, etc.) . The identified needs in the areas of technology and/or equipment are for future upgrades and replacement as the use of these items reach their life span of use, such as computers, copiers, etc.</p>					
<p>Planning for the future for the South County Center is going to be important during these next five years. Areas which need to be considered for future planning are: 1) Finding a permanent site to increase services and instructional programs to the South County region. 2) Find a permanent location within Arroyo Grande High School that would meet the needs of the College. 3) Revisit the overall goal and purpose of the South County Center, especially because of its close proximity to Allan Hancock College and the academic programs and environment they provide in comparison to a satellite center. In addition, to continue utilize the results from the 2017 South County Center Survey and the County-Wide Programming Survey and the RP Group Student Focus Groups survey to drive the decisions made on the type of courses offered and the method on which they will be offered.</p>					
<p>Excel Worksheets: Resource (Unit) Plan</p>					
<p>For the remainder of the Unit Plan, complete the following Excel Worksheets:</p>					
<ul style="list-style-type: none"> • <i>Prior Year Unit Plan Worksheet</i> — <i>Prior Year Unit Funding Requests</i> • <i>Personnel Unit Plan Worksheet</i> — <i>Personnel Funding Requests</i> • <i>Supplies Unit Plan Worksheet</i> — <i>Supplies Funding Requests</i> • <i>Equipment Unit Plan Worksheet</i> — <i>Equipment Funding Requests</i> • <i>Facility Unit Plan Worksheet</i> — <i>Facility Funding Requests</i> • <i>Technology Unit Plan Worksheet</i> — <i>Technology Funding Requests</i> • <i>Top 10 Priorities Unit Plan Worksheet</i> — <i>Prioritized List of Top 10 Immediate Unit Needs</i> 					

RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit:	South County Center				
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	SCC	Augment Instructional supplies as needed for the SCC Faculty to meet the needs of Cuesta College students	\$ 2,000	Not Funded	GF	Impact on overall site services.
2	SCC	Augment Instructional supplies as needed for the SCC Faculty to meet the needs of Cuesta College students	\$ 3,000	Not Funded	GF	Impact on overall site services.
3	SCC Multiple Disciplines	Instructional Equipment for the various courses offered at the SCC	\$ 3,000	Not Funded	GF	Impact on overall site services.
4	SCC Multiple Disciplines	Enhance the lease to secure a permanent office location within the Arroyo Grande High School Campus	Unknown	Not Funded	GF	Overall impact of the services to be provided for the South County region. A permanent location will provide the ability for the District to provide services during the day and evening services - enhance FTES and enrollment.
5						
6						
7						
8						
9						
10						

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit: **South County Center**
 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							

RESOURCE PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit:	South County Center
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 Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
NCC Instructional Supplies	NCC	Augmentation of instructional supplies.	\$ 5,000	NCC	N	IMM	Need to augment account based on historical spending pattern.
Instructional Supply	Social Sciences	Maps for History and Philosophy	\$ 4,000	SLO	N	IMM	Many of our maps are outdated and several classrooms lack even basic maps.

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							

Non-Instructional Supplies

B. Non-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)
Non-Instructional Supplies							

RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit:	South County Center
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 (LT)	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 (LT)	Justification - Why? (1-2 Sentences)
Instructional Equipment							

Non-Instructional Equipment

B. 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:	South County Center						
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 (L.T)	Justification - Why? (1-2 Sentences)
<i>Fox Building Landscaping</i>	<i>NCC</i>	<i>Landscaping of the courtyard and immediate surroundings of the Fox Building needs to be completed.</i>	<i>\$ 100,000</i>	<i>NCC</i>	<i>N</i>	<i>IMM</i>	<i>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".</i>
<i>Building 6200</i>	<i>Social Sciences Division</i>	<i>Replace carpeting and paint in 6200 Office Bldgs.</i>	<i>\$ 45,000</i>	<i>SLO</i>	<i>R</i>	<i>IMM</i>	<i>The carpeting is old and worn.</i>

New Facilities Requests and/or Renovations

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)
South County Center	South County	Locate a permanent location within the Arroyo Grande High School	TBD	SCC	N	IMM	Locate a permanent site for direct student services and permanent designation of classrooms in order to enhance services and courses offered at Arroyo Grande High School. (day and evening services)
Enhance Site	South County Center	Locate another location in the South County region that allows for growth.	TBD	SCC	N	INT	District to find a permanent site that can permanently house student services and academic instruction with the long-term goal of planning for growth in the South County region.
South County Center	South County Center	Continue current lease agreement with LMUSC	\$ 50,000	SCC		IMM	Continue the lease with Lucia Mar Unified School District for the annual fee of \$50,000 to continue providing services at Arroyo Grande High School until other alternatives are identified and solidified.

RESOURCE PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit:	South County Center
Cluster:	VP Student Services and College Centers
Planning Year:	2019

1. Identify and prioritize all Technology Requests. Technology includes: Computers, monitors, laptops, other mobile computing devices; Peripherals (printers, scanners, etc.); Software; Support contracts associated with hardware or software; Multi-media presentation equipment (data projector, speakers, document imaging cameras, switches, etc.); Video conferencing equipment (polycom); Infrastructure components to support college-wide technology.
2. All technology should be listed regardless of anticipated funding source. (e.g. technology to be purchased with CTEA funds should still be listed on this worksheet).
3. For Technology Plan Initiatives, please refer to San Luis Obispo County Community College District Technology Plan 2012-2017.
4. Note: If technology acquisition is not listed in the IPPR, Computer Services may not support the purchase.
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.

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)
Sustainability Center	NCC	Grant funding for the new Sustainability Center will have equipment/furniture & lab components.	9-New Tech	\$ 100,000	NCC	N	INT	The Sustainability Center will consist of classrooms and live indoor and field laboratories.
Computers	English	(5) Windows Low-Range Computers for Faculty Offices (@ \$500 each)	4-Maintain Inventory	\$ 2,500	SLO	R	INT	As computers in faculty offices become older and fail, they need to be replaced.

Instructional Technology

A. 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-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	\$ 4,000	SCC	R	IMM	The items were identified for replacement by the IT staff in their life cycle report.
Non-Instruct Tech	Dean NCC & SCC	Annual budget required to keep all existing non-instructional technology current	4-Inventory	\$ 4,000	SCC	R	LT	The items were identified for replacement by the IT staff in their life cycle 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								

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	\$ 4,000	SCC	R	IMM	The items were identified for replacement by the IT staff in their life cycle report.
Non-Instruct Tech	Dean NCC & SCC	Annual budget required to keep all existing non-instructional technology current	4-Inventory	\$ 4,000	SCC	R	LT	The items were identified for replacement by the IT staff in their life cycle report.

RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit:	South County Center			
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	SCC	Continue lease with the LMUSD for the South County Center site located on the Arroyo Grande High School campus.	\$ 50,000	Annual/Recurring
2	SCC	Clocate a permanent site for direct student services and permanent designation of classrooms in order to enhance services and courses at Arroy Grande High School. (Provide day and evening coures)	TBD	Annual/Recurring
3	SCC	District to find a permanent site that can permanently house student services and academic instruction with the long-term goal of planning for growth in the South County region.	TBD	Annual/Recurring
4				
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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: **South County Center**

Date: **March 5, 2018 - No Changes to SLO Assessment Cycle**

Year of last Comprehensive Program Planning & Review (CPPR): 2012-2013; completed in Spring 2012

Year for next scheduled CPPR: 2018-2019

Program Outcome	Assessment Year
1. The South County Center will meet the standards for an Outreach Program which is defined as an enterprise, operated away from a community college in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 FTES at a single location.	Annual
2. Students, staff and faculty will have access to appropriate level of instructional and student support services.	2013-2014 and 2016-2017
3. Students attending the South County Center will demonstrate annual improvement in course success rate as evidenced by Research Office data found in the Annual Course Success Rates by Educational Region. Revision: Will track the students' course success rate to compare course completion as evidenced by Research Office data found in the Annual Course Success Rates by Educational Region.	2012-2013 and 2015-2016 Revision: Annual Review
4. South County Center students will have the opportunity to complete course work toward achieving a General Education AA/AS degree and evidenced by course scheduling.	2013-2014 and 2016-2017
5. South County Center students will have the opportunity to complete coursework toward achieving an AA Transfer Degree to UC and CSU campuses.	2013-2014 and 2016-2017
6. South County Center students will have the opportunity to complete course work toward earning certification in various career/vocational areas and evidenced by course scheduling.	2014-2015 and 2017-2018

7. Students will receive counseling services and other student services, such as Admissions, registration, ESL assessments and orientations, DSPS services, EOPS, Financial Aid, and Math an English placements assessments at the Center.	Annual
--	---------------

Assessment Cycle modified from prior year? Yes No **X**

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

1. **Student Learning Outcome No. 1 – Revised**-- Annual review for assessment cycle in order to track benchmark of 500 FTES on an annual basis.
2. **Student Learning Outcome No. 7 – Revised** -- Will track the services provided by the respective student services departments/programs to meet the needs of the students. In addition, continue to assess the need for support for students who attend the South County Center.