

ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2021

Program: North County Campus **Planning Year:** 2020-2021 **Last Year CPPR Completed:** 2018

Unit: North County Campus **Cluster:** Student Success & Support Programs, 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 as Dean of the North County Campus. However, a restructure and renaming of the Student Services, Colleges Centers and Academic Affairs took place in July 2020. As a result of the restructure and renaming the two entities they are now the Office of Instruction and Student Success and Support Programs, College Centers. Dr. Escobedo's role changed; additional areas of leadership was assigned. The Dean's responsibility now includes oversight of the Library and Learning Resources, Student Success Centers (Tutoring), Continuing Education and Emeritus College (non-credit), and Student Development and Success and English as a Second Language. A further change was that Dr. Escobedo retained oversight of the North County Campus and Dr. Genevieve Siwabessy was assigned the South County Center. Finally, the two deans' job descriptions and titles were revised and are now the Dean of Student Success and Support Programs with the assignment of either the North County Campus or the South County Center ([Ref: San Luis Obispo County Community College District Vice President, Student Success and Support, Organizational Chart, August 2020](#)).

On February 1, 2021, Dr. Mark Sanchez, Assistant Superintendent/Vice President of Student Success and Support Programs, College Centers resigned from his position, and Dr. Escobedo is currently reporting directly to Dr. Stearns, Superintendent/President. It is important to note that the District is presently pending the appointment of an interim Assistant Superintendent/Vice President of Student Success and Support Programs, College Centers.

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

As noted above, Dr. Escobedo continues to serve as the administrator for the North County Campus with additional areas of responsibilities that include the Library and Learning Resources, Student Success Centers (Tutoring), Continuing Education and Emeritus College, Student Development and Success and English as a Second Language. Since August 2020, Dr. Escobedo has been working alongside the respective leads from each of these areas in establishing goals and priorities.

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

In March 2020, the COVID-19 pandemic hit the nation and as a result, the methodology of delivery in student services and instruction changed rapidly for Cuesta College and the remainder of the country. The District quickly made difficult decisions on how instruction and direct student support services were going to be delivered. The institution was instructed to follow the Center for Disease Control (CDC) and San Luis Obispo County Health Department guidelines for the delivery of educational services. This changed the course of action on how our students would learn and continue on their educational path.

Under the guidance of Dr. Jill Stearns, Superintendent/President and the executive team, they quickly began planning on how to best serve students and while adhering to the guidance of the CDC and San Luis Obispo County Health Department. The decision was made to have the majority of staff/faculty work remotely, the majority of lecture courses and labs were moved to on-line instruction, with some minimal courses to continue face-to-face instruction adhering to CDC guidelines. In addition, all campus events were suspended until further notice. A "COVID-19 Updates and Resources" link was created and placed prominently on the college's home page for the community (off and on campus) to review key information regarding the resources available and updates regarding the most current guidelines regarding the COVID-19 pandemic.

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.

Dr. Escobedo continues to strategically plan for the North County Campus by taking a holistic approach in the overall management to address the needs of the North County Campus and recent assigned areas. These areas include budgets, design and implementation of direct student services, academic planning, continuing education and community programs, educational community partnerships, staffing needs, and community partnerships that continue to support the District's mission.

- 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.

In Fall 2020, the [Cuesta College 2020-2023 Strategic Plan](#) was revised, and new institutional goals were identified for the District. In summary, the following are the new Institutional Goals that will guide college as it moves forward in meeting the Vision, Mission, and Values of the District.

Institutional Goal 1: Access – Increase student access to higher education.

Institutional Goal 2: Completion – Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-orientated skill sets.

Institutional Goal 3: Transfer – Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC).

Institutional Goal 4: Unit Accumulation – Decrease the average number of units accumulated by Cuesta College students.

Institutional Goal 5: Workforce – Increase the proportion of exiting students who report being employed in their field of study.

The North County Campus continues to house various departments that offer both direct student support services and instruction. As each department completes their respective Annual Program Planning Worksheet or Comprehensive Program Planning and Review, each lead will report out their strategies, activities, and outcomes that address the Institutional Goals. Dr. Escobedo works directly and collaboratively with campus-wide departments in supporting and assisting with meeting the respective institutional goals.

In the middle of March 2020, in response to COVID-19, all District events were suspended until the District was provided guidance from the CDC on group gatherings. The student events below are a snapshot of the diverse student-centered activities that were implemented on the North County Campus, and the respective departments who took the lead with these activities over the past year.

**North County Campus Student Activities
February 2020-February 2021**

Department	Activity
Student Equity	21-Challenge Racial Challenge
Student Life & Leadership	Food Bank (Monthly)
Library	Book of the Year
NCC Dean's Office & Biology Faculty	Pi-Day Community Event Note: Postponed due to COVID-19
NCC Dean's Office/Campus Police	Annual Great California Shake-Out Campus-Wide Evacuation Drill
DHSI/Title V Grant Program	Teacher Pathway CBEST Workshops
NCC Dean's Office & Dean of CTE Programs	California Small Farm Conference
Student Health Center & Transitions Mental Health	Journey of Hope Event
Community Programs & Dean's Office	YMCA Summer Camp
Cultural Center/LLN/MEChA	Día de Los Muertos/Day of the Dead
Cultural Center/LLN	Hispanic Heritage Month
NCC Dean's Office/NCC Ambassadors/ CaFE Center/Veterans Office	Holiday Gift Giving
NCC Dean's Office/Paso Robles High School	College Career Event

The COVID-19 pandemic changed the methodology on how direct student support services were delivered. Since March 2020, the majority of student support services were delivered in a virtual modality. Some of the departments moved forward with all services being provided on-line and other departments had a hybrid of on-line and limited in-person services. The District's leadership team made the decision to maintain two open buildings one on the San Luis Obispo (Library) and North County Campus (Campus Center) to provide an opportunity for the community and students to have access to services, however, with minimal support staff at each location. To continue to support our communications with the community and students, we have utilized the digital screens to display information in English and Spanish on all activities being implemented throughout the District. During this past year, approximately 65 slides were produced for the digital screens including the events outlined above.

What has remained consistent has been the level of direct student support provided to staff and the community provided by Student Services, Financial Aid, Continuing

Education, and CaFE Center staff on the North County Campus. The Dean's Office has remained fully-staffed for consistency and continuity for support to students and the community. One of the strategies implemented on the Cuesta website was the development of a "[Virtual Lobby](#)" link where all of the key direct student support services are located, and students and the community can find all of the necessary resources and information.

Student Support Services:

- 1) Admissions and Records/Student Services
- 2) Dean's Office
- 3) Continuing Education and Emeritus College (Non-Credit instruction)
- 4) Counseling
- 5) Disabled Student Programs and Services
- 6) Financial Aid
- 7) CaFE Center (CalWORKs, EOPS/CARE/Foster Youth)
- 8) Monarch Center
- 9) Student Health Center
- 10) Student Life and Leadership/Cultural Center
- 11) Student Success Center (Tutoring)

The North County Campus Center remains open to the public from 8:00 am to 5:00 pm, Monday through Friday to continue to offer direct student support services. As all the services have been centralized in the Campus Center, the Library moved their limited services to the Campus Center by providing Chromebooks, hotspots, and checked-out books and materials to students. These services have been made possible with the collaboration of the Enrollment Services team.

To provide staff from other departments and/or faculty who are housed within buildings that are closed and have need of a temporary space, Dr. Escobedo identified various offices within the Campus Center as a temporary space for staff and faculty to use.

Prior to March 2020, all of the direct student support services and academic instruction were delivered in the same manner as outlined in last year's Annual Program Planning Review Report.

Instruction:

An array of diverse academic courses are offered at the North County Campus that meet the general education course patterns and associate degree patterns. As outlined in the Student Learning Outcomes, the North County Campus is in its second edition of the North County Campus Associate Degrees for Transfer (ADTs), which are: Agriculture Plant Science, Business Administration, Communication Studies, Psychology, Sociology, and Administration of Justice (evening program) [NCC ADTs](#).

These ADTs were made possible with the collaboration of Dr. Escobedo, Vice President of Instruction, Deans from the Office of Instruction, North County Custer Coordinators, and Division chairs to ensure the course offerings were offered on the North County Campus. As the second edition of the NCC ADTs will be completed at the end of the 2021 Spring Semester, discussions are being held to determine which specific academic programs if any specific academic programs will be offered on the North County Campus.

It is important to note that in March 2020, due to the COVID-19 pandemic the leadership team made the decision to move all lecture classes to on-line modality and the majority of course labs to be also be on-line, with the exception of a small number of course labs to be held in-person following the CDC and San Luis Obispo County Health Department. On the North County Campus, course labs for the Allied Health Programs and Agriculture Plant Science were authorized to be held in-person, with limited number of students in the course labs following the CDC guidelines.

2020 Summer Virtual Scholars Academy (June 15, 2020 - July 24, 2020):

In the Spring of 2020, Dr. Escobedo took the leadership in developing the 2020 Summer Scholars Academy designed for incoming freshman. As a result of the COVID-19 pandemic the decision was made to continue with the established plans for the implementation of the summer academy, however, it would be held in a virtual modality. The 2020 Virtual Scholars Summer Academy was designed to prepare incoming first-time freshman students as they transitioned to the college academic college environment. The courses, program activities, and student support services were tailored to help students navigate the college social and academic expectations to ensure students were successful completing their academic goals. Upon completion of the summer academy, students would be well poised as they began their 2020 fall semesters.

The design of the program included students participating in a student program orientation, enrolled in the College Success Studies course, Distance Education 101 course, and the Counseling Corner. The program covered the cost of tuition and textbooks, thereby, elimination financial barriers.

The following is a description of the framework of the academic courses and counseling support the students received during the [Summer Academy](#).

College Success Studies 225 (CSS) (3 Credits): The curriculum was designed to include strategies on personal growth and values, academic study strategies, critical and creative thinking proficiency, and an emphasizes on the attainment of life-long success in academic, profession, and personal development. In addition, the CSS 225 course embedded curriculum around three major Areas of Study (Area 1, Area 2, and Area 3).

Distance Education 101 (.5 Credits): Introduction to the different types of technologies utilized in a distance education course.

Counseling Corner: The designated counselor worked with the program participants to ensure every student completes a comprehensive “Student Educational Plan” by the end of the summer program. Further, student support services were provided in the areas, but not limited to, explore career/personal inventory assessments, virtual chats/webinars in areas as careers exploration, strategies on the social and academic expectations of a college students, strategies on utilizing existing support services/resources, such as on-line tutoring, importance of developing networking systems/groups for support, connecting with faculty and seeking their support, etc.

The partnerships that made this program successful was due to Dr. Escobedo’s collaboration with the staff from the Outreach and Enrollment Services, Counseling Department, Library faculty, College Success Studies Division Chair and faculty, staff from the Financial Aid Office, and Barnes and Nobles Bookstore.

A total of 43 students successfully completed and were prepared for their 2020 fall semester. It is important to note the 2020 Virtual Scholars Summer Academy set the foundation for the 2021 Summer Program that is part of the Hispanic Serving Institution/Title V Grant: Increasing Student Access and Success through Guided Pathways funded by the U.S. Department of Education (reference section below).

Camp Roberts:

In September 2020, the partnership with Camp Roberts California National Guard was solidified whereby the Memorandum of Understanding (MOU) was signed by leadership from both entities for a five-year partnership. This MOU provided Cuesta College the student and support services and educational opportunities to military personnel and their families assigned to Camp Roberts. Dr. Escobedo has been designated as the lead on this partnership. A designated space has been made available for Cuesta College at the site to offer onsite student services in the areas of admissions, counseling, and financial aid, which are critical access points for enrolling into the institution. Staff from Student Services are at Camp Roberts two days each month to provide information on enrollment services, and the academic programs available at Cuesta College [Cuesta Camp Roberts Press Release](#).

Hispanic Serving Institution/Title V Grant: Increasing Student Access and Success through Guided Pathways funded by the U.S. Department of Education:

In October 2020, Cuesta College was awarded the second Hispanic Serving Institution/Title V five-year grant totaling \$2,983,921. Dr. Escobedo has been designated as the Project Director for the grant. The Title V grant includes three activities that address challenges identified through the integrated planning process:

1) Significant and historical gaps in achievement between Hispanic students and white students; 2) Low rates of completion and transfer, 3) Insufficient programs and services in South County, and 4) High cost of technology infrastructure, maintenance and upgrades.

Dr. Escobedo will be working with the identified leads for each of the identified grant activities outlined below to ensure all of the activities are successful. ([U.S. Department of Education Award Letter](#))

Activity 1: Support Guided Pathways Implementation Phase Two connects Areas of Study and program maps developed in phase 1 to work experience, outreach and career technical education. Youth Pathways/Leadership Workshops assist low-income and Hispanic students ages 12-17 to develop career/education plans and leadership skills. Financial literacy workshops link career/education plans to personal finance. Summer Academy, an onboarding experience based on ASAP at City University New York, increases fall-to-fall persistence and completion within three years among first-time students graduating from local high schools. Paid internships increase access to work experience, especially for low income students, and a new pathway to employment in the aerospace industry leads more students to high wage local jobs.

Activity 2: Increase Programs and Services in South County establishes a new facility in South County that increases access to general education and provides the full suite of student services.

Activity 3: Improve Instructional Technology Equipment one classroom on each campus or center with video conferencing capability. These classrooms increase access to courses only available on the main campus to students in North and South County. In addition, all classrooms at all sites will meet the district standard of dual image technology.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

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

A. Data Summary:

- Describe data collection tool(s) used.

The following table outlines the data of student headcount, course sections offered, full-time/part-time student status, credit status and FTES for the North County Campus per the Institutional Research website.

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

North County Campus	2019 Spring	2019 Fall	2020 Spring
Headcount	2,574	3,426	2,047
Sections	182	266	177
Full-Time Students	540	569	413
Part-Time Students	1,440	2857	1,061
Non-Credit	594	575	569
Credit	1,980	2,851	1,478
FTES	441.6	749.1	393

Source: Cuesta College Institutional Research Office website

B. Data Interpretation:

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

As noted in the North County Campus chart above, the data clearly outlines the decline in student enrollment, course sections offered (credit and non-credit) that have impacted the overall FTES.

As noted in several sections of this report, in March 2020 the COVID-19 pandemic impacted the methodology on the delivery of instruction and direct student support services at all three sites: San Luis Obispo Campus, North County Campus, and South

County Center. The course offerings at the South County Center were all completely delivered through on-line modality. As we continue to move through the COVID-19 pandemic, the various leadership groups continues to develop strategies that will enhance student enrollment and generate FTES for the college.

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

None

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

The North County Campus [Resource Plan](#) outlines the needs to enhance the overall academic and services for the North County Campus.

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.

The North County Campus Student Learning Outcomes have been reviewed and updated. The three Student Learning Outcomes to highlight from last year are as follows:

Student Learning Outcome 1: Meet the benchmark of 1,000 FTES as established by the CPEC to maintain a “site status”. During this reporting period, 2019-2020, the North County Campus generated **1,344 FTES**.

Student Learning Outcome 4: The second edition of the North County Campus Associate Degrees for Transfer will be completed at the end of the 2021 Spring Semester. The decision has been made not to continue with the NCC ADTs specifically for the North County Campus. The next steps are to work under the framework of Guided Pathways and to explore academic programs that are aligned to the areas of study, general education course patterns, or to specific academic programs.

Student Learning Outcome 8: Spring Semester 2021: The R & B Shultz Early Childhood Education Center was completed with the expected opening to take place the middle of March 2021. This project was a collaborative with the respective and appropriate campus departments to ensure the needs of the project were aligned to the outcomes of the facility. ([North County Campus Student Learning Outcomes](#))

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

N/A

- 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. Internal and external organizational changes

In Spring 2020, an organizational restructure took place within the areas of Academic Affairs and Student Services, College Center. As a result of the restructure, both areas were renamed to the “Office of Instruction” and “Student Success and Support Programs, College Centers”. The impact to the Deans’ positions were as follows:

The Dean of the North County Campus and South County Center changed. Dr. Escobedo, Dean, North County Campus, Student Success and Support Programs was assigned the additional areas of responsibility.

- Library and Learning Resource Centers
- Continuing Education and Emeritus College (Non-Credit)
- Student Success Centers (Tutoring Services)
- Student Development and Success (Credit) and English as a Second Language (Non-Credit)
- Administrative Oversight of the North County Campus

The Dean of Student Services assigned the South County Center. Dr. Genevieve Siwabessy, Dean Student Success and Support Programs was assigned the additional responsibility of the South County Center and continued to have oversight of the existing areas of:

- Counseling
- Outreach and Enrollment Services
- CaFE Centers (CalWORKs, EOPS-CARE)
- Disabled Students Programs and Services
- Administrative oversight of the South County Center

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

During this reporting period there have been several technology upgrades at the San Luis Obispo and North County Campuses. In addition, in the most current Hispanic Serving Institution/Title V Grant awarded in October 2020, the grant has specifically

outlined classroom technology upgrades and capabilities in such areas as dual image and classroom video conference capabilities for all three district sites.

C. Providing service to multiple off-campus sites

As a result of the organizational restructure as noted above, the assignment was split whereby the two Deans of Student Support and Success Programs were assigned each site: Dr. Maria Escobedo the North County Campus and Dr. Genevieve Siwabessy the South County Center. Both Dr. Escobedo and Dr. Siwabessy working hand-in-hand in ensuring comparable and equitable services at are provided at both sites.

D. Anticipated staffing changes/retirements

None

VI. OVERALL BUDGET IMPLICATIONS

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

Dr. Escobedo continues to collaborate with the five North County Campus Cluster Coordinators in identifying recommended instructional and facilities needs for the North County Campus. It is important to note the North County Cluster Coordinators worked directly with their division chair in identifying budget requests and that some of the requests are not exclusive to the North County Campus, but to all sites. Additionally, in the North County Campus Resource Plan, some of the requests included by the North County Cluster Coordinators could be considered part of the Measure L Bond project known as the Trades and Tech Building on the North County Campus.

Elements:

A. Personnel

The personnel item identified for this report is to provide staff support for the R & B Shultz Early Childhood Education Center that is scheduled to open in the middle of March 2021 on the North County Campus. The traditional childcare services have been during daytime services only. As this new facility opens, it has the capacity to serve additional children for the campus community and the community-at-large.

B. Equipment/furniture (other than technology)

The equipment and furniture identified are centered around the upgrades the classroom equipment and furniture that currently exists in the Patricia Fox Math and Science Building. It is important to note the Fox Building is the oldest permanent building on the North County Campus that houses primarily the science courses and laboratories and is the hub for the Allied Health Programs.

C. Technology

The technology requests submitted are in the areas of improvement for classrooms in the various identified classrooms on the North County Campus and at all sites. It is noted that currently the IT department is working on upgrades in classroom technology from various funding sources. In addition, the current Hispanic Serving Institution/Title Grant has embedded funding for technology upgrades for the North County Campus.

D. Facilities

The facilities request outlined in the Resource Plan are in three areas, classroom upgrades in the biology, astronomy, and chemistry area. In addition, facilities requests that center around the North County Campus Technology Building could potentially be funded by the Measure L Bond funds, such as a technology center and outdoor recreational spaces.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

September 3, 2020

Daniel Troy
San Luis Obispo County Community College District dba Cuesta
Highway 1
Building 7400
San Luis Obispo, CA 93405

Re: Application # P031S200025 Dear Daniel Troy:

Congratulations! It is my pleasure to inform you that your grant application has been awarded for funding under the Fiscal Year (FY) 2020 Title V, Developing Hispanic-Serving Institutions Program (DHSI). We know how exciting it is to have this award validate the hard work that went into writing the application. Now, as you begin the process of implementing your proposals, we encourage you to review your application along with the Federal field reviewers' comments (enclosed) to ensure the timely start of this 5-year partnership.

Additionally, we encourage your grant administrators to become thoroughly familiar with the program's authorizing legislation-Title V, Part A, Section 502(a)(5) of the Higher Education Act of 1965, as amended (HEA)-and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, which can be downloaded at <http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>. A copy of these documents should be provided to the business office at your institution. We also recommend that you establish communication between the project director and business officer at your institution to ensure that everyone is aware of the financial management requirements that apply to this DHSI grant award.

It is important to note that continuation funding following the first year of your grant is contingent upon substantial progress in meeting the approved goals and objectives and on Congressional appropriation of funds for the program. Also, funds may only be used for those activities that relate directly to the goals and objectives of the funded application. Remember, this is a partnership, and we are here to ensure that your project is successful. In the next few days, you will be contacted by your program officer who will go over additional information. In the interim, if you have any questions, please contact Njeri Clark, Competition Manager via email at Njeri.clark@ed.gov. Again, congratulations on receiving a FY 2020 Developing Hispanic-Serving Institutions grant award.

Sincerely,
Beatriz Ceja, Division Director Hispanic-Serving Institutions Division Institutional Service
CC: Maria Escobedo, Project Director
Enclosure:
Technical Review Forms



**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 2, 2020**

Year of last Comprehensive Program Planning & Review (CPPR): 2017-2018 completed in Spring 2018

Year for next scheduled CPPR : 2022-2023 to be completed in Spring 2023

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 Annual
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 (2018)
4. Students on the North County Campus will be able to complete all courses necessary to achieve a Liberal Arts (Transfer) Social and	2014-2015 and 2017-2018 (Not

<p>Behavioral Sciences A.A. degree within a two-year period as evidenced by course scheduling.</p> <p>Revision: The Dean will work collaboratively with 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>Assessed in 2014-2015 as a 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 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 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>Revised: Every two years</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 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>Revision: To continue to work with Institutional Research Office to embed North County Campus in all of the student satisfactory surveys to continue to capture the needs of the North County Campus community.</p>	<p>2012-2013 and 2015-2016</p> <p>Revised: 2016-2017</p> <p>Revised/Continuous: 2019-2020</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>

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.	2013-2014 and 2016-2017 Removed (2018)
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Assessment Cycle modified from prior year? Yes No

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

1. **Student Learning Outcome 1:** Revise annual review in order to track the benchmark of 1,000 FTES established for the North County Campus.
2. **Student Learning Outcome 6:** This outcome has been revised to every two years. The Dean will continue to work with the Academic Affairs leadership in reviewing courses that will provide students the opportunity to achieve the certificates advertised for the site.
3. **Student Learning Outcome 7:** This outcome has been revised to continuously work with the Institutional Research Office to embed the North County Campus in all of the student satisfactory surveys that are implemented to continue to capture the needs of the North County Campus community.
4. **Student Learning Outcome 9:** This outcome is removed as the site no longer had modular buildings.