



South County Education Site Proposal

April 3, 2024

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Summary

Cuesta College has delivered credit and noncredit instruction in leased space at Arroyo Grande High School since 1965. However, the College has limited access to the High School classrooms which restricts offerings to serve the local residents to evening hours. Cuesta College quickly embraced the expanded opportunity to provide dual enrollment made possible through AB 288 and the establishment of college and career access pathways (CCAP) agreements with local high schools. The integration of dual enrollment at Arroyo Grande High School, Nipomo High School, and New Tech High School provides high school students college experiences and an early start toward a degree or certificate. Students can graduate from high school with their first year of college complete and well prepared to timely earn an associate's degree.

The success of the dual enrollment programs has also illuminated the challenge South County residents face in accessing courses at Cuesta College San Luis Obispo campus. The distance of travel is an issue; moreover, it is confounded by traffic congestion and fuel costs. ([Appendix 1](#)) In consideration of increasing access to instructional programs in the South County region, Cuesta College is exploring programming and location options to meet the needs of the local residents, businesses, and agriculture community.

Offerings and training will include degrees, certificates, and workshops to meet a wide variety of educational needs for credit, noncredit, and fee-based learning aligned with the Cuesta College mission.

Moving forward with the development of a South County Educational Site requires a substantial commitment from the San Luis Obispo County Community College District Board of Trustees and the College to grow the breadth and depth of programming available over the course of the first five years with continued planning for the next five-year phase of assessment and program development. The Board of Trustees is eager to advance access to educational opportunity in South County and has requested quarterly updates on progress.

Appropriate to the Mission

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

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

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

The California Community Colleges Chancellor's Office, *Program and Course Approval Handbook*, 7th edition presents the following as the first of five criteria for curriculum:

Appropriateness to Mission: The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record (COR), must be consistent with the mission of the community colleges as established by the Legislature in Education Code § 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

Cuesta College is committed to high quality student learning and achievement. The college realizes this commitment through a mission that clearly defines its purpose, the populations it serves, and the types of educational degrees and certificates it offers.

Planning, decision making, resource allocation, and the improvement of institutional programs and services are driven by the college's mission. Through the use of relevant data, Cuesta regularly assesses how well it is accomplishing its mission. Institutional goals and priorities for student learning and achievement are developed and guided by these assessment efforts and the mission overall. All degrees and certificates offered at any site must meet the academic quality that is woven throughout the institutional culture and sustained through continuous assessment of student learning and achievement.

The college works towards realizing its potential in regards to student equity, academic quality and institutional effectiveness. The college strives to continuously improve student learning and achievement by defining and assessing student learning outcomes and having institution-set standards that are appropriate to its mission and relevant for all instructional programs and student support services.

Need

The 2020 South Central Coast Region Sector Analysis Project identified 992,495 jobs in the region representing growth of approximately 6% over five years. The number of new jobs is expected to increase by 48,133 over the next five years bringing the total number of jobs in the region to over one million. (SCCRC-Sector-Analysis) This aligns with the occupational outlook presented in the *South Central Coast: Agriculture, Water and Environmental Technologies Sector Profile* ([Appendix 2](#)). This profile was created as part of an initiative of the California Community College's Doing What Matters for Jobs and the Economy framework. This organization invests in California's economic growth and global competitiveness through industry-specific partnerships, education, training and services that contribute to a highly skilled and productive workforce.

The 2020 South Central Coast Region Sector Analysis Project analyzed 10 sectors in which there is a labor marked demand of 33,132 annual job openings for the top middle-skill jobs and a program supply of only 7,936 awards resulting in a gap of 25,196 awards. The analyzed sectors and demand are depicted in the chart below.

| | Supply Met |
|--|-------------------|
| Advanced Manufacturing | ✓ |
| Advanced Transportation and Logistics | ✓ |
| Agriculture, Water and Environmental Technologies | ✓ |
| Business and Entrepreneurship | ✓ |
| Energy, Construction, and Utilities | ✓ |
| Global Trade | ✓ |
| Healthcare | ✓ |
| ICT/Digital Media | ✓ |
| Life Sciences and Biotechnology | ✓ |
| Retail, Hospitality, and Tourism | ✓ |

As of September 2018, the report indicates that the agriculture, water and environmental technologies sector is critical to the South Central Coast, generating billions of dollars each year in revenue. According to the report for Job Openings and Wages, middle-skill jobs are those that require an education level below a bachelor’s degree. The top four middle-skill occupations in the region with the greatest number of annual job openings related to agriculture, water and environmental technologies are found in [Appendix 2](#):

- Farmers, ranchers and other agricultural managers (597 openings)
- First-line supervisors of farming, fishing and forestry workers (187 openings); and
- Heavy and tractor-trailer truck drivers (156 openings)
- Veterinary Technologists and Technicians (140 openings)

The highest wages are earned by:

- Sales representatives, wholesale and manufacturing (except technical and scientific products) \$26.25/hour;
- Farmers, ranchers and other agricultural managers, \$21.15/hour;
- Bookkeeping, accounting and auditing clerks, \$20.79/hour; and
- Veterinary Technologists and Technicians \$17.60/hour.

Above-middle-skill occupations, those which require a bachelor's degree or higher, also were analyzed. The top three occupations in the region's agriculture, water and environmental technologies sector with the most annual openings are: general and operations managers (106 openings) \$48.78/hour; veterinarian (102 openings) \$51.05/hour and accountants and auditors (59 openings) \$33.73/hour.

Wages for above middle-skill occupations are considerably higher than the middle-skill occupations. [Appendix 3](#) represents the 2018 Ranch and Farm Management Labor Data. [Appendix 4](#) represents the 2018 Automotive and Ag Mechanics Labor Data. [Appendix 3](#) represents the Labor Market Research South Central Coast Region as of June 2017.

The small business sector includes community college programs in business administration, early childhood education, accounting, business management, business and commerce, and small business and entrepreneurship. [Appendix 5](#) provides the full report titled South Central Coast: Small Business Sector Profile. The report notes middle-skill occupations related to small business with the greatest number of annual job openings in the South Central Coast region are:

- childcare workers at 1,072,
- hairdressers (468), and
- farmers, ranchers and other agricultural managers (346).

Above middle-skill occupations requiring a bachelor's degree or higher with the greatest number of annual openings are managers (612), management analysts (205), and accountants and auditors (174).

Expanding opportunities in ICT/Digital Media stem from the integration of ICT/digital media into every industry and nearly every occupation. The high degree of crossover of ICT/digital media in areas of agriculture, aerospace, biomedical industry, and business lead to anticipated continued growth in ICT/Digital Media including artificial intelligence, big data and data analytics, and cybersecurity. The South Central Coast: ICT/Digital Media Sector Profile ([Appendix 6](#)) identifies the top three middle-skill occupations with the greatest number of annual job openings in the region as:

- computer user support specialists (298),
- customer service representatives (2510, and
- sales representatives (206).

The highest median wages in middle-skill ICT/digital media occupations are network and computer systems administrators (\$38.41/hour), business operations specialists (\$35.34/hour), and computer network support specialists (\$35.10/hour).

The SCCRC Center of Excellence released a Resilient Jobs report in November 2020 for the South Central Coast Region. Business, Computer Occupations, Automotive Service, and Health Careers are among the pandemic-resilient top middle-skill jobs ([Appendix 7](#)).

The [REACH 2030](#) plan identifies a goal of 15,000 good-paying jobs by 2030 in these key industries: Space + Aerospace, Clean Tech + Renewable Energy, Technology + Innovation, Precision Manufacturing, Agtech, Health + Life Sciences, and Building Design + Construction. As this regional economic actional coalition strives to fulfil the REACH 2030 plan expanded access to high quality educational programs is one of prioritized initiatives.

Cuesta College South County Survey 2017

As set forth in the *Cuesta College Strategic Plan 2017-2020* ([Appendix 8](#)), a survey was conducted to inform the planning for the educational and facilities needs of South County residents ([Appendix 9](#)). In response to the survey results, a cadre of noncredit, workplace skills courses have been developed and are being deployed across the District service area. These courses may be foundational to the initial programming offered at the South County Educational Site in alignment with the 2017 survey results. ([Appendix 10](#)) The noncredit courses provide entry and exploratory level introductions to areas of study including:

- Introduction to 3-D Printing
- Mobile Marketing
- You Tube for Business
- Web Design Basics
- Green Business Certification
- The Art of Negotiating and Collaborating

Academic Integrity Curriculum overview

The California Community Colleges Chancellor's Office *Program and Course Approval Handbook*, 8th edition, states:

Curriculum Standards Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board pursuant to title 5, beginning with section 55100. Title 5, section 55130(b)(8)(E), also requires that CTE credit programs must be recommended by CTE Regional Consortia, where

applicable. The proposed program or course should also be consistent with requirements of accrediting agencies as applicable.

Adequate Resources The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success.

The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

Compliance The design of the program or the course may not be in conflict with any state or federal laws, statutes or regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered. Some of the title 5 sections to note are:

- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repetition and repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040-55046 and 58161).
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168-58172)
- Regulations regarding open/entry open exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (CCR, Title 16)

[Appendix 11](#) represents proposed program and course offerings.

Learning Experiences and Instructional Methods

Each course will have a catalog description that summarizes the purpose and goals of the course and subject matter to be covered. Objectives will clearly specify what students should know and/or be able to do upon a successful completion of the course. Course content will be delineated in the course outline of record in terms of a specific body of knowledge. The content will depict the scope and depth of topics or subjects to be covered by the course.

Instructional methodology will be identified in each course, along with and the key methods and activities used to deliver instruction. Key methods and activities include but are not limited

to, lecture, laboratory, distance education and independent study. Examples of assignments and/or activities will include written assignments, special projects and field trips.

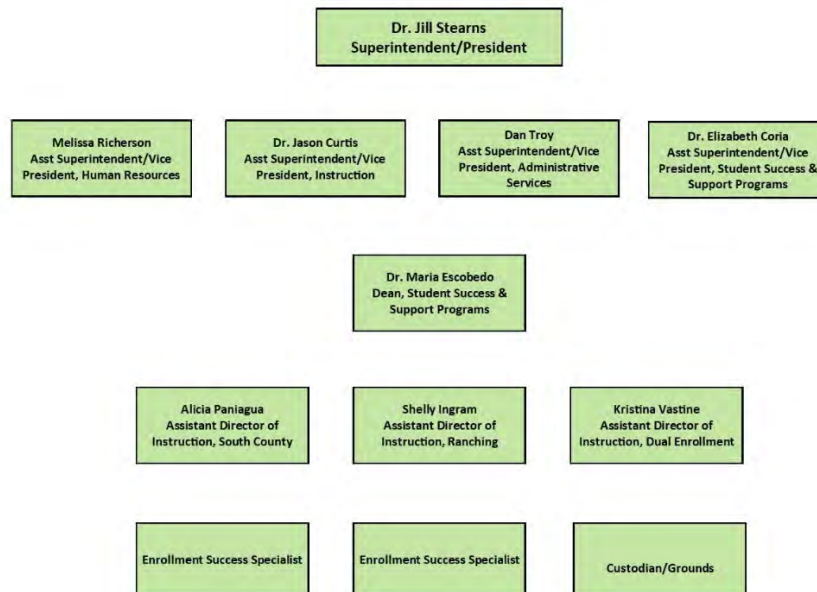
Methods of evaluation for determining student achievement of stated objectives will include the identification and description of assessment or evaluation tools. These will be used to determine student progress towards achievement of the course objectives. All program proposals must provide evidence of labor market needs which may include: Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s (EDD) Labor Market Information (LMI) System

- Recent employer surveys
- Industry studies
- Regional economic studies
- Requests from employers
- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)
- Job advertisements for positions in the individual college’s service area
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Educational site structure/administration

Proposed Organizational Chart

SOUTH COUNTY EDUCATIONAL SITE ORGANIZATION CHART



Leadership and faculty qualifications

The 2022 17th Edition *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* states:

These disciplines lists must be used in conjunction with the California Code of Regulations, title 5 minimum qualifications regulations (CCR §53400-53430). Applicable rules include the following:

- Degrees and credits generally must be from accredited institutions (§53406).
- An occupational license or certificate is required in certain instances (§53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (§53430).

California Code of Regulation, title 5 in several sections also specifies minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, Disabled Students and Services (DSPS) personnel, Extended Opportunity Programs and Services (EOPS) personnel, learning assistance and tutoring coordinators and work experience coordinators. These regulation sections are incorporated into the disciplines list in their entirety where appropriate as well as being included in the Statutory Laws and Regulations section of this handbook. Further, these lists only reflect the statewide minimums for persons to be considered qualified to teach in a discipline. Each district may establish additional qualifications which are more rigorous than those listed herein.

Student Support

Cuesta College's strong student success and support programs are crucial to the academic success of students. The South County Educational Site will provide students access to support resources in person and virtually through a suite of tools including Zoom, Canvas, and ConexEd. Primary student supports include Counseling, Cal Works, Career Connections (job placement), Cooperative Education Work Experience, Cuesta Promise, Disabled Student Program and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), Financial Aid, Library and Learning Resources, Technical Support for online learning and college systems, Student Health Services, Student Life and Leadership, Student Success Centers (tutoring), Basic Needs, Transfer Services, and Veterans' Services.

Enrollment Success Specialists, who are knowledgeable of campus resources and technologies, will be central to the delivery of support services in South County, as they are today. Additionally, space is planned for counseling, financial aid, DSPS, EOP&S, Cal Works, transfer, and veteran's services on a regular rotating basis. Space is planned for tutoring, digital library and textbook access, Cougar Pantry, and studying. The design of space will fully align with current practices in student support and the accreditation standards.

Consistent with state regulations and board policy, the district admits students 18 or older, or anyone younger than 18 who has graduated from high school, passed the California High School Proficiency Examination, or is a high school student who meets enrichment qualifications. High school administrators confirm whether an enrichment student would benefit. Prospective students can find admission requirements on the district website and a list of available support resources in the Cuesta College Catalog (Section 1B).

Coordination with Other Programs

Internally

The South County Educational Site would offer an opportunity for cross-disciplinary collaboration among different offerings (degrees/certificates/courses) along with student internships for current and future students. As of Fall 2018, the college offers the following Ag degree programs: Ag Business, Ag Plant Science, and Ag Mechanics. Certificates of achievement are offered in Mechanized Agriculture, Farm Management, and Viticulture. Cuesta College offers the following business programs: Business Administration, Accounting, Accounting Clerk, Business Administrative Assistant, Marketing, Management, Digital Commerce, and Small Business Management. The business programs are designed to serve students interested in careers across the spectrum of industries just as are the Cuesta College programs in ICT/digital media. Cuesta College offers technology programs in computer science, management information systems, computer and networking technology, computer networking support, computer support specialist, network infrastructure specialist, and graphics.

Externally

Advisory committees will continue to be made up of countywide business representatives with the expertise of the particular program. Advisory Committees are legally required and the college must establish an appointment process for the advisory committee, provisions for documenting the competence of students completing career and technical programs; and must be consistent with federal regulations pertaining to federal financial aid eligibility. The chief instructional officer ensures that the college complies with the United States Department of Education's disclosure requirements for gainful employment programs, by disclosing federally mandated information about the programs to prospective students. The college shall make the required disclosures available to prospective students in promotional materials and on its website. A few examples of advisory committee members would/could include: ranchers and farmers, Ag businesses, wine makers, hotel managers, small business owners, and computer programmers.

Assessment and Accreditation

Degrees and certificate programs offered at the South County Educational Site would adhere to the same regulatory requirements as any other program at the college. Faculty would be required to submit updated curriculum, focus curriculum on student learning outcomes and assessment, monitor student achievement, contribute to program review and faculty and staff

evaluations, attend division meetings, and participate in the college's governance processes. In addition, faculty and staff are required to follow all board policies and administrative procedures at the college. All faculty and staff would continue to be college employees and would follow the same requirements as any other manager, faculty, or staff member.

All faculty are required to:

- Assess student Learning Outcomes
- Use Student-Learning Outcomes data to improve the program
- Analyze Student Achievement data
- Participate in Program Review, which includes curriculum review and program assessment, the goal being to improve student outcomes and programs.
- Plan for achieving specialized accreditation (if available for the program)

Resource Requirements

The South County Educational Site and programs (degrees, certificates, workshops) will be supported through the same configuration of funding mechanisms available to Cuesta College San Luis Obispo and North County Campus. The development of a South County Educational Site requires a substantial commitment from the San Luis Obispo County Community College District Board of Trustees which is regularly stated in public Board of Trustee meetings.

Lease storefront or leased land

The first phase of South County Educational Site planning centered on a retail/storefront location. Lease of a storefront facility would increase awareness of higher education opportunity available in the South County region and expand access to credit programs for South County residents. Location of a leased storefront should provide ease of access to main traffic corridors, sufficient parking, and proximity of food outlets. Ideally, a leased storefront will provide:

- 2-3 classroom spaces
- Lobby for study, student collaboration, and access to technology resources
- Laptop availability for student use
- Counselor/faculty support room (multipurpose)
- Quiet study/flexible space
- Office and workspace for employees
- Restrooms
- Break room for employees

The leased storefront was designed as a midterm facility to foster growth of South County enrollment including summer emphasis on math and enrichment courses. The pursuit of a storefront location encountered many barriers that necessitated a pivot to an alternate plan.

The revised midterm plan is to identify a leased property of sufficient size to house the spaces noted above and sufficient parking. Current considerations include discussions with Lucia Mar Unified School District on lease of property adjacent to Nipomo High School. This property has potential to house modular buildings designed for instruction, student engagement, study, and support services. The proximity to Nipomo High School brings opportunity to rent specialized instructional spaces affording the expanding of the course offerings to include lab sciences, welding, agriculture, and kinesiology.

Whether the midterm option is leased storefront or leased property, the goal is to quickly grow interest and enrollment to the point that the leased space is not sufficient to meet demand. This will support development of a Cuesta College South County Campus on a district owned property to serve the community in perpetuity. It is estimated a leased storefront as described above has the capacity to generate 378 FTES in fully face-to-face modality up to over 700 FTES in a mix of face-to-face and hybrid modalities. The FTES may increase through scheduling of Friday and Saturday courses.

District owned campus

It is recommended that planning for a district owned campus continue even as a leased storefront is acquired and developed. This is necessary to ensure that as FTES exceeds 250, the finalization of district owned campus plans will not be impeded. It also serves to ensure that general obligation bond planning and resource allocation includes South County.

Additionally, the College must commit to grow the breadth and depth of programming available over the course of the first five years with continued planning for the next five-year phase of assessment and program development. The following table provides an overview of planned programming.

Proposed Instructional Programs

| Proposed Start | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|--|------------------------------|--------------------------------|---------------------------|
| ESL Appendix 11 | Duplicate existing ESL evening program during hours of 9:00 – 2:00 ESL 701 ,702, 703, 704, 705, 706, 725 | ESL 713, 714, 715 | ESL 707A, 707B, 743 | ESL 735, 744 | ESL 799 |
| Noncredit Appendix 10 | NCTE 608, 609, 610, 611, 612, 537, 549, 562 | NCTE 500A, 500B, 501, 504, 505, 515, 567, 560, 589 | NCTE 519, 521, 549, 553, 590 | NCTE 528, 531, 740 | NCTE 540, 543, 605 720 |
| Degrees Appendix 12 Appendix 13 | Pre-nursing Ag Business General Education following two-year pattern at NCC | Early Childhood Education | Business Administration | Management Information Systems | Ag Plant Science |
| Certificates | Small Business | Management Specialization | Computer Networking Support | Computer Support Specialist | Child Development Teacher |
| Emeritus Appendix 14 | ECOL 439, 434, 472, 474 | ECOL 406, 411, 421 | ECOL 412, 425, 428 | ECOL 420, 429, 433 | ECOL 417, 471, 473 |

The schedule of courses at the South County Educational Site is to include a full range of General Education (GE) course offerings. An example of initial scheduling follows for fall and spring.

Fall

| South County 101 computer cart and OWL | | | | | |
|--|------------|------------|------------|-------------|---|
| time | M | T | W | TH | F |
| 8:00 | | | | | |
| 8:30 | | | | | |
| 9:00 | | | | | |
| 9:30 | Math 247 | Eng. 201A | Math 247 | Eng. 201A | |
| 10:00 | | | | | |
| 10:30 | 9:30-11:20 | 9:30-11:20 | 9:30-11:20 | 9:30-11:20 | |
| 11:00 | | | | | |
| 11:30 | | PSCI 210 | | PSCI 210 | |
| 12:00 | | | | | |
| 12:30 | | 11:30-1:20 | | 11:30-12:50 | |
| 1:00 | | | | | |
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**Example only*

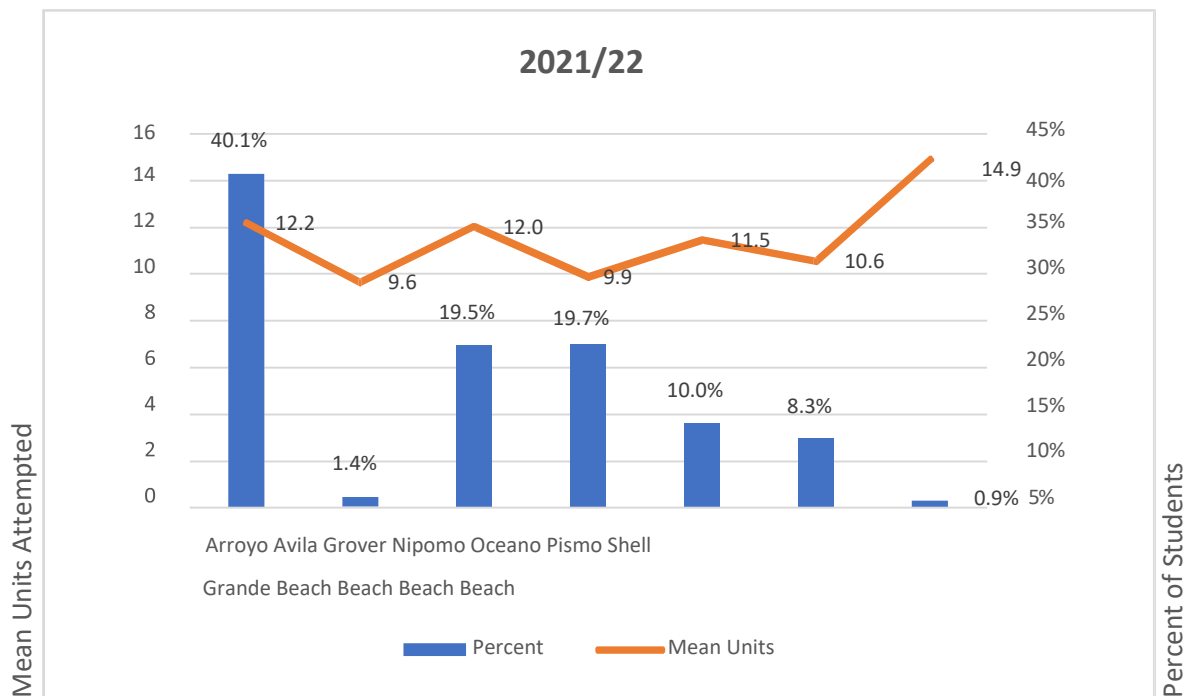
Spring

| South County 101 computer cart and OWL | | | | | |
|--|------------|------------|------------|------------|---|
| time | M | T | W | TH | F |
| 8:00 | | | | | |
| 8:30 | | | | | |
| 9:00 | | | | | |
| 9:30 | Eng. 201A | Math 247 | Eng. 201A | Math 247 | |
| 10:00 | | | | | |
| 10:30 | 9:30-11:20 | 9:30-11:20 | 9:30-11:20 | 9:30-11:20 | |
| 11:00 | | | | | |
| 11:30 | | Bio 206 | | Bio 206 | |
| 12:00 | | | | | |
| 12:30 | | 11:30-1:20 | | 11:30-1:20 | |
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| 9:30 | | | | | |

Resource Data

Students Residing in the South County and Mean Units Attempted by City*

| 2021/22 Academic Year | | | |
|-----------------------|-------------|---------------|--------------|
| City of Residence | N | % | Mean Units** |
| Arroyo Grande | 804 | 40.1% | 12.2 |
| Avila Beach | 28 | 1.4% | 9.6 |
| Grover Beach | 391 | 19.5% | 12.0 |
| Nipomo | 394 | 19.7% | 9.9 |
| Oceano | 201 | 10.0% | 11.5 |
| Pismo Beach | 167 | 8.3% | 10.6 |
| Shell Beach | 18 | 0.9% | 14.9 |
| Total | 2003 | 100.0% | 11.5 |



*Excludes students who were enrolled only in CCAP classes

Top 20 Courses Enrolled in by Students Residing in South County*

| 2021/22 Academic Year | | | | | | |
|-----------------------|-------------------|-------|-----|-------|-------|---------|
| Course | Location Enrolled | | | | Total | Rank |
| | Distance | North | SLO | South | | |
| ENGL201A | 240 | 1 | 95 | | 336 | 1 (2) |
| MATH247 | 161 | 1 | 79 | | 241 | 2 (4) |
| POLS202 | 153 | 1 | 27 | | 181 | 3 (6) |
| PSYC201 | 139 | | 25 | | 164 | 4 (3) |
| HIST207A | 120 | | 22 | | 142 | 5 (5) |
| CSS099 | 73 | | 67 | | 140 | 6 (1) |
| MUS237 | 126 | | 6 | | 132 | 7 (10) |
| COMM201 | 116 | | 9 | | 125 | 8 (8) |
| HIST207B | 123 | | 2 | | 125 | 9 (7) |
| ENGL201B | 95 | | 26 | | 121 | 10 (9) |
| ART200 | 96 | 1 | 1 | | 98 | 11 (11) |
| ENGL201C | 89 | | 7 | | 96 | 12 (14) |
| BIO205 | 92 | | | | 92 | 13 (19) |
| SOC201A | 72 | | 17 | | 89 | 14 (15) |
| ECON201A | 69 | | 14 | | 83 | 15 (**) |
| HEED203 | 59 | 1 | 15 | | 75 | 16 (12) |
| NABE405 | | | | 75 | 75 | 17 (**) |
| PSYC206 | 61 | | 11 | | 72 | 18 (**) |
| HEED202 | 64 | | 7 | | 71 | 19 (**) |
| BUS245 | 45 | 1 | 24 | | 70 | 20 (20) |

*Excludes students who were enrolled only in CCAP classes

Top 20 Majors Declared by Students Residing in the South County*

| 2021/22 Academic Year | | |
|--------------------------------|----------|-------------|
| Major | N | Rank |
| High School Enrichment | 388 | 1 (1) |
| Pre-Nursing (AS) | 156 | 2 (3) |
| Basic Skills (CA) | 103 | 3 (2) |
| Business Administration (AST) | 88 | 4 (4) |
| Psychology (AAT) | 71 | 5 (5) |
| Bus Admin - Career Track (AA) | 64 | 6 (8) |
| Engineering (AS) | 56 | 7 (7) |
| Computer Science (AS) | 55 | 8 (10) |
| Biology (AST) | 49 | 9 (6) |
| Kinesiology (AAT) | 33 | 10 (12) |
| Studio Arts (AAT) | 30 | 11 (14) |
| LA: Arts & Humanities (AA) | 25 | 12 (13) |
| Elementary Teacher Educ (AAT) | 24 | 13 (17) |
| Psychology (AA) | 22 | 14 (16) |
| Medical Assisting (AS) | 21 | 15 (**) |
| History (AAT) | 21 | 16 (**) |
| LA: Social & Behavior Sci (AA) | 20 | 17 (18) |
| Art Studio (AA) | 19 | 18 (**) |
| Biological Science (AS) | 19 | 19 (**) |
| English (AAT) | 19 | 20 (**) |

*Excludes students who were enrolled only in CCAP classes

Economy Overview South County ([Appendix 15](#))

Business Entrepreneur Demographic South County ([Appendix 16](#))