

ADMINISTRATIVE SERVICES, PRESIDENT’S CLUSTER, AND STUDENT SUCCESS AND
SUPPORT PROGRAMS, COLLEGE CENTERS
ANNUAL PROGRAM PLANNING WORKSHEET FOR 2025

Program: South County Center

Current Year: 2024

Last Year CPPR Completed: 2018

Current Date: March 3, 2025

Cluster: Student Success and Support Programs

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

I. General Program Update

The mission of the South County Center continues to be to offer comparable and equitable services at the site and is aligned to the District’s overall mission in supporting students in their educational journey.

The partnership with Lucia Mar Unified School District and Cuesta College continues to provide a location at the South County Center located within the Arroyo Grande High School site. As we continue to recover from the long-lasting impact of the COVID-19 Pandemic, we are beginning to see some minor growth in student enrollment in both the South County region and at the South County Center, in addition to continuous collaboration with the Office of Instruction to build robust offerings in credit courses and support on-going goals for the Center. Primarily, non-credit level courses such as English as a Second Language (ESL) and GED courses have been offered at the site. It is important to note that the level of course offerings at the Center is key to enrollment at the site. The other key component to the Center is the continuous direct student support services for the South County Center.

In January 2025, the actual location of Cuesta’s South County Center at Arroyo Grande High School was moved into a modular building (Building 920) that is solely used by the college. This new location now provides the Center with a larger space to provide direct support services for students, faculty, the community at large, and to enhance student programming at the site. The site now has a designated space where direct student services, such as counseling, financial aid, affinity programs, and Basic Needs staff can meet in a confidential space with students to support their needs. The planning for services is well underway in the collaboration with various student success and support programs. Student support services are provided from 4:00pm to 8:00pm and courses are offered 5:00pm to 9:00pm, Monday – Thursday. The Center continues to operate

only during the Fall and Spring semesters. The staffing consists of two Enrollment Success Specialists assigned to the South County Center to provide admissions, registration, and information on campus-wide programming offered by the college. Currently, it is important to note that both Enrollment Success Specialists are bilingual and fluent in the Spanish language, to assist the large ESL student population. In addition, one of the Enrollment Success Specialists is housed at the Arroyo Grande High School Career Center on a weekly basis, to help support high school students with enrollment and registration in Cuesta College courses. Outreach activities are conducted in various venues promoting the Center and services it provides. The Director of Outreach hosts an annual district-wide counselors' summit to promote course offerings, support services, and collaborations with high school schools. The design of the services provided at the Center are intentional in supporting equity.

During this reporting period, the cost of the agreement increased significantly due to the additional cost to lease the spaces (office space and classrooms) used by the college. The new agreement for the 2025-2026 academic year will be worked on within the next couple of months and it is anticipated that the cost for the use of the facilities will remain the same as the current year, should the same number of classrooms be needed. The South County Center will continue to offer academic courses and student support services for this coming year. It is important to note that for the last several years, the District has been exploring potential sites to have its own South County site in the southern part of the San Luis Obispo County region. However, at this time, a new location has not been secured for the South County educational site. Key to note is that a portion of the funding for this new site will be funded by the U. S. Department of Education under the Title V Hispanic Serving Institution grant activities for the South County Site, Endowment Funds, and South County IT Connectivity designed to support some of the needs of this site. The funding is scheduled for the completion of its five-year funding cycle on September 30, 2025. However, the plan is to request a 12-month extension to continue to secure these funds to support the site. The program officer assigned to this grant has been notified of the plan and has provided the guidance on the process and timeline to request the extension to the current Project Director.

As noted, comparable and equitable services have been the mission of the South County Center to address the equity gaps with the various student groups. Having a site that provides front facing services and consistent direct student support services is key to addressing equity gaps. In addition, the two Enrollment Success Specialist are bilingual and have the skillsets that support the student population of not only the community-at-large, but also the larger student population that enroll into courses at the site are English as a Second Language (ESL) students. In addition, the Basic Needs Center began

providing direct Basic Needs services and as well as the Monarch Center providing programming and services at the site.

The South County Center’s overall activities and programming are aligned to Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts and Institutional Goal, Objective 6B: Address the educational and facilities needs of the South County.

II. Data Analysis and Program-Specific Measurements

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

The following data was collected and reported by the Institutional Research Office:

Program Data Updates (Spring 2021-Spring 2023)

Semester/Year	Credit/Non-Credit	FTEs	Semester/Year	Credit/Non-Credit	FTEs
Spring 2021	Non-Credit	8.6	Spring 2022	Non-Credit	10.0
Fall 2022	Non-Credit	14.5	Fall 2023	Non-Credit	15.4
Spring 2023	Non-Credit	10.3	Spring 2024	Non-Credit	11.9

Program Data Results (Fall 2023-Fall 2024)

Semester/Year	Sections Offered	Credit/Non-Credit	Student Enrollment	FTEs
Fall 2023	3	All Non-Credit	75	5.7725
Spring 2024	6	1 Credit/5 Non-Credit	83	7.866
Fall 2024	8	2 Credit/6 Non-Credit	108	2.0600*

**Clarification of FTES is pending from the Institutional Research Office.*

B. Data Interpretation:

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

The data reflects that we continue to see small increases in non-credit course offerings, which results in increased FTES generated at the site. As noted, we continue to slowly see an increase of enrollment post Pandemic which greatly impacts FTES. The key to increasing enrollment is strategically offering credit-level courses by the Office of Instruction, in addition to increasing the non-credit courses scheduled and offered by the Continuing Education Office. To compliment the goal of increasing credit and non-credit courses, enhanced direct student support services are planning stages for the next academic year. As noted earlier with the new location for the Center, this will enhance the opportunity for programming and services by the various student support programs.

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

The following areas are needed to enhance growth at the South County Center.

- 1) Prioritize increasing the number of credit courses at the Center to increase enrollment.
- 2) Continue to strategically collaborate with South County regional high school counselors and career counselors to refer students.
- 3) Enhance community programs courses offerings at the South County Center.
- 4) Enhance outreach efforts within the South County region to market the South County Center and its services.

- **Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).**

III. 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. Current Program Outcomes:

The program outcomes for the South County Center are to continuously collaborate with the Office of Instruction and Continuing Education to offer both credit and non-credit courses as this will increase enrollment at the site. There are challenges with the credit level courses in determining which courses to offer at the site and the availability of instructors to teach at the South County Center. In addition, continuous collaboration with the Continuing Education Office to offer non-credit courses, such as ESL and GED has been productive and have been the primary level of courses offered at the site.

B. Describe your program assessment:

The program assessment is to review the courses, both credit and non-credit courses, that are scheduled and offered during the academic year. It is important to note that courses are scheduled semester by semester only. The direct student support programs have been consistent at the site, however, with the new location, the plan is to enhance direct support services and programming at the site for the upcoming year.

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

N/A

D. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

The Resource Plan for the Center will continue with the standard requests to support the cost of the lease, supplies, and outreach activities. For several years, the District has been attempting to secure a permanent South County site, however, at this time, no site has been secured for this new location. What is important to note is that currently there are funds allocated through the Title V HSI grant to be used to support the development of the South County site and the grant will come to a close at its five-year funding cycle as of September 30, 2025. However, a one-year extension for the use of the use of these funds will be requested to support the new site as outlined in the original grant proposal.

IV. Anticipated Service Challenges/Changes

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged consequently.

A. Regulatory changes

There have been no regulatory changes with the location of the South County Center. As noted above, the District leases the space from the Lucia Mar Unified School District at the Arroyo Grande High School site. The restrictions and limitations of the hours of operation of the site are as a result that the Center is located at the school site and can only be offered when all of the services for the high school done for the day. Therefore, direct student services start at 4:00pm and instructional courses start at 5:00pm, Monday through Thursday.

B. Internal and external organizational changes

No specific internal and/or organizational changes have taken place during this reporting period. Dr. Maria Escobedo, Dean, Student Success and Support Programs continues to be the administrator assigned to the Center. However, it is important that Dr. Escobedo will be retiring at the end of April and the initial plan is to hire and interim Dean to oversee the South County Center.

C. Student and staff demographic changes

N/A

D. Community economic changes – workforce demands

N/A

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

N/A

F. Providing service to multiple off-campus sites

The South County Center continues to be one of three sites for the District that provides educational opportunities for the residents of south San Luis Obispo County. The other two sites are the San Luis Obispo Campus and the North County Campus in Paso Robles.

G. Anticipated staffing changes/retirements

Dr. Maria Escobedo, Dean, Student Success and Support Programs will be retiring at the end of April. The initial plan is to hire and interim Dean to oversee the South County Center.

V. Overall Budget Implications

Provide a brief description of the immediate budget request(s) made in your Resource Plan ([download from this folder](#)) (after having reviewed the [Resource Allocation Rubric](#)). These elements will be reflected in the District planning and budget process.

A. Personnel

None

B. Equipment/furniture (other than technology)

The following are budget requests for the South County Center.

--Outreach Supplies \$2,000

--Office Supplies \$3,000

C. Technology

None

D. Facilities

Last year there was an increase in use of the facilities for the South County Center due to the increase in services for the respective areas that are used by the District. The new agreement with Lucia Mar Unified School District will be submitted in May of 2025 for the upcoming academic year. The new lease agreement costs will be determined based on the number of classrooms to be used, office space, and costs of services that support the services by the College.

Signature Page

List the names and titles of managers, faculty, and classified staff who contributed to the annual planning and program review process.

Maria Escobedo	Dean, Student Success & Support Programs/South County Center
Name	Position

Student Success and Support Programs, College Centers and Administrative Services Programs: Managers completing this process must sign. All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Maria Escobedo, Dean SSSP/South County Center

Name	Title	Signature	Date
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Claudia Ferriday, Administrative Assistant to the Dean
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Name	Title	Signature	Date
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Sonia Mendoza, Enrollment Success Specialist
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Name	Title	Signature	Date
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Anel Gutierrez-Orozco, Enrollment Success Specialist
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Name	Title	Signature	Date
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