

Administrative Services, President's Cluster, and Student Success and Support
Programs, College Centers
Annual Program Planning Worksheet for 2025

Program: North County Campus

Current Year: 2025

Last Year CPPR Completed: 2024

Current Date: March 3, 2025

Cluster: Student Success and Support Programs



The Annual Program Planning Worksheet (APPW) is the process for:

- Reviewing, analyzing and assessing programs on an annual basis
- Documenting relevant program changes, trends, and plans for the upcoming year
- Identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- Highlighting specific program accomplishments and updates since last year's APPW

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

I. General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose or direction. Indicate any changes that have been made to address equity gaps.

The district has made important revisions to its Mission, Vision, and Values Statement, ensuring it aligns with the evolving needs of students and the community. Central to the statement is a commitment to inclusivity, sustainability, and preparing students to become responsible stewards and leaders in a dynamic global community.

The North County Campus academic programming and student services are aligned with the district's mission, vision, and values and initiatives to advance equity and institutional outcomes.

To address equity gaps, the North County Campus has launched several key initiatives. These include expanding evening access to programs and services to better support underrepresented students, developing career education programs that meet the specific demands of the North County workforce, and hiring ESL and Library faculty dedicated to teaching and providing services tailored to the needs of North County Campus students.

In the fall of 2024, the last modular structure was removed, officially making the North County Campus a 100% permanent campus. This marks an important milestone in the campus's development, signaling its commitment to providing a more stable and long-term educational environment for students.

The Dean of the North County Campus is focused on expanding career education programming to address the workforce needs of the North County communities. In the spring of 2025, the campus will launch the Noncredit Commercial Driver's License Program. This program will offer a comprehensive 3-part training approach, preparing students for the California Commercial Learner's Permit and the DMV behind-the-wheel exam to earn a Class A or B Commercial Driver's License. By aligning with the local trucking industry's demands, this program will provide students with valuable skills and sustainable employment opportunities.

In the spring of 2025, the Continuing Education Department at North County Campus expanded its Certified Testing Center to include Automotive Service Excellence (ASE) testing. This expansion was designed to meet the needs of students pursuing Automotive Certificates and degrees, as well as to address the local employer demand for continuous

ASE testing for employees in the county. Previously, students and automotive industry employees had to travel to Bakersfield or Fresno for the required testing. Now, this service not only supports student success by promoting certificate and course completion but also strengthens community partnerships with local employers, creating pathways for employment opportunities for graduates.

In February 2025, the North County Campus celebrated the groundbreaking for a new Instructional Building, which will meet the classroom needs for both current and future programs. The new building is designed to provide a dynamic learning environment that aligns with the evolving workforce priorities of the North County communities. It will focus on supporting trades and career education programs.

Key features of the building include a large, open, flexible movement classroom for physical education activities, a traditional lecture classroom, and men's and women's locker rooms for Kinesiology and related programs. The building's rear will house a lab space dedicated to the Agriculture program, while the largest area will be an open, covered space for trades programs such as agriculture, auto, and welding, which require larger equipment and specialized ventilation. This new facility offers significant opportunities for innovative program development, ensuring that Cuesta College can meet the needs of students both now and in the future.

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.

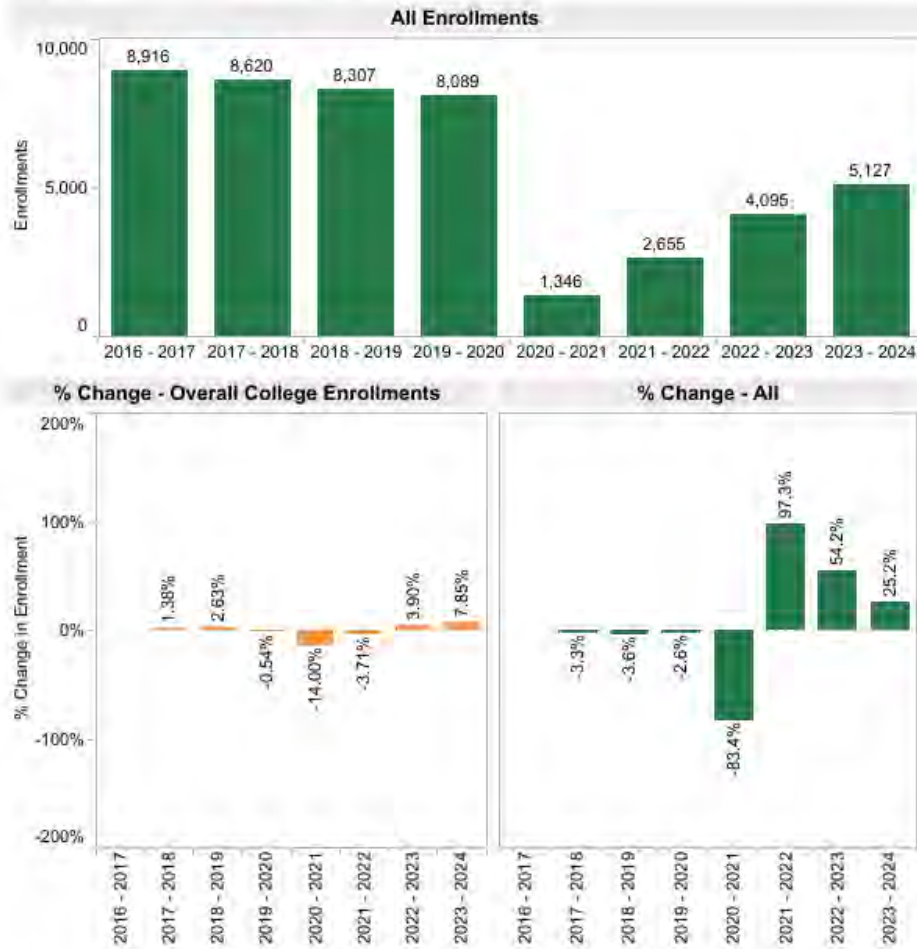
A. Data Summary:

- Describe data collection tool(s) used.

The data was generated from the districts Institutional Research webpage that provides program review data.

SLOCCCD Program Review Data - Enrollment

Department: All Course: All Dual Enrollment: Not Dual Enrollment Prison: Not CMC/Prison
 Region: North County TERM All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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

Enrollment Trends (2016-2024)

1. 2016-2020 (Pre-Pandemic):

- a. There was a **5% decrease in enrollments** each year from 2016 to 2020.

2. 2020-2021 (Pandemic Year):

- a. Enrollments dropped drastically by **84%** due to the effects of the COVID-19 pandemic.

3. Post-Pandemic Recovery (2021-2024):

- a. 2021-2022: Enrollments increased by 50%, indicating a strong recovery.
- b. 2022-2023: A continued increase of 36% in enrollments, though the growth slowed compared to the previous year.
- c. 2023-2024: Enrollments increased by 21%. While the growth rate slowed further, this still shows a positive recovery trend.

4. Section Offerings (2023-2024):

- a. In the 2023-2024 academic year, the North County Campus offered **226 sections**. This is **111 fewer sections** than the pre-pandemic year of 2019-2020.

Analysis

- **Enrollment Decline:** The campus experienced a steady decrease in enrollments from 2016 through 2020
- **Pandemic Impact:** The pandemic year of 2020-2021 had a significant negative impact, with enrollments dropping by 84%. This is due to shifts to remote learning, uncertainty, and other pandemic-related disruptions.
- **Recovery:** Since the pandemic, the campus has shown a recovery in enrollments, with consistent growth in the years following:
 - 50% increase in 2021-2022
 - 39% increase in 2022-2023
 - 21% increase in 2023-2024 This suggests that students are returning and enrolling again, but the growth rate has been slowing
- **Sections Offered:** There are fewer sections in 2023-2024 (226 sections, 111 fewer than 2019-2020).

B. Data Interpretation:

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

The Dean of the North County Campus is working closely with the Office of Instruction to identify opportunities for expanding course offerings. While there has been some growth with 13 additional sections and 132 more enrollments, the pace is too slow to fully meet the needs of the community. To accelerate growth, the campus needs to act with greater urgency by focusing on high-demand courses like English, Health Education, Music 237, and History 207A. Key strategies to achieve this include expanding course offerings, increasing flexibility through hybrid or online options, offering evening and weekend classes, engaging with the community to raise awareness, and implementing

targeted enrollment strategies. By prioritizing these actions, the North County Campus can better serve local students and support its overall growth.

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

During the fall 2024, the Vice President of Instruction, Student Success & Support Program, and Instructional Deans participated in a productive and insightful retreat to strategize for the future of the North County Campus. The data below shared by the Office of Institutional Research provided important insights into areas where course offerings could be expanded to better meet the needs of our North County students and community.

The insights from the data strongly indicate that there is significant demand for certain courses at the North County Campus, but the current offerings are not meeting the needs of the local student population. With over 1,000 North County students taking English and Health Education courses online or at the SLO campus, it's clear that many students are actively seeking these courses as part of their educational pathways. The fact that they are willing to either travel long distances or opt for online courses suggests that these subjects are essential to their degree completion but are not readily available at the North County Campus.

Likewise, the high number of students taking Music 237 and History 207A courses online or at the SLO campus reveals a gap in the availability of these subjects at the North County Campus. This underscores a need for the district to consider expanding offerings in these specific courses to better serve local students and reduce the burden of commuting or navigating online options.

Addressing these gaps by offering more in-demand courses at the North County Campus would not only improve accessibility for students but also likely boost enrollment, retention, and overall student success. Meeting the demand for these courses would align the campus's offerings more closely with the educational needs of the community, making higher education more accessible and convenient for students in the area.

(1) What are their majors?

Top 10 Majors (2022-2023 - 2023-2024)

Major	N
Basic Skills (CA)	403
Pre-Nursing (AS)	396
Business Administration 2.0 (AST)	149
Licensed Vocational Nursing (AS)	108
Agriculture Plant Sci (AST)	88
Psychology (AAT)	86
Agriculture Business (AST)	83
Biology (AST)	78
Kinesiology (AAT)	77
Bus Admin - Career Track (AA)	69

(2) What proportion of NC students take more than one course at NC in a semester?

	2022-2023	2023-2024
Summer	42.1%	55.2%
Fall	71.8%	71.5%
Spring	70.9%	60.9%

Question 3 will be provided at the meeting.

(4) Are there combinations of courses NC students take in a semester (Is there something working we want to be sure not to break)?

There were no clear combinations of classes students take in a semester outside of Allied Health programs and ESL.

We should avoid breaking those.

(5) Which courses do students who live in the North County take online or at the SLO campus?

Top 10 Courses taken via Distance Education (among students who live in North County)

Course	N
MUS237	663
ENGL201A	649
HEED203	634
HIST207A	513
ENGL201C	468
POLS202	423
MATH247	389
PSYC201	374
HEED202	327
ART200	311

Top 10 Courses taken at the SLO campus (among students who live in North County)

Course	N
HIST207A	677
ENGL201A	268
MATH247	254
BIO205	241
BIO222	203
CHEM200	195
PSYC201	188
POLS202	149
CHEM201A	139
BUS245	130

- 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](#).

By focusing on key opportunities, the district can ensure that it is providing relevant, accessible, and in-demand educational options for students in North County. This kind of intentional planning is essential for enhancing student success and supporting the overall growth of the North County Campus.

The Dean's priority is to continue collaborating with departments from the Office of Instruction and Student Success & Support Programs to enhance and transform the

student experience at Cuesta College, particularly at the North County Campus. Using a guided pathways framework and an equity lens, the North County Campus's administration, faculty, and staff will work together to grow enrollments, address equity gaps, and promote student success. This collaborative effort will ensure that all students have the support they need to thrive and succeed at Cuesta College.

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:

While the North County Campus does not have designated program outcomes, the Dean works closely with programs and services across the district to ensure they are accessible to the North County Campus community. The Dean continues to advocate for the North County Campus, ensuring that the needs of its students are reflected in the outcomes of district-wide programs and services. This ongoing advocacy helps ensure that North County students have equitable access to the resources and opportunities they need to succeed.

B. Describe your program assessment:

N/A

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](#).

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.

Suggested Elements:

A. Regulatory changes

N/A

B. Internal and external organizational changes

N/A

C. Student and staff demographic changes

Below is the Characteristics Report provided by the Office of Institutional Research. The data reveals the current demographics of our North County student populations.

- 44% of students are Hispanic/Latino
- 20% of students are 30 years of age or older
- 12% of students are interested in vocational and job skill advancement



Registration / Characteristics Report Fall 2024

2/28/2025 5:33:14 AM
Page 7
==PROD==

Region: NC

North County

Overall					
Students	Avg. Units	FTES	Age		
2,626	6.2	720.2	19 & under	1,583	60.3%
			20-24	326	12.4%
			25-29	161	6.1%
			30-34	121	4.6%
			35-39	86	3.3%
			40-49	110	4.2%
			50+	232	8.8%
			Unknown	7	0.3%
Full / Part Time Students			Ethnicity		
Full Time	12-15 Units	15+ Units	Asian	45	1.7%
447	232	215	Black or African American	45	1.7%
			Hispanic / Latino	1,165	44.4%
			American Indian or Alaska Native	15	0.6%
			Native Hawaiian or Pacific Island	8	0.3%
			White	1,124	42.8%
			Two or More Races	129	4.9%
			Unreported or Unknown	95	3.6%
Part Time	.1-6 Units	6.1-11.9			
1,695	924	771			
Noncredit	Withdrawals	Not Attended			
486	66	905			
Day / Evening Students					
Day Only	Night Only	Day/Eve			
2,108	174	344			
Enrollment Status			Educational Goals		
First Time		343 13.1%	Obtain AA or AS & transfer to 4 year	616	23.5%
First Time Transfer		103 3.9%	Transfer to a 4 year w/o AA or AS	177	6.7%
Returning		129 4.9%	Obtain AA or AS w/o transfer	159	6.1%
Special Admin / HS Enrichment		1,199 45.7%	Obtain 2 year vocation w/o transfer	0	0.0%
Continuing		852 32.4%	Vocational certificate w/o transfer	77	2.9%
Unknown		0 0.0%	Discover career interest & goals	47	1.8%
Level			Prepare for new career & job skills	100	3.8%
Freshmen (< 30 units)		2,176 82.9%	Advance career & upgrade job skills	38	1.4%
Sophomore (30-59.9 units)		187 7.1%	Maintain certificate & license	40	1.5%
60 or more units w/o degree		51 1.9%	Educational development	233	8.9%
AA/AS degree		145 5.5%	Improve basic skills	286	10.9%
BA/BS degree		67 2.6%	Credits for HS diploma or GED	165	6.3%
Gender			Move noncredit to credit coursework	6	0.2%
Male		1,163 44.3%	4 year student meeting 4 year reqs	13	0.5%
Female		1,363 51.9%	Undecided on goal	599	22.8%
Unknown Gender		100 3.8%	Uncollected or unreported	70	2.7%
			Transfer related goals	793	30.2%
			Degree related goals	775	29.5%

D. Community economic changes – workforce demands

Next year, the dean will focus on strengthening partnerships within the North County community to raise awareness of the campus's academic programs and services. By building these relationships, the North County Campus aims to better meet the needs of the local community. This initiative will also create opportunities for students to develop clear career pathways, enhancing their prospects upon completing certificates and degrees.

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

N/A

F. Providing service to multiple off-campus sites

N/A

G. Anticipated staffing changes/retirements

The North County Campus will have two full-time, tenure-track (FTTT) faculty members designated for the campus in ESL and the Library. Additionally, several departments have hired classified staff specifically to serve North County Campus students, including EOPS, Enrollment Services, Continuing Education, Student Success & Learning Resource Centers, and Counseling. This staffing expansion ensures that North County students receive the support and resources they need to succeed academically and personally.

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.

Elements:

A. Personnel

- Continuing Education Position to support the expansion of the North County Certified Testing Center
- Community Programs Lead Aquatics
- Academic Tutors to support the growth and academic support provided by the Student Success Center

B. Equipment/furniture (other than technology)

- Increase the number of textbooks reserves available for students
- CDL truck maintenance

C. Technology

- Hotspot subscriptions for student use

D. Facilities

The facilities department has recommended repainting the exterior of the Fox Building, and this request, along with its associated costs, has been included in the Resource Allocation Plan. Additionally, there is a need to enhance the campus by adding more landscaping and creating a student outdoor space in the area where the last modular building was removed. The courtyard outside the Fox Building also requires updates and

redesigning to create a more welcoming and engaging environment for students, providing them with an inviting outdoor space to enjoy while on campus.

Signature Page

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

Mia Ruiz	Dean, Student Success & Support Programs
----------	--

Name	Position
------	----------

Name	Position
------	----------

Name	Position
------	----------

Name	Position
------	----------

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.

Name	Title	Signature	Date
------	-------	-----------	------

Name	Title	Signature	Date
------	-------	-----------	------

Name	Title	Signature	Date
------	-------	-----------	------