Administrative Services, President's Cluster, and Student Success and Support Programs, College Centers
Annual Program Planning Worksheet for 2026

Program: North County Campus　　　　**Current Year: 2026**

Last Year CPPR Completed: 2023

Current Date: February 23rd, 2026　　　　**Cluster:** Cluster 6, Student Success & 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.

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 2024–2025 academic year marks an important period of growth and strategic alignment for the Cuesta College North County Campus (NCC). Guided by the district's newly adopted Educational Master Plan (EMP), Cuesta College has established an ambitious goal of awarding 5,000 degrees and certificates annually by 2030. The North County Campus plays a critical role in supporting this goal by expanding career education pathways, strengthening community partnerships, and increasing access to programs and services that respond directly to the workforce and educational needs of the North County region.

In support of these priorities, the district has also updated its Mission, Vision, and Values Statement to better reflect the evolving needs of students and the communities it serves. Central to this framework is a commitment to inclusivity, sustainability, and preparing students to become responsible leaders and contributors within their communities, workplaces, and areas of personal and professional growth. Academic programming and student services at the North County Campus are closely aligned with these institutional priorities and with district initiatives designed to advance equitable student outcomes.

These efforts are further guided by the Student Equity Plan (2022–2025), which focuses on closing equity gaps and improving outcomes for disproportionately impacted student populations. At the North County Campus, these priorities are supported through expanded access to student services, increased evening programming for working students, targeted outreach and support for first-generation and multilingual learners, and the development of career education programs that provide accessible pathways to employment and economic mobility. Through these coordinated efforts, NCC continues to strengthen its role in advancing equitable access, persistence, and completion for the North County student population.

The fall of 2024 marked a significant milestone for the campus with the removal of the final modular structure, officially transitioning the North County Campus to a fully permanent campus. This development represents an important step in the campus's evolution and reflects the college's long-term commitment to providing a stable, modern educational environment that supports student success.

In alignment with the EMP and regional workforce priorities, the North County Campus continues to expand career education programming that provides students with accessible pathways to high-demand careers. In spring 2025, the campus launched a Noncredit Commercial Driver's License (CDL) program designed to prepare students for the California

Commercial Learner's Permit and the DMV behind-the-wheel examination required to obtain a Class A Commercial Driver's License. The program utilizes a comprehensive three-part training approach that prepares students for both the written permit and practical driving examination. By aligning with regional transportation industry demands, the program provides students with valuable workforce skills and opportunities for sustainable employment. Building on this momentum, the program is scheduled to expand in fall 2026 to include Class B licensing, further broadening employment pathways for students.

The Continuing Education Department at the North County Campus also expanded its Certified Testing Center in spring 2025 to include Automotive Service Excellence (ASE) testing. This expansion was designed to meet the needs of students pursuing Automotive certificates and degrees while also addressing the demand from local employers who require ongoing ASE certification for their workforce. Prior to this expansion, students and automotive industry employees were required to travel to Bakersfield or Fresno to complete the required testing. Providing this service locally improves access, supports student completion, and strengthens partnerships with regional employers.

Another major milestone occurred in February 2025 with the groundbreaking of a new Instructional Building at the North County Campus. This facility is designed to support both current and emerging programs and reflects the college's commitment to expanding workforce training opportunities in the North County region. The building will include a large flexible movement classroom for physical education activities, a traditional lecture classroom, and men's and women's locker rooms to support Kinesiology programming. The rear of the facility will house laboratory space for the Agriculture program, while the largest portion of the structure will feature an open, covered trades area designed to accommodate programs requiring larger equipment and specialized ventilation.

The new instructional facility will support the launch and expansion of programs aligned with regional workforce and community needs. Most notably, the North County Campus is preparing to introduce a Blacksmith program beginning in fall 2026, which will be housed within the new facility. This program strengthens the campus's role in providing hands-on trades training and expanding career pathways for students. Looking ahead, the North County Campus is also exploring the expansion of noncredit welding programming and the development of Ranch Management educational opportunities to further support regional workforce needs and the agricultural economy of the North County region.

The facility will also create opportunities to expand the Older Adult (Emeritus) program, increasing access to educational and enrichment opportunities for the 55 and older North County community. In addition, the new flexible movement classroom will allow for

expanded Community Programs fitness and wellness courses, supporting lifelong learning and community engagement.

Collectively, these initiatives position the North County Campus as a key contributor to the district's Educational Master Plan and the goal of increasing degree and certificate completion. Through strategic program development, expanded workforce training opportunities, and continued investment in campus infrastructure, NCC is strengthening its capacity to serve students and the broader North County community while advancing equitable access, workforce preparation, and student success.

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.
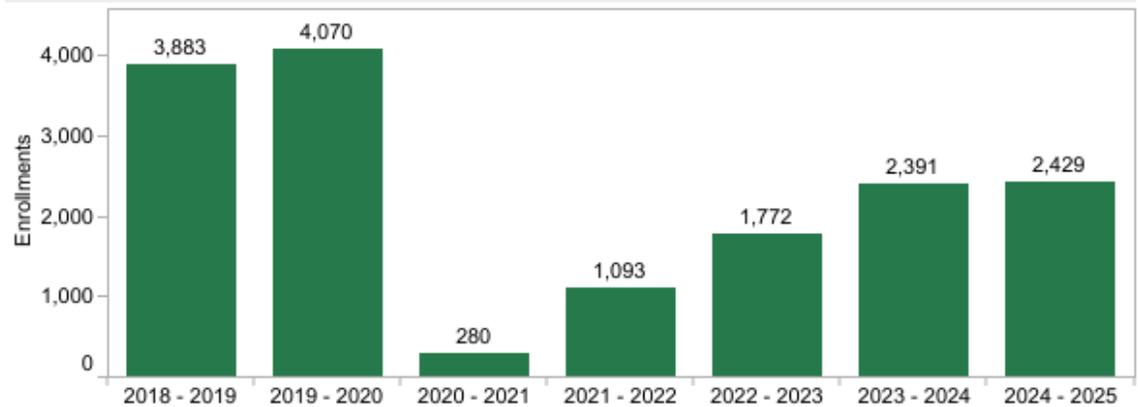
A. Data Summary:

- Describe data collection tool(s) used.
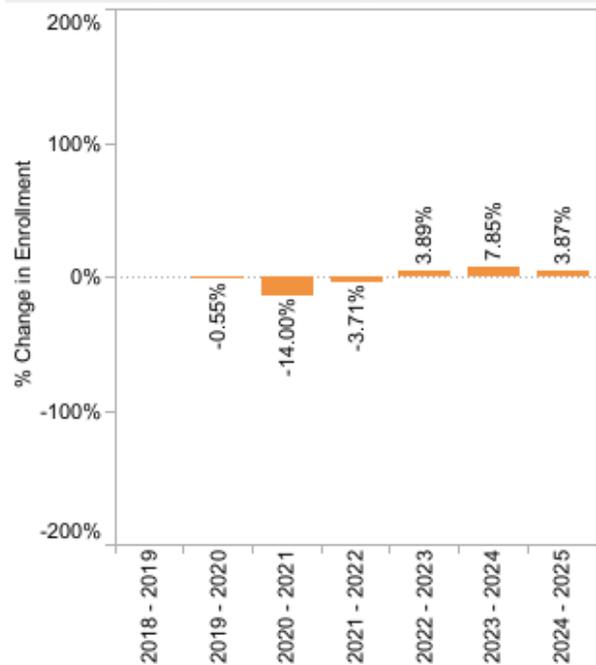
SLOCCCD Program Review Data - Enrollment

Department: All **Course:** All **Dual Enrollment:** Not Dual Enrollment **Prison:** Not CMC:Prison

Region: North County   **TERM** Fall

All Enrollments

Year	Enrollments
2018 - 2019	3,883
2019 - 2020	4,070
2020 - 2021	280
2021 - 2022	1,093
2022 - 2023	1,772
2023 - 2024	2,391
2024 - 2025	2,429

% Change - Overall College Enrollments

Year	% Change in Enrollment
2018 - 2019	
2019 - 2020	-0.55%
2020 - 2021	-14.00%
2021 - 2022	-3.71%
2022 - 2023	3.89%
2023 - 2024	7.85%
2024 - 2025	3.87%

% Change - All

Year	% Change
2018 - 2019	
2019 - 2020	-2.6%
2020 - 2021	-83.4%
2021 - 2022	97.2%
2022 - 2023	54.3%
2023 - 2024	25.2%
2024 - 2025	3.2%

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.

Data provided by Institutional Research

SLOCCCD Program Review Data - Enrollment

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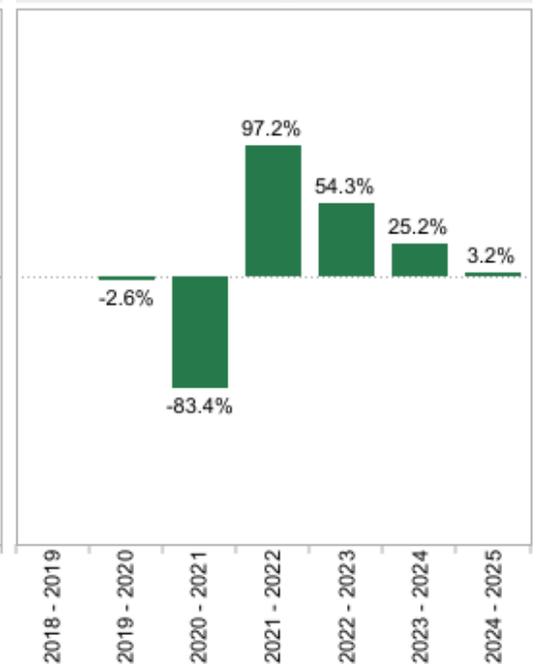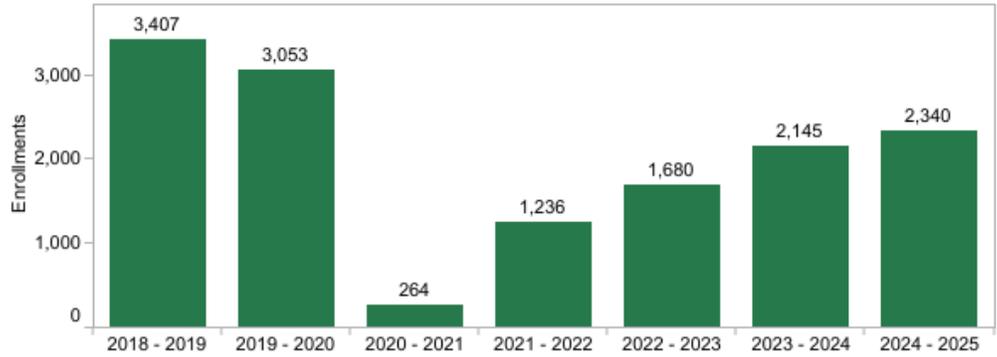
Region: North County   **TERM** Spring

All Enrollments

Year	Enrollments
2018 - 2019	3,407
2019 - 2020	3,053
2020 - 2021	264
2021 - 2022	1,236
2022 - 2023	1,680
2023 - 2024	2,145
2024 - 2025	2,340

% Change - Overall College Enrollments

Year	% Change in Enrollment
2018 - 2019	
2019 - 2020	-0.55%
2020 - 2021	-14.00%
2021 - 2022	-3.71%
2022 - 2023	3.89%
2023 - 2024	7.85%
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% Change - All

Year	% Change
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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.

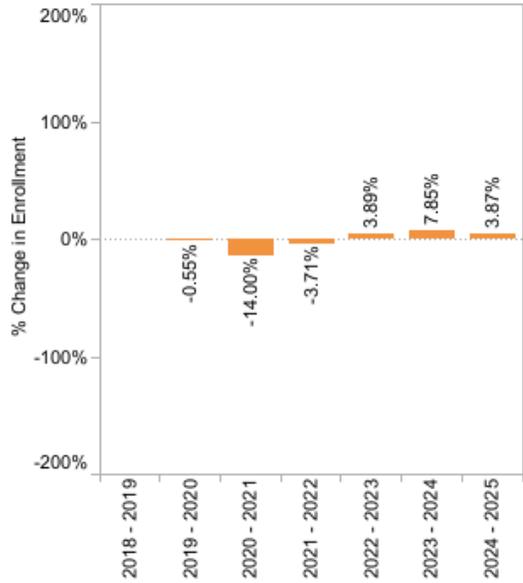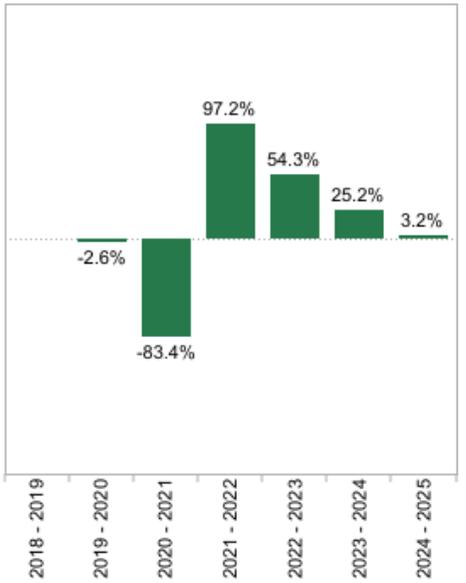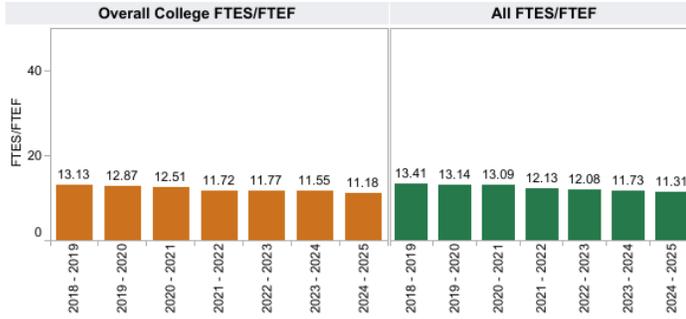*Data provided by Institutional Research*

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
All	All	Not Dual Enrollment	Not CMC:Prison

	Overall College FTES/FTEF							All FTES/FTEF						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
FTES/FTEF	13.13	12.87	12.51	11.72	11.77	11.55	11.18	13.41	13.14	13.09	12.13	12.08	11.73	11.31

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Data provided by Institutional Research

## SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

| Department: All | Course: All | Region: North County | Disaggregate by: Day/Evening Status | Dual: Not Dual Enrollment | Prison: Not CMC:Prison | Legend: Day Section, Evening Section |
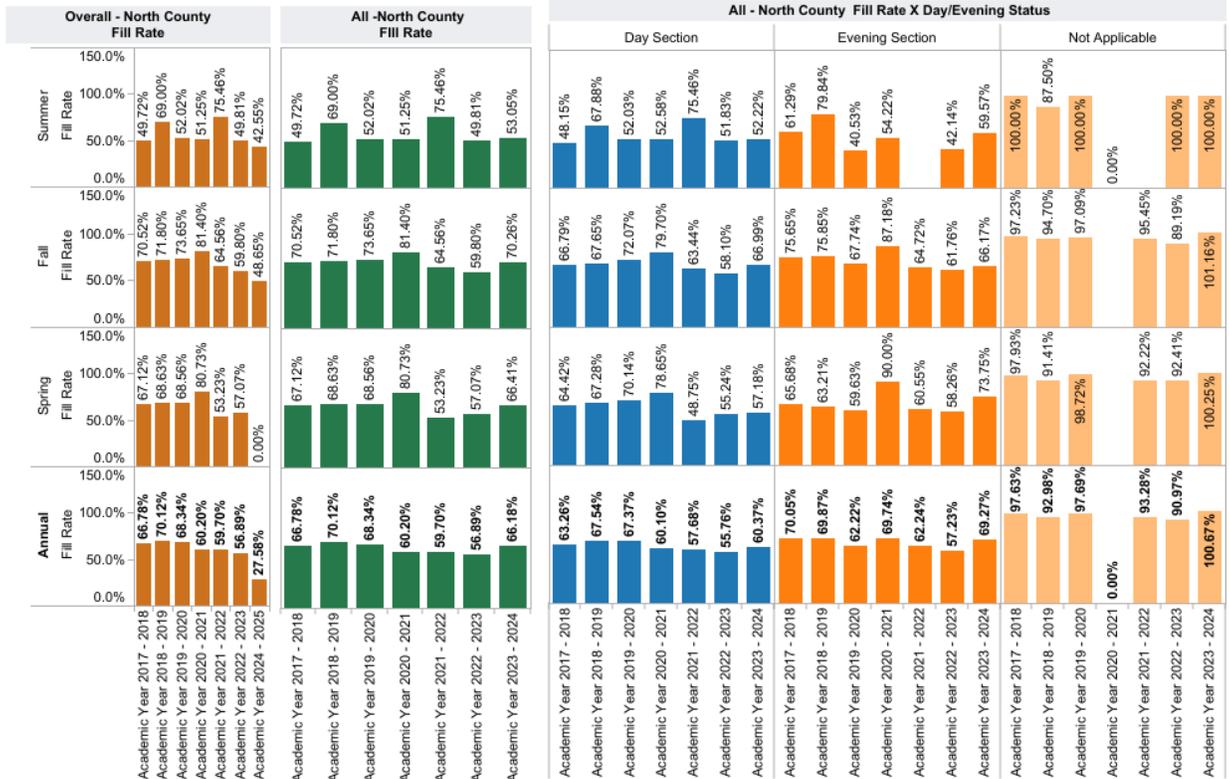
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

*Data provided by Institutional Research

SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated
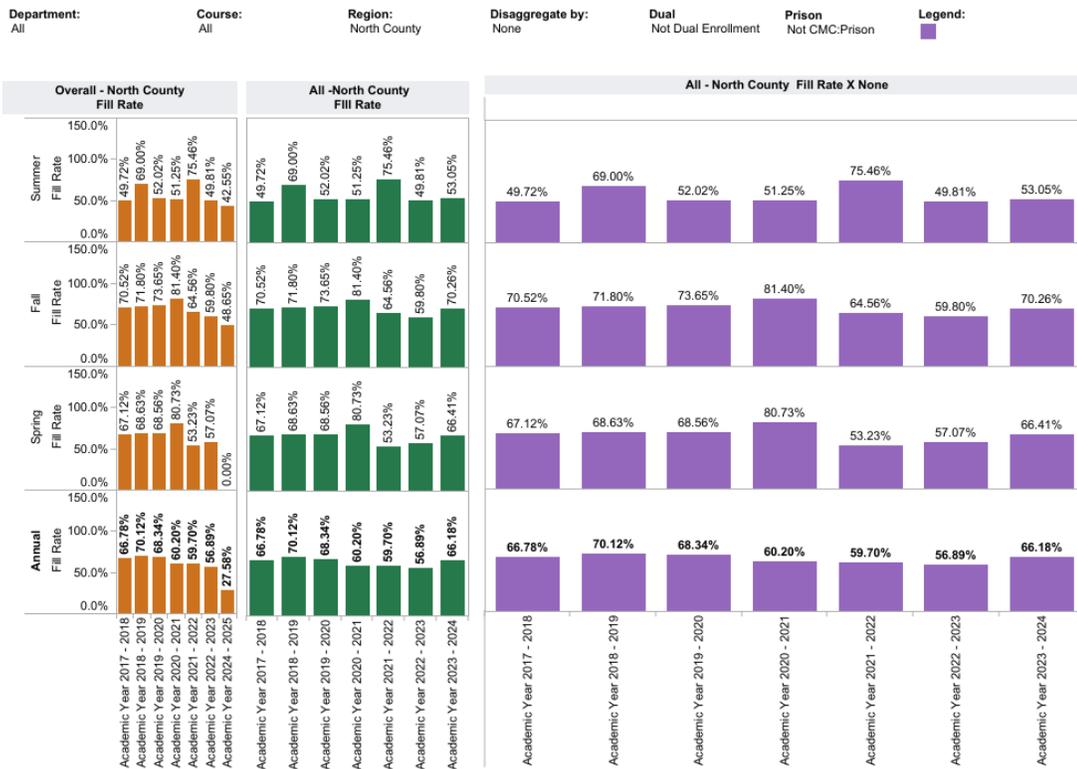
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Data provided by Institutional Research

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

Enrollment trends at the North County Campus reflect the significant disruption caused by the COVID-19 pandemic and a gradual, but incomplete, recovery in the years since. Fall enrollment declined sharply from 4,070 students in 2019–2020 to 280 in 2020–2021 and has since increased to 2,429 students in Fall 2024–2025. Spring enrollment followed a similar pattern, declining from 3,053 students in Spring 2019–2020 to 264 in 2020–2021, with gradual growth to 2,340 students in Spring 2024–2025. While enrollment has improved, the campus has not yet returned to pre-pandemic levels.

Instructional efficiency (FTES/FTEF) at the North County Campus has declined slightly from 13.13 in 2018–2019 to 11.18 in 2024–2025, closely reflecting the overall college trend. This indicates that instructional resources at the North County Campus are being utilized at a rate consistent with the broader college while the campus continues to rebuild enrollment and expand program offerings.

Course fill rates have remained relatively consistent, averaging between 56% and 70% across the reporting period. As a regional campus serving a smaller and geographically dispersed population, enrollment patterns are influenced by the needs of working adults, parents, and first-generation college students. In the 2024–2025 academic year, 67% of North County Campus students were identified as disproportionately impacted (DI) in the district's Student Equity and Achievement Plan. These student demographics highlight the importance of flexible scheduling and accessible course offerings that support students balancing employment, family responsibilities, and educational goals.

Continued program development, including workforce training programs such as the Commercial Driver's License (CDL) program, along with future program expansion in trades and agriculture, will help strengthen enrollment and better align the campus with the workforce and educational needs of the North County community. These efforts, combined with the development of the new instructional facility, position the North County Campus to support increased enrollment and contribute to the district's Educational Master Plan goal of awarding 5,000 degrees and certificates annually by 2030.

B. Data Interpretation:

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

North County Scheduling

(1) What are their majors?	
Top 10 Majors (2023-2024 – 2024-2025)	
Major	**N**
Basic Skills (CA)	495
Pre-Nursing (AS)	399
Psychiatric Technician (AS)	214
LA: Arts & Humanities (AA)	198
Business Administration 2.0 (AST)	189
Biology (AST)	137
Engineering (AS)	127
Agriculture Business (AST)	120
Bus Admin - Career Track (AA)	114
Psychology (AAT)	114

Data provided by Institutional Research- Scheduling Trends 2024-2025

(2) What proportion of NC students (excluding dual) take more than one course at NC in a semester?		
2023-2024	**2023-2024**	**2024-2025**
Summer	55.2%	4.04%
Fall	71.5%	49.3%
Spring	60.9%	46.6%

(3) What other modalities are NC students taking - what proportion of their load is at NC, SLO, or DE				
2023-2024	**N**	**2024-2025**	**N**	
NC Only	1541	NC Only	1466	
DE NC	625	DE NC	683	
DE NC SLO	300	DE NC SLO	337	
NC SLO	226	NC SLO	260	
		DE NC SC SLO	1	
		NC SC	18	
		NC SC SLO	1	

Data provided by Institutional Research- Scheduling Trends 2024-2025

(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.

Data provided by Institutional Research- Scheduling Trends 2024-2025

(5) Which courses do students who live in the North County take online or at the SLO campus? (2024-2025), excluding dual enrollment	
Top 10 Courses taken via Distance Education (among students who live in North County)	
Course	**N**
ENGL201A	535
ETHN230	278
POLS202	278
HIST207A	260
HIST207B	257
MUS237	253
MATH247	240
PSYC201	226
ENGL201B	209
ENGL201C	159
Top 10 Courses taken at the SLO campus (among students who live in North County)	
Course	**N**
ENGL201A	225
MATH247	150
CHEM200	114
BIO205	86
MATH265A	78
CHEM201A	76
BIO206	72
HIST207A	57
MATH242	57
BIO204	56

Data provided by Institutional Research- Scheduling Trends 2024-2025

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

Scheduling data for the North County Campus (NCC) highlights both opportunities for improved classroom utilization and gaps between student demand and course availability. While the campus has available instructional space, current enrollment patterns indicate that many North County students complete a significant portion of their coursework online or at the San Luis Obispo (SLO) campus, suggesting that course availability at NCC does not fully align with student program needs.

Student major data indicates that NCC students are primarily pursuing programs in Basic Skills (495 students), Pre-Nursing (399), Psychiatric Technician (214), Arts and

Humanities (198), Business Administration (189), Biology (137), Engineering (127), Agriculture Business (120), Business Administration Career Track (114), and Psychology (114). Many of these pathways, particularly allied health, STEM, and transfer programs, require sequences of courses that are not consistently offered at the North County Campus. As a result, students frequently enroll in distance education or courses offered at the SLO campus in order to complete required coursework.

Enrollment patterns further illustrate this challenge. In 2024–2025, fewer NCC students are taking multiple courses at the campus within the same semester, with 49.3% in fall and 46.6% in spring enrolling in more than one NCC course. These patterns suggest that many students combine NCC courses with online or SLO-based classes in order to complete a full academic schedule.

Modality data reinforces this trend. While 1,466 students in 2024–2025 enrolled exclusively at NCC, a significant number supplemented their schedules with distance education (683 students) or a combination of NCC, SLO, and online courses (337 students). These enrollment patterns indicate that NCC serves as an important access point for North County students, but the current course schedule does not yet support students completing a full academic load at the campus.

North County student enrollment patterns also indicate that many students complete transfer-level general education courses, such as English composition, history, political science, psychology, and mathematics through distance education. In addition, students pursuing STEM and health-related pathways often travel to the San Luis Obispo campus to complete required lab courses, including chemistry, biology, and advanced mathematics. Expanding access to transfer-level general education courses and STEM courses with lab components at the North County Campus would better support the needs of local students, many of whom balance employment, family responsibilities, and transportation barriers. Increasing the availability of these courses at NCC aligns with the Student Equity and Achievement (SEA) Plan by improving equitable access to program pathways and enabling students, particularly first-generation and disproportionately impacted students to complete more of their coursework within their local community.

These findings highlight the importance of expanding course availability at the North County Campus to better serve students who live in the North County region. Many NCC students currently travel significant distances to the San Luis Obispo campus or rely on online coursework to complete required classes, particularly in transfer-level general education and STEM lab courses. For many students, especially first-generation college students, working adults, and students with family responsibilities, these additional

travel and scheduling demands create barriers to persistence and completion. Expanding course offerings and pathway-aligned scheduling at NCC would allow more students to complete a greater portion of their coursework within their local community, improving access and supporting the goals of the Student Equity and Achievement (SEA) Plan. As the campus continues to develop new workforce programs and prepares for the opening of the new instructional facility, there is a significant opportunity to strengthen course availability, increase classroom utilization, and ensure that North County students have equitable access to the programs and courses needed to achieve their educational and career goals without the added burden of commuting outside their community.

- 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.**

N/A

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 as a stand-alone program, the Dean collaborates closely with instructional programs and student services across the district to ensure that courses, programs, and services are accessible and responsive to the needs of the North County Campus community. Through participation in institutional planning, scheduling coordination, and program development efforts, the Dean works to ensure that the needs of North County students are considered in the implementation and evaluation of district-wide programs and services. This ongoing collaboration and advocacy support equitable access to educational opportunities, resources, and student support services for the North County student population.

B. Describe your program assessment:

Program effectiveness for the North County Campus is assessed through ongoing review of campus-level data, including enrollment trends, course scheduling patterns, classroom utilization, and student access to programs and services. These data are

analyzed in collaboration with district leadership, institutional research, and academic divisions to identify gaps in course availability, program pathways, and student support services that impact North County students.

Recent analysis of enrollment and scheduling data demonstrates that many North County students rely on distance education or must travel to the San Luis Obispo campus to complete required coursework, particularly in transfer-level general education, STEM lab courses, and certain career education pathways. For students living in the North County region, whom balance employment, family responsibilities, and commute distances—these barriers can make completing a full academic schedule more challenging and may impact persistence and completion. These findings underscore the need for intentional, student-centered scheduling at the North County Campus, with stronger alignment between course offerings and the academic pathways most commonly pursued by North County students. Expanding the availability of transfer-level general education courses, STEM lab courses, and key pathway requirements at NCC would allow more students to complete a larger portion of their coursework locally, reduce the need for inter-campus travel, and improve equitable access to educational opportunities for the North County community. With the development of the new instructional facility and increased permanent classroom space, the North County Campus has additional capacity to expand instructional offerings and better meet the academic needs of students in the region. Continued institutional commitment to expanding instructional offerings at the North County Campus will be critical to addressing current scheduling gaps, improving classroom utilization, and ensuring equitable access for students who live in the North County region.

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

Assessment of campus-level services and student support outcomes has informed several improvement efforts aimed at expanding access to programs and services for North County Campus students. These efforts focus on reducing barriers to completion, strengthening workforce pathways, and improving access to essential academic and basic needs resources.

One key outcome was the implementation of the Noncredit Commercial Driver's License (CDL) program, which launched in Spring 2025. Developed in response to regional workforce demand, the program provides students with accessible training that prepares them for both the California Commercial Learner's Permit and the DMV behind-the-wheel examination required to obtain a Class A Commercial Driver's License.

Through collaboration with the Department of Motor Vehicles (DMV), students are also able to complete the behind-the-wheel testing process as part of the program. By aligning with the workforce needs of the local transportation and logistics industry, the CDL program expands career education opportunities in North County and supports the district's Educational Master Plan goals of strengthening workforce pathways and increasing certificate completion, while providing students with a pathway to stable, high-demand employment.

In addition, the Continuing Education Department implemented the Certified Testing Center at the North County Campus to include Automotive Service Excellence (ASE) testing. This improvement directly supports students pursuing Automotive certificates and degrees while also meeting the needs of local employers who require ongoing ASE certification for their workforce. Previously, individuals seeking this certification were required to travel outside the region for testing.

Academic support improvements were also implemented through the Math/English (ME 1st) program, which is managed and coordinated through the Student Success Center. This initiative is designed to support incoming North County Campus students, particularly recent high school graduates, in completing transfer-level English and mathematics within their first semester. Through structured academic support and targeted interventions, the program helps students build early academic momentum and strengthen their transition from high school to college-level coursework. The program aligns with AB 1705 requirements by supporting direct access to transfer-level English and mathematics and is consistent with the goals of the Student Equity and Achievement (SEA) Plan to accelerate course completion and improve outcomes for disproportionately impacted (DI) student populations.

To address financial barriers to course materials, the North County Campus partnered with the NCC Library to implement the Book Vault program, which allows students to check out required textbooks for the entire semester. This initiative provides a no-cost solution for North County Campus students, helping to reduce the financial burden associated with purchasing course materials while ensuring equitable access to required learning resources that support student success.

Additional improvements were made to basic needs services through expanded hours for the Basic Needs Food Pantry, which now offers evening access on Tuesdays and Wednesdays. This change was implemented to better serve students who attend evening classes and may not have been able to access pantry services during standard daytime hours.

Collectively, these improvement efforts reflect the campus's ongoing commitment to using assessment data to guide program development, expand student support services, and improve equitable access to educational and workforce opportunities for North County Campus students.

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.**

   N/A

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

   N/A

D. Community economic changes – workforce demands

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

F. Providing service to multiple off-campus sites

G. Anticipated staffing changes/retirements

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

     N/A

B. Equipment/furniture (other than technology)

     N/A

C. Technology

Ongoing technology funding is necessary to ensure that the North County Campus maintains reliable and up-to-date technology infrastructure that supports instruction, student services, and campus operations. Continued investment in technology will help ensure that classrooms, computer labs, and student-facing systems remain functional, current, and capable of supporting the evolving instructional and technological needs of students and employees at the campus.

D. Facilities

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   Student Success & Support Programs, North County Campus
_____
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