

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

Program: Student Life & Leadership

Current Year: 2025-2026

Last Year CPPR Completed: 2023

Current Date: February 23, 2026

Cluster: Cluster 6

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.

Program Mission and Purpose

Student Life and Leadership (SLL) serves students and the campus community by offering holistic support through Basic Needs services, multicultural programming, and co-curricular learning opportunities that foster cultural, intellectual, and professional growth. Through intentional programming and support services, the department works to cultivate a campus environment where students feel seen, represented, and valued, and where opportunities for engagement promote belonging, leadership development, and personal growth.

SLL continues collaboration with the campus community to create innovative and partnership-driven co-curricular events and experiences that support student engagement and learning outside of the classroom. These programs are designed to affirm diverse identities and perspectives while encouraging students to explore cultural, intellectual, personal, and professional development. By providing

meaningful opportunities for involvement, SLL helps students build connections to the campus community and strengthen their overall college experience

Basic Needs programming within SLL focuses on reducing barriers to student success by ensuring equitable access to essential resources. Recognizing that food and housing insecurity can significantly impact academic performance, persistence, and well-being, the program works to proactively identify student needs and provide timely, compassionate support. Through resource connections, direct assistance, and culturally responsive services, Basic Needs programming advances SLL's mission of supporting student engagement and holistic development while promoting equity and student success.

The Associated Students of Cuesta College (ASCC) plays an integral role in advancing student engagement and leadership development. Through participatory governance, student leadership opportunities, clubs, and student-led events, ASCC encourages active student involvement in campus decision-making and program development. In partnership with SLL, ASCC supports programming that reflects diverse cultural, social, and intellectual perspectives. Participation in ASCC allows students to develop leadership, communication, collaboration, and professional skills while strengthening their connection to the college community.

Since the last program planning review cycle, the Student Life and Leadership (SLL) department has undergone an administrative realignment and is now housed within the Student Success and Support Programs division (Cluster 6) under the Dean of Student Success and Support Programs. This realignment strengthens coordination with other student support areas that promote student success and engagement. As of July 1, 2025, the former director transitioned to another leadership role within the institution, and the department operated under interim leadership during Fall 2025 to ensure continuity of services and programming. A new permanent director will begin on March 5, 2026, providing stable leadership and the opportunity to further advance the department's priorities related to student engagement, equity, and access to services. Within this structure, SLL remains focused on advancing programs and services that support student engagement and access.

Why it Matters & Equity Considerations

Student engagement (behavioral, emotional and cognitive) is associated with improved academic performance, persistence, sense of belonging, and career preparedness. Research consistently demonstrates that meaningful engagement in co-curricular experiences contributes to higher levels of student success and plays an important role in closing equity gaps. Cultivating a sense of belonging is particularly important for underrepresented and first-generation students who may experience imposter

syndrome. Students who report a stronger sense of belonging also demonstrate higher levels of engagement, which in turn supports persistence and academic achievement.

Student Life and Leadership (SLL) programs are intentionally aligned with the 2022–2025 Student Equity Plan (SEP), which prioritizes creating meaningful opportunities for students to share feedback in order to enhance their learning, engagement, and overall campus experience. To support this effort, the department gathers student insight through formative evaluation tools such as Cougar Voices, launched in Fall 2024. Cougar Voices collects student feedback on events and Basic Needs services to ensure programming and services remain responsive to evolving student needs. The data was used formatively to refine programs, strengthen service delivery, and guide future planning.

SLL also develops and implements co-curricular programming designed to foster engagement, connection, and belonging across both the San Luis Obispo and North County campuses. Through events, leadership opportunities, and collaborative initiatives, students are encouraged to engage with faculty, staff, peers, alumni, and community partners. These experiences help students build meaningful relationships, strengthen their connection to campus, and develop skills that support both academic success and holistic development.

In alignment with the Student Equity Plan’s goals to expand holistic support services and maximize resources for disproportionately impacted (DI) student groups, SLL worked collaboratively across campus to create programming that affirms and celebrates diverse student identities. Through these partnerships, the department advances culturally responsive practices that support belonging and student success for Black/African American, Foster Youth, Female, First-Generation, and Latinx/Hispanic students. Guided by student feedback and data-informed decision-making, SLL continues to refine strategies to ensure engagement opportunities and campus resources remain accessible, responsive, and impactful.

SLL collaborates closely with the Associated Students of Cuesta College (ASCC) to co-create and implement weekly co-curricular programs at both campuses. Programming is intentionally aligned with SEP priorities and designed to serve both DI groups and the broader campus community. For example, during Latinx Heritage Month in Fall 2024, SLL hosted several cultural programs, including performances by *Calpulli Yaocuauhtli*, a group dedicated to preserving and sharing Indigenous Mexican traditions through Danza Azteca. The department also welcomed *Mariachi Las Olas de Santa Barbara* and partnered with Cuesta College’s Culinary program to host “Salsa y Salsa,” an event featuring salsa dancing, salsa-making demonstrations, and a student competition.

Additional collaborations included the Day of the Bilingual Child, organized in partnership with the Children’s Center and other campus partners. The event featured Associated Students of Cuesta College members reading children’s stories in multiple languages and included a live Mariachi performance. SLL also partnered with ASCC to host programs such as a Lotería-themed club fair, a civic engagement and undocumented student resource fair, a Día de los Muertos celebration, a First-Generation Poetry Slam, and a Northern Chumash Tribe cultural celebration that featured traditional walnut dice games, a keynote address, and displays of Indigenous art and cultural artifacts.

Student feedback collected through Cougar Voices indicates that these programs contribute positively to students’ sense of connection and belonging on campus. Students reported that these events helped them learn more about their cultures, engage with local communities, and connect with peers and campus resources.

To further assess program effectiveness, the department has partnered with Institutional Research to analyze student participation data. Early findings suggest that programming is successfully reaching target populations identified in the SEP. For example, participation analysis from Fall 2024 events for Latinx Heritage Month and Native American Heritage Month showed that Hispanic/Latinx and American Indian/Alaska Native students participated at rates higher than their respective campus enrollment percentages.

During the Spring 2025 semester, SLL continued to expand culturally responsive programming by hosting events celebrating Black History Month, Women’s History Month, Pride Month, Arab American Heritage Month, and Asian American and Pacific Islander Heritage Month. These events featured co-curricular learning opportunities developed in collaboration with Cuesta College and Cal Poly San Luis Obispo faculty, as well as local businesses and community organizations, strengthening connections between the college and the broader community.

After nearly a year of ConexEd implementation and usage, SLL has expanded its data-informed approach to analyzing both student engagement and the reach and accessibility of Basic Needs services, with particular attention to disproportionately impacted (DI) student groups identified in the Student Equity Plan (SEP). ConexEd allows staff to track student appointments, service contacts, event participation, and referrals, providing more consistent data on how students engage with campus programs and support services. These data tools enable the department to monitor participation and utilization trends, identify service gaps, and assess whether engagement opportunities and Basic Needs resources are equitably reaching students.

Building on these assessment practices, SLL is also enhancing the delivery of Basic Needs services. Recent improvements include reimagining the physical space of the Basic Needs Center to create a more welcoming and student-centered environment, expanding the quality and variety of food pantry offerings, reassessing the Basic Needs intake and assessment process to reduce barriers to access, and utilizing the Cuesta Connect lobby to provide students with more direct and streamlined access to the Basic Needs Coordinator.

Through these efforts, Student Life and Leadership continues to strengthen opportunities for student engagement, belonging, and access to essential resources. By integrating student feedback, participation data, and cross-campus partnerships, the department remains committed to fostering culturally responsive programs and holistic support services that promote equity, reduce barriers to participation, and contribute to student persistence and success across the Cuesta College community.

Program Direction: Programs & Services

Following an administrative realignment and leadership transition, the Student Life and Leadership (SLL) department is positioned to strengthen its programs and services in support of student engagement, belonging, and equitable access to resources. During the 2024–2025 program year, student engagement activity declined after the previous director transitioned to another leadership role within the college and the department operated under interim leadership during Fall 2025. While continuity of services and programming was maintained during this transition, the absence of permanent leadership limited the department’s capacity to fully expand engagement initiatives and program development.

With the arrival of a new permanent director on March 5, 2026, and all classified positions within the department now filled, SLL is well positioned to stabilize operations and reestablish a strong focus on student engagement and campus connection. Permanent leadership will allow the department to re-evaluate programming strategies, strengthen cross-campus partnerships, and implement a more coordinated approach to co-curricular engagement and Basic Needs services.

Moving forward, SLL will continue to leverage data-informed practices to guide program development and service delivery. After nearly a year of ConexEd implementation and usage, the department has strengthened its ability to analyze student engagement and the accessibility of Basic Needs services through more consistent tracking of student appointments, service contacts, event participation, and referrals. These data tools will support ongoing assessment of participation trends, identification of service gaps, and evaluation of whether engagement opportunities and Basic Needs resources are

equitably reaching disproportionately impacted (DI) student groups identified in the Student Equity Plan (SEP).

Program direction for the upcoming review cycle will focus on increasing student participation in co-curricular activities, strengthening culturally responsive programming, and enhancing the accessibility and effectiveness of Basic Needs services. Key priorities include rebuilding campus engagement following the leadership transition, expanding partnerships with Associated Students of Cuesta College (ASCC) and campus departments, and continuing improvements to the Basic Needs Center, including the physical space, pantry offerings, and streamlined student intake processes. Through these efforts, SLL will continue advancing programs and services that foster belonging, reduce barriers to participation, and support student persistence and success across the college community.

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.

As of the fall 2024 semester, the department has methodologies and guides completed for a variety of reports and institutional databases (e.g. APPW, NOVA, Argos, SARS, etc.). In the spring semester, per departmental Student Services Outcomes (SSOs) established in 2024, SLL developed a service category framework and reporting methodology to track student participation in SLL sponsored and co-sponsored activities in ConexEd, Cuesta College's student-centered, case management portal. Similarly, Basic Needs established a framework for tracking student engagement in programs and services. These reason codes are aligned with Management Information System (MIS) and Vision Aligned Reporting (VAR) reporting categories.

Contact data reported in the "Student Services" tables is comprised of student contacts tracked in both ConexEd and SARS platforms. Photo ID data is based on Admissions and Records records for applicable terms. Student Activities data is based on the number of 25Live event

records on file. Recognized Clubs data is based on SLL records like club applications and/or renewals for applicable terms and SARS check-ins represent Student Lounge contacts at each campus and are pulled directly from the SARS database. As outlined further in section B, the department is now tracking all student programs and services for SLL and Basic Needs in ConexEd, effectively ending all data tracking in SARS as of the spring 2025 semester.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.
- Identify areas if any that may need improvement for program quality and growth.
- 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.

Student Services/Engagement (College-wide)

Student Life and Leadership (SLL) engagement activities experienced significant growth over the past several program years, reflecting the department’s commitment to expanding co-curricular programming, cultural events, and student engagement opportunities across the district. In the 2022–2023 academic year, SLL engagement activities served 631 students (180 unduplicated participants) district-wide. This number increased substantially in 2023–2024, reaching 1,526 students served (807 unduplicated participants) as the department expanded programming and strengthened partnerships across campus.

The 2024–2025 program year marked a significant peak in student engagement, with 9,216 students served (2,913 unduplicated participants) district-wide. The total number of students served reflects overall event attendance, while the number in parentheses represents unduplicated student participants, demonstrating that many students engaged in multiple SLL programs and activities throughout the academic year. This significant increase was driven by the expansion of district-wide cultural programming, heritage month celebrations, collaborative campus events, and stronger partnerships with Associated Students of Cuesta College (ASCC), academic departments, and community organizations. These initiatives provided meaningful opportunities for students to connect with peers, explore diverse cultural perspectives, and engage more fully in campus life.

In Fall 2025, student engagement numbers declined to 2,014 students served (760 unduplicated participants) as the department experienced a period of transition. During this time, several staff positions were vacant, and the department operated under interim leadership following the promotion of the previous director to another role within the college. While the department worked to maintain essential programming and services, these staffing

and leadership transitions impacted the consistency, scale, and quality of engagement activities offered during this period.

As of Spring 2026, all classified positions within the department have been filled, and a permanent director will begin on March 5, 2026. With a fully staffed team and stable leadership in place, SLL is well positioned to rebuild program capacity, strengthen partnerships, and implement new strategies and initiatives to increase student participation. Moving forward, the department anticipates continued growth in engagement opportunities and is confident it can meet its targeted outcomes for the next program year through enhanced programming, data-informed decision-making, and a renewed focus on student connection and belonging.

Students Served	2022/2023	2023/2024	2024/2025	Fall 2025
District-wide	631 (180)	1,526 (807)	9216 (2913)	2014 (760)
SLO	626 (176)	1,279 (624)		
North County (NCC)	0	267 (267)		
South County (SC)	0	3 (3)		
Distance Ed.	*	541 (541)		

- Overall count of students, based on ConexEd and SARS data, served across all campuses (may include duplicates across campus/modality). Key: (unduplicated); *data unavailable

Department Function	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
SLO & NCC Photo IDs Issued	2,528	1,762	2,293	1,469	2351	1304
Student Activities	33	57	29	84		
Recognized Clubs	7	14	11	13		
SLO Cougar Social / SARS Check-in	5 (4)	623 (176)	943 (476)	1,279 (677)		
NCC Cougar Social / SARS Check-in	*	*	*			

SLO County Food Bank Monthly Distributions

Cuesta College campuses (NCC and SLO) serve as food distribution sites. This partnership with the SLO County Food Bank was established in 2016. The monthly food distribution is coordinated by Student Life & Leadership staff, with site support at both the San Luis Obispo campus and the North County Campus. Distributions take place on the third Tuesday of each month from 3:00–5:00 p.m., and each student and/or community member receives pre-packaged bags of dry goods and fresh produce.

Participation at North County Campus exceeds that of the San Luis Obispo campus despite lower enrollment levels, due to several contributing factors. The distributions are open to the broader community in each area, Paso Robles has a lower median household income, and the San Luis Obispo campus presents greater accessibility challenges due to its distance from more densely populated areas.

Semester	SLO	NCC
Spring 2022	1,169*	1,578*
Fall 2022	1,155*	1,360*
Spring 2023	1,010*	1,348*
Fall 2023	949*	1,314*
Spring 2024	1,641	2,150
Fall 2024	1,182	1,569
Spring 2025		
Total	7,106	9,319

Cougar Food Pantry

Established in 2018, the Cougar Food Pantry continues to provide students with access to nutritious, culturally responsive, and practical food options that support a range of dietary needs and lived realities. Funded through a statewide categorical allocation, the pantry remains a critical component of the college’s Basic Needs support services.

Food pantry usage increased steadily from Spring 2023 through Spring 2024, with the San Luis Obispo (SLO) campus reaching a peak of 9,614 visits (1,391 unique students) in Spring 2024. However, beginning in Fall 2024, usage began to decline at both campus locations. SLO visits decreased from 9,614 in Spring 2024 to 5,339 in Fall 2024 and continued to decline slightly to 4,496 visits in Spring 2025. North County Campus (NCC) experienced fluctuations during this same period, including a significant drop in Spring 2024 followed by partial recovery in Fall 2024 and Spring 2025.

Student feedback collected through Cougar Voices, along with informal conversations and qualitative feedback documented during departmental meetings throughout the academic year, indicated that the food items available in the pantry were not consistently meeting

students’ needs or preferences. Students reported that the selection did not always align with culturally relevant foods or practical food options that students wanted and were more likely to use. This feedback helps explain the decline in pantry utilization beginning in Fall 2024 and informed the department’s reassessment of pantry operations and food selection moving forward.

In Fall 2024, the department also piloted several pop-up pantry locations in collaboration with divisions and departments across campus as a strategy to increase access to food resources for students and to provide an alternative access point for students unable to visit the Basic Needs Center during traditional daytime hours. While the solution aimed to meet students in additional campus spaces, the pop-up pantries were largely unstaffed and relied on a self-check system. As a result, monitoring and tracking of student usage was inconsistent, limiting the department’s ability to accurately assess student engagement with these locations. Available data and program observations suggest that the pop-up pantry model did not significantly increase access to Basic Needs services or overall pantry utilization. Based on this assessment, the department is shifting its strategy to prioritize staffed service hours, including expanded evening access, to better support students who cannot access services during standard operating hours.

Assessment findings and data analysis informed several improvements to better align pantry offerings with student needs and increase accessibility. In Spring 2026, the department implemented several improvements to better align pantry offerings with student needs and increase accessibility. These efforts included expanding and updating food selections based on student feedback, prioritizing culturally responsive and student-requested items, redesigning the pantry space to create a more welcoming and accessible student-centered environment, and removing barriers that may have discouraged student participation. Additionally, a point-based system was implemented to better track item usage and inform future purchasing decisions.

These improvements are intended to increase student engagement with the Cougar Food Pantry, ensure food offerings more closely reflect student preferences, and support the college’s ongoing efforts to reduce food insecurity as a barrier to student persistence, well-being, and academic success.

Food Pantry Overall Usage

Semester	SLO	NCC
Spring 2023	4,336 (594)	2,909 (309)*

Fall 2023	6,087 (935)	1,562 (272)*
Spring 2024	9,614 (1,391)	184 (111)
Fall 2024	5,339 (889)	1,194 (231)
Spring 2025	4,496	664 (158)
Fall 2025	3518	860
Spring 2026 (1/1-3/4)		
Total	29,872 (3,809)	5,849 (1081)

Student Services & Outcomes

Student Services: Student Life & Leadership (SLL) Cohort

Unduplicated Students Served	2023/2024	2024/2025
District-wide	222	210
SLO	197	162
North County (NCC)	47	90
South County (SC)	0	0
Distance Ed.	155	133

Student Outcomes: Student Life & Leadership (SLL) Cohort

Academic Year	Student Success Completed/Units Attempted (College)	Student Success Completed/Units Attempted (SLL Cohort)
2022/2023	75.98%	*
2023/2024	76.69%	86.40%
2024/2025	77.15%	88.79%
Academic Year	1st Year Persistence (College)	1st Year Persistence (SLL Cohort)
2022/2023	65.80%	*
2023/2024	61.30%	86.05%
2024/2025	58.3%	89.13%
Academic Year	Retention Rate (College)	Retention Rate (SLL Cohort)
2022/2023	89.64%	*
2023/2024	93.40%	94.48%
2024/2025	90.15%	96.45%

To better understand the impact of Student Life and Leadership (SLL) programs on student academic success, the department committed in the previous Annual Program Planning Worksheet (APPW) to more clearly define SLL student cohorts in order to measure participation and examine potential correlations with academic outcomes. In collaboration with Institutional Research, the department established defined SLL cohorts beginning in the 2023–2024 academic year to support ongoing outcome analysis and program assessment.

Preliminary analysis for the 2024–2025 academic year demonstrates that students participating in SLL programs continue to show stronger academic outcomes compared to overall college averages. The student success rate (completed units divided by units attempted) for the overall college increased slightly from 76.69% in 2023–2024 to 77.15% in 2024–2025, while the SLL cohort success rate increased from 86.40% to 88.79%, remaining significantly higher than the institutional average.

Similarly, first-year persistence rates for the SLL cohort substantially exceeded college-wide persistence rates. While the college persistence rate declined from 61.30% in 2023–2024 to 58.3% in 2024–2025, the SLL cohort persistence rate increased from 86.05% to 89.13%, suggesting that students engaged in SLL programs demonstrate a stronger likelihood of continuing their studies from their first to second year.

Retention rates also reflect positive outcomes for students involved in SLL programming. In 2024–2025, the college-wide retention rate was 90.15%, while the SLL cohort retention rate reached 96.45%, indicating that students who participate in SLL programs remain enrolled in their courses at a higher rate than the general student population.

While cohort data collection began in 2023–2024 and continues to be refined, these early findings suggest a strong correlation between student engagement in SLL programs and improved academic outcomes, including course success, persistence, and retention. Moving forward, the department will continue partnering with Institutional Research to refine cohort definitions, expand participation tracking, and strengthen the department’s ability to assess how engagement opportunities contribute to student success and equity outcomes identified in the Student Equity Plan (SEP). The SLL cohorts established in 2023–2024 and used for this analysis are described below.

- 1) Student Life and Leadership Cohort: includes students that have participated in at least three programs and/or events in the fall and spring semesters being measured.
- 2) Associated Student of Cuesta College (ASCC) Cohort: includes students that have served in ASCC in the fall and spring semesters being measured.

As acknowledged in the General Program Update section, SLL has also worked with Institutional Research to analyze program participation data to ensure that the department is reaching target DI group populations. This work will continue and results will be shared in future reporting cycles.

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:

In previous reporting cycles, Student Service Outcomes (SSOs) had not yet been formally established for Student Life and Leadership (SLL). During the last Annual Program Planning Worksheet (APPW), the department committed to aligning its goals, objectives, outcomes, and performance measures with the San Luis Obispo County Community College District (SLOCCCD) Strategic Plan. As part of this effort, the Student Success and Support Programs (SSSP) division developed strategic goals aligned with Student Service Outcomes (SSOs) and Vision Aligned Reporting (VAR) metrics beginning in the 2024–2025 academic year.

This section provides an update on the department’s progress toward achieving the 2024–2025 SSOs and SSSP strategic goals, using available data and program assessment findings. The analysis highlights outcomes achieved during the reporting period and identified areas of continued focus as the department moves forward in aligning its programs, services, and assessment practices with district strategic priorities and future program planning efforts.

Student Service Outcomes (2024-2025)

Institutional Goal 1: Access

Institutional Objective 1C: Expand financial support and aid opportunities for students

Student Service Outcome (SSO) 1C: Students will be aware of and utilize essential resources that impact holistic health, belonging and persistence

Performance Measure	Progress / Results
<p>1C.1: Recruit, hire, train and employ 1-2 Virtual Engagement Ambassadors (budget permitting) to design and implement a social media campaign to bring awareness to Basic Needs resources, programs and services.</p>	<p>This performance measure has been met. Virtual Engagement Ambassadors have been appointed via a College Corps Fellowship with our Basic Needs Center. The department also leveraged student assistants to develop social media content (reels, posts, fliers) in partnership with the Student Life and Leadership team.</p>
<p>1C.2: Basic Needs will leverage analytics to assess reach, grow audience, and augment social media outreach campaigns to maximize virtual and physical engagement.</p>	<p>This performance measure has been met and will be exceeded. The department set a target to increase followers by 10% and reach over 10,000 accounts in the academic year. As of January 2025, the department has increased followers by 10% and reached over 8,000 accounts.</p>
<p>1C.3: Establish measurable social media growth targets based on pilot year (24-25) engagement.</p>	<p>This performance measure has been met. The department set measureable growth targets and will reassess targets annually.</p>
<p>1C.4: Increase the reach of Basic Needs supports and services (to be measured by reason code/contact entry in ConexEd) by 20-25 percentage points.</p>	<p>This performance measure is in progress. The department has launched reason code/contact tracking in ConexEd and is currently establishing a measurable baseline in the 24-25 academic year by which future growth can be measured.</p>

Institutional Goal 2: Completion

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

Student Service Outcome (SSO) 2A: SLL will create data-driven, innovative learning opportunities for students in collaboration with district and community partners that promotes the cultural, intellectual, personal and professional growth of students

Performance Measure	Progress / Results
<p>2A.1: Develop a SLL service category framework and reporting methodology that enables the department to accurately track and monitor student engagement in SLL sponsored and co-sponsored activities in ConexEd. This will include services such as: ASCC sponsored activities, clubs, workshops, and campus-wide events.</p>	<p>This performance measure has been met. The department has developed and launched a service category framework to track and monitor student engagement in SLL sponsored and co-sponsored activities, supportive services and/or interventions in ConexEd. Reason codes are aligned with Vision Aligned Reporting and departmental reporting metrics. Reports are evaluated monthly to assess progress toward measurable outcomes.</p>
<p>Performance Measure 2A.2: Establish measurable growth targets for student engagement annually (24-25: Increase student engagement in SLL sponsored activities by 20-25 percentage points).</p>	<p>This performance measure has been met and exceeded. The department has set growth targets for student engagement (20-25 percentage point increase from the baseline of 2023-2024).</p> <p>Baseline (2023-2024): 2060 contacts, 1082 unduplicated.</p> <p>As of January 2025: 6,522 contacts, 2,480 unduplicated. 164% over contacts goal, 91% over unduplicated goal.</p>
<p>2A.3: Recruit, hire, train and employ 1-2 Virtual Engagement Ambassadors (budget permitting) to design and implement a social media campaign via Instagram to bring awareness to SLL activities and programs (including ASCC).</p>	<p>This performance measure has been met. In addition to the Virtual Engagement Ambassadors that were appointed via a College Corps Fellowship with our Basic Needs Center, SLL has hired Student Assistants that have contributed to several social media campaigns in the fall term (reels, posts, fliers). The ASCC Publicity Director has also supported SLL events with photography and social media content development.</p>
<p>2A.4: Establish measurable social media (Instagram) growth targets based on pilot year (24-25) engagement.</p>	<p>This performance measure has been met and will be exceeded. The department set a target to increase followers by 10% and reach over 10,000 accounts in the academic year. As of January 2025, the department has increased</p>

	followers by 10% and reached over 8,000 accounts.
2A.5: Establish an annual Cougar Voices survey/campaign to assess the impact of SLL programming. Results will be leveraged formatively for program improvement.	This performance measure has been met. The department designed and launched a Cougar Voices survey in December of 2024. The survey will be incentivized with gift cards and results will be used formatively to improve departmental services. Data has been shared from initial responses with SSSP and will be integrated into Need to Know updates routinely.
2A.6: Develop operational guides and resources that ADA compliant and inclusive of LOTE, improving departmental processes, thereby positively impacting student success.	<p>This performance measure has been met. To date, the department has developed several operational, fiscal and programmatic resources. Some examples are listed below:</p> <p>Operational: Standard Operating Procedures, a student employee hours tracker, revised campus publicity guidelines, insurance/contract requirements guides, revised permission slips and idemnification language.</p> <p>Fiscal: budget and spending plan trackers, CalCard reconciliation guide, digital archive and repository by fiscal year, FOAPAL cheat sheets, ASCC/Club fiscal processes, and revised/simplified expense requisition templates.</p> <p>Programmatic: revised club handbook/processes, revised/updated SLL & Basic Needs webpages, action plans for all programs, events and services, revised FT policies, procedures and forms.</p> <p>The department has also developed ADA and LOTE compliant resources like bilingual promotional materials, intake forms and signage. Further, the department ensured that all public facing ASCC agendas and minutes</p>

	posted on the website were updated to an ADA compliant template.
2A.7: Develop a services at a glance programmatic plan annually that outlines departmental and campus collaborations aligned with multicultural heritage months and campus-wide initiatives that SLL will support (e.g., Orientation events, Educate, CWD, ASCC initiatives/events, etc.).	This performance measure has been met. The department developed and is in the process of implementing a programmatic plan informed by the feedback of students, internal, and external stakeholders. The plan is informed by the Student Equity Plan and is aligned with multicultural heritage months and campus-wide initiatives.

Institutional Goal 7: Fiscal

Institutional Objective 7B: Identify and develop sources of revenue beyond annual state allocations to support

Student Service Outcome (SSO) 7B: SLL/Basic Needs will maximize available resources in the service of students

Performance Measure	Progress / Results
7B.1: SLL/Basic Needs will maintain budgets and spending plans that maximize progress toward the draw-down of allocated funds.	This performance measure has been met. In the spring semester of the 2023-2024 academic year, budgets and spending plans were generated for all applicable funds and authorized allocations. This was also completed for FY25.
7B.2: SLL/Basic Needs will ensure that 90% of allocated funds are drawn down by the close of the fiscal year.	This performance measure is in progress. Prior to the fall 2024 semester, the department generated budgets and spending plans that track expenditures in real time for all applicable funds and authorized allocations (ASCC: 7100 & 7200; SLL: 1100, 12325; & Basic Needs: 12168 & 12356). Upon stepping into the role in the spring semester of FY24, the Director ensured that over 80% of allocated funds were expended. Prior to FY25, the Director created budgets and spending plans for all allocations and reviewed Banner records and position control reports to ensure the accuracy of

	<p>expenditures. Upon review, several adjustments were made to ensure compliance with the first-in, first-out accounting principle on timebound funding sources, particularly for Basic Needs funding streams. Corrections were applied and allocations were adjusted to ensure reasonable, necessary and timely expenditures. Actions like this will ensure that our department works toward drawing down 90% of allocated funds each fiscal year.</p>
<p>7B.3: SLL/Basic Needs will establish and/or augment/expand 1-2 partnerships in the performance period.</p>	<p>This performance measure has been met and exceeded. The department has partnered augmented and expanded partnerships with several community organizations and agencies, including, but not limited to: RTA, CAPSLO, NAACP, CalFresh, SLO County Food Bank, etc.</p>

These Student Service Outcomes (SSOs) will be reassessed and adjusted annually based on outcomes to ensure sustained growth. Additionally, these SSOs have been aligned with Student Success and Support Program (SSSP) strategic goals for the 2024-2025 academic year, which have also been aligned with California Community College Chancellor’s Office metrics for Vision Aligned Reporting (VAR). These goals are outlined below:

Goal 1: Equity in Success

1. SLL will develop and implement an annual programmatic plan that outlines internal and external collaborations (e.g., co-curricular learning and community engagement/partnership-driven events) to reduce duplication and maximize student engagement and success.
2. SLL/Basic Needs will establish or augment 2 community-based partnerships annually.
3. SLL will simplify departmental forms and processes (e.g., clubs, fiscal processes, etc.) to dismantle barriers and increase students’ access to resources and services.
4. SLL & Basic Needs will develop guides and student-facing materials that are ADA compliant and inclusive of LOTE to improve processes and the student experience.

Goal 2: Equity in Access

1. SLL/Basic Needs will create early alerts to facilitate students’ access to resources and services. Early alerts will be assessed for efficacy and functionality annually.

2. Basic Needs will establish a cohort registration form/application in ConexEd to improve efficiency, reduce duplicative effort, and streamline the student experience.
3. SLL/Basic Needs will develop service category frameworks and reason codes for streamlined reporting in ConexEd that will be used to formatively evaluate and refine services and effectiveness.
4. SLL/Basic Needs will increase engagement in services by 20-25 percentage points annually.
5. SLL/Basic Needs will collaborate with Outreach/Admissions, and other campus departments to support outreach events like Educate, Cougar Welcome Days, Promise, Orientation, etc.
6. SLL will collaborate with Dual Enrollment to expand the reach of SLL programming to include students in secondary grade levels.
7. SLL/Basic Needs will implement student-centered social media campaigns. We will also establish baseline annual growth targets via analytics.
8. SLL will implement the Committed Cougar award program to ensure that students are more likely to persist, transfer and/or graduate.

Goal 3: Equity in Support

1. SLL/Basic Needs will engage in strategic planning annually to inform interventions and culturally appropriate programming that address the diverse needs of students.
2. SLL will create data-driven, innovative, and co-curricular learning opportunities for students in collaboration with district and community partners that promote the cultural, intellectual, personal, and professional growth of students.
3. Basic Needs will pilot monthly programmatic workshops to increase students' knowledge base of resources and supports available that can help increase their engagement and retention.
4. Basic Needs will pilot emergency housing programs with district and community partners to reduce student homelessness.
5. SLL/Basic Needs will actively seek student feedback via a Cougar Voices campaign. This data will be used formatively to better understand student needs and sustain culturally relevant and affirming programming.

As of January 2025, the department has met or exceeded 75% of goals in Equity in Success, 63% in Equity in Access, and 80% in Equity in Support. The department remains on track to achieve or surpass all VAR metrics for the 2024-25 academic year.

B. Describe your program assessment:

The Student Life and Leadership (SLL) and Basic Needs assessment consists of evaluating progress toward fulfilling measurable goals and objectives outlined in departmental Student Service Outcomes (SSOs) and Student Success and Support Program (SSSP) strategic goals—which are aligned with the California Community College Chancellor's

Office Vision 2030 goals and updated annually. Progress toward the fulfillment of SSOs and SSSP strategic goals is outlined above. The department is responsible for submitting all compliance-related reports, including fiscal expenditures, MIS, and other state reports.

To ensure transparency and accountability, the department conducted bi-weekly check-ins and monthly team meetings to review budgets, spending plans, and progress toward departmental goals. These meetings provided a clear assessment of performance and identified areas for growth.

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

First, the department established comprehensive methodologies, systems, and frameworks to consistently categorize, track, and analyze data, advancing from a compliance-based to formative evaluation approach. To facilitate the adoption and implementation of Student Success and Support Program (SSSP)'s Case Management Model, the department integrated ConexEd as a central tool for referral and contact documentation. This process included developing reason code crosswalks with Management Information System (MIS) integration to enable effective quantitative reporting and facilitate the transition from the SARS database. As of the Fall 2024 term, all departmental contacts are tracked in the ConexEd system, ensuring alignment with MIS, Vision Aligned Reporting (VAR), Student Service Outcome (SSO) and SSSP reporting metrics.

Next, the department set measurable and ambitious goals informed by institutional and state-wide priorities. This work involved revising departmental approaches to SSO evaluation and assessment. For example, in previous years, Student Life and Leadership (SLL) data was disaggregated and compared to college-wide data to assess the impact of student club engagement on academic success and persistence. However, due to the lack of documented student club enrollment and other records in prior years, the Institutional Research (IR) team was unable to conduct a comparative analysis between the SLL cohort and college-wide data. While this analysis was challenging, it was also in need of retooling. For example, research continues to show a positive correlation between student engagement and academic performance. However, previous measurement methods relied solely on club participation with a limited sample size (<30), reducing the statistical significance of findings relative to overall college-wide enrollment. As a result, cohorts for this and future APPWs have been redefined. As acknowledged previously, the Associated Students of Cuesta College (ASCC) and Student Life and Leadership (SLL) cohorts are now defined by active and persistent participation

in programs and services, with an emphasis on dosage as a means to more appropriately demonstrate the correlation between student engagement and academic success

- 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

The department regularly reviews the student fee website to ensure that collection and use of fees are in alignment with the Chancellor's Office. The department reviews and remains current on the following fees:

- Student Center Fee: \$1 per credit (\$10 maximum per academic year)
- Student Representation Fee: \$2 (\$1 was charged for years prior to 2020)
- ASCC Student Identification Card Fee: \$10 (Fall/Spring); \$5 (Summer)

- B. Internal and external organizational changes

During the 2024–2025 academic year, the Student Life and Leadership (SLL) department underwent several organizational changes. The department was realigned under the Student Success and Support Programs division (Cluster 6) to strengthen collaboration with other student support areas that promote student success and engagement. In addition, the department welcomed a new permanent director and established a Student Engagement Coordinator position to expand the department's capacity to develop and implement co-curricular programming and student engagement initiatives across the district.

In the fall semester of the 2024–2025 academic year, the department launched virtual office hours and integrated virtual access into programming (e.g., housing mixers, workshops, and other engagement activities). While the department will continue to review and assess virtual and asynchronous engagement opportunities, current efforts

are prioritizing expanded evening hours for Basic Needs services and the Food Pantry to better support students who are unable to access these resources during traditional daytime hours.

C. Student and staff demographic changes

The department will continue to assess student demographics to ensure SLL develops culturally relevant programming, support, and interventions. The department has launched race conscious analyses of student contact data to ensure that disproportionately impacted (DI) student groups identified in the Student Equity Plan are represented at proportional levels. For example, SLL currently partners with Institutional Research to ensure that engagement from DI groups is proportional to their overall share of enrollment at Cuesta College campuses.

D. Community economic changes – workforce demands

N/A

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

Tracking student engagement in programs and services is essential for ensuring equity and access. ConexEd provides the department with a centralized system to track and evaluate students' participation in and access to Student Life and Basic Needs programs and services. This system supports the department's ability to monitor student engagement, analyze service utilization, and report on both internal and external measures of success and compliance, including Student Service Outcomes (SSOs), Vision 2030 metrics, and NOVA reporting requirements.

To further strengthen data collection and program assessment, the department will enhance its evaluation process by acquiring tablets equipped with scanners to streamline data entry and participation tracking at events and service points. This technology will simplify the sign-in process for students, reduce the administrative burden for staff, and allow more time to focus on programming and direct student support. The department will also expand the use of touchscreens and scanners at key service locations to improve tracking of student engagement with programs and services.

In addition, the department will update the Basic Needs assessment form within Dynamic Forms to improve the intake process and ensure more consistent documentation of student needs and services provided. The department will also strengthen the Basic Needs referral process across the Student Success and Support

Programs (SSSP) division, allowing staff to more efficiently connect students with appropriate campus resources. To improve reporting and compliance, the department will integrate tracking of Basic Needs stipends and direct student support funds within the ConexEd system, ensuring that assistance provided to students is documented accurately and can be included in institutional reporting and program evaluation. The department will also develop a rubric to equitably determine stipend amounts, helping ensure that financial assistance is distributed consistently, transparently, and in alignment with student need.

Together, these improvements will strengthen the department's ability to assess service delivery, remove barriers to access, and ensure that Basic Needs and student engagement resources are distributed equitably in support of student persistence and success.

F. Providing service to multiple off-campus sites

During the reporting period, the department delivered extensive Student Life and Basic Needs services to both the San Luis Obispo (SLO) and North County (NC) campuses. Basic Needs services were also introduced at the South County campus on a limited scale, including pop-up markets, pantries, and workshops. Moving forward, the department will continue to analyze service utilization data and assess student need at the South County campus in order to better evaluate the demand and the department's capacity to expand services in a sustainable and effective manner.

G. Anticipated staffing changes/retirements

During the reporting period, the department experienced staffing transitions, including a vacancy in the Activity Assistant position at North County Campus (NCC) and the recruitment of a new Student Engagement Coordinator position designed to support student engagement programming across both the San Luis Obispo and North County campuses. In addition, the department welcomed a permanent Director of Student Life and Leadership, who began in Spring 2026. With these positions now filled, the department enters the upcoming program year with a fully staffed team and no anticipated staffing changes or retirements at this time.

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

N/A

D. Facilities

With the continued increase in food pantry utilization and Basic Needs contacts at the North County Campus (NCC), the department will explore the possibility of expanding Basic Needs services—including the food pantry, clothing closet, and toiletry resources—into a space separate from the current Student Life Lounge. As student demand for Basic Needs support continues to grow, identifying a dedicated space would improve service delivery, storage capacity, and accessibility for students seeking these resources. The department will continue evaluating service utilization data and collaborating with campus leadership to determine appropriate facility opportunities to support the sustainable expansion of Basic Needs services at NCC.

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Final Audit Report

2026-03-10

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