

**ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER
ANNUAL PROGRAM PLAN WORKSHEET**

Program: South County Center

Planning Year: 2018

Last Year CPPR Completed: 2018 - 2019

Unit: South County Center

Cluster: Student Services & College Centers

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

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

There were no changes to the program mission during this reporting period.

B. Describe any changes in primary relationships, internal and external, to the District.

In May 2017, Dr. Mark Sanchez was hired as the permanent Assistant Superintendent/Vice President of Student Services and College Centers. However, his hire did not result in significant changes to the primary relationships that have been established that impact the District, either externally or internally. The leadership and direction of the South County Center has continued under Dr. Maria T. Escobedo, who has continued to be the administrator in charge of the North County Campus and South County Center.

C. List any changes to program service, including changes and improvements, since last year, if applicable.

There were no significant changes to the administration of the South County Center. The services provided at the South County Center continue to be exclusively evening services (4:00 p.m. to 9:00 p.m. Monday through Thursday). The contract with Lucia Mar Unified School District has remained consistent for the past several years wherein Cuesta pays a cost of \$50,000 on an annual basis for the lease of the facilities for educational purposes on the Arroyo Grande High School campus.

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

There are no changes to any statutory authority/program regulations and related compliance issues. However, it is important to note that per the California Post-Secondary Education Commission (C.P.E.C.) terms, the South County Center is considered an Outreach Operation and meets that definition: an enterprise, operated away from a community college in leased or donated facilities, which offers credit courses supported by State funds, and serves a student population of less than 500 FTES at a single location.

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

The comprehensive operations and services of the South County Center are aligned to the District's Mission, and continue to help achieve Cuesta's mission through operations including budget; direct student services; academic programs (credit and non-credit); community programs; instruction; student support services; staffing; programming; and educational. A community partnerships center also helps address the needs of the South County area.

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

The program activities designed for the South County Center continue to be aligned to the District's Institutional Goals and Objectives focused on student enrollment and student success. The following are the Institutional Goals that were addressed during this reporting period.

Institutional Goal 2: Increase student access to higher education.

The South County Center continues to support student access to higher education through efforts around Student Access (location); Academic Courses; Bookstore Services; Student Support Services; and Staffing.

1) Student Access:

Access to higher education for students located in the southern end of San Luis Obispo County has been supported through the following efforts:

i) Accessibility:

Cuesta College has a continuing partnership with Lucia Mar School District, which houses the South County Center on the Arroyo Grande High School Campus. This location provides direct access for students and counselors of the high school community and south county residents interested in attending Cuesta, who would otherwise travel approximately 25 miles to access courses on the San Luis Obispo campus.

The Dean of the North County Campus and South County Center is responsible for reviewing the contract with the Assistant Superintendent of Business from Lucia Mar Unified School District on an annual basis, prior to submitting to the respected institutional boards for approval.

ii) Designated Liaison to Cuesta:

The South County Center has a designated administrator from the Arroyo Grande High School that acts as the Cuesta liaison. The administrator works directly with the Dean of the North County Campus and South County Center in working through any matters that arise.

iii) Increased Student Support Services:

Student support services and instruction are currently available Monday through Thursday from 4:00 p.m. – 9:00 p.m. This provides an opportunity for high school students and the community to attend courses (both for credit and non-credit) in the evenings.

Additionally, Ms. Sonia Mendoza was hired during the 2017 Fall Semester as a 60% staff member, and is located at the South County Center. Part of her assignment is to work at the Arroyo Grande High School, and provide supportive services and assistance to both the high school students and counselors. This strategy allows students to receive seamless services from high school to college level courses.

2) Academic Courses:

The academic courses available at the South County Campus have supported the effort to improve access to higher education for students in the following ways:

i) Hours of Operation

The South County Center continues to provide primarily evening courses for credit and non-credit, providing the community with educational opportunities during hours that best work for their schedules.

ii) English as a Second Language (ESL) Program

The English as a Second Language Program conducts orientations, assessments, and instruction for all non-credit courses, providing an invaluable services to the community.

iii) Emeritus College Courses

Emeritus College Courses were once again offered at the South County Center beginning during the 2016 Spring Semester, and continues to provide courses with support provided by the ESL staff and South County Center Assistants.

iv) Dual enrollment

In 2015, Cuesta College received funding from the California Community College Chancellor's Office for the implementation of Dual Enrollment.

The program provides high school students (9-12) the opportunity to enroll in college level courses that are being taught at the high school.

The Dual Enrollment Program provides access to higher education to our local high school students. As outlined below, the dual enrollment course offerings has grown significantly since its inception in 2014.

Dual Enrollment Data

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Course(s)	1	9	21	34
Sections Offered	26	92	152	206

Dual Student Enrollment by Region (Duplicated)

Region	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
North County	0	646	1,461	1,436
South County	518	568	685	1,054
San Luis Obispo	0	574	667	608
Total	518	1,788	2,813	3,564

3) Bookstore Services:

Bookstore Services support the South County Center campus students with the tools and supplies required to perform in academic coursework, and support a students' access to higher education in the following ways:

i) Temporary Cuesta Bookstore

The primary bookstore for Cuesta College is located on the San Luis Obispo campus, approximately 25 miles north of the South County Center in Arroyo Grande.

To avoid imposing hardships on students, staff from the San Luis Obispo Bookstore set up a temporary bookstore on the South County Campus. During the first two weeks of each semester, South County students can visit the temporary bookstore to purchase textbooks and materials, therefore preventing additional hardships on their educational experience by requiring them to travel to the San Luis Obispo campus.

4) Student Support Services:

The following programs continue to provide direct student support services at the South County Center, improving a students' access to higher education:

- Admissions & Records
- Student Support Services
- Counseling
- Financial Aid
- Library Services
- Assessment
- Bookstore
- English as a Second Language

The services are designed to support South County Students in the following ways:

i) Hours of Availability

All services are provided during the evening hours to allow for students to access them while attending classes at the Center.

ii) Enrichment

The South County Center staff works closely with the high school lead counselor as it pertains to the enrichment students, and assists those students with the processing of the college's admissions paperwork and password resets.

iii) Collaboration

The South County Center continues to offer Emeritus College courses, with the primary student support provided by the staff from the English as a Second Language program; however, the South County Center Assistants also provide support as needed. The collaboration amongst the staff and assistant at the Center has and continues to be extremely positive.

5) Staffing:

During this reporting period, the staffing for the South County Center has changed in the following ways in a continued effort to provide access to higher education for South County students:

i) Staffing Changes:

Ms. Sonia Mendoza is now in the 60% position. Her primary assignment is at the Center; however, two days a week she is located at the Arroyo Grande High School Career Center, which affords her direct access to the high school students and counselors, and the ability to provide information and services as needed.

Ms. Yesenia Vasquez is now in the 40% position to support the South County Center students and academic efforts.

ii) Training:

Both Ms. Mendoza and Ms. Vazquez have attended various campus trainings to keep them abreast of any institutional changes in policies and procedures, in addition to participating in supplemental staff development trainings.

iii) Roles & Responsibilities:

Both Ms. Mendoza and Ms. Vazquez share the responsibility of ensuring students, faculty, and the community are provided with the support they need to either enroll and/or continue enrollment at Cuesta. In addition, both staff members take the lead in the organization and planning of the various center events, such as the fall faculty briefing event and student pizza nights.

Institutional Goal 3: San Luis Obispo Community. *Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.*

The South County Campus has developed the following relationships in an effort to develop and sustain partnerships with the community's educational institutions, civic organizations, businesses, and industries.

i) Columbia College:

The partnership with Columbia College has provided Cuesta College students the opportunity to receive guidance on the processes to pursue their baccalaureate degree. A representative from Columbia College visits the South County Center regularly, allowing students to ask questions, learn about the process, and continue to deepen the relationship between the two institutions.

ii) Lucia Mar School District & Arroyo Grande High School Staff

A strong partnerships has continued with Lucia Mar School District and Arroyo Grande High School staff, administrators, and counselors.

Dr. Maria T. Escobedo has consistent contact with the Ms. Ashley Smith, Cuesta designated liaison, which allows her to identify solutions for the needs of the staff, faculty, and students of the South County Center, which can include classroom, technology, or any additional needs for Cuesta students.

Additionally, Ms. Sonia Mendoza’s job assignment is to work at the Arroyo Grande High School Career Center to provide and assist students with the admissions process, and provide updated information to the respective counselors and career technician.

iii) South County Businesses, Industries, & Civic Organizations

Dr. Escobedo continues to participate in various Tri-City Chamber events, including the Business Expo, the Chamber Installation, and the Cuesta College District Dialogues held in the South County area. These events provide an opportunity to promote Cuesta College, and continue to forge relationships within the business community.

Institutional Goal 4: Facilities and Technology

Objective 4.2: Address the educational facilities needs of South County residents by conducting and utilizing the results of a community survey.

In 2017, Cuesta College hired a team from the Hanover Research Company to conduct two surveys: a South County Survey (conducted in March 2017) and a County-Wide Programming Survey (conducted in October 2017).

Additionally, Catalyst Consulting was hired to perform a Market Research Project, which was conducted in October and November 2017.

Results and key findings from the three surveys are included below.

1. Hanover Research: South County Survey (March 2017):

In March 2017, the team from Hanover Research conducted a survey of “community members and prospective students about their community college preferences. The survey was focused on “non-traditional” prospective students who are in their twenties or older to help Cuesta College (Cuesta) better market and cater to these populations.” (Hanover Final Analysis, p. 3).

A total of 359 individuals participated in the survey (by phone and online); however, only 295 participants were included in the final analysis. “The survey covered a range of topics, asking respondents about their likelihood of enrolling in community college courses, their reasons for being interested in community college courses, and the types of courses they would be interested in taking. (Hanover Final Analysis, p. 3)

The comprehensive report was presented to both to the President’s Cabinet Leadership Team and the Board of Trustees.

Based on the key findings of the survey, the College has begun to develop and implement strategies, and to address the key findings of the survey results. For example, in the 2017 fall semester, Cuesta increased its county-wide outreach efforts to provide information on course offerings, the Cuesta College Promise, and the increase in Emeritus course offerings in the South County region.

In addition, Academic Affairs leadership has implemented strategies to increase training faculty in distance education and on-line course offerings.

The following are the key findings from the survey results.

i. Respondents are somewhat more likely to be familiar with and likely to take a course at Cuesta than at Hancock College.

Close to two-thirds of respondents are moderately familiar with Cuesta, compared to 56% who are moderately familiar with Hancock.

- ii. **Awareness of the Cuesta College Promise is low, but responses indicate the program would boost enrollment if parents knew about it.**

Only 14% of respondents with children under the age of 20 were familiar with the Cuesta College Promise; however, 89% indicated it would increase the likelihood that their child would attend Cuesta in the future.

- iii. **Most respondents are not interested in for-credit courses and cite being interested in community college courses for personal or professional development.**

Only approximately 20% of respondents are interested in for-credit courses, but more than 80% of those respondents indicated an interest in using those courses to earn a degree.

- iv. **A substantial portion of respondents—particularly younger respondents—are interested in computer skills and computer science courses.**

More than 60% of respondents are at least moderately interested in computer skills courses, and 30% interested in computer science courses. However, the percentage increases to 50% among respondents in their twenties and thirties, with 18% of those respondents indicating an extreme interest in computer science and skills.

- v. **Overall, respondents would prefer shorter courses that meet on the weekends and offer a mix of online and in-person content.**

More than three-quarters of respondents prefer short courses (i.e. two weeks), and 72% would prefer weekend courses.

44% of respondents prefer a hybrid delivery of course material with a third of respondents preferring a blended format.

- vi. **Seventy percent of respondents indicate possible interest in Cuesta's Emeritus program, but that level of interest decreases steadily with age.**

100% of respondents in their twenties indicated an interest in the program, while only 31% of respondents in their 70s or older indicated an interest in the program.

- vii. **Similar proportions of respondents have taken at least one course at Cuesta College and Hancock College before, but most took courses at these colleges many years ago.**

35% of respondents have taken a course at Cuesta, with three-quarters indicating they took the course more than 10 years ago.

The Hanover Research South County Survey report can be read in full [here](#).

2. Hanover Research: County-Wide Programming Survey Analysis (October 2017)

In the 2017 fall semester, a team from the Hanover Research administered a county-wide survey of “community members and prospective students of Cuesta College and their interest in taking courses, including preferences for course formats, lengths, and locations. A total of 417 participants were surveyed; however, only 403 were included in the overall analysis.

The comprehensive report results were presented to both to the President’s Cabinet Leadership Team and the Board of Trustees. It is important to note that some of the key findings in the South County Survey mirror that of the County-Wide Survey in the areas of: increasing awareness of the Promise Scholarship and Emeritus College courses; an increasing the on-line course offerings; preference for short courses; and courses offered on weekends.

The following are the key findings from the survey:

- i. **Almost all respondents (95%) are at least moderately likely to take a course at Cuesta College in the future.**

76% of respondents indicated enrollment would be primarily impacted by the types of courses offered and the times in which they are offered, with former Cuesta students significantly more likely to take another course in the future.

- ii. **Raising parents’ awareness of the Promise Scholarship could potentially increase course enrollment at Cuesta College.**

Only 11% of respondents with children ages 20 years or younger were familiar with the Cuesta College Promise Scholarship; however, 85% agree the scholarship program would increase the likelihood of their child attending Cuesta.

iii. The Emeritus College Program could potentially meet the personal development needs of senior community members.

61% of respondents 50 years of age or older are interested in the Emeritus College Program, and 89% of residents in Arroyo Grande (where the South County Campus is located) showing interest in taking courses.

iv. Respondents are primarily interested in non-credit courses that focus on personal enrichment and development.

More than three-quarters of respondents (82%) prefer non-credit courses, with 63% specifically interested in personal development courses.

v. Despite a general inclination for non-credit courses, younger respondents and respondents with middle-level income are somewhat interested in earning a certificate.

42% of all respondents indicate an interest in earning a certificate, and rises to 46% - 56% for respondents ages 20 – 50.

vi. Courses on computer skills and business may gain traction, especially from older and wealthier respondents.

69% of respondents indicate an interest in taking computer skills and business courses, with the 51 – 65 age group and those with a higher income showing substantial interest for these types of course.

vii. Respondents generally prefer short courses and courses offered on the weekend.

73% of respondents prefer weekend courses (versus 10% - 25% who prefer various times of the work week). Additionally, 58% of respondents prefer non-credit courses that are no more than two weeks in length.

viii. Cuesta College may consider expanding online course offerings.

87% of respondents indicated a preference for online or distance education, with 80% indicating a preference for completely online courses.

The Hanover Research County-Wide Survey results can be read in full [here](#).

3. Catalyst Consulting: Market Research Project (November 2017)

In October and November 2017, a team from Catalyst Consulting conducted a Market Research Project on behalf of Cuesta College. Interviews with focus groups comprised of current Cuesta faculty/staff, students, and community members occurred from October 30 – November 2, 2017 with a total of 81 participants.

The goal of the survey was to “gather opinions and suggestions about Cuesta College’s current and future marketing efforts; the “Cuesta Brand”; the best ways to reach diverse populations; and effective ways to promote a compelling, positive image and message about Cuesta College”. (Catalyst Summary Report & Compiled Responses, p. 1).

The following are key findings from the Market Research Project:

i. There is a deep appreciation and affection for community colleges in general, and for Cuesta College particularly.

53% of responses to the question “What is your impression of Cuesta College” responded positively, citing the educational and cultural opportunities, rigorous curriculum, and high quality instruction as key reasons for their support (Catalyst Summary and Compiled Responses, p. 27).

ii. Cuesta College is underrated, underutilized, and under-promoted.

81% of responses to the question “In the past six months, have you seen or heard about Cuesta in print ads? In the news?” had seen Cuesta in the news, with the majority (33%) having seen Cuesta on TV or heard on the radio; however, only 3% of the responses to the question “What is the best way for Cuesta to communicate with you?” indicated that TV or radio ads would be successful.

16% of responses indicated a preference for Cuesta to engage with the community directly, such as attending various community events, hosting open houses, or supporting local high schools' sporting events, as opposed to print or direct marketing (Catalyst Summary and Compiled Responses, p. 36).

iii. Taglines, branding, and messaging about Cuesta should be “action” or “growth” oriented, speak to success, and emphasize quality.

69% of responses to the question “When you hear “Come as You Are”, what comes to mind?” were negative, with several participants referencing the band Nirvana’s song of the same name, or various church related slogans instead of an association with Cuesta.

Students, staff/faculty, and the community would rather see transformative or aspirational messaging and branding around Cuesta. Specifically, 35% of responses to the question “What messages or concepts do you most like?” focused on the quality, success, and growth students achieve by being part of the Cuesta community, with an additional 23% focused on the quality of education and support provided to all students (Catalyst Summary and Compiled Responses, p 40).

However, 62% of responses voiced concern at the Marketing Office’s ability to contribute towards that goal, specifically citing that the lack of staff and funding as prohibitory to improving the messaging and branding of Cuesta (Catalyst Summary and Compiled Responses, p 46).

iv. Stigma-reduction marketing is needed.

50% of responses to the questions “What would keep you or a family member from attending classes at Cuesta?” and “Why did your friends not come to Cuesta?” identified five main areas that would prevent or hinder their choice to attend Cuesta College, and provide a clear roadmap for the college to address:

- Coursework
- Cost
- Availability
- Accreditation Concerns
- Reputation / Stigma

(Catalyst Summary and Compiled Responses, p 50)

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

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 and Assessment 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

During this reporting period, the South County Center leveraged five important pieces of data to analyze the impacts of institutional and organizational change on the South County Center campus:

- South County Center Institutional Enrollment Trends
- Enrollment and Sections Offered at the South County Center
- Tracking of Student Services provided at the South Center
- Hanover Research Surveys (South County & County Wide)
- Catalyst Consulting Market Research Project

i. South County Center Institutional Enrollment Trend Data

During this review period, three key data points were analyzed to better understand the enrollment trends for the South County Campus:

- Sections Offered vs. Enrollment by Semester
- Part Time vs. Full Time Enrollment by Semester
- Non-Credit vs. Credit Course Enrollment by Semester

All academic courses continue to be held Monday through Thursday evenings at the South County Center with no significant changes during this reporting period.

South County Region: Sections Offered and Student Enrollment

2016 – 2017 Academic Year		
Semester	Sections Offered	Enrollment
Fall	63	810
Spring	57	770

2017 – 2018 Academic Year		
Semester	Sections Offered	Enrollment
Fall	82	1044
Spring	55	635

	120	1,580
--	------------	--------------

	137	1,679
--	------------	--------------

Sources:

[Cuesta College South County Centers Unduplicated Headcounts – Fall 2017](#)

[Cuesta College South County Centers Unduplicated Headcounts – Spring 2018](#)

The above table outlines the two important categories that demonstrate the relationship between sections offered and enrollment; the 2017 – 2018 academic year saw a slight growth in course sections offered, and corresponding student enrollment growth at the South County Center.

South County Region: Part Time and Full Time Enrollment Status

2016 – 2017 Academic Year		
Semester	Part Time	Full Time
Fall	754	56
Spring	508	45
	1,262	101

2017 – 2018 Academic Year		
Semester	Part Time	Full Time
Fall	996	48
Spring	391	38
	1,387	86

Sources:

[Cuesta College South County Centers Unduplicated Headcounts – Fall 2017](#)

[Cuesta College South County Centers Unduplicated Headcounts – Spring 2018](#)

Despite the slight increase in part-time student enrollment (as indicated in the above table), the challenge for the South County Center has been the FTES/FTEF efficiency ratio for the majority of the courses as described above (Institutional Goal 2 Academic Courses).

South County Region: Non-Credit and Credit Course Enrollment

2016 – 2017 Academic Year		
Semester	Non-Credit	Credit
Fall	193	617

2017 – 2018 Academic Year		
Semester	Non-Credit	Credit
Fall	154	890

Spring	217	553
	410	1,170

Spring	206	429
	360	1,319

Sources:

[Cuesta College South County Centers Unduplicated Headcounts – Fall 2017](#)

[Cuesta College South County Centers Unduplicated Headcounts – Spring 2018](#)

It is important to note the increase in non-credit course offerings have been in the areas of English as a Second Language and Emeritus College courses at the South County Center. In addition, Dual Enrollment courses are taught during the day at the Arroyo Grande High School have attributed to the increase in numbers.

ii. **Enrollment and Sections Offered at South County Center**

Two part-time South County Center Assistants are assigned directly to the campus, and provide comprehensive support to both students and faculty. The combination of these services add to the overall support current and prospective students receive, and are key to generating FTES for the district.

However, during this reporting period, the data (enrollment and sections offered) has decreased for the South County Center ([Appendix C](#)).

SOUTH COUNTY CENTER DATA

Academic Year	Total Enrollment	Sections Offered
2013 – 2014	295	26
2014 – 2015	338	24
2015 – 2016	550	29
2016 – 2017	344	16
2017 – 2018	352	22

As a result of the decrease in the efficiency ratio (enrollment in credit level courses) at the South County Center, Dr. Maria T. Escobedo was designated lead in developing a marketing strategy to increase the enrollment at the South County Center.

Additionally, future services offered at the South County Center will be addressed in the 2016 – 2026 Cuesta College Educational Master Plan aimed at supporting student access to higher education.

iii. Tracking of Student Services Provided:

Tracking the services provided on the South County Center campus continues to be crucial to delivering support and identifying the needs of students located on that campus.

In the Fall Semester 2015, it became part of the internal procedures to collect the data related to the overall services provided at the South County Center, and is a practice that has continued during this reporting period.

For this reporting period, the following are categories where staff on the South County Center provide the most assistance:

- Application Assistance
- Admissions and Records
- Registration
- English as a Second Language (ESL) Program and Courses
- Financial Aid
- Counseling
- Cashier
- Campus information

The following is a comprehensive list of support that is provided to South County Center students, and the number of times those services were provided during the Spring and Fall 2017 semesters.

SOUTH COUNTY CENTER STUDENT SUPPORT SERVICES

<i>Spring 2017</i>	<i>Total</i>	<i>Fall 2017</i>	<i>Total</i>
Admissions and Records	6	Admissions and Records	18
Appeals*	0	Appeals*	0
Application Assistance	37	Application Assistance	36
Cashier	4	Cashier	0
Counseling	13	Counseling	14
Emeritus Program	21	Emeritus Program	31
ESL Program & Courses	21	ESL Program & Courses	33
Financial Aid	31	Financial Aid	31
Other	5	Other	10
Registration	42	Registration	37
Residency	3	Residency	5

<i>Spring 2017</i>	<i>Total</i>
Total	183

<i>Fall 2017</i>	<i>Total</i>
Total	213

**all policy appeals and residency requests are forward to the San Luis Campus for processing.*

The practice of tracking student services data is also vital to analyze the need of the high school community.

In the Spring of 2017, Ms. Sonia Mendoza was hired as the South County Center Assistant (at a 60% position). As part of her assignment, Ms. Mendoza began working 4 - 5 hours per week (during the day) at the Career Center on the Arroyo Grande High School campus, with the goal of increasing the visibility of Cuesta College; providing direct support services to high school students; and provide additional support and information to high school counselors.

The South County Center Assistant has noted that she sees an increase of students seeking her assistance shortly after the Cuesta College Enrollment Success Specialist conducts classroom presentations, or counselors visit the campus. This is key to note as students now have a Cuesta representative they can speak with and receive assistance with the various support services noted in the table above.

The following data was collected for the services Ms. Mendoza provides at the high school.

ARROYO GRANDE HIGH SCHOOL DATA STUDENT SUPPORT SERVICES

Spring 2017	Total
Admissions and Records	33
Application Assistance	43
Financial Aid	40
Other	8
Permits to Enroll	10
Registration	39
Total	173

Fall 2017	Total
Admissions and Records	14
Application Assistance	213
Financial Aid	37
Other	0
Permits to Enroll	15
Registration	18
Total	297

iv. **Hanover Research Surveys**

Two independent surveys were administered by Hanover Research in March and October 2017. The first survey focused solely on South County prospective

students and community, with the second on the wider San Luis Obispo County. The overarching goal of both surveys was to find out how the campus can increase and sustain enrollment of future Cuesta College students.

The results from the surveys provided the college's leadership with valuable information, and the insights will be used to develop and implement strategies driven by the data. For example, a key finding in both surveys was the community's lack of knowledge on course offerings at the South County Campus, or the Cuesta Promise Scholarship, and has driven an effort to redesign the outreach strategies to highlight and increase enrollment into those courses and programs.

v. **Catalyst Consulting Market Research Project**

In October and November 2017, Catalyst Consulting conducted a Market Research Project for Cuesta College. Participants of the project were current Cuesta students, faculty, and staff, in addition to community members from across San Luis Obispo County. The goal of the survey was to gather opinions and suggestions on Cuesta's marketing efforts, brand, communication, messaging, and image.

The results from the market research project provided the college's leadership with wide-ranging insights and data related to Cuesta's marketing efforts, in addition to identifying additional areas in which the college can improve (i.e. parking). The data will continue to be used to identify ways in which Cuesta College can better market, brand, and message the opportunities available to students, and contribute to a heightened enrollment in courses and programs.

B. Data Interpretation:

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

The tracking of data at the South County Campus and Arroyo Grande High School has proved invaluable, and clearly demonstrates the need for continued direct student support services. However, the South County Center staff continues to manually track the services provided, and an automated solution needs to be identified.

II. Identify additional data elements that have an impact on student enrollment and student success.

The additional data elements that impact student enrollment and success for the South County Center include the types of courses students are registering for at the South County Center.

For example, although offerings in credit bearing courses has declined, the non-credit course offerings have increased in the areas of English as a Second Language and Emeritus courses.

The South County Center Survey and County-Wide Programming Survey also revealed the need for campus leadership to revisit the types of courses students and the community are seeking to take at the center.

Thirty-two additional course offerings have been added at the South County Center since last year's reporting period ([Appendix C](#)), and the center saw a corresponding increase in Dual Enrollment given the increased availability of those courses ([Appendix D](#)). The increase in course offerings is a result of Cuesta College being the recipient of the California Career Pathways Trust grant that focuses on developing and implementing curriculum and courses that better prepare students for the 21st century workplace.

III. Identify areas (if any) that may need improvement for program quality and growth.

The South County Center would need to see improvements in the following areas to see sustainable program quality and growth.

i) Data collection

Identifying automated systems to collect student support services data would assist in the accuracy of the data collected and the ability analyze the data on multiple levels.

The data would also allow leadership to make better informed strategic decisions around outreach, the needs of the community and students, joint programming across campus departments, and increasing the partnership with the high school community.

ii) Outreach Activities

The South County Center should continue to enhance the outreach

activities and classroom presentations in partnership with the counselors, outreach staff, and financial aid staff assigned to the South County Center.

iii) Instructional Tutor(s)

The South County center needs to hire a part-time tutor to work exclusively at the SCC, and provide supplemental instructional support to identified students who are in need of additional academic assistance in the various courses taught at that campus.

iv) Permanent Location

The biggest challenge with the South County Center campus is that there is not a permanent office where staff can perform their assigned work.

The current location is a “temporary office” located in the teacher workroom / mailroom within the high school site. As a result, the staff setup and tear down their makeshift office every evening the campus is open.

Since this is where staff provides direct services to students, faculty, and the community, it is imperative to find them a permanent space to best represent Cuesta and fulfill their assigned duties.

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

Attached is the 2016 - 2017 South County Center Assessment Cycle document prepared by Dr. Maria T. Escobedo, Dean, North County Campus and South County Center ([Appendix B](#)).

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets

and review the Resource Allocation Rubric.

The recommended elements below require funding, and are aligned with the needs of the South County Center:

1. Hire a tutor(s) to provide supplemental instruction to the students
2. Find a location, at the high school, which can become a permanent Cuesta College South County Center Office location.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

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

The two areas the South County Center plans to address in the next year include Outreach Efforts and Course Offerings. Please see below for additional details:

i) Outreach Efforts

A plan to increase the campus outreach efforts in the South County area is key to the community's awareness of the course offerings and services provided at the South County Center and the South County region.

Currently, two part-time staff members assigned at the South County Center and one part-time staff member with the English as a Second Language Program perform the outreach services for that area. These minimal hours have been beneficial for the students, who can receive information and assistance with the admissions process and campus referrals (as well as for the high school counselors who now receive consistent updates on campus information).

However, as the Hanover Research surveys indicated, the community could have a higher awareness of the courses and services offered at the South County Campus, and increased outreach efforts would address this.

ii) Course Offerings

The results of the key findings from the 2017 South County Survey and County-Wide Programming Surveys have demonstrated the campus leadership needs to assess the type of courses and method of delivery to ensure the campus is meeting the needs of the South County region.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in you Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

The following are the immediate budget requests for the South County Center:

A. Personnel

The Resource Plan will reflect a need to hire a tutor to provide supplemental instructional support for students at the South County Center.

B. Technology

An area of improvement which needs to be addressed is the access to Wi-Fi in all areas of the South County Center.

Please see the South County Center Resource Plan ([Appendix E](#)) for additional details.

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

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

Division Chair/Director Name	Signature	Date
------------------------------	-----------	------

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

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

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

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

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

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

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

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

Appendix A

EMERITUS COLLEGE

The Emeritus College aims to provide a **FREE** source for lifelong learning, vocational education, and cultural development for community members. The open-entry, open-exit courses below are designed for adults. For full course descriptions, please visit cuesta.edu/communityprograms.

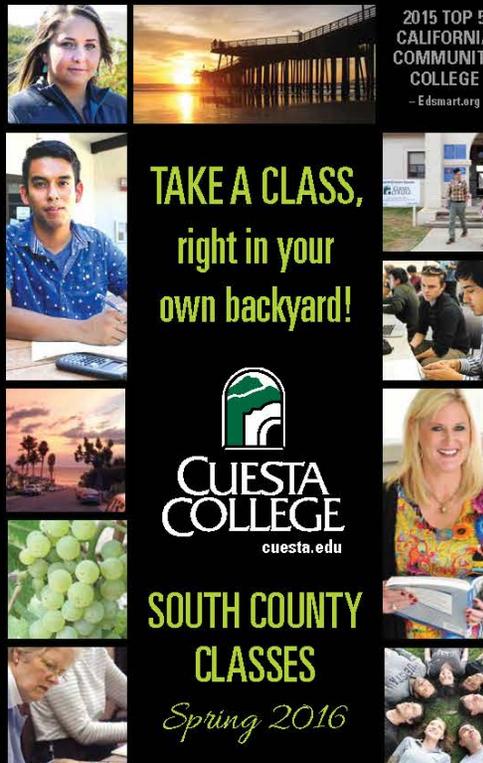
Course	Course Name	CRN	Day/Time	Dates
ECOL 406	Composing Your Life Story	33543	TH / 6-8:50 pm	3/17-5/19
<i>Become a storyteller of your life.</i> Presents the process of ordering and developing chronologically a personal history, including introductory genealogical research and preservation of family historical materials.				
ECOL 408	Beginning Music Arts	33550	T / 6-8:15 pm	4/12-5/3
<i>Mutual influences of Jazz and Classical.</i> Presents an opportunity to become critical listeners of performed music and thereby to enjoy the experience of attending musical events. Students participate in discussions and listening experiences focusing on style, intonation, and lyrical content.				
ECOL 411	Creative Writing	33544	M / 6-8:50 pm	1/25-3/28
ECOL 411	Creative Writing	33557	T / 6-8:50 pm	3/15-5/17
<i>Writing captivating tales (33544), Reading and writing poetry (33557).</i> Introduces the writing of creative nonfiction, plays, poetry, OR short fiction. Students read and discuss published writing and workshop their own writing.				
ECOL 414	Drawing (all levels)	33545	T / 5:30-8:30 pm	3/15-5/17
<i>Learn to draw.</i> Presents basic skills of drawing with an opportunity to experience using pen and ink, charcoal, and Conté crayon. Students provide their own art supplies.				
ECOL 418	Adventures in Reading	33552	T / 6-8:50 pm	1/19-3/15
<i>Literary nonfiction.</i> Presents a guided reading of a particular literary genre—short story, poetry, novel, and drama, including analysis and discussion, and historical and biographical information about the writer.				
ECOL 420	Wills and Trusts	33546	W / 4-5:50 pm	3/9-5/11
Presents the pros and cons of wills and trusts as well as the probate process, the use of powers of attorney, and trusts called for in particular situations such as the special-needs trust.				
ECOL 423	Watercolor	33553	W / 6-8:50 pm	3/16-5/18
<i>Traditional transparent watercolor step-by-step.</i> Introduces the fundamentals of watercolor. Planning and preparation, color mixing and theory, design and composition, perspective are included. Several painting techniques and criteria for evaluation are taught as students create and critique their work.				
ECOL 427	Creative Cooking	33547	M / 6-7:50 pm	3/14-5/16
<i>Whole fresh foods for maintaining health.</i> Designed for the adult 50+, this class presents healthy food and cooking choices that maintain optimum health for active older adults. Students learn basic concepts of nutrition as well as how to prepare tasty, flavorful and nutritious meals based on those concepts, using fresh food from local markets.				
ECOL 428	Film Appreciation	33548	T / 6-7:50 pm	1/26-3/29
<i>History and culture through great films.</i> Studies major films to consider historical context, dramatic issues, artistic and technical objectives, and the process and elements of filmmaking.				
ECOL 429	Photography (all levels)	33549	M / 6-8:50 pm	1/25-3/7
<i>Cameras, photos, storage.</i> Designed for the adult 50+, this class presents camera choices, in particular digital cameras; camera use; photo quality, including setting, composition and light; downloading, storing and sharing images; and documenting life events and travel.				
ECOL 433	Senior Seminar	33554	M / 6-7:50 pm	3/14-5/16
<i>The art and artifacts of ancient cultures.</i> Discover the influences and connections between ideas, values and concepts on a variety of topics of interest to the older adult. In a setting that encourages dialogue and interaction, this class covers topics in areas such as health, culture, philosophy, psychology, literature, current events, science and history.				

Non-Profit Organization
U.S. Postage
PAID
Permit No. 54
San Luis Obispo, CA 93408

CUESTA COLLEGE
cuesta.edu
P.O. Box 6106, San Luis Obispo, CA 93406-3106
FOLLOW US   

**TAKE A CLASS...
right in your own backyard!**

South County classes begin January 19, 2016



2015 TOP 5 CALIFORNIA COMMUNITY COLLEGE
- Edsmart.org

**TAKE A CLASS,
right in your
own backyard!**

CUESTA COLLEGE
cuesta.edu

**SOUTH COUNTY
CLASSES**
Spring 2016

2015 TOP 25 CALIFORNIA COMMUNITY COLLEGE
- Schools.com

Whether you're looking to take a course for college credit, advance your career, or discover a new hobby, **Cuesta College at South County** provides quality education at a convenient location.



Cuesta College South County Center (SCC)

Location: SCC is at Arroyo Grande High School in the block past the intersection of Orchard and West Cherry Avenues. Look for the Cuesta College sign outside the 900 wing. The SCC office is in Room 913.

Hours: Monday-Thursday • 4:00-9:00 pm
Phone: (805) 474-3913
Fax: (805) 474-3915
Website: bit.ly/cuestasouthcounty

SPRING SEMESTER BEGINS JANUARY 19TH!

The SCC will be open two weeks before classes begin (January 4th-14th, Monday-Thursday). We have friendly, bilingual staff to assist you with the application and registration process!

STUDENT SERVICES

Admissions & Records

Bilingual staff is available to assist you with an array of services: admissions process, password resets, scheduling appointments with financial aid and counseling staff, and information on college-wide programs and services.

Assessment Services

Cuesta College Assessment Services provides open access testing for students in English, ESL, and Mathematics. Assessment testing is provided at the SCC in Room 958 from 4:00-6:00 pm on scheduled assessment dates.

Refer to the Assessment Testing Calendar on our website for assessment dates. Dates in the assessment calendar are denoted as: South County Center (AGHS).

Bookstore

Textbooks are only available for purchase at the SCC the first two weeks of the semester. Scantrons, blue books and pencils are available at the SCC office at any time during the semester.

HOW TO APPLY

You will need to submit an admission application if:

- You have never attended Cuesta College
- You are a former Cuesta College student but have been absent two or more terms (excluding summer session)

For details on the application process and additional requirements, please type bit.ly/applytocuesta on your web browser.

Counseling

Counselors are available at the SCC on Tuesdays and Wednesdays from 4:30-6:30 pm. For an appointment, please call the SCC at (805) 474-3913.

Financial Aid

A Financial Aid Technician is available at the SCC on Mondays from 4:30-6:30 pm. Appointments are not needed but can be scheduled by calling (805) 546-3100 x3143.

Library Services / Computer Lab

The Library is open at the SCC on Mondays and Thursdays from 5:30-7:30 pm in room 907.

Other Services

Please inquire about other student services such as CalWORKS, Continuing Education Program, Disabled Student Programs & Services (DSPS), and Extended Opportunity Program & Services (EOPS) or find out more information on our website at bit.ly/cuestasouthcounty.

Appendix A

SOUTH COUNTY CLASSES

COLLEGE CREDIT CLASSES

The Cuesta College South County Center offers college credit courses at a convenient location. Whether you plan on earning a degree or transferring to a four-year university, achieving your educational goals has never been easier!

Course	Course Name	CRN	Units
American Sign Language			
ASL 202	American Sign Language II	32995	5.0
Biology			
BIO 212	Human Biology	30613	3.0
College Success Studies			
CSS 125	College Learning Strategies	33380	2.0
Communication Studies			
COMM 201	Public Address	33320	3.0
English			
ENGL 156	College Reading & Writing	30201	4.0
ENGL 201A	English Composition	30070	4.0
Health Education			
HEED 208	Multicultural Health	30036	3.0
History			
HIST 207B	History of the United States	30218	3.0
Math			
MATH 123	Elementary Algebra	30462	5.0
MATH 127	Intermediate Algebra	30495	5.0
Political Science			
POLS 202	Government and Politics of the US	30391	3.0
Professional Development Studies			
PDS 172	Communicating with People	33388	0.5
PDS 173	Conflict Resolution	33389	0.5
PDS 176	Attitude in the Workplace	33396	0.5
Psychology			
PSYC 201	Introductory Psychology	30417	3.0
Spanish			
SPAN 201	Spanish I	30791	5.0
Work Experience			
WEXP 111	Workplace Readiness	33410	3.0

NOTE: Courses that do not fill may be cancelled

ONLINE CREDIT CLASSES

If you can't find the class you're looking for, here's a sample of the dozens of online classes available through Cuesta College. For a complete list, please visit our online Class Finder at bit.ly/CuestaClasses and select "Distance Learning" under Location.

Course	Course Name	CRN	Instructor	Units
ANTH 203	Cultural Anthropology	30109	Scott L	3.0
ART 200	Art Appreciation	30670	Renzi Covitz M	3.0
ART 255	Adobe Illustrator	32043	Arnold P	3.0
ART 256	Adobe Photoshop	33213	Venturini R	3.0
ASTR 299	Astronomy Research	33248	Genet R	1.0
BCST 227	Radio Broadcast Performance	30113	Wagoner W	3.0
BUS 130	Intro. to E-commerce	32252	Bayles D	3.0
BUS 131	E-comm: Social Media Mktg	32253	Hillman C	3.0
BUS 132	E-comm: Info Products	33180	Bayles D	3.0
BUS 133	E-comm: Phys Products	33240	Bayles D	3.0
BUS 201A	Financial Accounting	32314	Wilshusen C	4.0
BUS 201B	Managerial Accounting	30642	Cooper S	4.0
BUS 219	Business Law	32672	Biering R	4.0
BUS 245	Introduction to Business	30825	Stapp A	3.0
BUS 245AG	Intro to AG Business	33464	Stapp A	3.0
CSS 225	College Success	33064	Hodgson D	3.0
COMM 212	Intercultural Comm	32545	Vasquez M	3.0
COMM 230	Interpersonal Comm	33340	Hall Z	3.0
COMM 280	Survey of Comm Studies	33468	Hall Z	3.0
CIS 201	Intro to Computer Science	33247	Maldonado K	3.0
CIS 203	IOS Development I	32595	Scovill R	3.0
CIS 204	IOS Development II	32745	Scovill R	3.0
CIS 208	Android Development II	33370	Scovill R	3.0
CIS 210	Intro to Computer Applications	30868	McAustin M	4.0
CNET 260	Networking Fundamentals	31947	Ross A	2.5
CNET 261	Router Theory and Tech	31949	Ross A	2.5
DRA 207	Introduction to Theatre	31615	Valle B	3.0
ECE 201	Child Growth & Development	30958	Gordon Johnson P	3.0
ECE 202	Child, Family & Community	30967	Hammond B	3.0
ECE 204	Health, Safety & Nutrition	30992	Roof V	3.0
ECE 215	Teaching in a Diverse Society	31007	Gordon Johnson P	3.0
ECE 234	Children's Literature	31010	Hurd N	3.0
ECE 245	Adult Supervision in ECE	33963	Hafley Kluever H	3.0
EDON 201A	Macroeconomics	31683	Queenan E	3.0
EDON 220	Personal Financial Planning	33465	Iredale S	3.0
ENGR 210	Comp Methods for Engineers	31156	Ross A	3.0
ENGR 226	Engineering Drawing I	31278	Jones J	4.0
ENGR 246	Materials Engineering	32373	Beaton E	2.0
ENGR 250	Engineering Statics	31266	Jones J	3.0
ENGR 251	Engineering Dynamics	31269	Elghandour E	3.0
ENGR 252A	Strength of Materials I	31272	Jones J	2.0
ENGR 252B	Strength of Materials II	31274	Jones J	2.0
ENGL 201A	English Composition	30058	Rossa M	4.0
ENGL 201B	Comp: Intro to Lit/Critrk	33483	Zipperian K	4.0
ENGL 201C	Engl Comp: Critical Thinking	31561	Marsala S	4.0
ENGL 212A	American Literature	33281	Fingar R	3.0
FMST 202	Child, Family & Community	31650	Hammond B	3.0
FMST 212	Human Dev: Life Span	32332	Drechsler B	3.0
FMST 214	Family/Relationships	32155	Boggs D	3.0
FMST 215	Develop Patterns of Women	32156	Drechsler B	3.0
FMST 270	Intro to Addiction Studies	33364	Braun D	3.0
HEED 202	Health Education	30342	Marsh J	3.0
HEED 203	Women's Health Issues	30350	Zulim-Clark M	3.0
HEED 208	Multicultural Health	30364	Neary A	3.0

HIST 203B	History of World Civilizations	33508	Nielsen C	3.0
HIST 207A	History of the United States	33239	Clark R	3.0
JOUR 205	Multimedia Journalism	32863	Nachtigal J	3.0
KINE 220	Personal Fitness & Nutrition	32718	Johnson J	2.0
LIBT 205	Lib/Info Center Collections	32940	Fourie D	3.0
LIBT 207	Web Page Development	30623	Bontenbal	3.0
LIBT 212	Research Skills for Info Age	30631	Bontenbal K	1.0
LIBT 213	Advanced Internet Searching	33088	Bontenbal K	1.0
LIBT 214	Info Technology Internship	32941	Love C	2.0
LIBT 215	Technology in the Workplace	32942	Brown D	3.0
LIBT 219	Adolescent Literature	32943	Jagger E	3.0
MATH 123	Elementary Algebra	30474	Knudsen M	5.0
MATH 127	Intermediate Algebra	30508	Hoffman J	5.0
MATH 232	College Algebra	30536	Hoffman J	3.0
MUS 201	Fundamentals of Music	32883	Stone G	3.0
MUS 235	Music App: Classical Music	31549	Rackley D	3.0
MUS 238	Music App: Jazz History	31541	Rackley D	3.0
NRAD 222	Medical Terminology	30168	Torrey A	3.0
NUTR 210	Nutrition	32079	Moore C	3.0
NUTR 211	Nutrition for Health Professionals	31281	Coffman C	3.0
NUTR 224	Gerontological Nutrition	33074	Brown D	3.0
NUTR 230	Nutrition for Fitness/Sport	31286	Moore C	3.0
OCEN 210	Oceanography	31986	Stakes D	3.0
DIIST 101	Intro to Online Courses	30895	Bontenbal K	0.5
PHIL 205	Intro to the Bible	30222	Gilbert C	3.0
PHIL 206	Intro to Philosophy	32607	Genet C	3.0
PHIL 209	World Religions	32984	Genet C	3.0
PSYC 201	Introductory Psychology	30395	Neidhardt K	3.0
PSYC 206	Intro to Social Psychology	33132	Neidhardt K	3.0
SOC 201A	Introduction to Sociology	32986	Morgan J	3.0
SOC 208	Intro to Gender Studies	33205	Morgan J	3.0

CONTINUING EDUCATION / NONCREDIT

The Cuesta College Continuing Education program is responsive to the unique needs of adult learners in the community, and is dedicated to student success through innovative educational programs and services. The program offers noncredit courses that prepare students for transition to post-secondary education, the workforce, and promotes lifelong learning.

Course	Course Name	CRN	Day/Time	Dates
Basic Skills (Noncredit)				
ACSK 500	GED Test Prep (Spanish)	33081	TH / 6-9:00pm	1/19-5/20
English As A Second Language (Noncredit)				
ESL 704	ESL - Beg-High Integr Skills	33096	MW / 6-8:50pm	2/8-5/20
ESL 705	ESL - Intermediate Level 5	33098	MW / 6-8:50pm	2/8-5/20
ESL 706	ESL - Advanced Level 6	33099	MW / 6-8:25pm	2/8-5/20
ESL 707	ESL - U.S. Citizenship	33481	TH / 6-8:50pm	1/19-5/20
Vocational English As A Second Language (Noncredit)				
VESL 701	Workplace Conversational I	31913	T / 6-8:50pm	1/19-5/20
VESL 702	Workplace Conversational II	33199	T / 6-8:50pm	1/19-5/20
High School Program (Noncredit)				
HSD 404	Basic Skills Biology	33532	MTWR / 3-4:50pm	1/19-5/20
HSD 407	Basic Skills World History	33533	MTWR / 3-4:50pm	1/19-5/20
HSD 409	Basic Skills Algebra I	33535	MTWR / 3-4:50pm	1/19-5/20
HSD 410	Basic Skills Algebra II	33536	MTWR / 3-4:50pm	1/19-5/20
HSD 411	Basic Skills Geometry	33537	MTWR / 3-4:50pm	1/19-5/20
HSD 414	Basic Skills Spanish I	33538	MTWR / 3-4:50pm	1/19-5/20

Letter from the Vice President



Greetings South County Residents,
Cuesta College has a long history of offering classes in South County, since the inception of Cuesta College in the 1960's, and we are proud to continue that tradition.
For Spring 2016, we're offering an exciting new mix of courses that include traditional college courses that apply toward college degrees and transfer, and courses for students who are still in high

school that qualify for high school credit and/or college credit. We are also pleased to bring back our FREE Emeritus College life-long learning noncredit courses for adults as well as continue to offer GED preparation courses for residents without high school diplomas.

Most of these classes are taught at the Cuesta College South County Center (SCC), in the 900 Wing of Arroyo Grande High School on Orchard Avenue. There is also a large offering of fully online classes.

The South County Center has helpful and friendly folks, who are also bilingual in Spanish, to assist you with all you need to know about enrolling in these courses. Computers are also available on site for you to apply and register.

The SCC will be open two weeks before classes begin to help you (January 4, 2016 through January 14, 2016 - Monday through Thursday from 4:00 - 9:00pm) and throughout the Spring semester!
Spring 2016 classes begin January 19, 2016.

I hope you'll choose to enroll in one of these great educational opportunities offered at Cuesta College.

Sandee L. McLaughlin

Sandee L. McLaughlin
Vice President Student Services and College Centers

SPRING SEMESTER BEGINS JANUARY 19, 2016 >> REGISTER NOW for spring classes >> For more information on classes and registration, visit cuesta.edu or call (805) 474-3913 today!

Appendix B



**STUDENT SERVICES
STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE**

(This form is to be submitted to the Vice President Student Services and College Centers annually, by June 30th, for inclusion in the Student Services Assessment Report. It is anticipated that Student Services programs will have multiple outcomes and that each outcome will be measured twice in the period between CPPR's – Comprehensive Program Planning and Review)

Service Program: **South County Center**

Date: **March 5, 2018 - No Changes to SLO Assessment Cycle**

Year of last Comprehensive Program Planning & Review (CPPR): 2012-2013; completed in Spring 2012

Year for next scheduled CPPR: 2018-2019

Program Outcome	Assessment Year
1. The South County Center will meet the standards for an Outreach Program which is defined as an enterprise, operated away from a community college in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 FTES at a single location.	Annual
2. Students, staff and faculty will have access to appropriate level of instructional and student support services.	2013-2014 and 2016-2017
3. Students attending the South County Center will demonstrate annual improvement in course success rate as evidenced by Research Office data found in the Annual Course Success Rates by Educational Region. Revision: Will track the students' course success rate to compare course completion as evidenced by Research Office data found in the Annual Course Success Rates by Educational Region.	2012-2013 and 2015-2016 Revision: Annual Review
4. South County Center students will have the opportunity to complete course work toward achieving a General Education AA/AS degree and evidenced by course scheduling.	2013-2014 and 2016-2017
5. South County Center students will have the opportunity to complete coursework toward achieving an AA Transfer Degree to UC and CSU campuses.	2013-2014 and 2016-2017

6. South County Center students will have the opportunity to complete course work toward earning certification in various career/vocational areas and evidenced by course scheduling.	2014-2015 and 2017-2018
7. Students will receive counseling services and other student services, such as Admissions, registration, ESL assessments and orientations, DSPS services, EOPS, Financial Aid, and Math an English placements assessments at the Center.	Annual

Assessment Cycle modified from prior year? Yes No

If yes, describe the modification and reason for the change:

1. **Student Learning Outcome No. 1 – Revised** - Annual review for assessment cycle in order to track benchmark of 500 FTES on an annual basis.
2. **Student Learning Outcome No. 7 - Revised** - Will track the services provided by the respective student services departments/programs to meet the needs of the students. In addition, continue to assess the need for support for students who attend the South County Center.

Appendix C

Row Labels	Column Labels	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Distance Learning								
Fall								
FTES		318	274.95	276.11	291.49	374.22	396.97	472.41
Enrollments		2950	2700	2758	2864	3626	3889	4546
Sections Offered		110	102	100	108	136	136	152
Spring								
FTES		314.71	272.1	318.34	343.96	431.38	452.83	571.65
Enrollments		2904	2581	3062	3362	4158	4384	5525
Sections Offered		105	90	114	122	148	149	170
Summer								
FTES		101.98	115.57	131.99	196.26	225	218.05	246.67
Enrollments		961	1129	1299	1939	2165	2169	2443
Sections Offered		33	43	46	73	82	78	84
Distance Learning FTES		734.69	662.62	726.44	831.71	1030.6	1067.85	1290.73
Distance Learning Enrollments		6815	6410	7119	8165	9949	10442	12514
Distance Learning Sections Offered		248	235	260	303	366	363	406
South County								
Fall								
FTES		77.26	52.7	44.24	69.65	73.5	88.21	120.66
Enrollments		733	520	389	669	776	944	1286
Sections Offered		33	24	24	35	40	50	76
Spring								
FTES		74.73	46.65	33.04	84.52	87.28	81.58	64.32
Enrollments		775	457	295	783	1053	1033	895
Sections Offered		40	26	27	45	55	47	53
Summer								
FTES			22.33	30.85	16.11	30.05	56.91	32.29
Enrollments			185	182	129	171	325	279
Sections Offered			4	4	7	7	12	12
South County FTES		151.99	121.68	108.13	170.28	190.83	226.7	217.27
South County Enrollments		1508	1162	866	1581	2000	2302	2460
South County Sections Offered		73	54	55	87	102	109	141
Total FTES		9021.68	8100.48	7888.47	7720.72	7797.88	7679.83	7660.3
Total Enrollments		74976	64672	62819	61483	62785	63667	62742
Total Sections Offered		2704	2460	2450	2509	2559	2518	2594

Appendix D: Dual Enrollment, Student Characteristics

Student Characteristic	2016-2017	2017-2018	INCREASE from 16-17 to -17-18
Enrollment <i>*Duplicated</i>	2,813	3,564	27%
Good Academic Standing	N/A	N/A	
Seek Degree/Transfer	70.65%		
Latinx	43.14%		
North County	59.01%		
South County	22.49%		
San Luis Obispo	18.87%		
Sections Offered	152	208	37%
Courses	21	34	62%

Appendix D: Dual Enrollment, Schools

School	2016-2017	2017-2018	% Increase	TOTAL DUPLICATED STUDENTS BY HIGH SCHOOL
Paso Robles	790	873	11%	2066
Arroyo Grande	392	429	9%	1515
Central Coast New Tech	115	230	100%	495
Templeton	259	466	80%	725
SLO **	191	108	-43%	450
Coast Union	73	89	22%	162
Atascadero	369	495	34%	1080
Shandon	43	68	58%	138
Morro Bay	11	20	82%	41
Nipomo	178	395	122%	815
Grizzly Youth Academy	392	391	0%	1196
TOTAL DUPLICATED STUDENTS BY YEAR	2813	3564	27%	8683
<i>**SLOHS does n't include 3rd trimester enrollment in 2017-18</i>				

Appendix D: Dual Enrollment by Cuesta College Course

Cuesta College Course	2016-2017	2017-2018	Percentage Increase	TOTAL DUPLICATED STUDENTS BY PATHWAY
Ag Mechanics (AGM 221)	0	35	NEW	35
Astronomy (210/210L)	0	104	NEW	104
Athletic Training (KINE 213)	10	56	460%	80
Automotive Tech (ATC H 152/166)**	279	191	-32%	665
Biology (BIO 220)	29	32	10%	61
Business (BUS 249)	35	57	63%	92
Computer Applications (CIS 210)	36	43	19%	79
Computer Info Systems (CIS 201/271)	54	73	35%	127
Computer Network Security (CNET 235)	0	18	NEW	18
Construction (CTC H 101/164)	47	40	-15%	102
Culinary Arts 210	53	8	-85%	61
Drama (DRA 207)	0	17	NEW	17
Engineering Technology/CAD (ENGR 248/226)	183	105	-43%	315
Film, Television, Electronic Media (FTVE 223)	38	52	37%	103
Geology 210***	24	0	Only Offered Every Other Year	44
Graphics (ART 256/258)	0	214	NEW	214
History (HIS T 207A/207B)	108	95	-12%	236
Medical Assisting (NRAD 222)	0	69	NEW	69
Occupational Work Experience (WEXP 252L)	12	0	No Longer Offered	12
Personal Development (PEDS 110/111/112/113)	1,751	2034	16%	5774
Physics (PHYS 205A)	0	47	NEW	47
Spanish 202	78	137	76%	215
Welding (WELD 101, 270A, 270B, 277)	76	137	80%	213
TOTAL DUPLICATED STUDENTS	2813	3564		8683
<i>**Automotive does not include SLOHS 3rd trimester in 17</i>				
<i>***Geology/Astronomy are offered on every other year</i>				

Appendix E: South County Center Resource Plan

Title of Unit:	South County Center					
Planning Year:	2018					
Cluster (Select One):	VP Student Services and College Centers					

Narrative for your Resource (Unit) Plan: The Resource Plan (formerly called the Unit Plan) ties program planning and review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.). You may type directly in the box below, but you won't be able to spell check your work. Alternatively, you can paste the narrative from Word after spell checking there.

The budget for the South County Center continues to mirror the District's budget assumptions as recommended to the Planning and Budget Committee and approved by the Superintendent/President and Board Trustees. The Dean is responsible for the general funds and Foundation funds directly allotted for the use of the South County Center. The South County Center will continue to primarily rely on the general funds to cover the costs of all operational expenses (lease, staff, instructional and operations expenses, etc.). The identified needs in the areas of technology and/or equipment are for future upgrades and replacement as the use of these items reach their life span of use, such as computers, copiers, etc.

Planning for the future for the South County Center is going to be important during these next five years. Areas which need to be considered for future planning are: 1) An temporary alternative to finding funding and a location for a permanent site for the South County Center is to secure a permanent office location within the Arroyo Grande High School campus. 2) Any equipment and technology is to be replaced frequently to ensure the Center staff and instructors have access to the use of current technology and equipment. 3) Revisit the overall goal and purpose of the South County Center, especially because of its close proximity to Allan Hancock College and the academic programs and environment they provide in comparison

Excel Worksheets: Resource (Unit) Plan						
For the remainder of the Unit Plan, complete the following Excel Worksheets:						

RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit:	South County Center				
Cluster:	VP Student Services and College Centers				
Planning Year:	2017-2018				

1. Copy and paste the first four C olumns from the Top Ten Prioritized List of Immediate Unit Needs from the prior year.
2. Complete C olumns E through G.
3. If funded, identify the funding source or sources (C ategorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, O ther Revenue Sources = R).
4. Briefly explain the impact on your program.

PRIOR YEAR'S (2016-2017) PRIORITIZED LIST OF UNIT FUNDING REQUESTS -- ALL PROGRAMS

	Program	Item/Description	Cost	Funded?	Source(s)	
1	SCC Instructional Tutor	A part-time tutor dedicated to the SCC for 15 hours per week/10 months	\$ 9,000	Not Funded	General	Institutional Goal 1 and 2: As the enrollment changed for the South County Center and challenges with the space at the SCC, this was a challenge to implement tutoring services at the Center. However, in the future is a good strategy to implement, especially if a new site is designated for the Center that has a capability to house tutoring services.
6	SCC	Need to augment instructional supplies as needed for the SCC faculty to meet the needs of Cuesta College students	\$ 5,000	Not Funded	General	Institutional Goal 1 and 2:: General funds are part of the South County Center budget. Annually funds are allocated, however, no additional funds were provided to the Center.
7	SCC	Need to augment instructional supplies as needed for the SCC faculty to meet the needs of Cuesta College students	\$ 5,000	Not Funded	General	Institutional Goal 1 and 2:: General funds are part of the South County Center budget. Annually funds are allocated, however, no additional funds were provided to the Center.
8						
9						
10						

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit:	South County Center						
Cluster:	VP Student Services and College Centers						
Planning Year:	2017-2018						

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

Personnel - Full-Time Faculty

A. Full-Time Faculty	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)

Personnel - Academic Managers, Classified Managers & Confidential

B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - What?	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)

Personnel - Classified Employee: Permanent, Short-Term & Substitute

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
South County Center Assistant (PT/60%)	SCC	South County Center Assistant (PT/60%): Provide direct student support services to the Center staff, faculty, and all other services	\$ 27,300	SCC	N	IMM	Institutional Goals 1 and 2: Will support students' ability to successfully complete courses and will provide services commensurate with that offered at other District sites. This is an existing position.
South County Center Assistant (PT/40%)	SCC	South County Center Assistant (PT/40%): Provide direct student support services to the Center staff, faculty, and all other services	\$ 14,000	SCC	N	IMM	Institutional Goals 1 and 2: Will support students' ability to successfully complete courses and will provide services commensurate with that offered at other District sites. This is an existing position.

Personnel - Student Worker

D. Student Worker	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)

RESOURCE PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit:	South County Center					
Cluster:	VP Student Services and College Centers					
Planning Year:	2017-2018					

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

Instructional Supplies

A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
SCC Instructional Supplies	SCC	Need to augment instructional supplies as needed for the SCC faculty to meet the needs of Cuesta College students	\$ 2,000	SCC	N	IMM	Institutional Goal 1: Need to augment to existing account based on historical spending patterns. Note: There are existing funds in the current budget for this line item, however, additional funds are being requested.

Non-Instructional Supplies

B. Non-Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Supplies	SCC	Need to augment instructional supplies as needed for the SCC faculty to meet the needs of Cuesta College students	\$ 3,000	SCC	N	IMM	Institutional Goal 1: Need to augment existing account based on historical spending patterns. Note: There are existing funds in the current budget for this line item, however, additional funds are being requested.

RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit:	South County Center						
Cluster:	VP Student Services and College Centers						
Planning Year:	2017-2018						

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, C PPR, Analysis of Outcomes Assessment, or other factors.

Instructional Equipment

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)
Instructional Equipment	SCC Multiple Disciplines	Instructional equipment for the various courses offered at the SCC	\$ 3,000	SCC	N	INT	Institutional Goal 1 and 2: Instructional equipment needed by the various disciplines/courses that are taught at the South County Center. Collaborate with the South County Center staff and faculty designated to teach at the site to address the needs of instructional equipment.

Non-Instructional Equipment

B. Non-Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)

RESOURCE PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit:	South County Center					
Cluster:	VP Student Services and College Centers					
Planning Year:	2017-2018					

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, C PPR, Analysis of Outcomes Assessment, or other factors.

New Facilities Requests and/or Renovations

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)
South County Center Site - Lease	South County Center	Lease from Lucia Mar Unified School District - South County Center site.	\$ 50,000	SCC	N	IMM	Institutional Goal 1: To provide a site to provide Cuesta College student support services and instruction at the South County Center which is housed on the Lucia Mar Unified School District property - Arroyo Grande High School campus. Note all instructions and direct student services are housed in the 900 wing of the campus (per the contract).
Augment South County Center office space (permanent space)	South County Center	Explore additional locations for permanent office location for the South County Center	Unknown	SCC	N	IMM	Institutional Goal 1: Secure a permanent office location for the Center to provide direct support services to students and faculty.

RESOURCE PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit:	South County Center
Cluster:	VP Student Services and College Centers
Planning Year:	2017-2018

- Identify and prioritize all Technology Requests. Technology includes: Computers, monitors, laptops, other mobile computing devices; Peripherals (printers, scanners, etc.); Software; Support contracts associated with hardware or software; Multi-media presentation equipment (data projector, speakers, document imaging cameras, switches, etc.); Video conferencing equipment (polycom); Infrastructure components to support college-wide technology.
- All technology should be listed regardless of anticipated funding source. (e.g. technology to be purchased with CTEA funds should still be listed on this worksheet).
- For Technology Plan Initiatives, please refer to [San Luis Obispo County Community College District Technology Plan 2012-2017](#).
- Note: If technology acquisition is not listed in the IPPR, Computer Services may not support the purchase.
- Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

Instructional Technology

A. Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)

Non-Instructional Technology

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)

Technology Infrastructure

C. Technology Infrastructure	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)
Staff PC	SCC	Staff PC W7DSC-SCC-E79 SCC worker	4-Inventory	\$ 1,000	SCC	R	INT	Replacement of item
Staff PC	SCC	Staff PC W7DSC-SCC-E79 SCC sonia_mendoza	4-Inventory	\$ 1,000	SCC	R	INT	Replacement of item

Overall Top 3 Technology Requests

D. Top 3 Technology Funding Requests	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - Why? (1-2 Sentences)

RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit:	South County Center
Cluster:	VP Student Services and College Centers
Planning Year:	2017-2018

1. **PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL PROGRAMS -- ONE LIST

2. Identify and prioritize unit needs based on **immediate** (upcoming year) requirements of all unit programs.
3. Note if needs are One-Time or Annual/Recurring in the Frequency Column.
4. **This does NOT include new faculty requests.

	Program	Item/Description	Cost	Frequency
4	SCC	Need to augment instructional supplies as needed for the SCC faculty to meet the needs of Cuesta College students	\$ 2,000	Annual/Recurring
5	SCC	Need to augment instructional supplies as needed for the SCC faculty to meet the needs of Cuesta College students	\$ 3,000	Annual/Recurring
6	SCC Multiple Disciplines	Instructional equipment for the various courses offered at the SCC	\$ 3,000	One-Time Only
7	SCC Multiple Disciplines	Enhance the lease to Secure a permanent office location within the AGHS campus	Unknown	Annual/Recurring
8				
9				
10				