

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: South County Center **Planning Year:** 2017-2018 **Year Completed:** 2016-2017

Previous CPPR Completed: 2012-2013

Unit: South County Center **Cluster:** Student Services and College Centers

NARRATIVE: STUDENT SERVICES AND COLLEGE CENTERS CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program Mission (optional)

As written in 2012-2013 CPPR, by the previous administrator of both the North County Campus and the South County Center *“The Cuesta College North County Campus and South County Center strive to best serve the community and promote student achievement and success. The Centers represent a welcoming, inclusive, student-centered environment where students have access to a wide variety of student support services. Quality educational opportunities are provided to meet the needs of the diverse local region, with a focus on the areas of basic skills preparation, workforce training and transfer-oriented high education.”* The South County Center continues to compliment the overall District mission.

B. Brief History of the Program

To set the context for the South County Center, “Cuesta College has a long history of teaching at on and off-campus sites in both the north and south regions of the county. The original Board of Trustees, during the late 1960’s called for campuses in the north and south parts of the county as well as San Luis Obispo. Classes were originally held on high school campuses in the south (Arroyo Grande) and in the north (Paso Robles, Atascadero, Templeton, and Shandon). Classes have been held at Arroyo Grande High School since 1965 and at Nipomo High since 2002. The South County Center began operation in the current Orchard Street facility of Lucia Mar in 2001. Site search efforts continue while courses continue to be taught at Lucia Mar high school sites.” To date, the location of the South County Center remains the same whereby direct student support services and instruction are provided to the community of the south county region. In addition, the Center continues to operate four days a week (Monday-Thursday from 4:00 p.m. to 9:00 p.m.)

According to the C.P.E.C. (California Post-Secondary Education Commission) terms, the South County Center site is considered an Outreach Operation. The South County Center meets the definition as an outreach operation which is an enterprise, operated away from a community college in leased or donated facilities, which offers credit courses supported by State funds, which serves a student population of less than 500 FTES at a single location. It is important to note that the South county Center continues to have less than 500 FTES, thereby qualifying as an "Outreach Operation".

- C. Include the broad history of the program and significant changes/improvements since the last Program Review.

As noted, above the South County Center was established to provide the residents of the South County region with access to course and services in their backyard. Since the Center was established there have been changes in the level of academic courses provided, changes in staffing structures, changes in enrollment trends, and changes in the location of the South County Center. However, what does remain the same is the presence and continued commitment by Cuesta College to continue to serve the community south county region.

Since the last program review (CPPR in 2012) the only significant changes that has been made in the area of the site administrator. Sandee McLaughlin was the site administrator at the time the last CPPR was written. In 2012 a second administrative change was made and Dr. Gary Rubin was appointment the interim Dean for the North County Campus and South County Center from 2012 to 2014. In July 2014, Dr. Maria T. Escobedo was hired as the Dean of the North County Center and the South County Center and continues to serve as this administrative role.

- D. Describe how the Program Review was conducted and who was involved.

The program review for the South County Center was conducted by reviewing content of the institutional reports, such as: 2012-2013 CPPR and Student Learning Outcomes, 2016-2026 Educational Master Plan, and previous Annual Program and Plan Worksheets. In addition, data elements that reflect the South Center and the south county region were obtained from the Institutional Research Office website. It is important to note that an extensive overview of the South County Center and the south county region's needs and challenges of these two area are clearly outlined in the 2016-2026 Educational Master Plan. As a result, the majority of the analysis for the South County Center are embedded into this report. On May 4, 2016, the San Luis Obispo County Community College District Board of Trustees on May 4, 2016 approved the Comprehensive Educational Master Play ([Refer to Appendix A – Chapter 5 2016-2026 Educational Master Plan](#)).

Dr. Maria T. Escobedo, Dean for the North County Campus and the South County Center is the author of this report. It is important to note Dr. Escobedo has been serving as the Dean of the North County Campus and the South County Center since July 2014. As result, the writing this report was completed by a two-fold approach, 1) by reviewing previous and current institutional documents; and 2) drawing from the experience of

having the oversight responsibility of the South County Center over the past two and half years.

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

- A. Identify how your program addresses or helps to achieve the District's Mission Statement.

It was well stated in the 2012-2013 CPPR, "The South County Center maintains a commitment to the College Mission, Vision and Values by providing accessible, high quality educational opportunity at a location close to our students' homes and places of work. Faculty and staff focus on a student-centered environment, providing immediate attention to student needs and concerns. The South County Center makes life-long learning a reality for many students, serving the youngest and the oldest students of any of the college's three locations."

- B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

The South County Center assists the District in generating FTES by providing academic courses, both on credit and non-credit bearing courses. In addition, direct student support services are available for students, such as: admissions and records, counseling, financial aid, assessment, and library services. The combination of these services add to the support current students and potential students receive and assist with student enrollment and generating FTES for the District. Additional programs that have been added to the South County Center have been the increase student enrollment has been in the areas of dual enrollment courses for the South County area and reactivating the Emeritus College courses offered at the South County Center.

- C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

The South County Center assists the District in achieving Institutional Learning Outcomes by continuing to provide academic courses that are available for the community in the South County region. During these past five years, there has been a decline in student enrollment at the South County Center and the region, which has been outlined in the 2016-2026 Educational Master Plan. It is important to note, the location of the South County Center has remained the same, which continues to be located on the campus of Arroyo Grande High School.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

This should be an update on the data analysis from the last CPPR

Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

As noted in the 2012 CPPR, the District has continued to move away from establishing a South County Center for various reasons by administration. These reasons are:

- 1) Decrease in enrollments at the South County Center and the region;
- 2) Decrease in course offerings;
- 3) Challenges in finding a location that would meet the needs establishing a permanent site; and
- 4) Costs and securing funding to either build a new site and/or working with an existing building that meets the standards for an educational facility.

As a result, the contract with the Lucia Mar Unified School District has continued and the South County Center site continues to be located on the Arroyo Grande High School campus.

In May 2016, the San Luis Obispo County Community College District Board of Trustees approved the District's plan for next ten years as noted in the 2016-2026 Educational Master Plan. It is important to note that Chapter 5 was exclusively dedicated to the two satellite sites of Cuesta College: the North County Campus and the South County Center. The analysis and data outlines the service region's demographics, changes in the population, high school student enrollments, among other critical data elements which impact both sites.

The following table is the South County Center data as outlined in the 2016-2026 Educational Master Plan which provides a comparison from district-wide data and the South County Center in the areas of Instructional Offerings, FTES/FTEF, Demand Fill Rate, and Successful Course Completion.

South County Center Data

	Size of Instructional Offerings: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: FillRate	Successful Course Completion
DISTRICT-WIDE Fall 2010	4,399	15.49	87%	71%
SCC Fall 2010 Total	100	11.09	82%	66%
- Credit, degree applicable	85	12.81	84%	
- Credit, not degree	15	6.31	68%	
- Noncredit	0	Not offered	Not	
DISTRICT-WIDE Fall 2012	3,716	14.54	79%	72%
SCC Fall 2012 Total	52	10.11	74%	71%
- Credit, degree applicable	44	10.95	74%	
- Credit, not degree	9	7.33	73%	
- Noncredit	0	Not offered	Not	
DISTRICT-WIDE Fall 2014	3,530	13.84	79%	73%
SCC Fall 2014 Total	71	9.35	85%	81%
- Credit, degree applicable	59	10.24	98%	
- Credit, not degree	4	4.19	37%	
- Noncredit	8	8.97	18%	
Target: Fall 2020	75	15.00	80%	80%
Target: Fall 2025	78	15.00	80%	80%

Source: 2016-2026 Educational Master Plan

As noted in the Educational Master Plan, “The number of FTES earned at the South County Center has accounted for a small but consistent proportion of the total SLOCCCD FTES over these four years, with South County Center earning 2% of the SLOCCCD total FTES in 2010, 1% in 2012, and 2% in 2014. In 2010 and 2012, 85% of the FTES earned at the South County Center have been in credit, degree applicable courses. This dropped to 83% of the FTES earned in credit, degree-applicable courses in 2014.”

In addition to the above data, the following data points are for the South County Region and the South County Center, per the Institutional Research Office website.

A. [Enrollment](#)

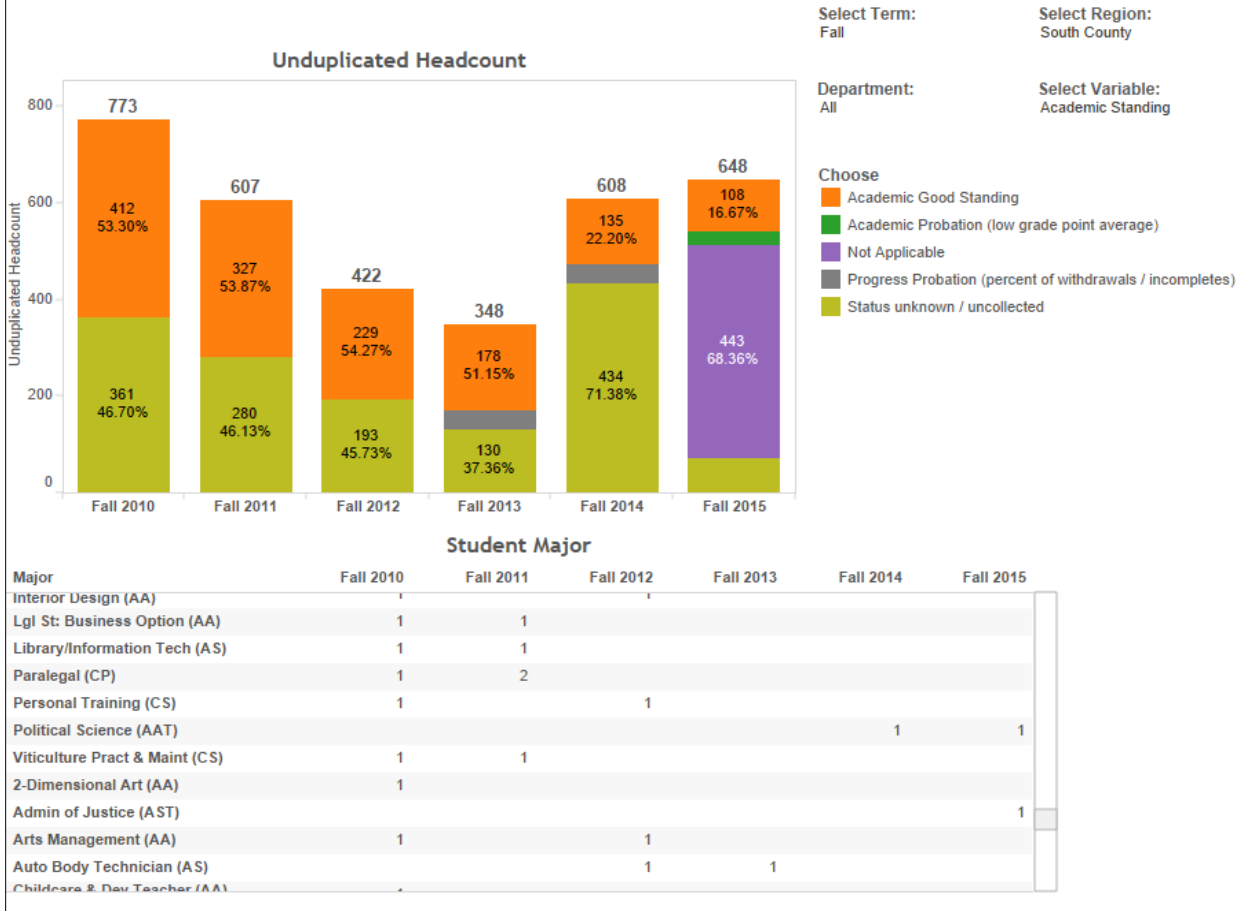
Please review the data and provide analysis of the factors affecting your program's overall enrollment, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

Since 2012, when the last CPPR was completed, the South County Center has continued to remain on the campus of Arroyo Grande High School. The challenges in having a satellite center on a high school campus is that students are unable to get the complete college experience.

Primarily because of its location, the majority of the students who enroll in courses at the South County Center are high school students. During this reporting period, in the Spring 2016, the Emeritus College courses were reinstated, which changed student enrollment at the South County Center. Note, these courses were previously discontinued due to the funding challenges the District experienced due to cutbacks in funding to the California community college.

The following table outlines and compares fall to fall student enrollment and trends for the South County region.

Student Characteristics and Enrollment Trends



Source: Cuesta Institutional Research Office website

As outlined in the Educational Master Plan, the following chart outlines the enrollments for the credit and non-credit courses offered at the South County Center since 2008 to 2014. It is noted there has been a significant decrease in enrollments in both the credit and non-credit areas.

The student enrollment is also impacted by the decrease in course offerings at the South County Center. As outlined in the 2016-2026 Educational Master Plan, it is clear to note that student enrollment in **credit** courses has declined in the South County region since the fall of 2008.

Location	Type of Instruction	# of Enrollments		% Change from 2008 to 2014
		2008	2014	
SCC	Credit	934	602	-36%

	Noncredit	1,104	79	-93%
	Total	2,053	681	-67%

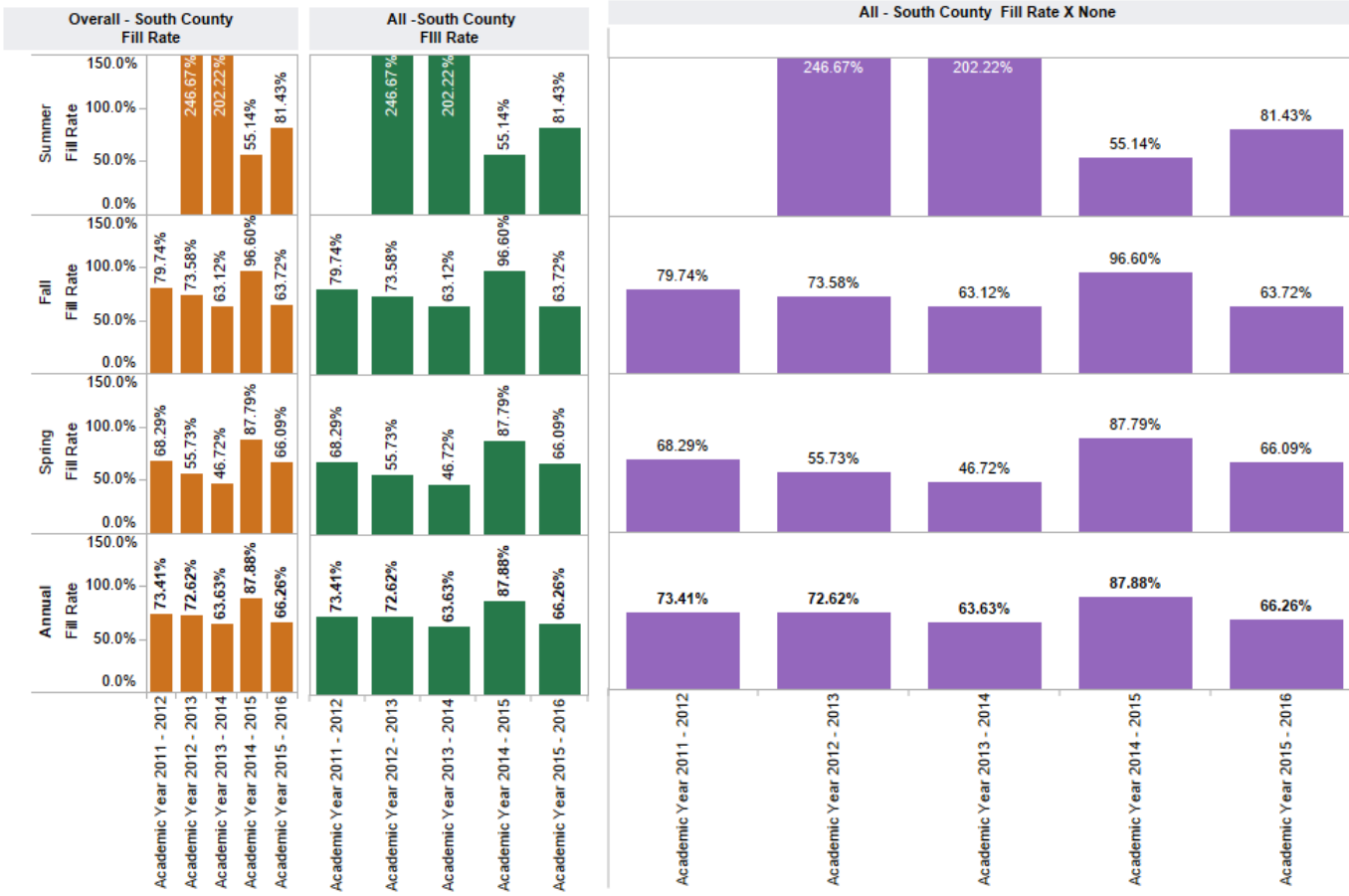
B. [Student Demand \(Fill Rate\)](#)

Please review the data and provide analysis of the factors affecting your program's overall fill rate, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

The following chart is the disaggregated data for the South County Region and the respective percentages of the fill rates by year. The annual data reflects the changes in fill rates, with the most recent a decline in the annual fill rates of 11.15% from 2011-2012 to 2015-2016.

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

Department: All Course: All Region: South County Disaggregate by: None Legend: ■



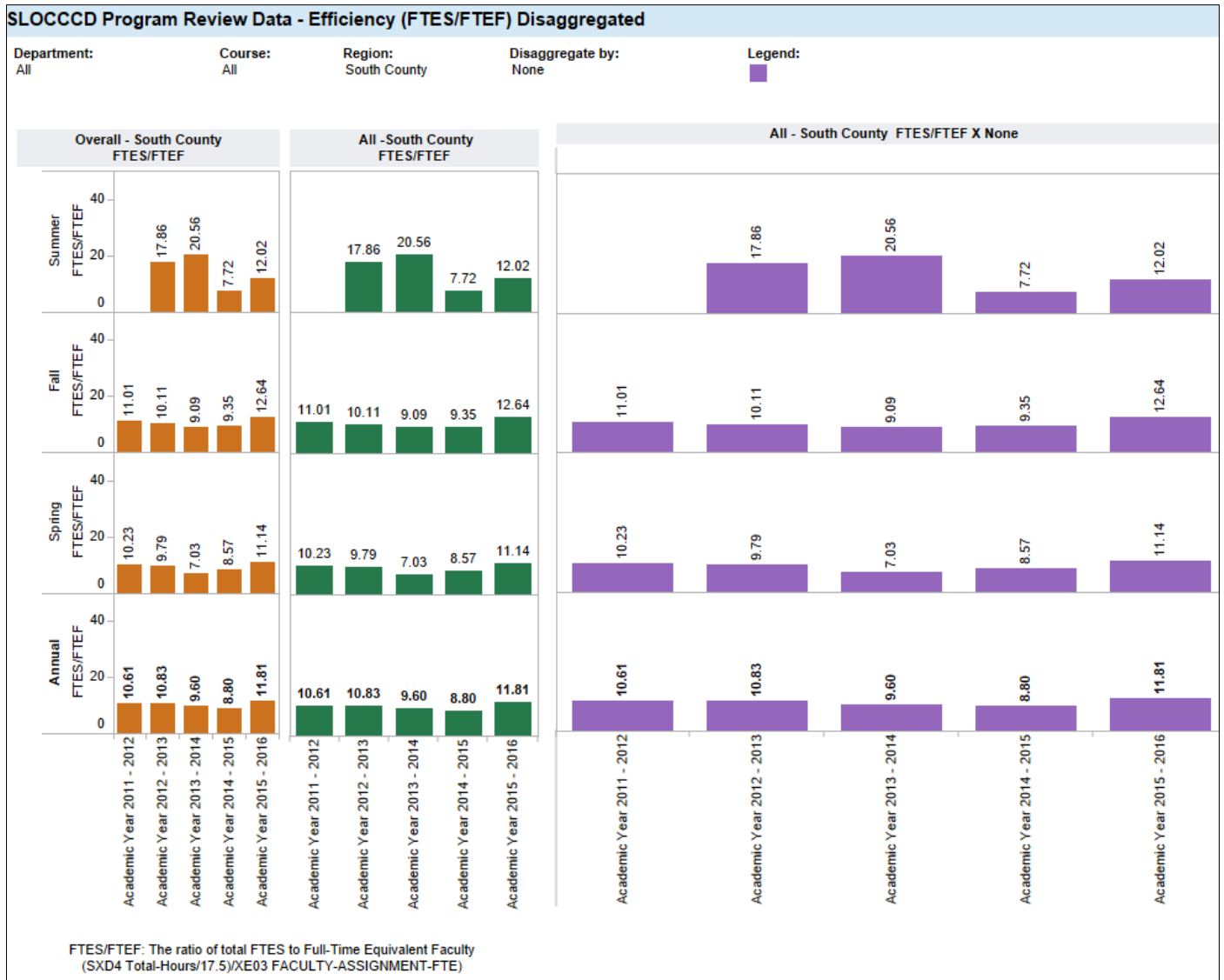
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Source: Cuesta Institutional Research Office website

C. [Efficiency \(FTES/FTEF\)](#)

Please review the data and provide analysis of the factors affecting your program's - FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

The following chart is the disaggregated data for the South County Center, and the respective percentages of FTES/FTEF (efficiency) rates by year since 2012. The efficiency rate has had a minimal increase of 1.2% from 2011-2012 to 2015-2016.

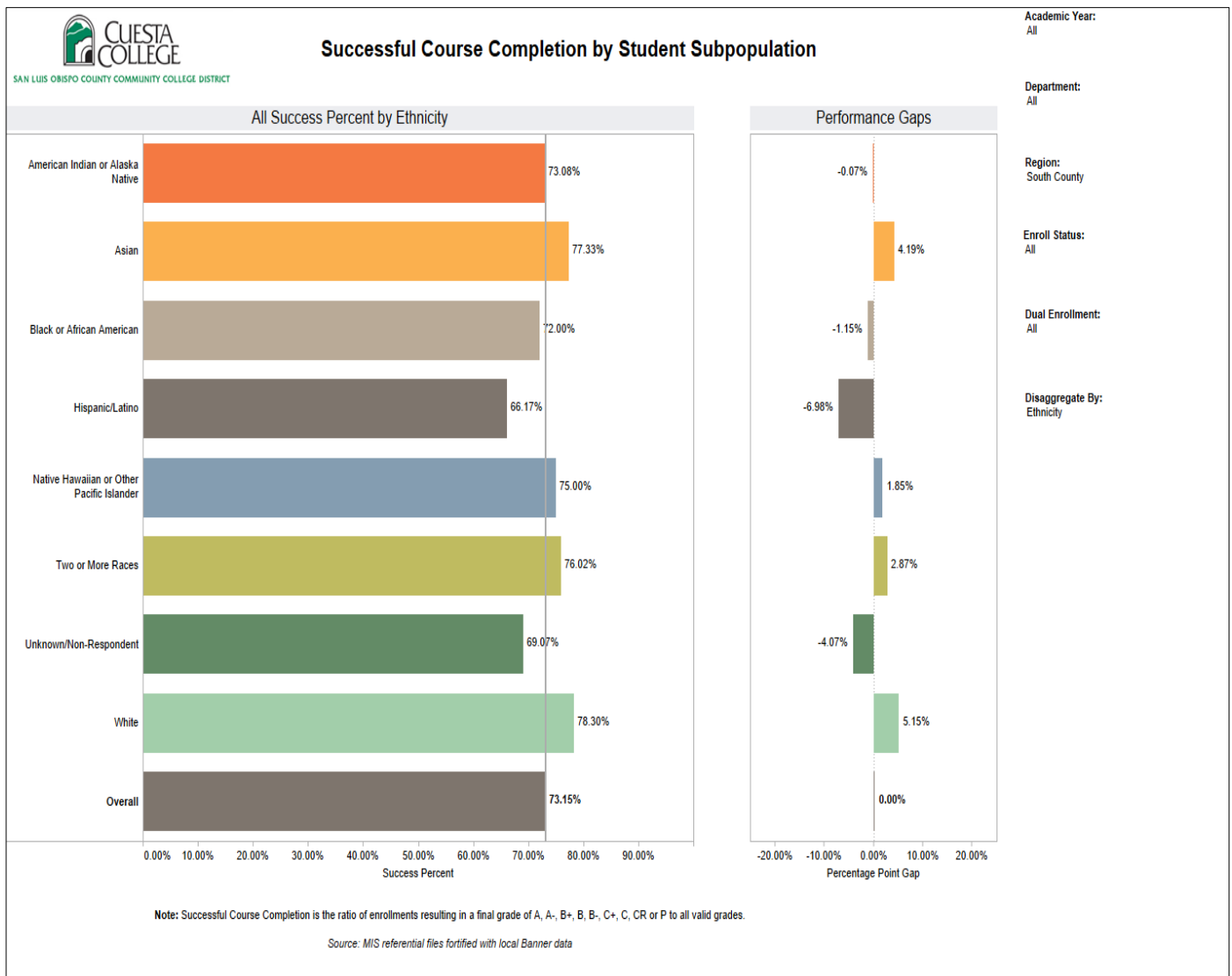


Source: Cuesta Institutional Research Office website

D. [Student Success – Course Completion \(Insert Data\)](#)

Please review the data and provide analysis of the factors affecting your program’s overall successful course completion percentage, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

The following is the disaggregated data for the South County Center and the respective percentages of successful course completion by ethnicity from 2011-2012 academic year to 2015-2016. Note, there are various data points that can be used, however, the disaggregated data by ethnicity provides an overview of the students enrolled in the south county region.



Source: Cuesta Institutional Research Office website

E. [Degrees and Certificates Awarded \(Insert Data\)](#)

Please review the data and provide analysis on the number of degrees and/or certificates awarded, paying particular attention to recent changes.

It is important to note the courses offered at the South County Center overall contribute to the student completion in obtaining a degree and/or certificate at Cuesta College, more specifically for those students who reside in the South County region. Note the credit courses at the South County Center are not specifically tied to any specific degree or certificate, rather general education level courses and/or non-credit courses.

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

According to the 2016-2026 Educational Master Plan, “In general, student enrollment reflects the numbers and types of courses offered. In response to state budget reductions, SLOCCCD reduced the numbers of all types of course offerings at all sites between 2008 and 2014. Since state apportionment is higher for credit courses than for noncredit courses, SLOCCCD reduced a greater proportion of **noncredit** offerings than credit offerings. At the South County Center, there was a 28% reduction in the number of credit sections offered and a 38% reduction in the number of noncredit sections offered.

Location	Type of Instruction	# of Sections Offered		% Change from 2008 to 2014
		2008	2014	
SCC	Credit	43	31	-28%
	Noncredit	29	18	-38%
	Total	72	49	-32%

“However, reductions in student enrollments at the South County Center were disproportionately higher than the reductions in the number of sections offered; 32% fewer sections were offered, while the number of enrollments declined 67%. This was more pronounced for noncredit courses. While noncredit sections were reduced 38%, enrollments decreased 93%.

At the South County Center, the number of enrollments per section for credit courses remained stable between 2008 and 2014, with an average of 22 enrollments per credit section in 2008 and 19 enrollments per credit section in 2014. The effect of this slight decline in the number of enrollments per section is also evident in that there was a 28% decline in the number of credit sections offered but a 36% decline in the number of enrollments per credit section.”

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

Outcomes: (Change in Student Enrollment Demographics) In the 2012-2013 CPPR, the author of the report noted, “Data for San Luis Obispo County reflects a growing Hispanic population, increasing proportionately from 22.1% in 2011 to 24.7% in 2016. Cuesta College has historically experienced the greatest Hispanic enrollment in South County and should anticipate an ever-increasing demographic shift.” In addition, the “South County demographics reflect the greatest promise for Cuesta College to meet the federal guidelines of a Hispanic Serving Institution. Increasing Cuesta College enrollment of South County residents could potentially bring in significant on-going federal HSI grant funding for the College as well as more effectively serve that region.”

The forecast of the projected increase of Hispanic/Latino students was quite accurate. It is important to note there was an increase of Hispanic/Latino students enrolled at the Cuesta College, and in **April 2016**, the U.S. Department of Education designated Cuesta College as a Hispanic Serving Institution (HSI). The benchmark to qualify as an HSI is that 25% of Hispanic/Latino students are enrolled at the institution and at the time of the HSI designation, Cuesta College had 32% of Hispanic/Latino students enrolled. As noted, this important designation has provided the institution to qualify and apply for federal grants which to enhance student learning via new initiatives that focus on student success for special populations. The long-term benefits for the College is increased in external funding and overall goal is to achieve higher student success rates.

Assessments: The 2012-2013 CPPR referenced the 2011 South County Center Student and Faculty Survey conducted in the 2011 spring semester. To summarize the outcomes of the assessment for the student responses, “Overall, students indicated most frequently a preference for evening instruction at 53%, followed in decreasing order by morning instruction, early afternoon at 15% and late afternoon at 12%”. The faculty responses were, “Overall, the faculty responses were in sync with student responses – indicating little adjustment needed. The one exception would be the potential shift to some morning offerings – should a new facility afford that opportunity.”

Improvements: An important improvement is in the area of having a current assessment and analysis of the challenges and needs of the South County Center and region that has set the foundation future improvements. The following information is extracted from the 2016-2026 Educational Master Plan and outlines the recommendations for improvements for the South County Center and its service region. “During the next five years, SLOCCCD will evaluate how to continue supporting South County students, and will focus on expanding its outreach to South County residents by offering courses throughout the community in community centers, libraries, and high schools. The instructional programs that will be offered and/or expanded have all demonstrated potential and are likely to contribute to a SLOCCCD target of 1% per year growth.

- 1) Offer noncredit English as a Second Language (ESL) courses at community centers at

various locations in the southern part of San Luis Obispo County.

- 2) Expand the dual enrollment program, in which high school students take SLOCCCD classes offered at the high school during the high school day.
- 3) Expand the enrichment/concurrent enrollment program, in which high school students take SLOCCCD classes at their high schools at the end of the high school day, using Central Coast New Tech High School as the model.
- 4) Reinstate and expand the Emeritus College, which was eliminated during recent difficult budget times. Current funding allows SLOCCCD to reinstate this popular program, which offered 138 sections in 2008. These courses are taught at various locations across the San Luis Obispo County.
- 5) Continue to pursue grant opportunities that strengthen partnerships with local schools.

Both the dual enrollment program and the enrichment/concurrent enrollment program show potential for building the future enrollment in the South County. In 2008, 45% of the 1,111 students enrolled at the South County Center were 24 years old or younger. That proportion almost doubled in 2014 when 78% of the 618 students enrolled at this site were ages 24 and younger. These thriving programs are taught on the high school campuses, which reduces the need for a separate facility in the South County.

Within the next two years, SLOCCCD will initiate a South County needs assessment, and the District will biennially analyze South County student enrollment patterns. The District will revisit the question of whether to lease, purchase, or build a facility in the southern part of San Luis Obispo County in 2021-2022.”

Based on the recommendation noted above, the District established a contract with the Hanover Research group based out of Washington, D.C. The Hanover Research group is currently conducting the South County region survey that is focusing on gathering data to determine what the community needs are and to learn how the Cuesta College can better serve the communities of the South County region.

B. Describe improvement efforts that have resulted from SLO assessment.

The improvements and/or changes made to two of seven Student Learning Outcomes as outlined in the 2012-2013 CPPR, were in the area of changing the assessment cycle from three years to annual review and the data to be monitored ([Refer to Appendix B – Student Learning Outcomes and Assessments](#)).

These following are the two Student Learning Outcomes that changed:

- 1) **Student Learning Outcome 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.

This SLO was assessed and it was determined that it is important to monitor the FTES generated at the South County to ensure the District is in compliance in meeting the definition as an Outreach Operation as defined by the California Postsecondary Education (CPEC).

- 2) **Student Learning Outcome 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.

The outcome for this SLO was revised as it was determined that as the South County Center is a site and is unable to demonstrate annual improvement as there are multiple factors which play a role in demonstrating improving course success rates, as the South County Center is a site where students take courses and receive student supportive services.

- C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- 1) **Continue Providing Emeritus College Courses (55+ Students):** In the 2015 fall semester, in collaboration with the Vice President of Academic Affairs and Director of Community Programs, Vice President of Student Services and College Centers, the Dean of the South County Center, and the Marketing Office a strategic plan was developed to reinstate the Emeritus College courses in the 2016 Spring semester. As a result, a comprehensive South County Center brochure was created that included the credit and non-credit courses, the Emeritus College courses, and distance education courses available in the South County. The brochure was mailed out to all of the residents of South County region. A total of eleven Emeritus College courses were offered to the 55+ community members. In addition, the outreach/marketing strategy allowed the South County residents to become aware of the courses offered by Cuesta College in the south county area ([Please refer to Appendix C – South County Brochure, 2016 Spring Semester](#)).

- 2) **Dual Enrollment (High School Students):** During the past three years, the District has participated and embraced the opportunity to offer college level courses to high school students via the Dual Enrollment Program. Dual enrollment courses continue to be offered at both the Arroyo Grande High School and Nipomo High School. The Dual Enrollment Program is under the leadership of the leadership of the Director of the CTE Grants and Dual Enrollment.

- D. Recommend changes and updates to program funding based on assessment of program outcomes.

For elements that require funding, complete Section D – [Resource Plan](#) Funding Requests.

- 1) **Staffing:** To continue at the current level of funding for two Student Support Services staff for the South County Center. Currently there are two staff members, one at 40% and the second at a 60% time. However, should the District make the decision to expand direct student services and instruction beyond the current hours of operation, increase in staff time will be required to ensure the high quality of services are delivered to its stakeholders.
- 2) **Facilities:** The cost of the lease of space to house the South County Center site at the Arroyo Grande High School campus.
- 3) **Operational and Site Supplies:** The cost of operational and instructional supplies for the South County Center.
- 4) **Technology and/or Equipment:** To cost to ensure all Cuesta technology and equipment is updated to ensure the high quality of services (directly student support services and instruction).

For faculty hiring needs, see Section H – Faculty Prioritization Process.

None

- E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

None

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

A. Internal and External Organizational Changes:

Challenges: As noted in the 2012-2013 CPPR, “The College has moved away from the concept of establishing South County Center on both Lucia Mar School District high school campuses to a plan that would centralize south county instruction in one five cities location”. There are various internal and external challenges that the South County Center has faced and continues to face they are clearly outlined in the attached 2016-2026 Educational Master Plan

- 1) **Allan Hancock College:** As noted in the previous CPPR, and a continued challenge for the South County Center is the close proximity to Allan Hancock College and is 17 miles and/or a 20-minute drive for students to experience a comprehensive college environment.
- 2) **Location and Decrease in Course Offerings:** The South County Center site is located within the Arroyo Grande High School campus that does not provide students the

opportunity to have a true college course experience as the courses are taught on a high school campus. The students, therefore, do not have access or have the ability to connect with all of the resources which students typically have available in a college environment. The South County Center is located in the oldest part of the high school campus, thereby, creating challenges with access to adequate classroom technology. In addition, over the past several years, there has been a decrease in credit level courses offered at the Center, thereby, limiting the options of courses students can complete at the Center.

- 3) Hours of Operation:** The South County Center is only opened from 4:00 to 9:00, Monday through Thursday. The direct student services and course offerings are only available to the student and/or potential student during the timeframe when the Center is open. It is noted, that a student has access to services by either visiting the San Luis Obispo (SLO) Campus (12 miles away from South County Center) or contacting SLO Campus via phone to obtain information on the college services.
 - 4) Limited Student Support Services:** The direct student support services are limited due to limited permanent office space for the counseling (2 days a week), financial aid (one day a week), library, assessment (one day a week), Continuing Education (ESL credit and non-credit) course offerings, and direct support provided by the Student Services staff. As a result of having limited space, the counseling and financial representatives share one office and are only able to provide services on a limited basis. In addition, due to a lack of permanent workspace, the work area for the Student Services staff is located in the high school faculty workroom. Consequently, each evening the temporary office needs to be set up and taken down at the end of each evening.
 - 5) Turnover in Staff:** The turnover of staff members, as they are part-time position has been a challenge for the site. As the Student Support Services staff provide comprehensive services in assisting students with Admissions and Records information, assisting student completing the Cuesta application, providing faculty support, providing IT support for faculty, responsible for the oversight of students purchasing minor student supplies, scheduling classroom assignments that match the respective course instruction, to mention a few. On average, it takes an employee a full academic year to become well-versed in the complete operation and services of the Center.
- B. Distance Education Impact on Services:** As the District continues to expand the courses offered via distance education, this enhances the opportunities for students to enroll in courses at the Cuesta College with the goal of increasing student enrollments.

VI. PROGRAM DEVELOPMENT FORECAST

A. Plans for Improvement

As outlined in the 2016-2026 Educational Master Plan it is highly recommend that in order to grow enrollment in the South County region would be to: 1) survey the South County region to determine what are the identified academic programs they want to see at the South County Center, 2) increase non-credit ESL courses, 3) expand the dual enrollment program, 4) expand the enrichment/concurrent enrollment program, 5) expand the Emeritus College courses and, 5) continue to seek grant opportunities to strengthen the partnerships with the local schools. In addition, an aggressive outreach and recruitment plan needs to be developed and implemented to increase student enrollment which will impact course offerings at the South County Center.

Currently, the 60% staff member designated for the South County Center is now working directly with the Career Technician Counselor at Arroyo Grande High School (AGHS). The Cuesta College staff member is working four hours of her allotted time at the AGHS Career Center assisting students with the Cuesta admission process, completing enrichment and/or concurrent documents, provide information on financial aid, counseling, and other student support services available at Cuesta College. Having an embedded staff member within the high school, will provide the high school students a direct and personal contact to the college. Additionally, the high school counselors now have a direct person with whom they can work with on the majority of matters that deal with admissions to the college.

B. Support for Institutional Goals and Objectives and Objectives

The continued commitment by the College to ensure that the South County Center is providing comparable quality programs and services needs to be at the forefront of the overall strategic planning for the District. Moving forward, it is key to revisit the overall mission of why the South County Center was originally created and possibly the focus of the Center needs to reconsidered, as outlined in Chapter 5 of the 2016-2026 Educational Master Plan ([refer to page 316](#)).

C. Recommendations from External Agencies

If the overall District's goal is to enhance the level of services to the South County region, it is critical to partner with external agencies to locate an ideal future site for the South County Center where the needs of the community can be met.

D. New Service Coordination and Collaboration – Internal and External Programs

As the Lucia Mar Unified School District has recently passed their educational bond, it is going to be important to being working with their respective key administration to collaborate to seek out the opportunity to find a new location for the South County Center within school district's facilities that are more conducive to student learning and services.

E. Staff training/professional development needs

It is important the staff members assigned to the South County Center continue to be engaged in campus trainings in order to stay abreast of policy changes which impact students and procedural changes in all areas as the South County Center staff work directly and closely with student support programs and academic departments and faculty.

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

A. Personnel

In the current operational format of the South County Center, the same staffing structure will continue with part-time Student Support Services staff. One staff member 40% time and one at 60% time that are identified in the Resource Plan. In the future, should the Center grow in student enrollment and/or the focus shift of the type of courses and services to be offered at the Center, the staffing structure will need to be re-assessed to ensure high-level of quality of services are provided both in instruction and in direct student support services.

B. Equipment/Furniture (other than technology)

Ensure that all of the equipment/furniture is maintained and updated.

Technology

During the 2015-2016 academic year, the technology equipment for the South County Center increased whereby three new laptops, one desktop computer, and dual computer screens were added to existing computers; two digital presenters (ELMOs) were added and one data projector.

The Lucia Mar Unified School District recently conducted a major upgrade to the technology throughout the School District. Most importantly as it has impacted the technology in the area of the South County Center. In addition, it is important to continue working with the Cuesta College IT Department to keep the technology equipment up to date and to confirm all of the necessary technology does not become obsolete.

C. Facilities

The South County Center will continue to provide late afternoon and evening educational services with its current operational format and will continue to provide the highest level of feasible student support services and instruction. Cuesta College's current lease agreement with the Lucia Mar School District is on a year-to-year flat rate lease for use of the 900 Wing offices and classrooms at a yearly rate of \$50,000 funded by general funds.

This a reasonable cost for the use of two offices, 15-20 classrooms, including computer labs, and use and support of auxiliary services. It is important to note that until Cuesta College finds another location, either within the Lucia Mar Unified School District or within the south county region, challenges with the current facilities will continue. The South County Center is located in the oldest part of the high school campus and as a result, this brings challenges in providing students with a clear college classroom and services experience.

It is important to note that the Lucia Mar Unified School District recently passed a bond (November 2016) for future growth of their District and it will be critical for the District to ensure future site of the South County Center included in their facilities plans.

SIGNATURE PAGE

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

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

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

Manager/Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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APPENDIX A



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
2016-2026 EDUCATIONAL MASTER PLAN

CHAPTER 5: NORTH COUNTY CAMPUS AND SOUTH COUNTY CENTER



CHAPTER 5 | NORTH COUNTY CAMPUS AND SOUTH COUNTY CENTER

Overview

SLOCCCD is a single-college, multi-campus district with a service area predominantly within San Luis Obispo County. San Luis Obispo County is divided into two distinct parts by the Cuesta Grade in the Santa Lucia Mountain Range, which forms a physical and psychological barrier between those living on the north and south sides of this boundary.

The largest population concentrations are in the Paso Robles area in the northern part of the county and in the San Luis Obispo area in the central part of the county. These regions differ in economic growth and perspectives on population growth. San Luis Obispo has established slow growth policies, whereas Paso Robles has encouraged controlled growth. This chapter is dedicated to the northern and southern areas of San Luis Obispo County.

Throughout its history, SLOCCCD has offered classes in various sites in addition to its campus in San Luis Obispo. Partnerships with local high schools helped to establish locations for instruction in both the northern and southern portions of the county since 1963. More recently, the district serves the residents in its service area at two campuses and one center. The original campus in the city of San Luis Obispo is located in central San Luis Obispo County in the Chorro Valley between the cities of San Luis Obispo and Morro Bay on State Highway 1. However, there are limitations to some residents' access to the programs and services provided at this location due to the distance between population centers from the north and the south as well as the difficulty of travel over the Cuesta Grade. Since population growth in the past twenty years has occurred primarily along the Highway 101 corridor north of the grade, a second campus was established in Paso Robles in 1998. SLOCCCD reaches out to the southern part of the county by offering instruction and services in a leased facility in Arroyo Grande, as well as hosting courses at several other locations in partnerships with the Lucia Mar School District and other agencies, which the SLOCCCD has done for decades.



As described in Chapter 2, San Luis Obispo County is often defined as consisting of four geographic regions. The following table shows the current population and the projected population for the largest cities/communities in each region; population projections for the remaining communities in each region are presented in Chapter 2.

There are three cities in San Luis Obispo County that have 25,000 residents or more each in 2015: Atascadero, Paso Robles, and San Luis Obispo. All other communities or cities currently have, and are projected to have, fewer than 20,000 residents by 2025.

As a consequence of its promotion of controlled growth, the most populous region is the North Inland region, with a little over 100,000 residents in 2015. Economists project this area's population will increase 11% to approximately 113,000 residents by 2025. South County is the second most populous region in San Luis Obispo County with a little over 80,000 residents in 2015. This area's population is projected to increase 7%, reaching almost 87,000 residents by 2025. As a result of its slow growth policies, the Central part of the County is the third most populous, with almost 75,000 residents in 2015 and is projected to grow 5%, reaching 78,000 residents by 2025. The smallest region in terms of population is the North Coast with almost 10,500 residents, which is projected to grow slightly by 2025.

San Luis Obispo County Population by Area and Year

	2010	2015	2020	2025	% Growth from 2015 to 2025
North Inland Total	94,045	101,883	107,476	113,015	11%
Atascadero	27,360	28,860	29,860	30,810	
Paso Robles	30,65	34,00	35,88	37,67	
All other communities	36,035	39,023	41,736	44,535	
South County Total	78,473	81,407	84,309	86,933	7%
Arroyo Grande	17,078	17,524	18,407	18,933	
Grover Beach	12,967	13,142	13,432	13,684	
All other communities	48,428	50,741	52,470	54,316	
Central Total	74,301	74,704	76,573	78,355	5%
San Luis Obispo (city)	42,540	42,590	43,370	44,120	
All other communities	31,761	32,114	33,203	34,235	
North Coast Total	10,563	10,787	10,973	11,117	3%

Location	Total Credit and Noncredit Enrollments	
	2008	2014
San Luis Obispo Campus	30,569	20,241
North County Campus	7,666	4,324
South County Center	2,053	681

Established in 1963, the San Luis Obispo Campus offers all of the instructional opportunities, student services, and support services to be expected at a comprehensive community college. The purpose of this chapter is to describe the current status of the other two SLOCCCD sites and to project the growth of each site during the term of this educational master plan.

North County Campus

Rationale for a Campus in North County

Given the distribution of the population in San Luis Obispo County, SLOCCCD chose North County as the obvious site for a second campus to fulfill its mission of providing higher education to residents of its service area. This strategy was outlined in both the 1991 and 1999 educational master plans

http://www.cuesta.edu/aboutcc/documents/accreditation/plans/1991_Educational_facilities_master_plan.pdf

and http://www.cuesta.edu/aboutcc/documents/accreditation/plans/SLOCCCD_NorthCountyCampusMaster_Plan_1999.pdf.

Patterns of population growth continue to be the primary rationale for SLOCCCD to establish and maintain a permanent campus in this area. Today, the North County Inland region of San Luis Obispo County is the most populous region in San Luis Obispo County and is projected to grow another 11% in the next decade, with six of the 13 cities or communities in the North Inland area projected to grow over 1% per year.

North County Cities/Communities	2015 Population	Annual Growth Rate
Adelaida	4,468	1.38%
Atascadero	28,860	0.78%
El Pomar/Estrella	10,922	1.64%
Lake Nacimiento	3,335	0.57%
LasPilitas	1,535	0.36%
Los Padres	392	0.64%
Paso Robles	34,000	1.31%
Salinas River rural area	5,296	0.36%
San Miguel	2,027	1.79%
Santa Margarita	1,432	0.46%
Shandon	1,818	5.72%
Shandon-Carrizo rural area	1,621	0.25%
Templeton	6,177	1.06%

Prior to the development of the North County Campus, residents of North County did not have reasonable access to public community colleges for the following four reasons:

1. Difficulty of travel between North County population centers and the San Luis Obispo Campus prior to the development of the North County Campus

The Cuesta Grade separates Paso Robles and Atascadero from the San Luis Obispo Campus. As described in Chapter 1, the Cuesta Grade rises quickly to almost 1,400 feet above sea level. The road, particularly on the western slope of the grade, is steep and winding, with a 4.2% grade that rises 220 feet per mile for almost six miles.

2. Distance between North County population centers and the San Luis Obispo Campus

Students from all of the North County cities/communities except one (Santa Margarita) must travel a considerable distance, between 23 to 53 miles, to reach the San Luis Obispo Campus.

North County City/Community	Zip Code	Miles to SLO Campus
Atascadero	93422	23.0
Creston	93432	29.6
Paso Robles	93446	36.4
Paso Robles	93447	33.4
San Miguel	93451	43.0
Santa Margarita	93453	16.5
Shandon	93461	53.1
Templeton	93465	28.5

3. North County residents' access to neighboring community college districts

An alternative to driving over the Cuesta Grade to reach the San Luis Obispo Campus is for students to drive to a college in a neighboring community college district. However, this is not a reasonable alternative given the distances from the North County cities/communities to the closest other community colleges.

North County City/Community	Miles to Hartnell College Center in King City	Miles to West Hills College in Coalinga	Miles to Monterey Peninsula College
Atascadero	56.2	49.4	102.5
Creston	62.9	48.3	110.7
Paso Robles	46.8	40.3	94.3
San Miguel	41.5	29.0	90.9
Santa Margarita	74.2	53.7	122.6
Shandon	57.0	34.2	106.5
Templeton	51.1	45.7	97.6

4. Lack of public transportation prior to the development of the North County Campus
In the absence of public transportation, students must have access to private transportation in order to take advantage of the opportunities at the San Luis Obispo Campus.

North County Campus Today

Recognizing that North County residents were underserved by SLOCCCD, community members formed the North County Campus Task Force to advocate for a campus and to raise funds to construct a campus on a 105-acre site located in northeastern Paso Robles near Highway 46. This site consists of 82 acres purchased by SLOCCCD, with an adjacent 23-acre parcel gifted to SLOCCCD for this purpose.

Beginning with a state grant of \$500,000, the North County Campus Task Force raised over \$2.2 million in cash and in-kind gifts and \$1.8 million in deferred inheritance gifts to make this campus a reality. Construction of the campus began in June 1998, and the campus was opened for the fall semester that same year with 1,300 students, 75 faculty and staff, four modular buildings, and more than 100 classes in 30 disciplines.

The North County Campus consisted entirely of modular buildings until permanent buildings were approved by the state. The first permanent building opened in 2005, and the second opened in 2012. A general obligation bond, Measure L, was approved by voters in 2014, and those funds are to be used to replace temporary buildings with three new structures: The North County Campus Center Building, Jobs and Career Technology Facility, and the North County Campus Early Childhood Education Center.

The North County Campus was approved as an official education center by the state Chancellor's Office in 1998.

Currently, the North County Campus offers an array of academic programs, including basic skills as well as programs leading to an associate degree or completion of transfer requirements. Career technical education programs are offered in Nursing Assistant, Licensed Vocational Nurse, and Emergency Medical Technician. In 2012, the SLOCCCD Sustainability Resource Center, funded with \$600,000 in solar company grants, was established as a teaching center for sustainability to P-16 instructors and as a resource for providing technical skills in alternative energy sectors. Student support services offered at the North County Campus include counseling, library, student success center, student health services, veteran's center, financial aid, Disabled Student Programs and Services, Associated Students of Cuesta College, EOPS/CalWORKs, Continuing Education, bookstore, and public safety services.

North County Campus Data

	Size of Instructional Offerings: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	Successful Course Completion
DISTRICT-WIDE Fall 2010	4,399	15.49	87%	71%
NC Fall 2010 Total	770	15.34	80%	68%
- Credit, degree applicable	643	16.82	88%	
- Credit, not degree applicable	95	11.63	85%	
- Noncredit	32	8.29	38%	
DISTRICT-WIDE Fall 2012	3,716	14.54	79%	72%
NC Fall 2012 Total	653	13.50	69%	71%
- Credit, degree applicable	547	15.12	82%	
- Credit, not degree applicable	84	10.28	65%	
- Noncredit	22	5.36	23%	
DISTRICT-WIDE Fall 2014	3,530	13.84	79%	73%
NC Fall 2014 Total	585	12.84	71%	71%
- Credit, degree applicable	494	14.25	74%	
- Credit, not degree applicable	57	8.67	52%	
- Noncredit	34	7.84	65%	
Target: Fall 2020	<i>615</i>	<i>15.00</i>	<i>80%</i>	<i>72%</i>
Target: Fall 2025	<i>646</i>	<i>16.00</i>	<i>80%</i>	<i>72%</i>

Size of Instructional Offerings: Meets expectations

The number of FTES earned at the North County Campus has accounted for a consistent proportion of the total SLOCCCD FTES over these four years, with North County Campus earning 18% of SLOCCCD's total FTES in 2010, 18% in 2012, and 17% in 2014. In each of these semesters, 84% of the FTES earned at the North County Campus has been in credit, degree applicable courses.

Efficiency: Meets expectations

The pattern of the efficiency of instructional offerings is similar for the North County Campus and for SLOCCCD as a whole in 2010, 2012, and 2014. In 2010, efficiency exceeded the District-wide target of 15.00 FTES/FTEF for both, and then decreased below the target in fall 2012 and 2014. Efficiency in credit, degree-applicable courses was the strongest in all three falls, while efficiency in credit, non-degree-applicable courses decreased significantly between 2010 and 2014 (from 11.63 in 2010 to 8.67 in 2014). Overall, the efficiency of credit courses that are not degree applicable and noncredit courses has consistently been below the District-wide efficiency target.

Demand: Needs attention

Student demand for North County Campus credit, degree-applicable courses met or exceeded the District-wide student demand rates in 2010 and 2012. Student demand for non-degree-applicable credit courses was highest in 2010, but declined in 2012 and 2014. Fill rates for noncredit courses were consistently low at the North County Campus between 2010 and 2014.

Student Outcome: Meets expectations

Students' successful course completion rates for courses taught on the North County Campus courses are parallel to the District-wide successful course completion rates in all three fall semesters in this data snapshot.

Enrollment: Stable

	Unduplicated Student Headcount		% Change from 2008 to 2014
	Fall 2008	Fall 2014	
SLOCCCD Total	13,146	9,533	-27%
SLOCCCD students enrolled at one site only	10,704	7,238	-32%
NC Exclusively	2,515	1,472	-41%
NC+SLO	596	450	-24%
NC+DE	210	147	-30%
NC+SC	3	29	866%
NC+SLO+DE	89	91	2%
NC+SLO+SC	8	3	-62%
NC+SC+DE	1	0	-100%
NC+SLO+SC+DE	1	1	0

About 20% of the students who enroll in courses at one site exclusively attend North County Campus. In fall 2008, 10,704 students enrolled in courses at one location exclusively. Of those, 2,515 students, or 23% of the total number of students who enrolled at one location exclusively, took courses only at the North County Campus. In fall 2014, 7,238 students who enrolled in

courses at one location exclusively; of these 1,472 students, or 20% of the total number of students, took courses only at the North County Campus.

In general, student enrollment reflects the numbers and types of courses offered. In response to state budget reductions, SLOCCCD reduced the numbers of all types of course offerings at all sites between 2008 and 2014. Since state apportionment is higher for credit courses than for noncredit courses, SLOCCCD reduced a greater proportion of noncredit offerings than credit offerings. At the North County Campus, there was a 30% reduction in the number of credit sections offered and a 43% reduction in the number of noncredit sections offered.

Location	Type of Instruction	# of Sections		% Change from 2008 to 2014
		2008	2014	
NC	Credit	242	169	-30%
	Noncredit	89	51	-43%
	Total	331	220	-34%

Overall, student enrollments at the North County Campus parallel District-wide decreases. The number of enrollments per section for credit courses remained stable between 2008 and 2014, with an average of 23 enrollments per credit section in 2008 and 22 enrollments per credit section in 2014. The effect of this slight decline in the number of enrollments per section is also evident in that there was a 30% decline in the number of credit sections offered but a 34% decline in the number of enrollments per credit section.

However, enrollments in noncredit sections decreased by almost half between the two fall semesters. In fall 2008, there was an average of 23 enrollments per noncredit section; in fall 2014, that average was 12 enrollments per noncredit section. While there was a 43% drop in the number of noncredit sections offered, there was a 69% drop in noncredit enrollments.

Location	Type of Instruction	# of Enrollments		% Change from 2008 to 2014
		2008	2014	
NC	Credit	5,566	3,693	-34%
	Noncredit	2,033	631	-69%
	Total	7,666	4,324	-44%

Growth Projection: Same as the SLOCCCD overall growth rate

There is the potential for student enrollment to grow and for the facilities at this site to accommodate that growth. Therefore, it is fiscally responsible for SLOCCCD to support student enrollment growth at this location.

The rationale for this growth projection is as follows:

1. The four primary barriers to access to higher education in northern San Luis Obispo County continue to be issues for these residents.
2. The communities in closest proximity to the North County Campus are those projected to experience the greatest amount of population growth in San Luis Obispo County.
3. Thanks to support of local advocates as well as the general voting public, SLOCCCD has the capacity to serve North County residents in facilities of an appropriate size and type needed for college-level instruction and services.
4. Based on the strength of the efficiency of degree-applicable credit courses, SLOCCCD can continue to offer instruction at this location in a fiscally responsible manner.
5. Since younger students tend to enroll in a greater number of units, the age trends of the student population at the North County Campus are a harbinger of future enrollment and FTES growth for SLOCCCD at this location.
 - A greater proportion of students ages 24 and younger attend the North County Campus. In 2008, a total of 3,423 students enrolled and of these, about 50% were 24 years old or younger. In 2014, a total of 2,191 students enrolled and of these, about 57% were 24 years old or younger.
 - The proportion of recent North Inland high school graduates choosing to attend SLOCCCD has recently been increasing, thanks to the scholarships provided by the Cuesta Promise.

	Fall 2013 Before the Cuesta Promise	Fall 2015 With the Cuesta Promise
North Inland		
- Atascadero HS	41.3%	45.8%
- Paso Robles HS	37.4%	41.9%
- Shandon HS	22.7%	61.5%
- Templeton HS	39.0%	46.2%
North Coast		
- Coast Union HS	33.3%	50.0%

Challenges

- Develop plans to meet and increase student demand
- Implement plans to meet and increase student demand

South County Center

Rationale for a Center in South County

Similar to its outreach to the northern part of San Luis Obispo County, SLOCCCD began offering courses in the southern-most region of San Luis Obispo County. In 1965, shortly after establishing its campus in the city of San Luis Obispo, SLOCCCD began offering courses at Arroyo Grande High School as well as at community centers. A comprehensive needs assessment of this area as well as strategies for developing and implementing a South County Center were outlined in the 1991 and 2001 educational master plans

http://www.cuesta.edu/aboutcc/documents/accreditation/plans/1991_Educational_facilities_master_plan.pdf and http://www.cuesta.edu/aboutcc/documents/accreditation/plans/2001_Educational_facilities_master_plan.pdf.

The 1991 plan recommended that SLOCCCD establish two comprehensive educational centers in the South County and offer individual classes at other community locations. One center was to serve the Five Cities area (Arroyo Grande, Grover Beach, Oceano, Pismo Beach, and Shell Beach) and the other to serve the Nipomo area. It was proposed that the two centers be developed in collaboration with the Lucia Mar Unified School District and on the sites of Arroyo Grande High School and Nipomo High School.

In keeping with both master plans, SLOCCCD affirmed its commitment to South County by continuing to offer instruction at Arroyo Grande High School, as well as beginning to offer courses at Nipomo High School in 2002.

The 2001 educational master plan projected that by 2020 the maximum number of community college students generated by the South County areas would total 5,618 students, with this caveat:

“... a significant portion of Nipomo students would probably continue to be attracted to Allan Hancock College due to its size, program variety, and the established relationship with Nipomo. If we disregard Nipomo in projecting the number of community college students in the south, the total diminishes to 3,503.”

However, even this reduced projection of student enrollment has not been fulfilled. Beginning in 2011, courses at Nipomo High School were discontinued. In 2014, there were 681 total enrollments (duplicated student headcount) at the South County Center located at Arroyo Grande High School.

The county's population is concentrated in the north. While the central and southern parts of the county currently have fewer residents than in the north, both are projected to grow moderately over the next decade. Today, southern San Luis Obispo County includes a little over 80,000 residents and is projected to grow 7% overall in the next decade, with the populations in most cities and communities projected to grow at 1% per year or less.

South County Cities/Communities	2015 Population	Annual Growth Rate
Huasna-Lopez	1,249	1.58%
Arroyo Grande	17,640	0.66%
Grover Beach	13,120	0.33%
Nipomo	16,419	1.26%
Oceano	8,378	0.43%
Pismo Beach	8,620	0.51%
San Luis Bay rural area	4,781	0.90%
South County rural area	11,200	0.82%

In the previous section, four reasons were identified that created a sense of urgency about developing the North County Campus. One of these reasons, the absence of public transportation, is similar for students in North County and South County. However, the other three reasons are less applicable to South County students.

1. Travel between South County population centers and the San Luis Obispo Campus

A four-lane interstate freeway (Highway 101) connects the southern and central parts of San Luis Obispo County. The route is characterized by rolling hills, as opposed to the steep Cuesta Grade on the route between the central and northern parts of San Luis Obispo County.

2. Distance between South County population centers and the San Luis Obispo Campus

Students from South County cities/communities except one (Nipomo) must travel a moderate distance, between 17 to 23 miles, to reach the San Luis Obispo Campus.

3. South County residents' access to a neighboring community college district

Proximity to students' homes is a major factor in their choice of community colleges. Residents in South County have access to higher education at a neighboring comprehensive community college that, for most communities, is closer to their homes than the San Luis Obispo Campus.

South County City/Community	Miles to Allan Hancock College in Santa Maria	Milesto San Luis Obispo Campus	ClosetoAllan Hancock College or San Luis Obispo Campus?
Arroyo Grande	14.4	22.9	Allan Hancock
Avila Beach	23.0	17.1	San Luis Obispo Campus
Grover Beach	15.7	21.5	Allan Hancock
Nipomo	6.6	31.3	Allan Hancock
Oceano	14.2	23.3	Allan Hancock
Pismo Beach	17.5	18.9	Allan Hancock
Shell Beach	19.4	17.0	San Luis Obispo Campus

The impact of proximity is seen in the number of students who live within SLOCCCD geographic boundaries and attend Allan Hancock College. The decline in the number of Allan Hancock College students from SLOCCCD service area between 2008 and 2014 mirrors the statewide patterns of enrollment decline described in Chapter 2.

	Allan Hancock College			
	Fall 2008	Fall 2010	Fall 2012	Fall 2014
Student Flow from Allan Hancock service area to	196	166	137	174
Student Flow from SLOCCCD service area to Allan Hancock	2,280	2,209	1,812	1,822
Net Impact on SLOCCCD	-2,084	-2,043	-1,675	-1,648

South County Center Today

The South County Center is composed of office space and classrooms leased from the Lucia Mar Unified School District and is located at Arroyo Grande High School. This location limits SLOCCCD student access to course offerings and student services to evenings only, Monday through Thursday. An additional limitation of this location is that the technological advancements that enrich teaching and learning environments on the San Luis Obispo and North County Campuses cannot be installed at the South County Center. The facilities at the South County Center also limit support services to students, such as tutoring, workspace for employees, and parking.

Efforts to secure a more suitable facility that would be owned by SLOCCCD have yet to be successful, due in part to the economic realities of the past five years. Without a facility that would provide the appropriate space and infrastructure conducive to college-level teaching and learning, SLOCCCD is limited in the programs and services that can be offered at the South County Center, which makes it difficult to compete with those offered at Allan Hancock College

[http://www.cuesta.edu/aboutcc/documents/accreditation/plans/SLOCCCD Educational Master Plan 2011-2016.pdf](http://www.cuesta.edu/aboutcc/documents/accreditation/plans/SLOCCCD_Educational_Master_Plan_2011-2016.pdf)

South County Center Data

	Size of Instructional Offerings: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: FillRate	Successful Course Completion
DISTRICT-WIDE Fall 2010	4,399	15.49	87%	71%
SCC Fall 2010 Total	100	11.09	82%	66%
- Credit, degree applicable	85	12.81	84%	
- Credit, not degree	15	6.31	68%	
- Noncredit	0	Not offered	Not	
DISTRICT-WIDE Fall 2012	3,716	14.54	79%	72%
SCC Fall 2012 Total	52	10.11	74%	71%
- Credit, degree applicable	44	10.95	74%	
- Credit, not degree	9	7.33	73%	
- Noncredit	0	Not offered	Not	
DISTRICT-WIDE Fall 2014	3,530	13.84	79%	73%
SCC Fall 2014 Total	71	9.35	85%	81%
- Credit, degree applicable	59	10.24	98%	
- Credit, not degree	4	4.19	37%	
- Noncredit	8	8.97	18%	
Target: Fall 2020	75	15.00	80%	80%
Target: Fall 2025	78	15.00	80%	80%

Size of Instructional Offerings: Meets expectations

The number of FTES earned at the South County Center has accounted for a small but consistent proportion of the total SLOCCCD FTES over these four years, with South County Center earning 2% of SLOCCCD's total FTES in 2010, 1% in 2012, and 2% in 2014. In 2010 and 2012, 85% of the FTES earned at the South County Center have been in credit, degree applicable courses. This dropped to 83% of the FTES earned in credit, degree-applicable courses in 2014.

Efficiency: Needs attention

Efficiency of instructional offerings at the South County Center has been consistently below the SLOCCCD target. Efficiency has been the strongest in credit, degree-applicable courses in the three falls, while efficiency in credit, not degree-applicable courses decreased between 2010 and 2014 (from 6.31 in 2010 to 4.19 in 2014). Noncredit courses were not offered at this location in 2010 and 2012 for financial reasons discussed in Chapter 2. Efficiency continues to be below the target for the noncredit courses offered in 2014.

Demand: Meets expectations for credit degree-applicable courses; needs attention for other courses

Student demand for South County Center credit, degree-applicable courses was slightly below the District-wide student demand rates in 2010 and 2012, but significantly exceeded that rate in 2014. The increase can be attributed largely to the implementation of a dual enrollment program. Student demand for non-degree-applicable credit courses was highest in 2012, but declined by half in 2014. Fill rates for noncredit courses at the South County Center in 2014 were exceptionally low.

Student Outcome: Meets expectations

Students' successful course completion rates for courses taught at the South County Center were below the District-wide successful course completion rates in 2010, were comparable to the District-wide successful course completion rates in 2012, and exceeded that rate in 2014.

Enrollment: Needs attention

	Unduplicated Student Headcount		% Change from 2008 to 2014
	Fall 2008	Fall 2014	
SLOCCCD Total	13,146	9,533	-27%
SLOCCCD students enrolled at one site only	10,704	7,238	-32%
SC Exclusively	737	462	-37%
SC + SLO	298	86	-71%
SC + DE	20	20	0
SC + NC	3	29	866%
SC + SLO + DE	43	17	-60%
SC + SLO + NC	8	3	-62%
SC + NC + DE	1	0	-100%
SC + SLO + NC + DE	1	1	0

About 7% of the students who enroll in courses at one site exclusively attend South County Center. In fall 2008, 10,704 students enrolled in courses at one location exclusively. Of those, 737 students, or 7% of the total number of students who enrolled at one location exclusively, took courses only at the South County Center. In fall 2014, 7,238 students enrolled in courses at one location exclusively, and of these, 462 students, or 6% of the total number of students, took courses only at the South County Center.

In general, student enrollment reflects the numbers and types of courses offered. In response to state budget reductions, SLOCCCD reduced the numbers of all types of course offerings at all sites between 2008 and 2014. Since state apportionment is higher for credit courses than for noncredit courses, SLOCCCD reduced a greater proportion of noncredit offerings than credit offerings. At the South County Center, there was a 28% reduction in the number of credit sections offered and a 38% reduction in the number of noncredit sections offered.

Location	Type of Instruction	# of Sections		% Change from 2008 to 2014
		2008	2014	
SCC	Credit	43	31	-28%
	Noncredit	29	18	-38%
	Total	72	49	-32%

However, reductions in student enrollments at the South County Center were disproportionately higher than the reductions in the number of sections offered; 32% fewer sections were offered, while the number of enrollments declined 67%. This was more pronounced for noncredit courses. While noncredit sections were reduced 38%, enrollments decreased 93%.

At the South County Center, the number of enrollments per section for credit courses remained stable between 2008 and 2014, with an average of 22 enrollments per credit section in 2008 and 19 enrollments per credit section in 2014. The effect of this slight decline in the number of enrollments per section is also evident in that there was a 28% decline in the number of credit sections offered but a 36% decline in the number of enrollments per credit section.

However, enrollments in noncredit sections decreased dramatically between the two fall semesters. In fall 2008, there was an average of 38 enrollments per noncredit section, and in fall 2014, that average dropped to 4 enrollments per noncredit section. The reasons for this decline are as follows:

- All noncredit courses offered in 2014 were ESL courses, which offer multiple levels of ESL at the same time. Therefore, a count of the number of sections is misleading. Three or four levels of ESL taught together are counted as three or four sections. Although there may be 20 or more students per class, the enrollment for each level or section is lower.
- In 2008, 30 of the noncredit sections were part of the Emeritus College, which holds its classes at community centers and other locations across the southern part of the San Luis Obispo County. As described in Chapter 2, these noncredit sections were eliminated in favor of offering credit sections, which garner a higher rate of state apportionment.

Location	Type of Instruction	# of Enrollments		% Change from 2008 to 2014
		2008	2014	
SCC	Credit	934	602	-36%
	Noncredit	1,104	79	-93%
	Total	2,053	681	-67%

Growth Projection: Same as the SLOCCCD overall growth rate

The issue of whether or not to purchase or build a facility in South County has resonated throughout SLOCCCD’s planning for the past thirty years. For the near term (2016 – 2021), if low enrollment efficiency continues, it is not fiscally prudent to continue to lease the existing Center or acquire a stand-alone facility to house a full-service instructional and support facility as a South County Center. The data supporting this conclusion are as follows:

1. In order to maintain current offerings and services, increasing efficiency is a critical fiscal issue District-wide. In that context, it is important to note that courses taught at South County tend to have low enrollment and therefore cost more to offer compared to courses offered at other SLOCCCD locations.
2. As described in Chapter 2, the SLOCCCD target FTES/FTEF of 15.00 is below the statewide efficiency standard. However, courses taught at the South County Center are notably lower than this below- average rate, even during periods of higher overall enrollment. For example, in fall 2010 when the South County Campus earned a high of 100 FTES, efficiency for credit, degree applicable courses was 12.81. When enrollment decreased in 2014, efficiency was even lower, at 10.24 for credit, degree-applicable courses.
3. Like the central part of San Luis Obispo County, the South County population is projected to grow at a slow pace.
4. Although the distance between South County cities/communities and the San Luis Obispo Campus is 23 miles or less, the road between the two is relatively straightforward.
5. Only two South County communities, Avila Beach and Shell Beach, are closer to the San Luis Obispo Campus than to a neighboring comprehensive community college. Residents’ access to a more comprehensive higher education experience can be met by traveling from 6 to 20 miles to this neighboring community college.

Evidence of students’ choices is seen in the number of recent South County high school graduates who attend SLOCCCD. Although an increasing proportion of recent high school graduates in other parts of San Luis Obispo County are choosing to attend SLOCCCD thanks to the scholarships provided by the Cuesta Promise, there has only been a slight impact of the Cuesta Promise on community college choices made by South County high school graduates.

	Fall 2013 Before the Cuesta Promise	Fall 2015 With the Cuesta Promise
South County		
- Arroyo Grande HS	19.1%	28.3%
- Nipomo HS	2.6%	6.8%

During the next five years, SLOCCCD will evaluate how to continue supporting South County students, and will focus on expanding its outreach to South County residents by offering courses throughout the community in community centers, libraries, and high schools. The instructional programs that will be offered and/or expanded have all demonstrated potential and are likely to contribute to SLOCCCD's target of 1% per year growth.

1. Offer noncredit ESL courses at community centers at various locations in the southern part of San Luis Obispo County.
2. Expand the dual enrollment program, in which high school students take SLOCCCD classes offered at the high school during the high school day.
3. Expand the enrichment/concurrent enrollment program, in which high school students take SLOCCCD classes at their high schools at the end of the high school day, using Central Coast New Tech High School as the model.
4. Reinstate and expand the Emeritus College, which was eliminated during recent difficult budget times. Current funding allows SLOCCCD to reinstate this popular program, which offered 138 sections in 2008. These courses are taught at various locations across the San Luis Obispo County.
5. Continue to pursue grant opportunities that strengthen partnerships with local schools.

Both the dual enrollment program and the enrichment/concurrent enrollment program show potential for building the future enrollment in the South County. In 2008, 45% of the 1,111 students enrolled at the South County Center were 24 years old or younger. That proportion almost doubled in 2014 when 78% of the 618 students enrolled at this site were ages 24 and younger. These thriving programs are taught on the high school campuses, which reduces the need for a separate facility in the South County.

Within the next two years, SLOCCCD will initiate a South County needs assessment, and the district will biennially analyze South County student enrollment patterns. The district will revisit the question of whether to lease, purchase, or build a facility in the southern part of San Luis Obispo County in 2021-2022.

Challenges

- Align course offerings to meet current demand
- Develop and implement plans to increase student demand

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: **June 30, 2016**

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.

