

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2020

Program: South County Center **Planning Year:** 2019 **Last Year CPPR Completed:** 2016-2017

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.

The South County Center follows the District's mission in ensuring equitable and comparable services are provided at the site.

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

There were no changes to the leadership on the South County Center as Dr. Maria Escobedo continues in her role of Dean of the North County Campus and South County Center. Dr. Escobedo continues to work across the District's divisions to continue to provide and enhance services to students and the community. In addition, Dr. Escobedo is engaged in institutional and participatory governance committees, such as: President's Cabinet, Accreditation, College Council, Enrollment Management, and continues to serve as the Co-Chair of the Institutional Program Plan and Review Committee.

In May 2017, Dr. Mark Sanchez was appointed as the Assistant Superintendent/Vice President of Student Services and College Centers. Dr. Sanchez brings a wealth of community college professional experience, which has been instrumental in providing guidance and leadership to the College Centers and the District. In 2019, the Student Services and College Centers cluster underwent a reorganization of various departments with the vision of streamlining student support services and the student experience.

In July 2018, Dr. Jill Stearns was appointed as the new Superintendent/President of Cuesta College. Dr. Stearns has brought a new vision for growth to Cuesta College and her innovation is to be commended as her focus is to ensure we keep our students at the forefront when decisions are made by the leaders of the District.

In June 2019, Dr. Deborah Wulff, Assistant Superintendent/Vice President of Academic Affairs retired from her position. In July 2019, Dr. Jason Curtis was appointment as the Interim Assistant Superintendent/Vice President of Academic Affairs. The change in leadership in academic programs was a seamless transition as Dr. Curtis served in the Dean role for Math, Science, Nursing, Kinesiology, and Athletics. In the latter part of

2019, Isabelle Saber was appointed as Interim Dean for Math, Science, Nursing, Kinesiology, and Athletics.

In September 2019, Dr. Genevieve Siwabessy was hired as the Dean of Student Services to replace the vacancy in this position. Dr. Siwabessy brings to Cuesta College a wealth of experience in oversight and leadership with student services programs.

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

There are no changes to the Administration of the South County Center. As part of the Student Services and College Centers restructure the two staff at the South County Center now directly report to the Director of Enrollment and Outreach Services. The program services continue to be exclusive evening services from 4:00 p.m. to 9:00 p.m. Monday through Thursday with no services on Friday.

The contract with Lucia Mar Unified School District has remained consistent for several years. This past year the annual lease agreement increased to \$100,000 for the use of the facilities. This is a \$50,000 increase from the previous years. The increase was due to various factors, which the District agreed to. The areas outlined on the agreement are to be used exclusively for educational purposes at the Arroyo Grande High School Campus by Cuesta program in the area known as the "900 Wing".

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 District's institutional goals and objectives focus on providing support for students to complete their educational goals, providing access to subjects to obtain their educational goals, establishing partnerships to enhance opportunities for students, continuous improvement on the campus facilities and technology, and ensuring the South County Center budgets are sustainable.

Dr. Escobedo is well versed in the district's shared governance committees, engaged in the local communities, and collaborates across campus divisions and departments to ensure the students have access to completing their educational goals.

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 1: Completion

Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs

The following is an example of academic credit courses that are offered at the South County Center that lead to a college degree and/or certificate in the areas of study, such as: English, Business, History, Mathematics, Human Biology, Spanish, Political Science, American Sign Language (ASL), and Sociology.

The Continuing Education Program has offered and expanded their non-credit courses that are free to the public in the categories of English as a Second Language, Emeritus College, Non-Credit Basic Skills, Non-credit Short-Term courses, Professional Development Studies, and Work Experience. The following is an example of the courses offered in non-credit such as: English as a Second Language (Beginning, Intermediate, high integrated, and conversation), GED Preparation, Computer Basics. The Emeritus College courses include, but not limited to: Exploration in Art, Drawing for Adults 50+, Composing Your Life Story, and Adventures in Reading. Additional courses referred to Non-Credit Short-Term (NCTE) are offered in areas of: Workplace Readiness, Beginning Basic Spreadsheets, Introduction to Excel, Introduction to Word, and Communication with People.

According to the Cuesta's Institution Research Office the credit course offerings have declined during this reporting period, however, there has been an increase in non-credit course offerings at the South County Center offered by the Continuing Education Office and Community Programs.

STUDENT SUPPORT SERVICES

Counseling/Financial Aid/Library Support Services:

The Counseling and Financial Aid staff continue to provide support at the South County Center. A counselor is on site every Wednesday from 5:00 p.m. to 8:00 p.m. to provide services and guidance for students. The financial aid office has moved from in person services to providing services via Skype on Wednesdays from the South County Center to the San Luis Obispo Campus. Finally, Library services have continued to be available on Tuesdays and Thursdays, from 5:00 p.m. to 7:00 p.m. as support services for the students at the Center.

Enrollment Services:

In fall 2019, the Student Services and College Centers cluster underwent a restructure that changed the job duties of the two-student services staff at the South County Center. The positions were increased from two part-time positions to one full-time and 75 percent time. The two positions are now Enrollment Success Specialist (ESS) and report directly to the Director of Outreach and Enrollment Services. The two staff work at both the South County Center and the San Luis Obispo Campus. The job duties are more comprehensive in terms of providing a service to the students, faculty, and the community-at-large. The two Enrollment Success Specialists have enhanced their knowledge of campus-wide information and are cross-trained in the various areas, but not limited to admissions and records processes, student support services, and academic program offerings, scheduling financial aid and counseling appointments. In addition, the Enrollment Success Specialists are providing program support for the Continuing Education Emeritus Program (non-credit) on a consistent basis. The ESSs also provide comprehensive faculty support services at the site.

Finally, in addition, the two staff are conducting outreach events at the respective high schools, community agencies and events. It is important to note the South County Center is not opened during the summer session and as a result the two ESSs work on the San Luis Obispo Campus during the summer.

Dr. Escobedo continues to visit the South County Center on a frequent basis to meet with the staff and discuss any matters that need to be addressed at the site. In addition, Dr. Escobedo has constant communication with the staff both via phone and email to stay abreast of any needs of the Center.

Institutional Goal 2: Access

Increase student access to higher education

Outreach:

The Enrollment Success Specialists staff at the South County Center are crossed trained in the various areas of Admissions and Records, Financial Aid, information on academic programs, and student support services. The South County Center site serves as a one-

stop model where a community member, current student, future student, and faculty are provided support and services. In addition, Ms. Sonia Mendoza is housed at the Career Center at the Arroyo Grande High School twice a week, wherein she provides services to future students and information and assistance to the high school counselors.

Enhanced outreach (community-at-large) and in-reach (on campus awareness) were also conducted during this reporting period. An established “Outreach” Office was created to address the need for comprehensive campus-wide outreach activities. The Outreach Director along with the Enrollment Success Specialists continue to work together with campus-wide departments to conduct outreach activities with a unified brand of Cuesta College at outreach events that are held both on the campus and in the community.



The Cuesta College class schedule project was spearheaded by Dr. Mark Sanchez, Vice President of Student Services and College Centers. This project involves printing class schedules that are distributed to a number of community agencies, businesses, and school districts to bring the awareness and branding of the opportunities at Cuesta College. In addition, these paper class schedules are readily available at the South County Center for the public to access and learn about the courses being offered.

Institutional Goal 3: Partnerships – Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and industries

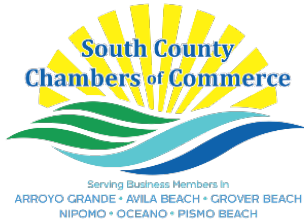
Educational Partnerships:



Dr. Escobedo continues to be the designated administrator for the South County Center. Dr. Escobedo continues to work with the Lucia Mar Unified School District (LMUSD) Assistant Superintendent of Business in developing the contract between Cuesta College and LMUSD. Dr. Escobedo collaborates with the leads of the Dual Enrollment Program and Continuing Education to include the needs of these programs in the lease facilities agreement with the school district, such as

additional classrooms in Nipomo High and New Tech High Schools for the Dual Enrollment Program and childcare facilities at Arroyo Grande High School.

Industry Organizations:



The District continued the long-standing partnership with the South County Chambers of Commerce that include the areas of Arroyo Grande, Avila Beach, Grover Beach, Nipomo, Oceano, and Pismo Beach also known as the five cities area. Cuesta administrators attend the various events hosted by the South County Chamber of Commerce in support of the partnership. More importantly, learning from the community of the training and academic programs needs of the South County region.

Civic Organizations:



Cuesta College Chief Bryan Millard has a professional agreement with the Chief of Police from Arroyo Grande, whereby, Arroyo Grande Police Officers and/or volunteers patrol the South County Center to ensure public safety presence in the area. As noted above, all of the services and courses held on the Center are from 4:00 p.m. to 9:00 p.m., therefore, visibility and access to public safety is important to the Center’s Cuesta College community.

External Resources:

Janet Sheppard, Director of Grant Development for Foundation and Advancement, continues to be instrumental in working with the various divisions across campus to identify the unmet student and divisions needs that need external funding. The grants are typically designed to either pilot programs (Academic and Student Services) as a starting point with the goal to scale for implementation. Currently, there are 14 grants that are funded by various funding sources, which are currently in full implementation. The following are a list of some of the grants currently supporting the college’s mission on student success:

- California Apprenticeship Initiative Funding: CCCCCO
- Award for Innovation – Dual Enrollment Funding: CA Dept. of Finance
- Smoke and Tobacco Free Campus Funding: CA Dept. of Justice
- Teacher Pathways Funding: U.S. Dept. of Ed. – HSI
- Agriculture Guided Pathways/Latinx Funding: U.S. Dept. of Ed – HSI
- STEM Education Funding: NSF
- Promise Scholars Program Replication Funding: CCCCCO/San Mateo CCCD
- Veterans Resource Center Program Funding: CCCCCO

These grants are managed by various managers, staff, and faculty across the institutional divisions; however, the majority are housed in the Student Services and College Center and Academic Affairs Divisions, with strong fiscal support from the Administrative Services Division.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Facilities

There have been no changes to the facilities at the South County Center. Student support services and instruction continue to be provided what is known as the 900 Wing of Arroyo Grande High School. This area provides the “temporary office” for the Student Support and English as a Second Language staff, counseling, financial aid services, and classrooms. The students and staff do not need to pay for parking permits. Processes have been established between the Cuesta staff and the LMUSD designated liaison the ensure seamless facilities support is provided to the Center.

Technology

During this reporting period, Lucia Mar Unified School District completed their campus-wide Wi-Fi project at Arroyo Grande High School. This project has had a positive impact on the services at the Center. Processes have been established between the Cuesta staff and the LMUSD designated liaison the ensure seamless technical support is provided to the Center. The strong partnership between the Cuesta IT Department and the LMUSD IT Department ensure the needs of the Center are met.

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

- Describe data collection tool(s) used.

The data outlined below was retrieved from the Institutional Research website. The data points noted are in the areas of headcount enrollment, part and full-time enrollment, credit and non-credit course enrollment, and FTES.

The South County Center met its annual FTES target to qualify for an educational site.

The following table compares data from fall 2018 semester through fall 2019 semester.

**South County Region
Headcount, Sections, Full-Time/Part-Time Status, Credit Status & FTES**

	2018 Fall	2019 Spring	2019 Fall
Headcount	1,036	695	1,036
Sections	85	64	99
Full-Time Students	42	17*	19
Part-Time Students	994	408*	1,017
Non-Credit	274	267	248
Credit	762	428	788
FTES	119.4	57.7	126.7

Source: Cuesta College Institutional Research Office website

The data outlined above is for the South County Region and not exclusive to the South County Center. It is key to note that there are non-credit courses that are held at various community sites, such as community centers and senior centers.

Tracking of Student Services Provided:

The staff at the Center track the services provided on the South County Center. The tracking of services is crucial to delivering support and identifying the needs of students located at this site. It is important to note in the Fall Semester 2015, under the guidance of Dr. Escobedo this practice is part of the internal procedures for the staff to collect the data related to the overall services provided at the South County Center.

The following is a comprehensive list of support that is provided to South County Center students, and a snapshot of the services were provided during the 2018 Fall; 2019 Spring

and Fall 2019 semesters. **Note: The South County Center does not offer courses during the Summer session.**

South County Center: Student Support Services

Service	Fall 2018	Spring 2019	2019 Fall
Academic Counseling	38	39	41
Applications	111	51	83
Appeals*	4	4	8
Cashier	9	9	10
Campus Information	19	23	34
Emeritus	47	43	49
ESL Program & Courses	65	54	83
Financial Aid	9	9	8
Other	70	129	166
Registration	91	50	86
Residency	1	7	3
TOTAL	464	418	571

Source: Tracked and reported by South County Center staff

The staff at the Center track the number of inquiries and/or assistance they provide to students. For example, a student can have an inquiry about the admissions process, financial aid, and need to schedule an appointment with the counselor. The services for this student are counted in the respective categories.

In preparation for the respective semesters (Fall and Spring) the South County Center opens two weeks prior to the Fall semester. The practice of tracking student services data is also vital to obtaining a sense of what the needs are of the South County community and the different types of services provided at the site. No specific software program has been identified to track the data electronically.

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

It is important to keep at the forefront the results from the RP Group Research: Cuesta College Student Focus Group highlights as outlined their report as the college continues to develop strategies to address the needs of students in course scheduling, student support services, and associate degrees for the North County Campus.

B. Data Interpretation:

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

Institutional Data:

The institutional data demonstrates enrollment trends are higher in the fall semesters; increased enrollment with the part-time students; a decrease in course offerings in the spring semesters; and growth in enrollment in the non-credit courses. These data points are key to strategic planning in academic programs and South County Center overall program services.

In addition, the campus leadership has been tracking the trends to identify various strategies to increase enrollment, such as reviewing the days and times of when courses are offered, exploring offering a more robust course offerings in the evenings, and adding hybrid courses that provide students taking distance education courses access to student support services. In addition, the leadership team is exploring strategies on how to enhance Friday and Saturday course offerings at the San Luis Obispo and North County campuses.

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

The biggest challenge for the program quality and growth is the South County Center is a site located within the Arroyo Grande High School facility. The ability for growth is limited for various reasons: First, limited space to offer courses. Second, the South County Center is restricted as to when courses can be offered (between 4:00 p.m. and 9:00 p.m.) as high school courses are held on site all day. Third, there are no permanent offices and classrooms that are designated for Cuesta College, rather shared with high school teachers. These limitations make it challenging to improve program quality and growth. Until Cuesta College has an established a site of their own, these challenges will continue for the South County Center.

In the previous two years, several surveys have been implemented that deliver the District valuable data and recommendations from the student and the community, that provides the District with information that is used when developing strategies for growth and addressing the needs of students for the South County Center. These areas include, but are not limited to course scheduling, student support services, and identifying which associate for degrees to offer on the South County Center.

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheets](#).

None

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 South County Center Student Learning Outcome Assessment Cycle for 2020 year. The following are the revision made to the respective Program Outcomes.

Student Learning Outcomes No. 2: This outcome has been changed to be reviewed on an annual basis to ensure students, staff and faculty continue to have access to appropriate level of instructional and student support services.

Student Learning Outcome 4: This outcome has been changed to be reviewed on an annual basis to ensure students have the opportunity to complete course work toward achieving a General Education AA/AS degree and evidenced by course scheduling. The Dean will continuously work with the Academic Affairs leadership to schedule courses that meet this outcome.

Student Learning Outcome 5: This outcome has been changed to be reviewed on an annual basis to ensure students have the opportunity to complete coursework towards achieving an AA Transfer Degree to UC and CSU campuses. The Dean will continuously work with the Academic Affairs leadership to schedule courses to meet this outcome.

- 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.

Refer to Resource Plan

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.

Suggested Elements:

A. Internal and external organizational changes

The new restructure of the Student Services and College Centers Division has an impact on several of the departments within the division. The overall goal of the restructure is to merge some departments for efficiency in the overall operations of the division. As previously noted, the two Enrollment Success Specialists report to the Outreach and Enrollment Services Director, however, Dr. Escobedo, Dean will continue to be the administrator of the South County Center.

B. Providing service to multiple off-campus sites

Dr. Maria Escobedo and Dr. Mark Sanchez continue to work with all divisions across the District in ensuring the South County Center continues to receive comparable and equitable services.

C. Anticipated staffing changes/retirements

No anticipated changes for the upcoming reporting period, the two Student Support Services staff have been classified to Enrollment Success Specialist and are now reporting to the Director of Outreach and Enrollment Services. Dr. Escobedo will continue to be the manager responsible for the oversight of the Center.

VI. OVERALL BUDGET IMPLICATIONS

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

Elements:

A. Personnel

No additional personnel costs are being identified for the South County Center.

B. Facilities

The District will continue the contract with Lucia Mar Unified School District Lease agreement (\$100,000 per year) until other alternatives are explored and solidified. It is important to note that the lease agreement was raised by \$50,000, per year. It is recommended, the District continue to explore a permanent site for the South County Center. At this point, we are unable to identify specific costs for such a site as the District will need to determine the level of academic courses and services that will be offered in the south county region.

C. Technology

The technology upgrade conducted by Lucia Mar Unified School District has enhanced the technology services at the South County Center. In addition, the equipment owned by Cuesta College was upgraded during this reporting cycle (desktops, printers, and laptops). As a result, the staff at the South County Center now have new equipment.

D. Facilities

In order for the South County Center to grow and enhance the quality of academic programs, Cuesta College will need to have its own site in order to provide enhanced services outside of the 4:00 p.m. to 9:00 p.m. timeframe. This would allow the community-at-large to have the opportunity to take college courses (credit and non-credit) and enhanced direct student services during the typical workday.

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
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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 2, 2020**

Year of last Comprehensive Program Planning & Review (CPPR): 2017-2018; completed in Spring 2018

Year for next scheduled CPPR: 2021-2022

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 Revised: Annual
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 Revised: Annual
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 Revised: Annual

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 Revised: Annual
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 Outcomes No. 2:** This outcome has been changed to be reviewed on an annual basis to ensure students, staff and faculty continue to have access to appropriate level of instructional and student support services.

- 2) **Student Learning Outcome 4:** This outcome has been changed to be reviewed on an annual basis to ensure students have the opportunity to complete course work toward achieving a General Education AA/AS degree and evidenced by course scheduling. The Dean will continuously work with the Academic Affairs leadership to schedule courses which meets this outcome.

- 3) **Student Learning Outcome 5:** This outcome has been changed to be reviewed on an annual basis to ensure students have the opportunity to complete coursework toward achieving an AA Transfer Degree to UC and CSU campuses. The Dean will continuously work with the Academic Affairs leadership to schedule courses to meet this outcome.