New Campus Center Near Completion | 2018

2018 COMPREHENSIVE PROGRAM PLANNING & REVIEW

North County Campus

Prepared By:
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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: North County Campus

Planning Year: 2018

Last Year CPPR Completed: 2013 - 2014

Unit: North County Campus

Cluster: Student Services and College Centers

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional).

The North County Campus does not have an official "mission"; rather, it supports the overall mission of Cuesta College.

B. Brief history of the program.

In 1991, Cuesta College Educational and Facilities Master Plans identified the need to establish a North County Campus in order to provide the residents of the North County region an opportunity to obtain a college degree.

The North County Campus officially opened its doors in 1998 on a 105-acre site in Paso Robles to 1,300 students. That Fall Semester 100 courses were offered across 30 disciplines, with 75 staff and faculty teaching out of four modular buildings (with two additional modular buildings added in 2000).

In September 2003, the first permanent building was completed, and is known as the Patricia D. Fox Allied Health, Math and Sciences 2400 Building. The second permanent building was completed in 2011, and is known as the Dale and Mary Schwartz Learning Resource Center, 3100 and 3200 building.

San Luis Obispo County voters approved Measure L Bond in 2014, providing the funding for a new North County Campus Center, due to be completed in May 2018.

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

The landscape of the North County Campus has changed significantly since the last CPPR was completed, with a focus on the following areas:

- Leadership
- Passage of Measure L Bond
- Development of a Plant Science Facility
- Development and offering of six Associate Degrees for Transfer Programs
- Early Start Summer Program (now known as Quick Start)
- ¡ZOOM! Program
- Connect@Cuesta Program
- Designation as a "Hispanic Serving Institution"

Please see below for additional details on the various changes and improvements that occurred on the North County Campus during the last program review period:

i. Leadership

The leadership for the North County Campus has changed significantly since the last CPPR.

In June 2014, Dr. Gary Rubin, JD, the interim Dean for the North County Campus and South County Center, fulfilled his position and returned back to the classroom as a full-time faculty member.

In July 2014, Dr. Maria T. Escobedo, was hired as the permanent Dean of the North County Campus and South County Center.

Sandee McLaughlin, Assistant Superintendent/Vice President of Student Services and College Centers then retired in June 2015 after a 30-year career at Cuesta College.

In July 2015, Pat Ewin served as the Interim Assistant Superintendent/Vice President of Student Services and College Centers until Dr. Mark Sanchez was hired for the permanent position in May 2016.

Additionally, during this timeframe there has been a change in the faculty leadership, also known as the North County Campus Cluster Coordinators. Most currently, the five faculty North County Cluster Coordinators are:

- Dr. Elizabeth Lobo, Biology
- Jodi Meyer, Mathematics
- Sean Boling, English
- Beth-Ann Dumas, Communications
- Dr. Gary Rubin, Business Education

ii. Measure L Bond

In November 2014 Cuesta College put forth a $275 million bond on the San Luis Obispo ballet known as Measure L Bond to help support repairs, renovations, technology upgrades, and pay debt retirements to Cuesta College for both the San Luis Campus and the North County Campus. The bond passed, which allowed the college to move forward with the goals outlined in the overall bond projects.

The bond was separated in four distinctive issuances:

First Issuance: Spring 2015 | $75 Million

The funds from the first issuance of the Measure L Bond will fund the following projects:

- New Instructional Building on the San Luis Obispo Campus (completed January 2018)
- Building of the North County Campus Center (expected completion May 2018)
- Repairs & Upgrades to the San Luis Obispo Campus:
  - Roofing, HVAC, Infrastructure, and Utilities
  - Aquatic Center
  - 21st Century Technology Upgrades
- Debt retirement for capital and construction projects

Dr. Stork, President, at Groundbreaking Event

May 28, 2016

North County Campus Center

Top Out Ceremony | 2017

In the August 2016, the various student services departments were relocated to the new modular buildings pending the construction and completion of the new Campus Center.

Temporary Modular Buildings

As the writing of this report, the first issuance is nearly completed for the North County Campus. The North County Campus Center is scheduled to be finished at the end of the 2018 Spring Semester, and ready to open before the start of the 2018 Summer Session.

The Campus Center will house various student support services programs and departments, three instructional classrooms, campus dinning, public safety, conference rooms, and the Dean's Office.

Second Issuance: 2018 | $72 Million

Funds from the second issuance of the Measure L Bond will fund the following projects:

- R & B Schultz Early Childhood Center on the North County Campus
- Quad / Courtyard for the North County Campus
- New Aquatics Center for the San Luis Obispo Campus
- Data Center for the San Luis Obispo Campus
- Campus Center Design for the San Luis Obispo Campus
- Parking Lot South & Monument for the North County Campus
- Repairs & Upgrades to the San Luis Obispo Campus:

- Hollister Adobe Stabilization
- ADA Site Upgrades
- HVAC, Infrastructure, and Utilities
- Wayfinding Signage
- Asphalt Upgrades
- 21st Century Technology Upgrades

- Debt retirement for capital and construction projects

Third Issuance: 2021 | $67 Million

Funds from the third issuance of the Measure L Bond will fund the following projects:

- Trades & Technology Design for the North County Campus
- Campus Center Construction for the San Luis Obispo Campus
- Repairs & Upgrades to the San Luis Obispo Campus:
  - Hollister Adobe Stabilization
  - ADA Site Upgrades
  - Roofing, HVAC, Infrastructure, and Utilities
  - Wayfinding Signage
  - Asphalt Upgrades
- 21st Century Technology Upgrades

Fourth Issuance: 2024 | $61 Million

Funds from the fourth issuance of the Measure L Bond will fund the following projects:

- Trades & Technology Construction for the North County Campus
- Parking Lot 10 North for the North County Campus
- Sewer Replacement for the San Luis Obispo Campus
- 21st Century Technology Upgrades for the San Luis Obispo Campus

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iii. North County Campus Plant Science Facility (Greenhouses):

In early 2017, Cuesta College received funding from the Strong Workforce Initiative to support Career Technical Education (CTE) academic programs.

Cuesta College designated the funding to support the North County Campus Plant Science Facility and enhance the agricultural course offerings. In addition, in collaboration with the Dean of the North County

Campus and South County Center, North County Campus Foundation funds were allocated to assist with this project.

Plant Science Facilities | Greenhouses & Prep for Raised Beds | Greenhouse Interior

In the 2017 fall semester, the Plant Science Facility was completed and students began to take courses in *Introduction to Soil Science* and *Introduction to Plant Science*. In the 2018 Spring Semester, two additional courses are being offered: *Introduction to Soil Science* and *Plant Propagation and Production*.

The site includes three greenhouses, raised planter beds, and a large shade structure which provides students a working laboratory. Where they can take what they are learning in the classroom to practical application.

iv. North County Campus Associate for Degrees for Transfer (ADTs)

In the Spring of 2016, Dr. Deborah Wulff, Vice President of Academic Affairs, led a team to develop six associated degrees for transfer that are exclusive to the North County Campus.

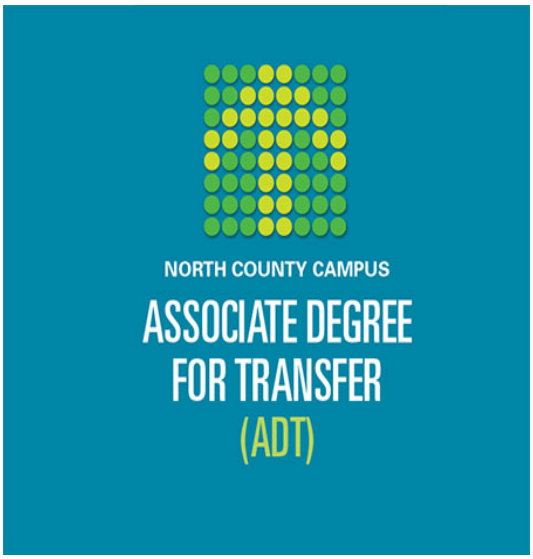
The leadership team under Dr. Wulff included Academic Deans Dr. Jason Curtis, Dr. Pamela Ralston, and Dr. John Cascamo; North County Cluster Coordinators Beth-Ann Dumas, Sean Boling, Richard Taylor, Gary Rubin, and Praveen Babu; designated counselors; and Dr. Maria T. Escobedo, Dean of the North County Campus and South County Center.

The goal of creating the six ADTs was to provide the students of the North County Campus with the opportunity to complete their associates degrees as they plan to transfer to a four-year university within close proximity to where they reside, thereby, meeting the needs of the North County region.

At the completion of the project, six Associates Degrees for Transfer (ADTs)

were identified for the North County Campus, and fully implemented in the 2017 Fall Semester. Those programs include:

- Agriculture Business
- Business Administration
- Communication Studies
- Psychology
- Sociology
- Administration of Justice



North County Campus Associate Degree for Transfer Program

v. Early Start Summer Program (currently known as Quick Start)

In the Spring of 2015, under the leadership of Dr. Escobedo, the Cuesta College Early Start Pilot Program was implemented to assist students with summer accelerated instruction in order to assist them with the completion of their remedial level courses in mathematics.

In collaboration with Marie Larson, Division Chair for Mathematics, and Richard Taylor, North County Campus Mathematics Faculty, the Early Start Program was made possible.

In the Fall of 2015, the pilot program was institutionalized and included as part of the Basic Skills Initiative Plan, and the program was rebranded as the “Quick Start Program”.

Cuesta QuickStart

QuickStart for English and Math

vi. ¡ZOOM! First-Year Experience Program

In Fall of 2016, the Basic Skills Initiative Plan began implementing the first cohort group of students on the North County Campus to the ¡ZOOM! First Year Experience program.

The goal of the ¡ZOOM! program is provide comprehensive student support services and academic instruction to ensure their success as students transition into their collegiate courses and experience.

The program includes supportive services such as: student success coaches; selected faculty support assigned to the program; embedded tutoring in Mathematics and English courses; and participation in student workshops, each designed to help the students succeed on their educational journey.

Welcome to the

¡ZOOM!

First Year Experience!

vii. Connect@Cuesta

Connect@Cuesta is a unique opportunity for Cuesta College to welcome incoming students and their parents, as well as provide workshops for both to better prepare their student for college.

Events for Connect@Cuesta were held at the North County and San Luis Obispo campuses, with Dr. Anthony Gutierrez, Coordinator for Student Life and Leadership, and Dr. Maria T. Escobedo, Dean of the North County Campus and South County Center, acting as the leads with support from student services staff and faculty from across the campuses.

During this reporting period, Connect@Cuesta and ¡ZOOM! First-Year

Programs collaborated, and held on orientation for all incoming students.

Moving forward, the Connect@Cuesta events will be led by Jeffery Wallace, Director of Outreach, Orientation, and Success Activities.

Please see *Appendix E* for additional details on the 2017 Connect@Cuesta event.

viii. Hispanic Serving Institution Designation (HSI)

In early 2016, Dr. Escobedo, in collaboration with Janet Shepard, Director of Grants, Dr. Ryan Cartnal, Director of Institutional Research, and Patrick Scott, Director of Financial Aid, collaborated to gather student demographic data and applied to the U.S. Department of Education for the designation as a Hispanic Serving Institution (HSI).

Cuesta College received the prestigious HSI designation by the U.S. Department of Education in 2016, and became a member of the Hispanic Association of Colleges and University Association.

The HSI designation is important because it recognizes that 25% and above

of the student population at Cuesta College is Hispanic (a minority and underserved population), and positioned the college to apply and compete for federal grants designed to service such students, such as Title V and Title III federal funds, and various state grants, thereby ensuring appropriate student services are designed to support ***all*** Cuesta College students in their educational journeys.

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

Dr. Maria T. Escobedo, Dean of the North County Campus and South County Center, is the administrator responsible for the completion of the Comprehensive Program Planning and Review Report (CPPR).

Additional support for the development of the CPPR is provided by Nicole Grant, the Dean's Administrative Assistant, in gathering accurate information that supports the report.

The information gathered for this report was retrieved from the various institutional departments, such as Academic Affairs, Student Services departments, Administrative Services, and Institutional Research, to name a few.

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

Identify how your program address or helps to archive the District's Mission Statement.

Cuesta College's Mission is "an inclusive institution that inspires a diverse student populations to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce. Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting student, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world."

The North County Campus supports the college's mission by ensuring comparable and equitable services are provided to campus community in academic course offerings, direct student services, public safety, and faculty leadership.

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

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

The following are the initiatives that have been designed and implemented on the North County Campus to support the rates of completion of academic programs:

i. North County Campus Associate Degrees for Transfer

In the fall of 2016, the first set of Associate for degrees for Transfer were implemented.

These six areas of studies were designed for students who reside in the North County region to complete their degrees without having to travel to the San Luis Obispo campus as the College Leadership recognizes the challenges our students experience in traveling to the San Luis Obispo campus to complete their educational goals.

ii. ¡ZOOM! First Year Experience Program

The ¡Zoom! First-Year Experience Program was designed to assist first-year students by providing comprehensive student support services aimed at enhancing their chances of successfully completing their transition into the college's social and academic environment.

Students in the ¡Zoom! Program receive access to academic success coaches, tutoring, faculty mentors, a dedicated counselor, and free textbooks for Math, English, and College Success Studies courses, and participate in success workshops designed around key areas such as time management, study skills, career exploration, and campus engagement.

iii. Quick Start Program (Original Name: Early Start Summer Program)

The Early Start Pilot Program was designed to provide students who were placed below transfer-level math skills with free workshops in an effort to bring them up to speed.

In the fall of 2016, the program was funded by the Basic Skills Initiative and the name was changed to the "Quick Start Program".

With the additional financial support for the program, students who test into remedial level Math and English can participate in these free summer workshops to enhance their basic skills and move toward enrolling in college level courses.

iv. Enhanced Tutoring and Library Services

The North County Campus Student Success Center has seen a change in leadership, and as a result has enhanced its services designed to provide academic support for students.

The Center now provides extended tutoring hours, expanded tutoring in to various areas of study, and has held finals study-a-thons and mid-term tutoring services.

Additionally, the Student Success Center and the Library have begun to partner around various events, and the library is now open during the same hours as the special study / tutoring events held by the Student Success Center.

Students now have the opportunity to utilize support from the library staff to support their academics. The Library has student computers, individual and group study areas, support provided by Librarians, and most importantly an area when they can focus on their academics.

Institutional Goal 2: Access

Increase student access to higher education.

The North County Campus has increased student access to higher education by expanding the number of course offerings on campus, providing dual enrollment opportunities for students, promoting the Cuesta Promise Scholarship, engaging with the community, hosting events on the North County Campus, and as a 2017 recipient of the Innovative Grant Award.

Please see below for additional details on how the North County Campus supported Institutional Goal 2:

i. Enhanced Non-Credit Course Offerings

In an effort to increase student access to higher education, the North County Campus expanded its offerings of non-credit courses in the areas of English as a Second Language (ESL) and Emeritus College Programs. The

increase in these course offerings had a direct impact on the increase in student enrollment, as evidenced by the office of Institutional Research (*Appendix B*).

According to the Institutional Research Daily Reports, the North County Campus saw an 11.6% increase in student enrollment of Summer Semester courses from 2016 to 2017; an increase of 2.9% for students enrolling in Fall Semester courses from 2017 to 2018; and a 10.4% increase in enrollment of students in Spring Semester courses from 2017 to 2018.

The ESL non-credit courses are provided free to the public, and provide a pathway for non-traditional students to gain basic skills that enhance and expand their employment and educational opportunities.

The Emeritus College Program provides the opportunity for retirees to continue their education as lifelong learners. The program offers courses in various areas such as art appreciation, composing your life story, creative writing, and drawing.

ii. Dual Enrollment

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

The program provides high school students (grades 9-12) in San Luis Obispo County with the opportunity to enroll in the college level courses being taught at their high schools.

Since its inception in 2014, the Dual Enrollment Program has grown significantly, and continues to provide students of San Luis Obispo County with free educational opportunities thereby increasing their chances to obtain an Associates Degree and/or transfer to a four-year institution.

Dual Enrollment Data

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

Dual Student Enrollment by Region (Duplicated)

Region	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018

North County	0	646	1,461	1,436
South County	518	568	685	1,054
San Luis Obispo	0	574	667	608
Total	**518**	**1,788**	**2,813**	**3,564**

Please see *Appendix C* for additional details on dual enrollment.

iii. Cuesta College Promise Scholarship

In 2015, Cuesta College received a $3 million private donation that was designed to pay for the first-year enrollment fees of all San Luis Obispo County high school graduates who attended Cuesta College.

The financial barrier that students face to pay for enrolling in college is now eliminated, and has increased access to higher education to our local high school graduates.

iv. Community Engagement

Campus-wide outreach activities are conducted by various programs and / or departments to promote the academic programs offered at the college.

The new position of Enrollment Success Specialist (ESS) was designed to have a presence in the high schools, at community events, and to assist with on-campus events. This position reports directly report to Erin Lastreto, Director of Assessment and Student Success and Support Program, and has been instrumental in the outreach to the North County region.

Additionally, Dr. Escobedo's engagement in the community has been of great benefit in promoting the academic programs and services offered on the North County Campus.

v. North County Campus Outreach Events

During this reporting period, establishing partnerships with local elementary, middle school, and high school counselors was a priority in developing programming for our local students. As a result, three events designed to expose students to a college environment were held on the North County Campus:

- **San Miguel Lillian Larson Elementary School Visit**

On April 16, 2016, students from the San Miguel Lillian Larson Elementary School attended a half-day college visit.

- **Pleasant Valley and Shandon Middle School Visit**
  On November 14, 2015, students from Pleasant Valley and Shandon Middle School attended a half-day college visit.

- **Paso Robles High School Career Expo**
  On May 26 2017, students from Paso Robles High School participated in a half-day Career Expo. The students attended various career workshops, which provided them the opportunity to hear and speak with various professionals in such areas as: Accounting, Criminal Justice, Medical Careers, Firefighting, Art, Architecture/Construction, and Business.

Please see *Appendix F*, *Appendix G*, and *Appendix H* for additional details on these events.

vi. Innovative Grant Award

Cuesta College, in partnership with Paso Robles High School, was awarded a $2 million Innovation in Higher Education grant by the California Department of Finance in recognition for their efforts around increasing student access to higher education.

The award specifically recognized Cuesta's plans to expand their Dual Enrollment Program at Paso Robles High School and create a new Associate Degree for Transfer program specific to the North County Campus.

These programs, in combination with the Cuesta Promise Scholarship, will position students to obtain their Associates Degree and become transfer ready to a four-year institution one year after completing high school – all tuition free – resulting in degree attainment at no cost for our students in the San Luis Obispo community.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Dr. Maria T. Escobedo, Dean of the North County Campus and South County Center, has continued to deepen relationships with the North County community through participation on various boards and associations, supporting the local community at large, and engagement with community members who act as strong ambassadors and advocates for the North County Campus.

Please see below for additional details on how the North County Campus has developed and sustained partnerships with the community's educational institutions, civic institutions, businesses, and industries.

i. Educational Institutions

- **Paso Robles City and Superintendent's Community Monthly Meetings**

  Dr. Maria Escobedo, Dean, North County Campus and South County Center, and Dr. Gil Stork, President of Cuesta College, attend a monthly meeting hosted by Chris Williams, Paso Robles Superintendent, in conjunction with leaders from the City of Paso Robles.

  The meetings consist of sharing current initiatives across the three entities that impact the Paso Robles community-at-large, with a focus on the educational needs of the of the community.

ii. Civic Intuitions

- **Food Bank Services**

  In 2016, Cuesta College entered into a partnership with the San Luis Obispo Food Bank to establish a Food Bank distribution site at both the North County and the San Luis Obispo Campuses.

  The partnership supports the challenges that our students at Cuesta College face in food insecurities, and in addition to providing food to our students, Cuesta supports the community who benefit from using the food distribution sites on campus.

iii. Businesses & Industries

- **Paso Robles Chamber of Commerce**

  In January of 2015, Dr. Maria Escobedo, Dean, North County Campus and South County Center, was elected to serve on the Board of Directors for the Paso Robles Chamber of Commerce. Dr. Escobedo is

currently serving her second term as a board member, which is due to expire in December of 2018.

Additionally, she has served as Chair of the Women in Business Committee (WIB) of the Chamber. The WIB Committee hosts various monthly educational workshops designed to provide support and resources for women in business.

The WIB Committee also raises funds to support scholarships for the graduating seniors from Paso Robles High School, and for women returning to pursue their higher education at Cuesta College.

- **Hispanic Business Association**

  Since 2014, Dr. Maria Escobedo, Dean, North County Campus and South County Center, has been a member of Paso Robles Hispanic Business Association. The association provides business and community resources to local Hispanic owned businesses.

iv. Additional Community Support

- **North County Campus Ambassadors**

  The North County Campus Ambassadors are a long-standing group of community members that act as strong supporters and advocates for the students of the North County Campus. They are engaged in campus events such as the Meet and Greets held at the beginning of the Fall and Spring Semesters, Cuesta College Retirees events, and fundraising.

  A key event led by the North County Campus Ambassadors is the December Gift Giving, a tradition they have continued for over 15 years.

North County Amabassadors December Gift Giving Event, 2017

Each year the lead North County Campus Ambassadors seek community financial support to purchase Christmas gifts for 12 – 16 students and their family members identified from the College's Cal-Works, Extended Opportunity Programs & Services, and Veteran's Center students.

Each student and their family members receive a plethora of gifts to unwrap for Christmas with the hope of invoking the holiday spirit, and ensuring the students know they are supported not only by the college, but by their community too.

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.

The North County Campus was able to integrate and improve its facilities and technologies to support student learning in the following ways:

i. Facilities

- **New Campus Center**

  The passage of the Measure L Bond provided Cuesta College with the unique opportunity improve its facilities at both the San Luis Obispo and North County Campuses.

  In May 2018, the North County Campus will open the new Campus Center, which will provide students and the community with a state of the art facility for enhanced educational opportunities.

- **Plant Science Facility**

  In 2017 Cuesta College received funding to open a Plant Science Facility on the North County Campus. The availability of the facility expanded the agricultural course offerings, resulting in a new Associate Degree for Transfer program in Agriculture Business, and an Associate Degree program in Agriculture Plant Science.

Students from the North County region can now earn either degree within close proximity to their residence and no longer have to travel to the San Luis Obispo campus to earn these degrees.

ii. Technology

- **Expanded Wi-Fi Access**

  In addition to funding for the new Campus Center on the North County Campus, funding from the Measure L Bond brought Wi-Fi accessibility to the campus community. Students' use of electronic devices are now the norm and not the exception as the campus continues to meet the technological needs of its community.

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

Dr. Escobedo, Dean of the North County Campus and South County Center participates in the following committees and stakeholder groups:

- President's Cabinet and Management Senate
- College Council (Central Committee)
- Enrollment Management
- Co-Chair of the Institutional Program, Plan and Review Committee
- Outreach and Student Support and Success Committees
- Management Professional Development (Standing Committee)
- North County Cluster Coordinators Team
- Accreditation Steering Committee
- Guided Pathways Steering Committee
- Vice President of Academic Affairs and Academic Deans Group

As a result of her cross-campus engagement and participation, the North County Campus and South County Center students and site needs are continuously at the forefront of the discussions and planning to ensure the academic programs and student services are comparable and equitable at the respective sites.

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.

Two sources of data were used to analyze the progress of the North County Campus against the goals set from the last CPPR:

- North County Campus Enrollment FTES, and Sections Offered Data
- Tracking of Services Provided at the North County Campus

Please see below for additional details and analysis of the data below:

1. North County Campus Data

The North County Campus has continued to meet the minimum standards as an educational center as defined by the California Post-Secondary Education Commission (C.P.E.C.), and as required by the Chancellor's Office for Center Funding, by maintaining an on-site administrator (not a President, Chancellor, or Superintendent); offering programs leading to certificates or degrees to be conferred by the parent institution; and by achieving a minimum of 1,000 FTES annually.

Academic Year	FTES	Enrollment	Sections Offered
2013 - 2014	1,460.3	10,167	413
2014 - 2015	1,306.69	9,268	397
2015 - 2016	1,355.5	9,707	434
2016 - 2017	1,411.16	10,314	451
2017 - 2018	1,548.43	10,344	490

Source: Cuesta College Institutional Research Office

2. North County Campus Student Services

The Student Services staff directly report to Dr. Escobedo and they provide direct support to the Admissions and Records, Counseling, Financial Aid, Cashier's Offices and Student Life and Leadership Associated Students of Cuesta College. In addition, they provide support to future and current students and the community-at-large regarding inquiries and guidance on the processes to enroll at Cuesta College.

In the summer of 2014, the Dr. Maria Escobedo, Dean, North County Campus and South County Center, requested the Student Services staff to begin tracking the student traffic within the Student Services area in order to assess the peaks and valleys of student traffic.

The following is an overview of the total overall services provided by year (*Appendix D*).

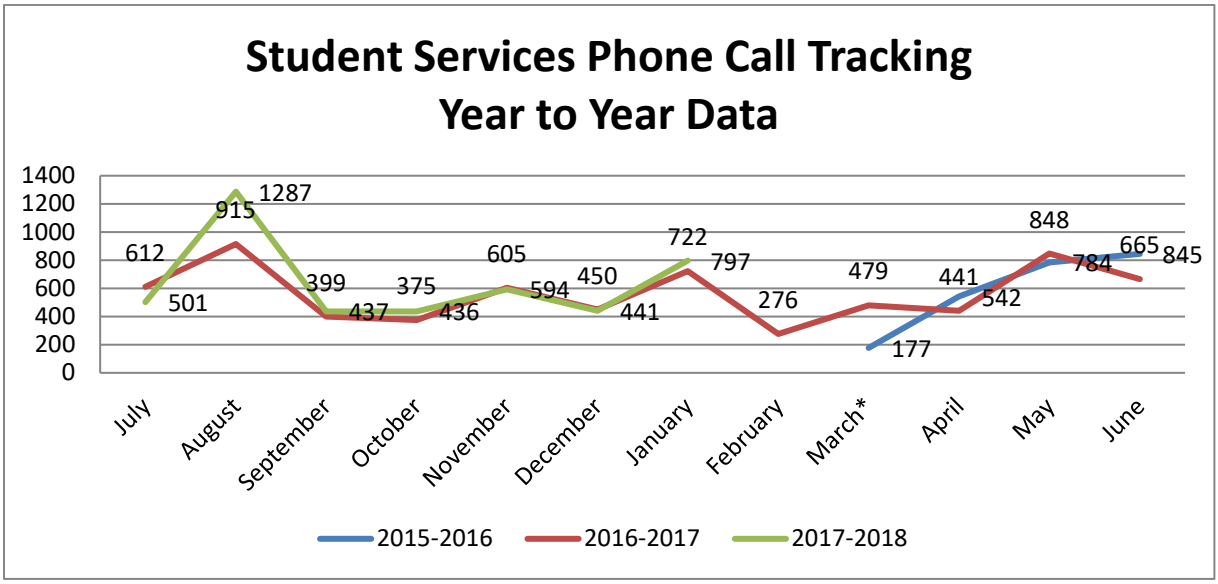
Student Services Phone Call Tracking Data

2015-2016	
Month	**Totals**
July	
August	
September	
October	
November	
December	
January	
February	
March*	177
April	542
May	784
June	845
Academic Yr. Total	**2,348**

2016-2017	
Month	**Totals**
July	612
August	915
September	399
October	375
November	605
December	450
January	722
February	276
March	479
April	441
May	848
June	665
Academic Yr. Total	**6,787**

2017-2018	
Month	**Totals**
July	501
August	1287
September	437
October	436
November	594
December	441
January	797
February	
March	
April	
May	
June	
Academic Yr. Total	**4,493**

** Phone tracking began mid-March 2016*



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.

Since the last CPPR was completed, two campus-wide surveys were conducted:

- Hanover Research County-Wide Programming Survey (October 2017)
- Catalyst Consulting Marketing Research Project (October / November 2017)

Please see below for summaries and key findings from each survey:

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

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

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

The following are the key findings from the survey:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

viii. **Cuesta College may consider expanding online course offerings.**

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

The Hanover Research County-Wide Survey results can be read in full here.

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

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

members occurred from October 30 – November 2, 2017 with a total of 81 participants.

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

The following are key findings from the Market Research Project:

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

53% of responses to the question "What is your impression of Cuesta College" responded positively, citing the educational and cultural opportunities, rigorous curriculum, and high quality instruction as key reasons for their support.

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

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

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

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

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

Students, staff/faculty, and the community would rather see transformative or aspirational messaging and branding around Cuesta. Specifically, 35% of responses to the question "What messages or concepts do you most like?" focused on the quality, success, and growth students achieve by being part of

the Cuesta community, with an additional 23% focused on the quality of education and support provided to all students.

However, 62% of responses voiced concern at the Marketing Office's ability to contribute towards that goal, specifically citing that the lack of staff and funding as prohibitory to improving the messaging and branding of Cuesta.

iv. Stigma-reduction marketing is needed.

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

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

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

Assessing the needs of the North County Campus is driven by using quantitative data collected by the Student Services staff, and analyzed by Dr. Maria T. Escobedo, Dean of the North County Campus and South County Center, to ensure the needs of students and the community are met.

The key metrics collected and analyzed by the Student Services staff and Dr. Escobedo include:

- Direct Student Services
- Institutional Research Office Trends on Student Enrollment
- Course Offerings
- FTES

The assessment of qualitative data is also essential in meeting the needs of the North County Campus and North County region as some efforts cannot always be measured with immediate results. These areas of focus include:

- Enhancing Academic Programs and Courses (e.g. Agriculture Plant Science, ADTs)
- Outreach Activities
- Establish and Creating New External Partnerships
- Community Engagement
- Student Engagement

- Student Access to Higher Education

In 2017, Cuesta College leveraged two independent surveys to assess the needs of the community and provide the qualitative analysis required for future planning.

The first survey was conducted in October 2017 by Hanover Research Group, and the County Wide Programming Survey brought awareness to the needs of the community and how they want to engage with Cuesta.

The college has already begun to address some of the key findings from the initial survey, such as increasing distance education course offerings; designing and planning for short-term courses between semesters and on weekends; increasing marketing for the Promise Scholarship; and increasing outreach activities county-wide.

Additionally, in October and November 2017, Catalyst Consulting performed a Market Research Project, also with the goal of assessing the needs of the community and how they wished to engage with Cuesta.

The key findings from the Market Research Project align with some of the key findings from the Hanover Research Group County Wide Programming Survey, highlighting the need for increased marketing of all of the academic programs and services which Cuesta College offers to its community.

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

N/A

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

None

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

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

The items identified in the Resource plan are all aligned to the student learning outcomes in instruction, direct student services, and meeting the needs of the campus community and community-at-large.

Please see below for an overview of the areas of staffing, instructional equipment and supplies, and facilities, and *Appendix I* (2018 Resource Plan Worksheets) for further detail on these budget requests.

I. Staffing

- **Student Services**
  The Student Services staff provide direct support and guidance to all current students, potential students, multiple campus departments, and the community. To help meet the needs of students, staff / faculty, and the community, the Student Services staff position should increase from a 50% part-time to a 75% part-time role in order to meet the needs of an increased student enrollment.

- **Mental Health**
  The need to hire a full-time Mental Health Services staff is critical to meet the needs of student issues that arise while they are on their path of obtaining their academic program. Currently, the Student Health Services Office has experienced a shortage of staff, and as a result, the North County Campus has been without a Mental Health Therapist. Given the ever-changing climate in mental health illness it is critical students for students to have a place where they can receive support.

- **Campus Security**
  The need to hire a second full-time Police Officer on the North County Campus is critical. The landscape of the North County Campus is growing in student enrollment and campus structures. The North County Campus only has one full-time police officer which is not sufficient to cover all of the needs of public safety for the campus community.

- **IT Staff**
  The need to hire a full-time IT staff designated to the North County Campus is critical as the new Campus Center is scheduled to open at the end of the 2018 spring semester. This new building will now house an estimated of 21 sites that will house computers, printers, and other technology requiring servicing.

II. Instructional Equipment/Supplies

The North County Campus Cluster Coordinators have been instrumental in identifying the needs for their various areas, such as replacing outdated instructional equipment in multiple classrooms in the Fox Building, and equipment needed to meet the needs of the new Plant Science Facility (greenhouses) to expand the agriculture courses.

III. Facilities

Dr. Maria T. Escobedo and the North County Cluster Coordinators have identified multiple facility needs for the North County Campus to meet the needs of students, staff, and faculty:

- Create an Active Teach Technology and Innovative Center for faculty
- Create a walking path for the campus community to promote health and wellness
- Upgrades to current classrooms to meet the needs of teaching and student learning

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

A. Student demographic changes

In 2015, Cuesta College was designed as a Hispanic Serving Institution whereby 25% of the overall student enrollment are Hispanic/Latino. The North County Campus Hispanic student population increased from 38.69% (Fall 2013) to 44.90% (Fall 2016), a 6.21% in three years.

Since the last CPPR was completed, the student demographics have changed and will continue to change; therefore, the approach and strategies to teaching, student programming, and delivery of services need to be aligned to meet the needs of the change in our student population.

B. Anticipated staffing changes/retirements

It is critical for the academic success of students that the North County Campus have adequate faculty staffing; this ensures courses required of students to meet their academic goals are offered, and that their academic needs are being met.

Additionally, adequate classified staffing for the North County Campus is important to ensure students are provided with the resources and support required to be successful in the educational endeavors.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV

B. Support for Institutional Goals and Objectives and Objectives

The strategies and programming designed for the growth of the North County Campus need to be intentional, and support the goal of increasing the opportunities for the community to access higher education by providing pathways for students to complete their own education goals.

For example, the implementation of the next phase of ADTs and outreach programming to current and prospective students provides opportunities for the community to access higher education, especially when focused on high school graduates, returning students, lifelong learners, and ESL Students.

Additionally, external partnerships with local businesses, non-profits, the Chamber of Commerce, K-12 educational institutions, and city and county entities will continue to increase the awareness of the North County Campus, and help the campus meet their institutional goals.

C. New service coordination and collaboration – internal and external programs

As the North County Campus continues to grow, it is important to plan to develop opportunities to generate revenue for the North County Campus, such as:

1. **Certified Assessment Center**
   The New Campus Center will have a state-of-the art assessment center. This center can begin to plan to become a state certified assessment center which would provide the ability for testing in the areas of SAT/ACT; GRE; GWAR, Professional Certification; Proctoring Services; and CBEST, among others.

2. **Additional Mental Health Support Services**
   The New Campus Center will house a Student Health Center that will consist of an exam room and two Mental Health Services Offices that can be used by community partners for additional mental health support services.

3. **Plant Sales**
   The Plant Science Facility (Greenhouses) will provide the opportunity for the department to sell plants to the community.

4. **Child Care Services**

The North County Campus Children's Center is anticipated to be completed within the next 2 - 3 years, providing the opportunity to increase the number of childcare services for the community.

5. **Community Events**
   Enhancing the partnerships with the various non-profit agencies and business to host their various programs on the North County Campus, at a minimal cost.

D. Staff training/professional development needs

It is important that professional development is at the forefront to ensure all Cuesta employees are continuously learning best practices in student learning strategies, student engagement, customer service, technology, and wellness.

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

Elements:

A. Personnel

The Resource Plan (*Appendix I*) outlines the positions and estimated costs which are identified as a need for the North County Campus. Those include:

- Student Services staff (increase time from 50% to 75%)
- Police Officer
- IT Full-Time staff
- Mental Health Services provider

B. Equipment/furniture (other than technology)

As outlined in the Resource Plan (*Appendix I*), outdated instructional equipment needs to be replaced in the Fox Building.

C. Technology

As outlined in the Resource plan (*Appendix I*), the following technology requires replacement:

- Older custom classroom AV systems
- Polycom cart
- AV videoconferencing

D. Facilities

As outlined in the Resource Plan (*Appendix I*), the following facilities require replacement or upgrades:

- Creating an Active Teach Technology and Innovative Center for faculty
- Creating a walking path for all of the campus community to promote health and wellness
- Upgrades to current classrooms to meet the needs of teaching and student learning

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.

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

SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/9JXNBQD

Appendix A: **North County Campus Associate Degree for Transfer Program**

ASSOCIATE DEGREE FOR TRANSFER (ADT)

ADMINISTRATION OF JUSTICE (EVENING PROGRAM)

The Criminal Justice Program studies the activities and operations of law enforcement agencies, the courts and correctional agencies. The public and social policy implications associated with operating the criminal justice system are also explored. Criminal Justice careers offer individuals a rewarding opportunity to serve the public, safeguard constitutional rights and actively meet the needs of the community.

FIRST FALL SEMESTER

	Monday	Tuesday	Wednesday	Thursday	Units
5:00-6:50	MATH 236	ENGL 201A	MATH 236	ENGL 201A	7
7:00-9:50		CJ 206	FMST 212	COMM 201	9
					16

FIRST SPRING SEMESTER

	Monday	Tuesday	Wednesday	Thursday	Units
5:00-6:50	ENGL 201B	SOC 201A	ENGL 201B	SOC 201A	7
7:00-9:50		CJ 208	CJ 210	MUS 237	9
					16

SECOND FALL SEMESTER

	Monday	Tuesday	Wednesday	Thursday	Units
5:00-6:20	POLS 202	BIO 211	POLS 202	BIO 211	6
6:30-8:00		LAB FOR BIO	LAB FOR BIO		-
7:00-9:50	CJ 202			CJ 204	6
Online	ART 200				3
					15

SECOND SPRING SEMESTER

	Monday	Tuesday	Wednesday	Thursday	Units
5:00-6:20		HIST 207B		HIST 207B	3
7:00-9:50	CJ 224	CJ 228			6
Online	FMST 214				3
Online	OCEN 210				3
					15

CUESTA COLLEGE
cuesta.edu

Complete your Associate Degree for Transfer in just two years!

You can complete 6 ADTs exclusively at the North County Campus!

Cuesta College North County Campus
2800 Buena Vista Drive,
Paso Robles, CA 93446
(805) 591-6200
(805) 591-6241 North County Counseling Office
(805) 546-3138 San Luis Obispo Counseling Office
For more information
bit.ly/cuestanorthcounty

NORTH COUNTY CAMPUS

ASSOCIATE DEGREE FOR TRANSFER (ADT)

CUESTA COLLEGE
cuesta.edu

Associate Degree for Transfer

Complete your Associate Degree for Transfer in just two years!

Cuesta College now offers six Associate Degrees for Transfer (ADTs) that you can complete entirely at the North County Campus within a two-year period. The following ADT courses have been outlined for you, as a clear pathway to earning your degree!

ADT (A.A. for Transfer and A.S. for Transfer) California community colleges offer the Associate Degrees for Transfer to the California State University sytem. This includes Associate in Arts (AA-T) and Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California community college students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing in to the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Consult with the Cuesta College Transfer Center for mandatory application, evaluation and notification deadlines.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-credits baccalaureate degree within 60 semester or 90 quarter credits.

ADT Requirements: Students pursuing the Associate Degree for Transfer are also required to complete a minimum of 12.0 credits in residence at Cuesta College.

1. Completion of 60 semester credits or 90 quarter credits that are eligible for transfer to the California State University, including both of the following:
   - >> The California State University General Education Breadth Requirements (CSU GE) or the Intersegmental General Education Transfer Curriculum (IGETC), and
   - >> A minimum of 18 semester credits or 27 quarter credits in a major or area of emphasis, as determined by the community college district.
2. A minimum overall grade point average of 2.0.
3. A "C" or better grade in all courses required for the major or area of emphasis; a "P" (Pass) grade is not an acceptable grade for courses in the major. External exams such as Advanced Placement, etc. are not subject to this grade restriction."

AGRICULTURE BUSINESS

The AS-T in Agriculture Business is designed for students wanting in-depth knowledge of the core agriculture business fundamentals, emphasizing chemistry, accounting, economics, sales, and computer applications as they apply to agriculture businesses. This knowledge and skill set comprise the components necessary to work successfully within an agribusiness environment or transfer to a four-year agribusiness program.

FIRST FALL SEMESTER

	Monday	Wednesday	Friday	Units
9:30-10:50	BUS 245AG	BUS 245AG		3
11:00-12:30	MATH 242	MATH 242	MATH 242	5
1:00-2:30	NUTR 210	NUTR 210		3
3:00-4:50	ENGL 201A	ENGL 201A		4
				15

FIRST SPRING SEMESTER

	Monday	Wednesday	Units
8:00-9:20	HIST 207A	HIST 207A	3
9:30-10:50	MATH 255	MATH 255	3
11:00-12:30	ECON 201A	ECON 201A	3
1:00-2:50	ENGL 201C	ENGL 201C	4
3:30-4:50	BIO 220	BIO 220	3
			16

SECOND FALL SEMESTER

	Monday	Wednesday	Units
8:00-9:20	ART 200	ART 200	3
9:30-10:50	COMM 201	COMM 201	3
11:00-12:20	ECON 201AG	ECON 201AG	3
1:30-3:20	MATH 247	MATH 247	4
3:30-4:50	BUS 241AG	BUS 241AG	3
			16

SECOND SPRING SEMESTER

	Monday	Wednesday	Units
9:00-10:50	BUS 251	BUS 251	4
11:00-12:50	BUS 218	BUS 218	4
1:30-2:50	CHEM 210FL	CHEM 210FL	4
3:00-3:50	CHEM 210FL		-
3:00-5:50		CHEM 210FL	-
4:00-6:50	MUS 237		3
Online	POLS 202		3
			18

BUSINESS ADMINISTRATION

Business Administration is a broad area encompassing accounting, law, economics, global trade, financial markets, computer information systems, business communications and marketing. Study in this area explores the theories, history, principles, practices, ethics and technologies governing contemporary issues in a global business environment. This program is designed to provide a basic overview of all subject matter and is preparatory lower division coursework for a bachelor's degree.

FIRST FALL SEMESTER

	Monday	Wednesday	Friday	Units
9:30-10:50	BUS 245	BUS 245		3
11:00-12:30	MATH 242	MATH 242	MATH 242	5
1:00-2:30	NUTR 210	NUTR 210		3
3:00-4:50	ENGL 201A	ENGL 201A		4
				15

FIRST SPRING SEMESTER

	Monday	Wednesday	Units
8:00-9:20	HIST 207A	HIST 207A	3
9:30-10:50	MATH 255	MATH 255	3
11:00-12:30	ECON 201A	ECON 201A	3
1:00-2:50	ENGL 201C	ENGL 201C	4
3:30-4:50	OCEN 210	OCEN 210	3
			16

SECOND FALL SEMESTER

	Monday	Wednesday	Units
8:00-9:20	ART 200	ART 200	3
9:30-10:50	COMM 201	COMM 201	3
11:00-12:20	BUS 201A	BUS 201A	4
1:00-3:20	MATH 247	MATH 247	4
Online	ECON 201B		3
			17

SECOND SPRING SEMESTER

	Monday	Wednesday	Units
8:00-10:50	BIO 212	BIO 212L	4
11:00-12:50	BUS 218	BUS 218	4
2:00-3:50	BUS 201B	BUS 201B	4
4:00-6:50	MUS 237		3
Online	POLS 202		3
			18

COMMUNICATION STUDIES

The Communication Studies program compels students to explore the communication theories, strategies, and skills needed to succeed in our complex and diverse world. Courses focus on improving social, cultural, professional, and personal experiences through the understanding and applied practice of communication. Through the study and practice of communication, students will become more competent communicators in their professional and personal lives.

FIRST FALL SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	MUS 237	MUS 237	3
9:30-10:50	PSYC 201	PSYC 201	3
11:00-12:20	MATH 236	MATH 236	3
1:00-2:30	COMM 210	COMM 210	3
3:00-4:50	ENGL 201A	ENGL 201A	4
			16

FIRST SPRING SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	HIST 207B	HIST 207B	3
9:30-10:50	BIO 211	BIO 211	3
11:00-12:20	MATH 232	MATH 232	3
1:00-2:30	LAB FOR BIO	LAB FOR BIO	-
3:00-4:50	COMM 201	COMM 201	3
Online	ENGL 201B		4
			16

SECOND FALL SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	POLS 202	POLS 202	3
11:00-12:20	COMM 230	COMM 230	3
1:30-3:50	SPAN 201	SPAN 201	5
Online	COMM 212		3
			14

SECOND SPRING SEMESTER

	Tuesday	Thursday	Units
9:30-10:50	HIST 204A	HIST 204A	3
11:00-12:20	ASTR 210	ASTR 210	3
1:30-3:50	SPAN 202	SPAN 202	5
Online	COMM 280		3
			14

PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes that provide the basis of life experience. Students learn to examine psychological processes from multiple perspectives and apply psychological principles and methods to personal and social issues in ways that promote self-understanding, personal development and effective interpersonal relationships as members of a diverse society.

FIRST FALL SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	MUS 237	MUS 237	3
9:30-10:50	PSYC 201	PSYC 201	3
11:00-12:20	MATH 236	MATH 236	3
1:00-2:30	COMM 210	COMM 210	3
3:00-4:50	ENGL 201A	ENGL 201A	4
			16

FIRST SPRING SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	HIST 207B	HIST 207B	3
9:30-10:20	BIO 211	BIO 211	3
11:00-12:20	MATH 232	MATH 232	3
1:00-2:30	LAB FOR BIO	LAB FOR BIO	-
3:00-4:50	FMST 212	FMST 212	3
Online	ENGL 201B		4
			16

SECOND FALL SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	POLS 202	POLS 202	3
9:30-10:50	PSYC 206	PSYC 206	3
11:00-12:20	SOC 202	SOC 202	3
1:30-3:50	SPAN 201	SPAN 201	5
			14

SECOND SPRING SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	PSYC 200	PSYC 200	3
9:30-10:50	PSYC 233	PSYC 233	3
11:00-12:20	ASTR 210	ASTR 210	3
1:30-2:50	GEOG 202	GEOG 202	3
Online	FMST 214		3
			15

SOCIOLOGY

Sociology is the study of the human social behavior and its origins, development, organizations, and institutions. The study of human behavior in social context assists students to learn who we are, to get closer to the truth about the social world, and to become aware of ways to achieve desired social ends. Sociology stresses the ability to observe, organize and write clearly, as well as the development of skills in the analysis of data and in collaborating with others.

FIRST FALL SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	MUS 237	MUS 237	3
9:30-10:50	SOC 201A	SOC 201A	3
11:00-12:20	MATH 236	MATH 236	3
1:00-2:30	COMM 210	COMM 210	3
3:00-4:50	ENGL 201A	ENGL 201A	4
			16

FIRST SPRING SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	HIST 207B	HIST 207B	3
9:30-10:20	BIO 211	BIO 211	3
11:00-12:20	MATH 232	MATH 232	3
1:00-2:30	LAB FOR BIO	LAB FOR BIO	-
3:00-4:50	ANTH 203	ANTH 203	3
Online	ENG 201B		4
			16

SECOND FALL SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	POLS 202	POLS 202	3
9:30-10:50	PSYC 206	PSYC 206	3
11:00-12:20	SOC 202	SOC 202	3
1:30-3:50	SPAN 201	SPAN 201	5
			14

SECOND SPRING SEMESTER

	Tuesday	Thursday	Units
8:00-9:20	ELECTIVE	ELECTIVE	3
9:30-10:50	ELECTIVE	ELECTIVE	3
11:00-12:20	ASTR 210	ASTR 210	3
1:30-2:50	GEOG 202	GEOG 202	3
Online	FMST 214		3
			15

Note for Students: While Cuesta College is committed to offering the courses you will need each semester, it may become necessary to cancel courses in extreme circumstances. In these cases, you should work with a counselor to make an appropriate course substitution to remain on schedule in your program.

Appendix B: Office of Institutional Research Enrollment Data

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

Appendix C: Dual Enrollment, Student Characteristics

Student Characteristic	2014-2015	2015-2016	2016-2017	2017-2018	INCREASE from 16-17 to -17-18
Enrollment *Duplicated	518	1,788	2,813	3,564	**27%**
Good Academic Standing	90%	85.59%	N/A	N/A	
Seek Degree/Transfer	9.22%	63.88%	70.65%		
Latinx	35.48%	45.72%	43.14%		
North County	0%	40.71%	59.01%		
South County	100%	28.50%	22.49%		
San Luis Obispo	0%	30.90%	18.87%		
Sections Offered	**26**	**92**	**152**	**208**	**37%**
Courses	**1**	**9**	**21**	**34**	**62%**

Appendix C: Dual Enrollment, Schools

School	2014-2015	2015-2016	2016-2017	2017-2018	% Increase	TOTAL DUPLICATED STUDENTS BY HIGH SCHOOL
Paso Robles	0	403	790	873	11%	2066
Arroyo Grande	344	350	392	429	9%	1515
Central Coast New Tech	68	82	115	230	100%	495
Templeton	0	0	259	466	80%	725
SLO **	0	151	191	108	-43%	450
Coast Union	0	0	73	89	22%	162
Atascadero	0	216	369	495	34%	1080
Shandon	0	27	43	68	58%	138
Morro Bay	0	10	11	20	82%	41
Nipomo	106	136	178	395	122%	815
Grizzly Youth Academy	0	413	392	391	0%	1196
TOTAL DUPLICATED STUDENTS BY YEAR	**518**	**1788**	**2813**	**3564**	**27%**	**8683**
***SLOHS doesn't include 3rd trimester enrollment in 2017-18*						

Appendix C: Dual Enrollment by Cuesta College Course

Cuesta College Course	2014-2015	2015-2016	2016-2017	2017-2018	Percentage Increase	TOTAL DUPLICATED STUDENTS BY PATHWAY
Ag Mechanics (AGM 221)	0	0	0	35	NEW	35
Astronomy (210/210L)	0	0	0	104	NEW	104
Athletic Training (KINE 213)	0	14	10	56	460%	80
Automotive Tech (ATCH 152/166)**	0	195	279	191	-32%	665
Biology (BIO 220)	0	0	29	32	10%	61
Business (BUS 249)	0	0	35	57	63%	92
Computer Applications (CIS 210)	0	0	36	43	19%	79
Computer Info Systems (CIS 201/271)	0	0	54	73	35%	127
Computer Network Security (CNET 235)	0	0	0	18	NEW	18
Construction (CTCH 101/164)	0	15	47	40	-15%	102
Culinary Arts 210	0	0	53	8	-85%	61
Drama (DRA 207)	0	0	0	17	NEW	17
Engineering Technology/CAD (ENGR 248/226)	0	27	183	105	-43%	315
Film, Television, Electronic Media (FTVE 223)	0	13	38	52	37%	103
Geology 210***	0	20	24	0	Only Offered Every Other Year	44
Graphics (ART 256/258)	0	0	0	214	NEW	214
History (HIST 207A/207B)	0	33	108	95	-12%	236
Medical Assisting (NRAD 222)	0	0	0	69	NEW	69
Occupational Work Experience (WEXP 252L)	0	0	12	0	No Longer Offered	12
Personal Development (PEDS 110/111/112/113)	518	1,471	1,751	2034	16%	5774
Physics (PHYS 205A)	0	0	0	47	NEW	47
Spanish 202	0	0	78	137	76%	215
Welding (WELD 101, 270A, 270B, 277)	0	0	76	137	80%	213
TOTAL DUPLICATED STUDENTS	**0**	**1788**	**2813**	**3564**		**8683**
***Automotive does not include SLOHS 3rd trimester in 17-18*						
****Geology/Astronomy are offered on every other year*						

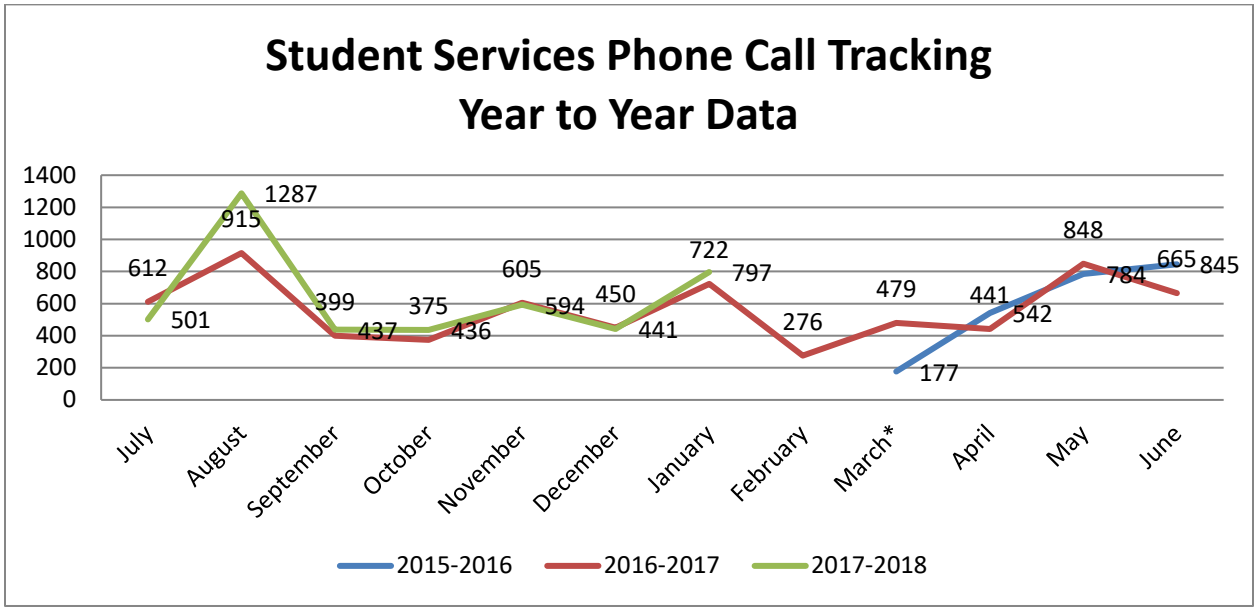
Appendix D: Student Services Phone Call Tracking Data, 2015 / 2016 – 2017 / 2018

2015-2016	
Month	Totals
July	
August	
September	
October	
November	
December	
January	
February	
March*	177
April	542
May	784
June	845
Academic Yr. Total	2,348

2016-2017	
Month	Totals
July	612
August	915
September	399
October	375
November	605
December	450
January	722
February	276
March	479
April	441
May	848
June	665
Academic Yr. Total	6,787

2017-2018	
Month	Totals
July	501
August	1287
September	437
October	436
November	594
December	441
January	797
February	
March	
April	
May	
June	
Academic Yr. Total	4,493

**Phone tracking began mid-March 2016*



Appendix E: Connect@Cuesta 2017, North County Campus

CUESTA COLLEGE

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

CONNECT @CUESTA

NORTH COUNTY CAMPUS

WEDNESDAY, AUGUST 16, 2017
9:00 TO 12:00 Noon
DALLONS HALL, ROOM N3102

8:30 – 9:00 am	Check-In - Dallons Hall
9:00 – 9:20 am	Welcome/Introductions Dallons Hall, N3102
9:20 – 9:40 am	Who are We? Beth-Ann Dumas & Jodi Meyer (Faculty) Dallons Hall, N3102
9:40 –10:10 am	Faculty Speakers Beth-Ann Dumas & Jodi Meyer Dallons Hall, N3102
10:10 - 10:20 am	BREAK
10:20 – 11:00 am	How to Navigate to "my Cuesta" Kristina Barckley, N2411 Lana Nelson, N2408
11:00 – 11:40 am	Quest@Cuesta – Do You Know? (Staff/Groups)
11:40 – 12:00 Noon	Closing/Evaluation/Give-A-Ways Dallons Hall, N3102

Appendix F: San Miguel Lillian Larson Elementary School Visit

San Miguel Lillian Larson Elementary School

College Visit

Thursday, April 16, 2015

Agenda:	**Location: Schwartz Learning Resource Center (Bldg. No. 3100)**
9:00	**Arrival** Parking Lot 11 – In Front of Fox Building (Bldg. No. 2400)
9:10 – 9:20	**Welcome** - Dr. Maria T. Escobedo, Dean Schwartz Learning Resource Building – Dallons Hall Room 3102
9:20 - 10:15	**Goal Setting and How to Prepare for College** **Facilitators:** Sandra Contreras and Kristina Barckley, Student Support Office **Faculty:** Gary Rubin, JD, Business Education
10:15 – 10:25	***Break***
10:25 – 11:00	**How to Pay for College** **Facilitator:** Martha Davis, Financial Aid Office
11:00 – 11:50	**Student Panel:** Nayeli Gonzalez and Maria Gonzalez **Faculty** : Beth-Ann Dumas, Communications
11:50 – 12:15	Closing Activities
12:20	**Departure**

Appendix G: Pleasant Valley & Shandon Student Feedback

Cuesta College North County Campus Outreach-Pleasant Valley/Shandon Evaluation Data November 17, 2015

What did you like best about the campus visit and why?	Write down four things you learned today about how to prepare for college/university	Is this the first visit to Cuesta? Yes or No. If No, how many other visits?	What do you want to study when you go to college/university?
The Morning because I met nice people	I learned how many colleges there are and how fun it is here	Yes	Animals
I liked goal setting because she made us feel welcome, and being able to communicate with other schools	Goals, Programs that can help, Finance, How College Helps	No, 3 visits	Vet or Horse Trainer
That we had people helping us	Have goals in life, Try to come to college, Don't have to come to college	Yes	Build Cars
I liked how different people came and taught us about different stuff	Good Grades, Study Hard, Learn, Pay attention to teacher, Graduate from High School	Yes	Vet
The Building because they looked modern and authentic	Make goals, Study what you are interested in, make a plan, A-G requirements	No, 3 visits	Vet Medicine
I liked the visit because I learned more things	How many colleges there is, Good Grades, Loans, How many colleges there are in this country	No, 3 visits	yes
I liked how we got to do questions and the teachers gave us free stuff for answering	You get money for free if you do certain things to go to college, good grades, make goals, keep trying	yes	I'm not sure
I liked our guest speakers because they got to the point and were fun	How to apply for Financial Aid, What you can complete during college, which classes you can change, A-G requirements	Yes	Preforming Arts and Education
I liked Campus because I really liked the design	Good grades, Behave good	Yes	Engineering or Business
Vending machine because I was hungry	Graduate, good grades, loans, start thinking		Teacher
That students see that they can go to college- there are finances available	Set goals, sign up with FAFSA, how to pick a career, do well in HS	Yes	Thinking of a masters in science education
The presentation because I know what opportunities and choices I have with college	By setting goals you can get further, there is ways to get free college, what my career needs, our steps to enter college	Yes	Welding
That they helped us kind of get ready for college	Make goals, Financial Aid, Degrees, College	No, 2 visits	Engineering

Cuesta College North County Campus Outreach-Pleasant Valley/Shandon Evaluation Data November 17, 2015			
What did you like best about the campus visit and why?	**Write down four things you learned today about how to prepare for college/university**	**Is this the first visit to Cuesta? Yes or No. If No, how many other visits?**	**What do you want to study when you go to college/university?**
All the things I learned that I didn't know before	Have a plan, don't really worry about money, degree, hard work but its worth it	Yes	Human Services
I liked the presentations because they gave me a lot of information on what to do to get to college	Set goals, good grades, have money, have to apply	Yes	Marine Biology
We learned how to get apply to Cuesta and to get started thinking about college now	Save for college now, apply soon, talk to parents about college, figure out what you want to be	Yes	Human Services (education)
I liked it because they gave us great explanations for each of the subjects, and the teachers that were talking were kind	Never give up, finish high school, keep going just a little bit more, learn more on the topic you want to master or degree in	Yes	I don't know
Learning about college because I don't know much about it	4 types of colleges, if you want something go up and get it, Cuesta is a community college, The government will help pay for college	Yes	Fire fighter
I liked that they got us really for when we come to college. I also liked that all the ladies were nice and taught us about college			Science, because when I grow up I want to be a paleontologist
I liked the class. I get to make and why I liked it, if you don't like one you can just do something else.	Goals I have to make to get to college, how many colleges there are in CA, how to get into college and what kind of things you can be.	No, 2 times	Technology
I liked it because I learned a lot about how I could accomplish the job I wanted and go to school here	What job I want, how to get into college, this college is a good place to go, I know what I want to study and learn	Yes	Public speaking, music and art
I liked the buildings because of the openness and architecture	Make goals for your self, study what interests you, make a plan, A-G requirements	No, 4 times	Teaching and Directing Movies
I liked that it is near where I live, because it is only a 20 mins drive	FAFSA, Dream act, what cuesta college provides, mascot is a cougar	No, 2 times	Journalism, Chemistry, Music
Being able to learn more about Cuesta College	Many opportunities, need goals, all the programs there are, how to have enough money for college	Yes	Chemistry
I liked the prize orientation because I think it gave us motivation	Get good grades, Finish High school, Don't give up, learn about terms, learn and prepare for college by finding out what its about	Yes	
It is very clean and nice people around campus	Government can help pay for college, 4 types of colleges, work hard for what you want, this is a CCC college	Yes	Fire fighter
The campus visit was great, it had a nice vibe.	Study hard, get good grades, try hard, do things better	Yes	Don't know

Cuesta College North County Campus Outreach-Pleasant Valley/Shandon Evaluation Data November 17, 2015

What did you like best about the campus visit and why?	Write down four things you learned today about how to prepare for college/university	Is this the first visit to Cuesta? Yes or No. If No, how many other visits?	What do you want to study when you go to college/university?
I liked the environment	Go to school, get good grades, plan ahead, graduate	Yes	Marine Biology
The counseling, Emily Hinkle and Lisa because they tell you very important things/info	FAFSA, Dream act, goals, good grades	No	Police officer, Jail patrol
The presentations were informative and I feel more prepared for the future and my college plan	Stay in school, get good grades, research what you want to do in life, make goals and accomplish them	Yes	Study Arts
My experiences feels very welcome to the college, and no more persons	To study, tutor, materials, focus in my studies	Yes	Economics
I liked the presentation because it helped me plan for my future	What I need, where to get help, steps to get into college, some majors	Yes	Accountant Business

Workshop Ratings		Workshop Ratings	
Workshop	Poor	Good	Excellent
Goal Setting		39%	61%
How to Finance Your Education	2%	39%	59%
What is a Major or Program of Study?		52%	48%
Academic Programs, Application Process, etc.	2%	39%	59%

Appendix H: Paso Robles High School Career Expo

PASO ROBLES
JOINT UNIFIED SCHOOL DISTRICT
COLLEGE & CAREER
CUESTA COLLEGE

MAY 26TH
CAREER EXPO

Join us for this exciting event!

Paso Robles High School is excited to invite you to participate in our Bearcat Career Expo on Friday, May 26th. Paso Robles High School and Cuesta College are partnering for this wonderful opportunity to expose our 2018 graduates to the many career opportunities within our community and beyond. We invite you to come and share your passion with our students and encourage you to share the path that lead you to where you are through a 25 minute presentation.

Customized tours based on student interest...

Students will be completing a survey that identifies their career interests. That information will then be used to customize a 3 session tour that provides the students with a deeper understanding of those industries, along with the skills and education they need to get there.

Presenter Schedule:

9:15 Check in at Cuesta in front of the Learning Resource Center to locate your room

No Parking Permit Required

9:15-9:50 Set up in your room

Session 1: 10:05-10:30
Session 2: 10:35-11:05
Session 3: 11:10-11:35

11:40 Presenter "Thank You" Lunch

Student Schedule:

9:00-9:30am Keynote Speaker in the PRHS Gil Asa Gym

9:30am Board Buses at PRHS and arrive at Cuesta North Campus by 10:00am

Students will then participate in 3 breakout sessions with 5 minutes between each

Session 1: 10:05-10:30
Session 2: 10:35-11:05
Session 3: 11:10-11:35

11:40-12:30 Lunch and Cuesta Promise Celebration

HEATHER GILLIS
College & Career Counselor
hgillis@pasoschools.org
805.769.1500 Ext. 50020
Fax: 805-237-3499

Appendix I: 2018 Resource Plan – North County Campus

Title of Unit:	**North County Campus**
Planning Year:	**2018**
Cluster (Select One):	**VP Student Services and College Centers**

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

The **Resource Plan** for the **North County Campus** was developed in collaboration with the North County Cluster Coordinators and data analysis of student services provided to identify the needs of the North County Campus. The North County Cluster Coordinators have continued to identify needs as outlined in the Resource Plan in the areas of Personnel, Instructional, and Technology which impact their respective clusters.
The top ten priorities are a combination of the overall campus needs to enhance staffing in the areas of: student service, public safety, IT support, and instruction which directly impact the student experience and success at Cuesta College. One of the major factors in the increase request for staffing at the North County Campus is the anticipated New Campus Center which is scheduled to be completed by the end of the 2018 spring semester. It is noted that within the North County Campus a total of 11 programs/departments; three classrooms, cafeteria, Dean's Office, three conference rooms, and three classrooms will be housed in this new site. It is critical that there is enough staff support to meet the demands and needs of this new Campus Center.

The North County Campus budget which impacts staff, faculty, facilities, auxiliary programs, and students is a combination of multiple resources such as: general funds, foundation funds, and categorical funds. The Dean is directly responsible for general funds and foundation funds directly allocated for the use of the North County Campus.

As in the past, the North County Campus will continue to primarily rely on General Funds for the on-going overall operational expenses and the Foundation funds which have been specifically designated for the North County Campus. The Resource Plan for the North County Campus budget continues to mirror the District's budget assumptions as recommended to the Planning and Budget Committee and approved by the Superintendent/President and Board of Trustees.

Excel Worksheets: Resource (Unit) Plan

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

- ***Prior Year Unit Plan Worksheet*** *— Prior Year Unit Funding Requests*
- ***Personnel Unit Plan Worksheet*** *— Personnel Funding Requests*
- ***Supplies Unit Plan Worksheet*** *— Supplies Funding Requests*
- ***Equipment Unit Plan Worksheet*** *– Equipment Funding Requests*
- ***Facility Unit Plan Worksheet*** *— Facility Funding Requests*
- ***Technology Unit Plan Worksheet*** *– Technology Funding Requests*
- ***Top 10 Priorities Unit Plan Worksheet*** *— Prioritized List of Top 10 Immediate Unit Needs*

RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit:	**Type Unit Here**
Cluster:	**VP Student Services and College Centers**
Planning Year:	**2018**

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

	Program	Item/Description	Cost	Funded?	Source (s)	Impact on Program
1	*English*	*Computers for Lab*	*$ 40,000*	*Not Funded*		*Not receiving this funding restricts ability to use updated English software in the lab.*
2	*Math*	*Student Tutors*	*$ 10,000*	*Fully Funded*	*AS, R*	*Supplemental staffing for math lab - Provides adequate level of support for students.*
3	*Chemistry*	*Laptops*	*$ 12,000*	*Partially Funded*	*Foundation*	*Half of our students had a good educational experience - the other half of continued to use outdated technology.*

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

	Program	**Item/Description**	**Cost**	**Funded?**	**Source(s)**	**Impact on Program**
1	NCC Student Services	Increase by 25% (75% time to 100% full-time/12-month) Student Services Assistant	$ 15,000	Not Funded	GF	The additional percentage of time for this positon is critical to ensure that we are providing adequate support and assistance to our current sutdents, future students, and the community. Support services have a direct impact on whether a student makes a decision to enroll at Cuesta, thereby, impacting FTES.
2	NCC Student Services	Increase by 50% (50% time to 100% full-time/12-month) Student Services Assistant	$ 28,000	Fully Funded	GF	This item was funded was funded and is now fullu implemented. Est. costs.
3	NCC	Increase Public Safety Support at NCC	$ 32,000	Not Funded		As the campus footprint continues to grows, safety concerns for the campus community/Est. costs
4	NCC	Increase IT Support at NCC	$ 58,300	Not Funded		As the campus footprint continues to grows and the new buildings being added to the campus so does the need to have full-time IT person on the campus to address the needs of the campus community. Est. costs.
5	NCC Student Health Services	NCC Mental Health Services provider	$ 65,000	Not Funded		The NCC has not had a part-time or full-time mental health provided assigned to the site. The campus has had a mental health services interm which provided minial hours of services to the students. The need for mental health services is a critical service to ensure our students' needs are met. Est. costs.
6	NCC Biology	Removal of shallow sinks and installation of deep, laboratory grade sinks in N2438, N2439A and N2439	$ 3,000	Not Funded		This upgraded is needed for more effective instruction.
7	NCC Biology	Replacement of faucets with better fitting laboratory grade faucets in N2438 and N2439. Per NC Cluster Coordinator, current faucets do not fit well.	$ 2,000	Not Funded		This upgraded is needed for more effective instruction.
8	NCC Biology	14 laptops for Bio 220 to be stored in N2439. Laptops were taken to the SLO Campus and have not been replaced.	$ 3,500	Fully Funded	GF	These items were purchased with NCC Foundation Funds
9	NCC Biology	Somso models to replace damaged models and expand supply in Human Anatomy and Life Science Bio 211 Lab	$ 5,235	Fully Funded	GF	This item was purchased with NCC funds.
10	NCC Business Education	Purchase 40 Chromebooks, a locked cabinet and cart for multiple classrooms to be used in NCC classrooms	$ 20,000	Fully Funded	GF	The Business Department purchased 30 chromobooks and the locked cabinet to be used in multiple courses.

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit:	**Type Unit Here**
Cluster:	**VP Student Services and College Centers**
Planning Year:	**2018**

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

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT	Justification - *Why? (1-2 Sentences)*
Student Support Site Assistant	*NCC Student Services*	*Request to convert existing position from .75 to 1.0*	*$ 10,240*	*NCC*	*N*	*IMM*	*Supports Institutional Goal Objective 1.4 (increase ESL success rates) by adding additional staff to ESL advising office. Additional staffing hours will allow for 28 new support appointments per semester.*
Distance Education Support Specialist	*DE*	*Support Service Specialist 0.5 FTE*	*$ 23,000*	*DE*	*N*	*IMM*	*Supports Institutional Objective 1.3, Increase success in DE courses. New support position will provide training and technical support for students enrolled in DE courses.*

Personnel - Full-Time Faculty

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

Personnel - Academic Managers, Classified Managers & Confidential

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

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

C. Classified Employee: Permanent, Short-Term & Substitute	**Program**	**Description**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT**	**Justification - *Why? (1-2 Sentences)***
Student Services Support Assistant	NCC - Student Services	Increase positon from 50% to 75% to meet the needs of the campus	$ 15,000	NCC	N	IMM	The new Campus Center is scheduled to open at the end of the 2018 Spring Semester. The need for additional staffing support will be needed to meet the demands of the campus and community-at-large. The Student Support Services staff provide support to multiple programs and are front-line staff who provides support services to all of the campus and community.
Public Safety Officer	NCC - Public Safety Office	Public Safety Officer	$ 56,000	NCC	N	IMM	Currently we only have one Public Safety Offier on the North County Campus. As the landscape of the campus grows, for safety purposes a second Public Safety Officer is needed.
IT Suport Staff	NCC - IT Offce Support	IT Support Staff	$ 48,000	NCC	N	IMM	The demands for IT support on the NCC have incresed significantly. Currently the NCC campus community has support, however, it is not enough support to cover all of the needs. In addition, with the new Campus Center scheduled to open at the end of the 2018 Spring semester, the need to have an IT support staff will greatly be needed to support instruction and all campus programs.
Mental Health Services	NCC - Student Health Services	Mental Health Services rovider	$ 58,000	NCC	N	IMM	The NCC is in high need of having a Mental Health Services provider on campus. Currently, mental health services are extremely limited on the North County Campus. Mental Health issues continously arise and students have to be referred out to the community-at-large organizations, which is not idea when students are in a crisis. For the safety of the students and campus community.

Personnel - Student Worker

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

RESOURCE PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit:	**Type Unit Here**
Cluster:	**VP Student Services and College Centers**
Planning Year:	**2018**

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

A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - *Why?* *(1-2 Sentences)*
NCC Instructional Supplies	*NCC*	*Augmentation of instructional supplies.*	*$ 5,000*	*NCC*	*N*	*IMM*	*Need to augment account based on historical spending pattern.*
Instructional Supply	*Social Sciences*	*Maps for History and Philosophy*	*$ 4,000*	*SLO*	*N*	*IMM*	*Many of our maps are outdated and several classrooms lack even basic maps.*

Instructional Supplies

A. Instructional Supply	**Program**	**Item/Description**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why?* *(1-2 Sentences)***
Instructional Supply	Physical Sciences	Student Textbooks	$ 5,000	NCC	N	IMM	Student textbooks to be housed in the Library and Student Learning Center

Non-Instructional Supplies

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

RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit:	**Type Unit Here**
Cluster:	**VP Student Services and College Centers**
Planning Year:	**2018**

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

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - *Why? (1-2 Sentences)*
3 Mannikins	*LVN*	*3 mannikins for simulation/skills lab*	*$ 5,000*	*NCC*	*N*	*IMM*	***LVN APPW Program Development/Forecasting. New or modified action steps for achieving program outcomes; IG #1; ILO #2,#3*** *- We are increasing the use of our simulation lab. Wear and tear on the mannikins over time requires replacement.*
3 Potter's Wheels	*Art Studio*	*Laguna potter's wheels (3)*	*$ 4,505*	*SLO*	*N*	*IMM*	***Art Studio CPPR Program Development/Forecasting. Anticipated changes in curriculum and scheduling;*** *student demand has increased in our ceramics classes, we require three more potter's wheels to accommodate six students per class.*

Instructional Equipment

A. Instructional Equipment	**Program**	**Item/Description**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
Instructional Equipment	Biology	Pathway connection telepscope to common & reconnect electricity to telescope shelter	$ 8,000	NCC	N	IMM	Current equipment is old and inefficient.
Instructional Equipment	Biology	Professional Grade Dishwasher	$ 6,000	NCC	R	IMM	Current equipment is old and inefficient.
Instructional Equipment	Biology	Replace shallow sinks	$ 13,000	NCC	R	IMM	Replace current shallow sinks with deep lab sinks in N2438, N2439, N2439a, and N2440A. Working with chemicals and body fluids in shallow sinks allows splashing back onto the users. This is a safety issue.
Instructional Equipment	Biology	Tall Facets in work area	$ 800	NCC	R	IMM	Replace exisiting low faucets in N2440A and N2438. The current faucets are inadequate instruction.
Instructional Equipment	Physical Sciences	2nd Projector & screen in N2401	$ 28,000	NCC	N	IMM	Needed for instructional purposes
Instructional Equipment	Biology	Autoclave for steralization	$ 12,000	NCC	R	IMM	Autoclave needs to be replaced. (old equipment)
Instructional Equipment	Biuology	Water Distiller in NCC Biology Labs	$ 4,000	NCC	R	IMM	Water Distiller needs to be replaced (old equipment)
Instructional Equipment	Biology	Digital microscope	$ 6,000	NCC	N	LT	Needed for BIO 212, 204, and 206 classes
Instructional Equipment	Ag Plant Science	Raised Planter Beds	$ 8,000	NCC	N	IMM	Rasied beds for the new Plant Science Complex (N5300)
Instructional Equipment	Ag Plant Science	Trailer (5/x10')	$ 1,100	NCC	N	IMM	Plant Science Complex (N5300)
Instructional Equipment	Ag Plant Science	Toro Dingo	$ 32,537	NCC	N	IMM	Plant Science Complex (N5300)

Non-Instructional Equipment

B. Non-Instructional Equipment	**Program**	**Item/Description**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
Non-Instructional Equipment	Math Dept./Instructors	Multi-Functional Copier	$ 4,500	NCC	N	IMM	Copier to support multiple instructors.
Non-Instructional Equipment	Chemistry	Upgrade/fix cabinets and classroom maintenance	$ 4,500	NCC	N	IMM	Maintenance to storage cabinets in N2406 and proper patch to wall damange.

RESOURCE PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit:	**Type Unit Here**
Cluster:	**VP Student Services and College Centers**
Planning Year:	**2018**

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

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - *Why? (1-2 Sentences)*
Fox Building Landscaping	*NCC*	*Landscaping of the courtyard and immediate surroundings of the Fox Building needs to be completed.*	*$ 100,000*	*NCC*	*N*	*IMM*	*The building has been on-line since 2005 with only modest improvements to the exterior landscaping of the area. During Community Focus groups - local residents describe the site as looking "unfinished".*
Building 6200	*Social Sciences Division*	*Replace carpeting and paint in 6200 Office Bldgs.*	*$ 45,000*	*SLO*	*R*	*IMM*	*The carpeting is old and worn.*

New Facilities Requests and/or Renovations

Facility	**Program**	**Item/Description**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
N2440	Biology	Acoustic ceiling tyiles replaced	TBD	NCC	R	LT	Replace ceiling tiles to avoid echo during lectures.
N2440	Biology	Backpack storage cubbies N 2440	TBD	NCC	N	LT	Backpack storage cubbies - recommendation the per guidelines for microbioloty labs to reduce contamination and fire risk.
N2440	Biology	Replace sliding glass doors on cabinets	TBD	NCC	R	LT	Replace sliding glass door w/cabinet doors. Glass sliding doors shake, causes loud noise and very disruptive to students and instructors.
N2439	Biology	Add outlet for overhead projector	TBD	NCC	N	LT	Add outlet for overhead projector or provide back-lit projector.
NCC	NCC	Campus walking path w/decomposite granite and distance maker signage	TBD	NCC	N	IMM	Create a campus-wide walking path for students and staff. As the Kinesiology courses are now being taught on the NCC, it is important for students and staff to have an appropriate location to walk around campus. In addition, the Wellness Committee continously encourages staff to particpate in wellness activities and courses.
NCC		Active Teaching Technology & Innovatice Center (ATTIC)	TBD	NCC	N	LT	Etablish/create an Active Teaching Technology and Innovative Center (ATTIC) on the NCC. The site wil assist faculty in gaining skills and capacities to develop innovatig and accessible curriculum, digital content, and resuorces that will untimately improve student success outcome for students across campus.

RESOURCE PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit:	**Type Unit Here**
Cluster:	**VP Student Services and College Centers**
Planning Year:	**2018**

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

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - *Why? (1-2 Sentences)*
Sustainability Center	*NCC*	*Grant funding for the new Sustainability Center will have equipment,furniture & lab components.*	*9-New Tech*	*$ 100,000*	*NCC*	*N*	*INT*	*The Sustainability Center will consist of classrooms and live indoor and field laboratories.*
Computers	*English*	*(5) Windows Low-Range Computers for Faculty Offices (@ $500 each)*	*4-Maintain Inventory*	*$ 2,500*	*SLO*	*R*	*INT*	*As computers in faculty offices become older and fail, they need to be replaced.*

Instructional Technology

A. Instructional Technology	**Program**	**Item/Description**	**Technology Plan Initiative**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
Instruct Tech	NCC	Upgrade Instructor's station in N2401, 2406, N2409	4-Inventory	$ 5,000	NCC	R	IMM	Replacement of old instrcutor work stations. Note: IT is currently working on replacing these three instructor's stations.

Non-Instructional Technology

B. Non-Instructional Technology	**Program**	**Item/Description**	**Technology Plan Initiative**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
Non-Instruct Tech	NCC - Dean's Office	Staff PC W7D-N3208-GBVF maria_escobedo	4-Inventory	$ 1,000	NCC	R	INT	Replacement of item
	NCC - Dean's Office	Staff PC W7D-N3209-GBVF nicole grant	4-Inventory	$ 1,000	NCC	R	INT	Replacement of item
	NCC - Dean's Office	Admins. Office W7Dn-n32100fvw	4-Inventory	$ 1,000	NCC	R	INT	Replacement of item

Technology Infrastructure

C. Technology Infrastructure	**Program**	**Item/Description**	**Technology Plan Initiative**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
Technology Infrastructure	NCC Polycom Room	N3102 - Custom Classroom (AV system)	4-Inventory	$ 100,000	NCC	R	IMM	Replacement of item
	NCC Polycom Room	N3102 - Polycom Cart (AV system)	4-Inventory	$ 20,000	NCC	R	IMM	Replacement of item
	NCC Polycom Room	Videoconferencing Room	4-Inventory	$ 30,000	NCC	R	IMM	Replacement of item

Overall Top 3 Technology Requests

D. Top 3 Technology Funding Requests	**Program**	**Item/Description**	**Technology Plan Initiative**	**Cost**	**Site**	**New (N) or Replacement (R)**	**Immediate (IMM), Intermediate (INT) or Long Term (LT)**	**Justification - *Why? (1-2 Sentences)***
	NCC Polycom Room	N3102 - Custom Classroom (AV system)	4-Inventory	$ 100,000	NCC	R	IMM	Replacement of used item
	NCC Polycom Room	N3102 - Polycom Cart (AV system)	4-Inventory	$ 20,000	NCC	R	IMM	Replacement of used item
	NCC Polycom Room	Videoconferencing Room	4-Inventory	$ 30,000	NCC	R	IMM	Replacement of used item

RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit:	Type Unit Here
Cluster:	VP Student Services and College Centers
Planning Year:	2018

1. **PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL PROGRAMS -- ONE LIST
2. Identify and prioritize unit needs based on **immediate** (upcoming year) requirements of all unit programs.
3. Note if needs are One-Time or Annual/Recurring in the Frequency Column.
4. **This does NOT include new faculty requests.

	Program	Item/Description	Cost	Frequency
1	NCC - Student Services	The new Campus Center is scheduled to open at the end of the 2018 Spring Semester. The need for additional staffing support will be needed to meet the demands of the campus and community-at-large. The Student Support Services staff provide support to multiple programs and are front-line staff who provides support services to all of the campus and community.	$ 15,000	Annual/Recurring
2	NCC Public Safety Office	Currently we only have one Public Safety Offier on the North County Campus. As the landscape of the campus grows, for safety purposes a second Public Safety Officer is needed.	$ 56,000	Annual/Recurring
3	NCC Student Health Services	The NCC is in high need of having a Mental Health Services provider on campus. Currently, mental health services are extremely limited on the North County Campus. Mental Health issues continously arise and students have to be referred out to the community-at-large organizations, which is not idea when students are in a crisis. For the safety of the students and campus community.	$ 58,000	Annual/Recurring
4	NCC IT	The demands for IT support on the NCC have incresed significantly. Currently the NCC campus community has support, however, it is not enough support to cover all of the needs. In addition, with the new Campus Center scheduled to open at the end of the 2018 Spring semester, the need to have an IT support staff will greatly be needed to support instruction and all campus programs.	$ 48,000	Annual/Recurring
5	NCC Biology	Autoclave for steralization. Item is old old needs to be replaced. - Impacts instruction	$ 12,000	One-Time Only
6	NCC Biology	Water Distiller. Item is old and needs to be replaced - Impacts Instruction	$ 4,000	One-Time Only
7	Ag Plant Science	Raised Bed Plants	$ 8,000	One-Time Only
8	Physical Sciences	Student Textbooks to be housed in the Library and Student Learning Center	$ 5,000	One-Time Only
9	Physical Sciences	2nd Projector & Screen in N2401	$ 28,000	One-Time Only
10	NCC Waling Path	Campus walking path w/decompoite granite and distance marke signage.	TBD	One-Time Only