

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

Program: South County Center **Planning Year:** 2021 **Last Year CPPR Completed:** 2016-2017

Unit: South County Center **Cluster:** Student Success & Support Programs, College Centers

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

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

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

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

In the last year, oversight of the South County Center has been reassigned from the Dean of North County Campus and South County Center to the Dean, Student Success & Support Programs, Student Services. This leadership shift during the pandemic has limited connection to the community and exploration of opportunities.

There has also been a personnel change in the role of Vice President, Student Success & Support Programs, College Centers and the Vice President of Instruction in the last year. Both are instrumental partners in the growth of programs and facilities in the South County.

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

Due to the pandemic, service delivery shifted to primarily remote this last year. Our LMUSD partners, from whom we lease our space, has moved to remote instruction for their sites which influenced our decision to not schedule classes at the site for the 2020-2021 academic year. We have continued to provide in-person student support through our 2 Enrollment Success Specialists who are primarily assigned to SCC. They have been scheduled to be in the office space leased from LMUSD at Arroyo Grande High School from 3:30-7:30pm Monday through Thursday during the term. This reduced use of LMUSD facilities has resulted in a significant change in our lease rate to \$5000 for the year.

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

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

II. **ANNUAL PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)**

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

The South County Center continued to maintain some in-person office hours through the pandemic in order to support the mission of the college in the South County region. Our center welcomes every type of student to achieve their goals and our staff ensures to connect our students to the resources they need to succeed.

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

The program activities designed for the South County Center continue to be aligned to the District's Institutional Goals and Objectives focused on student enrollment and student success. However, our operations have been severely impacted due to the pandemic, and we were unable to offer on-ground classes in Fall 2020 or Spring 2021.

Institutional Goal 1: Completion

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

Typically, we offer some academic credit courses at the South County Center that lead to a college degree and/or certificate in the disciplines, such as: English, business, history, mathematics, human biology, Spanish, political science, American Sign Language (ASL), and sociology. Additionally, the Continuing Education Program has consistently grown in their offerings of non-credit courses that are free to the public in the categories of English as a Second Language, Emeritus College, Non-Credit Basic Skills, Non-Credit Short-Term courses, Professional Development Studies, and Work Experience. Because all lecture-based courses needed to be taught online in response to the pandemic, credit course offerings shifted and non-credit course offerings lacked student interest. Despite not having on-ground classes to support goal completion, we have still been able to provide student support services on-ground with 2 Enrollment Success Specialists who staff the leased office space Monday through Thursday from 3:30pm to 7:30pm during the term. The ESSs are equipped to extend registration support, Chromebook loaner pick-up, and other student needs to complete their coursework toward completion of their academic goals.

It should also be noted that in the absence of Non-Credit programs in the South County Center, the ESS team assigned to the Center were instrumental in processing applications and registrations for 600+ incarcerated students in our California Men's Colony programs. This large task required the entire semester to complete for the Fall 2020 semester.

Institutional Goal 2: Access
Increase student access to higher education

Outreach:

The Enrollment Success Specialists staff at the South County Center are cross trained in the various areas of Admissions and Records, Financial Aid, information on academic programs, and student support services. The South County Center site serves as a one-stop model where a community member, current student, future student, and faculty are provided support and services. While there were limited community engagement opportunities for the South County ESS team, they have continued to be active with their high school partners as assigned by the Director of Outreach and Enrollment Services. The high schools continue to invite our ESS team to provide virtual support to their students.

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

Opportunities to continue to cultivate partnerships has stalled in the pandemic, though we maintain good relationships with LMUSD.

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.

South County Center continues to operate from the 900 wing of Arroyo Grande High School . It has been noted that there are persistent network VPN issues that require our LMUSD partners to help our IT team to resolve and we hope to be able to tackle this in the coming year.

Additionally, an offer for property and infrastructure has been made for a permanent South County Center site in Nipomo. The college is currently engaged with a Partnership Resource Team through the Institutional Effectiveness Partnership Initiative to explore opportunities for developing a permanent South County Center site.

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

- Describe data collection tool(s) used.

The data outlined below was provided by Institutional Research.

Sections Offered				
	2018-19	2019-20	DIFF	% DIFF
AGM	1	2	1	1
ART	5	4	-1	-20.0%
ASL	2	0	-2	-100.0%
ATCH	5	4	-1	-20.0%
BIO	2	2	0	0.0%
BUS	1	1	0	0.0%
CIS	4	3	-1	-25.0%
CSS	1	1	0	0.0%
CUL	6	5	-1	-16.7%
ECOL	47	25	-22	-46.8%
ENGL	1	1	0	0.0%
ENGR	3	5	2	66.7%
ESL	11	13	2	18.2%
HIST	2	2	0	0.0%
HSD	7	0	-7	-100.0%
KINE	2	2	0	0.0%
MATH	4	4	0	0.0%
MUS	0	1	1	#DIV/0!
NABE	4	17	13	325.0%
NCTE	7	14	7	100.0%
NRAD	2	3	1	50.0%
NUTR	4	0	-4	-100.0%
PEDS	33	54	21	63.6%
PSYC	1	0	-1	-100.0%
SOC	0	1	1	#DIV/0!
SPAN	1	0	-1	-100.0%
WEXP	3	1	-2	-66.7%
Grand Total	159	165	6	3.8%

Enrollments				
	2018-19	2019-20	DIFF	% DIFF
AGM	10	22	12	1.2
ART	85	75	-10	-11.8%
ASL	48	0	-48	-100.0%
ATCH	48	74	26	54.2%
BIO	39	46	7	17.9%
BUS	17	18	1	5.9%
CIS	17	27	10	58.8%
CSS	33	19	-14	-42.4%
CUL	57	71	14	24.6%
ECOL	945	537	-408	-43.2%
ENGL	23	12	-11	-47.8%
ENGR	29	68	39	134.5%
ESL	217	187	-30	-13.8%
HIST	46	38	-8	-17.4%
HSD	185	0	-185	-100.0%
KINE	27	34	7	25.9%
MATH	42	85	43	102.4%
MUS	0	19	19	#DIV/0!
NABE	32	256	224	700.0%
NCTE	79	110	31	39.2%
NRAD	35	60	25	71.4%
NUTR	59	0	-59	-100.0%
PEDS	724	501	-223	-30.8%
PSYC	13	0	-13	-100.0%
SOC	0	16	16	#DIV/0!
SPAN	12	0	-12	-100.0%
WEXP	10	7	-3	-30.0%
Grand Total	2832	2282	-550	-19.4%

FTEs				
	2018-19	2019-20	DIFF	% DIFF
AGM	2.02	4.44	2.42	1.19802
ART	16.08	12.33	-3.75	-23.3%
ASL	8.27	0	-8.27	-100.0%
ATCH	4.93	7.89	2.96	60.0%
BIO	4	4.7	0.70	17.5%
BUS	2.15	2.52	0.37	17.2%
CIS	2.37	2.82	0.45	19.0%
CSS	3.19	2.88	-0.31	-9.7%
CUL	8.68	12.17	3.49	40.2%
ECOL	34.84	17.13	-17.71	-50.8%
ENGL	3.2	1.6	-1.60	-50.0%
ENGR	3.88	11.87	7.99	205.9%
ESL	16.35	17.06	0.71	4.3%
HIST	4.6	4.6	0.00	0.0%
HSD	39.28	0	-39.28	-100.0%
KINE	2.78	3.58	0.80	28.8%
MATH	7.43	13.53	6.10	82.1%
MUS	0	2.36	2.36	#DIV/0!
NABE	1.35	27.84	26.49	1962.2%
NCTE	0.55	1.19	0.64	116.4%
NRAD	3.6	6.32	2.72	75.6%
NUTR	3.04	0	-3.04	-100.0%
PEDS	66.44	60.01	-6.43	-9.7%
PSYC	1.3	0	-1.30	-100.0%
SOC	0	1.55	1.55	#DIV/0!
SPAN	2.05	0	-2.05	-100.0%
WEXP	0.33	0.46	0.13	39.4%
Grand Total	242.71	218.85	-23.86	-9.8%

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

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

While we do see an increase in enrollments and sections for non-credit courses, there continues to be a reduction in enrollments and sections in credit courses offered in South County. It would be worth exploring the rationale for the decreases in credit sections as it could be an opportunity for us to tie into our long-term strategy for the region.

B. Data Interpretation:

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

Institutional Data:

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

The biggest challenge for the program quality and growth is the South County Center is a site located within the Arroyo Grande High School facility. The ability for growth is limited for various reasons: 1) Limited space to offer courses, 2) The South County Center is restricted as to when courses can be offered (between 4:00 p.m. and 9:00 p.m.) as high school courses are held on site all day, and 3) There are no permanent offices and classrooms that are designated for Cuesta College, rather shared with high school teachers. These limitations make it challenging for to improve program quality and growth. Until Cuesta College has an established as site of their own, these challenges will continue for the South County Center.

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

We are currently continuing to explore these areas with the support of the PRT assigned to this area of focus.

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

None

IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

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

SSOs have not been assessed this year due a lack of opportunities for students to be served by this Center.

- B.** Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheets](#) and review the Resource Allocation Rubric.

Refer to Resource Plan

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

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

Suggested Elements:

A. Internal and external organizational changes

Another restructure of our college has shifted the oversight of the South County Center to a new Dean who is new to the region. While under normal circumstances, the transition may have been more seamless, the lack of opportunities to connect and get acquainted with potential partners in the region due to the pandemic has made forward momentum and growth in opportunities difficult to achieve. However, the alignment of South County Center oversight with the Dean overseeing Outreach & Enrollment Services has provided for a more seamless service alignment and coordination.

B. Providing service to multiple off-campus sites

We are hopeful with LMUSD beginning to re-open mid-Spring 2021 that there will be opportunities to explore hybrid/in-person course offerings for Fall 2021 in the center.

C. Anticipated staffing changes/retirements

No changes anticipated.

VI. OVERALL BUDGET IMPLICATIONS

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

Elements:

A. Personnel

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

B. Facilities

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

C. Technology

The technology upgrade conducted by Lucia Mar Unified School District has enhanced the technology services at the South County Center. However, there have been persistent network VPN outages that should be explored further in partnership with LMUSD and may require some investment in hardware upgrades.

D. Facilities

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