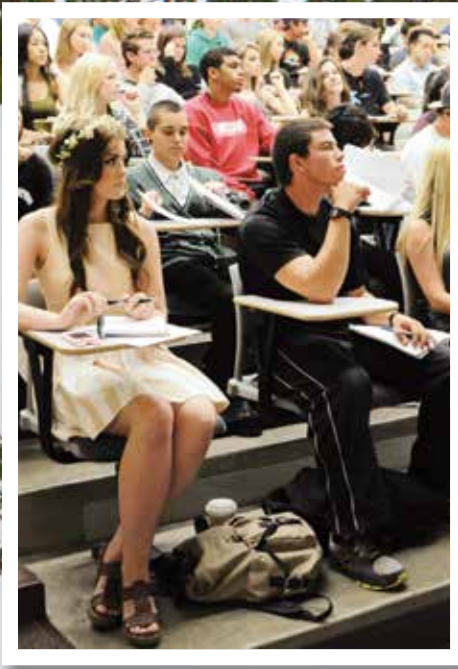


**Comprehensive Master
Plan 2016-2026:**

**Educational
Master Plan**



San Luis Obispo County
Community College District

**COMPREHENSIVE MASTER PLAN:
EDUCATIONAL PLAN 2016-2026**

San Luis Obispo Campus

North County Campus

South County Center

Distance Education

San Luis Obispo County
Community College District



Mission

Cuesta College is an inclusive institution that inspires a diverse student population 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 cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Vision

Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

Values



Letter from the Superintendent/President

We have come a long way since the 1964-1965 college year, when the San Luis Obispo County Junior College District offered a limited evening program with 463 students registered for the fall semester and 696 enrolled for the spring semester. Temporary quarters were established at Camp San Luis Obispo, a California National Guard facility located halfway between San Luis Obispo and Morro Bay. Classes and offices were situated in refurbished barracks, recreation rooms, and mess halls.

In 2014-2015, the San Luis Obispo County Community College District (SLOCCCD) served 14,550 students. The SLOCCCD began the comprehensive master plan project in fall 2015 by hiring consultants to facilitate the development of our educational and facilities master plan. The consultants worked with our Master Plan Ad-hoc Committee through the governance process to prepare and recommend the *SLOCCCD Educational and Facilities Master Plan 2016-2026* for board approval.

Throughout the development of this master plan our district engaged in a collaborative dialogue. Our faculty, managers, classified employees, students, and community members had the opportunity to participate in its creation through a district-wide dialogue about the future. Together we analyzed the effectiveness of the previous master plans, compared current conditions and projections with the district's mission and, based on that comparison, reviewed our strengths and challenges, and developed responsive Institutional Goals.

Our Institutional Goals articulate how the district will address current and anticipated demands, and they guide the allocation of district resources by serving as the basis for the short-term planning processes. Through this process, the educational and facilities master plan and the short-term plans are linked to the mission.

Development of the SLOCCCD Educational and Facilities Master Plan 2016-2026 has truly been a District-wide effort, and I commend each person who has contributed to this plan.

Thank you for your continued commitment to our students.

Sincerely,



Gilbert H. Stork, Ed.D.
Superintendent/President

Acknowledgements

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Angela Mitchell, *Board Vice President*
Dick Hitchman, *Trustee*
Barbara George, *Trustee*
Pete Sysak, *Trustee*
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John Cascamo, *Dean of Academic Affairs, Workforce and Economic Development*
Catherine Riedstra, *Dean, Student Services*
Maria Escobedo, *Dean, North County Campus and South County Center*

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Lara Baxley, *Academic Senate President/Faculty, Physical Sciences*
Diane Bergantz, *Cuesta College Classified United Employees, Bond Fiscal Analyst*
Rick Camarillo, *Co-chair, Classified Advancement/Foundation*
John Cascamo, *Dean of Academic Affairs*
Bret Clark, *Co-chair, Division Chair Physical Sciences*
Michael Constable, *Associated Students of Cuesta College designee*
Solveg Cooper, *Faculty, Business Education*
Bill Demarest, *Faculty, Mathematics*
Todd Frederick, *Confidential, President's Office*
Chris Green, *Co-chair, Interim Assistant Superintendent/Vice President Administrative Services*
Linda Harris, *Faculty, Nursing/Division Chair*
Shannon Hill, *Executive Director Advancement/Foundation*
Jenn Martin, *Faculty, Performing Arts*
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Santee McLaughlin, *Assistant Superintendent/ Vice President Student Services and College Centers*
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Debra Stakes, *Faculty, Physical Sciences/President Cuesta College Federation of Teachers*
Keith Stearns, *Executive Director of Information Systems and Technology*
Mark Stengel, *Director of Library and Distance Education*
Gilbert H. Stork, *Superintendent/President*
Deborah Wulff, *Assistant Superintendent/Vice President Academic Affairs*

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 Chris Green, *Interim Assistant Superintendent/Vice President, Administrative Services*
 Deborah Wulff, *Assistant Superintendent/Vice President, Academic Affairs*

Membership

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 Greg Baxley, *Faculty, Physical Sciences*
 Kevin Bontenbal, *Faculty, Library*
 Rick Camarillo, *Advancement/Foundation Accountant*
 Ryan Carnal, *Director of Institutional Research and Assessment*
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 Bret Clark, *Physical Sciences Division Chair*
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 Jason Curtis, *Dean of Academic Affairs, Sciences and Mathematics*
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 Don Norton, *Human Development Division Chair*
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 Terry Reece, *Director of Facilities Services, Planning and Capital Projects*
 John Stokes, *Engineering and Technology Division Chair*
 Gilbert H. Stork, *Superintendent/President*
 Vacant, *Associated Students of Cuesta College*

Academic Senate Council 2015-2016

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 Lara Baxley, *Academic Senate Council President/Faculty, Physical Sciences*
 Fionnuala Butler, *Faculty, Social Sciences*
 Tricia Bramsen, *Faculty, Human Development*
 Allen Dailey, *Part-time faculty representative*
 Tanya Downing, *Faculty, Business Education*
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 Silvio Favoreto, *Faculty, Biology*
 Matt Fleming, *Faculty, English*
 Allison Grant, *Faculty, Kinesiology, Health Sciences, and Athletics*
 Matt Knudsen, *Faculty, Mathematics/Full-time faculty representative*
 Patrick Len, *Faculty, Physical Sciences*
 Carina Love, *Faculty, Library Learning Resources*

Jennifer Martin, *Faculty, Performing Arts Division Chair*
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 Stacy Millich, *Faculty, Engineering and Technology*
 Michael Mogull, *Faculty, Mathematics*
 Cherie Moore, *Curriculum Chair/ Human Development*
 Glenda Moscoso, *Faculty, Counseling*
 Katherine Neidhardt, *Faculty, Social Sciences*
 Jarred Pfeiffer, *Faculty, Fine Arts*
 Debra Stakes, *Cuesta College Federation of Teachers President/ Physical Sciences*
 Amy Stapp, *Faculty, Business Education*
 bree valle, *Faculty, Performing Arts*
 Gary Villa, *Faculty, Engineering and Technology*
 Cynthia Wilshusen, *Faculty, Business Education/North County*

College Council 2015-2016

Sal Arredondo, *Associated Students of Cuesta College designee*
Lara Baxley, *Faculty, Physical Sciences, Academic Senate Council President*
John Cascamo, *Dean of Academic Affairs, Workforce and Economic Development*
Jason Curtis, *Dean of Academic Affairs, Sciences and Mathematics*
Maria Escobedo, *Dean of the North County Campus and South County Center*
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Rich Taylor, *Faculty, Mathematics/North County Campus Representative*
Deborah Wulff, *College Council Co-chair, Assistant Superintendent/Vice President Academic Affairs*

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Dee Lacey, *Vice President of Membership*
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Bill Carpenter	Mike Shaw
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Jeff Darnton	Gilbert H. Stork
Susan Dressler	Jeff Stulberg
Rob Garcia	Iris Swisher
Nella Girolo	Terry Vigil
Chris Green	Bob Wacker
Gary Harkins	Scott Wall
Douglas Hilton	Deborah Wulff
Dick Hitchman	

Program Meeting Participants

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Bret Clark

Jason Curtis

Joan Duffy

Maria Escobedo

Allison Grant

Chris Green

Matthew Green

Anthony Gutierrez

Linda Harris

Julianne Jackson

Margaret Korisheli

Marie Larsen

Steve Leone

Jenn Martin

Michele McAustin

Sandee McLaughlin

Madeline Medeiros

Jane Morgan

Cande Munoz

Don Norton

Hunter Perry

Pamela Ralston

Tony Rector-Cavagnaro

Terry Reece

Catherine Riedstra

Mia Ruiz

Ron Ruppert

Stephen Roldan

Marcia Scott

Patrick Scott

Mark Stengel

John Stokes

Heather Tucker

Bonnie Woodson

Deborah Wulff

District Dialogues

Trustee District 1 – 26 participants on October 8

Trustee District 2 – 16 participants on October 30

Trustee District 3 – 30 participants on October 16

Trustee District 4 – 24 participants on October 22

Trustee District 5 – 19 participants on September 25

District-wide Workshops

August 13, 2015

Trustees/Managers/Foundation Board of Directors – 27 attendees

Classified Staff – 5 attendees

Faculty – 35 attendees

October 15, 2015

Trustees/Managers/Foundation Board of Directors – 28 attendees

Classified Staff – 17 attendees

Faculty – 27 attendees

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Purposes of the SLOCCCD Educational Master Plan 2016-2026

The purposes of the *SLOCCCD Educational Master Plan 2016-2026* are to:

1. Analyze internal and external data to identify the district's strengths and major challenges that currently exist or are anticipated to exist in the next ten years.
2. Identify and articulate how the district plans to address the current and anticipated challenges over the next ten years.
3. Identify and analyze student demographics to plan improvements to programs and services to meet the unique needs of each campus or center.
4. Provide a foundation for the development of other plans, such as the Facilities Master Plan and the Technology Plan.
5. Engage and educate the public of the district's plans and garner support for the services provided to our community.
6. Adhere to the SLOCCCD Integrated Planning Model in compliance with the Western Association of Schools and Colleges Accrediting Commission of Community and Junior College standards for effective planning.

Process for preparing the SLOCCCD Educational Master Plan 2016-2026

SLOCCCD faculty, staff, students, and administrators participated in the development of this educational master plan in a variety of ways.

Master Plan Ad-hoc Committee

The Superintendent/President convened a Master Plan Ad-hoc Committee composed of faculty, staff, students, and administrators to represent the District's constituent groups to ensure all voices would be heard during the development of this master plan.

This committee provided direction and input throughout the planning process during monthly meetings in 2015-2016. The charge of this committee was to:

- Monitor that the master plan was prepared following the processes outlined in the initial meeting and on the promised timeline;

- Participate in brainstorming during the development of the challenges, Institutional Goals, and facilities recommendations;
- Serve as a liaison between the Master Plan Ad Hoc Committee and constituent groups;
- Provide preliminary feedback as the first readers of document drafts;
- Following the governance review process, consider all district feedback and recommend edits to the document; and
- Advocate for the purposes and integration of the educational master plan in the District's other planning processes.

Refer to the Acknowledgments pages for the Master Plan Ad-hoc Committee membership.

Mission Statement Review

The SLOCCCD mission statement (May 2013) was reviewed at the district-wide workshop held October 2015 to develop the master plan 2016-2026. This action was moved forward from January 2016 to October 2015 by approval from College Council (August 25, 2015) in support of master plan development. A College Council mission statement subcommittee met, considered all feedback, and recommended a revised mission statement, which was approved by the Board of Trustees December 2, 2015.

Program Meetings

Meetings related to the development of the educational master plan were held throughout fall 2015 with faculty, staff, and administrators to provide an opportunity for dialogue focused on each program. Representatives of each academic discipline and student service met with an educational planning consultant and a facilities planning consultant to discuss the needs of each area. Refer to the Acknowledgments pages for a list of the faculty, staff, and administrators who participated in program meetings.

District-wide Reviews of Drafts

To encourage district involvement in the development of the master plan, the Master Plan Ad-hoc Committee developed a comprehensive website and sent regular district-wide email updates.

The website was established to inform the internal and external community about the planning process and timeline. Information posted on this site included Master Plan Ad-hoc Committee membership, drafts of the document and a feedback form, Master Plan Ad-hoc Committee meeting agendas and minutes, and PowerPoint presentations.

As chapter drafts were completed, the documents were sent to the President's Cabinet and to the Master Plan Ad-hoc Committee (MPAHC) for review as directed by co-chairs (dependent on timing of review, content, etc.). As defined in the *SLOCCCD Integrated Planning Manual 2015*, drafts of

each section were distributed district-wide for review and feedback. District-wide review included posting the draft on the master plan website, and review by the Planning and Budget Committee, College Council, Academic Senate, and the Board of Trustees. Once district-wide feedback was received, the feedback was considered by MPAHC for review and recommendation on whether to accept the feedback. If feedback was not adopted, the rationale was included. The feedback was summarized, posted on the district website, and shared with the Planning and Budget Committee, College Council, Academic Senate, and the Board of Trustees. The final draft of all chapters was submitted to the Planning and Budget Committee and to the Board of Trustees for approval.

- September 2015
 - District-wide invitation to provide feedback on Chapter 1 was sent September 8.
- November 2015
 - District-wide invitation to provide feedback on Chapter 2 was sent November 12.
 - District-wide invitation to provide feedback on Chapter 3 was sent November 20.
- January 2016
 - District-wide invitation to provide feedback on Chapter 4 was sent January 19.
- February 2016
 - District-wide invitation to provide feedback on Chapter 5 was sent February 9.
- March 2016
 - District-wide invitation to provide feedback on Chapters 1 – 5 was sent March 14.

District-wide Meetings

Three district-wide meetings were held during the development of this educational master plan. The Superintendent/President invited employees, SLOCCCD Board of Trustees, and the Foundation Board of Directors to review data, understand and articulate the district's current and anticipated challenges, and develop Institutional Goals. PowerPoint presentations were posted on the master plan website following the meetings.

- August 2015
 - A flex workshop was held on August 13, 2015, and the external and internal scan data were presented. Participants analyzed the previous master plan and trends in higher education, reviewed internal and external conditions, and identified the District's current and anticipated challenges.
 - The District-wide Fall Opening Day presentation was held on August 14 to explain the master planning process, and describe the purpose and content of the Educational Master Plan, along with the steps the district will take to develop the *SLOCCCD Educational and Facilities Master Plan 2016-2026*.

- October 2015
 - A district-wide meeting was held October 15 to review the district mission statement, assess accomplishments toward Institutional Goals 2012-2016, and provide feedback on the draft challenges and Institutional Goals 2016-2026.

Feedback from the District-wide meetings and review of draft chapters was used in the revision of the document.

In addition to these District-wide meetings, the Planning and Budget Committee, College Council, Academic Senate Council, Superintendent/President's Cabinet, and SLOCCCD Board of Trustees reviewed and provided feedback on the drafts. Refer to the Acknowledgments page for a list of the students, faculty, staff, and administrators who participated in review of the drafts.

Community Meetings

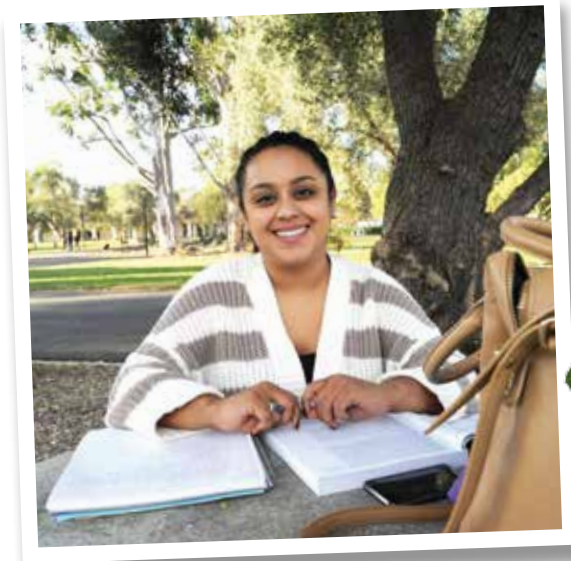
To involve the SLOCCCD communities in this long-term planning, the Superintendent/President asked the following community groups to provide feedback on the draft challenges and Institutional Goals:

- District Dialogues
 - State and community leaders in each Trustee Area were invited to meet with the Superintendent/President and their representative Trustee to review external scans data and provide feedback on the College's challenges based on these data.
 - Trustee District 1 – 26 participants on October 8
 - Trustee District 2 – 16 participants on October 30
 - Trustee District 3 – 30 participants on October 16
 - Trustee District 4 – 24 participants on October 22
 - Trustee District 5 – 19 participants on September 25
- Map of Trustee Districts: https://www.cuesta.edu/aboutcc/documents/emp-docs/masterplandocs/MAP_SLOCCDAcceptedPlan2013Revision.pdf
- Foundation Board
 - The Superintendent/President presented the draft challenges and Institutional Goals at the November Cuesta College Foundation Board meeting and solicited feedback from the 27 members in attendance.

Feedback from these community meetings was used in the revision of the document. Refer to the Acknowledgments pages for more information about these community meetings.

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

CHAPTER 1: BACKGROUND



CHAPTER 1 | BACKGROUND

Geography of San Luis Obispo County Community College District

San Luis Obispo County Community College District (SLOCCCD) is a single-college district whose geographic boundaries encompass 3,616 square miles. The majority of SLOCCD (3,259 square miles) is in San Luis Obispo County with the remainder in Monterey County (298 square miles) and Santa Barbara County (66 square miles).

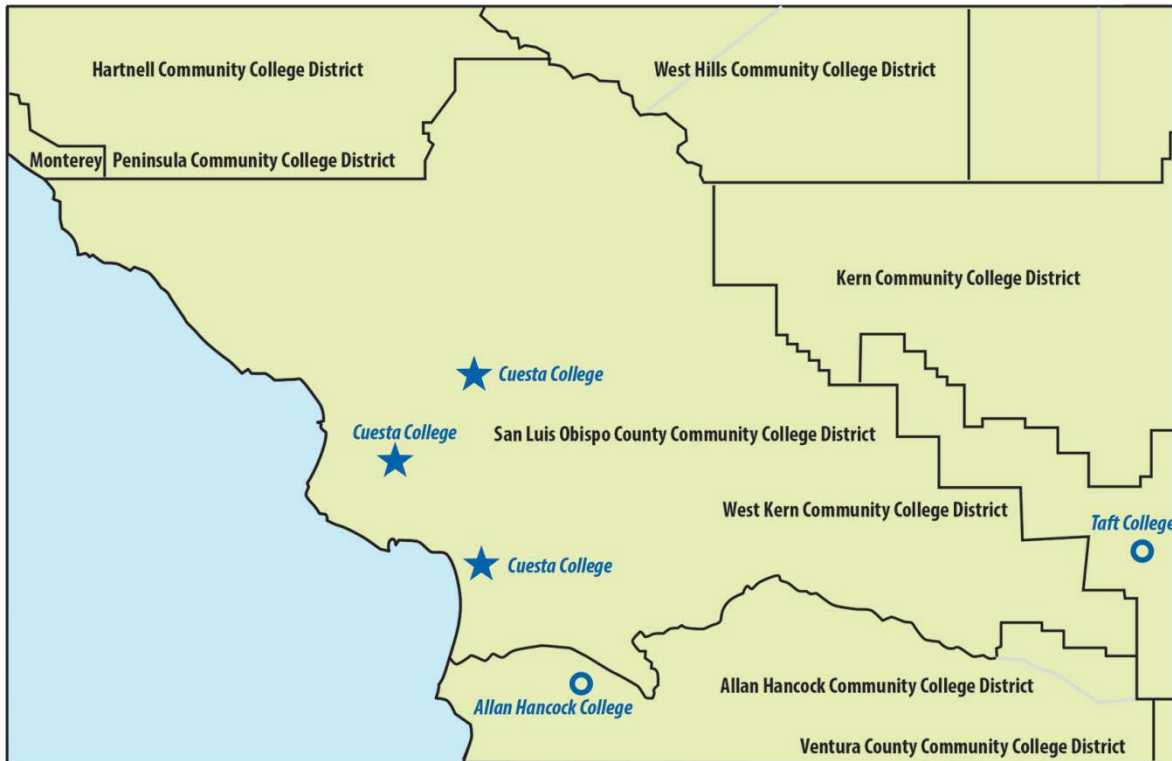
San Luis Obispo County is a predominantly rural and agricultural Central Coast county, bordered by Santa Barbara County to the south, Kern County to the east, and Monterey County to the north. The largest city in the county, San Luis Obispo, is approximately 200 miles from each of California's two largest cities, San Francisco to the north and Los Angeles to the south.

The Santa Lucia Mountain Range runs diagonally from the northwest to the southeast and separates the county region from the rolling hills of a high-desert inland area. San Luis Obispo County is divided into two distinct parts by the Cuesta Grade on Highway 101, which forms a physical and psychological barrier between those living on the north and south sides of this boundary. The Cuesta Grade rises quickly to almost 1,400 feet above sea level. The road, particularly on the western slope of the grade, is steep and winding, with a 4.2% grade that rises 220 feet per mile for almost six miles.

Although San Luis Obispo County includes approximately 100 miles of oceanfront, this county is more rural and agricultural than other California coastal counties. The majority of the agricultural land is used as rangeland. The cultivated land is primarily dedicated to vegetables, fruits, nuts, and vineyards.

San Luis Obispo County's total population grew approximately 2% in the past five years, from 269,446 residents in 2010 to 274,254 residents in 2015. The county is sparsely populated with 81.7 residents per square mile in 2010. The two neighboring counties with similar geographic boundaries of the ocean to the west and the mountains to the east have significantly higher numbers of residents per square miles. Santa Barbara County had 155 residents per square mile in 2014 and Monterey County had 127 residents per square mile in the same year (refer to Chapter 2).

SLOCCCD is part of the California Community College system, the largest system of higher education in the United States, with 113 colleges organized into 72 districts. SLOCCCD is bordered by six other community college districts: Monterey Peninsula Community College District and Hartnell Community College District to the north, West Hills Community College District to the northeast, Kern Community College District and West Kern Community College District to the east, and Allan Hancock Community College District to the south.



Source: CCGIS.org District Boundary Maps

The community college geographically closest to SLOCCCD’s instructional sites is Allan Hancock College. Both of these colleges are of moderate size, with SLOCCCD enrolling 9,533 students in fall 2014 and Allan Hancock College enrolling 13,211 in the same semester (<http://datamart.cccco.edu>). Because Allan Hancock College is a comprehensive community college that is located approximately ten miles from Nipomo and other communities in SLOCCCD’s South County region, more students cross SLOCCCD’s geographic boundaries to attend Allan Hancock College than cross Allan Hancock’s geographic boundaries to attend SLOCCCD. (Refer to Chapter 2 for more information on student enrollment patterns.)

History of San Luis Obispo County Community College District

The first community college in San Luis Obispo County was founded in 1916 as a postgraduate division of San Luis Obispo High School. It remained in operation for about a year until the United States entered into World War I. In 1936, the San Luis Obispo High School District again formed a junior college, which remained in operation until June 1959. In April 1963, San Luis Obispo County voters approved the formation of a countywide junior college district to serve the following seven public high school districts:

North SLO County Inland

- Atascadero Union High School District
- Paso Robles Joint Union High School District
- Shandon Joint Union School District
- Templeton Union High School District

South SLO County

- Arroyo Grande Union High School District

Central SLO County

- San Luis Obispo Union High School District

North SLO County Coast

- Coast Joint Union High School District

During its first academic year, 1964-1965, the San Luis Obispo County Junior College District offered a limited schedule of evening classes, registering 463 students for the fall semester and 696 students for the spring semester. Temporary quarters were established at Camp San Luis Obispo, a California National Guard facility located halfway between the city of San Luis Obispo and Morro Bay. One year later, the college opened for its first full-time schedule of day and evening classes in the refurbished barracks, recreation rooms, and mess halls of Camp San Luis Obispo as well as evening classes in high schools in Arroyo Grande, Atascadero, and Paso Robles. In October 1965, the Board of Trustees of the San Luis Obispo County Junior College District named the new college “Cuesta College.”

Enrollment continued to grow, and in 1970, construction began on SLOCCCD’s first permanent location, a 150-acre site between the cities of San Luis Obispo and Morro Bay. In 1971 the “junior college district” was renamed to “community college district.”

San Luis Obispo County Community College District Today

San Luis Obispo County Community College District (SLOCCCD) is a medium-sized, rural, single college district that offers instruction and student support services as Cuesta College at three locations: the San Luis Obispo Campus, the North County Campus¹ and the South County Center². The district also offers distance education.

	Total Credit and Noncredit Enrollments	
Location	2008	2014
• North County Campus	7,666	4,324
• San Luis Obispo Campus	30,569	20,241
• South County Center	2,053	681
Method of Delivering Instruction		
• Face-to-face on a campus	40,288	25,246
• Via distance education	2,176	2,864

The San Luis Obispo Campus has grown over the past 45 years to include classroom buildings, a library, observatory, student center, art and music lab building, art gallery, high tech learning center, children’s center, performing arts center, and office spaces.

Due to the steady enrollment at temporary sites in Paso Robles, SLOCCCD established a permanent facility for the North County Campus in 1998 on a 105-acre site. This campus, built almost exclusively with private gift support, consisted entirely of modular buildings until permanent buildings were approved by the state. The first permanent building opened in 2005, and the second opened in 2012. The North County Campus was approved as a center by the Chancellor’s Office in 1998.

SLOCCCD also extends higher education across its geographic region by offering instruction in leased sites. The largest of these is the South County Center, which offers evening courses in cooperation with the Lucia Mar Unified School District at Arroyo Grande High School (refer to Chapter 5 for an analysis of the North County Campus and the South County Center).

In addition to serving as locations to offer instructional programs and student services, SLOCCCD sites are centers for various public events, recreational activities, and community education programs.

¹ The North County Campus is officially designated an Educational Center. 5 CCR § 55180

² SLOCCCD offers courses at a leased site known as the South County Center.

In 2014-2015, SLOCCCD served 14,550 students at all college locations, serving the community through semester-length and short-term courses at numerous sites as well as through distance education (<http://datamart.cccco.edu>). Instructional programs include a full range of general education and career technical education courses to prepare students for immediate employment and/or for transfer to a four-year institution. Students may choose from a total of 70 associate of arts and associate of science degrees, 25 associate degrees for transfer, 57 certificates, and 876 active courses as well as 15 sports teams.

SLOCCCD provides additional support for student achievement through its libraries, which provide library collections, equipment, and facilities that support the educational offerings of the district. SLOCCCD ensures that collections and services are accessible, and that students are provided instruction in information competency skills. Libraries located at the North County and San Luis Obispo Campuses provide access to library collections, librarians, and open-access computer laboratories. The library's catalog and periodical databases are online and accessible around the clock to all students with Internet access.

Student Success Centers offer drop-in and online tutorial support in all academic areas. The centers host a variety of student success workshops and provide writing support through the writing centers. Academic Success Coaches and the College Success Lab are also available to assist students with academic skills and directed learning opportunities. Student Success Centers are located at the North County and San Luis Obispo Campuses. Students taking courses via distance education and at the South County Center can access tutorial support online.

Instructional programs are complemented by a range of student support services, including admissions and records, counseling, career and transfer centers, disabled student programs and services, extended opportunity program and services, job placement, student financial services, health services, student activities, and veterans' services.

In alignment with the community college system goals and accreditation standards, SLOCCCD established standards of achievement for successful course completion, persistence, degree completion, certificate rate, transfer, state licensing scores and job placement (https://www.cuesta.edu/documents/emp_docs/StandardsACH.pdf). These standards serve as a focal point in the District's ongoing and systematic dialogue, evaluation, and planning intended to promote student learning and institutional effectiveness.

SLOCCCD's Administrative Services provide leadership and assistance to ensure that the educational programs and services have adequate financial resources, facilities, equipment, and technology. These functions include: financial planning, maintaining property and liability, health and student insurance, risk management, facilities planning and construction, maintenance of buildings and grounds, public safety, purchasing, accounts receivable and payable, mailroom, communications, computer services, student cashier services, and the bookstore.

Support for instructional programs and student services is provided by the Superintendent/President's cluster, which includes administrative assistance for the Board of Trustees, institutional research, human resources, payroll, employee benefits, and advancement. Thanks to donations from alumni, community members, business partners, and SLOCCCD employees, the Cuesta College Foundation provides essential financial support for programs, services, scholarships, and capital campaigns. An example of this support is the Cuesta Promise, which provides all San Luis Obispo County high school graduating seniors with a scholarship that covers all fees during their first year at Cuesta College. Thanks to this scholarship, the number of recent high school graduates who choose to attend SLOCCCD has increased significantly (refer to Chapter 2).

San Luis Obispo County Community College District Educational Master Planning

Role of the Educational Master Plan in the SLOCCCD Integrated Planning Cycle

As shown in the graphic on the next page, the educational and facilities master plans are long-term plans in the SLOCCCD Integrated Planning Model. As such, these plans compare existing conditions to the SLOCCCD mission and, based on that comparison, identify current strengths and weaknesses, and project the future challenges and needs of the District.

Long-term master planning is based on District-wide dialogue about the future. The steps in this dialogue are:

1. Analysis of
 - The effectiveness and outcomes of the previous master plans;
 - Current state and national trends in higher education;
 - Current internal and external conditions; and
 - Ten-year projections of demographic changes.
2. Based on these analyses,
 - Project the District's overall growth rate for the coming decade;
 - Identify current and anticipated challenges; and
 - Develop Institutional Goals that convey the District's response to these identified challenges.
3. Analyze the current status of each instructional discipline and student service and project the anticipated growth rate of each relative to District-wide growth.
4. Based on these analyses and projections related to the educational master plan, develop a facilities master plan that will remodel or add to the facilities needed to support current and anticipated changes in the district's programs and services.

These analyses are documented in this educational master plan and the corresponding facilities master plan.

The Institutional Goals set during the development of the educational master plan will guide the allocation of District energies and resources for the next decade by serving as the basis for the short-term planning processes (strategic plan, Institutional Planning and Program Review, and operational plans). Through this process, the master plan and the short-term plans are linked to the mission:

Mission → Data analysis to assess the District's effectiveness in meeting the mission → Identification of challenges → Institutional Goals → Institutional Objectives

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Model of Integrated Planning

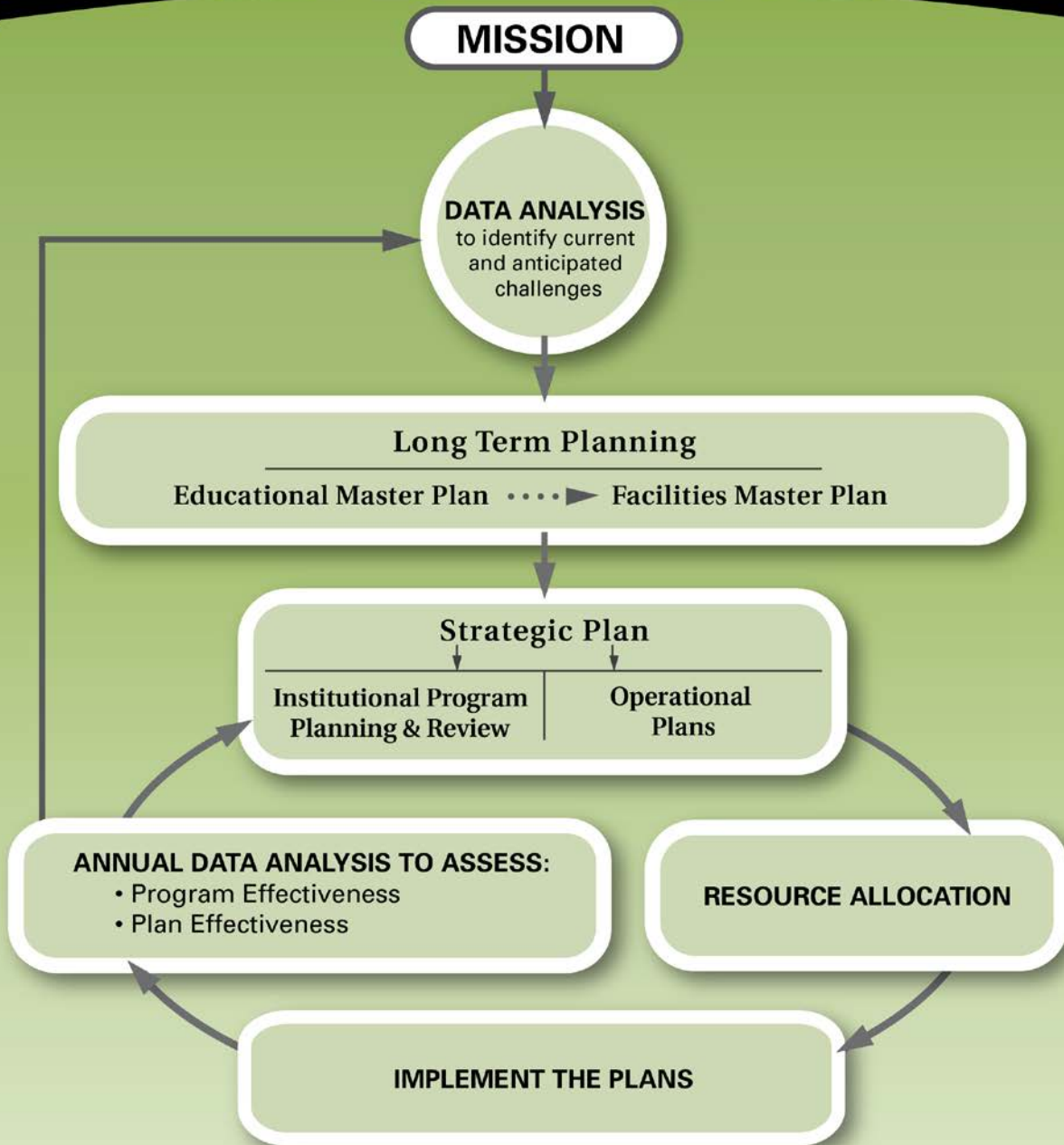


FIGURE 1: The San Luis Obispo County Community College District Model of Integrated Planning depicts how the components in district planning processes connect to the mission and link to one another in a cycle of evaluation, development of challenges, goals and objectives, resource allocation, plan implementation, and reevaluation.

Review of the SLOCCCD Educational Master Plan 2011-2016 and the SLOCCCD Educational Master Plan Addendum 2011-2016

The *SLOCCCD Educational Master Plan 2011-2016* was developed in spring 2011 to serve as the principal document to guide the District's energies and resources and to serve as the foundational document for all other District planning. However, in fall 2011, an Accrediting Commission for Community and Junior Colleges evaluation team identified ways in which the District's documents and its integrated planning model did not meet accreditation standards.

Therefore, in spring 2012, SLOCCCD revised its integrated planning model and developed the *SLOCCCD Educational Master Plan Addendum 2011-2016* to present an analysis of data and challenges that served as the foundation for Institutional Goals that complied with accreditation standards. The addendum provided an effective foundation for the Institutional Objectives and Action Steps identified in the *SLOCCCD Strategic Plan 2014-2017*.

The SLOCCCD Institutional Goals 2012-2016 are:

1. San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.
2. San Luis Obispo County Community College District will increase student access to higher education.
3. San Luis Obispo County Community College District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.
4. San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.
5. San Luis Obispo County Community College District will build a sustainable and stable fiscal base.

SLOCCCD initiated a number of activities in 2011-2012 to achieve these Institutional Goals. Progress has been reported each spring since 2012 in a document titled *Progress Report on the SLOCCCD Strategic Plan and Operational Plans*. The following table is a summary of achievements related to the Institutional Goals 2012-2016. A more complete description of SLOCCCD achievements related to these Institutional Goals is available online (http://www.cuesta.edu/aboutcc/planning/accreditation/progress_report.html).

SLOCCCD Institutional Goals 2012 – 2016	Summary of Accomplishments
<p>1. Enhance programs and services to promote student success in completion of transfer requirements, degrees, certificates, and courses.</p>	<ul style="list-style-type: none"> • Developed and marketed two-year course sequencing in two popular majors: engineering and business administration • Modified course sequence for liberal arts majors • Developed and marketed two-year course sequencing for RN prerequisites • Developed and implemented faculty training for online courses based on best practices, which has resulted in a 2% increase in students' successful completion of distance education courses • Modified English as a Second Language curriculum based on best practices including acceleration at the intermediate levels and above • Tracked student completion data for Associate Degrees for Transfer: Number of graduates in 2013-2014 = 159 and in 2014-2015 = 410 • Implemented DegreeWorks, a software tool that tracks student completion of degree requirements
<p>2. Build a sustainable base of enrollment by effectively responding to the needs of its local service area.</p>	<ul style="list-style-type: none"> • Posted reentry student testimonials on the website • Implemented program in which high school recruiting visits were staffed by a counselor and two instructional faculty • Expanded attendance of Latino high school students at Educate Conference • Implemented a dual enrollment project with Lucia Mar Unified School District (Get Focused, Stay Focused) • Established the Cuesta Promise, which provides a fee-free first year of enrollment for local high school graduates
<p>3. Ensure the quality and effectiveness of its participatory governance and decision-making structures and processes.</p>	<ul style="list-style-type: none"> • Drafted and approved the SLOCCCD Participatory Governance: Decision-making and Committee Handbook • Used as a resource for the purpose, membership, meeting schedule, and reporting structure of the SLOCCCD participatory governance bodies • Assessed the participatory governance structure in spring 2015

SLOCCCD Institutional Goals 2012 – 2016	Summary of Accomplishments
<p>4. Assess and improve its integrated planning processes.</p>	<ul style="list-style-type: none"> • Conducted numerous trainings on the SLOCCCD integrated planning model • Assessed the integrated planning model and revised the document based on that assessment • Revised the SLOCCCD Integrated Planning Manual to incorporate suggested changes • Developed a master calendar for planning tasks • Institutionalized routine reporting of progress on planning tasks in the Superintendent/President’s Cabinet
<p>5. Strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.</p>	<ul style="list-style-type: none"> • Developed an inventory of all events that invite representatives of business to the college and distributed the inventory District-wide • Developed an inventory of all events that invite representatives of K-12 Districts and universities to the college, distributed the inventory District-wide, and revised the invitation lists to broaden participation by organizations that were under-represented in the inventory • Awarded a career pathways grant that funds high school and college collaboration to develop smooth transitions from high school career courses to college courses in health, information technology, and agriculture, as well as dual enrollment agreements in these fields • Assessed articulation agreements with Cal Poly SLO and CSU Channel Islands and made revisions as needed to resolve any identified gaps • Hosted CSU Channel Islands representatives on campus to collaboratively resolve articulation issues and promote student transfer



San Luis Obispo County Community College District

Continues on next page

CHAPTER 2: PROFILE OF THE COLLEGE COMMUNITY AND STUDENTS



CHAPTER 2 | PROFILE OF THE DISTRICT'S COMMUNITY AND STUDENTS

Overview

This chapter provides background information about the demographic and economic characteristics of the San Luis Obispo County Community College District (SLOCCCD) service area and its students. This information is presented in the following five sections:

1. Regional Population Trends and Characteristics: Current and projected demographic characteristics, such as population, age, race³/ethnicity, and educational levels;
2. Local Economic Trends: Current and projected employment patterns by occupational category;
3. Enrollment Trends: Pattern of student enrollment, such as student headcount, number of enrollments, and weekly student contact hours;
4. Student Characteristics: Current demographic characteristics, such as age, race/ethnicity, and educational goals;
5. Student Achievement: Measures of student achievement, such as persistence, successful course completion rates, and awards earned;
6. Implications for Planning: A summary of the key elements most relevant to planning.

Data in this chapter were obtained from a variety of resources including state agencies, local agencies, and the SLOCCCD Institutional Research Office. For the external scans sections (Regional Population Trends and Characteristics and Local Economic Trends), each data set identifies the specific source for the information presented. The SLOCCCD Institutional Research Office prepared the data sets for the internal scans sections (Enrollment Trends, Student Characteristics, and Student Achievement).

³ San Luis Obispo County Community College District recognizes that race is not a biological reality. The use of race in this document is for alignment with state and county generated statistics. Ancestry is a more accurate term for biology and is the preferred descriptor.

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Regional Population Trends and Characteristics

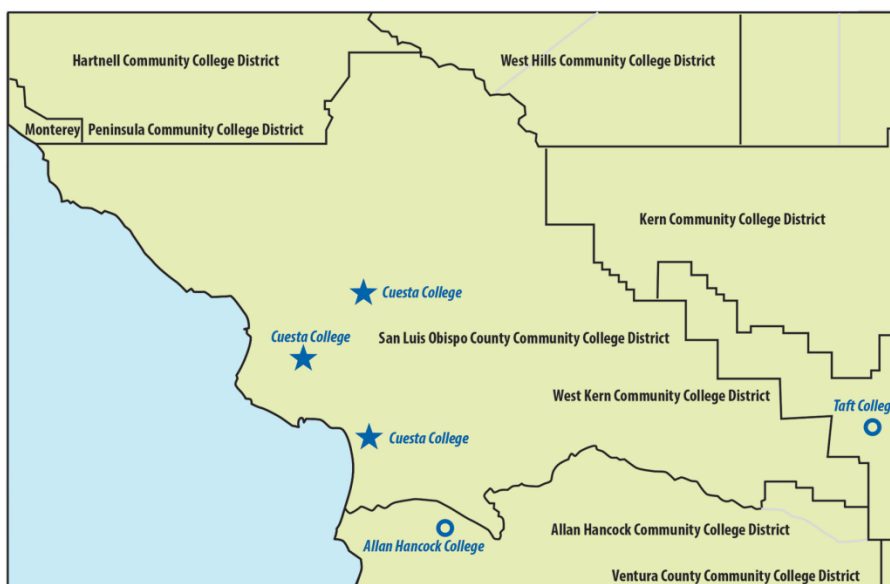
The mission of a community college is to provide postsecondary education for the residents of its communities. Therefore, forecasting future growth for a community college district necessarily begins with analyses of the demographic characteristics of those communities. These analyses are designed to answer the following questions:

- Are the populations in the communities served by SLOCCCD likely to increase or decrease over the next decade?
- What unique challenges is SLOCCCD currently facing given the demographics of its communities, such as language spoken at home and adults' level of educational attainment?
- What unique challenges should SLOCCCD be prepared to address given projected changes in demographics, such as age and race/ethnicity?

SLOCCCD Geographic Boundaries

SLOCCCD is a medium-sized, rural, single-college district whose geographic boundaries encompass 3,623 square miles. The majority of SLOCCCD (3,259 square miles) is in San Luis Obispo (SLO) County with the remainder in Monterey County (298 square miles) and Santa Barbara County (66 square miles). Given that 90% of the SLOCCCD geographic boundaries are within San Luis Obispo County, this County represents the SLOCCCD service area for the purposes of this plan.

Data Set 1. Service Area Map



Source: CCGIS.org District Boundary Maps

Data Set 2. Four County Comparison by Number of Residents per Square Mile

	Land Area (Square miles)	# of Residents per Square Mile
Kern County	8,132	103
Monterey County	3,281	127
SLO County	3,299	82
Santa Barbara County	2,735	155

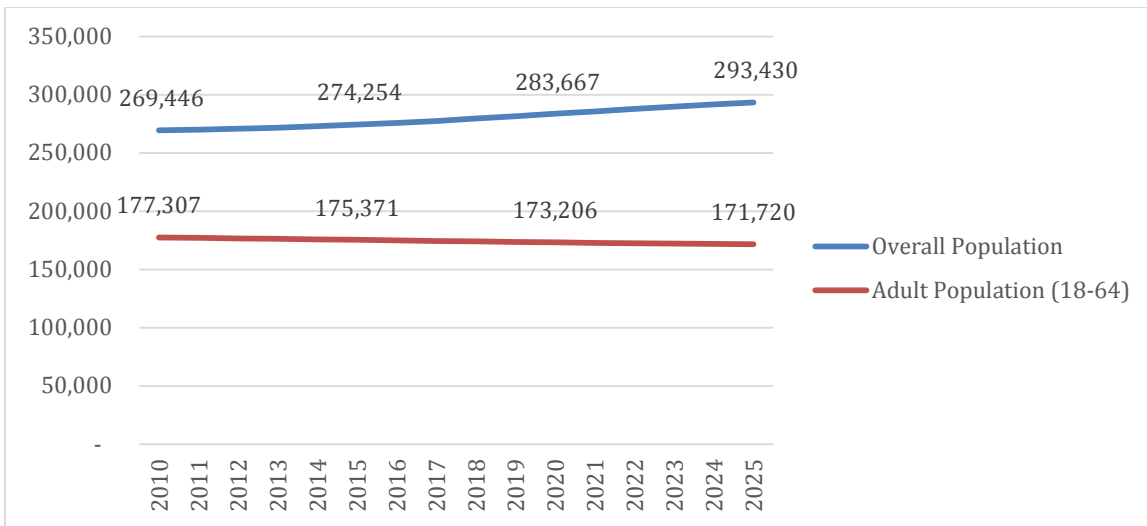
Source: U.S. Census QuickFacts

With only 82 residents per square mile in 2014, SLO County is more sparsely populated than the three surrounding counties.

San Luis Obispo County Population

The current population and projected growth in the communities served by a community college are central to long-range planning because these data anticipate the communities’ needs for higher education.

Data Set 3. County Population Overall and Adult Population Actual and Projected



SLOCCCD Educational Master Plan ■ 2016-2026

	Total County Population	% Change compared to 5 years previously	% Change compared to 10 years previously	County Adult Population (Ages 18 – 64)	% Change compared to 5 years previously	% Change compared to 10 years previously
2000	247,878			157,584		
2005	257,567	4%		170,116	8%	
2010	269,446	4%	9%	177,307	4%	13%
2015	274,254	2%	6%	175,371	-1%	3%
2020	283,667	3%	5%	173,206	-1%	-2%
2025	293,430	3%	7%	171,720	-1%	-2%

Source: California Department of Finance Demographic Research Projections

Note: A comparison of this data set with the next data set reveals slight differences in the total county population data due to differences in the data sources. However, for the purposes of this plan, the trends are more relevant than the totals, and the trends in the two data sets are parallel.

	California Total Adults (Ages 18 – 64)	% Change From Prior Decade	SLO County Total Adults (Ages 18 – 64)	% Change From Prior Decade
2000	21,026,161		157,584	
2010	23,787,173	13%	177,307	13%
2020	25,125,931	6%	173,206	-2%
2030	25,835,929	3%	169,198	-2%
2040	27,130,966	5%	176,465	4%
2050	28,220,558	4%	177,990	1%
2060	28,667,165	2%	177,853	0%

Source: CensusViewer

The size of the adult population reached an unprecedented high in 2010, increasing 13% in one decade. Following this surge, the population declined significantly into the next decade. The decline is projected to continue until reaching a low in 2030 before the next population surge, which is projected to occur between 2030 and 2040.

The forecast is for the County’s overall population to increase about 7% during the term of this Master Plan in contrast to a 2% decline in the adult population (ages 18 to 64) over the same period.

Data Set 4. County Population Actual and Projected by Region

	2010	2015	2020	2025	% Growth from 2015 to 2025
North County Inland	94,045	101,883	107,476	113,015	11%
South County	78,473	81,407	84,309	86,933	7%
Central County	74,301	74,704	76,573	78,355	5%
North County Coast	10,563	10,787	10,973	11,117	3%
SLO County Total*	257,382	268,781	279,331	289,420	1%

Source: Report for San Luis Obispo Council of Governments: Update to Long Range Socio-Economic Projections

https://www.cuesta.edu/documents/emp_docs/Updt_Long_Range_Socio.pdf

* Total does not include approximately 16,064 residents who live in group quarters.

Note: A comparison of this data set with the next data set reveals slight differences in the total county population data due to differences in the data sources. However, for the purposes of this plan, the trends are more relevant than the totals, and the trends in the two data sets are parallel.

Overall, SLO County is projected to grow slowly, at the rate of .076% each year for the next decade. Population growth in the County is likely to occur primarily in the North County Inland and South County regions. The North County Inland region is forecast to grow 11% between 2015 and 2025, while the South County region is projected to grow 7% in this time period. The Central County region and the North County Coastal region are projected to increase at a slower pace. The Central County is projected to gain approximately 3,600 residents in the next decade while the North County Coastal region is projected to gain a little over 300 residents in the next decade.

Four Regions of San Luis Obispo County

SLO County is predominately rural. Of its 3,316 square miles of land, a little over 3,200 square miles are unincorporated. The County has seven incorporated cities: Arroyo Grande, Atascadero, Grover Beach, Morro Bay, Paso Robles, Pismo Beach, and San Luis Obispo.

The Santa Lucia Mountain Range runs diagonally through the County and given this topography, projections are often described based on four regions: North Coastal, North County, South County, and Central regions.

The North Coastal area includes the city of Morro Bay and the unincorporated communities of San Simeon Acres, Cambria, Harmony, Cayucos, and Los Osos/Baywood Park. This area extends from the southern part of the Los Osos area north through the Monterey County line and is bounded by the Pacific Ocean and the Santa Lucia Coastal Range to the west and east. This region's zip codes include: 93452, 93428, 93435, 93430, 93442, and 93402.

The North County (actually the entire northeastern portion of SLO County) includes the cities of Paso Robles and Atascadero and the unincorporated communities of San Miguel, Heritage Ranch, Lake Nacimiento, Shandon, Creston, Cholame, Templeton, Santa Margarita, Pozo, and California Valley. It includes the area north of Cuesta Grade on Route 101 through the Monterey County line and from the Coast Range east to the Kern County line. The zip codes include: 93426, 93451, 93446, 93465, 93422, 93432, 93453, 93461, and 93431.

The South County includes the incorporated cities of Pismo Beach, Grover Beach, and Arroyo Grande and the unincorporated communities of Oceano, Nipomo, Huasna, and Cuyama. It extends from the northern tip of Pismo Beach south to the Santa Barbara County line and east to the Kern County line. Much of this area is part of the Los Padres National Forest and relatively uninhabited. The zip codes include: 93455, 93444, 93420, 93433, and 93449.

The Central area includes the city of San Luis Obispo and also extends southwestward to the unincorporated community of Avila Beach⁴. Technically, it extends from Cuesta Grade on Route 101 southwest to Avila Beach and the Pacific Ocean. This area includes zip codes 93401, 93405, 93407, and 93424.

⁴ Although SLOCCCD considers Avila Beach part of South San Luis Obispo County, data used in this plan are from San Luis Obispo Council of Governments, and here Avila Beach is included in Central San Luis Obispo County.

Data Set 5. County Population Actual and Projected by Region and Annual Growth Rate

	2008	2010	2015	2020	2025	2030	2035	Compound Annual Growth Rate
North Inland								
Adelaida	3,939	4,101	4,468	4,802	5,091	5,429	5,706	1.38%
Atascadero	26,947	27,360	28,860	29,860	30,810	32,000	33,200	0.78%
El Pomar/Estrella	9,407	9,859	10,922	11,934	12,839	13,897	14,605	1.64%
Lake Nacimiento	3,152	3,227	3,335	3,400	3,440	3,500	3,679	0.57%
Las Pilitas	1,481	1,505	1,535	1,544	1,543	1,552	1,631	0.36%
Los Padres	368	378	392	401	407	416	437	0.64%
Paso Robles	29,682	30,650	34,000	35,880	37,670	39,920	42,190	1.31%
Salinas River*	5,120	5,190	5,296	5,330	5,330	5,363	5,637	0.36%
San Miguel	1,699	1,838	2,027	2,205	2,393	2,613	2,746	1.79%
Santa Margarita	1,372	1,394	1,432	1,450	1,459	1,477	1,552	0.46%
Shandon	1,234	1,258	1,818	2,590	3,682	5,265	5,534	5.72%
Shandon-Carrizo*	1,580	1,602	1,621	1,619	1,608	1,606	1,688	0.25%
Templeton	5,464	5,683	6,177	6,461	6,743	6,906	7,259	1.06%
South County								
Huasna-Lopez	1,071	1,136	1,249	1,355	1,448	1,557	1,637	1.58%
Arroyo Grande	16,826	17,140	17,640	18,200	18,730	19,400	20,080	0.66%
Grover Beach	13,087	13,070	13,120	13,390	13,650	13,970	14,290	0.33%
Nipomo	14,726	15,256	16,419	17,429	18,460	19,669	20,672	1.26%
Oceano	7,941	8,098	8,378	8,465	8,450	8,485	8,918	0.43%
Pismo Beach	8,576	8,570	8,620	8,900	9,170	9,500	9,840	0.51%
San Luis Bay*	4,395	4,526	4,781	4,981	5,137	5,330	5,602	0.90%
South County*	10,347	10,677	11,200	11,589	11,888	12,267	12,893	0.82%
Central								
Avila Beach	1,012	1,058	1,139	1,185	1,231	1,286	1,352	1.08%
Estero*	1,300	1,313	1,320	1,308	1,291	1,282	1,347	0.13%
Los Osos	14,803	14,887	14,876	15,560	16,239	17,049	17,919	0.71%
Morro Bay	10,350	10,300	10,400	10,650	10,890	11,190	11,500	0.39%
SLO (city)	42,835	42,540	42,590	43,370	44,120	45,060	46,000	0.26%
SLO*	4,081	4,203	4,379	4,500	4,584	4,697	4,937	0.71%
North Coast								
Cambria	6,408	6,432	6,549	6,684	6,805	6,970	7,326	0.50%
Cayucos	3,132	3,183	3,269	3,311	3,332	3,372	3,544	0.46%
North Coast*	937	948	969	978	980	989	1,039	0.39%
SLO County	269,337	273,444	284,844	295,394	305,484	318,084	330,084	0.76%

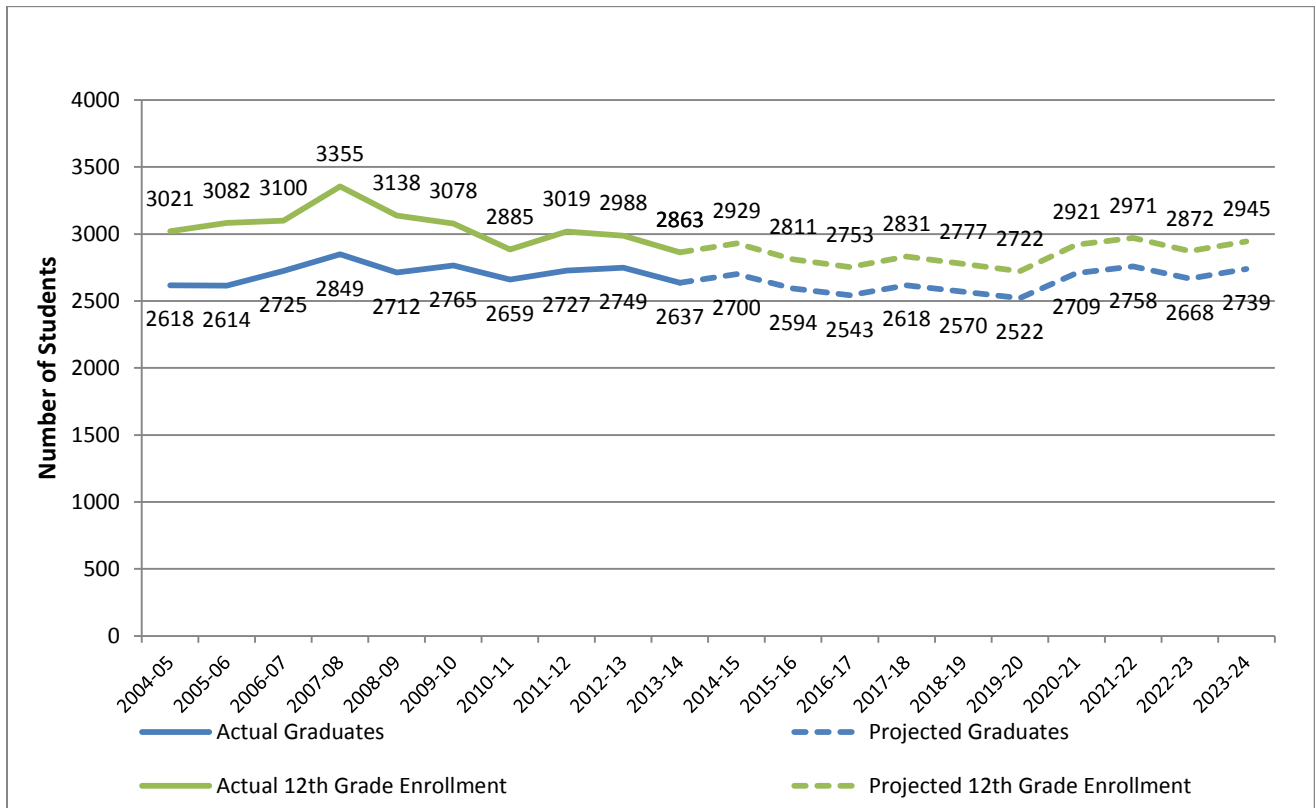
Source: Report for San Luis Obispo Council of Governments: Update to Long Range Socio-Economic Projections

https://www.cuesta.edu/documents/emp_docs/Updt_Long_Range_Socio.pdf

*Rural

SLO County cities and communities with more than 10,000 residents that are projected to have the highest annual growth rate are El Pomar/Estrella and Paso Robles in the North county Inland region and Nipomo in South County. Growth in the Central County and North County Coastal regions are all below the County-wide growth rate of less than 1% with the exception of Avila Beach, with an annual growth rate of slightly more than 1%.

Data Set 6. High School 12th Grade Enrollment and Graduates Actual and Projected



Source: California Department of Finance

The number of high school enrollments and graduates predict, to a certain extent, future student demand for postsecondary education.

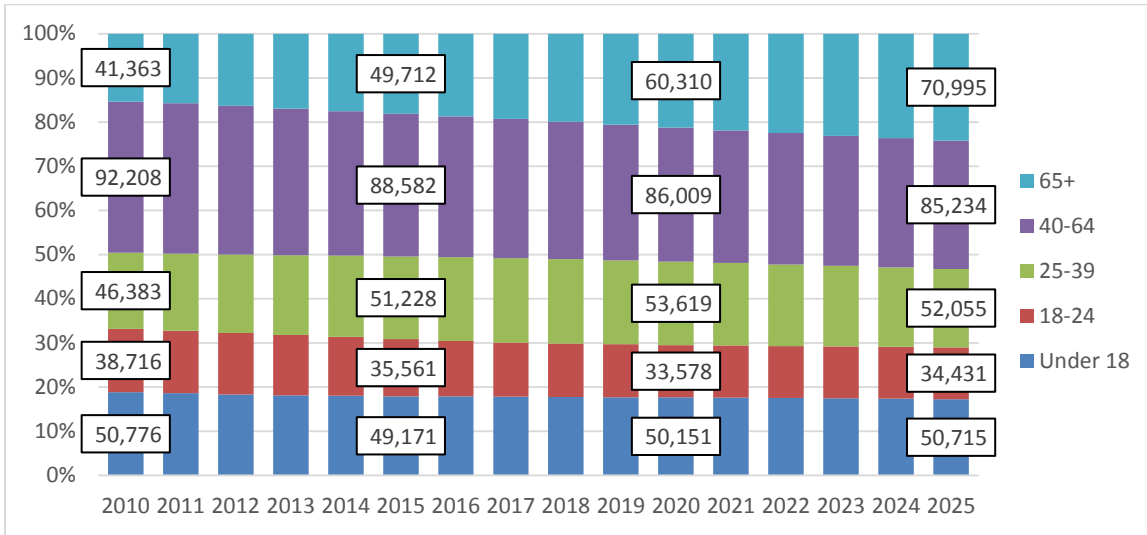
Changes in the numbers of high school 12th graders and graduates foreshadow the changes in the County’s adult population. The numbers of 12th graders and graduates were highest between 2004-2005 and 2009-2010, with greatest numbers of 12th graders and graduates in 2007-2008.

Given that the County’s population is projected to grow less than 1% a year, a similar peak in public high school enrollment is unlikely in the next two decades. The California Department of Finance forecasts a 19% decrease in SLO County public high school 12th graders, comparing the 2007-2008 academic year with 3,355 high school seniors and the projection of 2,722 high school seniors in 2019-2020.

San Luis Obispo County Demographics

The characteristics of the people who currently live in the region served by a community college and the projected changes in those characteristics are central to long-range planning because these data inform decisions about aligning programs and services with the unique needs of students seeking higher education.

Data Set 7. County Population Actual and Projected by Age



	Ages 18 – 24		Ages 25 – 39		Ages 40 – 64		Ages 65+		Ages 18 – 65+
	Number	% of Total Adults	Number	% of Total Adults	Number	% of Total Adults	Number	% of Total Adults	Total
2000	33,609	17%	46,263	24%	77,739	40%	35,685	18%	193,296
2010	38,716	18%	46,383	21%	92,208	42%	41,363	19%	218,670
2015	35,561	16%	51,228	23%	88,582	39%	49,712	22%	225,083
2020	33,578	14%	53,619	23%	86,009	37%	60,310	26%	233,516
2025	34,431	14%	52,055	21%	85,234	35%	70,995	29%	242,715

Source: California Department of Finance

The greatest changes in the SLO County population over the past five years have been an overall decrease in the adult population (ages 18 to 64) and an increase in the older adult population (age 65 and over). The projection for the next decade is that this trend will continue.

Between 2010 and 2025, residents between the ages of 18 and 64 are projected to decrease. The population between the ages of 18 and 24 are likely to decrease by a little over 4,000 residents (-11%), and the number of residents between the ages of 40 and 64 is likely to decrease by nearly 7,000 residents (-8%) while those between the ages of 25 and 39 are projected to increase (12%). Within this overall pattern of a declining adult population, the proportion of residents in the 18-to-24 and 40-to-64 cohorts will decrease slightly, and the proportion of residents in the age 25-to-39 cohort will increase from 26% to 30%. This projected increase in 25- to 39-year-olds reflects the population surge observed in the 18- to 24-year-old cohort in 2010. The numbers of residents who are age 65 and older are projected to almost double in the next decade, from 41,363 in 2010 to 70,995 in 2025.

Data Set 8. Projected Population by Age for County and State

SLO COUNTY								
	Age 18 - 24	% Change 18 - 24	Age 25 - 64	% Change 25 - 64	Age 65+	% Change 65+	Total Adults	% Change Total
2000	33,609		124,002		35,685		193,296	
2010	38,716	15%	138,591	12%	41,363	15.91%	218,670	13%
2020	33,578	-13%	139,628	1%	60,310	45.80%	233,516	7%
2030	32,308	-4%	136,890	-2%	78,464	30.10%	247,662	6%
2040	35,776	11%	140,689	3%	82,276	4.85%	258,741	4%
2050	35,322	-1%	142,668	1%	82,708	0.5%	260,698	0.8%
2060	36,158	2%	141,695	-1%	85,313	3.14%	263,166	0.9%

CALIFORNIA								
	Age 18 - 24	% Change 18 - 24	Age 25 - 64	% Change 25 - 64	Age 65+	% Change 65+	Total Adults	% Change Total
2000	3,367,504		17,658,657		3,595,658		24,621,819	
2010	3,938,575	17%	19,848,598	12%	4,281,051	19%	28,068,224	14%
2020	3,794,319	-4%	21,331,612	7%	6,261,534	42%	31,387,465	12%
2030	3,871,223	2%	21,964,706	3%	8,627,760	38%	34,463,689	10%
2040	4,126,034	7%	23,004,932	5%	10,146,062	18%	37,277,028	8%
2050	4,260,081	3%	23,960,477	4%	11,202,096	10%	39,422,654	6%
2060	4,320,381	1%	24,346,784	2%	12,211,957	9%	40,879,122	4%

Source: www.dof.ca.gov

The projected decline in the adult population in SLO County is concentrated in the young adult years. The number of SLO County residents age 24 and younger is projected to decrease by 13% between 2010 and 2020, followed by a decrease of another 4% between 2020 and 2030. After two consecutive decades of decreases, the young population is projected to increase by 11% between 2030 and 2040, experience a minor decrease in the next decade, and increase 2% between 2050 and 2060.

The young adult population statewide is projected to decrease 4% between 2010 and 2020, but to experience a slow increase subsequently. In other regions of the state, in-migration offsets the cyclic population fluctuations. However, this trend has slowed in SLO County due to the cost of housing, and this County is now one of the slowest growing regions on California's Central Coast (<http://centralcoasteconomicforecast.com/>).

Data Set 9. County Adult Population by Region and Age

	# of Adults age 18 and Over	# of Adults between ages 18 and 64	% of Adults between ages 18 and 64	# of Adults age 65 and Older	% of Adults age 65 and older
North Inland					
Atascadero	22,529	18,411	82%	4,118	18%
Lake Nacimiento	2,035	1,616	79%	419	21%
Paso Robles	22,267	18,287	82%	3,980	18%
San Miguel	1,738	1,683	97%	55	3%
Shandon	849	762	90%	87	10%
Templeton	5,721	4,540	79%	1,181	21%
	55,139	45,299	82%	9,840	18%
South County					
Arroyo Grande	13,914	10,161	73%	3,753	27%
Grover Beach	10,475	8,847	84%	1,628	16%
Nipomo	12,410	10,247	83%	2,163	17%
Oceano	5,769	4,446	77%	1,323	23%
Pismo Beach	6,497	4,606	71%	1,891	29%
	49,065	38,307	78%	10,758	22%
Central					
Los Osos	11,985	9,153	76%	2,832	24%
Morro Bay	8,859	6,428	73%	2,431	27%
SLO	40,083	34,883	87%	5,200	13%
	60,927	50,464	83%	10,463	17%
North Coast					
Cambria	5,283	3,162	60%	2,121	40%
Cayucos	2,311	1,486	64%	825	36%
	7,594	4,648	61%	2,946	39%

Source: 2009-2013 American Community Survey 5-Year Estimates

In 2013, three of the SLO County regions have comparable numbers of adult residents, ranging from 49,065 to almost 61,000 adult residents. In each of these, the proportions of residents who are age 65 or older are approximately the same, from 17% to 22% of the total adult population. The smallest subdivision is the North Coast with 7,594 adult residents, 39% of whom are age 65 or older.

Data Set 10. Four County Comparison by Age

	17 and Younger	18 to 64	65 and Older
Kern County	29%	61%	10%
Monterey County	26%	62%	12%
SLO County	18%	64%	18%
Santa Barbara County	22%	64%	14%
California	24%	63%	13%

Source: U.S. Census QuickFacts

Among the four surrounding counties, the proportions of adult residents are approximately the same (61% to 64%) in 2014, but SLO County has both the lowest proportion of residents age 17 and younger as well as the highest proportion of residents age 65 and older.

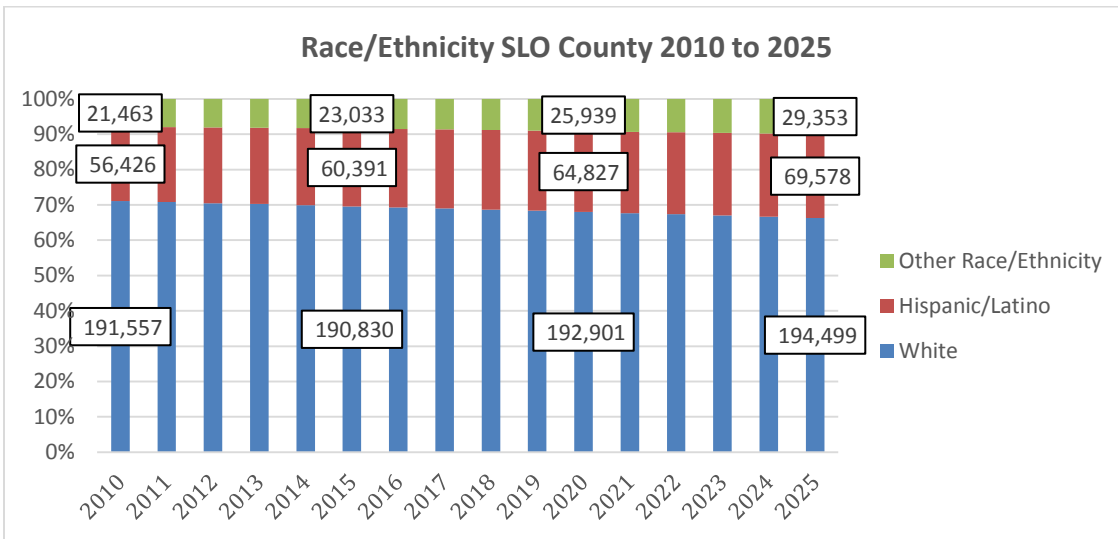
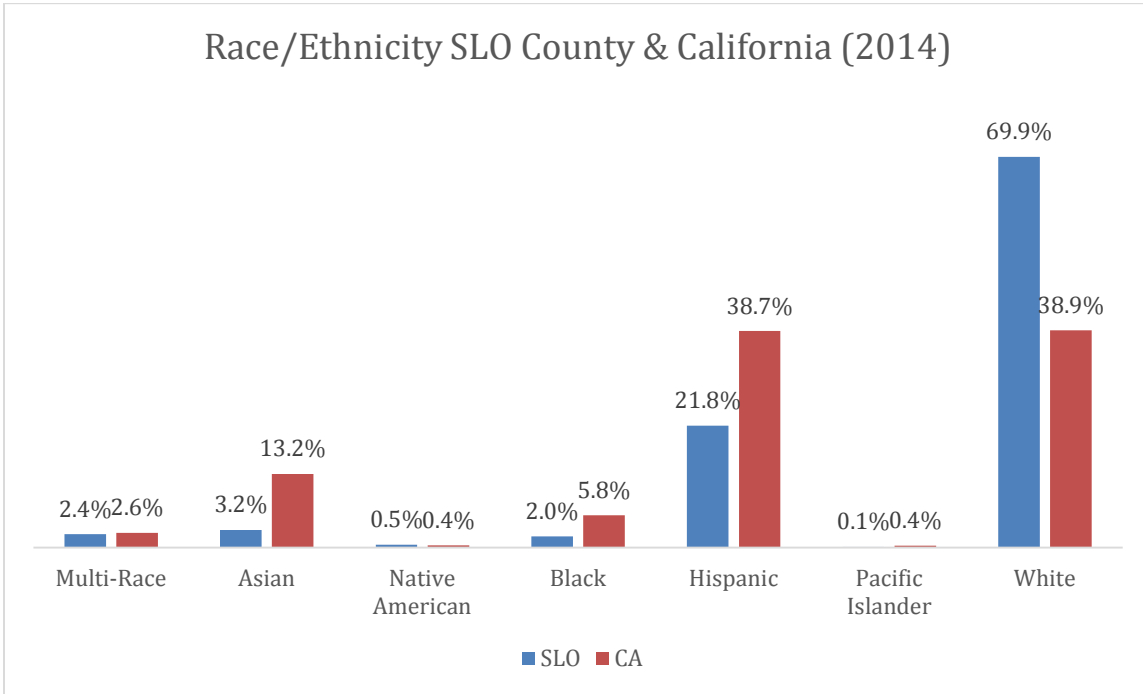
Data Set 11. Four County Comparison of Population Ages 18 - 24

	Kern County		Monterey County		SLO County		Santa Barbara County	
	Ages 18 - 24	% Change	Ages 18 - 24	% Change	Ages 18 - 24	% Change	Ages 18 - 24	% Change
2010	96,049		46,647		38,716		63,191	
2020	110,935	15%	40,908	-12%	33,578	-13%	56,325	-11%
2030	127,803	15%	42,878	5%	32,308	-4%	55,917	-1%
2040	145,870	14%	46,109	8%	35,776	11%	61,116	9%
2050	168,040	15%	45,395	-2%	35,322	-1%	61,856	1%
2060	177,874	6%	47,236	4%	36,158	2%	61,996	0%

Source: www.dof.ca.gov

A county’s population increases because of an increase in the number of births and/or because of increases in the number of people who moved into the county. The Department of Finance projects two of the counties surrounding SLO County will experience a reduction in the number of 18- to 24-year-olds similar to the trend projected for SLO County between 2010 and 2020. However, the Department of Finance projects that the numbers of Kern County residents between the ages of 18 and 24 will increase 15% during the same time period. As noted in Data Set 8, the statewide population is projected to increase in all age categories, including the 18-to-24 cohort. Between 2020 and 2030, the young adult population in SLO County is projected to decrease another 4%, and Santa Barbara County is projected to decrease 1% while Kern and Monterey Counties are projected to increase by 15% and 5% respectively.

Data Set 12. County Population Actual and Projected by Race/Ethnicity



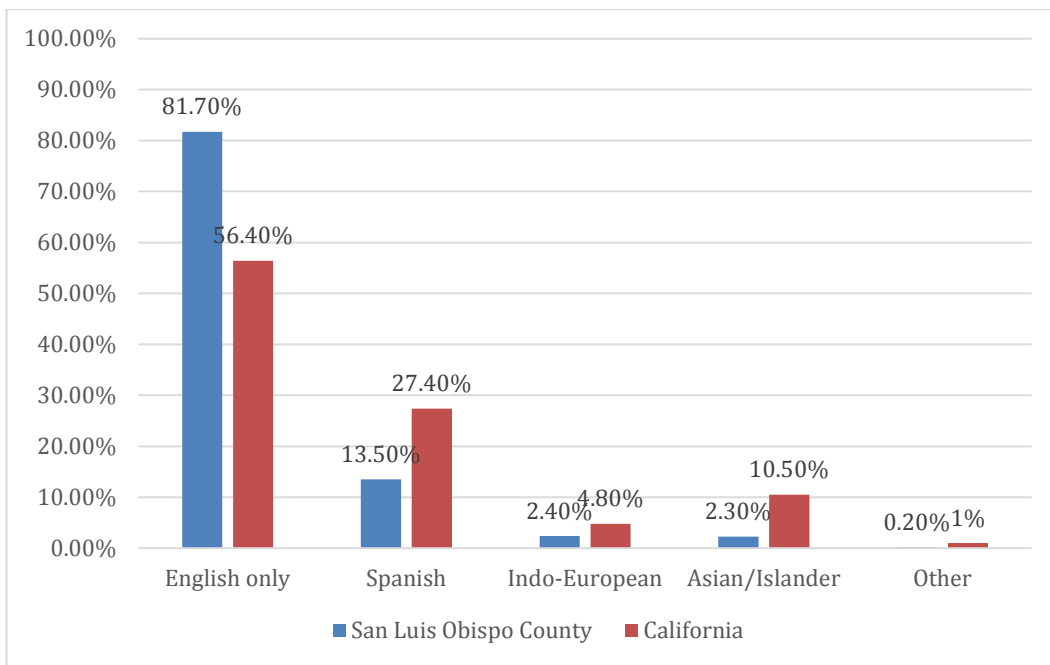
Source: California Department of Finance

	White		Hispanic		Other Race/Ethnicity		Total
2010	191,557	71%	56,426	21%	21,463	8%	269,446
2015	190,830	70%	60,391	22%	23,033	8%	274,254
2020	192,901	68%	64,827	23%	25,939	9%	283,667
2025	194,499	66%	69,578	24%	29,353	10%	293,430

SLO County’s racial/ethnic makeup is strikingly distinct from the rest of California. Census data from 2010 indicate that California is a “minority majority” state in which non-white residents comprise 61.1% of the overall population, whereas only 30.1% of SLO County residents are non-white. Similar to the state, Hispanics are the largest minority group in the county (21.8%).

Slight shifts are expected to occur over the next decade, with the proportion of residents who identify as white decreasing from 70% in 2015 to 66% in 2025 and those who identify as Hispanic increasing from 22% in 2015 to 24% in 2025. The overall pattern of racial/ethnic groups in the county is projected to be relatively stable over the next decade.

Data Set 13. County Residents: Language Spoken at Home

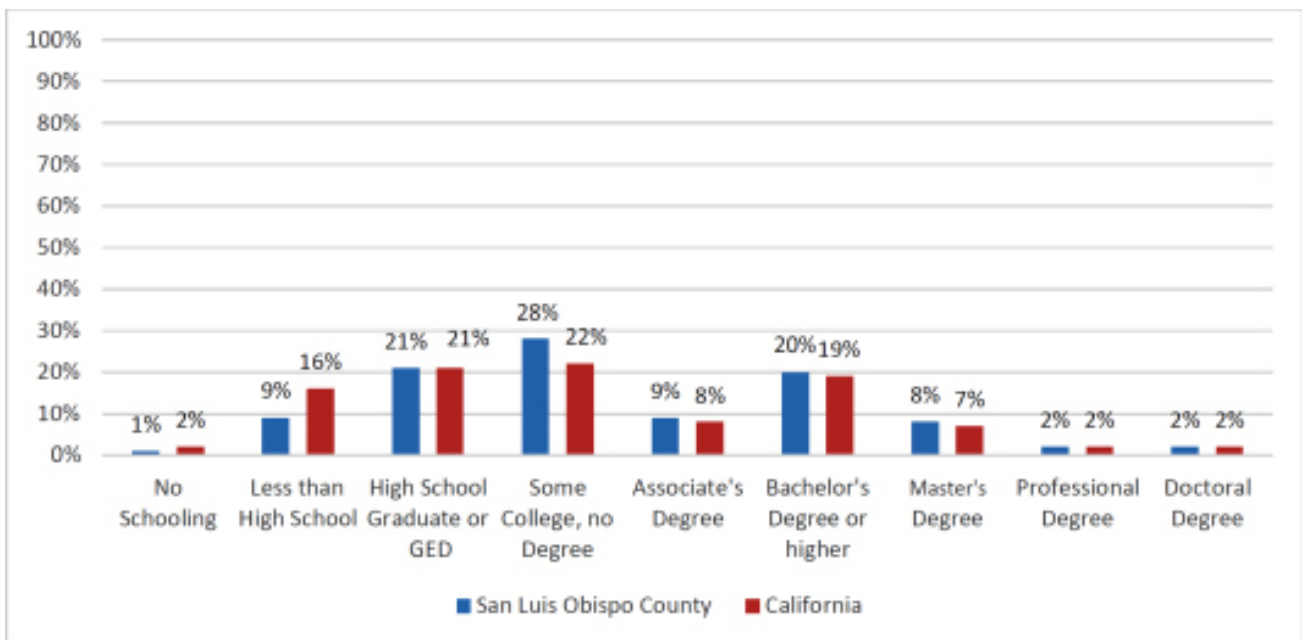


	San Luis Obispo County	California
English only	81.70%	56.40%
Spanish	13.50%	27.40%
Indo-European	2.40%	4.85%
Asian/Islander	2.30%	10.50%
Other	<1%	1%

Source: American Community Survey 2013

English is the language spoken at home for the majority of the county’s residents. The majority of the non-English speaking households speak Spanish at home.

Data Set 14. Educational Attainment of County Residents Age 25 and Older



Source: TownCharts.com

In the lowest levels of educational attainment of adults, fewer residents in SLO County have “no schooling” or “less than high school” compared to the statewide population. The levels of educational attainment in SLO County meet or exceed the state at all post-secondary levels, from “some college, no degree” through doctoral degrees.

Local Economic Trends

SLOCCCD’s mission is to offer postsecondary programs and services specific to the needs of the communities in its service area. An overview of the economic trends in the surrounding communities is necessary in order to forecast future growth and the specific needs of its communities.

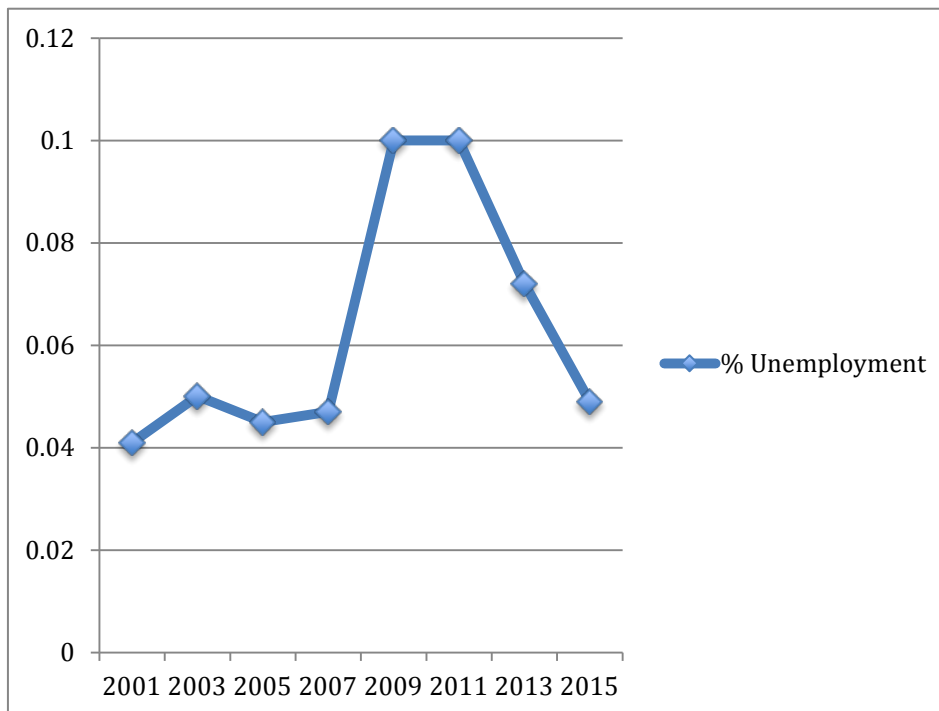
The information in this section is designed to answer the following questions:

- What is the current economic situation of residents living in SLOCCCD communities?
- In what employment sectors are SLOCCCD students most likely to find jobs locally?
- What levels of education will be needed in the future?

Local Employment Rates and Median Income

There is an inverse relationship between the number of county residents employed and the number enrolled in college. When people are unemployed, they are more likely to enroll in college to prepare themselves to pursue new opportunities. When people are employed, they are less likely to leave a job in order to enroll in college.

Data Set 15. County Unemployment Rates



July	Labor Force	# Employed	# Unemployed	Unemployment Rate
2001	127,800	122,500	5,300	4.1%
2003	127,800	121,300	6,500	5.1%
2005	132,200	126,300	5,900	4.5%
2007	133,000	126,700	6,300	4.7%
2009	134,600	121,200	13,400	10.0%
2011	140,000	126,000	13,900	10.0%
2013	142,100	132,000	10,200	7.2%
2015	141,700	134,800	6,900	4.9%

Source: State of California Employment Development Department

SLO County’s unemployment rate, like the nation and state, increased between 2008 and 2011 to the highest levels in a decade. In July 2001, the county’s unemployment rate was 4.1%; the rate began to climb in 2007, and by July 2009, the unemployment rate reached a peak of 10.0% where it continued until recovery began in 2012-2013. The county’s July 2015 unemployment rate of 4.9% was lower than both the state unemployment rate of 6.2% and the national unemployment rate of 5.3% for the same month.

Data Set 16. County Adjusted Median Household Income

	SLO County Median Income	California Median Income
2005	\$59,329	\$63,992
2006	\$58,009	\$65,445
2007	\$63,985	\$67,351
2008	\$65,492	\$66,019
2009	\$61,535	\$64,000
2010	\$57,670	\$61,655
2011	\$56,131	\$59,333
2012	\$61,139	\$59,175
2013	\$58,158	\$60,190

Source: American Community Survey, 2013

Note: These data are adjusted for inflation.

The median household income for San Luis Obispo in 2013 was \$58,158, compared to a statewide median income of \$60,190. The county median household income peaked in 2008 at \$65,492 and dropped to a low of \$56,131 in 2011 due to the loss of jobs during the Great Recession. By 2013, the

county’s median household income rose to \$58,158, slightly above the 2006 median household income, but 11% below the 2008 peak. The median household income for California shows a similar pattern of peaking in 2007-2008, dropping in 2010 and 2011 before showing signs of recovery in 2013.

The disparity between the county median income and the state median income is to be expected since SLO County is predominantly rural. One unique feature of economic patterns is that a significant percentage of SLO County’s population consists of, on the one hand, 18- to 25-year-old college students and, on the other hand, financially stable retirees, which makes the actual distribution of income bimodal with more people clustered at both lower income levels and moderate-to-high income levels.

Data Set 17. Median Price of Existing Single Family Homes in County

July	Median Price: Existing Single-Family Detached Homes	% Change from Previous Year
2005	\$573,529	
2006	\$578,846	0.9%
2007	\$596,519	3.1%
2008	\$473,749	-20.6%
2009	\$406,250	-14.3%
2010	\$395,348	-2.7%
2011	\$355,620	-10.1%
2012	\$423,530	19.1%
2013	\$491,790	16.1%
2014	\$490,540	-0.3%
2015	\$534,650	9.0%

Source: California Association of Realtors

The economic downturn caused by the Great Recession is highlighted in the data on the median price of existing single-family detached homes. The market value of homes decreased sharply between 2008 and 2011. As with other sectors of the economy, housing prices have been increasing although they have not yet reached pre-recession levels.

Local Businesses and Industries

Assessment of local businesses and industries provides SLOCCCD with the information needed to ensure that the programs and services offered are aligned with local workforce needs.

Data Set 18. Top Local Employers

Rank	Company/ Organization	Industry	Number of Employees
1	Cal Poly State Univ., San Luis Obispo	Education	3,055
2	County of San Luis Obispo	Government	2,800
3	Atascadero State Hospital	Public Administration	2,000
4	California Men’s Colony	Correctional Facility	1,540
5	Pacific Gas & Electric	Public Utility	1,900
6	Cal Poly Corporation	Services	1,400
7	Tenet Healthcare	Health Care & Social	1,272
8	Compass Health Inc	Health Care	1,200
9	Lucia Mar Unified School District	Education	1,000
10	Paso Robles Public Schools	Education	935
11	San Luis Coastal Unified School District	Education	902
12	Dignity Health (Central Coast)	Health Care	864
13	MINDBODY	Software	650
14	Atascadero Unified School District	Education	600
15	California Dept. of Transportation	Government	544
16	California State Parks	Parks and Recreation	440
17	Cuesta College	Education	440
18	Community Action Partnership	Nonprofit	410
19	Community Health Centers	Health Care	388
20	City of San Luis Obispo	Government	359
21	Rabobank	Financial	300
22	U.S. Postal Service	Government	287
23	Heritage Oaks Bank	Financial	262
24	Martin Resorts	Hospitality	260
25	San Luis Obispo County Office of Educ.	Government	250
26	F. McLintock’s Saloon and Dining	Restaurant Chain	250
27	Templeton Unified School District	Education	250

Source: SLO Chamber of Commerce, drawn from the Pacific Coast Times 2015

The county’s major employers in 2015 are in these five categories: government; trade, transportation, and utilities; leisure and hospitality; education; and health services. There is a dearth of non-public employers in the county; 18 of the top 27 employers in SLO County are government, education, or health care.

Data Set 19. Fastest and Largest Growing Occupations in the County		
SLO County Fastest Growing (New Jobs from Industry Growth)	Entry-Level Education	SLO County Largest Growing (New Jobs and Replacement Needs)
Family and General Practitioners (33.3% or 70 jobs) Lawyers (16.1% or 50 jobs) Pharmacists (13.3% or 20 jobs) Clinical, Counseling, and School Psychologists (11.8% or 20 jobs) Dentists, General (8.3% or 10 jobs)	Doctoral or Professional Degree	Family and General Practitioners (120 jobs) Lawyers (90 jobs) Clinical, Counseling, and School Psychologists (70 jobs) Pharmacists (50 jobs) Dentist, General (40 jobs)
Mental Health Counselors (42.1% or 80 jobs) Instructional Coordinators (33.3% or 40 jobs) Education Administrators, Elementary and Secondary School (21.4% or 30 jobs) Educational, Guidance, School, and Vocational Counselors (19.4% or 60 jobs) Occupational Therapists (12.5% or 20 jobs)	Master's Degree	Educational, Guidance, School, and Vocational Counselors (130 jobs) Mental Health Counselors (110 jobs) Education Administrators, Postsecondary (80 jobs) Education Administrators, Elementary and Secondary School (70 jobs) Instructional Coordinators (50 jobs)
Market Research Analysis and Marketing Specialists (52.0% or 130 jobs) Electrical Engineers (50.0% or 60 jobs) Architectural and Engineering Managers (43.8% or 70 jobs) Cost Estimators (43.5% or 100 jobs) Graphic Designers (40.7% or 110 jobs)	Bachelor's Degree	General and Operations Managers (740 jobs) Secondary School Teachers, Except Special and Career/Technical Education (570 jobs) Accountants and Auditors (470 jobs) Elementary School Teachers, Except Special Education (450 jobs) Civil Engineers (280 jobs)
Veterinary Technologists and Technicians (53.8% or 70 jobs) Electrical and Electronics Engineering Technicians (30.8% or 40 jobs) Dental Hygienists (27.8% or 50 jobs) Web Developers (23.1% or 30 jobs) Registered Nurses (16.7% or 200 jobs)	Associate's Degree	Registered Nurses (430 jobs) Preschool Teachers, Except Special Education (180 jobs) Dental Hygienists (90 jobs) Veterinary Technologists and Technicians (80 jobs) Electrical and Electronics Engineering Technicians (70 jobs)
Medical Assistants (50.0% or 310 jobs) Medical Records and Health Information Technicians (29.4% or 50 jobs) First-Line Supervisors of Production / Operating Workers (25.8% or 80 jobs) Heavy and Tractor-Trailer Truck Drivers (23.1% or 150 jobs) Dental Assistants (21.2% or 70 jobs)	Postsecondary Non-degree Award	Medical Assistants (430 jobs) Heavy and Tractor-Trailer Truck Drivers (240 jobs) Nursing Assistants (230 jobs) Psychiatric Technicians (150 jobs) Licensed Practical and Licensed Vocational Nurses (130 jobs)
Computer Support Specialists (39.2% or 200 jobs) Teacher Assistants (11.3% or 160 jobs)	Some College, No Degree	Teacher Assistants (470 jobs) Computer User Support Specialists (270 jobs)
Machinists (75.0% or 210 jobs) Medical Secretaries (51.9% or 280 jobs) Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders (42.1% or 80 jobs) Carpenters (40.9% or 270 jobs) Plumbers, Pipefitters, and Steamfitters (39.3% or 110 jobs)	High School Diploma or Equivalent	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (710 jobs) First-Line Supervisors of Retail Sales Workers (670 jobs) Office Clerks, General (630 jobs) Bookkeeping, Accounting, and Auditing Clerks (630 jobs) Hotel, Motel, and Resort Desk Clerks (620 jobs)
Painters, Construction and Maintenance (60.9% or 280 jobs) Home Health Aides (48.6% or 170 jobs) Personal Care Aides (44.2% or 1,060 jobs) Nonfarm Animal Caretakers (42.9% or 90 jobs) Nonfarm Animal Caretakers (35.4% or 1,210 jobs)	Less than High School	Retail Salespersons (2,660 jobs) Farmworkers and Laborers, Crop, Nursery, and Greenhouse (2,250 jobs) Waiters and Waitresses (1,860 jobs) Cashiers (1,750 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (1,540 jobs)

Source: State of California Employment Development Department; This chart excludes "all other" occupations and those with employment less than 120 in 2012.

The fastest growing occupations in SLO County and statewide are presented in two ways: by the pace of growth in an industry predicted for 2012 and 2022 (fastest growing) and by the greatest number of new jobs (largest growing). Occupations that require educational training provided by SLOCCCD are highlighted.

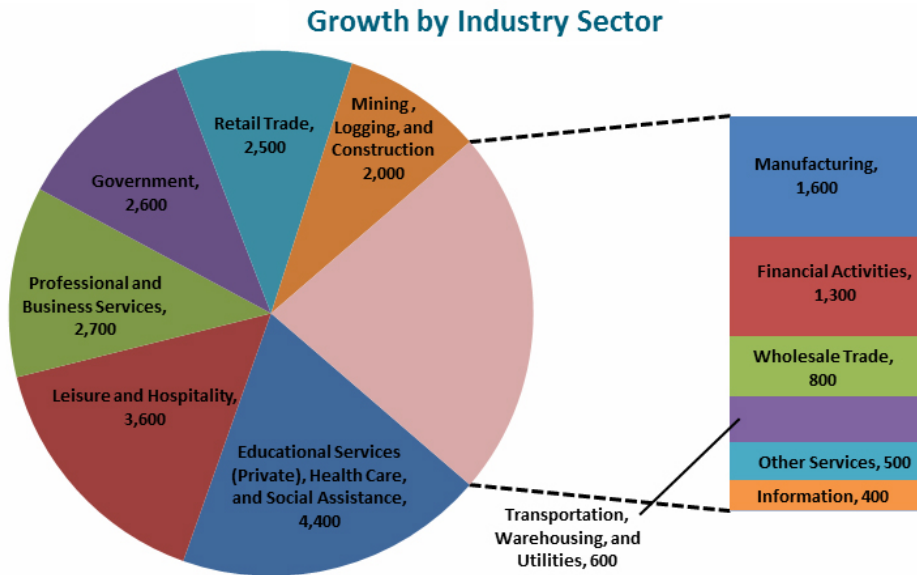
Machinists are predicted to grow by the greatest percentage (75.0%), while Retail Sales positions will see the greatest numeric growth (2,660). With respect to occupations for which SLOCCCD offers training, Registered Nursing and Computer Support Specialists will see the greatest job growth in SLO County. This pattern of job growth in health care and computer-related occupations is also seen in California's job projections.

A major component of SLOCCCD's mission is to prepare students to transfer to four-year institutions. The fastest growing occupations in SLO County that require a Bachelor's Degree are Market Research Analysts and Marketing Specialists (52.0%) and Electrical Engineers (50.0%), while the occupations predicted to grow the most numerically are General and Operations Managers (740) and Secondary School Teachers (570). The fastest growing occupations in California that require a Bachelor's Degree are Biomedical Engineers (42.6%) and Information Security Analysts (40.2%), while the occupations predicted to grow the most numerically are General and Operations Managers (89,400 jobs) and Accountants and Auditors (70,600 jobs).

Data Set 20. Fastest and Largest Growing Occupations in California	
California Fastest Growing (New Jobs from Industry Growth)	California Largest Growing (New Jobs and Replacement Needs)
Health Specialties Teachers, Postsecondary (37.0% or 4,400 jobs) Physical Therapists (28.7% or 4,700 jobs) Biochemists and Biophysicists (27.0% or 1,700 jobs) Computer and Information Research Scientists (20.5% or 1,500 jobs) Medical Scientists, Except Epidemiologists (17.9% or 5,000 jobs)	Lawyers (23,900 jobs) Medical Scientists, Except Epidemiologists (11,000 jobs) Pharmacists (10,500 jobs) Clinical, Counseling, and School Psychologists (9,100 jobs) Physical Therapists (8,700 jobs)
Physician Assistants (33.7% or 2,800 jobs) Nurse Practitioners (28.0% or 2,600 jobs) Nurse Practitioners (28.0% or 2,600 jobs) Healthcare Social Workers (24.2% or 3,200 jobs) Marriage and Family Therapists (23.3% or 1,400 jobs) Occupational Therapists (22.6% or 2,100 jobs)	Educational, Guidance, School, and Vocational Counselors (11,000 jobs) Education Administrators, Elementary and Secondary School (7,100 jobs) Education Administrators, Postsecondary (6,800 jobs) Healthcare Social Workers (6,000 jobs) Rehabilitation Counselors (5,500 jobs)
Biomedical Engineers (42.6% or 2,300 jobs) Information Security Analysts (40.2% or 3,300 jobs) Market Research Analysts and Marketing Specialists (40.2% or 28,500 jobs) Interpreters and Translators (38.1% or 3,700 jobs) Operations Research Analysts (37.0% or 2,700 jobs)	General and Operations Managers (89,400 jobs) Accountants and Auditors (70,600 jobs) Elementary School Teachers, Except Special Education (49,400 jobs) Management Analysts (44,900 jobs) Software Developers, Applications (40,200 jobs)
Web Developers (31.6% or 6,800 jobs) Medical and Clinical Laboratory Technicians (28.1% or 4,500 jobs) Dental Hygienists (23.4% or 5,100 jobs) Veterinary Technologists and Technicians (20.9% or 1,800 jobs) Respiratory Therapists (17.7% or 2,500 jobs)	Registered Nurses (92,300 jobs) Preschool Teachers, Except Special Education (18,200 jobs) Dental Hygienists (10,600 jobs) Paralegals and Legal Assistants (10,200 jobs) Web Developers (10,200 jobs)
Licensed Practical and Licensed Vocational Nurses (25.7% or 15,600 jobs) Surgical Technologists (25.5% or 2,400 jobs) Manicurists and Pedicurists (23.9% or 5,500 jobs) Nursing Assistants (23.6% or 23,200 jobs)	Heavy and Tractor-Trailer Truck Drivers (44,100 jobs) Nursing Assistants (41,800 jobs) Medical Assistants (34,500 jobs) Licensed Practical and Licensed Vocational Nurses (30,400 jobs) Hairdressers, Hairstylists, and Cosmetologists (17,500 jobs)
Computer User Support Specialists (25.2% or 15,300 jobs) Actors (11.7% or 4,000 jobs) Teacher Assistants (8.2% or 11,900 jobs) Computer, Automated Teller, and Office Machine Repairers (0.7% or 100 jobs)	Teacher Assistants (44,700 jobs) Computer User Support Specialists (24,900 jobs) Actors (15,000 jobs) Computer, Automated Teller, and Office Machine Repairers (3,200 jobs)
Brickmasons and Blockmasons (66.9% or 2,900 jobs) Glaziers (34.0% or 1,700 jobs) Physical Therapist Aides (33.9% or 2,000 jobs) Carpenters (29.6% or 28,000 jobs) Medical Secretaries (29.1% or 19,900 jobs)	Office Clerks, General (99,500 jobs) Customer Service Representatives (65,200 jobs) First-Line Supervisors of Office and Administrative Support Workers (64,900 jobs) Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (62,900 jobs) First-Line Supervisors of Retail Sales Workers (49,400 jobs)
Personal Care Aides (51.8% or 200,300 jobs) Home Health Aides (39.0% or 17,500 jobs) Cement Masons and Concrete Finishers (38.4% or 5,800 jobs) Painters, Construction and Maintenance (38.4% or 16,900 jobs) Tile and Marble Setters (37.6% or 3,200 jobs)	Personal Care Aides (228,000 jobs) Retail Salespersons (220,000 jobs) Cashiers (189,500 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (185,700 jobs) Waiters and Waitresses (162,600 jobs)

Source: State of California Employment Development Department; This chart excludes "all other" occupations and those with employment less than 120 in 2012.

Data Set 21. County Job Growth by Industry Sector



Source: State of California Employment Development Department https://www.cuesta.edu/documents/emp_docs/LaborMktInfoEDD-CA-GOV.pdf

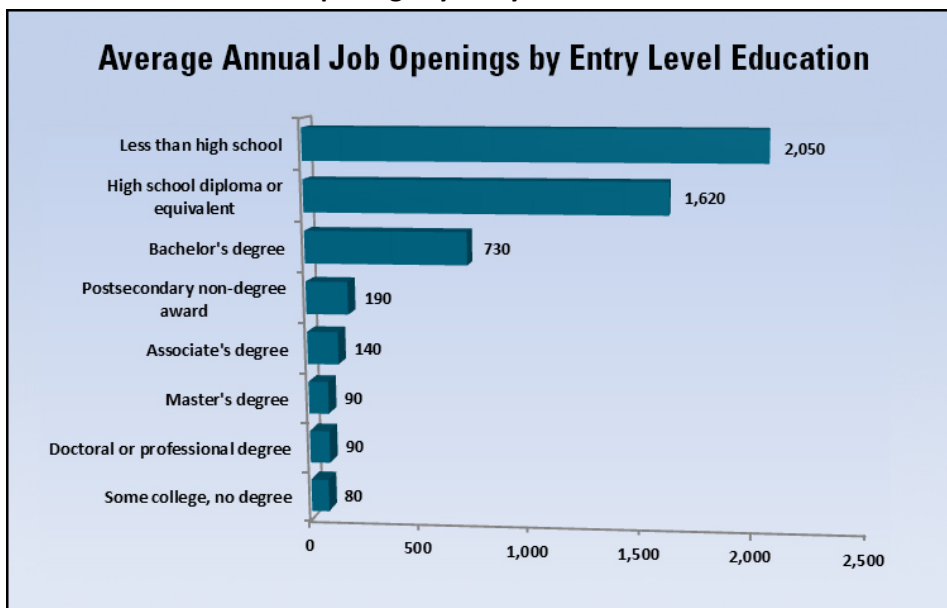
The California Employment Development Department projects a 21.5% increase in farm and nonfarm employment in SLO County between 2012 and 2022. The greatest growth is predicted for:

- Educational services (private), health care, and social assistance (4,400 jobs)
- Leisure and hospitality (3,300 jobs)
- Professional and business services (2,700 jobs)
- Government (1,500 jobs)

Employment and Education

Once the fastest growing and largest growing businesses and industries have been identified, the next factor for SLOCCCD to consider is the level of education that is required to gain entry into these occupations.

Data Set 22. Annual Job Openings by Entry-level Education



Source: State of California Employment Development Department https://www.cuesta.edu/documents/emp_docs/LaborMktInfoEDD-CA-GOV.pdf

As shown in previous data sets, the occupations with the largest number of job openings are:

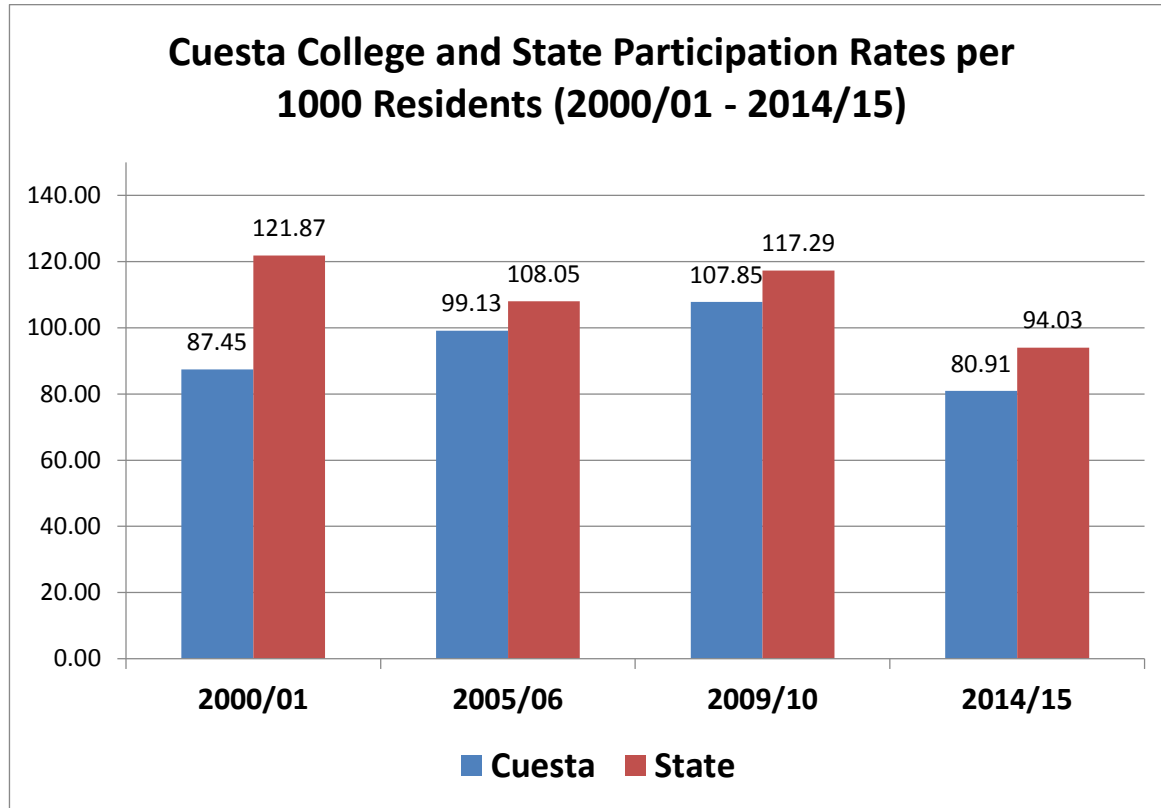
- Retail Salesperson
- Waiters and Waitresses
- Cashiers
- Combined Food Preparation and Serving Workers, Including Fast Food
- Farm workers and Laborers, Crop, Nursery, and Greenhouse

The entry-level education required for these jobs is short-term, on-the-job training. The number of annual job openings for community college degrees and certificates is moderate (330) but less than the number of jobs requiring a Bachelor's Degree (730).

Enrollment Trends

Participation rates represent the total annual unduplicated headcount of students enrolled at a college or university relative to the total adult (18+) population of the service area; the ratio customarily is indexed per 1,000 residents.

Data Set 23. SLOCCCD and State Participation Rates per 1,000 Adult Residents

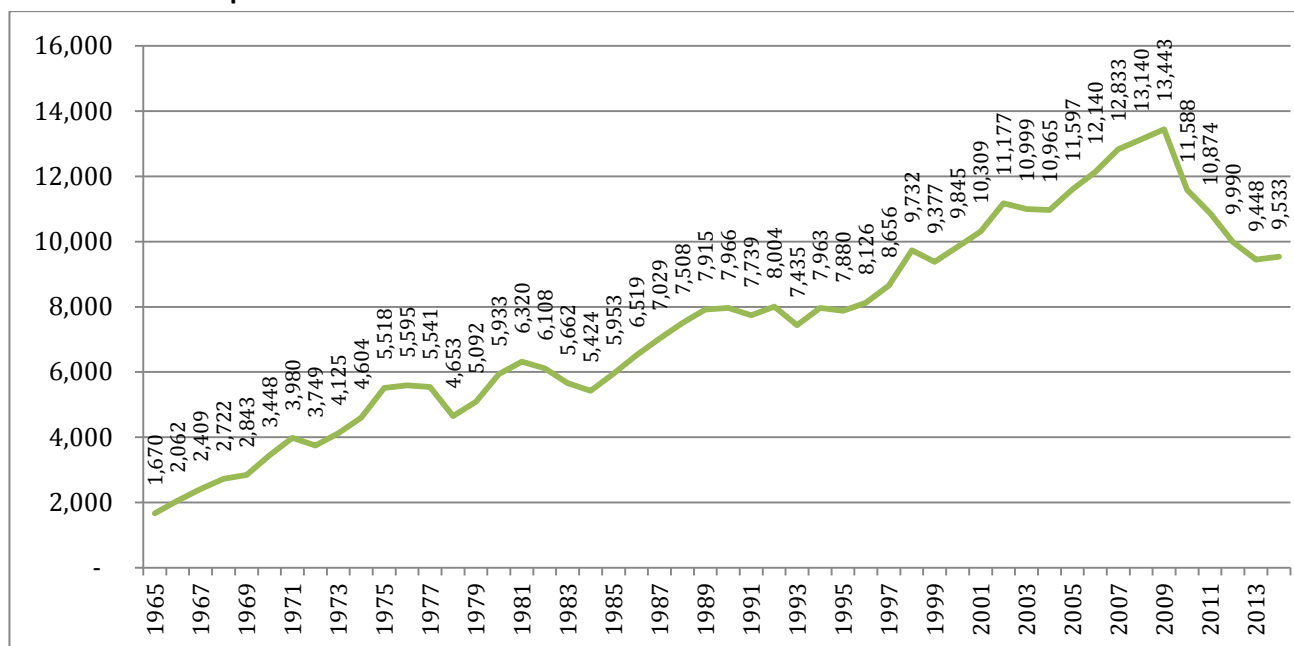


Like other rural districts, the SLOCCCD participation rate has been and continues to be below the state rate.

Participation rates are positively influenced by the proximity of college facilities to population centers. The steady increases in SLOCCCD participation rates between 2000-2001 and 2009-2010 are the result of the population surge described in the previous section as well as increases in the courses offered at the North County Campus and South County Center and via distance education.

The earlier gains in SLOCCCD’s participation rates were reversed in the dramatic decline in participation rates beginning in 2011. Both SLOCCCD and state participation rates decreased due to the state’s economic downturn and concomitant reductions in course offerings. (See Chapter 1.)

Data Set 24. Unduplicated Student Headcount 1965-2014



SLOCCCD student unduplicated headcount reached an all-time high of 13,443 in fall 2009. Between that peak and 2014, the unduplicated headcount declined by 3,910 students, or 29%.

Two powerful factors—one demographic and one financial—are responsible for SLOCCCD’s 2000-to-2014 enrollment pattern.

1. Population surge

The enrollment peak and subsequent decline mirrors the population surge and decline described previously in this chapter (see Data Set 2). Between 2000 and 2005, the county’s adult population increased 8%, and in the next four years, the population increased an additional 4%, reaching an unprecedented highest point in 2010. This crest was followed by a gradual population decline, with the county’s adult population decreasing 1% between 2010 and 2015. The county’s adult population is projected to decrease an additional 1% between 2015 and 2020. The numbers of 12th graders and high school graduates show the same pattern of a gradual increase from 2000 to 2010 with a peak in 2010 before beginning to decline (see Data Set 5).

2. Great Recession

As shown in the participation rate data, enrollment at all California community colleges decreased between 2008 and 2014. Decreases in state taxes and lower returns on investments resulted in lower apportionment for public education, prompting the community colleges to reduce the number of credit sections by about 25% and noncredit sections by about 38% statewide. SLOCCCD reduced the number of credit sections by about 15% between 2008 and 2014. Noncredit sections were initially reduced by more than half, but are being slowly restored as recovery in the state and national economy increased SLOCCCD state apportionment.

Data Set 25. Unduplicated Student Headcount by Credit and Noncredit

	Noncredit Students	% Change from Prior Year	Credit Students	% Change from Prior Year	SLOCCCD Total	% Change from Prior Year
Fall 2000	7		9,838		9,845	
Fall 2001	91	1,200%	10,218	4%	10,309	5%
Fall 2002	294	223%	10,883	7%	11,177	8%
Fall 2003	252	-14%	10,747	-1%	10,999	-2%
Fall 2004	283	12%	10,682	-1%	10,965	<-1%
Fall 2005	766	171%	10,831	1%	11,597	6%
Fall 2006	992	30%	11,165	3%	12,157	5%
Fall 2007	1,361	37%	11,479	3%	12,840	6%
Fall 2008	1,879	38%	11,267	-2%	13,146	2%
Fall 2009	1,510	-20%	11,933	6%	13,443	2%
Fall 2010	372	-75%	11,216	-6%	11,588	-14%
Fall 2011	213	-43%	10,661	-5%	10,874	-6%
Fall 2012	226	6%	9,764	-8%	9,990	-8%
Fall 2013	237	5%	9,211	-6%	9,448	-5%
Fall 2014	397	68%	9,136	-1%	9,533	1%

Note: Noncredit students are those who enroll in at least one noncredit course and do not enroll in any credit courses. Credit students are those who enroll in at least a single credit courses regardless of whether they enroll in a noncredit course.

Pattern of Student Headcount in Noncredit Courses: Students enrolled in noncredit courses accounted for a small proportion of the total unduplicated headcount in 2000 and 2001 (<1%). Over the next eight years, the student enrollment in noncredit offerings increased, reaching a peak in 2008 when noncredit enrollment accounted for 14% of the total unduplicated student headcount. Over the next two years, SLOCCCD reduced the number of noncredit offerings for fiscal reasons. State apportionment for credit courses is greater than the apportionment for noncredit courses. Therefore, during the period of severe reductions in state apportionment, SLOCCCD directed its resources to maximize apportionment by reducing noncredit offerings in favor of credit offerings. The reduction of noncredit offerings contributed to a loss of about 1,500 students between 2008 and 2010.

Pattern of Student Headcount in Credit Courses: From 2000 to 2009, the state budget was strong and the adult population was increasing. As a result, the numbers of students enrolled in credit courses increased during these years. The Great Recession coincided with decreases in the total adult population, leading to five consecutive years of declining unduplicated student headcount in credit courses beginning in fall 2010.

Data Set 26. Number of Sections by Credit and Noncredit and Method of Instruction

		2008	2010	% Change from 2008	2012	% Change from 2010	2014	% Change from 2012
Distance Ed	Credit	90	113	20%	108	-4%	111	3%
On-Campus	Credit	1,264	1,202	-5%	1,040	-13%	1,030	-1%
	Noncredit	212	80	-62%	79	-1%	97	23%
Total SLOCCCD	Credit	1,354	1,315	-3%	1,148	-13%	1,141	-1%
	Noncredit	212	80	-62%	79	-1%	97	23%
	Total	1,566	1,439	-9%	1,143	-21%	1,238	8%

Approximately 15% fewer credit courses were offered in 2014 compared to 2008. As described previously in this chapter, two factors are responsible for this reduction: declining student demand due to population fluctuations and lower levels of state funding. In more recent years, comparing 2012 to 2014, the number of on-campus credit sections remained relatively stable while the number of online sections increased 3%.

Noncredit sections were initially reduced by more than half for fiscal reasons. Since state apportionment is higher for credit courses than for noncredit courses, SLOCCCD reduced noncredit offerings in favor of credit offerings. In more recent years, the number of noncredit sections is being restored, as evidenced by a 23% increase in noncredit offerings between 2012 and 2014.

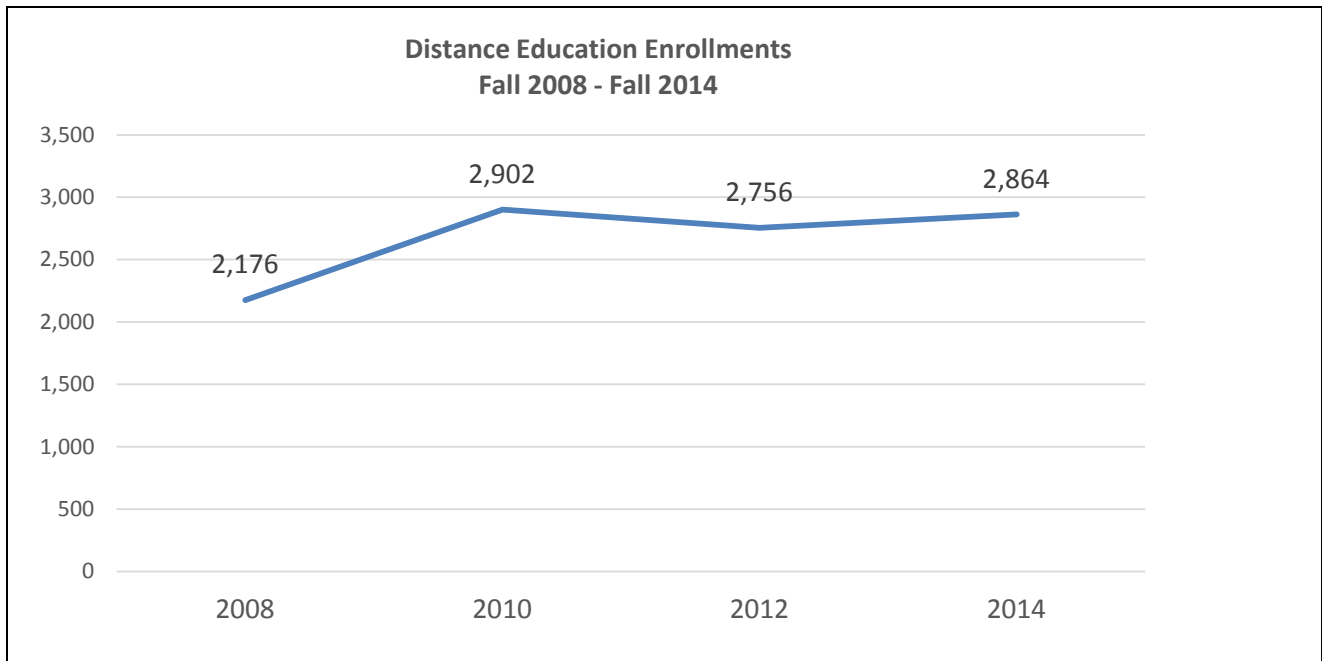
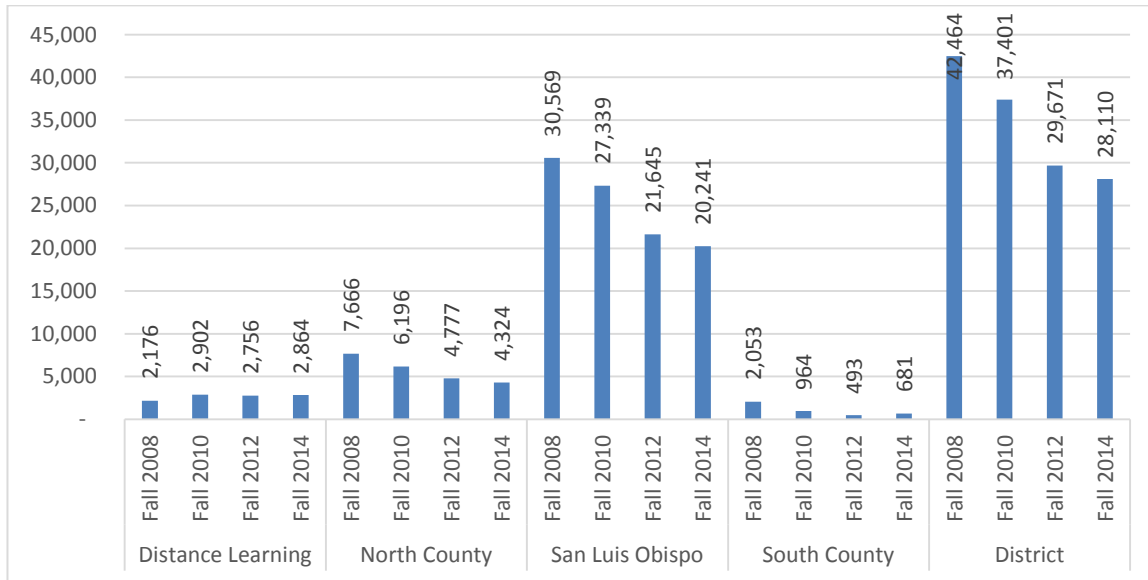
Data Set 27. Number of On-campus Sections by Site

		2008	2010	% Change from 2008	2012	% Change from 2010	2014	% Change from 2012
NC	Credit	242	226	-7%	192	-15%	169	-12%
	Non-Credit	89	44	-51%	45	2%	51	13%
	Total	331	270	-18%	153	-43%	220	44%
SLO	Credit	979	936	-4%	824	-12%	830	1%
	Non-Credit	94	36	-62%	34	-6%	28	-18%
	Total	1,073	972	-9%	858	-12%	858	0%
SC	Credit	43	40	-7%	24	-40%	31	29%
	Non-Credit	29	0	-100%	0	N/A	18	N/A
	Total	72	40	-44%	24	-40%	49	104%

Note: NC = North County Campus; SLO = San Luis Obispo Campus; SC = South County Center

Both credit and noncredit sections were reduced at all sites between 2008 and 2014 for reasons described previously in this chapter. Overall, between 2008 and 2014, 30% of the credit sections at the North County Campus were eliminated, 15% at the SLO Campus, and 28% at the South County Center. As state apportionment increased in 2013-2014, six credit sections were added at the SLO Campus and seven credit sections were added to the South County Center. The credit sections added to the South County Center were part of the dual enrollment and enrichment/concurrent enrollment programs for high school students described later in this chapter. Noncredit sections are slowly being restored as funding allows.

Data Set 28. Enrollment by Site and Method of Instruction



	Fall 2008	Fall 2010		Fall 2012		Fall 2014	
	Enrollment	Enrollment		Enrollment		Enrollment	
		% Change from 2008		% Change from 2010		% Change from 2012	
Online Instruction	2,176	2,902	33%	2,756	-5%	2,864	4%
On-Campus Instruction	40,288	34,499	-14%	26,915	-22%	25,246	-6%
• North County Campus	7,666	6,196	-19%	4,777	-23%	4,324	-9%
• SLO Campus	30,569	27,339	-11%	21,645	-21%	20,241	-6%
• South County Center	2,053	964	-53%	493	-49%	681	38%

Note: This Data Set presents the number of enrollments, which is a duplicated student count. For example, a student enrolled in three courses is included three times in the total number of enrollments.

Enrollment in online courses increased almost 32% in this snapshot, from 2,176 enrollments in 2008 to 2,864 enrollments in 2014.

Enrollment decreased in all on-campus courses between 2008 and 2014 for the reasons described previously in this section.

Proportionately, the on-campus enrollments by site shifted between 2008 and 2014. North County Campus accounted for 19% of the total SLOCCCD enrollments in 2008 and 17% in 2014; the SLO Campus accounted for 76% of the total SLOCCCD enrollments in 2008 and 80% in 2014, while the enrollment dropped from 5% of the total SLOCCCD enrollments in 2008 to 3% in 2014. This reduction in enrollments at the South County Center, from 2,053 enrollments in 2008 to 681 enrollments in 2014, was due primarily to the elimination of noncredit offerings at this site in 2010.

Data Set 29. Student Headcount by Site and Method of Instruction

On-Campus Instruction at One Site Only					Online Instruction Only			
	2008	2010	2012	2014	2008	2010	2012	2014
Total	10,704	8,865	7,779	7,238	360	460	505	555
- North County	2,515	2,042	1,783	1,472				
- SLO	7,452	6,432	5,775	5,304				
- South County	737	391	221	462				

On-Campus Instruction at Two Sites					On-Campus at One Site + Online Instruction				
	2008	2010	2012	2014		2008	2010	2012	2014
Total	897	832	549	565	Total	1,037	1,211	1,055	1,063
- NC + SLO	596	580	398	450	- NC + DE	210	201	172	147
- SLO + SC	298	243	147	86	- SLO + DE	807	980	868	896
- SC + NC	3	9	4	29	- SC + DE	20	30	15	20

On-Campus Instruction at Three Sites					On-Campus at Two Sites + Online Instruction				
	2008	2010	2012	2014		2008	2010	2012	2014
Total	8	24	5	3	Total	133	190	95	108
					- NC + SLO + DE	89	120	67	91
					- SLO + SC + DE	43	66	27	17
					- SC + NC + DE	1	4	1	0

On-Campus Instruction at Three Sites + Online Instruction				
	2008	2010	2012	2014
Total	1	6	2	1

Note: NC = North County Campus; SC = South County Center; DE = online instruction

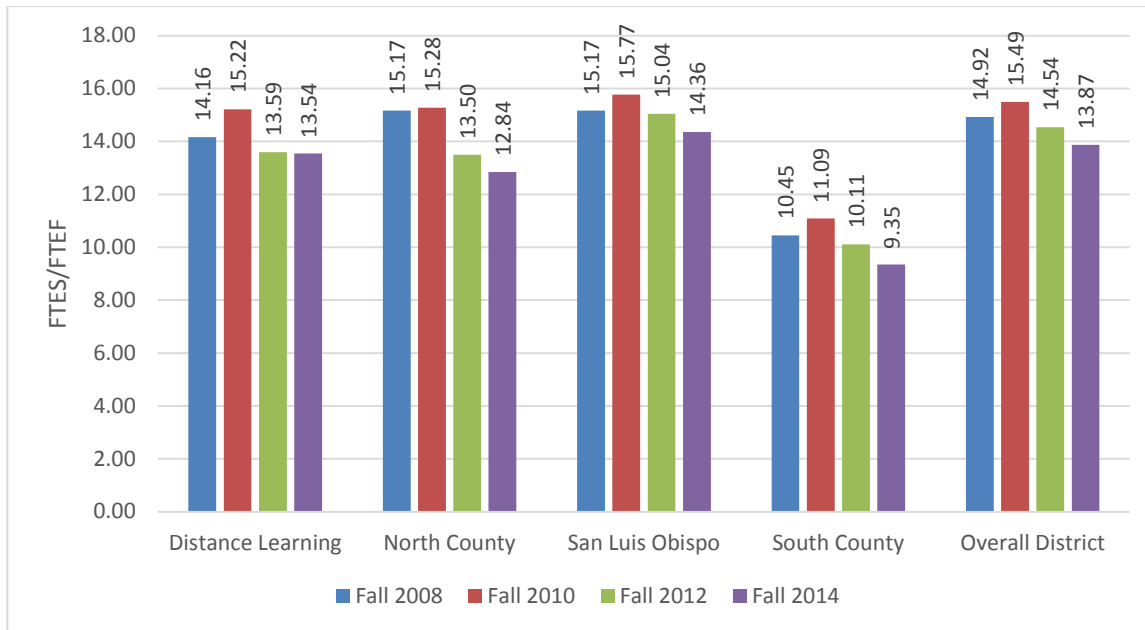
While the student headcount at all sites decreased between 2008 and 2014, the number of students enrolled exclusively in online courses steadily increased between 2008 and 2014.

In fall 2014, 81% of students enrolled in on-campus courses exclusively at one or more locations, and 18% of the students in that semester either took online courses exclusively (555) or in combination with on-campus courses at one or more locations (1,172).

In the same semester, 76% of the students took on-campus classes exclusively and at one site exclusively. Of those, approximately 73% took courses exclusively at SLO, 20% took courses exclusively at North County Campus, and 6% took courses exclusively at South County Center.

Additionally, 24% of the students enrolled in on-campus courses at more than one site or took on-campus courses plus online courses.

Data Set 30. Efficiency by Site and Method of Instruction



	Fall 2008	Fall 2010	Fall 2012	Fall 2014
Online Instruction	14.16	15.22	13.59	13.54
On-campus Instruction				
• North County Campus	15.17	15.28	13.50	12.84
• SLO Campus	15.17	15.77	15.04	14.36
• South County Center	10.45	11.09	10.11	9.35
District-wide	14.92	15.29	14.54	13.87

Efficiency is represented by a ratio of the number of students to the number of faculty. Specifically, this measure compares the number of full-time equivalent students (FTES) with the number of full-time equivalent faculty (FTEF). The SLOCCCD target for FTES/FTEF is 15.00, which is below the statewide standard of 17.50 (refer to the sidebar *An Explanation of Efficiency Measures*).

Efficiency is highest at the SLO Campus, which exceeded the SLOCCCD target in three of the four semesters in this snapshot. The North County Campus exceeded the target in 2008 and 2010 but not in 2012 and 2014. Online courses met the target only once in these years, in 2010. Offerings at the South County Center have been consistently below the target.

All sites and methods of instruction were below the SLOCCCD target in fall 2014.

An Explanation of Efficiency Measures

FTES/FTEF is a key measure of instructional productivity because it represents cost-effectiveness. The state standard for class size is a district-wide average of 35 students per class because that is the class size needed to support the cost of providing the instruction, support services, facilities, and all other expenses necessary to provide programs and services at a comprehensive community college.

Colleges receive state allocations based on FTES (Full-time Equivalent Students). The efficiency formula of FTES/FTEF compares the number FTES generated to the number Full-time Equivalent Faculty (FTEF) employed to provide the instruction to those students.

The SLOCCCD target FTES/FTEF is 15.00, which represents one full-time equivalent faculty member teaching five, three-unit classes per semester with 30 students in each class.

Formula for SLOCCCD target FTES/FTEF of 15.00

*FTES = (Weekly Student Contact Hours x the term-length multiplier) divided by 525
30 students X 3 hours per week = 90 Weekly Student Contact Hours (WSCH) per class
90 WSCH x 17.5 (# of weeks in semester) = 1,575 total WSCH for the semester
1,575 total WSCH divided by 525 = 3.00 FTES per class
3.00 FTES x 5 classes = 15.00 FTES
15.00 FTES divided by 1 FTEF = 15.00 FTES/FTEF target for SLOCCCD*

Formula for State target FTES/FTEF of 17.50

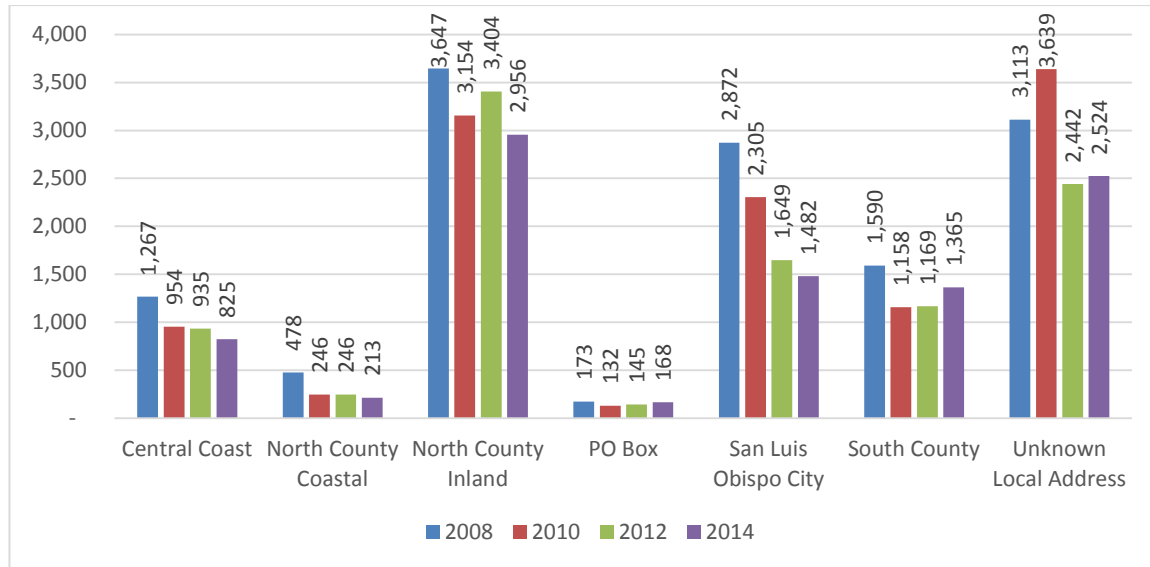
The SLOCCCD target FTES/FTEF of 15.00 is below the state target for efficiency of one faculty member teaching five, three-unit classes per semester with 35 students in each class.

*FTES = (Weekly Student Contact Hours x # of weeks in the semester) divided by 525
35 students X 3 hours per week = 105 Weekly Student Contact Hours (WSCH) per class
105 WSCH x 17.5 (# of weeks in the semester) = 1,837.5 total WSCH for the semester
1,837.5 total WSCH divided by 525 = 3.5 FTES per class
3.5 FTES x 5 classes = 17.5 FTES
17.5 FTES divided by 1 FTEF = 17.5 FTES/FTEF target*

The difference between the SLOCCCD and state targets for FTES/FTEF is that SLOCCCD sets the target at 30 students per section, and the state sets the target at 35 students per section.

Student Demographics

Data Set 31. Student Headcount by Area of Residence



Residence Closest to	2008 Headcount	% of Total	2014 Headcount	% of Total
North County Campus				
• North County Coastal	478	4%	213	2%
• North County Inland	3,647	28%	2,956	31%
SLO Campus				
• Central Coast	1,267	9%	825	9%
• San Luis Obispo City	2,872	22%	1,482	16%
South County Center	1,590	12%	1,365	14%
Unknown				
• PO Box	173	1%	168	2%
• Permanent Residence Outside of SLOCCCD	3,113	24%	2,524	26%
District-wide	13,140	100%	9,533	100%

SLOCCCD students reside in regions across the district. The decrease in student headcount between 2008 and 2014 was distributed across the county, although the proportion of total student headcount by area of residence shifted slightly. While the number of students from North County Inland decreased from 2008 to 2014, the proportion of SLOCCCD students from this area increased from 28% to 31% of the total student headcount, and the proportion of students living in San Luis Obispo City decreased from 22% to 16%.

Data Set 32. Student Flow in South County

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

South County City/Community	Miles to Allan Hancock College	Miles to SLO Campus	Closer to Allan Hancock College or SLO Campus?
Arroyo Grande	14.4	22.9	Allan Hancock
Avila Beach	23.0	17.1	SLO Campus
Grover Beach	15.7	21.5	Allan Hancock
Nipomo	6.6	31.3	Allan Hancock
Oceano	14.2	23.3	Allan Hancock
Pismo Beach	17.5	18.9	Allan Hancock
Shell Beach	19.4	17.0	SLO Campus

Proximity is a major factor in students’ choice of community colleges. Allan Hancock College, located in the city of Santa Maria, is approximately seven miles from Nipomo, which is less than half of the distance to the SLO Campus. Of the seven communities in the southern part of SLO County, five are closer to Allan Hancock College than they are to the SLO Campus. As a result, more students cross SLOCCCD’s geographic boundaries to attend Allan Hancock College than cross Allan Hancock College’s geographic boundaries to attend SLOCCCD.

The decline in the number of Allan Hancock College students who live in SLOCCCD geographic boundaries between 2008 and 2014 mirrors the statewide patterns of enrollment decline described in other sections of this chapter.

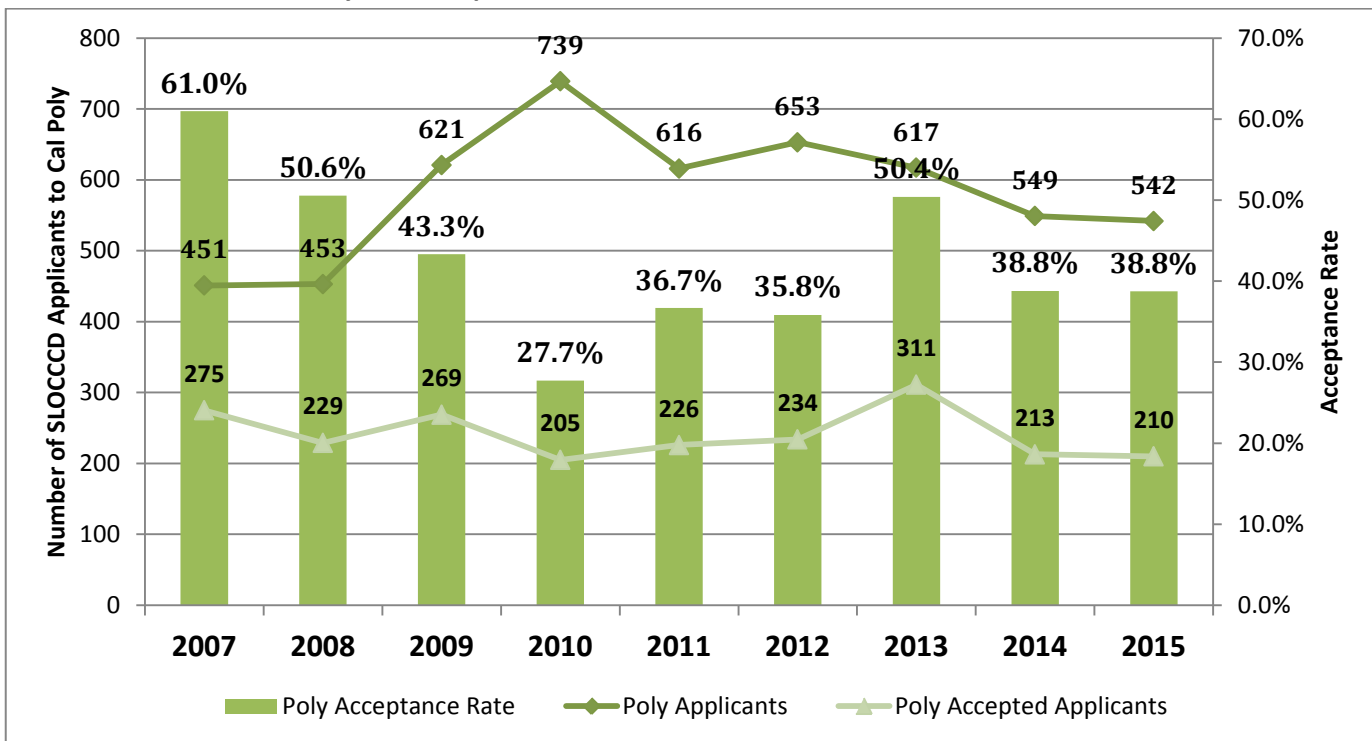
Data Set 33. Student Flow into SLOCCCD

Permanent Residence Outside of SLOCCCD	Fall 2008		Fall 2010		Fall 2012		Fall 2014	
	#	% of Total Headcount	#	% of Total Headcount	#	% of Total Headcount	#	% of Total Headcount
	3,113	24%	3,639	31%	2,442	24%	2,524	26%

Another significant factor in students' choice of community colleges is whether or not attendance at a particular community college is likely to enhance transfer opportunities. Many students who live in other community college districts choose to attend SLOCCCD because of its proximity to Cal Poly, SLO. Due to the distance between community colleges, these students cannot commute from their homes to SLOCCCD. Therefore, these students move into SLO County in order to attend SLOCCCD.

Students who moved into the area to attend SLOCCCD constituted 26% of SLOCCCD total headcount in 2014. This flow of students into SLOCCCD more than offsets the loss of students who cross SLOCCCD geographic boundaries to attend Allan Hancock College.

Data Set 34. Cal Poly SLO Acceptance of Transfer Students from SLOCCCD



Year	# SLOCCCD Students		% of SLOCCCD Transfer Students Accepted by Cal Poly	% of all Transfer Students Accepted by Cal Poly
	Applied	Accepted		
2007	451	275	61%	38%
2008	453	229	51%	29%
2009	621	269	43%	20%
2010	739	205	28%	11%
2011	616	226	37%	22%
2012	653	234	36%	19%
2013	617	311	50%	24%
2014	549	213	39%	17%
2015	542	210	39%	17%

Students who live outside of SLOCCCD geographic boundaries are drawn into the county to increase their chances of being accepted for transfer to Cal Poly SLO. This strategy is supported by the data: The number of SLOCCCD students admitted for transfer to Cal Poly SLO has consistently been between 200 and 300 students per year. Although the numbers of SLOCCCD students who apply to Cal Poly SLO vary, and consequently the acceptance rates vary, the absolute numbers of students who are accepted for transfer have been relatively consistent.

Data Set 35. Cal Poly SLO Acceptance of Transfer Students from Nearby Community Colleges

Community College	# Students Applied		# Students Accepted		% of Transfer Students Accepted by Cal Poly SLO	
	2014	2015	2014	2015	2014	2015
SLOCCCD	549	542	213	210	39%	39%
Allan Hancock	248	280	129	143	52%	51%
Santa Barbara	211	244	35	49	17%	20%
Moorpark	214	200	28	32	13%	16%
College of the Canyons	124	147	21	24	17%	16%
Ventura	114	121	19	23	17%	19%
Antelope Valley	51	42	7	4	14%	10%
Oxnard	18	23	4	4	22%	17%

Cal Poly SLO accepts more transfer students from SLOCCCD than from any other community college in the state. Since proximity to home is one factor in students’ choice of a CSU, even in this comparison of other nearby community colleges, Cal Poly SLO accepted significantly more students from SLOCCCD than from any of the other nearby community colleges.

Therefore, it is likely that students will continue to move into SLO County to increase their chances of being accepted for transfer to Cal Poly SLO.

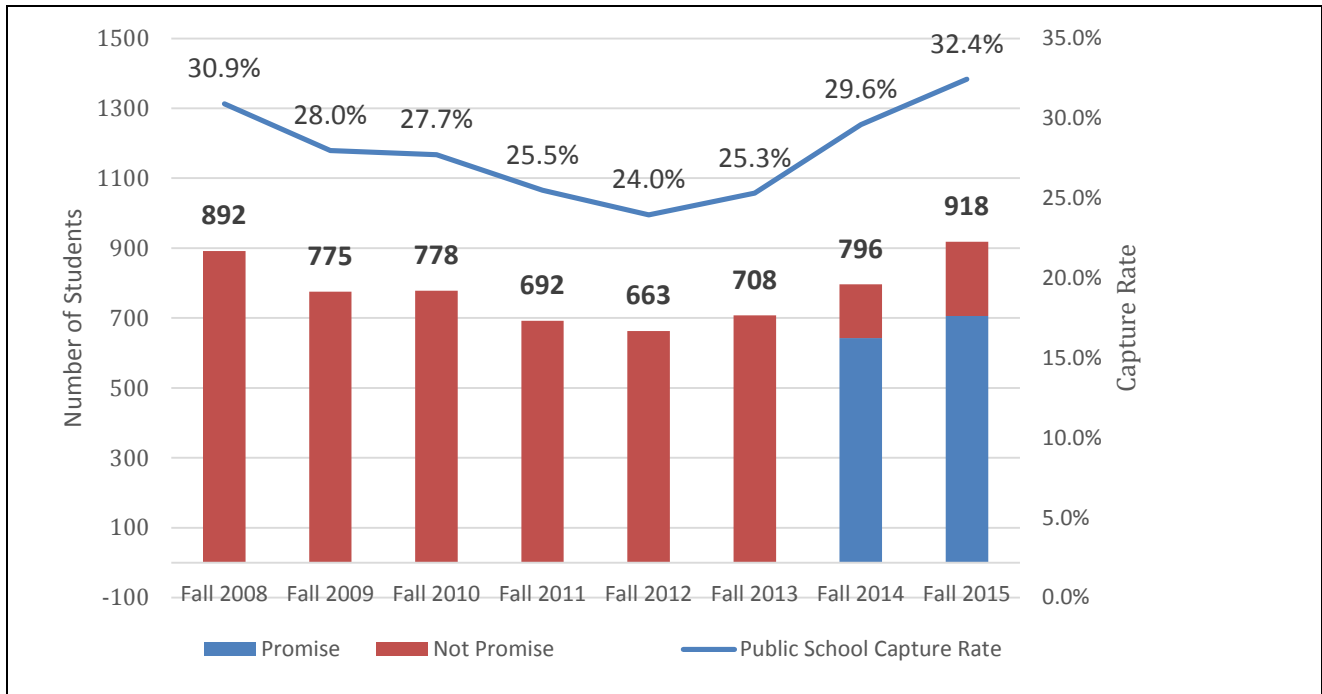
Data Set 36. First-time Students by High School of Origin

High School	Fall 2008 N=1,579	Fall 2010 N=1,413	Fall 2012 N=1,239	Fall 2014 N=1,257
Out of Area	688 44%	638 45%	577 47%	478 38%
Local	891 56%	775 55%	662 53%	779 62%

Overall, the number of first-time students decreased by a little over 300 students between fall 2008 and fall 2014, an enrollment pattern described in several other sections in this chapter.

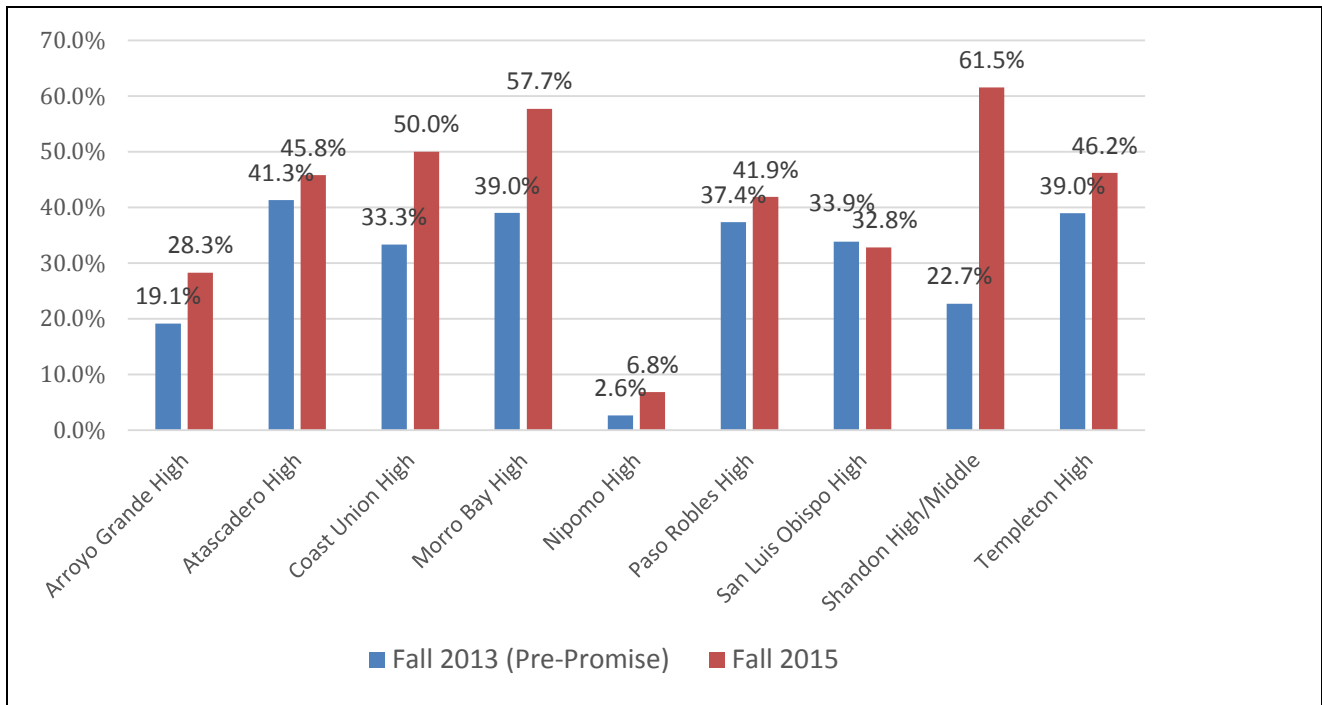
The proportion of first-time students from local high schools compared to the proportion of first-time students from out-of-area high schools was close to equal for several years (approximately 55% local area versus 45% out-of-area high schools). However, in 2014, the percentage of first-time students from local high schools increased by almost 10%. The reason for this increase is a scholarship for local first-time students, the Cuesta Promise. This scholarship pays all fees for a full year to every new SLO County high school graduate. The impact of this scholarship is seen in the proportion of first-time students from local high schools who attend SLOCCCD, as well as the high school capture rate.

Data Set 37. Local High School Capture Rate



The proportion of recent high school graduates who attended SLOCCCD reached 31% in 2008, but declined steadily in the following four years. The capture rate increased in 2013 and has continued to climb, thanks to the Cuesta Promise’s financial support of recent high school graduates.

Data Set 38. Rates of Local High School Graduates Attending SLOCCCD by Region

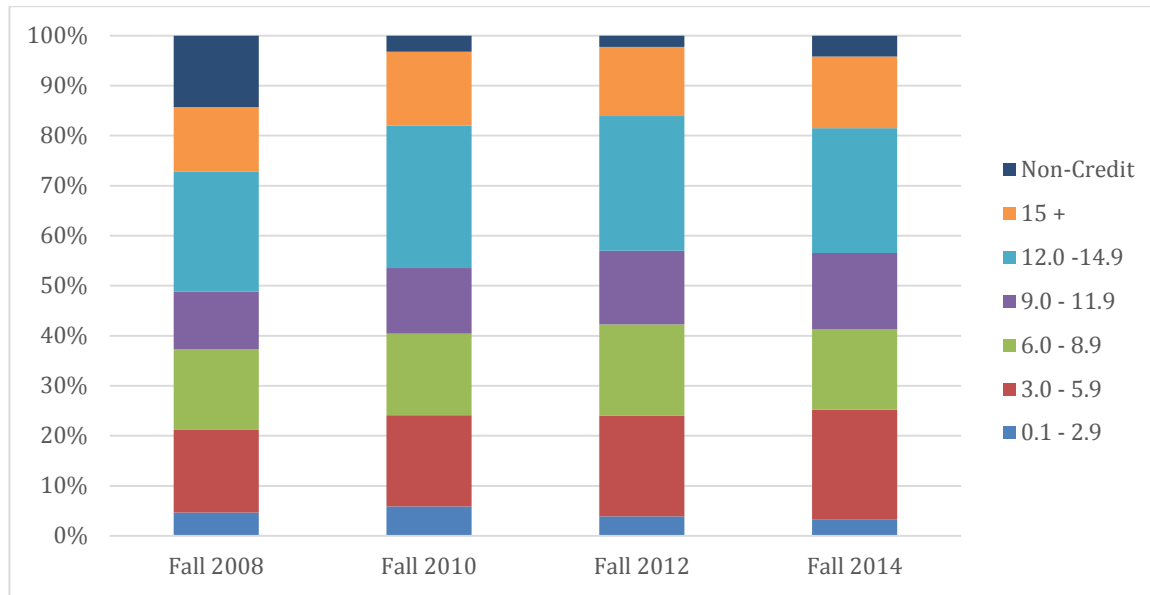


	Fall 2013 Pre-Cuesta Promise	Fall 2015 With Cuesta Promise
North County Inland		
- Atascadero HS	41.3%	45.8%
- Paso Robles HS	37.4%	41.9%
- Shandon HS	22.7%	61.5%
- Templeton HS	39.0%	46.2%
South County		
- Arroyo Grande HS	19.1%	28.3%
- Nipomo HS	2.6%	6.8%
Central County		
- San Luis Obispo HS	33.9%	32.8%
- Morro Bay HS	39.0%	57.7%
North County Coast		
- Coast Union HS	33.3%	50.0%

Thanks to the Cuesta Promise, the percentages of the graduating classes who attend SLOCCCD increased for all local high schools except San Luis Obispo High School. The rate of graduates at this high school who attended SLOCCCD declined about 1% between fall 2013 and fall 2015. The greatest impact of the Cuesta Promise is seen at Shandon High School; 23% of the 2013 graduates attended SLOCCCD compared to 61.5% of the 2015 graduates.

Overall, the proportions of high school graduates who attend SLOCCCD are lowest for the two South County high schools. Fewer than 7% of the Nipomo’s graduating class enrolled at SLOCCCD in 2014, and although the Cuesta Promise increased the proportion of Arroyo Grande high school graduates attending SLOCCCD from 19% in 2013 to 28% in 2015, these proportions are the lowest in the county.

Data Set 39. Students by Units

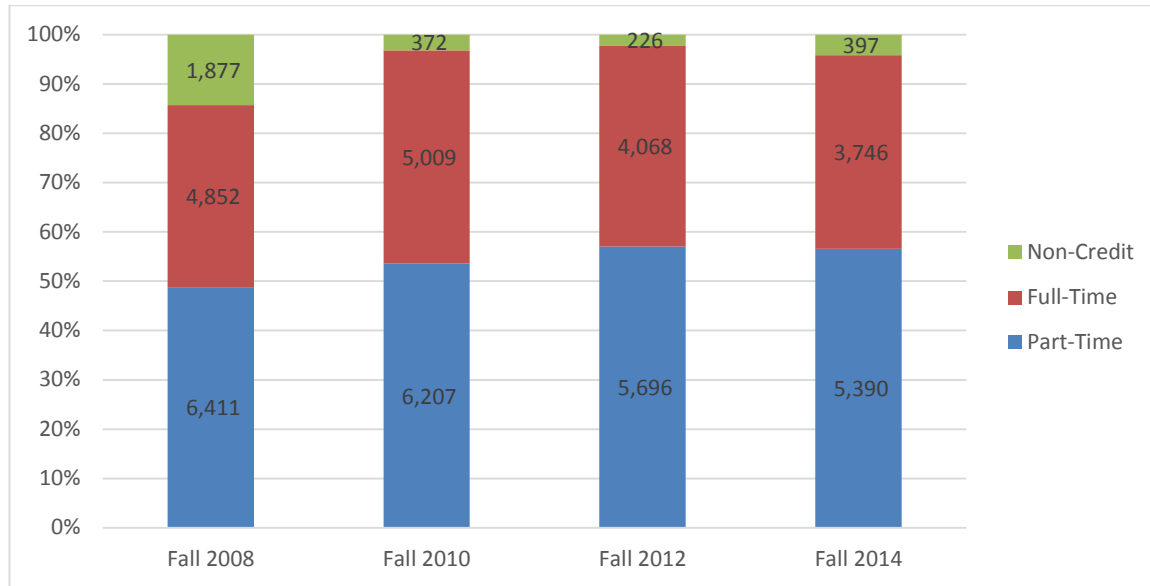


Units	Fall 2008 Headcount/ % of total	Fall 2010 Headcount/ % of total	Fall 2012 Headcount/ % of total	Fall 2014 Headcount/ % of total
0.1 - 2.9	610 / 5%	679 / 6%	393 / 4%	320 / 3%
3.0 - 5.9	2,169 / 17%	2,116 / 18%	2,006 / 20%	2,081 / 22%
6.0 - 8.9	2,126 / 16%	1,893 / 16%	1,825 / 18%	1,533 / 16%
9.0 - 11.9	1,506 / 11%	1,519 / 13%	1,472 / 15%	1,456 / 15%
12.0 -14.9	3,160 / 24%	3,299 / 28%	2,686 / 27%	2,380 / 25%
15 +	1,692 / 13%	1,710 / 15%	1,382 / 14%	1,366 / 14%
Noncredit	1,877 / 14%	372 / 3%	226 / 2%	397 / 4%

Overall, the proportions of students enrolled in credit courses in each unit category remained relatively consistent between 2008 and 2014.

The proportions of students taking noncredit courses declined between 2008 and 2014 due to the reduction in noncredit offerings described in previous sections of this chapter.

Data Set 40. Students by Part-time/Full-time Status



	Fall 2008	Fall 2010	Fall 2012	Fall 2014
Part-Time	49%	54%	57%	57%
Full-Time	37%	43%	41%	39%
Non-Credit	14%	3%	2%	4%

One measure of students’ academic engagement is their course load. Students enrolled in 12 or more units are considered full-time students, and this level of academic engagement is positively correlated with greater success, retention, persistence, and degree completion rates.

The proportion of all California community college students enrolled in 12.0 or more units was 30% in fall 2014 while the proportion of full-time SLOCCCD students enrolled in 12.0 or more units was 39%.

Although exceeding the statewide proportion of full-time to part-time students is a positive indicator, SLOCCCD’s decline from 43% full-time students in 2010 to 39% full-time students in 2014 may foreshadow lower degree completion rates in the next six years unless steps are taken to increase students’ course load.

Data Set 41. Student Headcount by Age and Method of Instruction

		24 and Younger		25 - 39		40 and Older		Total	
		N	% of Total	N	% of Total	N	% of Total	N	% of Total
Total Online	2008	979	6%	343	2%	209	1%	1,531	10%
	2014	1,035	9%	493	4%	199	2%	1,727	15%
Total On-Campus	2008	8,564	56%	2,218	14%	3,046	20%	13,828	90%
	2014	6,744	59%	2,054	18%	851	7%	9,649	85%
District-wide	2008	7,982	61%	2,177	17%	2,981	21%	13,140	100%
	2014	6,755	69%	2,097	22%	881	9%	9,733	100%

Note: All students either attending a site or taking an online course are included in the Total Online and Total On-Campus data. This is a duplicated student headcount because if students take an online course as well as an on-campus course or take courses at more than one site, students will be counted more than once. The District-wide total is an unduplicated headcount.

Although the proportion of SLOCCCD students enrolled in online courses increased from 10% in 2008 to 15% in 2014, the majority of students enrolled in traditional on-campus instruction in both semesters.

The percentages of students enrolled in online courses increased across all age cohorts between 2008 and 2014. The majority of SLOCCCD students taking online courses were 24 years old or younger. This cohort of young students taking online courses accounted for 6% of total SLOCCCD student enrollment in 2008 and 9% in 2014.

The percentage of students under 24 years old taking on-campus courses increased from 56% to 59% between 2008 and 2014. The percentage of students aged 40 and older taking on-campus courses decreased from 20% to 7% between 2008 and 2014 associated with the reduction in noncredit course offerings.

Data Set 42. Student Headcount by Age and Site (On-campus Instruction)

		24 and Younger		25 - 39		40 and Older		Total	
Total On-Campus	2008	8,564	56%	2,218	14%	3,046	20%	13,828	100%
	2014	6,744	59%	2,054	18%	851	7%	9,649	100%
North County	2008	1,710	12%	777	6%	936	7%	3,423	25%
	2014	1,256	13%	626	6%	309	3%	2,191	23%
SLO	2008	6,350	46%	1,282	9%	1,662	12%	9,294	67%
	2014	5,007	52%	1,345	14%	488	5%	6,840	71%
South County	2008	504	4%	159	1%	448	3%	1,111	8%
	2014	481	5%	83	<1%	54	<1%	618	6%

Note: All students either attending a site or taking an online course are included in the Total Online and Total On-campus data. This is a duplicated student headcount because if students take an online course as well as an on-campus course or take courses at more than one site, students are counted more than once.

The total number of students taking on-campus courses declined at all sites between 2008 and 2014 as described in previous sections of this chapter. The percentage of students enrolled in on-campus instruction at the North County Campus and South County Center decreased slightly between 2008 and 2014, while the percentage of students enrolled at the SLO Campus increased.

The number of students age 40 and older decreased at all sites between 2008 and 2014; the decline is associated with the reduction in noncredit offerings. The impact of the elimination of the Emeritus College at the South County Center is seen in a decline in the enrollments by students aged 40 and older from 448 enrollments in 2008 to 54 enrollments in 2014.

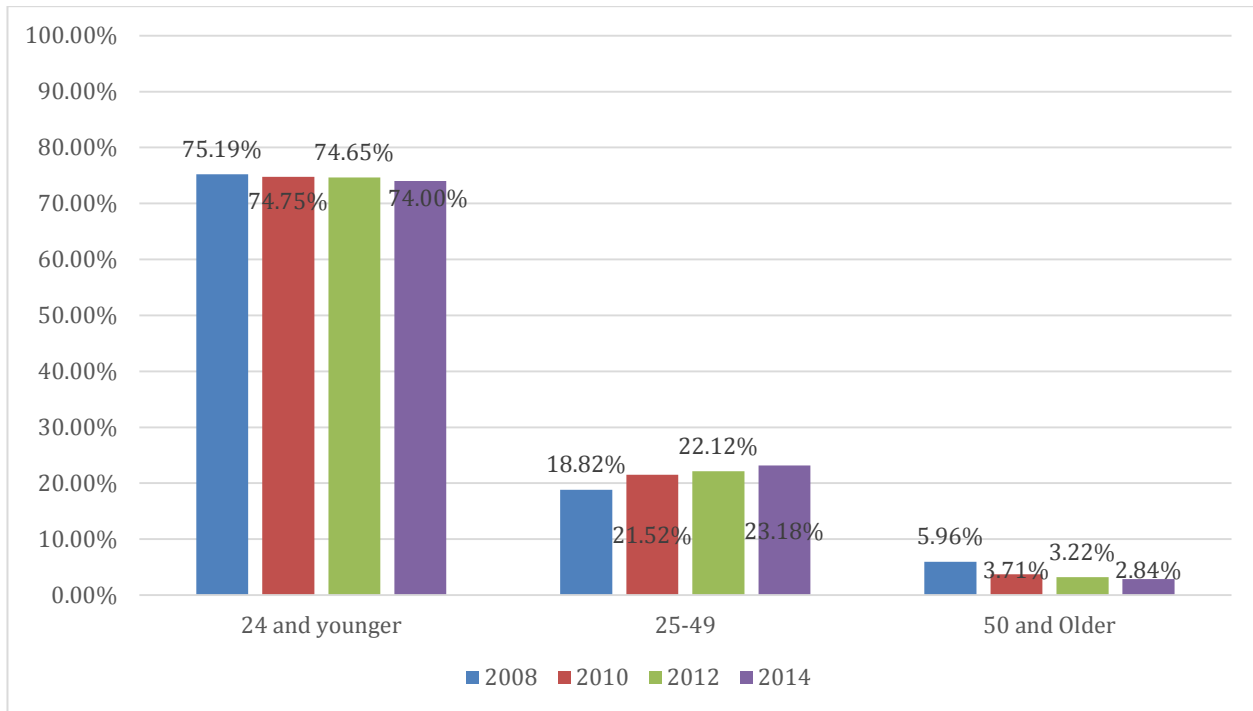
In both years and at all sites, the majority of SLOCCCD students were 24 years old or younger.

- At the North County Campus in 2008, a total of 3,423 students enrolled. Of these, about 50% were 24 years old or younger. In 2014, a total of 2,191 students enrolled. Of these, about 57% were 24 years old or younger.
- At the SLO Campus in 2008, a total of 9,294 students enrolled. Of these, 68% were 24 years old or younger. In 2014, a total of 6,840 students enrolled. Of these, 73% were 24 years old or younger.
- At the South County Center in 2008, a total of 1,111 students enrolled. Of these, 45% were 24 years old or younger. In 2014, a total of 618 students enrolled. Of these, 78% were age 24 and younger.

The large percentage of younger students at South County Center in 2014 shows the success of two initiatives at this site.

- A dual enrollment program was launched in fall 2014. The program enabled high school students to enroll in SLOCCCD classes offered at the high school during the high school day; 218 students enrolled in this program.
- An enrichment/concurrent enrollment program was also launched in fall 2014. The program enabled high school students to enroll in SLOCCCD classes at their high schools after the end of the high school day; 190 students enrolled in this program.

Data Set 43. FTES by Age of Students



The relationship between age cohorts and FTES remained consistent between 2008 and 2014 despite the overall decrease in student headcount during those years. Students 24 and younger generated 75% of SLOCCCD’s FTES; students between the ages of 25 and 49 generated a little over 20%; and students 50 and older generated 3% to 4%.

As shown in a previous Data Set, 69% of SLOCCCD students were 24 years old or younger in 2014. The students in that age cohort typically enroll in more units per semester than students older than 24. These two factors explain why younger students account for 75% of SLOCCCD’s FTES.

Data Set 44. Students by Race/Ethnicity and Method of Instruction

		White	Hispanic	All Other
Total Online	2010	69%	17%	14%
	2014	65%	22%	13%
Total On-Campus	2010	63%	24%	13%
	2014	57%	32%	11%
District-wide	2010	63%	24%	13%
	2014	58%	31%	11%
SLO County	2010	71%	21%	8%
	2015	70%	22%	8%

Note: Refer to Data Set 12 for SLO County Race/Ethnicity; note that the available county data are 2015 while the SLOCCCD data are 2014.

One assessment of whether SLOCCCD is fulfilling its mission to provide higher education opportunities to the communities within its geographic boundaries is to compare the proportions of various races/ethnicities in SLO County to those proportions among SLOCCCD students.

The results of this assessment for 2010 and 2014 indicate that there is greater diversity in the SLOCCCD student population than in the county’s general population. The distribution of residents by race/ethnicity is similar for SLOCCCD and the county, with white as the largest group and the Hispanic the second largest group. However, the proportions of Hispanic students and those in all other race/ethnicities in the SLOCCCD student population are higher than the proportions of residents in these categories in the county. The percentage of white students attending SLOCCCD decreased from 63% to 58% between 2010 and 2014, compared to 71% and 70% of white residents in the county in those years. The percentage of Hispanic students attending SLOCCCD increased from 24% to 31% between 2010 and 2014, while the percentages of Hispanic residents in the county were 21% and 22% in those years.

The percentages of students taking on-campus courses are comparable to the percentages of the race/ethnicity groups District-wide. For both online and on-campus instruction, the most significant shifts between 2010 and 2014 were a decrease in the percentages of white students and an increase in the percentages of Hispanic students.

Data Set 45. Students by Race/Ethnicity and Site

		White	Hispanic	All Other
Total On-Campus	2010	63%	24%	13%
	2014	57%	32%	11%
• North County	2010	53%	34%	12%
	2014	47%	42%	11%
• SLO	2010	67%	20%	13%
	2014	61%	28%	11%
• South County	2010	58%	32%	10%
	2014	47%	43%	10%

The distribution patterns of race/ethnicity student cohorts who attend various SLOCCCD sites reflect the patterns in the total District-wide student population: the most populated cohort is white, and the second most populated category is Hispanic.

At all SLOCCCD sites, the percentages of white students decreased while percentages of Hispanic students increased between 2008 and 2014. The proportions of the category of “all other” racial/ethnic groups remained relatively stable at all sites.

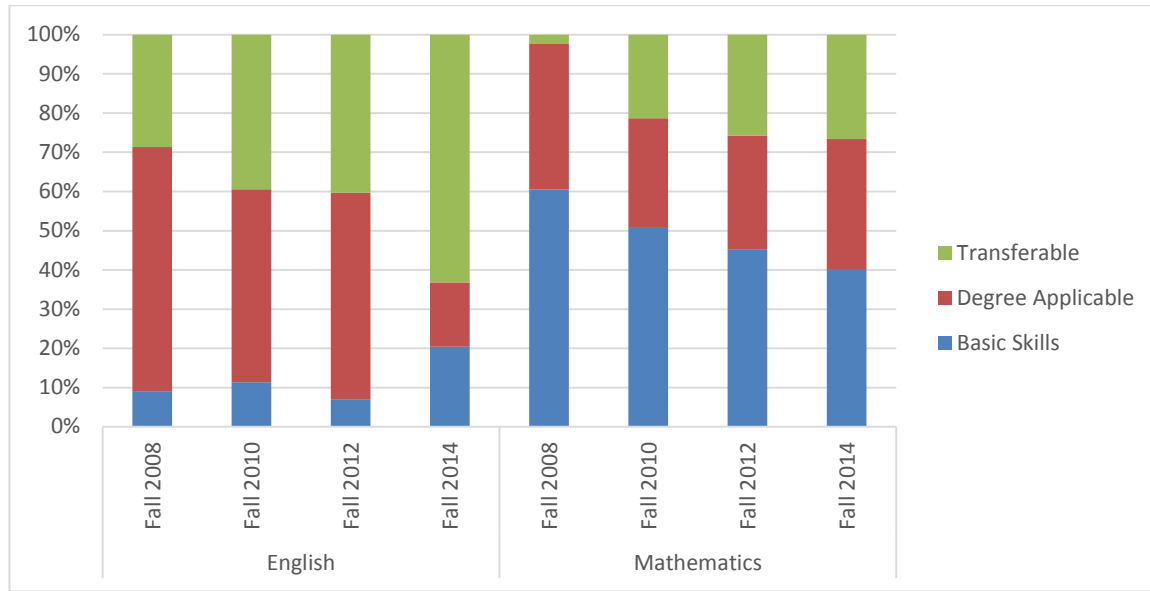
The student population at both the North County Campus and South County Center consists of almost equal proportions of white and Hispanic students in 2014, with 47% and 42% at the North County Campus and 47% and 43% at the South County Center. The higher proportions of students attending the SLO Campus are white.

Data Set 46. Students by Race/Ethnicity Compared to SLO County Race/Ethnicity

		White	Hispanic	All Other
Total On-Campus	2010	63%	24%	13%
	2014	57%	32%	11%
SLO County	2010	71%	21%	8%
	2015	70%	22%	8%

As noted in Chapter 1, one of the California community college system-wide goals for the coming decade is to “increase participation in community colleges of Californians ages 18 to 24, especially those from disadvantaged populations.” Evidence that SLOCCCD has created a welcoming environment for students in traditionally underrepresented groups is that the proportion of the student population that identify as belonging to race/ethnicity groups other than white is higher than those proportions in the countywide demographics. (See Data Set 12.)

Data Set 47. Placement in English and Mathematics for First-time Students



ENGLISH	2008 N=2,009	2010 N=1,637	2012 N=1,541	2014 N=1,608
Basic Skills ENGL 099 and below	9%	11%	7%	20%
Degree Applicable ENGL 156	62%	49%	53%	16%
Transferable ENGL 201A	29%	39%	40%	63%

MATHEMATICS	2008 N=1,633	2010 N=1,712	2012 N=1,545	2014 N=1,726
Basic Skills MATH 007 and below	61%	51%	45%	40%
Degree Applicable MATH 123 and 127	37%	28%	29%	33%
Transferable Above MATH 127	2%	21%	26%	27%

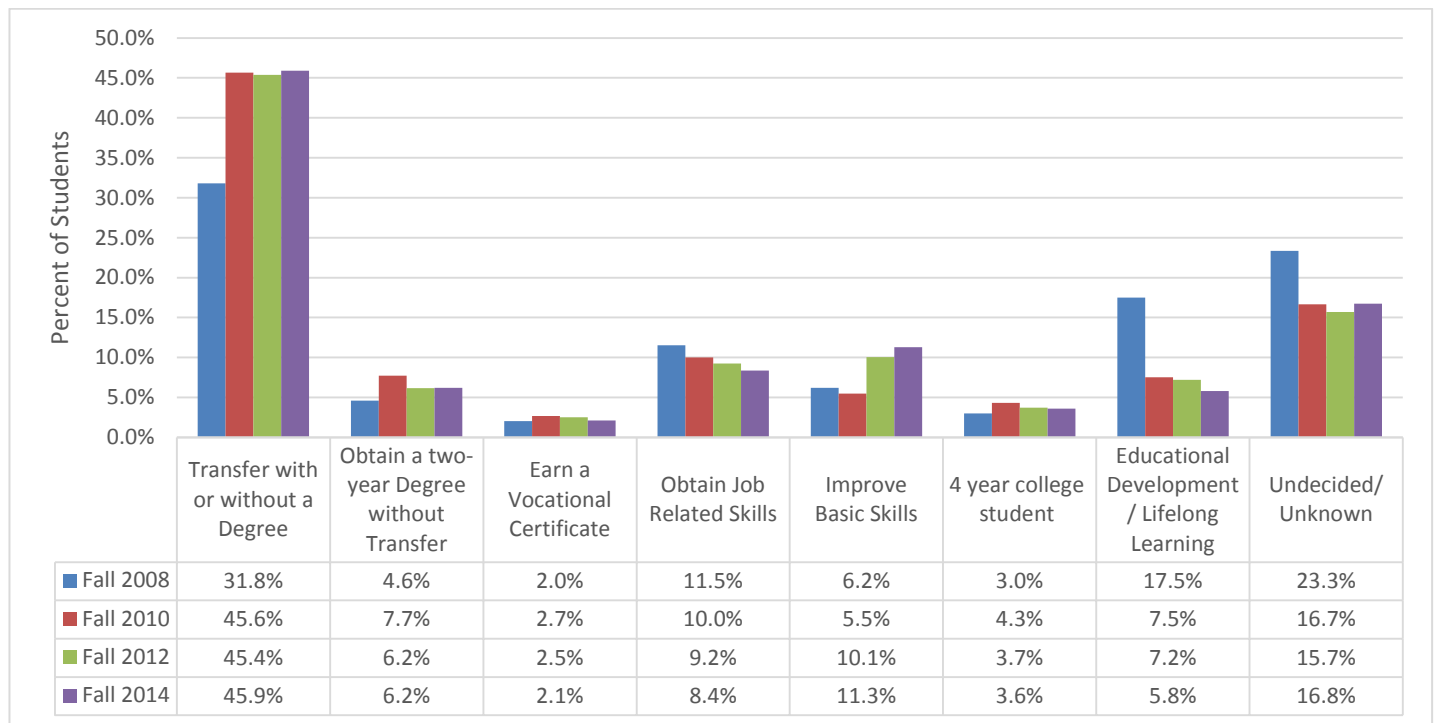
Assessment test results indicate the starting place for students' coursework in English and mathematics as well as in courses that require completion of English and mathematics prior to enrollment. Overall, students' English and mathematics placement scores improved significantly between 2008 and 2014.

In English, the percentage of students who placed into basic skills more than doubled, from 9% in 2008 to 20% in 2014. Similarly, the percentage of first-time students who placed into the transfer level of English more than doubled, from 29% in 2008 to 63% in 2014. The increase in transferable level placements beginning in 2010 is associated with changes in the assessment process used to place students in English.

In mathematics, the percentage of students who placed into basic skills dropped, from 61% in 2008 to 40% in 2014, while the percentage of students who placed into the transfer level of mathematics increased dramatically, from 2% in 2008 to 27% in 2014. These changes are also associated with changes in the assessment process used to place students in mathematics courses. Placement is now determined by these multiple measures: student performance on the Accuplacer Mathematics Test; past academic achievement including the student's grade in the prerequisite course and overall grade point average; and the time elapsed since the prerequisite course was taken.

Although a larger number of students are now placed into college-level English and mathematics, the rates of student success in these courses are unchanged.

Data Set 48. Students' Educational Goals



The percentages of students who declared an educational goal of transfer with or without an associate degree increased between fall 2008 and 2010, as have the percentages of students with an educational goal of earning an associate degree without transfer. The percentages of students with an educational goal

of earning a vocational certificate, and those who are university students, remained consistently low between 2008 and 2014.

Students with an educational goal and/or educational plan are more likely to complete degree, transfer, and certificate requirements. Therefore, the increase in the percentage of students with a degree or transfer goal, coupled with the decrease in the percentage of students who are undecided, are positive signs related to the SLOCCCD Institutional Goal of increasing students' completion of these requirements.

Student Outcomes

The Student Success Task Force convened by the California Community College Chancellor in 2010 was charged with the task of identifying strategies at the policy and college levels that resulted in documented student improvement. Following their study, the task force presented 22 recommendations in 2012. One of those was to implement an accountability framework to provide stakeholders with clear and concise information on key student progress and success metrics. Many of the next Data Sets present the most recent data for SLOCCCD on these measures.

The metrics are organized in two categories of momentum points and completion outcomes.

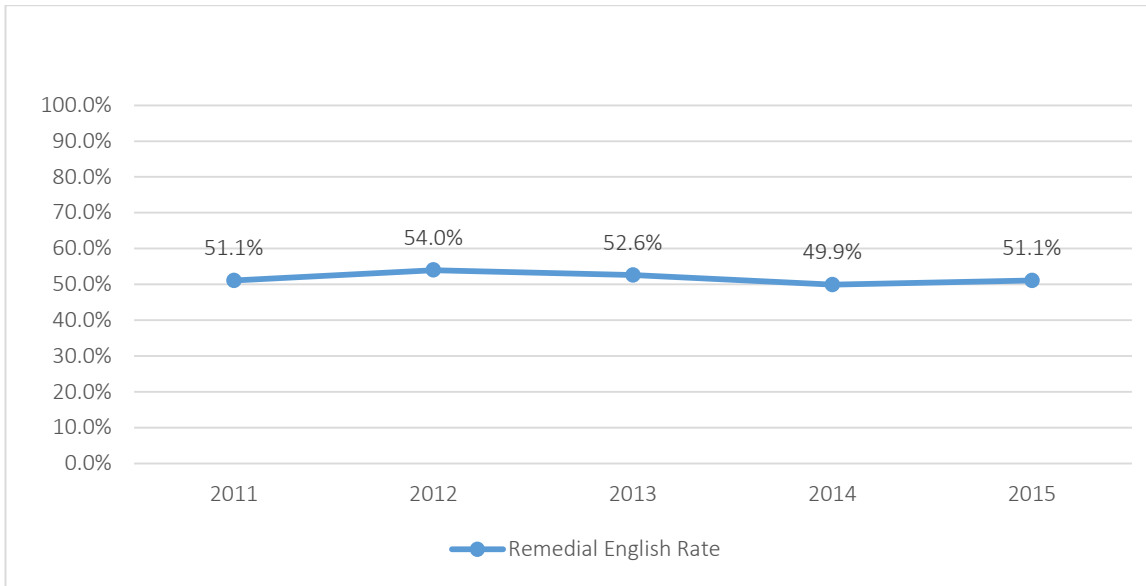
The momentum points, which monitor student progress toward completion, are:

- **Remedial Rates:** Percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.
- **Persistence Rates:** Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who enrolled in the first three consecutive terms.
- **30-unit Rates:** Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who achieved at least 30 units.

The completion outcomes are:

- **Degree, Certificate, or Transfer Completion rates:** Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.
- **Career Technical Education Completion Rates:** Percentage of students completing more than eight units in courses classified as career technical education or apprenticeship in a single discipline for the first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

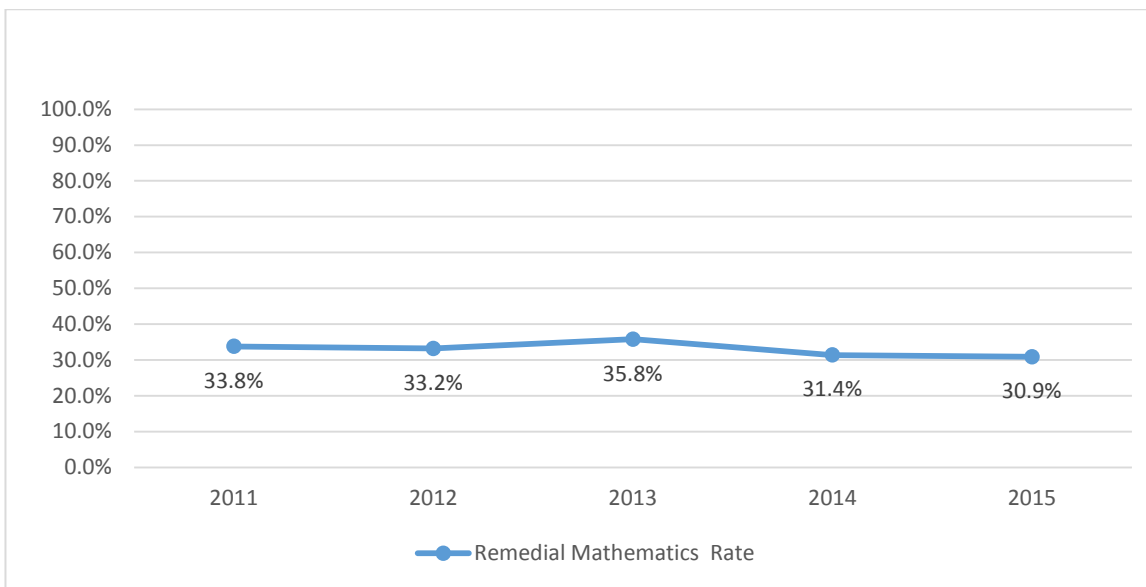
Data Set 49. Scorecard Data: Remedial English Rates



Note: Scorecard data show a 6-year cohort to determine completion of benchmark milestones. The Remedial English Rate represents the percentage of credit students tracked for six years through 2013-2014 who first enrolled in a course below transfer level in English during 2008-2009 and subsequently completed a college-level course in English.

About half of the credit students who first enrolled in a course below transfer level in English during 2008-2009 completed a college-level course in the same discipline by 2013-2014. The slight increase to 54.0% in 2011-2012 has not been replicated.

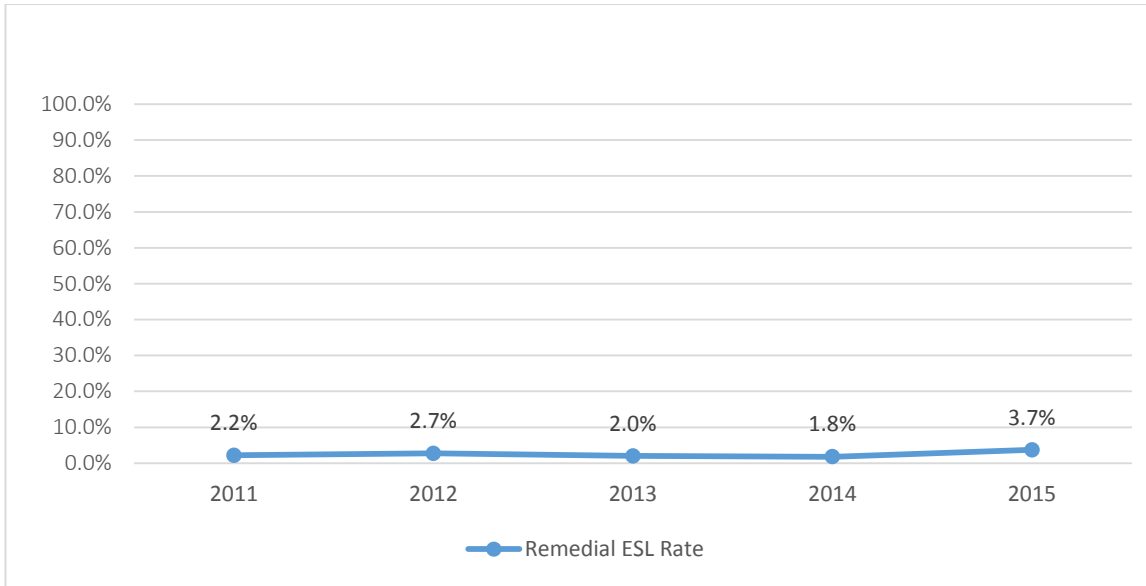
Data Set 50. Scorecard Data: Remedial Mathematics Rates



Note: The Remedial Mathematics Rate represents the percentage of credit students tracked for six years through 2013-2014 who first enrolled in a course below transfer level in mathematics during 2008-2009 and subsequently completed a college-level course in mathematics.

About 31% of the students who first enrolled in a course below transfer level in mathematics in 2008-2009 completed a college-level course in the same discipline by 2013-2014. The rate for 2015 is the lowest rate in this five-year snapshot.

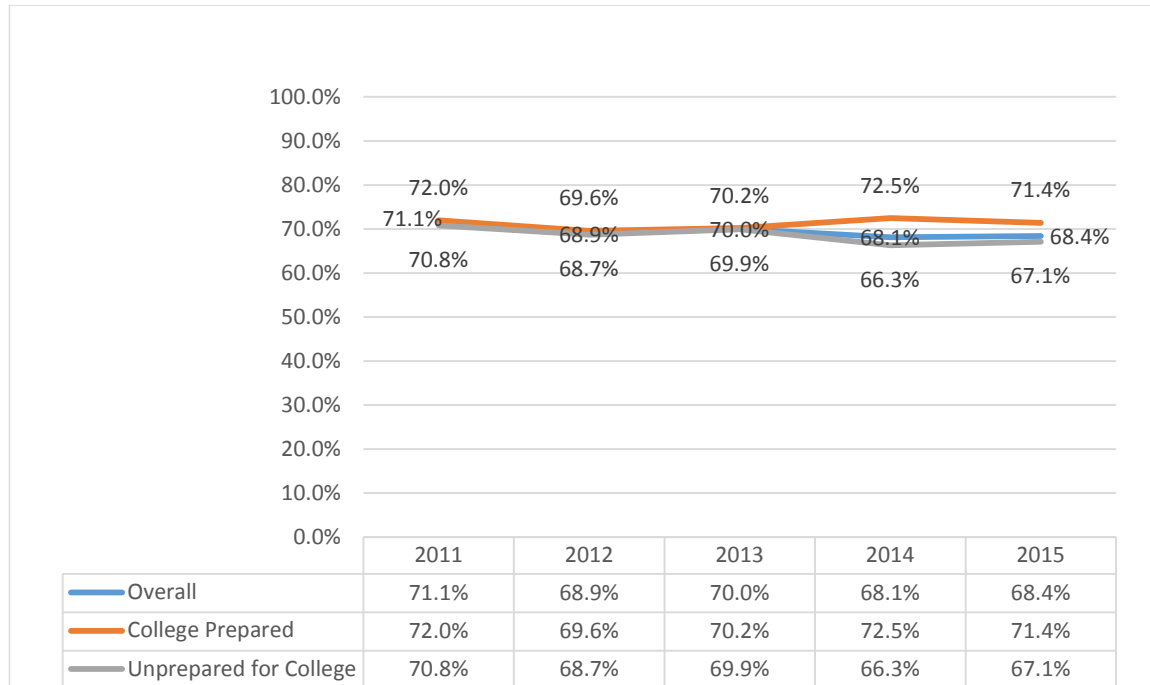
Data Set 51. Scorecard Data: Remedial ESL Rates



Note: The Remedial ESL Rate represents the percentage of credit students tracked for six years through 2013-2014 who first enrolled in a course below transfer level in ESL during 2008-2009 and subsequently completed a college-level course in ESL.

Less than 4% of students who first enrolled in a remedial ESL course in 2008-2009 subsequently completed a college-level course in ESL by 2013-2014.

Data Set 52. Scorecard Data: Persistence Rates



Notes:

Persistence Rates are the percentage of degree, certificate, and/or transfer-seeking students starting first time in 2008-2009 tracked for six years through 2013-2014 who enrolled in the first three consecutive terms.

Students are considered College Prepared if their lowest course attempted in mathematics and/or English was college level.

Students are considered Unprepared for College if their lowest course attempted in mathematics and/or English was remedial level.

Overall includes students who attempted any level of mathematics or English in the first three years.

The persistence rates of SLOCCCD students declined in the past five years, from 71% in 2011 to 68% in 2015. Persistence rates for students prepared for college-level coursework were parallel to the persistence rates for students unprepared for college-level course work in 2011, 2012, and 2013. In the two most recent years, the persistence rates for prepared students slightly exceeded the persistence rates for unprepared students, 71% to 67% respectively.

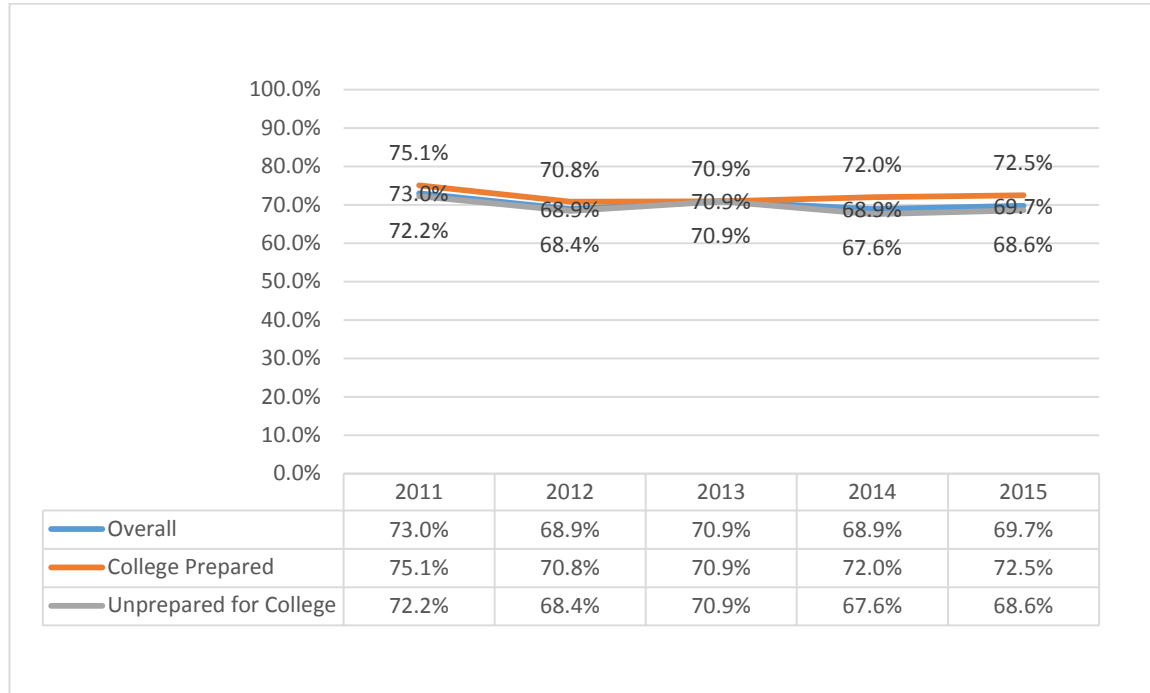
Data Set 53. Fall to Spring Persistence Rates for First-time Students

	Fall 2010- Spring 2011	Fall 2011 – Spring 2012	Fall 2012- Spring 2013	Fall 2013- Spring 2014	Fall 2014- Spring 2015
# First-time Students	2,277	1,973	1,930	1,867	1,851
Number Persisted	1,581	1,497	1,337	1,367	1,265
Percent Persisted	69%	76%	69%	73%	68%

The persistence of first-time college students from fall to spring semester reflects student motivation to reach their educational goals and can be interpreted as a predictor of the future rates at which SLOCCCD students will complete transfer requirements, degrees, and certificates.

In this five-year snapshot, the persistence of first-time college students reached a peak in 2011-2012; 76% of the first-time students enrolled in the following spring. Persistence rates have fluctuated, reaching a low of 68% in the most recent academic year.

Data Set 54. Scorecard Data: 30-Unit Rates



Notes:

The 30-Unit Rate is the percentage of degree, certificate, and/or transfer-seeking students starting first time in 2008-2009 tracked for six years through 2013-2014 who achieved at least 30 units.

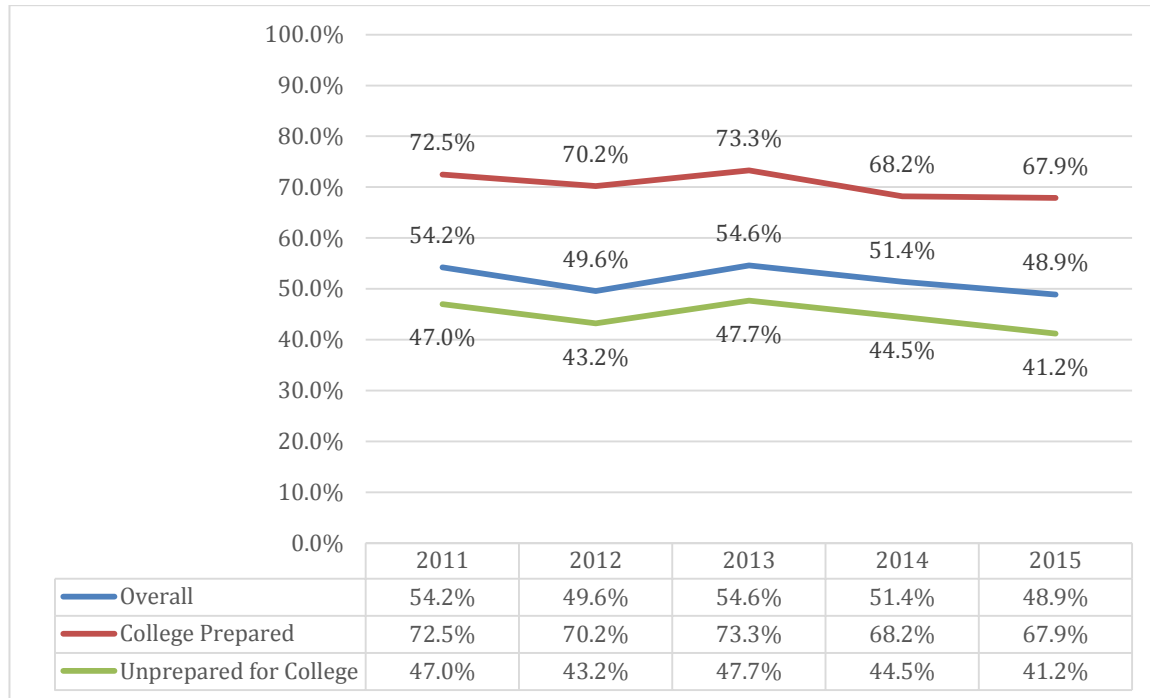
Students are considered College Prepared if their lowest course attempted in mathematics and/or English was college level.

Students are considered Unprepared for College if their lowest course attempted in mathematics and/or English was remedial level.

Overall includes students who attempted any level of mathematics or English in the first three years.

Between 68% and 73% of degree-, certificate-, and/or transfer-seeking students starting first time in 2008-2009 completed at least 30 units by 2013-2014. The 30-unit completion rates are slightly higher for college prepared students compared to students who were not prepared for college-level coursework. The highest overall 30-unit completion rate of 73.0% in 2010-2011 has not been repeated.

Data Set 55. Scorecard Data: Completion Rates



Notes:

Completion Rates are the percentage of degree, certificate, and/or transfer-seeking students starting first time in 2008-2009 tracked for six years through 2013-2014 who completed a degree, certificate, or transfer-related outcomes.

Students are considered College Prepared if their lowest course attempted in mathematics and/or English was college level.

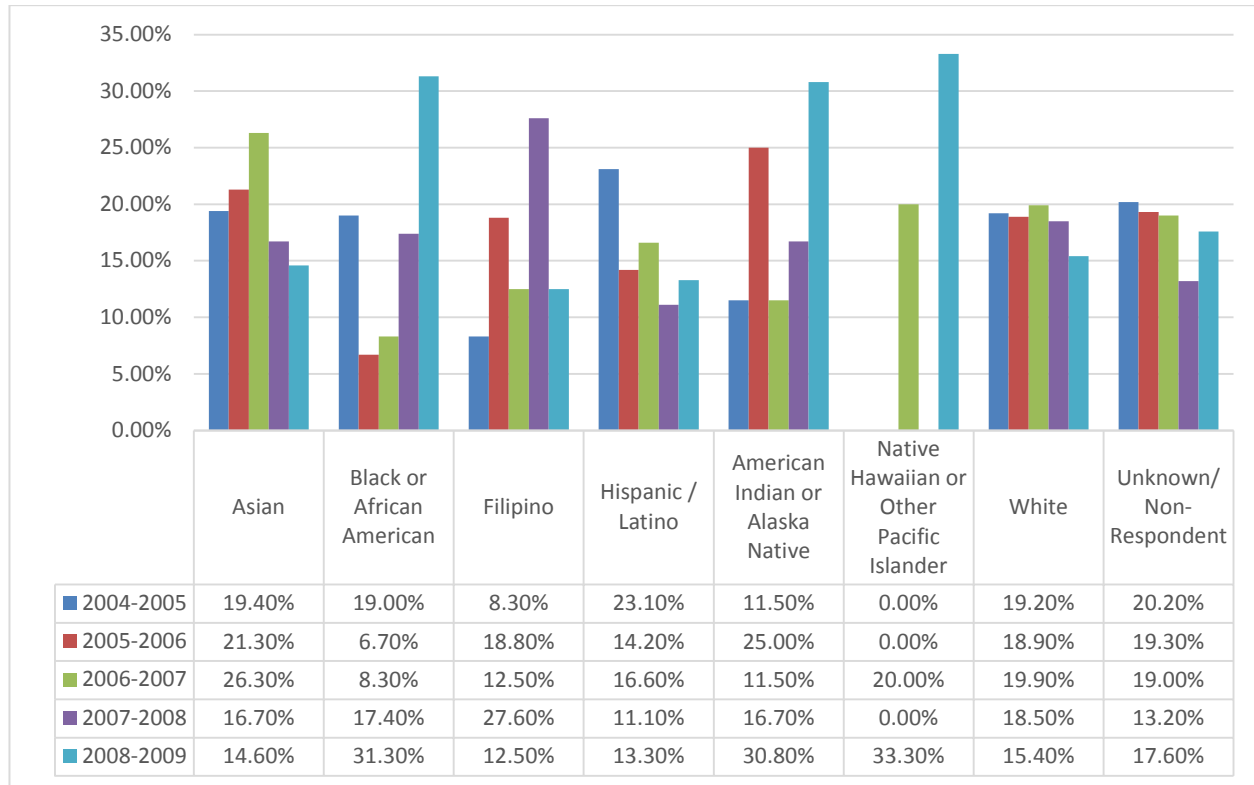
Students are considered Unprepared for College if their lowest course attempted in mathematics and/or English was remedial level.

Overall includes students who attempted any level of mathematics or English in the first three years.

Between 68% and 73% of degree-, certificate-, and/or transfer-seeking students who were college-prepared and started as first-time students in 2008-09 completed a degree, certificate or transfer-related outcomes by 2013-2014. This is in contrast to the 47% to 41% completion rates for students not prepared for college-level work.

The trend pattern for SLOCCCD students' completion rates is parallel for the performance of students who were prepared for college-level coursework and those who were not prepared; the highest rates completion rates were in 2011 and 2013 and the lowest rates in 2015.

Data Set 56. Scorecard Data: Degree Completion Rates by Race/Ethnicity



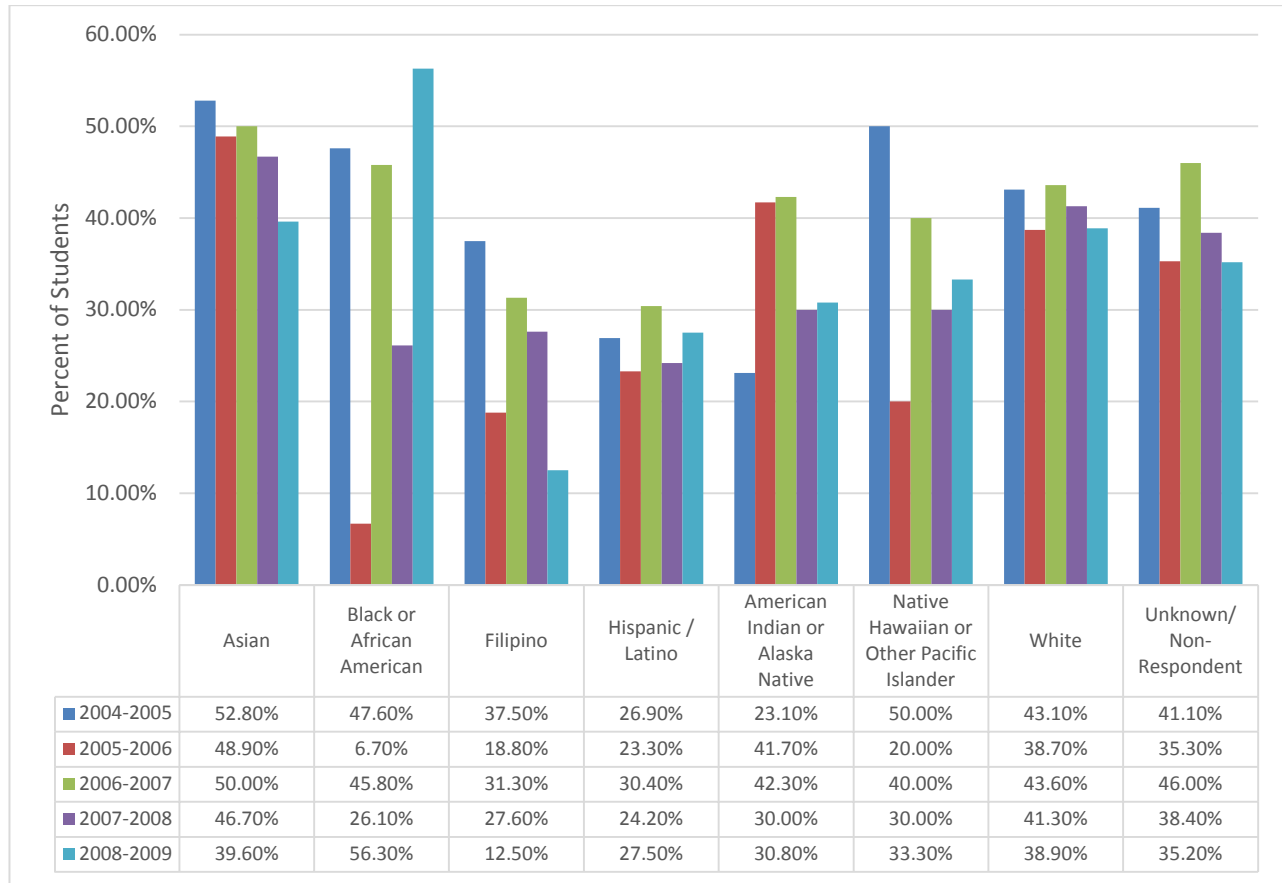
Note: Degree Completion Rates are the percentage of first-time students with minimum of six units earned who attempted any mathematics or English course in the first three years and earned an associate degree within six years of entry.

As shown in a previous Data Set, the two largest race/ethnicity groups in the SLOCCCD student population are white (57% in 2014) and Hispanic (32% in 2014).

The degree completion rates for these two largest race/ethnicity groups in SLOCCCD student population declined in the past five years. Among degree-bound Hispanic students who entered SLOCCCD in 2004-2005, 23% earned an associate degree within six years. However, only 13% of the degree-bound Hispanic students who entered SLOCCCD in 2008-2009 completed an associate degree within six years. The completion rates for degree-bound white students dropped from 19% for those who entered SLOCCCD in 2004-2005 to 15% for those who entered SLOCCCD in 2008-2009.

Degree-bound students are defined as those who completed six units and attempted any mathematics or English courses in the first three years after entering.

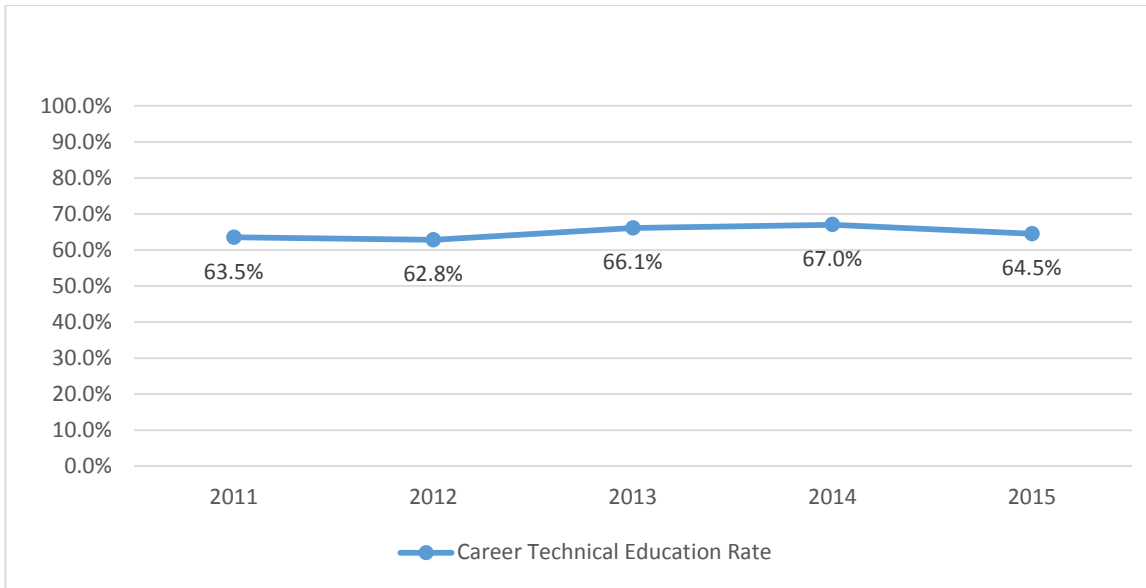
Data Set 57. Scorecard Data: Transfer Completion Rates by Race/Ethnicity



Note: Transfer Completion Rates are the percentage of first-time students with minimum of six units earned who attempted any mathematics or English course in the first three years and transferred to a four-year institution within six years of entry.

About 27% of Hispanic students who entered SLOCCCD in 2004-2005 completed transfer requirements within six years. This rate improved slightly over the next four years. The transfer completion rates for white students dropped from 43% for those who entered SLOCCCD in 2004-2005 to 39% for those who entered SLOCCCD in 2008-2009. Similarly, the transfer completion rates dropped for Asian and Filipino students, from 53% to 40% and from 38% to 13% respectively.

Data Set 58. Scorecard Data: Career Technical Education Rate



Notes:

The Career Technical Education rates are the percentage of students completing more than eight units in courses classified as career technical education or apprenticeship in a single discipline for the first time in 2008-2009 tracked for six years through 2013-2014 who completed a degree, certificate, apprenticeship or transfer-related outcomes.

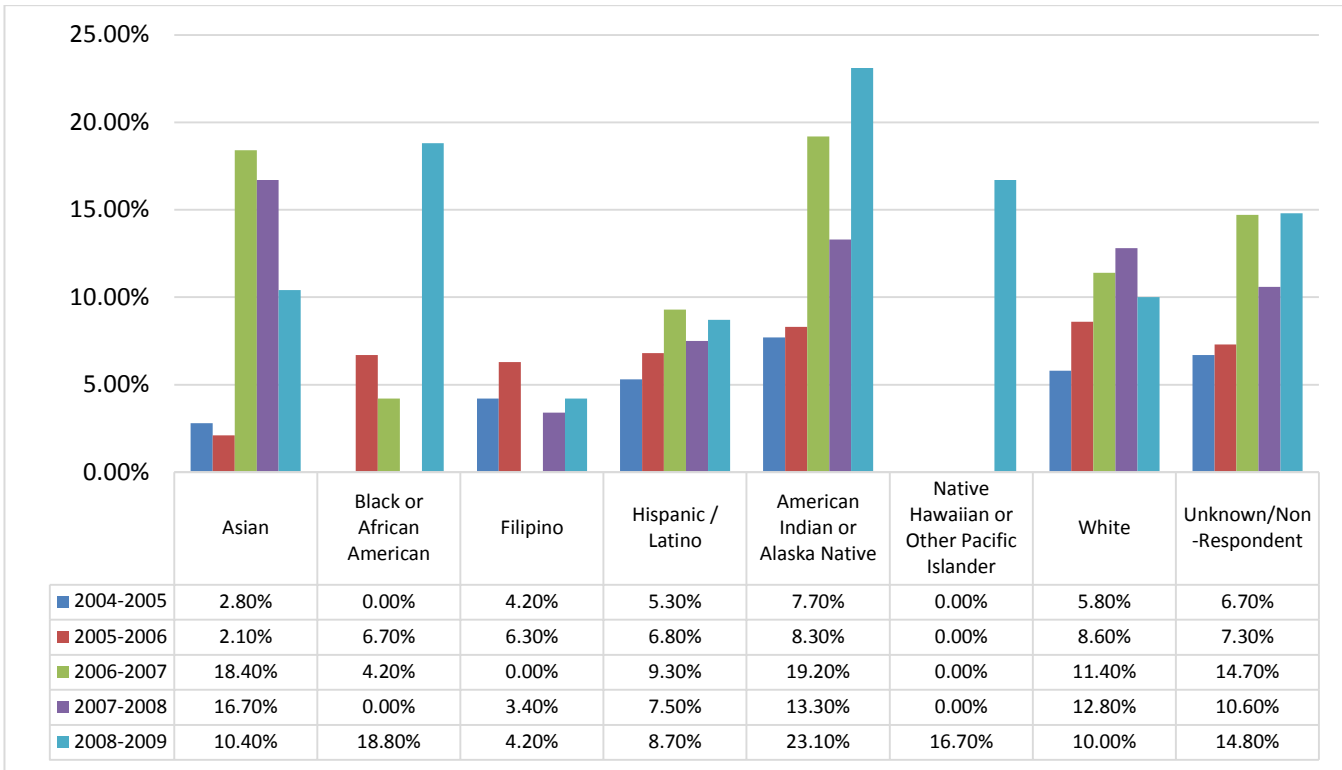
Students are considered College Prepared if their lowest course attempted in mathematics and/or English was college level.

Students are considered Unprepared for College if their lowest course attempted in mathematics and/or English was remedial level.

Overall includes students who attempted any level of mathematics or English in the first three years.

About 65% of the students who completed more than eight units in career technical education or apprenticeship courses in a single discipline by 2008-2009 then completed a degree, certificate, apprenticeship or transfer-related outcomes by 2013-2014. The highest career technical education rates were for those who completed degree, certificate, apprenticeship or transfer-related outcomes in 2012-2013 and 2013-2014.

Data Set 59. Scorecard Data: Certificate Completion Rate by Race/Ethnicity

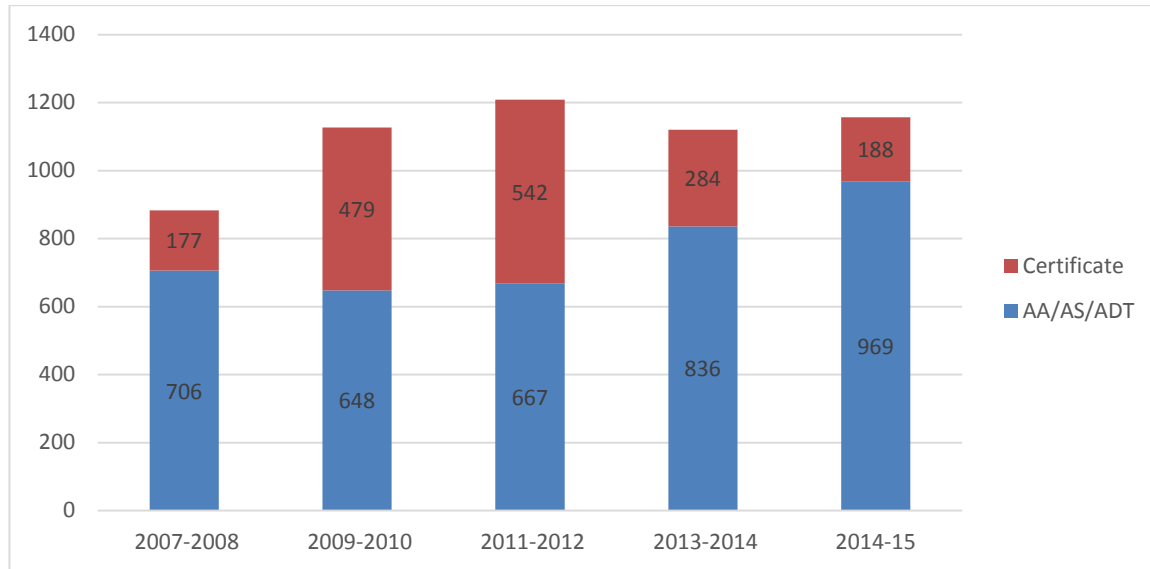


Note: Certificate Completion Rates are the percentage of first-time students with minimum of six units earned who attempted any mathematics or English course in the first three years and completed a certificate requiring 18 units or more within six years of entry.

Although certificate completion rates increased for all race/ethnicity groups in this Scorecard snapshot, less than one-quarter of these students completed a certificate within six years.

A little more than 5% of Hispanic students who entered SLOCCCD in 2004-2005 completed a certificate within six years. This rate improved over the next four years; almost 9% of Hispanic students who entered SLOCCCD in 2008-2009 completed a certificate within six years. About 6% of white students who entered SLOCCCD in 2008-2009 completed a certificate within six years, while 10% of white students who entered SLOCCCD in 2008-2009 achieved this goal.

Data Set 60. Degrees and Certificates Awarded



	2007-2008	2009-2010	2011-2012	2013-2014	2014-2015
Associate Degrees Total	706	648	667	836	969
• Associate in Science for Transfer	N/A	N/A	1	91	146
• Associate in Arts for Transfer	N/A	N/A	1	54	175
• SLOCCCD Associate of Science	204	200	130	134	122
• SLOCCCD Associate of Arts	502	448	535	557	526
Certificates Total	177	479	542	284	188
• Certificate requiring 60+ semester units	117	120	119	113	110
• Certificate requiring 30 to 59 units	39	327	359	136	48
• Certificate requiring 18 to 29 units	21	32	64	35	30

Associate Degrees for Transfer offered in the past three years are primarily responsible for the total number of associate degrees awarded increasing from 706 in 2007-2008 to 969 in 2014-2015. The number of SLOCCCD associate in science degrees awarded in the past five years has steadily decreased from 204 to 122 while the number of SLOCCCD associate in arts degrees increased from 502 in 2007-2008 to 526 in 2014-2015.

Although the total number of certificates awarded increased in 2009-2010 and 2011-2012, the number awarded in 2014-2015 dropped to 188. The types of certificates primarily responsible for these fluctuations are those requiring 30 to 69 units.

Certificates requiring fewer than 18 units do not require Chancellor’s Office approval and therefore are under local control. Fewer than 20 of these certificates were awarded in each of the last four years.

Data Set 61. Successful Course Completion Rates by Race/Ethnicity

	White		Hispanic		Other Races	
	08-09	12-13	08-09	12-13	08-09	12-13
Basic Skills	70%	68%	52%	59%	64%	69%
Career Technical	76%	79%	68%	74%	72%	74%
Liberal Arts/Transfer	71%	75%	60%	66%	65%	70%

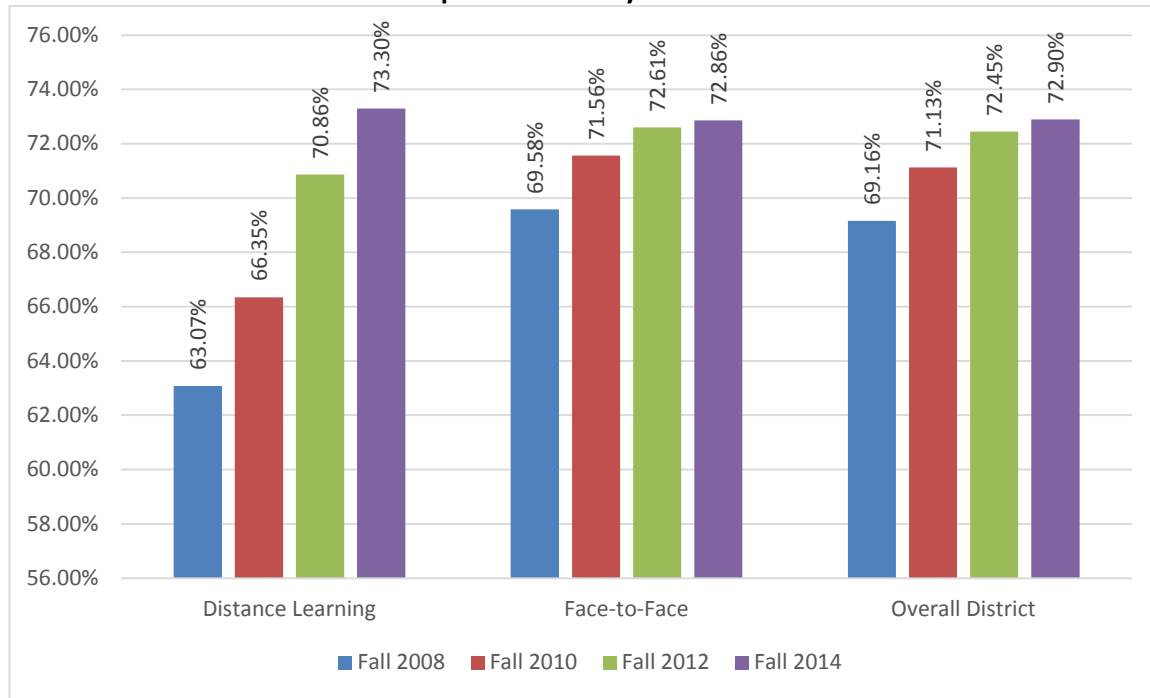
Note: Successful Course Completion Rate is a comparison of the number of students enrolled at census to the number of students completing the course with a grade of C or better.

Overall the successful course completion rates for students in all race/ethnicity groups increased between 2008-2009 and 2012-2013.

Despite this overall increase, white students have higher successful course completion rates in career technical and liberal arts/transfer courses compared to Hispanic students and students of all other races. Students of all other races have slightly higher successful course completion rates in basic skills courses compared to white students.

These results provide local documentation of the achievement gap described in Chapter 1. Among community college students, proportionately fewer Black and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Twice as many white students transferred to a four-year university as Latino students.

Data Set 62. Successful Course Completion Rates by Method of Instruction



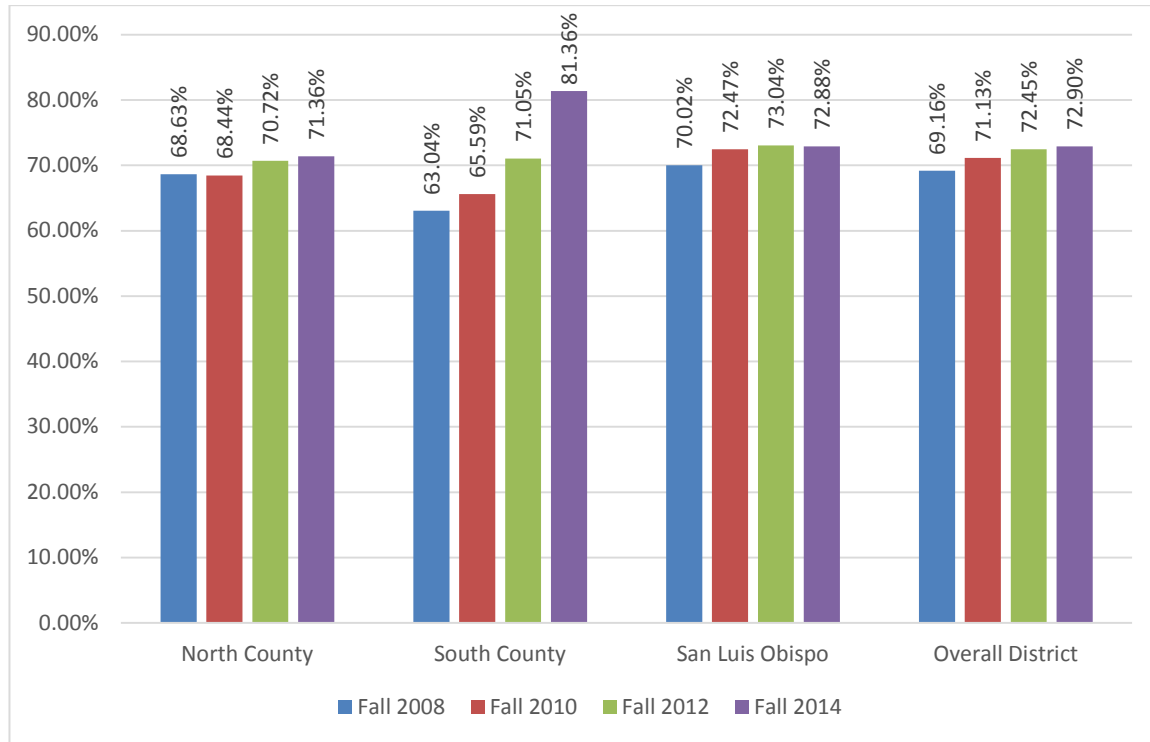
Note: Successful Course Completion Rate is a comparison of the number of students enrolled at census to the number of students completing the course with a grade of C or better.

Students' successful course completion rates increased between 2008 and 2014 in courses taught via distance education as well as those taught on-campus in traditional face-to-face instruction.

Although the successful course completion rates in distance education courses were initially below those rates in on-campus instruction, the rates for the two instructional modalities are now comparable.

The successful course completion rates vary by discipline and are included in the descriptions of each discipline in Chapter 4 of this plan.

Data Set 63. Successful Course Completion Rates by Site

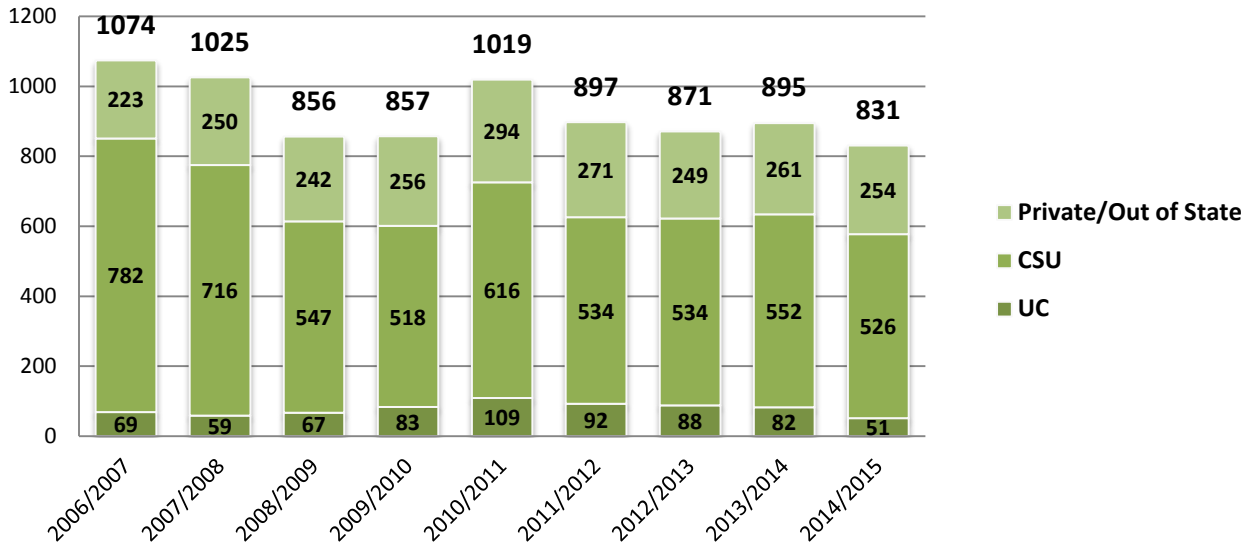


Note: Successful Course Completion Rate is a comparison of the number of students enrolled at census to the number of students completing the course with a grade of C or better.

Successful course completion rates increased at each site between 2008 and 2014. In 2008, the lowest successful course completion rates were at the South County Center, but by 2012, those success rates were comparable to the rates at the North County and SLO campuses.

The jump in successful course completion rates between 2012 and 2014 at the South County Center is associated with the successful course completion rates of high school students enrolled in dual-enrollment and enrichment/concurrent enrollment programs. The successful course completion rate for dual enrolled students for fall 2014 is 90% and for concurrently enrolled students is 86%, compared to 74% for all other students who took courses at the South County Center in fall 2014.

Data Set 64. SLOCCCD Transfers to CSU, UC, and Private/Out-of-State Universities



Fewer SLOCCCD students transferred to four-year institutions in 2014-2015 than in any other year in this nine-year summary. The numbers of students transferring to private and out-of-state university has remained relatively consistent, while the numbers of students who transferred to CSU and UC have declined.

Although receiving institutions determine the numbers of transfer students to be admitted each year, SLOCCCD is partially responsible for this student outcome. As shown in Data Set 54, the SLOCCCD completion rates also show a pattern of decline in recent years. The majority of first-time students who enter SLOCCCD declare transfer to be their educational goal. These data reflect that fewer of these first-time students are meeting that goal.

Data Set 65. SLOCCCD Transfers to CSU and UC

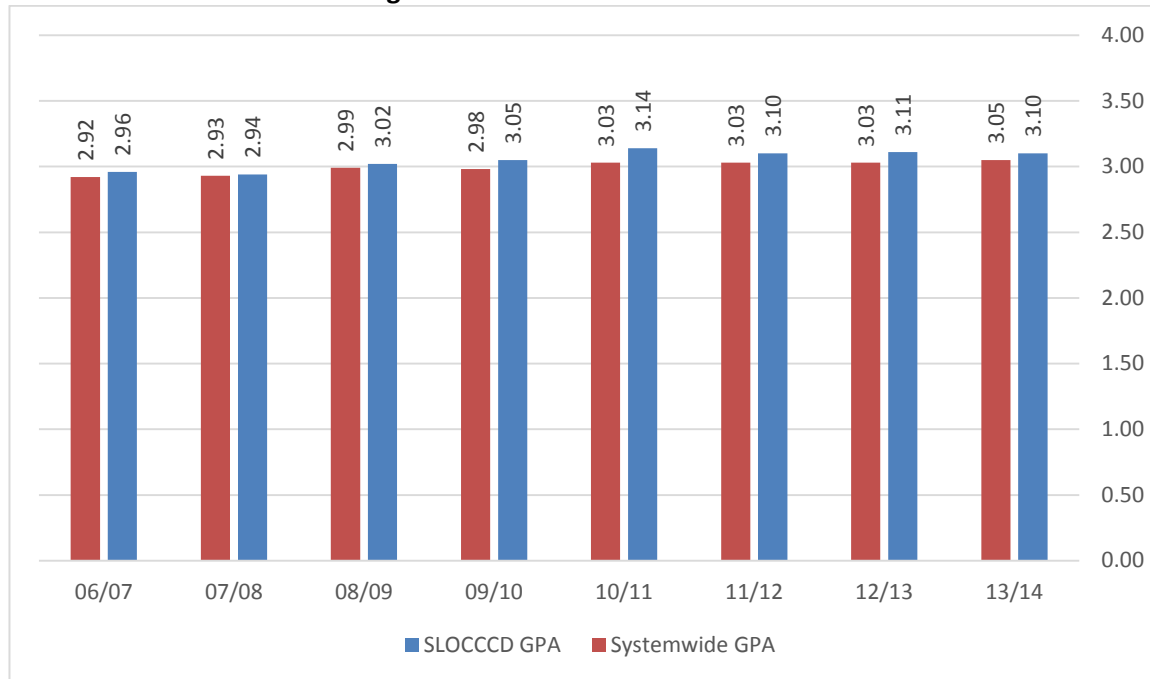
Four-Year Institution	Approx. Distance	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
University of California, Berkeley	201 mi	7	6	12	13	18	10	9	14	3
University of California, Davis	235 mi	8	13	13	14	19	17	7	11	10
University of California, Irvine	195 mi	2	4	5	8	4	5	8	3	2
University of California, Los Angeles	151 mi	2	6	3	6	6	12	6	6	2
University of California, Merced	146 mi	0	1	1	1	0	1	0	2	0
University of California, Riverside	209 mi	0	2	4	1	2	2	2	2	0
University of California, San Diego	257 mi	4	4	4	7	11	9	4	7	1
University of California, Santa Barbara	75 mi	29	14	13	22	31	22	28	21	17
University of California, Santa Cruz	142 mi	17	9	12	11	18	14	24	16	16
UC TOTAL		69	59	67	83	109	92	88	82	51

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Four-Year Institution	Approx. Distance	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
California Maritime Academy	213 mi	0	2	2	0	4	2	1	0	0
California Polytechnic State University, San Luis Obispo	3 mi	395	351	172	212	188	179	182	209	185
California State Polytechnic University, Pomona	182 mi	6	12	10	7	6	5	6	8	4
California State University, Bakersfield	88 mi	10	9	9	11	17	12	10	9	10
California State University, Channel Islands	118 mi	12	12	7	8	11	14	14	21	17
California State University, Chico	316 mi	29	30	35	23	35	46	36	53	32
California State University, Dominguez Hills	168 mi	4	3	1	3	3	4	7	1	6
California State University, East Bay	184 mi	4	14	14	16	18	10	11	12	21
California State University, Fresno	119 mi	38	29	34	20	40	40	16	17	23
California State University, Fullerton	185 mi	17	6	7	11	7	7	7	6	4
California State University, Long Beach	177 mi	29	31	17	3	31	24	22	17	28
California State University, Los Angeles	164 mi	5	7	5	4	3	4	2	8	2
California State University, Monterey Bay	116 mi	14	5	18	24	18	16	26	16	25
California State University, Northridge	141 mi	23	28	16	19	33	30	23	22	18
California State University, Sacramento	233 mi	39	26	37	28	57	40	40	41	44
California State University, San Bernardino	204 mi	2	5	2	0	0	0	3	0	1
California State University, San Marcos	248 mi	10	9	8	11	6	2	0	0	0
California State University, Stanislaus	157 mi	6	6	9	3	8	8	2	5	5
Humboldt State University	431 mi	18	16	22	14	21	17	14	21	19
San Diego State University	268 mi	20	30	22	6	19	8	37	14	5
San Francisco State University	198 mi	64	34	65	76	58	38	39	24	35
San José State University	159 mi	23	31	24	12	25	22	20	38	26
Sonoma State University	240 mi	14	20	11	7	8	6	16	10	16
CSU TOTAL		782	716	547	518	616	534	534	552	526

The majority of SLOCCCD students who transfer to a public California university, transfer to the CSU and UC in closest proximity to San Luis Obispo: Cal Poly, SLO or UC Santa Barbara.

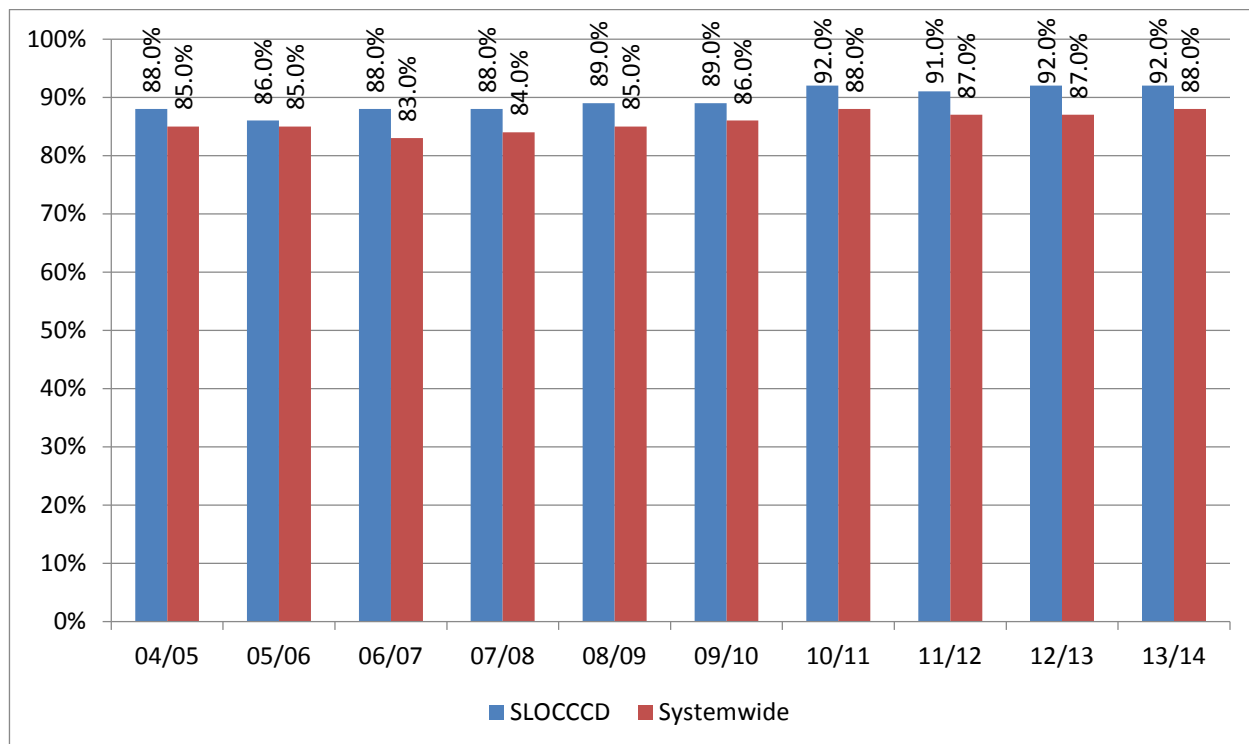
Data Set 66. Grade Point Averages of SLOCCCD Transfer Students at CSU



SLOCCCD students who transfer to a CSU have consistently earned a slightly higher grade point average in their first year following transfer compared to the grade point average for that year for all CSU students.

Students' post-transfer performance provides evidence that SLOCCCD effectively prepares students to excel academically at the next level of their education.

Data Set 67. Persistence Rates of SLOCCCD Transfer Students at CSU



SLOCCCD students who transfer to a CSU have higher fall-to-fall persistence rates compared to the fall-to-fall persistence rates for all CSU students. The persistence rate of SLOCCCD transfer students has been consistently in the 86% to 92% in the past decade, and consistently higher than the persistence rates for all CSU students by 1% to 5%.

Similar to grade-point-average, students' post-transfer performance provides evidence that SLOCCCD effectively prepares students to excel academically at the next level of their education.

CHAPTER 3: INSTITUTIONAL GOALS



CHAPTER 3 | INSTITUTIONAL GOALS

Introduction

The *SLOCCCD Educational Master Plan 2016-2026* is grounded in an analysis of SLOCCCD's effectiveness in fulfilling its mission to provide students with access and success in achieving their ambitions for higher education degrees, certificates, transfer, and college preparation.

The analysis of external and internal scans data presented in the previous chapter identified five primary challenges that SLOCCCD currently faces or can expect to face in the coming decade.

1. How can SLOCCCD increase the number of students, including underserved populations, who complete transfer requirements, degrees, and certificates?
2. How can SLOCCCD provide student access to higher education given that its service area is predominantly rural and sparsely populated?
3. How can SLOCCCD build a stable enrollment base given that the proportion of young adults in SLOCCCD's communities is projected to continue to decline?
4. How can SLOCCCD enhance technology and pedagogy given future students' innovative learning modalities?
5. Given the shifting demographics, how can SLOCCCD ensure that there are sufficient resources to sustain the District?

The following SLOCCCD Institutional Goals 2016-2026 have been developed as a response to these challenges. These are intended to serve as a guide for SLOCCCD decision-making and use of resources for the next ten years.

SLOCCCD Institutional Goal 1

San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

SLOCCCD Institutional Goal 2

San Luis Obispo County Community College District will increase student access to higher education.

SLOCCCD Institutional Goal 3

San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with our community's educational institutions, civic organizations, businesses, and industries.

SLOCCCD Institutional Goal 4

San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

SLOCCCD Institutional Goal 5

San Luis Obispo County Community College District will build a sustainable and stable fiscal base.

The SLOCCCD Institutional Goals are intentionally broad enough to cover the ten-year term of this Educational Master Plan. The next step in the SLOCCCD integrated planning process is to develop a strategic plan, which will include specific objectives and action steps that will be taken to make progress toward these Institutional Goals.

Several of the SLOCCCD Institutional Goals 2016-2026 are similar to the SLOCCCD Institutional Goals 2012-2016. Following is the rationale for each Institutional Goal.

Rationale for Institutional Goals 2016-2026

SLOCCCD Institutional Goal 1 for 2016-2026

San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Goal 1 has been developed in response to the following challenge:

- How can SLOCCCD increase the number of students, including underserved populations, who complete transfer requirements, degrees, and certificates?

Institutional Goal 1 has also been developed in support of these California Community College system-wide goals for the next decade:

- Increase overall completion rate by 2.5% annually
- Increase the number of Associate Degrees for Transfer by 5% annually
- Increase completion rates in disadvantaged populations and track progress with an equity index

Institutional Goal 1 is SLOCCCD's commitment to reverse its recent decline in completion of transfer requirements, degrees, and certificates including the documented differences in students' achievement among various underserved groups.

This focus on student completion of transfer requirements, degrees, and certificates is in response to changes in workforce needs (see Chapter 1). If current trends continue, by 2025, 41% of the jobs in California will require a bachelor's degree or higher, and 36% will require some college education. But if the current rate at which the state's residents are graduating from postsecondary institutions continues, there

will be a significant gap between the supply of educated workers and the demand: only 35% of working-age Californians will have a bachelor's degree or higher, and 28% will have some college education.

The number of associate degrees awarded by SLOCCCD has increased in recent years, from a total of 706 in 2007-2008 to 969 in 2014-2015, while the number of certificates awarded increased from a total of 177 to 188 in the same period. However, these increases fall short of the statewide goal (Data Set 60). The completion rates for students in the Scorecard cohorts have declined, from an overall rate of 54% four years ago to 49% in the most recent analysis (Data Set 55). In addition, fewer SLOCCCD students transferred to four-year institutions in 2014-2015 than in any other year in a nine-year summary (Data Set 64).

The achievement gaps among students of various underserved populations noted at the state and national levels are also evident at SLOCCCD. An analysis of the race/ethnicity characteristics of SLOCCCD students who transfer or earn degree or certificates reveals slightly lower rates of achievement for Latino(a)/Hispanic students than for white students (Data Sets 56, 57, and 59). Similarly, white students have higher successful course completion rates in career technical and liberal arts/transfer courses compared to Latino(a)/Hispanic students and students of all other races (Data Set 61).

Data presented in the previous chapter highlight several student outcome results that are in need of attention and provide direction for improving the rates at which students complete transfer requirements, degrees, and certificates.

- In 2010, 43% of SLOCCCD students enrolled in 12 or more units, compared to 39% in 2014.
- Students' successful course completion rates vary by discipline as presented in Chapter 4.
- Fewer than 4% of students who first enrolled in a remedial credit ESL course in 2008-2009 subsequently completed a college-level English course by 2013-2014.
- About 31% of the students who first enrolled in a course below transfer level in mathematics in 2008-09 completed a college-level course in the same discipline by 2013-2014. The rate for 2015 is the lowest rate in this five-year snapshot.
- About half of the credit students who first enrolled in a course below transfer level in English during 2008-2009 completed a college-level course in the same discipline by 2013-2014. The peak of 54% in 2011-2012 has not been replicated.
- The persistence rates of SLOCCCD students declined in the past five years, from 71% in 2011 to 68% in 2015.

SLOCCCD Institutional Goal 2 for 2016-2026

San Luis Obispo County Community College District will increase student access to higher education.

Institutional Goal 2 has been developed in response to the following challenges:

- How can SLOCCCD build a stable enrollment base given that the proportion of young adults in SLOCCCD's communities is projected to continue to decline?
- How can SLOCCCD provide student access to higher education given that its service area is predominantly rural and sparsely populated?
- Given the shifting demographics, how can SLOCCCD ensure that there are sufficient resources to sustain the District?

Institutional Goal 2 has also been developed in support of the following California Community College system-wide goal for the next decade:

- Increase participation in community colleges of Californians ages 18 to 24, especially those from disadvantaged populations

Institutional Goal 2 is SLOCCCD's commitment to review and revise instructional offerings and services as needed to fit the needs of the local community. A data-driven approach to the development of instructional schedules will provide greater student access to higher education by providing the types of instructional programs that have proven to be most successful at various SLOCCCD sites. Despite decreased student headcount, SLOCCCD has increased the number of degrees awarded.

The following are three examples of possible future directions for instructional offerings and services based on the data presented in the previous chapter.

Example #1: Focus instructional offerings at the South County Campus on (1) programs tailored for high school students (dual enrollment and enrichment/concurrent enrollment) and (2) noncredit offerings for adults.

1. As described in the previous chapter, student response to dual enrollment and enrichment/concurrent enrollment at the South County Campus has been positive (Data Set 38).
2. In addition, the elimination of noncredit offerings at the South County Campus resulted in a reduction of residents age 40 and older who enrolled at SLOCCCD. In 2008, 29 noncredit courses were offered and a total of 1,111 students enrolled at the South County Campus; of these, 448 were age 40 and older (Data Set 42). In 2012, noncredit courses were not offered, and a total of 422 students enrolled at the South County Campus; of these, only 39 students were age 40 and older. Restoring noncredit offerings at the South County Campus is likely to expand residents' access to higher education.

Example #2: Expand dual enrollment and enrichment/concurrent enrollment programs to other high schools in the county because these programs address the several aspects of SLOCCCD's current challenges.

- These programs connect a greater proportion of the county's youngest students to SLOCCCD and therefore will help to offset the impact of the decline in the County's population age 24 and younger. *(See Challenge 3.)*
- These programs increase student access to higher education by providing higher education opportunities to high school students without the need for them to travel to other locations. *(See Challenge 2.)*
- Given SLOCCCD's history of relatively low capture rates of high school graduates, these programs provide exposure to SLOCCCD instructional programs and services to a population of young people who would not otherwise attend SLOCCCD. *(See Challenges 2, 3, and 5.)*
- Expansion of dual enrollment and enrichment/concurrent enrollment programs will increase FTES, which contributes to increased apportionment. *(See Challenge 5.)*

Example #3: Increase online instructional programs and services. Students' responses to distance education indicate that that this method of delivering instruction meets students' needs.

- Enrollment in online courses increased almost 32% from 2,176 enrollments in 2008 to 2,864 enrollments in 2014; during the same period, enrollment in on-campus courses decreased 37%. In fall 2014, 18% of the students either took online courses exclusively (555) or in combination with on-campus courses at one or more locations (1,172). *(See Challenges 2 and 5.)*
- Students across the age spectrum enroll in online courses. Of the 1,721 students in online courses in fall 2014, 60% were younger than age 24, 29% were between the ages and 25 and 39, and 11% were 40 and older. *(See Challenges 2, 3, and 5.)*

SLOCCCD Institutional Goal 3 for 2016-2026

San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with our community's educational institutions, civic organizations, businesses, and industries.

Institutional Goal 3 has been developed in response to the following challenges:

- How can SLOCCCD build a stable enrollment base given that the proportion of young adults in SLOCCCD's communities is projected to continue to decline?
- How can SLOCCCD provide student access to higher education given that its service area is predominantly rural and sparsely populated?

Institutional Goal 3 has also been developed in support of these California Community College system-wide goals for the next decade:

- Increase overall completion rate by 2.5% annually
- Increase the number of Associate Degrees for Transfer by 5% annually
- Increase completion rates in underserved populations and track progress with an equity index

Collaborative programs are necessary in order to provide access to higher education to all segments of SLOCCCD's diverse population distributed across a rural and sparsely populated region.

Data in the previous chapter describe several collaborative programs that have been initiated; in Chapter 4, several other collaborative programs are described that are in the development stages.

- Dual enrollment program: This project is based on collaboration between SLOCCCD and Lucia Mar Unified School District. Beginning in 2014, high school students enrolled in SLOCCCD classes offered at the high school during the high school day.
- Enrichment/concurrent enrollment program: This project is based on collaboration between SLOCCCD and local school districts. Beginning in 2014, high school students enrolled in SLOCCCD classes at their high school after the end of the high school day.
- Inmate education Program: This project, a collaboration between SLOCCCD and California Department of Corrections and Rehabilitation, is designed to offer instruction to inmates and will begin in spring 2016.

SLOCCCD Institutional Goal 4 for 2016-2026

San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the faculty and staff innovations that are needed to serve its diverse communities.

Institutional Goal 4 has been developed in response to the following challenges:

- How can SLOCCCD build a stable enrollment base given that the proportion of young adults in SLOCCCD's communities is projected to continue to decline?
- How can SLOCCCD provide student access to higher education given that its service area is predominantly rural and sparsely populated?
- How can SLOCCCD continue to provide innovative technology and pedagogy given future students' changing expectations for learning modalities?

Institutional Goal 4 has also been developed in support of the following California Community College system-wide goal for the next decade:

- Increase overall completion rate by 2.5% annually
- Increase the number of Associate Degrees for Transfer by 5% annually
- Increase completion rates in disadvantaged populations and track progress with an equity index
- Increase participation in community colleges of Californians ages 18 to 24, especially those from disadvantaged populations

Institutional Goal 4 is SLOCCCD's commitment to improve SLOCCCD's facilities and technology to create and maintain an environment that supports teaching and learning, is welcoming to all students, and enhances working environments for faculty and staff.

Due to Common Core and developments in technology, within the next ten years students will arrive at SLOCCCD with a different educational foundation and preparation than our current students. Professional development naturally follows innovation. Changes in pedagogy, technology, and learning encourage continued development of all employees. Faculty's preparation in areas such as science, technology, engineering, arts, and mathematics (STEAM), and Common Core, is key to SLOCCCD's ability to meet students where they are and prepare them for their next steps.

In November 2014, SLO County voters approved Measure L, a \$275M bond measure that authorizes funding for needed repairs, upgrades, and new construction projects at the North County and SLO Campuses. During the next five years as these projects are designed, SLOCCCD will ensure that in keeping with Institutional Goal 4, decisions are aligned with the purposes of supporting student learning as well as faculty and staff innovation.

Students' responses to opportunities for online instruction and services have been positive and are likely to continue in the future, especially as a way to connect SLOCCCD with students who live some distance from one of the campuses. Technology is a central consideration in facilities decisions, driven by students' and faculty preferences for methods of learning and teaching.

SLOCCCD Institutional Goal 5 for 2016-2026

San Luis Obispo County Community College District will build a sustainable and stable fiscal base through responsible fiscal practices and strategies to maximize apportionment funding.

Institutional Goal 5 has been developed in response to the following challenge:

- Given the shifting demographics, how can SLOCCCD ensure that there are sufficient resources to sustain the District?

Institutional Goal 5 is SLOCCCD's commitment to be effective stewards of taxpayer resources through efficient management of the instruction programs and student services to benefit students across the District's geographic boundaries.

Given that SLOCCCD is primarily funded through state apportionment, which is contingent on student enrollment, this Institutional Goal is complementary to Institutional Goal 3; the more effectively SLOCCCD provides access to students, the greater the student enrollment, and the greater the state apportionment.

The strategies to ensure sufficient resources suggested by information in this plan are:

- Increase state apportionment by increasing student access, and thereby increasing student enrollment.
- Increase efficiency of instructional offerings.
One benchmark of efficient management of instructional programs is the ratio of FTES/FTEF. As described in Chapter 2, Efficiency is represented by a ratio of the number of students to the number of faculty, which provides one perspective on the cost-effectiveness of the instructional offerings. SLOCCCD's target FTES/FTEF is 15, which is below the state benchmark of FTES/FTEF of 17.5. Stated differently, the SLOCCCD efficiency target is based on an average of 30 students per section, and the state's efficiency target is based on an average of 35 students per section.

These targets are District-wide averages. For example, in order to be accredited, Allied Health Programs must limit the number of students in clinical and laboratory sections. To maintain the safety of students and patients, Allied Health Programs cannot be expected to achieve an average of 30 or 35 students per section. In a comprehensive community college, these limitations are offset by an average of 40 to 45 students per section in courses where quality instruction can be provided with higher numbers of students, such as in most Social Sciences courses. The target FTES/FTEF established in Chapter 4 are tailored to the unique limits and potential of each instructional discipline.

- Increase collaboration between student services and instructional programs to more effectively reach students and reduce redundancy.

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

CHAPTER 4: PROGRAMS AND SERVICES



CHAPTER 4 | PROGRAMS AND SERVICES

Overview

The SLOCCCD Educational Master Plan 2016-2026 is grounded in an analysis of the current status and the anticipated future of the instructional programs and services offered to students.

In this chapter the SLOCCCD instructional disciplines and student services are described in four parts:

- General description of the instructional discipline or student service,
- Data on the current performance the instructional discipline or student service,
- Projection of the growth of the instructional discipline or student service over the next decade, and
- Challenges the instructional discipline or student service anticipates facing during the next decade.

Description

The descriptions of the instructional disciplines and student services briefly explain the role of each instructional discipline or student service in a student's journey through SLOCCCD. Many of the instructional programs and services benefit from close ties with the community and California Polytechnic State University through shared faculty, collaborative meetings, and membership on advisory committees.

Data

Data on instructional disciplines are presented for fall 2012 and fall 2014 on the following four benchmarks:

- Discipline size as measured by the amount of full-time equivalent students (FTES) generated by the discipline.
- Efficiency as measured by the ratio of FTES to full-time equivalent faculty (FTEF). This benchmark was explained in more detail in Chapter 2.
- Student demand as measured by the rate at which each section filled.
- Students' successful course completion as measured by a comparison of SLOCCCD's rate of successful course completion to the statewide rate of successful course completion for the same instructional disciplines.

CTE programs also include data on the anticipated job opportunities over the next five years locally in SLO County and more broadly in California's South Central Region. The occupations are those most directly related to the specific program. This is a focused labor market analysis and does not include the full range of jobs in related fields that a student may qualify for after completing a SLOCCCD degree or certificate and do not include the full range of jobs that graduates may qualify for after completing a bachelor's degree. The source for labor market data is Economic Modeling Specialists International (EMSI). EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing

patterns. Wage estimates are based on Occupational Employment Statistics, and the American Community Survey.

Although data on student services are unique for each service, the following are the common data elements. Definitions of the data elements tailored to each specific service are included with each data table.

- **Students served** as measured by the number of students who used a specific student service in 2012-2013 and 2014-2015.
- **1st year persistence** as measured by tracking whether students who used a specific student service and were enrolled in at least one course in year re-enrolled the following fall.
- **Units completed/units attempted** as measured by comparing the number of units completed to the number of units attempted by students who used a specific student service during 2012-2013 and 2014-2015.

Growth Projection

A basic question about the future of SLOCCCD is the question of growth. Based on current population and economic projections, SLOCCCD projects that it will grow 1% per year for each of the next ten years, for a total of 10% between 2016 and 2026. At that rate, SLOCCCD will continue to fulfill its mission by keeping pace with the 1% per year growth projected for the county's population.

Obviously all components of SLOCCCD will need to grow in order to serve a greater number of students, but all will not grow at the same rate as the total SLOCCCD enrollment. Therefore, in the following descriptions, each instructional discipline and student service is rated as growing either:

- Slower than the projected total SLOCCCD growth of 1% per year for each of the next ten years,
- At the same rate as the projected total SLOCCCD growth of 1% per year for each of the next ten years, or
- Faster than the projected total SLOCCCD growth of 1% per year for each of the next ten years.

A summary of these ratings for SLOCCCD instructional disciplines follows. All student service programs are projected to keep pace with the growth in student enrollment. Growth is contingent on state funding.

How the SLOCCCD growth rate is applied to FTES targets for instructional disciplines

As stated in Chapter 2, SLOCCCD projects that it will grow 1% per year for each of the next ten years, resulting in approximately 10% growth in total FTES in the next decade.

A growth rate is also established for each instructional discipline that is based on an analysis of current data for that discipline as well as other factors, such as labor market projections and facilities needs. Each instructional discipline is projected to grow at a rate that is either:

- Slower than the SLOCCCD growth rate,
- Same as the SLOCCCD growth rate, or
- Faster than the SLOCCCD growth rate.

The 2020 and 2025 efficiency targets in the data tables are based on estimates given the data analysis and conversations, as well as SLOCCCD's need to increase efficiency overall (see the rationale in the "Implications for Planning" in Chapter 2).

FTES targets for the near term (2020) and far term (2025)

Targets are calculated using the following formulas:

- Projected to grow slower than the SLOCCCD growth rate: fall 2014 FTES multiplied by 0.5% each year for five years for the 2020 target and by 0.5% each year for ten years for the 2025 target;
 - Growing slower than the SLOCCCD growth rate results in 5% growth in FTES in the next decade.
- Projected to grow the same as the SLOCCCD growth rate: fall 2014 FTES multiplied by 1% each year for five years for the 2020 target and by 1% each year for ten years for the 2025 target;
 - Growing at the same rate as the SLOCCCD growth rate results in a total of 10% growth in FTES in the next decade.
- Projected to grow faster than the SLOCCCD growth rate: fall 2014 FTES multiplied by 1.5% each year for five years for the 2020 target and by 1.5% each year for ten years for the 2025 target.
 - Growing faster than the SLOCCCD growth rate results in a total of 15% growth in FTES in the next decade.

Challenges

These analyses of the instructional disciplines and student services are at a broader level than the SLOCCCD Institutional Planning and Program Review process and are designed to supplement rather than replace or repeat that process. For that reason, the challenges included in this chapter describe anticipated departmental changes at a broad level, such as correcting an identified weakness or developing a new degree. Maintenance-of-effort activities or specific requests for staffing or budgetary modifications are not included in these challenges because these types of challenges are more appropriately included in the short-term Institutional Planning and Program Reviews.

SLOCCCD Educational Master Plan ■ 2016-2026

Projected Growth Rates of Instructional Disciplines Relative to the SLOCCCD Growth Rate of 1% per Year from 2016-2026		
Faster	Same	Slower
Anthropology	Architectural Technology	Broadcast Communications
Biology	American Sign Language	Construction Technology
Communication Studies	Astronomy	Engineering
English	Athletics	French
Mathematics	Automotive Technology	German
Psychology	Business	Journalism
Sociology	Chemistry	Legal and Paralegal
	College Success Studies	Library and Information Technology
	Computer Information Systems	Licensed Vocational Nursing
	Computer and Networking Technology	Medical Assisting
	Criminal Justice	Nursing Assistant
	Drama	Nursing Registered Associate Degree
	Early Childhood Education	Psychiatric Technician
	Economics	Recreation Administration
	Electronics and Electrical Technology	Welding
	Emergency Medical Services	
	English as a Second Language	
	Family Studies/Human Services	
	Fine Arts	
	Geography	
	Geology	
	Health Education	
	History	
	Kinesiology	
	Music	
	Nutrition	
	Oceanography	
	Philosophy	
	Physics	
	Political Science	
	Spanish	

Instructional Disciplines

Anthropology	Fine Arts
Architectural Technology	Geography
Astronomy	Health Education
Athletics	History
Automotive Technology	Journalism
Biology	Kinesiology
Broadcast Communications	Legal and Paralegal
Business	Library and Information Technology
Chemistry	Licensed Vocational Nursing
College Success Studies	Mathematics
Communication Studies	Medical Assisting
Community Programs	Modern Languages (American Sign Language, French, German, Spanish)
Computer Information Systems	Music
Computer and Networking Technology	Nursing Assistant
Construction Technology	Nursing Registered Associate Degree
Criminal Justice	Nutrition
Drama	Philosophy
Early Childhood Education	Physics
Earth and Ocean Science	Political Science
Economics	Psychiatric Technician
Electronics and Electrical Technology	Psychology
Emergency Medical Services	Recreation Administration
Engineering	Sociology
English	Welding
English as a Second Language	Workforce Economic Development
Family Studies/Human Services	

ANTHROPOLOGY

Anthropology is the observation, description, and explanation of human biological and cultural variation. The focus in this academic discipline is on culture, language, prehistory and human biology in the framework of evolution.

A major in Anthropology prepares students for:

- Further study of Anthropology at a four-year institution;
- Careers in applied anthropology, such as contract archaeology, medical anthropology, and forensic anthropology;
- Graduate studies and an academic career in anthropology; and

- Graduate studies and an academic career in related disciplines within the humanities and life sciences (e.g., religious studies, biology, sociology).

The comprehensive Anthropology curriculum consists of seven degree-applicable courses, including physical anthropology, cultural anthropology, and archaeology. All of these courses transfer to both CSU and UC.

Students may complete specific Anthropology courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirements for the SLOCCCD associate degree;
- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- Requirement for the SLOCCCD associate degree in International Studies;
- SLOCCCD Diversity graduation requirement;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer;
- Social Sciences general education requirement for CSU transfer;
- Social and Behavioral Sciences general education requirement for UC transfer; and
- Physical and Biological Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in Anthropology.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ANTH Successful Course Completion	Statewide ANTH Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ANTH Fall 2012 Total	29	19.41	95%	59%	68%
- North County	2	14.00	73%	66%	
- SLO	27	20.22	99%	59%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ANTH Fall 2014 Total	27	15.39	76%	61%	67%
- North County	2	10.50	53%	76%	
- SLO	25	16.02	79%	59%	
Target: Fall 2020	<i>29</i>	<i>17.00</i>	<i>82%</i>	<i>68%</i>	
Target: Fall 2025	<i>31</i>	<i>20.00</i>	<i>82%</i>	<i>68%</i>	

Discipline Size: Relatively small; 15 to 50 FTES

Comparing 2012 and 2014, the number of Anthropology FTES earned remained the approximately the same for the total and both sites. Anthropology courses are offered at the North County and SLO Campuses.

Efficiency: Meets expectations

Anthropology efficiency rates exceeded the District-wide target both overall and for courses taught at the SLO Campus in 2012 and 2014. However, the efficiency rates were below the District-wide target at the North County Campus in 2012 and 2014.

Demand: Moderate

The fill rates for Anthropology courses were lower in 2014 than in 2012 at both sites. In 2014, the Anthropology fill rates were slightly lower than the District-wide fill rate at the SLO Campus and significantly below the District-wide fill rate at the North County Campus. Student demand may increase given the recent approval for Anthropology courses to be taught online.

Student Outcome: Needs attention

In 2012, the total successful course completion rates for Anthropology courses at both sites were below the statewide rates for this discipline. In 2014, the successful course completion rate for the one class taught at North County Campus was higher than the statewide rate, while this rate for Anthropology courses taught at the SLO Campus was below the statewide rate.

Growth Projection: Faster than the SLOCCCD growth rate

Challenges

- Increase visibility of the Anthropology program at both SLOCCCD campuses
- Develop and implement strategies to improve students' successful course completion rates



San Luis Obispo County Community College District

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ARCHITECTURAL TECHNOLOGY

Architectural Technology is the study of the art and science of designing buildings. The program’s continued strength depends on developing and revising curriculum that supports and promotes shifting design trends. New technologies and a global mandate for sustainable environments are compelling architects and designers to reorganize their approach to design.

The purposes of the Architectural Technology Program are to prepare students to:

- Employ fundamental principles of architectural design theory and practice;
- Major or minor in architecture or related majors at four-year institutions; and
- Use the principles of design communication in architectural project delivery.

The Architectural Technology Program also provides professional development support to existing architects as they adapt to the challenges and changes facing this discipline.

This Architectural Technology program is the only California community college architecture program with full two-year articulation with Cal Poly. In addition, the program has a similar agreement with New School of Architecture and Design, an accredited professional program in San Diego.

The Architectural Technology curriculum consists of 15 degree-applicable credit courses. Thirteen courses transfer to CSU, and of these, five also transfer to UC.

Students may earn a SLOCCCD Associate in Science degree with a major in Architectural Technology.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ARCH Successful Course Completion	Statewide ARCH Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ARCH Fall 2012 Total	26	7.28	68%	68%	70%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ARCH Fall 2014 Total	19	7.65	77%	63%	71%
Target: Fall 2020	20	12.00	82%	70%	
Target: Fall 2025	21	12.00	82%	70%	

Discipline Size: Relatively small; 15 to 50 FTES

The amount of FTES earned through Architectural Technology courses decreased between 2012 and 2014. Architectural Technology courses are taught at the SLO Campus.

Efficiency: Needs attention

The efficiency of Architectural Technology courses was below the District-wide target in both 2012 and 2014. Although some sections are allowed to continue with low enrollment in order to preserve the course sequence needed for transfer and degree completion, other strategies need to be developed to increase efficiency.

Demand: Moderate

The demand for Architectural Technology courses was moderate in both 2012 and 2014.

Student Outcome: Needs attention

The successful course completion rate for Architectural Technology courses was below the statewide rate for this discipline in both 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
17-3011	South Central Region: Architectural and Civil Drafters	623	584	(39)	64	13	\$25.39
17-3011	SLO County: Architectural and Civil Drafters	94	75	(19)	<10	0	\$16.00
17-3013	South Central Region: Mechanical Drafters	275	275	0	32	6	\$25.56
17-3013	SLO County: Mechanical Drafters	46	45	(1)	<10	0	\$27.78
17-3019	South Central Region: Drafters, All Other	70	74	4	7	2	\$26.02
17-3019	SLO County: Drafters, All Other	13	13	0	<10	0	\$25.74

Labor Market Projection: Weak Growth

The job market for students who complete associate degree programs in Architectural Technology is projected to be weak both locally and regionally over the next five years. It is anticipated that there will be 13 openings each year in the South Central Region for architectural and civil drafters, but that there will be no openings in related occupations in San Luis Obispo County. Graduates in this field are likely to earn a wage that is higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to increase efficiency in the Architectural Technology program
- Develop and implement strategies to improve students' successful course completion rates

ASTRONOMY

Astronomy is the study of planets, satellites, asteroids, comets, meteors, the sun, the stars, and the galaxy.

The Astronomy curriculum consists of three degree-applicable credit courses. The three courses transfer to CSU, and of these, two also transfer to UC.

Students may complete specific Astronomy courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Science;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer; and
- Physical and Biological Sciences general education requirement for UC transfer.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ASTR Successful Course Completion	Statewide ASTR Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ASTR Fall 2012 Total	28	21.58	94%	79%	67%
- North County	6	16.36	76%	86%	
- SLO	18	28.34	100%	74%	
- South County	4	13.31	100%	92%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ASTR Fall 2014 Total	17	19.21	70%	85%	67%
- North County	6	16.13	75%	91%	
- SLO	12	21.18	68%	83%	
Target: Fall 2020	<i>18</i>	<i>20.00</i>	<i>82%</i>	<i>85%</i>	
Target: Fall 2025	<i>19</i>	<i>20.00</i>	<i>82%</i>	<i>85%</i>	

Discipline Size: Relatively small; 15 to 50 FTES

The number of Astronomy FTES earned at the North County Campus remained the same while the number of FTES earned at the San Luis Obispo Campus decreased between 2012 and 2014. The Astronomy course offered at the South County Center in 2012 was not offered in 2014.

Efficiency: Strong

The efficiency rates of Astronomy courses exceeded the District-wide target, with the exception of the section taught at the South County Center.

Demand: Moderate

The demand for Astronomy courses at the North County Campus was moderate in both 2012 and 2014. The strong demand for Astronomy courses at the SLO Campus seen in 2012 declined sharply in fall 2014 even though fewer sections were offered.

Student Outcome: Strong

Students successfully completed Astronomy courses at a rate higher than the statewide rate for Astronomy courses in both 2012 and 2014.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Need large capacity classrooms for lecture so that lab sections can be combined into single lectures to maintain or improve productivity (FTES/FTEF)

ATHLETICS

Athletics offers a range of intercollegiate sports to enhance the educational and competitive experience for student athletes.

SLOCCCD currently offers 15 intercollegiate sports teams:

Sport	Male Student/Athletes	Female Student/Athletes
Baseball/Softball	X	X
Basketball	X	X
Water Polo	X	X
Cross Country	X	X
Track and Field	X	X
Swimming and Diving	X	X
Wrestling	X	
Soccer		X
Volleyball		X

The comprehensive Athletics curriculum consists of 30 degree-applicable credit courses, each related to one of these sports. All courses transfer to both CSU and UC.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ATHL Successful Course Completion	Statewide ATHL Successful Course Completion
DISTRICT-WIDE Fall 2014	3,716	14.54	83%		
ATHL Fall 2012 Total	43	12.40	75%	90%	91%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ATHL Fall 2014 Total	57	12.05	84%	95%	93%
Target: Fall 2020	60	15.00	82%	90%	
Target: Fall 2025	63	15.00	84%	90%	

Discipline Size: Relatively medium size; 51 to 150 FTES

The number of FTES earned by the Athletics Program increased between 2012 and 2014 during a period when the District-wide enrollment declined. The Athletics Program is offered only at the SLO Campus.

Efficiency: Needs attention

The efficiency rates of Athletics courses were comparable in 2012 and 2014 and were below the District-wide target in both semesters.

Demand: Moderate

The demand for Athletics courses has been moderate, below the SLOCCCD average fill rate in 2012 and slightly above the SLOCCCD average fill rate in 2014.

Student Outcome: Strong

The successful course completion rates for Athletics courses were comparable to the statewide rates in both years.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Develop and implement strategies to increase efficiency in the Athletics program

AUTOMOTIVE TECHNOLOGY

Automotive Technology is the study of the science and technology today's automobiles and their subsequent repair processes. The program prepares students for entry-level positions and provides training for those already employed in the industry in two areas of specialization: Automotive Technology and Auto Body Collision/Refinishing Technology.

The program is independently certified through the National Automotive Technicians Education Foundation (NATEF) accreditation process.



Students who complete the program are eligible to apply for certifications in various areas of concentration from the National Institute for Automotive Service Excellence (ASE) and the Inter-Industry Conference of Collision Repair (I-CAR).

The Automotive Technology curriculum consists of 27 degree-applicable credit courses, five of which transfer to CSU.

Students may earn one or more of the following degrees and/or certificates:

- SLOCCCD Associate in Science Degree in Advanced Engine Performance Technician
- SLOCCCD Associate in Science Degree in Auto Body Technician
- SLOCCCD Associate in Science Degree in Automotive Technician
- Certificate of Achievement in Auto Body Technician
- Certificate of Achievement in Engine Performance Specialist

This is an award-winning program with strong student interest. Students in the program achieve at the highest level as evidenced by their consistent achievement through SkillsUSA competitions, where Cuesta College students have earned top honors nationally (first, second or third nationally 2007-2010 and 2012-2013).

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ATCH Successful Course Completion	Statewide ATCH Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
AUTO TECH Fall 2012 Total	42	11.71	104%	78%	75%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
AUTO TECH Fall 2014 Total	39	10.05	92%	75%	75%
Target: Fall 2020	41	12.00	90%	75%	
Target: Fall 2025	43	12.00	90%	75%	

Discipline Size: Relatively small; 15 to 50 FTES

FTES earned through Automotive Technology courses was approximately the same in 2012 and 2014. Automotive Technology courses are taught at the SLO Campus.

Efficiency: Needs attention

The efficiency of Automotive Technology courses was below the District-wide target in both 2012 and 2014. Enrollment is capped in this discipline due to the hands-on style of the instruction and the limited amount of equipment.

Demand: Strong

The demand for Automotive Technology courses was strong in both 2012 and 2014.

Student Outcome: Strong

The successful course completion rates for Automotive Technology courses exceeded or met the statewide rates for this discipline in 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
49-3021	South Central Region: Automotive Body and Related Repairers	754	773	19	86	21	\$17.24
49-3021	SLO County: Automotive Body and Related Repairers	66	66	0	<10	0	\$15.49
49-3023	South Central Region: Automotive Service Technicians and Mechanics	4,727	4,863	136	666	160	\$17.58
49-3023	SLO County: Automotive Service Technicians and Mechanics	718	713	(5)	95	19	\$18.32

Labor Market Projection: Weak Growth for Automotive Body Technicians; Moderate Growth for Automotive Service Technicians

The job market for Automotive Body specialists is projected to increase marginally in the South Central Region in the next five years with no growth projected for the county. The job market forecast for Automotive Service technicians is more positive, with moderate job growth projected both locally and regionally. Graduates in these specializations are likely to earn a wage that is slightly above the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve the efficiency of the Automotive Technology Program
- Establish or expand a dual enrollment Automotive Technology program with K-12 partners on high school campuses with appropriate facilities



San Luis Obispo County Community College District

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BIOLOGY

Biology is the study of the diversity and evolution of life and life processes using the scientific method. The Biology Program is designed to provide students with an appreciation of nature including the scope and relationships of life forms as well as an understanding of how biology is applied to medicine, the environment, engineering, and daily life.



The Biology Program offers a broad curriculum of 26 degree-applicable credit courses. All courses transfer to CSU, and of these, 22 also transfer to UC.

The courses are designed to meet three types of student educational goals:

- Biology courses students who are majoring in Biology;
- Anatomy, physiology, and microbiology courses for Nursing and Allied Health majors; and
- General biology to fulfill general education requirements for students who are not Biology or Allied Health majors.

Students may complete specific Biology courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Science;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer; and
- Physical and Biological Sciences general education requirement for UC transfer.

Biology courses also fulfill prerequisite requirements for a variety of allied health careers.

Students may earn a SLOCCCD Associate of Science degree with a major in Biology, which prepares them for transfer to four-year institutions or for employment in technical careers. SLOCCCD plans to offer an Associate Degree for Transfer in Biology in the near future.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD BIO Successful Course Completion	Statewide BIO Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
BIOLOGY Fall 2012 Total	253	16.29	90%	69%	67%
- North County	47	14.95	90%	69%	
- SLO	203	16.91	90%	70%	

- South County	3	13.00	90%	59%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
BIOLOGY Fall 2014 Total	252	16.24	88%	69%	67%
- North County	45	16.36	84%	64%	
- SLO	204	16.39	89%	70%	
- South County	3	15.00	103%	71%	
Target: Fall 2020	271	17.00	85%	70%	
Target: Fall 2025	292	17.00	85%	70%	

Note: The FTES/FTEF calculation projects FTEF for open laboratory sections.

Discipline Size: Relatively large; greater than 151 FTES

Comparing 2012 and 2014, the number of Biology FTES earned at the three SLOCCCD sites remained the approximately the same overall as well as for each site.

Efficiency: Strong

The efficiency of Biology courses exceeded the District-wide target for both the discipline total and the courses taught at the North County and SLO Campuses. Although efficiency was below the District-wide target at the South County Center in 2012, this rate improved in 2014.

Demand: Strong

The demand for Biology courses remained consistently high at all three sites in 2012 and 2014, exceeding the SLOCCCD fill rate in the same time period.

Student Outcome: Strong

The total successful course completion rates for Biology courses were slightly above the statewide rates in 2012 and 2014. For the SLO Campus, the student successful course completion rates for Biology courses were the same in 2012 and 2014. The rates dropped at the North County Campus in fall 2014 compared to 2012 and increased at the South County Center over the same period.

Growth Projection: Faster than the SLOCCCD growth rate

Challenge

- Need large capacity classrooms for lecture so that lab sections can be combined into single lectures to maintain or improve productivity (FTES/FTEF)

BROADCAST COMMUNICATIONS

Broadcast Communications is an academic program that prepares students for careers in the fields of television, radio, and film production. As part of the academic curriculum, students receive real-world experience by broadcasting college events and presentations via cable television and online streaming.



The Broadcast Communications curriculum consists of eight degree-applicable credit courses, four of which combine classroom instruction with opportunities for hands-on experience and practice. All Broadcast Communications courses transfer to CSU.

Upon successful completion of the required courses, students may transfer to a four-year institution, earn a SLOCCCD Associate in Arts Degree in Broadcast Communications, or seek entry-level work in the communications industry.

The name of this discipline will change from *Broadcast Communications* to *Film, Television and Electronic Media* beginning in fall 2016.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD BCST Successful Course Completion	Statewide BCST Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
BROADCAST COMM Fall 2012 Total	12	12.03	93%	69%	76%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
BROADCAST COMM Fall 2014 Total	11	11.15	97%	82%	76%
Target: Fall 2020	11	13.00	95%	82%	
Target: Fall 2025	12	13.00	95%	82%	

Discipline Size: Small; 1 to 14 FTES

The amount of FTES earned through Broadcast Communications courses remained relatively consistent in 2012 and 2014. Broadcast Communications courses are taught at the SLO Campus.

Efficiency: Needs attention

The efficiency of Broadcast Communications courses was below the District-wide target in both 2012 and 2014.

Demand: Strong

The demand for Broadcast Communications courses was strong in both 2012 and 2014.

Student Outcome: Strong

The successful course completion rate for Broadcast Communications courses was below the statewide rate for this discipline in 2012 but improved significantly and exceeded the statewide rate in 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
27-2012	South Central Region: Producers and Directors	747	795	48	158	41	\$29.78
27-2012	SLO County: Producers and Directors	75	79	4	13	3	\$22.77
27-3011	South Central Region: Radio and Television Announcers	245	255	10	45	11	\$17.69
27-3011	SLO County: Radio and Television Announcers	25	23	(2)	<10	0	\$13.51
27-3021	South Central Region: Broadcast News Analysts	32	33	1	<10	0	\$30.54
27-3021	SLO County: Broadcast News Analysts	<10	<10	Insf. Data	<10	0	Insf. Data
27-4032	South Central Region: Film and Video Editors	206	225	19	16	7	\$30.62
27-4032	SLO County: Film and Video Editors	14	16	2	<10	0	\$21.09

Labor Market Projection: Weak Growth

The job market for most of the occupations within Broadcast Communications is weak locally and regionally. The exception is the projected growth of job openings in the region for producers and directors. The lowest paid occupation is that of radio and television announcers; the median hourly rate for other occupations in this field is significantly higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve the efficiency of Broadcast Communications
- Raise student, faculty, and community awareness of the name change for this program

BUSINESS

Business is the study of the theories, history, principles, practices, ethics, and technologies governing contemporary issues in business. Business is a broad area that encompasses accounting, law, economics, entrepreneurship, financial markets, business communications, management, computer information systems, sales, marketing and e-commerce. This program offers theoretical and practical courses for students planning to transfer to a four-year institution in a Business major or to enter the job market after completing an associate degree or certificate.



The Business curriculum has undergone significant changes since the 2012 and 2014 data were collected. The current Business curriculum consists of 27 degree-applicable credit courses, all of which transfer to CSU; five also transfer to UC.

Students may complete specific Business courses to fulfill the following degree requirements:

- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences and
- SLOCCCD Diversity graduation requirement.

Upon successful completion of the required courses in the Business Program, students may earn one or more of the following degrees and certificates:

- Business Administration Associate in Science for Transfer
- Agriculture Business Associate in Science for Transfer
- SLOCCCD Associate in Arts Degrees
 - Business Administration – Career Path
 - Business Administrative Assistant
 - Management
 - Marketing
- Certificates of Achievement
 - Business Administration
 - Business Administrative Assistant
 - Accounting Clerk
- Certificates of Specialization
 - Accounting Specialization
 - E-Commerce Specialization
 - General Business Specialization

- Management Specialization
- Business: Military Business Studies
- Small Business Specialization

During the 2013-2015 academic years, this department incorporated the Computer Applications/Office Administration courses into the Business and Computer Information Systems departments. Business now offers a certificate of achievement in Business Administrative Assistant.

A strategy for connecting the Business Program to the local community is the Business and Entrepreneurship Center. This program connects small businesses with private, public, and nonprofit resources to enhance the long-term growth and viability of small businesses. The Business and Entrepreneurship Center also offers fee-based advanced business consulting services to regional businesses, industry sectors, city & state agencies, and chambers of commerce. This grant-funded center is part of a statewide initiative, “Doing What Matters for Jobs and the Economy,” which is designed to help close the state’s skills gap by providing in-demand skills training for employers; creating relevant career pathways and stackable credential programs; and promoting student success.

Additional efforts in the North County include hosting annual Business Forums to connect current students, the general public, and members of the local business community for educational discussions. Further, through the North County Cluster Coordinator position, the Business Education Division maintains relationships with the Atascadero, Templeton, and Paso Robles chambers of commerce, as well as the Hispanic Business Association in the North County. Through these relationships, the division is better able to respond to the needs of the local business community and promote its offerings.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD BUS Successful Course Completion	Statewide BUS Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
BUSINESS Fall 2012 Total	124	15.95	78%	82%	68%
- North County	13	9.97	56%	88%	
- SLO	91	17.72	85%	84%	
- South County	1	8.96	63%	96%	
- Distance Ed	19	15.61	88%	60%	62%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
BUSINESS Fall 2014 Total	129	13.87	73%	81%	69%
- North County	14	10.58	68%	84%	
- SLO	83	15.41	74%	83%	
- South County	7	12.97	73%	87%	
- Distance Ed	25	12.19	74%	66%	62%
Target: Fall 2020	136	16.00	75%	80%	
Target: Fall 2025	142	16.00	75%	80%	

Discipline Size: Relatively medium size; between 51 and 150 FTES

FTES earned in Business courses increased slightly in 2014 compared to 2012, due to increases in the numbers of FTES earned at the SLO Campus, the South County Center, and online. The number of FTES earned in Business courses taught at the North County Campus was approximately the same in 2012 and 2014.

Efficiency: Needs attention

The overall efficiency rates of Business courses exceeded the District-wide target in 2012, but decreased in 2014. The efficiency rates for courses taught at the SLO Campus exceeded the District-wide target in both 2012 and 2014. The efficiency rates at the North County Campus and South County Center increased between 2012 and 2014, but even with this increase, the efficiency rates did not meet the District-wide target. The efficiency rates for courses taught online exceeded the District-wide target in 2012 but decreased in 2014.

Demand: Strong

The fill rates for Business courses were below the SLOCCCD averages in 2012 and 2014. The fill rates were highest at the SLO Campus and online in both years of this comparison, although there was a decline in the fill rates in 2014 compared to 2012. The fill rates at the North County Campus and South County Center increased between 2012 and 2014.

Student Outcome: Exceeds Expectations

The overall successful course completion rates for Business courses were higher than the statewide rates in 2012 and 2014 for this discipline. The student successful course completion rates for Business courses were relatively consistent for courses taught at the North County and SLO Campuses and were higher than average for the small number of Business courses taught at the South County Center. Students' successful course completion rates for Business courses taught via distance education were lower than for Business courses taught on campus, but exceeded the statewide rates for Business courses taught via distance education.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
13-1199	South Central Region: Business Operations Specialists, All Other	6,283	6,539	256	517	155	\$37.45
13-1199	SLO County: Business Operations Specialists, All Other	555	620	65	42	21	\$32.28
41-4012	South Central Region: Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	6,843	7,368	525	854	276	\$25.84
41-4012	SLO County: Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	837	929	92	104	39	\$24.32
13-2011	South Central Region: Accountants and Auditors	6,577	7,089	512	1,060	314	\$32.92
13-2011	SLO County: Accountants and Auditors	923	1,014	91	147	48	\$29.35
43-3031	South Central Region: Bookkeeping, Accounting, and Auditing Clerks	10,523	11,339	816	533	270	\$19.87
43-3031	SLO County: Bookkeeping, Accounting, and Auditing Clerks	1,600	1,740	140	78	44	\$18.35

Labor Market Projection: Strong

The job market for Business is projected to increase both locally and regionally over the next five years. The projections vary for the specific specializations within Business, but it is likely that there will be increases in the numbers of jobs at all occupational levels. Graduates in this field are likely to earn a wage that is higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Raise student, faculty, and community awareness of the new associate degree in Agriculture Business
- Develop and implement strategies to improve students’ successful course completion rates in distance education courses
- Develop and implement strategies to improve the efficiency of the Business program

CHEMISTRY

Chemistry is the study of the atoms and molecules that comprise the building blocks of the world, which leads to a greater understanding of materials, medicine, engineering, forensics, environmental science, geology, molecular biology, agriculture and other related fields. Coursework in this discipline prepares students for transfer to four-year institutions or for employment in health and technical careers.

The Chemistry Program consists of 11 degree-applicable credit courses intended to meet three types of student goals:

- Introductory chemistry for beginning science and nursing and allied health majors;
- General chemistry for science and engineering majors; and
- Organic chemistry for science majors and students who intend to earn professional health degrees at medical, pharmacy, or veterinary schools.

Ten of the degree applicable courses transfer to CSU, and of these, six also transfer to UC.

Students may complete specific Chemistry courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Science;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer; and
- Physical and Biological Sciences general education requirement for UC transfer.

Students may earn a SLOCCCD Associate of Science degree with a major in Chemistry.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD CHEM Successful Course Completion	Statewide CHEM Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
CHEMISTRY Fall 2012 Total	140	18.72	102%	72%	69%
- North County	22	12.98	90%	76%	
- SLO	118	20.39	104%	71%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
CHEM Fall 2014 Total	136	18.08	93%	64%	67%
- North County	15	12.58	92%	77%	
- SLO	121	19.14	93%	63%	
Target: Fall 2020	143	19.00	90%	69%	
Target: Fall 2025	150	19.00	90%	69%	

Discipline Size: Relatively medium size; 51 to 150 FTES

Comparing 2012 and 2014, the amount of Chemistry FTES earned at the North County and SLO Campuses remained the approximately the same. Chemistry courses were not offered at the South County Center or online.

Efficiency: Strong

The efficiency of Chemistry courses exceeded the District-wide target for both the discipline total and the courses taught at the SLO Campus. Efficiency was below the District-wide target at the North County Campus in both 2012 and 2014.

Demand: Strong

The demand for Chemistry courses remained consistently high in 2012 and 2014, significantly exceeding the SLOCCCD fill rate in the same time period.

Student Outcome: Strong

The overall successful course completion rates for Chemistry courses were slightly above the statewide rate in 2012 and slightly below the statewide rate in 2014. The student successful course completion rates for Chemistry courses were higher at the North County Campus than at the SLO Campus in both 2012 and 2014. In 2012, the successful course completion rates at the SLO Campus was slightly higher than the statewide rate for Chemistry courses, and in 2014, the rate at the SLO Campus was below the statewide rate.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Need large capacity classrooms for lecture so that laboratory sections can be combined into single lectures to maintain or improve efficiency
- Offer Chemistry via distance education to improve student access

COLLEGE SUCCESS STUDIES

College Success Studies promote students’ acquisition of the academic skills, learning strategies, and attitudes necessary for success in all disciplines.

College Success Studies courses include basic skills courses in reading, writing, grammar, and learning strategies as well as college success skills that provide students with opportunities to review, refresh, or refine academic skills and strategies. In addition, tutor training, a required course for students who want to work as tutors, is a College Success Studies course.

The College Success Studies curriculum consists of one non-credit course; five credit courses that are not degree-applicable; and four degree-applicable credit courses. Of the four degree-applicable courses, two transfer to CSU, and of those, one also transfers to UC.

A College Success Studies course fulfills the Lifelong Learning and Self-Development general education requirement for CSU.

The College Success Laboratory offers assessment of students’ learning needs and access to instructional modules to supplement coursework. Students work independently on topics such as grammar, writing, vocabulary, spelling, mathematics, reading, critical thinking, study skills, English as a Second Language, keyboarding, and word processing.

Data

	FTES	Efficiency: FTES/FTEF	Demand Fill Rate	SLOCCCD CSS Successful Course Completion	Statewide CSS Successful Course Completion
		District-wide Target = 15.00			
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
CSS Fall 2012	35	9.71	52%	67%	68%
- North County	10	8.06	35%	62%	
- SLO	25	11.01	65%	69%	
- Distance Ed	1	5.00	39%	63%	69%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
CSS Fall 2014	30	13.36	51%	65%	67%
- North County	7	8.71	30%	61%	
- SLO	21	15.82	64%	68%	
- Distance Ed	1	7.00	58%	57%	59%
Target: Fall 2020	75	16.00	84%	67%	
Target: Fall 2025	78	16.00	86%	67%	

Discipline Size: Relatively small; 15 to 50 FTES

The number of College Success Studies FTES decreased slightly between 2012 and 2014 at both the North County and SLO Campuses, in keeping with the overall decrease in student enrollment between those years.

Efficiency: Needs attention

The efficiency rates of College Success Studies courses were below the District-wide target in 2012 and 2014. However, the efficiency of courses taught at the SLO Campus improved between 2012 and 2014, and reached the District-wide target in 2014.

Demand: Needs attention

The demand for College Success Studies courses is low in both 2012 and 2014, with the lowest demand at the North County Campus and higher demand at the SLO Campus.

Student Outcome: Meets expectations

The successful course completion rates for College Success Studies courses taught on campus were comparable to statewide rates for this discipline in 2012 and 2014. Students' successful course completion rates for College Success Studies courses taught via distance education were slightly lower than the statewide rates for courses in this discipline taught via distance education.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to increase the efficiency of College Success Studies courses
- Develop and implement strategies to increase student demand for College Success Studies courses
- Raise SLOCCCD student and faculty awareness of the opportunities offered through College Success Studies
- Implement strategies to improve student completion of the sequence of college readiness courses

COMMUNICATION STUDIES

Communication Studies prepares students to meet complex communication challenges across cultural, organizational, rhetorical, and relational contexts by developing skills essential for meaningful participation in diverse local and global communities. Courses focus on improving social, cultural, professional, and personal experiences through the understanding and applied practice of communication, such as expressing and advocating ideas effectively, working productively in small groups, practicing inclusive civil discourse, and appreciating the diversity of human communication practices.



Communication Studies courses guide students in developing skills that are critical for success in the workforce. Abilities to work in a team structure and to communicate verbally are often ranked as essential qualities for prospective employees in all fields.

The Communication curriculum consists of six degree-applicable credit courses, all of which transfer to CSU and UC.

Students may complete specific Communication Studies courses to fulfill the following degree and transfer requirements:

- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- English Language Communication and Critical Thinking general education requirement for CSU transfer;
- Social Sciences general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in Communication Studies.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD CHEM Successful Course Completion	Statewide CHEM Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
COMMUNICATIONS Fall 2012 Total	77	12.82	89%	83%	78%
- North County	10	11.97	82%	78%	
- SLO	56	13.41	93%	87%	
- South County	2	9.26	64%	94%	
- Distance Ed	9	11.50	83%	63%	68%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
COMMUNICATIONS Fall 2014 Total	82	12.84	90%	83%	77%
- North County	11	13.68	94%	85%	
- SLO	60	13.01	91%	84%	
- South County	2	9.00	64%	89%	
- Distance Ed	10	12.00	88%	75%	66%
Target: Fall 2020	88	15.00	85%	85%	
Target: Fall 2025	95	15.00	85%	85%	

Discipline Size: Relatively medium size; between 51 and 150 FTES

The number of FTES earned in Communication Studies courses increased from fall 2012 to fall 2014. Communication Studies courses are offered at all SLOCCCD sites as well as online.

Efficiency: Needs attention

Most Communication Studies courses have an enrollment cap of 28 students per section, which limits efficiency. Despite an improvement in efficiency rates in 2014, the efficiency rates of Communication Studies courses were below the District-wide target in both 2012 and 2014. Efficiency rates are lowest at the South County Center.

Four of the six courses in the curriculum are capped at 28 students because of the required performance aspects of those courses, such as speeches, presentations, and role-playing. Two new courses have recently been added to the curriculum enrollment caps of 30 and 40 respectively. These courses are projected to significantly increase the Communication Studies efficiency rates.

Demand: Meets Expectations

The fill rates for Communication Studies courses exceeded the SLOCCCD average fill rates in both 2012 and 2014 at all sites except the South County Center.

Student Outcome: Strong

The successful course completion rates for Communication Studies courses taught on campus were higher than the statewide rates in 2012 and 2014 at all campuses. For Communication Studies courses taught online the successful course completion rate was lower than the statewide rate in 2012, but exceeded the statewide successful course completion rate in 2014.

Growth Projection: Faster than the SLOCCCD growth rate

Challenge

- Develop and implement strategies to increase efficiency in Communication Studies



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COMMUNITY PROGRAMS

Community Programs are a collection of special programs that allows SLOCCCD to respond to community needs and initiatives on a flexible schedule. The following is a summary of the diverse programs included under this umbrella.

Community Services

Community Services courses offer a variety of fee-based activities and classes, such as arts and crafts, business, cooking, dance, home décor, music, pet care, photography, aqua fitness, and youth/adult swim lessons. Both educational and recreation classes are offered at various sites across the county, including the North County and SLO Campuses and the South County Center as well as K-12 schools, libraries, churches, and community centers.

Specially Funded Programs

1. California Department of Corrections and Rehabilitation Transitions Program
Supported by grant-funding SLOCCCD provides workplace readiness and financial literacy services to inmates incarcerated at the California Men's Colony.
2. Successful Launch
Funded through the Mental Health Services Act and in partnership with John Muir Charter School, Successful Launch offers high school diploma and career exploration courses for 16- to 24-year-olds at sites in Grover Beach and Los Osos.
3. Bridge to Success
The program consists of a five-week summer intensive on the SLO Campus designed for youth with academic and life barriers to success. Focused on college-readiness, college orientation and career exploration, students also participate in a work experience on campus. Students earn three college credits and ten high school elective units.
4. Sustainability Resource Center
SLOCCCD offers sustainability education and resources to SLO County schools and teachers. The focus is on integrating sustainability concepts and activities into the K-12 curriculum in alignment with State and National Science and Mathematics standards. The Sustainability Resource Center also offers community education and workforce training with a focus on renewable energy and sustainability principles.
5. Foster and Kinship Care Education
Supported by state categorical funding, SLOCCCD offers workshops that provide licensing and continuing education for foster families and relative caregivers.
6. Youth Empowerment Strategies for Success—Independent Living Program
Supported by the Foundation for California Community Colleges in collaboration with the California Department of Social Services, this program assists current and former foster youth in transitioning successfully into self-sufficiency and adulthood through participation in workshops and hands-on life skills training in subjects such as education, financial literacy, employment, and daily living skills.



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COMPUTER INFORMATION SYSTEMS

Computer Information Systems uses the scientific perspective to study computer operations; computing problems and solutions; and the design of computers systems and user interfaces. The courses in this program, which encompasses the fields of Computer Science and Information Systems, include software development, programming, and application of software and hardware to accomplish specific functions. Serving students with courses in basic skills, transfer, and career and technical education, this discipline provides students with both the theory of the field as well as hands-on experiences.



The Computer Information Systems Program provides both career technical education and transfer options by preparing students for immediate employment and/or for transfer to four-year universities in majors such as computer science, computer engineering, software engineering, and information systems.

The Computer Information Systems curriculum consists of 20 degree-applicable credit courses. Fifteen courses transfer to CSU, and of these, eight also transfer to UC. All of the core courses transfer to both UC and CSU.

Students may complete specific Computer Information Systems courses to fulfill the following degree requirements:

- Communications and Analytical Thinking general education requirements for the SLOCCCD associate degree and
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Science Degree in either Computer Science or Management Information Systems and/or one of the following Certificates of Specialization: Android Developer, Internet Applications Developer, or IOS Developer.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD CIS Successful Course Completion	Statewide CIS Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
CIS Fall 2012 Total	34	11.61	81%	63%	66%
- North County	3	10.50	75%	62%	
- SLO	26	12.16	83%	61%	
- Distance Ed	5	10.00	75%	74%	62%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
CIS Fall 2014 Total	45	11.56	77%	67%	66%
- North County	2	8.00	57%	75%	
- SLO	33	13.09	85%	67%	
- Distance Ed	10	9.03	64%	69%	60%
Target: Fall 2020	47	15.00	82%	70%	
Target: Fall 2025	50	15.00	82%	70%	

Discipline Size: Relatively small; 15 to 50 FTES

FTES earned in Computer Information Systems courses increased in 2014 compared to 2012, due to an increase in FTES earned at the SLO Campus and online. During the same period, the District-wide enrollment declined. There was an increase in distance education offerings between 2012 and 2014 as a strategy to expand student access to instruction in this discipline. Offering dual enrollment courses is another strategy being implemented to expand student access to Computer Information Systems courses. Given the two-year growth from 34 to 45 FTES between 2012 and 2014, as well as continued growth beyond that period, this program is likely to transition to a medium-sized discipline between 50 and 150 FTES.

Efficiency: Needs attention

The overall efficiency rates of Computer Information Systems courses were below the District-wide target in 2012 and 2014. The efficiency rates were highest for courses taught at the SLO Campus. Since Computer Information Systems courses are taught in computer laboratories, enrollment is limited to the number of computer stations in the current facilities.

Demand: Moderate

Overall the fill rates for Computer Information Systems courses were slightly below the District-wide averages in 2012 and 2014. The fill rates were highest at the SLO Campus in both years of this comparison. The fill rates at the North County Campus and for online courses decreased between 2012 and 2014.

Student Outcome: Meets expectations

The overall successful course completion rates for Computer Information Systems courses were slightly below the statewide successful course completion rate for this discipline in 2012 and slightly above the statewide rate in 2014. The successful course completion rates improved between 2012 and 2014 for courses taught at the North County and SLO Campuses, but decreased for online courses. Overall, students' successful course completion rates for Computer Information Systems courses taught via distance education were higher than the statewide rates for courses in this discipline taught via distance education in both 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
15-1121	South Central Region: Computer Systems Analysts	2,004	2,287	283	188	94	\$41.78
15-1121	SLO County: Computer Systems Analysts	240	299	59	22	16	\$36.88
15-1141	South Central Region: Database Administrators	409	449	40	46	17	\$40.37
15-1141	SLO County: Database Administrators	42	52	10	5	3	\$34.34

Labor Market Projection: Moderate Growth

The job market for Computer Systems Analysts and Database Administrators is projected to increase moderately both locally and regionally over the next five years, with the greatest growth in positions such as Computer Systems Analysts. Graduates in this field are likely to earn a wage that is higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Collaboratively develop computer laboratories on high school campuses with K-12 partners
- Advocate for a revised unit requirement for an Associate Degree for Transfer in Computer Information Systems, and once the Transfer Model Curriculum is revised, develop an Associate Degree for Transfer in Computer Information Systems
- Develop and implement strategies to improve the efficiency of Computer Information Systems courses



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COMPUTER AND NETWORKING TECHNOLOGY

The Computer and Networking Technology program prepares students to install, configure, troubleshoot and administrate all types of computer and network hardware and associated operating systems. The training includes basic electronics, network cabling and infrastructure, computer and networking hardware, desktop and server operating systems, wireless configuration and administration, and computer and network diagnostic tools. The program focuses on industry-applicable skills and prepares students for entry-level positions such as network administrator, network engineer, network technician, computer technician, network installer, and help desk technician.



The courses are aligned with industry standards and prepare students for the following certification examinations:

- CompTIA A+
- Cisco Certified Network Associate
- Electronic Technician Association Copper Cable Installer
- FOA Fiber Optic Cable Installer
- CWNA Certified Wireless Network Administrator
- Microsoft Workstation Configuration
- Microsoft Server Configuration

The Computer and Networking Technology Program curriculum consists of 12 degree-applicable credit courses, all of which combine classroom instruction with hands-on experience and practice. Ten Computer and Networking Technology courses transfer to CSU.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Science Degree in Computer and Networking Technology or Certificates of Specialization in Computer Networking Specialist, Computer Support Specialists, or Network Infrastructure Specialist.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD CNET Successful Course Completion	Statewide CNET Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
CNET Fall 2012 Total	15	8.92	79%	77%	65%
- SLO	11	9.40	89%	85%	
- Distance Ed	4	7.87	65%	60%	62%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
CNET Fall 2014 Total	14	10.96	100%	74%	64%
- SLO	10	11.53	102%	80%	
- Distance Ed	4	9.74	97%	66%	60%
Target: Fall 2020	<i>15</i>	<i>12.00</i>	<i>95%</i>	<i>75%</i>	
Target: Fall 2025	<i>15</i>	<i>12.00</i>	<i>95%</i>	<i>75%</i>	

Discipline Size: Small; 1 to 14 FTES

The numbers of FTES earned through Computer and Networking Technology courses were approximately the same in 2012 and 2014. Computer and Networking Technology courses are taught at the SLO Campus and online.

Efficiency: Needs attention

The efficiency of Computer and Networking Technology courses was below the District-wide target in both 2012 and 2014. Enrollment is capped in this discipline due to the hands-on style of the instruction and the limited amount of equipment.

Demand: Strong

The demand for Computer and Networking Technology courses was moderate in 2012 but increased significantly in 2014.

Student Outcome: Strong

The successful course completion rates for Computer and Networking Technology courses taught at SLO Campus were above the statewide rates for this discipline in 2012 and 2014. The rate of successful course completion for online courses was below the statewide rate for courses in this discipline taught via distance in 2012 but improved to slightly exceed the comparable statewide rate in 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
15-1199	South Central Region: Computer Occupations, All Other	932	971	39	94	27	\$39.72
15-1199	SLO County: Computer Occupations, All Other	70	83	13	7	4	\$37.30

Labor Market Projection: Moderate Growth

The job market for Computer and Network Technology graduates is projected to increase moderately within the region and slightly within the county over the next five years. It is anticipated that there will be four openings each year locally and 27 openings in the South Central Region. Graduates in this field are likely to earn a wage that is almost double the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve efficiency of Computer and Networking Technology courses
- Establish or expand dual enrollment Computer and Networking Technology program with K-12 partners on high school campuses with appropriate facilities



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CONSTRUCTION TECHNOLOGY

The Construction Technology Program prepares students for employment or advancement in the following areas of the construction industry:

- General contracting and management, including purchasing, scheduling, feasibility of projects, materials, resources, project management, and bid development;
- Entry-level positions or placement in electrical and plumbing trade unions; and
- Entry-level positions in specializations such as water treatment (Grade 1 and Grade 2), heating and air conditioning, and solar installation.

Courses in Construction Technology are assessed to ensure that industry standards are maintained. A recent example of this is a renewed focus on renewable/alternative energies and a revision in course requirements to meet the standards established by the North American Board of Certified Energy Practitioners.

The Construction Technology curriculum consists of 24 degree-applicable credit courses, most of which combine classroom instruction with hands-on experience and practice. Five of the courses transfer to CSU, and of these, two also transfer to UC.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Science Degree in Construction Technology or a Certificate of Achievement in Construction Technology.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD CTCH Successful Course Completion	Statewide CTCH Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
CONSTRUCTION TECH	21	7.93	81%	70%	84%
Fall 2012 Total					
- North County	2	5.23	50%	100%	
- SLO	20	8.29	84%	68%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
CONSTRUCTION TECH	18	8.88	91%	75%	85%
Fall 2014 Total					
Target: Fall 2020	<i>19</i>	<i>12.00</i>	<i>90%</i>	<i>85%</i>	
Target: Fall 2025	<i>20</i>	<i>12.00</i>	<i>90%</i>	<i>85%</i>	

Discipline Size: Relatively small; 15 to 50 FTES

FTES earned through Construction Technology courses was lower in 2014 compared to 2012. Construction Technology courses are taught primarily at the SLO Campus.

Efficiency: Needs attention

The efficiency of Construction Technology courses was below the District-wide target in both 2012 and 2014. One strategy to increase efficiency is to establish dual enrollment programs with K-12 partners.

Demand: Strong

The fill rates for Construction Technology courses were high in both 2012 and 2014, with the exception of a course taught at the North County Campus in 2012.

Student Outcome: Needs attention

The successful course completion rates for Construction Technology courses were below the statewide rates for this discipline in both 2012 and 2014, with the exception of a course taught at the North County Campus in 2012.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
47-2031	South Central Region: Carpenters	7,220	7,594	374	760	227	\$19.24
47-2031	SLO County: Carpenters	1,149	1,113	(36)	131	26	\$19.17

Labor Market Projection: Moderate Growth

The job market for carpenters is projected to increase regionally over the next five years. It is anticipated that there will be 227 openings each year in the South Central Region, in comparison to the 26 opening each year in SLO County. Graduates in this field are likely to earn a wage that is slightly above the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve efficiency in the Construction Technology Program
- Develop and implement strategies to increase students’ successful completion of Construction Technology courses
- Establish or expand dual enrollment Construction Technology program with K-12 partners on high school campuses with appropriate facilities

CRIMINAL JUSTICE

The Criminal Justice Program is the study of the activities and operations of law enforcement agencies, the courts, correctional agencies, and the public and social policy implications associated with operating the criminal justice system. This program provides the foundation for occupations in a variety of fields, such as law enforcement, investigations, courts, corrections, private security, law, and juvenile justice. The program also serves those who are presently working in the criminal justice field by enhancing their knowledge of the legal underpinnings of the criminal justice system, criminology, and public policy implications associated with the operation of the system.

The Criminal Justice curriculum consists of nine degree-applicable credit courses. All courses transfer to CSU, and of these, four courses also transfer to UC.

Students may complete specific Criminal Justice courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- Social Sciences general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Upon successful completion of the required courses, students may earn an Associate Degree for Transfer in Administration of Justice or a SLOCCCD Associate in Arts Degree in Criminal Justice.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD CJ Successful Course Completion	Statewide CJ Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
CJ Fall 2012 Total	37	18.68	94%	73%	81%
- North County	8	19.75	101%	68%	
- SLO	29	20.54	100%	75%	
- South County	1	3.50	27%	50%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
CJ Fall 2014 Total	32	16.04	83%	70%	80%
- North County	6	14.25	74%	80%	
- SLO	26	16.49	85%	68%	
Target: Fall 2020	34	18.00	82%	80%	
Target: Fall 2025	35	18.00	82%	80%	

Discipline Size: Relatively small; 15 to 50 FTES

The number of FTES earned through Criminal Justice courses was approximately the same in 2012 and 2014. Criminal Justice courses are taught at all sites and online.

Efficiency: Strong

The efficiency rates of Criminal Justice courses exceeded the District-wide target in both 2012 and 2014. The 2012 strong efficiency of Criminal Justice courses at the North County Campus declined in 2014. The efficiency of a Criminal Justice course at the South County Center was exceptionally low.

Demand: Strong

The demand for Criminal Justice courses was strong in 2012 for courses taught at the North County and SLO Campuses. Although there was a decrease in the fill rate at the North County Campus in 2014, the overall fill rate for this discipline matched the SLOCCCD average fill rate for that semester.

Student Outcome: Needs attention

The successful course completion rates for Criminal Justice have been consistently below the statewide rate for this discipline, with the exception of the courses taught at the North County Campus in 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
23-2091	South Central Region: Court Reporters	201	199	(2)	24	5	\$32.22
23-2091	SLO County: Court Reporters	29	29	0	<10	0	\$36.37
33-3011	South Central Region: Bailiffs	<10	11	Insf. Data	<10	0	Insf. Data
33-3011	SLO County: Bailiffs	<10	<10	Insf. Data	<10	0	Insf. Data
33-3021	South Central Region: Detectives and Criminal Investigators	340	356	16	39	11	\$57.46
33-3021	SLO County: Detectives and Criminal Investigators	92	96	4	11	3	\$70.90
33-3051	South Central Region: Police and Sheriff's Patrol Officers	3,450	3,636	186	564	150	\$42.53
33-3051	SLO County: Police and Sheriff's Patrol Officers	594	642	48	99	29	\$42.10
33-9021	South Central Region: Private Detectives and Investigators	231	222	(9)	44	9	\$26.60
33-9021	SLO County: Private Detectives and Investigators	30	31	1	<10	0	\$36.89

Labor Market Projection: Weak Growth

The job markets for occupations within Criminal Justice are projected to be stagnant, with the exception of the increased need for police and patrol officers both locally and regionally. Graduates in this field are likely to earn a wage that is at least double the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Develop and implement strategies to improve students' successful completion of Criminal Justice courses



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DRAMA

Drama is a collaborative form of the performing arts that uses performers to present the experience of a real or imagined event before a live audience. Drama courses provide preparation in acting, directing, and technical theatre through productions that may include or combine gesture, speech, song, music, and dance. Elements of design and stagecraft are used to enhance the physicality, presence and immediacy of the experience. Students are offered opportunities in acting, directing, writing, promoting, designing, and set construction, both in the classroom, on the stage, and backstage.



The classroom instruction and production experiences prepare students technically, conceptually, and personally to transfer to four-year institutions or to pursue opportunities in the theatre industry.

The Drama curriculum consists of nine degree-applicable credit courses that include concentrations in theatre appreciation, acting, and technical theatre. All courses transfer to both CSU and UC.

Students may complete specific Drama courses to fulfill the following degree and transfer requirements:

- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- Arts and Humanities general education requirements for the SLOCCCD associate degree; and
- Arts and Humanities general education requirements for CSU and UC transfer.

Students may earn an Associate Degree for Transfer in Theatre Arts.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD DRA Successful Course Completion	Statewide DRA Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
DRAMA Fall 2012 Total	29	10.48	78%	78%	78%
- SLO	26	10.87	80%	80%	
- South County	1	5.34	46%	85%	
- Distance Ed	2	11.00	88%	59%	62%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
DRAMA Fall 2014 Total	17	12.45	86%	77%	76%
- SLO	12	10.76	80%	88%	
- Distance Ed	4	22.00	98%	59%	62%
Target: Fall 2020	18	15.00	86%	80%	
Target: Fall 2025	19	15.00	86%	80%	

Discipline Size: Relatively small; 15 to 50 FTES

The numbers of FTES earned in Drama courses decreased between fall 2012 and fall 2014 for budgetary reasons. Drama courses are offered at the SLO Campus, with one course, Introduction to Theatre, offered online. Plans for the near future to increase FTES include offering Drama courses on the North County Campus and at the California Men’s Colony.

Efficiency: Needs attention

The efficiency rates of Drama courses were lower than the District-wide target in 2012 and 2014. The exception is the Drama course taught online in fall 2014, in which the FTES/FTEF = 22.00.

Demand: Moderate

The fill rates for Drama courses at the SLO Campus and online have been consistently moderate. The fill rate in fall 2012 at the South County Center was noticeably low, and Drama courses were not offered at that site in 2014.

Student Outcome: Strong on campus; needs attention online

The successful course completion rates for Drama courses exceeded the statewide rates for courses taught at the SLO Campus in both 2012 and 2014. However, the successful course completion rates for Drama courses taught online were below the statewide successful course completion rates for courses taught online in this discipline in both 2012 and 2014.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to increase efficiency in the Drama program
- Develop and implement strategies to increase students' successful course completion rates of course taught via distance education



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EARLY CHILDHOOD EDUCATION

Early Childhood Education is a career technical education program that prepares students for transfer to a four-year institution and/or for work with children in a variety of learning environments. The curriculum focuses on the theory and practice of learning and teaching young children from birth to age eight; the basic principles of educational and developmental psychology; the art of observing, teaching and guiding young children; planning and administration of developmentally appropriate inclusive educational activities; school safety and health issues; and the social and emotional foundations of early care and education.



Two children's centers, one at the San Luis Obispo Campus and one at the North County Campus, function under the auspices of the Early Childhood Education Program. These centers serve as living laboratories for students in the Early Childhood Education Program while serving students who need child care while attending classes.

The California Commission on Teacher Credentialing approves early Childhood Education Program coursework as meeting the requirements for the California Child Development Permit. Students completing an associate degree in Early Childhood Education are eligible for the Child Development Permit at the Teacher level.

The Early Childhood Education Program curriculum consists of 18 degree-applicable credit courses. Fifteen courses transfer to CSU, and of these, two courses also transfer to UC. Twenty-four units in this curriculum are aligned with 70 other colleges as part of the California Community College Alignment Project.

Students may complete specific Early Childhood Education courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- Social Sciences general education requirement for CSU transfer;
- Lifelong Learning and Self-Development general requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Upon successful completion of the required courses, students may earn an Associate Degree for Transfer in Early Childhood Education, a SLOCCCD Associate in Arts Degree in Early Childhood Education Teacher,

and/or a Certificate of Achievement in Early Childhood Education Teacher. All courses required for the Associate Degree for Transfer are available at both the North County and SLO Campuses.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ECE Successful Course Completion	Statewide ECE Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ECE Fall 2012 Total	84	15.63	89%	75%	73%
- North County	12	15.28	88%	78%	
- SLO	49	15.34	88%	82%	
- Distance Ed	23	16.50	91%	62%	63%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ECE Fall 2014 Total	86	15.43	85%	78%	73%
- North County	14	13.66	85%	86%	
- SLO	45	15.91	84%	83%	
- Distance Ed	28	15.67	87%	68%	63%
Target: Fall 2020	<i>90</i>	<i>16.00</i>	<i>85%</i>	<i>80%</i>	
Target: Fall 2025	<i>95</i>	<i>17.00</i>	<i>85%</i>	<i>80%</i>	

Discipline Size: Relatively medium size; between 51 and 150 FTES

FTES earned in ECE courses increased slightly in 2014 compared to 2012. The number of FTES earned at the North County Campus and online increased and the amount earned at the SLO Campus decreased.

Efficiency: Strong

The efficiency rates of ECE courses exceeded the District-wide target for both the discipline total and the courses taught at the SLO Campus and online. The efficiency rate at the North County Campus met the District-wide target in 2012, but decreased in 2014.

Demand: Strong

The demand for ECE courses remained consistently high in 2012 and 2014, exceeding the SLOCCCD fill rates in the same time periods.

Student Outcome: Strong

The successful course completion rate for ECE courses was slightly above the statewide rate for this discipline for courses taught at the North County and SLO Campuses in 2012 and 2014. In those same semesters, students’ successful course completion rates for ECE courses taught online were comparable to or exceeded the statewide rates for online courses in this discipline.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Ensure that the Early Childhood Education curriculum keeps current with changing regulations from agencies such as the Department of Early Education (Early Learning Competencies), the California Department of Licensing, and the Commission on teacher Credentialing



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EARTH AND OCEAN SCIENCES

Earth and Ocean Sciences is the study of the solid earth, ocean and atmosphere. It is the branch of science that investigates diverse geologic processes, including rock and mineral formation, tectonic and volcanic processes, and landform and seafloor development. Also integral to the discipline are the examination of the origins and evolution of life through the study of fossils (paleontology) and the assessment of economically important mineral deposits, fossil fuels, and geologic hazards. The chemistry and physics of the ocean and atmosphere are examined for their impact on the distribution of marine sediments, ocean circulation, weather, and global climate patterns.



The Earth and Ocean Sciences Program curriculum includes 10 degree-applicable credit courses in Geology, two degree-applicable credit courses in Oceanography, and one degree-applicable course in Meteorology. The Oceanography laboratory course is offered separately from the Oceanography lecture course to provide an option for students not required to take the laboratory course. Eight Geology courses transfer to CSU, and of these, six also transfer to UC. The two Oceanography courses and the one Meteorology courses transfer to both CSU and UC.

Students may complete specific Geology, Oceanography, and Meteorology courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Science;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer; and
- Physical and Biological Sciences general education requirement for UC transfer.

Specific Geology and Oceanography courses also fulfill lower division requirements for majors in related fields, such as geophysics, civil engineering, construction management, and environmental science.

Students may earn an Associate Degree for Transfer in Geology or a SLOCCCD Associate in Science degree with a major in Geology.

The following data present an analysis of Geology and Oceanography courses; the Meteorology course was not offered in fall 2012 or fall 2014.

Data for Geology

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD GEOL Successful Course Completion	Statewide GEOL Successful Course Completion
DISTRICT-WIDE Fall 2014	3,716	14.54	83%		
GEOL Fall 2012 Total	23	11.28	77%	77%	69%
- North County	3	6.93	43%	65%	
- SLO	20	12.34	86%	79%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
GEOL Fall 2014 Total	17	11.11	71%	76%	68%
- North County	1	10.42	37%	55%	
- SLO	16	11.16	77%	78%	
Target: Fall 2020	<i>18</i>	<i>15.00</i>	<i>82%</i>	<i>77%</i>	
Target: Fall 2025	<i>19</i>	<i>15.00</i>	<i>82%</i>	<i>77%</i>	

Discipline Size: Relatively small; 15 to 50 FTES

Comparing 2012 and 2014, there was a decline in the amount of Geology FTES earned, with declines at both the North County and SLO Campuses. This decrease mirrors the decrease in overall SLOCCCD enrollments during this period.

Efficiency: Needs attention

The efficiency rates of Geology courses were below the District-wide target for both fall 2012 and fall 2014. Although below the District-wide target, the efficiency rate improved significantly at the North County Campus between 2012 and 2014.

Demand: Moderate

The student demand for Geology courses in fall 2012 and 2014 meets expectations for courses taught at the SLO Campus but courses at the North County Campus were enrolled at about half-capacity in both of these fall semesters.

Student Outcome: Strong

The total successful course completion rates for Geology courses were higher than the statewide rates for this discipline in 2012 and 2014 for courses taught at the SLO Campus. As with efficiency and student demand, the successful course completion rates at the North County Campus were lower compared to the courses taught at the SLO Campus.

Growth Projection for Geology: Same as the SLOCCCD growth rate

Data for Oceanography

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD OCEN Successful Course Completion	Statewide OCEN Successful Course Completion
DISTRICT-WIDE Fall 2014	3,716	14.54	83%		
OCEN Fall 2012 Total	12	16.54	93%	84%	67%
- SLO	10	17.83	94%	85%	
- Distance Ed	3	13.00	87%	81%	58%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
OCEN Fall 2014 Total	10	18.73	100%	85%	67%
- SLO	7	20.29	97%	82%	
- Distance Ed	3	16.00	107%	91%	54%
Target: Fall 2020	<i>11</i>	<i>18.00</i>	<i>95%</i>	<i>85%</i>	
Target: Fall 2025	<i>11</i>	<i>18.00</i>	<i>95%</i>	<i>85%</i>	

Discipline Size: Small; 1 to 14 FTES

Comparing 2012 and 2014, there was a slight decline in the number of FTES earned in Oceanography. FTES decreased at both the SLO Campus and remained the same for the course taught via distance education.

Efficiency: Strong

Overall the efficiency rates of Oceanography courses met the District-wide target for both fall 2012 and fall 2014. In both semesters, efficiency was lower for courses taught via distance education compared to the efficiency of courses taught at the SLO Campus.

Demand: Strong

The demand for Oceanography courses in fall 2012 and 2014 was strong for both courses taught at the SLO Campus and via distance education.

Student Outcome: Strong

The successful course completion rates for Oceanography courses were significantly higher than the statewide rates for this discipline in 2012 and 2014 both for courses taught at the SLO Campus and online.

Growth Projection for Oceanography: Same as the SLOCCCD growth rate

Challenges

- Increase visibility of the role of Geology and Oceanography courses in fulfilling general education requirements
- Develop a physical sciences course to fulfill the requirement for students majoring in K-12 education
- Develop and implement strategies to increase efficiency in Geology courses



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ECONOMICS

Economics is the study of economic theory and application designed to give students the tools they need to develop their own perspective on causes and solutions to some of the pressing economic topics of society. This program provides students with a principle foundation from which to understand and improve decision-making processes in many aspects of life: as a consumer, an employee, an employer, a voter, a member of the global economy, and other roles.

The Economics curriculum consists of three degree-applicable credit courses, all of which transfer to both CSU and UC.

Students may complete specific Economics courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- Requirement for the SLOCCCD associate degree in International Studies;
- Social Sciences general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Upon successful completion of the required courses, students may earn an Associate Degree for Transfer in Economics.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ECON Successful Course Completion	Statewide ECON Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ECONOMICS Fall 2012 Total	51	18.10	90%	66%	66%
- North County	4	22.00	98%	75%	
- SLO	42	17.62	89%	66%	
- Distance Ed	4	20.00	100%	55%	61%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ECONOMICS Fall 2014 Total	49	16.38	79%	66%	68%
- North County	3	12.50	56%	56%	
- SLO	37	17.02	82%	66%	
- Distance Ed	9	15.33	78%	69%	60%
Target: Fall 2020	51	20.00	80%	68%	
Target: Fall 2025	54	22.00	80%	68%	

Discipline Size: Relatively small; 15 to 50 FTES

The number of Economics FTES remained the approximately the same in 2012 and 2014, during a period in which the District's total FTES declined slightly. Economics courses are offered at the North County and SLO Campuses and online.

Efficiency: Strong

The overall efficiency of Economics courses exceeded the District-wide target. In 2012, efficiency rates were highest for courses taught at the North County Campus and online. The efficiency rates decreased for courses taught at the North County Campus but remained above the District-wide target for courses taught at the SLO Campus and online.

Demand: Strong

The fill rates for Economics courses taught at the two sites and online exceeded the SLOCCCD average in 2012, but declined at all sites in 2014. The fill rate for the course taught at the North County Campus in 2014 decreased significantly.

Student Outcome: Strong

The successful course completion rate for Economics courses taught on campus met the statewide rate for this discipline in 2012 and slightly below the statewide rate in 2014. Students' successful course completion rates for Economics courses remained at 66% for courses taught at the SLO Campus but declined for the course taught at the North County Campus. Students' successful course completion rates for Economics courses taught online improved between 2012 and 2014, exceeding the comparable statewide rate for Economic courses taught online.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

None

ELECTRONICS AND ELECTRICAL TECHNOLOGY

The Electronics and Electrical Technology Program provides students with the education requirements for employment as entry-level technicians at public utilities; local, state, or national electronics industries; and state or federal technical administrative agencies.

SLOCCCD is an approved provider for the State Electrician Trainee Program. Students may register with the Division of Apprenticeship Standards to work as electrician trainees. If they complete 150 classroom hours each year, they may continue their employment until they are qualified for the certification exam. Students who complete all the mandatory courses are eligible to take the certification exam administered by the state of California. Students complete the state electrician certification process once they have passed this examination and completed the required work experience.

The curriculum for Electronics and Electrical Technology Program curriculum consists of eight degree-applicable credit courses, of which six transfer to CSU.

Students may complete specific Electronics and Electrical Technology courses to fulfill the following degree requirements:

- Physical and Life Sciences general education requirements for the SLOCCCD associate degree; and
- Communication and Analytical Thinking general education requirements for the SLOCCCD associate degree.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Science Degree in Electrical Technology, a Certificate of Achievement in Electronics and State Electrician, and/or a Certificate of Specialization in Power and Instrumentation.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD EET Successful Course Completion	Statewide EET Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
EET Fall 2012 Total	23	10.48	82%	93%	74%
- SLO	18	12.27	90%	98%	
- Distance Ed	5	6.67	61%	49%	56%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
EET Fall 2014 Total	24	11.66	92%	89%	76%
Target: Fall 2020	25	12.00	90%	90%	
Target: Fall 2025	27	13.00	90%	90%	

Discipline Size: Relatively small; 15 to 50 FTES

The number of FTES earned through Electronics and Electrical Technology courses was approximately the same in 2012 and 2014. Electronics and Electrical Technology courses are taught primarily at the SLO Campus. In 2014, one course was taught online.

Efficiency: Needs attention

The efficiency rates of Electronics and Electrical Technology courses were below the District-wide target in both 2012 and 2014.

Demand: Strong on campus; needs attention online

The demand for Electronics and Electrical Technology courses was strong in both 2012 and 2014, with the exception of the fill rate for the online course in 2012.

Student Outcome: Strong on campus; online needs attention

The successful course completion rates for Electronics and Electrical Technology courses taught on campus exceeded the statewide rates for this discipline in 2012 and 2014. However, students' successful course completion rate for Electronics and Electrical Technology courses taught via distance education was below the statewide rate for online courses in this discipline in 2012. Online courses were not offered in this discipline in 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
17-3012	South Central Region: Electrical and Electronics Drafters	210	220	10	20	6	\$27.93
17-3012	SLO County: Electrical and Electronics Drafters	69	71	2	<10	0	\$31.17
17-3023	South Central Region: Electrical and Electronics Engineering Technicians	1,270	1,206	(64)	166	33	\$31.29
17-3023	SLO County: Electrical and Electronics Engineering Technicians	92	99	7	11	4	\$21.17
49-2093	South Central Region: Electrical and Electronics Installers and Repairers, Transportation Equipment	45	46	1	<10	0	\$31.24
49-2093	SLO County: Electrical and Electronics Installers and Repairers, Transportation Equipment	<10	<10	Insf. Data	<10	0	Insf. Data
49-2094	South Central Region: Electrical and Electronics Repairers, Commercial and Industrial Equipment	302	306	4	43	9	\$27.27
49-2094	SLO County: Electrical and Electronics Repairers, Commercial and Industrial Equipment	16	20	4	<10	0	\$24.21
51-2022	South Central Region: Electrical and Electronic Equipment Assemblers	2,164	2,047	(117)	198	40	\$13.04
51-2022	SLO County: Electrical and Electronic Equipment Assemblers	234	256	22	14	7	\$14.42

Labor Market Projection: Weak Growth

Although the job market for two occupations within the field of Electronics and Electrical Technology is projected to increase within the region (Electrical and Electronics Engineering Technicians and Electrical and Electronic Equipment Assemblers), there are few openings anticipated in the next five years for the other occupations in this category. Graduates in this field are likely to earn a wage that is higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve the efficiency of Electronics and Electrical Technology courses
- Develop and implement strategies to improve students’ successful course completion rates in Electronics and Electrical Technology courses taught via distance education



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EMERGENCY MEDICAL SERVICES

The Emergency Medical Services Program (EMS) prepares students for entry-level emergency medical care. Training includes the fundamental principles and skills required to provide emergency medical care for the sick and injured at the scene of an emergency and/or during transport to a healthcare facility. The three aspects of the EMS Program are as follows:

- **Emergency Medical Technician**

The admission requirements for this course include being 18 years old by the first date of class and possessing a current Healthcare Provider level CPR certification. Successful completion of background checks, drug screening, physical examination, immunizations, and TB testing are required for entry into the clinical settings. The curriculum for this program is a single, 8.5-unit course. The objectives for this course comply with National EMS Education Standards – Emergency Medical Technician and include hands-on clinical and field experiences. Upon successful completion of this course, students receive a course completion certificate making them eligible to take the state/National Registry EMT cognitive examination. After successful completion of this examination, students are eligible to apply for the state EMT certification.

This program is approved by the San Luis Obispo County Emergency Medical Services Agency, as authorized by the California Emergency Medical Services Authority, Title 22.

- **Paramedic**

The admission requirements for the Paramedic Program include successful completion of prerequisite coursework, a physical examination, immunizations, background checks, drug screening, current EMT certification, and current Healthcare Provider level CPR certification. Students must be 18 years old by the first date of class. Additionally, students must provide evidence of having EMT full-time, part-time, or volunteer experience totaling 1,000 hours. If all admission criteria are satisfied, students may enroll in the sequence of paramedic courses. The objectives for these courses comply with National EMS Education Standards – Paramedic and include hands-on clinical and field experiences. Upon successful completion of the required courses, students earn a Paramedic certificate that establishes their eligibility to take the National Registry of Emergency Medical Technicians – Paramedic licensure exam.

The Paramedic Program is independently accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions and is approved by the San Luis Obispo County Emergency Medical Services Agency, as authorized by the California Emergency Medical Services Authority, Title 22.

Students may earn either a SLOCCCD Associate in Science Degree – Paramedic and/or a Certificate of Achievement – Paramedic.

- **Additional EMS Training**

The EMS Program also offers:

- Courses to prepare students who are interested in this field;

- Refresher courses for students who have not successfully completed the National Registry Examination – EMT within three attempts; and
- Continuing education courses for students who have completed the emergency medical technician and paramedic programs.

The EMS Program curriculum consists of 15 degree-applicable credit courses, seven of which transfer to CSU.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD EMS Successful Course Completion	Statewide EMS Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
EMS Fall 2012 Total	36	13.59	83%	78%	76%
- North County	10	14.99	73%	76%	
- SLO	26	13.37	88%	80%	
- Distance Ed	1	9.00	90%	72%	60%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
EMS Fall 2014 Total	29	11.22	90%	81%	75%
- North County	7	10.86	70%	62%	
- SLO	21	11.30	89%	83%	
- Distance Ed	1	12.00	120%	92%	72%
Target: Fall 2020	30	13.00	90%	76%	
Target: Fall 2025	32	14.00	90%	76%	

Discipline Size: Relatively small; 15 to 50 FTES

Between 2012 and 2014, the number of EMS FTES earned at the North County and SLO Campuses decreased slightly. The number of EMS FTES earned via distance education remained the same. EMS courses are not offered at the South County Center.

Efficiency: Needs attention

The efficiency of EMS courses decreased between 2012 and 2014 at both sites but increased for the course taught via distance education. All efficiency rates are below the SLOCCCD FTES/FTEF target due to the enrollment caps per section that are required in clinical courses.

Demand: Meets Expectations

The total demand for EMS courses is skewed by the fill rates of 90% and 120% for the distance education course. Eliminating those numbers, the fill rates for EMS program were moderate at the North County

Campus and strong at the SLO Campus in both 2012 and 2014. Limited clinical sites for the hands-on components of these courses limit student enrollment.

Student Outcome: Strong

The total successful course completion rate for EMS courses taught on campus was above the statewide rate in both 2012 and 2014. The student successful course completion rate for EMS courses was highest at the SLO Campus in both 2012 and 2014. In fall 2012, the successful course completion rate at the North County Campus was equal to the statewide rate for EMS but declined in 2014. Students’ successful course completion rates for online courses were higher than the statewide rates for comparable online courses in both 2012 and 2014.

Graduates’ Pass Rates on National Registry Emergency Medical Technicians Certification

	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
# Tested	82	67	94	76	58
% Passed on 1 st attempt	56%	73%	83%	67%	83%
% Passed w/in three attempts	73%	84%	90%	76%	86%

Source: http://www.cuesta.edu/aboutcc/documents/inst_research/EMT_PASS_RATES.pdf

The percentage of graduates who were successfully certified by the National Registry – Emergency Medical Technicians was 86% in 2014-2015.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
29-2041	South Central Region: Emergency Medical Technicians & Paramedics	629	755	126	97	45	\$15.71
29-2041	SLO County: Emergency Medical Technicians & Paramedics	116	139	23	17	8	\$13.64

Labor Market Projection: Moderate Growth

The job market for EMTs and Paramedics is projected to increase moderately both locally and regionally over the next five years. It is anticipated that there will be eight openings each year locally and 45 openings in the South Central Region. Graduates in this field are likely to earn a wage that is comparable or slightly below the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Develop and implement strategies to improve the efficiency of the Emergency Medical Services program



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ENGINEERING

Engineering is the application of scientific, economic, social, and practical knowledge to design, build, maintain, and improve structures, machines, and materials. Engineers use experience, judgment, and training in engineering, science, and mathematics to determine standards, specifications, work orders and schedules so that projects can be economically beneficial to humankind.

The Engineering Program provides a foundation of mathematics, chemistry, and physics courses needed for transfer to a four-year institution as well as prepares non-engineering majors with computer aided drafting skills that are needed in several occupations, such as architecture, construction, and electronics.

The program and its students benefit by close ties with California Polytechnic State University through shared faculty and membership on Advisory Committees.

The curriculum for the Engineering Program consists of 13 degree-applicable credit courses. Twelve courses transfer to CSU, and of these, 11 courses also transfer to UC.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Science Degree in Engineering.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ENGR Successful Course Completion	Statewide ENGR Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ENGR Fall 2012 Total	45	9.37	71%	70%	79%
- SLO	24	10.02	78%	73%	
- Distance Ed	21	8.71	64%	66%	55%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ENGR Fall 2014 Total	38	9.93	72%	65%	80%
- SLO	26	10.07	76%	75%	
- Distance Ed	12	9.66	67%	48%	60%
Target: Fall 2020	39	12.00	75%	80%	
Target: Fall 2025	40	12.00	75%	80%	

Discipline Size: Relatively small; 15 to 50 FTES

Engineering FTES decreased between 2012 and 2014.

Efficiency: Needs attention

The efficiency rates of Engineering courses were below the District-wide targets in 2012 and 2014.

Demand: Moderate

The demand for Engineering courses has been moderate and below the SLOCCCD average fill rates in both 2012 and 2014.

Student Outcome: Needs attention

The overall successful course completion rates for Engineering courses are below the statewide rates for this discipline in 2012 and 2014 for both on-campus and online courses. The successful course completion rates for courses taught on the SLO Campus were slightly below the statewide successful course completion rates for Engineering in 2012 and 2014, but the exceptionally low student successful course completion rates for online courses, especially in 2014, reduced the overall rates.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
17-3027	South Central Region: Mechanical Engineering Technicians	310	315	5	42	9	\$24.25
17-3027	SLO County: Mechanical Engineering Technicians	31	31	0	<10	0	\$28.86
17-3029	South Central Region: Engineering Technicians, Except Drafters, All Other	534	533	(1)	73	15	\$36.21
17-3029	SLO County: Engineering Technicians, Except Drafters, All Other	74	73	(1)	<10	0	\$33.56

Labor Market Projection: Weak Growth

The job market for Mechanical Engineers and Engineering Technicians is projected to be weak both locally and regionally over the next five years. Graduates in this field are likely to earn a wage that is higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve the efficiency of the Engineering program
- Develop and implement strategies to improve students’ successful completion of Engineering courses

ENGLISH

English courses train students to read and write critically and imaginatively in both academic and professional settings, ask probing questions about complex material, and then address those questions in coherent, persuasive prose with the use of textual evidence. Composition courses in English provide the means for students to develop the crucial reading, argumentative rhetoric, research, and documentation skills necessary for success in the job market and for transfer to four-year universities and colleges. Literature courses equip students with the analytical skills to engage the great works of the human imagination, reason complexly about the thematic, artistic, psychological, sociological, and historical patterns in those works, and respond with compelling interpretive arguments in clear, organized, and compelling prose.

SLOCCCD offers a broad curriculum of 21 credit courses in English. Nineteen of these courses are degree applicable and transfer to both CSU and UC.

To support student success in writing across the curriculum, SLOCCCD offers assistance at the Student Success Centers on the North County and SLO Campuses, where students have access to one-on-one tutoring and computerized support. Some full-time English faculty members provide one-on-one weekly writing help and support in the Writing Center section of the Student Success Center at both campuses.

Students may complete specific English courses to fulfill the following degree and transfer requirements:

- Arts and Humanities general education requirement for the SLOCCCD associate degree;
- Communication and Analytical Thinking general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- SLOCCCD Diversity graduation requirement;
- English Language Communication and Critical Thinking general education requirement for UC and CSU transfer;
- Arts and Humanities general education transfer requirements for both UC and CSU; and
- English Communication general education requirements for UC and CSU transfer.

In addition to fulfilling general education requirements, students may earn an Associate of Arts Degree for Transfer in English.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ENGL Successful Course Completion	Statewide ENGL Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ENGLISH Fall 2012 Total	328	13.30	93%	70%	69%
- North County	54	13.64	96%	64%	
- SLO	247	13.43	93%	72%	
- South County	6	10.75	77%	61%	
- Distance Ed	22	11.94	86%	66%	57%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ENGLISH Fall 2014 Total	310	12.80	90%	71%	68%
- North County	54	13.93	98%	72%	
- SLO	225	12.61	89%	72%	
- South County	4	7.50	54%	93%	
- Distance Ed	27	13.67	95%	61%	59%
Target: Fall 2020	334	15.00	90%	75%	
Target: Fall 2025	360	15.00	90%	75%	

Discipline Size: Relatively large; more than 151 FTES

The number of English FTES earned in 2012 was higher than the number earned in 2014, with the greatest change at the SLO Campus. Enrollment has dropped in most disciplines since a peak in 2009-2010. As described in Chapter 2, this decline is a District-wide wide trend rather than a program-specific trend in English.

Efficiency: Meets expectations

The efficiency rates of English courses were lower than the SLOCCCD target for both the discipline total and the courses taught at the sites. This is to be expected, given the enrollment cap of 28 students per section in composition courses and 24 in the lowest level basic skills level course. However, the course cap for the literature courses is 35 students, including English 201B, which is also a composition course requiring the same amount of writing as other composition courses. In addition, the English program offers one course with a course cap of 110 students. Efficiency was lower at the SLO Campus and South County Center in 2014 compared to 2012, but it remained comparable at the North County Campus in 2012 and 2014. The efficiency rate of English courses taught online was higher in 2014 than 2012.

Demand: Strong

The fill rates for English courses were consistently above the District-wide fill rates in 2012 and 2014 at all sites except the South County Center where the fill rate is low is 54%.

Student Outcome: Strong

The successful course completion rates for English courses were slightly above the statewide rates in 2012 and 2014 for courses taught on the campuses as well as those taught online. Comparing 2012 and 2014, the successful course completion rates were comparable at the SLO Campus and improved at the North County Campus and South County Center. The successful course completion rates for English courses taught online decreased in this 2012 to 2014 comparison, but in both semesters exceeded the statewide rates for English courses taught online.

Growth Projection: Faster than the SLOCCCD growth rate

Challenge

- Increase involvement and participation in the Writing Centers



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ENGLISH AS A SECOND LANGUAGE

English as a Second Language (ESL) is a discipline that focuses on language instruction for speakers of other languages in reading, writing, grammar, speaking, and listening. The ESL program helps students develop and improve their English language skills so that they may achieve their academic, professional, and personal goals as well as participate more effectively in their communities.

The ESL program is comprehensive, ranging from foundational instruction in English language skills to advanced courses that prepare students for college-level coursework. The ESL curriculum consists of seven credit courses and eight noncredit courses.

In credit, students may earn two Certificates of Specialization, one in ESL, Intermediate and one in ESL, Advanced. In noncredit, students may earn three Certificates of Competency, Level I, Level II, and Level III, and one Vocational Certificate of Completion.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ESL Credit Successful Course Completion	Statewide ESL Credit Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ESL Credit Fall 2012 Total	90	8.40	86%	63%	77%
- North County	47	8.74	88%	58%	
- SLO	34	8.27	87%	73%	
- South County	9	7.33	73%	50%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ESL Credit Fall 2014 Total	42	6.16	52%	52%	77%
- North County	18	5.66	48%	40%	
- SLO	21	7.37	61%	60%	
- South County	4	4.19	37%	64%	
Target: Fall 2020	44	10.00	65%	77%	
Target: Fall 2025	46	12.00	70%	77%	

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ESL Noncredit Successful Course Completion	Statewide ESL Noncredit Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ESL Noncredit Fall 2012 Total	19	4.78	52%	N/A	N/A
- North County	16	4.53	54%		
- SLO	2	7.79	35%		
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ESL Noncredit Fall 2014 Total	42	7.46	86%	N/A	N/A
- North County	24	7.34	66%		
- SLO	7	5.94	155%		
- South County	11	9.18	138%		
Target: Fall 2020	44	10.00	N/A	N/A	
Target: Fall 2025	46	12.00	N/A	N/A	

Discipline Size: Relatively small; 15 to 50 FTES

Enrollment in ESL credit courses decreased between 2012 and 2014 as a result of the economic downturn in the county and the increase in student fees from \$20 a unit in 2008-2009 to \$46 a unit in summer 2012. Also, credit students were more directly referred to ESL noncredit, which accounts for the increase in enrollment in ESL noncredit.

Efficiency: Needs attention

The efficiency rates of ESL credit courses were significantly lower than the District-wide target in both 2012 and 2014. Enrollment is limited for ESL credit courses because of the required performance aspects of these courses.

Demand: Needs attention

Fill rates for ESL credit courses were slightly above the SLOCCCD averages in 2012, but dropped significantly in 2014. The fill rates for ESL noncredit courses increased significantly between 2012 and 2014. The high fill rate reflects student enrollment in an open entry/open exit laboratory. The curriculum and course sequences for the ESL credit and noncredit program were revised effective fall 2015. The beginning-level credit ESL courses were deactivated effective fall 2015, and revised noncredit ESL courses were offered in their place on the North County and SLO Campuses and at the South County Center.

Student Outcome: Needs attention

The total successful course completion rates for ESL credit courses were below the statewide rates in 2012 and 2014. Since grades are not assigned in noncredit courses, there are no comparable statewide successful course completion rates for ESL noncredit courses.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Develop and implement strategies to increase efficiency, student demand, and successful course completion rate in both the credit and noncredit ESL programs



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FAMILY STUDIES/HUMAN SERVICES

Family Studies/Human Services is the study of psychosocial development across the life span, with an emphasis on personal identity and the family system. This career technical education program readies students for transfer in social and behavioral sciences fields, such as social work, psychology, and crisis management, as well as for immediate employment in chemical and behavioral addiction counseling.

Accredited by the California Association for Alcohol/Drug Educators, the Family Studies/Human Services Program prepares students for state certification in addiction counseling, which may lead to entry-level positions in social service agencies, treatment programs, recovery homes, schools, and law enforcement.

The curriculum for the Family Studies/Human Services Program consists of 17 degree-applicable credit courses. All of these courses transfer to CSU, and of these, five courses also transfer to UC.

Students may complete specific Family Studies/Human Services courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- Social Sciences general education requirement for CSU transfer;
- Lifelong Learning and Self-Development general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Arts Degree in Family Studies/Human Services or Certificates of Specialization in Addiction Studies and/or Addiction Studies Fieldwork.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD FMST Successful Course Completion	Statewide FMST Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
FMST Fall 2012 Total	85	15.82	83%	71%	76%
- North County	16	15.80	80%	77%	
- SLO	38	15.68	83%	71%	
- Distance Ed	32	16.00	83%	69%	63%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
FMST Fall 2014 Total	66	13.28	70%	68%	75%
- North County	12	10.07	52%	75%	
- SLO	31	12.75	68%	67%	
- Distance Ed	24	16.93	90%	67%	63%
Target: Fall 2020	<i>69</i>	<i>15.00</i>	<i>82%</i>	<i>75%</i>	
Target: Fall 2025	<i>73</i>	<i>15.00</i>	<i>85%</i>	<i>75%</i>	

Discipline Size: Relatively medium size; between 51 and 150 FTES

FTES earned in Family Studies/Human Services courses decreased in 2014 compared to 2012 for courses taught at the North County and SLO Campuses as well as online.

Efficiency: Needs attention

In 2012, the efficiency rates of Family Studies/Human Services courses exceeded the District-wide target for both the discipline total and the courses taught at the two sites and online. In 2014, the efficiency rates decreased at the two sites, with only the efficiency rate for online courses continuing above 15.00.

Demand: Strong

In 2012 the fill rates for Family Studies/Human Services courses were strong; however, the fill rates declined at the two sites in 2014. The demand for online courses increased in 2014 compared to 2012.

Student Outcome: Meets expectations

The successful course completion rates for Family Studies/Human Services courses taught at the North County Campus and via distance education matched or exceeded the statewide rates for this discipline in both 2012 and 2014. For courses taught at the SLO Campus, the student successful course completion rates for Family Studies/Human Services courses were below the statewide rates for this discipline in both years.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Rename the discipline to Human Development/Human Services and widely communicate the change to students, faculty, and community partners
- Convert distance education courses to hybrid courses
- Revise the Addiction Studies certificates
- Develop and implement strategies to improve the efficiency of the Family Studies/Human Services program



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FINE ARTS

Fine Arts is an academic discipline offering studio and art history courses that focus on knowledge and skill attainment in the study of the visual arts. Discursive critiques of form and content, skill-building practicum, contextualizing discussions, and art historical discourse develop visual literacy, critical thinking skills, and individual expression. The study of art broadens students' cultural, historical, and intellectual horizons in a continual process of inquiry and exploration and prepares students for transfer, vocational opportunities, and in the larger sense, the advancement of culture.



The areas of concentration within this comprehensive program are:

- Art history, the study of visual art from prehistory to the present, places emphasis on the visual language, historical context, cultural values, as well as stylistic and technological developments in art and architecture.
- Professional practices emphasize the curatorial, business, and installation aspects of exhibiting art.
- Studio courses include drawing, painting, photography, graphic design, printmaking, sculpture, and ceramics. These courses include an emphasis on portfolio presentation, exhibition preparedness, and a progression of intermediate courses that prepare students for vocational opportunities and successful junior level transfer to four-year institutions and art academies.

The Art curriculum consists of 51 degree-applicable credit courses in the areas of concentration described above. All of these courses transfer to CSU, and of these, 34 also transfer to UC.

The curriculum is supported by the Harold J. Miossi Art Gallery, which serves as a display space for student shows, a laboratory for studio art courses through a changing selection of professional national and international visual artists, and a laboratory for professional practices courses through student participation in the installation and management of exhibitions.

Students may complete specific Art courses to fulfill the following degree and transfer requirements:

- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- Arts and Humanities general education requirements for the SLOCCCD associate degree; and
- Arts and Humanities general education requirements for CSU and UC transfer.

Students may earn one of the following degrees in this discipline:

- Associate Degree for Transfer in Art History;
- Associate Degree for Transfer in Studio Arts;
- SLOCCCD Associate of Arts degree in Art History and Professional Practices; or
- SLOCCCD Associate of Arts degree in Art Studio.

Students may also earn a Certificate of Specialization in Graphics.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ART Successful Course Completion	Statewide ART Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ART Fall 2012 Total	186	11.75	93%	79%	77%
- North County	19	14.75	93%	67%	
- SLO	165	11.48	93%	80%	
- Distance Ed	2	12.00	100%	88%	71%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ART Fall 2014 Total	194	10.45	80%	72%	76%
- North County	16	11.71	75%	66%	
- SLO	167	10.26	79%	74%	
- Distance Ed	10	12.02	97%	61%	69%
Target: Fall 2020	204	13.00	82%	76%	
Target: Fall 2025	214	14.00	82%	76%	

Discipline Size: Relatively large; more than 151 FTES

The number of Art FTES earned in 2014 was slightly higher than the number earned in 2012, with the greatest increase in the FTES earned from courses taught online. Art courses are taught at the North County and SLO Campuses as well as online.

Efficiency: Needs Attention

The efficiency rates of Art courses were lower than the District-wide target in 2012 and 2014 for both the overall totals as well as the efficiency rate at each site. Efficiency rates at both the North County and SLO Campuses decreased in 2014 compared to 2012. One factor in this low efficiency is that the enrollment cap on studio courses is not offset by larger enrollment in lecture courses.

Demand: Moderate

The fill rates for Art courses decreased noticeably between 2012 and 2014, with the exception of student demand for the Art Appreciation course taught online, which was high in both semesters.

Student Outcome: Needs Attention

The successful course completion rates for Art courses taught on the SLO Campus and online in 2012 were higher than the comparable statewide rates for this discipline. However, these successful course completion rates declined for courses taught online and on the SLO Campus in 2014. The successful course completion rates for the North County Campus were comparable in 2012 and 2014, and were below the statewide rates for this discipline in both semesters.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to increase efficiency, fill rates, and students' successful course completion rates in the Fine Arts program
- Keep pace with changes in art career opportunities, such as those in graphic design, multimedia, and animation
- Revise curriculum as needed to offer an Associate Degree for Transfer in Graphic Design

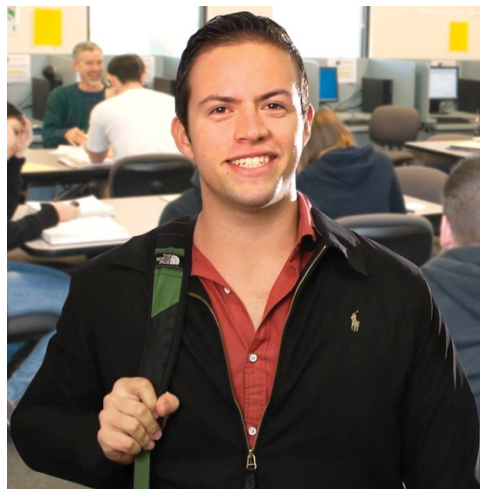


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GEOGRAPHY

Geography is the study of the earth, including a local, regional, national, and global perspective of the environment in relation to societies and cultures. Courses in this discipline prepare students to think critically with a broad understanding of the complex relationship between people and their environment and the resulting cultural phenomena such as population distribution, development, agriculture, language, and religion.



The study of Geography provides students with:

- Preparation for a major or minor in Geography or a related field at a four-year institution. Bachelor degrees in Geography prepare students for careers in primary and secondary education, environmental and regional planning, sustainability, climatology, and international health research.
- General knowledge that is needed in the workplace for positions in business, government, service in the international arena, and teaching.
- Greater environmental and global literacy by fostering an appreciation for diverse intellectual and cultural heritages and an awareness of global interconnectedness.

The Geography curriculum consists of two degree-applicable credit courses, one in physical geography and one in cultural geography, both of which transfer to CSU and UC.

Students may complete specific Geography courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- Requirement for the SLOCCCD associate degree in International Studies;
- Social Sciences general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Geography courses fulfill social sciences general education requirements for transfer preparation and for transfer in specific majors; in addition, these courses are electives in SLOCCCD degrees, such as the associate degree in International Studies.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD GEOG Successful Course Completion	Statewide GEOG Successful Course Completion
DISTRICT-WIDE Fall 2012	Geography courses were not offered in fall 2012				
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
GEOGRAPHY Fall 2014 Total	8	14.11	68%	66%	65%
- North County	1	5.00	25%	70%	
- SLO	7	18.67	90%	65%	
Target: Fall 2020	8	17.00	85%	66%	
Target: Fall 2025	9	18.00	85%	66%	

Discipline Size: Small; 1 to 14 FTES

Geography courses were not offered in 2012 but were offered at the North County and SLO Campuses in 2014.

Efficiency: Needs attention

The efficiency of Geography courses exceeded the District-wide target for courses taught at the SLO Campus in 2014. However, in the same semester, the efficiency rates were below the District-wide target at the North County Campus. The low efficiency rate at the North County Campus resulted in the overall Geography efficiency rates being below the District-wide target.

Demand: Needs attention

The demand for Geography courses was strong in 2014 at the SLO Campus and weak at the North County Campus.

Student Outcome: Meets expectations

In 2014, the total successful course completion rates for Geography courses at both sites met or exceeded the statewide rates for this discipline.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Increase the visibility of the Geography program at both SLOCCCD campuses
- Develop and implement strategies to improve the efficiency of Geography courses

HEALTH EDUCATION

Health Education introduces students to major health topics and health careers with an emphasis on the prevention of non-communicable conditions, promotion of health and fitness throughout the lifespan, and the application of current research in health to affect behavior and lifestyle changes.

The Health Education curriculum consists of six degree-applicable credit courses. All of these courses transfer to CSU, and of these, five also transfer to UC.

Students may complete specific Health Education courses to fulfill the following degree and transfer requirements:

- SLOCCCD Health Education and Diversity graduation requirements and
- Lifelong Learning and Self-Development general education requirement for CSU transfer.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD HEED Successful Course Completion	Statewide HEED Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
HEED Fall 2012 Total	78	19.74	95%	70%	71%
- North County	8	20.20	96%	74%	
- SLO	45	21.26	96%	71%	
- South County	2	10.50	75%	76%	
- Distance Ed	22	18.42	94%	66%	62%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
HEED Fall 2014 Total	72	16.81	80%	73%	70%
- North County	12	14.41	71%	77%	
- SLO	38	17.31	82%	73%	
- Distance Ed	22	17.48	80%	71%	63%
Target: Fall 2020	76	20.00	82%	75%	
Target: Fall 2025	80	20.00	82%	75%	

Discipline Size: Relatively medium size; 51 to 150 FTES

The total number of Health Education FTES earned in 2014 was slightly lower than the number earned in 2012. The number earned at the North County increased, the number earned at the SLO Campuses decreased, and the number earned for courses taught via distance education remained the same. A Health Education Course was taught at the South County Center in 2012 but not in 2014.

Efficiency: Strong

The overall efficiency rates of Health Education courses exceeded the District-wide target in 2012 and 2014. The 2012 efficiency rates were above the District-wide target for courses taught online and at the North County and SLO Campuses, but below the target for courses taught at the South County Center. In 2014, the efficiency rates for Health Education courses taught at the North County Campus dropped slightly below the District-wide target. Health Education courses were not offered at the South County Center in fall 2014.

Demand: Strong

The demand for Health Education courses in 2012 and 2014 was strong at all sites except the South County Center in fall 2012 and the North County Campus in fall 2014.

Student Outcome: Meets Expectations

The successful course completion rates for Health Education courses were comparable to the statewide rates in 2012 and 2014 for courses taught on the campuses as well as online.

Growth Projection: Same as the SLOCCCD growth rate

Challenge: none

HISTORY

History is the study of the people, institutions, ideas, and events of the past. The courses in this discipline foster students' cultural literacy, global awareness, and critical thinking skills, while helping them understand the present. Historical study provides a solid, fundamental preparation for careers in education, government, business, the law, diplomatic service, international work, urban affairs, and library science.

The History curriculum consists of 11 degree-applicable credit courses, which focus on world and western civilizations as well as national, state, and local history. All of these courses transfer to both CSU and UC.

Students may complete specific History courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- American Institutions general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences and the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- SLOCCCD Diversity graduation requirement;
- CSU U.S. History, Constitution, and American Ideals graduation requirement;
- Arts and Humanities general education requirement for CSU transfer;
- Social Sciences general education requirement for CSU transfer;
- Arts and Humanities general education requirement for UC transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in History or a SLOCCCD Associate in Arts Degree in History.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD HIST Successful Course Completion	Statewide HIST Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
HISTORY Fall 2012 Total	127	21.94	91%	69%	63%
- North County	22	18.03	87%	57%	
- SLO	99	23.67	93%	72%	
- South County	3	16.00	91%	59%	
- Distance Ed	3	15.00	75%	67%	57%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
HISTORY Fall 2014 Total	116	18.09	86%	68%	62%
- North County	23	16.58	81%	51%	
- SLO	83	18.93	88%	73%	
- South County	2	10.00	57%	65%	
- Distance Ed	7	18.25	91%	63%	56%
Target: Fall 2020	122	20.00	90%	70%	
Target: Fall 2025	128	20.00	90%	70%	

Discipline Size: Relatively medium size; 51 to 150 FTES

The number of History FTES earned in 2014 was lower than the number earned in 2012 due to a reduction in the courses offered at the SLO Campus. The number of History FTES earned from online instruction doubled between 2012 and 2014. History courses are offered at all three sites as well as online.

Efficiency: Strong

The efficiency rates of History courses exceeded the District-wide target for both the discipline totals and the courses taught at all sites in 2012. The same was true in 2014, with the exception of the efficiency of the course taught at the South County Center.

Demand: Strong

The demand for History courses was consistently high in 2012 and 2014 at the North County and SLO Campuses. The fill rate at the South County Center was higher in 2012 compared to the 2014 fill rate. Conversely, the fill rate for online courses improved between 2012 and 2014.

Student Outcome: Strong overall; needs attention at Centers

The total successful course completion rates for History courses in 2012 and 2014 were higher than the statewide rate in both years for courses in this discipline. The student successful course completion rates

for History courses were highest at the SLO Campus and lowest at the North County Campus and the South County Center in both years. The rates of students' successful completion of courses taught online exceeded the statewide rates for History courses taught online in 2012 and 2014.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Expand the availability of History tutors in the Student Success Centers
- Develop and implement strategies to increase students' successful course completion rates at the North County Campus and South County Center



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JOURNALISM

Journalism is the academic study of mass media, including practical training in how to report, write, edit and produce multimedia content for publication. Courses emphasize writing for print, broadcast and online publications, as well as using social media and modern technology to communicate with the public. Journalism courses focus on the application of critical thinking skills when consuming and producing mass media, how to identify reliable sources, how to collect information from those sources, and how to use that information to educate and inform the public using the tools of modern, multi-platform communication technology.



Students who earn a degree in Journalism are prepared for university transfer as journalism, public relations, and communications majors or to seek entry-level positions in print and online media in positions such as writers, editors, photojournalists, designers, multimedia developers and public relations practitioners.

The Journalism curriculum consists of eight degree-applicable courses that are lecture courses as well as field study courses. All of these courses transfer to CSU, and of these, one transfers to UC.

To support this curriculum by providing a living laboratory, students in this program are guided in the production of a print and an online newspaper, *The Cuestionian*. The print version is published monthly during the academic year, and students report and publish articles in the online newspaper as news is released. The online newspaper can be viewed on both computers and mobile devices.

Students may earn an Associate Degree for Transfer in Journalism or a SLOCCCD Associate in Arts Degree in Journalism.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD JOUR Successful Course Completion	Statewide JOUR Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
JOUR Fall 2012 Total	10	11.52	85%	69%	68%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
JOUR Fall 2014 Total	9	7.84	70%	84%	68%
Target: Fall 2020	9	14.00	80%	85%	
Target: Fall 2025	9	14.00	82%	85%	

Discipline Size: Small; 1 to 14 FTES

The numbers of FTES earned in Journalism courses were comparable in 2012 and 2014. Journalism courses are offered at the SLO Campus. One journalism course was recently approved for distance education.

Efficiency: Needs attention

The efficiency rates of Journalism courses were below the District-wide target and those rates decreased between fall 2012 and fall 2014.

Demand: Needs attention

While the fill rate for Journalism courses exceeded the SLOCCCD average fill rate in 2012, the fill rate for Journalism courses decreased in 2014. During the same period, enrollment decreased District-wide.

Student Outcome: Strong

The successful course completion rate for Journalism courses was slightly above the statewide rate in 2012 and improved beyond that rate in fall 2014. The successful course completion rates for Journalism courses were higher than the statewide rates in 2012 and 2014.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Expand courses offered via distance education to increase student access to Journalism courses
- Develop and implement strategies to increase the efficiency of Journalism courses

KINESIOLOGY

Kinesiology is the study of human anatomy, physiology, and biomechanics as impacted by human movement. The courses provide preparation for a range of careers, such as physical therapy, sports medicine, coaching, health/wellness, and physical education for K-12 educators.

The Kinesiology Program aligns curriculum with guidelines from current professional organizations, such as the American College of Sport Medicine, and revises courses as needed to ensure that course and certificate offerings reflect exercise trends, such as including Zumba, Pilates-Barre, and TRX.

The comprehensive Kinesiology curriculum consists of ten degree-applicable credit courses of Kinesiology theory and 40 degree-applicable credit courses of Kinesiology activities. All Kinesiology theory courses transfer to CSU, and of these, eight also transfer to UC. All of the Kinesiology activity courses transfer to both CSU and UC.

Students may earn an Associate Degree for Transfer in Kinesiology or a SLOCCCD Associate of Science degree in Fitness, Health, and Nutrition. Students may also earn a Certificate of Specialization in these areas of concentration: Personal Training, Coaching, and Exercise Science.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD KINA + KINE Successful Course Completion	Statewide KINA + KINE Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
KINESIOLOGY ACTIVITIES Fall 2012 Total	106	23.87	96%	85%	78%
KINESIOLOGY THEORY Fall 2012 Total	13	13.69	99%	72%	78%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
KINESIOLOGY ACTIVITIES Fall 2014 Total	94	18.42	86%	82%	76%
KINESIOLOGY THEORY Fall 2014 Total	20	14.30	91%	84%	78%
- SLO	17	13.96	91%	89%	
- Distance Ed	3	16.15	88%	50%	65%
KINESIOLOGY ACTIVITIES Target: Fall 2020	99	20.00	85%	82%	
KINESIOLOGY ACTIVITIES Target: Fall 2025	104	22.00	85%	82%	

KINESIOLOGY THEORY Target: Fall 2020	21	15.00	90%	84%
KINESIOLOGY THEORY Target: Fall 2025	22	15.00	90%	84%

Discipline Size: Relatively medium size; 51 to 150 FTES

The number of Kinesiology FTES earned in 2012 was slightly higher for Kinesiology Activities than the number earned in 2014, while the number of FTES for Kinesiology Theory increased in this comparison. Kinesiology courses are taught at the SLO Campus, with the exception of one Kinesiology Theory course taught via distance education.

Efficiency: Strong for Kinesiology Activities; Meets expectations for Kinesiology Theory

The efficiency rates of Kinesiology Activities courses exceeded the District-wide target in 2012 and 2014, while the efficiency rates for Kinesiology Theory courses were below the target in these years.

Demand: Strong

The fill rates for both Kinesiology Activities and Kinesiology Theory courses were strong in both 2012 and 2014.

Student Outcome: Meets expectations for campuses; needs attention online

The successful course completion rates for Kinesiology Activities exceed the statewide rates for this discipline in 2012. The successful course completion rate for Kinesiology Theory was below the statewide rate for this discipline in 2012. In 2014, the successful course completion rates for Kinesiology Activities and Kinesiology Theory courses taught on campus exceeded the statewide rates; however, the student successful course completion rate for online courses was below the statewide rate for courses taught online in this discipline.

Growth Projection: Same as the SLOCCCD growth rate

Challenge

- Lack of facilities designed for physical activities at the North County Campus limit student access to Kinesiology Activities courses at that campus

LEGAL AND PARALEGAL

The Legal Program introduces students to the field of legal studies. It examines the nature of law and legal institutions, and the impact of law and legal institutions on politics, government, business, economics, different social groups, and society as a whole. This interdisciplinary program prepares students for transfer to four-year programs in business administration, business economics, business law, management, managerial economics, pre-law, law and society, legal studies, or political science.

The curriculum for the Legal Program consists of one degree-applicable credit course, which transfers to both CSU and UC.

Students may complete the Legal course to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- Social Sciences general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Arts Degree in either Legal Studies with a Business Emphasis or Legal Studies with a Social Science Emphasis.

The **Paralegal Program** is a career technical education program that prepares students for employment as a paralegal. A paralegal is a specialist who performs a wide variety of legal tasks, including legal research, law office management, and legal document preparation. In addition, paralegals provide direct support to attorneys, such as working with clients, investigating cases, preparing witnesses, and providing general support during trials.

The Paralegal Degree Program is aligned with the California Business and Professions Code requirements for employment as paralegals and legal document assistants. Students who complete this program may take examinations leading to the National Association of Legal Assistants certification and the Commission for Advanced California Paralegal Specialization certification.

The curriculum for the Paralegal Program consists of nine degree-applicable credit courses, eight of which transfer to CSU.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Arts Degree in Paralegal or a Certificate of Achievement in Paralegal.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD LGL + PLGL Successful Course Completion	Statewide LGL + PLGL Successful Course Completion
DISTRICT-WIDE Fall 2014	3,716	14.54	83%		
LEGAL AND PARALEGAL Fall 2012 Total	14	11.03	69%	86%	73%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
LEGAL AND PARALEGAL Fall 2014 Total	10	8.71	59%	81%	72%
- North County	< 1	6.49	57%	100%	
- SLO	9	8.85	60%	78%	
Target: Fall 2020	10	15.00	82%	80%	
Target: Fall 2025	11	15.00	82%	80%	

Discipline Size: Small; 1 to 14 FTES

From 2012 to 2014, there was a decrease in the number of Legal and Paralegal FTES. Legal and Paralegal courses are offered primarily at the SLO Campus.

Efficiency: Needs attention

The efficiency rates of Legal and Paralegal courses were below the SLOCCCD target in both 2012 and 2014. The courses offered via distance education were increased beginning in fall 2015, and initial results indicate that efficiency will be improved.

Demand: Needs attention

The fill rates for Legal and Paralegal courses were moderate in 2012 and decreased in 2014. The fill rate is significantly below the SLOCCCD fill rate in 2014.

Student Outcome: Strong

The successful course completion rates for Legal and Paralegal courses were above the statewide rates in 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
23-2011	South Central Region: Paralegals and Legal Assistants	1,136	1,208	72	114	37	\$26.51
23-2011	SLO County: Paralegals and Legal Assistants	166	168	2	14	3	\$25.39
23-2099	South Central Region: Legal Support Workers, All Other	331	339	8	32	8	\$26.07
23-2099	SLO County: Legal Support Workers, All Other	23	25	2	<10	0	\$24.70
43-6012	South Central Region: Legal Secretaries	952	936	(16)	83	17	\$25.28
43-6012	SLO County: Legal Secretaries	165	151	(14)	<10	0	\$22.33

Labor Market Projection: Moderate Growth

The job market for Paralegals is projected to increase moderately both locally and regionally over the next five years. Graduates in this field are likely to earn a wage higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

This labor market analysis is focused on job opportunities in the legal field. Graduates of the paralegal program are also qualified for a range of job opportunities in businesses such as banks and real estate firms, and in state and local government, such as serving as staff in courtrooms or public law libraries.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Raise student, faculty, and community awareness of the Legal/Paralegal program in order to increase student demand
- Develop and implement strategies to improve the efficiency of the Legal/Paralegal program



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LIBRARY AND INFORMATION TECHNOLOGY

The Library and Information Technology Program trains students in the custodianship and distribution of information as well as the ultimate disposition of information through archiving or deletion. Coursework includes how to store, secure, organize, and provide access to information in print as well as electronic formats.

The Library and Information Technology curriculum consists of 16 degree-applicable credit courses. All of these courses transfer to CSU, and of these, one also transfers to UC.

This program is one of two in the state that are offered fully online. Every course is offered at least once a year and, to facilitate student access, the required in-library internship is completed at libraries near students' residences.

Completion of this program prepares students to fulfill the requirements for Library Support Staff Certification, a national certification program sponsored by the American Library Association.

Upon successful completion of the required courses, students may earn one or more of the following:

- SLOCCCD Associate in Science Degree in Library/Information Technology;
- Certificate of Achievement in Library/Information Technology;
- Certificate of Specialization in Library Services to Children;
- Certificate of Specialization in Searching and Researching Strategies; and
- Certificate of Specialization in Web Page Coding.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD LIBT Successful Course Completion	Statewide LIBT Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
LIBT Fall 2012 Total	15	11.56	71%	73%	68%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
LIBT Fall 2014 Total	11	9.40	65%	76%	68%
Target: Fall 2020	<i>11</i>	<i>14.00</i>	<i>82%</i>	<i>80%</i>	
Target: Fall 2025	<i>12</i>	<i>14.00</i>	<i>82%</i>	<i>80%</i>	

Discipline Size: Small; 1 to 14 FTES

FTES earned from Library and Information Technology courses decreased between 2012 and 2014. The Library and Information Technology Program is taught only online.

Efficiency: Needs attention

The efficiency rates of Library and Information Technology were below the District target for both 2012 and 2014.

Demand: Moderate

Student demand for Library and Information Technology courses was moderate and lower than the SLOCCCD average fill rates in 2012 and 2014.

Student Outcome: Strong

The successful course completion rates for Library and Information Technology courses were above the statewide rates for this discipline in 2012 and 2014.

Growth Projection: Slower than the SLOCCCD growth rate

Challenge

- Develop and implement strategies to increase efficiency in the Library and Information Technology program

LICENSED VOCATIONAL NURSING

The Licensed Vocational Nursing Program (LVN) prepares students for entry-level vocational nursing positions in a variety of healthcare settings, in which they provide care for the sick, injured, convalescent, and disabled under the supervision of a physician or registered nurse. This program is offered as a FastTrack program that can be completed in one year, including two 18-week semesters and a 10-week summer session.



To be admitted into the LVN Program, students must have a current Healthcare Provider CPR certification and Certified Nursing Assistant certificate, as well as to successfully complete three course prerequisites: non-transferrable English and Mathematics courses and a transferable Biology course. In addition, a physical examination, immunizations, background check, and drug screening are required by the clinical agencies. Once admitted, students enroll in one-year program as a cohort and are required to attend full-time. The LVN curriculum includes 11 degree-applicable credit courses.

The Board of Vocational Nursing and Psychiatric Technicians independently approves the program in accordance with regulations stipulated in the Vocational Nursing Practice Act in Title 16 California Code of Regulations. The LVN program is reviewed by this agency every four years.

Upon completion of the LVN program, students earn a Licensed Vocational Nurse Certificate of Achievement and are eligible to take the National Vocational Nursing Licensure examination. After completion of the LVN program, students are eligible to earn a two-unit Certificate of Specialization in Basic Intravenous Therapy, Blood Administration, and Phlebotomy.

Plans for the near future include the development of a LVN Associate of Science degree.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD LVN Successful Course Completion	Statewide LVN Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
LVN Fall 2012 Total	30	7.34	90%	100%	89%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
LVN Fall 2014 Total	38	10.32	100%	87%	90%
- LVN Clinical	15	7.12			
- LVN Lecture	22	15.02			
Target: Fall 2020	39	12.00	90%	90%	
Target: Fall 2025	40	13.00	90%	90%	

Discipline Size: Relatively small; 15 to 50 FTES

FTES earned by the LVN program increased in this comparison of fall 2012 and fall 2014. LVN lecture courses are offered at the North County Campus with clinical sites ranging from Paso Robles to Arroyo Grande.

Efficiency: Meets expectations

Although the efficiency rates for the LVN program were below the District-wide target in both 2012 and 2014, these rates are the result of the required student/faculty ratio to maintain safe patient care in clinical settings as well as variations in the sizes of the clinical sites. For example, in fall 2014, the efficiency for LVN lecture courses was 15.02 while the efficiency for clinical courses was 7.12.

Demand: Strong

The LVN program was in strong demand in 2012 and 2014.

Student Outcome: Strong

The student successful course completion rate for LVN courses was higher compared to the statewide rate in 2012 and slightly below the statewide rate in 2014.

Pass Rates of First-time Graduates on National Council Licensure Examination for Practical Nurses

	2010	2011	2012	2013	2014
# Tested	24	22	32	26	28
% Passed	83%	73%	84%	92%	96%

Source: http://www.bvnpt.ca.gov/pdf/vn_pass_rates.pdf

The percentage of first-time graduates who passed the National Council Licensure Examination for Practical Nurses increased steadily in the past five years, reaching 96% in 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
29-2061	South Central Region: Licensed Practical and Licensed Vocational Nurses	2,593	3,074	481	367	170	\$25.36
29-2061	SLO County: Licensed Practical and Licensed Vocational Nurses	348	436	88	50	28	\$25.24

Labor Market Projection: Strong

The job market for LVNs is projected to increase both locally and regionally over the next five years. It is anticipated that there will be 28 openings each year locally and 170 openings in the South Central Region. Graduates in this field are likely to earn a wage that is higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Although the number of student applications for this program is high and labor market projections are for an increased need of graduates, the program can only serve a limited number of students due to the lack of available and appropriate clinical sites.

Challenge

None



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MATHEMATICS

The Mathematics Program offers a broad curriculum to serve a diverse student population in meeting its educational goals. Courses in this program are designed to give students the analytical and logical thinking skills necessary for solving problems in a variety of contexts such as science, business, computer programming, social science, and engineering.

For students who plan to transfer to four-year institutions, the Mathematics curriculum includes college algebra, pre-calculus algebra, trigonometry, statistics, mathematics for the humanities, business calculus, a university-level calculus sequence, and linear algebra with ordinary differential equations.



For students who want to improve their foundational skills and/or earn vocational certificates or associate degrees, the Mathematics curriculum includes arithmetic through intermediate algebra.

The Mathematics Program consists of 23 credit courses, 19 of which are degree applicable. Four basic skills courses are not degree applicable. Twelve of the degree-applicable courses transfer to CSU, and of these, ten also transfer to UC.

To support student success in mathematics, SLOCCCD offers assistance at the Student Success Centers on the North County and SLO Campuses, where students have access to one-on-one tutoring or computerized support through software such as Hawkes Learning, Minitab, and ALEKS.

Students may complete specific Mathematics courses to fulfill the following certificate, degree, and transfer requirements:

- Mathematics competency requirement for the Licensed Vocational Nursing Certificate, the SLOCCCD associate degree, and a number of Associate Degrees for Transfer;
- Communication and Analytical Thinking general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences and the SLOCCCD associate of arts degree in Liberal Arts – Science;
- Scientific Inquiry and Quantitative Reasoning general education requirements for CSU transfer; and
- Mathematical Concepts and Quantitative Reasoning general education requirements for UC transfer.

Students may earn an Associate Degree for Transfer in Mathematics or a SLOCCCD Associate in Science degree with a major in Mathematics.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD MATH Successful Course Completion	Statewide MATH Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
MATH Fall 2012 Total	521	17.98	96%	58%	57%
- North County	104	17.47	87%	62%	
- SLO	395	18.33	100%	57%	
- South County	8	11.96	65%	45%	
- Distance Ed	14	17.29	99%	49%	45%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
MATH Fall 2014 Total	523	17.11	90%	59%	55%
- North County	100	16.44	77%	63%	
- SLO	403	17.54	96%	58%	
- South County	5	7.54	43%	57%	
- Distance Ed	15	17.54	83%	49%	47%
Target: Fall 2020	563	18.00	95%	60%	
Target: Fall 2025	607	18.00	95%	60%	

Discipline Size: Relatively large; greater than 151 FTES

Mathematics courses are offered at all three SLOCCCD sites as well as via distance education. Comparing 2012 and 2014, the number of Mathematics FTES earned at all SLOCCCD sites remained approximately the same, both overall and at each site.

Efficiency: Strong Overall

The efficiency rates of Mathematics courses exceeded the District-wide target for the courses taught at the North County and SLO Campuses and via distance education. Efficiency was below the District-wide target at the South County Center for both 2012 and 2014, most noticeably in 2014.

Demand: Strong

The demand for Mathematics courses remained moderate to high in 2012 and 2014 at the North County and SLO Campuses and via distance education. During the same period, enrollment decreased District-wide. The fill rate at the South County Center was 65% in fall 2012 and below 50% in fall 2014.

Student Outcome: Meets expectations

The successful course completion rates for Mathematics courses were slightly above the statewide rates in 2014 for courses taught at all locations as well as online. Although the successful course completion rate at the South County Center was lower than the statewide rate in 2012, this rate improved in 2014 to slightly exceed the statewide rate.

Growth Projection: Faster than the SLOCCCD growth rate

Challenges

- Offer sufficient courses to accommodate student demand at all SLOCCCD sites
- Expand the availability of Mathematics tutors in the Student Success Centers, especially for courses that are required for transfer or for Associate Degrees for Transfer
- Support the implementation and evaluation of new mandatory assessment tools



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MEDICAL ASSISTING

The Medical Assisting Program prepares students to become medical assistants and phlebotomists.

Medical Assisting introduces students to the responsibilities and professionalism required to work as support staff in medical offices and laboratories. Training includes both front office and back office skills, including basic and advanced clinical skills, verbal and written communication skills, medical office management techniques, and essential customer service skills required in professional employment settings.



The Medical Assisting Certificate of Specialization is designated as a FastTrack program that can be completed in one semester. The required courses are 14-units in credit Medical Assisting courses. Upon successful completion of the requirements for the Medical Assisting Certificate of Specialization, students are prepared to take the California Certified Medical Assistant examination. After six months of hands-on medical care, students are eligible to take the Certified Medical Assistant examination, which is a national certification.

Another option is for students to earn a Certificate of Achievement in Medical Assisting, which is a mid-level certificate between the Certificate of Specialization and the Associate Degree in Medical Assisting.

A third option is for students to earn an Associate in Science Degree in Medical Assisting. The degree requires successful completion of general education requirements plus three degree-applicable credit courses in Medical Assisting, as well as courses in biology, business, medical terminology, psychology and sociology. Medical Assisting laboratory courses include internships in clinical settings. Students completing the Associate of Science Degree in Medical Assisting are also eligible to take state and national certification examinations.

The **phlebotomy** course prepares students in the blood specimen collecting skills that are required for employment in hospitals, independent laboratories, physician offices, and public health clinic settings. Upon successful completion of this course, students are eligible to sit for a state approved national certifying examination.

Students earn a Certificate of Specialization in Phlebotomy upon successful completion of one lecture and one laboratory course. The Phlebotomy laboratory course includes an internship in clinical settings. Students who successfully pass this exam may apply to the California Department of Health Services for a phlebotomy technician certificate.

Data for Medical Assisting

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD MAST Successful Course Completion	Statewide MAST Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
MAST Fall 2012 Total	12	18.05	119%	81%	78%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
MAST Fall 2014 Total	12	17.34	115%	95%	78%
Target: Fall 2020	12	18.00	95%	90%	
Target: Fall 2025	13	18.00	95%	90%	

Discipline Size: Small; 1 to 14 FTES

The FTES earned from Medical Assisting courses at the North County and SLO Campuses was same in 2012 and 2014. Medical Assisting courses are offered at the North County and SLO Campuses.

Efficiency: Strong

The efficiency rates of Medical Assisting courses exceeded the District-wide target FTES/FTEF.

Demand: Strong

The demand for Medical Assisting courses was consistently high in 2012 and 2014, significantly exceeding the District-wide fill rate in the same time period.

Student Outcome: Strong

The total successful course completion rates for Medical Assisting courses were above the statewide rates for this discipline in 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
31-9092	South Central Region: Medical Assistants	4,914	5,837	956	531	297	\$13.81
31-9092	SLO County: Medical Assistants	621	691	140	61	40	\$12.20

Labor Market Projection: Strong

The job market for Medical Assistants is projected to increase significantly both locally and regionally over the next five years. It is anticipated that there will be 40 openings each year locally and almost 300 openings in the South Central Region. However, graduates in this field are likely to earn a wage that is slightly below the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection for Medical Assisting: Slower than the SLOCCCD growth rate

Although the number of student applications for this program is high and labor market projections are for an increased need of graduates, the program can accommodate a limited number of students due to lack of available and appropriate clinical sites.

Data for Phlebotomy

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD MAST Successful Course Completion	Statewide MAST Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
Fall 2012 Total	8	8.43	90%	80%	54%
- North County	2	7.51	80%	75%	
- SLO	6	8.90	95%	83%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
Fall 2014 Total	9	8.94	96%	80%	63%
- North County	2	9.14	107%	75%	
- SLO	7	8.90	93%	81%	
Target: Fall 2020	9	10.00	95%	80%	
Target: Fall 2025	9	10.00	95%	80%	

Discipline Size: Small; 1 to 14 FTES

The number of FTES earned from the Phlebotomy courses at the North County and SLO Campuses was essentially the same in 2012 and 2014.

Efficiency: Meets expectations given enrollment limits

The efficiency rates of Phlebotomy courses were below the District-wide target FTES/FTEF at both sites. The low efficiency rates are the result of the required student/faculty of 20 students to one instructor required for safety and supervision for students practicing invasive skills.

Demand: Strong

The demand for Phlebotomy courses was consistently high in 2012 and 2014, exceeding the District-wide fill rate in the same time period.

Student Outcome: Strong

The total successful course completion rates for Phlebotomy courses were above the statewide rates for this discipline in 2012 and 2014.

Growth Projection for Phlebotomy: Slower than the SLOCCCD growth rate

Although student demand for these courses is high, the program must limit the number of students served due to the lack of available and appropriate clinical sites.

Challenge

None

MODERN LANGUAGES

Modern Languages provides instruction in functional communication skills and cultural knowledge in four languages: American Sign Language (ASL), French, German, and Spanish. The study of modern languages is a fundamental component of international education because it builds understanding and respect among nations and fosters a greater awareness of the global community.

The Modern Languages Program prepares students to major or minor in the target language at four-year institutions, broadens their workplace skills, and enriches their visits to areas where the target language is used.

The number of degree-applicable credit courses in each language is as follows: two American Sign Language courses (level 1 and 2); five French courses (level 1, 2, and 3); six German courses (level 1, 2, 3, and 4); and four Spanish courses (level 1, 2, 3, and 4). Level 3 in French and levels 3 and 4 in German are offered only as credit by examination. The curriculum in each language is sequential, in which the courses expand on the skills and topics in the previous course. The core courses in each language sequence transfer to both CSU and UC.

Students may complete specific Modern Language courses to fulfill the following degree and transfer requirements:

- Language requirement for SLOCCCD Associate Degree in International Studies;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- Requirement for the SLOCCCD associate degree in International Studies;
- Arts and Humanities general education requirement for the SLOCCCD associate degree as well as for transfer to CSU and UC; and
- Languages Other Than English requirement for transfer to UC.

Students may earn an Associate Degree for Transfer in Spanish.

Data for American Sign Language

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ASL Successful Course Completion	Statewide ASL Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ASL Fall 2012 Total	27	12.37	96%	79%	76%
- North County	6	13.87	104%	89%	
- SLO	19	11.56	90%	78%	
- South County	3	15.84	132%	71%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ASL Fall 2014 Total	38	12.65	98%	81%	74%
- North County	14	13.52	104%	83%	
- SLO	20	12.06	94%	79%	
- South County	4	13.00	100%	84%	
Target: Fall 2020	39	15.00	90%	82%	
Target: Fall 2025	40	15.00	90%	82%	

Discipline Size: Relatively small; 15 to 50 FTES

FTES earned in ASL courses increased between 2012 and 2014, due to an increase in FTES at the North County Campus.

Efficiency: Needs attention

ASL courses have an enrollment cap of 25 students per section. The efficiency rates of ASL courses were below the District-wide target, with the exception of the efficiency rate for ASL courses at the South County Center in fall 2012.

Demand: Strong

Student demand for ASL courses remained consistently high at all three sites, exceeding the SLOCCCD fill rates in both 2012 and 2014.

Student Outcome: Strong

The successful course completion rates for ASL courses were higher than the statewide rates for this discipline with the exception of the successful student completion rate for ASL courses at the South County Center in fall 2012.

Growth Projection for ASL: Same as the SLOCCCD growth rate

Data for French

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD FR Successful Course Completion	Statewide FR Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
FRENCH Fall 2012 Total	14	10.45	83%	65%	66%
- North County	4	11.44	88%	64%	
- SLO	10	10.12	81%	66%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
FRENCH Fall 2014 Total	10	7.32	54%	83%	67%
- North County	2	6.24	43%	75%	
- SLO	8	7.68	57%	85%	
Target: Fall 2020	<i>10</i>	<i>12.00</i>	<i>65%</i>	<i>80%</i>	
Target: Fall 2025	<i>11</i>	<i>12.00</i>	<i>65%</i>	<i>80%</i>	

Discipline Size: Small; 1 to 14 FTES

FTES earned in French courses lower in 2014 compared to 2012 at both the North County and SLO Campuses.

Efficiency: Needs attention

French courses have an enrollment cap of 28 students per section. The efficiency rates of French courses are below the District-wide target in both 2012 and 2014. However, the efficiency rates for this discipline decreased noticeably between 2012 and 2014, indicating that student enrollment was below the per-section enrollment cap.

Demand: Needs attention

Although student demand for French courses was comparable to the SLOCCCD fill rates for 2012, the fill rates decreased noticeably between 2012 and 2014.

Student Outcome: Strong

The successful course completion rates for French courses were lower than the statewide rates for this discipline in 2012, but improved significantly in fall 2014, exceeding the statewide successful student completion rates in that semester.

Growth Projection for French: Slower than the SLOCCCD growth rate

Data for German

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD GER Successful Course Completion	Statewide GER Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
GERMAN Fall 2012 Total	8	11.44	88%	61%	69%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
GERMAN Fall 2014 Total	6	8.58	63%	54%	66%
Target: Fall 2020	6	12.00	65%	66%	
Target: Fall 2025	6	12.00	65%	66%	

Discipline Size: Small; 1 to 14 FTES

FTES earned in German courses decreased slightly between 2012 and 2014. German courses are taught at the SLO Campus.

Efficiency: Needs attention

German courses have an enrollment cap of 28 students per section. The efficiency rates of German courses were below the District-wide target in both 2012 and 2014. However, the efficiency rates for this discipline decreased noticeably between 2012 and 2014, indicating that student enrollment was below the per-section enrollment limit.

Demand: Needs attention

Although student demand for German courses was comparable to the SLOCCCD fill rates for 2012, the fill rates decreased noticeably between 2012 and 2014.

Student Outcome: Needs attention

The successful course completion rates for German courses were lower than the statewide rates for this discipline in both 2012 and 2014.

Growth Projection for German: Slower than the SLOCCCD growth rate

Data for Spanish

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD SPAN Successful Course Completion	Statewide SPAN Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
SPANISH Fall 2012 Total	49	11.38	89%	73%	70%
- North County	12	12.31	96%	82%	
- SLO	32	10.99	86%	71%	
- South County	4	11.96	92%	65%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
SPANISH Fall 2014 Total	46	10.74	73%	63%	69%
- North County	9	13.52	93%	71%	
- SLO	34	10.43	71%	63%	
- South County	3	8.32	57%	44%	
Target: Fall 2020	48	14.00	70%	70%	
Target: Fall 2025	51	14.00	70%	70%	

Discipline Size: Relatively small; 15 to 50 FTES

FTES earned in Spanish courses decreased slightly between 2012 and 2014 at both the North County Campus and the South County Center, while FTES increased at the SLO Campus.

Efficiency: Needs attention

Spanish courses have an enrollment cap of 28 students per section. The efficiency rates of Spanish courses were below the District-wide target in both 2012 and 2014. The efficiency rates for this discipline increased at the North County Campus, but decreased at the SLO Campus and the South County Center between 2012 and 2014. However, the low levels of efficiency rates for this discipline indicate that student enrollment has been below the per-section enrollment cap.

Demand: Needs attention

Although student demand for Spanish courses exceeded the SLOCCCD fill rates at all three sites in 2012, the fill rates decreased in 2014 at all three sites, most noticeably at the SLO Campus and the South County Center.

Student Outcome: Needs attention

The successful course completion rates for Spanish courses overall were higher than the statewide rates in 2012, but decreased in fall 2014. The successful course completion rates for Spanish courses were lower

than the statewide rate for this discipline in 2014 at the South County Center and SLO Campus, while the successful course completion rate for the North County Campus was slightly higher than the statewide rate for this discipline.

Growth Projection for Spanish: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to increase efficiency, fill rates, and successful course completion rates in the Modern Languages program
- Provide effective tutoring support for student success in Modern Language courses

MUSIC

Music is the performing arts discipline of producing vocal and/or instrumental sounds combined in such a way as to create beauty of form, harmony, and expression of emotion. The Music Program offers classroom instruction as well as opportunities for group and solo performances that contribute to students' skills as well as cultural life on campus and in the community. The Music Program offers a variety of performance ensembles, including classical and jazz ensembles in instrumental and choral areas. Private instruction is available for wind, brass, percussion, vocal, guitar, strings, piano, and conducting students.

The classroom instruction and performance experiences prepare students technically, conceptually, and personally to transfer to four-year institutions or to pursue opportunities as professional musicians.

The comprehensive Music curriculum consists of 37 degree-applicable credit courses that include concentrations in music theory, music appreciation, audio technology, and the study and practice of various instruments, including voice. Thirty-six of these courses transfer to CSU, and of these, 32 also transfer to UC.

Students may complete specific Music courses to fulfill the following degree and transfer requirements:

- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- Arts and Humanities general education requirements for the SLOCCCD associate degree; and
- Arts and Humanities general education requirements for CSU and UC transfer.

The Music Program offers the following associate degrees:

- Associate Degree for Transfer in Music;
- SLOCCCD Associate of Arts Degrees in Music Performance; and
- SLOCCCD Associate of Arts Degrees in Jazz Studies.

Students may also earn a Certificate of Specialization in Audio Technology.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD MUS Successful Course Completion	Statewide MUS Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
MUSIC Fall 2012 Total	114	11.30	86%	78%	73%
- North County	13	16.08	76%	82%	
- SLO	91	10.49	89%	82%	
- Distance Ed	10	16.67	80%	52%	65%

DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
MUSIC Fall 2014 Total	101	12.61	80%	79%	71%
- North County	7	11.89	65%	82%	
- SLO	85	12.66	83%	81%	
- Distance Ed	9	12.71	73%	66%	62%
Target: Fall 2020	<i>106</i>	<i>15.00</i>	<i>82%</i>	<i>79%</i>	
Target: Fall 2025	<i>112</i>	<i>16.00</i>	<i>82%</i>	<i>79%</i>	

Discipline Size: Relatively medium size; between 51 and 150 FTES

The number of FTES earned in Music courses decreased slightly between fall 2012 and fall 2014, due to slight decreases in the FTES earned at the North County and SLO Campuses. Music courses are offered at the North County and SLO Campuses as well as online.

Efficiency: Needs attention

The efficiency rates of Music courses exceeded the District-wide target in fall 2012 for courses taught at the North County Campus and online. However, these efficiency rates decreased in fall 2014, with the exception of a slight increase at the SLO Campus. Plans for the near future are to increase course enrollment limits for distance education courses.

Demand: Moderate

The fill rates for Music courses were strong to moderate at the two campuses and online in fall 2012 but declined at the two campuses and online in fall 2014.

Student Outcome: Strong

The successful course completion rates for Music courses exceeded the statewide rates for this discipline for courses taught at the North County and SLO Campuses in both 2012 and 2014. While the successful course completion rates for Music courses taught online were below both the statewide successful course completion rates for online course in this discipline in 2012, the rate exceeded the statewide rate for online Music courses in 2014.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to increase efficiency in the Music program
- Develop and implement strategies to improve students’ successful course completion rates of Music courses taught via distance education

NURSING ASSISTANT

The Nursing Assistant Program trains students to provide basic patient care such as taking vital signs, bathing, feeding, transferring, positioning, and bed making. The coursework covers techniques of communication, understanding behavior and identification of ethical issues in patient care. Students apply principles of basic nursing care to patients and clients of all ages in skilled nursing and acute care facilities.



The Nursing Assistant curriculum consists of two degree-applicable credit courses that must be taken concurrently and lead to a Certificate of Specialization in Nursing Assistant.

This certificate program guides students through skill development and clinical experiences. The focus of the curriculum is the application of a standard of practice that is competent, safe, and ethical within their scope of practice.

Upon successful completion of this program, students are eligible to take the test for National Nursing Aide Assessment Program Certification Exam. The Nursing Assistant Program is independently approved by the California Department of Public Health based on regulations in Federal Code of Regulations Title 42, California Health and Safety Code Sections 1337 – 1338.5, and the California Code of Regulations Title 22.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD NAST Successful Course Completion	Statewide NAST Successful Course Completion
DISTRICT-WIDE Fall 2012	3,530	13.84	82%		
NAST Fall 2012	9	9.06	98%	95%	90%
DISTRICT-WIDE Fall 2014	3,716	14.54	83%		
NAST Fall 2014	9	9.08	98%	97%	90%
Target: Fall 2020	9	12.00	98%	90%	
Target: Fall 2025	9	12.00	98%	90%	

Discipline Size: Small; 1 to 14 FTEs

The number of FTEs earned by Nursing Assistant courses was the same in 2012 and 2014.

Efficiency: Meets expectations given enrollment limits

The efficiency rates for Nursing Assistant courses were below the SLOCCCD FTES/FTEF target in both years and at both sites. These rates are the result of the required student/faculty ratio of 15 students to one instructor in clinical and laboratory settings. Strategies to improve the efficiency of this program have included doubling student enrollment in the theory course to 30 students and working with a partner who donates a clinical faculty member to the program to maintain the mandated student/faculty ratio while increasing FTEF.

Demand: Strong

The demand for Nursing Assistant courses was consistently high in 2012 and 2014, significantly exceeding the SLOCCCD fill rates in the same time period.

Student Outcome: Strong

The successful course completion rate for Nursing Assistant courses exceeded the statewide rates in both 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
31-1014	South Central Region: Nursing Assistants	4,881	5,837	956	531	297	\$13.81
31-1014	SLO County: Nursing Assistants	556	696	140	61	40	\$12.20

Labor Market Projection: Moderate Growth

The job market for Nursing Assistants is projected to increase both locally and regionally over the next five years. It is anticipated that there will be 40 openings each year locally and 297 openings in the South Central Region. However, graduates in this field are likely to earn a wage that is below the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Although student interest in this program is high and labor market projections are for an increased need of graduates, the program can accommodate a limited number of students due to lack of available and appropriate clinical sites.

Challenge

- Change the name of this program to a Certified Nursing Assistant Program and widely publicize this change among students, faculty, and local clinical partners and employers

NURSING REGISTERED ASSOCIATE DEGREE

The Nursing Registered Associate Degree Program prepares students for entry-level practice as a registered nurse in hospitals, health care facilities, and in homes. Registered nurses provide and coordinate patient care, educate patients and the public about health conditions, and provide advocacy and emotional support to patients and their family members.

To be admitted into the Nursing Registered Associate Degree Program, students must meet admission requirements, including successful completion of prerequisite coursework, a physical examination, immunizations, background check, drug screening, and CPR certification. Once admitted, students enroll in the courses as a cohort and are required to attend the program full-time.

The Registered Nursing curriculum is comprehensive, consisting of 20 credit courses. Nineteen of the courses are degree applicable, and of these, 17 transfer to CSU. Two courses, Foundations of Nurse Caring and Medical Terminology, are open to all students. The course Foundations of Nurse Caring is required for all students completing the Registered Nursing Program. Medical Terminology is required or recommended for several other allied health programs and certificates.

Upon completion of the program, graduates are eligible to take the National Registered Nursing Licensure examination, which leads to licensure as a Registered Nurse. The California Board of Registered Nursing independently approves this program in accordance with regulations set forth in the California Nursing Practice Act and undergoes a re-approval process every five years.

Students may earn a SLOCCCD Associate of Science Degree in Registered Nursing. Students who are Licensed Vocational Nurses may enter the course sequence in the second semester as an advanced placement student. SLOCCCD also offers one certificate program for Licensed Vocational Nurses who enter in the third semester as 30-unit option students. These options are tailored to meet students' specific career needs.

In the next academic year, an SLOCCCD Associate Degree in Pre-Nursing will be offered for students who have established nursing as their career goal and are in the process of completing pre-requisites in order to apply to the Registered Nursing program.

Given the greater employability of Registered Nurses with a Bachelor of Science Degree in Nursing, this program hosts an ADN to BSN Transfer Fair on campus to facilitate students' transition into four-year institutions and is in the process of developing partnerships with four-year institutions, such as a FastTrack Hybrid ADN to BSN Program with California State University Channel Islands.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD NRAD Successful Course Completion	Statewide NRAD Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
NRAD Fall 2012 Total	60	9.57	93%	91%	92%
- SLO	51	8.93	94%	95%	
- Distance Ed	9	16.31	87%	73%	83%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
NRAD Fall 2014 Total	58	9.37	86%	91%	92%
- SLO	50	8.67	85%	93%	
- Distance Ed	9	16.88	90%	89%	84%
Target: Fall 2020	<i>59</i>	<i>12.00</i>	<i>90%</i>	<i>92%</i>	
Target: Fall 2025	<i>61</i>	<i>13.00</i>	<i>90%</i>	<i>92%</i>	

Discipline Size: Relatively medium size; 51 to 150 FTES

FTES earned by the Nursing Registered Associate Degree Program remained approximately the same in 2012 and 2014. This program is offered at the SLO Campus and nearby clinical sites, with sections of one course, Medical Terminology, available online.

Efficiency: Meets expectations given enrollment limits

Although the efficiency rates for the Nursing Registered Associate Degree Program were below the SLOCCCD target in both 2012 and 2014 for on-campus courses, these rates are the result of the student/faculty ratio required to maintain safe patient care in clinical settings and the limited sizes of clinical facilities.

Demand: Strong

Student enrollment in the Nursing Registered Associate Degree Program was consistently high in 2012 and 2014, exceeding the SLOCCCD fill rate in the same time period. Approximately 150 students who apply for entry into this program are turned away each year.

Student Outcome: Strong

Students' successful course completion of the core courses in Nursing Registered Associate Degree Program was strong, exceeding the statewide rates for the same discipline in 2012 and 2014. Although successful course completion of the Medical Terminology course taught via distance education is lower than the successful course completion rates of the core courses in the Nursing Registered Associate Degree Program, these successful course completion rates improved between 2012 and 2014 and exceed the statewide rate for comparable online courses.

Graduates' Pass Rates on the National Council Licensure Examination for Registered Nurses

	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
# Tested	45	44	44	30	30
% Passed	93%	95%	98%	93%	100%

Source: <http://www.rn.ca.gov/schools/passrates.shtml>

The percentage of all graduates who took the National Council Licensure Examination for Registered Nurses has been consistently strong over the past five years, reaching 100% pass rate in 2014-2015.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
29-1141	South Central Region: Registered Nurses	11,708	13,064	1,356	1,248	521	\$43.43
29-1141	SLO County: Registered Nurses	1,322	1,489	167	140	61	\$42.43

Labor Market Projection: Strong Growth

The job market for Registered Nurses is projected to increase both locally and regionally over the next five years. It is anticipated that there will be 61 openings each year locally and 521 openings in the South Central Region. Graduates in this field are likely to earn a wage that is almost three times higher than the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Although the number of student applications for this program is high and labor market projections are for an increased need of graduates, this program can only serve a limited number of students due to the lack of available and appropriate clinical sites.

Challenges

- Revise the curriculum as needed to comply with the statewide nursing model curriculum
- Develop and implement partnerships with four-year institutions to smooth students' transition into Bachelor's degree programs
- Develop and implement systems to track graduates' employment and the completion of Bachelor's degrees



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NUTRITION

Nutrition is the study of the chemicals and nutrients in food and their effects on the human body and the world. Relying on the scientific method, this program includes nutritional requirements; how nutrients function from a cellular to more practical level; the application of this knowledge to personal health; and the role of nutrition in disease prevention throughout the lifecycle. Coursework includes microbial pathogens, environmental contaminants, macronutrient balance, energy metabolism, obesity, global issues, biochemistry of exercise, and micronutrient and phytochemical utilization. This program is the foundation for those seeking careers as nutritionists, registered dietitians, food scientists, and other dietetics professionals.

The curriculum for the Nutrition Program consists of seven degree-applicable credit courses. All of these courses transfer to CSU, and of these, one also transfers to UC.

Students may complete specific Nutrition courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirement for the SLOCCCD associate degree;
- SLOCCCD Diversity graduation requirement;
- Requirement for SLOCCCD Associate Degree in Kinesiology and Associate Degree in Fitness, Health and Nutrition; and
- Lifelong Learning and Self-Development general education requirement for CSU transfer.

Nutrition courses are also required for a Certificate of Specialization in Personal Training and a Certificate of Specialization in Exercise Science as well as for the SLOCCCD Associate Degree in Pre-nursing, which will be offered the coming academic year.

Upon successful completion of the required courses, students may earn a Certificate of Specialization in Nutrition or an Associate Degree for Transfer in Nutrition and Dietetics.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD NUTR Successful Course Completion	Statewide NUTR Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
NUTR Fall 2012 Total	49	17.36	88%	69%	70%
- North County	7	17.48	85%	56%	
- SLO	21	20.63	104%	78%	
- Distance Ed	21	15.00	77%	65%	65%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
NUTR Fall 2014 Total	45	14.87	80%	66%	69%
- North County	5	12.70	61%	76%	
- SLO	23	18.78	95%	72%	
- Distance Ed	17	12.14	73%	56%	65%
Target: Fall 2020	47	16.00	82%	70%	
Target: Fall 2025	50	16.00	88%	70%	

Discipline Size: Relatively small; 15 to 50 FTES

The number of FTES earned in Nutrition courses decreased slightly in 2014 compared to 2012. The number of FTES earned at the SLO Campus increased slightly, and the number earned at North County Campus and online decreased slightly.

Efficiency: Strong

In 2012 the efficiency rates of Nutrition courses exceeded the District-wide target for both the discipline total and the courses taught at the two sites and online. In 2014, the efficiency rates decreased at the two sites and online, with only the efficiency rate at the SLO Campus continuing above 15.00.

Demand: Strong

The demand for Nutrition courses was consistently high in 2012 and 2014 at the SLO Campus. The demand for courses at the North County Campus and online decreased between 2012 and 2014.

Student Outcome: Meets expectations on campuses; needs attention online

The successful course completion rates for Nutrition courses were above the statewide rate for this discipline in 2012 and 2014 for courses taught at the SLO Campus and in 2014 at the North County Campus. In the same semesters, students' successful course completion rates for Nutrition courses taught online were below the statewide rate for Nutrition courses taught online in 2012 but declined in 2014.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Develop and implement strategies to improve students' successful course completion rates for Nutrition courses taught via distance education
- Strengthen the visibility of the Nutrition program at the North County Campus, including the availability of tutors in the Student Success Center



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PHILOSOPHY

Philosophy is an academic discipline that inquires into the nature, meaning, and value of the world and of human beings' place in the world. Philosophy courses are intended to facilitate the development of students' critical thinking skills through the study of philosophical ideas, theories, and methods.

A major in Philosophy prepares students for:

- An academic career in Philosophy.
- An academic career in related humanities disciplines, such as religious studies, literature, and political science.
- A career in law or politics.

The Philosophy curriculum consists of six degree-applicable credit courses, all of which transfer to CSU and UC.

Students may complete specific Philosophy courses to fulfill the following degree and transfer requirements:

- Arts and Humanities general education requirements for the SLOCCCD Associate Degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Arts and Humanities;
- Communication and Analytical Thinking general education requirements for the SLOCCCD associate degree;
- English Language Communication and Critical Thinking general education requirement for CSU transfer; and
- Arts and Humanities general education requirements for CSU and UC transfer.

Students may earn an Associate Degree for Transfer in Philosophy.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD PHIL Successful Course Completion	Statewide PHIL Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
PHILOSOPHY Fall 2012 Total	58	16.14	86%	66%	66%
- North County	2	11.50	58%	52%	
- SLO	52	16.38	88%	68%	
- Distance Ed	3	17.00	85%	47%	58%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
PHILOSOPHY Fall 2014 Total	40	11.85	62%	65%	65%
- SLO	36	12.02	63%	65%	
- Distance Ed	4	10.50	54%	63%	58%
Target: Fall 2020	42	15.00	65%	66%	
Target: Fall 2025	44	15.00	70%	66%	

Discipline Size: Relatively small; 15 to 50 FTES

The total number of Philosophy FTES was higher in 2012 than in 2014. Philosophy courses are offered at the SLO Campus and online.

Efficiency: Needs attention

Most of the Philosophy courses were offered at the SLO Campus in both years. In 2012, the efficiency rates of Philosophy courses were strong, exceeding the District-wide target. In 2014, efficiency rates for Philosophy courses were below the District-wide target. In 2012, the efficiency of the Philosophy course taught at the North County Campus was low, and Philosophy courses were not taught at this site in 2014. The efficiency of the online course decreased between 2012 and 2014.

Demand: Meets expectations on campus; needs attention online

The fill rates for Philosophy courses in 2012 at the SLO Campus and online exceeded the SLOCCCD average, but the fill rates declined sharply in 2014 for both courses taught at the SLO Campus and online.

Student Outcome: Meets expectations

The total successful course completion rate for Philosophy courses was the same as the statewide rate for this discipline in 2012 and 2014. The low student successful course completion rate for online courses in 2012 improved significantly in 2014 and exceeded the statewide rate for Philosophy courses taught online.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Expand the availability of Philosophy tutors in the Student Success Centers
- Develop and implement strategies to improve the efficiency of the Philosophy program

PHYSICS

Physics is the study of how the physical world works and why materials and objects behave the way they do. It includes the underlying principles and laws of nature and the application of those principles and laws to make estimations and predictions.

The Physics Program offers two sequences of courses:

- A general, trigonometry-based physics series designed for students who intend to earn professional post-graduate health degrees at medical, pharmacy, or veterinary schools, or undergraduate programs in architecture and construction technology and
- A rigorous, calculus-based physics series designed for students who intend to major in physics, geophysics, science, and engineering.

The Physics curriculum consists of eight degree-applicable credit courses, six of which transfer to both CSU and UC.

Students may complete specific Physics courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Science;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer; and
- Physical and Biological Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in Physics or a SLOCCCD Associate in Science Degree with a major in Physics.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD PHYS Successful Course Completion	Statewide PHYS Successful Course Completion
DISTRICT-WIDE Fall 2014	3,716	14.54	83%		
PHYSICS Fall 2012 Total	51	17.23	84%	66%	71%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
PHYSICS Fall 2014 Total	55	19.04	88%	75%	72%
Target: Fall 2020	58	19.00	88%	75%	
Target: Fall 2025	61	19.00	88%	75%	

Discipline Size: Relatively medium-sized; between 51 and 150 FTES

There was a slight increase in the number of Physics FTES earned between 2012 and 2014. Physics courses were offered only at the SLO Campus.

Efficiency: Strong

The efficiency of Physics courses was above the District-wide target for both 2012 and 2014.

Demand: Strong

The demand for Physics courses in fall 2012 and 2014 was strong, exceeding the SLOCCCD average fill rate in both years.

Student Outcome: Meets Expectations

The successful course completion rate for Physics courses in 2012 was lower than the statewide rate for this discipline. However, this rate improved in 2014, with the successful course completion rate for Physics courses higher than the statewide rate for Physics.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Need large capacity classrooms for lecture so that lab sections can be combined into single lectures to maintain or improve productivity (FTES/FTEF)
- Offer Physics courses via distance education to improve student access

POLITICAL SCIENCE

Political Science is an academic and research discipline that deals with the theory and practice of politics, and the description and analysis of political systems/processes, political behavior and political actors. Political science is commonly divided into five distinct sub-disciplines, which together constitute the field: political theory, comparative politics, public administration, international relations, and public law. The Political Science program provides students with a core curriculum that will prepare them with the knowledge and skills required to succeed in the study of political science. Students will develop skills for critical/analytical thinking, perceptive reading/observation and interpretation, statistics analysis, and civic awareness and participation.

A major in Political Science prepares students to:

- Major or minor in Political Science at a four-year institution.
- Be successful in a variety of careers, such as politics, public service, business, law, journalism, and communications, by fostering a broad knowledge base and critical thinking skills.
- Be an active citizen.

The Political Science curriculum consists of six degree-applicable credit courses, all of which transfer to both CSU and UC.

Students may complete specific Political Science courses to fulfill of the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirement for the SLOCCCD associate degree;
- American Institutions general education requirement for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- Requirement for the SLOCCCD associate degree in International Studies;
- U.S. History, Constitution, and American Ideals graduation requirement for CSU;
- Social Sciences general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in Political Science or a SLOCCCD Associate in Arts Degree in Political Science.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD POLS Successful Course Completion	Statewide POLS Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
POLS Fall 2012 Total	66	18.27	82%	63%	65%
- North County	10	17.49	85%	67%	
- SLO	50	19.26	82%	62%	
- South County	2	8.50	49%	71%	
- Distance Ed	4	17.50	90%	61%	58%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
POLS Fall 2014 Total	54	15.73	77%	71%	64%
- North County	9	14.18	69%	72%	
- SLO	39	16.20	79%	72%	
- Distance Ed	6	15.25	76%	64%	58%
Target: Fall 2020	57	18.00	82%	72%	
Target: Fall 2025	60	20.00	82%	72%	

Discipline Size: Relatively medium size; between 51 and 150 FTES

Comparing 2012 and 2014, the number of Political Science FTES earned declined. This reflects a reduction in FTES earned at the SLO Campus and the elimination of a course at the South County Center. In 2014, Political Science courses were offered at the North County and SLO Campuses and online.

Efficiency: Strong

The efficiency rates of Political Science courses exceeded the District-wide target in both years for both the discipline total and the courses taught at the SLO Campus and online. Efficiency at the North County Campus declined between 2012 and 2014.

Demand: Meets expectations

In 2012, the demand for Political Science courses was consistently high at the North County and SLO Campuses and online. The fill rate at the South County Center was low. In 2014, fill rates of Political Science courses declined at both sites and online.

Student Outcome: Strong

The overall successful course completion rate for Political Science courses was slightly below the statewide rate for this discipline in 2012, although the rates exceeded the statewide rates for courses taught online and at the North County Campus and the South County Center. The successful course completion rates

improved in 2014, with the rates at all sites at meeting or exceeding the statewide rate in 2014 for this discipline.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Expand the availability of Political Science tutors in the Student Success Centers
- Expand the number and type of Political Science courses offered online



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PSYCHIATRIC TECHNICIAN

The Psychiatric Technician Program prepares students to provide nursing and therapeutic services for the mentally ill, emotionally disturbed, or intellectually disabled. Working under the direction of a physician, psychiatrist, or registered nurse, Psychiatric Technicians participate in rehabilitation and treatment programs, assist patients with activities of daily living, and administer medications and treatments.

The one-year program consists of four degree-applicable credit courses that include both theory courses and clinical experiences. Three of these courses transfer to CSU. The Board of Vocational Nursing and Psychiatric Technicians independently approve the program based on regulations set forth in the Psychiatric Technicians Law in Title 16 of the California Code of Regulations.

Upon successful completion of the program, students are eligible to take the Psychiatric Technician State Licensing Board Examination, which leads to licensure as a California Psychiatric Technician.

Students may earn a SLOCCCD Associate of Science Degree in Psychiatric Technician or a Certificate of Achievement in Psychiatric Technician.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD PSYT Successful Course Completion	Statewide PSYT Successful Course Completion
DISTRICT-WIDE 2012	3,716	14.54	83%		
PSYT Fall 2012	90	18.61	93%	96%	91%
DISTRICT-WIDE 2014	3,530	13.84	82%		
PSYT Fall 2014	92	16.07	92%	93%	94%
Target: Fall 2020	<i>94</i>	<i>16.00</i>	<i>90%</i>	<i>95%</i>	
Target: Fall 2025	<i>97</i>	<i>17.00</i>	<i>90%</i>	<i>95%</i>	

Discipline Size: Relatively medium size; 51 to 150 FTES

The number of FTES earned by the Psychiatric Technician Program was approximately the same in 2012 and 2014. Psychiatric Technician courses are taught at the Department of State Hospitals training facility in Atascadero, which is equidistant from the San Luis Obispo and North County Campuses.

Efficiency: Strong

The efficiency rates of Psychiatric Technician courses exceeded the District-wide FTES/FTEF target in 2012 and 2014.

Demand: Strong

The demand for the Psychiatric Technician Program was consistently high in 2012 and 2014, exceeding the District-wide fill rate in the same semesters.

Student Outcome: Strong

The successful course completion rate for Psychiatric Technician courses was slightly above the statewide rate in 2012 and slightly below the statewide rate in 2014.

Graduates' Pass Rates on the California Psychiatric Technician Licensure Examination

	2010	2011	2012	2013	2014
# Tested	90	66	71	65	87
% Passed	91%	94%	94%	92%	93%

Source: http://www.bvnpt.ca.gov/pdf/pt_pass_rates.pdf

The percentage of first-time graduates who passed the California Psychiatric Technician Licensure Examination has been consistently high over the past five years.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
29-2053	South Central Region: Psychiatric Technicians	862	874	12	58	14	\$24.39
29-2053	SLO County: Psychiatric Technicians	626	614	(12)	31	6	\$22.38

Labor Market Projection: Weak Growth

The projection is for a weak job market for both Psychiatric Technicians and Psychiatric Aides. The numbers of new and replacement jobs both locally and regionally are projected to be low over the next five years. This labor market analysis projects that there will be six openings locally each year and 14 openings in the South Central Region. Psychiatric Technicians are likely to earn a wage that exceeds the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Challenge

None

PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes that provide the basis of life experience. Examination of the various subfields of psychology will introduce the major concepts and data derived from psychological science. Students will also 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.

An associate degree in Psychology prepares students to:

- Continue study in a variety of graduate and professional programs at four-year institutions.
- Be successful in a variety of careers, such as mental or public health, social services, education, business, human resources, public relations, or the law.
- Be active citizens by fostering awareness and understanding of varied viewpoints.

The Psychology curriculum consists of five degree-applicable credit courses. All Psychology courses transfer to CSU and UC.

Students may complete specific Psychology courses to fulfill the following degree and transfer requirements:

- Physical and Life Sciences general education requirements for the SLOCCCD associate degree;
- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- Scientific Inquiry and Quantitative Reasoning general education requirement for CSU transfer;
- Social Sciences general education requirement for CSU transfer;
- Lifelong Learning and Self-Development general education requirement for CSU transfer;
- Physical and Biological Sciences general education requirement for UC transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in Psychology or a SLOCCCD Associate of Arts degree with a major in Psychology.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD PSYC Successful Course Completion	Statewide PSYC Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
PSYC Fall 2012 Total	84	20.97	94%	65%	69%
- North County	18	17.70	86%	63%	
- SLO	59	22.53	97%	67%	
- Distance Ed	8	19.00	95%	57%	62%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
PSYC Fall 2014 Total	80	18.22	83%	64%	68%
- North County	14	13.98	68%	59%	
- SLO	55	20.89	89%	64%	
- South County	2	9.50	54%	84%	
- Distance Ed	10	16.67	84%	66%	61%
Target: Fall 2020	86	20.00	82%	70%	
Target: Fall 2025	93	22.00	82%	72%	

Discipline Size: Relatively medium size; between 51 and 150 FTES

Comparing 2012 and 2014, the number of Psychology FTES earned declined slightly, reflecting minor changes in FTES earned at the North County and SLO Campuses and the addition of a course taught at South County Center and online.

Efficiency: Strong

The overall efficiency rates of Psychology courses exceeded the District-wide target for both 2012 and 2014. Efficiency was below the District-wide target at the North County Campus and South County Center in 2014.

Demand: Strong on campus and online; needs attention at the centers

The overall student demand for Psychology courses was above the SLOCCCD average fill rates for 2012 and 2014. The demand for Psychology courses remained consistently high in 2012 and 2014 at the SLO Campus and online. The fill rates for Psychology courses taught at the North County Campus declined significantly between 2012 and 2014, and the fill rate for the course taught at the South County Center in 2014 was low.

Student Outcome: Meets expectations

The total successful course completion rates for Psychology courses were slightly below the statewide rates in 2012 and 2014 for this discipline. The student successful course completion rates for Psychology courses were relatively consistent for courses taught at the SLO Campus, declined slightly for the courses taught at the North County Campus, and improved noticeably for the online courses.

Growth Projection: Faster than the SLOCCCD growth rate

Challenges

- Expand the availability of Psychology tutors in the Student Success Centers
- Increase the visibility of the Psychology program at both SLOCCCD campuses



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RECREATION ADMINISTRATION

Recreation Administration introduces students to the history, principles, philosophy, organization, and direction of recreation and leisure activities in public and private sectors.

Students who major in Recreation Administration have the necessary theoretical and practical foundation to either transfer to a four-year institution or seek employment as planners and leaders in recreational programs, such as tourism, sport and tournament planning, and therapeutic recreation.



The Recreation Administration curriculum consists of four degree-applicable credit courses that combine lecture with hands-on experiences in the community. All of these courses transfer to CSU.

Students may earn a SLOCCCD Associate in Arts degree in Recreation Administration.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD REC Successful Course Completion	Statewide REC Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
REC Fall 2012 Total	7	14.77	100%	82%	73%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
REC Fall 2014 Total	5	12.29	82%	87%	77%
Target: Fall 2020	5	15.00	82%	87%	
Target: Fall 2025	6	15.00	82%	87%	

Discipline Size: Small; 1 to 14 FTES

The number of FTES earned by the Recreation Administration Program decreased slightly between 2012 and 2014. This program is offered at the SLO Campus.

Efficiency: Needs attention

The efficiency rates of Recreation Administration courses were below the District-wide target in both years.

Demand: Moderate

The demand for Recreation Administration courses has been moderate, above the SLOCCCD average fill rate in 2012 and equal to the SLOCCCD average fill rate in 2014.

Student Outcome: Strong

The successful course completion rates for Recreation Administration courses were higher than the statewide rates for this discipline in 2012 and 2014.

Growth Projection: Slower than the SLOCCCD growth rate

Challenge

- Develop and implement strategies to improve efficiency in the Recreation Administration program

SOCIOLOGY

Sociology is the study of human social behavior and its origins, development, organizations, and institutions in the modern world. This academic discipline emphasizes the analyses of cultures, social structures, and interaction processes. Sociology courses stress the ability to observe, organize and write clearly, and develop skills to analyze data and collaborate with others.

A major in Sociology prepares students to:

- Major or minor in Sociology at a four-year institution.
- Fulfill social science general education requirements.
- Be an active citizen by fostering an understanding of the local community as well as the global community.

The Sociology curriculum consists of six degree-applicable credit courses, all of which transfer to both CSU and UC. Most courses are offered by both methods of instruction: online and traditional on-campus.

Students may complete specific Sociology courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree;
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences;
- SLOCCCD Diversity graduation requirement;
- Social Sciences general education requirement for CSU transfer;
- Lifelong Learning and Self-Development general education requirement for CSU transfer; and
- Social and Behavioral Sciences general education requirement for UC transfer.

Students may earn an Associate Degree for Transfer in Sociology or a SLOCCCD Associate of Arts degree with a major in Sociology.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD SOC Successful Course Completion	Statewide SOC Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
SOC Fall 2012 Total	61	23.56	90.8%	75%	67%
- North County	7	16.13	78%	69%	
- SLO	48	27.11	95%	76%	
- Distance Ed	6	15.00	76%	70%	59%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
SOC Fall 2014 Total	58	18.26	74%	76%	65%
- North County	8	14.11	69%	90%	
- SLO	39	21.70	76%	77%	
- South County	1	7.00	40%	71%	
- Distance Ed	10	15.83	81%	63%	60%
Target: Fall 2020	62	20.00	82%	75%	
Target: Fall 2025	67	22.00	82%	75%	

Discipline Size: Relatively medium size; between 51 and 150 FTES

Comparing 2012 and 2014, the number of Sociology FTES earned declined slightly, reflecting a reduction in FTES earned at the SLO Campus and an increase in the online offerings. In 2014, Sociology courses were taught at all three sites and online.

Efficiency: Strong

The efficiency of Sociology courses exceeded the District-wide target in both years for both the discipline total and the courses taught at the SLO Campus and online. Efficiency at the North County Campus declined between 2012 and 2014, and the efficiency of the course taught at the South County Center in 2014 was low.

Demand: Meets expectations

In 2012, the fill rates for Sociology courses were moderate for courses taught at the North County Campus and online; the fill rate for the courses taught at the SLO Campus were high. In 2014, the fill rates for Sociology courses declined at the North County and SLO Campuses and increased slightly for online courses. The fill rate of the Sociology course taught at the South County Center in 2014 was low.

Student Outcome: Strong

The overall successful course completion rate for Sociology courses was above the statewide rate for this discipline in 2012 and 2014. The greatest improvement in successful course completion rates was for Sociology courses taught at the North County Campus. Although there was a decline in the successful course completion rate for courses taught online between 2012 and 2014, in both semesters the rates exceeded the statewide rates for Sociology courses taught online.

Growth Projection: Faster than the SLOCCCD growth rate

Challenge

- Increase the visibility of the Sociology program at both SLOCCCD campuses



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WELDING

Welding prepares students for employment in this field with a comprehensive array of courses including basic welding, metallurgy, blueprint reading, welding power, and certification. Training is focused on workplace readiness and the development of hands-on skill supported by the technical knowledge needed to enter the profession of welding, welding inspection, and related careers.

The Welding Program is strengthened by student involvement in the Welding Fabrication team that participates in state and national events, such as the National Skills USA and Welding Thunder competitions.

The Welding curriculum consists of nine degree-applicable credit courses, all of which reflect current local industry needs. Courses are designed to include one-third technical training and two-thirds hands-on manipulative training. Seven of the Welding courses transfer to CSU.

Upon successful completion of the required courses, students may earn a SLOCCCD Associate in Science Degree in Welding Technology, a Certificate of Achievement in Welding Technology, or Certificates of Specialization in Welding Technology Pipe or Welding Technology Structural.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD WELD Successful Course Completion	Statewide WELD Successful Course Completion
DISTRICTWIDE Fall 2012	3,716	14.54	83%		
WELDING Fall 2012 Total	35	11.60	110%	78%	78%
- North County	8	12.30	114%	73%	
- SLO	27	11.40	109%	80%	
DISTRICTWIDE Fall 2014	3,530	13.84	82%		
WELDING Fall 2014 Total	38	11.44	98%	74%	79%
- North County	5	7.80	65%	96%	
- SLO	32	12.37	106%	70%	
Target: Fall 2020	39	13.00	82%	79%	
Target: Fall 2025	40	13.00	82%	79%	

Discipline Size: Relatively small; fewer than 50 FTES

The number of FTES earned through Welding courses increased slightly in 2014 compared to the FTES earned in 2012. Welding courses are taught primarily at the SLO Campus, with one or two courses taught at the North County Campus.

Efficiency: Needs attention

The efficiency rates of Welding courses were below the District-wide Target in both 2012 and 2014. Enrollment is capped in this discipline due to the hands-on style of the instruction and the limited amount of equipment.

Demand: Strong

The demand for Welding courses was strong in both 2012 and 2014, with the exception of the courses offered at the North County Campus in 2014.

Student Outcome: Strong

The successful course completion rates for Welding courses were comparable to the statewide rates for this discipline in 2012 and 2014.

SOC	Description	2014 Jobs	2019 Jobs	Change	Replacements	Annual Openings	Median Hourly
51-4121	South Central Region: Welders, Cutters, Solderers, and Brazers	1,554	1,558	4	286	58	\$16.37
51-4121	SLO County: Welders, Cutters, Solderers, and Brazers	157	191	34	26	12	\$17.63
51-4122	South Central Region: Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	395	415	20	61	16	\$14.79
51-4122	SLO County: Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	59	67	8	8	3	\$14.71

Labor Market Projection: Moderate Growth

The job market in Welding is projected to increase moderately both locally and regionally over the next five years. It is anticipated that there will be more openings for welders, cutters, solderers and brazers than for welding-related machine setters, operators, and tenders. Graduates in this field are likely to earn a wage that is slight above or slightly below the living wage of \$15.42 for a family of two adults and two children in San Luis Obispo County.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Establish or expand dual enrollment Welding program with K-12 partners where possible
- Develop and implement strategies to improve efficiency in the Welding program

WORKFORCE ECONOMIC DEVELOPMENT

The Workforce Economic Development program provides students as well as the general community with workforce preparation courses and services, including employability skills, job search services, and internship opportunities.

Credit Workforce Development Programs

1. Career Connections provides employment services by linking students seeking full-time and part-time jobs and employers who want to advertise opportunities for jobs and internships. In addition to this service, the following two-credit programs are also offered through Career Connections:
 - Cooperative work experience is an opportunity for students to earn credit for their full-time or part-time job by enrolling in a work experience course. There are two courses, one for general work experience and one for specific occupations. In both courses, faculty meet with students to set specific work-related goals.
 - Professional Development Studies offers a range of short-term courses designed to establish and advance workplace skills. The offerings include a Customer Service Academy and Supervision and Management Academy as well as courses in project management and survey careers courses in office procedures and retail procedures.
2. Personal Development Studies
 - This credit program includes two courses. The first is a three-unit credit course referred to as Get Focused Stay Focused. This orientation course for high school freshmen anchors SLOCCCD's dual enrollment program. One-unit courses are being designed for high school sophomores, juniors and seniors to expand the curriculum across the high school years.
 - The second course is a three-unit credit course, Introduction to Workplace Readiness. It is offered to high school juniors and seniors, as well as the general community, at five area high schools. This course is scheduled in collaboratively with high school counselors and administration.

Noncredit Workforce Development Programs

3. Noncredit courses are offered on-campus, at community centers and local school districts throughout the county. These no-cost courses and certificates assist students in reaching their educational, personal, and professional goals, including basic skills required for college-level courses, GED preparation, citizenship, and career preparation. Noncredit certificates of completion are offered in Adult Basic Education, English as a Second Language, and Vocational English as a Second Language.

A group of noncredit courses is offered on-site at local high schools. Students may use these courses for high school credit recovery or enrichment.

Future plans for noncredit program development include new programs in two categories, Adults with Substantial Disabilities and Short-term Career Technical Education, to comply with a provision in the Adult Education Block Grant. To address the lack of an education program for adults with substantial disabilities, plans are being developed to implement a program that will be located at the North County and SLO Campuses as well as at day centers throughout the county. The program will consist of courses in employability and technical job-related skills leading to a certificate recognized by local employers. The Short-term Career Technical Education program is being planned with the San Luis Obispo County Adult Education Consortium, the Workforce Development Board, local employers, academic credit programs, and the Department of Social Services.

4. Institute for Professional Development

SLOCCCD offers contract education to local employers through the Institute for Professional Development. This not-for-credit customized training fulfills requests for workforce training from local employers, the Workforce Development Board, and other agencies concerned with workforce development.



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Student Services

Admissions and Records

California Work Opportunities and Responsibilities for Kids

Counseling

Disabled Student Programs and Services

Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education

Financial Aid

Student Health Services

Student Life and Leadership

Veterans Services

ADMISSIONS AND RECORDS

Admissions and Records is responsible for a variety of services to support student access and success. Services provided by the Admissions and Academic Records Offices within Admissions and Records include the following:

- Provide students with general Information;
- Assist students with the submission of online admissions applications;
- Determine and process student residency;
- Support international students;
- Process all aspects of registration including students adding and dropping classes;
- Assist students in navigating the myCuesta student portal;
- Create and monitor academic records;
- Process and update student grades with their academic standing status;
- Retain student records for three years;
- Process incoming and outgoing transcripts;
- Document incoming transcripts, student education plans, and other student information;
- Process student requests for enrollment verifications;
- Collaborate with faculty and administrators on student appeals; and
- Submit information for state reports.

Services provided by the Evaluations Office within Admissions and Records include the following:

- Verify student completion of degrees, certificates, and transfer requirements;
- Coordinate Degree Works components and data;
- Confirm athletic eligibility;
- Confirm allied health program (RN, LVN and Paramedics) eligibility;
- Process students with unique needs, such as ESL students and veterans;
- Prepare commencement data; and
- Submit information for state reports.

Admissions and Records relies on technology to improve the timeliness of the services provided, such as providing email to all students who complete an application and offering the option for students to order transcripts online.

Data

Students Served APPLICATIONS	2012 – 2013	2014 – 2015	2020 - 2021 Target	2025 - 2026 Target
District-wide	15,473	15,721	16,523	17,366

Students Served DEGREES/CERTIFICATES	2012 – 2013	2014 – 2015	2020 - 2021 Target	2025 – 2026 Target
District-wide	1,156	1,175	1,266	1,364

Definitions for Admissions and Records Data

- Students Served: Annual number of Applications and Annual number of Degrees and Certificates awarded.
This is a duplicated headcount; students who receives both application and evaluation services are counted for each service.

Data Analysis: The number of students receiving Admissions and Records services and Evaluation services increased slightly between 2012-2013 and 2014-2015. During the same period, District-wide enrollment decreased slightly, as shown in Chapter 2.

Growth Projections: The projected growth rate for Applications is the same as the SLOCCCD growth rate (1%). The projected growth rate for Degrees and Certificates is 1.5%, slightly higher than the SLOCCCD growth rate, due to implementation of degree software tracks student completion of degree requirements.

Challenge

- Developing and refining online services for students, such as videos or interactive step-by-step instructions

CALWORKS

The California Work Opportunities and Responsibilities for Kids (CalWORKs) program provides academic, financial aid, personal counseling, crisis counseling, and employment-focused services to low-income families with minor children. CalWORKs is designed to promote self-sufficiency through employment, education, and community collaboration.

The services provided include the following:

- Case management services
- Assistance with compliance of students' Welfare-to-Work or Self-Initiated Plan
- Coordination with Social Services for educational supplies and supportive services
- Educational and occupational assessments
- Development of a résumé and a job search portfolio
- Job placement and work study coordinated with career path and major
- Financial aid, academic, personal and career counseling
- Open computer lab with printing and/or copy services
- Priority registration aligned with academic progress
- Assistance with Financial Aid documentation and other paperwork
- Referrals to additional supportive services, on or off campus, as needed
- Advocacy and education regarding Rights and Responsibilities issues

Data

Total Students Served	2012 – 2013	2014 – 2015	2020 - 2021 Target	2025 – 2026 Target
District-wide	145	177	191	205
- North County	90	114	123	132
- SLO	96	105	113	122
- South County	5	11	12	13

CalWORKs	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted
Annual 2014 – 2015	46%	71%
Target 2020	50%	73%
Target 2025	53%	75%

Definitions for CalWORKs Data

- Students Served: All students designated as active CalWORKs according to CCCCO MIS in the 2012-2013 or 2014-2015 academic year and who were enrolled in at least one course at census of that respective academic year

- 1st Year Persistence: First-time students in fall 2014 who were enrolled in at least one course at census and who were designated as an active CalWORKS student in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- Units Completed/Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who were designated as active CalWORKS in either fall 2014 or spring 2015

Data Analysis: The number of students receiving CalWORKs services increased between 2012-2013 and 2014-2015 at all sites. During the same period, District-wide enrollment decreased slightly, as shown in Chapter 2.

The 46% persistence rate of first-year CalWORKs students is significantly lower than the most recent overall 68% persistence rate of SLOCCCD students in the Scorecard cohort (see Chapter 2). Persistence is projected to increase by 1.5% and Units Completed/Units Attempted by .5% due to the addition of services made possible by the Student Equity and Student Success and Support Programs.

Growth Projection: Faster than the SLOCCCD growth rate

Although the level of federal and state funding determines how many students CalWORKs can serve, in the targets shown above, growth is projected to be 1.5% due to current collaborative funding efforts with Student Equity and Student Success and Support Programs.

Challenge

- Keep pace with shifting federal and state regulations

COUNSELING

The Counseling program assists students with the effective use of SLOCCCD learning resources, student services, and educational opportunities. Through counseling, students have access to guidance in determining, analyzing, and understanding their interests, aptitudes, abilities, limitations, and options.

General Counseling

Each member of the counseling faculty has a specialization/assignment in one or more of the following areas: college success, articulation, athletics, at-risk students, Disabled Students Programs and Services, Extended Opportunity Program and Services, English as a Second Language students, evening-only students, high school outreach, international students, North County Campus and South County Center students, mental health, Nursing and Allied Health, distance education students, reentry students, and transfer students. Counselors also organize and participate in outreach activities that include program and registration information regularly disseminated to local high school counselors, College Night, Transfer Day, Cuesta College application workshops, AB-540 and Dream Act presentations, visits to high school campuses, Latina Leadership Network Conferences, and partnering with instructional faculty to visit area high schools.

Counseling services are delivered by means of individual counseling sessions, small group counseling, classroom visitations, special workshops and programs, online advising, and credit courses. Counseling services are provided at all three SLOCCCD sites (San Luis Obispo Campus, North County Campus, and South County Center) and online.

Comparable counseling services are available to students online using

- Phone, fax and email
- Online orientation
- Website
- myCuesta Student Portal
- myCuesta Student Portal Groups feature, such as re-entry students can access resources specific to their particular situation
- Smart Q & A
- Live chat – counselors available online during specified days and times
- DegreeWorks – degree audit

Counseling courses combine theory with practical application to assist students in developing an educational and career plan. The Counseling curriculum consists of three degree-applicable credit courses, two of which transfer to CSU.

Transfer services

Counseling oversees the University Transfer and Career Services, which provides university-bound students with access to a variety of resources including college and university catalogs and information, college search materials, major and career books, and study abroad brochures and catalogs. The center maintains

information about university transfer requirements (Transfer Admission Guarantees and Associate Degrees for Transfer), the university application process, and articulation agreements.

Transfer Services supports the development of Transfer Admission Guarantee agreements, which are commitments that selected four-year institutions make to SLOCCCD students. If a student fulfills contractual requirements by satisfying specific credit, grade point average, and course requirements, the institution guarantees to admit that student. SLOCCCD currently coordinates such agreements with ten four-year institutions.

Counselors distribute information about articulation agreements, campus visits from university representatives, and news from CSU, UC, and out-of-state four-year institutions. These services are offered in individual appointments and workshops. In addition, Transfer Services coordinates appointments with representatives of four-year institutions and provides assistance to students using online resources to research institutions and complete admissions applications.

Student Success and Support Program

Counseling services also oversee the Student Success and Support Program, which is designed to increase student access, equity and success by providing effective core services. These core services are orientation; assessment and placement; educational planning; counseling/advising; early intervention; and follow up.

Total Students Served	2012 – 2013	2014 – 2015	2020 - 2021 Target	2025 – 2026 Target
District-wide	4,174	5,341	5,613	5,900
- North County	1,005	1,181	1,241	1,305
- SLO	3,462	4,468	4,696	4,935
- South County	144	133	140	147

Counseling	1st Year Student Persistence	Student Success Units Completed/ Units Attempted
Annual 2014 – 2015	65%	78%
Target 2020	67%	80%
Target 2025	68%	80%

Definitions for Counseling Data

- Students Served: All students (duplicated) who had a counseling contact in the 2012-2013 or 2014-2015 academic year and were enrolled in at least one course at census of that respective academic year
- 1st Year Persistence: First-time students in fall 2014 who were enrolled in at least one course at census and who had at least one counseling contact in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- Units Completed /Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who completed either an Abbreviated or Comprehensive Student Education Plan in either fall 2014 or spring 2015

Data Analysis: The number of students receiving Counseling services increased between 2012-2013 and 2014-2015 at all sites. During the same period, District-wide enrollment decreased slightly, as shown in Chapter 2.

First-year student persistence is projected to increase at a rate of 5%, and Units Completed/Units Attempted are projected to increase by 5% by 2020. This level is projected to be maintained through 2025.

Growth Projection for Counseling Services: Same as the SLOCCCD growth rate.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD COUN Successful Course Completion	Statewide COUN Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
COUN Fall 2012 Total	1	9.72	78%	95%	74%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
Target: Fall 2020	5	14.00	95%	95%	
Target: Fall 2025	8	14.50	95%	95%	

Data Analysis for COUN Courses

Discipline Size: Relatively small; fewer than 50 FTES

One Counseling course was offered in 2012, and no Counseling courses were offered in 2014, due to budget reductions. These courses were reinstated beginning fall 2015.

Efficiency: Needs Attention

The efficiency rate of the Counseling course was below the District-wide target for 2012.

Demand: Moderate

The student demand for the Counseling course in 2012 was moderate. However, demand is projected to increase as the Student Success and Support and Student Equity Program is implemented.

Student Outcome: Exceeds expectations

Almost all students enrolled in the Counseling course in 2012 completed the course with a grade of C or better. This rate was significantly higher than the statewide successful course completion rate for comparable courses.

Growth Projection for COUN courses: Same as the SLOCCCD growth rate

Challenges

- Provide services at all SLOCCCD sites
- Accommodate mandatory orientations and student educational plans
- Provide comprehensive counseling services for students enrolled in online courses

DISABLED STUDENT PROGRAMS and SERVICES

Disabled Student Programs and Services (DSPS) promotes the full participation of students with disabilities in all aspects of their postsecondary education by providing appropriate support services, curricula, instruction, policies, and funding. Services are provided to students who can benefit from instruction and who have verified disabilities, such as mobility, psychiatric disabilities, visual, speech, and hearing limitations; learning disabilities; acquired brain injury; and developmentally delayed learning. Support services include exam accommodations; note taking assistance; alternate format materials; priority registration; academic counseling and other specialized counseling; and access to an assistive technology computer laboratory.

In addition to accommodations, DSPS provides support to students through two series of courses:

- The portion of the **Academic Skills** curriculum for DSPS students includes five credit courses, ranging from one to three units, that train students on assistive technology, basic mathematics and reading skills. These courses are not degree applicable.
- **Physical Education Adapted** curriculum consists of two degree-applicable, adapted physical education credit courses for disabled students, one in aquatics and one in weight training. Both of these courses transfer to CSU and UC.

This service also serves as a district-wide resource to monitor and ensure that courses and programs accommodate the needs of students with disabilities and are in compliance with the Americans with Disabilities Act Amendments Act, Section 504 of the Rehabilitation Act of 1973, and California Education Code Title 5.

Data

Total Students Served	2012 – 2013	2014 – 2015	2020 - 2021 Target	2025 – 2026 Target
District-wide Verified	719	707	725	743
• North County	187	169	173	178
• SLO	627	600	615	631
• South County	34	13	13	14
District-wide MIS	522	467	479	491
• North County	137	125	128	131
• SLO	452	401	411	422
• South County	28	8	8	8

SLOCCCD Educational Master Plan - 2016-2026

DSPS	1 st Year Student Persistence VERIFIED	1 st Year Student Persistence MIS	Student Success Units Completed/ Units Attempted VERIFIED	Student Success Units Completed/ Units Attempted MIS
Annual 2014 – 2015	61%	70%	75%	80%
Target 2020	61%	70%	75%	80%
Target 2025	61%	70%	75%	80%

Note: The number of students served is a duplicated count. Students may be initially verified with disabilities through the initial intake process and then later also tracked through the MIS after four documented contacts.

Definitions for DSPS Data

- Verified = students identified with disabilities through the initial intake process
- MIS = students who qualify for the DSPS categorical funding count by having four documented contacts
- Students Served: All students designated as DSPS according to CCCCO MIS in the 2012-2013 or 2014-2015 academic year and who were enrolled in at least one course at census of that respective academic year
- 1st Year Persistence: First time students in fall 2014 who were enrolled in at least one course at census and who were designated as a DSPS student in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- Units Completed/Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who were designated as DSPS in either fall 2014 or spring 2015

Data Analysis: First-year student persistence and Units Completed/Units Attempted MIS is projected to grow 0.5% for the first five years and then hold steady through 2025.

Growth Projection: Slower than the SLOCCCD growth rate

Data: Academic Skills Courses

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD ACSK Successful Course Completion	Statewide ACSK Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
ACSK Fall 2012 Total	14	6.66	80%	56%	74%
- North County	4	9.31	100%	53%	
- SLO	9	5.88	73%	57%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
ACSK Fall 2014 Total	14	8.21	101%	52%	72%
- North County	3	7.54	97%	61%	
- SLO	11	8.43	102%	50%	
Target: Fall 2020	<i>Targets are contingent on # of DSPS students who need these services</i>				
Target: Fall 2025					

Data Analysis for Academic Skills courses: While Academic Skills courses generally fill, enrollment is limited, creating low levels of efficiency. Although low efficiency is to be expected in these support courses, attention is needed to increase the successful course completion rates, which are below the statewide completion rates for similar courses.

Growth Projection: Slower than the SLOCCCD growth rate

Data: Physical Education Adapted Courses

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD PEAD Successful Course Completion	Statewide PEAD Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
PEAD Fall 2012 Total	14	6.66	80%	56%	74%
- North County	4	9.31	100%	53%	
- SLO	9	5.88	73%	57%	
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
PEAD Fall 2014 Total	14	8.21	101%	52%	72%
- North County	3	7.54	97%	61%	
- SLO	11	8.43	102%	50%	
Target: Fall 2020	<i>Targets are contingent on the # of DSPS students who need these services</i>				
Target: Fall 2025					

Data Analysis for Physical Education Adapted courses: The Physical Education Adapted program fills in the 80% range and students’ successful course completion rates exceeded the statewide rate in 2012. The efficiency rates of Physical Education Adapted courses exceeded the District-wide target of 15.00 in both 2012 and 2014.

Growth Projection: Slower than the SLOCCCD growth rate

Challenges

- Support the pilot Adults with Disabilities program as outlined in AB86 to assist disabled adult populations in completing post-secondary training
- Develop and implement strategies to improve students’ successful course completion rates in Academic Skills courses



San Luis Obispo County Community College District

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EXTENDED OPPORTUNITY PROGRAMS and SERVICES / COOPERATIVE AGENCIES RESOURCES FOR EDUCATION

The purpose of the **Extended Opportunity Program and Services (EOPS)** is to recruit and support students who have language, social, economic, and/or educational disadvantages. The California Legislature established the program in 1969 with the goal to increase access and educational equity for community college students.

This program provides academic and financial support to community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services listed below are specifically designed to address the needs of at-risk students.

- Career, academic, and personal counseling
- Tutoring services
- Book vouchers, bus passes, and gas vouchers
- Food pantry
- Access to the EOPS/CARE lending library and computer laboratory
- Priority registration
- Registration assistance
- Assistance with completing financial aid applications
- Workshops on topics such as study skills, time-management, and money management
- Referrals to tutorial services and community resources
- Network with four-year institutions
- Annual social activities

An EOPS Advisory Committee that includes representatives of college personnel, students, feeder high schools, and community members guides the program.

The EOPS office also administers the **Cooperative Agencies Resources for Education (CARE)** program, which provides funding for childcare, transportation, workshops, and books for single parents/heads of households with minor children. The purpose of CARE is to support students’ transition from welfare-dependency to employment and self-sufficiency. Every CARE student is an EOPS student; students must meet the eligibility criteria for both programs.

Data

Total Students Served	2012 – 2013	2014 – 2015	2020 – 2021 Target	2025 – 2026 Target
District-wide EOPS	210	254	274	295
• North County	78	95	102	110
• SLO	163	202	218	234
• South County	11	7	8	8
District-wide CARE	44	39	42	45
• North County	16	18	19	21
• SLO	38	31	33	36
• South County	2	2	2	2

EOPS/CARE	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted
Annual 2014 – 2015	67%	71%
Target 2020	69%	71%
Target 2025	70%	71%

Definitions for EOPS/ CARE Data

- Students Served: All students designated as EOPS/CARE according to CCCCO MIS in the 2012-2013 or 2014-2015 academic year and who were enrolled in at least one course at census of that respective academic year
- 1st Year Persistence: First time students in fall 2014 who were enrolled in at least one course at census and who were designated as an EOPS/CARE student in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- Units Completed /Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students

Data Analysis: The number of students receiving EOPS services increased between 2012-2013 and 2014-2015 at both the North County and SLO Campuses and decreased slightly at the South County Center. The restoration of state funds in 2014-2015 made it possible for EOPS to expand services to a greater number of students. During the same period, District-wide enrollment decreased slightly, as shown in Chapter 2. First-year student persistence is projected to increase by 1.5% and Units Completed/Units Attempted will be maintained at the current level of 71%.

Growth Projection: Faster than the SLOCCCD growth rate

Growth is contingent on state funding. Since EOPS/CARE funding was recently restored to 2008-2009 levels, additional students can be served. These programs are likely to grow faster than the SLOCCCD growth rate in the near term, projected at 1.5%, which includes the addition of Foster Youth in the EOPS program. In addition to EOPS/CARE funding restoration, the Student Equity Plan funded the establishment of CaFE (CalWORKs, Foster Youth, and EOPS/CARE) Office. This office will now serve CalWORKs, Foster Youth, and EOPS/CARE students with new classified staff and student workers.

Challenges

- Establish and maintain functional flexibility in terms of space and staffing in order to keep pace with shifts in state funding
- Integrate serving foster youth into the CaFE Office
- Meet targets for student persistence and units completed/units attempted for the new Foster Youth sector of the EOPS Program

FINANCIAL AID

Financial Aid assists students in reaching their educational goals by coordinating and distributing student aid from the federal government, the state of California, and other sources. This service provides prospective and enrolled students with information, resources, and assistance in filing applications, while meeting the fiduciary requirements of the funding sources. The types of aid include grants, fee waivers, student loans, work-study employment, and scholarships.

Students generally apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). Undocumented students who are eligible to apply for financial aid under AB540 complete the California Dream Act (DREAM) application. Both applications gather information about the student’s ability to pay for college, which is used to compute an expected family contribution value that determines eligibility for most of the SLOCCCD financial aid programs.

Financial Aid is keenly interested in increasing the number of completed applications because access to financial aid has been found to be a primary factor in improving student persistence. The recent shift to a greater use of technology has reduced the time between the first submission date and the packaging date and has increased the number of files packaged per year. The change has resulted in significant improvements in both of these measures.

Data

Students Served	2012 – 2013	2014 – 2015	2020 – 2021 Target	2025 – 2026 Target
District-wide FAFSA	6,229	6,012	6,319	6,641
- North County	1,718	1,534	1,612	1,694
- SLO	4,801	4,609	4,844	4,965
- South County	259	191	201	211
District-wide DREAM	NA	95	102	110
- North County	NA	37	40	43
- SLO	NA	65	70	75
- South County	NA	1	1	1

Note: These data are unduplicated headcounts. FAFSA applicants and DREAM applicants belong to two non-overlapping sub-populations within the student body.

Financial Aid: FAFSA	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted
Annual 2014 – 2015	58%	75%
Target 2020	61%	75%
Target 2025	64%	75%

Definitions for Financial Aid FAFSA Data

- Students Served: All students who completed the FAFSA for the academic year of 2012-2013 or 2014-2015 and who were enrolled in at least one course at census of fall 2012 (for the 2012-2013 academic year) or fall 2014 (for the 2014-2015 academic year) respectively
- 1st Year Persistence: First time students in fall 2014 who were enrolled in at least one course at census, who received any financial aid, and who were enrolled in at least one course at census in fall 2015
- Units Completed/Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who received any financial aid the 2014-2015 academic year

Definitions for Financial Aid DREAM Data

- Students Served: All students designated as DREAM ACT for the academic year of 2012-2013 or 2014-2015 and who were enrolled in at least one course at census of fall 2012 (for the 2012-2013 academic year) or fall 2014 (for the 2014-2015 academic year) respectively

Data Analysis: The number of students served by Financial Aid FAFSA decreased between 2012-2013 and 2014-2015 at all sites, which is in keeping with the decrease in District-wide enrollment. First-year student persistence is projected at 1% as a result of student follow-up initiatives in Financial Aid. Since the rate of Units Completed/Units Attempted is strong, the goal is to maintain the current level of 75%.

Growth Projection: Same as the SLOCCCD growth rate

The growth rate of DREAM students is projected at 1.5% due to additional support for AB540 students from the Student Success and Support Program.

Challenges

- Establish and implement processes for paperless Financial Aid processes in which documents will be submitted and reviewed electronically
- Remodel office space as needed to ensure staff safety, such as installing windows
- Support Workforce Economic Development and Community Programs by providing financial aid to incarcerated students who are eligible for Pell Grants to offset the costs of textbooks and supplies

STUDENT HEALTH SERVICES

Student Health Services is a student health fee-supported program that provides quality health care via clinical services and educational programs to assist students in achieving and maintaining optimum physical and psychological health. The services are based on the philosophy that physical and psychological health is associated with academic development, leadership qualities, and overall satisfaction with college. Services include wellness care, screening, and on-campus and community referrals as described below.

Wellness Care

- Personal Counseling
- Diet and Nutrition Counseling
- Blood Pressure, Blood Sugar, Cholesterol and BMI Screening
- Stress Reduction
- Health Maintenance Education
- Student Health 101 online magazine

Screening and Referrals

- Illness Assessment and Treatment
- Primary Care Clinic
- Personal Counseling/Crisis Prevention and Intervention
- First Aid Treatment
- Family Planning/Sexual Health
- Substance Misuse
- Tuberculosis Skin Testing
- Secondary Insurance Claim Processing for Campus Accidents/Injuries

Community Resource Referrals

- Vision
- Dental
- Mental Health
- Medical Specialty Services/Advanced Health Care
- Social Services

Student Health Services programs and services, which are designed to balance clinical treatment, education, and prevention, are based on best practices, professional guidelines, and health risk appraisal and surveys. Direct services are provided on the San Luis Obispo and North County Campuses by a nurse practitioner, registered nurses and mental health professionals. Traditional and distance education students also have access to up-to-date health and wellness information through the online magazine, *Student Health 101*.

Program planning in Health Services is based on multiple assessment tools, including the American College Health Association National College Health Assessment. The most recent assessment data in spring 2013

identified mental health as an area of significant concern for SLOCCCD students and one with significant academic impact. Stress, anxiety, and sleep difficulties were three of the top factors affecting academic performance. In order to address these concerns, Student Health Services subsequently increased mental health services.

Data

Students Served	2012-2013	2014-2015	2020 – 2021 Target	2025 – 2026 Target
District-wide	2,036	1,949	1,998	2,049
- North County	320	168	172	177
- SLO	1,716	1,786	1,831	1,877

Definitions for Student Health Services Data

- *Students Served: All students (duplicated) served at the North County and San Luis Obispo Health Centers in the 2012-2013 and 2014-2015 academic years.*

Data Analysis: The number of students served by Student Health Services increased between fall 2012 and fall 2014 at the SLO Campus, but decreased at the North County Campus. During the same period, enrollment decreased at all sites (see Chapter 2).

Health Services statistics are compiled yearly from the Student Health Center Uniform Statistics Reporting Form. The San Luis Obispo Campus and North County Campus End-of-Year Report documents student use of Student Health Services. Beginning in spring 2016, student use of these services will be documented more systematically using SARS, which will provide expanded and more accurate data for future years.

Growth Projection: Slower than the SLOCCCD growth rate

Students who pay the Student Health Services health fee are a subset of the SLOCCCD student population. The Educational Master Plan identifies dual-enrolled students and the prison population students as growth areas for the District. Neither of those populations are required to pay the Student Health fee.

Challenge

- Provide a sufficient array of health services, including mental health services, to support student academic success and retention despite funding limitations

STUDENT LIFE AND LEADERSHIP

Student Life and Leadership programs provide students with opportunities for multi-faceted personal growth through participation in student government, District-wide participatory governance, leadership development courses, clubs and organizations, and campus events. The intent of the program is to develop individual, vocational, avocational, written, verbal, artistic, and interpersonal skills with high emphasis on self-esteem and self-concept. The Student Life and Leadership program also exposes students to a range of cultural, social, and intellectual perspectives of the world beyond the local community.

The programs and services coordinated by Student Life and Leadership at the North County and SLO Campuses including the following:

- Student clubs and organizations reflecting diverse political, career, cultural, and social interests
- Student informational forums
- Cultural Center
- Credit courses, workshops, seminars, and retreats
- Speaker series programs
- Recreational programs and activities
- Entertainment series
- Advocacy for students and SLOCCCD through student government
- Campus Tours
- Housing Resource Information
- Student Photo ID
- Free Legal Counseling (with valid student ID Card)

Associated Students of Cuesta College, the official student government organization, operates under regulations authorized in the California Education Code and SLOCCCD Board of Trustees policies. The purpose of student government is to promote the general welfare of all students by ensuring equality of opportunity among students; offering an experience in practice of the American democratic government; ensuring that students' voices are heard as part of participatory governance; and encouraging student planning for and participation in a program of student activities.

In addition to its role in governance, the Associated Students of Cuesta College develop and implement a broad array of extracurricular activities, programs, and services that provide social contact, entertainment, and leadership opportunities. These activities include lectures, forums, bands, community awareness programs, and seasonal and special events. SLOCCCD and its student government grant recognition to campus student organizations including honor societies, service and religious organizations, those with an ethnic/multicultural focus, and departmental and special interest groups. By assuming an active role in designing and implementing these extracurricular activities, members of the Associated Students of Cuesta College experience a personal satisfaction and growth beyond their academic pursuits.

Student Life and Leadership maintains two unique sites on the San Luis Obispo Campus:

- The Cultural Center was established in 2008 to promote activities that encourage the exploration of cultural diversity. Through the print and online resources, students, faculty, or staff may research a class assignment or host a program or activity.
- The Associated Students of Cuesta College Social Club hosts monthly activities and provides a space for students to relax before or after classes with access to a big screen television, a pool table, X-Box 360/Kinnect, and three computers.

The Leadership curriculum consists of six degree-applicable transfer courses, all of which transfer to CSU. The courses are interactive and experiential, offering leadership opportunities for on-campus or off-campus community projects and programs.

Data

Students Served	2012 – 2013	2014 – 2015	2020 – 2021 Target	2025 – 2026 Target
District-wide	111	138	138	138
- North County	13	11	11	11
- SLO	94	124	124	124
- South County	1	1	1	1

Student Life and Leadership	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted
Annual 2014/15 Total	60%	82%
Target 2020	62%	82%
Target 2025	63%	82%

Definitions for Student Life and Leadership Program Data

- Students Served: All students who held ASCC Senate and/or Club Rep membership in the 2012-2013 or 2014-2015 academic year and who were enrolled in at least one course at census of that respective academic year
- 1st Year Persistence: First time students in fall 2014 who were enrolled in at least one course at census and who held ASCC Senate and/or Club Rep membership in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- Units Completed/Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who held ASCC Senate or Club Rep membership in either fall 2014 or spring 2015

Data Analysis: First-year student persistence is projected to increase by 0.5%, and the target is to maintain the current level of 82% for Units Completed/Units Attempted.

Growth Projection for Student Life and Leadership: Slower than the SLOCCCD growth rate

Growth is not projected because an increase in the overall District student population is unlikely to alter the relatively stable number of students who serve as ASCC Senate or Club Representatives.

Data

	Discipline Size: FTES	Efficiency: FTES/FTEF District-wide Target = 15.00	Demand: Fill Rate	SLOCCCD LDR Successful Course Completion	Statewide LDR Successful Course Completion
DISTRICT-WIDE Fall 2012	3,716	14.54	83%		
LDR Fall 2012 Total	5	13.23	85%	77%	66%
DISTRICT-WIDE Fall 2014	3,530	13.84	82%		
LDR Fall 2014 Total	4	9.61	81%	74%	73%
Target: Fall 2020	5	14.00	95%	80%	
Target: Fall 2025	6	14.50	95%	80%	

Data Analysis for LDR Courses

Discipline Size: Relatively small; fewer than 50 FTES

FTES earned in Leadership courses was approximately the same in 2012 and 2014. Student enrollment in these courses increased slightly during these years at the same time that total District-wide enrollment decreased.

Efficiency: Needs attention

The overall efficiency rates of Leadership courses are below the District-wide target in both 2012 and 2014.

Demand: Strong

The fill rates for Leadership courses were comparable to the SLOCCCD fill rates in 2012 and 2014.

Student Outcome: Strong

The rate at which students successfully complete Leadership courses is slightly higher than the statewide rates for this discipline.

Growth Projection for LDR Courses: Same as the SLOCCCD growth rate

Challenge

- Increase student participation in leadership opportunities and student activities at both North County and SLO Campuses



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VETERAN SERVICES

Veteran Services supports veterans’ achievement of their education goals by offering information about and assistance with applying for and receiving benefits from the Department of Veterans Affairs. The services include providing information on the process to apply for veterans’ educational benefits; collaborating with counseling to ensure that students develop an educational plan; processing enrollment certifications; and coordinating with other college/district offices to accurately track and certify students’ enrollment and tuition payments. A Veterans Resource Center is currently housed on the SLO Campus, and a second Veterans Resource Center will be housed on the North County Campus beginning in 2018.

The Veterans Resource Center serves as a gathering place for student veterans to connect and socialize as well as avail themselves of the following services:

- Priority registration;
- Computers with Kurzweil Software for Disabilities as well as standard MS Office software and printers;
- Basic office equipment, such as copier, printers, fax;
- Workshops and other assistance related to San Luis Obispo county offices, VA Benefits, Disability, Financial Education Assistance and other outside resources;
- Food pantry at cost; and
- Personal tutoring.

The services provided to veterans comply with federal guidelines, regulations, policies and procedures as mandated by the Federal Department of Veteran Affairs. SLOCCCD is a designated Military Friendly School by Victory Media in acknowledgment of the District’s efforts in welcoming military students and dedicating resources to ensure the success of veteran students in the classroom and after graduation.

Data

Students Served	2012 – 2013	2014 – 2015	2020 – 2021 Target	2025 – 2026 Target
District-wide	231	209	220	231
- North County	80	67	70	74
- SLO	202	183	192	202
- South County	10	10	11	11

Veterans Services	1 st Year Student Persistence	Student Success Units Completed/ Units Attempted
Annual 2014 – 2015	39%	80%
Target 2020	40%	80%
Target 2025	41%	80%

Definitions for Veterans Program Data

- Students Served: All students designated as Veterans according to CCCCO MIS in the 2012-2013 or 2014-2015 academic year and who were enrolled in at least one course at census of that respective academic year. This is a duplicated headcount; students who receive veteran services at more than one SLOCCCD site are counted for each service.
- 1st Year Persistence: First time students in fall 2014 who were enrolled in at least one course at census and who were designated as a Veteran student in either fall 2014 or spring 2015 and who were enrolled in at least one course at census in fall 2015
- Units Completed/Units Attempted: Fall 2014 and spring 2015 Units Completed/Units Attempted by students who were designated as Veterans in either fall 2014 or spring 2015

Data Analysis: The participation of student veterans in Veterans Resource Center services in these activities decreased between 2012-2013 and 2014-2015, as did the total District-wide enrollment during these years.

Although the percentage of units completed compared to the number of units attempted is strong, the persistence of student veterans from one semester is in need of attention. Persistence is projected to increase by 0.5%.

Growth Projection: Same as the SLOCCCD growth rate

Challenges

- Providing services to veteran students on both North County and SLO Campuses
- Developing strategies to alert faculty and staff to the unique instructional and student service needs of student veterans, including how and when SLOCCCD faculty and staff should refer student veterans for mental health services



San Luis Obispo County Community College District

Continues on next page



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

CHAPTER 5: NORTH COUNTY CAMPUS AND SOUTH COUNTY CENTER



CHAPTER 5 | NORTH COUNTY CAMPUS AND SOUTH COUNTY CENTER

Overview

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

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

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



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

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

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

San Luis Obispo County Population by Area and Year

	2010	2015	2020	2025	% Growth from 2015 to 2025
North Inland Total	94,045	101,883	107,476	113,015	11%
Atascadero	27,360	28,860	29,860	30,810	
Paso Robles	30,650	34,000	35,880	37,670	
All other communities	36,035	39,023	41,736	44,535	
South County Total	78,473	81,407	84,309	86,933	7%
Arroyo Grande	17,078	17,524	18,407	18,933	
Grover Beach	12,967	13,142	13,432	13,684	
All other communities	48,428	50,741	52,470	54,316	
Central Total	74,301	74,704	76,573	78,355	5%
San Luis Obispo (city)	42,540	42,590	43,370	44,120	
All other communities	31,761	32,114	33,203	34,235	
North Coast Total	10,563	10,787	10,973	11,117	3%

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

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

North County Campus

Rationale for a Campus in North County

Given the distribution of the population in San Luis Obispo County, SLOCCCD chose North County as the obvious site for a second campus to fulfill its mission of providing higher education to residents of its service area. This strategy was outlined in both the 1991 and 1999 educational master plans (http://www.cuesta.edu/aboutcc/documents/accreditation/plans/1991_Educational_facilities_master_plan.pdf and http://www.cuesta.edu/aboutcc/documents/accreditation/plans/SLOCCCD_NorthCountyCampusMaster_Plan_1999.pdf).

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

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

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

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

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

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

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

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

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

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

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

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

North County Campus Today

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

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

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

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

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

North County Campus Data

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

Size of Instructional Offerings: Meets expectations

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

Efficiency: Meets expectations

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

Demand: Needs attention

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

Student Outcome: Meets expectations

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

Enrollment: Stable

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

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

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

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

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

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

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

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

Growth Projection: Same as the SLOCCCD overall growth rate

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

The rationale for this growth projection is as follows:

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

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

Challenges

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

South County Center

Rationale for a Center in South County

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

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

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

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

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

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

The county's population is concentrated in the north. While the central and southern parts of the county currently have fewer residents than in the north, both are projected to grow moderately over the next decade. Today, southern San Luis Obispo County includes a little over 80,000 residents and is projected

to grow 7% overall in the next decade, with the populations in most cities and communities projected to grow at 1% per year or less.

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

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

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

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

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

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

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

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

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

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

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

South County Center Today

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

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

(http://www.cuesta.edu/aboutcc/documents/accreditation/plans/SLOCCCD_Educational_Master_Plan_2011-2016.pdf).

South County Center Data

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

Size of Instructional Offerings: Meets expectations

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

Efficiency: Needs attention

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

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

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

Student Outcome: Meets expectations

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

Enrollment: Needs attention

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

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

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

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

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

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

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

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

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

Growth Projection: Same as the SLOCCCD overall growth rate

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

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

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

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

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

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

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

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

Challenges

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

San Luis Obispo County Community College District



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