

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **2021**

PROGRAM: **PERSONAL DEVELOPMENT STUDIES (PEDS)**

CLUSTER: **WED**

LAST YEAR CPPR COMPLETED: **2018**

NEXT SCHEDULED CPPR: **2022** CURRENT DATE: **2/17/2021**

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose, or direction. *NONE.*

PROGRAM SUSTAINABILITY PLAN UPDATE

None. There was no Program Sustainability Plan established in the program's most recent Comprehensive Program Plan and Review.

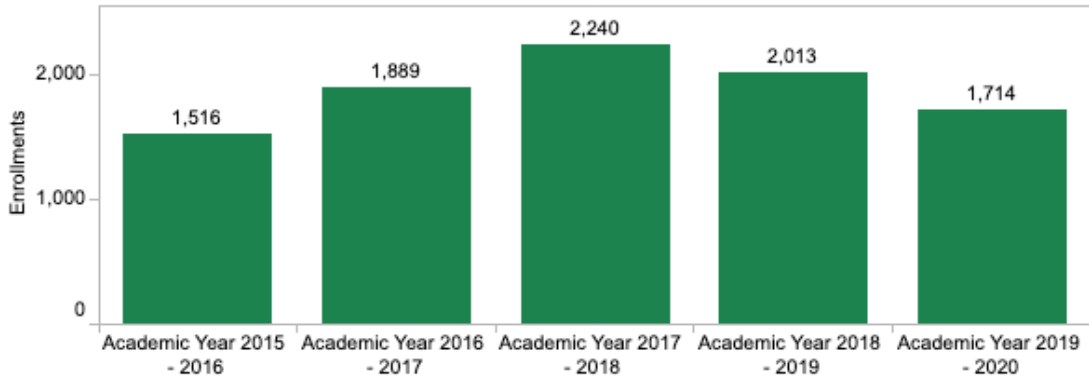
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Explanations for the data elements below are for the entire program. Responses in this document reference the most recent year's available data.

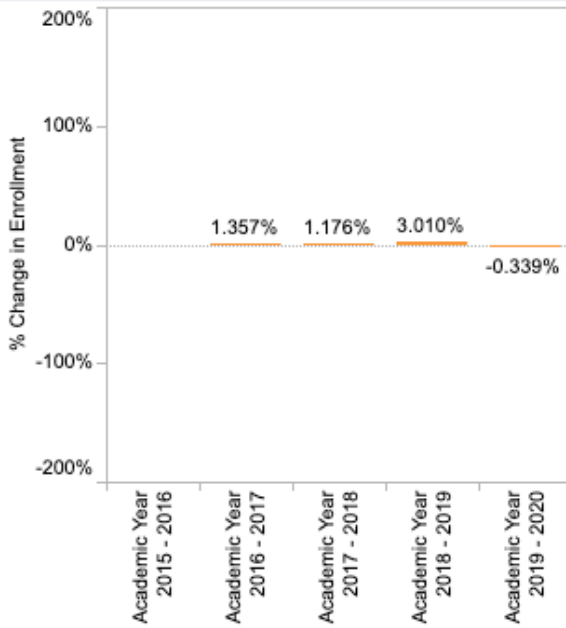
General Enrollment

Enrollment is strong for the PEDS courses offered through Dual Enrollment, especially since PEDS 110 is required for first-year high school students at several high schools. Enrollment in PEDS courses is contingent on the scheduling by high school partners and on registration efforts by the school's teachers, counselors, and staff. The decrease in enrollment experienced in 2019-20 reflects these factors. The guidance and support provided by the Cuesta Dual Enrollment program team to the high school teachers, admin and staff focuses on maintaining high school commitment for the PEDS course and the 10-Year Plan as a career and education planning tool.

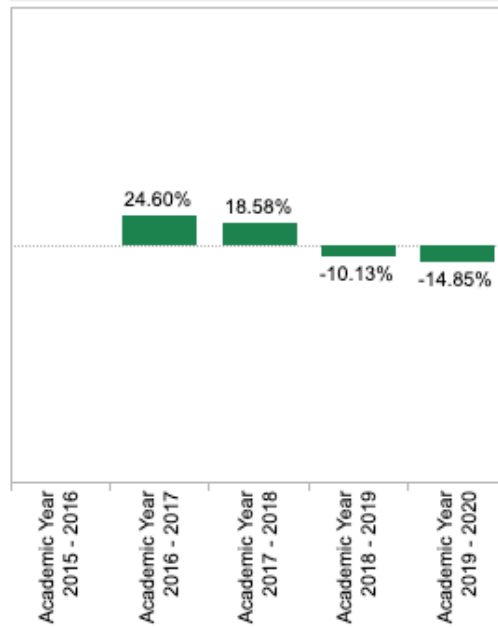
Personal Development Studies Enrollments



% Change - Overall College Enrollments

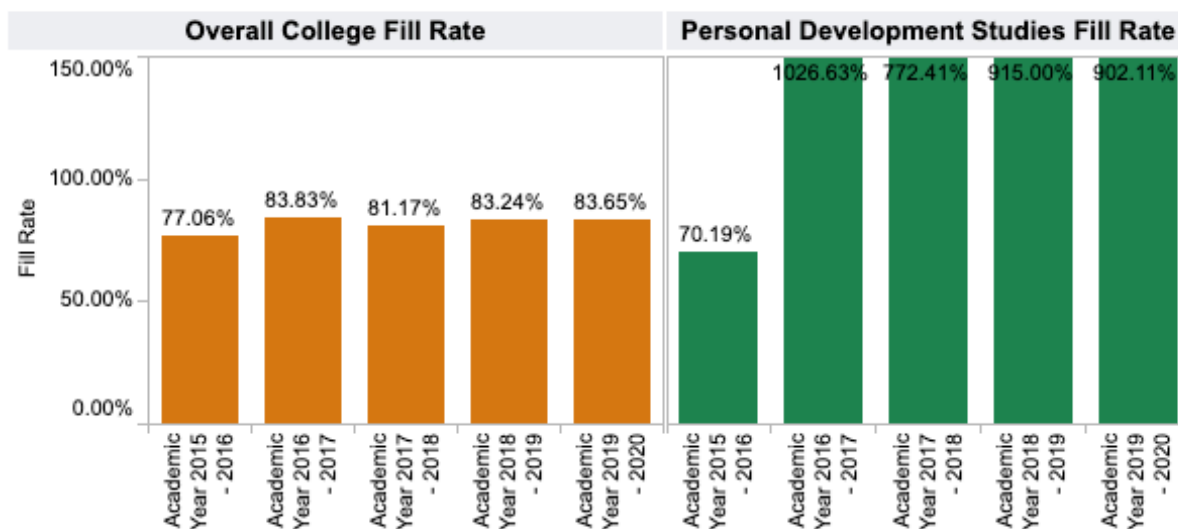


% Change - Personal Development Studies



General Student Demand (Fill Rate)

Obviously, the data in the chart below does not make sense. We can only assume that the course limits were set artificially low. Course limits are set by the participating schools, and not all students in the high school course are expected to be dual enrolled, which may explain the artificially large fill rate shown in the data.



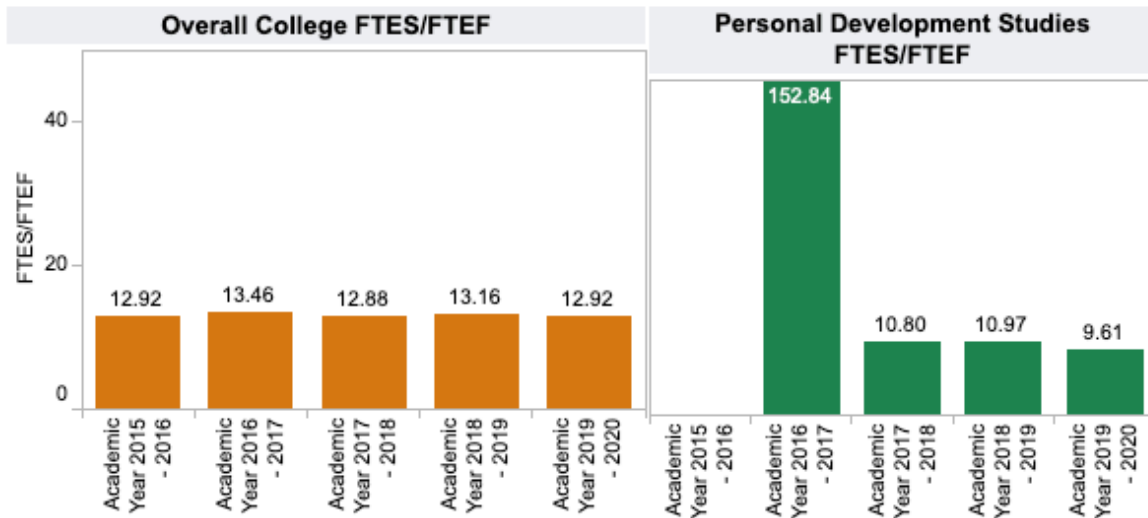
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.

Also, courses with zero class limits are excluded from this measure.

General Efficiency (FTES/FTEF)

The difference between the efficiency of PEDS courses and the overall college efficiency in academic year 2019-2020 is negligible. We believe that slightly lower ratios for PEDS, a primarily Dual Enrollment course, reflect the differences between high school and college class sizes.

The efficiency of the PEDS courses is contingent on the number of high school students that end up enrolling in the college class. So many factors affect this number, teacher commitment, high school registration support, challenges with registration process, high school admin support. These factors are addressed at all levels of program planning, assessment, and evaluation. One consideration is to tie financial support of course materials to enrollment outcomes.



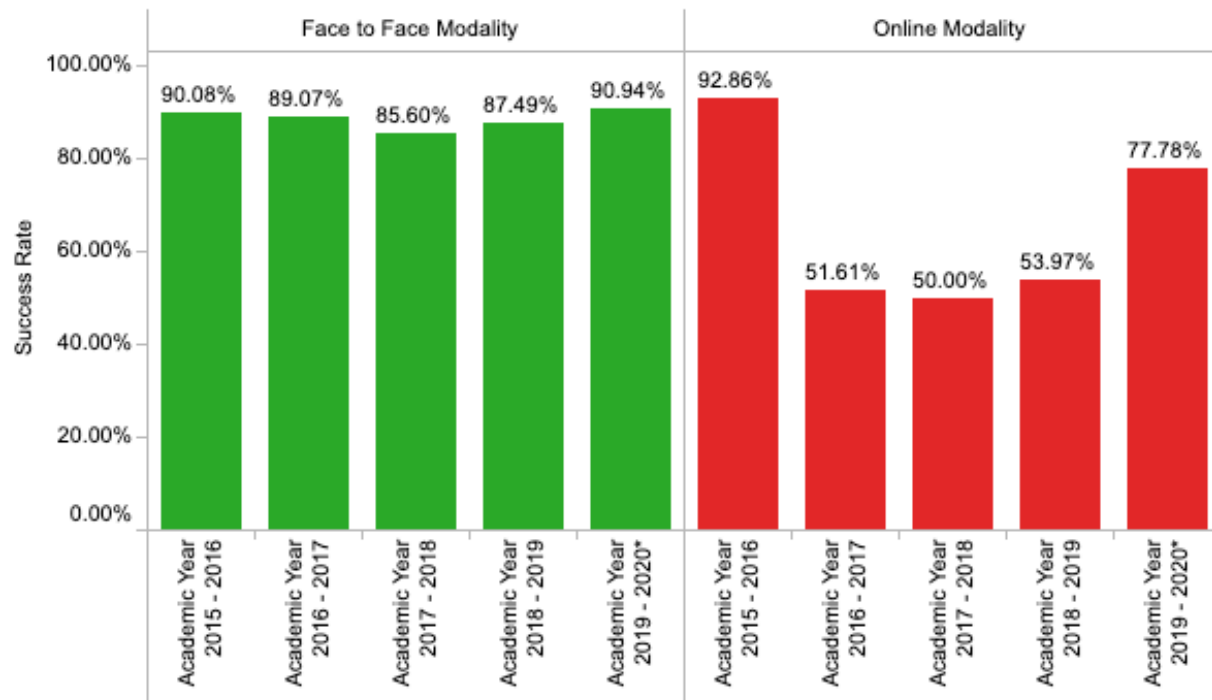
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Student Success—Course Completion by Modality

Students who enrolled in PEDS courses with a face-to-face modality were more likely to be successful than students enrolled in the online version of the course. Dual enrolled PEDS students in the face-to-face sections receive more support from teachers and family than those enrolled in online sections.

Student success rate for the online modality did increase in academic year 2019-2020. Strategies to increase the online student success rate included modifying textbook-based assignments to be more compatible with online learning, adding flexibility to assignment due dates, and moving course content to Google classroom. Google classroom is an online resource familiar to high school teachers and students, making the content more accessible. These modifications began in the Spring of 2020, but enhancements and instructor support continue in the current academic year.

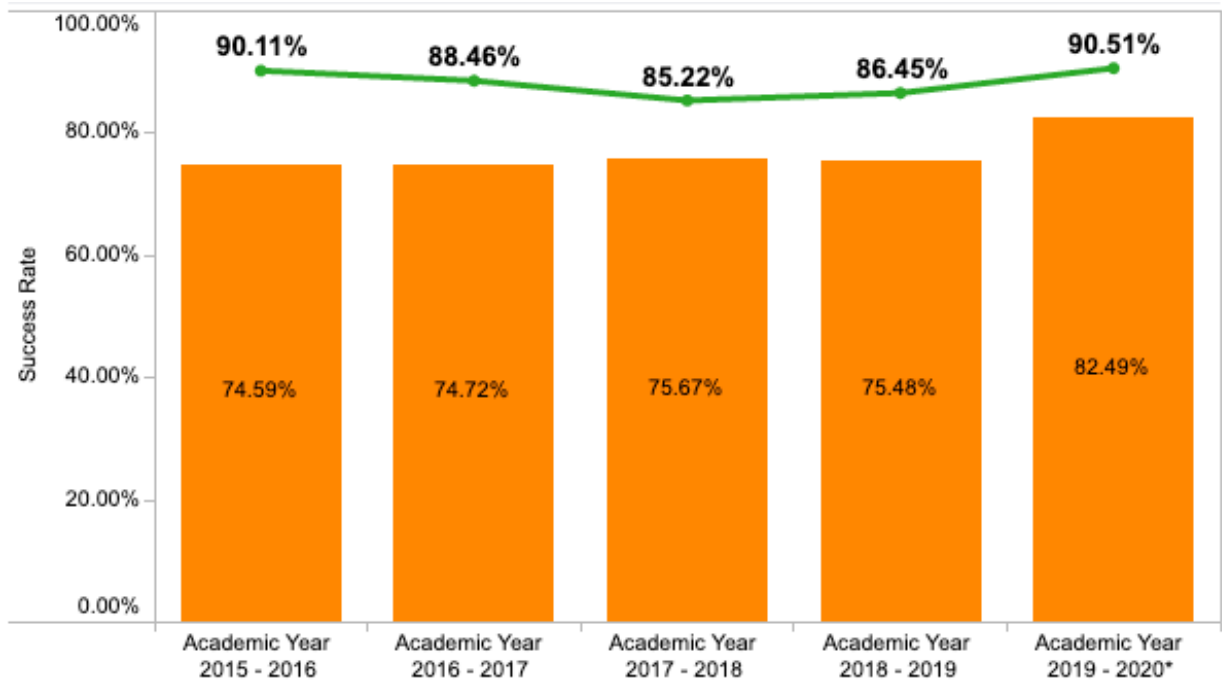
Although the online content enhancements were added due to COVID-19, many instructors indicated that they would continue to use content created for Google classroom when they are able to return to face-to-face instruction.



Degrees and Certificates Awarded

Not applicable to Dual Enrollment

General Student Success—Course Completion



The chart below indicates that a higher percentage of PEDS students earn a final grade of “C” or better than students in the overall college population. This may be due to the increased support that dual enrolled high school students receive from teachers and family. The higher course completion rate may also be attributed to continued and increased curriculum support provided to the dual enrollment faculty in this program. We work with teachers throughout the school year to increase course quality along with student success. Through our process of course evaluation and classroom observation, we can share innovations and ideas developed by one teacher with the entire group, adding to the quality of the entire curriculum available to all.

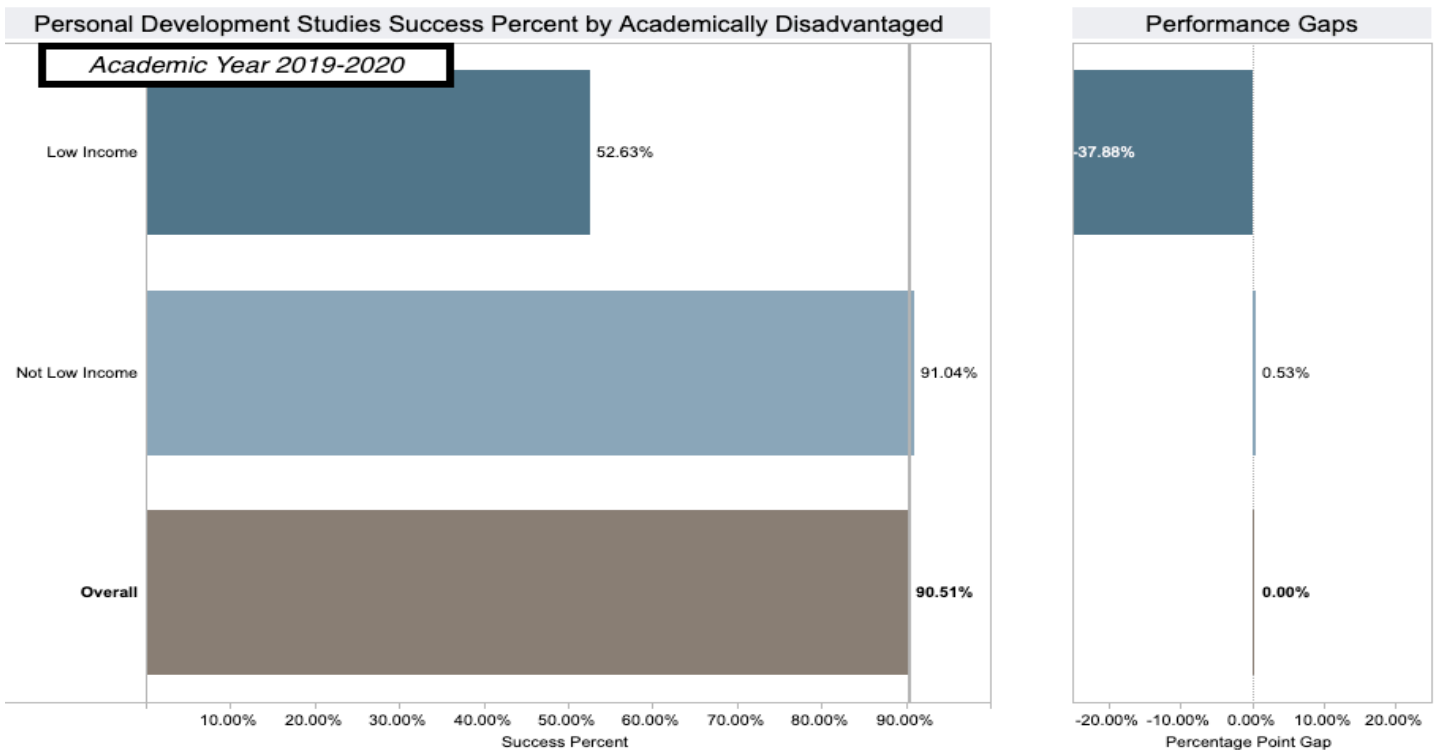
Successful Course Completion Rates Disaggregated by Household Income

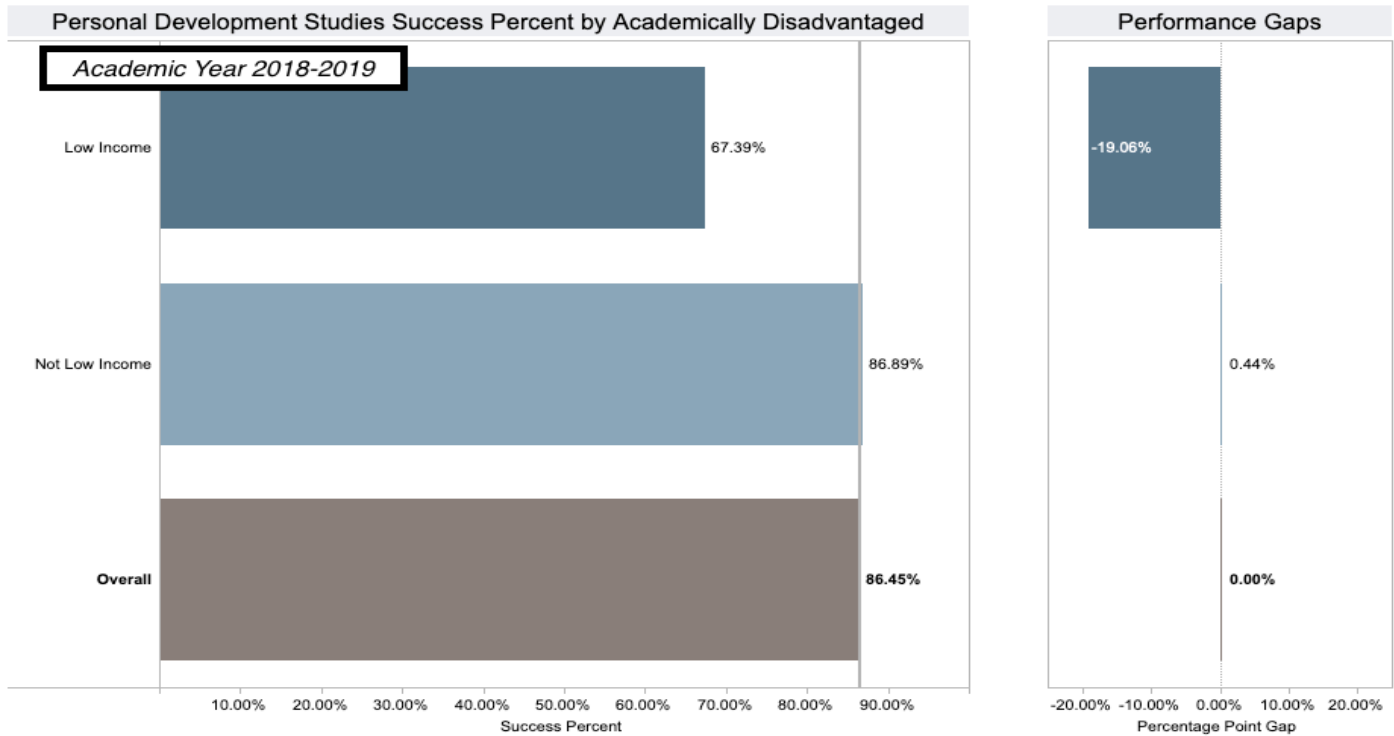
Student success rate differences in 2019-2020 were the most dramatic when comparing the success of students from low-income households to that of those from non-low-income households. As seen in the chart below, only 52.6% of students from low-income households successfully passed a PEDS course in academic year 2019-2020, compared to 91% of those from non-low-income households.

In the previous academic year (2018-2019), a difference in between low income and non-low-income student success was also present, although the performance gap was notably smaller (-37.9% in 2019-2020 vs 19% in 2018-2019).

We believe that the increased success gap in 2019-2020 was due to school closures in the spring of 2020, with many dual enrolled high school students from low-income households unable to cope with the demands of learning from home.

This is clearly an issue of equity; we must support the success *all* students. We must also acknowledge that students from low-income households are more likely to be students of color and may have multiple additional barriers to success. We do not yet have a clear answer on how to address this issue, but we are committed to addressing inequity in all forms as we continue to improve course content and delivery.





Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Enrollment in the section of PEDS 110 offered online through Cuesta is quite low compared to the total enrollment of the Dual Enrollment (DE) classes offered on the high school campuses. However, maintaining the college course promotes course content similarity across all sections, and helps to ensure attention to course content that supports the Student Learning Outcomes.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

N/A

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- ✓ SLO (Student Learning Outcomes) assessment cycle calendar is up to date.
- ✓ All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report **not applicable**.

NARRATIVE:

Program changes in academic year 2019-2020 were all directed towards responding to the COVID-19 pandemic. When schools were closed in March of 2020, our efforts moved towards

providing instructor support for online curriculum delivery.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

A. New or modified plans for achieving program-learning outcomes.

Currently, teachers either base their SLO assessments on a student's overall grade in the course, or on one final project. We would like to see a more unified and equitable assessment process. We have discussed modifying the SLO assessment process by providing teachers with specific assignments that demonstrate student achievement of each of the SLOs. Then, by asking each teacher to provide anonymized examples of student work on those assignments as part of the course assessment process, we will be able to create a universal rubric that describes what achievement of each SLO looks like. We believe that providing teachers with more clarity and simplicity in assessing their SLOs will increase teacher commitment to the process.

B. Anticipated changes in curriculum, scheduling, or delivery modality

Cuesta College has received a grant intended to increase student interest in teaching. To that end, we are developing a module highlighting the teaching profession for inclusion in the PEDS 110 curriculum. Again, ease of use by all PEDS 110 instructors will be crucial to the successful delivery of this module. We are considering the creation of an instructional video, which could be presented in the classroom or viewed by the students at home, along with an assignment to be completed by the students.

C. Levels, delivery, or types of services: None

D. Facilities changes: None

E. Staffing projections: None

F. Other