

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2017-2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: WED

Program: CMC-STEP

Current Academic Year: 2017-18

Last Academic Year CPPR Completed: N/A

Current Date: March 2017

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The mission of the California Community College is:

To provide academic and career technical education through the first two years of college, including offering certificate and Associate's degree programs. Additionally, Community Colleges may provide college readiness instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.

The Degrees of Freedom report of the Renewing Communities Initiatives of February 2015 notes that

The community colleges offer Associate's degrees, credit and noncredit career technical education (CTE), developmental education (college readiness), adult basic education (ABE), and other noncredit instruction. They are broadly accessible and *may admit any student over 18 who can benefit from instruction*, including those with and without a high school diploma or equivalent.

The CMC-STEP (Student Success through Education Program) reinforces the position that the community college "may admit any student over 18 who can benefit from instruction." As Dr. Stork has described Cuesta College, it is a "come as you are college." The CMC-STEP program expands this invitation to include incarcerated individuals at the California Men's Colony.

Research has shown recidivism rates are inversely proportional to a released prisoner's level of education. A study by Emery University found that:

- Ex-offenders who complete some high school courses have recidivism rates around 55 percent.
- Vocational training cut recidivism to approximately 30 percent.
- An associate degree drops the rate to 13.7 percent.
- A bachelor's degree reduces it to 5.6 percent.
- A master's brings recidivism to 0 percent.

(From prisoneducation.com)

The Degrees of Freedom paper (Feb 2015) reports that:

- 96% of individuals sentenced to prison will eventually return to the community
- Individuals who participated in college programs while incarcerated had 51% lower odds of recidivism than those who did not.
- A college education can improve the employment prospects and reap economic benefits for criminal justice-involved Californians.
- College programs for currently and formerly incarcerated people provide a wide array of benefits that accrue to individuals, their families, and society (see Figure 8). By accessing college certificate and degree programs, criminal justice-involved people are more likely to break the intergenerational cycle of poverty and to serve as leaders and mentors to the next generation of young people. Given the high percentage of currently and formerly incarcerated parents, educational attainment can also have a powerful intergenerational impact by providing an opportunity for incarcerated parents to serve as positive role models.
- Formerly incarcerated students often help build our communities by working in the social services field, particularly in gang intervention, drug and alcohol abuse counseling, reentry services, and sexual and domestic violence prevention.

B. Brief history of the program

The passing of SB 1391 in Sept. 2014-authorized community colleges to collect apportionment and allow face-to-face classes in state prisons, which includes the California Men's Colony. The February 2015 report of the Renewing Communities Initiative describes the potential impact of SB 1391:

SB 1391 (2014) removed some barriers that previously restricted community colleges from offering classes to incarcerated students. Prior to SB 1391, community colleges could not offer in-person courses at state prisons. And, although they were permitted to offer in-person courses inside local jails, they received per-student funding only at the lower noncredit rate even if they offered full credit courses. SB 1391 allows community colleges to offer in-person courses in both prisons and jails and to be fully reimbursed for both credit and noncredit courses just as if those courses were offered on the local college campus. The California Department of Corrections and Rehabilitation (CDCR) and the California Community Colleges Chancellor's Office are negotiating a memorandum of understanding (MOU) to guide future partnerships between community colleges and prisons throughout the state. This agreement will

hopefully establish strong benchmarks to guide partnerships between prisons and community colleges in the delivery of high-quality college education to students incarcerated in prisons throughout California. (p. 11)

This change of Education Code became effective in July 2015. The Chancellor's Office and the California Department of Corrections and Rehabilitation (CDCR) entered into a Memorandum of Agreement establishing the framework for the community colleges to partner with the state prison(s) in their jurisdiction. An MOU between Cuesta College and the California Men's Colony (CMC) was executed in August, 2015.

In Fall 2015 the CMC-STEP program began by offering the PDS Customer Service Certificate on East Facility. There are two facilities at CMC, East and West, each functioning as separate prisons, and together housing over 5,000 inmates. All aspects of the program have had to be developed for both facilities.

Community college courses have been available to inmates at CMC but only through correspondence courses from Coastline, Feather River, Lassen, and Palo Verde College. The Cuesta CMC-STEP program has benefited from the interest in and preparation for college education that these programs have for hundreds of inmates have been taking courses and accumulated units. The interest in the face-to-face classes offered by the CMC-STEP program has led to many of the students in the correspondence programs to transition into the Cuesta program. Cuesta counselors and CMC staff are assisting students with this transition.

CMC Warden Josie Gastelo has expressed and demonstrated her full support of the college academic program. CMC Education department also offers support and is providing classroom space and is facilitating the faculty and staff gate clearance process and is also coordinating with Custody inmate access to college orientations and assessment as well as to the classes. In Fall 2015 the CMC Education program assigned a full-time Voluntary Education Program to the Cuesta CMC-STEP. In Spring 2017 a second Full-time VEP.

The initial planning, which involved CMC Adult Education administrators, Cuesta administrators, and input from inmates, established the Sociology ADT, the Addiction Studies Certificate (and CAADE Exam eligibility) and the PDS-CSA certificate as the academic programs. Subsequently, a Culinary program was developed for Fall 2017 and clarifications from CMC led to the Addiction Studies Certificate being converted to the Human Services AA degree (with the core still being the Addiction Studies certificate) and a recommendation to not offer PDS-CSA as it is somewhat duplicative of existing offerings within CMC and does not represent transfer-level coursework, which is a priority of the CDCR and the Chancellor's Office.

The staffing for the CMC-STEP program has included the Director of WED&CP, an Interim Coordinator working 8-16 hrs per week, and the Division Assistant for WED&CP. Individuals from Supports Services programs have been involved on a limited and "as needed" basis.

The development of the program has involved adapting college policies and practices to prison protocols and culture. The program requires extra layers of planning, for example for faculty clearance and mandatory training, clearing through CMC, ordering and funding text books and instructional materials (all materials brought into the prison must be pre-approved by CMC), obtaining classrooms and technology for classroom instruction and the students.

The successful development and implementation of the CMC-STEP program is contingent on the support and collaboration of the academic divisions and faculty. As the program has expanded planning meetings and communications have occurred with Deans, Division Chairs and faculty. Faculty and administration have contributed to clarifying the what is needed in terms of supports and policy for faculty and programs entering in CMC. Structures and processes related to faculty training and instructional resources and supports are of primary concern.

Planning has also involved arranging for Student Support Services and Programs (SSSP) services to be delivered to current inmates interested and eventually enrolled in the CMC-STEP program. Extensive planning and coordination has brought orientation, assessment, registration, and counseling and student education plans to hundreds of students.

In late Fall 2015 a contingent of Cuesta faculty, staff and administrators attended an Inmate Education Summit. This summit, which was co-sponsored by the Chancellor's Office and the CA Dept of Corrections and Rehabilitation, highlighted the support for inmate education of the Chancellor's and the Governor's Office, as well as the guidance from the Renewing Communities Initiative (co-sponsored by Stanford and UC Berkeley). Faculty and staff also attended workshops and visited prisons in San Quentin, Kern County (Delano) and Lancaster.

A Task Force for the CMC-STEP program was formed under the leadership of Wes Sims, full-time English faculty. The task force generally meets every other month to discuss issues related to the program, in particular the issues that arise when delivering college classes which have fostering critical and individual thinking inside a highly structured and regimented institution whose top priority is security and safety, not education.

In Fall 2016 an MOU was established which specified the conditions and benefits for faculty teaching at CMC.

A significant challenge of the CMC-STEP program is covering the cost of textbooks. The challenge is primarily financial but it also impacts program operations since the funding source(s) of textbooks and supplies determines the procedures required to make them and thus impacts the timeline and workload. In Spring 2016 the Cuesta Foundation generously allocated funds to cover the costs of all the textbooks. The Foundation also awarded the CMC-STEP program \$20,000 in 2016-17 for textbooks and supplies. Additional funds for textbooks were allocated by the Student Equity program. It is clear that neither the Cuesta Foundation nor the Student Equity funds is a longterm solution to funding textbooks and supplies for students at CMC. There is an effort in California, which is supported by the Chancellor's Office, to promote the use of Open Source textbooks. The History courses are currently the only ones able to use Open Source textbooks. A longterm resource for the cost of textbooks and student supplies is the Second Chance Pell grant.

Cuesta College is one of four community colleges in California to be selected to participate (along with CSU Los Angeles) in the Second Chance Pell Experiment, an Obama Administration-sponsored initiative to make Pell Grant awards available to prison inmates in the US. A total of 67 colleges and universities are participating in this pilot project. CMC-STEP staff collaborated with Patrick Scott, Financial Aid Director, to apply and prepare for the implementation of this project, nationally. The implementation of the Second Chance Pell Grant requires Cuesta College to establish CMC as an official college site. An application to ACCJC was submitted in January 2017. Inmates have already begun completing the FAFSA in anticipation of the program/funding becoming eligible for Fall 2017.

Technology at CMC is another component that has represented challenges for the program. Currently, the number of computers available to the program is severely limited. Faculty have had inconsistent access to a computer-station to use for teaching and students have had no computer use. Thanks to the support of the Student Equity program and funds, 65 computers and accessories have been purchased and will be available for Summer 2017. These computers will establish a computer lab on East Facility, enhance the lab on West Facility and establish a 10-laptops for student use in the libraries on both East and West. The CMC-STEP program also has had to accommodate CDCR (Dept of Corrections) policies related to technology that significantly impact the program. There is no internet access available to instructors or students. Flashdrives are also not authorized. All materials must be brought in on Dvds. This requires considerable advanced planning on the part of instructors and CMC-STEP and CMC staff.

A. Include significant changes/improvements since the last Program Review

This is the first CPPR as the program was just getting under way for the last CPPR cycle (2016-17). As noted above considerable planning and improvements have been accomplished since Fall 2015:

B. List current and/or new faculty, including part-time faculty

Faculty in Fall 2016 and Spring 2017.

Traci Robichaud	PDS-CSA
Wes Sims	English
Sherilyn Young	Family Studies (Addiction Studies)
Gabriel Searcy	Psychology/ Family Studies (Addiction Studies)
Bree Highhouse	History
Kelly Harrison	Family Studies (Addiction Studies)
Christine Murphy	Sociology
Lainey Campos	College Success Studies

Summer/Fall 2017

Arthur Goldiner	Sociology
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Robert Schroeter	Biology
Michelle Kaul	Astronomy
Bailey Dreschler	Family Studies (Addiction Studies)
Parke Godar	Noncredit NCTE (College Readiness Preparation)

Additional instructors are being recruited for Spring 2018.

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

This Program Review was conducted by Matthew Green and Lainey Campos, in consultation with faculty.

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

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

College 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.

The CMC-STEP program is testimony that Cuesta College is an “inclusive institution that inspires a diverse population to achieve their educational goals.” The students at CMC reflect a high degree of diversity and represent traditionally underserved populations. Many of the students are the first in their family to attend college, of a minority group, and have personal testimony of personal and intellectual growth as a result of their educational experience in this program.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

- Institutional Goal 1. San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, transfer-readiness overall for all students.

The CMC-STEP program supports this Institutional Goal by providing access to educational opportunities to the inmates at CMC prison. The primary educational goal of all the students at CMC is to complete a degree or certificate (a CDCR/CMC condition of participation). The ADT and FMST (Addiction Studies) Certificate

courses offered are degree/transfer applicable and are strategically offered over a 3-4 year cycle for degree attainment. Students will be able to complete entire CSU and Cueseta GE patterns, as well as major requirements, via face-to-face instruction at CMC. Classes are scheduled with the intention of facilitating the completion of the degree and certificates offered at CMC.

- Institutional Goal 2. San Luis Obispo County Community College District will increase student access to higher education.

If the CMC-STEP program does anything it increases student access to higher education. Prison inmates who only have had access to correspondence college courses, now are able to take high quality face-to-face classes. The impact on increasing student access to higher education that this program is having cannot be overstated.

- Institutional Goal 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.

The CMC-STEP program has established a strong partnership with the Administration of the Men's Colony. The primary partner for the CMC-STEP program is the Education Department. The Education Department has assisted in all aspects of the planning and implementation of the program. The CMC-STEP program has connected with and presented to the CMC Citizen's Advisory Committee. The program has also initiated a collaboration with the Cal Poly Library.

- 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.

The CMC-STEP program has made improving the technology available to students at CMC a high priority. The program began with limited instructor access and use of computers and projectors for classroom instruction and no student access to computers or other technology. With Student Equity funding, the CMC-STEP program has set in motion the project of establishing a full computer lab on both East and West Facility (27 computers each), an additional 10 laptops available to students for study hall in the libraries on East and West, with additional laptops and projectors for instructional use. Specialized software is also being acquired for courses that rely on software for instruction (e.g. Math, Astronomy, Statistics, Academic Fundamentals).

- Institutional Goal 5. San Luis Obispo County Community College District will build a sustainable and stable fiscal base.

The FTES generated by the CMC-STEP program help build a sustainable and stable fiscal base. The Fall 2017 schedule tentatively has 23 sections planned (17 3-unit courses, 2 4-unit, 1 2.5-unit, 1 1.5-unit, 1 0.5 unit). Estimated FTES are between 35 and 45 FTES per semester).

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

San Luis Obispo County Community College District Institutional Learning Outcomes

ILO 1. Personal, Academic, and Professional Development

Students achieving this outcome will be able to:

- Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being
- Demonstrate the professional skills necessary for successful employment

The CMC-STEP program by offering inmates experiences in the college classroom in which they participate in college culture, engage in the content and critical thinking prompted by the subjects of their courses, and are challenged by their instructors and their peers with a diversity of ways of thinking, is helping students achieve this Institutional Learning Outcome.

ILO 2. Critical Thinking and Communication

Students achieving this outcome will be able to:

- Analyze and evaluate their own thinking processes and those of others
- Communicate and interpret complex information in a clear, ethical, and logical manner

The courses of the programs being offered at CMC- Sociology ADT, Addiction Studies certificate/FMST AA (e.g. ENGL 201A, 201B COMM 210) promote these critical thinking and communication Institutional Learning Objectives. Components of the Culinary courses will also promote these critical thinking and communication Institutional Learning Objectives.

ILO 3. Scientific and Environmental Understanding

Students achieving this outcome will be able to:

- Draw conclusions based on the scientific method, computations or experimental and observational evidence
- Construct and analyze statements in a formal symbolic system
- Analyze the relationship between people's actions and the physical world

- Make decisions regarding environmental issues based on scientific evidence and reasoning

The science courses being offered to meet the requirements of the Sociology ADT and FMST AA (e.g. BIO 220, BIO 210, ASTR 210 and 210L) will allow the students in the CMC-STEP program to meet these Institutional Learning Outcomes. The content of the culinary courses also addresses these ILOs.

ILO 4. Social, Historical, and Global Knowledge and Engagement

Students achieving this outcome will be able to:

- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world
- Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures

The social sciences and humanities courses being offered to meet the requirements of the Sociology ADT and FMST AA (e.g. HIST 207B and 203A, SOC 201A, 202, 204, PSYC 201, 206) will allow the students in the CMC-STEP program to meet these Institutional Learning Outcomes.

ILO 5. Artistic and Cultural Knowledge and Engagement

Students achieving this outcome will be able to:

- Identify, create, or critique key elements of inspirational art forms
- Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

The music and English courses being offered to meet the requirements of the Sociology ADT and FMST AA (e.g. MUS 237, ENGL 201A) will allow the students in the CMC-STEP program to meet these Institutional Learning Outcomes.

ILO 6. Technical and Informational Fluency

Students achieving this outcome will be able to:

- Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically
- Produce and share electronic documents, images, and projects using modern software and technology

The courses Many, if not all, of the course being offered in the academic programs at CMC- Sociology ADT, Addiction Studies certificate/FMST AA (e.g. ENGL 201A, 201B COMM 210) promote these Technical and Informational Fluency Institutional Learning Objectives. There is a research component in most every course. The access to technology that the computer labs and computers in the study halls will allow instructors to integrate teaching students use technology in a way that meets these objectives.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The Dashboard components are hyperlinked below; just click on “enrollment” or other category below.

CMC-STEP

Course	Semester	# of units	# of sections	# of Students Enrolled	Fill Rates in %	Student Success in course	Retention in program semester to semester	FTEs	FTEs/FTEF	Facility
PDS-CSA	F15	0.5	10	35	100	98	Data not available	6		East
Total F15							yet for this element	6	17.96	
PDS-CSA	Sp 16	0.5	10	33	97	98		4		West
ENGL 201A	Sp 16	4.0	1	25	80	80		3.33		East
FMST 270	Sp 16	3.0	2	61	84	84		6.18		East
Total Sp16				154				15	13.9	
PDS-CSA	F16	0.5	4	32	92	98		4.4		West
ENGL 201A	F16	4.0	2	25	79	79		4.54		E/W
PSYC 201	F16	3.0	1	26	100	100		2.67		West
PSYC 206	F16	3.0	1	26	96	96		2.67		East
HIST 207B	F16	3.0	1	27	96	96		2.78		East
FMST 270	F16	3.0	1	24	88	88		2.47		West
FMST 278	F16	3.0	2	54	85	85		5.56		East
Total F16								25		
CSS 225	Sp17	3.0	1	24	Data not available	Data not available		2.2		East
ENGL 201A	Sp17	4.0	1	20				2.6		West

ENGL 201B	Sp17	4.0	1	19				2.4		East
FMST 272	Sp17	3.0	3	76				6.9		E/W
FMST 278	Sp17	3.0	1	25				2.3		West
HIST 207B	Sp17	3.0	1	18				1.7		West
PDS- CSA	Sp17	0.5	16	25				4.3		E/W
PSYC 206	Sp17	3.0	1	27				2.5		West
SOC 201A	Sp17	3.0	1	23				2.2		East
TOTAL								27		

General Enrollment (Insert Aggregated Data Chart)

Disaggregated Enrollment Data (review analytically to determine if different populations are impacted)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?
- What strategies will be employed to meet the current year's projection?

The data clearly shows growth in the program. It will likely expand to the capacity of the classroom space and the reliable number of interested and prepared students (East and West Facility), currently between 15 and 20 sections per semester. The expectation is that all sections will start with an enrollment close to capacity, which is 27 seats.

The scheduling is determined by the courses needed to complete the ADT in Sociology (one track on East and one track on West), Addiction Studies certificate (two tracks on East and one on West), with many intending to complete the AA in Human Services. A culinary program will be launched in late Fall 2017 on West Facility. A Noncredit Transition Readiness Preparation course will be offered at CMC starting in Summer 2017. This class will initially focus on preparing current inmates for college-level Math. It will also provide an opportunity for inmates not yet enrolled to prepare for transfer-level coursework in English as well as in college study skills. The success of this class is importance for the sustainability of the program.

See the maps of a tentative schedule of the Sociology ADT and Addiction Studies certificate through completion. (The map of the Human Services AA degree is in progress,) The Culinary certificate will be completed with seven weeks of each semester in which it is offered.

During this next year, we will evaluate the enrollment demographic data and determine if there are under-represented populations in the CMC programs compared to the college-prepared inmate population (for all programs except the Noncredit Transition Readiness Prep course-NCTE 705). Strategies will be considered to attract under-represented populations.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Student demand for the courses scheduled at CMC is not an issue. The classroom capacity is 27. The strategy is to recruit at least 27 students for each class. The one exception so far is English since enrollment is contingent on assessments. The courses that are being scheduled at CMC are ones that students need to progress towards completing a degree or certificate. All sections will be filled as long as the program coordination the offerings with the schedule of operations of CMC and availability of the inmates.

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

- List the trend (i.e. increasing, decreasing, same)
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand.
- Based upon the trend, what strategies do you plan on implementing?

Only courses that fulfill requirements for the degrees and certificates are being scheduled. When there are options, student interest is definitely considered. The schedule has been largely dictated by the availability of instructors. Fortunately, the current set of instructors teach core courses in the programs being offered at CMC.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

It is too early to identify enrollment trends for the courses offered at CMC. Each semester the program has grown as more inmates have expressed interest (and demonstrated readiness), more instructors have volunteered to teach at CMC, and more classrooms have become available, in particular at night. The efficiency will largely be determined (limited) by the classroom size of 27 students.

General Student Success – Course Completion (Insert Aggregated Data Chart)

Disaggregated Success and Completion Data (review analytically to determine if different populations are impacted)

- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed?
- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

During this next year, we will evaluate the success rates of all the classes and determine if there are populations in the CMC programs that are demonstrating lower success rates than other populations within CMC, and if the overall population at CMC has different success rates compared to the general Cuesta student population. If success rates indicate the need to provide support services, these will be implemented at CMC.

Student Success—Course Modality (Insert Data Chart)

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

Faculty training in the policies and operations of CMC will assist them in understanding the culture of the State prison that is CMC. The CMC Task Force will be discussing and pursuing solutions for factors and issues that negatively affect classroom instruction, student participation, and the availability of instructional materials. Additional technology will be acquired as a strategy to enhance student success.

Degrees and Certificates Awarded (Insert Data Chart)

- List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

Students in the degree and certificate programs at CMC are on track to complete all the courses. In Spring 2017 a study of the current students identifying which courses they have already taken (with Cuesta or through correspondence) and which courses are needed to complete the degree. The fact that many inmates have already completed degree-applicable courses through correspondence complicates the process of scheduling the courses for specific cohorts of students in each academic program.

Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

IV. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the [Curriculum Review Template](#) for guidance.

See the CPPRs/APPWs of the academic programs being offered at CMC: Sociology ADT, Addiction Studies certificate/ Human Services AA, PDS, Culinary (which is being reactivated).

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

See the CPPRs/APPWs of the academic programs being offered at CMC: Sociology ADT, Addiction Studies certificate/ Human Services AA, PDS, Culinary (which is being reactivated).

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment cycle calendar for your program.

All courses are attached to academic programs. Program Outcomes are reports in the documents of the individual programs.

- B. Have you completed your course assessments in eLumen or CPAS?

Yes/No

If no, what are your plans for completing this important work? Indicate the date of completion.

All courses are attached to academic programs. Program Outcomes are reports in the documents of the individual programs.

- C. Have you mapped course level SLOs to Program –Level SLOs in eLumen?

There are no program-level SLOs for the CMC-STEP program.

- D. Highlight improvement efforts that have resulted from SLO assessment.

- E. Recommend changes and updates to program funding based on assessment of SLOs.

- For funding requests, complete the applicable [Resource Plan Funding Request Worksheet](#)
- For faculty hiring needs, attach Section H – Faculty Prioritization Process

In order to sustain the capacity to deliver a quality and efficient program adequate staffing and support.

Program Coordinator- Range 40 to oversee the daily operations of the CMC-STEP program. The proposal is for a .4-1.0 FTE permanent position depending on the level of support provided by Student Services (Counseling, Services Specialist)

Counselor- 0.15-25 FTE- to advise students, develop education plans, assist with tracking coursework needs.

Faculty Lead- A faculty to provide on-going leadership and direction to the instructional component and encouragement and guidance to the team of instructors.

SSSP Support Student Services: 0.4-0.6 FTE to assist with registration and matriculation processes, orientation, assessments, scheduling counseling appts, new & continuing student inquiries, student tracking- class rosters, and support retention efforts: track intervention/tutoring needs

Director- to administer the program, monitor regulations and policies governing the program, and maintain the agreements with CMC/CDCR.

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

It's all about Student Learning Outcomes.

VI. PROGRAM DEVELOPMENT/FORECASTING

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

A. New or modified action steps for achieving Institutional Goals and Objectives

- Institutional Goal 1. San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, transfer-readiness overall for all students.
Increasing the number of classes available to students each semester along with enhancing the tracking of students' (prior and other) coursework will accelerate, and thus increase, the rates of completion. The scheduling, classrooms and faculty issues will be addressed to accomplish this goal, as noted above.
- Institutional Goal 2. San Luis Obispo County Community College District will increase student access to higher education.
The presence of the face-to-face program will attract more and more inmates who are currently taking correspondence courses. The Transition Readiness Preparation course that are scheduled to begin in Summer 2017 will prepare students in English and math, as well as, general college and study skills will also increase student access to higher education.
- Institutional Goal 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.
The CMC-STEP program will continue to enhance the relationship with the Men's Colony prison, as well as with other agencies, services and colleges that serve inmates and ex-offenders in SLO County and throughout the state.
- 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.
The CMC-STEP program will strive to enhance the technology that is available for the deliver of this academic program. The CA Dept of Corrections and Rehabilitation anticipates that some level of internet connection and wireless technology will be arriving in state prisons across the state within two years.
- Institutional Goal 5. San Luis Obispo County Community College District will build a sustainable and stable fiscal base.
The CMC-STEP will continue to help the college build a sustainable and stable fiscal base.

B. New or modified action steps for achieving Institutional Learning Outcomes

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

ILO 3. Scientific and Environmental Understanding

ILO 4. Social, Historical, and Global Knowledge and Engagement

ILO 5. Artistic and Cultural Knowledge and Engagement

ILO 6. Technical and Informational Fluency

These Institutional Learning Outcomes will remain central to the courses offered in the CMC-STEP program. The combination of courses offered will provide students with these essential skills.

C. New or modified action steps for achieving program outcomes

Establishing a Cuesta Faculty training for CMC will be a primary strategy. The trainings developed by the State Academic Senate will be integrated into the instructor orientation and preparation process.

D. Anticipated changes in curriculum and scheduling

Scheduling is one of the most challenging aspects of this program. Fitting into the CMC inmate schedule, the availability of classrooms, and the availability of faculty create an intricate puzzle that makes it difficult to build a full schedule on two separate facilities on CMC -East and West.

E. Levels or delivery of support services

A full spectrum of support services has been delivered at CMC, although the staffing has been inadequate for it to be consistent or timely. These services have been provided by the sheer effort of the dedicated temporary staff.

The staffing needed to adequately support the CMC program is the following (at the least):

Counselor- 0.15-25 FTE- to advise students, develop education plans, assist with tracking coursework needs.

SSSP Support Student Services: 0.4-0.6 FTE to assist with registration and matriculation processes, orientation, assessments, scheduling counseling appts, new & continuing student inquiries, student tracking- class rosters, and support retention efforts: track intervention/tutoring needs.

F. Facilities changes

The classroom space on East and West Facilities is limited, in the daytime especially. Efforts will be made to increase access to classrooms and enhance capacity and access to computer technology for instruction.

G. Staffing projections

In order to sustain the capacity to deliver a quality and efficient program adequate staffing and support is required:

- Program Coordinator- Range 40 to oversee the daily operations of the CMC-STEP program. The proposal is for a .4-1.0 FTE permanent position depending on the level of support provided by Student Services (Counseling, Services Specialist)
- Counselor- 0.15-25 FTE- to advise students, develop education plans, assist with tracking coursework needs.
- Faculty Lead- A faculty to provide on-going leadership and direction to the instructional component and encouragement and guidance to the team of instructors.
- Faculty professional development- If allowable, it would benefit the program to provide a stipend to instructors teaching at CMC to fund their participation in a Learning Community for faculty teaching in at the prison. (See Student Equity proposal, for example).
- SSSP Support Student Services: 0.4-0.6 FTE to assist with registration and matriculation processes, orientation, assessments, scheduling counseling appts, new & continuing student inquiries, student tracking- class rosters, and support retention efforts: track intervention/tutoring needs.
- Director- to administer the program, monitor regulations and policies governing the program, and maintain the agreements with CMC/CDCR.
- **Special Note: The Noncredit faculty assignment at CMC is for NCTE 705. The pay rate for this position is the Noncredit faculty salary schedule. The discrepancy between the noncredit and credit faculty salary needs to be reviewed and corrected. When this noncredit course becomes part of a CDCP certificate, it will earn the same rate per FTE as the credit courses. This discrepancy was addressed in the case of Noncredit and Credit ESL faculty. A similar situation exists in the case of CMC.**

H. Strategies for responding to the predicted budget and FTES target for the next academic year

The CMC project is itself a strategy for increasing FTES and meeting predicted targets. The plan is to raise the number of courses offered per semester on East and West to the point of maximizing the schedule of the inmates pursuing the Sociology ADT, Addiction Studies Certificate/AA Family Studies-Human Development, Culinary Certificate, as well as getting college ready through the Transition Readiness Prep course.

VII. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2017.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://sharepoint.cuesta.edu/Committees/faculty_prioritization/Committee%20Documents/Prioritization%20Process%20Handbook.pdf

D. Applicable Signatures:

_____ Vice President/Dean	_____ Date
_____ Division Chair/Director/Designee	_____ Date
_____ Other (when applicable)	_____ Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

OPTIONAL SURVEY

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

Thanks,

The IPPR Committee

Survey Link: (survey link to be included prior to document dissemination October 1, 2016)