INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Cluster: Student Success & Support Programs

Program: Emeritus

Current Academic Year: 2021-2022

Last Academic Year CPPR Completed: 2017

Current Date: March 2022

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

Program Mission

The Emeritus program is committed to serving the diverse needs of the older adult population in San Luis Obispo County through enrichment courses catered to the older adult community, with an emphasis on new skill acquisition, healthy living strategies, and artistic expression. The program provides community engagement and lifelong learning. The curriculum offers culinary, yoga, various arts, memoir writing, photography, and reminiscing that is consistent with students needs at community sites, independent living sites, and campus sites throughout the county. The program also supports our institutional goal 2.2, to increase enrollment opportunities for community members who are 55 years of age and older. All Emeritus classes, both able-bodied adults and the frail elderly, are intended to affirm and foster one's sense of individual worth and dignity; to develop a fuller appreciation of the roles one has played and the times in which one has lived; to increase awareness of our connectedness to one another; and to stimulate intellectual and physical activity and well-being, critical thinking, and creative expression. Emeritus College helps the college meet its mission to provide classes that allow older adults achieve a variety of personal goals, including learning new activities and making new friends, as well as learning to participate effectively in their local communities and live responsible and rewarding lives. With its specialized services and classes, Emeritus offers a supportive environment that especially accommodates older students. The diversity of its class offerings and delivery modalities, and the wide range of sites throughout the county maximize opportunities for learning for all older adults.

Brief history of the program

Emeritus College was created under the direction of Susan Dressler, Vice President of Student Learning; Ed Pearce, Dean of Business Education, Engineering and Technology and Community Programs and Sharon Blattner, Director of Community Programs. The Senior Advisory Group for Education (SAGE) was also created and played an integral role in providing initial direction and support for this program. The first Emeritus classes were offered in Spring 2001. The Spring 2001 Schedule included 8 classes at 3 locations with 3

instructors. The initial courses addressed the active senior and were scheduled at the San Luis Obispo and North County Campuses and Arroyo Grande High School. Beginning Spring 2005, the program experienced considerable growth, with new sites and new courses created and added to the programming. Spring 2009 Emeritus Schedule began with 180 classes at 44 locations with 50 instructors. Classes at retirement and assisted living communities and long-term care facilities throughout the county were scheduled and became an integral part of the population served by Emeritus College. The program was reduced by 50% Fall 2009 and to 25% Spring 2010 and then suspended beginning Summer 2010. The program was revived in Spring 2016 with the first classes scheduled at the South County Center. The program's outreach and student support services was provided by Continuing Education staff.

In the summer of 2020, during the district's re-organization, the Emeritus program moved from the Workforce Development & Economics Department to the Continuing Education Department. The program was making great strides from 2016 to spring 2020, then the COVID-19 pandemic greatly impacted the Emeritus program. Due to the pandemic all Emeritus community sites were forced to close, ultimately leading to the cancellation of most Emeritus courses scheduled throughout the county. The threat of the pandemic on the older adult population, limited Emeritus course offerings during the last two years. However, during spring 2022, and the lift of restrictions imposed by the pandemic, we are building back the Emeritus program and strengthening our community partnerships with independent and assisted living facilities.

Significant changes/improvements since the last Program Review

After the suspension of the Emeritus program in 2010, it was revived in spring 2016. From spring 2016 to spring 2020 the Emeritus program was gaining enrollments and building new partnerships with new independent and assisted living facilities throughout the county. The Emeritus program expanded course offerings throughout the county to include the City of Atascadero, The Oaks at Nipomo, Westmont living in Paso Robles, Danish Care Center, in Atascadero and online instruction.

During the last two years the Emeritus program faced enormous challenges due to the COVID-19 pandemic. The pandemic forced independent and assisted living facilities to eliminate Emeritus course offerings, and the majority of the able-bodied populations lacked the technology skills to transition to the online environment. The immediate conversion to online instruction was a massive disruption to the success of the Emeritus program. This was especially challenging for courses such as Yoga, Art, Composing Your Life Story, and Creative Cooking because the older adult student populations depend on the in-person socialization of Emeritus courses to successfully participate and achieve a lifelong learning experience. Through the collaboration with Continuing Education staff, faculty, and community partners, the entire program was offered online during the 2020-2021 academic year and served slightly more than 800 students. All current Emeritus faculty successfully

completed the Cuesta DE certification. While additional support was available for students, the program has been negatively affected by lower enrollment. The positive result is that students who desired to stay engaged in the Emeritus program during the pandemic overcame the technology challenges and developed the skills to participate successfully in a virtual environment. Despite this fact, face-to-face instruction learning is preferable and better meets the majority of students' needs, especially the frail Emeritus populations. In fall of 2021 face-to-face courses were offered at Paso Robles Senior Center, Morro Bay Senior Center, The Villages in SLO, Westmont Living in Paso Robles, Avila Beach Community Center, The Oaks in Nipomo, Arroyo Grande Care Center, and Paso Robles Adult Day Center. In spring 2022, we continued to expand face-to-face course offering to include the North County Campus.

List current faculty, including part-time faculty

There are no current full-time faculty in the Emeritus program.

Part time faculty: Sara DeSchutter, Lury Norris Cooper, Patrick Watson, Diana Manseau, Doris Lance, Lindsey Morgan, Kathleen Yeung, Julie Andrews, Christine Ezvoski, Michele Aeck, Julia Taylor, Midori Feldman, Martin Mimmack, Karen Prewett, Andrea LaRosa

Describe how the Program Review was conducted and who was involved

Part-time Emeritus faculty, and Continuing Education staff had the opportunity to participate in the CCPR. As Director of Continuing Education, Mia Ruiz took the lead on completing the report. The first step conducted during the program review process was to review the 2017 CPPR and the APPWs from 2012021. Next, the director shared questions with faculty and Continuing Education staff to elicit input for the report. With faculty and staff feedback, the director began completing the document.

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

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

The Emeritus program is testimony that Cuesta College is an "inclusive institution that inspires a diverse population to achieve their educational goals." Emeritus students reflect the diversity of the population of San Luis Obispo County, the 40% of the county's population that is 50 years old and older.

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

The Emeritus program addresses the District's Institutional Goals and Objectives as stated in the Strategic Plan 2020-2023 document. Institutional Goal 1 is to increase access to high education. Institutional Goal 1.B aims to increase enrollment opportunities for community members who are 55 years of age or older. The Emeritus program works continually towards this goal. The Emeritus program serves older adult 50 years of age and older. The Emeritus program offers courses at facilities throughout the county providing easy access to educational opportunities. The Emeritus program not only emphasizes life-long learning but also provides transitional opportunities for students also seeking vocational training to improve or re-enter the workforce. Through community partnerships and intentional outreach, Emeritus courses are designed to meet the diverse needs of the older adult population in San Luis Obispo County.

Identify how your program helps students achieve Institutional Learning Outcomes.

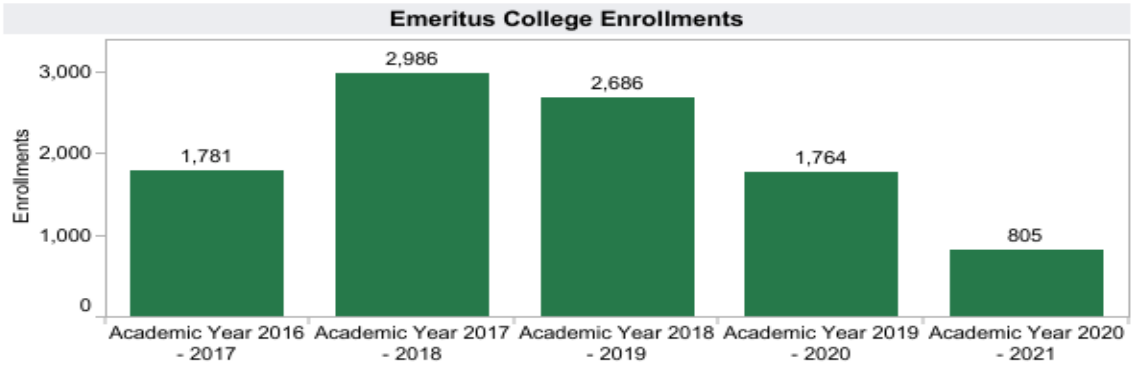
The Emeritus program provides enrichment courses catered to the older adult community; with emphasis on new skill acquisition, healthy living strategies, and artistic expression, connect with others. These skills are the basis for achieving all of Cuesta College's Institutional Learning Outcomes (ILOs). More specifically, all of the Emeritus courses help students meet ILOP #4. Through the emphasis on new skill acquisition, students explore and gain social, historical, and global knowledge and engagement. Several Emeritus classes focus on artistic expression and cultural knowledge, helping students achieve ILO #5, especially in terms of "identifying, creating, or critiquing key elements of inspirational art forms." Lastly, due to the COVID-19 pandemic and the conversion to online instruction, digital literacy and skill development has been embedded in the curriculum. Consequently, the program helps students achieve ILO #6, which relates to technological and informational fluency.

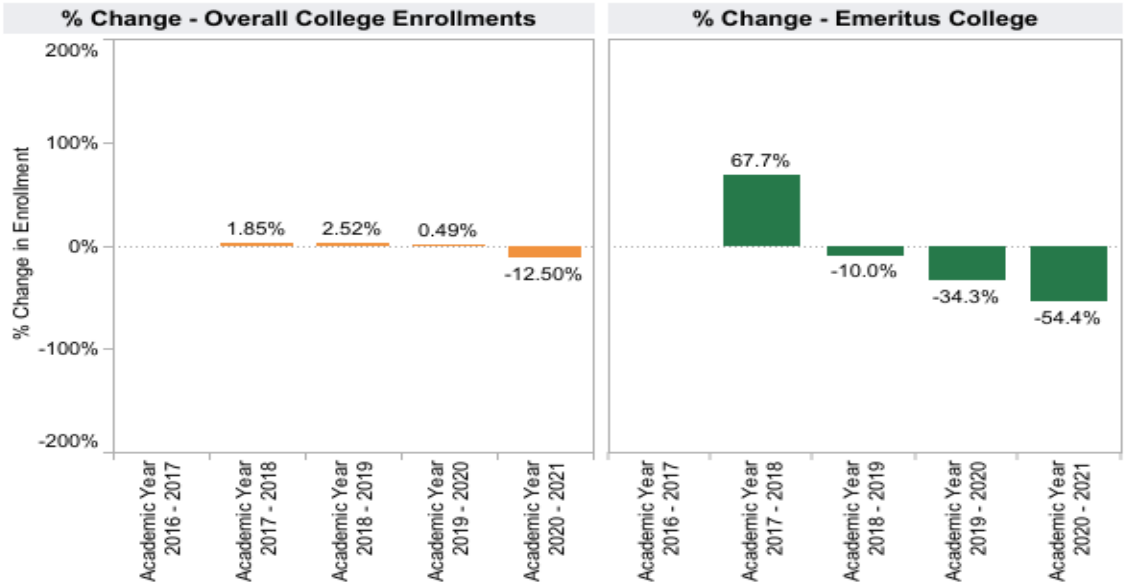
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment (Aggregated)

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Emeritus College	All	All	All



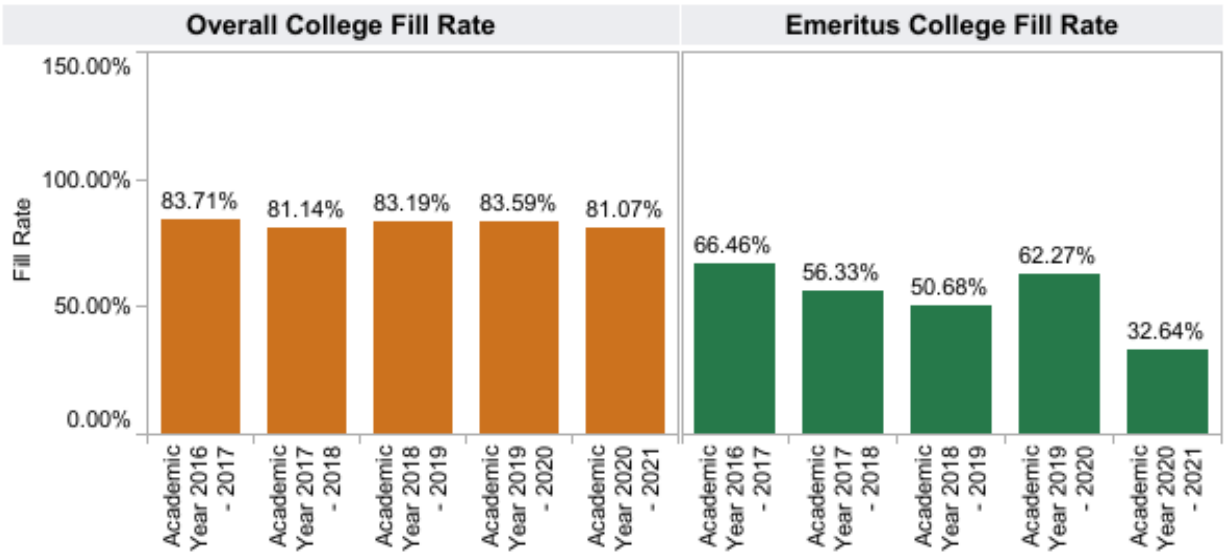


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Emeritus College	All	All	All

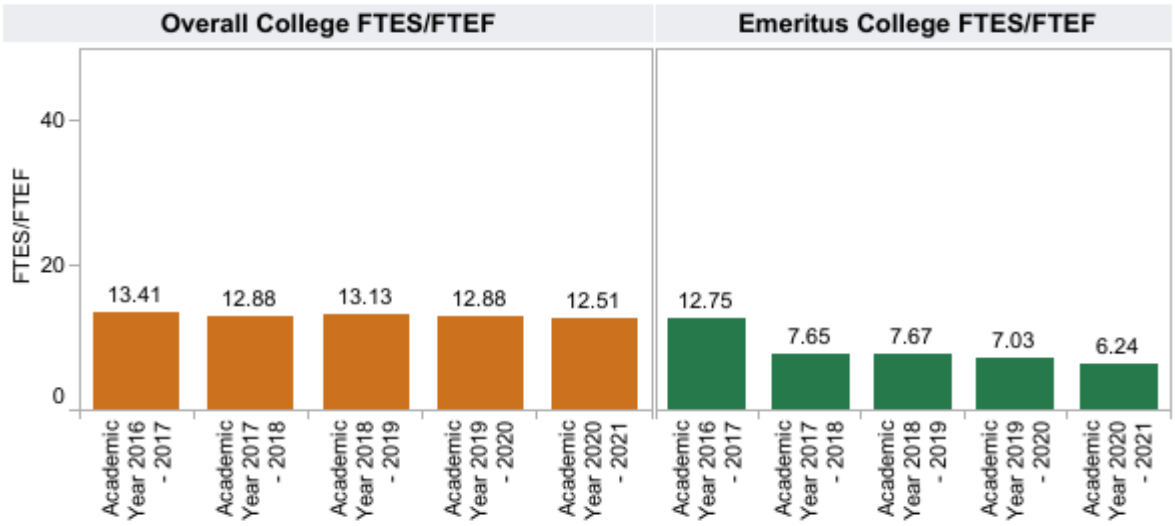


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Emeritus College	All	All	All



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 (Insert Data Chart)

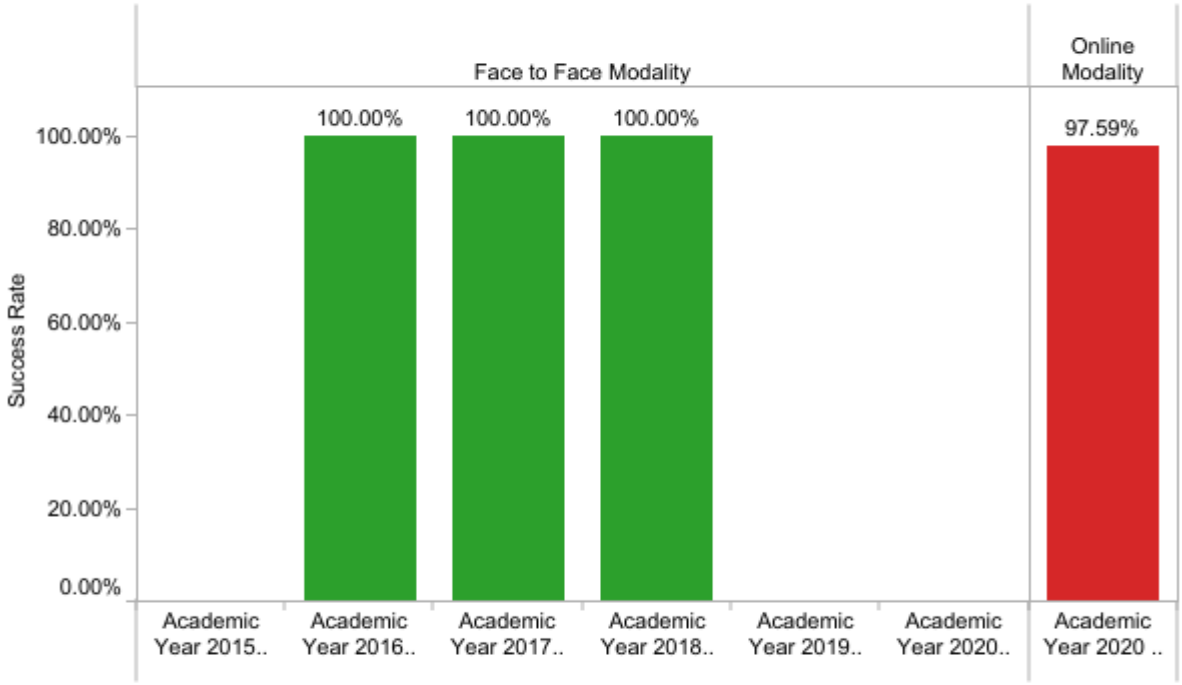
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Emeritus College

Course: All

Legend: Face to Face Modality, Online Modality

Successful Course Competion by Modality -Emeritus College



Successful Course Competion by Modality Table - Emeritus College

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate		100.00%	100.00%	100.00%		
	Total Department Enrollm..	212	1,792	3,869	3,312	2,925	299
Online Modality	Department Success Rate						97.59%
	Total Department Enrollm..						933

The decrease in Emeritus enrollments is significant. This is the direct result of the COVID-19 pandemic and conversion to 100% DE modality and the force cancellation of most classes at independent and assisted living facilities. While some students and facilities were able to transition to a virtual environment over this period, most were not. Consequently, the program lost many students. However, since the program began offering face-to-face classes in fall 2021 the program at various community facilities and North County Campus,

there has been an increase in enrollments. As the restrictions from the pandemic are lifted and it is becoming safer to socialize for the older adult populations we are expanding our in-person course offerings to independent and assisted living facilities throughout the county.

The fill rate has also declined. This is also due to the pandemic and immediate conversion to online learning. The classes were run with lower fill rates because that was the only modality available. Another factor causing the low fill rate is that noncredit course efficiencies are not calculated through Census data bur rather are based on positive attendance. A course may begin with higher enrollments but decreases throughout the semester. Another reason for this decline in attendance is due to the unfortunate deaths of our students enrolled in classes at our frail assisted living sites. The Emeritus program will continue working to improve efficiency, but the combination of positive enrollments and the frail student populations we serve should be acknowledged when considering the significance of the data.

The successful course completion for the Emeritus program remains at nearly 100%. This reflects the success and engagement of Emeritus students in the various topics of classes that are offered to the diverse older adult populations.

Degrees and Certificates Awarded (Insert Data Chart)

The Emeritus program does not offer degrees or certificates.

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

SLOCCCD Program Review Data: Successful Course Completion

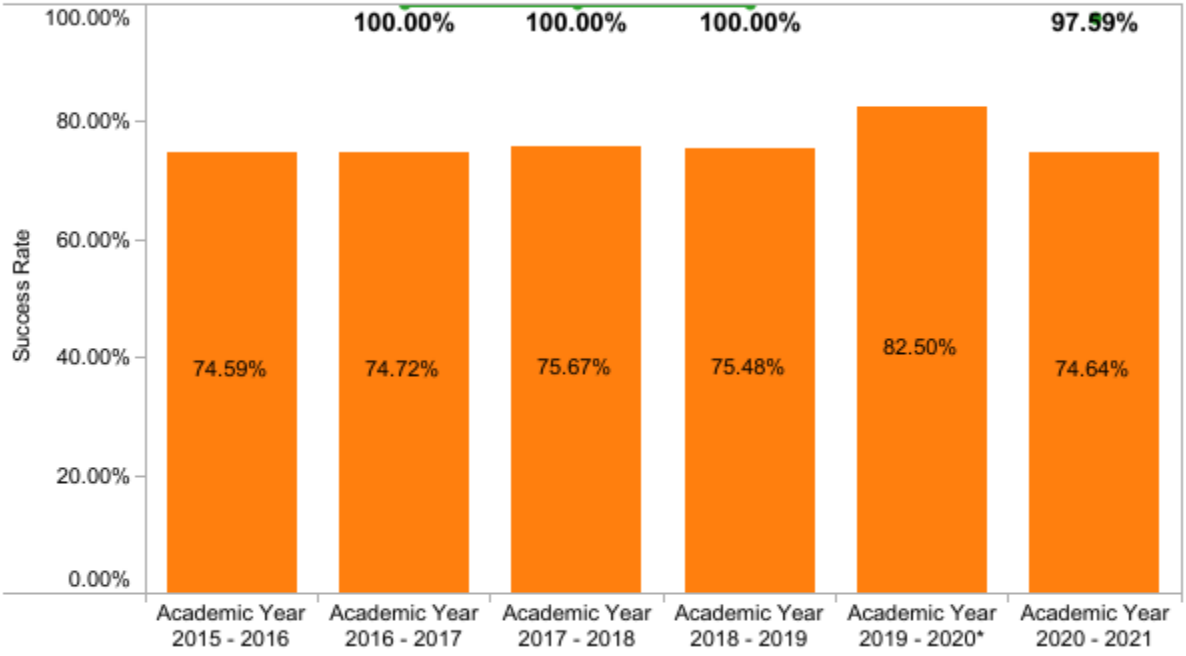
Select Department:
Emeritus College

TERM
All

COURSE
All

Measure Names
Department Success Rate
Overall College Success Rate

Successful Course Completion - Emeritus College



Emeritus College Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..		100.00%	100.00%	100.00%		97.59%
Total Enrollments	212	1,792	3,869	3,312	2,925	1,232

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The success rate declined by less than 2.5%, but it is significantly higher than the college's average.

Other Relevant Program Data (optional)

While transitions courses back to in-person classes for the able-bodied populations, some faculty administered informal student surveys to identify their preferences in modality. The survey included topics such as, questions about their current class, plans for the next semester, their safety, and reasons for preferred modality. Not surprisingly, the current in-person students preferred the face-to-face instruction, and most did not like the online learning environment. The current online students had mix emotions on their preference, but most stated that they like the convenience of online learning and felt safer during the pandemic.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.
Complete the Curriculum Review Template and submit the form within your CPPR.

Course	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated or Reactivated since last CPPR
ECOL 400	no	pending	no	no	no
ECOL 401	no	pending	no	no	no
ECOL 404	no	pending	no	no	no
ECOL 406	yes	yes	no	no	no
ECOL 408	yes	yes	no	no	no
ECOL 409	yes	yes	no	no	no
ECOL 411	yes	no	no	no	no
ECOL 412	yes	no	no	no	no
ECOL 414	yes	yes	no	no	no
ECOL 415	yes	yes	no	no	no
ECOL 417	yes	no	no	no	no
ECOL 418	yes	no	no	no	no
ECOL 420	yes	no	no	no	no
ECOL 421	yes	no	no	no	no
ECOL 423	yes	yes	no	no	no
ECOL 424	yes	yes	no	no	no
ECOL 425	yes	yes	no	no	no
ECOL 426	no	pending	no	no	no
ECOL 427	yes	yes	no	no	no
ECOL 428	yes	no	no	no	no
ECOL 429	yes	no	no	no	no
ECOL 432	no	pending	no	no	no
ECOL 433	yes	yes	no	no	no
ECOL 434	yes	yes	no	no	no
ECOL 435	no	pending	no	no	no
ECOL 436	no	pending	no	no	no
ECOL 437	yes	yes	no	no	no
ECOL 439	yes	yes	no	no	no
ECOL 440	no	pending	no	no	no
ECOL 470	yes	yes	no	no	no
ECOL 471	yes	yes	no	no	no
ECOL 472	yes	yes	no	no	no
ECOL 473	yes	yes	no	no	no
ECOL 474	yes	yes	no	no	no

B. Completing the template will 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 with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

Course Number	ECOL 400	ECOL 401	ECOL 404	ECOL 406	ECOL 408	ECOL 409	ECOL 411
1. Effective term listed on COR	Spring 16	Spring 16	Spring 16	Fall 2018	Fall 2018	Spring 19	Spring 16
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4. "Approved as Distance Education" is accurate (and new addendum complete)	no	no	no	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	no	no	no	no	no	no	no
7. Class Size is accurate	no	yes	no	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	no	no	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	no	no	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	no	no	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	no	no	yes	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	n/a	n/a	n/a	n/a	n/a	n/a	n/a
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course Student Learning Outcomes are accurate	no	no	yes	yes	yes	yes	yes
16. Library materials are adequate and current *	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ECOL 412	ECOL 414	ECOL 415	ECOL 417	ECOL 418	ECOL 420	ECOL 421
1. Effective term listed on COR	Spring 16	Fall 18	Fall 18	Spring 16	Spring 16	Spring 16	Spring 16
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	no	no	no	no	no	no	no
7. Class Size is accurate	yes	yes	yes	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	n/a	n/a	n/a	n/a	n/a	n/a	n/a
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes	yes	yes	yes

16. Library materials are adequate and current *	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ECOL 423	ECOL 424	ECOL 425	ECOL 426	ECOL 427	ECOL 428	ECOL 429
1. Effective term listed on COR	Fall 18	Fall 18	Fall 18	Summer 04	Fall 18	Spring 16	Spring 16
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes	yes	no	n/a	n/a	n/a
5. Grading Method is accurate	yes	yes	yes	no	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	no	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	no	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	no	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	no	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	n/a	n/a	n/a	n/a	n/a	n/a	n/a
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a

15. Course Student Learning Outcomes are accurate	yes	yes	yes	no	yes	yes	yes
16. Library materials are adequate and current *	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ECOL 432	ECOL 433	ECOL 434	ECOL 435	ECOL 436	ECOL 437	ECOL 439
1. Effective term listed on COR	Summer 04	Fall 18	Fall 18	Fall 08	Fall 08	Spring 20	Fall 18
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4. "Approved as Distance Education" is accurate (and new addendum complete)	no	yes	yes	no	no	yes	yes
5. Grading Method is accurate	no	yes	yes	no	no	yes	yes
6. Repeatability is zero	no	yes	yes	no	no	yes	yes
7. Class Size is accurate	yes	yes	yes	no	no	yes	yes
8. Objectives are aligned with methods of evaluation	no	yes	yes	no	no	yes	yes
9. Topics / scope are aligned with objectives	no	yes	yes	no	no	yes	yes
10. Assignments are aligned with objectives	no	yes	yes	no	no	yes	yes
11. Methods of evaluation are appropriate	no	yes	yes	no	no	yes	yes
12. Texts, readings, materials are dated within last 5 years	n/a	n/a	n/a	n/a	n/a	n/a	n/a
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a

14. Degree / Certificate information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course Student Learning Outcomes are accurate	n/a	yes	yes	no	no	yes	yes
16. Library materials are adequate and current *	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ECOL 440	ECOL 470	ECOL 471	ECOL 472	ECOL 473	ECOL 474
1. Effective term listed on COR	n/a	Spring 19	Spring 19	Spring 19	Spring 19	Spring 19
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a	n/a	
4. "Approved as Distance Education" is accurate (and new addendum complete)	no	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	yes	no	no	no	no	no
7. Class Size is accurate	no	yes	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	no	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	no	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	no	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	no	yes	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	n/a	n/a	n/a	n/a	n/a	n/a

13. CSU / IGETC transfer & AA GE information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information (if applicable) is correct	n/a	n/a	n/a	n/a	n/a	n/a
15. Course Student Learning Outcomes are accurate	no	yes	yes	yes	yes	yes
16. Library materials are adequate and current *	n/a	n/a	n/a	n/a	n/a	n/a

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

Student Learning Outcomes

Assessment Calendar

	F 2022	***S 2023***	***F 2023***	***S 2024***	***F 2024***	***S 2025***	***F 2025***	***S 2026***	***F 2026***	***S 2027***
Courses SLOA	ECOL 406 ECOL 414 ECOL 415	ECOL 415 ECOL 423	ECOL 427 ECOL 433	ECOL 434 ECOL 437	ECOL 409 ECOL 411 ECOL 412	ECOL 417 ECOL 418	ECOL 425 ECOL 428	ECOL 420 ECOL 421	All ECOL 439 ECOL 429	ECOL 470 ECOL 471 ECOL 472 ECOL 473

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Since the last CPPR eleven courses have been assessed. The COVID-19 pandemic impacted the course assessment cycle during the last two years. A new calendar has been developed and part-time faculty have been identified to complete the SLOAs.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Since the Emeritus courses are not enhanced noncredit, there is no program associated with them, so they cannot be mapped in eLumen.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

n/a

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Input from the SLOs assessment process has led to diversifying the scope of the activities of the courses offered at assisted-living facilities. It has also resulted in integrating more activities or teaching strategies that promote creative self-exploration and self-expression as well as peer to-peer social interaction.

F. Budget/funding requests related to student learning outcome assessment results

The student learning outcomes assessment results highlight the need for instructional supplies to provide quality instruction for the different Emeritus course topics. The main funding requests include professional development, and paying part-time faculty to develop materials and work special projects. Professional development for faculty is crucial. For example, faculty need training in conducting SLO assessments as well as opportunities to develop new materials and methods to support student learning.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

Institutional Goal 1.B aims to increase enrollment opportunities for community members who are 55 years of age or older. The Emeritus program works continually towards this goal. The Emeritus program serves older adult 50 years of age and older. The Emeritus program offers courses at facilities throughout the county providing easy access to educational opportunities. The Emeritus program not only emphasizes life-long learning but also provides transitional opportunities for students also seeking vocational training to improve or re-enter the workforce. Through community partnerships and intentional outreach, Emeritus courses are designed to meet the diverse needs of the older adult population in San Luis Obispo County.

B. Institutional Learning Outcomes

The Emeritus program provides enrichment courses catered to the older adult community; with emphasis on new skill acquisition, healthy living strategies, and artistic expression, connect with others. These skills are the basis for achieving all of Cuesta College's Institutional Learning Outcomes (ILOs). More specifically, all of the Emeritus courses help students meet ILOP #4. Through the emphasis on new skill acquisition, students explore and gain social, historical, and global knowledge and engagement. Several Emeritus classes focus on artistic expression and cultural knowledge, helping students achieve ILO #5, especially in terms of "identifying, creating, or critiquing key elements of inspirational art forms."

C. Program outcomes

The Emeritus program does not have identified program outcomes because it is not associated with a degree or credit bearing certificate.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

The following courses are currently pending in CurricUNET and will be reviewed to determine if they will be launched for future offerings or deactivated.

ECOL 400 Literature By Local Author's

ECOL 401 Writing Bits and Pieces of Personal History

ECOL 404 Publishing a Book

ECOL 426 Drama: Reader's Theatre

ECOL 432 Genealogical Research

ECOL 435 Explore Natural/Cultural Wonders: Central Coast

ECOL 436 Music Arts

ECOL 440 Brain Fitness

Due to the pandemic, all Emeritus courses completed the DE addendum which were approved by the Curriculum Committee in spring '20. By spring '21 all current Emeritus instructors completed the DE certification through Cuesta. Student services have revealed that since the pandemic, and the immediate shift to online learning, some students prefer the virtual modality. The program will continue offering courses online.

B. Support services to promote success, persistence, and retention

Most Emeritus students require additional support to navigate and complete the registration process. Continuing Education staff provide specialized support for the Emeritus students, so they have easy access to the program.

C. Facilities needs

San Luis Obispo Campus: The Continuing Education Department would benefit from having a larger dedicated space in the Student Services building where Continuing Education staff can assist students with onboarding services, including registration, and orientation. Continuing Education staff need access to computers as well as a dedicated area with at least ten computers where students can receive assistance completing the online admissions application and Cuesta website navigation. This space would mirror the existing Continuing Education Center at the NCC.

North County Campus: The Continuing Education Center at the NCC and its dedicated space has supported the onboarding experience of Emeritus students and created a campus community for these students.

Community Sites: The Emeritus program collaborates with independent and assisted living community partners to offer several Emeritus courses throughout the county to increase

access. Community partners provide the facilities free of charge for Cuesta class use. Enrollments show that this is a valuable service for the older adult community. In many locations, teachers need portable laptops, elmos, and projectors to use at these sites.

D. Staffing needs/projections

Part-Time Faculty Work : Emeritus continues to need part-time faculty to teach courses, and part-time hiring pools are conducted almost every semester when the program is in-person. Since there are no full-time faculty, the program would benefit from a faculty lead who could work on special projects. For example, leading faculty meetings, developing a community of learning amongst faculty, professional development, individualized lessons by facilities request, and curriculum support. The support for part-time faculty and a faculty lead to work on these essential program components is crucial to the success of the program.

Continuing Education Staff: Provides much needed support for Emeritus students. They are the first contact for new students. They assist students in the onboarding process, and once students are enrolled, they help retain them by calling those who miss classes, and they provide support for those who may be struggling to stay in class. This collaboration has allowed us to better support and highlight student success, creating a campus culture for Emeritus students.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The primary strategy to increase FTES target for the next five years is to return to face-to-face instruction at campus and community sites. The program is also strategizing to expand course offerings to new communities and independent and assisted living facilities. For example, the program is building partnerships to expand in Cambria and South County communities. The program will serve able bodied populations as well as the facilities such as Cheris Care, Danish Care, Creston Villages and Oak Park Manor. Developing strong partnerships, hiring new faculty, and outreach will be critical components to make this successful.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, 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 13, 2022.