2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022   **PROGRAM: CONTINUING EDUCATION, NONCREDIT ADULT BASIC EDUCATION**
CLUSTER: STUDENT SUCCESS & SUPPORT PROGRAMS   **LAST YEAR CPPR COMPLETED: 2020**
NEXT SCHEDULED CPPR: 2024   **CURRENT DATE: 2/20/2022**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

C.C., Noncredit GED Preparation
C.C., Noncredit Secondary Education

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

Cuesta's Noncredit Adult Basic Education program offers GED preparation courses and high school credit recovery and enrichment courses for students to earn a high school diploma or equivalency. The program is dedicated to offering basic skills development opportunities for students of all levels whose educational and personal goal is to achieve a GED certificate or high school diploma in our community. We help students improve their basic skills so that they may achieve their personal, academic, and professional goals. We have revised the curriculum to focus on integrated skills to be more consistent with student needs and support our goals as a Workforce Innovation and Opportunity Act (WIOA) program. During the last two years, NABE students faced challenges due to the COVID-19 pandemic. As all other college programs, NABE had to convert to online instruction in spring 2020. This was especially challenging for our adult education and summer high school student populations because many students not only lack access to technology but digital literacy skills, and time management. The NABE student populations often face several barriers to success and the immediate transition to online learning proved to be a challenge for many, especially the English Language Learners in the program. The high school program offered in summer 2021 experienced the same challenges as we continued to offer courses online, while some K-12 school districts were able to resume some courses in

person. The High School Summer program is in collaboration with Lucia Mar Unified School District, San Luis Coastal Unified School District, and Paso Robles Unified School District. The Continuing Education Department collaborated with the Student Success Centers to provide embedded tutors for students enrolled in the GED preparation courses. The tutors worked with students outside of Zoom classroom instruction to provide additional support in their instruction as well as technology skills. The Continuing Education Department developed technology and student success workshops facilitated by our noncredit counselor to provide additional and ongoing support for digital literacy, Canvas, time management, and positive study habits. Our Continuing Education staff added remote virtual one-on-one appointments to help students register and enroll in the program, which is often a challenge for our adult education population as well as high school summer program students. All NABE faculty who teach GED preparation classes are DE certified by Cuesta College. The supportive services we developed proved to be a success. In fall 2020, we changed course offerings from asynchronous online to synchronous and started offering success workshops prior to the start of the semester to better prepare students for online instruction. The positive result is that students who remained in the program and took advantage of our resources have been successful. This has been very encouraging.   The Continuing Education Department is in the process of changing the NABE program by separating courses and renaming the program so that it is more adequately reflects the GED program and High School Program. This change will provide more accurate data for the program review process as well as be easier to identify by potential students. Effective 2022, the NABE program name will be eliminated, and two new program names will be implemented. The GED program is named Basic Skills Noncredit (BSNC), and the High School Summer Program is Basic Skills High Scholl (BSHS).

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.
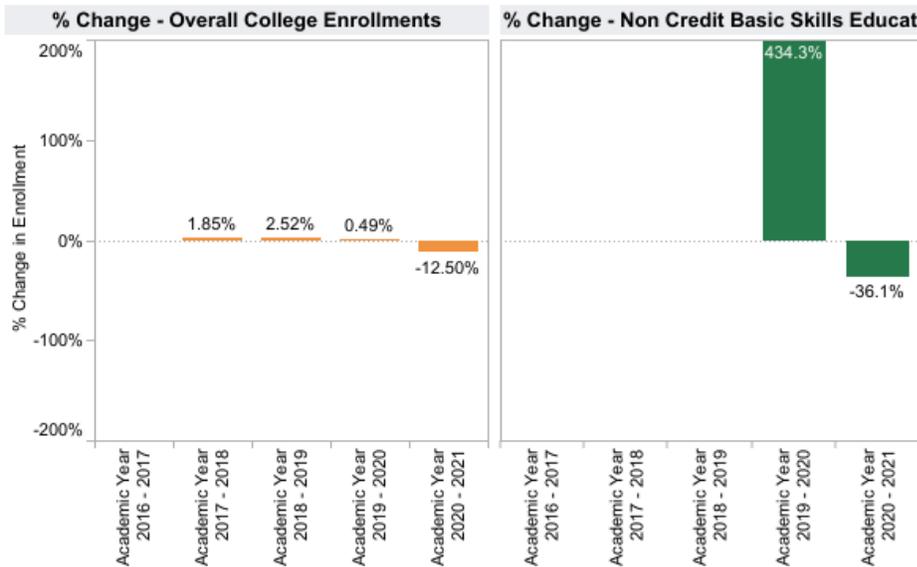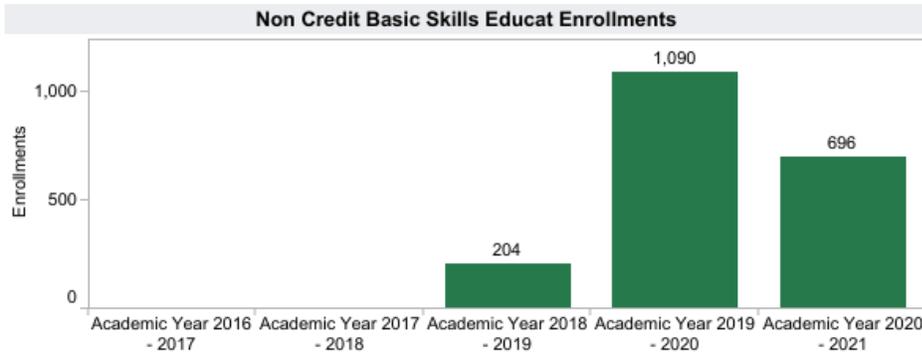
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Non Credit Basic Skills Educat	All	All	All

Non Credit Basic Skills Educat Enrollments

Enrollments by Academic Year:
- Academic Year 2016 - 2017: (none)
- Academic Year 2017 - 2018: (none)
- Academic Year 2018 - 2019: 204
- Academic Year 2019 - 2020: 1,090
- Academic Year 2020 - 2021: 696

% Change - Overall College Enrollments
- Academic Year 2016 - 2017: 1.85%
- Academic Year 2017 - 2018: 2.52%
- Academic Year 2018 - 2019: 0.49%
- Academic Year 2019 - 2020: (none)
- Academic Year 2020 - 2021: -12.50%

% Change - Non Credit Basic Skills Educat
- Academic Year 2019 - 2020: 434.3%
- Academic Year 2020 - 2021: -36.1%

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.

Instructional Annual Program Planning Worksheet
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021

The drastic decrease in enrollments is due to the continued impact of the Covid-19 pandemic and the conversion to online instruction. The online instructional modality was a challenge for both the adult education population as well as the high school summer students in credit recovery.

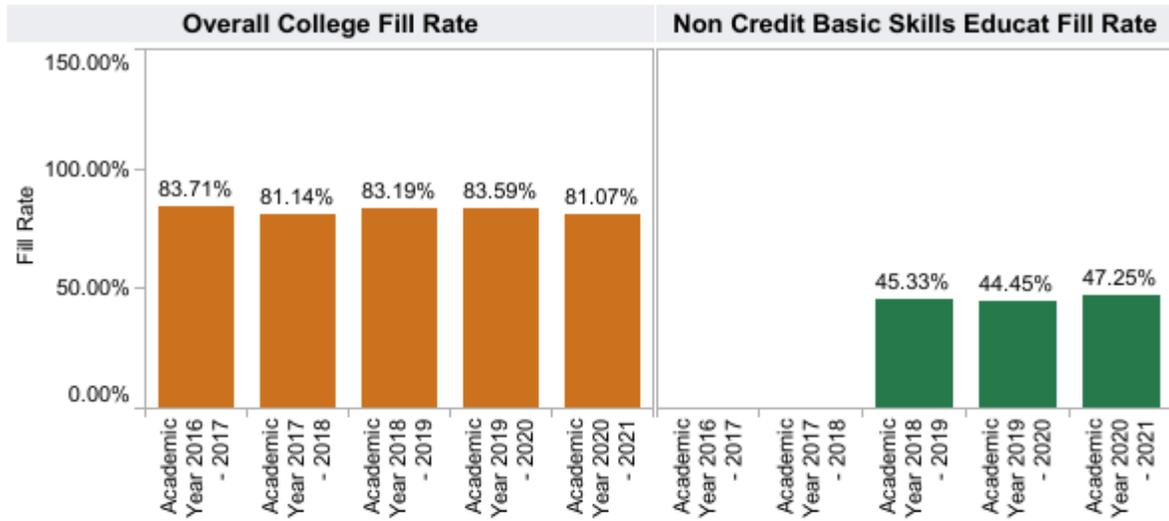General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Non Credit Basic Skills Educat	All	All	All

Overall College Fill Rate

- Academic Year 2016 - 2017: 83.71%
- Academic Year 2017 - 2018: 81.14%
- Academic Year 2018 - 2019: 83.19%
- Academic Year 2019 - 2020: 83.59%
- Academic Year 2020 - 2021: 81.07%

Non Credit Basic Skills Educat Fill Rate

- Academic Year 2016 - 2017: (none)
- Academic Year 2017 - 2018: (none)
- Academic Year 2018 - 2019: 45.33%
- Academic Year 2019 - 2020: 44.45%
- Academic Year 2020 - 2021: 47.25%

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.

While our enrollments have decreased, the fill rate has increased by nearly 3%. However, the NABE program's fill rates remain below the college's average. We are discontinuing sections and cancelling lower enrolled courses to improve the overall fill rate. We plan to work towards strong fill rates through careful scheduling and promoting of current classes. The Continuing Education Department conducts intentional outreach and retention efforts for the local population in need of a high school equivalency who also want to take advantage of the Cuesta Promise after achieving their GED through our program. For example, Continuing Education staff visit various sites in the community throughout the semester to deliver program flyers. They also give presentations and maintain frequent contact with current and potential students. We will continue current efforts to increase fill rates and add sections when needed and when possible.

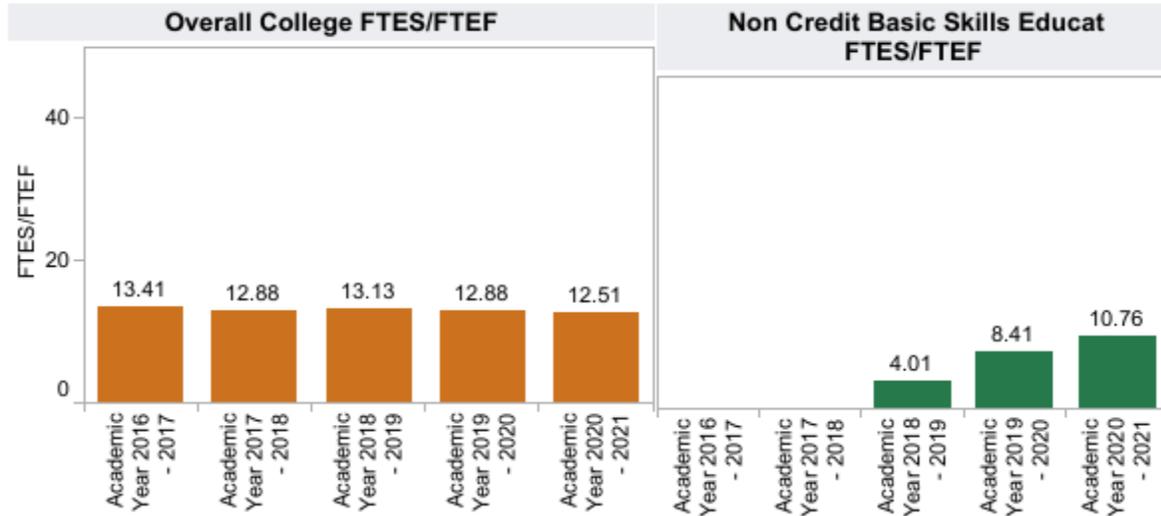[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Non Credit Basic Skills Educat	All	All	All

Overall College FTES/FTEF

Academic Year 2016 - 2017: 13.41
Academic Year 2017 - 2018: 12.88
Academic Year 2018 - 2019: 13.13
Academic Year 2019 - 2020: 12.88
Academic Year 2020 - 2021: 12.51

Non Credit Basic Skills Educat FTES/FTEF

Academic Year 2018 - 2019: 4.01
Academic Year 2019 - 2020: 8.41
Academic Year 2020 - 2021: 10.76

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

The efficiency for the NABE program continues to increase. Although, there is a 2% increase from the previous academic year it remains less than 2% below the college's average. However, noncredit programs will always remain at a disadvantage with this efficiency metric due to the nature of the programs. The main contributing factor for low efficiency is that noncredit programs use the positive attendance accounting method versus the traditional census dates. A class can start with 40 or more students but as research shows it is difficult for adult education populations to retain and persist due to their personal responsibilities and barriers to complete their educational goals.

Despite the attendance accounting method challenge the Continuing Education Department focuses on intentional outreach and implements best practices to support the needs of adult education students. Through unique supportive services, retention efforts, and carefully developed schedule we are working to improve our efficiency. We have reduced classes and cancelled those with low attendance. We work closely with faculty to monitor attendance and enrollments and immediately reach out to students who have consecutive absences. Because efficiency is calculated based on positive attendance and not census rosters, efficiency could improve if regular attendance and retention rates improved. To support this improvement, Continuing Education staff reach out to students through phone calls, text messages, and email when they are absent. Our noncredit counselor works with an embedded approach to ensure that every noncredit student has an opportunity to complete a student educational plan. This noncredit counseling also has a very holistic approach that research has proven to help adult education students, who often have several barriers to their educational success. Our embedded counselor not only helps students with their educational journey at Cuesta College but also helps them navigate other resources in our community. This service enables students to articulate their end goals and better understand their options and helps to motivate their retention and ultimate transition to credit or workforce pathways.

Through California Adult Education Program, Workforce Investment & Opportunity Act, and Student Equity and Achievement funding part-time NABE faculty members developed projects that build a stronger sense of community for our adult education students. These include a GED newsletter and holding community building events such as a GED graduation at the end of each academic year. We have not been able to offer the GED graduation ceremony due to the restriction from the pandemic but look forward to returning this recognition activity in spring 2022. The NABE program collaborated with the Student Success Center as part of the goals of the Student Equity and Achievement plan to offer embedded tutors to support student academic success and increase GED completions. We found that these retention strategies have improved retention and student motivation. Students have expressed their happiness with the program and new sense of community and belonging at Cuesta College. This was especially important for the Continuing Education Department because we worked hard to bring services to students in the evening, so they felt that belonging and a part of the campus community. Continuing Education staff work evening hours to support our adult student populations that are working adults who are only able to enroll in evening classes. Our department serves "one-stop-shop" where students have access to public safety needs, ASCC and student IDs, tutoring, and other critical resources. This level of service is more evident at the NCC. The Continuing Education Department would require a new location to offer the same equitable services to students in the evening on the SLO campus.
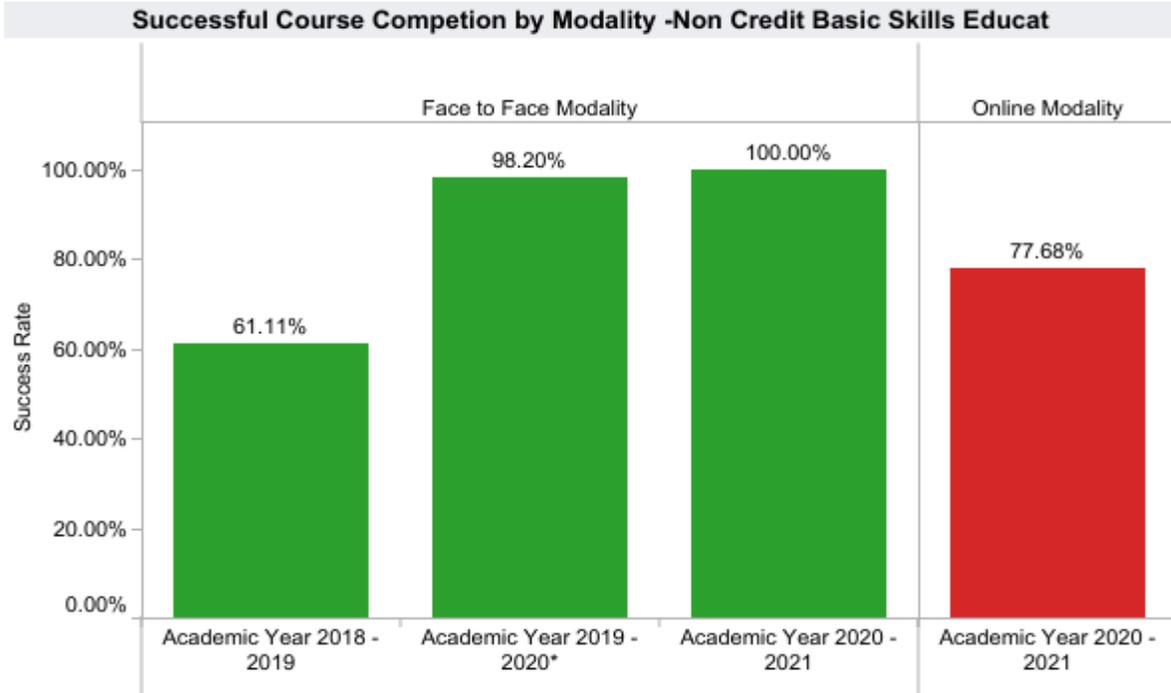
[Student Success—Course Completion by Modality (Insert Data Chart)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Non Credit Basic Skills Educat

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Non Credit Basic Skills Educat

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	61.11%	98.20%	100.00%
	Total Department Enrollments	262	1,143	625
Online Modality	Department Success Rate			77.68%
	Total Department Enrollments			329

Successful Course Competion by Modality Table - Non Credit Basic Skills Educat

Considering the challenge of online learning for our basic skills students, we are very pleased with the 100% course completion rate for in-person and 78% for online. The supportive services provided by the Continuing Education Department in collaboration with the NABE faculty played a role in these completion rates.

[Degrees and Certificates Awarded (Insert Data Chart)](#)

The Continuing Education Department will work with Institutional Research to include noncredit certificates in the program review data.

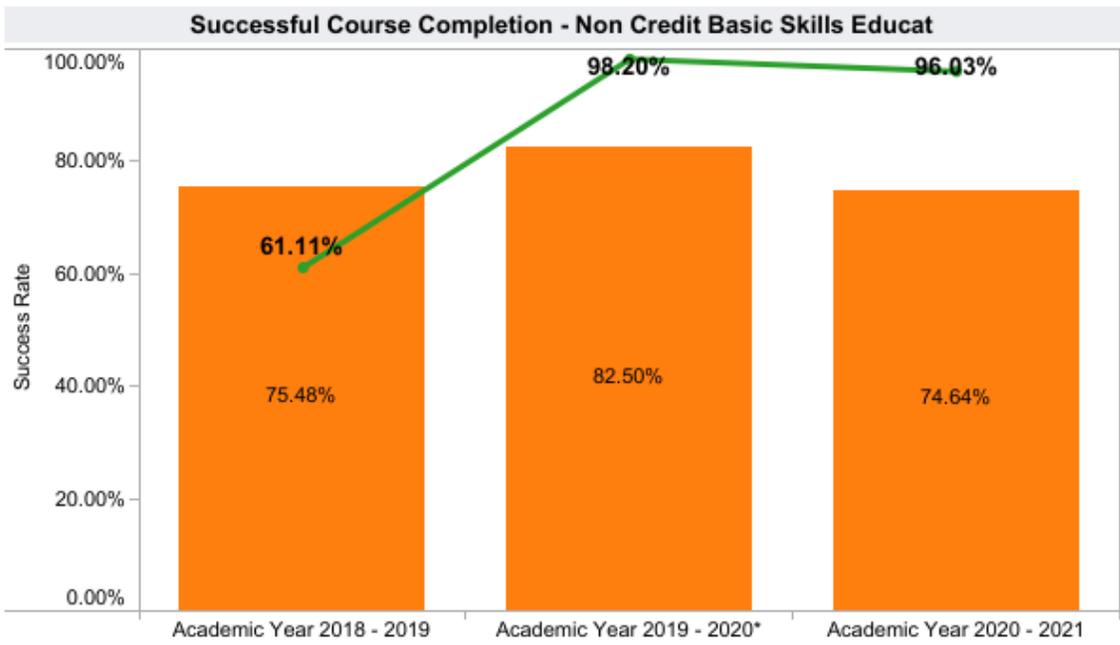[General Student Success – Course Completion (Insert Aggregated Data Chart)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Non Credit Basic Skills Educat

TERM
All

COURSE
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Non Credit Basic Skills Educat

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success (line)	61.11%	98.20%	96.03%
Overall College (bar)	75.48%	82.50%	74.64%

Non Credit Basic Skills Educat Success Rate Table

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	61.11%	98.20%	96.03%
Total Enrollments	262	1,143	954

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

The NABE success rates slightly decreased by less than 2% higher but still remains 22% above the college's average. The success rates are encouraging. The motivational and campus community building events, and unique supportive services, and student recognition have contributed to this. Students feel an improved connection to the campus community, seeing themselves as Cuesta College students, which in turn has made them more connected to the college and invested in their coursework.

This high success rate is also contributed to the faculty communication with students outside of classwork. For GED preparation courses it is a challenge for faculty who have diverse student needs in each course. The GED test consists of four subject areas and students are studying for various subjects within the same class. The GED instructors develop individualized learning as well as group work to meet the needs of each student. This attention to the needs of each student is especially important for this adult education population who face many barriers to their educational success. These students require additional outside of instruction support to succeed. Faculty have worked intensely to increase communication, update curriculum, and collaborate with embedded tutors for student success.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
☒ SLO assessment cycle calendar is up to date.
☐ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A.   New or modified plans for achieving program-learning outcomes
     The NABE program accessed student learning outcomes during the last cycle.

B.   Anticipated changes in curriculum, scheduling or delivery modality
     The process of changing the curriculum and program name for Noncredit Adult Basic Education has been completed. Currently, the Noncredit Adult Basic Education consist of the High School courses and GED Preparation courses. These two courses need to be under different program names to accurately reflect the programs. Also, separating them will provide more accurate data for the program review process. The Continuing Education Department is proposing creating Basic Skills Noncredit (BSNC) for the GED Preparation courses and Basic Skills High School (BSHS) for the high school courses. This change will make the program more identifiable for potential students and partners as well as create accurate program data.

C.   Levels, delivery or types of services
     The student population in the NABE, GED preparation courses is unique, facing several barriers in reaching their educational goals. In addition, many of the NABE students are English Language Learners, as well as the first language literacy issues that many of our Latinx students have, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. Additionally, our courses are offered exclusively in the evening, and this presents us with additional obstacles and needs. For example, there are limited to no food services available to our students, who are on campus during the dinner hour and often come to campus directly from work, and the Student Services Office and the bookstore are often closed by the time students get to campus. Consequently, the NABE program requires funding for specialized support services to support our students. The Continuing Education Department is a WIOA funded program as well as a member of the San Luis Obispo County Adult Education Consortium and supported through the district's Student Equity and Achievement Plan and receives funding to support these additional services for noncredit students.

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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D. Facilities changes

The Continuing Education Department provides specialized student support services for the NABE, ESL, NCTE, Adults with Disabilities, and Emeritus programs that all serve student with unique and diverse needs. The Continuing Education Department on the San Luis Obispo Campus would benefit from having a larger dedicated space. The Continuing Education staff assist students with onboarding services, including assessments, registration, and orientations for all the programs listed above. Currently, these services are provided in 3411 which is a very small office that two staff share along with two computers for students. This set up does not work. Staff are taking phone calls while students are taking tests and during peak times of the semester the line to serve students is down the hallway. We need access to computers for Continuing Education staff as well as a dedicated area with at least ten computers where students can receive assistance completing the online admissions application and taking CASAS placement tests. This space would mirror the existing Continuing Education Center at the NCC.

E. Staffing projections

Part-Time Faculty Work: We continue to need part-time faculty to teach courses, and we have part-time hiring pools almost every year. Since we do not have any full-time faculty members, we need to pay part-time faculty on special projects. For example, part-time faculty work on retention activities, curriculum development, and student office hours funded through CAEP and Student Equity. We will need to continue to pay part-time faculty to work on these essential program components.

F. Other

Appendix A: Technology & Student Success Workshop Feedback

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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APPENDIX A: TECHNOLOGY & STUDENT SUCCESS WORKSHOP FEEDBACK

Fall 2020 Tech Workshop Feedback
101 Students participated
28 GED
69 ESL
4 GED/ESL
Total visits: 842

NABE 500 A CRN 74660, 74590 and **NABE 500 B** CRN 74762, 74760

# of tech sessions	Persistence/Success	Instructor Comments
6	SP-Great student	Excellent attendance
11	SP-Passed the GED Science test this semester.	Great attendance. She feels more confident using her Chromebook and Zoom.
11	Pass-Great Student	Excellent attendance and feels more confident using Canvas.
14	Pass	She can use her cuesta email, Canvas and Zoom. Very dedicated student, she loves to learn everything related to technology. this is her last semester.
10	SP- Pass one GED test	He feels confident with Canvas and Zoom.
14	Pass- Obtained the GED	He feels confident with Canvas and Zoom.
6	SP-	He will attend to the workshop, but her internet is not reliable.
1	stopped attending classes	She got sick. She will try again next semester.
7	SP-	She got sick this semester. Her work schedule change too.
13	SP- Great Student.	She feels confident using Canvas and Zoom.
8	Pass- Obtained the GED	

NABE 500 A CRN 74588, 74593 and **NABE 500 B** CRN 74759, 74763

# of tech sessions	Persistence/Success	Instructor Comments
1	SP	Involved student, always seeking additional support from tutors
4	SP	Not very consistent with class, struggles with content, but has been improving with technology support
7	SP	Committed student, seeks support from tutor, and is constantly supporting others during class
5	SP	Dedicated student, seems comfortable with technology
3	SP	Student stopped showing up to class
9	SP	Shows up to class, but needs to keep practicing outside of the class room, has been encouraged to take advantage of tutor support; has benefitted from the tech support
7	SP	Committed student, takes advantage of tutoring before class and on weekends,
9	SP	Shows up to class, but needs to keep practicing outside of the class room, has been encouraged to take advantage of tutor support; has benefitted from the tech support
9	SP	Committed student that works hard but struggles with testing;
12	SP	Dedicated student, understands and does well with technology
12	SP	Committed student, participates in tutoring. Does well with technology
4	SP	Does well with technology

13 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021