INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2024

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 Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Student Success and Support Programs   **Area of Study:** ESL and Adult Education

Program: Basic Skills Noncredit (BSNC)   **Current Academic Year:** 2023–2024

Last Academic Year CPPR Completed: 2020   **Current Date:** 2/23/2024

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. **Describe how this program review was conducted, including how all program members were involved in the planning process.**

    The Basic Skills Noncredit (BSNC) program does not have any full-time faculty members. Consequently, the Division Chair prepared the program review after examining the previous APPW and institutional data. A draft of the report was shared with BSNC faculty and discussed at a Student Development and Success (SDS) Division meeting on 2-23-24. Faculty input informed the final draft.

II. **GENERAL PROGRAM INFORMATION**
    A. Program Mission

    The BSNC program aims to provide students with content and foundational skills development in the areas of Social Science, Language Arts, Math, and Science so that they successfully pass the General Educational Development (GED) exam. The program is dedicated to offering opportunities for students of all levels whose educational and personal goal is to achieve a GED certificate or high school diploma in our community. In addition to developing foundational skills, the program also helps students improve technological skills so that they may achieve their personal, academic, and professional goals.

    B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

In 2022, Noncredit Adult Basic Education (NABE), which previously included GED prep courses, was revised to better distinguish the GED and High School Programs. The NABE program name was eliminated, and the new program name of Basic Skills Noncredit (BSNC) was given to the GED program. In fall 2023, the BSNC program was moved from the Continuing Education Department into the Student Success and Development Division, which now consists of GED, English as a Second Language (ESL), and College Success Studies (CSS). GED and ESL comprise the ESL and Adult Education area of study, so it was logical for the two programs to be housed in the same division. In addition, GED and ESL students share similar characteristics and often enroll in both programs. Finally, it is ideal having GED in the same division as CSS because CSS offers courses that help students transition from noncredit to credit programs. The ESL and Adult Education Area of Study Student Success Team has been collaborating on student engagement events and transitioning efforts to better support students in reaching their educational goals.

C. List all current full-time and part-time faculty in the program.

All faculty in the BSNC program are part-time, and they include: Deborah Reyes-Gardner, Minerva Soto, Parke Godar, Leif Hanson, and Mary Trejo.

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

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

The District's Mission states that Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals, supporting students in improving their foundational skills and earning certificates. The BSNC program aligns with this mission by providing necessary instruction in foundational skills and content area development so that students can earn a GED certificate. Achieving this certificate increases students' educational and employment opportunities.

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

The BSNC program helps the District achieve Institutional Goal 1: Access. According to Institutional Objective 1A: Cuesta aims to increase enrollment of low-income and underrepresented students. The majority of GED students fall into these categories. Many are reentry and underrepresented students. By providing the BSNC program at Cuesta, we are increasing enrollment opportunities for these students. The BSNC program also supports Institutional Objective 2A: Increase the number of students who earn Chancellor's Office approved certificates. When students complete two GED courses, they are eligible for the GED Preparation Certificate of Competency.

Identify how your program helps students achieve **Institutional Learning Outcomes**.

The BSNC program helps the students achieve ILO 1: Personal, Academic, and Professional Development. According to this ILO, students will recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development. The BSNC classes develop students' foundational skills and promote study strategies that lead to educational and employment growth.

3 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 C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 4, 2024

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department: All
Course: Multiple values
Dual Enrollment: All
Prison: All

Region: All
TERM: All

Basic Skills Noncredit & Non Credit Basic Skills Educat Enrollments

% Change - Overall College Enrollments

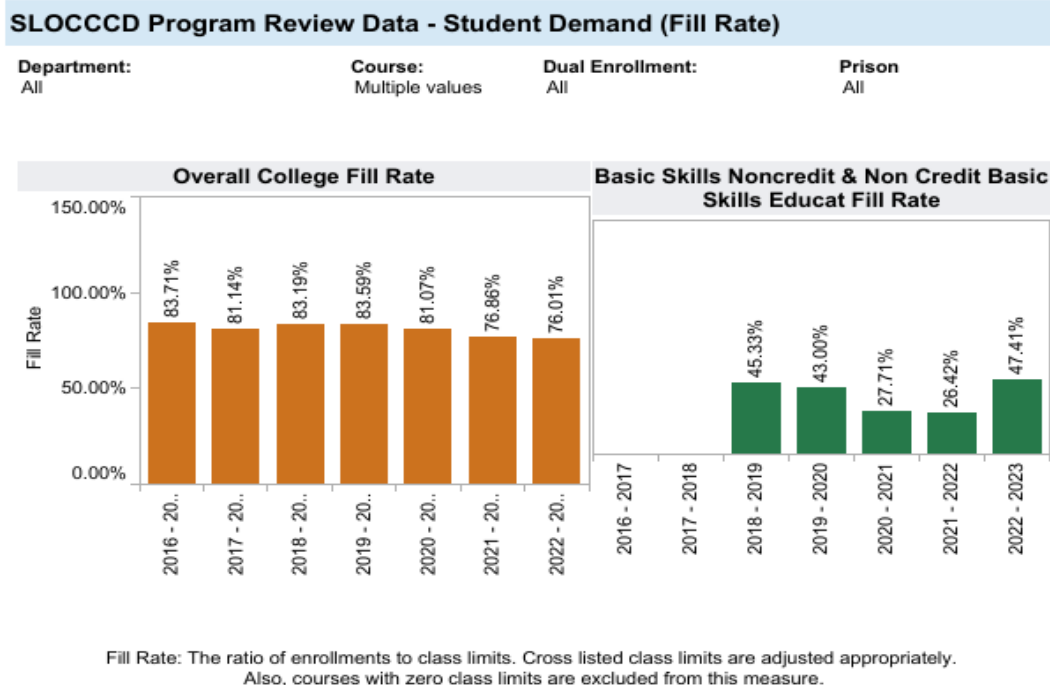**% Change - Basic Skills Noncredit & Non Credit Basic Skills Educat**
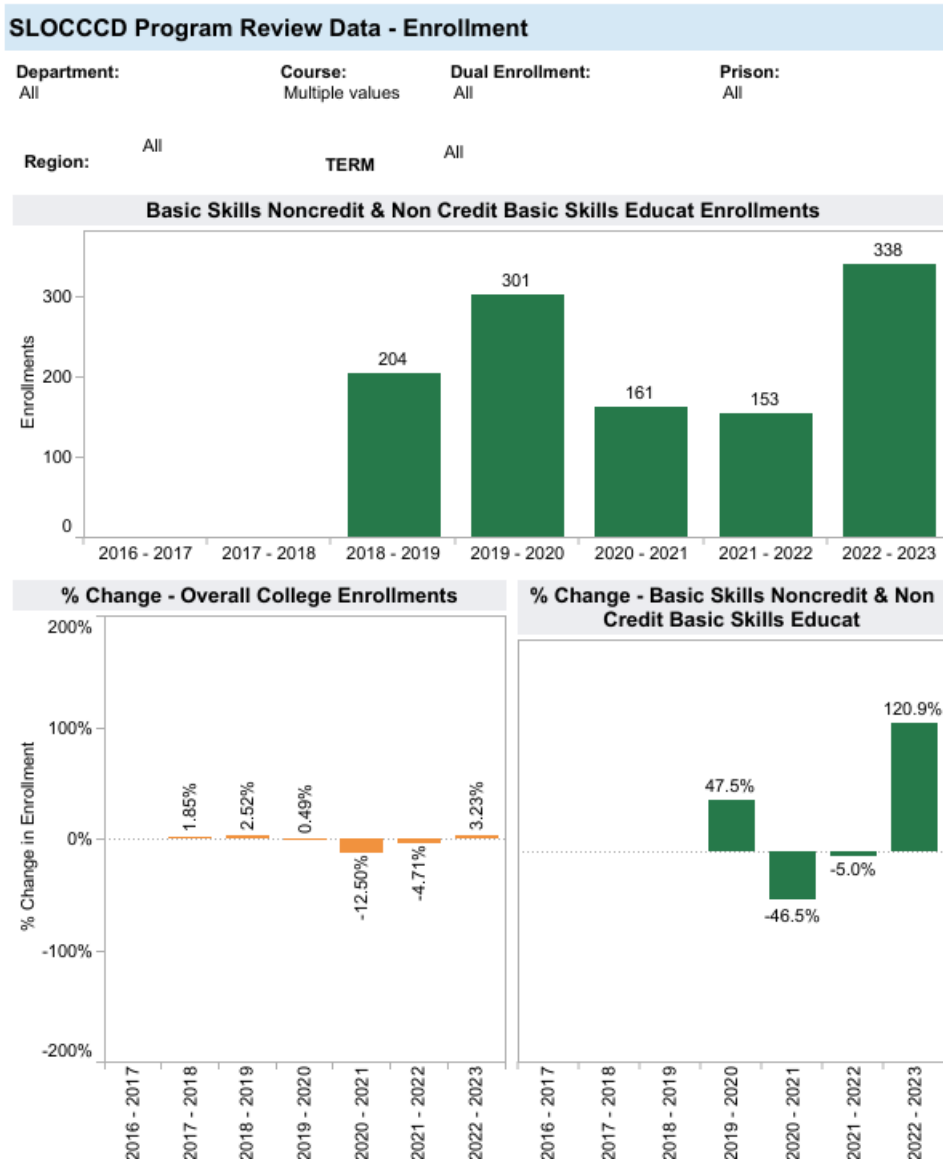
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The General Enrollment chart indicates a 120.9% increase in enrollments from the 2021-2022 to 2022-2023 academic year. The enrollments are the highest that they have been

over the five-year period, surpassing the previous high of 301 in 2019-2020. This is encouraging because from 2020 to 2022, there was a drastic decrease in enrollments due to the impact of the Covid-19 pandemic, which was a challenging time for the adult education population. Initially, the conversion to online instruction was difficult for this student population. However, post-pandemic online instruction provides more flexibility in offering classes since students have obtained necessary technological skills. We anticipate that the variety of course offerings and modalities will help enrollments continue to grow.

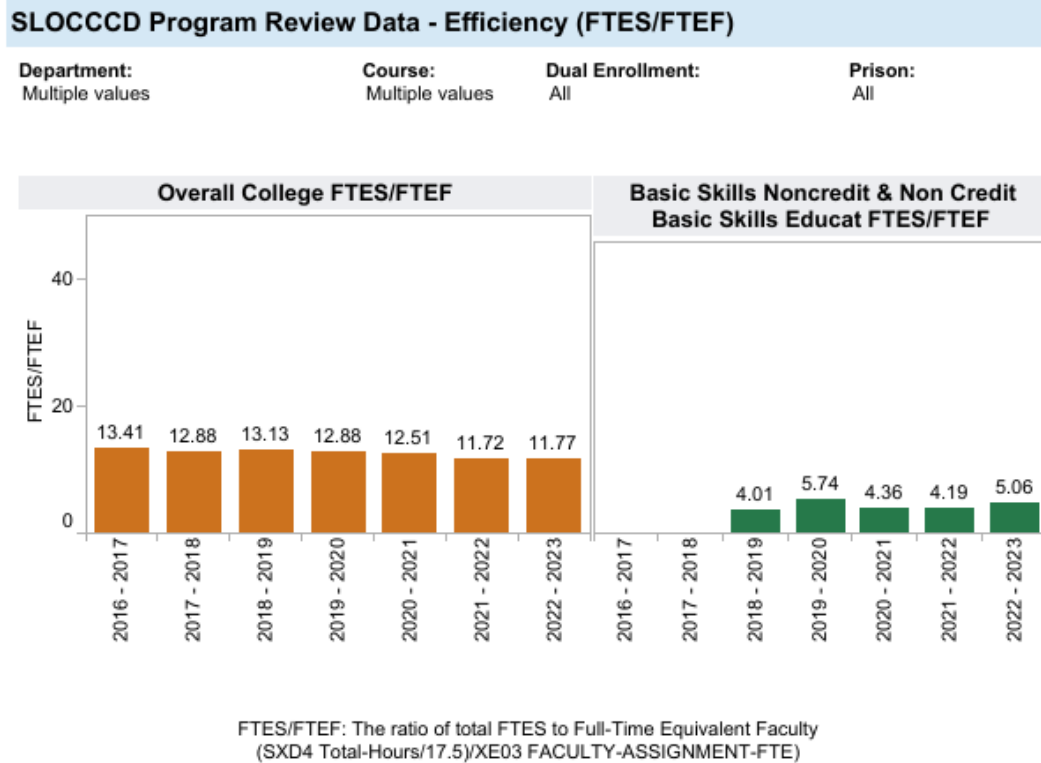B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

| Department: All | Course: Multiple values | Dual Enrollment: All | Prison 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.

Like general enrollments, the fill rate has significantly increased over the last three years and is at its highest over the five-year period. However, it remains below the college's average. In order to improve the fill rate, we schedule classes carefully to maximize the variety of options for students (e.g., in person, online, and in Spanish). We work closely with Continuing Education staff to promote the program as well as provide assistance to currently enrolled students. We also collaborate with the Student Success Centers to offer resources for students. These efforts aim to improve retention and ultimately will have a positive impact on fill rates.

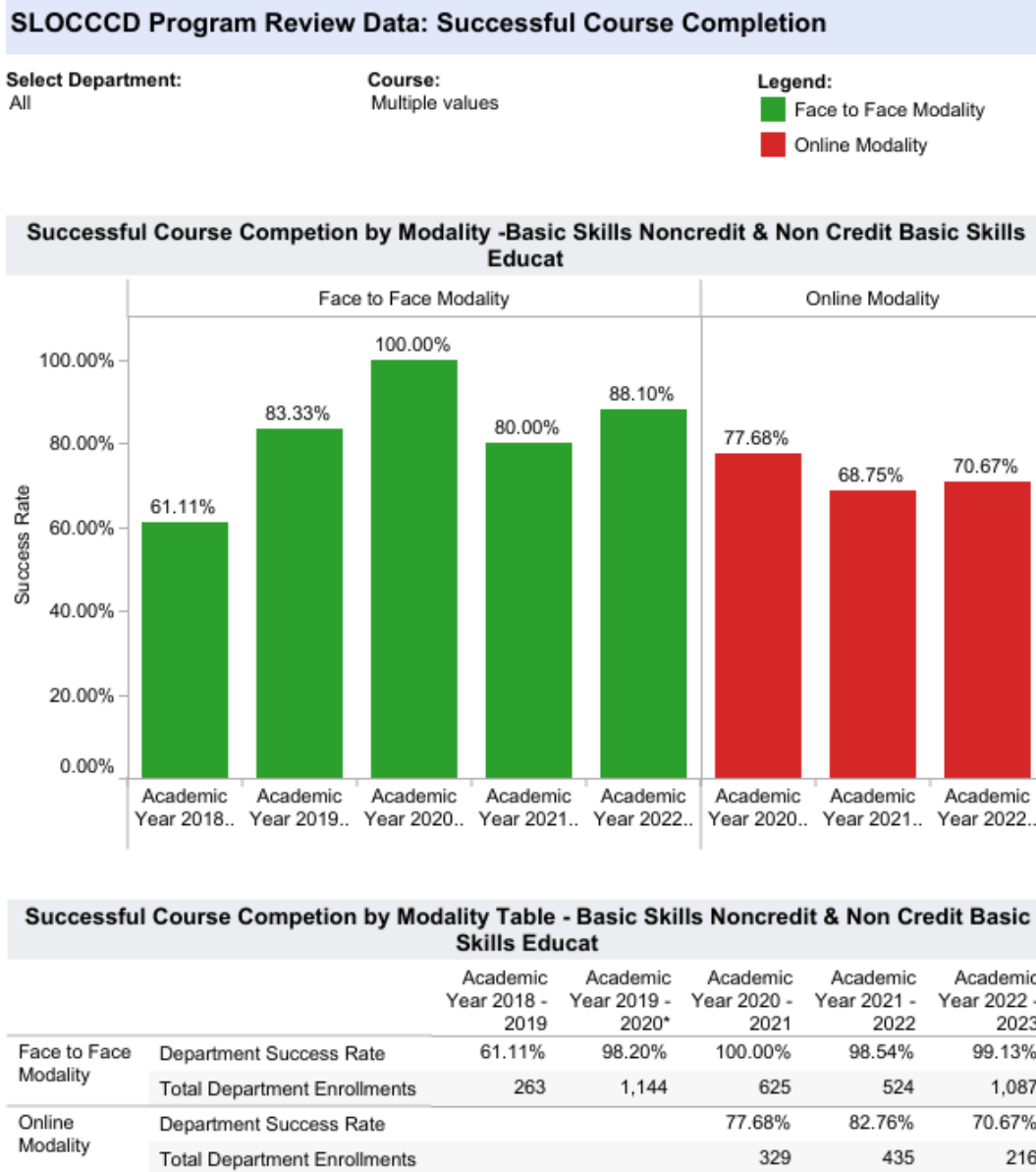### C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Multiple values	Multiple values	All	All

Overall College FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
13.41	12.88	13.13	12.88	12.51	11.72	11.77

Basic Skills Noncredit & Non Credit Basic Skills Educat FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
		4.01	5.74	4.36	4.19	5.06

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

The efficiency of BSNC increased slightly over the last two years, but it remains well below the college's average. Noncredit programs are always 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 30 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 in completing their educational goals. In addition, the course caps for BSNC 500A and 500B are unusually high at 50 for a basic skills class, and this will need to be adjusted. With this change, the efficiency and fill rate data will more appropriately reflect a noncredit basic skills course.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
Multiple values

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Basic Skills Noncredit & Non Credit Basic Skills Educat

	Face to Face Modality					Online Modality		
Success Rate	61.11%	83.33%	100.00%	80.00%	88.10%	77.68%	68.75%	70.67%
	Academic Year 2018..	Academic Year 2019..	Academic Year 2020..	Academic Year 2021..	Academic Year 2022..	Academic Year 2020..	Academic Year 2021..	Academic Year 2022..

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

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	61.11%	98.20%	100.00%	98.54%	99.13%
	Total Department Enrollments	263	1,144	625	524	1,087
Online Modality	Department Success Rate			77.68%	82.76%	70.67%
	Total Department Enrollments			329	435	216

The successful course completion rate increased in both face-to-face and online modalities. The successful course completion rate is higher in face-to-face instruction, which is not surprising. Often basic skill students perform better in a traditional classroom setting. In addition, the students who can come to campus tend to have more time available to devote to their studies. Overall, the success rates are positive and increasing. The supportive services provided by the Continuing Education Department in collaboration with the BSNC faculty play a role in the promising completion rates.
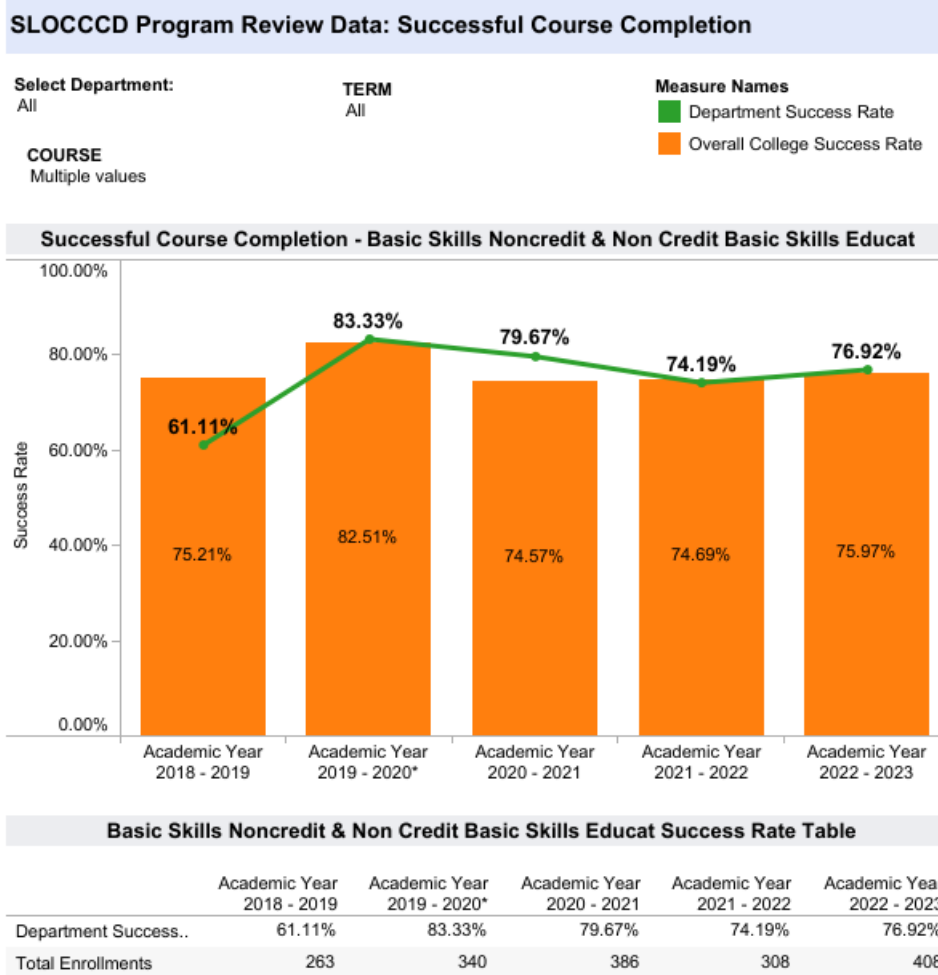
E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Students who complete a sequence of two BSNC courses are eligible for the GED Preparation Certificate of Competency. Unfortunately, data on noncredit certificates has not been provided, and the BSNC Program would like assistance from the Office of Institutional Research for future program planning and review purposes.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and **Institutional Standards of Achievement**. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: All

TERM All

COURSE Multiple values

Measure Names
- Department Success Rate (green)
- Overall College Success Rate (orange)

Successful Course Completion - Basic Skills Noncredit & Non Credit Basic Skills Educat

Basic Skills Noncredit & Non Credit Basic Skills Educat Success Rate Table

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	61.11%	83.33%	79.67%	74.19%	76.92%
Total Enrollments	263	340	386	308	408

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

The BSNC success rates increased by over 2% and are 1% over the college's average. Considering the many barriers this student population faces, the success rate is encouraging. The campus community building events and unique supportive services provided by Continuing Education have contributed to this. Students feel an improved connection to the campus community, viewing themselves as Cuesta College students, which in turn has made them more committed to their coursework. Faculty communicate with students outside of class, and this also improves the success rate. The GED instructors develop individualized learning plans as well as group work activities to meet the needs of each student. This attention to the needs of each individual student is especially important for this adult education population who face many barriers to their educational success. These students require additional instruction support to succeed. Faculty have worked diligently to increase communication, update curriculum, and collaborate with each other to improve student success.

What resources might you need to meet and exceed the Institutional Set Standard?

To stay at or above the Institutional Set Standard for success, the practices employed already by Continuing Education Staff and GED faculty should continue. In addition, utilizing embedded tutors in classes could have a positive impact as well as having drop-in tutors available in the evenings and possibly on weekends.
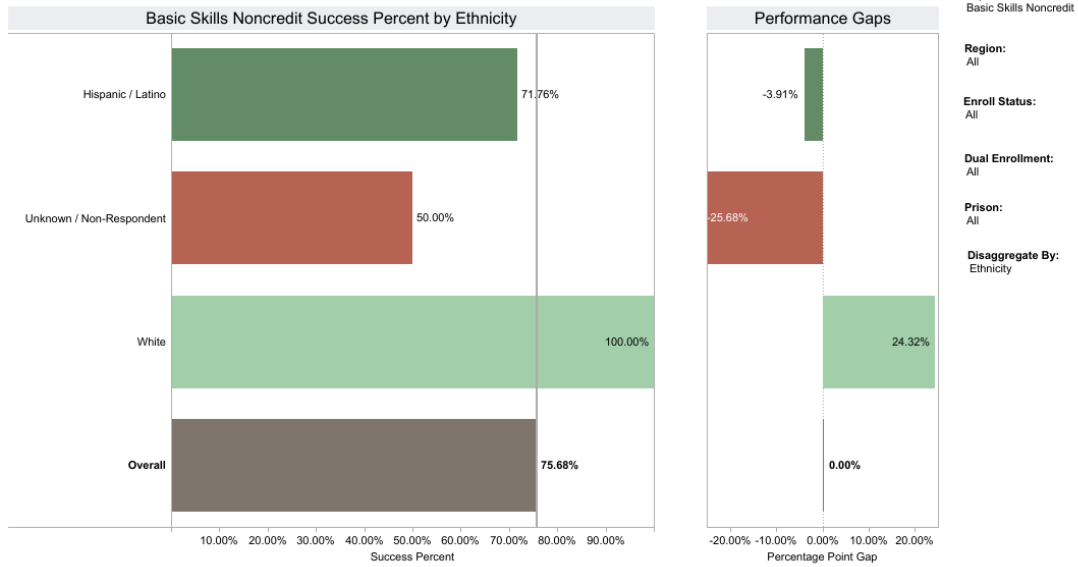
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

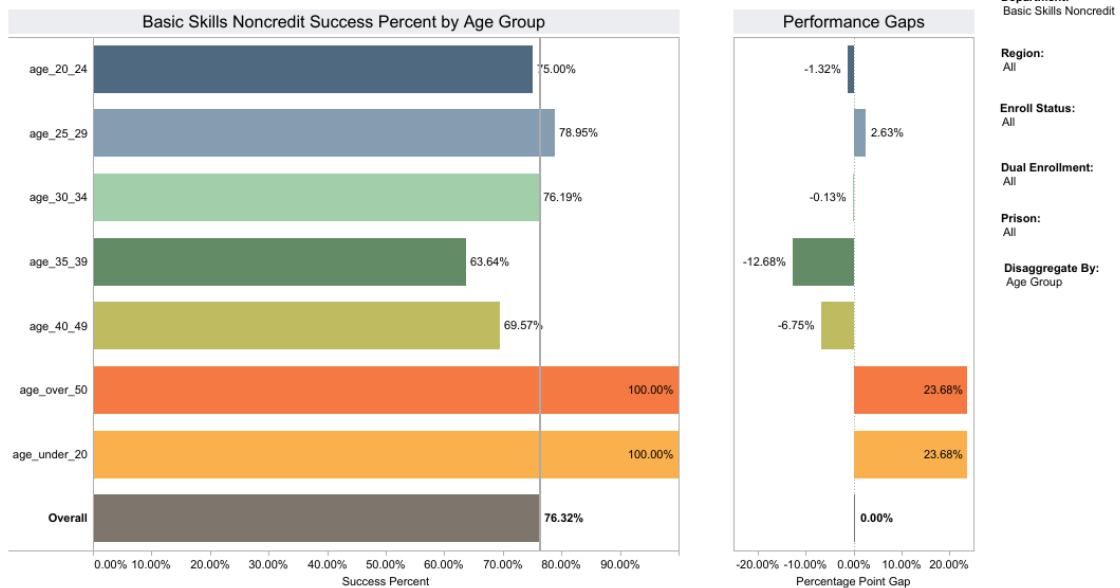The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

The success data has been disaggregated by ethnicity and age. In terms of ethnicity, Hispanic/Latino students had a –3.91 success gap, and students in the age range of 35–49 had the largest success gap. GED faculty are committed to professional development which can inform their teaching. For example, many SDS Faculty have completed the JEDI Academy offered at Cuesta, and we regularly share ideas and collaborate at division meetings. Taking an individual approach to student needs is one way to help improve the success gap. In addition to studying various subjects, students have a variety of out-of-class commitments. Providing support while being flexible is essential to student success.

Successful Course Completion by Student Subpopulation

Basic Skills Noncredit Success Percent by Ethnicity | Performance Gaps

Ethnicity	Success Percent	Performance Gap
Hispanic / Latino	71.76%	-3.91%
Unknown / Non-Respondent	50.00%	-25.68%
White	100.00%	24.32%
Overall	75.68%	0.00%

Academic Year: All
Department: Basic Skills Noncredit
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Basic Skills Noncredit Success Percent by Age Group | Performance Gaps

Age Group	Success Percent	Performance Gap
age_20_24	75.00%	-1.32%
age_25_29	78.95%	2.63%
age_30_34	76.19%	-0.13%
age_35_39	63.64%	-12.68%
age_40_49	69.57%	-6.75%
age_over_50	100.00%	23.68%
age_under_20	100.00%	23.68%
Overall	76.32%	0.00%

Academic Year: All
Department: Basic Skills Noncredit
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review
1. Review the CurrIQunet "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
GED PREPARATION - Certificate of Competency	Yes	No	No	No

2. **For all Currently Active Programs/Certificates**, review the CurrIQunet "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
GED PREPARATION - Certificate of Competency	No – the new courses BSNC 501 and BSNC 502 need to be added as options.	Yes	Yes	Spring 2024

B. Curriculum Review

Complete the **Curriculum Review Worksheet** and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides 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 you have reviewed that the entries on the course outline of record (CurrIQunet format) are appropriate and complete.

VI. 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 2024	*S 2025*	*F 2025*	*S 2026*	*F 2026*
Courses SLOA	BSNC 501 English	BSNC 501 Spanish	BSNC 502 English	BSNC 502 Spanish	BSNC 500A BSNC 500B

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 BSNC has recently been moved into the Student Development and Success Division, SLOs have not yet been assessed or completed in eLumen. The new calendar was created to assist with planning of the assessments.

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

12 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Since BSNC courses are noncredit, there is no program in eLumen associated with them, so they cannot be mapped. There is a BSNC certificate, but because it is not credit bearing, it is not considered a program in eLumen at this time.

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

The curriculum review indicates that the SLOs need to be updated in BSNC 501 and BSNC 502. Once that is done, they can be mapped to the ILO.

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.

Before joining the SDS division, previous SLO assessments indicated that students would be better served if the four areas of the GED were separated. Consequently, the former BSNC 500A and 500B courses, which combined all four content areas were revised to the new courses BSNC 501, which focuses on Math and Science, and BSNC 502, which focuses on English and Social Studies.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the **Resource Plan Worksheet** and review the **Resource Allocation Rubric**.

Student learning outcomes results highlight the fact that the BSNC student population requires a great deal of extra support in order to be successful. The main funding requests related to these results include childcare providers, Continuing Education staff, funds for community building events, and paying PT faculty to develop materials and work on retention projects. All of these are included in the top 10 Resource Plan requests.

VII. **PROGRAM DEVELOPMENT**

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

A. Institutional Goals and Objectives

The BSNC program supports Institutional Goal 1: increasing student access to higher education and Institutional Goal 3: developing and sustaining collaborative partnerships in the community. In terms of Goal 1, providing the opportunity for reentry and underprepared students to earn a GED allows more access to higher education for underrepresented students.

Institutional Goal 3 for 2016–2026 states that San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with the community's educational institutions. The GED program, along with other areas of

Student Development and Success and Continuing Education, is part of the San Luis Obispo County Adult Education Consortium (SLOCAEC). Cuesta's Continuing Education department works together with the Adult Education Programs of Templeton Unified, San Coastal Unified, and Lucia Mar Unified in order to offer innovative education programs and student support services throughout the county.

B. Institutional Learning Outcomes

The BSNC program helps the students achieve ILO 1: Personal, Academic, and Professional Development. According to this ILO, students will recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development. The BSNC classes develop students' foundational skills and promote study strategies that lead to educational and employment growth.

C. Program outcomes

The BSNC program does not have identified program outcomes because it is not associated with a degree or credit-bearing certificate. The noncredit certificate, which is comprised of two BSNC courses, has the following outcome: Students will be able to successfully pass the four subject tests for the California State GED exam. The BSNC program supports students achieving this outcome by assessing course student outcomes and collaborating on materials and teaching strategies to improve student success.

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

The main curriculum change has been to separate the four subject areas of GED into two separate classes. The new courses are BSNC 501, which focuses on Math and Science, and BSNC 502, which focuses on English and Social Studies. They were first offered in fall 2023. The curriculum review indicates that the courses need to be aligned with a program that leads to a certificate, so that will be submitted to the Curriculum Committee in spring 2024. In addition, textbooks need to be updated and the SLOs need to be revised.

In terms of scheduling, we aim to offer a variety of options for students. Most recently, we've been offering BSNC 501 on the SLO and NCC campuses, and the remaining sections online. While online learning has challenges, many students prefer the convenience of this modality especially since most have full-time jobs, and many have families as well. We have tried to offer BSNC 501 in SCC in fall 2023 and spring 2024, but both times the class was cancelled due to low enrollment. We would like to offer an additional class at NCC, but we currently don't have an available instructor.

2. Support services to promote success, persistence and retention

   The student population in the BSNC program is unique, facing several barriers in reaching their educational goals. Many of the BSNC students are ESL learners and may have first language literacy issues. In addition, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. BSNC 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 BSNC 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.

3. Facilities needs

   The Continuing Education Department provides specialized student support services for the students 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. Staff take 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.

4. Staffing needs/projections

   Part-Time Faculty Work

   We continue to need part-time faculty to teach courses, and we have frequent part-time hiring pools. Since we do not have any full-time faculty members, we need to pay part-time faculty to work 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.

15 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Childcare Providers

Many students have children and can only attend class if there is childcare. Through WIOA and CAEP funding, a free childcare component is offered at all three sites. This service increases access to the college for students who would otherwise not be able to take courses.

Continuing Education Staff

Continuing Education staff provide much needed evening support for BSNC 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. The Continuing Education staff closely collaborate with faculty on retention activities aligned with WIOA and CAEP goals. This collaboration has allowed us to better support and highlight student success, creating a campus culture for underrepresented students.

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

The main strategy to increase FTES target for the next five years is to increase face-to-face instruction at all campuses, especially SCC and NCC. Outreach will be important with these efforts. In addition, conducting needs assessments for BSNC students will be important so that DE instruction is an option for those students unable to attend in person.

VIII.   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.

IX.   After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 3, 2024.

16 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   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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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.

Instructional 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
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

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: **Faculty Prioritization Process Handbook**

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.