

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025

PROGRAM(S): BASIC SKILLS NONCREDIT

CLUSTER: STUDENT SUCCESS AND SUPPORT PROGRAMS

AREA OF STUDY: ESL & ADULT EDUCATION

LAST YEAR CPPR COMPLETED: 3/2024 NEXT SCHEDULED CPPR: 2029 CURRENT DATE: 2/4/2025

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**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

GED Preparation Certificate of Competency

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

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.

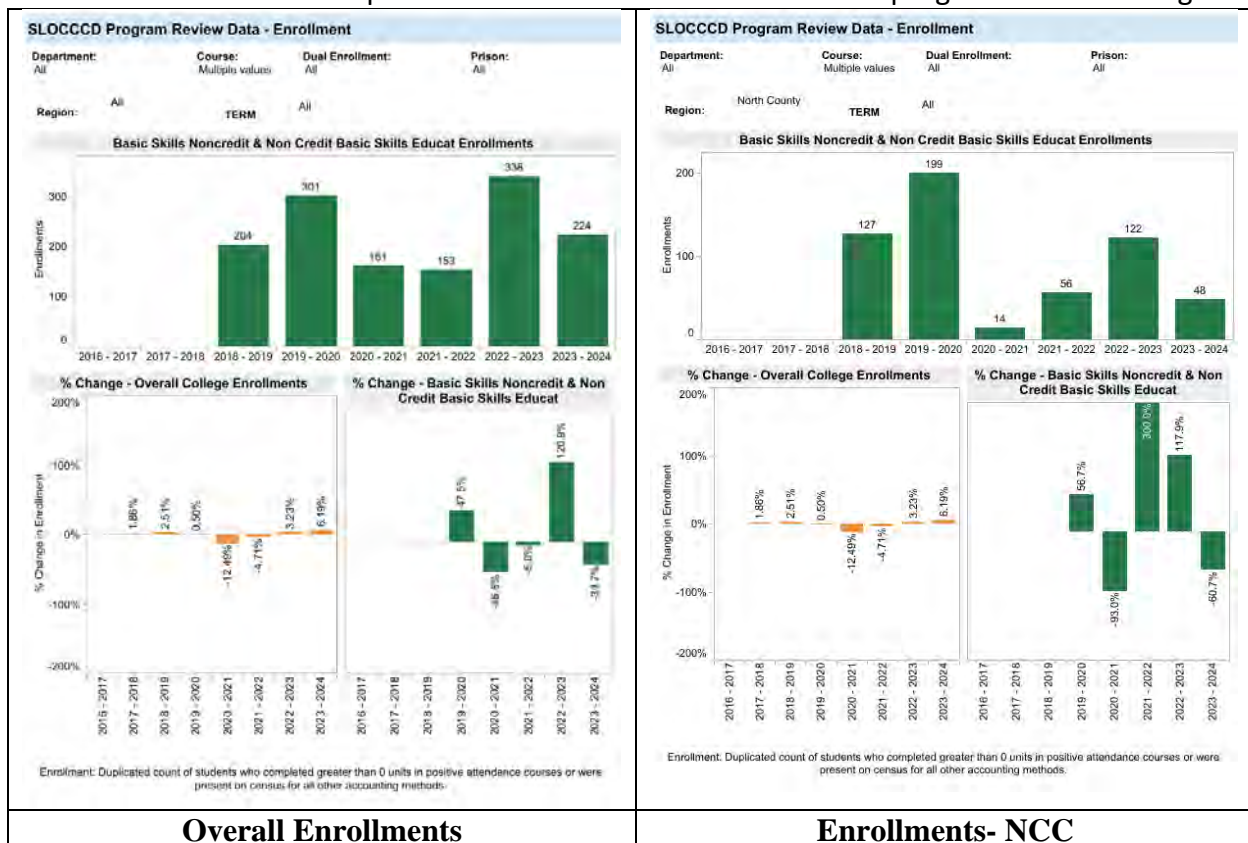
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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.

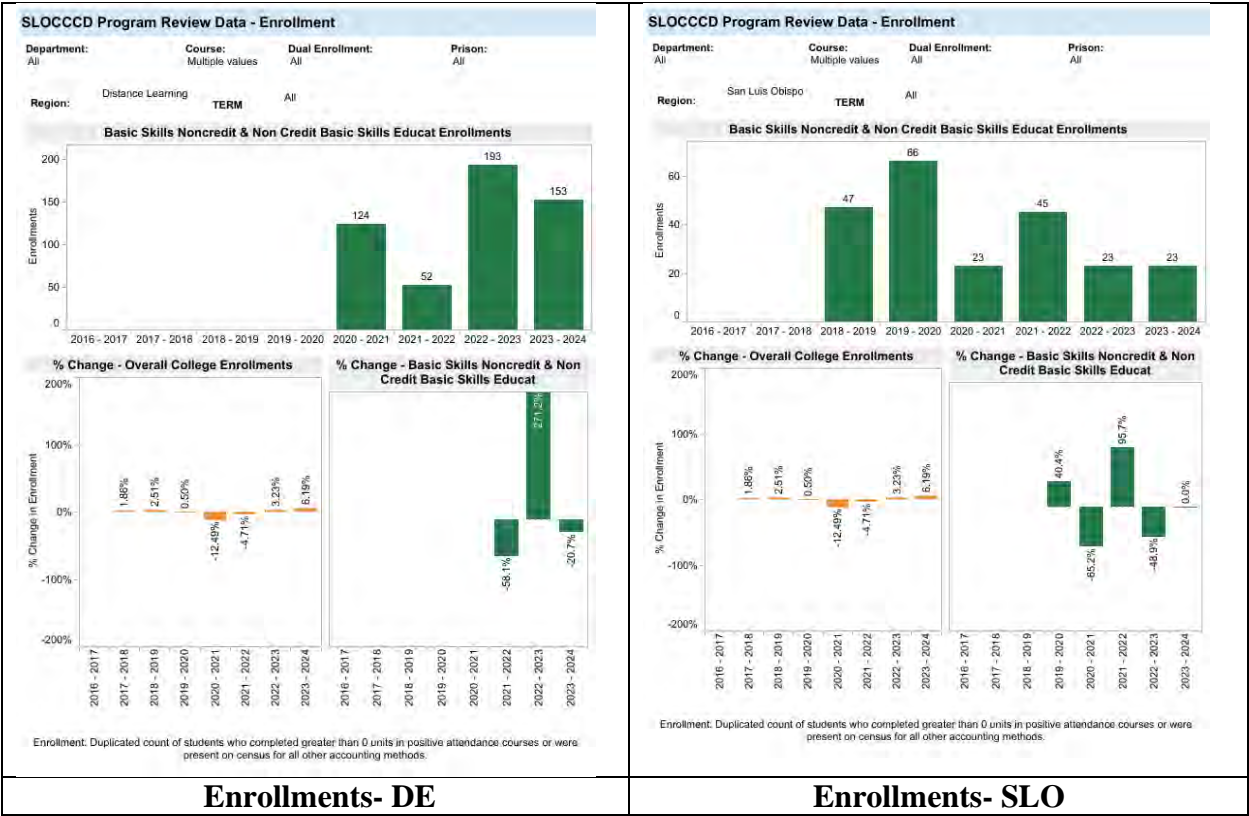
A. General Enrollment (Insert Aggregated Data Chart)

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



The enrollments declined by 33.7% from the 2022-2023 to the 2023-2024 academic year. However, it is higher than 2020-2022, when there was a drastic decrease in enrollments due to the impact of the Covid-19 pandemic. Initially, the conversion to online instruction was difficult for this student population. However, throughout the pandemic, many students obtained the necessary technological skills to engage in online classes. To improve enrollments, the program should consider expanding course options especially in NCC. The data shows that the biggest drop is at the NCC. In 2022-2023, three sections were offered there whereas in 2023-2024 only one section was offered. To offer more sections on NCC, the department would need to hire new faculty. Additionally, in collaboration with Continuing Education staff, instructors can build a sense of

community with campus events such as Studython and graduation celebrations to improve enrollments.



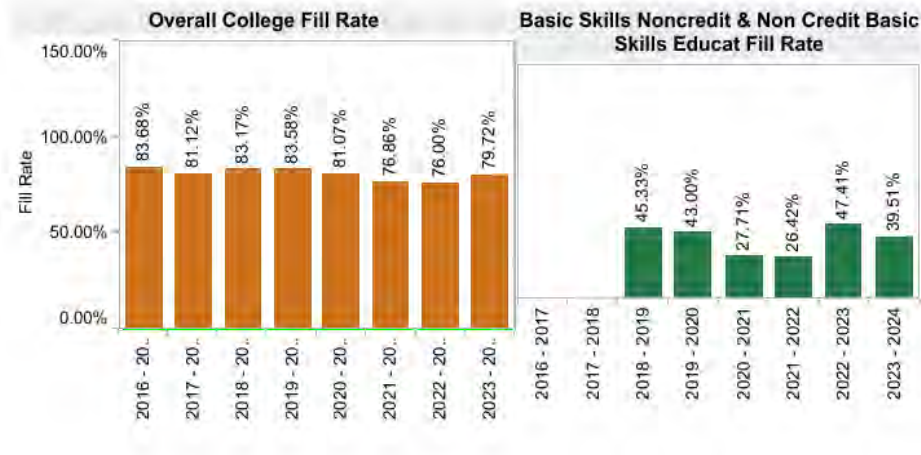
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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 enrollments, the fill rate declined over the last academic year, though it is higher than the two previous years. It is below the college's average. To improve the fill rate, classes are scheduled carefully to maximize the variety of options for students (e.g., in person, online, and sections taught in Spanish). The department works closely with Continuing Education staff to promote the program as well as provide assistance to currently enrolled students. Faculty 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. To improve fill rates, the department can consider adding sections on the NCC.

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

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

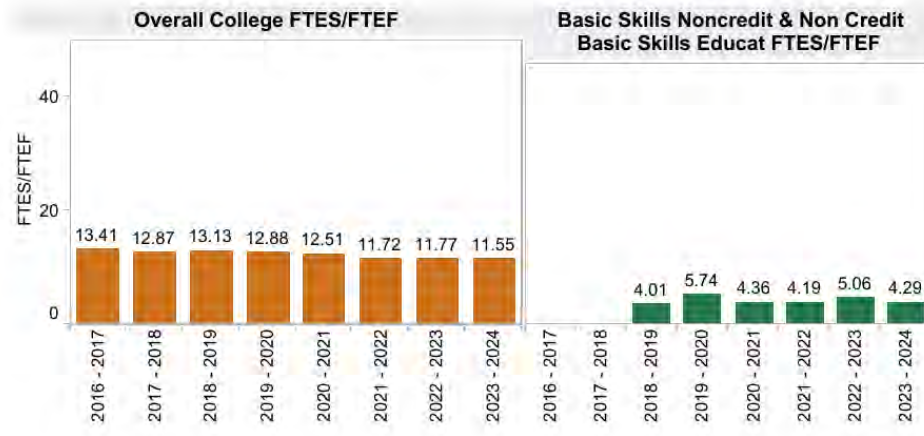
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Multiple values

Course:
Multiple values

Dual Enrollment:
All

Prison:
All

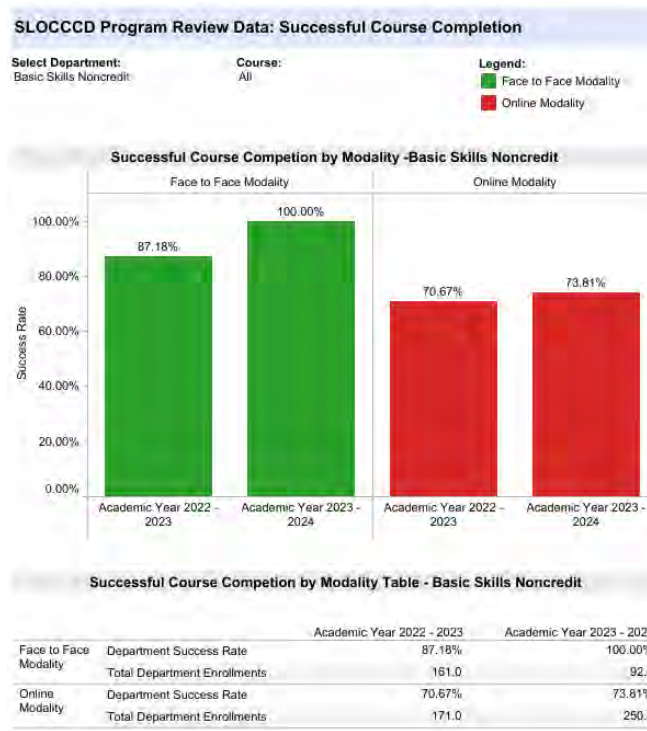


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The efficiency of BSNC decreased slightly over the last academic year, and it remains 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 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.



The successful course completion rate increased in both face-to-face and online modalities. The online rate is the same as the college's average, and the face-to-face success rate is 20% higher than the college's average. 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. Moving forward, it will be important to consider course success rates and how they align to passing the actual GED assessments.

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 this noncredit certificate 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 the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

TERM
All

Measure Names

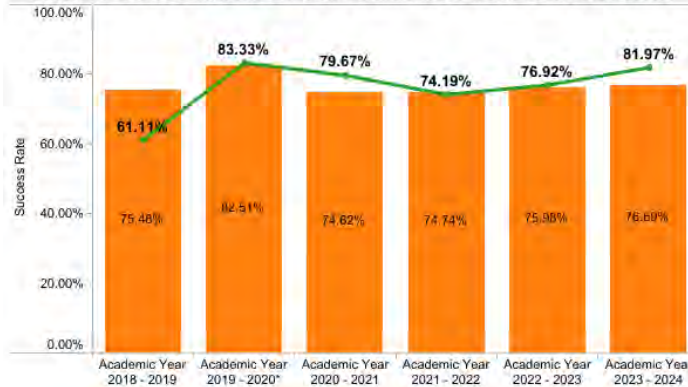
Department Success Rate

Overall College Success Rate

COURSE

Multiple values

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	Academic Year 2023 - 2024
Department Success..	61.11%	83.33%	79.67%	74.19%	76.92%	81.97%
Total Enrollments	262	339	386	307	407	342

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

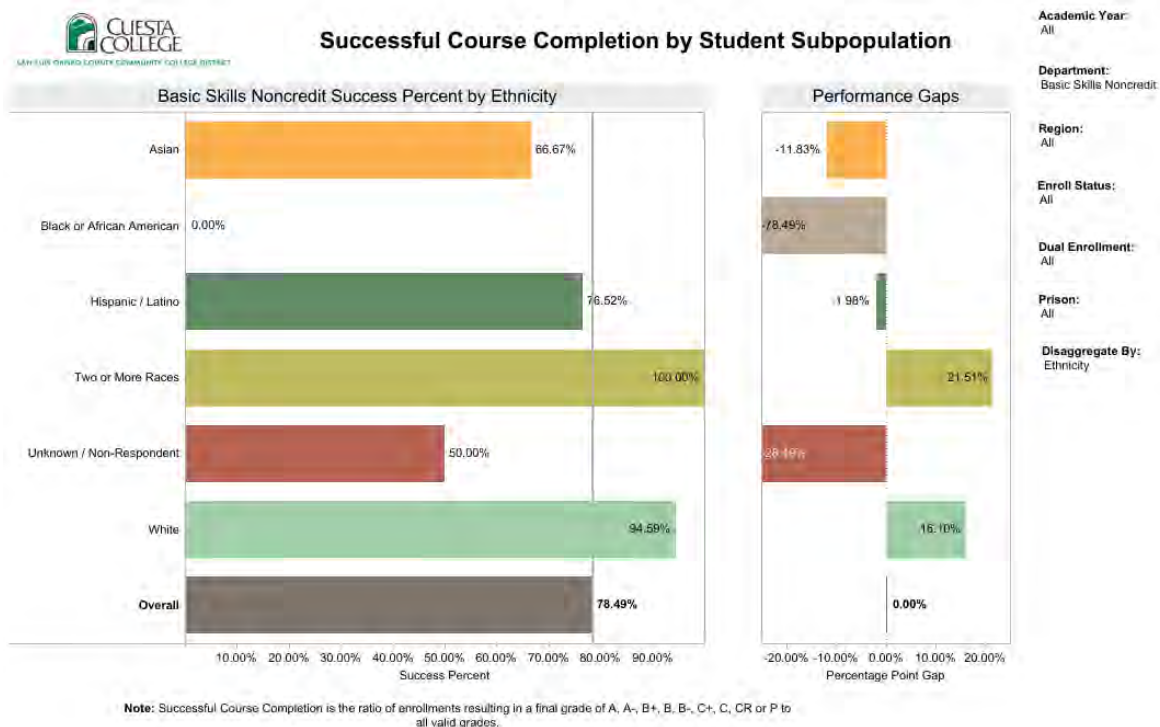
The BSNC success rates increased by over 5% and are also 5% over the college's average. Considering the many barriers this student population faces, the success rate is encouraging. The campus community building events and unique supportive services provided by Continuing Education staff have contributed to this. Students feel more connected 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, which also improves the success rate. The GED instructors develop individualized learning plans as well as group work activities to better meet student needs. This attention to the needs of each student is especially important for the adult education population who face many barriers to their educational success. These students require additional instructional support to succeed. Faculty have worked diligently to increase communication, update curriculum, and collaborate to improve student success.

- 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 specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?

- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
Basic Skills Noncredit

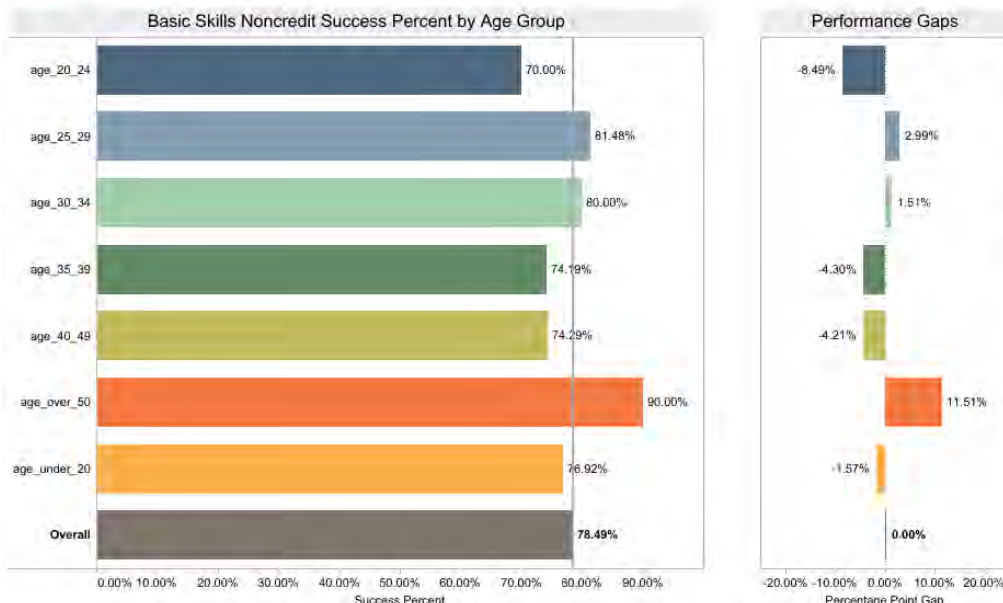
Region:
All

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-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
Basic Skills Noncredit

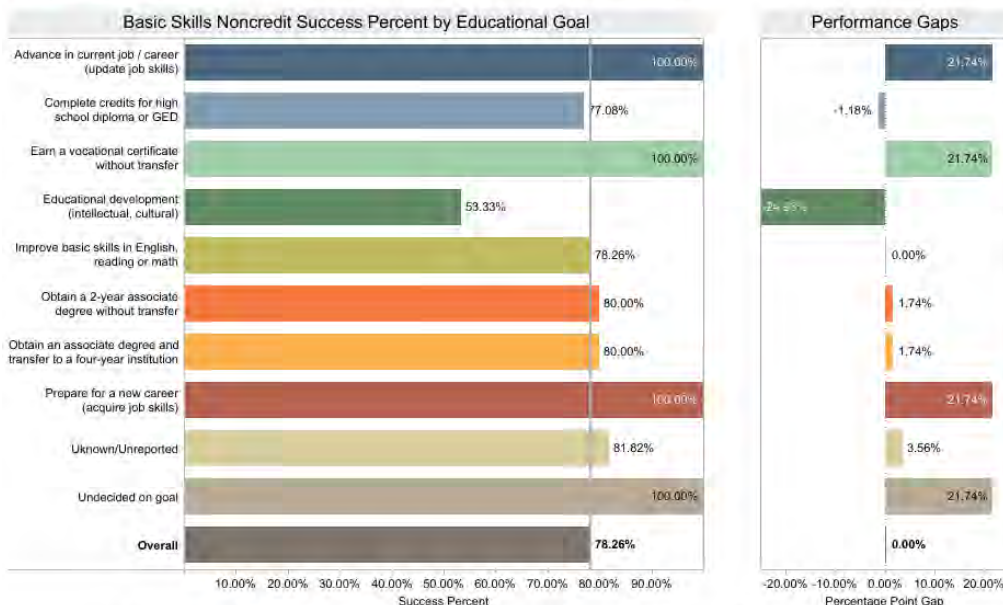
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Educational Goal



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

The success data has been disaggregated by ethnicity, age group, and educational goal. In terms of ethnicity, Asian students had a -11.83% success gap, and white students had a 16.10% advantage. Students in the age range of 20-24 had the largest success gap of -8.49%. It would be interesting to look more closely at why these students had a success gap since the sample size is small. This can be addressed in student questionnaires and during faculty discussions. In terms of educational goal, the largest gap of -24.93% was for “Educational development (intellectual, cultural)”. This is interesting when compared to the goals of “Advancing in career”, “Earning a certificate”, and “Preparing for a new career”, all which had +21.74% success advantage. The difference might indicate the importance of students identifying a specific and motivating goal for their studies. The more practical and tangible goals seem to be associated with more success. Instructors can build in goal setting activities into their classes and find ways to increase student motivation by tying what they are learning to tangible life improvements.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FOR CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year’s APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

GED PREPARATION - Certificate of Competency

BSNC 501, BSNC 502, BSNC 500A, BSNC 500B

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
GED PREPARATION - Certificate of Competency	Major- new BSNC 501 and 502 courses added as options	Spring 2024
BSNC 501	Major - SLO update, objectives and methods of evaluation, textbooks, # of weekly hours, certificate	Spring 2024
BSNC 502	Major - SLO update, textbooks, # of weekly hours, certificate	Spring 2024

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
BSNC 500A	Course caps, textbooks	We don't plan to offer these courses once course modifications for BSNC 501 and 502 are active.	N/A
BSNC 500B	Course caps, textbooks		

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

N/A			
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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.

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).

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

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 YEARr

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 and addressing equity gaps
BSNC just started assessing course student learning outcomes. Since the courses are intended for test preparation, using the test as the assessment is logical. In the fall of 2024, two sections of BSNC 501

assessed their SLOs. The results showed that few students passed the GED after one semester. In one section only one student passed Math and one student passed the Science GED. In another section, four students passed Science, and one student passed Math. In general, more students were able to pass the Social Studies exam than the Math exam. Despite the low pass rate of the official GED exams, students were more successful in passing the practice subject tests. One difficulty is having students stay motivated and committed to doing work outside of class on the online platform *Essential Education*. Instructors noted that the more time spent on the platform, the better students performed. In addition, only meeting one day per week may not be the most effective way to prepare students for this exam.

As the department continues to gather data, it will be important to continue assessing how many students are achieving their GED and how long it is taking them to do so. It is also important to gather data regarding effective practices in the classroom. This will help with program development.

B. Anticipated changes in curriculum, scheduling or delivery modality

The most recent curriculum changes separated 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 GED Preparation Certificate was revised to include the new courses in spring 2024. It was approved by the Curriculum Committee, but the changes aren't yet official. The textbooks were updated and the SLOs were revised.

In terms of scheduling, the department aims to offer a variety of options for students. Most recently, BSNC 501 has been offered on the SLO and NCC campuses and online. BSNC 502 has been offered online. While online learning has challenges, many students prefer the convenience of this modality especially since most have full-time jobs and family responsibilities. BSNC 501 was scheduled in SCC in fall 2023 and spring 2024, but both times the class was cancelled due to low enrollment. Additional classes at NCC would serve the student population in the North County, but currently there is not an available instructor for that location.

One curriculum change we may consider is separating the courses by subject area. For example, instead of including two subjects in one class, each subject would have separate classes according to the different tests: Math, Language Arts, Social Studies, and Science. Shorter semester courses such as eight weeks but meeting twice a week could be an option to help students achieve the GED at an accelerated pace. It would also benefit the program to research programs at other colleges to see how the four subject areas are organized and differentiated by student level and ability.

C. Levels, delivery or types of services

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 additional obstacles and needs. For example, there are limited to no food services available to students, who are on campus during the dinner hour and often come to campus directly from work, and many services are closed. Consequently, the BSNC program requires funding for specialized support services to support 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 additional services for noncredit students.

D. Facilities changes

The Continuing Education Department provides specialized student support services for 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 assists students with onboarding services, including assessments, registration, and orientations. Currently, these services are provided in 3411, which is a small office. Although it has been sufficient now that only one staff member uses the office, the space will be expanded when the new campus center is completed. This new area in the campus center will be an improvement and more comparable to the existing Continuing Education Center at the NCC, which effectively supports the onboarding experience of ESL students and creates a campus community for these underrepresented students.

E. Staffing projections

Part-Time Faculty Work

We continue to need part-time faculty to teach courses, especially in the NCC. 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 need to continue to pay part-time faculty to work on these essential program components. In addition, since fall 2024, a GED faculty member has been offering tutoring services for basic math and English both on the SLO campus and NCC. This service is important to offer much needed in person support, especially for online students.

GED Lead

In spring 2025, one faculty member will act as Lead Instructor funded through CAEP and Student Equity. The purpose of this position is to conduct research and increase collaboration within the division to improve the program. The work includes researching best practices for GED instruction and sharing professional development resources and tips with instructors. The Lead will also hold monthly faculty meetings focused on specific topics to improve program consistency and cohesion. As part of this work, the Lead will collaborate with the division chair on surveying past and present students to get input for program improvements.

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 in SLO and NCC. 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 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 collaborates 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.

F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one