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 Support and Success   Area of Study: Program(s): NC Adults with Disabilities

Current Academic Year: 2024   Last Year CPPR Completed: 2022

Current Date: 3/4/2024

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.**

II.   **GENERAL PROGRAM INFORMATION**

    A. Program Mission

        1. **Working Mission**: this is a new program, working mission statement provided.
        2. To support adults with disabilities and their engagement with the community, independent and self-sufficient living, the workforce, and learning for enrichment and career.

    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.

        This is a new program. However, we would like to highlight key aspects of the program with a focus, in particular, on equity gaps. In the current academic year, we created a new stand-alone Non-Credit Adults with Disabilities Program (NAWD), and separated this program from the previous grouping with Non-Credit technical Education (NCTE), which was eliminated. This change decouples programs that are too distinct from each other to be grouped together effectively and shares a clearer message with students, the community, and our partner about the focus and purposes of the program. This shift will also improve program data.

1 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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This program is focused on meeting the Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts. We work with our community partners to reach populations of adults with disabilities and to develop free courses that are easy for our students to access, focused on their needs, and supported through free materials, IDs, and campus resources.

This program continues to close equity gaps by focusing on curriculum to support adults with disabilities, by offering adapted and differentiated instruction, by offering instruction free of cost, by supporting student access to free learning materials, Ids, books, and technology, and by working with site partners to ensure that student learning needs and interests are met. In addition, we offer student events, such as an annual Gala, where students can present their work to their peers, teachers, and families in a social setting.

We also create as inclusive and welcoming campus community that provides engagement for this student group- via the library, cafeteria, student life & leadership. In our day program, for example, at NCC students manuy campus spaces and interact with our campus community. This provides an invaluable social and learning experiences for the students in our program.

Courses
NAWD 701 Skill Building for Work and Community Life
NAWD 705 Transition readiness Preparation
NAWD 701 Employability Skills
NAWD 703 Wellness Arts for Work and College
NAWD 740 Work Skills

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

PT faculty only: Rachel Kovach, Marianne Culver, Brian Howell, Kari Knutson

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**.

This program is specifically designed to "help diverse student populations to achieve their educational goals." As it supports the population of adults with disabilities within the community.

This program is specifically focused on "supporting students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce."

We have identified a critical need within the community for programs that support adults with disabilities and have tapped into this need by expanding our programs, partnerships, and offerings. We continue to plan development of our program, based on this exciting growth trend, feedback from partners, the community, our students, and our instructors and staff. This program represents an important opportunity to grow Cuesta's programs and to serve the public with learning and outreach that is not otherwise available.

We know, from feedback from our students, their parents and families, from partners, and from regional educators in K-12 that there is a dire need for services that support learning for adults with disabilities. Our classes support lifelong learning in successful living skills, communication, technology, writing, and workplace readiness. Our courses also provide a venue for our students to connect with other adults with disabilities and with the community.

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

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

This program meets the Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts. We work with our community partners to reach populations of adults with disabilities and to develop free courses that are easy for our students to access, focused on their needs, and supported through free materials, IDs, and campus resources. This program supports Objective 1C: expand financial support and aid opportunities for students. Courses and materials are provided free of charge for students.

This program continues to close equity gaps by focusing on curriculum to support adults with disabilities, by offering adapted and differentiated instruction, by offering instruction free of cost, by supporting student access to free learning materials, Ids, books, and technology, and by working with site partners to ensure that student learning needs and interests are met. In addition, we offer student events, such as an annual Gala, where students can present their work to their peers, teachers, and families in a social setting.

We also create as inclusive and welcoming campus community that provides engagement for this student group- via the library, cafeteria, student life & leadership. In our day program, for example, at NCC students manuy campus spaces and interact with our campus community. This provides an invaluable social and learning experiences for the students in our program.

This program matches the Colleges learning outcomes by preparing learners in the core skills needed to enter the workforce, by supporting skill in technology, literacy, communication, and self-sufficiency.

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

The data components are hyperlinked below.

A. **General Enrollment (Insert Aggregated Data Chart)**

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

4 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
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SLOCCCD Program Review Data - Enrollment

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

Region: All   TERM   All

NC Adults With Disabilities & Noncredit Short-Term CTE Enrollments

Year	Enrollments
2016 - 2017	
2017 - 2018	392
2018 - 2019	150
2019 - 2020	328
2020 - 2021	139
2021 - 2022	310
2022 - 2023	405

% Change - Overall College Enrollments

Year	% Change in Enrollment
2016 - 2017	
2017 - 2018	1.85%
2018 - 2019	2.52%
2019 - 2020	0.49%
2020 - 2021	-12.50%
2021 - 2022	-4.71%
2022 - 2023	3.23%

% Change - NC Adults With Disabilities & Noncredit Short-Term CTE

Year	% Change
2016 - 2017	
2017 - 2018	
2018 - 2019	-61.7%
2019 - 2020	118.7%
2020 - 2021	-57.6%
2021 - 2022	123.0%
2022 - 2023	30.6%

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 Adults with Disabilities Program shows significant growth over the last year of 30.6%. This is a substantial increase in comparison to the College as a whole.

We have identified a critical need within the community for programs that support adults with disabilities and have tapped into this need by expanding our programs, partnerships, and offerings. We continue to plan development of our program, based on this exciting growth trend, feedback from partners, the community, our students, and our instructors and staff. This program represents an important opportunity to grow Cuesta's programs and to serve the public with learning and outreach that is not otherwise available.

We know, from feedback from our students, their parents and families, from partners, and from regional educators in K-12 that there is a dire need for services that support learning for adults with disabilities. Our classes support lifelong learning in successful living skills, communication, technology, writing, and workplace readiness. Our courses also provide a venue for our students to connect with other adults with disabilities and with the community.

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

Insert the data chart and explain observed differences between the program and the college.
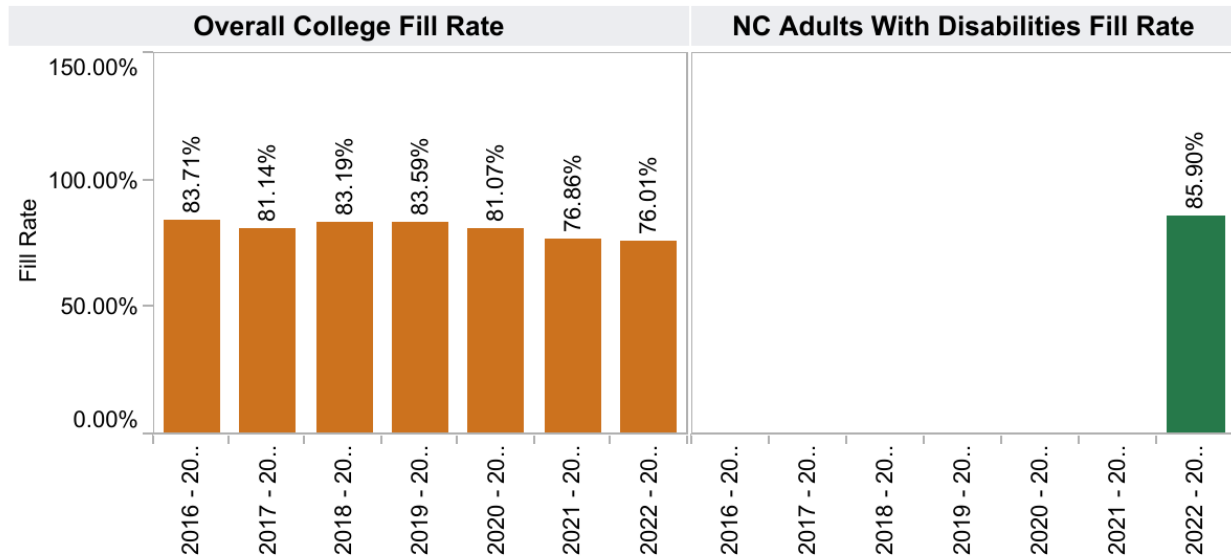
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
NC Adults With Disabilities	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.

Our fill rate for Adults with Disabilities in its first year as a stand-alone program, is at 85.9%. this rate is nine percentage points higher than the rate for the College as a whole. This program has potential to continue to show very high fill rates in comparison to the College as a whole, and this high rate, and its potential to remain

high, result from the characteristics of the population we serve and the way in which we run the courses.

Adults with disabilities and the families of adults with disabilities within the community rely on our courses to provide the critical basic skills adults need to be successful in their lives, their personal care, their communication, and their work opportunities. They often do not have multiple ways to engage with others within the community, and so our courses provide an essential way for our students to develop as valued members of the community and to feel connected with others. For these reasons, our students and the families of our students have a strong incentive to participate in our courses and to ensure that they do so.

We also work together with our partners to ensure smooth enrollment and registration processes. Our instructors and our staff facilitate enrollment and ensure that students register on time and that our courses are up-to-date. This support ensures that each student is counted, that students feel valued in the registration process, and that our partnerships remain strong.

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

Insert the data chart and explain observed differences between the program and the college.
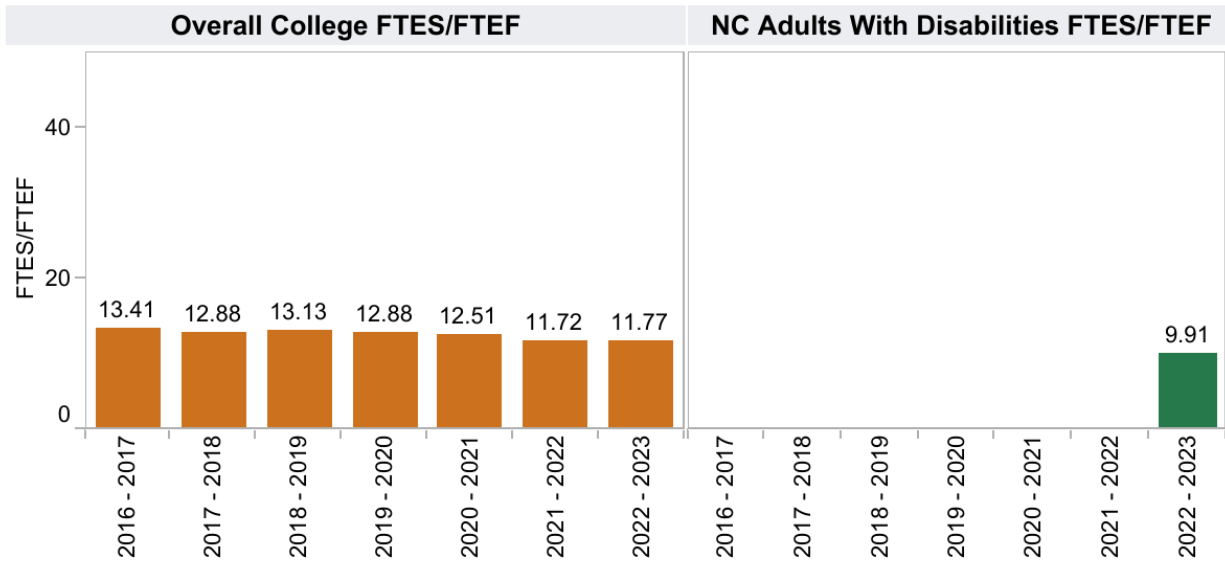
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
NC Adults With Disabilities	All	All	All

Overall College FTES/FTEF

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

NC Adults With Disabilities FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
						9.91

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

Our courses are taught by part-time faculty.

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

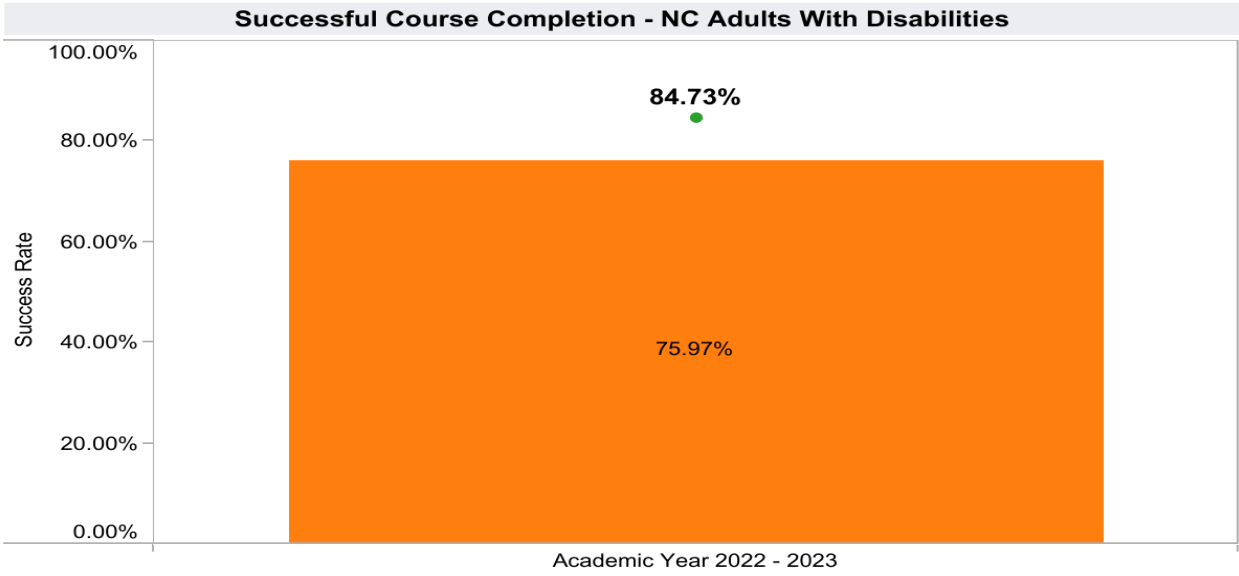Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
NC Adults With Disabilities

COURSE
All

TERM
All

Measure Names
- 🟩 Department Success Rate
- 🟧 Overall College Success Rate

Successful Course Completion - NC Adults With Disabilities

84.73%

75.97%

Academic Year 2022 - 2023

NC Adults With Disabilities Success Rate Table

	Academic Year 2022 - 2023
Department Success..	84.73%
Total Enrollments	398

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

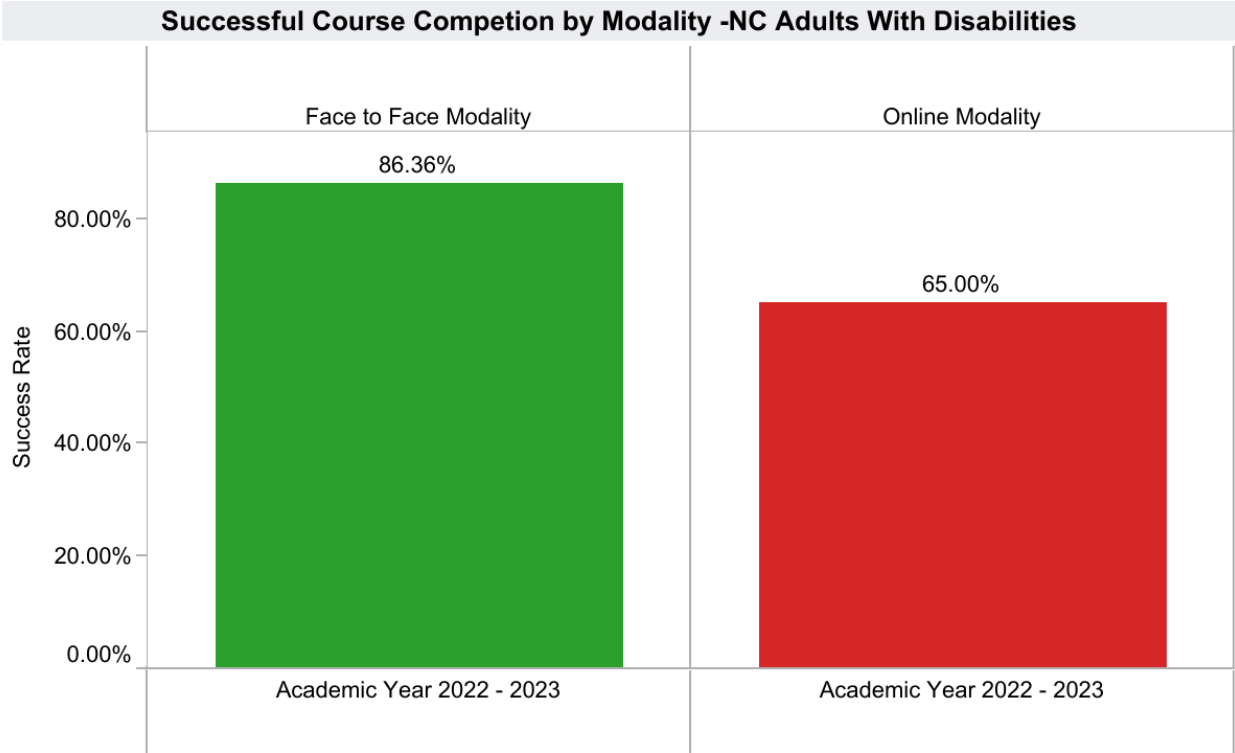## SLOCCCD Program Review Data: Successful Course Completion

Select Department:
NC Adults With Disabilities

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -NC Adults With Disabilities

	Face to Face Modality	Online Modality
	86.36%	65.00%
	Academic Year 2022 - 2023	Academic Year 2022 - 2023

Y-axis: Success Rate (0.00% to 80.00%)

Successful Course Competion by Modality Table - NC Adults With Disabilities

		Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	86.36%
	Total Department Enrollments	378.0
Online Modality	Department Success Rate	65.00%
	Total Department Enrollments	20.0

Our success rates for Adults with Disabilities of 84.73% are 9 percentage points higher than the 74.9% rate for the College as a whole. Adults with disabilities and the families of adults with disabilities within the community rely on our courses to provide the critical basic skills adults need to be successful in their lives, their personal care, their communication, and their work opportunities. They often do not have multiple ways to engage with others within the community, and so our courses provide an essential way for our students to develop as valued members of the community and to feel connected

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   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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with others. For these reasons, our students and the families of our students have a strong incentive to participate in our courses and to ensure that they do so. Our instructors work closely with classroom aides to provide individualized support to the students to ensure their success. The classes are continually revised to meet student needs. These characteristics also help ensure student success. However, we plan to work with instructors on assessment to ensure that these rates are accurate.

In response to the modality slide: We do not offer online courses in our Adults with Disabilities Program. We believe the modality has not yet been updated in the institutional research systems, which explains the above data.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

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

N/A

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

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

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   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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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
NC Adults With Disabilities

COURSE
All

TERM
All

Measure Names
🟩 Department Success Rate
🟧 Overall College Success Rate

Successful Course Completion - NC Adults With Disabilities

84.73%

75.97%

Academic Year 2022 - 2023

(Y-axis: Success Rate, 0.00% to 100.00%)
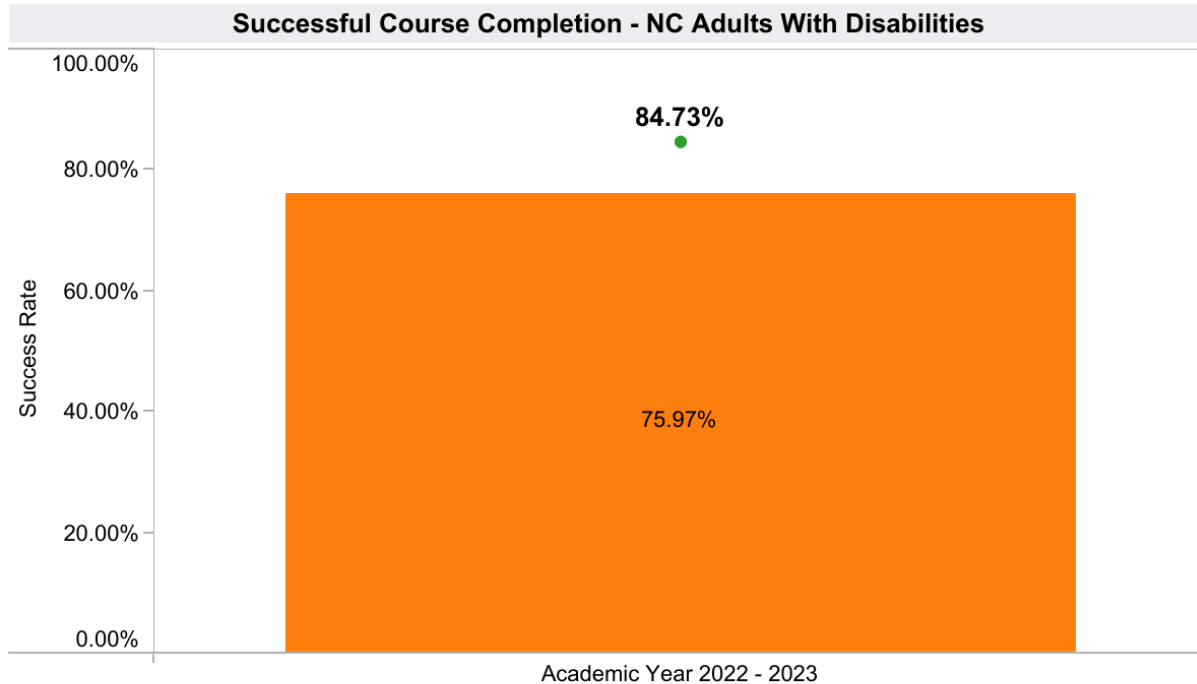
NC Adults With Disabilities Success Rate Table

	Academic Year 2022 - 2023
Department Success..	84.73%
Total Enrollments	398

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

The Adults with Disabilities Program has a course completion rate of 84.73% course completion rate, which is nine percentage points higher than the 75.97% course completion rate for the College as a whole.

This high rate can be attributed to the one-on-one instructional supports provided during class; the learning resources (technology, study materials) provided to our students, and the partnership with regional agencies that help us create the best learning opportunities for our students.
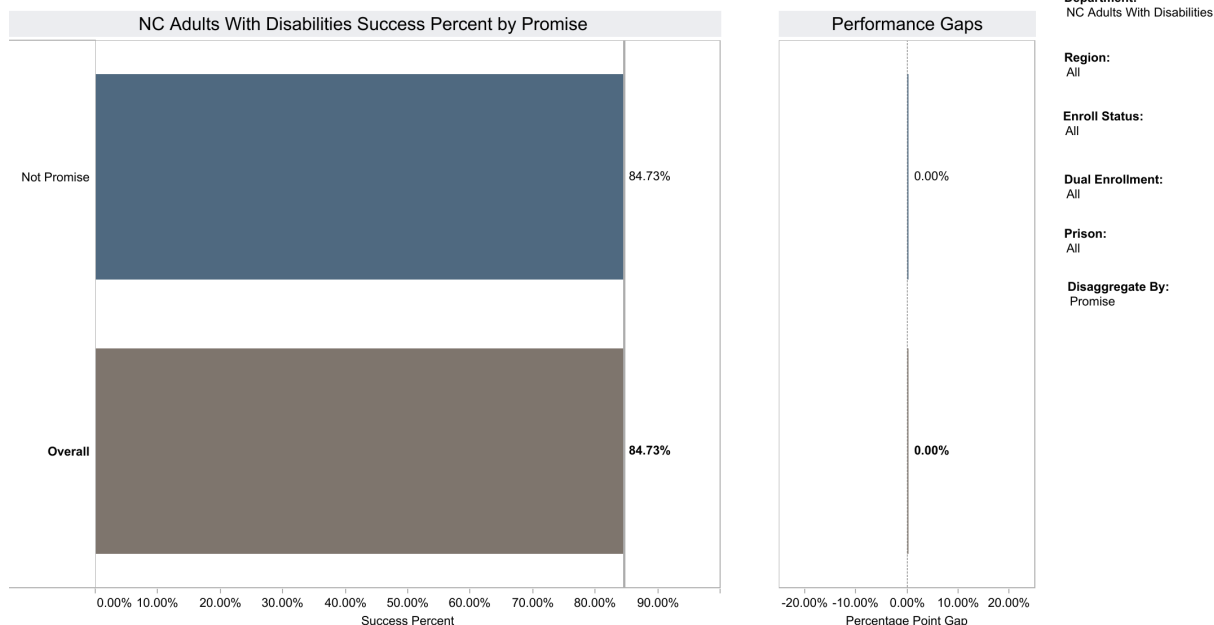
As described above, these courses fill a critical niche within the community, within the lives of our students, and they serve the families of our learners by offering opportunities for growth, learning, personal care, independent living, and workforce entry. They also offer a sense of belonging and a place within the communities that would not otherwise be available to our students. For this reason, motivation is high, and completion rates reflect this motivation.

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?

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
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CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Academic Year:
All

Department:
NC Adults With Disabilities

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Promise

NC Adults With Disabilities Success Percent by Promise	Performance Gaps
Not Promise — 84.73%	0.00%
Overall — 84.73%	0.00%

Success Percent

Percentage Point Gap

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.

Our programs do not show difference in student success rates for specific groups based on the data provided. In addition, the population we serve in our Adults with Disabilities Program is itself a specific group with specific learning needs. As such, our program, our courses, and our learning outcomes are designed to provide individualized learning support that meets our students where they are. Our instructors adapt instruction and include differentiated instruction and assessment techniques to support all of our students so they can be challenged at an appropriate level to ensure growth in learning, motivation, and persistence.

This program closes equity gaps by focusing on curriculum to support adults with disabilities, by offering adapted and differentiated instruction, by offering instruction free of cost, by supporting student access to free learning materials, I.d.s, books, and technology, and by working with site partners to ensure that student learning needs and interests are met. In addition, we offer student events, such as an annual Gala, where students can present their work to their peers, teachers, and families in a social setting. We also create as inclusive and welcoming campus community that provides

engagement for this student group- via the library, cafeteria, student life & leadership. In our day program, for example, at NCC students manuy campus spaces and interact with our campus community. This provides an invaluable social and learning experiences for the students in our program.

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.

N/A

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)
NA				

   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.

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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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.
NA				

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) have 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.

This is a new program.

The new Director of Continuing Education this year is completing training on the SLO Assessment Cycle Calendar. The assessment plan and calendar will be updated in fall 2024.

The courses will be assessed in eLumen beginning fall 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
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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.

This is a new program.

The new Director of Continuing Education this year is completing training on the SLO Assessment Cycle Calendar. The assessment plan and calendar will be updated in fall 2024.

The courses will be assessed in eLumen beginning fall 2024.

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

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

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

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

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.

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

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**.

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

VII. **PROGRAM DEVELOPMENT**

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

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

This program will continue to close equity gaps by focusing on curriculum to support adults with disabilities, by offering adapted and differentiated instruction, by offering instruction free of cost, by supporting student access to free learning materials, Ids, books, and technology, and by working with site partners to ensure that student

17 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
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learning needs and interests are met. In addition, we offer student events, such as an annual Gala, where students can present their work to their peers, teachers, and families in a social setting.

We also create as inclusive and welcoming campus community that provides engagement for this student group- via the library, cafeteria, student life & leadership. In our day program, for example, at NCC students many campus spaces and interact with our campus community. This provides an invaluable social and learning experiences for the students in our program.

The Adults with Disabilities Program shows significant growth over the last year of 30.6%. This is a substantial increase in comparison to the College as a whole.

We have identified a critical need within the community for programs that support adults with disabilities and have tapped into this need by expanding our programs, partnerships, and offerings. We continue to plan development of our program, based on this exciting growth trend, feedback from partners, the community, our students, and our instructors and staff. This program represents an important opportunity to grow Cuesta's programs and to serve the public with learning and outreach that is not otherwise available.

We know, from feedback from our students, their parents and families, from partners, and from regional educators in K-12 that there is a dire need for services that support learning for adults with disabilities. Our classes support lifelong learning in successful living skills, communication, technology, writing, and workplace readiness. Our courses also provide a venue for our students to connect with other adults with disabilities and with the community.

C. Program outcomes

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

    We anticipate plans for new modalities of instruction, to include hybrid/online courses. Our instructors, partners, students, and families have identified and shared a need for instruction in the evening to meet the needs of our students and their families and to continue the learning opportunities for our students at times that best work with their schedules.

    For the Adults with Disabilities Program, many of our students reside within families or support facilities where activities in the evening are limited and transportation to classes unfeasible. Since our programs include support for the use of technology, and continuing to develop technology expertise is one of our learning outcomes, we believe there would be a strong interest in and enrollment increase through adding

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online/hybrid courses to meet the needs of our students. We plan to pilot this with one course in the next year. If online instruction is successful, we will plan to add additional online courses into the future. We already have an instructor who is willing to lead the course planning, and we are in the early curriculum planning stages.

2. Support services to promote success, persistence and retention

3. Facilities needs

4. Staffing needs/projections

We will continue to plan to meet program needs with part-time instructional faculty.

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

N/A

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.

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

19 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
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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.)

Kristen Nielsen	_Kristen Nielsen_ Kristen Nielsen (Mar 26, 2024 13:55 PDT)	Mar 26, 2024
Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

20 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

SUPPLEMENTAL DOCUMENTS

I. 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.

AWD-CPPR-2024

Final Audit Report   2024-03-26

Created:	2024-03-21
By:	Emily Hinkle (emily_hinkle@cuesta.edu)
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