

## 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:** N/A

**Program:** Basic Skills High School

**Current Academic Year:** 2023-2024

**Last Academic Year CPPR Completed:** 2020

**Current Date:** 3/3/2024

### 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 High School (BSHS) program does not have any full-time faculty members. The new Director of Continuing Education does not yet have the experience and background of the Summer High School Program. Consequently, the Dean of Student Success & Support program prepared the document

**II. GENERAL PROGRAM INFORMATION**

**A. Program Mission**

The BSHS program collaborates with local high schools to offer summer school throughout the county, typically providing remedial courses for students who may be behind on units to graduate. The courses help student accumulate the units they need to stay on track for graduation requirements.

**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 summer 2023, the noncredit high school summer program was renamed from Noncredit Adult Basic Education (NABE) to Basic Skills High School (BSHS). This improvement allows accurate data collection and disaggregates data specific to the high school summer program.

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

The Basic Skills High School (BSHS) program does not have any full-time faculty members. The part-time faculty change each semester by the needs of the K-12 districts. The part-time faculty are hired in collaboration with local K-12 districts.

### 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 BSHS program aligns with this mission by providing necessary instruction in high school courses during summer that help students stay on track for high school credit accumulation so they can achieve their high school diploma and have the opportunity to attend Cuesta College with the Promise scholarship.

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

The BSHS 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 summer high school students enrolled in the program are students of color, experiencing educational challenges in high school. By providing the BSHS program at Cuesta, we are increasing enrollments and providing them with information for future opportunities at Cuesta College.

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

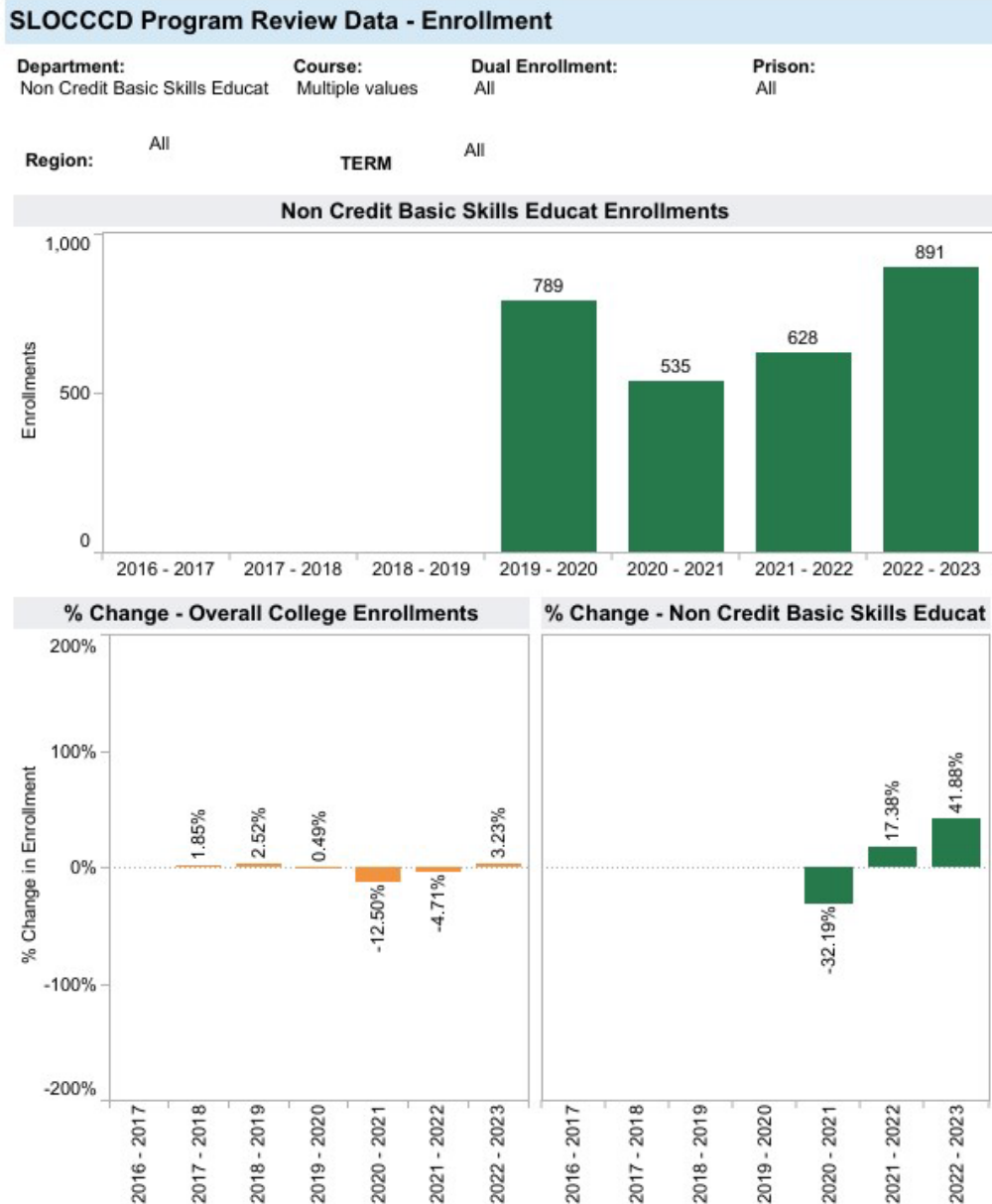
The BSHS program helps the students achieve ILO 1: Personal, Academic, and Professional Development. According to this ILO, students will recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development. The BSHS classes develop students' foundational skills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

#### 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)

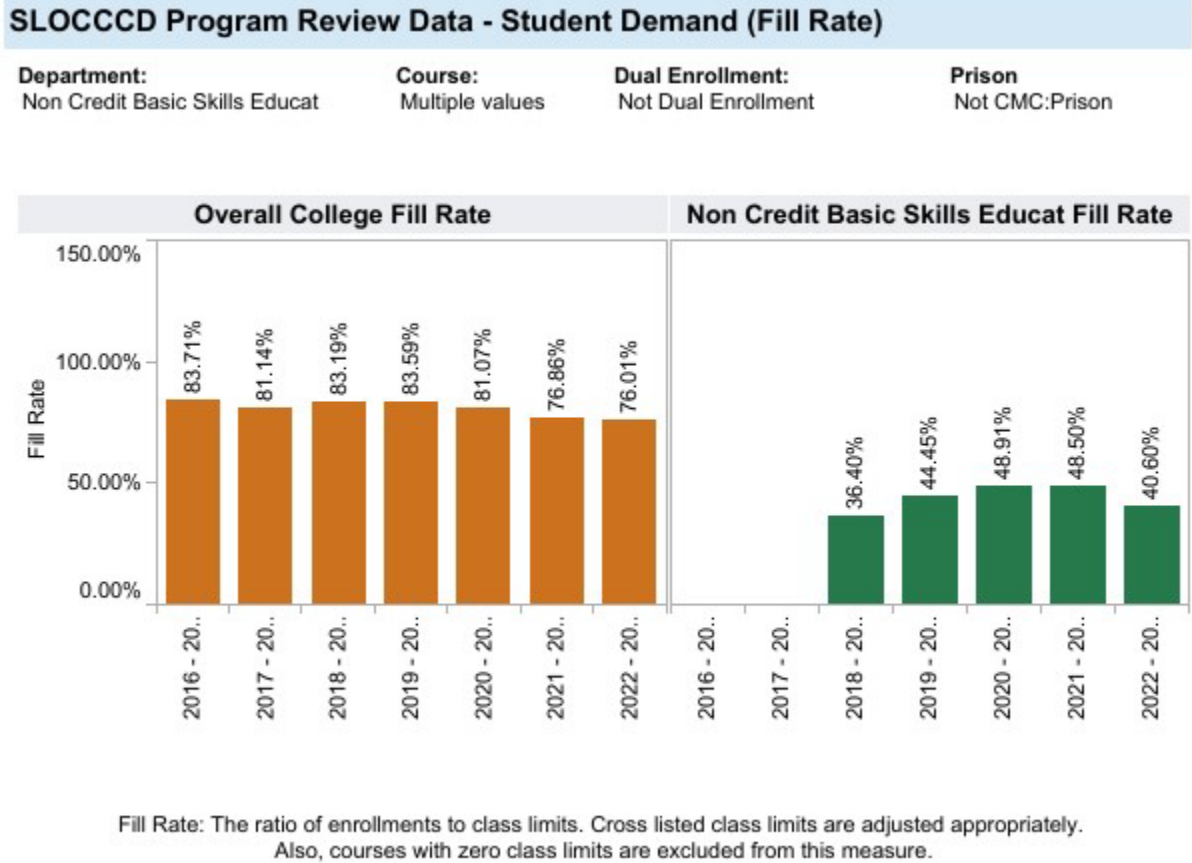
Insert the data chart and explain observed differences between the program and the college.



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.

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

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



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

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

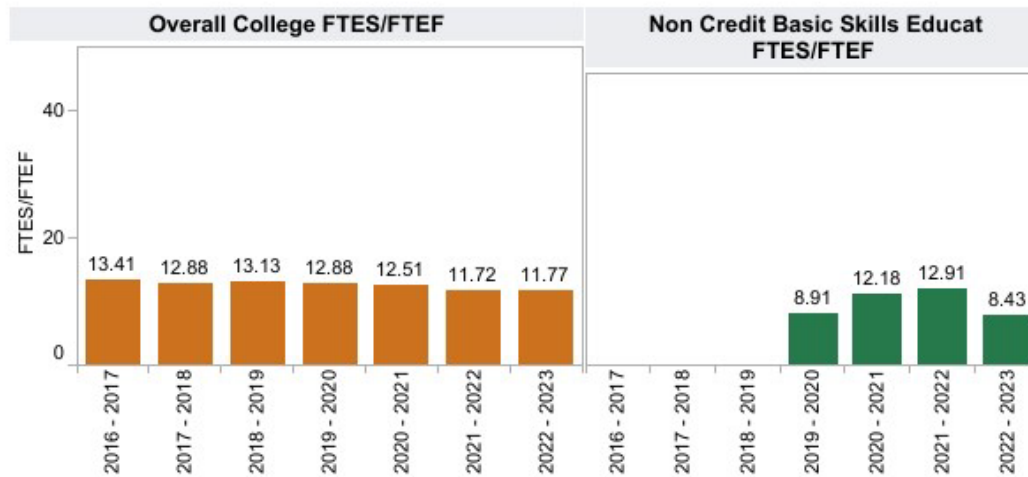
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
Non Credit Basic Skills Educat

**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)

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

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

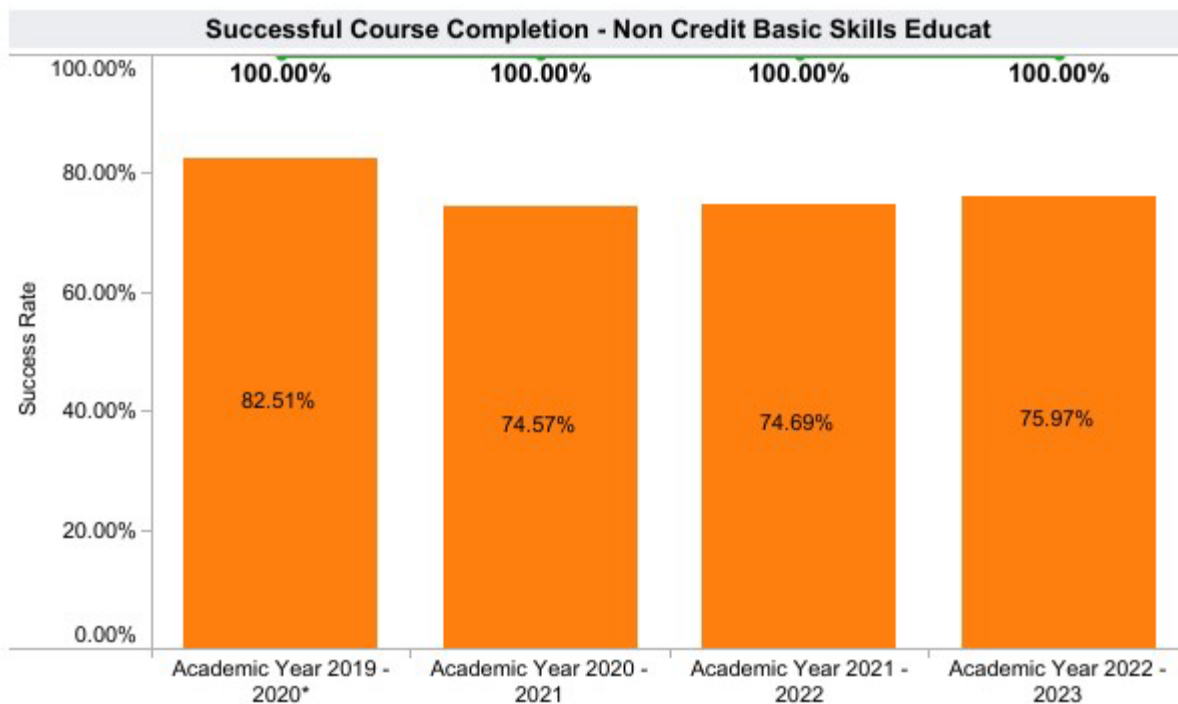
## SLOCCCD Program Review Data: Successful Course Completion

**Select Department:**  
Non Credit Basic Skills Educat

**TERM**  
Multiple values

**Measure Names**  
■ Department Success Rate  
■ Overall College Success Rate

**COURSE**  
Multiple values



**Non Credit Basic Skills Educat Success Rate Table**

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	100.00%	100.00%	100.00%	100.00%
Total Enrollments	804	568	651	895

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

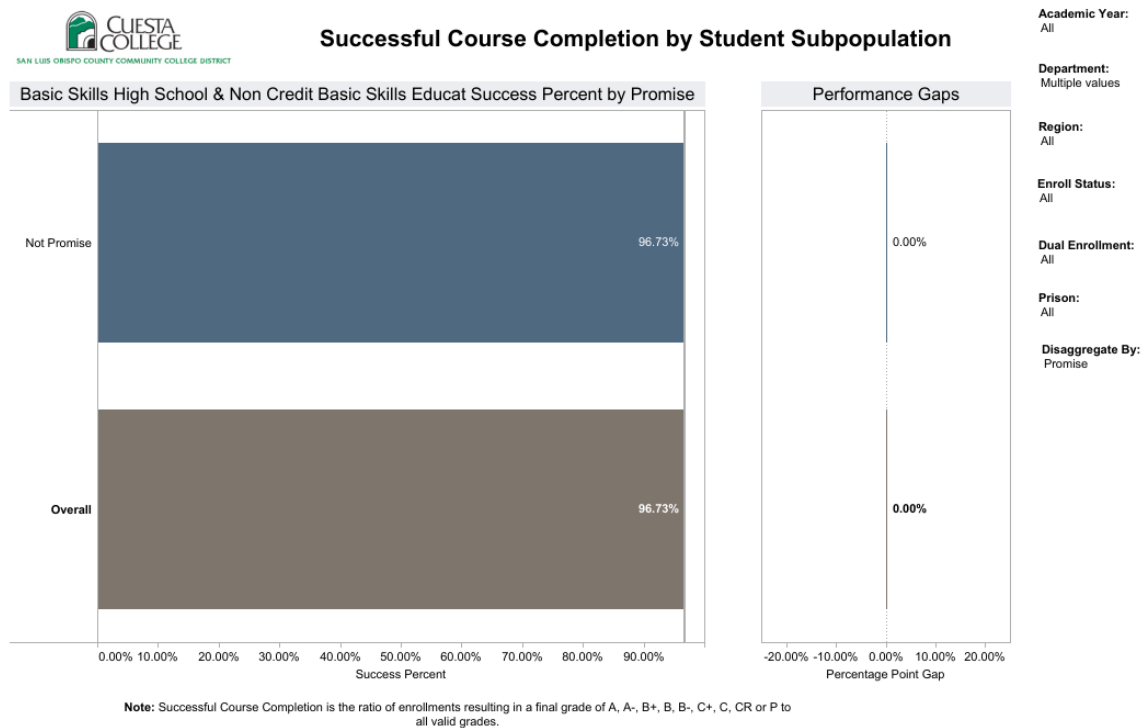
### E. Degrees and Certificates Awarded (Insert Data Chart)

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

There is no current data for the new Basic Skills High School Summer Program.

## 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.



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

- 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 Continuing Education Department collaborates with local K-12 high schools to provide instruction for this program. The district encourages professional development and for instructors teaching the high school summer 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.

## V. PROGRAMS AND CURRICULUM REVIEW

### A. Programs Review

Review the CurriQunet “Program of Study” outline for each program and indicating yes/no for each program/certificate.

<b>Program/Certificate Title</b> (include all those programs and certificates that were active at the time of the last CPPR).	<b>Currently active</b>	<b>New program since last CPPR</b> (if yes, include active date)	<b>Program modified since last CPPR</b> (if yes, include modified date)	<b>Deactivated since last CPPR</b> (if yes, include deactivation date)
Basic Skills High School	Yes	No	Summer 2023	No

**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.



<b>Program/Certificate Title</b> (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.
Secondary Education Basic Skills High School Certificate of Competency	BSHS 404  BSHS 405  BSHS 406  BSHS 407  BSHS 408  BSHS 409  BSHS 410  BSHS 411  BSHS 412	Yes		

	BSHS 414			

## 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.

	Summer 2005	Summer 2026	Summer 2027	Summer 2028	Summer 2029
<b>Courses</b>	BSHS	BSHS	BSHS	BSHS	BSHS
<b>SLOA</b>	404	406	408	410	412
	BSHS	BSHS	BSHS	BSHS	BSHS 414
	405	407	409	411	

The BSHS program is only offered during the summer session and instructed with part-time faculty.

- 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.

No, the program will start the cycle in summer 2025.

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

Since BSHS courses are noncredit, there is no program in eLumen associated with them, so they cannot be mapped. There is a BSHS 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.

N/A

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

N/A

- 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 Worksheet and review the [Resource Allocation Rubric](#).

## VII. PROGRAM DEVELOPMENT

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

### A. Institutional Goals and Objectives

Access. According to Institutional Objective 1A: Cuesta aims to increase enrollment of low-income and underrepresented students. The majority of summer high school students enrolled in the program are students of color, experiencing educational challenges in high school. By providing the BSHS program at Cuesta, we are increasing enrollments and providing them with information for future opportunities at Cuesta College.

### B. Institutional Learning Outcomes

Access. According to Institutional Objective 1A: Cuesta aims to increase enrollment of low-income and underrepresented students. The majority of summer high school students enrolled in the program are students of color, experiencing educational challenges in high school. By providing the BSHS program at Cuesta, we are increasing enrollments and providing them with information for future opportunities at Cuesta College.

### C. Program Outcomes

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

Indicate any anticipated changes in the following areas:

#### 1. Curriculum and scheduling

This program is only scheduled during the summer session in collaboration with local K-12 high schools.

#### 2. Support services to promote success, persistence and retention

#### 3. Facilities needs

#### 4. Staffing needs/projections

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

## 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**.

## 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.)

Mia Ruiz	<i>Mia Ruiz</i>	3/4/24
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Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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## 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:

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<b>Vice President/Dean</b>	<b>Date</b>
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<b>Division Chair/Director/Designee</b>	<b>Date</b>
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<b>Other (when applicable)</b>	<b>Date</b>
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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.