

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

CLUSTER: WORKFORCE & ECONOMIC DEVELOPMENT

NEXT SCHEDULED CPPR: 2021-22

PROGRAM: CMC STEP

LAST YEAR CPPR COMPLETED: 2017-18

CURRENT DATE: 2/1/2019

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

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

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

This APPW encompasses the following degrees and/or certificates:

ADT Economics, Business, CA Accounting, Marketing, Management

GENERAL PROGRAM UPDATE

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

CMC STEP program has grown in terms of courses offered, sections, faculty and FTES. Students are earning certificates (Culinary, HDHS) and are progressing towards completing degrees (Sociology ADT, HDHS AA, Liberal Arts AA). The program at CMC has benefited from a respectful and collaborative relationship with the CMC Education Department. A change and shortage of Education staff assigned to assist with the Cuesta program, however, has impacted operations. A lack of adequate staffing for the program by Cuesta has also placed strain and stress on the overall program. Due to this lack of staffing structures and processes are still not adequately developed or implemented to ensure the smooth operations of the program. Prison closures have continued to burden the program with the challenge of reworking the schedule in order to meet the required number of instructional hours. Faculty have been flexible and accommodating. In Fall 2018 Cuesta applied to and was accepted into the Sustaining Futures initiative- a Community of Practice centering around trauma-informed and resiliency –based approach to teaching in incarcerated settings.

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

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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.

Overall, the data from CMC is very positive. Student success rates, completion and persistence rates, grade point average... are above the college average. Instructors comment on how much they enjoy the quality of student engagement in their classes at CMC.

Enrollment numbers depend greatly on many factors over which the program has limited or indirect control or none at all (size and availability of classrooms). With greater staffing, some of these obstacles may be mitigated with long-term planning. These include availability of faculty of courses needed for degrees or demanded by CMC program and the students. Efficiency is impacted by the limited classroom size (27 for most rooms).

The students in the classes at CMC, who are all male, reflect the diverse population of the prison overall. The actual statistics weren't readily available. There is a percentage of underrepresented students at CMC that is higher than Cuesta campus population.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.
Business Enrollment Chart (includes Accounting):

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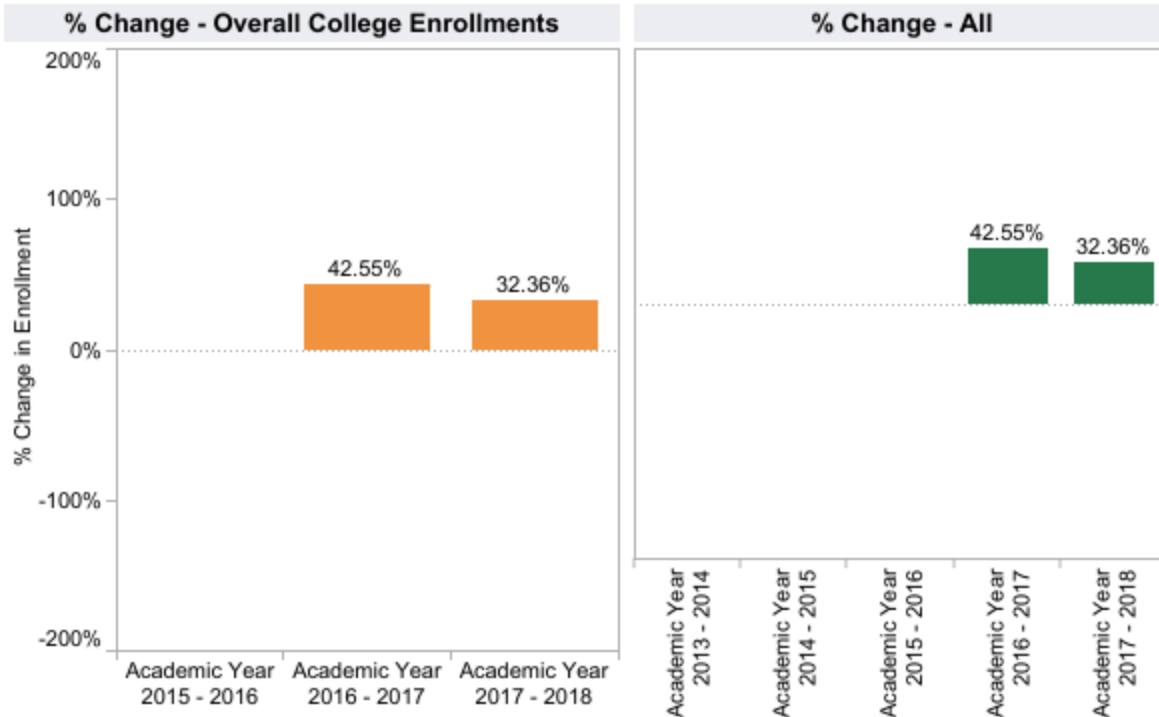
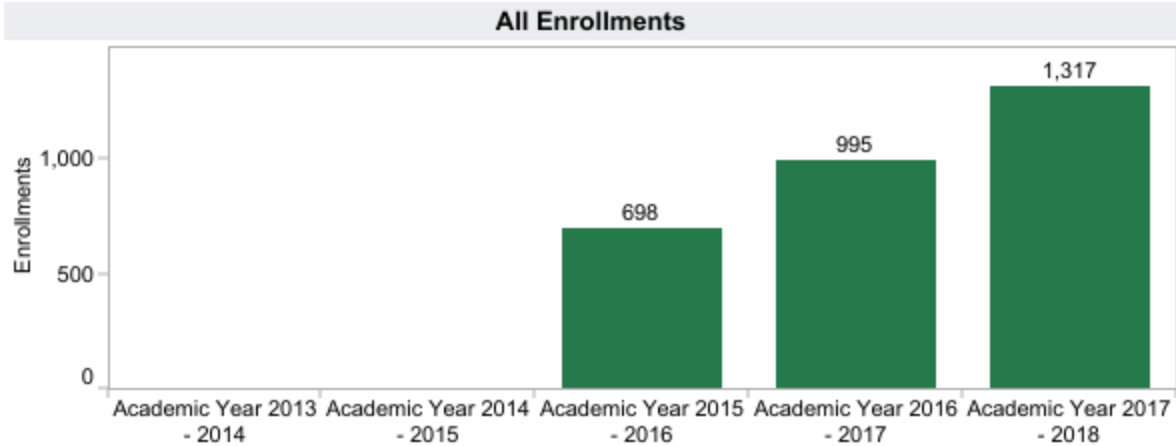
SLOCCCD Program Review Data - Enrollment

Department:
All

Course:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
CMC:Prison



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.

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Student Characteristics and Enrollment Trends

Select Term:
Fall

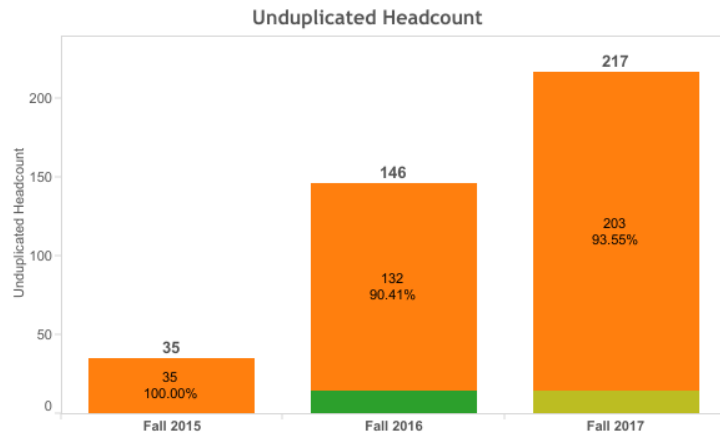
Select Region:
All

Department:
All

Dual Enrollment:
All

Prison:
Prison

Select Variable:
Academic Standing



Choose

- Academic Good Standing
- Academic Probation (low grade point average)
- Status unknown / uncollected

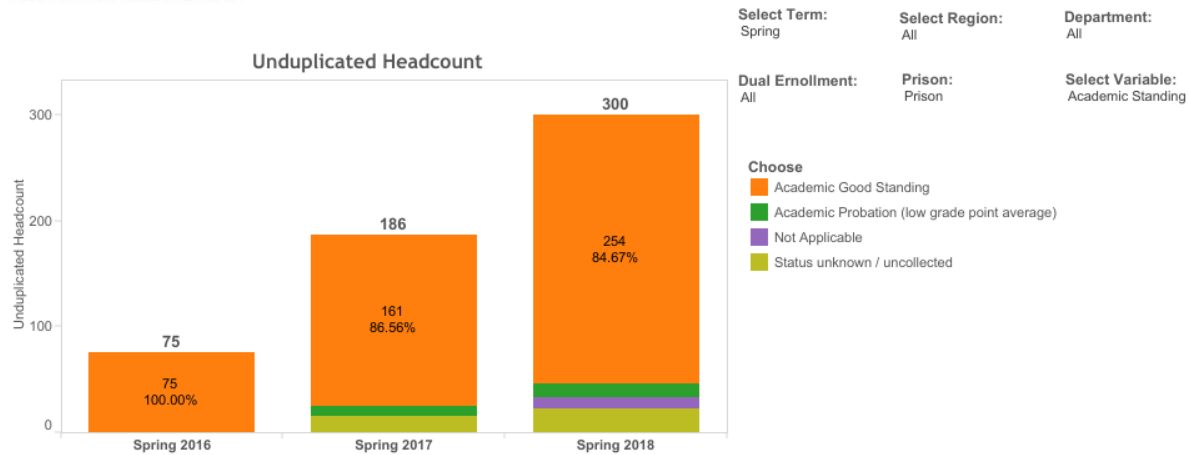
Student Major

Major	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
High School Enrichment	460	730	1,470	1,996	2,517
CSU General Ed. Breadth (CA)	1,888	1,726	1,748	1,436	1,172
Business Administration (AST)	2	236	485	514	509
LA: Mathematics & Science (AA)	313	478	614	335	104
Engineering (AS)	337	328	322	312	286
Basic Skills (CA)	4	187	186	245	543
Intersegmental GE Trnsfr (CA)	344	305	318	265	242
Pre-Nursing (AS)				268	577
Biological Science (AS)	230	266	244	153	69
Nursing, Registered (AS)	441	235	116	95	77
Criminal Justice (AA)	228	223	180	152	117

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Student Characteristics and Enrollment Trends



Student Major

Major	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
High School Enrichment	476	926	1,282	1,574	1,572
CSU General Ed. Breadth (CA)	1,592	1,687	1,641	1,261	874
Business Administration (AST)	41	302	507	515	471
Basic Skills (CA)	6	209	247	387	587
LA: Mathematics & Science (AA)	362	525	557	221	45
Engineering (AS)	373	316	324	308	299
Intersegmental GE Trnsfr (CA)	304	295	307	246	180
Pre-Nursing (AS)				356	641
Biological Science (AS)	272	235	234	111	72
Nursing, Registered (AS)	401	196	98	106	99
Psychology (AAT)	2	122	194	252	251

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

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

Business Fill Rate (Not Dual Enrollment, Not Prison):

Economics Fill Rate (Not Dual Enrollment, Not Prison):

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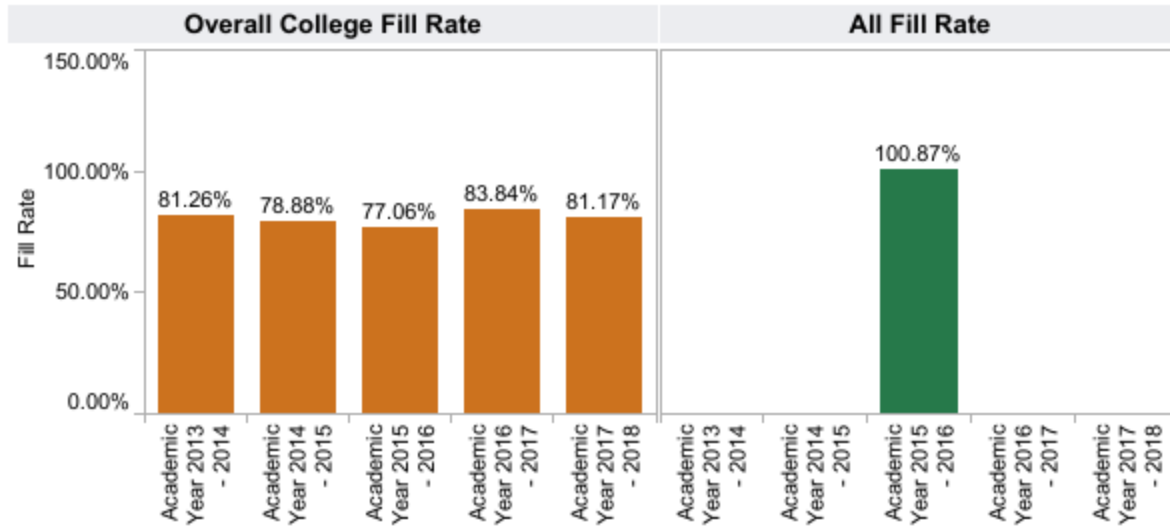
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
All

Course:
All

Dual Enrollment:
All

Prison
CMC:Prison



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.

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

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

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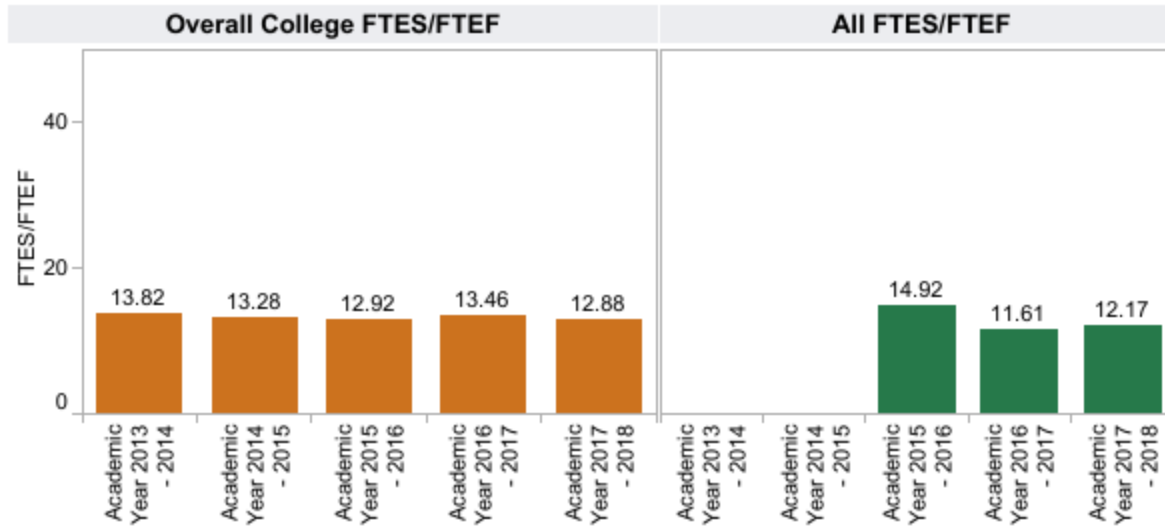
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
All

Course:
Multiple values

Dual Enrollment:
Not Dual Enrollment

Prison:
CMC:Prison



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

[Student Success—Course Modality \(Insert Data Chart\)](#)

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

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Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2017 - 2018

Department:
All

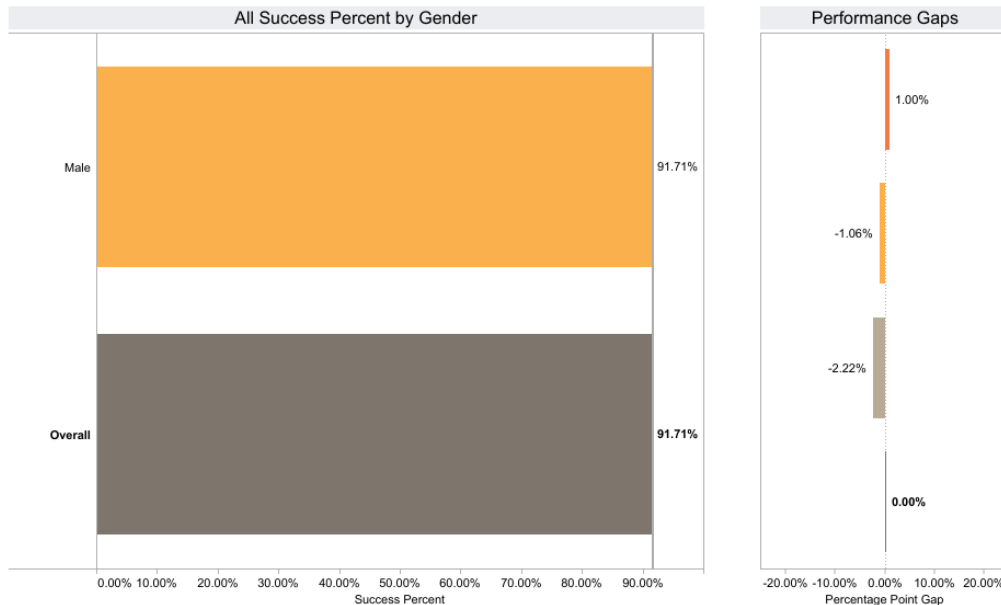
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
Prison

Disaggregate By:
Gender



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.

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

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

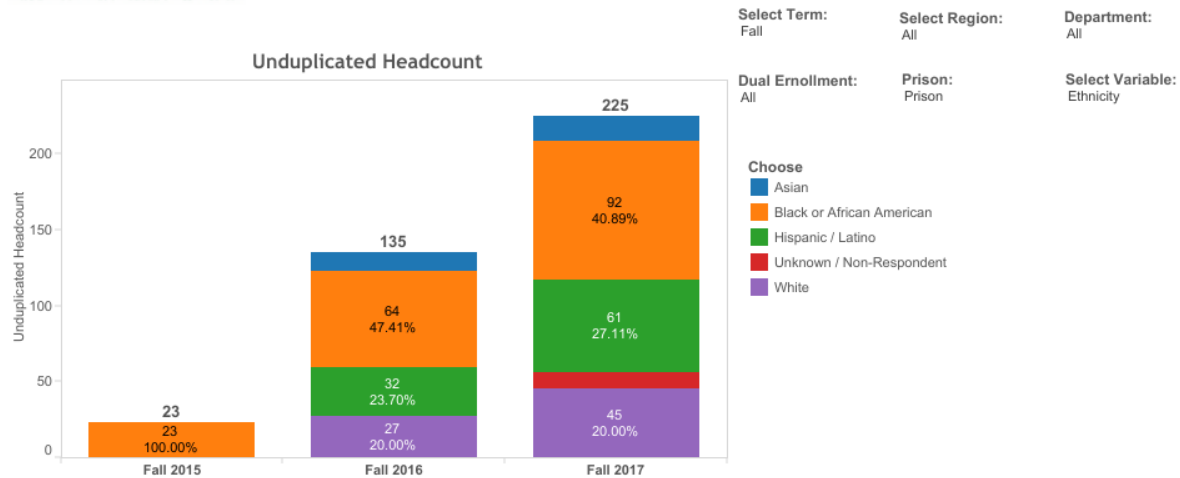
[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

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.

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Student Characteristics and Enrollment Trends



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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).

NARRATIVE:

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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.*

Course and Program Student Learning Outcomes are assessed and evaluated by the various academic divisions. It should be noted that Cuesta academic program at CMC is helping the college meet the institutional Goals:

Goal 1: Completion

All CMC students (270 in Spring 2019) have the goal of completing one or more degrees.

Goal 2: Access

Goal 2:1 Increase enrollment of low-income and underrepresent students

Virtually all CMC students represent low-income and underrepresented populations.

Goal 2:3 Increase financial support opportunities for students

CMC STEP is one of four California Community Colleges eligible to award Pell Grants to students at the prison. In Spring 2019 over 150 CMC students were receiving the Pell Grant. In addition, CMC STEP has used considerable Student Equity, Lottery and Foundation funds and resources to benefit the students at CMC.

Goal 3: Partnerships

CMC STEP has dramatically strengthened its partnership with the CMC prison.

Goal 4: Improve Technology

CMC STEP has invested in computers and other technology for the program at CMC. A computer lab is available for instruction on both East and West Facilities, as are computers for student use. Four sets of portable instruction stations were established on each Facility.

Goal 5: Build a sustainable base of enrollment

CMC STEP student population is at 270 in Spring 2019 with the intention to grow in 2019-20 depending on availability of instructors.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

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

A. New or modified plans for achieving program-learning outcomes.

An assessment of program capacity reveals that in order to ensure a stable, efficient and effective program the priority for Spring 2019 as well as all of 2019-20 will be formalize the structure, materials and processes of CMC STEP.

Initiatives that will be pursued:

- Strengthen process for clearing instructional materials for courses
- Strengthen communication and notification processes with faculty and CMC
- Formalize the process of recruiting and enrolling new students, student orientation

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- Managing our student list, in terms of degrees pursued, courses needed, number of units per term, academic support needs....
- Clarify CMC Student Handbook and policies regarding registration priority and process, communication with Cuesta,
- Strengthen program support and professional development of faculty teaching at CMC
- Strengthen recruitment and orientation of new faculty, Faculty Handbook
- Establish inventory and check out process of college-owned textbooks and technology
- Integrate a trauma-informed and resiliency based perspective as guiding the program

B. Anticipated changes in curriculum, scheduling or delivery modality

- CMC STEP will strive to grow the number of sections offered. The biggest obstacle is the lack of instructors of courses needed for the degrees offered. A more formal process of recruiting instructors will be established in 2019-20.
- CMC STEP is currently not able to offer the full scope of courses needed to fulfill all course requirements for the ADT and AA degrees offered at the prison. For example, currently the only science lab we've been able to offer is ASTR 210L (one section of 13 students). Limited instructor availability has severely restricted that offering. The lack of a science lab will seriously affect program ability to graduate students.
- A project to offer Work Experience at CMC is being studied. Offering this course addresses several program objectives: integrates employability and work skills into the coursework and provides a special context for building writing, critical thinking and college/study skills. Offering Work Experience at CMC will entail modifying the mode of delivery of the course, face-to-face instruction of an entire class of students for the duration of the semester instead of one individual meeting with each student. The job Site visit will likely be held in a group setting. A special MOU is being proposed to address the change of conditions that apply to the Faculty Advisors.
- The lack of tutoring is a significant issue for the CMC STEP program. A section of Supervised Tutoring with a math focus is the option being considered for Fall 2019.
- The list degrees offered at CMC needs to be updated to reflect the actual demand of the students and prison- HDHS AA, Liberal Arts AA, Culinary Certificate.

C. Levels, delivery or types of services

- Student services at CMC need to be expanded drastically. Other than Counseling services, which were made available to students, Student services provided by Cuesta was limited due to limited staffing. The lack student services has resulted in a unstructured, limited and confusing recruitment and orientation process, long delays clarifying rosters and registering students, communicating with students and clarifying and processing changes in status, processing financial aid, and distributing textbooks and supplies. The full scope of student services need to be provided at the prison.

D. Facilities changes

- Space at CMC for Cuesta to provide support services to students is limited. Accessing computer labs for Cuesta classes has been problematic as well. These facility issues will be addressed Spring 2019 and in 2019-20

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E. Staffing projections

- The addition of a permanent Coordinator position assigned to CMC (0.5 FTE), which begins Mid-March 2019, will have a significant positive impact on the program.
- The assignment of an Enrollment Success Specialist to the CMC STEP program will also have a significant impact on the quality and scopes of services offered to students, as well as make the registration process for efficient and timely.
- The lack of a Faculty Lead position (or faculty release time) for CMC restricts the level of involvement of faculty in program development, operations and professional development. Successful and robust college prison programs have strong faculty participation in all aspects of the program (e.g. Cerro Coso College).

F. Professional development is an area of the highest priority for CMC STEP. The Community of Practice that is being established at Cuesta as part of the Sustaining Futures Trauma-informed and resiliency-based teaching for incarcerated individuals project has highlighted the need to provide thorough orientation and training to faculty and staff and then ongoing support and training. This component is critical to success and sustainability of the program.

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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

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.