

# STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

**Program:** Community Programs **Planning Year:** 2022-23 **Last Year CPPR Completed:** 2018-19

**Unit:** Community Engagement **Cluster:** Research, Grants and Community Engagement

## NARRATIVE: STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS CPPR

Please use the following narrative outline:

### I. GENERAL PROGRAM INFORMATION

#### A. Program mission (optional).

The Mission of Cuesta College Community Programs is to provide a comprehensive source for lifelong learning, vocational education, recreational opportunities and cultural development where community members may pursue their potential in an inviting, accessible environment.

#### B. Brief history of the program.

BP 4400 Community Services Programs was approved by the Cuesta College Board of Trustees on February 24, 1975, and states “The District shall maintain a community services program. The community services program shall be designed to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in it.” BP 4104 Contract Education states “The Board encourages the College to work closely with local business, public entities and industry to meet the economic development and employment training and support service needs of the community.” It is the mission of the Community Programs department to live up to these board policies and California Education Code section 783000.

Community Services offerings are a unique tool for fulfilling the mission of the California Community Colleges – engaging with the entirety of the surrounding community. One of the most valuable features of Community Services programs is their ability to develop and conduct offerings on an extremely short timescale. When utilized effectively, Community Services can transform in the lives and function of both the community and college. The Community Programs department consists of a multitude of programs, activities, classes and events; such as, but not limited to, Arts & Crafts, Business, Computers & Technology, Dance, Career Training, Music & Performance, Language & Culture, Animal Care, Photography, Indoor and Outdoor Recreation, Writers Conference, College for

Kids, Aqua Fitness, and Youth/Adult Swim Lessons and Programs. Our current staff includes a full time Director, Program Coordinator, Assistant Receptionist, and Division Assistant plus a .25 FTE Sustainability Education Specialist. The Community Programs department and all offerings are fee-supported and not funded by the state. Institute for Professional Development (IPD) offers trainings for business and employees to support economic growth and growing need for trainings to align with the growing trends within specific fields within our community.

- C. Include the broad history of the program and significant changes/improvements since the last Program Review.

The Cuesta College Community Programs department was created close to 45 years ago. It initially existed as two different departments: Community Services (educational classes and events) and Community Recreation (aquatics, athletic camps, and contract activities). Over the years, Community Programs evolved into three departments: Community Education, Community Recreation and Public Events, and the Institute for Professional Development was added to expand the department's ever-growing offerings.

Since the last program review, Community Programs has successfully pivoted to provide virtual offerings to help maintain revenue and responsiveness to community need during the pandemic. The positive response to this format has ensured the remote delivery option will remain a part of our program moving forward.

The loss of Community Programs' 4700 building has led to the loss of six CP-designated classrooms including a computer lab and two cooking and art spaces.

Community Programs is committed to following the heightened attention and core value of DEI to the college. The department will make a concerted effort to ensure our programming is respectful and accessible to the population we serve. Considering the economic hardships many are facing (section V, line C), our scholarship opportunities will be promoted to ensure accessibility for all.

- D. Describe how the Program Review was conducted and who was involved.

The Program Review was completed by Wes Martin, Nanette Piña-Stevens, and Matthew Green based on a review of resources compiled by Community Programs, including the ActiveNet registration system and student course evaluations.

## II. 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](#).

Community Programs strives to be a comprehensive source for lifelong learning, vocational education, recreational opportunities and cultural development where community members may pursue their potential in an inviting, accessible environment. We work with local community members and organizations to stay on top of trends and the needs of San Luis Obispo County residents while providing programming to students of all ages.

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

1. **Institutional Goal 1: Completion** - Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students
  - Community Programs offerings, both on-site and online, indirectly support Cuesta College students by providing access to educational and recreational opportunities that complement the offerings available through credit and non-credit academic programs.
  - Use of Cuesta's pool is generally limited to Kinesiology classes & Athletics teams. Access to Cuesta College's Aquatics Center outside of official sanctioned events is provided by Community Programs, at half the cost of the general public - directly supporting the health and wellness of Cuesta's student body.
2. **Institutional Goal 2: Access** - Increase student access to higher education.
  - By appealing to SLO County residents of all ages, Community Programs facilitates the establishment of life-long connections with the college, beginning in childhood with swim lessons and College for Kids and extending to older adults with aqua-fitness and enrichment classes and activities. In our seasonal brochures, monthly emails to program participants, and course evaluation forms, we ask for feedback on the education and recreational needs of the community. Community Programs strives to meet these needs by working with local, online, and traveling instructors to develop classes and fulfill the request on the local service area.
3. **Institutional Goal 3: Partnerships** - Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.
  - Community Programs represents a vital connection to the local community, including taxpayers, bond measure voters, businesses, state and federal grant funders, alumni, and future credit-enrolled students and their parents.
  - Community Programs was developed and is sustained with the involvement of numerous community partners, including, but not limited to, the local school districts, city and county Parks and Recreation Departments, Blackfriar's School of Fence, Cabaret 805, SLO Wind Orchestra, Ed2Go, Institute of Reading Development, Career Training Solutions, Sleeping Tiger Fitness, GH Sports, Funtastic Workshops, and Camp Fire. Many special events and projects involve extensive outreach and community involvement.

- The Writers Conference is a premier Community Programs event that involves collaborations with the writing community (SLO Nightwriters, CA Writers Club, SLO County Library, Sisters in Crime), Cuesta College English Department, local city and county governments, and businesses such as SoCreate, Tolosa Press, Simply Clear Marketing and Media, the Inn at Morro Bay, First Solar, Sunpower, Chevron, and PG&E.
  - Through involvement with the Workforce Investment Board, the County Planning and Building, the Human Resources Director Association, the State Compensation Insurance Fund, PG&E, and similar groups, the department responds to local training needs and requests.
4. **Institutional Goal 4: Facilities and Technology** - Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.
- Our Program Coordinator continues to work with Facilities Services to ensure all safety measures are in place at the 1600 aquatics facility. These safety measures help us to meet the needs of the diverse community we serve in our aquatics programming.
  - Community Programs is working with Information Technology to acquire a set of student laptops after running into memory and performance issues running Adobe Photoshop in the 3400 labs. This set of laptops will support College for Kids students and adult and allow us to better meet the training needs of our community.
5. **Institutional Goal 5: Fiscal** - Build a sustainable and stable fiscal base.
- Through attendance and networking at statewide conferences, staff stays on top of the trends in Community Education and Recreation programs, which allows staff to make educated programming decisions.
  - Community Programs has significantly boosted revenue in recent years by working in partnership with ed2go and vocational counselors to provide career training opportunities for students with Supplemental Job Displacement Benefits.
- C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.
1. **Personal, Academic, and Professional Development**
    - Community Programs offers a variety of fee-based enrichment courses for both youth and adults in the categories of Career Training, Business & Finance, & Personal Development and Wellness.
  2. **Critical Thinking and Communication**
    - Community Programs offers a variety of fee-based enrichment courses for both youth and adults in the categories of Reading, Writing, & Thinking and Personal Development & Wellness.
  3. **Scientific and Environmental Understanding**

- Community Programs offers a variety of fee-based enrichment courses for both youth and adults in the category of Outdoors, Science, and Nature.
- 4. Social, Historical, and Global Knowledge and Engagement**
- Community Programs offers a variety of fee-based enrichment courses for both youth and adults in the categories of History & Literature and Language & Culture.
- 5. Artistic and Cultural Knowledge and Engagement**
- Community Programs offers a variety of fee-based enrichment courses for both youth and adults in the category of Arts & Crafts and Music & Performance.
- 6. Technological and Informational Fluency**
- Community Programs offers a variety of fee-based enrichment courses for both youth and adults in the categories of Computers & Technology and Business & Finance.

**III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

**This should be an update on the data analysis from the last CPPR**

Program data is available on the [SLOCCCD Institutional Research website](#).

**A. Enrollment**

Please review the data and provide analysis of the factors affecting your program’s overall enrollment, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

**Community Education Offerings**

**Enrollments (from March to March)**

<b>Institutional Measurement</b>	<b>‘10-‘15 (average)</b>	<b>‘15-‘16</b>	<b>‘16-‘17</b>	<b>‘17-‘18</b>	<b>‘18-‘19</b>	<b>‘19-‘20</b>	<b>‘20-‘21</b>	<b>‘21-‘22</b>
College for Kids	1510	1844	1617	1843	2071	2208	351	391
Education Offerings (Classes/Activities)	1119	1179	1234	1331	2188	2480	434	1419
Writers Conference	252	239	325	303	372	392	126	33
Online w/ Ed2Go	184	107	99	114	202	225	592	460

**Community Recreation Offerings**

**Enrollments (from March to March)**

<b>Institutional Measurement</b>	<b>‘10-‘15 Average</b>	<b>‘15-‘16</b>	<b>‘16-‘17</b>	<b>‘17-‘18</b>	<b>‘18-‘19</b>	<b>‘19-‘20</b>	<b>‘20-‘21</b>	<b>‘21-‘22</b>
Aquatics	2314	939	2934	3026	1040	3416	3867	3457
Recreation Offerings (Classes/Activities)	466	89	86	279	765	587	6	161
Camps/Clinics/Open Gyms	170	677	547	560	1079	486	0	29

- The past two academic years have been tumultuous with full or partial closures of programs due to COVID, but there has been an encouraging rebound in some areas even though we are not back to pre-pandemic enrollment numbers

- College for Kids has been hit hard by COVID restrictions with summer 2020 taking place 100% online and summer 2021 taking place in person, but with shortened days and students remaining in small cohorts. The return of a more traditional program structure in 2022 will go a long way in boosting enrollment and revenue.
- The return to campus along with the increased comfort in online courses of both students and instructors has resulted in the rebound of Community Education. When COVID cases drop to a point where most restrictions are lifted, Education enrollment will benefit from the full return of Music and Performance courses.
- When the contracted Writers Conference Director/Coordinator resigned after the virtual 2020 Central Coast Writers Conference, CP worked closely with the Cuesta College English Department in an effort to keep the program going in 2021. Despite the effort, all that was offered was a Teen Writing Program which was well attended by local teen writers. The outlook for 2022 and beyond look bleak without rehiring for the Director/Coordinator position.
- Working closely with Education2Go Enrollment Representatives to fulfill training needs for students with Vocational Rehab vouchers and Supplemental Job Displacement Benefits has boosted our responsiveness and significantly expanded our reach in the field of distance ed. We paused accepting new enrollments from May – November 2022 as we adjusted to our return to on-campus work and programming and the loss of our part-time Assistant/Receptionist. CP has been able to rebuild our capacity to respond and can forecast steady enrollment and revenue in the coming years
- After temporarily shutting down aquatics at the onset of the pandemic, this was the first of our programs to return to campus. While enrollment caps have prevented us from reaching our full capacity, they have in turn spiked the demand and we've seen more consistent and substantial enrollment in Aqua Fitness that we have in the past 5+ years. PUMA youth aquatics has helped soften the impact of not offering group swim lessons during the pandemic. The capacity at which we can offering aquatics programming in summer 2022 is almost completely dependent on having an Aquatics Lead or Program Coordinator – Aquatics and Recreation. With summer aquatics programming running from roughly 6am to 9pm Monday through Thursday, the staff management, training, and on-deck oversight is critical for safe operations. An additional pre-pandemic goal for aquatics was to increase student access to the pool by hosting one or more low- or no-cost student events in partnership with other College organizations, such as Athletics, Kinesiology, Foundation, and ASCC
- Recreation has taken a big hit from the pandemic but was already losing steam in the year leading up to it as well. If our reorganization is approved, the Program Coordinator – Aquatics and Recreation will be able to invest time in rebuilding the program and expanding our recreation offerings.
- With the addition of a Supervisor of Community Programs, Community Programs and IPD would be better served and be able to expand, especially in contract education. A primary mission of the California Community Colleges is “to advance

California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement." To help realize that mission, Community Programs is looking to expand its contract education unit, the Institute for Professional Development (IPD), to provide customized workplace education and employee training services to local businesses that seek to increase the skills and productivity of their workers. With the oversight and direction of the Community Programs Supervisor we plan to expand our role in understanding the training needs of local business and developing long-term relationships with business and industry.

B. [Student Demand \(Fill Rate\)](#)

Please review the data and provide analysis of the factors affecting your program's overall fill rate, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

NA

C. [Efficiency \(FTES/FTEF\)](#)

Please review the data and provide analysis of the factors affecting your program's - FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

NA

D. [Student Success – Course Completion \(Insert Data\)](#)

Please review the data and provide analysis of the factors affecting your program's overall successful course completion percentage, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

NA

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

Please review the data and provide analysis on the number of degrees and/or certificates awarded, paying particular attention to recent changes.

NA

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

NA

#### IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

**SSO 1:** Community Programs will contribute to meeting the educational and recreational needs of San Luis Obispo County residents through a self-funded program structure.

**SSO 2:** As a result of participating in Community Programs activities, a patron will be satisfied with the content and delivery of the activity.

A. Summarize assessment results for program outcomes.

##### **SSO 1**

Community Programs is the structure within the college to respond to enrichment, recreation, and workforce training needs and has developed a response time to local needs that cannot be matched by credit or non-credit programs on campus. Coupled with the mechanism of being financially self-supporting, Community Programs can monitor the interests and workforce trends affecting the lives of local residents and be an immediately responsive and market-driven service of the college. Cuesta College can also use these findings to inform the higher-stakes, longer-development timeline for the credit and noncredit curriculum development process.

- In response to a community need for youth swimming, Community Programs partnered with PUMA Aquatics in late fall 2020 and has since served over 1,400 youth swimmers.
- In fall 2021, in collaboration with Cal Poly, Community Programs contracted with PG&E to provide three OSHA-30 training courses to PG&E employees through the Institute for Professional Development (IPD).
- Through surveys, course evaluations, and advisory meetings we have identified areas of need and expansion within our programming such as the addition of virtual field trips, increased Historical European Martial Arts offerings, and Deep Water Aqua Aerobics.
- By working with our Cuesta College academic departments, attending statewide and local conferences, and closely monitoring student feedback on course evaluation forms for new recommended course offerings, we continue to expand and adjust our course schedule to meet the needs of county residents.
- The hiring process instituted by Human Resources with Community Programs hourly positions being listed on schooljobs.com has given our Workshop Facilitator positions greater exposure which has helped us connect with new instructors and improve the diversity of our offerings.
- To offset the costs of necessary equipment upgrades for our programs, Community Programs staff has worked with Cuesta College's Director of Grant Development to



acquire grant funding in support of College for Kids, Central Coast Writers Conference, and Community Education programs.

## **SSO 2**

A satisfaction survey is implemented with every activity in person during the last meeting and/or online with a fillable form. We use this to assess the instructor, course content, and class format while also collecting suggestions for future class offerings. In response to survey responses, we have managed to implement such updates as shorter introductory HEMA courses and semester-long advanced HEMA courses, increased Spanish offerings, added a website design course, and adjusted the length of our College for Kids sessions from three weeks to two weeks with the option for one-week intensive camps.

- The addition of the online option has increased the opportunity to get feedback on all of our programs and especially those that do not take place in the classroom. With an increase in the percentage of completed evaluations, Community Programs has been better able to ensure that our top instructors and activities are retained while those that do not get positive reviews can be reworked or removed from our schedule.
  - In response to high demand, we have seen success over the past years in increasing the number of times we offer our most popular classes (e.g., online language courses, Aqua Aerobics). The same instructors, in some instances, have added an intermediate or advanced version of the same class and/or created new classes on the same subject (e.g., Ukulele, Photoshop, Photography, Historical European Martial Arts).
- B. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.
- In the coming years, we plan to expand on the evaluation process in two ways. First, we will be adding the specific course objectives to the course descriptions and evaluation forms so that we can get more constructive feedback on the learning outcomes we have established for each course. Secondly, we will be implementing an instructor self-evaluation to gauge their effectiveness in the classroom and ability to help students reach their learning outcomes. We would like to shift from primarily paper evaluations to online to cut cost of production and improve usefulness of results.
  - While implementing these changes we will work with instructors to develop more detailed syllabuses that reflect a clear path toward achieving the learning outcomes established for each class.

C. Recommend changes and updates to program funding based on assessment of program outcomes.

- For elements that require funding, complete Section D – [Resource Plan Funding Requests](#).
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

NA

D. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

NA

## V. ANTICIPATED SERVICE CHALLENGES/CHANGES

### Suggested Elements:

A. Regulatory changes

B. Internal and external organizational changes

- The decommissioning of the Community Programs 4700 building has left the department without six designated classrooms. As more academic classes return to campus there will be increased competition for space. Not having dedicated computer lab may restrict flexibility of response to community demand. The loss of two cooking spaces leaves Community Programs unable to provide cooking classes which were the most popular College for Kids category and likewise appreciated by adult students.
- The Emeritus program will continue to bring direct competition to CP's fee-based offerings. As the program grows, we will continue to adjust planning and marketing strategies to ensure the survival of our fee-based programs.

C. Student and staff demographic changes

- Current staff is strained as a result of the Aquatics Lead position being vacant since June 2021 and the part-time Assistant/Receptionist position being vacant since fall 2021. With our current staffing, the opportunities are at the edge and pushing the boundaries of current capacity.
- The Aquatics Lead position has attracted a total of 5 qualified applicants over 3 recruitments in 6 years. This highlights the need for the position to be updated.
- Department has submitted requests for the addition of a Community Programs Supervisor, replacement of the Aquatics Lead with Program Coordinator – Aquatics and Recreation, and a reclassification of the Division Assistant.
- As long as the contracted Writers Conference Director/Coordinator position remains vacant, CP will be hard pressed to offer more than writing master classes.

D. Community economic changes – workforce demands

- Inflation and the ongoing pandemic will continue to put a strain on fee-based programming

- CP is committed to DEI and enhancing its ability to subsidize and offer scholarships to prevent an economic barrier to access
- E. Role of technology for information, service delivery, and data retrieval
- Class delivery will continue both in-person and online
  - Purchase of student computers will help us to better meet the demands for technology training.
- F. Providing service to multiple off-campus sites
- Community Programs will look to increase programming on the North County Campus, Varian, and the South County Campus to further our reach in the community.
- G. Anticipated staffing changes/retirements
- As laid out in the Resource Plan Worksheet, the department has submitted a department reorganization with changes to the following positions: Aquatics Lead and Division Assistant. The proposed plan would convert the Aquatics Lead to a Program Coordinator – Aquatics and Recreation and the Division Assistant would be reclassified. A Community Programs Supervisor position has additionally been proposed which is designed to help to formalize direct management of staff and activities the department. The position will add capacity to seize growth opportunities initiated at a supervisor level

## VI. PROGRAM DEVELOPMENT FORECAST

### Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV
- Community Programs and IPD are the structures within Cuesta that can quickly pivot and respond to opportunities and community need. With our current staffing, the opportunities are at the edge and pushing the boundaries of current capacity. Our proposed reorganization will help to ensure we have the staffing and resources in order to maintain, support, and sustain our programming.
  - New programs, classes, and activities are always being considered based on proposals submitted by individuals and partnering groups. The proposed staff reorganization will allow for continued growth in youth swim programs such as PUMA Aquatics and year-round swim lessons, expanded capacity for students with Supplemental Job Displacement Benefits, and the ability to add contract training opportunities with local partners through the Institute for Professional Development (IPD).
- B. Plans for improvement
- Continuing to move the course evaluation process online to allow for program-wide statistical analysis
  - Develop a process for monthly fiscal tracking and reporting
- C. Support for Institutional Goals and Objectives and Objectives

- Continue to make the contributions noted above to meeting Institutional Objectives. CP plays a significant role in meeting Institutional Goal #3 and will expand on our collaborations with outside entities through shared projects, trainings, and programs.
- D. Student and program outcomes evaluation
- Assessment will be completed for at least one program component for each of the Program Outcomes for Community Programs. CP is meeting its objectives, but wants to continue to make enhancements which are both in program quality of existing classes and activities and through new offerings. Any new activities will be evaluated with patron satisfaction surveys. These surveys are tabulated and reviewed and assessed for quality improvements.
- E. Recommendations from external agencies
- F. New service coordination and collaboration – internal and external programs
- CP’s responsiveness has allowed for partnerships and programming that meet community need such as PUMA swim, Conservation Corps, Cal Poly/P&G&E OSHA-30, and offerings at Varian Arabians. This is the area we expect to see the most substantial growth with the implementation of CP’s staffing reorganization plan
  - Expanded reach with ed2go to support students with Supplemental Job Displacement Benefits
- G. Anticipated job description revisions based on program changes
- Proposal to update Aquatics Lead to Program Coordinator – Aquatics and Recreation
  - Addition of Community Programs Supervisor
  - Reclassification of Division Assistant
- H. Staff training/professional development needs
- Attendance of ACCE conferences is required to stay current of policies and best practices in Community Services.
  - Program-specific trainings, as needed, e.g. certifications, software, registration, admin services, aquatics or other activity.

## VII. OVERALL BUDGET IMPLICATIONS

*Will be reflected in District planning and budget process*

### Elements:

#### A. Personnel

- As laid out in the Resource Plan Worksheet, the department has proposed the addition of a Community Programs Supervisor and replacement of the Aquatics Lead with Program Coordinator – Aquatics and Recreation. These revisions will not impact the general fund as they will be covered by the fee-based Community Programs budget.

#### B. Equipment/furniture (other than technology)

- Permanent lifeguard office at the 1600 aquatics facility
- Standing desks for Community Programs staff

C. Technology

- Laptop computers and charging cart for Community Programs students
- A proper workstation in the lifeguard office will allow the Aquatics Lead/Program Coordinator to work more efficiently and productively, as well as be present on the pool deck to cover for required lifeguard breaks. A telephone and computer with network connectivity will finalize this location as a workstation which will be essential for daily operations.

D. Facilities

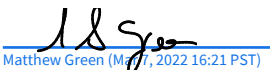
- Signage to help staff and patrons find the Community Programs office in 4100

## 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.

**Student Success and Support Programs, College Centers and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Matthew Green	 <small>Matthew Green (Mar 7, 2022 16:21 PST)</small>	
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Division Chair/Director Name	Signature	Date
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Nanette Piña-Stevens	 <small>Nanette Pina-Stevens (Mar 7, 2022 15:40 PST)</small>	03.07.2022
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Name	Signature	Date
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Wes Martin		3/7/2022
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Name	Signature	Date
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Gaby Rangel	 <small>Gabriela Rangel (Mar 7, 2022 15:33 PST)</small>	
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Name	Signature	Date
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Amanda Shere		03-07-2022
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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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- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**
  
- **Program Data Analysis, Assessment and Improvements (Required for Student Success and Support Programs, College Centers/Administrative Services):**
  
- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**
  
- **Anticipated Service Challenges/Changes (Required for Student Success and Support Programs, College Centers/Administrative Services):**
  
- **Program Development Forecast (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**
  
- **Overall Budget Implications (Required for Student Success and Support Programs, College Centers/Administrative Services):**
  
- **End Notes/Additional Comments (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

**C. Commendations/Considerations:**

Please provide a list of commendations and considerations based on the CPPR.

**Commendations:**

Comments in this area summarize how the program has demonstrated its effectiveness.

**Considerations:**



Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

**D. Applicable Signatures:**

*Ryan Carraal*

3/7/22

*Jan Smith*

3/8/22

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**Vice President/Dean**

**Date**

*M. Green*

Matthew Green (Mar 7, 2022 16:21 PST)

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**Division Chair/Director/Designee**

**Date**

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**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.