

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

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: 2018-2019

Last Year CPPR Completed: 2014-2015

Unit: Workforce Economic Development and Community Programs

Cluster: Workforce & Economic Development

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

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.

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 in 2004 to expand the department's ever-growing offerings. In 2006, Community Programs merged with Workforce/Economic Development (WED) Division which includes a diversity of academic and service programs, such as Non-Credit (ESL, High School), Work Experience, Career Connections, Bridge to Success, the Cuesta Sustainability Resource Center, and others. WED programming previously included FKCE (Foster and Kinship Care Education), Independent Living Program, and WIA/Successful Launch Youth Programs.

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 staff includes 3.25 full-time employees plus 1 director to oversee each area. All offerings are fee-supported and not funded by the state. Institute for Professional Development (IPD) offers training for business and employees to support economic growth and growing need for training to align with the growing trends within specific fields within our community.

The Program Review was completed by Matthew Green, Wes Martin, Sarah Hawkins, Gabriela Rangel, and Nanette Piña based on a review on 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 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. 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 offers classes and activities both on-site and online that 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.
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 through older adults with aqua-fitness and enrichment classes and activities. In our advisory committee meetings, 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 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 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, Institute of Reading Development, Career Training Solutions, Sleeping Tiger Fitness, GH Sports, 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), 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, 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 Aquatics Lead will be working with Facilities and Blach Construction during the Pool Construction funded by the Bond. This will be an improved facility that meets the needs of our diverse community as well as addresses best practices in the aquatics industry.
 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 them to make educated programming decisions. In an effort to minimize the fiscal impact of the yearlong swimming pool closure in May 2018, CP staff is currently offering year-round swim lessons and is expanding our existing College for Kids and youth sports programs as well as adding new programs for younger students in collaboration with Camp Fire and the Air Force Association's youth CyberCamp.
6. 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.
 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 and Assessment 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		Activities/Enrollments						
Institutional Measurement	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18 (inc)
College for Kids	1193	1251	1673	1707	1728	1844	1617	1843
Education Classes/Activities	1189	1196	1078	978	1156	1179	1234	1331
Writers Conference	246	255	282	251	226	239	325	303
Online	247	247	161	116	149	104	79	114

Community Recreation		Activities/Enrollments						
Institutional Measurement	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18 (inc)
Aquatics	2488	2220	2182	1720	2958	939	2934	3026
Recreation Classes/Activities	1416	669	110	62	75	89	86	279
Camps/Clinics	36	87	113	87	525	677	547	560

- Ongoing efforts to expand programming across all categories is proving successful. Hiring an Aquatics Lead to manage our Aquatics programs has resulted in an increase of year-round programming at the pool and a maximization of available pool hours. Community Education and College for Kids continue to increase in enrollment numbers and are forecasted to continue this increase in the next fiscal year. The Writers Conference took a dip, but strategies for increased enrollment in 2018 are currently being discussed. Online programs have rebounded slightly after a couple of down years.

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 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

- Through surveys, course evaluations, and advisory meetings we have identified areas of need and expansion within our programming. Community Programs has developed a response time to local needs that cannot be matched by credit or non-credit programs on campus. As a result, we have expanded our programming in an effort to quickly and completely satisfy the needs of our ever-changing community.

SSO 2

- Over 80% of completed student evaluation forms indicate a level of satisfaction in content and delivery of a program as either "satisfied" or "very satisfied."

B. Describe improvement efforts that have resulted from SLO assessment.

SSO 1

- By working with our Community Programs Advisory Committee, Aquatics Advisory Committee, 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 advisory committees have played a large role in helping determine what needs we are not yet filling and have provided recommendations for new instructors as well as new locations for targeted marketing. We also

continue to meet with potential instructors on a regular basis to review the fit of program proposals they have submitted.

- To offset the costs of necessary equipment upgrades for our programs, Community Programs staff has worked with Janet Shephard, Director of Grant Development, to acquire grant funding in support of College for Kids, Central Coast Writers Conference, and Community Education programs.

SSO 2

- All students who participate in our programs have the opportunity to evaluate the content and delivery of a class in person during the last meeting and/or online with a fillable form on the Community Programs website. 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.
- We have seen success over the past year in increasing the number of times we offer our most popular classes. 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.

C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

- Over the next year, we will be expanding 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 also plan to work with instructors to develop more detailed syllabuses that reflect a clear path toward achieving the learning outcomes established for each class.

D. 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

E. 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

- Community Programs has updated Board Policy 4400 Community Services after consulting other colleges to revise it with league language and to ensure the policy is current and applicable. The policy had previously been updated in November of 2002.
- Community Programs has provided input to the State Chancellor's Office in regards to their revision of the Community Services Guidelines, which will be released in '18-'19.

B. Internal and external organizational changes

- The return of the Emeritus program has brought direct competition to our fee-based offerings. As the program continues to grow, we will require additional planning and marketing strategies to ensure the survival of our fee-based programs.
- In the coming year, we will be assessing the fiscal impact of maintaining budgets for the North County Choir, Cabaret 805, and Central Coast Gilbert and Sullivan in order to determine whether we can continue to provide this service and at what cost.
- The department will be reviewing how best to handle the fiscal aspects of Community Programs which may result in shifting some duties and responsibilities between staff members.
- The closure of the Aquatics Facility for construction will have a significant impact on our budget for 2018-2019 as we will lose all revenue from aqua fitness, lap swim, recreational swim, swim lessons, and other aquatics programs.

C. Student demographic changes

D. Community economic changes – workforce demands

E. Role of technology for information, service delivery, and data retrieval

- Statistics show that the number of people using smart devices will nearly double by 2020. In order to provide training and classes to the community, we will at least need access to wireless internet in our building and in the long term an upgrade to our current computer lab.

F. Distance Education impact on services

G. Providing service to multiple off-campus sites

- Community Programs will look to increase programming on the North County Campus and build a program at the South County Campus to further our reach in the community.

H. Anticipated staffing changes/retirements

- As laid out in the Resource Plan Worksheet, the department will be looking at a reorganization of the following positions within the department: Community Programs Coordinator, Community Programs Assistant/Receptionist, and Community Programs Division Assistant. In addition, we will be shifting the duties of our Aquatics Leads to assist with other projects while the swimming pool is under construction.

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV
 - a. New programs, classes and activities are always being considered based on proposals submitted by individuals and partnering groups. In '18-'19 we will place a significant value on expanding our recreation opportunities to the community.
 - b. A review of the overall budget and individual programs and classes will be completed in 2018-19, which may result in changes of rates for certain classes and activities.
 - c. The re-opening of the Aquatics Center after construction gives us a chance to relaunch our aquatics program to our community. Significant program planning and development will need to occur to facilitate this.
- B. Plans for improvement
 - a. Review of evaluation process with focus on moving online, a process for monthly fiscal tracking and reporting, and development of a campus advisory committee with representatives from each division.
- C. Support for Institutional Goals and Objectives and Objectives
 - a. 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
 - a. 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
 - a. The SLO County Aquatics Council is reviewing the feasibility of adopting Starfish Swim School as the official swim curriculum for SLO County.
- F. New service coordination and collaboration – internal and external programs
 - a. Community Partnership with GH Sports
 - b. Partnership with Camp Fire for new Jr. College for Kids program
 - c. Air Force Association youth CyberCamp
 - d. Sleeping Tiger Fitness for expanded fitness opportunities
 - e. Career Training Solutions for additional career training programs
- G. Anticipated job description revisions based on program changes
 - a. Aquatics Lead (pool closure)
 - b. Community Programs Coordinator will be changed to Community Programs Supervisor to address changes in scope of responsibilities.

- c. CP program support position to support activity implementation, registration and administration.
 - d. Review and possibly revise Division Assistant position based on scope of duties between CP and Academics.
- H. Staff training/professional development needs
- a. Attendance of ACCE conferences is required to stay current of policies and best practices in Community Services.
 - b. 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 will be looking at a reorganization of the following positions within the department: Community Programs Coordinator, Community Programs Assistant/Receptionist, and Community Programs Division Assistant
- Marketing student for 10 hours per week to help improve our community outreach

B. Equipment/furniture (other than technology)

C. Technology

- Wireless internet connectivity in Community Programs 4700 building. Students and instructors have no access to wireless internet for any classes within our building. Wireless internet would allow us to meet the demand for more technology-based courses. Cost unknown.
- Wireless internet connectivity at the pool. We have a permanent employee stationed in the lifeguard shack on the pool deck overseeing daily operations. Without network connectivity the Aquatics Lead has been forced to rely on a data plan to access email.
- Telephone in the lifeguard shack at the pool. To finalize this location as a workstation, a telephone will be essential for daily operations.

D. Facilities

- Improve electrical circuit in lifeguard shack to prevent regular overloads and power outages. With a permanent employee using a desktop computer in the lifeguard shack we must improve the circuit to be able to support multiple electrical appliances. Only 2 or 3 appliances can be used at a time before the circuit breaks. Approximate cost is \$1,500.
- Additional permanent benches on pool deck. Our older patrons rely on the benches surrounding the therapy pool, but for athletic events the benches get moved to other parts of the pool deck. An addition of more permanent, stationary benches around at least the therapy pool would prevent any future issues and would support multiple programs.

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

Matthew Green

Director Name

Signature

Date

Nanette Piña

Division Chair

Signature

Date

Wes Martin

Program Coordinator

Signature

Date

Sarah Hawkins

Aquatics Lead

Signature

Date

Gabriela Rangel

Program Assistant

Signature

Date

Name

Signature

Date

Name

Signature

Date

DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program:

Planning Year:

Last Year CPPR Completed:

Unit:

Cluster:

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**
- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**
- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**
- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**
- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**
- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**
- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**
- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**
- **Overall Budget Implications (Required for Student Services/Administrative Services):**
- **End Notes/Additional Comments (Required for Instruction/Student Services/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:

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.

SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/9JXNBQD>