

## **INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2017-2018**

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 Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** WED

**Program:** Continuing Education, Noncredit

**Current Academic Year:** 2017-2018

**Last Academic Year CPPR Completed:** 2011-12

**Current Date:** March 2018

### **NARRATIVE: INSTRUCTIONAL CPPR**

Please use the following narrative outline:

#### **I. GENERAL PROGRAM INFORMATION**

Cuesta College developed the first noncredit program in 2005, offering courses in ESL to English Language learners in the North County. The program soon expanded course offerings throughout the county, and on the North County Campus in spring 2013. The noncredit program grew to include a Adult Basic Education ,General Education Development (GED, High School Equivalency) Preparation course that was initially offered at the NCC but has since expanded to the San Luis Obispo Campus and South County Center. In 2017, noncredit programs expanded to include Short-Term Career Technical Education (NCTE) to provide workplace preparation and technical career education for adult learners in San Luis Obispo County. A noncredit Continuing Education program was developed in fall 2014, to meet the need of the growing noncredit programs at Cuesta College. The Continuing Education Program under the Workforce Economic Development & Community Programs department collaborates with divisions and departments across campus to implement and report on the categorical programs that support adult education and noncredit. The following are the categorical programs under the Continuing Education Program; Adult Education Block Grant (AEBG), Noncredit Student Support & Success (NCSSSP), and Adult Education Family Literacy Act (AEFLA), WIA Title II program. The WIA Title II has provided additional supportive services to students such as free childcare, transportation assistance, and book vouchers to increase retention and minimize barriers for this student population. The NCSSSP mandates core student support services for noncredit programs in Adult Basic Education (ABE), ESL, Short-Term Vocational, and Workforce Preparation. This funding has supported the implementation of an orientation, assessment, counseling and follow-up services for students in the Cuesta College noncredit programs. The AEBG has provided opportunity for collaboration between Cuesta College, local K-12 districts, and identified community partners to develop, implement, improve, and expand noncredit programs in ESL, ABE, Short-Term CTE, Workforce Preparation. The growth of noncredit, and new funding opportunities, have provided the opportunity for expansion of noncredit programs

with improvements to student services for students. In fall 2015, the noncredit ESL program merged with the credit ESL program and moved under the Humanities cluster and ESL division. This has provided the ESL program with a division chair and full-time faculty. However, the program is still part of the Continuing Education program, as it is adult education and students are provided with specific resources under the continuing education programs and categorical funding. The GED Preparation course has been revised to an enhanced noncredit Career Development College Preparation (CDCP) program that allows students to achieve a certificate of competency in noncredit basic skills. The AEBG funding opportunity allowed for the development of a Noncredit Short-Term Career Technical Education Program. The NCTE program under Continuing Education has developed 112 courses and approximately 40 certificates in the industry of Business, Technology, and Design and Transitional basic skills. A proposal to create a new category to house the Business, Technoogy, and Design courses will be submitted to the appropriate committees for approval of the new Noncredit Career Skills Institute (NCSI). These courses will be in collaboration with credit departments and student services to collaborate the implementation and outreach efforts. The Continuing Education program has collaboared with the Automotive Department and Hospitatlity programs to develop noncredit courses in these programs to provide greater opportunities for the community in the Automotive and Hospitatliy field. The Continuing Education Program has also collaborated with the Math department to convert the lowest two levels in math to noncredit. These two math courses will be part of AEBG and WIOA. The Continuing Education program has developed and grown the Noncredit Adults with Disabilities Program. Continuing Education also participates in the development of the program at the local state priso, CMC, to provide an on-ramp in transition readiness for inmates wanting to pursue college-level courses and programs. The Continuing Education Program continues to partner and collaborate with the local K-12 districts to offer the noncredit high school program during the summer sessions. The Continuing Education program has also reactivated the Emeritus noncredit program that offers courses for the older adult population. The Continuing Education Programs supports the following programs:

- English as a Second Language (ESL divison)
- Noncredit Adult Basic Education, (Workforce Economic Development, included in this CPPR)
- Noncredit Short-term CTE (Workforce Economic Development, included in this CPPR)
- Noncredit Adult with Disabilities, included in this CPPR)
- Emeritus Program ( Workforce Economic Development, separate CPPR)
- Noncredit High School Summer Program, (Workforce Economic Development, included in this CPPR)
- Noncredit ATCH courses (Automotive Divison)
- Noncredit Math Courses (Math Division)

A. Program mission (optional)

The Continuing Education Program offers student access to Adult Basic Education: High School Equivalency Program, Short-term Career Technical Education, and courses specific for the Adults with Disabilities population. The variety of courses in the Continuing Education program

are at no cost to the student and offers certificates of completion and competency that can assist students in reaching their educational, personal, and professional goals. The Continuing Education program is intended to provide students with lifelong learning, college transfer, and career preparation opportunities.

B. Brief history of the program

**Noncredit Adult Basic Education:** The GED prep program started in 2009 with TEAM Cuesta. In 2012, it became part of the Noncredit program as it was identified as adult education. In the past, the course was only offered at the North County Campus. However, with the new regulations to financial aid and the Dream Act this course is in high demand.

The High School Summer Program was created in 2006 with collaboration from the local high schools in the community. The courses were developed for noncredit and in 2007 were approved for noncredit enhanced funding, thus offering students a certificate of competency.

**Noncredit Short-Term CTE:** The NCTE courses were developed in fall 2016 in collaboration with the Automotive Department and Human Development Division to offer culinary and auto body course for fall of 2017. Courses in contextualized basic with a workforce focus were developed in spring 2015 and have been approved by the Chancellor's Office. Courses were developed in Business, Technology, and Design. The NCTE Transition Readiness course also fit the mission of the program at CMC State Prison. This course allows students to acquire knowledge and skills needed to transition into college-level courses and pursue one of the CTE degrees offered at the prison.

**Noncredit Adult with Disabilities Program:** The AEBG allowed Cuesta College to collaborate with consortium members and partners to develop flexible courses in workforce preparation for Adults with Disabilities. Courses in NCTE were developed to be offered for this population in Spring 2017. The name of the program was changed from Adults with Disabilities Employment & Educational Skills Program (ADEESP) to Noncredit Adults with Disabilities Program in spring 2018.

**Noncredit Highschool Summer Program:** The Noncredit Summer High School Program began through a collaboration and partnership with our local K-12 districts to offer a variety of high school equivalent noncredit courses for their remedial summer offerings. This program continues to be offered in collaboration with Paso Robles USD, Atascadero USD, San Luis Coastal USD, and Lucia Mar USD.

C. Include significant changes/improvements since the last Program Review

**Noncredit Adult Basic Education:** The GED program has been expanded to meet the needs of adult learners in the community who require a high school equivalency. The courses are now offered at North County Campus, San Luis Obispo Campus, and the South County Center. These courses are also taught in Spanish to meet the needs of English Language Learners trying to achieve a high school equivalency. The Noncredit

GED program at the NCC Continuing Education Center is a state certified testing center where students and adult learners in the community can take the computer-based test to receive their GED. The GED program is part of the Adult Education Block Grant (AEBG) and the Noncredit Student Success and Support Program (NCSSSP), which has supported major program improvements and expansion. AEBG has supported curriculum development, program improvements, and professional development for faculty and staff. The GED program is currently pending approval from the Chancellor's Office to become an enhanced noncredit CDCP program. The new courses will be offered in Fall 2018. The new courses will have progress indicators and allow students to achieve a certificate of competency. The NCSSSP has supported the orientation and assessment process and has developed a plan for counseling/advising and follow-up services to assist students with transitions to other noncredit or credit programs and the workforce. GED program faculty attend a monthly professional development opportunity that is part of the San Luis Obispo County Adult Education Consortium (SLOCAEC) that supports integrated services and aligned curriculum across all adult education providers in the county.

**Noncredit Short-Term CTE:** The Continuing Education Program has developed 120 noncredit Short-term Career Technical courses in Business, Technology, and Design that lead to 40 various Career Development College Preparation (CDCP) certificates in the three different industries. The program will be identified as the "Career Skills Institute". The Continuing Education will work with America's Job Center of California (AJCC), local employers, and the ESL department to offer this program to potential students. The courses have been approved through the local curriculum process and are pending approval from the Chancellor's Office. This program is scheduled for a spring implantation. As noted above, offering NCTE Transition Readiness at CMC allows inmates to acquire knowledge and skills needed to transition into college-level courses and pursue one of the CTE degrees offered at the prison. This course introduces new students into the rigor and options of community college CTE programs. The course is being aligned with the math and English credit courses so students can assess into the first level of these credit classes.

**Adult with Disabilities Education & Employment Skills Program:** The program development and implementation began with the initiative from the Adult Education Block Grant (AEBG). Stakeholders from across the county gathered for meeting to collaborate and partner with the Continuing Education program to identify the unmet needs of the adults with disabilities population. After several meetings a pilot program was implemented and NCTE courses in basic skills and employability were developed to serve this population. The courses and program began its implementation in spring 2017 and has expanded offering to the North County Campus. Stakeholders are still gathering and program development and improvements continue to ensure the success of the program. Courses are already being reviewed and revised to better meet the needs of this population. New courses are scheduled to be offered in spring 2019.

- D. List current and/or new faculty, including part-time faculty

**Noncredit Adult Basic Education:**

Robert Parke Godar

Minerva Soto  
Deborah Reyes-Gardner  
Kelly Marshall  
Tom Whalen  
Brian Kerr  
Lief Hanson  
Kate Costello  
Amy Harris  
Kurt Lingren  
Fred Kloepper  
Gretchen Albarran  
Ana McLean  
Tracy Lloyd

**Noncredit Short-Term CTE:**

Carol Lopes  
Jennifer Brooke Foster  
Robert Parke Godar

**Adult with Disabilities Education & Employment Skills Program:**

Carol Lopes  
Jennifer Brooke Foster  
Jessica Geihs  
Greg Halfman

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

**Noncredit Adult Basic Education:**

This Program Review was conducted by Mia Ruiz, and Matthew Green, in consultation with GED Prep faculty.

**Noncredit Short-Term CTE:** This Program Review was conducted by Mia Ruiz and Matthew Green, in consultation with NCTE faculty.

**Noncredit Adult with Disabilities Program:** This Program Review was conducted by Mia Ruiz and Matthew Green, in consultation with NAWDP faculty.

**Noncredit High School Summer Program:** This Program Review was conducted by Mia Ruiz and Matthew Green, in consultation with faculty and staff.

**PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)**

- A. Identify how your program addresses or helps to achieve the District's Mission Statement.

### *College Mission*

*Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.*

*We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.*

*Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.*

The Continuing Education program is testimony that Cuesta College is an “inclusive institution that inspires a diverse population to achieve their educational goals.” Adult Education students reflect the diversity of the population of San Luis Obispo County.

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

- Institutional Goal 1. San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, transfer-readiness overall for all students.

The Continuing Education program supports this Institutional Goal by providing access to educational opportunities to the adult education population needing a basic skills, and low entry contextualized career education while inspiring students to pursue additional education.

- Institutional Goal 2. San Luis Obispo County Community College District will increase student access to higher education.

The Continuing Education program supports this Institutional Goal by providing access to educational opportunities to the adult education population lacking basic skills, are underprepared for college, and needing workskills throughout SLO County. These noncredit classes are free, which facilitates access to these classes.

- Institutional Goal 3. San Luis Obispo County Community College District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, businesses, and industries.

The Continuing Education program supports this Institutional Goal by establishing productive partnerships with organizations and facilities throughout SLO County that serve the adult education population.

- Institutional Goal 4. San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

The Continuing Education program supports this Institutional Goal by establishing productive partnerships with organizations and facilities to add off-campus sites throughout the community for noncredit courses and programs that lead to certificates of completion and competency in basic skills and career technical education.

- Institutional Goal 5. San Luis Obispo County Community College District will build a sustainable and stable fiscal base.

The Continuing Education program supports this Institutional Goal by increasing the number of noncredit/FTES-generating sections.

Identify how your program helps students achieve [Institutional Learning Outcomes](#).

### ***San Luis Obispo County Community College District Institutional Learning Outcomes***

#### **ILO 1. Personal, Academic, and Professional Development**

Students achieving this outcome will be able to:

- Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
- Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being
- Demonstrate the professional skills necessary for successful employment

The Student Learning Outcomes of Noncredit courses are aligned with these Institutional Learning Outcomes:

- 1) Demonstrate knowledge of the general guidelines of the five tests, including what topics will be covered on the exams and the minimum scores needed to pass the exams.
- 2) Apply knowledge of test-taking strategies, such as process of elimination, using context clues, understanding organizational structure (of questions), recognizing compare/contrast questions, and time management to taking tests.

- 3) Use the GED standard calculator to make calculations similar to those tested on the GED math test.
- 4) Read and correctly interpret typical graphic materials used on the GED including bar graphs, charts, maps, pie graphs, political cartoons, coordinate line graphs, and others.
- 5) Write a five-paragraph essay on a GED-style topic (at least 250 words).

## ILO 2. Critical Thinking and Communication

Students achieving this outcome will be able to:

- Analyze and evaluate their own thinking processes and those of others
- Communicate and interpret complex information in a clear, ethical, and logical manner

Continuing Education courses are designed and delivered in a manner that promotes critical thinking and communication and interpretation of complex information.

## ILO 3. Scientific and Environmental Understanding

Students achieving this outcome will be able to:

- Draw conclusions based on the scientific method, computations or experimental and observational evidence
- Construct and analyze statements in a formal symbolic system
- Analyze the relationship between people's actions and the physical world
- Make decisions regarding environmental issues based on scientific evidence and reasoning

As it relates to the context of the continuing education courses, students especially learn to analyze the relationship between people's actions and the physical world.

## ILO 4. Social, Historical, and Global Knowledge and Engagement

Students achieving this outcome will be able to:

- Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world
- Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures

Continuing Education courses presents topics and issues related to citizen participation and engagement of the adult education population as well as understanding traditions of other cultures and groups.

## ILO 5. Artistic and Cultural Knowledge and Engagement

Students achieving this outcome will be able to:

- Identify, create, or critique key elements of inspirational art forms

- Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

#### ILO 6. Technical and Informational Fluency

Students achieving this outcome will be able to:

- Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically
- Produce and share electronic documents, images, and projects using modern software and technology

The Continuing Education program integrates technology in all courses.

## II. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). The Dashboard components are hyperlinked below; just click on “enrollment” or other category below.

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

[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

- List the previous year’s projection and current year’s projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?
- What strategies will be employed to meet the current year’s projection?

## High School Program (HSD)

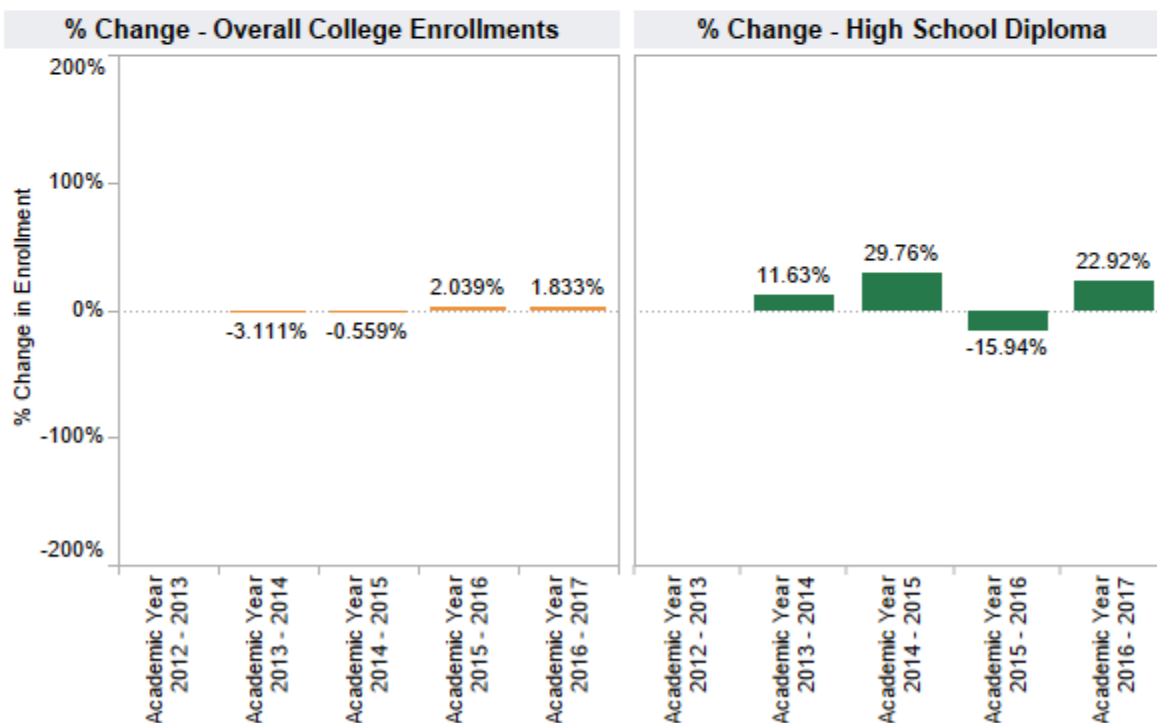
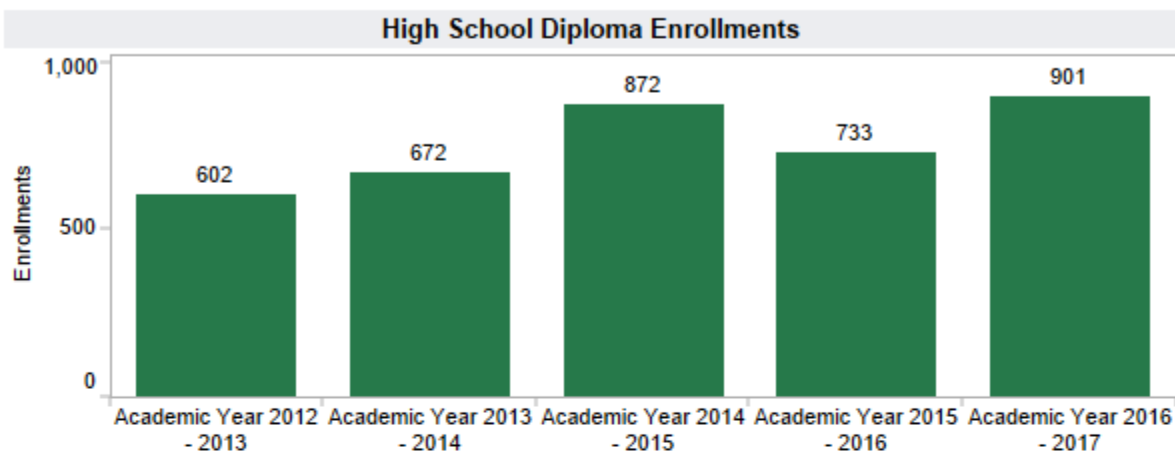
### SLOCCCD Program Review Data - Enrollment

Department:  
High School Diploma

Course:  
All

Dual Enrollment:  
All

Prison:  
All



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.

This data includes information for the GED course (ACSK 500) and High school Program courses (HSD). Enrollment Data is not yet available for other Noncredit, Continuing Education courses. The program is coordinating with Institutional Research to be included in this data collection.

The enrollment and demand of the high school program courses (HSD) are determined directly by the high school districts and the demand of the students looking to take classes. The courses selected are determined by high school administrators based on their assessment of student demand.

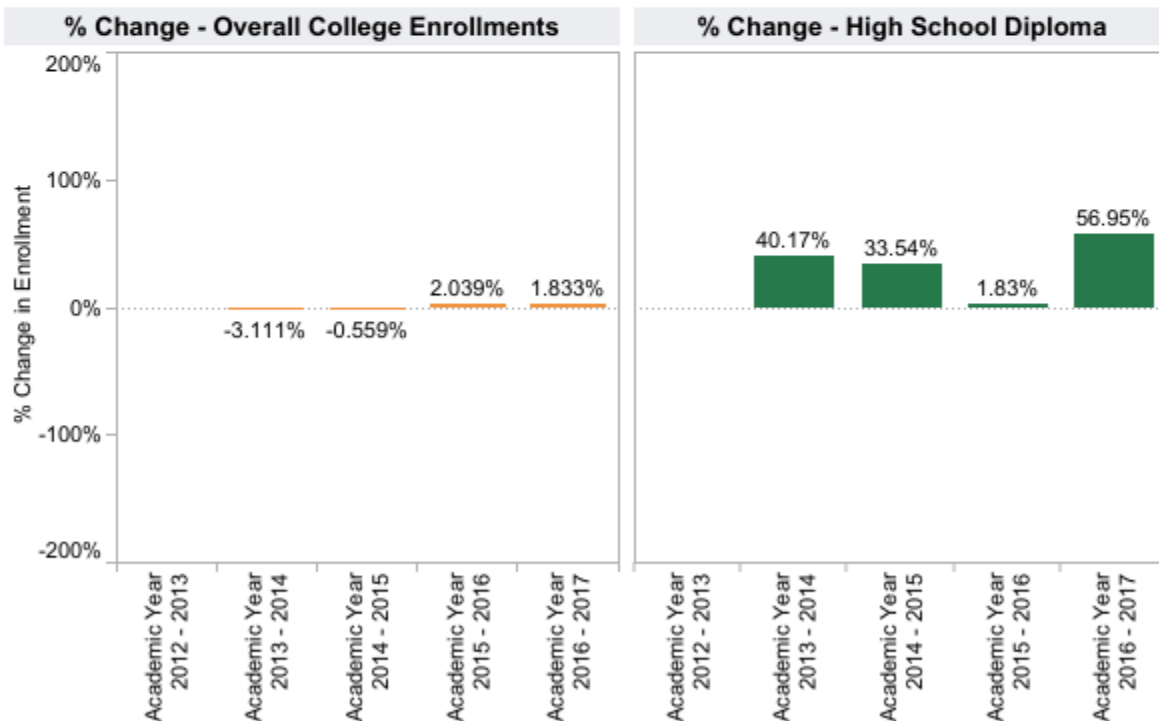
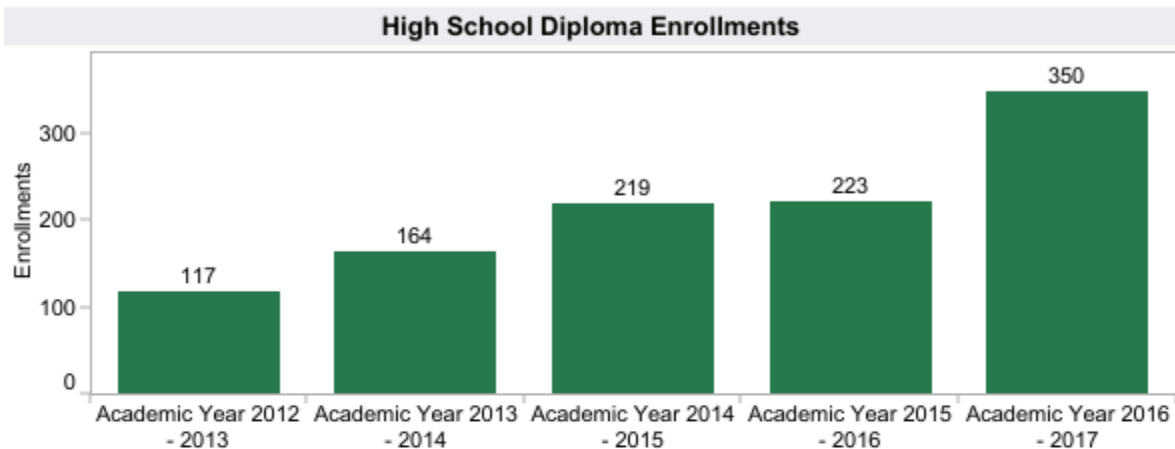
### SLOCCCD Program Review Data - Enrollment

**Department:**  
High School Diploma

**Course:**  
ACSK 500

**Dual Enrollment:**  
All

**Prison:**  
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The enrollment in the GED course (ACSK 500) has increased remarkably from 2016-17 to 2017-18. This is due to classes being offered on the SLO campus as well as increased outreach and support efforts and the availability of the GED test on the North County Campus. One focus of future planning will be on strengthening the offerings on the SLO Campus as well as linking the GED course with other Noncredit and Credit offerings based on the IBEST model, which is being developed and implemented in collaboration with credit CTE programs.

With the additional options for students completing the GED, e.g. e.g. auto mechanics, auto body, computer networking, welding, student demand for GED courses is expected to grow.

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

Disaggregated Student Demand Data (review analytically to determine if different types of courses are impacted)

- List the trend (i.e. increasing, decreasing, same)
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand.
- Based upon the trend, what strategies do you plan on implementing

## High School Program(HSD)

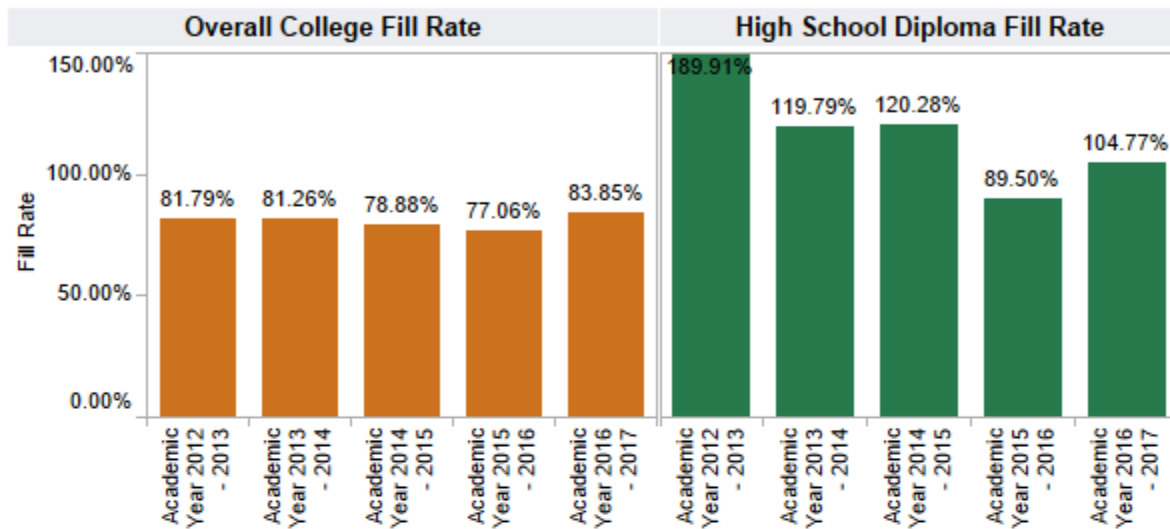
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
High School Diploma

Course:  
All

Dual Enrollment:  
All

Prison  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

# SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department:  
High School Diploma

Course:  
All

Region:  
All

Disaggregate by:  
None

Dual  
All

Prison  
All

Legend:  




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.

This data includes information for the GED course (ACSK 500) and High school Program courses (HSD). Data is not yet available for Noncredit, Continuing Education courses. The program is coordinating with Institutional Research to be included in this data collection.

The fill rate of the High School Program courses (HSD) has been consistently strong, over 100% in 2016-17. Enrollments and fill rates generally remained strong for the classes offered in 2017-18.

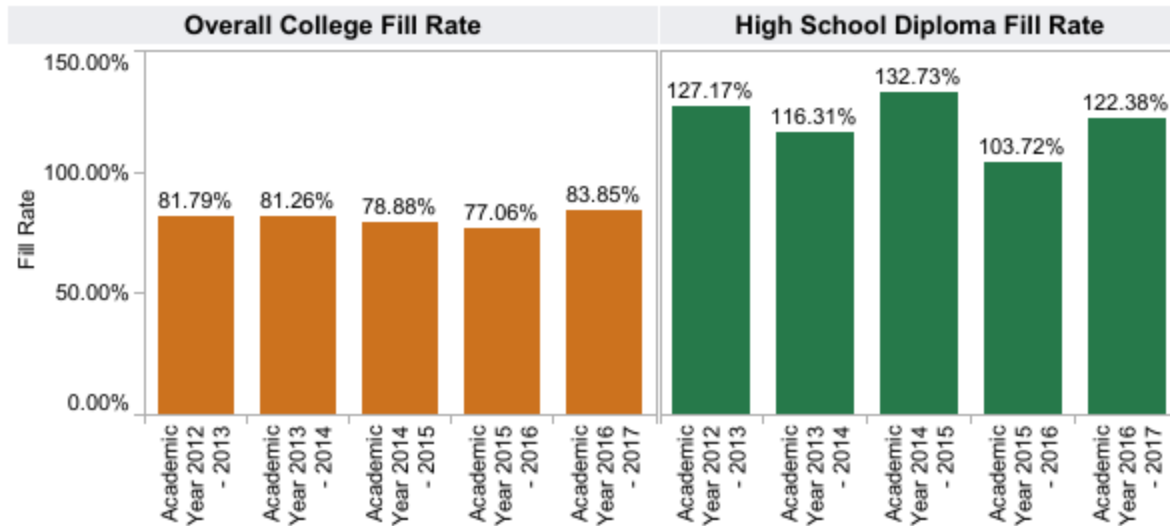
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
High School Diploma

**Course:**  
ACSK 500

**Dual Enrollment:**  
All

**Prison:**  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

## SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department:  
High School Diploma

Course:  
ACSK 500

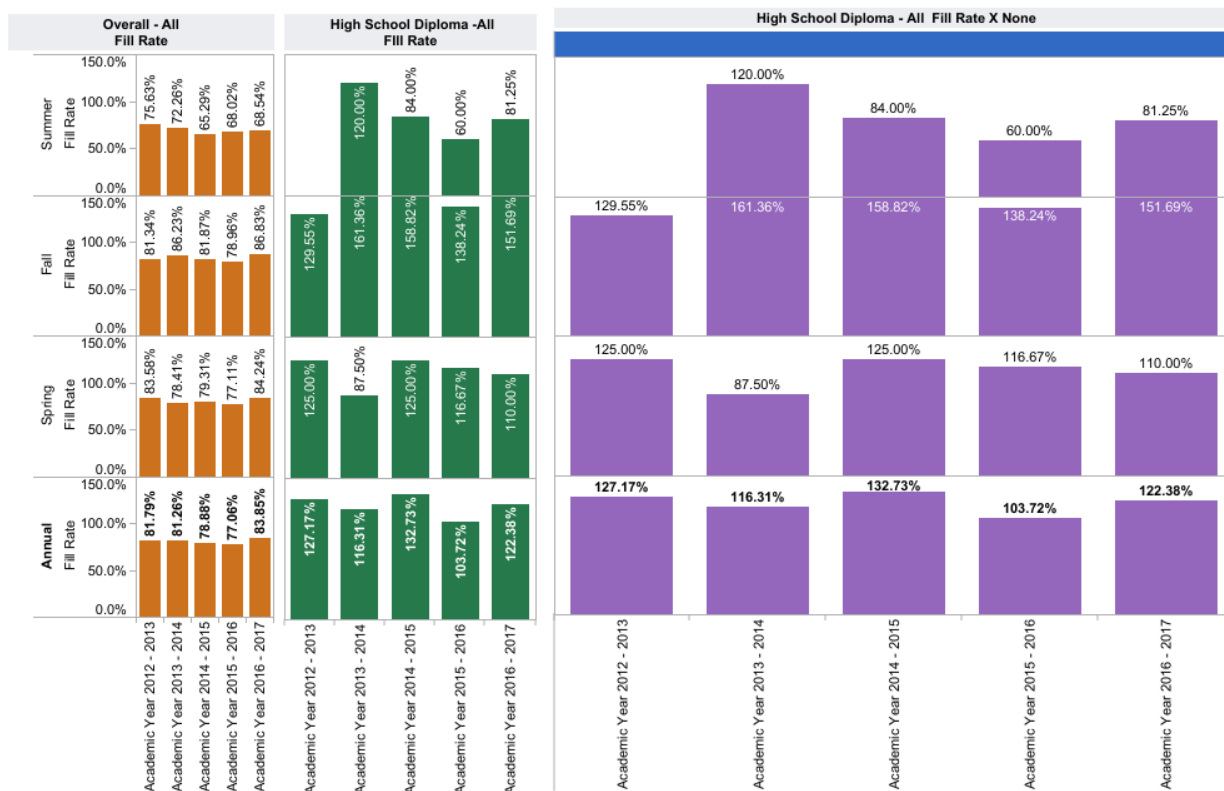
Region:  
All

Disaggregate by:  
None

Dual  
All

Prison  
All

Legend:  
■



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.

The fill rate of the GED course (ACSK 500) is strong, although this rate can be somewhat misleading since it reflects reenrollments and not attendance. Due to challenges that GED students often face to attend the classes on a regular basis, a primary focus of the program is to support students in the efforts to overcome these barriers.

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

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

## High School Program (HSD)

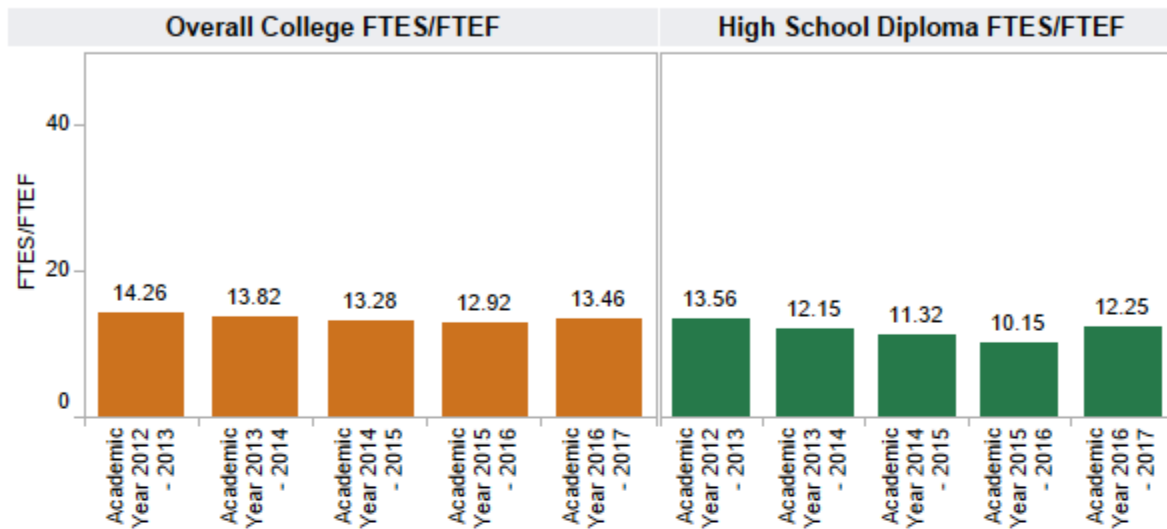
### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
High School Diploma

Course:  
All

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)

This data includes information for the GED course (ACSK 500) and High school Program courses (HSD). Data is not yet available for Noncredit, Continuing Education courses. The program is coordinating with Institutional Research to be included in this data collection.

Efficiency increased in 2016-17 over the three previous years for the high school-based summer classes offered through the county. Efforts are consistently being made to increase the per-class enrollment of these high school classes. As noted above, the recruitment and enrollment is largely facilitated by the high school administration, which limits the control Cuesta has over the specific classes offered.

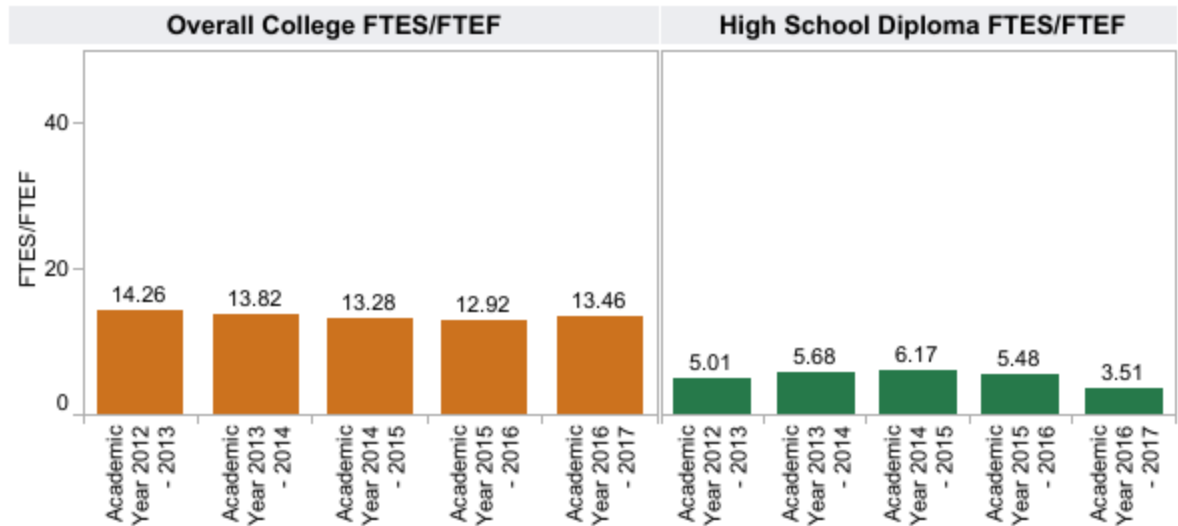
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
High School Diploma

**Course:**  
ACSK 500

**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)

The efficiency data for the GED course (ACSK 500) are concerning and reflect numerous challenges that this course faces, which include the limited numbers of students in each of the regions of the

county (North, SLO, South County), the diversity of needs of the sub-populations this course serves (e.g. Spanish-speaking), and the challenges the students have to overcome to attend the classes on regular basis (e.g. work schedule, transportation). How the classes are scheduled will be reviewed to maximum the attendance in each of the classes being offered. Finding the right bhe balance between access (location, time, frequency) and attendance is a constant challenge for the noncredit program.

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

Disaggregated Success and Completion Data (review analytically to determine if different populations are impacted)

- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed?
- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

## High School Program (HSD)

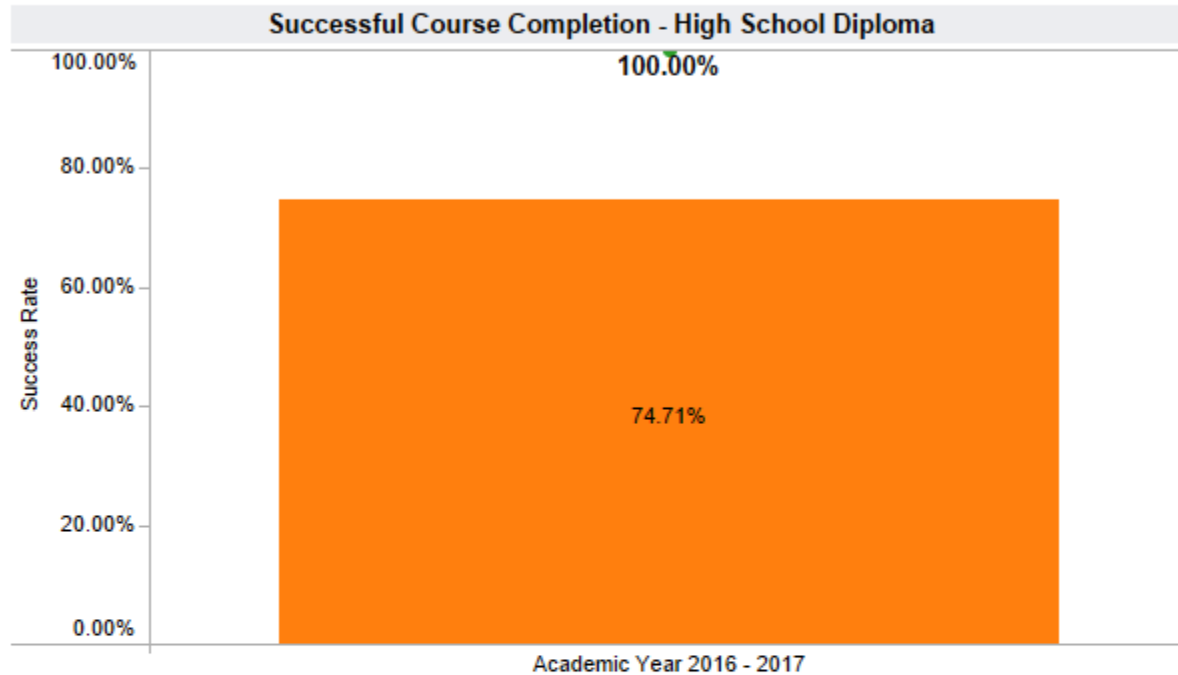
### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
High School Diploma

COURSE  
All

Legend:

- Department Success Rate
- Overall College Success Rate



### High School Diploma Success Rate Table

	Academic Year 2016 - 2017
Department Success..	100.00%
Total Enrollments	52

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

This data includes information for the GED course (ACSK 500) and High school Program courses (HSD). Data is not yet available for Noncredit, Continuing Education courses. The program is coordinating with Institutional Research to be included in this data collection. The success rate for the High School program revealed in the data is positive at 74.71%. Because the courses serve high school students, the intention is coordinate with the high school districts to increase the success rate to closer to 90%.

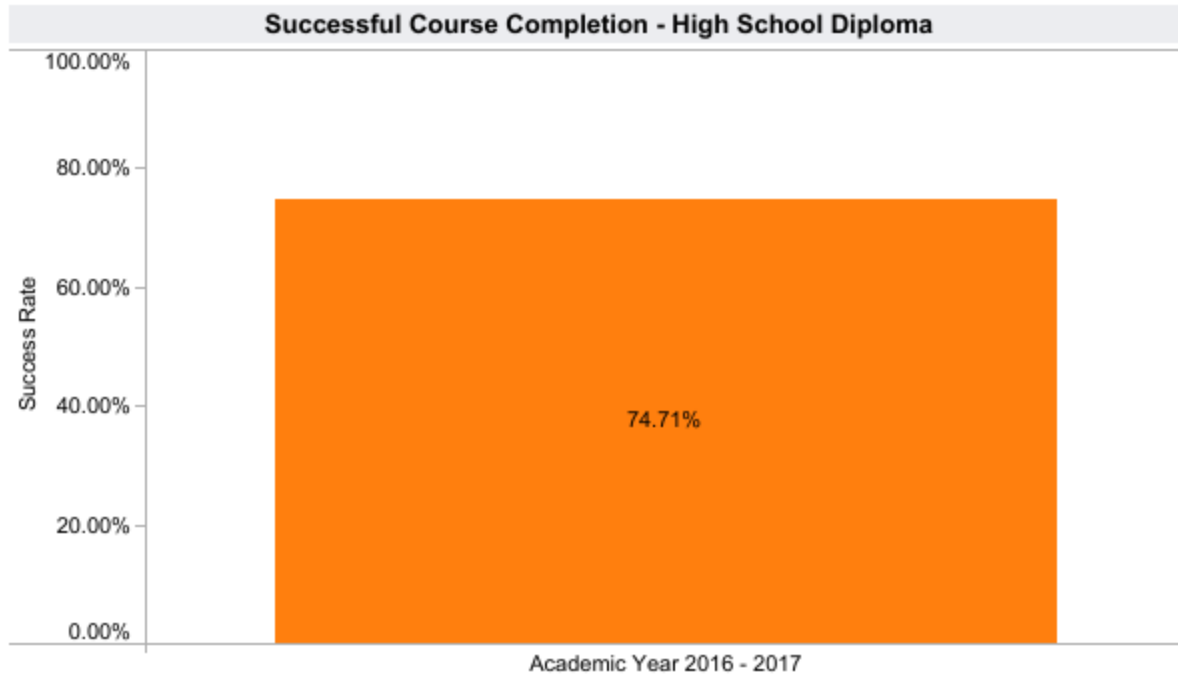
The success rate of the GED course (ACSK 500) is also positive at 74.71%. This reflects the intensive efforts of the program to provide academic and student services support, including additional academic staff in the class and assistance in Spanish when needed.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
High School Diploma

COURSE  
ACSK500

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



### High School Diploma Success Rate Table

Academic Year 2016 - 2017	
Department Success..	
Total Enrollments	37

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

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

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).

- Based upon the trend, what strategies do you plan on implementing?

All Noncredit courses are offered via direct, face-to-face instruction. No online instruction is currently offered. A recent collaboration with the statewide California Conservation Corps will involve developing and offering an online Environmental Awareness course as part of the corpsmembers initial training into the CA Conservation Corps. The first online courses will be piloted in Spring 2019.

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

- List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

The Noncredit certificates have brecently been or are being developed.

#### 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.

### **III. CURRICULUM REVIEW**

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the [Curriculum Review Template](#) for guidance.

Please see attachement for list of courses and certificates that have been developed under NCTE for Continuing Education.

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks

- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

All Continuing Education courses have been developed and or reviewed since Spring 2017. They have been or are in the process of being revised and developed as Career Development College Preparation (CDCP) certificates to improve the monitoring of student success and certificate achievement in continuing education programs.

#### Adult Basic Education:

##### High School Diploma courses and certificate (Fall 2017)

These courses were reviewed and revised to ensure that the courses reflect current high school course standards.

##### GED courses and certificate (Fall 2017)

The GED courses were revised to outline greater specificity in the content and test strategy preparation. Two courses were developed which together earn a GED Certificate. The courses will also be identified as NABE courses (Noncredit Adult Basic Skills).

#### NCTE:

##### Short-term certificates in Business, Technology, and Design (Spring 2018)

These courses were developed to address the need for skill development specific to entry-level and job search skills. A primary intention of this program is to offer classes in collaboration with local employers throughout the county.

##### Adults with Disabilities and CMC (Spring 2017, pending Spring 2018)

After two years operating the AWD, an review of the initial courses developed to serve the AWD program reveals that a revision of the course outlines is needed to adjust to the demands and needs of the population being served. The revised courses will address a broader scope of occupational and life skills and use language in the description more student-friendly than what is in the current outlines.

##### Noncredit/Credit courses and certificates (Auto Body and culinary) (Fall 2016).

The Continuing Education program is implementing the IBEST model and began by collaborating with the Auto Body faculty. Noncredit courses were developed to mirror the credit course to allow GED and ESL students to begin content coursework in this CTE field while still progressing in GED and ESL. Course outlines in other CTE areas have also been developed submitted.

Integrated Basic Education and Skills Training (I-BEST) is a strategy developed by the Washington State Board for Community and Technical Colleges, in conjunction with the state's community and technical colleges, in which basic skills instructors and technical faculty jointly design and teach college-level occupational classes that admit basic skills-level students. By integrating basic skills and professional-technical skill instruction, I-BEST seeks to increase the rate

at which adult basic education and English-as-a-second-language students advance to college-level programs and complete postsecondary credentials.

#### **IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

- A. Attach or insert the assessment cycle calendar for your program.

See assessment calendar attached

- B. Have you completed your course assessments in eLumen or CPAS?

Not at this time, however we are in the process.

If no, what are your plans for completing this important work? Indicate the date of completion.

Faculty completed assessments (survey and observation rubric) in Spring 2017 and will again in Spring 2018. Faculty will meet after Spring 2018 to input course assessment data and information for Spring 2018.

- C. Have you mapped course level SLOs to Program –Level SLOs in eLumen?

If no, what are your plans for completing this important work? Indicate the date of completion.

There are several new courses and programs that have been developed in Continuing Education. The work will be completed by the end of Fall 2019.

- D. Highlight improvement efforts that have resulted from SLO assessment.

Based on the assessments in Spring 2016, it was determined that a number of classes/instructors needed to identify ways to ensure that instructor promotes all students' ability to participate more comfortably and with greater confidence in social situations with their peers and with others. Strategies for encouraging instructors to monitor and engage all students in class lessons discussions are being developed and will be shared with instructors.

- E. Recommend changes and updates to program funding based on assessment of SLOs.

- For funding requests, complete the applicable [Resource Plan Funding Request Worksheet](#)
- For faculty hiring needs, attach Section H – Faculty Prioritization Process

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

No specific budget requests have stemmed from the SLOs assessment process.

## **V. PROGRAM DEVELOPMENT/FORECASTING**

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

- A. New or modified action steps for achieving Institutional Goals and Objectives
- B. New or modified action steps for achieving Institutional Learning Outcomes
- C. New or modified action steps for achieving program outcomes
- D. Anticipated changes in curriculum and scheduling
- E. Levels or delivery of support services
- F. Facilities changes
- G. Staffing projections
- H. Strategies for responding to the predicted budget and FTES target for the next academic year

The Continuing Education Programs will grow significantly over the next several semesters. The efforts to expand the program will reinforce its capacity to meet Institutional Goals and Objectives as described above. The adult education population is a segment of SLO County that is growing; the Continuing Education Program allows Cuesta College to serve this population with free courses that promote lifelong learning, certificate completion, college transfer, and personal goal achievements.

The growth of NCTE will require support staff to assist students with the registration, enrollment, and assessment process to ensure students are receiving all the core services initiatives for noncredit students.

The primary limiting factor, in addition to adequate coordinator and staff support, is sufficient qualified and available instructors willing to work for the noncredit faculty rate, which starts at \$27.31/hr. This hourly rate is a limiting factor for some potential instructors. This has affected the ability to recruit noncredit instructors in many program areas.

Adequate and appropriate space on the SLO campus is also critical to ensure the continued growth of Noncredit. This applies both to office space for staff and faculty (to meet and serve current and potential students) as well as classroom space. Off campus locations will be used whenever possible and appropriate, in particular in the context of collaborations with the local employer community and specific industry sectors.

## **VI. END NOTES (If Applicable)**

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

Please see additional documents for list of new courses for NCTE

## **VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2017.**

## 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. (More signature lines may be added as needed.)

**Matthew Green**

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Division Chair/Director Name	Signature	Date
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**Mia Ruiz**

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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:

[https://sharepoint.cuesta.edu/Committees/faculty\\_prioritization/Committee%20Documents/Prioritization%20Process%20Handbook.pdf](https://sharepoint.cuesta.edu/Committees/faculty_prioritization/Committee%20Documents/Prioritization%20Process%20Handbook.pdf)

**D. Applicable Signatures:**

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**Vice President/Dean**

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**Date**

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**Division Chair/Director/Designee**

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**Date**

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**Other (when applicable)**

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**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.

## **OPTIONAL 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: (survey link to be included prior to document dissemination October 1, 2016)