2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025   **PROGRAM(S): EDUCATION**
CLUSTER: 3   **AREA OF STUDY: EDUCATION AND INFORMATION**
LAST YEAR CPPR COMPLETED: 2023   NEXT SCHEDULED CPPR: 2027   CURRENT DATE: 2/23/2025

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

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

This APPW encompasses the following programs of study (degrees and/or certificates):

Seven degrees and certificates are in this program:

- Associate Degree for Transfer ELEMENTARY TEACHER EDUCATION
- Associate in Arts ELEMENTARY EDUCATION: CHILD DEVELOPMENT EMPHASIS (PK-6 PREP)
- Associate in Arts PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
- Certificate of Achievement CHILD DEVELOPMENT FOR ELEMENTARY EDUCATORS
- Certificate of Achievement HIGH SCHOOL/MIDDLE SCHOOL TEACHER PATHWAY
- Certificate of Achievement PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
- Certificate of Specialization PARAPROFESSIONAL EDUCATOR FOUNDATION

General Program Update

The Education Department has strengthened its collaboration with Cal Poly, San Luis Obispo, particularly in improving transfer alignment with Cal Poly's Liberal Studies program. A newly written degree (Associate in Arts ELEMENTARY EDUCATION: CHILD DEVELOPMENT EMPHASIS (PK-6 PREP)) has been implemented with an eye toward the future, providing the latest path for future PK-6 educators to take. This new degree is unique in the fact that it was designed to meet admission criteria for Cal Poly, San Luis Obispo specifically, while also positioning students to transfer ready to emphasize in Child Develop, eventually opening the door for them to add on an additional PK-3 teaching credential should they eventually choose to obtain a multiple

subject credential initially. Continuing with the collaboration between Cuesta College and Cal Poly, a new pathway has opened up for Cuesta College students. Students can now look to transfer to Cal Poly in the traditional Liberal Studies Program, or can apply to transfer to the Liberal Studies on Cuesta College campus program. Faculty from both institutions have collaborated to build the initial version of the new program, with hopes to building a more robust, well-rounded program with authentic notions of care embedded to better serve underserved populations of student who want to pursue education as a career. These efforts aim to create more accessible pathways for future teachers, increase local teacher preparation options.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
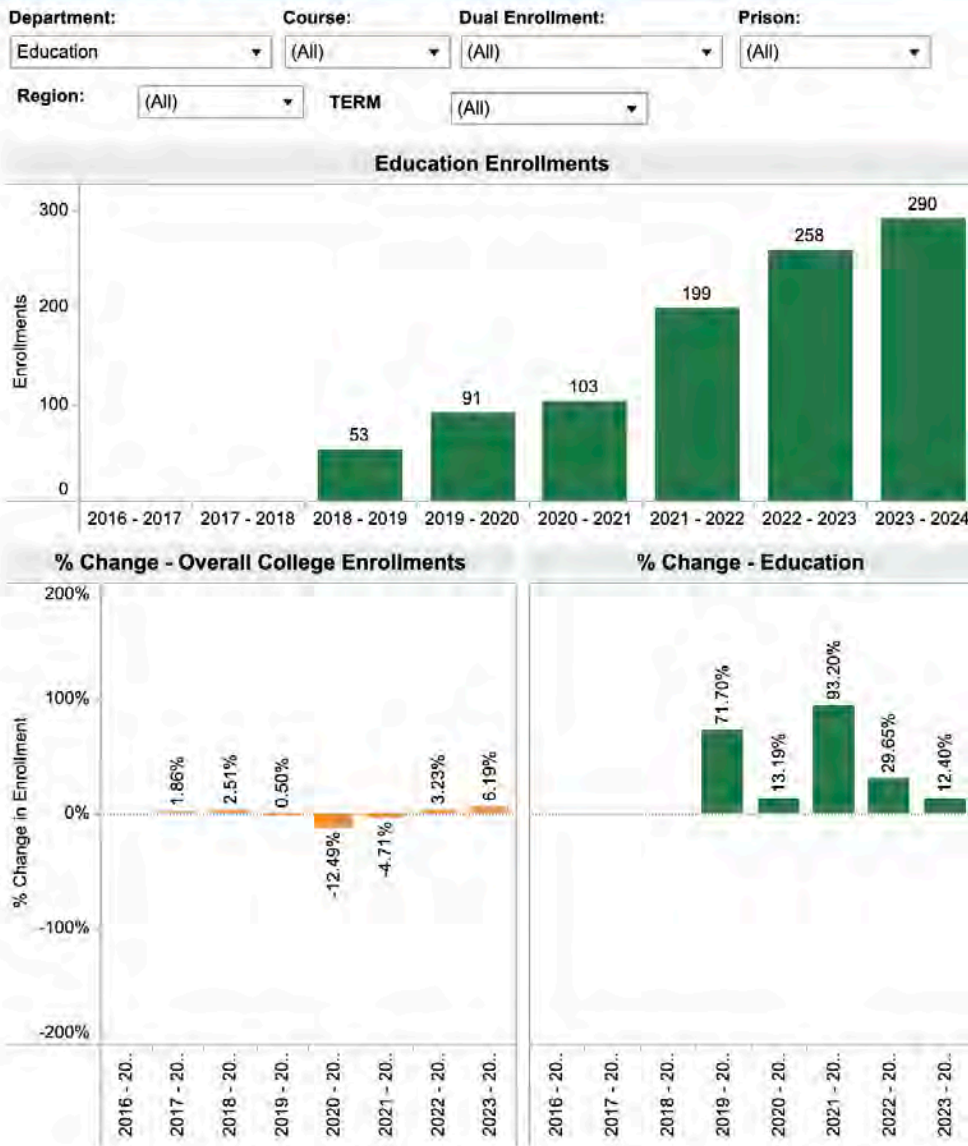No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment**

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Education ▼	(All) ▼	(All) ▼	(All) ▼

Region:	(All) ▼	TERM	(All) ▼

Education Enrollments

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
		53	91	103	199	258	290

% Change - Overall College Enrollments

2016 - 20.	2017 - 20.	2018 - 20.	2019 - 20.	2020 - 20.	2021 - 20.	2022 - 20.	2023 - 20.
1.86%	2.51%	0.50%	-12.49%	-4.71%	3.23%	6.19%	

% Change - Education

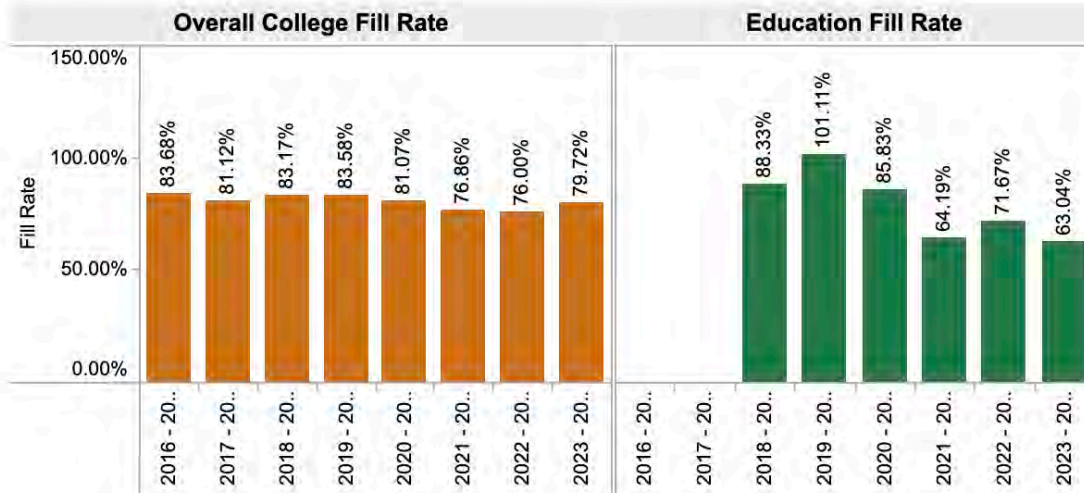| 2016 - 20.	2017 - 20.	2018 - 20.	2019 - 20.	2020 - 20.	2021 - 20.	2022 - 20.	2023 - 20.
			71.70%	13.19%	93.20%	29.65%	12.40%

The Education Department continues to see strong enrollment growth, reflecting a rising demand for teacher pathways. Enrollment increased by 12.4% from the previous year (2022-2023 to 2023-2024), outpacing the college-wide increase of 6.19%. While this growth is slightly lower than the jump seen in the prior year, it remains part of a steady upward trend over the past five years, demonstrating consistent student interest and demand. In contrast, overall college enrollment has shown only mild to moderate fluctuations, further emphasizing the Education Department's role as a growing and evolving program within the institution.
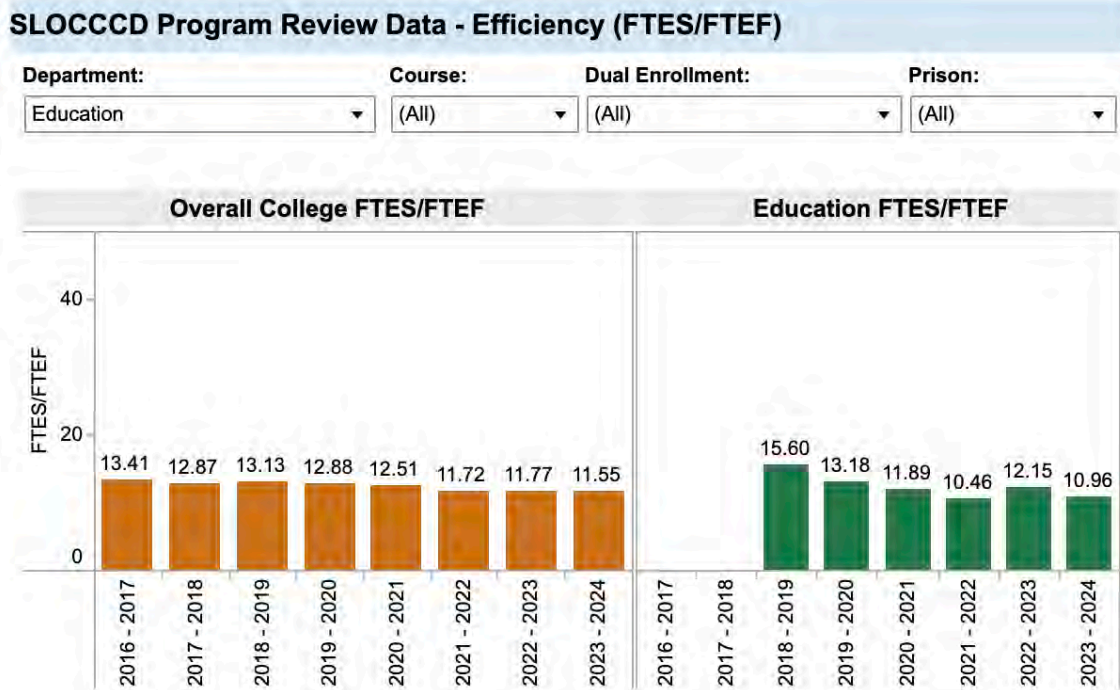
B. **General Student Demand (Fill Rate)**

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Education ▾	(All) ▾	(All) ▾	(All) ▾

Overall College Fill Rate

- 2016 - 20..: 83.68%
- 2017 - 20..: 81.12%
- 2018 - 20..: 83.17%
- 2019 - 20..: 83.58%
- 2020 - 20..: 81.07%
- 2021 - 20..: 76.86%
- 2022 - 20..: 76.00%
- 2023 - 20..: 79.72%

Education Fill Rate

- 2018 - 20..: 88.33%
- 2019 - 20..: 101.11%
- 2020 - 20..: 85.83%
- 2021 - 20..: 64.19%
- 2022 - 20..: 71.67%
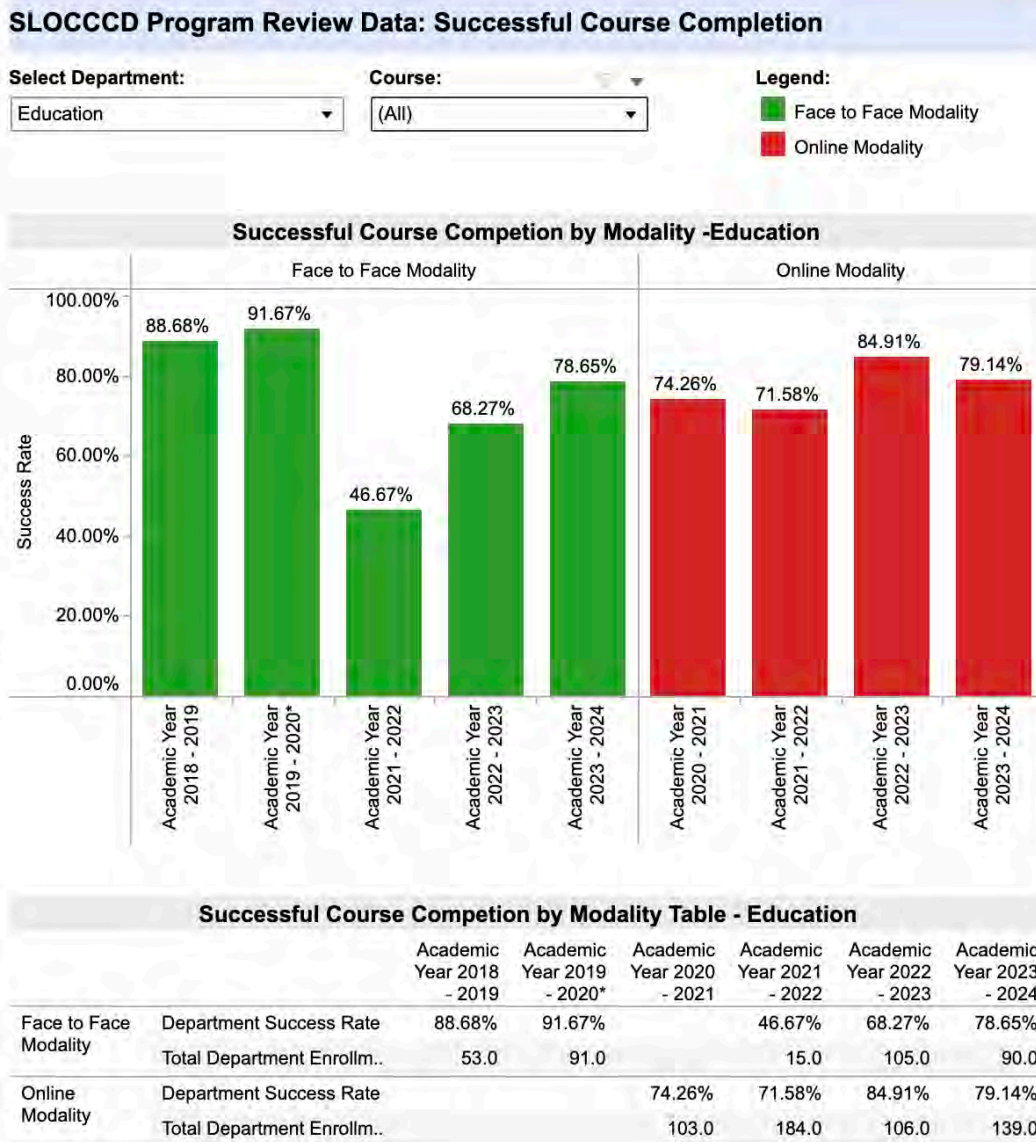- 2023 - 20..: 63.04%

The Education Department remains committed to meeting the diverse needs of students pursuing a career in education, which has led to a conscious effort to offer key courses at multiple times and in multiple modalities. While this approach ensures greater accessibility and flexibility for students, it has also contributed to a decrease in fill rate to 63%, compared to the college-wide fill rate of nearly 80%. Despite this decline, overall enrollment growth in the department remains strong, and the varied course offerings support student persistence and completion by allowing more individualized scheduling options. The department continues to focus on balancing accessibility with efficiency to work to optimize fill rates while maintaining student-centered course availability.

C. **General Efficiency (FTES/FTEF)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Education ▼	(All) ▼	(All) ▼	(All) ▼

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.87
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77
2023 - 2024	11.55

Education FTES/FTEF

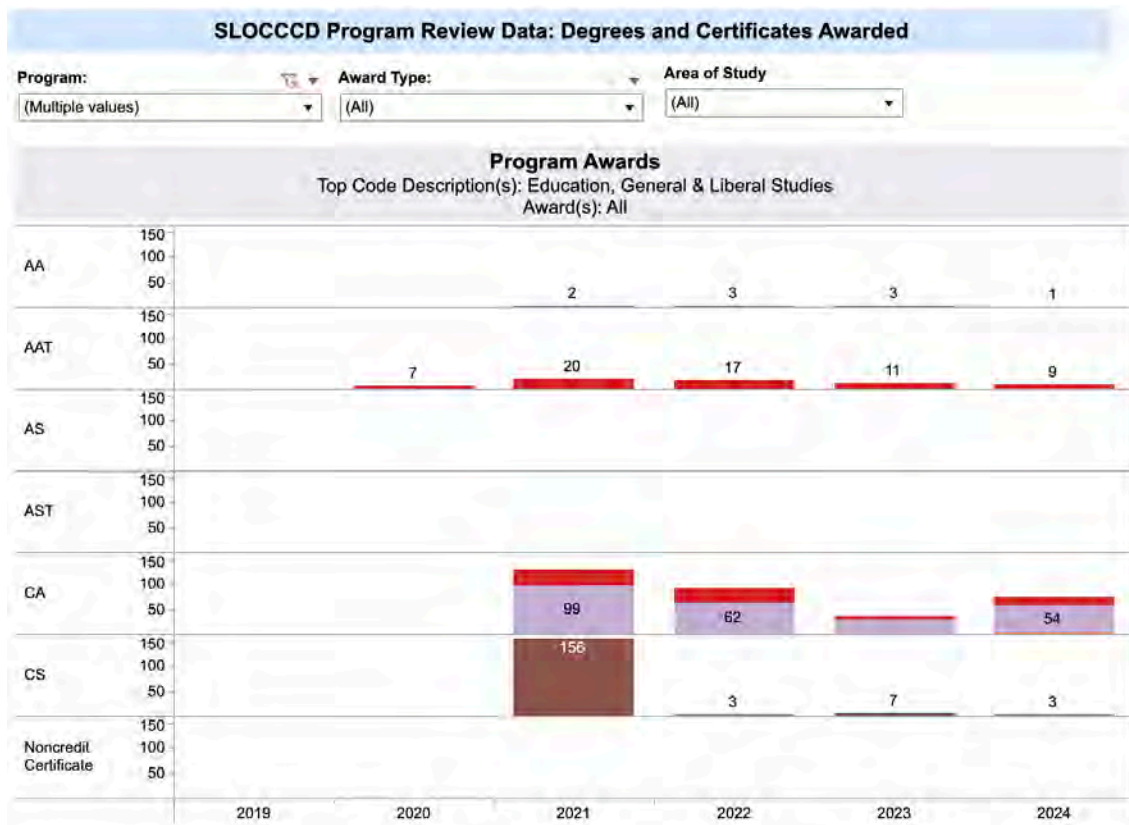| Year	FTES/FTEF
2018 - 2019	15.60
2019 - 2020	13.18
2020 - 2021	11.89
2021 - 2022	10.46
2022 - 2023	12.15
2023 - 2024	10.96

The Education Department saw a drop in efficiency to 10.96, while the overall college remained relatively stable at 11.55. This shift comes after last year's promising increase, which had briefly pushed the department's efficiency above the college average for the first time in two years. While the decline is notable, the department still exists within a bout a half of a point of the overall college. This data also coincides with the department's commitment to meeting the needs of our students through course offerings at different times and modalities. That said, the department will look toward building toward sustainability in both scheduling and recruitment/retaining of students.
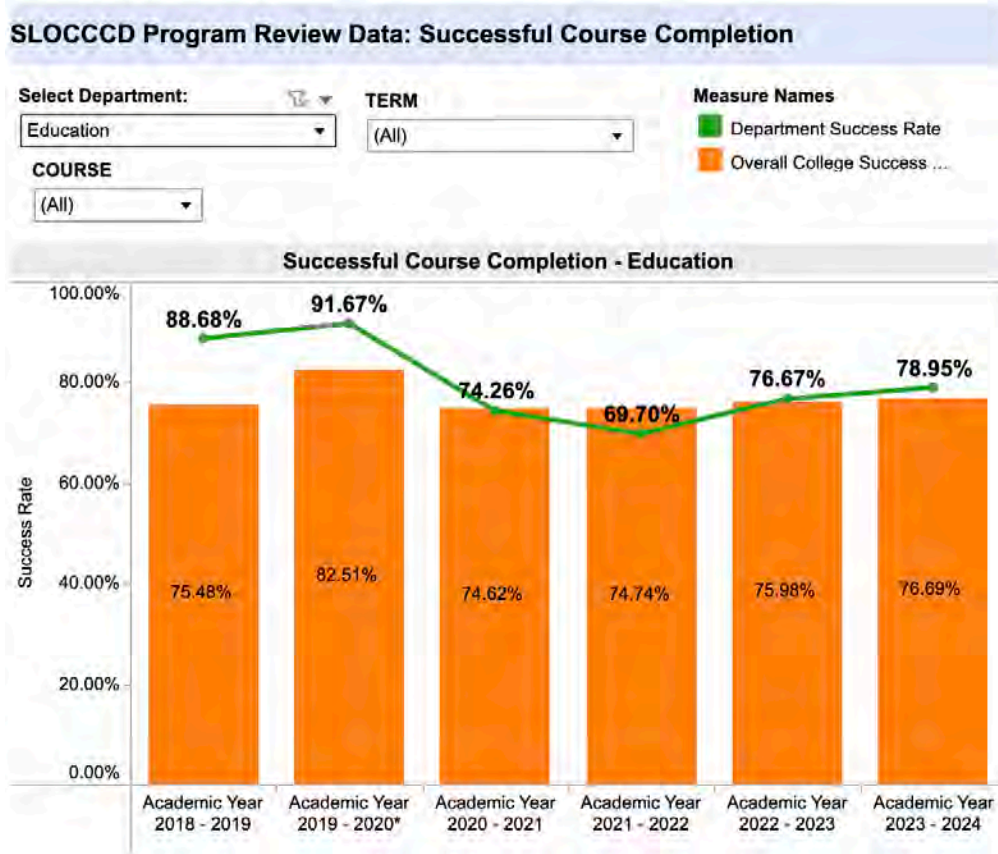
D. **Student Success—Course Completion by Modality**

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Education
Course: (All)

Legend:
- Face to Face Modality (green)
- Online Modality (red)

Successful Course Competion by Modality -Education

Successful Course Competion by Modality Table - Education

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate	88.68%	91.67%		46.67%	68.27%	78.65%
	Total Department Enrollm..	53.0	91.0		15.0	105.0	90.0
Online Modality	Department Success Rate			74.26%	71.58%	84.91%	79.14%
	Total Department Enrollm..			103.0	184.0	106.0	139.0

The Education Department continues to see strong student success across both face-to-face and online courses. Face-to-face success rates increased to 78.7%, reflecting ongoing improvements in in-person instruction and student engagement. While online success rates adjusted to 79.1%, this still represents a strong performance in distance education and remains closely aligned with face-to-face outcomes. The near equilibrium between modalities suggests that students are experiencing consistent instructional quality and support regardless of format.
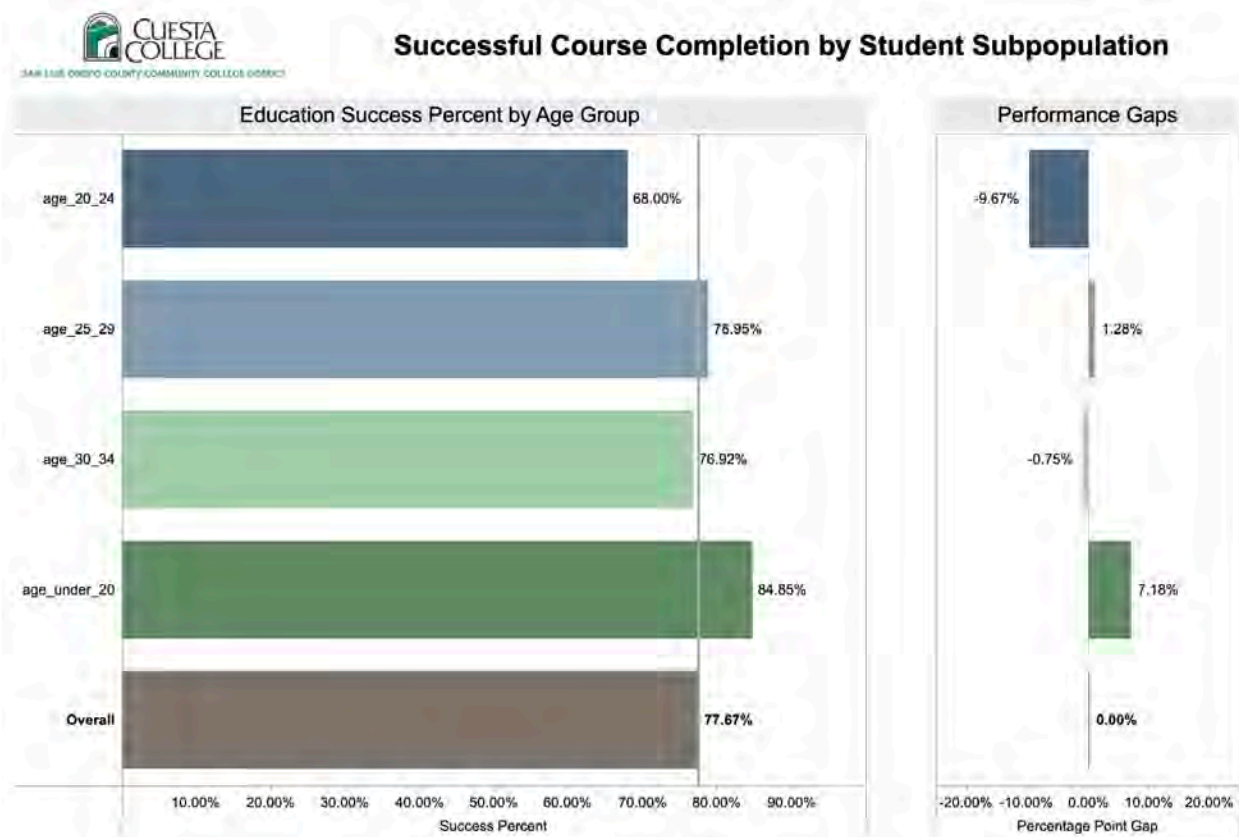
E. **Degrees and Certificates Awarded**

The Education Department saw a major increase in Certificates of Achievement awarded, rising from 36 last year to 78—a strong indicator that more students are completing meaningful milestones in their education journey. Other degree numbers remained fairly consistent, though the Elementary AAT continues to be an area of focus, as it has not yet rebounded to previous levels. The newly launched Associate in Arts degree in Elementary Education: Child Development Emphasis (PK-6 Prep) will hopefully expand options for students, leading to higher completion rates and an increase in future degrees awarded.

7 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

F. **General Student Success – Course Completion t)**

SLOCCCD Program Review Data: Successful Course Completion

Successful Course Completion - Education

The Education Department's success rate continues to rise, now reaching 78.95%, surpassing the overall college success rate of 76.69%. This marks a continued positive trajectory for the department, which had previously lagged behind the college average but has now pulled ahead for the second straight year. The steady growth in success rates reflects ongoing efforts to enhance instructional quality and provide strong student support. Maintaining this momentum will be key as the department continues to look to increase efficiency while still focusing on meeting the diverse needs of our student population.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Education Success Percent by Age Group

Age Group	Success Percent
age_20_24	68.00%
age_25_29	78.95%
age_30_34	76.92%
age_under_20	84.85%
Overall	77.67%

Performance Gaps

	Percentage Point Gap
age_20_24	-9.67%
age_25_29	1.28%
age_30_34	-0.75%
age_under_20	7.18%
Overall	0.00%

This year, the Education Department took a closer look at student success rates by age range, revealing an interesting trend: while most age groups performed at or above the overall program average, the 20-24 age group was the only subgroup that fell significantly below the department's 77.67% success rate. The youngest students (those under 20) had the highest success rates, suggesting that students coming directly from high school are adapting well to the coursework and available support systems. Meanwhile, older students (25 and up) consistently outperformed the 20-24 age group, possibly indicating that life experience, career clarity, or external motivation contributes to their higher success. This finding presents an opportunity to further explore what unique challenges students aged 20-24 might be facing, whether related to academic engagement, external responsibilities, or transitions from other educational pathways.

Programs and Curriculum Review Progress
Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs

and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

The Education Department remains committed to expanding opportunities for students from diverse backgrounds who are interested in pursuing careers in education. Through ongoing work with Cal Poly, the department is helping to revamp the 2+2 Liberal Studies pathway, ensuring a clear, accessible transfer route that meets the needs of all students, including those who may have historically faced barriers to entering the teaching profession.

Recognizing the importance of a representative educator workforce, the department is working to prioritize working to increase outreach and support for underrepresented student populations, ensuring they have the resources, guidance, and opportunities needed to succeed.

This includes efforts to engage first-generation college students, students from diverse cultural and linguistic backgrounds, and those balancing work and family responsibilities.

Looking forward, Cuesta's EDUC and CDFS programs are excited to play a meaningful role in the development of Cal Poly's PK-3 Teaching Credential Program, ensuring that students who begin their studies at Cuesta have a seamless pathway into this new credentialing opportunity. By strengthening this partnership, the department aims to equip a more diverse group of future teachers with the skills and knowledge necessary to support young learners in our community. Through these ongoing efforts, the Education Department remains dedicated to breaking down barriers, expanding access, and fostering a new generation of educators who reflect the rich diversity of the students they will one day teach.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST
☐ SLO assessment cycle calendar is up to date.
☐ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
None.

Program Planning / Forecasting for the Next Academic Year

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

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

The Education Department is looking toward more intentional advising to better support students from underrepresented backgrounds and ensure clear pathways to transfer and credentialing. Coursework will continue to embed culturally responsive teaching practices, equipping future educators to serve diverse learners effectively.

B. Anticipated changes in curriculum, scheduling or delivery modality

With continued enrollment growth, the department remains committed to flexible scheduling across multiple modalities and time slots to accommodate student needs. Knowing we can achieve better efficiency, time and energy will be spent communicating to our students across campus what our course offerings are, as we know we have untapped interest in the program.

C.   Levels, delivery or types of services
None
D.   Facilities changes
None
E.   Staffing projections
None
F.   Other

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

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