

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: Emeritus

Current Academic Year: 2017-18

Last Academic Year CPPR Completed: 2011-12

Current Date: March 2017

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

Emeritus College: All Emeritus classes, both for able-bodied older adults and the frail elderly, are intended to affirm and foster one's sense of individual worth and dignity; to develop a fuller appreciation of the roles one has played and the times in which one has lived; to increase awareness of our connectedness to one another; and to stimulate intellectual and physical activity and well-being, critical thinking, and creative expression. Emeritus College helps the college meet its mission to provide classes that allow older adults achieve a variety of personal goals, including learning new activities and making new friends, as well as learning to participate effectively in their local communities and live responsible and rewarding lives. With its specialized services and classes, Emeritus offers a supportive environment that especially accommodates older students. The diversity of its class offerings and delivery modalities, and the wide range of sites throughout the county maximize opportunities for learning for all older adults.

The program was suspended beginning Fall 2010. It was revived in Spring 2016.

B. Brief history of the program

Emeritus College was created under the direction of Susan Dressler, Vice President of Student Learning; Ed Pearce, Dean of Business Education, Engineering and Technology and Community Programs and Sharon Blattner, Director of Community Programs. The Senior Advisory Group for Education (SAGE) was also created and played an integral role in providing initial direction and support for this program. The first Emeritus classes were offered in Spring 2001. The Spring 2001 Schedule included 8 classes at 3 locations with 3 instructors. The initial courses addressed the active senior and were scheduled at the San Luis Obispo and North County Campuses and Arroyo Grande High School.

Beginning Spring 2005, the program experienced considerable growth, with new sites and new courses created and added to the programming. Spring 2009 Emeritus Schedule began with 180 classes at 44 locations with 50 instructors. Classes at retirement and assisted living communities and long-term care facilities throughout the county were scheduled and became an integral part of the population served by Emeritus College. The program was reduced by 50% Fall 2009 and to 25% Spring 2010 and then suspended beginning Summer 2010.

The program was revived in Spring 2016 with the first classes scheduled at the South County Center.

The Senior Advisory Group for Education (SAGE) continued to meet regularly through 2012 to offer recommendations regarding Cuesta programs and services and accommodating the older adult population.

Enrollment history:

EMERITUS

Year	# of sections *1	# of Students Enrolled	Fill Rates in % *2	Average Daily Attendance	Student Success/ Retention in % *3	FTES	Certificate Completions* 4	TSCH/FTEF *5
2005-06		1146	38.9%		N/A	38	N/A	
2006-07		3220	68.4%		N/A	103.94	N/A	
2007-08		5102	78.6%		N/A	143.31	N/A	
2008-09		8412	103.4%		N/A	249.95	N/A	
2009-10		4084	101.9%		N/A	131.83	N/A	

The data clearly shows that Emeritus experienced tremendous growth between 2005-06 and 2009-10. The lower cost of non credit faculty and the program in general makes this an attractive offering in terms of cost efficiency. There are also benefits in terms of building goodwill in the community among older adults and the community at-large.

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

The Emeritus Program, which had been in hiatus since 2010, was revived in Spring 2016 in order to provide greater offerings at the South County Center and to the older adult population throughout the County. The positive community response to this first offering was encouraging. Thanks to a mailer that was sent to all of South County, 9 of the 12 classes scheduled ran. Several of these classes had strong enrollment; several had light enrollment but were maintained to promote interest in the program. In Fall 2016 the program expanded to include four additional “community sites” sites: Morro Bay Senior Center, Paso Robles Senior Center, and the SLO and NC Campus. The support of the two senior centers resulted in successful classes (in terms of reenrollment and attendance) at both sites. The program also

expanded to include independent and assisted-living facilities (Adult Day Center-Paso Robes, Oak Park Manor-AG, Manse on Marsh and The Villages-SLO). In Spring 2017, classes a new site was added: AG Care Center.

The process of reviving the Emeritus program involved reactivating most of the Non-credit Emeritus-Older Adult course outlines. Topics for additional courses have been identified and will be proposed in coming months.

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

The program has had to recruit all new faculty. 9 faculty were hired for Spring 2015. 12 faculty taught in Fall 2016. 15 are teaching in Spring 2017.

Julie Andrews-Scott	Healthy Eating/Fun with Food
Charlotte DiNunzio	Photography
Julie Howard	Brain Health-Healthy Aging
Dan Koenig	Senior Seminar (Technology)
Joy Krull	Art
Gary Kuhn	Senior Seminar (History and Current Events)
Doris Lance	Exercise

Diana Manseau	Art/Art Appreciation
Marty Mimmack	Reminiscing
Genesis Newsom	Reminiscing
Bobby Olgin	Basic Computers
Mark Pietri	Music
Paul Portuges	Creative Writing (poetry)
Russell Swanagon	Life Story
Natalie Wall	Wills and Trusts/Laws Affecting Seniors
Marilyn Hotz	Healthy Eating/Fun with Food
Andrea LaRosa	Film Appreciation
Zachary McKiernan	Senior Seminar (History, Current Events)

Additional instructors are being recruited for Summer and Fall 2017.

Program Sites:

South County Center	Oak Park Manor (AG)
SLO Campus	AG Care Center
NCC	Manse on Marsh (SLO)
Morro Bay Senior Center	The Villages of SLO
Paso Robles Senior Center	Adult Day Center (Paso)

Facilities added in Summer/Fall 2017

Garden Creek at the Villages, SLO

C. Describe how the Program Review was conducted and who was involved

This Program Review was conducted by Matthew Green, Mia Ruiz and Julie Howard.

II. 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 Emeritus program is testimony that Cuesta College is an “inclusive institution that inspires a diverse population to achieve their educational goals.” Emeritus students reflect the diversity of the population of San Luis Obispo County, in particular the 21.5% of the county population that is 60 years old and older and the 36.6% that is 50 and older (the threshold age for Older Adults program per the Chancellor's Office).

B. 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 Emeritus program supports this Institutional Goal by providing access to educational opportunities to the older adult population and inspiring them to pursue additional education. Though Emeritus courses are offered for non-credit, course materials and outlines reflect the same rigour as credit courses which include homework assignments and encourage further learning.

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

The Emeritus program supports this Institutional Goal by providing access to educational opportunities to the older adult population at convenient locations

throughout SLO County. These noncredit classes are free, which facilitates access to these classes. Some of these locations include Assisted Living communities, reaching students who would otherwise not be able to attend or access Cuesta 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 Emeritus program supports this Institutional Goal by establishing productive partnerships with organizations and facilities throughout SLO County that serve the older adult population. Above is a list of the partnerships that have resulted in the offering classes at community sites. Other collaborations for outreach include:

Newcomers Clubs

Rotary and other service Clubs

Meals that Connect - Senior Nutrition Program

Life Long Learners of the Central Coast

Behavioral Health Stakeholders group

- 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 Emeritus program supports this Institutional Goal by establishing productive partnerships with organizations and facilities to add off-campus sites throughout the community for the Emeritus classes. There is a need at some of the off-campus sites for improved technology to aid in instructional modalities.

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

The Emeritus program supports this Institutional Goal by increasing the number of noncredit/FTES-generating sections. The program anticipates expanding both the community and facility-based offerings. Facility-based sections provide reliable and sustained enrollments. The success of the community-based classes is contingent on identifying the courses that interest older adults and recruiting and retaining qualified faculty.

C. 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 the Emeritus courses are aligned with these Institutional Learning Outcomes:

1. Demonstrate the ability to participate more comfortably and with greater confidence in social situations with their peers and with others.
2. Demonstrate an increase in knowledge and skill in the subject presented in the course(s).
3. Exhibit an increased level of creative self-exploration and self expression in the areas of the course(s).
4. Exhibit a greater sense of physical and mental well-being from participating in this ECOL course.

A future component of the Emeritus program will address the need to offer courses that promote the development of professional skills necessary for successful employment. This is a feature of the plan of the Adult Education Block Grant Consortium.

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

Emeritus courses are designed and delivered in a manner that promotes critical thinking and communication and interpretation of complex information. All courses include opportunities for discussion, varied views of issues are presented and self exploration.

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 numerous Emeritus courses, students especially learn to analyze the relationship between people's actions and the physical world. Some specific courses that relate to this area are Brain Longevity, Art History and the Senior Seminar courses.

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

Several Emeritus courses present topics and issues related to citizen participation and engagement of the older adult as well as understanding traditions of other cultures and groups. Some specific courses that relate to this area are Senior Seminar, Art History and Composing Your Life Story.

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

Several of the most popular Emeritus courses present topics and issues related to discovery and expression of art, history, and societies through courses such as Drawing, Watercolor, Art History and Senior Seminar.

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

Emeritus courses also include introduction to technology relevant to older adults. The Emeritus currently has two (2) specific courses in this subject area. Where possible, the Emeritus will introduce technology into instruction.

III. 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 \(Insert Aggregated Data Chart\)](#)

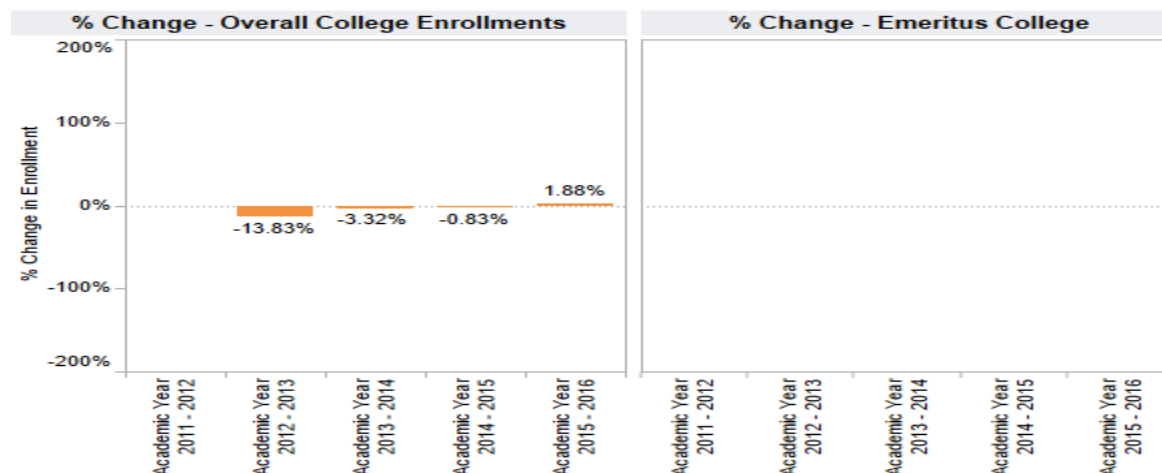
[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

- 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?

SLOCCCD Program Review Data - Enrollment

Department:
Emeritus College

Course:
All



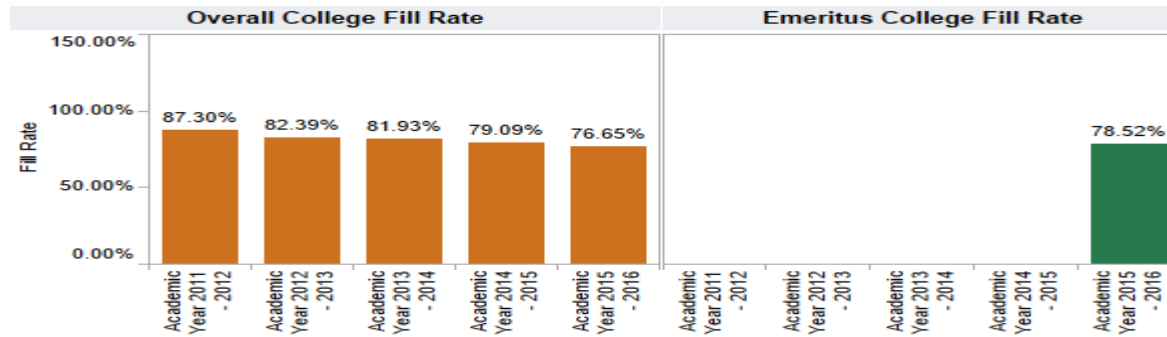
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

General [Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Emeritus College

Course:
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.

[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?

2015-16 (Spring Only)							
Course	# of sections	# of Students Enrolled	Fill Rates in % *2	Average Daily Attendance	Student Success/ Retention in % *3	FTEs	TSCH/FTEF *5
OVERALL PROGRAM	10	212	88%		N/A		
ECOL 406-Life Story	1	18	72%		N/A	38	
ECOL 408- Music	1	12	48%		N/A	103.94	
ECOL 411- Creative Writing	1	15	60%				
ECOL 414- Drawing	1	28	80%		N/A	143.31	
ECOL 420- Wills	1	24	96%		N/A	249.95	
ECOL 423- Watercolor	1	29	83%		N/A	131.83	
ECOL 427- Cooking	1	22	88%				
ECOL 428- Film	1	21	84%				
ECOL 429- Photography	1	26	94%				
ECOL 433	1	17	68%				

ECOL 412

The revitalization of the Emeritus program is so recent that it is difficult to make definitive conclusions about the demand for the courses. So many factors affect the demand of the different courses. First of all, a distinction must be made between community sites and facility sites. The courses offered at facility sites is determined in collaboration with facility staff with input from residents. The availability of effective faculty with the older adult population is often a determining factor. Whether or not the class is scheduled at a center with existing older adult participants (e.g. Senior Centers) is also a factor.

At the community sites, art classes have been most popular. Other courses with considerable demand include Wills and Trusts and Senior Seminar (History, Travel and Current Events). The lack of adequate promotion of the courses in Fall 2016 and Spring 2017 impacted the enrollment of certain classes and hampered our ability to determine the demand for any particular course. Staff at the Senior Centers (Paso Robles and Morro Bay) facilitate identifying courses that interest their members. Identifying the courses of interest to active older adults to offer at the three campuses is the most challenging. Communication with representatives of different groups of seniors in the community will be necessary to identify the courses that will successfully draw older adults to the three campus sites.

[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?

The priority for the Emeritus program in 2016-17 has been to expand the classes at assisted living facilities. When the instructors are successful at generating interest and retaining attendance at these sites enrollment and attendance is not an issue. If we are able to recruit qualified instructors, the program will be able to offer additional classes at existing sites and expand to new sites.

It is too early to identify enrollment trends for the courses offered at community sites. Collaboration with staff and members of the Senior Centers as well as with members of community clubs, agencies and programs that serve older adults will assist in identifying community interest.

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?

During this next year, we will evaluate the enrollment demographic data and determine if there are under-represented populations in the Emeritus programs. Identifying additional programs that will facilitate serving these populations will be an objective for 2017-18.

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?

The Emeritus classes were quite successful in achieving student success across all classes. Student Surveys and instructor observation (Emeritus classes generally do not involve homework or quizzes or exams) revealed that student success in acquiring knowledge and skills in the subjects of the courses as well as success in their participation in social situations.

To promote further student success, faculty training in SLO assessment, evaluation and course improvement is planned for Spring 2017. One focus will be to identify strategies effectively address the element of the Student Learning Outcomes that involve enhanced socialization and well-being as a result of being in the class. These objectives are equally as important as acquiring or developing

knowledge and/or technical skills in a particular subject. The program will look for teaching strategies that improve student success of older adults in both aspects of the SLOs.

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?

N/A

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.

IV. 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.

The following outlines were reactivated effective Spring 2016:

ECOL 406 Composing your Life Story

ECOL 408 Music Arts

ECOL 411 Creative writing

ECOL 412 Brain Longevity

ECOL 414 Drawing

ECOL 417 Laws and Programs affecting Older adults

ECOL 420 Wills and Trusts

ECOL 423 Watercolor

ECOL 427 Creative Cooking

ECOL 428 Film Appreciation

ECOL 429 Photography

ECOL 433 Senior Seminar

Additional course outlines were re-activated in Fall 2016:

ECOL 470 Adapted Exercise

ECOL 471

ECOL 472

ECOL 473

ECOL 474 Reminiscing

ECOL 434 Art Explorations in Art was revised in Fall 2016.

- 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 Emeritus courses have been reviewed since Spring 2016. Revisions to the SLOs will be completed in Spring and Summer 2017, with the intention of providing more detail to the Learning Objectives related to content of the course. An art course was revised to address the need for a mixed media studio course. ECOL 433 Senior Seminar was developed to give the program flexibility to cover topics of interest and value to older adults.

V. 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?

Yes/No

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 proposed modifications to the classes based on these outcomes. The focus of the program was on developing new sites and growing the program (recruiting and supporting faculty and logistics). The results were not submitted on eLumens or in CPAS. Faculty will assess SLOs again in Spring 2017 and will meet after the semester to input course assessment data and program improvement information.

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

There are no program-level SLOs for Emeritus.

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

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 (SLO 1). Strategies for encouraging instructors to monitor and engage all students in class lessons discussions are being developed and will be shared with instructors.

The Spring 2016 review of SLOs also identified the need to give more specificity to SLO 2 "Demonstrate an increase in knowledge and skill in the subject presented in the course(s). In Spring and Summer 2017, all courses will be revised to add specificity regarding the knowledge and skill covered in the particular Emeritus course.

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

A Full-time Noncredit faculty would facilitate the overall development and implementation of this academic program. An Academic Chair for this "division" would also improve processes and communication, in particular in the area of SLOs.

Adequate instructional materials would help ensure that a diversity of topics can be covered and delivered adequately, in particular for art and cooking (demonstration materials), music (speakers, music), reminiscing (visual and tangible props to engage the senses and memory).

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

The priority for the Emeritus program is a Program Coordinator. Depending on how rapidly the program grows, the position could range between 0.5 and 1.0 FTE. Adequate program support (registration, outreach, program logistics) will also be needed. The services provided for the Emeritus program cannot be funded with AEBG or WIOA Title II funds.

As noted above, a budget for instructional and program supplies is also requested. There are equipment, resources and supplies needed for courses such as art, music, reminiscing, art appreciation, creative cooking and fun with food.

VI. 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

Revive the SAGE committee (Senior Advisory Group for Education) to include representatives from partner sites (senior centers, assisted-living facilities), agency partners (Lifelong Learners, Behavioral Health, Area Agency on Aging) and community members including former, current and future students)

B. New or modified action steps for achieving Institutional Learning Outcomes

As we review the courses that we currently offer and will be developing for the older adult population, we will identify ways to address the elements of the Institutional Learning Objectives as they specifically apply to the older adult population.

C. New or modified action steps for achieving program outcomes

Faculty training will be the primary strategy.

D. Anticipated changes in curriculum and scheduling

Additional course outlines will be reactivated and new course outlines developed to meet the needs of the older adult community. Students are asked to complete a survey at the end of each section. Questions on subjects of interests and when and where classes should be offered help inform the program. New sites will be added to the program as new opportunities are identified. We will add classes on weekends at the request of facility partners when faculty are available.

E. Levels or delivery of support services

F. With the two Student Services Specialists in place, Emeritus has adequate support for the delivery of support services. This component is compounded by the fact that there are currently 10 sites where Emeritus classes are offered. In 2017-18 the program will add an additional 2-6 sites.

G. Facilities changes

The lack of access to classrooms on the SLO and NC campuses can limit the development of offerings on the campuses.

H. Staffing projections

I. A coordinator (0.5-1.0 FTE) is needed to adequately develop and support the Emeritus program.

J. Additional faculty will be needed to meet the expectations of growth of the Emeritus program. Eligible faculty in certain Emeritus course areas are difficult to recruit, for example, art instructors.

K. Strategies for responding to the predicted budget and FTES target for the next academic year

The Emeritus 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 older adult population is a segment of SLO County that is growing; the Emeritus program allows Cuesta College to serve this segment in with classes that are accessible, free and respond to their interests.

New courses will be developed to meet the needs of the older adult community. The classes will be offered at times and in locations that best meet community demand. Communities such as Cambria, Nipomo and Shandon will be explored in the effort to serve as many areas of the county as possible.

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 art instructors, for example. It is a recommendation that the Noncredit Emeritus salary schedule be reviewed.

The college will need to adequately fund a Coordinator and support staff for the Emeritus program. There is a high-level of on-going support required to assist and monitor the classes offered at sites throughout the county.

VII. 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.

VIII. 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.)

Division Chair/Director Name	Signature	Date
------------------------------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

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

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.

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)