2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023   **PROGRAM: ADULT WITH DISABILITIES, CONTINUING EDUCATION**
CLUSTER: STUDENT SUCCESS & SUPPORT PROGRAMS   **LAST YEAR CPPR COMPLETED: 2020**
NEXT SCHEDULED CPPR: 2024   **CURRENT DATE: 2/21/2023**

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 (download from this 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 degrees and/or certificates:

The Adults with Disabilities noncredit certificate C.C., Noncredit Employability & Transitions

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The Adults with Disabilities Program is committed to providing students with intellectual and physical disabilities the opportunity to work on academic and professional skill development through courses that foster a culture of empowerment, goal-setting and individualized motivation. The curriculum offers life skills, community skills and vocational skills.

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.
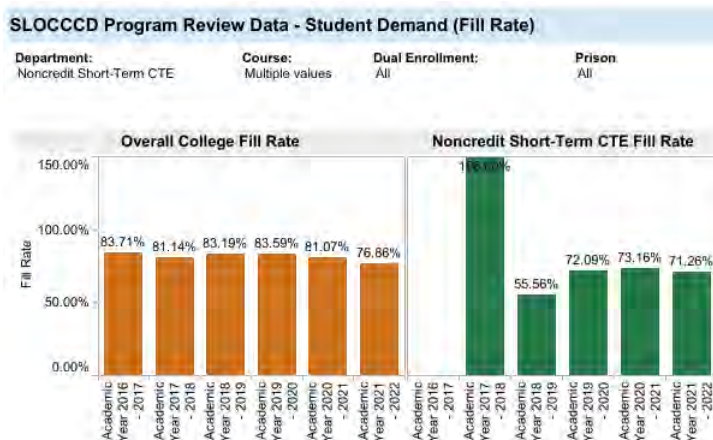
A. [General Enrollment (Insert Aggregated Data Chart)](#)
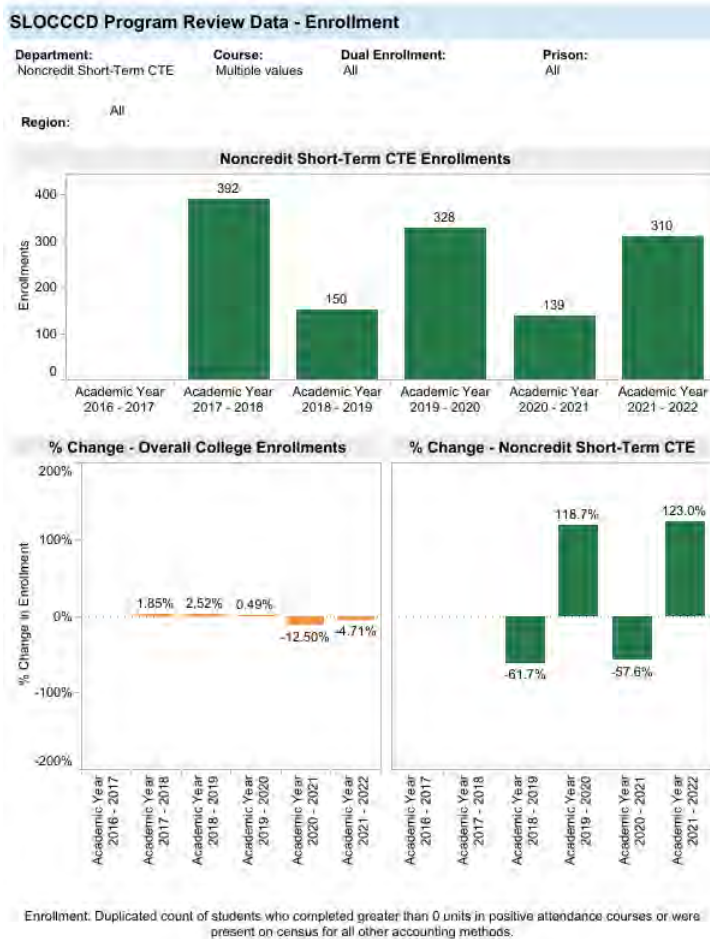
Enrollments increased by 171 from 2020-2021 to 2021-2022 academic year. Overall, enrollments are increasing as we offer more in-person classes, expand course offerings to community partnering facilities, and increase on campus day programs with community partners.

B. [General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

The fill rates for Adults with Disabilities courses decreased during the pandemic. Although the program is below the college average, the program is increasing enrollments and expanding course offerings across the county. The Continuing Education Department has expanded community partnerships to agencies such as NCI, Path Point, Escuela Del Rio and Achievement House. The Continue Education Department continues to identify opportunities to expand services to adult with disabilities and increase program enrollments. The Adults with Disabilities Program has been recruiting part-time faculty to expand course offerings.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

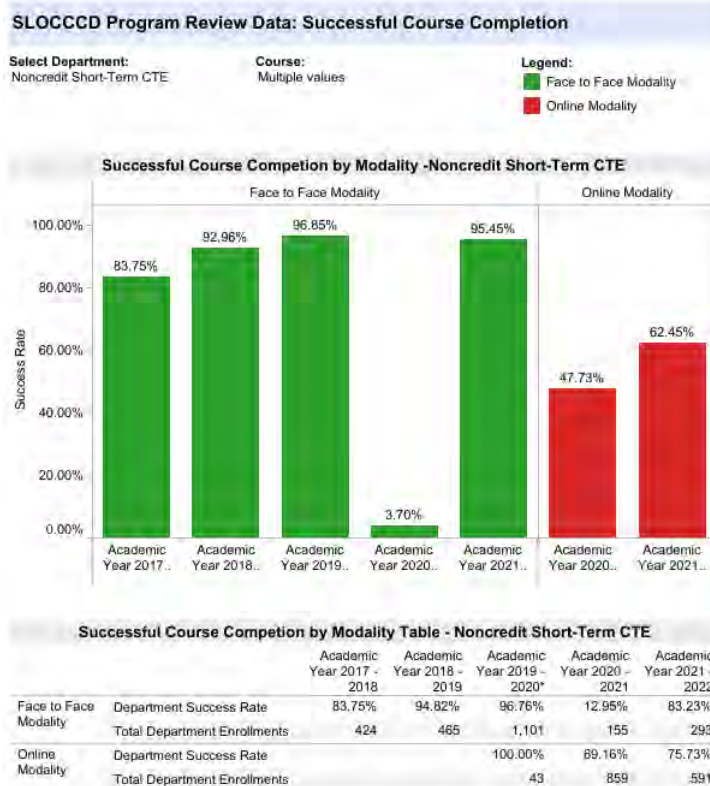Insert the data chart and explain observed differences between the program and the college.
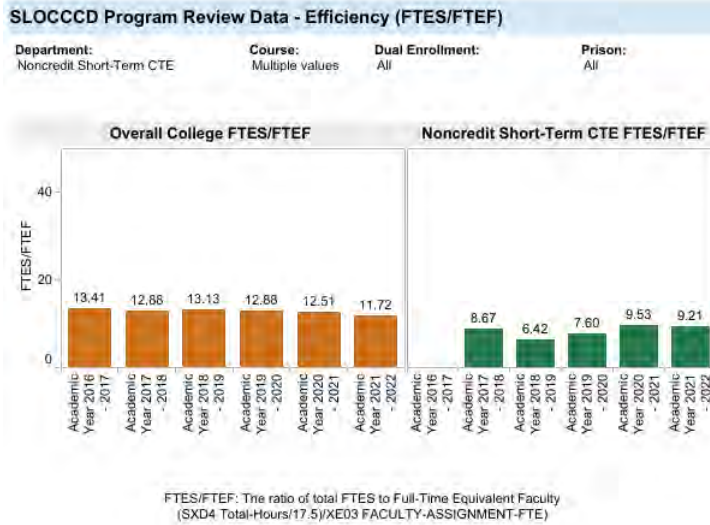
The efficiency of the Adults with Disabilities Program slightly decreased by less than 1 %. The efficiency metric will always be low for the Adults with Disabilities program due to the nature of the program for a few reasons. Adults with Disabilities, like all noncredit programs, use the positive attendance accounting method versus the census rosters. A class may start with the maximum enrollment of students, but throughout the semester the attendance may be sporadic, and all of this is factored into the data. The positive attendance accounting method should be acknowledged when considering the significance of this data as we value equity-minded practices at Cuesta College. The Continuing Education Department is working to improve efficiency through scheduling and retention efforts. We are carefully scheduling classes and have merged some sections to increase enrollments in classes. We work closely with our community partners to increase retention and persistence efforts. This has included recognition of course completion and transportation assistance. Our Continuing Education Department staff

and faculty collaborate to develop a sense of campus community and belonging for this population. Through events and newsletters that highlight student success and achievement, we encourage student persistence and retention. We will continue to work on new and innovative strategies to support this newly developed program.

D. Student Success—Course Completion by Modality (Insert Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Noncredit Short-Term CTE

Course: Multiple values

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality Table - Noncredit Short-Term CTE

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	83.75%	94.82%	96.76%	12.95%	83.23%
	Total Department Enrollments	424	465	1,101	155	293
Online Modality	Department Success Rate			100.00%	89.16%	75.73%
	Total Department Enrollments			43	859	591

The student success metric for Adult with Disabilities has been increasing since the pandemic due to the transition of back to in-person classes. The students in the Adults with Disabilities Program require in-person instruction to be more successful in the course. The Continuing Education Department offers supportive services and academic support to provide specifically for this population. Through innovative supportive strategies students have developed a sense of belonging and campus community and are more likely to succeed in their educational goals.
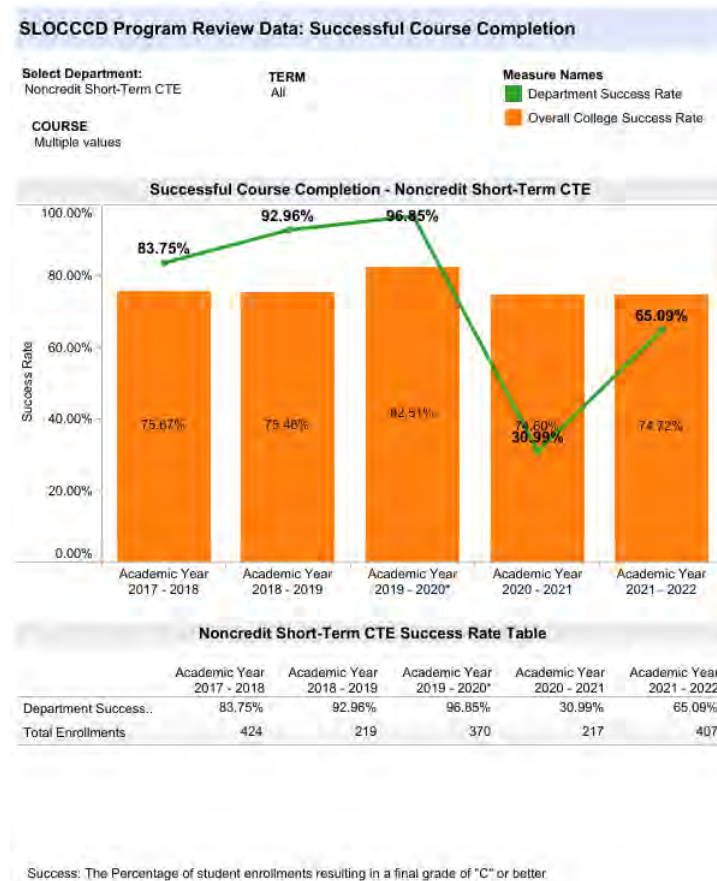
E. Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

The Continuing Education Department will continue to work with Institutional Research to include noncredit certificates in the program review data.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Noncredit Short-Term CTE

COURSE
Multiple values

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - Noncredit Short-Term CTE

Noncredit Short-Term CTE Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	83.75%	92.96%	96.85%	30.99%	65.09%
Total Enrollments	424	219	370	217	407

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

The success rate has nearly increased by 65% since the transition to in-person modality since the pandemic. Face to face instruction is the preferred modality for this population of students.

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.
A

All students enrolled in the Adults with Disabilities Program are academically disadvantaged. The Continuing Education Department staff and AWD faculty collaborate to implement strategies to support student success. Supportive services are very intentional for this population. Faculty and staff collaborate with community partners to identify students' needs and develop plans to address learning gaps. The Continuing Education has developed student engagement activities and success workshops to support the success of our AWD students.

Click here to enter text.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

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:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: 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
    None
B. Anticipated changes in curriculum, scheduling or delivery modality

As reported in the last APPW, the Noncredit Adult with Disabilities program name has changed from NCTE to NAWD.

C. Levels, delivery or types of services

None

D. Facilities changes

None

E. Staffing projections

Part-time faculty

We continue to need part-time faculty to teach courses, and we have part-time hiring pools almost every year. Since we do not have any full-time faculty members, we need to pay part-time faculty on special projects. For example, part-time faculty work on retention activities, curriculum development, and student office hours funded through California Adult Education Program (CAEP). We will need to continue to pay part-time faculty to work on these essential program components.

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.