

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 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: Professional Development Studies

Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: N/A (APPW March 2016) Current Date: May 7, 2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

- A. Program mission: The mission of Professional Development Studies is to focus on and deliver strategies for creating success in college and in life as students pursue education, work, and health in professional and academic settings, personal relationships, interdependence, adaptability and self-management.
- B. Brief history of the program: The program has been in place for over 15 years. Most of the courses offered in this program started as elective courses in the Business Division. Other courses started as part of an alliance with institutions that represented under-served populations that needed career or professional direction. Merced College, under a State grant, first introduced a series of professional development classes targeted at improving personal skill sets in the workplace. These were then marketed to the community colleges in California. Cuesta was one of the initial institutions to share in the delivery of these courses. This foundation being set in place resulted in the further creation and development of an additional ten courses, with others under current consideration.
- C. Include significant changes/improvements since the last Program Review: In a substantial portion of the courses (PDS 030, PDS 150, PDS 170-197) the instructors have designed and produced updated course outlines and classroom materials on an annual basis. Some instructors have attended updated training to ensure that delivery is consistent with current trends and information, as required. In an attempt to encourage more enrollment, instructional staff have developed other alternatives for the courses, such as restructuring course scheduling to find the most opportune times for student involvement; enhanced coordination with Cuesta academic counselors; more attention to "outreach" efforts in the community and job fairs to better market the availability of courses; and the creation of better partnerships with other educational and public institutions to set up programs that can be

accommodated within their facilities. Although an effort to conduct courses in the California Men's Colony (CMC) was fruitful for over a year, the warden decided that any courses not transferrable to a four-year college should no longer be offered. Therefore, the PDS classes ended at CMC in 2017. As a final note, all faculty have received training to conduct Student Learning Outcome assessments on an annual basis, as required.

D. List current faculty, including part-time faculty:

Bonnie Woodson, Ed.D., Faculty Lead

Lisa Curtis

Midori Feldman, J.D.

Julie Franklin

Kathleen Marcove

Traci Holler

Tracy Scovil

Maryanne Zarycka

Sherry Mosher

Gabriel Quiroz Reyes

E. Describe how the Program Review was conducted and who was involved: This program involves many courses, each with a focus specific to the discipline as defined. The courses are:

PDS 30-Wellness Arts (formerly WEXP 30) is a college success course geared toward students with mental health challenges. These classes teach students coping mechanisms for some of the issues that present themselves while involved in post-secondary studies—such as stress, anxiety, effective communications, conflict, and attitudes for success. This course promotes students' learning through creative arts.

PDS 101-102 are several "survey" courses offered in coordination with the Grizzly Academy, a special educational facility for underserved young adults striving to enhance the quality of their lives through direct professional guidance and educational programs. Currently, the focus of this education is "vocational" training and career exploration in the areas of office skills and retail operations.

PDS 150 Project Management is a fairly new course that focuses on basic project management processes and skills. This course is offered once each semester for one unit of college credit.

PDS 170-179 and 181-183 are .5-unit professional development courses geared toward the improvement or enhancement of general workplace skills. The courses are scheduled under Professional Development but are currently better known to students as the "Customer Service

Academy” (CSA). After successful completion of 10 courses in the series, students become eligible to receive a certificate of specialization. Topics in these classes include:

- Change Management
- Teambuilding
- Communication
- Conflict Resolution
- Customer Service
- Values and Ethics
- Attitude Awareness
- Stress Management
- Decision Making and Problem Solving
- Time Management
- Professional Image
- Goal Setting
- Using Technology in Communications

PDS 190 – 197 are courses offered in the Cuesta “Supervision and Management Academy” (SMA). The primary focus of these courses is to provide knowledge and skill development for those students who are new to supervision or management. Each course is offered for .5 unit of college credit. Topics in this series of courses include:

- Expanding the Management Perspective
- Performance Management Cycle
- Art of Reaching Mutual Understanding
- Making Strategic Choices
- Motivating Performance
- Leading in a Diverse Work Environment

Regular staff meetings are held with faculty teaching these courses. Input into content and delivery development is reviewed and discussed at each meeting. This information, as collected and documented, provides the Director of Workforce Economic Development and Community Programs, Dr. Matthew Green, with the support necessary to create new courses, develop marketing strategies, and enhance opportunities for additional partnerships with local businesses and agencies. Dr. Bonnie Woodson, Faculty Lead, assists with the preparation of materials, marketing and scheduling of courses, and the completion of annual reports, such as this CPPR. In addition, annual meetings with the Workforce Economic Development Advisory Board, a representative group of local business associates, provide staff with input into the collective list of courses offered by the PDS program. All of this information was collected and incorporated into this CPPR.

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

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The PDS program is very involved in providing an environment and assistance to a diverse population of students anxious to pursue higher education and workforce training. The primary focus, as mentioned earlier, is to provide students with opportunities to build or enhance workplace and personal skills. Through these learning opportunities, students are able to apply their educational knowledge to real life work situations, resulting in personal and professional growth. Staff continues to view their involvement as part of a three-way partnership between employers, Cuesta, and students striving to connect educational goals with workplace experiences and better opportunities for professional growth.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

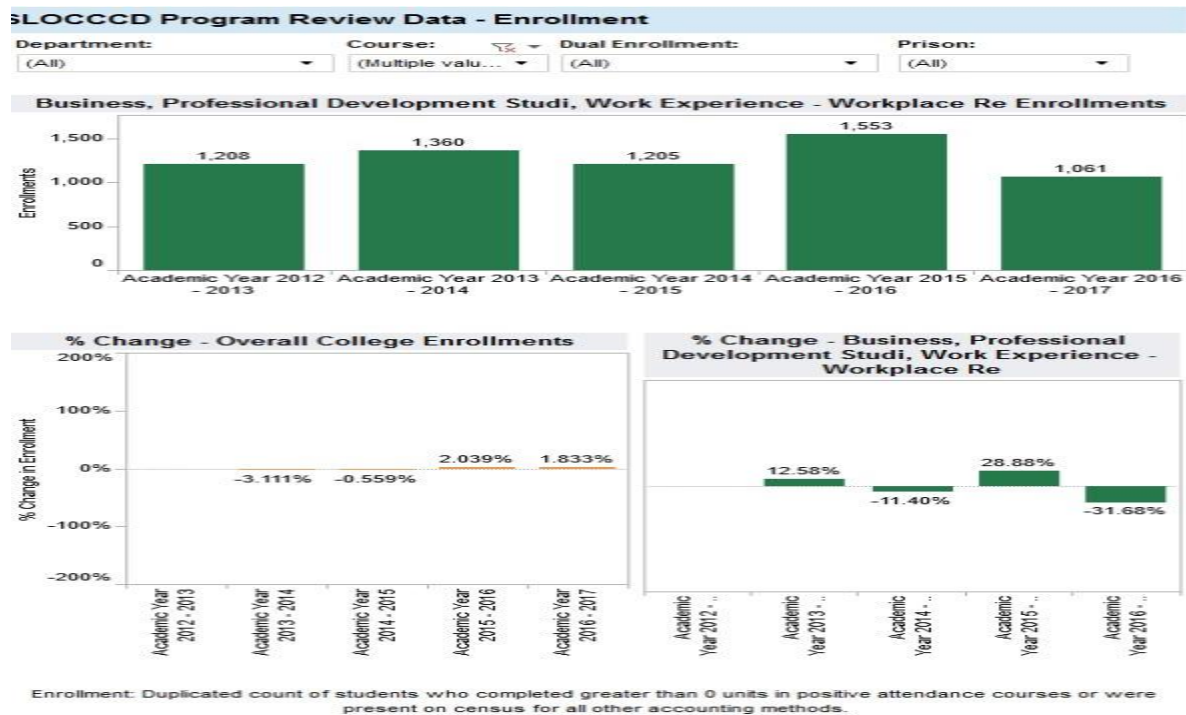
The PDS program does support all institution goals and objectives in a variety of ways. It helps students achieve elective college credits that can result in certifications. Through experiences in this program, students can further develop basic skills; are mentored and directed; and become better trained in their occupational fields. For many, this program helps students improve their own opportunities for job advancement thus, improving the financial and economic status for students of all backgrounds and levels of skills and abilities. The three-way partnership discussed above has helped to further support Goal #3 as it expands the partnerships with local businesses, industries, and institutions. These partnerships, through annual meetings, help to steer and guide the development and offering of courses that meet their needs as successful employers in San Luis Obispo County.

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

The PDS learning outcomes are the foundation of all course design and delivery which, in turn, fully support the Institutional Learning Outcomes set by Cuesta College. These encourage and support the personal, academic and professional development of all students. All courses support classroom engagement where critical thinking and communication are fully encouraged. Respect for individual thought and contribution to the classroom experience is also encouraged. For this reason, "face-to-face" delivery is so vital to the success of the program. At the same time, students are expected to enhance technical skills in terms of technology and other industry tools during classroom interaction and homework assignments. In all courses, students are also encouraged to share personal insights and experiences that result in a dynamic sharing of social and cultural differences thereby providing students with the value of exposure and understanding other perspectives.

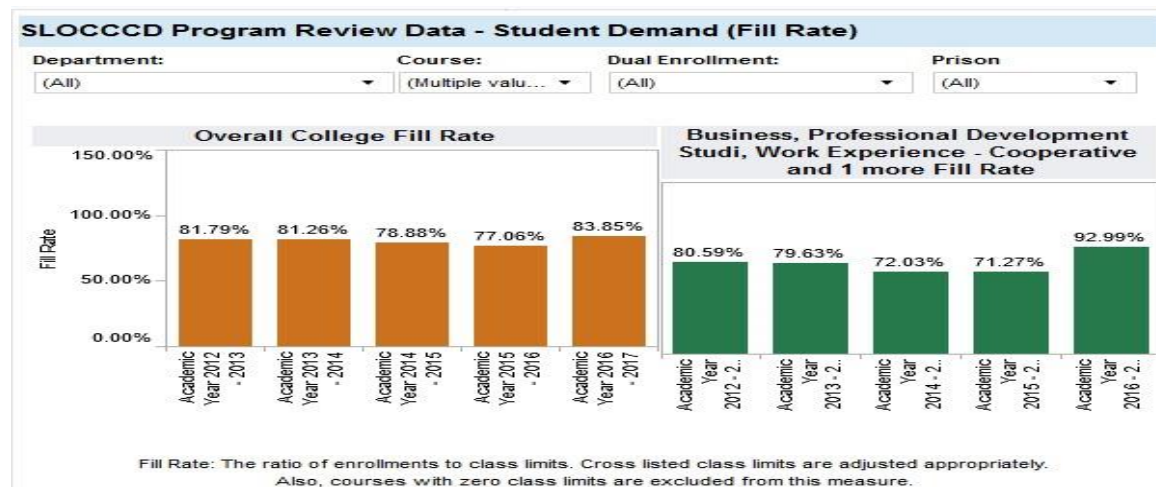
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment



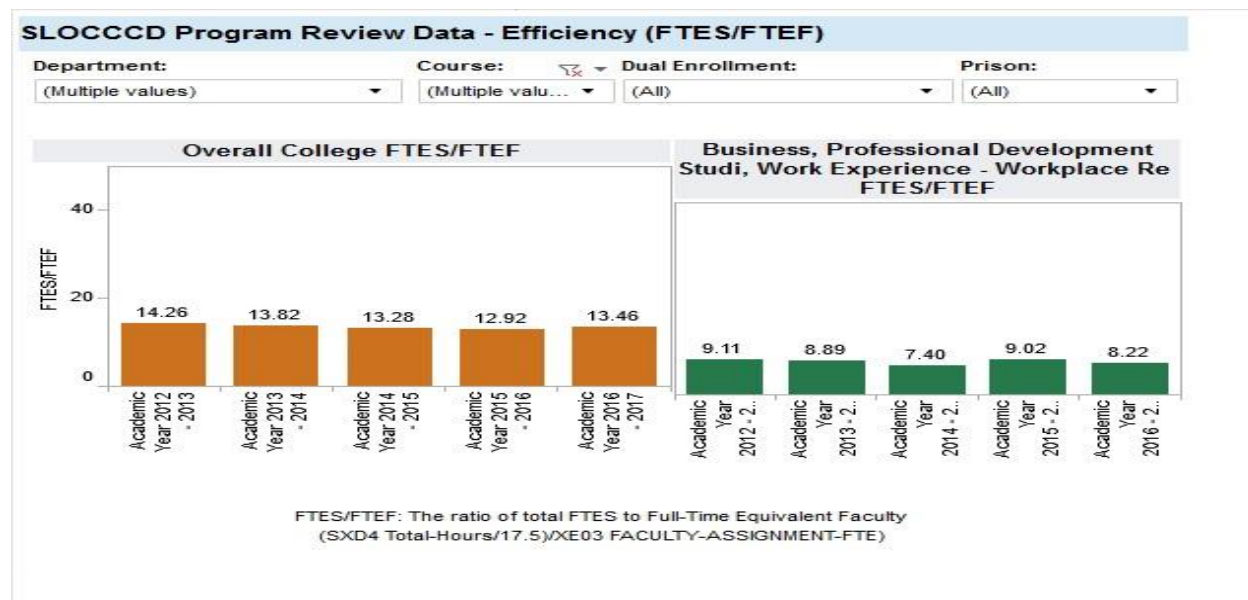
The chart above shows the enrollment in all PDS classes over the past four years. A significant increase in enrollment was found in year 2015-2016 due to a special agreement with California Men's Colony (CMC) which was terminated in late 2016. This temporary surge in enrollment ended at that time. Efforts are underway to better market the program and to forge more partnerships with other public institutions and businesses--hopefully increasing enrollment in 2018-219.

General Student Demand (Fill Rate)



As shown in the previous chart, the fill rates for the PDS classes were declining in the previous four years, trending below the rates of Cuesta College as a whole. However, there was a significant boost in 2016-2017 to 93% which exceeded the rate of the overall college rate. This is due, in part, to the marketing efforts and partnerships that have been forged with other agencies. General student population remains lower than normal.

[General Efficiency \(FTES/FTEF\)](#)



The efficiency rate (student to faculty) remains lower than it should be, falling behind the level for Cuesta College. This is being monitored closely as class enrollments are checked weekly to ensure that class levels are sufficient to meet the costs of the program. Many of these classes are .5-unit courses and are held on one day. This becomes problematic because students will frequently choose not to attend the course as scheduled or forget to attend. As found in many colleges, this type of scheduling for one-day courses results in a 35-40% “no show” rate on the date of the class. In order to save the viability of these courses, efforts are underway to look at how these courses are scheduled and the creation of better marketing efforts for the course.

[Student Success—Course Modality](#)

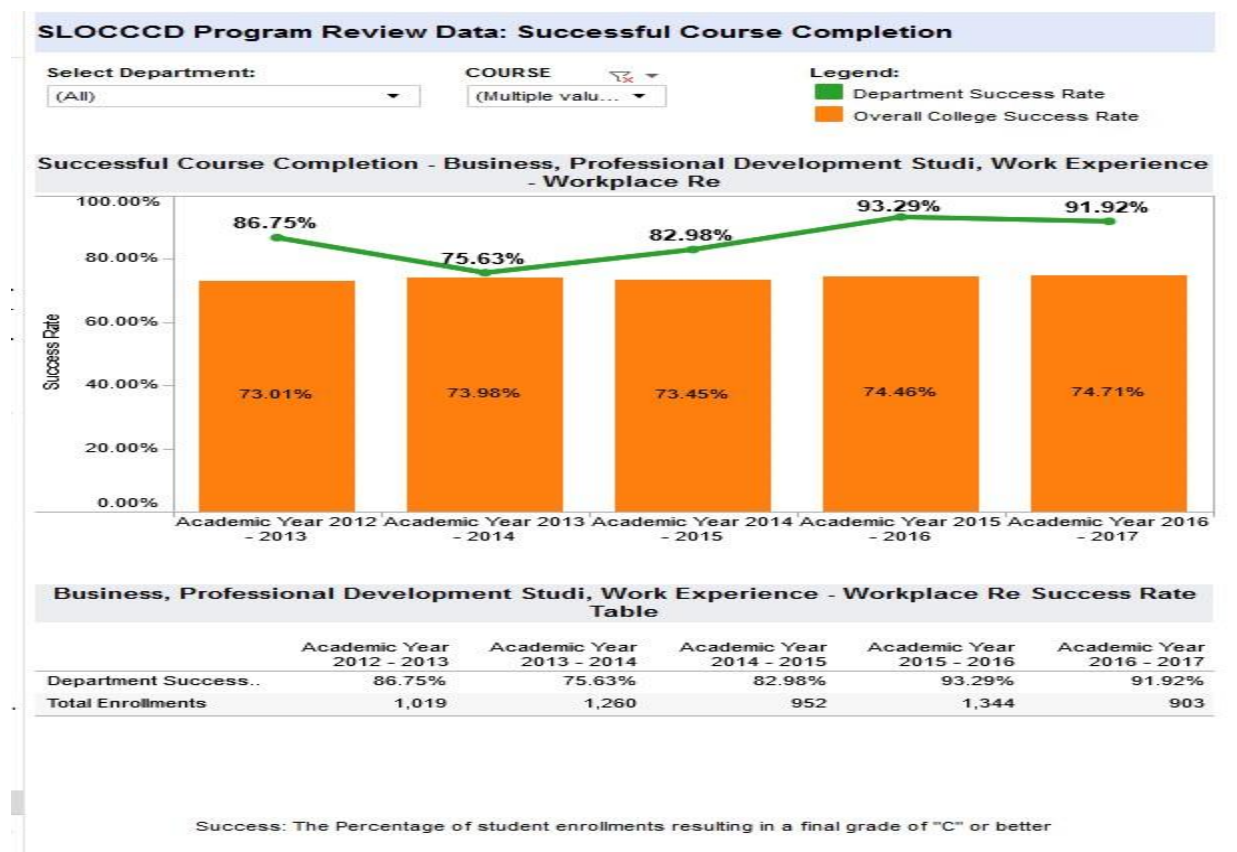
All of these courses are offered as “face-to-face” modality and there are no comparison data to online or distance education options.

[Degrees and Certificates Awarded](#)

There are no degrees offered in the PDS discipline. However, students completing 10 courses in a specific segment of classes offered in the program can earn a certificate of specialization. Currently, course outlines of these specific classes are being updated to change the name of the certificate from the current Customer Service Academy to something more contemporary and meaningful for today’s student. There is also an initiative underway to add an additional

certificate of specialization in the area of Supervision and Management. It is hoped that these changes will result in increased interest in this specific area of the program.

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



The chart above shows that students are completing these PDS classes at a higher rate than that found in other Cuesta College courses. These classes are shorter in duration which makes it easier for students to finish the courses and satisfy their own educational objectives. There was a slight decline in year 2016-17; however, overall completion rates for PDS program courses remain positive.

- 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.

Additional data or information is not available.

IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Attached as required.

- B. Completing the template will 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 with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- 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

The template also includes 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.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

SLO Assessment Schedule for PDS Program -- By Academic Year

Course	Fall 17	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21
PDS 030	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 101	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 102	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 150	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 170	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 171	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 172	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 173	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 174	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 175	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 176	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 177	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 178	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 179	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 181	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 182	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 183	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 190	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 191	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 192	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 194	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 195	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21
PDS 197	Done	23-May-18	18-Dec-18	30-May-19	20-Dec-19	30-May-20	20-Dec-20	30-May-21

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes—all faculty have been trained and have been diligent in completing course assessments as required.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Report is not available in eLumen. Program SLOs not entered and mapped to PDS SLOs. Program SLOs need to be updated since these were taken from the Business Division and not WED. Goal is

to complete this task no later than December, 2018.

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Courses are under continual review and update as required to keep information current for course delivery to students. PDS courses previously offered to California Men's Colony (CMC) in San Luis Obispo County have been eliminated. Some discussion is underway to move PDS 150 to an online platform/modality in the near future.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

There are no "resource plan" requests identified at this time. There is one need brought to PDS program attention by a staff member in DSPS relative to the existing library of videos/DVDs used in the PDS classes. At this point, PDS staff has been told that these videos must be subtitled to be ADA compliant for the Deaf and hard of hearing. The existing videos are not subtitled. A request for further information has been submitted to DSPS for additional information, advice, or direction. There may be a potential cost associated with the update of these videos.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives. The PDS program strongly supports Cuesta's institutional goals and objects as explained on page 4 of this report.
- B. Institutional Learning Outcomes. The PDS program strongly adheres to the institutional learning outcomes reflected in the strategic plan and discussed on page 4 of this report.
- C. Program Outcomes. Although student enrollment has been decreasing for a variety of factors, the program continues to fill the needs of those students wanting to enhance or improve workplace skills. Most students enrolling in these courses do complete the courses successfully. More marketing efforts need to be enacted with businesses and local agencies to further the visibility and knowledge about the benefits of such courses for employees in the local labor market.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling. Student survey information indicated a desire for changing existing Saturday scheduling to more courses offered during the week in the evenings. As an experiment, a few of these courses will be offered over two evenings per week. Data will be collected to determine future feasibility. In addition, more outreach to local public agencies will be conducted to schedule specialized offerings to employees who might want to get certificates of specialization over a 10-20-week period. As mentioned earlier in this report, some of the videos/DVDs will need to be updated or replaced to include subtitles to meet ADA requirements for the Deaf and hard of hearing.
- B. Support services to promote success, persistence and retention. More marketing efforts are needed in order to promote the courses and their value to employers. During this past year, a Career Connections brochure was successfully completed which contains information about these courses and custom development of such courses for individual employers. More resources need to be dedicated to allowing staff time for more personal outreach to employers.
- C. Facilities needs. None identified.
- D. Staffing needs/projections. Staffing is sufficient at this time with the exception of time commitments for marketing efforts.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

No changes in current strategies are anticipated.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, 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, 2018.

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
Bonnie Woodson, Ed.D., Faculty Lead	<i>Bonnie Woodson</i>	5/7/18

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://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

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.