

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018

CLUSTER: WED

NEXT CPPR SCHEDULED : 2018-19

PROGRAM: PERSONAL DEVELOPMENT STUDIES

LAST YEAR CPPR COMPLETED: UNKNOWN

CURRENT DATE: 2/22/2017

GENERAL PROGRAM UPDATE

The Personal Development Studies (PEDS) program in the WED cluster consists of courses that cover workplace readiness and career exploration and planning. These courses are targeted towards high school students as part of the national Get Focused Stay Focused initiative (PEDS 10-113) or towards students wanting to improve basic workplace skills, ensure workforce readiness, and further explore future career options (PEDS 120). PEDS 110 has predominately been offered through Dual Enrollment in collaboration with all the school districts in San Luis Obispo County. PEDS 120 is offered in partnership with five local high schools as a resource for high school seniors and juniors. In most cases, these younger students are not gainfully employed at the time they participate in these courses nor are they represented in current local workforce data. The primary objective of these courses is to create “pathways” for students who hope to graduate from high school or an equivalent program and 1) become more competitive in gaining lucrative employment or 2) seek to matriculate into post-secondary education, either academic or technical in nature. In either case, the students become better prepared and more focused for college and/or employment pursuits as a result of participating in these courses. No major changes have been made to the program over the past year. The only change involves offering the follow up modules of PEDS 110 at certain high schools.

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.

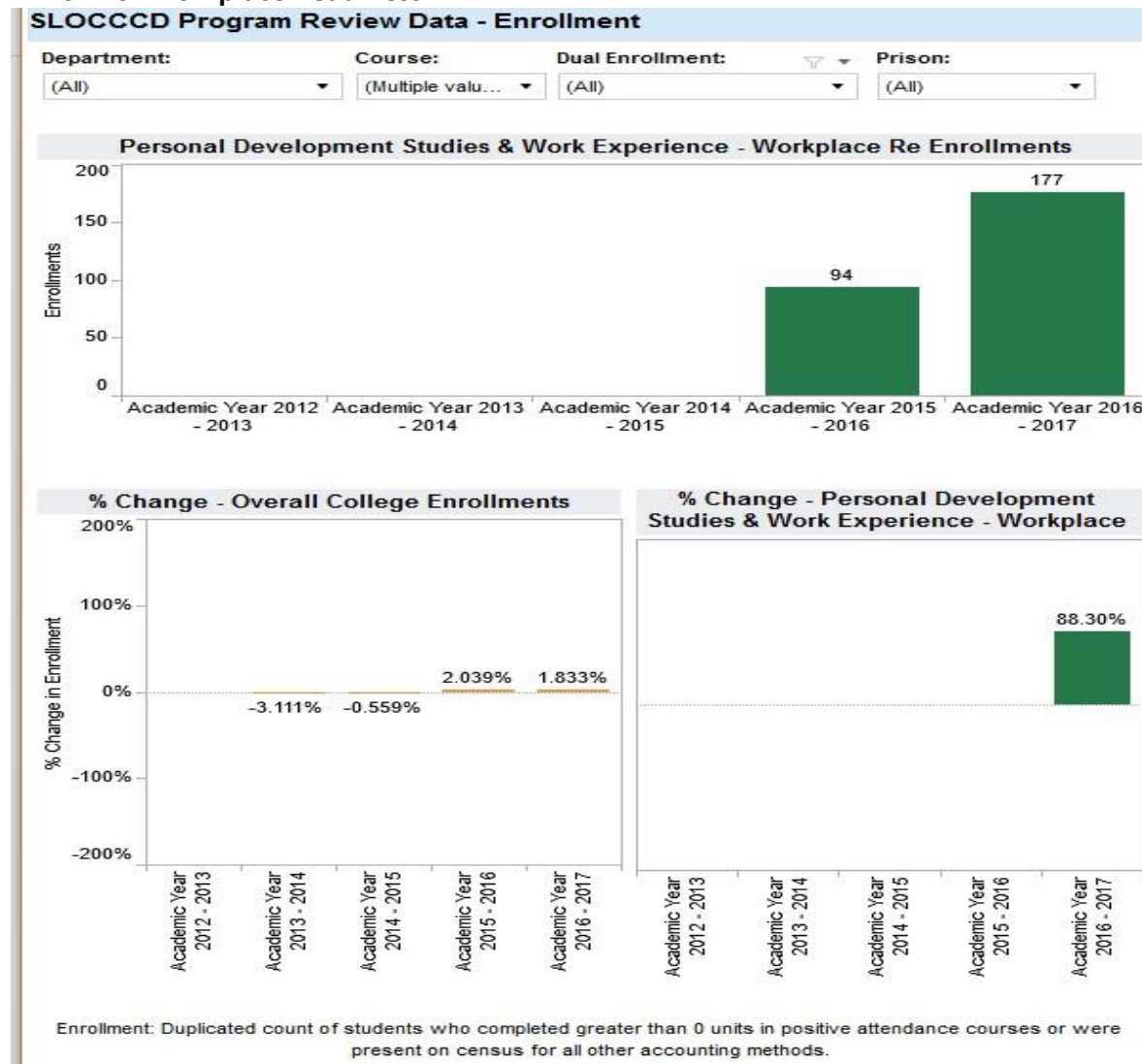
No ☒ If no, you do not need to complete a Progress Report.

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.

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General Enrollment

PEDS 120- Workplace Readiness



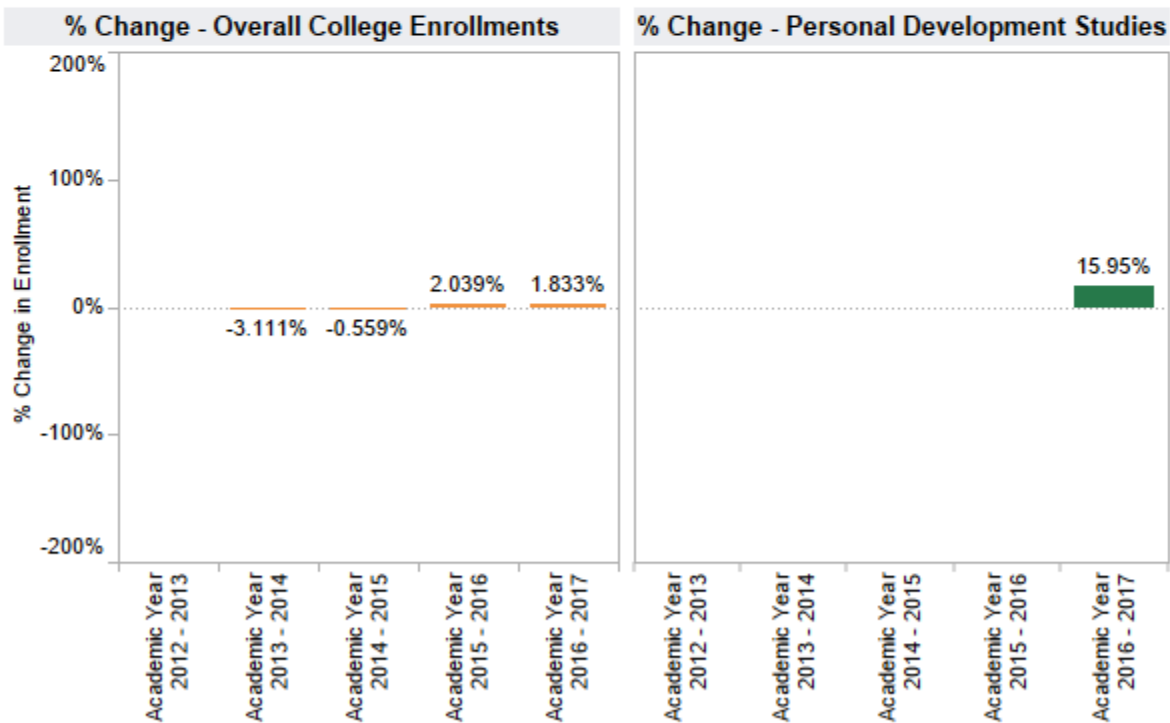
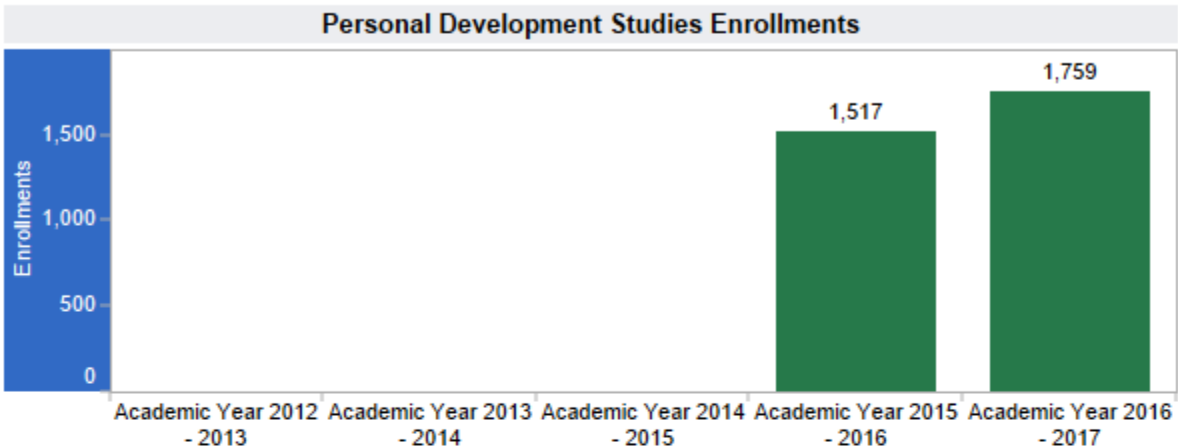
As shown in the above chart, Program Review Data – Enrollment, there was a significant increase in 2016-2017 as compared to 2015-2016 (88.3%). This is due, in part, to the development of partnerships with local high schools and enhanced communications and support to specific counselors in those high schools. This increase is impressive in light of the fact that one high school has dropped out of the program temporarily due to campus construction projects that have impacted space availability.

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PEDS 110-111- Career Planning Comprehensive

SLOCCCD Program Review Data - Enrollment

Department: Personal Development Studies Course: PEDS 110 Dual Enrollment: All Prison: All

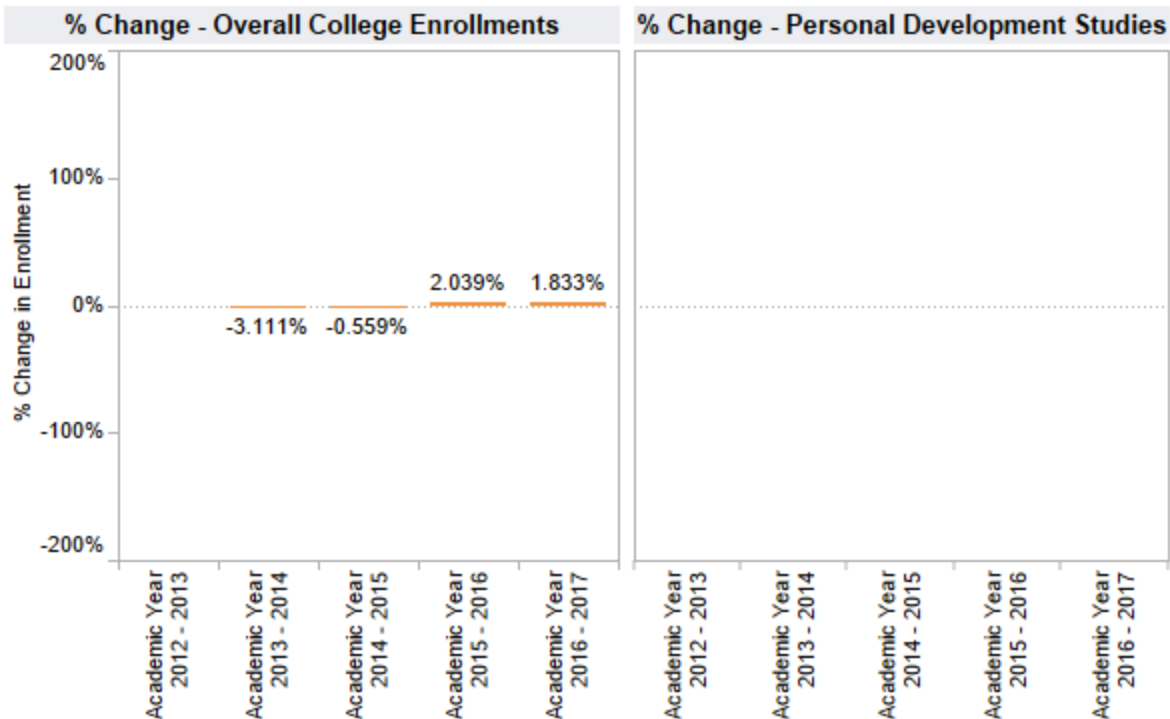


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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SLOCCCD Program Review Data - Enrollment

Department: Personal Development Studies
Course: PEDS 111
Dual Enrollment: All
Prison: All



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

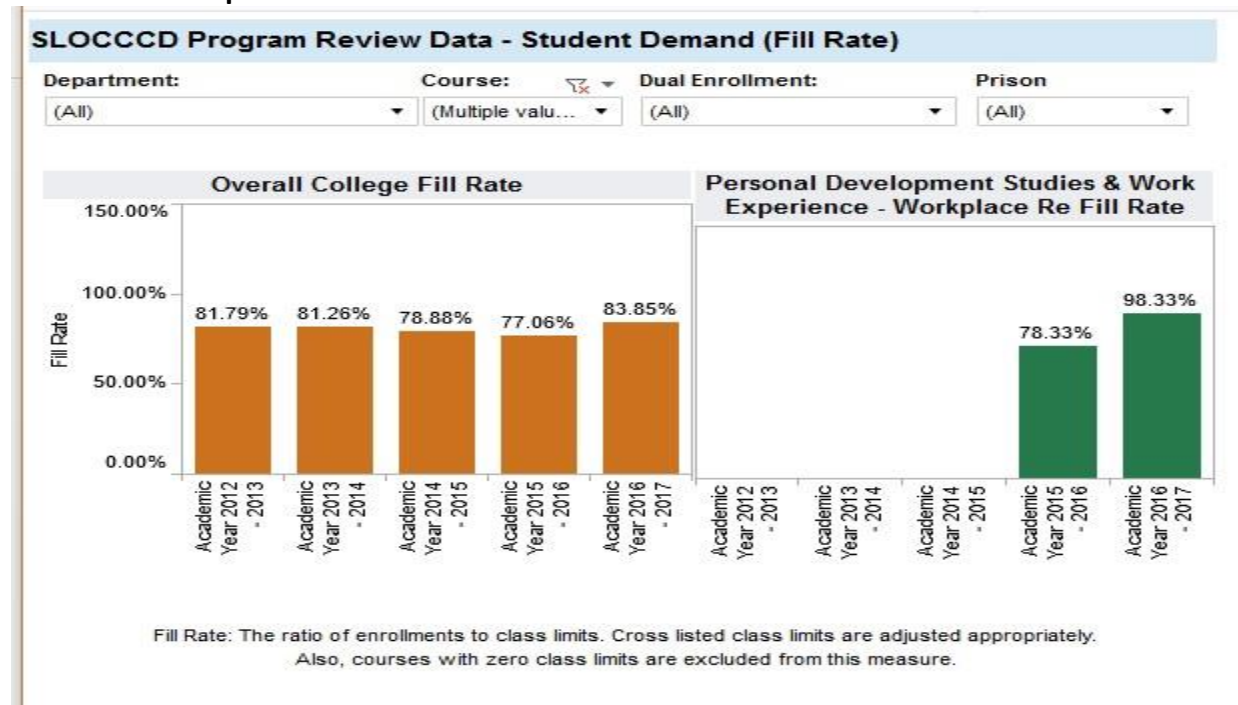
As shown in the above chart, Program Review Data – Enrollment, there was a significant increase in 2016-2017 as compared to 2015-2016 (88.3%). This is primarily due to the development of additional Dual Enrollment partnerships with local districts and high schools. PEDS 111 was offered

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for the first time. The enrollment in PEDS 111, 112, 113 will grow as more schools offer these courses to PEDS 110. PEDS 110 enrollment will be contingent on high school freshman class numbers throughout the county.

General Fill Rate

PEDS 120- Workplace Readiness



The chart, Program Review Data—Student Demand (Fill Rate), discusses how well the PEDS 120 course is doing as compared to the overall Cuesta College rate. As shown, this course consistently exceed the fill rate of Cuesta College for the two academic years tracked.

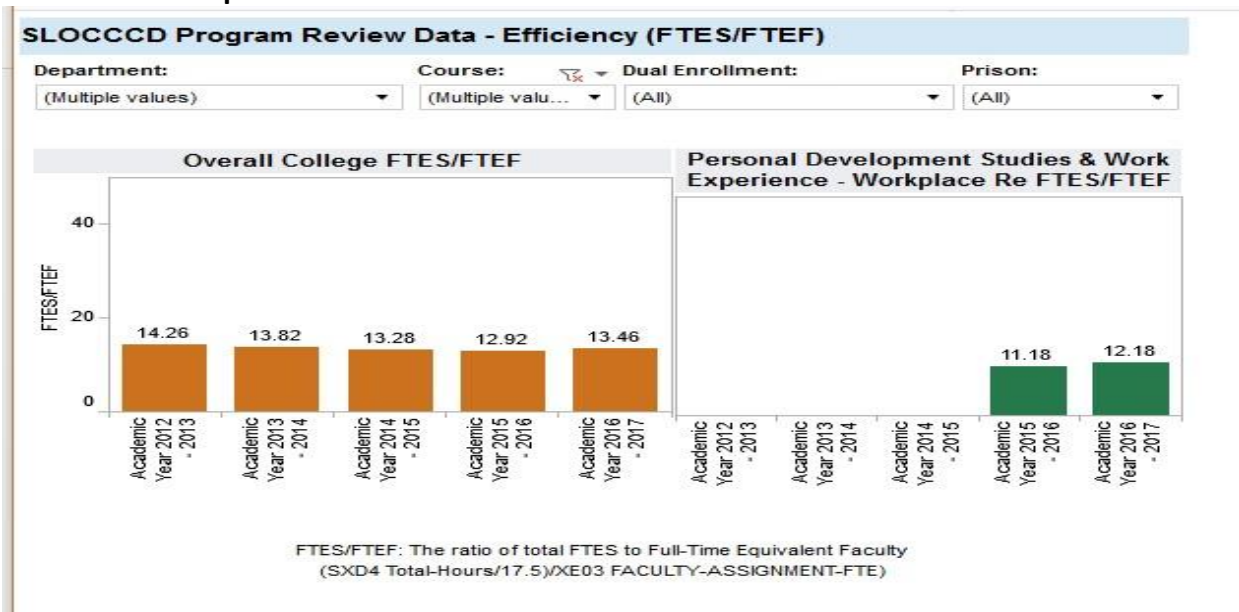
PEDS 110-111- Career Planning Comprehensive

Student Demand (Fill Rate) data for PEDS 110111 is not accurate and is not a significant factor given the cost of these courses is not comparable to regular credit and noncredit classes.

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General Efficiency (FTES/FTEF)

PEDS 120- Workplace Readiness



As shown in the chart entitled Program Review Data – Efficiency (FTES/FTEF), efficiency rate for PEDS 120 follows the same trend line as Cuesta College. This data reflect the ratio of students to instructor. Despite the fact that enrollment in the classes has increased, the rate for PEDS 120 is slightly lower than that of Cuesta College by approximately 1%. These courses, held at different local high school sites, are primarily targeted toward students who are credit deficient for high school graduation and the enrollments are not typically at cap levels. However, this program serves an important purpose at the high schools and the partnerships are important to students, the high schools, and Cuesta College.

PEDS 110- Career Planning Comprehensive

Efficiency (FTES/FTEF) data for PEDS 110-111 is not accurate. The value of these classes to the college is high given the low cost of these courses as compared to regular credit and noncredit classes.

Student Success—Course Modality

PEDS 120- Workplace Readiness

All PEDS 120 offerings are delivered as Face-to-Face modality and their success rates are noted in the section of General Student Success below.

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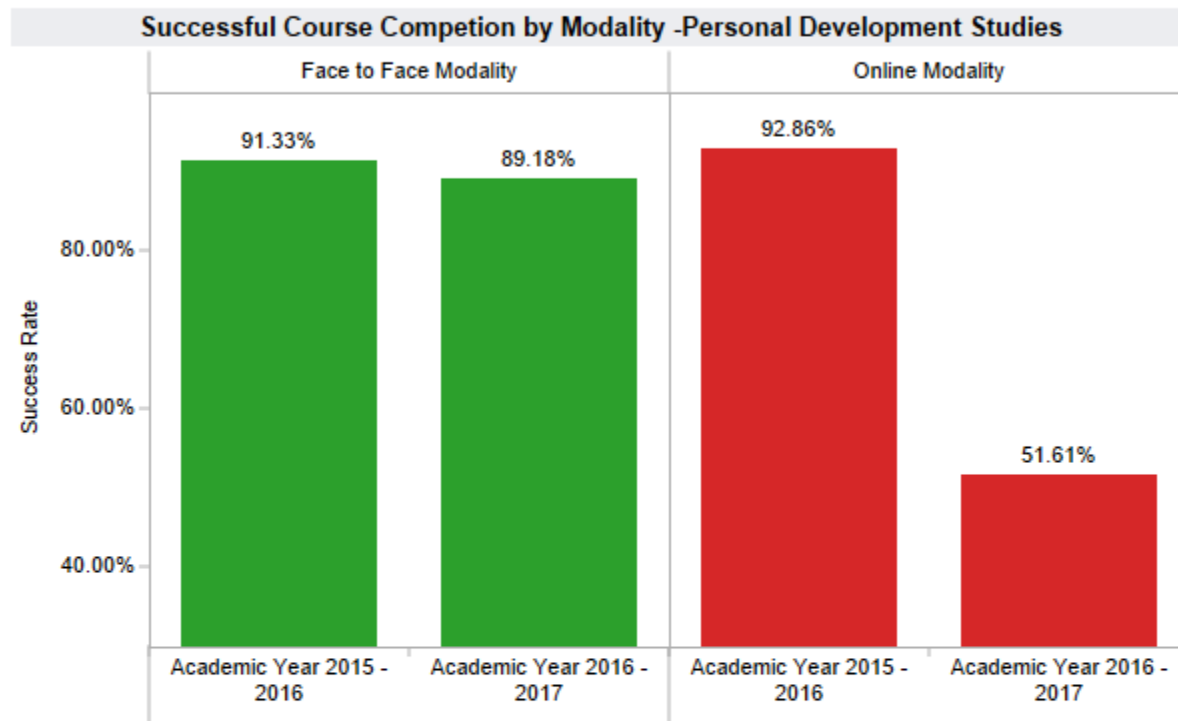
PEDS 110- Career Planning Comprehensive

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Personal Development Studies

Course:
PEDS110

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Personal Development Studies

		Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	91.33%	89.08%
	Total Department Enrollments	924	1,859
Online Modality	Department Success Rate	92.86%	51.61%
	Total Department Enrollments	14	31

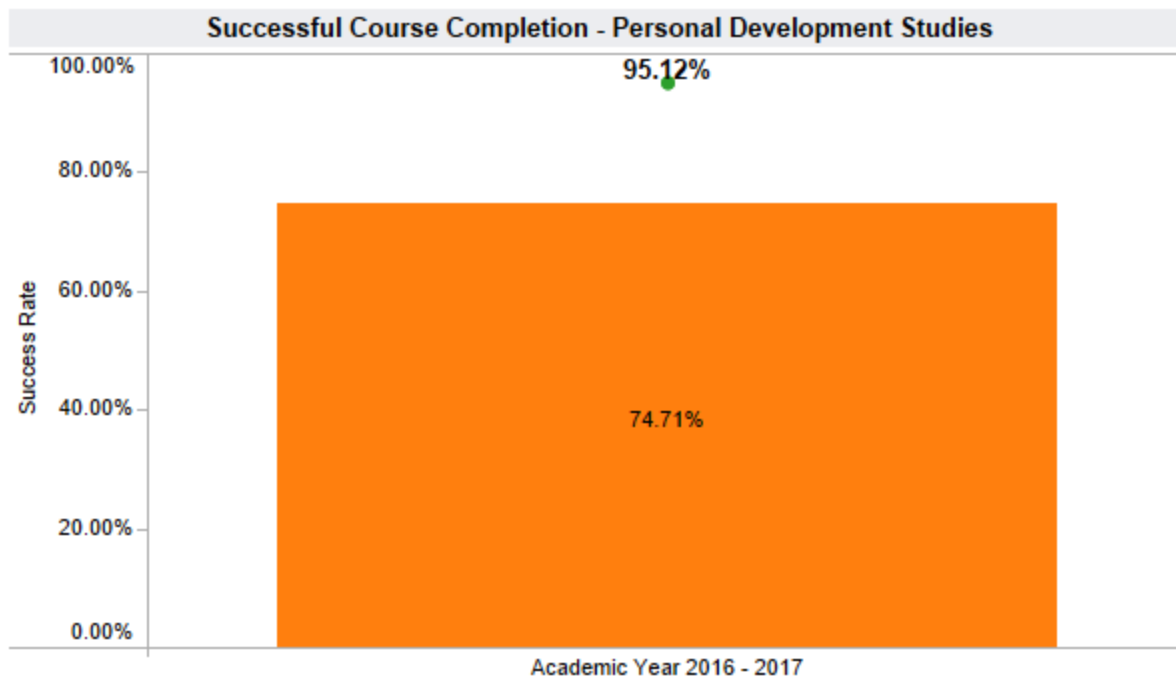
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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Personal Development Studies

COURSE
PEDS111

Legend:
■ Department Success Rate
■ Overall College Success Rate



Personal Development Studies Success Rate Table

	Academic Year 2016 - 2017
Department Success..	95.12%
Total Enrollments	41

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

Course completion for PEDS 110-111 in the Face-to-Face module is significantly higher than the college average. This is due in large part to the nature of the course and the context of the delivery (high school). These classes benefit from supplemental instruction hours and higher level of

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individualized attention given to students at the high school level.

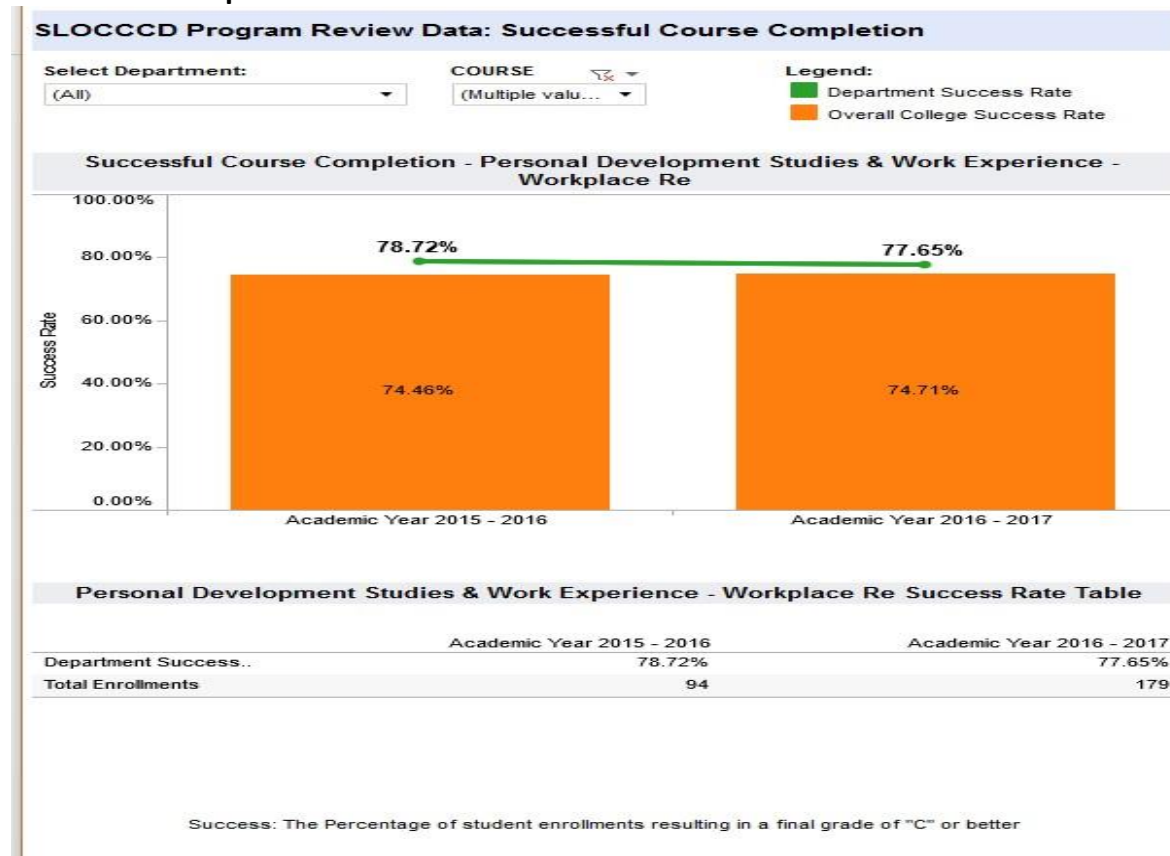
The data on the success rate of the online module reflects two distinct contexts in which the course was offered. One was primarily taken by students attending a local charter school who benefited from consistent assistance from teachers at the high school. The other was offered to the general student population but that had a large number of students from the Community School who may not have been adequately prepared to be successful in this course. Future online offerings of PEDS 110 will not target the Community School population.

Degrees and Certificates Awarded

There are no degrees or certificates awarded in these programs.

General Student Success – Course Completion

PEDS 120- Workplace Readiness



The chart above depicting Successful Course Completion shows that students participating in the PEDS 120 courses have continually shown a positive rate of successful completion of the courses. The current rate of 77.65%, students continue to outpace the overall success rate of students at Cuesta College by 3%. This is a positive statistic that demonstrates the desire of students in these courses to successfully complete their courses as they strive to improve their workplace readiness

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and become more competitive in today's labor market.

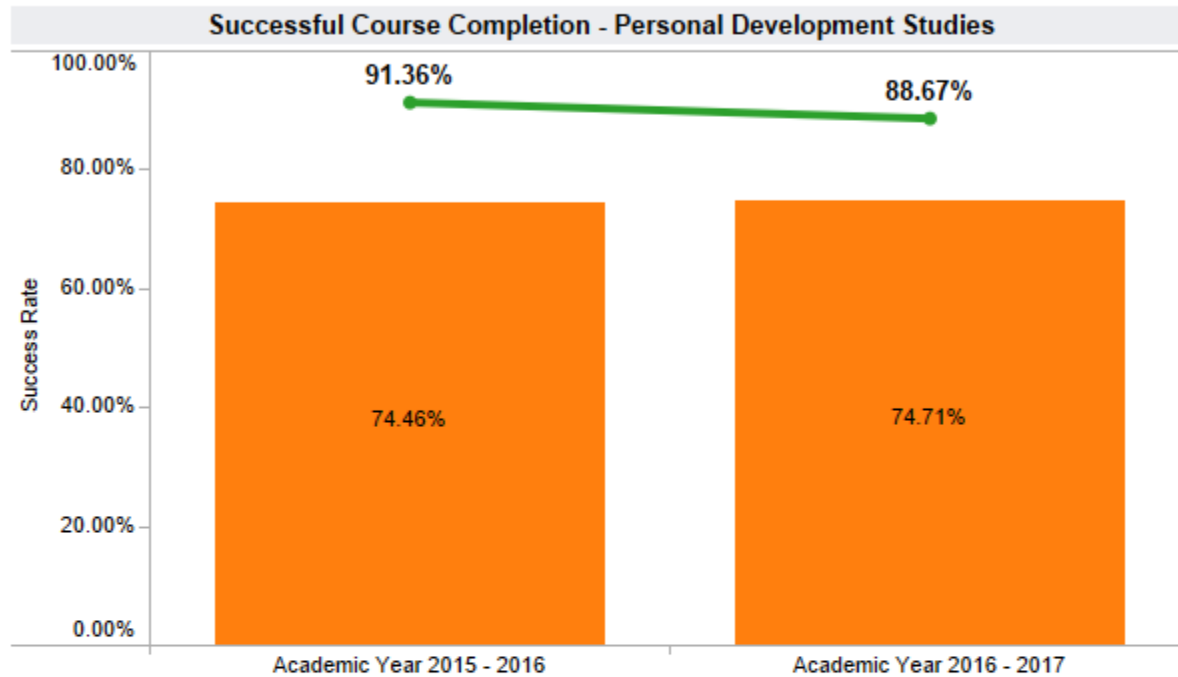
PEDS 110-111- Career Planning Comprehensive

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Personal Development Studies

COURSE
Multiple values

Legend:
■ Department Success Rate
■ Overall College Success Rate



Personal Development Studies Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	91.36%	88.67%
Total Enrollments	938	1,800

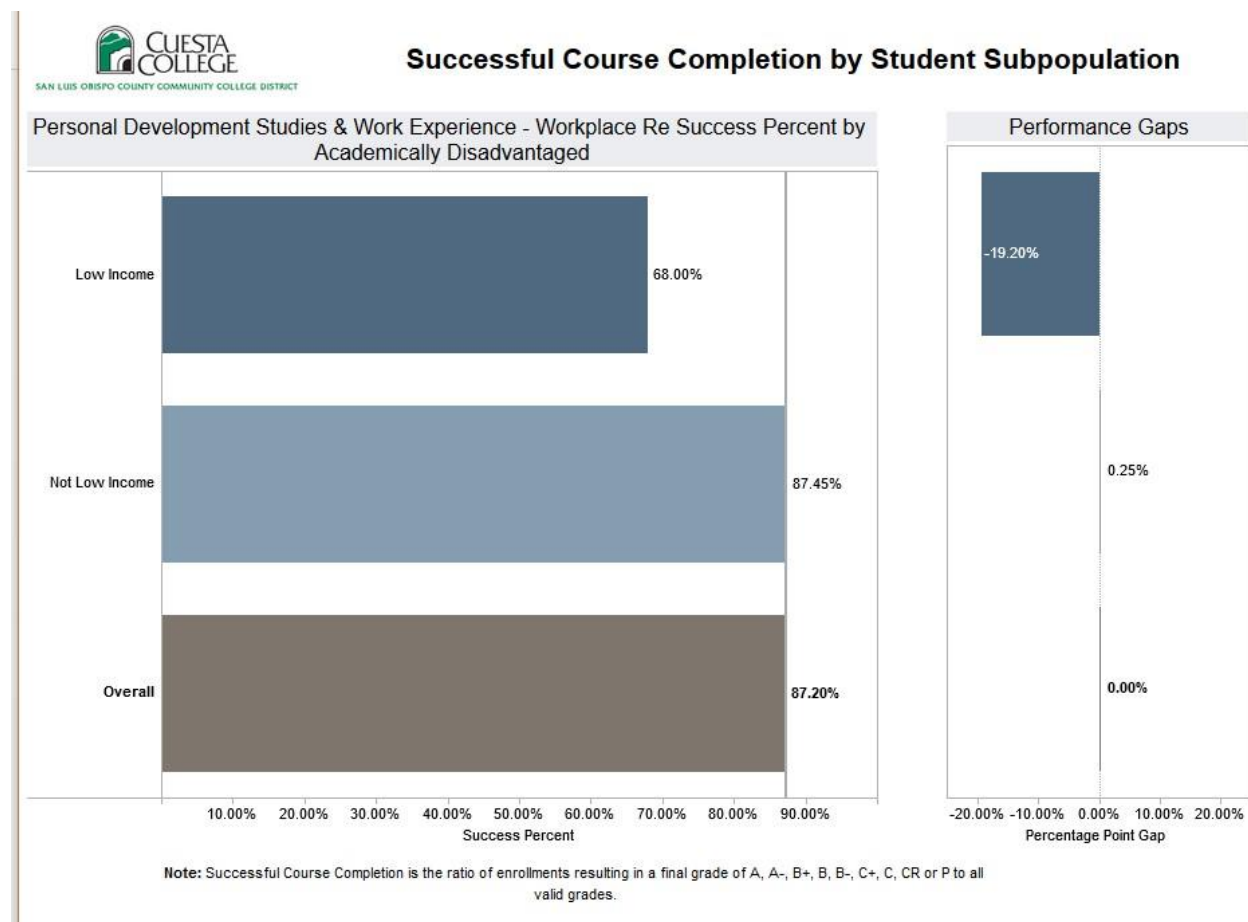
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

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Course success rate for PEDS 110-111 is significantly higher than the college average. As noted above, this is due in large part to the nature of the course and the context of the delivery (high school). These classes benefit from supplemental instruction hours and higher level of individualized attention given to students at the high school level.

Disaggregated Student Success

PEDS 120- Workplace Readiness

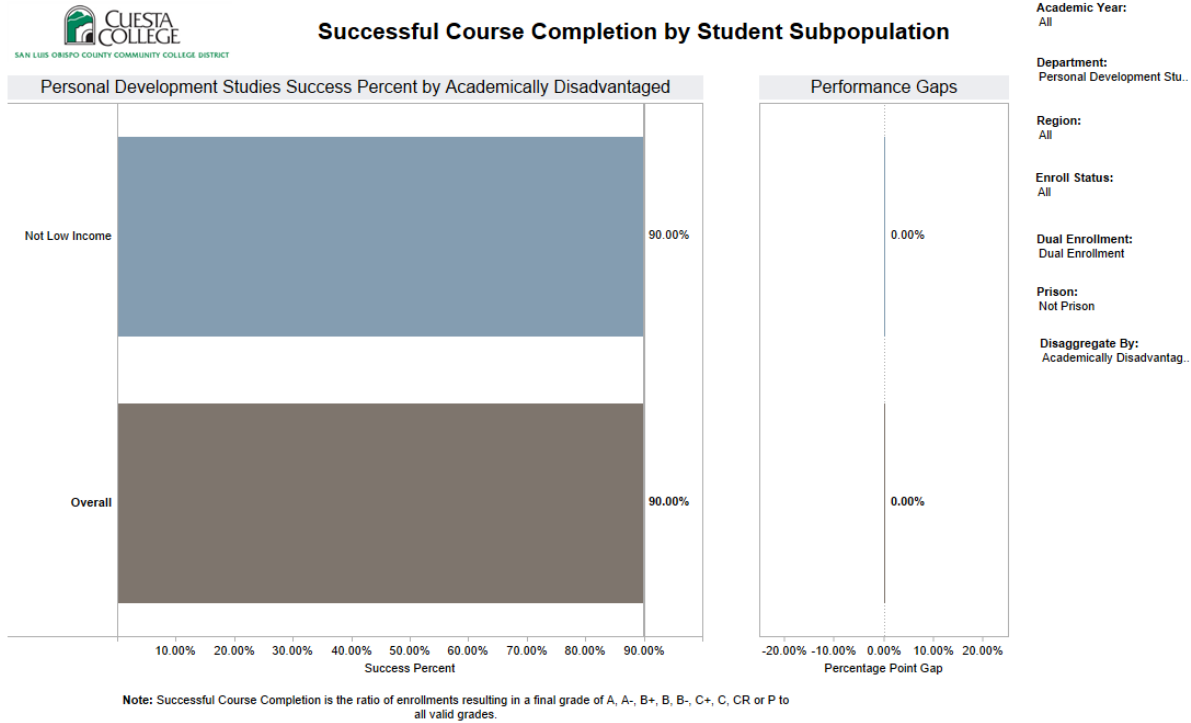


As discussed earlier, these courses are designed for student populations who are in need of remedial or basic education in workplace skills and readiness. The specific target for these students is that of low income, credit deficient, and/or the unemployed young adults lacking a high school education. The chart shown above depicts the overall successful course completion by students in the courses outlined in this document. This chart shows data that are compiled based on students' economic and academic disadvantages. As shown, there is a performance gap of 19% for those students represented as "low income"; however, the overall performance gap for these courses remains at

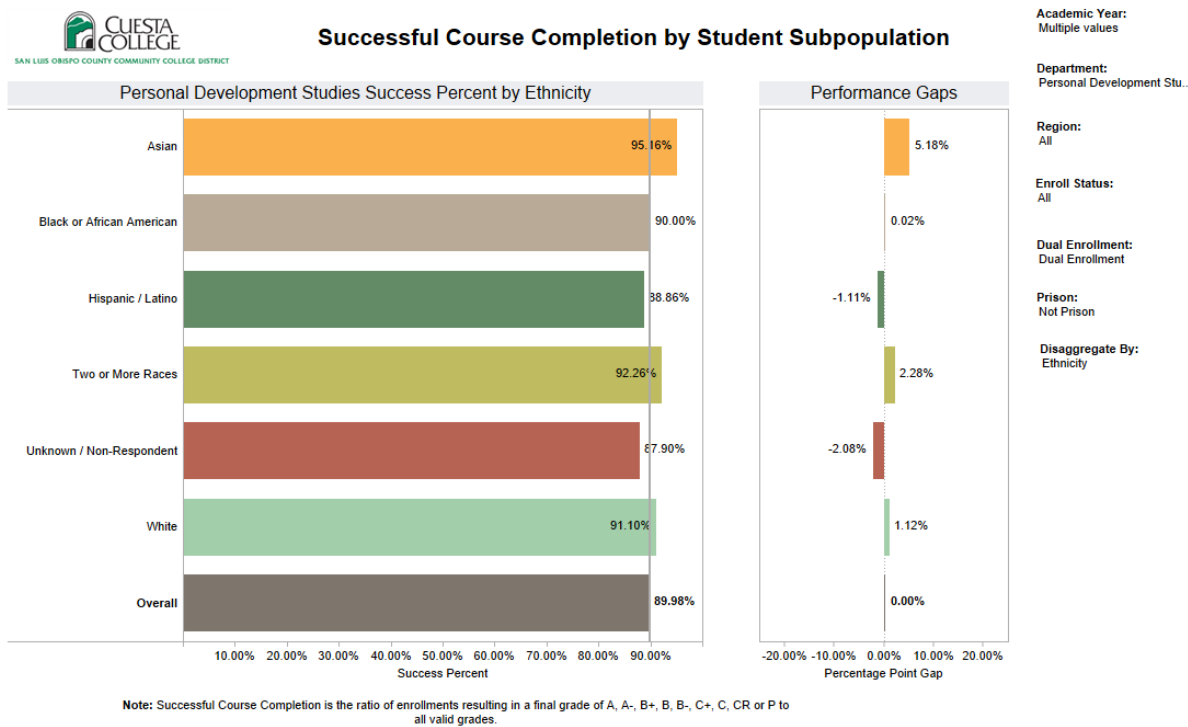
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0%. This would represent that a high majority of students successfully complete these courses with consistent curriculum preparation and delivery that students can readily comprehend successfully. However, more effort needs to be made for those individuals who are economically disadvantaged to help generate an understanding of the importance and value of work to improve a person's future. The general mindset of those students needs to be acknowledged and respected. To that end, PEDS 120 promotes a more qualified and valued individual who can demonstrate better skills and confidence as he/she enters a highly competitive labor force.

PEDS 110- Career Planning Comprehensive



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There is not a significant performance gap with the sub populations in the PEDS 110-111. Nevertheless, this data will be presented to the PEDS 110-11 faculty (high school teachers) for review and consideration.

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:

PEDS 120 Workplace Readiness is targeted towards high school students through dual enrichment programs offered through Cuesta College. A schedule for Student Learning Outcomes (SLO) assessment is updated each year and distributed to faculty for these classes. Faculty have been fully trained and are diligent in completing this task twice in each academic year. Faculty have less than two years of service; therefore, their orientation and commitment to their work requirements have included this assessment task as “mandatory” and not “discretionary” and they work hard to make sure this is completed each school term. Findings are reviewed with instructors at annual staff meetings and ideas are generated and shared for improvement in creation and delivery of curriculum in the classroom.

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PEDS 110- Career Planning Comprehensive

Context for Evaluating PEDS Teaching:

To understand the quality of success of PEDS 110-113 teaching, one has to understand that there are nine schools in eight districts teaching the “Get Focused, Stay Focused” curriculum. After a year of visiting and evaluating teachers, it quickly became clear to me that the range of student diversity and needs, as well as the resources available within and across schools, greatly impacts how curriculum is taught. Rather than a one-size-fits-all approach, teachers need to begin with where students are and evaluators must take this into account. As high school teachers focus on teaching students, not just curriculum, they need to engage students with content in meaningful ways that address the needs of those in a particular class. These student differences (e.g., in maturity level, access to technology in and out of the classroom, background knowledge and family support, whether course is elected or mandatory, etc.), as well as teachers’ different levels of experience are the basis for the current changes in professional development and support.

PEDS curriculum has been adopted by districts and schools in different ways and thus embedded into different parts of the high school curricular experience. Within a district, PEDS courses can be mandatory for all freshmen at one school, while reaching only a percentage of its freshmen as an elective at another. Some schools include the course within their AVID program, others within CTE and Special Education, and others as its own stand-alone course (e.g., “Success 101” or “Pathways”).

What has been challenging:

The greatest challenge for today’s high school and college teachers is that students are learning in different ways and times, facing different pressures, and having to deal with more distractions. Teachers struggle to get all students to “buy in” and do the introspective work that the course requires in exploring themes like “Who am I?” and “What do I want?”). In working primarily with ninth graders, many teachers struggle to teach concepts for which students have no prior knowledge or experience. Therefore, teachers struggle to either struggle against the lack of or work to build-in and address the issues of taking responsibility for oneself, agency, mindset, perseverance, resilience, and grit. For instruction and learning to be meaningful, teachers must take time to build a foundation for conceptual understanding. In some cases, the course content is eye opening and anxiety-producing for students who are not aware of all the responsibilities and decisions that come with growing up and becoming independent. Some students appear to have big burdens-making them not children or even adolescents any more- and for them, the course raises other issues and provides much-needed support. Several teachers mentioned either having several female students who could not identify any personal strengths or male students who could not identify realistic personal or professional goals. As some experts say that today’s adolescence lasts until the age of 26, this is not surprising.

When all teachers came together for a professional development (April of 2017), they shared insights on today’s students and their changing needs. Overall, teachers agreed that today’s high school freshmen appear to be distracted and not fully present during class, needing to

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develop soft skills, whiny, frequently tardy, and unprepared in class (e.g., often not completing homework) with many not responsive to consequences. Teachers often mentioned that they were addicted to their smartphones and texting. Several noted changes in the number of student who could not read and who used profanity in class.

What is working:

Teachers who teach the PEDS courses are dedicated, hard-working, and passionate about helping students learn key skills for future success. Most understand the vulnerability that course content requires and do their best to create environments where students can feel safe exploring critical questions, engaging in meaningful reflection, and sharing aspects of their personal work with classmates. Teachers who have their students all year or who teach it as its own course seem to feel more successful. Positive student characteristics that teachers mentioned were that students want to be inclusive, are unique individuals, and are socially conscious. Wherever or however the course is taught, it is clear that it addresses and fulfills a big need and provides students with support and guidance that they would not otherwise be getting.

Curriculum-instructional materials- What is working and challenges:

Teachers generally feel a passion for teaching PEDS courses and feel great success to be addressing critical needs and teaching essential life skills to their students. Overall, teachers report using the materials provided (book, workbook and online resources), but they do so in different ways to best meet the needs of their students. Access to online materials is not always easy on some school sites as access to computer labs is not always possible as often as needed. Teachers often supplement and update content with their own videos and materials (e.g., using ebanking) to make course material more relevant for students, and this takes time, thus making it a challenge.

Teacher evaluation-professional development:

A professional development goal has been to create and provide opportunities for more accessible professional development. After last year's observations, I organized group meeting on school sites to review and discuss issues that were going well, changes that teachers were making to their courses, and areas where they were needing more support. Meetings have been held at six of the nine schools and two more are scheduled for this month.

Another approach has been to create opportunities for teachers to share with and learn from their peers about specific topics. For example, after a couple of teachers shared how they were collaborating to bring in mindfulness awareness practices into their teaching, many said they wanted to learn more, so that will be a topic for professional conversations and collaborations. Several teachers were also interested in learning more about Carol Dweck's work on mindsets so that they could create better opportunities for student learning. Such collaborative opportunities also enable teachers to learn from and with others from different school sites about how to integrate GFSF curriculum into CTE, AVID, and Health courses or alter assignments for better student engagement and learning outcomes. Likewise, one-on-one

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check-ins provide unique opportunities for individual support and encouragement in addressing what is working well and in what areas is support needed.

Reflections on Student Success:

Personal Development Studies 110-113 Courses are in a unique category within Dual Enrollment offerings for the range of curricular areas they reach. Their Get Focused, Stay Focused curriculum is also distinctive in its scope and sequence and role in preparing students for real world experiences after high school. Teachers who teach the course well serve as co-pilots on students' paths toward self-discovery. They serve as their students' guide in navigating today's rapidly changing and increasingly more challenging process of learning life skills and making college and career decisions.

If we define success as students completing their 10-Year portfolio, then the program is meeting its goals. Teachers have been able to effectively help their students put those together and prepare for future job interviews and internships. To help students gain more from their experiences, future discussions can be had about requiring students to write a reflective narrative on their own personal development. Procedures and criteria would be developed to provide teachers and students with guiding questions. As high school students are new to teacher evaluations, it would also be helpful to allow more time to explain the process to students. In conjunction, it would also be helpful for students to reflect and self-evaluate how they contributed to the success of the course and their learning.

Future professional development and school-wide conversations can perhaps address the following questions with staff, perhaps including guidance counselors and administrators:

- How do we best teach students growing up in such a different time, environment and culture?
- How do we best teach and learn life skills?
- How do we meet students' individual needs and prepare them for the future?
- How do we ensure that today's students have the skills, tools, and attitudes to pursue their career paths and achieve their personal and professional goals?

SLOs assessment/eLumens process:

Teachers are expected to enter SLOs for a designated amount of classes on eLumens. At last year's professional development workshop, teachers were walked through the new process, but many faced challenges on the technical side. The issues have now been addressed and this year's teachers have been given directions to enter student data successfully.

Future Focus:

In order to improve Dual Enrollment Teaching of PEDS 110-113, consideration should be given to the following ideas:

- (1) Align forms used by program faculty (for observation visit), students, and teacher (to guide) reflection to evaluate PEDS teachers. Aligning language used and categories of focus would make the evaluation process more meaningful for all parties and also more relevant to professional development goals. Data gathered from student evaluations are

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not directly compatible with assessment form criteria used to evaluate dual enrollment faculty.

- (2) As PEDS 110-113 content and course processes address many of the competencies for social emotional learning (SEL) that are embedded in Every Student Succeeds Act (ESSA), an educational federal initiative that affects K-12, these areas can be highlighted within course syllabi, assignments and assessments. Keeping the following SEL Competencies in mind while preparing and teaching PEDS courses would improve student engagement and meaningful learning.
 - **Self-Awareness:** The ability to accurately recognize one's own emotions and thoughts and how these influence behavior.
 - **Self-Management:** The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.
 - **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
 - **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
 - **Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
- (3) Continue developing on-site professional collaborations both within schools and across sites. A possible requirement would be to offer such professional development opportunities once a semester in both north and south counties (for 4 meetings a year) and ask teachers to attend at least two. Continue sharing resources on Good Drive Folder. With more on-site support and sharing of materials using Google Drive, this approach to teacher development would provide a meaningful, individualized and collaborative way of supporting teachers across the county.
- (4) Reaching out to school counselors and collaborating with them so they gain better understanding of the course, developmental sequence, and how they can use student learning outcomes and 10-Year Plans can be used as tools for academic planning.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Planning for the program discussed in this APPW continues to be an important effort each academic year. Under the leadership of the Director of Workforce and Economic Development/Community Programs and the Lead Faculty of Professional and Personal Development Studies, planning and implementation will be the cornerstone of daily operations in this area. To that end, plans for the PEDS programs for the next academic year include the following:

PEDS 120 Workplace Readiness

- A. There is approximately a 25% gap in students completing the course and not completing or failing the course. More effort needs to be made to bridge that void and enhance the learning of those students who are left behind. Little can be done about those students who quit coming to class after the first four weeks of the course. However, faculty should be monitoring student

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performance more carefully and providing individual attention to those who seem to be falling behind or losing interest in a proactive effort to keep them engaged.

- B. Scheduling and delivery methods (modality) are currently successful in driving increased enrollment at these schools. This is due in part to the fact that the classes are held directly following a normal high school educational period. However, strategies in the curriculum need to be enhanced to further capture the interest and retention of those students falling behind in course work and interest. The faculty will be made apprised of this issue and will be directed to find better solutions for this. Faculty also participate annually in the updating of course materials as needed.
- C. No program planning noted.
- D. Facilities are currently scheduled and assigned by local high schools through annual partnership agreements. Control over the enhancement or changes of facilities is not within the control of Cuesta College staff.
- E. If, and when, San Luis Obispo High School finishes construction of its campus facilities, effort will be made to reinstitute the program in that location. The hiring of a suitable faculty member for location will be needed.
- F. Other/additional factors have not been identified at this time.

PEDS 110-111 Career Planning Comprehensive

- A. See Narrative Above.
- B. The scheduling and delivery methods (modality) will largely remain the same. One online offering per year will be proposed (will need coordination with Student Services- Counseling). The PEDS 110 course does need to be offered to the general population in order to be eligible for Dual Enrollment.
Enhanced collaboration with Student Services will be initiated in Spring 2018 in order to bring greater attention to and integration of the Get Focused Stay Focused – My 10-Year Plan curriculum and resource to the college. A parallel initiative will be taken with the area high schools in order to strengthen to use of the 10-Year Plan that high school freshmen are developing across the county, but which are not being integrated into academic and career planning.
- C. The support from the Dual Enrollment Office is critical to the success of this course.
- D. N/A
- E. The Specialized Faculty Lead for PEDS 110-113 is critical to the success and adequate oversight of these courses.
- F. Other/additional factors have not been identified at this time.

PEDS 130- Bridge to Success

- A. N/A
- B. A new course (PEDS 130) is being developed to be offered in the Bridge to Success program. Summer Bridge, as the program is known, is a 5-week program for local high school students or recent graduates who face barriers and challenges and lack momentum in their college and career planning. The course will be presented to Curriculum in Fall 2018 and offered in Summer 2019 or 2020. Summer 2018 (and possibly 2019) the PEDS 11-113 modules will be offered. These courses match the outcomes of the Bridge program and local high school students will not yet have taken them through Dual Enrollment.

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- C. Only one section of PEDS 130 would be offered per year. A grant from the SLO County Department of Social Services covers aa costs of running the program except for the cost on the academic class.
- D. No Facilities changes anticipated.
- E. No staffing changes needed.
- F. Other/additional factors have not been identified at this time.