

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2016-2017

**CURRENT YEAR: 2016-2017**

**PROGRAM: PROFESSIONAL DEVELOPMENT STUDIES AND PERSONAL DEVELOPMENT STUDIES**

**CLUSTER: WED**

**LAST YEAR CPPR COMPLETED: 2013-14**

**NEXT SCHEDULED CPPR: 2017-2018**

**CURRENT DATE: MARCH 2017**

### GENERAL PROGRAM UPDATE

Programs and courses under Professional Development effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce. There are several programs that have been developed to assist the student population with the enhancement of their personal and professional skills which can be utilized in the community as well as in one's professional work environment. These programs have been re-organized into two specific areas: Professional Development Studies (PDS) and Personal Development Studies (PEDS). Both programs focus on promoting a student's success in the educational setting and his/her future career field.

There are two primary levels of courses offered in the PDS program—Customer Service Academy (CSA) with an emphasis on improving and/or building fundamental professional skill sets. Over the past year, a concerted effort has been made to improve the content and delivery of courses, as well as ensure consistency amongst all faculty serving this program. All CSA course materials and instructor curricula have been reviewed and updated. In addition, supplemental classroom materials, such as topic assessments and videos, have also been upgraded. These needs have been identified through regular joint meetings of all PDS instructors which are held to address concerns, as well as explore best practices for the classroom content and methodology. In addition, student input through surveys conducted at the end of each class session indicate a desire for additional course topics as well as a name change from Customer Service Academy to Professional Development Studies. It is also important to note that a complete set of ten classes in this area were also presented to California Men's Colony (CMC) in San Luis Obispo under a partnership with the California Department of Corrections and Rehabilitation and Cuesta College.

The second level in this program is the Supervision and Management Academy (SMA) which is targeted towards more highly qualified business professionals who are currently employed in a supervisory and management capacity. These courses focus on building or enhancing one's managerial skills for the future which encompass a more specific emphasis on strategic planning, leadership, interpersonal relations, and negotiation skills. Through the Career Connections Advisory Board, this area of professional development was identified as an important need in the business community where employers could send talented employees for cost-effective management training.

**PDS 170-183 (formerly BUS 170-183) in the Customer Service Academy (CSA) program** are .5 unit classes that focus primarily on improving a student's employability and professional skills while **PDS 190-197 (formerly BUS 190-197) in the Supervision/Management Academy (SMA) program** are geared towards preparing lead staff and supervisors for the more successful and effective career in management. In addition, the CSA and SMA are often utilized to help the student:

- Be more productive in current jobs and/or future careers
- Reduce the time needed to learn expected "on-the-job" behaviors
- Apply many of these behaviors to appropriate professional and academic situations
- Provide potential employers with documentation of successful attainment of skills
- Earn a Certificate of Specialization through the successful completion of 10 courses in the CSA

These courses also help the employers to:

- Hire better trained and productive employees
- Employ persons who can serve as role models for other company employees
- Meet their standards for career advancement and quality performance of employees

<b><u>Customer Service Academy</u></b> PDS 170 Dealing with Change PDS 171 Team Building PDS 172 Communicating with People PDS 173 Conflict Resolution PDS 174 Customer Service PDS 175 Values and Ethics	PDS 176 Attitude in the Workplace PDS 177 Stress Management PDS 178 Decision Making and Problem Solving PDS 179 Time Management PDS 181 Professional Image	PDS 182 Goal Setting PDS 183 The Impacts of Technology on Communications
<b><u>Supervision/Management Academy</u></b> PDS 190 Expanding your Management Perspective PDS 191 The Performance Management Cycle	PDS 192 The Art of Reaching Mutual Understanding PDS 194 Making Conscious, Strategic Choices	PDS 195 Motivating Performance Through Delegation PDS 197 Leading a Diverse Team

Although a Certificate of Specialization currently exists for the CSA program, justification for additional certification in the SMA will be addressed for approval in Spring, 2017. Student input about the program indicated a desire to change the name of the Certificate of Specialization in the Customer Service Academy to a Certificate of Specialization in Professional Development Studies. The potential

for such a change is being investigated during Spring, 2017.

**PDS 150 -Project Management** is a new 1-unit course which started in Fall, 2016. This course provides an overview of the fundamentals of project management. The course development drew from standard content included in other college course outlines and involved input from the Career Connections Advisory Committee. Participant feedback on the initial class was strongly positive. Additional 0.5 credit modules will be developed on specific aspects of project management as needs are identified.

**PDS 120A, 120B, 162, and 166-Beginning and Intermediate Keyboarding Skills and Document Processing, Introduction to Computer Basics (formerly under CAO A 120A and 120B and 162, and 166 respectively)** are preliminary courses designed to teach basic computer keyboarding, computer operations, and document processing to students just learning about computers, which is a fundamental skill required in today's business world.

**PEDS 110-Career Planning Comprehensive (which is discussed under the APPW for the Dual Enrollment program) and PEDS 120-Workplace Readiness (formerly WEXP 111)** are two programs offered primarily to high school students who want to learn more about development of their educational and career goals. These two courses are currently offered under the Personal Development Studies (PEDS) program. PEDS 110 Career Planning Comprehensive is a course offered as “dual enrollment” (CCAP) to high school students during their class day and is taught traditionally by high school teachers (see APPW for Dual Enrollment). PEDS 120 (formerly WEXP 111) is an “enrichment” (concurrent enrollment) course offered after school to high school students who want to earn college credits while increasing high school units as well. Both courses are geared towards this segment of the student population who hope to graduate from high school and matriculate into post-secondary education. The growth of the program will impact student success in the long run, as these students eventually start college better prepared and more focused toward educational majors and career goals. Aside from student growth and development goals, another primary objective of these courses is to strengthen the partnerships between Cuesta College and the local high schools in the San Luis Obispo County area. (The high schools where PEDS 120 is offered include Nipomo, Arroyo Grande, San Luis Obispo, Atascadero, and Paso Robles).

**WEXP 30-Wellness Arts** 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. It was established through a grant from the San Luis Obispo County Behavioral Health organization.

**WEXP 140-146; and 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, retail, automotive repair, auto body repair construction, movie and television production, and web design. Except for PDS 101 and 102, these courses were moved to the departments that currently offer specific classes in these vocational areas.

The courses offered in the Professional and Personal Development Studies (PDS and PEDS) programs support institutional goals because the programs help retain students. The courses allow students to maintain required minimum units and can help them remain in a student status even when each student may not be able to take a larger course load any given semester. Once a student learns about the programs, it attracts a diversity of students: first time students, re-entry students, transfer students, older students wanting to improve job skills, and more. With increasing costs of living, these classes offer courses with lower tuition expenses; few, if any, textbooks are needed; course materials are specifically designed for each class and made available during class for the students; and limited travel is required for class purposes.

The success of the students enrolling in program courses in the high school setting will increase the number of high school students who might be likely to enroll after their high school graduations because they have already had successful college experiences and have earned college credits. In addition, these students may be more likely to enroll in Cuesta College as a college option after high school graduation.

Leaders and instructional personnel within these programs are working diligently with neighboring community leaders, businesses, and other public and educational institutions to collect data and collaborate on needs and future offerings that could be developed by Cuesta College in its effort to further serve those entities.

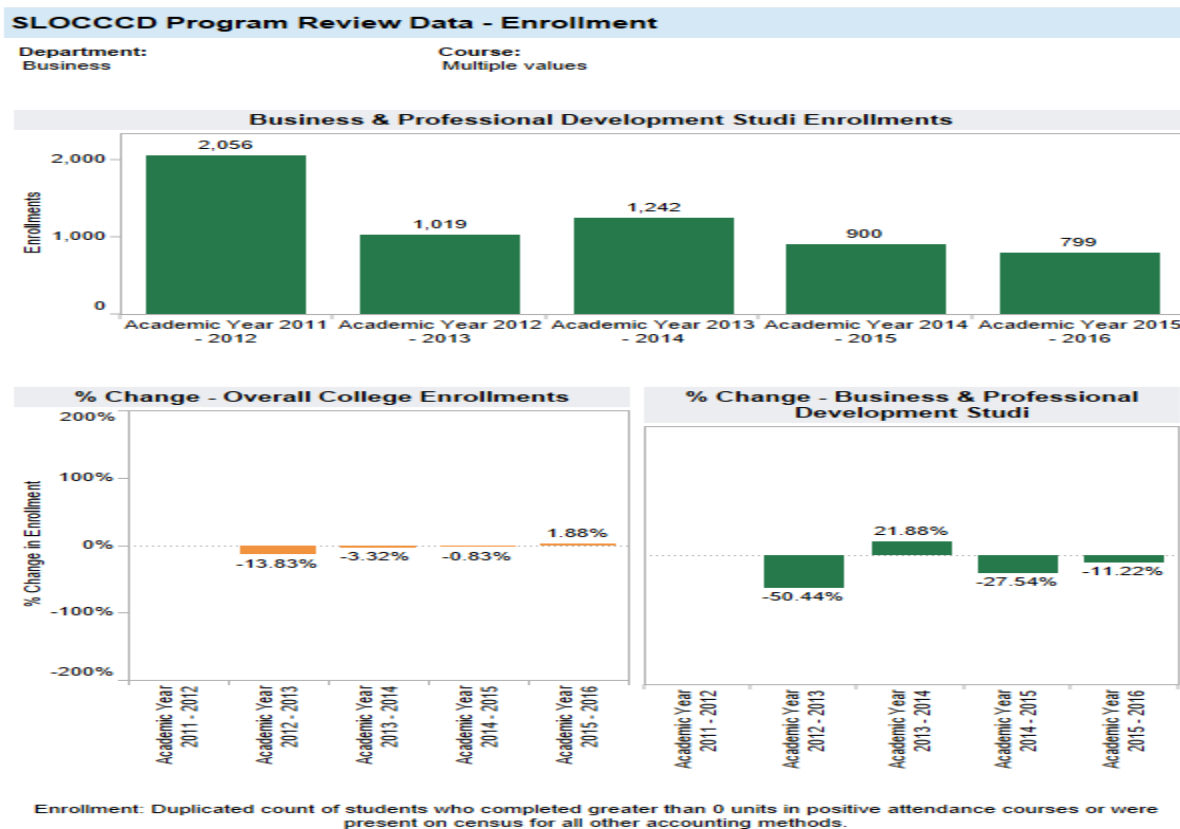
These programs will continue to take the planning process seriously and be a strong participant and advocate for real program improvement. To date, members associated with each of the programs have been charged with identification of needs, quality revision and topic updates of course materials and instruction, and continuous improvement each school term through feedback sessions and professional implementation of ideas.

The Customer Service Academy (CSA) and Supervision/Management Academy (SMA) program managers engage with a wide variety of local businesses, government agencies, and non-profit organizations to identify workplace needs, develop customized training and seminars, and discuss possibilities for future course offerings. For some of the students, a course in CSA or SMA is the first class taken at Cuesta College--perhaps as a re-entry student easing into college, or as an employee who has been encouraged to go to school to improve skills, etc. If a student is successful in this endeavor, the student can further promote marketing for the programs through his/her work and community affiliations. In addition, the student continues to pursue his/her education with Cuesta College. Many of the programs offered through local high schools are also built on partnerships with the local school districts and the San Luis Obispo County Department of Education.

## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

For the purposes of evaluating the course associated with the WED cluster in Professional Development and Personal Development programs, cumulative data were collected and are shown in the following graphs. Each major category of courses and associated data are displayed on the following pages, along with brief narratives for each area.

### **Professional Development Studies (PDS) Course Data for Customer Service Academy (CSA) and Supervision/Management Academy (SMA): PDS 170 through PDS 197**



### Review of Enrollment for PDS 170 - 197 Courses

As shown in the Enrollment Data charts above, data reflect course enrollments for the Customer Service Academy (CSA) and Supervision/Management Academy (SMA) courses previously managed under the Business Department as BUS 170-183 and BUS 190-197. These courses were officially transferred to the Workforce Economic Development cluster WED in Fall 2015 and now carry the course designations of PDS 170 through PDS 197, for which data was collected for 2016. This chart reflects a combined historical review of this enrollment data. The

data reflect a continuing drop in enrollment since 2010. There are several reasons for this decrease. It is expected that a continued drop was found in Academic Year 2015/2016 due to the inability of students to find the courses for registration because of the renaming conventions for the courses in the class schedules and catalog.

It has also been noted in discussions with faculty, the students, and the business community that additional topics should be developed to augment the current courses. Development of new course offerings are under review and will be developed for curriculum review by Fall 2017.

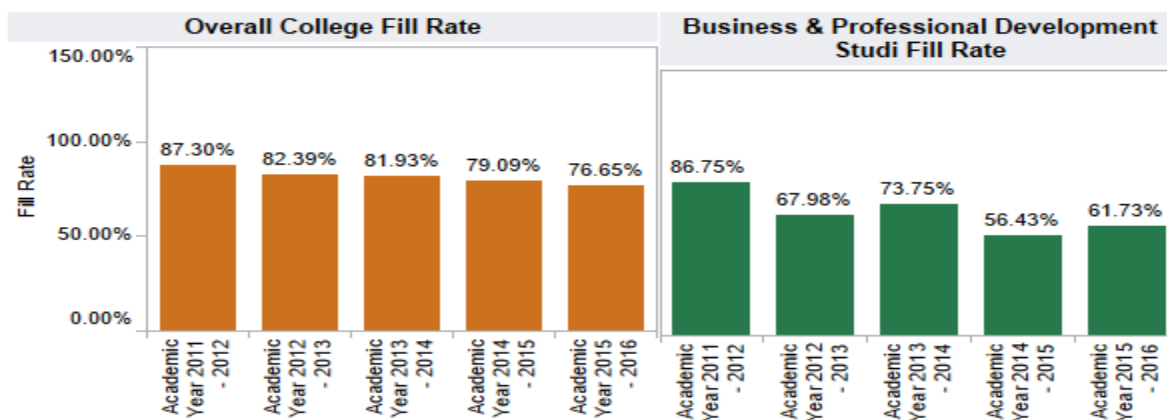
In Fall 2015 the Customer Service Academy (PDS 170-179) courses were included in the academic program Cuesta is developing at the California Men's Colony (CMC) located in San Luis Obispo through a special partnership with Cuesta College. The California Department of Corrections and Rehabilitation has decided to discontinue these development classes at CMC in an effort to focus primarily on classes that result in academic transferable coursework for the students from CMC. This CMC data contributed significantly to the 2015-2016 results.

The PDS program continues to struggle with better marketing of the PDS courses to the business, health, banking, and governmental communities. To date, funds for this purpose have never been allocated to the program. A better approach to direct marketing has been under discussion which includes more participation in community events and job fairs: classroom marketing to other students by faculty; better coordination with the counseling office; and the publication of materials that can be easily distributed to businesses through mass mailings and personal contact with community businesses.

## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
All

Course:  
Multiple values



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.

### Review of Student Demand (Fill Rate) for PDS 170 – 197 Courses

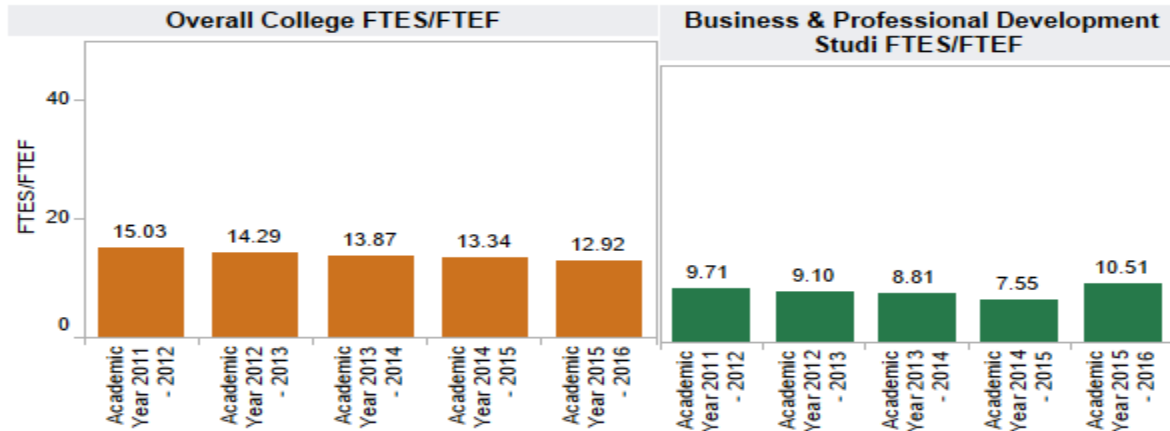
As shown above, the fill rate for the PDS 170 – 183 and PDS 190-197 courses has increased slightly for year 2015-2016 but continued to lag behind the overall college fill rate. One of the reasons for this change is most likely due to the course offerings no longer being duplicated at both campuses, North County in Paso Robles and Main Campus in San Luis Obispo during each semester. Now classes are rotated between each campus every other term. Another reason for the slight increase during 2015-2016 is that courses commenced at CMC for its educational programs for residents in that facility.

Also, important to note, these classes, offered primarily on Saturdays, don't require a higher fill capacity rate of 35 students which might suggest that a capacity rate cap could be lowered to a more realistic number. Another factor impacting enrollment in these classes is a change in the Cooperative Work Experience program that eliminated the need for a co-requisite course associated with PDS 170-183. The elimination of this requirement reduced the course participation from its previous levels beginning in academic year 2014-2015. In Spring 2017 there was notification of the possibility that these courses may no longer qualify for financial aid programs, which again may impact future enrollments. Due to these impacts, it becomes even more important to ensure that better promotion of these classes, with a focus on employability skills, be increased. This promotion through Cuesta faculty, counselors, and formal marketing opportunities must be further enhanced.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Multiple values

Course:  
Multiple values



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Review of Efficiency Rates for PDS 170 – 197 Courses

The efficiency rate for the PDS 170 -197 classes showed a slight decline each year prior to 2015-2016, at which time the efficiency rate increased. When comparing to the overall efficiency rate of Cuesta College, these classes showed better results with an increase rather than further decrease in efficiency. Careful attention to course enrollment targets was maintained during 2015-2016. Those classes not meeting these targets were canceled appropriately to avoid efficiency issues. In addition, for the reasons noted above for previous years, there were impacts to these classes due to over-scheduling of class offerings, reductions in other course requirements directly related to these courses, and lack of targeted marketing efforts—all of which are slated to be corrected in academic year 2016-2017 and 2017-2018.

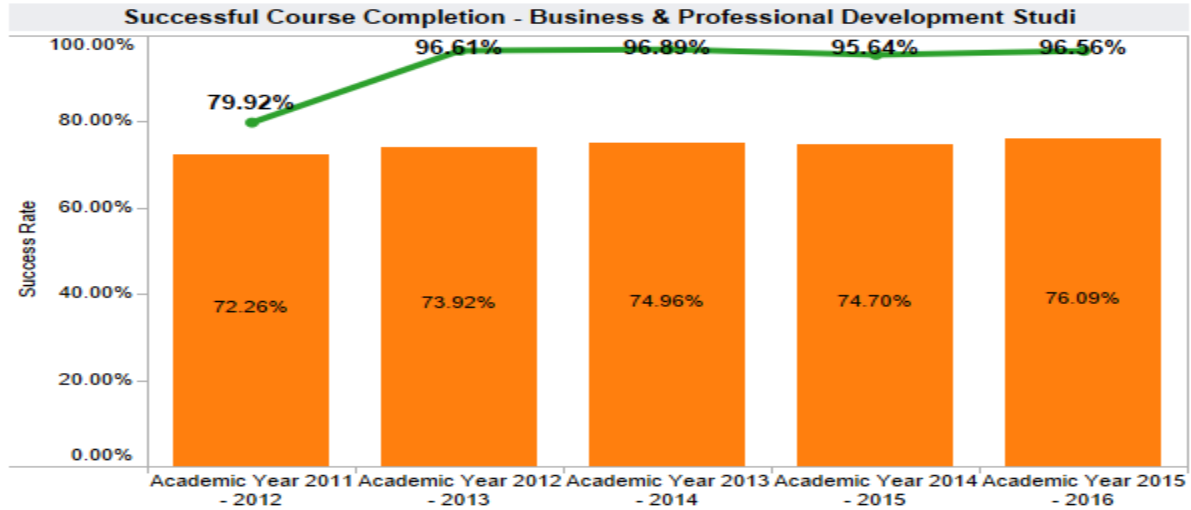


## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Business

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Business & Professional Development Studi Success Rate Table**

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	79.92%	96.61%	96.89%	95.64%	96.56%
Total Enrollments	1,683	915	966	780	786

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

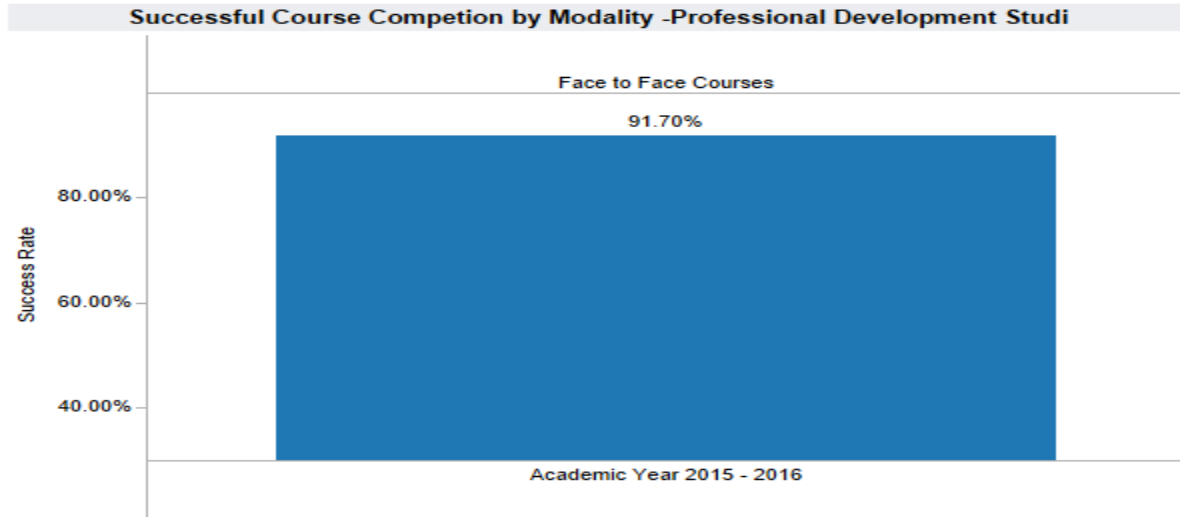
### Review of Successful Course Completion Rates for PDS 170 – 197 Courses

As shown in the graph above, the PDS 170 – 197 courses (offered as .5 unit classes meeting a total of 9 hours per session) show higher levels than the overall Cuesta College success rates over the past five academic years. These courses target students wanting to improve employability and managerial skills. To that end, students are more likely to complete the courses because the motivation behind taking the course is more personalized and can be completed quickly without high tuition or textbook expenses. This trend continued in 2015-2106.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Professional Development Studi

Legend:  
■ Face to Face Courses



Successful Course Completion by Modality Table - Professional Development Studi		
		Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	91.70%
	Total Department Enrollments	518.0

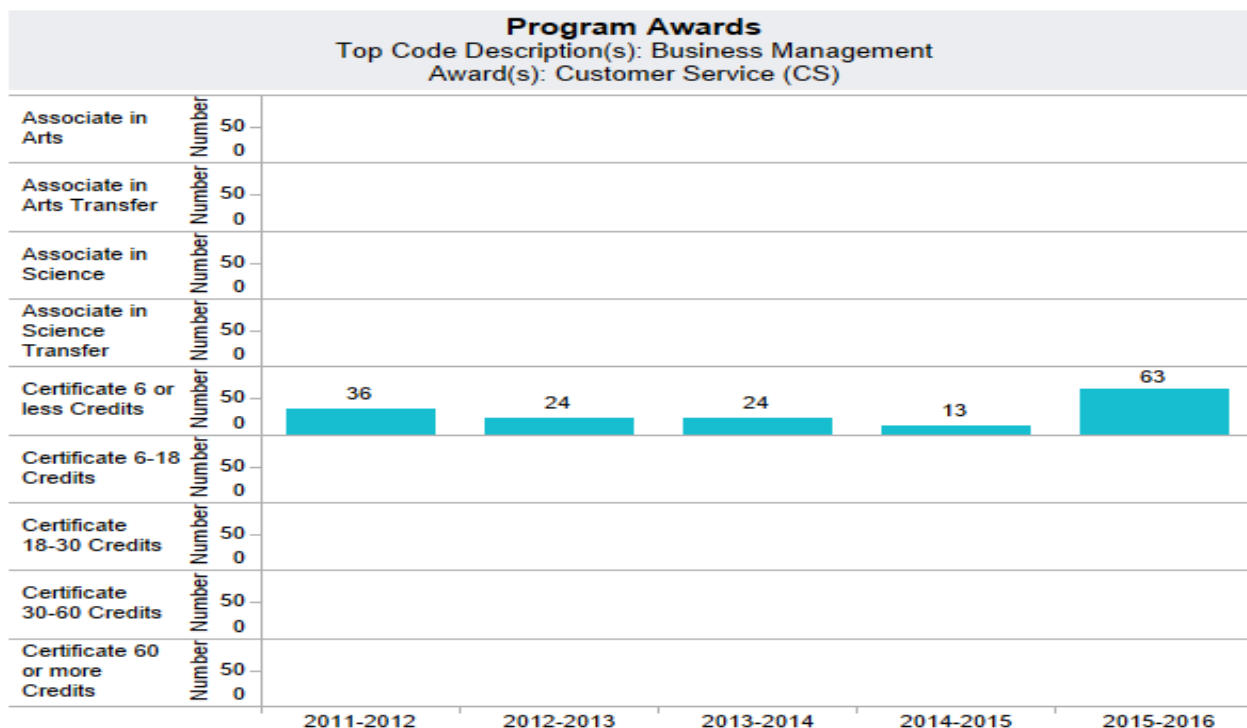
### Review of Successful Course Completion by Modality Results for PDS 170 - 197 Courses

The Successful Course Completion by Modality chart for 2015-2016 is shown above for Professional Development Studies. It is important to note that none of these courses are offered as “online courses”. Therefore, only “face to face” data apply. Courses will continue to be offered on a classroom basis through academic year 2017-2018—with consideration for future development as online courses in future years.

## SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:**  
Business Management

**Award Type:**  
Customer Service (CS)



Program Awards Table						
Award Type	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificate 6 or less Credits	Customer Service (CS)	36	24	24	13	63
	<b>Total</b>	36	24	24	13	63
<b>Grand Total</b>		36	24	24	13	63

Program Awards: The number of degrees and certificates awarded by program type

### Review of Degrees and Certificates Awarded for PDS 170 – 197 Courses

The Certificates of Specialization are awarded in the PDS 170-183 Customer Service Academy (CSA) classes only and not the Supervision and Management (SMA) classes. There are no degrees offered in this program. This certificate is awarded upon successful completion of 10 of 13 courses offered. Data indicate that certificate completion had been declining over the past academic years and the current year data (2015-2016) show a significant increase in the certificates awarded with an increase of 79% from the previous year. It is believed that this increase is due, in part, to the number of students enrolled from California Men's Colony who successfully completed these classes over the past year. In the upcoming year, the feasibility of a Certificate of Specialization for the SMA courses (PDS 190-197) will be discussed and, if determined feasible, will be developed for curriculum approval in Fall 2017.

## PDS 150 Project Management

The course, PDS 150 Project Management Fundamentals, is a new course that will be offered for the first time in Fall 2016. There are no data to display relative to previous academic years or the current academic year for this course.

Based on the initial class, preliminary, unpublished student and employer reviews of the course were very favorable. The hope is to better serve businesses and employers in the community with this course. Marketing plans will be developed for this purpose by Fall 2017.

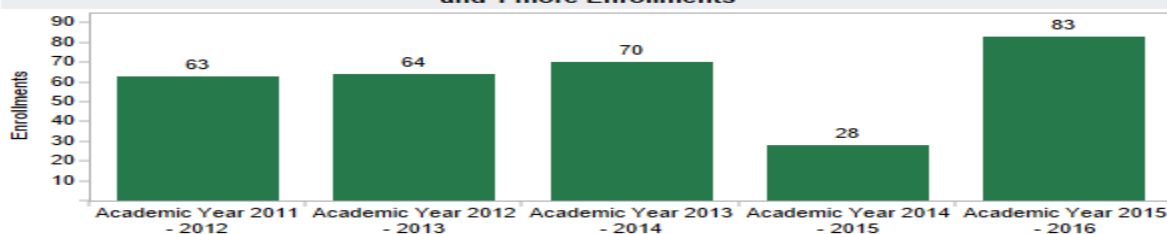
## PDS 120A – 120B, PDS 162 and PDS 166 Basic Computer Skills, Basic Document Processing Skills

### SLOCCCD Program Review Data - Enrollment

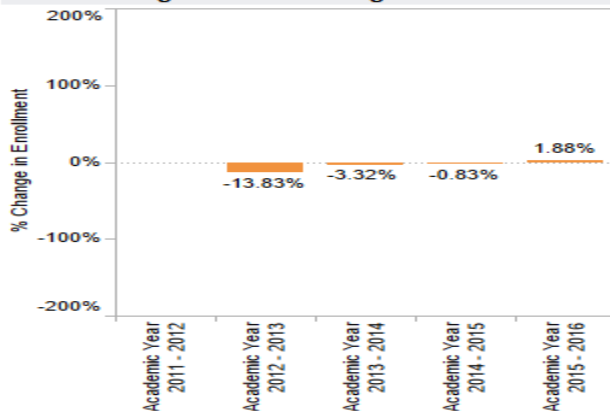
Department:  
Computer Appl/Office Adm

Course:  
Multiple values

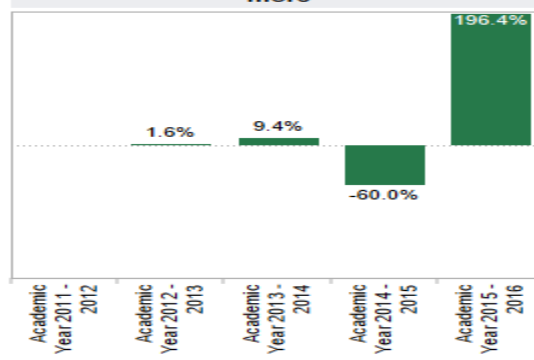
#### Computer Appl/Office Adm, Computer Information Systems, Professional Development Studi and 1 more Enrollments



#### % Change - Overall College Enrollments



#### % Change - Computer Appl/Office Adm, Computer Information Systems, Professional Development Studi and 1 more



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.

## Review of Enrollment Data for PDS 120A – 120B and PDS 162

The courses, PDS 120A – 120B and PDS 162, were previously offered in the Computer Applications and Office Administration program. Although these courses were transferred to the Workforce and Economic Development Cluster in Fall 2015, the courses are currently being

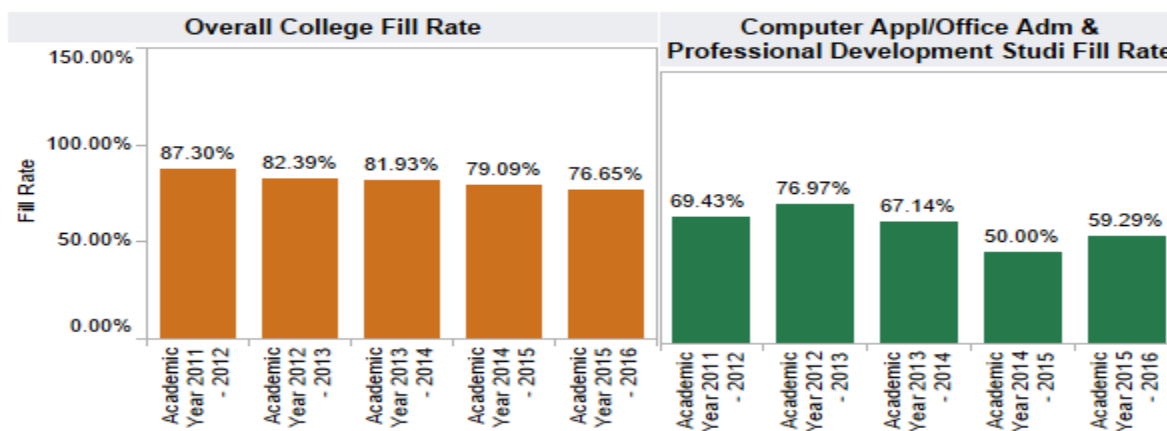
reported under Computer Applications and Office Administration. These courses focus on basic computer keyboarding skills and document preparation. Enrollment data for 2015-2016 reflect a significant increase in enrollment over the last year recorded for 2014-2015. Data for PDS 166 is not available and not included in this report.

It is believed that specific targeting of a specialized student population is needed in order to adequately meet the needs of that specific target market in future years. Some research into the identification of the type of student who might enroll in these specialized skill development courses needs to be completed and a marketing program developed to attract those students. In addition, it should be evaluated as to whether or not secondary education arenas may be fulfilling some of these services to their own student populations which creates a duplication of effort at the community college level. Without specific profiles on the types of students who take these classes, it would be difficult to develop a reliable marketing strategy.

#### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Computer Appl/Office Adm

Course:  
Multiple values



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.

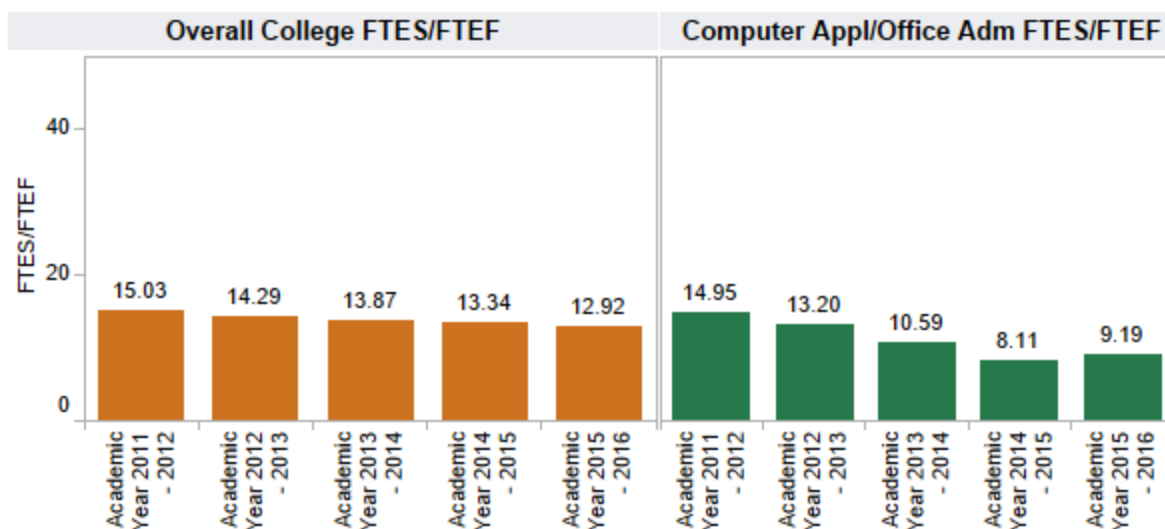
#### Review of Student Demand (Fill Rate) for PDS 120A – 120B, and PDS 162

As the data reflect, the Student Demand for the PDS 120A – 120B and PDS 162 fell dramatically in academic year 2014-2015 and increased again in 2015-2016. This positive direction in fill rates indicates that students are taking advantage of the basic computer skills needed in today's workforce. Again, as noted in other parts of this report, the capacity rates for such classes should be reviewed and lowered respectively if such courses are going to be offered in the future. In addition, more research needs to be conducted on why students enroll in such courses when secondary education and adult education programs in surrounding communities offer similar courses with little to no cost to students. Such research and better marketing strategies need to be completed. This is expected to commence in Fall 2016.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Computer Appl/Office Adm

Course:  
Multiple values



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Review of Efficiency Rate for PDS 120A – 120B and PDS 162

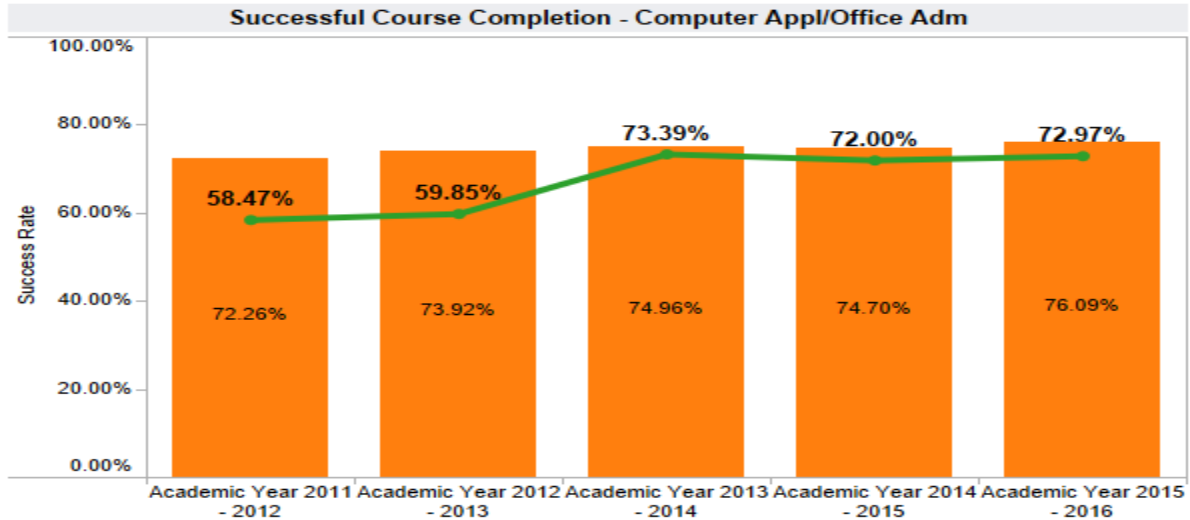
Overall efficiency rates for the past four academic years for the PDS 120A – 120B and PDS 162 courses have been historically lower than Cuesta’s overall efficiency rates. On a positive note, however, data for 2015-2016 have increased the FTE indicator. A thorough review of the viability of such classes is needed to most efficiently utilize staff for these purposes.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Computer Appl/Office Adm

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Computer Appl/Office Adm Success Rate Table**

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	58.47%	59.85%	73.39%	72.00%	72.97%
Total Enrollments	183	132	109	25	74

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

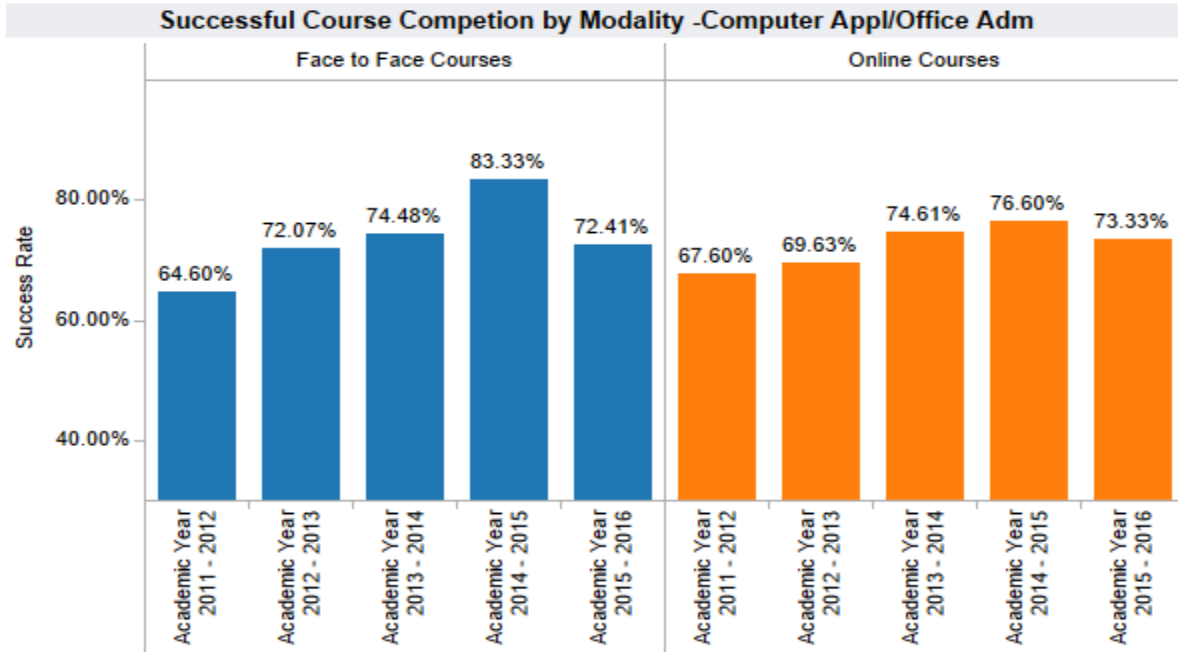
### Review of Successful Course Completion Rates for PDS 120A – 120B and PDS 162

The successful course completion rates for PDS 120A – 120B and PDS 162 are notably high and fall within the ranges associated with the Cuesta College success rates. The trend continues to be stable at approximately 72-73%. This is encouraging since it is evident that the students enrolling in such courses successfully meet the requirements of the courses. These courses offer fundamental skills that can be further enhanced or broadened as a student continues working with computers and office applications. This better prepares students for educational pursuits as well as better employability possibilities. This should be considered with the research needed for the viability of these programs in the future.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Computer Appl/Office Adm

Legend:  
■ Face to Face Courses  
■ Online Courses



Successful Course Completion by Modality Table - Computer Appl/Office Adm						
		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	64.60%	72.07%	74.48%	83.33%	72.41%
	Total Department Enrollments	458.0	230.0	147.0	30.0	29.0
Online Courses	Department Success Rate	67.60%	69.63%	74.61%	76.60%	73.33%
	Total Department Enrollments	466.0	382.0	193.0	47.0	45.0

### Review of Successful Course Completion by Modality for PDS 120A – 120B and PDS 162

Modality data for Computer Applications and Office Administration is shown in totality for the entire program. Specific breakdown of data for individual courses offered as PDS 120A – 120B and PDS 162 is not available for evaluation. In total, it appears that the offering of these courses as an online option is more successful than face-to-face coursework. This may provide clear direction as to the student desire for more online options which may also positively impact course fill rates and efficiency rates. This should be considered as these programs are reviewed for viability in the future.



### Review of Degrees or Certificates Awarded for PDS 120A – 120B and PDS 162

There are no degrees or certificates given to students participating in PDS 120A – 120B and PDS 162 courses.

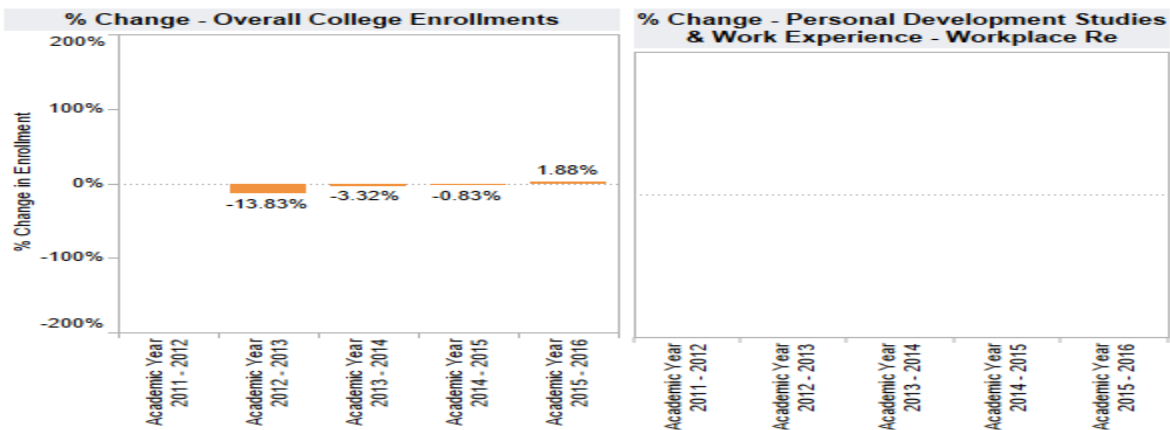
### **Dual Enrollment PEDS 110 Career Planning: Comprehensive and Dual Enrichment WEXP 111 Workplace Readiness (to be changed to PEDS 120)**

The PEDS 110 Career Planning course data is discussed in detail in the 2016-2017 APPW for the Dual Enrollment (CCAP) Program. Dual Enrollment, as opposed to Enrichment (concurrent enrollment), is a relatively new program that targets high school students enrolled in courses through Cuesta College during the students' normal class day. Dual Enrichment courses, on the other hand, are conducted by Cuesta College instructors at high school locations after the normal class schedule has completed each day. These high school locations include Arroyo Grande High School, Nipomo High School, San Luis Obispo High School, Atascadero High School, and Paso Robles High School. Only data associated with WEXP 111 (changed to PEDS 120 in Fall 2016) will be discussed here as an "enrichment" program under the WED Cluster. Data was collected in previous years under WEXP 210 and will be reflected as such.

## SLOCCCD Program Review Data - Enrollment

Department:  
Work Experience - Workplace ..

Course:  
WEXP 111



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.

### Review of Enrollment Data for WEXP 111 Workplace Readiness

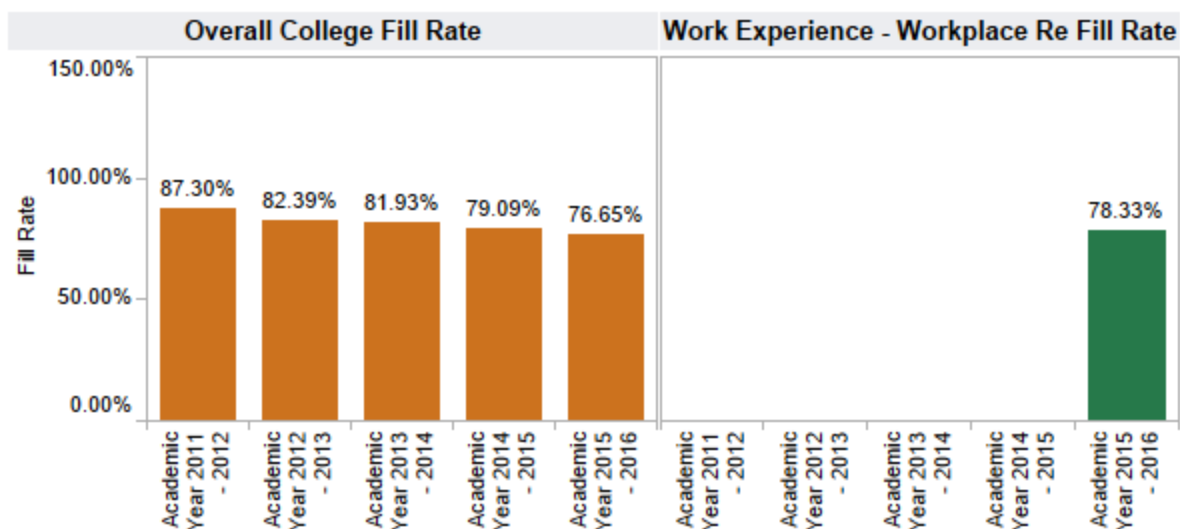
Only data for 2015-2016 is available for WEXP 111 (currently changed to PEDS 120 in Spring 2017). Over the past several years, a significant effort has been made to increase local awareness of the programs through direct communications with the high school counselors and administrators. This effort should continue.

In addition, curriculum for this course has been revised to focus solely on workplace readiness and employability skills, avoiding duplication of course curriculum for PEDS 110. The target student population for this course, PEDS 120, is junior-senior level students. A lead faculty position for the Professional and Personal Development Studies area was hired in August 2015 to help with providing consistency in instructional materials as well as help augment the professional guidance of instructors.

## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Work Experience - Workplace Re

Course:  
WEXP 111



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.

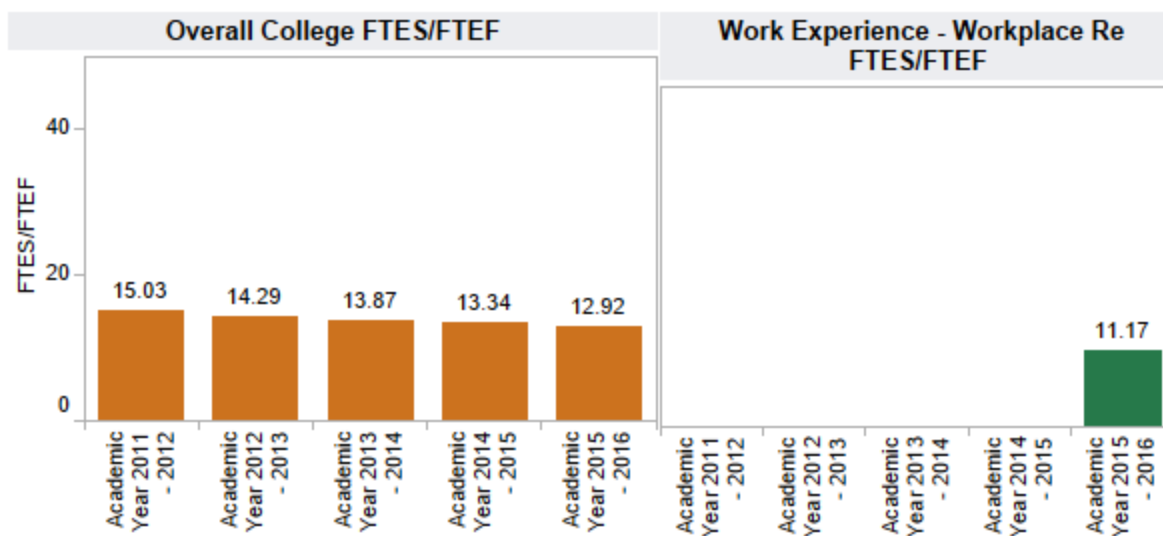
### Review of Fill Rate Data for WEXP 111 Workplace Readiness

The fill rate data for the WEXP 111 is available for the current year only 2015-2016. This rate of 78.33% shows a rate higher than the overall Cuesta College rate. This would indicate a more successful rating of capacity levels for such classes at the five high schools. This may also suggest that the outreach efforts to the local high school community is conducive to better participation and enrollment in the program. This will continue, especially considering the recent hiring of a lead faculty member to support the Personal Development Studies area. The course number will change in future years to PEDS 120.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Work Experience - Workplace Re

Course:  
WEXP 111



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Review of Efficiency Data for WEXP 111 Workplace Readiness

The efficiency data for WEXP 111 is reported only for 2015-2016. Future reporting will be reflected under PEDS 120. The data reflect an efficiency rate slightly lower than the overall Cuesta College rate. This could, again, be attributed to higher than needed caps for the classes. In addition, some reorganization of staff assigned to WEXP 111 courses. Some of these instructors have left the program and other instructors have now been hired to complement the professionalism of the instruction for these classes at the high schools.

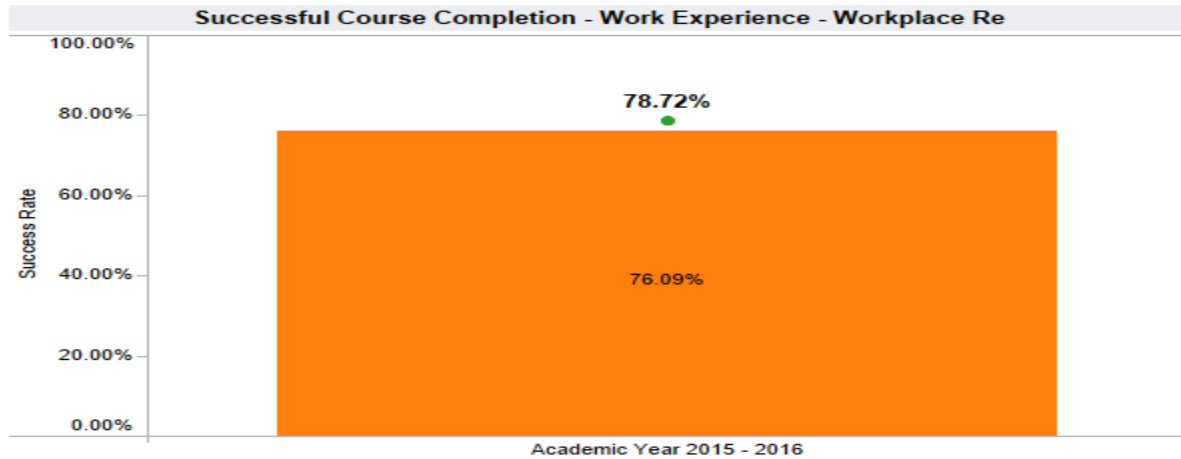
The efficiency measures should improve as instructors become more knowledgeable of the subject matter and direct outreach efforts continue to grow the program. Care should be taken to ensure that capacity rates for these classes are properly defined in upcoming years.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Work Experience - Workplace Re

COURSE  
WEXP111

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Work Experience - Workplace Re Success Rate Table**

	Academic Year 2015 - 2016
Department Success..	78.72%
Total Enrollments	94

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

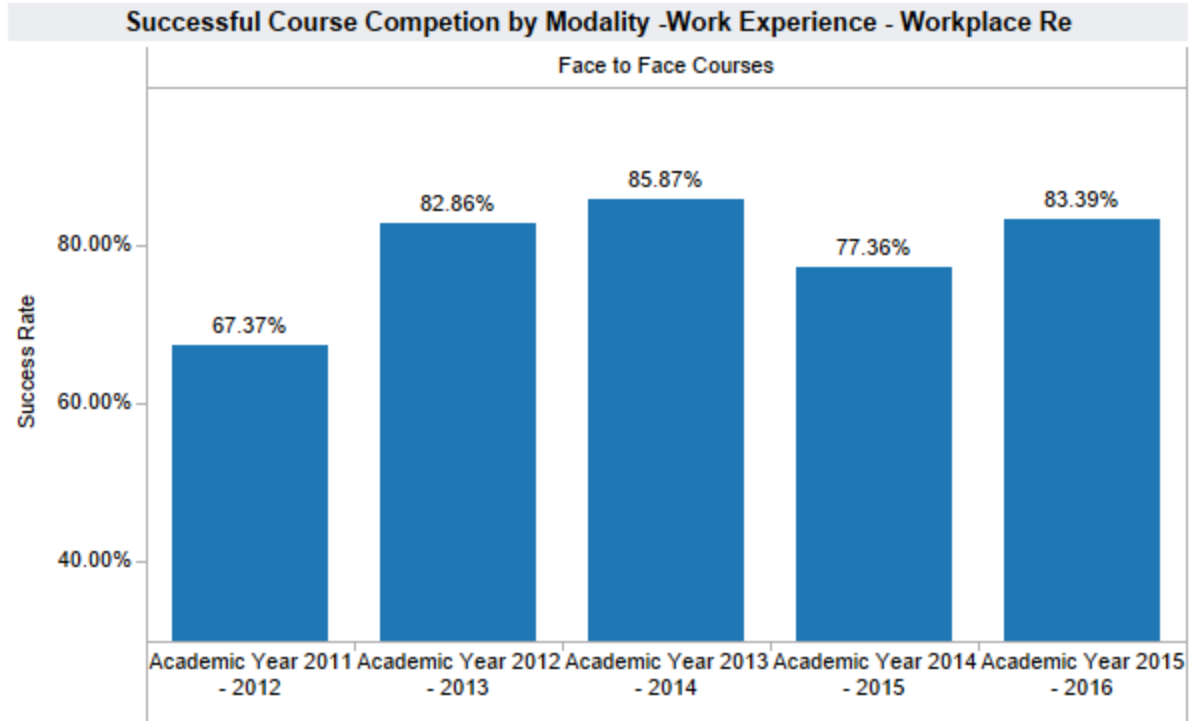
### Review of Success Rate Data for WEXP 111 Workplace Readiness

The data show a success course completion rate for the WEXP 111 course in academic year 2015-16 at 78.72% which is higher than the overall success of Cuesta College. Prior years' data are not available for comparative purposes. These data reflect the rate at which students complete the class with a "C" grade or better. It is important to note that a large portion of the students identified for the courses offered after school at the high school locations are those seniors who are "at risk" of not graduating and need additional high school credits to make graduation. With that said, some of these students continue to have problems shifting to the college-level coursework in order to accomplish this. Examples of such behaviors include not coming to class, being late to class, not completing homework assignments, and failing quizzes/exams. More attention needs to be given to this situation and some consideration of grading policies should be examined. In Spring 2016, grading policies were changed from "pass/no pass" to a letter grading system consistent with the Cuesta grading standards. This change could positively or negatively impact success rate data and should be evaluated closely. Research and evaluation will be completed in Fall 2016.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Work Experience - Workplace Re

Legend:  
Face to Face Courses



Successful Course Completion by Modality Table - Work Experience - Workplace Re						
		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	67.37%	82.86%	85.87%	77.36%	83.39%
	Total Department Enrollments	786.0	460.0	276.0	543.0	301.0

### Review of Successful Completion by Modality for WEXP 111 Workplace Readiness

This chart reflects data for all Work Experience Readiness programs and specific data to WEXP is not available. It is important to note that WEXP 111 is only offered currently as a face to face course. Therefore, no online comparison data are available for review.

### Review of Degrees or Certificates Awarded for WEXP 111 Workplace Readiness

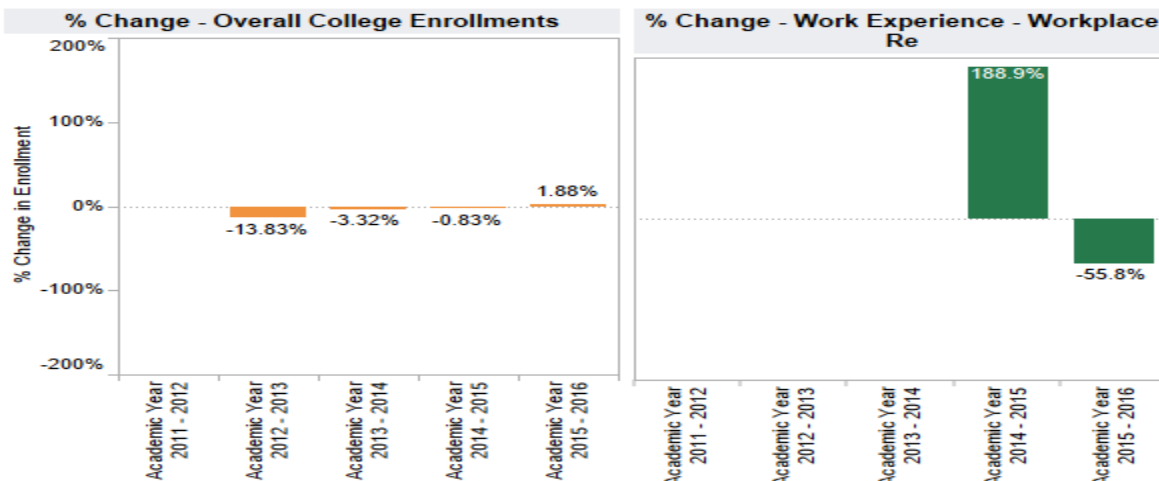
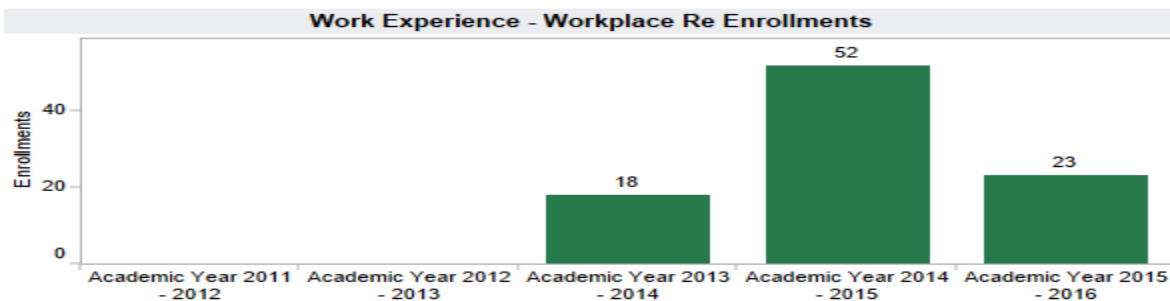
There are no awards or certificates offered in the WEXP 111 course.

## WEXP 30 Wellness Arts

### SLOCCCD Program Review Data - Enrollment

Department:  
Work Experience - Workplace ..

Course:  
WEXP 030



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.

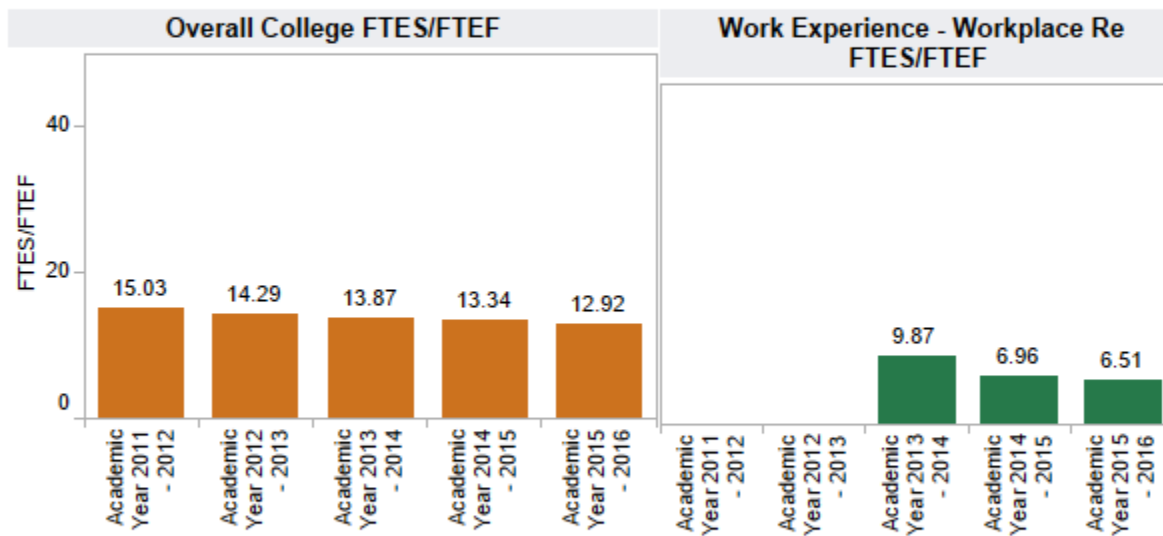
### Review of Enrollment Data for WEXP 30 Wellness Arts

As shown, this course is a relatively new program to the WED cluster. The course was designed and offered to students with special needs as a result of a grant funded through the San Luis Obispo County Behavioral Health Department. As such, the data showed a significant increase in enrollments during academic year 2014-2015, suggesting that student needs were being well addressed through this offering. During 2015-2016, the coordination of Wellness Arts, through this grant, was terminated and referral support was no longer available for these students. Discussions are currently underway to determine the best organizational alignment for Wellness Arts at Cuesta College.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Work Experience - Workplace Re

Course:  
WEXP 030



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Review of Fill Rate Data for WEXP 30 Wellness Arts

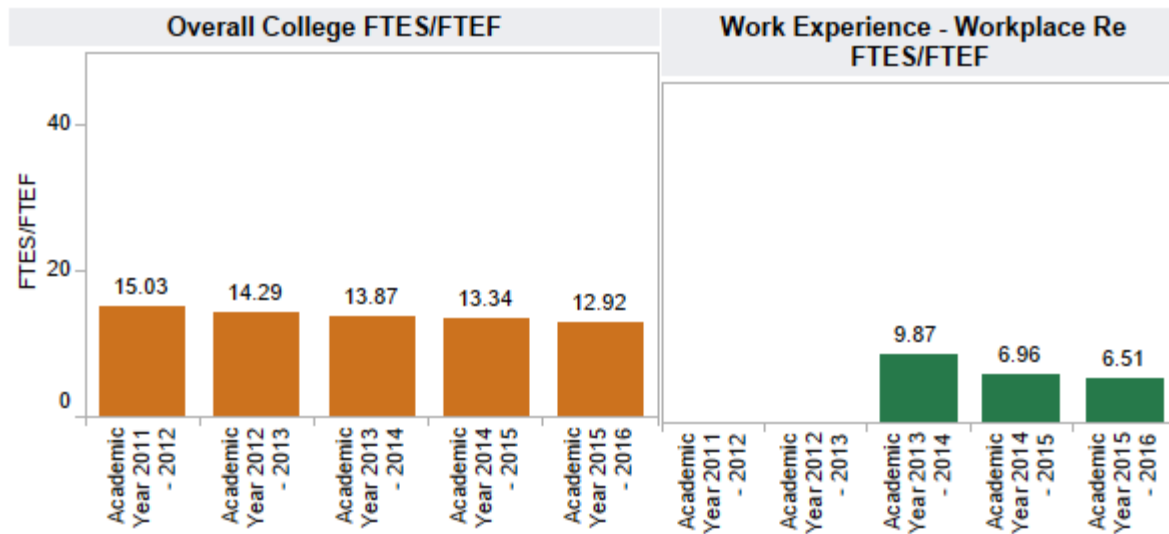
Data reflect a slight decline in fill rate during academic year 2014-2015 and 2015-2016, consistent with a similar decline for the fill rate for Cuesta College. Despite the fact that the program, since its inception, has been generating interest and enrollment for those students with special needs, grant funding for the program has terminated. Therefore, special referral services of a coordinator have also been eliminated. Discussions are currently underway to determine the feasibility of aligning this program to the Disabled Students' Programs and Services office. Additional efforts are also underway to find additional funding sources for this special course. The vision of this course was to provide counseling focused on student success areas to ensure that students have the tools needed to successfully complete their college education as well as pursue desired career paths. Data will continue to be reviewed and evaluated for better management of the course as it continues to grow.



## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Work Experience - Workplace Re

Course:  
WEXP 030



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Review of Efficiency Data for WEXP 30 Wellness Arts

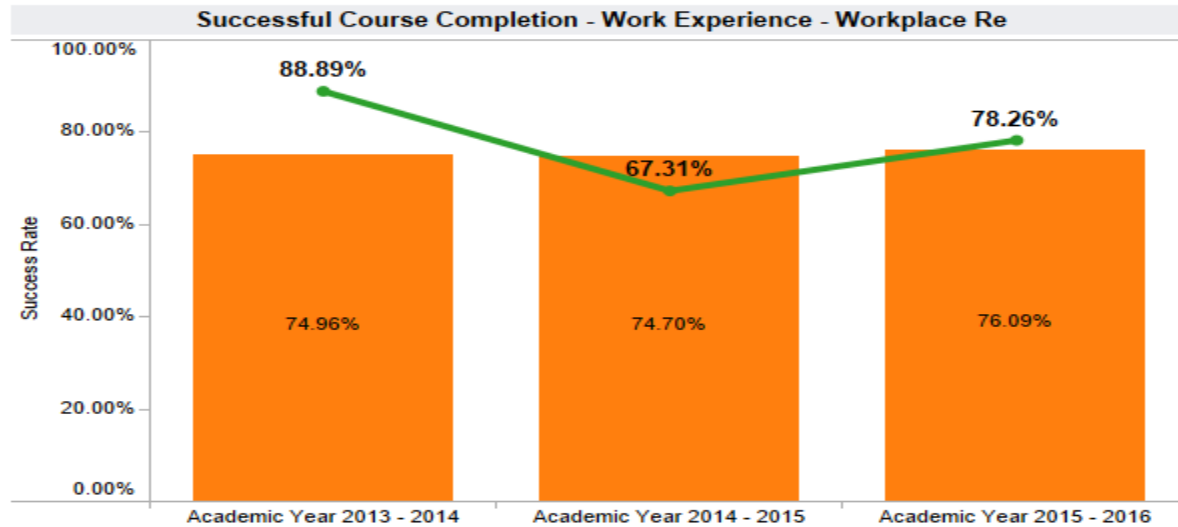
Data in the efficiency area reflect significantly low ratings. This could be attributed to the specialized course of instruction needed for the program and the need for instructor/student ratio to be lower than other academic and technical areas of instruction. This type of class is not one that is popular with the overall student population at Cuesta College nor is it geared towards that population. This course targets special need students who might be referred to the program through counselors or the Disabled Students' Programs and Services office. More research into the efficiency levels for this course must be evaluated since data may not accurately reflect these anomalies.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Work Experience - Workplace Re

COURSE  
WEXP030

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Work Experience - Workplace Re Success Rate Table**

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	88.89%	67.31%	78.26%
Total Enrollments	18	52	23

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

### Review of Successful Course Completion Data for WEXP 30 Wellness Arts

In academic year 2015-2016 there was a slight increase in successful course completion of WEXP 30. This is, in part, due to some of the increased number of enrollments that took place as the course expanded since its inception in academic year 2013-2014. This current data also shows a success rate higher than the overall Cuesta College success rate. However, it must be noted that this is a very specialized student population and comparative data may not accurately reflect increases or decreases as measured for the rest of the institution. As the program is further evaluated, student input into success factors may be needed to strengthen the success of the program. WEXP 30 will be further evaluated in Spring 2017 to determine the feasibility and direction of course curriculum and alignment with other Cuesta programs.

### Review of Modality Success Rate Data for WEXP 30 Wellness Arts

As shown in previous sections of this report for Work Experience (WEXP) and Professional and Personal Development Studies (PDS and PEDS) related courses, all classes are offered as “face-to-face” classes. Online courses are not offered at this time; therefore, there are no comparison data to discuss.

### Review of Degrees and Certificates Awarded for WEXP 30 Wellness Arts

There are no degrees or certificates awarded for the WEXP 30 course.

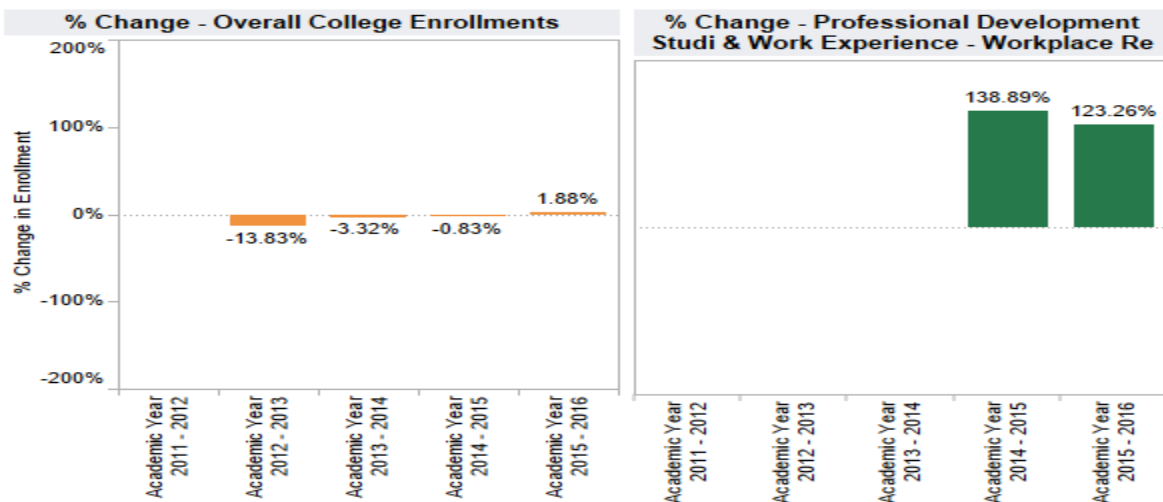
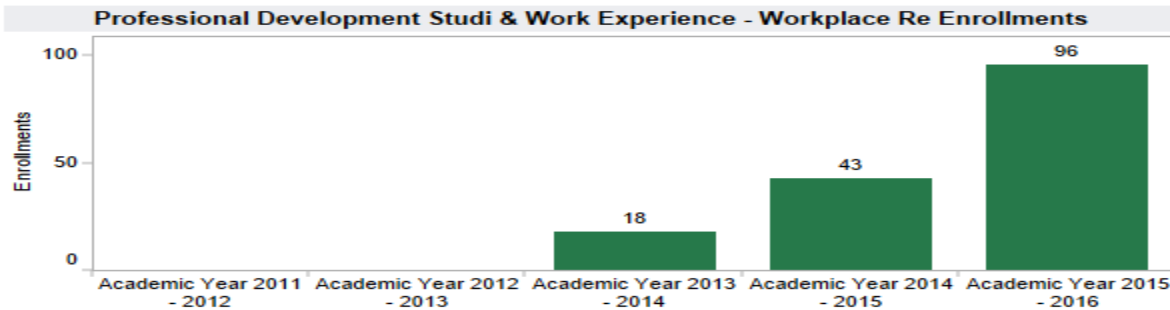
### **WEXP 140-146 and PDS 101 – PDS 102 (formerly WEXP 1930, 193P, 193Q, 193R) Grizzly Academy Survey Courses**

These courses are general professional development courses in specific vocational education areas, such as office skills, retail, automotive repair, auto body repair construction, movie and television production, and web design. These are courses are 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. Data presented in this section will be aggregated. In addition, data collection was limited to the past two academic years since tracking of the program commenced.

## SLOCCCD Program Review Data - Enrollment

Department:  
Work Experience - Workplace ..

Course:  
Multiple values



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.

### Review of Enrollment Data for WEXP 140-146 and PDS 101 – PDS 102 (previously reported as WEXP 193R, 143, 193T, 145) Grizzly Academy Survey Courses

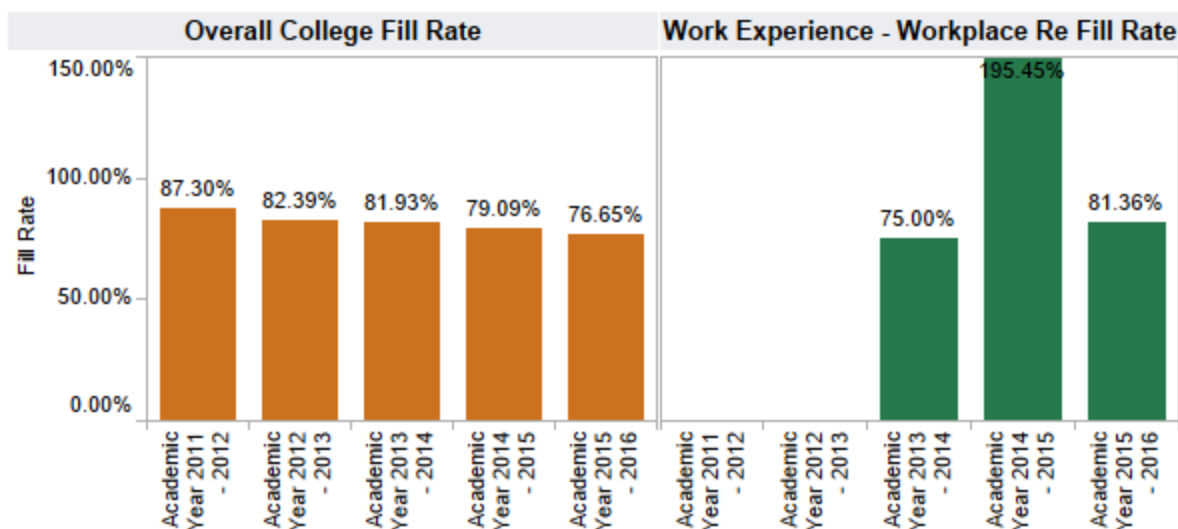
Data reflect a growth in the program of 66.67% since its inception in 2013-2014. The program continues to gain in popularity with this segment of students and the momentum with the partnership between Grizzly Academy and Cuesta College is very strong.

In this program, students are getting vocational training in retail procedures, automotive repair, motion picture and television production, and web design which will help them become contributing members in society. New technical programs for Grizzly Academy students are currently under consideration. Placement of these students and student participation rates are the result of direction of counseling and administrative staff at Grizzly Academy. Continued outreach and partnership efforts between Grizzly Academy and Cuesta College will continue in effort to further build these programs for the disadvantaged youth of this community.

## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Work Experience - Workplace Re

Course:  
Multiple values



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.

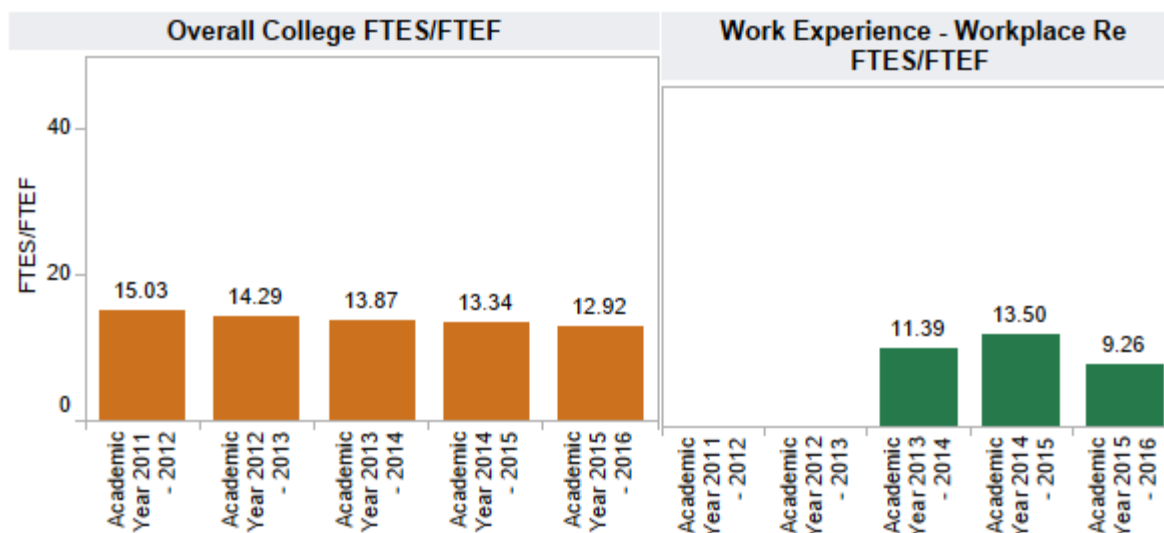
### Review of Fill Rate Data for WEXP 140-146 and PDS 101 – PDS 102 (previously reported as WEXP 193R, 143, 193T, 145) Grizzly Academy Survey Courses

Again, data reflect a successful fill rate for the Grizzly Academy courses, higher than reported for the overall Cuesta College fill rate. This is due, in part, to the targeted enrollment of students in this program and the growth in course offerings. Coursework to prepare students for vocations is required of students who are assigned to Grizzly Academy. Therefore, this enrollment is mandatory and reflects a higher than normal fill rate. Data for these programs will continue to change as specific course are moved to technical education departments who will now have oversight for these classes. In future years, data will no longer be reported under the WED cluster due to this transitioning except for PDS 101 (Office Procedures) and PDS 102 (Retail) courses.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Work Experience - Workplace Re

Course:  
Multiple values



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### Review of Efficiency Data for WEXP 140-146 and PDS 101 – PDS 102 ((previously reported as WEXP 193R, 143, 193T, 145) Grizzly Academy Survey Courses

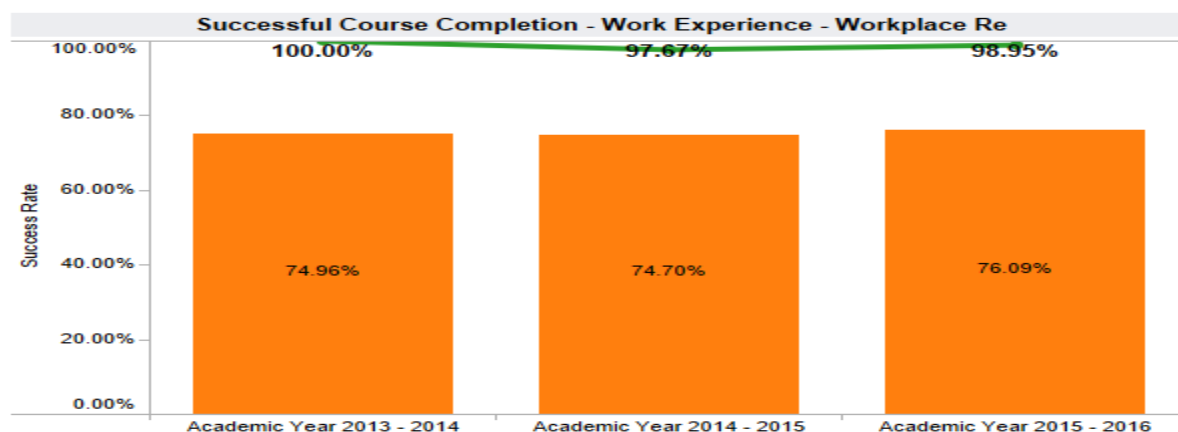
The efficiency rate for the courses offered for the students participating in the Grizzly Academy dropped in 2015-2106. Previous years showed that these courses were operating at an efficiency on par with the efficiency levels of Cuesta College, as a whole. The reason for the drop during 2015-2016 is the result of the reorganization of the WED cluster to move these specific skill development classes to the respective technical educational departments. The overall program objectives continue to be achieved as students strive to capitalize on vocational training to help prepare them for better futures.

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Work Experience - Workplace Re

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Work Experience - Workplace Re Success Rate Table**

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	100.00%	97.67%	98.95%
Total Enrollments	18	43	95

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

### Review of Success Rate Data for WEXP 140-146 and PDS 101 – PDS 102 (previously reported as WEXP 193R, 143, 193T, 145) Grizzly Academy Survey Courses

As shown in the chart above, students are succeeding in this program at a very high rate as compared to Cuesta College as a whole. These numbers reflect that in the past academic year 2015-2016, almost 95% of the students successfully completed the courses offered with a "C" grade or better. This, again, is due to the encouragement of counselors and instructional staff who work well with these students to properly place them and guide them through this learning opportunity. Efforts will continue to serve this population of students with the best support possible to hopefully change the direction of their lives.

### Review of Modality Success Rate Data for WEXP 140-146 and PDS 101 – PDS 102 (previously reported as WEXP 193R, 143, 193T, and 145) Grizzly Academy Survey Courses

As shown in previous sections of this report for Work Experience (WEXP) and Professional and Personal Development Studies (PDS and PEDS) related courses, all classes are offered as "face-to-face" classes. Online courses are not offered at this time; therefore, there is no comparison data to discuss.

Review of Degrees and Certificates Awarded for WEXP 140-146 and PDS 101 – PDS 102 (previously reported as WEXP 193R, 143, 193T, and 145) Grizzly Academy Survey Courses

There are no degrees or certificates awarded for the WEXP 140-146 and PDS 101 – PDS 102 Grizzly Academy Survey Courses.

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS

Data collection for Student Learning Outcomes (SLO) assessments associated with this APPW were attempted in these respective sections offered the WED programs in academic years 2014-2015 and 2015-2016. Due to the lack of staff to administer the program in its entirety, data collection was sporadic and evaluation and planning was not fully completed. Although some assessments and documentation were completed for the PDS, PEDS, and WEXP courses, additional evaluation of the data was not completed in full. To that end, the Director has made it imperative that this effort commence immediately and assessments be conducted on an annual basis. All current and new faculty have been given this directive as part of the course assignment process and faculty have been apprised of their obligation to complete assigned SLO assessments beginning in Fall 2016. Since August 2015, a lead faculty over all the Professional Development and Personal Development programs has taken over the responsibility for this area of and will be monitoring data input and tracking faculty adherence to this policy. The lead faculty is also responsible for evaluation and reporting of assessment findings.

Previous staff in this area completed the enhancement and updating all SLOs associated with professional development, personal development, and work experience programs in academic year 2014-2015. In addition, the transition to a new tracking system, eLumen, was completed in Fall 2015. The Lead Faculty of Professional and Personal Development Studies has completed the eLumen training and has provided training and guidance to fellow instructors on its use and data entry once labor union contract provisions were completed. A detailed mapping of SLOs to the Program Assessment is being finalized, a schedule of SLO assessments has been developed, and assignments to faculty members was made at the beginning of the Fall 2016 term in all WED programs. At the completion of each annual academic period, SLO assessment data will be reviewed and Course Program Assessments (CPAs) will be updated as required. Regular staff meetings are held quarterly throughout the year to evaluate data and trends and discussions for improvements are documented. An effort has begun to document all planning and implementation of recommendations.

In addition to documentation of the program assessments, it is important to note that a lot of work has now been completed to improve the quality and professionalism of the course materials. Formal course workbooks and instructor outlines for the CSA classes were completed by December, 2016. An effort is currently underway to update and revise all materials associated with the SMA classes which is targeted for completion by December 2017. Other course materials for the PEDS 120 course were also updated during Spring 2016 through December 2017 to establish consistency in course delivery and better alignment with course outlines and student learning outcomes. Input from faculty who currently teach in those areas was collected to achieve a balanced approach to the instruction and provide this consistency. Formalization of procedures for the classroom instruction and assignments was also documented to ensure that SLO assessment could be fairly and consistently evaluated. To that end,



course content was “mapped” to ensure that measurement of SLOs could be specifically derived from those activities and assignments.

A current program assessment cycle calendar has been established for each academic year. Updates for this calendar, along with specific staff assignments, will be maintained on the WED local drive on the Cuesta College IT system as well as documented in the e-Lumen system. Course and Program Assessment Summaries (CPAS) will also be maintained and stored on the WED program local drive on the Cuesta College IT system. The Director of the WED programs, in concert with the Lead Faculty of Professional and Personal Development Studies, will continue to monitor and ensure compliance with this important evaluation process.

### PROGRAM PLANS / FORECASTING FOR THE NEXT ACADEMIC YEAR

Planning for the programs discussed in this APPW has been a significant event during Fall 2015 through Spring 2017. It is expected that instructors and staff for these programs will continue to further develop and enhance the courses offered to the students and communities that are served. Under the leadership of the Director of Workforce and Economic Development 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 WED programs for the next academic year include the following:

- A. Program and Student Learning Outcomes are now developed and mapping is underway for the courses discussed in this APPW. Instructors will continue to use the SLOs as the foundation and guide for the teaching methods and assignments used in the courses in order to ensure validity when conducting assessments. This is a critical factor when dealing with so many courses in one program. In addition, staff has been trained on the eLumen system for the collection of data and preparation of CPAs throughout the year. Regular meetings will be conducted quarterly and documented with information relative to data analysis and future course improvements.
- B. During 2016, course materials in the PDS 170-183 and PEDS 120 were fully redesigned and updated. Course specific instructor outlines, videos, course supplies, and student workbooks were updated to ensure that all instructors in the programs have the materials needed to deliver course instruction in a consistent and professional manner. In addition, this provides instructors for the availability of resources, if needed, when an instructor cannot work during a personal emergency which would require another instructor to assist. Course materials are stored in a central location and data base for ease of access. Continual updates to materials are being completed as new material is introduced or current industry trends change. A budget request for the continuation of supply replenishments and acquisition of external course resources has been submitted in Spring 2017.

In addition, a student survey was completed in 2015-16 which tracks student data relative to reasons for taking these specialized classes, ideas for future class topics, and other comments about specific course content. As a result of this input, two changes are underway. It is anticipated that an addition of at least one to two courses in the Professional Development series will be forthcoming. The second change will be enhancements and changes to the course materials for the SMA series. These courses are scheduled for updates with a strong focus on contemporary leadership trends and practices. These courses will be revised by the end of 2017.

Plans are also underway to develop certification for the SMA series of classes as discussion open in Spring 2017. A short course or courses in Green Business certification is also being considered for PDS.

- C. At least two additional vocational career exploration courses are needed for the project with Grizzly Academy. The seven existing courses provide opportunity for 150-160 of the 200-220 cadets at Grizzly every semester. Subjects that would be appropriate for this program include emergency response, nursing, and culinary studies. Specialized technical training in automotive repair, motion picture/television production, welding, and web design have now been moved to their respective departments for oversight and will no longer be tracked in the WED cluster.
- D. Although a viable solution for some students, a feasibility study should be conducted to determine if online modality is an option that should be explored for some of the classes in the Professional Development series. This should be completed by end of Spring 2018.
- E. Expansion is key for the success of these professional development and wellness programs. In an effort to expand the programs, a concerted effort is needed to better market the programs to the students and to the business, governmental, and professional communities within the Cuesta College sphere of influence. In Spring 2017, specific budget requests have been made for this purpose. Prior to this request, with limited funding, a professionally designed brochure linking all programs in Career Connections was completed by staff volunteers. This brochure was developed to discuss the valuable services of Cooperative Work Experience, Student and Internship and Employment Services, and Professional Development Studies in Fall, 2016. Also included in the brochure was an introduction of Institute of Professional Development which offers customized training options for businesses in the community. Final review and publication will be completed by May 2017. In addition, faculty and staff associated with PDS will also be asked to participate in job fairs through the county as needed. A marketing plan which specifically advertises the programs is needed. This plan, in conjunction with a funded budget, is needed for the purpose of expanding these marketing efforts through memberships in business alliances; preparation of professionally designed brochures and advertisements; development of internet messages pushed out to the community; and improved dissemination of information about Cuesta's programs, services, and certifications.
- F. As programs grow, the need for facilities will grow as well. Facilities for course offerings at NCC are suitable at this time. Classroom allocation for the main Cuesta Campus in San Luis Obispo has been difficult to arrange for new course offerings. To deal with this dilemma in the past, Cuesta has collaborated with the other agencies to provide locations for instruction, especially for the business community (i.e., America's Job Center). In addition, courses have been scheduled for the Cuesta remote location in Arroyo Grande (South County Campus). In both cases associated with America's Job Center and South County Campus, these locations have not drawn an adequate number of interested students. Again, as with other programs and services, more work needs to be done to better market these locations to the business and governmental communities to ensure that utilization is feasible. In Spring, 2017, the Lead Faculty for Professional Development will be marketing to businesses in these geographic areas under the direction of the Dean of Workforce Economic Development.
- G. Currently, there is no official allocation for instructional supplies and professional development for the credit academic programs under WED-CP. As the PDS courses cover workplace and

employability skills, using current instructional materials is critical. These materials are often relatively costly as they are mostly video/digital resources. It is also essential that the Faculty Lead and other instructors attend professional development workshops to maintain currency in this field. The Resource Plan for WED-CP includes a request for \$5,000 for PDS-PEDS-WEXP instructional materials and professional development.

- H. During academic years 2015-2017, many instructor positions have been added to offset the needs of the programs. As such, three new faculty were hired for PDS courses, four new faculty were hired for the PEDS programs, and a faculty lead responsible for both areas was hired.
- I. The vision for the WEXP 30 course, Wellness Arts, has always been reassignment to the Disabled Students' Programs and Services. As such, current discussions are underway to move this program to that department for procedural and associated referral reasons. It is anticipated that a new instructor for the WEXP 30 course, Wellness Arts, will be needed by the end of 2017.
- J. In summation, many changes are taking place in WED. Of primary importance is the development of programs and services customized to the needs of the business and governmental sectors. During Fall 2015, a specialized CSA program was developed for California Men's Correctional facility in San Luis Obispo. Partnerships with Grizzly Academy continue to flourish as new course options are developed each year. In 2016, several businesses and professional groups have contracted with Cuesta College for specialized training. These past alliances represent the core of WED and an ongoing opportunity for Cuesta College. It is also believed that great opportunities lie in the agricultural, healthcare, and banking industries for additional customized services.

Better economic conditions and growth have prompted companies and agencies into taking more time and investing more in training employees for the future. With the many talented instructors and trainers at its disposal, the future for WED is very optimistic. To that end, further commitment to continually enhancing efforts to ensure a quality instructional and professional training program that meets the needs of students and the community. Budget requests have been submitted in Spring 2017 for maintaining current course and classroom supplies, providing instructor training, and improving marketing efforts for these programs. Furthermore, Advisory Committee meetings will continue to be scheduled regularly with representative business and community leaders on a semi-annual basis to ensure that the professional skill development needs are properly identified to support this commitment.