INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2024

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Student Support and Success Vocational Education   **Area of Study**   **Program(s): Continuing Education, Current Academic Year: 2024**

Last Year CPPR Completed: N/A (New Program)   **Current Date: 3/4/2024**

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I.   **Describe how this program review was conducted, including how all program members were involved in the planning process.**

Vocational Education is a new stand-alone program. We were not able to complete a full review as we are starting from scratch with data this evaluation year. We are submitting a CPPR as requested, but the process is not fully applicable to our program, as it is a new program and does not have historical data to support a CPPR

II.   **GENERAL PROGRAM INFORMATION**

A.   Program Mission

Working Mission: this is a new program, working mission statement provided.

To support adults with disabilities and their engagement with the community, independent and self-sufficient living, the workforce, and learning for enrichment and career.

B.   Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

This is a new program; however, we would like to highlight key aspects of the program with a focus, in particular, on equity gaps. Vocational education is a newly created stand-alone program implemented this year. This program was previously grouped with others as part of the NCTE Program. The program, newly designated "Vocational Education", was created in order to clarify the focus of the courses on vocational learning for the workplace and based on workforce needs. The new designation also

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 4, 2024

makes its purpose, function, and focus clearer to the community and to prospective students.

This program was also created to meet Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

Further, it is a priority of the program to expand opportunities at the North County Campus, especially with the addition of the upcoming instructional building that will prioritize vocational education. To meet this goal, Vocational Education has developed Ranch Education Curriculum and is in the process of developing a Commercial Truck Driving Certificate, based on a response to the needs of the community and our workforce partners. The planning for these programs and initial development took place in the academic year of this report. The rollout will take place in the subsequent 1-2 academic years.

The curriculum changes for this academic year included deletion of twenty Certificates and their associated courses. These courses were added historically in order to expand career and technical education options but were never offered at Cuesta. The deleted curriculum represents outdated and/or non-viable courses, particularly as technology has changed significantly since the courses were added. They are not suitable for Cuesta's Continuing Education, as they do not have a regional workforce applicable niche within Vocational Education. Deleted Certificates with associated courses include the following:

Adobe Acrobat Tools; Basic Digital Imaging; Basic Mac Software; Beginning Mac; Digital Software Basics; Digital Maker; Digital Printing: Newsletters and Magazines for the Office; Effective Marketing Communication Management; Global Trends in Human Resources; Green Documents; Harness the Cloud to Maximize Work Performance; Information Design for the Office; Powerful Presentations; Project management; Research Specialist; Sales Techniques; Social Media for Business; Strategic Marketing; Web Design for the Office; Windows Server Administration

Vocational Education has developed Ranch Education Curriculum and is in the process of developing a Commercial Truck Driving Certificate, based on a response to the needs of the community and our workforce partners. The planning for these programs and initial development took place in the academic year of this report. The rollout will take place in the subsequent 1-2 academic years.

Certificates

California Conservation Awareness

Employability and Transitions

Secondary Education Completion

Ranch Management

Commercial Truck Driving (Pending)

Courses

VOCE 56A Introduction to farm Maintenance

VOCE 565B Introduction to Farm Maintenance

VOCE 565C Introduction to Livestock Identification

VOCE 565D Introduction to Livestock Health

VOCE 615 Foster Youth Child Advocate 1

VOCE 616 Foster Youth Child Advocate 2

VOCE 720 Green Business Certification

VOCE 725A California Conservation Awareness

VOCE 725B California Conservation Employ

VOCE 780 Transfer Skills Training for Caregivers

III. **PROGRAM SUPPORT OF DISTRICT'S** MISSION STATEMENT**,** INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES**, AND/OR** INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the **District's Mission Statement**.

This program is specifically designed to "help diverse student populations to achieve their educational goals", as it supports the population of adults throughout the county from diverse backgrounds to access education and career options that might otherwise be unavailable to them.

This program is also specifically focused on "supporting students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce." Many students have the option of continuing their education beyond foundational skills to complete two and four-year degrees.

We have identified a critical need within the community for programs in vocational education to support our students to develop foundational skills that will enable them to participate effectively in the workforce and/or to refocus their education and career to enter a new aspect of the workforce.

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

C. Identify how your program helps students achieve **Institutional Learning Outcomes**.

This program meets the Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts. We work with community and workforce partners to identify opportunities for learning, training, and workforce entry for students who may have limited opportunities within the community.

Vocational Education has developed Ranch Education Curriculum and is in the process of developing a Commercial Truck Driving Certificate, based on a response to the needs of the community and our workforce partners. The planning for these programs and initial development took place in the academic year of this report. The rollout will take place in the subsequent 1-2 academic years.

This program matches the Colleges learning outcomes by preparing learners in the core skills needed to enter the workforce, by supporting skill in technology, literacy, communication, and self-sufficiency.

IV. **PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**

The data components are hyperlinked below.

Data Analysis and Program-Specific Measurements

A. **General Enrollment (Insert Aggregated Data Chart)**

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

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

SLOCCCD Program Review Data - Enrollment

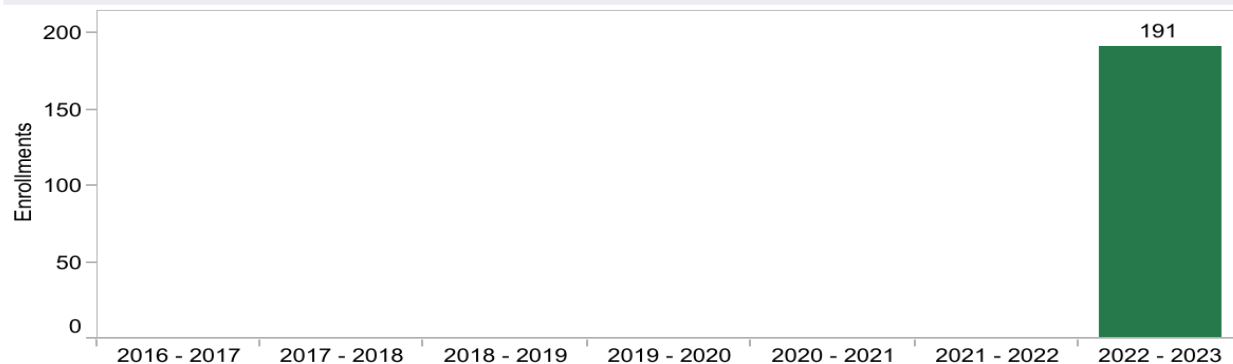**Department:** Vocational Education
Course: All
Dual Enrollment: All
Prison: All

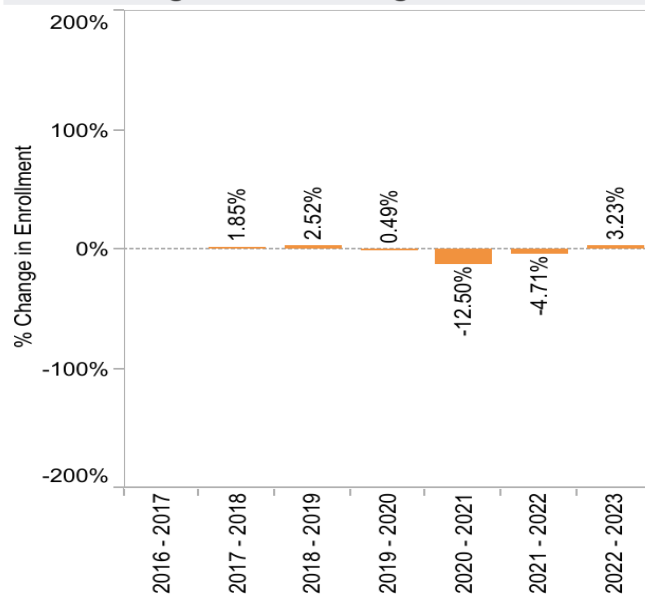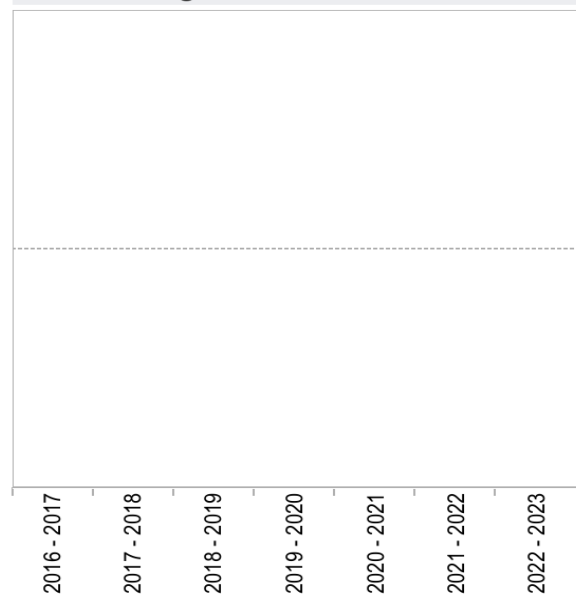**Region:** All
TERM All

Vocational Education Enrollments

% Change - Overall College Enrollments

% Change - Vocational Education

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.

This is a newly created program in its first year. Year-over-year growth has not been established.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

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

The fill rate for vocational education is 22.52%. Compared to the College fill rate of 76.01%, this rate is lower; however,
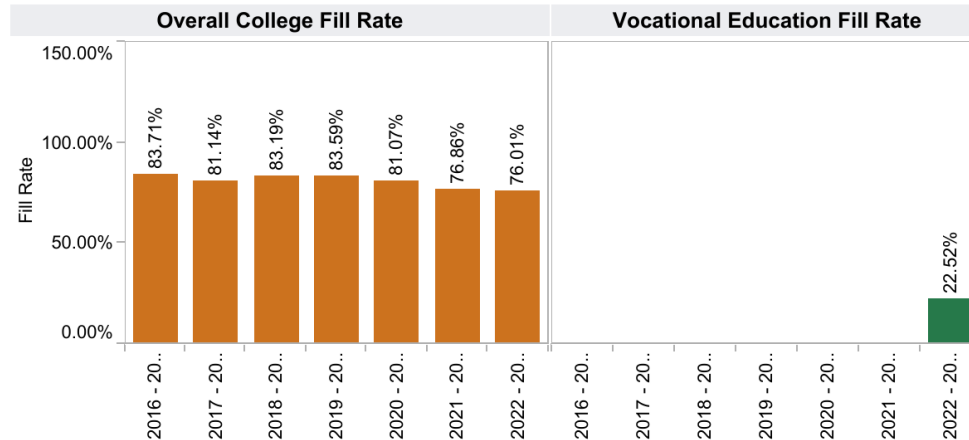
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Vocational Education	All	All	All

Overall College Fill Rate   **Vocational Education Fill Rate**

Overall College Fill Rate: 2016 - 20.. 83.71%, 2017 - 20.. 81.14%, 2018 - 20.. 83.19%, 2019 - 20.. 83.59%, 2020 - 20.. 81.07%, 2021 - 20.. 76.86%, 2022 - 20.. 76.01%

Vocational Education Fill Rate: 2022 - 20.. 22.52%

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.

We have recently created Vocational Education as a stand-alone set of programs, and we anticipate significant increases in fill rate as we roll out new programs (Ranch Education and the new Commercial Truck Driving Program). We do not yet have comparative year over year data.

Vocational education is also intended to serve the needs of the community and workforce through flexible courses that are designed to meet the needs of our students.

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

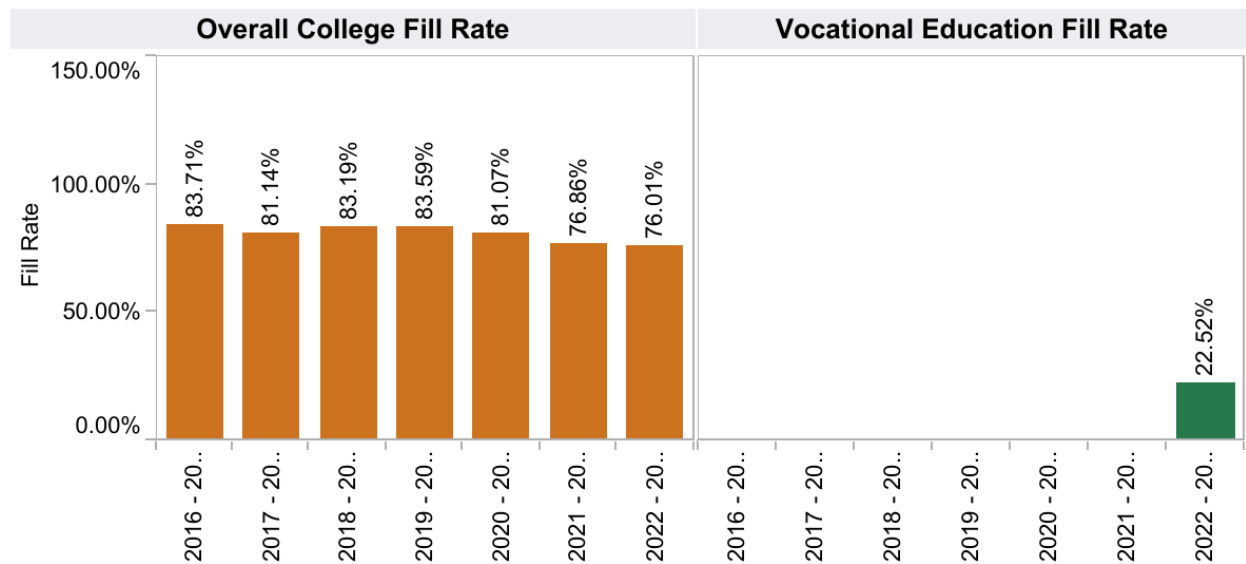Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Vocational Education	All	All	All

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate for Vocational Education is 22.52%, compared to the fill rate of 76.01 for the College as a whole. Historical data is not available for this program, as it is in its first year. We anticipate a change in fill rate with the rollout of two new programs, Ranch Education and Commercial Truck Driving.

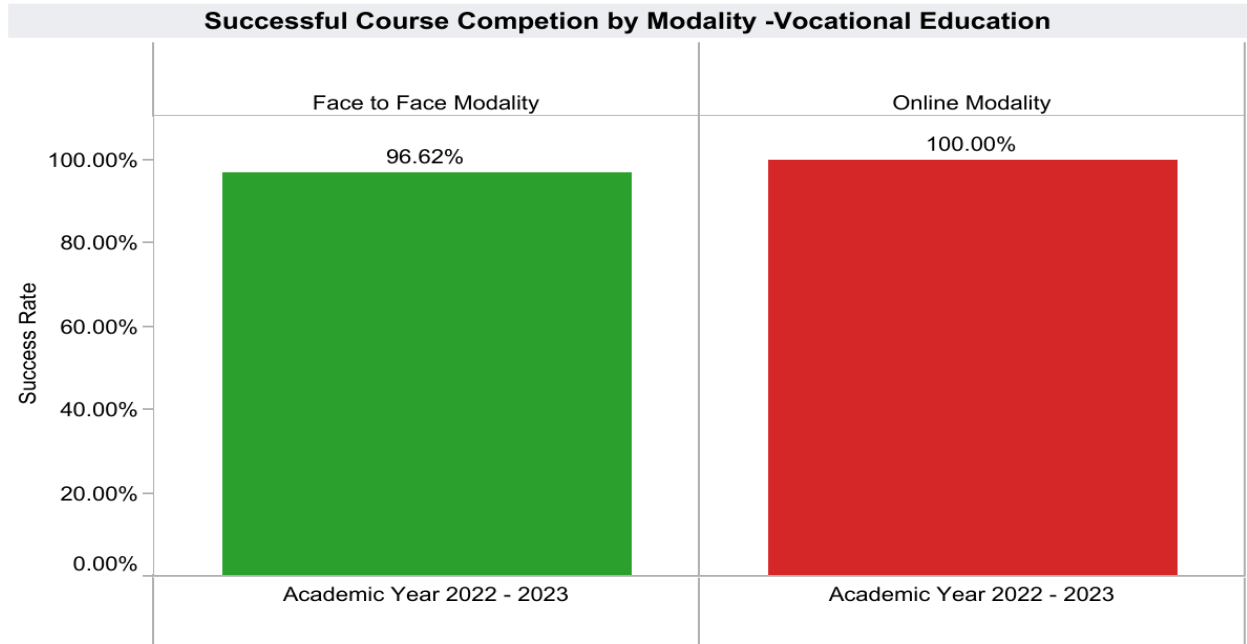D. **Student Success—Course Completion by Modality (Insert Data Chart)**

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Vocational Education

Course:
All

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality -Vocational Education

	Face to Face Modality	Online Modality
	96.62%	100.00%
	Academic Year 2022 - 2023	Academic Year 2022 - 2023

Successful Course Competion by Modality Table - Vocational Education

		Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	96.62%
	Total Department Enrollments	261.0
Online Modality	Department Success Rate	100.00%
	Total Department Enrollments	227.0

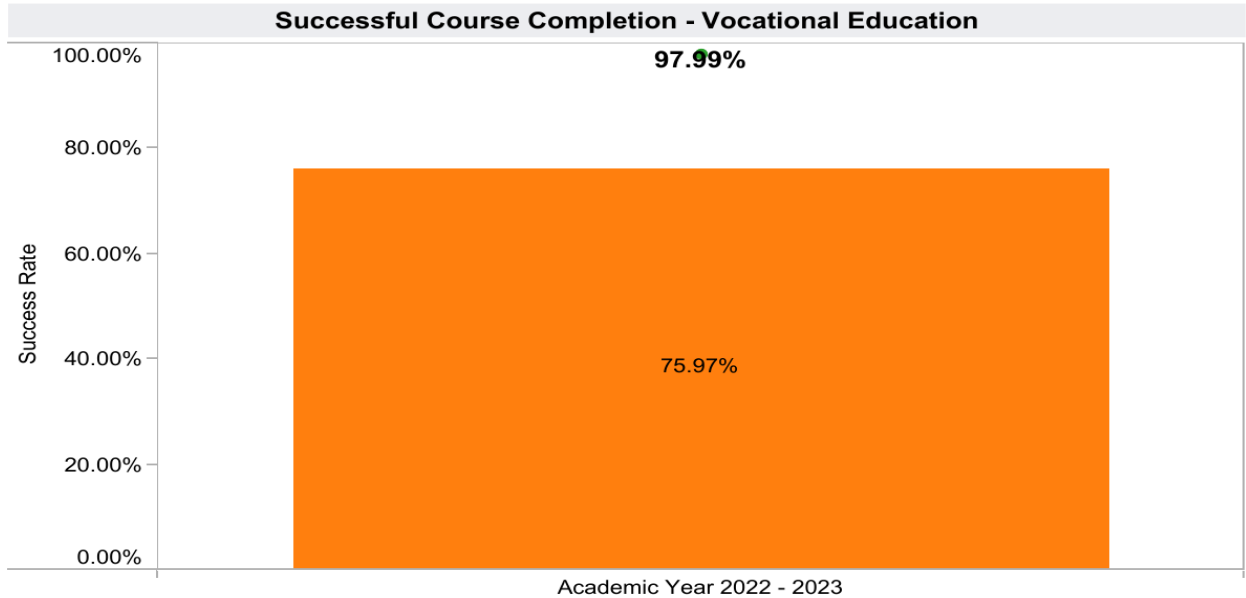## SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Vocational Education

COURSE
All

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Vocational Education

97.99%

75.97%

Academic Year 2022 - 2023

(Y-axis: Success Rate, from 0.00% to 100.00%)

Vocational Education Success Rate Table

	Academic Year 2022 - 2023
Department Success..	97.99%
Total Enrollments	488

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

Our success rates for Vocational Education courses of 97% are 22 percentage points higher than the 74.9% rate for the College as a whole. We believe this success rate reflects the nature of the courses and their place within the community. These courses are offered as opportunities for workforce training that play a critical role in the lives of our students, and motivation to complete courses is high.

In response to the modality slide: Our rates for online courses are nearly identical to those for in-person modalities and also show a very high success rate. Again, these courses offer critical opportunities for learning and workforce development in the

community. However, we typically offer primarily in-person learning for programs other than the Cal Conservation program.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

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

Disaggregated Award Count

Variable: Promise Student

| | Not Promise | | | | | | | | | Promise | | | | | |
	2016	2017	2018	2019	2020	2021	2022	2023	Academic Year 2023 - 2024	2016	2017	2018	2019	2020	
AA	536	452	414	385	421	355	1,450	794	10	3	1	4	5	16	
AAT	244	221	237	260	292	380	364	313	4			2	2	49	
AS	127	223	233	275	202	215	297	276	7					5	
AST	196	189	183	209	200	222	256	250	4		1	1		17	
CA	292	327	390	2,082	794	2,521	1,388	1,993	38	1		1	6	94	
CS	477	377	398	473	356	1,154	429	389	9	26	15	20	24	28	
Noncr..	2	68	89	178	65	130	7	406							

Program: All

Overall Award Count

	2016	2017	2018	2019	2020	2021	2022	2023	Academic Year 2023 - 2024
AA	539	453	418	390	437	383	1,523	830	10
AAT	244	221	239	262	341	426	415	363	4
AS	127	223	233	275	207	225	309	284	7
AST	196	190	184	209	217	255	283	270	4
CA	293	327	391	2,088	888	2,754	1,552	2,233	38
CS	503	392	418	497	384	1,253	476	412	9
Noncredi..	2	68	89	178	65	130	7	406	

Certificates awarded within Vocational Education focused programs increased from 120 pre-pandemic to 406 post-pandemic. This nearly quadruple increase in certificates can be credited to a change in technical processes, which automates the generation of certificates when students complete their required coursework, qualifying them for a certificate. Students no longer have to complete an application process to receive their certificates. The student-focused nature of the new processes ensures that students receive certificates that qualify them for workforce-related employment.

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

Insert the data chart and explain observed differences between the program and the college
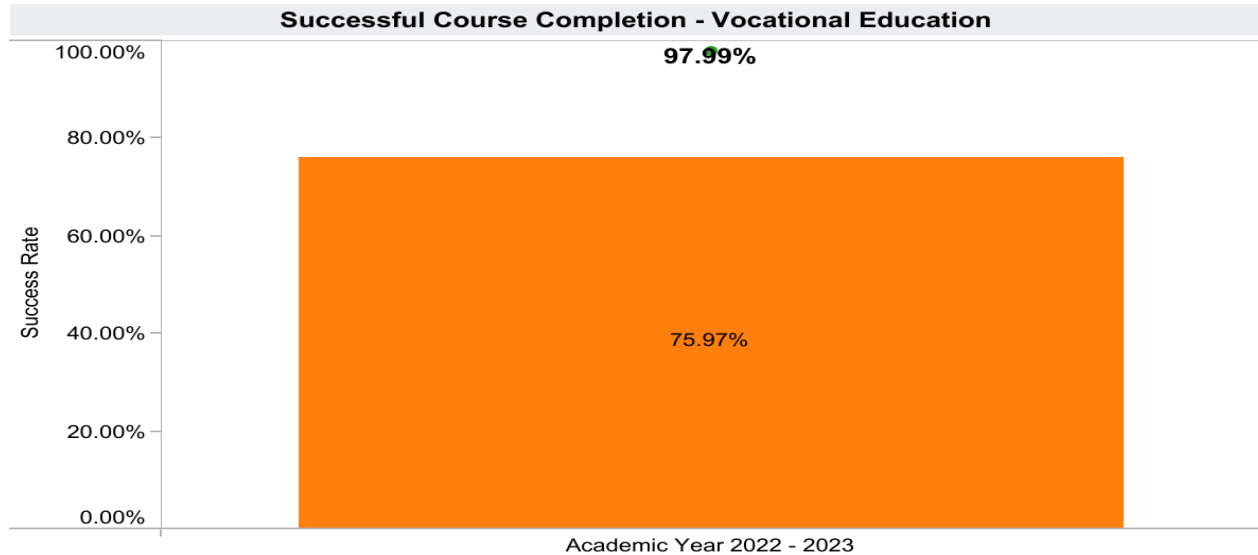
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Vocational Education

COURSE
All

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Vocational Education

97.99%

75.97%

Academic Year 2022 - 2023

(Y-axis: Success Rate, ranging 0.00% to 100.00%)

Vocational Education Success Rate Table

	Academic Year 2022 - 2023
Department Success..	97.99%
Total Enrollments	488

Success: The Percentage of student enrollments resulting in a final grade of "C" or better
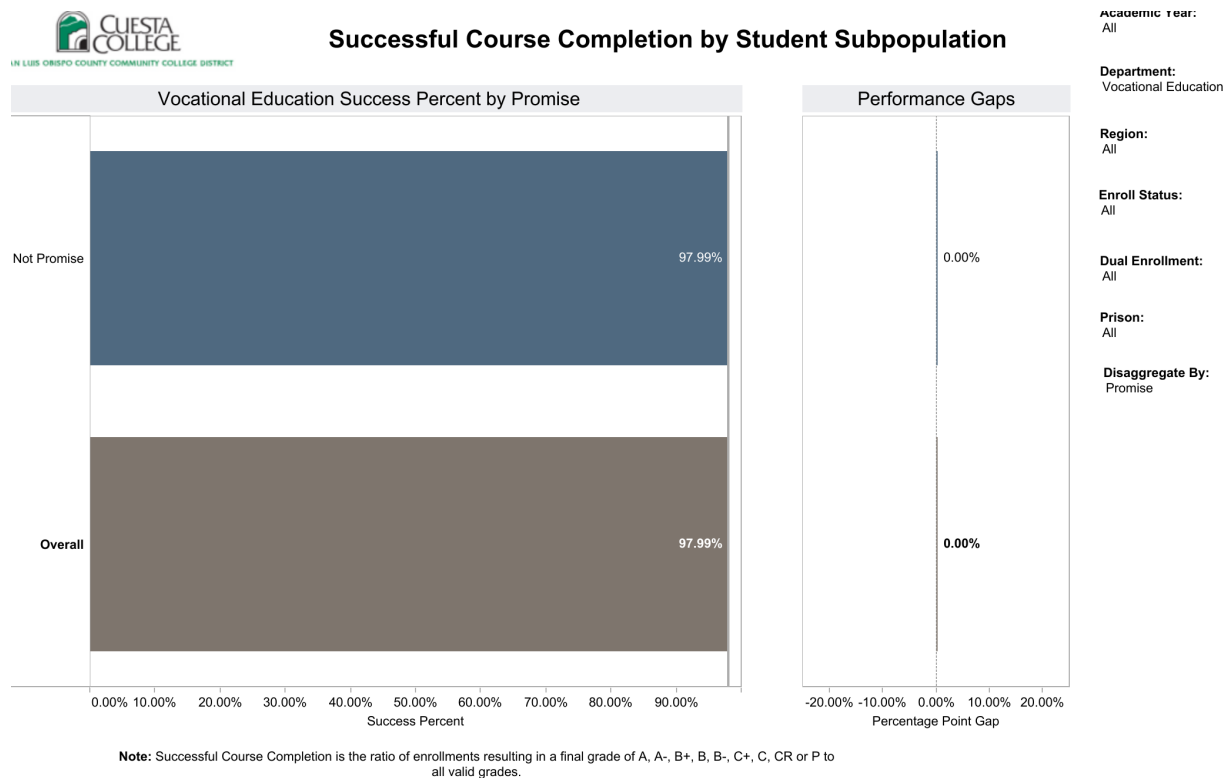
Our success rates for Vocational Education courses of 97.99% are 22 percentage points higher than the 74.9% rate for the College as a whole. We believe this success rate reflects the nature of the courses and their place within the community. These courses are offered as opportunities for workforce preparation and training that play a critical role in the lives of adults and their professional advancement.

In addition, our courses are designed to closely match the needs and interests of our students and their employers/potential employers and to be accessible within the community. We believe this work is reflected in our student success.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Successful Course Completion by Student Subpopulation

CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Vocational Education Success Percent by Promise	Performance Gaps
Not Promise — 97.99%	0.00%
Overall — 97.99%	0.00%

Success Percent scale: 0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%

Percentage Point Gap scale: -20.00% -10.00% 0.00% 10.00% 20.00%

Academic Year: All

Department: Vocational Education

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Promise

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Our programs do not show difference in student success rates for specific groups based on the data provided. Disaggregated data may not be available.

We do not have other disaggregated data for specific groups. Click here to enter text.

Other Relevant Program Data (optional)

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

N/A

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

1. Review the CurrIQunet "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
NA				

2. For all Currently Active Programs/Certificates, review the CurrIQunet "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
NA				

B. Curriculum Review

Complete the **Curriculum Review Worksheet** and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurrIQunet format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

This is a new program.

The new Director of Continuing Education this year is completing training on the SLO Assessment Cycle Calendar. The assessment plan and calendar will be updated in fall 2024.

The courses will be assessed in eLumen beginning fall 2024.

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

This is a new program.

The new Director of Continuing Education this year is completing training on the SLO Assessment Cycle Calendar. The assessment plan and calendar will be updated in fall 2024.

The courses will be assessed in eLumen beginning fall 2024.

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

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the **Resource Plan Worksheet**and review the **Resource Allocation Rubric**.

This is a new program. The courses will be assessed in eLumen beginning in fall 2024 by the new Director of Continuing Ed.

VII. PROGRAM DEVELOPMENT

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

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

We are expanding programs and addressing equity gaps by expanding noncredit vocational education that is free of cost increasing access to low income, DI student populations.
We are expanding offerings in North Country to better meet the needs of the full population of the county and to offer programs that match employer needs.

C. Program Outcomes

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

We are creating new programs and curriculum that meet the workforce needs, specifically of the North County Community. These include Ranch Education and planned Commercial truck driving.

2. Staffing needs/projections

We will continue to plan to meet program needs with part-time instructional faculty.

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

N/A

16 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
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VIII.   END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX.   After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment **with your Dean before** May 3, 2024**.**

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 4, 2024

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Kristen Nielsen	*Kristen Nielsen* Kristen Nielsen (Mar 22, 2024 11:28 PDT)	Mar 22, 2024
Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (If Applicable)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: **Faculty Prioritization Process Handbook**

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**

Division Chair/Director/Designee	**Date**

Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

VOCE-CPPR-2024

Final Audit Report　　　　　　　　　　　　　　　　　　　　　　　2024-03-22

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By:	Emily Hinkle (emily_hinkle@cuesta.edu)
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"VOCE-CPPR-2024" History

📄 Document created by Emily Hinkle (emily_hinkle@cuesta.edu)
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✉ Document emailed to kristen_nielsen@cuesta.edu for signature
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2024-03-22 - 6:27:29 PM GMT- IP address: 104.47.73.126

✍ Signer kristen_nielsen@cuesta.edu entered name at signing as Kristen Nielsen
2024-03-22 - 6:28:02 PM GMT- IP address: 209.129.63.224

✍ Document e-signed by Kristen Nielsen (kristen_nielsen@cuesta.edu)
Signature Date: 2024-03-22 - 6:28:04 PM GMT - Time Source: server- IP address: 209.129.63.224

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