Standard II.A – Student Learning Programs and Services

Standard II: Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Through the Curriculum Committee review processes, the District ensures that the courses and instructional programs offered at all locations and in all modalities are consistent with our mission, meet all legal mandates and accreditation requirements, and are of a rigor appropriate to higher education (II.A.1.1; II.A.1.2; II.A.1.3; II.A.1.4; II.A.1.5).

The District evaluates how well our students attain their educational goals through annual and comprehensive program planning and review processes. The Comprehensive Program Planning and Review (CPPR) document includes assessment and analysis of Student Learning Outcomes, Program Outcomes, Achievement Standards, transfer rates to higher education and skills needed for employment. Institutional Set Standards, Comprehensive Program Planning and Review documents, student achievement data, and student outcomes are accessible to the campus community and the public on Cuesta’s Institutional Research website (II.A.1.6; II.A.1.7).

Cuesta College uses CurricuNet for curriculum development, tracking and review. Prior to new course development, a pre-approval request form is completed. Prompts within the request make the connection of courses to our mission (II.A.1.8).

Instructional programs include associate degrees, Career Technical Education courses and certificates, noncredit programs, and community education. The District currently offers ?? associate degrees, ?? certificates of achievement, and ?? associate degree for transfer which articulate with the CSU system (II.A.1.9; II.A.1.10; II.A.1.11).

New programs are required to fill out the New Program Approval request form, which directly makes the connection of programs of study to our mission. New programs are required to be approved through the governance process (II.A.1.12)

The Course Outline of Record (COR) identifies the Student learning Outcomes for that course. Curriculum proposals are developed by content expert faculty and are reviewed by the Curriculum Committee, which ensures rigorous and appropriate content. Program descriptions include statements of transfer and career objectives and are also published in the Catalog (II.A.1.3; II.A.1.4; II.A.1.5; II.A.1.13). District policies ensure that degrees and certificates conform to accepted practices in higher education, including standards for General Education, major core area of emphasis requirements, and the correct calculation of credit hours (II.A.1.14; II.A.1.15; II.A.1.16). The Curriculum Committee receives annual training on the California Community College Chancellor’s Office (CCCCO) course and program approval processes as outlined in the Course and Program Approval Handbook (PCAH) (II.A.1.17).
Courses approved for Distance Education include a Distance Education Learning Addendum as part of the Course Outline of Record. The Addendum is reviewed and approved by the Curriculum Committee to ensure that methods of instruction align with standards for regular and effective contact, student authentication, attendance and accessibility. The District is a participant in the California Virtual Campus-Online Education Initiative (CVC-OEI) (II.A.1.18). We have adopted the course quality guidelines and rubric from the OEI. The OEI was endorsed by the Academic Senate and integrated into our faculty development and distance education training (II.A.1.19; II.A.1.20).

Through annual and comprehensive program review processes, the program and district evaluate how well our students are achieve their educational goals, student learning outcomes, and the skills needed for employment or transfer to other higher education institutions (II.A.1.21; II.A.1.22; II.A.1.23; II.A.1.24; II.A.1.25; II.A.1.26).

The District has defined, Institutional Set Standards for student achievement and assesses their performance against the standards through annual and comprehensive program review and data analysis (II.A.1.21; II.A.1.22; II.A.1.23; II.A.1.24; II.A.1.25; II.A.1.26; II.A.1.27). Through this regular and systematic assessment process, academic programs review, assess, and analyze student achievement and continue to make improvements that positively impact student success (II.A.1.21; II.A.1.22; II.A.1.23). Through program review, student learning outcomes and assessments are systematically evaluated for effectiveness. Program Learning Outcomes and Institutional Learning Outcomes are systematically evaluated for effectiveness through our comprehensive program review processes (II.A.1.28; II.A.1.29; II.A.1.30; II.A.1.31; II.A.1.32; II.A.1.33; II.A.1.34; II.A.1.35).

Analysis and Evaluation

Instructional programs at the District, regardless of location or mode of delivery, are rigorously reviewed and assessed to ensure that they are offered consistent with the District’s Mission and meet standards for higher education. Through these processes, Students are able to achieve their goals for learning, success, and achievement. The District’s integrated planning and governance processes ensure that faculty experts are involved at all levels of program planning, review, and assessment.

The College meets Standard II.A.1 and Eligibility Requirements 9 and 11.

Evidence:

II.A.1.1 Curriculum Committee Agenda 5/13/19
II.A.1.2 Curriculum Committee Minutes 4/19/19
II.A.1.3 COR ART 229
II.A.1.4 COR BIO 201A
II.A.1.5 COR CTCH 177
II.A.1.6 CPPR Template
II.A.1.7 Employment Data 2019 CPPR NRAD
II.A.1.8 Course Pre-Approval Form
II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Faculty ensure that instructional content and methods are of high quality and rigor and are appropriate to higher education. The District assures these qualities through multiple processes. All degrees and certificates are reviewed and assessed in annual and comprehensive program reviews, which include a systematic review of all curriculum. Faculty participate in ongoing professional development opportunities focused on teaching and student learning. Through our instructional review processes, faculty and their courses are evaluated on a regular cycle by their peers, students, and academic administrators. (II.A.2.1; II.A.2.2; II.A.2.3; II.A.2.4; II.A.2.5; II.A.2.6).
Full time and part-time faculty drive the curriculum development and review process. This is the primary method the District uses to ensure that all courses and programs offered meet accepted academic and professional standards, as outlined in the California Code of Regulations Title 5 and the California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook (PCAH). The official Course Outline of Record (COR) contains all elements required by Title 5, including course units, contact hours, requisites, methods of instruction, a catalog description, course content and student learning outcomes (II.A.2.7; II.A.2.8; II.A.2.9). The Curriculum Committee receives annual training on Title 5 requirements in accordance with State guidelines (II.A.2.10). A team composed of the faculty co-chair of the Curriculum Committee, additional faculty, staff and administrators attend the annual Academic Senate Curriculum Institute (II.A.2.11).

Curriculum is reviewed on a continuous cycle, through the comprehensive program planning and review processes. Stand alone courses, and those within a degree or certificate, are reviewed on a five-year cycle (II.A.2.12; II.A.2.13; II.A.2.14) or a four-year review process for CTE (II.A.2.15; II.A.2.16; II.A.2.17). The Academic Affairs Office sends out annual notices of the programs scheduled for review. This schedule is produced and maintained by the Curriculum Resource Specialist. The schedule is updated through the curriculum process (II.A.2.18; II.A.2.19).

The annual and comprehensive program review processes include assessment of student learning outcomes, review and analysis of student achievement and institutional set standards. Data analysis and reporting of the program’s trends includes program strengths and potential challenges. The program review addresses general enrollment, course demand, efficiency, student success disaggregated by course modality, degrees and certificates awarded and course completion. Other relevant program data includes state or national certification/licensure exam results and employment data. Faculty document improvements that have been implemented in the previous year as a direct result of learning outcomes assessment. The plan also includes forecasting for the next academic year.

Professional development is a strategic direction tied to student learning. The District is committed to providing training opportunities for all faculty in effective pedagogy. A top priority for the District is for faculty professional development to address equity gaps for all success measures (II.A.2.20; II.A.2.21). Professional development is ongoing and supports faculty and staff in their efforts to help minoritized students succeed (II.A.2.22). Equity-focused training will continue building on past and current efforts to increase faculty and staff capacity to address the needs of minoritized students. This training includes the examination of the impact of white privilege in education, how best to support men of color, culturally relevant pedagogy, contextualized learning, implicit bias, equity-minded syllabi, and anti-racist/social justice strategies for teaching. Equity-minded professional development will be partnered with the work of Guided Pathways to ensure racial/ethnic equity. The expected outcomes of professional development will be improved enrollment, retention, and completion for minoritized students.

The District follows a systematic, standardized evaluation schedule and procedure for all full-time and part-time faculty. Tenure-track faculty are evaluated their first four years and once
every three years following the granting of tenure (II.A.2.23). Part-time faculty are evaluated their first two semesters of teaching and every three years thereafter (II.A.2.24).

Analysis and Evaluation

The District meets the Standard, through faculty participation in a healthy and dynamic curriculum approval process, as well as the process of program review, professional development activities and faculty evaluation, all of which lead to improved teaching and student learning and success.

The College meets Standard II.A.2

Evidence:

II.A.2.1 Comprehensive Program Planning and Review (Curriculum Review Section)
II.A.2.2 Comprehensive Program Planning and Review (Curriculum Review Section)
II.A.2.3 Comprehensive Program Planning and Review (Curriculum Review Section)
II.A.2.4 Professional Development Workshops
II.A.2.5 Professional Development Workshops
II.A.2.6 Faculty Evaluation Tool
II.A.2.7 Course Outline of Record
II.A.2.8 Course Outline of Record
II.A.2.9 Course Outline of Record
II.A.2.10 Curriculum Committee Annual Training
II.A.2.11 List of Curriculum Institute attendees (last 3 years)
II.A.2.12 5-year CPPR (Curriculum)
II.A.2.13 5-year CPPR (Curriculum)
II.A.2.14 5-year CPPR (Curriculum)
II.A.2.15 4-year CTE CPPR (Curriculum)
II.A.2.16 4-year CTE CPPR (Curriculum)
II.A.2.17 4-year CTE CPPR (Curriculum)
II.A.2.18 Notice of CPPR schedule email
II.A.2.19 Program Review Schedule (Monica Fiscalini)
II.A.2.20 Example of Workshop/Conference
II.A.2.21 Example of Workshop/Conference
II.A.2.22 Equity Plan (Professional Development)
II.A.2.23 Full Time Evaluation Template
II.A.2.24 Part Time Evaluation Template

Standard II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

The District’s Faculty Student Learning Outcomes and Assessment (SLOA) Coordinators are members of the Institutional Program Planning and Review Committee (II.A.3.1). They are the primary agents responsible for ensuring we have defined and are assessing the Student Learning
Outcomes for all course, program and institutional outcomes. The SLOA Coordinators work with the faculty developing courses and with the Curriculum Committee to ensure all Course Outline of Records have appropriate SLOs listed (II.A.3.2; II.A.3.3; II.A.3.4). The SLOA Coordinators work with discipline faculty to ensure that Program Learning Outcomes (PLOs) are assessed (II.A.3.5) and to also assess the Institutional Learning Outcomes (ILOs) (II.A.3.6). Each course syllabus must include the course’s SLOs (II.A.3.7; II.A.3.8; II.A.3.9). The faculty evaluation process includes assessing the course syllabus for its SLOs.

Learning outcomes have been identified at the institution, program, and course levels (II.A.3.10; II.A.3.11; II.A.3.12). Outcomes for programs, degrees, certificates, General Education and the Institution are published in the catalog and linked to the website. Student Learning Outcomes are identified on the official Course Outline of Record, which is also available on the District website (II.A.3.13; II.A.3.14). Outcomes for courses are available on all faculty syllabi. All course and program outcomes are included in the Comprehensive Program Planning and Review documents, which are posted on the Office of Institutional Research and Assessment Webpage.

The District has mapped its course level SLOs to its PLOs and ILOs (II.A.3.15). Course and program outcomes are kept in the District’s assessment management system (ELumen) and are regularly updated as part of the established curriculum review process. Current outcomes are submitted as part of the official Course Outline of Record (COR). Specific areas of the general education pattern have been assessed through analysis and aggregation of course-level data from courses that fulfill area requirements (II.A.3.16).

Assessment of PLOs and SLOs for courses are discussed and summarized in the Annual Program Planning Worksheet (APPW) (II.A.3.17; II.A.3.18) and the Comprehensive Program Planning and Review (CPPR) documents (II.A.3.19; II.A.3.20). Both documents confirm the assessment cycle calendar is up to date and that courses were assessed. Descriptions of changes are implemented from the previous year as a direct result of learning outcomes assessment. The CPPR process addresses how the program helps students achieve the ILOs. All CPPRs are published on the Institutional Research website (II.A.3.21).

ILOs assessment occurs annually and is managed by the SLOA Coordinators, with results and recommendations reported to the President’s Cabinet (II.A.3.22). The General Education Learning Outcomes Assessment is also managed by the SLOA Coordinators (II.A.3.23).

Course syllabi are required to match the official COR as approved through the curriculum process and to contain up-to-date SLOs. Syllabi are submitted to the division offices each term and are reviewed for currency. In 2015, the Academic Senate approved professional Syllabus Standards for Distance Education Courses (II.A.3.24; II.A.3.25) and in 2016 approved Syllabus Standards for Face-to-Face Courses (II.A.3.26; II.A.3.27). The templates help faculty adhere to quality standards for student success, and they ensure compliance with national and regional articulation agreements and the California Education Code. The distance education requirements were added to A.P. 4105 (II.A.3.28). For faculty to comply with the professional standards, identified components were required on the syllabus. These included SLOs. All course syllabi adhere to the requirement and SLOs are included on each course syllabus.
Analysis and Evaluation

Learning outcomes are identified, published, and assessed at the course, program and institutional level using an established assessment cycle. Outcomes for courses and programs are incorporated into the curriculum review process and are identified on the official course outline of record. The catalog identifies all course, program, institutional outcomes and is linked on the District’s website. Course syllabi are regularly reviewed to ensure SLOs match the official Course Outline of Record.

Plan for Future Action

(Susan and Neil might want to add something...)

The College meets Standard II.A.3.

Evidence:

II.A.3.1 SLOA Coordinators Job Description
II.A.3.2 COR
II.A.3.3 COR
II.A.3.4 COR
II.A.3.5 PLO Assessment
II.A.3.6 ILO assessment
II.A.3.7 Course Syllabus
II.A.3.8 Course Syllabus
II.A.3.9 Course Syllabus
II.A.3.10 Institution Learning Outcomes
II.A.3.11 Program Learning Outcomes
II.A.3.12 COR- SLO example
II.A.3.13 SLOs Catalog/Website Example
II.A.3.14 SLOs Catalog/Website Example
II.A.3.15 Example map SLOs-PLOs-ILOs mapped
II.A.3.16 GE assessment and mapping from courses
II.A.3.17 APPW
II.A.3.18 APPW
II.A.3.19 CPPR
II.A.3.20 CPPR
II.A.3.21 Screen Shot of Institutional Research website and CPPR posted.
II.A.3.22 ILO Recommendation Report
II.A.3.23 GE Results
II.A.3.24 Syllabus Template example: DE Courses
II.A.3.25 Academic Senate Minutes DE Approval (2015)
II.A.3.26 Syllabus Template example: Face-to-Face
II.A.3.27 Academic Senate Minutes Face-to-Face approval (2016)
II.A.3.28 AP 4105
II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

The District offers both pre-collegiate (basic skills and pre-transfer level courses) and collegiate level curriculum. The Curriculum Committee systematically reviews and approves both pre-collegiate and collegiate courses and through a comprehensive content review ensure pre-collegiate courses build transitions to collegiate courses to improve student readiness and success. The distinction between the pre-collegiate and college-level courses is communicated in the Catalog (II.A.4.1).

Course Numbering

- 000-099 Non-Degree Applicable and Non-Transferable
- 100-199 Degree Applicable and Non-Transferable
- 200-299 Degree Applicable and Transferable
- 500-599 Non-Credit Courses
- 700-799 Non-Credit ESL and Vocational ESL Courses

Determinations of the appropriate level for courses are made in accordance with applicable Board Policy 4020 (II.A.4.2) and Administrative Procedure 4020 (II.A.4.3) for Curriculum Review. Through a collaboration with English and Math faculty and following AB 705 guidelines, students self-place in both English and Math after an online tutorial processes (II.A.4.4). Support courses have been developed for both Math and English using the curriculum development and approval process to help student success (II.A.4.5).

The English division and Math division redesigned pre-collegiate curriculum so that students can accelerate through remediation and enter college or transfer level courses. The implementation of acceleration courses was to address and help increase completion rates in pre-transfer courses. The acceleration courses were approved through the curriculum review process (II.A.4.6; II.A.4.7). The accelerated curriculum was approved and implemented in fall ????. Between 20xx and 20xx, ESL credit courses were redesigned and submitted through the rigorous curriculum process and were approved as non-credit courses (II.A.4.8).

Student Equity and Achievement plan’s goal to boost success for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups (II.A.4.9). To address equity gaps and develop the capacity of knowledge that we need to become racial/ethnic equity experts as administrators, leaders, instructional faculty, counselors, and staff, our Student Equity Plan focuses on learning activities as well as an intentional focus on supporting our racially/ethnically minoritized students. A few of the activities to address the achievement gap include:

- Implementation and on-going analysis of the placement process (AB705)
- Counseling advisement for early completion of math and English
- Embedded and drop-in tutoring/Statistics Lab/ Writing Center
- Academic success coaching
- Student Success resource presentations for first-year students
- Help One Student Stay/Early Interventions
- Free math and English prep courses/workshops
- First Year Experience designated activities
- Lending Library and book vouchers specific to math
- OER expansion efforts/Lending Library for Statistics and English 201A
- Utilization of Canvas for students to track grades

**Analysis and Evaluation**

The District meets the Standard. The District clearly identifies pre-collegiate level curriculum from college level curriculum for students, which is available in both the hard copy and online versions of the catalog. The college also uses a course numbering process for identifying levels of courses. Supporting pre-collegiate courses is a priority for the District, as evidenced by its student self-placing process, acceleration courses, support courses, and through the Student Success Center initiatives, including equity planning.

**The College meets Standard II.A.4.**

Evidence:

II.A.4.1 Catalog pg 64
II.A.4.2 B.P. 4020
II.A.4.3 A.P. 4020
II.A.4.4 English – Math self-placement online module
II.A.4.5 English 7 Math support course curriculum approval
II.A.4.6 English acceleration approval
II.A.4.7 Math acceleration approval
II.A.4.8 ESL curriculum approval
II.A.4.9 Student Equity and Achievement Plan

**II.A.5.** The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

The District follows all legal mandates for curriculum review and approval stipulated in California Education Code, Title 5 and other federal regulations, and compliance with the Commission Policy on Institutional Degrees and Credits. These practices are aligned with higher education standards. Board Policy 4100 and Administrative Policy 4100, Requirements for Degrees and Certificates (II.A.5.1; II.A.5.2) set standards for length and rigor and are published in the Catalog (II.A.5.3; II.A.5.4).
The District does not offer a baccalaureate degree.

Board Policy 4020 and Administrative Policy 4020 Program, Curriculum and Course Development, establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance, based on Title 5 Section 53200 and Board Policy 2510 (II.A.5.5; II.A.5.6; II.A.5.7). Curriculum development and approval is one of the primary responsibilities of faculty, and they ensure academic quality and rigor across all subject areas through a comprehensive curriculum review and approval process. The Curriculum Committee, a sub-committee of Academic Senate, adopted guidance from the Program and Course Approval Handbook from the California Community Colleges Chancellor’s Office Division of Academic Affairs (II.A.5.8) to ensure all standards, policies and procedures are enforced through the curriculum approval process. The curriculum review and approval process is housed in CurriuNet, the District’s platform (II.A.5.9). The Curriculum Committee receives annual training on Title 5 and CCCCO requirements and regulations related to standards for program and course approval.

General Education Pattern

To earn a local associate degree from the district, students must complete courses in the following general education areas: (A) Physical and Life Sciences, (B) Social and Behavioral Studies, (C) Arts and Humanities, (D) Communication and Analytical Thinking, D1. Communication in English, D2. Analytical Thinking; (E) American Institutions and two local graduation requirements: Health Education and Diversity.

General Education patterns at the district include the CSU and IGETC patterns for transfer (II.A.5.10). CSU and IGETC general education patterns are reviewed and maintained by governing bodies at those institutions. Local courses are submitted for approval to these GE patterns by the District’s articulation officer in accordance to guidelines. The Curriculum Committee’s General Education sub-committee reviews courses requesting inclusion in a GE area to ensure that the course description, topic, objectives and student learning outcomes meet rigorous standards for inclusion (II.A.5.11). Courses that meet the standards are approved by the Curriculum Committee then the Board of Trustees. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement 12. District policies and the Curriculum Committee ensures that all degrees and programs at the district follow practices that are common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level.

The College meets Standard II.A.5 and Eligibility Requirement 12.

Evidence

II.A.5.1 BP 4100
II.A.5.2 AP_4100_Grad_Requirements_Degrees_and_Certs_2017
II.A.5.3 Associate Degree Requirements_CatalogScreenshot#1
II.A.5.4 Associate Degree Requirements_CatalogScreenshot#2
II.A.5.5 BP_4020_Program_Curricular_Course_Development
II.A.5.6 AP_4020_Program_Curriculum_Course_Development
II.A.5.7 BP 2510
II.A.5.8 PCAH
II.A.5.9 CurricuNet (Screen Shots)
II.A.5.10 GE Pattern Catalog (7-16)
II.A.5.11 New Program Approval Process

Standard II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (ER9).

The district schedules all degree and certificate courses in a manner that enables all students to complete their program within a reasonable timeframe. The task of scheduling courses for degrees and certificates employs focus from department faculty, division chairs and deans. Scheduling courses is informed by data provided by reports developed by Institutional research (II.A.6.1).

Scheduling

The district schedules courses based on data, student need, and program completion patterns. Being a rural institution, the district has invested in distance education. These courses provide options for flexible scheduling for our students. They are offered in many subjects and are in high demand. For all courses, the deans and division chairs analyze fill rates and waitlists (II.A.6.2; II.A.6.3; II.A.6.4) to measure student demand and to make appropriate adjustments in scheduling of courses. The district’s scheduling timelines ensure that the schedule is built based on input from faculty, deans and vice presidents (II.A.6.5). Scheduling practices are reviewed by Enrollment Management Committee. Enrollment updates are provided weekly to the President’s Cabinet, and quarterly to Planning and Budget Committee (II.A.6.6; II.A.6.7; II.A.6.8).

Spring 2019, the District became one of ten California Community Colleges to have an opportunity to purchase the Program Mapper, which provides students with an online visual representation of all its degree and certificate programs organized by “meta-majors” or areas of interest. Students will be able to use the Mapper to explore these areas of interest and the associated degree or certificate programs. Each program will then be mapped out into a “Pathway” that allows students to see a semester-by-semester path from program entry to completion. Students could select a theoretical two-, three-, or four-year completion Pathway. Additionally, the Mapper would include information on occupations, typical wages, and labor market in demand for the careers commonly associated with each program.

The Mapper includes patterns for local degrees, CSU transfer degrees and UC transfer (II.A.6.9). Additionally, ADT program maps have been specifically developed for Cal Poly San Luis Obispo. The district assumes full adoption of the Mapper by Spring 2020. Currently, only two-
year maps are being provided. The district will finish developing and provide Cuesta’s Program Mapper to students, which will include all degrees and certificates that can be completed in the two-, three-, or four-year pattern with university-specific maps. In addition, students will also be able to explore occupations and careers associated with each program. The Mapper will become fully functional on the Guided Pathways Webpage. Both instructional and counseling faculty will be able to direct students to the Mapper and advise them regarding their majors and educational pathways. The district will continue to assess programs and the information provided to students on the Guided Pathways Webpage and through the Program Mapper.

Since 2014, each student has access to Degree Works (II.A.6.10), a software package designed to assist students and counselors navigating pathways to completion. Students can investigate any degree or certificate the district offers. It identifies requirements the student must meet and any other requirements needed. Once course requirements are identified, the program links the student to Class Finder.

The district's degree programs are consistent with its mission (II.A.6.11). All courses and programs are subject to a rigorous curriculum approval process. Discipline faculty and the Curriculum Committee ensure each course has appropriate learning content, are held to academic quality and rigor, and are recognized in higher education fields of study. Program proposals include statements of transfer and career objectives and are published with program descriptions in the Catalog. District Board Policy and Administrative Policy 4120 for graduation requirements (II.A.6.12; II.A.6.13) ensure that degree programs and certificates offered conform to generally accepted practices in higher education, including standards for General Education and major area of emphasis requirements within degrees. Following Administrative Policy 4020 (II.A.6.14), the district ensures the correct calculation of credit hours (units). The units are calculated using the described method and are recorded on the COR (II.A.6.15).

Analysis and Evaluation

The district meets the Standard and Eligibility Requirement 9. Using data analysis, Degree Works and implementing Program Mapper, the district has identified best practices that improve student-centered scheduling. Degree Works and the Mapper allow students and counselors to identify clear pathways for program completion.

Plans for Future Action

Although the district meets the Standard, the district plans to implement best practices to help decrease units to degree, clearer degree and certificate pathways, and student-centered scheduling by implementing the Program Mapper. The Quality Focus Essay project addresses mapping for pathways to all degrees and certificates.

The College meets Standard II.A.6 and Eligibility Requirement 9.

Evidence

II.A.6.1 Scheduling Reports
II.A.6.2 Fill Rates
II.A.6.3 Waitlists
II.A.6.4 Data Reports (Workload examples)
II.A.6.5 Scheduling Timeline
II.A.6.6 Enrollment Management (presentation)
II.A.6.7 President’s Cabinet agenda
II.A.6.8 P&B agenda/minutes (enrollment update)
II.A.6.9 Screen Shot Mapper
II.A.6.10 Degree Works (screen shots)
II.A.6.11 Mission
II.A.6.12 BP 4120
II.A.6.13 AP 4120
II.A.6.14 AP 4020
II.A.6.15 COR Credit Hours

**Standard II.A.7.** The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The district’s mission states, “Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals….”. The mission drives institutional planning and addresses support of equity in success for all students (II.A.7.2):

- District’s Strategic Plan Institutional Goal 2: Access. Increase student access to higher education.
- Institutional Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts.
- Measure 1: Student Equity participation rate: the percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

**Delivery Modalities**

The district offers courses and programs through traditional face-to-face and distance education. Administrative Policy 4105 defines distance education as a modality which uses one or more technologies to deliver instruction to students who are separated from the instructor. Distance education courses are delivered primarily via the Internet, typically using a campus-supported learning management system. In all distance education courses, students are required to use an Internet-connected device as the primary technology and may be required to use other technologies to learn course content. Instructors interact with students regularly and effectively to complete assignments and assessments. The use of Web-based learning management systems is managed according to the district’s Administrative Policy 4105 Distance Education. It identifies the three modes, faculty qualifications and approval, Fundamental principles, management, and Interaction which addresses the engagement in regular effective contact faculty to student and student to student interactions, Technology Integration, Assessment, Accessibility, and the Course Approval process.
In the curriculum approval process, all Distance Education courses must complete the Course Outline of Record Distance Education Addendum. When approving Distance Education courses, the Curriculum Committee certifies the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

All Distance Education course syllabi should follow the Distance Education Syllabus Standards adopted by the Cuesta College Academic Senate (II.A.7.3). See: http://www.cuesta.edu/student/documents/distanceeddocs/DE_Syllabus_Standards.docx. The use of these standards will assist faculty in adhering to quality standards for student success and to comply with national and regional articulation agreements and the California Education Code.

**Training Methodologies**

The district offers multiple teaching methodologies and course structures to meet the diverse needs of the students. Courses are offered in compressed as well as regular semester length formats (171/2 weeks). Major efforts have been implemented to support equity efforts across campus in relation to professional development and increased services for historically underserved populations. Equity-focused training (II.A.7.4; II.A.7.5; II.A.7.6) will continue building on past and current efforts to increase the capacity of faculty and staff to address the needs of minoritized students, including examination of the impact of white privilege in education, how best to support men of color, culturally relevant pedagogy/contextualized learning, implicit bias and hiring, equity-minded syllabi review, and anti-racist/social justice strategies for teaching. Academic Affairs priority has been professional development both on-site and travel for faculty to also address new technologies and best practices in teaching modalities. Student performance is reviewed in both the annual and comprehensive program planning and review. Courses are disaggregated face to face and distance education to analyze student success and course completion.

With the implementation of AB 705, we must also continuously look to professional development to improve upon success strategies, curricular design and support, and to promote an equity-minded approach to our way of doing business. Continued professional development is critical for collaboration and exposure to best practices for inclusive curriculum that honors the experiences of students in the classroom. It is essential to continue shared professional development to implement innovative strategies with a student-centered design that recognizes the experiences and barriers of our disproportionately impacted students.

**Learning Support Services**

The district offers a variety of academic support services aimed at improving student success. Support Services includes: Student Success Center, which provides over 60,000 hours of tutoring.
per year. Tutoring includes drop in, embedded, English Writing Lab, Math Lab, and Statistics Lab. The district also offers online tutoring through NetTutor. This online tutorial service is available to all students and operates during college business hours, evenings and weekends. Technology support for students, faculty and staff is available Monday-Friday and is provided by a full-time Learning Management Specialist. Support is offered in-person, by phone or online. Test proctoring services is offered online through a software program Proctorio. In addition, the Assessment Center offers test proctoring services through a flexible schedule for students taking online courses. In the fall 2018 semester, the Academic Support Services centers began offering writing tutoring to online students using Confer Zoom. This software allows tutors to connect with students and discuss strategies for effective writing. Students can access academic support services and other services further described in Standard II.C.

Analysis and Evaluation

The district meets the Standard. The district effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The College meets Standard II.A.7.

Evidence

II.A.7.1 AP 4105
II.A.7.2 10-17_Student_Support
II.A.7.3 Syllabus Template example: DE Courses
II.A.7.4 Dr. Wood and Dr. Harris: Advancing Diversity, Equity and Inclusion
II.A.7.5 Ali Michaels
II.A.7.6 2015 BOT Diversity Training March 2015

Miscellaneous Evidence for Possible Use

2018-2019_Committee_List_Aug
BSI_Project_Proposals_Budget_2018-19
Campus_Climate_2014_Powerpoint
CDSE_Committee_EOY_Report_2015-2016
CDSE_End_of_Year_Report_2013_2014
CSS_BSI_Proposal_April2018
CTE_ESL_IBEST_BSI_Proposal_April2018
Cultural Humility Workshop Handout
EAC Affirmation instructions
EAC Agenda 1-30-17
EAC Minutes 11_13_17 Minutes
EAC_Minutes_013017
15 ESSC_Minutes_8_22_2018
FLEX-travaganza schedule spring 2017 (1)
Noncredit ESL_GED_BSI_Proposal_April2018
Proposal for Academic Senate BSSOT Update Oct 2016
Standard II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

The district does not use standardized departmental course or program exit examinations related to graduation.

Although some career technical education programs and courses are aligned with industrial certifications and professional licensing, this information is used to develop and assess course content and student learning outcomes. These materials are not used as departmental course and/or program evaluations.

The district at this time does not allow direct assessment of prior learning.

Analysis and Evaluation

This standard is not applicable to the district because the district does not use standardized departmental course or program exit examinations nor allows direct assessment of prior learning.

The College meets Standard II.A.8.

Evidence

Standard II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

The district’s criteria for course credit are in line with Title 5 regulations, Commission Policy on Institutional Degrees and Credits, and Board Policy 4020 and Administrative Procedure 4020 , which reflect accepted norms in higher education. Student evaluation processes, grading criteria,
and student learning outcomes are published in the Course Outline of Record, Catalog and appear in course syllabi (II.A.9.1; II.A.9.2).

Throughout the curriculum process faculty develop learning outcomes for courses to reflect the knowledge, skills, and abilities students should have on successfully completing a course. Outcomes published on the COR are tied to course objectives and topics (II.A.9.3), and grades are assigned based on a faculty member’s assessment of overall classroom performance. Faculty conduct ongoing assessment of learning outcomes (II.A.9.4; II.A.9.5) and post on the ELumen platform.

The district’s Board Policy and Administrative Procedure 4020 addresses Unit-Credit Hour and adheres to state and federal guidelines for the award of credit. Federal guidelines specify that one credit hour be equivalent to one contact hour and a minimum of two hours of outside of class work, or three total hours of student work, each week. The California Code of Regulations, Title 5, requires a minimum of 48 hours of lecture, study, activity or lab work per semester for each unit of credit (credit hour) awarded (II.A.9.7). Total contact hours are included on all official course outlines of record, with units awarded subject to the policies for calculation approved by the district. All district policies are regularly reviewed and updated to reflect changes to state and/or federal regulations (II.A.9.6; II.A.9.7; II.A.9.8).

The district does not have programs that require clock hours.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The district awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements, which are set in board policy. The district provides appropriate information about the awarding of academic credit in the Catalog, course outline of record and on the website.

The College meets Standard II.A.9.

Evidence

II.A.9.1 Syllabus example
II.A.9.2 Syllabus example
II.A.9.3 COR (development of outcomes and tied to objectives)
II.A.9.4 Example of assessments
II.A.9.5 Example of assessments
II.A.9.6 BP 4020
II.A.9.7 AP 4020
II.A.9.8 PCAH

Standard II.A.10. The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes
for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

The district’s Catalog clearly states transfer of credit policies for students (II.A.10.1). The district offers transfer guarantees to the CSU and UC systems and maintains articulation agreements with four-year colleges that include major preparation, general education and transferable course agreements. All agreements are available at the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST.org) Website. Administrative Procedure 4100 (II.A.10.2) ensures transfer of course work. An evaluator (II.A.10.3) evaluates non-native college transcripts to determine learning outcomes are aligned with the course expectations (II.A.10.4). If questionable, Admissions and Records consults with the discipline faculty. The district will accept upper division coursework completed at another college or university for the purpose of fulfilling Associate Degree and Certificate requirements using the following guidelines:

- Coursework must be completed at a regionally accredited college or university.
- A student must submit official transcripts from the originating institution.
- Upper division courses may be applied to Cuesta College general education area or major and/or elective requirements based on content equivalency to general education area, major, or elective requirements.
- Upper division courses in math or English composition may be used to satisfy competency requirements for the Associate degree.
- Policy on the use of upper-division coursework on the IGETC and CSU GE is governed by the University of California and California State University system. Consult the IGETC Standards and CSU Executive Order 1100 for complete details.
- The district cannot accept coursework that is inconsistent with Title 5 regulations nor can it ensure that coursework accepted by the college will be accepted by another institution.
- Transcripts from foreign colleges and universities will be accepted only when evaluated by an evaluating service recognized by the district. Credits from an evaluation service are typically applied as elective credits only. Grade point averages from foreign institution are not included on the Cuesta academic transcript. (II.A.10.2)

Articulation through the statewide Course Identification Numbering System (C-ID), a common system for articulation within the state of California, the district currently has 224 courses. These C-ID courses assures students that courses with the same C-ID number are comparable to any California Community College system course baring the same C-ID number and are designed to transfer to any CSU and UC (II.A.10.5).

The district currently offers 36 Associate Degree for Transfer (ADT), which guarantee admittance to the CSU system through SB 1440 legislation. With an ADT, students are guaranteed to transfer with 60 credits to a CSU at a junior level status. (II.A.10.6)

The Transfer Services Center maintains information for students about university transfer requirements, the university application process, articulation agreements, and transfer admission guarantee programs. (II.A.10.7).

Draft 9-16-2019
The district’s course numbering system clearly identifies which courses are approved for transfer to the CSU and UC systems.

Course Numbering

000-099 Non-Degree Applicable and Non-Transferable
100-199 Degree Applicable and Non-Transferable
200-299 Degree Applicable and Transferable
500-599 Non-Credit Courses
700-799 Non-Credit ESL and Vocational ESL Courses

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The district makes available to its students clearly stated transfer-of credit policies in the Catalog and website. In accepting transfer credits to fulfill degree requirements, the district confirms that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. The district maintains articulation agreements in accordance to its mission.

The College meets Standard II.A.10 and Eligibility Requirement 10.

Evidence

II.A.10.1 Catalog Pg Transfer Credit Policies
II.A.10.2 AP 4100
II.A.10.3 AP ? Admissions and Records Office Evaluator
II.A.10.4 A/R Evaluator job description
II.A.10.5 C-ID description
II.A.10.6 ADT chart
II.A.10.7 Catalog pg 21

Standard II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

All program outcomes are published in the Catalog with program descriptions. Program learning outcomes are part of the regular curriculum review process. They are mapped to Institutional Learning Outcomes, which cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives. Catalog

The District considers the ILO statements to encompass the outcomes in the General Education program(II.A.11.1; II.A.11.2; II.A.11.3). The combined ILO statements are the expected student learning outcomes for students either graduating with Associate degrees (A.A., A.S., or A.D.T.)
or transferring to a four-year college or university. These students will be able to demonstrate the knowledge and skills contained within the six ILO areas (II.A.11.4) based on General Education and discipline-specific courses at the lower division level. In addition, these ILOs address areas of learning that are specified by the Accrediting Commission for Colleges and Junior Colleges (ACCJC) in Standard II.A.3 (of the 2002 standards) that go beyond the current General Education patterns for degrees. Therefore, all students who attend Cuesta College will be exposed to at least one ILO as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. (SLOCCCD Institutional Learning Outcomes Assessment 2018).

1. Personal, Academic, and Professional Development
2. Critical Thinking and Communication
3. Scientific and Environmental Understanding
4. Social, Historical, and Global Knowledge and Engagement
5. Artistic and Cultural Knowledge and Engagement
6. Technological and Informational Fluency

The assessment of student attainment of the ILOs was initiated in spring 2012 (II.A.11.5). An electronic assessment tool was created and delivered via the district-issued email addresses to all students who applied for A.A., A.S., or A.D.-T. degrees at the end of the spring terms in 2012 (746 applicants), 2013 (843 applicants), 2014 (856 applicants), 2015 (980 applicants), 2016 (1036 applicants) (II.A.11.6), 2017 (910 applicants) (II.A.11.7), 2018 (947 applicants) (II.A.11.8). The assessment went through some minor changes for the 2017 survey. In the current survey, we eliminated all content specific questions towards particular degrees and only asked questions about the ILOs and student services. In 2015, 3 additional questions were added to the survey pertaining to Cuesta College’s mission statement and so those responses are tallied separately, since there is less data. (II.A.11.5).

The Student Learning Outcomes and Assessment Coordinators conduct assessment of each Institutional Learning Outcome over a x-year cycle, with the results of the assessment posted on the Institutional Research website and shared with faculty and staff through the governance process (II.A.11.9; II.A.11.10).

**Analysis and Evaluation**

The College meets Standard II.A.11.

Evidence

II.A.11.1 General Education Requirements and Outcomes_CatalogScreenshot#1
II.A.11.2 General Education Requirements and Outcomes_CatalogScreenshot#2
II.A.11.3 General Education Requirements and Outcomes_CatalogScreenshot#3
II.A.11.4 Institutional Learning Outcomes
II.A.11.5 Institutional Learning Outcomes (CC ILO Approved AS 3/16/2012)
II.A.11.6 ILO Report2016
II.A.11.7 ILO Report2017
II.A.11.8 ILO Report 2018
II.A.11.9 College Council ILO Assessment Presentation
II.A.11.10 Academic Senate ILO Presentation

Miscellaneous Evidence for Possible Use
II.A.11.9 2017_ILO_Survey
Sample Degree Audit
Student Education Plan Website Screenshot
Student Educational Plan Sample
Figure 1: Insert
Figure 2 Insert

Standard II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

The district’s catalog addressing General Education for students indicates a cohesive pattern of courses intended to serve three purposes: to strengthen students’ essential intellectual skills; to broadly introduce students to the core concepts and methods of the major disciplines; and to prepare students to lead enriched lives in our multicultural society. General education courses are distinguished from those required for a major or allowed as freely chosen electives. Courses in the general education category are “general” in two senses: independently, they survey the core concepts and methods of the discipline in which they are included; and they point, where possible, to the influences and contributions of the discipline to other disciplines, culture, human history and our quest to understand our universe. Through the G.E. program, students will acquire the ability to think and communicate clearly and effectively both orally and in writing; to use mathematics and other symbolic systems; to understand the modes of inquiry of the major
disciplines; to appreciate the structures and processes of the natural environment; to be aware of other cultures and times; to achieve insights by thinking about ethical and social problems; to understand and appreciate the history of U.S. culture and its governing institutions.

OVERARCHING GENERAL EDUCATION OUTCOMES Upon completion of the general education course pattern, in addition to the area-specific outcomes, students should be able to:

• identify, explain, and analyze the core concepts and methods of the major discipline in which the course is included;

• identify, explain, and analyze the influences and contributions of the specific discipline to other disciplines, cultures, human history, and our quest to understand the universe.

• organize, integrate, and critically analyze information within the course, using these skills to generate and evaluate alternative perspectives; and

• prepare students to live enriched lives in our multicultural society. (II.A.12.1)

The district’s associate’s degrees require the completion of a General Education pattern: 1) Cuesta GE pattern, 2) CSU GE Breadth, or 3) IGETC. The local GE pattern includes courses required of all students. (II.A.12.2) CSU and IGETC GE patterns are reviewed and maintained by those institutions. Local courses are submitted for approval by the Articulation Officer in accordance with the relevant guidelines. Courses included in the GE pattern are reviewed by the GE subcommittee of the Curriculum Committee and approved by the Curriculum Committee and Board of Trustees (II.A.12.3; II.A.12.4).

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement 12. The district’s Curriculum Committee, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

The College meets Standard II.A.12 and Eligibility Requirement 12.

Evidence

II.A.12.1 Catalog 2A pg.2-3
II.A.12.2 GE patterns Catalog
II.A.12.3 BOT minutes
II.A.12.4 Curriculum Committee minutes GE submission

Miscellaneous Evidence for Possible Use
Standard II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

The district offers an array of degree options, all of which include focused study in at least one area of inquiry or in an interdisciplinary core. Students may graduate from the district with an associate in arts or an associate in science degree or an associate degree of transfer by satisfying the degree requirements established by the faculty, the Curriculum Committee, the board of trustees, and relevant state regulations. In spring 2019, the district offered:

- Associate Degrees for Transfer,
- Associate Degrees
- Certificates of Achievement
- Job Skill Certificates

The associate degree for transfer concept was developed by the California Community Colleges and the California State Universities to facilitate transfer between the two school systems. SLOCCCD students who complete a transfer degree will be guaranteed admission to the California State University system (II.A.13.1).

All of the district’s associate degree programs include at least one area of study or interdisciplinary emphasis. Completion of an associate degree requires prescribed coursework in a specific major with grades of “C” or better. The associate degrees for transfer require completion of a minimum of 18 semester credits in prescribed major coursework. Complete degree requirements are outlined online in the catalog and on the “Degrees and Certificates” page of the district website (II.A.13.2; II.A.13.3).

The curriculum review process ensures all courses and programs, have appropriate learning outcomes as the basis for awarding credit. The course outline of record, which includes student
learning outcomes, and curriculum review process ensures that all courses and programs meet regulatory requirements, ACCJC accreditation standards, industry requirements and practices common to American higher education. Learning outcomes are established and reviewed by discipline faculty, Curriculum Committee and Student Learning Outcomes and Assessment Coordinators and there is a regular assessment of all learning outcomes. (II.A.13.4; II.A.13.5; II.A.13.6; II.A.13.7; II.A.13.8; II.A.13.9; II.A.13.10; II.A.13.1; II.A.13.12).

The mapping of course student learning outcomes to program learning outcomes to institutional learning outcomes ensures students master key theories and practices in the area of inquiry. The assessment of SLOs and PLOs assures the student, employer or transfer institution the student has mastered key theories and practices within that level of the field of study.

The District does not offer baccalaureate degrees.

**Analysis and Evaluation**

The District meets the Standard. The District has clear policies in place requiring a minimum of 18 units in a major or area of emphasis for the associate’s degree, and ensures that each degree meets clear goals leading to employment or transfer, or meets community needs. Lists of required major courses, restricted electives, and areas of emphasis are clearly listed in the Catalog for each degree, along with program outcomes and the transfer and career objectives each degree is designed to meet.

The district’s degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. Each degree lists required major courses, electives, and areas of emphasis in the Catalog, along with program outcomes and the transfer and career objectives.

**The College meets Standard II.A.13.**

Evidence

II.A.13.1 ADT Catalog pg
II.A.13.2 Degrees/Certificates Catalog Page
II.A.13.3 Degrees/Certificates Website
II.A.13.4 Course SLOs
II.A.13.5 Course SLOs
II.A.13.6 PLOs
II.A.13.7 PLOs
II.A.13.8 ILOs mapped
II.A.13.9 COR
II.A.13.10 COR
II.A.13.11 SLO review by sub-committee
II.A.13.12 SLOA training
Standard II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Career technical education programs are offered in a broad range of disciplines that prepare students for employment opportunities in the county of San Luis Obispo and the state of California (II.A.14.1). Where applicable, each career technical education program prepares students for licensure, certification, or industry recognized credentials. Student learning outcomes for courses, certificates, degrees and programs have been established and assessed for all career technical education programs (II.A.14.2; II.A.14.3; II.A.14.4). Program reviews are posted on the district website (II.A.14.5; II.A.14.6). Faculty members systematically and routinely assess students’ achievement of student learning outcomes at the course and program levels, including the technical competencies necessary for employment. For example, the Course or Program Assessment Summary for the Welding associate degree describes assessments based on American Welding Society Structural Welding Certification tests (II.A.14.7). Course outlines of record include assignments and evaluation measures that assure the stated course outcomes are aligned with licensing or certification examinations and requirements, as noted in Board Policy 3515. (Board Policy 3515) An example of this alignment is that most automotive program courses incorporate performance tasks developed by the National Automotive Technicians Education Foundation into their student learning outcomes (II.A.14.8). To ensure that the district’s career technical education courses and certificates have the appropriate depth and rigor, faculty in career technical education programs complete Comprehensive Program Planning and Reviews as part of the Institutional Program Planning and Review cycle. Completing program review promotes dialogue about learning outcomes and plans for instructional improvements among faculty and staff and documents a program’s efforts in ensuring that students are prepared for employment and licensure exams. Career technical education programs also complete a supplemental review on a two-year cycle in accordance with California Education Code Section 78016. This review includes analysis of labor market information and ensures that programs do not unnecessarily duplicate other/similar training in the area. Additionally, employment and completion data are analyzed to assess program impact, as shown in the program review document for Early Childhood Education (II.A.14.9). Data related to career technical education degree completion is published on the district website (II.A.14.10).

The District tracks and reports annual pass rates and course success rates for CTE programs that require external licensure or certification for employment. Programs requiring these exams for employment meet or exceed institutional set standards for pass rates each year. (II.A.14.11). Data on median wages for CTE graduates are available through the CCCCO Student Success Scorecard and additional employment data for CTE programs is provided by the CTE Launchboard. (II.A.14.12; II.A.14.13).

Advisory committees are composed of local industry representatives who support the district’s career technical education programs by providing input from practitioners currently working in these fields (II.A.14.14). Advisory committees meet at least once per year to discuss industry needs relevant to the career technical education programs. Faculty, classified staff, administrators and industry and community representatives review the relevancy of curriculum, discuss labor market projections, and foster collaboration between industry and programs to make sure students will have the knowledge and skills required to enter the job market. Faculty create
learning outcomes for their programs in consultation with their advisory boards. (II.A.14.15; II.A.14.16).

The programs within the Nursing and Allied Health Division (Registered Nursing, Licensed Vocational Nursing, Licensed Psychiatric Technician, and Paramedic) are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support. The Registered Nursing Program curriculum uses proactive teaching strategies and assistance from a success specialist to prepare students for the NCLEX licensure exam. The program provides a grant funded post-graduation NCLEX review class and an Integrated Test Plan Modality is incorporated within the core curriculum. Students have access to computerized content practice tests during their time in the program in order to prepare for NCLEX (Evidence for this claim from ADN program).

Analysis and Evaluation

The district meets this standard. The district prepares career technical education students for employment competencies and licensure exams. Important measures of the district’s success in ensuring that its career technical education programs are current and relevant is affirmation from Institutional Set Standards for standardized licensure examinations and accrediting agencies and the rates of students’ success. The district tracks student achievement of CTE graduates through employment and earnings data provided by the CCCCO.

The College meets Standard II.A.14.

Evidence

II.A.14.1 CTE Programs Catalog Information
II.A.14.2 CTE SLOs
II.A.14.3 CTE SLOs
II.A.14.4 CTE Assessment Course and Program
II.A.14.5 CTE Program Reviews
II.A.14.6 CTE Program Reviews
II.A.14.7 Welding Certification Assessment
II.A.14.8 COR ATCH 120
II.A.14.9 ECE Program Review
II.A.14.10 CTE Website Data
II.A.14.11 CTE Industry Certs and Licensures
II.A.14.12 Launchboard Data
II.A.14.13 Scorecard Data
II.A.14.14 CTE Programs Advisory Committee List
II.A.14.15 CTE Programs Advisory Committee Minutes
II.A.14.16 CTE Programs Advisory Committee Minutes

Miscellaneous Evidence for Possible Use
CTE Program Websites
CTE Catalog Information

Draft 9-16-2019
Standard II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The district procedure on program discontinuance ensures enrolled students can still complete their education in a timely manner when a program is eliminated or significantly changed (II.A.15.1). Students maintain rights to the catalog that was published at point of enrollment (II.A.15.2).

When courses or programs are discontinued or substantially updated, the district’s review process allows students to substitute courses within a degree program in cases where courses from that program are no longer offered. Students work with both a counselor and faculty chair of the appropriate division to complete the course substitution paperwork, this process includes the appropriate academic dean’s approval. This process allows students to complete their education goal with minimal disruption (II.A.15.3).

Analysis and Evaluation

The district meets this standard. The district’s policy and procedure provide substitutions to ensure that students are able to complete their education from an eliminated or significantly changed program in a timely fashion with a minimum disruption.

The College meets Standard II.A.15.
Evidence

II.A.15.1 AP_4022_academic_program_discontinuance_process_2016_final
II.A.15.2 IIA_183_Program_Discontinuance_Teach_Out_Plan_2013
II.A.15.3 Course Substitution Paperwork

| Standard II.A.16. | The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. |

The district regularly evaluates and improves the quality and currency of all instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, which includes delivery mode and/or location. Programs are evaluated through several processes, which include program review, Student Learning Outcomes Assessment, and curriculum review.

Program review is part of the district’s integrated planning and governance processes that ensure the regular evaluation and systematic improvement.

Program Review

The district’s Program Planning and Review is both an annual and periodic process for program performance review and planning. Instructional, student services, and administrative areas analyze program performance by comparing quantitative and qualitative data against historical data.

Annual process, all programs complete the Annual Program Planning and Review template. (APPW) On this form, programs:

- Document their contributions to achievement of Institutional Goals and Institutional Objective;
- Document the results of student learning outcomes measurements;
- Document addresses data analysis and program specific measurements and
- Advance funding requests into the district resource allocation process.

Improvement of institution’s effectiveness in meeting its mission is central to all program performance. For this reason, funding request that are in service of Institutional Goals and Institutional Objectives, student achievement, or that emerge from measurement of student learning outcomes are given high priority for funding at the unit, cluster, and intuitional levels. (Resource allocation rubric)

Comprehensive process, programs complete the Comprehensive Program Planning and Review (CPPR) template. The periodic review (CPPR) is every four years for career technical education (CTE) programs and five years for all other programs. This review is a thorough evaluation of the programs and includes components such as a general description of the program, the program
mission, an analysis of staffing, and a summary of program achievements, including results from the assessment of student learning outcomes and curriculum review. Instructional programs analysis data and program specific measurements, which includes but not limited to student achievement data, course modality success, and metrics aligned with the Student Success Metrics. During the comprehensive program review, instructional programs address the comprehensive curriculum review and program outcomes, assessment and improvements.

Once the Institutional Program Planning and Review process is completed, two types of analysis are completed on the comprehensive reviews.

1. Cluster Managers review the periodic comprehensive reviews and provide the unit with written feedback (II.A.16.1).
2. The Institutional program Planning and Review Committee analyzes the student learning outcome sections of the periodic comprehensive reviews to identify measurements related to institutional effectiveness and institutional learning outcomes. The results of this analysis will be consolidated in a report that will be submitted to the president’s cabinet (II.A.16.2).

CTE programs are also required to complete CTER (two-year review) (II.A.16.3).

funding request that are in service of Institutional Goals and Institutional Objectives, student achievement, or that emerge from measurement of student learning outcomes are given high priority for funding at the unit, cluster, and institutional levels (II.A.16.4).

Learning Outcomes and Assessment

The district endeavors to improve outcomes and success through Student Learning Outcomes assessment processes for courses, programs and institution. Faculty define the assessment cycle for each course, assessment results are summarized as part of program review (II.A.16.5). The district’s management system, Elumen is the vehicle for tracking and recording assessments (II.A.16.6). Assessment results are discussed in small division groups, division meeting or on district dialogue day (II.A.16.7). Faculty used the discussion or dialog to of Student Learning Outcomes assessment at both course and program level to improve instruction and program. Institutional Learning Outcomes assessment occurs on annually and is managed by the Student Learning Outcomes Assessment (SLOA) Co-Coordinators, with results and recommendations reported to the president’s Cabinet (II.A.16.8).

Curriculum

All instructional programs including collegiate, pre-collegiate, career-technical, and continuing and/or community needs courses and programs, regardless of delivery mode or location are regularly reviewed and update through the Curriculum committee’s review process (II.A.16.9). All instructional programs are reviewed on a five-year cycle and CTE are reviewed every four years with a two-year mandatory CTER. (CTER template). The curriculum review process

Board Policy 4020 and A.P. 4020 Program, Curriculum and Course Development establishes procedures for the development and review of all curricular offerings, including their
establishment, modification, or discontinuance, based on Title 5 Section 53200 and Board Policy 2510. Curriculum development and approval is one of the primary responsibilities of faculty, and that they ensure both academic quality and rigor, and meet higher education standards across all subject areas through a comprehensive curriculum review and approval process. The Curriculum Committee, a sub-committee of Academic Senate adopted guidance from the Program and Course Approval Handbook from the California Community Colleges Chancellor’s Office Division of Academic Affairs. To ensure all standards, policies and procedures are enforced through the curriculum approval process, the curriculum review and approval process is housed in CurricuNet the District’s platform. The Curriculum Committee receives annual training on Title 5 and CCCCO requirements and regulations related to standards for program and course approval (II.A.16.10; II.A.16.11; II.A.16.12; II.A.16.13).

The district serves its region through community education. Community education courses and programs are reflected in B.P. 4400 (II.A.16.14), and are offered and evaluated in accordance with B.P. ???

Analysis and Evaluation

The district meets this standard. The district regularly evaluates and improves the quality and currency of all instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, which includes delivery mode and/or location. Programs are evaluated through a number of processes, which includes; program review, Student Learning Outcomes Assessment, and curriculum review. The district systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

The College meets Standard II.A.16.

Evidence

II.A.16.1 Manager CPPR Review
II.A.16.2 ILO Report
II.A.16.3 CTER
II.A.16.4 Resource allocation rubric
II.A.16.5 assessment cycle from program review
II.A.16.6 Elumen examples assessment
II.A.16.7 dialog minutes, results, dialog day, and etc.
II.A.16.8 ILO Report
II.A.16.9 Curriculum Review program list
II.A.16.10 BP 4020,
II.A.16.11 AP 4020
II.A.16.12 PCAH
II.A.16.13 B.P. 2510
II.A.16.14 BP 4400