

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **2021**
CLUSTER: **Res, Grants, Comm Eng**
NEXT SCHEDULED CPPR: **2022**

PROGRAM: **CCAP-DUAL ENROLLMENT**
LAST YEAR CPPR COMPLETED:
CURRENT DATE: **3/1/2021**

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose, or direction. *NONE.*

PROGRAM SUSTAINABILITY PLAN UPDATE

None. There was no Program Sustainability Plan established in the program's most recent Comprehensive Program Plan and Review.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Explanations for the data elements below are for the entire program. Responses in this document reference the most recent year's available data.

General Enrollment

Enrollment has grown each year since Dual Enrollment was launched at Cuesta in the Fall of 2014. The expanding diversity of courses offered as Dual Enrollment, as well as the addition of sections taught by Cuesta instructors, are the primary factors behind this growth. The Career Planning Comprehensive course (PEDS 110- Get Focused Stay Focused curriculum) initially represented 100% of the Dual Enrollment offerings and in 2020-21 represents only 36% of the total number of sections.

All 9 K-12 partners: Lucia Mar, San Luis Coastal, Grizzly, Mission, Atascadero, Templeton, Paso Robles, Shandon and Coast have sustained or increased their demand for Dual Enrollment courses. In 2019-20 51 courses and 246 sections of Dual Enrollment were scheduled. In 2020-21 the numbers were 53 and 228. The decrease was due to Covid and to general cleaning up the schedule. Further cleaning up of the schedule will be done for 2021-22 to avoid unnecessarily having sections with low enrollment.

A critical force in the reliable enrollment of Dual Enrollment sections is the support provided by the Dual Enrollment staff assisting the schools and teachers with the registration process. Prior to Covid restrictions, every class received in-person assistance from Cuesta staff. This assistance is essential in order to maintain consistent enrollment.

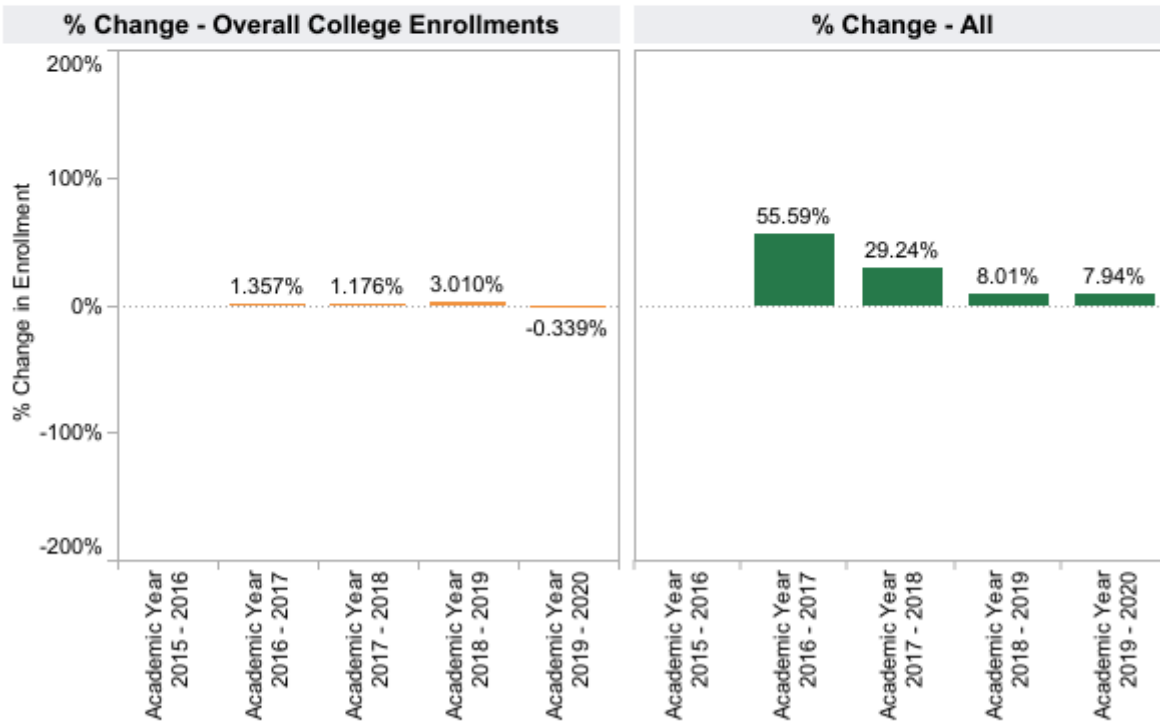
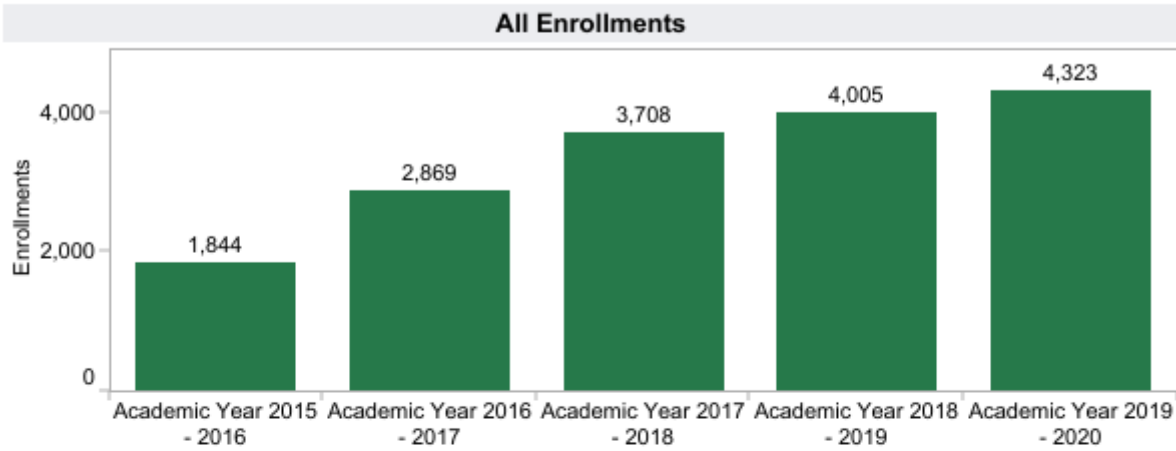
SLOCCCD Program Review Data - Enrollment

Department:
All

Course:
All

Dual Enrollment:
Dual Enrollment

Prison:
Not CMC:Prison



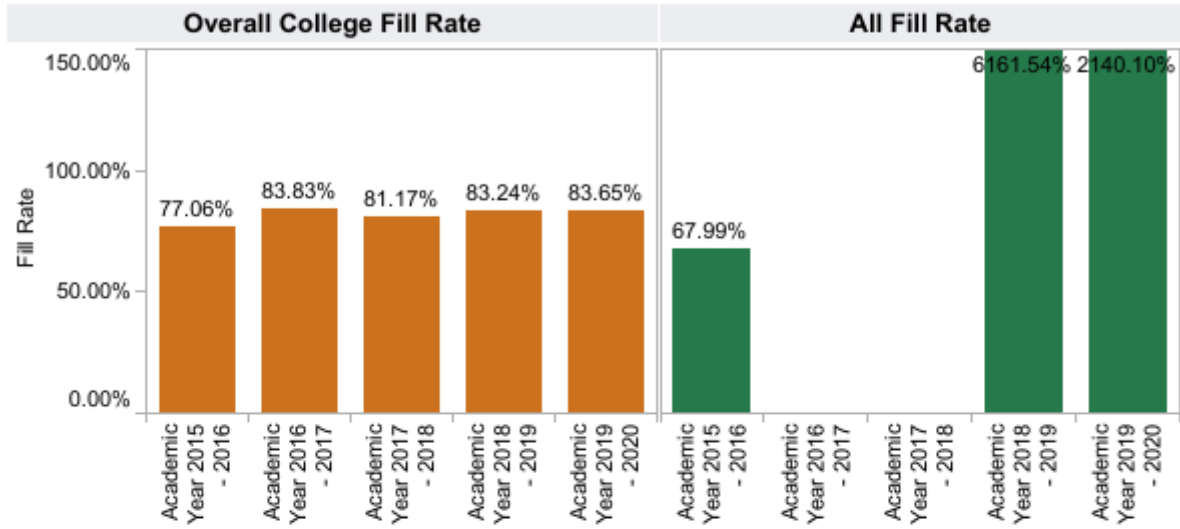
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

General Student Demand (Fill Rate)

Obviously, the data in the chart below does not make sense. In the 2019-2020 academic year the average demand or fill rate per section for Dual Enrollment was 17.2 students. The overall success in enrolling high school students into the college course is due to the registration support that Cuesta provides to each teacher and each section. There are subjects and high school teachers that have had enrollment numbers well below the average. Cuesta staff are working with district partners to review enrollment process and targets and will suggest changes for 2021-22.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: All
 Course: All
 Dual Enrollment: Dual Enrollment
 Prison: Not CMC:Prison



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.

General Efficiency (FTES/FTEF)

Efficiency considerations for Dual Enrollment differ from those of non-Dual Enrollment sections. There are now two categories of Dual Enrollment offering: 1) high school teacher as the instructor of record; 2) Cuesta instructor as the instructor of record.

For the first category, where high school teachers deliver the content, efficiency might be considered as a resource allocation issue in terms of the benefit to the students and school; that is, asking does student enrollment warrant offering the sections (and mobilizing the resources necessary to offer it. The per section cost to the college is based on the amount of the stipend paid to the school. Efficiency in terms of cost would necessary depend on the amount of the stipend. Establishing clear parameters for the stipend based on factors of efficiency would be a suggestion proposed in this report. Since all but 16 sections of over 260 sections in the 2020-21 schedule were in the first category, it behooves the college to review the criteria for providing stipends.

The second category are those sections where a Cuesta instructor is the instructor of record and the cost not only includes the stipend to the high school , but the cost of the Cuesta instructor to teach the class. The sections in this category generally experience good, and several even unusually high, enrollment. Because of the higher cost of these sections, higher even than non-Dual Enrollment sections, efficiency would need to be assessed differently.

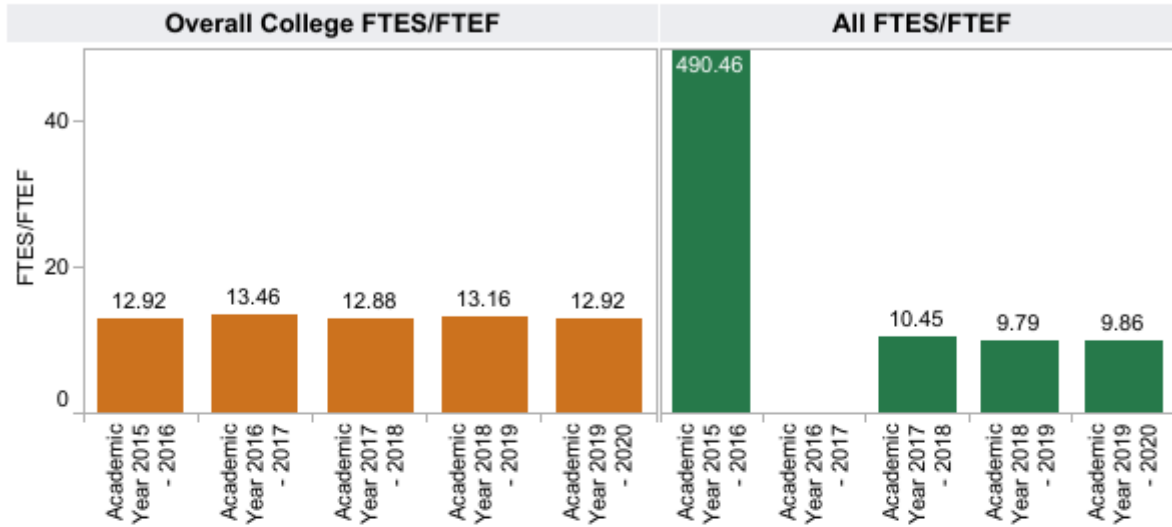
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
All

Course:
All

Dual Enrollment:
Dual Enrollment

Prison:
Not CMC:Prison



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

Student Success—Course Completion by Modality

Historically, all Dual Enrollment classes are delivered through in-person instruction. Because of Covid restrictions, all classes have been delivered remotely. Since Dual Enrollment is limited to a particular course, the success rate for Dual Enrollment students isn't available in the Program Review data. This data would be useful in order to compare the success rate and distribution of grades for a given course between Dual Enrollment and non-DE students. This data element could inform the Cuesta instructors in the evaluation and review of the course.

It may be that the conditions of the high school class (often with longer timeframe, more instructional hours, slower pace, high level of sustained teacher support) are factors in the high completion rates and overall success rates of students in the high school class.

Degrees and Certificates Awarded

Not applicable to Dual Enrollment.

General Student Success—Course Completion

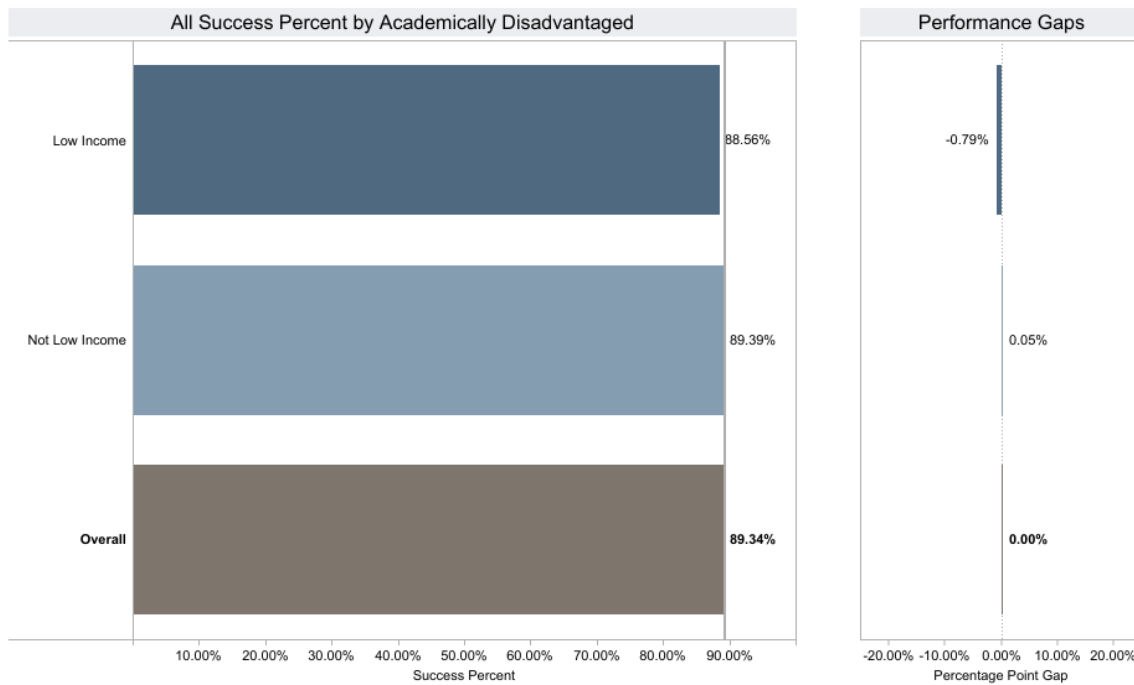
Again, since Dual Enrollment is limited to a particular course, the success rate for Dual Enrollment students isn't available in the Program Review data. As noted above, it would be useful compare the success rate and distribution of grades for a given course between Dual Enrollment and non-DE students. This data element could inform the Cuesta instructors in the evaluation and review of the course.

Successful Course Completion Rates Disaggregated by Household Income

There are minimal student success rate differences in 2019-2020 when comparing the success of students from low-income households to that of those from non-low-income households. As seen in the chart below, 88.56% of students from low-income households successfully passed the Dual Enrollment course in academic year 2019-2020, compared to 89.39 % of those from non-low-income households.

As noted above, it may be that the conditions of the high school class (often with longer timeframe, more instructional hours, slower pace, high level of sustained teacher support) are factors in the high completion rates and overall success rates of students in the high school class.

Successful Course Completion by Student Subpopulation



Academic Year:
 All

Department:
 All

Region:
 All

Enroll Status:
 All

Dual Enrollment:
 Dual Enrollment

Prison:
 All

Disaggregate By:
 Academically Disadvantag..

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.

Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Cuesta instructor evaluations of the courses and teachers offered as Dual Enrollment were not completed in 2020 due to the abrupt school closures stemming from the Covid pandemic. This interrupted the evaluation process of the program data.

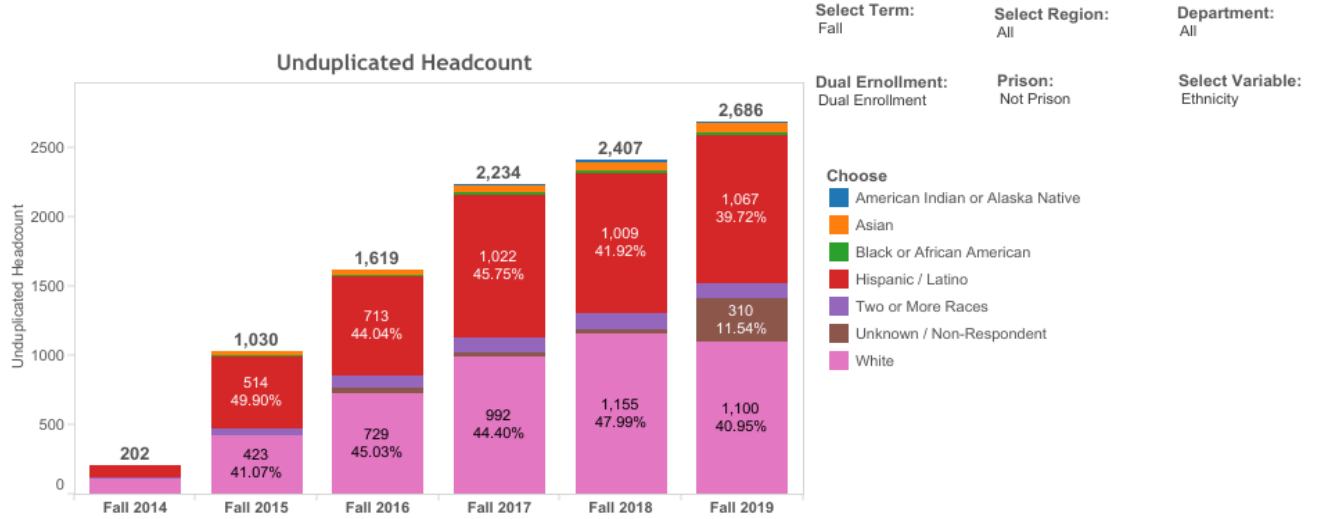
The implementation of the evaluation process in Spring 2021 is focus on affirming that each section offered in 2021-22 meets college-level standards of non-dual Enrollments sections of the same course.

The review of the program has also identified the need to better clarify articulate the Career and Education Pathway of course offered as Dual Enrollment. The program will align the courses with the efforts of the pathways initiative of the college region.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)



Student Characteristics and Enrollment Trends



Student Major

Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
High School Enrichment	733	1,490	2,008	2,607	2,778	3,039
CSU General Ed. Breadth (CA)	1,725	1,749	1,435	1,174	621	313
Business Administration (AST)	236	485	514	509	486	531
Basic Skills (CA)	186	184	245	541	687	633
Pre-Nursing (AS)			268	577	728	751
Engineering (AS)	328	322	312	287	323	345
LA: Mathematics & Science (AA)	478	614	335	104	24	10
Psychology (AAT)	78	176	231	282	316	343
Intersegmental GE Trnsfr (CA)	305	318	265	242	140	83
Sociology (AAT)	56	65	116	216	236	330
Computer Science (AS)	154	151	139	139	179	178

It is significant that 39.72% of Dual Enrollment students are of Latinx or Hispanic background. 40.95% are white and 11.54% are unknown or non-respondent. The Dual Enrollment program reveals to the College the diversity of San Luis Obispo County. The college investment in Dual Enrollment is simultaneously an investment in serving the community of San Luis Obispo County in its full diversity. A goal for the CCAP-Dual Enrollment Program will be to strengthen the transition from high school into the Cuesta College academic programs of the pathways begun as Dual Enrollment.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO (Student Learning Outcomes) assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report **not applicable**.

NARRATIVE:

Currently, SLO Assessments for courses offered as Dual Enrollment are reviewed and discussed within the Discipline. Attention will be given to SLOs assessment and results in the course/teacher evaluation process in Spring 2021. Differences in

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

- A. New or modified plans for achieving program-learning outcomes.

As noted above, currently SLO Assessments for courses offered as Dual Enrollment are reviewed and discussed within the Discipline. Attention will be given to SLOs assessment and results in the course/teacher evaluation process in Spring 2021. If there are significant differences in assessment results between Dual Enrollment and non-Dual Enrollment sections, these should be analyzed and

- B. Anticipated changes in curriculum, scheduling, or delivery modality

2021-22 should see the return to in-person instruction for all sections of CCAP-Dual Enrollment.

The course/teacher evaluation process will identify courses that need to revise or update curriculum content and delivery in order to meet the college-level standards of the course. Only sections that fully meets these standards will be retained in the schedule.

- C. Levels, delivery, or types of services:

Offerings: As noted above, 2021-22 should see the return to in-person instruction for all sections of CCAP-Dual Enrollment.

- 1) All 9 K-12 partners have requested renewing the courses/teachers (with only a few new teachers) of that were offered in 2020-21. Lucia Mar, SL Coastal, Atascadero and Paso Robles school districts all requested offering new courses for 2021-22.

One feature of Dual Enrollment that warrants deliberation is the category in which a Cuesta instructor is the instructor of record (delivers course via Distant Education, is loaded and paid for teaching the class). The high school teacher facilitates the in-

person session. Given the higher cost in term of financial investment and faculty load (where faculty load availability) is limited, institutional oversight is requested when determining whether to enter into an agreement with a School District to offer these classes.

2) Registration:

The success of the CCAP Dual Enrollment is contingent on the dedicated support the college provides to the high schools. Prior to Covid, this support featured an in-person registration session for each section followed by considerable assistance provided to each student and teacher. The Covid situation prompted the integration of Dynamic Forms, which made the process of completing the forms (Permit to Enroll, Add Card) available digitally. Despite this added convenience, enrollment numbers were dramatically impacted by the lack of direct registration support in the classroom.

When in-person instruction resumes, the plan is to resume in-person registration support for each section offered as Dual Enrollment. The support has been provided by the Office Support Technician and the program Supervisor. In the place of the Supervisor, additional registration support will be needed. One Office Support Technician is not sufficient to provide registration support to the over 240 sections delivered at the 9 School Districts.

D. Facilities changes: None

E. Staffing projections:

Currently, there are two staff dedicated to CCAP Dual Enrollment, one assigned to the registration process, the other to clerical support.

A proposed Program Coordinator position for CCAP/Dual Enrollment/Innovation (designated Enrichment sections) would provide a dedicated position to coordinate planning and communications of the CCAP Agreements, schedules, course evaluation, approval and renewal process, provide training and support to high school teachers and Cuesta instructors,

A proposed Faculty Lead position for Dual Enrollment would facilitate faculty participation in the review and approval process of all Dual Enrollment courses/teachers, review outcomes data, assist Cuesta instructors with curriculum matters and Dual Enrollment processes.

F. Other

Stipends- the dramatic drop in enrollment experienced in 2020-21 exposed a vulnerability of the CCAP/Dual Enrollment arrangement in terms of cost and equity. The absence of clear criteria for paying for sections of Dual Enrollment resulted in liability for sections with as low as one student enrolled and a high school teacher eligible for up to \$3,000 in payment for only 6 total students enrolled. A comprehensive review of the stipend arrangement for teachers, and for Cuesta instructors, should be considered.