# 2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2022**  **PROGRAM: CONTINUING EDUCATION, ADULTS WITH DISABILITIES**
**CLUSTER: STUDENT SUCCESS & SUPPORT PROGRAMS**  **LAST YEAR CPPR COMPLETED: 2020**
**NEXT SCHEDULED CPPR: 2024**  **CURRENT DATE: 2/17/2022**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note**: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

The Adults with Disabilities noncredit certificate was submitted to curriculum committee for approval in February 2021. C.C., Noncredit Employability & Transitions

## GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. If there are not any, indicate: NONE.

The Adults with Disabilities Program is committed to providing students with intellectual and physical disabilities the opportunity to work on academic and professional skill development through courses that foster a culture of empowerment, goal-setting and individualized motivation. The curriculum offers life skills, community skills and vocational skills. It also supports our goals as a Workforce Innovation and Opportunity Act (WIOA) program. The program is also aligned with the San Luis Obispo County Adult Education Consortium (SLOCAEC) objectives and goals for the adults with disabilities population. The Covid-19 pandemic has impacted the progress of our goals. However, this year we are restoring our program and strengthening our community partnerships to increase access to educational opportunities for adults with disabilities across the county. We are making forward progress and have increased in-person instruction in the North County in collaboration with Escuela Del Rio, and NCI. The current courses and programs for Adults with Disabilities are under the umbrella of Noncredit Career Technical Education (NCTE), which has been a challenge for students and the community to identify. The program name change to Noncredit Adults with Disabilities (NAWD) was approved and will be implemented in fall 2022.

## PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

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

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.
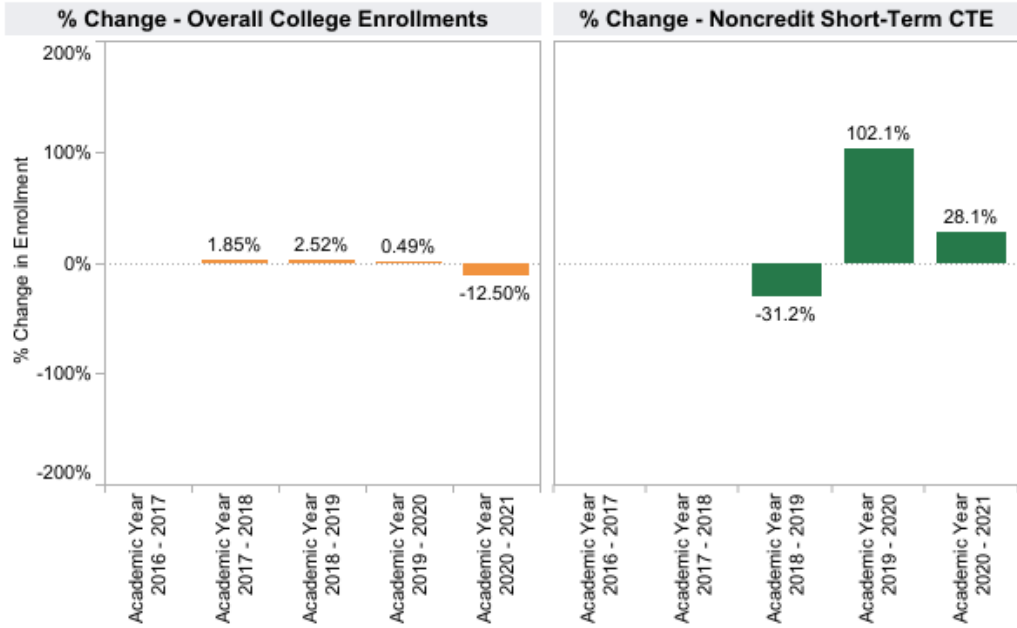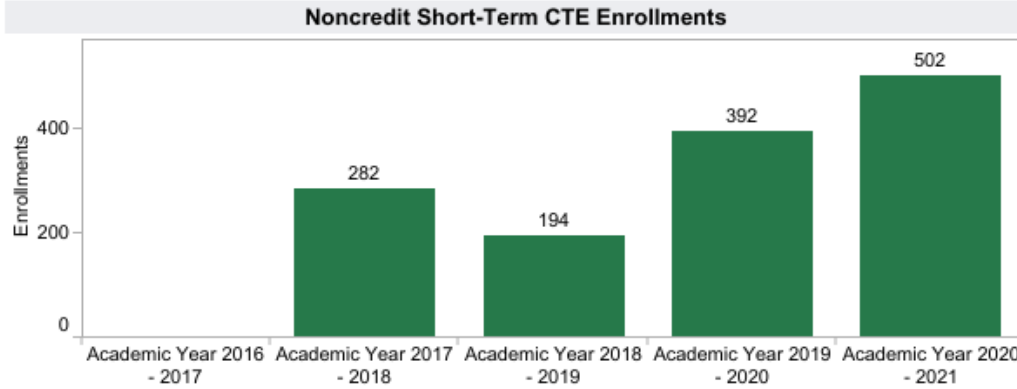
## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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

General Enrollment (Insert Aggregated Data Chart)  *Next Page

**2** S a n  L u i s  O b i s p o  C o u n t y  C o m m u n i t y  C o l l e g e  D i s t r i c t
I n s t r u c t i o n a l  A n n u a l  P r o g r a m  P l a n n i n g  W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021

## SLOCCCD Program Review Data - Enrollment

| Department: | Course: | Dual Enrollment: | Prison: |
|---|---|---|---|
| Noncredit Short-Term CTE | Multiple values | All | All |

### Noncredit Short-Term CTE Enrollments



### % Change - Overall College Enrollments

### % Change - Noncredit Short-Term CTE



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.

Enrollments were comparable from 2019-2020 and 2020-2021 academic year. There was an increase of 110 students, approximately 22%. Overall, enrollments are increasing as we offer more in-person classes and expand course offerings to community partnering facilities.

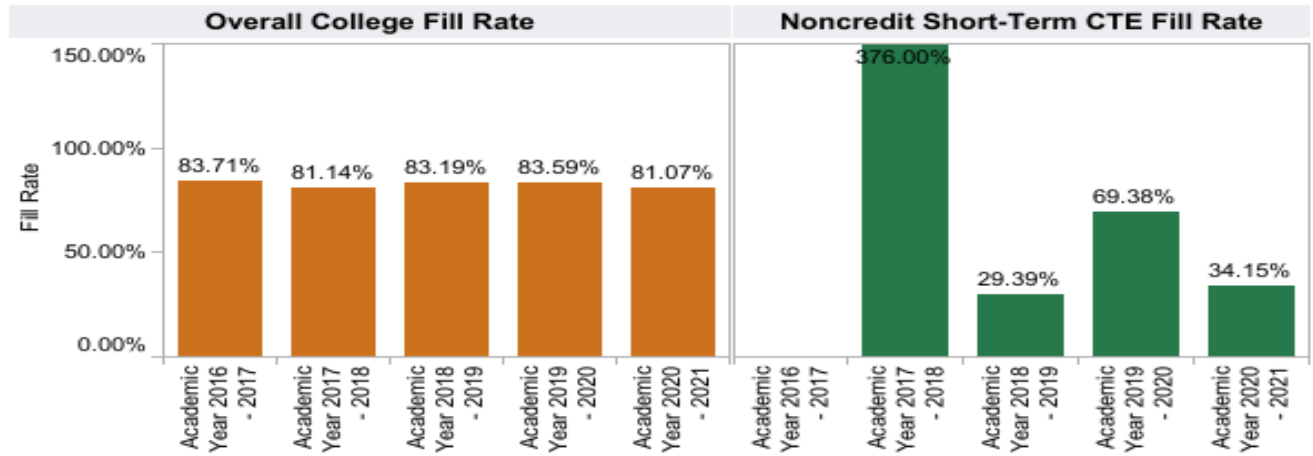[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)

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

| Department: | Course: | Dual Enrollment: | Prison |
|---|---|---|---|
| Noncredit Short-Term CTE | Multiple values | All | All |



**Overall College Fill Rate**
- Academic Year 2016 - 2017: 83.71%
- Academic Year 2017 - 2018: 81.14%
- Academic Year 2018 - 2019: 83.19%
- Academic Year 2019 - 2020: 83.59%
- Academic Year 2020 - 2021: 81.07%

**Noncredit Short-Term CTE Fill Rate**
- Academic Year 2016 - 2017: (none)
- Academic Year 2017 - 2018: 376.00%
- Academic Year 2018 - 2019: 29.39%
- Academic Year 2019 - 2020: 69.38%
- Academic Year 2020 - 2021: 34.15%

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

The fill rates for Adults with Disabilities courses decreased drastically during the pandemic. Although, the program is 46% below the college average, the program is increasing enrollments and expanding course offerings across the county. Community Partners such as NCI, PathPoint, Escuela Del Rio and Achievement House have expressed their excitement to return course offerings to their sites once their Covid restrictions are lifted. We are rebuilding our program after the pandemic, but there are still Covid restrictions that impose barriers to enrollment for this population of students. However, we are certain that as we move farther past the pandemic, we will build a sustainable and successful program that will increase enrollments and FTES in the next two years. We are confident that when we are able return to in-person instruction, our classes will be in demand and meeting the needs of adults with disabilities in our county.

**4** S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021

[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)



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

Department: Noncredit Short-Term CTE     Course: Multiple values     Dual Enrollment: All     Prison: All
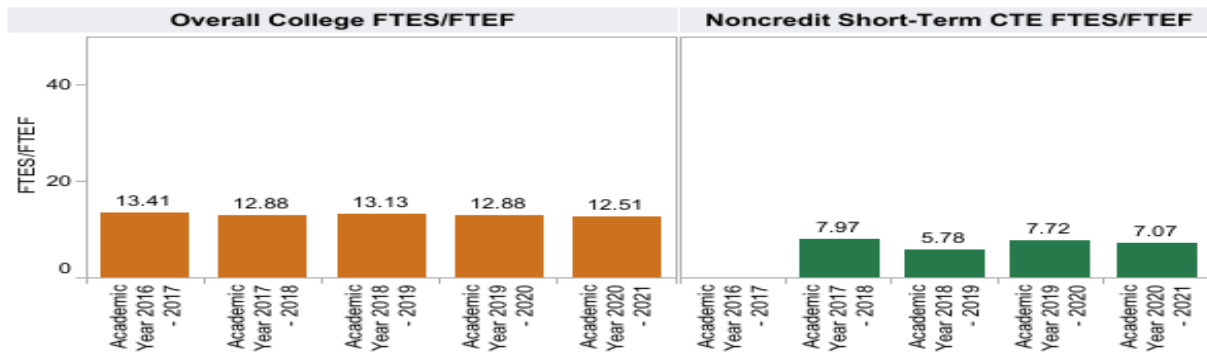
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Although the efficiency slightly decreased by less than 1 %, it does remain low and under the college's average. However, this efficiency metric will always be low for the Adults with Disabilities program due to the nature of the program for a few reasons. Adults with Disabilities like all noncredit programs use the positive attendance accounting method versus the census rosters. A class may start with the maximum enrollment of students, but throughout the semester the attendance may be sporadic, and all of this is factored into the data. The positive attendance accounting method should be acknowledged when considering the significance of this data as we value equity minded practices at Cuesta College.

The Continuing Education Department is working to improve the efficiency through scheduling and retention efforts. We are careful scheduling classes and have merged some sections to increase enrollments in classes. We work closely with our community partners to increase retention and persistence efforts. This has included recognition of course completion and transportation assistance. Our Continuing Education Department staff and faculty collaborate to develop a sense of campus community and belonging for this population. Through events and newsletters that highlight student success and achievement, we encourage student persistence and retention. We will continue to work on new and innovative strategies to support this newly developed program.
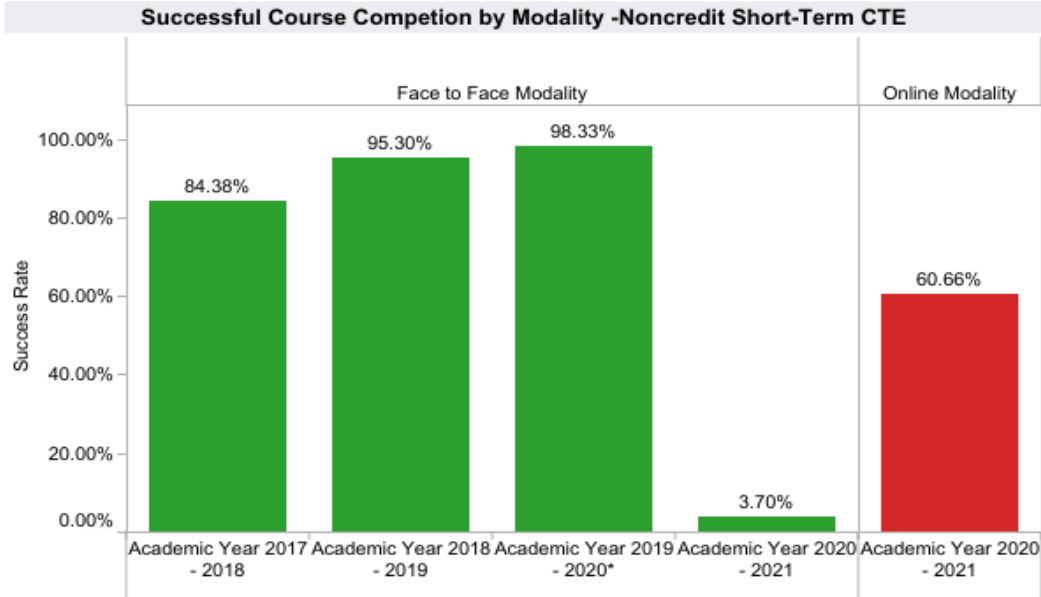
[Student Success—Course Completion by Modality (Insert Data Chart)](#)

## SLOCCCD Program Review Data: Successful Course Completion

**Select Department:**
Noncredit Short-Term CTE

**Course:**
Multiple values

**Legend:**
🟩 Face to Face Modality
🟥 Online Modality

### Successful Course Competion by Modality -Noncredit Short-Term CTE



| | | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 |
|---|---|---|---|---|---|
| Face to Face Modality | Department Success Rate | 83.75% | 94.82% | 96.76% | 12.95% |
| | Total Department Enrollments | 424 | 465 | 1,101 | 155 |
| Online Modality | Department Success Rate | | | 100.00% | 69.16% |
| | Total Department Enrollments | | | 43 | 859 |

The student success metric for Adult with Disabilities drastically decreased due to the conversion of online instruction. This was especially challenging for our Adults with Disabilities populations because many students not only lack access to technology but also digital literacy skills. Our students are particularly vulnerable and face many barriers; struggling with the difficulty of navigating and learning technology along with personal disabilities proved to be overwhelming for most students. Despite these challenges, the Continuing Education staff, faculty, and Adults with Disabilities community partners collaborated, and we were able to offer the entire program online.
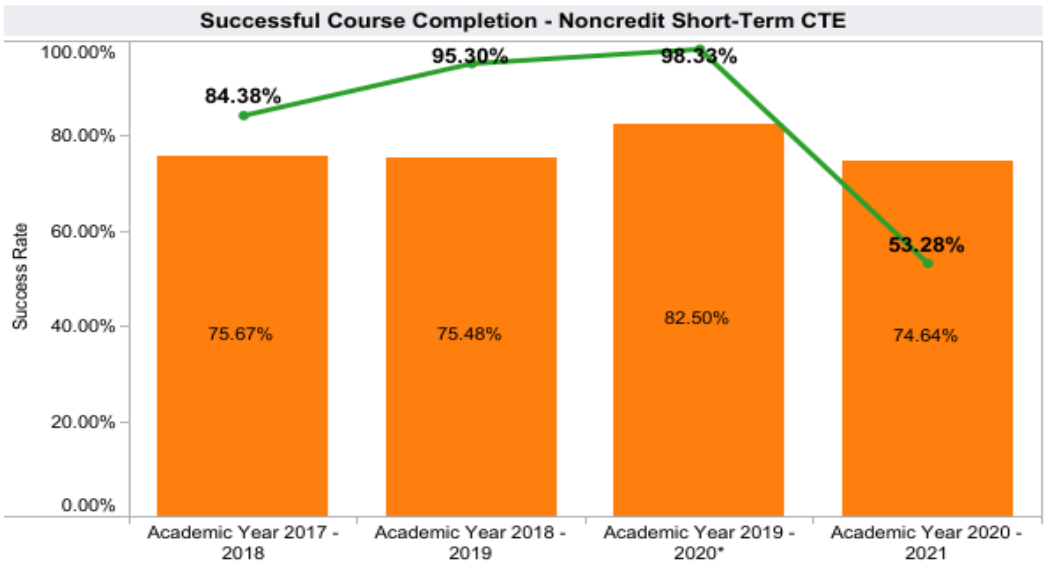
[Degrees and Certificates Awarded (Insert Data Chart)](#)

The Continuing Education Department will continue to work with Institutional Research to include noncredit certificates in the program review data.

[General Student Success – Course Completion (Insert Aggregated Data Chart)](#)



**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:
Noncredit Short-Term CTE

COURSE
Multiple values

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

**Successful Course Completion - Noncredit Short-Term CTE**

**Noncredit Short-Term CTE Success Rate Table**

|  | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 |
|---|---|---|---|---|
| Department Success.. | 84.38% | 95.30% | 98.33% | 53.28% |
| Total Enrollments | 305 | 318 | 435 | 728 |

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

The success rate drastically decreased during the 2020-2021 academic year. This decrease is due to the pandemic and the conversion to online learning and the challenges the Adults with Disabilities population experienced with this modality of instruction.

# PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

**CHECKLIST:**
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

**NARRATIVE:**
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

|  | *S 2018* | *F 2018* | *S 2019* | *F 2019* | *F 2020* | *S 2020* | *F 2021* | *S 2021* | *S 2020 CPPR* |
|---|---|---|---|---|---|---|---|---|---|
| *SLOs Assessment* | NCTE 710<br><br>NCTE 730 |  |  | NCTE 701<br>NCTE 710<br>NCTE 730 | NCTE 701<br>NCTE 710<br>NCTE 730 |  | NCTE 701<br>NCTE 710<br>NCTE 730 |  | AWD Program SLOs |

# PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes
   None

B. Anticipated changes in curriculum, scheduling or delivery modality
   The process of changing the curriculum and program name for Adults with Disabilities is completed. Currently, the Adults with Disabilities courses are identified under NCTE which is inaccurate and skews the program review data. The Continuing Education Department proposed the name change to NAWD (Noncredit Adults with Disabilities). This change will make the program more identifiable for potential students and partners, as well as create accurate program data.

C.  Levels, delivery or types of services
The Adults with Disabilities population is unique, facing barriers in reaching their personal and educational goals. This program uses categorical funding to support the specialized student services that are provided by the Continuing Education staff.

The impact of COVID-19 drastically reduced the enrollments with the conversion to online learning. That transition was a huge challenge that many students could not overcome, and other community classes were cancelled due to the closure of the facility.

However, the Continuing Education Department continues to work with community partners in the planning to rebuild the program as soon as it is safe to do so.

D.  Facilities changes
The Continuing Education Department provides specialized student support services for the ESL, NABE, NCTE, Adults with Disabilities, and Emeritus programs that all serve student with unique and diverse needs. The Continuing Education Department on the San Luis Obispo Campus would benefit from having a larger dedicated space. The Continuing Education staff assist students with onboarding services, including assessments, registration, and orientations for all the programs listed above. Currently, these services are provided in 3411 which is a very small office that two staff share along with two computers for students. This set up does not work. Staff are taking phone calls while students are taking tests and during peak times of the semester the line to serve students is down the hallway. We need access to computers for Continuing Education staff as well as a dedicated area with at least ten computers where students can receive assistance completing the online admissions application and taking CASAS placement tests. This space would mirror the existing Continuing Education Center at the NCC.

E.  Staffing projections
**Part-Time Faculty Work:** We continue to need part-time faculty to teach courses, and we have part-time hiring pools almost every year. Since we do not have any full-time faculty members, we need to pay part-time faculty on special projects. For example, part-time faculty work on retention activities, curriculum development, and student office hours funded through CAEP and Student Equity. We will need to continue to pay part-time faculty to work on these essential program components.

F.  Other

# PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

**This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.**

| Area of Decline or Challenge | Identified Objective (Paste from PSP) | Planning Steps (Check all that apply) | Has the Improvement Target Been Met? |
|---|---|---|---|
| Enrollment | | ☐ Identified<br>☐ Resources Allocated<br>☐ Implemented | |
| Student Demand (Fill Rate) | | ☐ Identified<br>☐ Resources Allocated<br>☐ Implemented | |
| Efficiency (FTES/FTEF) | | ☐ Identified<br>☐ Resources Allocated<br>☐ Implemented | |
| Student Success – Course Completion | | ☐ Identified<br>☐ Resources Allocated<br>☐ Implemented | |
| Student Success — Course Modality | | ☐ Identified<br>☐ Resources Allocated<br>☐ Implemented | |
| Degrees and Certificates Awarded | | ☐ Identified<br>☐ Resources Allocated<br>☐ Implemented | |

**If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.**