2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024
CLUSTER: STUDENT SUPPORT AND SUCCESS
LAST YEAR CPPR COMPLETED: 2022
CURRENT DATE: 3/4/2024

PROGRAM(S): EMERITUS
AREAS OF STUDY: CONTINUING EDUCATION
NEXT SCHEDULED CPPR: 2026

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**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

The Emeritus program is a stand-alone program that does offer degrees or certificates. The program offers life-long learning for adults 55 years and older.

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

We continue to strive to meet institutional objectives of expanding access through our Emeritus programs. We are always expanding our course offerings through sites that meet students where they live throughout the county, by developing courses based on the needs and interests of students, and by offering courses free of cost and with supported registration. In particular, Institutional Objective 1B, Increase enrollment opportunities for community members who are 55 years of age or older, is central to our Program. Our Emeritus Program is designed to be easily accessible to members of the community and to meet their needs. We continue to offer programs in sites throughout the county and in areas where community members over 55 can easily attend courses without traveling, such as senior centers and assisted living facilities. We simplify registration by visiting local sites to support course marketing and registration. Our staff work closely with instructors to support attendance. We work with partners/site coordinators to determine the needs of the community members and base our offerings

on this feedback. We develop and adapt courses to meet the needs of our community members and to support the over 55 community through topics and curriculum that are differentiated to work for those over 55 who may have different learning needs.

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

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

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

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

SLOCCCD Program Review Data - Enrollment

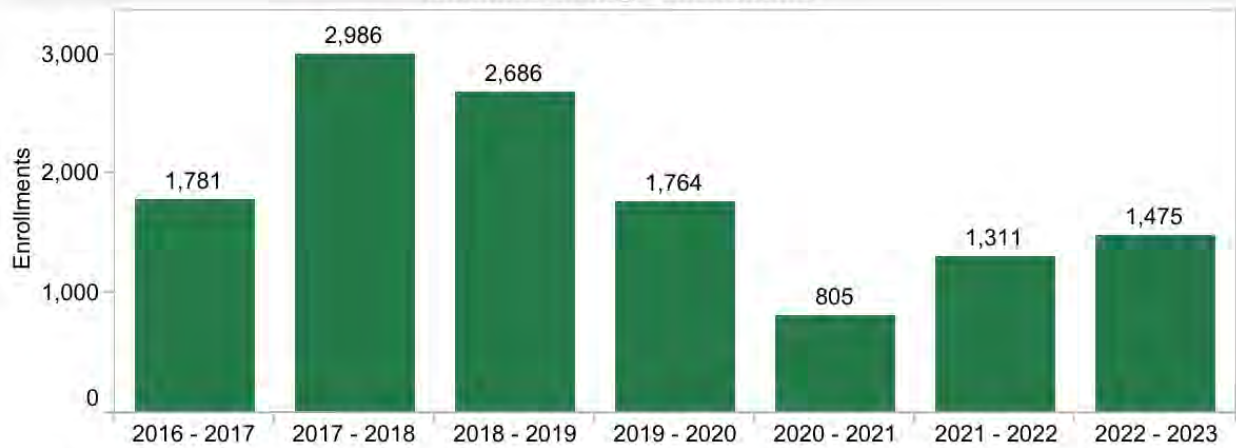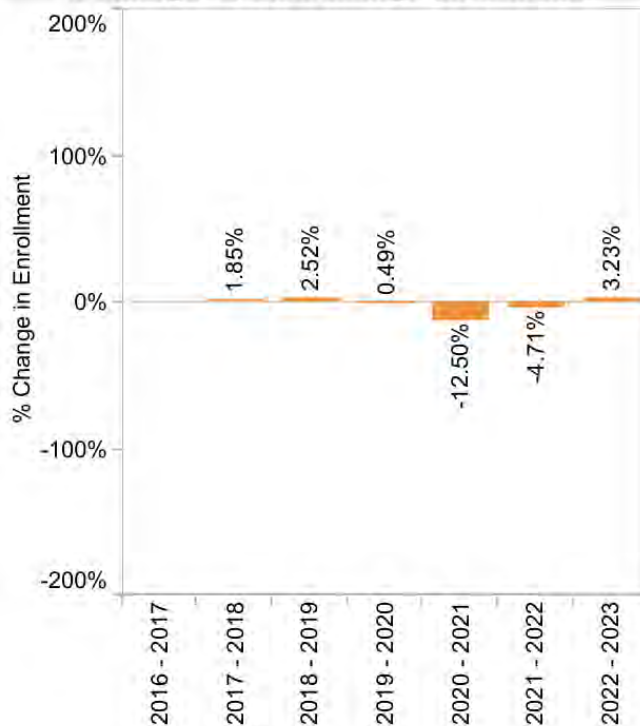**Department:** Emeritus College   **Course:** All   **Dual Enrollment:** All   **Prison:** All
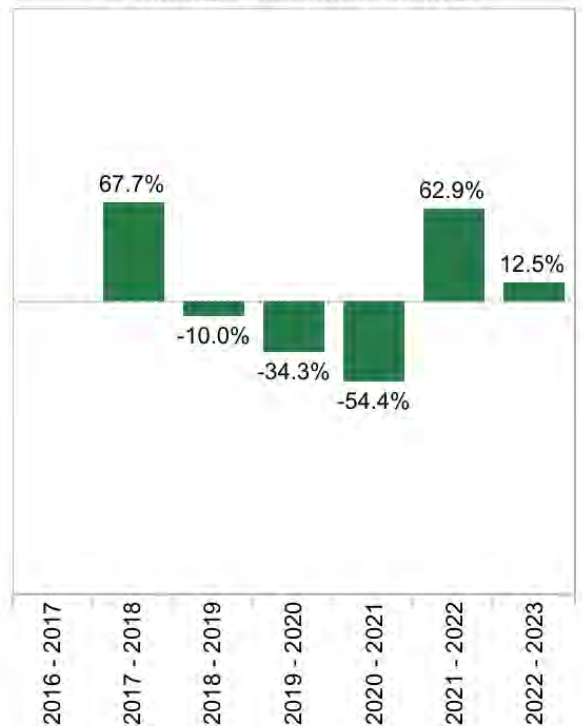
Region: All   **TERM** All

Emeritus College Enrollments

Year	Enrollments
2016 - 2017	1,781
2017 - 2018	2,986
2018 - 2019	2,686
2019 - 2020	1,764
2020 - 2021	805
2021 - 2022	1,311
2022 - 2023	1,475

% Change - Overall College Enrollments

Year	% Change
2016 - 2017	
2017 - 2018	1.85%
2018 - 2019	2.52%
2019 - 2020	0.49%
2020 - 2021	-12.50%
2021 - 2022	-4.71%
2022 - 2023	3.23%

% Change - Emeritus College

Year	% Change
2016 - 2017	
2017 - 2018	67.7%
2018 - 2019	-10.0%
2019 - 2020	-34.3%
2020 - 2021	-54.4%
2021 - 2022	62.9%
2022 - 2023	12.5%

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.

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Emeritus Programs have shown a significant rebound from pandemic levels and an increase in enrollment of 12.5% from the previous academic year. This number is significantly higher than the overall enrollment increase for the College of 3.23 percent.

For Emeritus, we have identified a critical need within the community for programs that support adults within the community and have tapped into this need by expanding our programs, partnerships, and offerings at community sites and in various locations throughout the county. We continue to plan development of our program, based on this exciting growth trend, feedback from partners, the community, our students, and our instructors and staff. The Emeritus represents an important opportunity to grow Cuesta's programs and to serve the public with learning and outreach that is not otherwise available within the community, especially free of charge and with a focus on supporting older adults with lifelong learning.

We know, from feedback from our students and our community partners, that there is a dire need for learning services that support older adults with learning and growth opportunities where they live. Our classes support lifelong learning in the arts, physical activity and mobility, communications and technology, writing, and enrichment. Our courses also provide a venue for our students to connect with other adults, their instructors, members of the community.

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

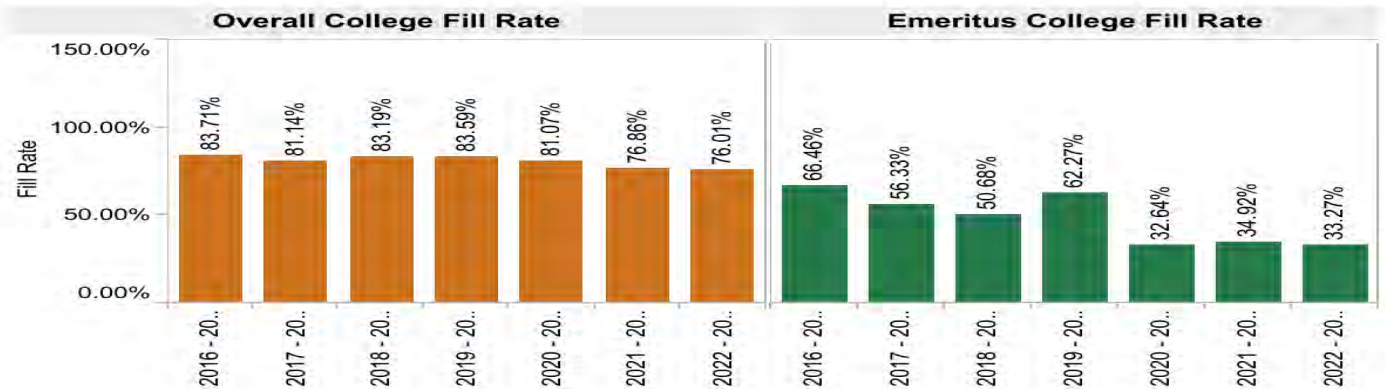Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

| Department: | Course: | Dual Enrollment: | Prison |
| Emeritus College | All | All | All |

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

Emeritus College Fill Rate: 66.46% (2016), 56.33% (2017), 50.68% (2018), 62.27% (2019), 32.64% (2020), 34.92% (2021), 33.27% (2022)

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.

Our fill rate for Emeritus is 33.27% and compares to the College's fill rate of 76.01%. While this rate is lower than for the College as a whole, the nature of these courses and their participants plays a significant role in the fill rate. These courses are offered at community centers and are primarily attended by students over 50 years of age. The uniqueness of our population, along with challenges of mobility/finding transportation, and attending to health and well-being often mean that our students have to make late decisions about participation in a course. The Emeritus course caps are set at 60 to allow flexibility for open entry open exit modality which impacts the fill rate date for the Emeritus program.

We also know that keeping track of student course registration and attendance can be challenging for our instructors, who attempt to remain flexible in allowing students to add and drop. We are working closely with our instructors to be sure we capture the all student enrollments.

Finally, the return to in-person for this population following the pandemic is slower than that for other disciplines, and for courses offered in-person, illness can continue to immediately shut down a course, in response to the risk to the elderly population. We anticipate that the numbers will continue to rebound as we move further from the pandemic.

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

Insert the data chart and explain observed differences between the program and the college.
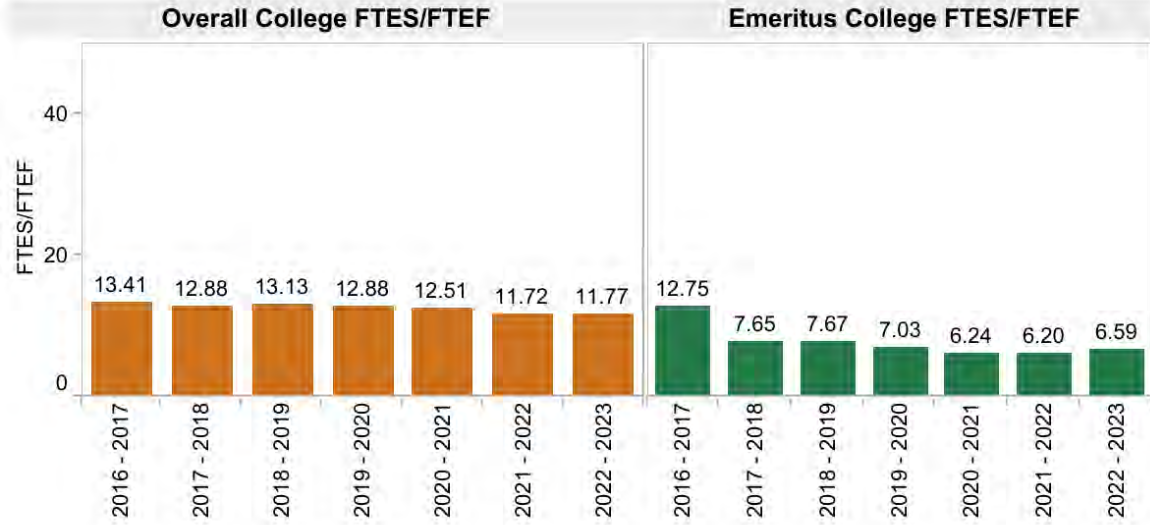
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Emeritus College	All	All	All

Overall College FTES/FTEF: 13.41 (2016-2017), 12.88 (2017-2018), 13.13 (2018-2019), 12.88 (2019-2020), 12.51 (2020-2021), 11.72 (2021-2022), 11.77 (2022-2023)

Emeritus College FTES/FTEF: 12.75 (2016-2017), 7.65 (2017-2018), 7.67 (2018-2019), 7.03 (2019-2020), 6.24 (2020-2021), 6.20 (2021-2022), 6.59 (2022-2023)

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

Noncredit course efficiencies are not calculated through Census data but rather are based on positive attendance. A class may start with 30 students but throughout the semester, some students are absent, and all of this is factored into the efficiency data.

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

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

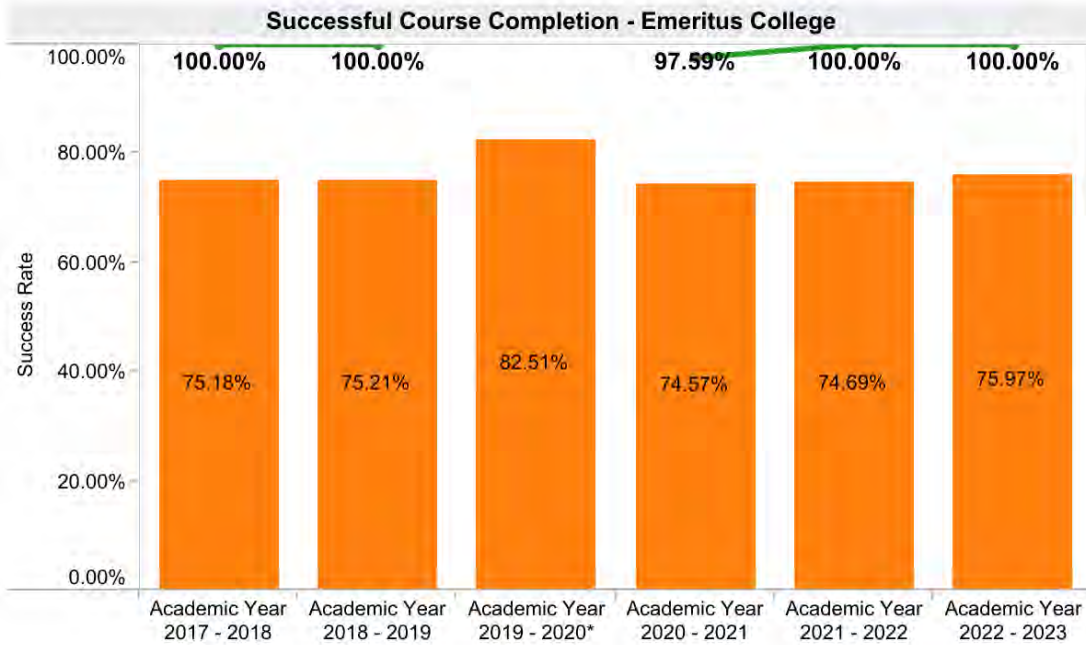## SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Emeritus College

TERM
All

Measure Names
- ■ Department Success Rate
- ■ Overall College Success Rate

COURSE
All

Successful Course Completion - Emeritus College

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success	100.00%	100.00%		97.59%	100.00%	100.00%
Overall College Success	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%

Emeritus College Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	100.00%	100.00%		97.59%	100.00%	100.00%
Total Enrollments	3,878	3,312	2,925	1,232	1,687	2,001

Success: The Percentage of student enrollments resulting in a final grade of "C" or better
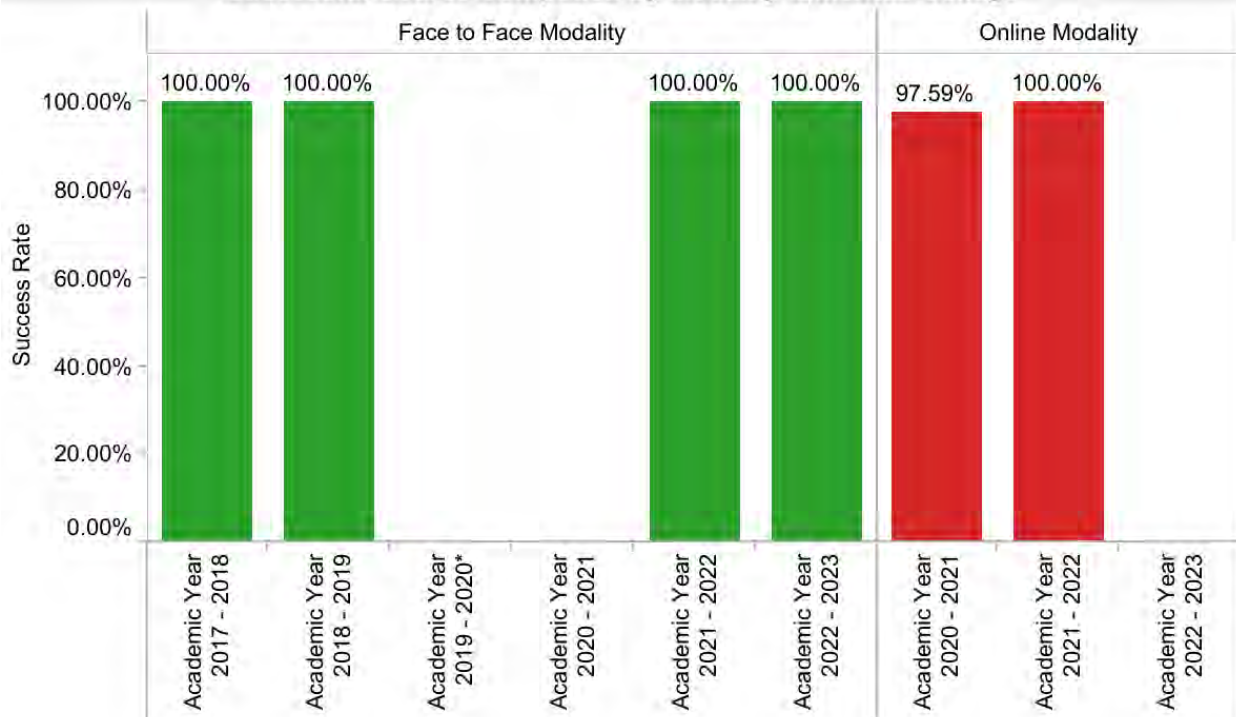
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Emeritus College

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Emeritus College

Successful Course Competion by Modality Table - Emeritus College

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	100.00%	100.00%			100.00%	100.00%
	Total Department Enrollm..	3,878	3,312	2,925	299	879	1,450
Online Modality	Department Success Rate				97.59%	100.00%	
	Total Department Enrollm..				933	808	551

Our success rates for Emeritus courses of 100% are 25 percentage points higher than the 74.9% rate for the College as a whole. We believe this success rate reflects the nature of the courses and their place within the community. These courses are offered as

8 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
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opportunities for enrichment that play a critical role in the lives of older adults. The adults do not receive credit for their participation. The courses are not graded.

In response to the modality slide: Our rates for online courses are identical to those for in-person modalities and also show a 100% success rate. Again, these courses offer critical opportunities for enrichment within the adult population of learners in the community. Evaluation is informal and credit is not offered for these courses.Click here to enter text.

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

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

N/A

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

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

9 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
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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Emeritus College

COURSE
All

TERM
All

Measure Names
- ■ Department Success Rate
- ■ Overall College Success Rate

Successful Course Completion - Emeritus College

Emeritus College Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	100.00%	100.00%		97.59%	100.00%	100.00%
Total Enrollments	3,878	3,312	2,925	1,232	1,687	2,001

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

Our success rates for Emeritus courses of 100% are 25 percentage points higher than the 74.9% rate for the College as a whole. We believe this success rate reflects the nature of the courses and their place within the community. These courses are offered as

opportunities for enrichment that play a critical role in the lives of older adults. The adults do not receive credit for their participation, and evaluation is informal. The courses are not graded.

In addition, our courses are designed to closely match the needs and interests of our students and to be accessible within the community. We work closely with our partners and instructors to determine learning needs and engagement and to create and revise what we offer. We believe this work is reflected in our student success.
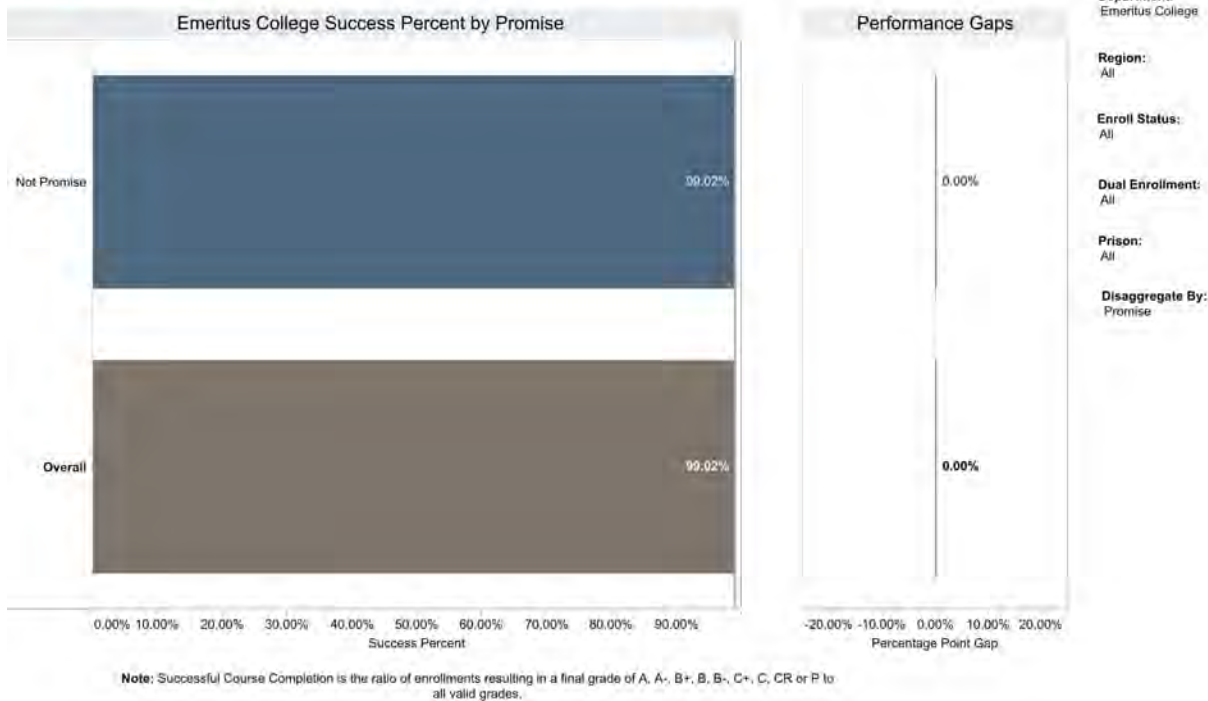
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

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

11 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
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Successful Course Completion by Student Subpopulation

Emeritus College Success Percent by Promise | Performance Gaps

	Success Percent	Percentage Point Gap
Not Promise	99.02%	0.00%
Overall	99.02%	0.00%

Academic Year: All
Department: Emeritus College
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Promise

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

Our programs do not show differences in student success rates for specific groups based on the data provided. In addition, the population we serve in our Emeritus Program is wholly a specific group with specific learning needs and interests. As such, our program, our courses, and our learning outcomes are designed to provide customized learning and enrichment that meets our specific needs and that can be accessed within the community. Our instructors adapt instruction, courses, timing, content, and learning opportunities based on the needs of our students.

We do not have other disaggregated data for specific groups.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the _____ year in the 5-year calendar of the Curriculum Review Worksheet.

Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix	Past Re-scheduled Due	Briefly state why modification was not	Second re-scheduled date for

13 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
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and Course #	Date for Modification	completed as rescheduled	modification (must be within 6 months)

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

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

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).

We are in the process of developing a new SLO assessment cycle calendar. As the new Director of Continuing Education is still being trained on the assessment process, we will have a completed assessment plan and calendar by fall 2024

We will assess the courses in Lumen beginning fall 2024.

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.*

NONE

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 and addressing equity gaps

We are expanding programs and addressing equity gaps by expanding noncredit vocational education that is free of cost and increasing access to low-income, and over 55 student populations.

We are expanding offerings in throughout the county on sites that reach all students, particularly those over 55, to better meet the needs of the full population of the county. We continue to strive to offer programs that match student needs by working closely with program and site coordinators to understand student needs and experiences.

B. Anticipated changes in curriculum, scheduling or delivery modality

We are continually adding courses that meet our students needs and interests in locations throughout the county and based on feedback and need assessment from site and regional partners/coordinators.

C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections

We will continue with ongoing part-time faculty recruitment.

F. Anticipated changes in curriculum, scheduling or delivery modality
G. Levels, delivery or types of services
H. Facilities changes
I. Staffing projections
J. Other

We anticipate the development of new courses in Emeritus and are currently planning to offer photography and Spanish courses based on the needs of our students, expressed opportunity from our community partners, and availability of our instructors.

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 ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

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.