

## 2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021

PROGRAM: CONTINUING EDUCATION, ADULTS WITH DISABILITIES

CLUSTER: STUDENT SUCCESS & SUPPORT

LAST YEAR CPPR COMPLETED: 2020

NEXT SCHEDULED CPPR: 2024 CURRENT DATE: 2/18/2021

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 Continuing Education, Adults with Disabilities program is committed to providing students the opportunity to work on academic and professional skill development through courses that foster a culture of empowerment, goal-setting and individualized motivation. As of fall 2019, the program has expanded its course offerings to include a full day program on Tuesdays and Wednesdays at the North County Campus in collaboration with our North County Affiliates partners. In fall 2020, we increased our enrollments by offering four full days at the NCC as well as expand our program to the San Luis Obispo campus in collaboration with Achievement House. We developed and submitted a noncredit Career Development College Preparation certificate of competency in February 2021 that will allow students to achieve a certificate that they can use for educational and employability opportunities. This year the Adults with Disabilities program faced considerable challenges due to COVID-19. As all other college programs, Adults with Disabilities had to convert to emergency online instruction in spring 2020. This was especially challenging for our student population because the majority of our students lacked the digital literacy skills to persist in the program. However, through collaborations with the Continuing Education staff, faculty, and NCI partners we were able to maintain 18 sections and provide support to our students to help them succeed in the online learning environment. Despite this challenge we were very encouraged to see this particular

student population rise to the challenge and succeed. However, we are eager to return to the classroom at all of our Cuesta sites and community center and rebuild our program once it is safe to do so.

### **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.

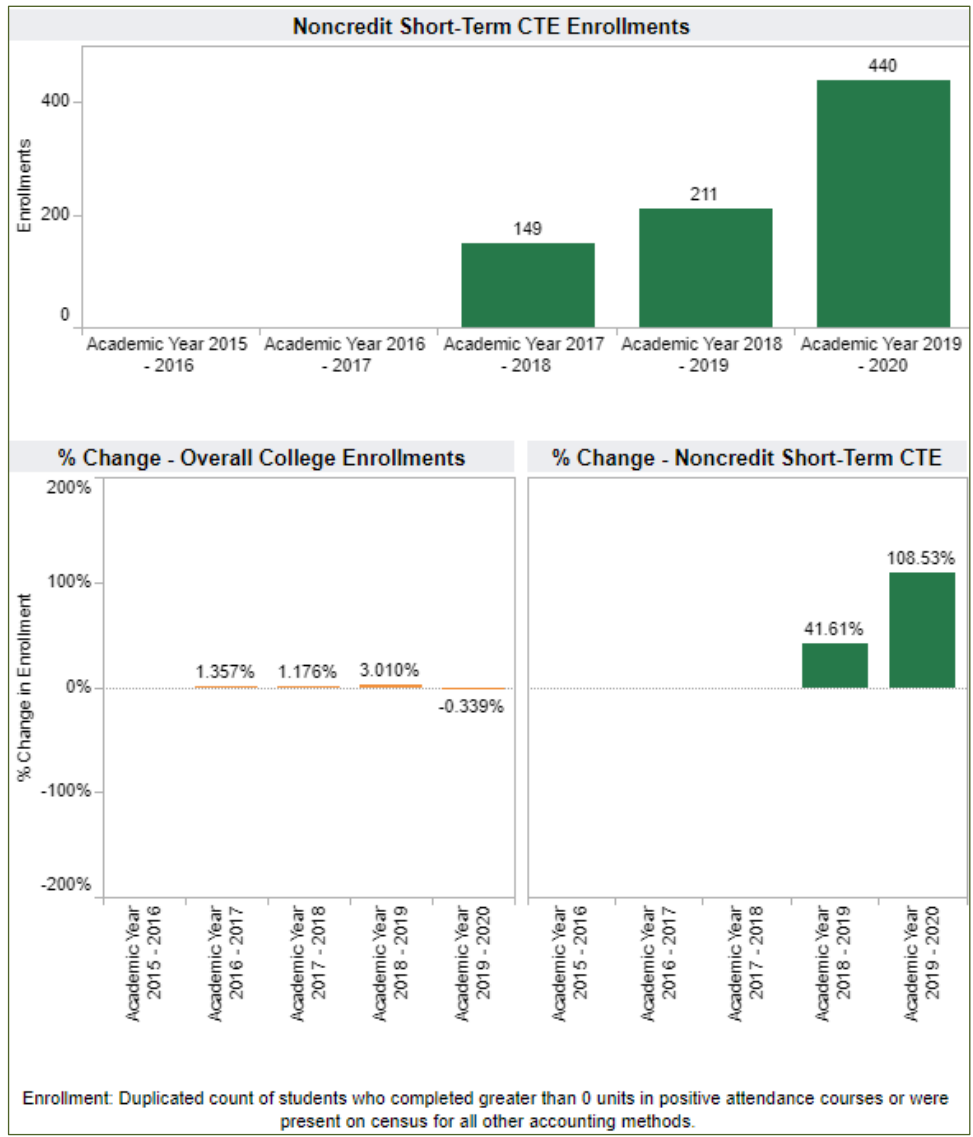
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### **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 \(Insert Aggregated Data Chart\)](#)

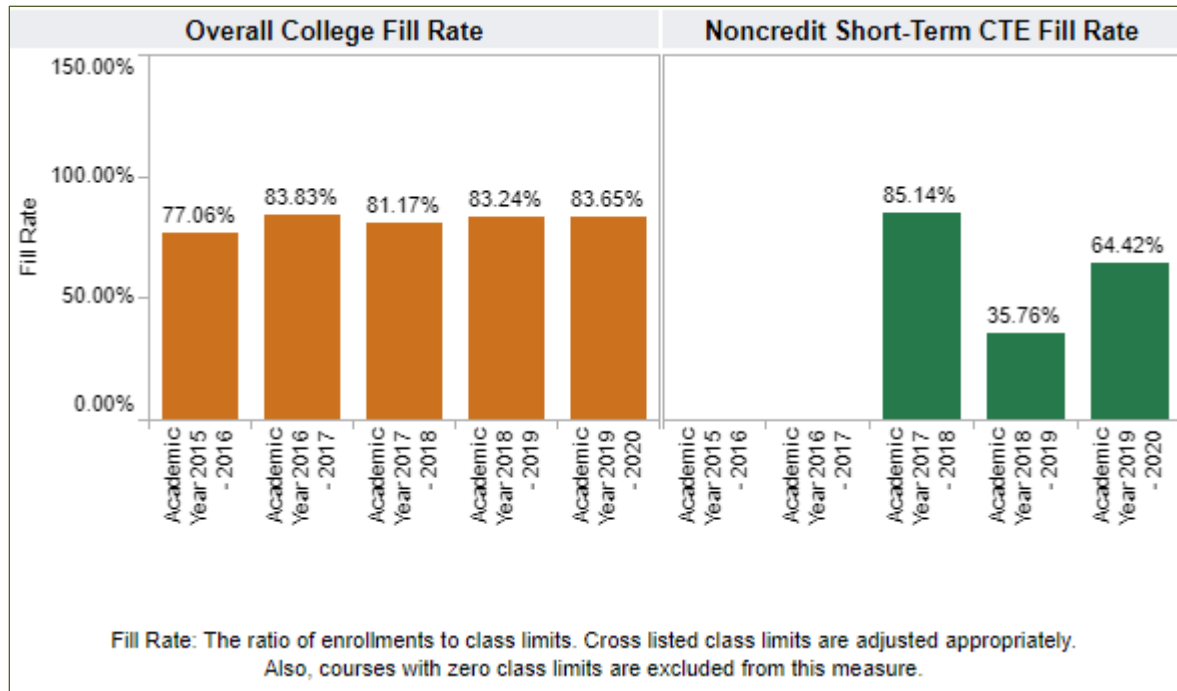
*Continuing Education – Enrollment -Adults with Disabilities (2015-2020)*



Enrollments increased by 229 students from 2018-2019 to 2019-2020. Overall enrollments continue to increase for the Adults with Disabilities program. This year enrollments have decreased due to the pandemic and the force shut down of community sites and the barrier of online learning for this population. However, the Continuing Education is confident that we rebuild the program as soon as it is safe to do so.

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

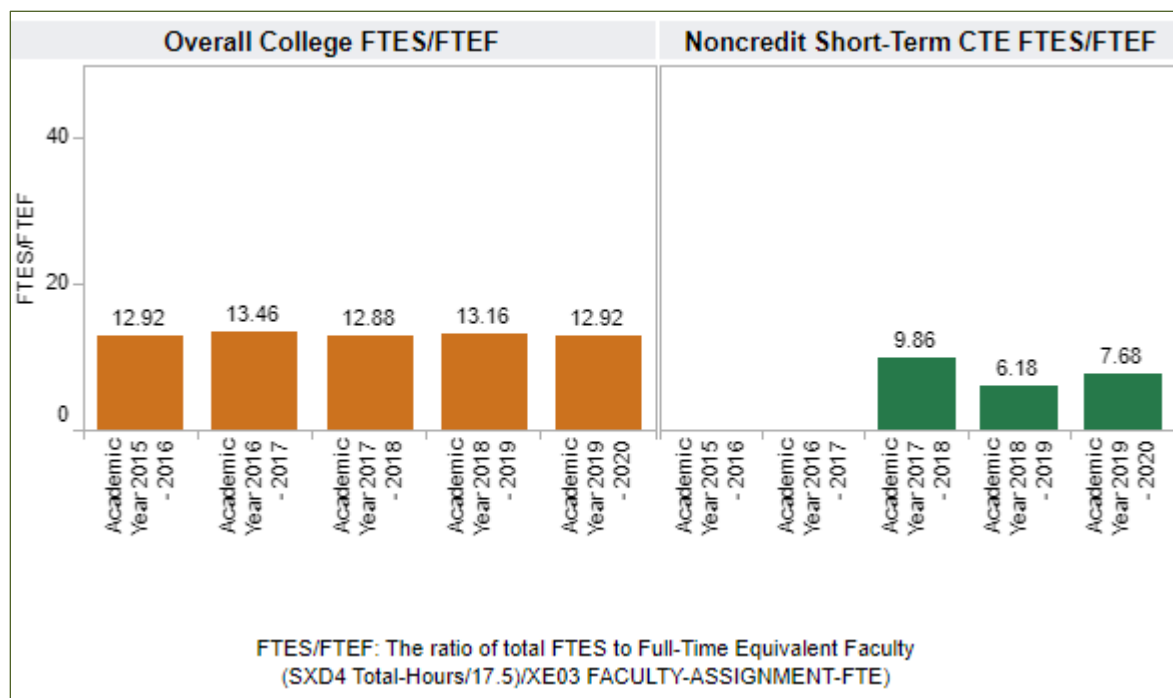
*Continuing Education – Fill Rate -Adults with Disabilities (2015-2020)*



The general fill rates for Adult with Disabilities courses increased by nearly 29% from 2018-2019 to 2019-2020. However, the program is still 19% below the college average. This is in part due to the implementation of the new program and building partnerships with agencies such as North County Affiliates, Achievement House, Path Point, and Department of Rehabilitation. As we start new partnerships and add courses there is not always the initial enrollments that we want, however we are certain through these partnerships that we will build a sustainable and successful program that will increase enrollments and FTES in the next two years. Discontinuing multiple sections and cancelling lower enrolled courses improved overall fill rate. We are confident that when we return to in-person instruction our classes will be in demand and meeting the needs of adults with disabilities in our county.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

*Continuing Education – FTES/FTEF -Adults with Disabilities (2015-2020)*



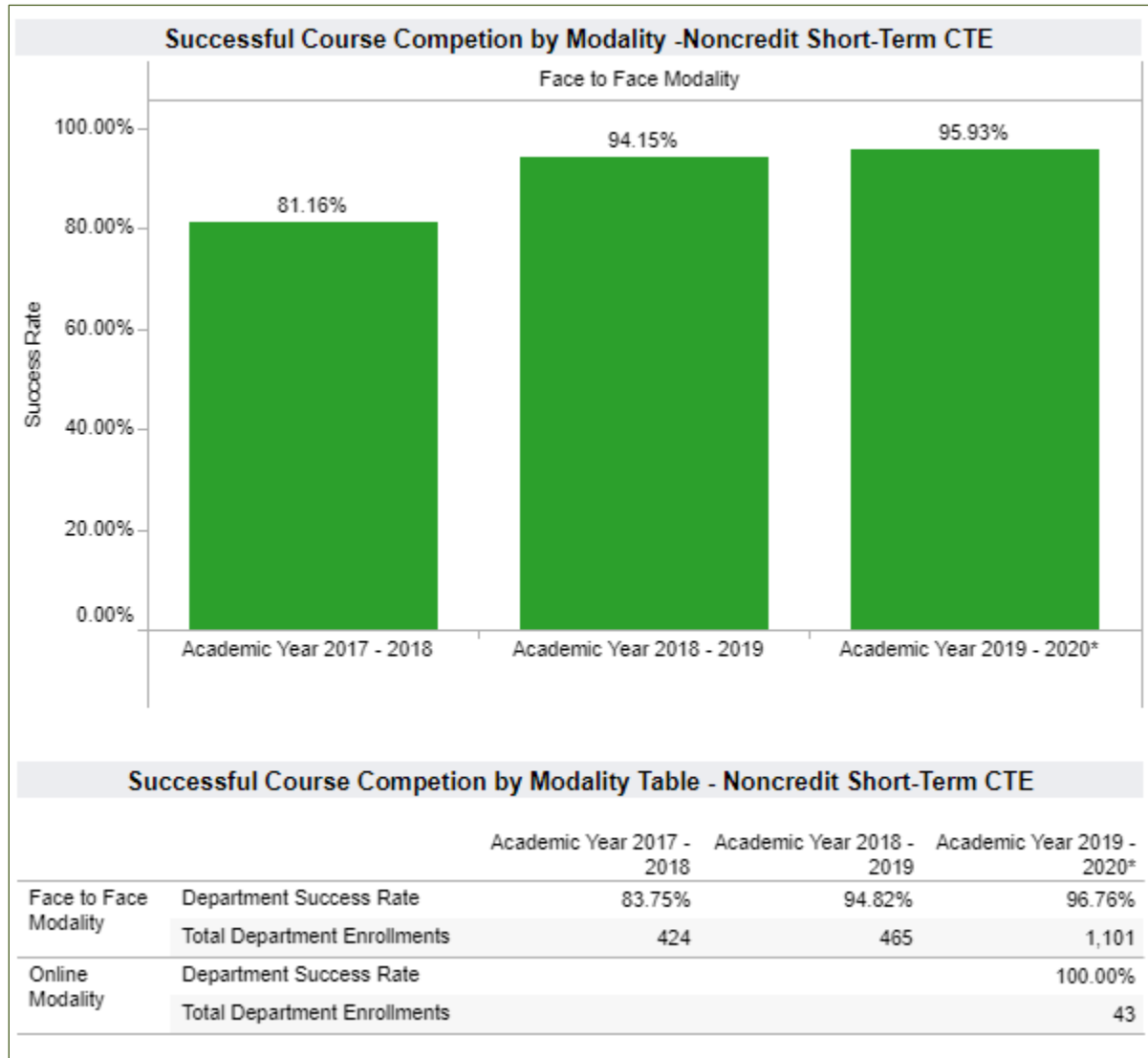
Although the efficiency only slightly increased by 1.5 %, it does remain low and under the college’s average. However, this efficiency metric will always be low for the Adults with Disabilities program due to the nature of the program for several reasons. First course caps are set at 25 students. This is necessary because Adults with Disabilities instruction relies on intensive small group and one-on-one, student-instructor interaction. Smaller classes in Adults with Disabilities in necessary to successfully serve the diverse student population with diverse disabilities. Also, Adults with Disabilities like all noncredit programs use the positive attendance accounting method versus the census rosters. A class may start full with 25 students, but throughout the semester the attendance may be sporadic, and all of this is factored into the data. The combination of low course caps and 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 efforts. This has included transportation. Our NCI partners transport students by van to NCC to attend classes. This ensures our students are getting to class and eliminates transportation as a barrier. Our Continuing Education staff work closely with faculty and partners to build a sense of campus community and belonging for this population. Through events and

newsletters that highlight student success and achievement we have encourage student persistence and retention. We will continue to work on new and innovative ideas to support this newly developed program.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

*Continuing Education – FTES/FTEF -Adults with Disabilities (2017-2020)*



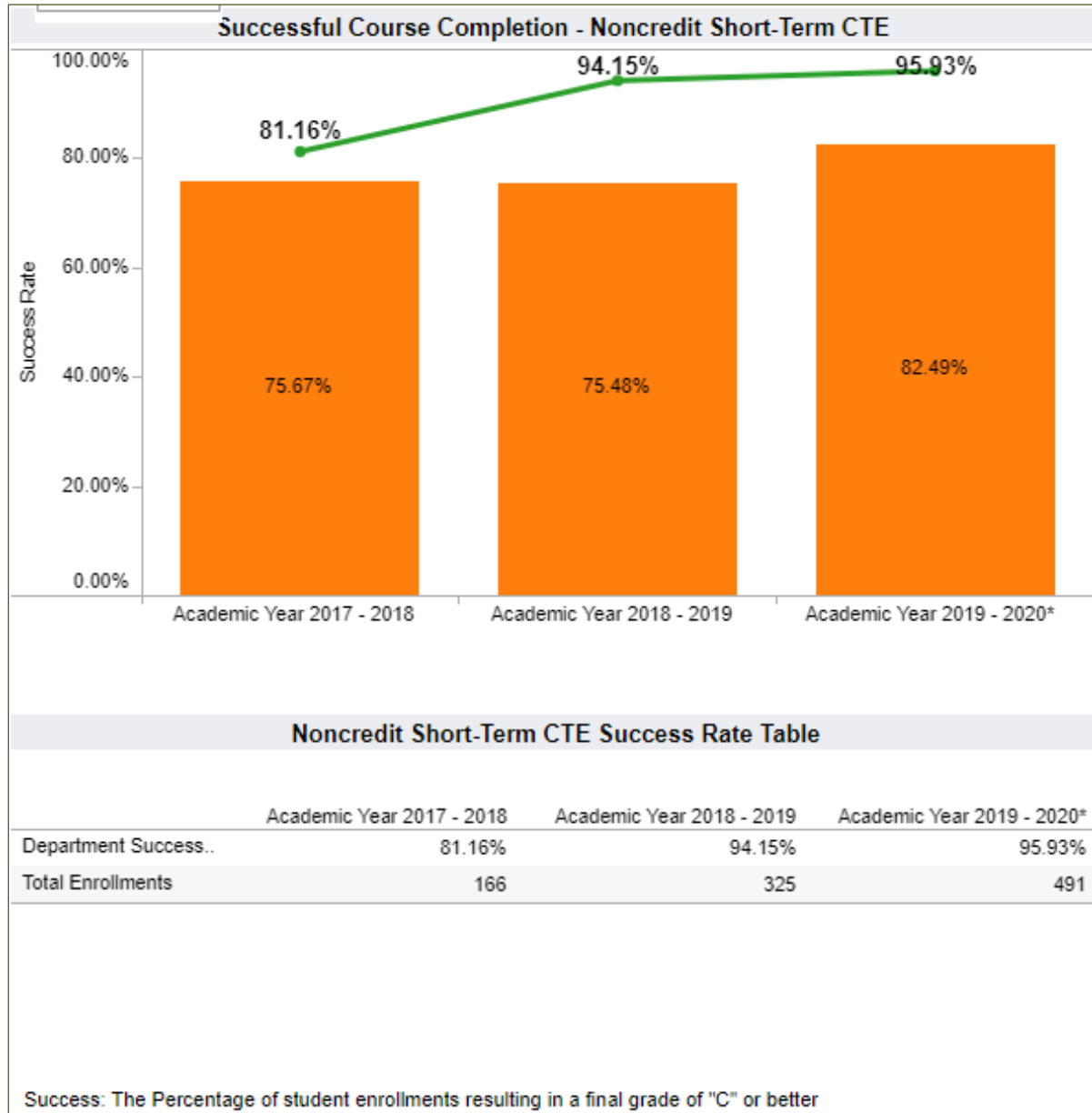
The student success metric for Adult with Disabilities continues to increase each year. One of the factors to this success is the pedagogical approach to smaller class size in the Adults with Disabilities program. It will be interesting to see the success rate during 20-21 academic year and the swift conversation to online learning.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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

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

*Continuing Education – Course Completion -Adults with Disabilities (2017-2020)*



The success rate continues to improve each academic year. This increase in success is encouraging. The strong community partnerships are a contributing factor to this success.

## 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 NCTE 730			NCTE 701 NCTE 710 NCTE 730	NCTE 701 NCTE 710 NCTE 730		NCTE 701 NCTE 710 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 has started. Currently, the Adults with Disabilities courses are identified under NCTE which is inaccurate and skews the program review data. The Continuing Education Department is proposing creating 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 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

Evaluate the need for staffing changes after the reorganization from Workforce Economic & Development cluster to Student Success & Support.

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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.