

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023 PROGRAM: DUAL ENROLLMENT/CCAP

CLUSTER: RES., GRANTS, COMM. ENG.

LAST YEAR CPPR COMPLETED: 2022

NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 3/2/2023

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 ([download from this 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 degrees and/or certificates:

N/A

GENERAL PROGRAM UPDATE

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

In the 2021-2022 and 2022-2023 academic years, the Dual Enrollment Office continued to work closely with our high school districts to determine the dual enrollment needs of our local area districts. In addition to more substantive support of the registration process, the most emergent request from districts is around the Cuesta Led CCAP model. For the 2023-2024 academic year, 40% of the new course requests were for this model (despite Cuesta Led representing 13% of our CCAP course offerings in the 2022-2023 academic year). This adjustment in our CCAP course delivery is a continued topic of discussion as it requires additional structure around practices (onboarding of new HS teachers in this collaboration, faculty load concerns across terms, etc.). Additionally, as the responsibility for successful CCAP Enrollment has shifted to the Dual Enrollment Office, staffing resources and time have been allocated to these efforts – with an increased need for additional staffing to support our CCAP students, parents, dual enrollment teachers, high school Dual Enrollment Coordinators, and high school district employees.

A pending program change for 2023-24 is Mission Prep High School revisiting their commitment to offering dual enrollment because of the difficulties to get students registered through the Enrichment enrollment process. Since as a private school Mission Prep is under an ISA

(Instructional Services Agreement), all sections must be open to the public and registration follows the process for Enrichment and not CCAP. The level of guidance and support provide to the school and teachers for this process was not adequate to successfully register all interested students into the classes.

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

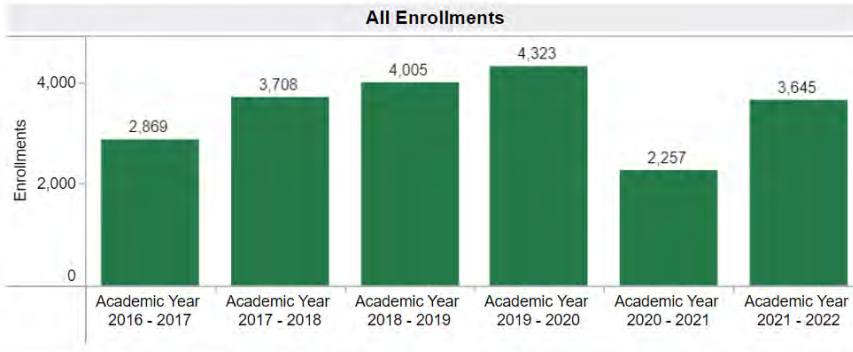
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends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

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

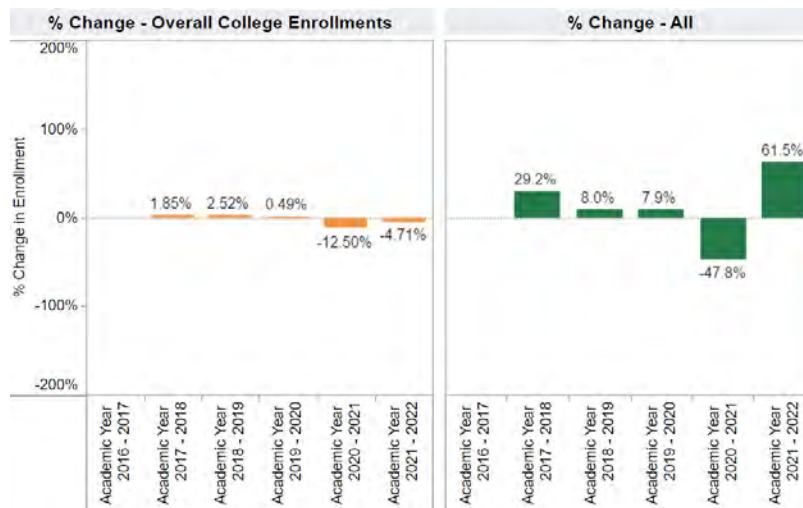
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:
 Course:
 Dual Enrollment:
 Prison:
 Region:



Click here to enter text.



In the 2020-2021 academic year, there was a drop in enrollment reflective of the pandemic, as well as a steep shift to all electronic enrollment processes (online OpenCCC Apply account creation, admissions application, Permit to Enroll and CCAP Enrollment Form) that had traditionally been done via paper. In the 2021-2022 academic year, enrollment rose to close to pre-pandemic levels (3,645 duplicated enrollments). During this academic year, Enrollment

Services and Enrollment Success Specialists provided each section/high school period with one in person support, as well as checked for admissions application completion, and the collection of any CCAP paper documents at our high school sites. For the High School Teacher Led model, CCAP Missing Items Lists of outstanding student enrollments were then sent from the Dual Enrollment Office to our Dual Enrollment High School Teachers and Dual Enrollment Coordinators to communicate with students. Our office partnered with Enrollment Services to text and email students with outstanding enrollments before the April 28th, 2022 enrollment deadline for our Fall/Year-Round and Spring CCAP classes. For our Cuesta-Led Courses, timely and intrusive enrollment support is required in order for all students in the class to have access to “First Day Access”.

In the 2022-2023 academic year, enrollment support shifted beginning in August 2022 to the Dual Enrollment Office. The Dual Enrollment Office Support Technician, Associate Director, and Director of Community Engagement were able to provide in person support for roughly 110 (Cuesta Led sections, PEDS 110 sections, and new Dual Enrollment Teachers) of the 280 sections in the 2022-2023 academic year. The Dual Enrollment Office is also responsible for communicating student enrollment statuses to High School Dual Enrollment Teachers and Dual Enrollment Coordinators and troubleshooting any enrollment related concern. Additional conversations about the enrollment process need to be facilitated to further define roles and responsibilities of successful student registration. Additional staffing is requested for the Dual Enrollment Office related to student enrollment support. Any expectations of growing the capacity of dual enrollment or addressing broader program elements, such as aligning high school and college pathways must recognize the need for additional staffing.

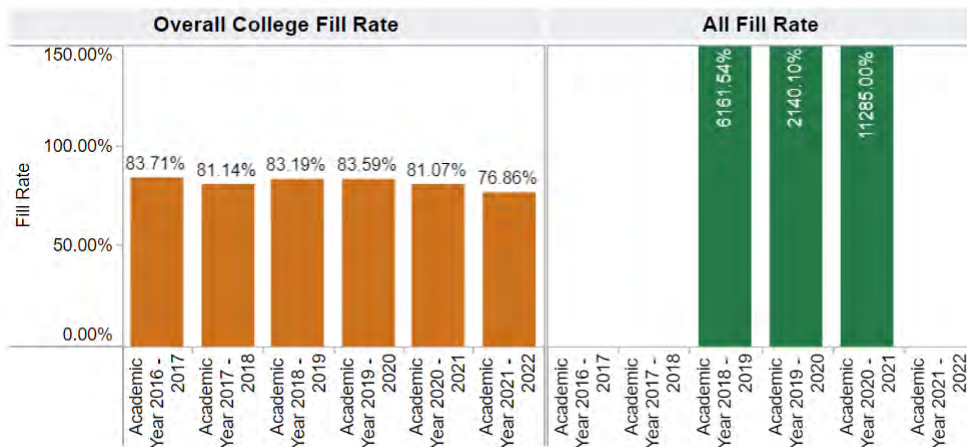
Administration’s review and input will be needed to guide decisions in scheduling, minimum enrollment thresholds, on site enrollment support in collaboration with our local high school districts, and Cuesta instructor-led and regular dual enrollment offerings; all decisions that will impact enrollment.

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:



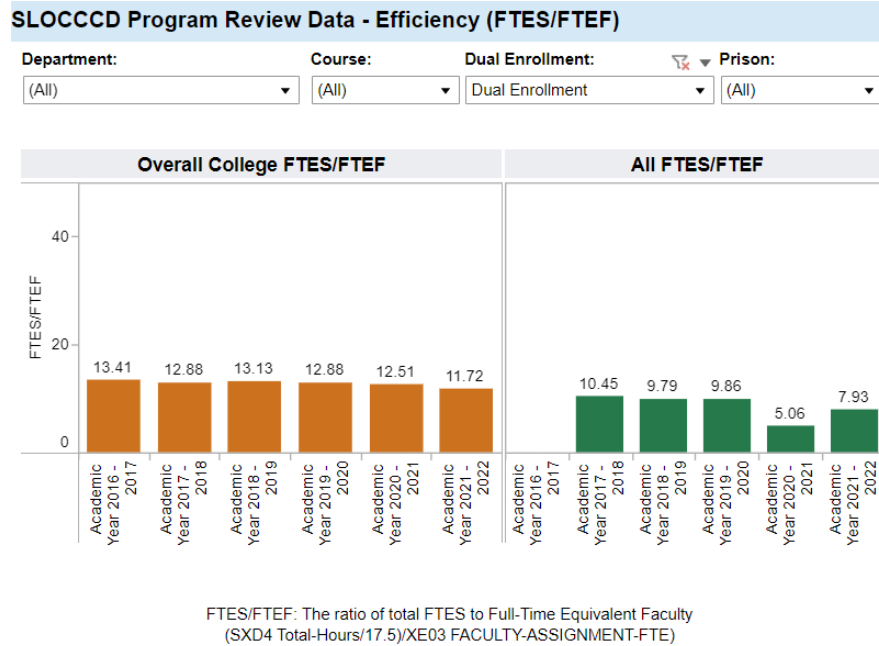
Fill rate is predominantly a factor for Dual Enrollment for the sections that are taught by Cuesta instructors, and/or are open to the public with the Enrichment model (such as summer Innovation/Enrichment sections, & MUS 235/237 in collaboration with Lucia Mar). In the 2021-2022 academic year courses from only five disciplines are being offered in this modality: ECE, Education, History, Music and Physics. In the 2022-2023 academic year, there were 6 disciplines with the addition of Economics. In the 2022-2023 academic year, there were 36 sections, representing 13% of our CCAP Offerings. This is a growing area for Dual Enrollment – as 40% of the new course requests from our local districts are requesting this CCAP modality.

Enrollment is overall strong in these dual enrollment sections, however, there is considerable uncertainty at the time when these sections are scheduled in terms of anticipated student enrollment. High schools need to ask Cuesta to commit to offering these sections long before they have clear numbers of how many students will enroll in the course. This uncertainty becomes a challenge and complicates the process when requesting these sections from Division Chairs.

The fill rate for general dual enrollment sections (with the high school teacher as instructor of record) is so dependent on the specific conditions of each section. In order of impact, Cuesta needs to assess the registration process and supports, the needs of the students (e.g. the larger drop in enrollment in the PEDS 110 sections indicates that freshman require much more assistance and follow up support), teacher training and readiness to assist with registration, teacher willingness to assist with registration, high school staff training and readiness to assist with registration, high school willingness to assist with registration and finally student and parent awareness of the option of dual enrollment. An aspect of student and parent awareness is how well articulated the dual enrollment course is with the high school to college (e.g. Cuesta) college and career pathway, in particular, with the certificate or degree offered at Cuesta. Staff resources that were designated to strengthen this articulation in all academic programs with a dual enrollment course has been re-directed to support registration.

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

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



Determining efficiency for sections offered as dual enrollment is complicated and deserves increased examination and attention from Administration. The two dual enrollment models, Cuesta instructor led CCAP and High School Teacher Led, have different efficiency due to vastly different costs factors as well as fill rates. For general high school teacher led dual enrollment, efficiency of the courses can be further examined. The efficiency could be determined by the cost of the stipend to the school district (including teacher stipend), direct college costs (i.e. Faculty Designee stipend and mileage reimbursement) and the cost of the additional resources invested (e.g. registration support) and then the FTES generated from each section. Due to the low cost of each section of the High School Teacher Led model (the stipend to the high school is generally \$1,500), the efficiency of dual enrollment overall is very high. Since, as noted above, so many factors impact the FTES of a dual enrollment section, there are clear issues of efficiency internal to the program that warrant attention. For example, courses with a high number of freshman (i.e. PEDS 110), more recently have very low enrollment due to the difficulty these students have had in completing the registration process. Cuesta may need to invest more resources to address registration issues (along with better informing students and parents of the opportunity) if there is any expectation of increasing the efficiency of some of the dual enrollment sections.

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

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

Data not available. This is a critical concern of the Dual Enrollment program and will be given increased attention in the next year, particularly as our program increases the number of “Cuesta Led” course options through the CCAP Program. Being able to readily review course completion data, by CCAP implementation modality, will be increasingly important.

A strategy for recording and evaluating data on dual enrollment students, including on student success, would be to require each discipline to include in their program review report a section on all dual enrollment courses and students. This strategy would also enhance the awareness and ownership of dual enrollment by the Faculty Designees assigned to dual enrollment and the Division Chairs.

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.

Data not available specific to Dual Enrollment. Faculty Designees will be encouraged as part of the orientation to dual enrollment to address General Student Success for their discipline.

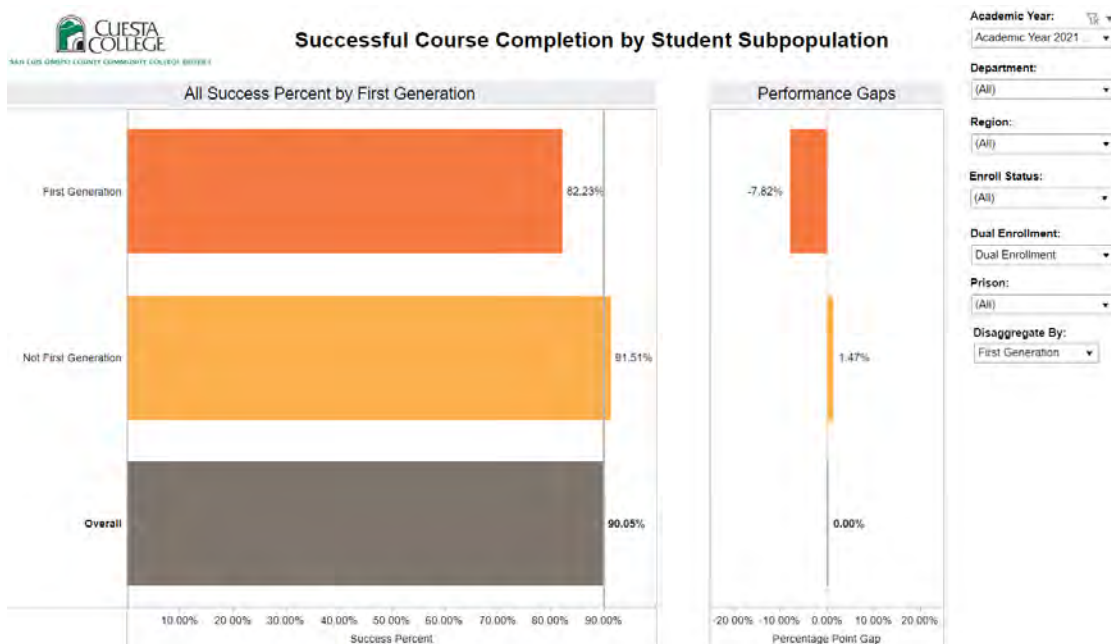
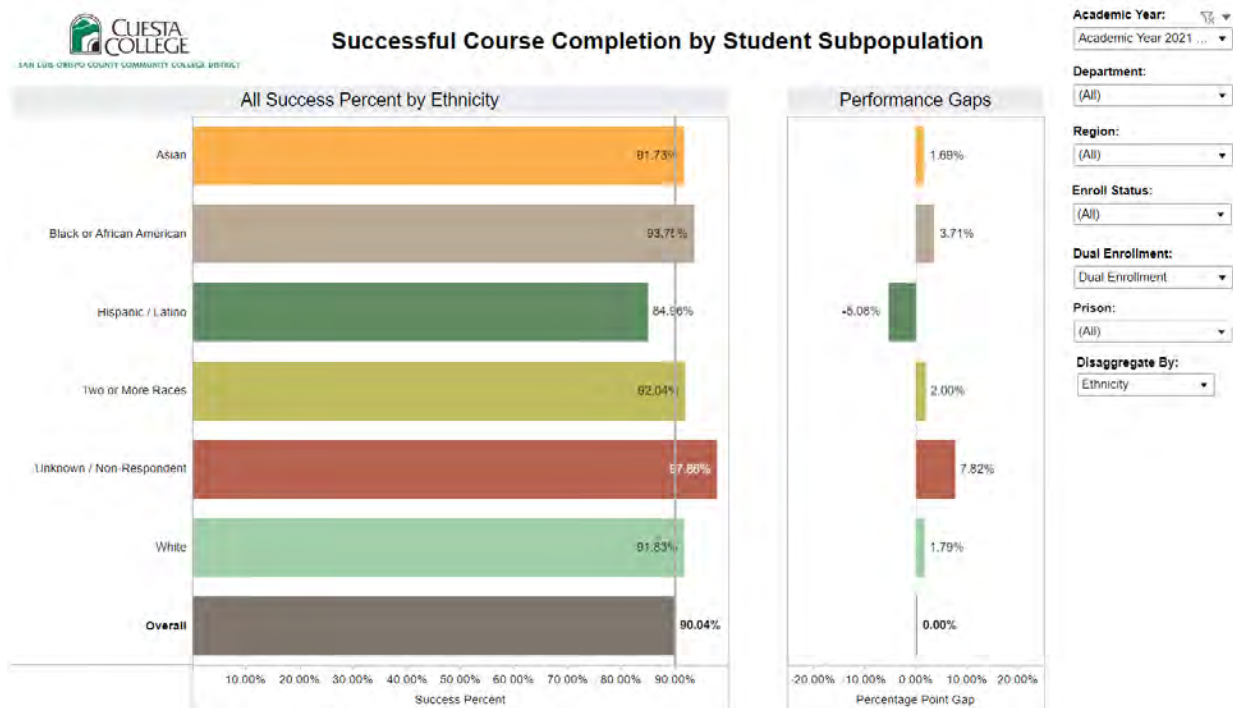
As noted above, a strategy for recording and evaluating data on dual enrollment students, including on student success, would be to require each discipline to include in their program review report a section on all dual enrollment courses and students. This strategy would also enhance the awareness and ownership of dual enrollment by the “faculty designees” assigned to dual enrollment and the Division Chairs.

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?



Through the lens of AB288 and AB30 legislation, and the mission of our program, we are looking to reach, serve, and support low income, first generation, and underrepresented students through Dual Enrollment/CCAP course offerings. In the 2021-2022 academic year, the Disaggregated Student Success Chart shows that there is a 7.82% performance gap for first generation students, and a 5.08% performance gap for our Hispanic Students. The performance gap for Hispanic students participating in CCAP has grown from 3.41% in 2020-2021, to 5.08% in 2021-2022.

It is increasingly important that our office engages in conversations with our High School partners to ensure we are equitably serving our dual enrollment students. It would be important to compare participation rates of students with the student demographic/population data at the local area high school we are serving.

Although last academic year we created a CCAP program website, we need to ensure it is also available in Spanish. Additionally, our office should continue to look into the data and partner with Student Services and other office to promote opportunities and support Dual Enrollment students holistically.

Additionally, it is important that our office engages with professional development opportunities, and extend the invitation to our high school partners (Dual Enrollment Coordinators, High School teachers, etc.) to equity related trainings. Continuing to seek data, and respond to data around equity is important as we move forward as a department.

There is growing attention given to equity in dual enrollment programs across the community college system. There are opportunities for Cuesta to be more pro-active in monitoring and responding to this system-wide conversation.

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.

The Dual Enrollment program is aligned with the Vision for Success Goals that the Chancellor's Office has set, and which Cuesta has adopted as its Institutional goals. For example, as noted previously, the Dual Enrollment program has prioritized as one of its program objectives clarifying the college and career pathways that apply to each of the courses offered as dual enrollment. To this end, the program has been collaborating with SLOCOE and the regional Technical Assistance Provider (TAP) to identify the pathways and has set in motion the initiative to work with each district/high school to develop a four-year map of the courses offered in both the dual enrollment/CCAP and Enrichment models. Additionally, we are collecting more information on the high school courses that embed

dual enrollment to understand the context the high school course plays in a students' high school journey (I.e. grade level participating in the course, if it is cross listed with another course, if it is a Introductory, Concentration, or Capstone CTE course, etc.).

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.*

The evaluation of SLOs, PLOs, and ILOs of Dual Enrollment courses are carried out within academic disciplines. The Dual Enrollment Office encourages communication between our Faculty Designees and high school instructor as it relates to Student Learning Outcomes, Program Outcomes, and Institutional Learning Outcomes.

As noted above, it would benefit the dual enrollment program for disciplines to report and analyze the data on SLOs for dual enrollment in their Program Review reports.

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
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

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

N/A

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

In the upcoming 2023-2024 academic year, 40% of the new courses requested by our district partners is in the Cuesta Led modality where a Cuesta College faculty member allocates their

faculty load to offer closed sections exclusively for our local area high schools participating in CCAP. There are many implementation factors to consider such as minimum enrollment numbers, the scheduling timeline for these sections, the timely and intensive enrollment support needed, and how the course ties into the site's long term course planning. There are many implementation factors that require Administration's guidance on the future of offering Cuesta Instructor-Led courses. In Fall 2022, a Dual Enrollment Academic Senate Task Force was established to provide recommendations on the CCAP Curriculum Review Process to include an overview of the Cuesta Led program components, course development, and course delivery for our Cuesta Led modality.

Additionally, our CCAP Cuesta Led course scheduling is reliant on Division Chairs and available/assigned Faculty Designees – so any shift to their processes or allocation of faculty will impact the Cuesta Led modality. For the High School Teacher Led modality, it is also reliant on faculty availability to serve as a Faculty Designee for the Curriculum Review, and annual course evaluation.

Externally to Cuesta College, our office will need to continue to have conversations with our high school sites and Dual Enrollment Coordinators around course planning, and predictive scheduling. This is particularly true of our smaller districts who often do not have high school teachers who do not meet Min. Quals, and also who have low enrolled sections that the current iteration of the Cuesta Led model would be a challenge for.

Additionally, we will be working to create 4-year course plans, as well as mapping our dual enrollment courses to High School CTE Pathways, as well as Cuesta College's Degrees and Certificates. This will require a collaborative approach with our high school districts and staff in the Student Success and Support Programs division.

In Spring 2023, Cuesta Administration was informed of the position of the Dean over Dual Enrollment at the Chancellor's Office regarding whether a college instructor-taught section of dual enrollment can be delivered in an asynchronous DE format. In two separate webinars on 2/15 and 3/14 the Dean articulated that only sections intended for an officially designated cohort of students participating in CCAP can be scheduled as asynchronous distance education. The Dean stated that fully asynchronous courses would not be eligible for the CCAP designation and would be subject to being open to the general public. Further communication from the Chancellor's Office around this guidance will be monitored.

C. Levels, delivery or types of services:

N/A

D. Facilities changes

N/A

E. Staffing projections

The Dual Enrollment Office in the 2021-2022 academic year, prior to the shift of the office responsible for successful CCAP enrollment, was staffed with an Associate Director of Instruction for Dual Enrollment/CCAP (grant funded), an Office Support Technician, and a 75% Clerical Assistant III. In June 2022, the role became vacant and the Dual Enrollment staffing model was explored. In September 2022, we had approval to move forward with a grant-funded Program Specialist role. In the meantime, this role has increasing significance as CCAP enrollment support (in person support, checking of CCAP Enrollment step completion, etc.) was fully shifted from Enrollment Services to the Dual Enrollment Office. Additionally, we seek to be proactive in our enrollment communication and visibility at sites regarding dual enrollment (being present at HS Registration Nights, Open Houses, etc.). While the job description is being finalized/approved, in February 2022 we refilled the Clerical Assistant III position as a substitute/temporary hire.

Additionally, our local area high school districts are working closely with SLOCOE on the implementation of K12 Strong Workforce funds allocated to personnel support of dual enrollment (administration, student enrollment, student success, and faculty professional development). Our office will be central in onboarding/training/collaborating with these folks as it relates to dual enrollment implementation across the districts. Additionally, our office will continue to define the role/expectations of a Dual Enrollment Coordinator, and assist with the onboarding of new Dual Enrollment Coordinators to the role.

In terms of the long term sustainability of the program, currently, the department's Associate Director of Instruction for Dual Enrollment/CCAP is funded externally through the San Luis Obispo County Office of Education, and so continued funding of the leadership role will need to be considered and explored.

Additionally, as we navigate updating processes such as the Curriculum Review Process, Evaluation Process, as well as seek to further develop pathways for dual enrollment in collaboration with our local area high schools, we are seeking a Faculty Lead for Dual Enrollment/CCAP. This role will be helpful in navigating CCAP related topics (course evaluation materials, Cuesta Led Course agreements, etc.) that need to be discussed with Academic Senate as it relates to Dual Enrollment. This role will also be critical in the onboarding of new faculty (both high school teachers and Cuesta college instructors) to the program, and providing peer support and resources when navigating the implementation. Additionally, they can serve as a hub for professional development opportunities as it relates to Dual Enrollment for Faculty Designees, Faculty at Cuesta College participating in the Cuesta-Led model, and our Dual Enrollment High School Teachers and Coordinators.

F. Other

N/A

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.