

## 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024      PROGRAM(S): DUAL ENROLLMENT/COLLEGE CAREER ACCESS PATHWAYS (CCAP)

CLUSTER: INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND COMM ENGAGEMENT

AREA OF STUDY: N/A

LAST YEAR CPPR COMPLETED: 2022

NEXT SCHEDULED COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR): 2026

CURRENT DATE: 3/4/2024

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):

N/A

### 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.

In the 2023-2024 academic year, 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 to increase access to dual enrollment credits. In the 2023-2024 academic year, our office was able to onboard a grant-funded Community Engagement Program Specialist when our Clerical Assistant III role left. The role has helped us expand our outreach efforts (participating in high school Registration Nights, etc.), and provide an additional layer of enrollment support. Despite the onboarding of the role and increased enrollment numbers from Fall 2022 to Fall 2023 (500 student enrollments) 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**

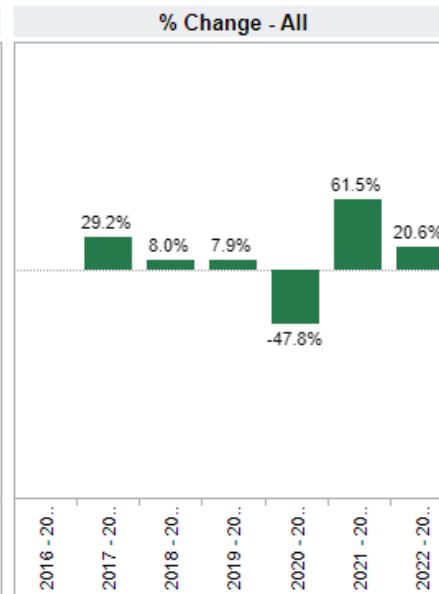
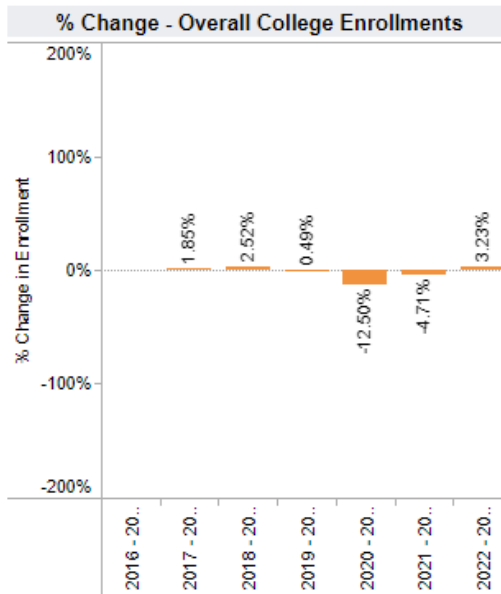
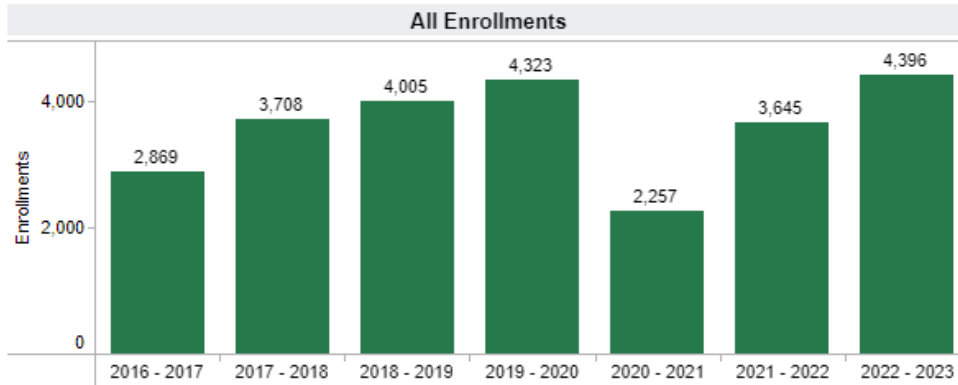
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends 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 the data chart and explain observed differences between the program and the college.

### SLOCCCD Program Review Data - Enrollment

Department:  Course:  Dual Enrollment:  Prison:   
 Region:  TERM:

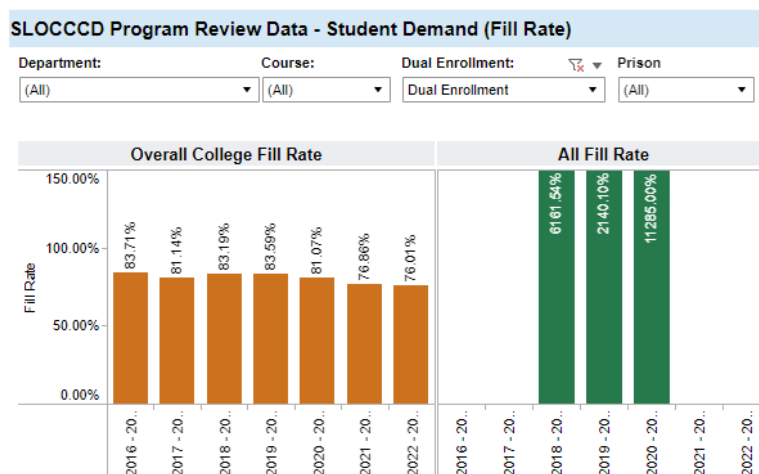


In the 2020-2021 academic year, there was a drop in enrollment reflective of the pandemic, as well as a steep shift to all electronic enrollment processes (online OpenCCC Apply account creation, admissions application, Permit to Enroll and CCAP Enrollment Form) that had traditionally been done via paper. 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. 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. In the 2023-2024 Academic Year thus far (Spring 2024 CCAP Enrollment is still in progress), we have surpassed Fall 2022 final duplicated enrollment numbers (3225 in Fall 2022) in Fall 2023 (3582 as of 3/1/24 with an additional 118 projected). The Dual Enrollment Office provided in person support for Cuesta Led sections (49 sections) and new Dual Enrollment Teachers (10 sections). 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 the data chart and explain observed differences between the program and the college.



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

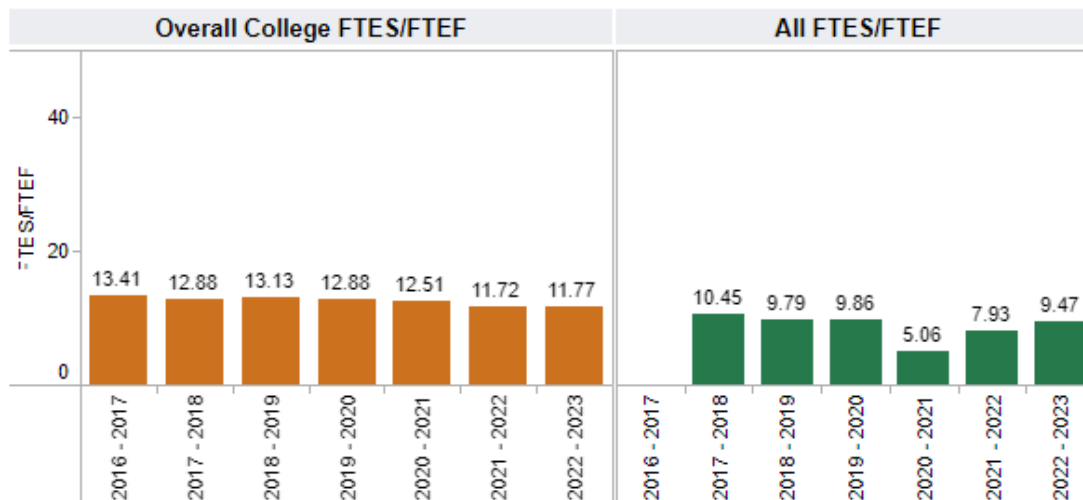
Innovation/Enrichment sections, & MUS 235/237 in collaboration with Lucia Mar). In the 2021-2022 academic year courses from only five disciplines are being offered in this modality: ECE, Education, History, Music and Physics. In the 2022-2023 academic year, there were 6 disciplines with the addition of Economics. In the 2022-2023 academic year, there were 36 sections, representing 13% of our CCAP Offerings. In the 2023-2024 Academic Year, there were 9 disciplines with 49 sections, representing 15% of our CCAP course offerings. This is a growing area for Dual Enrollment. 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 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:



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 freshmen (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 additional 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.

*N/A - 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)**

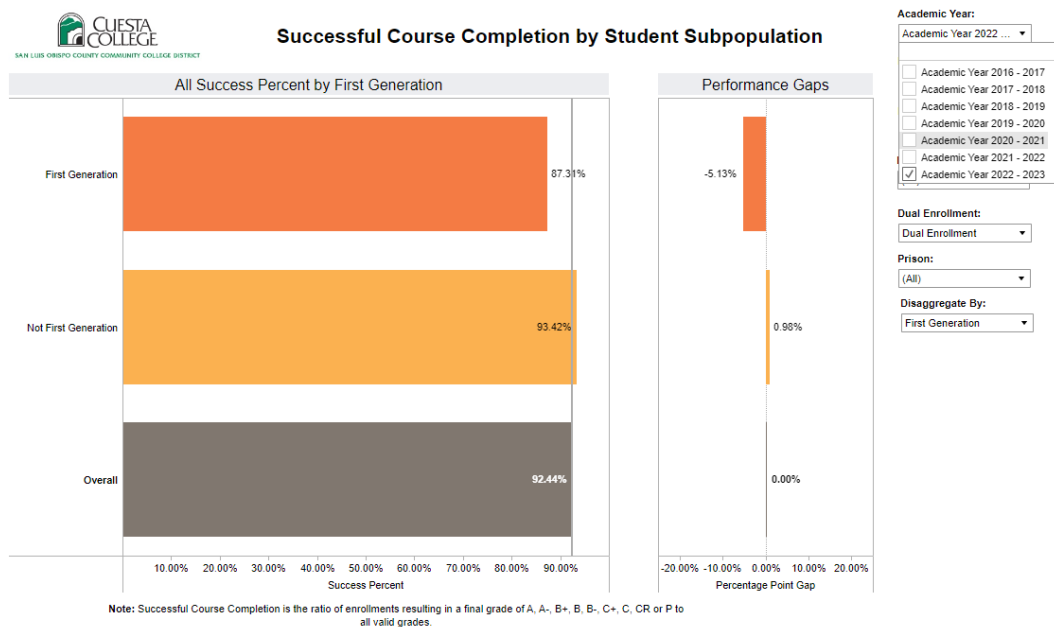
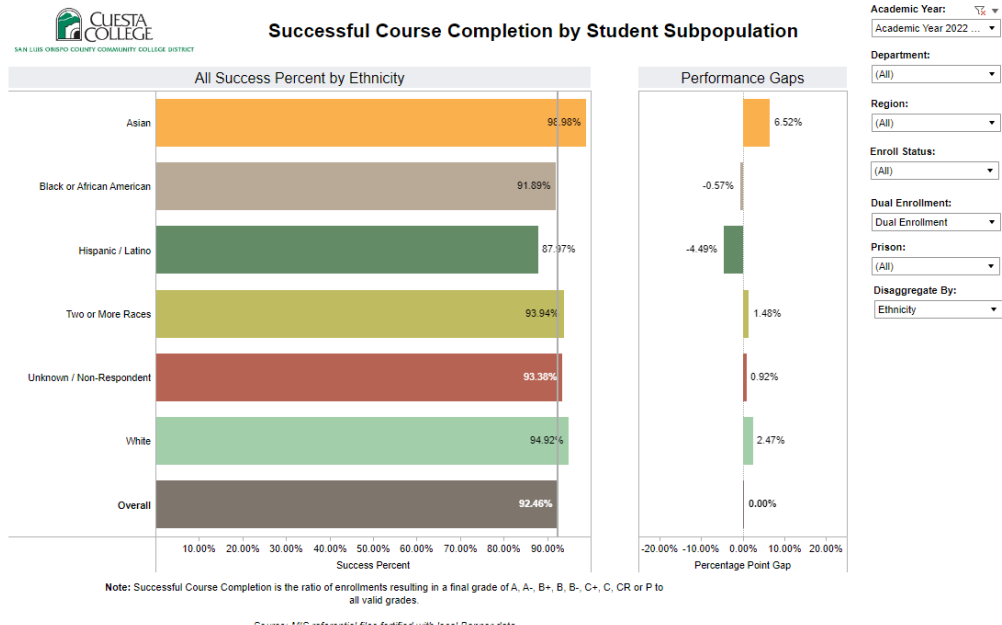
Insert the data chart and explain observed differences between the program and the college.

*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. Additionally, our office is moving forward a CCAP Faculty Lead role that would be essential in the development of these practices.*

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. In the 2022-2023 academic year - data shows that the performance gap for first generation students has decreased to 5.13%, while the performance gap for our Hispanic students decreased to 4.49%. While this data is encouraging, it is still increasingly important that our office engages in conversations with

our High School partners to ensure we are equitably serving our dual enrollment students through successful registration to course success. 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. 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 such as tutoring, access to Library Services, etc. 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 (such as the statewide Dual Enrollment Equity Conference). 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.

## 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.

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.

N/A

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 <b>OR</b><br>Prefix and Course # | Major/Minor Modification<br>(select one) | Date completed (semester<br>and year) |
|---------------------------------------------------|------------------------------------------|---------------------------------------|
|                                                   |                                          |                                       |

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<br>Study OR Prefix<br>and Course # | Past Due Date<br>for Modification | Briefly state why<br>modification was not<br>completed on schedule | Re-scheduled date<br>for modification<br>(must be within 1<br>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 and Course # | Past Re-scheduled Due Date for Modification | Briefly state why modification was not completed as rescheduled | Second re-scheduled date for 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.

The Dual Enrollment program is aligned with the Vision 2030 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, 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 Pathway 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. Additionally, onboarding a CCAP Faculty Lead will support these efforts.

### 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

N/A

B. Anticipated changes in curriculum, scheduling or delivery modality

In 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 and maximum 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. While the CCAP Dual Enrollment Process Document was approved by Academic Senate, there is still work to be completed and structures to put into place around the model (such as Cuesta Led Course Agreement; a structure for feedback loop between high school administration and Cuesta College administration on the course partnership). We are working on establishing a CCAP Faculty Lead that would be instrumental in improving our model, as well as establish a Dual Enrollment Learning Community for faculty at Cuesta College.

Additionally, our Cuesta Led modality course scheduling is reliant on Division Chairs and available/assigned faculty— so any shift to their processes or allocation of faculty will impact the Cuesta Led modality. There are many instances where there are projected # of students, a desire for a particular dual enrollment course and there is no faculty load available to meet the demand. 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. Without these important steps, we are risking losing student enrollments.

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. Also, currently our scheduling model is based on responding to Course Requests from our Districts. We believe there is opportunity for departments (through a Department Interest Form) can be proactive in starting new course collaborations spearheaded by Cuesta College instead of relying on a response to a high school district request.

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. When the Clerical Assistant position became vacant, we were able to hire a 100%

(grant funded) Community Engagement Program Specialist to support the implementation of our Dual Enrollment/CCAP program with our local area high school districts, with a particular focus on successful student registration and student outreach/support. This role has been critical in the expansion of enrollments for CCAP (500 additional enrollments from Fall 2022 to Fall 2023), as well as increase our communication and support to our sites. Additionally, this role works intricately with Admissions and Registration on troubleshooting student specific issues. This academic year, the Dual Enrollment Office supported over 310 sections at 14 different high schools - representing 95 high school teachers and over 4,000 duplicated student enrollment. Our in-person presence with our current staff was serving 15% of those sections (Cuesta Led section and new Dual Enrollment Teacher sections). With the growth and expansion of the program comes an increased need for an additional Community Engagement Program Specialist. The Community Engagement Program Specialist role is imperative to support successful student registration – and both increase our ‘fill rate’ of our current sections, and support the development and growth of future course partnerships. As we look to increase the number of high school students we serve, expand our CCAP partnerships in the county, and increase the number of Cuesta Led and High School Teacher led CCAP sections in the county high school - this role is instrumental in the capacity for growth in our department. This role will allow us to increase our students’ and families’ awareness of the opportunities to participate in CCAP/Dual Enrollment, and continue to provide innovative and challenging learning opportunities for our students participating in Cuesta College classes at our local area high schools. This role also will additionally collaborate with the high school teachers and Cuesta faculty around pathway development, and support professional development opportunities associated with Dual Enrollment. This position will also greatly contribute to the overall effectiveness of the CCAP program (increasing our outreach presence; creation of CCAP enrollment tools for students, parents, high school sites, etc.; streamlining of processes; increasing communication to our high school partners, etc.).

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 K12 partners are also secured or exploring “Round 2” funding from the CA Department of Education’s CCAP Grant to allocate funding towards personnel at the K12 district to support dual enrollment (registration, etc.). 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 our high school Dual Enrollment Coordinators, 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                          |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Demand (Fill Rate)          |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Efficiency (FTES/FTEF)              |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Success – Course Completion |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Student Success — Course Modality   |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><input type="checkbox"/> Implemented | Select one                           |
| Degrees and Certificates Awarded    |                                       | <input type="checkbox"/> Identified<br><input type="checkbox"/> Resources Allocated<br><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.