

## 2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021

PROGRAM: CONTINUING EDUCATION, NABE

CLUSTER: STUDENT SUCCESS & SUPPORT

LAST YEAR CPPR COMPLETED: 2020

NEXT SCHEDULED CPPR: 2022 CURRENT DATE: 2/20/2021

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:

C.C., Noncredit GED Preparation C.C., Noncredit Secondary Education

### GENERAL PROGRAM UPDATE

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

Cuesta's Noncredit Adult Basic Education program offers GED preparation courses and high school courses for students to earn a high school diploma or equivalency. The program is dedicated to offering basic skills development opportunities for students of all levels whose educational and personal goal is to achieve a GED certificate or high school diploma in our community. We help students improve their basic skills so that they may achieve their personal, academic, and professional goals. While the mission of our program has not changed, we have been moving away from solely offering academic preparation. We have revised the curriculum to focus on integrated skills to be more consistent with student needs and support our goals as a Workforce Innovation and Opportunity Act (WIOA) program. This year NABE faced enormous challenges due to the COVID-19 crisis. As all other college programs, NABE had to convert to emergency online instruction in spring 2020. This was especially challenging for our adult education student population because many students not only lack access to technology but digital literacy skills as well. The NABE adult education population often face several barriers to success and the immediate transition to online learning proved to be a challenge for many, especially the English Language Learners in the program. The high school program offered in summer 2020 experienced the same challenges as we converted the program to online learning in collaboration with Lucia Mar Unified School District, San Luis Coastal Unified School District, and Paso Robles Unified

School District. The Continuing Education Department collaborated with the Student Success Centers to provide embedded tutors for students enrolled in the GED preparation courses. The tutors worked with students outside of Zoom classroom instruction to provide additional support in their instruction as well as technology skills. The Continuing Education Department developed technology and student success workshops facilitated by our noncredit counselor to provide additional and ongoing support for digital literacy, Canvas, time management, and positive study habits. Our Continuing Education staff added remote virtual one-on-one appointments to help students register and enroll in the program, which is often a challenge for our adult education population as well as high school summer program students. All NABE faculty who teach GED preparation classes are DE certified by Cuesta College. The supportive services developed we developed proved to be a success. In spring 2020 there was a decrease in retention due to the immediate conversion to online learning. In fall 2020, we experienced a decrease in enrollments as students lacked confidence and feared the continuance of online learning. In spring 2021, we changed course offerings from synchronous online to asynchronous and started offering success workshops prior to the start of the spring semester to ensure every student was better prepared and confident to begin the spring term. The positive result is that students who remained in the program and took advantage of our resources have been successful. This has been very encouraging. The Continuing Education Department is in the process of changing the NABE program by separating courses and renaming the program so that it is more adequately reflects the GED program and High School Program. This change will provide more accurate data for the program review process as well as be easier to identify by potential students.

### **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.

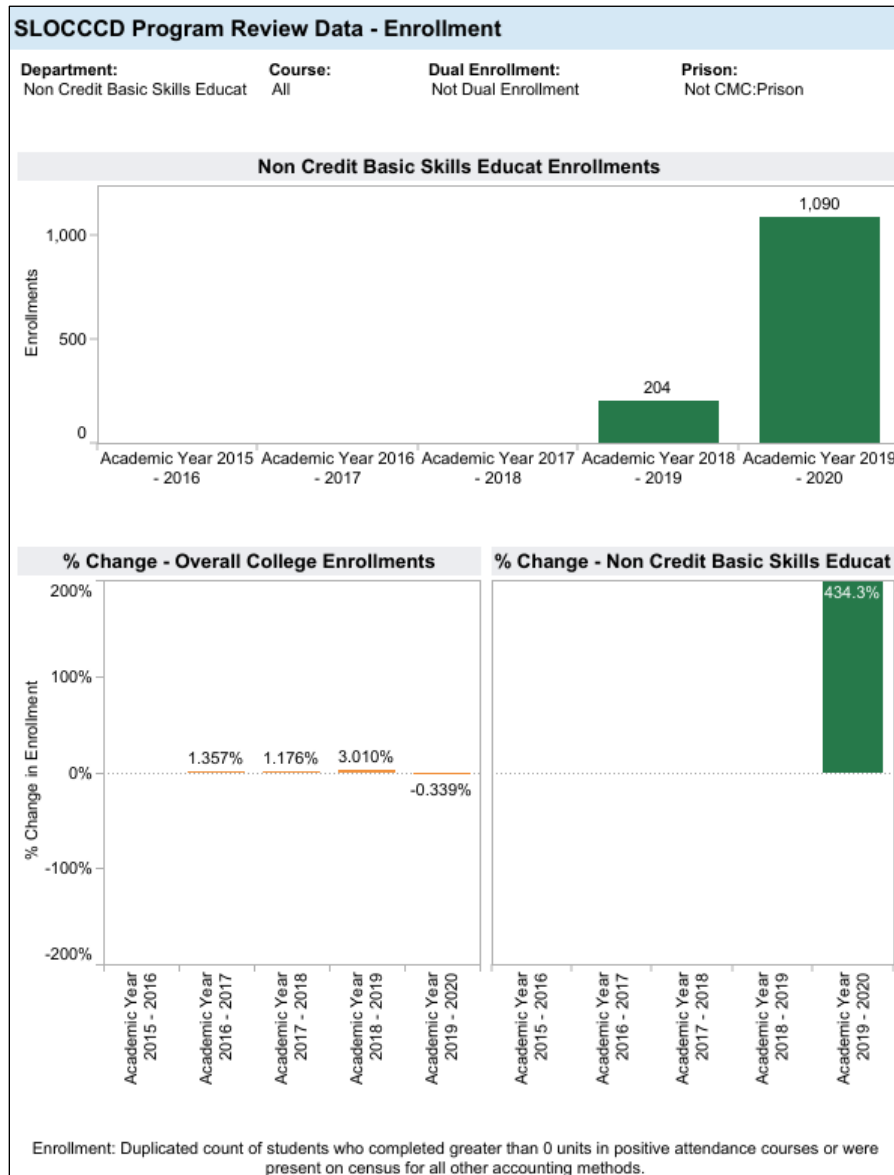
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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

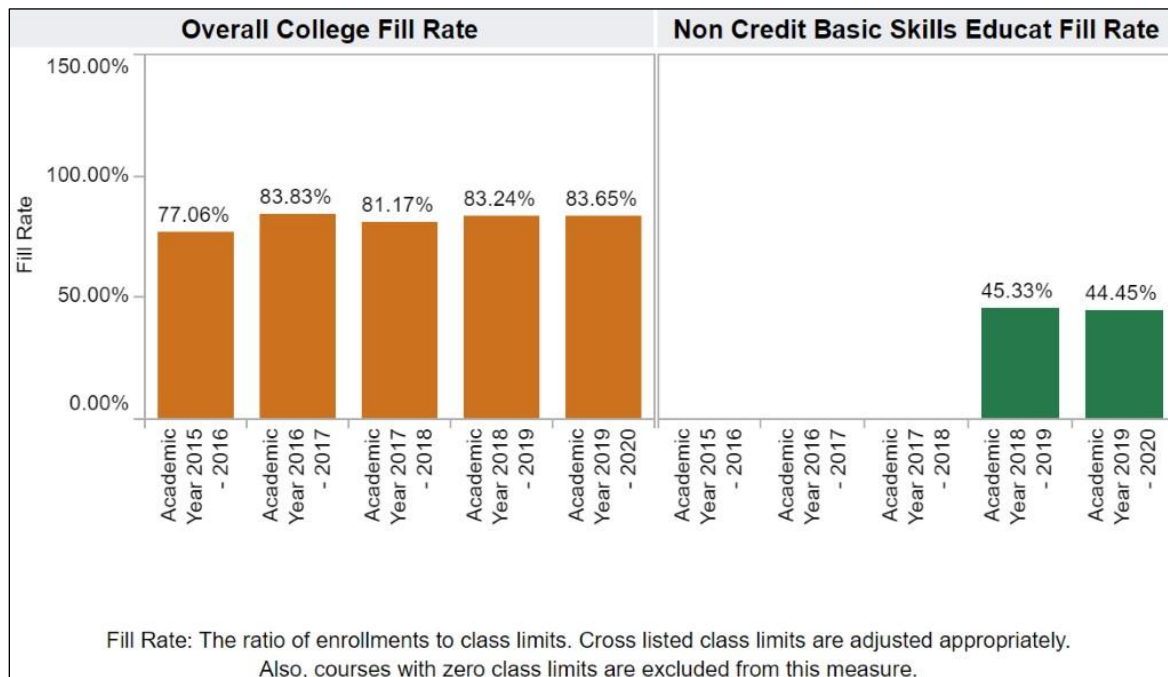
#### *Continuing Education – Enrollment - Non Credit Basic Skills Education (2015-2020)*



The outstanding increase in enrollments is in part from our continued partnerships with our local high school districts to offer high school courses increases enrollment for the NABE program. We provide intentional outreach efforts for our GED preparation courses that have also impacted the increase in enrollments.

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

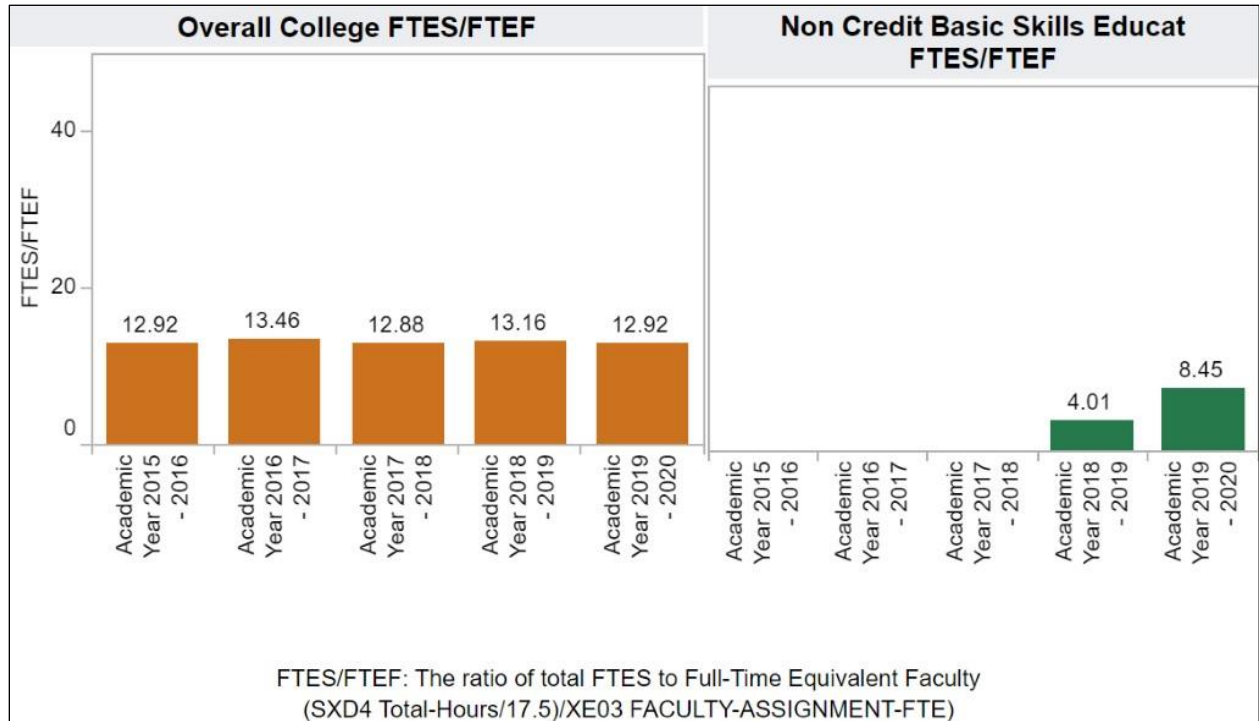
*Continuing Education – Fill Rate – Non Credit Basic Skills Education (2015-2020)*



While our enrollments have only increased, the fill rate is below the college’s average. Discontinuing sections and cancelling lower enrolled courses improved the overall fill rate. We plan to work towards strong fill rates through careful scheduling and promoting of current classes. The Continuing Education Department conducts intentional outreach and retention efforts for the local population in need of a high school equivalency who also want to take advantage of the Cuesta Promise after achieving their GED through our program. For example, Continuing Education staff visit various sites in the community throughout the semester to deliver program flyers. They also give presentations and maintain frequent contact with current and potential students. In addition, impacted classes have had waitlists for the last couple semesters. This has helped with filling classes in subsequent semesters and it also conveys to students the importance of registering and attending classes from the start. We will continue current efforts to increase fill rates and add sections when needed and when possible.

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

*Continuing Education – FTES/FTEF – Non Credit Basic Skills Education (2015-2020)*



Although the efficiency more than doubled from the previous academic year it still remains 4.47% below the college’s average. However, noncredit programs will always remain at a disadvantage with this efficiency metric due to the nature of the programs. The main contributing factor for low efficiency is that noncredit programs use the positive attendance accounting method versus the traditional census dates. A class can start with 40 or more students but as research shows it is difficult for adult education populations to retain and persist due to their personal responsibilities and barriers to complete their educational goals.

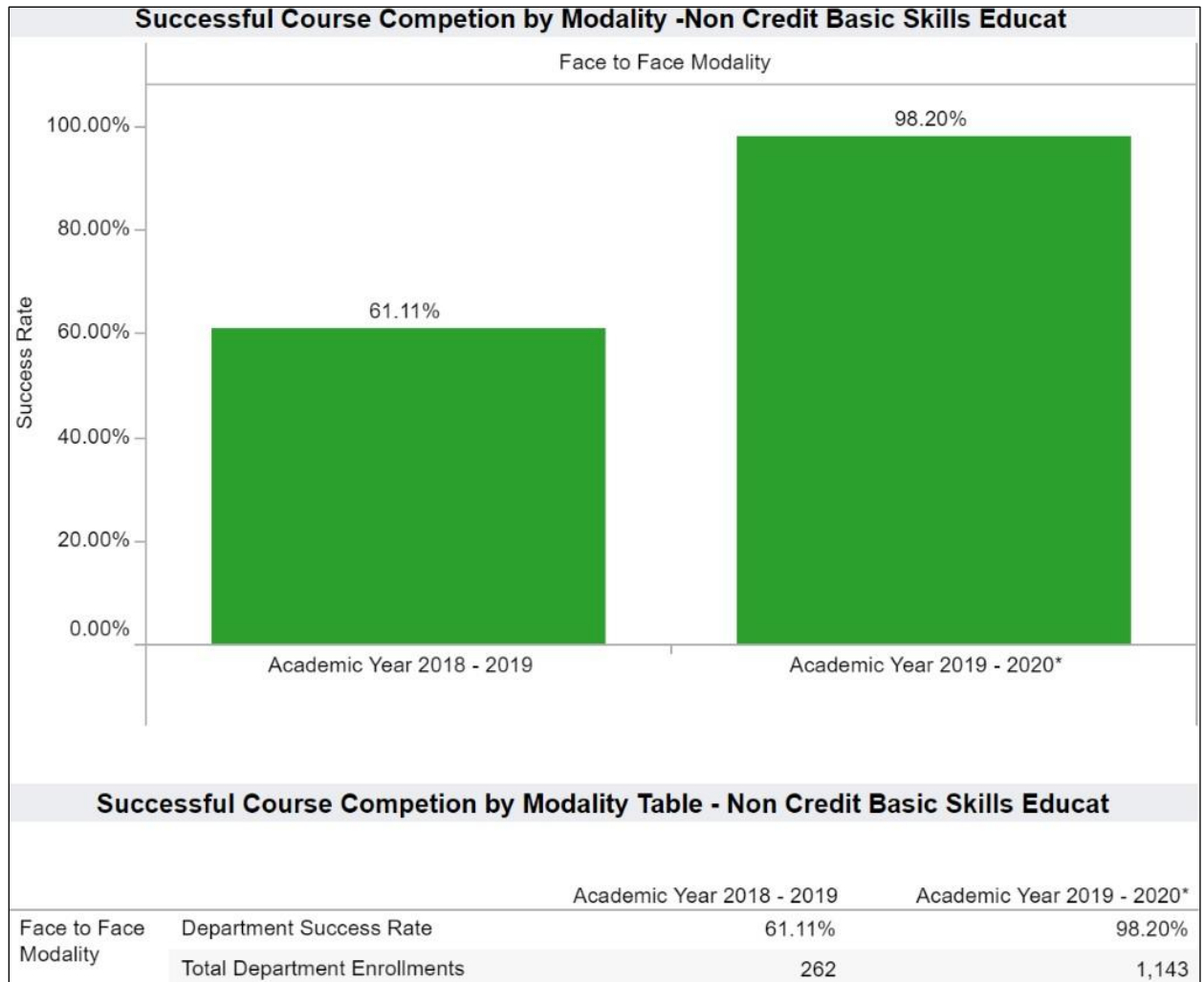
Despite the attendance accounting method challenge the Continuing Education Department focuses on intentional outreach and implements best practices to support the needs of adult education students. Through unique supportive services, retention efforts, and carefully developed schedule we are working to improve our efficiency. We have reduced classes and cancelled those with low attendance. We work closely with faculty to monitor attendance and enrollments and immediately reach out to students who have consecutive absences. Because efficiency is calculated based on positive attendance and not census rosters, efficiency could improve if regular attendance and retention rates improved. To support this improvement, Continuing Education staff reach out to students through phone calls, text messages, and email when they are absent. Our noncredit counselor works with an embedded approach to ensure that

every noncredit student has an opportunity to complete a student educational plan. This noncredit counseling also has a very holistic approach that research has proven to help adult education students, who often have several barriers to their educational success. Our embedded counselor not only helps students with their educational journey at Cuesta College but helps them find and navigate other resources in our communities that they may need. This service enables students to articulate their end goals and better understand their options and helps to motivate their retention and ultimate transition to credit or workforce pathways.

Through California Adult Education Program, Workforce Investment & Opportunity, and Student Equity funding part-time NABE faculty members developed projects aimed to build a stronger sense of community for our adult education students. These included a GED newsletter and holding community building events such as a GED graduation at the end of each academic year. The NABE program collaborated with the Student Success Center as part of the goals of the Student Equity and Achievement plan. We held coffee breaks once a semester, where students had an opportunity to mingle with faculty, other students, and student success tutors. We have found that these retention strategies have improved retention and student motivation. Students have expressed their happiness with the program and new sense of community and belonging at Cuesta College. This was especially important for the Continuing Education Department because we worked hard to bring services to students in the evening, so they felt that belonging and a part of the campus community. We collaborated with Student Life & Leadership to provide snacks out of the Continuing Education Office in the evenings for all students not just noncredit. We have Continuing Education staff working every evening while students are in class for additional support. We collaborated with the library to help students with textbooks in the evening. We also worked with public safety to help provide parking permits to students in the evening. These collaboration across campus departments have allowed the Continuing Education Office to become a “one-stop-shop” which students have expressed their appreciation. This level of service is more evident at the NCC. The Continuing Education Department would require a new location to offer the same equitable services to students in the evening on the SLO campus.

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

*Continuing Ed – Course Completion by Modality – Non Credit Basic Skills Ed (2018-2020)*



Before spring 2020, all NABE classes were only offered face-to-face. It will be interesting to compare success rates next year when we consider online instructional modality.

[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 Ed – General Course Completion – Non Credit Basic Skills Education (2018-2020)*



The success rate improved significantly from 2018-2019 academic years by over 37%, and it was 15% higher than the college’s average. This increase in success is encouraging. The motivational and campus community building events have contributed to this. Student feel an improved connection to the campus community, seeing themselves as Cuesta College students, which in turn has made them more connected to the college and invested in their coursework.

This increase in success rate is also contributed to the faculty communication with students outside of classwork. For GED preparation courses it is a challenge for faculty who have diverse



student needs in each course. The GED test consists of four subject areas and students are studying for various subjects within the same class. The GED instructors develop individualized learning as well as group work to meet the needs of each student. This attention to the needs of each student is especially important for this adult education population who face many barriers to their educational success. These students require additional outside of instruction support to succeed. Faculty have worked hard to increase communication, update curriculum, and collaborate with embedded tutors for student 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.*

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  
The NABE program did not assess student learning outcomes during the last cycle due to the pandemic and the emergency conversion to online instruction mid-semester. This disruption to instruction and course content led us to believe that postponing the SLO assessment would produce more useful data. As a result, we are revising the calendar.
- B. Anticipated changes in curriculum, scheduling, or delivery modality  
The process of changing the curriculum and program name for Noncredit Adult Basic Education has started. Currently, the Noncredit Adult Basic Education consist of the High School courses and GED Preparation courses. These two courses need to be under different program names to accurately reflect the programs. Also, separating them will provide more accurate data for the program review process. The Continuing Education Department is proposing creating Basic Skills (BASK) for the GED Preparation courses and Basic Skills High

School (BSHS) for the high school courses. 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 student population in the NABE, GED preparation courses is unique, facing several barriers in reaching their educational goals. In addition, many of the NABE students are English Language Learners, as well as the first language literacy issues that many of our Latinx students have, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. Additionally, our courses are offered exclusively in the evening, and this presents us with additional obstacles and needs. For example, there are limited to no food services available to our students, who are on campus during the dinner hour and often come to campus directly from work, and the Student Services Office and the bookstore are often closed by the time students get to campus. Consequently, the NABE program requires funding for specialized support services in order to support our students. Fortunately, the Continuing Education Department is a WIOA funded program as well as a member of the San Luis Obispo County Adult Education Consortium and receives California Adult Education Program Funding to support these additional services for noncredit students.

D. Facilities changes

The Continuing Education Department provides specialized student support services for the NABE, ESL, 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