

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** Res., Grants, Comm Eng.

**Program:** Dual Enrollment/CCAP

**Current Academic Year:** 2021-2022

**Last Academic Year CPPR Completed:** N/A

**Current Date:** March 7, 2022

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

##### A. Program Mission (optional)

The mission of the Dual Enrollment/CCAP (College and Career Access Pathways) program is aligned with AB 288 and AB30, by providing the support and guidance to offer/expand dual enrollment opportunities and seamless pathways for high school students – particularly for students who are underrepresented in higher education.

According to the legislation, the goal should be to serve students through dual enrollment “ who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness” and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate”.

##### B. Brief history of the program

Dual Enrollment (excluding Enrichment) began in the Fall of 2014. The program in terms of the number of courses and diversity of course offerings has expanded over the years. Dual Enrollment offering began as an offering of PEDS 110 (Get Focused, Stay Focused curriculum) in our local are high schools. Now, PEDS 110 is a part of a larger focus of

offerings. In the 2021-2022 academic year, there were 47 distinct courses and 278 sections of CCAP.

C. Include significant changes/improvements since the last Program Review

Dual Enrollment/CCAP has seen great change and improvements over the last year. The staffing model has been adjusted, allowing for a leadership position specific to Dual Enrollment with the new Associate Director of Instruction; Dual Enrollment/CCAP.

Cuesta College offers two models of dual enrollment instruction. The primary model is one in which the high school teacher delivers a high school course that is validated as fulfilling all elements of the Cuesta course outline of record (at college level). The high school teacher is the Instructor of Record for a section of the college course that is scheduled during the timeframe of the period of the high school class. In this model, the high school teacher meets the minimum qualifications to teach the course at a community college.

The second model is one in which a Cuesta College faculty is the instructor of record and provides the instruction through Distant Education. This model is requested when there is a need for a particular course by a local high school district, but no high school teacher meets the minimum qualifications. There has been increasing interest in this model from our local area high school sites. Our office will need Cuesta College Administration guidance on this model for future course planning. Our office also seeks Administration guidance on enrollment targets to better prepare and plan for the commitment we can make to our local area high school sites regarding course availability.

The Dual Enrollment/CCAP Program has expanded, and is now putting a larger emphasis on developing and expanding seamless pathways for our dual enrollment students. We will work on aligning our courses to K-12 Career and Technical Education Industry Sectors, High School CTE Pathways, Strong Workforce Program course codes, and Cuesta College certificates and degrees. This work will help in strategic course offerings at our local area high schools that could lead to certificate and degree achievement at our local area high schools.

The Dual Enrollment/CCAP program will be working on building outreach and orientation materials in collaboration with Outreach & Enrollment Services for our local service area to provide information on dual enrollment's structures and benefits, as well as educate our community about opportunities within Cuesta College.

We will be diligent in strengthening our tools, including streamline our orientation/onboarding processes for our high school teachers and Faculty Designees, and continue to move processes to electronic modalities when possible.

Our program will be working on clarifying expectations of roles with our high school sites regarding program implementation (student registration, lines of communication, etc.).

D. List current faculty, including part-time faculty

N/A

Currently, Cuesta College faculty serve as Faculty Designees for the Dual Enrollment courses where the high school teacher is the Instructors of Record.

There are also a number of sections of dual enrollment that taught by Cuesta instructors as the instructor of record. These sections are delivered through distance education (Canvas) and are associated with one or more periods of the comparable high school course being taught by a high school teacher.

E. Describe how the Program Review was conducted and who was involved

The Program Review was a collaborative effort between Associate Director of Instruction; Dual Enrollment/CCAP, Director of Community Engagement, and drew on input from Dual Enrollment Coordinators at the school districts, high school teachers, Cuesta Dual Enrollment Faculty Designees and Division Chairs.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

F. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Cuesta College's Dual Enrollment/CCAP Program directly ties to our district's mission statement, as it is a program that serves the diverse population of San Luis Obispo County's high school students and, moreover, allows them to earn college credit that can help with earning college degrees and certificates and for many students, assists with quicker advancement into the workforce. Providing high school students with the innovative and challenging opportunity to participate in college-level work leads to the students' personal and professional development. Introducing college-level work to high school students provides the opportunity for enhanced critical thinking, and an expanded world view.

G. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Access

Dual Enrollment/CCAP is central in providing our local service area with the opportunity to access Cuesta College in a unique and meaningful way. By providing the opportunity to participate in

college-level courses at no cost during their high school day, we are removing barriers to admission and participation in Cuesta College coursework. The intent of the Dual Enrollment/CCAP program, as guided by AB 288 and AB 30, is to reach low income and underrepresented student populations and is a guiding force in the implementation of Dual Enrollment/CCAP. Additionally, a focus of CCAP is to provide seamless pathways from coursework at the students' high schools to Cuesta College. Building pathways through collaboration is a large focus of our Dual Enrollment Office moving forward.

#### Institutional Goal 2: Completion

By offering our local area high school the opportunity to participate in Cuesta College courses early on in their educational career, participating students have an opportunity gain credits in Career and Technical Education and Degree and Transfer designated courses – making process towards degree completion. National studies have also shown that students to participate in dual enrollment are more likely than their peers to graduate from high school, enroll in college, and subsequently complete a college degree. Our Office will be working with Outreach & Enrollment Services staff to identify dual enrollment students who are near completion of degrees and send targeted messaging around courses needed to complete the certificate or degree.

#### Institutional Goal 3: Transfer

The momentum and college transfer credits that high students acquire while still in high school both moves these students closer to completing their students and thus transferring to a CSU or UC university, the momentum and transfer credits also make it more likely that these students are clear about their college and career path, and will persist as students to complete their AA degree and eventually transfer. Dual Enrollment is becoming a critical program that helps Cuesta meets its goal of increasing the number of students that transfer.

#### Institutional Goal 4: Unit Accumulation

Clarifying the educational pathways at Cuesta College sooner through reaching our dual enrollment students will help with efforts to decrease unit accumulation. Streamlining and communicating the pathways to students engaging with Cuesta College while engaged with Dual Enrollment will allow students to accumulate fewer units on their educational journey.

#### Institutional Goal 5: Workforce

By clarifying the pathways to employment, particularly for students engaged with Career and Technical Education courses, our office will engage in the County-wide CTE discussions as it relates to mapping educational programs at the high school and community college to careers.

## Institutional Goal 6: Facilities and Technology

The Dual Enrollment program does contribute to Cuesta achieving its goal to extend and enhance the access to and use of technology. This includes partnerships with our sites to enhance access to technology through technology labs and other access to other technology required for student success.

## Institutional Goal 7: Fiscal

Dual Enrollment contributes significantly to Cuesta's FTES and thus fiscal sustainability. For example, 530.4 FTEs were generated in 2019-20 and 284.7 in 2020-2021 (during Covid). The Dual Enrollment program also oversees the \$2 Million Innovation Award from the California Department of Finance, and seeks other external funding such as grants and one-time dollars to support dual enrollment and other college and career pathway initiatives with the high school partners.

### H. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Collectively the courses offered to high school students as Dual Enrollment address all six of the Institutional Learning Outcomes. A significant value of the Dual Enrollment program are the college-level ILO standards embedded in each course. With each course Cuesta extends its resources, knowledge and expertise in defining and supporting these six Institutional Learning Outcomes in all partner high schools in the county. The Dual Enrollment program highlights the role of Learning Outcomes (Student, Program and Institutional) with both high school teachers and Cuesta instructors as part of the program orientation and on-going support they receive.

### Institutional Learning Objective – Personal, Academic, and Professional Development:

#### 1. Personal, Academic, and Professional Development

Each of the college courses delivered as dual enrollment integrates curriculum that addresses personal, academic and professional development. As a system, a clear motivation and thus focus of this initiative is the development opportunity that each course represents in terms of knowledge and demonstration of personal, academic and professional skills.

PEDS 110 (Career Planning) deserves special recognition for this category in this course specifically intends to address the personal, academic and professional development of high school freshmen and better prepare them to identify a college and career path, and to identify and acquire the self-awareness and skills that will enable them to be successful in this college and career path.

#### 2. Critical Thinking and Communication

Each of the college courses offered as dual enrollment also integrates curriculum that addresses critical thinking and communication. The specific elements that cover critical thinking and communication are, of course, specific to each course.

### 3. Scientific and Environmental Understanding

A number of the courses offered as dual enrollment addresses scientific and environmental understanding, for example, PHYS 205A/B, MATH 242, MATH 247, MATH 265A/B, ENVS 200 NRAD 222 and KINE 213.

### 4. Social, Historical, and Global Knowledge and Engagement

A number of the courses offered as dual enrollment addresses social, historical, and global knowledge and engagement, for example, AGB 201, CJ 213, ECE 202, ECE 203, ECE 205, EDUC 200, HIST 207 A/B, HIST 203B, 204B, HDHS 230 and SPAN 201, SPAN 203.

### 5. Artistic and Cultural Knowledge and Engagement

A number of the courses offered as dual enrollment addresses artistic and cultural knowledge and Engagement, for example, ART 249A, ART 255, ART 256, ART 258, MUS 235, MUS 237.

### 6. Technological and Informational Fluency

Most of the courses offered as dual enrollment are in a category that address technological and informational fluency and global knowledge and engagement, for example, AGM 221, ATCH 152, ATCH 166, CIS 201, CIS 210, CIS 271, CNET 235, CNET 253, CTCH 101, CTCH 210, CUL 210, CUL 213, CUL 220, CUL 225, ENGRE 200, ENGR 205, ENGR 226, ENGR 248, FTVE 223, HOSP 200, WELD 270 A./B, WELD 277.

Institutional Learning Objective -Critical Thinking and Communication:

For high school students, engaging in a college-level course allows students who engage with dual enrollment to engage with learning about different perspectives, ways to learn, and world views.

## III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

**(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**

### Data

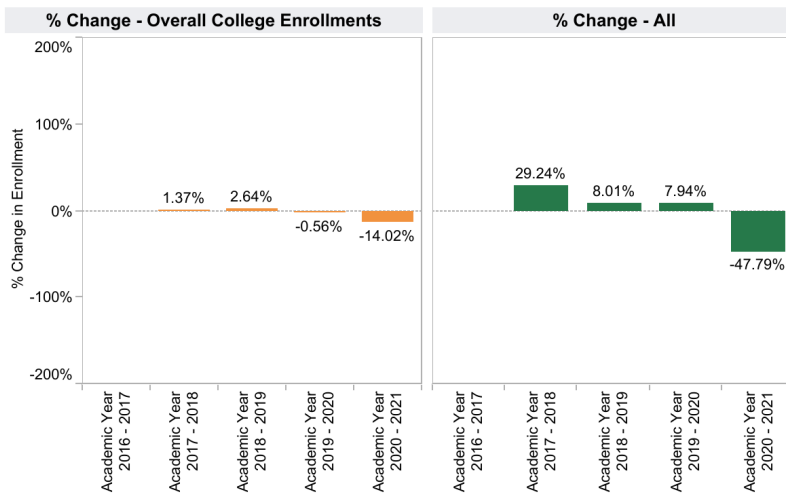
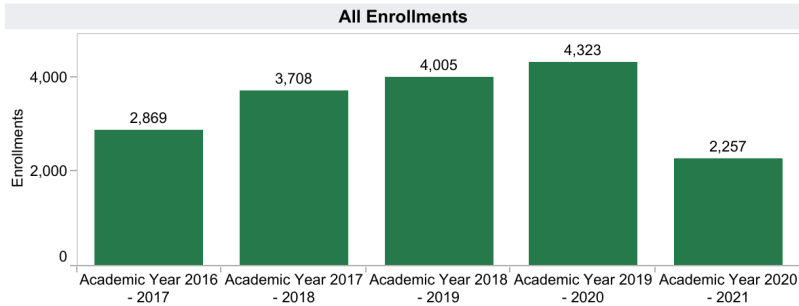
The data components are hyperlinked below.

[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:** All      **Course:** All      **Dual Enrollment:** Dual Enrollment      **Prison:** Not CMC:Prison



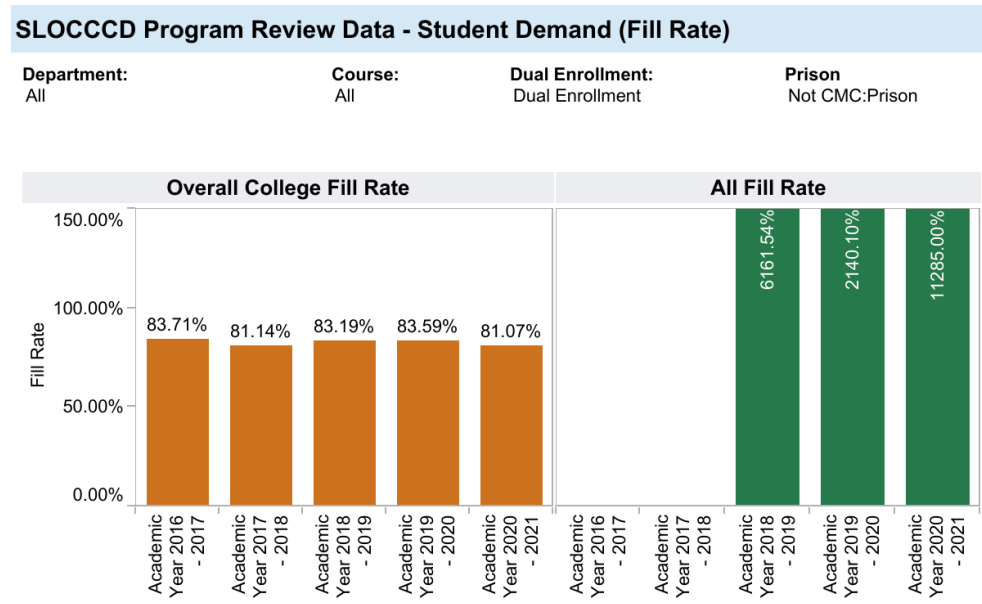
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The drop in enrollment for the dual enrollment program in 2020-21 contrasts starkly with the steady increase in enrollment and unduplicated student count each previous year is based on several factors. The most critical of course is the impact of Covid. Enrollment was largely not impacted in 2019-20 as registration was largely completed prior to the outbreak in March 2020. Other factors that have contributed to the significant drop in enrollment include the change in both structure and process of the registration process. With the outbreak of Covid, not only was in-person instruction disrupted (and instruction in general), the registration process had to convert to a digital format. This process was implemented without formal planning due to the circumstances of the situation. School Districts, teachers, students and parents have yet to fully adapt to this change.

Administration’s review and input will be needed to guide decisions in scheduling, minimum enrollment thresholds, Cuesta instructor-led and regular dual enrollment offerings; all decisions that will impact enrollment.

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

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



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

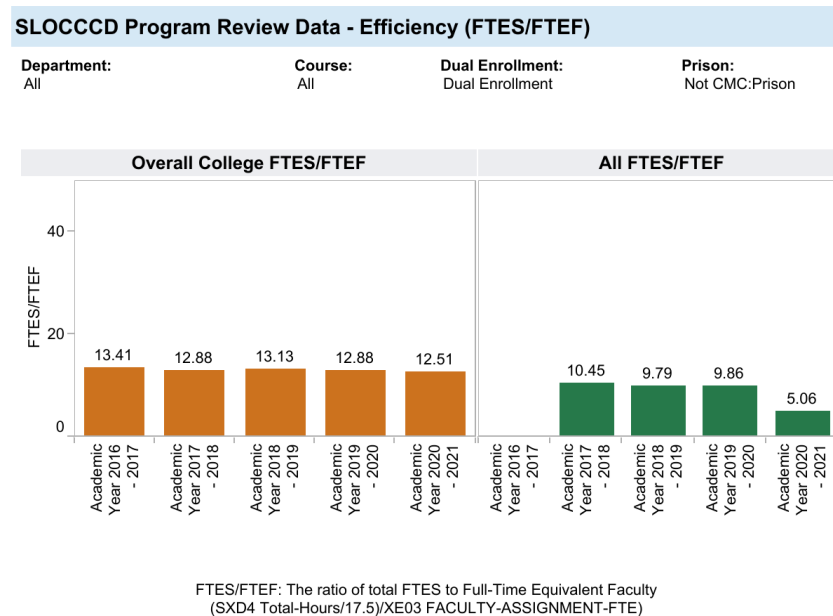
Fill rate is really only a factor for Dual Enrollment for the sections that are taught by Cuesta instructors. Currently, courses from only five disciplines are being offered in this modality: ECE, Education, History, Music and Physics. Enrollment is overall strong in these dual enrollment sections, however, 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. When Lucia Mar requested two sections of Music in this format (one Fall and one Spring) they already knew that the expected enrollment would likely not exceed 15. Instead of not offering these Music courses as dual enrollment, the two sections were made open to the general public, which did increase enrollment significantly (to 33 and 31 respectively, both with a cap of 40). 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, readiness and willingness to assist with registration, high school staff training, readiness and willingness to assist with registration and finally student and parent awareness of the option of dual enrollment.

[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. For general dual enrollment, 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 (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.

[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.*

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

Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

N/A

What resources might you need to meet and exceed the Institutional Set Standard?

*No resources have been identified at this time.*

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

Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

*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.*

What resources might you need to meet and exceed the Institutional Set Standard?

*No resources have been identified at this time.*

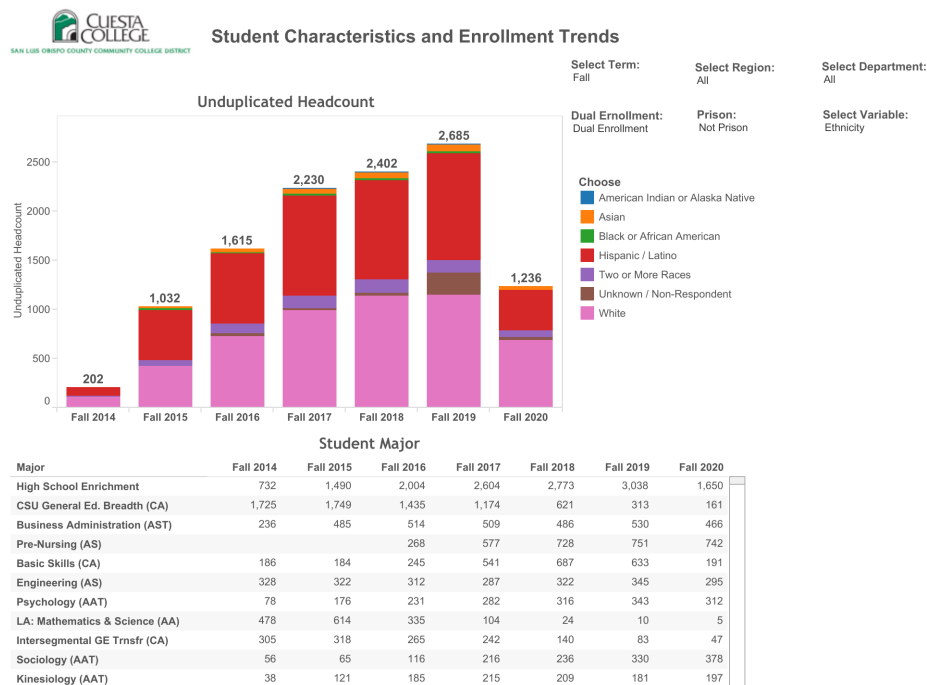
*Faculty Designees for Dual Enrollment will inform the program of these needs.*

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.

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. Currently, the Disaggregated Student Success Chart shows that there is a 2.15% performance gap for low income students participating in dual enrollment; a 3.73% performance gap for first generation students, and a 3.17% performance gap for our Hispanic Students. It is important that our office engages in conversations with our High School partners to ensure we are equitably serving our dual enrollment students. Models such as embedded tutors and access to technology resources

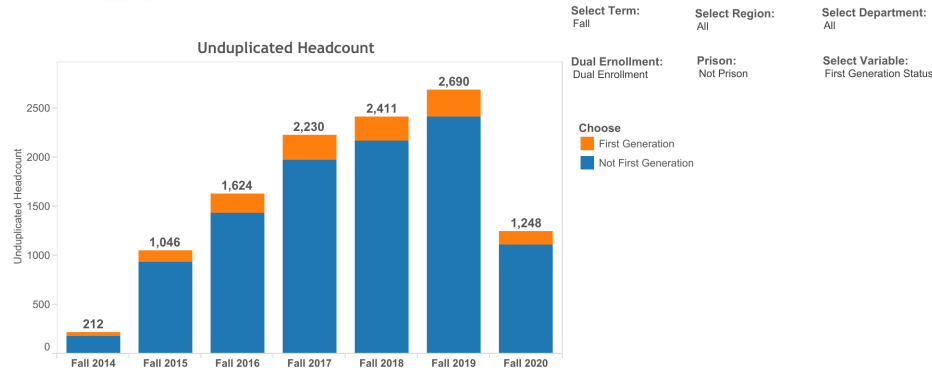
are being considered. It is also important that our office engages with professional development opportunities, and extend the invitation to our high school partners (Dual Enrollment Coordinators, High School teachers, etc.). Recently, our office participated in a webinar by Ed Trust West. According to a 2021 tool created by Ed Trust West, “Jumpstart: Mapping Racial Equity in California’s Community College Dual Enrollment”, Cuesta College has “Low Representation” of Black and Latinx students in Dual Enrollment, and “Moderate Representation” for Native students (the participation score reflects the proportion of dual enrollment students that identify within a given racial/ethnic group with the proportion of high school students in the same racial/ethnic group). Continuing to seek data, and respond to data around equity is important as we move forward as a department.

## Ethnicity



## First Generation Students

## Student Characteristics and Enrollment Trends



Major	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
High School Enrichment	732	1,490	2,004	2,604	2,773	3,038	1,650
CSU General Ed. Breadth (CA)	1,725	1,749	1,435	1,174	621	313	161
Business Administration (AST)	236	485	514	509	486	530	466
Pre-Nursing (AS)			268	577	728	751	742
Basic Skills (CA)	186	184	245	541	687	633	191
Engineering (AS)	328	322	312	287	322	345	295
Psychology (AAT)	78	176	231	282	316	343	312
LA: Mathematics & Science (AA)	478	614	335	104	24	10	5
Intersegmental GE Trnsfr (CA)	305	318	265	242	140	83	47
Sociology (AAT)	56	65	116	216	236	330	378
Kinesiology (AAT)	38	121	185	215	209	181	197

### 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 as dual enrollment and enrichment.

## IV. CURRICULUM REVIEW

- I. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Curriculum review is not a direct component of the Dual Enrollment program. Cuesta Faculty Designees integrate factors associated with dual enrollment in their course and

program curriculum review and revision. The course outline is central feature of the curriculum review and approval process for each course offered as dual enrollment.

- J. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

N/A

## **V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

- K. Attach or insert the assessment calendar for your program for the next program review cycle.

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.

- L. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

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.

Our office does provide information on eLumen in our High School Teacher Orientation.

- M. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

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

- N. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

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

- O. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

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

- P. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

As the Dual Enrollment Office, continues to stress the importance of the usage and assessment of Learning Outcomes, it is important that we continue to have staffing to support Faculty Designees and High School Teachers. We have requested a Faculty Lead for Dual Enrollment to be a resources for Faculty participating in Dual Enrollment as it relates to engaging with Learning Outcomes.

To support student success of all dual enrollment students, the dual enrollment program is requesting in the Resource Plan for Community Engagement funds to pilot project to embed tutors in a select number of courses offered as dual enrollment and taught directly by Cuesta instructors. To uphold equity as a core value of the program and college

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

### Q. Institutional Goals and Objectives

Dual Enrollment at Cuesta College is an integral part of the Institutional Goals of Access, Completion, Unit Accumulation, Workforce, and Fiscal. Largely, by offering Cuesta College courses early on students' higher education journey, we are supporting students in providing early access to college, as well as clarifying their educational pathway that impacts their completion timeline and unit accumulation over time. Offering Dual Enrollment and contributing FTEs to the district is important to note.

### R. Institutional Learning Outcomes

A significant value of the Dual Enrollment program are the college-level ILO standards embedded in each course. With each course Cuesta extends its resources, knowledge and expertise in defining and supporting these six Institutional Learning Outcomes in all partner high schools in the county. The Dual Enrollment program highlights the role of Learning Outcomes (Student, Program and Institutional) with both high school teachers and Cuesta instructors as part of the program orientation and on-going support they receive.

### S. Program outcomes

As the Dual Enrollment Office, continues to stress the importance of the usage and assessment of Learning Outcomes, it is important that we continue to have staffing to support Faculty Designees and High School Teachers. We have requested a Faculty Lead for Dual Enrollment to be a resources for Faculty participating in Dual Enrollment as it relates to engaging with Learning Outcomes.

Indicate any anticipated changes in the following areas:

### T. Curriculum and scheduling

Curriculum/Schedule Development:

Cuesta College's Dual Enrollment Office works with a Dual Enrollment Coordinator (a designation outside of folks' current scope of work) to plan course offerings per site. From there, our content faculty (Faculty Designees) are engaged in Curriculum Review, to determine if the high school course incorporates all components of the Cuesta College course, and if the instructor meets Minimum Qualifications to teach. There is also an evaluation process on an annual basis that serves as the foundation for course renewals in the upcoming academic year.

When a site does not meet a teacher with Minimum Qualifications, we are offering some sections that are "Cuesta Instructor-Led" where a Cuesta College Faculty member allocates their faculty load to offer sections exclusively for the high school sites. There are many implementation factors to

consider such as minimum enrollment numbers, 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 terms of assessing course SLOs, PLOs, and ILOs, our Office will engage Faculty Designees and high school teachers with eLumen and course SLOs to provide a richer educational experience for students engaging with dual enrollment.

#### Scheduling:

Building an Academic Year Dual Enrollment Course Offerings list is a collaboration between the Dual Enrollment Office, Dual Enrollment Coordinators at our local area high schools, Division Chairs, Faculty Designees, Instructional Specialists, IT, Registration, and many other roles.

Building the academic year schedule is a problematic component to the program as the Cuesta College schedule has restraints and guidelines (Chancellor's Office, Banner capabilities, etc.) that do not align with our high school partners' Master, Instructional, and Bell schedules. Navigating issues such as the 50 minute period, block schedules, minimum days at high schools, etc. All make creating the schedule a challenging component. This process heavily impacts the workload of Instructional Specialists.

When it comes to scheduling, our area may be impacted by Administration's guidance on when CCAP classes are scheduled (starting in Fall 2021, or utilizing the end date of the local area high school to determine the start date). This will have large implications on our communication with sites, our course schedulers, Enrollment Services, IT, Dual Enrollment Office, and all parties involved.

Our course scheduling is also reliant on Division Chairs and assigned Faculty Designees – so any shift to their processes or allocation of Faculty Designees will impact Dual Enrollment.

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. Also, 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.

#### U. Support services to promote success, persistence and retention

##### Outreach/Enrollment:

As it relates to access to Dual Enrollment with our local area high school sites, we will need to work with high school counselors to determine which students are placed in dual enrollment courses, and explore ways to reach students who are traditionally underrepresented in Dual Enrollment as we look to serve unrepresented students in higher education, low income students, and first generation college students. According to a 2021 tool created by Ed Trust West, "Jumpstart: Mapping Racial Equity in California's Community College Dual Enrollment", Cuesta College has "Low Representation" of Black and Latinx students in Dual Enrollment, and "Moderate Representation" for Native students



(the participation score reflects the proportion of dual enrollment students that identify within a given racial/ethnic group with the proportion of high school students in the same racial/ethnic group).

Once students are identified, our office will be able to facilitate successful registration for students, and eliminate any barriers to access Cuesta College courses.

#### Student Support Services:

As we move forward with Dual Enrollment, it is important that we work closely with our high school partners to support the success of our current dual enrolled high school students. Our office will partner with Outreach & Enrollment Services departments such as the Student Success Center and explore opportunities to support and engage dual enrollment students (embedded tutors, campus tours, connection to campus resources available, etc.) - particularly underrepresented, low income, and first generation students.

#### Institutional Data:

Currently, Enrichment and Dual Enrollment students (classified in our system as 'special admit') are often not reflected in institutional-wide data presentations/projects. Special Admit students are also not reflected strongly in Cuesta College's Student Equity Plan. In the future, we believe that increasing the amount of access to data and a deeper understanding of our CCAP/Dual Enrollment students will be important as we look to support and retain our dual enrollment students (who often become First Time Cuesta College students). On this same page, being able to disaggregate data by race, ethnicity, gender, first generation status, etc. Will also be helpful in providing more targeted information about dual enrollment, and support while engaging in the program.

#### V. Facilities needs

N/A

#### W. Staffing needs/projections

The Dual Enrollment Program has identified the urgent need to clarify roles and responsibilities of staff assigned to the implementation of dual enrollment (Enrollment Services, Dual Enrollment staff, Dual Enrollment Coordinators on site, high school teachers, etc.). Part of the clarification of roles is contingent on a larger vision for dual enrollment within Cuesta College.

In order to better address the staffing needs and projections, the institution will need to clarify the role of the Dual Enrollment Office in the registration processes of Dual Enrollment. We envision we will work closely with Enrollment Services on the promotion and outreach of Dual Enrollment in our communities, and this collaboration may lead to additional staffing needs within our department.

As the Dual Enrollment Office's role works to clarify duties and roles in the implementation of Dual Enrollment, it may require a review of our current positions such as the Dual Enrollment Office Technician and Dual Enrollment Clerical Assistant III, and potentially requiring revisions to the job descriptions. Additionally, our office will be looking at utilizing technology (Dynamic Forms, Teams, Canvas, etc.) to streamline processes that could have an impact on department staffing structures.

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. This role would be helpful in navigating issues 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.

As we continue to seek opportunities to support our current Dual Enrollment students, we will explore piloting Embedded Tutors in our dual enrollment courses in collaboration with the Student Success Center and potential other institutional grants on campus such as the Title V Teacher Pathways grant.

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.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

With our current external funding (Innovation Award & Strong Workforce Program) and potential for an increase of categorical funding geared towards Dual Enrollment (Chancellor's Office one time institutional materials funding, etc.), we will need to evaluate how we can effectively use these funds to strengthen the program and positively impact the general fund.

Given that funding and costs of sections offered as Dual Enrollment differs from all other the Dual Enrollment program needs to underscore the need Administration to review the current expenditures for Dual Enrollment (high school teacher stipends, district stipends, faculty loads (for Cuesta-led classes) to determine any additional changes to the payment models.

In terms of FTES targets, it will need to be determined by the district what our FTES target is for dual enrollment, along with clarifying what the threshold is for determining the viability of a section of dual enrollment.

## **VII. END NOTES**

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

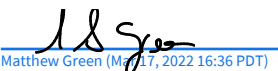
VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

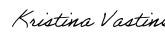
## SIGNATURE PAGE


Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.**

**Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)**

Matthew Green	 <small>Matthew Green (Mar 17, 2022 16:36 PDT)</small>	03/17/2022
Division Chair/Director Name	Signature	Date

Kristina Vastine		03/17/2022
Name	Signature	Date

Nanette Piña-Stevens	 <small>Nanette Pina-Stevens (Mar 17, 2022 14:58 PDT)</small>	03/17/2022
Name	Signature	Date

Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

#### APPLICABLE SIGNATURES:

*Ryan Cantoral*



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**Vice President/Dean**

**Date**



Matthew Green (Mar 17, 2022 16:36 PDT)

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**Division Chair/Director/Designee**

**Date**

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**Other (when applicable)**

**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

# Dual Enrollment 2022 CPPR Document

Final Audit Report

2022-05-11

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By:	Nanette Pina-Stevens (nanette_pinastevens@cuesta.edu)
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