INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Cluster: 3 **Area of Study:** Education and Information **Program:** Education **Current Academic Year:** 2022-2023

Last Academic Year CPPR Completed: None (This is first) **Current Date:** 2/1/2023

NARRATIVE: INSTRUCTIONAL CPPR

GENERAL PROGRAM INFORMATION

This CPPR was written by the Division Chair (who is NUTR faculty), Cherie Moore, with feedback from full-time CDFS (Child Development/Family Studies) faculty, Melina Simonds.

Six degrees and certificates are in this program:

Associate Degree for Transfer ELEMENTARY TEACHER EDUCATION
Associate in Arts PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
Certificate of Achievement CHILD DEVELOPMENT FOR ELEMENTARY EDUCATORS
Certificate of Achievement HIGH SCHOOL/MIDDLE SCHOOL TEACHER PATHWAY
Certificate of Achievement PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
Certificate of Specialization PARAPROFESSIONAL EDUCATOR FOUNDATION

The EDUC program has grown significantly from its inception as part of the DHSI Grant the college received in 2017. With a focus on recruiting and supporting students who identify as Latina/o/x, the Teacher Pathways team and department has built a strong team, between the faculty, bilingual student academic success coach, and dedicated bilingual academic counselor. In line with the grant objectives, the team continued to build out the EDUC offerings by writing and implementing two additional courses to meet student and community need in Ethnic Studies and Paraprofessional education. The department also added a section of EDUC 200 as a dual enrollment offering at Paso Robles High School and two at Atascadero High School, all Cuesta-led instruction. The Faculty Lead at the time (they have now taken a full-time job at the California Teaching Credentialing Commission) participated in statewide discussions and action in response to legislative changes related to the Ethnic Studies graduation requirement at the CSU and later in the K-12 system, along with AB 130 changes to the Basic Skills and Subject Matter Requirements for California Teaching Credentials.

In 2020, the CSU System adopted an Ethnic Studies graduation requirement (Area F). The Education Lead gathered information on this and in collaboration with HDHS faculty developed an Ethnic Studies for Educators course that was approved by the CSU to qualify for the Area F requirement. The Lead and Bilingual Academic Success Coach were part of hiring committee, led by the ABS division chair, to hire Ethnic Studies faculty. EDUC Faculty also built collaborative partnership with the Ethnic Studies educator at Paso Robles High School to help their course obtain approval and become a dual enrollment option for our HDHS/ETHN 230 course. The Lead collaborated with Division Chair and an ECE (now CDFS, Child Development/Family Studies) faculty member to develop a course for Paraprofessional Educators to help meet the demand from local schools, districts, and other organizations. Throughout the Fall of 2021, EDUC faculty and support staff collaborated with local schools and agencies to facilitate programming with the goal of recruiting Cuesta students to fill Paraprofessional Educator openings throughout the County. During Summer of 2021, the department offered a synchronous section of EDUC 200 and continued to improve the content and accessibility of the online version of the course. Enrollment numbers were modest during the summer, yet students from throughout California were able to participate in the course.

Beginning in Spring 2021, Division Chair, Faculty Lead and Paso Robles High School began the

process of offering the section of EDUC 200 as a dual enrollment, taught by the Cuesta instructor. This section is the capstone for the Career Pathways at PRHS and has been very successful. When the instructor for the section offered at Atascadero High School did not meet minimum qualifications, the Faculty Lead worked with high school and Cuesta administration to get the Cuesta-led section in place. There were numerous obstacles to getting the course established during the fall semester, so this course did not begin until Spring 2022, and it is now fully enrolled.

In July 2021, AB 130 went into law and had significant impacts on teacher preparation. Lead Faculty engaged in statewide discussions on implementation of this new policy and attended several conferences and meetings in order to maintain communication with CTC, CSU leaders, and credential analysts so as to provide Cuesta EDUC students with the most accurate information possible.

The CDFS department is engaged in securing a partnership with Cal Poly that will create a 4-year, local educational pathway for students interested in a career teaching pre-kindergarten to 3rd grade at California's public schools (PK to 3 Early Learning Credential). Public school teaching positions are an opportunity for our students to move from poverty-level wages at private and non-profit early care and education sites to livable wages that include benefits in public elementary schools. Our Education department has previously offered the Child Development for Teachers Certificate of Achievement for K-12 educators to receive child development education and training. Fall 2023(catalog year 2023/2024) an approved edited version will be offered: **PK – 3 PATHWAY FOR ELEMENTARY EDUCATORS**. This certificate, created by the CDFS full-time faculty, provides the required child development coursework for elementary teachers, teaching TK. Four-year colleges have been charged with creating coursework for a PK - 3 Early Childhood Specialist credential that includes 24 ECE/Child Development units for the California credential requirement for TK teachers. The certificate will meet the requirement.

The Division Chair (NUTR faculty) has met with multiple faculty and administration at multiple colleges, such as Channel Islands, Cal Poly Pomona, Cal Poly SLO, CSU Monterey, and Brandon College, to discuss collaboration and partnerships.

Special Note: EDUC 210 is cross-listed with ETHN 210 and starting Fall 2023 will switch to ETHN being its parent department. Two full-time faculty are in the ETHN dept. and do all of the ETHN work, but they are not responsible for the departmental work of EDUC.

Part-time Education Faculty

Justin Gish, Michelle Garner, Katie Mervin

PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Education Program's Mission mirrors Cuesta College's mission. Currently the Education Program offers **an inclusive program that inspires a diverse student population to achieve their educational goals.** In the Education courses at Cuesta College, students acquire the tools to **improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.** In the Education Department at Cuesta College, we work together with dignity and respect toward the common goal of serving our students. The faculty in the Education Department at Cuesta College offer, t**hrough dynamic and challenging learning opportunities, a program that improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.** The Education Department values **Access,**

2 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Success, and Excellence.

Brief history of the departmental ADT

The Associate Degree for Transfer (AA-T or AS-T), which is a result of SB 1440, is a special degree offered at California Community Colleges. Students who earn an AA-T or AS-T degree are guaranteed admission to a campus within the California State University (CSU) system, although not necessarily to a specific campus or major. Students who complete an AA-T or AS-T are given priority consideration when applying to a particular program that is similar to the student's community college major and will be given a special GPA advantage when applying to CSU-impacted campuses or majors. Students who are planning to pursue an AA-T or AS-T are strongly advised to meet with a counselor for additional information about this transfer program. The Elementary Education ADT has been approved/effective since 2018.

The Education Department ensures that classes are offered and rotated among campuses and semesters to ensure all students who want to take Education classes may take them. The department continues to add a variety of online class offerings.

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

The Education program addresses or helps the district to achieve its institutional goals, objectives, and/or operational planning initiatives by directly contributing to the following Institutional Goals and Institutional Objectives:

Institutional Goal 1: **Access**   Increase student access to higher education
Institutional Objective 1D: Increase career pathways for local high school students
Measure 2: Percent of local high school students enrolled in dual enrollment courses
PT faculty teach 3 sections of Cuesta-led dual enrollment at Paso Robles and Atascadero high schools

Institutional Goal 2: **Completion** Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets
Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets
Measure 2: Percent of students who earn either an Associate Degree or Associate Degree for Transfer
The department offers 6 degrees and certificates, including an ADT

Institutional Goal 3: **Transfer**   Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)
Measure 1: Increase the completion of Associate Degrees for Transfer for all student groups
The department offers 6 degrees and certificates, including an ADT

Institutional Goal 4: **Unit Accumulation**   Decrease the average number of units accumulated by Cuesta College students
Measure 1: Decrease among all students who earn an Associate Degree in the selected year and who were enrolled in the previous or selected year, the average number of units completed among students who had completed at least 60 units at any community college
Discussions and actions have been ongoing and the department recognizes and represents this goal

Institutional Goal 5: **Workforce**   Increase the proportion of exiting students who report being employed in their field of study

3 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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Institutional Objective 5C: Increase proportion of all students with a job closely related to their field of study
Measure 1: Increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported they are working in a job very closely or closely related to their field of study
Partnerships and conversations are ongoing with local employers, school districts, and county office of education. The division chair has ongoing conversations with universities, brainstorming partnerships.

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

Attached are the San Luis Obispo County Community College District Institutional Learning Outcomes with mapped Education courses.

ILO 1. Personal, Academic, and Professional Development

• Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development

• Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being

• Demonstrate the professional skills necessary for successful employment

ILO 2. Critical Thinking and Communication

• Analyze and evaluate their own thinking processes and those of others **(**

• Communicate and interpret complex information in a clear, ethical, and logical manner

ILO 3. Scientific and Environmental Understanding

• Draw conclusions based on the scientific method, computations or experimental and observational evidence

• Construct and analyze statements in a formal symbolic system

• Analyze the relationship between people's actions and the physical world

• Make decisions regarding environmental issues based on scientific evidence and reasoning

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

• Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world

• Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures

ILO 5. Artistic and Cultural Knowledge and Engagement

• Identify, create, or critique key elements of inspirational art forms

• Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories
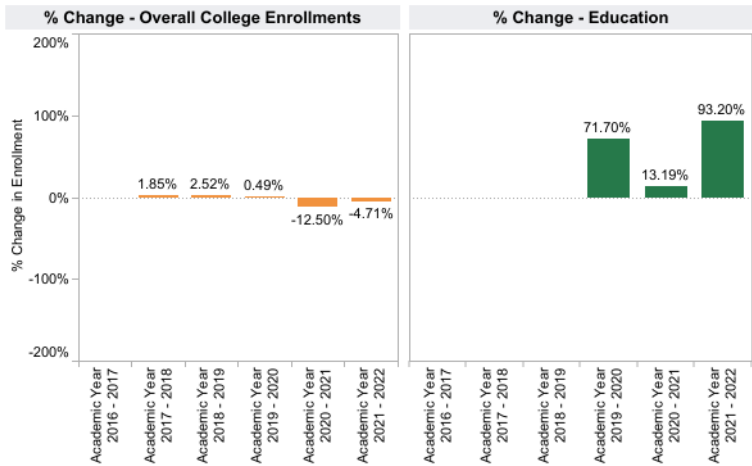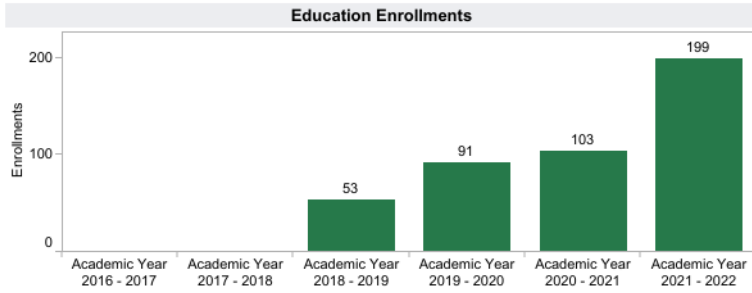
ILO 6. Technical and Informational Fluency

• Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically

• Produce and share electronic documents, images, and projects using modern software and technology

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Education	All	All	All

Region: All

Education Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
		53	91	103	199

% Change - Overall College Enrollments

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
1.85%	2.52%	0.49%		-12.50%	-4.71%

% Change - Education

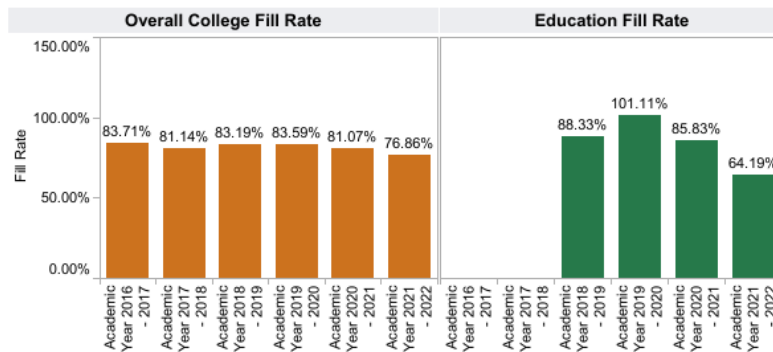| Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
			71.70%	13.19%	93.20%

The enrollment of the Education department has increased significantly (almost doubled with 199 enrollments) in the last year, showing a need for a full-time faculty in the department.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)
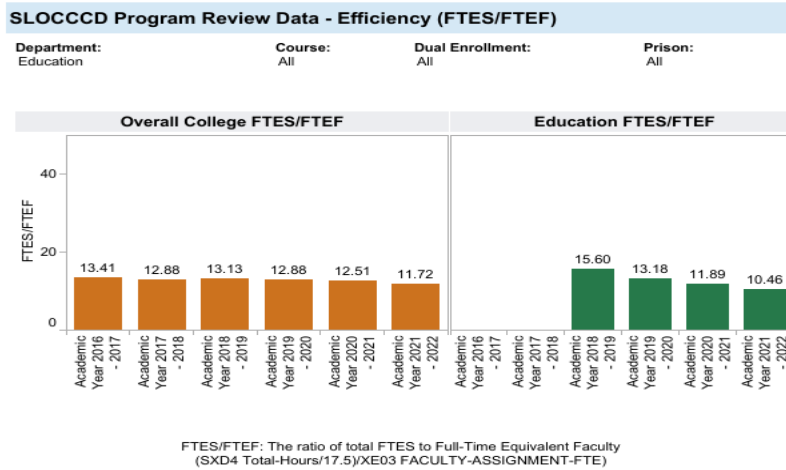
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Education	All	All	All

Overall College Fill Rate

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
83.71%	81.14%	83.19%	83.59%	81.07%	76.86%

Education Fill Rate

Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020	Academic Year 2020 - 2021	Academic Year 2021 - 2022
		88.33%	101.11%	85.83%	64.19%

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.

Education has high caps, which deceivingly effects our fill rates. Fill rates may be a little lower because we are striving to offer many options for students, especially for the new EDUC 210/ETHN 210 Area F course.

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Education	All	All	All

Overall College FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2016 - 2017	13.41
Academic Year 2017 - 2018	12.88
Academic Year 2018 - 2019	13.13
Academic Year 2019 - 2020	12.88
Academic Year 2020 - 2021	12.51
Academic Year 2021 - 2022	11.72

Education FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2018 - 2019	15.60
Academic Year 2019 - 2020	13.18
Academic Year 2020 - 2021	11.89
Academic Year 2021 - 2022	10.46

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The education department is committed to offering a variety of times, modalities, locations. This can effect fill rates. Some strategies we commonly practice to try to increase efficiency are: 1) Offer late start courses after full-term courses have filled, 2) Add additional sections of courses when there are large waitlists, 3) Schedule courses based on student need for times and days, 4) Work with other faculty, possibly in other divisions, to reduce course conflicts, 5) Convert-low enrolled FTF courses to DE where possible/offer courses as DE where there is a demand, 6) Cancel low-enrolled courses early enough to allow students to enroll in other courses, 7) Schedule courses on a rotation, especially for low-cap, low-enrolled courses, 8) Reduce duplicate courses that meet the same requirements, 9) Assess seat availability and reduce sections that consistently have open seats, 10) Cross-list courses to maximize enrollments, 11) Ensure all units and courses are necessary for degree and certificate completion, 12) Determine if the number of times class meets per week maximizes course efficiency and adjust the meeting days accordingly, 13) Discuss retention strategies in the department, such as Early Alert messaging and referring students to campus resources, 14) Consider enrolling over the Enrollment Maximum so that with drops courses will end up with the Enrollment Maximum, 15) Consider ways to promote the department, program, and courses, and 16) Consider reaching out to students who are slow to get started in a DE course instead of dropping them.
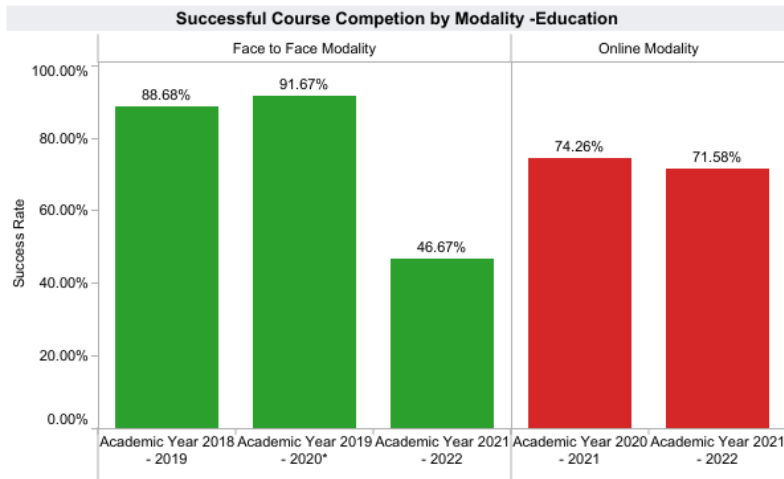
D. Student Success—Course Completion by Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion
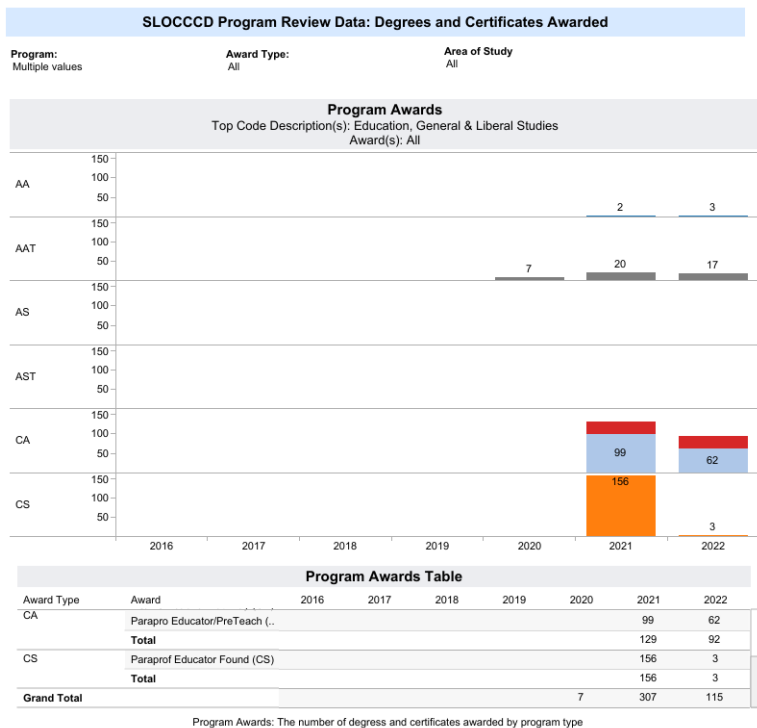
Select Department:
Education

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Education

Successful Course Competion by Modality Table - Education

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	88.68%	91.67%		46.67%
	Total Department Enrollments	53.0	91.0		15.0
Online Modality	Department Success Rate			74.26%	71.58%
	Total Department Enrollments			103.0	184.0

The Face-to-Face modality has typically produced more success in the ABS division than the DE modality. I believe these are also related to post-pandemic. Online Success is holding steady in the 72-75% range.

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

7 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program Awards
Top Code Description(s): Education, General & Liberal Studies
Award(s): All

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CA	Parapro Educator/PreTeach (..						99	62
	Total						129	92
CS	Paraprof Educator Found (CS)						156	3
	Total						156	3
Grand Total							7	307	115

Program Awards: The number of degress and certificates awarded by program type

The degree and certificate earners were 307 in 2021 and 115 in 2022. These are significant and remarkable numbers. The ADT earners increased in the past two years (second and third year of graduates) to 20 and 17.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.
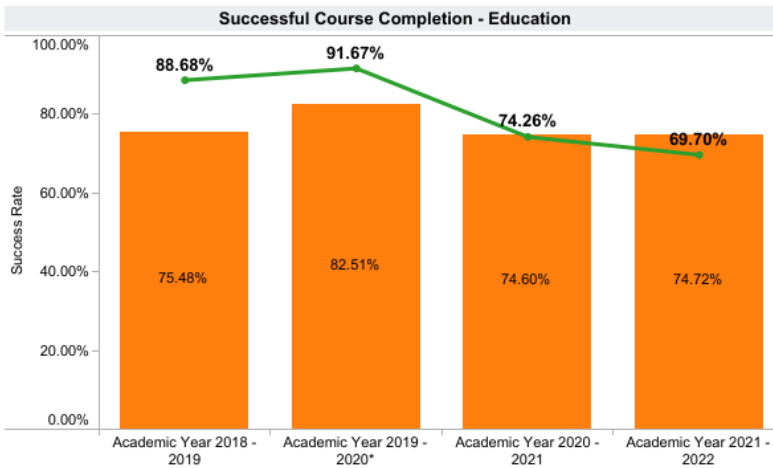
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Education

COURSE
All

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - Education

**Education Success Rate Table**

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	88.68%	91.67%	74.26%	69.70%
Total Enrollments	53	91	103	199

The Education department had a Successful Course Completion of 69.70%. Post-pandemic may still be a factor in this result.

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.
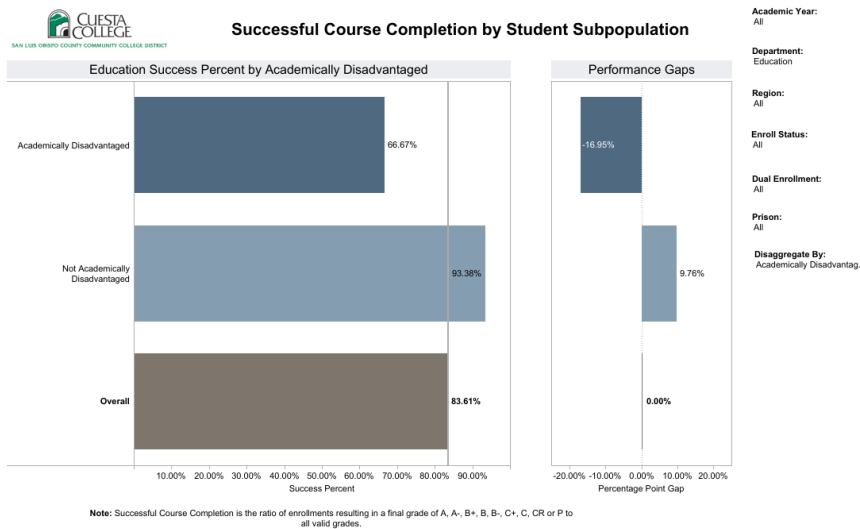
Performance gaps are noted (-16.95%) for academically disadvanged students.
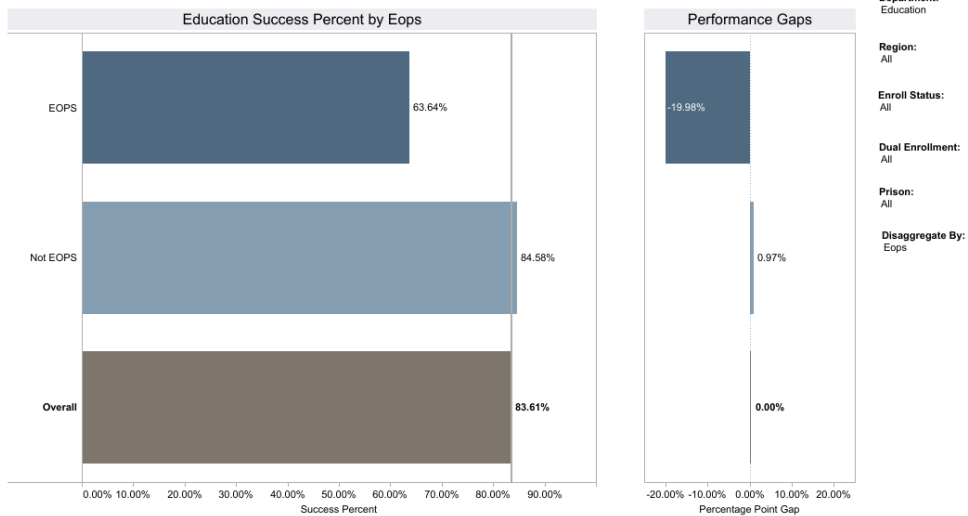
Successful Course Completion by Student Subpopulation
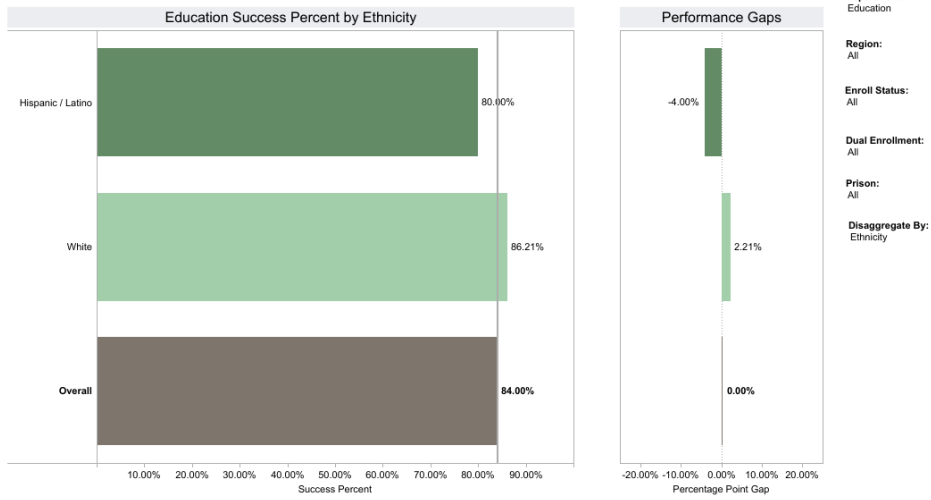
Education Success Percent by Ethnicity

Hispanic / Latino	80.00%
White	86.21%
Overall	**84.00%**

Performance Gaps

	-4.00%
	2.21%
	0.00%

Academic Year: All
Department: Education
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Ethnicity

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Performance gaps are noted (-4%) for Ethnicity (Hispanic/Latino) students.

Successful Course Completion by Student Subpopulation

Education Success Percent by Eops

EOPS	63.64%
Not EOPS	84.58%
Overall	**83.61%**

Performance Gaps

-19.98%	
	0.97%
	0.00%

Academic Year: All
Department: Education
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Eops

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Performance gaps are noted (-19.98%) for EOPS (13 enrolled) students.

Successful Course Completion by Student Subpopulation
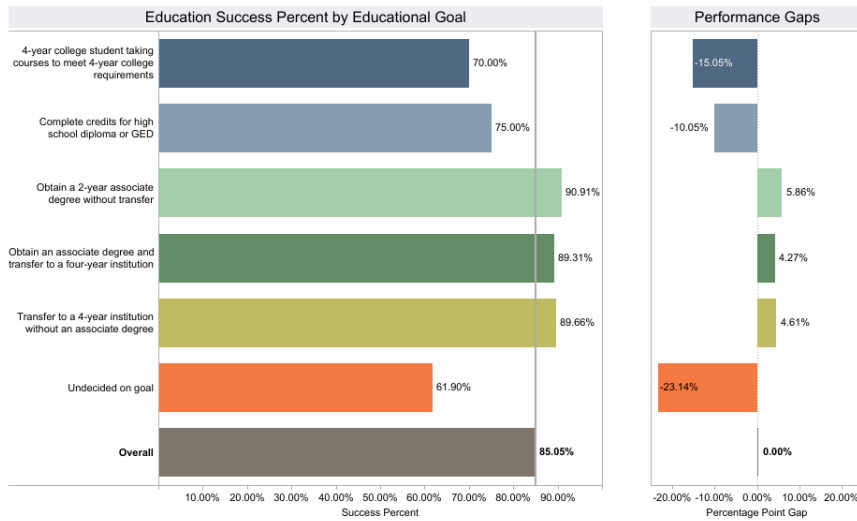
Education Success Percent by Educational Goal

Educational Goal	Success Percent
4-year college student taking courses to meet 4-year college requirements	70.00%
Complete credits for high school diploma or GED	75.00%
Obtain a 2-year associate degree without transfer	90.91%
Obtain an associate degree and transfer to a four-year institution	89.31%
Transfer to a 4-year institution without an associate degree	89.66%
Undecided on goal	61.90%
Overall	85.05%

Performance Gaps

	Percentage Point Gap
4-year college student...	-15.05%
Complete credits...	-10.05%
Obtain a 2-year associate...	5.86%
Obtain an associate degree...	4.27%
Transfer to a 4-year...	4.61%
Undecided on goal	-23.14%
Overall	0.00%

Academic Year: All
Department: Education
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Educational Goal

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Performance gaps are noted (-15%) for "4-year college student taking courses to meet 4-year college requirements" and (-10%) for "complete credits for high school diplomas of GED" students.

The EDUC faculty have all completed the OEI training – to ensure greater access and to support persistence, for all students, in quality online courses (to address equity gaps). The EDUC Lead faculty received a California Virtual Campus "badge" and was a campus leader in the JEDI program.

More (bulleted) strategies, opportunities, and resources of how EDUC faculty address equity gaps:

What strategies have you implemented to address equity gaps in the classroom?

- Low cost and free course textbooks/materials
- Variety of course options, including DE, synchronous, in-person
- Extra credit in-course student surveys of their needs (e.g. textbook, basic needs, tutoring, etc)
- Connecting our Education/Teacher Pathway-specific academic counselor with students and encouraging them to meet
- Check-ins with students falling behind in coursework early and periodically in semester
- Announcing student support/services events in our classes (e.g. Food Bank distribution, Cougar Pantry, student service events, free tutoring options)
- Welcoming syllabi
- Ensuring all students have a comprehensive student ed plan
- Canvas page, regular announcements, and events for teacher pathways students

What type of professional development opportunities are your program faculty participating in to address equity in the classroom?

- JEDI Academy faculty training
- FLEX activities
- OEI Badging

What resources might you need to minimize equity gaps?

- A full-time faculty to lead the program

Sixteen additional strategies are explained in the earlier efficiency section.

PROGRAMS AND CURRICULUM REVIEW

The computer program where the entire curriculum resides at the SLOCCCD is CurricUNET. CurricUNET interfaces local campus curriculum design components with both upstream and downstream systems, such as local student systems, multi-campus curriculum searches, and state reporting standards. The full-time faculty member in Nutrition, Cherie Moore, was also the Curriculum Chair who helped develop and train faculty on the CurricUNET system. Cherie, along with Petra Clayton from Modern Languages, developed a Curriculum Review spreadsheet for the CPPRs that were approved by the Curriculum Committee.

The Education department's curriculum has been carefully reviewed for currency in teaching practices and compliance with current policies, standards, and regulations. Evidence of the curriculum review is in the following curriculum information and attached Excel Curriculum Sheet.

Please note about the textbook in EDUC 220: Textbooks Causton-Theoharis, J. The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms Brookes, (2009). Rationale: Takes a holistic view of the paraprofessional role; uses inclusive and positive language in reference to the profession and field. This is the most recent edition of the text available; discipline faculty experts believe it is valuable for the way it discusses core concepts of the discipline. Ashbaker, B. Y. and Morgan, J. The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms Taylor & Francis - Routledge, (2015). Rationale: This book takes a holistic and socratic approach to preparing paraeducators. Language is positive and constructive and provides many opportunities for inquiry & reflection throughout. This is the most recent edition of this text. It addresses key content and dispositions of the paraeducator and Special Education professions.

A. Programs Review

    a. Review the CurricUNET "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Six Active Programs (All new since this is first CPPR):

    Associate Degree for Transfer ELEMENTARY TEACHER EDUCATION
    Associate in Arts PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
    Certificate of Achievement CHILD DEVELOPMENT FOR ELEMENTARY EDUCATORS*
    Certificate of Achievement HIGH SCHOOL/MIDDLE SCHOOL TEACHER PATHWAY
    Certificate of Achievement PARAPROFESSIONAL EDUCATOR/PRE-TEACHING
    Certificate of Specialization PARAPROFESSIONAL EDUCATOR FOUNDATION

    * **PK – 3 PATHWAY FOR ELEMENTARY EDUCATORS** (Name/courses modification, explained on page 2)

    b. For all Currently Active Programs/Certificates, review the CurricUNET "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

All programs listed above have accurate program descriptions, and PLOAs.

B. Curriculum Review

Complete the Curriculum Review Worksheet (download from this folder) and submit the form with your CPPR.

Please see attached excel document

12 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

Education Program Assessment Calendar								
	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026	Sp 2027
SLO Assessment Data Collection & eLumin Input	EDUC 200	EDUC 210	EDUC 220	EDUC 200	EDUC 210	EDUC 220	EDUC 200	EDUC 210
Complete Inputting; Analyze Results & Plan Improvements		EDUC 200	EDUC 210	EDUC 220	EDUC 200	EDUC 210	EDUC 220	EDUC 200

B. 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. **yes**

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

Please see Individual Program Reports Attached. The Division Chair mapped the PLOS with SLOs and ILOs for the ADT. The other 5 programs were not in Elumen and the Division Chair has alerted the SLOA Coordinator so they can enter them, and then a future Education Lead or Full-time faculty can align the rest.

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

Please see Individual Program Reports Attached. The Division Chair mapped the PLOS with SLOs and ILO for the ADT. The other 5 programs were not in Elumen and the Division Chair has alerted the SLOA Coordinator so they can enter them, and then a future Education Lead or Full-time faculty can align the rest.

E. 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.

This is the first Education ADT

F. 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 (**download from this folder**) and review the **Resource Allocation Rubric**.

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

The Education Department requests money for:

- **Full-time Education faculty and lead, this person can be an EDUC/CDFS combo with the emphasis in Education and leading the program**
- **Conferences**

PROGRAM DEVELOPMENT

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

A. Institutional Goals and Objectives

The Education program clearly supports the Institutional Goals, Objectives, and Outcomes, as described in detail in the preceding report. The department's strategies for responding to the predicted funding formula was to increase the units on the certificate so that students could earn both the ADT and a specialized certificates. The department has already made formally mentioned adjustments, continuing to increase efficiency. The funding formula seems it may potentially conflict with the current college unit restriction goal.

B. Institutional Learning Outcomes

Previously listed.

C. Program outcomes

Previously listed.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

- Curriculum for EDUC 200 has been and will continue to be updated to Project-appropriate anti-bias, anti-racist content and practice.
- EDUC 210 will change to only an ES MQDD; still be cross-listed, but the parent dept. will be ETHN.
- Dual enrollment with Cuesta Instructor-led courses will continue to be offered at PRHS & AHS spreading the one semester course over 2 high school semesters. The department needs to hire.

B. Support services to promote success, persistence and retention

- Continuing to explore opportunities to build partnerships with 4-year universities for their B.A. in Liberal Studies degree and future B.A.s in P-3 credentials.
- Completion program or reach an agreement for guaranteed transfer acceptance to Cal Poly SLO or other regional CSU.

C. Facilities needs

- N/A

D. Staffing needs/projections

- Need for a Full-time faculty to lead the department and teach a full load (may teach some in CDFS)

- Need for additional faculty to teach three dual enrollment sections (42% load needs covered for Fall 2023)

A grant-funded part-time faculty member served as lead and liaison within Cuesta and between systems. Committing to a full-time position in this department would provide a much stronger foundation to respond to

the ongoing increase in demand and need for TK-12 educators. The continuity and structure that accompany a full-time faculty position would provide stability and greater opportunity for Cuesta College to serve the state and local community in this area.

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

After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 12, 2023.

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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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.)

Cherie Moore	*Cherie S. Moore*	Mar 2, 2023
Division Chair/Director Name	Signature	Date

Melina Simonds	*Melina Simonds* Melina Simonds (Mar 2, 2023 13:27 PST)	Mar 2, 2023
Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

16 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 6, 2023

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 here: Faculty Prioritization Process Handbook

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**

Division Chair/Director/Designee	**Date**

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.

EDUC_CPPR_S23

Final Audit Report   2023-03-02

Created:	2023-03-02
By:	Vicki Schemmer (vschemme@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAg_toKFRefjK0G3m0mxZj66loWRIzjMKk

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