

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

PROGRAM: HUMAN DEVELOPMENT / HUMAN SERVICES

CLUSTER: HAWK

LAST YEAR CPPR COMPLETED: 2021-2022

NEXT SCHEDULED CPPR: 2025

CURRENT DATE: 2/28/2023

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates based on Alcohol & Controlled Substance, Family Studies, Human Services and Social Justice Top Codes:

Addiction Treatment Studies AA Degree; Social Work ADT; Human Services AA Degree; Social Justice ADT; Addiction Treatment Studies Certificate of Achievement; Addiction Studies Foundation Certificate of Achievement; Paraprofessional Counseling Certificate of Achievement; Parenting Education/Coach Certificate of Achievement.

GENERAL PROGRAM UPDATE

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

Beginning Fall 2023, our department prefix is changed to ASHS Addition Studies/Social Work/Human Services. We feel this better captures our programs and helps students and industry partners better access our programs for educational and hiring purposes. Although the mission and purpose of HDHS continues without changes from last year, the direction of our curriculum has made some slight shifts. We have deactivated our course HDHS 215 Developmental Patterns of Women and also HDHS 213 Ethnic Identity and Developmental Patterns. We did this because we believe the new Ethnic Studies Department and their course ETHN 230 Introduction to Social Justice & Ethnic Studies addresses the topics of women of color and ethnic identity with a necessary academic amplification that has been missing from course offerings. The Addiction Treatment Studies (ATS) Program, made up of 9 courses, is growing in demand based on several factors. It meets the AOD specific education requirements and 255 hours of supervised

fieldwork required by the state of California, an ATS AA Degree is available, and the program is offered online - with three of the courses requiring synchronous Zoom sessions to practice group and individual counseling skills. It is now registered with CCAPP and CADTP, two of the three state recognized agencies through which students can register and eventually test for certification as substance use disorder counselors. Cuesta's ATS Program has been named as an educational partner in large EDD and CalVIP Grants, bringing cohorts of students into the program starting Fall 22 Semester. Cuesta has been listed as an educational partner in an HCAI Grant written by ELA Community College, if approved, it will bring an amazing opportunity for local students to get large scholarships to pay for schooling and work experience.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

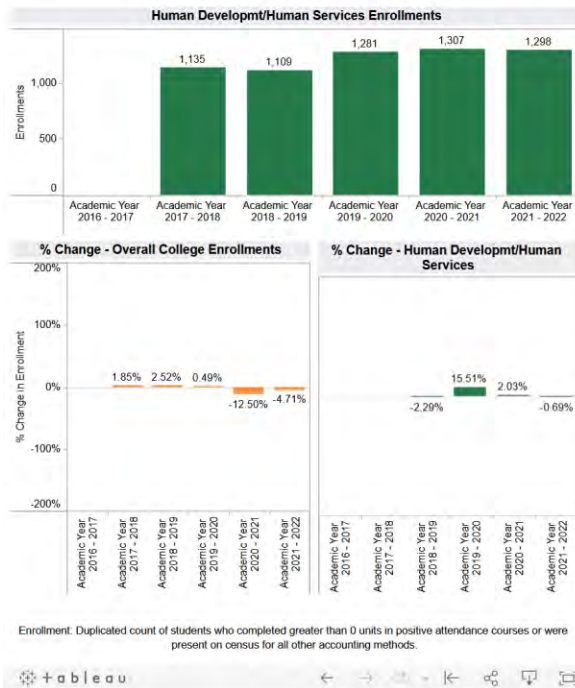
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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

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

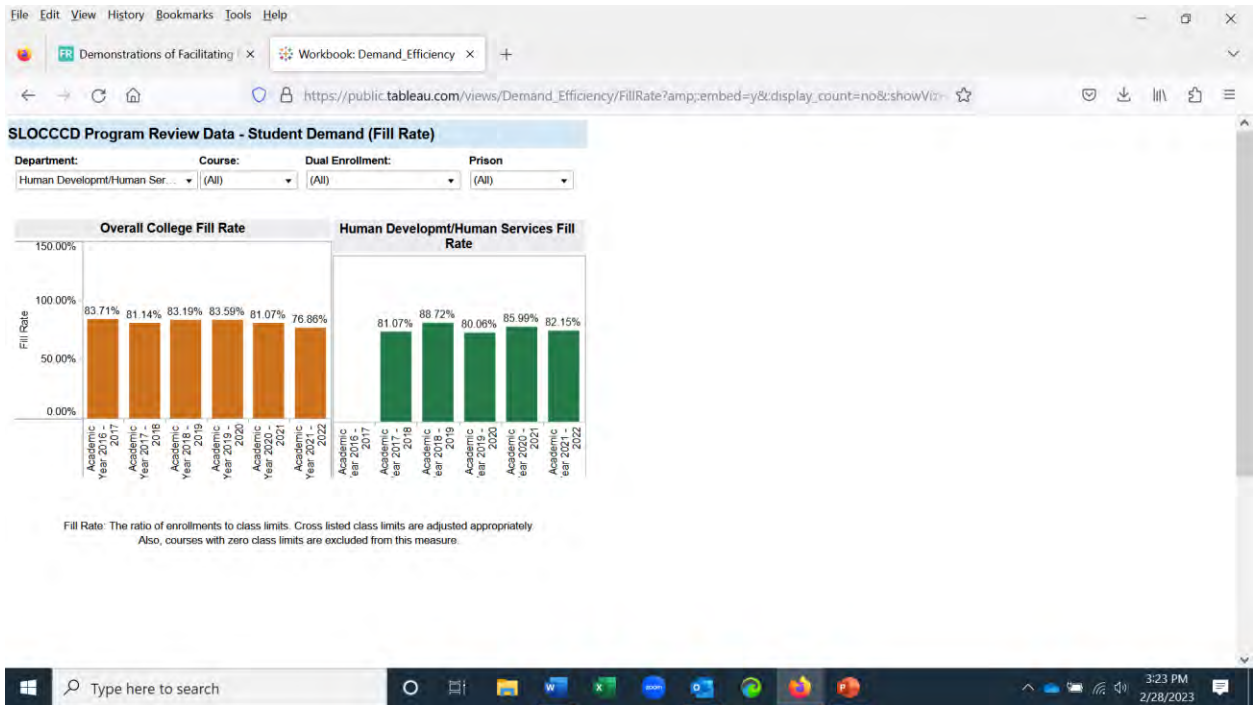
Insert the data chart and explain observed differences between the program and the college.



HDHS enrollments have remained very strong throughout the pandemic years of 2019 through 2022, with enrollment ranging from 1,281 to 1,307. Enrollment increases in this time-period were as much as +15.51%. This is noteworthy because the college wide enrollment trend saw significant decreases in this same time-period, dropping as much as -12.50%.

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

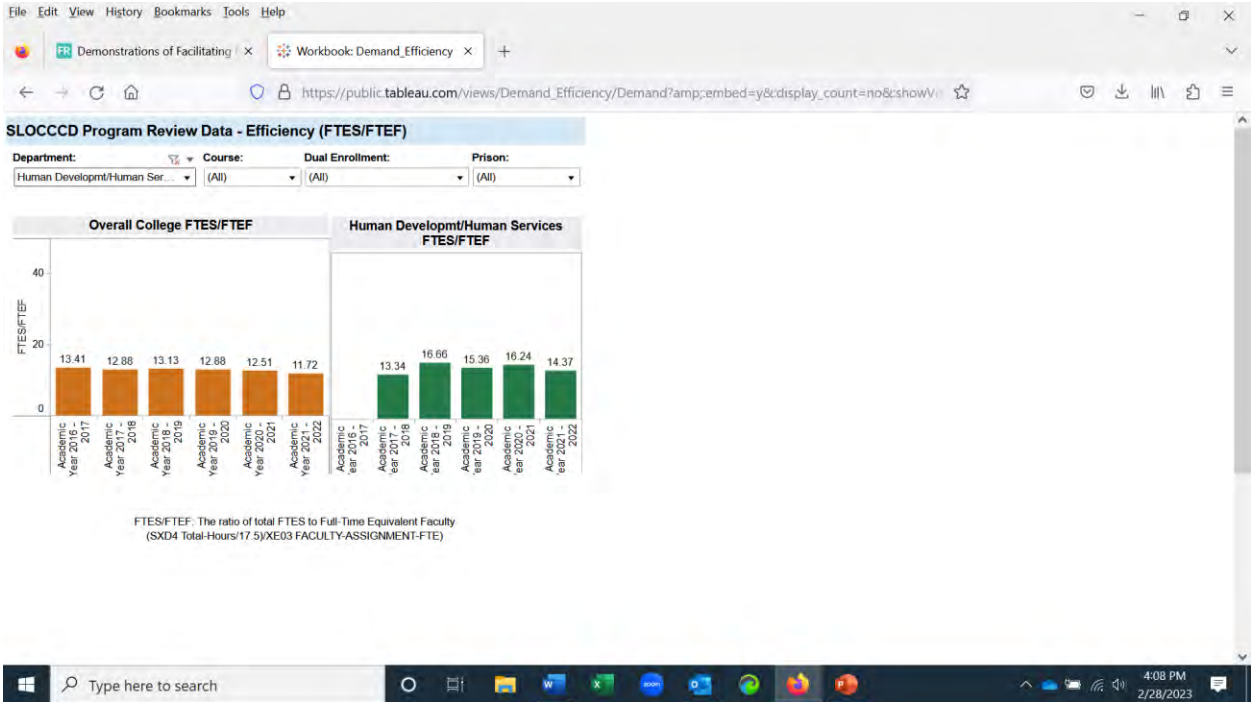
Insert the data chart and explain observed differences between the program and the college.



Beginning 2020 through 2022, HDHS has higher fill rates compared to the College, with an increase an approximate 5% higher rate in 2020 and an approximate 9% higher rate in 2021-22.

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

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



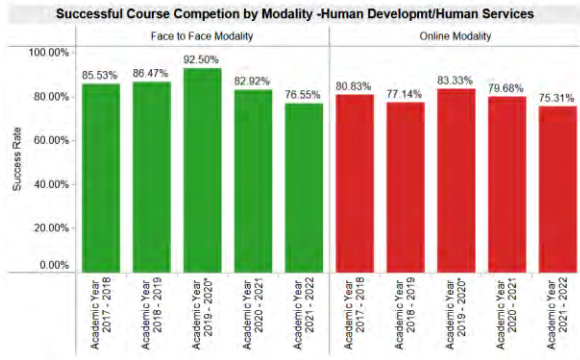
In 2021-22, the FTES/FTEF for HDHS remains significantly higher than the college level, 14.37 compared to 11.72. It is noteworthy that FTES/FTEF have surpassed the college wide levels from 2018 through 2022, which is a continuance of previously noted strengths in HDHS Programs during the pandemic years compared to college wide trends.

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

There is an overall slightly lower course completion of online compared to face-to-face courses. However, the online course completion rates for HDHS exceed the college wide online completion rates by a significant level of 7.07% for school year 20-21 and 3.38% for school year 21-22. This is important information for the program to build upon because the Addiction Treatment Studies Program (that is registered with two state approved agencies as a source for the required education and fieldwork) is available online.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Course: Legend:
■ Face to Face Modality
■ Online Modality



| | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 | Academic Year 2021 - 2022 |
|------------------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|
| Face to Face Modality | | | | | |
| Department Success Rate | 85.53% | 86.47% | 92.50% | 82.92% | 76.55% |
| Total Department Enrollments | 629 | 377 | 468 | 287 | 313 |
| Online Modality | | | | | |
| Department Success Rate | 80.83% | 77.14% | 83.33% | 79.68% | 75.31% |
| Total Department Enrollments | 554 | 819 | 890 | 1,085 | 1,059 |

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

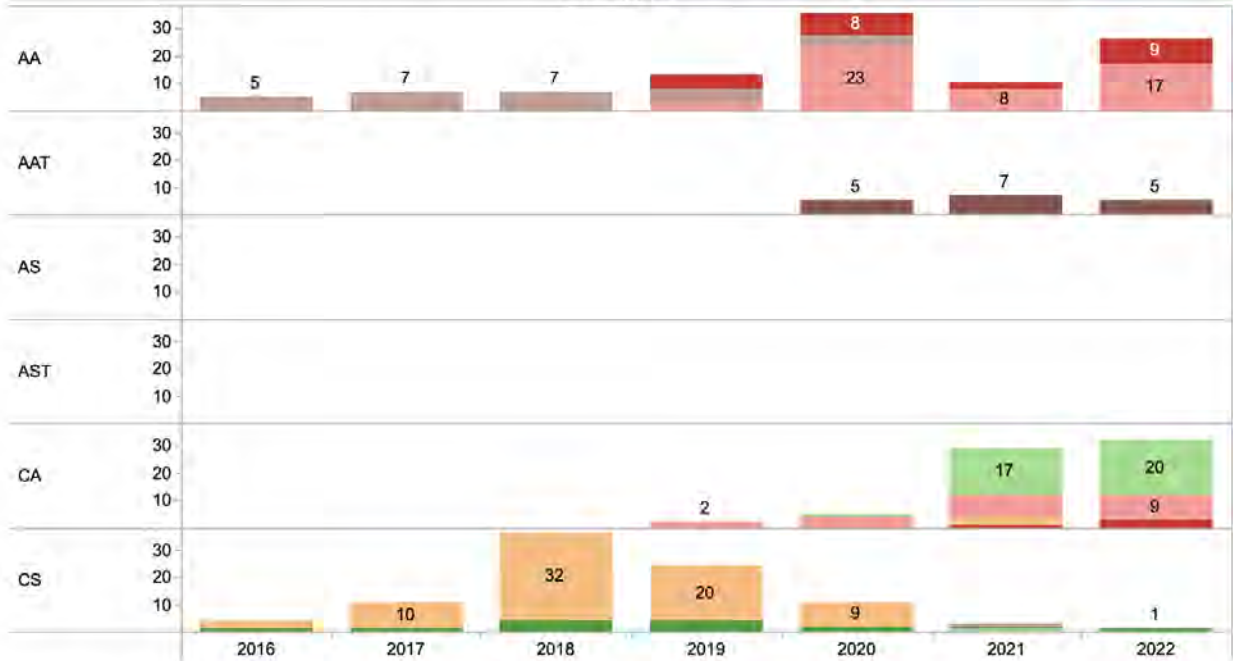
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Award Type:
Area of Study:

Program Awards

Top Code Description(s): Alcohol & Controlled Substance, Family Studies, Human Services
Award(s): All



Program Awards Table

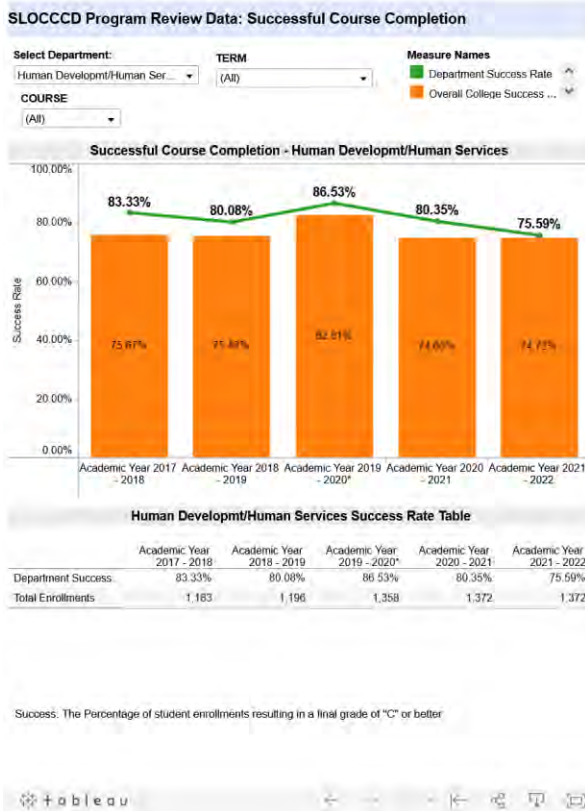
| Award Type | Award | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|------------|----------------------------------|----------|----------|----------|-----------|-----------|-----------|-----------|
| AA | Addiction Treatment Studies (AA) | | | | 5 | 8 | 2 | 9 |
| | Family Studies/Hum Svcs (AA) | 5 | 7 | 7 | 5 | 4 | | |
| | Human Dev/Human Services (...) | | | | 3 | 23 | 8 | 17 |
| | Total | 5 | 7 | 7 | 13 | 35 | 10 | 26 |
| AAT | Social Work/Human Serv (AAT) | | | | | 5 | 7 | 5 |

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

Degrees and Certificates in HDHS recognized a large increase in AA Degrees earned from 2021 to 2022, from 10 to 26. Following this trend of growth, Certificate of Achievement earnings increased in this time frame from 29 to 32. The graph image did not capture the Social Justice ADTs earned, when these are combined with the Social Work ADTs the numbers remain strong in 2021 and 2022, with 9 and 8 ADT earners respectively. Totals = 26 AAs ; 8 ADTs; 32 Cas; 1 CS

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

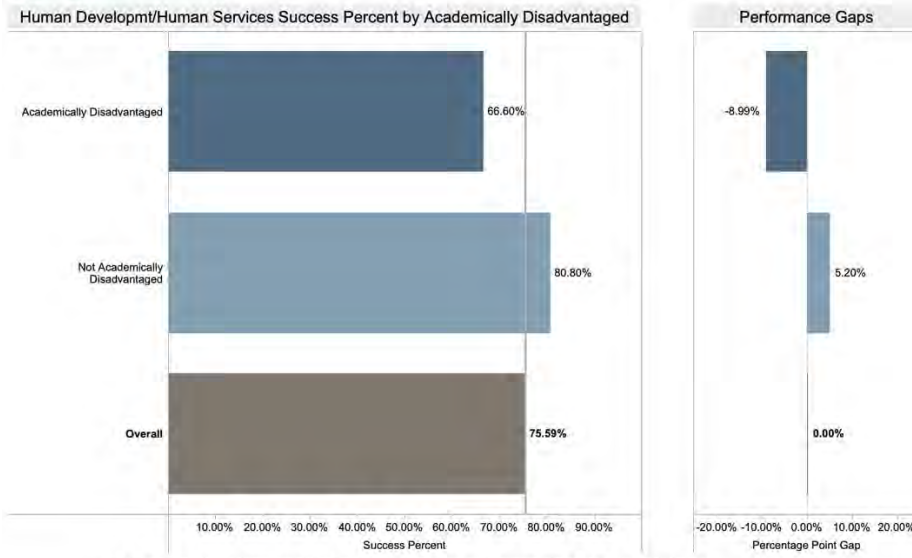
Insert the data chart and explain observed differences between the program and the college.



Our Department’s successful course completion has been consistently higher than the College’s overall rating. In 2021-22, HDHS had a 75.59% successful course completion compared to the College’s rate of 74.72. HDHS’s drop in successful course completion rate from the previous years might be attributed to the continual impact of COVID-19 on learning and life’s stresses.

- 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.

Successful Course Completion by Student Subpopulation



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.

When considering successful course completion by student subpopulations, college wide performance gap levels for those who are academically disadvantaged are an alarming -18.77%; this is 9.78% higher than the HDHS performance gap level of -8.99%. This illustrates the positive results of our intentional efforts as a department to support all students through faculty contact and the sharing of course and campus wide support resources including but not limited to: tutoring support, academic advising, DSPS services, CaFE resources, and mental wellness. In order to further narrow the gap, we will continue to implement these strategies. Additionally, we are currently exploring and implementing embedded, free, and more affordable textbook options.

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.

CADTP and CCAPP registration certificates:



California SUD Counselor Certification

The CADTP Certification Board Recognizes that

Cuesta College

meets or exceeds the formal educational requirements for providing substance use disorder instructional education as established by the California Department of Health Care Services (DHCS) in the California Code of Regulations, Title 9, Subchapter 3, §3040 (a) for the education requirement in the initial certification requirements of substance use disorder counselors.

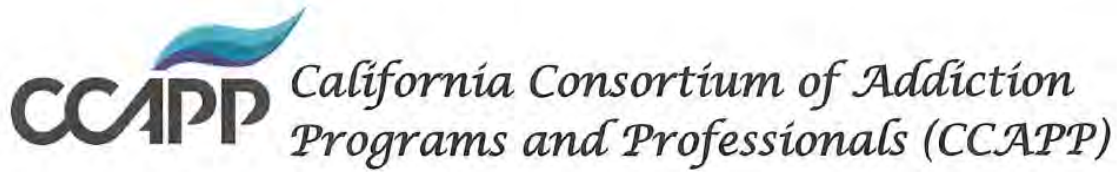
Approved Substance Use Disorder Education Provider

This SUD Education Provider Certificate was issued on 3/14/2022



Stacie Perez
Stacie Perez
Certification Board, Chair





CCAPP School for Alcohol Drug Counselor

Cuesta College

APPROVAL PERIOD 11/18/2022 TO 11/30/2025



*Dr. Charles I. Flores, LPCC, LAADC-S,
MAC
CCAPP Educational Institute Chair*



*Kristina Padilla, MA, IMF, LAADC, CGS
CCAPP Vice President of Education &
Strategic Development*

This School has met all requirements as set forth by CCAPP and the Education board (CCAPP Institute)

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.

NONE.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year.

Anticipated changes in curriculum, scheduling or delivery modality:

Scheduling changes will be made to offer all courses in the program each semester, in response to the increase in student demand. Additionally, two courses in the ATS Program are being added to the summer session. The synchronous Zoom classes will intentionally be scheduled during the evenings to accommodate working students. Faculty is reviewing and making changes to textbook requirements, in an effort to make textbooks more affordable and accessible to students.

Staffing projections:

There is an urgent need for additional faculty and a paid program coordinator. The program was already low on faculty and not able to cover the demand for courses at CMC. With the retirement of one of the full-time faculty members, who is also the lead faculty for Human Services and Addiction Studies, the staffing and leadership needs are magnified. Despite this gap in instruction and leadership, which was clearly communicated by the Division Chair beginning Spring 22, a full-time hire was not approved. It is an industry standard and requirement by one of the state recognized registration agencies that there be a paid program coordinator for substance use disorder programs. Cuesta has not recognized, required, or supported this growing need. With approximately 7 courses not staffed for summer and fall, there is a part-time hiring pool currently taking place. The necessity for many more part-time faculty members will increase the already unreasonable work load for existing full-time faculty in the ABS Division, pertaining to evaluations and committee responsibilities.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Not Applicable.

| Area of Decline or Challenge | Identified Objective (Paste from PSP) | Planning Steps (Check all that apply) | Has the Improvement Target Been Met? |
|-------------------------------------|---------------------------------------|---|--------------------------------------|
| Enrollment | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Demand (Fill Rate) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Efficiency (FTES/FTEF) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success – Course Completion | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success – Course Modality | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Degrees and Certificates Awarded | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.