

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023 **PROGRAM: NONCREDIT BASIC SKILLS (NABE)**

CLUSTER: STUDENT SUCCESS & SUPPORT PROGRAMS

LAST YEAR CPPR COMPLETED: MARCH 2021

NEXT SCHEDULED CPPR: MARCH 2023

CURRENT DATE: 2/16/2023

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

GENERAL PROGRAM UPDATE

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

The Noncredit Adult Basic Education program offers GED preparation courses and high school credit recovery and enrichment courses for students to earn a high school diploma or equivalency. The program is dedicated to offering foundational skills development opportunities for students of all levels whose educational and personal goal is to achieve a GED certificate and assist students to stay on track to achieve a high school diploma. The program provides students with foundational skills to prepare them to pass the GED and provide them with work student success strategies to transition to credit programs and the workforce. To increase retention and student success, curriculum has been developed that is specific to the four subjects of the GED, which eliminates a multi-subject classroom. During the last three years, NABE students faced challenges due to the COVID-19 pandemic. Like all other college programs, NABE had to convert to online instruction in spring 2020. This was especially challenging for our adult education and summer high school student populations because many students not only lack access to technology but digital literacy skills, and time management. The NABE student populations often face several barriers to success and the immediate transition to online learning proved to be a challenge for many, especially the English Language Learners in the program. The high school program offered in summer 2022 experienced the same challenges as we continued to offer courses online, while some K-12 school districts were able to resume some courses in person. The High School Summer program is in collaboration with Lucia Mar Unified School District, San Luis Coastal Unified School District, and Paso Robles Unified School District. The Continuing Education Department developed student success workshops that included, but were not limited to technology, Canvas, time-management, and

study skills. support. These workshops were facilitated by the Bilingual Academic Success Coaches. The Continuing Education staff added virtual and in-person appointments to help students register and enroll in the program, which is often a challenge for our adult education and high school summer program students. All NABE faculty who teaches GED preparation classes are DE certified by Cuesta College. The supportive services we developed proved to be a success. To improve retention and address students' challenges with asynchronous instruction, the program shifted its course offering to in-person and synchronous. The positive result is that students who remained in the program and took advantage of our resources have been successful. This has been very encouraging. The Continuing Education Department is changing the NABE program by separating courses and renaming it so that it more adequately reflects the GED program and High School Program. This change will provide more accurate data for the program review process and make it easier to identify potential students. Effective fall 2022, the NABE program name will be eliminated, and two new program names will be implemented. The GED program will be named Basic Skills Noncredit (BSNC), and the High School Summer Program is Basic Skills High Scholl (BSHS).

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.

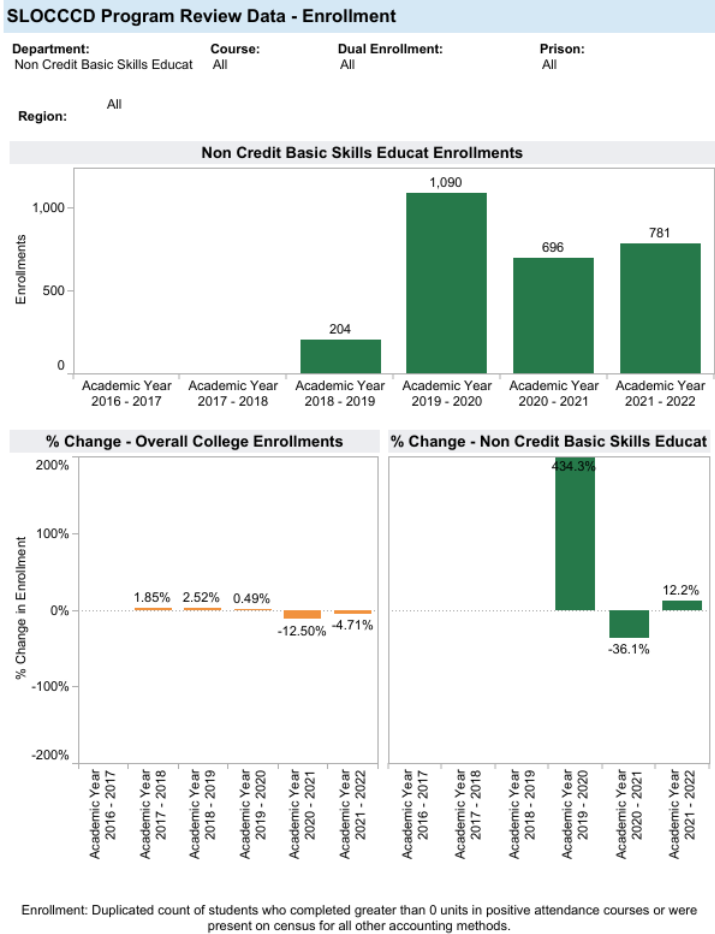
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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.



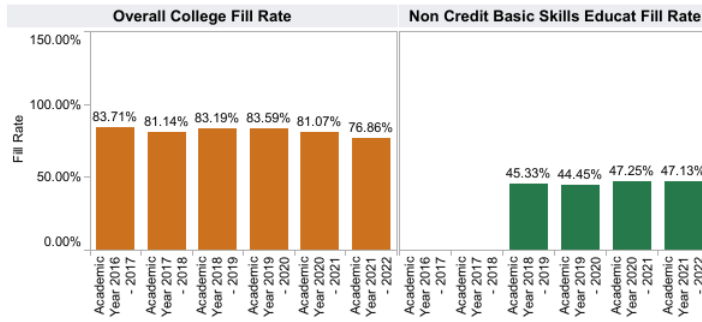
The NABE program has increased enrollments by 12% and continues to recover from the impact of the pandemic.

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

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Non Credit Basic Skills Educat Course: All Dual Enrollment: All Prison: All



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.

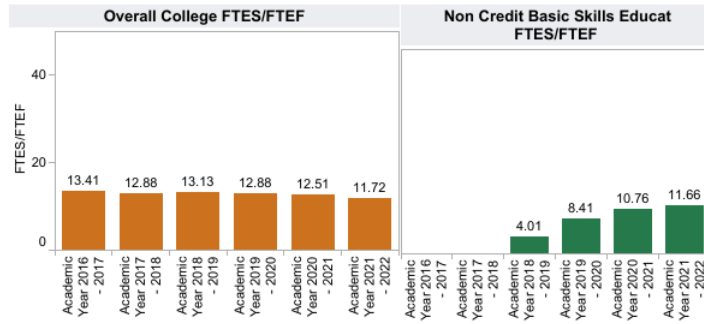
The fill rate for the NABE program has remained consistent over the last several years.

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

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Non Credit Basic Skills Educat Course: All Dual Enrollment: All Prison: All



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

The efficiency for the NABE program continues to increase. Although, there is a 1% increase from the previous academic year, it remains less than 2% below the college’s average. However, noncredit programs will always remain at a disadvantage with this efficiency metric due to the program's nature. The main contributing factor for low efficiency is that noncredit programs use the positive attendance accounting method versus the traditional census dates. A class can start with 40 or more students but as research shows it is difficult for adult education populations to retain and persist due to their personal responsibilities and barriers to complete their educational goals.

Despite the attendance accounting method challenge the Continuing Education Department focuses on intentional outreach and implements best practices to support the needs of adult education students. Through unique supportive services, retention efforts, and carefully developed schedule we are working to improve our efficiency. We have reduced classes and cancelled those with low attendance. We work closely with faculty to monitor attendance and enrollments and immediately contact students with consecutive absences. Because efficiency is calculated based on positive attendance and not census rosters, efficiency could improve if regular attendance and retention rates improved. To support this improvement, Continuing

Education staff reach out to students through phone calls, text messages, and email when they are absent.

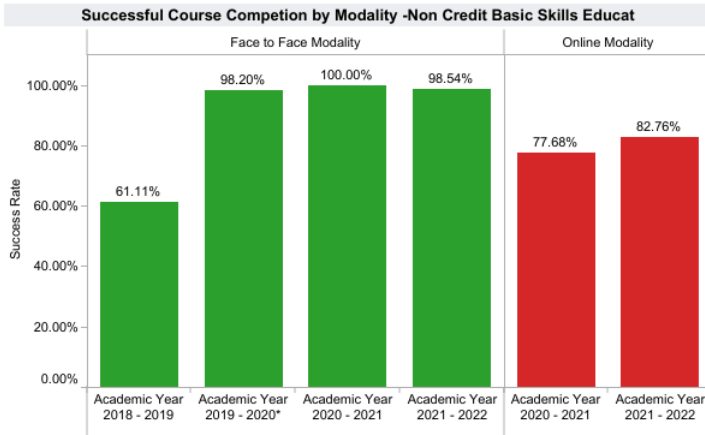
Through California Adult Education Program, Workforce Investment & Opportunity Act, and Student Equity and Achievement funding part-time NABE faculty members developed projects that build a stronger sense of community for our adult education students. These include a GED newsletter and holding community building events such as a GED graduation at the end of each academic year. We have not offered the GED graduation ceremony since the pandemic but will plan to bring that student recognition event back in spring 2023. Continuing Education staff work evening hours to support our adult student populations that are working adults who need access to evening courses and student support services. Our department serves as a “one-stop-shop” where students have access to public safety needs, ASCC and student IDs, tutoring, and other critical resources. This level of service is more evident at the NCC. The Continuing Education Department would require a new location to offer the same equitable services to students in the evening on the SLO campus.

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

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Non Credit Basic Skills Educat
Course: All
Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Non Credit Basic Skills Educat

		Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	61.11%	98.20%	100.00%	98.54%
	Total Department Enrollments	262	1,143	625	524
Online Modality	Department Success Rate			77.68%	82.76%
	Total Department Enrollments			329	434

Considering the challenge of online learning for our basic skills students, we are very pleased with the 98% course completion rate for in-person and 82% for online. The supportive services provided by the Continuing Education Department in collaboration with the NABE faculty played a role in these completion rates.

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

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

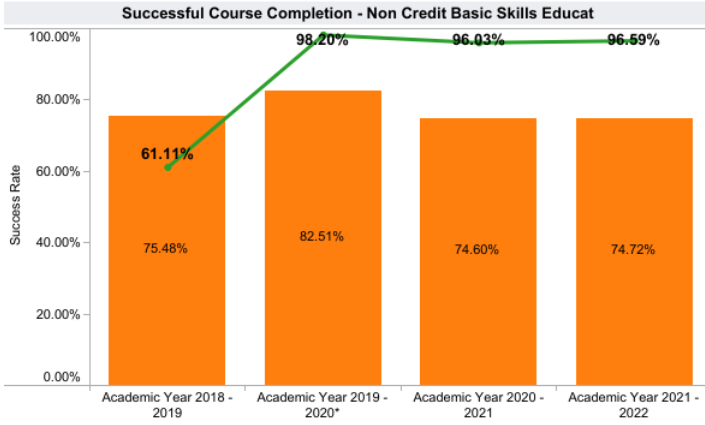
The Continuing Education Department will continue to collaborate with IT to include noncredit certificate data in the program review process.

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

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Non Credit Basic Skills Educat TERM: All Measure Names: Department Success Rate, Overall College Success Rate
 COURSE: All



	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	61.11%	98.20%	96.03%	96.59%
Total Enrollments	262	1,143	954	958

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

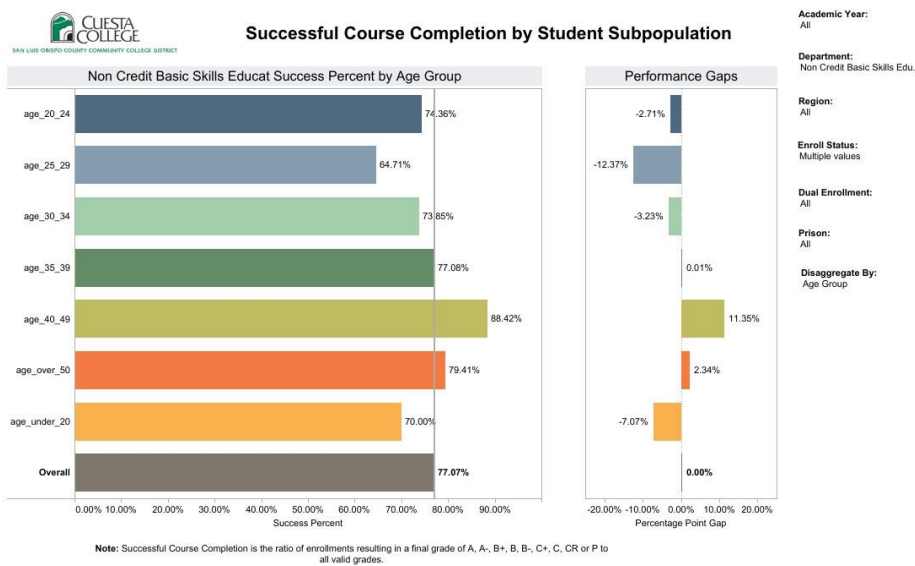
The NABE success rates remain at 96%, the same as the previous academic year. The success rates are encouraging. The motivational and campus community building events, and unique supportive services, and student recognition have contributed to this. Students feel an improved connection to the campus community, seeing themselves as Cuesta College students, which in turn has made them more connected to the college and invested in their coursework.

This high success rate is also contributed to the faculty communication with students outside of classwork. For GED preparation courses it is a challenge for faculty who have diverse student needs in each course. The GED test consists of four subject areas and students are studying various subjects within the same class. The GED instructors develop individualized learning and group work to meet each student's needs. This attention to the needs of each student is especially important for this adult education population who face many barriers to their educational success. These students need added outside of instruction support to succeed. Faculty have worked intensely to increase communication, update curriculum, and collaborate with embedded tutors for student success.

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Successful course completion data has been disaggregated by age and non-high school enrichment students. The largest performance gap occurs in younger students. Significantly ages 25-29 have a -12.37% course completion rate. Part of this could be due to student maturity and often corresponding commitment to education. Additionally, younger students are balancing work and family, typically consisting of young children, so it may be more difficult for them to stay consistent with their studies. It would be interesting to survey the students regarding specific barriers among these groups to further investigate these gaps. We could then work with our Guided Pathways ESL and Adult Ed Student Success Team to develop strategies to help this affected group.

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.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date. - Yes
- All courses scheduled for assessment have been assessed in eLumen. - Yes
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes
None
- B. Anticipated changes in curriculum, scheduling or delivery modality
None
- C. Levels, delivery or types of services
None
- D. Facilities changes
None
- E. Staffing projections
None
- F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

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

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <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.