2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025 **PROGRAM(S): NONCREDIT ADULTS WITH DISABILITIES (NAWD)**
CLUSTER: SSSP **AREA OF STUDY: CONTINUING EDUCATION**
LAST YEAR CPPR COMPLETED: 2024 **NEXT SCHEDULED CPPR: 2028**
CURRENT DATE: 3/3/2025

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**, which can be downloaded from the **IPPR Program Review Documents 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 programs of study (degrees and/or certificates):

The Adults with Disabilities noncredit certificate C.C., Noncredit Employability & Transitions

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The Adults with Disabilities Program is committed to providing students with intellectual and physical disabilities the opportunity to work on academic and professional skill development through courses that foster a culture of empowerment, goal-setting and individualized motivation. The curriculum offers life skills, community skills and vocational skills.

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.

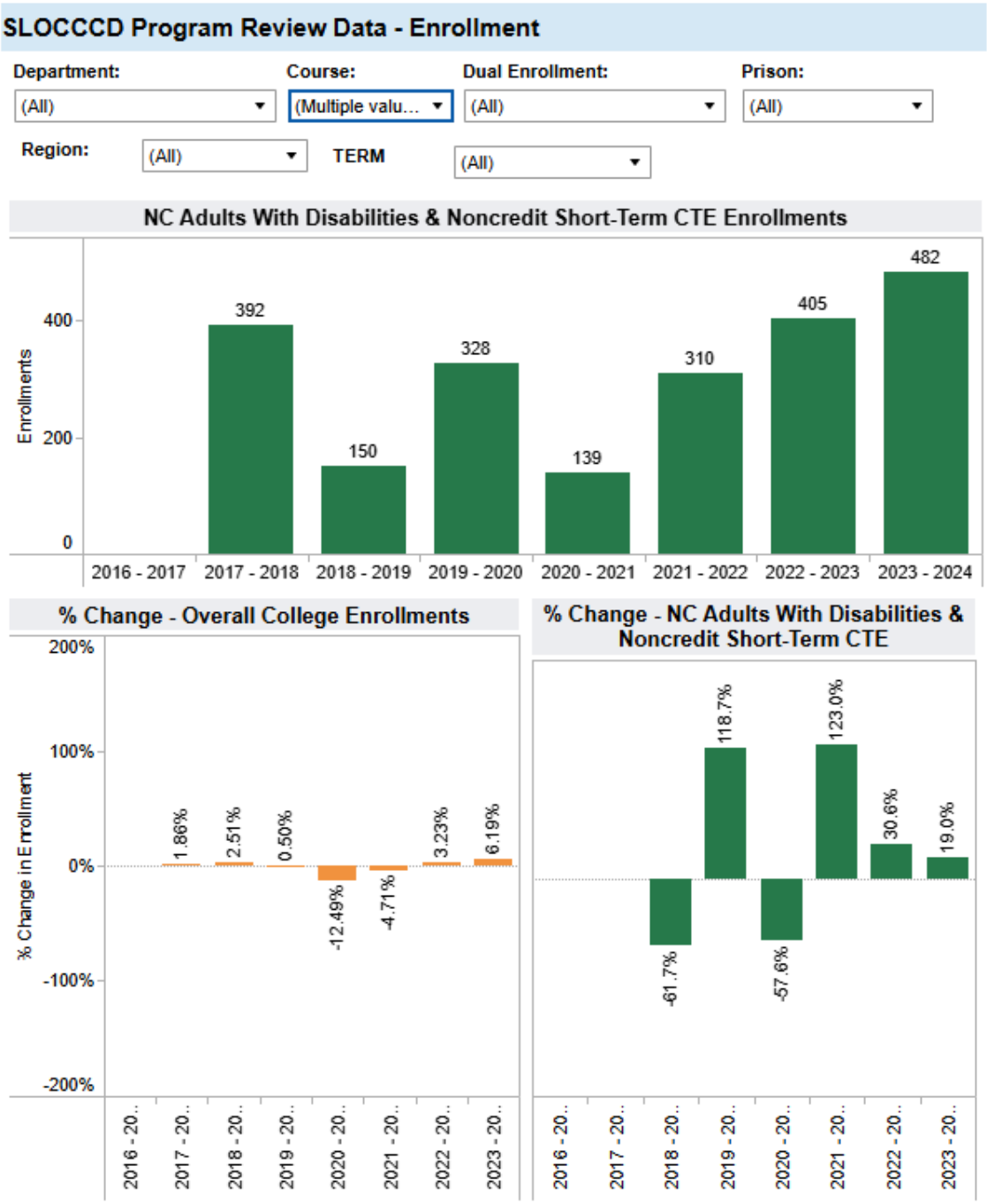
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update,

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.



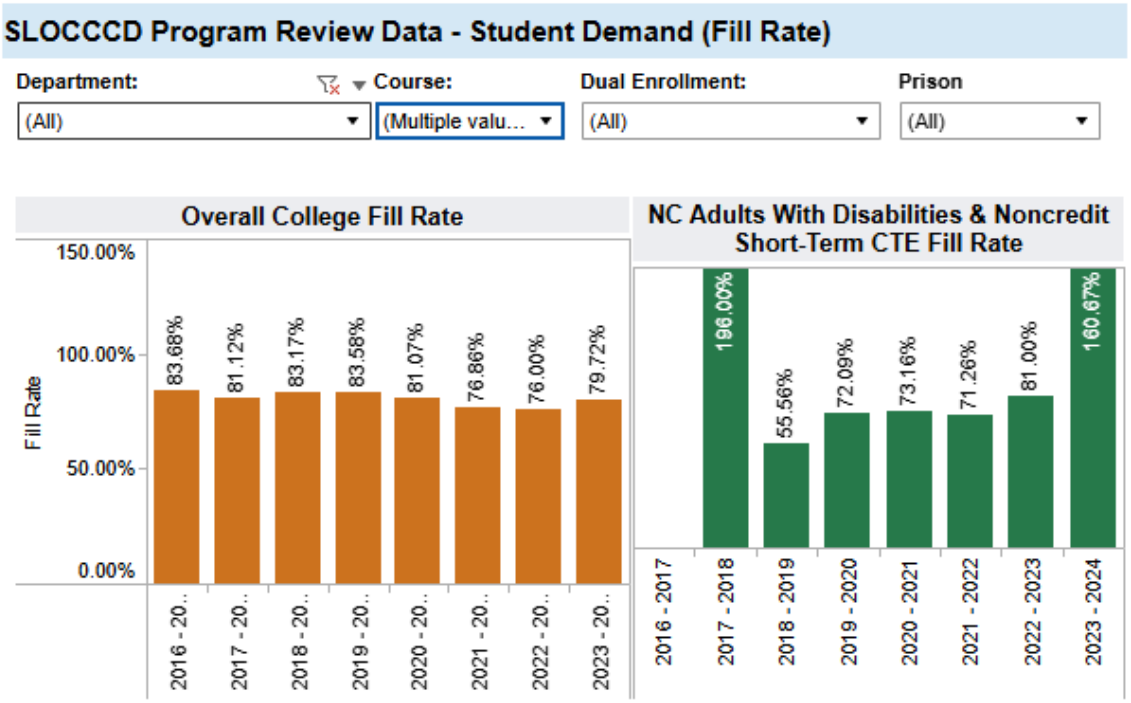
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

NAWD 701, 705, and 710. NCTE 701, 705, 710, and 730

Enrollments increased by 77 from 2022-2023 to 2023-2024 academic year and are steadily increasing annually as we offer more in-person classes, expand course offerings to community partnering facilities, and increase on campus day programs with community partners. There is a

critical need within the community for programs that support this student population, and efforts are underway to expand beyond our current offerings.

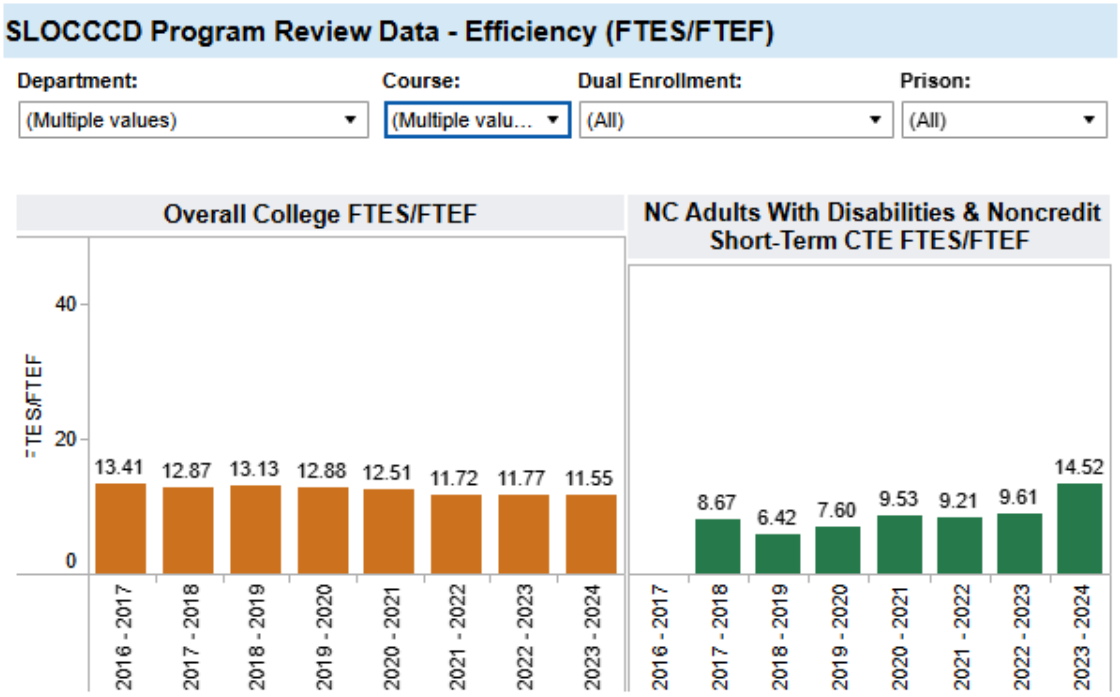
B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.



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.

- The fill rates for Adults with Disabilities courses have increased in three consecutive academic years with two consecutive years about the college average. Partnerships with NCI, PathPoint, Options, Escuela del Rio, and Achievement House have been critical in building and continuing to grow this program.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.



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

- Adults with Disabilities, like all noncredit programs, use the positive attendance accounting method versus the census rosters. Through scheduling and retention efforts, the Continuing Education department has improved efficiency and was 3 percentage points above the college average in 2023-2024. Continuing Education staff have worked closely with our community partners to ensure transportation needs of students are met and that faculty helping students develop a sense of community and belonging on 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.

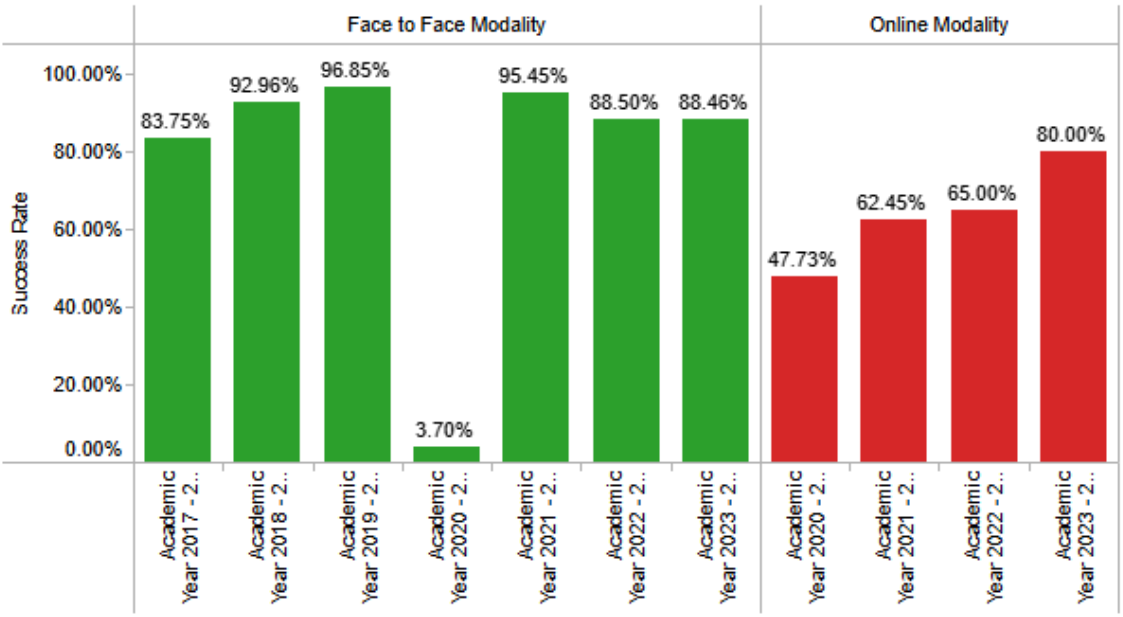
SLOCCCD Program Review Data: Successful Course Completion

Select Department: (All)

Course: (Multiple values)

Legend: Face to Face Modality; Online Modality

Successful Course Competion by Modality -NC Adults With Disabilities & Noncredit Short-Term CTE



Successful Course Competion by Modality Table - NC Adults With Disabilities & Noncredit Short-Term CTE

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	83.75%	94.82%	96.76%	12.95%	83.23%	91.52%	88.46%
	Total Depart..	423	465	1,101	155	293	591	560
Online Modality	Department S..			100.00%	69.16%	75.73%	72.00%	80.00%
	Total Depart..			43	859	591	52	51

- The student success metric for Adult with Disabilities have been strong since the pandemic due to the transition of back to in-person classes. The students in the Adults with Disabilities Program require in-person instruction to be more successful in their courses. The Continuing Education Department offers supportive services and academic support to provide specifically for this population. Through innovative supportive strategies students have developed a sense of belonging and campus community and are more likely to succeed in their educational goals.

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 work with Institutional Research to include noncredit certificates in the program review data.

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

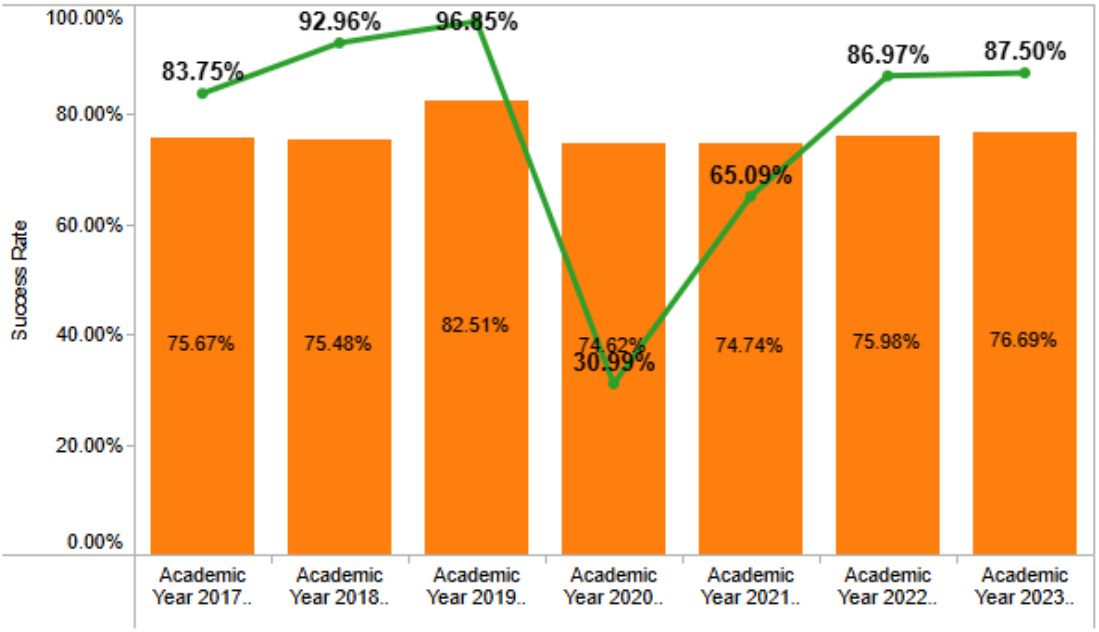
Select Department: (All)

TERM: (All)

COURSE: (Multiple valu...)

Measure Names: Department Success Rate; Overall College Success ...

Successful Course Completion - NC Adults With Disabilities & Noncredit Short-Term CTE



NC Adults With Disabilities & Noncredit Short-Term CTE Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	83.75%	92.96%	96.85%	30.99%	65.09%	86.97%	87.50%
Total Enrollments	423	219	370	217	407	502	611

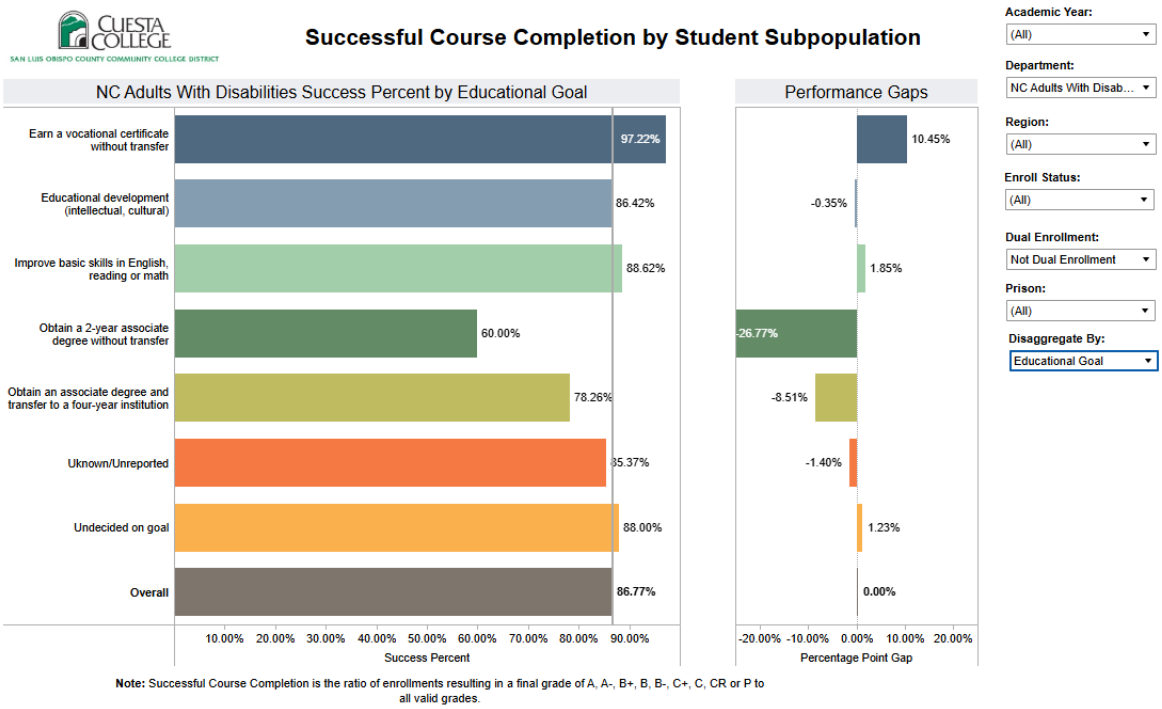
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

- The success rate for Noncredit Adults with Disabilities remains about 11% above the campus average for the second consecutive academic year. This high rate can be attributed to the one-on-one instructional supports provided during class, the learning resources (technology, study materials) provided to our students, and the partnership with regional agencies that help us create positive learning opportunities for our students.

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?



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.

- All students enrolled in the Adults with Disabilities Program are academically disadvantaged. The Continuing Education Department staff and AWD faculty collaborate to implement strategies to support student success. Supportive services are very intentional for this population. Faculty and staff collaborate with community partners to identify students' needs and develop plans to address learning gaps. The Continuing Education has developed student engagement activities and success workshops to support the success of our AWD students.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.
2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

1. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

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.

☐ All courses scheduled for assessment have been assessed in eLumen.

☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes*

Assessment, indicate: NONE.

- **NONE**

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

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

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
   Considering hybrid and/or fully online courses to expand reach and accessibility of our programs.
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
   Part-time faculty
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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.