

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET (APPW) For 2026

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.

Today's Date	02/12/2026
Cluster	Student Success and Support Programs
Area of Study	ESL and Adult Education
Program(s)	Basic Skills Noncredit
Last Academic Year CPPR Completed	2024
Next Scheduled CPPR	2029

This APPW encompasses the following programs of study (degrees and/or certificates):

GED Preparation Certificate of Competency

*Note that programs of study from the **same** program may be consolidated into one APPW.*

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.

There are no significant programmatic changes from last year's APPW.

PROGRAM SUSTAINABILITY PLAN UPDATE

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

Yes **see below if you've selected yes**

No **move onto the next section**

If you selected yes, please complete the Program Sustainability Plan Progress Report at the end of this worksheet. The data and analysis will help you to modify your Program Sustainability Plan if necessary.

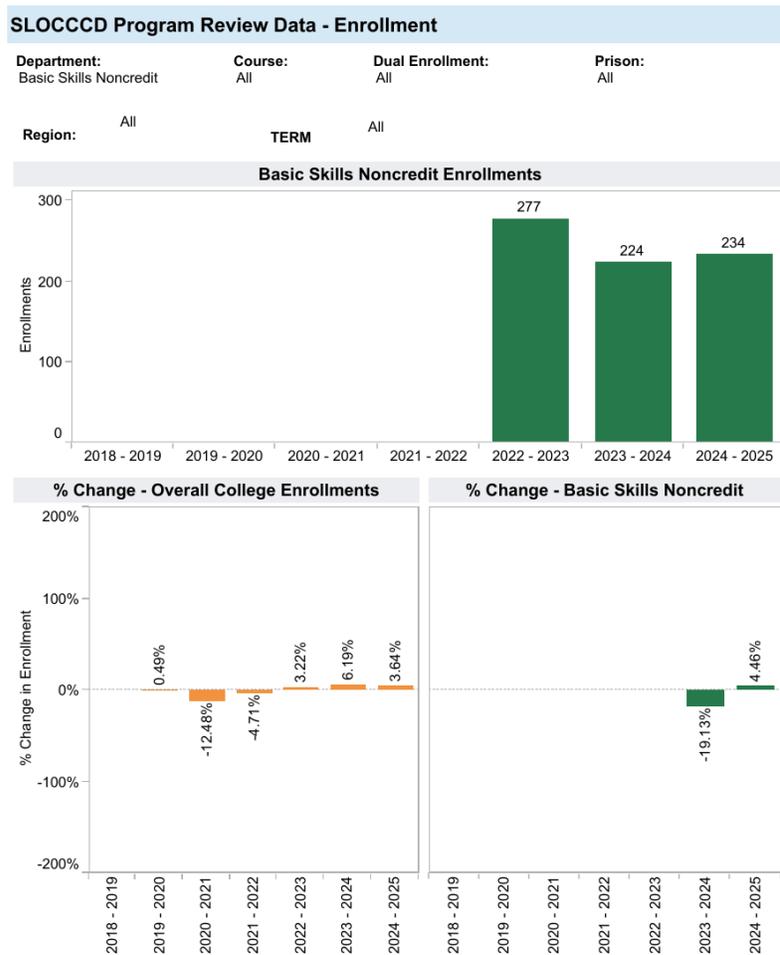
PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Aggregated Data

For each metric:

1. Click the hyperlink for each section and download the relevant aggregated data chart(s).
2. Insert the downloaded chart(s) and apply an alttext (How to Generate and Apply AltText (link))
3. Explain observed differences between the program and the college below the inserted data chart.

A. General Enrollment



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.

Enrollments increased by almost 4.5%, which is higher than the college’s overall increase for the same time period. To maximize enrollment, a variety of classes are offered including sections in English and Spanish. Classes are also offered online, on the San Luis Obispo campus, and recently sections were added at the North County Campus. In collaboration with Continuing Education staff,

instructors are working on building a sense of community with campus events such as Studython, Tacos & Tutoring, and graduation celebrations, and this likely positively impacted enrollments.

B. General Student Demand (fill rate)

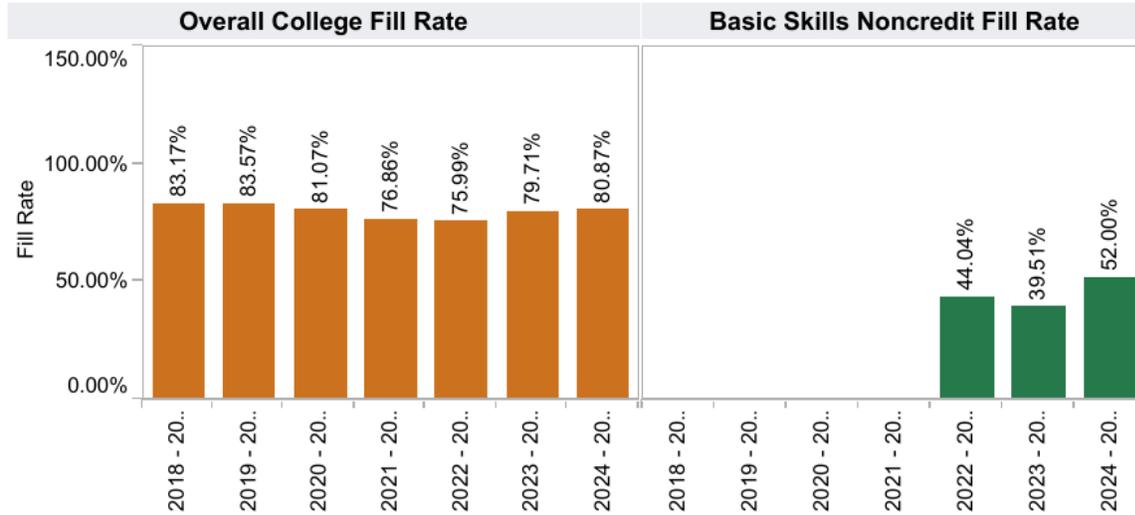
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Basic Skills Noncredit

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.

Like enrollments, the fill rate increased over the last academic year. While the increase of 12.5% is significant, at 52%, it is still below the college’s average. The department schedules classes carefully to maximize the variety of options for students that will help the fill rates to continue to increase. The department works closely with Continuing Education staff to promote the program as well as provide assistance to currently enrolled students. Faculty collaborate with the Student Success Centers to offer resources for students. These efforts aim to improve retention and ultimately will have a positive impact on fill rates.

C. General Efficiency (FTES/FTEF)

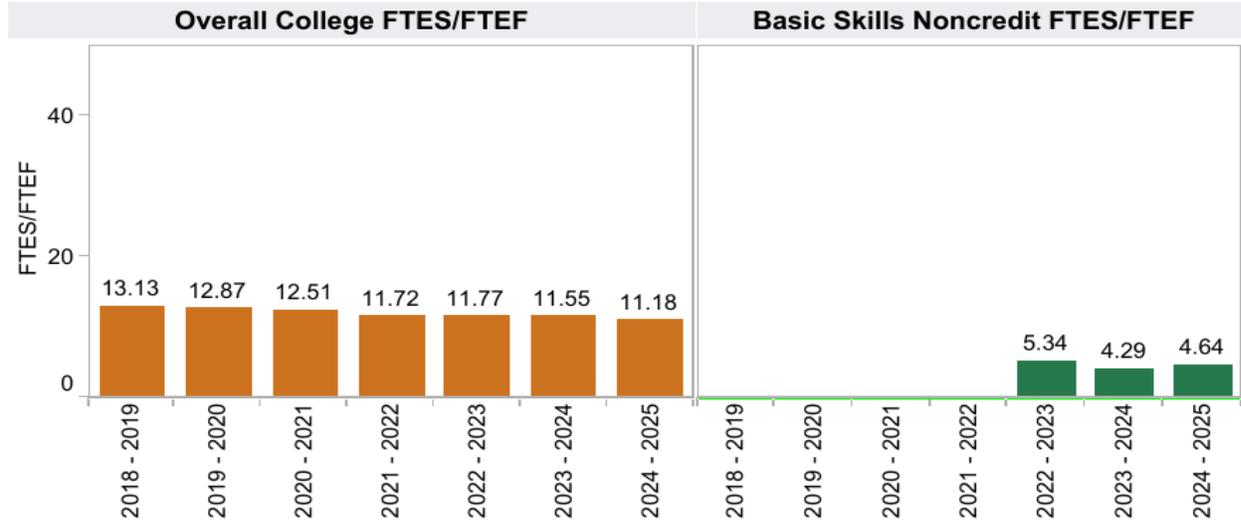
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Basic Skills Noncredit

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 of BSNC increased slightly over the last academic year, but it remains below the college’s average. Noncredit programs are always at a disadvantage with this efficiency metric due to the nature of the programs. 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 30 or more students but as research shows it is difficult for adult education populations to persist due to their personal responsibilities and barriers in completing their educational goals.

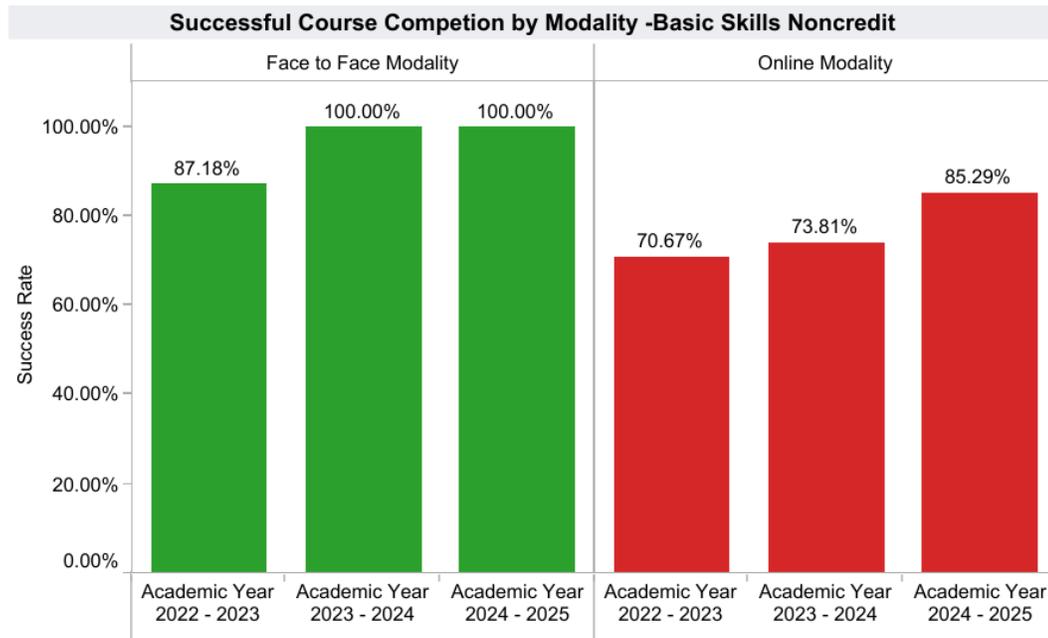
D. Student Success – Course Completion by Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Basic Skills Noncredit

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Basic Skills Noncredit

		Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Face to Face Modality	Department Success Rate	87.18%	100.00%	100.00%
	Total Department Enrollments	161.0	92.0	114.0
Online Modality	Department Success Rate	70.67%	73.81%	85.29%
	Total Department Enrollments	171.0	250.0	242.0

The successful course completion rate remained the same for face-to-face instruction and increased significantly in the online modality. The successful course completion rate is higher in face-to-face instruction, which is not surprising. Often basic skills students perform better in a traditional classroom setting. In addition, the students who can come to campus tend to have more time available to devote to their studies. Overall, the success rates are positive and increasing. The supportive services provided by the Continuing Education Department in collaboration with the BSNC faculty play a role in the promising completion rates. Moving forward, it will be important to consider course success rates and how they align to passing the actual GED assessments.

E. Degrees and Certificates Awarded

Program Awards Table							
Award Type	Award	2020	2021	2022	2023	2024	2025
	ESL Level 4 (NC)	17	18	2	51	26	5
	ESL: Beg Conversation (NC)					9	
	Essential Ranching Skills (CC)						3
	GED Preparation (CC)		5				
	Listening and Speaking (NC)		6		26	7	5

Students who complete a sequence of two BSNC courses (i.e., BSNC 501 and 502) are eligible for the GED Preparation Certificate of Competency. The chart indicates that five certificates were awarded in 2021 but none since that time. Recently due to curriculum changes, the courses that make up the certificate were revised and the certificate itself was also revised, effective spring 2025. Likely it is for that reason no certificates have been awarded especially given the course success rates. The department will need to look at the data closely in the upcoming years to make sure that it's accurate, and if not work with the Office of Institutional Research to make sure correct data is available.

F. General Student Success – Course Completion

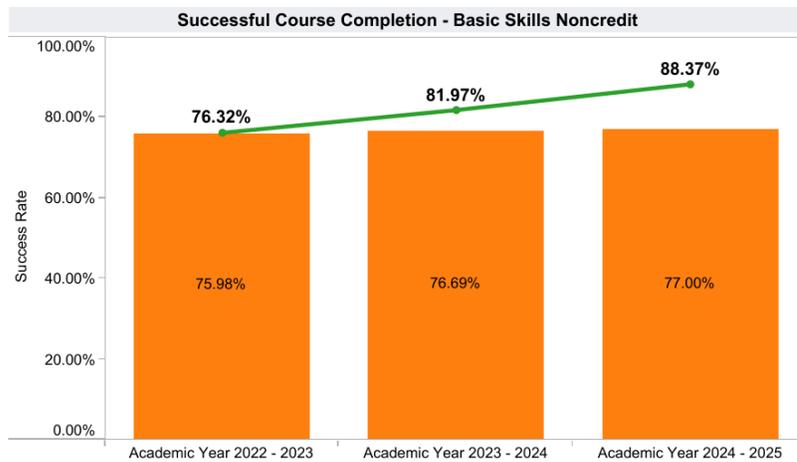
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Basic Skills Noncredit

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All



Basic Skills Noncredit Success Rate Table

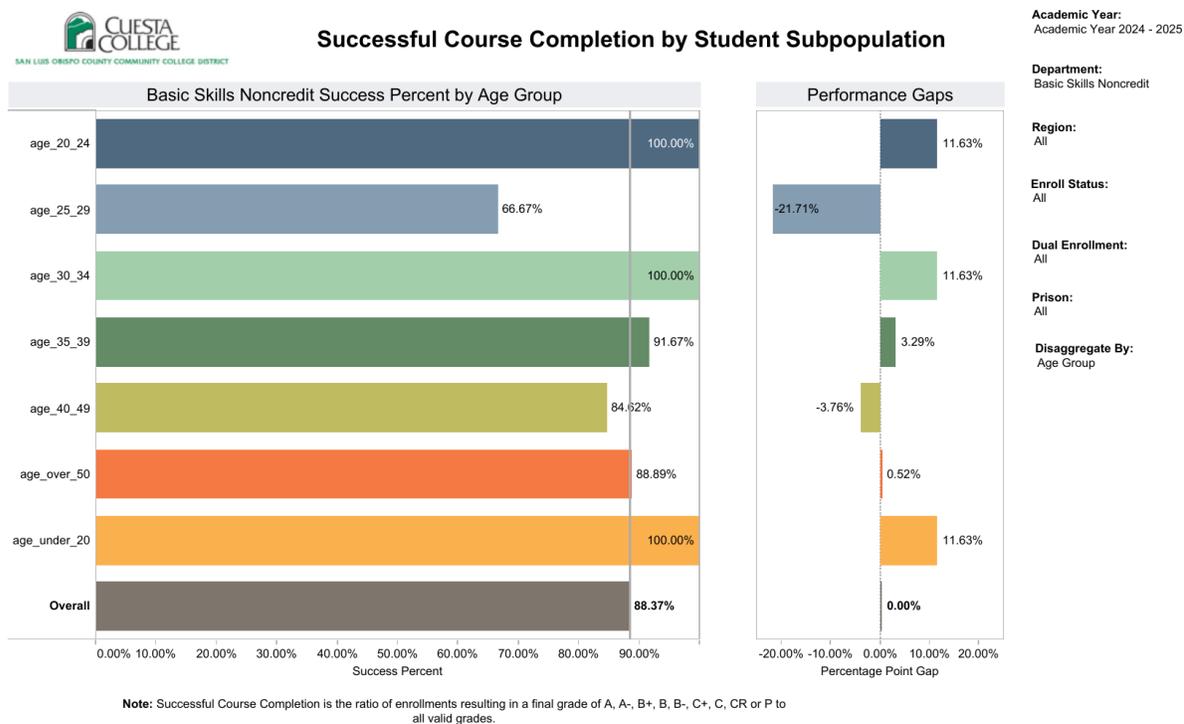
	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Department Success..	76.32%	81.97%	88.37%
Total Enrollments	332	342	356

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

The BSNC success rates increased by over 6% and are also more than 11% above the college’s average. Considering the many barriers this student population faces, the success rate is encouraging. The community building events and unique supportive services provided by Continuing Education staff have contributed to this. Students feel more connected to the campus community, viewing themselves as Cuesta College students, which in turn has motivated them to become more committed to their coursework. Faculty communicate with students outside of class, which also improves the success rate. The GED instructors develop individualized learning plans as well as group work activities to better meet student needs. This attention to the needs of each student is especially important for the adult education population who face many barriers to their educational success. These students require additional instructional support to succeed. Faculty have worked diligently to increase communication, update curriculum, and collaborate to improve student success.

Disaggregated Data

1. Review the [Disaggregated Student Success Charts \(link\)](#); 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.
 - a. The following are some questions you might want to consider:
 - i. What strategies have you implemented to address equity gaps in the classroom?
 - ii. What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
 - iii. What resources might you need to minimize equity gaps?



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2024 - 2025

Department:
Basic Skills Noncredit

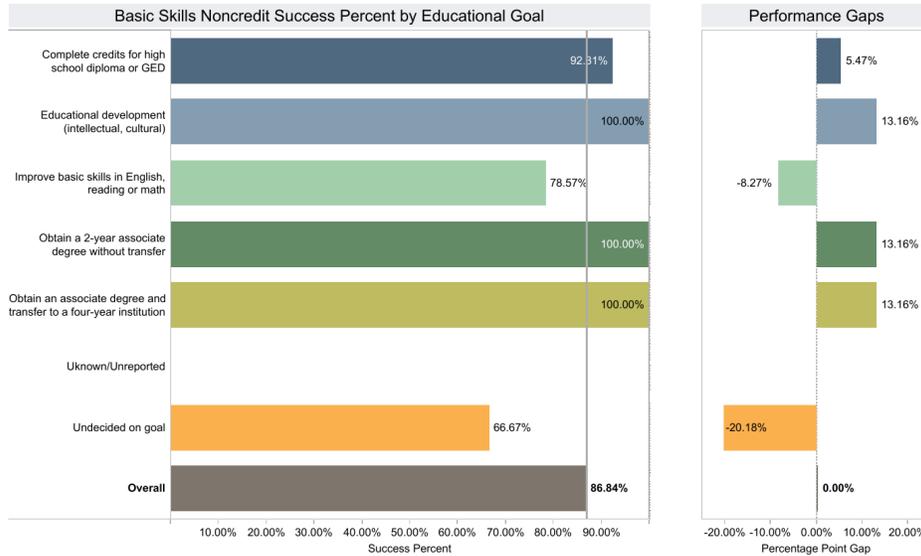
Region:
All

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.

The success data has been disaggregated by age group, and educational goal. Students in the age range of 25-29 had the largest success gap of -21.71%. It would be interesting to look more closely at why these students had a success gap since the sample size is small. This can be addressed in student questionnaires and during faculty discussions. In terms of educational goal, the largest gap of -20.18% was for “Undecided on goal”, followed by -8.27 % for “Improve Basic Skills”. This is interesting when compared to the more specific goals of obtaining a certificate or degree. The difference might indicate the importance of students identifying a specific and motivating goal for their studies. The more practical and tangible goals seem to be associated with more success. Instructors can build in goal setting activities into their classes and find ways to increase student motivation by tying what they are learning to tangible life improvements. In addition, Student Success Coaches are working on GED orientation for students, and specific goal setting during that time would benefit students.

PROGRAMS AND CURRICULUM REVIEW

Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

For the following questions, refer to the 5-year calendar generated in your most recent CPPR curriculum review (the curriculum review document is in an Excel Spreadsheet)

- List the programs of study and courses that were scheduled for major or minor modification during the last academic year. N/A
- From the list generated in #1, identify the programs of study and courses that were modified according to the schedule set in the CPPR (meaning the modifications would be complete at this point). Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Completed (semester and year)
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N/A		
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- From the list generated in #1, identify the programs of study and courses that were **not** modified according to the schedule set in the CPPR (meaning the modifications are not complete at this point). Complete the table below for those items only.

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

Section 2: Progress Check on Previously Out-Of-Date Curriculum Updates from CPPR

For the following questions, refer to #3 in Section 1 of the Programs and Curriculum Review Progress Section of any prior APPW during this program review cycle where incomplete curriculum updates were re-scheduled to be addressed this past academic year.

- List those programs of study and courses that had incomplete curriculum updates in prior APPW. Complete the table below for those items only. If there were no courses with incomplete curriculum updates in any prior APPW, type "N/A" in the first box of the first row of the table and move to the next section.

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

- For any programs of study and courses were marked as not completed in the previous question ("no" was indicated in the "**Completed**" column), enter them into the table below to re-schedule them to be completed this academic year.

Program of Study OR Prefix and Course #	Past re-scheduled Due Date for Modification	Briefly state why the modification was not completed on schedule	Second re-scheduled date for modification (must be within 6 months)
N/A			

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).

Student Learning Outcomes Assessment Calendar

	<i>F 2024</i>	<i>S 2025</i>	<i>F 2025</i>	<i>S 2026</i>	<i>F 2026</i>
<i>Courses SLOA</i>	BSNC 501 English	BSNC 501 Spanish	BSNC 502 English	BSNC 502 Spanish	BSNC 500A BSNC 500B

NARRATIVE

Describe program changes, if any, which have been implemented in the previous year as a direct result of the program or student learning outcomes assessment. If no program changes have been made as a result of program or student 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:

- New or modified plans for achieving program learning outcomes and addressing equity gaps
- Anticipated changes in curriculum, scheduling, or delivery modality
- Levels, delivery, or types of services
- Facilities changes
- Staffing projections
- Other

Note: you do not need to respond to each of the items. 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

BSNC recently started assessing course student learning outcomes. In fall 2025, BSNC 502 assessed their SLOs. Instructors used a GED practice test and 65% of the students exceeded expectations and

35% did not meet expectations. The results indicate that over half of the students assessed would be expected to perform well on the GED assessment based on the practice test results. It is important to compare the practice tests results to the actual GED results to see how closely they correlate, and if they differ, how instruction can provide additional support for students. One difficulty noted by instructors is students' inconsistent commitment to doing work outside of class on the online platform *Essential Education*. Unsurprisingly, instructors noted that the more time spent on the platform, the better students performed. In addition, only meeting one day per week may not be the most effective way to prepare students for this exam. As the department continues to gather data, it will be important to continue assessing how many students are achieving their GED and how long it is taking them to do so. It is also important to gather data regarding effective practices in the classroom. This will help with program development.

B. Anticipated changes in curriculum, scheduling or delivery modality

In terms of scheduling, the department aims to offer a variety of options for students. Most recently, BSNC 501 and BSNC 502 have been offered on the SLO and NCC campuses and online. While online learning has challenges, many students prefer the convenience of this modality especially since most have full-time jobs and family responsibilities. The department recently experimented with scheduling. On the SLO campus, BSNC 501 is now offered twice per week for a shorter time period. In NCC, two 9 week courses meeting twice per week have been offered, but due to the practicalities (i.e., extra registration required mid semester), this did not seem to be effective. Moving forward, one BSNC 501 will be offered one night per week and one BSNC 502 will be offered one night per week for 16 weeks, and students who wish to accelerate will be encouraged to enroll in both courses.

One curriculum change we may consider is separating the courses by subject area. For example, instead of including two subjects in one class, each subject would have separate classes according to the different tests: Math, Language Arts, Social Studies, and Science. It would also benefit the program to research programs at other colleges to see how the four subject areas are organized and differentiated by student level and ability.

C. Levels, delivery or types of services

The student population in the BSNC program is unique, facing several barriers in reaching their educational goals. Many of the BSNC students are ESL learners and may have first-language literacy issues. In addition, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. BSNC courses are offered exclusively in the evening, and this presents additional obstacles and needs. For example, there are limited to no food services available to students, who are on campus during the dinner hour and often come to campus directly from work, and many services are closed. Consequently, the BSNC program requires funding for specialized support services to support students. The Continuing Education Department is a WIOA-funded program as well as a member of the San Luis Obispo County Adult Education Consortium and supported through the district's Student Equity and Achievement Plan and receives funding to support additional services for noncredit students.

D. Facilities changes

The Continuing Education Department provides specialized student support services for students with unique and diverse needs. The Continuing Education Department on the San Luis Obispo campus would benefit from having a larger dedicated space. The Continuing Education staff assists students with onboarding services, including assessments, registration, and orientations. Currently, these services are provided in 3411, which is a small office. Although it has been sufficient now that only one staff member uses the office, the space will be expanded when the new campus center is completed. This new area in the campus center will be an improvement and more comparable to the existing Continuing Education Center at the NCC, which effectively supports the onboarding experience of ESL students and creates a campus community for these underrepresented students.

E. Staffing projections

Part-Time Faculty Work

Since there are no full-time faculty members, part-time faculty are paid to work on special projects. For example, part-time faculty work on retention activities, curriculum development, and student office hours funded through CAEP and Student Equity. We need to continue to pay part-time faculty to work on these essential program components. In addition, since fall 2024, a GED faculty member has been offering tutoring services for basic Math and English both on the SLO campus and NCC. This service is important to offer much needed in person support, especially for online students.

GED Lead

Starting in 2025, one faculty member has assumed the role of Lead GED Instructor, and the work has been funded through CAEP and Student Equity. The purpose of this position is to conduct research and increase collaboration within the division to improve the program. The work includes researching best practices for GED instruction and sharing professional development resources and tips with instructors. The Lead holds monthly faculty meetings focused on specific topics to improve program consistency and cohesion. As part of this work, the Lead collaborates with the division chair on surveying past and present students to get input for program improvements.

Childcare Providers

Many students have children and can only attend class if there is childcare available. Through WIOA and CAEP funding, a free childcare component is offered at many of Cuesta's sites. This service increases access to the college for students who would otherwise not be able to take courses.

Continuing Education Staff

Continuing Education staff provide evening support for BSNC students. They help students in the onboarding process, and once students are enrolled, they provide support for those who may be struggling to stay in class. The Continuing Education staff closely collaborates with faculty on retention activities aligned with WIOA and CAEP goals. This collaboration has allowed us to better support and highlight student success, creating a campus culture for underrepresented students.

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