

# 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.

<b>Today's Date</b>	<b>02/09/2026</b>
<b>Cluster</b>	SSSP/Cluster 6
<b>Area of Study</b>	Continuing Education
<b>Program(s)</b>	Basic Skills High School (BSHS)
<b>Last Academic Year CPPR Completed</b>	2024
<b>Next Scheduled CPPR</b>	2029

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

- Secondary Education- Certificate of Completion

*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.

During the past year, Continuing Education expanded collaboration with Admissions, Registration, and Student Records to provide direct enrollment and registration support on partnering high school campuses. Increasing staff presence streamlined the onboarding process, reduced time spent in classrooms on administrative tasks, and allowed instructors and students to focus more fully on course instruction and learning.

This approach also helped reduce barriers for students who may otherwise struggle to complete the application and registration process independently, supporting more equitable access to the program.

# 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

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

### Aggregated Data

For each metric:

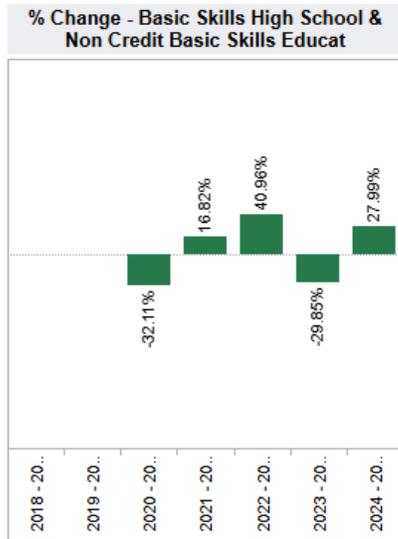
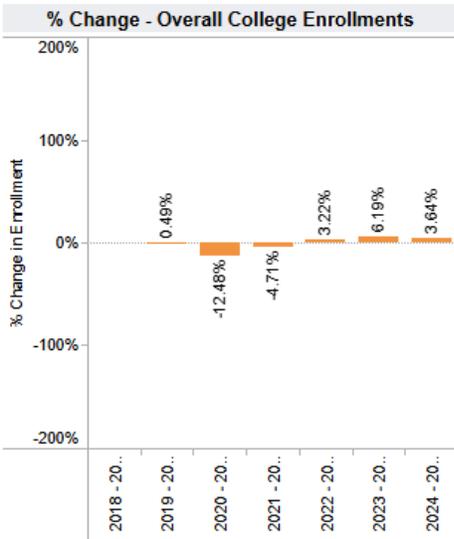
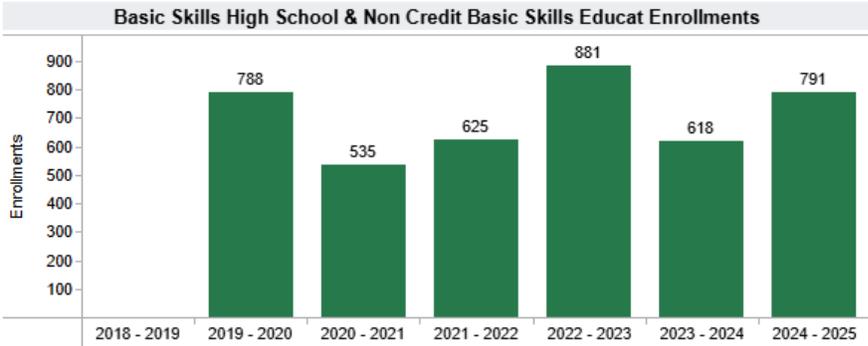
1. Click the hyperlink for each section and download the relevant aggregated data chart(s).
2. Insert the downloaded chart(s) and apply an alttext (How to Generate and Apply AltText (link))
3. Explain observed differences between the program and the college below the inserted data chart.

A. General Enrollment

- [General Enrollment \(link to Tableau dashboard\)](#)

## SLOCCCD Program Review Data - Enrollment

Department:  Course:  Dual Enrollment:  Prison:   
 Region:  TERM:



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.

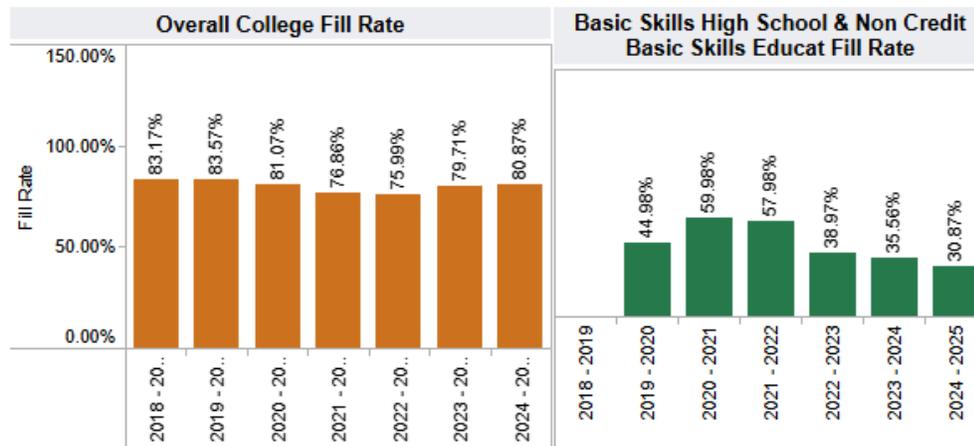
Enrollment increased by 27.99%, reaching 791 students, compared to the overall college enrollment growth of 3.64%. This growth indicates strong demand from partner high schools and continued confidence in the program's value.

### B. General Student Demand (fill rate)

- [General Student Demand \(link to Tableau dashboard\)](#)

## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: 
 Course: 
 Dual Enrollment: 
 Prison:



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 decreased from 35.56% to 30.87%. While this is below the overall college average of 80.87%, rosters are established by partner high schools and are filled based on identified student need rather than maximum capacity.

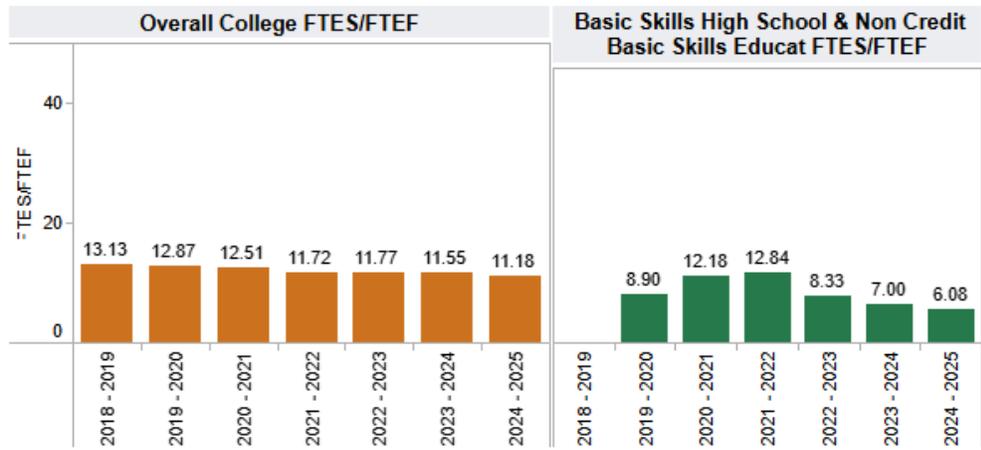
Although lower than the college average, the current fill rate is consistent with the previous two summer terms, reflecting the program’s specialized model rather than diminished demand.

### C. General Efficiency (FTES/FTEF)

- [General Efficiency \(link to Tableau dashboard\)](#)

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: 
 Course: 
 Dual Enrollment: 
 Prison:



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

Efficiency declined from 7.0 to 6.08, which is below the college average of 11.18. This is largely attributable to smaller class sizes determined by high school partners to meet targeted student needs. While this impacts traditional efficiency metrics, it supports the program’s mission to provide focused academic support to students who benefit from smaller instructional settings.

### D. Student Success – Course Completion by Modality

- [Student Success—Course Completion by Modality \(link to Tableau dashboard\)](#)

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

(All)

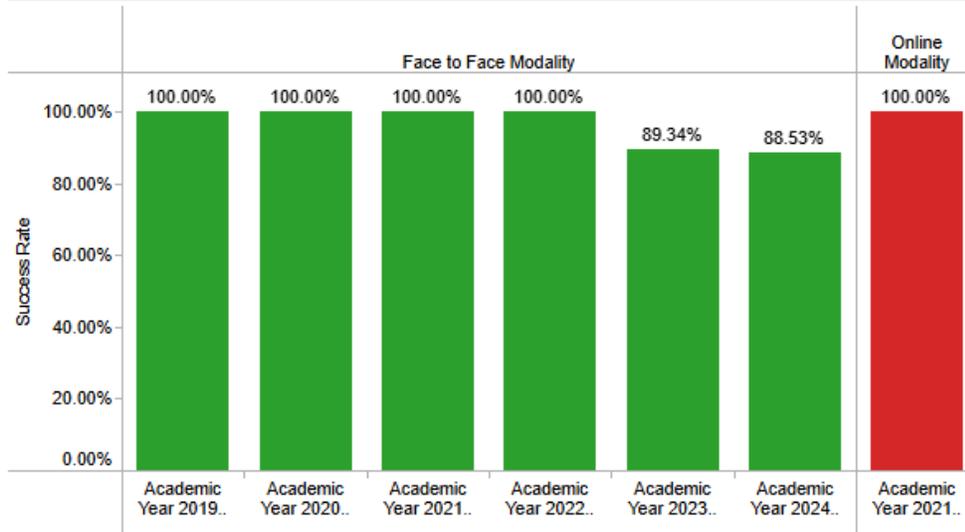
Course:

(Multiple values)

Legend:

- Face to Face Modality
- Online Modality

### Successful Course Completion by Modality -Basic Skills High School & Non Credit Basic Skills Educat



### Successful Course Completion by Modality Table - Basic Skills High School & Non Credit Basic Skills Educat

		Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Face to Face Modality	Department Success Rate	98.21%	100.00%	98.54%	100.00%	89.34%	88.53%
	Total Department Enrollm..	1,144	625	523	924	666	874
Online Modality	Department Success Rate		77.68%	82.46%			
	Total Department Enrollm..		329	433	45		

BSHS courses were offered exclusively in a face-to-face modality. The success rate for face-to-face courses remains high at 88.53%, indicating strong instructional effectiveness and student engagement within the in-person model.

#### E. Degrees and Certificates Awarded

- [Degrees and Certificates Awarded \(link to Tableau dashboard\)](#)

The Continuing Education Department will work with Institutional Research to include noncredit certificates in the program review data.

#### F. General Student Success – Course Completion

- [General Student Success – Course Completion \(link to Tableau dashboard\)](#)

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

(All)

TERM

(All)

Measure Names

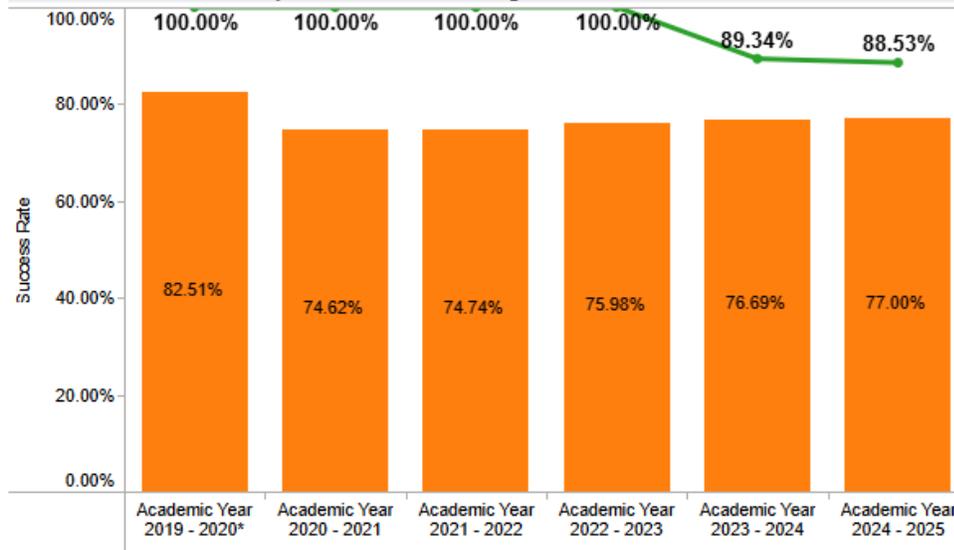
Department Success Rate

Overall College Success ...

COURSE

(Multiple valu...)

### Successful Course Completion - Basic Skills High School & Non Credit Basic Skills Educat



### Basic Skills High School & Non Credit Basic Skills Educat Success Rate Table

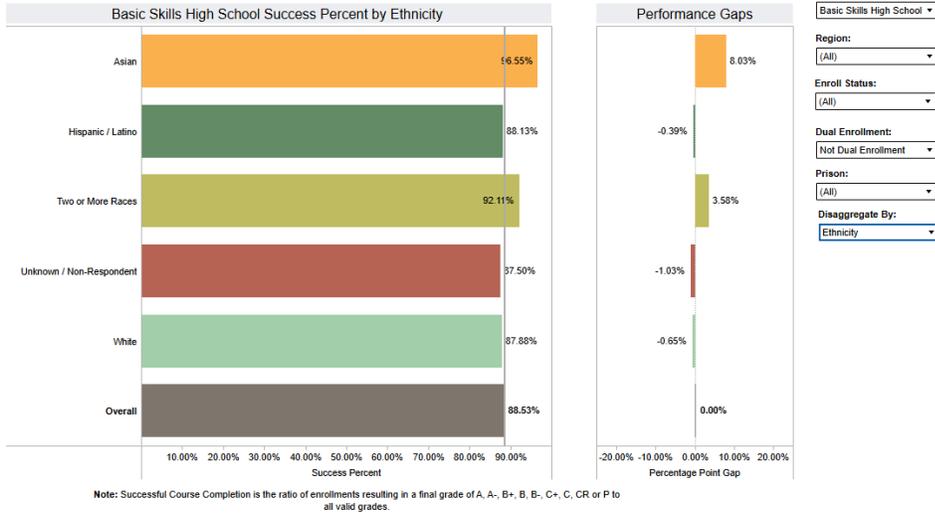
	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Department Success..	100.00%	100.00%	100.00%	100.00%	89.34%	88.53%
Total Enrollments	805	568	649	894	666	874

The overall success rate for BSHS is 88.53%, 11% above the college-wide success rate of 77%. This suggests that the program is effectively supporting student achievement and preparing participants for continued academic 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



Disaggregated data by ethnicity shows generally consistent course completion rates across groups. The largest variance appears within the Unknown/Non-Respondent category (-1.03%), while Asian students show a +8.03% differential.

Overall, there are no significant equity gaps in course completion outcomes within the available data. Continued efforts to improve data accuracy, particularly reducing Unknown/Non-Respondent reporting, may provide clearer insight in future reviews.

## 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)

1. List the programs of study and courses that were scheduled for major or minor modification during the last academic year.

[List Programs of Study Scheduled for Modification]

2. 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)

3. 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)

## 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.

1. 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)

2. 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)


### 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.

[Insert Narrative]

## 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

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.

The faculty assigned to this program are local high school teachers who have not been trained to complete the assessment process in eLumen. This program is only offered during the summer for typically 6 weeks which would make it difficult for this process to be implemented for this program.

## 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”.*

We will continue collaboration with the Admissions team to refine the application and registration process. The goal is to further reduce administrative barriers for students and high school staff, improve accuracy of student data, and ensure timely enrollment.

We will also monitor disaggregated success data to identify any emerging equity gaps and respond proactively if trends develop.

## **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.

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

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.

[Insert Narrative]

*Wes Martin* 3/10/2026

Director, Continuing and Community Education