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	**02/09/2026**
Cluster	SSSP/Cluster 6
Area of Study	Continuing Education
Program(s)	Emeritus
Last Academic Year CPPR Completed	2022
Next Scheduled CPPR	2027

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

The Emeritus program does not offer degrees or certificates.

*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.

The Emeritus program continues to evolve in response to community need and growing interest in lifelong learning opportunities for older adults. Over the past year, the program has focused on strengthening partnerships with community sites and organizations to expand access and identify new instructional opportunities. These partnerships have also supported recruitment of new instructors who bring subject matter expertise and connections to the communities being served.

Program improvements have included expanding course offerings, developing programming at additional community locations, and improving operational support for both faculty and students. These efforts are intended to increase participation, reduce barriers to access,

and ensure the program remains responsive to the interests and needs of the older adult population.

While the program is primarily designed for adults age 55 and older, ongoing review of disaggregated success data allows the program to monitor performance across age groups and identify areas where additional support or program adjustments may be needed. Strengthening community-based programming and expanding geographic access are key strategies for improving participation and supporting equitable access to lifelong learning opportunities.

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).
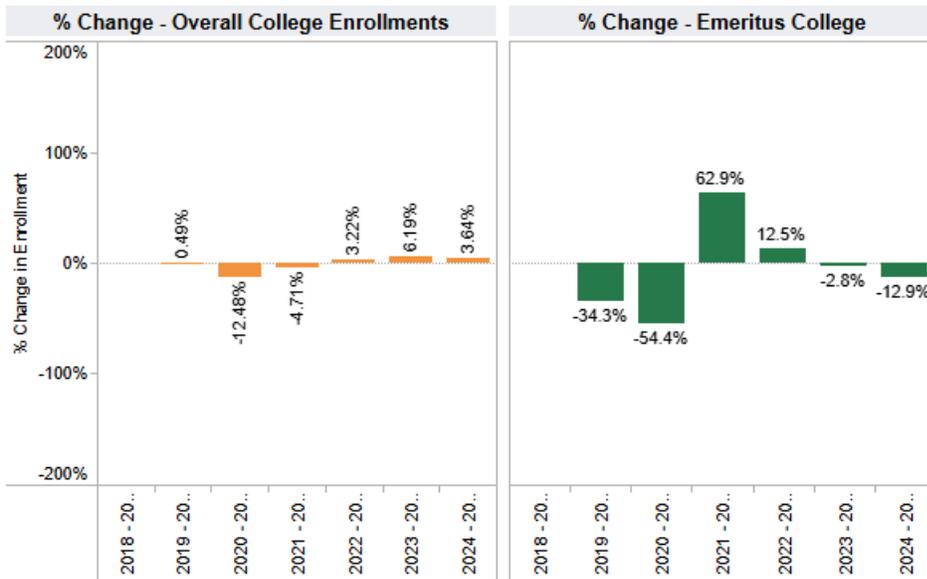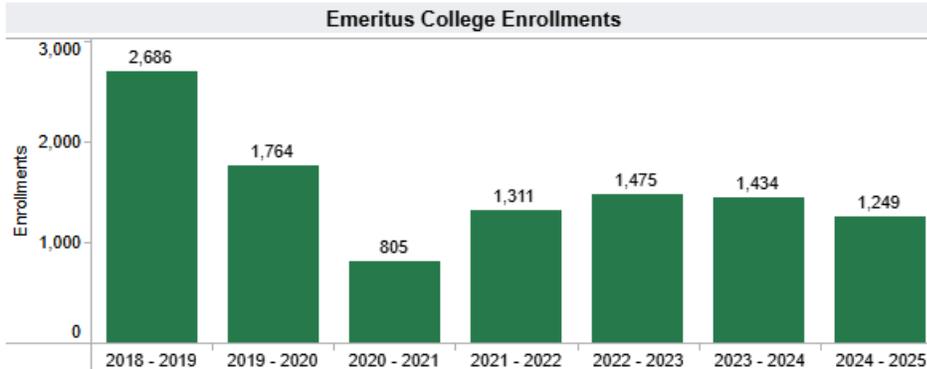
Aggregated Data

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)**

2 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 10, 2026

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Emeritus College ▼	(All) ▼	(All) ▼	(All) ▼

Region:	(All) ▼	TERM	(All) ▼

Emeritus College Enrollments

Year	Enrollments
2018 - 2019	2,686
2019 - 2020	1,764
2020 - 2021	805
2021 - 2022	1,311
2022 - 2023	1,475
2023 - 2024	1,434
2024 - 2025	1,249

% Change - Overall College Enrollments

Year	% Change
2019 - 20..	0.49%
2020 - 20..	-12.48%
2021 - 20..	-4.71%
2022 - 20..	3.22%
2023 - 20..	6.19%
2024 - 20..	3.64%

% Change - Emeritus College

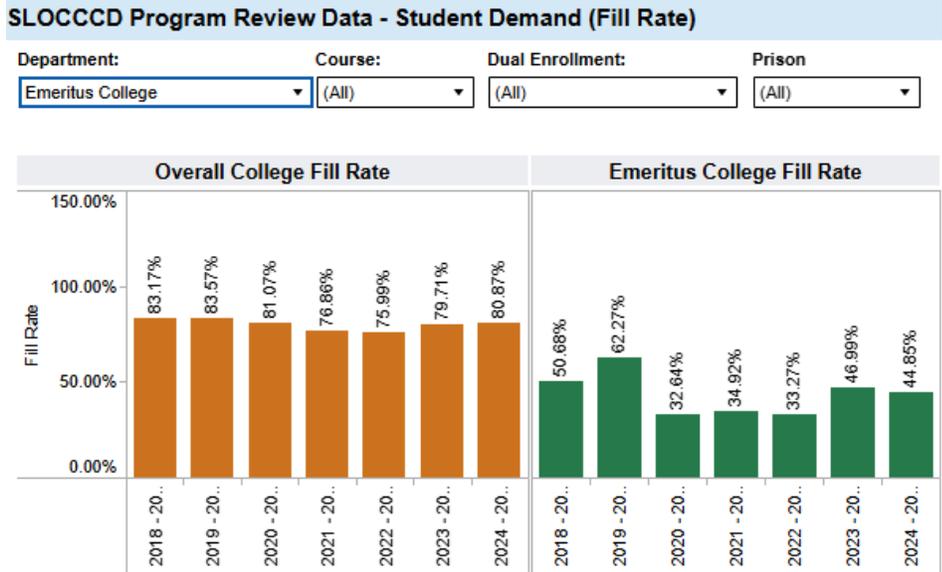| Year	% Change
2019 - 20..	-34.3%
2020 - 20..	-54.4%
2021 - 20..	62.9%
2022 - 20..	12.5%
2023 - 20..	-2.8%
2024 - 20..	-12.9%

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 declined by 12.9% to 1,249, while overall college enrollment increased by 3.64%. This decline occurred during a period of significant leadership and staffing transition within Continuing Education. The department operated without a Director until December 2024 and experienced multiple Coordinator vacancies over the past two years.

The 2024–25 academic year focused on stabilizing operations, rebuilding internal systems, and strengthening rapport Emeritus instructors and students. Given the instability of prior years, this enrollment decline reflects a rebuilding phase rather than a lack of program demand. Reestablishing consistent leadership and support structures has been the primary priority.

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
Emeritus College ▼	(All) ▼	(All) ▼	(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 program fill rate declined by 2% to 44.85%, compared to the college average of 80.87%. While this remains significantly below the institutional average, the current rate is higher than in 2020–21, 2021–22, and 2022–23.
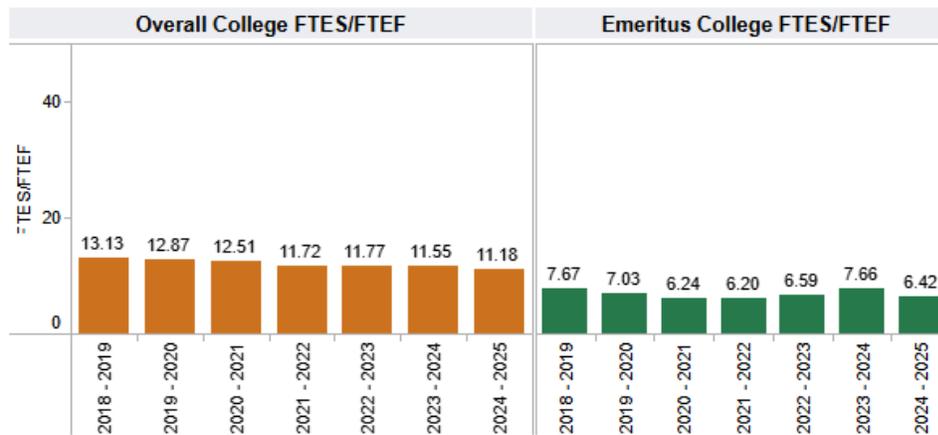
Emeritus course caps are set at 60 to accommodate the open-entry/open-exit model. This structure allows flexibility for older adult learners but suppresses reported fill rates. As a result, traditional fill rate comparisons do not fully reflect actual demand or student participation patterns within the program.

C. General Efficiency (FTES/FTEF)
   - **General Efficiency (link to Tableau dashboard)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Emeritus College ▼	(All) ▼	(All) ▼	(All) ▼

Overall College FTES/FTEF

FTES/FTEF

Year	Value
2018 - 2019	13.13
2019 - 2020	12.87
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77
2023 - 2024	11.55
2024 - 2025	11.18

Emeritus College FTES/FTEF

Year	Value
2018 - 2019	7.67
2019 - 2020	7.03
2020 - 2021	6.24
2021 - 2022	6.20
2022 - 2023	6.59
2023 - 2024	7.66
2024 - 2025	6.42

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

Emeritus efficiency is 6.42 FTES/FTEF compared to the college average of 11.18. This reflects a decrease from 7.66 in 2023–24 and returns to levels similar to 2020–2023.

Efficiency is influenced by the program's instructional model, including open-entry/open-exit design, course caps of 60, and instructional approaches tailored to older adult learners. While lower than the college average, this structure aligns with the program's access-oriented mission and service population.

    D. Student Success – Course Completion by Modality
- **Student Success—Course Completion by Modality (link to Tableau dashboard)**

SLOCCCD Program Review Data: Successful Course Completion
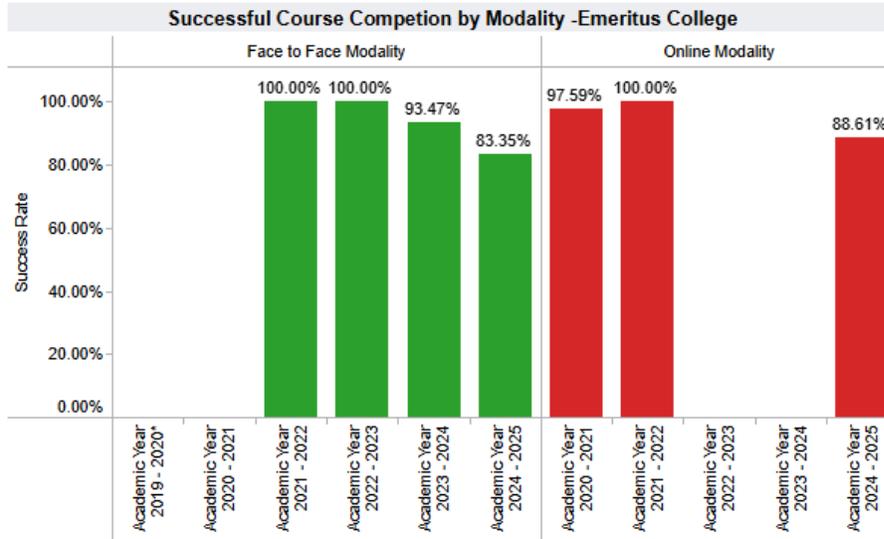
Select Department:	Course:	Legend:
Emeritus College ▼	(All) ▼	🟩 Face to Face Modality
		🟥 Online Modality

Successful Course Competion by Modality -Emeritus College

Successful Course Competion by Modality Table - Emeritus College

		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			100.00%	100.00%	93.47%	83.35%
	Total Department Enrollm..	2,925	299	879	1,450	1,521	1,327
Online Modality	Department Success Rate		97.59%	100.00%			88.61%
	Total Department Enrollm..		933	808	551	212	133

Face-to-face success rates remain strong but declined from 93.47% to 83.35%. Online success rates are 88.61%, with no recent prior year comparison available.

Overall, success rates remain high across modalities. The nature of Emeritus courses, which emphasize engagement, enrichment, and community connection, contributes to sustained completion. These courses serve an older adult population that enrolls with clear intent and strong intrinsic motivation

  E. Degrees and Certificates Awarded
  - **Degrees and Certificates Awarded (link to Tableau dashboard)**

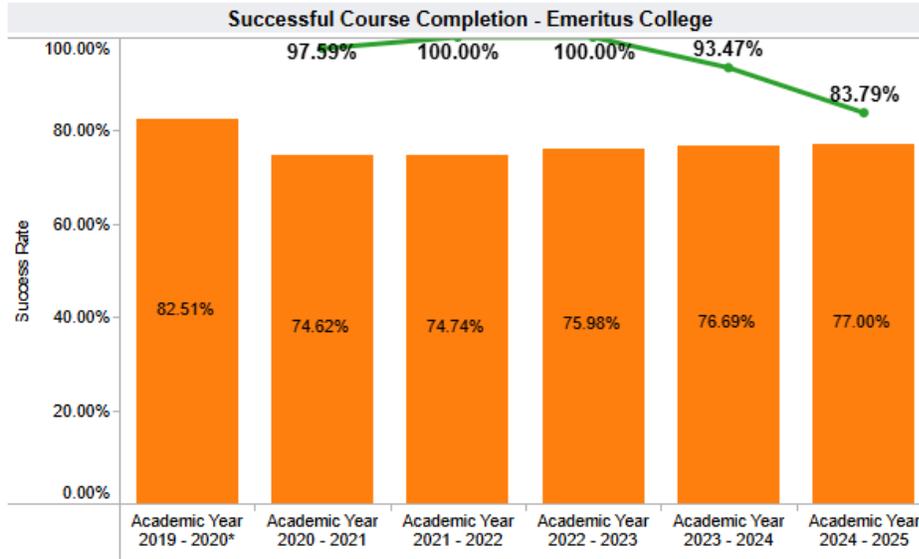The Emeritus program does not offer certificates or degrees

  F. General Student Success – Course Completion
  - **General Student Success – Course Completion (link to Tableau dashboard)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Emeritus College ▼

TERM
(All) ▼

COURSE
(All) ▼

Measure Names
🟩 Department Success Rate
🟧 Overall College Success ...

Successful Course Completion - Emeritus College

	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 (green line)		97.59%	100.00%	100.00%	93.47%	83.79%
Overall College Success (orange bars)	82.51%	74.62%	74.74%	75.98%	76.69%	77.00%

Emeritus College 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..		97.59%	100.00%	100.00%	93.47%	83.79%
Total Enrollments	2,925	1,232	1,687	2,001	1,733	1,460

The overall course success rate for the Emeritus program is 83.79%, exceeding the college-wide rate of 77%.

This continued strong performance reflects alignment between course design, student goals, and instructional approach. Despite enrollment and efficiency challenges, student outcomes remain a program strength.

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
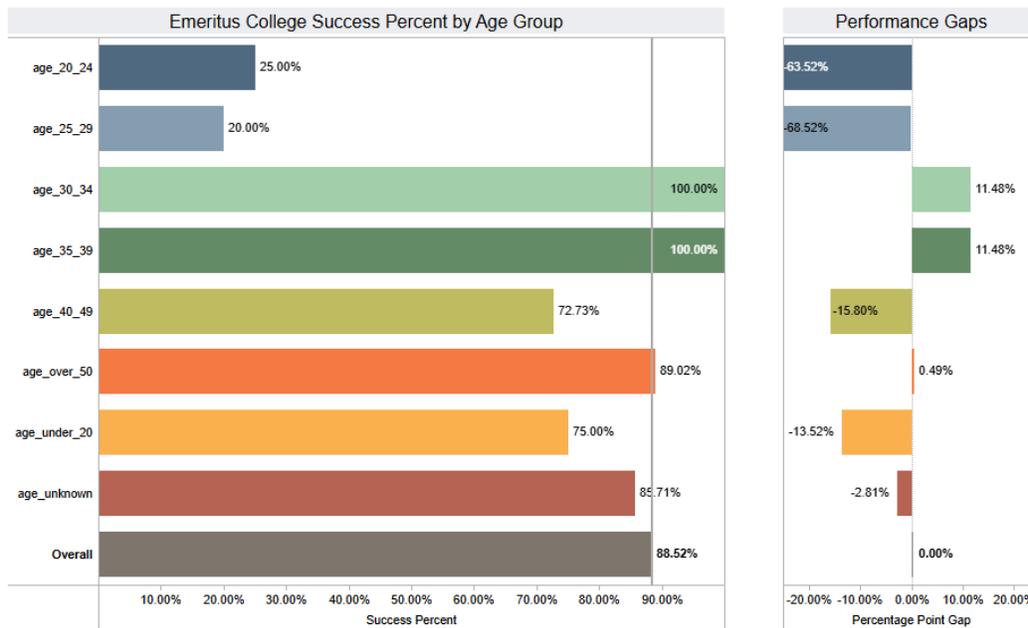
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Analysis of successful course completion by age group shows the largest performance gaps among students under 20, 20–24, and 25–29. This is expected, as the program is designed primarily for adults age 55 and older.

More meaningful gaps appear among students ages 40–49, who show a performance gap of -15.8%. This suggests a potential mismatch between course structure, scheduling, or expectations and the needs of midlife adult learners. This subgroup warrants further review to determine whether targeted outreach, scheduling adjustments, or support strategies are needed.

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 program will develop a Student Learning Outcomes (SLO) assessment cycle calendar to guide the regular evaluation of student learning and support continuous program improvement. The first round of assessments will begin in Fall 2026. Outcomes will be assessed

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 10, 2026

on a three-year rotating cycle to allow sufficient time for data collection, analysis, and the implementation of improvements based on assessment findings.

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 achieveing 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".

In 2025–26, the Emeritus program will focus on stabilization, expansion, and improved access following a period of staffing transition. The primary goals are to strengthen enrollment, maintain high student success rates, and improve operational consistency.

Achieving Program Learning Outcomes and Addressing Equity Gaps

We will continue monitoring course completion data by age group to better understand performance gaps, particularly among students ages 40–49. While the program is designed for adults 55+, reviewing this data allows us to assess whether scheduling, modality, or course structure adjustments are needed. Faculty support and onboarding will also be strengthened to ensure alignment with program learning outcomes and consistent instructional quality across sections.

Curriculum, Scheduling, and Delivery Modality

The program will expand course offerings to increase access and respond to community interest. This includes adding new sections and evaluating modality balance between face-to-face and online instruction. Scheduling will be reviewed to ensure courses align with the needs of older adult learners, with attention to time of day, duration, and location.

Levels, Delivery, and Types of Services

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 10, 2026

Student and faculty support systems will be improved to ensure clearer communication, onboarding, and operational consistency. Rebuilding infrastructure following leadership transitions remains a priority. Efforts will focus on improving responsiveness, clarity of processes, and overall student experience.

Facilities Changes

A new community location will be launched at the South Bay Community Center in Los Osos to expand geographic access and strengthen community presence. This expansion is intended to increase enrollment opportunities and reduce barriers related to transportation and proximity.

Staffing Projections

The program will continue adding faculty members to support expanded course offerings and new locations. Building a stable and engaged instructional team is a central focus for the year.

Other

Reestablishing consistent operational practices and rebuilding relationships with instructors and students will remain foundational priorities. The 2025–26 year represents a continued rebuilding phase with intentional growth designed to position the program for long-term stability.

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.

[Insert Narrative]

Wes Martin 3/10/2026

Director, Continuing and Community Education