

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)	NONCREDIT ADULTS WITH DISABILITIES (NAWD)
Last Academic Year CPPR Completed	2024
Next Scheduled CPPR	2029

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

- Noncredit Employability & Transitions, Certificate of Competency

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 provides students with intellectual and physical disabilities the opportunity to develop academic, life, and vocational skills through courses that emphasize empowerment, goal setting, and individualized support. The curriculum focuses on life skills, community engagement, and workforce readiness. In 2024–2025, the program offered courses at Cuesta's North County Campus and through community partner sites including PathPoint, Options, and Achievement House. These partnerships help reduce barriers to participation and allow the program to meet students where they are. During the year, the department focused on faculty recruitment and program planning to reestablish offerings at the San Luis Obispo Campus. These efforts resulted in the scheduling of four days per week of programming at the SLO Campus beginning in Fall 2025, increasing access to campus resources and strengthening students' connection to the college community.

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.

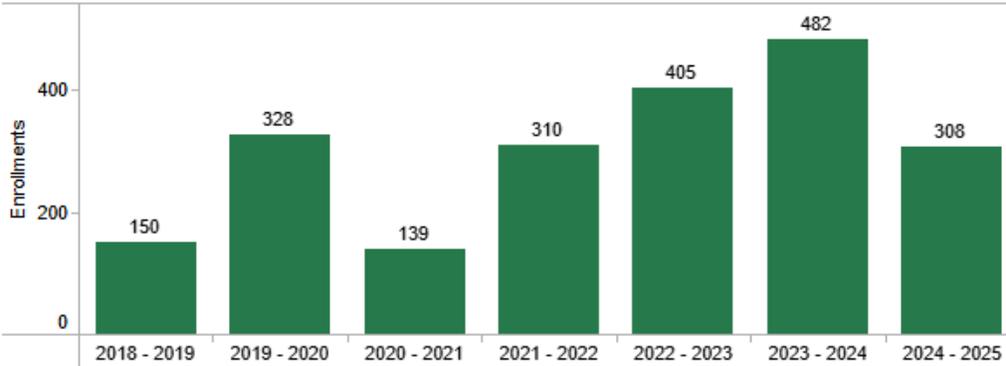
A. General Enrollment

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

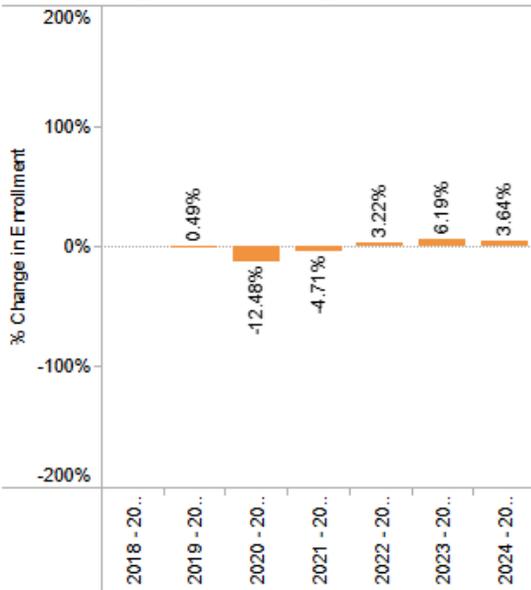
SLOCCCD Program Review Data - Enrollment

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

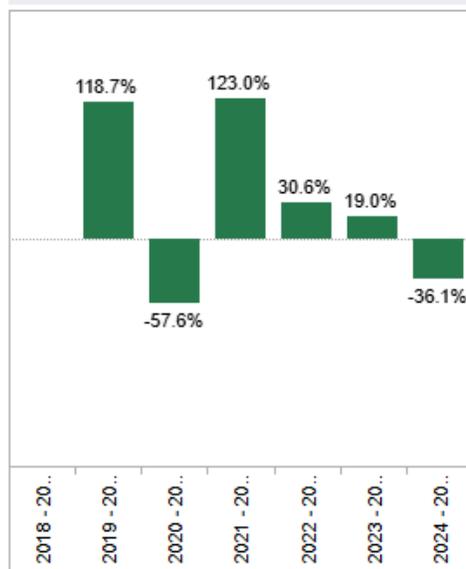
NC Adults With Disabilities & Noncredit Short-Term CTE Enrollments



% Change - Overall College Enrollments



% Change - NC Adults With Disabilities & Noncredit Short-Term CTE



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.

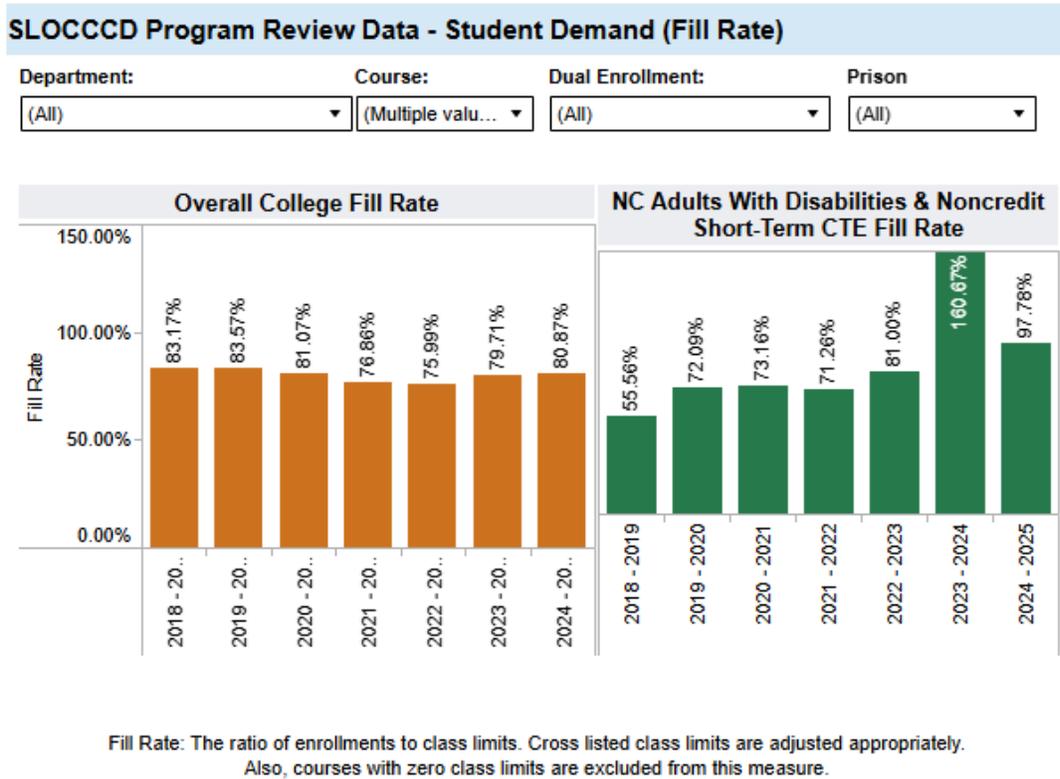
NAWD 701, 705, 710, and 730. NCTE 701, 705, 710, and 730.

Enrollment declined by 36.1% in 2024–2025 following three consecutive years of growth. This decrease occurred during a year in which overall college enrollment increased by 3.64%, indicating that the decline was program-specific rather than institutional. Two temporary staffing disruptions contributed to this shift. One instructor was on medical leave during Spring 2025, and another was unable to teach during the summer session, where he had previously

offered classes four days per week. The reduction in instructional capacity directly impacted course availability and enrollment.

B. General Student Demand (fill rate)

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



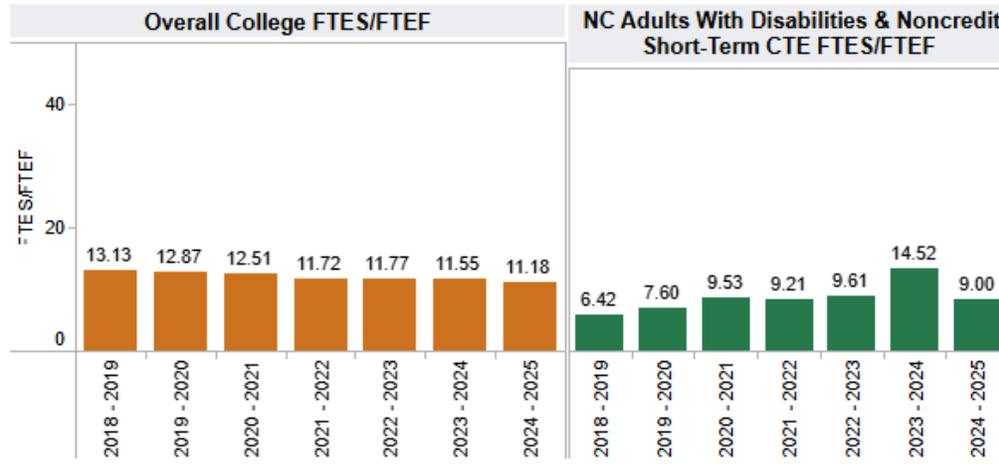
The fill rate for Adults with Disabilities reached 97.78%, significantly exceeding the college average of 80.87%. This marks the third consecutive year the program has outperformed the institutional fill rate, demonstrating sustained demand and efficient course scheduling. Strong partnerships with NCI, PathPoint, Options, Escuela del Rio, and Achievement House continue to be instrumental in maintaining high enrollment and ensuring classes reach capacity.

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 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Noncredit Adults with Disabilities utilizes the positive attendance accounting method rather than census rosters. After a strong 2023–2024 year, efficiency declined in 2024–2025 to 9.0, falling 2.18 points below the college average of 11.18. This shift reflects attendance variability rather than reduced demand. Continued collaboration with community partners to address transportation barriers and support consistent attendance will help improve efficiency. Additionally, faculty and staff will continue prioritizing strategies that strengthen students’ sense of community and belonging on campus, which is directly tied to persistence and attendance.

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:

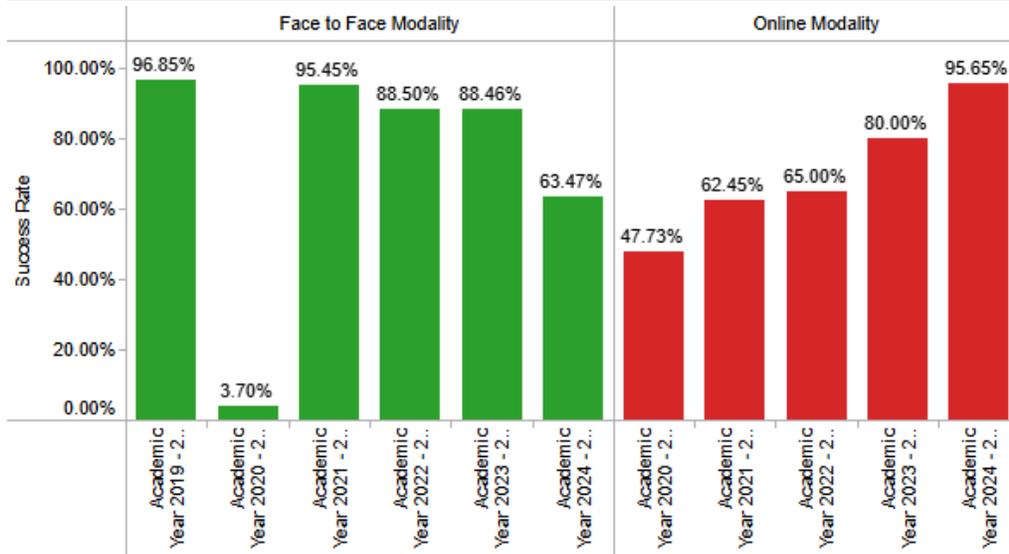
(Multiple values) ▼

Legend:

■ Face to Face Modality

■ Online Modality

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



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

		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	96.76%	12.95%	83.23%	91.52%	88.46%	63.47%
	Total Department Enrollm..	1,101	155	293	591	560	377
Online Modality	Department Success Rate	100.00%	69.16%	75.73%	72.00%	80.00%	95.65%
	Total Department Enrollm..	43	859	591	52	51	23

Successful Course Completion declined in 2024–2025 from 88.46% to 63.47%. This decrease aligns with the attendance and efficiency challenges noted earlier and reflects the impact of transportation barriers, staffing disruptions, and attendance variability under the positive attendance model.

Adults with Disabilities students demonstrate stronger outcomes in structured, in-person learning environments with consistent instructional support. As the program stabilizes staffing and strengthens coordination with community partners, priority will be placed on improving attendance consistency, reinforcing in-class supports, and reestablishing the structured learning environment that has historically driven high success rates.

E. Degrees and Certificates Awarded

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

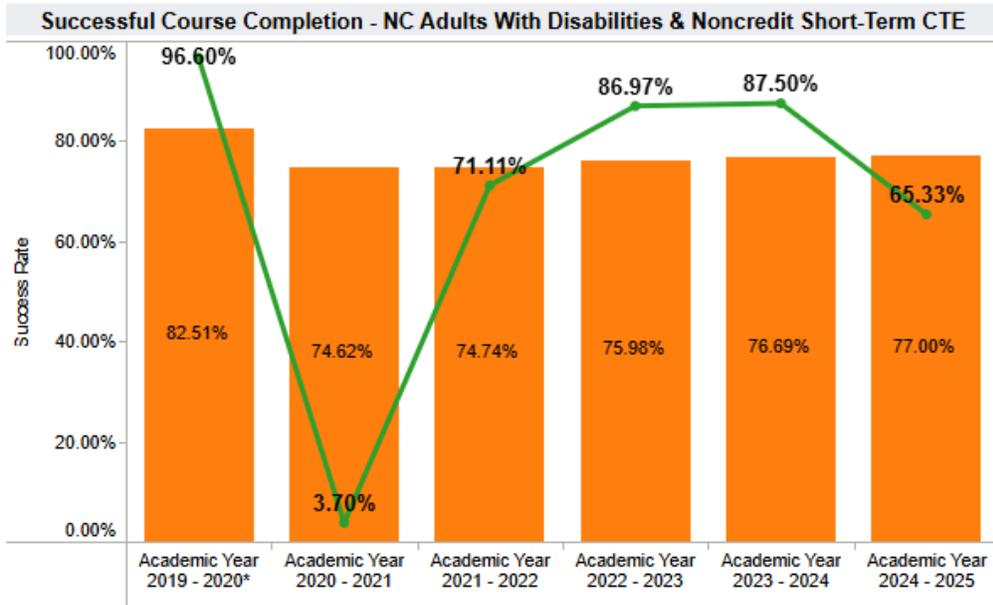
The Continuing Education Department will continue to work with Institutional Research to include noncredit certificates in the program review data.

F. General Student Success – Course Completion

- [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...)



	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..	96.60%	3.70%	71.11%	86.97%	87.50%	65.33%
Total Enrollments	315	85	161	479	611	400

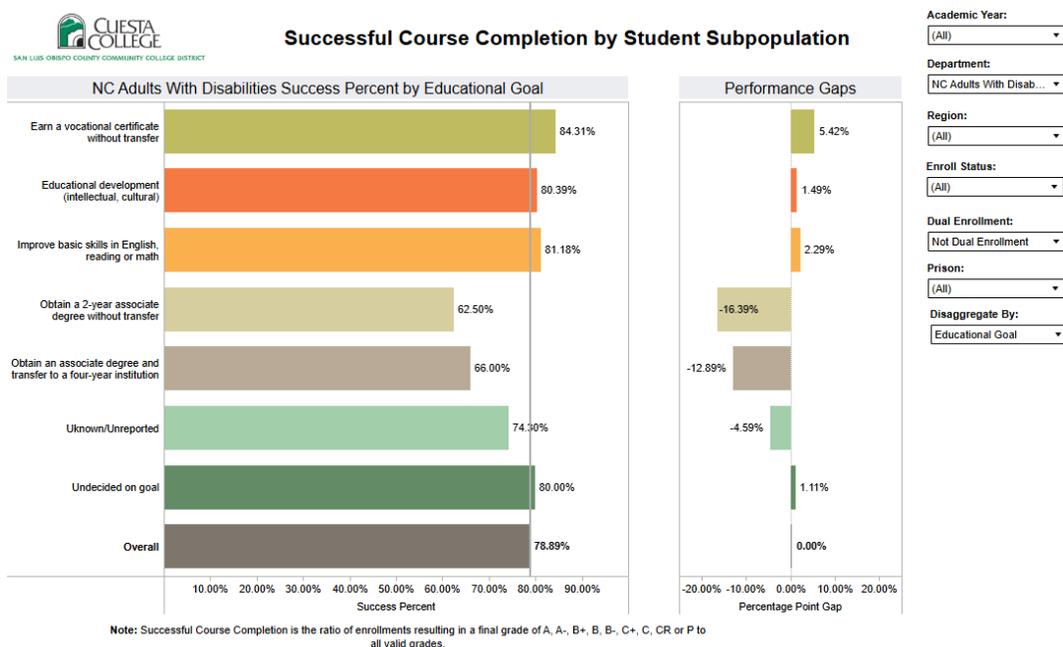
In 2024–2025, Noncredit Adults with Disabilities reported a 65.33% success rate compared to the college average of 77%. While the program had exceeded the institutional average in prior years, this year’s decline reflects the same attendance and continuity challenges impacting overall course completion.

Historically, higher-than-average success rates have been driven by individualized instructional support, access to learning resources and technology, and strong partnerships with regional agencies that help create stable and supportive learning environments. Reinvesting in these

core strategies and addressing attendance barriers will be critical to restoring success rates to previous levels.

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?



Disaggregated data indicate the largest equity gaps among students whose educational goals include obtaining a two-year associate degree without transfer (-16.39%) and obtaining an associate degree with transfer to a four-year institution (-12.89%).

While this data comes with the caveat that this student population does not always know or fully understand the educational goal options when selecting them, it still provides helpful insight into potential gaps and areas where additional academic guidance may be needed. These gaps suggest that students with longer-term academic goals may require additional structured academic planning, clearer pathway alignment between noncredit and credit opportunities, and targeted transition support. Strengthening coordination with counseling, developing clearer educational roadmaps, and reinforcing goal-setting within coursework will

be important next steps in closing these gaps and improving completion outcomes for goal-oriented 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)

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 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 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".

In 2025–2026, the program will expand instructional capacity by adding four days per week of instruction at the SLO Campus and reinstating summer programming at the North County

Campus. These changes are designed to stabilize enrollment, improve attendance consistency, and restore successful course completion rates.

Expanded scheduling will increase access for students and community partners while providing more structured, in-person learning opportunities, which are strongly correlated with student success in this population. Reintroducing summer programming will support continuity of engagement and skill development, particularly for students working toward longer-term educational goals.

In addition, the program will continue refining instructional supports and strengthening collaboration with regional partners to address transportation barriers and equity gaps identified in the disaggregated data. Staffing stability and consistent course offerings will remain a priority to ensure sustained progress toward program learning outcomes.

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.

[Insert Narrative]

Wes Martin 3/10/2026
Director, Continuing and Community Education