

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2054

PROGRAM(S): ASHS

CLUSTER: 3

AREA OF STUDY: Social and Behavioral Sciences and Human Services

LAST YEAR CPPR COMPLETED: 2022

NEXT SCHEDULED CPPR: 2026

CURRENT DATE: 2/19/2025

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 certificates):

Within the Alcohol & Controlled Substance, Family Studies, Human Services and Social Work Top Codes our degrees include: Addiction Treatment Studies AA, Social Work AA-T, and Human Services A.A. Our Certificates are in Addiction Treatment Studies; Addiction Studies Foundation; Paraprofessional Counseling

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.

Regarding ASHS faculty: ASHS has hired a FTTT instructor to replace a former, retired FTTT instructor. This semester, a FTTT position has opened to replace the 2nd instructor who is retiring at the end of this academic year. Two additional faculty members are currently participating in the College's JEDI Academy. Regarding our program: Student enrollments have increased due to various student scholarships. Our internship partners have expressed appreciation for the quality of course offerings and the flexibility of our online courses. Our internship placement sites have increased by three, however, two internship sites are no longer available. The EDD grant has completed, supporting pathways to employment for eligible students. The CalVIP grant, benefitting justice-involved students, continues to support student success. Anecdotal information indicates that many students report employment post completing our ASHS Programs. To date, a total of 80 students qualified to receive \$20,0000 (through HCAI/SUDEAL funds) for their education and work experience. Lastly, in November 2024, ASHS was approved to become a designated CCC to create a mental wellness certification

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

sponsored through HCAI and the FCCC. A \$200,00 two-year grant comes with this approval. Curriculum updates (revisions and course creation) and expansion to internship placements prepare students to receive a State recognized certification as a mental wellness support specialist.

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.

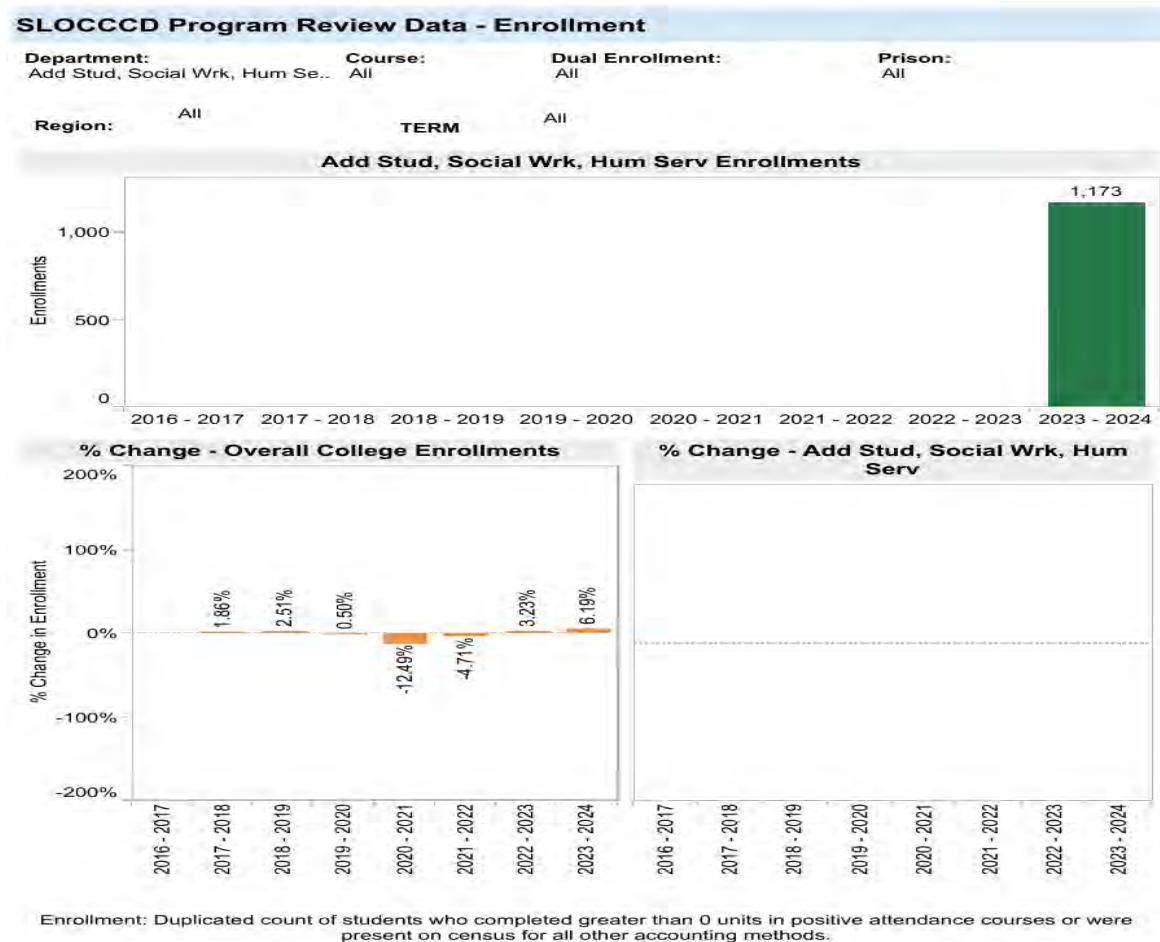
No If no, you do not need to complete a Progress Report.

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

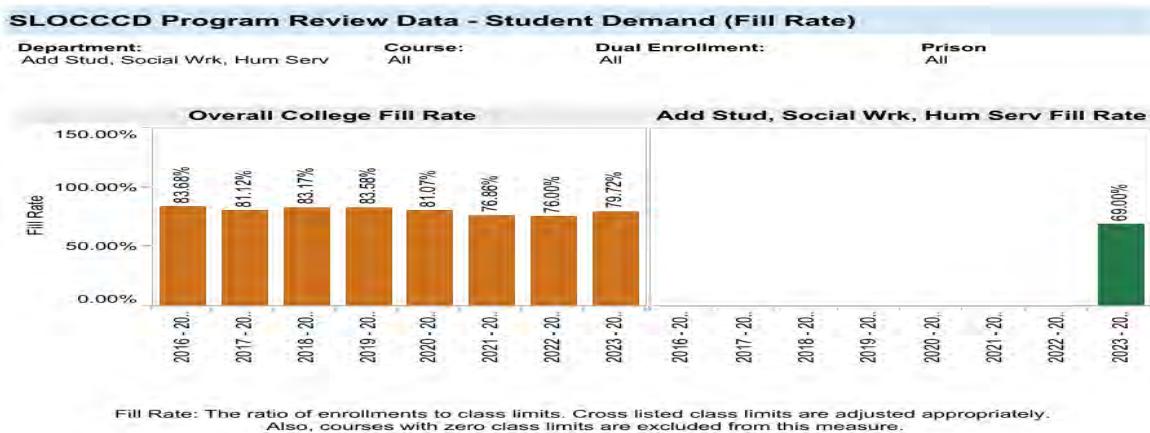
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends 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



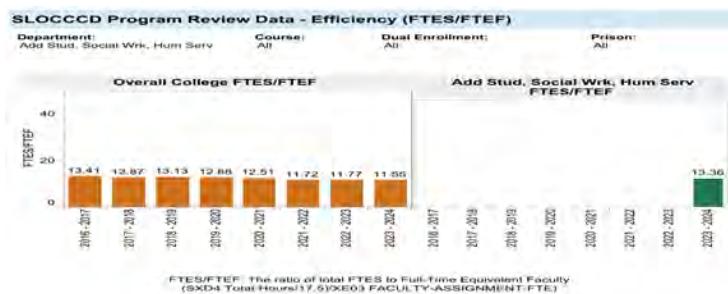
Compared to 2022-23, enrollment dropped by 6.19%. However, this dip in enrollment is based on the transition of several courses moving to the ETHN department and the removal of a set of courses that had been cross-listed as CDFS. When we look at the actual number of ASHS courses taught, general efficiency is holding steady with last year.

B. General Student Demand (Fill Rate)



There is a 10% decrease in ASHS compared to the overall College fill rate. Again, this decrease needs to take into consideration the transition of several courses moving to the ETHN department and the removal of a set of courses that had been cross-listed as CDFS.

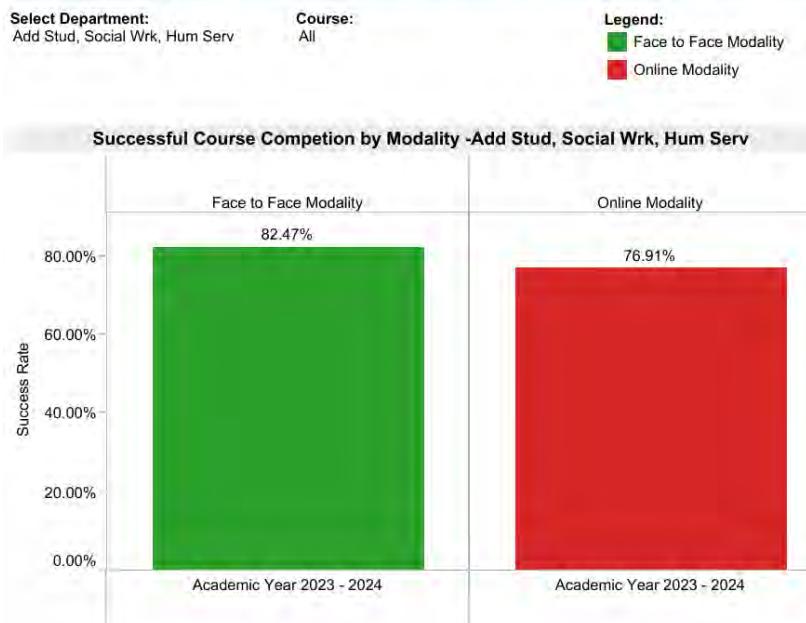
C. General Efficiency (FTES/FTEF)



There is an approximately 2% increase for ASHS compared to the overall College data. Several factors could play into this increase: an increase of ASHS completing JEDI, available campus support services for students, and an increase in ASHS receiving financial scholarships outside of the College's offerings. Strategies to enhance efficiency, ASHS offers (1) Late-start courses adding these sections after full-term courses fill. (2) We Add sections with demand. (3) We optimize scheduling, aligning course offerings with student demand for specific times and days. (4) ASHS reduces course conflicts by collaborating with faculty across divisions to prevent scheduling conflicts. (5) We shift to DE (Distance Education), converting low-enrolled face-to-face courses to DE when possible and offering DE sections in high-demand areas. (6) We cancel low-enrolled courses in time for students to enroll in alternatives. (7) Course rotation includes scheduling low-capacity, low-enrollment courses on a rotating basis. (8) We reduce duplicate courses, eliminating redundant courses that fulfill the same requirements. (9) We encourage faculty to enroll all Wait Listed students. Assessing seat availability: Monitoring enrollment trends and reducing underfilled sections. (10) ASHS adjusts meeting schedules, optimizing the number of weekly class meetings to improve efficiency. (11) ASHS employs Early Alert messaging and referrals to campus resources to support retention. (12) We do what we can to promote our department programs, attending both campus and community events to market our offerings. (13) We reach out to students who are slow to start in DE courses rather than immediately drop them.

D. Student Success—Course Completion by Modality

SLOCCCD Program Review Data: Successful Course Completion

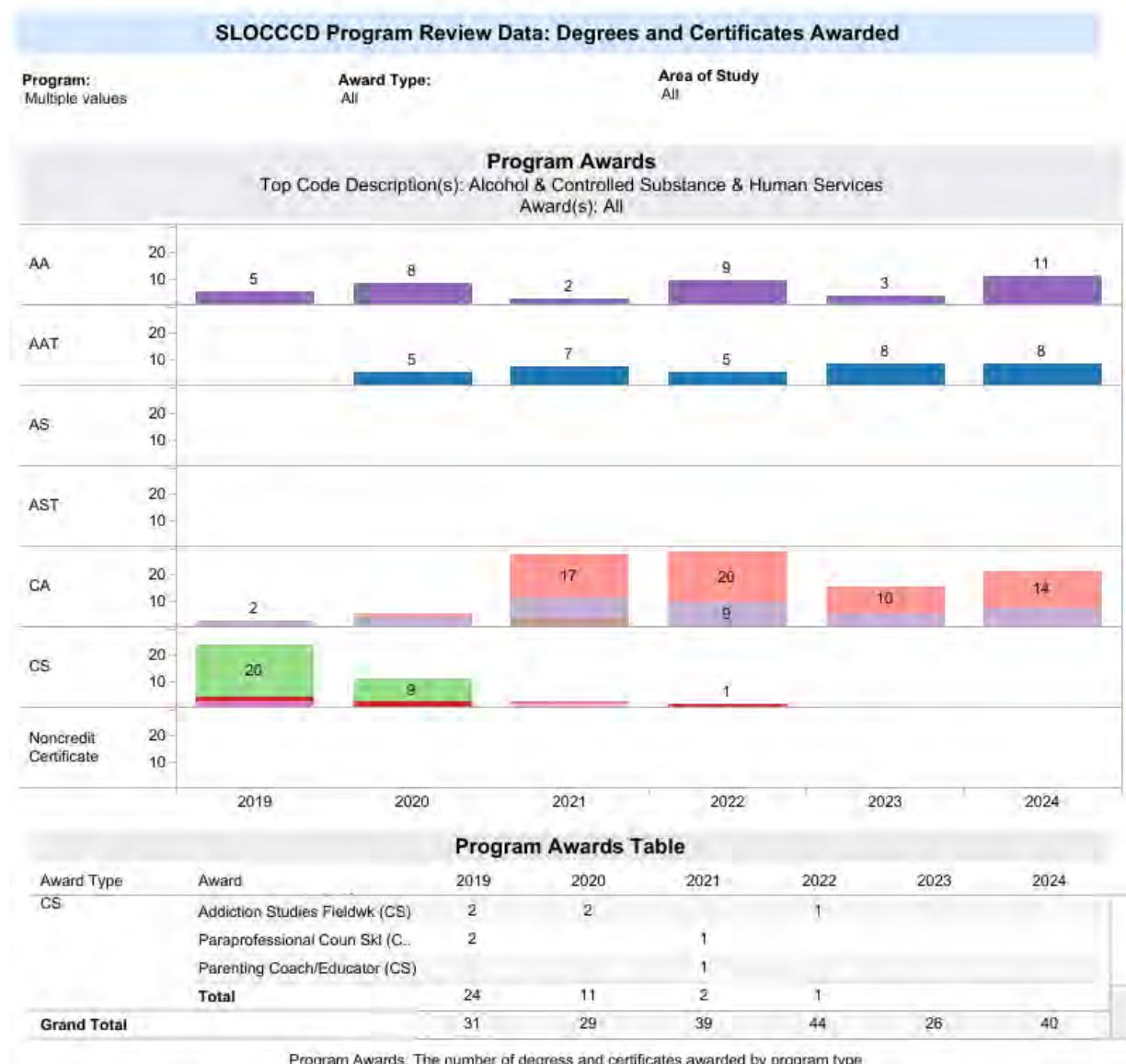


Successful Course Completion by Modality Table - Add Stud, Social Wrk, Hum Serv

Academic Year 2023 - 2024		
Face to Face Modality	Department Success Rate	82.47%
	Total Department Enrollments	257.0
Online Modality	Department Success Rate	76.91%
	Total Department Enrollments	932.0

There is an overall slightly lower course completion of online compared to face-to-face courses. It is important to note that the ATS program is completely online to accommodate students out of the area. This holds mixed consequences: a greater outreach for enrollments along with challenges for students lacking online literacy and the College's limited online student support services. Compared to last year, this is a slight increase in student success within the F2F modality. This data suggests that while overall success rates are becoming more balanced between FTF and DE formats, certain courses continue to perform exceptionally well. Continued monitoring and targeted support strategies can help maintain and further improve student success across all modalities.

E. Degrees and Certificates Awarded

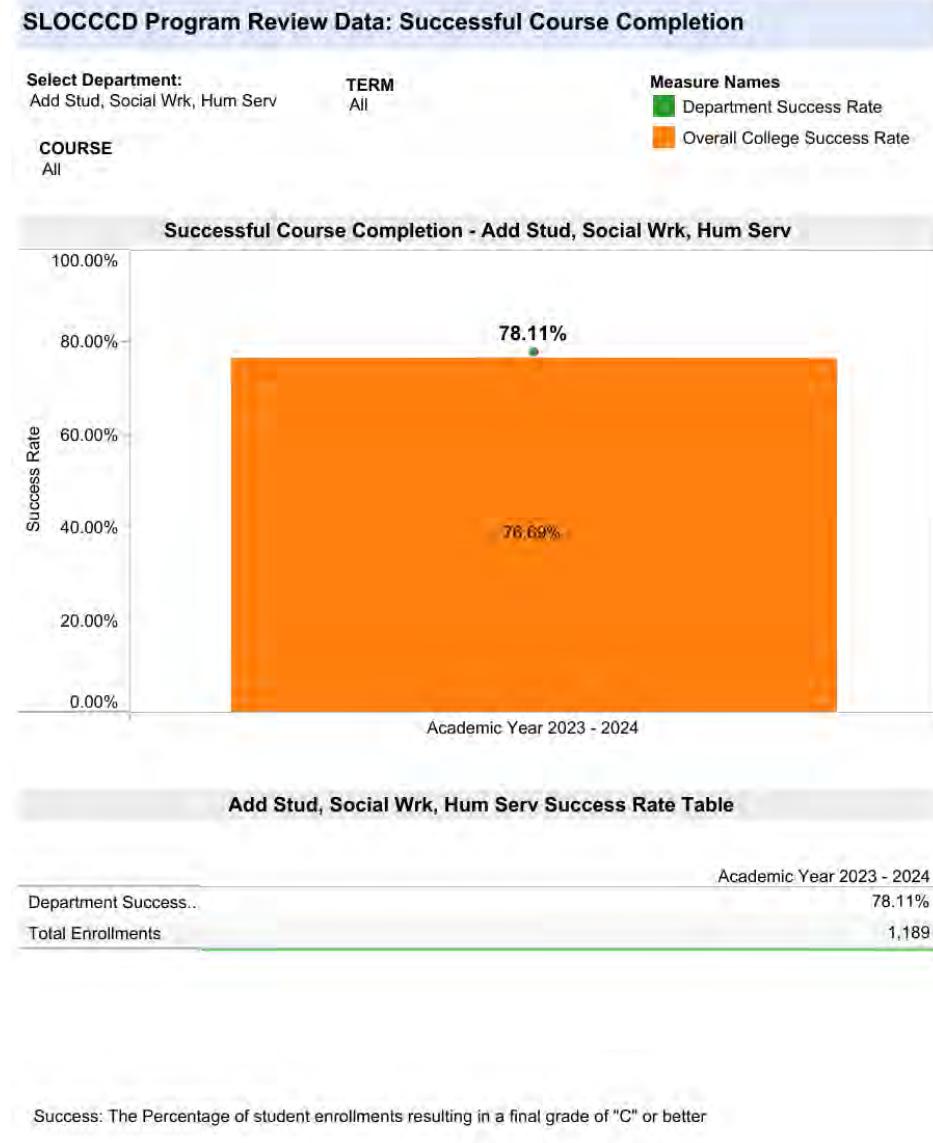


Compared to last year, numbers of students who earned AA-Ts stayed the same. However, students earning AA degrees increased markedly, going from 3 last year to 11. Regarding CAs, there is also an increase from 10 to 14. In total, there were 40 total degrees and certificates last year. This suggests that ASHS faculty are: (1) Continuing to embed a JEDI lens to our pedagogy; (2) Continuing to bridge students support students services with our enrolled students; (3) Creating effective inroads in marketing our programs; (4) meaningfully supporting the growth of the mental wellness support specialist profession. Our programs are very specialized and fall outside the traditional academic canon of Psychology (even though most of our courses require a MA in psychology as a minimum qualification). This presents challenges in

department marketing and outreach to students. ASHS has a strong relationship with the College's academic counselors who continue to bring to students' awareness to our offerings.

F. General Student Success – Course Completion

Insert the data chart and explain observed differences between the program and the college.



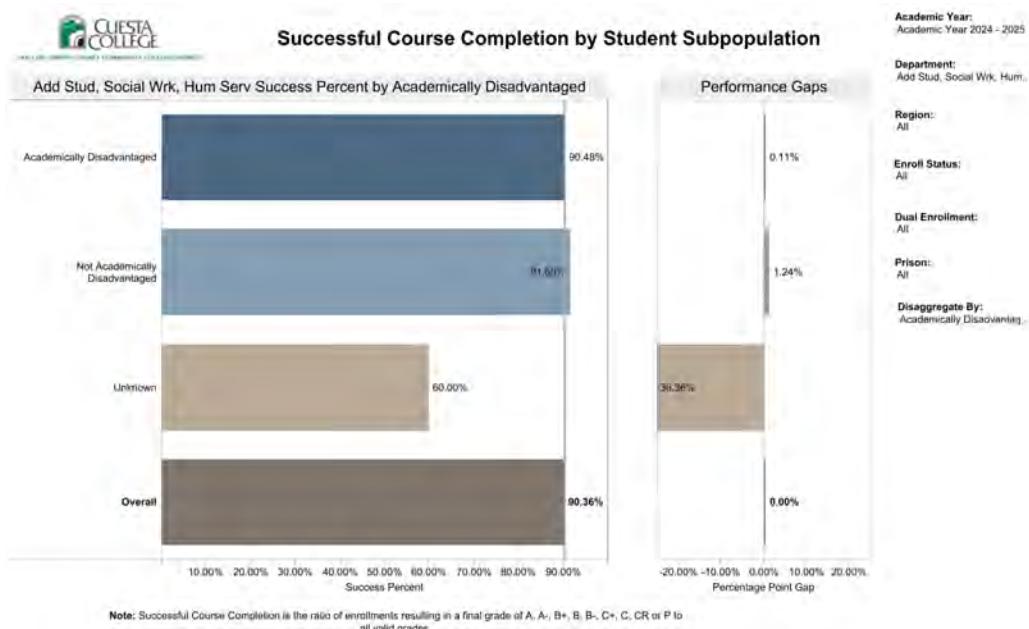
Compared to last year, ASHS has maintained our Student Course Completion rate at 78% which is higher than the College rate at 76%. These strong completion rates reflect the effectiveness of curriculum design, instructional methods, and student engagement strategies. The department will continue to assess and implement best practices to

maintain and improve student success across all its courses. Further analysis may help identify the factors contributing to the higher success rates in specific courses and apply those insights to strengthen other areas of the program.

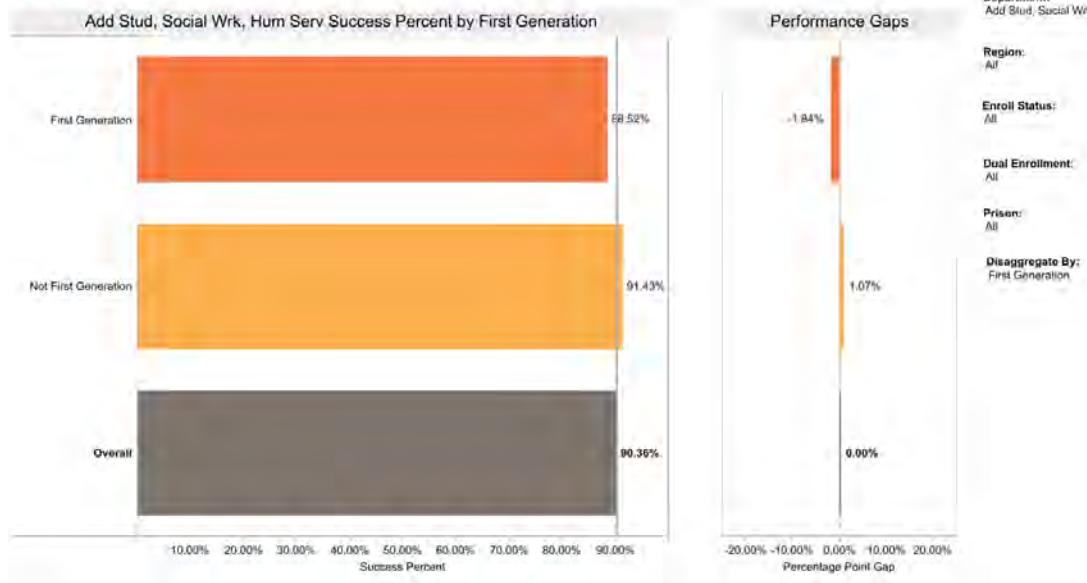
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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?

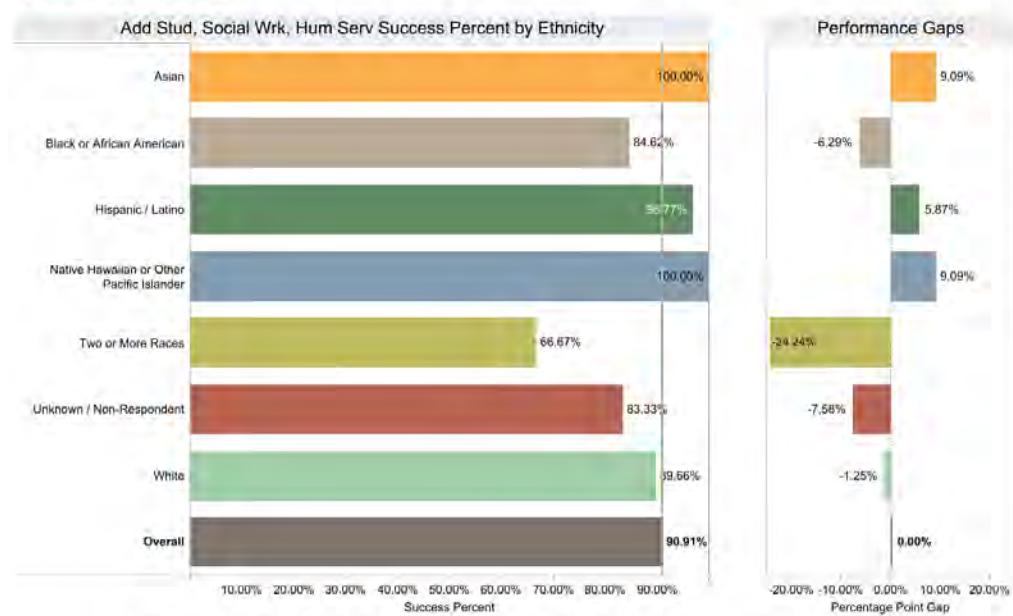


Successful Course Completion by Student Subpopulation



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.

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.

ASHS has made significant progress in reducing performance gaps, with targeted efforts to support students from diverse backgrounds. Regarding the Academically Disadvantaged, a significant 20% increase occurred from last year likely influenced by increased faculty JEDI

pedagogical efforts and the departments consistent efforts to bridge student learning gaps with faculty and campus resources. Our first-generation students hold a strong 88% completion rate and a -1.8% performance gap. While Asian self-identified student hold the strongest completion rate, there is an overall high completion rate across ethnicities. Data on Black / African American students indicate an 82% completion rate with a -6.2% performance gap. Students identifying with multiple ethnicities hold a 66% completion rate along with a -24% performance gap. Faculty Training and Course Quality Enhancements: We continue to promote OEI faculty training along with offering re-do's and extra credit to bolster student success, and provide faculty initiated one-on-one check-ins via email and in-person to identify and address barriers students may be facility. ASHS programs, especially, draw students experiencing mental health struggles and challenging living circumstance as they enroll in our courses to give back to their communities who have supported their resilience and also continue their healing by taking our classes.

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.

ALL PROGRAMS OF STUDY WILL BE UNDERGOING CURRICULAR REVIEW IN SPRING 2025. THE ONLY CURRICULAR CHANGES THAT TOOK PLACE IN THE 2 LAST YEARS WERE THE REMOVAL OF THE PARENT EDUCATOR CERTIFICATE AND THE REMOVAL OF ASHS219 TO THE ETHN STUDIES DEPARTMENT.

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)

3. 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)
N/A			

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)
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.

With the loss of a FTTT instructor beginning in 2023 and the increase of receiving grants to bridge student pathways to professional development and post-program employment, ASHS has focused on increasing internship placements and solidifying student progress in the ATS programs. Course curricular changes will be addressed this semester and the following semester to ensure relevancy, currency and thoroughness. The received mental wellness grant is requiring adding courses to meet the certification requirement. The following are new courses (1-2 units) to be added:

- Co-occurring Disorders
- Behavioral Health Laws and Ethics
- Intimate Partner Violence
- Suicide Prevention & Intervention
- Sex Trafficking Awareness & Interventions

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.*

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)*.

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps: We will be expanding our programs to include a State-designation mental wellness support specialist certification which requires new course creations and some course modifications. Because of the high number of ASHS students with mental health struggles and challenging life circumstances, we will be exploring ways to expand student success and completion.
- B. Anticipated changes in curriculum, scheduling or delivery modality:
The following are new courses (1-2 units) to be added:
 - Co-occurring Disorders
 - Behavioral Health Laws and Ethics
 - Intimate Partner Violence
 - Suicide Prevention & Intervention
 - Sex Trafficking Awareness & Interventions
- C. Levels, delivery or types of services: We are continuing to increase F2F course offerings by regularly schedule sections each semester.
- D. Facilities changes: At this time, ASHS has been housed in the Applied Behavioral Health Division. The College is in the midst of restructuring and, to date, has yet to clarify if or where ASHS will be relocated.
- E. Staff projections: Currently, a FTTT instructor position has opened to replace a FTTT retirement beginning in Fall 2025.
- F. Other: None

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.