

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023

PROGRAM: SHORT TERM CAREER TECHNICAL EDUCATION

CLUSTER: STUDENT SUPPORT AND SUCCESS

LAST YEAR CPPR COMPLETED: 2020

NEXT SCHEDULED CPPR: MARCH 2024

CURRENT DATE: 2/19/2023

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 ([download from this 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.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The NCTE program will be eliminated. The noncredit programs currently under NCTE will be moved to Vocational Education (VOCE), Workforce Preparation (WKFP), and Noncredit Adults with Disabilities (NAWD). This shift will improve program data and allow current and potential students easier access to locating our noncredit programs.

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 \(Insert Aggregated Data Chart\)](#)

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

SLOCCCD Program Review Data - Enrollment

Department:
Noncredit Short-Term CTE

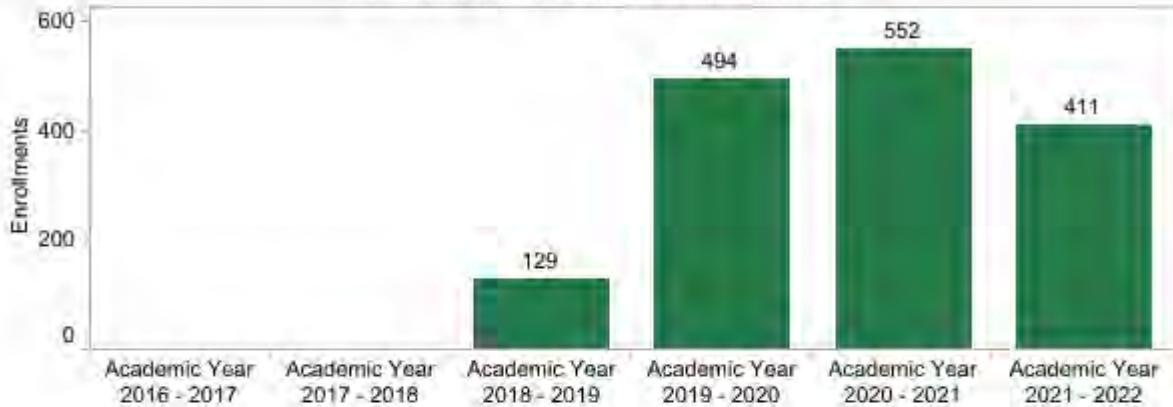
Course:
Multiple values

Dual Enrollment:
All

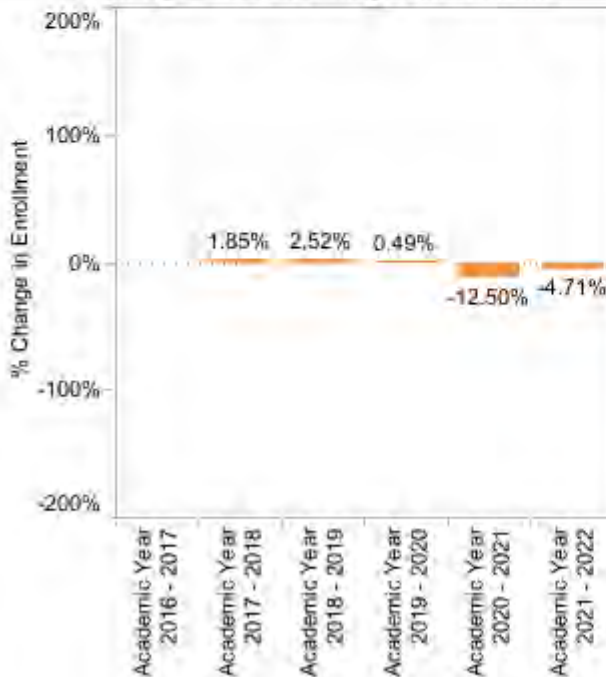
Prison:
All

Region:
All

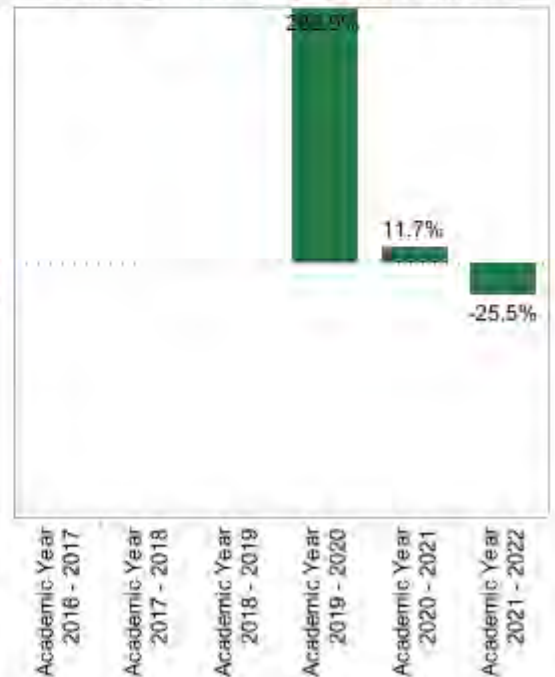
Noncredit Short-Term CTE Enrollments



% Change - Overall College Enrollments



% Change - 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.

The NCTE program had an increase in enrollments during the 2020-2021 academic year and then we experienced a decrease in 2021-2022. The Covid-19 pandemic impacted

enrollments during the 2021-2022 program year. However, the Continuing Education Departments continues to increase community partnerships and identify opportunities to expand noncredit vocational offerings.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

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

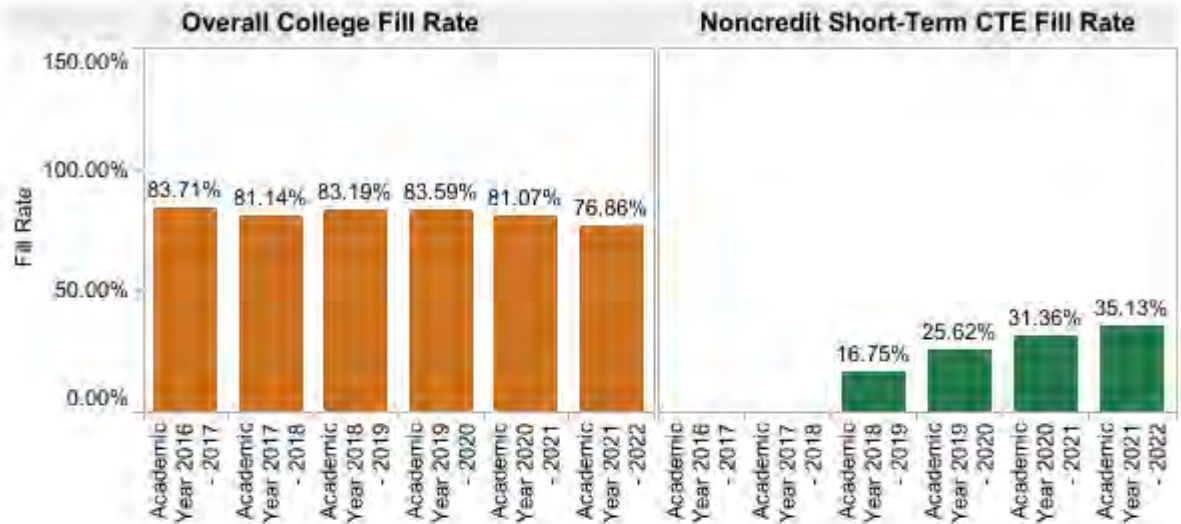
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Noncredit Short-Term CTE

Course:
Multiple values

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.

[Click here to enter text.](#)

NCTE class fill rates increased by nearly 4% from 2020-2021 to 2021-2022. Discontinuing multiple sections and cancelling lower enrolled courses improved the overall fill rate. We plan to work on maintaining strong fill rates through careful scheduling and promoting of current classes. The Continuing Education program provides intentional outreach and retention efforts for the local adult education population.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

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

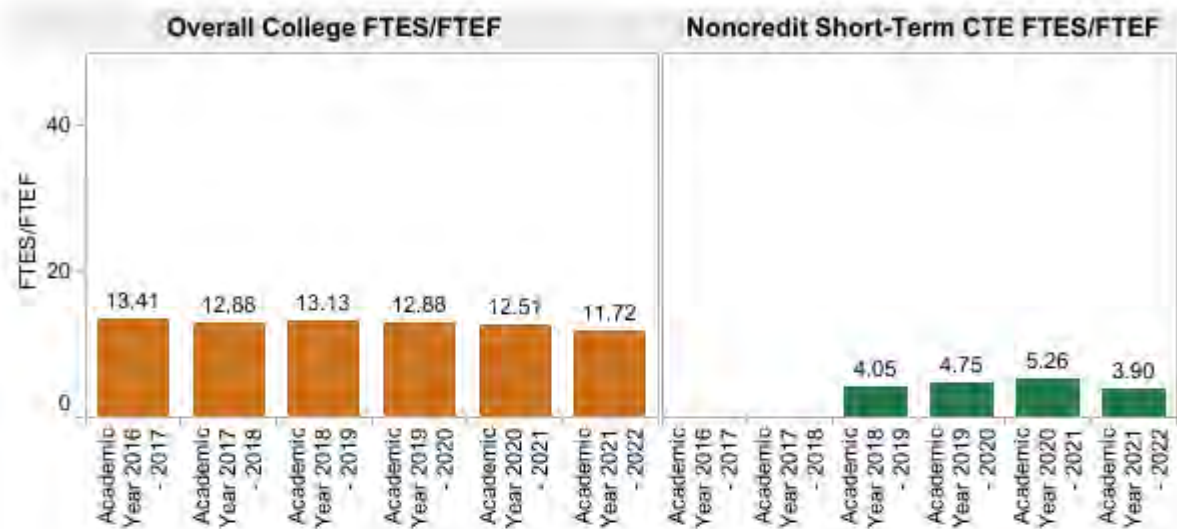
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Noncredit Short-Term CTE

Course:
Multiple values

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 was 3.9% in 2021-2022 academic year. It remains under the college's average. The efficiency metric will always be slightly lower for noncredit programs because of the

attendance accounting method. In person and synchronous instruction use the positive attendance method instead of census rosters. The Continuing Education staff will continue to work to improve the efficiency by offering registration and enrollment support to students. The Continuing Education Department will continue to prioritize increasing in efficiency of NCTE programs through intentional outreach strategies and collaborative partnerships with community members to develop vocational skills that support adult learners in our communities seeking gainful employment in entry level positions. As we move past the pandemic, we will continue strengthen our community partnerships and collaborations to increase vocational education courses that meet the needs of local employers and the county's workforce. The Continuing Education Department's goal for the coming year is to improve alignment with vocational skills courses and guided pathways to provide seamless transitions for students. The NCTE program will be separated into three programs beginning Fall 2022. The name change for the previous NCTE programs will be Vocational Education (VOCE) and Workforce Preparation (WKFP). Also, the Adults with Disabilities Program (NAWD) will be separated. This change will clarify programs for community partners and potential students as well as provide more accurate program review data.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

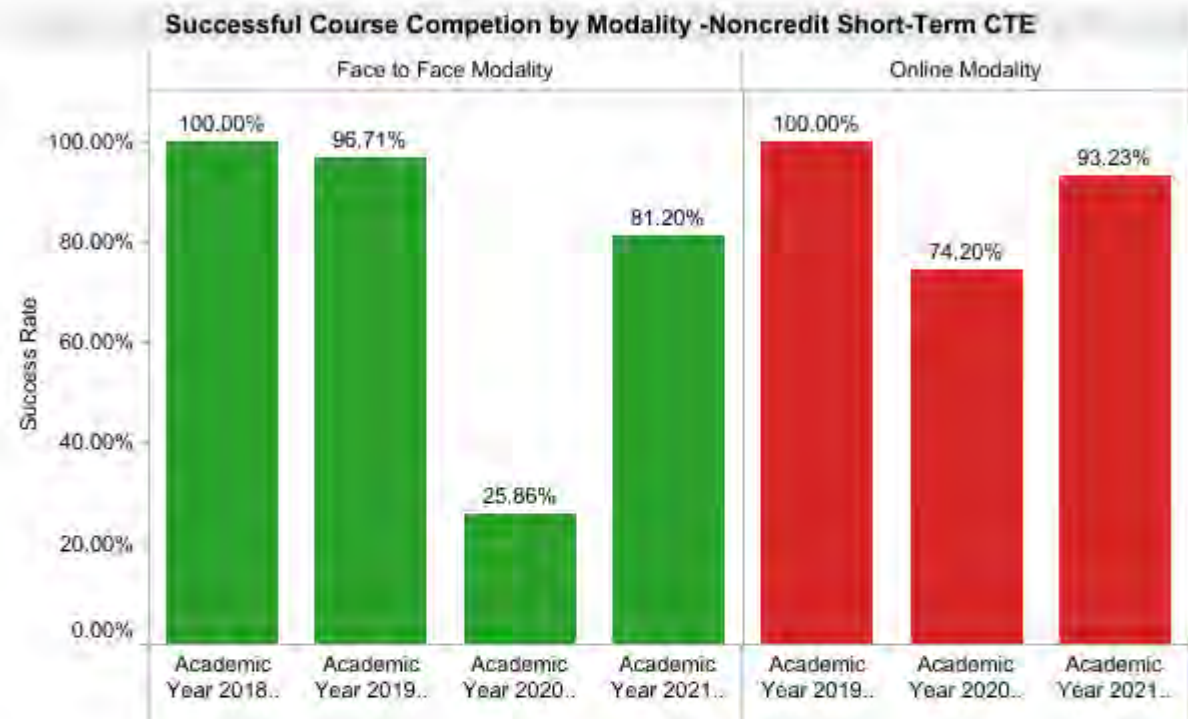
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Noncredit Short-Term CTE

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Noncredit Short-Term CTE

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	83.75%	94.82%	96.76%	12.95%	83.23%
	Total Department Enrollments	424	465	1,101	155	293
Online Modality	Department Success Rate			100.00%	89.16%	75.73%
	Total Department Enrollments			43	859	591

The successful course completion by modality for the NCTE program increased nearly 20% during the 2021-2022 academic year. This is a reflection of the innovative student support

strategies that were implemented by the Continuing Education staff to ensure student success. Staff implemented several student engagement events to gather student feedback and information on the supportive services they needed to succeed. At the top of the list were workshops on technology and Canvas support. Continuing Education staff facilitated workshops in-person, day, evening, and virtually to ensure access to all noncredit students.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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

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

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Noncredit Short-Term CTE

TERM
All

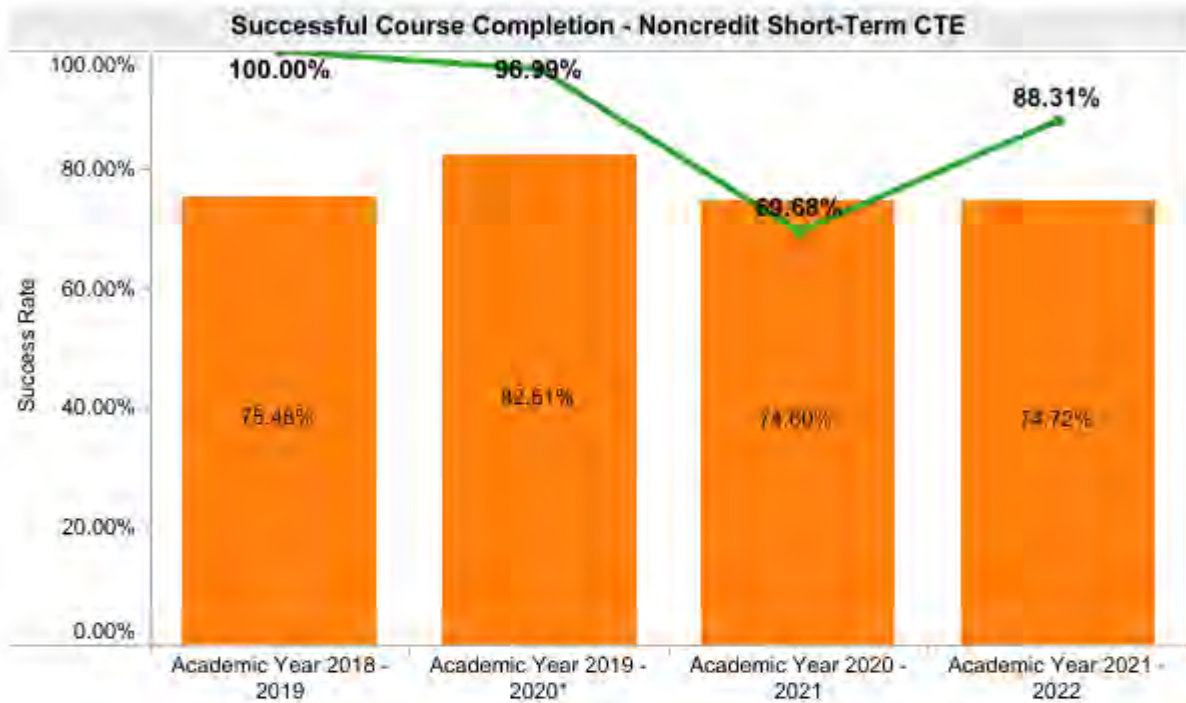
Measure Names

Department Success Rate

Overall College Success Rate

COURSE

Multiple values



Noncredit Short-Term CTE Success Rate Table

	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	100.00%	96.99%	69.68%	88.31%
Total Enrollments	246	774	797	477

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

The success rate improved from 2020-2021 to 2021-2022 academic years by nearly 19%, and it was over 14% higher than the college's average. This increase in success is encouraging.

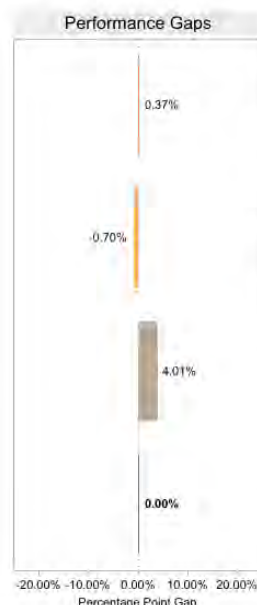
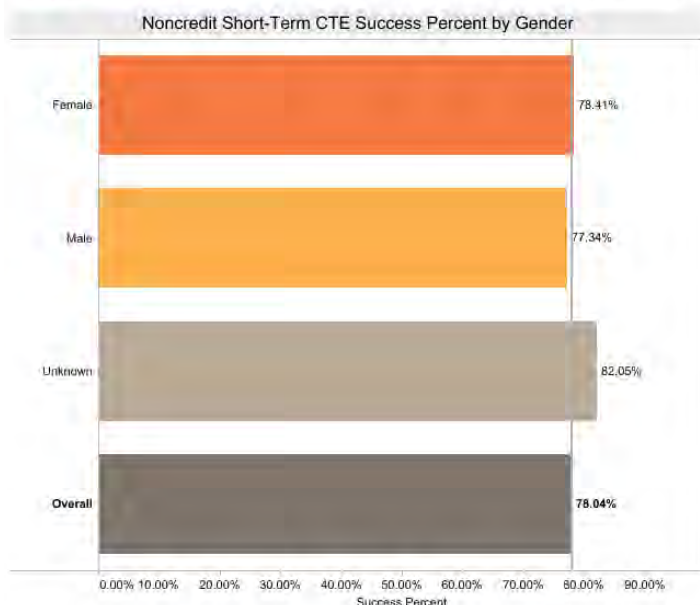
The collaboration between the Continuing Education staff and NCTE faculty are a key factor in the high completion rates. Staff and faculty develop motivational and community building events. The Continuing Education Department applies an early intervention model that consists of faculty communicating with Continuing Education staff when students are struggling and require additional support. Continuing Education staff quick response effectively help student to stay on track and provide the additional services and academic support to succeed

- 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-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:
All

Department:
Noncredit Short-Term CTE

Region:
All

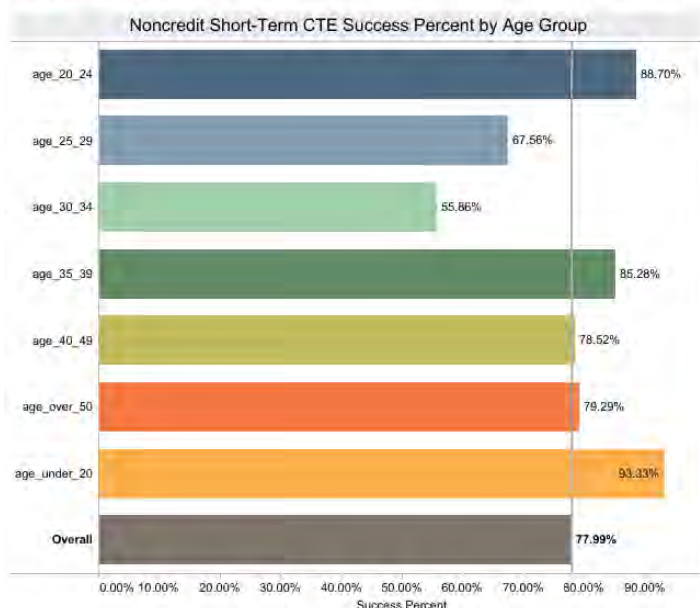
Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Gender

Successful Course Completion by Student Subpopulation



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

Academic Year:
All

Department:
Noncredit Short-Term CTE

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Age Group

Successful course completion data has been disaggregated by gender and age. The largest performance gap occurs in adults between the ages of 30-34. Significantly ages 30-34 have a - 22.13% course completion rate whereas the age group under 20 have an increased success rate

of +15.34%. In terms of gender, there is a -.70% gap with male students. It would be interesting to survey the students regarding specific barriers among these groups to further investigate these gaps. We could then work with our Guided Pathways ESL and Adult Ed Student Success Team to develop strategies to help these disproportionately impacted student groups.

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).

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.*

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). 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

None

B. Anticipated changes in curriculum, scheduling or delivery modality

The Continuing Education Department is in the process of reviewing NCTE and the courses under it. These noncredit courses are vocational, workforce preparation, and adults with disabilities courses rather than career technical education. The new program name change will be effective for fall 2022.

C. Levels, delivery or types of services

The NCTE student population is unique and often faces barriers to their educational goals. Typically, these students require individualized assistance from Continuing Education staff to navigate the community college system. Through adult education funding and the Student Equity & Achievement Plan funding, the Continuing Education is able to provide specialized supportive services for our adult education populations and ensure they have assistance with the onboarding process as well as various supportive services during their enrollment.

D. Facilities changes

In an effort to streamline services for students, all ESS positions will be expected to on-board noncredit students. This shifts the utilization of the Continuing Education office on the SLO campus. ESS in the horse shoe will serve students, while the Academic Success Coach for Continuing Education students will move to the Student Success Center. The current Continuing Education office will be housed by the Bilingual Continuing Education Site Support Specialist who can further assist specialized needs for the different student groups within noncredit.

E. Staffing projections

We continue to need part-time faculty to teach courses, and we have part-time hiring pools almost every year. Since we do not have any full-time faculty members, we need to pay part-time faculty 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 will need to continue to pay part-time faculty to work on these essential program components.

F. Other

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.