

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): WATER SCIENCES AND OPERATION

CLUSTER: 4

AREA OF STUDY: NA

LAST YEAR CPPR COMPLETED: 2024

NEXT SCHEDULED CPPR: 2026

CURRENT DATE: 4/28/2025

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 and/or certificates):

**THIS APPW WILL DISCUSS THE WATR 270 BASIC WATER CLASS. THIS IS CURRENTLY THE ONLY CLASS OFFERED IN THE WATER SCIENCES AND OPERATIONS PROGRAM, AND NO DEGREES OR CERTIFICATES ARE OFFERED FOR THIS PROGRAM.**

### 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.

**There have been no changes in this course's mission, purpose, or direction. The course's main purpose is to prepare students for a career in water treatment operations. Passing this class with a C or better will give students the required educational credits to take the State of California's Water Treatment Operations Grade T2 and the Water Distribution Operations Grade D2 exams**

### 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)**

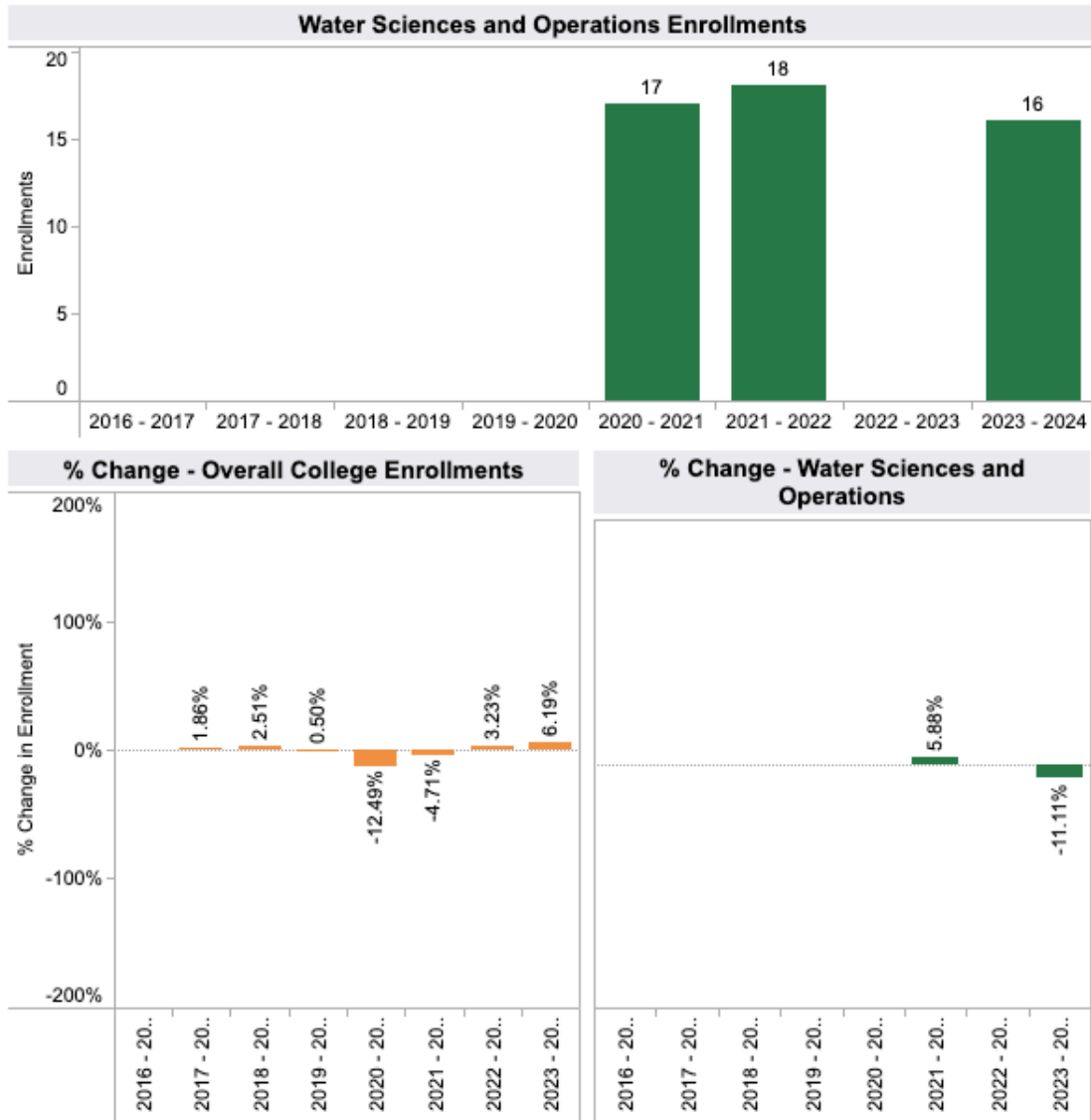
Insert the data chart and explain observed differences between the program and the college.

**Enrollment within the department suffered significantly, primarily due to the COVID-19 pandemic. Most of the clientele within the CTE areas did not sign up for classes as robustly as they have in the past, primarily due to the lack of "hands-on" learning. While the data from 2021 shows a decrease, we saw a marked increase in enrollment in 2022. We expect our enrollment to start ramping up, but it seems that enrollment is still low.**

## SLOCCCD Program Review Data - Enrollment

Department: 
 Course: 
 Dual Enrollment: 
 Prison:

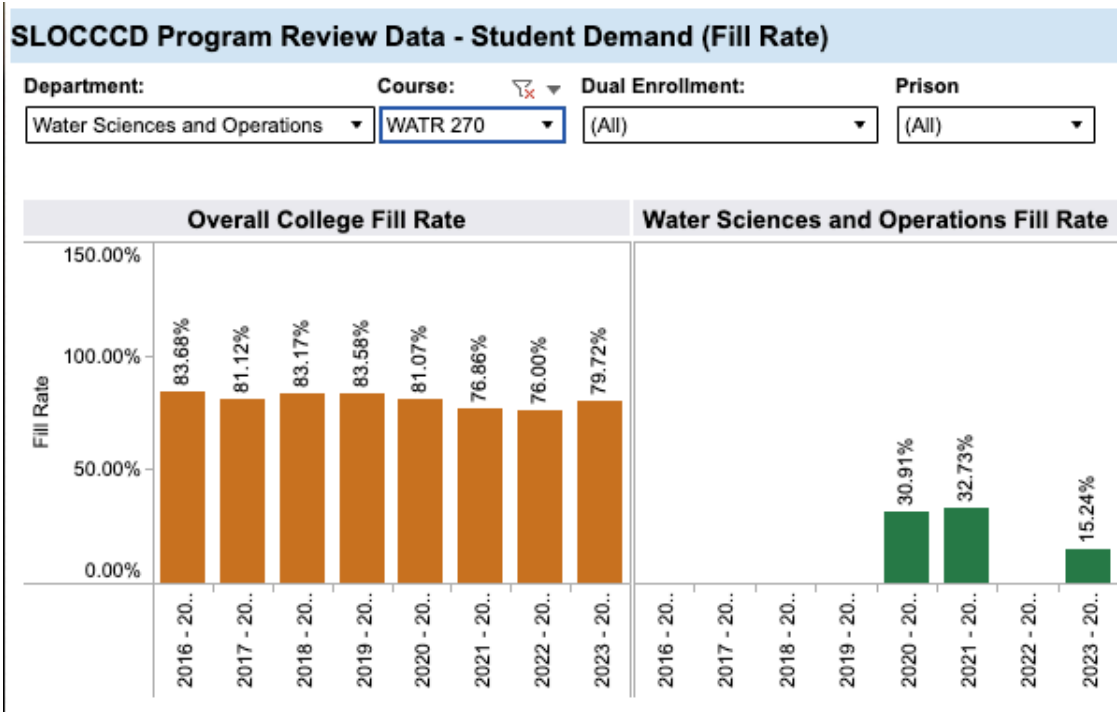
Region: 
 TERM



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

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

**These classes were slated to have a base class size of 48 students. However, due to the workshops conducted within the lectures, these classes function more like a “lab” setting. The ideal class size should be 20-24.**



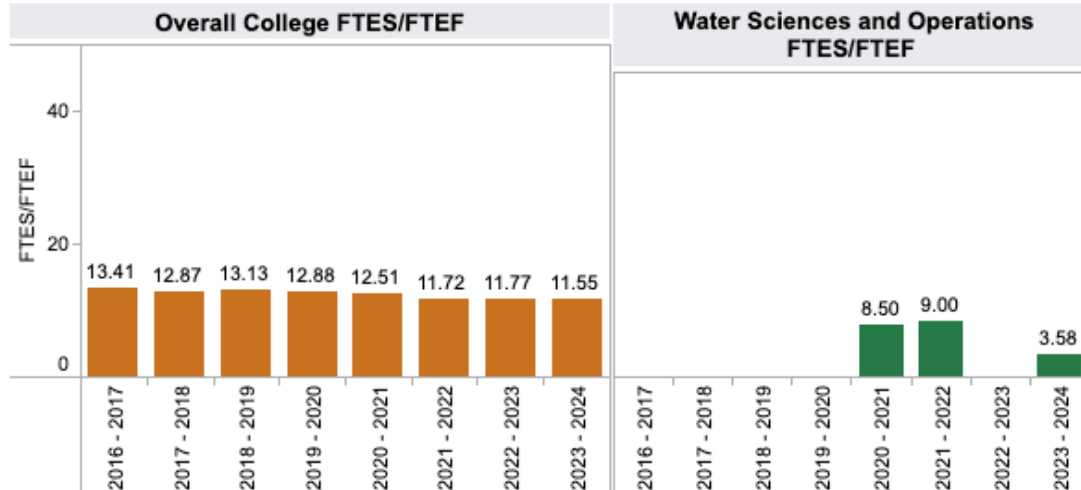
C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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

These classes are not tied to a curriculum that leads to an associate degree or educational units that can be transferred for university general education credits. This could explain the low numbers in comparison to the general enrollment.

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

Department: Water Sciences and Operations
 Course: WATR 270
 Dual Enrollment: (All)
 Prison: (All)



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

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

Considering that our program is designed around “face-to-face” modalities, our success rate in the online mode did not vary significantly from the face-to-face mode. Once the pandemic concluded, this course, with some exceptions, reverted to in-person classes. Strictly, online mode is not as effective as in-person instruction. Perhaps a hybrid mode can be considered for future courses.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Water Sciences and Operations

Course:

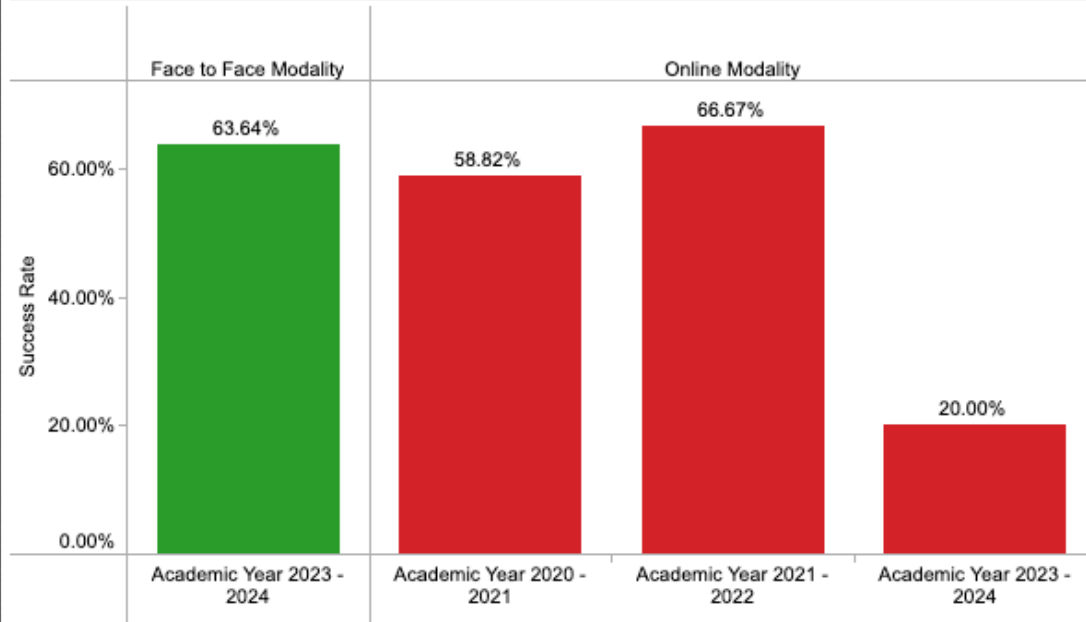
WATR270

Legend:

Face to Face Modality

Online Modality

### Successful Course Completion by Modality -Water Sciences and Operations



### Successful Course Completion by Modality Table - Water Sciences and Operations

		Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate		45.45%	63.64%
	Total Department Enrollments		11.00	11.00
Online Modality	Department Success Rate	69.57%	66.67%	20.00%
	Total Department Enrollments	23.00	18.00	5.00

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

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

**Not applicable**

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

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

This chart is consistent with course completions over the last decade or more. The water science and operations courses have routinely exceeded expectations regarding successful course completions. We do not anticipate any changes from the current norm

### SLOCCCD Program Review Data: Successful Course Completion

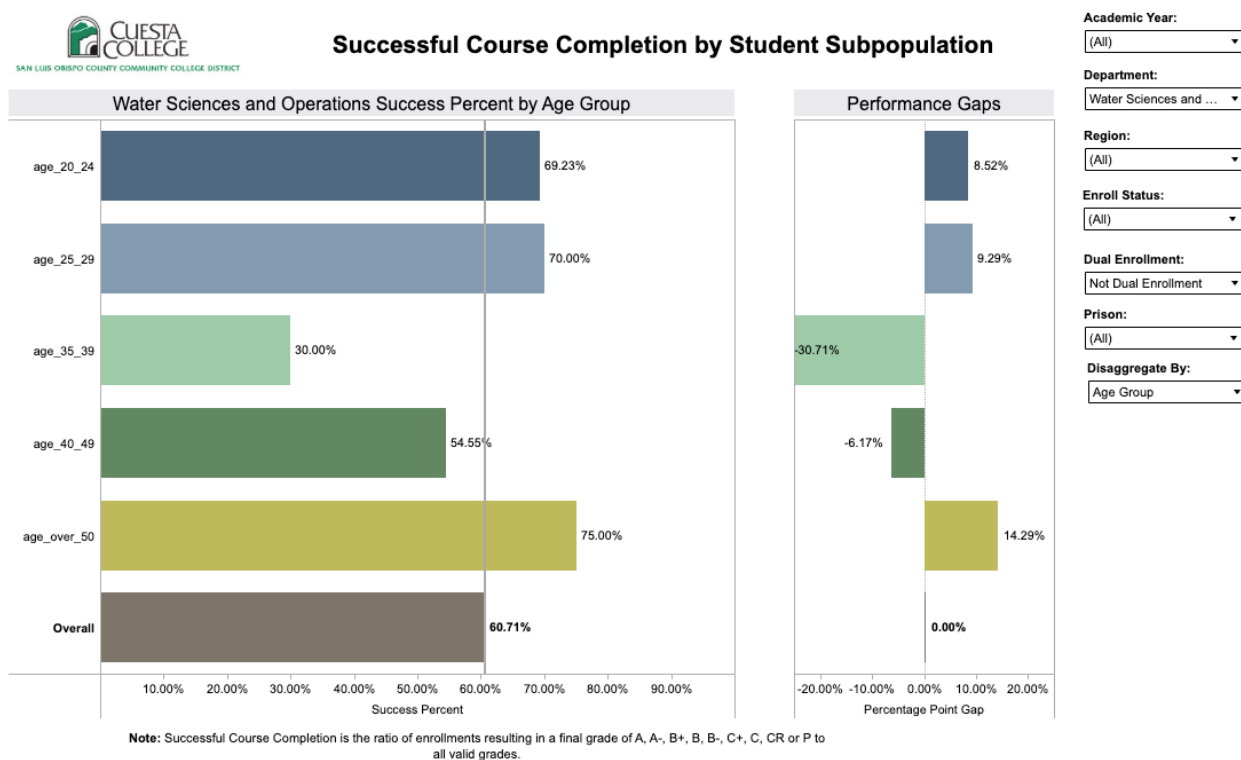


- G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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?

**This is an area of challenge for our department. However, improvement is always possible. Information about this program can be communicated to various diversity outreach efforts within the College. Though equity is important for long term goals, the current priority is to increase enrollment.**



## Programs and Curriculum Review PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPBR

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.

**NO MODIFICATIONS PLANNED**

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)

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)

### 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.*

## 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 and addressing equity gaps – **The immediate priority is to increase enrollment. I believe reaching out to the high schools is key to future success. Perhaps partnering with high school counselors to encourage students who are interested in the trades.**
- B. Anticipated changes in curriculum, scheduling or delivery modality – **perhaps consider a hybrid modality, but in person classes is this the most effective modality**
- C. Levels, delivery or types of services – **no changes planned**
- D. Facilities changes – **no changes planned**
- E. Staffing projections – **no changes planned**
- 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		<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.