

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

CLUSTER: SSSP

LAST YEAR CPPR COMPLETED: 2022

CURRENT DATE: 3/3/2025

PROGRAM(S): VOCATIONAL EDUCATION

AREA OF STUDY: CONTINUING EDUCATION

NEXT SCHEDULED CPPR: 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

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):

Certificates

- Noncredit Accounting Basics for Small Business, Certificate of Completion
- Noncredit Auto/Body Collision Repair, Certificate of Completion
- Noncredit Automotive Refinish Repair, Certificate of Completion
- Noncredit Basic Internet Skills, Certificate of Completion
- Noncredit Basic Office Software Skills, Certificate of Completion
- Noncredit Beginning Computer Skills, Certificate of Completion
- Noncredit Career Strategist, Certificate of Completion
- Noncredit Computer and Device Fundamentals, Certificate of Completion
- Noncredit Computer Technician Internship Preparation, Certificate of Completion
- Noncredit Customer Relations, Certificate of Completion
- Noncredit Emerging Leaders, Certificate of Completion
- Noncredit Enterprise Communication 1, Certificate of Completion
- Noncredit Enterprise Communication 2, Certificate of Completion
- Noncredit Foster Youth Child Advocate, Certificate of Completion
- Noncredit High-Performance Teams, Certificate of Completion
- Noncredit Management Tool Box, Certificate of Completion
- Noncredit Managing to Maximize Performance, Certificate of Completion
- Noncredit Reading, Writing, and Grammar, Certificate of Completion

- Noncredit Structural Steel Certification, Certificate of Completion
- Noncredit Thrive and Survive in the Workplace, Certificate of Completion
- Noncredit Workplace Essentials, Certificate of Completion
- Noncredit California Conservation Awareness
- Noncredit Employability and Transitions
- Noncredit Secondary Education Completion
- Noncredit Essential Ranch Skills

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.

2024 was the first year that Ranch Education classes were offered. Classes were scheduled as hybrid with an asynchronous online component. Students completed approximately 1/3 of the class online with the other 2/3 being offered in person on Saturday mornings. This was primarily to accommodate the students, most of whom work or attend classes elsewhere during the week but also the instructors, as many work in the industry and were unavailable to teach during the week. Classes were between 7 and 8 weeks in duration and had a cap of 20 students.

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

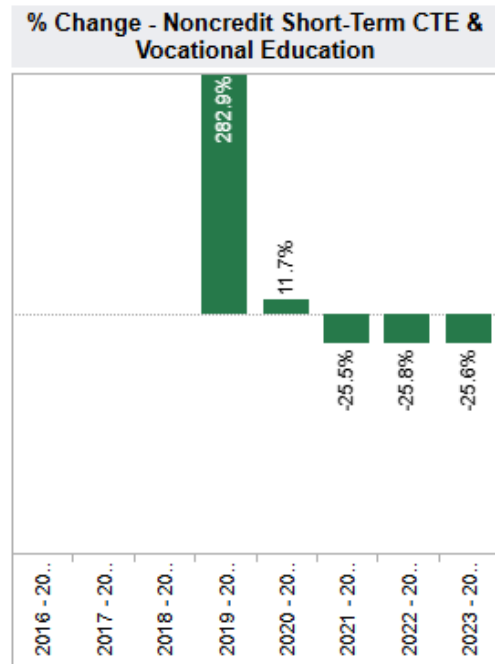
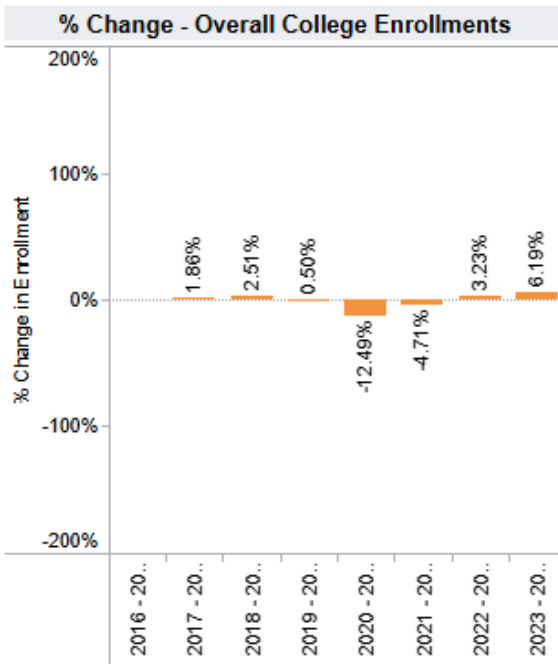
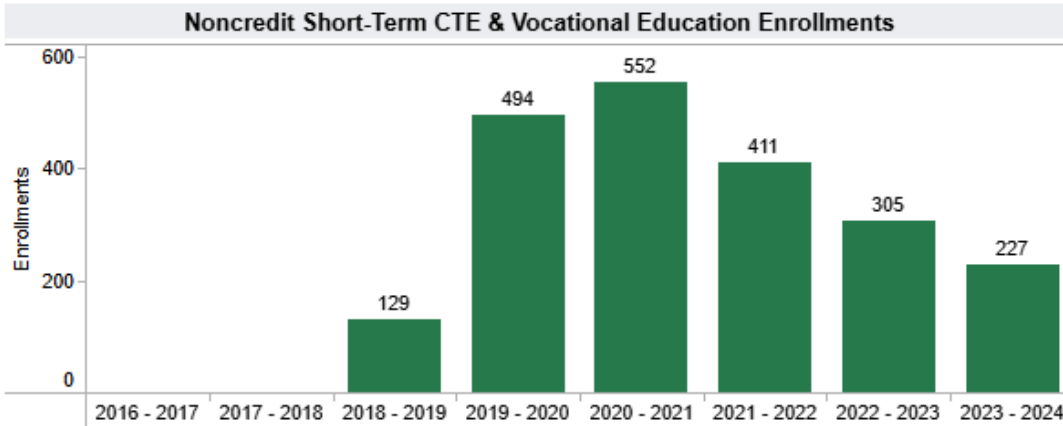
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends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



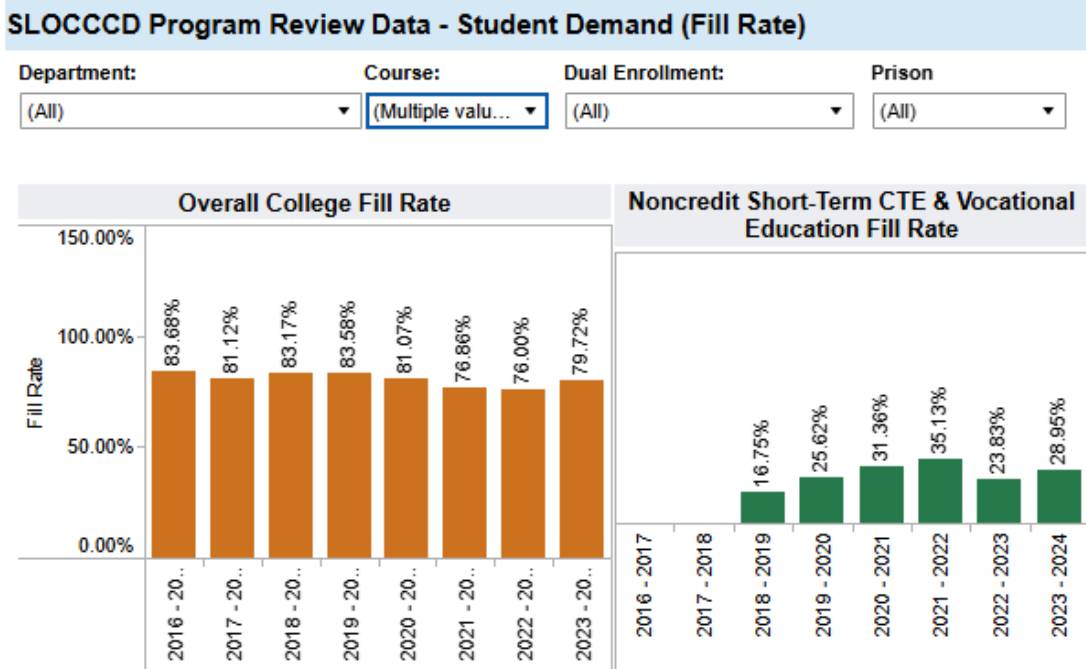
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

- Vocational Education has seen enrollment decrease in successive years after splitting out from NCTE and becoming a standalone program. Ranch Education programs launched in the spring of 2024 with two classes: Intro to Farm Maintenance and Intro to Land Use and

Grazing. Two additional courses were added in fall 2024. With the expansion of Ranch Ed, the Commercial Truck Driving program, and a Digital Literacy grant we received, the outlook is promising for growth in the next academic year.

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

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



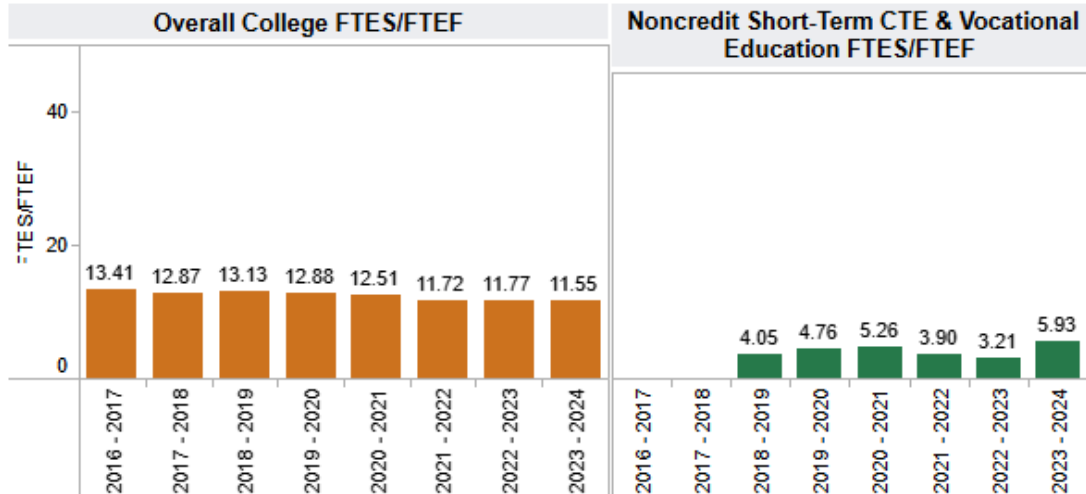
- VOCE class fill rates increased by 5% but remain far below college average. We plan to improve these fill rates through careful scheduling and promoting of current classes

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:
 Course:
 Dual Enrollment:
 Prison:



- The efficiency increased by 2.5 % from 2022-2023 to 2023-2024 academic year. However, it does remain 6% 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. Continuing Education staff will continue to work to improve the efficiency by offering registration and enrollment support to students. In the coming years, we will strengthen our community partner collaborations to increase vocational education courses that meet the needs of local employers and the county’s workforce.

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:

(All) ▼

Course:

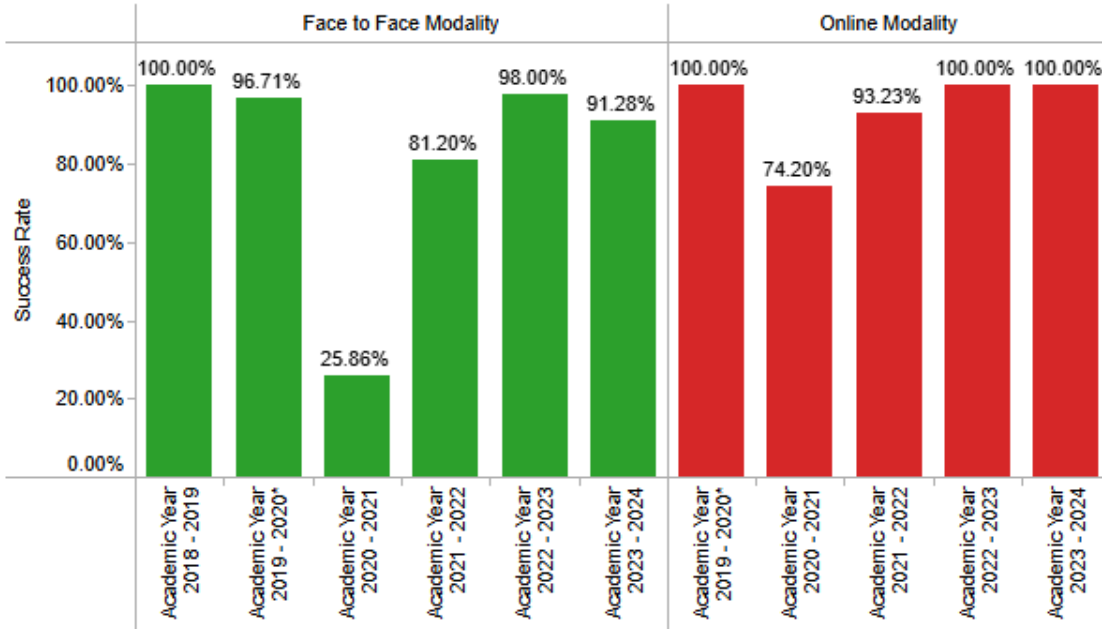
(Multiple values) ▼

Legend:

■ Face to Face Modality

■ Online Modality

Successful Course Completion by Modality - Noncredit Short-Term CTE & Vocational Education



Successful Course Completion by Modality Table - Noncredit Short-Term CTE & Vocational Education

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	83.75%	94.82%	96.76%	12.95%	83.23%	98.31%	91.28%
	Total Depart..	423	465	1,101	155	293	474	231
Online Modality	Department S..			100.00%	69.16%	75.73%	100.00%	100.00%
	Total Depart..			43	859	591	259	230

- Course completion rates remain high and above the college average despite a drop of over 6.5% for face-to-face classes. Online courses had 100% successful course completion for the second consecutive year.

E. Degrees and Certificates Awarded (Insert Data Chart)

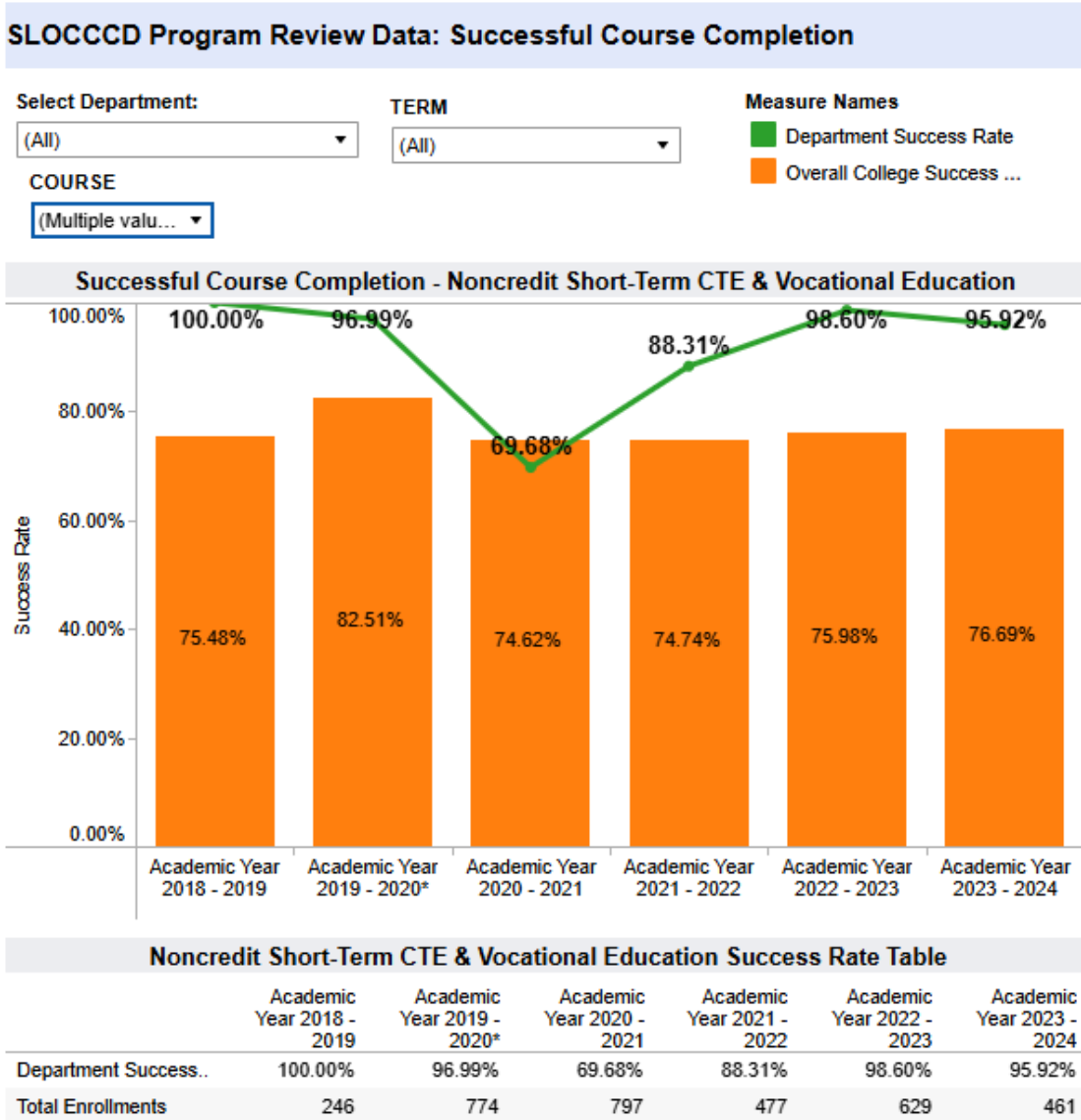
Insert the data chart and explain observed differences between the program and the college.

- 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.



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

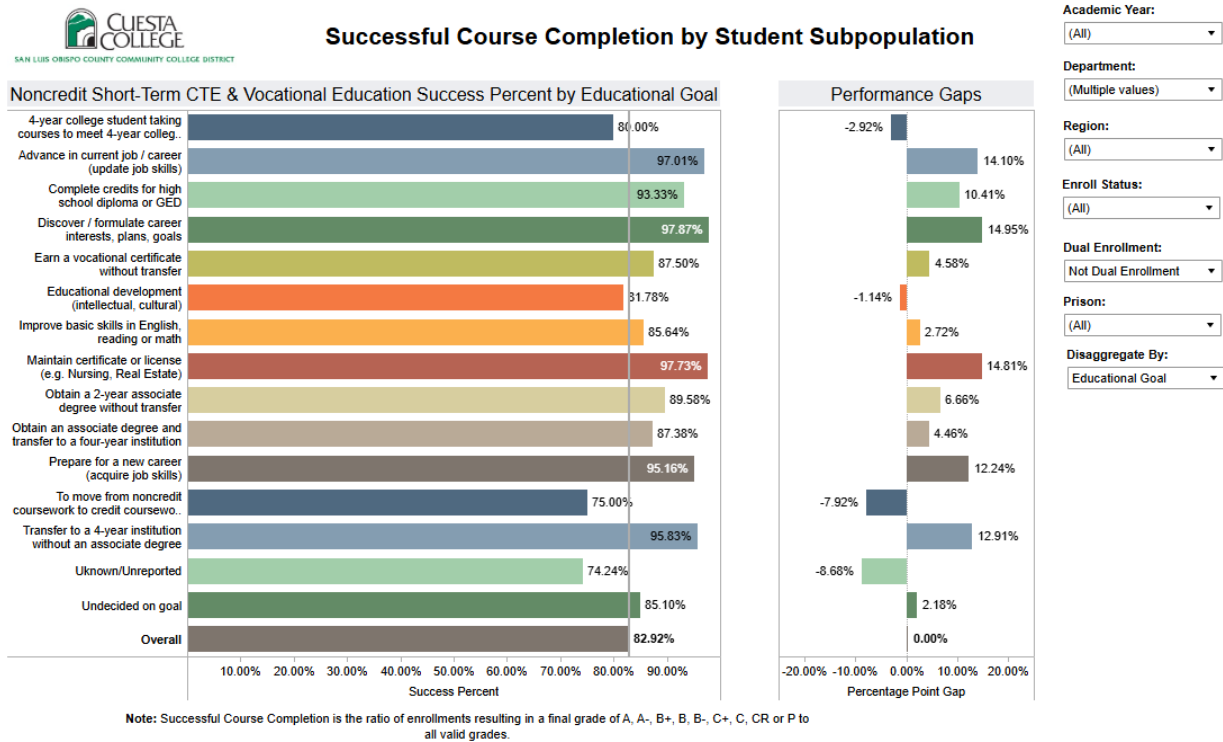
- The success dipped by less than 3% but it was 19% higher than the college’s average. The overall percentage in success is encouraging and the collaboration between Continuing Education staff and VOCE faculty are a key factor in the high completion rates. A spring

Ranch Education course had an instructor that was not a good fit and resulted in a loss of enrollment and students not completing the course.

- 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?



- Performance gaps in transitioning from noncredit to credit programs remain and continue to be a priority in program planning and student support.

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.
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)

1. 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.

- 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)

- 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.*

- 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
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
Ranch Education has faced challenges in finding available facilities to hold and will continue to evaluate feasible locations for holding courses
- E. Staffing projections
Part-time faculty
- 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.