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)	Vocational Education (VOCE)
Last Academic Year CPPR Completed	2022
Next Scheduled CPPR	2027

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

• Noncredit California Conservation Awareness, Certificate of Completion

• Noncredit Commercial Driver's License, Certificate of Completion

• Noncredit Essential Ranch Skills, 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 Computer and Device Fundamentals, Certificate of Completion

• Noncredit Foster Youth Child Advocate, Certificate of Completion

*Note that programs of study from the **same** program may be consolidated into one APPW.*

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 Commercial Truck Driving (CDL) program launched in late spring 2025 as an accelerated two-week instructional model. The first week focuses on theory and preparation for the Commercial Learner's Permit (CLP). The second week emphasizes yard skills and behind-the-wheel training to prepare students for the CDL driving exam.

> The accelerated format is intentional and designed to move students quickly into well-paying careers while addressing the regional shortage of Class A drivers. This structure aligns with workforce demand and supports students seeking rapid entry into employment.

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).
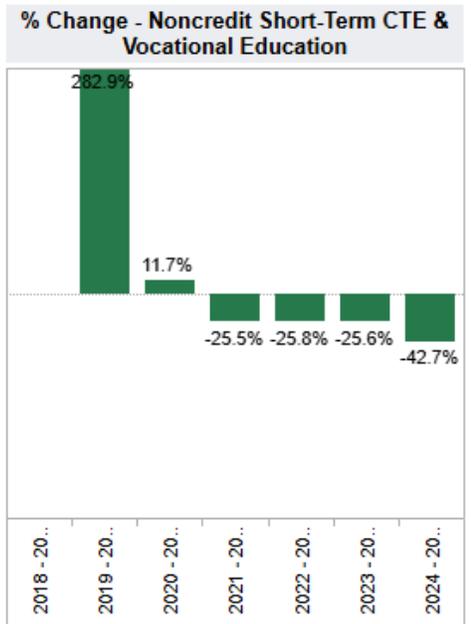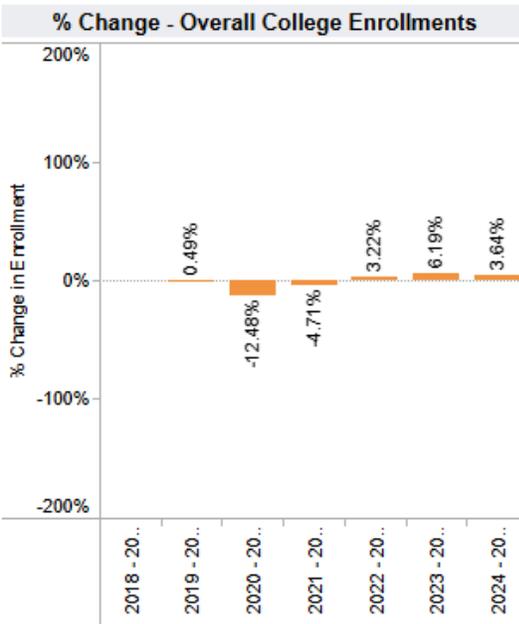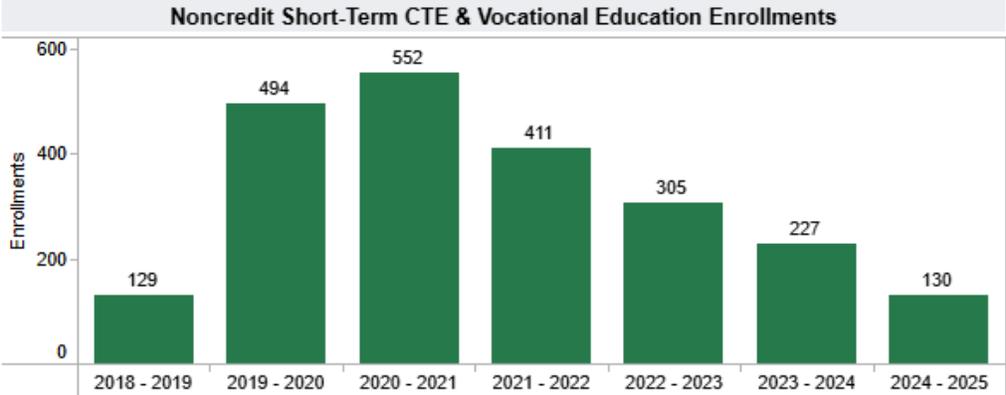
Aggregated Data

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: (All) **Course:** (Multiple valu...) **Dual Enrollment:** (All) **Prison:** (All)

Region: (All) **TERM** (All)

Noncredit Short-Term CTE & Vocational Education Enrollments

Year	Enrollments
2018 - 2019	129
2019 - 2020	494
2020 - 2021	552
2021 - 2022	411
2022 - 2023	305
2023 - 2024	227
2024 - 2025	130

% Change - Overall College Enrollments

Year	% Change
2018 - 20..	
2019 - 20..	0.49%
2020 - 20..	-12.48%
2021 - 20..	-4.71%
2022 - 20..	3.22%
2023 - 20..	6.19%
2024 - 20..	3.64%

% Change - Noncredit Short-Term CTE & Vocational Education

Year	% Change
2018 - 20..	
2019 - 20..	282.9%
2020 - 20..	11.7%
2021 - 20..	-25.5%
2022 - 20..	-25.8%
2023 - 20..	-25.6%
2024 - 20..	-42.7%

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 (VOCE) enrollment has declined for four consecutive years and is down 42.7% from 2023–24, while overall college enrollment increased by 3.64%. While VOCE has not kept pace with institutional growth, there are several factors that position the program for recovery and growth:

- Expansion of Ranch Education offerings

- Year-round scheduling of the CDL program
- Development of new courses through Digital Literacy grant funding

These strategic expansions are expected to broaden access, increase enrollment, and better align offerings with workforce and community needs.

B. General Student Demand (fill rate)
- **General Student Demand (link to Tableau dashboard)**
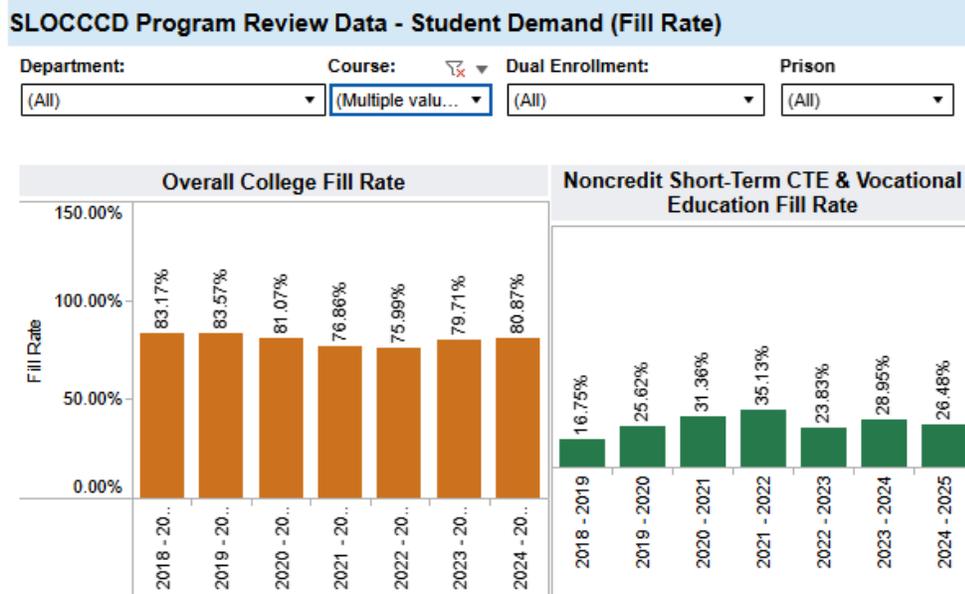
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

VOCE courses are traditionally small cohort, skills-based instruction that require lower student-to-instructor ratios, which may artificially depress fill rates. VOCE's fill rate is 26.48%, substantially below the college average of 80.87%. While fill rate has remained relatively steady, the gap identifies an opportunity to approach scheduling and marketing with more intentionality.

Future planning will include:

- More strategic scheduling based on demand patterns
- Adjusted enrollment caps for small cohort programs
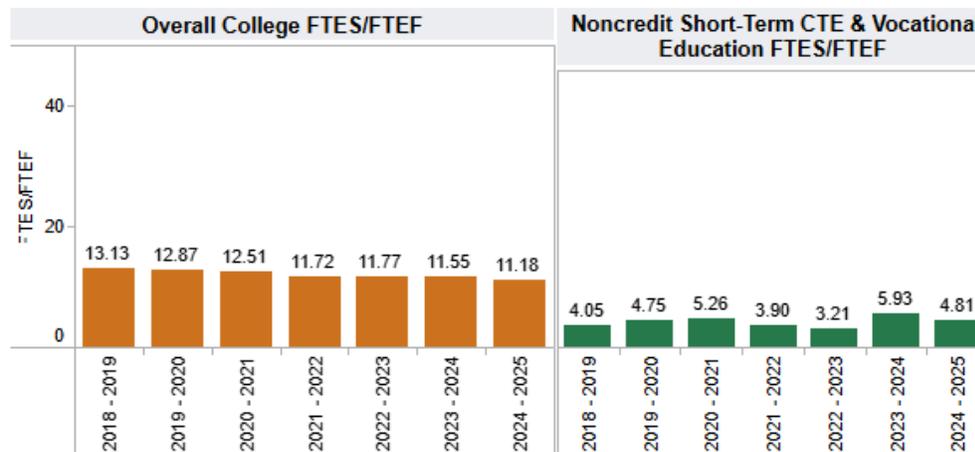- Stronger promotion of workforce-aligned programs

Improving fill rate is a priority for increasing both enrollment efficiency and fiscal sustainability.

C. General Efficiency (FTES/FTEF)
- **General Efficiency (link to Tableau dashboard)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
(Multiple values) ▼	(Multiple valu... ▼	(All) ▼	(All) ▼

Overall College FTES/FTEF

Year	FTES/FTEF
2018 - 2019	13.13
2019 - 2020	12.87
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77
2023 - 2024	11.55
2024 - 2025	11.18

Noncredit Short-Term CTE & Vocational Education FTES/FTEF

Year	FTES/FTEF
2018 - 2019	4.05
2019 - 2020	4.75
2020 - 2021	5.26
2021 - 2022	3.90
2022 - 2023	3.21
2023 - 2024	5.93
2024 - 2025	4.81

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

VOCE's general efficiency is 4.81, compared to the college average of 11.18. This represents a decline from 5.93 in 2023–24.

The lower efficiency ratio reflects small cohort programs, skills-based instruction, and hands-on training models that require lower student-to-instructor ratios. While some inefficiency is inherent in workforce programming, improved enrollment management and expanded offerings are necessary to strengthen productivity while maintaining instructional quality.
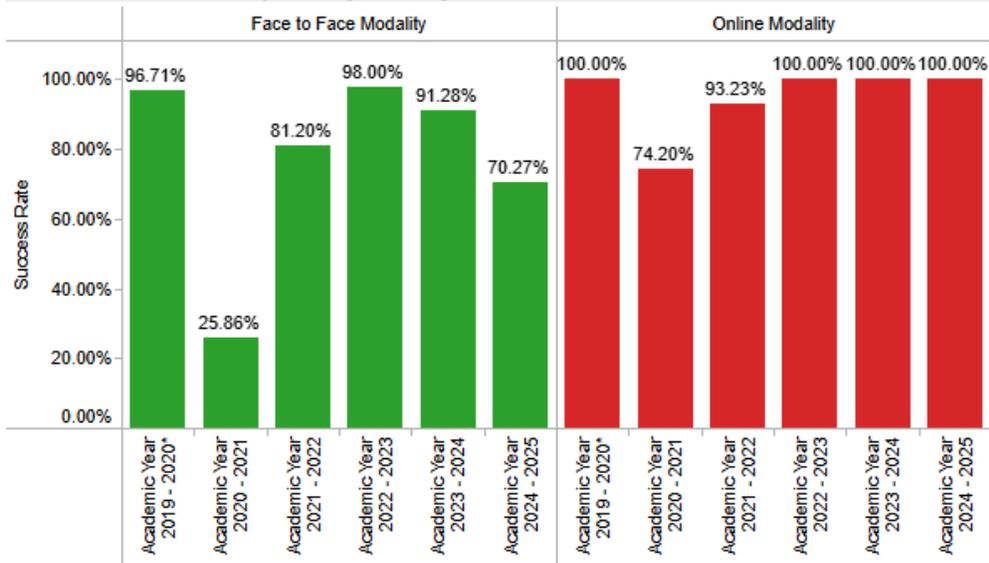
   D. Student Success – Course Completion by Modality
   - **Student Success—Course Completion by Modality (link to Tableau dashboard)**

SLOCCCD Program Review Data: Successful Course Completion

Select Department:	Course:	⃠ ▼	Legend:
(All) ▼	(Multiple values) ▼		🟩 Face to Face Modality
			🟥 Online Modality

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

	Face to Face Modality	Online Modality

Face to Face Modality: 96.71%, 25.86%, 81.20%, 98.00%, 91.28%, 70.27%
Online Modality: 100.00%, 74.20%, 93.23%, 100.00%, 100.00%, 100.00%

(Y-axis: Success Rate, from 0.00% to 100.00%)

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

		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%	98.31%	91.28%	70.27%
	Total Department Enrollm..	1,101	155	293	474	231	92
Online Modality	Department Success Rate	100.00%	69.16%	75.73%	100.00%	100.00%	100.00%
	Total Department Enrollm..	43	859	591	259	230	168

In-person course completion declined significantly from 91.28% to 70.27%. This drop warrants further analysis to determine contributing factors such as cohort size, student support and access to campus resources, scheduling, and external barriers.

Online courses have maintained a 100% successful completion rate for the third consecutive year. Although online offerings are limited, this consistency suggests that course structure and student support in the online environment are effective.
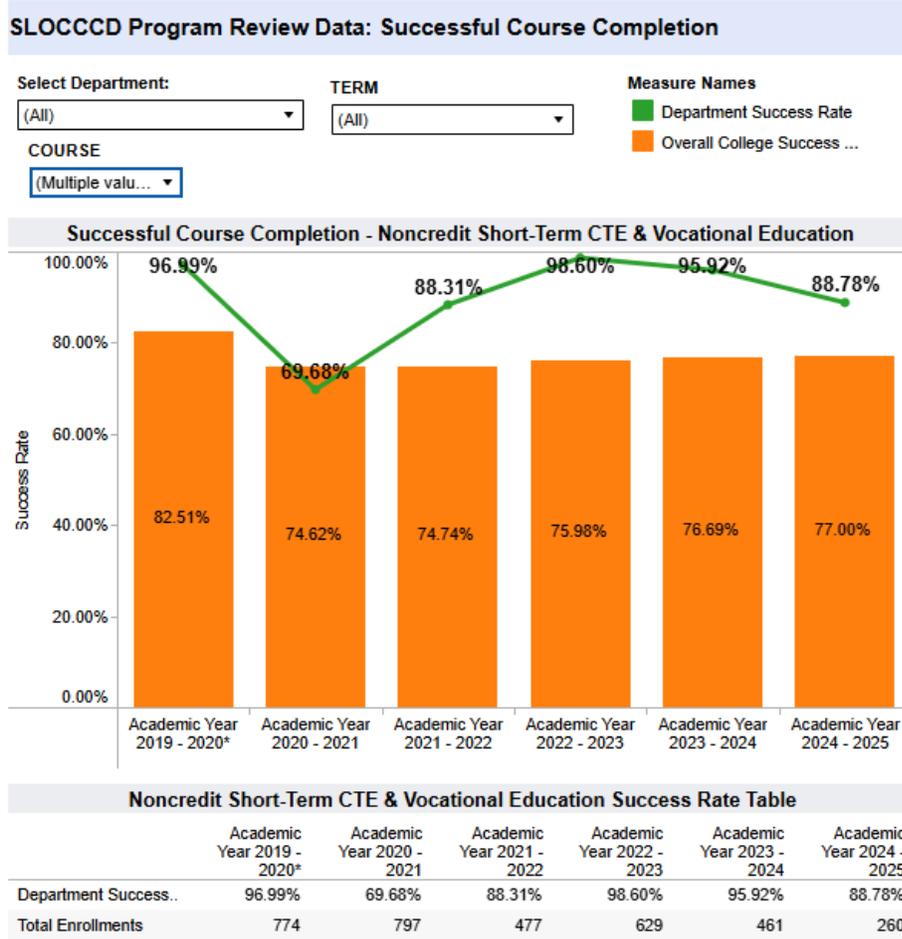
E. Degrees and Certificates Awarded
- **Degrees and Certificates Awarded (link to Tableau dashboard)**

The Continuing Education Department will 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) ▼

COURSE
(Multiple valu... ▼

Measure Names
- 🟩 Department Success Rate
- 🟧 Overall College Success ...

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

Noncredit Short-Term CTE & Vocational Education Success Rate Table

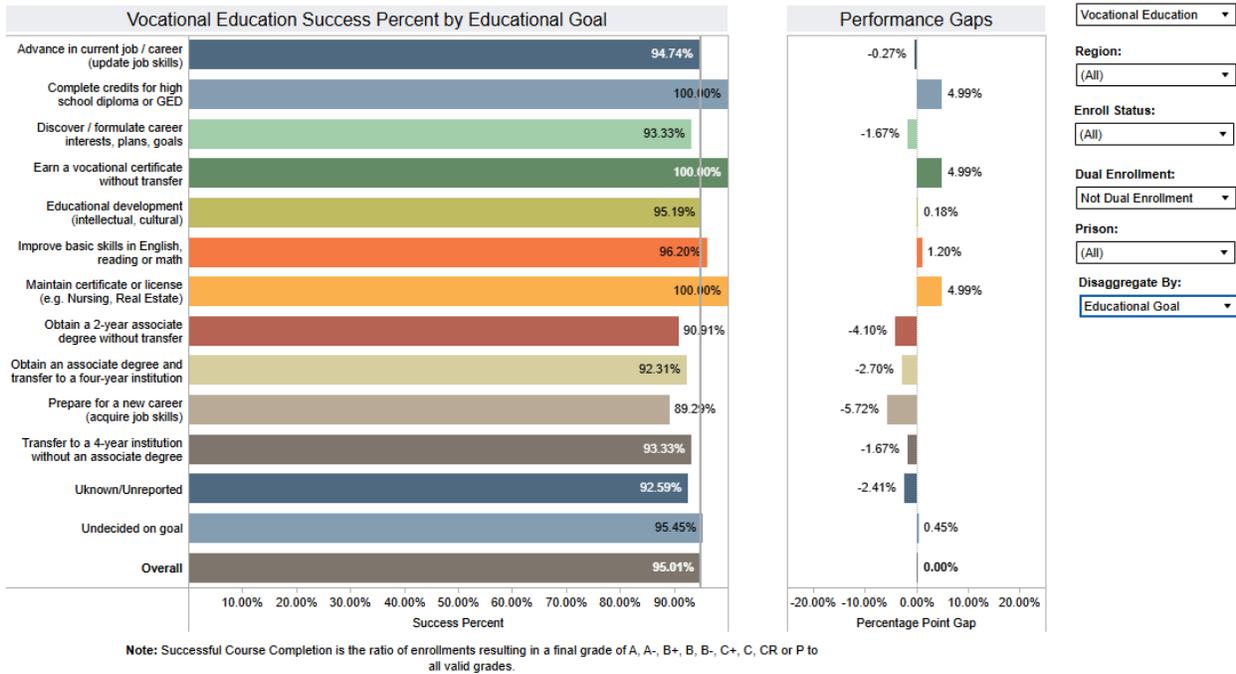|	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Department Success..	96.99%	69.68%	88.31%	98.60%	95.92%	88.78%
Total Enrollments	774	797	477	629	461	260

The overall VOCE success rate is 88.78%, which exceeds the college-wide rate of 77%.

Despite enrollment and efficiency challenges, student success outcomes remain strong. This indicates that once students enroll, they are completing at high rates. The primary opportunity for improvement lies in recruitment, retention in in-person formats, and closing equity gaps.

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?

Successful Course Completion by Student Subpopulation

Vocational Education Success Percent by Educational Goal

Educational Goal	Success Percent	Performance Gap
Advance in current job / career (update job skills)	94.74%	-0.27%
Complete credits for high school diploma or GED	100.00%	4.99%
Discover / formulate career interests, plans, goals	93.33%	-1.67%
Earn a vocational certificate without transfer	100.00%	4.99%
Educational development (intellectual, cultural)	95.19%	0.18%
Improve basic skills in English, reading or math	96.20%	1.20%
Maintain certificate or license (e.g. Nursing, Real Estate)	100.00%	4.99%
Obtain a 2-year associate degree without transfer	90.91%	-4.10%
Obtain an associate degree and transfer to a four-year institution	92.31%	-2.70%
Prepare for a new career (acquire job skills)	89.29%	-5.72%
Transfer to a 4-year institution without an associate degree	93.33%	-1.67%
Uknown/Unreported	92.59%	-2.41%
Undecided on goal	95.45%	0.45%
Overall	95.01%	0.00%

Filters:
- Academic Year: (All)
- Department: Vocational Education
- Region: (All)
- Enroll Status: (All)
- Dual Enrollment: Not Dual Enrollment
- Prison: (All)
- Disaggregate By: Educational Goal

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.

Analysis of course completion by educational goal identified the largest performance gap (5.72%) among students whose goal is to prepare for a new career or acquire job skills.

This population represents a primary target group for Vocational Education. Addressing this gap is essential to fulfilling the program's mission. Planned efforts include:

- Required orientation for CDL students
- Clearer pathways from enrollment to certificate/completion
- Increased student support
- Stronger connection between instruction and employment outcomes

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 planbs for the upcoming academic year. These may include but are not limited to the following:

- New or modified plans for acheiveing 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 2025–26, Vocational Education will focus on stabilizing enrollment, strengthening student outcomes, and expanding workforce-aligned programming.

To address the identified performance gap among students preparing for a new career, the program will implement more intentional student orientations, clearer pathway communication, and increased student support.

CDL will transition to year-round scheduling to increase access and responsiveness to workforce demand. Ranch Education offerings will continue to expand as the program develops a more robust schedule of courses. New Digital Literacy courses will be developed through grant funding to meet evolving workforce skill needs. Scheduling will be refined to improve fill rates and overall program efficiency.

The continued growth of the CDL program will require additional attention to both staffing structure and program costs. The program would benefit from a lead instructor with significant industry expertise who can oversee instruction, maintain training quality, and support program development. However, reliance on part-time faculty presents limitations due to hourly load restrictions, which can make it difficult to provide consistent leadership and mentoring while maintaining compliance with the multiple regulatory requirements that govern CDL training programs.

CDL programs also require significant ongoing financial investment. Although the program is offered at no cost to students, the operation and maintenance of commercial vehicle create substantial program expenses. As the program expands to year-round scheduling, careful planning will be necessary to ensure that staffing capacity and fiscal resources are sufficient to maintain program quality and safety standards.

Overall, the focus for 2025–26 will be on strategic growth, improved program efficiency, and maintaining high-quality workforce training that meets regional labor market needs.

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.

[Insert Narrative]

Wes Martin 3/10/2026

Director, Continuing and Community Education

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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