

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

**CURRENT YEAR: 2017-2018**

**CLUSTER: ARTS, HUMANITIES, SOCIAL SCIENCES**

**NEXT SCHEDULED CPPR: 2021**

**PROGRAM: INTERNATIONAL STUDIES**

**LAST YEAR CPPR COMPLETED: 2016**

**CURRENT DATE: 2/28/2017**

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
- 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 degrees and/or certificates:

[Click here to enter text.](#)

## GENERAL PROGRAM UPDATE

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

[Click here to enter text.](#)

## 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

In addition to other data that is relevant to your program, institutional program data is available on the [SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site](#). Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

**Note:** 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.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## General Enrollment (Insert Aggregated Data Chart)

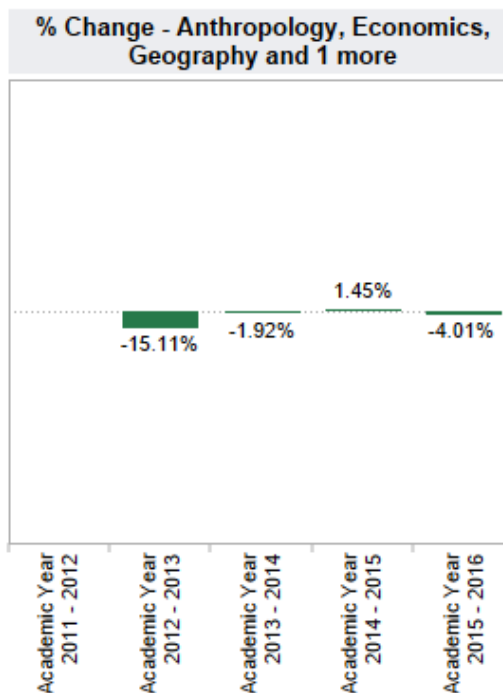
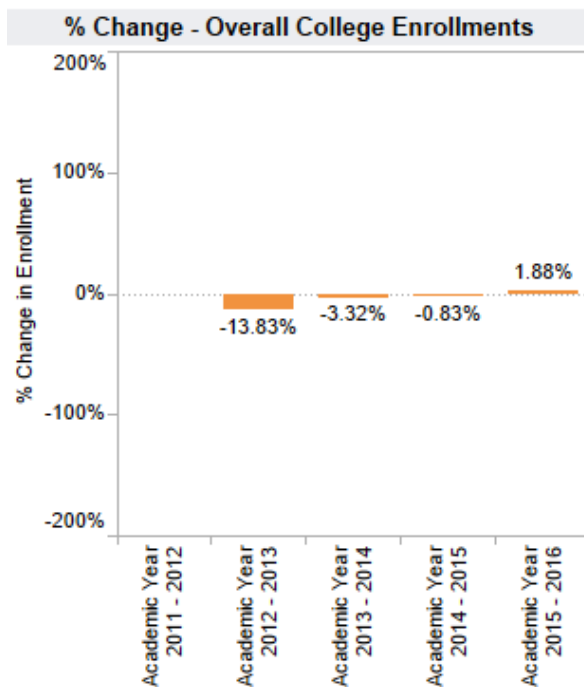
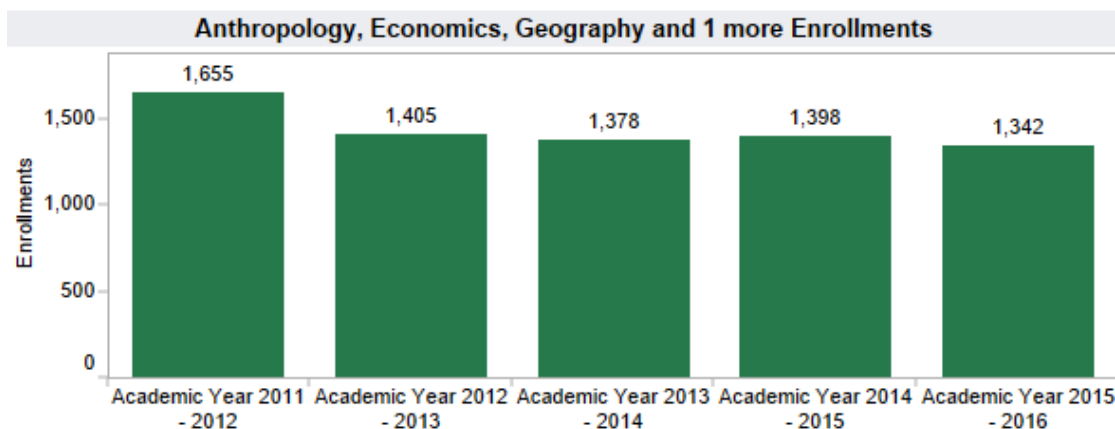
For the purpose of this report the following courses were aggregated:

**ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)**

### SLOCCCD Program Review Data - Enrollment

Department:  
All

Course:  
Multiple values



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.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Annual enrollment in the six degree courses (excluding Modern Languages) decreased over the past five years, mirroring the declining college enrollment. However, no less than 1,342 students have been enrolled in the degree courses even in the lowest year (2015/16).

[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed?
- What strategies will be employed to meet the current year's projection?

Further data analysis details are found in the APPWs of Anthropology, Economics, Geography, and Political Science.

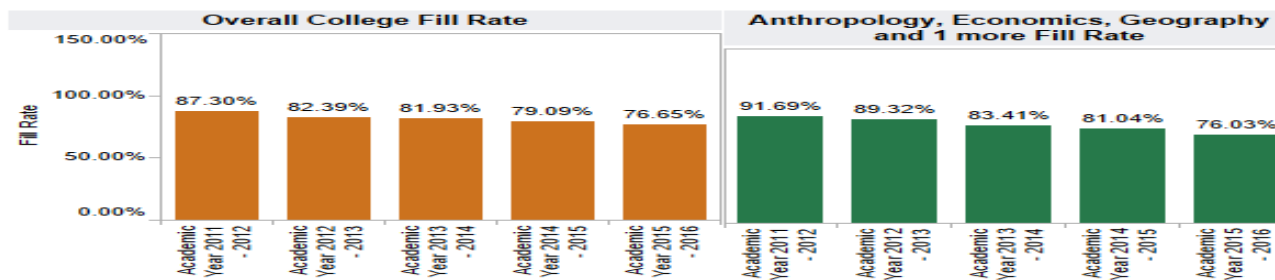
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

### ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)

#### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
All

Course:  
Multiple values



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.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

The fill rate for the degree courses, although declining over the past five years, has been higher than for the overall college by 2 to 7 percentage points for all but 2015/16, when it fell 0.62 percentage points below the college level.

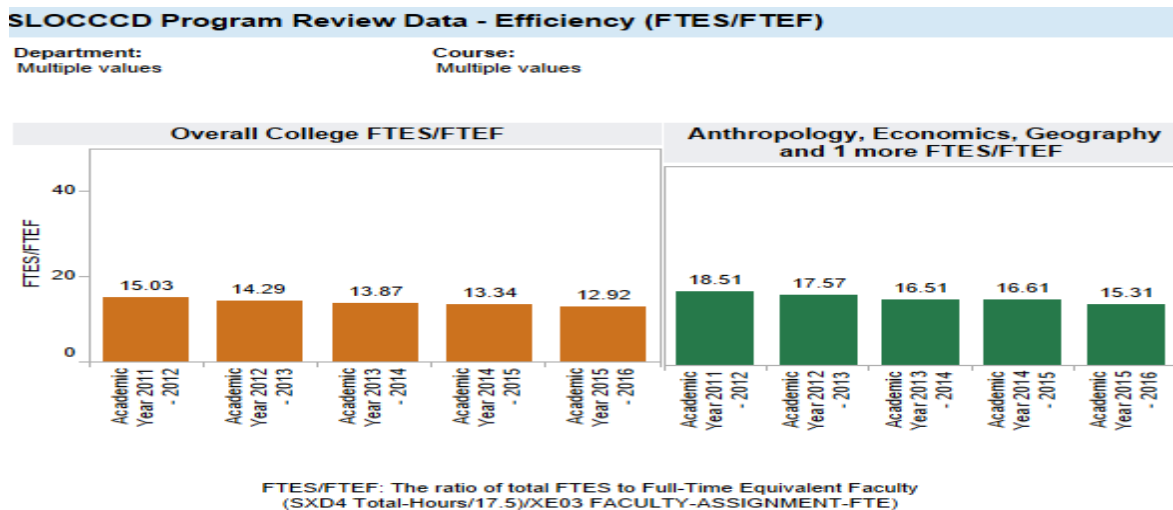
Disaggregated Student Demand Data (review analytically to determine if different types of courses are impacted)

- List the trend (i.e. increasing, decreasing, same)
- List contributing factors to the trend.
- List which courses have the highest student demand and which courses have the lowest student demand.
- Based upon the trend, what strategies do you plan on implementing?

Further data analysis details are found in the APPWs of Anthropology, Economics, Geography, and Political Science.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

**ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)**



## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

The efficiency for the degree courses, although decreasing over the past five years, has been consistently higher than for the overall college by 3 to 4 percentage points. Lecture classes have large caps / maximum enrollment numbers and tend to fill to capacity.

Disaggregated Efficiency Data (review analytically to determine if different types of courses are impacted)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*).
- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

Further data analysis details are found in the APPWs of Anthropology, Economics, Geography, and Political Science.

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

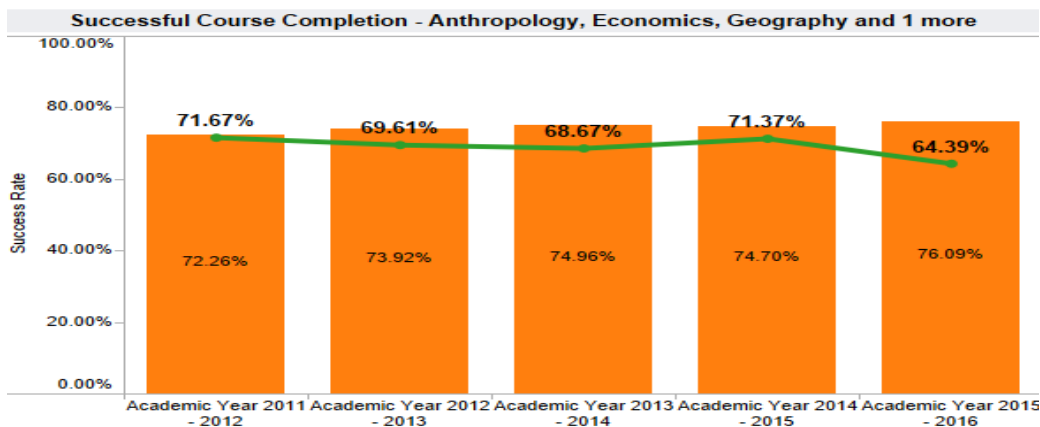
**ANTH 203, ECON 201A, ECON 201B, GEOG 202, POLS 204, POLS 206 (excluding Modern Languages)**

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



### Anthropology, Economics, Geography and 1 more Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	71.67%	69.61%	68.67%	71.37%	64.39%
Total Enrollments	1,652	1,396	1,366	1,362	1,286

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

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Over the last five years, the success rate for the degree courses has been lower than the overall college success rate, falling more between 3 and 6 percentage points below the college rate in three out of five years before dipping 11.7 percentage points in 2015/16.

Disaggregated Success and Completion Data (review analytically to determine if different populations are impacted)

- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed?
- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?
- 

Further data analysis details are found in the APPWs of Anthropology, Economics, Geography, and Political Science.

### Student Success—Course Modality (Insert Data Chart)

- List strategies used during the last year in which data was reported to increase student success.
- Did your strategies effect change?
- List the trend (*i.e. increasing, decreasing, same*).
- Based upon the trend, what strategies do you plan on implementing?

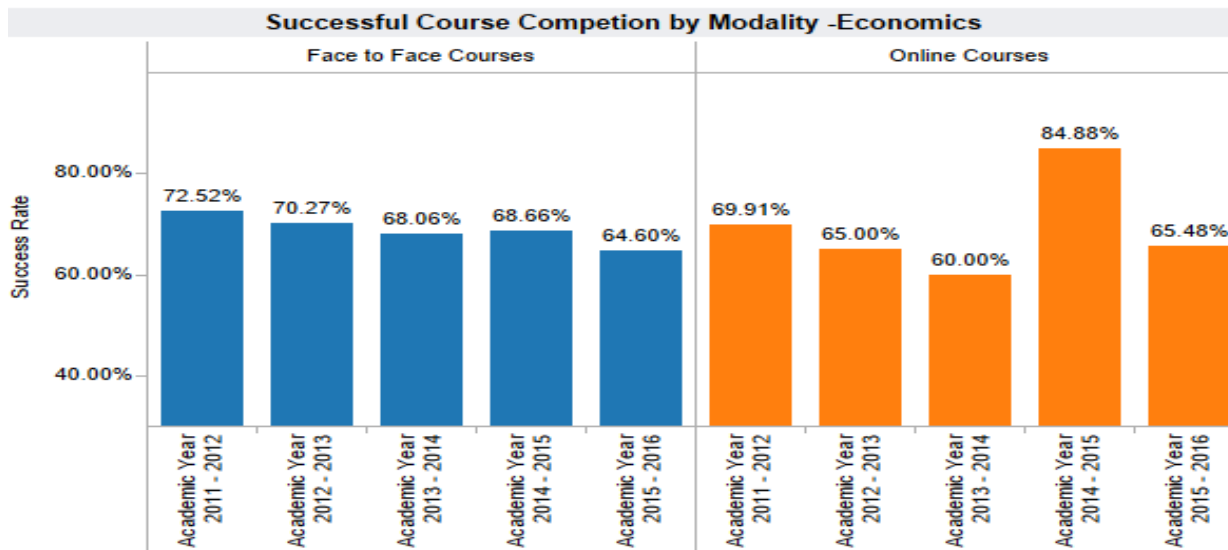
ECON 201A and 201B have been offered in the DE mode for the last five years. Success data by modality is not available course by course, so for the purpose of this report the data for the Economics Department as a whole is used.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Economics

Legend:  
■ Face to Face Courses  
■ Online Courses



Successful Course Completion by Modality Table - Economics						
		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	72.52%	70.27%	68.06%	68.66%	64.60%
	Total Department Enrollments	1,110	1,027	933	801	757
Online Courses	Department Success Rate	69.91%	65.00%	60.00%	84.88%	65.48%
	Total Department Enrollments	113	80	120	258	336

While the success in DE courses has been lower than in face-to-face courses from 2011/12 to 2013/14, it increased dramatically in 2014/15, outpacing the success in the face-to face modality by 16 percentage points, only to drop again, but besting the face-to-face rate by a fraction of one percentage point.

Further data analysis details are found in the APPWs of Anthropology, Economics, Geography, and Political Science.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

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

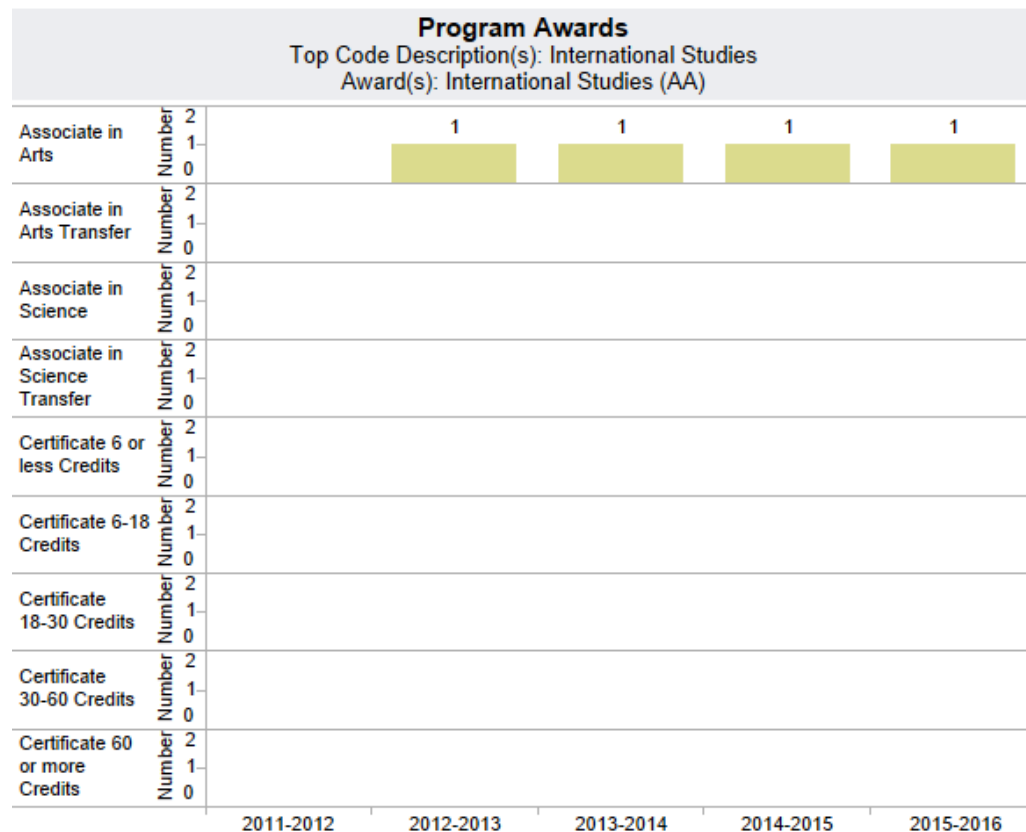
List the previous year's projection and current year's projection for degrees and certificates awarded (*i.e. increase, decrease, remain the same*).

- List the trend (*i.e. increasing, decreasing, same*).
- List contributing factors to the trend.
- What strategies will be employed to meet the current year's projection?

#### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
International Studies

Award Type:  
International Studies (AA)



Program Awards Table						
Award Type	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts	International Studies (AA)		1	1	1	1
	<b>Total</b>		1	1	1	1
<b>Grand Total</b>			1	1	1	1

Program Awards: The number of degrees and certificates awarded by program type



## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Since the inception of the degree the program has produced sixteen graduates.

Year	Name
2004/05	1. Yeager, Season P.
2005/06	2. Doromal, Martha
	3. Mathieu, Roscoe
2006/07	4. Johnson, Jay
	5. Johnson, Jon
	6. Morse Isabelle
	7. Spencer, Jonathan
2007/08	8. Emrick, Jennifer
	9. Ramirez, Marilu
2008/09	10. Chazalon, Daphne M.
2009/10	11. Whiting, Brittany
2010/11	12. McLaren, Kevin Todd
2012/13	13. de Priest, Sarah Brittany
2013/14	14. Taylor, Robert
2014/15	15. Robinson, Rachel Anne
2015/16	16. Jeffries, Jennette Marie

In addition to those who applied for the degree more may have completed a number or all of the degree courses and transferred without receiving a formal degree in International Studies. This data however, has not been tracked and is based on anecdotal evidence.

Based on the annual and cumulative number of declared majors, the pool of degree aspirants is large enough to warrant a higher number of degree recipients than actually realized.

Over the years the offices of Admissions and Records and Institutional Research furnished the data below. The numbers represent students who have declared International Studies as their major on their application for admission. Over the past twelve semesters a total of 140 students have identified themselves as International Studies majors. The annual numbers spiked in 2013/14 (41 students), but have declined since then to a low of 13 in 2015/16 and 2016/17.

### International Studies: Declared Majors

	2011 - 12	2012 - 13	2013 - 14	2014 - 15	2015-16	2016-17
Fall	19	14	18	13	9	10
Spring	9	9	23	9	4	3
Total	28	23	41	22	13	13

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

The recent district-wide implementation of “myCuesta Pathway” may increase institutional success in this area. The fully-online degree audit tool is designed to help students understand the course requirements for a degree. Given this tool, faculty who teach the degree courses could actively participate in systematic efforts to support degree aspirants and monitor their progress toward completion of a degree in International Studies.

The Transfer Model Curriculum (TMC) for Global Studies was released in Fall 2015. Unlike traditional TMCs, area of emphasis TMCs are intended to prepare students for a variety of majors at the CSU. Offering an ADT in Global Studies would attract more students to this field of studies and this degree.

Cuesta College’s current curriculum includes all but one of the courses in List A (elective courses):

1. Culture and Society (2 of 2)
2. Geography (2 of 3)
3. Economics (1 of 1)
4. Politics (2 of 2)
5. Humanities (2 of 2)

However, Cuesta College does not currently offer the two required core courses for this transfer degree:

- GLST 101: Introduction to Global Studies (3 units)
- GLST 102: Global Problems / Issues (3 units)

Both courses have been developed and are currently sitting in CurricUNET with a prefix of GEOG.

A New Program Approval form for the Global Studies ADT and the new courses has been submitted and a request has been made to agendaize the proposal for the March 14, 2017 meeting of the College Council. Once the proposal’s outcome is known, the appropriate prefix for the courses can be determined. According to the New Program Approval Process, the new courses and degree can follow the curriculum process after approval through College Council.

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please 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.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

### CHECKLIST:

- ☐ SLO assessment cycle calendar is up to date:
- ☐ Date SLO assessment cycle calendar was last updated:
- ☐ All courses scheduled for assessment have been assessed in eLumen
- ☐ Dates of last completed course assessments in eLumen :
- ☐ Program Sustainability Plan progress report completed

### **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.*

The course-level outcomes have been mapped to the program outcomes in the newly acquired tracking system eLumen. However, contrary to expectations, eLumen is unable to handle the data for this inter-disciplinary program. Therefore, connecting course assessment results and analyzing them for the program has not been possible with eLumen. Due to the limitation of eLumen, an assessment cycle for the program calendar is not available at this time.

Up to now the three divisions involved (Social Sciences, Business Education, and Languages and Communication) have been acting as the custodians of the course SLO assessment documentation. The program coordinator created a CPAS record for the last six degree recipients using the following assessment steps:

- Identify degree recipients and obtain their transcripts
- Obtain course SLOs for all degree courses:  
ANTH 203, ECON 201A, ECON 201B, GEOG 202, POL 204, POL 206, FR 201, 202, 203, GER 201, 202, 203, 204, SPAN 201, 202, 203, 204
- Map course SLOs to program SLOs
- Evaluate achievement of course SLOs for degree recipients via interviews with instructors
- Report course SLO assessment results using binary data: "Student has achieved the Course Student Learning Outcomes: Yes / No."
- Use course SLO assessment results to assess program SLOs
- Report program SLO assessment results using binary data: "Student has achieved the Program Student Learning Outcomes: Yes / No."

### Success and Challenges of Program Assessment

The International Studies degree program has been successful in that there have been degree completers every year since inception (2003) except in 2011/12. The last six degree recipients, who were tracked, have been successful in meeting the program SLOs.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

However, the procedure to assess the SLOs at the program level was a challenge. It was cumbersome to track data after the students had already graduated. In career technical fields students may have clear degree/certificate goals, but in academic subject area many students do not have a firm major in mind or change their major several times during their career at a community college. Monitoring their degree progress in “real time” is virtually impossible. Therefore it has to be tracked retrospectively.

Challenges for the program coordinator included

- identifying the instructor who taught a certain section of a course with multiple sections as far back as 2003 (Banner started in fall 2008)
- attempting to contact instructors who are no longer employed at Cuesta College

Challenges for the degree course instructor included

- being able to remember a particular student after many semesters
- being able to produce artifacts (student work) after many semesters

Up to now the institution lacked the infrastructure to track degree aspirants from their first to their last semester at Cuesta College. With “myCuestaPathway” it should be possible to identify degree aspirants early and offer structured orientation, mentoring, monitoring, and early intervention when problems arise.

### Program-Specific Considerations for Improvement

Assessment at the program level could be improved in a number of ways, for example by collecting artifacts early, conducting exit interviews/surveys, requiring capstone or portfolio projects and tracking alumni after graduation. The degree could be redesigned and the definition of “program completers” could be changed. Lastly, institutional efforts could be better coordinated to produce more degree completers.

### Collection of Artifacts

If degree aspirants are identified early, student work could be collected and used for program assessment (Art History is currently contemplating this approach).

### Exit Interview / Survey

Degree recipients could be interviewed and/or surveyed to gauge how they evaluate their knowledge and skill level at the end of their studies and how they assess the program curriculum’s strengths and weaknesses.

### Capstone Project

An exercise of synthesis, such as a capstone project, could be added to the degree requirements or embedded in one of the degree courses. Such an exercise would require students to draw upon a broad range of knowledge and skills acquired in all degree courses.

### Portfolio Project

Degree aspirants could be asked to assemble a portfolio of projects completed during the degree courses which would document their cumulative achievement in the program.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

### Alumni Follow-up

Transfer information could be tracked, such as success of graduates at four-year institutions.

### Redesigning Degree Requirements

In order to make the degree more appealing and produce more degree completers the course requirements could be changed. For example: Three core courses totaling 9 units and a choice of two courses out of the remaining three courses for a total of 15 (instead of 18) units plus the language requirement. Before restructuring the degree however, it would be wiser to consider deactivating the local degree once the ADT in "Global Studies" is in place. The ADT is a more marketable degree.

### Redefining the Term "Program Completer"

The number of program completers could be increased if the term "program completer" included students who completed the degree courses, but chose to transfer without getting a degree.

### Systematic Approach to Degree Completion

The potential for success of the International Studies program is considerable. Even in the lowest year (2015/16), a total of over 2,000 Cuesta students (including 800 students in French, German, and Spanish) were enrolled in the degree courses taught by some 18 instructors, in about 40 individual sections.

## **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.

No new strategies are planned.

- B. Anticipated changes in curriculum, scheduling or delivery modality

The absence of a stable part-time instructor pool in Geography has impacted scheduling and resulted in class cancellations. For instance, in spring 2015 and 2017 a GEOG 202 class was cancelled due to the lack of an instructor. It is necessary to insure that Cuesta's degree aspirants can complete the International Studies Program in-house, without having to take the equivalent of GEOG 202 at another community college.

New curriculum in Geography, including an ADT in Geography, can only be developed once a full-time Geography instructor has been hired.

New curriculum, including an ADT in Global Studies, can only be implemented careful consideration of the impact of a new department on the overall college operation. An instructor with the appropriate minimum qualifications is needed in order to teach the two core courses needed for an ADT in Global Studies and oversee the interdisciplinary ADT. Each of the two

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

new courses could be offered only once a year, as is the case at times with POLS 204 and POLS 206.

With an ADT in Global Studies in place, the Cuesta A.A. in International Studies should be deactivated.

For anticipated changes in all other degree courses please review information for the individual degree courses of the program: ANTH 203, POLS 204, POLS 206, ECON 201A, ECON 201B; MODERN LANGUAGES (French, German, Spanish)

### C. Levels, delivery or types of services

Efforts to recruit students and to counsel degree aspirants need to be stepped up in order to increase the number of degree earners, such as

- Faculty and counselors who regularly inform students about degree
- Faculty and counselors who consistently keep the students motivated to pursue the degree
- Faculty and counselors who assist the students in establishing an appropriate educational plan and regularly monitor their progress and assist them in transferring to a four-year institution.
- Division Chairs, Deans, Directors and Vice-Presidents who provide guidance and leadership in coordinating the efforts

### D. Facilities changes

None are planned.

### E. Staffing projections

A full time lead instructor in Geography is needed to provide an enhanced curriculum, better student advisement, more section offerings, and a CSU transfer degree (ADT) in Geography.

An instructor with the appropriate minimum qualifications is needed in order to teach the two core courses needed for an ADT in Global Studies and oversee the interdisciplinary ADT.

For all other degree courses please review pertinent information regarding staff projections for the individual degree courses of the program: ANTH 203, POLS 204, POLS 206, ECON 201A, ECON 201B; MODERN LANGUAGES (French, German, Spanish)

### F. Other

## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

**This section only needs to be completed if a program has an existing Program Sustainability Plan. Please 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.**

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

### **SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

[Survey Link](#)