

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **2018 - 2019**

CLUSTER: ARTS, HUMANITIES, SOCIAL SCIENCES

NEXT SCHEDULED CPPR: SPRING 2021

DISCIPLINE/PROGRAM: **SPANISH**

LAST YEAR CPPR COMPLETED: SPRING 2017

CURRENT DATE: **3/1/2019**

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:

- **Associate Degree for Transfer in Spanish**

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

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.

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[General Enrollment \(Insert Aggregated Data Chart\)](#)

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

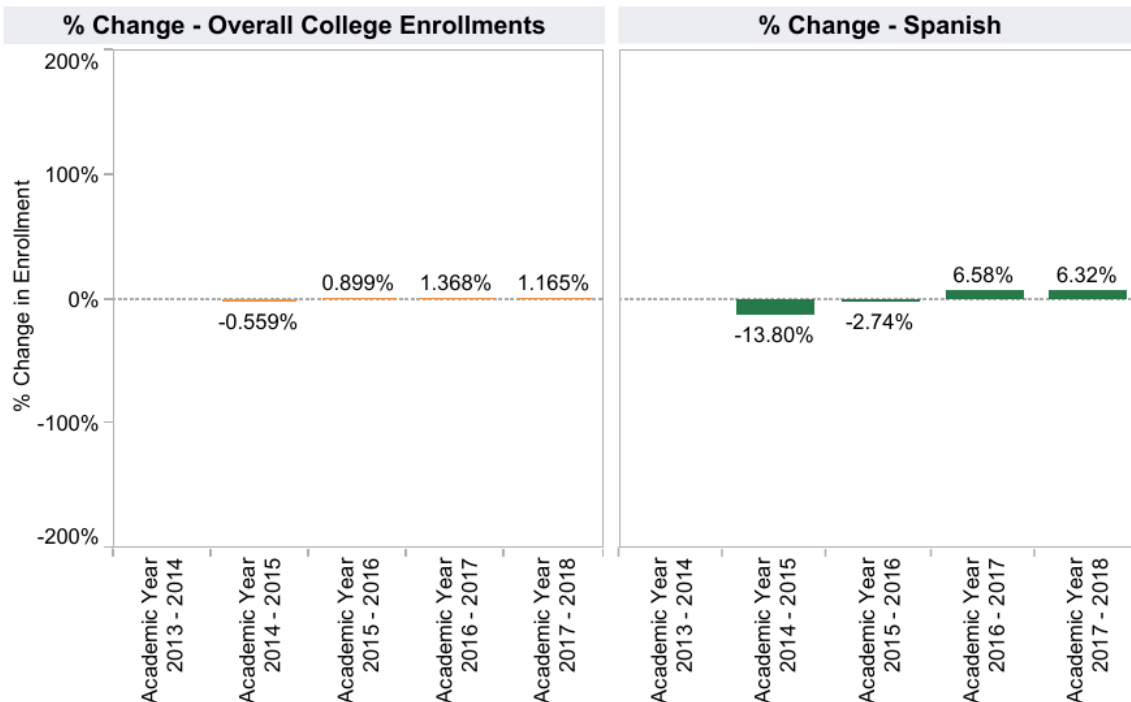
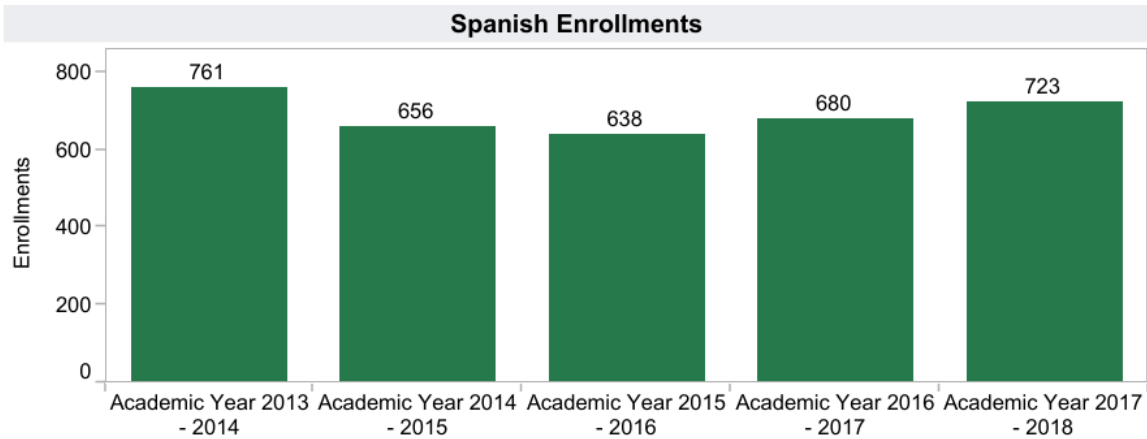
SLOCCCD Program Review Data - Enrollment

Department:
Spanish

Course:
Multiple values

Dual Enrollment:
All

Prison:
Not CMC:Prison



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.

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Since the Spanish discipline in AY (academic year 2015-2016 began to offer Spanish 203 and Spanish 204 courses in a blended format and beginning spring term 2016 all Spanish 201 and Spanish 202 courses are being offered in a twice a week format, there has been an increase in efficiency of slightly over 6%. Fully online Spanish 201 and Spanish 202 courses beginning in fall 2017 helped increase enrollment as well. Additionally, the dual enrollment program was expanded at Paso Robles High School, and in academic year 2018-2019 dual enrollment was added at Mission College Preparatory High School. In AY 2019-2020 Templeton High School will join our dual enrollment program. The full impact of dual enrollment data will not be noticeable until academic years 2018-2019 and 2019-2020, when the increases will be recorded.

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

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

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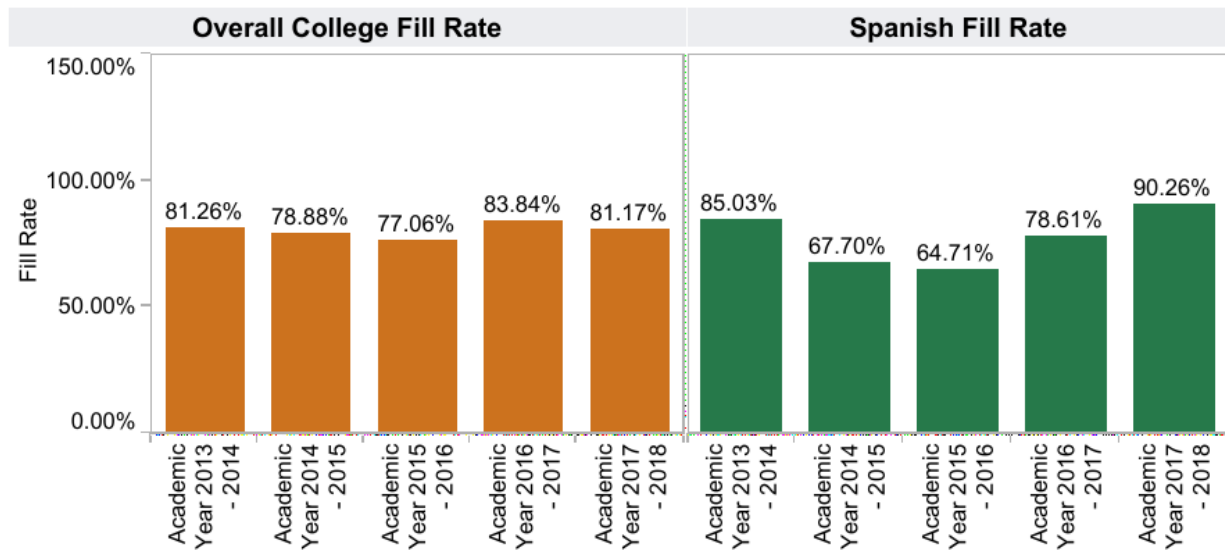
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Spanish

Course:
Multiple values

Dual Enrollment:
All

Prison
Not CMC:Prison



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.

Spanish fill rates increased by 14.8% from AY 2016-2017 to AY 2017-2018, and Spanish

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fill rates were also 11.2% than the overall college fill rates.

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

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

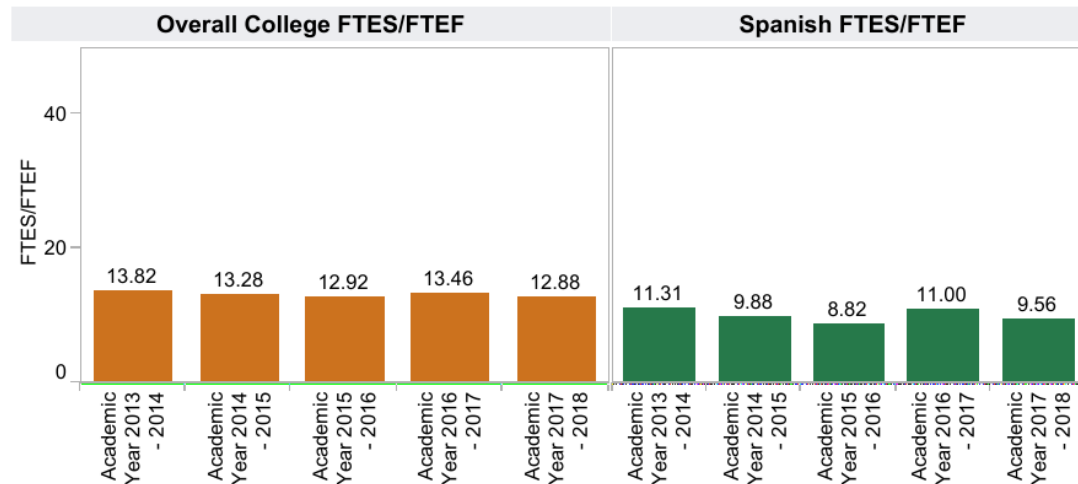
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Spanish

Course:
Multiple values

Dual Enrollment:
All

Prison:
Not CMC:Prison



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

The decline in college efficiency from AY 2016-2017 to AY 207-2018 was slightly higher in the Spanish discipline.

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[Student Success—Course Modality \(Insert Data Chart\)](#)

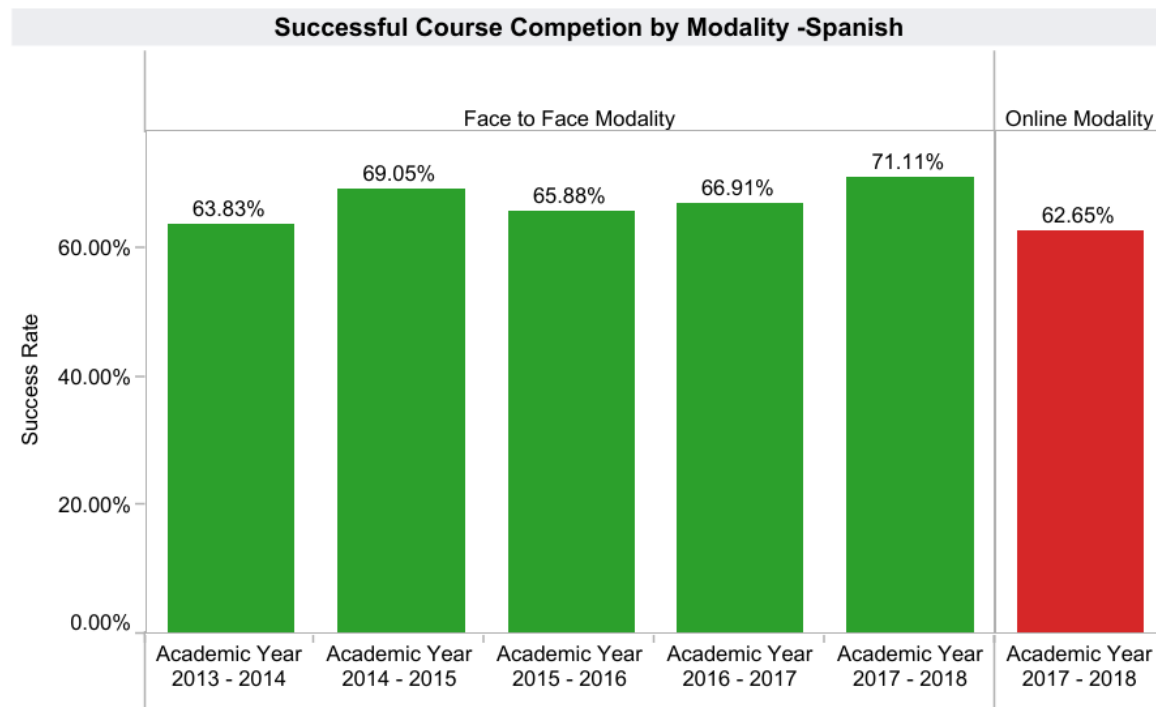
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Spanish

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Spanish						
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	63.92%	69.05%	65.88%	66.91%	71.11%
	Total Department Enrollments	765.0	656.0	639.0	680.0	640.0
Online Modality	Department Success Rate					62.65%
	Total Department Enrollments					83.0

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AY 2017-2018 is the first year for which we have complete data for online modality. The success rate for face-to-face classes was only 6% higher than online modality classes in Spanish.

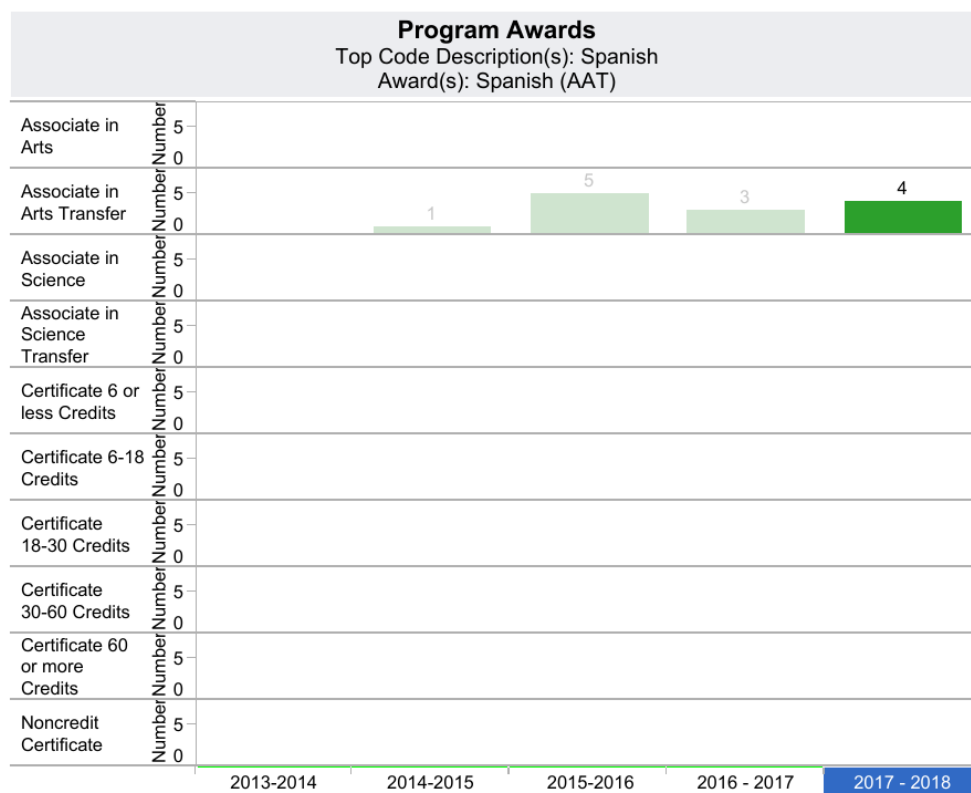
Degrees and Certificates Awarded (Insert Data Chart)

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Spanish

Award Type:
Spanish (AAT)



Program Awards Table

Award Type	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts Tr..	Spanish (AAT)		1	5	3	4
	Total		1	5	3	4
	Grand Total		1	5	3	4

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

Only 4 students completed their ADT in Spanish in AY 2017-2018, a 25% increase over AY 2016-2017.

Recently more elective courses were added to the transfer degree and we expect to see an increase in the next cycle.

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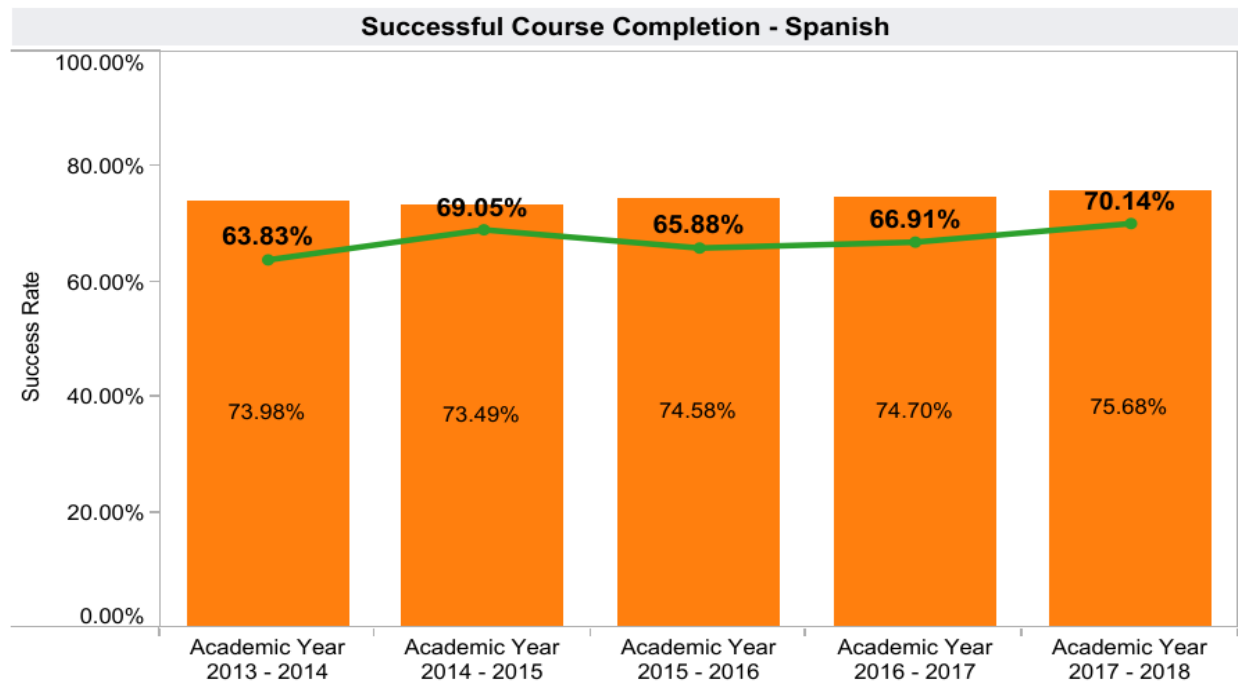
General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Spanish

COURSE
Multiple values

Measure Names
■ Department Success Rate
■ Overall College Success Rate



Spanish Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	63.83%	69.05%	65.88%	66.91%	70.14%
Total Enrollments	763	656	639	680	723

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

The successful completion rate in Spanish increased by 4.6% from AY 2016-2017 to AY 2017-2018.

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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.

In Spanish courses success rates increased for the following student demographic groups:

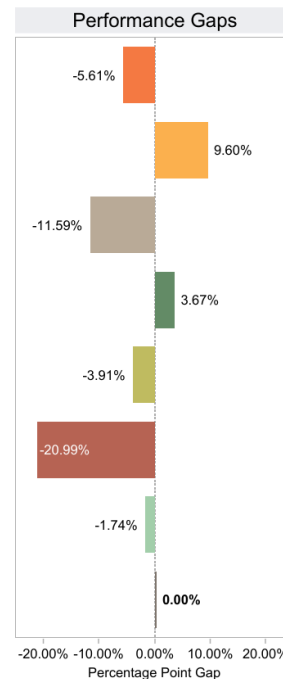
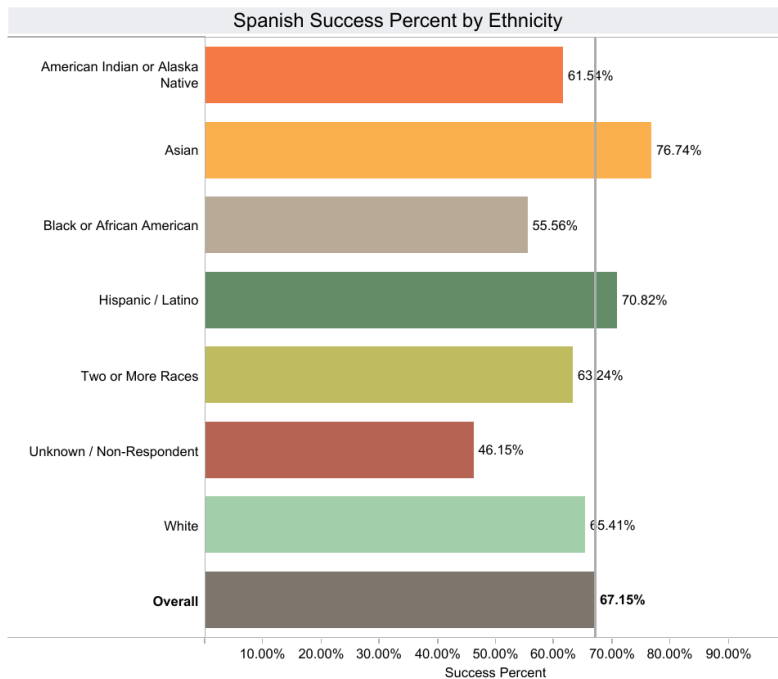
Asian, Latinx, female, students aged 20-24, not low income

The following groups could benefit most from additional student success support:

African-American, Native American, Multi-Ethnic, male, 30-50 year olds, low income



Successful Course Completion by Student Subpopulation



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.

Academic Year:
All

Department:
Spanish

Region:
All

Enroll Status:
All

Dual Enrollment:
All

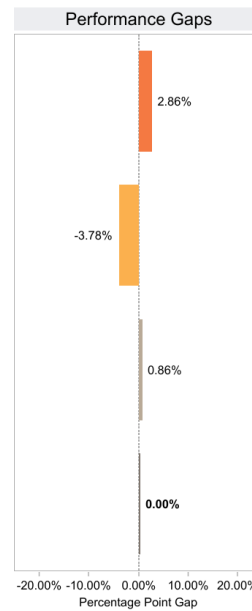
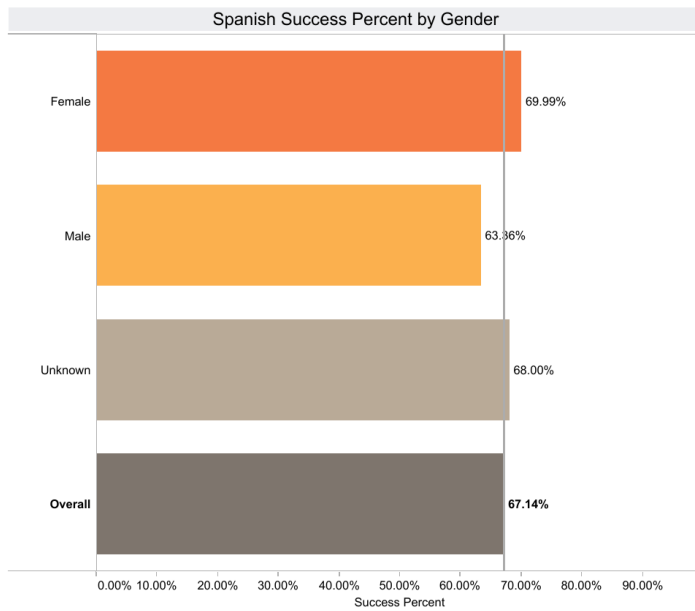
Prison:
All

Disaggregate By:
Ethnicity

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Successful Course Completion by Student Subpopulation



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.

Academic Year:
All

Department:
Spanish

Region:
All

Enroll Status:
All

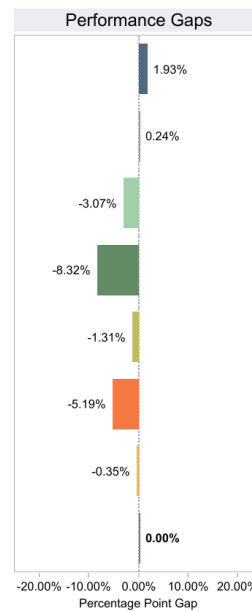
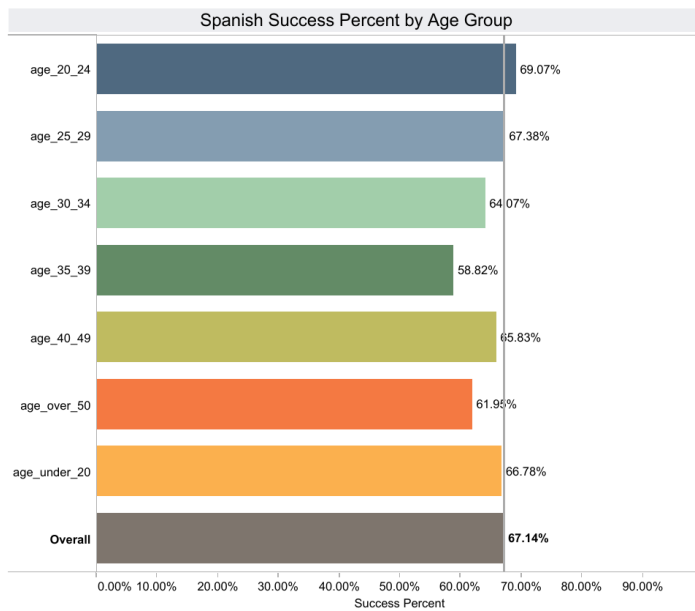
Dual Enrollment:
All

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

Academic Year:
All

Department:
Spanish

Region:
All

Enroll Status:
All

Dual Enrollment:
All

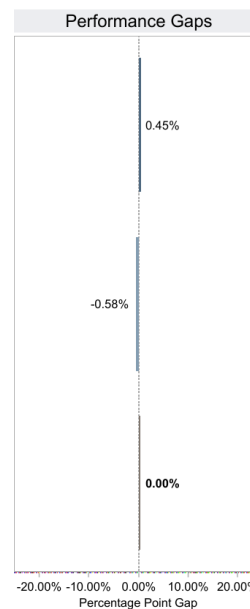
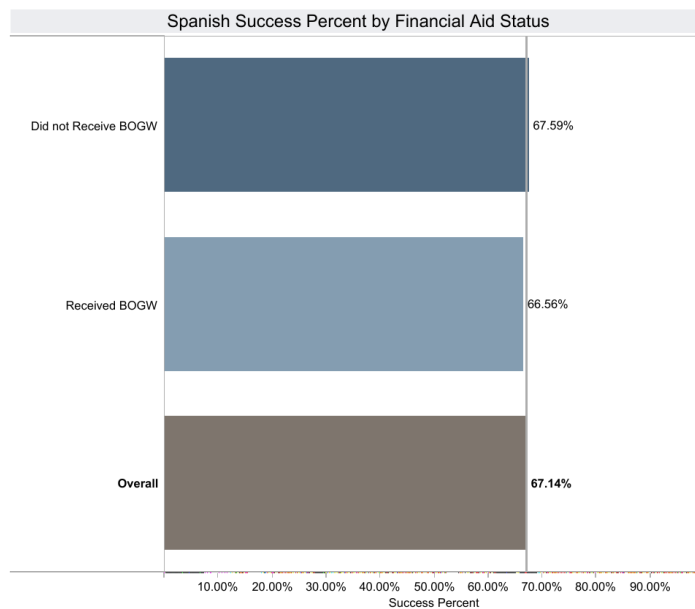
Prison:
All

Disaggregate By:
Age Group

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Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Spanish

Region:
All

Enroll Status:
All

Dual Enrollment:
All

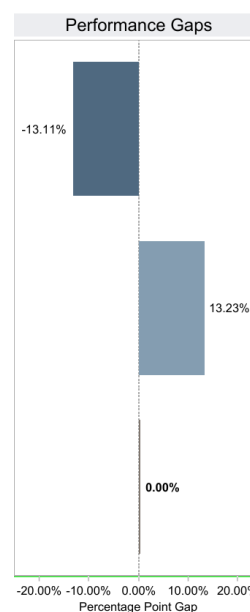
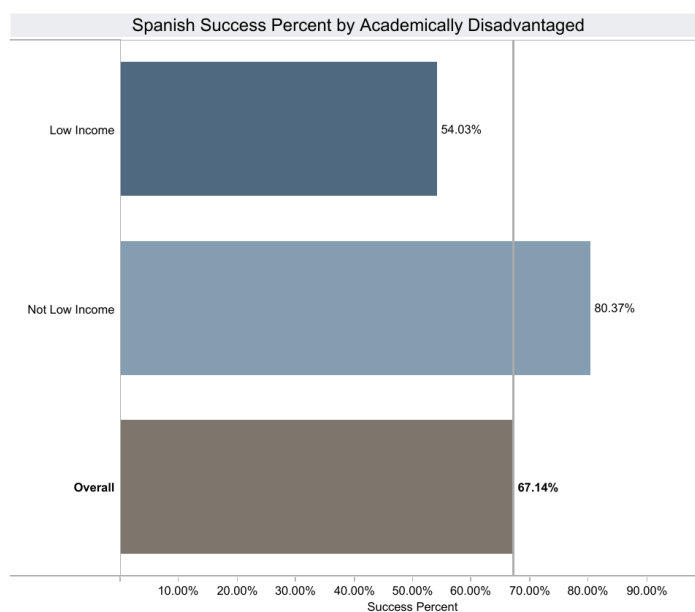
Prison:
All

Disaggregate By:
Financial Aid Status

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.



Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
Spanish

Region:
All

Enroll Status:
All

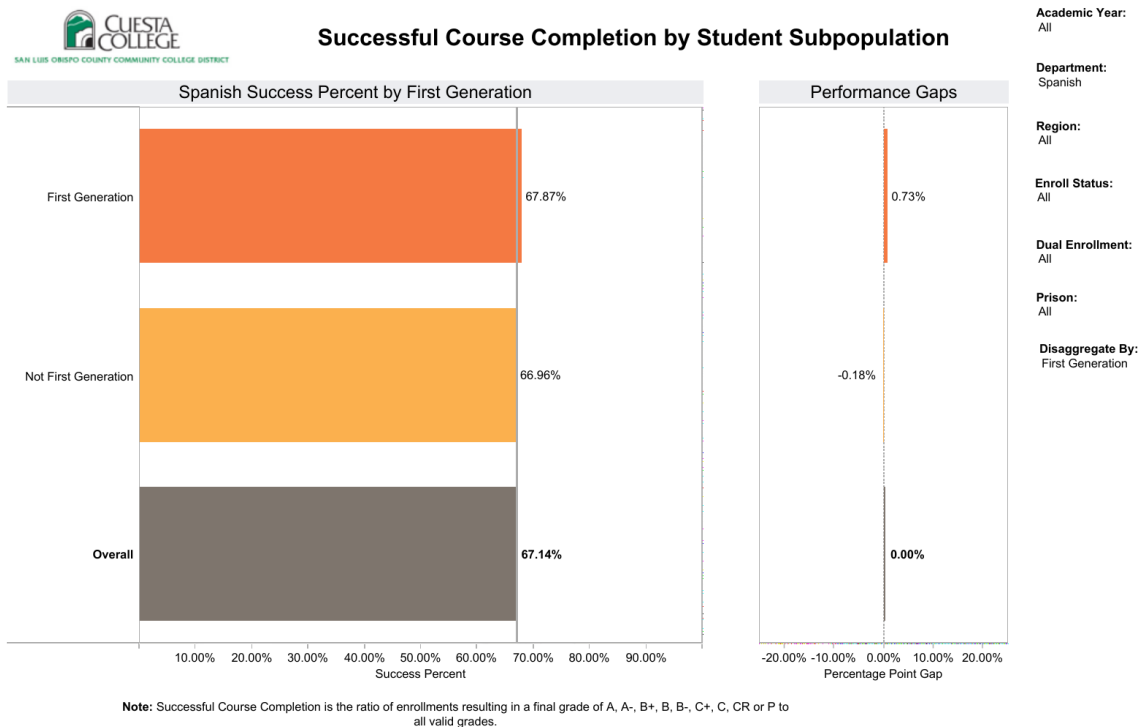
Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantaged

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.

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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.

Spanish continues to be our state's second language in terms of population and practice (usage).

It is also the most widely spoken language in the Americas and third most common language on the Internet.

Unfortunately, fewer university programs require it, and many people have chosen to study Spanish on their own with software (Rosetta's Stone, Pimsleur, DuoLingo, Babbel, and other programs). This means that we don't expect to see a significant increase in enrollment in Spanish classes. Furthermore, an increasing number of people worldwide are studying English, which is now the established international *lingua franca*.

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:

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Face-to-face classes Spanish classes were further reduced in AY 2018-2018 by 35%. As a result initial (per-census) enrollments have increased slightly.

For almost two years now, all Spanish 201 and Spanish 202 courses have been meeting 2 days per week, or once per week in the case of the blended Spanish 203 and 204 courses. We will only be offering Spanish 201 and Spanish 202 at NCC once per year, while offering only one evening section on the main campus (SLO).

We now offer Spanish 201 classes (two sections each fall term and summer session) and Spanish 202 classes (spring term) as fully distance education (DE) courses.

Brad Langer and Tony Rector-Cavagnaro have been using embedded tutors in some of our courses.

In academic year (AY) 2018-2019, we are successfully offering eleven dual enrollment Spanish 202 classes at Paso Robles High School. Additionally, Mission College Prep will be increasing slightly its dual enrollment program and Templeton HS will join the program albeit with one class.

All classrooms used for Spanish classes are in optimal conditions, except for the 20-year old carpets in classrooms 6108A and 6104. They all have adequate computers, consoles, projectors, speakers, and document cameras. The Wi-Fi in all classrooms works well.

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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**
Two online Spanish classes (201, 202) will be taught in an early start 2019 summer session. No changes are expected for AY 2018-2019.
- C. Levels, delivery or types of services **More elective courses have been added to the ADT (effective AY 2019-2010).**
- D. Facilities changes **NONE**
- E. **Staffing projections**
We have two full time professors Brad Langer and Tony Rector-Cavagnaro) and two active adjunct instructors (Cecilia Boroumand and Alex Flores) as well as an inactive/substitute instructor (Teresiana Mataresse). As a “safety net” a Spanish pool is opened at least once a year. The current three adjunct instructors are not always available.
- F. Other

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT (NOT APPLICABLE)

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.