2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022   **PROGRAM:** SPANISH

CLUSTER: HUMANITIES, SOCIAL SCIENCES   **LAST YEAR CPPR COMPLETED: SPRING 2017**

NEXT SCHEDULED CPPR: Click here to enter text.   **CURRENT DATE: 3/3/2022**

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.*

NONE

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.

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: All — Dual Enrollment: All — Prison: All
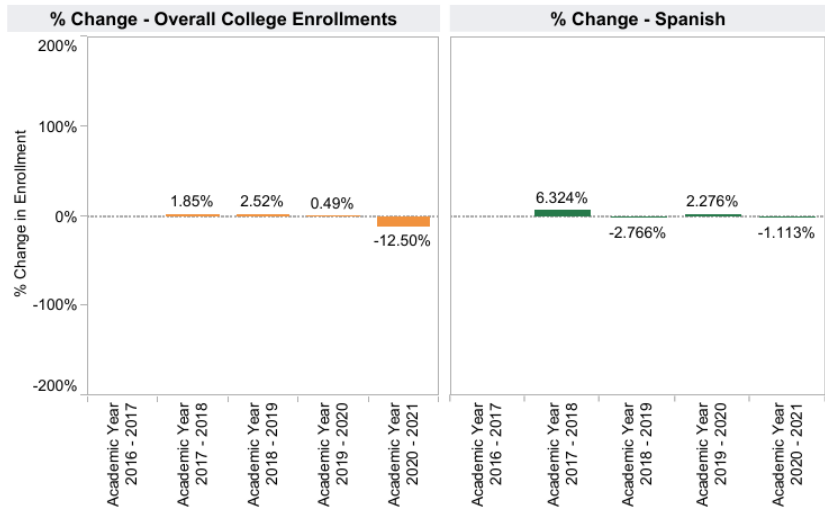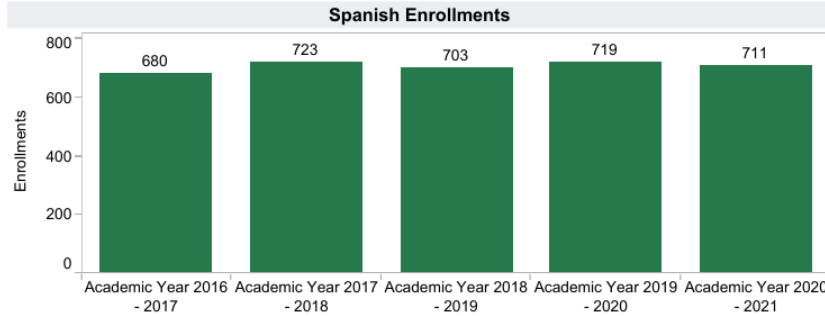
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.
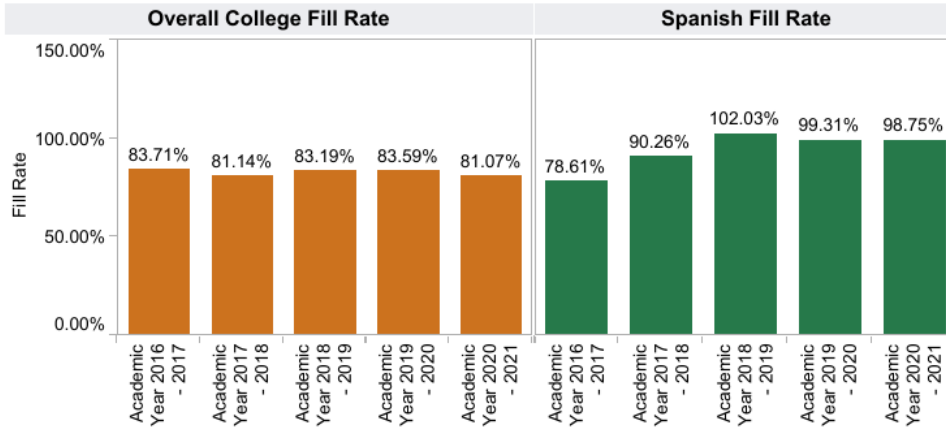
There was a slight reduction in overall enrollment in Spanish, but much less than the overall college level. This is likely due to the COVID-19 Pandemic crisis. In academic year 2018-2019 dual enrollment was added at Mission College Preparatory High School. In AY 2019-2010 Templeton High School joined our dual enrollment program, but this may be to Morro Bay High School after the Pandemic subsides. Eventually, we anticipate some increase in enrollment due to this program.

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

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Spanish	All	All	All

Overall College Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	83.71%
Academic Year 2017 - 2018	81.14%
Academic Year 2018 - 2019	83.19%
Academic Year 2019 - 2020	83.59%
Academic Year 2020 - 2021	81.07%

Spanish Fill Rate

Academic Year	Fill Rate
Academic Year 2016 - 2017	78.61%
Academic Year 2017 - 2018	90.26%
Academic Year 2018 - 2019	102.03%
Academic Year 2019 - 2020	99.31%
Academic Year 2020 - 2021	98.75%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
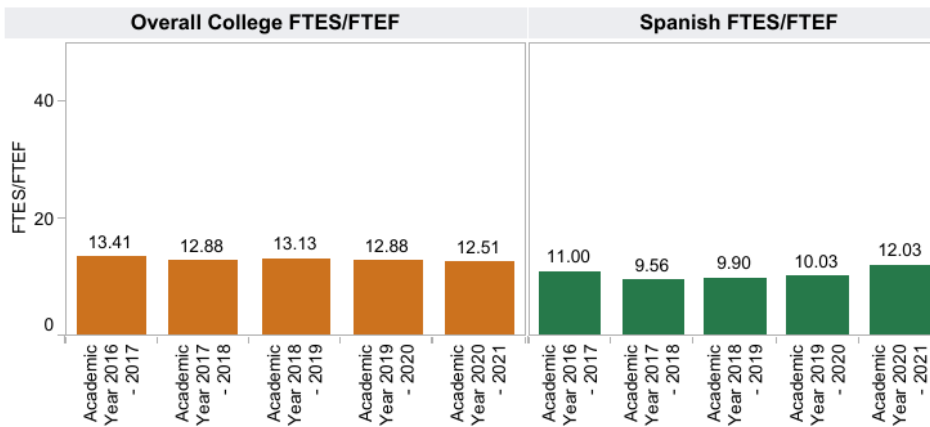Also, courses with zero class limits are excluded from this measure.

Fill rates in Spanish continue to be much higher than the college.

[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:
Spanish	All	All	All

Overall College FTES/FTEF

Academic Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.88
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51

Spanish FTES/FTEF

Academic Year	FTES/FTEF
2016 - 2017	11.00
2017 - 2018	9.56
2018 - 2019	9.90
2019 - 2020	10.03
2020 - 2021	12.03

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

Efficiency in Spanish has been slightly lower than at the college-wide level.

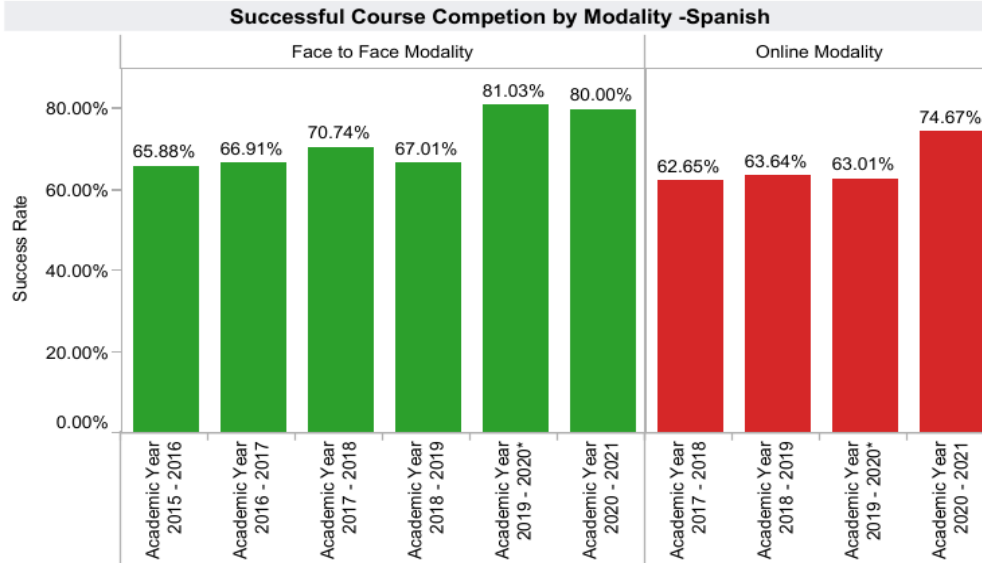[Student Success—Course Completion by Modality (Insert Data Chart)](#)

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Spanish

Course:
All

Legend:
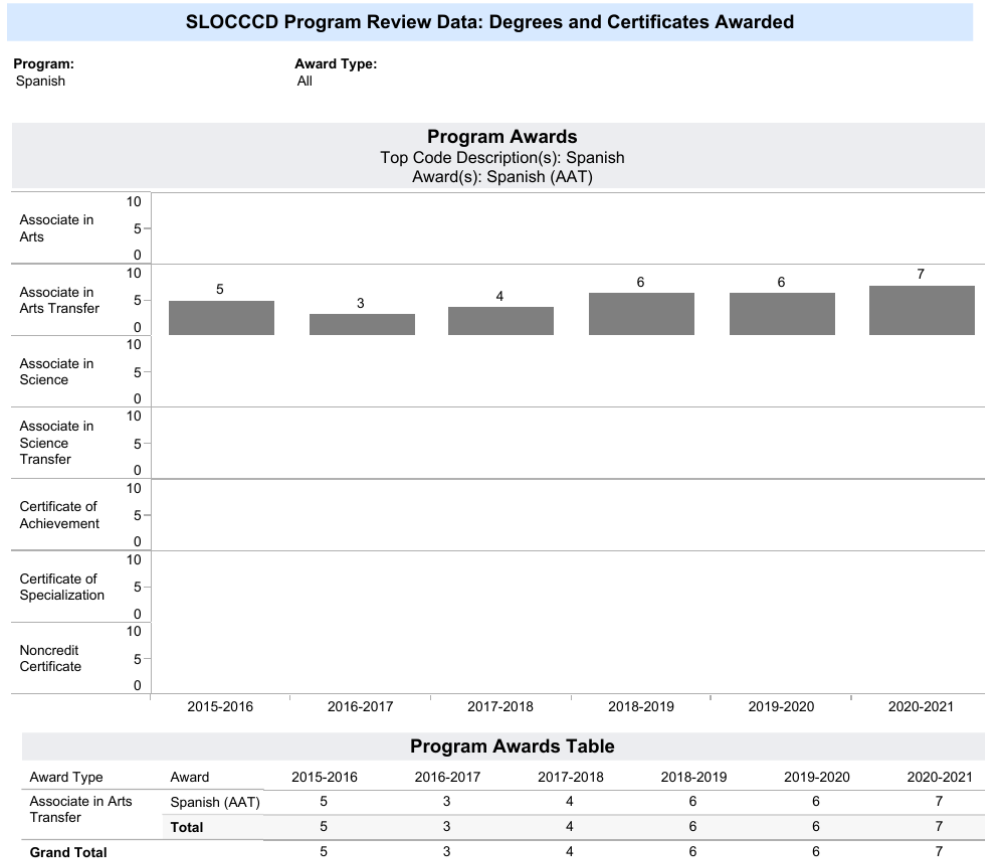🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Spanish

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	65.88%	66.91%	70.74%	67.01%	81.03%	80.00%
	Total Department Enrollm..	639.0	680.0	640.0	582.0	558.0	20.0
Online Modality	Department Success Rate			62.65%	63.64%	63.01%	74.67%
	Total Department Enrollm..			83.0	121.0	161.0	693.0

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 higher than online modality classes in Spanish, but slightly higher than the overall college rate. Part of this may be due to students who never complete any work but remain enrolled, as it is harder to verify student participation online.

6 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   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

[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: All

Program Awards
Top Code Description(s): Spanish
Award(s): Spanish (AAT)

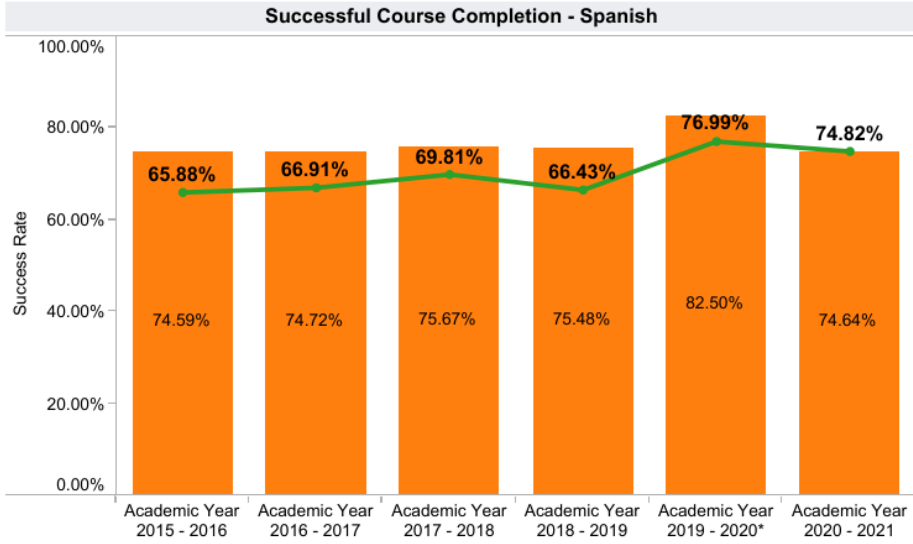| Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts Transfer	Spanish (AAT)	5	3	4	6	6	7
	Total	5	3	4	6	6	7
Grand Total		5	3	4	6	6	7

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

7 students completed the ADT in Spanish last year. This is an increase over the last two years and is partially due to adding more elective courses to the transfer degree.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Spanish

COURSE
All

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

Successful Course Completion - Spanish

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	65.88%	66.91%	69.81%	66.43%	76.99%	74.82%
Total Enrollments	639	680	723	703	719	713

Spanish Success Rate Table

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

The department rate of successful course completion is slightly higher, but similar to the college-wide rate.

8 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 A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

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.

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:
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.*

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. Spanish 203 and

204 will be offered fully online. 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. We are successfully offering dual enrollment Spanish 202 classes at Paso Robles High School. Additionally, Mission College Prep will be increasing slightly its dual enrollment program and Morro Bay High School will join the program, too.

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.

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
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

We have two full time professors (Brad Langer and Tony Rector-Cavagnaro) and one active adjunct instructor (Edith López). More instructors will be needed to continue all offerings and there some instructors in our pool. As a "safety net" a Spanish pool is opened at least once a year.

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.