

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025

PROGRAM(S): SPANISH

CLUSTER: 2

AREA OF STUDY: *Creative Arts, Humanities & Communication*

LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2028

CURRENT DATE: 2/24/2025

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):

**SPANISH-AAT**

### 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.

We have 1 tenured faculty and 1 tenure-track faculty, along with 2 part-time instructors. We are continuing to develop a heritage learner class to better address the needs of Spanish-speaking students. Our online enrollment continues to be strong and our hybrid offerings with a face-to-face component are improving.

### 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.

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<sup>1</sup> San Luis Obispo County Community College District  
Instructional Annual Program Planning Worksheet

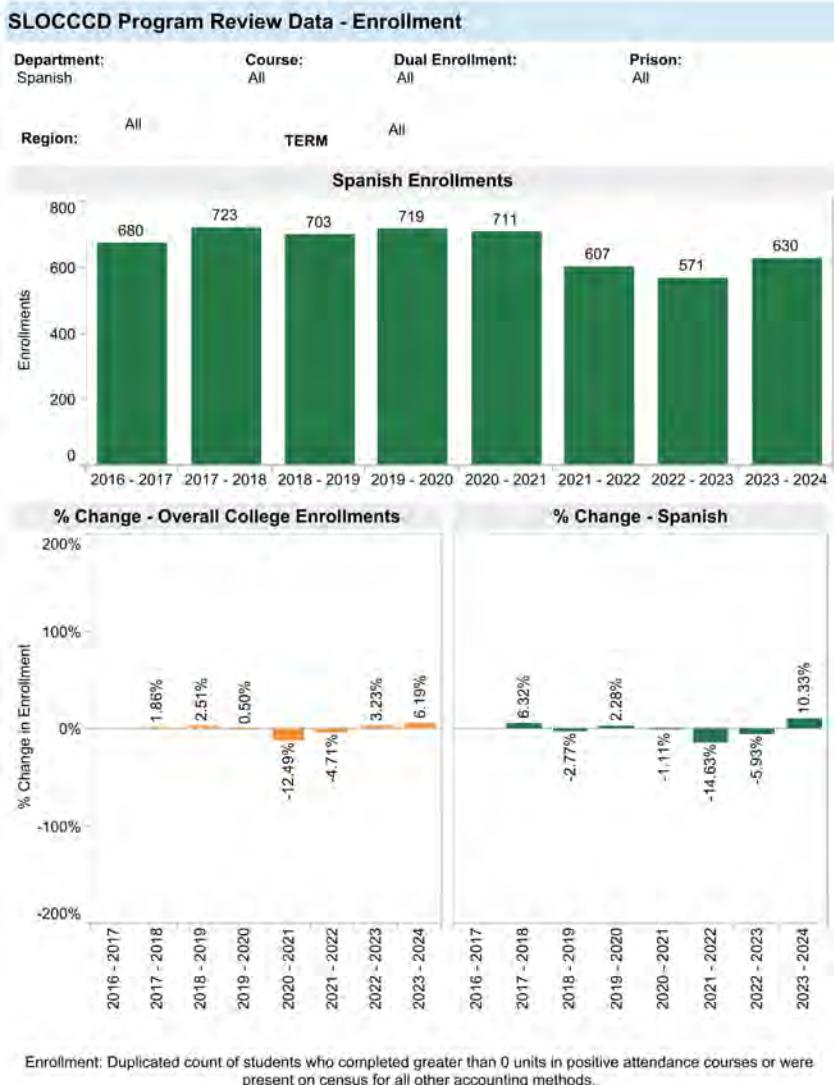
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

## 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)

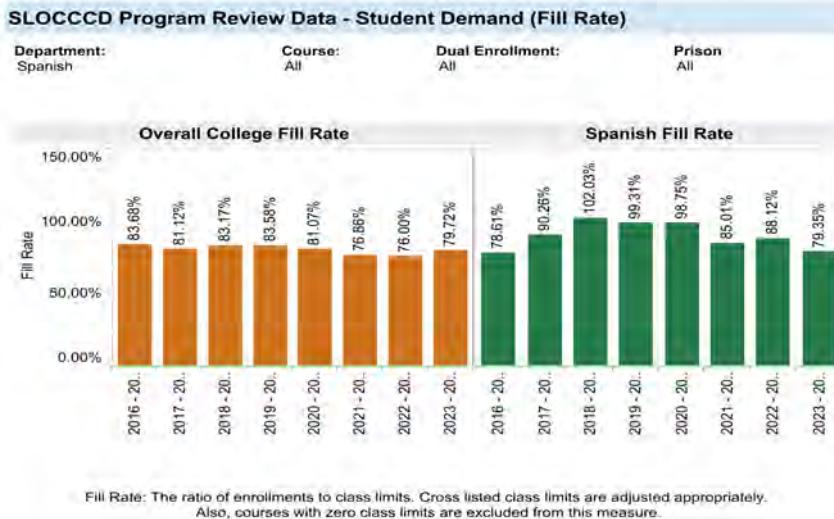
Insert the data chart and explain observed differences between the program and the college.



Spanish enrollment has increased since last year, most likely due to the hiring of our tenure-track faculty.

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

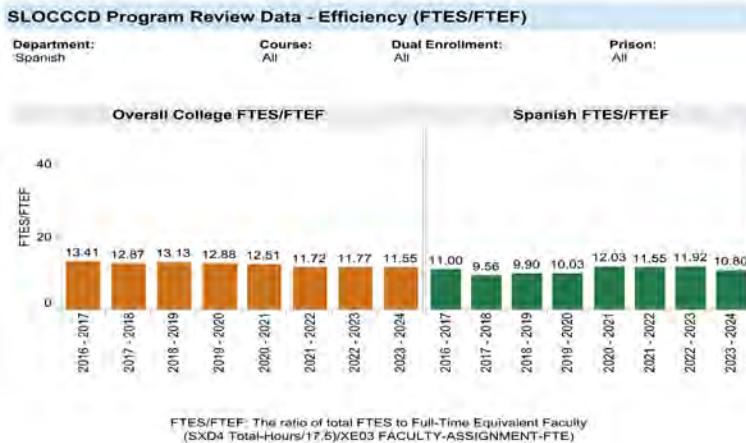
Insert the data chart and explain observed differences between the program and the college.



Spanish fill rates were down from the previous year but remain close to the college level. We began offering more classes with an in-person component which likely affected the fill rate.

**C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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



FTES dropped about 1 point to a bit below the college level. This is also likely due to an increase in face-to-face offerings.

**D. Student Success—Course Completion by Modality (Insert Data Chart)**

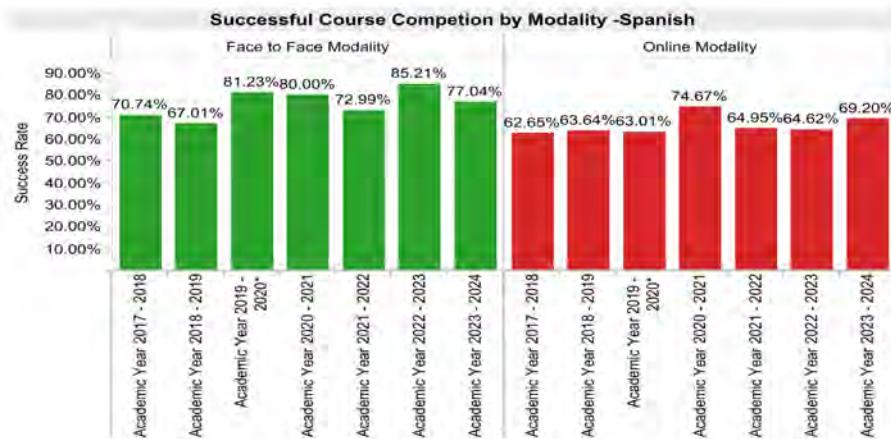
Insert the data chart and explain observed differences between the program and the college.

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Spanish

Course:  
All

Legend:  
Face to Face Modality  
Online Modality



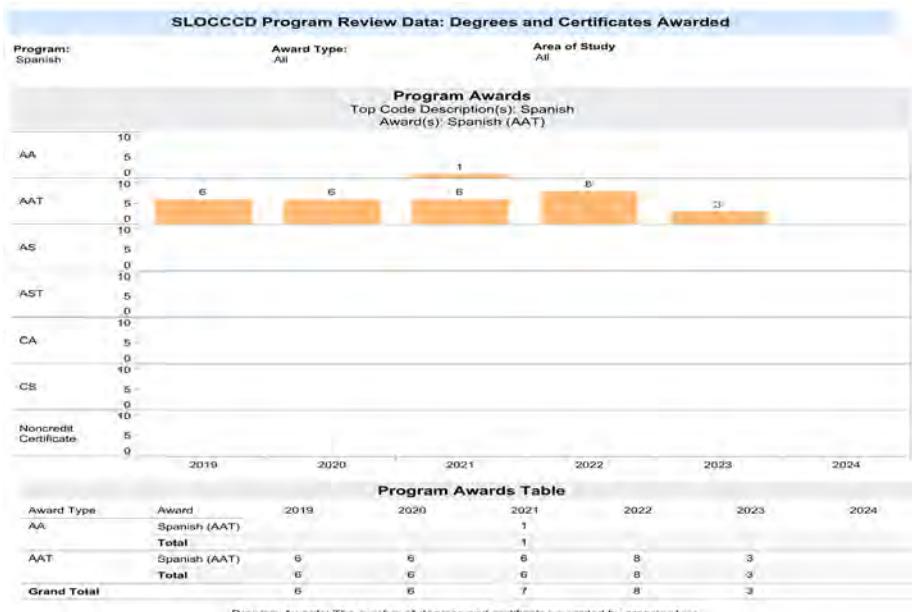
### Successful Course Completion by Modality Table - Spanish

		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...	70.74%	67.01%	81.23%	80.00%	72.99%	85.21%	77.04%
	Total Depart...	640.0	582.0	558.0	20.0	176.0	142.0	197.0
Online Modality	Department S...	62.65%	63.64%	63.01%	74.67%	64.95%	64.62%	69.20%
	Total Depart...	83.0	121.0	161.0	693.0	431.0	429.0	436.0

Students had a higher course completion percentage in the face-to-face modality compared to online. However, the online completion percentage increased from the previous year, probably because we consistently dropped students for non-participation.

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

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



No degrees were awarded in 2024 for Spanish. Many students that transfer that want to continue studying Spanish add it as a second major or a minor once they transfer, so the need to complete the transfer degree at Cuesta isn't usually necessary from their perspective.

#### F. General Student Success – Course Completion (Insert Aggregated 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

TERM  
All

Measure Names  
Department Success Rate  
Overall College Success Rate

COURSE  
All



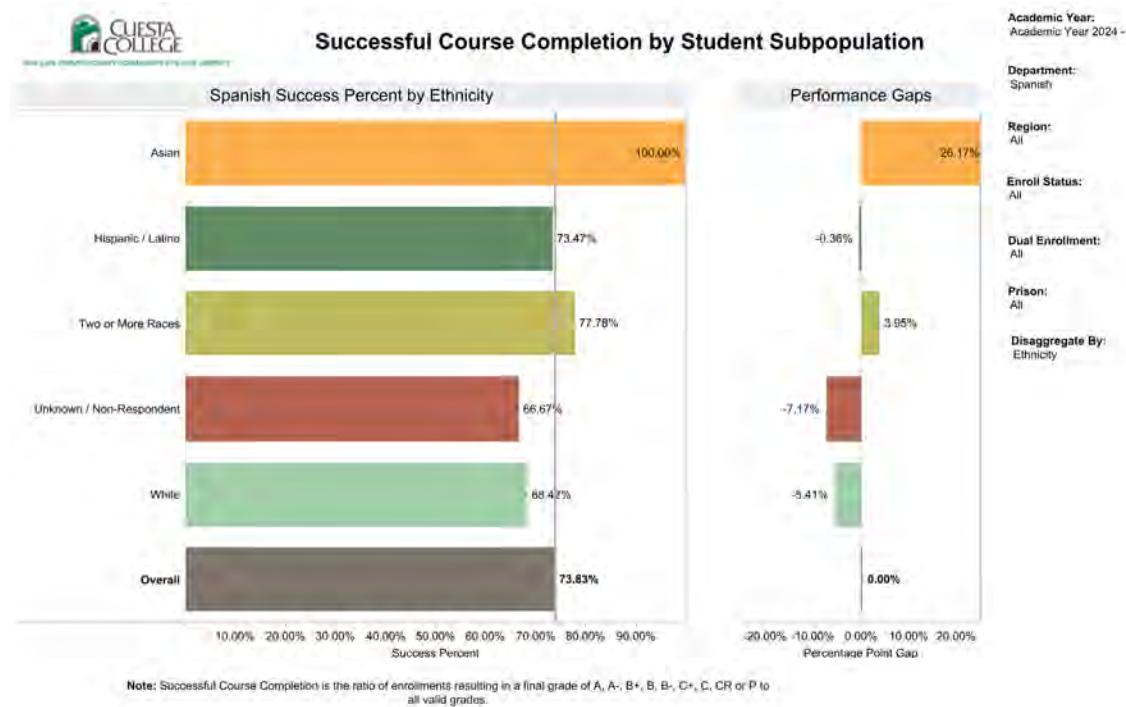
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Our success rates are slightly below the college level. This may be due to students receiving failing grades after stopping their participation instead of being dropped.

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?



Similar to last year, our Latin@ students perform better than the overall college, and white students have a bigger gap in our classes. This isn't surprising for Spanish classes since it is a second language. Our Black students have a larger gap though, although the numbers are low. Interestingly, our local high school students do better than the college level. Looking at age groups, students under 20 and in their 30s perform better than the other age groups. We have a lot of high school students so this matches what we see in class. We plan to offer heritage learner classes for Spanish-speakers.

## 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.

SPAN 202– Updated SLOS to match Cal-GETC transfer requirements.

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 <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

3. 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)
N/A			

## 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.

1. 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)

N/A			
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2. 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)
N/A			

### 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

- We are developing heritage learner classes to address the needs of our Spanish-speaking students.

B. Anticipated changes in curriculum, scheduling or delivery modality

- We plan on offering more hybrid classes and offering more varied times for in-person components, such as night classes.
- We are developing heritage learner classes to address the needs of our Spanish-speaking students.

C. Levels, delivery or types of services

D. Facilities changes

- COLLAB will transform our current language lab (Room 6105) into a dynamic, interactive space designed to support students studying Spanish and other world languages, as well as communication students. This dedicated area will provide Spanish students with opportunities to engage in collaborative language practice, work together on group projects, and strengthen their conversational skills in a supportive environment. Unlike journalism, which has a designated lab space, language students will benefit from a flexible, multifunctional area tailored specifically to language acquisition and cultural exploration. The COLLAB space will feature computers for individual and group work, along with a recording corner where Spanish students can practice and record dialogues, presentations, and creative projects in Spanish. This environment will encourage peer-to-peer interaction as well as independent skill development, both of which are crucial for building confidence in listening, speaking, and writing in the target language. By fostering spontaneous conversations, collaborative writing sessions, and group brainstorming activities, COLLAB directly supports key student learning outcomes for Spanish courses, particularly in the areas of: Oral proficiency — through informal conversation practice, structured speaking activities, and peer feedback. Written communication — by providing a comfortable space where students can draft, revise, and refine their written work together, building confidence in their ability to communicate ideas in Spanish.

E. Staffing projections

F. Other

We plan on offering more hybrid classes and offering more varied times for in-person components, such as night classes. Also, we are developing heritage learner classes to address the needs of our Spanish-speaking students.

### 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.**