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
- American Sign Language courses (no degree)
- French courses (no degree)
- German courses (no degree)

**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.

General Enrollment (Insert Aggregated Data Chart)

Please note that all four languages were aggregated in the graph above. It seems to be a system’s idiosyncrasy to only list the first three languages by name in alphabetical order. The annotation “and 1 more” refers to Spanish.
The Modern Languages’ enrollment continues its downward trend. In 2015/16 enrollment declined by 123 students from the previous year, a 9.425 decrease. No projections had been made in the previous year. Current projections are to increase FTES by 1% as stipulated by the district.

The fact that German is no longer offered at any of the local high schools is a contributing factor to the downward trend in German. Students exposed to the study of German often enrolled in German at Cuesta College to review and continue to improve their skills.

French offerings at local high schools have also declined. French is no longer offered at SLO H.S. Atascadero is in its last year of offering French. Cambria has 3 French classes happening at the same time. Morro Bay High School offers one French 1 class and also has a combined French 2, 3, 4-AP class.

The Spanish discipline in 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, which is intended to reach the recommended 1% increase in efficiency.

Strategies to meet current year’s projection include redesigned schedules, which meet student needs in terms of frequency, times of day, and location. Modern Languages faculty continue to represent Modern Languages and International Studies at Cuesta sponsored events such as “Cuesta College Promise Day,” “Student Success Festival – Cougar Day,” and “Connect @ Cuesta” to promote language learning.

Names and contact information are obtained from students who are interested in taking one of the four languages offered by Cuesta. Faculty follows up with these students and shepherd them into one or more of the language courses.

French and German faculty continue to contact local high school counselors (incl. home school programs) to promote French and German courses. French faculty also publicizes courses at community businesses. French instructor Marshall Johnson designs mini flyers for each new semester. These flyers are distributed to local high schools, cafes, gyms, libraries, tourist offices, senior centers, and French businesses.

Another strategy to increase enrollment is to vigorously promote enrollment in level 2 courses in all four languages and additionally in level 3 and 4 Spanish courses.

In the French Discipline, it has been determined that the most successful student recruitment is with those students who have already contacted Cuesta. Students who have dropped the course early are contacted, as well as students who inquired in a previous recent semester or who attended an outreach event. When students begin signing up for classes before the semester begins, a lot of adding and dropping, especially on the 201 level, has been noticed, so the students are contacted right away and information about the class is continued to be sent out to them in order to engage them. This has appeared to increase enrollment.

To add an outside perspective:

San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet
Approved Document to be Used for Submission Spring 2017, October 6, 2016
Quotes from the Educational Master Plan draft which compares FTES for Fall 2012 and Fall 2014:

### ASL
FTES earned in ASL courses increased between 2012 and 2014, due to an increase in FTES at the North County Campus.

### French
FTES earned in French courses is lower in 2014 compared to 2012 at both the North County and SLO Campuses.

### German
FTES earned in German courses decreased slightly between 2012 and 2014. German courses are taught at the SLO Campus.

### Spanish
FTES earned in Spanish courses decreased slightly between 2012 and 2014 at both North County and South County Campuses, while FTES increased at the SLO Campus.

**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?

In analyzing the disaggregated enrollment data, four data sets were selected:
- Gender
- Ethnicity
- Age
- Academic Standing

The following trends were discovered:

**Gender**
Females continue to consistently represent a majority of students enrolled in ML courses. In the fall semesters the percentage of female students ranged from a high of 63.93% to 57.93% In the spring semesters the percentage of female students ranged from 62.98% to 57.07%.
Ethnicity
The percentage of Hispanic students has increased during the last five years.
In the fall semesters the percentage climbed from 19.20% to 29.71%
In the spring semesters the percentage increased from 21.54% to 31.56%.

Age
The percentage of students under 19 as increased over the last five years while the percentage of 20-24 olds has decreased.
In the fall semesters the under 19 group increased from 41.63% to 47.32% (2014) and dipped slightly to 45.90% (2015).
In the spring semesters the under 19 group increased from 37.21% to 43.38% and dipped to 38.02% (2016).
In the fall semesters the 20-24 cohort decreased from 37.72% to 32.00% over the five-year period.
In the spring semesters the 20-24 group decreased from 39.29% to 36.31% during the last five years.

The increase in the percentage of students under 19 may be a result of the Promise program.

Academic Standing
The percentage of students in good academic standing has declined over the last five years.
In the fall semesters the percentage of students in good standing dropped from 68.08% to 62.29%.
In the spring semesters the percentage of students in good standing declined from 73.27% to 68.01% in 2015, but increased to and all time high of 77.38% in 2016. Judging from this data it appears students in the spring semester are more successful in avoiding the three types of sanctions:

- Progress Probation (withdrawals/incomplete)
- Academic Probation (low GPA)
- Academic Dismissal / Disqualification
General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

NOTE: All four languages were aggregated in the graph above. It seems to be a system’s idiosyncrasy to only list the first three languages by name in alphabetical order. The annotation “and 1 more” refers to Spanish.
In two out of the last five years the Modern Languages fill rates were higher than the overall college, although both were on a downward trend. In 2014/15 and 2015/16 however, the Modern Languages’ fill rates dipped below the overall college’s. The gap was 8.63% and 10.76% percentage points respectively.

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?

In analyzing the disaggregated enrollment data, two data sets were selected:
- Location
- Day vs. Evening

Location
The fill-rate for the San Luis Obispo Campus dropped from 85.18% to 67.15% over the five-year period. The fill-rate for the North County Campus decreased from 91.16% to 60.89% while the fill-rate percentage for the South County location declined from 86.00% to 67.92% in 2014/15 but increased slightly to 69.81% in 2015/16.

Contributing to the declining fill rate was low overall enrollment in French and German and a recent trend towards low enrollment at the North County campus for French and Spanish and at the South County location for Spanish.

American Sign Language shows consistently high fill rates at the SLO campus and also at the North and South county locations.

Day vs. Evening
Analyzing fill-rates by times classes are offered does not show any marked difference. Both decreases mirror the general decline:
The fill-rate for day classes decreased from 85.66% to 65.85% during the last five years.
The fill-rate for evening classes dropped from 86.09% to 64.53% during the same period.

To add an outside perspective:
Quotes from the Educational Master Plan draft, which compares fill rates for Fall 2012 and Fall 2014:
**ASL**

*Demand: Strong*

Student demand for ASL courses remained consistently high at all three sites, exceeding the SLOCCCD fill rates in both 2012 and 2014.

**French**

*Demand: Needs attention*

Although student demand for French courses were comparable to the SLOCCCD fill rates for 2012, the fill rates decreased noticeably between 2012 and 2014.

**German**

*Demand: Needs attention*

Although student demand for German courses were comparable to the SLOCCCD fill rates for 2012, the fill rates decreased noticeably between 2012 and 2014.

**Spanish**

*Demand: Needs attention*

Although student demand for Spanish courses exceeded the SLOCCCD fill rates at all three sites in 2012, the fill rates decreased in 2014 at all three sites, most noticeably at the South County Center and SLO Campus. Through a leaner and more balanced schedule we expect to see a gain above the recommended 1% per year.

**General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Please note that all four languages were aggregated in the graph above. It seems to be a system’s idiosyncrasy to only list the first three languages by name in alphabetical order. The annotation “and 1 more” refers to Spanish.

No projections had been made in the previous year. Current projections are to increase FTES/FTEF by raising FTES by 1% as stipulated by the district without adding additional faculty load.

Although mirroring the downward trend of the overall college over the last five years, the efficiency for Modern Languages has consistently been trailing the overall college. Over the last five years the gap has been between 3 to 4 percentage points.
Compared to the previous year, the Modern Languages efficiency dropped by 0.94 percentage points in 2015/16, whereas the overall college only lost 0.42 percentage points.

Factors contributing to the downward trend include shrinking enrollment and, more importantly, declining fill rates. However, given the current maximum enrollment, due to classroom size, Modern Language courses do not have the potential to reach the efficiency target of 15.

Since efficiency is a function of enrollment, the strategies to increase FTES/FTEF are the same as those for increasing FTES:
- redesigned schedules, which meet student needs in terms of frequency, times of day, and location.
- persistent promotion of all four languages at Cuesta sponsored events such as “Cuesta College Promise Day,” “Student Success Festival – Cougar Day,” and “Connect @ Cuesta.”
- vigorous promotion of level 2 courses in all four languages and level 3 and 4 courses in Spanish.
- active promotion at local high schools and community businesses.

Reducing the number of sections offered or cancelling low enrolled sections would also contribute to improving efficiency.

**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?

In analyzing the disaggregated efficiency data, two data sets were selected:
- Location
- Day vs. Evening

**Location**
The FTES/FTEF score for the San Luis Obispo Campus dropped from 10.96 to 8.99% over the five-year period. The efficiency for the North County Campus decreased from 12.34 to 8.37 while the efficiency score for the South County location declined from 11.97 to 9.36 in 2014/15 but increased slightly to 9.62 in 2015/16.

Contributing to the declining efficiency was low overall enrollment in French and German and a recent trend towards low enrollment at the North County campus for French and Spanish and at the South County location for Spanish.

American Sign language shows consistently high efficiency scores due to high fill rates at the SLO campus and also at the North and South county locations.
Day vs. Evening
Analyzing FTES/FTEF by times classes are offered does not show any marked difference. Both decreases mirror the general decline:
The efficiency score for day classes decreased from 11.08 to 8.81 during the last five years.
The efficiency for evening classes dropped from 11.61 to 8.95 during the same period.

To add an outside perspective:
Quotes from the Educational Master Plan draft which compares efficiency for Fall 2012 and Fall 2014:

<table>
<thead>
<tr>
<th><strong>ASL</strong></th>
<th>Efficiency: Needs attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL courses have an enrollment cap of 25 students per section. Understandably, the efficiency rates of ASL courses were below the District-wide target, with the exception of the efficiency rate for ASL courses at the South County Campus in fall 2012.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>French</strong></th>
<th>Efficiency: Needs attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>French courses have an enrollment cap of 28 students per section. Understandably, the efficiency rates of French courses are below the District-wide target in both 2012 and 2014. However, the efficiency rates for this discipline decreased noticeably between 2012 and 2014 indicating that student enrollment was below the per-section enrollment cap.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>German</strong></th>
<th>Efficiency: Needs attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>German courses have an enrollment cap of 28 students per section. Understandably, the efficiency rates of German courses were below the District-wide target in both 2012 and 2014. However, the efficiency rates for this discipline decreased noticeably between 2012 and 2014 indicating that student enrollment was below the per-section enrollment limit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spanish</strong></th>
<th>Efficiency: Needs attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish courses have an enrollment cap of 28 students per section. Understandably, the efficiency rates of Spanish courses were below the District-wide target in both 2012 and 2014. The efficiency rates for this discipline increased at the North County Campus, but decreased at the South County and SLO Campuses between 2012 and 2014. However, the low levels of efficiency rates for this discipline indicate that student enrollment has been below the per-section enrollment cap.</td>
<td></td>
</tr>
</tbody>
</table>
General Student Success – Course Completion (Insert Aggregated Data Chart)

**SLOCCCD Program Review Data: Successful Course Completion**

<table>
<thead>
<tr>
<th>Select Department:</th>
<th>Multiple values</th>
<th>COURSE</th>
<th>All</th>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Successful Course Completion - American Sign Language, French, German and 1 more**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate</td>
<td>69.52%</td>
<td>74.48%</td>
<td>69.75%</td>
<td>73.39%</td>
<td>71.26%</td>
</tr>
<tr>
<td></td>
<td>72.26%</td>
<td>73.92%</td>
<td>74.96%</td>
<td>74.70%</td>
<td>76.09%</td>
</tr>
</tbody>
</table>

**American Sign Language, French, German and 1 more Success Rate Table**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Department Success</th>
<th>Total Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>69.52%</td>
<td>1,762</td>
</tr>
<tr>
<td>2012-2013</td>
<td>74.48%</td>
<td>1,536</td>
</tr>
<tr>
<td>2013-2014</td>
<td>69.75%</td>
<td>1,472</td>
</tr>
<tr>
<td>2014-2015</td>
<td>73.39%</td>
<td>1,308</td>
</tr>
<tr>
<td>2015-2016</td>
<td>71.26%</td>
<td>1,183</td>
</tr>
</tbody>
</table>

Success: The Percentage of student enrollments resulting in a final grade of “C” or better
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?

In analyzing the disaggregated Success and Completion data, four data sets were selected:

- Gender
- Ethnicity
- Age
- Promise Student Status
Gender
Female students succeeded at the rate of 75.60% while male students’ success rate 10 percentage points lower, at 65.56%.

Age Group
The youngest students (under 19) exceeded the overall success rate for Modern Languages by 2.60 percentage points, while the success rate of all other age groups was under the overall rate, with as little as 1.27 percentage points for the 20 – 24 year olds and as much as 5.05 percentage points for the 30 – 34 age group.
Ethnicity
Asian students exceeded the overall success rate for Modern Languages by 7.70 percentage points, while the success rate of Hispanic/Latino students and those of two races or more were a mere fraction of 1% better that the overall rate. Black/African American students posted a success rate of minus 11.17 percentage points and students who did not identify themselves by ethnicity had a success rate of minus 10.41 percentage points.
Promise Student Status

The “Promise” students were just as successful in the Modern Language Program as students not enrolled as “Promise” students. The difference was a mere 0.36% percentage point less that the overall success rate.

General Considerations

Successful course completion, as reflected in all institutional data above, is different from student performance success, measured by the assessment of course and program learning outcomes (see CPAS). The institutional student success / completion data includes the failure to retain students until the end of the semester. The totality of non-success data reflected above includes Ws and Fs due to non-participation along with Ds and Fs due to substandard performance.

Four years out of the five year the Modern Language Program’s institutional success rate was below the college. Only in 2013/14 it exceeded the college rate by 0.52%.

No particular new strategies were used in the last year to increase institutional student success data, which includes retention data. Instructors typically followed up with students if they were absent without explanation and counseled them to keep them from dropping the class. Instructors also conferenced with students regarding their performance and referred them to tutoring when performance was weak. More strategies should be discussed and implemented in order to reduce the number of students who drop after census day or who quit participating, but fail to officially withdraw.
In order to effectively address issues of retention and success, faculty need data, such as course-specific student withdrawal surveys. Meanwhile instructors must rely on anecdotal evidence, which often reveals that students, who end up dropping the course, have time management issues and school-work-life conflicts.

The Student Withdrawal Surveys, conducted in 2000 and 2007, corroborate the notion that students' life circumstances hold a stronger claim on them than academics. In 2000 60% of the respondents stated that there was "nothing that Cuesta could have done to help them remain in the courses." In 2007 only 31% cited academic reasons for withdrawing.

According to a communication from Teri Sherman, Cuesta counselor specializing in advising at-risk students, the top five self-reported problem areas remain those that are behavior-based. She stated that “we as a campus do not have control over whether a student procrastinates, studies, meets with counselors and instructors, has personal problems or works too much. The only thing that we as a campus can do is continue to share with our students what are typical barriers to success as reported by their peers.”

To add an outside perspective:
Quotes from the Educational Master Plan draft which compares efficiency for Fall 2012 and Fall 2014:

<table>
<thead>
<tr>
<th>Language</th>
<th>Student Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL</td>
<td>Strong</td>
<td>The successful course completion rates for ASL courses were higher than the statewide rates for this discipline with the exception of the successful student completion rate for ASL courses at the South County Campus in fall 2012.</td>
</tr>
<tr>
<td>French</td>
<td>Strong</td>
<td>The successful course completion rates for French courses were lower than the statewide rates for this discipline in 2012, but improved significantly in fall 2014, exceeding the statewide successful student completion rates in that semester.</td>
</tr>
<tr>
<td>German</td>
<td>Needs attention</td>
<td>The successful course completion rates for German courses were lower than the statewide rates for this discipline in both 2012 and 2014.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Needs attention</td>
<td>The successful course completion rates for Spanish courses overall were higher than the statewide rates in 2012, but decreased in fall 2014. The successful course completion rates for Spanish courses was lower than the statewide rate for this discipline in 2014 at the South</td>
</tr>
</tbody>
</table>
County Center and SLO Campus, while the successful course completion rate for the North County Campus was slightly higher than the statewide rate for this discipline.

Student Success—Course Modality (Insert Data Chart)
SPAN 203 and SPAN 204 have been offered in the hybrid (now called “blended”) mode of Distance Education modality in fall 2015 and spring 2016. Since these blended sections must be coded to the location where their face-to-face meetings occur, tableau data does not show any entries for “Distance Education” for Spanish.

However, success data was obtained for SPAN 203 and SPAN 204, both separately (#1 & #2) and combined (#3), and it was compared to the composite data of SPAN 201 and SPAN 202 (#4), which are taught exclusively face-to-face. Please see all four sets of data below, followed by the analysis.

1. SPAN 203: “Blended” mode: A combination of face-to-face and distance education with less than 51% of the hours of instruction provided through distance education.
2. SPAN 204: “Blended” mode: A combination of face-to-face and distance education with less than 51% of the hours of instruction provided through distance education.
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Spanish

COURSE
SPAN204

Legend:
Department Success Rate
Overall College Success Rate

Successful Course Completion - Spanish

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 - 2012</td>
<td>83.33%</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>75.00%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>57.69%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Department Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 - 2012</td>
<td>83.33%</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>75.00%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>57.69%</td>
</tr>
</tbody>
</table>

| Total Enrollments   | 12 | 16 | 26 |

Success: The Percentage of student enrollments resulting in a final grade of "C" or better
3. COMPOSITE: SPAN 203 & SPAN 204: “Blended” mode: A combination of face-to-face and distance education with less than 51% of the hours of instruction provided through distance education.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Spanish

COURSE Multiple values

Legend:
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Spanish

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>68.52%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>64.86%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>73.33%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>84.78%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>67.65%</td>
</tr>
</tbody>
</table>

Spanish Success Rate Table

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Department Success</th>
<th>Total Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>68.52%</td>
<td>54</td>
</tr>
<tr>
<td>2012-2013</td>
<td>64.86%</td>
<td>37</td>
</tr>
<tr>
<td>2013-2014</td>
<td>73.33%</td>
<td>45</td>
</tr>
<tr>
<td>2014-2015</td>
<td>84.78%</td>
<td>46</td>
</tr>
<tr>
<td>2015-2016</td>
<td>67.65%</td>
<td>68</td>
</tr>
</tbody>
</table>

Success: The Percentage of student enrollments resulting in a final grade of “C” or better
4. COMPOSITE: SPAN 201 & SPAN 202 (FACE-TO-FACE)

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Spanish
COURSE: Multiple values
Legend:
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Spanish

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate</td>
<td>66.98%</td>
<td>71.47%</td>
<td>63.23%</td>
<td>67.87%</td>
<td>65.50%</td>
</tr>
</tbody>
</table>

Spanish Success Rate Table

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Department Success</th>
<th>Total Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>66.98%</td>
<td>751</td>
</tr>
<tr>
<td>2012-2013</td>
<td>71.47%</td>
<td>631</td>
</tr>
<tr>
<td>2013-2014</td>
<td>63.23%</td>
<td>718</td>
</tr>
<tr>
<td>2014-2015</td>
<td>67.87%</td>
<td>610</td>
</tr>
<tr>
<td>2015-2016</td>
<td>65.50%</td>
<td>571</td>
</tr>
</tbody>
</table>

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

- 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?

It appears that the “blended” modality for SPAN 203 and SPAN 204 was particularly successful in 2014/15 due to the great success in SPAN 203 in that year (90%). In 2015/16 the success rate for SPAN 204 dipped to 57.69%, taking down the aggregated percentage from 84.78% to 67.65%. and
into the range of the composite percentage of the face-to-face modality. However, SPAN 203 remained high at 73.81% for 2015/16.

Further comments on success of the blended vs. face-to-face because are difficult because we have such little data, and there is no way to tell if student success is connected to the modality. The blended format for 203 and 204 has helped increase enrollment from 2014-15 to 2015-16, but that is only one year and brought it back up to rates of earlier years.

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?

In April 2014 a CSU transfer degree in Spanish was approved by the Chancellor’s Office. Five A.A. degrees were awarded in 2015/16. Spanish faculty continues promoting the AA and ADT. We advertise it in our classes, and we attend the informational events on campus for prospective students such as Promise Day. Also, regularly offering SPAN 203 and 204 helps encourage students meet the requirements for the AA and ADT.

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.

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: Fall 2016
☒ All courses scheduled for assessment have been assessed in eLumen
☒ Dates of last completed course assessments in eLumen : 12/21/2016
☐ 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.

No substantive program changes have been made. However, faculty held monthly meetings and discussed the pros and cons of various assessment methodologies, such as
• types of class activities and assignments to strengthen particular skills, such as interpretive reading and listening/viewing.
• types of checks to assess comprehension
• uniform assessment activity in all sections at the same level
• uniform scoring rubric
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 significant modifications or innovations are planned. By tracking assessment results, so far for three out of the five program learning outcomes, the Modern Languages Program is developing a “culture of evidence.”

The summative assessments of PLO #1, PLO #2, and PLO #3, each in two successive semesters resulted in
- documentation of an existing high student success rate
- uniform assessment tools in all sections at the same level of the same language
- discussion and expansion of assessment tools
- establishment of program-wide assessment rubric

It seems that current student performance is sufficiently high to assume that further improvement may not be possible. Looking beyond the scores faculty discussions revolved around various assessment (and teaching) methodologies to improve student learning. Regularly collecting data and discussing process and results on an interdisciplinary level not only enhances inter-collegial communication, but is in full compliance with accreditation standards.

B. Anticipated changes in curriculum, scheduling or delivery modality

AMERICAN SIGN LANGUAGE

Adequate ASL staffing to cover scheduled classes continues to be the primary challenge for the ASL Department. Routinely, one course section has been cancelled each semester for the past several years. Not surprisingly, when the cancelation of a 201 section occurs one semester, enrollment in the 202 classes the following semester are affected, and has and been the cause of a canceled 202 section. Additionally, ASL sections placed in the Class Finder Online schedule with an un-named instructor (staff) have caused slow/low enrollment and raised the risk of canceled classes.

ASL classes at NCC are offered in only the late afternoon and evening due to instructor availability. Likewise, until Fall 2015, ASL 202 sections located on the main campus were only offered in the afternoon for this same reason. Hopefully, with the addition of a full-time temporary ASL instructor in Fall 2017, ASL schedules in all locations can be tailored to accommodate student interest and enrollment rather than instructor availability.

The 2014 edition of Signing Naturally Units 7 – 12 curriculum was release in December 2014 and provides instructors with a strong foundation of clearly defined lesson plans, activities and
vocabulary/grammar development. Three of the current four ASL instructors have attended 3-day trainings offered by the curriculum authors.

Additionally, one ASL instructor has completed coursework and received a Master’s Degree in Teaching American Sign Language. The addition of this instructor’s completed coursework and research projects will benefit the ASL Department and Cuesta College in the way of recruitment of qualified instructors through networking with other ASL programs, additional resources for curriculum development, teaching modality amongst instructors and proven methods of instruction for highest student success.

In the Fall of 2016 and Spring of 2017, an embedded tutor was offered to the ASL program. Due to scheduling conflicts, the embedded tutor was only available for ASL 202 courses. The benefits of having the embedded tutor in the classroom for students retention numbers to remain high. Students have commented that having the embedded tutor allowed them to feel more comfortable asking questions and getting help, either in class or outside of class in the Student Success Center.

**FRENCH**

In Fall 2015, Student Success hired French tutor Brandan McCowan, B.A. French. We had the entire Tues Thurs class, minus 2 students, continue on to French 202 and 2 students from the Mon Wed FR 201 class continue on. Brandon is now an embedded tutor in both FR 201 and FR 202 day classes. French 202/120 is now only offered in the Spring. This Spring we have 19 students enrolled, a huge improvement over Fall of 2015 (12 students). We have successfully offered a new evening French 201 class this semester. We are no longer offering French in N. County due to low enrolment.

In Fall of 2016, Student Success hired imbedded tutor, Laetitia Wallimann, a native speaker from Switzerland. Laetitia works with students in the class and at the tutorial center. Although her hours have been cut from 20 in the Fall of 2016 to 12 in the Spring of 2017, she continues being effective in retaining students and in student success. She works mainly with those struggling but also has conversation groups with accelerated students, thus helping meet the needs of a variety of levels. As offerings at local High Schools have diminished considerably, students are coming into class with far less contact with the French language. Our embedded tutor helps students stay up to par and succeed in French 201 and 202. For the second year, we offered an evening French 201/110 with Marshall Johnson. We also offered only one 201/10 daytime class. The average of the classes remained at the same level both years.

83% of students enrolled in Spring of 2017 came from our previous French 201/110 classes, with the great majority from Fall of 2016. This Spring of 2017, we have 23 students enrolled, another several students’ improvement over Spring of 2016 (19 students) and double the number of students from Fall of 2015 (12 students). Thus, offering French 202 only once a year in the Spring has been a wise move. We have noticed an increase in N. County students attending our SLO French classes, thus reconfirming the cancelation of French in N. County was also beneficial for SLO class growth.
### GERMAN

All GER 201 and 202 classes will continue to be face-to-face, with one GER 201 class in the day time and one in the early evening. GER 202 will only be offered in the spring semester in the early evening.

### SPANISH

The Spanish courses all now meet 2 days per week (201 and 202) or once per week (203, 204; blended courses), which is a shift from previous 3-day, 4-day and 5-day daytime scheduling. We will only be offering Spanish 202 at NCC once per year, while offering an evening section on the main (SLO) campus.

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

In academic year (AY) 2016-2017, we are offering four dual enrollment Spanish 202 classes at Paso Robles High School. We expect this program to be successful, and we will continue with and expand offerings in AY 2018-2019.

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

#### AMERICAN SIGN LANGUAGE

**SLO Campus:** ASL 201 is offered in the morning M/W and T/TH with early and late afternoon classes offered on either M/W or T/TH. Starting in Fall 2015, ASL 202 is offered in the early and late afternoon twice a week.

**NCC Campus:** Two ASL 201 classes are offered in late afternoon and early evening twice a week; ASL 202 is offered in the late afternoon twice a week.

**AGHS:** ASL 201 is offered in the late afternoon every Fall; ASL 202 is offered every Spring.

**Atascadero High School:** Lucia Mar School District decided to offer their own ASL courses at the high school with the hiring of a part-time instructor in the Fall of 2016. Their ASL program is expected to grow as the levels increase. The impact of this decision by Lucia Mar on Cuesta College’s ASL enrollment numbers at both South Campus and Main Campus are not yet known. However, San Luis Obispo High School has had an ASL program for many years in which students have continued study in ASL through enrollment at Cuesta College.
FRENCH

We had scheduled a day and an evening French 201/110 Spring of 2016 and a day class of French 202/120. We have a few students each semester who successfully challenge French 203. We offer French 202/120 only once a year. We are offering an evening class, French 201/110, this Spring. As it was successful, we offered it again in Spring of 2017. We no longer have classes scheduled in N. County.

Spring of 2017 French 101/110 had one less student at Census than the previous Spring.

Besides helping students in the classroom, our embedded tutor also sees students at the Student Success Center and is organizing study groups to prepare students for in-class tests. Students are very enthusiastic about the one-on-one and small group help provided by Brandon. Last semester, he worked with struggling students, who were able to successfully complete the course. Brandon helps with student retention and success.

Laetitia Wallimann is our Fall of 2016 hire for embedded tutor. She is a native speaker from Switzerland, very popular with the students. She has so enjoyed tutoring that she has organized her own fulltime class schedule around her tutor hours. She has been most beneficial in reaching at risk students to keep them in class and assuring student success with explanation of grammar, review of vocabulary and preparation for testing.

GERMAN

In Fall 2016 GER 201 had the service of an embedded tutor for the first time, which continues with GER 201 in Spring 2017, but does not include GER 202. It was a very good experience for the students.

SPANISH

All 201 and 202 classes will continue to be face-to-face and 203 and 204 classes will remain blended and meet only once per week. (All 3-day, 4-day and 5-day classes have been suspended temporarily.)

D. Facilities changes

AMERICAN SIGN LANGUAGE

ASL is a visual language strongly dependent upon line of sight for all students and instructor, as well as a wide range of visual media and technology. Classroom 6105 on the SLO Campus is an ideal setting, which can tightly squeeze in as many as 25 students into a semi-circle formation of desks that have a retractable tablets.

NCC classrooms routinely assigned to ASL sections do not accommodate the visual and technology needs of the students and instructor. Challenges are faced every semester. In general, instructors have learned to “make due” with the awkward desk arrangements and are generally successful achieving a semi-circular environment with some instructional time lost for desk movement before and after each class meeting.
Greater challenges are faced at the South County campus. Classroom desks are often unable to be placed in semicircular arrangements and technology is often unavailable, or available for only a portion of the class. Instructors are responsible to retrieve the necessary technology for every class meeting, set it up, take down, and return to storage. Available space on the classroom white boards fluctuates – with occasions when there is no clear space for the ASL instructor to use during class. These are some of the reasons why ASL instructors find the South County campus to be a particularly challenging environment for teaching ASL.

**FRENCH**

A long white board was added to classroom 6108A.

**GERMAN**

No change.

**SPANISH**

A long white board has been installed and a projector has replaced classroom 6104 (SLO Campus). All classrooms at the SLO and NCC locations are in optimal conditions, except for the 20-year old carpets in classrooms 6108A and 6104. They all have adequate computers, projectors, speakers, and document cameras. The Wi-Fi in all classrooms works well.

**E. Staffing projections**

**AMERICAN SIGN LANGUAGE**

Repeated opening of the ASL part time pool has failed to produce additional long-term adjunct instructors to the ASL Department. The tenured full-time instructor abruptly retired in May of 2016. Due to the tenured position posting having been pulled in the Spring of 2016, this position was not filled, instead, a full-time temporary position had been advertised in Spring 2017 with this position to begin in Fall 2017.

**FRENCH**

There will only be one French instructor for Fall of 2017.

**GERMAN**

The current tenured instructor (part-time) will be retiring at the end of the academic year 2016/17.

**SPANISH**

Per the VPAA’s directions, two class sections have been eliminated for each term in AY 2017-2018, and thus it has not been necessary to open a teaching pool in this discipline at this time. Another tenure-track full-time position will eventually be necessary, though it is not indispensable at this time.
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.

<table>
<thead>
<tr>
<th>Area of Decline or Challenge</th>
<th>Identified Objective (Paste from PSP)</th>
<th>Planning Steps (Check all that apply)</th>
<th>Has the Improvement Target Been Met?</th>
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<tr>
<td>Enrollment</td>
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<td>☐ Identified ☐ Resources Allocated ☐ Implemented</td>
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<tr>
<td>Student Demand (Fill Rate)</td>
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<tr>
<td>Student Success – Course Completion</td>
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<td>Student Success—Course Modality</td>
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<tr>
<td>Degrees and Certificates Awarded</td>
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<td>☐ Identified ☐ Resources Allocated ☐ Implemented</td>
<td>Select one</td>
</tr>
</tbody>
</table>

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.
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