

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** ARTS, HUMANITIES, SOCIAL SCIENCES  
**Current Academic Year:** 2017-2018

**Program:** SPANISH

**Last Academic Year CPPR Completed:** SPRING 2013

**Current Date:** MARCH 5, 2018

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

##### *A. Program mission (optional)*

The **Modern Languages Program** prepares transfer students for a major or minor in the target language or for continuing language study at four- year institutions by giving them functional communication skills and cultural knowledge, which can also be used in the workplace or when traveling, studying, working, or living in areas where the target language is used.

The general goal of the **Spanish Discipline** is three-fold:

- (1) To prepare students effectively in all stated student-learning outcomes (listening, speaking, reading, writing, culture)
- (2) To successfully prepare students wishing to transfer with a Spanish AAT to a CSU campus
- (3) To successfully prepare students wishing to transfer a CSU campus without an AAT (one semester) or to a UC campus (two semesters), or to a private college or university

Our academic discipline is an enthusiastic participant in the philosophy of serving traditional college students and offering classes to San Luis Obispo County's community at large. We offer outstanding instruction in basic and intermediate Spanish throughout the day, affording anyone interested in learning Spanish the opportunity to do so.

We provide a positive and comfortable classroom environment and excellent instruction to students who have ranged from ages 12 to 78 and have come from varied socio-economic and ethnic-cultural backgrounds. In addition to serving many lifelong learners in our county's communities, we have a high transfer rate of academically-inclined students to the CSU and UC systems. The majority of students enrolled in Spanish classes are transfer-oriented.

Our focus in teaching embraces striving for excellence in instruction, maintaining our outstanding reputation, respecting and honoring diversity, adapting to change, providing a

supportive classroom climate, and fomenting a permanent learning community. We respect our students and their goals, and as colleagues we wholeheartedly collaborate in all academic and administrative endeavors. Additionally, we have provided mentoring for new part-time hires almost every year.

Upon successful completion of one of courses, a typical student makes a smooth transition into the next level. Our students are well prepared when they transfer into Spanish classes at a four-year college or university. Their preparation includes the areas of listening comprehension, vocabulary-building, conceptual grammar, oral interaction, paragraph writing, and reading comprehension.

### *B. Brief history of the Spanish Discipline*

Currently, this discipline has two full-time instructors: Tony Rector-Cavagnaro, A.B.D. (tenured 1991) and Brad Langer, Ph.D. (tenured 2018). The discipline also has several adjunct instructors in its active teaching pool: Dawn Feuerberg, M.A.T.; Lisha Duarte, M.A.; Rebecca Morris, M.A.; Cecilia Boroumand, M.A., Claudia Plascencia, M.A.; and Alexander Flores, M.A.

Spanish language instruction has taken place at Cuesta College since 1965. Previously, it had three other tenured instructors, now retired: Ramona Frost (deceased), Nancy Shearer and Ralph Sutter. Courses offered included beginning (201, 202) and intermediate courses (203 and 204; San Luis Obispo Campus only). Classes have been offered on three locations: San Luis Obispo, Paso Robles (North County Campus) and Arroyo Grande (South County Center), and currently expanding to Nipomo High School in Summer Session 2018. Additionally, three instructors participate in the dual enrollment program at Paso Robles high school (Rebecca Morris, M.A; Jennifer Fuller; M.A; and Liz Córdoba, M.A.).

Some of our many previous adjunct instructors have moved on to full-time, tenure-track positions:

Sofía Ramírez-Gelpí (currently a dean at Allan Hancock College); Ana Gómez (currently the chair of Modern Languages at Allan Hancock College); and, Claudia Díaz (née Plascencia; tenure-track at Allan Hancock College).

Two of our former temporary full-time faculty have also moved on to full-time Spanish positions: Colby Nixon, Ph.D., at College of San Mateo, and Raquel García, Ph.D., at Diablo Valley College.

### *C. Include significant changes/improvements since the last Program Review (CPR)*

Since academic year 2016-2017, Spanish 203 and Spanish 204 are now offered exclusively in the blended format (half face-to-face, half online) with a remarkable success rate. Since academic year 2016-2017, Spanish 201 (fall semester only and summer session) and Spanish 202 (spring semester only) are now offered both in face-to-face formats and completely online. Dr. Langer has been instrumental in implementing and teaching blended and online courses in Spanish. Additionally, professor Langer has started a Spanish Club via Facebook.

### *D. List current faculty, including part-time faculty*

*Tenured, full-time:*

Professors Tony Rector-Cavagnaro and Brad Langer

*Adjunct, part-time:*

Dawn Feuerberg, Lisha Duarte, Rebecca Morris, Cecilia Boroumand, Claudia Díaz, and Alexander

Flores. Note: Due to substantial cuts in class offerings, beginning Fall 2018, only Dawn Feuerberg and Lisha Duarte may be assigned teaching loads.

*Dual Enrollment* at Paso Robles High School:

Rebecca Morris, Jennifer Fuller and Elizabeth Córdoba

*E. Describe how the Program Review was conducted and who was involved*

Tony Rector-Cavagnaro wrote this program review with input from Brad Langer.

## II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

We strive to be inclusive and to support our students in being successful in their educational goals by providing them with inventive and stimulating learning opportunities in face-to-to face, hybrid and online learning modalities with the expectation that exposure to Spanish will broaden their worldview and make them better world citizens.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Our discipline's primary institutional aim is to give all students an opportunity to succeed in their chosen career pathway by providing them with the best quality education. Additionally, we support all of Cuesta College's elevated ideals stated in all goals and objectives.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Our program in Modern Languages and our Spanish discipline fully participates in most of Cuesta's ILOs, particularly in categories 1, 2, 4 and 5.

## III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

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

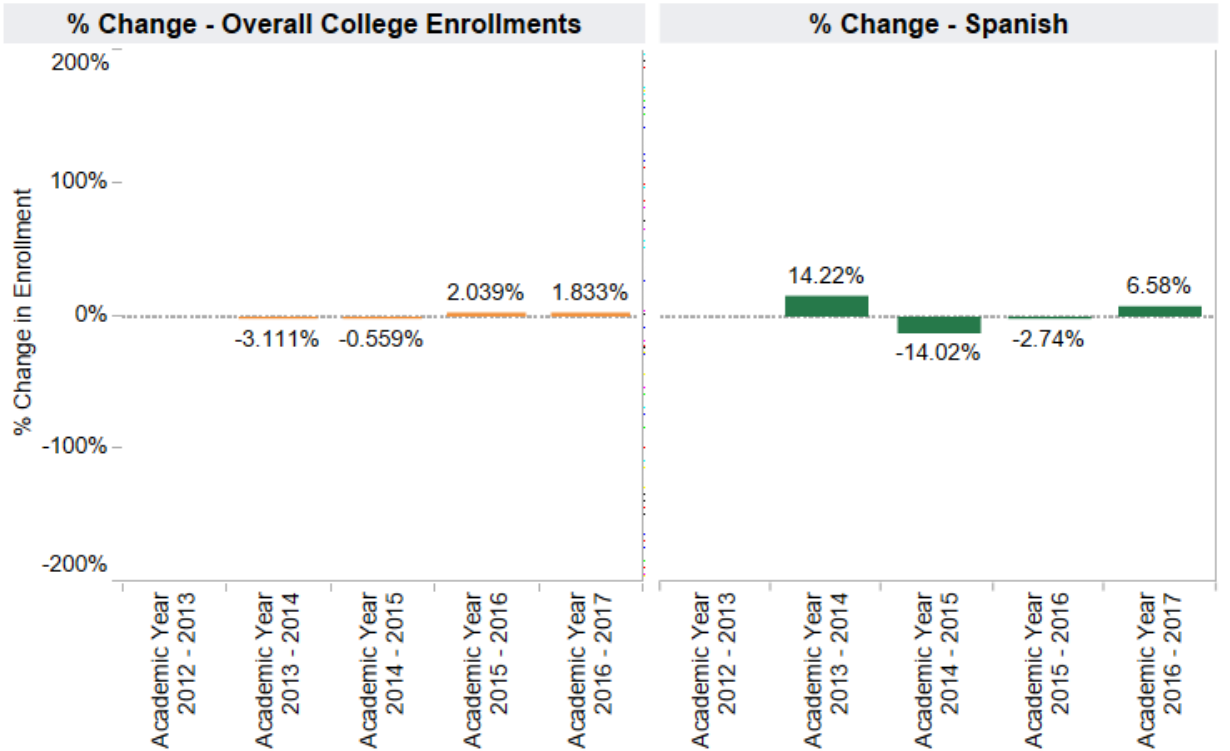
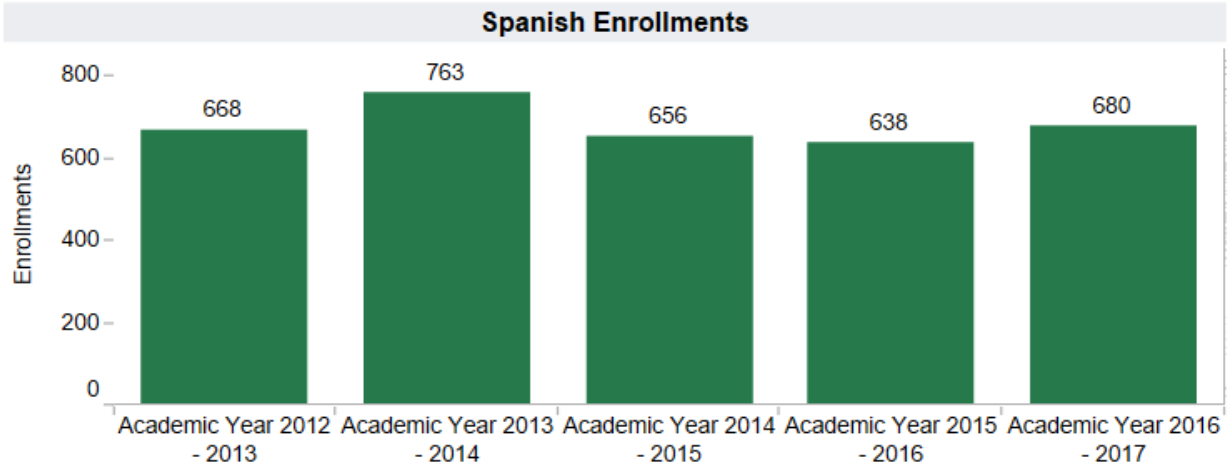
## SLOCCCD Program Review Data - Enrollment

**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.

*Commentary:* There may be several factors that influenced declining enrollments, and one of them was permitting American Sign Language to count as a transfer foreign language in the California State

University system. Another factor may be that students prefer block schedules (classes twice a week) and we offered daytime classes 3, 4 or 5 days a week in the past. Evening and non-SLO Campus classes have also declined, perchance because more non-traditional students now try to learn Spanish online with various commercial products. Another contributing factor is fewer out-of-county students now chose to attend Cuesta (harder to transfer into Cal Poly, scarce and expensive housing, minimum wage jobs for students).

In the past year our enrollments have improved through block scheduling, the additional of blended and online class sections, and participation in dual enrollment, with an increase from 5 to 11 CRNs from 2016-2017 to 2017-2018.

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

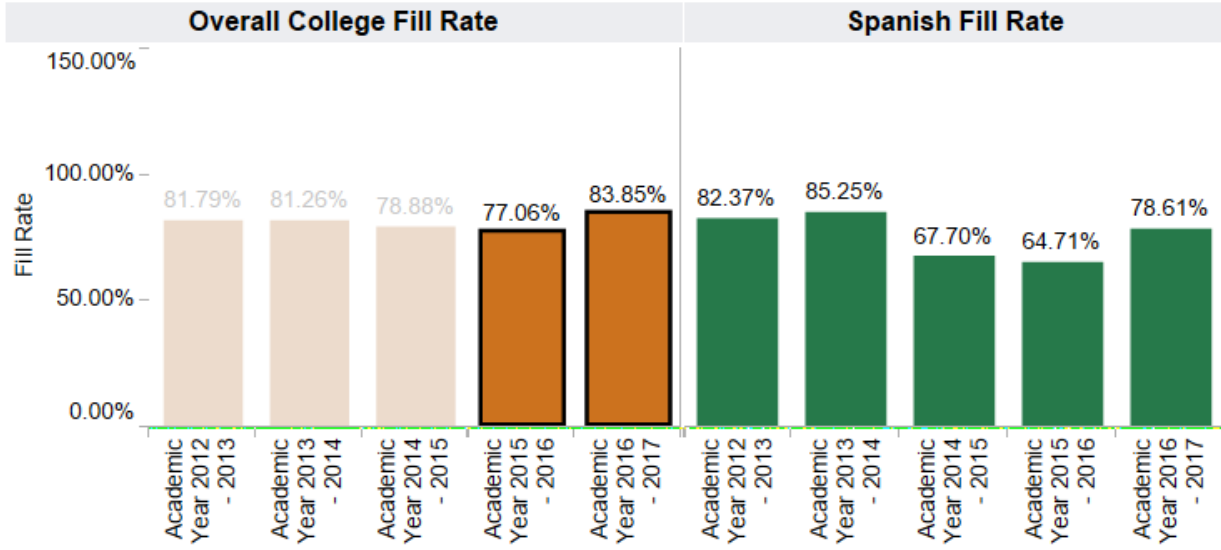
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Spanish

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All



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.

*Commentary:* The decline in Spanish enrollments mirror those of the college, but with the added factors mentioned in the previous section.

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



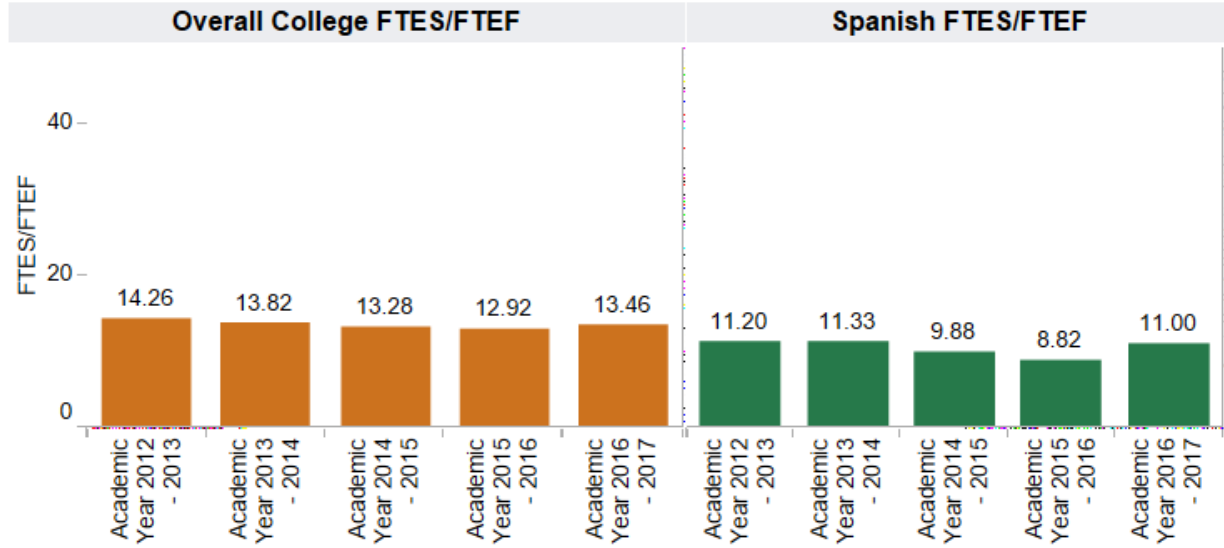
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
Spanish

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All



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

*Commentary:* Efficiency continues to be below the established recommended FTES/FTEF standard of 15 and is lower than than the rest of the college. A reduction in class section offerings from 14 (12

face-to-face, 1 blended, 1 DE) to 9 (7 face-to-face, 1 blended, 1 DE) in Fall 2018 should improve our FTES/FTEF ratio.

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

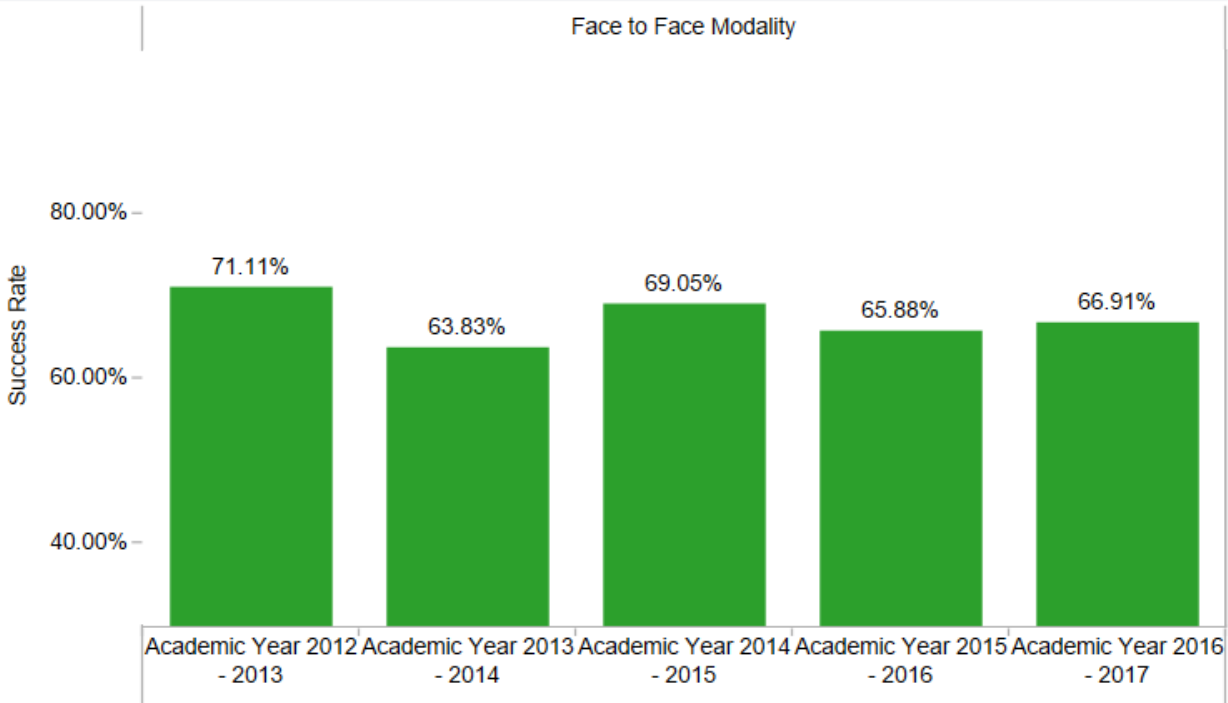
## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
Multiple values

Legend:  
■ Face to Face Modality

### Successful Course Completion by Modality -All



### Successful Course Completion by Modality Table - All

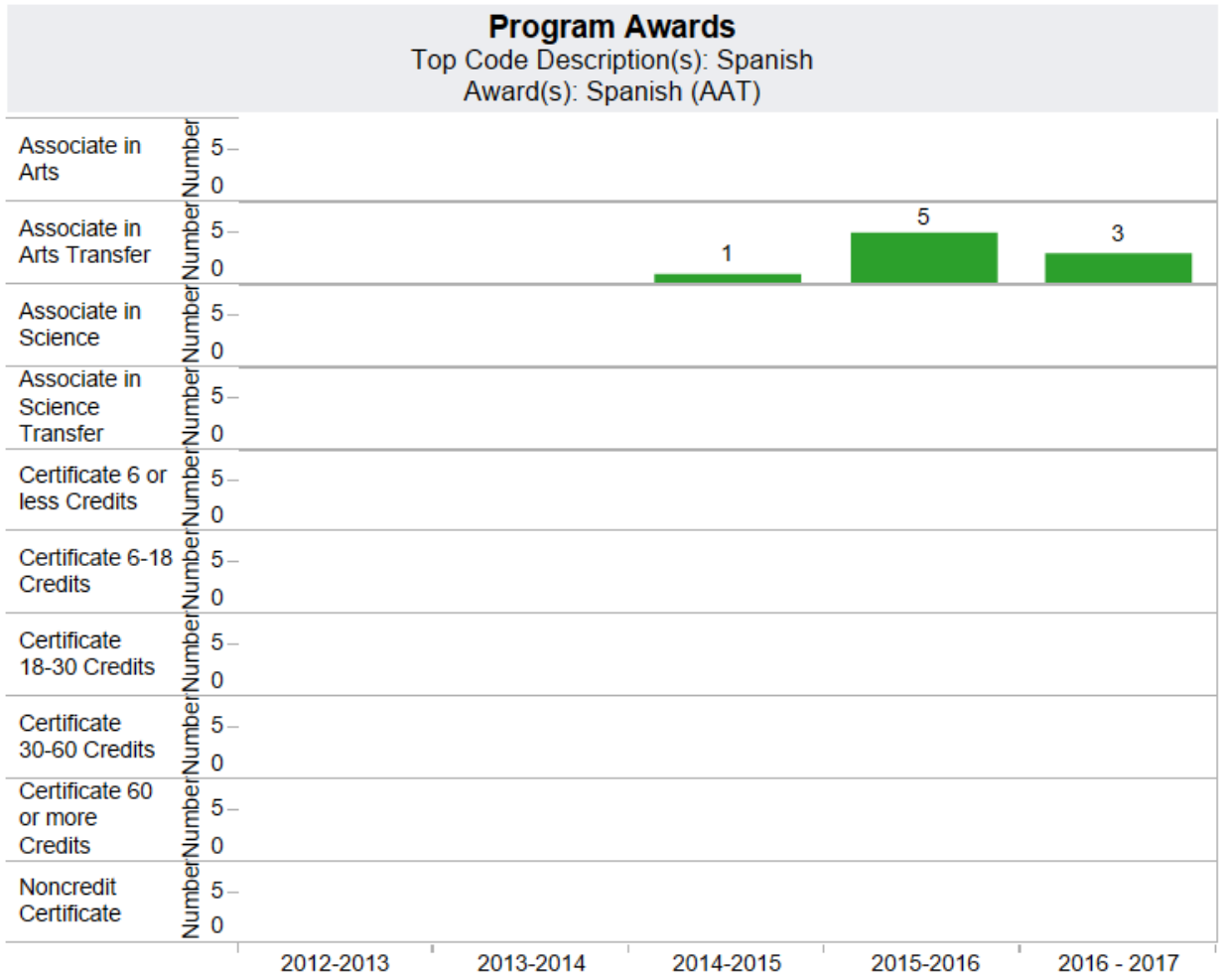
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

*Commentary:* Our completion rates have stabilized.

Degrees and Certificates Awarded (Insert Data Chart)

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

**Program:** Spanish  
**Award Type:** All



**Program Awards Table**

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts Transfer	Spanish (AAT)			1	5	3
	<b>Total</b>			1	5	3
<b>Grand Total</b>				1	5	3

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

*Commentary:* Few students choose to participate in the Spanish AAT transfer degree. Our designated Languages and Communications counselors, Janet Florez and Daniel Lynch, have been invited to several division meetings in the past two years, though neither have attended. We are not certain whether the Counseling Division has been promoting our ADT. Additionally, jobs requiring practical educational Spanish do not seem to be increasing.

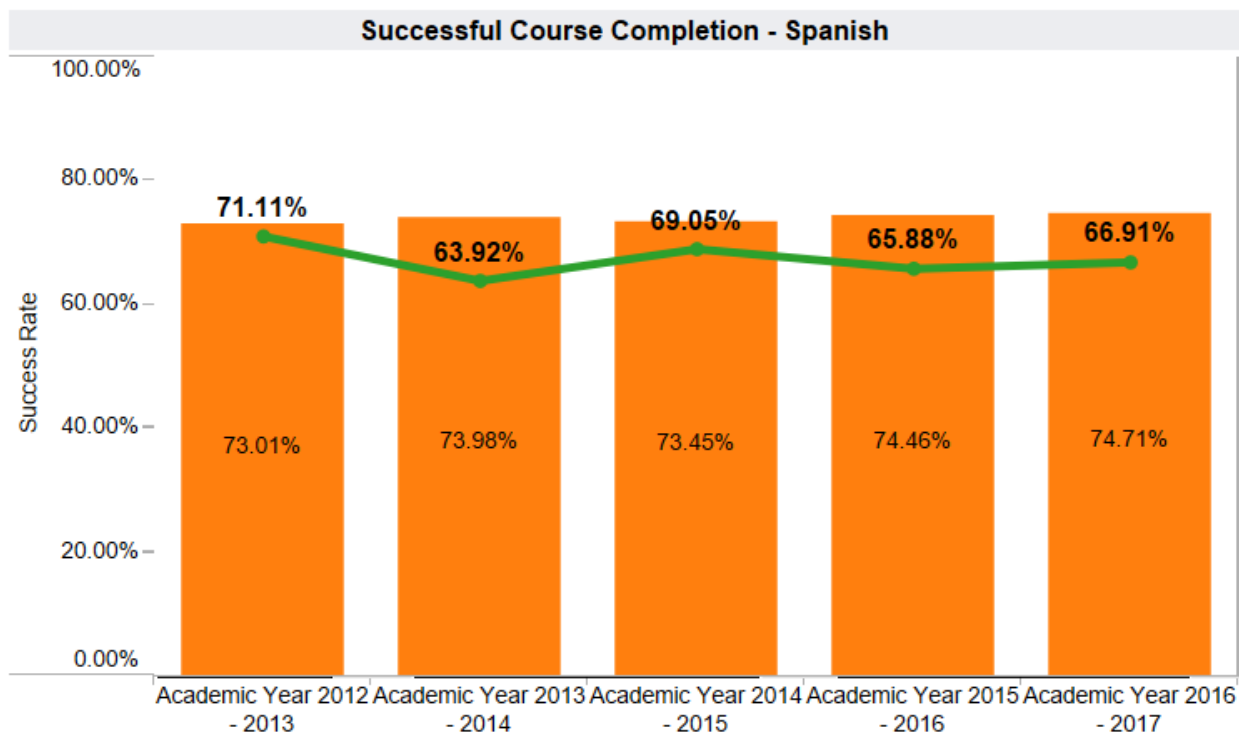
[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Spanish

COURSE  
All

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



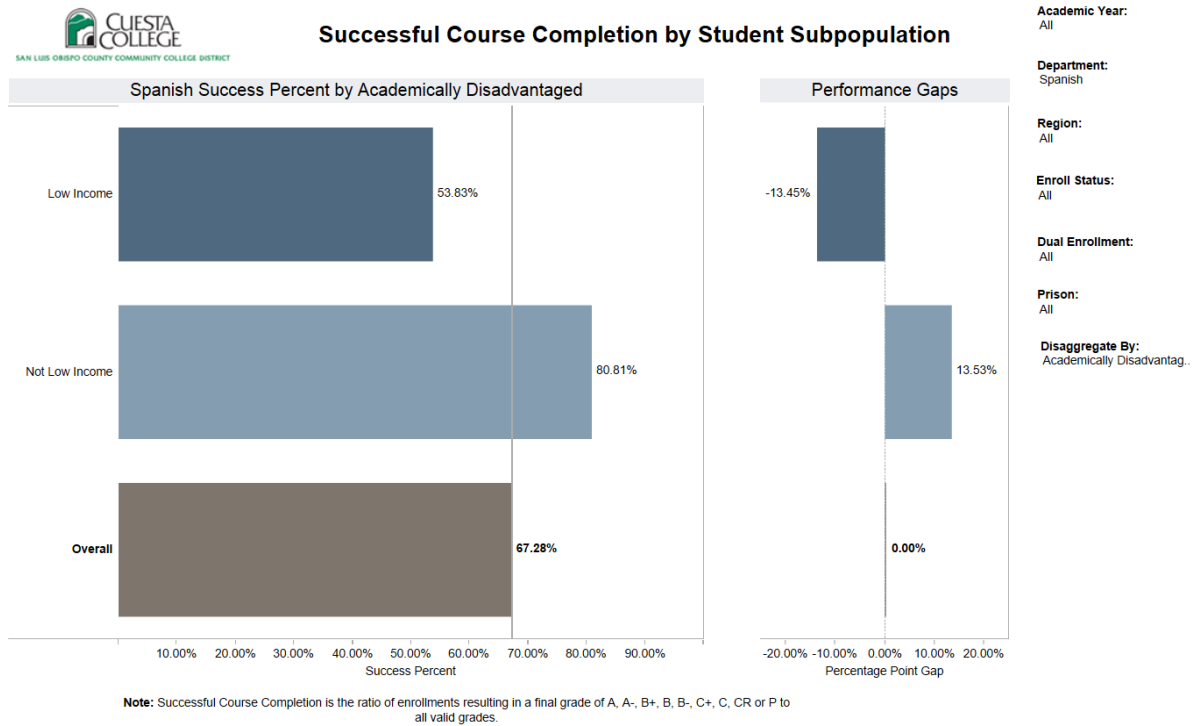
**Spanish Success Rate Table**

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	71.11%	63.92%	69.05%	65.88%	66.91%
Total Enrollments	668	765	656	639	680

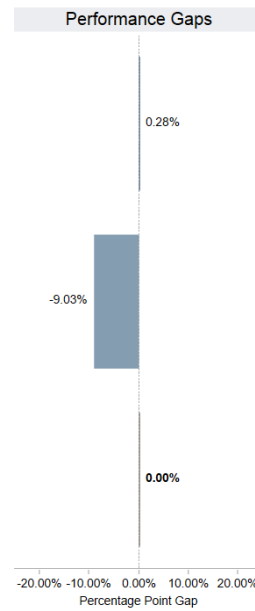
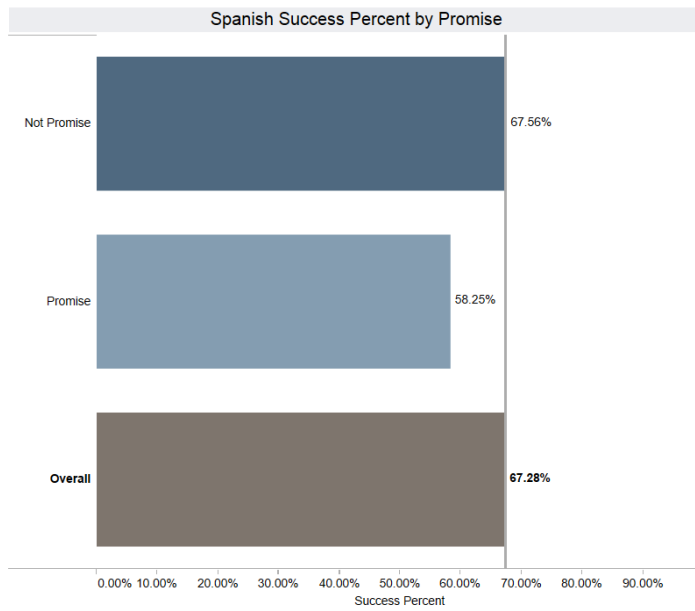
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

*Commentary:* Success rates remain below the college average. Spanish, with 5-unit courses, is a particularly challenging subject for students who have not successfully completed English 201A, which is only advisory. Some students do not complete all their work and earn lower grades.

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.



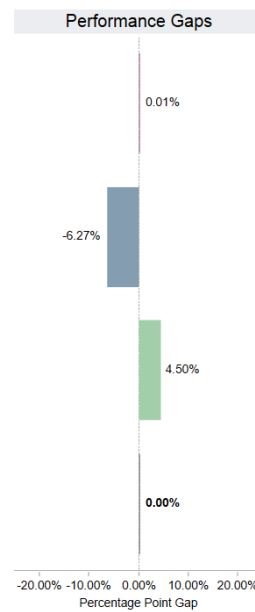
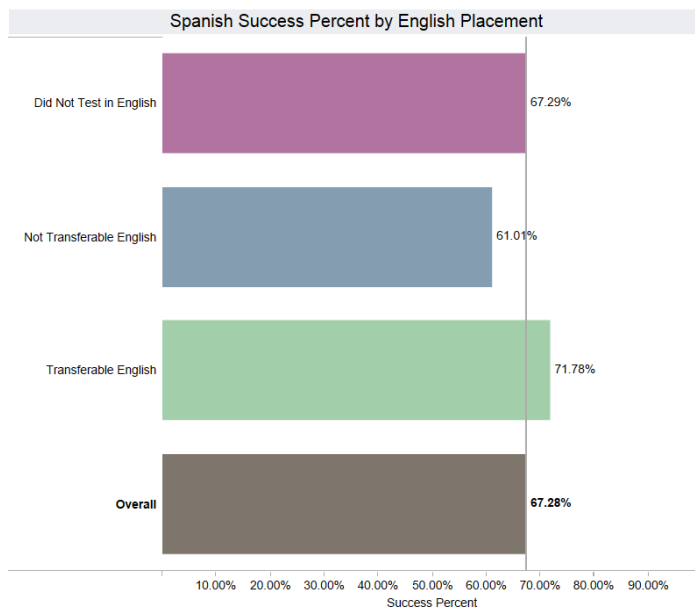
### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: Spanish  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Promise

**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

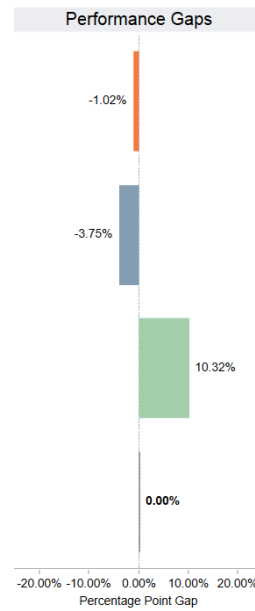
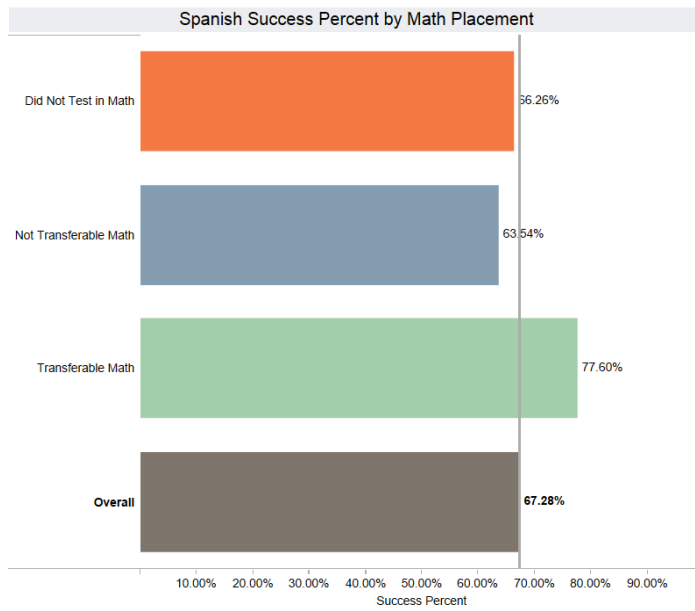


Academic Year: All  
 Department: Spanish  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: English Placement

**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.



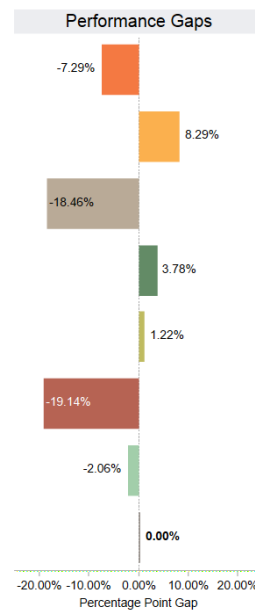
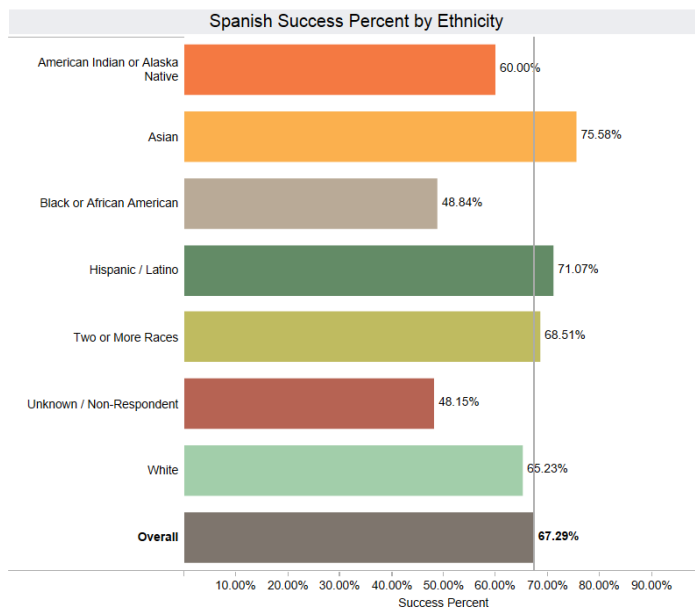
### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: Spanish  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Math Placement

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.

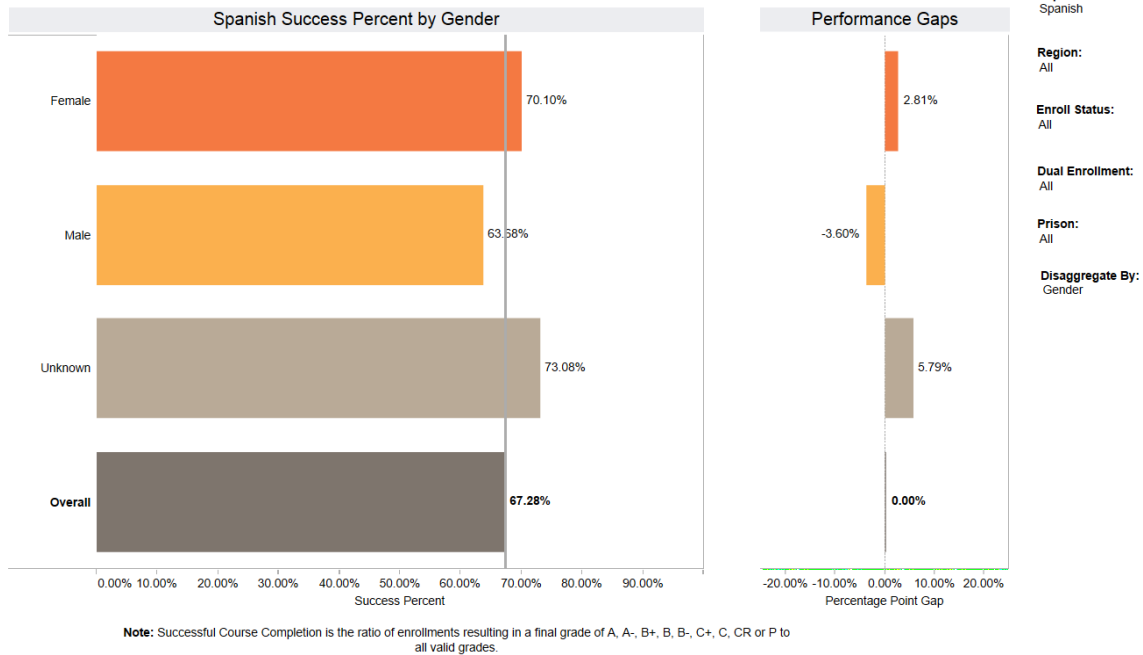
### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: Spanish  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Ethnicity

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



*Commentary:* Students who come from low income backgrounds and also Cuesta Promise students have a lower completion rate. We have few African American and Native American students and along with male students, their completion rates were lower as well. Since we are not sociologists, we are not objectively qualified to speculate on reasons or factors.

- 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.

#### IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

- 
- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

The template has been completed in a separate document.

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

We assess all of our fall semester and spring semester class sections (CRNs) in eLumen and we will continue to do so.

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

- C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

This has been included in section VI-B of this document.

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Spanish 203 and Spanish 204 are now only offered as blended courses and this has been very successful. Additionally, Spanish 201 and 202 are now also offered as fully online (DE) courses and the success has been remarkable.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

*Commentary:* Not applicable at this time. Our classroom facilities are adequate.

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

### A. Institutional Goals and Objectives

With a hands-on, student-centered approach –more typical of elite private colleges– the areas targeted in our teaching of the Spanish language include:

- Acquisition of practical vocabulary
- Fine-tuning of listening comprehension
- Extensive oral interaction
- Learning of communication-based grammatical concepts
- Continual progress in reading comprehension, critical thinking and writing
- Dissemination of broad cultural information on Spain and “Spanish America” (*Hispanomérica*)

### B. Institutional Learning Outcomes

*Commentary:* The following information is a student learning outcomes and assessment (SLOs) report from eLumen since we began using the software program (Fall 2015). It includes program learning outcomes (PLOs) as well as institutional learning outcomes (ILOs) for the Spanish Discipline. (*Note: This information was referenced in section V-C.*)

## ● Course Statistics and Evidence

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### Spanish

**Date:** 03/02/2018

**Terms:** Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016, Spring 2016, Fall 2015

**Campus:** Arroyo Grande High School, Paso Robles High School, San Luis Obispo Campus, North County Campus, Distance Learning

### Summary

Statistic	Number of Courses	Courses
Courses in the Department	4	SPAN201, SPAN202, SPAN203, SPAN204
Courses with SLOs	4	SPAN201, SPAN202, SPAN203, SPAN204
Courses without SLOs	0	
Courses with SLOs mapped to PLOs	4	SPAN201, SPAN202, SPAN203, SPAN204
Courses without SLOs mapped to PLOs	0	
Courses with direct assessment of PLOs	0	
Courses with SLOs mapped to ILOs	4	SPAN201, SPAN202, SPAN203, SPAN204
Courses without SLOs mapped to ILOs	0	
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	4	SPAN201, SPAN202, SPAN203, SPAN204
Courses with planned Assessments scored	4	SPAN203, SPAN202, SPAN201, SPAN204
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses with no planned Assessments	0	

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- Cuesta College
- Course Statistics and Evidence

**A. SPAN201 - Spanish I**

**Outcomes**

SLOs	<p>» Recognize and apply topic-centered Spanish vocabulary and basic grammatical concepts presented in every communicative goal contained in this level when listening, speaking, reading and writing.</p> <p>» Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.</p> <p>» Convey verbally and in writing the meaning of topic-centered, level-appropriate materials without resorting to word-by-word translation In Spanish.</p> <p>» Describe and discuss various basic aspects of Spanish-speaking cultures.</p> <p>» Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program</p>
Mapped PLOs	<p><b>AAT_SPANISH</b> No Category</p> <p>» Demonstrate reading proficiency when interpreting texts written in idiomatic language (Interpretive Reading) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</p> <p>» Demonstrate receptive and expressive proficiency when engaging in interpersonal communication using idiomatic language (Interpersonal Communication) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</p> <p>» Demonstrate receptive proficiency when interpreting recorded and live idiomatic language (Interpretive Listening) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</p> <p>» Demonstrate writing proficiency when composing and revising idiomatic language (Presentational Communication – Writing) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</p> <p>» Describe and discuss the relationship of selected practices, values, and attitudes found in the target culture and demonstrate awareness of the links between language and culture (Culture) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</p> <p><b>AA_INTL_STDS</b> No Category</p> <p>» International Language Proficiency and Cultural Competency: Demonstrate interpersonal, interpretive, and presentational communication skills in French, German or Spanish at level 2 proficiency and demonstrate knowledge of various aspects of the target culture(s).</p>
Mapped ILOs	<p><b>ILO</b></p> <p>Critical Thinking and Communication</p> <p>» Analyze and evaluate their own thinking processes and those of others</p> <p>Artistic and Cultural Knowledge and Engagement</p> <p>» Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories</p> <p>Scientific and Environmental Understanding</p> <p>» Construct and analyze statements in a formal symbolic system</p> <p>Social, Historical, and Global Knowledge and Engagement</p> <p>» Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures</p>
<p><b>Assessments</b></p> <p>Fall 2015</p>	

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• Cuesta College

• Course Statistics and Evidence

Oral Communication

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	45 of 223	12	18	1	14

**Spring 2016**

Writing SLO

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	31 of 178	14	9	1	7

Oral Communication

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	127 of 178	48	40	6	33

Oral Communication

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	127 of 178	48	40	6	33

Oral Communication

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	127 of 178	48	40	6	33

Oral Communication

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	127 of 178	48	40	6	33

**Fall 2016**

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Writing SLO

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	45 of 194	14	15	3	13

Exit Writing Sample

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	51 of 194	15	13	5	18

Brief Writing Sample

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	15 of 194	8	1	1	5

Brief Writing Sample

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	26 of 194	11	9	1	5

Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	28 of 194	9	9	2	8

Spring 2017

Writing SLO

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	98 of 179	23	36	12	27

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SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	13 of 179	9	3	0	1

Exit Writing Sample

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	53 of 179	9	19	4	21

Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complete sentences and brief paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	28 of 179	9	9	5	5

Fall 2017

Culture

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Describe and discuss various basic aspects of Spanish-speaking cultures.	181 of 191	80	54	16	31

**B. SPAN202 - Spanish II**

**Outcomes**

SLOs

- » Recognize and apply topic-centered Spanish vocabulary and basic grammatical concepts presented in every communicative goal contained in this level when listening, speaking, reading and writing.
- » Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.
- » Write accurate sentences and concise paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.
- » Convey verbally and in writing the meaning of topic-centered, level-appropriate materials without resorting to word-by-word translation and formulate follow-up questions in Spanish.
- » Describe and discuss various basic aspects of Spanish-speaking cultures

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Mapped PLOs	<p><b>AAT_SPANISH</b> No Category</p> <ul style="list-style-type: none"> <li>» Demonstrate reading proficiency when interpreting texts written in idiomatic language (Interpretive Reading) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate receptive and expressive proficiency when engaging in interpersonal communication using idiomatic language (Interpersonal Communication) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate receptive proficiency when interpreting recorded and live idiomatic language (Interpretive Listening) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate writing proficiency when composing and revising idiomatic language (Presentational Communication – Writing) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Describe and discuss the relationship of selected practices, values, and attitudes found in the target culture and demonstrate awareness of the links between language and culture (Culture) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> </ul> <p><b>AA_INTL_STDS</b> No Category</p> <ul style="list-style-type: none"> <li>» International Language Proficiency and Cultural Competency: Demonstrate interpersonal, interpretive, and presentational communication skills in French, German or Spanish at level 2 proficiency and demonstrate knowledge of various aspects of the target culture(s).</li> </ul>
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Mapped ILOs	<p><b>ILO</b></p> <p>Critical Thinking and Communication</p> <ul style="list-style-type: none"> <li>» Analyze and evaluate their own thinking processes and those of others</li> </ul> <p>Artistic and Cultural Knowledge and Engagement</p> <ul style="list-style-type: none"> <li>» Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories</li> </ul> <p>Scientific and Environmental Understanding</p> <ul style="list-style-type: none"> <li>» Construct and analyze statements in a formal symbolic system</li> </ul> <p>Social, Historical, and Global Knowledge and Engagement</p> <ul style="list-style-type: none"> <li>» Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world</li> <li>» Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures</li> </ul>
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**Assessments**

**Fall 2015**

Final Oral Interview

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	10 of 40	3	4	2	1

**Spring 2016**

Final Oral Interview

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Employ level-appropriate, topic-based questions and formulate oral answers in short phrases and full sentences, with morphological accuracy, during conversation in Spanish.	47 of 73	19	15	2	11

**Fall 2016**

Writing SLO

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write accurate sentences and concise paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	31 of 55	10	12	3	6

Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write accurate sentences and concise paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	24 of 55	8	7	3	6

**Spring 2017**

Writing SLO

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write accurate sentences and concise paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	39 of 66	8	16	5	10

Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write accurate sentences and concise paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	27 of 66	12	10	4	1

**Fall 2017**

Culture

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Describe and discuss various basic aspects of Spanish-speaking cultures.	34 of 201	16	10	3	5

**C. SPAN203 - Spanish III**

**Outcomes**

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<p>SLOs</p>	<ul style="list-style-type: none"> <li>» Recognize and apply topic-centered Spanish vocabulary and intermediate grammatical concepts presented in every communicative goal contained in this level when listening, speaking, reading and writing.</li> <li>» Employ level-appropriate, topic-based questions and formulate oral answers, with morphological accuracy, during conversation in Spanish.</li> <li>» Convey verbally and in writing the meaning of topic-centered, level-appropriate materials without resorting to word-by-word translation, and formulate follow-up questions in Spanish.</li> <li>» Write complex sentences and extended paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.</li> <li>» Describe, discuss, contrast and compare various basic physical and sociological manifestations of Spanish-speaking cultures</li> </ul>
<p>Mapped PLOs</p>	<p><b>AAT_SPANISH</b> No Category</p> <ul style="list-style-type: none"> <li>» Demonstrate reading proficiency when interpreting texts written in idiomatic language (Interpretive Reading) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate receptive and expressive proficiency when engaging in interpersonal communication using idiomatic language (Interpersonal Communication) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate receptive proficiency when interpreting recorded and live idiomatic language (Interpretive Listening) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate writing proficiency when composing and revising idiomatic language (Presentational Communication – Writing) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Describe and discuss the relationship of selected practices, values, and attitudes found in the target culture and demonstrate awareness of the links between language and culture (Culture) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> </ul>
<p>Mapped ILOs</p>	<p><b>ILO</b></p> <p>Critical Thinking and Communication</p> <ul style="list-style-type: none"> <li>» Analyze and evaluate their own thinking processes and those of others</li> <li>» Communicate and interpret complex information in a clear, ethical, and logical manner</li> </ul> <p>Artistic and Cultural Knowledge and Engagement</p> <ul style="list-style-type: none"> <li>» Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories</li> </ul> <p>Technical and Informational Fluency</p> <ul style="list-style-type: none"> <li>» Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically</li> </ul> <p>Scientific and Environmental Understanding</p> <ul style="list-style-type: none"> <li>» Construct and analyze statements in a formal symbolic system</li> </ul> <p>Social, Historical, and Global Knowledge and Engagement</p> <ul style="list-style-type: none"> <li>» Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world</li> <li>» Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures</li> </ul>

**Assessments**

**Spring 2016**

Oral Communication

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SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Describe, discuss, contrast and compare various basic physical and sociological manifestations of Spanish-speaking cultures	20 of 20	7	6	2	5

**Fall 2016**

Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complex sentences and extended paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	13 of 13	5	6	0	2

**Spring 2017**

Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complex sentences and extended paragraphs in Spanish referencing a variety of social and cultural situations presented in this level of the Spanish program.	22 of 22	10	5	2	5

**Fall 2017**

Culture

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Describe, discuss, contrast and compare various basic physical and sociological manifestations of Spanish-speaking cultures	17 of 17	15	0	0	2

**D. SPAN204 - Spanish IV****Outcomes**

SLOs

- » Recognize and apply topic-centered Spanish vocabulary and intermediate to advanced grammatical concepts for every communicative goal contained in this level when listening, speaking, reading and writing.
- » Employ level-appropriate, topic-based questions and formulate oral answers in a timely manner with morphological accuracy, during oral interaction in Spanish.
- » Convey the meaning of topic-centered, level-appropriate materials without resorting to word-by-word translation, and formulate follow-up questions verbally and writing in Spanish.
- » Write complex sentences and extended paragraphs in Spanish referencing a variety of social and cultural situations which are presented in this level of the Spanish program.
- » Describe, discuss, contrast and compare various basic physical and sociological manifestations of Spanish-speaking cultures and relate it to their own cultural perspective.

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Mapped PLOs	<p><b>AAT_SPANISH</b> No Category</p> <ul style="list-style-type: none"> <li>» Demonstrate reading proficiency when interpreting texts written in idiomatic language (Interpretive Reading) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate receptive and expressive proficiency when engaging in interpersonal communication using idiomatic language (Interpersonal Communication) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate receptive proficiency when interpreting recorded and live idiomatic language (Interpretive Listening) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Demonstrate writing proficiency when composing and revising idiomatic language (Presentational Communication – Writing) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> <li>» Describe and discuss the relationship of selected practices, values, and attitudes found in the target culture and demonstrate awareness of the links between language and culture (Culture) in Spanish 201, Spanish 202, Spanish 203 and Spanish 204</li> </ul> <p><b>AA_LA_ARTHUM</b> No Category</p> <ul style="list-style-type: none"> <li>» Explain or demonstrate the connections between language, communication, and culture.</li> </ul>
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Mapped ILOs	<p><b>ILO</b></p> <p>Critical Thinking and Communication</p> <ul style="list-style-type: none"> <li>» Analyze and evaluate their own thinking processes and those of others</li> <li>» Communicate and interpret complex information in a clear, ethical, and logical manner</li> </ul> <p>Artistic and Cultural Knowledge and Engagement</p> <ul style="list-style-type: none"> <li>» Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories</li> </ul> <p>Technical and Informational Fluency</p> <ul style="list-style-type: none"> <li>» Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically</li> </ul> <p>Scientific and Environmental Understanding</p> <ul style="list-style-type: none"> <li>» Construct and analyze statements in a formal symbolic system</li> </ul> <p>Social, Historical, and Global Knowledge and Engagement</p> <ul style="list-style-type: none"> <li>» Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world</li> <li>» Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures</li> </ul>
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**Assessments**

**Spring 2016**

Oral Communication

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Describe, discuss, contrast and compare various basic physical and sociological manifestations of Spanish-speaking cultures and relate it to their own cultural perspective.	15 of 15	8	4	0	3

**Spring 2017**

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Writing

SLO	Scored	Exceeds expectations	Meets expectations	Does not meet expectations	N/A
Write complex sentences and extended paragraphs in Spanish referencing a variety of social and cultural situations which are presented in this level of the Spanish program.	11 of 11	6	2	0	3



### C. Program outcomes

**Spanish, our planet's second most geographically extended language, is spoken as a first language by over 400 million people around the world.**

Spanish is the official language of 20 countries: 19 of them in the Americas (*México, Cuba, Puerto Rico, República Dominicana, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panamá, Venezuela, Colombia, Ecuador, Perú, Bolivia, Chile, Uruguay, Argentina, Paraguay*) and *España* (Spain, in Europe). It is also a functional language in Andorra (Europe), in parts of the Caribbean region (Belize, Netherlands Antilles), in areas of Africa (official in Equatorial Guinea and the Spanish enclaves of Ceuta and Melilla) and the Philippines (Central Manila), and in the United States of America, where at least 35 million are native speakers or near-native speakers of Spanish. Also known as Castilian, Spanish is additionally the Internet's third most used language (over 150 million users), after English and written Chinese. No fewer than 22 Nobel Prize winners have hailed from the Spanish-speaking world, covering areas such as literature, medicine, peace, and chemistry. Significant contributions of famous modern and contemporary Hispanics include –but are not limited to– areas such as the arts, sports, music, literature, business, film, sciences and architecture.

With these solid facts in mind, our discipline strives to promote the learning of standard Spanish in a balanced approach that stresses practical and essential communication within an appropriate cultural context.

Our **program outcomes state that students of Spanish will:**

1. Demonstrate receptive and expressive proficiency when engaging in interpersonal communication using idiomatic language (**Interpersonal Communication**).
2. Demonstrate receptive proficiency when interpreting recorded and live idiomatic language (**Interpretive Listening**).
3. Demonstrate reading proficiency when interpreting texts written in idiomatic language (**Interpretive Reading**).
4. Demonstrate writing proficiency when composing and revising idiomatic language (**Presentational Communication – Writing**).
5. Describe and discuss the relationship of selected practices, values, and attitudes found in the target culture and demonstrate awareness of the links between language and culture (**Culture**).

Indicate any anticipated changes in the following areas:

#### A. Curriculum and scheduling

No expansion in the curriculum is warranted and scheduling has been minimized by 35%. We expect a leaner schedule to improve our FTES/FTEF ratio.

- B. Support services to promote success, persistence and retention  
With difficulty we have participated in the embedded tutor program, since scheduling tutors on a block schedule is challenging. We will continue to participate in this worthy student success-centered program.
- C. Facilities needs  
Current facilities are adequate for our faculty and student needs.
- D. Staffing needs/projections  
With CRN cuts of 35% from Fall 2017 to Fall 2018 it will not be necessary to start any new hiring pools. We currently have seven adjunct faculty members in our pool and only two will have assignments during the next academic year.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Spanish Discipline reduced class offerings for Fall 2018 from 14 (Fall 2017) to 9 sections. Each class section is expected to see an increase in enrollment.

## VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 15, 2018**.

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

*Tony Rector-Cavagnaro (signed electronically)*

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***Tony Rector-Cavagnaro, Tenured Spanish Faculty Member***

***March 5, 2018***

*Brad Langer (signed electronically)*

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***Brad Langer, Tenured Spanish Faculty Member***

***March 5, 2018***

## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

[https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED\\_Prioritization\\_Process\\_Handbook\\_9\\_2016.pdf#search=faculty%20prioritization%20handbook](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook)

#### **APPLICABLE SIGNATURES:**

*Tony Rector-Cavagnaro (signed electronically)*

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**Division Chair Tony Rector-Cavagnaro**

**March 5, 2018**

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**Dean Madeline Medeiros**

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**Date**

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**Vice President of Academic Affairs, Deborah Wulff**

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**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

## **OPTIONAL 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: <https://www.surveymonkey.com/r/J79W8GW>