

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

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 Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** 2    **Area of Study:** Creative Arts, Humanities, and Communication    **Program:** Spanish    **Current Academic Year:** 2022-2023

**Last Academic Year CPPR Completed:** 2017-2018

**Current Date:** 3/1/2023

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process.

Brad Langer, full-time Spanish faculty and interim division chair, completed this program review.

### II. GENERAL PROGRAM INFORMATION

#### Program Mission

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 goals of the Spanish Discipline are to prepare students effectively in all stated student-learning outcomes (listening, speaking, reading, writing, culture) and to successfully prepare students wishing to transfer, hopefully with a Spanish AAT. We offer classes in person and online, affording anyone interested in learning Spanish the opportunity to do so. 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.

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

Like many programs, the Covid-19 pandemic pushed our program to offer more classes online. Although we had some offerings before the pandemic that were fully online or blended, we now offer more. Long-time faculty member Tony Rector-Cavagnaro retired in July 2022, which forced us to hire more part-time faculty members. The only available and qualified candidates are only able to teach online, so we have a robust online selection of classes. Also, SPAN 203 and SPAN 204 switched from blended to fully online and has seen solid enrollment due to the changes.

List all current full-time and part-time faculty in the program.

- Tenured, full-time\*
  - Brad Langer
- Part-time
  - Edith López
  - Leslie McIver
  - David Campbell
  - Meagan Carter

\*There is a full-time Spanish recruitment currently going on with interviews set for April 2023.

### III. 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.

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.

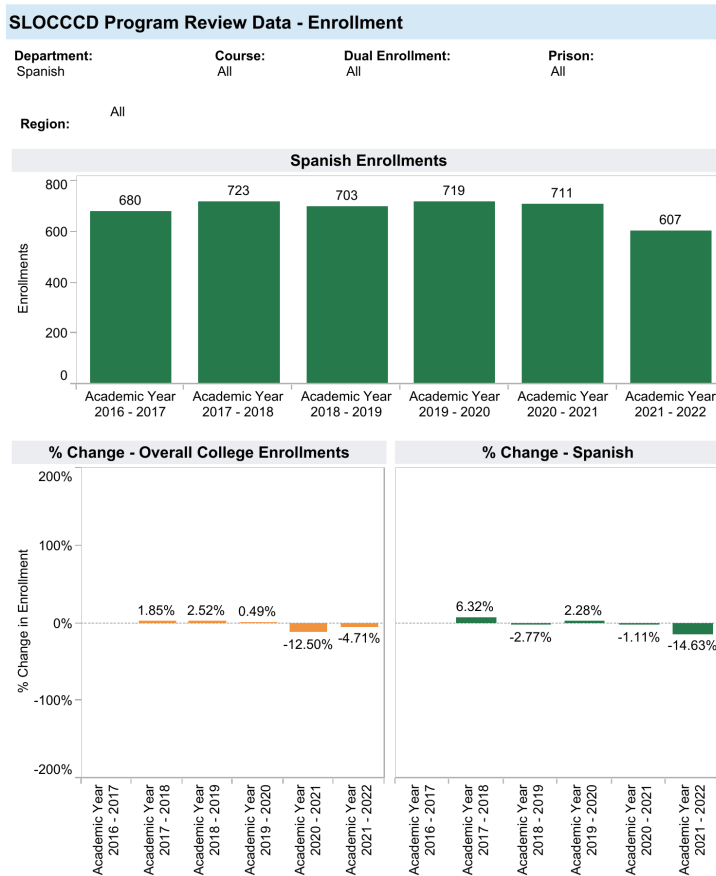
#### IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

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

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

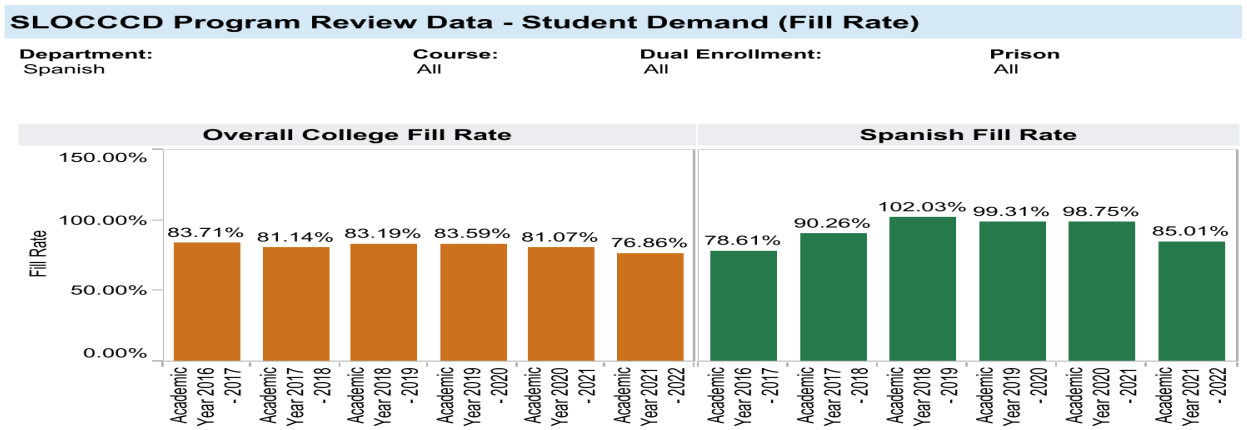


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Except for this last year, Spanish fared much better than the college in terms of enrollment. In 2021-2022, Spanish enrollment declined at much higher rate than the college. Interestingly, this was only true for first-year Spanish (SPAN 201 and SPAN 202), while the second-year courses (SPAN 203 and SPAN 204) showed an increase in enrollment.

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

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



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

Spanish fill rates have been consistently much higher than the college rates over the last 5 years.

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

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

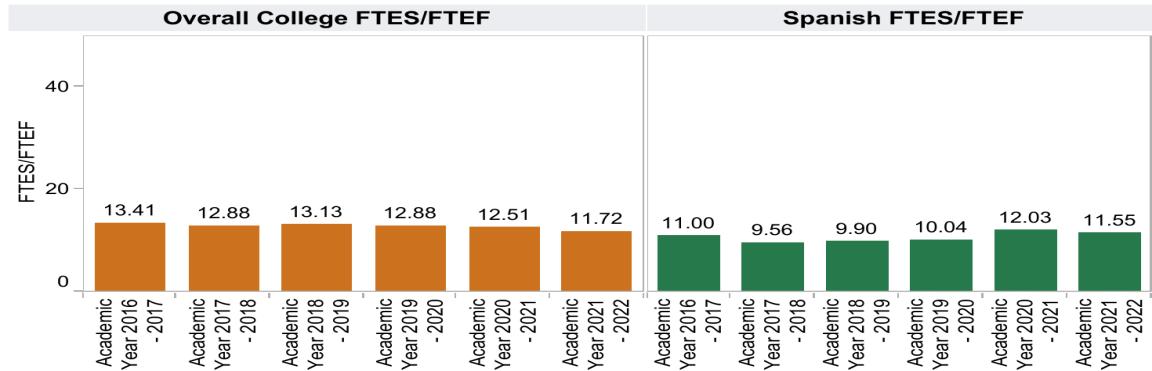
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Spanish

Course:  
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)

After having fill rates below the college rate from 2016-2020, the Spanish department has had similar fill rates to the overall college the past two years.

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

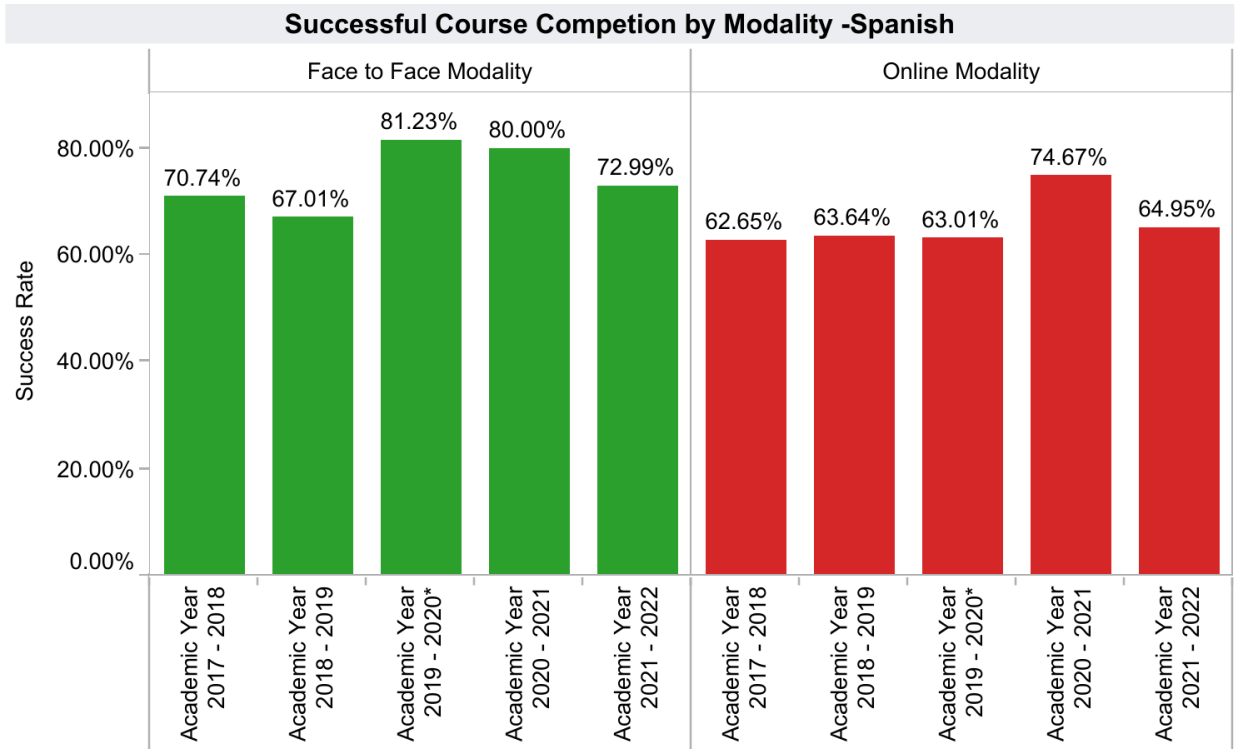
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Spanish

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



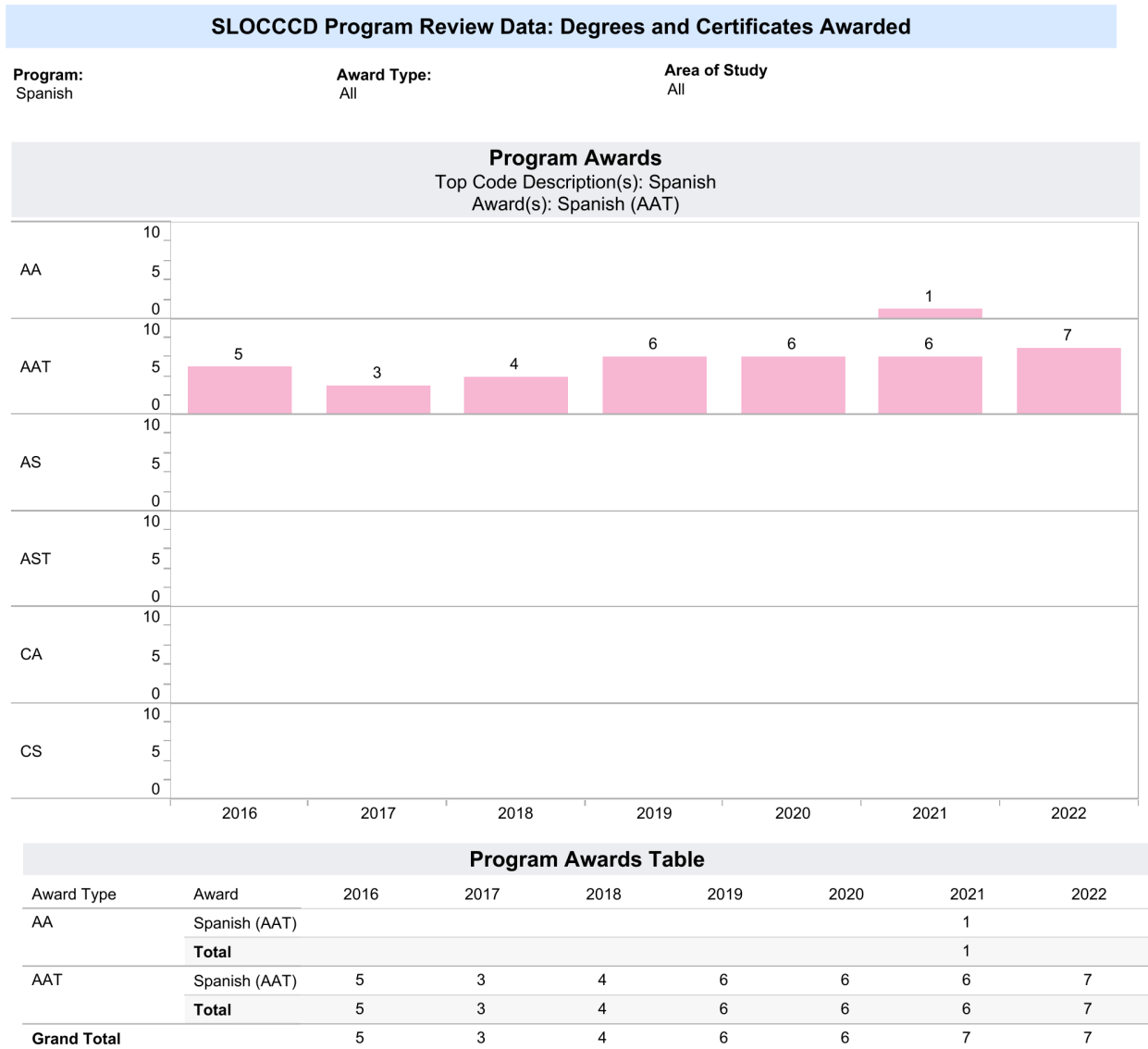
**Successful Course Completion by Modality Table - Spanish**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	70.74%	67.01%	81.23%	80.00%	72.99%
	Total Department Enrollments	640.0	582.0	558.0	20.0	176.0
Online Modality	Department Success Rate	62.65%	63.64%	63.01%	74.67%	64.95%
	Total Department Enrollments	83.0	121.0	161.0	693.0	431.0

Successful student course completion in Spanish was below that of the college in both face-to-face and online modalities.

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

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



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

The number of Spanish AA-T degrees awarded has been steady and slowly increasing over the last few years.

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

Insert the data chart and explain observed differences between the program and [Institutional Set Standard](#). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

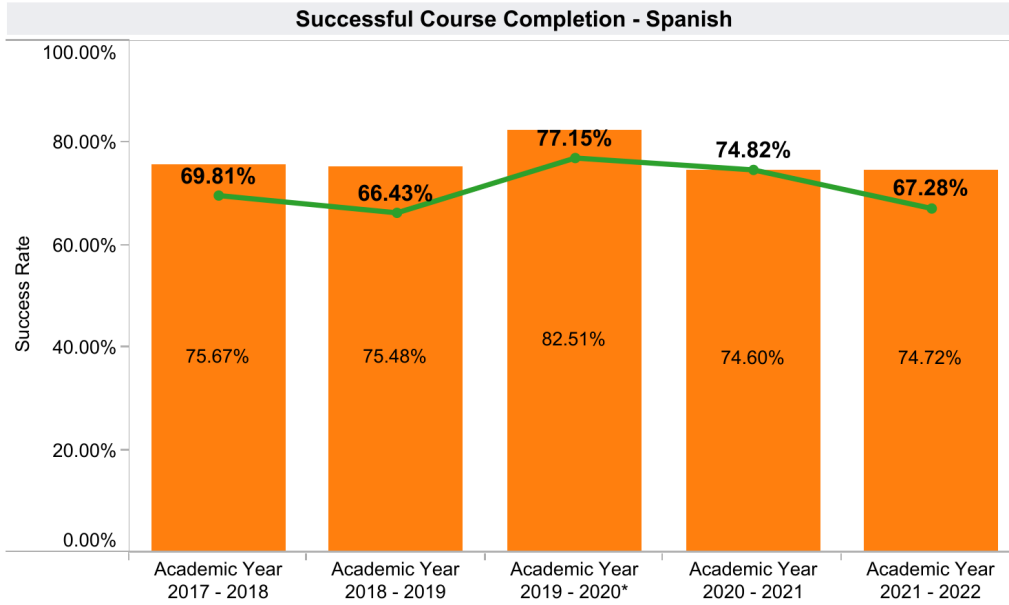
**SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  
Spanish

TERM  
All

Measure Names  
■ Department Success Rate  
■ Overall College Success Rate

COURSE  
All



	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	69.81%	66.43%	77.15%	74.82%	67.28%
Total Enrollments	723	703	719	713	607

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

The Spanish department success rate was just below that of the college. This may be due in part to the lingering effects of the Covid-19 pandemic. Our faculty participate in equity trainings and pedagogical trainings. Brad Langer had his SPAN 201 online course



get an OEI Badge which has been shown to improve student success across many disciplines.

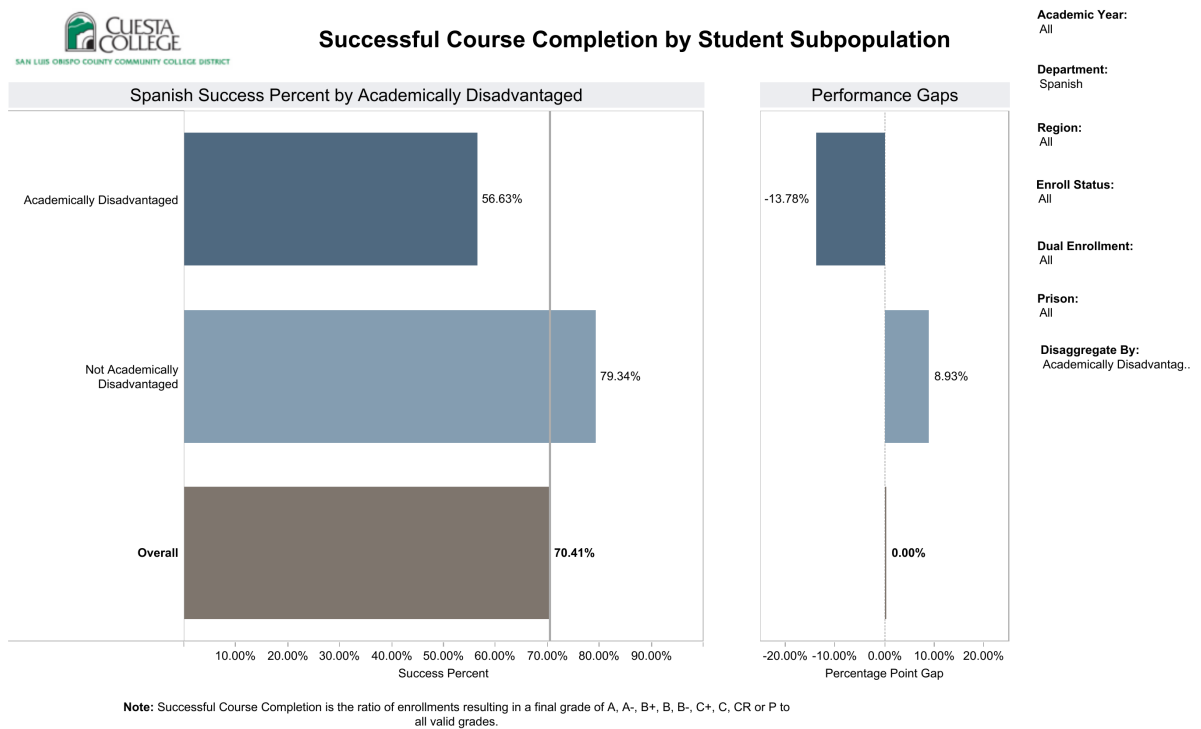
What resources might you need to meet and exceed the Institutional Set Standard?

As many resources for students as possible will be beneficial and the addition of a new full-time faculty member will help as well.

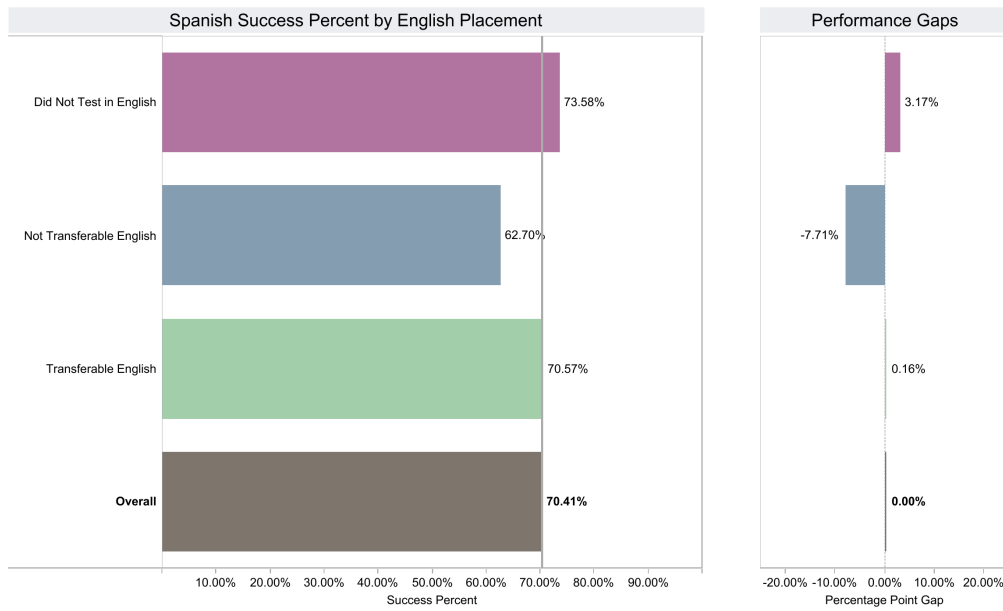
G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?



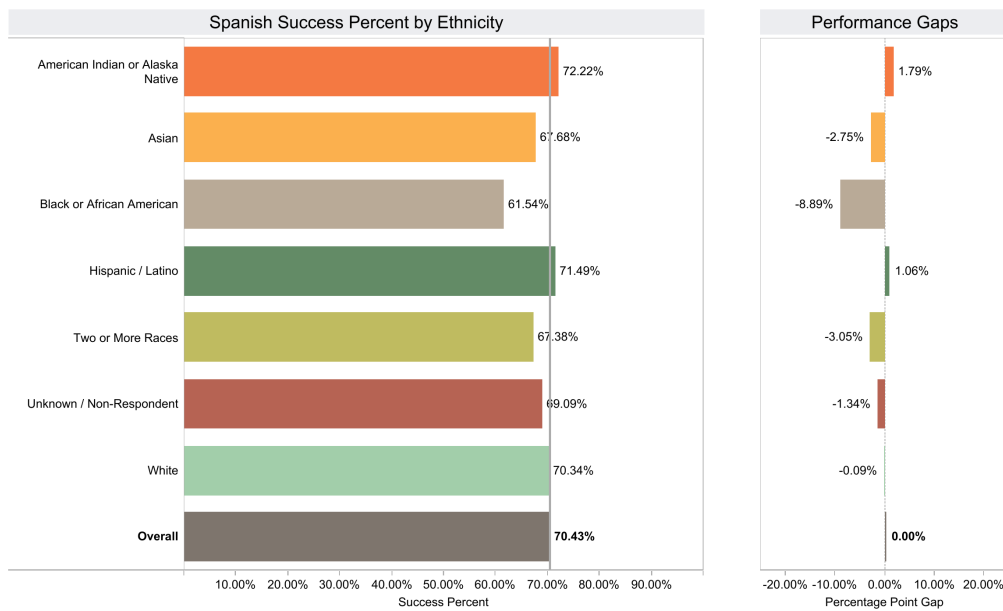
### Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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

### Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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

Academically disadvantaged students, students who don't test into transferrable English, and African American and Asian students have the largest performance gaps. Hispanic/Latino students have a positive performance gap in Spanish classes. This suggests

that college readiness is a factor in student success, so having resources for student support and preparedness is important. Also, the college has been offering many equity trainings that are beneficial. Our instructors participate as much as possible in these workshops.

**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.

**V. PROGRAMS AND CURRICULUM REVIEW**

A. Programs Review

- a. Review the CurricUNET “Program of Study” outline for each program and indicating yes/no for each program/certificate.

<p><b>Program/Certificate Title</b> (include all those programs and certificates that were active at the time of the last CPPR).</p>	<p>Currently active</p>	<p><b>New program since last CPPR</b> (if yes, include active date)</p>	<p><b>Program modified since last CPPR</b> (if yes, include modified date)</p>	<p><b>Deactivated since last CPPR</b> (if yes, include deactivation date)</p>
<p>Spanish AA-T</p>	<p>Yes</p>	<p>No</p>	<p>No</p>	<p>No</p>

- b. **For all Currently Active Programs/Certificates**, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

<b>Program/Certificate Title</b> (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Spanish AA-T	Yes	Yes	Yes	

**B. Curriculum Review**

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

**What is the purpose of the worksheet?** Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have 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 you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

## VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.
  - a. Fall 2023-Spring 2024 – Reading
  - b. Fall 2024-Spring 2025 – Listening
  - c. Fall 2025-Spring 2026 – Oral Interview
  - d. Fall 2026-Spring 2027 – Writing
  - e. Fall 2027-Spring 2028 – Culture
  
- 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.

Cuesta College

### ILO/PLO Summary Map by Course/Context

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**Map Origin:** Courses for Spanish

**Map Target:** All ILOs

Course	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication	
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate complex information ethically, and listen
<b>SPAN201</b>		2	1	
<b>SPAN202</b>		2	1	
<b>SPAN203</b>		3	2	
<b>SPAN204</b>		3	2	
<b>SPAN247</b>				
		10	6	

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Course	Personal, Academic, and Professional Development		Scientific and Environ	
	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and a in a formal sy
<b>SPAN201</b>				
<b>SPAN202</b>				
<b>SPAN203</b>				
<b>SPAN204</b>				
<b>SPAN247</b>				

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Course	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Te
	Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when needed, and be able to utilize diverse sources and e
<b>SPAN201</b>			2	
<b>SPAN202</b>		2	2	
<b>SPAN203</b>		2	2	
<b>SPAN204</b>		2	2	
<b>SPAN247</b>				
		6	8	

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- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

## ILO/PLO Summary Map by Course/Context



**Map Origin:** Courses for Spanish

**Map Target:** All ILOs

Course	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication	
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate complex information ethically, and listen
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<b>SPAN202</b>		2	1	
<b>SPAN203</b>		3	2	
<b>SPAN204</b>		3	2	
<b>SPAN247</b>				
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<b>SPAN201</b>			2	
<b>SPAN202</b>		2	2	
<b>SPAN203</b>		2	2	
<b>SPAN204</b>		2	2	
<b>SPAN247</b>				
		6	8	

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- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

We routinely discuss techniques to help our students practice the skills that are learning outcomes, like listening or writing activities.

- F. 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 ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

## VII. PROGRAM DEVELOPMENT

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

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Aside from the language acquisition skills that we teach, we also spend a lot of time with cultural elements from Spain and Latin America which broaden the students' knowledge and awareness of other cultures and groups in the world.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

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

We have an active recruitment for a full-time Spanish instructor. This will help greatly and we plan to start a Spanish for Spanish-Speakers program to help our latino/a students and also bridge any equity gaps for that student population.

## VIII. 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.

- IX. **After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023**.**

## 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.**

**Instructional 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.)**

*Bradley Langer* Mar 7, 2023  
\_\_\_\_\_  
Division Chair/Director Name Signature Date

*Er Ng* Mar 7, 2023  
\_\_\_\_\_  
Name Signature Date

\_\_\_\_\_  
Name Signature Date

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Name Signature Date

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Name Signature Date

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Name Signature Date

\_\_\_\_\_  
Name Signature Date

## 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: [Faculty Prioritization Process Handbook](#)

#### APPLICABLE SIGNATURES:

*Aubrey Kuan Roderick*

[Aubrey Kuan Roderick \(Mar 7, 2023 16:43 PST\)](#)

Mar 7, 2023

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**Vice President/Dean**

**Date**

*Bradley Langer*

Mar 7, 2023

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**Division Chair/Director/Designee**

**Date**

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**Other (when applicable)**

**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.








# SPANISH-CPPR 2023

Final Audit Report

2023-03-08

Created:	2023-03-07
By:	Anna Paez (anna_paez@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAESY2oqWots8esc1svtLRw_Zxh2LdC8ml

## "SPANISH-CPPR 2023" History

-  Document created by Anna Paez (anna\_paez@cuesta.edu)  
2023-03-07 - 8:07:02 PM GMT- IP address: 209.129.64.101
-  Document emailed to Edith Lopez (edith\_lopez1@cuesta.edu) for signature  
2023-03-07 - 8:09:08 PM GMT
-  Email viewed by Edith Lopez (edith\_lopez1@cuesta.edu)  
2023-03-07 - 8:09:23 PM GMT- IP address: 104.47.73.254
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-  Document emailed to Brad Langer (bradley\_langer@cuesta.edu) for signature  
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Signature Date: 2023-03-07 - 11:49:11 PM GMT - Time Source: server- IP address: 73.242.252.29
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-  Signer aubrey\_kuanroderick@cuesta.edu entered name at signing as Aubrey Kuan Roderick  
2023-03-08 - 0:43:00 AM GMT- IP address: 209.129.64.82
-  Document e-signed by Aubrey Kuan Roderick (aubrey\_kuanroderick@cuesta.edu)  
Signature Date: 2023-03-08 - 0:43:02 AM GMT - Time Source: server- IP address: 209.129.64.82

✔ Agreement completed.

2023-03-08 - 0:43:02 AM GMT