

Summer 2008, Fall 2008, Spring 2009 and 6 more Retention & Success

| course | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 |
|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| SPAN101 | 74% 87% | 61% 81% | 67% 84% | 84% 90% | 63% 84% | 62% 84% |
| SPAN102 | | 75% 88% | 80% 89% | | 76% 89% | 74% 84% |
| SPAN103 | | 90% 90% | | | 75% 92% | |
| SPAN104 | | | 94% 100% | | | 84% 84% |
| SPAN105 | | | | | | |
| SPAN110 | | | | | 83% 83% | |
| SPAN111 | | | | | 100% 100% | |
| SPAN112 | | | 86% 86% | | | |
| SPAN120 | 70% 85% | | | | 74% 96% | |
| SPAN121 | 64% 68% | | | | | |
| Grand Total | 69% 81% | 67% 83% | 73% 86% | 84% 90% | 69% 87% | 66% 84% |

Measure Names

- Retention %
- Success %

Summer 2008, Fall 2008, Spring 2009 and 6 more Retention & Success

| course | Summer 2010 | Fall 2010 | Spring 2011 |
|-------------|-------------|-----------|-------------|
| SPAN101 | 74% 87% | 61% 79% | 62% 79% |
| SPAN102 | | 67% 75% | 67% 83% |
| SPAN103 | | 87% 87% | |
| SPAN104 | | | 81% 86% |
| SPAN105 | | 70% 85% | |
| SPAN110 | | | |
| SPAN111 | | | |
| SPAN112 | | | |
| SPAN120 | | | |
| SPAN121 | | | |
| Grand Total | 74% 87% | 64% 79% | 65% 80% |

Measure Names

- Retention %
- Success %

Summer 2008, Fall 2008, Spring 2009 and 6 more Enrollment, FTES, Retention & Success AHC Data

| | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 |
|--------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Sections | 415 | 1,274 | 1,201 | 262 | 1,114 | 1,238 | 348 | 1,178 | 1,240 |
| Headcount | 5,746 | 11,690 | 12,098 | 4,637 | 11,253 | 12,728 | 6,230 | 12,131 | 12,689 |
| Enrollment | 9,071 | 30,223 | 30,506 | 7,161 | 29,913 | 32,406 | 10,179 | 32,211 | 33,109 |
| Retention % | 92.66% | 88.36% | 86.84% | 88.58% | 87.98% | 88.82% | 84.71% | 85.14% | 84.72% |
| Success % | 77.71% | 69.66% | 70.25% | 77.55% | 68.49% | 72.75% | 72.20% | 67.32% | 68.82% |
| FTES | 1,013 | 4,462 | 5,149 | 940 | 4,019 | 4,688 | 1,249 | 4,221 | 4,132 |

Summer 2008, Fall 2008, Spring 2009 and 6 more SPAN Outcomes

| | Summer 2008 | Fall 2008 | Spring 2009 | Summer 2009 | Fall 2009 | Spring 2010 | Summer 2010 | Fall 2010 | Spring 2011 |
|--------------------|----------------|-----------|-------------|----------------|-----------|-------------|----------------|-----------|-------------|
| Sections | 3.0 | 12.0 | 12.0 | 3.0 | 14.0 | 13.0 | 4.0 | 13.0 | 13.0 |
| Headcount | 78.0 | 311.0 | 307.0 | 73.0 | 352.0 | 361.0 | 93.0 | 357.0 | 358.0 |
| Enrollment | 78.0 | 311.0 | 310.0 | 73.0 | 354.0 | 361.0 | 93.0 | 359.0 | 358.0 |
| retained | 63.0 | 258.0 | 268.0 | 66.0 | 307.0 | 302.0 | 81.0 | 283.0 | 287.0 |
| Retention % | 80.77% | 82.96% | 86.45% | 90.41% | 86.72% | 83.66% | 87.10% | 78.83% | 80.17% |
| success | 54.0 | 207.0 | 225.0 | 61.0 | 244.0 | 240.0 | 69.0 | 231.0 | 231.0 |
| Success % | 69.23% | 66.56% | 72.58% | 83.56% | 68.93% | 66.48% | 74.19% | 64.35% | 64.53% |
| FTES | 9.8 | 63.3 | 57.1 | 14.2 | 57.8 | 62.9 | 18.7 | 72.5 | 73.7 |

Summer 2011, Fall 2011, Spring 2012 and 6 more Retention & Success

| course | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| SPAN101 | 66% 80% | 64% 86% | 66% 78% | 84% 94% | 64% 82% | 61% 74% |
| SPAN102 | | 81% 94% | 68% 78% | | 68% 82% | 61% 70% |
| SPAN103 | | 52% 64% | | | | |
| SPAN104 | | | 80% 87% | | | |
| SPAN189 | | 100% 100% | | | 100% 100% | 100% 100% |
| Grand Total | 66% 80% | 65% 85% | 67% 78% | 84% 94% | 65% 82% | 61% 74% |

Measure Names

- Retention %
- Success %

Summer 2011, Fall 2011, Spring 2012 and 6 more Retention & Success

| course | Summer 2013 | Fall 2013 | Spring 2014 |
|-------------|-------------|-----------|-------------|
| SPAN101 | 70% 83% | 61% 83% | 61% 80% |
| SPAN102 | | 74% 79% | 68% 79% |
| SPAN103 | | 65% 70% | |
| SPAN104 | | | 72% 94% |
| SPAN189 | | | |
| Grand Total | 70% 83% | 63% 81% | 63% 80% |

Measure Names

- Retention %
- Success %

Summer 2011, Fall 2011, Spring 2012 and 6 more Enrollment, FTES, Retention & Success AHC Data

| | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 | Summer 2013 | Fall 2013 | Spring 2014 |
|--------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Sections | 314 | 1,023 | 1,146 | 293 | 1,004 | 1,087 | 285 | 1,069 | 1,141 |
| Headcount | 5,798 | 10,957 | 11,736 | 5,551 | 10,883 | 11,361 | 5,421 | 10,922 | 11,293 |
| Enrollment | 9,242 | 29,219 | 30,988 | 8,784 | 28,559 | 29,609 | 8,455 | 28,612 | 29,369 |
| Retention % | 85.50% | 86.69% | 84.65% | 89.79% | 86.62% | 86.17% | 89.13% | 86.97% | 85.23% |
| Success % | 74.32% | 68.63% | 69.09% | 77.33% | 69.63% | 70.38% | 77.46% | 70.56% | 70.22% |
| FTES | 1,072 | 3,881 | 3,854 | 1,001 | 3,745 | 3,776 | 978 | 3,813 | 3,824 |

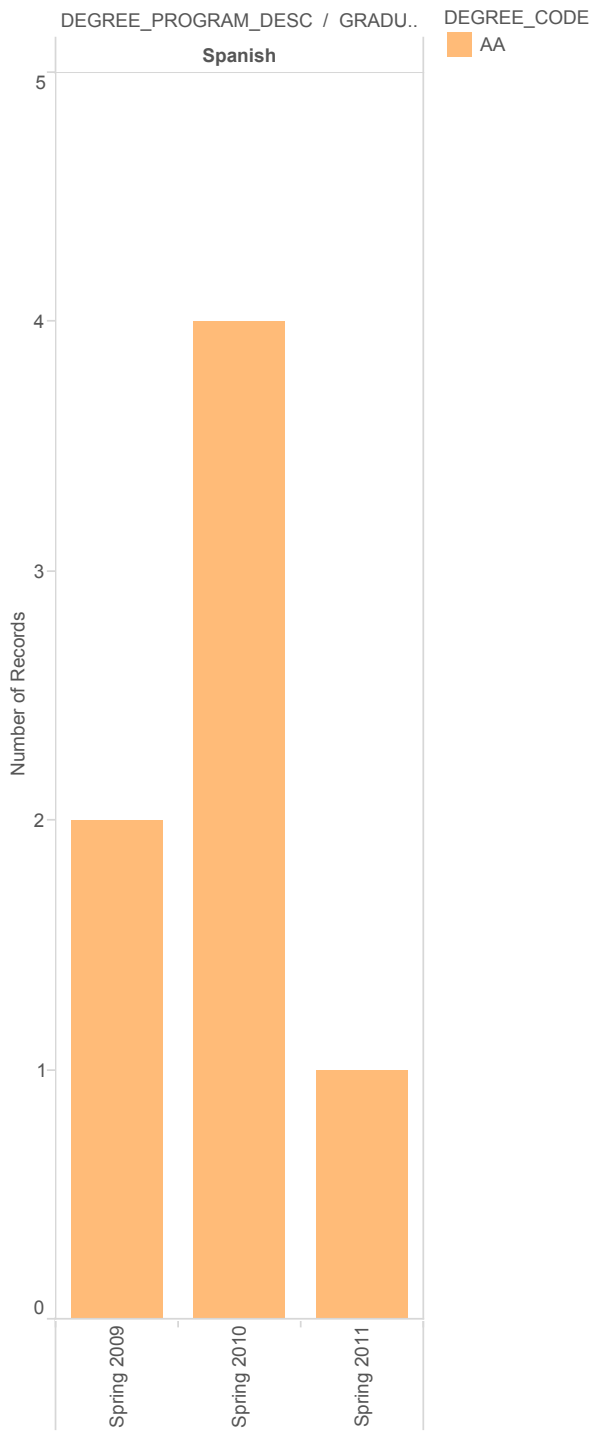
Summer 2011, Fall 2011, Spring 2012 and 6 more SPAN Outcomes

| | Summer 2011 | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 | Summer 2013 | Fall 2013 | Spring 2014 |
|--------------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|
| Sections | 5.0 | 12.0 | 12.0 | 5.0 | 13.0 | 13.0 | 5.0 | 15.0 | 13.0 |
| Headcount | 120.0 | 309.0 | 330.0 | 122.0 | 347.0 | 322.0 | 124.0 | 397.0 | 326.0 |
| Enrollment | 120.0 | 309.0 | 330.0 | 122.0 | 347.0 | 323.0 | 124.0 | 397.0 | 326.0 |
| retained | 96.0 | 264.0 | 258.0 | 115.0 | 285.0 | 238.0 | 103.0 | 323.0 | 262.0 |
| Retention % | 80.00% | 85.44% | 78.18% | 94.26% | 82.13% | 73.68% | 83.06% | 81.36% | 80.37% |
| success | 79.0 | 201.0 | 222.0 | 102.0 | 225.0 | 197.0 | 87.0 | 252.0 | 206.0 |
| Success % | 65.83% | 65.05% | 67.27% | 83.61% | 64.84% | 60.99% | 70.16% | 63.48% | 63.19% |
| FTES | 22.0 | 61.0 | 64.7 | 22.6 | 67.3 | 63.0 | 22.8 | 77.4 | 64.1 |

Degrees & Certificates

GRADUATION_TERM_CODE

| DEGREE_PRO.. | DEGREE_CODE | Spring 2009 | Spring 2010 | Spring 2011 | Grand Total |
|--------------------|-------------|----------------|----------------|----------------|----------------|
| Spanish | AA | 2 | 4 | 1 | 7 |
| Grand Total | | 2 | 4 | 1 | 7 |



Degrees & Certificates

GRADUATION_TERM_CODE

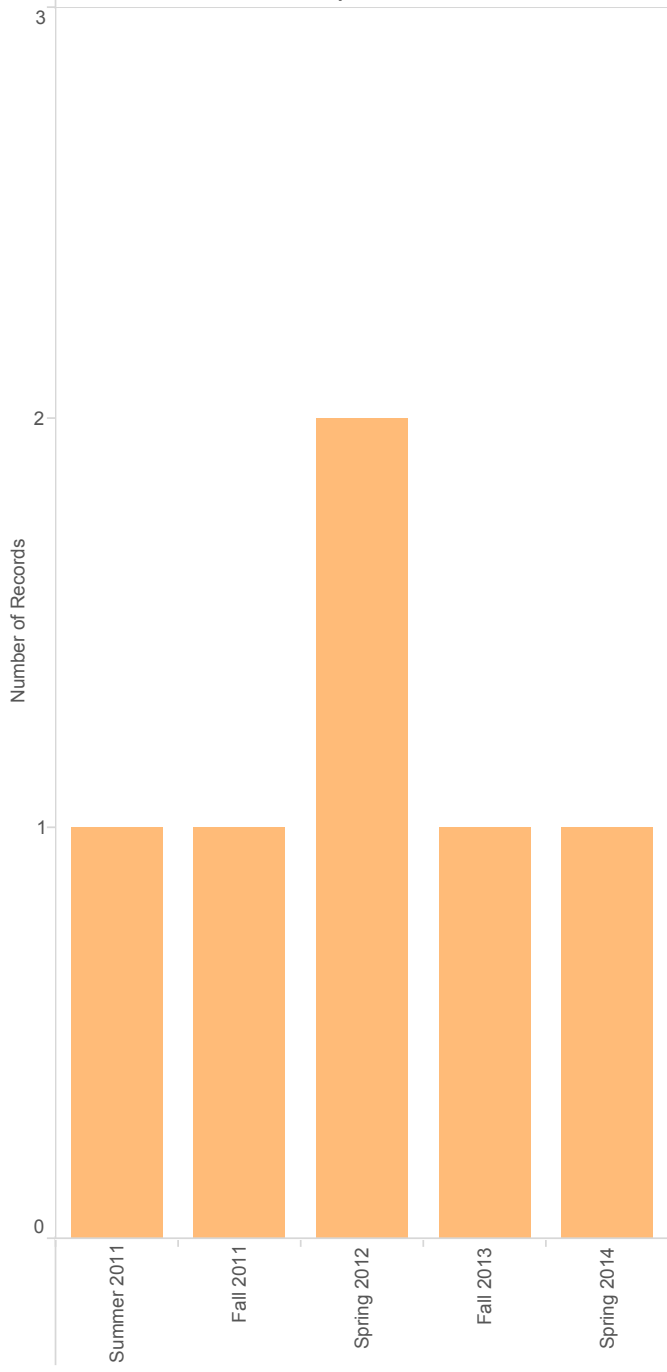
| DEGREE_PRO.. | DEGREE_CODE | Summer 2011 | Fall 2011 | Spring 2012 | Fall 2013 | Spring 2014 | Grand Total |
|--------------------|-------------|----------------|-----------|----------------|-----------|----------------|----------------|
| Spanish | AA | 1 | 1 | 2 | 1 | 1 | 6 |
| Grand Total | | 1 | 1 | 2 | 1 | 1 | 6 |

DEGREE_PROGRAM_DESC / GRADUATION_TERM_CODE

Spanish

DEGREE_CODE

AA



| Enrollment Status | Summer 2008 | | Fall 2008 | | Spring 2009 | | Summer 2009 | | Fall 2009 | | Spring 2010 | | Summer 2010 | | Fall 2010 | | Spring 2011 |
|----------------------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. |
| First Time | 10.0 | 1.5 | 30.0 | 6.0 | 14.0 | 2.4 | 10.0 | 1.9 | 45.0 | 7.5 | 23.0 | 4.1 | 18.0 | 3.5 | 67.0 | 13.5 | 19.0 |
| First Time Transf.. | 23.0 | 2.2 | 14.0 | 3.0 | 19.0 | 3.9 | 5.0 | 1.0 | 17.0 | 2.6 | 14.0 | 2.6 | 27.0 | 5.5 | 29.0 | 6.0 | 12.0 |
| Returning | 14.0 | 1.5 | 76.0 | 16.2 | 56.0 | 9.8 | 27.0 | 5.2 | 79.0 | 12.7 | 67.0 | 11.9 | 18.0 | 3.7 | 42.0 | 8.8 | 19.0 |
| Continuing | 28.0 | 4.1 | 168.0 | 33.8 | 204.0 | 38.1 | 28.0 | 5.5 | 201.0 | 33.5 | 255.0 | 44.0 | 28.0 | 5.6 | 215.0 | 43.3 | 302.0 |
| Unknown | | | | | | | | | 1.0 | 0.2 | | | | | | | |
| N/A | 3.0 | 0.5 | 23.0 | 4.3 | 14.0 | 2.9 | 3.0 | 0.6 | 9.0 | 1.4 | 2.0 | 0.3 | 2.0 | 0.4 | 4.0 | 0.8 | 5.0 |
| Grand Total | 78.0 | 9.8 | 311.0 | 63.3 | 307.0 | 57.1 | 73.0 | 14.2 | 352.0 | 57.8 | 361.0 | 62.9 | 93.0 | 18.7 | 357.0 | 72.5 | 357.0 |

| | ing 2011 |
|---------------------|----------|
| Enrollment Status | FTES |
| First Time | 3.9 |
| First Time Transf.. | 2.5 |
| Returning | 4.0 |
| Continuing | 62.0 |
| Unknown | |
| N/A | 1.0 |
| Grand Total | 73.5 |

| age_category | Summer 2008 | | Fall 2008 | | Spring 2009 | | Summer 2009 | | Fall 2009 | | Spring 2010 | | Summer 2010 | | Fall 2010 | | Spring 2011 |
|-----------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. |
| Under 19 | 27.0 | 3.5 | 129.0 | 26.7 | 93.0 | 17.5 | 18.0 | 3.5 | 116.0 | 19.5 | 107.0 | 18.7 | 19.0 | 3.8 | 79.0 | 15.9 | 105.0 |
| 20-24 | 29.0 | 3.6 | 99.0 | 19.8 | 126.0 | 24.2 | 23.0 | 4.5 | 109.0 | 18.1 | 144.0 | 25.0 | 45.0 | 9.1 | 154.0 | 31.0 | 148.0 |
| 25-29 | 3.0 | 0.5 | 29.0 | 6.0 | 27.0 | 4.8 | 11.0 | 2.1 | 33.0 | 5.3 | 47.0 | 8.4 | 14.0 | 2.8 | 53.0 | 11.0 | 38.0 |
| 30-34 | 2.0 | 0.2 | 20.0 | 4.2 | 18.0 | 3.1 | 5.0 | 1.0 | 33.0 | 5.3 | 18.0 | 3.1 | 2.0 | 0.4 | 20.0 | 4.0 | 20.0 |
| 35-39 | 6.0 | 0.6 | 10.0 | 1.9 | 11.0 | 1.9 | 2.0 | 0.4 | 12.0 | 2.2 | 12.0 | 2.1 | 3.0 | 0.6 | 16.0 | 3.4 | 14.0 |
| 40-49 | 7.0 | 1.0 | 14.0 | 2.9 | 22.0 | 4.1 | 9.0 | 1.7 | 31.0 | 4.8 | 22.0 | 3.9 | 7.0 | 1.4 | 19.0 | 3.8 | 19.0 |
| 50+ | 4.0 | 0.5 | 10.0 | 1.7 | 10.0 | 1.6 | 5.0 | 0.9 | 18.0 | 2.6 | 11.0 | 1.9 | 3.0 | 0.6 | 16.0 | 3.3 | 13.0 |

ing 2011

| age_category | FTES |
|--------------|------|
| Under 19 | 21.6 |
| 20-24 | 30.4 |
| 25-29 | 7.9 |
| 30-34 | 4.2 |
| 35-39 | 2.8 |
| 40-49 | 3.8 |
| 50+ | 2.8 |

| Enrollment Status | Summer 2011 | | Fall 2011 | | Spring 2012 | | Summer 2012 | | Fall 2012 | | Spring 2013 | | Summer 2013 | | Fall 2013 | | Spring 2014 |
|----------------------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. |
| First Time | 12.0 | 2.3 | 45.0 | 9.1 | 9.0 | 1.8 | 8.0 | 1.6 | 35.0 | 7.0 | 10.0 | 2.0 | 9.0 | 1.8 | 92.0 | 18.4 | 16.0 |
| First Time Transf.. | 17.0 | 3.0 | 16.0 | 3.2 | 13.0 | 2.4 | 13.0 | 2.3 | 13.0 | 2.5 | 17.0 | 3.3 | 26.0 | 4.5 | 30.0 | 5.7 | 9.0 |
| Returning | 22.0 | 4.0 | 30.0 | 6.0 | 19.0 | 3.8 | 34.0 | 6.2 | 78.0 | 15.3 | 25.0 | 4.9 | 27.0 | 5.0 | 55.0 | 10.7 | 41.0 |
| Continuing | 58.0 | 10.7 | 217.0 | 42.5 | 286.0 | 56.2 | 59.0 | 11.0 | 211.0 | 40.7 | 268.0 | 52.5 | 58.0 | 10.7 | 215.0 | 41.6 | 257.0 |
| Unknown | | | 1.0 | 0.2 | 1.0 | 0.2 | | | 1.0 | 0.2 | | | | | | | |
| N/A | 11.0 | 2.1 | | | 2.0 | 0.4 | 8.0 | 1.6 | 9.0 | 1.6 | 2.0 | 0.3 | 4.0 | 0.8 | 5.0 | 1.0 | 3.0 |
| Grand Total | 120.0 | 22.0 | 309.0 | 61.0 | 330.0 | 64.7 | 122.0 | 22.6 | 347.0 | 67.3 | 322.0 | 63.0 | 124.0 | 22.8 | 397.0 | 77.4 | 326.0 |

| | ing 2014 |
|---------------------|----------|
| Enrollment Status | FTES |
| First Time | 3.2 |
| First Time Transf.. | 1.8 |
| Returning | 8.3 |
| Continuing | 50.2 |
| Unknown | |
| N/A | 0.6 |
| Grand Total | 64.1 |

| age_category | Summer 2011 | | Fall 2011 | | Spring 2012 | | Summer 2012 | | Fall 2012 | | Spring 2013 | | Summer 2013 | | Fall 2013 | | Spring 2014 |
|-----------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. |
| Under 19 | 40.0 | 7.4 | 103.0 | 20.9 | 93.0 | 18.5 | 33.0 | 6.5 | 125.0 | 24.6 | 104.0 | 20.5 | 39.0 | 7.5 | 139.0 | 27.8 | 100.0 |
| 20-24 | 44.0 | 8.1 | 131.0 | 25.9 | 144.0 | 28.2 | 54.0 | 9.8 | 133.0 | 25.7 | 125.0 | 24.9 | 40.0 | 7.2 | 156.0 | 30.5 | 138.0 |
| 25-29 | 15.0 | 2.8 | 33.0 | 6.3 | 48.0 | 9.4 | 12.0 | 2.1 | 38.0 | 7.3 | 36.0 | 6.7 | 17.0 | 3.1 | 42.0 | 7.9 | 44.0 |
| 30-34 | 10.0 | 1.7 | 17.0 | 3.3 | 15.0 | 2.9 | 10.0 | 1.8 | 19.0 | 3.7 | 17.0 | 3.3 | 9.0 | 1.7 | 18.0 | 3.5 | 14.0 |
| 35-39 | 2.0 | 0.4 | 9.0 | 1.7 | 6.0 | 1.1 | 2.0 | 0.4 | 8.0 | 1.6 | 11.0 | 2.2 | 5.0 | 0.9 | 15.0 | 2.8 | 14.0 |
| 40-49 | 5.0 | 1.0 | 10.0 | 1.9 | 18.0 | 3.4 | 5.0 | 1.0 | 14.0 | 2.6 | 19.0 | 3.4 | 10.0 | 1.7 | 18.0 | 3.2 | 10.0 |
| 50+ | 4.0 | 0.7 | 6.0 | 1.0 | 6.0 | 1.2 | 6.0 | 1.1 | 10.0 | 1.8 | 10.0 | 2.0 | 4.0 | 0.8 | 9.0 | 1.8 | 6.0 |

| age_category | ing 2014 FTES |
|--------------|------------------|
| Under 19 | 19.8 |
| 20-24 | 27.2 |
| 25-29 | 8.5 |
| 30-34 | 2.9 |
| 35-39 | 2.6 |
| 40-49 | 1.9 |
| 50+ | 1.2 |

| ETHNICITY | Summer 2008 | | Fall 2008 | | Spring 2009 | | Summer 2009 | | Fall 2009 | | Spring 2010 | | Summer 2010 | | Fall 2010 | | Spring 2011 |
|------------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. |
| Asian | 1.0 | 0.1 | 1.0 | 0.2 | 7.0 | 1.5 | 3.0 | 0.6 | 7.0 | 1.2 | 8.0 | 1.4 | 1.0 | 0.2 | 8.0 | 1.6 | 8.0 |
| Black | 4.0 | 0.6 | 11.0 | 2.4 | 11.0 | 2.6 | 5.0 | 0.9 | 11.0 | 1.5 | 11.0 | 2.1 | 5.0 | 1.0 | 8.0 | 1.7 | 8.0 |
| Filipino | | | 14.0 | 2.6 | 4.0 | 0.7 | 1.0 | 0.2 | 4.0 | 0.5 | 4.0 | 0.7 | 3.0 | 0.6 | 6.0 | 1.2 | 7.0 |
| Hispanic | 29.0 | 4.2 | 130.0 | 25.8 | 148.0 | 25.9 | 33.0 | 6.4 | 183.0 | 30.7 | 191.0 | 33.0 | 43.0 | 8.6 | 190.0 | 38.2 | 203.0 |
| Native American | 2.0 | 0.3 | 4.0 | 0.9 | 2.0 | 0.5 | 1.0 | 0.2 | 3.0 | 0.5 | 3.0 | 0.6 | 4.0 | 0.8 | 5.0 | 1.0 | 5.0 |
| Other | | | 1.0 | 0.2 | 1.0 | 0.2 | 1.0 | 0.2 | 3.0 | 0.6 | | | 1.0 | 0.2 | | | |
| Pacific Islander | | | | | 1.0 | 0.2 | 1.0 | 0.2 | 2.0 | 0.3 | 5.0 | 0.9 | | | 4.0 | 0.8 | |
| Unknown | 1.0 | 0.1 | 22.0 | 4.3 | 19.0 | 3.7 | 4.0 | 0.8 | 13.0 | 2.2 | 12.0 | 2.1 | 1.0 | 0.2 | 5.0 | 1.0 | 3.0 |
| White | 41.0 | 4.5 | 128.0 | 27.0 | 114.0 | 21.8 | 24.0 | 4.6 | 126.0 | 20.3 | 127.0 | 22.2 | 35.0 | 7.1 | 131.0 | 26.9 | 123.0 |

| ETHNICITY | ing 2011 FTES |
|-------------------------|--------------------------|
| Asian | 1.7 |
| Black | 1.7 |
| Filipino | 1.4 |
| Hispanic | 41.6 |
| Native American | 1.0 |
| Other | |
| Pacific Islander | |
| Unknown | 0.6 |
| White | 25.5 |

| Gender | Summer 2008 | | Fall 2008 | | Spring 2009 | | Summer 2009 | | Fall 2009 | | Spring 2010 | | Summer 2010 | | Fall 2010 | | Spring 2011 |
|--------------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. |
| Female | 47.0 | 5.7 | 206.0 | 41.6 | 196.0 | 36.2 | 39.0 | 7.6 | 222.0 | 36.6 | 238.0 | 41.4 | 61.0 | 12.3 | 237.0 | 48.1 | 240.0 |
| Male | 31.0 | 4.1 | 101.0 | 21.0 | 109.0 | 20.6 | 32.0 | 6.2 | 125.0 | 20.3 | 122.0 | 21.4 | 29.0 | 5.8 | 120.0 | 24.3 | 117.0 |
| Unknown | | | 4.0 | 0.7 | 2.0 | 0.3 | 2.0 | 0.4 | 5.0 | 0.9 | 1.0 | 0.2 | 3.0 | 0.6 | | | |
| Grand Total | 78.0 | 9.8 | 311.0 | 63.3 | 307.0 | 57.1 | 73.0 | 14.2 | 352.0 | 57.8 | 361.0 | 62.9 | 93.0 | 18.7 | 357.0 | 72.5 | 357.0 |

| | ring 2011 |
|-------------|-----------|
| Gender | FTES |
| Female | 49.3 |
| Male | 24.2 |
| Unknown | |
| Grand Total | 73.5 |

| ETHNICITY | Summer 2011 | | Fall 2011 | | Spring 2012 | | Summer 2012 | | Fall 2012 | | Spring 2013 | | Summer 2013 | | Fall 2013 | | Spring 2014 |
|-------------------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. | FTEs | Headc.. |
| Asian | 2.0 | 0.4 | 7.0 | 1.4 | 4.0 | 0.8 | 5.0 | 0.9 | 9.0 | 1.8 | 6.0 | 1.5 | 4.0 | 0.7 | 6.0 | 1.2 | 7.0 |
| Black | 5.0 | 1.0 | 8.0 | 1.6 | 6.0 | 1.2 | 1.0 | 0.2 | 7.0 | 1.3 | 16.0 | 3.1 | 6.0 | 1.1 | 14.0 | 2.6 | 9.0 |
| Filipino | 2.0 | 0.4 | 9.0 | 1.8 | 9.0 | 1.8 | 5.0 | 1.0 | 13.0 | 2.5 | 4.0 | 0.7 | 3.0 | 0.5 | 12.0 | 2.3 | 5.0 |
| Hispanic | 62.0 | 11.5 | 183.0 | 36.2 | 196.0 | 38.3 | 70.0 | 13.2 | 209.0 | 40.9 | 199.0 | 38.8 | 57.0 | 10.8 | 250.0 | 48.9 | 210.0 |
| Native American | 5.0 | 1.0 | 4.0 | 0.8 | 5.0 | 1.0 | | | 4.0 | 0.8 | 7.0 | 1.4 | | | 4.0 | 0.8 | 10.0 |
| Pacific Islander | | | 2.0 | 0.4 | 3.0 | 0.6 | 1.0 | 0.2 | 3.0 | 0.6 | 1.0 | 0.2 | 2.0 | 0.4 | 2.0 | 0.4 | 2.0 |
| White | 44.0 | 7.8 | 96.0 | 18.9 | 107.0 | 21.0 | 40.0 | 7.3 | 102.0 | 19.5 | 89.0 | 17.3 | 52.0 | 9.3 | 109.0 | 21.2 | 83.0 |

| | ing 2014 |
|------------------|----------|
| ETHNICITY | FTEs |
| Asian | 1.3 |
| Black | 1.8 |
| Filipino | 1.0 |
| Hispanic | 41.2 |
| Native American | 2.1 |
| Pacific Islander | 0.4 |
| White | 16.3 |

| Gender | Summer 2011 | | Fall 2011 | | Spring 2012 | | Summer 2012 | | Fall 2012 | | Spring 2013 | | Summer 2013 | | Fall 2013 | | Spring 2014 |
|-------------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|------|-------------|------|-----------|------|-------------|
| | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. | FTES | Headc.. |
| Female | 76.0 | 13.7 | 196.0 | 38.6 | 205.0 | 39.7 | 83.0 | 15.4 | 223.0 | 43.2 | 205.0 | 39.9 | 75.0 | 13.6 | 248.0 | 47.8 | 208.0 |
| Male | 44.0 | 8.3 | 113.0 | 22.5 | 125.0 | 25.1 | 39.0 | 7.2 | 124.0 | 24.1 | 117.0 | 23.1 | 49.0 | 9.1 | 149.0 | 29.6 | 118.0 |
| Grand Total | 120.0 | 22.0 | 309.0 | 61.0 | 330.0 | 64.7 | 122.0 | 22.6 | 347.0 | 67.3 | 322.0 | 63.0 | 124.0 | 22.8 | 397.0 | 77.4 | 326.0 |

| | ring 2014 |
|-------------|-----------|
| Gender | FTES |
| Female | 40.6 |
| Male | 23.5 |
| Grand Total | 64.1 |

Comprehensive Program Review (CPR) Learning Outcomes Assessment Data

Multiple values

This document contains the data from the last 6 years as reported to Institutional Effectiveness via eLumen. The packet contains charts and tables that indicate outcome performance by Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILO).

Term

Sample Question from the CPR:

Multiple values

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review?

Items to look for:

Term

1. Courses with little to no completed assessments; 2. Table Data in red that indicates performance that was below the 70% benchmark; 3. Improvement plans that have suggestions for improvements; 4. Any patterns in data or missing data that is concerning or lauding

Multiple values

1. Historical PLO Performance Chart: Spanish- This is a chart showing the PLO percent and the count of students that met standards by term.

Department
Spanish

2. Historical PLO Performance Table: Spanish- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

Program
Spanish

3. PLO Performance by Demographic: Spanish- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.

Program
SPAN

4. PLO Performance by Demographic Chart: Spanish- This is the chart of the **percent of students that met the standard** of the given PLO.

5. Historical CLO Performance Chart : Spanish- This is a chart showing the CLO percent met and the count of students that met standards by term.

Program
SPAN

6. Historical CLO Performance Table: Spanish- This is a chart of the table above.

Program
Spanish

7. Historical Course Performance: Spanish- This is SLO assessment by course, including percent and number of students that met standards.

Program
Spanish

8. ILO Performance Table: Spanish- This is the ILO performance of the program for the past 6 academic years.

Program
Spanish

9. ILO Performance Chart: Spanish- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.

10. Historical Associations- CLOs and ILOs/PLOs: SPAN- These are the CLO and ILO associations. *Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.*

11. Historical Associations ILO/PLO: SPAN- These are the Course and ILO associations. *Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.*

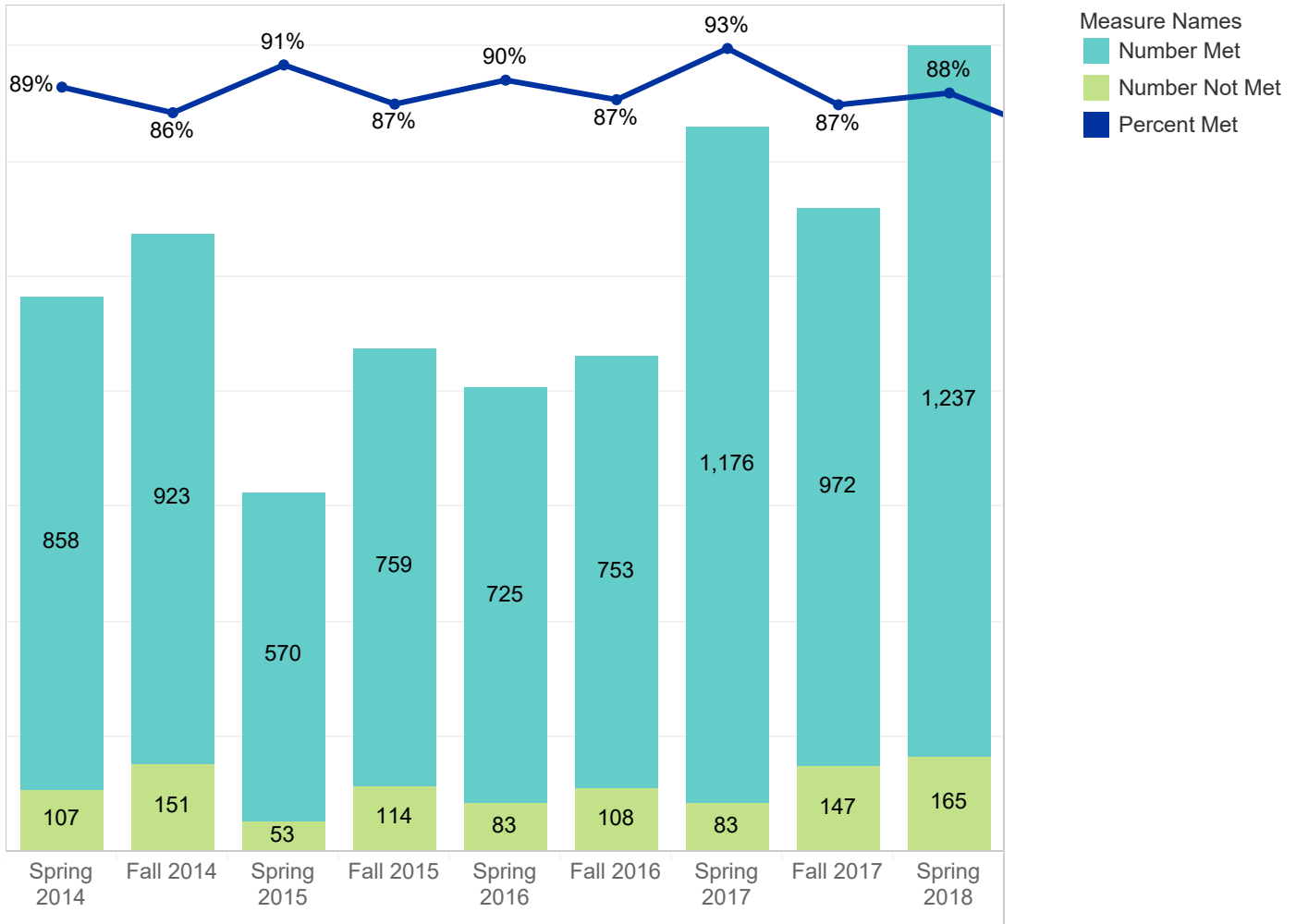
12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

13. Program Learning Outcomes: Spanish- List of PLOs for the selected program.

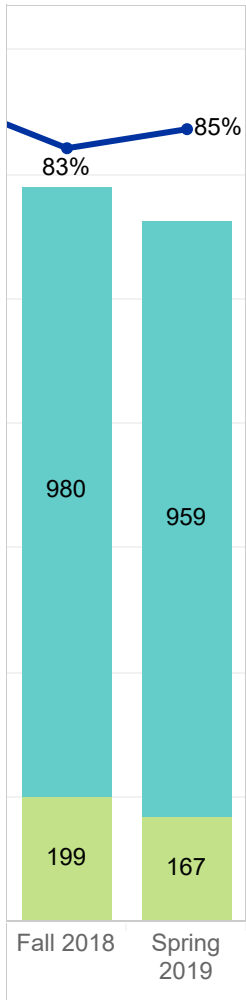
14. Course Learning Outcomes: Spanish- List of CLOs for the selected program.

| | | |
|--------|------|--|
| Course | CLO# | |
|--------|------|--|

1. Historical PLO Performance Chart: Spanish- This is a chart showing the PLO percent and the count of students that met standards by term.



1. Historical PLO Performance Chart: Spanish- This is a chart showing the PLO percent and the count of students that met standards by term.



Measure Names
■ Number Met
■ Number Not Met
■ Percent Met

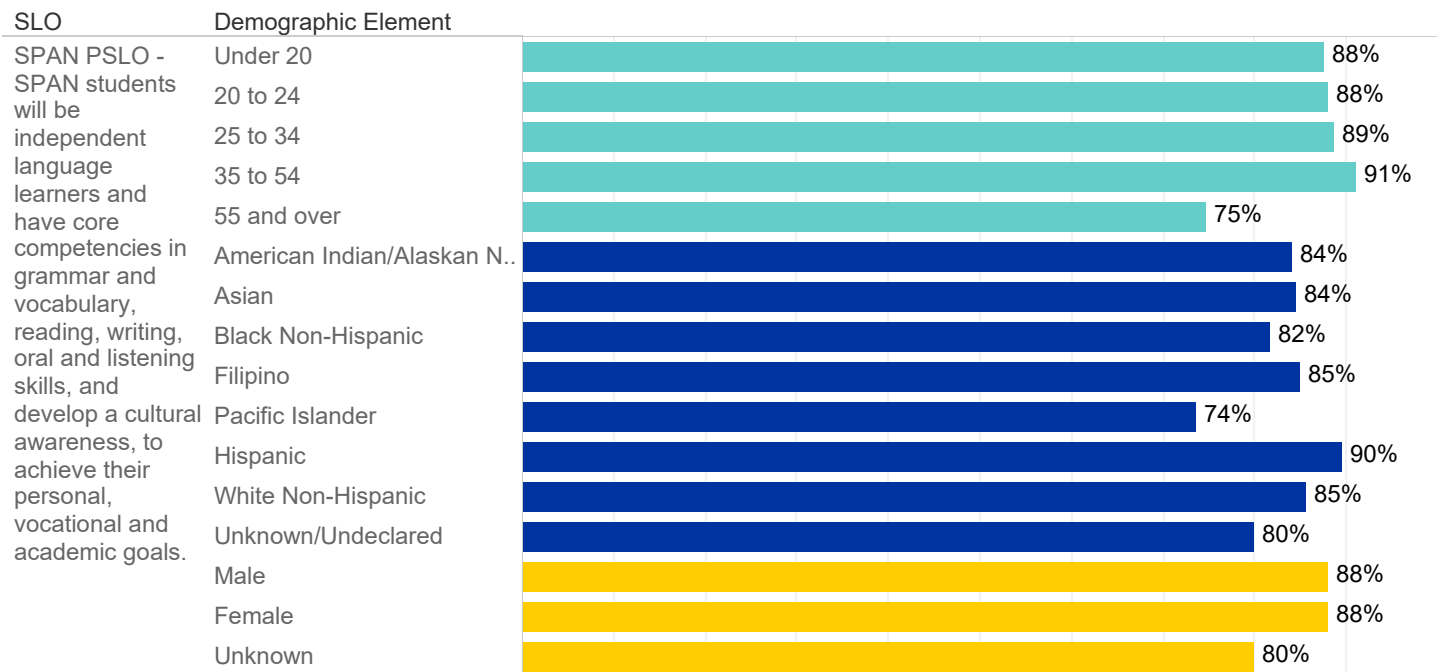
2. Historical PLO Performance Table: Spanish- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

| | | | Number Met | Number Not Met | Percent Met |
|--|-------------------|--------------|--------------|----------------|-------------|
| SPAN | No PLO Associated | SPAN102 | 252 | 80 | 76% |
| | | SPAN103 | 181 | 14 | 93% |
| | | SPAN104 | 249 | 6 | 98% |
| | | SPAN105 | 99 | 0 | 100% |
| | | SPAN111 | 28 | 1 | 97% |
| | | SPAN112 | 252 | 2 | 99% |
| | | Total | 1,061 | 103 | 91% |
| SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals. | SPAN101 | 7,527 | 1,101 | 87% | |
| | SPAN102 | 1,157 | 162 | 88% | |
| | SPAN103 | 23 | 0 | 100% | |
| | SPAN105 | 17 | 2 | 89% | |
| | SPAN111 | 108 | 9 | 92% | |
| | SPAN189 | 19 | 0 | 100% | |
| | Total | 8,851 | 1,274 | 87% | |
| Total | | 9,912 | 1,377 | 88% | |

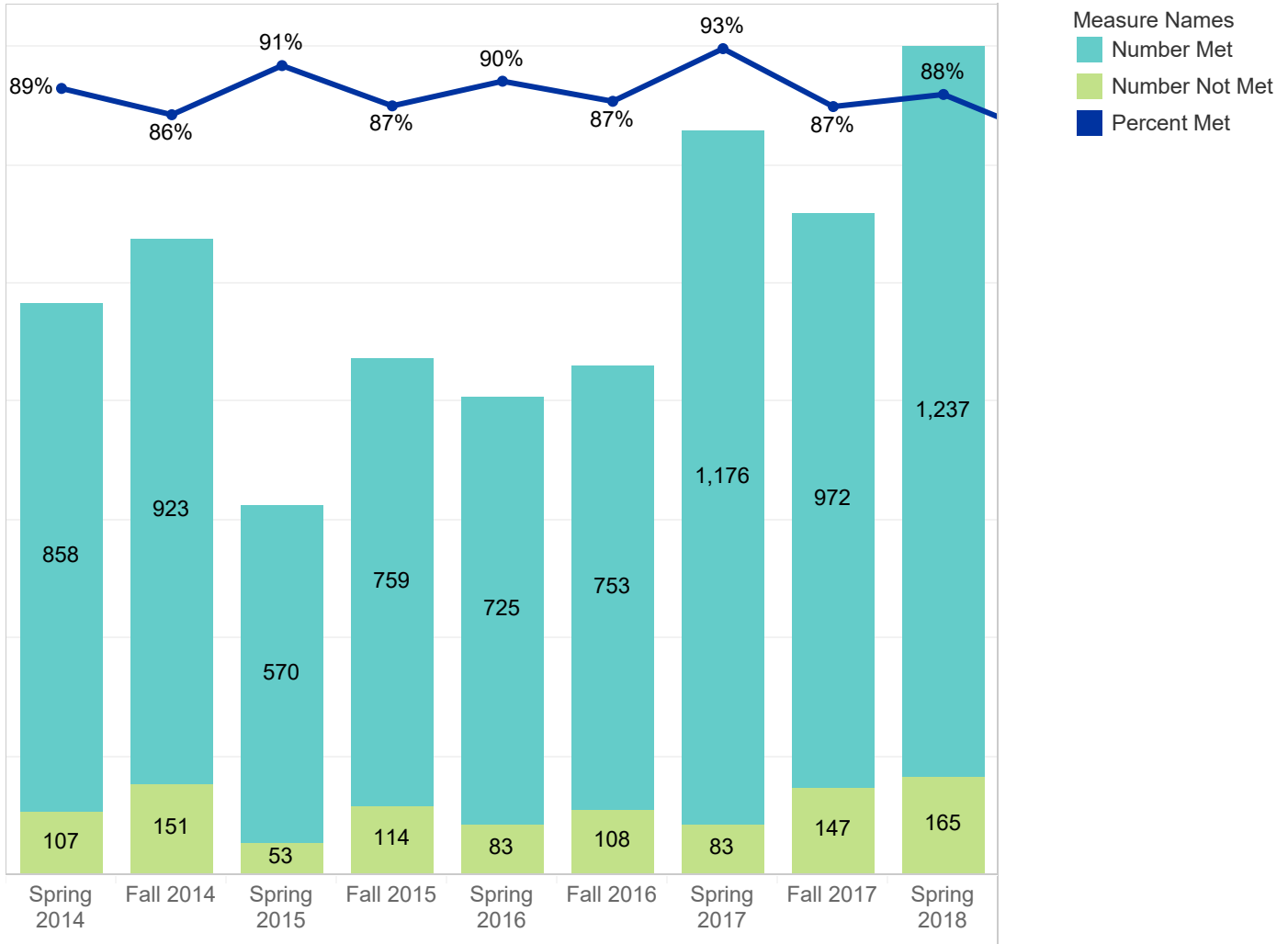
3. PLO Performance by Demographic: Spanish- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.

| | | Met | Not Met | Percent Met |
|--|-----------------------------|-------|---------|-------------|
| SPAN PSLO - SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals. | Under 20 | 1,663 | 235 | 88% |
| | 20 to 24 | 2,800 | 381 | 88% |
| | 25 to 34 | 1,089 | 139 | 89% |
| | 35 to 54 | 434 | 43 | 91% |
| | 55 and over | 91 | 31 | 75% |
| | American Indian/Alaskan N.. | 37 | 7 | 84% |
| | Asian | 158 | 29 | 84% |
| | Black Non-Hispanic | 142 | 32 | 82% |
| | Filipino | 175 | 31 | 85% |
| | Pacific Islander | 39 | 14 | 74% |
| | Hispanic | 4,150 | 482 | 90% |
| | White Non-Hispanic | 1,372 | 233 | 85% |
| | Unknown/Undeclared | 4 | 1 | 80% |
| | Female | 3,831 | 522 | 88% |
| | Male | 2,234 | 304 | 88% |
| | Unknown | 12 | 3 | 80% |

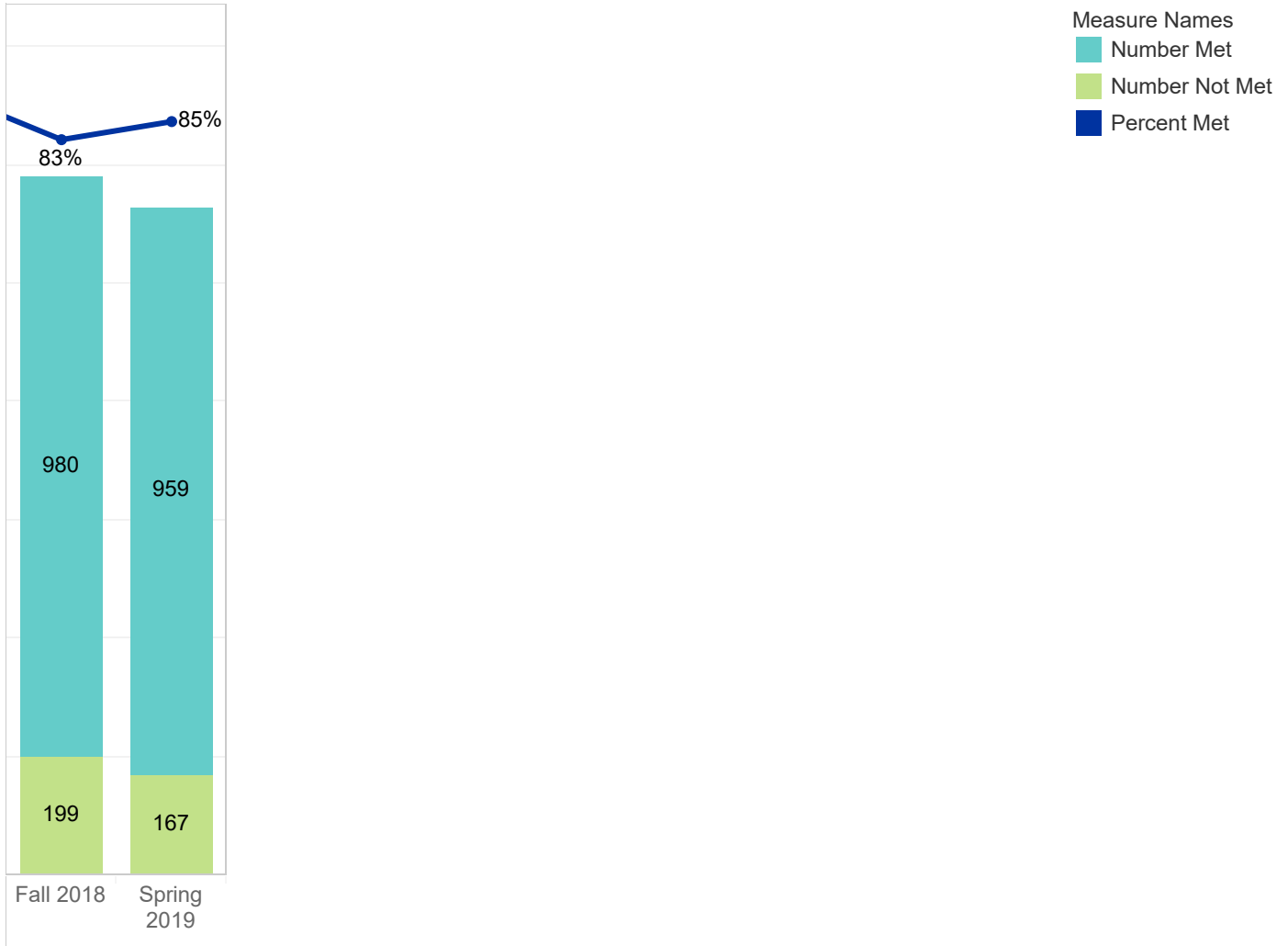
4. PLO Performance by Demographic Chart: Spanish- This is the chart of the percent of students that met the standard of the given PLO.



5. Historical CLO Performance Chart : Spanish- This is a chart showing the CLO percent met and the count of students that met standards by term.



5. Historical CLO Performance Chart : Spanish- This is a chart showing the CLO percent met and the count of students that met standards by term.



6. Historical CLO Performance Table: Spanish- This is a chart of the table above.

| | | | Number Met | Number Not Met | Percent Met |
|---------|-------|--|------------|----------------|-------------|
| SPAN101 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 1,422 | 353 | 80% |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. | 1,573 | 174 | 90% |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. | 1,597 | 96 | 94% |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. | 1,700 | 50 | 97% |
| | SPAN5 | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. | 1,235 | 428 | 74% |
| SPAN102 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 252 | 80 | 76% |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. | 299 | 29 | 91% |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. | 316 | 12 | 96% |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. | 288 | 40 | 88% |
| | SPAN5 | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. | 254 | 81 | 76% |
| SPAN103 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 40 | 9 | 82% |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. | 23 | 1 | 96% |
| | | Transfer learned content to written form at the appropriate level for this course. | 14 | 0 | 100% |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. | 21 | 0 | 100% |
| | | Read and understand written form of language at the appropriate level for this course. | 13 | 0 | 100% |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. | 22 | 2 | 92% |
| | | Speak and comprehend spoken language at the appropriate level for this course. | 13 | 0 | 100% |
| | SPAN5 | Develop awareness and gain an appreciation for the cultural diversity of the Spanish-Speaking world. | 12 | 1 | 92% |
| | | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. | 23 | 1 | 96% |
| | SPAN6 | Develop sound research techniques. | 23 | 0 | 100% |
| SPAN104 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 47 | 1 | 98% |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. | 33 | 0 | 100% |

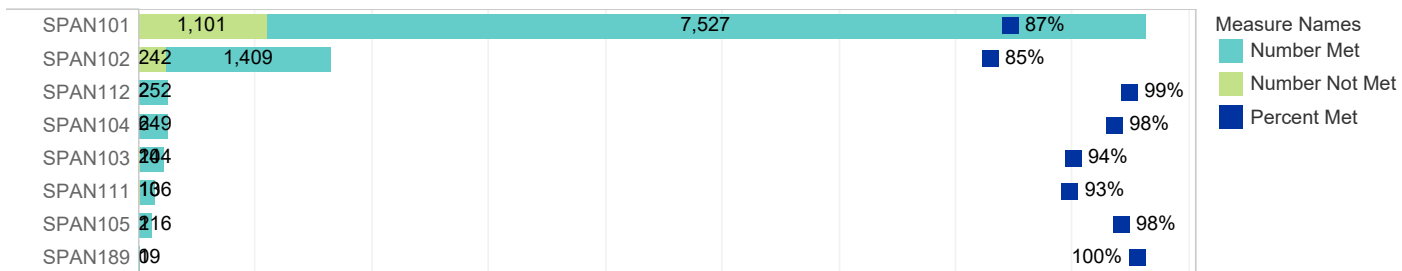
6. Historical CLO Performance Table: Spanish- This is a chart of the table above.

| | | | Number Met | Number Not Met | Percent Met |
|---|-------|--|--|----------------|-------------|
| SPAN104 | SPAN2 | Transfer learned content to written format the appropriate level for this course. | 16 | 0 | 100% |
| | | SPAN3 | Develop and maintain writing skills appropriate for this course level. | 23 | 0 |
| | | Read and understand written form of language at the appropriate level for this course. | 24 | 0 | 100% |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. | 46 | 0 | 100% |
| | | Speak and comprehend spoken language at the appropriate level for this course. | 15 | 1 | 94% |
| | SPAN5 | Develop awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world. | 25 | 0 | 100% |
| | | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. | 20 | 4 | 83% |
| SPAN105 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 17 | 2 | 89% |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. | 12 | 0 | 100% |
| | | Transfer learned content to written format the appropriate level for this course. | 13 | 0 | 100% |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. | 12 | 0 | 100% |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. | 12 | 0 | 100% |
| | | Speak and comprehend spoken language at the appropriate level for this course. | 13 | 0 | 100% |
| | SPAN5 | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. | 12 | 0 | 100% |
| | SPAN6 | Demonstrate knowledge of several styles of essay production in Spanish. | 13 | 0 | 100% |
| Develop and maintain an awareness of various styles of essay writing. | | 12 | 0 | 100% | |
| SPAN111 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 25 | 5 | 83% |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. | 28 | 1 | 97% |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. | 28 | 1 | 97% |
| | SPAN4 | Develop and maintain oral communication skills appropriate for this course level. | 28 | 1 | 97% |
| | SPAN5 | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. | 27 | 2 | 93% |
| SPAN112 | SPAN1 | Use grammar and vocabulary at the appropriate level. | 40 | 0 | 100% |

6. Historical CLO Performance Table: Spanish- This is a chart of the table above.

| | | | Number Met | Number Not Met | Percent Met |
|---------|-------|---|------------|----------------|-------------|
| SPAN112 | SPAN2 | Transfer learned content to written form at the appropriate level for this course. | 57 | 1 | 98% |
| | SPAN3 | Read and understand written form at the appropriate level for this course. | 39 | 0 | 100% |
| | SPAN4 | Speak and comprehend spoken language at the appropriate level for this course. | 60 | 0 | 100% |
| | SPAN5 | Develop an awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world. | 56 | 1 | 98% |
| SPAN189 | SPAN1 | Write competent essays with few or no errors. | 19 | 0 | 100% |

7. Historical Course Performance: Spanish- This is SLO assessment by course, including percent and number of students that met standards.



8. ILO Performance Table: Spanish- This is the ILO performance of the program for the past 6 academic years.

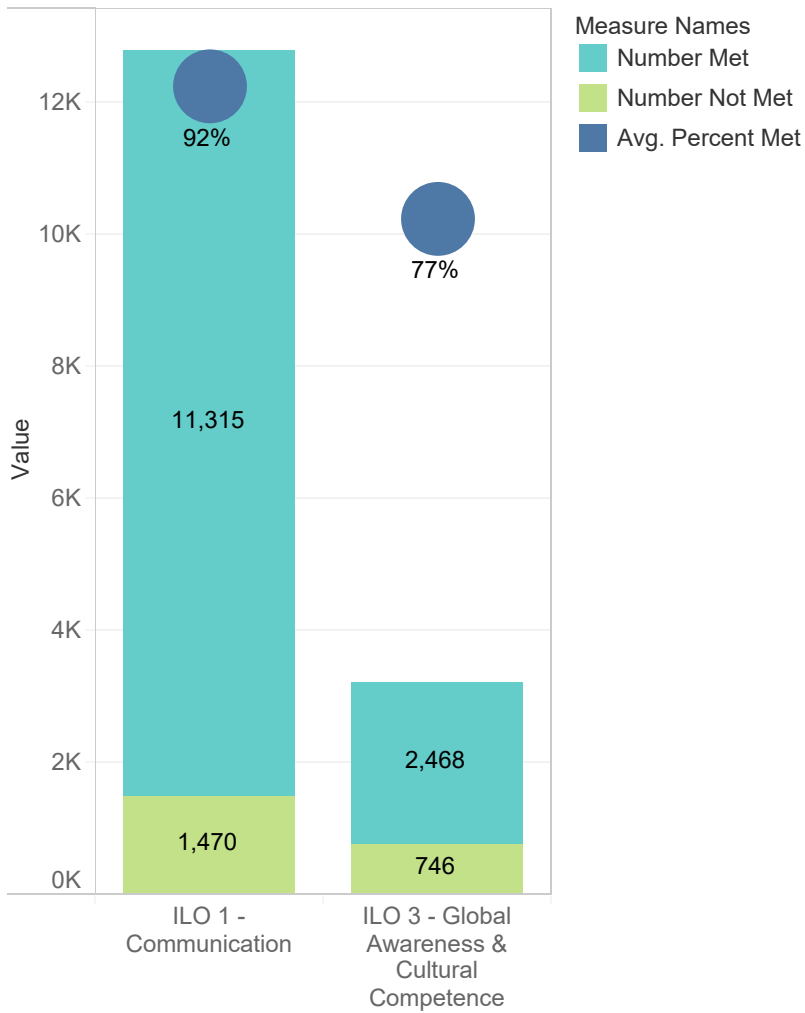
| | # of Connected Courses | Avg. Percent Met |
|--|------------------------|------------------|
| Null | 0 | 89% |
| ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | 4 | 92% |
| ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | 2 | 77% |

8. ILO Performance Table: Spanish- This is the ILO performance of the program for the past 6 academic years.

| | Number Met | Number Not Met |
|--|------------|----------------|
| Null | 2,137 | 251 |
| ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | 11,315 | 1,470 |
| ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | 2,468 | 746 |

9. ILO Performance Chart:

Spanish- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.



10. Historical Associations- CLOs and ILOs/PLOs: SPAN- These are the CLO and ILO associations. *Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.*

| | | Outcome ERP / Outcome | | |
|----------------|---|---|---|---|
| | | ILO 1 Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | ILO 3 Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | SPAN1 SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals. |
| SPAN101 | Develop and maintain listening and oral communication skills appropriate for this course level. | X | | X |
| | Develop and maintain reading skills appropriate to this course level. | X | | X |
| | Develop and maintain writing skills appropriate for this course level. | X | | X |
| | Gain a deeper appreciation for the cultural diversity of the Spanish speaking world. | | X | X |
| | Use grammar and vocabulary at the appropriate level. | X | | X |
| SPAN102 | Develop and maintain listening and oral communication skills appropriate for this course level. | X | | X |
| | Develop and maintain reading skills appropriate to this course level. | X | | X |
| | Develop and maintain writing skills appropriate for this course level. | X | | X |
| | Gain a deeper appreciation for the cultural diversity of the Spanish speaking world. | | X | X |
| | Use grammar and vocabulary at the appropriate level. | X | | X |
| SPAN103 | Develop sound research techniques. | | | X |
| | Use grammar and vocabulary at the appropriate level. | X | | X |
| SPAN104 | Use grammar and vocabulary at the appropriate level. | X | | X |
| SPAN105 | Use grammar and vocabulary at the appropriate level. | X | | X |
| SPAN111 | Develop and maintain oral communication skills appropriate for this course level. | | | X |
| | Develop and maintain reading skills appropriate to this course level. | | | X |
| | Develop and maintain writing skills appropriate for this course level. | | | X |
| | Gain a deeper appreciation for the cultural diversity of the Spanish speaking world. | | | X |
| | Use grammar and vocabulary at the appropriate level. | | | X |
| SPAN112 | Develop an awareness and gain an appreciation for the cultural diversity of the Spanish speaking world. | | X | X |

10. Historical Associations- CLOs and ILOs/PLOs: SPAN- These are the CLO and ILO associations. *Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.*

| | | Outcome ERP / Outcome | | |
|----------------|--|---|---|---|
| | | ILO 1 | ILO 3 | SPAN1 |
| | | <p>Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.</p> | <p>Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.</p> | <p>SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals.</p> |
| SPAN112 | Read and understand written form at the appropriate level for this course. | X | | X |
| | Speak and comprehend spoken language at the appropriate level for this course. | X | | X |
| | Transfer learned content to written form at the appropriate level for this course. | X | | X |
| | Use grammar and vocabulary at the appropriate level. | X | | X |
| SPAN189 | level. Show written competence beyond the SPAN 104 | | | X |
| | Show written competence beyond the SPAN 104 level. | X | | |
| | Write competent essays with few or no errors. | X | | X |

11. Historical Associations ILO/PLO: SPAN-

These are the Course and ILO associations. *Note: Old: Associations from eLumen, Current: ILO Associations, and NEW: Associations made with PLO cycles post 2020.*

| | ILO 1 Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. | ILO 3 Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. | SPAN1 SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, v.. |
|----------------|--|--|---|
| SPAN101 | X | X | X |
| SPAN102 | X | X | X |
| SPAN103 | X | | X |
| SPAN104 | X | | X |
| SPAN105 | X | | X |
| SPAN111 | | | X |
| SPAN112 | X | X | X |
| SPAN189 | X | | X |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|--|---|---|-----------------|
| Fall 2015 | SPAN101 - Elementary Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN102 - Elementary Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN103 - Intermediate Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN104 - Intermediate Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| SPAN105 - Adv Composition & Grammar | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| SPAN111 - Intermediate Span Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| SPAN112 - Advanced Spanish Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-----------|--|---|-----------------|
| Fall 2015 | SPAN112 - Advanced Spanish Conversation | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN189 - Independent Projects | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | SPAN101 - Elementary Spanish I | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | SPAN102 - Elementary Spanish II | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | SPAN103 - Intermediate Spanish I | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | SPAN104 - Intermediate Spanish II | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| Fall 2016 | SPAN105 - Adv Composition & Grammar | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | SPAN111 - Intermediate Span | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-----------|--|---|-----------------|
| Fall 2016 | SPAN111 - Intermediate Span Conversation | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN112 - Advanced Spanish Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN189 - Independent Projects | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN101 - Elementary Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN102 - Elementary Spanish II | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| Fall 2017 | SPAN103 - Intermediate Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|---|---|---|-----------------|
| Fall 2017 | SPAN103 - Intermediate Spanish I | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN104 - Intermediate Spanish II | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN105 - Adv Composition & Grammar | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN111 - Intermediate Span Conversation | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| What did the assessment data indicate about the strengths of your course? | | No Action Taken | |
| What did the assessment data indicate about the weaknesses of your course? | | No Action Taken | |
| What resources are required to make these changes or to maintain your progress? | | No Action Taken | |
| SPAN112 - Advanced Spanish Conversation | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-----------|--|---|-----------------|
| Fall 2017 | SPAN112 - Advanced Spanish Conversation | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN189 - Independent Projects | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN101 - Elementary Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN102 - Elementary Spanish II | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| Fall 2018 | SPAN103 - Intermediate Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-------------|--|---|-----------------|
| Fall 2018 | SPAN103 - Intermediate Spanish I | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN111 - Intermediate Span Conversation | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN189 - Independent Projects | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN101 - Elementary Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN102 - Elementary Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| Spring 2015 | SPAN103 - Intermediate Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|--|--|---|---|
| Spring 2015 | SPAN103 - Intermediate Spanish I | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN104 - Intermediate Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN105 - Adv Composition & Grammar | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN111 - Intermediate Span Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN112 - Advanced Spanish Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN189 - Independent Projects | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | Spring 2016 | SPAN101 - Elementary Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? |
| What did the assessment data indicate about the strengths of your course? | | | No Action Taken |
| What did the assessment data indicate about the weaknesses of your course? | | | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|--------------------------------|---|---|-----------------|
| Spring 2016 | SPAN102 - Elementary Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN103 - Intermediate Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN104 - Intermediate Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN105 - Adv Composition & Grammar | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN111 - Intermediate Span Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN112 - Advanced Spanish Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| SPAN189 - Independent Projects | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|---|---|--|-----------------|
| Spring 2 | SPAN189 - Independent Projects | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN101 - Elementary Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| What resources are required to make these changes or to maintain your progress? | | No Action Taken | |
| SPAN102 - Elementary Spanish II | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| SPAN103 - Intermediate Spanish I | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| Spring 2017 | SPAN104 - Intermediate Spanish II | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|--|---|---|-----------------|
| Spring 2017 | SPAN104 - Intermediate Spanish II | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN105 - Adv Composition & Grammar | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| SPAN111 - Intermediate Span Conversation | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| SPAN112 - Advanced Spanish Conversation | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| SPAN189 - Independent Projects | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-------------|---|---|-----------------|
| Spring 2 | SPAN189 - Independent Projects | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN101 - Elementary Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| Spring 2018 | SPAN102 - Elementary Spanish II | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| Spring 2018 | SPAN103 - Intermediate Spanish I | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | |
|---|---|-----------------|
| SPAN103 - Intermediate Spanish I | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| SPAN104 - Intermediate Spanish II | Any other comments? | No Action Taken |
| | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken |
| | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| SPAN105 - Adv Composition & Grammar | Any other comments? | No Action Taken |
| | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken |
| | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |

Spring 2018

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|---|---|---|-----------------|
| Spring 2018 | SPAN105 - Adv Composition & Grammar | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| | SPAN111 - Intermediate Span Conversation | Any other comments? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken |
| | | What changes have you made/do you plan to make based on the data? | No Action Taken |
| | | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | What resources are required to make these changes or to maintain your progress? | No Action Taken | |
| SPAN112 - Advanced Spanish Conversation | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |
| | What did the assessment data indicate about the challenges of your program? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your program? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| SPAN189 - Independent Projects | Any other comments? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data to improve student learning and service? | No Action Taken | |
| | What changes have you made/do you plan to make based on the data? | No Action Taken | |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-----------------------------------|---|---|-----------------|
| Spring 2018 | SPAN189 - Independent Projects | What did the assessment data indicate about the challenges of your program? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your program? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | | What resources are required to make these changes or to maintain your progress? | No Action Taken |
| SPAN101 - Elementary Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| SPAN102 - Elementary Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| SPAN103 - Intermediate Spanish I | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| SPAN104 - Intermediate Spanish II | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken | |
| | What did the assessment data indicate about the strengths of your course? | No Action Taken | |
| | What did the assessment data indicate about the weaknesses of your course? | No Action Taken | |
| Spring 2019 | SPAN105 - Adv Composition & Grammar | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |

12. Course Improvement Plans: SPAN- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

| | | | |
|-------------|--|---|-----------------|
| Spring 2019 | SPAN111 - Intermediate Span Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN112 - Advanced Spanish Conversation | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |
| | SPAN189 - Independent Projects | What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No Action Taken |
| | | What did the assessment data indicate about the strengths of your course? | No Action Taken |
| | | What did the assessment data indicate about the weaknesses of your course? | No Action Taken |

13. Program Learning Outcomes: Spanish- List of PLOs for the selected program.

PLO

| |
|--|
| SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals. |
|--|

The view is broken down by PLO. The data is filtered on Term1 and Program. The Term1 filter keeps 12 of 29 members. The Program filter keeps Spanish. The view is filtered on PLO, which keeps 281 of 814 members.

14. Course Learning Outcomes: Spanish- List of CLOs for the selected program.

| Course | Clo# | |
|---------|-------|---|
| SPAN101 | SPAN1 | Use grammar and vocabulary at the appropriate level. Use practical vocabulary related to school, travel, and home orally and in writing. |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. Understand and use grammatical concepts necessary to continue the study of the language. |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. Read and understand short texts and cultural selections. |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. Write short compositions incorporating the vocabulary and grammatical structures learned. |
| | SPAN5 | Demonstrate knowledge on various topics of Hispanic culture. Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. |
| SPAN102 | SPAN1 | Use grammar and vocabulary at the appropriate level. Use vocabulary related to work, the home, literature, and art to communicate diverse situations in Spanish. |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. Understand more sophisticated questions and be able to respond with great facility than Span 101 in both familiar and formal situations. |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. Write longer compositions than those of Spanish 101, by incorporating new grammatical structures and new vocabulary. |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. Gain an appreciation for cultural aspects of the Spanish speaking world not covered in Spanish 101. |
| | SPAN5 | Demonstrate knowledge on various topics of Hispanic culture. Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. |
| SPAN103 | SPAN1 | Use grammar and vocabulary at the appropriate level. Use vocabulary and linguistics structures with greater ease than in Spanish 102. |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. Transfer learned content to written form at the appropriate level for this course. --- |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. Read and understand short literary texts written for native speakers of Spanish. -- |
| | SPAN4 | Deliver oral presentations in Spanish. Develop and maintain listening and oral communication skills appropriate for this course level. Speak and comprehend spoken language at the appropriate level for this course. |
| | SPAN5 | Develop awareness and gain an appreciation for the cultural diversity of the Spanish-Speaking world. -- |
| | SPAN6 | Develop sound research techniques. |
| SPAN104 | SPAN1 | Use grammar and vocabulary at the appropriate level. Use new vocabulary and structures in speaking with increased facility. |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. Read and understand simple material written for native Spanish speakers. --- |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. Read and understand written form of language at the appropriate level for this course. -- |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. Speak and comprehend spoken language at the appropriate level for this course. -- |
| | SPAN5 | Develop awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world. -- |
| | SPAN6 | Appreciate the cultural diversity of the Spanish-speaking world. Develop sound research techniques. |
| SPAN105 | SPAN1 | Use grammar and vocabulary at the appropriate level. Use vocabulary and grammar to discuss topics of a cultural and/or literary nature. |
| | SPAN2 | Develop and maintain reading skills appropriate to this course level. Read and understand written form, cultural and literary, appropriate for this course level. -- |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. Read and understand written form of language at the appropriate level for this course. -- |
| | SPAN4 | Develop and maintain listening and oral communication skills appropriate for this course level. Speak and comprehend spoken language appropriate for this course level. -- |
| | SPAN5 | Develop awareness and gain an appreciation for the cultural and literary diversity of the Spanish-speaking world. Develop awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world. -- |
| | SPAN6 | Demonstrate knowledge of several styles of essay production in Spanish. Develop and maintain an awareness of various styles of essay writing. |
| | SPAN7 | Appreciate the cultural diversity of the Spanish-speaking world. |
| SPAN110 | SPAN1 | Use grammar and vocabulary at the appropriate level. |

CLO broken down by Course and Clo#. The data is filtered on Term1 and Program. The Term1 filter keeps 12 of 29 members. The Program filter keeps Spanish.

14. Course Learning Outcomes: Spanish- List of CLOs for the selected program.

| Course | Clo# | |
|---------|---------|---|
| SPAN110 | SPAN2 | Develop and maintain reading skills appropriate to this course level. |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. |
| | SPAN4 | Develop and maintain oral communication skills appropriate for this course level. |
| | SPAN5 | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. |
| | SPAN111 | SPAN1 |
| SPAN111 | SPAN2 | Develop and maintain reading skills appropriate to this course level. |
| | SPAN3 | Develop and maintain writing skills appropriate for this course level. |
| | SPAN4 | Develop and maintain oral communication skills appropriate for this course level. |
| | SPAN5 | Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. |
| | SPAN112 | SPAN1 |
| SPAN2 | | Transfer learned content to written form at the appropriate level for this course. |
| SPAN3 | | Read and understand written form at the appropriate level for this course. |
| SPAN4 | | Speak and comprehend spoken language at the appropriate level for this course. |
| SPAN5 | | Develop an awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world. |
| SPAN6 | | Apply sound research techniques and critical analysis. |
| SPAN189 | SPAN1 | Write competent essays with few or no errors. |
| | SPAN2 | Show written competence beyond the SPAN 104 level. |

CLO broken down by Course and Clo#. The data is filtered on Term1 and Program. The Term1 filter keeps 12 of 29 members. The Program filter keeps Spanish.