Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

WLANG ▼

Q2. Please provide the name of the person(s) completing this Program Review:

Cynthia Weiss

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

The Mission of the Spanish Program at College of Alameda is to help students develop communicative and cultural competence in Spanish. Students work on developing proficiency in listening, speaking, writing, and reading in Spanish, in addition to developing cultural knowledge about Spanish speaking countries and communities. Courses are conducted in Spanish and much class time is dedicated to task-based, communicative activities.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

○ Yes
◉ No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

	Enter Month and Year of Anticipated Update
Enter course name Spanish 2A	10/17
Enter course name Spanish 2B	10/17
Enter course name 	

Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

	Enter Month and Year of Deactivation
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

> Planning to combine Spanish 30A and 30B. Working with Laney College so as to not offer duplicate classes at the same level at the same time. Possibly combining 2A and 2B as well.

Q12. Please list the name and type of **degree** your program offers.

	AA	AS
Enter name of degree	○	○

Enter name of degree		
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○

Q16. Please list the name and type of **certificates** your program offers.

	CA	CP
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

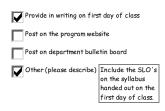| Enter name of certificate	○	○	◉
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

Q24. ASSESSMENT

Q20. Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

Taskstream At A Glance Report 2015-1016 for Spanish.pdf
137.3KB
application/pdf

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

☑ Provide in writing on first day of class
☐ Post on the program website
☐ Post on department bulletin board
☑ Other (please describe) | Include the SLO's on the syllabus handed out on the first day of class.

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

☑ Syllabi
☑ Course Catalog
☐ Department Website (please provide link to SLO's) [   ]
☐ Other (please specify) [   ]

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

☑ Significant change or improvement #1:

No, I am a new chair and there have been no changes made during my tenure.

☐ Significant change or improvement #2:

☐ Significant change or improvement #3:

☐ (Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

[object Object]

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.

Q27. Describe how assessment results for **Distance Education** courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

```
```

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

```
```

Q29. Describe your discipline, department or program participation in assessment of COA's institutional level outcomes (ILOs).

```
1. Problem Solving: Solve problems and make decisions in life and work using critical thinking,
quantitative reasoning, community resources, and civil engagement.
2. Communication and Technology: Use technology and written and oral communication to
discover, develop, and relate critical ideas in multiple environments.
3. Creativity: Exhibit aesthetic reflection to promote, participate and contribute to human
development, expression, creativity, and curiosity.
4. Diversity: Engage in respectful interpersonal communications, acknowledging ideas and values
of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Civic Responsibility: Accept personal, civic, social and environmental responsibility in order to
become a productive local and global community member
```

Q30. How are your course and/or program level outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from TaskStream.

```
Programme level outcomes align with institutional outcomes.  Like the COA institutional outcomes, Spanish programme outcomes incorporate
knowledge, application of that knowledge via face to face learning and on-line communication, and cultural enrichment through gaining
knowledge of the 21 countries who use Spanish as their national language including the USA.
```

Q95. Please attach the "Goal Alignment Summary" from TaskStream.

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

```
I use an online class management programme in my face to face and hybrid classes to post homework, calendar and syllabus in order to
communicate with students. I also us web enhancement to develop student comprehension and cultural awareness by informing students of
Spanish language websites, newspapers, YouTube videos and TV programmes.
```

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

> We incorporated hybrid classes this year and students are beginning to better manage their own learning.

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

> The department maintains integrity and consistency by having a grading policy that is consistent with expected performance that parallels major 4 year universities. Students are graded on homework, participation, on-line activities and in class exams.

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "**Enrollment Trends**" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.

> Spanish 1A has remained stable with fluctuations for the past 3 years.
> Spanish 1B shows low enrollment except for 1 term and was canceled for Fall 2017.
> Spanish 30A has remained stable but was canceled for Fall 2017. It probably would have filled if not canceled 1 week before.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

> When Laney offers the same courses at the same time it will impact our enrollment. We are working with the dept. head to avoid this happening again. We want to work with the high schools to find out what they are teaching in their programmes and possibly segue students into higher level language courses at CoA.

Q33. Find the "**Productivity**" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.

> Productivity is running at approx. 10 which I realize is lower than the college as a whole. Hiring one teacher instead of 3 adjuncts may be a solution.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

> There is too much competition with Laney. We need to advertise to build the department. Students are also considering other trends in language studies such as Chinese, Japanese and Arabic. Working with high school counselors might increase enrollment and add awareness of the department.

Q35. Are courses scheduled in a manner that meets student needs and demands?

◉ Yes
◯ No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

> Looking at enrollment data.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

> Advertising in social media. Putting up posters in the libraries and senior centers. Working with high school counselors. Improving the department website. Creating a dept. website on Twitter and Facebook. Targeting businesses for conversation classes.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard *(percentage of students earning a grade "C" or better, or earning "Credit")* for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "**Course Completion**" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number Spanish 1A	44	56	47
Course Name & Number Spanish 1B	56	79	58

Course Name & Number Spanish 30A	44	59	51
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q40. Please review the student equity "**Course Completion**" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	○	◉	
Ethnicity	◉	○	African American low - hispanic highest rate.
Gender	○	◉	
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

In some categories there are too few students to make generalizations.

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

○ Yes
◉ No

Q41. Please enter the course completion rate for each of the HYBRID (more than 50% but less than 100% online - see this in the "DE" filter) course in your program for each of the last three years.

This question was not displayed to the respondent.

Q42. Please review the student equity data provided on the "Course Completion" data dashboard on the COA Program Review website (click on your program's name). Are there differences in the HYBRID course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

This question was not displayed to the respondent.

Q49. Please discuss the differences (if any) in HYBRID course completion rates across dis-aggregated groups.

This question was not displayed to the respondent.

Q45. Please enter the course completion rate for each of the Distance Education (100% online) - using the "DE" filter - course in your program for each of the last three years.

This question was not displayed to the respondent.

Q46. Please review the student equity data provided on the Course Completion dashboard (using the "DE" filter) on the COA Program Review webpage. Are there differences in the Distance Education (100% online) course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

This question was not displayed to the respondent.

Q51. If there are differences in course completion rates between face-to-face and Distance Education/Hybrid courses, how does the discipline, department or program deal with them ?

This question was not displayed to the respondent.

Q52. How do you assess the overall effectiveness of Distance Education/Hybrid courses?

This question was not displayed to the respondent.

Q64. Using the "Retention" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	52	65	63

Q53. Describe the discipline, department, or program retention rates for the past three years.

Average retention is appx. 60%

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

◉ Higher
○ The same
○ Lower

Q56. Please review the student equity data available in the "**Retention**" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	◉	○	middle aged group doing best
Ethnicity	○	◉	people of colour need support
Gender	○	◉	
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	◉	○	only 4 students vs avg of 50 students???
Veterans status	○	◉	

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

We incorporated special tutoring sessions and advertised them JoHanna on the second floor of the library hired a tutor.   Only 1 or 2 students took advantage of this opportunity.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

More online support. Continued easy access to instructor.   Continued tutoring support.

Q65. Using the **Degrees and Certificates** data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years.   Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

Build a program. In order to offer a degree we would need to add Spanish 2A and 2B which were offered 4 years ago but were cut.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	0
Part-time faculty headcount	3
Total FTEF faculty for the discipline, department or program	0
Full-time/part-time faculty ratio	0
Classified staff headcount	0

Q71. Describe your current utilization of facilities and equipment.

The Spanish Dept. use is primarily the classroom.   Faculty need smart classrooms especially those teaching hybrid classes.   Other faculty need newer laptops for classroom presentations and lectures.

Q72. What are your key **staffing** needs for the next three years? Why?

Possibly needing a full time instructor in the future providing we can build the department to include a successful programme.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

New laptops.   Speakers and projectors in the classroom.   Stipend for adjunct teachers to learn new Canvas program..   Some of them will be teaching hybrid courses.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

A classroom that doesn't leak. The students are getting wet.   Florescent lighting that stays on.   Dimmers on the light switches so students can watch projected instruction and take notes at the same time.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here.**

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

[Prior-Year-Resource-Utilization-Self-Evaluation-Template.pdf](#)
348.4KB
application/pdf

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's [Program Review webpage](#) - click on your program's name and select "Resource Request Template." Upload the completed template here:

[Comprehensive-Instructional-Program-Review-Prioritized-Resource-Requests-Summary.pdf](#)
332.7KB
application/pdf

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

I am a new chair. We are all adjuncts. We have no departmental activities, only occasional meetings.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	
Committee 2	
Committee 3	
Committee 4	
Committee 5	
Committee 6	
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Classroom technology	1
Instructional methods	2
Use of online resources	3
Faculty mentoring	4
Cultural sensitivity	5
Other (please specify) [____]	6
Other (please specify) [____]	7
Other (please specify) [____]	8
Other (please specify) [____]	9
Other (please specify) [____]	10

Q83. Please describe the professional development needs of your discipline or department.

All adjuncts need to learn Canvas.

Q84. How do you train new instructors in the use of Distance Education platforms?

Only two instructors have hybrid classes. These are 20% or 40% hybrid. We have had a meeting discussing the percentage of hybrid activities and how to use the on-line content of the textbook.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

○ Definitely yes
○ Probably yes
◉ Might or might not
○ Probably not
○ Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
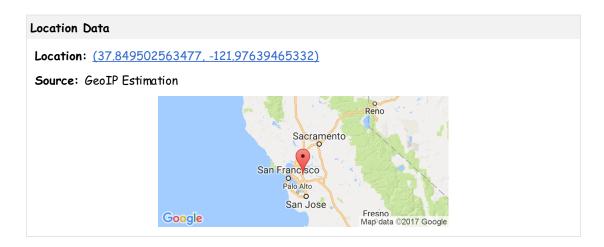
Working with high schools to align their curriculum with ours in Spanish so students can be successfully places in the correct course.
Advertise for more awareness of what our courses offer with the goal of increasing enrollment.
Work with counselors to make sure that students have the basic English background to study a language successfully in order to improve retention.

Q89. On your **Program Review** webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

Integrated-Goal-Setting-Template.pdf
            318.5KB
            application/pdf

Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

Location: (37.849502563477, -121.97639465332)

Source: GeoIP Estimation

Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

College:	
Disciline, Department or Program:	
Contact Person:	
Date:	

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
Human Resources						
Faculty						
Classified Staff						
Student Workers						
Technology						
Equipment	Laptop	2	800			1,3,5
Supplies						
Facilities	Smart classroom for hybrid classes	1	unknown			1.3.5
Professional Development	Canvas training for adjuncts	3	unknown			1,3,5
Other (specify)						

Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

College:	CoA
Disciline, Department or Program:	Spanish
Contact Person:	Cynthia Weiss
Date:	10/2/2017

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
Working with highschools.		2 B2
Advertising		6 Working with community partners
Work with counselors		5 A student success

Organizational Area	Summary Results

Totals for the selected Participating Areas with access in
College of Alameda AMS
Full Course Listing

Overall Statistics

- **There are 3 Participating Areas with access to this requirement within Full Course Listing**
- **100% (10/10) outcomes were included**
- **90% (9/10) of outcomes included have at least one measure specified**
- **30% (3/10) of outcomes included have measures with findings specified**

9 Total Measures	3 Total Measures with Findings
(Includes measures that do not have findings)	

Measure Type/Method

Student Artifact	0 (0%)
Exam	9 (100%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**9 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

Successful Performance Target Met?

Not Met	0 (0%)
Met	1 (33%)
Exceeded	2 (67%)
Unspecified	0 (0%)

Organizational Area	Summary Results

College of Alameda AMS » Full Course Listing

SPAN 1A Elementary Spanish

Overall Statistics

- **100%** (3/3) outcomes were included
- **100%** (3/3) of outcomes included have at least one measure specified
- **33%** (1/3) of outcomes included have measures with findings specified

3 Total Measures (Includes measures that do not have findings)	1 Total Measure with Findings

Measure Type/Method

Student Artifact	0 (0%)
Exam	3 (100%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**3 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

Successful Performance Target Met?

Not Met	0 (0%)
Met	0 (0%)
Exceeded	1 (100%)
Unspecified	0 (0%)

Organizational Area	Summary Results

College of Alameda AMS » Full Course Listing

SPAN 1B Elementary Spanish

Overall Statistics

- **100%** (4/4) outcomes were included
- **75%** (3/4) of outcomes included have at least one measure specified
- **25%** (1/4) of outcomes included have measures with findings specified

3 Total Measures (Includes measures that do not have findings)	1 Total Measure with Findings

Measure Type/Method

Student Artifact	0 (0%)
Exam	3 (100%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**3 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

Successful Performance Target Met?

Not Met	0 (0%)
Met	1 (100%)
Exceeded	0 (0%)
Unspecified	0 (0%)

Organizational Area	Summary Results
College of Alameda AMS » Full Course Listing **SPAN 30A Beginning Conversational Spanish**	**Overall Statistics** - **100%** (3/3) outcomes were included - **100%** (3/3) of outcomes included have at least one measure specified - **33%** (1/3) of outcomes included have measures with findings specified

3 Total Measures (Includes measures that do not have findings)	1 Total Measure with Findings
Measure Type/Method	**Successful Performance Target Met?**

Measure Type/Method

Student Artifact	0 (0%)
Exam	3 (100%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**3 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

Successful Performance Target Met?

Not Met	0 (0%)
Met	0 (0%)
Exceeded	1 (100%)
Unspecified	0 (0%)