



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Modern Languages and Literatures
Program Unit	French B.A./ Spanish B.A.
Reporting for Academic Year	2015-2016
Department Chair	Monique Manopoulos
Date Submitted	5/26/2016

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The Department has 5 tenured professors, and one professor who is ferping and teaches 3 courses each Fall. The Spanish Major has 2.5 professors and the French major has one. Our allocations are for all languages, and costs therefore refer to the expenses of the entire department. For obvious reasons, we are not a program with a large number of majors (and actually majors are counted separately for French and Spanish) but we provide a valuable multicultural learning experience and added skills, which represent a potential career edge for CSUEB students. The study of world languages and cultures should be an important component of CLASS, and the University at large, especially in a global context, and should be viewed as an essential part of the University's mission, which it is in words but not in actions.

Only English (for now), and International Studies have a language requirement. The Liberal Studies program has abandoned their language requirement since our last five-year review.

The last five-year review stated that the department needed to improve our assessment process. Since then we have systematically revisited our SLOs and assessment process, and each quarter we have worked on one specific SLO in French and Spanish. We also have a new assessment plan that we will start implementing in the semester system. This new plan will consist of student portfolios and the integration of rubrics on Blackboard.

The last five-year plan also indicated the need for one tenure-track hire in Spanish. We have not been able to secure a new hire in the last five years.

B. Five-year Review Planning Goals Progress

Since the last five-year review, the department has been offering a French B.A., and a new minor in Chinese Cultural Studies, both starting in Fall 2008. New course offerings have been developed in Chinese, French, Japanese, and Spanish, and new courses are in the process of being developed in preparation for our transition to semesters. In 2011, our department (Meiling Wu, PI), and the Department of Political Science (Kim Geron co-PI), secured a federal grant from the US Department of Education Asian American and Pacific Islander Serving Institution, for a four-year period. The program was established to promote educational support for students who are historically underserved in higher education. All of our regular faculty are now tenured. Our FTES and SCU have been overall pretty much stable with an important decrease in AY 2010-2011 due to the economic downturn, and lost all of our lecturers, when for example in French we had to go from 3 sections of Elementary courses, with an enrollment of 30 each, in Winter to one section, with an enrollment of 42, in Spring. In Fall 2009 we had an overall SCU count of 4036, whereas in Fall of 2010 it fell to an overall SCU count of 2886. Our FTES was 269.1 in Fall 2009 and it was 192.4 in Fall 2010. Since then the department has been slowly recovering but we have not returned to those 2009 numbers.

Our Fall 2014 SCUs were 3028, and the CLASS SCU proportion was 4.54 per cent against 3.83 per cent the previous year. Our SFR was 23.91 in 2009, went down to 23.29 in 2010 and in 2014 was 24.11.

Our SFRs are as follow

2009: 23.91; 2010: 23.29; 2011; 23.77; 2012: 25.69; 2013: 22.1; 2014: 24.11

In Fall 2014, Our SCU production was 4.54 per cent of CLASS SCUs

Over the next five years the Department will be working on creating an MLL degree, with two concentrations to start. These changes will lay the foundations for the department to grow. This would also provide more cohesion. The French program is creating new courses that expand the notion of diversity to also include gender. The French curriculum will be based on themes and no longer on centuries. It is also moving towards Francophone Studies instead of the traditional French canon.

The Spanish program is working on adding more service learning courses and creating courses for heritage speakers.

C. Program Changes and Needs

Since 2008, we have lost the tenured Italian faculty due to retirement, which led to the de facto discontinuation of the Italian minor. Two Spanish tenured faculty also retired, and one is ferping. Since 2008, we have lost the equivalent of two full-time lecturers. We have not been able to make any new hires since 2008. We have a Certificate in Spanish for the professions, but we have not been able to implement it due to the lack of funding.

Our French and Spanish SLOs are now aligned with our Department SLO, which are aligned with aligned with our ILOs.

The Spanish program has created courses in Spanish for Community engagement, and plans on continuing in that direction.

Here is a list of our faculty's accomplishment this Academic year:

Dr. Jesus Diaz-Caballero:

“La crisis patriótica de la Monarquía Hispánica en Don Quijote de Cervantes y los Comentarios Reales del Inca Garcilaso.” XVI Congreso Internacional de Literatura Hispánica. Tenerife, Spain. July 2015

Dr. Iliana Holbrook: (see attached document)

Dr Monique Manopoulos:

“ Dialogue sémantique et claustration dans l'Age blesse de Nina Bouraoui”. Presented at the PAMLA Annual International Conference, Portland, OR, November 6-8, 2015.

“Francophone Culture and Civilization through Cinema”, expanding the Traditional World Languages& Literatures Department. Presented at the Spring World Languages Council, April 1st 1016, Sonoma State University.

Accessibilty Service Award, 2015.

Dr. Marcelo Paz:

“ Understanding Cultures through Film.” Conversation and interactive Discussion at the International Symposium on creative industries, culinary Innovation, and Performing Arts” Benefits, Uses and Contributions to Global Politics, Diplomacy, Sustainable Economics and Multiculturalism. Berlin, Germany, July 2015.

Member of Ph.D International Committee at the University of Extremadura, Cáceres, Spain.

Conducted the external Review of the Program of Modern Languages and Cultures at Notre Dame de Namur University, Belmont, CA, April 2015.

Dr Amy June Rowley:

“ Gatekeeping between ASL Students and the Deaf Community”. Bay Area ASLTA, Hayward, CA, May, 2016.

Panelist in Arts and Humanities, Northern California forum for Diversity in Graduate Education, San Jose, CA, April, 2016.

Provost's Award for Outstanding Contributor to Community Engagement, CSUEB, 2016

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to: 1. Express themselves with sufficient accuracy and clarity to carry on conversations in French or Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level; 2. Express themselves in the written language with a fair amount of sophistication, integrate research information into written assignments, giving adequate credit to the sources of information used, demonstrate critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems; 3. Be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland) or, Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). Students should be able to relate the works and genres to the socio-historical context in which they developed; and 4. Demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French or Spanish-speaking world while developing an appreciation of the French or Spanish (and/or Spanish American) cultural contributions to the body of universal culture such as literature, art, music, cinema, and history.

B. Program Student Learning Outcome(s) Assessed

Spanish- Students of Spanish will be familiar with the major writers, periods and genres of Spanish and/or Spanish American Literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed.
French- Students of French will be familiar with the major writers, periods, and genres of French literature (France, and other French speaking regions throughout the world: Africa, the Caribbean, Canada, Belgium, and Switzerland). The students should be able to relate the works and genres to the socio-historical context in which they developed.

C. Summary of Assessment Process

Spanish- Assessment tools: Literary journals, academic genres (outline, summary, answers to midterm question, and research paper. Students produced a literary journal and discussed their entries in class. They also produced examples of the types of writing required in an academic context (outline, summary, and midterm questions/answers). Finally, the research paper required an abstract and a revised, and edited final version.

French- In 3101(Fall '15) students took an assessment test which reflected their understanding and critical analysis of French/Francophone films. In MLL 4110 (Winter '16), students wrote an assessment essay about lyrics of their choice and how they related to socio-historical contexts such as slavery, colonialism, immigration, alter-globalization, and social justice. In MLL 3130 (Spring '16), students had to write an assessment essay relating a film and/or films studied in class to the socio-cultural and historical contexts of various decades of the 20th century

D. Summary of Assessment Results

Spanish- 30% scored above 90th percentile, 50% scored above 80th percentile, and 20% scored above 70th percentile. The results show a considerable improvement in argumentative and critical thinking in the area of literary studies and analysis.

French- in MLL 3101, two thirds of the class (6 out of 9) had a very good grasp, and one third had a good grasp of the socio-cultural context and critical thinking skills.

In MLL 4110, 47 percent of the students (15 out of 32) scored above 90 percentile, 12.5 percent (4 out of 32) scored above 85 percentile, 28 per cent (9 out of 32) scored above 80 percentile, and 12.5 percent (4 out of 32) failed.

In MLL 3130, 60 percent of the students (6 out of 10), scored above 90 percentile, and 40 percent (4 students out of 10) scored above 80 percentile.

3. STATISTICAL DATA (about 1 page)

Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

FTES Enrollment Table 3.2

California State University, East Bay

TERM FULL-TIME EQUIVALENT STUDENT CREDIT UNITS GENERATED BY COLLEGE AND DISCIPLINE Fall 2009, 2010, 2011, 2012, 2013 and 2014

		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
		FTES	%DIST	FTES	%DIST	FTES	%DIST	FTES	%DIST	FTES	%DIST	FTES	%DIST
College of Letters, Arts, and Social Sciences	ANTH	166.4	1.3	142.1	1.3	160.1	1.4	184.3	1.5	160.1	1.3	146.0	1.2
	ART	281.0	2.3	240.8	2.2	267.5	2.3	280.3	2.4	301.1	2.4	303.2	2.4
	COMM	328.8	2.6	247.5	2.3	294.7	2.5	372.2	3.1	436.9	3.5	405.5	3.2
	CRJA	151.1	1.2	180.5	1.6	219.1	1.9	215.7	1.8	264.5	2.1	333.1	2.6
	DANC	48.8	0.4	59.5	0.5	54.1	0.5	50.9	0.4	37.9	0.3	24.5	0.2
	ENGL	774.1	6.2	698.6	6.4	755.3	6.5	763.0	6.4	765.5	6.2	773.9	6.1
	ENVT	46.1	0.4	40.0	0.4	31.7	0.3	25.3	0.2	25.3	0.2	32.5	0.3
	ES	176.0	1.4	189.1	1.7	218.7	1.9	188.8	1.6	184.3	1.5	240.3	1.9
	GEOG	86.4	0.7	98.9	0.9	104.3	0.9	92.0	0.8	89.9	0.7	94.5	0.7
	HCA	27.5	0.2	28.5	0.3	55.0	0.5	90.1	0.8	84.5	0.7	90.4	0.7
	HDEV	360.4	2.9	299.5	2.7	363.5	3.1	378.1	3.2	400.3	3.2	401.3	3.2
	HIST	380.0	3.0	361.1	3.3	355.3	3.0	417.9	3.5	409.5	3.3	434.0	3.4
	HUM	12.5	0.1										
	INTS	0.5	0.0	2.1	0.0			0.8	0.0	0.5	0.0	0.5	0.0
	LAST	0.3	0.0										
	MLL	269.1	2.2	192.4	1.8	231.4	2.0	202.1	1.7	201.9	1.6	226.7	1.8
	MM	11.6	0.1	15.2	0.1	14.7	0.1	14.9	0.1	7.8	0.1	9.3	0.1
	MUS	167.8	1.3	136.9	1.3	162.5	1.4	182.8	1.5	194.5	1.6	213.5	1.7
	PHIL	211.5	1.7	160.3	1.5	151.5	1.3	157.3	1.3	167.5	1.3	205.1	1.6
	POSC	184.5	1.5	185.1	1.7	161.9	1.4	170.4	1.4	161.9	1.3	142.9	1.1
PUAD	116.8	0.9	94.7	0.9	96.5	0.8	87.5	0.7	85.9	0.7	91.2	0.7	
SOC	321.7	2.6	235.7	2.2	265.6	2.3	335.2	2.8	334.7	2.7	341.1	2.7	

University Employees Table 8.1

California State University, East Bay

IPEDS EMPLOYEES AS OF NOVEMBER 1st

Fall 2011, 2012, 2013, 2014 and 2015

College of Arts, Letters and Social Sciences, Part Time

DEPARTMENT	Headcount										FTEF									
	Tenured and Tenure Track					Lecturer					Tenured and Tenure Track					Lecturer				
	Fal 11	Fal 12	Fal 13	Fal 14	Fal 15	Fal 11	Fal 12	Fal 13	Fal 14	Fal 15	Fal 11	Fal 12	Fal 13	Fal 14	Fal 15	Fal 11	Fal 12	Fal 13	Fal 14	Fal 15
Anthropology	1	1	2	2	1	2	3	6	5	7	0.7	0.7	1.4	1.4	0.7	0.5	0.8	2.4	1.6	3.2
Art	1	1	2	2	2	8	11	11	12	15	0.5	0.5	1.0	1.0	1.0	3.9	4.9	5.5	6.4	8.4
Communication	2	2	2	1		10	8	13	13	14	1.0	1.0	1.0	0.5		5.1	5.5	7.3	6.9	8.5
Communicative Sciences & Disorders	2		2	1		2	2	2	4	5	1.0		1.2	0.4		0.5	0.5	0.5	1.1	1.2
Criminal Justice						4	5	8	7	9						1.9	2.4	3.5	3.2	4.0
English	1	1	1		1	20	29	25	22	23	0.5	0.5	0.5		0.8	11.7	17.1	13.9	12.3	14.2
Ethnic Studies	1		1		1	5	3	6	6	5	0.7		0.7		0.7	2.7	1.9	3.2	4.3	2.7
Geography & Environmental Studies						2	3	2	2	3						1.0	1.3	1.3	1.3	1.8

History	1	1	1	1		10	13	14	14	16	0.8	0.7	0.7	0.7		4.8	5.6	7.7	6.4	9.1
Human Development		1	1			7	7	8	6	3		0.5	0.5			3.7	3.5	4.2	3.2	1.6
Modern Languages & Literatures						8	8	8	7	9						4.1	4.0	3.7	3.7	4.3
Music	2	2	2			24	24	19	22	23	1.0	1.0	1.0			5.4	4.3	4.6	4.6	5.5
Philosophy		1	1	1	1	5	4	7	9	8		0.8	0.8	0.8	0.8	1.6	2.1	3.5	4.3	5.1
Political Science			1	1		4	2	5	7	8			0.5	0.5		1.6	1.1	1.9	2.7	3.2
Public Administration	1	1				4	8	12	11	14	0.4	0.3				2.1	4.0	4.8	5.9	5.3
Social Work	1	1	1			5	9	13	8	7	0.5	0.5	0.5			2.9	3.4	4.3	2.7	2.1
Sociology & Social Services	3	3	2	1		6	6	5	5	6	1.8	1.8	1.2	0.7		3.3	3.5	3.2	3.0	3.2
Theatre Arts & Dance						4	5	3	4	4						1.2	1.5	0.9	1.2	1.4
Women's Studies						4	4	2	2	3						2.4	2.6	1.1	1.1	1.8
COLLEGE TOTAL	16	15	19	10	6	134	154	169	166	182	8.9	8.3	10.8	5.9	3.9	60.6	69.9	77.4	75.7	86.6

College of Letters, Arts, and Social Sciences
California State University, East Bay
Proportion of SCU production by department during the regular academic year
AY 12-13 and AY 13-14 combined (excluding summer terms)
Produced November 14, 2014
Rafael Hernandez, Associate Dean for Faculty Affairs and Administration

Sorted by percentage, descending

Dept.	Percentage
ENGL	15.37%
HDEV	10.48%
HIST	9.02%
COMM	8.48%
SOC	7.02%
ART	6.66%
AGES	5.60%
CRJA	5.22%
ES	4.19%
PHIL	4.09%
MLL	3.83%
MUS	3.75%
PUAD	3.75%
POSC	3.51%
SW	3.22%
THEA	3.21%
CSD	2.60%

College of Letters, Arts, and Social Sciences
California State University, East Bay
Proportion of SCU production by department during the regular academic year
Fall 2014
Produced November 14, 2014
Rafael Hernandez, Associate Dean for Faculty Affairs and Administration

Sorted by percentage, descending

Dept.	Percentage
ENGL	15.45%
HDEV	10.20%
HIST	8.68%
COMM	8.03%
SOC	6.80%
CRJA	6.67%
ART	6.24%
AGES	5.45%
ES	4.79%
MLL	4.54%
MUS	4.25%
PHIL	4.10%
PUAD	3.62%
CSD	2.96%
POSC	2.90%
SW	2.90%
THEA	2.41%

California State University, East Bay

Student Faculty Ratios

Fall 2009 to Fall 2014

Department level

Produced November 16, 2015

Rafael Hernandez, Associate Dean for Faculty Affairs and Administration

Dept.	2009	2010	2011	2012	2013	2014
AGES	27.2	26.4	29.9	30.8	27.9	26.7
ART	19.5	21.3	20.9	20.4	23.9	21.5
COMM	28.84	26.69	30.44	30.6	30.27	29.5
CRJA	31.48	35.69	35.71	42.57	39.29	36.19
CSD	55.3	24.5	22.42	30.43	40.63	38.71
ENGL	24.83	23.29	21.82	22.09	22.83	23.26
ES	23.87	26.76	27.11	28.32	30.36	31.61
HDEV	26.67	27.36	30.6	33.48	34.86	32.7
HIST	30.15	35.07	39.46	32.99	32.25	33.93
MLL	23.91	23.29	23.77	25.69	22.1	24.11
MUS	15.83	12.24	11.8	17.77	15.39	19.23
PHIL	27.57	31.22	26.11	31.45	29.19	33.44
POSC	29.54	30.68	27.9	27.93	29.71	28.34
PUAD	19.33	22.9	21.44	25.57	24.95	26.53
SOC	31.76	25.39	30.57	32.64	35.31	33.86
SW	15.84	15.68	18.11	16.45	12.12	12.93
THEA	16.2	17.28	18.23	17.43	14.98	15.37
CLASS	24.65	24.2	24.79	26.28	26.09	26.56

Data sources

APR Standard Data, College of Letters, Arts, and Social Sciences

Fall term

Fall 2009 to Fall 2014