A. Self-Study

The department of Modern Languages and Literatures is an unusual department when compared to others; we offer many languages: American Sign Language, Chinese, Filipino, French, German, Italian, Japanese, Persian and Spanish. However, there is only one major: Spanish. This data is important because if we had more viable programs, we would also have more majors. Our allocations and resources are not directed toward the major(s) but rather toward all languages offered in the curriculum. For this obvious reason, we are not a program with a large number of majors but we provide a valuable multicultural learning experience and a potential career edge for CSUEB students through the study of world languages. Language study should be an important component of the College of Letters, Arts, and Social Sciences and should be viewed as an essential part of CSUEB’s mission with respect to how the study of language contributes to the local and global communities we serve.

The French major has been understaffed for a number of years and was placed on hold in 2004. Currently, it is being served by a .4 FERPer (no new majors have been accepted to the program since it was placed on hold). A visiting scholar from the Sorbonne, Dr. Goma, has also taught one course of French per quarter (the coordinator of the French division noted that all French courses matriculated very well during the 2006-2007 academic year but the visiting professor had significant difficulty with student retention).

Dr. Holbrook, Chair of MLL since April 18, 2007, requested a position for French and Vietnamese during the spring quarter. It has been fully approved and MLL is vigorously pursuing the new candidate. This Tenure-Track position will support the French program and will also bring back Vietnamese, a language that matriculated very well before it was put on hold/suspended by CLASS in 2005).

According to the catalogue, we offer minors in American Sign Language, French, German, Italian, Portuguese, Russian and Spanish (Portuguese and Russian have not been offered since the retirements of Professors Warrin, 2002, and Schulack 2004); All minors, with the exception of Spanish, have been sustained with one part-time faculty (.4 FERPer or less) and at times with part-time lecturers as in the case of ASL during the 2006-07 academic year. Fortunately, during the spring 07, MLL initiated and completed the search for the ASL position approved in 2006 (it had gone nowhere during fall and winter). Dr. Amy June Rowley joined MLL this fall and is doing a marvelous job at revising and improving the ASL program left without a coordinator for an entire year.

Lower division enrollments in first and second-year language classes were particularly strong for Spanish during the 2006-07. Intermediate Spanish had a significant wait list of students that could not be accommodated:

2006-07 Courses

**Spanish:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections/Nos.</td>
<td>Sections/Nos.</td>
<td>Sections/Nos.</td>
</tr>
<tr>
<td>1401</td>
<td>6</td>
<td>176</td>
</tr>
<tr>
<td>1402</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>1403</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>2401</td>
<td>2</td>
<td>60</td>
</tr>
</tbody>
</table>

First-year courses were very well matriculated for all languages; intermediate courses did not enroll well for several languages: Chinese, French, and ASL. MLL offered only one course per quarter for each of the following languages:
Chinese:
MLL2601 Fall (17 students enrolled), MLL2602 Wt. (10 students enrolled), MLL2603 Sp (7 students enrolled).

French:
MLL2101 Fall (17 students enrolled), MLL2102 Wt. (14 students enrolled), MLL2103 Sp (9 students enrolled).

American Sign Language:
MLL2901 Fall (12 students enrolled), MLL2902 Wt. (9 students enrolled), MLL2903 Sp (7 students enrolled plus 7 independent study courses).

However, this academic year things have changed significantly for all Asian Languages; Japanese in particular has doubled its offerings and has had huge enrollments in its courses. Ms. Yoshiko Clark has been instrumental in this accomplishment. If enrollment is sustained, we will soon need a Tenure-Track position to bring stability to Japanese. We should also hire a part-time instructor in Chinese to help Dr. Wu with the development and growth of the Chinese program. MLL would also like to offer at least one additional course of Filipino, a language that usually has a large waiting list and also an established community at CSUEB.

Our main goals and the revitalization of the curriculum in recent years have been consistent with the recommendations provided in the Last Five Year Review (1997-2002) and with the more recent recommendations by CAPR submitted in February 2006. Nonetheless, we continue to face strong budgetary restrictions and other challenges in a department that was largely understaffed for many years. MLL has created and is currently implementing the following programs and courses:

Certificate in Spanish for the Professions (approved in 2006): This certificate provides students with Spanish-language competency in the technical fields and enables them to work within the community while enhancing their opportunities for employment after graduation. Course offerings will include: Spanish for Business, Spanish for Law Enforcement, Spanish for the Health Professions, Spanish for Teachers, Spanish for Social Workers, Translation courses and more. Spanish for Teachers: MLL 3405 is being offered for the first time this fall by Dr. Díaz-Caballero (Certificate and courses were created by Dr. Holbrook).

Advanced Spanish Conversation for majors: MLL 3410: In this course, students perfect their oral and written communication skills via the study and discussion of themes related to the social and cultural impact that science and technology have on Hispanic societies. Offered in winter 2007 (created and taught by Dr. Holbrook).

Subject Preparation Matter: Our department has recently finished its work on the Subject Preparation Matter for Spanish. We are eager to offer CSUEB students this service again and hope to expand it to other languages as our programs grow (Marcelo Paz has been working with and coordinating this project for the last three years; Dr. Paz will submit it for approval this fall).

World Languages and International Travel Certificate: During the spring quarter, MLL submitted a proposal for a certificate in World Languages and International Travel that will be linked to the Cluster program when approved. This certificate enables participants to develop fluency in any chosen language—Chinese, French, German, Italian, Japanese, Filipino, Persian, Spanish, Vietnamese and so forth—and has a travel abroad requirement, which can be met by completing a short program, a summer program, a semester or a year abroad. We want our students to experience the language and culture firsthand, whether they learn a new language or expand their existing knowledge of a heritage language (created and submitted by Dr. Holbrook).
Italian Culture and Language courses: As of fall, 2007, MLL 1301, 1302, and 1303 were modified; these courses currently offer a multimedia approach to the oral and written language within the context of Italian culture throughout history (modifications submitted by Dr. Vincenzo Traversa).

Chinese Minor in Cultural Studies: MLL will officially submit this proposal during fall 07 (Dr. Meiling Wu created this minor during the spring quarter, 2007).

MLL has developed new courses for our Persian offerings: MLL 1950, 1951 and 1952. These courses will be submitted for approval during fall 07. We are currently offering Persian under MLL3999: Special Issues in MLL (Dr. Holbrook created the courses).

MLL is active in the G.E. cluster and submitted a proposal for a three-quarter sequence of Language, Culture and Literature Study (Dr. Holbrook wrote and submitted the proposal, spring, 2007).

As a promotion of the new certificate in World Languages and International Travel, MLL offered a 2007 Summer Program in Mexico, July 15- July 28. (Dr. Holbrook organized and conducted the Summer Program in Mexico).
B. Assessment

The 2006-2007 was an unusual year for the Department of Modern Languages and Literatures. Our former Dean appointed a FERPer with no administrative experience as Chair of MLL; all projects were pending until the appointment of a permanent Chair. I accepted the position of Chair on April 18, 2007 with many matters pending and have worked intensely to complete all unfinished projects.

We have continued to progress as we strengthen the Spanish major by creating new courses that are currently linking us to other departments, such as the Spanish for the Professions courses. We have also established capstone and required courses for the Spanish major: MLL3410, 3461, 3463, 4457, 4458, 3495, and 3418 in an effort to provide a better-planned and more rigorous major for students of Spanish. These measures will permit us to better prepare our students entering the Teacher Education Program or graduate studies. Evaluations from our students show marked contentment with Professors and Lecturers and praise MLL’s excellence in teaching; however, there is a constant request for more course offerings at the upper-division level: “we love the professors of Spanish but we do not feel the University is doing enough to provide resources for additional courses needed,” “We love our classes but we need more course offerings for the Spanish major,” “When are we going to have Spanish for bilingual speakers?” “We need courses that will help us meet the requirements for the SPM,” “Students could graduate sooner if there were more upper division courses offered each quarter.”

The department increased its majors from an average of 25 in preceding years to 36 Spanish majors in 2006 (according to the Director/Manager of Planning and enrollments, we have 46 majors currently!) Since the French major was put on hold since 2004, the total number of majors is based on one program only. As I pointed out before, we cannot be a program of majors since we are a department with offerings in eight languages but have only one major, Spanish. Our resources are shared and the Tenure-Track positions and course offerings are for a variety of languages:

C4. Faculty Number and lecturers (Headcount) & Total FTEF

<table>
<thead>
<tr>
<th>FT Tenured Faculty: 4</th>
<th>FT Tenure-Track Faculty: 2</th>
<th>FERP Faculty: 4</th>
<th>Instructors (with contract): 5</th>
<th>Other instructors: 6</th>
<th>Total FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Spanish, Including Chair 1 Chinese</td>
<td>1 Spanish</td>
<td>1 Spanish</td>
<td>2 .8 Spanish</td>
<td>2 .3 Japanese</td>
<td>Average of 230 in the last five years</td>
</tr>
<tr>
<td>1 ASL</td>
<td>1 French</td>
<td>1 French</td>
<td>1 .3 Filipino</td>
<td>1 .3 French</td>
<td></td>
</tr>
<tr>
<td>1 Italian</td>
<td>1 German</td>
<td>1 .3 Japanese</td>
<td>1 .3 ASL</td>
<td>1 .3 ASL</td>
<td></td>
</tr>
<tr>
<td>1 German</td>
<td>(Heine is not on campus this quarter)</td>
<td></td>
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</table>

This chart shows current data in the Department of MLLL

However, as it was noted in the last CAPRA report, MLL generated significant FTES, an average of 230 during the last five academic years. This is a significant amount that warrants, in my opinion (and in 2006 CAPR’s report), several additional Tenure-Track positions.

We are facing many challenges because unlike many CLASS programs, we are not sustained by built-in requirements in the College of Arts, Letters and Social Sciences, and students of all languages want more offerings and programs leading to degrees. We are often confronted with angry students that do not realize that for the expansion of new programs, MLL needs additional resources. In spite of all,
MLL is sustaining healthy enrollments and continues to develop the infrastructure for programs that must eventually be developed due to student demand.

We are trying to better service our students and their educational needs; we are providing extracurricular activities that promote further learning for our students: lectures by renowned authors and scholars, film directors, musicians, and so forth through our Global series—without a budget for these events!). We are currently presenting Latin American and International Films on campus. We are also creating advising sessions for our majors and forums for the discussion of student needs. We need to continue working on the assessment of our individual courses and programs and strengthen our links with nearby colleges and with the community. It would be highly desirable to continue growing as a Spanish major, have healthy offerings for all minors, and implement new and needed programs for the Asian Languages.
C. Statistical Report
Currently, we only have majors in Spanish although we teach eight languages.

C1. Student statistics: number of students graduated in the last five years

<table>
<thead>
<tr>
<th></th>
<th># 2002 (BA)</th>
<th># 2003 (BA)</th>
<th># 2004 (BA)</th>
<th># 2005 (BA)</th>
<th># 2006 (BA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment

It is important to mention that we have a large number of Minors in MLL, mainly, in Span, and ASL and French:

Student statistics

| Total number of minors | 81 |

Data received from the Director/Manager of Planning and Enrollment: David Vasquez.

C2. Graduate school and job placements
Relatively unknown. Several students have gone to Teacher Education departments, MA programs in San Francisco State and occasionally UC campuses. We know of several students that are working in the community (Kaiser Hospital, and High Schools in Alameda County).

Sources: Students have informed faculty; Faculty have recommended students for such programs and kept in contact w/students.

C4. Faculty Number (Headcount) & Total FTEF

<table>
<thead>
<tr>
<th>FT Tenured Faculty: 4</th>
<th>FT Tenure-Track Faculty: 2</th>
<th>FERP Faculty: 4</th>
<th>Instructors (with contract): 5</th>
<th>Other instructors: 6</th>
<th>Total FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Spanish, Including Chair</td>
<td>1 Spanish</td>
<td>1 Spanish french</td>
<td>2 .8 Spanish</td>
<td>2 .3 Japanese</td>
<td>Average of 230 in the last five years</td>
</tr>
<tr>
<td>1 Chinese</td>
<td>1 ASL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Italian</td>
<td>4 German</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Departmental Data (this chart shows current data in the Department of MLL)

C5. FTES

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>252.3</td>
<td>239.7</td>
<td>222.1</td>
<td>216.5</td>
<td>219.47</td>
</tr>
</tbody>
</table>

Source: CLASS office


<table>
<thead>
<tr>
<th>LD course sections</th>
<th>UD course sections</th>
<th>Total enrollment</th>
<th>Average section size</th>
<th>Average grade</th>
<th>SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>13</td>
<td>2151</td>
<td>23</td>
<td>24.5</td>
<td></td>
</tr>
</tbody>
</table>

Source: Departmental Data. Note: we also provide many independent and individual study courses for most languages and enroll Open University students: Faculty and lecturers volunteer this work and do not receive teaching credit or additional pay from CLASS for this work

C7. Summary of student course evaluations
Professors and lecturers are “excellent and knowledgeable”; students are happy with major and minors. Some students expressed that more upper division courses should be offered and required to better prepare students for
Teacher Education and graduate studies. Students in general would like full viable programs for many of the other languages offered in the curriculum.

C8. Staff support and Departmental Budget.

We have an administrative assistant that is a vital contact between all programs, students, professors and instructors. This is especially true now that we are the only Department without a testing room or any type of room where students can wait while professors are teaching, and also because most of our offices are not grouped together at our new location, the Music Building. Ms. Flores is also instrumental in helping our department in all matters and helping senior professors with technological issues. Our S&S budget is insufficient ($3,000 annually for the total expenses of all programs). We had to do without cartridges, ribbons, copying cards and much more toward the end of the 2006-2007 academic year. Professors and instructors contributed to subsidize a deficient budget considering our annual FTES.
All full-time faculty members have read and approved the contents of the Five Year Review and the Response of the External Reviewer:

[Signatures]
# Academic Review Outcome Team Recommends Assessment Plan Rubric

**STUDENT LEARNING OUTCOMES**

## ASSESSMENT PLAN RUBRIC

<table>
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<tr>
<th>The plan should...</th>
<th>Definitions of terms</th>
<th>Rubric:</th>
<th>Score</th>
<th>Page number</th>
</tr>
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<tbody>
<tr>
<td>A. state the department or program mission in terms of educational purpose or goals</td>
<td>These are broad statements of purpose in philosophical terms often describing values and aspirations.</td>
<td>1 = not stated&lt;br&gt;2 = stated, but generally lacking clarity&lt;br&gt;3 = stated with some clarity&lt;br&gt;4 = very clearly stated</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B. relate the department or program's mission/goals to the University mission.</td>
<td>These statements explain how the program's goals support the University's mission.</td>
<td>1 = relationship(s) not stated&lt;br&gt;2 = relationship(s) stated, but generally lacking clarity&lt;br&gt;3 = relationship(s) stated with some clarity&lt;br&gt;4 = relationship(s) very clearly stated</td>
<td>4</td>
<td>Pp. 1-3</td>
</tr>
<tr>
<td>C. describe program in content-centered terms.</td>
<td>These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey.</td>
<td>1 = content not described&lt;br&gt;2 = content described, but generally lacking clarity&lt;br&gt;3 = content described stated with some clarity&lt;br&gt;4 = content very clearly stated</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>D. state intended student-centered objectives at the program level in measurable or observable terms.</td>
<td>Student-centered objectives describe intended student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program.</td>
<td>1 = offers no student-centered objectives&lt;br&gt;2 = has student-centered objectives but none are stated in measurable or observable terms&lt;br&gt;3 = has student-centered objectives but only some are stated in measurable or observable terms&lt;br&gt;4 = has student-centered objectives consistently stated in measurable or observable terms</td>
<td>3</td>
<td>Pp. 18-23</td>
</tr>
<tr>
<td>E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.</td>
<td>These are lists, tables, or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as options, minors, credentials, or concentrations, etc.).</td>
<td>1 = linkage(s) are not described&lt;br&gt;2 = linkage(s) described, but lacking clarity&lt;br&gt;3 = linkage(s) described with some clarity&lt;br&gt;4 = linkage(s) very clearly described</td>
<td>3</td>
<td>P. 28-29</td>
</tr>
</tbody>
</table>
| F. | describe assessment methods for student-centered objectives (D) at the program level. | This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program's intended student-learning outcomes (as listed in E). | 5 = method (s) very clearly described, appear appropriate, and are consistently linked to specific objectives  
4 = method (s) very clearly described, appear appropriate, but inconsistently linked to specific objectives  
3 = method (s) as described are clearly inappropriate  
2 = method (s) named but are insufficiently described to ascertain appropriateness and/or linkage to objectives  
1 = no methods are described | 4 |
|---|---|---|---|---|
| G. | describe assessment methods for student-centered objectives at the course level. | This section uses course syllabi to illustrate specific strategies and methods the faculty use to determine whether students have achieved the intended student-learning outcomes within the courses that constitute the program. | 5 = method (s) very clearly described, appear appropriate, and are consistently linked to specific objectives  
4 = method (s) very clearly described, appear appropriate, but inconsistently linked to specific objectives  
3 = method (s) as described are clearly inappropriate  
2 = methods(s) are named but are insufficiently described to ascertain appropriateness and/or linkage to objectives  
1 = no methods are described | 4 |
| H. | present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit. | This section summarizes the results (using narrative, qualitative, quantitative, or mixed methods) from surveys, exams, or other direct measures of program or student learning outcomes. | Y = yes. actual results from assessment activities are presented in the documentation  
N = none are presented | N/A |
| I. | describe and present results of other measures relating to program quality or effectiveness. | These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures. | 4 = such description is explicitly offered  
3 = such description is at least implied  
2 = description not apparent, but it is possible that the document intended to do this  
1 = no such description offered | 3 |
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<td>pages 1-7</td>
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MISSION STATEMENT

The Department of Modern Languages and Literatures has always fostered and nurtured intellectual curiosity and a high level of achievement among its ethnically diverse students. Through the study of foreign languages and literatures, students can enhance their understanding and appreciation of the human condition and of different cultures and values. The Department of Modern Languages and Literatures at CSUEB is committed to educational excellence for a diverse society.

Our goals reflect the international and global mission of our university: "Provide an academically-rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework and to be socially responsible contributors to their communities, locally and globally" (CSUEB, Mission Statement). These goals are implemented by the effective integration of such diversity within the curriculum and therefore strengthen an individual's capacity to participate actively in diverse local and world communities. The programs in the Department of Modern Languages and Literatures encompass the languages, literatures and cultures of many countries and communities; the Department has a central role in promoting international understanding and the internationalization of the curriculum at CSU, East Bay.

PROGRAM DESCRIPTION

I. Self-Study

According to the University’s catalog, the Department of Modern Languages and Literatures offers B.A. degrees in French and Spanish. Spanish, however, is the only viable major; the French major has been understaffed for a number of years and was placed on hold in 2004. Currently, the French program is being served by just two part-time individuals: a .4 FERPer and a visiting scholar who is teaching one course per quarter (no new majors have been accepted to the program since it was placed on hold).

We offer minors in American Sign Language, French, German, Italian, and Spanish (Portuguese and Russian have not been offered since the retirements of Professors Warrin in 2002, and Schulack, in 2004). All minors, with the exception of Spanish, have been minimally sustained through few and infrequent offerings in the curriculum, and are typically offered by one part-time faculty (.4 FERPer or less) and in the case of the ASL minor, with part-time lecturers during the 2006-07 academic year. Fortunately, Dr. Amy June Rowley joined the MLL faculty in the Fall 2007 quarter, and is doing a great job at revising and improving the ASL program left without a coordinator for an entire year.

Over the last five years, MLL has also offered elementary and intermediate courses in Filipino, Japanese, Mandarin Chinese, Persian and Vietnamese (CLASS put a hold on Vietnamese three years ago due to budgetary constraints). Arabic has also been offered in the past (Fall 2002) and is no longer being offered due to budgetary constraints. Nonetheless, Modern Languages and Literatures is committed to promoting a global and multicultural view of the world's languages, literatures, and cultural traditions and is currently maintaining a healthy enrollment in most languages.
Enrollment in all programs is supported by offering a significant number of Elementary (and as of 2007, some Intermediate) courses as part of the one-year Language, Culture and Literature Cluster, a program linked to the G.E. for freshmen. We are facing many challenges because unlike most CLASS programs, we are not sustained by built-in requirements in the College of Letters, Arts, and Social Sciences. Administrative support, some built-in requirements, and adequate allocations would help MLL become a truly remarkable department, able to support academic quality for its Major(s) and other programs. With these measures in place, the ratio of lower to upper-division courses would be more appropriate for the development of the Major(s) and Minors.

The department of Modern Languages and Literatures is an unusual department when compared to others; currently, we offer nine languages: American Sign Language, Filipino, French, German, Italian, Mandarin Chinese, Japanese, Persian, and Spanish. However, as stated above, there is only one viable major: Spanish. This data is important because we are often judged regarding the number of majors in Modern Languages. Obviously, if we had more viable programs, we would also have more majors. We are constantly challenged by demands for growth in current programs and new areas of the curriculum and by a lack of allocations to fund such growth.

Our budget has been progressively reduced due to ongoing budget constraints affecting CSUEB. It is important to note that our allocations and resources are not directed toward the Major(s) but rather toward all languages offered in the curriculum. This makes growth difficult in any program as it only happens at the expense of some other language program. For this obvious reason, we are not a program with a large number of majors but we do, however, provide a valuable multicultural learning experience and a potential career edge for CSUEB students through the study of world languages. In spite of it all, MLL is sustaining healthy enrollment and continues to create the infrastructure for programs that must eventually be developed due to student demand.

Language study should be an important component of the College of Letters, Arts, and Social Sciences and ought to be viewed as an essential part of CSUEB’s mission with respect to how the study of language contributes to the local and global communities we serve. In spite of the University's commitment to educational excellence for a diverse society, and its current numerous efforts concerning international and global objectives, most departments have abandoned their foreign-language requirements, among them, Liberal Studies, a large department for whom MLL fulfilled a foreign-language requirement for many years (the requirement was eliminated in 2002).

Few departments kept a foreign-language requirement at CSUEB: English and International Studies. However, these departments have waivers for students who demonstrate fluency in a language other than English (or who pass an exam administered by the English Department). In this time of internationalizing the curriculum, the teaching of world languages should be placed at the center of the curriculum and should be linked to requirements as are most programs on campus. This practice would protect the quality and ensure the survival of both current and new programs in the Department of Modern Languages and Literatures.

Modern Languages has proposed a foreign language requirement for CLASS which should have been embraced, as one would expect, by a College of Liberal Arts. The elimination of foreign-language requirements in many departments of CLASS and in the College of Teacher Education had, for a while, a very negative impact on the FTES of Modern Languages (2003-2004) and
continues to have a negative impact on the second-year offerings for languages other than Spanish. As a result, American Sign Language, French, and Mandarin Chinese did not enroll well during the 2006-2007 academic year. Our students at CSUEB often both work and study and thus do not have much time to spare; therefore, they tend to align their courses to some form of requirement.

It is important to stress that MLL offered only one course per quarter for each of the following languages and still, it did not matriculate well, especially, in the winter and spring quarters:

**American Sign Language (MLL 2901, 2902, 2903: Intermediate level):**

MLL2901 Fall (12 students enrolled), MLL2902 Winter (9 students enrolled), MLL2903 Spring (7 students enrolled plus 7 independent study courses).

**Mandarin Chinese (MLL2601, 2602, 2603: Intermediate level):**

Fall (17 students enrolled), MLL2602 Winter (10 students enrolled), MLL2603 Spring (7 students enrolled).

**French (MLL 2101, 2102, 2103: Intermediate level):**

MLL2101 Fall (17 students enrolled), MLL2102 Winter (14 students enrolled), MLL2103 Spring (9 students enrolled).

Under the former administration, CLASS held MLL to a minimal enrollment of 15 students per course; if this had been observed in 2006, all these languages would have been forced to cancel their offerings in Winter and Spring 06, leaving continuing students unable to continue their language studies for a full year.

Modern Languages has had to reinvent itself in many forms in order to counteract the elimination of such requirements: courses in translation, modification of courses, curriculum development, and so forth. Although some of these efforts have, at times, increased numbers in courses offered in English translation for some languages, like French, the overall effect of such courses tends to debilitate majors and minors, which should be offered in the target language selected. MLL lacks the necessary allocations to implement these courses and programs with regular offerings. In addition, as stated above, students at CSUEB tend to align their courses with some form of requirement.

As I mentioned before, enrollment for all languages is significantly supported by providing a Language, Culture and Literature cluster (a three-course sequence of the first or second year of the selected language, second year since fall 07) as part of the G.E. program for freshmen. We believe that a requirement for languages, at least in some strategic departments such as Liberal Studies, should be reinstated in order to bring further growth to MLL and ensure quality programs comparable to those existing at other CSU institutions. Without these requirements and without adequate allocations, the different programs in Modern Languages will compete against each other for survival and will continue to have inadequate offerings to support quality Majors and Minors.
CURRENT DEPARTMENTAL EFFORTS TO ATTRACT STUDENTS IN ALL LANGUAGES

Curriculum Development

Our main goals and the revitalization of the curriculum in recent years have been consistent with the recommendations provided in the Last Five Year Review (1997-2002) and with the more recent recommendations by CAPR submitted in February 2006. Nonetheless, we continue to face strong budgetary restrictions and other challenges in a department that was largely understaffed for many years. MLL has created and is currently implementing the following programs and courses:

• Survey courses for the Literature of Spain: MLL 4457 and MLL 4458 (created by Dr. Holbrook, 2004).

• Advanced Spanish Conversation for majors: MLL 3410: In this course, students perfect their oral and written communication skills via the study and discussion of themes related to the social and cultural impact that science and technology have on Hispanic societies. (created by Dr. Holbrook, 2006).

• Certificate in Spanish for the Professions (approved in 2006): This certificate provides students with Spanish-language competency in the technical fields and enables them to work within the community while enhancing their opportunities for employment after graduation. Course offerings will include: Spanish for Business, Spanish for Law Enforcement, Spanish for the Health Professions, Spanish for Teachers, Spanish for Social Workers, Translation courses and more. Spanish for Teachers: MLL 3405 was offered for the first time in Fall, 2007 by Dr. Diaz-Caballero and Spanish Terminology and Translation: MLL 3404 is being offered for the first time in Winter, 2008 (Certificate and courses were created in 2005 by Dr. Holbrook and approved at the end of 2006).

• World Languages and International Travel Certificate: During the Spring Quarter, 2007, MLL submitted a proposal for a certificate in World Languages and International Travel that will be linked to the Cluster program when approved. This certificate enables participants to develop fluency in any chosen language—Chinese, French, German, Italian, Japanese, Filipino, Persian, Spanish, Vietnamese and so forth—and has a travel abroad requirement, which can be met by completing a short program, a summer program, a semester or a year abroad. We want our students to experience the language and culture firsthand, whether they learn a new language or expand their existing knowledge of a heritage language (created and submitted by Dr. Holbrook, in process of approval).

• MLL 3001: World Languages in an International Context (this course, created by Dr. Holbrook is in process of approval).

• As a promotion of the new certificate in World Languages and International Travel, MLL offered a 2007 Summer Program in Mexico, July 15- July 28. (Dr. Holbrook organized and conducted the Summer Program in Mexico).

• MLL also offered a Summer Program in Paris, July, 2007 (Dr. Patterson, now completely retired has successfully conducted this yearly program since 1997).
• **MLL has developed new courses for heritage speakers of Spanish**: MLL 2404, 2405, 2406. These courses were recently submitted for approval, December, 07. (Dr. Holbrook created the courses).

• **MLL is active in the G.E. cluster for freshmen** and submitted a proposal for a three-quarter sequence of Language, Culture and Literature Study (Dr. Holbrook wrote and submitted the proposal, spring, 2007).

• **Subject Preparation Matter**: Our department recently finished its work on the Single Subject Matter Preparation Program for Spanish. We are eager to offer CSUEB students this service again and hope to expand it to other languages as our programs grow (Dr. Marcelo Paz has been working with and coordinating this project for the last three and a half years; the Single Subject Matter Preparation Program for Spanish was submitted to the California Commission on Teacher Credentialing for approval in December, 2007).

• **Italian Culture and Language courses**: As of fall, 2007, MLL 1301, 1302, and 1303 were modified; these courses currently offer a multimedia approach to the oral and written language within the context of Italian culture throughout history (modifications submitted by Dr. Vincenzo Traversa).

• **Chinese Minor in Cultural Studies**: MLL submitted this proposal during the Fall 07 quarter (Dr. Meiling Wu created this minor, which is in the process of being modified and revised before final approval).

• **MLL has developed new courses for our Persian offerings**: Elementary Persian: MLL 1951, 1952 and 1953 and Intermediate Persian: MLL 2951, 2952, 2953. These courses were submitted for approval during fall 07. (Dr. Holbrook created and submitted the courses, also in process of approval).

**SUMMARY OF LAST FIVE YEAR PROGRAM REVIEW (2003) AND SUMMARY OF CAPR’S REPORT RESPONSE TO THE REVIEW (2006)**

**Overview of these reports:**
- The original review period was 1997-2002; the original department review document was submitted by Chair, Roland Heine on December 17, 2002; the external reviewer, Dr. Elizabeth Martinez, completed her report on February 4, 2003.
- CAPR’s original recommendation was to “withhold recommendation to continue the program without modification” until an amended self-study and plan were submitted.
- The original review document (02-03 CAPR 17) was sent back to Dr. Heine for revision and had not met approval in its then current format.
- In September 2003, Modern Languages elected a new Chair, Dr. Iliana Holbrook who received copies of all pertinent documents in November 2003 from Dr. Michael Strait, CAPR’ Chair.
- As new Chair of MLL, I inherited this pending project, which I revised to the best of my ability, and submitted again to CAPR (May, 2004). CAPR notified me that the amended project was complete and that it would be forwarded to other Committees, Administrators, and to the Academic Senate. Dr. Michael Strait, CAPR’ Chair retired, CAPR’s document/response was submitted to the Senate on February 23, 2006.
From January 13-15, 2003, the outside reviewer, Dr. Elizabeth C. Martinez of Sonoma State University visited the Department of Modern Languages and Literatures at CSUEB. Professor Martinez noted that all faculty members and lecturers "are dedicated to excellence in teaching and concerned that the students receive the best instruction possible." She also mentioned that faculty members "appear to work well together and support each other's endeavors." Dr. Martinez listed a number of faculty accomplishments: publications, conferences, translations and praised the Spanish lecturers—Llanes, Frates and Robertson—for their contributions to the program.

Professor Martinez indicated that the Spanish and French programs appeared understaffed and would need new hires to replace losses due to the FERPing of several faculty members and at least one senior-level hire to assist with necessary leadership.

Dr. Elizabeth C. Martinez noted that all professors in the department teach a significant number of lower-division courses as well as upper-division courses: "While it is commendable to work in the lower division area, there does not seem to be enough attention paid to planning for and guiding majors. Only three upper division courses are being offered this quarter, and 14 lower division courses [...] If this is always true, it establishes a pattern of 9 UD and more than 40 LD classes per year—not a good ratio for increasing majors in Spanish—a language that is growing in enrollments and majors on other campuses."

After a review of classes offered over a period of six years (not entirely accurate on her part, she missed acknowledging one or two course offerings), she concluded that such review "revealed a somewhat erratic nature of scheduling, especially for classes on the topic of Spain." She pointed to the need for careful planning regarding class schedules and noted the lack of survey courses regarding Spain in the curriculum. Dr. Martinez also recommended more course offerings in the Spanish American area to reflect the Mexican, Central, and South American populations of the Bay Area.

Professor Martinez questioned the effectiveness of student advising, finding little evidence of an appropriate road map for completing the required courses in a logical sequence. She questioned whether an adequate capstone opportunity took place in Spanish and whether the Department would be able to implement an assessment program to determine the student's knowledge of the language, since few offerings at the upper-division level resulted in the awkward pattern of offering of third-year syntax and composition courses simultaneously with senior literature courses.

A relatively small portion of her report was directed toward the French program with some descriptive remarks and her observation that there were two "French-content classes taught in English," an obvious effort to meet the required enrollment by CLASS. She praised the efforts of the 1-1/2 faculty at that particular time (Dr. Myintoo and Dr. Patterson). She indicated that enrollment in MLL courses could be increased by creating stronger ties with other departments, English in particular.

A few comments were made concerning the temporary language lab facility and the need to involve students in computer technologies, which is important in contemporary language classes.

Dr. Martinez concluded her report with the following comments and recommendations:
The future of this department is likely to be one of Spanish, Asian Languages, and American Sign Language. There is interest in French (which rises and falls as at other universities), and it could be preserved with the hiring of a faculty member who would teach both French and Spanish. Care should be taken to make Spanish more viable, as it presently seems more focused on Spain, and to be viable should take into consideration the Salvadoran, Guatemalan, South American and Mexican-derived populations of the Bay Area. Spanish is unique in belonging not just to Europe but to many people in this hemisphere.

The department also seems somewhat disconnected from interdisciplinary ventures which are being organized at many other universities. Linking programs with other departments and programs (for example, Spanish with Chicano/Latino Studies, Latin American Studies, History and/or Anthropology) would help make the Spanish B.A. more viable. French could perhaps offer their classes in conjunction with English and/or Lifelong Learning session, which is currently and newly organized at Hayward. Connections could be made to global studies and study abroad programs for all languages taught in ML & L. Some of these liaisons exist in terms of the Liberal Studies major, but it is directed form outside the department. It would be more helpful to department members to have cross-listed courses, or courses which are options for majors in English, Chicano Studies, etc., where students can see the potential in two majors or major and minor. The department should also look into renewing its Credential Waiver for Spanish; this has been helpful to students at other CSU campuses:

1. It is strongly recommended that the Spanish curriculum be revised, providing more courses in Spanish-American areas, and ensuring that all students, majors or minors, take a Culture & Civilization class for both Spain and Spanish America. In addition, it is recommended that an efficient sequence be devised to help students progress from junior to senior level writing and topics.

2. It is recommended that two tenure-line faculty positions be created in the next two years, as three more faculty members begin early retirement. Of these two positions, it would be helpful to find a candidate who could teach both French and Spanish, thus providing someone who could help with advising and direction in both programs, including interest in preparation for the Teaching Credential. The other position should be filled at the Associate or Full Professor Level, and in fact, could be advertised as Chair of the Department, to assist in mentoring the tenure-track faculty and in bringing more professional guidance to the department. If the first position cannot be secured, an alternative would be a tenure-track position in Spanish, Applied Linguistics, which would have the responsibility of working as a liaison with the Education Department, and create a course on Teaching Methodologies (taught in English, and for students in any language) for this person. My campus created such a position five years ago, and this person was instrumental in preparation of the document for the waiver program.

3. The creation of an additional tenure-track position in an Asian language (or the ability to teach two) is also suggested. Although this is not in the Spanish and French review area, it would be helpful in strengthening the department in the future, and enrollments seem to indicate that a faculty member for Japanese or a combination of Japanese and another Asian language would be helpful to this department.

4. I concur with Chair Roland Heine’s plans to create a Minor in each American Sign Language and in Asian Language Studies. Since minors in the European-origin languages
have been popular with good enrollments, this will help the department take a good practice in the new direction (and this also connects with interest and populations in the campus area).

5. It is recommended that the Advising Plan in Spanish be updated and revised, and that consistency and more regular advising be developed. Exit assessment also needs to be established.

6. A capstone seminar (or two seminars) need(s) to be devised and planned so that students who are majors take this/these in their final year, and produce research papers and materials for a portfolio or other mode of assessment. An Exit interview or survey (employed by many universities) would also be helpful in identifying problems and/or satisfaction in the Program.

7. It is recommended that the faculty look into class offerings later in the day, especially, for classes in either Major

8. It is recommended that both the Spanish and French Programs look into linking their programs with other disciplines. More cross-listed or combined programs can help increase enrollments and student interest.

9. It is recommended that the Single-Subject Waiver for Spanish be sought through the state Commission on Teacher Credentialing (CTC).

10. Spanish majors should be involved in activities that further their interest in their future careers. Examples: Clubs with invited speakers; contests; festivals; involvement as research assistants or in conference activities.

**IB. SUMMARY OF CAPR’S REPORT IN RESPONSE TO THE REVIEW, PROVIDED ON FEBRUARY 23, 2006.**

The Committee on Academic Planning and Review (CAPR) submitted a report on February 23, 2006 in response to the Five-Year Review for Modern Languages and Literatures.

CAPR recommended continuation of the Spanish and French programs until the next review in 07-08, with annual monitoring by the ad hoc committee. CAPR has already reported progress regarding recommendations by reviewer Elizabeth Martinez and added the recommendations below:

**General Recommendations**

MLL should receive additional tenure-track lines in order to serve a global student population and prepare students to be socially responsible contributors to their local and global communities.

The Spanish and French BA programs should be continued, and contingent upon new hires, the recommendations of the outside reviewer should be implemented. The loss of the French B.A. would make MLL less attractive and would weaken the University’s abilities to serve our globally-connected and highly-diversified community.

**Faculty**

MLL urgently needs to hire new faculty members for Spanish, French (who can also teach other languages), and Asian languages to ensure the quality and success of the programs. Without new faculty, MLL soon faces a future with only three relatively junior faculty. The department generated 240 FTES in fall 2004. With an average class size of 25, those FTES
justify 10 full-time faculty. Using the University’s goal of 75% of the FTES generated by full-time tenured-tenure track faculty, that would mean an additional 3.5 tenure-track positions. Even with a goal of 50% of the teaching from full-time tenured/track faculty, the department would require an additional faculty position immediately.

Language Laboratory

The language lab needs to be re-housed, upgraded, and staffed by a full-time Lab Director if student language skills are to be improved. Language acquisition requires more practice in listening and speaking than is possible in class alone. The department should investigate moving more practice stimulus to the web to broaden access. Even with web-based language practice, the students and the University need a functioning language lab with adequate equipment and trained staff.

CAPR listed Dr. Martínez’s recommendations discussed previously and stated that in response to the outside review, Dr. Heine, then MLL Chair, indicated that it represented “a fair and critical assessment of the French and Spanish B.A. programs” and that it showed “the precarious situation the department faces in regard to understaffing in the French and Spanish program.” According to CAPR, Professor Heine agrees with most of Martínez’s observations. His most important remarks note the following:

“The French program will disappear without resources to replace FERPing faculty and this will be to the detriment of the University and its reputation, that the erosion of faculty in the Spanish program has resulted in a watered down course offering with less depth and breadth than in former years; that while Latin American Literature classes should be expanded, it should not be at the expense of the Spanish literature classes; that the language lab needs to be rehoused and upgraded if student language skills are to be improved, especially since Blackboard does not appear to be a suitable platform for language class delivery; and that teaching of French, Spanish and other languages is core to the mission of CSUEB and strongly supportive of CSUEB offering a ‘global perspective.’”

CAPR finished the report with a summary of the Program’s Five-Year Strategic Plan (2002-2007) followed CAPR’s analysis of the programs Five-Year Review and CAPR’s recommendation for continuation of the Program:

**PROGRAM’S FIVE-YEAR STRATEGIC PLAN (2002-2007)**

The success of Spanish and French programs is vital to the University’s mission of “educational excellence for a diverse society.” The Foreign Language Council is making a recommendation to Charles Reed, Chancellor of the California State University, “to protect and establish a foreign language requirement at all CSU Campuses.” MLL has proposed a foreign language requirement for CLASS.

**Spanish:** Most UC and CSU campuses offer Spanish courses for Bilingual students. MLL initiated such courses with acceptable enrollments several years ago but could not continue the series because of too few faculty and budget problems. MLL proposed a foreign language requirement for ALSS. Some chairs expressed the concern that such a requirement would discourage students from selecting the major. Others could not increase the requirements for their major without decreasing their number of students. With Jesús Díaz Caballero joining the faculty fall 2005, the department will have a better opportunity to consistently offer classes that meet the needs of the East Bay community: literature courses in translation, Spanish for business, the medical professions, and more courses that link MLL to other departments (e.g., Spanish for
Teachers, and so forth). MLL should pursue the Single-Subject Waiver with the state Commission on Teaching Credentials. MLL should establish a requirement for one quarter minimum of traveling abroad for the majors, through CSU International Programs or any other programs (such as the Summer Program in Paris, that has been offered since 1990 at CSUEB) enriching students’ experience in other cultures and everyday life.

French

With a new tenure-track position, the department could consistently offer upper division courses in French. Courses required for the major should be offered at least once a year to serve students. With more than a single additional tenure-track position in French, the department would be able to provide a variety of upper division courses comparable to programs at other CSU campuses. Without needed new French faculty, CSUEB cannot continue the major and French will become a minor or a French Studies program.

An Interdisciplinary Language and Culture Minor in Asian Studies.

MLL proposed an Interdisciplinary Languages and Culture minor in Asian Studies. Due dramatic demographic changes in the Bay Area, Asian languages at CSU East Bay already attract and will continue to attract many students. With our place on the Pacific Rim, it is difficult to imagine CSUEB cannot fill the demand for Chinese, Filipino, Japanese and Vietnamese language and culture studies. Demand for these languages in the lower division is already more than one faculty person can accommodate. This is surely an area of growth for CSUEB’s Modern Language and Literatures department.

Due to the recently announced retirement of the American Sign Language Program Director, CAPR ([in consultation with the Chair of Modern Languages] has modified its recommendation to request that the immediate/primary need in the department is the replacement of this faculty member.

CAPR’S ANALYSIS OF THE PROGRAM’S FIVE-YEAR REVIEW

a. Program

Dr. Iliana Holbrook, the new department chair, met with CAPR three times to discuss MLL five-year review, and many more times with the CAPR members responsible for the review. In the past 5 years, Spanish and French faculty have striven to maintain the excellence in teaching, research and service for which the department is known, despite reductions in staff. Given the undesirable resource limitations, the two programs have adequately served CSUEB students and communities. The department’s strategic plan for the next five years is aligned with CSUEB’s mission, MLL’s mission and the outside reviewer’s suggestions. The plan is suitable and achievable if additional tenure track positions are allocated to revitalize the French program and to build the Asian Studies program in the near future.

b. Resources

Since fall 2004 MLL has had only two full-time professors serving Spanish majors (Dr. Holbrook teaches a reduced load as department chair and Dr. Galan is now FERPing) and no full-time professors serving French. The limited faculty need to teach courses both to sustain (or teach out) the majors and to teach non-major students for GE requirements, International Studies, Communication, and Latin American Studies, and, soon, courses in Spanish for the Professions
minor and certificate programs. Based on CAPR analysis and outside reviewer’s suggestions, 1) MLL urgently needs to hire one new faculty member for French (and another language) and one additional faculty member for Spanish. Additional faculty are needed to teach Asian language studies and to ensure the quality and success of language study at CSUEB. 2) MLL is in urgent need of space for a language lab with appropriate equipment and trained technicians.

**CAPR’S RECOMMENDATION FOR CONTINUATION OF THE PROGRAM**

CAPR recommends the revitalization of Spanish and French BA programs, and contingent upon new hires, implementation of the recommendations of the outside reviewer. CAPR particularly encourages that the department develop a minor in Asian languages as student demand appears to justify such a program of study. CAPR endorses the reviewer’s suggestion that the department pursue collaborations with nearby colleges and universities to offer the languages a university of first choice ought to provide its students, and encourages development of a certificate program to award two years of language study. CAPR advises the department to explore the use of the web for language practice. At the time of the next review, it is essential the department document assessment of student learning in both majors and all minors. CAPR urges the College and University to support rebuilding the department and recommends that the University consider offering a “Language Plus” diploma that would honor a student’s language competency in a second language as an incentive for students to study another language. Language study is an important component of the College of Letters, Arts, and Social Sciences and an essential contribution to CSUEB’s mission, students, and to the communities we serve.

**PROGRESS IN THE SPANISH MAJOR SINCE LAST REPORT**

1. Martínez “strongly recommended that the Spanish curriculum be revised, providing more courses in Spanish-American areas, and ensuring that all students, majors or minors, take a Culture & Civilization class for both Spain and Spanish America. In addition, it is recommended that an efficient sequence be devised to help students progress from junior to senior level writing and topics.”

MLL has done extensive revision of the curriculum and has addressed the recommendations provided in the last Five Year Review (1997-2002) and the more recent recommendations by CAPR submitted in February 2006. Nonetheless, we continue to face strong budgetary restrictions and although new programs and courses have been created, we have been restricted with respect to our growth and offerings by the ongoing budgetary problems at CSUEB and a limited budget that has to be shared by nine languages in the Department of Modern Languages and Literatures. Recently (Spring 2007 to the present), we have been better supported in our needs and have been able to add an additional upper-division course per quarter to the Spanish offerings. MLL has created the following:

- Survey courses for the **Literature of Spain** were created: MLL 4457 and MLL 4458
- MLL has implemented a requirement for the Culture and Civilization courses for both Spain and Spanish America for majors of Spanish (starting 2007-08 academic year).
- We have also created and modified the content of some of our offerings by incorporating contemporary interdisciplinary issues linked to the communities we serve:
Advanced Spanish Conversation for majors: MLL 3410: social and cultural impact of science and technology on Hispanic societies (created by Dr. Holbrook, 2006)

Latin American Migration Culture and Identity: MLL 4495 (created by Dr. Díaz Caballero, 2006)

- We are also establishing links with other departments and trying to serve the needs of our community by means of the offerings for the Certificate in Spanish for the Professions (approved in 2006): As stated before, this certificate provides students with Spanish-language competency in the technical fields and enables them to work within the community while enhancing their opportunities for employment after graduation. Course offerings will include: Spanish for Business, Spanish for Law Enforcement, Spanish for the Health Professions, Spanish for Teachers, Spanish for Social Workers, Translation courses and more. Spanish for Teachers: MLL 3405 was offered for the first time in Fall 2007 by Dr. Díaz-Caballero and Spanish Terminology and Translation: MLL 3404 is being offered for the first time in Winter 2008 by instructor Robert Manheimer (Certificate and courses were created in 2005 by Dr. Holbrook and approved at the end of 2006).

- MLL has developed courses for heritage speakers of Spanish: MLL 2404, 2405, 2406. These courses were submitted for approval in December, 07. (Dr. Holbrook created the courses). When these courses are properly implemented, not only will they be beneficial to the large Hispanic community we serve, but they will also have a significant impact on the growth of the Spanish program.

- To promote growth in all languages, MLL has developed a World Languages and International Travel Certificate: This certificate enables participants to develop fluency in any chosen language—Filipino, French, German, Italian, Japanese, Mandarin Chinese, Persian, Spanish, Vietnamese and so forth—and has a travel-abroad requirement, which can be met by completing a short program, a summer program, a semester or a year abroad. We want our students to experience the language and culture firsthand, whether they learn a new language or expand their existing knowledge of a heritage language (created and submitted by Dr. Holbrook, in process of approval).

- As promotion for the new certificate in World Languages and International Travel, MLL offered a 2007 Summer Program in Mexico, July 15- July 28. (Dr. Holbrook organized and conducted the Summer Program in Mexico).

- MLL plans to offer a Summer Program in Argentina during this academic year, Summer 08 (Dr. Paz will organize and conduct this program).

- MLL is active in the G.E. cluster for freshmen and submitted a proposal for a three-quarter sequence of Language, Culture and Literature Study (Dr. Holbrook wrote and submitted the proposal, spring, 2007). This program allows our lower-division courses to matriculate better.

- Single Subject Matter Preparation Program: Our department recently finished its work on the Single Subject Matter Preparation Program for Spanish. We are eager to offer CSUEB students this service again and hope to expand it to other languages as our programs grow (Dr. Marcelo Paz has been working with and coordinating this project for the last three and a half years; the Single Subject was submitted to the California Commission on Teacher Credentialing for approval in December, 2007).
Professor Martínez recommended “that two tenure-line faculty positions be created in the next two years, as three more faculty members begin early retirement. Of these two positions, it would be helpful to find a candidate who could teach both French and Spanish, thus providing someone who could help with advising and direction in both programs, including interest in preparation for the Teaching Credential. The other position should be filled at the Associate or Full Professor Level, and in fact, could be advertised as Chair of the Department, to assist in mentoring the tenure-track faculty and in bringing more professional guidance to the department. If the first position cannot be secured, an alternative would be a tenure-track position in Spanish, Applied Linguistics, which would have the responsibility of working as a liaison with the Education Department, and create a course on Teaching Methodologies (taught in English, and for students in any language) for this person. My campus created such a position five years ago, and this person was instrumental in preparation of the document for the waiver program.”

Resources are usually controlled from the Dean’s office. When the Department initiated a request, former Dean Reimonenq stepped in, informing MLL what requests would be or would not be supported by CLASS and the Provost. As a matter of fact, even after a position has been approved, the Dean and or Associate Dean have an input and unless the position is aligned with some of their specific requests; it does not meet approval:

**Positions Requested by MLL but Not Approved by CLASS**

- Dr. Holbrook, Chair of MLL, petitioned a position for Spanish and French that was not supported by the former Dean of CLASS (2004-2005). This was a position that could have supported both the French and Spanish Majors.

- Dr. Holbrook, Chair of MLL also requested a position for a Generalist with a desired focus in Linguistics and Pedagogy, hoping this person would become a liaison with the Education Department. Many CSU campuses offer courses that service both Spanish and Teacher Education. A person with such qualifications would have been instrumental in the preparation and renewal of the Single Subject Matter Preparation Program for Spanish, pending since 1999. This request was not supported by the former Dean of Class.

**Positions Requested and Granted**

- MLL requested a position for Spanish, a Latin Americanist at the Assistant Professor level; we recruited Assistant Professor Díaz-Caballero, from Perú in 2005), enriching our offerings and diversity in MLL (see attached description in appendix I, pp. 1-3)

- MLL requested a position for ASL since our only tenured professor retired without FERPing. The program only had two part-time lecturers and was left without a coordinator for a full year. This position was granted, after a significant struggle. Currently, we have an Assistant Professor, Dr. Amy June Rowley since fall 2007 (see appendix I, pp. 4-5)

- In Spring, 2007, MLL requested a position for French and Vietnamese, following CAPR’s recommendation. The position was approved; MLL is vigorously pursuing the new candidate. This Tenure-Track position could support the French program and would also bring back Vietnamese, a language that matriculated very well before it was put on hold/suspended by
3. Martínez suggested “The creation of an additional tenure-track position in an Asian language (or the ability to teach two) is also suggested. Although this is not in the Spanish and French review area, it would be helpful in strengthening the department in the future, and enrollments seem to indicate that a faculty member for Japanese or a combination of Japanese and another Asian language would be helpful to this department.”

4. Dr. Martinez stated, “I concur with Chair Roland Heine’s plans to create a Minor in each American Sign Language and in Asian Language Studies. Since minors in the European-origin languages have been popular with good enrollments, this will help the department take a good practice in the new direction (and this also connects with interest and populations in the campus area).”

Dr. Martínez did not realize that CSUEB has had a Minor in ASL for many years, although it is listed in the catalog and in Heine’s report. During the last report ASL was second only to Spanish, regarding FTES and student demand. The program suffered due to a lack of Tenure-Track faculty but it is on the road to recovery with the hiring of Dr. Amy June Rowley, Fall 07.

Currently, CSUEB has an Asian Studies program that is offered in Sociology and Ethnic Studies. The new Minor in Chinese Language and Cultural Studies will be a nice addition to these programs.

5. Dr. Martínez recommended “that the Advising Plan in Spanish be updated and revised, and that consistency and more regular advising be developed. Exit assessment also needs to be established.”

We are implementing procedures for improving the Advising Plan in Spanish. We need to have more offerings for majors because with limited offerings and with students joining the program each quarter, it becomes difficult to meet students’ needs for junior and senior course levels
without adding more upper division courses for Spanish. Our campus supports courses that
service community needs and has encouraged growth in those areas but we also need to focus on
growth for the Spanish Major. Currently, all professors of Spanish are advisors in the program.
We have divided the majors alphabetically; advisors will meet with our majors quarterly to
supervise their progress.

6. **Professor Martínez** noted that “A capstone seminar (or two seminars) need(s) to be
devised and planned so that students who are majors take this/these in their final year, and
produce research papers and materials for a portfolio or other mode of assessment. An
Exit interview or survey (employed by many universities) would also be helpful in
identifying problems and/or satisfaction in the Program.”

We are currently working on several projects: the development of capstone courses in order to
improve assessment, an exit exam, a portfolio requirement to be developed in the capstone
course(s) and the establishment of an entrance, middle, and exit interview for our majors (see
revised assessment of this work, pp. 18 to 23).

7. **Dr. Martínez** “recommended that the faculty look into class offerings later in the day,
especially, for classes in either Major.”

We have tried afternoon and evening classes, but CSUEB has had significant problems with
enrollment and it has not been easy to sustain offerings for majors with different time schedules.
However, two courses were taught in the evening with adequate enrollment. Professor Díaz
Caballero taught MLL 3405, Fall 07 and Instructor Robert Manheimer is currently teaching MLL
3404 in the evening successfully. Maximum enrollment takes place between 9am and 2pm at
our campus since most of our students work part or full time. Beginning Spring 2008, CSUEB
will start experimenting with a new module for scheduling courses, approved recently by the
Provost and Academic Senate; this measure will provide more possibilities as we will be able to
provide offerings later in the day and during other alternate schedules, for example, MW
afternoons, Friday-Saturday, and one day/week.

8. It is recommended that both the Spanish and French programs look into linking their
programs with other disciplines. More cross-listed or combined programs can help
increase enrollments and student interest.

We are currently establishing links with other departments and trying to serve the needs of our
community by means of the offerings for the **Certificate in Spanish for the Professions**
(approved in 2006): course offerings will include: Spanish for Business, Spanish for Law
Enforcement, Spanish for the Health Professions, Spanish for Teachers, Spanish for Social
Workers, Translation courses and more. Spanish for Teachers: **MLL 3405** was offered for the
first time in Fall 2007 by Dr. Diaz-Caballero and Spanish Terminology and Translation: **MLL
3404** is being offered for the first time in Winter 2008.

The Spanish major provides offerings for the Latin American Studies program. We are also
looking for additional links with English and Ethnic Studies. In the past we attempted to
implement other possibilities that did not realize due to budget restrictions. We are currently
considering offerings online to create links with more departments and their extended
communities. However, we do not have enough faculty members in Spanish to expand in as
many directions as we would like.
We submitted a proposal to the CCTC for authorization of a Single Subject Matter Program in Spanish; we are looking forward to the possibility of collaborating with Teacher Education on: a) a combined Bachelors / Single Subject Credential Program for Spanish; and b) a combined Bachelors / Multiple Subject BCLAD Program for teaching in Spanish Bilingual Elementary Schools.

**OTHER PROJECTS INITIATED/SUBMITTED THAT WERE NOT IMPLEMENTED FOR VARIOUS REASONS**

- MLL tried to link the English and MLL departments via a Comparative Literature Minor that would join the efforts of Professors in Modern Languages and English through the teaching of, for example, Chinese, French, German, or Russian literature in English translation. One of our professors has taught Italian Literature in English translation for many years as Director of the Humanities program. However, due to concerns in the English Department regarding resources and budgetary strain, among other reasons, this proposal was not met with enthusiasm by the English department.

- At the Council of Chairs, Modern Languages initiated a discussion about a film minor in MLL; soon other programs felt they should participate or be the recipients of this film project. A committee was formed to create an interdisciplinary film minor project. I was one of the Chairs who attended and participated in all meetings for the discussion and creation of this project (Chairs involved were: Dee Andrews, History; Michael Henninger, Art; Iliana Holbrook, Modern Languages and Literatures; and Ann Pym, Communications). Some of MLL’s film courses were included as capstone courses and as part of an elective package. Due to budgetary problems and limited resources, the former Dean of CLASS cancelled this project.

- MLL tried to create a link with the College of Business in order to create special courses, e.g., Spanish for Business, Portuguese for Business, etc. by proposing three potential courses to Professor Sam Basu, at the time Interim Dean of Business and Economics. He showed interest in potential offerings. Dr. Alden Reimonenq, as the former Dean of CLASS, felt it was his job to continue negotiation of these matters with the Dean of Business. Nothing has come of this yet, but MLL is eager to collaborate with the College of Business via courses online or the Spanish for Business offered on campus as part of the course offerings of the Certificate in Spanish for the Professions.

9. Martínez “recommended that the Single-Subject Waiver for Spanish be sought through the state Commission on Teacher Credentialing (CTC).” Martínez “recommended that the Single-Subject Waiver for Spanish be sought through the state Commission on Teacher Credentialing (CTC).”

- Our department recently finished its work on the Single Subject Matter Preparation Program for Spanish. We are eager to offer CSUEB students this service again and hope to expand it to other languages as our programs grow (Dr. Marcelo Paz has been working with and coordinating this project for the last three and a half years; the Single Subject Matter Preparation Program for Spanish was submitted to the California Commission on Teacher Credentialing for approval in December, 2007).

10. Dr. Martínez noted that “Spanish majors should be involved in activities that further their interest in their future careers. Examples: Clubs with invited speakers; contests; festivals;
involvement as research assistants or in conference activities."

• We are trying to better service our students and their educational needs by providing extracurricular activities that promote further learning: lectures by renowned authors and scholars, film directors, musicians, and so forth through our Global series—**without a budget for these events!**

**SAMPLE OF THE EVENTS ORGANIZED 2002-2006**

• Dr. Holbrook presented and organized a lecture by Chicano poet Gary Soto at CSUEB (Biella Room, 2006).

• Dr. Holbrook presented and organized a lecture by Elizabeth Martínez: “Immigrant Rights for All of Us” (Biella Room, 2006).

• Dr. Holbrook presented and organized a lecture by film director David Riker on his film “La Ciudad/The City” (a metaphor of the migrant experience) at CSUEB (Biella room, 2006).


• Dr. Robertson presented a special event celebrating 400 years since the publication of Cervantes’ *Don Quijote*, with guest performer Jaime Riascos (Biella Room, 2005).

• Dr. Holbrook presented the Great Author Series (CSUEB, Biella Room, Winter and Spring 2004).

• In Celebration of Hispanic Heritage Month, Dr. Holbrook organized—in collaboration with the Catalán Consortium of Foreign Promotion of Cultures—a Guitar Recital: “The Golden Polyphemus: from Spain to Latin America” (University Theater, 2003-04).

• Dr. Holbrook presented and organized a bilingual poetry reading by Chicano poet Francisco X. Alarcón, one of three nominees for Poet Laureate of California at CSUEB (AE 1230, 2003-04).

• Dr. Holbrook presented author John Ross, and Mr. Ernesto Nava (General Francisco Villa’s son) in the Biella Room, at CSU East Bay: “The Meaning of the Mexican Revolution After 92 Years” (November 29, 2002).

• We are currently presenting Latin American and International Films on campus.

• Dr. Diaz Caballero has been recently assigned with the revitalization of the Spanish Club.

• MLL has participated in the Al Fresco festival and the Major/Minor Fair on campus making our programs more visible to students on campus.

The improvement and refinement of our Assessment Plan has made us more aware of departmental needs and guided us as to the direction our department should take. MLL continues to progress as we strengthen the Spanish major by creating new courses that are currently linking us to other departments, such as the Spanish for the Professions courses and courses online (in process). We are also working to establish required and recommended core courses for the Spanish major: MLL3410, 3461, 3463, 4457, 4458, 3495, and 3418 in an effort to
provide a better-planned and more rigorous major for students of Spanish. These measures will permit us to better prepare our students entering the Teacher Education Program or graduate studies.

Evaluations from our students show marked contentment with Professors and Lecturers and praise MLL’s excellence in teaching; however, there is a constant request for more course offerings at the upper-division level: “we love the professors of Spanish but we do not feel the University is doing enough to provide resources for additional courses needed,” “We love our classes but we need more course offerings for the Spanish major,” “When are we going to have Spanish for bilingual speakers?” “We need courses that will help us meet the requirements for the SPM,” “Students could graduate sooner if there were more upper division courses offered each quarter.”

In summary, we are happy with the progress so far and are committed to the continued improvement of our advising and hope to be able to provide more course offerings and programs in order to better service our students.

II. Applications submitted for new tenure-track positions (see appendix I pp1-7):

- MLL requested a position for Spanish, a Latin Americanist at the Assistant Professor level; we recruited Assistant Professor Diaz-Caballero, from Perú in 2005), enriching our offerings and diversity in MLL (see attached description in appendix I, pp. 1-3)

- MLL requested a position for ASL since our only tenured professor retired without FERPing. The program only had two part-time lecturers and was left without a coordinator for a full year. This position was granted, after a significant struggle. Currently, we have an Assistant Professor, Dr. Amy June Rowley since fall 2007 (see appendix I, pp. 4-5)

- In Spring, 2007, MLL requested a position for French and Vietnamese, following CAPR’s recommendation. The position was approved; MLL is vigorously pursuing the new candidate. This Tenure-Track position could support the French program and would also bring back Vietnamese, a language that matriculated very well before it was put on hold/suspended by CLASS in 2005). The search is in process; we are still waiting for the ideal candidate (see appendix I, pp. 6-7)

III A. REVISED ASSESSMENT PLAN FOR THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURES. (CONTRIBUTIONS BY PAZ, HOLBROOK, LLANES, PATTERSON & ROBERTSON)

Currently, Modern Languages uses formative and summative multiple measures of assessment to measure its effectiveness and to assess competence in all areas of the program. The formative assessment in the classroom includes multiple measures: quizzes, oral presentations, research projects, oral and written examinations for courses at all levels and is based on criteria established by faculty in the Department of Modern Languages and Literatures. This type of assessment is balanced by interactive strategies: small group and paired activities, peer and self-evaluation, for which students receive feedback and are consequently assessed. The summative assessment is currently being developed and it will consist of an Exit Exam and a Portfolio with sample works for capstone course(s) in the Spanish Major.

The following information presents general goals, learning outcomes and indicators for the Department as a whole, followed by learning outcomes and indicators for the Spanish major:
These steps will make it easier for the department to evaluate its effectiveness, pinpoint shortcomings, and propose new directions and changes.

**PROGRAM GOALS, LEARNING OUTCOMES, PERFORMANCE INDICATORS AND ASSESSMENT INSTRUMENTS**

(Goals are in Roman numerals; Outcomes are in Arabic numerals; Indicators are in letters; Assessment Instruments are bulleted)

**GOALS**

I. To enable students to attain proficiency in the five basic language skills of the chosen language: **listening, comprehension, reading, writing, and communication** while gaining a deeper understanding of the cultures and literatures represented by those languages throughout the world.

II. To develop skills in research and writing on subjects appropriate to the field of study of the target language.

III. To increase awareness of the international nature of the world in which we live and to gain an appreciation of the many languages and cultures of different peoples.

IV. To prepare students with the academic knowledge and cultural understanding necessary for future pursuits in a variety of career options.

V. To provide an educational foundation that will help all students to develop their abilities to think critically and creatively and to communicate effectively in the chosen language.

VI. To encourage students to participate in international programs enabling them to get first-hand experience with the people in foreign countries, their culture, attitudes, habits, customs, way-of-life and so forth; therefore, offering students a broad educational foundation as well as training for a successful professional life.

**LEARNING OUTCOMES**

After completing undergraduate studies in the language of their choice, students should:

1. Feel comfortable listening to conversations, presentations, film dialogues, music, etc. in the target language.
2. Be able to read material in that language on a variety of topics and comprehend the majority of the ideas presented.
3. Be able to express themselves with sufficient accuracy and clarity to communicate with speakers of the target language.
4. Be able to express themselves in the written language of their choice with a fair amount of sophistication.
5. Be able to use reference resources for the target language to supplement already-acquired vocabulary and comprehend grammatical concepts.
6. Develop understanding of phonological, morphological, and syntactic structures of the target language.
7. Develop an appreciation of the culture represented by the literature, art, music and cinema, of the target language. Be aware of the significant contributions to the body of international culture made by the speakers of the target language throughout the world.

8. Acquire knowledge of the cultural diversity of written and spoken texts in the language of their choice and of the speakers of that language.

9. Be able to develop their abilities to think critically and creatively in the chosen language and to assess its cultural values.

10. Have, finances permitting, been exposed to present day culture represented by the language of their choice by having spent time in its speaking environment outside of the United States.

**Performance Indicators**

a. Ability to understand main topics of presentations, ask questions and engage in lively discussions about materials presented.

b. Correctness of pronunciation and intonation in oral presentations.

c. Understanding of basic phonological, morphological, and syntactic structures of the target language.

d. Sufficient accuracy and clarity in communication with other speakers of the target language when presenting materials or doing oral presentations on a variety of literary and cultural subjects.

e. Successful participation in written periodic tests and finals; ability to express themselves in assignments on a variety of literary and cultural subjects that require a reasonable amount of sophistication in order to present a given topic or argument.

f. Successful completion of the required sequence of courses in the target language as evidenced by written and oral examinations necessary for a degree in the chosen language.

g. Familiarity with the use of dictionaries, library journals, newspapers and electronic sources in the target language to supplement already acquired information and vocabulary.

h. Ability to integrate research information into oral and written assignments while giving adequate credit to the source of information used.

i. Participation in language clubs on campus; active participation in discussions, lectures and other forms of presentations about topics related to the literature, art and culture of the target language.

j. Exhibition of appropriate knowledge of the significant contributions by representatives of the target language to the national and international culture.

k. Familiarity with a sufficient number of written and spoken texts related to the diverse spectrum represented by speakers of different regions where the target language is used and the ability to understand and reflect on the nature of cultural colonialism.

l. Ability to develop original thinking in the target language by presenting orally or in writing ideas and concepts that show deeper understanding of important issues relevant for the culture, literature, art, and media and other aspects of the target language.
Successful completion of a study program abroad, through the Modern Languages Department or through the CSU international or any other program. Participation in international competitions.

**Assessment Instruments**

- Through regular attendance in a class taught in a foreign language, students will improve their listening skills and demonstrate their ability to comprehend information and ideas presented both by their professors and by fellow students in the selected language. Listening skills will be assessed through class discussions exploring material presented and through examinations requiring a knowledge and understanding of this material.

- Through their active oral participation in class sessions, students will demonstrate their ability to form sentences and ideas in a foreign language and to convey this information clearly and comprehensibly to their professors and their classmates. This ability will be assessed through questions asked and suggestions made by those in attendance at the class session, for example, by having other students correctly rephrase erroneous output.

- Oral competency will be assessed through individual interviews with the professor as well as specific assignments for in-class performance, for which general topics of discussion will be provided ahead of time. Students may also be asked to make audio or videotapes to be assessed by the professor.

- Written ability in the foreign language of their choice will be demonstrated through a series of compositions and papers for which students will be required to turn in a rough draft before putting together the final version to be handed in and will be encouraged to rewrite the version corrected by the professor, and alternatively by fellow classmates, and to hand it in for extra credit. Written ability will also be tested through a series of quizzes and examinations for which study sheets will be provided and material will be reviewed in class, with ample time allowed for questions. The opportunity to rewrite an examination or quiz for extra credit may also be provided.

- In advanced language courses (i.e. literature and culture courses), students should be able to understand and react critically to texts they have read in the chosen language. Faculty will assess, in exams and written assignments, whether or not students are achieving these goals. If students are not meeting the goals, faculty should discuss methods to aid students to communicate clearly and to improve analytical and critical skills. A sample of the students’ best work in the courses where writing is required should be examined by an assessment committee formed of regular faculty members.

- Cultural understanding will be assessed through classroom discussions of literature, art, music, history, cinema, and customs, followed up by written and oral examinations verifying that the information thus explored has been comprehended and acquired.

- In addition, a portfolio documenting the students’ contributions and materials related to the agenda of the capstone course(s) will be collected by professor for inspection and assessed through careful consideration and comparison with those of other students in the class.

- Students will be encouraged to participate in programs abroad conducted in the language of their choice, in which using assessment will be facilitated by class participation, placement
tests, quizzes, and examinations conducted by teachers who are native or near-native speakers of the language involved.

DEPARTMENTAL ASSESSMENT

The Modern Languages and Literatures Department has always provided assessment of the program by means of student evaluations and both external and internal peer review. This information has been used to improve pedagogical performance and in the past, it has received attention regarding range elevation, retention, tenure, salary increases, and any form of promotions and reviews.

New requests for educational accountability have made it mandatory for the department to create more detailed methods of assessment. The Department of Modern Languages and Literatures is planning to have an alumni survey showing results for our students. How many enrolled in advanced degree programs? How many found employment? What skills best helped our students reach their desired goals? What kind of employment are our students obtaining?

Program Goals, Student Learning Outcomes, Performance Indicators and Assessment Instruments will be monitored constantly in order to be refined and optimized and to ensure the University’s commitment to educational excellence for a diverse society.

IIIb. SPANISH PROGRAM ASSESSMENT OUTCOMES AND INDICATORS

1. Outcomes

1. Students of Spanish will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to the undergraduate level.

2. Students of Spanish will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used.

3. Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and 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.

4. Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish speaking world while developing an appreciation of the Spanish and Spanish American cultural contributions to the body of universal culture: literature, art, music, cinema, history, etc.
II. Indicators

a. Students are able to use Spanish both within and beyond the university setting, i.e., through oral presentations in the classrooms, working in the community, or while traveling within a Spanish-speaking country. Students will show competency in oral presentations in Spanish on a variety of literary and cultural subjects.

b. Students will successfully complete written exams, assignments, and term papers showing command of grammatical aspects of the Spanish language, familiarity with research sources, and ability to properly credit original sources cited.

c. After completion of the required sequence of courses in the Spanish language, students will demonstrate their knowledge through written exams, oral presentations, written assignments, and term papers.

d. Students will demonstrate successful application of acquired knowledge and skills to enter either graduate school or obtain work (related to major) within the community. Students will also show evidence of becoming lifelong learners by using the language for further study and to expand work opportunities in the community and abroad.

e. In order to evaluate what students know about Spanish (language, culture, literature and sensitivity issues) Modern Languages will administer a standard exam/questionnaire at the beginning of the course(s). This exam/questionnaire will have a written and oral component and will be designed to test students’ knowledge of the aforementioned elements.

f. After the course(s) is completed, the same exam will be administered to test student progress.

g. Students should compile a writing portfolio. This indicator should reflect progressive growth regarding language, culture, literature and sensitivity issues.

h. Upon graduation students should be asked to complete an evaluation of the program (a questionnaire determining if they feel that we have been successful preparing them for the journey of learning while strengthening their individual capacities to participate actively in local and world communities).

IV. STATISTICAL DATA AND ANALYSIS OF THE PROGRAM

Student Information

According to Institutional Research and Assessment (IRA), currently, the Department of Modern Languages has 43 majors, a significant increase since the last Five-Year Review (which showed an average of 32 majors). Thirty-six of these are Spanish majors, a significant increase since the last Five-Year Review (which showed an average of 27 Spanish majors). Perhaps Spanish has even a few more, since double majors do not always appear on the IRA reports. The remaining seven majors applied as French majors; CSUEB accepted them although the French major has been on hold since 2004!

The Spanish division has tried encouraging Spanish majors in several ways: Spanish, like all languages, participates in the Freshman Cluster Program, consisting of Language, Culture and Literature. The Spanish Major has been revised extensively with respect to the content of courses.
offered in the major; faculty have been involved in numerous extracurricular activities and have created new courses and programs. The department is trying to create more links with nearby community colleges and attends occasional events at these campuses in an effort to attract majors for our program. MLL created a certificate for world languages and international travel, offering a summer program in Mexico (2007) and has revised and improved its assessment.

California State University, East Bay

Modern Languages & Literatures and Humanities

<table>
<thead>
<tr>
<th>A. Students</th>
<th>Fall Quarter</th>
</tr>
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<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>1. Undergraduate</td>
<td>32</td>
</tr>
<tr>
<td>2. Graduate</td>
<td>2</td>
</tr>
<tr>
<td>3. Total Number of Majors</td>
<td>34</td>
</tr>
<tr>
<td>4. FTES Generated</td>
<td>252.6</td>
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Institutional Research and Assessment

Data for Spanish Majors

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<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>24</td>
<td>17</td>
<td>23</td>
<td>32</td>
<td>30</td>
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<tr>
<td>Graduate</td>
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<td>4</td>
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<tr>
<td>TOTAL</td>
<td>27</td>
<td>21</td>
<td>26</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment

OVERALL DEGREES CONFERRED PROFILE BY MAJOR

College Years 2002-03 through 2006-07

Spanish

<table>
<thead>
<tr>
<th></th>
<th>CY02-03</th>
<th>CY03-04</th>
<th>CY04-05</th>
<th>CY05-06</th>
<th>CY06-07</th>
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<tr>
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<td>10</td>
<td>5</td>
<td>5</td>
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<td>TOTAL</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment
Currently, we only offer Majors in Spanish although we have courses in nine languages. It is important to mention that we have a large number of students pursuing minors in MLL, mainly in Spanish, American Sign Language, and French.

### Data for minors

#### Minors in Modern Languages as of Winter 2006:

<table>
<thead>
<tr>
<th></th>
<th>ASL</th>
<th>French</th>
<th>Spanish</th>
<th>Total number of minors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>6</td>
<td>25</td>
<td>46</td>
</tr>
</tbody>
</table>

Data warehouse student and term tables

Modern Languages caps its courses at 30; we have—in the past and under pressure from CLASS—raised this number, but this practice proved to be catastrophic in language courses where a significant amount of remedial teaching occurs and where dialogue and interaction are necessary. ASL in particular has requested to limit its caps to 20 or 25 students due to the visual nature of this language. In general, CSUEB students benefit greatly from smaller classes. The chart below shows averages, some of the languages with heritage Speakers, like Spanish, have a larger number than those that do not. Modern Languages is proud to support the diversity of languages in the curriculum with the cooperation of all its programs. The average section size is particularly strong, 23 (2005), 24 (2006) and growing 24.5 (2007). This is an accomplishment when you consider that unlike many departments in CLASS, MLL does not have a built-in requirement in the College of Letters, Arts and Social Sciences:

### Student Faculty Ratios

<table>
<thead>
<tr>
<th>D. Student Faculty Ratios</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tenured/Track</td>
<td>19.0</td>
<td>20.4</td>
<td>20.1</td>
<td>21.6</td>
<td>18.5</td>
<td>20.9</td>
</tr>
<tr>
<td>2. Lecturer</td>
<td>19.0</td>
<td>19.5</td>
<td>22.6</td>
<td>27.1</td>
<td>23.7</td>
<td>27.9</td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
<td>19.3</td>
<td>20.0</td>
<td>21.4</td>
<td>24.3</td>
<td>20.8</td>
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<td>4. Lower Division</td>
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<td>20.4</td>
<td>22.3</td>
<td>25.2</td>
<td>21.2</td>
<td>25.1</td>
</tr>
<tr>
<td>5. Upper Division</td>
<td>13.1</td>
<td>14.8</td>
<td>13.8</td>
<td>16.4</td>
<td>15.2</td>
<td>19.7</td>
</tr>
<tr>
<td>6. Graduate</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>7. Number of Sections Offered</td>
<td>61</td>
<td>73</td>
<td>65</td>
<td>41</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>8. Average Section Size</td>
<td>20</td>
<td>13</td>
<td>14</td>
<td>20</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment
The ratio of courses taught by lecturers in the Department of Modern Languages has been above 50% from 2002 to 2006, the period for this Review program. Like all departments at CSUEB, we are in need of more Tenure-Track positions for the major and growing programs. The California Legislature’s target ratio of 75% regular faculty to 25% part-time faculty has progressed in the opposite direction. This is even more serious when you consider that some of the full-time and part-time faculty are not providing any support for the Major(s):

<table>
<thead>
<tr>
<th>C. Faculty</th>
<th>Fall Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td><strong>Tenured/Track Headcount</strong></td>
<td></td>
</tr>
<tr>
<td>1. Full-Time</td>
<td>8</td>
</tr>
<tr>
<td>2. Part-Time</td>
<td>2</td>
</tr>
<tr>
<td>3. Total Tenure Track</td>
<td>10</td>
</tr>
<tr>
<td><strong>Lecturer Headcount</strong></td>
<td></td>
</tr>
<tr>
<td>4. Full-Time</td>
<td>1</td>
</tr>
<tr>
<td>5. Part-Time</td>
<td>8</td>
</tr>
<tr>
<td>6. Total Non-Tenure Track</td>
<td>9</td>
</tr>
<tr>
<td>7. Grand Total All Faculty</td>
<td>19</td>
</tr>
<tr>
<td><strong>Instructional FTE Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>8. Tenured/Track</td>
<td>6.8</td>
</tr>
<tr>
<td>9. Lecturer</td>
<td>6.5</td>
</tr>
<tr>
<td>10. Total Instructional FTEF</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Lecturer Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>11. % Lecturer/Total Instructional FT</td>
<td>48.9%</td>
</tr>
<tr>
<td>12. FTES Taught by Lecturer</td>
<td>123.7</td>
</tr>
<tr>
<td>13. % FTES Lecture/FTES Generated</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment

Faculty

The department is in critical need of additional faculty and resources in order to develop the Spanish major to its maximum potential, rebuild the French program, and develop quality programs for the languages we teach. New hires will help to offset nearby retirements: Dr. Myintoo (.4 FERPer for French and the only faculty member left in French) will retire in Winter, 2009, or sooner, leaving the French program without a coordinator or tenured faculty. Dr. Galán (.4 FERPer for Spanish) will retire in Winter, 2010. Dr. Heine (.4 FERPer for German) will retire in Spring, 2008, Dr. Traversa (.5 FERPer for Italian and Humanities) will retire in Spring, 2010.
We should hire tenure-track and lecturers who are able to teach in more than one language to counteract such retirements.

For a while, Spanish only had one full tenured Professor, Iliana Holbrook, currently serving as Chair. The other two full-time tenure-track were both assistant professors until very recently: Professor Marcelo Paz received tenure at the end of 2006-07; however, Dr. Paz was on Paternity Leave during Fall quarter 07 and is currently on sabbatical (Winter 08). The Spanish Division has been left with one tenured professor, Iliana Holbrook, currently Chair of Modern Languages (since Spring 2007) and one tenure-track assistant professor, Dr. Diaz-Caballero.

Spanish has the majority of students with about 50% or more of total enrollment in Modern Languages. In my opinion, Spanish is understaffed for its needs. It is difficult to meet all commitments—committee work, teaching, outreach, extracurricular activities, advising for majors and students in general, implementation of new programs, future online courses—with the current number of Spanish faculty. Faculty are spread very thin with departmental obligations; unless this is corrected, it will have negative consequences for the program and for the morale of faculty in the near future. Positions at CSUEB are awarded very slowly; therefore, I requested that one or two Spanish lecturers, who served in MLL for years, be granted a 1.0 status. This would permit me to utilize them to support advising and to participate in outreach and other activities. Unfortunately, this petition was denied by CLASS due to the uncertainty of next year’s budget.

<table>
<thead>
<tr>
<th>Faculty Number (Headcount) &amp; Total FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Tenured Faculty: 3</td>
</tr>
<tr>
<td>2 Spanish:</td>
</tr>
<tr>
<td>1 Chinese</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment (this chart shows current data in the Department of MLL and includes FTES for the Humanities program taught by one of our professors, Dr. Traversal)

As it was noted in the last CAPR’s report, MLL generated significant FTES, an average of 240, during the last five academic years. This is a significant amount that warrants, in my opinion, and in 2006 CAPRA’s report, several additional tenure-track positions.
FTES

The top figure does not include the Humanities program, recently added to the IRA chart for Modern Languages since one of our Professors has directed and taught all courses in the program. Even without adding the FTES for Humanities, MLL is the 4th, at times the 3rd, department in CLASS in terms of FTES during the Five Year Review period 2002-2006 (see appendix II, p. 1)

<table>
<thead>
<tr>
<th>FTES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>252.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2003</td>
<td>239.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2004</td>
<td></td>
<td>222.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2005</td>
<td>216.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>219.47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Institutional Research and Assessment

V. COMPARATIVE PROGRAM REVIEW (Conduct a review showing how the department’s course offerings and requirements compare and contrast to those of corresponding programs in the UC and CSU systems and to nationally recognized programs in the field)

The UC and other CSUH programs in Spanish present a distribution of classes in language and composition, linguistics, survey courses in Literature of Spain, survey courses in Literature for Latin America, introductory courses to Spain and Spanish American Culture and Civilization, and finally, courses on literary topics (specific authors, genres, periods). The current offerings at the Department of Modern Languages and Literatures for the Spanish major (see advising plan below) are consistent with offerings at other CSU and UC institutions. The program is rigorous and well planned; however, MLL needs allocations to offer more upper-division courses at the junior and senior levels. We have students joining the program each quarter; therefore it becomes difficult to meet students’ needs for junior and senior course levels without an adequate number of upper division courses for the Spanish major. This measure will improve assessment and will help majors complete their requirements in a timely manner. The Spanish Major consists of 44-72 units; the B.A. degree requires a total of 180 units. Students are expected to consult with the Spanish division advisor(s) in order to assure a well-balanced program of upper-division courses:

Major Requirements - B.A. (44-72 units)

A. Lower Division (0-24 units)

1. MLL 1401, -2, -3 Elementary Spanish (12)
2. MLL 2401, -2, -3 Intermediate Spanish (12)

B. Upper Division (48 units)
1. MLL 3410 Advanced Spanish Conversation (4)

2. MLL 3401, -2, -3 Advanced Composition and Syntax (12), plus one course selected from the following group: MLL 3411, 3412 Spanish Linguistics, Phonetics (4)

3. Eight units of Spanish American Literature from among the following courses: MLL 3400, 3461, MLL 3463, MLL 3495 (required), MLL 4495 (8)

4. Eight units of Spanish Peninsular Literature from among the following courses: MLL 3400, 3418 (required), MLL 4455, MLL 4457, MLL 4458, MLL 4459, MLL 4460 (8)

5. Twelve additional units should be selected from among all upper-division literature courses including MLL 3400 (Introduction to Literary Analysis). MLL 3404 and MLL 3405 may substitute an elective with advisor’s approval (12)

(NOTE: Courses numbered MLL, 4455, 4459, 4460, and 4495 may be repeated as content changes. If repeated, the courses may be applied to more than one category of requirements: Groups 2 and 4 or Groups 3 and 4.)

Minor Requirements (24-48 units)

A. Lower Division (0-24 units)
   1. MLL 1401, -2, -3 Elementary Spanish (12)
   2. MLL 2401, -2, -3 Intermediate Spanish (12)

   (NOTE: Lower division requirements will be waived for student with prior knowledge of the language. See "Placement" in the Catalog.)

B. Upper Division (24 units)
   1. MLL 3401, -2, -3 Advanced Composition and Syntax (12)
   2. MLL 3411 Introduction to Spanish Linguistics (4) or MLL 3412 Spanish Phonetics (4)
   3. One course from each of the following areas:
      - Spanish Peninsular literature: MLL 3418, 4455, 4457, 4458, 4459, 4460 (4)
      - Spanish-American literature: MLL 3461, 3463, 3495, 4495 (4)

   (NOTE: MLL 3400 (4), Introduction to Literary Analysis, may substitute one of the Spanish Peninsular Literature or Spanish American Literature courses. MLL 3404 (Terminology and Translation) and MLL 3405 (Spanish for Teachers) may be substitute one of the Advanced Composition and Syntax courses.)
WHAT IS DIFFERENT/LACKING IN OUR PROGRAM WHEN COMPARED TO OTHER CSU AND UC CAMPUS

• Most CSU and UC campuses offer courses for heritage speakers of Spanish. We have an enormous Hispanic community at CSUEB and in the surrounding communities that would benefit from the implementation of these courses. MLL is proposing to offer a series of three courses at the Intermediate level beginning Summer, 2008 (pending approval by CLASS).

• MLL does not have a language lab; students respond well to having a space provided on Campus to complement their language experience and to enhance their technological abilities.

• MLL does not have empirical support from key departments at CSUEB: English in many campuses extends/shares offerings with European Languages or Asian Languages through Comparative Literature courses or cross-listed courses. English has many built-in requirements and could afford to extend such links to MLL.

• Liberal Studies at other institutions has a foreign language requirement. Liberal Studies at CSUEB has built-in requirements for many wonderful courses including several requirements for theater and dance but none for foreign languages.

• Some CSU campuses have a University foreign language requirement or an exit exam that tests foreign languages.

French Program

According to CAPR’s last report (2006), “The BA in French is on hold since 2004 and no new students are being admitted because of understaffing for several years. French majors were dissatisfied with infrequent offerings of upper division courses in French. This discouraged enrollment and encouraged students to drop their French major [...] MLL is in urgent need of more staff for French. Loss of the French B.A. will make MLL less attractive and will weaken the university’s abilities to serve our globally connected and highly diversified community” (CAPR’s report, 2006).

The French major at CSUH has not had enough offerings or faculty to be able to provide what would be required of a comparable program in the UC or other CSU campuses. The program is severely understaffed; as of Fall 2007, the French program is serviced by one FERPer (.4) who only teaches during the fall and winter quarters. The French program needs stability. Currently we also have a visiting Professor from the Sorbonne teaching one Elementary course of French per quarter.

In April 2007, MLL requested a position for French and Vietnamese. It was approved; MLL is vigorously pursuing the new candidate. This Tenure-Track position could support the French program and would also bring back Vietnamese, a language that matriculated very well before it was put on hold/suspended by CLASS in 2005. The search is in process; we are still waiting for the ideal candidate (See appendix I, pp. 6-7). If this position is not successfully obtained, MLL should proceed to hire a T-T for French, a candidate that may be able to teach an additional language as well and bring stability to the French program.
VI. Describe achievements of the program(s) since the last review, if not mentioned above (important curricular changes, grants, and faculty and professional achievements):

Additional Program Achievements

We have already mentioned many achievements of the program(s) since the last Five Year Review. In general, the faculty of the Modern Languages and Literatures department is highly dedicated and professional. Faculty members have been involved in departmental and University committee work and other related activities and have continued to successfully attend conferences, deliver papers, and publish in their fields of expertise (see attached curriculum vitae of Spanish professors). Furthermore, the faculty was successful in bringing several Latin American Scholars to CSU, East Bay, enriching our students' cultural experiences outside of classroom activities. MLL has also involved students in Scholarship awards and essay competitions:

• Annual Scholarships awarded to majors and minors in MLL:

Peter Boesch Awards:
- Amy Dobras (Spanish, 2005-06 academic year)
- Cándido Fombona (Spanish, 2005-06 academic year)
- Nancy Robles (Spanish, 2005-06 academic year)
- Leslie Becerra (French, 2005-06 academic year)

• Annual university-level French essay competition, Northern California Chapter of the American Association of Teachers of French:
- Charlene Yu, First Prize (2005-06)
- Rebecca Dardenne, Third Prize (2005-06)
- Lauren Hanzel, Honorable Mention (2005-06)
- Ibula Katakanga, Honorable Mention (2005-06)
- Vinilta Sagran, Honorable Mention (2005-06)

• Tenure-track faculty members have also received several Faculty Development Grants awarded by CSU, East Bay. In particular, I would like to mention an external grant, the Wang Fellowship awarded to Dr. Meiling Wu during the 2003-2004 academic year.

VII. Plan for the Next Five Years

Faculty

Impending retirements will cause further reduction in Modern Languages, causing limited offerings for students in the near future. MLL and CLASS need to plan carefully and creatively in order to offer the best programs possible to our students. The following is a list of the faculty that will complete retirement in the near future:
FERP faculty

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Language</th>
<th>Entry into FERP</th>
<th>FERP End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodolfo Galán (Spanish)</td>
<td></td>
<td>Fall 2005 .44</td>
<td>will end his FERP in 2010</td>
</tr>
<tr>
<td>Roland Heine (German)</td>
<td></td>
<td>Fall 2003 .44</td>
<td>will end his FERP in 2008</td>
</tr>
<tr>
<td>Teresa Myintoo (French)</td>
<td></td>
<td>Fall 2004 .44</td>
<td>will end her FERP in 2009</td>
</tr>
<tr>
<td>Vincenzo Traversa (Italian)</td>
<td></td>
<td>Fall 2005 .50</td>
<td>will end his FERP in 2010</td>
</tr>
</tbody>
</table>

Given the University’s commitment to excellence in teaching for a diverse society and its vigorous effort to internationalize the curriculum, additional resources are critical to maintaining essential faculty numbers and quality programs for our students.

Full-time Faculty in Modern Languages

Spanish Major and Minor programs: MLL has 36 Spanish majors and 25 Spanish minors and the following full-time faculty members:

- Assistant Professor Jesús Díaz-Caballero (Spanish) hired in 2005
- Professor Iliana Holbrook (Spanish) hired in 1989, Chair, currently teaching one course per quarter
- Associate Professor Marcelo Paz (Spanish) hired in 2001, currently on sabbatical.

Chinese

- Associate Professor Meiling Wu (Chinese) hired in 2000; Chinese has neither a Minor nor a Major in MLL. At present, we are seeking approval for a Minor in Chinese Language and Cultural studies. This project has been submitted to CLASS but needs revisions before it is resubmitted for approval.

ASL program

- Assistant Professor Amy June Rowley (ASL) hired in 2007; MLL has had a Minor in ASL for many years. Currently, MLL has 15 Minors in American Sign Language.

French major on hold since 2004; currently only a Minor is available.

No full-time faculty

The French Major has been on hold since 2004. That particular year, French had 11 majors. Surprisingly/erroneously seven students were accepted by CSUEB as French majors recently! (according to IRA records). French also has 6 minors.

Modern Languages and Literatures needs to hire tenure-track professors and lecturers that can teach in more than one language. In April 2007, MLL requested a position for French and Vietnamese; it was approved and MLL is vigorously pursuing the new candidate. This tenure-track position could support the French program and would also bring back Vietnamese, a language that matriculated very well before it was put on hold/suspended by CLASS in 2005).

The search is in process; we are still waiting for the ideal candidate (see appendix I pp. 6-7). If this position is not successfully filled, MLL should revise the position description and proceed to hire a T-T for French; a candidate who may also be able to teach another Romance language would be highly desirable. The French program needs stability.
Modern Languages should also hire a Lecturer to teach Vietnamese, a language very popular before it was suspended/put on hold at CSUEB.

**Additional Resources for the Spanish Major**

**Tenure-track positions for Spanish:**

Spanish has the majority of students with about 50% or more of total enrollment in Modern Languages. The Spanish Major needs the following:

1) The Department of Modern Languages and Literatures needs a tenure-track position in Spanish Linguistics/Applied Linguistics and Pedagogy (2009). This tenure-track would have the responsibility of working as a liaison with the Education Department creating courses in Teaching Methodologies taught in English, for students of any language. Sonoma and Fullerton State Universities, among others, have already created such positions several years ago. Those that filled these positions, according to faculty at those campuses, have been instrumental in the preparation and renewal of the Single Subject Matter Preparation Program and in teaching courses that service students in both disciplines: Teacher Education and Spanish. A liaison with Teacher Education is highly desired by Modern Languages and Literatures. In addition, MLL lost its only Linguistics Professor many years ago. The courses he taught are currently being taught by lecturers of Spanish.

2) MLL needs a tenure-track position for Spanish. Professor Galán, a specialist in the literature of Spain, will be retiring in two years; we will need a Tenure-Track to replace his position. Once again, we could hire a candidate that can service this area and also teach an additional language.

**Other positions needed which reflect interest and growth in new areas for MLL:**

3) We need to hire an additional tenure-track for Chinese to help Dr. Wu, hired in Fall 2000, with the development and growth of the Chinese program. This is especially true since the Minor in Language and Cultural Studies is in the process of approval. Mandarin Chinese is currently in high demand at many institutions; CSUEB has a large heritage population for Chinese in this campus and surrounding communities. With additional resources, Dr. Wu should become involved with the teaching of upper-division courses for the Chinese Minor in Language and Cultural Studies.

4) Recently, there has been significant growth in Japanese; enrollment doubled in Fall 2007. Ms. Yoshiko Clark has been instrumental in this accomplishment. If enrollment is sustained, we will soon need a tenure-track position to bring stability to Japanese, currently served by three .3 lecturers:

- Ms. Yoshiko Clark (already retired)
- Ms. Tazumi Scearce, helping us only this academic year
- Ms. Shiori Hoke-Greller, a recent graduate, who is also teaching for Diablo Valley College

5) CSUEB has potential to attract several heritage communities: Filipino, Persian, Portuguese and Vietnamese. The future of programs for these communities can only be realized by shared positions between Modern Languages and other disciplines. Latin American Studies, Philosophy, Ethnic Studies, and Teacher Education, among others, would be ideal candidates for cross-listed courses and shared faculty positions.


**CURRICULUM GOALS FOR IMPROVEMENT**

**Immediate objectives**

• Modern Languages plans to resubmit its upper-division courses for G.E. approval in order to increase enrollment in upper division courses for all languages. This practice has been followed by most departments in CLASS and for the same purpose. This is an area that needs the collaboration of all faculty teaching upper-division courses in MLL and it is a project for the immediate future.

• MLL is looking forward to collaborating with Teacher Education on: a) a combined Bachelors / Single Subject Credential Program for Spanish; and b) a combined Bachelors / Multiple Subject BCLAD Program for teaching in Spanish Bilingual Elementary Schools.

• The Spanish division needs to continue improving assessment through the implementation of capstone course(s) for the major. It also needs to implement all assessment measures discussed previously in the assessment document, recently revised (pp. 18-23 of this work).

• MLL had Spanish online/ in the past and is proposing to bring back one or two courses or have a few hybrid courses (taught partially on campus and partially online) beginning Fall, 2008. We could eventually do the same for Chinese, French, Japanese or any other language by hiring lecturers who are comfortable adapting to current online technology. We need to implement online courses that will link us to other departments such as Spanish for Business, Chinese for Business, French for Business and so forth. This practice can attract students not only from additional colleges at CSUEB, but also from other communities as well, an issue of great importance in a campus where enrollment has suffered significantly in recent years.

• Modern Languages would like to explore the potential for upper-division Spanish courses leading toward a Major at the Concord campus. This practice should be considered for other languages as well; CLASS has recently requested this consideration from MLL.

• After approval of the courses in Spanish for Heritage Speakers: 2404, 2405, 2406, MLL should engage in a vigorous outreach effort in the nearby schools and community. CSUEB and the surrounding communities have many students of Hispanic origin, who have mostly oral ability but lack formal training in reading and writing.

**Future objectives**

• Translation program

As part of the Certificate in Spanish for the Professions (approved in 2006), we are currently offering an introductory course on Spanish Terminology and Translation. In time, this area of the certificate could be developed into a full translation certificate such as the Translation programs offered at San Diego and San Francisco State Universities. Programs that train students to become Spanish/English interpreters and prepare them for the California State certifications exams: Court interpreting, Administrative Hearing Interpreting and Medical Interpreting.
Staff Support and Departmental Budget.

We have an administrative assistant that is a vital contact between all programs, students, professors and instructors. This is especially true now that we are the only Department without a testing room or any type of room where students can wait while professors are teaching, and also because most of our offices are not grouped together at our new location, the Music Building. Ms. Flores is also essential in helping our department in all matters and assisting professors with technological issues, should they arise. To have a room close to the main office of MLL, where we could provide a space for our students to test/wait for professors is greatly desired by MLL.

Our S&S budget is insufficient ($3,000 annually for the total expenses of all programs). We had to do without cartridges, ribbons, copying cards and much more toward the end of the 2006-2007 academic year. Professors and instructors contributed to subsidize a deficient budget considering our annual FTES.

Language Lab

Modern Languages would benefit by recovering a space for its language lab. Students respond well to having a space provided on Campus to complement their language experience and to enhance their technological abilities. MLL realizes that at this point this is not a priority for CLASS and currently our department has taken some measures to aid its students with this matter: students are required to buy the audio material as part of their book package(s). We have also adopted texts that link students to the web, but students report constant problems with many of these sources.
External Reviewer Report

Department of Modern Languages and Literatures

California State University, East Bay

Prepared by:

Jeffrey Reeder

Chair, Department of Modern Languages and Literatures

Sonoma State University

April 9, 2008
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Overview of the Department of Modern Languages and Literatures

Introduction to the Department

The Department of Modern Languages and Literatures at CSU, East Bay currently provides instruction in nine languages (American Sign Language, Filipino, French, German, Italian, Japanese, Mandarin Chinese, Persian, and Spanish). The department houses at least 43 majors, nearly all of whom are in Spanish, and at least 46 minors, of whom just over half are in Spanish. The department accounts for over 800 student course enrollments. Students are taught and advised by 17 individual faculty members, the equivalent of just over nine (9.1) instructional faculty, of whom only slightly more than four (4.3) are "Instructional Tenured/Tenure-track Faculty." The department’s programs have relevant and engaging curricula and a small but accomplished, dedicated, and well-prepared faculty. The Department of Modern Languages and Literatures provides a positive learning environment for its students and contributes significantly to the scholarly and cultural environment at CSU East Bay and in the surrounding community.

Introduction to this Report

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1 Source: Self-study, pages 1, 2, 25, 26; data from IRA, 2006.
2 Source: Self-study table summarizing IRA data from Fall Quarter 2006.
This external reviewer's report is based on evidence obtained through an examination of the program's 36-page self-study document presented to the external reviewer in February 2008, an examination of approximately 140 pages of course syllabi, teaching artifacts, curriculum vitae, event announcements, and departmental documents, CSUEB and CSU websites and data repositories, and a campus visit by this reviewer on February 26-27, 2008. The campus visit included formal and informal meetings with departmental faculty representing the programs in Spanish and Mandarin Chinese, library representatives, the Department Chair, the Associate Dean, a group of 16 senior-level Spanish majors, a campus tour, and visits of between 20 and 50 minutes in duration to five different classes representing all levels of instruction.

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Evaluation of Quality

Mission and Goals

The Department of Modern Languages and Literatures has a mission statement that appears to be well aligned with the mission and goals of the university. The department's goals are to "provide an academically rich, multicultural learning experience that prepares all its students ... to be socially responsible contributors to their communities, locally and globally". The department also provides a variety of study

3 MLL 3464 (Spanish American Literature 1492-1900), MLL 1802 (Elementary Japanese II), MLL 3402 (Advanced Spanish Composition and Syntax II), MLL 1602 (Elementary Mandarin Chinese II), and MLL 3999 (Elementary Persian II).
abroad opportunities and extra-curricular activities (e.g. lectures, etc.) that also serve to enhance the mission.

The mission and goals are well articulated within the department's institutional and curricular framework, encompassing the different segments and areas of the department and encouraging and recognizing scholarly activity, teaching, and service among the departmental faculty. The wide range of accomplishments and activities within the department is demonstrative of a vibrant scholarly community and indicates highly motivated and talented faculty.

Curriculum

Spanish

The majority of the evaluation of curriculum in this report is devoted to Spanish, given that it represents the only functional major in the Modern Languages and Literatures Department at the present time. Following the section on Spanish are comments relating to languages other than Spanish; the programs in other languages, although they may not house a degree-granting major, nevertheless represent a vital and important part of the department.

The Spanish Program faculty are adept at curricular design and implementation and they deliver the curriculum with a high level of enthusiasm and professionalism and assess its impact through a variety of appropriate measures.

In the program's self-study document, the program's goals, learning outcomes, performance indicators and assessment instruments are detailed on pages 19-22. The six goals generally match the ten learning outcomes, although not all of those can be
measured by the 13 performance indicators and the eight assessment instruments, nor do all of the performance indicators and assessment indicators align with the goals and learning outcomes. For example, among the six goals, the fourth ("to prepare students with the academic knowledge and cultural understanding necessary for future pursuits in a variety of career options") would require a careful survey of student career interests and alumni employment records; among the ten learning outcomes, the tenth ("Have, finances permitting, been exposed to present day culture...outside of the United States") may inadvertently advocate a two-tiered educational experience based on student economic background. I would suggest encouraging students to engage in learning experiences in the target culture to the extent possible, but also providing advice and direction to students with financial issues (such as encouraging student participation in high-value, financial aid-eligible programs such as the CSU International Programs, which seems to be somewhat underrepresented at CSUEB).

Although the current set of goals/outcomes/indicators/assessments are, in general, well conceived and relevant, they could be improved significantly with the integration of the 1996 American Council on the Teaching of Foreign Language (ACTFL) standards. Research has suggested that the ACTFL standards may be the most applicable set of evaluative criteria and rubrics for higher education programs in foreign languages and that both quantitative and qualitative measures can be derived from the ACTFL standards documents.

The Spanish Program's curriculum is acceptable and appropriate to the awarding of the baccalaureate degree, although there is a very heavy emphasis on the study of

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4 See http://www.colorado.edu/eallld/ati/Teamreports/Chap2.html for a comprehensive bibliography (specifically sections II and VIII).
literature and on the formal conventions of the written language. In the standard upper-
division sequence, for example, students will have completed 12 units of Advanced
Composition and Syntax (the 3401/3402/3403 sequence) and 28 units of the study of
literature (eight units of Peninsular Literature, eight units of Spanish American Literature,
and 12 units of electives from upper-division literature courses); the remaining eight units
required in the major include one conversation course (MLL 3410) and one course in
either linguistics or phonetics (MLL 3411/3412). There are several successful Spanish
programs throughout the United States that have similar of course content distribution (so
my pointing this out should not be taken as a criticism), but nevertheless, it results in
student preparation in which program graduates have spent a vast majority of their
studies focused on literature or on the written conventions of the language in academic
contexts.

Program and departmental faculty should openly discuss the reality of the current
course content distribution to determine whether this is the conscious direction to be
continued by the program; this discussion should be enlightened by the Modern
Language Association’s recent (2007) Report on Foreign Languages and Higher
Education\textsuperscript{5}. Additionally, the program should view the requirements at other medium-
sized campuses\textsuperscript{6}, as well as conduct a survey of what program graduates do with their
acquired knowledge – is it focused on literary study (e.g., graduate study in Hispanic
Literature), or is it put to use in other areas?

\textsuperscript{5} See the Modern Language Association (MLA) Report on Foreign Languages and Higher Education at
http://www.mla.org/lfreport.
\textsuperscript{6} See, for example, CSU San Marcos at
http://www.csusm.edu/assessment/Portfolios/CoAS/Spanish/CatalogSpanish0608.pdf or Sonoma State
University at http://www.sonoma.edu/catalog/06-08/52_modernLanguagesLits.pdf.
This reviewer’s suggestion would be to both encourage and require students to acquire and demonstrate competence in the target language beyond the traditional domains of advanced structural language study and literary studies; indeed, this should be seen as an area of potential growth or evolution for the program, such as the recent inclusion of a new course in translation as an upper-division elective course that may be approved by the advisor in a student’s program in lieu of a literature course. Perhaps as a result of the program’s focus on literary analysis and study, there appears to be an excellent selection of courses with considerable depth and breadth of offerings available from among the complement of literature courses; one modification could be requiring all students to take the course in literary analysis (e.g. MLL 3400) early in their career to increase the level of preparation of students in the literature classes.

Curiously, courses with content related to Spanish America almost exclusively appear to have course numbers in the 3000-range (e.g., MLL 3461/3463/3495) whereas those for which the content is Spanish Peninsular are in the 4000-range (e.g., MLL 4455/4457/4458/4459). This reviewer doesn’t see the curricular justification for the actual or implied level differentiation between these two sets of courses; perhaps they could be realigned to both be in the same range (the 4000-level would be appropriate for both the Spanish Peninsular and the Spanish American courses).

Finally, I would like to reemphasize my recommendation that the program engage in discussion of the apparent divergence between the emphasis on literature courses in the major requirements and the program’s broad, generalist goals and learning outcomes. This could, in fact, provide the program faculty with an opportunity to restructure the entire program’s requirements and contents; I’m not sure when the last time when a
major revision of the program was conducted, but the current major requirements appear to be nearly identical to those described in the 1999-2000 catalog. Even if nothing were changed after undergoing a program self-examination and needs analysis, it could serve to inject further energy and purpose into the program.

Classroom visits and interviews with the faculty during my visit made it clear that the program follows a strategic plan under which different levels of instruction articulate purposefully and effectively with one another while still encouraging a healthy variety of pedagogical approaches and strategies, all of which collectively results in a quality learning experience for the student. Future growth can be used not only to alleviate the excessive administrative and advising burden on existing faculty, but also as an opportunity to create new courses, restructure existing courses to remain current with the profession and to take advantage of technological innovations.

Complementing the curriculum, the program offers an array of extracurricular activities, including invited lectures from notable scholars and screenings of foreign films, activities that speak highly about the quality and commitment of the program faculty and of the university’s commitment to the program. However, an essential extracurricular element is missing from the program: regularly-scheduled, recurring, student-led activities. Since it is unlikely that such activities would be spontaneously created by students, Spanish program faculty may wish to strategize about how to aid students in the process of applying for campus recognition and funds as a student organization and brainstorm about potential activities, including student-run film screenings, weekly conversation clubs, talent shows, and guest speakers. The existence

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7 As viewed at http://www.csueastbay.edu/ecat/19992000/u-mll.html#section4.
of even one student organization can be tremendously invigorating to a program, as well as providing opportunities for student involvement and leadership. In addition to one or more student clubs or associations, the program may wish to consider creating a CSU East Bay chapter of Sigma Delta Pi, a national honor society for students of Spanish with over 500 chapters around the U.S.

The Spanish program sequences its courses and makes decisions about course offerings based on curricular needs. In recent years it has found that a majority of the students in the major are either heritage speakers of the language or enter with significant prior study; efforts should be increased to encourage more students completing the lower-division course sequence to continue with the upper-division courses as Spanish majors or minors in order to efficiently support the major.

Sample syllabi that I reviewed indicate that CSUEB Spanish courses generally include appropriate content, methodology, and assessments. The lower-division courses are well-articulated with each other and with the upper-division courses in composition and syntax; the upper-division courses in literature cover relevant periods, authors, texts, genres, and movements using appropriate strategies for presenting and analyzing the material. The new course in translation, while a great asset to the program, might benefit from a reworking of the syllabus so that the course outcomes, course materials, and instructional strategies are revealed or made more explicit.

During my campus visit, I met with a group of 16 Spanish students (an intact class) to discuss their impressions of their program. I promised discretion and anonymity

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8 The 1999-2000 CSU Hayward catalog lists several student clubs in Modern Languages and Literatures.
9 See http://www.sigmadeltapi.org/ for more information.
10 Syllabi were examined for the following courses: MLL 1401, 1402, 1403, 2401, 2402, 3400, 3401, 3402, 3403, 3404, 3410, 3411, 3412, 3463, and 4495.
and in turn received, I believe, their candid assessments of their educational environment. In general, students were satisfied with their program and with their courses, but there were a number of specific concerns that were raised. Advising seemed to be a problem according to most of the students present; some reported that they had never met with an advisor, others reported getting conflicting advising from two different faculty members, and one other didn’t even know who – or when – to go to for advising. On the other hand, there were several students there who countered these comments with anecdotes of successful advising experiences. All five students in the group who were double majors reported that in their experience advising in Spanish was better than advising in their other majors. Most of the students present, including several who reported positive impressions of advising, agreed that advising was a problem for students in the Spanish major. Students also reported that class scheduling was a problem, but based on my knowledge of similar-sized programs in Spanish I should add that I think the program has done an excellent job making sure that classes are as accessible as possible to students – none of the upper-division courses conflicted with each other and all were on the same days of the week.

Languages other than Spanish

The French BA program, although on hold since 2004, still counted seven major students that were admitted to CSUEB as French majors even without a viable program. Unquestionably, the program is in urgent need of a replacement tenure-track faculty member to sustain itself. Ideally, this candidate will be a generalist, able to teach a wide range of courses at all levels; this reviewer doesn’t believe that combining the French

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11 I would suggest preparing advising forms or checklists that could be distributed to all students in designated classes.
position with another language is in the best interests of the program (as in the 2007-08 search for a French/Vietnamese position).

The Mandarin Chinese program, currently pending approval for a minor, appears to be functioning as well as possible with only one permanent faculty; this is certainly due to the efforts and skill of that faculty member. The students that were in the class that I observed were very engaged with the lesson, were clearly intent on learning, and had obviously learned quite a lot through their study of the language. Not only do current trends in language study point to the rapid, sustained increase in the study of Chinese in U.S. universities\(^\text{12}\) - a 51% increase in the number of students just in the past five years, such that now there are well over 50,000 students of Chinese language in U.S. higher education institutions (over 12,000 of whom are in California\(^\text{13}\)) - these data and other factors strongly support my belief that Chinese language study will be an important part of the department’s future, particularly given the geographical location of CSUEB, the demographic makeup of the university’s service area, and the current status of Chinese as the third most commonly spoken language in the U.S.\(^\text{14}\). I strongly recommend that the program be encouraged to grow through additional lower-division course offerings, the enhancement of the minor program (and/or a proficiency certificate program), and through the recruitment of an additional permanent faculty member.

An additional area for growth in the department would be with the recruitment of a permanent position, and establishment of a minor program, in Japanese. There appears to be enough evidence through strong enrollment in Japanese courses at CSUEB to support further growth and commitment to this language; students in the Japanese class

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\(^{14}\) See [http://www.mla.org/map_main](http://www.mla.org/map_main).

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2008 External Reviewer Report – CSU, East Bay Department of Modern Languages and Literatures
that I visited seemed strongly motivated to learn. Furthermore, Japanese is not only the sixth most commonly studied language in U.S. colleges, it continues to post strong growth, with enrollments increasing by 27.5% between 2002 and 2006\(^\text{15}\). A tenure-track position would not only provide stability and consistency to the program but would be another wise investment in the future.

CSU East Bay currently offers its students a choice of nine languages -- more than might be expected from a comparably sized CSU campus -- and is to be commended for fostering this diversity of language offerings. Seven of the ten most commonly instructed languages in U.S. universities are available at CSU East Bay; the two that are taught at CSUEB which are not on the national list are clearly merited on campus in response to local demand. Whenever possible, steps should be taken to ensure that this diversity is maintained and expanded, particularly when there is student interest in languages that have been suspended (e.g. Vietnamese) or which represent significant geographical, societal, or cultural constituencies (e.g., ASL, German, Italian, Filipino, Persian).

**Resources**

**Faculty**

It is the opinion of this reviewer that the current composition of the faculty does not meet the minimum level necessary to accomplish the mission and goals of the department. Although the current faculty members are dedicated, accomplished, and knowledgeable, they are urgently in need of reinforcements to shore up the department’s basic functions and aid in expansion to additional needed areas. The 1999-2000 CSU

Hayward catalog lists 11 active ranking faculty members in the department; the current
catalog only lists seven, despite the fact that according to CSU enrollment data the
university has grown in FTES during this period\textsuperscript{16}. Data from the CSUEB website show
eight “full-time” employees in MLL in Fall 2002 and only four in Fall 2006, with the
College of Letters, Arts, and Social Sciences (CLASS) showing an increase from 114 to
122 during the same period\textsuperscript{17}. The number of class sections offered in Modern Languages
and Literatures has precipitously declined by 44\% from Fall 2001 (61 course sections) to
Fall 2006 (34 course sections)\textsuperscript{18}. This is despite the fact that the number of sections in
CLASS remained stable\textsuperscript{19} and despite the national trend toward increased language study:
Nationwide, language enrollments have increased by 13\% from 2002 to 2006\textsuperscript{20}. Also,
whereas the percentage of total FTES taught by lecturers has quite admirably been
reduced across CLASS from 57.4\% in 2001 to 42.6\% in 2006, the same percentage in
Modern Languages and Literatures has actually \textit{increased} from 50.8\% to 53.5\%\textsuperscript{21}. This
places MLL not only far from the CSU goals and the CLASS strategic plan\textsuperscript{22} goal of not
more than 25\%, but also apparently moving in the wrong direction.

Together, the four sets of data presented in the preceding paragraph unequivocally
point to the same conclusion – that the Department of Modern Languages and Literatures
is severely understaffed with respect to the number of full-time, tenure/tenure-track
faculty. Why? I won’t speculate on the cause(s) since the answer is probably not even

\textsuperscript{16} Source: \url{http://www.calstate.edu/as/cyr/index.shtml}.
\textsuperscript{17} Source: \url{http://www.csueastbay.edu/ira/tables/UniversityEmployees/University_Employees_8-1.pdf}.
\textsuperscript{18} Source: \url{http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APRsummarydata.html}.
\textsuperscript{19} There were 907 course sections in CLASS in Fall 2002 (Fall 2001 data are not available) and 890
sections in Fall 2006, a decrease of less than 2\%.
\textsuperscript{20} See \url{http://www.mla.org/pdf/release11207_mla_feb_update.pdf}.
\textsuperscript{21} Source: \url{http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APRsummarydata.html}.
\textsuperscript{22} See \url{http://www.csueastbay.edu/wasc/pdfs/CLASS.pdf}.
accessible to me, but I did notice, in collecting data for this review, that many CSUEB institutional documents seem make overly prominent reference to "number of majors" when comparing programs and departments. In some cases (such as the CLASS strategic plan) this number is even used to the exclusion of other relevant data, such as student headcount, FTES, number of sections offered, and national trends in the discipline. I recommend that at the minimum, all of the above data elements be taken into consideration when making decisions about growth and resource allocation. To compare MLL at CSUEB with its peer departments nationally - 71.6% of language course sections in U.S. departments that grant the BA degree are taught by full-time faculty members^{23}.

In Spanish, at least two additional tenure/tenure-track faculty members are needed in the program; these should ideally be in areas such as applied linguistics / pedagogy, Spanish for the professions (e.g., business, nursing, interpreting/translation), film, gender, or cultural studies, or other areas determined by the faculty to aid in fulfilling the campus and departmental mission. The present staffing level, in which there are only three tenured/tenure-track faculty members, is untenable and is a disservice to the students and to the campus community. Furthermore, the negative impacts of the status quo are dramatically exacerbated when any one of those faculty members is involved in any other activity (e.g., professional and/or contractual leaves, release for administrative activity, etc.) or is otherwise unable to fulfill the duties of the position.

In French, a replacement position is needed to restore stability and viability to the program; I understand that a position has been authorized as of this writing.

^{23} Source: MLA Survey and recommendation on staffing at [http://www.mla.org/ensuring_the_quality](http://www.mla.org/ensuring_the_quality).
In Mandarin Chinese an additional tenure-track hire is needed to allow further expansion to the program that has been successfully built and to provide stability and variety among the course offerings at all levels.

In Japanese, a tenure-track position is needed in order to provide stability to the program and to establish the basis for a greater diversity of course offerings at the upper-division level.

Finally, the department, college, and university should consider the relative importance and priority of ensuring stability in other languages and/or adding or reinstating new languages and determining appropriate levels of faculty needed in consultation with departmental, college, and university decision makers. In many cases, this may involve creative approaches and/or sharing positions across departments or even colleges. For example, the Persian courses are presently taught by an exceptionally talented language teacher, but without a full-time position that individual may likely be encouraged to seek employment elsewhere. Although there is not sufficient demand for a full-time faculty member at the present time, perhaps a full-time position could be created in conjunction with another department or program.

**Budget**

The allocation of $3,000\(^{24}\) to the entire department of Modern Languages and Literatures for operating expenses is, to say the least, inadequate. Such an amount is shockingly low, even for a CSU campus in times of budgetary duress. This represents just $333 for each one of the nine languages for an entire year, or just $176 for each one of the 17 individuals who teach MLL classes (which is less than $59 per quarter), or just

\(^{24}\) Source: Self-study, page 36.
$1.25 for each student course enrollment, or, most startlingly of all, just 3.7 cents for each hour that each student is in a MLL class. With less than four cents an hour, either the students aren’t getting what they need or the faculty are subsidizing the programs out-of-pocket – neither of which is acceptable\(^{25}\). The department desperately needs an increased allocation for copying, cartridges, paperclips, markers, transparencies, announcements, etc... I would suggest that at an absolute minimum, the operating expenses budget should be doubled or even quadrupled. Perhaps $9,000 would be a more realistic sum, along with a stipulation that each language (and/or each individual) be earmarked at least $500 of that amount.

**Physical Space**

Classrooms and other facilities are generally clean, spacious, in good repair\(^{26}\), and appear to be adequately equipped with technology (wireless access, data projectors, screens, etc.). The faculty members whose language classes I visited that were in “smart” classrooms all used the available technology fully, effectively, and appropriately to enhance student learning. Most language courses, both in the lower-division and upper-division, are greatly optimized by being taught in a “smart” classroom, perhaps more so than with classes in other disciplines, so language classes should be scheduled as often as possible in “smart” classrooms to ensure that faculty members are able to deliver visual and auditory content effectively, especially since the department doesn’t have access to a modern language laboratory facility.

\(^{25}\) Based on what I saw during my visit, it appears that the latter is the case. Students got their own handouts, study guides, quizzes, and I even saw some nice announcements for upcoming events and courses posted on the bulletin boards.

\(^{26}\) One noteworthy exception to the “in good repair” statement seems to be the clocks in several of the campus buildings – probably half of the clocks I saw were considerably off (by half an hour or more). These probably should either be fixed or removed, as they project a highly visible negative image in what are otherwise generally well-maintained facilities.
One serious impediment to the department’s functioning and cohesion is its lack of a physical space or conference area for meetings, conferences, student club meetings, or seminars. Although neighboring departments may usually be willing to share their facilities (e.g. the English department often shares a meeting room), there are times when there simply is nowhere for the department to meet. Since I recommend that the department institutionalize regular meetings for all full-time faculty members jointly across all languages on at least a monthly basis, it is imperative that there be a physical space in which these meetings can take place. Ideally, this would be a space belonging to the department, but even a shared space would be acceptable, provided that MLL had guaranteed, regular access to it during the times it would be holding its meetings.

**Other Resources**

The information resources available to the program and its students are adequate. The library staff member with whom I met (the department’s designated representative) appears to be genuinely interested and committed in helping MLL maximize the effectiveness of the library as a resource tool and as a repository of textual and electronic materials to support the curriculum.

**Commitment to Strategic Improvement**

The department’s organizational structure is appropriate to its mission. Within the department, the Spanish program’s proposed assessment measures and feedback loops (as described in the self-study document, pages 20-24) are sufficient to ensure that the program remains committed to student learning and has the opportunity to recognize and act upon items deemed appropriate for planning at a strategic level. As described in previous pages of this report, these could be enhanced in the future with greater inclusion.
of ACTFL standards and MLA recommendations. The fact that the department appears to not be entrenched in any particular methodology or wedded to any particular curricular model and appears amenable to positive evolution is a plus. The reviewer recommends that the program engage itself with the relevant constituencies, including students, faculty governance, university administration, program alumni, the community, other CSU language programs\(^{27}\), and the discipline itself. For example, multiple constituencies (e.g., students, faculty governance, administration) might be engaged in a discussion about whether or not CSU East Bay (or some subset thereof, for example specific colleges or specific degree programs) would find that a requirement for foreign language study would enhance the value of the CSUEB baccalaureate experience\(^{28}\).

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\(^{27}\) I highly recommend that the department send at least one, preferably two, representatives to each of the twice-yearly meetings of the Foreign Language Council (FLC). See http://www.sonoma.edu/users/t/toczyski/csuflc.html for contact information. Many CSU foreign language programs have all or part of their expenses paid for by the school office or provost’s office to encourage attendance and statewide collaboration and engagement.

\(^{28}\) See the ACTA report *Becoming an Educated Person: Toward a Core Curriculum for College Students* available at https://www.goacta.org/publications/downloads/BEPFinal.pdf; this or equivalent publications are useful points of departure for such discussions.
**Outside Reviewer Rubric**

*Self-study of the Program*

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<td>B</td>
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### Program Plan

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### Curriculum

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<td>N</td>
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<td>Lack of breadth is a consequence of too few faculty.</td>
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<td>Particularly given the small number of faculty.</td>
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### Resources

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<th>Minimum needed: 2 in Spanish, 1 in French, 1 in Chinese, and 1 in Japanese.</th>
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<td>Minimum needed: 2 in Spanish, 1 in French, 1 in Chinese, and 1 in Japanese.</td>
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<td>Classrooms adequate; meeting space needed.</td>
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<td>?</td>
<td>¿Facilities? ¿outside ‘funding raising’? ¿breadth?</td>
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### Site Visit

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**Synthesis**

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<td>Z</td>
<td>See report.</td>
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**Total**

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<td>Average</td>
<td>71.25%</td>
<td>Over half of all the possible points &quot;lost&quot; were directly due to insufficient number of faculty.</td>
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**Overall Recommendation**

The Modern Languages and Literatures Department is to be commended for providing a high quality educational experience and for being a significant positive component in the academic and cultural life of CSU East Bay and the surrounding community. The students with whom I interacted were eager and motivated to learn, and the faculty are truly exceptional in being able to deliver quality instruction in the face of severe shortages, which they do in a warm, friendly, and professional way. I strongly recommend that the Modern Languages and Literatures Department be supported in the ways detailed in this report so that it can continue to serve its students, the university, and the State of California even better than it presently does.
Response to External Reviewer’s Report by the Department of Modern Languages and Literatures (Holbrook, May 2, 2008)

MLL received the external evaluator’s report on April 12\textsuperscript{th}, 2008 (Saturday). We are very appreciative of the thorough review conducted by Dr. Jeffrey Reeder, Chair of The Department of Modern Languages at Sonoma State University. The faculty of the Department of Modern Languages and Literatures concurs with most of his observations and unanimously thanks him for his review of our program.

It is important to note that the reviewer’s report was “based on evidence obtained through an examination of the program’s 36-page self-study document presented to the external reviewer in February 2008, an examination of approximately 140 pages of course syllabi, teaching artifacts, curriculum vitae, event announcements, and departmental documents, CSUEB and CSU websites and data repositories, and a campus visit by this reviewer on February 26-27, 2008.”

Evaluation of Quality: Mission and Goals

According to Dr. Jeffrey Reeder, our mission statement is “well aligned with the mission and goals of the university. The department’s goals are ‘to provide an academically rich, multicultural learning experience that prepares all its students … to be socially responsible contributors to their communities, locally and globally.’” The external reviewer also enhances the fact that MLL further provides other opportunities that enhance the mission, such as study-abroad programs and extra-curricular activities. “The mission and goals are well articulated within the department’s institutional and curricular framework, encompassing the different segments and areas of the department and encouraging and recognizing scholarly activity, teaching, and service among the departmental faculty. The wide range of accomplishments and activities within the department is demonstrative of a vibrant scholarly community and indicates highly motivated and talented faculty.”

MLL agrees that our current faculty members servicing the Major(s) and the viable Minors—Spanish, French and ASL—are doing extraordinary work in spite of the limited number of regular faculty, extremely limited resources, and the University-wide ongoing budget crisis. Professor Reeder notes that “the Department of Modern Languages and Literatures is severely understaffed with respect to the number of full-time, tenure/tenure-track” and notes that a number of documents “make overly prominent reference to ‘number of majors’ when comparing programs and departments. In some cases (such as the CLASS strategic plan) this number is even used to the exclusion of other relevant data, such as student headcount, FTES, number of sections offered, and national trends in the discipline.” Dr Jeffrey Reeder recommends “that at the minimum, all of the above data elements be taken into consideration when making decisions about growth and resource allocation. To compare MLL at CSUEB with its peer departments nationally - 71.6% of language course sections in U.S. departments that grant the BA degree are taught by full-time faculty members.”
Spanish Major

Faculty

We agree that the Spanish Program faculty members are "adept at curricular design and implementation and they deliver the curriculum with a high level of enthusiasm and professionalism and assess its impact through a variety of appropriate measures." However, it is the opinion of Dr. Reeder that "the current composition of the faculty does not meet the minimum level necessary to accomplish the mission and goals of the department." Considering that some faculty members service other areas: Chinese (no programs exist in Chinese) and American Sign Language (Minor), the number of Faculty members in Spanish needs to increase since professors of Spanish are teaching the majority of students in MLL (50% plus). In addition, duties of advising, assessment, single subject and committee work fall heavily on the faculty members teaching Spanish. The Spanish division has developed the infrastructure to develop the Major and create new areas of study that will support community needs but the Spanish division needs more faculty members and resources to implement them:

Full time Faculty Number (Headcount)

<table>
<thead>
<tr>
<th>Tenured faculty</th>
<th>Tenure- Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 in Spanish (Spanish offers a B.A):</td>
<td>1 in Spanish (Spanish offers a B. A):</td>
</tr>
<tr>
<td>Paz hired in 2001 (This year on Paternity leave during fall and on sabbatical during winter)</td>
<td>Diaz-Caballero, hired in 2005.</td>
</tr>
<tr>
<td>Holbrook hired in 1989 (currently Chair of MLL)</td>
<td></td>
</tr>
<tr>
<td>1 in Chinese:</td>
<td>1 in ASL</td>
</tr>
<tr>
<td>Wu, hired in 2000 (no programs exist in Chinese)</td>
<td>Rowley hired in 2007 (Coordinating and revising the ASL Minor)</td>
</tr>
</tbody>
</table>

Dr. Jeffrey emphasizes that in Spanish, "at least two additional tenure/tenure-track faculty members are needed in the program; these should ideally be in areas such as applied linguistics / pedagogy, Spanish for the professions (e.g., business, nursing, interpreting/translation), film, gender, or cultural studies, or other areas determined by the faculty to aid in fulfilling the campus and departmental mission. The present staffing level, in which there are only three tenured/tenure-track faculty members, is untenable and is a disservice to the students and to the campus community." Modern Languages agrees with the need for additional positions for Spanish; Dr. Reeder’s comments concur with departmental observations.
We address Professor's Reeder's specific comments and recommendations regarding the Spanish Major below:

**Improvements in the Program**

1) Dr. Reeder notes that assessment could be improved by a thorough review as several of the goals require a more careful survey "of student career interests and alumni employment records." We are currently making an effort to continue developing and improving the departmental assessment and are taking his recommendations into consideration; i.e. with the integration of the quantitative and qualitative measures that could derive from the 1996 American Council on the Teaching of Foreign Language (ACTFL) standards.

2) Dr. Reeder notes that our program, like other programs in the CSU system, "is predominantly focused on literature or on the written conventions of the language in academic contexts" and encourages faculty to openly discuss the reality of the current course content distribution to determine whether this is the conscious direction to be continued by the program." MLL has been revising the course content for the last two years, incorporating new courses and content that put emphasis on cultural interdisciplinary work and current issues related to the communities we serve. Dr. Reeder suggests departmental faculty should openly discuss the reality of the "current course content distribution to determine whether this is the conscious direction to be continued by the program; this discussion should be enlightened by the Modern Language Association’s recent (2007) Report on Foreign Language and Higher Education. Another good suggestion is to conduct a survey of what program graduates do with their acquired knowledge—is it focused on literary study (e.g., graduate study in Hispanic Literature), or is it put to use in other areas?" MLL agrees with his comment, faculty members are currently engaged in such discussions.

3) The external reviewer suggests requiring all students to take the introductory course in literary analysis: MLL 3400 early in their program of study in order to increase students’ level of preparedness in the literature classes. MLL has majors that join in any given quarter, and our resources do not permit to offer this course as frequently as we would like to do; however, MLL is convinced that this course should be offered every fall (instead of every two years, like any other upper-division course) and will make sure it is in the fall schedule every year.

4) Dr. Jeffrey Reeder suggests updating course numbers in the areas of Spain and Latin America. Numerical differences have to do with old nomenclature that has not been fully updated. MLL has noticed this as well and had already begun preparing numeric modifications for courses in the Literature of Spain, where several of the courses will be listed at the 3000 level. MLL has decided to leave the 4000 level for the capstone courses in both Latin American and Spanish literature.

5) An important observation was noted by Dr. Reeder, "students reported the need to improve advising; they are expressing confusion as they are often given contradictory advice by faculty..."
In the opinion of MLL, the first duty of a faculty member is to familiarize himself/herself with the program requirements, content of the offerings, and the road map students should follow towards graduation. Additional efforts are often necessary to obtain information from enrollment, admissions, and other pertinent organizations. Although there are multiple scenarios for students’ problems and needs, answers to all questions are only a phone call away. MLL is taking measures to improve student advising: faculty—both junior and senior—are meeting periodically to make sure that we are all giving the same information to our students. We are also dividing majors and minors among tenure track/tenured faculty in an effort to individualize attention and better meet students’ needs.

Dr. Reeder praises Modern Languages’ extracurricular cultural activities but notes the need for “[r]egularly-scheduled, recurring, student-led activities,” and stresses the relevance of students’ organizations and activities on campus, “The existence of even one student organization can be tremendously invigorating to a program, as well as providing opportunities for student involvement and leadership.” Currently, we are scheduling meetings for Faculty and Majors and trying to make every possible effort to revive students clubs such as the Spanish club, French Club, and so forth. Modern Languages agrees with Dr. Reeder’s comments and would love to see student clubs revitalized but it lacks the adequate and appropriate physical space in which to hold these meetings.

Most of Dr. Reeder’s recommendations are based on having sufficient faculty on campus to do the job adequately and the hope that our working students can spare time to become actively involved in student organizations, which MLL will be happy to support.

Languages other than Spanish

French

According to Dr. Reeder, the French program is in urgent need of a replacement tenure-track faculty member to sustain itself. In his opinion, the candidate should be “a generalist, able to teach a wide range of courses at all levels; this reviewer doesn’t believe that combining the French position with another language is in the best interest of the program (as in the 2007-08 search for a French/Vietnamese position).” MLL fully agrees; having a Major without full-time faculty is unheard of at any other campus and has been the cause of erosion of the program and complaints made by many students aspiring to major in French. MLL had been seeking support from CLASS concerning the French Major for a very long time and just recently, CLASS has approved the reinstatement of the French Major that had been on hold since 2004. The French/Vietnamese search was unsuccessful; currently, Modern Languages has revised the position and is eagerly engaged in the recruitment of a tenure-track position for French.
New directions for MLL: Chinese, Japanese and Persian

Dr. Jeffrey Reeder makes positive comments about the interest and accomplishments of students in Chinese, Japanese and Persian (courses he visited briefly during his visit to campus). He points to “the rapid, sustained increase in the study of Chinese in the U.S. universities—a 51% increase in the number of students just in the past five years, such that now there are well over 50,000 students of Chinese language in the U.S.” The reviewer’s comments are consistent with the Five Year Review which highlights the need for strengthening other areas in addition to the Major(s). MLL acknowledged in the Five Year Review the need for an additional Chinese position and one for Japanese to further develop such programs. Currently we are in process of submitting a revised Chinese Minor to CLASS.

Dr. Jeffrey Reeder praises CSUEB for the diversity of language offerings. In his opinion, “steps should be taken to ensure that this diversity is maintained and expanded, particularly where there is student interest in languages that had been suspended or which represent significant geographical, societal, or cultural constituencies (e.g., ASL, German, Italian, Filipino, and Persian).” Dr. Reeder notes his impression “of an exceptional Persian lecturer” whose class he visited and he encourages CSUEB to find a way to make an effort to retain this candidate on campus i.e.; a joint position between Modern Languages and another department.

Physical Space

MLL agrees with the following comment made by Dr. Reeder regarding physical space:

One serious impediment to the department’s functioning and cohesion is its lack of a physical space or conference area for meetings, conferences, student club meetings, or seminars. Although neighboring departments may usually be willing to share their facilities (e.g. the English department often shares a meeting room), there are times when there simply is nowhere for the department to meet. Since I recommend that the department institutionalize regular meetings for all full-time faculty members jointly across all languages on at least a monthly basis, it is imperative that there be a physical space in which these meetings can take place. Ideally, this would be a space belonging to the department, but even a shared space would be acceptable, provided that MLL had guaranteed, regular access to it during the times it would be holding its meetings.

Budget

Dr. Reeder made the following observations concerning Modern Languages’ departmental budget:

The allocation of $3,000 to the entire department of Modern Languages and Literatures for operating expenses is, to say the least, inadequate. Such an amount is shockingly low, even for a CSU campus in times of budgetary duress. This represents just $333 for each one of the nine languages for an entire year, or just $176 for each one of the 17 individuals who teach MLL classes (which is less
than $59 per quarter), or just $1.25 for each student course enrollment, or, most startlingly of all, just 3.7 cents for each hour that each student is in a MLL class. With less than four cents an hour, either the students aren’t getting what they need or the faculty are subsidizing the programs out-of-pocket – neither of which is acceptable. The department desperately needs an increased allocation for copying, cartridges, paperclips, markers, transparencies, announcements, etc... I would suggest that at an absolute minimum, the operating expenses budget should be doubled or even quadrupled. Perhaps $9,000 would be a more realistic sum, along with a stipulation that each language (and/or each individual) be earmarked at least $500 of that amount.

MLL wholeheartedly agrees with Dr. Reeder.

Other Resources

Dr. Reeder found that the information resources available to the program and its students are adequate and was very pleased with the librarian he met, Ms. Liz Ginno. He viewed her as “genuinely interested and committed in helping MLL maximize the effectiveness of the library as a resource tool and as a repository of textual and electronic materials to support the curriculum.”

Overall Recommendation

Dr. Reader made the following overall comments and recommendations:

The Modern Languages and Literatures Department is to be commended for providing a high quality educational experience and for being a significant positive component in the academic and cultural life of CSU East Bay and the surrounding community. The students with whom I interacted were eager and motivated to learn, and the faculty are truly exceptional in being able to deliver quality instruction in the face of severe shortages, which they do in a warm, friendly, and professional way. I strongly recommend that the Modern Languages and Literatures Department be supported in the ways detailed in this report so that it can continue to serve its students, the university, and the State of California even better than it presently does.

MLL encourages CLASS to revise requirements in Liberal Studies and to support a small foreign-language requirement for future teachers of California. MLL is the only area in the Humanities package where such requirements have been eliminated. Liberal Studies has constructed its program in a manner that increasingly supports other programs/disciplines in the humanities. While MLL does not want to diminish the value of such disciplines, it needs to point out that requirements in other areas appear to have been implemented at the expense of foreign-language requirements in the Liberal studies program.
Finally, MLL wants to thank Professor Jeffery Reeder for his comprehensive report. MLL appreciates having an objective outside reviewer and plans on implementing many of his recommendations concerning the Spanish B.A. program and other languages offered by MLL (in addition to the goals already presented by MLL in the Five Year Review Report). The department will make every effort to further improve and broaden its programs. MLL wants to underline that in order to sustain growth and to implement depth and quality for the Majors and other languages, it is imperative that new tenure-track faculty positions be allocated to MLL in the very near future. Many programs have potential for expansion: the Spanish and French Majors, the forthcoming Chinese Minor, a planned Japanese Minor, and so forth but adequate resources and allocations need to be implemented. We concur with Dr. Jeffrey Reeder that the faculty members of the Department of MLL have fully met the high expectations of the profession and of the University’s goal of excellence in education. I am confident that the outside evaluator’s Academic Program Review will result in the further improvement and strengthening of our program in the years to come.
CALIFORNIA STATE UNIVERSITY, HAYWARD

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

FULL-TIME TENURE-TRACK

OAA Position No. *05-06 MLL-SPANISH-TT

THE UNIVERSITY: California State University, Hayward occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State Hayward's proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student-oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its online catalog. The University has an enrollment of approximately 13,000 students and 600 faculty. CSUH is organized into four colleges: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers Bachelor's degrees in 41 fields, Minors in 66 fields, and Master's degrees in 28 (in addition to Special Majors). Other programs lead to credentials in teaching, specialist, pupil personnel services, and administrative services. CSUH also operates the Contra Costa Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUH visit http://www.csuhayward.edu.

THE DEPARTMENT: The Department of Modern Languages and Literatures at California State University, Hayward, is searching for an active faculty member interested in a career that balances excellence in teaching, outstanding scholarship, and professional service. Focusing on the teaching of languages, civilizations, cultures, and literatures, the Department of Modern Languages and Literatures at California State University, Hayward, provides students with the cultural understanding and academic knowledge necessary for future pursuits in the teaching of foreign languages and literatures and for working in a culturally diverse society. The Department of Modern Languages and Literatures at Cal State Hayward offers courses of study leading to a Bachelor of Arts degree with Majors in French and Spanish. Minors are offered in French, German, Italian, Portuguese, Sign Language, and Spanish. Lower division courses are offered also in Filipino, Japanese, Mandarin, and Vietnamese. To learn more about the position in the Modern Languages and Literatures Department and the University, visit our website at http://isis.csuhayward.edu/dbsw/modernlanguages/Faculty_And_Staff_Employment.php

DUTIES OF THE POSITION: Candidate will be responsible for teaching both lower and upper division courses in Spanish, as needed, and is expected to teach courses in Spanish and/or Spanish American Literature (at the undergraduate level). Candidate must
be able to teach all periods but must specialize in Contemporary Literature. The Spanish Program has a central role at CSU, Hayward because we have a large Hispanic population in the East Bay Community; the successful candidate should move vigorously toward an effective outreach of the Spanish-speaking community, expanding course offerings to better service the needs of the surrounding population. Please note that teaching assignments at California State University, Hayward include courses at both the Hayward and Contra Costa campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor of Spanish: salary is dependent upon educational preparation and experience and is subject to budgetary authorization.


QUALIFICATIONS: Candidate must have a Ph.D. in hand in Spanish no later than the effective date of the appointment with specialized preparation in one, or more, of the following areas: Contemporary Mexican, Peruvian or Caribbean Literature. Exceptional candidates in other areas may be considered. Applicant must have native or near native fluency in Spanish and English. A strong background in Linguistics or the ability to teach other romance languages is highly desirable. Candidates with successful teaching experience at the university level are preferred. The successful candidate must show evidence of scholarly potential.

APPLICATION DEADLINE: Screening will begin on December 15, 2004 and will continue until position is filled. Please submit a letter of application; a current curriculum vitae; graduate transcripts; copies of major publications; and three letters of recommendation to:

L. Iliana Holbrook, Chair
Modern Languages and Literatures
California State University, Hayward
25800 Carlos Bee Blvd.
Hayward, CA 94542-3038
Office Phone No.: 510-885-3211
Office Fax No.: 510-885-7797
E-Mail Address: liholbrook@aol.com

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee’s identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUH does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration
status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY
Department of Modern Languages and Literatures
American Sign Language
FULL-TIME TENURE-TRACK
*OAA Position No. ____________-TT

THE UNIVERSITY: California State University, East Bay occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State East Bay's proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. CSUEB also operates the Concord Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUEB visit http://www.csueastbay.edu.

THE DEPARTMENT: The Department of Modern Languages and Literatures at Cal State East Bay offers courses of study leading to a Bachelor of Arts degree in Spanish. Academic Minors are offered in French, German, Italian, Sign Language, and Spanish. In addition, elementary courses are offered in Filipino, Japanese, and Mandarin. The department has eight tenured/tenure-track faculty, six lecturers, and 25 majors.

DUTIES OF THE POSITION: Teach lower division ASL language acquisition courses and upper division courses in Deaf Culture and Topics in ASL and supervise students in field work placements. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization. Salary range is $53,000-$60,000.

DATE OF APPOINTMENT: Fall quarter, 2007

QUALIFICATIONS: Candidate must expect to have an earned doctorate in Deaf Studies, Interpreting, Linguistics, Special Education, or other related field no later than the effective date of the appointment, with specialized preparation in American Sign Language. A minimum of two years experience teaching ASL at the college or university level. Native or near-native fluency in American Sign Language. Evidence of active participation in the Deaf community. Certification by ASLTA (American Sign Language Teaching Association). Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds.
APPLICATION DEADLINE: Review of applications will begin October 23, 2006 and continue until the position is filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Iliana Holbrook  
Modern Languages and Literatures  
California State University, East Bay  
25800 Carlos Bee Blvd.  
Hayward, CA 94542  
Office Phone No.: (510) 885-3211  
Office Fax No.: (510) 885-7797  
E-Mail Address: iliana.holbrook@csueastbay.edu.

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF

FULL-TIME TENURE-TRACK

*OAA Position No. ___________TT

THE UNIVERSITY: California State University, East Bay is known for award-winning programs, expert instruction, small classes, a highly personalized learning environment, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses’ proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB’s Concord Campus provides full instructional support for over 1,600 upper division and graduate students. Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor’s degrees in 45 fields, minors in 66 fields, and master’s degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit http://www.csueastbay.edu.

THE DEPARTMENT: The Department of Modern Languages and Literatures at Cal State East Bay offers courses of study leading to a Bachelor of Arts degree with majors in French and Spanish. Academic Minors are offered in French, German, Italian, Sign Language, and Spanish. Elementary courses are offered also in Filipino, Japanese, Mandarin, Persian and Vietnamese. All programs have been designed to provide students with the cultural understanding and the academic knowledge necessary for future pursuits in the teaching of languages and literatures or for graduate work in the same fields. Students may utilize other languages and literatures offered in the department as part of a Special Major in various area studies.

DUTIES OF THE POSITION: Faculty member must be able to coordinate the French program and teach all levels of French language, i.e., lower division and upper division courses in French literature, culture, linguistics, and/or Francophone studies as well as teach lower division courses in Vietnamese as needed. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.
RANK AND SALARY: Assistant Professor for French and Vietnamese. Ph.D. must be completed by the time of appointment. Salary is dependent upon educational preparation and experience and is subject to budgetary authorization.

DATE OF APPOINTMENT: Beginning Fall, 2008.

QUALIFICATIONS: Candidate must expect to have Ph.D (or its foreign equivalent) no later than the effective date of the appointment with specialized preparation in one or more of the following areas: French Cultural Studies, French Literature or Francophone Studies with a second specialty in Vietnamese. Applicants must have native or near-native command of French and Vietnamese and an excellent teaching record at all levels of language and/or literature to native speakers of English. Candidates with successful teaching experience at the university level are preferred. Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds.

APPLICATION DEADLINE: Review of applications will begin on October 15, 2007 and continue until the position is filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

L. Iliana Holbrook
Modern Languages and Literatures
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: (510) 885-3211
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Academic Affairs
October 11, 2006

jat
FTES Enrollment Table 3.2
California State University, East Bay
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Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)
TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.
TERM FTES: Student Credit Unit/15.
FTES generated is assigned to the department of record for the course subject area.
Document: Cal State East Bay Fact Book
Institutional Research and Assessment (26JUL07)
Enrollment Table 1.2
California State University, East Bay
HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL

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|                             | 12,535   | 12,706            | 12,481   | 868   |

|                             | 13,061   | 12,535            | 12,706   | 12,481 |

Source: CSU ERSS Statistical Extract

A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.
MINOR TABLE
California State University, East Bay
HEADCOUNT BY MINOR
AS OF: WINTER 2006

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Source: Data warehouse student and term tables.
### Academic Program Review SFR Table - Tabulate

California State University, East Bay

**SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS**

Fall 2002 through Fall 2006

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**TERM FTES:** Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

**Student Faculty Ratio (SFR) = TERM FTES / TERM FTEF**

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)

Document: Cal State East Bay Fact Book
Institutional Research and Assessment (03JUL07)
## MINOR TABLE
California State University, East Bay
HEADCOUNT BY MINOR
AS OF: WINTER 2006

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Source: Data warehouse student and term tables.
ACADEMIC PROGRAM REVIEW

SPANISH & FRENCH B.A. PROGRAMS

Department of Modern Languages & Literatures
School of Arts, Letters, and Social Sciences
California State University, Hayward

External Evaluator
Elizabeth C. Martínez, Ph.D.
Associate Professor and
Chair of Modern Languages & Literatures
Sonoma State University

4 February 2003
INTRODUCTION:

I was invited by Chair Roland Heine and members of the Department of Modern Languages & Literatures at California State University, Hayward, to conduct a review of this department’s Spanish and French B.A. programs. I visited the campus and department on January 13-15, meeting with the chair and in the afternoon with FT faculty members Rodolfo Galán, Iliana Holbrook, Teresa Myintoo and Marcelo Paz, and lecturers José Llanes and Victoria Robertson. The next day, I surveyed the language lab and met with Interim Dean of the School of Arts, Letters and Social Sciences, David Larson and Associate Dean Pablo Raúl Arreola the second day, and principally with students on the third day. I also talked to lecturer Leslie Frates for a few minutes in the main office.

I attended the classes of Professors Yolanda Patterson (MLL 3140, French Films) on Tuesday at 4 p.m.; Rodolfo Galán (MLL 4459, Spanish Literature of the Modern Age) on Wednesday at 10:40 a.m.; Teresa Myintoo (MLL 3101, French Composition) at 12 noon; and José Llanes (MLL 3402, Advanced Spanish Composition II) at 1:20 p.m. I wish to thank all the members of the department who interrupted their classes and busy schedules to provide information and assist with this important task.

Before arriving, I consulted the previous five-year review (May 1997) by an external evaluator, and Dr. Roland Heine’s 10-page 2002 Draft of the Chair’s 5-year review of Spanish and French (Dec 2002), as well as the previous chair’s report (Dec 1997). I reviewed the C.V.s of three faculty members (Drs. Iliana Holbrook, Teresa Myintoo, and Marcelo Paz) which were mailed to me with the reports. During my visit, Dr. Heine provided me with statistical data on enrollments and quantitative data for these programs.

The following is a summary of my observations of the different components of the Spanish and French programs, the department, and my specific recommendations.

FACULTY:

It is clear that all faculty members (both permanent and lecturers) are dedicated to excellence in teaching, and concerned that the students receive the best instruction possible. As I passed Professor Marcelo Paz’s office each afternoon, there were always 2-3 students either consulting with him or waiting to do so. The faculty members appear to work well together, and to support each other’s endeavors, as well as greeting and speaking to students enthusiastically. The C.V.s of three faculty members indicate the following scholarly activities:

Professor Iliana Holbrook published critical studies on Octavio Paz in 2001 in the American Journal of Semiotics, and in 1997 in a UC-Riverside commemorative series. In 1997 and 1998 she published two studies in Explicación de Textos Literarios at CSU-Sacramento. She was active in conference participation during 2002, and other presentations in Mexico, at CSU-Hayward, and a conference in Oakland. She has also been an active collaborator with the Mexican Museum in San Francisco. Assistant Professor Marcelo Paz has participated in conferences in Ohio, Georgia and San Francisco during the past six years, with contributions on Argentine literature and multimedia technology. He has published an article and a book review in the journal *Inti*, and a book chapter on Postmodern narrative, as well as two translations in other journals. Professor Teresa Myintoo has participated in conferences in Puerto Rico, Portugal, Paris,
Italy, the Modern Language Association, and at CSU-Stanislaus in the past five years—all regarding her work on Simone de Beauvoir. She has published two critical studies, and also served as department chair from 1996-99. She is active in CSU statewide endeavors, and in outreach programs to junior colleges. The Department is also fortunate to have several enthusiastic lecturers, such as Professors Frates, Llanes and Robertson in Spanish. I observed Dr. Llanes’ class and saw that he was a very patient, clear-speaking lecturer. Several students expressed their esteem for him.

The Spanish program seems understaffed with only three FT faculty members (one who is tenure-track) and three lecturers, while the French program consists of one FT, one emeritus faculty member (on FERP), and one lecturer. Since a Spanish professor and the French FT professor are considering entering the Faculty Early Retirement Program after another year, plans should be underway for replacing these positions. Other FT faculty in this department include professors in German (who is currently chair and also considering FERP in the next year), Italian, American Sign Language, and Mandarin Chinese (tenure-track). With the move of three faculty members to FERP, that will leave only two professors in Spanish, one TT, and three others, one TT. As new positions are sought in the next two years, one should be at the associate or full professor level in order to assist with leadership.

All professors in the department teach lower-division as well as upper-division courses. While it is commendable to work in the lower-division area, there does not seem to be enough attention paid to planning for and guiding majors. Although professors say that at one time various activities were organized for students, there is presently no Spanish or French Club, and no other apparent activities. Professors stated that students do not want to remain on campus later in the day. Classes are spread throughout the week however, taught on M/W/F or Tues/Thursday.

SPANISH

CURRICULUM:

A professional major in Spanish includes a distribution of classes in composition, vocabulary-building, linguistics, an introduction to literature (including theory and research) as well as introductions to Spain and Latin American Culture & Civilization, and finally, seminars on literary topics. This department’s requirements for a major—as indicated on the 2002-04 catalog page—demonstrate a good distribution of requirements: a series of three Composition and Syntax classes, one class in the Linguistics field, two classes in each Spanish American and Spanish Peninsular fields, and four additional classes as selected by the student among offerings in the two areas of Spain and Latin America. However, this system does not REQUIRE the culture/civilization classes—students could in fact skip what should be required courses.

As one reads further in the catalog pages, several aspects of the Spanish program are confusing or antiquated. Under the class descriptions for “Spanish Peninsular” there are seven selections, and under “Spanish-American” there are only four selections. Since Latin America includes more than 20 nations in the various regions of Mexico, Central America, the Caribbean, and South America, there should be more classes dedicated to these regions (as they are currently taught at other universities). “Culture & Civilization” courses are indicated for both Spain and Latin America, which constitute an important
foundation for students' subsequent study but, as mentioned above, they are not made
requirements, instead, students may or may not select them.

An Introduction to “Spanish-American Literature” is divided into two eras, which
is very up-to-date and an excellent offering. However, the Peninsular area has no
equivalent Introduction to Literature, and instead, four classes focusing from medieval to
the contemporary era. These four could easily be reformulated as an introduction to
Spanish literature class in two segments. Also, “Spanish Film” is offered in this area, and
yet no offering on Latin American film. Finally, there is no guide on the catalog page for
students to understand in what order to take their courses (and this seemed confusing to
students when I listened to their comments on the program).

A review of classes offered over the past six years revealed a somewhat erratic
nature of scheduling, especially for classes on the topic of Spain. Therefore, I will hereby
describe the past six years’ offerings:

During each year the three-quarter series of Composition/Syntax is offered (with
an additional section one year), therefore I will not cite that each time. In the 1996-97
school year, Phonetics; the first period of Introduction to Spanish-American Literature;
SA Culture & Civilization; Themes in SA Literature, and two classes on Spain-
Peninsular—one on Golden Age and the other on Themes in SP Literature. (No
culture/civilization class on Spain).

During the next school year, Themes in SA Literature; and three classes for
SP—Golden Age, 20th Century, and Film. It is odd that the second period for SA
Literature is not offered and yet Golden Age is repeated again.

In the 1998-99 school year, Phonetics; the first period of SA Literature; SA
Culture & Civilization; Themes in SA Literature; SP Modern Age TWICE; and SP 20th
Century. Once again, no culture/civilization class for Spain, and yet two quarters of the
same Spain literature class.

In the 1999-00 year, Linguistics; Golden Age; SP Culture & Civilization; SP 20th
Century; Spain Film; and the second period of Introduction to SA Literature (and yet this
is the ONLY class offered on Latin America.

In the 2000-01 year, the Introduction to Literary Analysis is offered for the first
time (once in six years); Phonetics; SA Culture & Civilization; the first period of SA
Literature; Themes in SA Literature; SP Golden Age; SP Modern Age; SP 20th Century;
and Themes in SP Literature. This year demonstrates an imbalance of only two Latin
American classes but four Spain Peninsular, and again, no culture/civilization class for
Spain.

The 2001-02 year demonstrates only one class offered Fall quarter, the
Composition/Syntax, while five were offered the previous Fall quarter. Other classes this
year are Linguistics; the second period of SA Literature; Themes in SA Literature; SP
Film; and SP Culture & Civilization.

CONCLUSIONS:

In review, the Spain Culture/Civilization (MLL 3418) class is only offered twice
in six years, whereas the Spanish-American equivalent (MLL 3495) is offered every
other year. Each of these classes should be offered every two years and should be
required rather than choices. In addition, their number designation should connect—e.g.
3494/3495. On the department’s green Major and Minor Check Sheets which are used
for student advising, MLL 3418 is not even listed.
Phonetics and Linguistics are alternated each year. This is a good plan; it provides students who may be more interested in the Linguistics field to take both, and makes it possible for students to take one or the other as the requirement states.

The first period of Spanish-American Literature (MLL 3461) is offered every other year, and yet the second period (MLL 3463) was offered only twice in six years. It should also have a consistent offering every two years.

As mentioned previously, there should actually be more topic courses on Latin America than Spain, whereas the reverse is true. In addition, the Spain Peninsular courses do not follow a logical sequence: Golden Age is offered four out of six years; Modern Age twice in one quarter (which makes no sense) and once more; 20th Century four years in a row; Film is actually alternated every other year; and the Culture/Civilization course was not offered until 99-00 but then again two years later, which is a good sign. Finally, the “Themes” or topics in literature course—which is a type of senior seminar—was not offered for three years in a row, and taught only twice in the past six years. It is difficult to ascertain how students receive capstone experience in their major.

The Spanish-American courses follow a more logical sequence, with Culture/Civilization being offered every two years, as well as the first period of Introduction to Literature. The second period has been alternated during the past four years. The “Themes” or senior-seminar type class has only been offered twice in the past six years, three years apart. Again, how is the capstone seminar achieved?

Students need a sequence of classes so that they are not taking the Composition and grammar review classes at the same time as their senior level literature classes. As explained below, the process of taking them simultaneously confuses their expectations from professors in these classes. I would suggest that the Composition and Syntax series be offered every other year, and simultaneous with linguistics or phonetics and culture classes in the same year. The following year would be for senior-level courses on literature, film and special topics. This would require efficient advising, ahead of time, so that students might be able to plan a year ahead. For those juniors who might want to begin their Upper Division courses in the year that mostly senior-level courses are offered, a section of Composition and a Linguistics/Phonetics and/or Introduction to Literary Analysis course could be taken. Since the department offers between nine and 12 courses each year (although only 8 last year), this could be creatively designed. Even if the Spanish Program continues to offer the composition sequence each year (since it has good enrollment), it should make certain that the other classes are offered for those who have already completed the series, and advise them adequately. As it is right now, students are taking composition at the same time as classes where they should be writing major academic papers. There should be a sequence to this writing practice.

In regard to assessment, the practice in this Program is for professors to assess students' knowledge of the language in the process of the MLL 3401/2/3 series, and yet a final assessment of production as seniors does not seem to occur. Furthermore, these classes are taught by lecturers, and FT faculty members are the ones who need to measure outcomes of objectives and review students' final papers and portfolios, for purposes of demonstration of senior level attainment. The area of exit assessment, as well as advising, needs to be reviewed by permanent members of the Department.

Finally, there is no Spanish for Native Speakers class, which is a common practice at many universities, and would be helpful in this region for students who have
mostly oral ability and need guidance and confidence on reading and writing to bring these equivalent to their oral levels.

STUDENTS & ADVISING:

Thanks to Professor Rodolfo Galán’s generous offer of the use of his class time to speak to students, I was able to meet a significant number of current Spanish majors and minors. Of 15 students present that Wednesday, four were male and the rest female. Three said they were pursuing a Minor in Spanish, the rest majors and of those seven said they were interested in pursuing a Teaching Credential. As I asked them to tell me about their classes and their plans, the students often asked questions about careers, the major, and preparation for teaching. There seemed to possess many questions for which they had not found an answer. They acknowledged contentment with their classes and their professors, with the exception of one professor (said 5-6 students). Some said they did not always find it easy to take the UD Spanish classes because they were only offered in the mornings. They also seemed confused about a sequence (even asking me what it should be) and, as one stated, “I am really struggling in my literature class, but it’s easier in the [Composition] class.” I asked if they had access to tutoring help, but most seemed unaware of the same. Someone mentioned the “Student Development Center” but was unsure of whether Spanish tutoring was available there.

Later that day, I observed Professor José Llanes Composition & Syntax class, and noticed that most of the same students I had just met in Galán’s senior-level class were also in this class. Of 17 students present, 5 were male and the others female. Professor Llanes was leading students through a short reading and exercises in an advanced grammar book. He would ask students to read a few sentences (thus providing good oral practice), then he would talk to the class about context, asking questions and occasionally writing terms on the chalkboard. He then read the sentences again himself, stopping to ask what a particular word meant. Students seemed eager to offer their ideas and definitions, and they did not resort to English nor did he (an excellent approach to language study). However, the assignment moved so slowly that a senior-level student would surely find these exercises tedious.

I then understood the probable nature of some of the students’ complaints about one professor’s UD classes. It should be stated that I did not seek this information, it was provided by students in Professor Galán’s class (without him present) as they assessed their classes and program of study. They indicated that they liked the way classes were conducted by longtime instructors but not the new one “who thinks we are at Berkeley.” Students said “he expects us to just talk about what we read before” and does not guide students’ through the readings. My impression is that students are experiencing the difference between contemporary teaching where students are guided toward analytical thinking, and an older style which leads students through a reading rather than getting them to talk about their readings.

I believe the principal issue at hand is that students are assuming they need to be led and coaxed, based on practices in other classes. They should be better guided to follow a sequence, where they are more greatly challenged as they move into topical classes. Without my mentioning it, students asked me what kind of sequence should exist. I realize that it is difficult in a small department to schedule classes for a perfect
progression, but effective and consistent advising and some adjustments in class offerings should and could help alleviate this situation.

Only three upper-division courses are being offered this quarter, and 14 lower-division courses, of which the latter are language preparation for students to then begin the major or minor. If this is always true, it establishes a pattern of 9 UD and more than 40 LD classes per year—not a good ratio for increasing majors in Spanish—a language that is growing in enrollments and majors on other campuses. It could be that students erroneously enroll themselves in lower levels, but those who have had Spanish in high school need to be encouraged to begin at an appropriate level, so that they can complete a major in time. In fact, the FT faculty teach so many LD courses this may explain why there is not a solid understanding of the need for qualifying for the Waiver for the Teaching Credential. Professor Iliana Holbrook is teaching one Elementary and two Intermediate courses this quarter. Professor Galán is teaching one Elementary, one Intermediate and one UD course. Professor Marcelo Paz is also teaching one Elementary, one Intermediate and one UD course. With this distribution of teaching load, it is difficult for them to think much about the upper-level needs for the major or minor. Lecturers Llanes is teaching two LD and one UD, while Robertson and Frates are each teaching 2 LD courses.

The enrollment statistics indicate 18 majors in Spanish (with three recently graduated). No statistics are available for minors, but there are likely several. The above practice, however, will not help to increase the number of majors.

Without asking them, students expressed strong interest in teaching careers during our visit in Professor Galán’s class, but this Program has not pursued the Single-Subject Waiver with the state Commission on Teaching Credentials (CTC). Although it is time-consuming to prepare the report to request qualification for the waiver, it would be a worthwhile endeavor, as it could increase students’ interest in the Spanish major, and also make their bachelor’s degree more viable in considering the Teaching Credential Program. Without the department’s qualification, students will have to pay for and take the Spanish Praxis Exam in order to be accepted to a California Credential Program. Although Professor Holbrook suggested that the compilation and writing of this report be assigned to a lecturer who is a native writer of English, this would not be a good idea. Such a venture should be undertaken by a FT faculty member, with input from the other FT professors. On my campus, I implored our dean with the importance of this and secured an honorarium for the faculty member who created the report during the summer.

FRENCH

Thanks to Professors Yolanda Patterson and Teresa Myintoo, I was able to attend the first 45 minutes of each of their classes, French Films, and French Composition. In the first, there were 20 students present, of which two said they were majors. The others were taking the class “because it sounded interesting” and as a G.E. fulfillment. One said he appreciated the time slot; the class began at 4 p.m. This class was conducted in English, and the students were about to view a French film on Joan of Arc. One student (a French major) had volunteered to make the first oral presentation of the quarter, on the French martyr’s biography. Students seemed attentive and interested although seldom speaking up unless Professor Patterson asked questions.
Professor Myintoo allowed some information-gathering from her students before she began conducting her class in the French language. Of 11 present, two said they were majors and another four minors, but “it depends on classes being offered” whether they would ultimately do so. One student from Colorado was on a nationwide exchange, visiting the Hayward campus for two quarters. Three others were non-traditional, in fact, retired people pursing classes for their own enjoyment. The others had various other majors, someone said they were “lucky to have a teacher who treats us in an individual way.” Three of the students expressed their hesitance about it, but that they are involved in the Language Consortium between various CSU campuses, which helps students in lesser-enrolled courses take a class not otherwise offered on their campus. The work to create and link this Consortium between campuses has been extensive and time-consuming, and it is very commendable that Professor Myintoo has found this manner to provide additional French options for students.

Three lower-division classes in French, Myintoo’s junior-level Composition class, and two other French-content classes taught in English this quarter, make for an interesting array of offerings for the 1-1/2 teaching positions. Enrollment statistics indicate one Major in the French Program (with three recently graduated), which does not of course record the pursuit of a Minor.

Class observations are in keeping with the declared number of majors in either French or Spanish.

LANGUAGE LAB, OTHER CLASSES AND ENROLLMENTS:

The Department’s language lab is housed in a temporary building. It is a warm, friendly environment, and although there were maps of Portugal and Brazil and a poster in Portuguese, there are no notices to entice student interest in study in another language or country. This is something faculty could obtain for the lab, including brochures for study through the excellent CSU International Programs.

This structure has a front office and large room containing 20 Divace audio stations (from 1986, but regularly repaired), and nine new flat-screen Dell computers with headphones. Lab Manager Geoffrey Gomes advised me that there was no attendance requirement, as the traditional language lab component to lower-division language courses has not been enforced for more than 15 years. He reported no interest from faculty in this. This seems unfortunate, as a language lab is traditionally where students get their practice in a language outside of class. Students do come in occasionally for cassette tape recordings for a textbook, and leave him a blank tape on which to make a copy. Gomes reported that students come to the lab to take a Spanish Challenge Exam (there were four doing so when I visited the lab), and that ASL and Japanese professors require their students’ use of the lab. I do not know of the faculty’s involvement with new technologies, with the exception of Professor Paz, as indicated on his C.V. I was not informed of any particular activities to involve students in computer technologies, which is an important need in contemporary language classes.

Enrollments in Asian languages are doing very well in this department, and in fact, the department has recently added beginning classes in Filipino and Japanese. A plan underway for a Minor in Asian Languages is an excellent idea, as minors already exist in less-enrolled languages. While there are several minors in various languages, no logging records are available. Overall enrollments in Spanish are not as high as they
were in the 1996-97 and 1997-98 years, and yet they are higher in 2001-02 than they were the previous year. For French, overall enrollments dropped between 1996-97 and 1997-98, then rose again for the next three years, and in 2001-02 dropped to almost as low as 1997-98.

RECOMMENDATIONS

The future of this department is likely to be one of Spanish, Asian Languages, and American Sign Language. There is interest in French (which rises and falls as at other universities), and it could be preserved with the hiring of a faculty member who would teach both French and Spanish. Care should be taken to make Spanish more viable, as it presently seems more focused on Spain, and to be viable should take into consideration the Salvadoran, Guatemalan, South American and Mexican-derived populations of the Bay Area. Spanish is unique in belonging not just to Europe but to many people in this hemisphere.

The department also seems somewhat disconnected from interdisciplinary ventures which are being organized at many other universities. Linking programs with other departments and programs (for example, Spanish with Chicano/Latino Studies, Latin American Studies, History and/or Anthropology) would help make the Spanish B.A. more viable. French could perhaps offer their classes in conjunction with English and/or a Lifelong Learning session, which is currently and newly organized at Hayward. Connections could be made to global studies and study-abroad programs for all languages taught in ML&L. Some of these liaisons exist in terms of the Liberal Studies major, but it is directed from outside the department. It would be more helpful to department members to have cross-listed courses, or courses which are options for majors in English, Chicano Studies, etc., where students can see the potential in two majors or major and minor. The department should also look into renewing its Credential Waiver for Spanish; this has been helpful to students at other CSU campuses.

1. It is strongly recommended that the Spanish curriculum be revised, providing more courses in Spanish-American areas, and insuring that all students, Majors or Minors, take a Culture & Civilization class for both Spain and Spanish America. In addition, it is recommended that an efficient sequence be devised to help students progress from junior to senior level writing and topics.

2. It is recommended that two tenure-line faculty positions be created in the next two years, as three more faculty begin early retirement. Of these two positions, it would be helpful to find a candidate who could teach both French and Spanish, thus providing someone who could help with advising and direction in both programs, including interest in preparation for the Teaching Credential. The other position should be filled at the Associate or Full Professor level, and in fact, could be advertised as Chair of the Department, to assist in mentoring the tenure-track faculty and in bringing more professional guidance to the department. If the first position cannot be secured, an alternative would be a tenure-track position in Spanish, Applied Linguistics, which would have the responsibility of working as liaison with the Education Department, and create a course on Teaching Methodologies (taught in English, and for students in any language) for this person. My campus created such a
position five years ago, and this person was instrumental in preparation of the
document for the waiver program.
The creation of an additional tenure-track position in an Asian language (or the ability
to teach two) is also suggested. Although this is not in the Spanish & French review
area, it would be helpful in strengthening the department in the future, and
enrollments seem to indicate that a faculty member for Japanese or a combination of
Japanese and another Asian language would be helpful to this department.
I concur with Chair Roland Heine’s plans to create a Minor in each American Sign
Language and in Asian Language Studies. Since minors in the European-origin
languages have been popular with good enrollments, this will help the department
take a good practice in a new direction (and this also connects with interest and
populations in the campus area).
5. It is recommended that the Advising Plan in Spanish be updated and revised, and that
consistency and more regular advising be developed. Exit assessment also needs to
be established.
6. A capstone seminar (or two senior seminars) need to be devised and planned so that
students who are majors take this/these in their final year, and produce research
papers and materials for a portfolio or other mode of assessment. An Exit interview
or survey (employed by many universities) would also be helpful in identifying
problems and/or satisfaction in the Program.
7. It is recommended that faculty look into class offerings later in the day, especially for
classes in either Major.
8. It is recommended that both the Spanish and French Programs look into linking their
Program with other disciplines. More cross-listed, or combined programs can help
increase enrollments and student interest.
9. It is recommended that the Single-Subject Waiver for Spanish be sought through the
state Commission on Teacher Credentialing (CTC).
10. Spanish majors should be involved in activities that further their interest in their
future careers. Examples: Clubs with invited speakers; contests; festivals;
involvement as research assistants or in conference activities.
TO: The Academic Senate
FROM: The Committee on Academic Planning and Review
SUBJECT: Five-Year Program Review for the BA Spanish and French
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Spanish and French Programs and the continuation of the programs, with annual monitoring until the next review in 07-08; approval of the CAPR recommendations as stated below.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM:
CAPR recommends continuation of the programs until their next review in 07-08, with annual monitoring by CAPR and the Dean with regard to the issues identified in the program review.

It is further recommended that the proposed procedures in 05-06 CAPR 9 be implemented as follows:

Following Senate approval of CAPR’s recommendations and before the end of the academic year, the Provost and Vice President for Academic Programs (or designee) will meet with the Program Director, Department Chair(s), Dean (or designee), CAPR Chair, and other appropriate administrators, to discuss the program and recommendations for change during the next two years. At the close of the meeting the Provost and Vice President for Academic Programs (or designee) will prepare a memorandum (MOU) identifying the agreed upon recommendations to be implemented, as well as the resources that will be provided to support the recommendations during the next two years.

The Provost will forward the memorandum to the Department, College, CAPR, and the Chair of the Academic Senate. At the end of the 06/07 academic year, a report will be submitted to CAPR indicating progress toward meeting the CAPR recommendations and the MOU.

Due to the recently announced retirement of the American Sign Language Program Director, CAPR has modified its recommendation to request that the immediate/primary need in the department is the replacement of this faculty member.
TO: The Academic Senate
FROM: The Committee on Academic Planning and Review
SUBJECT: Five-Year Program Review for the BA Spanish and French
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the Spanish and French Programs and approval of the continuation of the programs with recommendations as noted

BACKGROUND INFORMATION: The Department of Modern Languages and Literatures offers a B.A. degree in Spanish. The BA in French is on hold and no new students are being admitted because of understaffing: The department currently offers minors in American Sign Language (ASL), French, German, Italian, and Spanish; Portuguese and Russian are no longer offered due to faculty retirements. One FERPing faculty member has sole responsibility for the German minor, the same is true for the Italian minor. The Department has also offered elementary and intermediate courses in Mandarin Chinese, Japanese, Filipino, Vietnamese, and Arabic (first offered in fall 2002 and no longer being offered due to budget constraints). MLL currently suffers a severe shortage of faculty and other resources in all programs.

MLL is revitalizing their Spanish program with a new certificate program “Spanish for the Professions” currently under Senate review, and several online courses to meet the needs of working students. Lower division enrollments in first and second-year language classes are strong, including introductory and intermediate Mandarin Chinese and Japanese, reflecting students’ desire to learn languages of the Pacific Rim. However, the department finds itself in a conundrum: insufficient faculty result in reduced enrollments which then appear to justify no new faculty. CAPR strongly urges the University to stop this cycle of faculty loss.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends that MLL receive additional tenure track lines in order to serve a global student population and prepare students to be socially responsible contributors to their local and global communities.

CAPR recommends the continuation of Spanish and French BA programs, and contingent upon new hires, implementation of the recommendations of the outside reviewer. The language lab needs to be re-housed, upgraded, and staffed by a full-time Lab Director if student language skills are to be improved. CAPR urges the department to pursue the possibility of collaboration with nearby colleges and universities to offer the languages a university of first choice ought to provide its students. The next CAPR Review will be in 2007-2008. CAPR urges the College and University to support rebuilding the department. Language study is an important component of a College of Letters, Arts, and Social Sciences and an essential contribution to CSUEB’s students and to the communities we serve.

Next Five-Year Review: 2007-08
ADDITIONAL Background information:

- Overview description of the program

The Department of Modern Languages and Literatures offers B.A. degrees in Spanish and French (now on hold due to lack of faculty). Currently, French is being taught by two part-time FERPers, one of whom will complete her teaching this academic year (2005-2006).

According to the catalog, the department offers minors in American Sign Language (ASL), French, German, Italian, Spanish, Portuguese and Russian. However, Portuguese is no longer being offered, because Prof. Warrin retired, and Russian is no longer being offered, because Prof. Schulak retired.

The Department has also offered elementary and intermediate courses in Mandarin Chinese, Japanese, Filipino, Vietnamese, and Arabic (Arabic was first offered in fall 2002 but is no longer due to budget constraints).

- Overview of the documents submitted to CAPR

The original five-year review report was submitted on December 17, 2002 by Dr. Roland Heine (then chair of MLL). The report did not include the amended self-study and plan for the future of the programs. CAPR prepared a document which requested the Senate to “withhold recommendation to continue the program without modification” (refer to 02-03 CAPR 17) until those documents were submitted.

02-03 CAPR 17 never went on to Senate, as Dr. Iliana Holbrook, the new department chair, asked CAPR to withhold the review until she was able to prepare the needed documents in order to receive complete Senate approval. In May, 2004, Dr. Holbrook submitted the revised five-year review report of 1997-2002.


- Summary of specific areas of the Self-Study

Spanish Program

MLL plans to reassess and revitalize Spanish program. Three new upper division courses (MLL4495, MLL 4457, MLL 4458) were created. In 2005 MLL submitted a new Spanish Minor for the Professions. Several online courses were developed. Some courses for Bilingual-speakers of Spanish were offered with adequate enrollments. But the budget did not support the continuity of these Bilingual-speaker courses series throughout the academic year. Spanish offerings should be rich and varied to support a healthy major. In addition, more courses should be offered to service the East Bay community needs (Translation courses, Spanish for Business, Spanish for the Medical Profession, Spanish for Teachers, and so forth). Indeed, the Latin American Studies program has submitted a request to revise program requirements to include Spanish language study. Fulfilling these goals will be eased by the department’s new Spanish tenure track faculty member.

French Program

The French program is now and has been understaffed. French majors are dissatisfied with infrequent offerings of upper division courses in French. This discourages enrollment and encourages students to drop their French major. As of fall 2004, the French program had only two FERPers, no tenure track professors and no lecturers. In fall 2006 only one FERPing French instructor will remain. MLL is in urgent need of more staff for French. The major cannot be sustained with one part-time faculty member. Loss of the French B.A. will make MLL less attractive and will weaken the university’s abilities to serve our globally connected and highly diversified community. In order to assist French staffing, MLL needs to hire a new French tenure track faculty member. If budget and current enrollments do not justify a French faculty position, a new tenure track faculty member who has the ability to teach Vietnamese and French or Spanish and French should be hired.

Language Laboratory

Since 1994, budget constraints have made the upgrade of the language lab long overdue. The situation was aggravated after the fire in 2000, which destroyed the language lab facility at the Library Annex.
Then, the language lab was re-located to a trailer (TB 100). Although promised 20 computers and other new digital technology to support students’ language acquisition, the lab received only 10 computers. More recently, the language lab director’s position was eliminated because of budget cuts and the lab was closed. The Library assumed some of the lab functions. While the University and MLL are thankful for the continuing support of the Library’s Media Services desk, the Library is not a language lab and the partial services have meet with considerable student complaints. Language acquisition requires more practice in listening and speaking than possible in class. The department should investigate moving more practice stimulus to the web to broaden access. Even with web-based language practice, the students and the University need a functioning language lab with adequate equipment and trained staff.

Faculty

The staff of Spanish and French programs has been reduced in past years. Since fall 2004 MLL has only two full-time professors serving the Spanish and French majors.

Currently, Spanish has four professors:

- **Jesus Diaz Caballero**, a newly hired (fall 2005) tenure-track professor
- **Marcelo Paz**, a full time tenure-track professor
- **Rodolfo Galán**, a tenured professor who has retired in June, 2005. He has entered the Faculty Early Retirement Program.
- **Iliana Holbrook**, a tenured professor and MLL’s current chair who teaches 3 courses of Spanish per year.

Currently, French has two FERPers:

- **Teresa Myintoo**, who teaches 2 courses in fall and 2 courses in winter
- **Yolanda Patterson**, who teaches 2 courses in fall and 2 in the spring and will complete her FERP in spring 2006

Occasionally the French program has a lecturer teaching one course during the winter.

Lack of faculty has eroded the French Program. It is very difficult to maintain course offerings and provide student advising, much less build the program without full-time tenure-track faculty. In addition, because there is a current concern with enrollments (a direct result of infrequently offered courses to support the major) French faculty have been teaching courses in translation. The result is fewer courses in French for minors and majors. MLL’s faculty have tried to offer courses to non-major students for GE requirements, school of education, single subject waiver credentials and others. Their ability to continue to meet the University’s needs is dependent upon additional faculty positions.

Currently most MLL professors and FERPers are fairly close to retirement (68+ in age) with the exception of four faculty members, Dr. Iliana Holbrook-Chair of MLL and Professor of Spanish, Dr. Marcelo Paz, tenure-track assistant professor of Spanish, Dr. Jesus Diaz Caballero, tenure-track assistant professor of Spanish, and Dr. Meiling Wu, tenure-track assistant professor of Chinese. MLL urgently needs to hire new faculty members for Spanish, French (who can also teach other languages), and Asian languages to ensure the quality and success of the programs. Without new faculty, MLL faces a future soon with only three relatively junior faculty. The department generated 240 FTES in fall 2004. With an average class size of 25, those FTES justify 10 full-time faculty. Using the University’s goal of 75% of the FTES generated by full-time tenured-tenure track faculty, that would mean an additional 3.5 tenure-track positions. Even with a goal of 50% of the teaching from full-time tenured/track faculty, the department would require an additional faculty position immediately.

• Summary of supporting data

Statistics from 1997 to 2002 indicate that Spanish class enrollments fluctuated between 1494 and 1247; French class enrollments fluctuated between 252 to 170. Most of the class enrollments were in lower division courses. The 5-year average showed that 83.9% of Spanish enrollments were in lower division.
courses and 76.42% of French enrollment was in lower division courses. This was partially due to infrequent upper division course offerings.

In 2001 the department granted 11 degrees and served 34 majors, the majority of which were in Spanish. In fall 2002, statistics show that the MLL program offered 42 sections generating 252.3 FTES with 9.00 full-time tenure-track FTEF and 5.27 lecturer FTEF. The Student-Faculty Ratio (SFR) was 20.14 and the percent of FTES taught by lecturers was 41%.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Lower Division</th>
<th>Upper Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>13.92</td>
<td>1.50</td>
</tr>
<tr>
<td>2000-2001</td>
<td>16.50</td>
<td>6.17</td>
</tr>
<tr>
<td>1999-2000</td>
<td>16.75</td>
<td>4.25</td>
</tr>
<tr>
<td>1998-1999</td>
<td>14.42</td>
<td>5.00</td>
</tr>
<tr>
<td>1997-1998</td>
<td>9.17</td>
<td>5.00</td>
</tr>
<tr>
<td>1996-1997</td>
<td>14.33</td>
<td>4.58</td>
</tr>
</tbody>
</table>

3. OUTSIDE REVIEWER'S COMMENTS & THE DEPARTMENT'S RESPONSE

On January 13-15, 2003, the outside reviewer, Dr. Elizabeth Coonrod Martinez of Sonoma State University visited the MLL Department. The overall impression from the reviewer was that “all faculty members are dedicated to excellence in teaching and concerned that the students receive the best instruction possible” and that faculty “appear to work well together and to support each other’s endeavors”. However, she indicated that the Spanish and French programs appeared understaffed and will need new hires to replace losses to FERP, at least one at a senior level to provide necessary leadership. Faculty limitations notwithstanding, she criticized the Spanish program for not providing more offerings on Latin American literature (since there are many countries in Latin America), and for what appeared to be infrequent courses on the Culture and Literature Spain. She questioned student advising, finding little evidence of an appropriate road map for completing the required courses in a logical sequence. She pointed out difficulties in the sequencing of courses taught every two or three years in the literature of Spain. She questioned whether an adequate capstone opportunity exists in Spanish and how MLL would be able to implement an assessment program to determine the student’s knowledge of the language. A relatively minor portion of her report was directed toward the French program with few remarks of substance. She indicated that enrollment in MLL courses could be increased by creating stronger links with other departments and programs and providing cross-linkages, for example, with English. Comments were made concerning the language lab facility.

Dr. Martinez concluded her report with following recommendations:

1. Revise the Spanish curriculum and develop an efficient course sequence
2. Apply for three tenure-track hires, two in the next two years: a French/Spanish professor and an Associate/Full Professor (in Spanish), and a third sometime later in Asian Languages, probably Japanese.
3. Create a minor in Asian Language Studies
4. Improve advising and exit assessment
5. Develop a capstone seminar in Spanish
6. Offer more later-in-the-day class offerings
7. Link Spanish and French courses with other disciplines
8. Seek the Single-Subject Waiver for Spanish
9. Involve Spanish majors in more activities furthering their future careers

In response to the outside review, Dr. Heine, then MLL Chair, indicated it to represent “a fair and critical assessment of the French and Spanish B.A. programs” and that it showed “the precarious situation the department faces in regard to understaffing in the French and Spanish program.” Dr. Heine agrees that pursuit of the Single-Subject Waiver for Spanish would increase students’ interest in the major and will be following up on new guidelines issued by the State Commission on Teaching Credentials. Nearly all of the suggestions made by Dr. Martinez are accepted by Dr. Heine, especially that of the need for more faculty.
Accepting nearly all of the suggestions, Dr. Heine points out that MLL already offers great flexibility in the timing of classes in the afternoon and evenings and that Faculty already participate in campus festivals and invite speakers to enrich the extra-curricular aspect of their programs. A number of documents from faculty and staff were submitted with this response, addressing various aspects of the review. Key points from these are that: the French program will disappear without resources to replace FERPing faculty and this will be to the detriment of the University and its reputation; that the erosion of faculty in the Spanish program has resulted in a watered down course offering with less depth and breadth than in former years; that while Latin American Literature classes should be expanded, it should not be at the expense of the Spanish literature classes; that the language lab needs to be rehoused and upgraded if student language skills are to be improved, especially since Blackboard does not appear to be a suitable platform for language class delivery; and that teaching of French, Spanish and other languages is core to the mission of CSUEB and strongly supportive of CSUEB offering a "global perspective."

4. PROGRAM'S FIVE-YEAR STRATEGIC PLAN (2002-2007)

The success of Spanish and French programs is vital to the University's mission of "educational excellence for a diverse society". The Foreign Language Council is making a recommendation to Charles Reed, Chancellor of the California State University, "to protect and establish a foreign language requirement at all CSU Campuses." MLL has proposed a foreign language requirement for CLASS.

Spanish

Most UC and CSU campuses offer Spanish courses for Bilingual students. MLL offered such courses with acceptable enrollments but could not continue the series because of too few faculty. MLL proposed a foreign language requirement for ALSS. Some chairs expressed the concern that such a requirement would discourage students from selecting the major. Others could not increase the requirements for their major without decreasing their number of students. With Jesus Diaz Caballero joining the faculty fall 2005, the department will have a better opportunity to consistently offer classes that meet the needs of the East Bay community: literature courses in translation, Spanish for business, the medical professions, and more courses that link MLL to other departments (e.g., Spanish for Teachers, and so forth). MLL should pursue the Single-Subject Waiver with the state Commission on Teaching Credentials. MLL should establish a requirement for one quarter minimum of traveling abroad for the majors, through CSU International Programs or any other programs (such as the Summer Program in Paris, that has been offered since 1990 at CSUEB) enriching students' experience in other cultures and everyday life.

French

With a new tenure-track position, the department could consistently offer upper division courses in French. Courses required for the major should be offered at least once a year to serve students. With more than a single additional tenure-track position in French, the department would be able to provide a variety of upper division courses comparable to programs at other CSU campuses. Without needed new French faculty, CSUEB cannot continue the major and French will become minor or French Studies program.

An Interdisciplinary Language and Culture Minor in Asian Studies.

MLL proposed an Interdisciplinary Languages and Culture minor in Asian Studies. Due dramatic demographic changes in the Bay Area, Asian languages at CSU East Bay already attract and will continue to attract many students. With our place on the Pacific Rim, it is difficult to imagine CSUEB cannot fill the demand for Chinese, Filipino, Japanese and Vietnamese language and culture studies. Demand for these languages in the lower division is already more than one faculty person can accommodate. This is surely an area of growth for CSUEB's Modern Language and Literatures department.

5. CAPR ANALYSIS OF THE PROGRAM'S FIVE-YEAR REVIEW

a. Program

Dr. Illiana Holbrook, the new department chair, met with CAPR three times to discuss MLL five-year review, and many more times with the CAPR members responsible for the review. In the past 5 years, Spanish and French faculty have striven to maintain the excellence in teaching, research and service for which the department is known, despite reductions in staff. Given the undesirable resource limitations,
the two programs have adequately served CSUEB students and communities. The department’s strategic plan for the next five years is aligned with CSUEB’s mission, MLL’s mission and the outside reviewer’s suggestions. The plan is suitable and achievable if additional tenure track positions are allocated to revitalize the French program and to build the Asian Studies program in the near future.

b. Resources

Since fall 2004 MLL has had only two full-time professors serving Spanish majors (Dr. Holbrook teaches a reduced load as department chair and Dr. Galan is now FERPing) and no full-time professors serving French. The limited faculty need to teach courses both to sustain (or teach out) the majors and to teach non-major students for GE requirements, International Studies, Communication, and Latin American Studies, and, soon, courses in Spanish for the Professions minor and certificate programs. Based on CAPR analysis and outside reviewer’s suggestions, 1) MLL urgently needs to hire one new faculty member for French (and another language) and one additional faculty member for Spanish. Additional faculty are needed to teach Asian language studies and to ensure the quality and success of language study at CSUEB. 2) MLL is in urgent need of space for a language lab with appropriate equipment and trained technicians.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

   CAPR recommends the revitalization of Spanish and French BA programs, and contingent upon new hires, implementation of the recommendations of the outside reviewer. CAPR particularly encourages that the department develop a minor in Asian languages as student demand appears to justify such a program of study. CAPR endorses the reviewer’s suggestion that the department pursue collaborations with nearby colleges and universities to offer the languages a university of first choice ought to provide its students, and encourages development of a certificate program to award two years of language study. CAPR advises the department to explore the use of the web for language practice. At the time of the next review, it is essential the department document assessment of student learning in both majors and all minors. CAPR urges the College and University to support rebuilding the department and recommends that the University consider offering a “Language Plus” diploma that would honor a student’s language competency in a second language as an incentive for students to study another language. Language study is an important component of the College of Letters, Arts, and Social Sciences and an essential contribution to CSUEB’s mission, students, and to the communities we serve.

7. DATE OF THE PROGRAM’S NEXT FIVE-YEAR REVIEW

2007-2008
A. Self-Study

The department of Modern Languages and Literatures is an unusual department when compared to others; we offer many languages: American Sign Language, Chinese, Filipino, French, German, Italian, Japanese, Persian and Spanish. However, there is only one major: Spanish. This data is important because if we had more viable programs, we would also have more majors. Our allocations and resources are not directed toward the major(s) but rather toward all languages offered in the curriculum. For this obvious reason, we are not a program with a large number of majors but we provide a valuable multicultural learning experience and a potential career edge for CSUEB students through the study of world languages. Language study should be an important component of the College of Letters, Arts, and Social Sciences and should be viewed as an essential part of CSUEB’s mission with respect to how the study of language contributes to the local and global communities we serve.

The French major has been understaffed for a number of years and was placed on hold in 2004. Currently, it is being served by a .4 FERP (no new majors have been accepted to the program since it was placed on hold). A visiting scholar from the Sorbonne, Dr. Goma, has also taught one course of French per quarter (the coordinator of the French division noted that all French courses matriculated very well during the 2006-2007 academic year but the visiting professor had significant difficulty with student retention).

Dr. Holbrook, Chair of MLL since April 18, 2007, requested a position for French and Vietnamese during the spring quarter. It has been fully approved and MLL is vigorously pursuing the new candidate. This Tenure-Track position will support the French program and will also bring back Vietnamese, a language that matriculated very well before it was put on hold/suspended by CLASS in 2005).

According to the catalogue, we offer minors in American Sign Language, French, German, Italian, Portuguese, Russian and Spanish (Portuguese and Russian have not been offered since the retirements of Professors Warrin, 2002, and Schulack 2004); All minors, with the exception of Spanish, have been sustained with one part-time faculty (.4 FERP or less) and at times with part-time lecturers as in the case of ASL during the 2006-07 academic year. Fortunately, during the spring 07, MLL initiated and completed the search for the ASL position approved in 2006 (it had gone nowhere during fall and winter). Dr. Amy June Rowley joined MLL this fall and is doing a marvelous job at revising and improving the ASL program left without a coordinator for an entire year.

Lower division enrollments in first and second-year language classes were particularly strong for Spanish during the 2006-07. Intermediate Spanish had a significant wait list of students that could not be accommodated:

2006-07 Courses

<table>
<thead>
<tr>
<th></th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Sections/Nos.</td>
<td>Sections/Nos.</td>
</tr>
<tr>
<td>1401</td>
<td>6 176</td>
<td>3 82</td>
</tr>
<tr>
<td>1402</td>
<td>2 62</td>
<td>5 103</td>
</tr>
<tr>
<td>1403</td>
<td>2 35</td>
<td>2 49</td>
</tr>
<tr>
<td>2401</td>
<td>2 60</td>
<td>2 43(MLL2402)</td>
</tr>
</tbody>
</table>

First-year courses were very well matriculated for all languages; intermediate courses did not enroll well for several languages: Chinese, French and ASL. MLL offered only one course per quarter for each of the following languages:
Chinese:
MLL2601 Fall (17 students enrolled), MLL2602 Wt. (10 students enrolled), MLL2603 Sp (7 students enrolled).

French:
MLL2101 Fall (17 students enrolled), MLL2102 Wt. (14 students enrolled), MLL2103 Sp (9 students enrolled).

American Sign Language:
MLL2901 Fall (12 students enrolled), MLL2902 Wt. (9 students enrolled), MLL2903 Sp (7 students enrolled plus 7 independent study courses).

However, this academic year things have changed significantly for all Asian Languages; Japanese in particular has doubled its offerings and has had huge enrollments in its courses. Ms. Yoshiko Clark has been instrumental in this accomplishment. If enrollment is sustained, we will soon need a Tenure-Track position to bring stability to Japanese. We should also hire a part-time instructor in Chinese to help Dr. Wu with the development and growth of the Chinese program. MLL would also like to offer at least one additional course of Filipino, a language that usually has a large waiting list and also an established community at CSUEB.

Our main goals and the revitalization of the curriculum in recent years have been consistent with the recommendations provided in the Last Five Year Review (1997-2002) and with the more recent recommendations by CAPR submitted in February 2006. Nonetheless, we continue to face strong budgetary restrictions and other challenges in a department that was largely understaffed for many years. MLL has created and is currently implementing the following programs and courses:

Certificate in Spanish for the Professions (approved in 2006): This certificate provides students with Spanish-language competency in the technical fields and enables them to work within the community while enhancing their opportunities for employment after graduation. Course offerings will include: Spanish for Business, Spanish for Law Enforcement, Spanish for the Health Professions, Spanish for Teachers, Spanish for Social Workers, Translation courses and more. Spanish for Teachers: MLL 3405 is being offered for the first time this fall by Dr. Diaz-Caballero (Certificate and courses were created by Dr. Holbrook).

Advanced Spanish Conversation for majors: MLL 3410: In this course, students perfect their oral and written communication skills via the study and discussion of themes related to the social and cultural impact that science and technology have on Hispanic societies. Offered in winter 2007 (created and taught by Dr. Holbrook).

Subject Preparation Matter: Our department has recently finished its work on the Subject Preparation Matter for Spanish. We are eager to offer CSUEB students this service again and hope to expand it to other languages as our programs grow (Marcelo Paz has been working with and coordinating this project for the last three years; Dr. Paz will submit it for approval this fall).

World Languages and International Travel Certificate: During the spring quarter, MLL submitted a proposal for a certificate in World Languages and International Travel that will be linked to the Cluster program when approved. This certificate enables participants to develop fluency in any chosen language—Chinese, French, German, Italian, Japanese, Filipino, Persian, Spanish, Vietnamese and so forth—and has a travel abroad requirement, which can be met by completing a short program, a summer program, a semester or a year abroad. We want our students to experience the language and culture firsthand, whether they learn a new language or expand their existing knowledge of a heritage language (created and submitted by Dr. Holbrook).
Italian Culture and Language courses: As of fall, 2007, MLL 1301, 1302, and 1303 were modified; these courses currently offer a multimedia approach to the oral and written language within the context of Italian culture throughout history (modifications submitted by Dr. Vincenzo Traversa).

Chinese Minor in Cultural Studies: MLL will officially submit this proposal during fall 07 (Dr. Meiling Wu created this minor during the spring quarter, 2007).

MLL has developed new courses for our Persian offerings: MLL 1950, 1951 and 1952. These courses will be submitted for approval during fall 07. We are currently offering Persian under MLL.3999: Special Issues in MLL (Dr. Holbrook created the courses).

MLL is active in the G.E. cluster and submitted a proposal for a three-quarter sequence of Language, Culture and Literature Study (Dr. Holbrook wrote and submitted the proposal, spring, 2007).

As a promotion of the new certificate in World Languages and International Travel, MLL offered a 2007 Summer Program in Mexico, July 15- July 28. (Dr. Holbrook organized and conducted the Summer Program in Mexico).
B. Assessment

The 2006-2007 was an unusual year for the Department of Modern Languages and Literatures. Our former Dean appointed a FERPer with no administrative experience as Chair of MLL; all projects were pending until the appointment of a permanent Chair. I accepted the position of Chair on April 18, 2007 with many matters pending and have worked intensely to complete all unfinished projects.

We have continued to progress as we strengthen the Spanish major by creating new courses that are currently linking us to other departments, such as the Spanish for the Professions courses. We have also established capstone and required courses for the Spanish major: MLL3410, 3461, 3463, 4457, 4458, 3495, and 3418 in an effort to provide a better-planned and more rigorous major for students of Spanish. These measures will permit us to better prepare our students entering the Teacher Education Program or graduate studies. Evaluations from our students show marked contentment with Professors and Lecturers and praise MLL's excellence in teaching; however, there is a constant request for more course offerings at the upper-division level: "we love the professors of Spanish but we do not feel the University is doing enough to provide resources for additional courses needed," "We love our classes but we need more course offerings for the Spanish major." "When are we going to have Spanish for bilingual speakers?" "We need courses that will help us meet the requirements for the SPM." "Students could graduate sooner if there were more upper division courses offered each quarter."

The department increased its majors from an average of 25 in preceding years to 36 Spanish majors in 2006. Since the French major was put on hold since 2004, the total number of majors is based on one program only. As I pointed out before, we cannot be a program of majors since we are a department with offerings in eight languages but have only one major, Spanish. Our resources are shared and the Tenure-Track positions and course offerings are for a variety of languages:

<table>
<thead>
<tr>
<th>FT Tenured Faculty: 4</th>
<th>FT Tenure-Track Faculty: 2</th>
<th>FERP Faculty: 4</th>
<th>Instructors (with contract): 5</th>
<th>Other instructors: 6</th>
<th>Total FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Spanish, Including Chair</td>
<td>1 Spanish</td>
<td>1 Spanish</td>
<td>2 .8 Spanish</td>
<td>2 .3 Japanese</td>
<td>Average of 230 in the last five years</td>
</tr>
<tr>
<td>1 Chinese</td>
<td>1 ASL</td>
<td>1 French</td>
<td>1.3 Filipino</td>
<td>1 .3 French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Italian</td>
<td>1 .3 Japanese</td>
<td>1 .3 ASL</td>
<td>1 .3 ASL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 German</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it was noted in the last CAPRA report, however, MLL generated significant FTES, an average of 230 during the last five academic years. This is a significant amount that warrants, in my opinion (and in 2006 CAPRA's report), several additional Tenure-Track positions.

We are facing many challenges because unlike many CLASS programs, we are not sustained by built-in requirements in the College of Arts, Letters and Social Sciences, and students of all languages want more offerings and programs leading to degrees. We are often confronted with angry students that do not realize that for the expansion of new programs, MLL needs additional resources. In spite of all,
MLL is sustaining healthy enrollments and continues to develop the infrastructure for programs that must eventually be developed due to student demand.

We are trying to better service our students and their educational needs; we are providing extracurricular activities that promote further learning for our students: lectures by renowned authors and scholars, film directors, musicians, and so forth through our Global series—without a budget!—for these events. We are currently presenting Latin American and International Films on campus. We are also creating advising sessions for our majors and forums for the discussion of student needs. We need to continue working on the assessment of our individual courses and programs and strengthen our links with nearby colleges and with the community. It would be highly desirable to continue growing as a Spanish major, have healthy offerings for all minors, and implement new and needed programs for the Asian Languages.
C. Statistical Report

Currently, we only have majors in Spanish although we teach eight languages.

C1. Student statistics: number of students graduated in the last five years

<table>
<thead>
<tr>
<th>#</th>
<th>2002 (BA)</th>
<th>2003 (BA)</th>
<th>2004 (BA)</th>
<th>2005 (BA)</th>
<th>2006 (BA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>11</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

It is important to mention that we have a large number of Minors in MLL in Span, a few also in ASL and French:

Student statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
<th>Total number of minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>2007</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>33</td>
</tr>
</tbody>
</table>

Sources: Degrees & Minor Headcount: Institutional Research (degrees 2005-2006, plus 2006-2007 YTD) and data provided by departmental records.

C2. Graduate school and job placements

Relatively unknown. Several students have gone to Teacher Education departments, MA programs in San Francisco State and occasionally UC campuses. We know of several students that are working in the community (Kaiser Hospital, and High Schools in Alameda County).

Sources: Students have informed faculty; Faculty have recommended students for such programs and kept in contact w/students.

C4. Faculty Number (Headcount) & Total FTEF

<table>
<thead>
<tr>
<th>FT Tenured Faculty</th>
<th>FT Tenure-Track Faculty</th>
<th>FERP Faculty</th>
<th>Instructors (with contract)</th>
<th>Other instructors</th>
<th>Total FTEF</th>
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<tr>
<td>3 Spanish, Including Chair</td>
<td>1 Spanish</td>
<td>1 Spanish</td>
<td>2 .8 Spanish</td>
<td>2 .3 Japanese</td>
<td>Average of 230 in the last five years</td>
</tr>
<tr>
<td>1 ASL</td>
<td>2 French</td>
<td>1 .3 Filipino</td>
<td>1 .3 Japanese</td>
<td>1 .3 French</td>
<td></td>
</tr>
<tr>
<td>3 Italian</td>
<td>1 .3 Japanese</td>
<td>1 .3 ASL</td>
<td>1 .3 Persian</td>
<td>1 .3 German</td>
<td></td>
</tr>
<tr>
<td>4 German</td>
<td>1 .3 ASL</td>
<td></td>
<td></td>
<td>(Heine is not on campus this quarter)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Departmental Data (this chart shows current data in the Department of MLL)

C5. FTES

<table>
<thead>
<tr>
<th>Spring 06</th>
<th>Summer 06</th>
<th>Fall 06</th>
<th>Winter 07</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>219</td>
</tr>
</tbody>
</table>

Source: CLASS office


<table>
<thead>
<tr>
<th>LD course sections</th>
<th>UD course sections</th>
<th>Total enrollment</th>
<th>Average section size</th>
<th>Average grade</th>
<th>SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>13</td>
<td>2151</td>
<td>23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Departmental Data. Note: we also provide many independent and individual study courses for most languages and enroll Open University students. Faculty and lecturers volunteer this work and do not receive teaching credit or additional pay from CLASS for this work.

C7. Summary of student course evaluations
Professors and lecturers are excellent and knowledgeable; students are happy with major and minors. Some students expressed that more course offerings should be required to better prepare students for Teacher Education and graduate studies. Students would like full viable programs for many of the other languages offered in the curriculum.

C8. Staff support and Departmental Budget.

We have an administrative assistant that is a vital contact between all programs, students, professors and instructors. This is especially true now that we are the only Department without a testing room or any type of room where students can wait while professors are teaching, and also because most of our offices are not grouped together at our new location, the Music Building. Ms. Flores is also instrumental in helping our department in all matters and helping senior professors with technological issues. Our S&S budget is insufficient ($3,000 annually for the total expenses of all programs). We had to do without cartridges, ribbons, copying cards and much more toward the end of the 2006-2007 academic year. Professors and instructors contributed to subsidize a deficient budget considering our annual FTES.
Major Requirements - B.A. (44-72 units)

A. Lower Division (0-24 units)
1. MLL 1401, -2, -3 Elementary Spanish (12)
2. MLL 2401, -2, -3 Intermediate Spanish (12)

B. Upper Division (48 units)
1. MLL 3410 Advanced Spanish Conversation (4)
2. MLL 3401, -2, -3 Advanced Composition and Syntax (12), plus one course selected from the following group: MLL 3411, 3412 Spanish Linguistics, Phonetics (4)
3. Eight units of Spanish American Literature from among the following courses: MLL 3400, 3461, MLL 3463, MLL 3495 (required), MLL 4495 (8)
4. Eight units of Spanish Peninsular Literature from among the following courses: MLL 3400, 3418 (required), MLL 4455, MLL4457, MLL4458, MLL 4459,MLL 4460 (8)
5. Twelve additional units should be selected from among all upper-division literature courses including MLL 3400 (Introduction to Literary Analysis). MLL3404 and MLL3405 may substitute an elective with advisor’s approval (12)

(NOTE: Courses numbered MLL, 4455, 4459, 4460, and 4495 may be repeated as content changes. If repeated, the courses may be applied to more than one category of requirements: Groups 2 and 4 or Groups 3 and 4.)

Minor Requirements (24-48 units)

A. Lower Division (0-24 units)
1. MLL 1401, -2, -3 Elementary Spanish (12)
2. MLL 2401, -2, -3 Intermediate Spanish (12)

(NOTE: Lower division requirements will be waived for student with prior knowledge of the language. See "Placement" in the Catalog.)

B. Upper Division (24 units)
1. MLL 3401, -2, -3 Advanced Composition and Syntax (12)
2. MLL 3411 Introduction to Spanish Linguistics (4) or MLL 3412 Spanish Phonetics (4)
3. One course from each of the following areas:
   - Spanish Peninsular literature: MLL 3418, 4455, 4457, 4458, 4459, 4460 (4)
   - Spanish-American literature: MLL 3461, 3463, 3495, 4495 (4)

   (NOTE: MLL 3400 (4), Introduction to Literary Analysis, may substitute one of the
   Spanish Peninsular Literature or Spanish American Literature courses. MLL 3404
   (Terminology and Translation) and MLL 3405 (Spanish for Teachers) may be substitute
   one of the Advanced Composition and Syntax courses.)
<table>
<thead>
<tr>
<th>SPANISH</th>
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<tbody>
<tr>
<td>Requirements:</td>
<td>Quarter Units</td>
<td>Course Grade</td>
<td>Completed Term and Year</td>
<td>If not complete At CSUEB</td>
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<tr>
<td><strong>A. Lower Division</strong></td>
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<tr>
<td>(*0-24 units)</td>
<td>MLL 1401 (4)</td>
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<td>MLL 1402 (4)</td>
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<td>MLL 1403 (4)</td>
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<td>MLL 2401 (4)</td>
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<td>ML 2403 (4)</td>
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<tr>
<td><strong>b. Upper Division</strong></td>
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<tr>
<td>(24 units)</td>
<td>MLL 3401 (4)</td>
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<td>MLL 3402 (4)</td>
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<td>MLL 3403 (4)</td>
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</table>

One of this courses may be replaced with MLL3410

Notes: *Lower division requirement will be waived for student with prior knowledge. See Advanced Placement.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Quarter</th>
<th>Course</th>
<th>Completed</th>
<th>If not complete at CSUEB</th>
<th>Substitution/Waiver</th>
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<tr>
<td></td>
<td>Units</td>
<td>Grade</td>
<td>Term and Year</td>
<td>List of Institution and Course (Dept &amp; No.)</td>
<td>(Acceptable only if signed by Department designated authority.</td>
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<tr>
<td>MLL 3411 (4) or MLL 3412 (4)</td>
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<td>C. One course from each of the two following areas:</td>
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<td>Spanish Literature</td>
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<td>MLL, 4455, 4457, 4458, 4459, 4460(4)</td>
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<td>Spanish-American Literature:</td>
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<tr>
<td>MLL 3461, 3463, 3495, 4495(4)</td>
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<td>MLL 3400 may replace one of the above required courses in literature.</td>
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</table>

Notes:

Total number of units required for minor: 24-48

Grade point average for all Courses must be 2.00 or higher.

At least 18 units must be outside the discipline of the student's major.

It is the student's responsibility to see that this form is completed and signed by the Minor department and sent to Admissions and Records. Questions regarding the requirements should be referred to the student's Minor departmental adviser. Students may not hand-carry this form.

Undergraduate Coordinator: Date:
CALIFORNIA STATE UNIVERSITY, EAST BAY  
Enrollment Services  

**MAJOR CHECK SHEET**

| REQUIREMENTS | QUARTER UNITS | COURSE GRADE | COMPLETED TERM & YEAR | IF NOT COMPLETED AT CSUEB | Substitution/Waiver  
|---------------|---------------|---------------|----------------------|---------------------------|----------------------
| **A. Lower Division (1st and 2nd years)** | 0-28          |               |                      |                           |                      |
| MLL 1401 (4)  |               |               |                      |                           |                      |
| MLL 1402 (4)  |               |               |                      |                           |                      |
| MLL 1403 (4)  |               |               |                      |                           |                      |
| MLL 2401 (4)  |               |               |                      |                           |                      |
| MLL 2404 (4)  |               |               |                      |                           |                      |
| MLL 2402 (4)  |               |               |                      |                           |                      |
| MLL 2405 (4)  |               |               |                      |                           |                      |
| MLL 2403 (4)  |               |               |                      |                           |                      |
| MLL 2406 (4)  |               |               |                      |                           |                      |
| **B. Upper Division** |               |               |                      |                           |                      |
| 1. MLL 3410 (4) |               |               |                      |                           |                      |
| 2. MLL 3401 (4) |               |               |                      |                           |                      |
| MLL 3402 (4)  |               |               |                      |                           |                      |
| MLL 3403 (4)  |               |               |                      |                           |                      |

**Expected Quarter of Graduation:** ________

Name: (Last, First, Middle Initial)  
Student Net ID:
3. Plus one course selected from the following group:
   MLL 3411 or 3412 (4)

4. Eight (8) units of Spanish American Lit from the following:
   MLL 3400, 3461, 3463, 3495, 4495

5. Eight (8) units of Spanish Peninsular Lit from the following:
   MLL 3400, 4455, 4457, 4458, 4459, 4460

6. Twelve (12) additional units should be selected from among all upper division Spanish Lit courses. The following courses may also be used for credit in this area: MLL 3400, MLL 3404, MLL 3405, MLL 3406, and MLL 3407 (this course, advanced grammar is in process of approval)

Notes: Course numbered MLL 4455, 4459, 4460, and 4495 may be repeated as content changes.
## Major Check Sheet
### B.A. Modern Language and Literature - Spanish

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>QUARTER UNITS</th>
<th>COURSE GRADE</th>
<th>COMPLETED TERM &amp; YEAR</th>
<th>IF NOT COMPLETED AT CSUEB</th>
<th>List of Institution &amp; course (Dept &amp; No.)</th>
<th>Substitution/Waiver (Acceptable only if signed by department designated authority)</th>
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</table>

**Notes:**

**Total Number of Units required for major:** 44-72

(Grade point average for all courses applied to major must be 2.00 or higher.)

It is the student's responsibility to see that this form is updated each quarter. Questions regarding major requirements should be referred to the student's departmental advisor(s).

**Advisor:**  
**Department Chair:**

**Date:**
**MINOR CHECK SHEET**

**Catalog: 1996-98**

**California State University, Hayward**

**Enrollment Services**

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>QUARTER UNITS</th>
<th>COURSE GRADE</th>
<th>COMPLETED TERM &amp; YEAR</th>
<th>IF NOT COMPLETED AT CSUH LIST OF INSTITUTION AND COURSE (DEPT AND NO.)</th>
</tr>
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<tbody>
<tr>
<td>*<em>A. Lower Division (<em>0-24 Units)</em></em></td>
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<tr>
<td>MLL 1101 (4)</td>
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<td>MLL 1102 (4)</td>
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<td>MLL 2101 (4)</td>
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<td>MLL 2102 (4)</td>
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<td>MLL 2103 (4) OR MLL 2110 (4)</td>
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<td><strong>B. Upper Division (20 units)</strong></td>
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<td>MLL 3101 (4)</td>
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<td>MLL 3102 (4) AND MLL 3111 (4)</td>
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**Notes:**

*Lower division requirements will be waived for student with prior knowledge of the language. See Advanced placement section.*
## MINOR CHECK SHEET

### FRENCH - 1996-98

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>QUARTER UNITS</th>
<th>COURSE GRADE</th>
<th>COMPLETED TERM &amp; YEAR</th>
<th>IF NOT COMPLETED AT CSUH LIST OF INSTITUTION AND COURSE (DEPT AND NO.)</th>
<th>SUBSTITUTION WAIVER (ACCEPTABLE ONLY IF SIGNED BY DEPARTMENTALLY DESIGNATED AUTHORITY)</th>
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<td>Any (2) two upper division French courses (8)</td>
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### Notes:

*Total Number of units Required for Minor: 20-44*  
(Grade point average for all courses must be 2.00 or higher.)

* At least 18 units must be outside the discipline of the student's major.

It is the student's responsibility to see that this form is completed and signed by the MINOR department and sent to Admissions and Records. Questions regarding the requirements should be referred to the student's MINOR departmental adviser. Students may not hand-carry this form.

Undergraduate Coordinator: 

Date: