



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

College	CLASS
Department	Modern Languages and Literatures
Program Unit	BA- French, BA-Spanish
Reporting for Academic Year	2013-2014
Department Chair	Amy June Rowley
Date Submitted	5/30/2014

1. SELF-STUDY

A. Five-year Review Planning Goals

The Department of Modern Languages and Literatures consist of 6 full time tenured faculty members and between 6-9 lecturers depending on the quarter. The Department offers B.A. Degrees in Spanish and French. Presently the number of actively enrolled students majoring in those two programs is 37. We are not a department with a large number of majors and a lot of our students do a double major. Nonetheless, we provide valuable multicultural learning and skills that represent a potential career edge. This department offers in-depth language, culture and literature courses that directly align with ILO's. Furthermore, as it becomes the President's mission to make CSUEB a Hispanic Serving Institution (HSI), the University needs to collaborate with the Spanish Program to provide courses and programs that meet needs of heritage speakers. CSUEB is currently an associate member of the Hispanic Association of Colleges and Universities which reflects an enrollment of at least 10% Hispanic Students. With 25% Hispanic student enrollment CSUEB would qualify for HSI status which can happen if priority is focused on supporting those students. Another goal for MLL based on 2008-2009 MOU is to have a clear articulation about how MLL will handle the mix of languages taught and to incorporate more heritage language instruction.

B. Five-year Review Planning Goals Progress

MLL continues to build the programs in which we can operate with support from GE. With the combined majors and minors we have 97 students that are pursuing a specialty in French, Spanish, Chinese Studies or American Sign Language. In order to improve the quality and support for heritage language speakers, members of the department are engaged with Project GANAS which supports this population of students. Project GANAS is a collaboration between Ethnic Studies, MLL, Biology and Retention Services which will help CSUEB reach the HSI designation. Heritage speaker specific coursework still need to be developed as part of this process. Prior dependency on student enrollment depended on other programs requiring language courses. Now this department gets a large enrollment based on the GE satisfaction.

Students taking any 3 language courses in a sequence will satisfy C1, C2, and C3 credit, while students taking any one language course will satisfy C3 credit only. The Department submitted paperwork for a Language and Culture track in the GE Cluster sequence for Freshmen only. The cluster was approved for 1st year languages in French, Spanish, Japanese, Chinese and ASL. The Department currently has 3 courses that satisfy GE C4 credit and that will continue to be expanded on as several proposals have been submitted to the curriculum committee for course modifications. Each of our faculty is tied with a major or a minor program. Additionally, the department offers 1st and 2nd year language coursework in Japanese which is fully staffed by lecturers. The Japanese program continues to have high retention numbers in terms of enrollment in languages across the year. Other languages that were staffed by lecturers are no longer offered.

C. Program Changes and Needs

Due to low enrollments in second year language courses across the curriculum, a closer look at retention numbers over 3 quarters need to be studied. Courses should be offered based on predictions using those data so SCU's are not lost to low-enrolled courses. There needs to be more support for upper-division Spanish courses to allow Faculty to teach courses for heritage speakers as well as allowing for more lecturers to teach lower division courses. These courses should be submitted for GE C4 credit when possible. A large course for MLL should be designed to take the burden off language courses that don't always have stellar enrollments. This proposed mega-section should be targeted towards fulfilling GE C1 credit since this is area of most demand for GE. Creative ways to boost enrollments in 2nd year courses should be investigated. Funding for this investigation (conference attendance at ACTFL or MLA will help understand more current foreign language education trends) should be supported. Asian Studies continues to grow and the demand for a full time faculty in Japanese still exists. ASL needs to be revamped since the requirements are archaic and the languages used within its course titles and syllabi are outdated. Classrooms are often not suitable for ASL courses and an ideal Deaf Space area should be primarily assigned for ASL courses. While French continues to be popular in the first year, students are looking for more creative ways to achieve a degree which stipulates that more abroad studies and interdisciplinary collaborations need to be explored in order for students to satisfy their degree requirements.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to:

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

B. Program Student Learning Outcome(s) Assessed

Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to express themselves in the written language with a fair amount of sophistication, integrate research information into written assignments, giving adequate credit to the sources of information used, demonstrate critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems.

C. Summary of Assessment Process

For French the assessment was done in MLL 1102 during Winter 2014. For 23 students enrolled the course focused on the expectations that students are able to carry a simple conversation in French, be able to manipulate several syntactical structures in writing and in conversations, know the difference between formal and informal oral and written speech, write short composition about themselves, their family, the immediate future, and the past, dates, the weather, what they like and dislike, and their activities and able to ask their classmates questions on the same topics. Through overall assessment using exams, quizzes, papers and oral presentation grades- %2% of students showed excellent proficiency, 8% showed above-average proficiency, and 30% showed average proficiency while 8% have failed.

For Spanish, students in MLL 3410 during the Spring were assigned to read current interdisciplinary newspaper and magazine articles enhancing critical thinking and new vocabulary. Topics consisted of Genetically Modified Foods; Megacities in Sao Paolo and Mexico City focusing on pollution health issues and infrastructure problems; Globalization, a world without borders, NAFTA, undocumented immigration issues; Global warming, renewable sources; Biotechnology, medicine for the 21st century and other issues. Students were assessed through discussions, oral debates in class, in personal journals, written compositions and final paper. At the end of the course, student oral proficiency in Spanish was tested through oral presentation and a final paper.

D. Summary of Assessment Results

The French assessment showed to the French coordinator that her methodology is very successful since the students who failed did so because they did not do any homework and had a poor attendance record. Since attendance is crucial in learning a language it showed that those students lacked the necessary skills due to their lack of commitment.

The result of the oral debates and oral presentations, written compositions, and final paper for Spanish demonstrated significant oral development and enhanced critical thinking. It also reflected an ongoing interest in the topics discussed. Students achieved the goals (18 students in the class). The course should be offered yearly and there should be a cap (15 to 20 students maximum to give opportunity for oral participation). Larger numbers make it difficult to allocate time for oral conversation and presentations (In Winter 2011, this course was taught with more than 25 students). The catalog should reflect more clearly the content of this course.

3. STATISTICAL DATA

The following data has been separated out to our two programs, BA-French and BA-Spanish whenever possible. *Many of our students are double majors which doesn't accurately reflect numbers when students are counted with another major first.* With this in mind, the data presented through the CAPR document don't always reflect the actual numerical information of the Department.

1. Number of Graduates: 6¹ for 2012-2013. Pioneer Data Warehouse: **11**

Degree Year	College	Department	Academic Career	Major Code	Major	Option Code	Option Description	Admit Type			
2012-2013	Total		<u>11</u>								
	Letters, Arts & Social Science	Total		<u>11</u>							
		Modern Langs & Lits		Total <u>11</u>							
		Undergraduate		Total		<u>11</u>					

2. Number of Majors: CAPR data shows in Fall 2013 MLL had 27 Majors.²

Pioneer Data Warehouse shows for French:

Term	College	Department	Academic Career	Academic Plan Code	Academic Plan	Option Code	Option Description				
Fall Quarter 2013	Total		<u>8</u>								
	Letters, Arts & Social Science	Total		<u>8</u>							
		Modern Langs & Lits		Total <u>8</u>							
		Postbaccalaureate		Total		<u>1</u>					
Undergraduate		Total		<u>7</u>							

For Spanish:

Term	College	Department	Academic Career	Academic Plan Code	Academic Plan	Option Code	Option Description		
Fall Quarter 2013	Total		<u>29</u>						
	Letters, Arts & Social Science	Total	<u>29</u>						
		Modern Langs & Lits	Total	<u>29</u>					
			Undergraduate	Total	<u>29</u>				

Which totals 37 majors for French and Spanish.

3. Ethnicity; Faculty Students by Gender
 - a. Majors: based on 5 students in French³ - **(3 students missing)**
 - i. 3 females and 2 males. 2 African American, 1 White and 2 multiple ethnicity.
 - b. Majors: based on 22 students in Spanish⁴ - **(7 students missing)**
 - i. 13 females and 9 males. 1 African American, 14 Hispanic, 3 White, 1 multiple ethnicity, 2 unknown and 1 non-resident alien.
 - c. Faculty: 4 women and 2 men. 2 White, 3 Hispanic and 1 Asian.
 - d. Support Staff: 1 African American.
4. Faculty Devoted to Programs, Fall 2013
 - a. Number of Faculty: 14
 - b. FTEF: 9.1⁵
5. Full Time Faculty by Rank: 6
Professor 2; Associate 4; Assistant 0; FERP 1
6. Part Time Faculty/Lecturers: 8⁶
7. Number of Course Sections Offered: Fall 2013- 36⁷, however 5 sections are Independent Study and 1 is a course by arrangement, so actually 30 sections were offered.
8. Total Enrollment: 201.9 FTES in 2013⁸

9. Average Section Size: 24.9⁹ based on 36 sections instead of 30.

10. Student Faculty Ratio: 22.1

Lower Division: 24.1

Upper Division: 15.7

11. Staff Faculty Ratio: .5/14

¹<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

²http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.Spanish.html

³http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.French.html

⁴http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.Spanish.html

⁵<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

⁶<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

⁷<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR CLASS template nolink.htm>

⁸<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

⁹<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>