



COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT

College	CLASS
Department	Modern Languages and Literatures
Program Unit	BA French and BA Spanish
Reporting for Academic Year	2014-2015
Department Chair	Monique Manopoulos
Date Submitted	6/1/2015

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

**The Department consists of 6 tenured faculty and 4 to 6 lectures depending on the quarter. It offers two majors, French and Spanish with 45 majors, and four minors: ASL, Chinese Language and Cultural Studies, French, and Spanish, and courses in Japanese. Even though we do not have a large number of majors and most of our majors are double majors, our Department offers a valuable multicultural learning experience, and an important critical thinking component both in our lower and upper division courses. Those courses are aligned with the University ILOs and provide invaluable skill learning in language, culture and literature thus giving our students a career edge. Also, since CSUEB is now a Hispanic Serving Institution, it is important for the university at large to fully support our Department's involvement in our student's education. French and Spanish promote diversity, and support students engagement by making them think critically about Francophone and Hispanic cultures around the world, and thus about their own in an open-minded way. They are taught respect and the value of collaboration. Since many important scientists who publish articles in French, and Spanish, students who are also interested in STEM disciplines acquire the skills to be able to read such articles in the original languages. Students who are successfully exposed to diverse worlds acquire tools that they will be able to use the rest of their lives as active world citizens.**

**B. Five-year Review Planning Goals Progress**

The curriculum is being changed to make courses more relevant to today's society, and the needs of the community. New courses are slowly replacing outdated traditional ones. All language courses are technology enhanced. All homework and extra activities are online with the possibility for students to record themselves, and for the professor to hear and correct them. All handouts are posted on blackboard. All upper-division assignments are done through blackboard and collaboration among students is done through Wikis. 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.

### **C. Program Changes and Needs**

Over the last two years we have collaborated with other departments and programs (English, History, Ethnic Studies, Philosophy, and Liberal Studies) to create a school of Global Humanities and Cultural Studies, and we need each department and program to be strong and not weakened in order to truly create a strong school that will have a positive impact on the region. To be truly innovative, each program within the school has to be strong. The School should be implemented Fall 2016. The new School will allow us to be innovative by collaborating for the creation of new courses and scholarly research. It will equally allow all the programs to do more affinity hires. Moreover, all the Chairs discussed the possibility of creating a Summer Institute for Bay Area High School students in order to create interest in the Humanities. Also, the French programs in the CSU system are working on creating a Consortium. This consortium will allow all programs to open all their courses to all CSU students. For now, our program in French is in talks with CSUs that are in the quarter system: Calpoly Pomona, Calpoly San Luis Obispo, CSU Bakersfield, CSU, CSU San Bernardino and CSU Los Angeles. Once, we are in a semester system the sharing of courses will expand to all CSU campuses.

The curriculum is being progressively changed in order to move towards Francophone Studies, (Culture, Civilization, Film, and Literature) with an emphasis on the fashioning of an identity in a post-colonial context, and issues of immigration. Already MLL3101, 3102, and 3130 have been changed and now focus on those questions. Last year, a new course was created “Post-Colonial rap/Hip-hop”, which examines the success of rap and hip-hop as outlets to express the social concerns of the various ethnicities of the Francophone world. It concentrates on socio-cultural and literary perspectives, and the question of identity within a (post) colonial context. They are the voices of a (post)-colonial world, which re-defines the distinction between French and Francophone. More courses in the same vein will be created while we are moving towards a semester system.

There is a growing Hispanic and Latino population in Hayward and nearby communities; which is creating a strong need to support the current Spanish program. There is also a significant need for courses that will train our students to work with the Hispanic/Latino Spanish-speaking communities in the East Bay area. MLL created a certificate in Spanish for the professions, that was transferred from CLASS to Continued Education but as of next year, we will start offering courses that will count towards this Certificate, and we are planning on having the Certificate moved out of Continued Education since there is a demand for courses of this nature in CLASS.

Our courses have always been interdisciplinary in nature. Currently we are modifying the content by moving toward cultural studies: re-vision of history, memory studies, film and globalization, social justice, diversity, immigration and human rights issues. Spanish faculty are part of the G.E. Diversity cluster. We are also creating hybrid and online courses for Spanish for the Health Professions and courses that give our students opportunities to work with the Spanish speaking populations of the East Bay community.

Accomplishing strategic commitments and institutional learning outcomes at local and regional levels, the Spanish program is addressing the new demographic scenarios with additional resources. Recently, the university created the GANAS program to support first generation college students where many are Latinos and most are Spanish heritage speakers. The impact in demographic changes has now led CSUEB to be designated as a Hispanic Serving Institution.

This is a great opportunity to develop our Spanish curriculum with courses and resources related to Spanish heritage speakers, Spanish for professions, and community engagement to connect new Spanish graduates with careers relevant to the future of our university and California.

We would like to be able to:

- Create an elective course entitled Spanish for Professions (Health and Education) for Spanish majors and minors. This course could be part of the major as an elective option equivalent to any course of linguistics or literature and possibly a new certificate in Spanish for Professions in the future.

- Open a new elective course for service learning for Spanish majors/minors in order to connect students with local community partners (e.g., health centers, K-12 schools, etc.). This course will allow students gain a pre-professional experience with the local Latino community.

- Making adjustments to the Spanish major/minor curriculum according to new demands

- Gradually offer more Spanish classes each term at all levels and areas covering the higher demand.

On Spanish faculty, Iliana Holbrook is retiring, and will start FERPing next fall, which means that we will need to hire a new tenure-track faculty in the very near future in order to replace Iliana's invaluable contribution to our Department.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

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

### **B. Program Student Learning Outcome(s) Assessed**

Spanish- Students of Spanish will be 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.

French- Students of French 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.

### **C. Summary of Assessment Process**

Spanish- Students enrolled in MLL 3403, Advanced Spanish Composition and Syntax, III produced a series of compositions in argumentative writing: argumentative essay, refutation essay, film review, literary review, and academic essay. Sixteen students wrote a first version practicing correction, revision and edition of both syntax and argumentative content. The use of a correction/revision/edition handout allowed students to produce a final version. This course consisted of students who are primarily Majors and Minors in Spanish.

French- Students enrolled in MLL 2103, Intermediate French III, had to write a one page single-spaced composition in French. Topic: "The experience of sharing a house with roommates". Students were given several elements that they had to use, and which included syntax and vocabulary that they should be able to master at the end of Intermediate French: all moods and tenses learned so far, including present and past subjunctive, and conditional present and past; as for the vocabulary it focused more on what was covered during the Intermediate level sequence.

### **D. Summary of Assessment Results**

Spanish- Grades were given using a special rubric developed for argumentative writing. At their different levels, all students improved significantly its argumentative writing skills: 40% scored above 90 percentile, 35% scored above 85 percentile, and 25% scored above 75 percentile. As a result of the assessment, the plan is to emphasize more on developing argumentative skills that will result in increasing the critical writing skills of students.

French- Since the class consisted of 7 students who are majors or minors, the results were pretty good. 2 students had excellent results, scoring at the 98 percentile, 3 students had very good results, scoring at the 93 percentile, and 2 had good results, scoring at the 85 percentile. However the results showed that students did better with the subjunctive than the conditional. Thus the plan is to spend more time on the conditional than previously.

### **3. STATISTICAL DATA (about 1 page)**

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

The following links might be helpful:

a) Student demographics of majors

<http://www.csueastbay.edu/ira/factbook/capr%20enrollment%20by%20pgm%20major.html>

b) Degrees Conferred by the program

<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/Degrees%20Awarded%202011-12.html>

c) SFR's by discipline

<http://www.csueastbay.edu/ira/tables/sfr/APR%20sfr%20by%20Subject.html>

d) Course History data

[http://www.csueastbay.edu/ira/factbook/APR%20course\\_History.html](http://www.csueastbay.edu/ira/factbook/APR%20course_History.html)

Additional data can be obtained through this link:

<http://www.csueastbay.edu/ira/factbook/Academic%20Program%20Review%20Summary%20Data.html/>

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