

CALIFORNIA STATE UNIVERSITY, EAST BAY

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TO: The Academic Senate

FROM: The Committee on Academic Planning and Review (CAPR)

SUBJECT: Five-Year Program Review for French and Spanish

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of French and Spanish and Approval of the Continuation of the Program with Suggested Modifications

Executive Summary

The Department of Modern Languages and Literatures (MLL) consists of 4 full time tenured faculty members, 2 full time tenure track faculty members, 4 FERP Faculty and 11 lecturers (5 with contracts). The Department is listed as offering B.A. degrees in French and Spanish. However, due to a lack of resources, the French major was put on hold in 2004. No new majors have been added to the program since 2004 and currently there are two part-time lecturers teaching French. The active major, Spanish, had a total of 46 majors and 5 graduate students as of Fall 2007. MLL offers a number of minors including German, Italian French, and American Sign Language. In the last five years it has also offered elementary and intermediate courses in Filipino, Japanese, Mandarin Chinese, Persian and Vietnamese.

The 2002 elimination of a language requirement in many CLASS departments as well as in the College of Teacher Education has led to a steady decline in FTES. The numbers dropped from 252.3 in Fall 2002 to 216.5 in Fall 2005 with a slight rise to 219.47 in Fall 2006. These numbers, without the addition of the Humanities Program courses taught by MLL faculty, still place the department in the top 5 of all CLASS departments, and reflect a need for additional full-time faculty as recommended by the outside reviewer and CAPR in 2006.

The Department's central goal is to provide CSUEB students with a languages curriculum that focuses primarily on diversity. Their mission statement goal is to "provide an academically-rich, multicultural learning experience" for students via the "integration of diversity within the curriculum." The Department's Self-Study emphasizes that MLL's "allocations and resources are not directed toward the Major(s) but rather toward all languages offered in the curriculum."

During the past five years The Modern Languages and Literatures Department has implemented revisions to its curriculum to address the recommendations suggested by the previous Five Year Review. They include the addition of 2 survey courses in Spanish

literature, requiring Cultural and Civilization courses for majors, and developing a World Languages and International Travel Certificate to enable participants to become more fluent in a language by spending time abroad. The number of majors in the Department has increased in five years while the number of full-time faculty has decreased.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the programs in French and Spanish with modifications that are as much addressed to CLASS as to the department. A review of the “strategic improvements” of the five year plan for these programs is required with involvement at the dean level of CLASS. The strategy developed in the 5-Year Plan should clearly address the issues raised in the programs’ Self Study. Also required is a plan and rationale for the offering of multiple languages – how many will be supported and why. CAPR anticipates that these components will be addressed in the annual review of 2008-2009. The next review period will be 2012-2013.

CAPR Report

1. BACKGROUND

1.1 Overview description of program

The Department of Modern Languages and Literatures consists of 6 full time tenured/tenure track faculty: 4 in Spanish, 1 in Chinese and 1 in ASL. In addition, there are 4 FERP faculty: 1 in Spanish, 1 in French, 1 in Italian and 1 in German. There are also 11 part time instructors teaching courses in Spanish, Filipino, Japanese, ASL, French, Persian and German. The Department offers a major in Spanish. The French major was put on hold in 2004, but has very recently been reinstated. The most recent total for majors is 46, all of whom are in the Spanish program. This figure represents an increase of 10 majors since the last review and includes 5 graduate students. There are 81 minors in MLL. In Fall 2006 the Department generated 219.47 FTES. The number is 224.54 if the Humanities Program (taught entirely by a MLL faculty member) is included. Highlights of the program follow.

- The department offers B.A. degrees in French and Spanish. Spanish, however, is the only viable major; the French major had been understaffed for a number of years and was placed on hold in 2004. Currently the French program is being serviced by just two part-time individuals: a .4 FERPer and a visiting scholar who teaches one course per quarter. No new majors have been accepted to the French program since it was placed on hold.
- The department offers minors in American Sign Language, French, German, Italian and Spanish. Over the past 5 years MLL has also offered courses in Filipino, Japanese, Mandarin Chinese, Persian and Vietnamese. MLL provides elementary and intermediate courses as part of the one year Language Culture and Literature Cluster G.E. program.
- Budget cuts and decreasing faculty numbers have also had a deleterious effect on MLL, increasing the SFR and decreasing the number of course offerings by about 50%. The elimination of foreign language requirements by most of the departments in CLASS in 2002 and also the elimination of the requirement by the College of Teacher Education has also adversely affected the department's overall numbers.
- Although the Department has strengthened its major by creating new Spanish courses, the funds and resources allocated to MLL are directed towards supporting the array of languages offered by the Department. In the self assessment section of its annual report the Department states: "we cannot be a program of majors since we are a department with offerings in eight languages, but have only one major."

1.2 Overview of the documents submitted to CAPR

The report to CAPR included:

- A Self – Study
- A plan for the program for 2007 – 2011
- Report of the Outside Reviewer
- Program response to the outside Reviewer’s Report
- Student Learning Outcomes

2. FIVE-YEAR PROGRAM REVIEW/SELF-STUDY

2.1 Summary of Specific areas of the Self-Study

Program achievements

- Created two new survey courses for the Literature of Spain: MLL4457 and MLL 4458.
- Implemented a requirement for Cultural and Civilization courses for both Spain and Spanish America for majors.
- Created and modified courses incorporating interdisciplinary issues and linking them to the community. Courses include: Advanced Spanish Conversation for Majors (MLL3410) and Latin American Migration Culture and Identity (MLL4495). MLL also established a Certificate in Spanish for the Professions which will focus on Spanish language competency for students interested in the fields of business, law enforcement, health care, social work, and teaching.
- MLL has developed a World Languages and International Travel Certificate to give students the opportunity to live abroad for a period of time in order to gain first hand experience of native speakers and thereby to increase their own fluency in a particular language. The department offered a summer program in Mexico in July, 2007 to promote the new certificate.
- The department finished work on the Single Subject Matter Preparation Program for Spanish and hopes to expand it to other languages.
- Tenure track faculty members have received several Faculty Development Grants. Dr. Meiling Wu was awarded the Wang Fellowship during the 2003-2004 academic year.
- MLL encourages students to participate in scholarship awards and essay competitions. Four students won Peter Boesch Awards during the 2005-2006 academic year.

Curriculum and Student Learning

- The department has developed a series of goals, learning outcomes, performance indicators and assessment instruments for students in the program.
- MLL uses formative methods to measure its effectiveness and assess competence in all areas of the program. Formative assessment in the classroom includes quizzes, oral presentations, research projects, oral/written examinations for all levels of all classes. The summative method of assessment is being developed. It will include an Exit Exam and a Portfolio of sample works for capstone courses in the Spanish major.

- The program goals are to enable student to attain proficiency in the five basic language skills: listening, comprehension, reading, writing and communication while gaining and understanding of the culture and literature associated with the languages.
- MLL has a set of ten learning outcomes for the students completing undergraduate language studies. Students should be able to listen to, read, write and speak the language; be able to use reference resources, understanding the language's structure; appreciate the culture, becoming aware of the diversity of speakers of the language; develop critical thinking skills in the language; and "finances permitting" have spent time outside the U.S. among native speakers of the language.
- The current offerings of the Department of Modern Languages and Literatures for the Spanish major are consistent with offerings at other CSU and UC institutions. MLL, however, would like to be able to offer more upper division courses to better serve its majors.

Students, Advising, and Retention

- The department has averaged 230 FTES during the last five years.
- From Fall 2003 to Fall 2007 the number of majors rose from 27 to 36, a 33% increase. Currently the number of majors is 46. Major totals include graduate students.
- The department awarded a total of 6 degrees in 2002-03 and 11 in 2006-07, an 83% increase.
- The department SFR is approx. 25. For TT faculty the SFR is 21 and for lecturers it is 28. For upper division courses the average is 20 and for lower division courses it is 25.
- The department is working on improving the advising plan in Spanish. Currently all professors of Spanish are advisors in the program. The majors are divided alphabetically and advisors will meet with majors quarterly to supervise their progress.

Faculty

- MLL has three full time faculty members for its Spanish major. The French major which has been on hold since 2004 has no full time faculty at present. A tenure track search is underway for a person to teach French and Vietnamese. Chinese which is pending approval as a minor has one full time faculty member. The ASL minor has one full time faculty member hired in Fall 2007. There are a total of 11 instructors in MLL. 5 have contracts. There are four FERPing faculty members whose retirements within the next two years will have a significant impact on MLL.

Requirements

- The Spanish major consists of 44-72 units. The baccalaureate degree requires a total of 180 units. These are the B.S. requirements.

2.2 Summary of supporting data

<i>A. Students*</i>	Fall Quarter						2007
	2001	2002	2003	2004	2005	2006	
1. Undergraduate	32	31	32	24	25	39	30
2. Graduate	2	4	6	4	3	4	5
3. Total Number of Majors	34	35	38	28	28	43	36
4. FTES Generated	252.6	267.5	254.4	224.2	226.4	224.54	Not supplied

<i>B. Degrees Awarded</i>	College Years						
	02-03	03-04	04-05	05-06	06-07		
1. Undergraduate	6	10	5	5	11		
2. Graduate	-	-	-	-	-		
3. Total	6	10	5	5	11		

<i>C. Faculty</i>	Fall Quarter					
	2001	2002	2003	2004	2005	2006
Tenured/Track Headcount						
1. Full-Time	8	8	6	5	4	4
2. Part-Time	2	2	4	4	6	4
3. Total Tenure Track	10	10	10	9	10	8
Lecturer Headcount						
4. Full-Time	1	1	1	0	0	0
5. Part-Time	8	9	6	7	6	9
6. Total Non-Tenure Track	9	10	7	7	6	9
7. Grand Total All Faculty	19	20	17	16	16	17
Instructional FTE Faculty						
8. Tenured/Tenure Track	6.8	6.4	5.8	5.1	6.1	4.3
9. Lecturer	6.5	7.0	6.1	4.8	4.8	4.8
10. Total Instructional FTEF	13.3	13.4	11.9	9.9	10.9	9.1
Lecturer Teaching						
11. % Lecturer/Total Instructional FT	49.9	52.2	51.3	48.5	44.0	52.5
12. FTES Taught by Lecturer	123.7	136.7	138.0	130.1	113.6	133.9
13. % FTES Lecturer/FTES Generated	49.0	51.1	54.2	54.2	50.2	59.6

<i>D. Student Faculty Ratios</i>	Fall Quarter					
	2001	2002	2003	2004	2005	2006
1. Tenured/Track	19.0	20.4	20.1	21.6	18.5	20.9
2. Lecturer	19.0	19.5	22.6	27.1	23.7	27.9
3. SFR By Level (All Faculty)	19.0	20.0	21.4	24.3	20.8	24.6
4. Lower Division	19.3	20.4	22.3	25.2	21.2	25.1
5. Upper Division	13.1	14.8	13.8	16.4	15.2	19.7
6. Graduate	*	*	*	*	*	*
7. Number of Sections Offered	61	73	65	41	36	34
8. Average Section Size	20	13	14	20	23	24

*Totals reflect MLL and Humanities except for 2007 which is MLL only.

3. OUTSIDE REVIEWERS REPORT & THE DEPARTMENTS RESPONSE

3.1 Outside Reviewer's Report

Dr. Jeffery Reeder, Chair, Department of Modern Languages and Literatures at Sonoma State University, visited the university on February 26-27, 2008. Dr. Reeder praised the department stating, "The department's programs have relevant and engaging curricula and a small but accomplished, dedicated and well-prepared faculty [which] provides a positive learning environment for its students and contributes significantly to the scholarly and cultural environment at CSUEB and in the surrounding community." He continues, "The wide range of accomplishments and activities within the department is demonstrative of vibrant scholarly community and indicates highly motivated and talented faculty." He also concludes, however, that "the current composition of the faculty does not meet the minimum level necessary to accomplish the mission and goals of the department. They are urgently in need of reinforcements to shore up the department's basic functions and aid in expansion to additional needed areas." Following are several important conclusions he made regarding the department.

Curriculum/Spanish

- The 6 goals generally match the ten learning outcomes, but not all of them can be measured by the 13 performance indicators and 8 assessment instruments, nor do all of the performance/assessment indicators align with the goals and learning outcomes. For instance one goal is "to prepare student with the knowledge/cultural understanding necessary for future pursuits...." Dr. Reeder suggests that meeting such a goal would require study of student career interests and alumni employment records. Overall, he suggests that the goals/outcomes/assessments of MLL could be greatly improved by integrating 1996 American Council on the Teaching of Foreign Language (ACTFL) standards.
- The program's curriculum, like that at several U.S. institutions, heavily emphasizes literature and written language. For example, the upper division sequence requires 12 units of composition/syntax, 28 units of studying literature, 12 units of upper division literature with the remaining 8 units comprised of one conversation course and a linguistics or phonetics course. While not criticizing this focus, the reviewer sees an "apparent divergence between MLL's emphasis on literature courses... and the program's broad, generalist goals and learning outcomes." He recommends that MLL faculty discuss the viability of current curriculum requirements. Faculty should survey graduates to determine how they use their training and also compare the major requirements to the programs at other medium sized campuses to determine whether the department wishes to continue consciously along these lines.
- The reviewer recommends that faculty encourages students in lower division courses to continue on to upper division courses as majors. Currently most majors come in as either heritage speakers or students who have a significant amount of prior study.
- Because of the in depth focus on literature, the reviewer recommends that students be required to take the introductory course on literary analysis (MLL3400) early in their program of study.

- An important component of any program is the inclusion of extracurricular activities for students. The reviewer notes that the existence of even one student organization related to the program could be “tremendously invigorating” to the program.

Students/Spanish

- In his discussions with students, the reviewer found that students were generally satisfied with the program and courses. The one area they found to be problematic was advising in the department. Some students reported having never met with an advisor or even knowing how to arrange such a meeting. Others reported receiving conflicting information from different faculty members. Some students did report having advising experiences that were good.
- Some students expressed frustration at the limited availability/selection of courses. The reviewer, however, found that the program, given its size, had done an excellent job in making classes accessible.

Other Languages

- The reviewer stated that the French B.A. program was in “urgent” need of a tenure track faculty member to revive the major. He did not think that the current search for a person specializing in both French and Vietnamese was in the best interest of the program and suggested that the department narrow its focus to find simply a French specialist.
- The reviewer stated that the study of Mandarin Chinese is on the increase at American universities and strongly suggested that the program be allowed to grow by adding more Lower Division courses and additional permanent faculty. Currently MLL is awaiting approval of the minor.
- The establishment of a minor in Japanese would also benefit the department according to the reviewer.
- Overall it was the reviewer’s opinion that the diversity of languages offered at CSUEB should be maintained and expanded, especially when there is student interest or when geographical/societal/cultural diversity is reflected in the community.

Faculty

- Between the period of Fall 2002 and Fall 2006 the number of CLASS faculty members increased from 114 to 122. During this same period, MLL went from 8 full time employees down to 4. The number of course sections in MLL declined by 44% between Fall 2001 and Fall 2006 in spite of the fact that the number of sections in CLASS overall remained stable and in spite of national increases in language studies. Also, in CLASS the number of FTES taught by lecturers declined by 14.8% from 2001-2006 while that number rose by 2.7% in MLL. This data, the reviewer concludes, indicates “unequivocally” that MLL is “severely understaffed” in terms of full time tenure/tenure track faculty. He suggests that the problem may lay in the fact that CSUEB places much more emphasis on the number of majors departments have as opposed to student headcounts, FTES, number of course sections offered, and national trends.

- The reviewer recommends the following additions to MLL faculty:
 - Spanish—2 new tenure track positions
 - French—1 full time tenure track position for a French specialist
 - Mandarin Chinese—1 additional tenure track position
 - Japanese—1 tenure track position

Resources

- MLL is allocated \$3,000 for operating expenses. This amounts to \$1.25 for each student in a course or 3.7 cents per student for each hour that he/she is in a MLL class. According to the reviewer, either the students are not getting what they need or the faculty is subsidizing the program out-of-pocket. He concludes that the latter is the case and recommends that the allocation be doubled or even quadrupled to enable the department to operate efficiently.
- The reviewer highly recommends that funds be allocated so that MLL can send at least one, preferably two, representatives to the biennial meetings of the Foreign Language Council (FLC).

Strategic Improvement

- The reviewer recommends that the department engage with the relevant constituencies, university administration, alumni, etc. to determine if a requirement for foreign language study would enhance the value of the CSUEB experience.

3.2 Response to the outside reviewer's Report

Curriculum

- The department has undertaken a review of its goals and assessment measures. They are considering integrating the standards of the 1996 American Council on the Teaching of Foreign Language (ACTFL) into their own provisions as recommended by Dr. Reeder, the outside reviewer.
- Regarding the reviewer's critique of the primary focus on literature, MLL has been revising its course content for the past 2 years to put greater emphasis on cultural interdisciplinary work and current issues related to the communities. The faculty agrees that an alumni survey on the application of their majors to their careers would be helpful and is engaged in discussions to do such a survey.
- MLL resources do not permit offering the introductory literary analysis course (ML3400) every quarter, however, the program does intend to offer it every fall.
- MLL agrees with Dr. Reeder's comments regarding extracurricular activities for students within the program. They are scheduling meetings between students and faculty in hopes of reviving groups such as the Spanish and French Clubs.

Students

- The department is taking measures to improve student advising. Junior and senior faculty are meeting periodically to make sure that they are not giving inconsistent information to students. Additionally, majors and minors are being divided among tenure track/tenured faculty to give students more individualized attention and better meet their needs.

Other Languages

- CLASS recently approved the reinstatement of the French major which had been on hold since 2004. The French/Vietnamese search was unsuccessful. Modern Languages has revised the position description and is currently engaged in the search for a tenure track position for a French specialist.
- MLL agrees with Dr. Reeder's comments regarding the expansion of the offerings and faculty in Chinese, Japanese and Persian. His statements are consistent with the department's Five Year Review which pointed out the need for an additional person in Chinese and Japanese.

Resources

The department wholeheartedly agrees with Dr. Reeder's assessment that the allocation of \$3,000 for MLL operating expenses is "shockingly low" for a CSU campus, even in a time of budgetary "duress." Faculty has been using their own funds to secure necessary resources for copying and office supplies.

Strategic Improvements

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 where such requirements have been eliminated. The viability of MLL may well depend on reinstatement of such requirements.

4. PROGRAM'S FIVE-YEAR STRATEGIC PLAN (2008 – 2012)

Curriculum

- Resubmit upper division courses for G.E. approval in order to increase enrollment in courses for all languages.
- Collaborate 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.
- Implement capstone course(s) for the major.
- Create hybrid online language courses (taught partly on campus/partly online).
- Explore potential for upper division Spanish courses leading towards a major at the Concord campus.
- After approval of courses in Spanish for Heritage Speakers, engage in a vigorous outreach effort in the nearby community and schools to find speakers lacking formal training in reading and writing.
- Develop a Certificate for Spanish translation. The program would train students to become Spanish/English translators.

Faculty

- MLL needs a tenure track position in Spanish Linguistics/Applied Linguistics and Pedagogy. (2009) Lecturers are currently teaching linguistics courses.
- Prof. Galan a specialist in the literature of Spain will retire in 2 years. MLL will need a tenure track person to replace him.

- MLL will need to hire an additional tenure track person for Chinese to help with the development and growth of the Chinese program.
- If the Japanese program continues to grow, MLL will need a tenure track position to stabilize the program currently taught by 3 lecturers.

Staff Support/Department Budget

- MLL would like to have a room close to the main office where students can take exams or wait for professors.

Language Lab

- Modern Languages would benefit by recovering a space for its language lab.

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

The program is severely understaffed, as based on the external reviewer's recommendation for 5 new tenure-track positions; however, there are strategic issues that need addressing at the same time. MLL wishes CLASS to revise requirements in Liberal Studies and to support a small foreign language requirement for future teachers of California. While MLL may be the only area in the Humanities where such requirements have been eliminated, there are some conflicting issues to making that viable. First, when Liberal Studies was reviewed in 2006-2007, one challenge was the large number of credit hours required. Adding back a language requirement would increase that number again or require that something else be dropped. As for future teachers of California, there is only a language requirement for those who intend to teach in languages. It is unlikely, therefore, that this requirement will be practical. If the viability of MLL depends on the reinstatement of such requirements, the program will be in trouble.

Another concern is the issue of a "small" language requirement. If this is a matter of learning about the culture, as is part of the MLL approach, that's one thing. If this is a matter of learning a language, then a "small" requirement will not be particularly effective.

There is a continuing question as to what languages can be supported through MLL. While students request a variety of languages, the department is not staffed to support all the languages they would like to offer.

What does CLASS wish to do about MLL? The programs have struggled for some years. In 1997-1998, CAPR recommended continuation with the recognition that some minor programs might need to be eliminated due to faculty retirements. In the last five year review, CAPR recommended the revitalization of the French and Spanish BA programs and, contingent on new hires, implementation of the recommendations of the external reviewer. CAPR also began an annual monitoring program, which ceased in 2007, based on the work of MLL; however, in this review, it has become clear that the situation for MLL is still not secure and that their five year plan "strategic improvements" may not be viable.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the programs in French and Spanish with modifications that are as much addressed to CLASS as to the department. A review of the “strategic improvements” of the five year plan for these programs is required with involvement at the dean level of CLASS. The strategy developed in the 5-Year Plan should clearly address the issues raised in the programs’ Self Study. Also required is a plan and rationale for the offering of multiple languages – how many will be supported and why. CAPR anticipates that these components will be addressed in the annual review of 2008-2009.

7. DATE OF THE PROGRAM’S NEXT ACADEMIC REVIEW

The date of the next Five Year Review of the program is 2012-2013.