

Program in Spanish, Sonoma State University
2020 Self-Study Document, November 2020

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Program Introduction and History

The culture and literary traditions of Spain and Latin America, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the increasing importance of heritage language learners in Spanish programs, combined with our commitment to serve as a Hispanic Serving Institution the increasingly large and diverse Spanish-speaking communities in California and in Sonoma State's service area all contribute to shape the curriculum of the Spanish program and provide compelling reasons for the study of Spanish. The Spanish program, despite severe cuts to the budget and the faculty that were never recouped after 2008, continues to offer a variety of courses in language, literature, linguistics and culture, as well as professionally-oriented courses (Spanish language teaching and translation) and the Senior Capstone Seminar in Literature or Linguistics (SPAN 490/491). Our program has grown considerably in recent years to a yearly average of 154 majors and 123 minors during this review period (2014-2019). In addition, the M.A program has grown strong since its inception in 2008. We will be showing evidence of this in the M.A. Program review, a separate external review from the B.A.

In the last few years we have expanded and deepened our Program's commitment to providing equity and quality in the education of our Latinx students and families through our teaching and service. The Hispanic/Latinx individuals, families and communities in our service area and throughout California have struggled each day to overcome the effects of colonization and prejudice and the community's journey toward rights and self-determination is ever more important today. It is vital for us as a program and as a university to educate the future workforce of California to be culturally competent and understand the importance of equality for Hispanic/Latinx people, who make up nearly one-fifth of the U.S. population (39% in California). Since the last Self-Study in 2014, the Spanish program has made significant curricular and instructional changes. We have re-designed existing courses and developed new courses to more intentionally serve our Latinx heritage learners. For example, we developed the first Advanced Spanish for Heritage Learners course (SPAN 300H) at Sonoma State in 2015 in an effort to give academic and institutional recognition and value to our Latinx bilingual learners who bring their significant Spanish language abilities and experiences to our program and our university. We have intentionally re-focused traditional courses in Spanish linguistics (SPAN 304, SPAN 400; SPAN 490) to engage our students in culturally and socially

relevant curriculum around issues such as bilingualism, racialization, immigration/mobility and social in/justice both in and beyond California. We have also retooled our professionally-oriented courses to support the future success and engagement of our students in their communities after graduation. Our Spanish translation course (SPAN 410) has an important service-learning component. We work closely with the School of Education to create pathways for our students to become teachers (see PUERTA below), particularly for our Latinx students whose representation and linguistic-cultural expertise will be crucial addressing the institutionalized inequities and racism that exists in schools. We redesigned our traditional Spanish Teaching Methodology course (SPAN 427) to engage our students as bilingual (and overwhelmingly Latinx) Spanish speakers in connecting their diverse experiences in education to a comprehensive understanding of Spanish language education in California that goes well beyond the traditional Spanish as “foreign language” paradigm, to include Spanish for Heritage Learners, Spanish for Specific Purposes, Service Learning and Bilingual Education. SPAN 427, SPAN 300H and SPAN 304 are central courses in our California state approved Bilingual Authorization (BILA) waiver program that allows undergraduate and credential students to earn the valuable BILA to add to their professional preparation to work with Spanish speaking students and their families in our schools and communities. Since 2017--well before COVID-19—our Program has taken on a leadership role at Sonoma State in developing hybrid and online course offerings to better serve our students’ needs, especially for our increasing number of First Generation and place-bound students who often have full-time jobs, family obligations and daily responsibilities that keep them from enrolling in traditional courses. In addition, we have served on committees that directly impact the lives of our students on campus such as Alianza for Equity, the Annual Latino Family Summit, Latinx Heritage Month, the CSU Student Success Analytics Certificate Program. We have attended important conferences such as HACU (Hispanic Association of Colleges and Universities) and ACTFL in order to learn about implementing best practices for our students and to facilitate retention and timely graduation. Our faculty have served on campus-wide and school-wide HSI steering committees to discuss grant work, the recruitment and retention of Latinx faculty and students, campus climate and the Latinx center.

In 2019 we were granted the Online Proven Course Redesign Grant funded by the CSU and the Provost’s Office in order to develop online courses for the minor and major. The Spanish program has suffered from bottlenecks, lack of course offerings and a general inability to offer the courses needed to serve our students. One of the ways we’ve approached this problem is by diversifying our course

offerings in the only other way available to us—through online and hybrid course offerings. It became apparent in 2014-15, after sustained cuts to the program since 2008, that if we wanted to add any courses to our curriculum, the only way to do this would be via a new modality (hybrid/online) with support from the Provost's office. We learned, with caution and over time, how to develop high quality hybrid courses first, then we developed one online course at a time and since 2019 we have fully taken on the challenge. In the last year we have developed most of the remaining courses in the major to be offered as an online option and we are currently in the process of completing the course designs that would allow for a parallel online major in Spanish. As a common practice from this year forward, our students will be able to choose from in-person, hybrid and online course offerings each semester.

As a Hispanic Serving Institution (HSI), it is important to consider that the Spanish program directly impacts the largest number of Latinx students at SSU, and the overwhelming majority of our students are heritage learners of Spanish. In addition, at least 73% of our current students are underrepresented minority students and 75% are First Generation college students. Our current student composition in the Spanish Program represents a significant shift over the last ten years, and we expect this trend to continue in the future, as we will serve more Spanish-bilingual, Latinx and First Generation college students. We have found that among our students "Familismo" or family obligations and values create educational challenges for many of our students and it is our duty to help them succeed. It is one thing to understand this in abstract terms in graduation rates, it is another to see the daily impact of how life/work obligations affect our students. For example, our students often tell us that they cannot take a course because they have to pick up a younger sibling from school every day or because they work full-time. We believe strongly that hybrid and online options will be a benefit for these place-bound students, as they require the flexibility it offers. As a side-note, having been trained in developing online courses and already begun the process of developing these courses, the program was well-positioned to provide quality online education to our majors and minors this year during the COVID-19 pandemic.

Background Information

In the 1963-64 Sonoma State College catalog (the earliest catalog in the departmental archives), the Spanish major is one of the original 13 degree-awarding majors, already in place only three years after the university was founded. The department maintains among its records copies of previous program reviews. These reviews were conducted in 1982, 1988, and 1994, with an interim review in 2000, 2006 and the most recent full review occurring in 2014. The 1988 Program Review document provides a historical sketch of the Spanish program at SSU:

The Spanish program began at Sonoma State University as a liberal arts major of Spanish language and Hispanic Literatures with one faculty member in the early 60's. At that time the program focused on both Iberian and American Spanish Literatures. Since its inception the program showed slow but steady growth. As the program grew and faculty were added, the major focus was broadened to incorporate historical linguistics (history of the language) and the Spanish Credential Program.

A master's program was introduced in 1970; however, soon after its approval foreign language study underwent a sharp nation-wide decline in enrollments both at the high school and university levels. The result of this general lack of interest in foreign language study produced a marked decrease in majors seeking high school teaching positions. Although there was a general decline in foreign language learning interest, the Spanish language courses managed to hold their own. There was, however, a large decrease in numbers in the literature courses both in the undergraduate and graduate levels. This low enrollment in the Master's program could not support its continuance and, therefore, it was placed in moratorium. To date the program has not yet been revived.

Because of the reduced numbers of majors in the 70's a creative attempt was made to increase their numbers. First, the literature track was expanded to include culture and folklore. Second, two additional major tracks were developed and added. These tracks were: Spanish Linguistics and International Affairs. Unfortunately these new tracks never attracted appreciable numbers of students. A major complaint of students has been that these two major tracks were taught predominantly in English and with courses located outside of the Department.

At the height of enrollment in Spanish an FTE of 90 was reached. There was an allocation of 4.5 full-time tenured faculty positions.

By comparison, during the period of this Self-Study, the number of majors ranged from 97 to 170 and the number of minors ranged from 83 to 120 with an FTES ranging from 78 (AY 2014-15) to 107 (AY 2019-20).

Activities and Opportunities

Today, Spanish program students are provided with many activities for enrichment and leadership opportunities, including:

- The Tau Kappa-Sonoma Chapter of Sigma Delta Pi: Sonoma State University's local chapter of the national honor society for Spanish students that holds regular meetings, academic and cultural events, and social functions. These events serve to expose participants to a wide range of cultural contexts since the events themselves range from the highly formal (e.g. initiation ceremony conducted in Spanish with prescribed routines) to the informal (e.g. scheduled social gatherings).
- The Spanish Club: A university-recognized student organization that meets throughout the academic year for informal social interaction in Spanish, participation in relevant community events, and the conduct of official club-related business.
- Spanish Program students are involved in volunteer work directly related to the local Latinx/Hispanic community and in other on- and off-campus Latinx/Hispanic organizations and associations. Volunteer work and community activity may take the form of student-arranged assignments or they may be Spanish Program sponsored and arranged placements for which academic credit may be earned, such as with Spanish 395 [Community Involvement Program] or Spanish 499 [Internship]. The community involvement and internship programs are areas in which we would like to see significant growth, but with the lack of faculty it is difficult to expand this aspect of our program. Our Service Learning in SPAN 201 centers on mentoring local kids from a

bilingual immersion school, Flowery Elementary. This includes a letter writing and exchange program with students in Spanish and culminates with the elementary school class visiting SSU's campus for a day to meet their mentors/pen pals. SPAN 301: Advanced Composition and Conversation, has included a Service Learning component as well. Working with the Center for Community Engagement on campus, students were placed as volunteers at local businesses and organizations to do work on an ad-hoc basis throughout the semester. After each encounter students wrote compositions regarding specific topics and detailing their experiences. Finally, SPAN 410, Spanish Translation, is a biyearly Service Learning course that performs pro bono translation services for community non-profits and local government agencies.

- Students in the Spanish Program are highly encouraged to explore opportunities for study abroad in Spanish-speaking countries, especially through the CSU International Programs (IP). Study abroad returnees visit group advising sessions to talk about their experiences with new and current Spanish majors. Study abroad students' transition between the study abroad experience and their studies at Sonoma State University is facilitated as much as possible through careful advising by the program faculty, resulting in the highest per capita study abroad participation rates, and the second highest rate overall, among CSU campuses.
- Latinx Heritage Month: The university in conjunction with the HUB Cultural Center and the Spanish program, hosts guest speakers, comedians, poetry slams and cultural events for students every week during 15 Sept.-15 Oct. For example, in 2017 the MLL Department invited Dr. Sarah Owens to discuss her book *Nuns Navigating the Spanish Empire*. She gave an engaging lecture on "Reframing Global Travel Through the Eyes of Spanish Nuns." Nearly every semester the faculty invite a guest speaker to visit the campus to discuss topics of interest. Another recent example includes "Rocking the Boat: Migration and Race in Contemporary Spanish Music" delivered by Dr. Silvia Bermúdez in 2018. This year, one of our Program's professors was part of the 2020 Latinx Heritage Month Celebration organizing committee (a joint effort between Sonoma State and Santa Rosa Junior College) and also gave two Zoom talks during the month for students, faculty and staff on "*Heritage Every Day/La herencia todos los días: Connecting Latinx Pasts, Presents, and Futures*" and "*Designing Your Future as a Bilingual Professional, o ¿Por qué estudiar el español?*"

- We are pleased that since 2018 the library has been doing more outreach to Latinx students. For example, during Latinx Heritage month they offered Rapid Response Network Training: a workshop for responding to increases in immigration enforcement and ICE raids, a Brown bag Roundtable: To Be or Not To Be Latinx?, and “Pan, Café, y Chocolate,” a monthly event hosted by the library where students enjoy pan dulce, hot drinks, and conversation with campus faculty, staff.
- Events with EOP (Educational Opportunity Program), the HUB Cultural Center, and DREAM Center include cultural celebrations, trainings for undocumented students, and awards ceremonies for student achievement. Students and faculty regularly attend these events and the Spanish program faculty are proud that the university has created spaces to support our low-income and first-generation college students. Now more than ever, it is imperative that we provide a safe place for undocumented students to receive academic, personal, and professional guidance. DREAM Center. Our Program is committed to the well-being and safety of all our students, included those most vulnerable due to their precarious immigration status. Members of our faculty regularly participat in events organized by the SSU DREAM Center, including workshops and fund-raising events (e.g., 5K runs).
- The Green Music Center: In addition to the usual cultural events available to the students on campus, complementary events at the GMC are available with prior arrangement for entire classes. The Spanish program regularly arranges for students to attend performances that connect with course content, thus hundreds of program students have had the opportunity to enjoy performances by Las Cafeteras, Concha Buika, Estrella Morente, Gypsy Kings, Lila Downs among many others.
- “Greek life”. Our Program recognizes the power of community and support that some of our students find in fraternities and sororities, particularly our First Gen and students of color for whom membership in one of the several “Greek” organizations on campus that serve them. One of our faculty is the Faculty Advisor (since 2018) for Sonoma State chapter of Nu Alpha Kappa (NAK), a Latino-based fraternity. Each year since 2012 (prior to COVID-19), our faculty has participated in the Annual Latino Family Summit organized by NAK and the Latina-based Lambda Theta Nu sorority and held at SSU each Spring to provide Latinx high school and middle school students and their families with information in Spanish and English about college.

Program Statistics

FTES, FTEF, SFR, Declared Majors, and Degrees Awarded

As shown in Figure 1, overall FTES has increased since 2014 with the biggest variation in Spring 2019 at 107.19 (prior to the pandemic). There has been a relatively steady increase in the Spanish program throughout the last six years of the period covered by this program review. The widest variation occurred between 2016/17 and 2017/18, a period marked by program growth influenced by a newly hired full-time faculty member and offering hybrid and online courses at the upper-division. The FTES level seen in the 2019-20 academic year represents the program's highest enrollments in the past 12 years despite the loss of part-time and full-time faculty due to the statewide budget crisis beginning in 2008.

Sum of FTES Row Label	Col Labels	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Spr 2015	Sp 2016	Spr 2017	Spr 2018	Spr 2019	Spr 2020
SPAN		78.3	82.2	84.62	90.99	96.13	102.67	79.13	73.99	76.79	97.86	107.19	98.74
LD		23.53	24.8	23.01	23.53	25.06	20.26	22.67	16.27	17.6	27.06	18.93	19.47
UD		54.77	57.4	61.61	67.46	71.07	82.41	56.46	57.72	59.19	70.8	88.26	79.27
Total		78.3	82.2	84.62	90.99	96.13	102.67	79.13	73.99	76.79	97.86	107.19	98.74

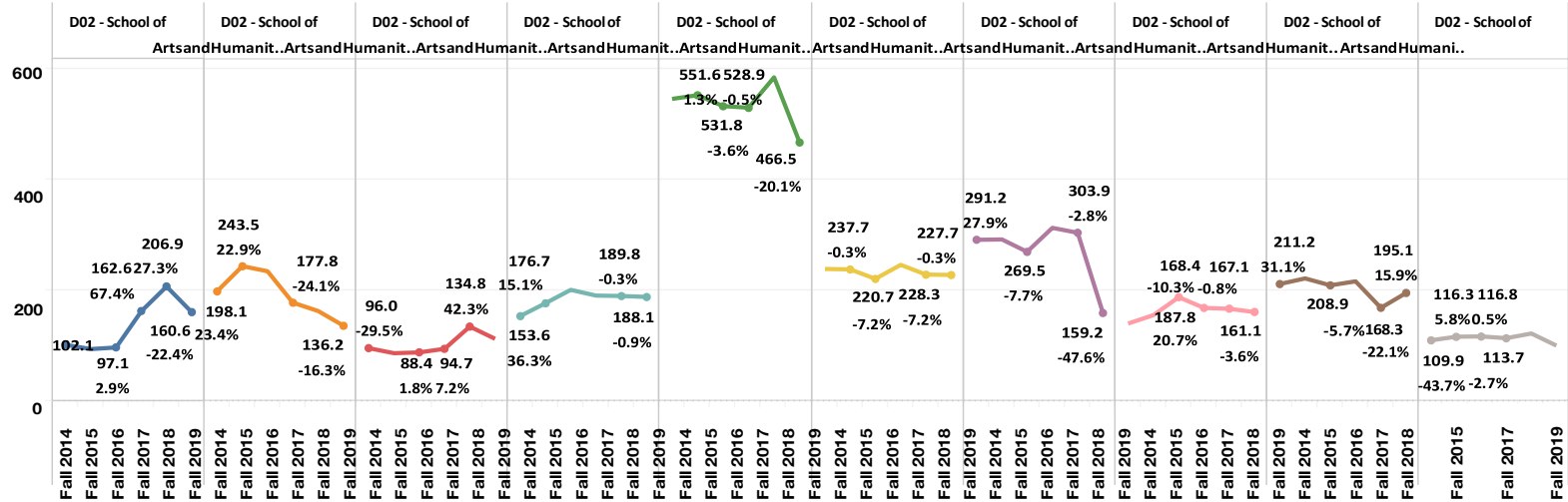
Figure 1. FTES, 2014-2020.

Figure 1 above shows the relative weights and total values of FTES, comparing lower-division courses and upper-division courses. The FTES associated with upper-division courses has steadily increased from 54.77 (2014) to 88.26 (2019) as the program has worked to provide the minimally essential courses for majors. In addition, the lower-division FTES has varied significantly with an overall rise from 23.53 (2014) to 27.06 (2018). The ratio between the lowest and the highest upper-division FTES is 0.62 : 1 whereas the ratio between the lowest and the highest lower-division FTES is 0.60 : 1. This data shows that the program has managed to refrain from exaggeratedly favoring or disfavoring either the lower-division or the upper-division courses during times of austerity or during times of relative abundance.

FTES Trends Over Time Fall Census 2014-2019

FTES Trends Over Time Census Data Fall 2014- Fall 2019

- Level
Department
- Measure
FTES Trends Over Time
- Division
- D01 - Provost's Office
 - D02 - School of Arts and Hum..
 - D03 - School of Business and ..
 - D04 - School of Education
 - D07 - School of Science & Tec..
 - D08 - School of Social Sciences



- Dept Name
- American Multicultural Studi..
 - Art
 - Chicano and Latino Studies
 - Communication Studies
 - English
 - Hutchins School of Lib Studies
 - Modern Languages and Litera..
 - Music
 - Philosophy
 - Theatre Arts

- Year
- Fall 2014
 - Fall 2015
 - Fall 2016
 - Fall 2017
 - Fall 2018
 - Fall 2019

Totals Over Time

School/Department	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
D02 - School of Arts and Humanities, American Multicultural Studies	102.1	94.4	97.1	162.6	206.9	160.6
D02 - School of Arts and Humanities, Art	198.1	243.5	234.3	177.8	162.7	136.2
D02 - School of Arts and Humanities, Chicano and Latino Studies	96.0	86.9	88.4	94.7	134.8	112.7
D02 - School of Arts and Humanities, Communication Studies	153.6	176.7	200.9	190.4	189.8	188.1
D02 - School of Arts and Humanities, English	544.7	551.6	531.8	528.9	583.7	466.5
D02 - School of Arts and Humanities, Hutchins School of Lib Studies	238.5	237.7	220.7	245.9	228.3	227.7
D02-School of Arts and Humanities, Modern Languages and Literature	291.2	291.9	269.5	312.7	303.9	159.2
D02 - School of Arts and Humanities, Music	140.3	155.5	187.8	168.4	167.1	161.1
D02 - School of Arts and Humanities, Philosophy	211.2	221.4	208.9	216.1	168.3	195.1
D02 - School of Arts and Humanities, Theatre Arts	109.9	116.3	116.8	113.7	122.1	100.4

Figure 2. Arts and Humanities FTES by department, 2014-2020.

Spanish

Year	Fall and Spring Averages			AY Count		
	FTES	FTEF	SFR	Majors Reported to the C.O	All Major Count with Double Majors	DEGREE
2014-15	78.21	3.43	22.78	40	89	14
2015-16	78.37	4.08	19.22	48	93	16
2016-17	80.97	4.26	19.00	56	103	24
2017-18	94.84	4.96	19.12	63	118	26
2018-19 (FTES, FTF, SFR - Fall 18 ONLY)	98.40	4.61	21.36	80	134	32
2019-20	102.67			82.00	125.00	28*
2020-21	100.07			53**	97.00	N/A

*Degrees for Academic Year 2019-20 not complete until November 2020

**Majors for Academic Year 2020-21 not complete until March 2021

CSR Calculations

Academic Year	Department	Term	FTES	FTEF	SFR
AY14-15	Spanish	Fall	77.42	3.46	22.36
		Spring	79.00	3.40	23.21
		AY14-15 (AVG)	78.21	3.43	22.78
AY15-16	Spanish	Fall	82.73	4.38	18.88
		Spring	74.00	3.77	19.62
		AY15-16 (AVG)	78.37	4.08	19.22
AY16-17	Spanish	Fall	84.87	4.61	18.41
		Spring	77.07	3.92	19.69

		AY16-17 (AVG)	80.97	4.26	19.00
AY17-18	Spanish	Fall	91.00	5.01	18.17
		Spring	98.67	4.91	20.09
		AY17-18 (AVG)	94.84	4.96	19.12
AY18-19	Spanish	Fall Only	98.40	4.61	21.36

Figure 3. FTES, FTEF, SFR, Institutional Research

It is notable that the FTES from Institutional Research is not the same as school-wide information. For example according to IR, the Spanish program's FTES ranges 78.21 to 102.67 (Figure 3 below) whereas MLL's FTES during those same years is 238.5 to 303.9 (Figure 2). Since the Spanish program comprises the majority of the department's FTE this discrepancy is quite remarkable. In addition IR does not include second majors and more than half of our majors are double majors. This is problematic as the numbers nearly double from one source to another. It is also notable that MLL, has the second highest FTES in the School of Arts and Humanities, yet only half the number of faculty.

Sum FTEF	Col Label											
Row Label	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Spr 2015	Spr 2016	Spr 2017	Spr 2018	Spr 2019	Spr 2020
SPN	2.67	3.73	3.73	3.76	4.02	4.53	3.20	3.27	3.13	4.02	4.22	3.96
LD	1.07	1.33	1.33	1.07	1.33	1.33	1.07	0.80	0.80	1.33	1.07	1.07
UD	1.60	2.40	2.40	2.69	2.69	3.20	2.13	2.47	2.33	2.69	3.16	2.89
Total	2.67	3.73	3.73	3.76	4.02	4.53	3.20	3.27	3.13	4.02	4.22	3.96

Figure 4. Lower Division vs Upper Division FTEF, 2014-2020.

As seen in Figure 4 above, full-time equivalent faculty has maintained a steady increase since 2014 from 2.67 to 4.22 with the highest increase in Fall 2019 at 4.53. However the numbers from IR indicate an FTEF ranging from 3.43 to 4.96 in the same time period. Figure 4 also shows the relative weights and total values of FTEF, comparing lower-division courses and upper-division courses.

	Column Labels												
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Spr 2015	Spr '16	Spr 17	Spr '18	Spr '19	Spr '20	
Row Labels	SFR	SFR	SFR	SFR	SFR	SFR	SFR	SFR	SFR	SFR	SFR	SFR	AVG
SFR:	29.36	22.02	22.67	24.23	23.9	22.65	24.73	22.65	24.51	24.33	25.39	24.96	24.15

Figure 5. SFR, 2014-2020.

As shown in Figure 5, overall SFR has had somewhat of a zigzag effect since 2014. There are at least three causes for this: (1) The catastrophic budget cuts beginning in 2008 that were not recovered during this period disproportionately affected lower-division classes (which tend to have a somewhat higher mean SFR) due to the fact that most of the upper-division classes constitute a fixed sequence that must be followed by Spanish majors and minors and thus can't be eliminated without adversely affecting graduation times. (2) Scheduling uncertainties during this period that were caused by budgetary issues led to some last-minute schedule changes. Courses that had been shadowed or that were added after or during the initial registration period were under-enrolled. And finally, (3) Until 2017, the university assigned Stevenson 3030 almost exclusively to Modern Languages and Literatures and that room became the most commonly assigned room for Spanish classes (it is a "smart classroom" and has the basic equipment necessary for four-skills instruction that integrates audio and video material). Since the maximum enrollment is set by the fire marshal at 26 students, some classes that might have otherwise had 30 students have been limited to 26. However, according to IR in Figure 3, the student to faculty ratio has not changed dramatically in the same time period, with minor fluctuation between 22.36 to 21.36 (Fall 2014, 2019). Our data indicate slightly different numbers ranging from 29.36 in 2014 to 25.39 in Spring 2019.

Year	Spanish (BA)	2nd Major Spanish (BA)	Primary and 2nd Total
2014	78	86	164
2015	90	83	173
2016	88	82	170
2017	79	56	135
2018	79	55	134
2019	79	69	148
2020	52	45	97
Total:			1021

Total:

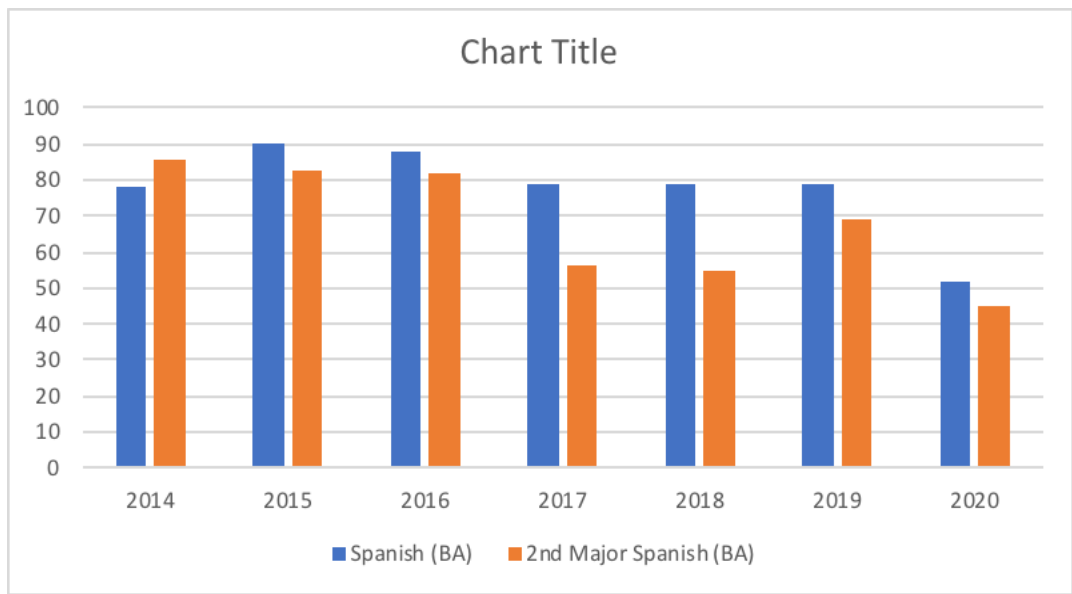


Figure 6. Number of Declared Majors, 2014-2020.

Figure 6 illustrates that the number of declared majors in the Spanish program has fluctuated between 164 students and 148 students during the 2014-2019 period, with a peak at 170 in 2016 according to our data in PeopleSoft. In comparison, Institutional Research data ranges from 89 to 134 during the same years. The Spanish program faculty would like to point out that the number of declared majors is, in fact, significantly higher, as Institutional Research does not accurately report on students with more than one declared major (departmental records indicate that students with double majors, one of which is Spanish, do not appear in lists of Spanish majors generated by Institutional Research if Spanish was not their first declared major). This significantly skews the data and does not accurately reflect our number of majors. This is especially true since the number of students who change to a Spanish major or add Spanish as a second major is far greater than the number of students who drop the Spanish major. It is important that the university recognize these majors because it reflects the needs and academic interests of many heritage learners who will be bilingual professionals (hence double-majors with Spanish). Not recognizing these students and ensuring these students are properly served is very problematic at an institutional level.

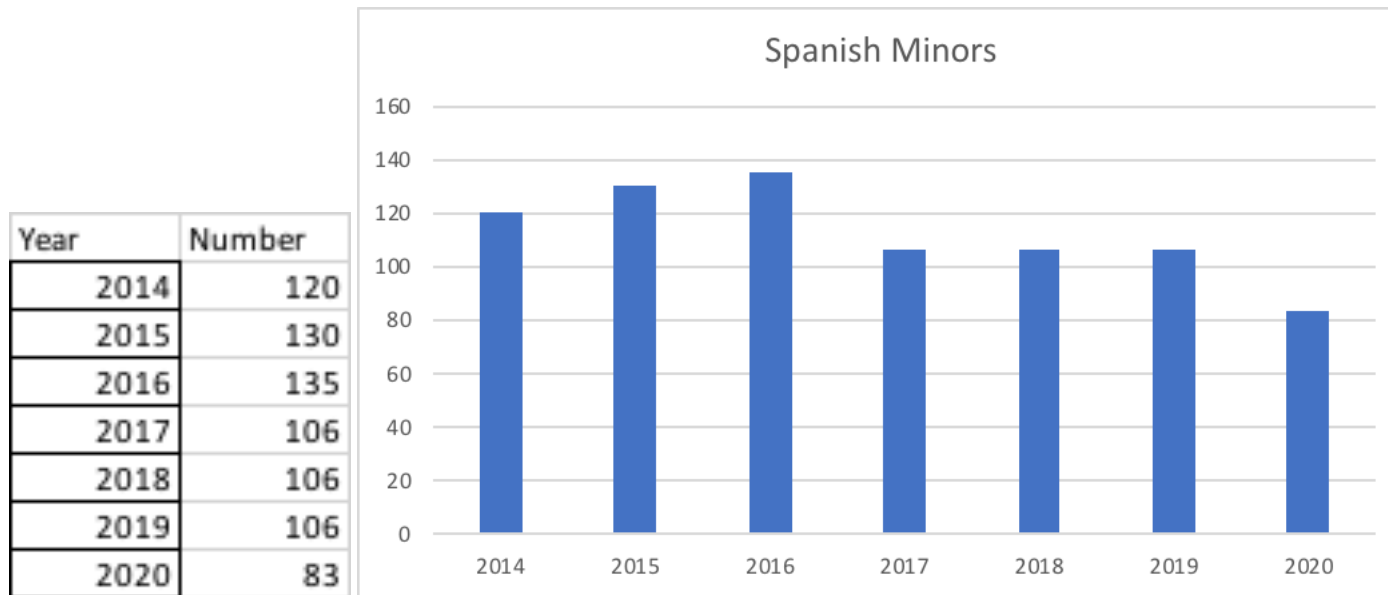


Figure 7. Declared Minors in Spanish 2014-2019

Figure 7 represents the number of declared minors in Spanish during the period of 2014-2019 and indicates a decrease from 120 to 106 with the highest number of minors during 2016, at 135. Many students wait to declare a minor because of our impaction at the 300-level. When students have to wait many semesters in order to enroll in a required course they become discouraged and often do not declare the minor. We hope that our recent efforts to diversify offerings will help to partially solve this problem, however, the reality is that we need to offer more courses and as such, require more faculty. In our experience, if we could offer multiple sections of most of our 300-level courses they would fill. It is noteworthy that even with the decline in number of minors, Spanish remains the most popular minor program across the institution - minors are generally not actively encouraged for students, nor does there seem to be much in the way of tangible benefits to a department or program for having minors.

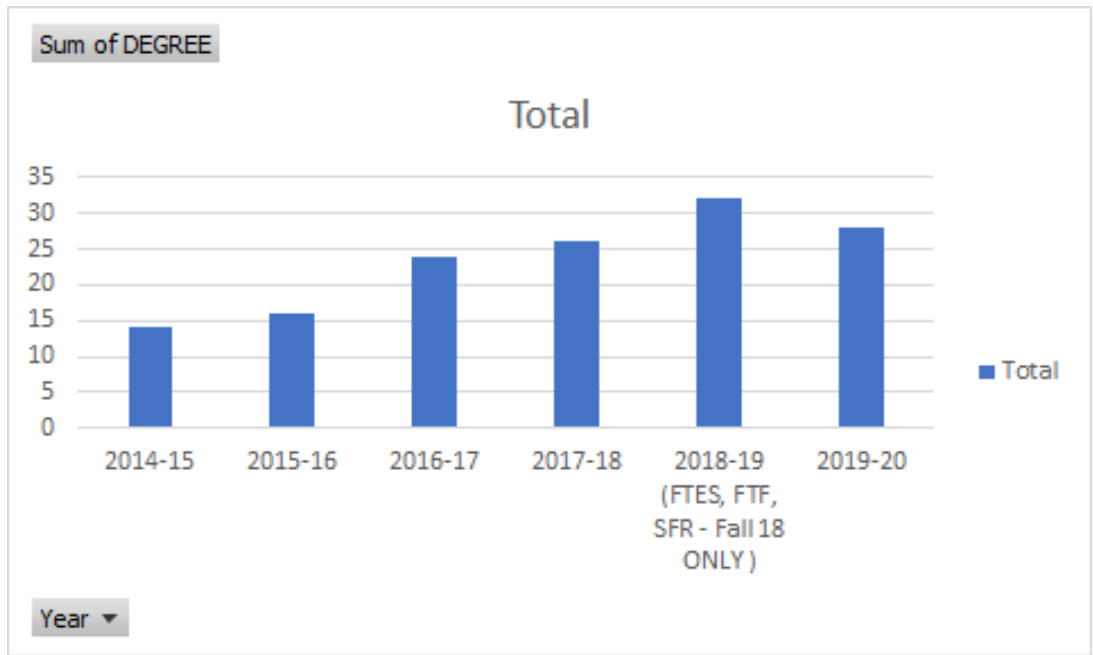


Figure 8. Degrees Awarded, by year, 2014-2020, Institutional Research.

Year	Total Num	2 or More	Am. Ind	Asian	Black Pref	Decline	Hawaii/Pac	Hispanic	White	Othr Latin
2014	170	10	1	1	1	6	1	127	23	0
2015	178	10	0	2	0	3	0	138	25	0
2016	178	5	0	2	0	2	0	142	26	1
2017	140	4	0	2	1	1	0	124	8	0
2018	140	4	0	2	1	1	0	123	8	0
2019	140	4	0	2	1	1	0	123	8	0
2020	105	2	0	1	1	2	0	88	10	0

Figure 9. Ethnicity Report, Spanish Majors

The great majority of our Spanish majors identify as Hispanic or Latinx. As a Hispanic Serving Institution 25% of our student population is considered Hispanic, as seen above the Spanish program ranges from 74.7 percent (2014) to 87.8 percent (2019) Hispanic or Latinx identifying students. Over time, the proportion of Hispanic or Latinx students has increased at a faster rate in the Spanish program than in the institution overall.

Year	Number	2 or More	Black Pref	Hispanic	White	Asian	Hawaii/Pac	Blank	Decline
2014	120	5	3	90	22	0	0	0	0
2015	130	7	2	97	20	1	2	1	0
2016	135	6	2	103	20	1	2	1	0
2017	106	2	2	85	13	1	1	2	0
2018	106	2	2	85	13	1	1	2	0
2019	106	2	2	85	13	1	1	2	0
2020	83	2	1	67	10	0	1	1	1

Figure 9.1. Ethnicity Report, Spanish Minors

Similar numbers are reported for students earning a minor in Spanish. Combining the data on majors and minors, in 2014, out of 290 students 217 self-identified as Hispanic or Latinx, or 74.8 percent. In 2019 out of 246 students combined, 208 self-identified as Hispanic or Latinx, or 84.5 percent, an increase of ten percent in just five years (see Figure 9.2). This shift is something we have witnessed throughout the program and we have worked to adjust our curriculum accordingly. However, more work remains to be done within the program and university-wide in order to establish strong connections with our students and their families. We believe that the best way to retain these students and facilitate timely graduation rates is by taking the key element of Hispanic *Serving* or “service” to heart.

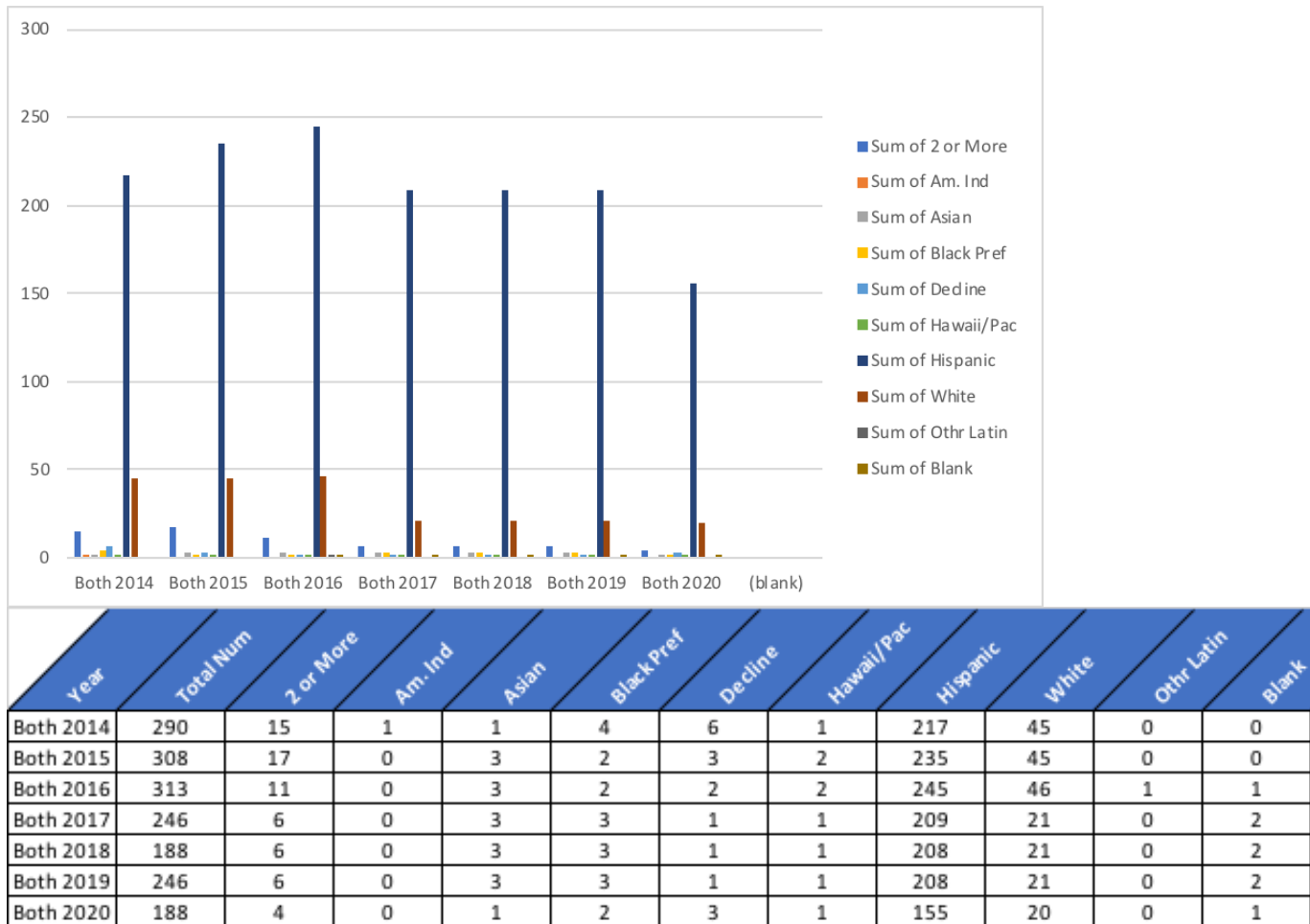


Figure 9.2 Ethnicity Report of SPAN Majors and Minors combined

Budget

The total budget for operation of the Department of Modern Languages and Literatures is as follows (six full-time tenured or tenure-track faculty and from one to three temporary faculty; three languages):

\$ 5,193 for Operating Expenses

\$ 1,281,000 for Faculty and Staff Salaries plus benefits

This translates into approximately \$ 865.50 in operating expenses per faculty member (OE / 6).. The Operating Expenses fund is, in recent years, the source for funding faculty the department's participation in the CSU World Languages Council, departmental memberships, photocopying, toner, and office supply expenses, miscellaneous office machine and computer peripheral expenses. Having such an austere budget has a direct negative effect on faculty development, class offerings, course designs, student learning and morale.

Learning Objectives

The Spanish Program at Sonoma State University believes that well-prepared Spanish students should be able not only to effectively read, write, speak, and understand the Spanish language, but also to acquire adequate knowledge and understanding of the cultures of the Spanish-speaking world, including within the United States. Students are also introduced to the literatures and linguistic features of Spanish in the U.S., the wide variety of Latin American countries and Spain; they pursue detailed study of representative authors, genres, periods, and regions in senior-level courses, and they prepare in-depth written and oral presentations in 400-level courses. The capstone seminar students develop a portfolio consisting of their revised papers and new essays to create a final project. The Learning Outcomes for the Senior Capstone Seminar include: General knowledge of the aesthetic, historical, and sociopolitical development of the Spanish speaking world; Completing the portfolio allows students to reflect on their previous work by revising it and creating an impressive final

project, Increased familiarity with the specific terminology needed for a critical reading of literary, linguistic and cultural texts; Awareness of the most significant authors, themes, and issues of the period and region. Seniors deliver their research presentation, open to the public, in Spanish. Given that course discussions and written assignments are conducted in Spanish, students further develop their academic language skills as they examine and interact with the linguistic richness of the diverse texts read in class.

Objectives

Specific Learning Objectives include the following:

1 - Receptive Skills: Listening and Reading Comprehension

Students shall demonstrate listening and reading comprehension at a level sufficient to understand authentic speech and written texts in a variety of situations and contexts at a level equivalent to the advanced level in the ACTFL Proficiency Guidelines.

2 – Productive Skills: Speaking and Writing

Students shall speak and write on a variety of topics in diverse situations and contexts, academic and non-academic, at a level equivalent to the advanced level in the ACTFL Proficiency Guidelines.

3 – Knowledge of Culture

Students shall study the art, geography, history, and social structures of the Spanish-speaking world, including within the United States.

4 – Cultural Competence

Students shall be able to function effectively and in a manner considered culturally appropriate within the target culture.

5 – Attitudes Toward Culture

Students learn to respect and understand the customs, traditions, and cultures of the Spanish-speaking world within and outside of the U.S.

6 – Understanding of Literature

Students shall learn to distinguish specific characteristics of literary genres, movements, and styles in the literary productions of the Spanish-speaking world.

7 – Analysis of Literature

Students shall learn to analyze and interpret literary works as well as to be able to conduct basic research (within the discipline as well as inter-disciplinarily).

8 – Nature of Language

Students shall understand linguistic characteristics of language, its acquisition, and its use, either as heritage language learners or as second language learners.

9 – Analysis of the Target Language

Students shall learn to analyze Spanish using a linguistic approach in order to be able to conduct basic research (within the discipline as well as inter-disciplinarily).

10 – Pragmatic Competence

Students shall be able to use target language effectively and in a manner considered appropriate to social registers and discourse levels for both heritage and non-heritage learners.

11 – Information Competence

Students shall be proficient in the use, analysis, and evaluation of recorded information, including both print and digital materials.

Rationale for Objectives

The program’s rationale for its learning goals and outcomes is based largely on the proficiency guidelines promulgated by the American Council on the Teaching of Foreign Languages (ACTFL). These guidelines are, in their words, rubrics which “...measure learners functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. ...[these] were an adaptation intended for use in academia (college and university levels particularly) in the United States”. The program guidelines are also informed

by the “Standards of quality and effectiveness for subject matter programs in languages other than English” by the California Commission on Teacher Credentialing, which has accredited the SSU Spanish Program as an “Approved subject matter preparation program”.

Objectives in Courses

The curriculum is such that the courses in the leftmost column align with the expected outcomes from the nine objectives identified above.

	1	2	3	4	5	6	7	8	9	10	11
SPAN 300 & 300(H)	•	•	•	•	•	•		•	•	•	•
SPAN 301	•	•	•	•	•	•			•	•	•
SPAN 304	•	•	•					•	•	•	•
SPAN 305	•	•	•	•	•	•	•			•	•
SPAN 306	•	•	•	•	•	•					•
SPAN 307	•	•	•	•	•	•					•
SPAN 400	•	•	•					•	•	•	•
SPAN 401	•	•	•	•	•	•	•			•	•
SPAN 402	•	•	•	•	•	•	•			•	•
SPAN 410	•	•	•	•		•		•	•	•	•
SPAN 427	•	•						•	•		•
SPAN 490	•	•	•					•	•	•	•
SPAN 491	•	•	•	•	•	•	•			•	•

Table 1. Course Learning Outcomes Matrix.

Examples of Objectives in Courses

The following are excerpts from four course syllabi, one representing each of the areas of cultures, language, linguistics, and literatures, that document the use effective teaching strategies for helping students achieve expected outcomes:

Cultures (SPAN 306):

“In this class, we will take a historical and cultural journey through Spain, from the middle ages to the present. In order to facilitate the learning process, each time period will be examined through its history, art, literature, and other social products.... We will also learn how to analyze literary and artistic works.”

Language (SPAN 427)

“Practical application of linguistic principles to the teaching of Spanish. Topics include discussion and practice of methods and materials for teaching Spanish, technological resources for the Spanish teacher and learner, and techniques for learner testing and evaluation. This course will enable students to identify and practice the connection between the formal study of Spanish linguistic principles and the acquisition of Spanish as a second language. Its goal is to make students more aware of how Spanish is learned and how that impacts the selection of teaching strategies.”

Linguistics (SPAN 304)

“In this class we will explore a variety of topics related to Spanish phonetics and phonology, including the basics – phonemes, vowels, consonants, articulation, the syllable, timing, phonetic transcription, and stress. We will also briefly address certain historical changes in Spanish as well as present-day regional variation. Finally, we will become familiar with computer tools for speech analysis.”

Literature (SPAN 305)

“This course is an introduction to the study of Spanish-language literature. Students will learn how to study and understand literature, how to research literature, and how to write about literature. Furthermore, the class introduces the literary history

of Spain and Latin America. We will read texts from all the major literary movements and a number of canonical authors. SPAN 305 will provide the appropriate tools for further literature courses, regardless of concentration.”

General Education

As part of the university-wide 50-unit General Education pattern, students at SSU are required to successfully complete one course in the category of *HUMANITIES: COMPARATIVE PERSPECTIVES AND/OR FOREIGN LANGUAGES (C-3)* and at least nine (9) units of General Education must be in upper-division (300- and 400-level) courses in at least two of the General Education categories (i.e., B. Natural Sciences and Mathematics, C. Humanities, D. Social Sciences, and E. The Integrated Person). In fulfillment of the C-3 GE requirement, students may take a Spanish course at the intermediate level, SPAN 201 or above. Students may also choose a first year Spanish course (SPAN 101 or SPAN 102) to fulfill the C-3 requirement *if* 1) the student has met the high school subject requirement (2 years) in a *different* language, or 2) the student has completed one year of a *different* foreign language at the college level. A maximum of two upper division Spanish minor/major courses (300x and 400x) can be used to partially meet the upper division GE requirements if they are taken no sooner than the term in which the student attains upper division standing (60 units).

Thus, any one of the Spanish program’s courses at all levels may potentially be used to fulfill GE requirements in the C-3 area; any of the upper-division courses may additionally be counted toward the upper-division GE requirement. A campus-wide GE reform is underway currently and the Spanish program will be resubmitting course descriptions for review in the 20-21 AY.

Spanish program courses meet the mission, goals, and objectives of the General Education program at SSU by challenging students to: I. Think independently, ethically, critically and creatively, II. Communicate clearly to many audiences, III. Gain an understanding of connections between the past and the present, and to look to the future, IV. Appreciate intellectual, scientific, and artistic accomplishment, and V. Build upon reading, writing, research, and critical thinking skills. Additionally, the unique nature of Spanish program courses makes them ideally suited to satisfying the GE learning program objectives, particularly in providing a foundation of intellectual skills and capacities and developing social and global knowledge.

As the largest foreign language program at Sonoma State University, the Spanish program is an integral part of General Education in that it is able to provide students with a comparative perspective gained through the study of a language other than English.

Despite the fact that so many of the Spanish classes are certified GE courses, informal surveys conducted in recent years indicate that few of the students enrolled in lower-division Spanish courses, and almost none of students enrolled in upper-division Spanish courses were taking the courses specifically to meet GE requirements. The relatively lower GE-specific participation rate in Spanish courses is likely due to the fact that all Spanish courses are severely impacted and are usually filled in the first few days of registration by majors, minors, and students seeking to complete other specific requirements (e.g., study abroad language requirements).

Teacher Education

Teacher education is a core mission of the CSU and of the Spanish Program at Sonoma State. Although lack of resources constrained us to discontinue the Waiver Program several years ago, we have submitted an application in order to be reinstated and are awaiting approval. This will enable us to provide a more direct avenue into the teaching workforce. We continue to develop curriculum for our Spanish majors with the content knowledge necessary for a career in teaching.

We are currently working closely with the School of Education's PUERTA program in order to provide access to Latinx students and develop pathways to teaching. The PUERTA (Preparing Underrepresented Educators to Realize their Teaching Ambitions) Project seeks to increase the number of Latinx teachers serving in K-12 public schools. Funded by the U.S. Department of Education, PUERTA aims to improve the practices and remove the barriers that prevent undergraduate Latinx students from earning a teaching credential at our institution. PUERTA has three primary goals: 1) to increase Hispanic and Latina/o student persistence and graduation rates, 2) to increase the number of Hispanic and Latino students who earn a teaching credential and 3) to increase the number of students who transfer to SSU from a two-year HSI. Each semester one of our courses is dedicated to PUERTA students. Each Fall semester, one of our faculty members teaches a section of Advanced Spanish for Heritage Learners (SPAN 300H) dedicated to PUERTA students.

Since 2016, we have also collaborated with the School of Education on a grant-funded curricular project originally called the Sonoma State Advancement for Bilingual Educators (SSABE). One of our Spanish faculty served as a Spanish curriculum consultant (2017-2019) for this \$200,000 Integrated Program Grant from the California Commission on Teacher Credentialing to develop a professional preparation program to provide future bilingual Spanish/English teachers with the opportunity to obtain a bachelor's degree in Spanish or Chicano and Latino Studies while pursuing a Multiple Subjects teaching credential with bilingual authorization. This collaboration has expanded such that—as mentioned above—three of our Spanish major/minor courses (SPAN 300H, SPAN 304, SPAN 427) are central to our California state approved Bilingual Authorization (BILA) waiver program that allows undergraduate and credential students to earn the valuable BILA to add to their professional preparation to work with Spanish speaking students and their families in our schools and communities. This semester (Fall 2020) in SPAN 427, we have 8 (out of 27) students who are in-service or student teachers in local schools taking this course as part of their BILA.

Prior to COVID-19, our Program participated in “Tú eres la diferencia”, “You Are The Difference Conference” a conference held annually at SSU to provide information, guidance and inspiration to Latinx high school and community college students interested in a career in bilingual education.

Diversity

The Spanish program is built around the increasing cultural, ethnic and social diversity of the Sonoma State student body and the surrounding community. According to US Census data, Spanish-speakers represent the single largest linguistic minority group in the North Bay counties (Sonoma, Marin, Napa, Mendocino, Lake) and in California. Many of our minor and major students are native or heritage language speakers of Spanish. Despite the small size and limited resources of our program, we make every effort to create a curriculum that is both responsive and responsible to our Spanish-speaking students. We attempt to provide our Spanish-speaking and Latinx students a breadth of understanding as to what constitutes ‘the Spanish language’ in diverse sociohistorical, linguistic, cultural, and literary contexts. While striving to give our students the broadest possible perspective on Spanish in the world, we are dedicated to honoring and respecting the linguistic practices and social identities that our Spanish-speaking students bring to the program. The Spanish program reflects the student-centered orientation of Sonoma State as a small public liberal arts and sciences university. However, given the scale and changes SSU has undergone in recent years, our Spanish courses have had to expand in size in order to avoid attrition and further major/minor drops. Students are no longer guaranteed access to small classes (now generally between 25 and 40+ students). Our upper-division courses are still mostly taught by tenured or tenure-track professors who are dedicated to teaching (as witnessed by the importance of teaching as the primary consideration in the Retention, Tenure, and Promotion process). Our very small part-time lecturer staff is also composed of experienced and dedicated teachers. The Spanish program prides itself on taking the time to attend to the educational and social needs and concerns of our students, including those related to differences in student preparation and

educational access, as evidenced by our close working relationship with EOP. The Spanish program also works with the Tutoring Center to provide academic assistance to students. Faculty give freely of their time to assist, advise and mentor students. Unfortunately, the program has few assured and regular economic resources (e.g., scholarships, student assistantships) to address inequalities in educational opportunity. However, faculty members make every effort to support students in their pursuit of university or extra-mural scholarships and research endeavors (NoGap Scholar Mentors, McNair Scholars and Koret Scholars).

Our faculty support the EOP program in various ways, from delivering lectures to direct outreach, our faculty share the same goals as EOP. The primary goals of the Educational Opportunity Program (EOP) are to improve the access, retention and graduation of students who have been historically, economically and/or educationally disadvantaged. Our faculty connect regularly with EOP students and as a “high-touch” program we are in direct and regular contact with these students. This is true for both our in-person and hybrid/online courses. Building trust with our students and their community is something we work on daily. Not only do first-generation Hispanic/Latinx college students need to learn how to navigate the academic space and juggle this with family and work responsibilities, they also often have to translate that information to their families. Until now, the Spanish program has been one of the few places at SSU where students can feel this trust.

Participation in Alianza for Equity (<http://alianza.sonoma.edu/>) is another important way in which our faculty emphasize equity and campus diversity. The mission of Alianza for Equity is to offer a visible presence and united voice for Latino/a/x faculty, staff, students, and their allies, and to critically examine and proactively address equity issues facing our campus and surrounding community. We advocate for policies and practices that promote the recruitment, success, retention and graduation of Latino/a/x students at Sonoma State and our faculty are proud to be a part of this effort. One of Spanish faculty is a founding member of Alianza and is currently serving as the Faculty Co-Chair of the group. An off-shoot of Alianza has been our Program’s participation in the newly established Hispanic Serving Institution Task Force.

Our faculty and students are actively engaged with The HUB Cultural Center, the EOP office and the DREAM Center. Faculty have delivered training sessions to EOP students and McNair Scholars on topics ranging from global food to how to write a literature review. In addition, in 2019 one of our faculty was awarded the Sonoma State Dream Center U-HOPE Award for helping students pursue excellence.

In addition, several Latino and first-generation college students in the program have benefited variously as paid research assistants and readers working for professors in the Spanish program and several students have received Undergraduate Research Grants and several others have been awarded funds to attend the annual CSU Student Research Competitions. In 2018-2019, one of our professors was the Faculty Mentor for 4 Latina 1st generation-college student-scholars who received the competitive Koret Scholars Award to develop their research projects around the overarching theme of "Spanish Speaking Lives Matter in California".

The faculty and students of the Spanish Program are firmly committed in practice and in principle to supporting campus and community events and activities that encourage respect for different targeted cultural patterns, including events marking culturally appropriate holidays and ceremonies and several university-recognized Latinx student organizations.

Faculty

Despite being only four in number, the Spanish program faculty were, and continue to be, a very diverse lot and reflect a wide range of experiences. The educational backgrounds of the permanent Spanish Program faculty include formal education undertaken in nearly all types of educational institutions, including public, private, military, and parochial settings in both the U.S. and abroad; consequently the faculty are attuned to the diverse educational backgrounds and needs of Spanish Program students. Faculty represent the Hispanic cultures, educational traditions, and language of different parts of North America, South America, and Europe, and have an exceedingly rich array of personal, professional, and educational experiences from throughout the Spanish-speaking world and beyond. Faculty members have had significant life experiences (i.e. periods of extended residence) in at least 12 countries on five continents.

The mean number of years that tenure and tenure-track faculty have been on the faculty at SSU is 11.1 years (range: 4 – 21 years). One successful tenure-track search (a replacement for faculty who left SSU) was conducted in 2016. We also had one faculty retirement which has not been replaced.

All Spanish program faculty members are, without exception, actively involved in governance of the department, school, and university. Program faculty members have served on the majority of university-wide committees and within the School of Arts and Humanities. We have served as Senators both on campus and within the CSU Academic Senate and in 2019 Dr. Reeder was elected Chair of the Faculty Senate. Faculty are also active participants and leaders in regional, statewide, national, and international professional organizations and associations (please refer to CVs for a comprehensive list). In addition, program faculty are active participants in scholarly activity and are frequent presenters at important regional, national, and international conferences and contributors to scholarly journals and publications. All faculty participate in at least one scholarly conference per year and it is not uncommon to find at least one

of us participating in the most important national conferences in our field each year (MLA, PAMLA, ACTFL, LASA). We maintain an active research agenda within our areas of expertise and as such, we are often invited to deliver guest lectures, contribute to anthologies and participate in professional associations.

The Spanish faculty meet every other week during the academic year to plan and discuss the operation of the program. Additionally, on alternating weeks during which the Spanish faculty does not meet, the entire Modern Languages and Literatures department holds a one-hour meeting at which Spanish faculty effectively communicate and coordinate the Spanish program with that of the department as a whole.

Advisement and support in the program is shared by each of the four tenure-track and tenured faculty in the Spanish program. All faculty are regularly available during posted office hours, on a drop-in basis, or by telephone or e-mail. Departmental staff create and maintain files for each student in the program. Additionally, frequently asked questions – and their answers – major/minor requirements, and course descriptions – are available in the department and online, along with other types of advising and support information (<https://web.sonoma.edu/modlang/spanish/>).

Spanish program faculty have also been regularly recognized for their commitment to providing outstanding teaching to SSU's students. Among other honors, Spanish program faculty have recently been named recipients of Sonoma State University's most esteemed awards: the Koret Scholars Award, The Dream Center U-Hope Award, the Excellence in Teaching award and the California Language Teachers' Association Outstanding Teacher Award.

Curricula vitae for each faculty member are attached.

Faculty Members (Listed in alphabetical order)

Emily Clark

- Since fall, 2014. Assistant Professor of Spanish language, Latin American and Peninsular literature. Ph.D. Hispanic Literature, University of North Carolina, Chapel Hill.
- Academic and research interests include 19th Century Latin American Literature and Culture, Colonial Latin American Literature, Women's Writing, Gender Studies, Economic Questions in Literature, Reform Writing, Caribbean Literature, Andean Literature, Transatlantic Literature and Perspectives, Pedagogical Methods, Spanish for Business and the Medical Professions, Service Learning.

Jeffrey Reeder

- Since fall, 1998. Professor of Spanish and Hispanic linguistics. Ph.D. Ibero-romance Linguistics and Philology, University of Texas at Austin.
- Academic and research interests include pedagogy and methodology, teacher training, phonetics, Portuguese, and testing.

Parissa Tadrissi

- Since fall, 2011. Professor of Spanish and Peninsular and Latin American literature. Ph.D. Hispanic Languages and Literatures, University of California, Santa Barbara.
- Academic and Research interests: 20th and 21st Century Peninsular Literature, Women and Gender Studies, Technology and Youth Literature (print and online), Online Literature in Spanish (transatlantic), Online Education in Spanish.

Robert Train

- Since fall, 2002. Professor of Spanish and former Director, Language and Culture Learning Center. Ph.D. Romance Philology, University of California, Berkeley.
- Academic and Research interests: Historical investigation on ideologies, policies and practices of language education; standardization; bilingualism and multilingualism; heritage and indigenous language education; critical applied linguistics; interdisciplinary ecological approaches to language and culture; Latinos in California from colonial period to present; postcolonial theory; poststructuralist theory; critical race theory; intellectual history (cosmopolitanism, Enlightenment, humanism).

Temporary Faculty

In addition to 1-2 temporary lecturers in Spanish, the Spanish program successfully concluded a Spanish Lecturer Pool search in 2016 and 2019 from which we choose our current lecturers. Since 2011, the department has been authorized to hire two to three Teaching Associates per semester to teach lower-division Spanish courses. The Teaching Associates are recruited from among the ranks of the MA program candidates and are supervised by a faculty member.

Institutional Support and Resources

Information Technology

- Sonoma State University Information Technology provides the spectrum of IT services needed to deliver quality academic and administrative technology.
- SSU/IT works with: The faculty and students to provide Academic Computing and Instructional Technology in support of teaching and research.

- The administration and staff to provide Administrative Information Systems for the management of finances, human resources, student records and other mission critical needs.

As the mission of Information Technology states, the centers support our Spanish Section with workshops, technical assistance, lab scheduling, etc. Since the last Self-study we have gained access to more smart classrooms to reflect at least the basic needs of our technologically enhanced curriculum. However, each semester the faculty teach in outdated classrooms, and in many cases despite a room with technology there are hold-ups due to differing device capabilities. Although these problems seem to be improving in the past few years there is still potential for improvement. Our classrooms need to be reconceptualized to fit the needs of our ever changing and growing population. While we deal with the national urgency in higher-education to close the achievement gap and increase graduation rates for first generation, low-income and underrepresented minorities, it is imperative that we consider classroom environments as integral to the student learning experience. Our classrooms, while “smart” shift away from the focus on building smaller, active learning spaces. We also do not have “learning-ready classrooms,” which would apply universal design principles that support a variety of teaching and learning styles. Our classrooms need to reflect the philosophies of our faculty and the physiological, cultural, and cognitive needs of all students. In addition, equitable access to learning-ready classrooms means they must be built at scale, so this would require a campus-wide commitment both financially and philosophically. We have a long way to go to meet the classroom needs of Generation Z and beyond.

Library

Library services are varied and work with the curricular and research planning of our Section. Services include intra- and inter-library loans, workshops, exhibits, and much more. There are also Spanish-language films, video segments, audio resources (CD’s, tapes, vinyl records), slide presentations, and digital multimedia materials that may be used and/or checked. In the last few years the library added a MakerSpace which has been an exciting space for our culture courses. We have been able to build and recreate cultural artifacts based on course readings and discussions and make use of the VITaL Lab (Virtual Immersive Teaching and Learning). At the VITaL Lab

students engaged in virtual reality learning opportunities (with prior scheduling and coordination) to travel the globe and explore a variety of Spanish speaking places around the world (<https://library.sonoma.edu/makerspace/vital-lab>).

Funding cuts and structural changes in the library mean that many print periodicals have been discontinued but the library has been adding electronic databases when feasible and the librarians are receptive to the Spanish program's requests for materials. Additionally, the library staff provides excellent service to faculty and students alike in the use of new databases, finding resources, information competence, and addressing related questions. The CSU Interlibrary Loan system facilitates research and teaching by providing some of the materials that were discontinued. Without interlibrary loan we would not be able to conduct research. While our campus/library is smaller among the CSU, we are able to access many materials we need through the work of the librarians and the ILL system (even outside of CSU+). This needs to be maintained and supported by the university and there should be no further funding reductions to the library.

Physical facilities

Classroom facilities are adequate. Nevertheless many classrooms leave much to be desired for a good teaching and learning environment. Some classrooms lack proper acoustics due to loud HVAC systems (e.g. Carson 20) and others have no access to windows or natural light. Most classrooms no longer lack the basic equipment for a successful language class that targets the Spanish programs objectives, most Spanish classes are taught in 'smart' classrooms as mentioned previously (with computer, network access, DVD/VHS player, and ceiling-mounted data projector). However, classroom space is at a premium, particularly in the last few years (campus-wide FTES has increased by about 15% over the period covered by this review document with only a few new instructional spaces becoming available). This has resulted in many scheduling problems and has also caused some Spanish classes to be scheduled during unusual modules, a situation that may negatively impact enrollment and morale. Furthermore, until the university-wide system of assigning course modules was updated in 2019, there were many "non-standard" modules (i.e. with start or end times outside the regular parameters) and the resultant inefficiencies further compounded the shortage of space.

Office space for faculty is adequate; each Spanish program faculty member has an individual office; a separate shared office is available for part-time faculty. Most Spanish program faculty have their offices in the Modern Languages and Literatures Department suite in

Carson Hall; these vary in size and configuration but are roughly 80 ft² each with adequate access, ventilation, and lighting. One major problem throughout campus has been unmitigated asbestos and the faculty of the MLL Department voted to move to Carson Hall where the problem was less severe. Stevenson Hall is under remodel but Carson Hall has asbestos floors in poor shape that could be a health hazard for faculty and students.

Financial resources

Financial resources are inadequate. The \$5,193 available for Operating Expenses for the 2019-20 academic year is not only for the Spanish Program, but also for the French and German Programs as well. During this review cycle the school of Arts and Humanities has been regularly offering professional development funds for conferences and travel. This has been helpful for all of our faculty, especially our junior faculty. Funds for research activities are adequate in comparison to previous review cycles, however resources remain limited. During this review period Arts & Humanities increased funding for faculty conference related travel to \$1550 per faculty, per year however any additional funding is highly competitive. RSCAP funds did increase in the last few years with more money from the former provost, but it also became more competitive due to an influx of people applying for funding across the campus.

A small foundation account exists that is shared by all in the Modern Languages and Literatures Department. This is used to provide nominal support for guest speakers or other academic or cultural events. It is replenished by donations and fees charged for language assessments and other services. Income and outflow is relatively insignificant, averaging in the low hundreds of dollars per year for items related to the Spanish program.

Human resources

As per the SSU contract, Spanish program faculty regularly teach a load of three four-unit courses while also receiving three units of indirect time for advising, etc. Over the last several years, release time for very time-consuming activities has been drastically reduced

at SSU. There has not been any release time for coordination of the Spanish program for years (a fact that has been highlighted by external reviewers in past program review cycles); the current Spanish program review is not supported by release time.

Additional allocation to teach more lower-division courses and 300-level courses is imperative. The 300-level courses are very popular, and any class that is offered in the schedule is guaranteed to fill. In the past few years, many dozens of students who have wanted to take lower-division Spanish classes have been unable to do so because not enough sections were available. In addition, we have attempted to address the various bottleneck situations with our 300-level courses over the last three years. The School of Arts and Humanities has supported our need to offer a few more courses per year and this has been helpful, however we are still falling short of our students' needs. We have included hybrid and online options in order to provide access to our students who often have work and family obligations and yet many of our 300-level courses that are required for the major and minor are severely impacted. It is clear that the faculty have exhausted all possible options and yet students are still not able to take many courses for the minor/major at the appropriate time or in the correct sequence. For example, in Fall 2018, SPAN 306 Cultures of Spain, was capped at 40 students with a waitlist of over 12 students, this is a regular occurrence with both SPAN 306 and SPAN 307 Cultures of Latin America, both courses that we are now, in the last year, able to offer every semester. We have committed to offering these courses with one online option per year and we have yet to see the relief in numbers. The classes remain full with hefty wait-lists. Faculty have raised course limits, in addition developing an online option which allows for one more section per year in an attempt to alleviate the problem, but we have also found that many students have chosen to drop the minor or major in Spanish due to the inability to complete their course work in a timely fashion. This not only adversely affects Spanish major/minor students but also other students for whom the 300-level Spanish courses are essential: students of Latin American Studies, Global Studies, or students seeking to gain advanced Spanish skills in Nursing or the Wine Business as well as those who wish to earn their upper-division GE units in Spanish. In the last two years we have made progress in easing the bottle-neck and we are beginning to see more students move through the program successfully however, we lack the faculty to be able to offer adequate and timely courses. Since hiring one faculty member (2016) and beginning to offer online options, we've seen some improvement, nevertheless, our program needs have yet to be met with adequate funding or sufficient faculty lines.

It is also notable that in the entire Spanish program, there are only two literature and two linguistics professors. During the last program review (2013) there were only 2 linguists and 1 literature professor. And in the review prior (2006) the program consisted of two literature professors and three linguistics professors. This long-term shift in fewer faculty has significantly impacted our course offerings, general work load, and advising responsibilities as our student population has increased and demand is even greater than before.

Assessment & Findings

The Spanish program assesses its effectiveness by means of course embedded assessments and a periodic alumni survey. Course embedded assessments occur in all classes in the program, and include: Receptive Skills (listening and reading comprehension), Productive Skills (speaking and writing), an awareness of the nature of language, analysis of the target language, knowledge of culture, cultural competence, attitudes toward culture, understanding of literature in the target language, and analysis of literature in the target language.

Results of recent in-class assessments have revealed that most, but not all, of our students attain the following learning objectives:

- The ability to use Spanish at an advanced level of proficiency according to the ACTFL (American Council of Teachers of Foreign Languages) spoken and written guidelines.
- Adequate knowledge of the nature and functions of language in general and the linguistic components of Spanish in particular.
- The ability to function within the Hispanic/Latinx culture, to understand and appreciate all the manifestations of that culture, and to be able to interpret it.
- Adequate knowledge of literary, cultural, and historical traditions in the Spanish-speaking world, including research and investigative skills.

The Spanish program receives feedback from assessment measures and comments means of bi-weekly program meetings during the academic year as well as a departmental retreat just prior to the start of the academic year. We have made a change in our advising

policy for students participating in the CSU IP programs partly due to alumni survey results; hitherto student advising was done on an *ad hoc* basis with respect to establishing course equivalents between our program and the four IP centers at which our students regularly study, now we have developed a standardized advising document to ensure consistency between advisors and IP centers.

The Spanish program has organized a student lecture series in which students from the capstone seminar courses (SPAN 490, 491) present their research projects in a public forum on campus; some kind of institutional support would be very beneficial in this case and the resultant forum would undoubtedly enhance our students' educational experience.

The Spanish program has developed a healthy, self-supporting MA in Spanish; at the present time we have 13 students and graduate approximately three per year. The program runs during the summer and consists of coursework taken over a period of three years. An attractive feature of the program is the fact that all of the graduate courses are taken during three summer sessions; the academic year course load is relatively light. Thus, students finish the courses within a 26-month time span while being able to still maintain full-time employment. Students from out of the area are also able to take elective courses during the academic year at other institutions, with the approval of the graduate advisor. Students take courses in language pedagogy, linguistics, literature and a teaching practicum. For more information please see: <http://seie.sonoma.edu/programs/ma-spanish>

Concluding reflections

Our B.A. program guides students in developing holistic, integrative reasoning as the foundation for work in the professions and further academic study. The major in Spanish contributes to the provision of undergraduate instruction grounded in the liberal arts and sciences, as outlined in the Sonoma State University Mission, by providing students with an understanding of the Spanish language, culture and literature as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The program's main goal is to help students achieve a high level of translingual and transcultural competence. In addition, the critical and analytical skills students acquire, together with their language skills, provide an excellent edge for careers in practically any field where educated

bilingual speakers are valued. These fields include education, business, media, public service, and government agencies, among others.

Based on our current assessment the Spanish program has made relevant changes to serving our first-generation and underrepresented minority students. More financial support is necessary in order to be able to truly serve these students, as mentioned throughout this self-study. The program regards the hurdles it has faced as an integral part of program assessment, and is realistic about facing new challenges as issues come before it in the preparation of undergraduate majors in Spanish. We believe serving our underrepresented and first-generation students is our most pressing matter, within the program and university-wide, while staying true to our mission of preparing students for life, work, service and scholarship in Spanish speaking communities locally, within the U.S. and abroad.

Action Items

- To complete the development of the online option for the major by Spring 2021. This would allow any Spanish major beyond SPAN 301 to take our courses online if they so choose. These courses will only be optional and will not take the place of our in-person offerings.
- To further develop heritage course offerings as needed.
- Upon hiring new faculty, developing Spanish for the professions courses and building on Service Learning opportunities
- Developing professional relationships between alumni and students for service or internship opportunities

**Sonoma State University
School of Arts and Humanities
Department of Modern Languages and Literatures
Program Performance Review (PPR)
External Reviewer Report
November-December 2020**

**Submitted on January 5, 2021
Dr. Sandra Pérez (CSU Fullerton)**

This Program Performance Review (PPR) Report responds to the self-study submitted by the Department of Modern Languages and Literatures this past November 2020, as well as the two-day campus and department virtual visit completed November 30-December 1, 2020 (a meeting with lecturer faculty was rescheduled to Dec. 8, 2020 due to issues with the Zoom connection on the original date and time). I would like to commend the faculty of the Modern Languages and Literatures Department for the thoughtful and thorough self-study submitted. It is my desire to highlight both strengths and challenges faced by the Modern Languages and Literatures Department at Sonoma State University in order to provide some direction in creating a plan for continuous improvement. My purpose is to give meaningful feedback and propose recommendations that will further strengthen the department and guide future decision-making both at the school and departmental level, while aligning with Sonoma State's Core Values as documented in its 2018-2025 Strategic Plan (<https://strategicplan.sonoma.edu/sites/strategicplan/files/strategic-plan-2pg.pdf>).

Per the Strategic Plan noted above, Sonoma State University “delivers high-quality education through innovative programs that leverage the economic, cultural, and natural resources of the North Bay.” In accordance with this emphasis, the Spanish Program faculty have refocused their curriculum and efforts to serve the growing population of Hispanic/Latinx students from the region. As discussed in the self-study, Spanish faculty have reimagined upper-division courses to offer greater options to heritage speakers of Spanish while in their professional service, collaborating with campus partners such as *PUERTA*, EOP, and the DREAM Center to reach more disadvantaged community members. Spanish faculty actively serve on committees that directly impact the lives of their students and it is admirable to see their efforts in Alianza for Equity, the Annual Latino Family Summit, Latinx Heritage month, and more. I applaud their hard work and praise them for the transformational opportunities they offer their students. Given this programmatic strength, I encourage continuing to foster these connections while further relating them to curricular innovation. With support from the outreach office, promoting these events to the community can also further strengthen the pipeline to recruit more Spanish students.

Spanish faculty have done a fantastic job in increasing majors and minors since the last PPR and in serving higher numbers of students. Their level of commitment is especially admirable given the steady increase in number of students served by department faculty, as well as the fact that more than 75% of their students are underrepresented minorities and 1st generation students. In fact, it was quite apparent when I spoke with students that they hold Spanish faculty in the highest esteem and have a deep sense of gratitude for their dedication, flexibility, and humanity in supporting them. Given this shift in demographics both for the MLL Department and the University, it makes sense to continue to develop additional courses to serve heritage speakers, expand service learning opportunities to meet more community needs, as well as support internships where service to the Hispanic/Latinx community will be at the center.

Clearly, the Core Values of the institution are reflected in the efforts and direction of the Spanish faculty since the last program review. However, here also lie additional opportunities for more impactful outcomes, especially in supporting the first core value of diversity and social justice and the third value of connectivity and community engagement. As noted in the self-study and mentioned by students with whom I spoke, it is difficult for students to move towards graduation as Spanish majors and minors due to the limited number of sections offered each semester. Wait lists, especially at the upper-division level, indicate that students are not readily able to take needed courses and move towards finishing their degrees in a timely manner. Per MLL data, during the period of the self-study, the number of majors has ranged from 97-170 and the number of minors from 83-120. Accordingly, FTES ranged from 78 to 107 yet the significant increase in FTES has not resulted in the replacement of faculty. In identifying Spanish Program data, it is important to include both second majors and minors; the Office of Institutional Effectiveness should provide updated data so that significant contributions made by the Spanish Program to student success at the departmental, school, and university level can be appropriately recognized (see Figure 3 from the self-study on FTES, FTER, and SFR or Figure 6 on data discrepancy). A crucial goal for the Department of Modern Languages and Literatures, in light of the university's first core value, must be continuing to facilitate time to degree for all Spanish minor and B.A. students, as well as Latin American Studies, Global Studies, Business, Nursing, and any student needing upper-division GE units in Spanish.

Furthermore, given that the Spanish minor is the most popular minor at Sonoma State University, additional resources should ensure that students can take needed upper-division courses to complete the minor and move closer to graduation. The health and popularity of the Spanish minor, enrollment data, the dedication of its faculty, the academic and curricular rigor of the existing program, and overwhelming student enthusiasm for Spanish support the additional sections for Sonoma State students. Supporting the culture and language of Hispanic/Latinx students through sufficient course offerings will not only address social justice but also reposition a significant underrepresented community of the North Bay region. The same can be said for lower-division Spanish courses that fulfill GE requirements, which are also crucial in moving students towards degree completion. Spanish faculty are offering great service to Sonoma State students through a vast offering of general education courses; this certainly speaks to the impact the program has on students' overall educational breadth and ability to meet their academic goals. By offering graduate, undergraduate, minor, and GE courses in Spanish, Sonoma State Students clearly benefit from the exposure to the various cultural, linguistic, and literary aspects of the Hispanic world they study while increasing their understanding of local communities. Furthermore, the faculty are deeply committed to student success, the diverse populations they serve, and the well-being of the School of Arts and Humanities. However, because it is the case that a student does not reach the minimum number of units needed for graduation (total of 120-132 units) solely by completing General Education (48 units) and major requirements (36 units for Spanish), minors and certificate programs play a significant role in ensuring students reach overall graduation requirements, especially in the Humanities. This reality points towards a need to foster double majors and certificate programs within the School. Although Spanish faculty support linguistic and cultural agility in the Humanities as well as in various professional contexts, additional opportunities can only be incorporated with expanded resources and local partnerships. I therefore strongly urge the continued exploration of collaborative projects within the School of Arts and Humanities and beyond.

Undergraduate Spanish students are certainly enriched by faculty's efforts to offer cultural events, guest speaker lectures, conference presentation opportunities, and support an understanding

and sensitivity towards the diversity of Hispanic communities of the Americas and Europe. Additionally, Spanish faculty clearly have a student-centered approach in accommodating students' needs as demonstrated by the solution made to move towards hybrid and on-line modalities in course offerings to address bottleneck issues. Beyond serving students within the department, for a Hispanic Serving Institution, it makes a lot of sense to support collaborations for purposes of interdisciplinary certificate programs as well as the prolonged health of the Spanish area and department. Supporting an interdisciplinary and broad understanding of the Spanish-speaking world, its diverse communities and cultural assets will only strengthen the program in the future. Thus, it is important to ensure that sufficient upper-division sections are regularly offered so students may complete their degrees in a timely manner while also exploring complimentary studies that can be done in reaching the 120 units needed for graduation. In this regard, Spanish faculty can collaborate with the school's academic advising team so that advisors promote and encourage minors and certificate programs early on to ensure 4 year graduation is attainable for all students.

As explained in the self-study, in an attempt to serve their students, Spanish Program faculty had been making very timely progress towards shifting their offerings to hybrid and fully on-line modalities prior to the COVID-19 pandemic. Although they will complete their conversion of all courses to on-line by spring 2021, the issue of **room allocation** needs to be considered to ensure students can be appropriately served once we all return to our campuses. The Stevenson Hall renovation has limited available classroom space and Carson Hall needs to be updated to provide equitable learning-ready classrooms that ensure all learning and teaching styles can be accommodated and made more accessible, especially for language, literature, and culture courses.

I applaud the Spanish area's strategic response to enrollment challenges and its role as the second largest provider of FTEs for the School of Arts and Humanities. At the School level, this major contribution should result in additional resources to help the Spanish area sustain its support for French and German, as well as support campus collaboration so that all Modern Languages and Literature students are appropriately served (including second majors and all minors). Although the nature of the department is particular to the school, it does not differ from other CSU language departments in its make-up: combining a Spanish MA and BA program with a French BA, and German BA program, as well as minors in those languages. I commend the strong and effective leadership Dr. Jeffrey Reeder has provided to the department, not only in meeting its needs, but representing its faculty and interests at the school and university level.

It is also clear that current Spanish faculty are fully extended in their teaching, research, and service to the department, school, university, and community. In order to serve students, they need the support of **additional faculty and resources**. Ensuring Hispanic/Latinx students have appropriate access to needed classes, faculty, and resources is at the core of the social justice focus of the strategic plan. Given Sonoma County's demographic data, the Hispanic/Latinx community is a large young group having the most dramatic growth in the area (see <https://sonomacounty.ca.gov/Health/Public-Reports/Health-Need-Assessments/Demographics/>) and it therefore necessitates shifting campus resources to address current local and regional needs. Additionally, this website notes that the Hispanic/Latinx population of the region has the lowest educational attainment as well as lowest number of homeownership. Thus, there is an urgency in prioritizing the educational attainment of this particular underserved community in order for them to access social well-being. Such a goal necessitates the hire of a new, ideally underrepresented, Spanish faculty member who can help respond to all core values of the strategic plan while also addressing issues of equity, diversity, and inclusion within the Spanish area, department, school, and

university. The Spanish faculty are an impressive group, thoroughly dedicated to their students, particularly through their teaching and service but there are only four faculty. As noted in the self-study, since the 2006 PPR, there have only been 4 faculty, rather than 5, serving the Spanish area. This long-term reduction in faculty has and continues to limit course offerings, general workload, and inability to fully serve all students interested in the Spanish major, minor, and related fields. As reassigned time is limited and faculty are asked to do more, it is not sustainable to successfully meet the demands of students' needs, research agendas, heavy service loads, and further diversify programmatic goals. Current successes have only been met by maximizing faculty workloads and shifting course offerings from the lower-division to upper-division with the intent of serving Spanish majors. Ensuring adequate resources for research and conference presentations will also support Spanish faculty in continuing to meet retention, tenure, and promotion requirements. At the moment, interlibrary loan services are key for faculty and student research and they should continue to be supported and expanded. Where possible, such resources should continue to be shared with lecturer faculty so they can remain current in their fields. Lecturers should have access to professional development and be made aware of expectations as they participate in review cycles. In my conversation with lecturer faculty, it became clear that improved communication and resource-sharing could help them remain strong teaching faculty and key partners in students' success. For example, your *Center for Teaching and Educational Technology* is offering a seminar on integrated teaching, learning, and assessment that could be shared with all lecturer faculty at no additional cost.

Furthermore, the faculty have responded to students' needs by shifting offerings to hybrid and fully on-line modalities but it is clear that both **additional course offerings, as well as a new full-time, tenure-track hire** would be needed to truly begin to serve all students interested in Spanish courses. A tenure track position is also necessary for the support and completion of key departmental and institutional functioning (programmatic assessment, student major and minor advising, continued community collaboration, departmental curricular innovation, continued university support of global awareness, Modern Languages and Literatures faculty participation in campus governance, etc.). In particular, the Spanish Program should have enough faculty to both cover curricular needs and continue their course-embedded assessment for every class but also offer leadership and support to their program while ensuring the workload is sustainable to complete teaching, research, and service to the university.

To better gauge the number of students impacted, I strongly recommend **using updated data from your Office of Institutional Effectiveness** that includes both students whose second major is Spanish, as well as all minors. My understanding is that Spanish is the number one minor of choice currently at Sonoma State and appropriate resources should be given to serve interested students. Current program faculty are offering student opportunities that include service-learning, the Spanish Honor Society, Spanish Club, and connections with the community that can only be increased and sustained with the support of an additional full-time, tenure-track faculty member. Co-curricular offerings are matched by meeting Student Learning Outcomes which include, in multilingual contexts, receptive and productive skills, cultural understanding, literary analysis, linguistic analysis, and information literacy.

Following the demographic shift in Sonoma State University's students, more faculty who model for students new academic and social attainment as underrepresented scholars should be added to the campus community. In identifying ideal new hires, finding a person who can further strengthen campus partnerships should be considered. I encourage **focused exploration of campus partnerships** so that a new faculty member can lead professional Spanish certificate

programs in collaboration with health and well-being (perhaps a Spanish for the Health Professions Certificate in collaboration with Santa Rosa hospitals), public service or pre-law (a Spanish for Restorative Justice or Civic Engagement Certificate aligned with local government agencies), communications (Hispanic Media/Social Media/Public Relations Certificate), and/or business (Hispanic Business Certificate for North Bay or Spanish for the food and wine industry). Unlike the efforts from the 1970s discussed in the self study, here Spanish language and culture must be at the core of new certificate programs. Bilingual, bicultural, and transnational understanding should guide the development of new certificates while the program continues to foster translingual and transcultural competence. There is no doubt, for example, that collaborations such as those established by PUERTA, positively impact the socio-economic, educational, and cultural well-being of Latinx/Hispanic students and communities in the North Bay region. Efforts to bring back the Bilingual Authorization (BILA) Waiver Program should be a priority as well. Spanish 427 students with whom I spoke specifically mentioned this request stating that it gave them great advantage when pursuing teacher credential programs and entering the job market.

Clearly, a challenge for all CSU campuses is meeting budgetary needs and Sonoma State University is no different. The Department of Modern Languages has a minimal operating budget and this challenge requires creative and strategic responses at both the school and university level. Among the possible ways to access additional resources are a strong partnership with foundation staff to secure local donations, support for public grant applications, such as *National Endowment for the Humanities* (NEH) grants for Hispanic Serving Institutions (<https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>), and private grants such as those offered by the *Laura and John Arnold Foundation* (<https://www.arnoldventures.org/grantees>), as well as university partnerships that can maximize resources for more than one unit. For example, the minimally funded Spanish area student research presentations can be shifted to a school or campus event with participation from other departments where students are completing research projects on Hispanic/Latinx issues in both Spanish and English. Community members and partners can be invited as a means to increase the visibility and focus of the campus on addressing regional issues and moving research forward. Sonoma State's strategic communications can capture the event and promote it through local news outlets and social media. Such partnerships can then become the basis for additional funding. It may also be useful to explore partnerships with extended education or international education to see if there are winter or summer session course offerings that may bring in additional revenue to the Spanish area and MLL department. Such a decision would have to take into consideration the Spanish MA program so as to not take away resources needed for this program during the summer.

Additional campus partnerships that can further support services and resources for 1st generation students, many of whom are Spanish majors, can be found under Student Affairs. For students who lack family or community support in seeking higher education opportunities, advising centers are key in helping them navigate the complex GE requirements alongside their major while also offering post-graduation guidance. Advising partners can also maximize study abroad resources for students, helping them to understand course equivalencies and application processes for international programs. Advisors can support Pell Grant recipients in applying for the International *Gilman Scholarship* (<https://www.gilmanscholarship.org/>) to help them study abroad within and beyond the Spanish-speaking world. Furthermore, partnerships with Student Success Centers including the Career Center or the Center for Academic Success & Student Enrichment can further support students with particular needs or in succeeding beyond major requirements. Spanish area faculty are key advisors who already significantly support Koret Scholars and McNair Scholars. They

can further encourage their students interested in Ph.D. programs to apply to the *CSU Pre-doctoral Fellowship* (<https://www2.calstate.edu/csu-system/faculty-staff/predoc>) to access resources for graduate studies. In short, much is being done by Spanish faculty to support their students but strengthening campus partnerships could further expand current efforts to maximize students' success beyond graduation. Some students shared with me that they found out about opportunities a bit late and wished they had been informed earlier. Systematic “student success maps” that mirror “curricular maps” beyond the major can be established to help students maximize opportunities during their undergraduate experience. Where appropriate, **study away opportunities can be further supported or developed** to offer ways to learn regionally about international communities during winter and summer sessions for students who cannot travel internationally. Both within and outside of the School of Arts and Humanities, strategic partnerships for purposes of study abroad or study away and certificates should be considered.

Also related to student success, retention, and graduation is the offering of an honors experience within the CSU. Currently, thirteen of the 23 CSU campuses offer Honors Programs or have Honors Colleges. Because I was at different moments asked about my involvement with Honors education during the PPR interviews, I would like to offer some thoughts in this regard, especially as a means to attract and retain strong students. Despite its history as an elitist entity on university campuses, there is in the last two decades an effort within Honors education at the national level (see <https://www.nchchonors.org/>) to move towards greater equity, diversity, and inclusion. I here speak as a 6th year director of the University Honors Program at CSUF, current member of the Equity, Diversity and Inclusion Committee of NCHC, and recently elected member to the NCHC board. In this regard, Sonoma State University is very well positioned to open an honors program aligned with its strategic plan; I here imagine for example, a university-wide Honors for Social Transformation Program that can serve the entire campus. It can be a program that addresses regional issues from an interdisciplinary perspective with local partnerships and service to the community. It can be a hub to explore health and wellness issues, address regional concerns related to civic engagement, diverse religious and cultural understanding, promote Hispanic/Latinx leadership, or further develop environmental technology in relation to your campus-run nature preserves. Honors can be an innovative space on campus where complex social problems can be studied and addressed. It can also be a way to attract and retain diverse faculty. For example, the Hispanic/Latinx community in the United States is disproportionately affected by type 2 diabetes. Through partnerships with Spanish, Nursing and Kinesiology found in your School of Science and Technology, as well connections with your School of Education, new programs could be developed that bring together improved nutrition, exercise, and social well-being for your Hispanic/Latinx communities that can be offered in both Spanish and English. There are endless possibilities for a campus-wide Honors Program and you could certainly connect it with Sonoma State University's desire to serve as an educational and cultural resource in the North Bay region.

I would like to recognize that the Spanish Program has much to be proud of given the hard work and generous dedication of Spanish faculty. Despite the small group of four, each faculty member is serving students beyond the classroom, is fully dedicated to the program, the department, the school, and university in more ways than can be expected. Dr. Jeffrey Reeder, for example, is not only serving as MLL Department Chair, he is also fully supporting Native American Studies and teaching in that area while leading your academic senate. Equal dedication to their discipline, Spanish program, and university is documented in the CVs submitted for this PPR by Dr. Robert Train, Dr. Parissa Tadrissi, and Dr. Emily Clark.

I believe the collective hard work of Spanish faculty should be further recognized and rewarded by helping the department access greater funding, approving a new diverse tenure-track hire in Spanish, supporting their data needs, helping them to bridge with other campus departments and units for purposes of developing interdisciplinary certificate programs, and improving their web presence. Despite their many undertakings, the Spanish area's accomplishments are not highlighted in the departmental website. Bolstering their web presence will no doubt support the MLL Department and Spanish Program overall. Intellectually, the department offers bicultural and bilingual understanding and innovative critical thinking, fostering tolerance and international understanding with strong local connections and community service. Nevertheless, the hard work of program faculty is not sustainable without additional resources. As noted in the self-study there are key recommendations that would greatly benefit the Spanish area, and more importantly, Sonoma State students. In particular, increasing Spanish upper-division course offerings (particularly for heritage speakers), hiring an additional diverse tenure-track faculty member, creating additional courses for heritage speakers and building more service learning experiences with support of an additional faculty, exploring campus partnerships for the creation of certificate programs, and completing online course options in Spanish should be the focus of improvements these next years.

In conclusion, the Spanish area plays a crucial role, both at the school level and the university as a whole, in forming global citizens and contributing to a campus community of international awareness and cultural understanding. It contributes to the local cultural health of the labor force, global community and the institution's status as a Hispanic Serving Institution (HSI). I commend the Spanish area faculty for its effectiveness and urge Sonoma State University to continue to support the Modern Languages and Literatures Department in its tremendous service to underrepresented students and your campus community as a whole.

Dean's Response: 2021 Spanish BA Program Review

December 3, 2021

I am grateful for the January 5, 2020 comprehensive review of Sonoma State's Spanish BA program by Dr. Sandra Pérez, Director of the Honors Program at Cal State Fullerton. I am glad to see Dr. Pérez's assessment that the program is strong, growing (from 97 to 170 majors; from 83 to 120 minors) and continuing to offer transformational opportunities for our students.

The key recommendations from the 2020 Spanish BA program review include ensuring that sufficient upper division sections are offered, sufficient classroom space is available, the hire of additional Spanish faculty members who represent the demographic of SSU's service area, professional development resources for lecturer faculty, more campus partnerships, marketing of student research success, and Honors Program opportunities.

These are all reasonable recommendations that I am hopeful to be able to support, looking on the bright side about an improved enrollment and budget picture. I quote with pleasure the program review report's concluding praise of the Spanish BA program:

In conclusion, the Spanish area plays a crucial role, both at the school level and the university as a whole, in forming global citizens and contributing to a campus community of international awareness and cultural understanding. It contributes to the local cultural health of the labor force, global community and the institution's status as a Hispanic Serving Institution (HSI). I commend

the Spanish area faculty for its effectiveness and urge Sonoma State University to continue to support the Modern Languages and Literatures Department in its tremendous service to underrepresented students and your campus community as a whole.

I am optimistic about the continued success of the Spanish BA program and intend to continue to support the program as fully as possible.

To: Dr. Hollis Robbins, Dean, School of Arts & Humanities
Dr. Michaela Grobbel, Interim Chair, Modern Languages and Literatures Department

From: Edward Beebout, Chair, Arts & Humanities Curriculum Committee

On December 7, 2021, the Arts & Humanities Curriculum committee met to discuss the Program Review Self-Study authored by Dr. Parissa Tadrissi on behalf of the Spanish BA program. The committee found the report excellent in its comprehensiveness and ability to give historical context to the development of the program.

We applaud the program's efforts to expand and deepen its commitment to equity issues and providing a quality education to Latinx students. This is especially critical in light of Sonoma State University's HSI designation.

However, we agree that the program's steady growth means its current financial resources are inadequate. We share the view of external reviewer Dr. Sandra Perez that the Spanish BA program should be given more resources to staff additional course sections, including a tenure track hire. We also like the idea of university foundation staff working with the program to secure community partnerships and donations.

The conclusion of Dr. Perez's external review also makes an important point: the Spanish program "plays a crucial role, both at the school level and the university as a whole, in forming global citizens and contributing to a campus community of international awareness and cultural understanding."

UPRS Findings and Recommendations Report

On 9/28/2022 Dr. Parissa Tadrissi visited UPRS to discuss the Spanish BA program review.

Curriculum

- Professor Tadrissi reported that Spanish has completed its goal of creating a hybrid curriculum, where upper-division courses are offered both in person and online.
- Program still needs more heritage courses, especially given SSU's designation as an HSI institution
- The faculty would like to create a "Spanish for the Professions" course, which they feel would be popular, if resources were available.
- Department wants to revamp the service-learning courses; distinction between in-person and online courses.

Assessment

- Historically, Spanish surveyed alumni, and the information was very useful; it helped define the program's request for a Teagle Grant. However, it used to be distributed by the program's administrative assistant, and with staff reorganization there is less admin support. Thus, no alumni survey data was collected in the past couple years, and there are no immediate plans to resume surveying alumni, given staffing shortages. UPRS suggests that Spanish work with the administration to obtain help with resuming survey distribution.

Staffing and Resources

- Professor Reeder left SSU, so the Spanish program has only three TT faculty members. In terms of faculty diversity, faculty are concerned that there is a lack of representation in the department, given that SSU is an HSI which has many heritage Spanish speakers. The diversity of the students has been increasing, but it has decreased among the faculty.
- Due to lack of faculty, the online lower division courses are taught by Sacramento State.
- Advising loads are high.

Students

Spanish BA FAR

- Student diversity has actually increased, with greater numbers of heritage Spanish speakers taking courses.
- Spanish is the most common minor declared at SSU.
- The number of Spanish majors and minors is significantly undercounted due to differences in the way these figures are compiled by Institutional Research, compared to the MLL dept/Spanish program.

Program Review Process

- The Program Review process helped the faculty examine the curriculum and consider potential changes, given resource constraints.

Commendations

- Completion of hybrid modality courses for the program and successful trials through COVID period
- Integration of MA TAs into teaching SPAN 101 and 102

Recommendations

- Support the department in outsourcing lower-division GE courses (students are directed to take online courses at other CSU campuses)
- Due to differences in the way Institutional Research counts students as majors or minors compared to the Spanish program, students are being undercounted, leading to fewer resources than needed. UPRS has discussed this issue, which has occurred in a variety of depts and programs, and recommends that the administration work with Institutional Research to find a workable solution to this issue, which apparently stems from the way that SSU software 'captures' student info, using primarily the first major declared.

Action Plan / (MOU) Spanish, BA			
Rec	Action	Responsibility	Planned Completion (e.g. by mid-cycle)
1	Explore whether formalizing a fully-online Spanish Degree Completion Program would be appropriate. This could be listed separately in Cal State Apply and carries the potential to attract non-traditional students.	Chair & AVP Academic Affairs	Fall 2025
2	Consider whether a "Spanish for the Professions" course is feasible to develop. Consider collaborations with Health Sciences to ensure language skills in health fields.	Faculty	Completed; consider offering in fall 2025
3	Collaborate with Advancement to strengthen community and alumni relations in support of student recruitment events and internships.	Advancement & Chair	Ongoing
4	Look into the feasibility of re-incorporating an exit survey.	Faculty	Fall 2025
5	Collaborate with Enrollment Management to ensure Spanish programing, and especially Spanish for heritage speakers, is included in outreach materials.	Enrollment Management & Chair	Fall 2025
6	Should financial resources become available, the department is encouraged to hire a faculty member who contributes to the diversity of the SSU demographic area and could teach courses such as "Spanish for the Professions."	Chair, Dean, & Provost	Fall 2025
7	Further develop PLO mapping to courses in order to demonstrate development / growth in competency across the curriculum. Early courses might introduce concepts, midway courses might develop them further, while later courses likely contribute to mastery.	Faculty	Fall 2026

Note: Follow-up/check in occurred 10/7/24 with Chair Michaela Grobbel, Dean Laura Alamillo, Prof Robert Train, and AVP Stacey Bosick. Emailed Action Plan to all and Provost Karen Moranski following the meeting.