Program in Spanish, Sonoma State University

2014 Self-Study Document

7 April 2014

Program Introduction and History

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to shape the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program, despite severe cuts to the budget and the faculty, continues to offer a variety of courses in language, literature, and culture, as well as the Senior Capstone Seminar in Literature or Linguistics. In addition, the M.A program has grown strong since its inception in 2008.

In the 1963-64 Sonoma State College catalog[1] (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, and the most recent full review occurring in 2006. 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.
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> 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 won. 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.
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> 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.
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> At the height of enrollment in Spanish an FTE of 90 was reached. There was an allocation of 4.5

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[1] That same catalog also lists the full-time resident fees (including all activity fees): $47.00 per semester.

full-time tenured faculty positions.

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.

- A substantial number of Spanish Program students are involved in volunteer work directly related to the local Hispanic community and in other on- and off-campus 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]. Spanish 301 has also included a Service Learning Component working with the Center for Community Engagement on campus, and Spanish 410 is a recognized 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.

- Hispanic Heritage Month: The Spanish program offers guest speakers and cultural events for students every week during 15 Sept.-15 Oct. In addition, students benefit from the free screening and discussion of four or more full-length Spanish-language movies. The many students that participate in the feature-length film screenings are able not only to witness film characters interacting in the whole gamut of social contexts, but are also able to interact with each other during post-film commentary and discussion sessions. Films are selected each year to represent a wide range of cultural, geographic, and social content. In the

last two years the program has worked with Associated Students in order to reach a wider range of the student population. During Hispanic Heritage Month 2013, for example, the campus hosted visits by acclaimed writer Sonia Nazario, slam poet Mayda del Valle, and comedian Bill Santiago, each of which was cross-referenced in Spanish program classes and was well attended by program students.

- The Green Music Center: In addition to the usual cultural enhancements available to the program because of the presence of the new music center (e.g. student 'rush' tickets), on two occasions the Spanish program made arrangements to have entire classes receive complimentary reserved tickets for performances that connected with course content, and thus dozens of program students have had the opportunity to enjoy performances by Spanish singers Concha Buika, Estrella Morente and Mexican performer Lila Downs.

Program Statistics

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

As shown in Figure 1, overall FTES has remained relatively steady in the Spanish program throughout the last six years of the period covered by this program review. The widest variation occurred between 2005 and 2007, a period marked by program growth influenced by a new AP credit and placement policy and staffing levels that were not only adequate for the upper-division courses but also which allowed the program to service the university through lower-division GE offerings. Although the FTES level seen in the 2006-2007 academic year represents the program's highest enrollments in the past 12 years, subsequent declines were not caused by a lack of interest but rather by a retirement and a FERP that were not replaced in 2007, followed by the loss of part-time faculty due to the statewide budget crisis in 2008.
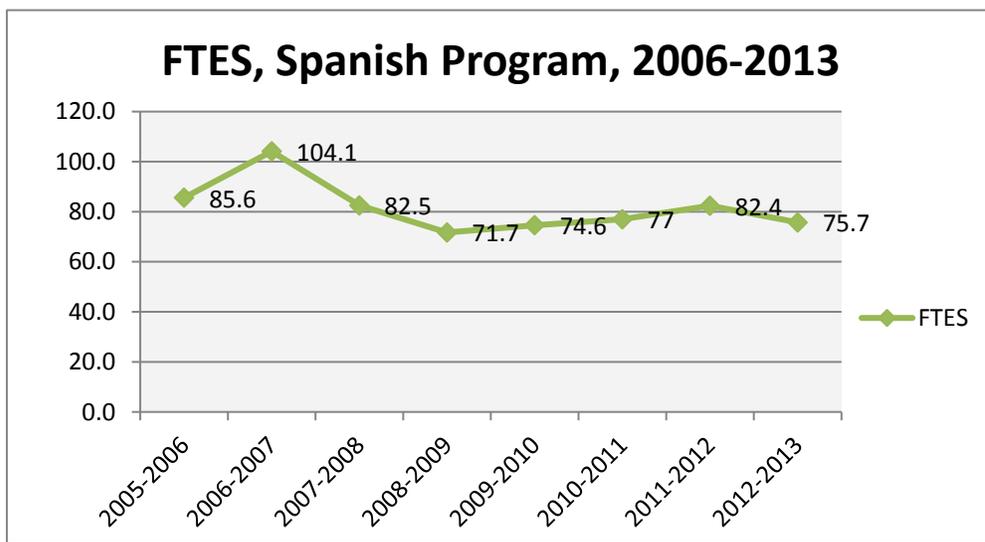

Figure 1. FTES, 2006-2013.

Figure 2 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 remained relatively constant as the program has struggled to provide the minimally essential courses for majors and minors while the lower-division FTES has varied significantly. The ratio between the lowest and the highest upper-division FTES is 1 : 1.28 whereas the ratio between the lowest and the highest lower-division FTES is 1 : 2.05. This data shows that cuts to the Spanish program have primarily affected the university community as a whole. In 2010-2011, for example, the lower-division FTES accounted for only 0.41% of the university's total FTES (based on the Fall 2010 total of 7,592). Additionally, the overall Spanish program share of university FTES has declined from 1.39% (2006-2007) to 0.90% (2012-2013). This decline comes despite the nationwide and statewide trends that show strong increases in Spanish enrollments (see Figures 9 and 9.1).
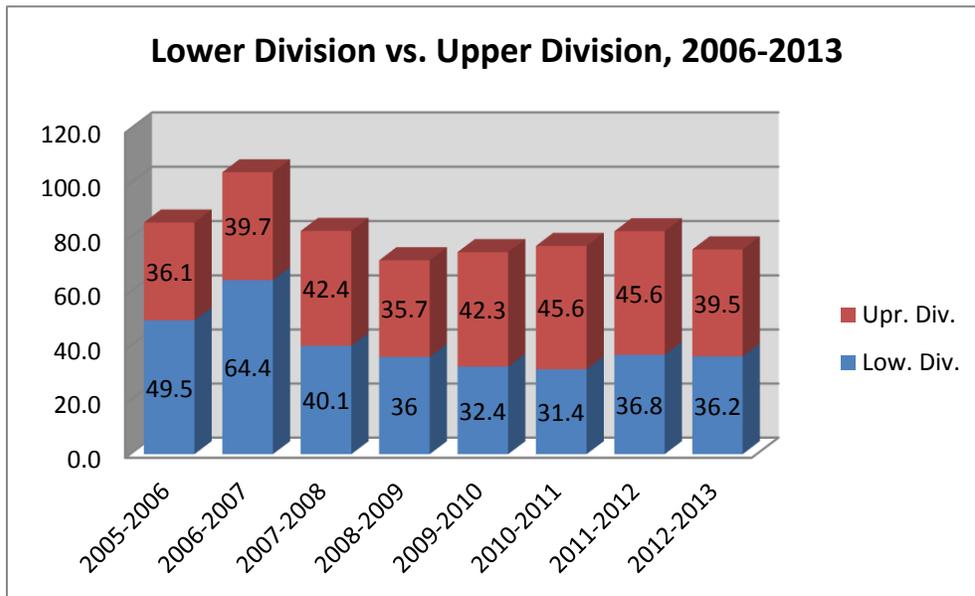

Figure 2. Lower Division vs Upper Division FTES, 2006-2013.

In Figure 3, the effects of FERP and the loss of faculty are reflected in the sharp decline from 2006-2009. Due to budgetary constraints and the lack of replacement faculty overall FTEF dropped by 1.0 in this period of review, an overall loss of 23%. The 30% decrease between Academic Year 2006-07 and AY 2008-09 were particularly difficult for the program, leading to program halving the number of lower-division offerings as well as the unpleasant realities of large numbers of students being waitlisted out of required courses in the major. In many cases, transfer students would arrive to begin the Spanish major having completed all the required GE courses but were unable to register for even a single program course.
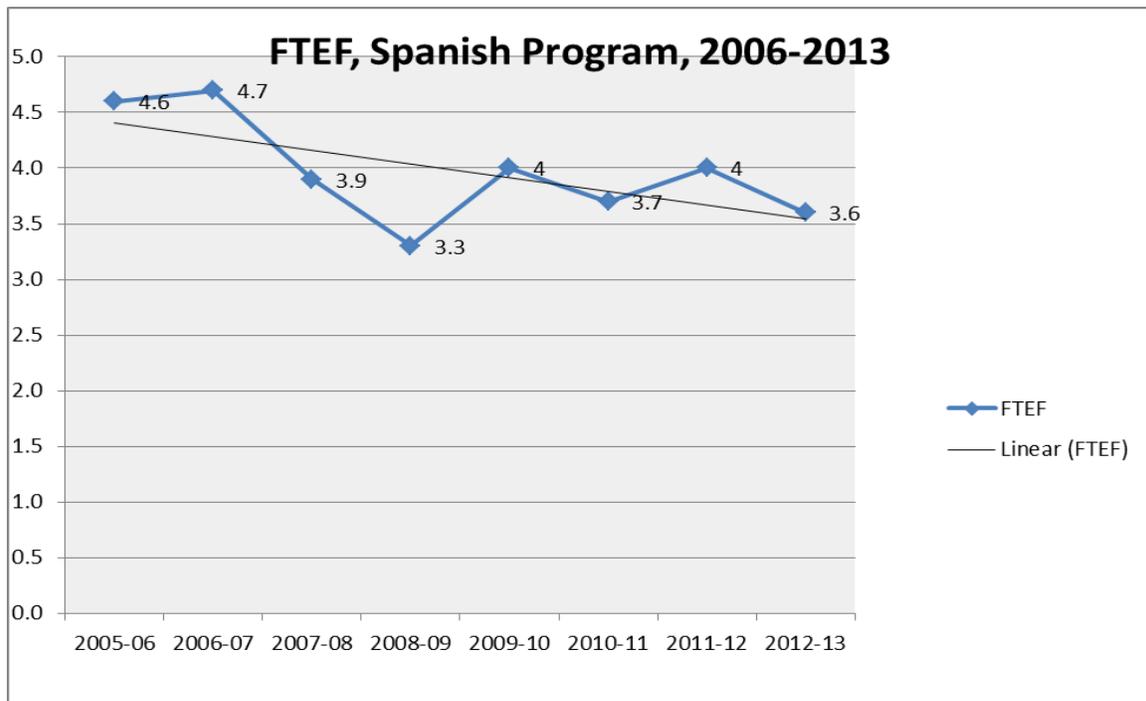
Figure 3. FTEF, 2006-2013.

Figure 4 below shows the relative weights and total values of FTEF, comparing lower-division courses and upper-division courses.
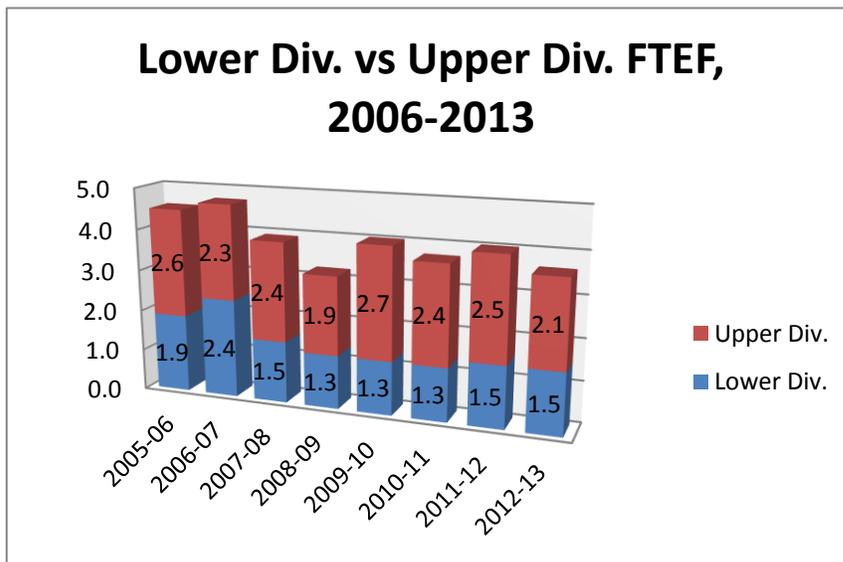
**Figure 4. Lower Division vs Upper Division FTEF, 2006-2013**.

As shown in Figure 5, overall SFR has had somewhat of a zigzag effect until 2011. There are at least three causes for this: (1) The catastrophic budget cuts 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) beginning in approximately 2002, 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 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[2].
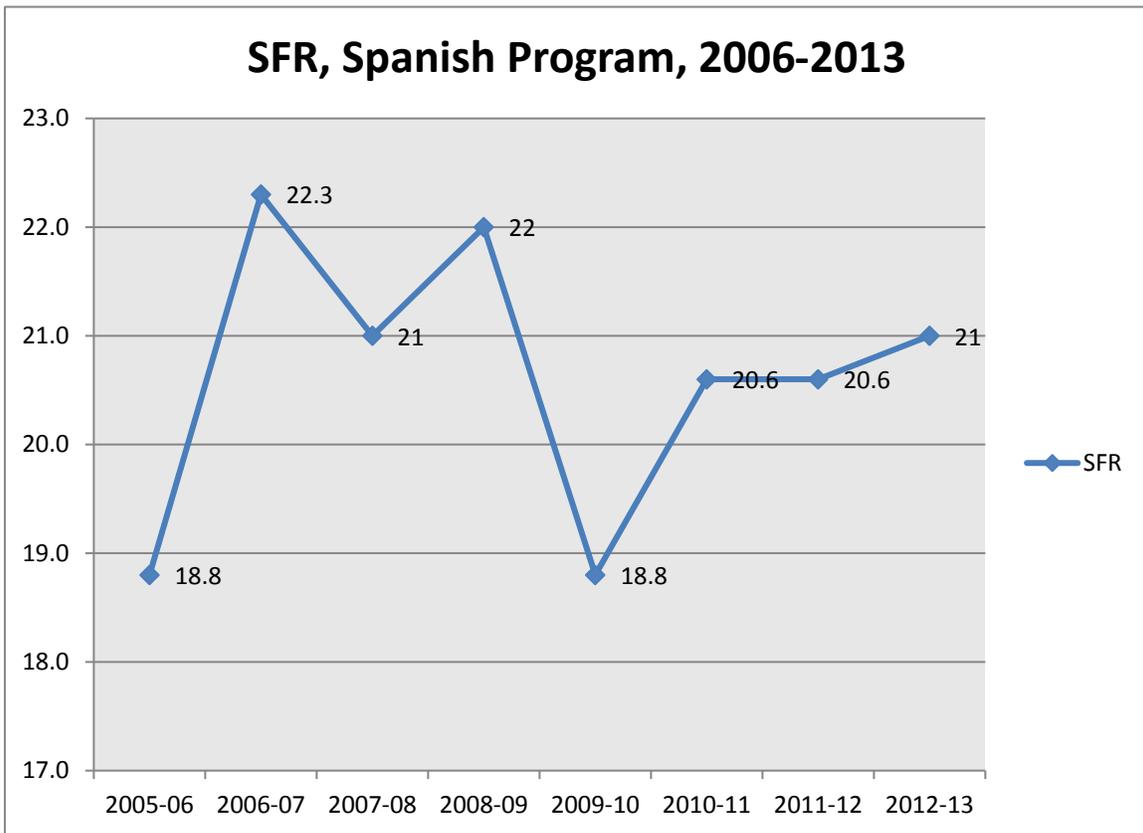
Figure 5. SFR, 2006-2013.

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[2] Despite the space constraints associated with this classroom, the Spanish Program and the Department of Modern Languages and Literatures are fortunate to have use of this space, as it is the program's only reliable access to a classroom in which four-skills instruction can be supplemented with digital realia and in which students can be tasked with creating and delivering technology-enhanced presentations. However, as of the Fall 2014 scheduling, department-exclusive access to this room will no longer exist due to a new method of classroom distribution.
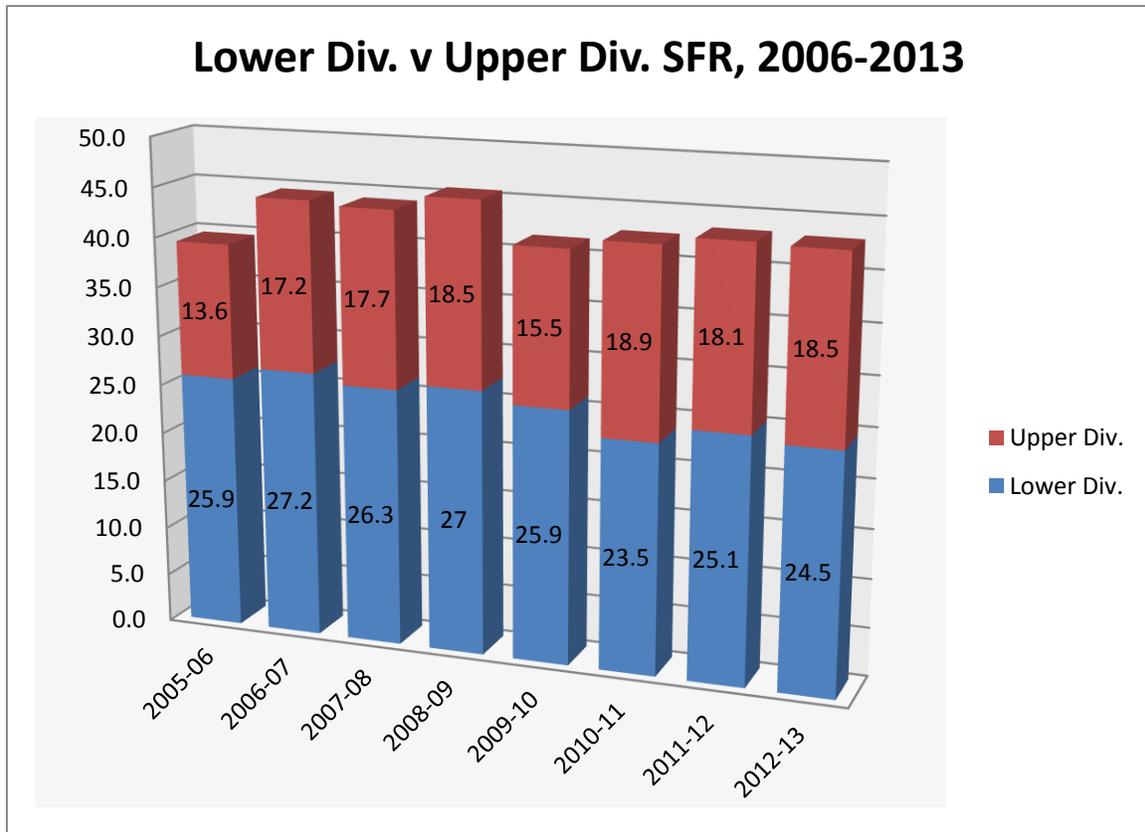
Figure 6. Lower Division vs Upper Division SFR, 2006-2013.

Figure 7 illustrates that the number of declared majors in the Spanish program has fluctuated between 37 students and 60 students during the 2006-2012 period, according to Institutional Research. At this time, Institutional Research data for 2013 is unavailable. 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. See Figure 7.1 for a comparison between Institutional Research data and the data generated from PeopleSoft.

Declared Majors, Spanish Program

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Female	37	35	36	30	32	43	43	43	32	33	24
Male	9	18	11	9	10	17	13	9	15	19	13
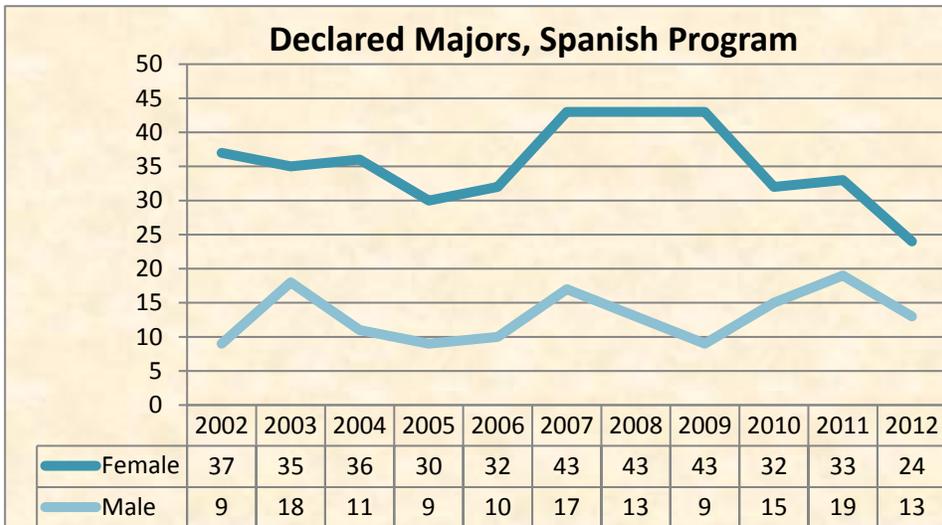
Figure 7. Number of Declared Majors, 2002-2013.

Declared Majors, Spanish Program, 2006-2013

PeopleSoft: 111, 81, 100, 85, 82, 94, 74, 83

IR: 42, 60, 56, 52, 47, 52, 37, 42
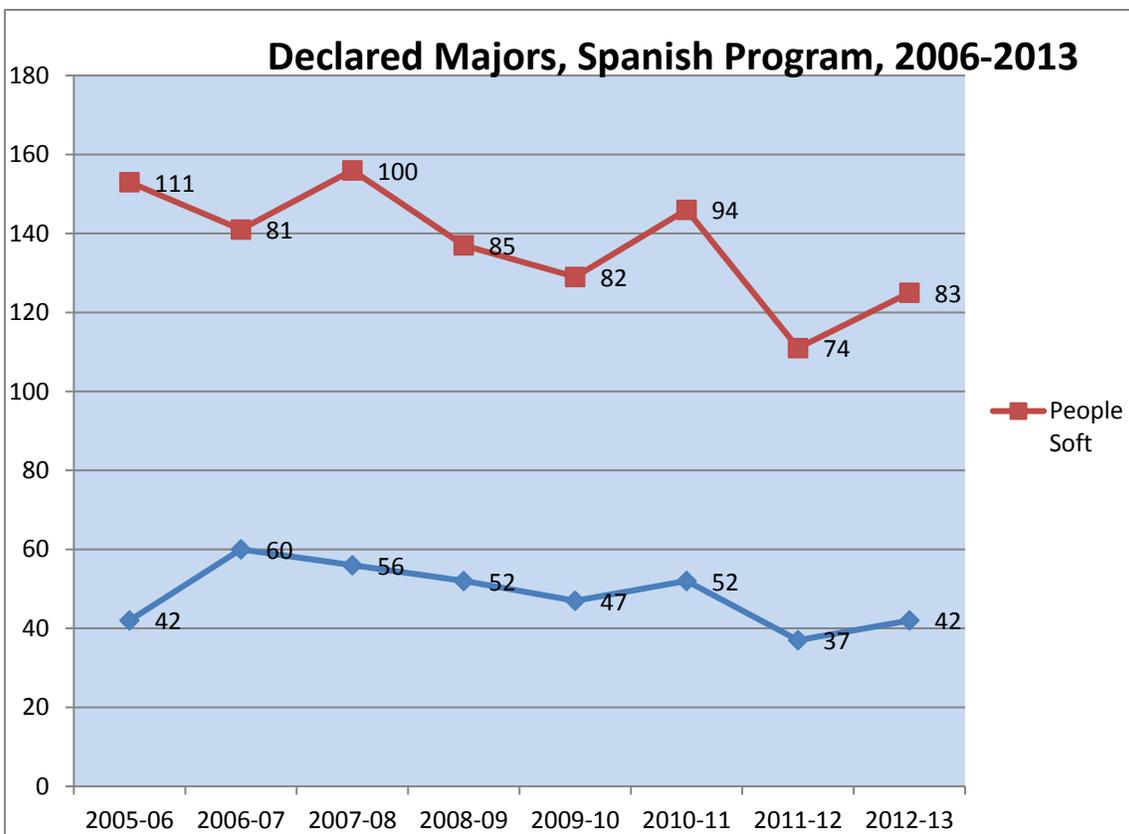
Figure 7.1 Number of Declared Majors, 2006-2013, IR versus PeopleSoft.

Figure 8 represents data from Institutional Research. It illustrates that the annual number of Spanish BA degrees awarded in the last five years has fluctuated between 15 students (in 2007) and 27 students (in 2012). As with the number of declared majors, data rendered from PeopleSoft indicates that the total number of degrees awarded is significantly higher than what is reported by Institutional Research. See Figure 8.1.
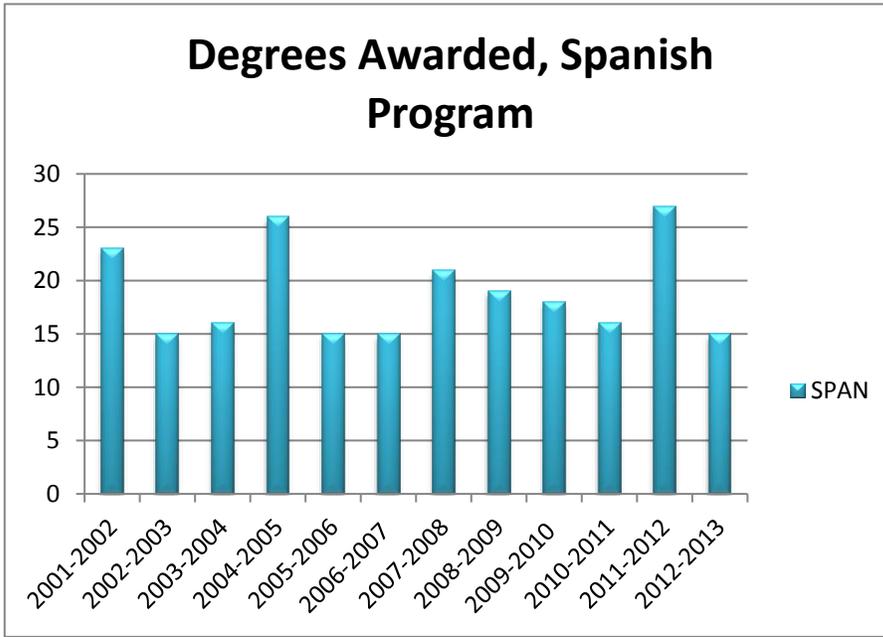
Figure 8. Degrees Awarded, by year, 2002-2013, Institutional Research.
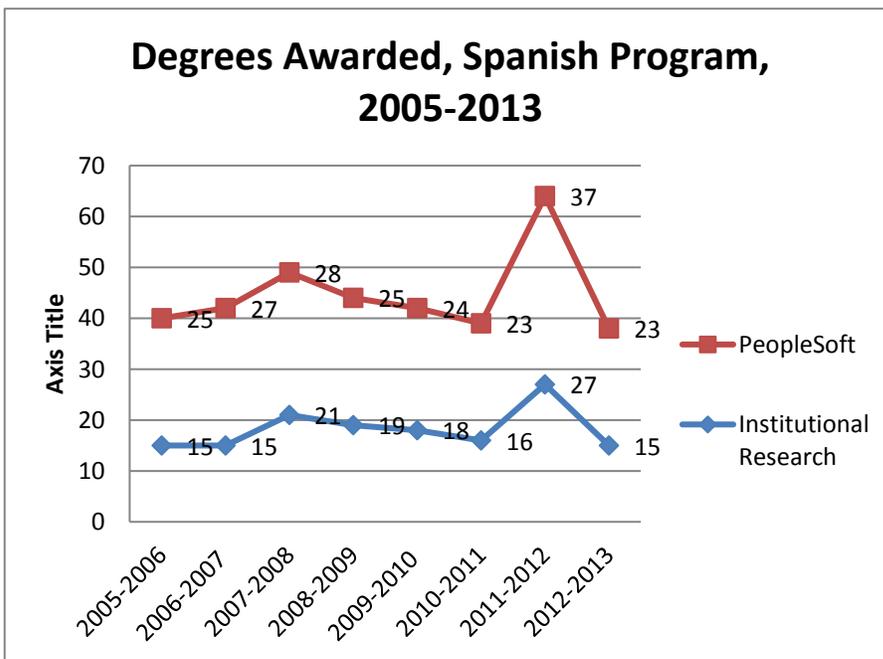
Figure 8.1 Degrees Awarded, by year, 2002-2013, IR versus PeopleSoft

Figures 9 and 9.1 represent data from the Modern Language Association's Foreign Language Enrollment Database showing total enrollment (by headcount) in Spanish classes across three data points: 1968, 1990, and 2009. Enrollments are shown for SSU only, for all California universities, and for all US universities. For improved data visualization the SSU totals are shown unaltered, as a raw total, whereas the California totals have been divided by 100 and the US totals have been divided by 1,000 for better scaling on the chart.
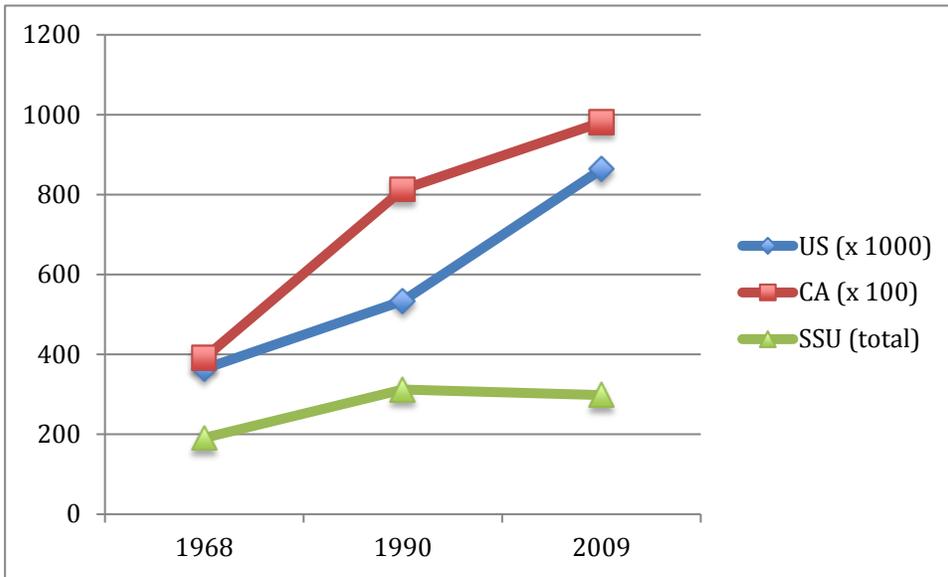

Figure 9. Comparative Spanish enrollments, by headcount, at SSU, CA, and US

Normalizing this data so that each plotted line begins at 100 in 1968, the first survey year, SSU's divergence from both the nationwide and statewide trends showing increased Spanish enrollments during the period 1968-2009 is clearly illustrated. During the 22 year period from 1968 to 1990, Spanish program growth at SSU slightly outpaced the average growth nationwide but fell well short of growth statewide. However, during the 19 year period from 1990 to 2009, headcount enrollment in Spanish at SSU fell both in absolute terms and in comparative terms while at the same time enrollments continued their strong increase across the state and across the nation. The nationwide and statewide increases in Spanish are also accompanied by similarly robust increases in the study of other languages, including French, Mandarin, Italian, German, and Portuguese whereas the stagnation and decline of Spanish at SSU is similarly accompanied by a decline in the number of language offerings on the campus. For example, SSU has previously offered courses in Russian, Italian, Japanese, Hindi, and Portuguese, for example, whereas now it only offers Spanish, French, and German. For reference, the overall headcounts at SSU for those same years were: 2,553 FTES in 1968, 5,679 in 1990, and 7,640 in 2009. Had SSU Spanish enrollments kept pace with the growth of the campus, a 199% increase would have been expected from 1968 to 2009 (instead of the actual 56% increase) and a 62% increase would be expected between 1990 and 2009 (instead of the actual 4% decrease).
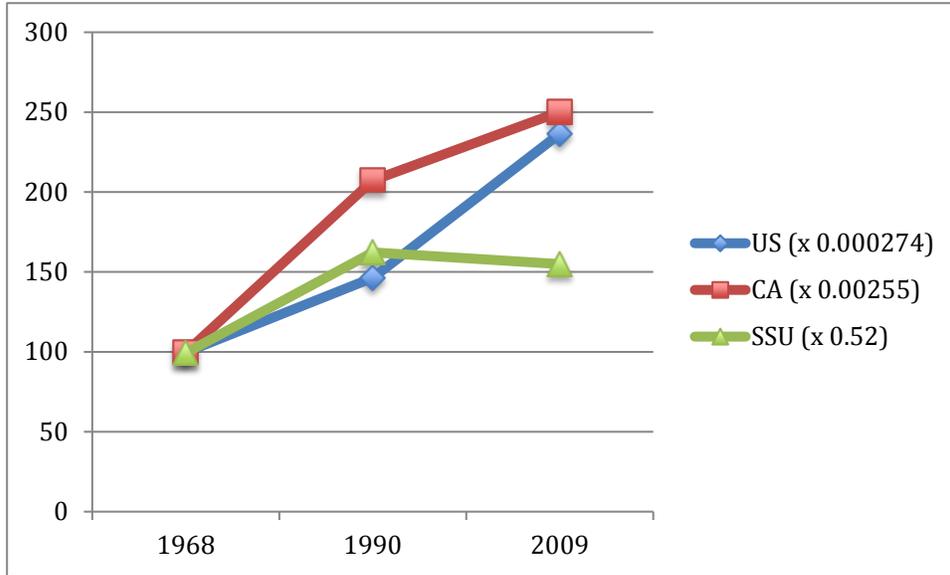
Figure 9.1 Comparative Spanish enrollments, by headcount, at SSU, CA, and US

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):

> $6,108 for Operating Expenses
> $482,283 for Tenure Track Faculty Salaries
> $33,816 for Staff Support
> $15,897 for Teaching Associate Salaries
> $43,057 for Lecturer Salaries
> $1,560 for Student Assistants

This translates into approximately $1,018 in operating expenses per faculty member (OE / 6), and a total of approximately $16,908 in Staff Support and approximately $241,141 for Tenure Track Faculty[3]. The Operating Expenses fund is, in recent years, the source for funding faculty the department's participation in the CSU Foreign Language 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.

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[3] Figures were obtained by dividing total amounts by 6 (number of faculty members in Modern Languages and Literatures) and multiplying the result by 3 (headcount of Spanish Program faculty). Actual figures are likely to be somewhat lower, as one of the faculty members has a half-time assignment outside the Spanish program Language Lab Director) and another has a course release and the MA Program Director.

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. Students are also introduced to the literatures and linguistic features of 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 a capstone seminar.

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.

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.

6 – Understanding of Literature
> Students shall learn to distinguish specific characteristics of literary genres, movements, and styles in 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.

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.

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	•	•	•	•	•	•			•	•	•
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 Hispanic 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 (except for the one-unit lab 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.

Spanish program courses meet the mission, goals, and objectives of the General Education program at SSU by challenging students to: I. Teach students to think independently, ethically, critically and creatively, II. Teach students to communicate clearly to many audiences, III. Teach students to gain an understanding of connections between the past and the present, and to look to the future, IV. Teach students to appreciate intellectual, scientific, and artistic accomplishment, and V. Teach and/or 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 fewer than half of the students enrolled in lower-division Spanish courses, and a substantially lower proportion 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, degree requirements in programs such as Global Studies).

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, providing our Spanish majors with the content knowledge for a career

in teaching remains an important part of our work. It should be noted that we are currently in discussion with the School of Education as to the feasibility of finding funding to renew our Waiver Program. The Peer Language Facilitator program (SPAN 495) also affords students interested in teaching with a theoretically-informed, hands-on experience in language teaching and learning. This program is a viable pipeline for students to continue their education in several post-baccalaureate programs at Sonoma State: Spanish MA, TESOL MA, and Single-Subject Teaching Credential.

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 Latino 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 major/minor drops. Students are no longer guaranteed access to small classes (now generally between 25 and 40 students). These courses are still 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. The Spanish program works with the Tutoring Center and the Language & Culture Learning Center to provide academic assistance to students. Faculty also 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. In recent years, faculty have served as NoGap Scholar Mentors, which in at least one case has led to graduate study at a UC institution. 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.

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 Latino student organizations.

Faculty

Despite being only three in number, the Spanish program faculty are 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 11 countries on five continents.

The mean number of years that tenure and tenure-track faculty have been on the faculty at SSU is 10.6 years (range: 3 – 16 years). One successful tenure-track search (a replacement for two faculty who left SSU) was conducted in 2011. The successful candidate was chosen from over two hundred applicants. 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 are also active participants and leaders in regional, statewide, national, and international professional organizations and associations. 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.

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 three 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 advisement and support information (<http://www.sonoma.edu/modlang/>).

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 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)

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. Assistant Professor of Spanish language, Peninsular and Latin American literature. Ph.D. Hispanic Languages and Literatures, University of California, Santa Barbara.

- Research interests: 20th and 21st Century Peninsular Literature with special emphasis on gender, technology and youth literature in print and online.

Robert Train

- Since fall, 2002. Professor of Spanish language and Director, Language and Culture Learning Center. Ph.D. Romance Philology, University of California, Berkeley.

- 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; intellectual history (cosmopolitanism, Enlightenment, humanism).

Temporary Faculty

In addition to one long-term Lecturer in Spanish, the Spanish program successfully concluded a Spanish Lecturer Pool search in 2013 from which we chose one of our current lecturers. Since 2011, the department has been authorized to hire two 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 the Language Lab director.

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.

Despite the competence, professionalism, and good will of the campus IT staff, there are a number of issues that adversely affect the program with respect to technology services and equipment. One extremely pressing issue is that Spanish program faculty do not have enough access to smart classrooms to reflect their technologically enhanced curriculum. Each semester the faculty teach in outdated classrooms, and in many cases when they do teach in a room with technology it is often outdated or malfunctioning. Although these problems seem to be improving in the past year or two, there is still the perception that this is an area for potential improvement.

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.

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 very 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.

Physical facilities

Classroom facilities are adequate, though at times cramped (e.g. Stevenson Hall 3030, in which it is difficult to safely move about the room and in which conditions are far from ideal for test security). Although most classrooms lack the equipment for a successful language class that targets the Spanish programs objectives, some Spanish classes are taught in 'smart' classrooms (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% in 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 several Spanish classes to be scheduled during unusual modules, a situation that may negatively impact enrollment[4] and morale.

Office space for faculty is adequate; each Spanish program faculty member has an individual office; a separate office is available for part-time faculty. Most Spanish program faculty have their offices in the Modern Languages and Literatures Department suite in Stevenson Hall; these vary in size and configuration but are roughly 80 ft^2 each with adequate access, ventilation, and lighting.

Financial resources

Financial resources are inadequate. The $6,108 available for Operating Expenses for the 2013-14 academic year is not only for the Spanish Program, but also for the French and German Programs as well. For the last three years, funding in approximately that amount has been the only source of secure funding for faculty photocopying, office supplies, computer peripherals, departmental memberships, and other essentials. The school of Arts and Humanities has been offering some professional development funds for conferences and travel in the last two years. This has been especially helpful for our junior faculty. Funds for research activities remain inadequate. Although Arts & Humanities has increased funding for faculty travel to $550 per faculty per year (with a possibility for maximum of $1100), it barely pays for one out-of-state conference per year. Moreover, the shortfall from intermittent RSCAP funding from the Chancellor's Office has not been adequately replaced by funding from Sonoma State. In fact, Sonoma State has no coherent

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[4] Anecdotal evidence suggests that a significant number of seats remain open in otherwise popular classes that start at 8:00 a.m., end after 9:00 p.m., or meet on Fridays; being forced to schedule classes during those modules has undoubtedly impacted Spanish enrollments negatively.

plan to provide basic funding for faculty research, a fundamental component of a university.

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[5].

Additional allocation to teach more lower-division courses and 300-level courses is needed. The lower-division and 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 encountered a bottleneck situation with our 300-level courses. These are courses that are required for the major and minor but because of being severely impacted students are not able to take them at the appropriate time or in the correct sequence. For example, the Spring 2014 SPAN 304 course, a junior-level introductory course in linguistics that is a prerequisite to the senior-level linguistics courses is enrolled with 25 students, every single one of whom are seniors. About 20 other students were turned away from the course after failing to get in through the waitlist. Faculty have raised course limits 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 earn upper-division GE units.

It is also notable that in the entire Spanish program, there is only one literature professor. During the last program review (2006) the program consisted of two literature professors and three linguistics professors. We are now down to one literature professor and two linguists, one of whom is also the lab director (half time equivalent). This has significantly impacted our course offerings, general work load, and advising responsibilities.

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[5] It is supported in the form of a stipend.

Assessment & Findings

The Spanish program assesses its effectiveness by means of course embedded assessments and an 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/Latino 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 stage we have 15 students and graduate approximately five 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 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 see (http://www.sonoma.edu/exed/spanish/).

Action Plan
TBD