

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

Program Introduction and History	2	Financial resources	37
Background Information	5	Human resources	37
Activities & Opportunities	6	Assessment & Findings	39
Program Statistics	9	Concluding reflections	40
Budget	22	Action Items	41
Learning Objectives	22		
Objectives	23		
Rationale for Objectives	24		
Objectives in Courses	25		
Examples of Objectives in Courses	26		
General Education	27		
Teacher Education	28		
Diversity	29		
Faculty	31		
Faculty Members	33		
Emily Clark	33		
Jeffrey Reeder	33		
Parissa Tadrissi	33		
Robert Train	34		
Institutional Support and Resources	34		
Information Technology	34		
Library	35		
Physical facilities	36		

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 Labels	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

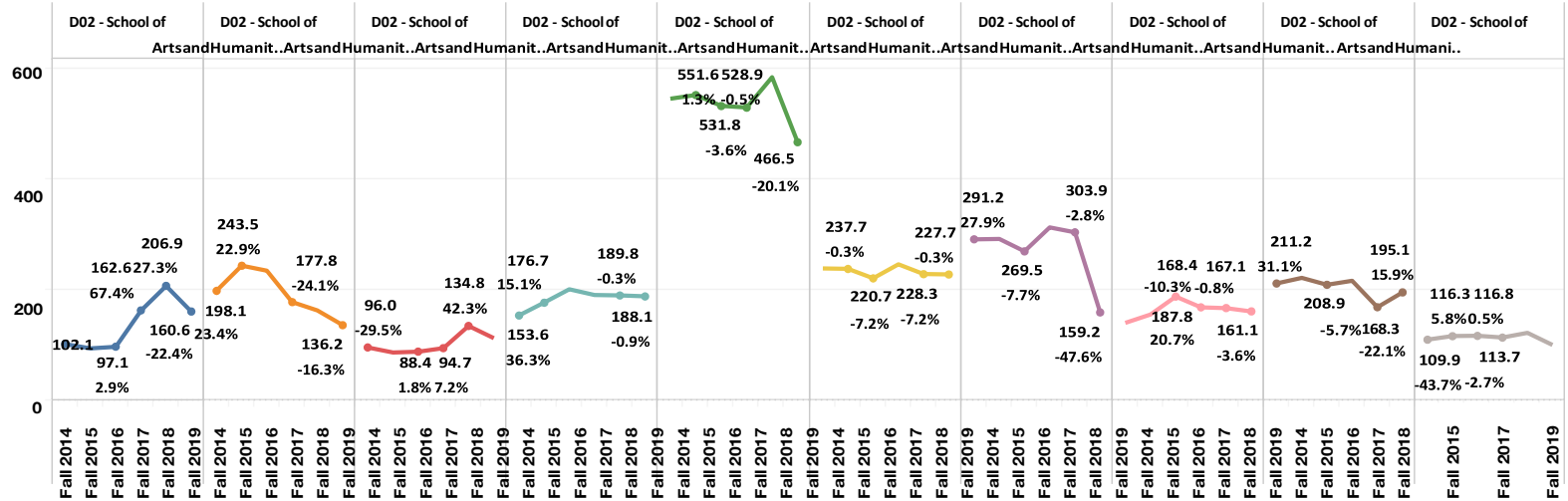
Figure 1. FTES, 2014-2020.

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



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:

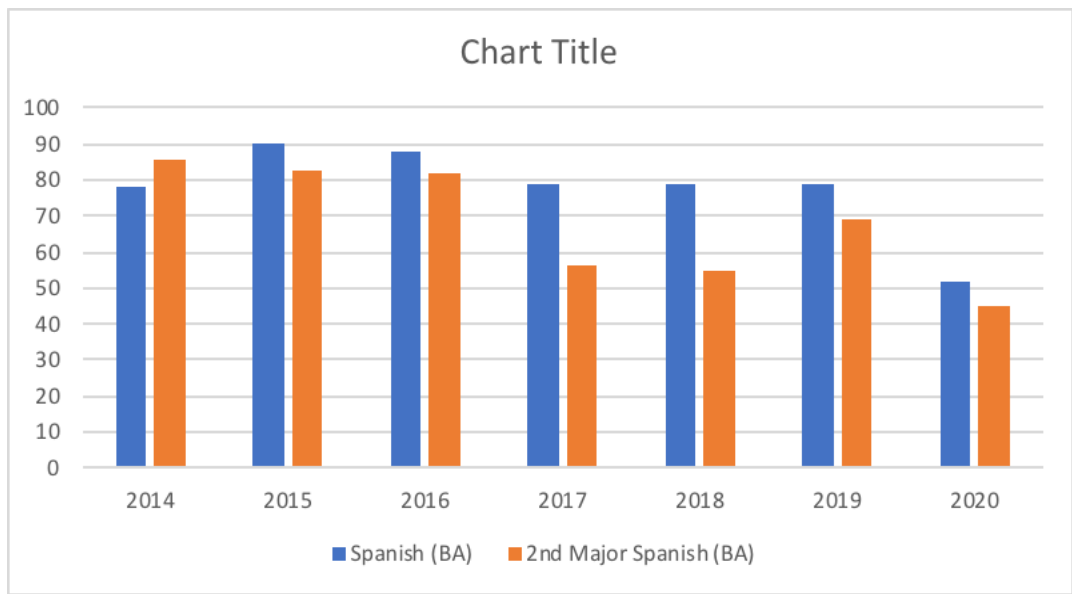


Figure 6. Number of Declared Majors, 2014-2020.

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.

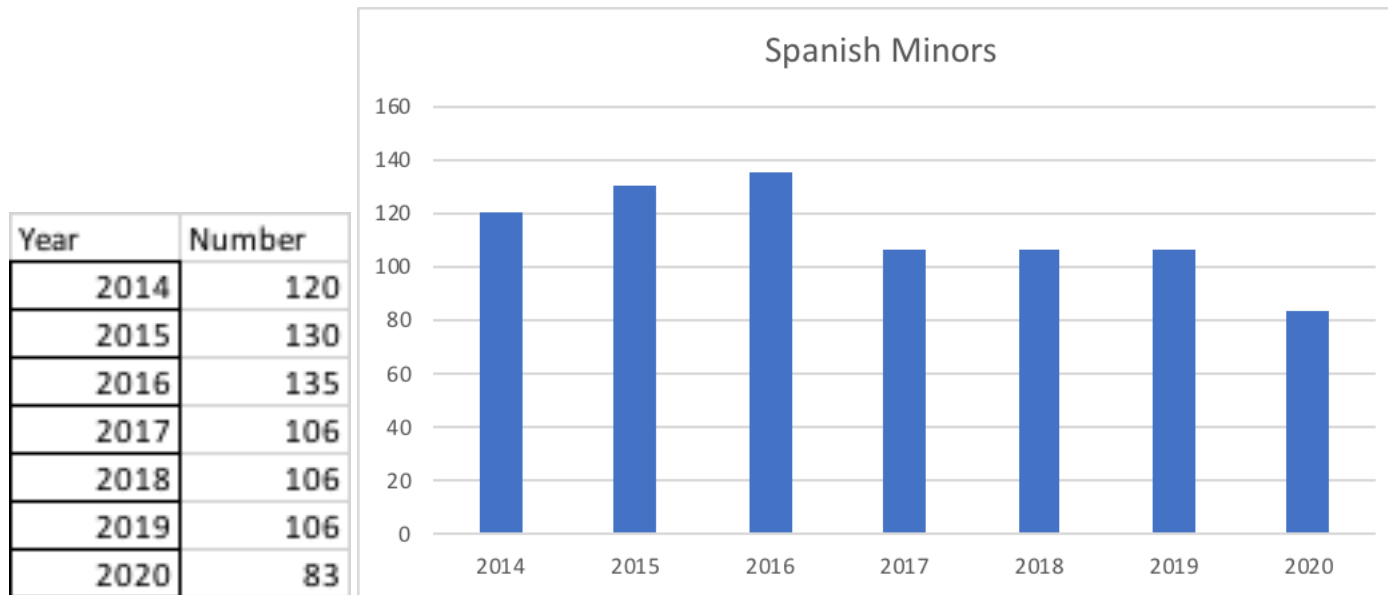


Figure 7. Declared Minors in Spanish 2014-2019

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.

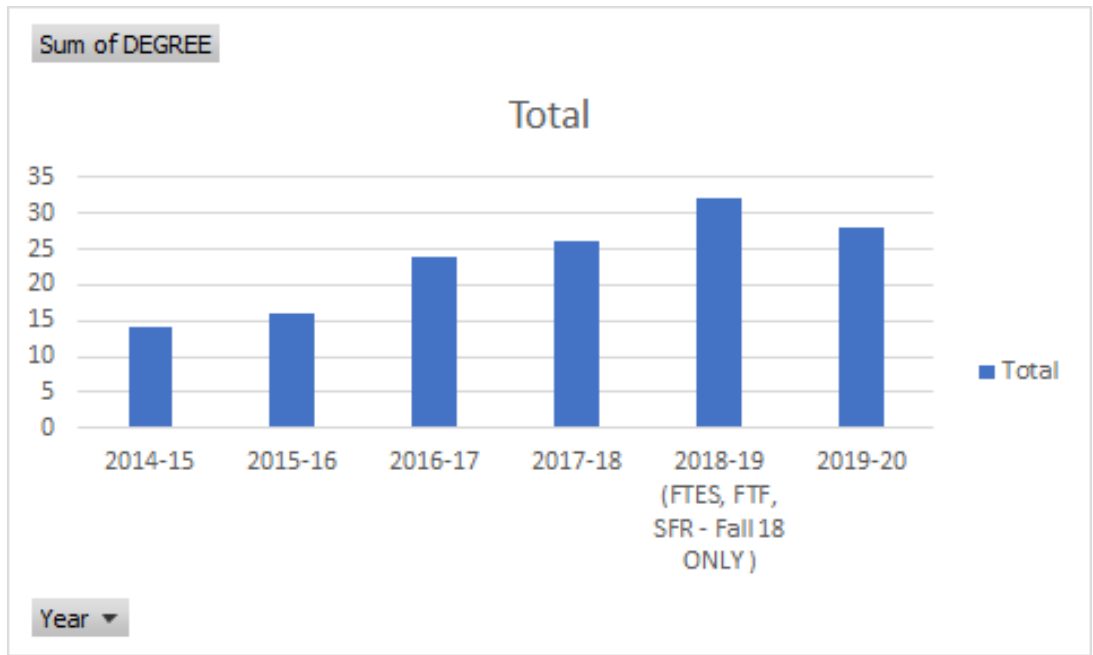


Figure 8. Degrees Awarded, by year, 2014-2020, Institutional Research.

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.

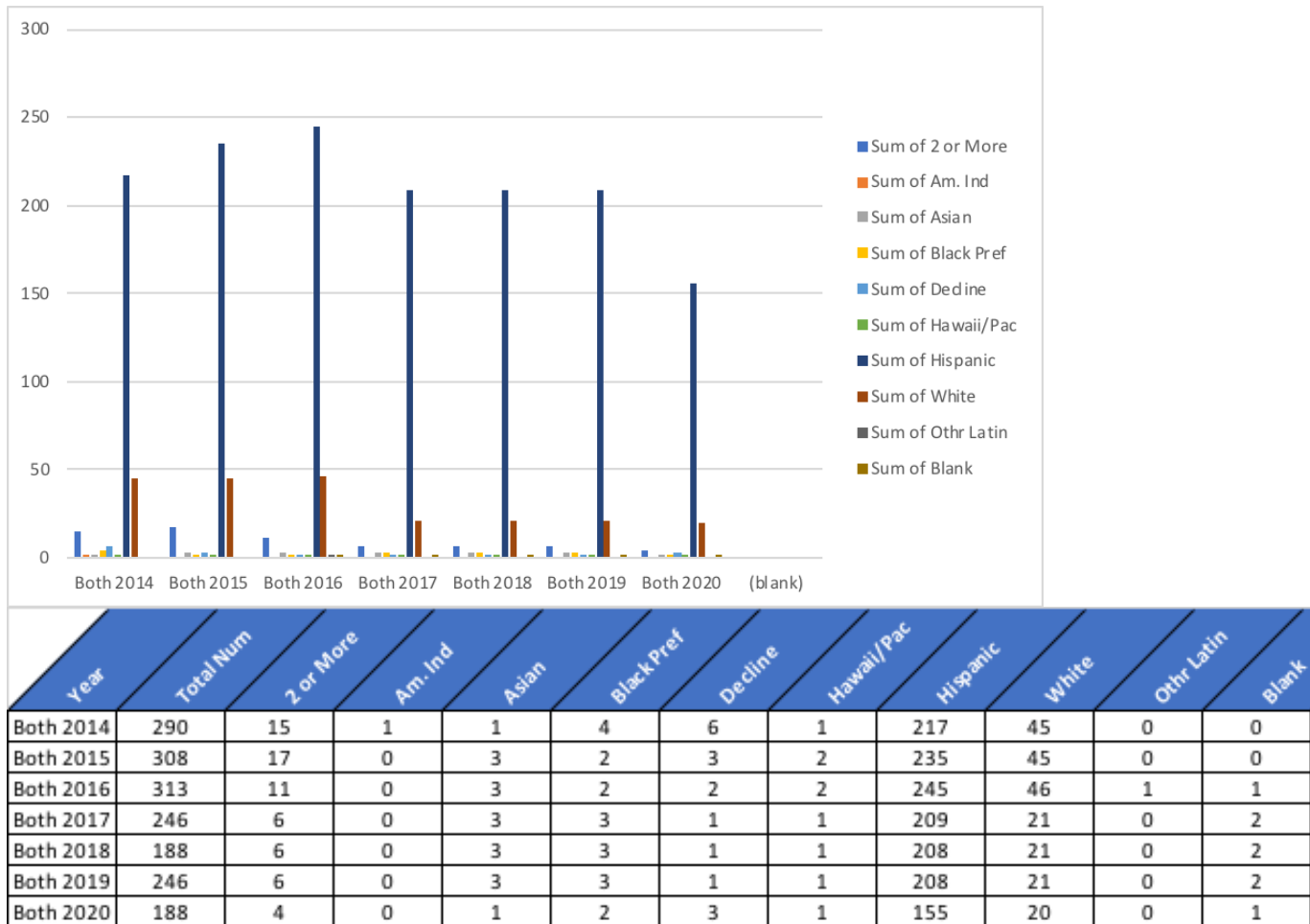


Figure 9.2 Ethnicity Report of SPAN Majors and Minors combined

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