

# **Academic Program Review BA French**

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## **APROC Recommendation to Faculty Senate**

**BA French**

**11/20/2020**

The Academic Program Review Oversight Committee (APROC) affirms that the Department of World Languages and Literatures has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BA French. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Arts & Letters decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

# Self Study

Department of World Languages and Literatures  
at  
California State University, Sacramento

December, 2019

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# Chapter 1

## Introduction

This Program Review Self Study will address the Department of World Languages and Literatures. Program Review is meant to review specific graduation degree programs, of which the Department has three: Master of Arts in Spanish, Bachelor of Arts in French, and Bachelor of Arts in Spanish, but these three degree programs exist in the rich context of a department that offers course instruction in a diverse variety of languages, literatures, and cultures, and contributes to the greater campus community. All programs in the department co-exist in a symbiotic environment. To review the three degree programs requires that the whole department be taken into consideration.

The Department of World Languages and Literatures at California State University, Sacramento offers a wide and diverse range of language programs, including one graduate degree program (Master of Arts in Spanish), two Bachelor of Arts degree programs (BA in French and BA in Spanish), six minor programs (Chinese, French, German, Italian, Japanese, and Spanish), and one certificate in Healthcare Spanish. We offer classes in Arabic, Korean, and Punjabi. Together with American Sign Language & Deaf Studies in the College of Education, our department provides the courses required to fulfill the Foreign Language Graduation Requirement at CSUS (two semesters of elementary language). The Department offers General Education courses, and works closely with the Office of International Programs and Global Engagement in providing international study abroad opportunities for students and multi-cultural programs on campus.

In department, each Language Area is an autonomous academic program, with its own individual curriculum, focus, student body, and culture. As such, each Language Area was responsible for providing an overview and analysis of its program(s). The Department Chair, in collaboration with the Department Faculty, compiled these chapters, along with narratives of the shared resources, curriculum, and services of the Department. The resulting Self Study may appear to be somewhat disjointed in places, however, it is an accurate representation of the academic and administrative structure of the department.

## Chapter 2

# The Department

The Department of World Languages and Literatures (WLL) has gone through many changes and transitions since the last program review, the most evident of which is the change of department name, from the Department of Foreign Languages to the Department of World Languages and Literatures. The department felt that Foreign Languages, the name of the department since its founding, no longer represented the inclusive nature of Sacramento State's diverse student body and the region's multi-cultural population. In addition, the mission of the department is much more than simply teaching languages. Literature is a reflection of the people and culture that produced it. Reading literature in its original language provides direct access to primary sources of the civilization. Although fun to learn and master, languages are tools to read the literatures and understand the cultures of different civilizations. The change in name was an announcement of the department's intention to redefine its role and position on campus.

The demand for World Language teachers in the Sacramento area school districts continues to be strong. A number of school districts in our area have adopted International Baccalaureate programs in Spanish, French, and Japanese. San Juan Unified School District recently adopted a two-year world language graduation requirement that took effect with the graduating class of 2023. This represents a commitment to ensuring a quality education for all of learners and will put more students on a path to continue their world language studies. Furthermore, in January 2019, the California State Board of Education approved new World Language Standards for California Public Schools. These standards provide guidance to teachers and administrators in implementing 21<sup>st</sup> Century world language education programs that promote linguistic, global, and intercultural competency by delivering world languages instruction primarily in the target language, and supporting multilingualism for California's unique and diverse student population with access to world languages programs, including dual immersion, via multiple entry points from kindergarten through grade 12. These examples of developments in the teaching of World Languages reflects robust support for teaching classes in Spanish, French, American Sign Language,



Japanese, and Chinese. It is important for the World Languages and Literatures Department at CSUS to encourage those students in our language major and minor programs to be candidates for the teaching credential program.

In the Spring 2019 semester, the department revised and accepted new Department Policies/Constitution. The new document revised Department Chair selection policy to be inline with new University policy, and also revised department structure to better suit current conditions, including removing reference to department positions and committees no longer needed. These include the Director of the Language Laboratory, Coordinator of Subject Matter Competency, Supervisor of Temporary Faculty, and the Budget Committee. Later that semester, the Department also submitted to the URTPC revised a Department RTP policy, in which the Department ARTP Committee composition and procedures were updated to reflect current Department structure, and the Department Chair's role in the committee was updated.

## 2.1 The Faculty

The faculty of the Department of World Languages and Literatures consists of 12 Permanent Faculty members (8 professors, 1 associate professor, and 3 assistant professors). Of those, 5 are in Spanish, 3 in French, 2 in Japanese, and 1 Chinese (currently serving as department chair), German, and Italian. In Fall 2019, the department had 15 Temporary Faculty members, one of whom was Full Time (1 in Arabic, 1 in Chinese, 2 in French, 1 in German, 1 in Italian, 2 in Japanese, 1 in Korean, 1 in Punjabi, and 5 in Spanish). The department office is staffed by 1 ASC-II (12/12) and 1 ASC-I (10/12). We are in the process of replacing the ASC-I, who left the department for a promotion elsewhere. The office also has 2 student assistants who sit at the reception desk to answer questions and help with day-to-day administrative tasks.

At the time of the last Program Review, the department had 17 full-time faculty members and one full-time department chair. The faculty size had decreased by 1/3 since the program review prior. In the last Program Review, it was predicted that the faculty would again decline by 1/3. It has.

This gradual but continuous reduction in total faculty size has begun to affect academic and department administration. As the faculty shrinks and teaching workload grows due to larger class sizes and reduced reassigned time for administrative positions, the faculty has less time, energy, or interest in participating in the basic duties of department, college, and university service. For example, the Department has not had a Director of the Language Laboratory, Supervisor of Temporary Faculty, or Coordinator of the Foreign Language Graduation Requirement since the last Program Review, and is now even less able to fill these positions. With the elimination of the internal reassigned time for the Spanish Area Head and the Graduate Advisor, the faculty members holding these positions have also found it difficult to meet the ever increasing duties asked of them.

## 2.2 The Curriculum

### 2.2.1 Freshman access to language classes

Maintaining and increasing enrollment in intermediate and advanced level language classes, which are often pre-requisites for the literature classes, has been a challenging concern for all language programs other than Spanish. The very nature of learning a language requires a well planned schedule, as one cannot take a literature class in Italian, for example, before having completed at least two years of language courses. This lead time is even longer for languages such as Chinese. It is common for students to think of the Foreign Language Graduation Requirement (FLGR)<sup>1</sup> as nothing more than an inconvenience to be put off until their last semester. As such, students do not have the opportunity to discover their interest in a language until it is too late to continue with higher level classes. The enrollment policy at Sacramento State allows students to enroll for classes based on their seniority; more senior students enroll before less senior students. As such, even if students do want to take language classes in their first or second year, the first semester classes are often already filled by more senior students eager to fulfill their FLGR by the time less senior students' turn to enroll comes around.

In an effort to encourage and allow students to begin taking language classes earlier in their career at Sacramento State, the Department began exploring different mechanisms to save seats in first semester language classes. The simplest method has been to lower to enrollment cap in all 1A classes to 18, and then, on the day that Freshmen begin enrolling, raise the enrollment capacity. We have noticed the increase in Freshmen in our beginning language classes, and it is slowing reflecting stronger enrollment in intermediate classes.

### 2.2.2 Enrollment capacities

Another struggle in the language classes has been extremely high class capacities. The standard enrollment capacity in all classes at the beginning of the period of this Program Review was 33. Oftentimes, actual enrollment would be higher in an effort to meet department efficiency expectations, or simply to help students graduate in a timely manner.

In the first-year language classes, the first stage of learning a language is more similar to learning a musical instrument than to learning an academic topic. One must learn the hard and fast rules of grammar and vocabulary, but then this knowledge must be internalized to gain fluency. This is a multi-stage learning process that requires close individual attention from the instructor. The ideal class size for learning a language is three to seventeen students. When a class has thirty-three or more students, chances of student success learning the language is low, and the result is that students become frustrated and lose interest. The thrill of learning and mastery is lost. If not required by a Graduation

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<sup>1</sup>See Section 7.1, page 57.

Requirement to complete two semesters, few students would continue taking language classes under such conditions.

If students do succeed and continue with intermediate and advanced language study, they will then be able to take literature classes. Literature classes in other languages are just like literature classes in English; students read texts and write papers and reports, but all with the added challenge of continuing to learn the new language. Again, the students require more individual attention from the instructor, but the job of the instructor is also increased, as correcting assignments involves not only guiding students in literary analysis, but also cultural and language correction. Even in Spanish, where most students have native or heritage command of the language, they often lack the formal training in the language.

Over the period of this Program Review, the Department has been under considerable pressure to increase its FTES/WTU efficiency, as it had been consistently falling short. The initial effort was to simply accept more students in the classroom. Where classes were required for graduation degrees, such as second-year language classes such as FREN 2A and 2B, required for the French major and minor, or CHIN 2A and 2B, required for the Chinese minor and the Asian Studies (Chinese Concentration) major, the third and fourth semesters were combined into one section, offered once each fall. Theoretically, this would allow students to complete four semesters of language study in two and a half years.

Learning a language requires constant and continuous practice and exposure. Although these mixed level classes were a novel solution to an immediate problem, they were not a long-term solution, as students became frustrated being a class with students of different levels. If they did want to complete the 2B class, after waiting nine months from the end of 2A to the beginning of 2B, they had lost much of their proficiency.

In an effort to reduce class enrollment capacities while meeting the expected efficiency, the department decided that it needed to design new courses that could have very high enrollment. This began with FREN 120 *French Civilization*, which developed from a face-to-face class to a hybrid course, and eventually to a fully online course with an enrollment capacity of 120. Just this one course being offered once a semester was not sufficient, though, and so more courses were adapted to high-capacity online format: ITAL 104A *Introduction to Italian Cinema I* and SPAN 7 *Spanish Reading Proficiency*. A new fully online course, JAPN 128 *Introduction to Japanese Popular Culture* will be offered for the first time in Spring 2020 with a reduced capacity of 40, but will then be offered as a high-capacity course in following semesters.

These new high-capacity courses have made it possible for the department to achieve, and sometimes exceed, the FTES/WTU efficiency expectation, and so, beginning in Fall 2018, the course capacities in all first and second semester language courses were reduced, first to 30 and then 28. Both instructors and students have commented on the improved classroom dynamics. It is still too early to observe a favorable trend on students continuing into intermediate and upper level classes, but we are hopeful.

In the Spring 2012 Academic Program Review Report, one of the strongest commendations from the review team was the Department's then very successful Student Tutoring Program. By 2014, the Department had a Graduate Assistant from the Spanish M.A. program overseeing the program, training student volunteer tutors in tutoring methodology and overseeing their volunteer hours. If students participated in the program, they also received credit through courses numbered XXXX 195 *Fieldwork—Tutoring*. This program was discontinued in 2015 when the Unit 11 Academic Student Employees (UAW) labor union defined tutoring as instruction and that the Department was violating the terms of the Collective Bargaining Agreement unless the Department hired and paid the tutors and ceased giving academic credit for the work. The Department ceased the tutoring program, but has continued to provide space for students to congregate and practice their language skills under a Peer Student Practitioner program. Although not as structured as the previous tutoring program, and not as popular, students still appreciate the space and organization that the Department provides.

## 2.3 The Facilities

The Department is housed on the second floor of Mariposa Hall, which it shares with the Department of Design, the Department of Family & Consumer Sciences, and the College of Arts and Letters. The Department has 22 shared and individual faculty offices, a department office, two teaching classrooms (classified as instructional laboratories by Space Management), a teaching computer lab (30 stations), a student practice computer lab (7 stations), 1 conference room, and a mail and copy room. To express physically the inclusiveness represented in the Department's new name, in 2019, the Department renovated the department office, tearing down walls and a swing gate, making what used to be a closed and constrained space more open and inviting. We now have an open entrance to a sitting and reception area. Now, when a large number of students come to the office at key phases of the semester, department staff can better serve students needs in a welcoming environment.

The Department has two Computer Language Labs: the Teaching Language Lab in MRP 2000 has thirty student stations and is equipped with a specialized computer classroom software suite, Sanako; and the Student Practice Lab in MRP 2002 has seven stations and some work tables. The computers in both labs are equipped with the Microsoft Windows Operating System, including language packages for all languages taught in the Department. The Teaching Lab is used for language classes and is reserved through the department office, and the Practice Lab is open to students enrolled in Department classes. These Language Labs were originally maintained and managed by the Director of Language Laboratory, who received 5 WTU of reassigned time each semester, but the Department lost this position during the period of this Review. Although basic maintenance is now performed by the College Instructional Technology staff, without dedicated management staff, the language labs have ceased to

evolve with newer software and teaching methodologies. For example, when language class enrollment exceeds thirty students, as it has over the past years, some students are required to share a single station. The current layouts of the two labs are quite inefficient, with approximately 25% of the floor-space dedicated to “control rooms.” The Department proposed renovating both labs, removing the dead space and converting from fixed carrel workstations to mobile “pods,” adding flexibility to class dynamics and seating patterns. The proposal also included opening the wall between the two labs and connecting the computers to both labs to the same instructional software system, allowing the two labs to be joined when extra seats are required. The total number of student stations would be increased from 30+7 to 39+23. Unfortunately, the total cost of the renovation was estimated to be approximately \$65,000.

## Chapter 3

# French

### 3.1 Introduction to the French Program at California State University, Sacramento

French is one of the major World Languages. Around 300 million people on 5 continents speak and use French in their daily lives, business, and education.<sup>1</sup> French is an official language of more than 30 countries and governments around the globe. Along with Arabic, Chinese, English, Russian, and Spanish, the United Nations uses French as one of its six official languages. French can also be a gateway language for learning romance languages such as Spanish, Italian, Portuguese and others because they share common roots in Latin. Also, the English language is closely related to French. Largely as a result of the Norman conquest of the Anglo-Saxon monarchy in England in 1066, French has provided a quarter to one third of English words.

The French program at Sacramento State is a cultural resource for both the University and the Sacramento community in general. It offers students the opportunity to study French language, literature, and civilization as part of Europe, North America, Francophone Africa, as well as other areas of the world where French is the common language of daily life, work, trade, education, and administration.

The French program helps prepare its majors and minors for careers in many fields including teaching, translation and interpreting, business, journalism, and government service. To that end it offers courses that enable students to grow intellectually and to live and work successfully in regions of the world where the French language is spoken.

The program reaches out to both internationally and locally. Students are able to study abroad through year-long, semester-long, and summer programs offered by the CSU and CSU, Sacramento. Students also have the opportunity to interact with local organizations such as the Sacramento French Film Festival,

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<sup>1</sup><https://www.francophonie.org/la-francophonie-en-bref-754>.

the Alliance Française de Sacramento, the Club Français de Sacramento, and local French-speaking or French-connected businesses.

Students who receive a BA in French find job opportunities in teaching, translating, international business, tourism, the airlines, and more. French speakers are in demand in banking and finance, hotel management, international trade, journalism and media, aviation, national security, health care, tourism, and law enforcement. Knowing French helps a person gain valuable understanding of cultural and business practices in other places. Many important international organizations like the Peace Corps, the United Nations, the International Olympic Committee, and Doctors without Borders, the International Federation of Human Rights, Action Against Hunger, and the International Red Cross have French as one of their required or invaluable languages.

For certain jobs such as translation, interpretation and teaching, a degree in languages is typically essential, alongside some form of further qualification. For other industries where a language degree is not essential, spending three or four years studying a language, often with a year abroad, still gives students demonstrable communication skills and cultural experience. The ability to speak French is advantageous on the international job market since knowledge of French can lead to opportunities with French companies in France and other French-speaking parts of the world. Lastly, proficiency in French gives students the opportunity to seek employment in any domain they choose throughout the French-speaking world.

## 3.2 BA in French program learning outcomes

Our learning outcomes for French are founded on the World Readiness Standards for Learning Languages (2015) as set forth by the American Council on the Teaching of Foreign Languages (ACTFL).<sup>2</sup> — often known by their short form the 5 C's: Communication, Culture, Comparisons, Connections, Community.<sup>3</sup> Our program PLOs are in line with the World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve (WL Framework) also known as the World Languages Standards, which were adopted by the State Board of Education in January 2019.<sup>4</sup>

In the introduction to that document, the California Department of Education states:

To succeed in the twenty-first century, today's students need to develop communicative and cultural proficiency and literacy in several of the world's languages and cultures, in addition to developing proficiency in English and subject-specific content literacy. The development of these literacies is critical to foster students' ability to

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<sup>2</sup><https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

<sup>3</sup><https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

<sup>4</sup><https://www.cde.ca.gov/be/st/ss/documents/wlstandards2.docx>

communicate and collaborate on a wide variety of topics in culturally appropriate ways, and in multiple target-culture settings. As a result, students are empowered to use their language proficiency and inter-culturalism beyond the classroom to build relationships, sustain communities and participate in or create business opportunities with people around the world.

Extending the range of the language and cultural proficiencies outlined in the California framework and the World Readiness Standards, the French program identifies four principal learning outcomes:

**Communication** : Students demonstrate their ability to communicate in the target language in interpretive, interpersonal, and presentational communication.

**Culture:** Students can recognize, reproduce and analyze appropriate and effective interaction within diverse social and cultural contexts in French and with regard to the French-speaking world. They are able to formulate complex questions about the target cultures and articulate answers to these questions that reflect multiple cultural perspectives.

**Connections (Knowledge and Understanding):** Students demonstrate their ability to contextualize and explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the French-speaking world.

**Critical thinking:** Students demonstrate their ability to critically analyze a text, define a position, and substantiate it using research techniques and analysis that combine contrasting areas of knowledge, and innovative thinking.

### 3.3 What assessment is done to evaluate learning for each outcome?

#### 3.3.1 Overview of assessment

The Bachelor of Arts in French offers an exploration of the vast contribution that French language and culture have made to the world. The program gives courses in:

- Language (including courses in translating).
- Literature
- Culture

For the purposes of assessment, the French program divides its assessment along the lines of the three main areas, but this does not mean that there are strict



divisions between the three areas. Each area requires knowledge and abilities from the other areas. For instance, language cannot be assessed in a cultural void since elements of culture, literature, and society will be essential parts of communication in the language. Similarly, discussion in French of literature written in French cannot be done without the knowledge and abilities that are assessed in the classes focused on language.

### **Program Learning Outcome 1: Communication**

Students demonstrate their ability to communicate in French in interpretive, interpersonal, and presentational communication. For interpersonal communication, students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. Interpretive communication means that learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. While engaging in presentational communication, students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Communication is initially assessed in the classes devoted to language, but the assessment continues in literature and culture classes, but the focus in those classes, as far as the program learning outcomes are concerned, is on Student Learning Outcomes 3 and 4: Connections (Knowledge and Understanding) and Critical Thinking.

Here is an overview of the language classes we offer:

#### **Required Classes:**

**FREN 100** *Phonetics & Pronunciation*;

**FREN 101** *Advanced Grammar*;

**FREN 102** *Advanced Conversation*;

**FREN 103** *Advanced Composition*; and

an introduction to language and linguistics, which used to be LING 130, but is now replaced by ENG 110A.

#### **Elective Classes:**

**FREN 104A** *French-English Translation*;

**FREN 104B** *English-French Translation*; and

**FREN 109** *French Language Practice*.

In these classes we assess students' ability to

- Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest.

- Demonstrate understanding of authentic texts using paragraph-level discourse that are spoken or written.
- Participate in real-world, spoken and written debates, conversations, and discussions in major time frames on topics of general public interest.
- Use connected sentences and paragraph-level discourse in most informal and formal settings.

### **Program Learning Outcome 2: Culture**

Students can recognize, reproduce and analyze appropriate and effective interaction within diverse social and cultural contexts in French and with regard to the French-speaking world. They are able to formulate complex questions about the target cultures and articulate answers to these questions that reflect multiple cultural perspectives. The culture learning outcomes are assessed in the classes below, but this assessment is not limited to these classes since when studying literature, students need to demonstrate their cultural proficiency in French.

The culture classes we offer are:

#### **Required Class:**

**FREN 120** *French Civilization*;

#### **Electives:**

**FREN 107** *Business French*;

**FREN 125** *Quebec and French North America*

In these classes we assess students' ability to:

- Interact with cultural competence in informal and formal settings.
- Research, analyze, discuss, and hypothesize about the relationships among target cultures' wide ranges of products, practices, and perspectives—concrete and abstract, general and specialized, and academic and professional—from different viewpoints in culturally appropriate ways.

### **Program Learning Outcomes 3 and 4 Connections (Knowledge and Understanding) and Critical thinking**

**Knowledge and Understanding** Students demonstrate their ability to contextualize and explain the significance of figures, texts, and tendencies in literature and other forms of cultural production.

**Critical Thinking** Students also demonstrate their ability to critically analyze a text, define a position, and substantiate it using research techniques and analysis that combine contrasting areas of knowledge, and innovative thinking.

Knowledge, understanding, and critical thinking outcomes assessment takes place in the following classes, but this does not mean that critical thinking, knowledge, and understanding are left out of the other classes:

#### **Required classes**

**FREN 110** *Survey of French Literature*;

**FREN 111** *Topics in Francophone Literature*;

**FREN 170** *Seminar Conducted in French*.

In the Literature classes, we assess students' ability to:

- Demonstrate an understanding of the complex relations and interconnections between text-author-reader;
- Recognize and make connections between the literary texts and various contemporary and historical aspects of French and Francophone culture;
- Identify the major intellectual and literary movements that correspond to the works we study.

In the seminar, the classes focus on a literary or cultural aspect of Francophone society. So for example, in a seminar focused on Francophone film, we assessed students' ability to:

- Use their understanding of French language structures and their proficiency in the language to express themselves accurately and comprehensibly through discussion and analysis of Francophone films;
- Demonstrate in writing assignments and oral presentations, their ability to analyze, interpret, and critique films, from different perspectives, using the critical vocabulary and methodologies of the discipline;
- Show their knowledge of French cinema as a means of seeing French culture from a variety of points of view including: historical, geographical and social;
- Express their interpretations of film as an art form that engages with its public on social and political issues.

### **3.4 A summary of the type assessment done to assess learning outcomes**

Most of the assessment we have done has focused on Communication outcomes within specific classes. Communication is a fundamental cornerstone of our program since without it the three other program learning outcomes cannot be met. Given that we are not in a region where French is widely spoken, oral communication proficiency is the most challenging to develop. Our students do

not get the same opportunities as say Spanish students to practice their listening and speaking skills on a daily basis both inside and outside the classroom. The classroom is the one place where they will be in a French-speaking immersion environment, but at the same time, we have to encourage them to engage with French-speaking parts of our community, and, through technology, with the French-speaking world.

Here is an example of the assessment of oral communication proficiency for an Advanced French Conversation class, which was chosen as a site for directly evaluating student oral proficiency since it has good enrollment and stresses the use of authentic oral French. The assessment for this class evaluates the students' capacity to communicate in the target language at the intermediate high level according to the ACTFL Proficiency Guidelines. Students demonstrate their ability to:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Comprehend and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

In order to reach these goals, students will also have to demonstrate elements of our cultural learning outcome by:

- Recognizing, reproducing and analyzing appropriate and effective interaction within social and cultural contexts in French and the French-speaking world.
- Formulating complex questions about the target cultures, and articulating answers to these questions that reflect cultural perspectives.

Oral communication, like all communication, takes place in a context and to show proficiency in that context, students have to understand cultural norms and expectations.

Reaching these two goal will be greatly helped if students can also engage in using the language beyond the classroom setting (in local events and activities where French is the spoken language, or one of the spoken languages). Through extra credit opportunities and projects connected to the French community of the Sacramento area, students use French beyond classroom. They show evidence of becoming lifelong learners by using French for personal enjoyment and enrichment.

Assessment in French, or any World Language, is a continual process of discrete daily critique and encouragement, group interaction, and also more formal tests, exams, or presentations. In FREN 102, students' grades were broken down in the following way:

**15%** Participation: in class assignments (150 points)

- 15%** Attendance (10 points per week 150 points total)
- 15%** Homework (150 points)
- 15%** Online Discussions (10 different subjects that will be worth 15 points each—150 points total)
- 15%** 3 Audio Recordings (Rec 1 (30pts)+Rec 2 (60pts)+Rec 3 (60pts)=150 points total)
- 10%** Individual Interview (100 points)
- 10%** 2 outside of class activities in French (50 points each=100 points)
- 5%** Portfolio (50 points—binder will be checked on various occasions throughout the semester)

These multiple assessment tools ranging from discrete and ongoing (class participation and attendance), to student engagement with French in the community, and to four different types of oral interactions formed a step-by-step pathway to the culminating assessments: Oral Interview and Round Table Assignment. This was recorded so that students listen to their discussions, receiving feedback from the instructor, their peers, and a self-critique. These varied assessments gave us data to evaluate our program through the lens of this particular class. This helped us chart our progress in the areas of: Communication and Culture.

The overall results for this class showed the following. There were 26 total students: 14 Majors and 12 Minors. Four students had spent a year or more in France or were native speakers. Eight students already spoke two other languages while two students were taking their first or second upper division class. It is common for our classes to have this variety in terms of previous practice of the language and, as we decide what standards to use to assess our classes, it is essential to take into account the broad spectrum of abilities and backgrounds in the class.

The scores suggest that students improved over the course of the semester as they got used to the type of assignment given to them and the instructor's expectations. Students also completed the tasks, so we can reasonably conclude that the assignments were clear and understood and motivated the students. There were reasonably good scores in language control (i.e. grammatical accuracy and appropriate vocabulary). Students can also make themselves understood at a reasonable level for our program. However, both of these areas need some improvement. An area of concern is the scores in fluency, level of discourse, and students' ability to use a wide range of vocabulary and incorporate new vocabulary into their dialogues and conversations. Based on the students' scores, we can see that the three areas that need improving are fluency, level of discourse, vocabulary (in particular integrating new vocabulary in to oral discourse). Better student scores in these areas can be achieved by giving students more opportunities to practice their oral skills.

This is an example of the type of assessment we have been doing at the individual course level, which as a Major program, we will continue to do so that we continue to improve our students' success. However, the success of our program and the timely graduation of our students are also dependent on operational concerns.

### **3.5 Details of how the outcomes are being/not being met and a summary of suggestions to maintain success and changes needed to improve learning**

In order to maintain success we need to continue offering high quality teaching, rigorous evaluation of our students' work and update class material and cultural references from first year to upper-division classes. Also, our Majors are supposed to be able to take classes that follow the gradual progression of our upper-division courses from French 100 and up to French 170. However, as we have only been able to offer two upper-division courses per semester for several years now, our Majors are unable to take courses in their logical succession. As a consequence, their grades may be affected, as they are taking classes for which they might not be ready yet. Accordingly, their GPA may be affected.

French minors are probably the most affected by this, as they start taking upper-division classes right after the second year French classes. They are most likely not able to start at FREN 100, the first upper-division class, which would be their best option, as it is only offered every other year, at best. Instead, they might have to take FREN 104B, for example, which is the most challenging translation class as it deals with translating English into French. This is currently happening this semester.

Not only does it impact the learning experience of our students and their success, it also has an impact on their decision to major or minor in French. Case in point, a couple of weeks ago, a student who was interested in majoring in French asked what it takes to become a French Major. When told that thirty-six units were required to complete the degree, and that only two upper-division courses are offered each semester, the student was shocked and disappointed as he realized he would not be able to complete his major in a timely manner. Instead, he decided to minor in French, which requires only twelve units of upper-division classes. This is just one example among many.

To allow students majoring in French to graduate in a timely manner and with the best possible results, we need to start offering three Upper Division classes a semester, at a minimum. We should also be able to offer more sections of first and second year language classes in order to attract more students to the French Minor and French Major. To fulfill the demands of our curriculum, we will need to hire additional full time faculty members.

### 3.6 A summary of retention and graduation rates

**Fall 2013** 1 native student graduated in 4 years; 1 transfer student graduated in 3 years, 1 transfer student graduated in 6 years

**Fall 2014** no native students graduated; 4 Transfer students graduated in 2 year, 2.5 years, 3 years, 4 years and 5 years

**Fall 2015** 1 native student graduated in 4 years; 4 transfer student graduated in 2 to 4 years

**Fall 2016** 3 native students graduated in 3 years; 2 transfer students graduated in 2.5 years

**Fall 2017** 4 native students graduated in 2 years; 1 transfer student graduated in 2 years

The current university system only recognize the number of Majors in a certain discipline if the students have declared their major during their first semester at Sacramento State. Students who choose their major later in their academic career or change their major are not taken into account. This system strongly penalizes our French program as students need to take two years of French before they can take upper-division classes and decide whether they want to major in French. Even students who have taken French classes in high school prefer to take the elementary or intermediate French classes in our program before taking our upper-division classes, because they might not be prepared well enough for higher level classes. As a consequence of this unfortunate system, no French Majors have been recognized in the last few years, although we do have students who graduate in French on a regular basis.

### 3.7 A summary of suggestions to maintain success and changes needed to improve admission, retention, and time to degree

We need to maintain high quality teaching and a rigorous evaluation of our students work. It would be make quite an impact if we could offer three upper division courses per semester, as we used to do several years ago. To facilitate such a schedule, we need to hire an additional full time faculty member in French.

Students in the French program have a wide variety of linguistic and cultural experiences with regard to French. Some students enter the program having taken four semesters of French at CSUS. Others have transferred from another university or community college. We also have a number of students whose experience in French has been in an overseas French-speaking situation. We have non-native speakers who have studied French in a university or high school in another country, and we also have native speakers who have immigrated to

the United States and would like to use their language skills to teach French, get into international business, or find employment in one of the areas in which knowledge of a World Language is advantageous.

Furthermore, students of French complete their BA by taking two different pathways. The majority of our students complete their BA in French by taking all of their classes at CSUS, with a few of them transferring one or two classes from another American university (usually Californian). We also have some students who complete their BA with six to ten of the twelve classes needed being taken at a university in France during study abroad a CSU or CSUS international program.

The fact that our program relies on these varied sources of students and class material makes the coordination of our program somewhat complex. On the other hand, the opportunity to integrate students whose knowledge of the French-speaking world comes from a range of experiences makes the French program vibrant and enriching. In the future, we would like to maintain and enhance the strengths that our diverse student body brings to our program.

We conducted a survey of all of our upper division students to find out how we could improve the French program. The major student complaint was that their graduation timeline was extended because not all of the classes in our catalogue are offered on a regular basis. We fully understand the students' frustrations and we also know that the situation is due in part to our being a small program.

In order to ensure timely graduation for our students, we need to have a propitious rotation of all classes so that over a two-year (four-semester) period all of our twelve classes are offered. To do this, we need to offer three classes per semester. Another area we have identified for improvement is the link between our first-year classes, which enroll very well, and the intermediate and major-level classes, where enrollment drops.

Another of the strengths of our program is the links the French program has built with the Sacramento community. As Sacramento State University establishes itself as an anchor university, the French program will continue to develop its relations with the Sacramento area. Over the past two decades, there has been a growth in French-speaking organizations in the Sacramento area as well as openings of new French and French-connected restaurants, food stores, and other businesses. The Sacramento French Film Festival, now in its nineteenth year, offers students the opportunity to volunteer and practice their French-language skills while learning more about contemporary and classic French films. The Alliance Francaise de Sacramento (founded in 2000) continues to thrive with classes, events, and opportunities for interaction with French speakers and Francophiles.

In the future, the French program would like to further integrate our teaching with local French sources. We can thus offer our students contact with the local French-speaking community by integrating in-class presentations, field trips, and internship opportunities.

All in all, we have continued to make strides and maintain a full and lively program. Students continue to apply to study abroad in France and come back



full of enthusiasm and insightful observations about intercultural exchange. Our future will be full of challenges and we look forward to making our program a solid contributor to the CSUS mission of making quality, far-reaching education available to the widest possible spectrum of students.

### 3.8 A summary of suggestions to partner on and off campus

The French program maintains strong partnerships off the campus thus supporting Sacramento State as an anchor university:

**Sacramento French Film Festival (SFFF)** The SFFF offers opportunities to students in the French program to be part of the festival as volunteer ushers, ticket sellers, and general assistants at all three SFFF events during the year: the Film Festival in June, the one evening Annual Winter Short Film Festival (begun in 2008), and the one-day Fall Mini Film Festival at the IMMAX (inaugurated in 2014).

Kevin Elstob is president of the Board of the Sacramento French Film Festival and a member of the Film Selection Committee. In his role as film presenter and post-screening discussion moderator for many of the films Professor Elstob has established a bond between the SFFF, Sacramento State, and the Sacramento community.

The SFFF is a unique cultural event that brings people together around films and French culture in a festive atmosphere. In June 2020 at the Crest Theatre in Downtown Sacramento, SFFF will celebrate its 19th Annual Film Festival dedicated to premiering new films in French, rediscovering classics, presenting French short films, and shorts with a “French flavor” produced by Sacramento artists. Every year, the SFFF also brings a number of filmmakers and actors from France and French-speaking countries to introduce and discuss their films with the Sacramento audience. The SFFF fosters friendly relations between American and French people through the universal language of art.

**The Alliance Française de Sacramento** The French faculty is active in the Alliance Française de Sacramento, established in 2000. Students in the French program are encouraged to take advantage of the events and activities at the Alliance. As former President and Founding Member of the AF de Sacramento, Kevin Elstob has worked with other AF members to establish Sacramento’s AF as a place for all kinds of French activities for the Sacramento community from cultural events to teaching.

**The Club Français de Sacramento** The French faculty have taken advantage of the local Sacramento French Club, which has been in existence for several decades, to maintain old links and forge new ones between students of the French program and the French-speaking community of

Greater Sacramento by organizing Pétanque (French Bowling) competitions and attending social events at the Sacramento French Club's Mather Field courts, where French program students have had the opportunity to learn about and play the game of Pétanque.

**Partnerships with Sacramento Schools and French Teacher** Faculty of the French program have been involved with training credential students in World Languages through teaching the methods class for students in the Single Subject Credential Program in World Languages. The faculty also maintains links with World Language teachers of Sacramento and Northern California by being active as members and participants in several local teaching associations:

- California Language Teachers Association (CLTA)
- Foreign Languages Association of Greater Sacramento (FLAGS)
- American Association of Teachers of French-Northern California Chapter (AATF-NC)

In collaboration with these associations, faculty have helped organize and have participated in many workshops and presentations that offer French teachers (and teachers of other World Languages) pedagogical strategies and lesson design innovations for our increasingly diverse society and local community with global connections.

The French program faculty is also active with the community in other practical capacities:

- Translator and Translation Coordinators: faculty work on translations for local businesses and attorneys and assist businesses and individuals in the Sacramento area to find French majors and French graduates to work on translations for them.
- Tutoring—we assist individuals in finding French majors and former students of French to be French tutors for themselves or for their children.
- We have given interviews for local TV stations about events in France—for example, the terrorist attacks in France in 2015 and 2016.
- We coordinate with the ACE program so that Sacramento-area high school students have access to CSUS classes in French, when their high school cannot provide them with the necessary level of instruction.
- Professor Elstob is a volunteer instructor for the Davis chapter of Usher Lifelong Learning Institute (OLLI) in Davis. He teaches a class in French film to OLLI seniors every spring.

### 3.9 What do you want to see 5–10 years from now, and what might you need to do to get there?

In five to ten years from now, the French program should be able to offer courses in a way that I explained in 3.7 on page 21, with at least four full time faculty members. It would allow the French program to function at its best, and open the possibility to start offering a Masters in French again. UC Davis offers a Masters, but it is not readily available to our students' socio-economic situation. Currently, we have 2 full time faculty teaching a full load and 1 teaching half a load. Next year, we will have one faculty teaching a full load and 2 teaching half load.

### 3.10 How is the program currently involved in and supporting larger university goals and initiatives?

The French program is supporting larger university goals and initiatives as Sacramento State establishes itself as an international institution anchored within the larger Sacramento community. One of the French program's major roles in the community is to form the next generation of language teachers in the Sacramento schools. A number of our students are also involved in the Teaching & Learning Program at Sac State, and therefore have the ability to serve the Sacramento community well.

Furthermore, the French program's Program Learning Outcomes reinforce the Sacramento State's Baccalaureate Learning Goals (BLG).

Language and communication are central to our program. They are also at the heart of the human experience. The goal of our French program is to graduate students who are linguistically and culturally equipped to communicate successfully in a pluralistic society both at home and abroad. We develop student proficiency in French by focusing on our Student Learning Outcomes.

Here is how the French program's PLOs support Sac State's BLG.

**Our Communication Learning Outcome:** Students demonstrate their ability to communicate in the target language in interpretive, interpersonal, and presentational communication in the classroom and beyond.

**This PLO resonates with the CSUS BLG** Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.

**Our Culture Learning Outcome:** Culture: Students can recognize, reproduce and analyze appropriate and effective interaction within diverse social

and cultural contexts in French and with regard to the French-speaking world. They are able to formulate complex questions about the target cultures and articulate answers to these questions that reflect multiple cultural perspectives.

**This Learning Outcome fits well with CSUS BLG** Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.

**Our Connections and Critical Thinking Outcomes are:** Connections (Knowledge and Understanding): Students demonstrate their ability to contextualize and explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the French-speaking world.

Critical thinking: Students demonstrate their ability to critically analyze a text, define a position, and substantiate it using research techniques and analysis that combine contrasting areas of knowledge, and innovative thinking.

**These PLOs align with the CSUS BLG** Personal and Social Responsibility, Including: civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

### 3.11 What does your degree allow your students to do? Quality and integrity of the degree?

Our program allows our students to become near fluent to fluent in French by taking classes in grammar, literature, phonetics, translation, writing, reading, speaking, and general education.

The French program and the course of study that leads to the BA degree in French develop students' competence to communicate effectively and interact with cultural understanding both within and beyond the classroom. Learning French in college is for many students a continuation of learning a language in high school. So the two have much in common. However in college, students of French study alongside other students of who have similar goals. Students want to excel in the language or languages that they are learning. So, typically the motivation and involvement with the language, including opportunities to study abroad for a full semester or an academic year, will offer the students of languages many more opportunities to communicate and use the language as part of their lives.

The BA in French fits in with the dynamics of our increasingly interconnected world, where being able to use a second language is advantageous and

also becoming indispensable for success in all walks of life. With economic globalization there are more frequent interactions between different cultures and communities. Moreover, advances in technology and global communications, as well as growing travel opportunities mean that distances that used to keep us apart no longer do to the same degree. Whether working in a company or business that depends on the marketplace or just as an individual shopping at a local store, our interactions connect us with people from all over the world.

Because of their knowledge of another language, our French graduates are able to navigate this globalized society and engage with its worldwide challenges to become our future world leaders. Our graduates will know their own communities where languages such as French, Spanish, Chinese, Japanese, and Arabic and so on, are spoken. They will also be able to go out into the world, where in numerous countries world languages are used on a daily basis for business, education, administration, and everyday communication. Other languages are spoken by millions of people in significant global economies. Knowing and being able to use one or more second languages gives students a significant advantage as they look to pursue their careers.

## Chapter 4

# Spanish

### 4.1 Spanish M.A.

All five faculty members in Spanish participate in the MA program by offering coursework in Spanish Linguistics, Spanish Peninsular Literature, Latin-American Literature, and Hispanic Culture. Significantly, the Spanish Area enriches campus cultural life with a variety of extracurricular activities and maintains a community of teacher-scholars who actively pursue research in their fields, publish and read papers at major conferences, and participate in state-wide outreach through meetings with high school teachers and students of Spanish. We are proud of our program, have worked diligently to make it successful both in terms of quality and quantity, and welcome this opportunity to officially present our work for review.

The Spanish MA Program contributes significantly to the realization of CSUS' mission. The Spanish language, its literary, philosophical, and cultural contributions, and its role in world history are all central to a strong liberal arts curriculum. Knowledge of the language and its contributions opens up discussions of diversity and tolerance, of human endeavors, achievements, and errors, and adds depth and rigor to students' continuing development as human beings. The program also lends itself to foster critical understanding needed for intellectual growth, personal and social responsibility, cultural and global literacy and lifelong learning. Finally, both the challenges and intimacy of the Spanish MA program offer special educational opportunities for exceptional students.

The Spanish Area takes seriously both the CSUS campus motto—"Redefine the possible"—and its bread-and-butter goal of improving the quality of the university experience. In the last five years, the Spanish Area, under Dr. Kim, has been the main impetus behind the department-run Annual Interdisciplinary Conference in the Humanities. All WLL faculty members and many Spanish MA students have attended this event and this commitment on their part has extended the learning experience beyond the classroom and fostered an unofficial, yet highly effective, learning community. Furthermore, the Spanish Area

has taken seriously the university's emphasis on enhancing graduate research opportunities by working one-on-one with students through independent studies, as noted above. The humanistic concerns that a Spanish MA program supports—diversity, personal enrichment, cultural tradition, philosophical and literary competence, critical thinking, and increased understanding of Spanish, research needs—help fulfill our institution's commitment to the liberal arts and to intellectual rigor. All of our graduates have gone on to draw directly on their experiences and learning in our program in their daily jobs.

Consistent with the University's vision to Redefine the possible and its visionary goal of creating experiential learning activities, the Department of WLL is historically been committed to creating an interactive learning environment both on and off-campus, in domestic and overseas environments. Through the study of literature and civilization, we teach students to read critically and to analyze a range of cultural texts, artifacts and practices in order to gain, "knowledge of and respect for differing points of view."

In order to further realize our departmental mission of educating students to become better global citizens, we will achieve the following goals:

1. Ensure that students have significant encounters with Hispanic Cultures and Literature.
2. Produce students able to make cultural comparisons and understand cultural differences.
3. Provide faculty/student participation in a range of interdisciplinary programs.

To do this, we must:

1. Maintain class sizes consistent with national standards for foreign languages and literature instruction.
2. Continue to provide graduate students a range of speakers, films, and conferences so as to foment extra-curricular involvement in the learning process.

Like the Department of WLL in general, the Spanish MA program carefully monitors hiring trends at the post-secondary level and closely follows discussions in various professional forums regarding the status of the profession and the discipline. In recent years, it has been noted that graduate programs in Spanish have increasingly moved from a traditional literary-criticism approach towards an emphasis on Hispanic Studies, which includes literature, film, and popular and contemporary culture. These trends are consistent with the emphasis on communicative and proficiency-oriented language instruction because PhDs who have been trained in Hispanic Studies are familiar with a broad range of texts and approaches that allow for multiple points of contact to the target language and culture for students. All Spanish faculty have responded to this trend by

expanding their own research areas to include film and contemporary literature and culture and by bringing their expert knowledge into the classroom.

The Spanish Area is slowly moving away from a traditional period-based approach towards thematic courses in its MA course work. This will allow for flexibility in responding to student needs and interest, which is gauged on a regular basis. Theme-based courses have proven successful in attracting student attention, keeping their interest in the classroom, and motivating them to improve their language skills as they investigate the particular theme of the course. It should be noted as well that thematic courses of this nature are not an abandonment of content; instead they offer the possibility for a more systematic integration of content than was possible using the traditional period-based literary-criticism approach, which often privileged knowledge of canonical writers and movements over acquisition and improvement of a broad range of linguistic skills.

It should further be noted that the move towards Hispanic Studies also allows an approach to Hispanic culture that does justice to the great diversity that increasingly characterizes the contemporary Spanish-speaking world, the face of which has been greatly altered by immigration, economic crisis, and other forms of social change. By giving students increased exposure to contemporary Hispanic culture, we are also preparing them for the diversity of human experience that they will encounter there.

Regrettably, the summer abroad pathway to the Spanish Masters degree—by which students could complete their degree over as little as three summers in Spain, Mexico, Central America and/or South America—was eliminated by Dean Inch in 2014, and all remaining students at the time were accommodated through courses offered on campus in 2015 under the auspices of the department's former Chair, Dr. Bernice Bass de Martinez. (No courses were offered in Summer 2014 and in Summer 2013 the last actual program was held in Guatemala) This was a tragic loss for both the Spanish Area and the Department of WLL, as the summer pathway had been in existence for over forty years and had served hundreds of students, many of whom were and are high school Spanish teachers and had no other way to pursue an MA degree except through summer coursework and travel study. The Great Recession, declining enrollments, increased costs, fewer faculty and ultimately, lack of support from University administrators led to the demise of the program.

In Spring 2019, the Spanish Graduate Advisor assessed all PLO's and GLG's of the MA program except for #9 (Team Work) and #11 (Civic Knowledge and Engagement) by using data from SPAN 220C (*Spanish Literature of the 18th and 19th Centuries*) and SPAN 224D (*Spanish American Literature, 1945–Present*). Using term papers and the final exams of all students in these two classes, it was determined that all expectations and standards were being met.

## **Strengths**

As a discipline with a reputation for difficulty, and five highly qualified and strongly motivated faculty, the Spanish MA program attracts ambitious, inter-



ested, and talented students with the desire to continue on in higher education.

### **Weaknesses**

Due to budgetary pressures, the department only offers two graduate seminars per semester whereas at one time it had offered four. This reduction in course offerings, combined with the fact that few 100-level courses are offered that MA students can take—usually because they already took such courses as undergraduates at CSUS—means that such students are faced with little choice regarding their course work and are fortunate if they can finish it in three semesters. The lack of courses can have a domino effect on faculty workload, as some faculty conduct independent studies to accommodate students in need. (This concern over workload, in fact, is what led to the elimination of the project or thesis option for SPAN 500-Culminating Requirement). At the same time, students have no flexibility in choosing their classes and individualizing their course plans. Indeed, if more 200-level classes were offered, current students would be more satisfied about the program overall and perhaps more interest would be generated in potential students.

### **Threats**

Foreign languages are important in students' personal development, their professional opportunities, and to our nation because of our historical and currently increasing diversity, and also because we live in a world of diverse cultures. Yet full access to cultural differences is only possible through the language of that culture, and because learning how to read new texts is difficult and requires discipline and commitment, it can be perceived as a threat to retention or progression. Political and system-level decisions based on expediency and/or limited experience also pose a threat to the MA program, as does a limited and short-sighted emphasis on evaluative instruments that do not consider quality. Our MA program has excellent numbers, but it is always endangered by a cult of numbers that implicitly strives to destroy diversity by giving preference to only the largest of programs. Still, the Spanish MA program at CSUS is strong and growing and has an excellent reputation.

### **Action Plan for the Spanish MA program**

In the next five years the Spanish Area will:

- propose the addition of new courses (translation, creative writing, pedagogy, methods, etc.) so as to update our curriculum, increase our student base and attract more students from different institutions.
- do a better job of working with the Chair and staff to ensure that important records are kept and important student achievements are documented.

Finally, the external reviewer from 2011 had recommended that the Spanish Area consider using its MA students to teach its beginning-level courses. The Area is, in fact, currently discussing this, but the dwindling number of such sections and the need to first fill the teaching assignments of both tenured/tenure-track and even part-time faculty, leave very few available sections for such an endeavor.

## 4.2 Spanish B.A.

The BA in Spanish provides students with the opportunity to study the Spanish language, Hispanic cultures, and the literatures of Latin America and Spain, with the ultimate goal of linguistic and cultural competency. With this competency, students are prepared to pursue careers in a wide range of fields, including government, industry and commerce, travel and tourism, and service and education. Many graduates go on to earn their teaching credentials and teach in regional school districts.

## 4.3 Curriculum

The curriculum for the Spanish BA has been changed greatly since the last Program Review, in part due to the recommendations of the latter, but also in order to better serve students in the pursuit of the above career goals and help them graduate in a more timely manner. Several classes that were not being offered—SPAN 101, SPAN 156, and LING 130—have been eliminated, and instead of asking students to take ENGL 110A in lieu of LING 130, students now take nine units of culture classes instead of six. New faculty members Fleck and Bota have also been instrumental in the creation of new courses (SPAN 129 and SPAN 125).

Since the last Program Review, the Spanish Area has focused on greater cooperation with other departments and organizations within the university. First of all, it has been actively involved in the creation of the minor in Latin American Studies (LAS). Namely, Dr. Bota has participated in the design, structure and contents for this new minor that explores the historical, social, cultural, political, and transnational/transoceanic conditions of Latin American societies as well as the ways in which these factors have shaped historical and contemporary Latino/a/x identities. The Spanish Area is also part of the Latin American Studies Advisory Committee, which continues to work on the implementation and the success of the minor.

Another fruitful example of this cooperation has been the creation with the Department of History of a course on the Spanish Civil War. HIST 136/SPAN 129: *Spanish Civil War* is a joint effort to examine the Spanish Civil War (1936–1939) by focusing on its social, political, cultural, and literary contexts. The course also examines the war's historical origins, immediate aftermath and implications for understanding modern Spain, and can count for 3 units of GE requirements.

In response to expressed student interest and to the suggestions of the many priorities of the Spanish Area is to improve how we prepare students for post-graduation careers. We have begun to tackle this issue by developing a curriculum in Spanish-English Translation and Interpreting.<sup>1</sup> Dr. Fleck has proposed the new course *Spanish Translation and Interpreting* (SPAN 125), which has been approved by the Department's Curriculum Committee and is now under College of Arts and Letters review. Dr. Fleck will pilot elements of the translation curriculum in SPAN 121 in Spring 2020, and plans to teach the course officially in Fall 2020 once it is approved for the catalog. At that time, Dr. Fleck will then propose two additional courses: *Topics in Spanish-English Translation* and *Topics in Spanish-English Interpreting*. He plans to teach these courses focusing on medical translation and interpreting in Spring 2021 and Fall 2021, respectively. In subsequent years, the "Topics" will rotate according to student interest and faculty expertise. For example, a future Spanish hire with experience in legal translation and interpreting could teach a topics course; or a current faculty member might teach topics in literary translation. During AY 2020–2021, the department will also propose a program change for a translation and interpreting pathway to the Spanish B.A. This pathway will include the three new courses described above, as well as the Field Experience/Internship (SPAN 194), which is already offered.

In addition to the translation curriculum, the Spanish Area may consider expanding course offerings over the next 5–10 years by diversifying the areas of expertise of the faculty. For example, it does not currently offer course work in important areas such as Caribbean Studies, Afro-Latino Studies, or Chicano studies. At the same time, it could return Portuguese to the curriculum by offering it for Spanish speakers and marketing it to Spanish majors and minors, as well as for General Education.

Faculty have continued to encourage students to participate in study abroad, whether through the CSU International Programs in Spain, Mexico and Chile (all year-long programs) or the CSUS program held with the University of Valladolid in Spain. In fact, Dr. Baranowski served as Resident Director of the CSU International Program in Spain (Madrid and Granada) during the 2011–2012 Academic Year. While there, he aided CSU IP Director Leo Van Cleve in the creation of the Learn Spanish Program in Jaen, a year-long program which allows CSU students with only one semester of Spanish to study the language in a complete immersion setting. During summer 2020, Dr. Fleck will lead a four-week study/internship abroad program Costa Rica for students in the HEALS program.

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<sup>1</sup> According to the U.S. Bureau of Labor Statistics, "[e]mployment of interpreters and translators is projected to grow 18 percent from 2016 to 2026, much faster than the average for all occupations." This trend is especially strong for the Sacramento area: the Employment Development Department of the State of California projects "Interpreters and Translators" as the seventh-fastest-growing occupation in the Sacramento-Roseville-Arden-Arcade Metropolitan Statistical Area for 2014–2024, with a Median Annual Wage of \$53,109.

## 4.4 Learning Outcomes

The Department of World Languages and Literatures updated the Program Learning Goals (PLO's) in October 2015 to align them with the Sacramento State Baccalaureate Learning Goals for the 21st Century. See table Appendix A.

The Spanish BA program was last assessed in Academic Year 2016–17, and measured the PLO of Intercultural Knowledge, Competency and Perspectives through use of SPAN 151 (*Civilization and Culture of Hispanic America*). The same class was used to assess the Certificate in Healthcare Spanish; see 4.7). This course was chosen specifically because it is a required course for all Spanish majors, is often taken in the final year of the BA, and in it, students explore the multiculturalism of Hispanic America through readings, visual media, and the discussion of topics in history, geography, anthropology, sociology, economics, folklore and artistic expression. As part of their final exam, students (1) read a healthcare-related case study and were asked several objective questions to verify comprehension; and (2) wrote two short answers and one long one of approximately 750 words. It is this long essay that was used to evaluate 10 Spanish majors. This assignment assessed cultural knowledge in terms of two criteria, Self-Awareness and Cultural Worldview (Learning Objectives 2.1 and 2.3). All of the 10 students assessed met the standard of performance for these criteria expected of undergraduate students.

At the time of this assessment, the report indicated the need for future discussion within the Spanish Area of the incorporation of a service-learning component into the Spanish B.A, a topic which is still pending. It also noted that, after the previous year's assessment, the curricular changes (referenced in 4.3) above were adopted, resulting in a course sequence of SPAN 47–103–106 that promises to provide students with a stronger writing component and more practice as they move on to the more advanced courses.

Reaction to the report from the University included the recommendation that more faculty get involved with the assessment process as well as the creation of a “norming” process that would guarantee that all faculty participating in assessment scored in a similar fashion. Unfortunately, while Spanish Area faculty strongly believe in the need for program assessment, due to the declining number of faculty, faculty workload issues, miscommunication, and, among other things, a lack of proper oversight, the B.A. program has not been assessed in two years.

## 4.5 Assessment of Hybrid and Online courses, 2019-2020

### 4.5.1 Introduction

The Review Team of our previous Program Review commended the department for showing a “willingness to explore alternate modes of instruction, including

increased class size, hybrid formats, and online course offerings in order to preserve course offerings in a time of serious budget constraint.” (Academic Program Review Report, October 18, 2012) Since then, the department has added fully online classes of SPAN 7 *Spanish Reading Proficiency*, a service course that fulfills the Foreign Language Graduation Requirement (FLGR) at Sacramento State. SPAN 7 focuses on the development of students’ reading (a literacy skill) proficiency in Spanish as a means to achieve knowledge of the culture of Spanish speaking people. This course was chosen for redesign because it is a 3-unit course, and students tend to be able to fit it into their schedule more easily.

#### 4.5.2 Hybrid and Online courses

The proposed redesign of SPAN 7 (along with the redesign of SPAN 1A and 1B done during 2015–16) addressed the steady demand for Spanish coursework that meets the campus FLGR—Spanish is the language of choice of nearly two of every three students taking coursework to meet the campus FLGR—by increasing the number of seats available in SPAN 7. As stated in the previous program review, the demand for seats in these three courses (SPAN 1A, 1B, and 7) continued to surpass the number of sections available. Waitlists for these classes filled quickly, and many students could not be accommodated even with enrollment caps that have ranged from 33 to 35 (class sizes that far exceed the national standard of 25 as recommended by the American Council on Teaching Foreign Languages and endorsed by the CSU Foreign Language Council).

The learning objectives of SPAN 7 are to achieve reading proficiency in Spanish. Some of the challenges of this course, however, are rooted in the demand for classes that fulfill the FLGR. Many students attempt to fulfill the FLGR in their senior year or even during their graduating semester. In addition, because many years have passed since they took any Spanish course, many students have forgotten the grammar and vocabulary learned in their previous Spanish class; therefore, instructors need to review the grammatical basis of the Spanish language which results in a grammar-heavy approach that allows very little time for focusing on the actual objectives of the course, developing Spanish reading proficiency.

The Face to Face to hybrid redesign—with 75% F2F and 25% online—involved the implementation of pedagogical strategies such as a Flipped Classroom and a modification of the ‘Grammar Heavy’ assessment approach (i.e., an exam after every chapter) to align with reading comprehension learning goals. The course was structured in three modules; each one with clear objectives organized in weekly folders containing video-lectures, power point presentations, and short grammar/reading quizzes. There was also a scaffolding approach with three Individual Reading Projects that Culminated in a Final Reading Group Project and students’ peer review of at least two classmates projects.

The main goal of the redesign from hybrid to synchronous online was to meet the demand for Spanish courses that meet the FLGR. To that end, the modules in Blackboard were structured by week with a guide clearly stated at the beginning of the module that included the materials (video-lectures, Power-

Points, reading, etc.) to study week by week. The flipped classroom approach also included video-lectures that were captioned and the use of Zoom, a video conferencing software that allow synchronous meetings with students for class. This approach allowed the department to increase access to SPAN 7 by offering more seats in each redesigned section while preserving reliable pedagogical practices.

The first semester that the course was offered to 67 students in Fall 2017. The following year was spent adapting the course to the new Learning System (from Blackboard to Canvas), and in Fall 2018, the course was offered fully online. Each redesign section offers now the possibility of accommodating 120 students, compared to the 35 being served in SPAN 7 before—consequently, contributing to the elimination of the bottleneck for students who are not able to get into SPAN 1B to satisfy the FLGR.

### 4.5.3 Assessment

This section of the self-study shows assessment data gathered to addresses the recommendation from the review team to assess “the effectiveness of online and hybrid course offering in achieving the identified learning outcomes when compared to offering in the traditional classroom format.”

Data on figure 4.1 suggest that students benefited from the redesigned course. Although all students passed the class in the pre-redesigned course, and three percent failed the hybrid section, the grade distribution shows more students (93%) obtained an A in the class.

In order to have a comparison with a similar number of students, the data of two sections of the hybrid sections taught by the same professor were combined for a total of 65 students. The online section included 67 students.

Statistical analysis of the data show that the **grade distribution was very similar** for both F2F and Online groups:

- Online: 63 students of 67 (94%) passed with a grade of C- or better
- hybrid: 63 students of 65 (97%) passed with a grade of C- or better

Figure 4.2 shows homogeneity in the grade distribution of the sections despite different teaching modality. Some of the benefits of this approach include:

- Personal instruction and feedback (via Zoom): Every student has a front seat to the lectures and discussions
- Monitoring students’ questions via chat feature (easier when co-teaching): Even shy students participate
- Easier to get to each one of the ‘groups’ vs. physical demands of traditional classroom (difficult to circulate among students): *raise-hand* feature **when in groups**.

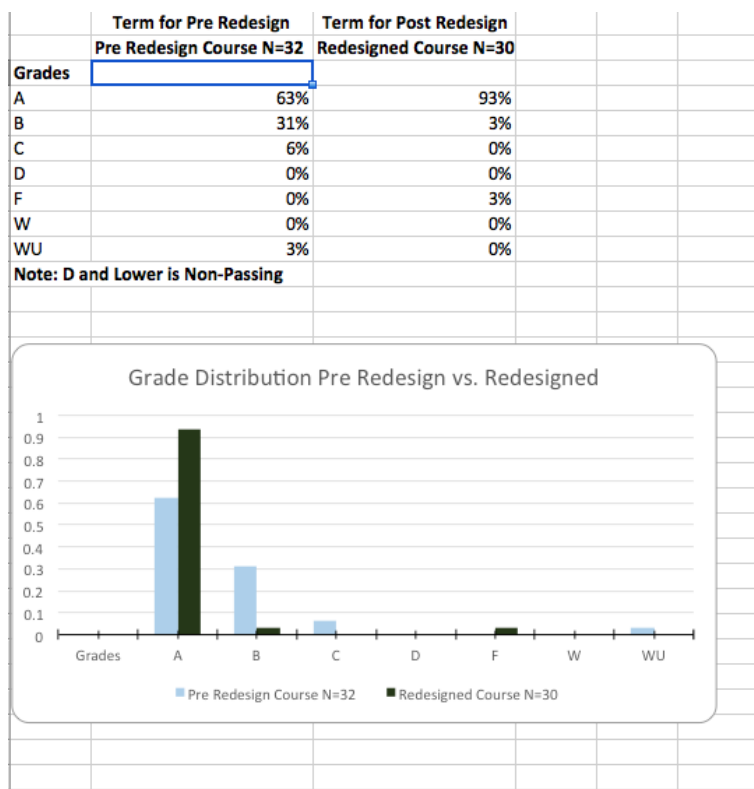


Figure 4.1: Grade distribution in Pre Redesign (F2F) class offered in spring 2016 and redesigned (hybrid) offered in spring 2017.

A survey was administered to students in the synchronous section in the middle of the semester and another at the end of the semester. In general, students' comments suggest that this modality is not for everyone. Feedback from Students (data from Final Survey) show that:

- some appreciated the opportunity to attend the class from any place and were able to follow lectures and productively participate in class;
- others were bothered and felt distracted by the dynamics imposed by technology (switching from Zoom, to a PowerPoint, to SacCT), the lack of many students' participation in group activities, and the inability to see me physically in class.

Our goal for the *asynchronous online classes* was to maintain (at least) the student performance observed in F2F sections. Grade distribution in asynchronous online in fall 2018 was the following, suggesting that the goal was achieved: 205 students: 193 passed =orj C- (94%)

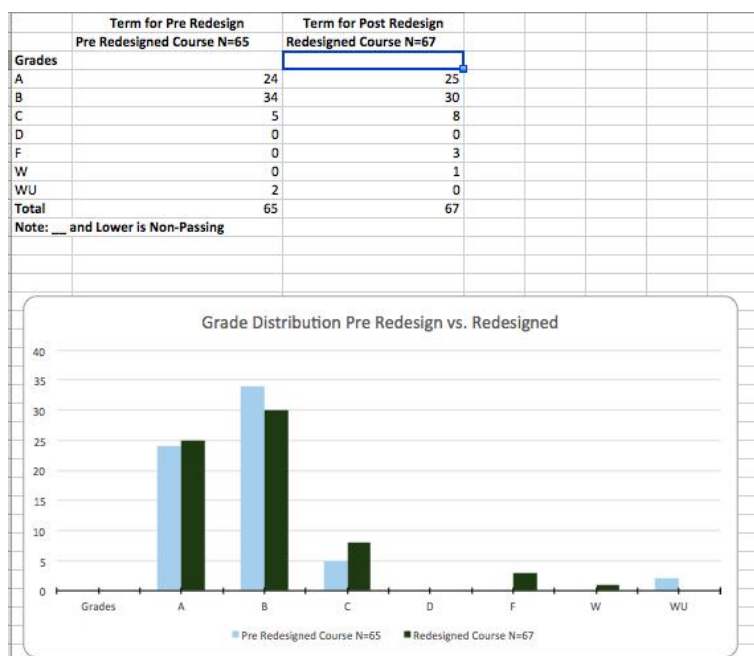


Figure 4.2: Grade distribution in Pre Redesign (hybrid) classes and redesigned (synchronous online) offered in Fall 2017.

- A 46 students (22.4%)
- A- 42 students (20.4%)
- B+ 37 students (18%)
- B 31 students (15%)
- B- 15 students (7.3%)
- C+ 6 students (2.9%)
- C 8 students (3.9%)
- C- 4 students (1.9%)
- D+ or lower 12 students (5.8%)

## 4.6 Spanish minor

As of the Fall 2019 semester, there are approximately 97 students minoring in Spanish. Spanish minors are diverse, including Business or Criminal Justice majors, heritage speakers, and students who wish to use Spanish in their



prospective careers. The curricular changes outlined above in 4.2, such as eliminating SPAN 101 (*Advanced Oral Practice and Vocabulary Development*) and SPAN 156 (*Hispanic Folklore*) from the catalog, have affected the Spanish minor, but the overall health of the program remains strong. In particular, the greater frequency with which SPAN 121 (*Spanish for Professionals*) is currently being offered will likely continue to attract students to the Spanish minor.

## 4.7 Certificate in Healthcare Spanish

As noted in our previous Self-Study, “The main challenge for the Department, in particular in the current environment of decreased interest in foreign languages across the country, is to better align the services of the Department with the needs of our university community—including other academic majors and minors, and other campuses.” The Department of WLL has addressed this challenge by developing, under the auspices of Dr. Mayberry, a new Certificate Program in Healthcare Spanish (HEALS) and an international cultural experience in Costa Rica, an undertaking made possible by an Undergraduate International Studies and Foreign Language grant of the U.S. for a three-year period from 2014–2017. The program is a partnership between CSUS and CSU San Bernardino (CSUSB) and serves to address the needs of California’s Hispanic communities and the professionals who are in charge of providing health and social services to them. The project included the creation of three specialized textbooks (with authentic materials) for healthcare professionals and, at CSUS, the creation of a program of four courses and an internship that helps students gain specialized linguistic knowledge and international cultural competence by combining intensive course-based learning, international cultural activities, and internship opportunities locally and abroad.

The HEALS program consists of 17 units—8 lower-division units, 6 upper-division units, and 3 internship units—from the following hybrid courses:

**SPAN 6A** *Intermediate Spanish for Professionals I*

**SPAN 6B** *Intermediate Spanish for Professionals II*

**SPAN 121** *Spanish for Professionals*

**SPAN 159** *Cultures of Latin America for the Professions*

**SPAN 194** *Field Experience/Internship*

This HEALS program will also serve as a model for other programs in Professional Spanish, and the developed specialized instructional materials can be downloaded from the program website by anyone.

The learning objectives of the program are as follows:

**LO 1: Achieve Specialized Language Proficiency** Students engage in the development of healthcare specialized language and communicative competence in each of the four courses. The two lower-division courses (SPAN

6A and 6B) engage students in pair-work to practice dialogues typical of health field contexts (such as meeting the patient, the emergency room, mental health, pediatrics, adult issues for men and women), where students acquire and practice specialized vocabulary. The two upper-division courses help students to expand their written and oral linguistic abilities in Spanish as evidenced by their ability to write reports in Spanish and deliver Power-Point presentations in Spanish on topics relevant to healthcare and related fields.

**LO 2: Achieve Specialized Culture Competency** The development of cultural competency (i.e., increasing awareness and understanding of the culture where Spanish is spoken) is addressed in each of the four courses. There is a particular emphasis on it, however, in the last two; in these classes, students identify and analyze social and cultural factors (e.g., cultural practices, beliefs and behaviors) that influence the practitioner-patient communication with Latino/Hispanic people and are relevant to the physical and emotional wellbeing and medical treatment of Latino/-Hispanic people in the United States.

**LO 3: Provide Opportunities for Community Outreach** The HEALS program has been structured to provide students opportunities for community outreach both locally and internationally. In the second course of the program (SPAN 6B), students participate in 20-hours of service learning at a non-profit clinic that serves Hispanic/Latino populations. The majority of the patients in the clinic are monolingual Spanish-speakers. In the internship course of the certificate—SPAN 194—students gain at least 135 hours of field experience in sites that primarily serve Hispanic/Latino populations. Both of these requirements provide students with hands-on experience in continuing to develop their communicative (oral and written) proficiency in Spanish on a variety of healthcare and related topics. Students have the opportunity to become familiar with the expectations and operations of non-profit programs serving Hispanic/Latino children, adolescents and families, and also able to explore different healthcare career options.

This is a relatively new program—it only began offering courses in Fall 2015—and great effort has gone into recruiting students, including the creation of a brochure, an information insert for the summer practicum and the aforementioned website. Since Fall 2015, there have been five cohorts of students pursuing the HEALS certificate. The following table shows the number of students who initially enrolled in the program; the students (from cohorts 1–3) who have completed the program; ABI (All But Internship) left to complete the HEALS certificate) students; and NC students, those participants who did not continue (most of these students have graduated and took between one to three courses):

<b>Cohorts</b>	<b>Semester</b>	<b>Initial enrollment</b>	<b>Completed</b>	<b>ABI</b>	<b>NC</b>
<b>1</b>	Fall 2015	22 students	10 students	1	11
<b>2</b>	Fall 2016	18 students	9 students	2	7
<b>3</b>	Fall 2017	28 students	14 students	4	10
<b>4</b>	Fall 2018	20 students			
<b>5</b>	Fall 2019	19 students			
<b>TOTAL</b>		1-3: 68 students	33 students	7	28

### Retention rates

The table above shows that of the 68 students in cohorts 1-3, 33 (48.5%) have completed the program; and 7 (10.3%) only need the internship to fulfill all the requirements to get the HEALS certificate.

It is difficult to assess retention and attrition rates from these data. Originally, students in the HEALS program were required to take SPAN 2A and 2B (Intermediate Spanish courses already in the CSUS Catalog). The section number was the only element distinguishing the regular intermediate sections (Section 1) from the HEALS sections (Section 10). Consequently, some students who have fulfilled the pre-requirements to be enrolled in the regular sections for SPAN 2A and 2B were subsequently enrolled in these courses even if they did not intend to pursue the HEALS certificate. To remedy this situation, the course requirement was streamlined with the creation of courses specific to the HEALS certificate (i.e., SPAN 6A, 6B, and 159); these courses just began to be offered in Fall 2019. We envision that this critical change will help in the assessment of future retention rates.

The following are the majors that students in the HEALS Certificate are pursuing:<sup>2</sup> Biology (2); Child Development (5); Gerontology (3); Health Science (now, Public Health, 6); Ethnic Studies (1); Family and Consumer Science (5); Nursing (2); Psychology (1); Recreation Administration (2); Social Work (2); Spanish (4).

### Assessment

In Spring 2017, assessment work was completed from the first two cohorts for students enrolled in section 10 of SPAN 2B (the second course in the HEALS program) and SPAN 151 (the fourth course in the HEALS program). For this report, we'll show data for the six students who were part of the first cohort in fall 2015. These students were completing SPAN 151, the last course in the certificate; some of them have completed the 135-hour Internship, SPAN 194, as well. At the time of the survey, students were enrolled in the following majors: child development, chemistry, health care administration, Nursing and Spanish. The data of three of questions of the survey given to students will be presented here to show how students self-assessment of their experiences with the HEALS program.

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<sup>2</sup>This list includes only those students who completed the certificate or who still need to complete the Internship.

For the question “What is your native language?” the data show that four students’ native language was Spanish; one, Spanish and English; and one, French.

One question asked students to self-assess their experience in the HEALS program, “Of the following Learning **Outcomes**, check ALL that you have achieved because of your participation in the Certificate Program, for Healthcare Spanish.” In parentheses, we include the Program Learning **Objectives** that each of the outcomes addresses, as well as the number of students who checked that learning outcome:

1. Medical/healthcare vocabulary in Spanish needed for healthcare professions (**LO 1: Achieve Specialized Language Proficiency; 6 students**);
2. Culture competency in Hispanic Culture as related to healthcare (**LO 2: Achieve Specialized Culture Competency; 6 students**);
3. Opportunities to use what has been learned (e.g., service-learning, internships) (**LO 3: Provide Opportunities for Community Outreach; 5 students**);
4. Connections with potential future employers (**LO 3: Provide Opportunities for Community Outreach; 2 students**);
5. Improved linguistic oral ability (listening and speaking), written and reading in Spanish (**LO 1: Achieve Specialized Language Proficiency; 6 students**);
6. Identify and analyze social and cultural factors (such as cultural beliefs and behaviors) that influence practitioner communication with Latino/-Hispanic people and are relevant to the physical and emotional wellbeing and medical treatment of Latino/Hispanic people in the United States (**LO 2: Achieve Specialized Culture Competency; 6 students**);
7. Gather evidence from critical sources (such as articles, books, newspapers, magazines, Internet) in the Spanish in order to explore the perspectives, products, and practices of the culture related to healthcare in order to continue to develop cultural competence (i.e., increased awareness and understanding of the culture where Spanish is spoken) through comparisons of the culture studied and their own (**LO 2: Achieve Specialized Culture Competency; 5 students**);
8. 8. Ability to prepare and deliver a Power-Point presentation in Spanish on topics relevant to healthcare and related fields (**LO 1: Achieve Specialized Language Proficiency; 5 students**).

These data show that most students are achieving most of the learning objectives of the program, except for number 4 (Connections with potential future employers). Only two students checked this as an achieved learning outcome.

When evaluating these data, however, it is important to keep in mind that all of the students in the first cohort have completed their 20-hour service learning, but only a couple of them have completed the 135-hour internship. Moreover, the opportunity for sites available for the service learning hours and the internship were limited at the time to the non-profit clinic. Although this site provides students with excellent opportunities to engage with Spanish-speaking patients, it may not be what students consider “potential future employers.”

Regarding their expectations at the beginning of the program, four students expected to become familiar with medical terminology in Spanish to better communicate with Hispanic patients and medical professionals. Four of the students whose native language is Spanish also expressed the desire to practice their reading and writing in Spanish. One student wrote the following regarding expectations at the beginning of the program:

“When I took the first class for the certificate, I thought it would be easy, since I am a native speaker. Then, over time, the class got harder, which is good because it challenged me to actually read books or articles in Spanish outside of class. The class challenged me enough that it made me realize that I need to practice more in reading, writing and speaking in Spanish.”

Another question in the survey was “Could you explain in as much detail as possible your overall impressions of your experience participating in the Certificate Program in Healthcare Spanish?” Students’ answers included their appreciation for the impact that this program will have in their healthcare careers with respect to understanding how the cultural differences could impact the health of Spanish-speaking patients. One student stated: “The Certificate Program in Healthcare Spanish has been a great experience where it gave me the confidence to speak Spanish and understand more of my culture. It made me more aware of the importance of being bilingual in a healthcare setting.”

Another student, whose native language is French, wrote the following about the program: “When I started the Certificate Program I hadn’t spoken Spanish in 10 years. I could understand and read, but speaking was impossible. By the completion of the service learning experience (midway through the program), I was able to have a conversation in the healthcare setting and translate for medical providers. I completed the program along with the nursing program at Sac State. Nursing school was a lot of work, between homework and clinical practicum in the hospital. I spent about two to three hours a week doing Spanish homework, which made it very easily manageable with the nursing program. I maintained a nursing GPA of 3.7 (overall GPA 3.9) while volunteering 5 hours a weekend working as a Student Nurse Extern at UC Davis Medical Center. In nursing, being able to speak another language is much more valuable than a 4.0 GPA. Being able to have the Certificate on my resume has set me apart from other candidates during my job search. The service learning allowed me to apply what I learned in class to the clinical setting. Practicing speaking Spanish with patients and translating for medical providers was challenging at first, but

it helped my fluency. The certificate program allowed me to become an advocate for monolingual Spanish speakers in the hospital. Being in the hospital is difficult for every patient, but it is even more difficult when a patient cannot speak English or relies on family to translate. Professional translators are available, but they must be requested a few hours in advance because they are busy. The other translation option is through the phone, which some patients find impersonal. Nurses interact with their patients all day, making it difficult to pick up the phone and talk to a translator every time. As a nursing student, I had many patients who could not speak English, and their faces always brightened up when they found out I spoke Spanish. I was able to provide education and moral support, two of the most important duties of a nurse, in their own language.”

Currently, the coordinator of the program is working on analyzing students’ final reports from the time of their completion of the internship, (SPAN 194).

## Chapter 5

# Minors

Beside French and Spanish, the department has four minors, in Chinese, German, Italian, and Japanese. Although a minor is not a graduating degree, it provides an important component to Sacramento State's mission, vision, values, and strategic goals. Learning a new language is not only a skill invaluable to operating successfully in the culturally diverse Sacramento region and ever more interconnected world beyond, but some would say even more importantly, learning a new language not only allows, but demands, that a person better understand one's own language, culture, and place in the world. Learning a new language and the culture that underlies it makes a person more empathetic to other people and cultures, and expands one's range of thought. In short, learning a new language and its culture a fundamental to the idea of a liberal education.

Within the Department of World Languages and Literatures, we view minor programs as incubating beds for new majors. Just as learning scales and etudes is not sufficient to become a master of a musical instrument, to learn a language, literature, and culture well enough to truly understand and benefit from it requires more than what a basic curriculum of a minor. With the exception of Japanese, the other three languages survive with only one permanent full-time faculty member. Japanese hired a second position in 2016. For a minor to be healthy, it requires the academic diversity and mutual support of at least two full-time faculty members. The department hopes that it will receive the support necessary to fully staff the minors that it currently has, and to grow the thriving minors into majors. Although many language programs, not only in the United States, but around the world, are suffering under the challenges of today's fast paced technologically focused world, those programs that receive support from university administration have succeeded and grown.<sup>1</sup>

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<sup>1</sup>*Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report* <https://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf>.

## 5.1 Chinese

### 5.1.1 Current State of the Minor

With the retirement of Dr. Lew Robinson in 2008, the Chinese Minor was suspended. In the years prior to the suspension, the courses offered in the Department were insufficient to satisfy the requirement of CHIN 110 *Advanced Mandarin: Modern Chinese Fiction* (which requires four semesters of Mandarin—CHIN 1A, 1B, 2A, and 2B) and nine units of Upper Division Chinese courses, so the nine units of Upper Division Chinese could only be fulfilled through the International Program (study abroad).

When Dr. Curtis Smith was hired in 2014, the first priority was to reactivate the Chinese minor, and then to rebuild the curriculum, first by teaching CHIN 120 *Chinese Civilization* and CHIN 150 *Survey of Chinese Literature*, and then creating and successfully proposing a new course, CHIN 130 *Introduction to Classical and Literary Chinese*. This allows students to fulfill their most of their Upper Division coursework. Dr. Smith then contacted his former colleagues at National Chengchi University (NCCU), in Taipei, Taiwan, to establish a formal exchange agreement between NCCU and Sacramento State, providing students with a one-semester study abroad option. NCCU is one of the top universities in Taiwan. In addition to one of the best Mandarin Chinese language programs in Taiwan, NCCU offers over 600 courses taught in English, allowing students to also take classes that count toward their major.

Since 2014, however, CHIN 2A, 2B, and 110 could not be offered until the student body recovered from the suspension of the program. Fortunately, Dr. Robinson volunteered to teach CHIN 2A and 2B, and to guide students in independent coursework, which together with study abroad, allowed students to complete the requirements for the Chinese minor. Now, Dr. Robinson has completed his volunteer work, but as interest in the Chinese minor continues to grow, we anticipate offering CHIN 2A and 2B again on a regular schedule, although CHIN 110 most likely will not be offered in the near future. Currently, there are five declared minors in Chinese, with interest slowly growing. As Dr. Smith has been department chair, though, he has had limited time and energy to building the program as much as he would like.

### Chinese Culture Organization

The Chinese Culture Organization (CCO) was originally housed in the Department of Humanities and Religious Studies, but when the faculty advisor completed FERP and left campus, it moved into the Department of World Languages and Literatures. Dr. Curtis Smith has been working with the student organization to help improve the flagship activity, the *Chinese Culture Night*, two to three hour performance showcasing Sacramento State students and local community organizations, such as Chinese song, dance, and martial arts performances. The organization has also been exploring more activities to draw participation of students not of Chinese descent, including Chinese language stu-



dents. These include language exchange and movie nights.

### **5.1.2 Future Goals**

As first and second year Chinese classes offerings are expanded, we hope to be able to offer four sections of CHIN 1A in the next five to ten years. This will provide the needed student enrollment to support three sections of 1B, then one to two sections of 2A and 2B, and one section of CHIN 110. Interest in the other Upper Division Chinese courses continues to grow. Although study abroad is a necessary component of mastering a language, and particularly Chinese, and we do encourage students to take advantage of the programs available, it should not need to be required for a student to complete a minor. Offering all the required courses for the minor “in house” will be the key to re-establishing Chinese on the path to growing into a B.A. major.

## **5.2 German**

### **5.2.1 Overview**

The German Program self-study report examines the area since the last program review in 2011. We are working to maintain the quality of our program despite declining resources. Since our last self study, we have lost half of the tenured German faculty and now have only one full time German professor. We offer a minor in German that requires twelve upper-division courses. Students who wish to declare a German major must apply for a Special Major. In order to get the necessary classes for a major, in most cases the student must study for a year in Germany.

International Programs has more opportunities for students to study in Germany than in any other county. The German government is very generous with scholarships and grants, which are readily available to our students. At the present time, we have at least five students studying abroad at German universities, pursuing majors in German, math, engineering, and humanities.

The German area offers six Upper Division GE courses (GE Area C2); two (GERM 150 and GERM 151) are concerned with the history of Germany from the time of the Great Migrations up to the present time. Four other GE courses are literature and culture courses, with lectures and readings from Germanic literature from the 9th A.D. through the 19th century, which always have large enrollments. GERM 1B is also a Lower Division GE Area C2 course.

Our lower-division language courses (beginning and intermediate) are designed to begin creating language proficiency by introducing students to German grammar, vocabulary, pronunciation and intonation, as well as to broaden cultural understanding through classroom activities and through the materials in the textbook, and by the use of online resources, (which provide the students links to current German materials) to familiarize students with the many aspects of German culture— geography, history, politics, architecture, literature, music,

film, food, customs and traditions, hobbies and leisure activities, institutions, etc.

Our upper-division courses allow us to offer a minor in German, comprised of both language and literature/culture courses. There are language courses at the advanced level, as well as several courses in translation that deepen students' cultural understanding and awareness and enable them to better communicate both abroad and in a pluralistic American society, as for example, the survey of Germanic history and culture from prehistoric times to the present. Students read descriptions of the ancient Germanic peoples and their culture by their Roman neighbors to the south, Icelandic tales of the adventures of the pagan Germanic deities, Christian prayers and translations of the Middle High German heroic and courtly epics and develop a sense of the cultural progress through the rationalist dramatists of the Enlightenment pleading for religious tolerance. The folk literature of the Romantic period reflects not only the historical era but the social mores of the population and provides insights into the culture of the common man.

We have a German Club that offers a forum increasing language proficiency, an opportunity to socialize with exchange students from Germany and members of the local German community at the Sacramento Turn Verein, and for sharing enthusiasm for the German language and culture. German Club field trips to California landmarks introduce not only the foreign students but also local students to unique historic and national landmarks, such as Muir Woods, Sausalito, Stinson Beach, Grass Valley, Nevada City, Auburn, Coloma. All these activities provide an opportunity to make friends and share information and ideas for travel abroad.

We offer opportunities for study abroad at the University of Flensburg (to both undergraduate and graduate students) as well the opportunity for undergraduates to study at the various universities in the German state of Baden-Wurtemberg through the International Programs. While most of our students study at the German universities in Tübingen and Heidelberg, others pursue their majors (such as math at the University of Ulm or music at the University of Tübingen, engineering at Constance.) Through Study Abroad at one of the German universities our students may earn a BA in German as a Special Major by availing themselves to the more extensive coursework than we are able to offer.

We encourage and assist students applying for an internship to work summers in a German-speaking country through the International Cooperative Education Program, and we induct qualified students into a national German honor society, Delta Phi Alpha, in recognition of achievement in all aspects of the program.

### **5.2.2 How are the program goals reflected in your specific course goals?**

Our program goals parallel many of the department goals mentioned above. The catalogue description of our program, for instance, emphasizes the "four

basic skills” that are the building blocks of language proficiency, “speaking, aural comprehension, reading and writing.” The department’s focus on cultural literacy is reflected in our program’s statement that “It is through the advanced language, literature and culture courses that the students become familiar with the intricacies of another language, begin thinking in that language and become familiar with the literary and cultural contributions made by the people speaking it.” Our program’s goals, in turn, are reflected in descriptions of our language and culture/literature courses, for instance:

GERM 1B: The catalogue description, as is also found in the syllabus states:

Speaking, listening, and reading skills are practiced and more emphasis is placed on the development of writing skills than in GERM 1A. Cultural introduction to the German-speaking countries is continued.

And here is the description of student outcomes (from the syllabus):  
Student Learning Objectives:

1. Students demonstrate that they have command of a basic vocabulary and proper pronunciation of the sounds of the German language.
2. Students demonstrate that they are familiar with basic grammatical structures.
3. Students will be able to understand German that is spoken at a moderate conversational speed and that deals with everyday topics and they will be able to engage in simple conversations in everyday situations.
4. Students demonstrate that they are able to think critically by manipulating the basic structures of the language to develop meaning in listening, speaking, reading and writing within the cultural context.
5. Students demonstrate that they are able to read and understand non-technical German of moderate difficulty on various aspects of German culture.
6. Students demonstrate that they are able to write simple sentences, handle terms, phrases and concepts and correctly, and use present, present perfect, past perfect and imperfect tenses appropriately.
7. Students demonstrate a basic knowledge about the countries where German is spoken and become aware of essential differences and similarities in the perspectives, products and cultural practices between these countries and the English-speaking world.

## 5.3 Italian

### 5.3.1 Current State of the Minor

We currently offer two sections of ITAL 1A *First Semester Italian* one section of ITAL 1B *Second Semester Italian*, one section of ITAL 2A *Third Semester Italian*, ITAL 2B *Fourth Semester Italian*, and ITAL 104A *Introduction to Italian Cinema*. The first four semesters of Italian are not required for the Minor, but students cannot successfully complete ITAL 110, 111, and 131 without having had at least four semesters of college level Italian. We offer at least one upper division course for Italian Minors every semester. Two upper division courses are also General Education Courses (ITAL 130 and ITAL 104A). ITAL 104A, the cinema course, was redesigned in 2018 and is now offered online and serves about 120 students every semester. This class is open to the general student population as well as to Italian Minors, who have the option of completing work in Italian. During the past two years, the Italian program has grown. The Cinema course has provided much of this growth as well as a part-time lecturer who teaches beginning language courses.

Our Minor consists of courses in Italian literature, from Dante to the Romantic period through the Modern and Contemporary, and courses in Civilization (ITAL 130), on the Renaissance (ITAL 131) and on Italian Cinema and Culture. Italian Minors also regularly participate in the Festival of the Arts, this past April and usually every year or every other year. They present, recite, and perform literary works in Italian. Our Florence campus and new Margaret Lavezzo Travel Scholarship are strong incentives for students to Minor or even earn a Special Major in Italian while studying in Italy.

### 5.3.2 Future Goals

We must increase enrollment in third and fourth semester Italian courses. If we are able to do this, we will also increase enrollment in upper division courses in Italian. We plan to add ITAL 2A and 2B as courses required for the Italian Minor. At present they are necessary but not required. Some students take these courses at other institutions. We would like to work on improving and varying the contents of the Italian Cinema course (104A) and offering another section to be taught by a qualified instructor. This will also increase enrollment and recruit new students into the program. We hope to hire a full-time lecturer or at least a regular part-time lecturer with the necessary qualifications (a minimum M.A. in Italian language and pedagogy or literature).

In the next five to ten years, we hope to offer two sections of Italian Cinema, and several sections of beginning Italian in the Fall. The more sections of 1A we offer, the more students will minor. We will reserve more places for incoming freshmen in first semester Italian courses. Since ITAL 2A and 2B will be required for the Minor, enrollments in these courses will be significantly higher and in the upper division courses as well. Our Italian Minor will be known for its outstanding courses in Film studies and in Literature and Culture. We would

offer the chance to serve students wishing to Major or at least complete the Special Major in Italian. Not all students are able to go to our Florence campus for this purpose.

## 5.4 Japanese

### 5.4.1 Japanese Minor Program Growth

Japanese instruction at Sacramento State dates back to the fall of 1969. At present the Japanese program has a robust minor of approximately forty students that has shown consistent growth since 2011. In addition, it supports a large percentage of Asian Studies majors, most of whom are Japan concentrators. A significant number of students from these programs—past and present—have called for the creation of a Japanese major. With over 100 students enrolled in first-year Japanese, a new mega-course in Japanese popular culture, and the recent proposed program change in Asian Studies that will eliminate area concentrations in favor of a general Asian Studies BA, we are confident that the Japanese program will continue to grow. The following chart shows the enrollment trends of Japanese minors (bar graph) and Asian Studies majors (line graph) between 2011 and 2019 (the data obtained from Office of Institutional Research on October 1, 2019). The graph shows consistent growth in the number of Japanese minors since the last program review.

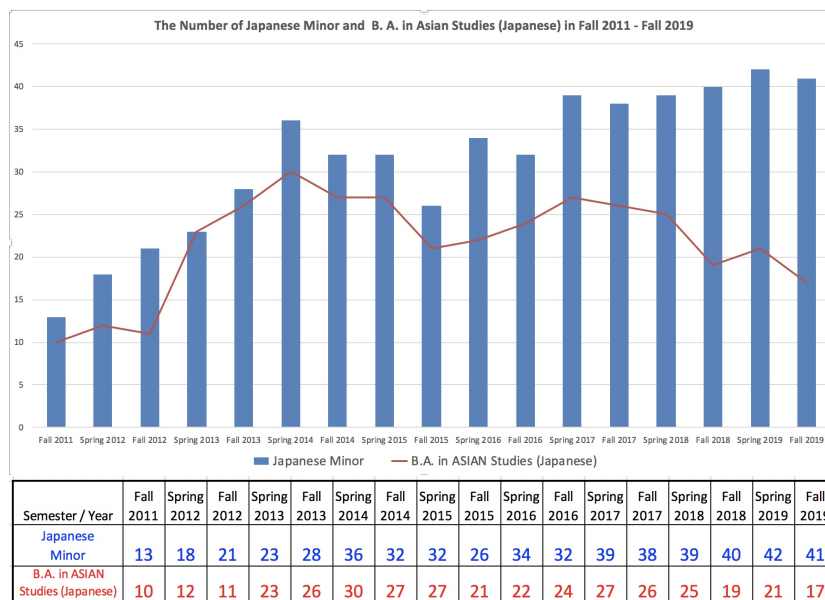


Figure 5.1: JAPN minors and Asian Studies (Japanese Concentration) Enrollment

Taught by two tenured/tenure track instructors and two part-time instructors, our program offers four years of language study in addition to two non-language GE courses in Japanese civilization and Japanese popular culture. The Japanese Minor requires students to complete 12 units after successful completion of first-year Japanese (10 units) and second-year Japanese (8 units). We regularly sponsor independent study projects (JAPN 199), and are working to add a third GE course in Modern Japanese Literature and Culture in translation, which would either be cross-listed with HRS 174 or proposed separately. Our students are afforded numerous opportunities for study abroad, either through the CSU system (Waseda University and Tsukuba University), or three Sac State exchange programs (Yokohama National University, Shinshu University, and Ehime University.) A short-term faculty led program to Matsuyama, on the island of Shikoku, runs in the Winter Intercession and two month-long internship program in Japan through International Cooperative Education takes place during the summer months. The Thomas Swift Travel Scholarship for Japanese Minors supports one or more study abroad students annually. In addition to curricular offerings, we have a rich program of extra-curricular activities that includes and active Japan Club, movie nights, guest speakers, speech contests, cultural presentations, and an annual Japan Day festival held in conjunction with the College of Arts and Letters' Festival of the Arts. Our program also complements the distinctive presence of the University Library's Sokiku Nakatani Tea Room and Garden and the Japanese American Archival Collection.

Required Courses for the Japanese Minor:

(JAPN 1A, JAPN 1B, JAPN 2A, JAPN 2B = a total of 18 units)

JAPN 116A Language and Culture of the Japanese and the Japanese in America

JAPN 116B or JAPN 120 Japanese Civilization

JAPN 110 Introduction to Japanese Literature (taught in Japanese)

JAPN 150 Advanced Japanese Grammar, Conversation (taught in Japanese)

## Student Profiles

Students in the Japanese language program come from a variety of disciplines in the humanities, social sciences and natural sciences. Half of the students in our advanced courses major in the sciences (computer science, engineering, physics/math, chemistry, etc.) As a testament to the strength of the minor program, the majority of our graduates are currently pursuing careers in Japan or in a Japan-related field. We offer a rigorous and flexible program that enables students of various disciplines to successfully complete the Japanese minor in conjunction with their major coursework. Our students combine language skills with related business, computer science, engineering, social science, and humanities majors and minors, better preparing them to compete in a job market that demands specialized skills. Students graduating with the Japanese minor are qualified to pursue a large variety of academic and professional goals, including language teaching, attending graduate school, or working in high-profile jobs in

the public and private sectors.

### **Contemporary Curriculum**

The Japanese Minor is a contemporary program based on the World-Readiness Standards for Learning Languages (2015), adopted nationally, known as "The Five Cs" (Communication, Cultures, Connections, Comparisons, Communities) of foreign language education. Following the Standards, the Japanese Minor is designed to give students a rich curricular experience that provides ample opportunities to explore, develop and use communication strategies, learning strategies, critical thinking and technology skills, along with other aspects of the language system and culture. The desired learning outcomes are: (a) to communicate in Japanese; (b) to interact with cultural competence and understanding; (c) to develop insight into the nature of Japanese language; (d) to connect with other disciplines; and (e) to participate in Japanese and multilingual communities. By the end of the minor program, all students are expected to demonstrate Intermediate Mid-level proficiency in tasks "on demand." That is, students are able to successfully handle a variety of fundamental communicative tasks in straightforward social situations. In addition, students are expected to identify, analyze, and discuss cultural behaviors and perspectives within Japanese cultural contexts, and demonstrate knowledge of Japan through oral and written presentations critically and intellectually. For the last years, the Japanese minor has actively adapted new technology and delivery methods (e.g., web-enhanced, hybrid, and totally online courses) as well as innovative assessment approaches.

JAPN 120: *Japanese Civilization* provides Japanese minors with the opportunity to explore Japanese culture and society in depth through a variety of media in English. The course serves Japanese minors, Asian Studies majors, and the general student body (GE), and examines formative historical and cultural developments in Japan from the premodern and modern eras and into the present day through history, literature, film, and popular culture. JAPN 120 introduces students to a wide variety of materials to emphasize a diversity of cultural concepts and perspectives, many in transnational contexts. It is taught with sharp attention to context, encouraging students to reflect on the assigned materials within a larger discursive system of social, historical, and literary/cinematic currents. Focusing on Japanese cultural diversity allows us to problematize monolithic, static notions of culture and civilization. We believe it is important not to perpetuate Orientalist perceptions of Japan (and Asia in general) and to demystify a culture that has been exoticized in the popular imagination. Topics covered include Japanese geography, Heian period court culture and aesthetics, samurai ethos, Meiji period modernization, WW II and its aftermath, tea, and the transnational dimensions of popular culture, among others. Emphasis is on critical reading and analysis of the assigned texts and films. Assessment activities include online and in class discussions, quizzes (online and paper), essays, exams (identification, short answer and essays questions), oral presentations, and a final essay project.

### **Technology Enhanced Classes**

All Japanese language and culture courses use the Canvas learning management system. Approximately 500 audio files were uploaded and a 6000 question-answer database has been developed since 2002. All courses are equipped with a variety of online quizzes and exercises, lecture notes, audio files, vetted Internet links, handouts. Technology-enhanced courses provide students with a content-rich authentic learning environment, allowing them to learn and review content at their own pace efficiently, and offering a virtual learning community in which they can openly share their knowledge, questions and issues with others. At the same time, all online materials are shared among instructors to assure the quality of the program and better articulation from the elementary to the advanced level of instruction. In addition, all instructors use a language lab equipped with specialized software system, Sanako 1200. Sakako is an interactive, multimedia, language learning system that allows instructors to access, monitor, customize, and group student computer activities. Many aspects of our successful curriculum and learning experience has been presented at local, state, and international conferences. A number of articles on the use of technology have also been published (list provided upon request).

### **Curricular Rigor and Assessment**

The learning outcomes of the Japanese Minor curriculum are aligned with the sample progress indicators defined in World-Readiness Standards for Learning Languages (2015) for Japanese language learners at the post-secondary level. The adaptation of sample progress indicators helps to articulate learning outcomes of each course and facilitate continuous learning among students throughout the program. The Japanese Minor uses multiple measures in assessing student progress in order to provide ongoing opportunities for students to show what they know and what they can do with the language. Each course has a variety of assessment tools, such as discussions, interviews, debates, role-playing, presentations, essays, paper quizzes, and online tests. The desired outcomes of the Japanese Minor (a)–(e) mentioned above (5.4.1) are interconnected. To assess learning objectives holistically, the Japanese Minor has been using the following three assessment tools: individual/group projects; e-Portfolio (a showcase of students work); and an online Japanese language proficiency test based on the Japanese-Language Proficiency Test (JLTP).

### **Strong Links to the Community**

The Sacramento area alone provides opportunities for a career in a Japan-related field. Sacramento is the home for Gekkeikan, Nippon Shoken, Shinmei Foods, Mikuni Color, Sacramento-Matsuyama Sister City Corporation, etc. In addition, the Sacramento public school system leads the nation in the number of Japanese language programs offered at the high school level. At present, over 2000 students in the Sacramento area are studying Japanese at twenty-four high



schools and six local community colleges. Based on continued growth of our program and numerous demand from our students, we are drafting documents to propose a Japanese Major. The greater Sacramento area is currently experiencing an acute shortage of Japanese language teachers, and our minors have expressed interest in pursuing language instruction as a career, which requires a BA in Japanese. Sac State serves as a destination for students who want to study or continue their education in Japanese. We want the Japanese program to fully equip students for careers in teaching. Apart from the skills it provides to students pursuing Japan-related careers, a Japanese major, by showing mastery of a difficult language and complex cultural and political issues, is an excellent general degree, equipping students with language and cultural proficiency enabling them to communicate successfully in a pluralistic American society and abroad. Lastly, Sacramento has an active Japanese American community dedicated to preserving the legacy of pre- and post-war migration from Japan. An active Japanese American Citizens League involved in preserving historical sites important to the Japanese community, two local Japanese language schools, local cultural groups, churches and Buddhist temples, grocery stores and restaurants reflect a long-standing presence of Japanese language and culture in our part of the country. We view the creation of a Japanese major at a community anchoring institution a significant contribution to preserving and promoting Sacramento's diverse historical legacy.

### **Faculty Profiles**

A respected leader in Japanese language pedagogy at the local and national levels, Dr. Masuyama brings invaluable experience, skills, and a history of working with local high school, community college, and other university instructors. In addition, her roles as Chief Reader for the College Board Advanced Placement Japanese Language and Culture Exam and Principle Investigator for the Capital World Language Program provide expertise in assessment and language teacher certification. Dr. Vassil recently completed CTL's Summer Teaching Institute (2017), ACUE's "Building on Online Course" (2018), as well as the "Technology and Student Success FLC" in 2017-2018. With experience in both public and private institutions with majors and minors in Japanese, Dr. Vassil brings with her broad knowledge of the field and various models of successful minor and major programs.

## Chapter 6

# Other Languages

### 6.1 Arabic

Arabic language had not been taught at Sacramento State since AY2010/11. In Fall 2016, the department decided to again offer Elementary Arabic, but due to insufficient WTU allocation, ARBC 1A/1B were removed from the schedule until the following year. One section of first year Arabic has been offered every semester since, and has shown healthy enrollment.

### 6.2 Korean

The Department began offering one section first year Korean in Fall 2013. One section of second year Korean was offered for two years, Fall 2014 and Fall 2015. In an effort to increase enrollment and save WTU, these second year sections were taught as a combined KORN 2A/2B in one class. When the Asian Studies (Korean Concentration) was founded in Fall 2018, Offering second year Korean became more urgent. Despite lower enrollment in second semester Korean (KORN 1B), the department will offer second year Korean (2A and 2B) in the AY2020/21.

### 6.3 Punjabi

Punjabi was originally established at Sacramento State with financial support of a local community group. Since the last Program Review, though, the outside support for Punjabi has been discontinued. When the department attempted to remove Punjabi from the schedule of classes in 2015 due to lack of support and inadequate WTU resources, however, a strong out-lash from the community convinced the college to support one section, but Punjabi has been using the regular WTU allocation since that semester. As the number of enrollment

continues to decrease, we expect to soon discontinue Punjabi at Sacramento State to offer more sections of courses in areas of greater demand.

## **6.4 Languages Removed from the Catalog**

Since the last Program Review, Greek, which was originally supported by a community group, was discontinued in 2011, and Russian in 2015. The Russian minor was suspended in 2008, and the last section of RUSS 120 *Russian Civilization* was offered in Fall 2010, and RUSS 105 *Advanced Russian Language Practice* in Spring 2011.

## Chapter 7

# Additional Contributions to the University Community

### 7.1 Foreign Language Graduation Requirement

#### 7.1.1 Introduction

Undergraduate students attending Sacramento State are required to meet the Foreign Language Graduation Requirement (FLGR), either before or after enrolling. Students who have not completed the FLGR requirement before Sac State enrollment have the options of completing the requirement via coursework or by passing a proficiency exam that tests their proficiency in two of the language skills at the level of 1B (second semester of the elementary level of proficiency): reading comprehension, listening comprehension, writing, speaking. One of the skills passed need to be a *literacy* skill (reading or writing).

#### 7.1.2 Coursework

The Department of World Languages and Literatures offers service courses that fulfill the FLGR at Sacramento State. Course work is offered at the elementary levels 1A (first semester) and 1B (second semester) levels in several languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Punjabi, and Spanish. Additionally, as mentioned elsewhere in this report, SPAN 7 (a second semester course that focuses only on reading skills) and SPAN 1C (an intensive elementary course) are also offered. Students can also fulfill the FLGR with American Sign Language, but this language area is not in our college.

#### 7.1.3 Proficiency Exam

If a student claims to come to Sacramento State proficient in a language other than English, and wishes to fulfill the FLGR with this language, they have the option of taking a proficiency exam. Testing for language proficiency in the

languages for which the department has Full-time Faculty, except for Spanish, is conducted on an individual basis with an authorized examiner to be conducted in an interview-style format by department faculty on a voluntary basis. So far, the additional workload has not been problematic.

### **Spanish Proficiency Exam**

Sacramento State is a Hispanic Serving Institute, with many students that are bilingual in English and Spanish. Moreover, many of them have Spanish as their first language and seek to demonstrate proficiency in a second language other than English by taking the Spanish Proficiency Exam. To meet the demand, for many years, the department had a coordinator, Dr. Kathy Moore, a tenured faculty who was given three units of assigned time per semester for the work of coordinating and administering the in-house examination that was delivered by playing a tape to a group of about 80 students once each semester in Mariposa 1001. The students were required to bring a Scantron answer sheet.

After Dr. Moore's retirement, the task of coordination was passed to Laurette Suter, a full-time non-tenured temporary faculty who, in 2008, recommended digitalization of the exam. As the demand for the exam increased, a new exam that was easier to administer was developed by Ms. Sutter and Dr. María Mayberry in 2010. An improvement was that the exam was automatically graded by SacCT, and students could learn their results immediately. Also, more sessions were offered each semester in the department's lab in Mariposa 2000. Each month, there were two different sessions to offer students more flexibility for when to take the exam, one in the afternoon and one in the evening. Each testing session accommodated approximately 16 students, so the department was able to serve about 100 students each semester.

The new Spanish proficiency exam consisted of two sections, listening and reading. For the listening portion, students listened to two dialogues in Spanish and demonstrated comprehension by answering multiple-choice questions in English. For the reading comprehension part, students read several small texts that included authentic material (such as ads from newspapers), and demonstrated comprehension by answering multiple-choice questions in English. Although students listened to dialogues in a CD player, the actual exam was saved in the Learning Management System at the time (i.e., Blackboard), and students accessed it via their MySacState account.

It was during this time that the assigned time for the exam coordination was canceled. A Graduate Assistant, Sergio Luna, was hired to help with the coordination of the exam and, when Ms. Sutter retired in 2013, Mr. Luna took over the coordination duties. There were two more G.A.s in charge of the coordination of the Spanish Proficiency Exam, Rosa Ramos and Alvaro Yopez, until spring 2017.

In fall 2017, the department decided to contract an external vendor, AVANT, which uses authentic materials that are proficiency based (i.e., they are aligned with the ACTFL Proficiency Guidelines.) AVANT offers several options that are "web-based and computer-adaptive with level and age-appropriate topics and

real-world content” (<https://avantassessment.com/stamp>). The department chose the AVANT PLACE because it can be taken in about an hour and fifteen minutes or less. Of the three AVANT PLACE options, the department chose option B, because it includes the two literacy skills (reading and writing) required by Sacramento State to show proficiency in another language other than English. The exam tests reading comprehension in Spanish, Spanish Grammar, and writing in Spanish, and students need to show proficiency at the elementary level equivalent to SPAN 1B in at least two of the exams. The administration of the exam still has to be done by staff; but AVANT takes care of the grading. The reading comprehension/grammar section is automatically graded; but the writing portion is graded by Spanish faculty hired by AVANT, and the results are delivered in seven days or sooner.

The evolution of the Spanish Proficiency Exam shows the department’s commitment to serve our students in a more efficiently manner. In AY 2018–2019, 198 students took the exam, and 194 passed it.

### Languages not Represented in the Department

Although we can evaluate student second-language proficiency in languages represented in our department with methods such as one-on-one interview evaluations and the Spanish Proficiency Exam, we are unable to properly evaluate student proficiency in languages for which we do not have full-time faculty members. The current solution for certifying such language proficiencies (see <https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html>) is quite unsatisfactory, and must be overhauled. It places the burden on finding an evaluator on the student, but at the same time, the department is unable to certify the qualifications of the outside evaluator.

We have been discussing alternatives for languages not represented in the department, including standardized exams from BYU and commercial providers such as Language Testing International (<https://www.languagetesting.com>), but have not yet found a suitable option. We will continue to study the problem and find a satisfactory solution.

## 7.2 Contributions to other Academic Areas

In addition to the language programs and courses mentioned above, the department also offers WLL 15 *World Literatures in Film*, WLL 21 *First Year Seminar: Becoming an Educated Person*, and WLL 385 *Foreign Languages in the Secondary School*.

**WLL 15** *World Literatures in Film* was developed as a way to increase the department’s enrollment efficiency, and at the same time, increasing exposure of the general student population to new cultures and languages. The course interprets cinema as literary text, exploring, comparing, and contrasting diverse cultures through cinema. The class has met on Wednesday

afternoons from 6:00pm to 8:50, and has enrollment capped at 120 seats. All films are viewed in the original language with English subtitles. Assignments are completed online.

In an effort to assure enrollment, and to enhance Freshman exposure to new languages and cultures, WLL 15 is offered in partnership with the First Year Experience (FYE) Program at Sacramento State, whose goal is to improve the retention and graduation rates of native students, a goal that is directly aligned with the CSU system wide Graduation Initiative. We matched WLL 15 with WLL 21 to create a Learning Community (LCOM), a cluster of courses that students take as a cohort to satisfy General Education requirements (WLL 15 fulfills LD GE Area C2 and WLL 21 fulfills LD GE Area E). This approach was partly successful, but many Freshman students were not comfortable taking a class that let out after dark. We have found that only approximately half of the students in WLL 21 elected to take WLL 15 as a LCOM. In recent years, though, WLL 15 has gained in popularity, and can be fully enrolled without participating in the LCOM, if necessary.

WLL 15 presents a diverse range of films which introduce the mostly freshman students to the cultures that our Department offers in its various language courses and programs. Each week, the students watch a full-length international film in class. In the week prior to each class meeting, students take a quiz based on their reading of an excerpt from a novel, play, graphic novel, or other literary source upon which the film is based. The film screening is followed by small group and whole class discussions guided by a questionnaire about the film and its themes. For homework, the students make entries in their online journal and engage in an online group discussion; both of these activities are initiated by prompts given by the instructor. The class's learning objectives are that students will be able to:

- Demonstrate knowledge of the conventions and methods of the study of the humanities;
- Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies;
- Compare and analyze various conceptions of humankind; and
- Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

**WLL 21** Whereas *First Year Seminar: Becoming an Educated Person* is offered in many departments as XXX 21, and is an introduction to the nature and possible meanings of higher education, and the functions and resources of the University, designed to help students develop academic success strategies and to improve learning skills, WLL 21 introduces world languages as an academic discipline by requiring students to develop the

habits of thinking and learning necessary in a complex, multicultural world. Although the nature of the First Year Seminar requires a smaller enrollment (generally capped at 25 seats), the department considered the mission of the course to be an essential part of a four-year university curriculum, and so has made an effort to offer one to two sections almost every year, resources permitting.

**WLL 385** In previous years, this course was offered over two semesters as WLL 385A *Methods in World Language Education*, A in the Fall and WLL 385B in the Spring. This course is designed for candidates who are preparing to teach world languages in secondary school settings in California public schools, and is a required class for students in the Single Subject Teaching Credential Program in World Languages directed by the College of Education. The majority of students are studying to be Spanish teachers, but there are also students in French and occasionally German.

In the class, student teachers develop the necessary pedagogical skills to demonstrate an understanding of second-language acquisition theories in planning and teaching. Students also learn to develop effective lessons based on the principles of the National Standards for Foreign Language Learning in the 21<sup>st</sup> Century, the Foreign Language Framework for California Public Schools, the California State Standards for Foreign Language Learning, and the ACTFL Guidelines. They show that they can apply the theory of communicative competence to instructional strategies related to real-world language use in context from beginning to advanced levels. Furthermore, they show that they can conduct all levels of a language class in the target language with ease and confidence, and use appropriate and varied language with accuracy and fluency. Given that a great number of languages are spoken throughout California, student teachers also demonstrate an understanding of how to validate the language of the heritage and native speakers. Along with these skills, the student teachers develop assessment strategies for courses in world languages, appropriate instructor goals and student outcomes for their courses. They also learn about the need for on-going professional development and demonstrate how to use technology to support and enhance world language instruction.

## 7.3 Extra-curricular Contributions

### 7.3.1 World Language Day

World Language Day is a day to celebrate and showcase the diverse languages and cultures of the students and faculty of the Sacramento State community. In partnership with American Sign Language, International Program and Global Engagement, English Language Institute, the Honors program, Leadership Initiative Program, as well as various student organizations, students who speak different languages and faculty members in the Department of World Languages



and Literatures serve as language hosts to promote multiculturalism. Guests visit table representing different languages, where they can meet representatives of the host language, learn simple phrases in the host language and ask questions about the host cultures. Since 2014, World Language Day continues to be a popular event on campus, welcomed by thousands of Sacramento State community members.

### 7.3.2 Interdisciplinary Conference in the Humanities

Established in 2015 by Dr. Euisuk Kim, the *Interdisciplinary Conference in the Humanities* is a regional academic conference designed to enhance the academic diversity of the campus, provide a forum for scholars from not only California, but the United States and abroad, to share their academic specializations and interests in a series of lectures and panel discussions. The conference also provides an opportunity for graduate students in the Spanish Masters Program the experience of presenting papers in an academic conference without the expense and inconvenience of traveling out of state, or the pressure of participating in a larger international conference.

The conference has attracted keynote speakers from as far as Michigan, Kentucky, and Turkey. Presenters have come from southern California, Nevada, Arizona, Japan, and Korea. The 2020 conference will enter a new stage in its development as Dr. Kevin Elstob takes over as director.

### 7.3.3 Scholarships

The Department hosts four scholarship funds for students of different languages: *The Lew Robinson Chinese Endowed Scholarship* for students minoring in Chinese, *The Margaret E. Lavezzo Memorial Italy Travel Scholarship* for students minoring in Italian, *The Thomas Swift Japanese Minor Travel Scholarship* for students minoring in Japanese, and *The William J. Sullivan, Jr. Endowment* for students majoring in French or Spanish, or minoring in German. All students majoring, minoring, or pursuing a graduate degree in World Languages and Literatures are also eligible for *The Sacramento State Alumni Association World Languages & Cultures Undergraduate/Graduate Scholarship* is administered by the Sacramento State Alumni Association World Languages & Cultures Alumni Chapter. The department is grateful for the generous gifts from Emeritus Faculty and alumni that make these endowments possible, and take the responsibilities of awarding these scholarships to be an honor and privilege. The former three scholarships encourage and support students to study abroad, gaining life-changing experiences as they are immersed in the languages and cultures that they have come to love as they pursue their minors in the department.

### 7.3.4 Festival of the Arts and U-Night

The annual *Festival of the Arts* at Sacramento State is a celebration of all aspects of the College of Arts and Letters. It runs for a week each spring with multiple concerts and events in Theatre, Dance, Art, and Music. The Department has been an active participant in the Festival. For example, since 2014, *Japan Day* has been an integral part of the Festival's culminating event, "Sunday Funday." This large-scale, student-led event hosts over thirty hands-on Japanese cultural tables and organizes a full day of stage performances, including Taiko drumming, traditional bon dance and modern dances, martial art performances, student instrumental and vocal performances, etc. The event attracts more than 800 visitors throughout the day every year and includes participation from local high schools and universities as well as various community groups. The French Club has also participated with such activities as games of Pétanque and French waiter races. In recent years, the re-activated Spanish Club has invited a mariachi band and salsa dance performances.

U-Create!, a street faire experience using galleries and other venues downtown to showcase student and faculty collaborations, is held on the Thursday of the Festival. Students minoring in Italian have been regular presenters at U-Create!, reciting Italian poetry, including excerpts from Dante's *Divine Comedy*. In 2019, students of the Spanish program also recited Spanish poetry.

### 7.3.5 Capital World Language Project

The Department of World Languages and Literatures houses the Capital World Language Project (CapWLP), a state funded project with an annual budget of \$60,000–\$65,000. The CapWLP has partnerships with local schools, districts, and regional language associations. Every year, CapWLP sponsors a variety of face-to-face programs in Regions 1, 2, and 3 in the Northern California. Both short and long term professional development workshops (from one day to one year) are organized by a group of Teacher Leaders. In AY2019-2020, the following professional development workshops have been implemented: *Exploring the NCSSFL-ACTFL Revised Can-Do Statements & New Intercultural Can-Do Statements*, *Developing Global Competence in World Language and ELD Students Through the Lens of Social Justice*, and *Developing Leadership Seminar*.

The California World Language Project (CWLP)<sup>1</sup> is a collaborative, statewide network that sponsors year-round professional development programs for World Language educators intended to strengthen the teaching of languages and cultures in California. The project aims to involve every language teacher in supportive professional learning communities that foster excellence in language teaching, deepen content knowledge and pedagogical skills, and provide leadership development opportunities. CWLP continuously advocates for the retention, expansion and articulation of World Language programs across all language levels, especially in the critical languages and cultures deemed to be

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<sup>1</sup><https://csmp.ucop.edu/cwlp>.

essential for California students to contribute to and successfully interact in our linguistically and culturally diverse society.

The network, comprised of seven regional sites, offers professional development programs that support the teaching of language and cultures at every level by deepening language educators' understanding of the guiding principles espoused in the World Language Content Standard, the California Common Core Literacy Standards for Technical Subject and the English Language Development Standards. Such programs include standards and framework-aligned institutes, seminars and professional development workshop series that are especially designed to support teachers to strengthen the overall communication skills of students while enhancing their understanding of other cultures. Assistance is also provided in the effective use of state-adopted instructional materials as well as culturally authentic resources with students.

This collaborative network is dedicated to providing the highest quality World Language instruction to all of California's students, with a special focus on meeting the needs of English learners (as articulated through the Common Core State Standards), native speakers with low literacy skills, and students from economically disadvantaged communities. Headquartered at Stanford University, CWLP belongs to a larger network of discipline-specific programs known as the California Subject Matter Project, administered by the University of California, Office of the President.

The Capital World Language Project (CapWLP) is committed to enhancing language teaching in order to improve language learning at all levels, providing opportunities for teacher collaboration and curriculum development, modeling effective strategies of language teaching, providing support for continuing development of language skills and cultural knowledge for language teachers and students, and partnering with schools and districts to provide high quality professional development and technical assistance to improve world language education.

## 7.4 General Education

Although many courses taught in the department meet the CSUS GE objectives of:

- develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life; and
- possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society;

however, many of the Upper Division courses in our department are taught in the target language, and so they do not fit the first objective of the CSUS GE Program: "read, write, and understand relatively complex and sophisticated

English prose.”<sup>2</sup> Nonetheless, the Department of World Languages and Literatures still contributes considerably to the GE curriculum, both in Lower Division and Upper Division courses. Courses fulfilling Lower Division GE Area C2 include: CHIN 1B, FREN 1B and 2A, GERM 1B, ITAL 1B, JAPN 1B, KORN 1B, PUNJ 1B, SPAN 1B and 7, and WLL 15. WLL 21 fulfills GE Area E. Courses fulfilling Upper Division Area C2 include CHIN 120; FREN 120; GERM 140, 141, 142, 143, 150, and 151; and ITAL 104A and 130. SPAN 129 fulfills Upper Division GE Area D, and JAPN 128 is in the process of applying for UD GE Area D.

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<sup>2</sup><https://catalog.csus.edu/colleges/academic-affairs/general-education/>.

## Chapter 8

# B.A. in World Languages and Literatures

In the interest of offering students curious about world languages, and perhaps wishing to pursue a degree program that includes a language other French or Spanish, the department has been discussing the establishment of a B.A. in World Languages and Literatures. This major would require students to reach at least an Intermediate Low proficiency (four semesters of lower-division and two semesters of upper-division language classes) in at least two languages for which the department offers a minor, and to complete six units of upper-division courses in literature or culture/civilization courses of those languages. The department hopes to propose this program within the next two years. Not counting the first two semesters of one language, which are required to fulfill the Foreign Language Graduation Requirement (see 7.1 on page 57), this would require a total unit load of 44 units, or 46 if the second language is Chinese or Japanese.

## Chapter 9

# Conclusion

The Department of World Languages and Literatures continues to grow and evolve with the changing needs of the university and the region. With the new department name, we have redefined our identity on campus and our image to the community. We are a diverse and inclusive department, consisting of faculty, staff, and students that are fascinated by the languages, literatures, and cultures of the world. When faced with the challenge of increasing Academic Year faculty/student (WTU/FTES) efficiency ratings, the department proposed novel yet rigorous new and redesigned high-enrollment courses with student capacities of at least 120, such as FREN 120, ITAL 104A, SPAN 7.

Students bring into the classroom unique sets of cultural preconceptions which affect the way they receive and interpret information, something which becomes even more complex when one is communicating in a non-native language. In many ways, mastering a language to the point where one can read, write, and comprehend new cultural, literary, and philosophical nuances is similar to learning a musical instrument, or writing a composition, but with the added difficulty of having to do so in a new language.

The efficiency expectations of our department, however, are considerably higher than those of these other departments. Although the department has met or exceeded its efficiency WTU/FTES rating of 1.03 for the past three semesters, this has been done at the expense of more intimate, crucial interpersonal interaction that helps to assure proper mastery of the intercultural complexities of our subject. Just because, for example, SPAN 7 (*Spanish Reading Proficiency*) can be taught fully online does not mean that students are able to learn the subtleties of language and the underlying cultures. Indeed, certain compromises in the curriculum are necessary to achieve such efficiencies. Although the department has met efficiency expectations in recent semesters, we cannot help but wonder at what expense to student learning and lifetime success.

The Department of World Languages and Literatures is also rather unique in its structure in that the department includes not only one graduate and two undergraduate degree programs, but also many smaller minor and language

programs. Due to their size, minor programs often have only one Permanent Faculty member to oversee the minor, (though sometimes with the support of one or two Temporary Faculty members), and languages that do not have a minor frequently depend on a single Temporary Faculty member. These programs often are challenged by very low enrollment in intermediate and upper-level courses due to limited resources in lower-division courses, and often lack the scheduling flexibility and adaptability needed to ensure moderately to highly enrolled sections, especially if there is only one section of a course required for the minor. If this section is frequently canceled due to low enrollment, students will be hesitant to pursue the minor, resulting in even lower enrollment in coming years.

Even in the B.A. programs, students often complain that they do not have sufficient scheduling flexibility to complete their degrees in the desired time, as only one section of a required course can be offered, or a limited number of Upper Division courses can be offered in a semester. It has become a common theme that language programs have been shrinking in recent years, but the major and minor programs that we currently have in the department have the potential to grow. For the department to continue to grow, evolve, and prosper, as long as the current funding model remains in place, we hope that the department efficiency rating can be re-examined and adjusted to more accurately reflect the intensive attention students require to become successful in mastering a new language and its associated literature and cultures.

## Appendix A

# Department Learning Goals

See next page...



## DEPARTMENT LEARNING GOALS

### Goals and Objectives of the Language Areas in the World Languages and Cultures Department

Program Goals (5 C's)	Alignment with BLG21/CSUS	Learning Objectives/Outcomes
1. Communicate in languages other than English	Oral Communication VALUE Rubric	1.1 Students can engage in oral communications as evidenced by their ability to present an oral report on a given topic under testing conditions.
	Oral Communication VALUE Rubric	1.2 Students engage in conversations in the target language in a variety of topics under testing conditions.
	Written Communication VALUE Rubric	1.3 Students can communicate in written language as evidenced by their ability to write a report on a given topic
2. Gain knowledge and understanding of other cultures	Intercultural Knowledge and competence (12 <sup>th</sup> VALUE Rubric)	2.1 Self-awareness: Students demonstrate insights into own cultural rules and biases
		2.2 Students identify and/or discuss artistic expressions of the target culture, such as paintings, music, literature, architecture
		2.3 Cultural Worldview: Students demonstrate knowledge of the complexity of elements important to members of another culture in relationship to everyday or "popular" culture (e.g., eating, shopping, travel, lodging), knowledge of traditions, values, and institutions of the target culture (e.g., marriage, work, social stratification), as well as its history, politics, communication styles, economy, or beliefs and practices.
3. Connect with other disciplines	Integrative and Applied Learning (VALUE Rubric)	3.1 Students demonstrate basic knowledge of the history and current social and political developments in the target culture
		3.2 Students identify and/or discuss literary and intellectual developments in the target culture
4. Develop <b>critical thinking skills</b> and <b>information literacy</b> through insight into the nature of language and culture	Information Literacy (VALUE Rubric)	4.1 Students describe and/ or discuss linguistic similarities and differences between the target language and their own
	Critical Thinking (VALUE Rubric)	4.2 Students identify, evaluate and analyze cultural similarities and differences between the target culture and their own
5. Participate in multilingual communities and acquire information	Global Learning (VALUE Rubric)	5.1 Students will gain exposure to use the target language beyond the school setting by participating in out of school activities/study-abroad programs using the target language
		5.2 Students find information regarding the target culture using sources in the target language

MM. Update 10-21-2015

Sacramento State University  
College of Arts and Letters  
Department of World Languages and Literatures  
Program Performance Review (PPR)  
External Reviewers Report  
Spring 2020

Submitted on March 6, 2020  
Dr. Sandra Pérez (CSU Fullerton) & Dr. Jeffrey Reeder (Sonoma State)

This Program Performance Review (PPR) Report responds to the self-study submitted by the Department of World Languages and Literatures in December 2019, as well as the two-day campus and department visit completed February 5-6, 2020 in collaboration with Dr. Raghuraman Trichur from Sacramento State's Anthropology Department. We would like to commend the faculty of the World Languages and Literatures Department for the thoughtful self-study submitted. It is our desire to highlight both strengths and challenges faced by the World Languages and Literatures Department at Sacramento State University in order to provide some direction in creating a **6 year Action Plan** for continuous improvement. Our purpose is to give meaningful feedback and propose recommendations that will further strengthen the department and guide future decision-making both at the college and departmental level while aligning with Sacramento State's mission and goals.

Sacramento State's Mission highlights access, diversity, quality and the fullest university experience for its students. In that spirit, a crucial goal for the Department of World Languages and Literatures' six year plan must be **facilitating time to degree for all Spanish and French B.A. students** by following four-year curricular maps with some flexibility whereby a student who, for example, is not able to take one course one semester may still complete graduation requirements in four years. Such flexibility should be incorporated into the catalog and other guiding documents that govern students' paths to their degrees.

Similarly, **Spanish M.A. students need to have the opportunity to finish their degrees in a timely manner** as well. Conversations with the Office of Graduate Studies and other campus entities are encouraged to clarify appropriate mechanisms to account for courses that may share the same number but are different in content. Again, the goal being to allow sufficient flexibility with course offerings within the catalog so that students may complete their degrees in a timely manner including those who have completed the Spanish B.A. degree at Sac State, for whom consideration should be given when upper-division undergraduate courses are offered as part of the M.A.

In accordance with offering a full university experience to all students, **we highly support the addition of a Japanese B.A.** as soon as possible. Given the health of the minor, enrollment data, the dedication of its faculty, the academic and curricular rigor of the existing program, and overwhelming student enthusiasm for a Japanese B.A., it is clear that this degree should be offered to Sacramento State students. During our visit, only Japanese students came to speak with us communicating their passion for the degree, its faculty, and the meaningful professional opportunities stemming from their experiences. For example, a computer science student who is minoring in Japanese and is Vice President of Japan Club shared that he was using his Japanese to help local Japanese community members access medical insurance by translating for them from Japanese to English. Additionally, it became clear that a key contribution to the health of the Japanese minor stemmed from its strong connection to the Japan Club and its student-centered

activities. Through the synergy created by the club and minor, students who study Japanese are gaining intercultural knowledge and meeting the multilingual community's needs on campus. Among the students who spoke with us was an exchange student from Japan who described finding a supportive international and diverse community through Japan Club. Both heritage and non-native Japanese students spoke highly of the minor and its faculty, and all expressed a strong desire to complete the Japanese B.A. if it were offered. We enjoyed visiting additional campus spaces with the Department Chair, Dr. Smith and Dr. Masuyama such as the *Sokiku Nakatani Tea Room and Garden* and *Japanese American Archival Collection* in Special Collections available to further the understanding of local Japanese communities and Japanese culture in general.

For students completing minor requirements in Korean, Chinese, Japanese, German, Italian French, and Spanish, it is also important to **ensure that courses are regularly offered so students may complete the minor in a timely manner**. This includes offering language courses required by the **Asian Studies Program** so concentrations may be completed. **Collaboration with the College of Social Sciences should help** meet student needs in this regard. Additionally, we encourage department faculty to work with the **college's academic advising team** so that advisors promote and encourage early enrollment in language classes (year 1 or 2), a practice that will ensure greater student success and retention since most students continue taking language courses begun at the high school level. The implementation of **structured scheduling should align with student success** and consider having students take language courses years 1 and 2 in continuous semesters. The college, with university support, should accommodate offering sufficient sections to serve its students for purposes of graduation. The additional burden on faculty to offer many independent studies so students can graduate on time should be minimized, and if unavoidable, should be appropriately compensated. We were pleased to see that all minors offer study abroad options to students.

Where appropriate, **study away opportunities can be further supported or developed** to offer ways to learn regionally about international communities during winter and summer sessions for students who cannot travel internationally. The WLL Department is already supporting Sacramento State's mission to offer full university experiences to its students. However, given the nature of the college, additional partnerships could be explored to strengthen departmental programs; for example, the French Program could explore course offerings or certificates in connection to dance (ballet), music (French composers), theatre (French playwrights) or French history. Outside of the college, strategic partnerships with international business or communications for purposes of study abroad or study away and certificates can also be considered.

The World Languages and Literatures Department is already a strong contributor to student success by offering sections with 120 students in four language areas including French, Spanish, Japanese, and Italian. **Careful consideration should be given to the expansion of the language lab** in relation to the 6-year-plan if serving large numbers of students should continue. As noted in the self-study, the space can be altered to serve more students and eliminate wasted storage space. Perhaps with support from Student Affairs, the lab could also function as a tutoring center in languages other than English to serve Sac State's global awareness goal.

Furthermore, all service languages, such as **Arabic, should be given the same recognition in General Education** so students in all 1B language courses can equitably access credit for their linguistic and cultural studies within the General Education framework. If community support increases for Arabic course offerings, we encourage the college to explore supporting such

collaborations so that its students and Arabic-speaking community members may enjoy the benefits of a partnership that further connects and anchors Sacramento State to its diverse communities.

Similarly, given the diverse language offerings of the World Languages and Literatures Department, current and future BA Programs, as well as the Spanish M.A., **tenure track positions should be incorporated into the 6-year plan** to meet students' needs as well as add faculty support for completion of key departmental and institutional functioning (programmatic assessment, student major and minor advising, continued community collaboration, departmental curriculum work, continued university support of global awareness, World Languages and Literatures faculty participation in campus governance, etc.). In particular, the Spanish and French Programs should have enough faculty to both cover curricular needs but also offer leadership and support to their respective programs while ensuring the workload is sustainable to complete teaching, research, and service to the university.

At the College level, resources should be allocated to the department to help it complete assessment for all its language areas as well as support campus collaboration so that all World Languages and Literature students are appropriately identified (including second majors and all minors). From the Self-Study, Student Learning Outcomes highlight communication, culture, connecting with other disciplines, critical thinking, information literacy, and multilingual communities. The department should access and utilize institutional data to ensure that it is meeting these student-learning outcomes; one approach would be to review one student-learning outcome per year in the upcoming six-year plan.

We commend the World Languages and Literatures Department for the fine job it is doing connecting with various local communities and offering global awareness while supporting multilingual groups. We were very impressed with established community connections through the French Film Festival, the Spanish Certificate in Healthcare, the Chinese Culture Organization, German connection with Sacramento Turn Verein, Italian participation in the Festival of the Arts, as well as the strong Japanese ties between the department and various local schools and organizations. Given this departmental strength, we encourage you to continue to foster these connections while further relating them to curricular innovation. In the 6 year plan prioritizing cultural agility with community connections can be further explored; courses such as French *Advanced Composition* could be modified to *Innovative Communication in the French and Francophone World* or *French in a Global Context*. Sacramento high schools are strong supporters of world languages and recruitment efforts can be further promoted to strengthen the pipeline for French, Spanish, and Japanese students with support from the Sacramento State High School Outreach Programs Office.

Furthermore, we applaud efforts made by Spanish faculty to foster Hispanic Studies within its program. Both the HEALS Program and upcoming Criminal Justice Certificate Program in collaboration with CSU San Bernardino speak to the efforts and **strength of Spanish faculty to support linguistic and cultural agility in the Humanities as well as in various professional contexts**. Graduate and undergraduate Spanish students are certainly enriched by faculty's efforts to offer film series, guest speaker lectures, conference presentation opportunities, and support an understanding and sensitivity towards the diversity of Hispanic communities of the Americas and Europe. Spanish faculty clearly have a student-centered approach both in course offerings and in accommodating students' needs as demonstrated by the solution made with Span 7 and it no longer being a bottleneck course. Beyond serving students within the department, for a Hispanic Serving Institution, it makes a lot of sense to support collaborations such as the creation of a Latin American

Studies Program in collaboration with the History Department and others. The prolonged health of the department will certainly be sustained by supporting an interdisciplinary and broad understanding of the Spanish-speaking world, its diverse communities, and cultural strength.

The service provided to Sacramento State by the Department of World Languages and Literatures through the offering of general education courses certainly speaks to the impact the department has on students' overall breadth and ability to meet their educational goals. The simultaneous offering of large GE-based courses in English along with target-language based upper-division courses speaks to the varied demands the department as a whole meets by serving graduate, undergraduate, minor, and service-language students in Spanish, French, Chinese, German, Italian, Japanese, Korean, and Arabic (we understand the difficulty of offering and sustaining courses in Punjabi). As a result, Sacramento State Students clearly benefit from the wide range of language courses offered as they are exposed to various cultural, linguistic, and literary aspects of the world-regions they study. The faculty are deeply committed to student success, the diverse populations they serve, and the well-being of the department as a contributing member of the College of Arts and Letters.

The review team commends the fact that the department's goals align with the University Goals and Strategies, and we applaud its strategic response to enrollment challenges. The nature of the department is particular to the college but does not differ from other CSU language departments in its make-up: combining a Spanish MA and BA program with a French BA program, minors in Japanese, Chinese, German, Italian, Spanish, and French, while also offering service-languages such as Arabic, Korean, and Punjabi. We commend the strong and effective leadership Dr. Curtis Smith has provided to the department, not only in curricular matters but also in other areas, such as the positive change in office space which has made the department space more welcoming. Intellectually, the department offers bicultural understanding and innovative critical thinking, fostering tolerance and international understanding with strong local connections and community service. Nevertheless, the hard work of the department as a whole seems to be taking a toll on faculty morale and ability to sustain their collective efforts and we recommend that the 6-year plan should therefore explore ways to be more strategic with time and resources. With support from the college, the department should make its role as an anchor for global awareness and intercultural understanding more visible. This can be done through news stories highlighting student success and faculty's contributions in research and community involvement.

As noted in the self-study there are key recommendations that would greatly benefit the department, the programs, and more importantly the students served at Sacramento State. In particular, the offering of a Japanese BA should certainly move forward especially with the K-12 IB Program Offerings in Spanish, French, and Japanese. Additionally, studies programs can either take greater advantage of language areas by further incorporating Chinese and Korean into Asian Studies or creating a European Studies program that can pull in more students interested in French, German, Spanish, and Italian.

In conclusion, we agree that the World Languages and Literatures Department plays a crucial role, both at the college level and the university as a whole, in forming global citizens and contributing to a campus community of international awareness and cultural understanding. It contributes to the local cultural health of the labor force, global community and the institution's status as a Hispanic Serving Institution (HSI). We commend the department, its faculty, and staff for its effectiveness and we urge Sacramento State University to continue to support the World

Languages and Literatures Department to connect and support diverse local communities while exposing its students to global perspectives, practices, cultures, and communication.

**Academic Program Review Report**  
**Department of World Languages & Literatures**  
**Sacramento State University**

Internal Program Reviewer

Dr. Raghuraman Trichur  
Department of Anthropology

External Program Review Consultants

Dr. Sandra Pérez, California State University – Fullerton  
Dr. Jeffrey Reeder, Sonoma State University

**Spring 2020**

## Overview

The Department of World Languages and Literatures (WLL) underwent its scheduled program review in 2019-20.

This Academic Program Review Report is produced based on information gathered from:

1. The Self-study submitted by WLL in Fall 2019.
2. Meetings with WLL faculty and students in collaboration with external reviewers during their visit to the campus (February 5-6, 2020).
3. Exit interviews with External Reviewers, Dr. Sandra Perez and Dr. Jeffrey Reeder on February 6, 2020.
4. The External Reviewers Report dated submitted by Dr. Sandra Perez and Dr. Jeffrey Reeder on March 6, 2020.
5. Meetings with Dr. Curtis Smith, the Chair of WLL.
6. Meeting with Dr. Sheree Meyer, Dean of the College of Arts and Letters (A&L) on March 12, 2020.

WLL is one of the ten academic units that constitute the College of Arts and Letters<sup>1</sup> (A&L). WLL offers one graduate program (MA in Spanish), two undergraduate degree programs (BA in French and BA in Spanish), six minors (Chinese, French, German, Italian, Japanese and Spanish), and one certificate program in Healthcare Spanish. Additionally, the Department also offers a suite of introductory level language course offerings in Arabic and Korean. The curricular offerings of the Department are key to achieving Sacramento State's goals of fostering inclusion, diversity and preparation of students for global citizenship. This is all the more critical considering the fact that Sacramento State University is federally designated as both a Hispanic Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution.

For its Self-study, WLL undertook an analysis of the challenges faced by the various programs housed in the Department. In its introduction, the Self-study states,

Each Language Area is an autonomous academic program, with its own individual curriculum, focus, student body, and culture. As such, each Language Area was responsible for providing an overview and analysis of its program(s). The Department Chair, in collaboration with the Department Faculty, compiled, the chapters in the Self-study along with narratives of the shared resources, curriculum, and services of the Department. The resulting Self-study may appear to be somewhat disjointed in places, however, it is an accurate representation of the academic and administrative structure of the Department (p. 4).

This program review comes at a crucial juncture for WLL— an uneven landscape of autonomous language programs. All programs face constraints in some shape or form in their attempt to meet one or more of the priorities of enrollment, retention and graduation of students. Stated

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<sup>1</sup> The College of Arts and Letters is home to ten departments: Art, Communication Studies, Design, English, History, Humanities & Religious Studies, Music, Philosophy, Theatre & Dance, and World Languages & Literature. While some of these departments are big, have large faculties and generate huge FTES, there are also other departments that are expensive to operate due to the required pedagogic practices.



differently, it is imperative that WLL collaborate with the Dean of A&L to develop and implement strategies to more effectively rearticulate the academic assets housed in the Department. To aid in this process, this report will: 1) acknowledge and assess the challenges faced by the Department; 2) recognize the manner in which the WLL faculty have faced these challenges with a creative but careful combination of curricular rigor and pedagogic innovations; and 3) make recommendations that will form the basis for constructive discussions, decision making and ultimately the creation of a time bound Action Plan.

This report recognizes and welcomes the renaming of the Department from Department of Foreign Languages to the Department of World Languages and Literatures. This name change reveals the Department's intention to represent WLL's diverse curricular offerings and how they articulate with Sacramento State's current student-centered priorities. It is an attempt to assert the importance of exposing students to the non-English languages and their worldviews. In so doing, WLL hopes to contribute to students' success in an increasingly globalized environment of the present.

Currently, the WLL faculty consists of twelve tenured or tenure-track faculty members (eight professors, one associate professor and three assistant professors) spread across five language specialties namely, Chinese, French, German, Italian, Japanese and Spanish. This is a reduction of five when compared to the numbers when the previous program review was produced in 2012. The programs in Spanish language (MA, BA, Minor and the HEALS Certificate program) are taught by five faculty members. The BA in French is taught by three faculty members, the Japanese Minor by two faculty members, the Chinese Minor by one faculty member (currently serving as departmental chair), the Italian Minor by one faculty member, and the German Minor by one faculty member. The Department is also home to fifteen adjunct faculty members spread across the various areas. The internal structure of WLL is such that "each Language Area is an autonomous program, with its own individual curriculum, focus, student body and culture" (WLL Self-study, p. 4).

### **WLL and its challenges**

1. In 2012, when the last program review concluded, WLL had 17 full-time faculty members and a full-time departmental chair. The faculty size has decreased by a third (1/3) since the last program review in 2012. This gradual but continuous reduction in total faculty size has begun to affect academic and departmental administration. As the faculty shrinks and teaching workload grows due to larger class sizes and reduced reassigned time for administrative positions, the faculty has less time, energy, or interest in participating in the basic duties of departmental, college, and university service. For example, the Department has not had a Director of the Language Laboratory, Supervisor of Temporary Faculty, or Coordinator of the Foreign Language Graduation Requirement since the last program review, and is now even less able to fill these positions. With the elimination of the internal reassigned time for the Spanish Area Head and the Graduate Advisor, the faculty members holding these positions have also found it difficult to meet the ever-increasing duties asked of them (Self-study, p.6).
2. Accruing skills and gaining proficiency in languages is akin to learning music. Student's success is dependent on sustained exposure, small learning environments and dedicated

mentorship. According to the Self-study, the A&L's efficiency expectations of WLL is considerably higher than would be considered optimal for student success. Although the Department has met or exceeded its efficiency WTU/FTES rating of 1.03 in the recent past, this has been done at the expense of student learning (Self-study, p. 67).

3. One of the strongest commendations WLL received in its last program review (2012) was for its successful Student Tutoring Program. By 2014, the Department had a Graduate Assistant from the Spanish MA program overseeing the program, training student volunteer tutors in tutoring methodology and overseeing their volunteer hours. If students participated in the program, they also received credit through courses numbered XXXX 195 Fieldwork—Tutoring. This program was discontinued in 2015 when the Unit 11 Academic Student Employees (UAW) labor union defined tutoring as instruction (Self-study, p.9).<sup>2</sup>
4. Budgetary pressures across all programs have forced WLL to limit its graduate course offerings to two graduate seminars per semester whereas earlier the Department used to offer four. This reduction in course offerings is combined with the fact that very few upper division undergraduate courses would count for credits for the MA students.<sup>3</sup> These students are fortunate if they can finish their graduate program in a timely manner (Self-study, p.30).
5. Limited scheduling of regular course offerings also has a negative effect on faculty workload. To support students in their effort to graduate on time, faculty often agree to supervise independent studies over and above their required workload. This concern over workload, in fact, forced the Department to eliminate project or thesis option for the Spanish MA program (Self-study, p.30)
6. Like other graduation requirements, undergraduate students think of the Foreign Language Graduation Requirement (FLGR) as an inconvenience and put off enrolling until it is absolutely unavoidable (senior year or in many cases their last semester). Consequently, students do not have the opportunity to discover their interest in a language until it is too late to continue with higher level classes. The enrollment policy at Sacramento State, with an eye on graduating students on time, exasperates this problem by allowing students to enroll for classes based on their seniority; most seats in first semester language classes are taken by senior students. This limits the chances of freshmen and/or sophomores enrolling for language courses, reproducing the problem. In short, students don't have the opportunity to continue their training and further develop their passion for learning languages.

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<sup>2</sup> The continuation of the program as established earlier (giving students academic credit in recognition of work done) would have violated the terms and conditions established by the Collective Bargaining Agreement signed by the CSU and the UAW Local 4123 representing the Academic Student Employees in the CSUs.

<sup>3</sup> A majority of the student who enroll for the MA in Spanish are those who graduated with a BA in Spanish from Sacramento State University.

## Commendations

1. In an effort to encourage and allow students to begin taking language classes earlier in their tenure as students, WLL began exploring different enrollment strategies, including releasing seats in a staggered manner so that enough seats are available when freshmen students have an opportunity to register. This strategy has yielded positive results. The Department has started to notice increasing presence of freshmen in beginning language classes and also stronger enrollment in intermediate classes. (WLL Self-study, p.7)
2. In an effort to reduce class size in language classes while meeting the College's expected efficiency, the Department designed new courses that had the ability to generate high enrollment. This began with FREN 120 French Civilization, which was transformed from a traditional face-to-face class to a hybrid course, and eventually to a fully online course with an enrollment capacity of 120. Similarly, ITAL 104: Introduction to Italian Cinema I and SPAN 7: Spanish Reading Proficiency were also offered as fully online courses. More recently in Spring 2020, the Department offered JAPN 128: Introduction to Japanese Popular Culture, a new fully online course, for the first time. JAPN 128 enrolled 40 students but is expected to generate bigger enrollment in the near future. (WLL Self-study, p.8)
3. The Spanish MA program is slowly moving away from a traditional period-based approach towards a thematic approach to literature in its MA course work. This will allow for flexibility in responding to student needs and interest, which is gauged on a regular basis. (WLL Self-study, p.29)
4. The curriculum for the Spanish BA program has been changed greatly since the last program review, in part due to the recommendations set forth herein, but also in order to better serve students in the pursuit of the above career goals and help them graduate in a timely manner (WLL Self-study, p.31). The Spanish language faculty have reached out and actively collaborated with other departments on campus to develop the Minor in Latin American Studies. Another example of this cooperation is the creation of a cross-listed GE course, HIST 136/SPAN 129: Spanish Civil War.
5. The Department stopped its tutoring program in 2015 but has continued to provide space for students to congregate and practice their language skills under a Peer Student Practitioner program. Although not as structured as the previous tutoring program, and not as popular, students still appreciate the space and organization that the Department provides.
6. WLL faculty members have consistently prioritized students' graduation. Individual faculty members have resorted to supervising students for independent studies to make up for the limited course offerings of various programs. It is truly commendable that faculty members assume these responsibilities (uncompensated) on top of meeting the workload requirement they are obligated to meet by the CBA.
7. The Department of WLL in an attempt to diversify its academic offerings has developed a Certificate Program in Healthcare Spanish (HEALS) and an international cultural

experience in Costa Rica, an undertaking made possible by an Undergraduate International Studies and Foreign Language grant of the U.S. for a three-year period from 2014–2017. The program is a partnership between Sacramento State and CSU San Bernardino and serves to address the needs of California’s Hispanic communities and the professionals who are in charge of providing health and social services to them. (p.38)

8. The Japanese Minor has grown significantly over the years. The program currently has 41 students enrolled, nearly doubling its size when compared to its enrollment in Fall 2012. The Japanese language faculty are exploring the possibility of launching a BA in Japanese in the very near future (WLL Self-study, p.50-54)
9. WLL offers service courses that fulfill the Foreign Language Graduation Requirement at Sacramento State. WLL faculty also test incoming students for proficiency in the languages for which the Department has full-time faculty (except for Spanish). These tests are conducted on an individual basis in an interview-style format by departmental faculty on a voluntary basis. The departmental faculty have been more than willing to take on this additional workload.
10. WLL faculty is doing an excellent job establishing and fostering connections within the Greater Sacramento—creating learning opportunities in the process.
11. The WLL faculty are discussing the possibility of taking advantage of its faculty’s skill set to launch a BA in World Languages and Literatures. This major would require students to reach at least an Intermediate Low proficiency (four semesters of lower-division and two semesters of upper-division language classes) in at least two languages for which the Department offers a minor, and to complete six units of upper-division courses in literature or culture/civilization courses relating to those languages.
12. Lastly, reviewers commend the leadership provided by Dr. Curtis Smith in all areas of the departmental engagement, curricular and extracurricular.

### **Recommendations for consideration of the Department of World Languages & Literatures and the College of Arts & Letters**

WLL is facing many challenges. A closer look at the national trends suggests that the challenges faced by WLL are not unique and not any different from those experienced by language programs elsewhere across the nation. The Modern Language Association of America in its 2019 report titled “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report”<sup>4</sup> states:

TOTAL enrollments (undergraduate and graduate) in languages other than English dropped by 9.2% between fall 2013 and fall 2016... Despite the overall drop, there were gains in nearly half of all language programs (45.5%) that mitigate somewhat the downward trend. There is no denying that in some institutions the numbers are negative, but where the numbers are positive, they are impressive indeed. More than half the

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<sup>4</sup> <https://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf>

programs in the following languages were stable or actually increased in overall enrollments: Arabic (51.5%), American Sign Language (53.4%), Biblical Hebrew (53.8%), Japanese (57.4%), and Korean (75.0%). And the following languages had close to half their programs reporting stable or increased enrollments: Portuguese (40.5%), French (41.5%), Modern Hebrew (41.6%), German (47.1%), Latin (47.1%), Chinese (47.5%), Russian (48.6%), and Ancient Greek (48.9%). One-third of the programs in Italian (33.2%) and Spanish (36.3%) reported stability or growth...Despite challenges at the local and national levels, many language programs remain strong.

According to the MLA's report, the common thread that runs through all stable and growing language programs is curricular innovation. Curricular innovation can take on different shapes and forms across a wide range: 1) the very basic – tinkering with course and curriculum content in response to students' needs to enhance their skill sets; 2) integrating language and culture learning; 3) establishing cross-disciplinary connections and course sharing across academic units and or campuses.

This program review acknowledges the fact that the various academic programs under WLL have already taken steps in this direction. The suite of new high enrollment courses proposed and successfully delivered, the changes introduced to one or more of the curriculums and the development of the Certificate Program in Spanish for Healthcare Professionals are prime examples of these efforts. These efforts definitely contribute to improving student enrollment in WLL. However, the improvement in student enrollment is not sufficient for the growth of programs housed in WLL. The College's efficiency expectations and the number of faculty available to teach also play a critical role, especially in the case of the Chinese, French, and German language programs. Of these four programs, Chinese could weather the storm and survive as a minor, if and when Dr. Smith returns to teaching a full load. The future for French, German and Italian programs is delicately poised. Declining enrollments and delayed graduation of students don't sound appealing to administrators. If the current structure of the programs and Department persists into the future, administrators would have to make some difficult decision. Add to this, the effect of lockdown and uncertainties caused by COVID 19 on university finances reduces the time available to make decisions.

### **Recommendations to WLL:**

The external reviewers, both of whom have substantial experience both administering departments and reviewing programs, have done an excellent job reviewing WLL. The recommendations listed below dovetails those presented by the external reviewers in their report dated April 6, 2020.

1. Work closely with A&L academic advising team to promote and encourage student enrollment in language classes during their freshmen and sophomore years to ensure greater student success and retention. WLL must make sure to participate in all curricular enrollment programs (finish in four; through in two; structured scheduling). This is a way to ensure enrollment in introductory language classes and have the opportunity to attracts student to its major and minor programs.

2. Facilitate time to degree for all Spanish and French BA students by following four-year curricular maps with some flexibility whereby a student who, for example, is not able to take one course one semester may still complete graduation requirements in four years. Such flexibility should be incorporated into the Catalog and other guiding documents that govern students' paths to their degrees (External Reviewers Report, p. 1).
3. Engage the Office of Graduate Studies to clarify appropriate mechanisms to account for courses that may share the same number but are different in content. Again, the goal is to allow sufficient flexibility with course offerings within the catalog so that students may complete their degrees in a timely manner, including those who have completed the Spanish BA degree at Sacramento State, for whom consideration should be given when upper-division undergraduate courses are offered as part of the MA (External Reviewers Report, p. 1).
4. The Japanese language faculty have done a fantastic job of growing the minor. Student response has also been very encouraging. These factors provide the necessary justification for the planned development of a BA in Japanese program (External Reviewers Report, p. 1). However, one has to approach the issue cautiously. WLL has to acknowledge the fact that the development of this degree program in Japanese could have an adverse impact on the Asian Studies Program housed in the College of Social Sciences and Interdisciplinary Studies. WLL is encouraged to engage and secure the support of the Asian Studies Program before putting together and processing the paperwork for the BA in Japanese. This is essential as the Japanese language courses taught by WLL are also a critical component of the BA in Asian Studies (Japanese Studies). The goal must be to proceed without eroding a program that is currently in existence.
5. WLL must explore avenues to regularly offer courses so that students enrolled for different minors are able to complete the program in a timely manner (External Reviewers Report, p. 2).
6. WLL could explore possible collaboration with other departments to create new curricular spaces to strengthen departmental programs; for example, with regard to its programs in French, WLL could explore course offerings or certificates in connection to dance (ballet), music (French composers), theatre (French playwrights) or French history. Outside of the college, strategic partnerships with international business or communications for purposes of study abroad or study away<sup>5</sup> and certificates can also be considered (External Reviewers Report, p. 2).
7. WLL is already a strong contributor to student success by offering sections with 120 students in four language areas including French, Spanish, Japanese, and Italian. Careful consideration should be given to the expansion of the language lab in relation to the 6-

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<sup>5</sup> According to the Association of American Colleges & Universities, study away is a concept and educational strategy that integrates study abroad programs with domestic programs. Diverse cultures within a local, regional, or national community should be recognized for providing learning opportunities and experiences that can also be transformative. (See <https://www.aacu.org/publications-research/periodicals/study-abroad-or-study-away-its-not-merely-semantics>)

year-plan if serving large numbers of students is a priority. As noted in the Self-study, the space can be altered to serve more students and eliminate wasted storage space. Perhaps with support from relevant offices in the University, the lab could also function as a tutoring center in languages other than English to serve Sacramento State's global awareness goal (External Reviewers Report, p. 2).

8. The Department should make every effort to secure GE approval for service languages taught. This will enable students enrolling for these classes to get credit for their linguistic and cultural studies within the General Education framework (External Reviewers Report, p. 2).
9. WLL should consider and incorporate key departmental and institutional functioning including program assessment, student advising, community engagement, curriculum support and supporting the university global awareness into future tenure-track position descriptions (External Reviewers Report, p. 3).
10. Alongside adopting strategies for enhancing student enrollment, WLL should explore avenues to secure new faculty lines, particularly to serve the programs in Spanish and French to cover curricular needs and to offer leadership and support (External Reviewers Report, p. 3).
11. WLL should try and mimic the HEALS program and expand into other thematic learning contexts. The planned Criminal Justice Certificate Program in collaboration with CSU San Bernardino is definitely a step in the right direction. It speaks to the strength of the Spanish language faculty to support linguistic and cultural agility in the Humanities as well as in various professional contexts. Other avenues for exploration will include but not be restricted to business, engineering and public health (External Reviewers Report, p. 3).

### **Recommendations to the College of Arts & Letters:**

1. The College of Arts & Letters Academic Advising team should collaborate with WLL to promote student enrollment in language classes during their freshmen and sophomore years. WLL must make sure to aggressively participate in all curricular enrollment programs (finish in four; through in two; structured scheduling). This will ensure enrollment in introductory language classes and have the opportunity to attract students to its major and minor programs.
2. The College of Arts & Letters should allocate resources to assist WLL complete assessment for all its language areas (External Reviewers Report, p. 4).
3. The College of Arts & Letters should explore avenues to support additional tenure-track faculty for Spanish and French languages, the two language areas that are currently offering MA and BA programs. This would contribute to increased course offerings and provide additional support for administering and delivering academic programs (External Reviewers Report, p. 3).

4. It is understandable that the resources at the disposal of college administrators are limited and the situation is not going to improve in the near future. In such a situation, administrators are forced to make decisions based on economic factors. These decisions often lead to the erosion of programs that perform below the curve. This could very well be the case with respect to many programs housed in WLL. All WLL programs need expanded faculty presences for one reason or another. Both German and Italian are serviced by only one full-time faculty member with some support from adjunct instructors. The same is the case with the Chinese Minor. The BA in French is served by three tenured faculty members and a few adjunct instructors. But only two out of the three full-time faculty teach upper-division required major courses. The Spanish language program has five full time faculty members and a few adjunct instructors. But it also has multiple programs to run with reasonably big student enrollment to service. The Japanese Minor relies on two full-time faculty and a few adjunct instructors. The faculty has been able to do an effective job of serving its students. But would that be sufficient if WLL decides to go ahead and offer a BA in Japanese?

The College of Arts & Letters and WLL will be forced to reckon with this reality before the next program review and develop some creative solutions. It is possible this conversation might require going beyond A&L. College leadership is urged to take the lead and start thinking “out of the box,” to arrive at sustainable curricular strategies that will ensure that the offering of diverse languages courses continue into the future. For instance, A&L should consider engaging other colleges on campus and explore the possibility of developing robust interdisciplinary curriculums that would integrate one or more language programs housed in WLL. As imagined by the external reviewers, the University could consider the possibility of developing a Latin American Studies Program. Likewise, French, German and Italian course offerings could be incorporated within an interdisciplinary European Studies program. Likewise, Japanese, Chinese and Korean language programs could be better articulated with the Asian Studies Program (See External Reviewers Report, p. 3-4).

Developing interdisciplinary curricula on the basis of thematic complementarity/unity (such as the Asian Studies Program, European Studies program or Latin American Studies) creates the space for multifaceted learning environments exposing students to diverse pedagogies and ways of thinking. Drawing on resources from across diverse disciplines, these programs enhance faculty’s use-value by stretching their relevance beyond their home disciplines and could potentially contribute to controlling the cost of operations. More importantly, such programs produce students to meet the challenges of the real world.



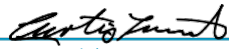
# MOU/Action Plan

## Modern Language & Literatures


### College of Arts & Letters

Oct 23, 2020  
Date: \_\_\_\_\_ 2YR Update: \_\_\_\_\_ 4YR Update: \_\_\_\_\_ 6YR Update: \_\_\_\_\_

This MOU/Action Plan was completed based on the departmental self-study, external reviewer report, and internal reviewer report to complete, and in conjunction with the Dean. As the Department of World Languages & Literatures is a diverse unit, including multiple degree programs and non-degree minors, this action plan is structured in four distinct sections: 1) Spanish, including the MA, BA, and minor; 2) French, including BA and minor; 3) Japanese, minor with intention to propose BA; and 4) the department overall, including the Chinese, German, and Italian minors, and department operations.

Approved:   
[Curtis Smith \(Oct 23, 2020 10:26 PDT\)](#)  
Curtis Smith  
Department Chair

Oct 27, 2020

Approved:   
Sheree Meyer  
College Dean

Oct 27, 2020

# MOU/Action Plan

Program: **Spanish BA/MA, Spanish minor**

<b>Program Review Finding</b>	<b>2 YR</b>	<b>4 YR</b>	<b>6 YR</b>
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
Work with College's Academic Advising Team (External, 1; Internal, 7 #1)	Continue to work closely with SAGE, Hornet Launch, 4-Year Promise, College Advising.	Continue to work closely with SAGE, Hornet Launch, 4-Year Promise, College Advising.	Continue to work closely with SAGE, Hornet Launch, 4-Year Promise, College Advising.
<b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)			
Focus more on the development of student writing skills in Spanish for the Spanish BA/minor. (Self Study, 33)	Convert (100-level) courses in Spanish BA/minor with a significant writing component to 4-unit courses	Assess student writing in Spanish courses	Continue to assess student writing in these courses
Provide MA students with newer, fresher and more relevant literary works to study	Update MA reading list for Culminating Experience (SPAN 500-Comprehensive Exams)	Continue to revise MA Exam reading list	Continue to revise MA Exam reading list
To expand and better align the curriculum with the university-wide goals of diversity, inclusivity, and equity, "the Spanish	To propose a "Topics in Hispanic America" course(s) that will focus on marginalized communities such as	To offer a "Topics in Hispanic America" course(s) that will focus on marginalized communities such as	To continue to offer a "Topics in Hispanic America" course(s) that will focus on marginalized

Area may consider expanding course offerings over the next 5-10 years by diversifying the areas of expertise of the faculty.” (Self Study. 32)	Indigenous peoples, Afro-Latinx, female authors, etc.	Indigenous peoples, Afro-Latinx, female authors, etc.	communities such as Indigenous peoples, Afro-Latinx, female authors, etc.
<b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
Facilitate time-to-degree for all Spanish BA students (External, 1; Internal, 8 #2)	Restructure BA program to add more flexibility to 4-year curriculum (including more online/hybrid courses)	Evaluate the restructuring of the BA program to measure flexibility in the 4-year curriculum	Evaluate the restructuring of the BA program to measure flexibility in the 4-year curriculum
Facilitate time-to-degree for all Spanish MA students (External, 1; Internal, 8 #3)	Restructure MA program to add more flexibility to 2-year curriculum (including more online/hybrid courses and more 100-level courses that can be counted for the MA)	Evaluate the restructuring of the MA program to measure flexibility in the 2-year curriculum	Evaluate the restructuring of the MA program to measure flexibility in the 2-year curriculum
“The College of Arts & Letters should explore avenues to support additional tenure-track faculty for Spanish and French languages, the two language areas that are currently offering MA and BA programs. This would contribute to increased course offerings and provide additional support for administering and	With the retirement of M. Santana in 2019, Spanish has a need for one tenure-track position, in Peninsular Literature/Culture to strengthen the program and better serve students, the department, the college and the university.	Will have a new tenure-track position with a transatlantic cultural studies specialty, to diversify and enhance the curriculum.	Will have two additional tenure-track positions, including one in Peninsular Literature/Culture, to better serve students, the department, the college and the university.

delivering academic programs.” (Internal, 9 #3, External, 3)			
<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)			
<p>“explore possible collaboration with other departments to create new curricular spaces to strengthen departmental programs” (Internal, 8 #6)</p> <p>“Mimic the HEALS program and expand into other thematic learning contexts.” (Internal, 9 #11)</p>	<p>Propose translation path to SPAN BA.</p> <p>Submit CRJ Certificate proposal.</p>	<p>Begin offering translation path.</p> <p>Explore possibilities to build certificate programs for Spanish in other areas such as Business.</p>	
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Ensure Sustainability</b> (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			

## MOU/Action Plan

Program: **French BA**

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
<p>“Our Majors are supposed to be able to take classes that follow the gradual progression of our upper-division courses from French 100 and up to French 170. However, as we have only been able to offer two upper-division courses per semester for several years now, our Majors are unable to take courses in their logical succession. As a consequence, their grades may be affected, as they are taking classes for which they might not be ready yet. Accordingly, their GPA may be affected.” (Self Study, 19)</p> <p>Over our 6-year plan, the French program, with</p>	<p>Over the next two years, we need to grow enrollment so as to be able to offer three upper division classes per semester to ensure timely graduation. As enrollment grows, we will assess the need to hire faculty for new positions and to replace retirements</p>	<p>With growth in enrollment, the program can evaluate whether it is ready to hire another full-time faculty and push for an MA in French. UC Davis offers an MA, but it is not readily available to our students’ socio-economic situation.</p>	<p>If the program continues to do well, by the sixth year, we would look to hire a second full-time tenure-track faculty to expand the BA and hopefully develop an MA program</p>

support from the college, would like to maintain and expand its role as an anchor for global awareness and intercultural understanding. We would like to both our student success and faculty's contributions in research and community involvement.			
<b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)			
<b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
	In order to ensure timely graduation for our students, we need to have a propitious rotation of all classes so that over a two-year (four-semester) period all of our twelve classes are offered. To do this, we need to offer three classes per semester. Another area we have identified for improvement is the link between our first-		

	year classes, which enroll very well, and the intermediate and major-level classes, where enrollment drops.		
<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)			
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Insure Sustainability</b> (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
As encouraged by the self-study and external review, we would like to explore possibilities of creating a collaborative program in Francophone Studies or European Studies to harness the dynamics of students interested in French-speaking perspective throughout the world.			

## MOU/Action Plan

### Japanese

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
<p>• “Highly support the addition of a Japanese B.A. as soon as possible. Given the health of the minor, enrollment data, the dedication of its faculty, the academic and curricular rigor of the existing program, and overwhelming student enthusiasm for a Japanese B.A., it is clear that this degree should be offered to Sacramento State students.” (External, 1-2)</p> <p>“The Japanese Minor has grown significantly over the years. The program currently has 41 students enrolled, nearly doubling its size when compared to its enrollment in Fall 2012. The Japanese language faculty are exploring the possibility of launching a BA in Japanese in the very near future (WLL Self-study, p.50-54).” (Internal, 6)</p>	<p><b>2 YR</b></p> <ul style="list-style-type: none"> <li>-Submit Japanese B.A. proposal, including 4-year curriculum maps</li> <li>-Redesign the Japanese minor by converting 3<sup>rd</sup> year 3-unit courses to 4-unit courses and move JAPN 150 and JAPN 110 to Japanese Major courses.</li> <li>*Both will be redesigned using existing resources</li> <li>- Enhance JAPN194 (Internship programs) locally and globally</li> <li>-Expand major and minor course offerings by adding HRS 174 (Modern Japanese Literature) to the Japanese Program through possible cross-listing</li> <li>- Add GE Writing requirement to HRS 174</li> <li>-Add GE Area D to JAPN 128</li> <li>-Add six 1-unit Japanese character mini-course series to improve student reading/writing skills and</li> </ul>	<p><b>4 YR</b></p> <ul style="list-style-type: none"> <li>- Integrate existing short-term and long-term study abroad programs into Japanese Major</li> <li>- Strengthen and expand the Japanese Minor and BA by adding certificate programs in Japanese language</li> <li>-Maintain faculty-led Ehime study abroad program</li> <li>-Develop additional short-term study opportunities in May</li> </ul>	<p><b>6 YR</b></p> <ul style="list-style-type: none"> <li>-Add a 3<sup>rd</sup> tenure track position in Japanese</li> <li>- Expand global partnerships with other university (e.g., the University of Shizuoka, known for its Tea Science Center, making a stronger connection to existing the Nakatani Tearoom)</li> </ul>



	support the Japanese major		
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<b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)			
<ul style="list-style-type: none"> <li>• "A key contribution to the health of the Japanese minor stemmed from its strong connection to the Japan Club and its student-centered activities. Through the synergy created by the club and minor, students who study Japanese are gaining intercultural knowledge and meeting the multilingual community's needs on campus." (External, 1-2)</li> <li>• "the meaningful professional opportunities stemming from [student] experiences. For example, a computer science student who is minoring in Japanese and is Vice President of Japan Club shared that he was using his Japanese to help local Japanese community members access medical insurance by translating for them from Japanese to English." (External, 1)</li> </ul>	<b>2 YR</b>	<b>4 YR</b>	<b>6 YR</b>
	-Continue to support club activities, including weekly peer learning sessions, cultural activities, guest lectures, annual FOTA Japan Day event, etc.	In addition,	-Enhance service-learning courses to support local community
	-Continue to enhance technology-enhanced, project-based curriculum with innovative assessment approaches	-Develop service-learning courses to support local community	
	- Continue to integrate real-world events such as Japanese Speech Contest and academic conference into curriculum		
	-Galvanize existing internship opportunities and initiate new opportunities locally and globally	-Expand internship opportunities locally and globally	-Expand internship opportunities locally and globally
	-Initiate Virtual Exchange for collaborative learning with students in Japan	-Develop Virtual Exchange for collaborative learning with students in Japan	-Enhance Virtual Exchange for collaborative learning with students in Japan

<b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
<ul style="list-style-type: none"> <li>• "A key contribution to the health of the Japanese minor stemmed from its strong connection to the Japan Club and its student-centered activities. Through the synergy created by the club and minor, students who study Japanese are gaining intercultural knowledge and meeting the multilingual community's needs on campus." (External, 1-2)</li> </ul>	<b>2 YR</b>	<b>4 YR</b>	<b>6 YR</b>
	In addition to the above,  - Encourage student leadership initiatives within Japan Club, the Soran Bushi Club, and	In addition,  Develop professional networking between current students and Sac State alumni in Japan	In addition,  Seek out additional scholarship opportunities for students

Club and its student-centered Activities.” (External, 1)	other Asia-related student organizations as well as campus wide events such as World Language Day		
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<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)			
	2 YR	4 YR	6 YR
<ul style="list-style-type: none"> <li>• “Likewise, Japanese, Chinese and Korean language programs could be better articulated with the Asian Studies Program” (Internal, 10)</li> </ul>	<ul style="list-style-type: none"> <li>-Add Asian Studies courses to the group of electives for the Japanese minor and major proposal</li> <li>- Initiate program events with Asian Studies, such as a monthly Asian film series</li> </ul>		
<p>“We were very impressed with established community connections through... the strong Japanese ties between the department and various local schools and organizations. Given this departmental strength, we encourage you to continue to foster these connections while further relating them to curricular innovation.” (External, 3)</p>	<ul style="list-style-type: none"> <li>-Expand online peer learning opportunities with Japanese University students (program piloted by K. Masuyama in Fall 2020)</li> <li>-Initiate connections with the Sacramento State High School Outreach Programs Office</li> <li>- Continue to communicate with local high schools and community colleges, articulate student learning, and have joint events (e.g., Speech Contest, Japan Day, etc.)</li> <li>- Strengthen partnership with Special Collections and University Archives (SCUA) and Nakatani Tearoom</li> </ul>	<ul style="list-style-type: none"> <li>-Initiate and develop partnerships with other departments/programs (engineering, computer science, business, TESOL program) on campus</li> <li>-Establish new partnerships, possible double majors, and collaborations with Japanese universities</li> <li>- Develop a strong partnership with IPGE</li> </ul>	<ul style="list-style-type: none"> <li>-Initiate and Develop partnerships with teaching credential program</li> </ul>

<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Insure Sustainability</b> (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
<p>This section responds to the WLL Self-Study (Japanese Section) pp. 52-53, which states our commitment to adopting new technology and delivery methods (e.g. web-enhanced, hybrid, and fully online courses) as well as assessment approaches.</p>	<b>2 YR</b> <ul style="list-style-type: none"> <li>-Explore Virtual language lab possibility</li> <li>-Convert JAPN 120 to a hybrid format</li> <li>-Achieve ACUE accreditation for JAPN 128</li> <li>-Online, hybrid course development for upper-division Japanese language courses (JAPN116A, JAPN116, JAPN110, and JAPN150)</li> </ul>	<b>4 YR</b> <ul style="list-style-type: none"> <li>-Online, hybrid course development for Elementary Japanese</li> </ul>	<b>6 YR</b> <ul style="list-style-type: none"> <li>-Improve online, hybrid courses</li> </ul>

## MOU/Action Plan

### Department of World Languages & Literatures, incl. Chinese, German, & Italian

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
“With support from the college, the department should make its role as an anchor for global awareness and intercultural understanding more visible.” (External, 4)	Convert the currently vacant ASA-2 position from a 10 month appointment to 12 month appointment and fill this position, to maintain social media and outreach.		
“Given the diverse language offerings of the World Languages and Literatures Department, current and future BA Programs, as well as the Spanish M.A., <b>tenure track positions should be incorporated into the 6-year plan</b> to meet students’ needs as well as add faculty support for completion of key departmental and institutional functioning (programmatic assessment, student	With the unexpected exit of the single German Permanent Faculty in 2020, to maintain curricular diversity within the department and to support the German minor, hiring a new German line takes precedence.  Hiring plans for Spanish are addressed in the Spanish MA/BA/minor Action Plan.	Retirements will also need to be considered, perhaps necessitating 2–3 hires just to maintain minimal department functionality.  To maintain quality and diversity of offerings in Italian and Chinese, and allow for operation of these minors and department functions, we anticipate requiring two faculty lines, in	Assuming budgetary recovery, hire a third line in support of the new Japanese BA.  To maintain quality and diversity of offerings in German, and allow for operation of these minors and department functions, we anticipate requiring one faculty line in German to cover all language courses and upper division courses.

<p>major and minor advising, continued community collaboration, departmental curriculum work, continued university support of global awareness, World Languages and Literatures faculty participation in campus governance, etc.).” (External, 3)</p> <p>“For a minor to be healthy, it requires the academic diversity and mutual support of at least two full-time faculty members. The department hopes that it will receive the support necessary to fully staff the minors that it currently has, and to grow the thriving minors into majors.” (Self Study, 44)</p>		<p>Italian and Chinese, to cover all language courses and upper division courses.</p> <p>Hiring plans for Spanish are addressed in the Spanish MA/BA/minor Action Plan.</p>	<p>Hiring plans for Spanish are addressed in the Spanish MA/BA/minor Action Plan.</p>
<p style="text-align: center;"><b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)</p>			
<p><b>“Careful consideration should be given to the expansion of the language lab</b> in relation to the 6-year-plan if serving large numbers of students should</p>	<p>Due to anticipated university budget short-falls, this topic will not be addressed in this period.</p>	<p>Refresh cost estimates and design plan. Pursue funding.</p>	<p>Begin renovation on MRP 2000 &amp; 2002.</p>

continue.” (External Report, 2)			
<p>“A&amp;L’s efficiency expectations of WLL is considerably higher than would be considered optimal for student success. Although the Department has met or exceeded its efficiency WTU/FTES rating of 1.03 in the recent past, this has been done at the expense of student learning.” (Internal, 4)</p> <p>“The college, with university support, should accommodate offering sufficient sections to serve its students for purposes of graduation. The additional burden on faculty to offer many independent studies so students can graduate on time should be minimized, and if unavoidable, should be appropriately compensated.” (External, 2)</p>	<p>Re-evaluate department enrollment efficiency goals to provide class sizes optimal for student success while also contributing to college budgetary success. This will allow us to:</p> <p>Maintain lower class enrollment caps in 1A &amp; 1B sections, enabling student success at introductory levels;</p> <p>Maintain regular offerings of CHIN, GERM, and ITAL 2A &amp; 2B to increase student confidence of their ability to complete a minor;</p> <p>Offer UD sufficient courses in SPAN MA, BA, and FREN BA to ensure timely path to graduation.</p> <p>Improve and vary the contents of high-enrolled courses (eg. ITAL 104A, FREN 120, JAPN 128, WLL 15), and add more sections. This will recruit students to minor,</p>	<p>To improve course selection and variety, and increase enrollments, propose additional new or redesigned high-enrolled courses (eg. ITAL 104B, Hispanic Culture and Civilization GE course).</p>	<p>To maintain new developments in the field and student needs, update all On-line courses.</p>

	improve course quality, and increase enrollments.		
<b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
“For students completing minor requirements in Korean, Chinese, Japanese, German, Italian, French, and Spanish, it is also important to ensure that courses are regularly offered so students may complete the minor in a timely manner.” (External, 2)	Develop and submit Program Proposal for a BA in WLL.	Implement WLL BA.	Assess WLL BA.
“We encourage department faculty to work with the college’s academic advising team so that advisors promote and encourage early enrollment in language classes (year 1 or 2), a practice that will ensure greater student success and retention since most students continue taking language courses begun at the high school level.” (External, 2)	In addition to the Faculty Fellows program for degree programs, work more closely with college academic advising team to encourage students to begin language curriculum in first year on campus.		
“Arabic, should be given the same recognition in General Education.” (External Report, 2)	Propose course change to designate ARBC 1B as GE C2.		

<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)			
“Outside of the college, strategic partnerships with international business or communications for purposes of study abroad or study away and certificates can also be considered.” (External 2)	Evaluate alternative International Study Abroad destinations for Healthcare Spanish (HEALS) and forthcoming Criminal Justice Spanish Certificates.  Explore faculty led and independent study abroad options for language minor programs.	Build closer ties between the Department and CSUS’s IPGE advising team to encourage students to participate in study abroad opportunities.  Explore and propose short-term (3-7 day) domestic Study Away programs for each language minor.	
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Insure Sustainability</b> (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
“This includes offering language courses required by the Asian Studies Program so concentrations may be completed.” (External, 2)  “Studies programs can either take greater advantage of language areas by further incorporating Chinese and Korean into Asian Studies.” (External, 4)	Meet with the Asian Studies Program and deans of A&L and SSIS to explore options to share resources to ensure the availability of second year Chinese, Japanese, and Korean.		