

## **SPANISH and GLOBAL LANGUAGES AND CULTURES PROGRAM**

### **Self-Study**

**June 2020**

#### **INTRODUCTION AND OVERVIEW**

The first faculty member in Spanish was hired in summer 2002, and CSU Channel Islands (CI) opened its doors to 500 upper-division transfer students in fall 2002. Dr. Terry Ballman authored the Spanish minor, which was approved to begin in fall 2003. Dr. Antonio Jiménez Jiménez was hired in fall 2003, and Dr. Ballman and Dr. Jiménez Jiménez authored the B.A. in Spanish program that launched in fall 2005. The Certificate of Translation, authored by Dr. Jiménez Jiménez and Dr. Stephen Clark, who joined CI in 2007, launched in fall 2010. The Certificate in Healthcare interpreting, authored by Dr. Jiménez Jiménez, began in fall 2016. Dr. Margarita López López served as assistant professor from 2015-2019, and Dr. Javier F. González joined the program in fall 2016. A new tenure-track Assistant Professor, Dr. Maricela Becerra, will begin in fall 2020.

#### **EXECUTIVE SUMMARY AND RECOMMENDATIONS**

This document is a self-study of the Spanish Program at California State University Channel Islands. It was prepared following the Guidelines for Program Review at CI.

The Spanish B.A. officially began in fall 2005. Since then, the program has grown in scope and currently offers a bachelor's degree, a minor, a Certification in Translation, and a Certification in Healthcare Interpreting. Except for 2019-2020, the program has had four tenure-track faculty members since the 2016-2017 academic year. Due to the growth of the Spanish program and the inclusion of other languages under the Global Languages and Cultures program umbrella, there are three full-time lecturers and two part-time lecturers in Spanish, while the five additional lecturers for the other languages offered—American Sign Language, Arabic, Chinese, French and Mixtec—have part-time status. Furthermore, Dr. Luda Popenhagen, who teaches French, holds a joint appointment with Global Languages and Performing Arts. Of the three current tenure-track faculty members in Spanish, two (Dr. Clark and Dr. González) teach full-time for the program. Dr. Jiménez currently serves as Chair. In AY 2019-2020, tenure-track faculty taught 55.6% (60/108) of the units for the Spanish major, including 83.3% of upper level units (60/72). These percentages will now increase due to the our tenure-track hire.

The Spanish program offers 25 to 30 sections of classes each semester in fulfillment of the requirements for the B.A. degree, the minor, the two certificates, and in fulfillment of the CI graduation requirement that all students complete one course in a language other than English. In addition to Spanish, this requirement can also be met by taking a 100-level class in American Sign Language, Chinese, French, Arabic or Mixtec, of which a total of 8 to 10 sections are typically offered each semester.

The Spanish program regularly assesses its courses and curriculum, making changes as necessary to enhance the educational experiences of our students. Some of these changes include standardizing prerequisites, adding new required courses or modifying existing courses, implementing minimum grade requirements and proposing a new LANG 100 course to offer courses in other languages that are not currently taught on campus. The program has actively contributed to the University mission by offering a major that emphasizes international and multicultural perspectives, interdisciplinarity, and experiential learning. Three upper-division Spanish courses are cross-listed with other programs and are General

Education courses that fulfill language and culture or multicultural requirements. Spanish faculty members actively promote and support study abroad efforts, engage in scholarly research and dissemination, and are practitioners of current and innovative pedagogies. The program also plays an important role in the local community via service-learning courses, such as our SPAN 498 Capstone that is offered each fall semester and through other courses that incorporate a service-learning component when possible.

## **RECOMMENDATIONS FOR IMPROVEMENT FROM 2103 PROGRAM REVIEW AND ACTIONS TAKEN TO ADDRESS THEM**

The 2013 Program Review provided ten recommendations to improve the Spanish program. They are listed below, followed by the actions taken since to address each recommendation.

1. In 2013, it was recommended that the program create more service-learning and internship opportunities in classes in order to strengthen our community ties, especially in Capstone.

Action: In fall 2014, the program implemented the now defunct SPAN 492 class titled “Internship or Service- Learning in Spanish.” Later, in fall 2015, the program implemented the new SPAN 498 Service-Learning Capstone in Spanish, which has strengthened the our ties to the community with a variety of non-profit community partner organizations, including the Camarillo Library, Red Cross of Ventura County, Westminster Free Clinic, Mixteco-Indígena Community Organizing Project, Cabrillo Economic Development Corporation, FOOD Share, Straight Up Reality Improv (now known as BRITE), and Central Coast Alliance United for a Sustainable Economy (CAUSE), among other organizations. SPAN 498 provides a semester-long opportunity for students to put their Spanish skills into real-world practice by assisting these community organizations in providing their services to the Spanish-speaking residents of Ventura County. Likewise, SPAN 321 Introduction to Spanish-English Interpretation, depending on enrollment size, has also intermittently presented service-learning opportunities for students. The SPAN 320 and SPAN 420 translation courses frequently incorporate a service-learning component, translating materials into Spanish for a diversity of community partners. Furthermore, the study abroad component of Dr. Jiménez’s SPAN 429 Social Change in Spain course has offered international service-learning opportunities for students in Malaga, Spain.

2. In 2013, it was recommended that the program increase enrollment of non-native speakers in upper-division Spanish classes.

Action: As of AY 2019-2020, this continues to be a challenge for our program as the vast majority of students taking upper-division Spanish courses (as well as majors and minors) are of Hispanic descent, with only a small fraction being non-native speakers. As an example, the percentage of non-Latino, non-international students enrolled in Spanish major courses has been below 11% every year since 2014, and was less than 8.5% in 2019. However, we have attempted to recruit new majors by regularly hosting a program Open House and by presenting our program at the annual Major Fair.

3. Recommendations 3 and 8 are closely related. In 2013, it was recommended that the program create a Spanish language honor society to recognize students who excel through scholarship,

service and leadership and to also found a chapter Sigma Delta Pi, the National Collegiate Hispanic Honor\ Society.

Action: In spring 2016, CI's chapter of Sigma Delta Pi initiated its first student, faculty and community members. The organization has since initiated over 30 students, faculty and community members, honoring their commitment to the study of the Spanish language and Hispanic Culture. Currently, the co-advisors are Dr. Clark and Dr. González.

4. Adopt a minimum grade of C- for classes to count for major.

Action: Adopted. This modification to our curriculum took effect in the fall 2015 semester.

5. In 2013, it was recommended that the program establish a new CI summer study abroad program in a Latin American country.

Action: Though there are options to study abroad in Latin America through the CSU International Programs, our own Spanish program at CI has not offered a study abroad option in Latin America since 2013. In 2016, Dr. Clark proposed a study abroad summer program in Cartagena, Colombia, which was approved by the Center for International Affairs, but it was not approved by the President's Office due the State Department Travel Advisory for Colombia. We previously offered a summer study abroad program in Cuernavaca, Mexico, but it was discontinued in 2012 due to safety concerns at the direction of the CSU Chancellor's Office. A Latin American study abroad destination continues to be something to strive for and the potential to develop such a program in the near future was included as part of the preferred qualifications for our recent tenure-track hire. In spring 2020, Dr. Clark applied for funding from the Center for International Affairs to travel to Uruguay to explore the creation of a new short-term study abroad option there. We are hopeful that if approved, this funding request will result in the eventual creation of a regular option for study abroad in Latin America to complement our regular offering in Spain.

6. In 2013, it was recommended that the program create an annual Spanish Film Festival to expose students and the campus community to different cultural experiences.

Action: Due to a variety of factors, this was not done. Nonetheless, in 2018 Dr. Clark created a new Spanish course titled "Film of the Hispanic World", which has gone a long way to meeting the spirit of recommendation #6. This course was first offered as a 490 Special Topics course in 2012 and is now an official Spanish course cross-listed with the Art program (SPAN/ART 340). In addition to counting for the Spanish major and minor, this course also meets upper-division General Education requirements for all CI students (International Perspectives and Interdisciplinary Approaches), which guarantees that those who take the course come from a wide variety of majors.

7. In 2013, it was recommended that the program increase tenure-track faculty.

Action: Dr. Margarita López López was hired to replace Dr. Ballman after Ballman's departure in 2014. This hire allowed the program to maintain three tenure-track faculty members. The program grew to four tenure-track faculty with the hiring of Dr. González, who began in fall

2016. With Dr. Lopez's departure in 2019, a new faculty member, Dr. Maricela Becerra, was hired to begin in fall 2020.

8. See number 3.

9. In 2013, it was recommended that the program create a competition that addresses cultural information related to the Spanish-speaking world.

Action: Due to the changing needs of the program and a lack of student availability for proper scheduling, this was not done. However, in 2016, Dr. López created a student literary journal (*El Canto de los Delfines*), which was published in 2016, 2017, and 2018. The journal included creative work from students in the program. Dr. González plans to revive the journal in fall 2020, and its continuance is planned as one of the responsibilities for the new tenure-track faculty hire starting in 2020.

10. In 2013, it was recommended that the program implement a portfolio-based assessment tool.

Action: Since CI's previous digital portfolio portal was discontinued, the University has not provided a substitute system to implement this. We did suggest a Canvas page as a place to host the portfolios, but that has not come to fruition. By and large, we no longer do assessment by examination but instead review student mastery of program learning outcomes by using holistic assessment tools for select "signature assignments" in core courses. The exception is for the linguistics assessment which is done through examination.

## **2020 RECOMMENDATIONS FOR PROGRAM IMPROVEMENT OFFERED BY PROGRAM FACULTY**

1. Improve communication channels with students through a Canvas page and a more robust social media presence.

2. Strengthen and streamline our program assessment data collection process via the implementation of a portfolio-based assessment tool to house and archive student work.

3. Increase opportunities for student research.

4. Increase the number of Spanish majors and minors.

5. Create a short-term study abroad program in Latin America.

6. Implement a placement exam as an assessment tool for new students to the program. This will allow us to ensure that students are enrolled in the class that is appropriate to their level of proficiency.

7. Increase the number of courses using no-cost or low-cost materials, initially focusing on the 200-level courses. (In AY 2018-19, a new Open Educational Resource textbook was adopted for SPAN 101 and 102).

8. Request reassigned time for a coordinator of the lower-division Spanish courses to serve a purpose analogous to that of the Director of the English Composition Program.
9. Add a U.S. Latino literature course to the Spanish curriculum.
10. Establish a retro-credit program for students with prior knowledge of Spanish in conjunction with the implementation of a placement exam. This will hopefully incentive students to enroll in a Spanish course that is appropriate for their level of proficiency, and allow them to see the feasibility of majoring or minoring in Spanish by providing course credit for their existing knowledge of Spanish.

## **ELEMENT ONE**

### **Defining Program Purposes and Ensuring Educational Outcomes**

#### **1. The program has a statement of its mission or purpose and its operating practices.**

The Spanish program's mission is to provide students the opportunity to develop their Spanish-language skills while deepening their knowledge of the peoples and cultures of the Hispanic world. The mission of the program is directly reflected in the Spanish program's learning outcomes, which state that students graduating from the program will be able to do the following:

- a) achieve intermediate-high to advanced language proficiency in speaking, listening, reading and writing (proficiency levels are defined by the American Council on the Teaching of Foreign Languages);
- b) demonstrate a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, art, history, literature) of the Spanish-speaking world; and
- c) demonstrate a basic understanding of various linguistic features of the Spanish language (for example, general dialectal differences and the influence of English on U.S. Spanish).

In accordance with the program mission and its learning outcomes, the Spanish program regularly offers a balanced selection of courses that focus on language, culture, translation, Spanish for careers (specifically healthcare), literature, and art or history. Because we have historically required only one linguistics course for the Spanish major, SPAN 315 Introduction to Linguistics was the only linguistics course offered regularly. As a result, student outcomes in linguistics have lagged behind the other outcomes. One of our goals is to improve linguistics outcomes with the creation of an additional required linguistics course (SPAN 316), which has been approved by the Curriculum Committee and has been implemented in the 2020-21 Catalog.

#### **2. The program has an organization structure and procedures to support program leadership, student advising, class scheduling, and faculty hiring and evaluation.**

The Bylaws of the Spanish/Languages programs were drafted in November 2008 and revised in September 2016, at which time the program was renamed Global Languages and Cultures. The bylaws outline the chair election process, with a 3-year term, and the chair may serve two consecutive terms. The duties of the Chair are those spelled out in the CI Handbook on the Roles and Responsibilities of Program Chairs; the Chair oversees the operations of the degree program and course offerings within the Global Languages and Cultures Program and fulfills all personnel-related functions for all faculty within the Program.

The Program Advisor advises all students in the Program with regard to their major, minor, study abroad program, and other language coursework, including students seeking to challenge CI's graduation requirement for language. Since the program's inception, the Chair has also served simultaneously as the Program Advisor.

In addition, the Bylaws outline the operating procedures of the program, including, among others, the process for determining assessment assignments and other assigned time within the unit, the constitution of the Program Personnel Committee, the evaluation of full- and part-time lecturers (temporary faculty), the creation and amending of Program Personnel Standards, the evaluation of classes, curriculum development, criteria for selecting students for Program Honors, and the amending of Bylaws.

In addition to the Bylaws, other traditional practices have evolved to ensure the smooth functioning of the program. For example, students' needs and suggestions are given first priority when scheduling courses, so that the program can reach as many students as possible. In the course scheduling/assignment process, the chair canvasses tenure-track faculty for preferences of courses and schedules, and if conflicts occur, the chair discusses options with faculty. For instance, nine to ten sections of SPAN 101 are offered at different times and days to meet the language graduation requirement of all CI students. In addition, the program makes a concerted effort to ensure that as few as possible of the upper-division Spanish courses offered in any given semester overlap in time with others to facilitate course selection and timely graduation of Spanish majors and minors. As a result, it is usually the case that none of the upper-division Spanish courses overlap.

The program follows the Collective Bargaining Agreement and University policies for hiring and evaluating faculty, and all decisions in terms of recommendations for promotion and tenure are made in accord with the Spanish Program Personnel Standards (see Appendix). The Spanish Program involves all tenure-track faculty in the recruitment and selection of tenure-track candidates. When there is a tenure-track search, the tenure-track faculty collectively creates the job announcements and screens the applications with the help of colleagues in other disciplinary programs. During the on-campus interview process, candidates participate in a series of sessions in which they have the opportunity to interface with the larger campus community of faculty, administrators, staff, and Spanish program students. The program's faculty evaluation process is in line with the University's policy on student evaluations as well as CSU policy.

### **3. The program's mission is aligned with the University's mission and strategic goals. It is supportive of the campus' mission centers and general education, and strategic planning initiatives.**

The Global Languages and Cultures program carries out the four pillars of the CSU Channel Islands mission by doing the following:

- offering courses that combine international and multicultural perspectives, given the nature of the subject matter, and through the Program's study abroad initiatives in Spain;
- teaching courses on language, culture, linguistics, translation, and literature, which reflect the interdisciplinary pillar of University's mission;
- encouraging the implementation of service-learning activities whenever applicable to course objectives.

### a) International Perspectives

It is important to note that the Spanish program has historically been very involved in the internationalization efforts of the University. Since summer 2005, the Spanish program has offered a total of eleven UNIV 392 International Experience Courses—to Mexico (Cuernavaca) and Spain (Malaga and Madrid). In the early years of the program, these courses were led by Dr. Ballman, and Dr. Jiménez Jiménez from the Spanish program, and Dr. Elizabeth Hartung, from the Sociology program. Additionally, Dr. Clark led a course in Cuba in 2013 with Dr. José Alamillo from Chicana/o Studies. Since the last program review, Dr. Jiménez Jiménez has taken students to Malaga, Spain in 2013, 2014, 2016, and 2018. It is also worth noting that three of the aforementioned courses had an interdisciplinary nature: namely, the Social Change in Spain course in Málaga was a collaboration between the Sociology and the Spanish programs; the Cuba course was co-taught with Chicano Studies professor José Alamillo, and the Madrid course was offered through the Global Studies minor.

The Spanish program historically is very closely linked with the Global Studies Minor and Major due to Global Studies' language and study abroad requirements. Spanish program faculty also encourage students to participate in the year-long study abroad opportunities offered by the CSU International Programs office. Since 2013, 18 Spanish majors and 6 Spanish minors have studied abroad through these CSU International Programs in Mexico and Spain.

Dr. Jiménez Jiménez served as Director of the Center for International Affairs from fall 2005 until 2015, promoting every aspect of the internationalization of the University, including the recruitment of international students, study abroad, curricular and co-curricular activities. He also served as CI representative for the CSU Academic Council on International Programs (ACIP), being the chair of the Faculty Affairs Committee of this body from 2011-2013 and served on the committee through 2015. Dr. González was elected to serve as CI's ACIP representative in 2018 and will be completing his term in AY 20-21. Dr. Jiménez Jiménez (after serving as center director) and Dr. González have both served on the Advisory Committee for the Center for International Affairs. Lastly, Dr. Jiménez Jiménez was appointed Resident Director of the CSU year-long study abroad program in 2007-08 and again in 2018-2019 in Madrid and Granada, Spain, serving as the main administrator to 85 students the first time and 42 the second time. Dr. Luda Popenhagen, who holds a joint appointment in Global Languages and Cultures and Performing Arts, has also served as the CSU resident director in France on two occasions (2016-2017 and 2018-2019).

### b) Multicultural Perspectives

The very nature of the Spanish program is multicultural as it places a strong focus on perspectives across cultures and nations including ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, film, art, history, literature) of the Spanish-speaking world. The Spanish program also connects U.S. Latino culture in the United States to the broader Hispanic world and it is strongly linked with the Chicana/o Studies Program. In AY 19-20, we have 7 double majors in Spanish and Chicana/o Studies and 11 minors, our highest total since the previous review. Historically, the Spanish program has had 11 or more majors who are also minoring in Chicana/o Studies every year since 2015. The Spanish program has a long-standing collaboration with the Mixtec population in the local community and provides literacy coaching through our SPAN 498 Service-

Learning Capstone course. Much of the student population in the Spanish program is also multicultural by virtue of growing up in a bicultural and bilingual household.

The program attracts a very high percentage of Hispanic heritage and historically underrepresented students, with an average of 83% of enrolled students in courses for the major being of Hispanic/Latino descent from 2013-2019. In order to meet the special needs of the Hispanic student population at CI, the Spanish program offers two courses designed specifically for them:

- SPAN 211 Spanish for Heritage Speakers I
- SPAN 212 Spanish for Heritage Speakers II

As stated in the course descriptions, these classes are designed for students accustomed to hearing Spanish at home, who can speak some Spanish, and who seek to develop their skills in the language, while also deepening their knowledge of Hispanic cultures in the U.S., Latin America, and Spain.

c) Interdisciplinarity

The curriculum offered by the Spanish program is in itself very interdisciplinary. The program offers courses in language, linguistics, literature, culture, translation, interpretation, Spanish for careers and professions, and film. In addition, many of the courses include an interdisciplinary focus; for instance, in SPAN 410 Cultures and Civilizations of Spain, topics include politics, economy, sociology, arts, sciences, education, religion, etc. The same could be said for a good number of the courses offered in the program.

In addition, the Spanish program offers three cross-listed courses:

- SPAN/ENG 311 Bilingual Literary Studies/Estudios Literarios Bilingües
- SPAN/PATH 334 Spanish Language Drama and Theatre
- SPAN/ART 340 Film of the Hispanic World

d) Service-Learning

The program encourages service-learning activities whenever applicable to course objectives. From 2009-2013, a significant number of graduating Spanish majors completed their capstone course in the framework of the Bracero Oral History Project, interviewing, interpreting, transcribing and translating interviews of local former Braceros about their experiences as workers in this program. Dr. López López's SPAN 302 Advanced Spanish Grammar course did further work with this initiative in 2016 and 2018, and her SPAN 321 Introduction to Spanish-English Interpretation course placed students as volunteers at the Conejo Free Clinic in Thousand Oaks. Since fall 2014, the program has increased its presence in the local community by engaging more students in service-learning projects in the region through our SPAN 498 Service Learning Capstone course. This includes work with MICOP (Mixteco Indigena Community Organizing Project), the Cabrillo Economic Development Corporation, Food Share, BRITE (formerly Straight Up Reality Improv), Camarillo Public Library, Westminster Free Clinic, and other community partner organizations. Students have engaged in a variety of different projects including translation, interpretation, education, and tutoring, among others. Since fall 2014 our program has formally placed 189 students in service-learning environments in the community, with another 30

participating in service-learning in Dr. Jiménez Jiménez's UNIV 392 course in Malaga in 2016 and 2018. The success of the program's involvement in Service-Learning has included several distinguished alumni being hired to work with community partners. SPAN 498, the Service-Learning Capstone, is the most recent of several of our courses that have been recognized for "best practices in Service-Learning" by the CI Center for Community Engagement.

c) General Education

In addition to the major, minor and certificate programs, the Spanish program also provides General Education courses to all students. In AY 19-20, the Spanish program offered 20 GE courses in the fall and another 18 in the spring. Another 14 GE courses under the umbrella of Global Languages and Cultures include multiple sections in American Sign Language, Chinese, French, Arabic and Mixtec in AY 19-20. These courses fulfill GE categories: C2: 101, 102, 201, 202, 211, 212; UDGE-C: 301, 302, 334, 340, 430 and allow students to complete their language graduation requirement. The CI Language Graduation Requirement was updated in fall 2018 and reads as follows:

Earn a "C-" or better in a language other than English course from General Education (GE) Area C2: Humanities.

Note: Students who are GE-certified in Area C must still meet the Language Graduation Requirement.

Demonstrate proficiency in a language other than English by earning a grade equivalent of "C-" or better in an upper-division language course.

Note: While students will meet the Language Graduation Requirement, they will not earn units in GE Area C2: Humanities.

Demonstrate proficiency through one of the following examinations: Advanced Placement (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), or the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), or other examinations approved by the chair of the Global Languages and Cultures Program. Provide a high school diploma with a state-approved Seal of Biliteracy.

Note: While students will meet the Language Graduation Requirement, a state-approved Seal of Biliteracy does not earn college-level credit or units. Study abroad and earn a grade equivalent of "C-" or better in a native language course (other than English) in their host country. Complete the Defense Language Institute (DLI) program in accordance with SP 10-08. A high school diploma or equivalent or a transcript where the language of instruction at the school was other than English. (pending approval by the chair of the Global Languages and Cultures Program) (SP 17-06).

**4. The program accurately publicizes its academic goals, programs, and services to students, within the University and to the larger public.**

The Spanish program widely publicizes its goals, academic programs and services in a variety of ways. Most updated information about the program can be found on its website, <http://spanish.csuci.edu/index.htm>. The website includes information and requirements for each of

the programs offered (Spanish major, Spanish minor, Certificate in Spanish Translation, Certificate in Healthcare Interpreting), its program learning outcomes, placement guidelines, course descriptions, roadmaps (including a five-year, a four-year and a two-year roadmap to B.A. in Spanish), as well as contact information for anyone with questions about any aspect of the program.

The program has instituted a yearly open house for Spanish majors and minors where students can meet faculty, receive important information about the philosophy, requirements, and expectations of the program and have the opportunity to ask questions. Other venues for publicizing the program include presentations by program faculty at events such as the Major Fair, Freshman Admitted Dolphin Day, and Freshmen and Transfer Student orientations. The Spanish program's curricular updates are reflected in the University Catalog that is published each year. In addition, the program sponsors a Spanish Club, *el Club de Español*, which organizes co-curricular activities to celebrate the different aspects of the Spanish language, Hispanic histories and Hispanic cultures. The most popular event organized by *El Club de Español* is *Noche de Fiesta*, a night of celebration that focuses on a different Spanish-speaking country each year, bringing its music, food and culture to the CI community. This event has been successful in connecting the program and the campus at-large to the local community. The 2019 event hosted the popular cumbia band *Sonora Dinamita*, which attracted over 600 attendees. The program also has Facebook and Instagram accounts for its social media presence and connecting with the 21<sup>st</sup>-century student. For fall 2020, the program plans to create a Canvas course page for all Spanish majors and minors to facilitate efficient communication, including sharing announcements and documents, as well as creating an online community for students.

## **ELEMENT TWO**

### **Achieving Educational Outcomes**

#### **1. The program holds high expectations for learning and student attainment, and these are reflected in its academic programs and policies, including its curriculum requirements.**

The Spanish program at CI is committed to student success, and has produced a document outlining expectations that instructors of all Spanish courses--from beginning to advanced levels--frequently include as part of their syllabi. Tutoring is provided through the Learning Resource Center in the CI library, and this service is provided to all students free of charge. Many Spanish majors begin the program at the intermediate level (SPAN 201/202 Intermediate Spanish I/II or SPAN 211/212 Spanish for Heritage Speakers), and students graduate from the program with strong language skills and an understanding of Hispanic cultures and Spanish linguistics. Speaking and writing skills are assessed using the nationally recognized ACTFL (American Association of Teachers of Foreign Languages) Guidelines, with students expected to achieve Intermediate High to Advanced proficiency. To assess these outcomes in deeper detail, in AY17-18 the program developed a variety of signature assignments that are incorporated into the content of several courses to evaluate students' abilities in reading,

writing, linguistics, literature and culture (assessment is discussed in further detail below). There is a minimum grade requirement of C- to receive credit for major/minor courses, which was implemented in 2015. To successfully complete the certificates offered by our program (Translation and Health Care Interpreting), students are required to maintain a B- average in their overall coursework.

All classes are taught in Spanish, and require that students read, write, and participate in Spanish, with the exception of SPAN 430 that includes writing assignments in English and SPAN 340 in which non-Spanish majors have the option of completing presentations and writing assignments in English or Spanish. The high percentage of heritage speakers and students of Latino/Hispanic background (approximately 78% of students enrolled in courses for the major in fall 2019) strongly suggests that the level of Spanish used in classes is higher than in programs where heritage speakers and Latino/Hispanic students are not a majority.

In fall 2015, several important modifications to the Spanish program went into effect. These modifications were the result of discussions on how to strengthen the Spanish major after extensive analysis of best practices at our sister institutions and in response to recommendations from the 2013 program review. The most significant changes implemented for the 2015 catalog year were the following:

1. The number of units required for the Spanish major was increased from 34 (the lowest in the entire University) to 41 (a number much closer to the University mean).
2. In response to the need to improve student writing skills, SPAN 301 and 302 were modified to focus on grammar and composition, and both of these courses became required (rather than just one, as was previously the case). These courses were previously titled “Advanced Spanish I and II”, and they lacked a clear focus. They are now titled “Advanced Spanish Grammar and Composition I and II” and focus on a wide variety of writing types (such as descriptive, narrative, expository, and argumentative) while strengthening command of grammar and increasing vocabulary.
3. A 400-level literature course was added to the list of required courses for the major because students were graduating having taken only an introductory course in literary analysis and thus had little to no exposure to canonical works of literature.
4. A minimum grade of C- was implemented for the major and minor to prevent students from graduating with grades of “D”, which do not reflect sufficient mastery of the material.
5. The Capstone course was changed from a two-unit to a three-unit course to reflect its importance as a culminating experience.
6. A Service-Learning Capstone course (SPAN 498) was created as an alternative to the traditional research-based SPAN 499 Capstone.

Beginning in AY 20-21, several more changes have been implemented to the major to improve our curriculum, better serve students and strengthen our program learning outcomes. These changes raise the requirements for the Major in Spanish from 41-49 to 44-52, with total upper-division requirements increased from 33 to 36 units and electives decreased from 12 to 6 units.

1. To better serve students, we have modified certain prerequisites to improve student enrollment access given restrictions imposed by enrollment software that did not recognize student readiness for certain levels of Spanish courses.
2. Four courses have been inactivated: SPAN 415 (Spanish Language Variation and Diversity); SPAN 421 and 422 (Spanish for Educators I and II); and SPAN/SOC 429 (Social Change in Spain). The content of SPAN 415 has been folded into the newly created sequence of linguistics courses (315 and 316). SPAN 421 and 422, which did not count for the Spanish major, have been replaced

by SPAN 425 (Spanish Language Teaching and Learning), which is geared towards Spanish majors interested in careers in education. SPAN/SOC 429 was removed at the request of the Sociology Program due to the retirement of the sociology faculty member who had the expertise to the course.

3. In the Catalog, we have removed subsections in the major (Language, Literature, Culture, Linguistics and Capstone) and instead created a section titled “Required Courses-30 units”, which specifies that two courses are now required in each of the former subsections (except Capstone).
4. Requirements still include two upper-division courses in Language: SPAN 301 and 302 (Advanced Spanish Composition and Grammar I and II); an introductory course in literary analysis (SPAN 310); and one 400-level literature course from among the following:
  - SPAN 430 Her Story: Women Writers of the Spanish-Speaking World
  - SPAN 460 Masterpieces of Spanish Literature,
  - SPAN 461 Masterpieces of Latin American Literature
  - SPAN 462 Modern Mexican Literature
5. In order to improve student mastery of the linguistics program learning outcome, we have divided our Introduction to Spanish Linguistics course into two new courses, SPAN 315 and SPAN 316, both of which are required beginning in fall 2020. This change will allow for coverage in greater depth of the many topics included under the umbrella of linguistics and also further prepares students for entrance into graduate programs that require more than one linguistics course.
6. In order to ensure that students graduate with cultural knowledge of both Spain and Latin America, all Spanish majors are now required to take both SPAN 410 Civilizations and Cultures of Spain and SPAN 411 Civilizations and Cultures of Latin America.

Spanish majors choose from two culminating experiences, SPAN 498 or SPAN 499, both of which are designed to help students prepare for success following graduation through a combination of academic work and professional preparation. The more traditional SPAN 499 provides students the opportunity to conduct research, produce a substantial “senior thesis”, and then present their work to a group of professors, community members and peers. In this class, students also participate in career development activities such as mock interviews and the preparation of a polished résumé and cover letter. In SPAN 498, students participate in supervised community-based service-learning with an agency or organization needing bilingual speakers, writers and/or translators. Through this experience they develop communicative skills, cultural awareness, and civic responsibility while also strengthening their writing skills and critical thinking as they reflect on their experiences.

Many students interested in the Spanish major also pursue the Certificate in Translation program. This certificate program is designed to prepare students to work as professional translators able to translate general, specialized and literary texts from English to Spanish and vice-versa. To earn this certificate, students must complete the following courses with an average grade of B-:

- SPAN 315 Introduction to Spanish Linguistics
- SPAN 320 Introduction to Spanish Translation
- SPAN 350 Advanced Spanish Grammar and Composition
- SPAN 420 Specialized Spanish Translation
- SPAN 450 Introduction to Literary Translation

Since 2013, 41 students have completed the certificate.

Many students interested in the Spanish major also pursue the Certificate in Healthcare Interpreting, which has also attracted students from Nursing and Health Sciences, as well as community members through Extended University. To earn this certificate, students must complete the following courses with an average grade of B-:

SPAN 321 Introduction to Spanish-English Interpretation  
SPAN 451 Introduction to Healthcare Interpreting  
SPAN 452 Healthcare Terminology for Interpreters

In addition to the interpretation courses, non-Nursing or Health Sciences majors must complete 6 credits of the following electives to better prepare them for some of the social, communicational and cultural competency issues they will face as healthcare interpreters.

COMM 343 Health Issues in the Latina/o Community (Cross-listed as CHS 343, NRS 343, and HLTH 343)  
COMM 355 Cross-cultural Communication in Health  
COMM 441 Health Communication (Cross-listed as NRS 441)  
HLTH 101 Overview of Health Care Industry and Its Delivery  
SOC 426 Medical Sociology  
SPAN 320 Introduction to Spanish Translation

This Certificate in Healthcare Interpretation is designed to prepare students to work in the healthcare field as interpreters able to translate in a wide range of situations, with focus on sight translation and consecutive interpreting. The courses also emphasize the importance of cultural competency, appropriate protocols and interpreter ethics. Interest in this program has increased every year, from a starting point of 6 students enrolled in its initial semester (2016) to 41 in the fall 2019 semester. The number of students completing the certificate has grown every year, with 15 completing it in AY18-19. As of fall 2019, 25 students have completed this certificate, including three students who enrolled through Extended University. There is also strong enrollment in the program for the fall 2020 semester.

When looking at student success within our program, there is much to be gleaned from grade distribution data from the period of fall 2013 to fall 2019. The aggregate GPA for this period in courses for the Spanish major is 2.92. The vast majority of the program's students in this period (70%; 1,008 students out of the total of 1,553 students who took Spanish major courses) were or are eligible for Pell Grants. The aggregate GPA of 2.92 showed no equity gap with the non-Pell Grant eligible students, whose GPA was also 2.92. A large majority of our students from 2013-2019 were female (75.9%), with an aggregate GPA of 2.96, as compared to 2.78 for the male students (23.4%) and 3.39 for the non-gender-identifying students (0.7%). From 2013-2019, 85% of students who completed the courses received credit for the major, with only 9.4% not doing so and 4.6% withdrawing. For the full data charts, please see Appendix.

**2. The program has identified course and program learning outcomes and these are aligned. They are available to faculty, students and external stakeholders. Its program learning outcomes are assessed and analyzed on a regular basis. Where appropriate, evidence from external constituencies such as alumni, employers and professional societies is included in such reviews.**

Each Spanish course has approved student learning outcomes that support the Spanish program learning outcomes. All syllabi list student learning outcomes, and this practice of listing outcomes on syllabi is stressed every semester at faculty meetings and in e-mails sent by the program chair. All approved course and program proposals with learning outcomes are available online via Curriculog, CI's online curriculum management system. Program learning outcomes are listed on the Spanish website.

### **Spanish Program Student Learning Outcomes**

Students graduating from the Spanish program will be able to:

1. Achieve intermediate-high to advanced language proficiency in speaking, listening, reading and writing (proficiency levels are defined by the American Council on the Teaching of Foreign Languages);
2. Demonstrate a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, art, history, literature) of the Spanish-speaking world; and
3. Demonstrate a basic understanding of various linguistic features of the Spanish language (for example, general dialectal differences and the influence of English on U.S. Spanish).

When the Spanish B.A. program began in 2005-06, only the first two program outcomes on language and culture were in effect. Subsequent discussion among Spanish faculty recognized the need that Spanish majors develop a better understanding of the Spanish language--including its historical development, its dialects, and the effects of languages in contact. This resulted in the addition of the third program outcome on linguistics, added in fall 2010, and, as mentioned above, a curriculum adjustment will begin in AY20-21 to better achieve this outcome.

The Spanish program has been committed to routine program assessment since the program's inception. During AY17-18, program faculty (Clark, González, Jiménez Jiménez, Kornuc and López López) developed a number of signature assignments for more detailed assessment of the three program learning outcomes. The program developed signature assignments for writing and speaking (outcome #1); ways of thinking, behavioral practices and culture (outcome #2); and linguistics (outcome #3). Some of the signature assignments (e.g., for SPAN 302 and SPAN 411) that have not yet been implemented shall be incorporated with the arrival of our new tenure-track faculty member in fall 2020. These signature assignments are incorporated into required courses for the major, allowing the program to seamlessly integrate the signature assignments as a permanent and ongoing part of the curriculum, which will allow us a wider perspective of our students' and our program's performance on a yearly basis.

Results from these new assessments based on signature assignments for literature/culture (outcome #2) are only currently available from SPAN 310 and SPAN 461. These results, found in the table below, show that while there is difficulty at the entry level (310) with only 33.3% students reaching the level of "developing," some students build on the knowledge and experience in SPAN 310 and

show growth in SPAN 461, with an aggregate figure (using data from both sections of 461) of 25% demonstrating “highly developed” work. The same, however, is true of the “initial” level, which also has an aggregate figure of 30% for those two sections of 461. Grouping assessment data from all four of our literature courses, we find that 30.6% (19 of the total of 62 students assessed) are at the “developing” level, with another 12.9% (8 of 62) at the “highly developed” level. This gives us an aggregate figure of 43.5% (27 of 62) in the “developed” and “highly developed” categories, but with a full 27.4% at the initial level. The fact that 53.2% of students are either in the “initial” or “emerging” levels of development shows that there is room for improvement. In the years to come, as we collect more data every semester and add our assessments in SPAN 410 and 411, we will develop a clearer picture of specific areas for improvement that we will be able to directly address as a program to improve student outcomes.

The table below has results from the signature assignments assessed since Fall 2018. All linguistics assessments from 2015-2019 (outcome #3) are included together.

Course Information	Assessed level: Initial	Emerging	Developing	Highly Developed
<b>SPAN 461-F18 (16 students) Culture/Literature LO 2</b>	3 (18.75%)	3 (18.75%)	6 (37.5%)	4 (25%)
<b>SPAN 310-F19 (16 students) Culture/Literature LO 1 and 2</b>	5 (31.25%)	5 (31.25%)	6 (37.5%)	
<b>SPAN 310-S20 (14 students) Culture/Literature LO 1 and 2</b>	3 (21.4%)	5 (50%)	4 (28.6%)	
<b>SPAN 461-F19 (16 students) Culture/Literature LO 1 and 2</b>	6 (37.5%)	3 (18.75%)	3 (18.75%)	4 (25%)
<b>Linguistics</b>	<b>D/F (0-69)</b>	<b>C (70-79)</b>	<b>B (80-89)</b>	<b>A (90-100)</b>
<b>SPAN 315-F19 (21 students) LO 3</b>	1 (4.8%)	6 (28.6%)	9 (42.9%)	5 (23.7%)
<b>Linguistics Spanish Program Assessment 2015-17</b>	D/F (0-19)	C (20-22)	B (23-25)	A (26-28)
<b>Spring 2015 (11 students)</b>	4 (36.4%)	4 (36.4%)	3 (27.3%)	

<b>Fall 2015 (8 students)</b>	7 (87.5%)	1 (12.5%)		
<b>Spring 2016 (5 students)</b>	2 (40%)	2 (40%)		1 (20%)
<b>Spring 2017 (18 students)</b>	15 (83.3%)	2 (11.1%)	1 (5.6%)	

\*Note: The figure in parentheses under the course number and term is the total number of students assessed in the course by means of the signature assignment. LO = Program learning outcome. LO1 means that assessment is addressing an aspect of Program Learning Outcome 1 as listed above. The figures in the respective slots reflect the number of students that has reached each competency level. The current linguistics assessment is done through the comprehensive final exam that covers all of the material in the course. The previous assessment exam utilized from 2015-2017 is also included in this table. These assessment exams were comprehensive, covering more material. Those assessment exams were not integrated into the courses as they are now. Starting in AY20-21, the linguistics assessment will be divided into two exams (the final exams for SPAN 315 and 316). Given the C-minimum passing grade, the initial category is expanded to include all grades not meeting the minimum standard for the major.

For writing and speaking (outcome #1, assessed in SPAN 301 and SPAN 498/499), the program employs the rubric established by the American Council for the Teaching of Foreign Languages (ACTFL) in the ranges from intermediate-mid to superior. Though reading is not assessed using the ACTFL standards at this time, it is an essential component for successfully completing learning outcome 2 for the signature assignments in SPAN 310 and SPAN 461, as well as those we have not implemented (SPAN 410 and 411). The signature assignment for assessment in SPAN 301 involves writing a short story with guidance at every stage: establishing an outline, characters, determining what descriptions are necessary and appropriate use of grammar and spelling, among other aspects. Because many of our students are heritage speakers and some have had schooling in Mexico, we have a high percentage of students demonstrating proficiency at the Advanced-High and Superior levels. The fall 2019 SPAN 301 course is a case in point, with a full 44.8% students in the two upper levels of achievement. The same is the case with the speaking assessment done for the SPAN 498 and 499 capstone courses.

Course Information	ACTFL level: Intermediate-mid	Intermediate-high	Advanced-Low	Advanced-Mid	Advanced-High	Superior
<b>SPAN 301- F18 (22 students) Writing LO 1</b>	4 (18.2%)	5 (22.7%)	4 (18.2%)	3 (13.6%)	3 (13.6%)	3 (13.6%)
<b>SPAN 301- F19 (19 students) Writing LO 1</b>	2 (10.5%)	1 (5.3%)	4 (21%)	3 (15.8%)	4 (21%)	5 (23.8%)
<b>SPAN 301- S20 (21 students) Writing LO 1</b>	3 (14.3%)	2(9.5%)	2 (9.5%)	8 (38%)	4 (19.0%)	3 (14.3%)
Course Information	ACTFL level: Intermediate-mid	Intermediate-high	Advanced-Low	Advanced-Mid	Advanced-High	Superior

<b>SPAN 498- F18 (7 students) Speaking LO 1</b>		1 (14.3%)	1 (14.3%)			5 (71.4%)
<b>SPAN 498- F19 (6 students) Speaking LO 1</b>		1 (16.7%)	1 (16.7%)			4 (66.7%)
<b>SPAN 499- S20 (7 students assessed, 3 students did not complete the assignment) Speaking LO 1</b>		22 (28.6%)	1 (14.3%)	2 (28.6%)		2 (28.6%)

Prior to the development and implementation of signature assignments for majors from which the data above is drawn, the program used a standardized exit exam to assess the abilities of graduating Spanish majors (for individual breakdown data, see Appendix Documents: Assessments Folder). Instead of using the developmental rubrics that are now being implemented for the signature assignments along with ACTFL standards rubrics, the percentage score reflects the students' proficiency in two different areas addressed by Program Learning Outcome #1.

<b>Course Information</b>	<b>(0-69)</b>	<b>(70-79)</b>	<b>(80-89)</b>	<b>(90-100)</b>
<b>SPAN 499 SPR 14 (15 students) Listening</b>	3 (20%)	5 (33.3%)	4 (26.7%)	3 (20%)
<b>SPAN 499 SPR 14 (15 students) Grammar/Vocab 1</b>	2 (13.3%)	2 (13.3%)	6 (40%)	5 (33.3%)
<b>SPAN 499 SPR 14 (15 students) Grammar/Vocab 2</b>	1 (6.7%)	4 (26.7%)	1 (6.7%)	9 (60%)
<b>SPAN 499 SPR 15 (10 students) Listening</b>	4 (40%)	2 (20%)	2 (20%)	2 (20%)
<b>SPAN 499 SPR 15 (10 students) Grammar/Vocab 1</b>	1 (10%)	3 (30%)	3 (30%)	3 (30%)
<b>SPAN 499 SPR 15 (10 students) Grammar/Vocab 2</b>	1 (10%)	1 (10%)	3 (30%)	5 (50%)
<b>SPAN 498 F 15 (8 students) Listening</b>	3 (37.5%)	2 (25%)	2 (25%)	1 (12.5%)
<b>SPAN 498 F 15 (8 students) Grammar/Vocab1</b>	1 (12.5%)	2 (25%)	1 (12.5%)	4 (50%)
<b>SPAN 498 F 15 (8 students) Grammar/Vocab2</b>		1 (12.5%)	3 (37.5%)	4 (50%)
<b>SPAN 499 SPR 16 (5 students) Listening</b>			4 (80%)	1 (20%)
<b>SPAN 499 SPR 16 (5 students) Grammar/Vocab 1</b>	1 (20%)	1 (20%)		3 (60%)

<b>SPAN 499 SPR 16 (5 students) Grammar/Vocab 2</b>			3 (60%)	2 (40%)
<b>SPAN 499 SPR 17 (17 students) Listening</b>	6 (35.3%)	2 (11.8%)	4 (23.5%)	5 (29.4%)
<b>SPAN 499 SPR 17 (17 students) Grammar/Vocab 1</b>	2 (11.8%)	3 (17.6%)	3 (17.6%)	9 (52.9%)
<b>SPAN 499 SPR 17 (17 students) Grammar/Vocab 2</b>	1 (5.9%)	2 (11.8%)	5 (29.4%)	9 (52.9%)

The one skill that we have not incorporated into our formal assessment program is reading comprehension. Program faculty agree that this skill is examined on a regular basis in every course that students take as Spanish majors, and thus we have sufficient evidence to consider student performance to be at an acceptable level in this area. Furthermore, it is an essential component for completing the signature assignments for SPAN 310, 410, 411 and 461.

All results from program assessment can be found in the Appendix.

### **Lower-Division courses**

As mentioned earlier, intermediate-level courses are the starting point for many Spanish majors and minors. Students must complete SPAN 201 and 202 for second-language learners, or SPAN 211 and 212 for heritage speakers. First-year courses are listed as they are required for majors and minor without prior Spanish knowledge.

#### **SPAN 101 and 102: Elementary Spanish I and II (4)**

- Ask and answer questions and report orally and in writing to demonstrate basic functional proficiency in Spanish
- Describe similarities and differences between the U.S. and Spanish-speaking cultures.

#### **SPAN 201: Intermediate Spanish I (4)**

- Speak, read, write and orally comprehend the Spanish language at the novice-high to intermediate-low proficiency level (ACTFL Guidelines)
- Answer questions on key aspects of Hispanic culture in the areas of geography, history, art, and traditions of several Spanish-speaking regions.

#### **SPAN 202: Intermediate Spanish II (4)**

- Speak, read, write and orally comprehend the Spanish language at the novice-high to intermediate proficiency level (ACTFL Guidelines)
- Answer questions on key aspects of Hispanic culture in the areas of geography, history, art, and traditions of several Spanish-speaking regions.

#### **SPAN 211 Spanish for Heritage Speakers I (4)**

- Describe and report on experiences and cultural perspectives of the Spanish-speaking world, including U. S. Latinos
- Speak, read, write, and orally comprehend the Spanish language at the intermediate level (ACTFL Guidelines), using a formal register with appropriate grammar, vocabulary, spelling and accentuation.

### SPAN 212 Spanish for Heritage Speakers II (4)

- Describe and report on experiences and cultural perspectives of the Spanish-speaking world, including U.S. Latinos
- Speak, read, write, and orally comprehend the Spanish language at the intermediate-high level (ACTFL Guidelines), using a formal register with appropriate grammar, vocabulary, spelling and accentuation.

All lower-division courses address the development of language skills in reading, writing, listening and speaking, as well as the development of cultural knowledge.

### **Required Upper-Division Spanish Courses**

Students in the program are required to take two courses in language (SPAN 301 and 302), two courses in literature (SPAN 310 is required, they then have a choice of either SPAN 430, 460, 461 or 462 as their second course), two courses in linguistics (SPAN 315 and 316) and two courses in culture (SPAN 410 and 411). All students are also required to take one Capstone course (SPAN 498 or 499). SPAN 301 and 302 are considered of equivalent language level, with different content and learning tasks. The learning outcomes for each required upper-division course are listed below.

#### SPAN 301 and 302 Advanced Spanish Grammar and Composition Part One and Advanced Spanish Grammar and Composition Part Two (3)

- Read, write, speak, and orally comprehend the Spanish language at the “intermediate-high” level of proficiency according to ACTFL Guidelines
- Communicate orally and in writing key aspects of Hispanic culture in several Spanish-speaking regions (e.g., contemporary issues, issues, history, geography, literature, and art).

#### SPAN 310 Introduction to Prose, Poetry and Drama (3)

- Use correct terminology to identify key elements of the three main literary genres: prose, poetry, and drama
- Identify key authors and movements in the history of Hispanic literature
- Analyze a short work by a significant Hispanic author in essay form
- Demonstrate improvement in critical thinking, speaking, and writing skills in Spanish.

#### SPAN 315 Introduction to Spanish Linguistics I (3)

- Understand basic concepts of linguistics and linguistic analysis.
- Recognize and analyze specific sounds, and understand systematic properties of sound system of Spanish.
- Recognize and analyze the structure of words in Spanish.
- Recognize and analyze sentence structure in Spanish.

#### SPAN 316 Introduction to Spanish Linguistics II (3)

- Recognize and analyze the most important aspects of semantics and pragmatics of the Spanish language.
- Compare and contrast several dialectal variants of the Spanish language spoken in Spain and Latin America.
- Summarize the evolution of Spanish from its Latin roots to modern Spanish.
- Analyze the difficulties-in terms of phonology, syntax, and morphology-experienced by learners of Spanish as a second language.

#### SPAN 410 Civilizations and Cultures of Spain (3)

- Describe the knowledge of contemporary and historical geography and geopolitics of

Spain.

- Describe major events in the course of Spanish history.
- Summarize and report both orally and in writing beliefs, attitudes, values, and behavioral practices, and characteristics of Spanish culture and society.
- Critique significant elements of Spanish culture and the arts (architecture, literature, music, painting)

SPAN 411 Civilizations and Cultures of Latin America (3)

- Describe the knowledge of contemporary and historical geography and geopolitics of Latin America.
- Describe major events in the course of Latin American history.
- Summarize and report both orally and in writing beliefs, attitudes, values, and behavioral practices, and characteristics of Latin American culture and society.
- Identify significant products of Latin American culture and the arts (architecture, literature, music, painting)
- Demonstrate improvement in Spanish language skills, particularly in speaking and writing.

SPAN 430 Her Story: Women Writers of the Spanish-Speaking World (3)

- Critique fundamental works in the history of women literature in the Spanish-speaking world. Analyze in written form key aspects (theme, structure, language, character, plot, etc.) of literary texts by women.
- Describe and critique the role of women in the development of Spanish and Latin American literature.
- Demonstrate improvement in critical thinking, oral and writing skills in Spanish.

SPAN 460 Masterpieces of Spanish Literature (3)

- Critique fundamental works in the history of Spanish literature.
- Analyze in written form key aspects (theme, structure, language, character, plot, etc.) of different literary texts.
- Demonstrate improvement in critical thinking, oral, and writing skills in Spanish.

SPAN 461 Masterpieces of Latin American Literature (3)

- Critique fundamental works in the history of Latin American literature.
- Analyze in written form key aspects (theme, structure, language, character, plot, etc.) of different literary texts.
- Demonstrate improvement in critical thinking, oral, and writing skills in Spanish.

SPAN 462 Modern Mexican Literature (3)

- Critique fundamental works in the history of Mexican literature, from the Revolution of 1910 to the present.
- Analyze in written form key aspects (theme, structure, language, character, plot, etc.) of different literary texts.
- Demonstrate improvement in critical thinking, oral, and writing skills in Spanish.

SPAN 498 Service-Learning Capstone in Spanish

- Explain the connections between their service project, the course reading/discussion topics, and their studies as Spanish majors.
- Demonstrate a commitment to be an involved and responsible citizen in the community.
- Demonstrate how their actions can impact a larger societal context.
- Demonstrate improvement in speaking, listening, reading, and writing in Spanish as a result of using their Spanish in a real-world setting.

SPAN 499 Capstone in Spanish

- Demonstrate intermediate-high to advanced language proficiency in speaking, listening, reading, and writing (proficiency levels are defined by the American Council on the Teaching of Foreign Languages).
- Create a project that integrates program learning outcomes, prior coursework in the major, and one or more of the objectives of the University Mission Statement.
- Produce a resumé and employ appropriate interview skills in a mock interview.

Regarding mapping course SLOs to the three program outcomes, all required and all elective upper-division Spanish courses stress the development of Spanish language proficiency (program outcome #1) and cultural knowledge (program outcome #2). The SPAN 315 and 316 Introduction to Spanish Linguistics courses primarily stress the development of linguistic knowledge (program outcome #3).

### **3. The program actively involves students in the learning process, challenging them with high expectations, and providing them with appropriate feedback about their performance and how it can be improved.**

A vast majority of Spanish courses incorporate individual and/or group presentations in which students have the opportunity to engage with course themes. As students analyze course readings and research complementary materials, they are always encouraged to articulate their own critical thinking. Some Spanish courses specifically require that student-led discussions must find ways to actively involve peers during formal presentations, including creating questionnaires, student-generated quizzes and discussion questions. Some Spanish courses also employ online learning platform discussion boards (Canvas, or previously Blackboard) not only to develop student writing, but also as a way to reflect on course readings and engage students who have a lower propensity to participate in class discussions. Through the use of discussion boards, electronic journals and blogs, students share ideas and experiences, both formally and informally. Many courses also incorporate other Canvas tools such as announcements to enhance communication outside of class. Other uses of student-centered, hands-on learning with technology involves the use of OWL Testing Software in the healthcare interpreting courses that uses the same platform and interface as national certification organizations, helping students improve their skills in a low-stakes environment.

The Spanish Program faculty regularly provides feedback to students in the form of written comments on assignments and papers, again using some of the features in our on-line learning platform, Canvas. Many courses also use grading rubrics in order to provide students with a detailed assessment of their work's strengths and weaknesses. Some of the rubrics are used across different sections of a given course to ensure some level of uniformity in the assessment of student work (see Appendices for samples of rubrics). Some of the rubrics are also used at different levels and courses, as is the case for the interpreting courses, based on some of the assessment standards put forth by national certifying bodies. In some courses, students also have the opportunity to improve their papers by submitting a revised version of their assignment (for example, Span 101, 102, 301, 302). In addition, as indicated in all course syllabi, Spanish professors maintain formal office hours of at least one hour per week per course taught and are available by appointment and email in order to assist students. Students who wish to speak to professors via Zoom can schedule an appointment with professors that way as well. Professor approachability and availability via

office hours (in person or via Zoom) are an important part of our program, and faculty are eager to assist students outside of class as mentors.

#### **4. The program has engaged in program modifications following upon assessment of student learning outcomes.**

During the fall 2019 semester, tenure-track faculty met to review our curriculum and prerequisites, which resulted in removing inconsistencies in prerequisites for major courses and expanding the linguistics requirement to be a year-long cycle with an added course, SPAN 316. The addition of SPAN 316 will better prepare students to reach the program's 3<sup>rd</sup> learning outcome (linguistic knowledge) and better prepare them for graduate school applications, some of which require more linguistics preparation than we are currently offering. Other changes are detailed above in Element 2.1.

Since the previous program review in 2013, the program has created new classes that diversify the options students have in completing their major while also adding a new certificate program, the Certificate in Healthcare Interpreting, that began in 2016. These new courses include:

- SPAN 340 Film of the Hispanic World (Cross-listed as ART 340)
- SPAN 321 Introduction to Spanish-English Interpretation
- SPAN 451 Introduction to Healthcare Interpreting
- SPAN 452 Healthcare Terminology for Interpreters
- SPAN 430 Her Story: Women Writers of the Spanish Speaking World
- SPAN 498 Service-Learning Capstone in Spanish

Furthermore, in order to maintain the same number of tenure-track faculty in the program, upon Dr. Ballman's departure, Dr. Margarita López López was hired in 2014. To further augment the faculty, Dr. Javier F. González was hired in 2016, and a new tenure-track hire, Dr. Maricela Becerra, will begin in the fall 2020 semester to replace the now-departed Dr. López.

Program assessment reveals that student performance in certain areas of the curriculum is stronger than in others and also sees variance by semester. For example, as the data in the charts above show, student performance regarding cultural and literary knowledge is within an acceptable range over the two years analyzed. Also, we need to expand program assessment in order to assess students' higher-level cultural knowledge associated with specific upper-division courses (mainly SPAN 410 and 411) to better assess any issues of lack of depth in this area.

In the hopes of better assessing student learning outcomes, the Spanish program has implemented the following measures:

1. Created new assessment instruments to ensure their appropriateness as measures of program outcomes with our implementation of new signature assignments starting in AY18-19.
2. Requesting a portfolio-based online platform with a range of assignments to ensure a more holistic approach to measuring student achievement, which is still needed.

**5. The program contributes to the mission-based elements of the University such as internationalism, interdisciplinarity, civic engagement, and multiculturalism, and general education, as appropriate to the discipline.**

As noted in discussion of Element 1.3, the Spanish program is a strong contributor to all four mission-based pillars of the University, with emphasis on international and multicultural perspectives as well as increasing involvement in the community and interdisciplinary courses. See Element 1.3. for a detailed description of how the Spanish program contributes to each of the mission pillars of the University.

**6. The program demonstrates its academic degrees can be completed in a timely fashion.**

The program webpage has 2-, 4-, and 5-year roadmaps for students who start as freshmen or transfer students to assist them in mapping out their course load. These roadmaps are referred to in freshman and transfer advising sessions, and serve as a self-advising tool for some students. These roadmaps distinguish between those students with no background in Spanish, those who start at the 200-level, and those who start at the 300-level, depending on their prior experience with the language (see: <https://spanish.csuci.edu/road-maps.htm> ).

Each semester, the program offers a selection of classes designed to facilitate timely degree completion, with the appropriate combination of required courses, electives, and courses for the translation and interpreting certificates.

Since our last program review in 2013, 66.7% (20 of 30) of program majors completed their major in six years. The cohorts represented in this data are First-Time Full-Time Freshmen (FTFT) from fall 2007 (graduating in 2013) through those entering in fall 2013 (graduating in 2019). The program is on track to reach the GI 2025 target of 67% of students graduating within six years.

Since our last program review, 36.4% (12 of 33 students) of program majors completed their major in four years. The cohorts represented in this data are First-Time Full-Time Freshmen (FTFT) from fall 2009 (graduating in 2013) through those entering in fall 2015 (graduating in 2019). This number is in need of improvement moving forward to reach GI 2025 target of 40%. Retention rates for all freshman cohorts since 2012 show a 100% continuation into spring semester. Retention into fall of sophomore year drops to 75.6% (28 of 37) over that period, which is slightly below the campus average of 78.2% over the same period.

Since our last program review, 39% (16 of 41) of transfer students completed the major courses in two years, which is significantly below the target of 54% set by GI 2025. The cohorts represented by this data are transfer students from fall 2013 through fall 2017 and includes the anomalous year of 2014 when none of the five transfer students graduated within two years. The overall cohort for the University from 2014 was also well below the new targets at 38.2%. The numbers improve considerably when one semester is added to the process, with 56.1% (23 of 41) graduating. Over the past three years of the data (cohorts beginning in 2015-17) we are at exactly 50% (14 of 28

students), with a high point being the 2017 cohort, in which 66.7% (6 of 9 students) graduated within two years. It is important that we build on this improvement moving forward to reach the GI 2025 targets.

We have full data for four-year transfer student graduation rate of the cohorts from 2012-2015. During this time, 76.5% (26 of 34) of transfer students graduated in four years, which puts our program within reach of the 78% goal set by GI2025.

Since 2012, our student retention rate for transfer students is strong, with 86.9% (53 of 61) retained to fall of year 2, which is higher than the campus rate of 84.6% from the same period. Furthermore, 81.1% (43 of 53) remain into fall of year 3.

## **7. The program values and promotes faculty scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination.**

The value that the Spanish program places on scholarship, curricular and instructional innovation, and creative activity is evident in the Program Personnel Standards, which state: “The educational quality of the Spanish Program depends on the quality of its faculty. Spanish faculty support a quality program and the University through their efforts in teaching, research, and service. A dedicated Spanish faculty promotes the academic caliber and reputation of the program and the University.” The truth behind these words is evident in the tenure-track hires that the program has made over its first decade and a half of existence. The Spanish program now counts among its ranks two Full Professors and one Assistant Professor. All of the above mentioned program pillars for faculty success were integrated into the search for the new tenure-track hire.

**Scholarship:** Since its inception, the Spanish program has valued and promoted faculty scholarship. The faculty are active and respected researchers in three main fields of inquiry: literature (Clark and González), translation studies (Clark, González and Jiménez Jiménez), and second-language acquisition (Jiménez Jiménez). In addition to their numerous publications in prestigious venues (see appendixes for CVs), all three professors regularly present their research at national and international conferences, thus helping to raise the profile of the program and the institution. Furthermore, two professors are nationally certified healthcare interpreters, with one (González) having years of experience working in the field and as a free-lance translator in a variety of fields.

The program actively promotes faculty scholarship by setting clear and high standards for scholarly activity with regards to promotion and tenure, as expressed in the Spanish PPS. Furthermore, the program encourages faculty to apply for CI Mini-Grants, a program designed to provide release time for faculty to pursue their scholarly agenda. This release time is especially crucial for junior faculty entering the CSU system given the heavy teaching load (typically 12 units per semester). Though new tenure-track faculty hired after 2014 do not automatically receive travel funds, support from the Dean and the Provost has facilitated faculty ability to present regularly at conferences and network with colleagues in the discipline. (See appendixes for CVs)

**Teaching:** The Spanish program also places a high value on teaching and continually promotes instructional innovation in all of our courses. Program faculty have been at the vanguard of incorporating instructional technology in its courses, and we have found student response to these

initiatives to be very positive. Examples of incorporation of technology into Spanish courses include the following:

- Faculty have become adept at using the different elements of our Canvas learning interface, such as the grade center, blogs, journals, and discussion boards. All of these elements have increased student engagement in our courses and provide new ways for students to interact with each other and with the instructor. For the healthcare interpreting courses (SPAN 451 and 452), the program subscribes to OWL testing software, the same platform and interface used for the national healthcare certification exams. This allows students a hands-on learning experience that better prepares them should they choose to be nationally certified. This incorporation of technology, along with new tools such as Zoom, has been crucial in the transition to virtual instruction in the Spring 2020 semester due to the spread of the Novel Covid-19 virus.
- Faculty in several of our courses have had students create original short films (SPAN 490), skits based on readings (SPAN 202) and healthcare interpreting scenarios (SPAN 451 and 452), or dramatic recitations of their own poetry (SPAN 301) that they have then uploaded to YouTube. Students have used these opportunities to practice and improve their Spanish outside of class without the pressure of performing live in front of their peers. Faculty have had students dub films and other videos in language and translation courses (SPAN 320, 201). Faculty have commented that these activities have resulted in very positive feedback from the students and that their video creations have exceeded our expectations.

In addition to the core Spanish curriculum, faculty have also created several new courses that are now available to Spanish majors and minors on a regular basis and have been very well received by students. Examples of these curricular innovations include:

- Her Story: Women Writers of the Spanish Speaking World (SPAN 430)
- Spanish Language Drama and Theatre (SPAN 334, co-taught with Performing Arts)
- Film of the Hispanic World (SPAN 340)
- Introduction to Literary Translation (SPAN 450)
- Introduction to Spanish-English Interpretation (SPAN 321)
- Introduction to Healthcare Interpreting (SPAN 451)
- Healthcare Terminology for Interpreters (SPAN 452)
- Service-Learning Capstone in Spanish (SPAN 498)

The Certificate in Spanish Translation was created in 2010 by program faculty as an additional option for majors/minors, or as a stand-alone program for interested students and community members. The goal of this program is to provide initial preparation for students interested in exploring the option of working as a professional translator. The Certificate in Healthcare Interpreting began in fall 2016 and is growing steadily, attracting students from the Nursing and Health Sciences majors as well as members from the community through Extended University. Student interest in both programs has been high, as evidenced by the strong enrollment numbers for the certificate courses.

Several of our Spanish courses are cross-listed, which helps to provide students with interdisciplinary perspectives. Examples of such courses include SPAN 334 (cross-listed with Performing Arts), SPAN 340 (cross-listed with ART) and SPAN 311 (cross-listed with English).

Starting in AY 20-21 ENGL 330, Interdisciplinary Writing, though not cross-listed, will be a requirement for Spanish majors in response to the Graduate Writing Assessment Requirement as stipulated by Executive Order 1100 from the CSU Chancellor's Office.

Program faculty have been at the forefront of offering UNIV 392 courses that incorporate travel to Spanish-speaking countries to allow students to broaden their cultural horizons and to gain international perspectives, goals that clearly support CI's mission. Through these courses led by program faculty, students have studied in Spain (Madrid and Málaga), Mexico (Cuernavaca), and Cuba. Because both the Mexico and Cuba courses are not currently a viable option, the program is exploring different possibilities for establishing a new destination country in Latin America, with Uruguay being one of the countries explored as a potential place of interest.

**8. As appropriate, the program implements co-curricular programs and activities that are integrated into its academic goals and programs, and supports student professional and personal development. Examples include clubs, lectures, sponsored activities, field trips, competitions, and professional experiences.**

Formed in 2006, *El Club de Español* has offered CI students opportunities for friendship, fun and leadership development. The club's purpose is to promote an appreciation of the Spanish language and its diverse cultures through a variety of social and cultural activities such as fundraising events, social gatherings, film screenings, and attending lectures and leadership workshops. In addition, the club fosters contacts with local Spanish-speaking communities through the creation of service projects and field trips. For example, in previous years club members have helped serve food in an Oxnard homeless shelter. The club's main annual event, *Noche de Fiesta*, which is a dinner and concert that features music and food from the Latin American cultures, has become a tradition on our campus. In 2019, campus and local community attendance at *Noche de Fiesta* surpassed 630 attendees. Since 2016, the club has been revitalized with a greater number of active members who meet every three weeks to attend to club affairs. The club has collaborated with the CI Communications Club in promoting events, and there are plans to work with the new CI Design Club for event promotion and venue decoration in future years.

Some Spanish courses provide practical experience through a number of community-based activities. For example, in previous semesters, SPAN 304 incorporated interviews of local professionals so that students could gain career-related insights in their particular area of interest. SPAN 499 also provides students with skills for interviewing and resumé writing. Students in SPAN 320, 321, 420, 451 and 452 have served as interpreters at community events in Oxnard, helping to provide an important service to underserved communities. Translation students have translated beach signs to protect seals and marine mammals under the auspices of a local non-profit environmental agency. In addition, many Spanish Capstone students have had the opportunity to work in a variety of capacities with different community partners, including work as tutors in a literacy program that has helped local Mixteco indigenous immigrants improve their Spanish and math skills.

**9. The program ensures students receive timely and useful information about advising about their academic requirements.**

The faculty regularly present program requirements at orientation sessions for new and transfer students who are planning to major in Spanish. The Program Open House is held yearly during the fall semester. All tenure track faculty introduce themselves to the students, the chair presents all the relevant information for the major, minor and certificate programs as well as study abroad opportunities. Students receive all the relevant information in print, and a Q & A session is part of the event. For the Fall 2019 Open House, over 40 students were in attendance. In class, faculty regularly make presentations regarding program requirements and course offerings for upcoming semesters, which has helped boost attendance and create greater awareness of the opportunities offered through the certificate programs, as well as study abroad opportunities that can fulfill major and minor requirements. Students are encouraged to consult with the program advisor to make sure they are on the right track regarding progress in their major and certificate programs. The program receives three units of reassigned time on a yearly basis dedicated to advising purposes. Program faculty also make sure to convey their willingness to help students, many of whom are the first in their family to attend college. Developing these relationships helps in student success and higher success rates for learning outcomes.

**10. The program serves transfer students by providing accurate information about transfer requirements and ensures the equitable treatment of transfers with respect to its policies on degree completion.**

See response to point #9 above.

## **ELEMENT THREE**

### **Developing and Applying Resources to Ensure Sustainability**

The program sustains its operations and supports the attainment of its educational objectives through investment in human, physical, fiscal, and information resources. Its use of resources creates a high-quality environment for student and organizational learning.

*Criteria for Review:*

**1. The program employs faculty in sufficient number, and with appropriate ranks, professional qualification, and diversity, to support its academic program consistent with its educational objectives.**

**Full-time faculty:** The Spanish program currently is home to two Full Professors (Dr. Clark and Dr. Jiménez) and one Assistant Professor (Dr. González), all of whom have terminal degrees and extensive experience in fields ranging from literary and cultural studies to translation/interpretation

and applied linguistics/pedagogy. A new tenure-track faculty member with an emphasis on Mexican literature and culture, Dr. Maricela Becerra (PhD in Hispanic Languages and Literatures, UCLA), will be joining the program in fall 2020. In addition, one full-time lecturer, Dr. Sandra Kornuc, has a terminal degree. Another full-time lecturer, Claudia Volpe holds ABD status and has been with the program since 2004. Acela Barrón Camacho is an alum of our program who went on to get her MA at Middlebury College. The tenure-track faculty maintain active research agendas in their respective areas of specialization (see appendixes for CVs).

#### Full-time faculty

<b>Name</b>	<b>Highest Degree</b>	<b>Current Rank</b>
Acela Barrón Camacho	MA, Middlebury College	Lecturer
Maricela Becerra <i>Joining the program in 2020</i>	PhD, University of California, Los Angeles	Assistant Professor
Stephen Clark	PhD, University of Colorado	Professor
Javier F. González	PhD, University of Colorado	Assistant Professor
Antonio Jiménez   Jiménez	PhD, Pennsylvania State University	Professor
Sandra Kornuc	PhD, University of Southern California	Lecturer
Claudia Volpe	ABD, University of California, Santa Barbara	Lecturer

One of the hallmarks of the CI Spanish program is that our full-time faculty consistently teach a variety of classes at all levels, from introductory Spanish to advanced and specialized courses. This breadth of teaching ensures that the faculty remain involved in the planning and execution of all levels of the curriculum, and also helps to ensure the stability and quality of our program. The range of expertise represented by our different specializations allows the faculty to cover all areas of study included in the program: language, linguistics, literature, culture, interpretation and translation.

<b>Name</b>	<b>Courses regularly taught</b>
Acela Barrón Camacho (Full-time lecturer)	Lower Division Spanish (101-202) Spanish for Heritage Speakers (211-212)
Maricela Becerra (Assistant Professor) <i>Joining the program in 2020</i>	Spanish for Heritage Speakers (211-212) Advanced Spanish Grammar and Composition (302) Modern Mexican Literature (462)
Stephen Clark (Professor)	Introduction to Prose, Poetry and Drama (310) Spanish Language Drama and Theatre (334) Film of the Hispanic World (340) Civilization and Culture of Latin America (411) Masterpieces of Spanish Literature (460) Masterpieces of Latin American Literature (461) Modern Mexican Literature (462) Introduction to Literary Translation (450) Capstone (498 and 499)

Javier F. González (Assistant Professor)	Advanced Spanish Grammar and Composition (301) Introduction to Spanish-English Interpretation (321) Civilizations and Cultures of Spain (410) Specialized Spanish Translation (420) Introduction to Healthcare Interpreting (451) Healthcare Terminology for Interpreters (452) Masterpieces of Latin American Literature (461)
Antonio Jiménez   Jiménez (Professor)	Introduction to Spanish Linguistics (315) Introduction to Translation (320) Civilizations and Cultures of Spain (410) Specialized Spanish Translation (420) Social Change in Spain (429) Spanish for Heritage Speakers (211)
Sandra Kornuc (Full-time lecturer)	Lower Division Spanish (101-202) Bilingual Literary Studies (311) Introduction to Spanish Linguistics (315)
Claudia Volpe (Full-time lecturer)	Lower Division Spanish (101-202)

In addition to diversity of academic specialization and courses taught, our faculty exemplifies diversity in other aspects as well. Five of our faculty were born and raised in different regions of the Spanish-speaking world (Barrón and Becerra: Mexico; Jiménez: Spain; Kornuc: El Salvador; Volpe: Colombia) while another was born abroad and immigrated to the US at a very young age (González: Argentina) while the other is a native English speaker (Clark) who has traveled extensively and lived abroad. Finally, two of our professors have a wide breadth of teaching experience at different universities throughout the country (Clark, González).

In the period from 2013-2020, the student-faculty ratio of the Spanish program has averaged 21.8 to 1 in fall semesters, 20.6 to 1 in spring semesters, for an aggregate figure of 21.1 to 1 over the entire period. This aggregate average (21.1 to 1) is identical to the figure from the last report, which covered academic years 2004-2012. This figure is close to the targets of 23 to 1 set for the program and the average SFR targets of 22.55 to 1 for Arts and Sciences as a whole from 2014-2020 (the data period available from the CI Factbook). Though the program has been below SFR targets four of the past six years, and in AY19-20 it was above the target level by 3.0 according to data from the CI Factbook.

Regarding FTEs, except for AY 18-19 when it missed the goal by 10.9, the program has consistently been above the FTE target ranging from +4.3 in AY16-17 to a high of +19 in AY19-20.

**Part-time faculty:** Historically, the Spanish program has employed an average of four part-time lecturers, all of whom hold at least a Master's degree in Spanish and have significant experience in teaching the courses they are typically assigned (lower-division Spanish). Due to course releases through re-assigned time, some lecturers have contributed to teaching upper-division courses both in AY18-19 and AY19-20. Our newest lecturer colleague is Constantino López, who joined the program in AY18-19 and is also an ABD with experience teaching at several colleges and

universities.

Current Part-time Spanish Faculty for AY19-20

Name	Highest Degree	Current Rank
Constantino López	ABD, Arizona State University	Lecturer
Frank Sovich	MA, University of California Santa Barbara	Lecturer

**2. The program employs professional staff in sufficient numbers and with appropriate experience to maintain and support its academic programs.**

The Academic Program Analyst assigned to the Global Languages and Cultures program, Carmen Delgado Krebs, also provides support to the English program. This sharing arrangement is typical for programs on our campus. While our Program Analyst does her best to serve the Spanish program, she is clearly overworked. This one person is in charge of inputting semester schedules and book orders, managing budgets, processing travel authorizations and claims, scheduling and managing events, answering student questions, supporting faculty equipment and office/classroom needs, and generally keeping the program running. Ms. Delgado Krebs is diligent in fulfilling her many responsibilities and helping faculty with day-to-day needs in an efficient manner. She has been an important support to the Chairs. We recommend that our Program Analyst continue to have a student assistant to provide her with a more equitable workload. This measure helps ensure that she can always support the Spanish program at a high level.

**3. Faculty workload, incentives, and evaluation practices are aligned with institutional practices.**

**Workload:** The Spanish faculty workload, incentives and evaluation practices are aligned with institutional practices governed by the collective bargaining agreement (CBA) between the California State University and the California Faculty Association (CFA). In most cases, the majority of the faculty workload in the Spanish program is comprised of teaching, which is consistent with the values of a student-centered University as stated in our Program Personnel Standards. Tenure-track faculty are generally expected to teach an average of 12 units per semester, in addition to University service and scholarly activities. Course releases for both service (such as compiling and writing this report) and scholarly activities (e.g., Mini-Grants for research projects) have been granted to our program in the last two academic years, and 6 units of reassigned time are regularly provided to the faculty member serving as program chair and advisor.

Full-time lecturers are typically expected to teach 15 hours per semester, and part-time lecturers' teaching loads vary from semester to semester based on budgetary considerations and reassigned time provided to tenure-track faculty.

**Incentives:** The value placed on scholarship and teaching excellence in the Spanish program is clearly stated in our Program Personnel Standards (PPS) and the CI policy on Retention, Tenure and Promotion (RTP). In other words, the main incentive provided to faculty is in the form of promotion and tenure based upon successfully meeting the published expectations of the program

and the University at large. Faculty are also encouraged to seek release time through the Mini-Grant program to advance their research agenda and/or to improve their teaching. Faculty are also encouraged to apply for sabbaticals when eligible as another way of assisting them to further develop their scholarship and/or pursue teaching innovations.

**Evaluation:** The Spanish program makes a concerted effort to support the success of its faculty and to ensure that the faculty are evaluated in a fair and consistent manner. Two accomplishments designed to meet this end were the creation of the Program Personnel Standards (approved by the Provost in 2010 and updated in 2015, and the program Bylaws that were approved by the Dean in 2016). The PPS were written to help faculty succeed in the RTP processes, and spell out the standards to be applied when faculty apply for promotion and/or tenure. For their part, the program Bylaws state that the “Program Chair will be evaluated in the spring semester of her/his second year in office, following the Chair Evaluation Policy approved by the Academic Senate.” Per the program bylaws, “All probationary and temporary faculty will have a minimum of one peer observation of a class per year. Tenured faculty will have a minimum of one peer observation of a class every two years. Each faculty member will seek advice from the Chair to arrange for a peer observation. For peer evaluations for the Chair, s/he will consult with tenured faculty members in the Program or outside the Program who are of equal or superior rank. Faculty may arrange additional observations without consultation with the Chair.”

**Student Evaluations:** The Spanish Program Bylaws defer to the University’s policy on Student Ratings of Teaching, specifying that tenured and probationary faculty are required to conduct student evaluations for submission to their Personnel Action Files for every course. Because faculty use student feedback to improve their courses on an ongoing basis, we encourage our students to complete these online evaluations with care. Instructors receive the results after the submission of grades at the end of the semester.

**RTP:** Tenure-track faculty are evaluated in keeping with University policies on Retention, Tenure and Promotion and Post-Tenure Review, according to which the three major areas of evaluation are 1) Teaching Effectiveness, 2) Research/Scholarship/Creative Activity, and 3) Service. Assistant Professors typically apply for promotion during their sixth year of service, and Associate Professors during their fifth year. All faculty prepare a Professional Development Plan (PDP) at the beginning of their review period in consultation with their Program Personnel Committee (PPC). The CVs of the Spanish tenure-track faculty attest to a high level of achievement in scholarly activity and service to the program, the institution, and to the profession.

Lecturers are evaluated on a regular basis in accord with the CBA and the CI Policy on Lecturer Evaluation, with at least one formal evaluation per contract period. Lecturers typically serve on a one-year contract until they have successfully taught in the program for six years, at which time they are typically offered a three-year contract. In addition to observations of their teaching, lecturers are evaluated by way of the portfolio they submit (syllabi, course materials, CV, etc.) and through analysis of their student evaluations. Tenure-track professors assist the chair in performing class observations and evaluating lecturers’ student evaluations and portfolios, as stated in the Spanish program By-laws: “The Chair, together with tenured and probationary faculty members, will evaluate full- and part-time lecturers in the Program. The Chair will be responsible for ensuring that this evaluation takes place.”

**Service:** There is an abundance of service opportunities at CI, which currently has a relatively low

number of tenure-track faculty. This necessitates that tenure-track faculty serve on multiple committees each year. Below is a sample of the substantial service roles of Spanish tenure track faculty:

Stephen Clark

Chair, Global Languages and Cultures Program, 2013-2015  
 Interim Chair, Global Languages and Cultures Program, 2018-2019  
 Search Committees (Spanish, 2013, 2019)  
 Chair, Arts and Humanities Local Curriculum Committee, 2019-2020  
 Faculty Affairs Committee, 2016-present (Chair, 2017-present)  
 Faculty Mentor Program, 2016-2018  
 University Glen Community Advisory Group, 2016-2018  
 Vice-Chair, CSUCI Academic Senate, 2013-2016  
 University Glen Board of Directors, 2015-2016  
 Chair, Spanish Disciplinary Search Committee, 2013-2014  
 Student Fees Advisory Committee, 2014-2016  
 Chair, Academic Appeals Board, 2012-2016  
 Reader at Commencement, 2012-2015

Javier F. González

Center for International Affairs Advisory Committee, 2017-present  
 Committee for Centers and Institutes Advisory Committee, 2017-present (Chair, 2018-19)  
 President's Advisory Council on Inclusive Excellence, 2019-present  
 Search Committees (ASI, 2017; English 2018; Spanish 2019)  
 CSU Academic Council for International Programs, 2018-present (term expires in 2021)  
 Reader at *Si se pudo* first-generation student graduation celebration, 2017-2019  
 Interpreter *Noche de Familia* Community Outreach Event, 2017, 2020

Antonio Jiménez Jiménez

Chair, Global Languages and Cultures Program, 2015-2018, 2019-present  
 University RTP Committee, 2015-2017, 2019-present  
 Continuous Improvement Committee, 2012-present  
 Interim Chair, Communication Program, Fall, 2017  
 Academic Senate Executive Committee 2003-2018  
 Chair, Center for International Affairs Advisory Committee, 2005-2015  
 Search Committees (Spanish 2013, 2015, 2019)

**4. The program supports appropriate faculty development opportunities that are designed to improve teaching and learning.**

Faculty are also encouraged to stay current in their field by attending conferences and workshops offered locally, nationally and internationally by professional organizations (e.g., American Council on the Teaching of Foreign Languages, American Association of Teachers of Spanish and Portuguese). CI Spanish faculty regularly attend these conferences on teaching and learning both as presenters and observers. Faculty also attend and present at regional and national conferences in literature and culture as presenters, including the annual Pacific Ancient and Modern Languages

Association conference. However, only tenure-track program faculty hired before 2015 are provided an annual budget of \$1,200 for travel to attend conferences and present their research. We are grateful that the Dean's Office has provided support to those faculty not assigned travel funds, and we hope to continue to receive this support, which helps program faculty to advance their teaching effectiveness and scholarly agenda for the benefit of their students, the campus, and the profession at large. Faculty make use of this to support their teaching as well as research. The program has also helped lecturers who have applied for funding to attend conferences using CERF funds (Continuing Education Reserve Funds).

The Spanish program also encourages its faculty to apply for competitive internal Mini-Grants to promote their teaching and scholarly activity at CI. The Mini-Grants provide course releases and/or the purchase of supplies and technology, pay student salaries, and cover the expenses related to travel or other project-related activities. Professor Antonio Jiménez Jiménez has made use of these grants to conduct research on a wide variety of pedagogical topics, including different aspects of study abroad programs and reasoning in bilingual speakers, subjects on which he has published and presented at conferences. He has also used this research for his extensive involvement at the community level with educators in the Oxnard and Ventura School Districts and the Ventura County Office of Education. Another example is Dr. González using a course release in spring 2019 to work on a translation of an urban infrastructure investment project for UCSD economist Dr. Craig McIntosh that has been distributed among important members of the Mexican government and economics scholars throughout Latin America. This translation is also a scholarly endeavor that also informs the teaching of the upper-level translation courses.

As part of the evaluation process and in preparation for submission of portfolios for tenure and promotion, Spanish faculty regularly observe each other's classes (and classes of colleagues from other disciplines). This practice allows the faculty to give and receive feedback and advice to improve teaching and learning, and it also allows faculty to learn from the best practices of their colleagues.

Finally, since 2013 the Spanish faculty has been meeting as a group three to four times per semester to discuss program issues, enrollments, assessment, events, curriculum, program review, pedagogy, textbook adoption and other topics. These meetings allow us to reflect on the areas of our curriculum that need improvement, plan events and look ahead to the direction we want the program to take. All faculty are encouraged to attend the Capstone presentations at the end of each semester to support our students, and also to take part in the Sigma Delta Pi initiation ceremonies every spring.

## **5. Financial and physical resources are aligned with the program's educational goals and are sufficiently developed to support and maintain the educational program it delivers.**

Financial resources: The program's normal budget for materials and operations has for the most part been sufficient to support our educational goals. It would be prudent to have a budget line to cover and support the interpreting software and for an online portfolio system for students, student assessment and program review if the University does not provide such a system.

Lottery and CERF (Continuing Education Reserve Funds) funds have been judiciously utilized to cover copying costs and interpreting software, and also to support faculty travel.

Physical resources: The classroom spaces assigned to Spanish Program are in most cases adequate and are always well-equipped in terms of instructional technology. One of our designated classrooms, Bell Tower 1684, had a smart projector installed this semester and Spanish faculty who teach in that room are piloting the equipment for the campus at-large. The physical layout of some of the classrooms is not ideal (shape of classroom, pillars, furniture) given that not all of them were designed with pedagogical concerns in mind. However, most of the classrooms have flexible seating arrangements that allow different types of student interaction. With regard to office space, the program has recently relocated all tenure-track faculty offices to the second floor of Bell Tower West, with all faculty members being in the same hallway. Previously, Spanish faculty offices were scattered throughout the first floor of Bell Tower West. This new arrangement will no doubt lead to greater collaboration and synergies that will result in further improvements to teaching and curricula, as well as facilitating students in locating faculty given that all tenure-track Spanish offices are now in the same hallway.

## **6. The program seeks and receives extramural funding for support of student learning and faculty scholarship.**

The program itself has done little of this, perhaps because such funding tends to be more available in the STEM disciplines. At the same time, faculty have sought internal funding for their own scholarship and conference travel, such as Mini-Grants and sabbatical support.

## **7. The program has access to information resources, technology, and staff sufficient in size and skill to support its academic offerings and the scholarship of its faculty.**

The Spanish Program is well served by both the staff of the John Spoor Broome Library and by Information Technology Services (IT). All classrooms are equipped with modern audio-visual equipment and computers, which IT maintains and updates regularly. In terms of information resources, the Spanish faculty make regular use of the services offered by the library staff, particularly the information sessions in which students are given an orientation regarding appropriate research techniques and an overview of the resources available for a particular project or class. While our library's physical collection of books is small (given the size and age of the University), the library subscribes to the following databases, among others, to support the scholarly research of the Spanish faculty: Academic Search Premier, MLA International Bibliography, CSU Union Catalog, JSTOR, and Digital Dissertations, Part A: Humanities and Social Sciences. The library also provides an excellent interlibrary loan service that faculty regularly make use of. Program faculty can also easily receive support when questions arise regarding our CI Learn system (Canvas, previously Blackboard). All faculty offices are equipped with a campus computer and all faculty have access to printing and copying services. All of this support allows faculty to make regular use of the Internet and other technological resources in their

teaching and scholarship, which has been fundamental in our switch-over to virtual learning due to the circumstances brought on by the Covid-19 pandemic during the spring 2020 semester.

## **8. Where appropriate, the program has an advisory board or other links to community members and professional groups to support its educational mission.**

While the Spanish program does not have an advisory board, we have established important links to constituencies beyond the walls of our institution in support of our educational mission. As we explained in action taken on recommendation #1 in the Introduction and in Element 1.3d, our SPAN 320, 321, 420, 429, 492 and 498 Capstone courses have strengthened the program's ties to the community with the wide variety of non-profit community partner organizations mentioned above.

Dr. González worked with former CI nursing faculty member Dr. Kalena Lanuza in the Student Undergraduate Research Fellowship (SURF) program during summer 2019 with three students from the Healthcare Interpreting Certificate program and with the Maternal Mental Health Coalition of Ventura County. This collaboration produced bilingual materials for the Latino community and to support the organization's mission of raising awareness and de-stigmatizing mental health care in the Latino community. The initial work for the project was done by Nursing majors who are either double-majoring or minoring in Spanish and are also students in the certificate program, who then asked Dr. González to help with the project, which came to fruition via the aforementioned SURF program.

Since its inception in spring 2016, Sigma Delta Pi, the National Collegiate Hispanic Honor Society, has inducted honorary members from the community who further the Society's multi-faceted mission of honoring those who encourage interest in Hispanic cultures, fostering friendly relations and mutual respect between English and Spanish-speaking nations and helping raise awareness of the Hispanic contributions to modern culture. Among these honorees are personnel of both the Mexican and Spanish local consulates, the Oxnard School District and other community-engaged CI Faculty deserving of greater recognition in this realm.

Both the Mexican and Spanish consulates have collaborated with our program for events on different occasions.

These ties with the local community have borne significant fruit in the recently inaugurated tradition of holding mock interviews with local professionals for our Spanish Capstone students. Since 2018, mock interviews have been conducted in a virtual format. The professionals interview our students and evaluate their strengths and weaknesses, an experience that allows students to gain valuable experience in preparation for their post-graduation job search.

Other links between the Spanish program and the local community have been established by faculty giving public talks on areas of expertise. For example, Professor Stephen Clark has given a number of talks in the community and has contributed to the Osher Lifelong Learning Institute (OLLI) here on campus and in the local community by teaching in his area of expertise:

<b>Title of OLLI Class</b>	<b>Date</b>
“Great Cities of Latin America”	Spring 2015
“Success Stories of Latin America”	Fall 2015
“Cuba 101”	Spring 2016
“Latin America: The Invisible Continent”	Fall 2017

Dr. Clark was interviewed on April 4, 2016 on KTVA radio in Ventura on President Obama’s trip to Cuba and has also done presentations in the community:

<b>Title of Talk</b>	<b>Date and Place</b>
“Latin America’s Most Interesting Leaders”	April 12, 2014, Simi Valley Public Library
“Hidden Gems of Latin America”	April 16, 2015, Thousand Oaks Library
“Cuba: La tierra más hermosa”	March 25, 2017, Invited keynote presentation at annual fundraising event for Nancy R. Brandt Auxiliary of the Assistance League of Ventura County. Spanish Hills Country Club, Camarillo.

Since 2014, Dr. Jiménez has been very involved in working with educators in the Ventura School District, Oxnard School District, and Ventura County Office of Education by giving fourteen presentations or workshops on subjects that include developing teachers’ Spanish-language skills, the most common writing errors in Spanish, improving written Spanish with subordinate clauses, incorporating translation and interpretation into classroom activities, and curriculum and assessment, among others.

Finally, our aforementioned annual *Noche de Fiesta* celebration, sponsored by the CI Spanish Club, is well attended by the University community and also draws an audience from the local area.

## **ELEMENT FOUR**

### **Creating an Organization Committed to Learning and Improvement**

#### **1. The program periodically engages in planning activities which assess its strategic priorities and examine the alignment of its core functions with those of the institution.**

The Spanish Program, given its small size and collaborative dynamic, is in constant contact on an informal basis with regard to program issues, goals, and future plans. Additionally, since 2013 the program has been meeting on a more formal basis approximately once a month to set priorities and take stock of our students’ progress as evident in Capstone coursework, Capstone

presentations, and program assessment. In the course of our recent formal and informal discussions, we have discussed several of our core functions that closely mirror the mission of the University:

- the importance of creating a new study abroad option in Latin America and UNIV 392 course.
- restructuring the Capstone course to better serve our students,
- creating more service-learning opportunities and internships
- making stronger connections in the local community to better market our program
- the need for additional tenure track faculty with expertise that will complement that of existing faculty and the mission of the University
- adopting no-cost materials for 100-level Spanish courses as part of a campus-wide initiative to reduce textbook costs for students.

## **2. The planning process aligns curricular, personnel, financial and, physical needs with the programs' educational goals, and these planning processes are informed by data and student learning outcomes.**

As we detailed in Element II, the program has made curricular changes to match the educational goals and learning outcomes in linguistics by adding a second course to better prepare students. This is particularly true for students aspiring to continue to graduate school as some programs require a full year of linguistics before accepting students.

In regards to personnel needs and planning, the program has filled three tenure-track searches in 2014, 2016 and 2020. Dr. González was hired in 2016 and brought experience as a healthcare interpreter to teach the new certificate courses and a traditional academic background in literature and culture. After the departure of Dr. Margarita López López, who was hired in 2014, the program requested a new tenure-track hire to replace her, and a successful search led to the hiring of Dr. Maricela Becerra for fall 2020. Among the key criteria put forth by the office of Faculty Affairs for this hire was that of “added value” to the program, and Dr. Becerra, beyond her academic expertise, brings great added value to our program. Dr. Becerra is an alum of the CSU system, an immigrant woman who has faced many of the same challenges as our students, a multidisciplinary researcher whose work applies new trends in 21<sup>st</sup>-century research, an advocate for student mothers who are going to school while raising a family, and an individual connected with many of the cultural happenings in the Latino community in Los Angeles. All of these aspects, in addition to the extensive experience and expertise of our current tenure-track faculty, make our program even stronger.

With regards to SFRs, our ratios have been beneath target levels four of the last six years, but exceeded target level by 3.0 in AY19-20. The program's use of assigned resources has been dictated by working to maintain academic integrity, excellence, and opportunities in the context of managing a flat budget. In terms of managing our expenses, the program has always been on target or below budget.

Regarding FTEs, except for AY 18-19 when it fell short of the goal by 10.9, the program has

consistently been above the FTE target, ranging from +4.3 in AY16-17 to a high of +19 in AY19-20.

Our program is not dependent on special physical facilities. That said, we are one of the programs piloting the new smart screen system in Bell Tower 1684 that will report on its potential for campus-wide implementation.

Our program's yearly Open House event and the faculty's openness to meeting students outside of regularly scheduled office hours helps add a personal, student-centered focus to matters of retention and student success beyond the recommendations we are formulating in this self-assessment portion of program review.

### **3. If the program has external professional accreditation or is seeking such accreditation, it has aligned its resources and activities consistent with that objective.**

Dr. Jiménez is certified by the American Translators Association (ATA) as a translator and by the National Board of Certified Medical Interpreters (NBCMI) as a health-care interpreter. Dr. Jiménez is the main instructor of SPAN 320 and SPAN 420, two of the core courses for the Certificate in Spanish Translation.

Dr. González is also certified by the National Board of Certified Medical Interpreters (NBCMI) as a health-care interpreter and is responsible for teaching the three core courses (SPAN 321, 451 and 452) for the Certificate in Healthcare Interpreting.

### **2020 RECOMMENDATIONS FOR PROGRAM IMPROVEMENT OFFERED BY PROGRAM FACULTY**

1. Improve communication channels with students through a Canvas page and a more robust social media presence.
2. Strengthen and streamline our program assessment data collection process via the implementation of a portfolio-based assessment tool to house and archive student work.
3. Increase opportunities for student research.
4. Increase the number of Spanish majors and minors.
5. Create a short-term study abroad program in Latin America.
6. Implement a placement exam as an assessment tool for new students to the program. This will allow us to ensure that students are enrolled in the class that is appropriate to their level of proficiency.

7. Increase the number of courses using no-cost or low-cost materials, initially focusing on the 200-level courses. (In AY 2018-19, a new Open Educational Resource textbook was adopted for SPAN 101 and 102.)
8. Request reassigned time for a coordinator of the lower-division Spanish courses to serve a purpose analogous to that of the Director of the English Composition Program.
9. Add a U.S. Latino literature course to the Spanish curriculum.
10. Establish a retro-credit program for students with prior knowledge of Spanish in conjunction with the implementation of a placement exam. This will hopefully incentive students to enroll in a Spanish course that is appropriate for their level of proficiency, and allow them to see the feasibility of majoring or minoring in Spanish by providing course credit for their existing knowledge of Spanish.