



Program Portfolio Modern Languages and Global Cultures 2009-2010

Description of Program

The Modern Language and Global Culture program is the most internationally oriented program on campus. A very high percentage of MLGC students spend longer periods of time abroad, and come back enthusiastically talking about their experiences abroad. Our students travel all over Latin America and Europe (Germany, Spain) as well as other continents. The MLGC faculty are multilingual global citizens who have lived on different continents and regularly do research in exciting parts of this worlds, traveling from Mexico City to Machu Picchu in Peru, from Buenos Aires in Argentina to Marrakesh in Morocco (North Africa). The MLGC faculty attempt to instill a sense of adventure and curiosity about foreign countries, other languages and cultures in students. The number of MLGC students who travel abroad is constantly growing.

Not only geographically and culturally, but also academically our program offers a multitude of choices to our students. The newly approved MLGC major expands and combines degree options which to date were previously only available as minors at EOU. It offers students the choice of a Spanish Concentration, a Dual Language Concentration, or a Global Studies Concentration, requiring of majors the acquisition of a second language and culture, while making available also the possibility for third language and culture acquisition. The Spanish Concentration is designed primarily for students who choose teaching careers, while the other two concentrations are aimed at students whose professional goals lie in areas such as international business, international organizations, and the public sector. All modalities of the new major prepare students for academic work at the graduate level. The Spanish Minor program provides linguistic, cultural and literary study in their language areas. Students who complete any level of work in the Modern Languages gain skills in adapting to culturally diverse environments and in communicating with others using a variety of linguistic and cultural strategies.

How the Program Serves the Mission of the University and Needs of the Region

The major in Modern Languages and Global Culture (MLGC) at Eastern Oregon University (EOU) responds to needs in the labor market, resulting from a shift towards international markets in Oregon's economy and the rapid expansion of the Hispanic population and other immigrant communities in the West, particularly in rural areas. It offers students the opportunity to be more competitive on the labor market, providing them with the multi-linguistic proficiency and intercultural competence needed in an increasingly internationalized economy. As rural areas diversify their economies and connect to the circuits of the global economy, it is of increasing importance that Oregon University System (OUS) campuses in rural areas be better equipped to deal with the challenges that result from transformations in the regional economy and labor market. The new major brings EOU in line with academic offerings at other OUS campuses, particularly those in urban areas.

This newly-inaugurated bachelor's degree program grew out of minors in Spanish and German (and a few years ago, French). It already has attracted new students and a growing interest in the region, although it has suffered a major setback with the suspension of the minor in German.. A new course in Spanish for the Health Professions promises to be a thriving offering that will always attract and serve regional professionals. Other Spanish courses for professionals are being planned. The new language degree will

also help regional students expand their horizons through study abroad and other international experiences, for which students indicate a high level of interest.

Recent Programmatic Changes

Recent years saw university-wide changes which affected modern language programs at EOU in both positive and negative different ways. In 2001 changes were implemented in the degree status of majors in Theater and Art: students were offered the option of a B.S. in those majors. This led to a reduced demand for lower division language courses. A new admissions requirement for two-years of high school language study, which came into effect in 2001, raised demand for two quarters of introductory language study. With university-wide changes to the general education program and the graduation requirement (from the writing proficiency exam to the course-based University Writing Requirement), Modern Languages is current in offering coursework in both programs.

The Modern Language faculty has worked to counteract the forces that impacted the program negatively by expanding a) its upper division offerings in Spanish and b) its offerings on-line in Spanish (formerly DDE). The on-line program has seen very good demand for lower division distance education courses in first-year courses, and moderate to healthy demand for second year Spanish and upper division courses on Hispanic language, literature, and culture. The on-campus Spanish program saw the introduction of a third year series entitled „Language and Culture“, which aims at consolidating students’ performance in all skill areas: oral and aural performance, reading and writing skills, and cultural competency.

After an unsuccessful attempt to strengthen the program by creating a major in 2004, the academic year 2007-2008 finally saw the expansion of the ML Program into a “Modern Languages and Global Culture” Major program that offers three different sub-concentrations. Ironically, after this move towards an expansion of the program, the minor in German was put at abeyance during the fall of 2008. This move signifies a substantial debilitation of the initiative to create a flexible major for EOU students.

As part of the process of instituting the Major in Modern Languages and Global Culture, the Modern Languages Department underwent an assessment of its curriculum, current and future needs, and enrollment figures. Old course offerings were evaluated and linkages to other programs were explored. In order to meet the needs of Oregon’s industry, public sector and the related labor markets, MLGC started to collaborate with other departments (OHSU Nursing Program and EOU Business Program) to create language courses for the professions. The spring term of 2007 saw the initiation of “Spanish for Business”, and the academic year 2007-2008 the initiation of “Spanish for Health Care Professionals”. Languages for the professions were introduced both in the on-campus and on-line format.

I. Program Objectives/Outcomes

The Modern Language Department has identified outcomes with proficiency-based guidelines, as outlined in the internationally recognized standards of the American Council on the Teaching of Foreign Languages (ACTFL). With upper division work required in all three concentrations, as well as study abroad experience, students can expect to develop an intermediate-high to advanced level of proficiency. These goals are integrated in individual courses as well as the program at large.

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program at large.

Communication:

At the first-year level students will learn the four communication skills essential to proficiency in any language (reading, writing, listening and speaking). By the end of the first year students are expected to communicate at the intermediate-low level. This means that they are moving away from memorized speech and beginning to create with the language. At the second-year level students develop these communicative skills further. By the end of the second year students are expected to perform at the intermediate-mid level. This means that students can narrate and describe in past and present modalities.

Content Knowledge:

In the beginning language sequence students learn to use the linguistic system (structure and vocabulary), and acquire new perspectives on everyday habits and daily routines central to life in the countries whose language they are studying. The academic system and cultural customs are presented and, continuing into intermediate level work, other social institutions and historical developments. The foundations of the language system (vocabulary and grammar) are expanded and further developed in the second year, while work in the upper division moves towards more formal competencies, as students read, analyze and interpret authentic written and visual texts (film and images). Students continue to learn to identify and understand differences in cultural behavior, and experience them first-hand and even externalize them through residence abroad opportunities.

Critical Thinking and Analysis:

Upper division course continue with communicative skill-building while incorporating more complex analysis, based on critical thinking, performed in the target language. By the end of the third year students are expected to perform at the intermediate-high to advanced-low level.

Inquiry:

Students in our program do research on cultural topics of target language countries, engaging in inquiry in areas such as history, politics, geography, literature, the arts, film, social system, and the economy.

Intercultural Competency and Civic Engagement:

Through the program and particularly through their study abroad experience, students will acquire intercultural competency which includes an awareness and appreciation of diverse cultures and communities. Integrated Learning: Through research, multi-projects, or an approved capstone project, students will bring theoretical and applied learning together in a way that demonstrates integration of learning.

II. Four-Year Assessment Cycle: Modern Languages and Global Cultures

Year	Outcome to be Assessed
Spring 2009	1—Communication
2009-2010 (Fall-Winter)	1 & 4—Communication ; Inquiry
2010-2011	2 & 3—Critical Thinking and Analysis; Content Knowledge
2011-2012	5—Intercultural Competence and Civic Engagement
2012-2013	6—Integrated Learning

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
Spring 2009	1-Communication	SPAN 107, 209, or GER 102	OP/Written Exam	GEC Rubric	85% A&P Developing, Adequate, Proficient
2009-2010	1-Communication (Fall)	SPAN 207, GER 202	Interview	GEC Rubric	85% A&P Developing, Adequate, Proficient
	4-Inquiry (Winter)	SPAN 335	Oral Presentations	GEC Rubric	
2010-2011	2-Content	Sampling of courses	Test/Essay	Local rubric	TBD
	3-Critical Thinking and Analysis	SPAN 323, 339, or 353, 338	Essay	Local rubric	TBD
2011-2012	5—Intercultural Competence or Civic Engagement	SPAN 339 GER 203, 103	Essay	Local rubric	TBD
2012-2013	6—Integrated Learning	SPAN 401, 425	Capstone, translation project	Local rubric	TBD

Degree Program Outcomes Assessment

Spring 2009

Degree Program: SPANISH
Outcome Assessed (i.e. Critical Thinking): Communication (for GEC)
Course / Activity: SPAN 107—online n = 2

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
GEC Communication Outcome (Sp 2009)	<i>Rubric</i>	<i>1-3, 100% at 2 or 3</i>	<i>100% at 2 or 3</i>	<i>100%</i>
Writes Clearly		100% at 2		
Employs Graphics		N/A		
Effective Orally		100% at 2 Or 3		
Employs Media		N/A		

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

SPAN 107--Students were asked to write to a prompt for a written final exam: You will write several paragraphs (250 word minimum) on your life: Yourself, your daily routine, your family (friends), your plans for the future, your likes and dislikes, and some experiences (using preterite).

Prompts for Oral Final (in Spanish)

Tell me about your family background. (CUENTAME SOBRE TU FAMILIA)

Tell me about your daily routine. (COMO ES TU RUTINA DIARIA)

Tell me about your friends. (CUENTAME SOBRE TUS AMIGOS)

Tell me about your likes and dislikes. (CUENTAME SOBRE TUS GUSTOS Y PREFERENCIAS)

Tell me some things you did recently. (CUENTAME ALGUNAS COSAS QUE HICISTE RECIENTEMENTE)

There are many follow-up questions in the oral final to elicit more information and language from the students.

Analysis of Assessment Results

Due to the low number of participants, the results are not statistically significant.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

The first-year Spanish series is too accelerated at the moment. It is evident that students do not have enough time to actually absorb all the material. At our present pace, most of our students do not have the opportunity to build a solid foundation. We are in the process of changing our First-Year program. We will either adopt a new program, or we will simply slow down the program we have used in the past.

Degree Program Outcomes Assessment

Spring 2009

Degree Program: GERMAN & SPANISH
Outcome Assessed (i.e. Critical Thinking): Communication (Degree Program)
Course / Activity: GERMAN 102 / SPAN 209—on campus

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
German 102	GERM: Oral Test	GERM: GEC Rubric 1-3	GERM: 85% at 2 or 3	GERM: 72% at 2 or 3 SPAN: 92% at 3-5
Spanish 209	SPAN: Oral Test	SPAN: Rubric 1-4	SPAN: 85% at 3-5	
SPAN 5. Rich vocabulary, sentences, appropriate forms and structures, cues understood—a few minor errors			GERM: 9 / 68% (Adequate or Proficient) SPAN: 6 / 50%	
4. Sufficient vocabulary, mostly full sentences, occasional problems with form and structure, occasional problems understanding cues—few substantial errors			GERM: 10 / 86% (Adequate or Proficient) SPAN: 2 / 17%	
3. Sufficient vocabulary, mostly full sentences, repeated problems with form and structure, occasional problems understanding cues—repeated substantial errors			GERM: 10 86% (Adequate or Proficient) SPAN: 3 / 25%	
2. Sketchy vocabulary, phrases / single word answers, frequent problems with forms and structures, frequent miscues or need for repetition of cues—gets through task with indication of strength.			GERM: 9 / 68% (Adequate or Proficient) SPAN: 1 / 8%	
1. Difficulty responding to prompts, indication only of some learned vocabulary and memorized phrases, cannot fulfill the communicative task.			SPAN: 0 / 0%	

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

GERM: German 102 Writing assessment for Communication Learning Outcome in German

Final Exam included these parameters:

[Frequently asked questions on a typical day for an EOU student]

Answer five of the following questions giving as much information as part of your answer as you can. This is your open-ended prompt. You are expected to use the conversational past, but may also use the verbs “haben, sein” and modal verbs in the one verb past we learned previously, if you wish, when appropriate. You are expected to vary the verbs you use. A minimum of six sentences with six different verbs will get you in the C range, while eight will push you into the B range, and the expectation for A range work is ten sentences.

Trait #1: Address content topic of writing prompt

Trait #2: Appropriate choice and accurate use of vocabulary

Trait #3: Sentence-length descriptions in strings of sentences.

Trait #4: Length requirement of a minimum of six sentences.

Proficiency level at Intermediate Low with strings of sentences a typical functional descriptor.

SPAN: Oral Proficiency Exam—students were given a set of topics to talk about. Questions were related to the class text on Hispanic culture and attempted to elicit certain grammatical structures and use of tenses, pronouns, and comparison.

Analysis of Assessment Results

SPAN: Students performed pretty well and commented that they learned a lot from the classes—they made good progress.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

GERM: In reflection, I would add a title to the prompt. Because I had previously made reference to the Study Abroad office requesting input for prospective students from German-speaking countries, I would add some language along those lines in the prompt. And while one student put great effort into answering many more than the minimum required questions, and did so with much detail and in most instances complete sentences, his very consistent use of the wrong time frame kept him in the Developing category. In future, I will offer an opening example to get them started in the right direction.

SPAN: Recent research recommends that more one-on-one between student and instructor rather than relying on student-student communication is a best practice. Small class size allowed the instructor to do this in this class. In a larger class, working with smaller groups with the instructor while other groups are tasked to other activities would work, as well. The results from the oral proficiency exam demonstrate, though, that communication skills progress more surely with more one-on-one instructor-student communication time.

Degree Program Outcomes Assessment

Fall 2009

Degree Program: SPANISH
Outcome Assessed (i.e. Critical Thinking): Communication (GEC and Degree Program)
Course / Activity: SPAN 207—GEC Communication Rubric

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
<i>GEC Communication Criteria (revised Fall 2009)</i>	Essay	1-3 Developing, Adequate, Proficient	85% at 2 or 3	47.1% at 2 or 3
Clearly focuses and logically organizes communication				
Presents convincing evidence				
Edits carefully and accurately				
Employs graphics, media, and source materials appropriately and ethically				

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

“Write an essay describing a time when you were at an important crossroad in your life. What decision(s) did you have to make and how has that decision impacted your life?” The prompt was developed in response to a short film we had watched from Mexico called “Encrucijadas” (“Crossroads”) in which the main character makes a pact with the devil and ends up robbing a bank.

Analysis of Assessment Results

These results mean that approximately half the class meets the expectations for writing proficiencies at the intermediate low to mid level according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for second language acquisition. That is to say that they are able to be understood by a sympathetic reader despite errors in their first drafts.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

In reviewing this writing sample, it is clear to me that the assignments need to be better scaffolded to meet the variety of levels in the class. Students at the second year level are not yet able to express abstract ideas without serious error interference. Assignments need to be

broken down into smaller steps and always revised.

Key Programmatic Assessments

At each level of the program (beginning, intermediate, advanced and content-specific) the five outcomes are assessed using the following tools:

At each level of the program (beginning, intermediate, advanced and content-specific) the six outcomes are assessed using the following tools:

1. Discreet point testing on quizzes, written tests, and oral tests.
2. Testing of functional benchmarks through written tests, oral tests, role plays, simulations, and interviews, essay assignments, research papers and projects, Web-quests, multi-genre projects and creative products.
3. State-wide, nationally, and internationally recognized assessments including the Oregon Benchmark IV Oral Assessment, ACTFL Oral Proficiency Interview, European Language Passport Self-Assessment, and Common European Frame of Reference (CERF) Certificate Tests, PRAXIS.

Oral Proficiency Testing

Students who are seeking a Major in Modern Languages and Global Culture or a minor in Spanish must pass the Oral Proficiency Exam prior to graduation. The exam, which tests linguistic proficiency and intercultural competency required for graduation, is given by arrangement. The Oral Proficiency Exam follows the recommendations of ACTFL. In order to demonstrate proficiency for the Spanish minor, students must achieve a rating of Intermediate-High on the ACTFL scale. For the Spanish major, a rating of Advanced-Low is required. For the Dual Language and Global Studies concentration, a rating of Intermediate-High is required. Students who fail the OPE have to retake the exam until they have achieved the required level of proficiency. All MLGC-faculty at EOU are trained for ACTFL testing. Oral proficiency testing assesses the outcomes communication (1) and intercultural competency and civic engagement (3).

OPE Pre- and Post Study Abroad:

An Oral Proficiency Exam for linguistic proficiency and intercultural competency check is administered prior to Study Abroad Experience and upon return from Study Abroad Experience.

Capstone Project

As is required of all graduates of EOU, students earning the Modern Languages and Global Culture degree will complete their studies with a capstone project. In preparation for this individually designed research project, students will enroll in the capstone course, SPAN/MODL 401, where expectations and means of meeting them are clearly delineated. The conclusion of the capstone project includes presentation and discussion of the project to relevant faculty, and if appropriate, at the student research symposium at EOU.

The capstone project in the final and culminating assessment of inquiry, critical thinking and

analysis.

Current Programmatic Assessment Data/Reflections/Recommendations of Curriculum and Instruction

In order to consolidate the program and make maximum use of available resources, the following structural changes have been put into effect:

- to adjust to demand, courses were set up on a one-, two-, or three-year rotation.
- to reduce administrative overhead, the Spanish program consolidated its courses by creating 4-credit courses out of two separate (3 + 1) credit courses.
- the number of upper-division courses offered each term has been reduced to two, which is the absolute minimum to allow students to earn enough credit towards their minor or major.

Other tendencies:

MLGC sees a growing number of students who choose to participate in a study abroad program or find some other possibility to spend an extended period of time abroad. This has had a very positive effect on students' performance. The negative effect of this development is declining enrollment in upper division courses on campus.

During the past two years, the on-line and on-site course offerings have been expanded. As with on-campus offerings, a minimum of two upper division courses is needed per term in order to satisfy graduation needs.

MLGC is currently exploring the possibility of expanding its on-site offerings in order to strengthen students' acquisition of oral skills. We are also exploring the possibility of setting up a summer school for professional Spanish.

Programmatic Assessment: Synthesis and Recommendations

In accordance with overall developments at EOU, the importance of online instruction in MLGC has grown. Despite this trend, most resources (in terms of fte) are dedicated to on-campus instruction. As in the case of other programs, on-campus students continue to receive more attention than on-line students. If the trend towards online-instruction continues, MLGC needs to shift some of its focus towards online instruction. Course offerings should be stabilized to the degree that a major in Spanish can be offered on-line.

In the Spanish program, students' performance in the Oral Proficiency Exam (OPE) has improved over the last couple of years. Notably effective has been the introduction of a third year series that combines training in the four skills and cultural competency. MLGC is currently looking into the expansion of assessment (currently covering aural and oral skills) to include reading and writing skills, as well as cultural competency. We are also beginning to measure the value of the study abroad component by evaluating students' performance before and after their period abroad. MLGC is also currently looking into the possibility to expand assessment (currently covering aural and oral skills) to include reading and writing skills. Oral proficiency remains the weak point in online instruction. Some distance education students have had to delay their graduation considerably due to the requirement of oral proficiency. MLGC is seeking to redress that problem by investigating new possibilities for students to improve their oral proficiency through immersion weekends.

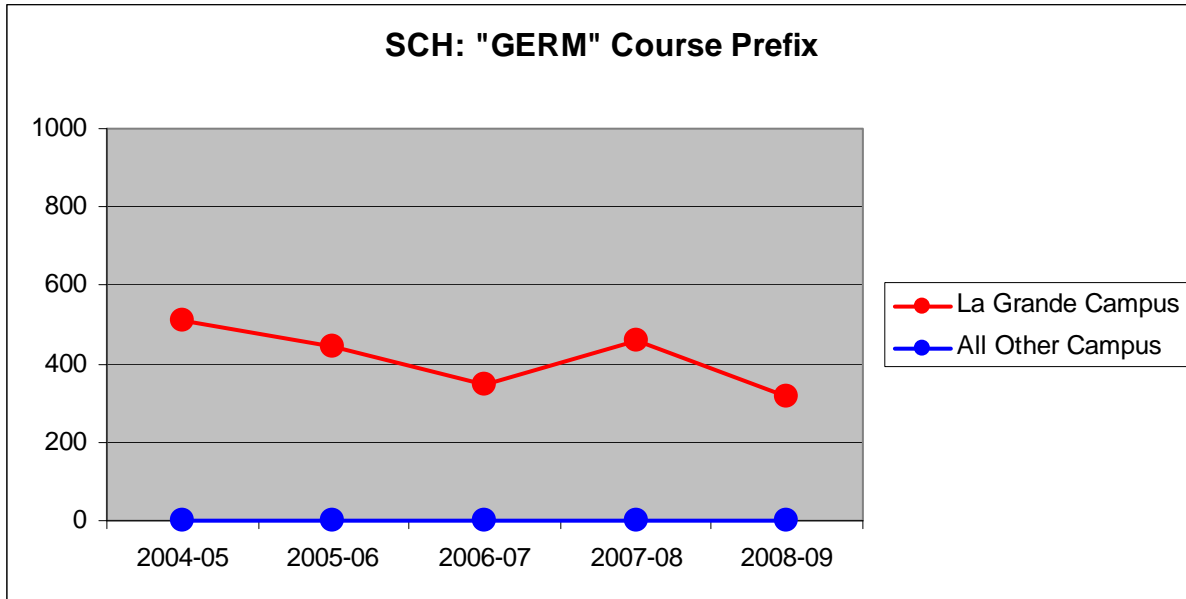
Student Accomplishments

Modern Language and Culture students participate in local and regional conferences, and have received scholarships and awards. In 2004, one of our students received the Distinguished Students Award at EOU, as well as the James Weatherspoon Scholarship. In 2007, Neva Sanders became a contributor to the publication "Teaching Multi-writing: Researching and Composing with Multiple Genres, Media, Disciplines and Cultures" by Robert L. Davis and Mark Shadle. Students with minors in German, Spanish and International Studies have gone on to graduate school programs in Jurisprudence, Peace Studies, Economics, Romance Languages, Law School and International Relations at highly regarded American and international universities.

Enrollment and Program Performance

Eastern Oregon University

5 Year Student Credit Hours Generated by 'GERM' Course Prefix

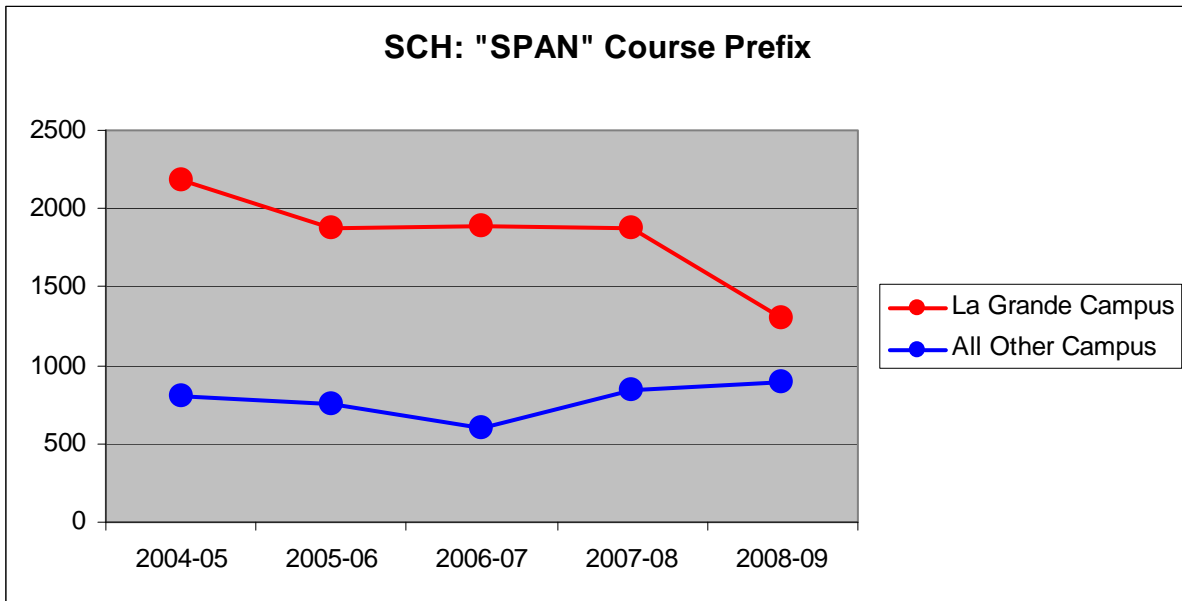


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	512	444	348	461	314
All Other Campus	0	0	0	0	0

Total	512	444	348	461	314
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- Data includes all terms, effective end-of-term

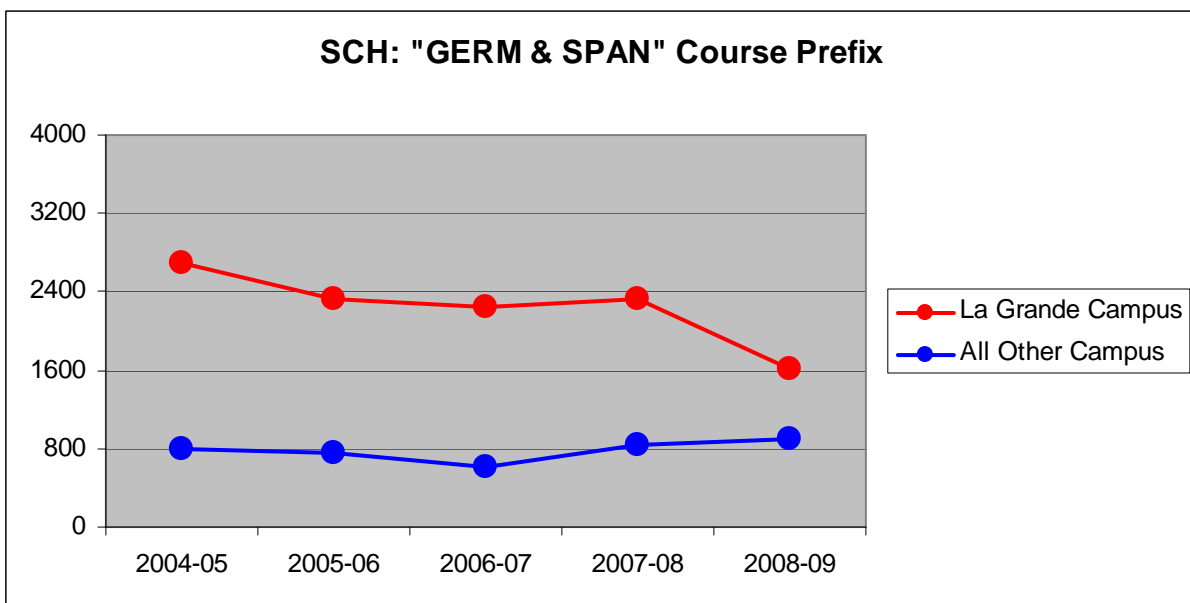
5 Year Student Credit Hours Generated by 'SPAN' Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	2177	1876	1894	1872	1297
All Other Campus	803	758	605	839	894
Total	2980	2634	2499	2711	2191

- Data includes all terms, effective end-of-term

5 Year Student Credit Hours Generated by 'GERM & SPAN' Course Prefix

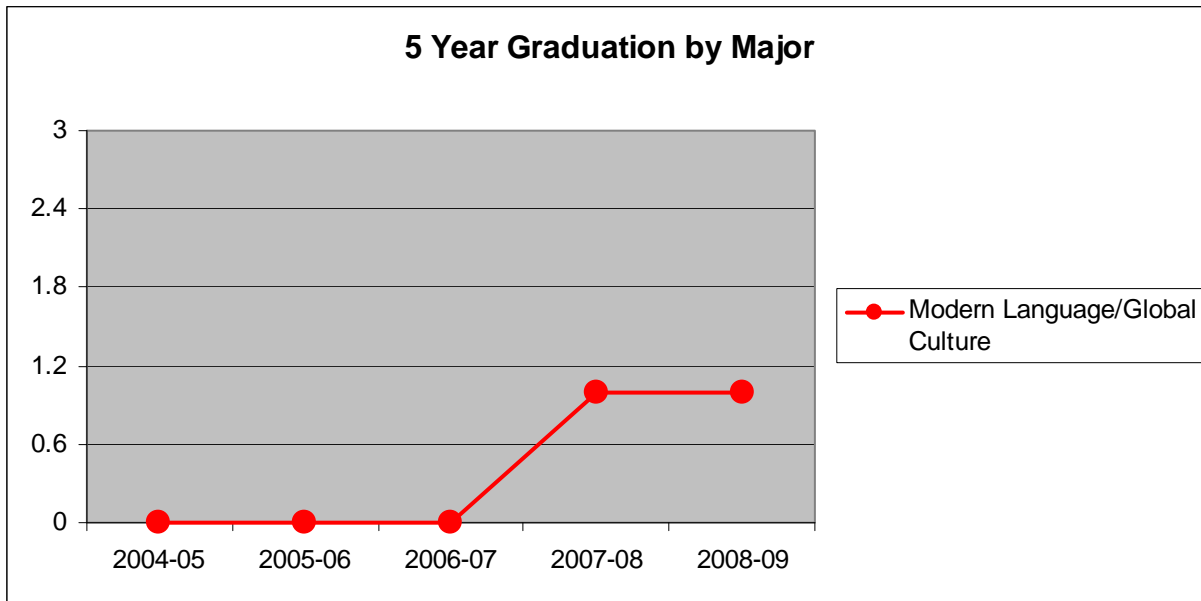


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	2689	2320	2242	2333	1611
All Other Campus	803	758	605	839	894

Total	3492	3078	2847	3172	2505
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- Data includes all terms, effective end-of-term

5-Year Graduation by Major



	2004-05	2005-06	2006-07	2007-08	2008-09
Modern Language/Global Culture	0	0	0	1	1

Commentary on Enrollment and Graduate Trends

The student enrollment numbers for MLGC has to be considered within the framework of the general trend in enrollment at EOU during the past couple of years, which has been declining, specifically on the main campus. MLGC is among those programs whose performance in terms of enrollment has been significantly above average under these conditions. The trend towards decline has been withstood, as enrollment numbers have remained markedly stable. While the German program showed a decline, enrollment in Spanish has been stable, and enrollment in German and Spanish combined has been above campus average. Notably, also, in the academic years 2002-2003 and 2004-2005 with additional 101 sections offered in fall, enrollments in German rose slightly. The official figures even understate the relative success of MLGC, because the figures that are reported exclude the student credit hours that are taken by students while they are studying abroad—as an integral part of their studies, and which are recorded in their transcripts upon return to campus. Through this error, the work performed by MLGC students at the upper division level (and their financial significance to EOU) is significantly under-represented.

Students in the Modern Languages Department include up to five (5) minors per year in German and eight to twelve (8-12) in Spanish. The Modern Languages Department sees numbers of graduates completing the Liberal Studies degree with a dual minor in German and Spanish comparable to the number of students who graduate in Music, History, Computer Science/Multi-Media, Psychology, Theatre, and Art. Like the figures on SCH, graduation figures for ML are seriously flawed: they ignore all those students who graduate in Liberal Studies and have a modern language as their minor. Since the initiation of the MLGC major, about 5 students have opted for this new specialization.

Program and Course Scheduling Requirements

Fall 2006-7	Cr. Hrs.	Enr.	Fall 2009	Cr.Hrs.	Enr.
Span 107 on c.	4	28	Span 107 on-c.	4	29
Span 107 on-c.	4	30	Span 107 on-c.	4	32
Span 107 on-c.	4	23	Span 107 on-c.	4	23
Span 107 on-c.	4	25	Span 107 on-c.	4	30
Span 107 on-c.	4	13	Span 107 on-c.	4	5
Span 107 on-c.	4	16	Span 107 on-c.	4	24
Span 107 on-line	4	25	Span 107 on-line	4	18
Span 108 on-line	4	12	Span 108 on-line	4	9
Span 109 on-line	4	1	Span 109 on-line	4	0
Span 207 on-c.	4	16	Span 207 on-c.	4	14
Span 207 on-c.	4	11	Span 207 on-c.	4	11
Span 207 on-line	4	5	Span 207 on-line	4	5
Span 321 on-c	4	8	Span 321 on-c.	4	17
Span 338 on-c.	4	4	Span 345 on-c.	4	13
Span 310 on-line	4	13	Span 310 on-l.	4	7
Span 338 on-line	4	4	Span 321 on-line	4	13
			Span 350 on-line	4	5
SCH on campus 40			SCH on campus 40		
Winter 2008			Winter 2009		
Span 108 on-c.	4	23	Span 108 on-c.	4	27
Span 108 on-c.	4	17	Span 108 on-c.	4	28
Span 108 on-c.	4	27	Span 108 on-c.	4	21
Span 108 on-c.	4	24	Span 108 on-c.	4	26
Span 107 on-line	4	13	Span 107 on-line	4	18
Span 108 on-line	4	10	Span 108 on-line	4	15
Span 109 on-line	4	1	Span 109 on-line	4	0
Span 208 on-c.	4	15	Span 208 on-c.	4	11
Span 208 on-c.	4	10	Span 208 on-c.	4	8
Span 208 on-line	4	6	Span 208 on-line	4	5

Span 322 on-c.	4	9	Span 322 on-c.	4	11
Span 339 on-c.	4	17	Span 353 on-c.	4	17

Span 322 on-line	4	5	Span 322 on-line	4	10
Span 344 on-line	4	8	Span 346 on-line	4	5

SCH on campus		32	SCH on campus		32
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Spring 2009

Span 109 on-c.	4	18
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Span 109 on-c.	4	17
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Span 107 on-line	4	16
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Span 108 on-line	4	5
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Span 109 on-line	4	7
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Span 209 on-c.	4	10
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Span 209 on-c.	4	8
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Span 209 on-line	4	5
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Span 323 on-c.	4	4
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Span 346 on-c.		4
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Span 321 on-line		4
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Span 350 on-line		4
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SCH on campus		24
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Spring 2010

Span 109 on-c.	4	19
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Span 109 on-c.	4	27
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Span 107 on-line	4	20
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Span 108 on-line	4	13
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Span 109 on-line	4	4
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Span 209 on-c.	4	11
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Span 209 on-c.	4	5
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Span 209 on-line	4	6
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Span 323 on-c.	4	5
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Span 348 on-c.	4	7
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Span 321 on-line	4	10
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Span 326 on-line	4	5
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SCH on campus		24
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Summer 2009

Span 207 on-c.	4	9
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Span 208 on-c.	4	9
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Span 209 on-c.	4	7
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Span 107 on-line	4	11
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Span 108 on-line	4	6
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Span 109 on-line	4	1
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SCH on campus		12
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Summer 2010

Span 207 on-c.	4	
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Span 208 on-c.	4	
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Span 209 on-c.	4	
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Span 107 on-line	4	
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Span 108 on-line	4	
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Span 109 on-line	4	
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SCH on campus		12
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Please note: the above numbers do not reflect the demand to be foreseen because some 200 and 300 level courses that used to be offered will not be offered in the future. Some figures have been adjusted accordingly. However, demand at these levels will be higher than indicated above.

Total SCH Required per academic year (General Education and service courses and major courses)

Total-----load hours

(Note: this calculation already takes into account the transfer of 0.5 fte due to the assignments for Prof. Regina Braker as division chair).

2008-09 Total "GERM" SCH is 314

ON Campus SCH: 314

ONLINE SCH: 0

ON SITE SCH: 0

2008-09 Total "SPAN" SCH is 2,191

ON Campus SCH: 1,297

ONLINE SCH: 865

ON SITE SCH: 29

SCH/Faculty Need

On campus _____cr hr/ 36

Staffing

Teaching staff is composed of Regina Braker, Ph.D., Professor of German; Jill Gibian, Ph.D., Associate Professor of Spanish; Barbara Schulz, Ph.D., Assistant Professor of Spanish; Teresita Gutierrez, M.A., Senior Instructor; Neva Sanders, B.A.; Instructor.

Faculty Accomplishments

Regina Braker continues to carry out funded research on pacifist feminists, with conference papers at national and international symposia and publications in internationally recognized journals. Her interest in Second Language Acquisition motivates her ongoing participation in the Goethe Institut Trainer Netzwerk, and regular conference workshops and sessions at statewide, regional and national conferences. For this work she has been recognized language teachers' association over the last ten years with state, regional, and national awards.

Barbara Schulz has presented research papers at international conferences and publish on diaspora literature.

Conferences: New Directions in the Humanities: Tunis, July 2006; Istanbul, Turkey July 2008.

Her most recent publications is: "Home and Identity Between East and West, Past and Present" in Cuentos de Las Dos Orillas: The Gardens of Al Andalus in Rosé Régas' Short Story 'El molino de viento'. International Journal of the Humanities, Vol. 4 No 2, pp. 89-94. She recently received a

scholarship from the National Endowment for the Humanities (NEH) to participate in the summer seminar: “Andean Worlds: New Directions in Scholarship and Teaching” in July 2008, Peru.

Jill Gibian is currently on sabbatical. Her research is funded by Fulbright.

Minimum Staffing Requirements

1) Current assessment of Faculty

Based on the current faculty in modern languages, the following total FTE are available:

Total = 3.8 fte

2) Efficiency Ratios

Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in SPAN/GERM prefix courses is _____
Student load hours/1.0 FTE = 2847: 3.5 load hours per faculty member.

Administrative Review of Program (Dean Marilyn Levine)

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on enrollment indicators; program goals and observations. If appropriate other observations will be offered.

1. Assessment of Program Outcomes:

The first assessment was only evaluated using two students, but the reflection of the faculty is that the pace needs to be slowed, or a new approach needs to be given for a foundation. It is imperative that this assessment is followed up in the next two years, beyond the cycle in the program, with adequate student numbers tested.

The results in the second assessment are hard to understand in terms of numbers of students overall in each language.

The reflections in the third assessment are thoughtful and correlate with the results of the assessment.

The MLGC faculty needs to fine tune their assessment portions and the utilization of them in their program analysis. This is an area that needs professional development.

2. Enrollment Indicators:

Enrollments have actually increased in MLGC courses during the past 18 months (beyond the time represented in the graph). The fact that in the first two years of offering this program as a major they were able to graduate any students indicates the interest in this major. Currently there

are 16 majors in MLGC, which is a real tribute to their program. Spanish has 30 minors and is a popular liberal studies minor.

3. Program Goals and Observations:

The Modern Languages Global Cultures major is significant in its threefold area of concentrations that allow students to choose their focus that will best prepare them for a career in today's global economy. For a new major it is on the cusp of growth and is the first major offered in the modern languages. In addition, the Spanish for Health Professionals and its being able to offer courses online and in weekend colleges.

The faculty needs to develop their assessment more systematically, and use that data to do some strategic planning for the program. They also need to maximize a recruitment strategy and expand their efforts which already are strong.

Other Observations:

The portfolio segment on the faculty should be expanded with more information, and include all faculty, tenure, and fixed term faculty, on and off campus. A bibliography of all faculty publications would add to the understanding of some real program accomplishments. Finally, some photographs might be considered of the program in action.