

Program Review Report

World Languages and Literatures School of Arts and Sciences

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The Department of World Languages and Literatures of Southern Connecticut State University is an academic unit offering Bachelor of Arts and Bachelor of Science degree programs in French, German, Italian and Spanish languages and a well-established certification program in these languages both at undergraduate and graduate levels. The Certification program has been accredited by NCATE and American Council for Teachers of Foreign Languages (ACTFL). The Department also offers a Master of Science Degree in TESOL/Multicultural and Bilingual Education, and a newly revised Master of Arts in Romance Languages, approved by the Department of Higher Education, included in the Graduate Catalogue for 2010-2011, and which is currently accepting students. In addition, the Department offers beginning and intermediate language and culture courses in Arabic, Chinese, Hebrew, Japanese, Latin, Portuguese, and Russian.

Summary of how the self-study was conducted

This self-study was conducted by the faculty of the Department of World Languages and Literatures. The report was prepared by Luisa Piemontese, Assessment Coordinator for the Department, with the assistance and support of Elena Schmitt, Department Chairperson and Marianne Kennedy, Vice-President for Academic Affairs. Jian Wu provided a report of the Language Laboratory and Jackie Toce, submitted a report regarding library holdings. Surveys, summary reports, materials, and charts were developed through the Office of Management Information and Research and by Luisa Piemontese through surveys of current program practices at peer institutions and reflecting accrediting body standards (ACTFL). Working drafts have been presented to the department for information and approval since Spring 2008.

The Certification program has been accredited by NCATE and American Council for Teachers of Foreign Languages (ACTFL). Information and materials regarding this program for this self-study review have been gathered from the most recent NCATE report (2009).

This self-study report has been compiled through the interpretation of documents and data gathered from the university, the departmental programs, members of the faculty, current students, alumni, and alumni employers. Any conclusions and recommendations are based on the analysis of such data and are only suggestions toward continued self-evaluation.

Executive summary

The self-study provided us with an opportunity to analyze factual information about our teaching, research, climate, work load and general involvement with students and University. As a result of this self-study we identified many of our strengths, weaknesses, and ways for future development. This report does not only respond to all the standards established by UCF and PRAC, but also puts forth recommendations that will guide the Department in its work for the next assessment period. The summary of these recommendations is stated below. The recommendations are discussed in detail in the concluding part of the document.

One of the recent developments that both faculty and students are very happy about is the introduction of intensive classes in Spanish. The intensive class meets 5 times a week for 8 weeks which allows the students to immerse themselves in language study. The period of 8 weeks allows us to offer two classes a semester in tandem. We teach Spa 100 and 101 intensively during the Fall semester and Spa 200 and 210 during the Spring semester. Unfortunately, we are able to offer only one section of the intensive class due to limited resources. Students, however, have repeatedly praised the intensive class and asked if more

sections could be offered. We hope that we can meet their needs in the future.

Summary of recommendations:

1. Further promote the role and importance of World Language study at Southern Connecticut State University for preparing students ready to function in the 21st century environment of national and international mobility.
2. Convene annual meetings of the members of the Department to revise and establish goals, objectives and outcomes.
3. Create a department-wide rubric and common assessments for upper level language, literature and culture classes.
4. Complete the development of curriculum benchmarks for all beginning and intermediate language courses.
5. Complete course revisions to reflect the expertise of the newly hired faculty.
6. Continue recruitment efforts for expanding full-time faculty and reducing the ratio of part-time faculty teaching students.
7. Continue working with the administration to increase language lab space to accommodate more classes in world languages.
8. Continue our efforts in increasing the number of majors and minors.
9. Involve more students in research and conference presentations and participation.
10. Continue working with the library to build a broader collection of resources for our Department.
11. To initiate regular and systematic collection of information from alumni and employers.
12. To solicit anonymous feedback from full and part-time faculty.
13. To develop courses that will have a learning service component to allow our students to participate more fully in the community.

Review and documentation for the standards (1-17)

1. The department/program's mission supports the university's mission.

The Department of World Languages and Literatures serves all undergraduate students at the university and supports the university's mission and its commitment to "core values of excellence, access, diversity, student success, life-long learning and community involvement." (University Strategic Plan 2007-2012, p.19)

At the undergraduate level, the Department of World Languages and Literatures offers Bachelor of Arts and Bachelor of Science degree programs as well as minor concentrations in French, German, Italian and Spanish. The Department also offers courses in Beginning and Intermediate language and culture in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian and Spanish that fulfill the current University World Language requirement. We service students who are pursuing careers that require or favor expertise in World languages, such as research, teaching, translation, interpretation, business, health care, social science and communications as well as students who seek to communicate across cultures for personal reasons or who seek to enhance their knowledge of English by developing linguistic, perceptive, cognitive, and critical thinking skills in a different language.

The Department offers a variety of courses covering some of the most diverse cultures of the world and some of the richest literatures. Our language courses provide students with the necessary skills to communicate effectively through speaking, listening, reading and writing, while attaining a global perspective on culture. Our courses in literature provide students with in-depth discussions on various literary movements, genres and forms in terms of their aesthetic and cultural values. Our undergraduate and graduate programs offer students the opportunity to extend their understanding of cultures and prepares them for careers in various fields, including education. For students whose concentration is on teaching, we offer many meaningful field experiences that help them set realistic expectations for their teaching in Connecticut public schools.

SCSU has recently been chosen by the Association of American Colleges and Universities as one of 32 participating institutions in a “national project focused on infusing global learning into the general education curriculum.” (SCSU Home Page, Nov. 6, 2011) As part of this effort, a Global Education Planning Council, convened by the Provost, will address issues such as “internationalization of the curriculum,” “identifying international simulation experiences for students,” as well as “identifying strategies for incorporating faculty international research experiences into the classroom.” This project speaks directly to one of the overarching goals of the university's strategic plan that states that we will “Prepare students and faculty for life and work in a global society.” (University Strategic Plan, 2007-2012, p.26)

In addition, according to the International Environmental Assumptions stated in the University Strategic Plan, “the world will continue to grow smaller; the US economy will continue to be interdependent upon world economies; although English will continue to be the primary language of the business world, other languages, such as Mandarin, Spanish, and Arabic, will play important roles in global communication; more countries will compete with the US for international students by investing in new educational centers or partnering with overseas governments or universities; technology will link educational and research opportunities on a global scale for faculty and students.” (University Strategic Plan, p. 12)

The Department of World Languages clearly and directly plays an instrumental role in helping accomplish these efforts endorsed by the University. The study of world languages and literatures is currently essential in the United States, as the country becomes part of a global society. The interdependence of nations due to their commercial and cultural relationships will undoubtedly also lead to an increase in demand for specialists in world languages at all levels. The faculty of the department of World Languages and Literatures at SCSU is committed to preparing our students for this challenge. We are a diverse, energetic group of educators, scholars, and specialists in various languages, literatures, and cultures. Some of our areas of expertise include theatre, film, music, linguistics, and language pedagogy. In addition, in placing world language and literature studies within a global and interdisciplinary context, we offer courses through other programs such as Literature, Honors, Women Studies and Latin American Studies. We are currently developing courses for students pursuing a degree in health professions such as nursing. We also offer several programs abroad, in France, Germany, Italy, Mexico, and Spain and two of our faculty members, Dr. Linda Olson, and Dr. Sobeira Latorre, provide guidance and direction to students in the office of International Study Abroad.

According to the University Strategic Plan Vision Statement, “student success will be measured in terms of excellence in critical thinking, problem solving, technological literacy, oral and written communication, cross-cultural competence, global awareness, and collaborative, ethical leadership. The university will prepare students for social responsibility and global citizenship through the provision of exciting opportunities for community internships, service learning, and expanded international education programs.” (University Strategic Plan, 2007-2012, p. 17)

The Department of World Languages and Literatures at SCSU has a leading role at the University and in the CSU system in general in preparing global citizens in the training of world languages and cultures. SCSU is the only University in the CSU system that currently requires either one year of language training or its equivalent for all Bachelor of Science majors as well as two years or its equivalent for all Bachelor of Arts majors. In addition, the new Liberal Education Program that was passed at SCSU in 2009, and will be implemented in the Fall 2011, requires that all SCSU students reach and demonstrate proficiency in a world language in order to be awarded a Bachelor's Degree. We as a department are proud of this achievement and feel that it meets not only the goals set in the departmental mission and vision statements, but reaches the coCCre of the University Strategic Plan. Over the past academic year we have continued exploring the options for the most appropriate proficiency testing and are in the process of putting the tests into place with the help of the Dean of Arts and Sciences and other administrators.

In addition, Southern Connecticut State University proudly provides qualified teachers of World Languages to the state's public and private schools. Currently, the State of Connecticut is in dire need of teachers of World Languages. Shortages are found in French, German, Italian, and Spanish. All these languages are taught at Southern Connecticut State University, which offers two possibilities for students who are seeking

secondary certification in World Languages. First, undergraduate students can pursue a Bachelor of Science degree in World Languages (French, German, Italian, Spanish) with initial certification at the secondary level (grades 7-12). Second, graduate students can work towards the initial Certification only option whereby they will be completing courses towards secondary certification in World Languages without pursuing an advanced degree. Both programs are housed in the Department of World Languages and Literatures. Students and faculty in the Department of World Languages and Literatures work closely with the School of Education throughout their program. The members of the faculty in the Department of World Languages and Literatures are fully committed to providing the state of Connecticut with qualified teachers of French, German, Italian, and Spanish. They serve as models for teaching, they are committed and skilled users of technology, they devote time to assessing the candidates and the program and making it aligned with the ACTFL/NCATE standards.

2. The department/program has clearly stated program goals and objectives

The Department of World Languages at Southern Connecticut State University offers: undergraduate majors and minors in French, German, Italian, and Spanish; instruction in Arabic, Chinese, Hebrew, Japanese, Latin, Portuguese, and Russian; undergraduate teacher certification programs in World Languages and Bilingual Education; a Master's of Arts degree in Romance Languages, Bilingual/Multicultural Education, and TESOL; and certification and/or cross endorsement at the graduate level for World Languages, TESOL, and Bilingual Education.

The Department's aim is

To:

1. engage students in the study of modern and classical languages, literatures, cultures, and applied linguistics;
2. train teachers of world languages, English as a second language, and bilingual education;
3. prepare students to use foreign languages in business, industry, government, and other fields;
4. offer study abroad and foreign internships to qualified undergraduate and graduate students;
5. promote scholarship by faculty and graduate students in the fields outlined above;

In a Way That:

1. enables students to participate in interpersonal, presentational, and interpretative modes of communication, regardless of their academic major;
2. enables students to value and continue gaining knowledge of language, culture, and literature, and make informed cultural comparisons, even after they complete their coursework;
3. fosters students' abilities to think critically;
4. develops teachers versed in various approaches to teaching foreign and/or second languages, including the appropriate use of technology to enhance instruction;
5. adheres to the guidelines and standards established by such professional organizations as the American Association of Colleges and Universities (AAC&U), the Modern Language Association of America (MLA), the American Council on the Teaching of Foreign Languages (ACTFL), the National Council for Accreditation of Teacher Education (NCATE), and the various professional organizations affiliated with those languages in which degrees are offered, which are the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), the American Association of Teachers of Italian (AATI), and the American Association of Teachers of Spanish and Portuguese (AATSP);

So That:

1. students can function multi-lingually and multi-culturally with a critical awareness of self and others;
2. students in all fields of professional expertise are prepared to live as informed, responsible, and effective citizens of an interdependent world;
3. students appreciate the complexity of language and the richness of culture;
4. teachers, in training and in service, affirm the above goals and strive to accomplish them in their own classrooms.

3. The department/program has clearly stated program-level expected student outcomes and methods for measurement

Student Outcomes and Methods for Measurement:

In Spring 2008, Dr. Luisa Piemontese developed a series of “gates”, approved by the Department of World Languages and Literatures, that clearly delineate expected student outcomes in seven key categories: listening and reading comprehension, oral proficiency, written proficiency, meta-linguistic analysis, cultural awareness, academic competencies, and real-life use of language. These categories were determined in coherence with the National Standards for Foreign Language Learning developed by the American Council of the Teaching of Foreign Languages. The National Standards are Communication, Cultures, Comparisons, Connections, and Communities. (Please see Appendix 1 for narrative explanations of the gates and the categories.) The Department of World Languages and Literatures currently has four “gates” where student progress and level of success in the seven categories are measured and marked.

Gate 1 is upon completion of two semesters of language study (ARB101, CHI101, FRE101, GER101, HBR101, ITA101, JPN101, LAT101, POR101, RUS101, and SPA101), or equivalent. Students at this level are expected to reach a level of Novice Mid to Novice High (French, German, Italian, Latin, Portuguese, and Spanish); Novice Low to Novice Mid for less frequently taught languages (Arabic, Chinese, Hebrew, Japanese, and Russian). The measuring tool for this gate is a final exam or project in the second semester course. We are exploring the possibility of using an external proficiency testing tool called STAMP (Standards-based Measurement of Proficiency) to ensure results that are accurately calculated by certified assessors who have been trained and in the ACTFL proficiency scale. This testing would involve a student fee, so we are exploring funding possibilities.

Gate 2 is upon completion of four semesters of language study (ARB210, CHI210, FRE210, GER210, HBR210, ITA210, JPN210, LAT210, POR210, RUS210, and SPA210), or equivalent. Students at this level are expected to reach a level of Novice High to Intermediate Low (French, German, Italian, Latin, Portuguese, and Spanish); Novice Mid to Novice High for less frequently taught languages (Arabic, Chinese, Hebrew, Japanese, and Russian). The measuring tool for this gate is a final exam or project in the fourth semester course. We have explored the possibility of using the STAMP test for accurate results. In the Fall 2010, we tested all our fourth semester students as well as third semester students with favorable results. (Please see attached report in Appendix 2). This testing was supported by a university assessment grant that was petitioned by Dr. Elena Schmitt, Dr. Judith Hammer and Dr. Jian Wu. Beginning Fall 2011, with the implementation of the University Liberal Education Program, this testing will become mandatory for all students at the university and will involve a student fee.

Students pursuing a major or a minor pass Gate 3 upon successful completion of the required 300 level courses as well as by reaching the expected level of Intermediate Mid to Intermediate High. Currently, the measuring tool for this gate is a final exam or project in the highest 300 level course taken by the student.

Gate 4 is upon completion of the requirements for the major as well as by reaching the expected level of Advanced Low. Currently, for students pursuing a Bachelor of Science degree in French, German, Italian, and Spanish and for students pursuing a Bachelor of Arts degree in Spanish, the measuring tool for this gate is the ACTFL Oral Proficiency Interview and Written Production Test. A score of Advanced Low or Higher is required for graduation. For students pursuing a Bachelor of Arts degree in French, German, and Italian, the measuring tool for this gate is a final exam or project in the highest 400 level course taken by the student.

This system has worked for us in the past few years. However, now that the university is moving toward the new Liberal Education Program, we are preparing to make a shift in our gate system in order to better reflect the stages of language learning. We propose to have a three gate system, where Gate 1 will culminate in the student’s achieving Intermediate Low proficiency after 3 semesters of world language studies. Gate 2 will correspond to former Gate 3 and Gate 3 will be the same as current Gate 4. The system of Gates helps us advise students and track their progress in language acquisition. Common external exam

at the end of Gate 1 will ensure fair and consistent evaluation not only of our students' progress, but most importantly the quality of our teaching.

Indirect measures:

Student satisfaction surveys:

The results of student satisfaction surveys collected in Fall 2010 are overall very positive and speak to the excellence of our curricula, of our teaching, and of the way in which our students are challenged. 1,253 students were surveyed, including those pursuing a major, a minor, or a concentration in WLL, as well as students taking a course as a general education requirement. Notably, the results show a statistically significant higher mean score for the Major group on all items for all languages. This indicates that our students perceive that our programs are consistently strong even at the higher levels. (Please note Student Satisfaction Survey in Appendix 3).

According to the surveys, students agree that course objectives are met and it is clear that students are expected to work hard, they are provided with opportunities to solve problems, to actively participate in discussions, to reason from evidence, to analyze topics in depth, to collaborate with other students, and to gain insight into the thinking of other people. Professors stir their curiosity, consider their thinking, stimulate and hold their interest, and use engaging teaching methods and a variety of assessment methods. Most notably, students are taught ideas, concepts, and knowledge that help them in other courses, and the courses they take in our programs stimulate their future interest in learning more about the field.

According to surveys we distributed to our alumni, 88% of them are employed full time, 62% are employed in positions that are directly or indirectly related to their major. 81% of the respondents received a Bachelor of Arts degree from our program. They have pursued or are pursuing graduate degrees in various fields, such as, translation, certification, holistic thinking, computer science, global marketing, urban studies, school counseling, bilingual/special education, curriculum instruction, and education. They are enrolled or have been enrolled in graduate programs at Fairfield University, American College of Education, University of New Haven, Western CT State University, University of Heidelberg (Germany), The Graduate Institute, and have completed degrees such as 6th year, Master's of Science, and M.B.A.

When asked to identify their most memorable or significant learning experience in our program, alumni spoke very highly of the quality of instruction, internships, and programs abroad. They stated that the strengths of our program are the professors, the language lab, and the class offerings. They also comment very highly on the hands on, interdisciplinary, and challenging approaches of our courses. (Please see Appendix 4 for the Alumni Survey Report)

4. The department/program actively uses data about student learning to improve its programs

The Department of World Languages and Literatures regularly uses different sources of data from student learning, which are in turn used to improve curricula and programs. These sources of data are written and oral exams, written and oral assignments and activities, and course evaluations. Exams, assignments, and activities are assessed by individual professors and the results are then shared with the appropriate program coordinators during regular periodic meetings where changes to and innovation of curriculum are discussed and developed. Program coordinators, in turn also discuss possible changes and innovation at advisory committee and departmental meetings.

Student evaluations are read by the chairperson, the respective program coordinator and the instructor. Based on the summaries and results of student evaluations, the chairperson and program coordinator make necessary suggestions to the instructors regarding aspects of teaching.

One of the several instruments for assessment and program development that are used in the Department is Test Fabrik – an assessment tool that allows us to assess student performance in aural, oral, and written modes of communication in the target language.

This testing program was developed by Dr. Daniel Soneson, former director of the Language Lab and

implemented as a pilot assessment tool by Dr. Luisa Piemontese in all sections of Spanish 100, 101, 200, 210. The implementation of this assessment tool was in response to discussions among the faculty regarding recent studies on a task-based approach to world language teaching. We instantly observed that students' performance in class improved, particularly in oral/aural communication. The testing was so successful that it resulted in the adaptation of a new textbook which focuses on the task-based approach. Since then, the testing program has also been used in other languages such as French, German, Italian, Japanese, and upper level courses in Spanish.

These tests are computer-based and therefore, are preserved in our database for analysis. The test results since Fall 2008 clearly show that there is obvious growth in lexical development in all students, there is a considerable improvement of aural skills and communicative skills in each stage of language development. However, we noticed that students' progress in syntactic accuracy remains limited and does not satisfy our requirements. This information has already been used in updating the curriculum in SPA100, 101 and 210, for instance. Dr. Piemontese, language coordinator, has given regular training workshops to the team of instructors on how to incorporate contextualized instruction of structure into a culture and task-based driven syllabus. Also, more structure and vocabulary driven quizzes have been included in the curriculum for each chapter of the textbook in conjunction with the use of Test Fabrik.

In preparation for the LEP where all students will be assessed on proficiency rather than completion of courses, we have piloted an assessment tool called STAMP. A task force of faculty members convened during the summer of 2010 selected this tool because of its adherence to the National Standards of Foreign Language Learning as well as for the detailed feedback that is provided by the testing service for each individual student. As a result of an assessment grant requested by Dr. Elena Schmitt, Dr. Judith Hammer and Dr. Jian Wu all students of FRE210, GER 201, ITA210, and SPA210 completed the test at the end of Fall 2010 as well as students of FRE200, ITA200, and SPA200. The data collected will be used to make improvements to our programs. Our first workshop on data analysis is scheduled for January 19th and will be guided by the analysts from STAMP who will help us identify the areas of strengths and weaknesses in our curriculum.

From Fall 2008 to Spring 2010, faculty and adjuncts engaged in an intensive discussion of curriculum revisions according to the guidelines proposed by the Modern Language Association. Between Fall 2009 and Spring 2010, full time and part time faculty worked on curriculum and proficiency benchmarks for Beginning and Intermediate courses to ensure consistency and to facilitate student outcomes at those levels. As a result of this work we have formulated preliminary tasks and benchmarks in French, German, Italian and Spanish. However, we would like to continue this endeavor with other languages. There have also been other efforts to improve our programs based on data on student learning. The French section is updating its curriculum to reflect student learning needs and abilities more accurately. Recently they have adopted a new textbook for first year students. French section is also developing courses linked with content in other areas; e.g. Business French, French for Science majors.

The Italian section is offering culture and literature courses in English translation to make them more accessible to students. Both French and Italian sections have developed writing intensive courses at 300 and 400 levels. And French section has put forth two hybrid courses that will be partially taught on line.

The German section has made considerable changes to their curriculum and plotted the plan for the future curricula changes. This includes bringing in courses with the focus on cultural and literary content, film courses and business German offerings.

The Spanish section is developing 300 level courses to offer students more opportunities to increase proficiency at that level. Particularly, the section is planning to develop courses that are more directly linked to particular fields of study, such as the health professions, business, music so as to make the study of Spanish more meaningful and purposeful for students.

5. The department/program provides evidence of quality of instruction and teaching effectiveness

5a. Evidence of quality of instruction

(Please see Appendix 5 for examples of assignments and tests, assessment rubrics, and student results from a variety of courses we offer in the Department of World Languages and Literatures.)

(Please see Appendix 6 for sample syllabi from different courses with course objectives and student outcomes in measurable terms.)

Student Evaluations:

According to the Department of World Languages Course Information Survey Summary (from Fall 2005-Summer 2010), out of 9,331 records processed, students responded in overwhelming positive ways regarding our faculty. (Please, see Appendix 7 for complete report from the Office of Management Information and Research). In regards to whether appropriate course information was provided to students at the beginning of the course, such as an outline, explanation of attendance policy and grading; and consistency of course with title and catalog, more than 90% of students responded affirmatively. 96% of students said that classes either always or generally began and ended on time, and 93% said that classes were either never or rarely cancelled. 81% of students said that their class made them want to learn more about the subject.

Over 85% of students either strongly agreed or agreed that instruction helped with understanding, that major points were clear, that the instructor was available for individual consultation, that class meetings were intellectually stimulating, that reading material helped with understanding, that quality of instruction was high, that the overall quality of the course was high, and that the professor promoted respect for all students.

Over 90% of students either strongly agreed or agreed that time spent in class was worthwhile, that it was possible to ask questions and express their ideas, that the work was graded fairly, and that exams and assignments were sufficient to evaluate progress.

Peer Evaluation:

The Part-time instructors are observed and evaluated regularly at least once a year, sometimes each semester, by language section coordinators. The evaluation form has been developed and approved by the faculty, and is used to provide feedback and further training to instructors. This evaluation form is also used by the Departmental Evaluation Committee to evaluate full time faculty for renewal, promotion, and tenure. This demonstrates that the department upholds and expects the same standards of teaching for full time and part time faculty. (Please see Appendix 8 for a sample Instructor evaluation form).

Professional Development:

During the past five years, primarily through proposal writing efforts of Dr. Elena Schmitt, Dr. Pina Palma, and Dr. Resha Cardone, the department has obtained grants for professional development, and has been able to host a variety of internationally renowned academic scholars and authors who have shared their expertise with the university community at large. These scholars have enriched our department by providing the faculty with insights and ideas that cultivate and develop our teaching. Some of the scholars who have presented on the topics of literature, linguistics, and second language acquisition are Sharon Magnarelli, Quinnipiac University; Heidi Byrnes, Donna Lardiere, and Michael Ullman (Georgetown University); Rosemond Mitchell – (University of South Hampton, UK); Monika Schmid (University of Groningen, the Netherlands); Aneta Pavlenko (Temple University); Carol Myers-Scotton (University of Michigan); Fred Genesee (York University, Toronto, Canada); Kenneth Hyltenstaam (University of Oslo, Norway); Pía Barros (author, poet, Chile). Dr. Dan Soneson, former director of the Language Lab, offered multiple workshops on technology every semester for full-time and part-time faculty. Dr. Jian Wu, current director of the Language Lab, has also offered several technology workshops. They are always well attended by all faculty. Dr. Luisa Piemontese has offered orientation and information workshops every semester for all instructors of Spanish language. We have had 100% attendance since 2005. The workshops include presentations and development of material and activities to be used in the classroom. Dr. Elena Schmitt has recently begun to offer an orientation and information workshop for all instructors of less frequently taught languages.

Faculty Scholarship:

The full-time faculty members of the Department of World Languages and Literatures are actively involved in scholarship activities that compliment and enhance their teaching. They regularly present at academic conferences, their articles are published in scholarly journals, and their books are published by renowned publishers. (Please see Appendix 9 for the most recent departmental newsletter created by Dr. Sobeira Latorre and Dr. Jian Wu that includes highlights of faculty scholarly activity. Also see Appendix 10 for faculty CV for evidence of scholarly activity. One of the recent highlights for our department occurred in 2009, when Dr. Joseph Solodow was designated as Connecticut State University Professor, the system's highest academic honor. Dr. Lisa Vitale was awarded the Junior Faculty Research Fellowship for Spring 2011, which consists of 9 credits of reassigned time to help her work on her project "Refashioning Catherine of Siena". Since Fall 2009, Dr. Lisa Vitale has organized a regular Faculty Research Colloquium, in which individual faculty members from our department have the opportunity every semester to present their most recent work or work in progress.

5b. Evidence of teaching effectiveness

Evidence of teaching effectiveness is demonstrated through student work and student achievement. (Please see Appendix 11 for samples of student work).

STAMP and ACTFL Test Results:

In Fall 2010, thanks to CSU assessment grant received by Dr. Elena Schmitt, Dr. Hammer and Dr. Wu our third and fourth semester students of French, Italian, and Spanish were able to participate in a pilot run of the STAMP test. The results show that of 116 students in FRE201, ITA210 and SPA210, 106 passed at the level of Intermediate Low. Of 31 students in FRE200, ITA200, and SPA200, 25 passed at the level of Intermediate Low. The results show that 81% of our third semester language students and 91% of our fourth semester language students are on target in regards to the departmental expectations.

Gate 2 is reached upon completion of four semesters of language study (ARB210, CHI210, FRE210, GER210, HBR210, ITA210, JPN210, LAT210, POR210, RUS210, and SPA210), or equivalent. Students at this point are expected to reach a level of Novice High to Intermediate Low (French, German, Italian, Portuguese, and Spanish). This is the level that will be required for graduation of every student entering SCSU beginning in Fall 2011, as the new Liberal Education Program is implemented.

For undergraduate teacher certification students, in the last five years 32 students have taken the ACTFL test and 27 have reached the departmental expected level of Advanced Low, showing a success rate of 84%.

The positive results of the STAMP test and the ACTFL tests demonstrate our students are able to fulfill the set outcomes and are evidence of teaching effectiveness.

ITA210 taught by Dr. Pina Palma was chosen from a pool of the best in college-level teaching and one of the 25 best World Language courses at U.S. colleges and universities by College Board. In order to be chosen, the course had to meet the following criteria:

- Course is an exemplary representation of the most current principles of World Language instruction.
- Course is taught using pedagogically appropriate strategies to maximize student learning.
- Course focuses on content and skills most important for success in subsequent courses in the discipline.
- Course helps students learn to understand and apply meta-cognitive strategies of the discipline.
- Course develops important habits of the mind, such as critical thinking, analytic thinking, and inquisitiveness.

Evidence of fulfillment of overarching goals and objectives:

In addition to student outcomes referred to in the section above, the department also has overarching program goals and objectives, the fulfillment of which are serve as evidence of teaching effectiveness. We prepare our students to

1. function multi-lingually and multi-culturally with a critical awareness of self and others

Evidence of success in this area are the projects that students complete during their courses. These include writing children's books in the target language for the community, volunteering in community based organizations, skyping with people abroad in class and outside of the classroom, accessing web sites in the target language, interviewing native speakers in the community. Also, a number of students in our program choose to study abroad. We currently have programs sponsored directly by our department to Salamanca, Spain; Paris, France; Siena, Italy; and Ho Chi Minh City, Vietnam, and there is another to Valencia, Spain in the planning. There is also an exchange program to Germany. Dr. Daniel Soneson recently travelled with a group of students to Vienna where they engaged in projects comparing the target culture with their own. In addition, students in our Department take advantage of programs offered through ISEP, in many locations that complement our Department's offerings; e.g., for French majors, there are ISEP programs in France, Switzerland, and Canada. We also accept credits from the Universite de Bourgogne, in Dijon, France stemming from the program developed by Dr. Linda Olson. The possibilities of studying Spanish via ISEP are abundant, from several institutions in Spain throughout most of Latin America.

2. be prepared to live as informed, responsible, and effective citizens of an interdependent world, in all fields of professional expertise

Most of our graduates pursue teaching as a career, however, other students pursue other careers in areas such as anthropology, political science and other social sciences; nursing and other health professions; counseling; journalism; exercise science; and business. Many report back to the department regarding the knowledge and skills they acquired in world languages and how important it is in communicating with people of other cultures and consequently in excelling in their place of employment. For instance, one of our Spanish and Journalism majors has been volunteering for a local Spanish speaking newspaper. A recent graduate in Spanish is Assistant Director of Student Services at Gateway Community College and offers help on a daily basis to Spanish speaking students and their families.

3. appreciate the complexity of language and the richness of culture

In addition to programs abroad, the department offers our students participation in activities where they are exposed to the richness of culture and interact with speakers of the target language. Such events include presentations by authors such as Pia Barros from Chile; Film festivals such as was organized by Dr. Erin Larkin, Assistant Professor of Italian and the recent Latin American Film Festival which brought to campus a number of contemporary films and film makers. Student organizations are also a way in which our students appreciate the richness of target cultures. We currently have a French Club and a German Club that have been revived and are offering interesting activities. O.L.A. S. (Organization of Latin American Students) is also very active on campus. We also have an Italian Club, L.E.E. (Libros en Español), and Hispanic Cultural Society, which we are working on restoring and revitalizing.

4. teachers, in training and in service, affirm the above goals and strive to accomplish them in their own classrooms.

Most of our graduates pursue a career in teaching either at the secondary school level or as a double major with elementary education or early childhood education. Elementary school and early childhood professionals are required to use the target language in their classrooms, incorporating it in their curriculum, so that children have exposure to world languages and cultures. World Language secondary school teacher candidates from SCSU are well sought after by different school systems in the state of Connecticut due to the rigorous certification program, coordinated by Dr. Judith Hammer, which has recently been accredited by NCATE and American Council for Teachers of Foreign Languages (ACTFL). (Please see Appendix 12 for a copy of the most recent NCATE report). As a part of the certification program, our teacher candidates go through a series of internships. One of them takes place at Wintergreen Magnet School in Hamden, CT and serves as a true community link between the University and public schools. Our students volunteer 14 hours each semester to teach the "World Language Institute" for children grades 3 through 8 at Wintergreen Magnet School. The program is well-attended and liked by teachers, parents and kids. It provides free introduction to all the languages that our teacher candidates represent and it gives school children a tremendous cultural and global enrichment opportunity.

6. The department/program provides evidence of a coherent and current curriculum (is not fragmented or random, how courses are updated, how current thinking in the field is reflected in

courses, complementarity among courses, presence of current discussions in the field in appropriate courses)

The Department of World Languages and Literature offers a clear curriculum of study, courses are sequenced appropriately thematically and by level of complexity of material and expected student output. Courses and bibliographies are regularly updated, to reflect new currents in the field. Also, each section follows a rotation of course whereby students are able to take the necessary required classes in a timely fashion towards completing their degree. (Please see Appendix 13 for course rotation documents).

Currently students majoring in French, German, Italian, or Spanish must take 30 credit hours of courses in the target language. (Please see Appendix 14 for list of required and elective courses in the target language). In addition to the 30 credits, beginning in Fall 2008, all students must also take a course in World Literature in English unrelated to their major target language and culture.

Recently, all sections offering majors have initiated dialogues regarding revamping and updating courses and the curriculum in order to recruit more students as well as reflect more directly the expertise of the faculty and the currents in the field. The Spanish section, for instance, is revising the quality and number of required 300 and 400 level courses, as well as exploring the possibility of courses for specific professions, such as nursing, business, translation and interpretation

Also in an effort to recruit students, all sections offering majors are also in the process of converting some of the classes to Intensive Writing courses, which are required by the university. Italian has already converted a composition course to a W course and will be offering it in Spring 2011. The French section has also introduced writing intensive courses and two hybrid courses that are taught on line and in the traditional classroom setting.

Teacher Certification program in Foreign Languages also continues to modify its curriculum to ensure an optimal preparation of teachers. In the recent semesters, the program has changed its student teaching requirement from 8 weeks to 16 weeks and added an Introduction to Linguistics as a pre-requisite to the required course in Second Language Acquisition Theory. These changes allow our pre-service teachers to develop stronger theoretical and practical foundation.

The newest classes that have been offered recently as new or ad hoc courses are:

CHI100/101/200/210 Chinese I, II, III, IV
HBR100/101 Hebrew I and II
ITA498 Refashioning Italy
ITA398 Holocaust Perspective
ITA398 Contemporary Italian Culture
ITA498 Visions of Modernity
ITA498 The Politics of Food
POR100/101/200/210 Portuguese I, II, III, IV
SPA305 Spanish for Heritage Learners
SPA398 Musical Cultures of the Caribbean
SPA320 Culture and Civilization of Puerto Rico
SPA312 Spanish for Professions
SPA498 Literature of Puerto Rico
SPA498 Latin American Culture through Film
SPA498 Ghosts in Literature

6a. The department clearly describes the relationship between graduate and undergraduate programs

The Department of World Languages and Literatures is home to three graduate programs: the Master of Science in TESOL with 60 to 70 students matriculated into the program, the Master of Arts in Romance Languages – a newly modified program that was fully approved by the DHE in September 2010, and

Foreign Language Certification program. All three programs draw a great deal of their students from our undergraduates who take French, Italian and Spanish at SCSU: a minimum of 177 students are enrolled in French classes; a minimum of 386 students are enrolled in Italian classes; and a minimum of 799 students are enrolled in Spanish classes. Approximately 15% of these students continue on to complete courses in upper-level language and literature, above and beyond the university requirement. Moreover, they express strong interest in completing and matriculating in an MA program in Romance Languages and MS in TESOL upon graduation. These students appreciate not only SCSU's location and reasonable tuition, but also the ready accessibility of the faculty; the intense focus on teaching; and the energetic, ambitious and supportive community that has characterized SCSU's Department of World Languages and Literatures for several decades. In addition, there are consistently 70-80 students in the Teacher Preparation Program in Foreign Languages. Most of our teacher certification candidates express a desire to continue their studies at the master's level in general, and at Southern in particular. Our MA and MS programs meet these needs.

7. The department has an appropriate number of qualified faculty, students and staff

Faculty:

The Department is allotted seventeen full-time faculty positions, sixteen of which are tenure track, with additional support from 34 adjunct faculty in the fall 2010 semester. The 2010-2011 full-time staff is comprised of Dr. Carlos Arboleda, Dr. Resha Cardone, Dr. Judith Hammer, Dr. Rafael Hernandez, Dr. Erin Larkin, Dr. Sobeira Latorre, Dr. Linda Olson, Dr. Pina Palma, Dr. Ruben Pelayo, Dr. Luisa Piemontese, Dr. Jean Jacques Poucel, Dr. Elena Schmitt, Dr. Joseph Solodow, Dr. Daniel Soneson, Dr. Lorrie Verplaetse, Dr. Lisa Vitale, and Dr. Jian Wu. For the spring 2011 semester, the department has been granted 2 additional full time positions, one in Spanish and one in French to allow for the ratio of full time and part time faculty to be more balanced. (Please see Appendix 15 for a list of part-time and full-time faculty, degrees, rank, and year of appointment).

Dr. Daniel Soneson, has left his position as director of the language lab and professor of German. A position in German we lost in 2009 continues to remain closed for search or emergency replacement due to budget cuts. The lack of full time faculty creates a shortage in the German section, and prevents it from being developed and threatens its continuation as a BA/BS program.

In Italian, Dr. Pina Palma is coordinator of the section, Dr. Lisa Vitale is the departmental scheduling officer, and Dr. Erin Larkin is the departmental coordinator for graduate studies. In Spanish, Dr. Resha Cardone is coordinator of the section, Dr. Rafael Hernández teaches both Spanish and Portuguese, Dr. Sobeira Latorre is associate coordinator of International Programs, Dr. Luisa Piemontese is coordinator of language courses, Dr. Joseph Solodow teaches both Latin and Spanish. Dr. Judith Hammer is advisor for Foreign Language Certification, Dr. Lorrie Verplaetse is coordinator of TESOL and Bilingual Education, and Dr. Elena Schmitt is department chairperson. Also, when full time faculty members are invited or choose to teach courses in programs such as Literature, Women's Studies, or the Honors Program; and when full time faculty members are granted well deserved research release time, we rely heavily on adjunct faculty to replace them. Currently 79% of all students that take the French language and 85% of those who are taking Spanish at Southern are taught by part-time faculty. These numbers are well beyond the contractual norms for part-time/full-time ratios.

Support staff:

The department has one secretary, Ms. Denina Harris, 12-14 part-time students who work as language laboratory assistants. We currently have no graduate assistants in our undergraduate program. We used to have tutors available in the Tutoring Center, but due to budget constraints we haven't been able to refer our students to the Center because no tutors of world languages are currently being employed.

Students:

According to the report on student demographics prepared by the Office of Management Information and Research (Please see Appendix 16 for the document), in the last five years, students majoring in French have been mostly full-time; female; of black, white, or unknown ethnicity. Their average GPA has ranged from 2.70 to 3.73. There was one student with a disability in Fall 2006, Spring 2007 and Fall 2007. Two

Bachelor of Arts degrees were conferred, one during the 2005-2006 academic year and another during the 2007-2008 academic year.

Students majoring in German, have been mostly full-time, female, of white or unknown ethnicity. Their average GPA has ranged from 1.81 to 3.78. There were no recorded students with disabilities. Eight Bachelor of Arts degrees were conferred, one during the 2005-2006 academic year, three during the 2006-2007 academic year, one during the 2007-2008 academic year, one during the 2008-2009 academic year, and two during the 2009-2010 academic year.

Students majoring in Italian, have been mostly full-time, female, of white or unknown ethnicity. Their average GPA has ranged from 2.65 to 3.43. There has been on average one student per semester with a disability. Ten Bachelor of Arts degrees were conferred, one during the 2005-2006 academic year, two during the 2006-2007 academic year, four during the 2007-2008 academic year, and three during the 2008-2009 academic year. Four Bachelor of Science degrees were conferred, three during the 2005-2006 academic year and one during the 2008-2009 academic year.

Students majoring in Spanish, have been mostly full-time, female, of Black, American Indian, Asian, Hispanic, White or unknown ethnicity. Their average GPA has ranged from 2.98 to 3.16. There have been between 1 and 4 students per semester with a disability. Sixty eight Bachelor of Arts degrees were conferred, eighteen during the 2005-2006 academic year, eight during the 2006-2007 academic year, seventeen during the 2007-2008 academic year, fifteen during the 2008-2009 academic year, and ten during the 2009-2010 academic year. Three Bachelor of Science degrees were conferred during the 2009-2010 academic year.

According to the Graduation and Persistence Report (Please see Appendix 17 for the document), the Department of World Languages is not being successful at retaining students in the major beyond their first year. After their first year, we appear to be losing a fair percentage of students to other majors. However, we have carefully discussed the results of this report and are taking active steps in preventing loss of majors.

All sections are currently actively developing strategies for recruiting students for our majors. We have organized open house and informational meetings, formal and informal gatherings, coffee tables, we have developed brochures and posters. We recognize that the future of our program lies in the recruitment of more majors and we are exploring different ways to develop our curriculum and collaborate with other departments in order for students to realize that knowledge of world languages is crucial and essential to any career, and that a major or minor in world languages would make them stronger candidates for employment or graduate study.

7a Program viability: Faculty participation

The Department currently has seventeen full-time faculty members, sixteen of which are tenure track, and 34 adjunct faculty. In spring 2011, we will have two additional full time non tenure track faculty members, one in Spanish and one in French, to replace some of the adjunct faculty. These numbers clearly show that the Department meets the viability criteria: we have at least three qualified, tenure track faculty who are teaching in the program on a regular rotation; no faculty member teaches a majority of the courses. However, there is a significant shortage of full-time members who can teach not only students majoring in a language, but also students in introductory course. The temporary full time additions are much appreciated, but they barely make a difference in the ratio of students taught by adjunct faculty.

8. The department provides high quality student advisement and maintains adequate tracking procedures of its students

All students who express an interest in majoring in a world language, are assigned an advisor by the coordinator of the section. Coordinators are currently Dr. Linda Olson (French), Dr. Judith Hammer (German and Foreign Language Certification), Dr. Pina Palma (Italian), and Dr. Resha Cardone (Spanish). Dr. Luisa Piemontese is coordinator of language beginning and intermediate Spanish. All advisors are full time faculty members. Advisors are familiar with the Banner system and can easily access student records.

During pre-registration and registration, advisors help students choose appropriate classes and provide them with an alternate PIN number, so they can register online. Students in Spanish are assigned to an advisor according to the first letter of the student's last name. This system has been implemented to ensure that each advisor has an equitable number of advisees.

8a. Undergraduate program direction

The undergraduate program in our Department is directed by coordinators of each language section. The coordinator duties include the following responsibilities:

- Coordination of all elementary language courses
- Coordination of adjuncts and full-time faculty teaching these courses
- Searching for and interview with potential adjunct faculty members
- Guiding and assisting new adjunct faculty with all aspects of language teaching
- Class visitations and assessment of adjunct faculty
- Follow-up meetings with adjuncts
- Developing and sharing effective lesson plans
- Mentoring of adjuncts in the implementation more effective lesson plans
- Mentoring adjuncts in the implementation of more successful methodological strategies
- Mentoring of adjuncts in more effective ways to use technology in the language lab
- Providing adjunct faculty with effective lesson plans for language lab classes
- Meeting with all adjuncts to establish a supportive teaching environment
- Revision of elementary curriculum
- Revision of Intermediate curriculum
- Revision of curriculum for Advanced courses
- Meeting with full-time faculty to discuss effective pedagogical and methodological classroom strategies
- Preparation and distribution of syllabi 100, 101, and 200 sections
- Ensuring implementation of elementary and intermediate curriculum through different sections of language classes.
- Coordination and distribution of final written exam or project 100, 101,200, and 210 sections
- Development and coordination for all 101 and 210 final oral exam
- Advising of undergraduate students
- Advising of students planning to study in abroad
- Meeting with sales representatives from publishing houses.
- Review, analysis and selection of new textbooks
- When necessary, introduction of new texts to adjunct and full-time faculty members
- Respond to every inquiry (e-mails, telephone messages, and letters) from non-traditional students interested in pursuing the study world languages and literatures
 - a) Respond to all inquiries generated by: Any agency in the Greater New Haven community exploring world language and culture
 - b) Businesses interested in obtaining information with regard to world language traditions

In addition, each semester, section coordinators prepare an initial draft of the schedule of courses, taking into account the course rotation plan, requests from the faculty, and projected student enrollment. A meeting is then arranged with all the coordinators by Dr. Lisa Vitale, the current scheduling officer, to complete the draft of the schedule.

Section coordinators are also responsible for approving transfer credits in the target language and for responding to requests from potential students. Coordinators often consult with the departmental chairperson or with appropriate administrative and academic officials if any questions or concerns arise regarding student transcripts or records.

9. The department offers an appropriate number of courses and sections to meet the needs of students.

The department language sections follow a five year course rotation plan to ensure that students and majors are able to take appropriate number of courses and complete their degrees in a timely fashion. (Please see

Appendix 13 for course rotation documents.) The department takes great care in offering a variety of classes both during the day and in the evenings, and on different days so that students have a better chance to fit them in their schedules. Some of our classes are taught on Saturdays. In recent years we have also developed hybrid classes to better meet the needs of our students.

In the last two years, all language courses during the fall and spring semesters have been meeting three days a week for 50 minutes with an additional 50 minutes in the language laboratory. This change was made for pedagogical reasons, to offer our students more regular exposure and contact with the target language. Although this change has posed somewhat of a challenge in terms of scheduling, it has yielded very positive results for our students. They recall and retain information more readily and progress more steadily. Spanish has also piloted SPA100, 101, 200, and 210 as intensive eight-week courses in a one year sequence. They meet five days a week with two additional meetings in the language lab. These courses have been so successful and so popular that we are planning to offer more than one section each semester.

Occasionally, courses have been cancelled due to under-enrollment and recently, classes for multi-section courses have been added based on student need. According to the Course Summary Report from the Office of Management Information and Research (Please see Appendix 18 for a copy of the document), since Fall 2005, 18, 539 students registered for our classes. Courses have filled on average to 74% capacity. 82 demand sections have been cancelled (36 during the summer sessions and 46 during the regular semesters) 31 other sections have been cancelled (12 during the summer sessions and 19 during regular semester). 90.6% of our sections have remained active. Our average class size is 17.

Analyzing the information by language and courses (Please see Appendix 19 for the summary document by language), we note that less frequently taught languages show a significant drop in enrollment after the first or second semester. Arabic averages 20 students in ARB100 and 9 in ARB101; Chinese averages 8 students in CHI100, 4 in CHI101, and 1 in CHI200; Russian averages 11 students in RUS100, 6 in RUS101, and 3 in RUS200. Enrollment in Japanese appears to drop after second semester. There is an average of 24 students in JPN100, 17 in JPN101, 9 in JPN200 and 7 in JPN210. Though not a less frequently-taught language, in Portuguese, enrollment also seems to drop from an average of 15 in POR100 to 6 in POR101. Though this drop may seem alarming, it is not unlike what also happens at several other universities across the country in similar circumstances. These courses have only been recently introduced to the university and have not yet had a chance to fully develop. Furthermore the distinct differences in sounds, tonalities and lettering of the less frequently taught languages make students apprehensive and the tendency is to give up and not continue on to more advanced courses. Over time, as the courses develop further, students will feel more comfortable and enrollment will grow. The case of Japanese is a perfect example. After several years, enrollment is now consistently high in the first year.

The languages that offer degree programs, also experienced a drop, more notably in 2008. (Please see Appendix 20 for department enrollment numbers for Fall 2008, 2009, and 2010). However with recruitment strategies underway, in Fall 2010 nearly all of our levels had increased student enrollments.

Recommendation: more recruitment efforts, in less frequently taught languages and upper level major programs.

10. The department/program demonstrates a climate of intellectual/professional curiosity and achievement among faculty and students

Faculty Scholarship:

The full-time faculty of the Department of World Languages and Literatures is actively involved in scholarship activities that compliment and enhance their teaching. They regularly present at academic conferences, their articles are published in scholarly journals, and their books are published by renowned publishers. (Please see Appendix 9 for the most recent departmental newsletter created by Dr. Sobeira Latorre and Dr. Jian Wu that includes highlights of faculty scholarly activity. Also see Appendix 10 for faculty CV for evidence of scholarly activity. One of the recent highlights for our department occurred in 2009, when Dr. Joseph Solodow was designated as Connecticut State University Professor, the system's highest academic honor. Since Fall 2009, Dr. Lisa Vitale has organized a regular Faculty Research

Colloquium, in which individual faculty members from our department have the opportunity every semester to present their most recent work or work in progress. Thus far we were fortunate to hear talks by Carlos Arboleda, Ruben Pelayo, Lisa Vitale, Erin Larkin, Resha Cardone. Such open sharing of research, follow up discussions and suggestions create an atmosphere of scholarly and intellectual fellowship among department members.

Professional Development:

During the past five years, primarily through proposal writing efforts of Dr. Elena Schmitt, Dr. Pina Palma, and Dr. Resha Cardone, the department has obtained grants for professional development, and has been able to host a variety of internationally renowned academic scholars and authors who have shared their expertise with the university community at large. These scholars have enriched our department by providing the faculty with insights and ideas that cultivate and develop our teaching. Some of the scholars who have presented on the topics of literature, linguistics, and second language acquisition are Sharon Magnarelli, Quinnipiac University; Heidi Byrnes, Donna Lardiere, and Michael Ullman (Georgetown University); Rosemond Mitchell – (University of South Hampton, UK); Monika Schmid (University of Groningen, the Netherlands); Aneta Pavlenko (Temple University); Carol Myers-Scotton (University of Michigan); Fred Genesee (York University, Toronto, Canada); Kenneth Hyltenstaam (University of Oslo, Norway); Pía Barros (author, poet, Chile).

Dr. Pina Palma organizes annual International Conference on Medieval Studies. This conference has been in the center of the Department's focus for the past 7 years and brought many leading scholars to our campus.

Dr. Dan Soneson, former director of the Language Lab, offered multiple workshops on technology every semester for full-time and part-time faculty. Dr. Jian Wu, current director of the Language Lab, has also offered several technology workshops. They are always well attended by all faculty. Dr. Luisa Piemontese has offered orientation and information workshops every semester for all instructors of Spanish language. We have had 100% attendance since 2005. The workshops include presentations and development of material and activities to be used in the classroom.

Dr. Elena Schmitt has recently begun to offer an orientation and information workshop for all instructors of less frequently-taught languages.

Student Organizations and other events and activities:

In addition to programs abroad, the department offers our students participation in activities where they are exposed to the richness of culture and interact with speakers of the target language. Such events include film festivals such as was organized by Dr. Erin Larkin, Assistant Professor of Italian; and the recent Latin American Film Festival which brought to campus a number of contemporary films and film makers. Student organizations are also a way in which our students appreciate the richness of target cultures. We currently have a French Club and a German Club that have been revived and are offering interesting activities. For example, a recent celebration of Oktoberfest with student baking and making other traditional German dishes has raised a lot of enthusiasm among students. O.L.A. S. (Organization of Latin American Students) is also very active on campus. We also have an Italian Club, L.E.E. (Libros en Español), and Hispanic Cultural Society, which we are working on restoring and revitalizing.

Student Participation and Attendance in Conferences:

The department encourages students to attend and even present at conferences. We have had graduate students actively presenting and attending local, national, and international colloquia and conferences. Dr. Luisa Piemontese presented a workshop at the Fall Conference of the CT Chapter of the AATSP in October 2010 at Fairfield University with Danielle Petrin, an undergraduate SPA210 student, on "Using Improvisational Techniques in the Classroom." In April 2011, Dr. Piemontese will be presenting with three undergraduate students at the Spring Conference of the AATSP in Quinnipiac University on "The Dream of Technology in El Quijote." She is also proposing a workshop for the upcoming CT COLT Conference in October 2011 with 4 undergraduate students on Spanish grammar games that they developed in her SPA405 course in Fall 2010.

11. There is evidence of faculty and student research, scholarship, and or creative activity.

(Please see Appendices 9 and 10 and refer to faculty CVs and the Spring 2010 issue of the World Languages and Literatures department newsletter for evidence of research, scholarship and creative activity.)

Evidence of student research, scholarship and creative activity can be observed in papers and projects that students complete as part of their course work. (Please see Appendix 11 for samples of student work.) Examples of creative activity are original children's books in Spanish written by our Spanish I students as a final project for the course, digital story telling completed by students of Spanish IV and Spanish for Heritage Learners. Spanish II students have also been involved in a program in which they communicate with groups of elementary school students in Quito, Ecuador by means of Skype. As part of this project, SCSU create and develop original activities in Spanish for the children based on their curriculum in Quito and our own curriculum at SCSU.

The department gives awards to students who demonstrate a level of excellence in world language studies. These awards are the Smirnoff award, Frederick Zilli award and German book award. Most recently, the faculty has created a scholarship award which is funded directly by volunteer donations from the faculty and retirees. In Fall 2010, the Spanish section has re-established membership with Sigma Delta Phi and presented two awards to undergraduate students.

12. The department/program has adequate library resources to meet its needs.

According to a report submitted by Jackie Toce (Please see Appendix 21 for complete library report), the total print items for the undergraduate world languages and literatures program is 35, 008. Library holdings also include foreign language DVDs, e-books, databases, and electronic serials. According to the report, the library spent about \$30,000 in FY2010 to purchase resources that specifically support the World Languages Program. Some of these resources are e-books such as *Oxford Reference Online* and *Credo Reference*; databases such as *Bibliografía de la literatura*, *LLBA: Linguistics and Language*; and *MLA International Bibliography*. The library also currently subscribes to approximately 1,636 journal titles that support the World Languages Department. The library also provides electronic access to more than 100 online databases, approximately 50,000 electronic journals, and several electronic book packages.

Dr. Rafael Hernández serves as teaching faculty liaison for the Department of World Languages and Literatures and Buley Library. He is responsible for helping the faculty and the library staff prioritize requests. For the fiscal year 2010, library funds for printed material were drastically reduced to \$4034.90 in contrast to previous years where funding ranged from \$9,901.26 in 2006 to \$7,970.72 in 2009. Clearly, the funds allocated for 2010 are not enough to meet the needs of the department, its faculty, and its students. From 2006-2009 the number of new print items purchased averaged 192 per year. During the 2010 fiscal year, only 99 new print items were purchased. The faculty has engaged in dialogue on line and during several departmental meetings to work out a plan so that the funding may be spent most appropriately. We are still finalizing a system that would best service our department and our students.

13. The department/program has adequate facilities and non-print resources such as audio visual, computers, labs, practica to meet its needs.

According to a report submitted by Jian Wu, Language Lab director (Please see Appendix 22 for complete library report), the department's Foreign Language Lab has two Computer Classrooms and one Multimedia Open Lab. One of the computer classrooms has 26 Macintosh computers including one teacher's machine, and the other 25 including one teacher's computer. The teacher console in each classroom is equipped with a multimedia system, which includes a VCR, a DVD player, a document camera, and a projector. Each classroom has an HP printer. The software programs installed on the computers include Microsoft Office suite, Internet browsers, Lab Recorder, TestFabrik, and iMovie.

Almost all language and culture classes taught in the department are assigned one hour per week in a computer classroom to engage in technology-enhanced instruction and learning, which includes, for example, TestFabrik Tests, Lab Recorder exercises, online authentic linguistic and cultural materials,

digital audio and video activities and projects such as the iMovie project. Technology in the computer classrooms provides opportunities for students in the United States to interact online with students from a different country both synchronously and asynchronously. In the Lab Assistant Office, 4 Macbook laptop computers, two sets of iClickers, 5 iPodTouches , 2 iPads, two CD/DVD/iPod boomboxes and one zone free portable DVD player are available for instructors to check out to use in their language classes.

The Multimedia Open Lab has 16 student Macintosh computers, 5 student PC computers, two lab assistant computers and an HP printer. Software programs installed on the lab machines are mostly identical to those of the computer classrooms. There are 3 small rooms in the lab with video reviewing stations and recording facilities. Other equipment in the lab includes Flip cameras, Mini DV and HD camcorders, portable hard disks, tripods and a DVD/CD duplicator.

The lab houses a collection of over 800 videos on DVDs or VHS tapes and audio CDs in different languages including Spanish, French, Italian, German, English as a Second Language, Japanese, Russian, Portuguese, and Latin.

The Open lab has approximately 3,500 users per semester, an average of 234 users per week. Students use the lab to finish homework assignments, to take tests, to watch videos, and to complete other learning activities.

14. The department periodically engages in review and evaluation

The Department of World Languages and Literatures engages in a five-year periodic review with PRAC (Program Review Assessment Committee). The Foreign Language Teaching Certification Program engages in a five-year periodic accreditation review with NCATE.

14a. The department regularly and systematically collects information from alumni and employers, and this information is used to improve the program.

The department has contact with alumni in various ways. Several of our undergraduate students enroll in our Master's programs and on certain occasions are even employed by the university as part-time instructors in our department. Some of our alumni are employed as teachers in the public school system. Some of them become cooperating teachers or department heads and have direct contact with our certification candidates and our certification advisor. Others, become scholars and educators and we touch base with them in conferences. The contact we have with our alumni, however, is limited. We do not collect information from alumni and employers regularly or systematically. This is an area where the department needs much improvement.

We distributed a survey form to our alumni for the purpose of this report. We were provided by the university with a list of names of recent graduates from the past five years as well as mailing labels to contact them. We had few responses and also found that some of the addresses are no longer current. The few responses we did receive from alumni and their employers are insightful and provide us with information to improve the program.

14b. The department regularly and systematically solicits feedback from students and faculty, and this information is used to improve the program.

The department receives feedback from students every semester by means of course evaluations. Student responses on these forms are instrumental in improving our program. They are read very carefully by our instructors, by respective coordinators, and by the department chairperson and are taken very seriously into account for training and retraining of teaching staff as well as for updating the curriculum.

The faculty has many opportunities to offer feedback regarding the program. Members of the faculty meet regularly in department meetings; sections also meet regularly; there are regular meetings of the advisory committee; and there are also regular meetings of other departmental committees. For certain issues, we have even established discussion boards and blogs so all members of the faculty can express their ideas on

particular matters. In Spanish, part-time instructors meet regularly every semester for orientation and information sessions. The section is also exploring the possibility of meeting virtually using Tokbox, a method of video-conferencing.

Responses from the survey form that we distributed to our faculty for the purpose of this report are insightful and well thought out. They appreciated this type of opportunity to comment on issues directly related to them and their work. The department should explore ways in which faculty could be given more opportunities to provide feedback anonymously on issues that are important for our students and our program.

Interestingly enough, some of the comments made by faculty and students were quite similar in regards to curriculum. Both groups requested there be more structure and grammar; they demonstrated a desire to return to more traditional testing and to reinstate final exams. They both appreciate the focus on communication and culture. Some find the textbooks to be too restricted or not ideally organized. These comments will definitely guide department discussions as we update our curricula.

Some of the faculty expressed frustration over the lack of support by the administration in regards to resources, funding, and additional full time teaching staff lines. Some responses reflected a serious concern and a fear that some of the smaller sections be done away with by the university. (Please see Appendix 23 for the Faculty Survey Report).

15. The department's activity in community service and outreach is appropriate to the mission of the program and the university.

The Department of World Languages and Literatures supports the Center for International Programs, which coordinates study abroad and student exchanges. Dr. Linda Olson serves as coordinator and Dr. Sobeira Latorre serves as associate coordinator. Our department sponsors four programs abroad, to Salamanca, Spain; to Siena, Italy; to Paris, France; and to Ho Chi Min City, Vietnam. Plans are underway for a program in Valencia, Spain. SCSU students are increasingly choosing to study abroad either with our sponsored programs or with other programs which our part of our University International Programs network. In Fall 2009, 6 students studied abroad, in Spring 2010, 16 students studied abroad. This service provides our students with invaluable opportunities to be immersed in a culture other than their own.

The Department of World Languages and Literatures is committed to sharing our expertise in teaching of languages and making language learning a reality for the community in Greater New Haven area. The following is an example of our outreach efforts. Our teacher candidates teach in an after-school program Wintergreen Magnet school in Hamden. They are responsible for developing lesson plans, creating activities and assessments for the entire semester. The candidates are required to use blogs to reflect on their teaching. This clinical experience takes place under a constant close supervision of the course instructor and prepares our candidates for teaching during the student teaching experience. This after-school program is well attended by children in Wintergreen, it is free for them and their teachers and parents are very excited about additional opportunities these kids have to learn a World Language.

Dr. Elena Schmitt and Dr. Jian Wu have collaborated with Bridgeport and Woodbridge school districts to obtain 21st Century Learning grant sponsored by the State Department of Education. The grant helps our faculty train in-service teachers in the use of technology for instruction of world languages.

The following are some examples of how our students of Spanish are engaged in community service and outreach. Our SPA100 students have written and illustrated original children's books in Spanish as a final project for the course. They either distribute and donate these books to children in the Greater New Haven Latino Community or use them to read to children they know who either speak Spanish or are learning Spanish in school. Some of our SPA101 students prepare gourmet calendars in Spanish for Latino immigrant families in the Greater New Haven Area. The recipes included in the calendars are in Spanish but the foods are typical of the United States. Students of SPA200 interview Spanish speakers in the Greater New Haven area and create digital stories based on the information they gather. This project is also completed by students of Spanish for Heritage Learners. Every semester two groups of SPA101 students

have also been involved in a program in which they communicate with groups of elementary school students in Quito, Ecuador by means of Skype. As part of this project, SCSU students create and develop original activities in Spanish for the children based on their curriculum in Quito and our own curriculum at SCSU.

In an effort to create more opportunities for community service and outreach, the Spanish section is planning to revise the description of its Internship course. Currently, in our department, an internship is defined as a form of student teaching, whereby an undergraduate student shadows a full-time professor in a world language course at SCSU and is trained in the methodology, has opportunities to work directly with students, help create materials, etc. The Spanish section would like to have an internship also include the possibility of working outside the campus in organizations and facilities where there is a need for Spanish speaking interns in the Greater New Haven area.

Dr. Lorrie Verplaetse directs the Training for All Teachers (TAT) Program which is a great part of the community service that our Department provides. The TAT grant is one of the largest grants on campus, \$1.5 million for five years. We train over 500 CT teachers and administrators in that time in best instructional practices for ELLs and we offer over 30 full scholarships for mainstream teachers to earn their MS in TESOL and to obtain a cross endorsement for ESL or bilingual education.

16. The department provides an analysis of program strengths and weaknesses

As a result of this self-study, the Department of World Languages and Literature hereby provides an analysis of its strength and weaknesses for each standard:

1. The department/program's mission supports the university's mission.

Strength: The department clearly supports the university mission and the strategic plan in regards to communication across cultures, diversity, and other issues of global awareness.

Weakness: In exposing students to languages and cultures other than English, we fulfill the university mission and strategic plan, however, we have not succeeded transmitting to the university at large how essential we really are. Most students who are not majoring in world languages, merely view us as just "another university requirement". We have not been able to inspire all students and make clear to all administrators and colleagues in all other programs exactly how vital we are in the university achieving global awareness, intercultural communication, and internationalizing the curriculum. This has become particularly clear in the recent discussions of LEP. Faculty at large have shown opposition to the originally proposed plan to ensure that all students take four semesters of a language other than English and achieve a level of Intermediate Mid proficiency. Due to vocal opposition of LEP committee members and administrators, the Department reduced the requirement to Intermediate Low.

2. The department/program has clearly stated program goals and objectives

"The goal of the program is to provide..."

Strength: The department has clearly stated and defined program goals and objectives.

Weakness: We do not have a defined timeline in place to revise and update the goals and objectives.

3. The department/program has clearly stated program-level expected student outcomes and methods for measurement

Strength: The department has clearly stated and defined program-level expected outcomes and methods for measurement.

Weakness: The department at present does not have a clearly defined department common rubric or common assessment for Gate 3 or Gate 4. For Gate 4, the Spanish section requires the ACTFL OPI and WPT for graduation (as does the Bachelor of Science in Foreign Language Certification in all languages), but this is a proficiency test tool and it does not assess content specific to our curriculum.

4. The department/program actively uses data about student learning to improve its programs

Strength: The department takes analysis of data regarding student learning very seriously and is constantly improving and updating its programs based on this information. We regularly convene to discuss curriculum issues and invite adjunct professors to join us in this endeavor.

Weakness: In Spring 2010, the department began developing curriculum benchmarks for all beginning and intermediate language courses. This work has not yet been completed.

5. The department/program provides evidence of quality of instruction and teaching effectiveness

Strength: The quality and effectiveness of our teaching is excellent, our faculty is committed to scholarship, creative activity and intellectually stimulating and successful methodologies.

6. The department/program provides evidence of a coherent and current curriculum

Strength: The department has a clear curriculum which includes language, culture, and literature courses at various levels. There is a 5-year rotation plan in place so that students may take required courses and complete their degree on time.

Weakness: Some of the courses that appear in the undergraduate catalog under our department have not been taught in a long time or are no longer taught. They do not reflect the expertise of the newly hired faculty.

7. The department has an appropriate number of qualified faculty, students and staff

Strength: We have 17 full time professors who do an outstanding teaching our students on a regular rotation; no faculty member teaches a majority of the courses in a typical student's program.

Weakness: The ratio of full-time and part-time faculty is not proportionate according to university specifications. The number of adjunct faculty members is too high and it makes it very difficult to create a consistent and stable teaching community for non-majors or students who are at the beginning stages of language learning. The University Tutoring Center has not hired any tutors of world languages lately. The German section has lost its one full-time faculty and has not been granted a permission to search for a new one. The lack of a full-time tenure track faculty in German weakens the program and prevents it from growing.

8. The department provides high quality student advisement and maintains adequate tracking procedures of its students

Strength: Full time faculty members serve as advisors for students. They are familiar with Banner, with university and program requirements, and provide our students with high quality advisement.

Weakness: The Department needs to develop a tracking system that will help us follow students' progress, encourage them to take classes regularly and involve them better in extra-curricular activities.

8a. Undergraduate program direction

Strength: Coordinators of language sections cope with many of their responsibilities including advisement, class placement, approving transfer credits, observing adjunct professors etc.

Weakness: Occasionally, we encounter scheduling difficulties due to lack of classroom space on campus. On the one hand, we are encouraged by the administration to open more sections, on the other hand there is no space to hold them.

9. The department offers an appropriate number of courses and sections to meet the needs of students.

Strength: We offer appropriate number and selection of courses for our students so they can complete their degrees on time.

Weakness: Some of our classes and programs have low enrollment and few majors. Our lower level classes could benefit from more sections.

10. The department/program demonstrates a climate of intellectual/professional curiosity and achievement among faculty and students

Strength: Our faculty is committed to scholarship, creative activity and intellectually stimulating teaching approaches and fosters a climate of intellectual/professional curiosity and achievement in the department.

Weakness: Not enough of our undergraduate students participate in or attend conferences.

11. There is evidence of faculty and student research, scholarship, and or creative activity.

Strength: Our faculty is actively involved in research, scholarship, and creative activity.

Weakness: Our students are not involved in much research, scholarship, and creative activity beyond what is expected through coursework.

12. The department/program has adequate library resources to meet its needs.

Weakness: The department does not have adequate library resources to meet our needs because of lack of funding from the library.

13. The department/program has adequate facilities and non-print resources such as audio visual, computers, labs, practica to meet its needs.

Strength: The department has state of the art computer language labs and an open lab that with up to date software, DVD's and audio CDs.

Weakness: As we grow as a department and offer more languages and more sections, language lab space will be limited and not sufficient to meet our needs.

14. The department periodically engages in review and evaluation

Strength: The Department of World Languages and Literatures engages in a five-year periodic review with PRAC (Program Review Assessment Committee). The Foreign Language Teaching Certification Program engages in a five-year periodic accreditation review with NCATE.

14a. The department regularly and systematically collects information from alumni and employers, and this information is used to improve the program.

Strength: The department maintains contact with employers and alumni who graduated with a BS degree in World Languages and who are teaching in public schools.

Weakness: The department does not regularly and systematically collect information from employers and alumni who graduated with BA degrees in World Languages.

14b. The department regularly and systematically solicits feedback from students and faculty, and this information is used to improve the program.

Strength: The department regularly and systematically solicits feedback from students and uses it to improve the program. The department regularly, but informally, solicits feedback from adjunct faculty and uses it to help with curriculum development and general improvements in the department climate.

Weakness: The department does not regularly and systematically solicit feedback from full time and part time faculty where responses are anonymous.

15. The department's activity in community service and outreach is appropriate to the mission of the program and the university.

Strength: SCSU has a successful Center for International Programs coordinated by two members of our world language faculty. The community service and outreach that the department is currently engaged in is very successful and impacts both the university community, the Greater New Haven community, and the international community in very positive ways.

Weakness: The opportunities offered to our students in local community service and outreach are currently limited in number.

17. The department describes a vision and action plan for the future.

We envision the Department of World Languages at Southern Connecticut State University (SCSU) to be a model department of quality and excellence in the university and CSU system. Over the next decade, we envision success in our mission to develop the foreign language proficiency and transcultural competence of SCSU students through the structured implementation of a number of initiatives.

Through continued recruitment efforts, we envision increased enrollments in all currently offered primary languages (Spanish, Italian, French, and German), secondary languages (Japanese, Arabic, Chinese, Latin, and Russian), and possibly languages not yet offered (e.g. Portuguese, Hindi, and Swahili). We envision that this growth will be spearheaded by the offering of interdisciplinary courses and programs centered on content beyond the traditional language and literature content, taught in the target language, English, or both. We intend to revise our programs in all languages to place cultural content at the center of instruction from the outset and to maintain a concentration on language acquisition and the development of associated competences throughout. In conjunction with this development, we expect the addition of full-time and tenure-track faculty lines as needed, especially in the secondary languages, which will allow for the development and support of courses and programs in those languages.

We envision the continued growth and refinement of our undergraduate linguistics minor, our Foreign Language certification program, and our graduate degree programs, including our M.A. in Romance Languages and M.S. in Bilingual, Multicultural Education and TESOL. In response to need at the state level, we also envision the development of a program offering an M.A. in Foreign Language Education, which will strengthen our reputation in teacher preparation. Furthermore, we envision the continuation and expansion of our local and regional outreach programs, including after school world language, teacher development, heritage learner programs, and engagement with local target-language communities. We also see further development and expansion of opportunities for our students to immerse themselves in language and culture outside the United States. To ensure the quality of these programs, we envision a strong collaboration between our language and literature faculty and our applied linguists. We expect that the number of full time and tenure track faculty with expertise in applied linguistics will grow to meet the needs of our current, growing, and developing programs.

Reflecting a shift in national priorities, we envision restructuring our general foreign language curricula along the guidelines set out by professional organizations such as the Modern Language Associate (MLA) and the American Council on the Teaching of Foreign Languages (ACTFL). Most importantly, this involves “replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses” (MLA 2008). At all curricular levels this restructuring involves the application of the ACTFL standards for foreign language learning (ACTFL, 2000) and principles for the development of translingual and transcultural competence (MLA, 2008).

In standard #16, we identified some of our department’s strengths and weaknesses. Below, we present recommendations for an action plan to tackle each weakness for the future. This self-study report has been compiled through the interpretation of documents and data gathered from the university, the departmental programs, members of the faculty, current students, alumni, and alumni employers. Any conclusions and recommendations are based on the analysis of such data and are only suggestions toward continued self-evaluation.

Recommendations:

1. In exposing students to languages and cultures other than English, we fulfill the university mission and strategic plan, however, we have not succeeded transmitting to the university at large how essential we

really are. Most students who are not majoring in world languages, merely view us as just “another university requirement”. We have not been able to inspire all students and make clear to all administrators and colleagues in all other programs exactly how vital we are in the university achieving global awareness, intercultural communication, and internationalizing the curriculum.

Recommendation:

The Department should continue its efforts in familiarizing the rest of the faculty, staff and administrators with the role that world languages play and will play in the near future in the local and global economies. Through the efforts of the Department chair we can continue promoting and popularizing the importance of world language study in conversations with other chairs, with administrators, with University advisors, through publications in Southern News and Southern Life and through advertisements in local newspapers. Through the efforts of our faculty members who teach in the First Year Experience program (currently Dr. Rafael Hernandez and Dr. Lisa Vitale) we will continue sparking interest in world language study among our incoming freshmen. Through the efforts of our representatives on the Global Education Planning Council (currently Dr. Elena Schmitt and Dr. Sobeira Latorre) we will continue ensuring that a requirement in World Language is maintained and is a part of the University’s global mission. The Department should continue inviting students to major and minor in world languages at university-wide functions such as Admissions Open House and Majors Expo.

2. We do not have a defined timeline in place to revise and update department goals and objectives.

Recommendation: Particularly with the onset of the Liberal Education Program, the members of the faculty should convene annually, beginning the academic year of 2010-2011, in a meeting specifically dedicated to revising and updating and goals and objectives.

3. The department at present does not have a clearly defined department common rubric or common assessment for Gate 3 or Gate 4. For Gate 4, the Spanish section requires the ACTFL OPI and WPT for graduation (as does the Bachelor of Science in Foreign Language Certification in all languages), but this is a proficiency test tool and it does not assess content specific to our curriculum.

Recommendation: The full-time faculty of each section could meet for a retreat during Fall 2011 to develop rubrics and common assessments for Gate 3 and Gate 4 to ensure that our students reach adequate proficiency levels and have sufficient knowledge of content. After all sections have agreed on rubrics and assessment, section coordinators can meet to ensure consistency within the department. Resha Cardone, coordinator of the Spanish section, is in the process of requesting a university grant for this purpose.

4. In Spring 2010, the department began developing curriculum benchmarks for all beginning and intermediate language courses. This work has not yet been completed.

Recommendation: Work meetings will continue Spring 2011 and curriculum benchmarks should be completed for all languages by Spring 2012.

6. Some of the courses that appear in the undergraduate catalog under our department have not been taught in a long time or are no longer taught. They do not reflect the expertise of the newly hired faculty.

Recommendation: Many course revisions and proposal for new courses are already in progress or have already been completed. Some courses have also been converted to Writing Intensive. Essential course revisions, new course proposals and program reviews should be completed by Spring 2012.

7. The ratio of full-time and part-time faculty is not proportionate according to university specifications. The number of adjunct faculty members is too high and it makes it very difficult to create a consistent and stable teaching community. The University Tutoring Center has not hired any tutors of world languages lately.

Recommendation: Elena Schmitt, department chairperson, has done everything possible to solicit more faculty lines for the department. The solution is marked by the university budget. This is not a weakness of our department, but we, and our students are the ones suffering the consequences. Dr. Sobeira Latorre and Dr. Elena Schmitt, members of the Global Education Planning Council, convened by the Provost, have an instrumental role in communicating how crucial our department is in fulfilling the university’s mission. All departmental faculty should support them in this effort.

Since there are no tutors of world languages at the Tutoring Center, we have arranged for our more advanced students to tutor our beginning and intermediate students. While this has worked well, it requires a great deal of time to coordinate. The department should either hire a university assistant to coordinate the tutoring program or the university should hire another staff member for this responsibility. Unfortunately, all hiring depends on the shrinking university budget.

8. Occasionally, we encounter scheduling difficulties due to lack of classroom space on campus and only two language laboratories. On the one hand, we are encouraged by the administration to open more sections, on the other hand there is no space to hold them.

Recommendation: This is another consequence of university budget constraints and lack of funds. In order to add more sections of Spanish, we attempted a 7:10am-8:00am class and concluded that a world language class at that hour is not conducive to satisfactory second language acquisition.. If our program is to grow, we need more space for classrooms and language lab use.

9. Some of our classes and programs have low enrollment and few majors.

Recommendation: Many recruitment efforts are already underway by each language section. By Fall 2011, we should be able to see some results. Recruitment efforts, nonetheless, should continue.

10. Not enough of our undergraduate students participate in or attend conferences. Some of our students organizations are not currently active.

Recommendation: We should encourage more of our undergraduate students to attend and participate more in conferences. One way is to have them present with us. Another way is to encourage them to become members of Professional Organizations so that they receive information regarding conferences in the field. We can also post these announcements on our department webpage. We should implement these strategies by Fall 2011. The French Club, Italian Club and German Club have been revived and are offering interesting activities. O.L.A. S. (Organization of Latin American Students) is also very active on campus. We also have L.E.E. (Libros en Español), and Hispanic Cultural Society, which should be restored and revitalized.

11. Our students are not involved in much research, scholarship, and creative activity beyond what is expected through coursework.

Recommendation: As a department, we should create more opportunities for our students to participate in creative activity, beyond what is required as coursework. The Spanish section used to publish a student literary journal called "La otra voz." This concept could be reinstated, and the title changed so would include work in all languages. This journal could also be electronic and included on our department web page, in order to cut costs. We could begin gathering student work as early as Spring 2011. Also, Dr. Sobeira Latorre and Dr. Jian Wu, editors of the department newsletter plan to include original scholarly and creative work by students in our next issues.

12. The department does not have adequate library resources to meet our needs because of lack of funding from the library.

Recommendation: This is another consequence of university budget constraints and lack of funds.

13. As we grow as a department and offer more languages and more sections, language lab space will be limited and not sufficient to meet our needs.

Recommendation: This is another consequence of university budget constraints and lack of funds. We have explored the possibility of taking the "lab" to the classroom, in other words, during the 50 minutes designated for lab, students and instructor would meet in a regular classroom and students would be provided with IPod Touches or iPads so they could still have the opportunity to use technology. This, however, would require purchasing more equipment. Such a course could be piloted in Spring 2012.

14a. The department does not regularly and systematically collect information from alumni and employers.

Recommendation: The department should hire a university assistant to help gather alumni and employer contact information. We should create a space/ blog/ discussion group on our web page specifically for alumni. We should also plan social events and reunions for our alumni and plan

colloquia or presentations where alumni can offer our present students some insight on careers and employment possibilities. The department should also explore internship opportunities for our present students where alumni would serve as sponsors. The Spanish section is already actively working on that possibility.

14b. The department does not regularly and systematically solicit feedback from full time and part time faculty where responses are anonymous.

Recommendation: The department should distribute a survey form annually to all faculty members, part-time and full-time, so that they may offer feedback anonymously. We should look into the possibility of using the survey form that was completed for this self-study or develop a similar one.

15. The opportunities offered to our students in local community service and outreach are currently limited in number.

Recommendation: The department should develop courses that have a learning service component. One such course is the internship which needs to be revised. This course revision should be completed by Spring 2012.

16. There is an additional important issue that merits recommendations.

This is in direct reference to comments made by both students and faculty in the survey forms completed for this self-study. Both feel a need for a greater sense of community within the department.

Students need to feel more connected to other students.

Recommendation: The department has organized events such as an informational meeting for majors, a graduation reception, coffee tables in the target language, film series. The department should reestablish student groups that have been inactive in recent years, organize excursions to museums, to conferences, and explore other ways in which groups of students can be involved together.

17. Some of the faculty expressed frustration over the lack of support by the administration in regards to resources, funding, and additional full time teaching staff lines. Some responses reflected a serious concern and a fear that some of the smaller sections be done away with by the university. This creates a sentiment of tension, division, and at times resentment among the language sections.

Recommendation: The members of the full time faculty in the department need to come together in the form of a retreat where time would be dedicated to working on strategies to enrich our program in more holistic ways: looking at possibilities of creating comparative courses in language, culture, linguistics and literature; as well as ways to encourage students who major in one language to either double major in another language or minor in another language. Through these efforts, faculty members would be able to support one another, sections would support other sections.