



AY 2014 – 2015  
Program Review

Spanish

# Spanish Program Review

AY 2009-2014

## Contents

|   |    |
|---|----|
| 1. Introduction and Program Overview.....   | 4  |
| a. Program description by level, identifying concentrations and minors .....  | 4  |
| b. Brief history of the program.....  | 4  |
| c. Recommendations from the previous external review and progress made toward addressing them   | 4  |
| d. Mission statement and goals for the program, including the program's centrality to CMU's role and mission and strategic plan and how it adds value to the region ..... | 6  |
| e. How the program's curriculum supports other majors/minors and general education requirements   | 7  |
| f. Locational/comparative advantage .....   | 7  |
| g. Any unique characteristics of the program .....  | 8  |
| 2. Curriculum .....   | 10 |
| a. Breadth, Depth and Level of the Discipline .....   | 10 |
| b. Program Currency .....   | 11 |
| c. Program Delivery .....   | 12 |
| 3. Analysis of Student Demand and Success.....  | 13 |
| a. Number of majors (by concentration(s)) and minors .....  | 13 |
| b. Registrations and student credit hours by student level .....  | 13 |
| c. Registrations and student credit hours subtotaled by course level.....   | 14 |
| d. Number of graduates (by concentration) .....   | 15 |
| e. One-year retention rates and four- and six-year graduation rates.....  | 16 |
| f. Student successes/recognitions, especially in external student competitions .....  | 16 |
| e. Other considerations—Study abroad.....   | 16 |
| 4. Program Resource .....   | 18 |
| a. Faculty .....  | 18 |
| 1. Ratio of full-equivalent students (FTES) to full-time equivalent faculty (FTEF) .....  | 19 |
| 2. Course credit hours and student credit hours by faculty type: .....  | 19 |
| 3. Faculty successes/quality/recognitions – details related to teaching, advising, scholarship, service, and other achievements. ....                                     | 19 |
| b. Financial information. ....  | 19 |
| 1. Total budget revenues and program expenditures: .....  | 19 |
| 2. Ratio of total expenditures /student credit hours .....  | 19 |
| c. Library assessment .....   | 19 |
| d. Physical facilities.....   | 20 |

|  |    |
|--|----|
| e. Instructional technology and equipment.....   | 20 |
| f. Efficiencies in the way the program is operated.....  | 20 |
| g. Other information—Bilingual administrative assistant.....   | 20 |
| 5. Student Learning Outcomes and Assessments .....   | 21 |
| a. SLO's and relation to the program's mission statement.....  | 21 |
| b. Direct and indirect measurements that assess the program's SLO's.....                               | 23 |
| c. Describe program improvements resulting from assessment of SLOs since the last program review ..... | 29 |
| d. Indicate if student learning outcomes being refined, or if data collection being modified .....     | 29 |
| e. Other Information .....   | 29 |
| 6. FUTURE PROGRAM PLANS .....  | 31 |
| a. Vision .....  | 31 |
| b. Strengths and Challenges .....  | 31 |
| c. How program review process is being used to improve the programs' teaching and learning.....        | 33 |
| d. Potential resources .....   | 33 |
| Appendices .....   | 35 |
| A. Spanish Program Data .....  | 35 |
| B. Library Assessment.....   | 38 |
| C. Student Learning Objectives (SLOs), Curriculum Map of SLOs and Assessment Plan.....                 | 41 |
| D. Faculty Curriculum Vitae .....  | 46 |



## 1. Introduction and Program Overview

### a. Program description by level, identifying concentrations and minors

The Spanish program offers both a Bachelor of Arts (BA) and a minor in Spanish. Within the BA there are three concentrations: Spanish Literature & Language, Applied Professional Spanish and Secondary Teacher Licensure.

### b. Brief history of the program

Mesa College began to offer Spanish courses in 1948, but the school did not develop the Spanish minor until 1995, as Mesa State College. In 2004, as Colorado Mesa University, the Board of Trustees approved a Spanish major, and the university expanded the Spanish minor from 18 credits to 24. Since the last review the minor became more flexible for students. The program now includes FLAS 212 (second year Spanish) as part of the minor requirements, with the hopes that this change would encourage more students to pursue a minor. The program eliminated 2012 FLAS 442 (Methodology for Teaching Foreign Languages) from the Secondary Teacher Licensure concentration because the program changed EDUC 497E (Methods of Teaching Secondary Spanish) from a one-credit to a two-credit course. Also since the last review one tenured faculty member has retired.

Unfortunately, the curricular decision to change “Degree Distinction” to “Foundation Courses,” removed Spanish as a required course for several majors: Art, Graphic Design, Kinesiology, some concentrations in Music, Public Administration/Public Safety, and Elementary Education.

### c. Recommendations from the previous external review and progress made toward addressing them

The external reviewer in 2008-09 found many positive elements in our program. For example, he said that he was “impressed with the faculty of the Spanish section” and with our “professional competencies” to help build the program. The reviewer also praised us for our focus on culture, specifically in our Applied Professional track. He noted that there will be “an ever increasing emphasis on culture and cultural competency as an important formative element of the curriculum”.

In that report the external reviewer also offered several suggestions on ways to improve. The first was his concern that not enough students are enrolled to “to sustain three different major tracks” and suggested that we look into ways to improve this situation. We noticed that many of our students were forced to take independent study courses because a course required for graduation was not being offered prior to the end of their studies. Offering independent studies did not benefit student or faculty, and thus we opted for more flexibility for these students who are now completing their graduation requirements by doing a course substitution with one of our other FLAS or FLAV upper-division courses. This change has had a very positive effect because the change in strategy adds students to our course enrollments as well as reduces the faculty load of teaching independent classes, which do not count toward their our teaching load but are nevertheless an investment of time and energy.

The report also noted the absence of a foreign language lab. We have solved this problem by the creation of a computer lab in the new Escalante Hall. We are excited to be able to use this space to improve our students' skills.

The reviewer also suggested a heightened attention to linguistics, as we see in many Foreign Language programs. While there may be more work to do, we have made some steps in the right direction. We now require FLAS 341 (Spanish and the Nature of Language) for a Spanish minor. In spring 2014 "Introduction to Hispanic Sociolinguistics" was taught as a topics course, and we may incorporate the course as a normal course offering in the future. Similarly, the program offered a class on "Spanglish" as a topics course, with some emphasis on the linguistic aspects of language contact.

We are currently addressing the oral proficiency issue of our students in a number of ways. As was noted in the 2008 reviewer's comments, our program could enhance oral competency by adding a 200-level conversation class to its curriculum. Within our 200-level sections we are addressing the need to emphasize written and oral production earlier in the curriculum. We anticipate that future assessments will demonstrate that the emphasis on these discrete skills was successful, and that the resulting improvement will negate the need for adding an additional 200-level conversation course at this time.

After looking at numerous options—some rejected due to budget constraints—we have recently implemented a language placement test, another suggestion mentioned in the report. Instituted as recently as late spring 2014, this placement exam moves "false beginners" into a higher level more appropriate to their pre-collegiate experience, thus increasing our 200-level enrollment. As we continue to implement this tool, we will need to make adjustments. Anecdotally, however, this placement exam is already influencing enrollment in the 211 and 212 sections. Of interest here will be whether this exam will help us accurately place heritage language speakers.

The Spanish faculty members were also encouraged to seek funding "to pay for a membership in the Association of Departments of Foreign Languages and for the section head to attend an ADFL summer seminar every two or three years." The reviewer also suggested that, "funds should be made available to enable interested faculty members to undergo ACTFL OPI training and to be able to maintain their status as ACTFL examiners once they are certified." While requested, the administration did not provide funding for these endeavors.

Overall, we feel that we have progressed substantially in the past five years, and look forward to future progress.



d. Mission statement and goals for the program, including the program's centrality to CMU's role and mission and strategic plan and how it adds value to the region

CMU describes its mission and role in these terms:

### **Institutional Mission Statement**

Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

### **Statutory Role and Mission**

The role and mission of the institution was reenacted in 2010 by the Colorado General Assembly (Colorado Revised Statutes 23-53-101) and amended in 2011 when Mesa State College was renamed Colorado Mesa University:

*There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.*

The Spanish program fits well within both the institution mission statement and the Statutory Role and Mission of the University. In particular the program, evident in its focus on language, culture, and relationships, foment creativity, encourages diversity, and develops critical thinking. Our curriculum focuses a great deal on social responsibility. The faculty members provide a personal touch in our classes, whether in a large introductory course or an individual study capstone course. We are committed to providing a variety of teaching styles that helps our students thrive. The program certainly serves a liberal arts education, for knowledge of a foreign language and culture encourages students to be citizens of the world who can place events, actions, and decisions in a larger, global context.

The Spanish program's mission embraces a standards-based curriculum leading to bilingual and bicultural education, and when completed, students will be able to chart their own future as Spanish teachers, bilingual managers, administrators, interpreters, or continue with graduate work. The program seeks to develop enlightened citizens with the capacity for original and unique thought.

To complete our mission, we have articulated several goals. As a Spanish program we will:

- 1) Provide a rigorous curriculum across all subjects: culture, language, literature and history.
- 2) Provide appropriate assessment tools to accurately measure the progress within the program.
- 3) Cultivate a learning environment that promotes inquiry, critical thinking, problem-solving, teamwork and communication.
- 4) Prepare students to engage in applied learning by addressing combined work with other disciplines and interacting with the community and region.
- 5) Develop respect, integrity and academic freedom.
- 6) Integrate multimedia technology across the curriculum to enhance the learning environment.
- 7) Seek opportunities for optimal immersion in Spanish by promoting study abroad.

By producing linguistically well-prepared and culturally insightful graduates, we are training skilled professionals who can occupy specialized positions in commercial, government, healthcare, and social sectors of the community. Likewise, we are preparing capable teachers who are able to teach Spanish as a second language as well as share community experiences with native speakers of Spanish.

#### e. How the program's curriculum supports other majors/minors and general education requirements

As is characteristic of a liberal arts education, the Spanish program also complements several degree programs. The Spanish program's curriculum is vital to most BA programs as well as other non-BA programs where a foreign language is required for completion of these programs, either as a Foundation Course or other category. These programs include Art History, Criminal Justice, Dance, English, History, International Studies, Liberal Arts, Mass Communication, Nursing, Music, Political Science, Psychology, Social Work, Sociology and Theater. Due to requirements from the University of Colorado, foreign language is also required for Mechanical Engineering majors.

Likewise, a major or minor in Spanish enhances many if not all majors at the University, for a knowledge of Spanish enables students to communicate with an important segment of the population, bridge cultures, and development empathy for other groups of people. Many students minor in Spanish or double major in Spanish and other concentrations (i.e. Business, Criminal Justice, Biology, Education, English and Sociology).

#### f. Locational/comparative advantage

Being the higher education regional provider in western Colorado, the Spanish program at Colorado Mesa University is essential for western Colorado. In the United States, there has been a steady growth of Spanish-speakers since the 1980s. According to a recent Pew Research Center analysis, in 1980 there were only 10 million Spanish speakers in the US. Currently that



number has increased to approximately 37 million, with projections that by the end of our next review cycle this number will increase to 40 million (see <http://www.pewresearch.org/fact-tank/2013/09/05/what-is-the-future-of-spanish-in-the-united-states/>). And according to the US census, Colorado has the tenth largest percentage of monolingual Spanish-speakers. Similarly, in a recent presentation at CMU, Ernesto Sagás stated that our region will experience a 30% increase in Spanish speakers. Thus, with a growing population of Spanish speakers in the region, our program provides an essential service to those who wish to communicate with these residents.

The community likewise provides great resources for our students, whether native or second language learners of Spanish. For example, St. Mary's, the Marillac Clinic, Child and Migrant Services, Mesa County Public Library Literacy Program, and the Dual Immersion Academy (and its related Riverside Education Center) all provide opportunities for service learning and for our students to be immersed in the Hispanic culture and language.

In this same vein, our students provide their services as translators, especially through internships, thus enhancing both community and student. We have likewise produced professionals that have benefited the Grand Valley, as they provide essential services as teachers, interpreters/translators, social service workers and services as migrant outreach providers.

#### g. Any unique characteristics of the program

Reviewers have lauded our decision to offer three tracks (Spanish Literature & Language, Applied Professional Spanish and Secondary Teacher Licensure). This formation—unique for our size—has helped us respond to the needs of the community as well as attract students of varied interests to our program. For example, we have been able to engage the student who is interested in Hispanic literature through one track, while meeting the needs of another student who is interested in teaching or translating in another track. In this way we are creating in our students the skillsets needed to function at a high level in both English and Spanish.

Our faculty also provides a unique mix of talents, with specialists in linguistics, literature, teaching methodologies, culture and translation/interpreting. The faculty members are active in their fields of research, and include a professional journalist and professional interpreter (see Appendix D for Faculty Curriculum Vitae).

The faculty also extend their interest to the academic community, student body and local community. They have helped organize the Four Corners Conference, an academic conference that has brought in local, national and international scholars, with the added bonus of the publication of the conference proceedings in the renowned journal *La Revista de Filología y Lingüística de la Universidad de Costa Rica*. Held every year in October for the last five years, the conference has attracted upwards of 50 academics and professionals presenting on a wide variety of topics depending upon the annual theme of this multi-disciplinary conference.

To enrich our students' academic experience, we have also invited many specialists in various fields, from world-renowned authors to a well-known sociolinguist. These scholars have used their skills to teach workshops in several of our classes, and they have shared their research and insights with students.

Similarly, we host numerous cultural events geared toward our students. These include our semiannual Spanish Language Night, where students showcase their talents in the Spanish language. We have also hosted events that highlight different aspects of the Hispanic culture, including *Día de las letras*, *Día de los muertos*, and *Las posadas*. Other events have focused on recruitment, such as our Major/Minor Open House.

Our reach into the community is also well established, from work with the Latino Chamber of Commerce, to pro bono interpreting in the community and academic setting, to work with the Dual Immersion Academy and Riverside Education Center.

All of these factors help us to showcase the strengths of our program.

## 2. Curriculum

### a. Breadth, Depth and Level of the Discipline

The Spanish program provides second-language experience to the CMU community. As such, Spanish at the first year level (FLAS 111 and 112), provides students with the first two curriculum Student Learning Objectives (SLOs):

1. Express themselves coherently in written and oral Spanish.
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing.

In addition, students gain insights into the history and culture of the Spanish-speaking world, not only in the classroom but also in the numerous extra-curricular activities and presentations offered throughout the year (see section 1.g).

200-level courses solidify the students' grasp of the grammar. FLAS 211 completes the basic language program, and FLAS 212 serves as a bridge course between our introductory and major courses. Here, students hone their skills in writing, oral production, listening comprehension, and cultural competency; they also focus on research skills. Upon entering 300-level courses, students will typically have attained the Intermediate-High to Advanced-Low ACTFL skill levels in reading, writing, speaking, and listening.

The core classes for all the concentrations provide students with a deeper understanding of the Spanish language. In Advanced Spanish Grammar (FLAS 301) the student gains an in-depth understanding of the structure of the Spanish language. In Advanced Spanish Composition (FLAS 302) we impart skills for developing written texts with care and insights. Advanced Spanish Conversation (FLAS 303) provides students the skills necessary for strong oral communication. Faculty conduct all three courses—FLAS 301, 302, 303—only in Spanish and provide students with guidance in correct usage of written and spoken Spanish. A content knowledge of the history and culture of Spanish and Latin America (FLAS 311/312), an introduction to the literatures of Spain and Latin America (FLAS 321/322), as well as insights into the structure of Spanish and a contrastive understanding of Spanish and the English language (FLAS 341) forms the base of our core content.

This core serves students well as they pursue one of the three tracks, with each providing a relatively in-depth immersion into Spanish in multi-functionalities. In terms of depth, the Spanish program in the final 400-level classes directs students' work in areas closely related to future career aspirations.

In the Applied Professional Spanish track, students develop abilities that will serve them well in the "professional" world, particularly business, healthcare and social services, by taking Business Spanish (FLAS 433), Spanish for Medical & Social Services (FLAS 431), Interpreting (FLAS 435) and Translation (FLAS 434). Translating and interpreting skills are in high demand when hiring an employee in any part of the country, but especially in the western U.S where the U.S.



Census records constantly increasing numbers of Hispanic residents and, of course, Spanish-speaking employees and clients. Students leaving the Spanish Professional track are poised to move into Masters-level classes, as well as training and certification programs for professional translators and/or interpreters.

For the Literature and Language Concentration in the Spanish program, 400-level classes focus on literary trends in Hispanic Poetry (FLAS 421) and Hispanic Prose (FLAS 422) as well as Hispanic Drama and Film (FLAS 423). Students complete this track by studying the Spanish sound system in Spanish Phonetics and Phonology (FLAS 441). In these classes students develop a greater understanding for the cultural and linguistic variations in the Spanish-speaking world, as well as a greater appreciation for literature as a manifestation of history, linguistics, and culture. These classes are designed with career goals that include graduate study, in which we have a successful amount of placements from among our alumni.

The Secondary Teacher Licensure track requires that the student take the foundational Spanish classes up through the 300-level components, as well as FLAS 441. Students will also enroll in the Teacher Education Department, where they take Foundations of Education (EDUC 211), Pedagogy and Assessment: Secondary K-12 (EDU 342), Teaching to Diversity (EDUC343), Integrating Literacy Across the Curriculum (EDUC 442), Content Methodology Practicum (EDUC 497), Methods of Teaching Secondary Spanish (EDUC 497E) and Teaching Internship and Colloquium (EDUC 499G). This cross-disciplinary approach has had great results.

Students in each of the three tracks complete a Spanish Senior Practicum (FLAS 498), an individualized project that they complete with one of our faculty members. We design this course in such a way to give Spanish majors practical experience in their field(s) of study. Due to this characteristic, the development of each practicum implies a degree of flexibility in order to meet an individual student's needs and desired outcomes or goals. However, in order to provide a consistent means of evaluating the experience, students must meet certain standards, including an oral defense and written report of their project.

#### **b. Program Currency**

The 2008 Reviewer praised the CMU Spanish Program for its innovation and timeliness in providing a three-track option for our students. Responses to our alumni survey include the fact that the professional track had provided enough in-depth insights into the nature of business practices in the Spanish-speaking world that one of our former students was able to compete successfully with candidates with an MBA for the same position. Given the program's success, instructors have focused mostly on minor adjustments to our course offerings.

One of these adjustments includes the elimination of Methodology of Teaching Foreign Languages (FLAS 442). Historically EDUC 497E Methods of Teaching Secondary Spanish was a one-credit offering, which we deemed insufficient to cover the breadth of material in this course. We used FLAS 442 to supplement this course. When we changed EDUC 497E to a two-credit offering, we felt that this change, while perhaps not ideal, provided sufficient time to



cover the essentials, and thus we no longer required FLAS 442 for that track. We made these changes for various reasons, including low enrollment in FLAS 442 (due to its specialized nature to attract mainly future teachers) as well as the desire to use these three credits to enhance the skills of our students in other areas. Thus, we replaced FLAS 442 with an upper-division FLAS or FLAV course of the student's choosing.

Again, with an eye to enhancing the functionality of the 200-level Spanish classes, we altered the minor to include FLAS 212, whereas previously the minor began with FLAS 301. This was done with the hope that a student will perceive the minor as being achievable within their typical four-year time frame. In addition, we enhanced the content of 212 by providing more skill-based content as well as a traditional grammar review.

### c. Program Delivery

In regard to program delivery and formats, we can note that the CMU Spanish Program has increased its reach by offering online versions of FLAS 111 and 112 since 2013. We have also combined 111 and 112 into a one-semester (two mod) component to provide the opportunity for students interested in completing their language requirement quickly. We provide Spanish evening classes as a way to serve those students whose work schedule may not allow them to take traditional day classes. In addition, with the increased numbers of students in Criminal Justice and the CMU Police Academy, over the years we have provided designated sections of FLAS 111 and 112 with a focus on Spanish for Law Enforcement. Similarly, during the summer terms, the Spanish faculty has offered a multi-level topics class "Spanish for Nursing" as a means to serve both professional nurses working in the community, as well as nursing students by providing them an opportunity to develop useful skills in their particular disciplines. Finally, since the summer of 1999, CMU has provided its students a month-long summer study abroad program that has permitted them to travel to Spain, Cuba and Costa Rica and complete six credit hours of Spanish study.

### 3. Analysis of Student Demand and Success

#### a. Number of majors (by concentration(s)) and minors

During the years in question, the number of our Spanish minors has increased dramatically. We can attribute this increase to the changes that we made to the Spanish minor in 2011. At that time we lowered the first class that counted toward the major from FLAS 301 to FLAS 212, with the hopes of enticing our students in FLAS 212 to continue with the major. This small change has resulted in a nearly 100% increase in the number of minors.

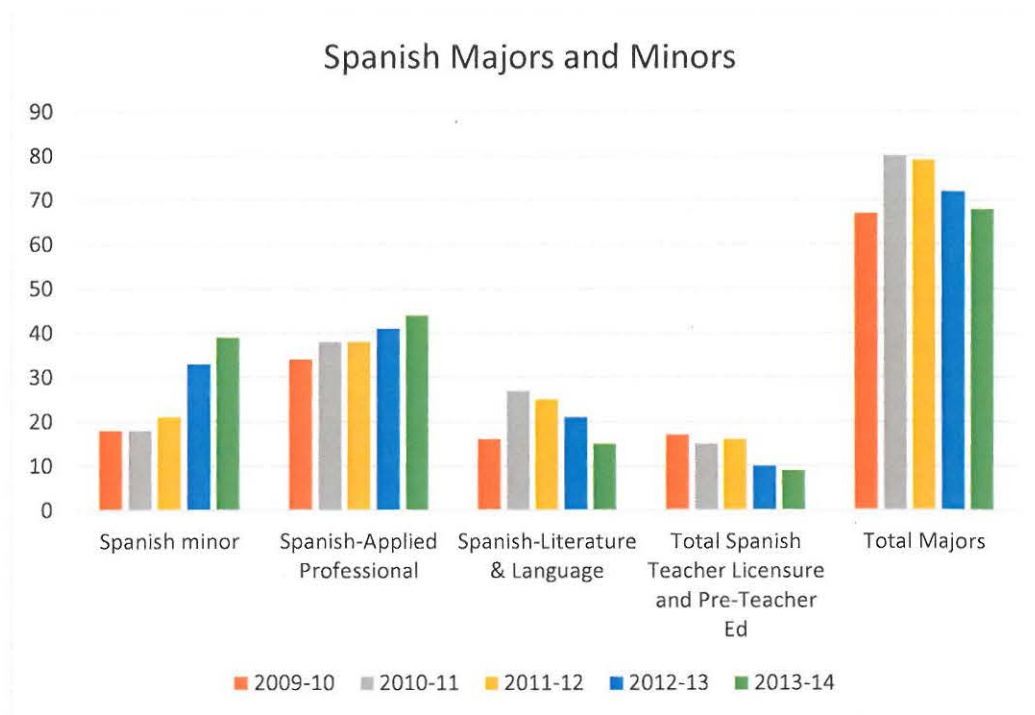
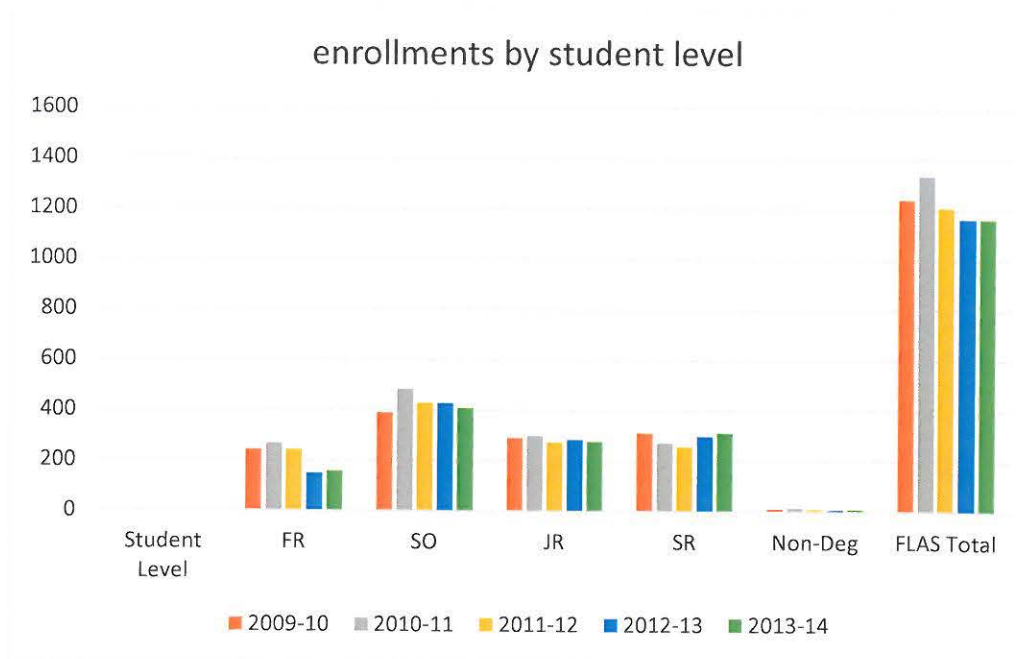


Figure 3-1 Number of Spanish majors and minors

In figure 3-1 we can also see that there has been a general growth in the total Spanish majors across the five academic years in question. Overall, an increased number of majors in the Spanish Applied Professional track has pushed this growth. The overall number of majors in the Literature & Language track has remained steady. Interest in the Teacher Licensure track has declined slightly, but remains a valid option for our students.

#### b. Registrations and student credit hours by student level

As seen in Figure 3-2, our overall enrollment for students (FLAS total) is steady. Of special note is the growth at the sophomore level, which can possibly be attributed to our increase in interest in our Spanish minor, which begins at the second year. Of interest is the overall stability of the junior and senior level enrollments. We can attribute a decrease in freshmen level enrollments to several factors: 1) our unexpected reduction in one faculty member due to retirement and 2) the change of degree distinction status for foreign language courses.

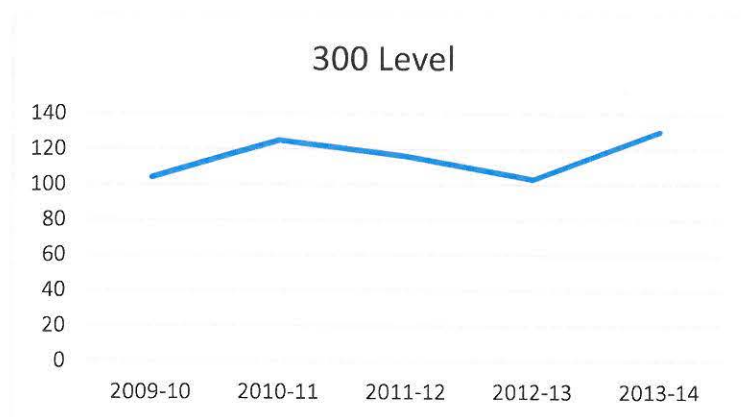


*Figure 3-2 enrollments by student level*

### c. Registrations and student credit hours subtotaled by course level

We notice the same trends that were reflected in the previous section at the course level. At the 100 level, we see an overall increase in numbers. This change is impressive due to the fact that, in spite of the change of degree distinction status for foreign language courses, we were able to maintain an overall interest in Spanish, thanks in part to an increase in enrollment at CMU over that period of time.

The overall trend in credit hours has been steady, with the notable exception of the 300-level course (see Figure 3-3), where there has been a sharp increase in students enrolled in these courses. This trend is a great sign for our future enrollments. Although not part of this review cycle, it is worth mentioning that the current enrollments in fall of 2014 are also up from previous semesters.



*Figure 3-3 student enrollment at the 300 level*



Some fluctuation in the data can be seen in the 400-level courses, which we attribute to 1) reduction in staff and 2) that the Education Department (by LLMC staff) now teaches the “equivalent” of FLAS 442. However, the average number of students per section (10) has remained constant.

#### d. Number of graduates (by concentration)

Figure 3-4 indicates that graduation rates have been fairly steady, with a drop in 2012-2013. The Spanish Applied Professional track continues to lead the pack with an average of 4.4. Of note, for AY 2013-2014 we have four students who officially graduated, with three more whose petition to graduate was not granted, for reasons beyond our control (i.e. student’s financial obligations to the university); we expect these three students to appear in future tabulations. The inclusion of these three graduates would have pushed this period to the high for the five-year period.

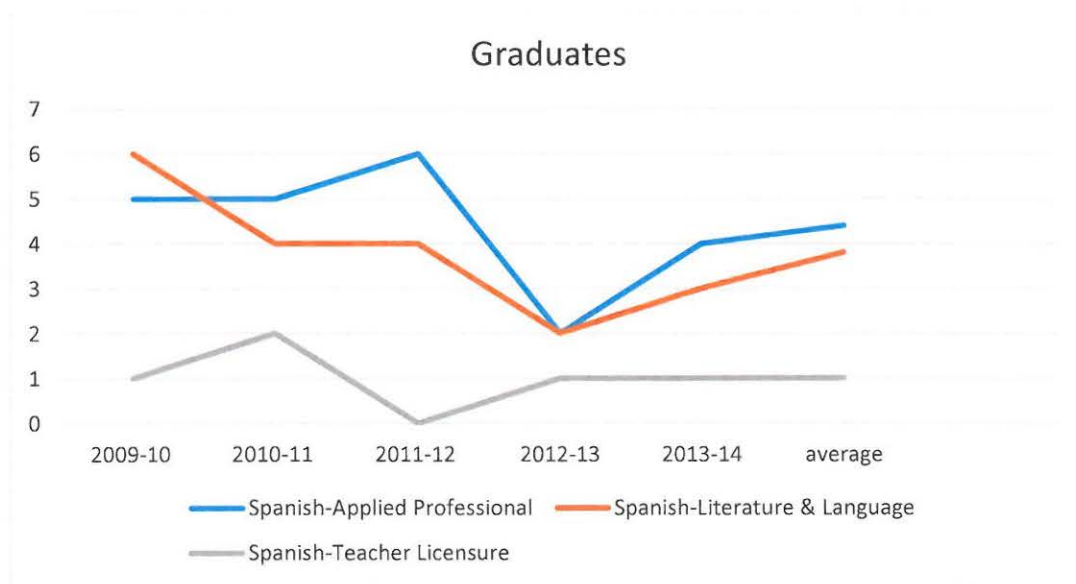


Figure 3-4 Graduates by track

The Literature and Language track has followed a similar pattern as that of Spanish Applied Professional, and on average is fairly steady, showing a marked increase after the drop in AY 2012-2013, bringing us back to average levels.

The Teacher Licensure track has produced an average of one (1) graduate per year. While this number may appear low, we currently teach no classes in the Spanish department that are particular to this cohort. At one time it was proposed that we close this track; however, the Administration determined that if these, albeit few, students left to pursue their teaching degree at another university, they would not populate our courses (at every level at the University), and that their retention remains beneficial to the University as well as the program.

#### e. One-year retention rates and four- and six-year graduation rates

Institutional Research noted that these numbers are “not reasonable measures,” due to the the inconsistency of these data, as “most students who graduate in a particular major will not have been in that major as freshmen” and thus show little benefit. Based on this, we were not provided the data regarding these rates.

#### f. Student successes/recognitions, especially in external student competitions

There are several data points that indicate that we are producing successful students. In order to graduate, our Teacher Licensure students must pass the PLACE exam. All of our students who have graduated during this time frame have passed the PLACE exam on their first attempt (see section 5.b for specifics on this data.) This success clearly indicates that we have prepared our students well for what CDE expects of secondary Spanish teachers.

While we do not have any performance data available to us, to our knowledge, every graduate from our Spanish program who has applied to study at the master level has been accepted, and our students have successfully completed these programs. Because many of these programs require students to successfully complete entrance exams (e.g., GRE), it is evident that the University and our Spanish program have prepared these students well.

Our students have also participated in several academic conferences, including CMU’s Student Showcase and the Four Corners Conference, where they have presented original research (e.g. from class projects such as FLAS 498) and creative productions (e.g. from FLAS 423).

See section 5.b for additional information on student successes.

#### e. Other considerations—Study abroad

It is important to note that our study abroad data do not appear in the numbers collected thus far. While these programs benefit students, it is clear that their participation abroad has a negative impact on the above numbers. In 2009, 2011, and 2013 twenty-one, eleven, and eleven students participated in our program in Costa Rica, respectively. In 2010 and 2014 eight and ten students, respectively, participated in our Spain program. Each of these students took six credits, but the above sections do not reflect these study abroad credits.

In addition, over this time period, several of our students have completed semester-long study abroad programs through ISEP. Spanish faculty have been highly involved in this process, being “on call” to assist these students, without official recognition from the University. We have helped with decisions in program placement (including phone calls to the host institutions), written letters of recommendation to the CMU liaison, helped with transfer agreements, and offered “moral support” to the student. And, as with our own study abroad programs, this highly beneficial program has impacted our numbers. Each of these students can be expected to take between six and eighteen credits in Spanish that will never be reflected in our own program numbers.

Similarly, our study abroad program generates revenue for the University. In addition to the program costs (i.e. airfare, room and board, professor salary), the University asks students to pay a substantial “administration fee” (between \$460 and \$900 per student), thus providing a benefit to the University for a program that incurs very little cost.



## 4. Program Resource

### a. Faculty

As of the spring semester of 2014, the Spanish program has four full-time, tenured faculty members:

- Acker, Thomas, tenured Professor hired in 1999. He obtained his BA in Art Education from Kutztown University in Kutztown, Pennsylvania, his MA in Spanish from Temple University, and his PhD in Spanish Language and Literature with a primary concentration in Spanish Golden Age literature and secondary concentration in Latin-American Literature from Temple University. Prof. Acker teaches primarily Business Spanish, Medical Spanish, and Spanish and Latin American Literature.
- Anderson, Tyler, tenured Associate Professor hired in 2006. He obtained his BA and MA from Brigham Young University in Provo, Utah, and his PhD in Spanish Linguistics from The Pennsylvania State University. Prof. Anderson teaches Spanish Sociolinguistics and Applied Linguistics.
- Silva-Villar, Luis, tenured Professor hired in 2000. He obtained his BA in Biochemistry from the Universidad Complutense de Madrid, his MA in Spanish Linguistics and PhD in Hispanic Languages and Literatures from the University of California Los Angeles. Prof. Silva-Villar teaches Romance Linguistics and Theoretical Linguistics.
- Vallejos-Ramirez, Mayela, tenured Professor hired in 2003. She obtained her PhD in Latin American Literature and Culture from The University of Nebraska Lincoln, and she was a Postdoctoral Scholar at the University of Costa Rica in 2005. She teaches Womenas Literature, Central American Literature, Costa Rican Literature, and Mexican Literature.

#### Full-Time Instructors:

- Crossley, Blake, Instructor of Spanish, obtained his BA and MA in Spanish Pedagogy at Brigham Young University.
- Gonzales, Albino, Instructor of Spanish, obtained his MA and Ed.D from Arizona State University.

#### Lecturers:

- Sharon Heller, Lecturer of Spanish, obtained her BA in Spanish at CMU and MA in Translation from University of Denver.
- Ezequiel Perez, Lecturer of Spanish, obtained his BA in Spanish at CMU and MA in Teacher Education from University of Northern Colorado.

- Anna Stout, Lecturer of Spanish, obtained her BA in Spanish at CMU and MA in Translation from University of Denver.

1. Ratio of full-equivalent students (FTES) to full-time equivalent faculty (FTEF)

There is a slight decrease (less than one student) in the ratio of full-time students to full-time faculty for the last three of the five-year period. We see this same trend in all of the other majors/minors in our department. We may attribute this trend in part to the retirement of Prof. Andrew Gordon, a change that has required the remaining tenured faculty teach his upper-division courses, which have a lower capacity compared to FLAS 111 and FLAS 112.

2. Course credit hours and student credit hours by faculty type:

Tenured/Tenure Track Faculty continue to have a larger load in comparison to the other faculty types (50% in comparison to 44% for Non-Tenure Track and 6% for Part Time); however, this number is down slightly from previous years (58% in 2010). (See appendix A for specific data.)

3. Faculty successes/quality/recognitions – details related to teaching, advising, scholarship, service, and other achievements.

The Faculty Vitae appendix provides detailed information and includes faculty publications, conference presentations, nomination to the Council for Human Trafficking, and exemplary teaching evaluations.

#### b. Financial information.

1. Total budget revenues and program expenditures:

The Spanish program budget is part of the Languages, Literature, and Mass Communication Department, which is not broken down by program. However, it is safe to say that as with other programs such as English, enrollment in lower level classes (with capacity for 30 students) sustain our upper division courses.

The Program also has no special equipment needs, and thus no special expenditures.

2. Ratio of total expenditures /student credit hours

The Spanish Department has no particular expenditures that affect student credit hours.

#### c. Library assessment

The library assessment (Appendix B) indicates that, overall, the program is well supported for all tracks. The library has a solid foundation of materials for the Spanish Program. Reference sources provide depth and range of coverage for various topics. There is a wide assortment of Spanish material in the juvenile collection. Films On Demand promises to provide appropriate content for the Spanish program.



The library may need to improve to its literature, drama, poetry and prose collection. As a practical concern, library staff often struggle to respond to requests from faculty for foreign films. Library staff should explore different sources to purchase foreign films.

A next step might be for the Department Faculty and Library Liaison to work together to provide a solid canon for the Department. One solution is to identify authors that faculty study and acquire desired texts.

#### d. Physical facilities

The Spanish faculty occupied offices on the fourth floor of Lowell Heiny Hall until fall 2014 when the department moved to the new Escalante Hall Building. This new 73,000 square foot building provides offices, classrooms, and a foreign languages lab to the Spanish program. It also has several lecture-style classrooms, small seminar rooms, and two TV studios.

#### e. Instructional technology and equipment

The program has access to state-of-the-art technology and equipment. Classes are equipped with networked computers and projectors. All T/TT faculty and instructors are assigned computers equipped with software installed by Institutional Technology personnel. Part-time faculty share computers. Students have access to the languages lab computers and computers in four other computer labs in Escalante Hall.

#### f. Efficiencies in the way the program is operated.

The Spanish Program has no need for special budgetary support for student assistants or equipment.

#### g. Other information—Bilingual administrative assistant

Another valuable resource is our bilingual administrative assistant, Angela Kimmel. She has a BA in Management from Colorado Mesa University and is a native Spanish speaker. Angela greets students and visitors, makes changes to students' degree programs, helps with schedules, monitors the Department budget, and facilitates communication with the campus community.

## 5. Student Learning Outcomes and Assessments

### a. SLO's and relation to the program's mission statement.

The CMU's Spanish program mission statement is presented online with a citation reflecting the importance of L2 instruction as a part of the institution's overall mission:

*There is no area of education with a greater potential—or a greater responsibility—than that of foreign language education [because] in our classroom we have the opportunity to help students become open, accepting, caring citizens of the world community. –Genelle Morain*

*In addition to providing fundamental knowledge of the Spanish language, the Spanish faculty at Colorado Mesa University is committed to helping students develop effective communicative skills in Spanish, as well as providing an understanding of the relationship between language and its various cultural manifestations.*

<http://www.coloradomesa.edu/spanish>

As an important component within the CMU community, the Spanish program seeks to fulfill the role designated in the following statement about the CMU “values.” Listed under “Vision, Values and Mission”:

*[. . .]Because the environment in which it functions is in a constant state of change, the university, like its students, must recognize that growth and change are an integral part of our collective future [. . .]*

*Colorado Mesa University values:*

- *a learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem-solving, innovation, teamwork, and communication in students;*
- *student choice in academic programming that prepares future leaders to function as productive and responsible members of a global society;*
- *opportunities that engage students in applied learning;*
- *a faculty recognized for their professional expertise and quality of instruction;*
- *a vibrant and varied campus setting that values diversity and diverse activities, and encourages involvement and interaction outside the classroom;*
- *a diversity of students, faculty, staff that promotes a balanced exchange of ideas. (<http://www.coloradomesa.edu/about/values.html> underline added)*

The teaching of a foreign language is arguably one of the most important components in preparing a student for success in the globalized environment of the twenty-first century. The emphasis in CMU's statement on *communication, applied learning, interaction outside the classroom* and *the exchange of ideas* aligns the Spanish program's mission well with the university's mission which “provides students with opportunities to develop the ‘whole person’



by connecting the student with the institution and the community.”  
(<http://www.coloradomesa.edu/student-services/learning-outcomes.html>)

CMU identifies Student Learning Outcomes ( SLO's) as:

- A. **Knowledge Acquisition, Construction, Integration and Application**  
Students will evaluate and use information gained from both traditional and non-traditional learning environments to apply a personalized experience to their college career and beyond in a global environment.
- B. **Cognitive Complexity**  
Students will utilize critical and reflective thinking skills to identify risks, evaluate procedures, and make decisions about their academic, financial, social, and personal futures.
- C. **Interpersonal Development**  
Students will be able to exhibit continuous identity development while demonstrating a commitment to ethics, integrity, and personal awareness.
- D. **Interpersonal Competence**  
Students will seek and value the involvement of others through interdependence, collaboration, and leadership.
- E. **Humanitarianism and Civic Engagement**  
Students recognize the importance of cultural and human differences and deliberately participate in activities that allow them to practice civic responsibility, community citizenship, and service to others.
- F. **Practical Competence**  
Students will effectively communicate, solve problems, complete tasks, and choose a healthy lifestyle to successfully navigate a purposeful life.

Similarly, the Spanish Program identifies its SLO's as the following:

- 1. Express themselves coherently in written and oral Spanish
- 2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing.
- 3. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world.
- 4. Develop a research project focused on the application of Spanish in a professional context (i.e. healthcare, commercial, and social services.)
- 5. Demonstrate an understanding of the fields of translation and interpreting
- 6. Compare commonalities and differences between Hispanic and other U.S. cultures and their importance in the commercial, healthcare and social work settings.
- 7. Develop a research project that analyzes significant literary movements/works and the authors. (Critical Thinking)

8. Demonstrate knowledge of linguistic variations that exist in the Spanish-speaking world. (Specialized Knowledge)
9. Develop a research project focused on second language acquisition or teaching methodologies. (Critical Thinking)

The Program aligns with the University's SLOs number six ("Practical Competence"); the Spanish program's SLO #1 ("Expressing oneself orally and in writing") is an evident "practical competence. And the Spanish program's # 6 where students are expected to "compare commonalities and differences between Hispanic and other U.S. cultures" is a palpable connection to CMU's SLO # 5 in which students "recognize the importance of cultural and human differences."

CMU's vision acknowledges change, diversity, applied learning in a globalized environment, thus obviating the need for a strong foreign language program and Spanish fulfills that role. Arguably, the Spanish program's community involvements and enrichment activities align with CMU's SLO's # 1,3,4,5 and 6. The Spanish major provides students many opportunities to use their L2 skills in the community. Consider the following examples:

- 400-level students help interpret and translate for non-English-speaking community members at the annual Health Fairs that have been sponsored by organizations like Hilltop and Marillac Clinic at the Lincoln Barn. In these events our students assisted in manning booths sponsored by various health providers where screenings were done for free.
- The 498 Capstone is a requirement for all graduating Spanish BA's. In the Spanish Professional track, graduating seniors have worked in the courts, shadowing and, at times, assisting practicing court interpreters. Other students have interned in the Marillac Clinic with indigent patients where a supervisor monitors students' activities as a volunteer interpreter and translator.
- Through the Spanish program, frequent academic and literary speakers are invited to present on Hispanic themes. This includes the keynote speaker at the Four Corners Conference, and events with invited poets and writers.
- Our students have participated in tutoring k-8 children at the Riverside Education Center.
- Graduating seniors in the Spanish program have had articles printed in the Grand Junction Spanish –language newspaper *Entérate Latino*, including topics discussing mental illness and financial challenges of attending university.

#### b. Direct and indirect measurements that assess the program's SLO's.

Due to changes to the assessment focus at the University level, during this cycle assessment data was collected for only one year, AY 2013-2014. The two areas to be examined include pronunciation of Second Language Learners (SLL) pronunciation in FLAS 303 and FLAS 431 and the writing of FLAS 302 and FLAS 498 students. The results from these evaluations are presented below.

## Pronunciation

Faculty asked students in FLAS 303 to record themselves as they talked about a given topic, which faculty provided prior to the recording session. They were allowed to prepare an outline and to practice as much as they would like prior to completing the recording, which the students completed on their personal computers through the course recording system (VoiceBoard) on the Vista Higher Learning website. Recordings lasted between two minutes thirty seconds to five minutes.

Faculty analyzed the recordings using a rubric that looked at twenty-two common English interference types (e.g. aspirated /p/) in SLL Spanish, and evaluators took a tally of the number of instances of each interference. Although native and heritage language speakers also participated, only SLL were used in the analysis, and the analyst only listened to the first 1:30 of each recording. Five students who had declared themselves majors or minors in Spanish were selected for evaluation. Table 5-1 shows the results of the number of interference types, with students averaging 15 interference types out of a possible 22.

In order to look at the frequency of these types of interferences, the number of tokens of aspirated /p/ in the Spanish of these five students was analyzed. This interference type was selected because it was one that appeared in all of the recordings. On average 4.4 tokens appeared in these students' recordings.

| FLAS 303       | Number of Interference types (out of 22 possible traits) | Number of aspirated /p/ |
|----------------|--|-------------------------|
| Student 1      | 15   | 4                       |
| Student 2      | 15   | 8                       |
| Student 3      | 13   | 3                       |
| Student 4      | 18   | 3                       |
| Student 5      | 14   | 4                       |
| <b>Average</b> | <b>15</b>  | <b>4.4</b>              |

*Table 5-1 Number of interferences in pronunciation, number of tokens of aspirated /p/ in FLAS 303*

In order to compare how these majors/minors stood against more advanced students, a comparative analysis was done on our FLAS 431 students. While other native speakers participated in the recording sessions, only the speech of four SLL were recorded as they interpreted a mock doctor/patient interaction. These scenarios were practiced/memorized prior to the recording session, and presented in front of the class, and recorded using a hand-held digital recorder. The speech of the SLL averaged around two minutes.



The analysis of these four recordings showed that on average 10.5 interferences were present in this group. However, as can be seen in Table 5-2, one speaker (student 3) greatly influenced this data. With this outlier removed, the average number of interference types is 13.3, similar but lower than the previous group. The number of instances of aspirated /p/ is also down considerably to 3 tokens.

| FLAS 431       | Number of Interference types (out of 22 possible traits) | Number of aspirated /p/ |
|----------------|--|-------------------------|
| Student 1      | 15   | 5                       |
| Student 2      | 14   | 3                       |
| Student 3      | 1  | 0                       |
| Student 4      | 11   | 2                       |
| <b>Average</b> | <b>10.25</b>   | <b>2.5</b>              |

*Table 5-2 Number of interferences in pronunciation, number of tokens of aspirated /p/ in FLAS 431*

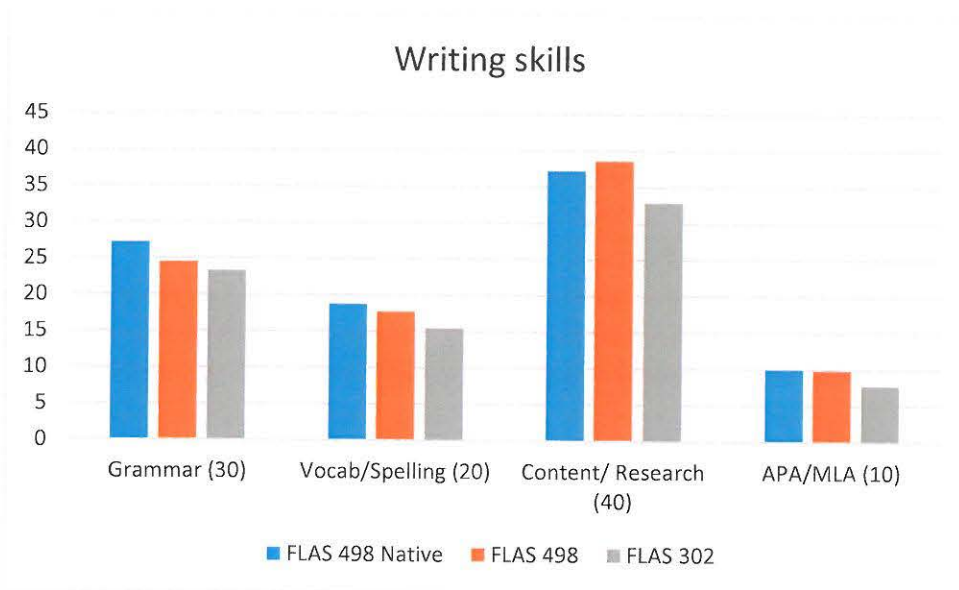
While these findings could indicate success in our program, we must proceed with caution in the interpretation of the data. The different types of recording environments (at home vs. in class), the amount of practice (memorized vs. simply practiced) and the duration of the recordings (up to five continuous minutes vs. sporadic insertions of approximately two minutes of Spanish), all could have affected the results. Similarly, not all students had opportunities to produce each target sound, and some sounds were produced more frequently by some students than by others, thus a greater likelihood of more interference in that domain.

In order to improve on these findings, one possible solution could be to have each student read a paragraph that is prepared by the Spanish faculty, which would be designed to incorporate certain potential interference zones. This would help control for the quantity of possible interferences and token frequency of each interference. Comparisons of the two groups would then be much more reliable. It is also advisable to take a score at the beginning of FLAS 303 as opposed to the ending, thus giving an insight as to what our students are achieving due to our courses. Having this starting point will provide more information on what we are doing well, and what we need to improve.

Another takeaway from this data is the need for a class in Spanish Phonetics/Phonology (FLAS 441) for all of our Spanish majors and minors. Currently this class is only required of a subset of our majors. If improved pronunciation is one of our goals, then a class that can help focus our SLL on typical English interference traits should prove beneficial. The fact that interference types remains at 13 is not surprising, but FLAS 441 (while focused much more than on simply improving pronunciation) could help bring this number down.

## Writing

For our second area of assessment, we compared the writing of our students in FLAS 302 and FLAS 498. As luck would have it, all students in FLAS 302 for the semester analyzed were SLL. In order to maintain a proper comparison, we have separated out the native from non-native speakers in FLAS 498, comparing these against our non-native speakers of Spanish in FLAS 302. Our rubrics focused on Grammar, Vocabulary, Spelling, Content, Research Skills and the ability to follow a given format. As seen in Figure 5-1, FLAS 498 students outperformed the FLAS 302 students at every level. Of great interest, this difference is seen most in the content/research areas. After FLAS 302, all classes focus heavily on content and research skills, which is evidenced in the final FLAS 498 project. The fact that the skills areas likewise improved even with little focus in our more advanced courses is also positive. FLAS 498 natives outperformed the non-natives in all areas except for research, which points to the need to help this cohort of students develop these skills more fully. See Tables 5-3 to 5-4 for specific information on student performance.



*Figure 5-1 Writing skills of FLAS 498 and 302 non-native students. Number in parenthesis are points possible in given scale.*

| FLAS 498        | Native (N)<br>Non-Native (NN) | Grammar | Vocab/Spelling | Content/Research | APA/MLA | Total |
|-----------------|-------------------------------|---------|----------------|------------------|---------|-------|
| Points Possible |                               | 30      | 20             | 40               | 10      | 100   |
| Student 1       | NN                            | 26.5    | 19             | 38               | 10      | 93.5  |
| Student 2       | NN                            | 24      | 17.5           | 40               | 10      | 91.5  |
| Student 3       | NN                            | 28      | 19             | 40               | 9       | 96    |
| Student 4       | NN                            | 22      | 17             | 35               | 10      | 84    |
| Student 5       | NN                            | 22      | 16             | 40               | 10      | 88    |
| Student 6       | N                             | 27      | 19             | 37               | 10      | 93    |
| Student 7       | N                             | 27      | 18             | 36               | 10      | 91    |
| Student 8       | N                             | 27      | 18             | 37               | 10      | 92    |
| Student 9       | N                             | 28      | 20             | 39               | 10      | 97    |

*Table 5-3 Student writing assessment FLAS 498*

| FLAS 302        | Native (N)<br>Non-Native (NN) | Grammar | Vocab/Spelling | Content/Research | APA/MLA | Total |
|-----------------|-------------------------------|---------|----------------|------------------|---------|-------|
| Points Possible |                               | 30      | 20             | 40               | 10      | 100   |
| Student 1       | NN                            | 22      | 16             | 32               | 8       | 78    |
| Student 2       | NN                            | 22      | 13             | 32               | 8       | 75    |
| Student 3       | NN                            | 21      | 14             | 31               | 7       | 73    |
| Student 4       | NN                            | 24      | 16             | 33               | 8       | 86    |
| Student 5       | NN                            | 26      | 17             | 38               | 8       | 89    |
| Student 6       | NN                            | 24      | 16             | 31               | 7       | 78    |
| Student 7       | NN                            | 24      | 16             | 33               | 8       | 81    |

*Table 5-3 Student writing assessment FLAS 302*

### **Exit Exam**

The only exit exam required of Spanish program majors is the PLACE exam for students in the Secondary Education Licensure. In our previous program review, we had two students who scored 264 and 285 points respectively. This review period shows an increase to seven students, all scoring above the minimum 220 points needed to pass. See Table 5-5. While these results are only from a segment of our program, this subset of students are enrolled with students from the other two tracks, and thus offer a good sample of our program. It has been suggested



that all students take the PLACE exam as an exit tool, and we will look into the benefits and logistics of this for the future.

| Students  | 2009 | 2010 | 2012 | 2013 | 2014 |
|-----------|------|------|------|------|------|
| Student 1 | 250  |      |      |      |      |
| Student 2 |      | 228  |      |      |      |
| Student 3 |      | 289  |      |      |      |
| Student 4 |      |      | 261  |      |      |
| Student 5 |      |      |      | 242  |      |
| Student 6 |      |      |      | 270  |      |
| Student 7 |      |      |      |      | 260  |

*Table 5-5 PLACE exam scores*

### **Alumni Survey**

We conducted the last available alumni survey in 2014 and invited 33 Spanish program graduates from 2008 to 2013. Eleven of these students completed the surveys with 81.8% indicating they are either generally or very satisfied with their undergraduate education, and 72.7% were pleased with their major courses. Similarly, 72.7% are employed full time, and 88.9% are currently in a field related to their undergraduate degree. All respondents felt at least adequately prepared for their current career.

Of those respondents who have pursued further education—five—all felt at least adequately prepared.

### **Alumni Success**

Our students have found success in many endeavors. Here we provide a summation of these successes.

1. Graduate School: three students have received an MA degree (one in Translation/Interpreting, two in education), and two are currently in a graduate program (one at CMU (ESOL) and one at University of Colorado Boulder (Spanish)).
2. Employment: Students are currently or have been employed at the following locations:
  - Kyle Behrman – Teacher – Central High School – Mesa County School District 51
  - Shelly Clements – Health Coverage Guide – Eagle County.
  - Brittany Gardner – Senior Case Manager for the Dept. of Human Services
  - Nelly Garcia - Migrant Recruiter – Mesa County School District 51.
  - Yaneth Gutierrez – Teacher – Grand Junction High School – Mesa County School District 51
  - Jesusita Herrera - Case Manager for Attendance – Mesa County School District 51.
  - Rikki Keiser – Student Teaching – Mesa County School District 51

- Sarah Mackley – Teacher Grand Junction High School - Mesa County School District 51
- Mara Nielsen – Recruiter – Colorado Mesa University
- Jesus Raffo - District Translator – Mesa County School District 51.
- Gilberto Ramirez - Migrant Recruiter – Mesa County School District 51.
- Anna Stout – Certified Translator, Certified Court Interpreter, founder of Foundation for Cultural Exchange, Co-Chair of Colorado Association of Professional Interpreters
- Ashleigh West – Teacher – Grand Junction High School – Mesa County School District 51
- 

c. Describe program improvements resulting from assessment of SLOs since the last program review

We cannot demonstrate any improvement because the only assessment data we have collected is from last AY. To demonstrate any viable results, we need more time.

d. Indicate if student learning outcomes being refined, or if data collection being modified

As mentioned above, we are refining data collection methods for the pronunciation assessment. We will revisit the process during our next cycle AY 2016-2017.

e. Other Information

Our efforts to assess our student needs point to several changes that have occurred over the program review cycle. In response to what we have learned, we improved the following:

- As mentioned previously, the development of a Placement Test has helped us place students at the right level.
- We have also worked closely with the Tutoring Center in the selection of tutors who we feel will ensure our students' success, specifically addressing our course SLOs.
- We have made substantial changes to FLAS 498, making projects more consistent. We modified the requirements to make sure that all students benefit from this project, as well as to make sure that we focus on well-known weaknesses in most students (oral and written proficiency).

Our retention work at CMU reflects the planning-assessment process. Our comprehensive and collaborative approach has led to significant improvements in retention, as attested in our increase in class size at the 300 level (see figure 3-3 above).

- Our program is characterized by an intimate learning setting, exemplified in our small classes and easy access to teachers. This arrangement allows students to personalize their academic experience.
- Our in-house academic advising allows us to directly and personally guide our advisees.

- We also act as club advisors for the Pura Vida Spanish Club, as well as the Latin Student Alliance.

All these efforts help us reach our above-mentioned goals.

## 6. FUTURE PROGRAM PLANS

### a. Vision

Having accomplished most of the challenges listed in the 2008-9 Program Review (see section 1.c) we find ourselves in a situation where we are optimistic with our results and prepared to introduce additional well-motivated changes. In this section we discuss some of these ideas for continued success.

In order to address the diverse needs of our students, we need to improve the cohesion of our current track system. Our student population has grown more diverse in the last five years, including the added linguistic diversity of more native and heritage language speakers. We expect our program to become even more diverse as we grow. We need to consider readjusting and/or concentrating our current tracks, thus continuing to move our program forward.

We are convinced that all concentrations must share a common and robust core, which we continue to refine. To this end, we have considered some course changes, and we will continue to address these program adjustments in the near future. This may include, among other possibilities, reorganizing or merging the content of some courses (e.g. reducing the number of specialized literature courses), and adding other courses (e.g. a more in-depth translation/interpreting course).

We have carried out a variety of initiatives which have increased our retention rate, and we expect the changes to strengthen our program. For example, we have encouraged our students to travel to cultural/academic events in Denver, increased the number of cultural events on campus, and our students have participated in academic conferences. In addition, as stated previously (see section 1.c), we have implemented a placement test, and we plan on refining it in the future.

We reconfigured our current FLAS 498 to help us collect more and better data to assess our program. We will see what adjustments we need to make with this course, as well as with our core classes that prepare our students for graduation and future careers.

### b. Strengths and Challenges

Our faculty is dedicated to teaching and strives to provide better quality service without giving up the production of the highest level of research. We are deeply committed to the potential of our disciplines to enhance our understanding of the world. As teachers, mentors, and scholars, faculty are dedicated to modeling the intellectual values they seek to impart to students, including a learned, reflective, and critical approach. In addition, as responsible members of the university community, our professors and educators also dedicate their talents, experiences, and leadership skills to activities that sustain, develop, and improve the entire institution.

Maintaining and improving the quality of our program may only be possible if we collect meaningful data; we are still exploring alternatives. Refining assessment is a priority. We are in the first year of the cycle, which is still too soon to reach conclusions about our level of



productivity. The initial results have introduced some areas that need to be addressed (mainly in the assessment material), but overall the results have been positive. A major challenge is to collect a balanced amount of data to measure our productivity without damaging basic educational values. We consider all activities leading to a better understanding of productivity a priority.

One area of interest is program advertising. We have solved some old problems on our webpage, but we still recognize the need to realize its potential. We are beginning to use social media, and we have developed a program pamphlet. We continue to see other venues to advertise our program. As part of this process, we need to play an active role in demonstrating the undeniable advantage in our students' education and our state economy when we develop high second language proficiency.

We must continue to align institutional goals with community needs. The Spanish faculty has been exploring how CMU's Spanish program might better serve the needs of the Western Slope's agencies, businesses, and non-profit organizations with which we have collaborated, especially through the Marillac Clinic and St. Mary's Hospital as sites for interns working on their FLAS 498 projects. Our valley needs trained translators and interpreters, and the Spanish program is looking carefully into how it might provide that service. There is a new Community Hospital being built which includes an oncology clinic; this indicates a growth in the community and in opportunities for students, either as part of the workforce or as volunteers. Our present program includes two upper division courses, one each with the explicit focus on Translating and Interpreting; we are considering potential expansion of these areas. Conceivable models include:

- Expand/enhance the current professional track by strengthening the translation and interpreting focus in all four classes—FLAS 431, 433, 434, 435—currently offered, and perhaps changing the content of one of the classes into Legal Interpreting.
- Create a bi-lingual administrative assistant program through WCCC. This program would be a certificate program or a two-year Associates degree that would act as a feeder for bilingual speakers in Spanish/English into our BA program.
- Collaborate with St. Mary's Hospital in their implementation of a Spanish/English interpreter-training program designed to address the continuing shortage of medical interpreters at that facility.

Another challenge we face is the reduction of financial support; no faculty in the Spanish Program has received the Faculty Development Funding Grant for the last two years. This lack of access to funds limits our ability to participate in professional events. We need to better understand how university committees evaluate the distribution of these grants.

The situation created with the retirement of Prof. Gordon is likewise forcing us to adjust; one of the adjustments, unfortunately, has been that most (if not all) professors are teaching

overloads to compensate for this loss. Another option, one which we have also utilized, is the use of adjuncts to teach the courses left vacant by his retirement.

We are committed to maintaining a limited number of courses online to support students who cannot attend traditional classes. However, we are aware that online courses cannot substitute for a face-to-face environment when learning a foreign language.

#### c. How program review process is being used to improve the programs' teaching and learning.

By facing our shortcomings we have had to develop the following areas: a placement test, a new structure for our capstone course (FLAS 498), and a better understanding of the role of our Study Abroad Program. After unifying both of our programs—the one in Costa Rica and the one in Spain—we still feel we have to demonstrate the importance of study abroad as an intrinsic component of the Spanish program.

Integrating native speakers into the third-year level has been moderately successful. The lack of uniformity among native/heritage bilinguals, is a typical obstacle we have been working to resolve every semester with creativity and dedication.

We have limited another situation: Independent Study. As mentioned above, we offer more course substitutions, where feasible, to give more flexibility to the completion of each tracks' requirements. For example, if a student needs FLAS 433 to graduate, but the course is not offered in a timely manner, nor does a student plan to work in the business sector, we would advise the student to take another upper-division course.

The construction of Escalante Hall has helped resolve a good amount of our previous shortcomings, in particular those pertaining to our demand for a Foreign Language Lab, proper equipment, and space in general.

The library has added written, audio and video materials to support our courses. We expect to continue this fruitful collaboration.

#### d. Potential resources

In order to accomplish our goals, we will need to attract more resources.

Study Abroad is becoming increasingly expensive for students. We need to find a way to help students to travel abroad as a basic component of their education in the Spanish Program. While the ISEP program has gone a long way to ameliorate this situation, course alignment from foreign institutions to CMU are difficult to attain. Likewise, ISEP and our own study abroad programs often compete for the same students, creating an imbalanced competition. Additional resources to promote and fund our programs are necessary.

Recruitment activities cannot be developed with limited funds. Although we are keeping steady numbers over the years, we must implement a recruitment policy to attract prospective

students and guarantee the success of the program. One of our former graduates has recently begun working as a CMU recruiter, which should provide a great resource for our program.

We need to obtain other resources, such as additional help from the Marketing and Publicity office and perhaps help from the Office of Sponsored Programs for procuring grants.

# Appendix A

## Program Data



## Appendices

### A. Spanish Program Data

#### Degrees Awarded

| Colorado Mesa University Degrees Awarded by Department |        |      |                                    |           |         |           |         |           |     |           |     |           |     |
|--|--------|------|------------------------------------|-----------|---------|-----------|---------|-----------|-----|-----------|-----|-----------|-----|
| Department   |        | LLMC |                                    |           |         |           |         |           |     |           |     |           |     |
| Program  | Degree | Code | Major                              | 2009-10   |         | 2010-11   |         | 2011-12   |     | 2012-13   |     | 2013-14   |     |
|  |        |      |                                    | 1st Major | All     | 1st Major | All     | 1st Major | All | 1st Major | All | 1st Major | All |
| Spanish  | BA     |      | 3246 Spanish-Applied Professional  | 5         | 5       | 4         | 5       | 4         | 6   | 2         | 2   | 4         | 4   |
|  |        |      | 3247 Spanish-Literature & Language | 1         | 6       |           | 4       | 3         | 4   | 2         | 2   | 1         | 3   |
|  |        |      | 3248 Spanish-Teacher Licensure     | 1         | 1       | 2         | 2       |           |     | 1         | 1   | 1         | 1   |
| Subtotal   |        |      |                                    | 7         | 12      | 6         | 11      | 7         | 10  | 5         | 5   | 6         | 8   |
| Minors Awarded:  |        |      |                                    |           |         |           |         |           |     |           |     |           |     |
|  |        | Code | Minor                              | 2009-10   | 2010-11 | 2011-12   | 2012-13 | 2013-14   |     |           |     |           |     |
|  |        | M245 | Spanish                            | 3         | 4       | 1         | 2       | 5         |     |           |     |           |     |

#### Student Credit Hours by Student Level

| Colorado Mesa University Registrations and Student Credit Hours by Student Level |               |          |      |          |      |          |      |          |      |          |      |
|--|---------------|----------|------|----------|------|----------|------|----------|------|----------|------|
| Department   |               | LLMC     |      |          |      |          |      |          |      |          |      |
| Subject  | Student Level | 2009-10  |      | 2010-11  |      | 2011-12  |      | 2012-13  |      | 2013-14  |      |
|  |               | Enrolled | SCH  | Enrolled | SCH  | Enrolled | SCH  | Enrolled | SCH  | Enrolled | SCH  |
| FLAS   | FR            | 241      | 723  | 267      | 801  | 242      | 726  | 149      | 447  | 157      | 471  |
|  | SO            | 389      | 1167 | 482      | 1446 | 428      | 1284 | 428      | 1284 | 408      | 1224 |
|  | JR            | 290      | 870  | 299      | 897  | 273      | 819  | 283      | 849  | 276      | 828  |
|  | SR            | 310      | 930  | 271      | 813  | 255      | 765  | 297      | 891  | 311      | 933  |
|  | PBL           | 2        | 6    | 3        | 9    | 5        | 15   | 1        | 3    | 2        | 6    |
|  | Grad          | 1        | 3    | 1        | 3    |          |      |          |      |          |      |
|  | Non-Deg       | 10       | 30   | 15       | 45   | 10       | 30   | 7        | 21   | 10       | 30   |
| FLAS Total   |               | 1243     | 3729 | 1338     | 4014 | 1213     | 3639 | 1165     | 3495 | 1164     | 3492 |

#### Student Credit Hours by Course Level

| Colorado Mesa University Registrations and Student Credit Hours by Course Level |              |          |      |          |      |          |      |          |      |          |      |
|---|--------------|----------|------|----------|------|----------|------|----------|------|----------|------|
| Department  |              | LLMC     |      |          |      |          |      |          |      |          |      |
| Subject   | Course Level | 2009-10  |      | 2010-11  |      | 2011-12  |      | 2012-13  |      | 2013-14  |      |
|   |              | Enrolled | SCH  | Enrolled | SCH  | Enrolled | SCH  | Enrolled | SCH  | Enrolled | SCH  |
| FLAS  | 100          | 986      | 2958 | 1035     | 3105 | 946      | 2838 | 921      | 2763 | 907      | 2721 |
|   | 200          | 101      | 303  | 105      | 315  | 88       | 264  | 83       | 249  | 68       | 204  |
|   | 300          | 104      | 312  | 125      | 375  | 116      | 348  | 103      | 309  | 130      | 390  |
|   | 400          | 52       | 156  | 73       | 219  | 63       | 189  | 58       | 174  | 59       | 177  |
| FLAS Total  |              | 1243     | 3729 | 1338     | 4014 | 1213     | 3639 | 1165     | 3495 | 1164     | 3492 |

## Student Credit Hours by Course

| Colorado Mesa University Credit Hour Production |                                |       |          |          |      |          |          |      |          |          |      |          |          |      |          |          |      |
|---|--------------------------------|-------|----------|----------|------|----------|----------|------|----------|----------|------|----------|----------|------|----------|----------|------|
| Dept:   | LLMC                           |       |          |          |      |          |          |      |          |          |      |          |          |      |          |          |      |
| Course  | Title                          | Cr Hr | 2009-10  |          |      | 2010-11  |          |      | 2011-12  |          |      | 2012-13  |          |      | 2013-14  |          |      |
|   |                                |       | Sections | Enrolled | SCH  | Sections | Enrolled | SCH  | Sections | Enrolled | SCH  | Sections | Enrolled | SCH  | Sections | Enrolled | SCH  |
| ENGL  |                                |       |          |          |      |          |          |      |          |          |      |          |          |      |          |          |      |
| FLAS  |                                |       |          |          |      |          |          |      |          |          |      |          |          |      |          |          |      |
| 111   | First-Year Spanish I           | 3     | 22       | 612      | 1836 | 24       | 647      | 1941 | 22       | 570      | 1710 | 22       | 567      | 1701 | 22       | 572      | 1716 |
| 112   | First-Year Spanish II          | 3     | 16       | 374      | 1122 | 17       | 388      | 1164 | 16       | 376      | 1128 | 16       | 354      | 1062 | 15       | 335      | 1005 |
| 211   | Second-Year Spanish I          | 3     | 4        | 59       | 177  | 4        | 65       | 195  | 4        | 47       | 141  | 4        | 46       | 138  | 4        | 36       | 108  |
| 212   | Second-Year Spanish II         | 3     | 4        | 42       | 126  | 4        | 40       | 120  | 4        | 41       | 123  | 4        | 37       | 111  | 4        | 32       | 96   |
| 301   | Advanced Spanish Grammar       | 3     | 2        | 26       | 78   | 2        | 25       | 75   | 2        | 27       | 81   | 2        | 23       | 69   | 2        | 33       | 99   |
| 302   | Advanced Spanish Composition   | 3     | 2        | 23       | 69   | 2        | 22       | 66   | 2        | 19       | 57   | 2        | 17       | 51   | 2        | 16       | 48   |
| 303   | Adv Spanish Conversation       | 3     |          |          |      |          |          |      |          |          |      |          |          |      | 1        | 20       | 60   |
| 311   | History and Culture of Spain   | 3     | 1        | 14       | 42   | 1        | 11       | 33   | 1        | 19       | 57   | 1        | 10       | 30   | 1        | 16       | 48   |
| 312   | History/Culture Latin America  | 3     | 1        | 17       | 51   | 1        | 15       | 45   | 1        | 11       | 33   | 1        | 10       | 30   | 1        | 6        | 18   |
| 314   | Advanced Spanish Conversation  | 3     | 1        | 13       | 39   | 2        | 29       | 87   | 2        | 16       | 48   | 2        | 21       | 63   |          |          |      |
| 321   | Intro to Literature of Spain   | 3     | 1        | 7        | 21   | 1        | 12       | 36   | 1        | 7        | 21   | 1        | 10       | 30   | 1        | 12       | 36   |
| 322   | Intro/Lit of Latin America     | 3     | 1        | 4        | 12   | 1        | 11       | 33   | 1        | 17       | 51   | 1        | 12       | 36   | 1        | 9        | 27   |
| 341   | Span Nature of Language        | 3     |          |          |      |          |          |      |          |          |      |          |          |      | 2        | 18       | 54   |
| 411   | Spanish/Nature of Language     | 3     | 1        | 6        | 18   | 1        | 11       | 33   | 1        | 9        | 27   | 1        | 12       | 36   |          |          |      |
| 421   | Hispanic Poetry                | 3     |          |          |      | 1        | 5        | 15   |          |          |      |          |          |      | 1        | 7        | 21   |
| 422   | Hispanic Prose                 | 3     | 1        | 8        | 24   |          |          |      | 1        | 3        | 9    | 1        | 6        | 18   |          |          |      |
| 423   | Hispanic Drama and Film        | 3     | 1        | 9        | 27   |          |          |      |          |          |      | 1        | 12       | 36   |          |          |      |
| 431   | Spanish for Med/Social Service | 3     | 1        | 6        | 18   |          |          |      | 1        | 15       | 45   | 1        | 9        | 27   |          |          |      |
| 433   | Business Spanish               | 3     |          |          |      | 1        | 15       | 45   |          |          |      |          |          |      | 1        | 10       | 30   |
| 434   | Translation                    | 3     |          |          |      | 1        | 12       | 36   |          |          |      |          |          |      | 1        | 12       | 36   |
| 435   | Interpreting                   | 3     |          |          |      | 2        | 12       | 36   | 1        | 15       | 45   |          |          |      | 1        | 14       | 42   |
| 441   | Spanish Phonetics/Phonology    | 3     |          |          |      | 1        | 11       | 33   |          |          |      | 1        | 13       | 39   |          |          |      |
| 442   | Method Teach Foreign Lang      | 3     | 1        | 7        | 21   |          |          |      | 1        | 8        | 24   |          |          |      |          |          |      |
| 444   | Tech/Lit/Culture in Span Class | 3     | 1        | 5        | 15   |          |          |      | 1        | 7        | 21   |          |          |      | 1        | 7        | 21   |
| 495   | Independent Study              | 3     |          |          |      |          |          |      |          |          |      |          |          |      | 1        | 2        | 6    |
| 498   | Spanish Senior Practicum       | 3     | 5        | 11       | 33   | 5        | 7        | 21   | 4        | 6        | 18   | 5        | 6        | 18   | 3        | 7        | 21   |

## Student Credit Hours by Faculty Type

| Colorado Mesa University Credit Hours by Faculty Type |                  |         |       |       |         |       |       |         |       |       |         |       |       |         |       |       |
|---|------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| Dept:   | LLMC             |         |       |       |         |       |       |         |       |       |         |       |       |         |       |       |
| Subject   | Faculty Type     | 2009-10 |       |       | 2010-11 |       |       | 2011-12 |       |       | 2012-13 |       |       | 2013-14 |       |       |
|   |                  | CCH     | SCH   | % SCH | CCH     | SCH   | % SCH | CCH     | SCH   | % SCH | CCH     | SCH   | % SCH | CCH     | SCH   | % SCH |
| FLAS  | 1 -T/TT          | 138     | 2109  | 57%   | 150     | 2316  | 58%   | 132     | 2010  | 55%   | 129     | 1875  | 54%   | 123     | 1758  | 50%   |
|   | 3 -FT NonTT      | 54      | 1509  | 40%   | 57      | 1578  | 39%   | 60      | 1506  | 41%   | 63      | 1545  | 44%   | 60      | 1527  | 44%   |
|   | 6 -PT            | 6       | 111   | 3%    | 6       | 120   | 3%    | 6       | 123   | 3%    | 6       | 75    | 2%    | 12      | 207   | 6%    |
| FLAS Total  |                  | 198     | 3729  | 100%  | 213     | 4014  | 100%  | 198     | 3639  | 100%  | 198     | 3495  | 100%  | 195     | 3492  | 100%  |
| LLMC  |                  |         |       |       |         |       |       |         |       |       |         |       |       |         |       |       |
| Total:  | Faculty Type     | CCH     | SCH   | %SCH  | CCH     | SCH   | %SCH  | CCH     | SCH   | %SCH  | CCH     | SCH   | %SCH  | CCH     | SCH   | %SCH  |
|   | 1 -T/TT          | 580     | 11076 | 49%   | 593     | 9775  | 39%   | 503     | 9698  | 36%   | 505     | 8767  | 32%   | 511     | 7973  | 29%   |
|   | 3 -FT NonTT      | 319     | 8122  | 36%   | 360     | 9369  | 37%   | 426     | 10641 | 39%   | 408     | 10029 | 37%   | 502     | 12118 | 43%   |
|   | 5 -Admin/Coaches | 3       | 78    | 0%    | 9       | 246   | 1%    |         |       | 0%    | 6       | 132   | 0%    |         |       | 0%    |
|   | 6 -PT            | 144     | 3414  | 15%   | 234     | 5670  | 23%   | 304     | 6685  | 25%   | 336     | 8184  | 30%   | 316     | 7801  | 28%   |
|   | Grand Total      | 1046    | 22690 | 100%  | 1196    | 25060 | 100%  | 1233    | 27024 | 100%  | 1255    | 27112 | 100%  | 1329    | 27892 | 100%  |

## Ratio of full-equivalent students (FTES) to full-time equivalent faculty (FTEF)

Colorado Mesa University Ratio of full-time equivalent students (FTES) to Full-time equivalent faculty (FTEF)

Dept: LLMC

|             | 2009-10 |      |           | 2010-11 |      |           | 2011-12 |      |           | 2012-13 |      |           | 2013-14 |      |           |
|-------------|---------|------|-----------|---------|------|-----------|---------|------|-----------|---------|------|-----------|---------|------|-----------|
| Subject     | FTES    | FTEF | FTES:FTEF | FTES    | FTEF | FTES:FTEF | FTES    | FTEF | FTES:FTEF | FTES    | FTEF | FTES:FTEF | FTES    | FTEF | FTES:FTEF |
| FLAS        | 124.3   | 8.3  | 15.1      | 133.8   | 8.9  | 15.1      | 121.3   | 8.3  | 14.7      | 116.5   | 8.3  | 14.1      | 116.4   | 8.1  | 14.3      |
| Grand Total | 756.3   | 43.6 | 17.4      | 835.3   | 49.8 | 16.8      | 900.8   | 51.4 | 17.5      | 903.7   | 52.3 | 17.3      | 929.7   | 55.4 | 16.8      |



# Appendix B

## Library Assessment

## B. Library Assessment

### a. Reference Support:

The library provides numerous encyclopedias and dictionaries including subject specific dictionaries. It also provides a nice array of sources covering Spain and Latin American history and culture.

#### Dictionaries:

Spanish-English, English-Spanish medical dictionary (2005)

Harrap's Spanish and English business dictionary (2005)

A dictionary of New Mexico & southern Colorado Spanish (2003)

The American Heritage Spanish dictionary: Spanish/English, inglés/español (2001)

Diccionario de uso del español (2007)

Diccionario inverso de la lengua española (1987)

Nueva gramática de la lengua española (2009)

#### Encyclopedias:

Enciclopedia hispánica (2003)

The Latino encyclopedia (1996)

Encyclopedia of Latin American history and culture (2008)

#### Subject dictionaries:

Medical dictionary: English, Spanish, Portuguese (2004)

Accounting dictionary: English-Spanish, Spanish-English, Spanish-Spanish (2003)

Diccionario de términos jurídicos: inglés-español, Spanish-English (2003)

Merl bilingual law dictionary = Diccionario jurídico bilingüe (2005)

#### History and culture sources:

An atlas and survey of Latin American history (2007)

Great Spanish films since 1950 (2008)

The Oxford companion to Spanish literature (1978)

Hispanic literature criticism (1994)

Latin American and Caribbean artists of the modern era: a biographical dictionary of more than 12,700 persons (2003)

### b. Monographic Sources:

The library provides books on various topics of Spanish Language, drama and literature. Library books by subject are indicated below.

A search using the subject headings below show the number books in that topic area.

"Spanish Drama" 19 books  
"Spanish Literature" 44 books  
"Spanish Poetry" 33 books  
"Spanish Prose" 3 books  
"Spanish Language" 102 books

There are 68 juvenile books that are either in Spanish or both English and Spanish.

c. Periodicals:

The library has content for the following journals:

*Spanish Economic Review* (1999-2009)  
*Spanish in Context* (2004 – current)  
*Spanish Journal of Agricultural Research* (2003- current)  
*Spanish Journal of Agricultural Research Electronic* (indexing only)  
*Spanish Journal of Psychology* (indexing only)  
*Spanish Journal of Soil Science* (2011-current)  
*Spanish Today* (indexing only)  
*Hispanic* (1994-2010)  
*Hispanic American Historical Review* (1918-2013)  
*Hispanic Classics* (indexing only)  
*Hispanic engineer and information technology* (2002 – current)  
*Hispanic health care international* (Online) (2005-2012)  
*Hispanic Horizon* (indexing only)  
*Hispanic Issues* (indexing only)  
*Hispanic Issues Online* (2006-current)  
*Hispanic journal* (indexing only)  
*Hispanic Journal of Behavioral Sciences* (1999-current)  
*Hispanic Law Journal* (2000-current)  
*Hispanic Linguistics* (indexing only)  
*Hispanic Research Journal* (2003-2013)  
*Hispanic Review* (1933-current)  
*Hispanic Studies: Culture and Ideas* (indexing only)  
*Hispanic Times Magazine* (1990-2002)  
*HISPANICA* (1965-2011)  
*Hispanica Posnaniensia* (indexing only)

d. Electronic Resources

The library provides access to various content through databases and e-books. An indication of coverage follows.



- *Lexis-Nexis* provides access to 93 newspapers in Spanish including sources from Argentina, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Spain, Venezuela, and Uruguay.
- *JSTOR*:  
A search in JSTOR using the term “Spanish” as a keyword and “Spanish” as language yielded 1,180 articles.
- *Project Muse*:  
A search in Project MUSE limited to language of Spanish yielded 1,158 journal articles. Some of the topics covered were creative writing, history, language, linguistics, and literature.  
A search using the keyword “Spanish” yielded 23,579 journal articles. Some of the topics covered were architecture, arts, creative writing, education, film, health, history, language, linguistics, literature, medicine and theater.
- *E-books*:  
There are 25 e-books that are written in Spanish language.
- The *Oxford Business Spanish Dictionary: English-Spanish* (2003) and *Pocket Oxford Spanish Dictionary: English-Spanish* (2012) are provided electronically through Oxford Reference.

e. Media:

The Library subscribes to *Films on Demand*, a streaming video service from Films Media Group. There is a World Languages collection that includes Spanish among the languages. It contains topics such as Spanish culture and history, Spanish language as well as Spanish literature and drama. There are also videos exploring various Spanish and Latin American cities including Barcelona, Cartagena, Cordoba, Granada, Madrid, Pamplona, Segovia, Valencia and Zaragoza. Videos exploring countries include Argentina and Cuba. Some subjects explored in the Spanish collection include art, Brazilian literature, conversation, cuisine, music, Latin American literature and travel.

# Appendix C

## Student Learning Objectives, Curriculum Map of SLO's Assessment Plan

### C. Student Learning Objectives (SLOs), Curriculum Map of SLOs and Assessment Plan

#### Student Learning Outcomes for Applied Professional Spanish

1. Express themselves coherently in written and oral Spanish
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing.
3. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world.
4. Develop a research project focused on the application of Spanish in a professional context (i.e. healthcare, commercial, and social services).
5. Demonstrate an understanding of the fields of translation and interpreting.
6. Compare commonalities and differences between Hispanic and other U.S. cultures and their importance in the commercial, healthcare and social work settings.

| COURSE   | SLO1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 |
|--|------|------|------|------|------|------|
| FLAS 111—First-year Spanish I                        | X    | X    |      |      |      |      |
| FLAS 112—First-year Spanish II                       | X    | X    |      |      |      |      |
| FLAS 211—Second-year Spanish I                       | X    | X    |      |      |      |      |
| FLAS 212—Second year Spanish II                      | X    | X    |      |      |      |      |
| FLAS 301—Advanced Spanish Grammar                    | X    | X    |      |      |      |      |
| FLAS 302—Advanced Spanish Composition                | X    | X    |      |      |      |      |
| FLAS 303—Advanced Spanish Conversation               | X    | X    |      |      |      |      |
| FLAS 311—History and Culture of Spain                | X    | X    | X    |      |      | X    |
| FLAS 312—History and Culture of Latin America        | X    | X    | X    |      |      | X    |
| FLAS 321—Introduction to Literature of Spain         | X    | X    | X    |      |      |      |
| FLAS 322—Introduction to Literature of Latin America | X    | X    | X    |      |      |      |
| FLAS 341—Spanish and the Nature of Language          | X    | X    |      |      |      |      |
| FLAS 431—Spanish for Medical & Social Services       | X    | X    |      | X    |      | X    |
| FLAS 433—Business Spanish                            | X    | X    |      | X    |      | X    |
| FLAS 434—Translation                                 | X    | X    |      | X    | X    | X    |
| FLAS 435—Interpreting                                | X    | X    |      | X    | X    | X    |
| FLAS 498—Spanish Practicum                           | X    | X    | X    | X    |      | X    |



### Student Learning Outcomes for Concentration in Literature and Language

1. Express themselves coherently in written and oral Spanish (Communication Fluency)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing. (Applied Learning)
3. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
4. Develop a research project that analyzes significant literary movements/works and the authors. (Critical Thinking)
5. Demonstrate knowledge of linguistic variations that exist in the Spanish-speaking world. (Specialized Knowledge)

| COURSE   | SLO1 | SLO2 | SLO3 | SLO4 | SLO5 |
|--|------|------|------|------|------|
| FLAS 111—First-year Spanish I                        | X    | X    |      |      |      |
| FLAS 112—First-year Spanish II                       | X    | X    |      |      |      |
| FLAS 211—Second-year Spanish I                       | X    | X    |      |      |      |
| FLAS 212—Second year Spanish II                      | X    | X    |      |      |      |
| FLAS 301—Advanced Spanish Grammar                    | X    | X    |      |      | X    |
| FLAS 302—Advanced Spanish Composition                | X    | X    |      |      |      |
| FLAS 303—Advanced Spanish Conversation               | X    | X    |      |      | X    |
| FLAS 311—History and Culture of Spain                | X    | X    | X    |      |      |
| FLAS 312—History and Culture of Latin America        | X    | X    | X    |      |      |
| FLAS 321—Introduction to Literature of Spain         | X    | X    | X    |      |      |
| FLAS 322—Introduction to Literature of Latin America | X    | X    | X    |      |      |
| FLAS 341—Spanish and Nature of Language              | X    | X    |      |      | X    |
| FLAS 421—Hispanic Poetry                             | X    | X    | X    | X    |      |
| FLAS 422—Hispanic Prose                              | X    | X    | X    | X    | X    |
| FLAS 423—Hispanic Drama and Film                     | X    | X    | X    | X    |      |
| FLAS 441—Spanish Phonetics and Phonology             | X    | X    |      |      | X    |
| FLAS 498—Spanish Practicum                           | X    | X    | (X)  | (X)  | X    |

\*courses marked (X) indicate that the Practicum will focus on one or the other of these two SLOs (and perhaps both).

### Student Learning Outcomes for Concentration in Secondary Teaching

1. Express themselves coherently in written and oral Spanish. (Communication)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology. (Specialized Knowledge)
3. Demonstrate an awareness of and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
4. Develop a research project focused on second language acquisition or teaching methodologies. (Critical Thinking)
5. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns for Spanish learning acquisition. (Specialized Knowledge)
6. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
7. Apply Spanish content knowledge while working with learners to access information, apply knowledge in real world settings, assuring learner mastery of the content. (Specialized Knowledge)
8. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)
9. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

\*ASSESSED AT CTE

| COURSE   | SLO1 | SLO2 | SLO3 | SLO4 | SLO5 * | SLO6 * | SLO7 * | SLO8 * | SLO9 * |
|--|------|------|------|------|--------|--------|--------|--------|--------|
| FLAS 111—First-year Spanish I  | X    | X    |      |      |        |        |        |        |        |
| FLAS 112—First-year Spanish II   | X    | X    |      |      |        |        |        |        |        |
| FLAS 211—Second-year Spanish I   | X    | X    |      |      |        |        |        |        |        |
| FLAS 212—Second year Spanish II  | X    | X    |      |      |        |        |        |        |        |
| FLAS 301—Advanced Spanish Grammar  | X    | X    |      |      |        |        |        |        |        |
| FLAS 302—Advanced Spanish Composition                                      | X    | X    |      |      |        |        |        |        |        |
| FLAS 303—Advanced Spanish Conversation                                     | X    | X    |      |      |        |        |        |        |        |
| FLAS 311—History and Culture of Spain                                      | X    | X    | X    |      |        |        |        |        |        |
| FLAS 312—History and Culture of Latin America                              | X    | X    | X    |      |        |        |        |        |        |
| FLAS 321—Introduction to Literature of Spain                               | X    | X    | X    |      |        |        |        |        |        |
| FLAS 322—Introduction to Literature of Latin America                       | X    | X    | X    |      |        |        |        |        |        |
| FLAS 341—Spanish and Nature of Language                                    | X    | X    |      |      |        |        |        |        |        |
| FLAS 441—Spanish Phonetics and Phonology                                   | X    | X    |      |      |        |        |        |        |        |
| FLAS 444—Using Technology, Literature and Culture in the Spanish Classroom | X    | X    | X    | X    |        |        |        |        |        |
| FLAS 498—Spanish Practicum   | X    | X    |      | X    |        |        |        |        |        |



# COLORADO MESA UNIVERSITY

## Program Outcome and Assessment Plan Template

**Program Name:** Spanish—Secondary Education Concentration/Literature and Language/Applied Professional

**Date:** 9 September 2013

| Program Outcomes   | Courses/Educational Strategies<br><br>Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)                               | Assessment Method(s)  | Time of Data Collection/<br>Person Responsible  |
|--|---|---|---|
| <b>Outcome #1</b> Express themselves coherently in written and oral Spanish. (Communication) | Throughout curriculum.  | <u><b>FLAS 302</b></u>  | <u><b>FLAS 302</b></u>  |
|  | <u><b>Specific courses assessed</b></u><br><br><b>FLAS 302—WRITTEN (D)</b><br><br><b>FLAS 303—ORAL (D)</b><br><br><b>FLAS 498 (A)</b> | <b>What:</b> In-class Composition<br><br><b>How:</b> Students will write a final, in-class composition. Students' papers will be evaluated according to a rubric established and agreed upon by Spanish Faculty.  | <b>Who:</b> Professor of record<br><br><b>When:</b> AY 2013-14, 2016-17   |
|  |   | <u><b>FLAS 303</b></u><br><br><b>What:</b> Final exam recording<br><br><b>How:</b> Students will take a final exam that will be recorded. Students will be given ample time to prepare their thoughts, and then complete the exam. Students' exams will be evaluated according to | <u><b>FLAS 303</b></u><br><br><b>Who:</b> Professor of record<br><br><b>When:</b> AY 2013-14, 2016-17<br><br><br><u><b>FLAS 498</b></u><br><br><b>Who:</b> Professor of record<br><br><b>When:</b> yearly |



|  |   |  |   |
|--|---|--|---|
|  |   | <p>a rubric established and agreed upon by Spanish Faculty.</p> <p><b><u>FLAS 498</u></b></p> <p><b>What:</b> oral defense and written paper</p> <p><b>How:</b> Students' papers and defense will be evaluated according to a rubric established and agreed upon by Spanish Faculty.</p> |   |
| <p><b>Outcome #2</b></p> <p>Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing. (Specialized Knowledge)</p> | <p><b>Throughout curriculum.</b></p> <p><b><u>Specific courses assessed</u></b></p> <p><b>FLAS 303 (D)</b></p> <p><b>FLAS 498 (A)</b></p> | <p><b>FLAS 303 and 498</b></p> <p><b>What:</b> Student pronunciation on oral task</p> <p><b>How:</b> Students' pronunciation will be evaluated according to a rubric established and agreed upon by Spanish Faculty.</p>   | <p><b>Who:</b> FLAS 303 Professor of record</p> <p><b>When:</b> AY 2013-14, 2016-17</p> |

Template adapted from Long Beach City College and Indiana State University Assessment Plans

# Appendix D

## Faculty Vitae

## **Thomas Acker**

2410 Sandridge Court  
Grand Junction, CO 81507  
(970)257-9326 home  
(970)248-1068 work  
(970)248-1199 fax

## **Education**

1992: Ph.D. , Spanish Language and Literature. Department of Spanish and Portuguese, Temple University

Concentration: Spanish Golden Age Literature

Secondary Concentration: Latin-American Literature

Dissertation: *The Imagery of Gracián and Calderón de la Barca in Relation to the Art of Diego Velázquez.*

1986: M.A., Spanish, Department of Spanish and Portuguese, Temple University

1982: B.S., Art Education, Kutztown University, Kutztown, PA  
Secondary Concentration: Painting

## **Workshops and Certificate Programs**

1999: Faculty Development in International Business. Daniel Management Center of the University of South Carolina.

## **Teaching Experience**

2005-present: Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

2003-present: Associate Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

1999 to 2003: Assistant Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

1993-1999: Assistant Professor of Spanish. Dept. of Modern Languages and Literatures, Saint Anselm College



June 1998: Instructor "Cultura Andaluza", Centro de Lenguas Modernas, Universidad de Granada, Spain. Helped coordinate Saint Anselm College's Summer Semester in Granada, Spain.

1992-93: Assistant Professor of Spanish, Dept. of Foreign Languages, Kutztown University, Kutztown, PA

1991-92: Visiting Spanish Instructor, Dept. of Foreign Languages, Kutztown University.

1989-90: Spanish Adjunct, Dept. of Modern Languages, Saint Joseph's University, Philadelphia

1987-88: Visiting Spanish Instructor, Saint Joseph's University, Philadelphia

1990: Adjunct Spanish Instructor, Dept. of Spanish and Portuguese Temple University

1986-88: Adjunct Spanish Instructor, Philadelphia Community College

1986-87: Secondary School Spanish Teacher, Haverford School, Haverford, PA

1985-87: Teaching Assistant, Dept. of Spanish and Portuguese, Temple

Experienced instructor all baccalaureate levels of Spanish language and literature including:

*Basic Spanish*

*Intermediate Spanish*

*Advanced Spanish Grammar and Composition*

*Conversation (all levels: traditional classroom as well as non- traditional*

*"Immersion" techniques)*

*Latin-American Culture and Civilization*

*Peninsular Culture and Civilization*

*Survey of Peninsular (Spanish) Literature*

*Survey of Latin-American Literature*

*Spanish for Criminal Justice.*

*Spanish for Business*

*Spanish for Medical Personnel*

*Hispanic Film and Theater*

### Scholarship

Book: The Baroque Vortex: Velázquez, Calderón and Gracián Under the Reign of Philip IV. New York: Peter Lang, 2000.

Article: "El coyote y el genízaro en el texto de *Derrotero y Diario* de Domínguez y Escalante" (24-33) published in *Interpreting the New Milenio* (Ed. José Antonio Gurpegui (Cambridge: Newcastle, 2008).

Article: "José Martí entre Cuba y Estados Unidos: la voz del inmigrante y su Recepción." *Con-textos* Vol. 17, Num. 35, July –Dec. 2005. (Literary Journal Universidad de Medellín, Colombia).

National Endowment for the Humanities fellowship: CCHA/NEH Summer Institute: "Mesoamerica and the Southwest: A New History for an Ancient Land", June 17- July 23, 2012.

Status of Current Research:

Initiating the Oral History Project: Hispanic Workers in Western Colorado, 2012  
Researching the topic: "The Sheep Industry and Culture in the Southwestern United States: How the Introduction of an Iberian Model Has Evolved and Influenced the Economy and History of New Mexico and Colorado."

### Academic Presentations

"Climax Uranium" Four Corners Conference on Globalization and the Environment Colorado Mesa University, Grand Junction, Colorado, 2013.

"Culture Shock: The Peruvians of Huancayo and the Livestock Industry of the Western United States" Four Corners Conference on Globalization, Colorado Mesa University, Grand Junction, Colorado, 2012.

"Critical Discourse Analysis and the Portrayals of Hispanics and Mexicans and Their Communities in the Southwestern United States as Seen in the Regional Print Media from the Early 20<sup>th</sup> Century," Four Corners Conference on Globalization, Colorado Mesa University, Grand Junction, Colorado, 2011.

“La fuerza laboral en los obrajes, minas y haciendas del norte de la Nueva España y Nueva Vizcaya” The VI Conference of Chicano Literature, University of Leon, Spain, 2010.

“El ovejero hispano en Estados Unidos: el caso de Nuevo México.” 2º Congreso Literario "Revista Internacional Francachela y Universidad de Los Lagos", Rancagua, Chile, Nov. 20, 2009.

“The Origins of the Sheep Industry in the United States: The Case of New Mexico”. *The Four Corners Conference on Immigration*. Mesa State College, Grand Junction, CO Oct., 2009.

“El coyote y el genízaro en el texto de El derrotero y diario de Domínguez y Escalante”. Paper presented and submitted for publication in *V Conferencia Internacional de la Literatura Chicana* in Alcalá de Henares, Spain. May 2006.

“José Martí, la juxtaposición de su legado revolucionario y el de figura literaria”. Conference on Caribbean Culture and Literature, Marquette University, Milwaukee, WI. Oct. 13-16, 2004.

Presented a description and discussion of various models for English as a Second Language (ESL) learners in the elementary schools in Julie Bruch’s “Language and Literacy” class. May, 2003.

“*The Happy Captivity* and *Jonathan Dickenson’s Journal*. Religion or Culture as a Determinant of (Mis)perceptions in Seventeenth-century Spanish Colonial Experience.” Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, Nov. 2001.

“*Jonathan Dickenson’s Journal* and *The Happy Captivity* of Pineda y Bascuñán in the Contact Zone of the Hinterlands of 17<sup>th</sup> Century Spanish Colonial Power.” The 10<sup>th</sup> Annual University of New Mexico Conference on Ibero-American Culture and Society. University of New Mexico Department of Spanish and Portuguese, February 2001.

“The Jesuit Martyrdom in the *El cautiverio feliz*.” SW/TXPCA (Southwest and Texas Popular Culture Association) conference Feb., 2000 in Albuquerque, NM.

"Some Narrative Commonalities in Cervantes' Quijote and the Biography of Ignatius of Loyola." (Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, May 1997)

"El Quijote y la Autobiografía de San Ignacio de Loyola y la novela caballeresca". (Northeast Modern Language Association, Montreal, Apr. 1996)

"El uso de emblemas en la obra de [Baltasar] Gracián". Sixth Biennial (Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese, Yale University, Oct. 1994)

"El empleo del símbolo y mito en la perpetuación del de los Hapsburgo en la España de Felipe IV visto en las obras de Diego Velázquez, Calderón de la Barca y Baltasar Gracián". (43rd Annual Mountain Interstate Foreign Language Conference, Clemson University, Oct., 1993)

"Las Parcas en las obras de Baltasar Gracián, Calderón de la Barca y Diego Velázquez". ( Thirteenth Annual Golden Age Spanish Symposium, University of Texas at El Paso, Mar. 1993)

"Las Parcas en las obras de Baltasar Gracián, Calderón de la Barca y Diego Velázquez" (Pennsylvania Foreign Language Conference, Duquesne University, Pittsburgh, 1992).

"Velázquez y Pérez de Moya" (Conferencia de la Asociación Internacional de Siglo de Oro, la Universidad de Salamanca, Spain, June 1990)

Conference Service:

Organizing Committee member *The Four Corners Conference on Immigration*. Mesa State College, Grand Junction, CO , 2009-2013.

Chairperson for session: "Spanish Golden-Age Poetry: The Mystical". (Northeast Modern Language Association, Philadelphia, 1997)

Chairperson for session: "The Visual Arts and Golden-Age Spanish Literature: The Emblemata in Spain". ( Northeast Modern Language Association, Montreal, Quebec, 1996)

Symposia /Colloquia:



Presentation: "Study Abroad in Cuba: What's Caribbean and What's Socialist and What's Neither? Implications for North American Students ' Immersion into Cuba." *Presented MSC Faculty Colloquium, January 28, 2004.*

"But How Do They See Us?: Perceptions of Anglos Held By Hispanics as Seen in Literature and Art Through the Centuries". A talk listed in the 1998 Resource Catalog of the New Hampshire Humanities Council.

"Jorge Luis Borges and Averroes: Spanish Moslem Influence in European Literature as seen in Moslem Music and Art." (Dept. of Modern Languages and Literatures Colloquium, May 1997)

"The Spanish in Perú and the Search for Machu Picchu: slide presentation". Saint Anselm College Family Weekend, Oct., 1996.

"Symbol and Myth of the Habsburgs in the Works of Diego Velázquez, Calderón de la Barca and Baltasar Gracián". (Saint Anselm College Family Weekend, Oct., 1995)

"Algunos ejemplos femeninos admirables de las letras hispánicas". (Tertulia, Latin American Center Women's Lunch. Manchester, November, 1993)

"Hispanic Perceptions of Anglos as Seen in Hispanic Literature From the 17th Through the 20th Centuries". ( Colloquium sponsored by the Club Hispánico, Saint Anselm, Fall, 1993)

## Honors

Fr. John Kiernan Award for Service, Hispanic Affairs Project, 2013

Selected "Outstanding Educator of the Year 2003" by the Grand Junction Chamber of Commerce.

Faculty Development Grant Dean's Fund. Saint Joseph's University. Present paper June, 1990. (Asociación Internacional del Siglo de Oro. Salamanca/Valladolid, Spain)

Graduate Teaching Assistanceship, Temple University, 1985-88

## Service to the College

2013-14 Salary and Benefits Committee, Chair

2012 Business Search Committee, Affirmative Action Representative

2012 Salary and Benefits Committee, faculty representative.

2009 2013. Co chair organizing committee Four Corners Conference on  
Globalization, Colorado Mesa University, Grand Junction, CO

2006 to 2010. Spanish Program Coordinator.

2006 to present. Spanish program assessment coordinator.

2006 to 2008. Advisor to Student Interpreting Group: volunteer  
translation and interpreting services to GJ community.

2005-2006- President MSC chapter AAUP;

Colorado State Conference Executive Committee AAUP

2005 to 2008. Advisor to *A Voice of Reason* activist group

2003 -Summer program. Developed and implemented "Cuban Discourse" with  
MSC professor of Political Science, Elaine Rodriguez; Applied for and  
receive a academic permission to take 16 students to Cuba for academic  
research. Academic areas included: teaching, Spanish, Political Science.

2002 to 2008: CFAC Representative, MSC Faculty Senate

2003 Member of Organizing Committee for (and participant in ) debate about  
US policy and Iraq. Co-sponsored by Young Republicans.

2001 to 2005: Faculty Senator from the Department of  
Language, Literature and Communications.

Summer 2001: MSC Summer 2001 Program in Costa Rica. Program organizer.  
Accompanied 20 MSC students and oversaw one month immersion and 6  
credits of Spanish Language study at the Centro Intercultura, Heredia,  
C.R.

Spring 2001: Support Committee for the MSC Academic Master Plan.

Fall 2001 to Fall 2003: Advisor to Mesa State College Spanish Club

## Community Service

- Member League of Women Voters, Mesa County, CO

- 2012 to present Colorado Immigrant Rights coalition board member
- 2013 to present Hispanic Affairs Project board member
- 2011-present: Grand Valley Peace and Justice Board of Directors
- State Advisory Board Human Trafficking Project member
- 2010-present: Catholic Diocese of Pueblo, Human Development Commission
- Volunteer Spanish -English interpreter St. Mary's Hospital, Marillac Clinic, Grand Junction, CO
- Co-director Western Colorado Justice for Immigrants Committee (grassroots organizing for Comprehensive Immigration Reform legislation).
- Shepherders Project ( Hispanic Affairs Project)
- Chair Search Committee for Western Colorado Colorado Immigrants' Rights Coalition Coordinator , Nov.- Dec., 2009.
- Board member Western Colorado Congress-2008 to2010.
- 2007 with coalition members traveled to D.C. to lobby Colorado congressional delegation for CIR.
- Interpreted for Immigration lawyer Sandra Stanley in presentation to Immigrant community in GJ.
- 2005 to 2009 President to the Board of Directors of the Grand Valley Peace and Justice Office ( Diocese of Pueblo).
- 2003 Elected to the Board of Directors of the Grand Valley Peace and Justice Office. Hiring Committee for the Director of GVPJ.
- Spring 2001 to 2003: Member steering committee and Secretary to the Governing Board ( May 2002) and later acting-President for Nuestra Escuela Dual-language Charter School .
- Spring 2000 to present: Member Latin Anglo Alliance, member LAA Scholarship Committee.
- Spring 2001 to 2003: "Great Books" program group-leader for 5<sup>th</sup> and 6<sup>th</sup> graders at Holy Family School. This reading program is designed to develop higher-level reading skills through text analysis and discussion.
- November 2000 to present: hosted table for Grand Valley "Alternative Christmas Fair" fundraiser for various charity organizations in U.S. and abroad.
- Fall 2001 to 2007: Diocese of Pueblo's "Public Discipleship" participant and attendee at workshop hosted by Grand Valley Peace and Justice, promoting on-going community and social activism in areas related to Catholic Church's teachings on social concerns.
- Fall 1999 to 2003: Spanish / English interpreter at the Court House here in Grand Junction.

## **Professional Membership**

- ACTFL (American Council on the Teaching of Foreign Languages)  
Member 2008
- American Translators Association, 2012 to pres.
- 1993-98: Member Northeast Modern Language Association
- 1994-present : American Association of Teachers of Spanish and Portuguese
- 1994-present: American Association of University Professors



**TYLER KIMBALL ANDERSON**  
Associate Professor of Spanish Linguistics  
Colorado Mesa University  
tanderso@coloradomesa.edu  
(970) 248-1067

---

## EDUCATION

- Ph.D., Spanish Linguistics, The Pennsylvania State University, 2006  
Dissertation: Spanish-English bilinguals' attitudes towards code-switching  
Dissertation committee: Drs. Almeida Jacqueline Toribio (Director), John Lipski, Paola Dussias, Barbara E. Bullock
- M.A., Spanish Linguistics, Brigham Young University, 2002  
Thesis: Leísmo in the upper-class speech of Bogotá  
Thesis committee: Drs. J. Halvor Clegg (Chair), Orlando Alba, Jeffery Turley  
Minor: Spanish Pedagogy
- B.A., Spanish, Brigham Young University, 1999
- A.A., Spanish, Rick's College (BYU-Idaho), 1997

## POSITIONS HELD

|              |   |
|--------------|---|
| 2011-present | Associate Professor of Spanish, tenured<br>Colorado Mesa University, Grand Junction, CO |
| 2006-2011    | Assistant Professor of Spanish<br>Colorado Mesa University, Grand Junction, CO          |
| 2005-2006    | Spanish Instructor<br>The Pennsylvania State University, State College, PA              |
| 2001-2005    | Spanish Graduate Instructor<br>The Pennsylvania State University, State College, PA     |
| 1999-2001    | Spanish Graduate Instructor<br>Brigham Young University, Provo, UT                      |
| 1997-1999    | ESOL Instructor<br>Alpine School District, American Fork, UT                            |
| 1996-1997    | ESL Instructor<br>Jefferson Joint School District #251, Rigby, ID                       |

## RESEARCH

### Publications

- Anderson, Tyler K. & Benjamin J. Souza (forthcoming). Spanish learners' self-identification and attitudes toward native and non-native Spanish pronunciations. *International Journal of the Linguistic Association of the Southwest*.
- Anderson, Tyler K. & Benjamin J. Souza (2012). English-Spanish bilinguals' attitudes toward L2 pronunciation: Do they identify with native Spanish speakers? In John Levis and Kimberly LeVelle (Eds.), *Proceedings of the 3<sup>rd</sup> annual Pronunciation in Second Language Learning and Teaching conference* (pp. 27-38). Ames, Iowa: TESL/Applied Linguistics, Iowa State University.
- Anderson, Tyler (2010). Attitudes toward Spanish language variation among Latinas living in western Colorado. In Susana Rivera-Mills and Daniel Villa (Eds.), *Spanish of the Southwest: A Language in Transition* (pp. 291-317). Madrid: Editorial Iberoamericana/Vervuert.
- Anderson, Tyler & Almeida Jacqueline Toribio (2007). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *Spanish in Context*, 4, 2, 217-240.
- Anderson, Tyler (2001). To Be or Not To Be: The influence of language contact on the use of copulas in Spanish and Catalan, *La marca hispánica*, 12, 71-84.

### Papers Presented at Professional Conferences

- Anderson, Tyler & Benjamin Souza (2011). English-Spanish bilinguals' attitudes toward L2 pronunciation: Do they identify with native Spanish speakers? *Pronunciation in Second Language Learning and Teaching, The Confluence of Social Factors and Pronunciation: Accent, Identity, Irritation and Discrimination*, September 16-17, 2011.
- Anderson, Tyler (2009). Non-linguists' perceptions of felicitous and infelicitous code-switches: The role of proficiency and grammaticality, *The 38<sup>th</sup> Annual Meeting of the Linguistic Association of the Southwest*, September 25-26.
- Anderson, Tyler & Benjamin Souza (2009). English-Spanish bilinguals' attitudes toward L2 pronunciation, *The 38<sup>th</sup> Annual Meeting of the Linguistic Association of the Southwest*, September 25-26.
- Anderson, Tyler & Benjamin Souza (2009). Spanish-English bilinguals' attitudes towards the importance of good pronunciation, *22<sup>nd</sup> Conference on Spanish in the U.S.*, February 19-21.
- Anderson, Tyler (2007). Perceptions of the best varieties of Spanish: Mexican-Americans in Western Colorado, prestige, stigma and linguistic insecurity, *The 36<sup>th</sup> Annual Meeting of the Linguistic Association of the Southwest*, September 21-23.

- Anderson, Tyler & Luis Silva-Villar (2007). Command Spanish: A communicative approach? *The 36<sup>th</sup> Annual Meeting of the Linguistic Association of the Southwest*, September 21-23.
- Anderson, Tyler (2007). Spanish-English bilinguals' reactions to felicitous and infelicitous codeswitching, *21<sup>st</sup> Conference on Spanish in the U.S.*, March 15-18.
- Toribio, Almeida Jacqueline & Tyler Anderson (2004). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *20<sup>th</sup> Conference, Spanish in the U.S.*, March 24-26.
- Anderson, Tyler & Almeida Jacqueline Toribio (2004). Attitudes of Spanish-English bilinguals towards contact Spanish, *The Ninth International Conference on Language and Social Psychology—ICLASP 9*, June 30-July 3.

### Book Reviews

- Anderson, Tyler (forthcoming). Review of *Advances in the study of bilingualism* by Thomas, E. M., & Mennen, I. (eds.), *Linguist List*
- Anderson, Tyler (2013). Review of *El enfoque cooperativo y su idoneidad para la enseñanza-aprendizaje de segundas lenguas y lenguas extranjeras* by Kerwin Anthony Livingstone, *Linguist List*, issue 24.3104
- Anderson, Tyler (2011). Review of *The Sociolinguistics of Globalization* by Jan Blommaert, *Linguist List*, issue 22.501
- Anderson, Tyler (2009). Review of *The Cambridge Handbook of Linguistic Code-switching* by Barbara Bullock and Jacqueline Toribio (eds.), *Linguist List*, issue 21.463
- Anderson, Tyler (2009). Review of *Language Change and Variation in Gibraltar* by David Levey, *Linguist List*, issue 19.3842
- Anderson, Tyler (2008). Review of *Anglicism in German* by Alexander Onysko, in *Linguist List*, issue 19.299
- Anderson, Tyler (2003). Review of *Language and Gender* by P. Eckert and S. McConnell-Gennet, in *Linguist List*, issue 14.1289

### Research in Progress

- Non-linguists' perceptions of felicitous and infelicitous code-switches: The role of judges proficiency.
- Attitudes toward Spanish language variation among Latinos living in western Colorado
- English-Spanish bilinguals' attitudes toward L2 influenced pronunciation, in collaboration with Benji Souza, Appalachian State University.

### **Student Guided Research (FLAS 498)**

- 2014: Rikki Keiser investigated the benefits of certain foreign language teaching methodologies, specifically focusing on incorporation of technology.
- 2014: Mara Nielsen created financial aid materials for Spanish-speaking students.
- 2014: Ashleigh West investigated motivation techniques for foreign language learners.
- 2013: Rochelle Broughton investigated bilingual education models.
- 2013: Kyle Behrman completed an internship with the Spanish faculty at Fruit High School, where he worked on curriculum development; he also worked on development of didactic materials.
- 2012: Cooper Shull investigated the pronunciation perception of Costa Rican Spanish.
- 2011: Yaneth Gutierrez created an extensive portfolio of teaching materials and activities for teaching literature in the Spanish language classroom.
- 2011: Jesusita Herrera worked on a description of the phonetic system of the speech of three Spanish dialects.
- 2010: Joy Ownbey created a portfolio of teaching materials, which focused on the inclusion of Chicano literature in the Spanish classroom.
- 2010: Lila Levison taught literacy in a local library in the Dominican Republic.
- 2008: Michael Keldsen: This student created a teaching portfolio composed of 100+ concrete teaching activities
- 2011: Jesusita Herrera. This student worked on a description of the phonetic system of the speech of three Spanish dialects.
- 2008: Marivel McClelland: This student translated documents for the Mesa County Sherriff's Department
- 2008: Kathy Esquibel carried out research on New Mexicans' attitudes toward English loan words in Spanish.

### **TEACHING EXPERIENCE**

- Colorado Mesa University
  - ENGL 543: Linguistic Diversity and Multicultural Literacies
  - FLAV 496: Introduction to Hispanic Sociolinguistics
  - FLAS 498: Spanish Senior Practicum
  - FLAS 441: Spanish Phonetics and Phonology
  - FLAS 444: Using Technology, Culture and Literature in the Foreign Language Classroom



- FLAS 442: Methodology of Teaching Foreign Languages
- EDUC 497E: Methodology of Teaching Secondary Spanish
- FLAS 303: Advanced Spanish Conversation
- FLAS 302: Advanced Spanish Composition
- FLAS 212: Second-Year Spanish II
- FLAS 211: Second-Year Spanish I
- FLAS 112: First-Year Spanish II
- FLAS 111: First-Year Spanish I
- SUPP 101: FYI: Intro to Higher Education
- FLAV 296: Special Studies in Foreign Language (Study Abroad)
- Pennsylvania State University
  - Teaching of Romance Languages
  - Intermediate Spanish
  - Introductory Spanish
- Brigham Young University
  - Intermediate Spanish
  - Introductory Spanish

## SERVICE

### University

- Spanish program coordinator, Colorado Mesa University 2010-2015
- Affirmative Action Representative, Assistant Professor of Teacher Education Search, Spring 2015
- Spanish Club advisor, 2014-present
- Tutorial Services Advisory Committee, substitute for Julie Bruch while she was on sabbatical, 2014
- Search Committee Chair: Assistant Professor of Spanish, Translation and Interpreting, Colorado Mesa University 2012
- Calendar committee, 2012-present
- Reviewer of credit transfer agreements for ISEP, 2013-present
- Educational Access Services For Students with Disabilities, Advisory Committee Chair, Colorado Mesa University, 2008-Present
- Educational Access Services For Students with Disabilities, Advisory Committee Member, Colorado Mesa University, 2008-Present
- Faculty Senate, Colorado Mesa University, 2008-2010
- Search Committee Co-chair, Spanish Adjunct, Spring 2007
- Textbook Committee Co-chair, Spanish introductory text, 2007

- Affirmative Action Representative, Assistant Professor of Teacher Education Search, Fall 2013
- Affirmative Action Representative, Assistant Professor of Music Search, Spring 2012
- Affirmative Action Representative, Assistant Professor of Mathematics Search, Spring 2010
- Affirmative Action Representative, Assistant Professor of Chemistry Search, Spring 2009
- Affirmative Action Representative, search for LPN Program Director Search, Spring 2008
- Scholarship Committee, Department of Languages Literature and Mass Communication, Colorado Mesa University, 2006-Present
- Webmaster, Spanish website, Colorado Mesa University, 2006-Present
- Observation of Matt Hall, Early Scholars Instructor, April 2008

#### **Academic**

- Liaison for *Colorado Association of Professional Interpreters Annual Conference*, held at Colorado Mesa University, October 3-4, 2014
- Student Showcase session moderator, 2013, 2014
- Session Moderator, *Four Corners Conference on Globalization and Media*, October 29, 2011
- Peer Reviewer, *Hispania—A journal devoted to the teaching of Spanish and Portuguese*. 2009-2010, 2012
- Session Moderator, *The 38<sup>th</sup> Annual Meeting of the Linguistic Association of the Southwest*, September 25, 2009
- Session Moderator, *Four Corners Conference on Immigration*, October 9-10, 2009
- Reviewer, *Experience Spanish, un mundo sin límites*, introductory Spanish textbook. 2010
- Consultation with Ms. Angelica Montoya (graduate student in the Ph.D. program in Bilingualism and SLA at Rutgers University), regarding researching on Spanish-English code-switching, August 14, 2010
- Consultation with Ms. Rebekah Post (Master's student in French Linguistics at the University of Texas at Austin) regarding online surveys and code-switching, May 10 and August 2, 2010
- Consultation with Dr. Almeida Jacqueline Toribio (Pennsylvania State University) regarding research methodologies/technology, April 24, 2009

- Consultation with Almeida Jacqueline Toribio's (Pennsylvania State University) on her research "Ethnicity and language: Identity issues in the U.S. Southwest", 2008
- Consultation with Dr. Luis Silva-Villar on his research, "Predicative complementation: A new approach to dequeismo", 2007
- Consultation on with Dr. Almeida Jacqueline Toribio (Pennsylvania State University) on her research "Language attitudes and linguistic outcomes in Reading, Pennsylvania", 2007
- Consultation with Mr. Blake Crossley on translation of a survey to be carried out at St. Mary's hospital, 2007
- Consultation with Kim Potowski (University of Illinois) regarding language attitudes toward Spanish-English code-switching, 2007
- Organizing Committee, *Four Corners Conference on Immigration*, 2008-2009
- Webmaster, *Four Corners Conference on Immigration*, 2008-2010
- Presentation on the use of Quia (online workbook) to the Spanish faculty, 2007

#### **Professional Development**

- August 13, 2014: Leslie Myers, Leslie Myers, Chestnut Hill College Understanding and Applying Concepts of Neuroscience to Teaching and Learning in the Higher Education Classroom
- January 5 - 6, 2012: Paul Gaston, Kent State University, The Degree Qualifications Profile
- October 18, 2011: Sonia Brandon, Colorado Mesa University, Learning and Study Strategies Inventory (LASSI) Implementation
- January 13 - 14, 2011: Jessica Herrick, Colorado Mesa University, Revitalizing General Education and Program Assessment
- January 14 - 15, 2010: Patricia Phelps, University of Central Arkansas, The Janus Job: Meeting the Challenge, Restoring the Joy in Teaching, Ways to Promote Learning
- March 7-9, 2008: Visualizing the Future of Spanish Education Workshop, San Juan, Puerto Rico
- January 18, 2008: Diane Nyhammer, McHenry County Community College, Designing Student Learning Outcomes Tools and Techniques for Outcomes Assessment

#### **Recruiting**

- *Spanish Language Night*, 2010, 2011, 2012, 2013, 2014, 2015
- *El Camino de Santiago*, 2014
- *Las posadas*, 2014
- *Hispanic food night*, 2014

- Took a group of 4 students to the American Council of the Teaching of Foreign Languages (ACTFL) Annual Convention in Denver, CO in conjunction with my FLAS 442 course, 20Took a group of 5 students to a seminar taught by Stephen Krashen, leading researcher on Second Language Acquisition in conjunction with my FLAS 444 course, 2010
- *Día de los muertos*, 2007, 2008, 2009, 2010
- *Spanish Major/Minors open house*, 2007, 2008, 2010
- *El día de las letras*, 2008
- Presentation/Recruiting event, Hotchkiss High School, 2008
- Presentation/Recruiting event, Grand Junction High School, 2008

## **LIVING ABROAD**

### **Study Abroad Director**

- Costa Rica, July 2011  
Took a group of 11 students (with Dr. Mayela Vallejos-Ramírez) to the Universidad de Costa Rica, where they earned 6-credits each for participation in language, literature and culture courses.
- Costa Rica, July 2009  
Took a group of 24 students (with Dr. Mayela Vallejos-Ramírez) to the Universidad de Costa Rica, where they earned 6-credits each for participation in language, literature and culture courses.

### **Living Abroad**

- Spain 1993-1995  
Lived along the Mediterranean coast, gaining linguistic and cultural experience with the Spanish and Catalan languages and cultures.

## **OTHER EXPERIENCE**

- Pennsylvania State University  
Research Assistant, Dr. Judith Kroll, 2004
- Brigham Young University  
Editorial Assistant, *La marca hispánica*, 2000  
Research Assistant, Dr. Orlando Alba, 2000  
Research Assistant, Dr. Robert Smead, 2000



## **AWARDS AND RECOGNITIONS**

- Colorado Mesa University  
Nominated for Distinguished Faculty Award, 2012
- Colorado Mesa University  
Faculty Professional Development Award, 2008
- Pennsylvania State University  
Teacher Excellency Award, 2002, 2003

## **PROFESSIONAL MEMBERSHIPS**

Linguistic Society of America  
Modern Language Association  
Linguistic Association of the Southwest  
American Council of the Teaching of Foreign Languages  
Teachers of English to Speakers of Other Languages

## BLAKE C. CROSSLEY

125 Sunbury Ln Fruita, CO 81521 – e-mail: [bcrossle@coloradomesa.edu](mailto:bcrossle@coloradomesa.edu)

Home – (970) 462-3677 Work – (970) 248-1526

### ACADEMIC TRAINING

BRIGHAM YOUNG UNIVERSITY – Provo, Utah  
Master of Arts, Spanish Pedagogy, 2007

BRIGHAM YOUNG UNIVERSITY – Provo, Utah  
Bachelor of Arts, Spanish, 2004

#### COURSES TAKEN

Research Designs in Hispanic Language Teaching  
Principles of Foreign Language Learning and Teaching  
Media and Technology in Foreign Language Instruction  
Teaching Hispanic Culture  
Principles of Testing Foreign Language Skills

20<sup>th</sup> Century Literature  
Hispanic American Short Story  
Romance Philology  
Seminar in Teaching Spanish  
Spanish Teaching Methods 2

### TEACHING EXPERIENCE

SPANISH INSTRUCTOR: COLORADO MESA UNIVERSITY; Grand Junction, Colorado 2007-present

- Teaching beginning Spanish courses
- Assisting students in gaining and understanding of the multicultural nature of our world.

Courses Taught:

- FLAS 111, FLAS 112; FLAS 211
- FLAS 111 online

GRADUATE TEACHING ASSOCIATE: Brigham Young University; Provo, Utah 2005-2007

- Teaching beginning and intermediate Spanish courses
- Illustrating ideas and concepts using multi-media materials

Courses Taught:

- Spanish 101; Spanish 101/102 Accelerated; Spanish 102; Spanish 105, Spanish 105/106 Accelerated

### PUBLICATIONS

Relationships between Learning Styles and Oral Error Correction Strategies, 2007. Thesis

### RELATED EXPERIENCE

SPANISH TUTOR: NORTHWEST COLLEGE; POWELL WYOMING 2000-2001

- Scheduled individual appointments with students.
- Reviewed concepts covered in class and helped students with pronunciation.
- Facilitated students in developing effective and efficient study habits.

### HONORS AND AWARDS

- Sigma Delta Pi Honor Society, Brigham Young University, 2005
- Golden Key International Honor Society, Brigham Young University, 2003
- Honor Student, Brigham Young University-Idaho, 2001
- Phi Theta Kappa Society: Beta Gamma Psi Chapter, Brigham Young University-Idaho, 2001
- Outstanding Student Award, Northwest College, 2001

**Name:**

G Albino Gonzales

**Start Year:** 1992

**Program:**

Spanish

**Department:**

Languages, Literature, and Mass Communication

**Faculty Rank**

☐ Professor

☐ Assistant Professor

☐ Associate Professor

☒ Instructor

**Full-time Faculty Vita****Highest Degree**

|     |                          |                     |      |
|-----|--------------------------|---------------------|------|
| Edd | Arizona State University | Secondary Education | 1999 |
|-----|--------------------------|---------------------|------|

**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

Ed.D. Secondary Education; Theory of Linguistic Relativity; Arizona State University. 1999

M.A. Spanish Language and Literature; Arizona State University; 1970

B.A. Adams State College Spanish, Speech-Theater; 1969

**Teaching 2003-Present:**Courses Taught

FLAS 111 Elementary Spanish

FLAS 112 Elementary Spanish

Honors English (Literature of the Southwest)

Introduction to Education Courses (Teacher Education Department)

Multicultural/Diversity Courses (Teacher Education Department)

Literacy/ESL Courses (Teacher Education Department)

Supervision of Student Teacher Interns (Teacher Education Department)

Evidence of Continuous Improvement

Consultation/Implementation of ACTFL innovations in Foreign Language teaching. (Ongoing)

Innovative Materials/Activities

Online materials (Student compositions using online short fiction, poetry, children's literature as models) (Ongoing)

Creative/personal narratives (Ongoing)

Supervision of Student Research/Project(s)

Spanish Club Night (Supervising/Directing Skits, Readings) (Ongoing)

**Scholarship and Creative Work, 2003-Present:**Scholarship Related to DisciplineBooks

Palabra por Palabra, A Communication Text for Students, Teachers, School Personnel, 2004, Manito Press.

Escribiendo Mi Mundo, A Composition Text for College Students, 2005, Manito Press.

Conference Presentation

Creating and Implementing Authentic Curriculum Using Native Dual Language. College of Education, Arizona State University.

Creative Work Related to Discipline

No Lack of Lonesome, Farolito Press, 2000. (Literature written bilingually)

Performances

Readings and presentations at local library and high schools (2001-2005)

**Service 2003-Present:**

University

Spanish Language Night 2010-Present

Student advising 2003-Present

Independent studies 2003-Present

Department

Textbook selection committee 2005-Present

Community

Library readings (2001-2004)

High School readings (2001-2004)

Commencement Address at Job Corps Graduation, Collbran, Colorado, (2004)

Taught (voluntary, no recompense) two Elementary Spanish classes at Grand Junction High School. (2004)

**Advising 2003-Present:**

Department level

Advising for majors/minors 2003-Present

**Honors and Awards 2003-Present:**

National

Translation of Poetry, by World Congress of Poets through International Laureates for Children, by the Chiu Shui Poetry Quarterly, Taiwan, Republic of China.

Regional

No Lack of Lonesome; Nominated for American Library Association for Young Adult Literature. 2003

**Professional Experience:**

Teaching Assistant, Arizona State University, Tempe, Arizona 1969-1970

Assistant Professor, Adams State College, Alamosa, Colorado. 1970-1980

Teacher, Grand Junction High School, Grand Junction, Colorado, 1992-94

Instructor of Spanish, Colorado Mesa University, Grand Junction, Colorado, 1994-2011.

**Please record the number "items/events" you have listed above in the following categories.**

**If you specify items/events under "other," please provide an explanation/definition.**

|   |                                      |                     |   |                                     |
|---|--------------------------------------|---------------------|---|-------------------------------------|
| 2 | <b>Books</b>                         | <b>Book Reviews</b> | 1 | <b>Creative Publications</b>        |
|   | <b>Journal Articles</b>              | <b>Performances</b> |   | <b>Patents</b>                      |
| 1 | <b>Conference Presentations</b>      | <b>Exhibitions</b>  |   | <b>Grants-funded and non-funded</b> |
|   | <b>Sabbaticals</b>                   | <b>Fullbright</b>   |   | <b>Book Chapter</b>                 |
|   | <b>Other (related to discipline)</b> | <div></div>         |   |                                     |



Name: Luis - Silva-Villar  
Professor  
Full-time Faculty Vita  
PhD UCLA Hispanic Languages and Literatures 1996  
Start Year: 2000  
Program: Spanish  
Department: Languages, Literature, and Mass Communication

Education: (List all degrees beginning with most recent-include post docs and external certificates)

- Ph.D., Hispanic Languages and Literatures, University of California Los Angeles (UCLA), 1996.
- M.A., Spanish Linguistics, University of California Los Angeles (UCLA), 1991.
- M.A., Licenciatura, Hispanic Language and Literature, Universidad Complutense de Madrid, 1988.
- Dual M.A., Music and Classical Guitar, Real Conservatorio Superior de Música de Madrid, 1982.
- B.A., Biochemistry, Universidad Complutense de Madrid, 1976.

Teaching 2003-Present: Courses Taught

FLAS 111 -- First-Year Spanish I  
FLAS 112 -- First-Year Spanish II  
FLAS 211 -- Second-Year Spanish I  
FLAS 290 -- Sp-in-Spain I. Study Abroad Program  
FLAS 290 -- Sp-in Spain II. Study Abroad Program  
FLAS 301 -- Advanced Spanish Grammar  
FLAS 302 -- Advance Spanish Composition  
FLAS 311 -- History and Culture of Spain  
FLAS 312 -- Culture and Civilization of Latin America  
FLAS 411/341 -- Spanish and the Nature of Language  
FLAS 424 -- Language and Literature of the Southwest  
FLAS 441 -- Introduction to Spanish Phonetics and Phonology  
FLAV 396 -- Topics: The Sounds of Spanish  
FLAV 495 -- Spanish Lyrics and Musical Composition (Independent Study)  
FLAS 498 -- Spanish Senior Practicum  
SUPP 101 -- FYI (Freshman Year Initiative) Introduction to Higher Education  
FLAV 496 -- Topics: Spanish for Native Speakers.  
FLAV 496 -- Topics: Latinos and Spanglish  
Honors Program Professor:  
HUMA 396 -- Topics: From Latin to Romance: Language History.  
HNRS 396 -- Topics: From Latin to Romance (with special attention to Spanish).

Evidence of Continuous Improvement

Attending the following Workshops:

“Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics”. Terry Rhodes Workshop 2013.

“Workshop on the NeXt Generation”. Mark Taylor. 2013.

“EAS faculty training on D2L”. 2013

“Ways to promote Learning”. Pathy Phelps, 2010.

“Course Redesign and Revitalization”. Barbara Millis, 2009.

“Disability Etiquette in the Workplace” Course (DBTAC Rocky Mountain ADA Center). 2007.

The State Colleges of Colorado Fall Conferences. 2001-2003 (Frisco (2) and Grand Junction (1))

Additional professional improvement activities: assessments, surveys and evaluations (by goals). From 2003 onwards:

Formative class surveys to support continuous course improvement (2008-)  
 Collecting classroom data to support continuous course improvement (2005-)  
 Assessment of selective courses every semester (2008-)  
 Assessment of the Spanish program [FLAS 111, FLAS 112]. (2005-)  
 Faculty Evaluations. Achievements (2000-)  
 Student Evaluations (2000-)  
 Comparing CMU class data with other institutions data [updating new courses] (2003-)  
 Student retention and progression (2008-)  
 Graduate numbers [after the creation of the BA] (2005-)  
 Continuing education by attending and presenting at professional conferences (2000-)  
 Publishing (and improving) reviewed class materials and materials for classes (2000-)  
 Note: All the information above is reported in MSC/CMU faculty files.

#### Innovative Materials/Activities

A Spanish Grammar Textbook: Aprendizaje Gramatical (FLAS 301)  
 Reader's Theater (FLAS 111)  
 Journalism in the classroom (FLAS 411, FLAS 441)  
 Forensic Linguistics (FLAS 441)  
 Diario de Correcciones (FLAS 302)  
 Music (FLAS 424, FLAS 312)  
 Cooking (FLAS 311, FLAS 312)  
 Mavconnection article proposing a cross-departmental program in Linguistics (2009)  
 Development of testing materials for EAS (2000-)  
 Supervision of Student Research/Project(s)  
 FLAS 498 (Professional Spanish, Linguistics): 2010 "Court Interpreting Research" (1 student), 2011  
 "Translating from multiple genres/styles" (1 student), (Spanish Phonetics & Phonology) 2011 "Spanish  
 language variation in the Valley" (1 student).  
 FLAS 441 (Spanish Phonetics & Phonology): Language Variation [Spanish] (10-12 students every other  
 year)  
 FLAS 341 (Spanish Acquisition): Language Acquisition [Spanish] (14-16 students per semester)  
 Scholarship and Creative Work, 2003-Present:

#### Scholarship Related to Discipline

##### Books

Trilogy *En la Cresta de la Lengua: Hablaciones* (2009), *Lenguados y más lenguados* (2010),  
*Hablacadabra* (2012). Editora Independiente, Colorado. Lulu Enterprises. [175 language selected and  
 reviewed research articles. Hénrich Rehebinder, Gabriel Lerner, and Róger Lindo editors (ImpreMedia)].  
*Poemas de paz y de guerra*, Editora Independiente, Colorado. Lulu Enterprises. Two editions: 2009,  
 2011.  
*Aprendizaje gramatical*. "Parte 1", Aprendizaje gramatical (2011). "Partes 1 y 2" (2012), Editora  
 Independiente, Colorado. Lulu Enterprises. Presented at 2011 Frankfurt International Book Fair. 2010-  
 2012. Reviewed by Spanish Linguistics Professors Javier Gutiérrez Rexach (OSU) and Jaqueline Toribio  
 (University of Texas at Austin).

##### Encyclopedic Articles

"Periodismo de la lengua en la prensa escrita". *Enciclopedia de lingüística hispánica*. Routledge  
 Publishing Co. (London, New York). To appear 2015.

##### Journal Articles

"Origen de las estrategias distributivas por reduplicación en español y portugués antiguos". *The*

*European Scientific Journal (ESJ)*. 2015.

“La autoría en la traducción: a propósito de la traducción al español de *Woman & Labour* de Olive Schreiner”. *The European Scientific Journal (ESJ)*. Co-author. 2015.

“Pérez Hervás: borrado del mapa y del Espasa”. *Estudios de Lingüística del Español (ELiEs)*. María Luisa Calero and Carlos Subirats (editors). Vol. 36. 2014.

“La supresión lexicográfica en el Espasa: el caso Pérez Hervás”. *Actas del VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain (co-autor). 2012.

“Historiabilidad de la Reduplicación Numeral Distributiva”. *Actas del VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain. 2012.

“Explorations into Racial Humor through Linguistics”. *The International Journal of Interdisciplinary Social Sciences*. 2008

“Lo bueno del humor racial”. *Proceedings of The 11th International Conference "The Border: A New Cultural Concept"*, May 2, 3, 4, 2008 (2007).

“Predicative Complementation: A new approach to Dequeísmo”. *Hispanic Linguistics Symposium* (Proceedings). University of Western Ontario . 2006.

“Dequeísmo”. *IV Conferencia Científica Internacional de Lingüística* (Proceedings). Instituto de Literatura y Lingüística “José Antonio Portuondo Valdor”. La Habana (Cuba) 2005. (n.p.).

“En lenguaje de prensa: Cuatro calas en el Spanglish,” in *Conferencia Científica Internacional. Instituto de Literatura y Lingüística “José Antonio Portuondo Valdor”* 2003. La Habana, Cuba. e-conference: ISBN: 959-7152-04-5.

#### Conference Presentation

“El mercado del cine latino cruza fronteras”. Sixth Annual Four Corners Conference: “New Borders in the 21<sup>st</sup> Century”. University of Colorado at Colorado Springs 24-25 October, 2014.

“Origen de las estrategias distributivas por reduplicación en español y portugués antiguos”. *2nd Mediterranean Interdisciplinary Forum o Social Sciences and Humanities (MIFS 2014)* 26-28 de November 2014, Almería, Spain. 2014.

“El problema de la autoría en la traducción”. *AESLA (Asociación Española de Lingüística Aplicada)*. Sevilla, Spain: April 3-5, 2014. Another one: “La autoría en la traducción: a propósito de la traducción al español de *Woman & Labour* de Olive Schreiner”. *2nd Mediterranean Interdisciplinary Forum o Social Sciences and Humanities (MIFS 2014)* 26-28 de November 2014, Almería, Spain. 2014.

“Mano Fashico: Fuentes historiográficas y filológicas”. *Fifth Annual Four Corners Conference*. Grand Junction, Colorado. October 25-26. 2013

“Flora Osete: Entre autoridad lexicográfica y personaje de ficción” *IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. 11-13 September 2013. Córdoba, Spain. Co-author. 2013

“Mano Fashico: origen I desventura”. *IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Córdoba, Spain. September 11-13, 2013.

“Flora Osete: abanderada del feminismo hispano”. *XXIII International Conference in Hispanic Feminine Literature and Culture* in The Claremont Colleges October 10-12, 2013.

“De cuando pasaporte no tenía tanto porte”. *La frontera una nueva concepción cultural XVII Reunión Internacional*. La Paz, Universidad de Baja California, Mexico. In collaboration with the Université Paris Sorbonne III and Arizona State University. February 20-22, 2013.

“Antes del Spanglish”. *Four Corners Conference on Globalization*. Culture and Ethnicity. October 26-27. 2012.

“La supresión lexicográfica como represalia en el Espasa: el caso de Pérez Hervás”. *VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain (co-autor). 2011.

- "Distributividad medieval por reduplicación numeral: microhistoria". *VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain. 2011.
- "Órale pachuco". MSC, Colorado, October 11, 2010.
- "Univervation". *39th Linguistic Symposium on Romance Languages (LSRL 39)*. University of Arizona, Tucson, March 26-29, 2009; <http://w3.coh.arizona.edu/lsl39/index.htm>. 2009.
- "La inserción velar y la función temática". *HLS 2009 (Hispanic Linguistic Symposium)*. San Juan de Puerto Rico, Universidad de Puerto Rico, Riopiedras. October 21st to October 24th. 2009
- "The Linguist in the cupboard". *Spanish in the United States and Spanish in Contact with Other Languages*, held in Coral Gables/Miami, University of Florida, Florida. February 19-21, 2009. (read in absentia).
- "Understanding Diversity". *Structures of the English Language*. 4/17/09. MSC. Guest Speaker. 2009.
- "La inserción velar y el paradigma verbal irregular o la vida interna de un verbo a través de la inserción verbal." Luis Silva-Villar, Mesa State University. Location: Hagerty Hall. April 4, 2008. (Postponed to Fall 2008).
- "Flora Ossette: La igualdad por el trabajo". *Escritoras y compromiso. II Congreso Internacional*. Madrid (Spain), del 27 al 30 de mayo, 2008.
- "Separable prefixes in Western Romance". *Hispanic Linguistics Symposium (LSRL)*. San Antonio, Texas. November 1st-4th, 2007.
- "Command Spanish: A communicative approach?" *LASSO XXXVI*. September 21-23, 2007. University of Colorado at Denver and Health Sciences Center (co-author).
- "You want sell?": Fictitious, fictional, or what else?" *LASSO XXXVI*. September 21-23, 2007. University of Colorado at Denver and Health Sciences Center
- "Explorations into Racial Humor through Linguistics". *The Second International Conference on Interdisciplinary Social Sciences*. University of Granada. Granada (Spain). 10-13 July 2007.
- "Lo bueno del humor racial". *The 11th International Conference "The Border: A New Cultural Concept"*, Ensenada, México. May 2, 3, 4, 2007.
- "Predicative Complementation: A new approach to Dequeísmo". *Hispanic Linguistics Symposium*. University of Western Ontario . October 2006..
- "In quest of the old Galician-Portuguese AR-ER". *The XVIIth International Conference on Historical Linguistics*. Madison, Wisconsin (U.S.A.). July 31-August 5, 2005
- "SPAM-glish". *5th Latin American Literatures and Cultures Conference* (Colorado Springs, Colorado). February 22-25, 2006.
- "Testimonios falsos y falsos testimonios: Hasta no verte Jesús mío" de Elena Poniatowska. *Undécimo congreso de la literatura mexicana contemporánea* (El Paso, Texas) March 2-4, 2006.
- "The sounds of Gringo: A new approach". *2006 National Conferences of NAAAS, NAHLS, NANAS, & IAAS* (Baton Rouge, Louisiana) February 13-18, 2006.
- "Growing expletives," in *Conference on Expletives*, Konstanz University, Germany. November 11-14, 2004. Invited speaker.
- "Los diccionarios de spanglish," in *I Congreso Internacional de Lexicografía Hispánica*. Asociación Española de Estudios Lexicográficos (AELEX) Universidade da Coruña. A Coruña, Spain, September 14-18, 2004 (accepted for presentation).
- "En lenguaje de prensa: Cuatro calas en el Spanglish," in *Conferencia Científica Internacional. Instituto de Literatura y Lingüística* "José Antonio Portuondo Valdor". La Habana (Cuba), November 24-November 28, 2003.

#### Book Chapters

- "Flora Osete: Entre autoridad lexicográfica y personaje de ficción". *Historiografía lingüística: IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. 11-13 September 2013. Córdoba, Spain. Coauthor. Nodus Publicationen (Münster). 2015.



“Mano Fashico: origen I desventura”. *Historiografía lingüística: IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Córdoba, Spain. September 11-13, 2013. Nodus Publicationen (Münster). 2015.

“Historiabilidad de la Reduplicación Numeral Distributiva”. *Historiografía lingüística: líneas actuales de investigación*. -- 2 vols. [VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística (SEHL). Madrid, España, del 12 al 15 de diciembre de 2011]. December 2012. Elena Battaner Moro, Vicente Calvo Fernández, Palma Peña Jiménez (eds). Nodus Publicationen. 2012.

“La supresión lexicográfica en el Espasa: el caso Pérez Hervás”. *Historiografía lingüística: líneas actuales de investigación*. -- 2 vols. [VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística (SEHL). Madrid, España, del 12 al 15 de diciembre de 2011]. December 2012. Elena Battaner Moro, Vicente Calvo Fernández, Palma Peña Jiménez (eds). Nodus Publicationen. 2012.

“Dequeísmo: Formal Approaches and Criticism”. *Current Formal Aspects of Spanish Syntax and Semantics*. Melvin González-Rivera & Sandro Sessarego (eds.). Cambridge Scholars. 2012.

Media Columnist OpEd of Impremedia (*La Opinión (LA)*, *El Diario (NY)*, *Hoy (NY)*, *El Mensajero (SF)*, *Rumbo (Houston)*, *La Raza (Chicago)* and 6 other publications in the US. (2000 to Present). I have also collaborated with the following media newspapers/news services:

*La Prensa*

*La Tribuna*

*El Sentinel*

*Entérelatino.com*

*Portada*

*Diálogo Ciudadano (Panamá)*

*El Latinoamericano*

*FOLK*

*Enciclopedia.cc*: <http://enciclopedia.cc>

*AABE (Arizona Association for Bilingual Education)* <http://rds.org.hn/listas/cultura/documentos.htm>

*Pórtico Semanal*

*Enciklopedio.com (Esperanto)*

*Krizia (the largest community of friends in internet)*

*Enciclopedia.ws* *Diario y radio: Colombia y el mundo*: <http://perso.wanadoo.es>, <http://latino.myglobsite.com/blog>.

*Internet Contributions*

*Wikipedia*

*LatinOL.com*

*WordReference Forums*

*Todoele.net*

*Fundéu*

*Elcastellano.com*

*CABE (California Bilingual Education)*

*YouTube*

#### Citations

MLA and Google Scholar, Google Books, Google, Youtube:

25 articles at the MLA International Bibliography

74 citations in Google scholar under “Luis Silva-Villar” (100%)

6,550 citations at Google books under “Luis Silva-Villar” (100%)

100,000+ visits in Youtube. (100%)

#### Reviewer

*Enciclopedia de lingüística hispánica*. Routledge Publishing Co. (London, New York). To appear 2015.

Articles: *Studies in Hispanic and Lusophone Linguistics*, *The International Journal of Interdisciplinary Social Sciences*.

Conference Proceedings and Abstracts: LSRL, HLS.

Assistant Editor: *The International Journal of Interdisciplinary Social Sciences* (Victoria, Australia).

Chief Editor: *Perspectives on Spanish Linguistics*, Linguistics series. UCLA, Los Angeles; OSU, Columbus.

#### Conference Duties

Moderador for "Four Corners Conference". October 26-27, 2012

Session Coordinator and Chair: The 11th International Conference "The Border: A New Cultural Concept", Ensenada (Baja California, Mexico) May 2, 3, 4, 2007. International

Session Chair: LASSO XXXVI. September 21-23, 2007. University of Colorado at Denver and Health Sciences Center.

National. Moderator/Coordinator: Four Corners Conference. CMU. 2010, 2011.

#### Translator

Translations include medical, administrative, legal technical and literary. Some clients: Kentucky Fried Chicken, American Airlines, San Diego Local Government, Mark Allen Online, District 51 (Colorado). Grand Junction City Hall. Roper Music, Community Hospital. Mesa State College (Western Colorado Community College: Construction Technology).

#### Scholarship Related to Pedagogy in Discipline

Much of the scholarship mentioned in the previous section can fit in this one too. Probably, more than 50 out of the 175 articles integrated in the trilogy *En la Cresta de la Lengua* could be listed under this category.

#### Books

*Aprendizaje gramatical*. Parte 1, *Aprendizaje gramatical* (2011). *Aprendizaje gramatical*. Partes 1 y 2 (2012), Editora Independiente, Colorado. Lulu Enterprises. Presented at 2011 Frankfurt International Book Fair. 2010-2012.

#### Conference Presentation

"Los diccionarios de spanglish," in *I Congreso Internacional de Lexicografía Hispánica. Asociación Española de Estudios Lexicográficos* (AELEX) Universidade da Coruña. A Coruña, Spain, September 14-18, 2004.

"Command Spanish: A communicative approach?" *LASSO XXXVI*. SEPTEMBER 21-23, 2007.

University of Colorado at Denver and Health Sciences Center (co-author).

#### Book reviews:

*Dicho y Hecho*, 9th Edition. Dawson, Potowski, Sobral. Wiley and sons, Inc. 2012

#### Technical Reports:

*Dicho y Hecho*, 9 Edition. Chapters 3 and 8. Dawson, Potowski, Sobral. Wiley and sons, Inc. 2012

#### Other

##### Creative Work Related to Discipline

##### Performances

*CMU Poets, Writers and Performers Series*. 2013-2014. Youtube: <https://www.youtube.com/watch?v=jUsyK0pG7g>

*CMU Poets and Writers Reading Series* 2011-2012

"Queimada dabuti, drink Cultura". Planet Earth and Four directions Gallery, Grand Junction, Colorado. October 21. Presentation at the *Poets and Writers Reading Series* 2010, 2010.

“España: de cabo a rabo”. Bilingual School/Escuela DIA. 2010.  
 “An Evening of Poetry and Music”. Western Colorado Center for the Arts. L. Luis Lopez, Richard Sandoval, Dr. Luis Silva-Villar, Alyson Connally (Soprano), and Javier de los Santos. Poems written and recited by L. Luis Lopez and Richard Sandoval. Spanish Poems recited and music performed on the guitar by Dr. Luis Silva-Villar Classical Guitar Music with Javier de los Santos. 2010.  
 “Las Posadas” (Fall 2009, 2010) Traditional Hispanic Christmas Carols from Spain and Latin America. (Club de español).

Reviewer and Translator (Spanish text): *AlfaDINObet*. L.S. Sugar. 2004.

#### Music

Publication of traditional Northern Spanish music (CD, MP3 and other registered formats). *Nor.T.* André, Blanco, Silva Trio. Madrid, RTVE (2009). Tunecore Inc. Arrangements, editing, design and music player. Description: Contribution to Folklore in the Basque Country (Euskal Herria), Galiza, Ireland and Medieval Iberian Cantigas. The knowledge and diffusion of these materials contribute to a better understanding of Hispanic Culture. This research contains the following pieces/documents:

*BAUTXISTU* (2'10")  
*GOIZIAN GOIZIK* (2' 41")  
*CANTIGA 'UM MENINO QUE MORRERA'* (2' 56")  
*TESTACÚ* (3' 22")  
*POBRE VIEJECITA* (4' 46")  
*ANCEU* (3' 21")  
*FARÍN FARÍN* (3' 07")

Translator for the Music Department (Portuguese-English). Villalobos songs.  
 Producer, Editor and Musician: Five albums, five singles (Sony, Zafiro, CFE, TuneCore). 1979 to present.  
 Publications: n/a

#### Other:

##### Grants

Faculty Professional Development Grant (multiple years)  
 Department of Languages, Literature Travel Funding (multiple years)  
 Professional Presentation/Academic Enrichment Committee (multiple years)  
 Budget Increase (A colloquium on Chicano Studies)

#### Patents

Arquitet, (wood game).  
 El gato estrellado (Illustrator logo)

#### Unpublished research

The Sounds of Spanish. A course on Spanish Phonetic and Phonology. (2005-)

#### Professional Memberships

LASSO (1993-)  
 Linguist List (1995-)  
 Comala (1994-)  
 SAG. Screen Actors Guild (California). Actor Member. (1996-)  
 SGAE (Sociedad General de Autores y Editores Españoles), senior composer. (1980-)  
 Academia de la Artes y de las Ciencias de la Música de España (Academy of Arts and Music Sciences of Spain).

Academic (since 2002).MLA (Modern Language Association)

Service 2003-Present:

University

Committee member: Sabbatical Committee. (2013-present)

Committee member: Faculty Policies (2003-2008)

Committee member: Promotion and Tenure (2009)

Committee member: Library Acquisitions Committee (2000-2004)

Committee member: Distinguished Faculty Award Committee (20XX)

Department

Committee member: Travel Committee (2009-2011).

Committee member: Spanish Program (2000 to present)

Committee member: Spanish Assessment Program.

Spanish Program Brochure and other promotional materials.

Codirector and Coordinator: Study Abroad Program in Europe [with Andrew Gordon until 2010] (2002 to present)

Chair for the selection of the new textbook for FLAS 111/112.

Chair: Spanish Search Committee (new tenure professor [2]) [2005, 2006]

Committee member. Faculty authorization committee for a new tenure professor.

Chair: Spanish Search Committee (new 0.8 instructor [2]) [2007, 2008]

Committee member and coordinator: Textbook Selection (2010, 2012)

Committee member: Spanish Program Curriculum Development

Committee member: Spanish Program Review

Coordinator of Mesa de conversación

Community

International

Cultural Guide (Art and History) for Mesa students (Spain: Madrid, Segovia, Salamanca, Santander, Pamplona, San Sebastián, Bilbao). 2004.

National

Translator for San Diego Local Government, Mark Allen Online, American Airlines.

Journalist. La Opinión.

Regional

Member: Grand Junction Focus Group (Denver Post-Grand Junction/Western Slope Community)

Local

Discussion Leader. Rudy Ayala's Bless me, Ultima. Mesa County Citizens Read the Same Book at the Same Time (October 9th , 2004).

Curriculum Committee Member. Nuestra Escuela. A dual language project. (2004)

Guest Speaker for the Boys Scouts of America. Two presentations: A. Introduction to music: Theoretical and practical. B. A talk on Citizenship and Naturalization: The Process. (2003)

Translator for the Community Hospital, Grand Junction City Hall, Roper Music. (2003 to present)

Coordinator of the Forum on the Amendment 31 ballot initiative that took place at MSC (coordinated with Tom Acker). The forum made an important contribution to the understanding of the role of bilingual education in our community. The impact on the local media (TV, Sentinel) witnesses the success of the forum. (2002)

Guest speaker of the Speaker's bureau of the School of Humanities and Social Sciences. (2000 to present)

Translator of brochures, forms and a variety of documents for MSC, District 51.

Editing Spanish articles for the MSC Criterion.

Advising 2003-Present:



#### University level

Participant: On-going MavScholars Recruitment (2009, 2011, 2013)

Adviser: Study Abroad Program (2002 to present)

#### Department level

Developing documents supporting students' applications (programs [abroad, Costa Rica], Practicum, nurse program, education,...), jobs (District 51, other schools).

#### Honors and Awards 2003-Present:

##### International

Finalist. Excellence in Journalism 2007 Award (Sociedad Interamericana de la Prensa, SIP)

##### Regional

##### Local

Exemplary Faculty Award Candidate (multiple years)

#### Professional Experience:

- CMU/MSU Study Abroad Program. Codirector/coordinator/professor at Enforex, Barcelona, Catalonia, Spain. Summer 2006, 2010.
- Professor, Colorado Mesa University. Department of Languages, Literature and Communications, 2007 to present.
- MSU Study Abroad Program. Codirector/coordinator/professor at Enforex, Marbella, Andalusia, Spain. Summer 2004.
- Associate Professor, Mesa State College, Department of Languages, Literature and Communications, 2003.
- Assistant Professor, Mesa State College, Department of Languages, Literature and Communication, 2000-2003.
- MSU Study Abroad Program. Codirector/coordinator/professor at International University Menéndez Pelayo, Santander, Cantabria, Spain. Summer 2002.
- Visiting Professor, UC Santa Barbara (UCSB), Spanish and Portuguese Department. Fall 1999.
- Full-time Faculty, UC Los Angeles (UCLA), Spanish & Portuguese Department. 1996-2000.
- Full-time Faculty, UC Santa Cruz (UCSC), Summer Language Institute (SLI), Summer 1992.

#### Other Professional Experience:

- Producer, Editor and Musician: Five albums, five singles (Sony, Zafiro, CFE, TuneCore). 1979 to present.
- Composer and Editor. Senior member of SGAE-CICA (Spanish General Society of Authors and Editors): 1980 to present.
- Graphic Art Designer (Art covers, albums, posters, brochures). 2009 to present.
- Consultant of Linguistics/ OpEd Columnist, La Opinión, Los Ángeles, California. 2000 to present..
- UCLA, Spanish and Portuguese Department Bilingual Track co-founder : 1998-.
- Assistant Editor, The International Journal of Interdisciplinary Social Sciences (Victoria, Australia).
- Translator.
- Blogger: La Cresta de la lengua. Crestadelalengua.blogspot.com

Please record the number "items/events" you have listed above in the following categories.

If you specify items/events under "other," please provide an explanation/definition.

6 Books

10 Journal Articles

31 Conference Presentations 0 Exhibitions

4 Performances

3 Book Reviews

5 Grants-funded and non-funded  
2 Patents  
4 Creative Publications  
100 Other (related to discipline) Research articles in the media (around 250, 2003-2014)  
6 Book Chapters

Mayela A. Vallejos Ramírez  
Colorado Mesa University  
Department of Languages, English and Communication

HOME: 1155 Lakeside Dr #304  
Grand Junction Co 81506  
(970) 257-1360

WORK: Colorado Mesa University  
Grand Junction, Co 81501  
(970) 248-1097  
e-mail [mvallejo@coloradomesa.edu](mailto:mvallejo@coloradomesa.edu)

---

## EDUCATION

- Ph.D. University of Nebraska-Lincoln (UNL). May 1997  
Area of specialization: 20th Century Latin American Literature  
Dissertation: El arte de tejer como eje estructurante en la narrativa  
femenina hispanoamericana
- M.A. West Virginia University. May 1992  
Area of specialization: Latin American Literature and Comparative Literature  
Thesis: Un acercamiento a la narrativa de Carmen Naranjo
- BA Universidad de Costa Rica. May 1987  
Area of specialization: English Literature and Pedagogy

## POST DOCTORAL COURSES:

Borges Seminar. Summer Course. University of Costa Rica, 2007  
Costa Rican Literature. Summer Course. University of Costa Rica, 2007  
Women as gender in Literature. Summer Course. University of Costa Rica, 2005.  
Teaching Spanish as a Second languages. Summer Courses. UCR, 2005

## HONORS, GRANTS AND AWARDS

Meritorious Evaluation Award Colorado Mesa University, 2013

Meritorious Evaluation Award Colorado Mesa University, 2011

Meritorious Evaluation Award Colorado Mesa University, 2010

Meritorious Evaluation Award, Mesa State College, 2008

Distinguished Faculty Award. Mesa State College. 2007.

Outstanding Achievement in Teaching Award. Mesa State College. 2007.

Teaching Council Grant. University of Nebraska Lincoln. 2000.  
( A grant for \$5,035.00 for a project *Enhancement of Spanish 202 (Emphasis on Literature and Culture Through a Multimedia Component)*)

George Hippie Rogers Fellowship. University of Nebraska Lincoln 1996.

Frank and Marie T. Wheeler Fellowship. University of Nebraska Lincoln., 1995 –1996.  
( A prestigious fellowship for \$5000)

George Rogers Travel Grant for a conference presentation. University of Nebraska Lincoln 1994 –1995.

George Rogers Memorial Scholarship. University of Nebraska Lincoln, 1994-1995.

M H Fling Dissertation Fellowship. University of Nebraska Lincoln. 1994 – 1995.  
( A prestigious fellowship for \$5000)

A Special George Rogers Scholarship. University of Nebraska Lincoln, 1993- 1994.  
( Fellowship award for \$2818 exceptionally qualified Ph.D. student of the year).

West Virginia University Travel Grant for a conference presentation. 1991- 1992.

Language Spanish Scholar. Reed College. 1987-1989

Award for my contribution to puppetry from University of Costa Rica. 1985.

## **EDITOR**

Chen Sham, Jorge and Mayela Vallejos Ramirez. *Máscaras, disfraces y travestismos en la narrativa latinoamericana*. San José: Editorial Fundación Interartes. 2013

## **PUBLICATIONS (published)**

“Catalina Ascencio: una pícara moderna en la novela Arráncame la vida de Ángeles Mastretta”.  
Les récits de la marginalité en Amérique. Ed Cécile Bertin-Elisabeth. Martinique: Crillash  
(Centre de Recherches en Lettres, Langues, Arts et Sciences Humaines). 2014.

“La desvalorización de la figura paterna en la familia P. luce” Roma: *La figura del padre nella serialità televisiva*. Ed. Enrique Fuster. Roma: EDUSC , 2014.

“El ensalmo y otros rituales mágicos en Conjuros del Alba” en *Conjuros del Alba* de Jorge Chen Sham. San José: Editorial Universidad de Costa Rica. 2014.

“Gulliver dormido: un espacio para la reflexión y la crítica. *Revista Káñina* de la Universidad de Costa Rica. San José, Costa Rica, 2014.



"La seducción y venganza en *Doña Juana Tenorio* de Cristina Gutiérrez. Revista Pórtico, (Año 2, No 4) Universidad Autónoma de Baja California, Mexico. July – Dec. 2013.

"Los enmascaramientos y travestismos en *La señorita Florencia* y *La espada del león* de Dorelia Barahona". *Máscaras, disfraces y travestismos en la narrativa latinoamericana*. San José: Editorial Fundación Interartes. 2013. (Book Chapter)

"Sueños de una niña" "Dreams of a little girl" *Déjame que te cuente*. Texas: Chiringa Press, April, 2013.

"Radiografía del costarricense: Entre Carmen Naranjo y Fernando Contreras" *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. 2011.

"La representación femenina en el cuento "Caña hueca" de Rima de Vallbona." Co publication with Dr. Edgar Cota-Torres. *Alba de América*. Vol 31, No 59. USA, 2011.

"¿A quién he traicionado?: versiones en tres poemas sobre el mito de la Malinche" at the V Coloquio Internacional de Literatura Hispanoamericana y sus valores. *Acta del IV Coloquio Internacional Literatura Hispanoamericana y sus valores*. Bogotá, Colombia. 2011

"La mujer en el extranjero: traspasando fronteras en un mundo patriacal y globalizado en "La historia de mi cuerpo" y "The Myth of a Latin Woman: I just met a girl named Maria" de Judith Ortiz Cofer. Con-textos: Revista de Semiótica Literaria. Universidad de Medellín, 2010.

"El elemento fantástico en un cuento de Rima de Vallbona: "La tejedora de palabras". *Alba de América*. Volumen 28, Número 53-54, 2009.

"Breve introducción a la literatura costarricense escrita por mujeres". Francachela: Revista Internacional de literatura y arte. Universidad de Los Lagos. Osorno, Chile, 2010.

"Revistando el pasado: Historia y ficción en *Limón Blues* de AnaCristina Rossi". *Acta del IV Coloquio Internacional Literatura Hispanoamericana y sus valores*. Bogotá, Colombia, January 2010.

"*Fátima de los Naufragios*: Realidad y ficción en el contexto español". *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica, 2009

"El compromiso en la escritura femenina en Costa Rica". *Actas del Segundo Congreso Internacional. Literatura española e hispanoamericana de los siglos XX y XXI*. Madrid, España, July 2009.

"Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto". *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. 2008

“Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel” *Contextos: Revista de Semiótica Literaria*, Medellín, Colombia. June 2008.

“Un acercamiento a la poética de Julieta Dobles Izaguirre”. *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. November 2005

“El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba*: como figuras alienantes de su hijas menores” *Contextos: Revista de Semiótica Literaria*, Medellín, Colombia. November 2005.

“Entre lo real y lo maravilloso: la prosa de María Amparo Escandón”. *De Márgenes y adiciones: novelistas latinoamericanas de los 90*. Editores, Dr. Jorge Chem y Dr. Isela Chiu. San Jose, Costa Rica. November 2004.

“El arte culinario: subversión, erotismo e identidad en tres textos de escritoras Hispanoamericanas de finales de Siglo Veinte”. *Contextos: Revista de Semiótica Literaria*. Medellín, Colombia. October 2004.

“*Tejedora de Sueños* el Nuevo cuentario de Rima de Vallbona: un mundo caótica para la mujer” *Huellas*. San José, Costa Rica. Junio 2004

“La re-creación de Circe: entre lo real y lo imaginario en ‘La tejedora de palabras de Rima de Vallbona’” *Grafemas*, Revista de electrónica de Letras Femeninas. September 2004.

“El coronel no tiene quien le escriba y Villamil no tiene quien lo nombre: un estudio comparado de ambos personajes” *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. October 2002.

“El elemento esperpéntico en los personajes de un cuento de Ana Lydia Vega” *Diáspora*. Arkansas. November 2001.

“El mundo de las mariposas: transmutación y metamorfosis en dos cuentos de Eunice Odio”. *La palabra innumerable: Eunice Odio ante la crítica*. San José, Costa Rica. August 2001.

“La parodia como eje central de la re-escritura en ‘Penélope en sus bodas de Plata’ de Rima de Vallbona”. *Nuevos acercamientos a Rima de Vallbona*. Editorial de la Universidad de Costa Rica. San José, Costa Rica. September 2000.

“La desmitificación femenina en Los delitos de Pandora de Julieta Dobles”. *Káñina: Revista de filología de la Universidad de Costa Rica*. July 1997.

“Un día en la vida de Carmen Naranjo” (Interview). *Tropos*. Vol. XX. Spring 1994.

## CONFERENCE PRESENTATIONS

“Los desengaños de las falsas amistades: entre la ironía y la sátira” Presentación sobre el poemario *Conjuros del Alba* de Jorge Chen Sham. Universidad de Costa Rica, Dec 2014.

“La Malinche como frontera cultural en su papel de la lengua de Cortés” at the Sixth Annual Four Corners Conference, at the University of Colorado at Colorado Springs, Oct 2014.

“Incomunicación y rebeldía en la narrativa de Aline Petterson” The XXIV Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Universidad de Sonora, México, November 2013.

“Introspección y conciencia ecológica en Ceremonias de la lluvia de Carlos Manuel Villalobos” The 5th Four Corners Conference on Globalization on the Environment at Colorado Mesa University. October 2013.

*Gulliver dormindo: un espacio para la reflexión y la crítica.* El VI Coloquio de Literatura Costarricense at the Universidad de Costa Rica. May 2013.

“La desvalorización de la figura del padre en la familia Peluche” La Conferencia La figura del padre en la serialidad televisiva at the Pontificia Università della Santa Croce in Rome, Italy. April 2013.

“La (re)construcción del pasado y la historiografía en *Tres golpes de Tacón*” IX Coloquio Internacional de Literatura Hispanoamericana y sus Valores at the University Cergy-Pontoise, France. April 2013.

“*Las mujeres de Las siete Cabritas*: liberadora, atrevidas, y subversivas” XXXVIII Simposio Internacional de Literatura Hispánica y Encuentro de Escritores, CSU Dominguez Hills. March 2013.

“Soledad y monotonía en la novela *Círculos* de Aline Petterson” Décimo Séptimo Congreso de Literatura Mexicana. El Paso, Texas. March 2012

“Catalina Ascencio: una pícara moderna. Les récits de la marginalité en Amérique. Campus de Schoelcher –Martinique. February 2012.

“Des(construcción) del mito de Leona Vicario en la novela de *La insurgente* de Carlos Pascual” XXIII Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Universidad de Sonora. Sonora, Hermosillo. November 2011.

“Todas las mujeres nos repetimos en las Helenas del mundo: un análisis de *La historia vuelve a repetirse*” de Rima de Vallbona. 34th International Symposium of Spanish Literature. California State University, Dominguez Hills. March 2011.

“*La insurgenta* de Carlos Pascual: un estudio sobre Leona Vicario la mujer fuerte de la Independencia y Madre de la patria”. Décimo Sexto Congreso de Literatura Mexicana El paso, Texas. March 2011

“*Al otro lado*: tres historias enlazadas por un mismo sentimiento de dolor y ausencia” Conference on Film and Arts. Oregon State University. Portland, Oregon, February 2011

“Cuando la desesperación lleva al límite de la locura: dos historias similares en *La llorona* de Marcela Serrano y *Santitos* de María Amparo Escandón” at the IV Congreso Internacional de Literatura. Arecibo, Puerto Rico. November 2010.

“El cuerpo: traspasando fronteras femeninas en un mundo patriarcal y globalizado” at Four Corners Conference on Globalization. Mesa State College, Grand Junction. October 2010

“¿Dónde quedaron las mujeres de la revolución? Un estudio de la mujer mexicana en su contexto actual”. Décimo Quinto Congreso de Literatura Mexicana. El paso, Texas. March 2010

“Verdad histórica y verdad social: la existencia del otro en *Mujeres de la colonia* de Tatiana Lobo”. El Segundo Congreso de Literatura y Cultura Francachela. Rancagua, Chile. November, 2009.

“*Fátima de los naufragios*: Realidad o Ficción en el contexto español” Four Corners Conference on Immigration. Grand Junction, Colorado. October, 2009.

“¿A quién he traicionado?: versiones en tres poemas sobre el mito de la Malinche” at the V Coloquio Internacional de Literatura Hispanoamericana y sus valores. Passau, Germany. September 2009

“Ana Istarú: Testimonio y apertura en *Verbo Madre*”. II Coloquio: Escritoras y Escritores Latinoamericanos”. San José, Costa Rica. August, 2009.

“Revisando el mito de don Juan en *El Expediente* de Linda Berrón” V Coloquio de Literatura Costarricense: la literatura contemporánea (1980 al presente). San Jose, Costa Rica May 2009.

“*Maridos*: una colección de criaturas indescriptibles de Angeles Mastretta” Décimo Cuarto Congreso de literatura Mexicana. El paso, Texas. March 2009.

“Revistando el pasado: Historia y ficción en *Limón Blues* de AnaCristina Rossi”. IV Coloquio Internacional Literatura Hispanoamericana y sus valores. Bogotá, Colombia. November 2008.

“El compromiso en la escritura femenina en Costa Rica”. Segundo Congreso Internacional. Literatura española e hispanoamericana de los siglos XX y XXI. Madrid, España, May 2008

“La seducción como arma de venganza en *Doña Juana Tenorio* de Cristina Gutiérrez” Décimo Tercer Congreso de literatura Mexicana. El paso, Texas. March 2008.



“Ser poeta y mujer: una manera de revelar y rebelarse”. XXI Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, México. November 2007.

“De la marginalidad al poder: la Malinche como frontera cultural”. Congreso Internacional La Frontera: un nuevo concepto cultural. Ensenada, México, May 2007.

“Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel”. Duodécimo Congreso de literatura Mexicana. El paso, Texas. March 2007.

“Lo abstracto, lo concreto y lo imaginario en *Responso por el niño Juan Manuel*”

Cuarto Congreso de Literatura Costarricense. San José, Costa Rica. May 2006

“Comprar para existir: el paradigma contemporáneo en *Compro, luego existo* de Guadalupe Loaeza”. Undécimo Congreso de literatura Mexicana. El paso, Texas. March 2006.

“El cuerpo: traspasando fronteras femeninas en un mundo patriarcal en “La historia de mi cuerpo” de Judith Ortiz Cofer. CSU-Pueblo Latin American Cultura Conference. Colorado Spring, Colorado. February 2006

“El enigma personal de Esperanza: una aventura insólita en *Santitos* de María Amparo Escandón” xx Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, Mexico. November 2005

“La muerte vista por el mexicano de hoy”. Celebración del día de los muertos” Mesa State College. November 2005

“Reconstruyendo la Imagen de *Doña Bárbara* de Rómulo Gallegos” Tierra Tinta Conference. Norman, Oklahoma. October 2005

“Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto”. Tercer Congreso de Literatura Costarricense. San José, Costa Rica. May 2005.

“El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba*: como figuras” Décimo Congreso de literatura Mexicana. El paso, Texas. March 2005.

“Melodrama a la mexicana en *Santitos* de María Amparo Escandón.” Noveno Congreso de literatura Mexicana. El paso, Texas. March 2004.

“Un pueblo visto a través de la sazón de sus alimentos y frutos en la colección de poemas de Julieta Dobles *Costa Rica poema a poema: un recorrido por el alma secreta de la patria.*” Congreso sobre literatura y comida. San Antonio, Texas. February 2004.

“Las mariposas como símbolo de creación literaria en Eunice Odio y Gioconda Belli”. Undécimo Congreso Internacional de Literatura Centroamericana. San José, Costa Rica. March 2003.

“Palabras que hechizan: entre lo real y lo imaginario en ‘La tejedora de palabras’ de Rima de Vallbona”. XIII Conferencia Internacional ALFH. Santo Domingo. República Dominicana, October 2002.

“La escritura de la ambivalencia: ¿Opresión o liberación en Sor Juana Inés de la Cruz?” AEEA Conference 2002. Portland. Oregon, September 2002.

“La cocina como elemento subversivo en la narrativa latinoamericana de siglo XX” 2nd Interdisciplinary and Multicultural Conference on Food Representation in Literature, Film and the Other Arts. San Antonio. Texas, February 2001.

“Entre el adorno y la subversión: muñecas de carne y hueso en La muñeca menor de Rosario Ferré”. The XI International ALFH Conference. Toronto. Canadá, September 2000.

“La caricaturización de los personajes en cuento de Ana Lydia Vega” Eleventh Annual Afro-Hispanic Literature and Culture Conference. San José, Costa Rica. July 2000.

“Entre lo real maravilloso y la realidad soñada en Soñar en cubano de Cristina García.” Séptimo congreso internacional de escritoras y críticos literarios del Caribe. Mayagüez, Puerto Rico. April 2000.

“La función del poder en Los invasores de Egon Wolff.” Congreso de Teatro Latinoamericano. Lawrence, Kansas. March 2000.

“El tiempo y la memoria como ejes centrales de la creación del espacio periférico en Sobrepunto de Carmen Naranjo.” Congreso literario en honor a Carmen Naranjo. Cartago. Costa Rica. November 1999.

“La parodia como eje central de la re-escritura en “Penélope en sus bodas de Plata” de Rima de Vallbona”. Simposio en honor a Rima de Vallbona. Houston, Texas. September, 1999.

“La intertextualidad y la re-escritura en ‘Penélope en sus bodas de Plata’ de Rima de Vallbona.” Conferencia de Literatura y Cultura Centroamericana. Tempe. Arizona. April 1999.

“De la domesticidad al poder en Mujeres de ojos grandes de Angeles Mastretta.” Cincinnati Conference on Romance Languages and Literatures. Cincinnati, Ohio. May 1998.

“La subversión del personaje de Penélope en las obras ‘Penélope en sus bodas de plata’ de Rima de Vallbona y ‘Carta de un desterrado’ de Claribel Alegria.” Sexto Congreso Internacional de Literatura Centroamericana. Panamá City, Panamá. March 1998.

“La figura de don Juan del Siglo XX en El expediente de Linda Berrón.” Quinto Congreso Internacional de Literatura Centroamericana. San José, Costa Rica. February 1997.

“Una lectura postmodernista de Arráncame la vida de Angeles Mastretta” El Quinto Simposio Internacional de Crítica Literaria y Escritura de Mujeres de América Latina. Albuquerque, New Mexico. February 1996.

“La imagen de Pandora en los trabajos de Julieta Doblés y Rosario Ferré.” Wichita Foreign Literature Conference. Wichita, Kansas. April 1995.

“Sobrepunto: creación, sobrecreación y descreación de la imagen femenina.” Tercer Congreso Internacional de Literatura Centroamericana. Guatemala City, Guatemala. February 1995.

“Like Water for Chocolate: Magic Realism and its Repercussions in Films.” Guest speaker at University of Sioux Falls. Sioux Falls, South Dakota. January. 1995.

“Fantasía y creación en Responso por el niño Juan Manuel de Carmen Naranjo.” University of Missouri –Columbia Congress. Columbia, Missouri. April 1994.

“Sobrepunto: palabras, tiempo y creación.” Wichita Foreign Literature Conference. Wichita, Kansas. April 1994.

“Costa Rica and its Resources.” Workshop for Telecommunication Spanish Students in Nebraska. Chadron, Nebraska. March 1994.

“Television as a Tool for Teaching.” West Virginia Foreign Language Association. Morgantown, West Virginia. April 1992.

“Carmen Naranjo: hacia una nueva fantasía hispanoamericana” Twentieth Century Conference. Louisville, Kentucky. February 1992.

“Un acercamiento a la poética de Julieta Dobles.” International Conference at Indiana University of Pennsylvania. Indiana, Pennsylvania. October 1991.

“El papel del caminante en Hasta no verte Jesús mío de Elena Poniatowska”. International Conference at Indiana University of Pennsylvania. Indiana, Pennsylvania. October 1990.

## **GUESS SPEAKER AT CONFERENCES OR SEMINARS**

I was invited to present a paper on Julieta Pinto at a special event in her Honor by the Association of Costa Rican writers at The Museum Calderon Guardia in San José, Costa Rica. July 2013.

“Poverty and Literature” A Week Seminar to Students at Oregon State University. May 2010.

“Ana Istarú: a woman of passion and Desire” An Introduction to her presentation at Puget Sound University. March, 2010.

“Costa Rica: Myth or Reality? A Panoramic View of Costa Rican History within a Central American Context”. Guest Speaker to the International Week 2007 Central America: Land of Beauty and Exploitation. Southern Utah University. October 2007.

“ Understanding the Culture of Your neighbor” Invited by the Saint Benedict Center at Schuyler, Nebraska, to present a Saturday program for the community of Nebraska. November 20<sup>th</sup>, 2004

“Las casas del alma: El Nuevo poemario de Julieta Dobles Izaguirre” Introduction to the presentation of her new book *Casas de la memoria*. Costa Rica. Julio 2004.

“El valor de la intimidad: una constante en la poesía de Julieta Dobles Izaguirre” Guest Speaker to Segundo Congreso de Literatura Costarricense. San José, Costa Rica. May 2004.

“A World without Frontiers: Understanding Your Neighbors in the New Millennium”. Invited by the Saint Benedict Center at Schuyler, Nebraska, to present a Saturday program for the community of Nebraska. February 8, 2003.

“Myth or Reality? An Approach to the Development of Costa Rican Literature within the Central American Context”. Guest speaker to Hispanic Heritage Month at the University of Puget Sound. Tacoma, WA. September 2002.

“An Overview of Latin American Literature with an Emphasis on Women Writers” Guest speaker for the Annual Workshop for Global Literature Professors. Creighton University. Omaha, Nebraska. August, 1999.

“An Approach to Teaching *Dreaming in Cuban* to College Students”. Guest speaker for the Annual Workshop for Global Literature Professors. Creighton University. Omaha, Nebraska. August. 1998.

## **PROFESSIONAL GATHERING ATTENDED**

Technology in the classroom. Workshop by Wiley. Las Vegas, Nevada. March, 2012

Technology and Teaching Techniques. Workshop by Pearson. Phoenix, Arizona, Jan 2012

ACFTL Conference. Denver, Colorado. November 2011.

Linguistic Association of the Southwest (LASSO). Spanish in the Southwest. Denver, CO, September 2007.

Inauguration of The International Conference on Poetry. Costa Rica. June 2004

UNL Teachers Learning Center. How to Use the Web in the Classroom. Oct. 2001

ASLA Conference. Regional Conference. Workshops. Tempe. AR. April, 1998.

ASLA Conference. Arizona Teachers Association. Workshop. Tucson. October, 1997.

ACTFL Conference. Anaheim, California. November 1995. (Interviewed candidates for a lower division coordinator position at UNL)

Teaching for Proficiency Interviewing Workshop. University of Nebraska. Lincoln. May 1992.

ACTFL Conference. Washington D.C. November 1991.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1991.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1990.

West Virginia Foreign Language Association Conference. Bethany College. Bethany, WV. March 1990.

Georgetown Roundtable Conference in Linguistics. Georgetown University. Washington, D.C. March 1990.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1989.

## **ACADEMIC AND PROFESSIONAL SERVICE**

Higher Education Committee. Colorado Mesa University. 2011 –

Basic Spanish Book Search Committee. Colorado Mesa University. 2011 –

Academic Policy Committee. Colorado Mesa University 2010 -

Four Corners Committee Director. Colorado Mesa University. 2008 -

Adviser of the Spanish Club “Pura Vida”. Colorado Mesa University. 2003-

Adviser of the Diversity Club La Raza. Colorado Mesa University. 2004-

Advisor and Director of the Summer Abroad Program in Costa Rica. 2005 –

Member of the Diversity Cultural Board. Colorado Mesa University. 2005 –

Chair of the Search Committee for Spanish 2006 -2007

Member of the ISEP Committee 206-2007



Member of the Classroom Committee. Mesa State College 2006-2007

Member of the New Evaluation Committee. Mesa State College. 2006-2008

Member of the Merit Committee. Mesa State College. 2006-2007

Facilitator for a Literary Readers Group with Hispanic Ladies of the community that meets once a month to discuss the readings. 2004 -

Spanish Professor for the Honors Program at Mesa State College. 2004 - 2007

Member of the Strategy Committee at Mesa State College. 2004 and 2009

Member of the Travel Committee at Mesa State College. 2004-2005 /2005-2006

Spanish for the Professions. I taught a special course: Spanish for Fire Department, the Police and other leaders of the community of Grand Junction. March 2004.

Coordinate a Spanish Program for Saint Mary's Catholic School in Lincoln, Nebraska. I designed the program and recruited the instructors for this project. 2002 -

Member of the 4H's committee. We are designing a Summer Language Campus for Nebraskan children. My colleague Jill Greff and I were in charge of the Spanish area. 2002.

Elected to the Academic Senate. University of Nebraska. 2002 – 2005.

Advisor for an Undergraduate Honor Thesis. The student is working on three Latin American female writers: Isabel Allende, Rima de Vallbona and Angeles Mastretta. Her work is specifically oriented to analyze short stories of each writer that deal with the area of creation from a feminine perspective: 2002.

Partner with a student from Nebraska Wesleyan University to help professor Joyce Michaels' project on her Latin American Literature course. The student and I worked on Carmen Naranjo's novel Responso por el niño Juan Manuel.

Member of the Executive committee. Dept. of Modern Languages UNL 2001-2002.

Teaching and Learning Center Liaison for the Department. of Modern Languages 2001- 2002.

Member of the Language Fair Committee. University of Nebraska 1999 – 2001.

Member of the Departmental Articulation Committee. University of Nebraska 1998 –

Member and Representative of Northern Arizona University in the ASLA Association 1997-1998.

Member and Director of the Language Floor Committee at NAU 1997 –1998  
( I organized several activities for the Spanish Students on the Foreign Language Floor )

Member of Tongue. (Annual Journal for Students Publications). Northern Arizona University.  
1997 –1998.

Member of the Language Lab Committee. Northern Arizona University. 1996- 1997.

Member of Search Committee for a Lower Division Coordinator in Spanish. UNL 1995-1996.

Vice-president of Sigma Delta Pi. (Honor Society in Spanish) University of Nebraska. 1994 –  
1996. (I organized a series of lectures by scholars and other activities).

Student Representative to the Department of Modern Languages Graduate Committee, 1994 –  
1995.

Editorial Assistant, Journal of Interdisciplinary Literary Studies. University of Nebraska. 1994 –  
1996.

Teaching Methodology Workshop. Department of Modern Languages. NAU  
(I conducted a methodology workshop for all the Spanish Instructors ) 1993.

Assistant to the West Virginia Foreign Language Association. Morgantown. W V. April 1992.

Assistant to Dr. Janice Spleth in the Annual Colloquium in Literature. West Virginia University.  
Morgantown, WV. October 1988 and 1989.

## **TEACHING EXPERIENCE**

Spanish Associate Professor at Colorado Mesa University, August 2003.

Courses taught at CMU:

FLAS 111 (First Year Spanish Honors)

FLAS 111 (First Year Spanish)

FLAS 112 (First Year Spanish)

FLAS 112 (First Year Spanish Honors)

FLAS 211 (Second Year Spanish)

FLAS 212) Second Year Spanish)

FLAS 311 (History and Culture of Spain)

FLAS 321 (Introduction to Literature of Spain)

FLAS 322 (Introduction the the Literature of Latin American)

FLAS 312 (History and culture of Latin America)

FLAS 314 (Advance Spanish Conversation)

FLAS 422 (Spanish Prose)

FLAS 421 (Spanish Poetry)

FLAS 423 (Spanish theater and Film)  
FLAS 442 (Teaching Spanish as a Second Language)  
FLAV 498 (The History and Culture that we Inhered)  
FLAS 498 (Spanish Practicum)

Independent Studies: 1. The patriarchal figure of some female characters in the  
Hispanic Literature.  
2. Women as gender in the Hispanic Literature  
3. Hispanic Drama and Film

Director of the Summer Abroad Program in Costa Rica Colorado University June- July 2005,  
2007, July 2009 and July 2011.

Courses taught at UNL:

Independent Study on Central American Female Writers  
Thesis Advisor (Honor Bachelor Degree) on Latin American Female Writers  
Spanish 204 (Advanced Composition)  
Spanish 202 ( Fourth Semester Spanish. Literature and Culture)  
Spanish 201 (Third Semester Spanish)  
Spanish 102 ( Second Semester Spanish)  
Spanish 101 (First Semester Spanish)  
Spanish 311 ( Representative of Spanish American Authors) in Costa Rica.  
Latin American History and Culture. in Costa Rica.

Director of the Basic Spanish Program and Resident Director of Language Program in  
Queretaro and Monterrey in Mexico. Director of the Program of Studies for the  
Spring Semester in Costa Rica.. University of Nebraska. August 1988 – 2003

Visiting Assistant Professor. Northern Arizona University. Flagstaff, AR. 1996 – 1998.

Courses:

Spanish 321 (Introduction to Literature) (3 courses)  
Spanish 123 ( Immersion program ) (1 course of intensive grammar)  
Spanish 304 ( Advanced Composition (2 courses)  
Spanish 201 and 202 ( Intermediate Spanish 4 courses)

Graduate Student at UNL. Ph.D. Candidate 1993 – 1997. Responsibilities:

Resident Director of UNL Language Program in Queretaro and Monterrey,  
Mexico. Summers, 1995 and 1996.  
Spanish Coordinator at UNL. Spanish 101. 1995 –1996.  
Graduate Assistant to Dr. Harriet Turner. Fall 1995.  
Assistant to the Coordinator of Spanish 101. 1994 –1995.  
Instructor of Spanish 101 and 102 1993- 1997.

Visiting Lecturer at Northern Arizona University. Flagstaff, AR. 1992 – 1993. Classes taught:

Spanish 101, 102, 201  
Spanish 301 (Conversation)

Teaching Assistant at West Virginia University. Morgantown, WV. 1989 – 1992.

Assistant to Dr. Pablo González. Summer program in Guanajuato, Mexico for two summers, 1991 and 1992.

Director of the Spanish Floor. 1990 –1992.

Spanish 1 –2 –3 –4 ( Basic Spanish)

Spanish 103 (Composition )

Spanish 191 ( Advanced course in culture and history)

Spanish Scholar and Language Fellow for the Spanish House at Reed College. Portland, OR. 1987 – 1989.

Spanish Teacher. Glencoe Primary School. Portland, Oregon. 1987 – 1989.

English Teacher. Liceo Laboratorio.( An experimental high school affiliated with the University of Costa Rica). Moravia, Costa Rica. 1986 –1987.

Director of the Puppetry Group of the University of Costa Rica. San Pedro, Costa Rica. 1983 – 1987.

Private Tutoring.

During summers, I have taught English as a second language to young children in Costa Rica. I have also done individual tutoring in USA. I have worked with small groups of children teaching them Spanish and Italian.

### **Additional work experience:**

Instructor of Latin American dance Mesa State College

Program director at Radio Pampa, Nicoya, Costa Rica. Summers, 1994 and 1997.

Instructor of Latin American dance. University of Nebraska. 1994.

Instructor of Latin American dance. West Virginia University. 1990 –1992.

Instructor of Latin American cuisine. Reed College. 1987 – 1989.

### **MEMBERSHIPS:**

Asociación de escritoras de España y de las Américas (1300-1800)

Modern Language Association of America (MLA)

American Council Teachers of Foreign Language (ACTFL)

Asociación Internacional de Letras Femeninas Hispánicas. (AILFH)

Instituto Literario y Cultura Hispánico. (ILCHJA)

### **LANGUAGE COMPETENCIES**

Spanish -- native speaker

English -- fluent

Italian -- intermediate

Portuguese -- reading knowledge

External Program Review

Colorado Mesa University

Spanish Program

Conducted by

Craig N. Bergeson, Ph.D

Professor of Spanish

Chair, Department of Foreign Languages

Weber State University

Ogden UT 84408-1403

[cbergeson@weber.edu](mailto:cbergeson@weber.edu)

[www.weber.edu](http://www.weber.edu)



**Spanish Program Review  
Colorado Mesa University  
Site Visit – 13 March 2015**

**Executive Summary**

(Detailed explanations of each of the following points are found later in the report.)

*Program Strengths*

1. The Spanish program's mission, as outlined in the self-study and the program's web page, correlates well with the university mission statement and with national guidelines for departments of foreign languages.
2. The goals are appropriate for a Spanish program, and several of them are consistently being reached.
3. The student learning outcomes are specific, measurable, and appropriate for students completing a B.A. in Spanish.
4. Recently the Spanish faculty began a formal assessment of some of the student learning outcomes, and a plan for assessing the other student outcomes is being developed.
5. The curriculum is diverse enough to meet the various interests and needs of the students, and it supports various aspects of the program's mission as well as several of the program's goals and student learning outcomes.
6. The Spanish faculty is well-qualified and dedicated to engaging their students and thereby guiding them toward higher levels of proficiency in Spanish.
7. The Spanish program is well-supported by the library, IT, and the tutoring services provided by the Provost's office, and the new building is a more-than-adequate facility.

*Program Challenges*

1. While the program's mission is implied on its web page and explained in the self-study, a definitive mission statement is lacking.
2. The program's goals are not clearly tied to its mission and student learning outcomes.
3. Some aspects of the program's mission and some of the program's goals are not reflected in any of the student learning outcomes, which means that no method of assessing the achievement of these goals and aspects of the mission has been established.
4. There are no specific standards for assessing students' achievement of the student learning outcomes.
5. Students often struggle to fit all the required classes into their class schedule before their intended graduation date.
6. There is a shortage of full-time Spanish faculty due to the decision to not replace a faculty member who recently retired.

*Recommendations*

1. Draft an official mission statement, and make it available on the program's web page.
2. Revise the program's goals in order to clearly tie them to the program mission statement and the student learning outcomes.
3. Revise the student learning outcomes so as to make each one clearly tied to the program mission statement and goals and to make most of the program's goals and most aspects of its mission reflected in the outcomes.

4. Establish standards for assessing students' achievement of each student learning outcome.
5. Consider revising the curriculum so as to allow students more flexibility and a greater possibility of completing their studies in a timely manner.
6. Consider hiring a full-time faculty member with a specialty in translation and interpretation.

### Executive Summary Table

| Program Review Element  | Check the appropriate selection |           |                    |                | Provide explanation if not agree with element and/or why unable to evaluate |
|---|---------------------------------|-----------|--------------------|----------------|---|
|   | Agree                           | Not Agree | Unable to Evaluate | Not Applicable |   |
| The program's self-study is a realistic and accurate appraisal of the program.  | X                               |           |                    |                |   |
| The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals. | X                               |           |                    |                |   |
| The program's goals are being met.  |                                 | X         |                    |                | Program assessment needs to be improved.                                    |
| The curriculum is appropriate to the breadth, depth, and level of the discipline.   | X                               |           |                    |                |   |
| The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.          | X                               |           |                    |                |   |
| Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.         | X                               |           |                    |                |   |
| The program's teaching-learning environment fosters success of the program's students.                                      | X                               |           |                    |                |   |
| Program faculty members are appropriately credentialed.   | X                               |           |                    |                |   |
| Program faculty members actively contribute to scholarship, service and advising.   | X                               |           |                    |                |   |
| Campus facilities meet the program's needs.   | X                               |           |                    |                |   |
| Equipment meets the program's needs.  | X                               |           |                    |                |   |
| Instructional technology meets the program's needs.   | X                               |           |                    |                |   |
| Current library resources meet the program's needs.   | X                               |           |                    |                |   |
| Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.                      |                                 | X         |                    |                | No standards are established for the outcomes.                              |
| Program faculty members are involved in on-going assessment efforts.  | X                               |           |                    |                |   |
| Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.   | X                               |           |                    |                |   |
| The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.    | X                               |           |                    |                |   |

The remainder of this report is separated into the following sections: Mission, Goals, Student Learning Outcomes, Assessment, Curriculum, Faculty, and Program Support. For each of these sections, program strengths and challenges have been noted, as well as recommendations where appropriate. The recommendations are numbered consecutively throughout the report for ease of reference.

## **Mission**

### *Program Strengths*

The Spanish program's mission, as outlined in the self-study and the program's web page, supports the university mission statement's emphasis on diversity, critical thinking, and social responsibility. Also, various aspects of the mission correlate well with guidelines for departments of foreign languages recently published by the Modern Language Association (MLA) and the American Council on the Teaching of Foreign Languages (ACTFL).

### *Program Challenges*

While the program's mission is implied on its web page and explained in the self-study, a definitive mission statement is lacking, which reflects a lack of correlation between the program's mission, goals and student learning outcomes. For example, the self-study mentions a "standards-based" curriculum, yet it offers no explanation of what is meant by "standards-based," and the National Standards for Foreign Language Learning, published by ACTFL, are not mentioned in the program's goals and student learning outcomes.

***Recommendation 1: Draft an official mission statement, and make it available on the program's web page.*** An official mission statement can help the Spanish faculty in all of its planning. It can help determine program goals, student learning outcomes, curriculum, and assessment, all of which should be tied together. For example, if one of the learning outcomes deals with oral and writing proficiency, that outcome should be reflected in the mission statement. Moreover, the mission statement should be clear and concise and accessible to students, faculty, and administrators.

## **Goals**

### *Program Strengths*

The program's goals are appropriate for a Spanish program, and most of the goals are being reached. The goals regarding a varied and interdisciplinary curriculum, the promotion of critical thinking, interaction with the community and study abroad are elements of guidelines for departments of foreign languages recently published by MLA and ACTFL.

### *Program Challenges:*

The program's goals are not clearly tied to the program's mission and the student learning outcomes. Some aspects of the mission, such as a focus on social responsibility and a standards-based curriculum, are not articulated in the goals, and some of the goals, such as the promotion of critical thinking and interaction with the community, are not articulated in the student learning outcomes.

***Recommendation 2: Revise the program's goals in order to clearly tie them to the program mission statement and the program's student learning outcomes.*** The program's goals, like the mission statement, can help determine student learning outcomes, curriculum, and assessment; in other words, they can serve to implement the mission statement. For example, the focus on "social responsibility," mentioned in the self-study as part of the mission, could be reflected in a goal and also in a student learning outcome directly related to that goal.

## **Student Learning Outcomes**

### *Program Strengths*

The student learning outcomes are specific, measurable, and appropriate for students completing a B.A. in Spanish.

### *Program Challenges*

Some of the student learning outcomes are not clearly tied to the program's mission and goals; moreover, some aspects of the program's mission and some of the program's goals are not reflected in any of the outcomes, which means that no method of assessing the achievement of these goals and aspects of the mission has been established. For example, "social responsibility" and a "standards-based curriculum" are mentioned as significant aspects of the program's mission, yet none of the student learning outcomes address those aspects of the mission. Additionally some of the goals listed include promoting critical thinking, problem-solving, teamwork and communication, and other goals address interdisciplinary work, interaction with the community, and optimal immersion through study abroad; however, these goals are not clearly reflected in the student learning outcomes.

***Recommendation 3: Revise the student learning outcomes so as to make each one clearly tied to the program mission statement and goals and to make most of the program's goals and most aspects of its mission reflected in the outcomes.*** It may be necessary to articulate new outcomes in order to reflect most of the program's goals and most aspects of its mission. New outcomes could involve various goals and various aspects of the program's mission, such as social responsibility, critical thinking, and a standards-based curriculum.

## Assessment

### *Program Strengths*

Recently the Spanish faculty began a formal assessment of some of the student learning outcomes, and a plan for assessing the other outcomes is being developed.

### *Program Challenges*

There are no specific standards for assessing students' achievement of the student learning outcomes. For example, for the outcome, "Express themselves coherently in written and oral Spanish," no standard has been established, so the term "coherently" remains quite subjective. The assessment report mentions a plan to develop rubrics to assess each outcome, but no mention is made of tying those rubrics to the National Standards or to ACTFL's guidelines for proficiency.

***Recommendation 4: Establish clear standards for assessing students' achievement of each student learning outcome.*** For example, for the first student learning outcome, "Express themselves coherently in written and oral Spanish," you could use an Oral Proficiency Interview (OPI) or a modified OPI to measure oral proficiency and an essay to measure writing proficiency. You could then decide on the standards, or targets; for example, perhaps the standard for oral proficiency is Advanced Low (according to the ACTFL Proficiency Scale), and the standard for writing proficiency is Advanced Mid. You could then determine how many graduating seniors are reaching the standard each year, a number which in turn can be a partial measure of the Spanish program's success. Tying the standards used to assess achievement of student learning outcomes to the ACTFL proficiency guidelines and the National Standards for Foreign Language Learning would allow for the comparison of the achievement level of Spanish students of Colorado Mesa University with that of students from across the country. It should also be noted that, if the ACTFL Proficiency Scale is used to assess students' achievement of the outcomes, the Spanish Faculty should participate in an ACTFL OPI Workshop, in which they are trained in the assessment of foreign language proficiency.

## Curriculum

### *Program Strengths*

The Spanish curriculum is diverse enough to meet the various interests and needs of the students, and it supports various aspects of the program's mission as well as several of its goals and student learning outcomes.

### *Program Challenges*

The curriculum includes 11-13 required classes for each major concentration; many of these classes have several prerequisites; and some of the required classes are not offered in a timely; therefore, students often struggle to fit all the required classes into their class schedule before their intended graduation date. In order to correct this problem, the Spanish faculty have been allowing students to make course



substitutions if a required course is not offered when they need it. This solution has helped remedy the situation, but the constant use of course substitutions could lead to inconsistencies in the students' ability to achieve the student learning outcomes.

***Recommendation 5: Consider revising the curriculum so as to allow students more flexibility in their class schedules and a greater possibility of completing their studies in a timely manner.*** While course substitutions have increased the flexibility of the curriculum, revising the curriculum may provide a more permanent and consistent solution. One possible revision is to reduce the number of required classes; another is to reduce the number of prerequisites. Of course, any revisions made should reflect the program's mission statement and goals as well as the student learning outcomes. If advanced language proficiency is the primary learning outcome of the program, the particular content of individual courses is less important than the linguistic function being developed in that course. For example, one of the characteristics of a superior-level speaker (and of many advanced-level speakers) is the ability to develop and support an argument, so most advanced courses could focus on that function (i.e. argument), regardless of the content of the course. According to this approach, it is only essential that students develop certain linguistic abilities, such as developing and supporting an argument; it doesn't matter if they do that in the context of literature, culture, business, medicine, or social work. Therefore, not all of the courses that focus on these particular contents need be required. If it is determined that a particular required course is not the only course in the curriculum directly related to a particular student learning outcome, perhaps that course can be removed from the list of required courses and can instead be included in a list of elective courses. If the above approach is taken while revising the curriculum, the following questions might be considered:

- Might it be possible to combine the material in FLAS 301 (Advanced Spanish Grammar), FLAS 302 (Advanced Spanish Composition), and FLAS 303 (Advanced Spanish Composition) into one or two courses, instead of three?
- Might it be possible to allow students to take FLAS 301, FLAS 302, and FLAS 303 simultaneously, instead of requiring them to take them one after the other?
- Is it essential that FLAS 341 (Spanish and the Nature of Language) be a prerequisite to most of the upper-division courses? Could essential elements of this course be included in FLAS 301?
- Could FLAS 311 (History and Culture of Spain) and FLAS 312 (History and Culture of Latin America) be combined, or could students be required to take just one of these two courses instead of both?
- Could FLAS 321 (Introduction to the Literature of Spain) and FLAS 322 (Introduction to the Literature of Latin America) be combined, or could students be required to take just one of these two courses instead of both?
- Is it essential that students in the Applied Professional Spanish Concentration take both FLAS 321 and FLAS 322?
  - It was mentioned during the site visit that the enrollment in literature classes is generally low, which may be a sign of little student interest in literature; therefore, perhaps reducing the number of required literature classes of students in the Applied Professional Spanish Concentration would lead to an enrollment increase in this concentration.
- Could FLAS 434 (Translation) and FLAS 435 (Interpreting) be combined, or might it be possible to require just one of these two courses instead of both?

- Is it essential that students in the Applied Professional Spanish Concentration take both FLAS 431 (Spanish for Medical and Social Services) and FLAS 433 (Business Spanish)? Might it be appropriate for them to be required to take just one of these two courses instead of both?
- Is FLAS 441 (Spanish Phonetics and Phonology) essential for the Language and Literature Concentration?
- Is it essential that students in the Language and Literature Concentration take all three genre courses—FLAS 421 (Hispanic Poetry), FLAS 422 (Hispanic Prose), and FLAS 423 (Hispanic Drama and Film)? Could some or all of these courses be electives instead of required courses?

These questions may be especially pertinent to the revision of the Teacher Licensure Concentration, which recently has shown weak enrollments. If the curriculum for that concentration were more flexible and streamlined, therefore allowing students to complete the concentration in less time, perhaps more students would consider it.

Finally, it may be determined that the above questions are irrelevant to the Spanish program's mission and goals. If so, please consider them to be merely the brainstorming of a current department chair.

## **Faculty**

### *Program Strengths*

The Spanish faculty is well-qualified and dedicated to engaging their students and thereby guiding them toward higher levels of proficiency in Spanish. Additionally, the academic and cultural background of the faculty is quite diverse, thereby providing students with a variety of perspectives, approaches and teaching styles. During the site visit, students were highly complimentary of their instructors. Among the various qualities they praised were their passion for the Spanish language and Hispanic culture, their willingness to meet with and help students individually, and their willingness to help students increase their understanding of the Spanish language and Hispanic culture through various extra-curricular activities.

### *Program Challenges*

The decision to not replace a faculty member who recently retired has led to a shortage of full-time Spanish faculty. This shortage may limit both the course offerings for students as well as the potential for program growth. The faculty shortage is especially apparent in the areas of translation and interpretation, where faculty not trained in these areas have had to teach these courses.

***Recommendation 6: Consider hiring a full-time faculty member with a specialty in translation and interpretation.*** One of the biggest obstacles to this recommendation will be finding a candidate with a Ph.D. in translation and/or interpretation—because there are very few Ph.D. programs in this field; therefore, it may be beneficial to consider the M.A. as the terminal degree for this position. A specialist in translation and interpretation will likely lead to increased enrollments in the Applied Professional Spanish Concentration and will allow current faculty to focus more on their established expertise; moreover, Spanish translation and interpretation is a growing field across the nation.

## **Program Support**

### *Program Strengths*

The Spanish program is well-supported by the library, IT, and the tutoring services provided by the Provost's office, and the new building is a more-than-adequate facility.

# Spanish Faculty

Rejoinder

Comments from a faculty member in Spanish-LLMC regarding the external reviewer's report:

1. Assessment: it was stated (in the review), that we "recently" started doing assessment, implying that we had never carried out assessment previously. I feel that the report should be amended to include that the University went through an assessment 'rebirth', and that data collection was put on hold for several years. So, while we do see this as a work in progress, and are in the process of improving/implementing the collection of assessment data, previous assessment iterations have been carried out.

I have Assessment data from as early as Fall of 2008 that the Spanish program was collecting for our General Education courses. Those data were collected at least up until the Fall of 2010, at which time we made changes to our Gen Ed assessment based on suggestions provided by a campus wide committee that I believe was headed by Dr. Herrick. Additional data were then collected for the next year, after which data collection stopped as the University as a whole revamped the Assessment process. Following the development of rubric and assessment maps, we began again to collect data for the AY 2013-2014; the data are included in our program review.

2. Unqualified instructors: It states (in the review) that we have had untrained faculty teaching translation and interpreting courses. To my knowledge, this is not true. The instructor (Anna Stout) who has been teaching this course is qualified to do so. Second, this implies that we are teaching classes that we are not qualified to teach, which I don't believe to be the case.

Anna Stout has a BA in Spanish from CMU (2009), and an MA from DU (2012) in Global Affairs. She is a certified translator, and a certified court interpreter. She has been interpreting in the courts since 2009, and has owned a translation business since 2006. (These are certifications that the previous professor did not have, at least they don't appear on his CV.) She has presented at several translation/interpreting conferences. This expertise indicates that she is indeed sufficiently 'trained' to teach these courses.