

**Senate Task Force on the Study of Languages at CSULB
Final Report for the CSULB Academic Senate
Spring 2014**

Background

On February 5, 2014 the Academic Senate put out a Request for Nominations for a Senate Task force on the Study of Languages at CSULB. The Executive Council of the Academic Council announced appointments on February 13, 2014, and the Task Force was first convened on February 24, 2014.

Membership of the Task Force consists of six faculty members, the provost or designee, one staff member, and one student: Richard R Marcus (CLA Faculty; co-Chair), Savitri Singh-Carlson (CHHS Faculty; co-Chair), Deborah Hamm (CED Faculty), Markus Muller (CLA Faculty), Shadi Saadeh (COE Faculty), Heather Barker (COA Faculty), Cecile Lindsay (Vice Provost), Joseph Phillips (ASI designee), and Sharon Olson (Staff Council designee).

The Academic Senate voted to create the Task Force at its December 5, 2013 meeting. It was a reaction to concerns raised by the Department of Asian and Asian American Studies about the commitment of CSULB to language training, the diversity of courses, the number of faculty, and opportunities for students. Discussion during the meetings clarified that CSULB values language learning, but there is work to be done to ensure language opportunities are sustainable and can be grown. There were three fundamental points made about the importance of language acquisition (knowledge of more than one language and cultures): 1) it is important to maintain sufficient institutional structures to foster the curriculum necessary for language majors to thrive, and 2) language study has disproportionate cognitive benefits for students while affecting attitudes and beliefs, and 3) it is important skill for *all* CSULB graduates, because in a globalized economy students not only need the skills learned in their program of studies to succeed in their given professions, but education in the United States is falling behind other countries which have prioritized language acquisition from an early age.

Resulting charge of the Task Force is “to investigate how the university could structurally support the study of languages at CSULB. The committee should take at least two groups of students into account: ‘students who are majors in languages’ and ‘the student body at large.’ In furtherance of this goal, the charge states that the committee *may* consider four broad and deep themes (Appendix A). They cover the state of language studies, curricular and financial parameters that enable or constrain students from studying language, a comparison of CSULB with other CSUs, and an exploration of “social and cultural shift” on language acquisition.

Process and Guiding Framework

To meet its charge and to provide guiding principles for the work conducted during Spring 2014 term (February to April 2014), the Task Force took as a baseline, these following key components from the charge:

1. An assessment of what we provide in language studies at CSULB
2. Formalizing language study with clear professional ends
3. Role of study/work abroad opportunities in furthering language learning
4. Campus social and cultural impacts of language and the role of advising
5. The role of new technologies in language acquisition

The questions guiding our work were:

1. How does CSULB currently deliver language education on this campus?
2. How can and should CSULB deliver language education on this campus and push our efforts to the next level?
3. What is the institutional commitment to language education?

The Task Force recognizes that the mission statement reads: "California State University Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world."

The "global perspectives" pillar of the mission has four components:

1. The variety and scope of the University's international curricular offerings are continuously broadened and deepened.
2. Through a wide variety of curricular and extracurricular stratagems, all CSULB students are significantly exposed to a global perspective and many will develop multi-lingual abilities.
3. Faculty and staff are significantly supported in internationally-related teaching and research.
4. International strengths of the University are promoted and communicated, both internally and externally.

The Task Force used the framing questions and the emphasis on language acquisition as a component of one of the pillars of the mission statement as the driving forces for its work.

The Importance of Language Acquisition

There is no shortage of statistics on why language acquisition is important for U.S. students. A recent *Money Magazine* article points out that translators and interpreters are expected to be one of 15 fastest growing occupations in the U.S.¹ The same article points out that an individual is more likely to get a job and make a higher salary, working for the military, the State Department, CIA, FBI, and government contractors, if a person is bilingual. Surveys point out that skills needed to confront global change is second only to a workers ability to deal with the pace of change amongst employers considering the skills they need for their employees to succeed in a business environment.² Other surveys point out that more than two-thirds of employers are disappointed with the ability of students to understand and apply global context to decision-making. Over half (58 percent) expect students to have learned about other societies in addition to the U.S. and that of Europe. Only 18 percent of U.S. workers have even basic proficiency in another language and 45 percent of employers think that universities should be placing more emphasis on language proficiency across the student body.³ Public opinion surveys concur with 50 percent of voters saying the country is moving in the wrong direction in educating young people with the skills they need to compete in the global economy. Only 13 percent in a national survey believe that the U.S. is doing better than other countries at preparing people to thrive in an internationally competitive global economy.⁴ In other surveys 63 percent of employers respond that "knowledge of foreign languages will increase in importance in the next five years, even more than any other basic skill." More

¹ <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/>

² <http://www.amanet.org/uploaded/2012-Critical-Skills-Survey.pdf>

³ https://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

⁴ http://www.p21.org/storage/documents/P21_pollreport_singlepg.pdf

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broadly, as argued by the National Education Association (NEA), "There are now "global teams" that work together in business. Linguistically and culturally effective communication is essential to contributing successfully to these teams. As technology gives rise to global work teams that span time zones, nations, and cultures, it is imperative that tomorrow's graduates communicate clearly and effectively in a variety of languages."⁵

The American Council on the Teaching of Foreign Languages (ACTFL) supports ten reasons why language learning supports academic achievement⁶:

- Language learning correlates with higher academic achievement on standardized test measures.
- Language learning is beneficial to both monolingual English and English language learners in bilingual and two-way immersion programs.
- Language learning is beneficial in the development of students' reading abilities.
- There is evidence that language learners transfer skills from one language to another.
- There is a correlation between second language learning and increased linguistic awareness.
- There is a correlation between language learning and students' ability to hypothesize in science.
- Language learning can benefit all students.
- There is a correlation between young children's second language development and the development of print awareness.
- Heritage learners who use their language skills to interpret and translate for family members experience higher academic performance and greater self-efficacy.
- There is a correlation between language study and higher scores on the SAT and ACT Tests.
- There is a correlation between high school foreign language study and higher academic performance at the college level.

The American Council on Education, in a 1989 policy statement, calls on higher education leaders "to make foreign language competence an integral part of a college education. Every baccalaureate holder should be competent in a second language; we can settle for no less as we move into the next century."

The Task Force members concur with the members of the Academic Senate who initiated creation of this charge: we live in a multilingual, multicultural society but we have more to do, to ensure our students acquire sufficient language skills. In Europe 53 percent of the population is multilingual, whereas in the U.S. that figure is only 9 percent.⁷ We can't possibly serve national needs and competitiveness if we aren't continually working to grow our ability to develop language competencies of both language majors and students in other majors who desperately need language skills to survive in a world where every profession is necessarily global.

Item 1: Language support at CSULB

At its first meeting the Task Force members rapidly agreed that most *every* profession requires global competencies along with intercultural, linguistic, and adaptability skills. This generally means that advising and programming that have historically offered global engagement and international course content that have arisen out of each department may have to include collaborative advisor feedback in order to strengthen programs that speak to the needs of student and language diversity. The university

⁵ <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

⁶ http://www.actfl.org/advocacy/discover-languages/what-the-research-shows#academic_achievement

⁷ <https://sites.psu.edu/secondlanguagebenefits/>

has made tremendous commitments in the past couple years including reforms to formal and informal advising, fledgling international articulation mechanisms, and efforts to integrate service learning with global skills development, and faculty incentive awards and development opportunities for augmenting courses to include more global learning outcomes. Recognizing that the university mission statement has long emphasized language acquisition as part of the global perspective pillar, the Task Force agreed that this is tantamount to articulated support for the importance of languages at the highest level.

The Task Force further recognized that the commitment has grown along with a university-level dedication to actuate those commitments to augment student learning outcomes related to global learning. For the first time in 2013, the university Strategic Plan was written to include *expanding innovative pedagogies*, singling out international opportunities and international opportunities are also emphasized as a measure of Academic Quality. The CSULB Center for International Education has grown to a formidable institution with capacity to serve diverse study abroad and international student needs while the Global Studies Institute is now in place to assist programs, departments, and other units with global and international academic goals. The Task Force follows the logic that languages are perceived as a seminal part of international education and global competencies attainment and as such innovative language pedagogies falls under the Strategic Plan.

As reviewed below, CSULB compares favorably to other institutions in the CSU with offerings in fifteen languages, eight majors, nine minors, and six graduate programs. Moreover, CSULB language programs have been notably innovative. For instance, the Department of Romance, German, and Russian Languages and Literature (RGRLL) recognizes students' need to move more quickly through the first two years of language study while also providing more flexibility to students' scheduling needs. To this end, it currently offers intensive language courses in hybrid format in most of its language programs that allow students to take two semesters worth of language courses in one semester. These courses reduce the number of units that students take (6 units instead of 8) and are primarily helpful for motivating students who wish to advance quickly to upper-division levels. The 6-unit hybrid courses also allow Spanish-speaking students to acquire a second or third Romance language by enrolling in French/Italian sequence for Spanish Speakers; thus giving them an additional academic and professional advantage. In addition to the hybrid courses, RGRLL is currently converting its face-to-face language courses into online format; thus providing students with additional flexibility to add a language to an existing major. Finally, RGRLL has been successful in winning external support to grow cutting-edge coursework in inter-comprehension courses where students who know one Romance language (most likely Spanish at CSULB), can acquire intermediate-level reading knowledge in four other Romance languages. In addition, RGRLL houses one of the last comprehensive single subject credential programs in Languages Other Than English (LOTE) and provides credentials in French, German, Italian, Japanese, Latin and Spanish. It is particularly noteworthy that CSULB is the only program in California to provide the credential in Latin and one of the few remaining programs in the CSU for Italian, French and German. As we move out of the recession, the number of students in LOTE has started to move upward again as high school teaching opportunities in languages (especially if students have more than one subject credential) are growing.

For their part, both the Chinese Studies and Japanese programs in the Department of Asian and Asian American Studies (AAAS) are also based on innovative pedagogical practices that reduce the time it has traditionally taken to master such difficult languages. Both programs have integrative tools for facilitating short and long term study-abroad opportunities, which make language acquisition easier through a social and cultural context and everyday practice with native speakers.

The Chinese Studies program uses Chinese language social media as an instructional tool in some courses and is currently exploring the development of an online Chinese 101 course. AAAS has been invited to become part of a Khmer Language Consortium with UC Berkeley and UCLA, an important accomplishment, given the significant Cambodian community in Long Beach. The program has continued to innovate despite significant challenges to the institutional navigation of the Khmer Language Consortium and the implementation of SB 1914 on Concurrent Enrollment.

CSULB has a history of supporting critical research languages and sign languages. Research languages, such as Latin, Greek, Pali, Tibetan, Sanskrit, Aramaic and Nahuatl are important for those students who are looking towards advanced study in relevant areas. In recent years the relatively low student enrollments has made it difficult to maintain the number of courses necessary for students with such interests to gain sufficient proficiency and language diversity.

Sign language has a similar history of support and challenge. ASL is a natural and visual-manual language with a structure independent of and very different from spoken English. ASL is the language used by members of the Deaf community. ASL is a viable and autonomous linguistic system highly valued by members of Deaf communities all over the world. Users of ASL do not speak English while they sign, and the sign order of ASL is very different from the word order of spoken English. Like all languages, ASL is productive- an infinite number of sentences can be produced from a finite set of rules, and new messages can be created at any time. Estimates of the number of ASL users range from 500,000 to 2 million in the US and is widely used in Canada as well.

Heritage speakers at CSULB

CSULB is one of the most ethnically and linguistically diverse universities in the US. It is designated as a Hispanic-serving institution. Heritage language speakers bring a unique set of challenges yet also a wealth of linguistic, social and cultural capital to this campus. On the one hand, they frequently need more formal teaching in their heritage language to develop their writing and reading skills. On the other, their existing linguistic, social and cultural knowledge allows them to acquire additional languages in a shorter time in comparison to other students. RGRLL offers several courses designed for Spanish heritage speakers and also offers the NEH grant supported French and Italian for Spanish Speakers course sequence. There are significant numbers of heritage speakers in other languages on this campus whose existing knowledge and skills go unused.

It is clear that the institutional commitment to languages at CSULB is high. Whereas many if not most institutions have yet to even enter into a discussion about the importance of languages, at CSULB languages permeate the mission statement and Strategic Plan. While other universities have seen language departments dissolved and full-time faculty slashed, CSULB has worked to ensure that the two main language departments – Romance, German, Russian, Languages and Literatures (RGRLL) and Asian and Asian American Studies (AAAS) – have continued through a process of shared governance.

Even though we are growing as an institution we are declining in student enrollment in language classes and, like other departments, language departments are seeing a decline in tenure density. Given the limited timeframe the Task Force has had to complete its work, it could not opt to consider the parameters that enable or constrain students from studying languages. Its members, however, did agree that the increased focus central to the Items that follow, do hold the potential to increase class enrollments and augment clear degree value, the two largest drivers of investment.

Item 2: Formalizing language study with clear professional ends

The Task Force is charged with posing the question of how CSULB can structurally support the study of language so that it becomes possible for more interested students to engage in meaningful language study while graduating in a timely manner. The Task Force endorses the principle that language and culture studies are valuable qualifications that greatly enhance professional opportunities and personal enrichment.

The Task Force further recognizes that there are multiple dimensions to the structural support of language and culture studies, including personnel resources; the overlap or confluence of diverse languages taught at the university; the role of minors and certificates; the place of literary studies; and the role of external funding. Given the breadth of this element of the Task Force's charge and the timeline for providing a report and recommendations, this Item focuses on one important and concrete challenge to the structural promotion of language study: current policies on academic minors and certificates that are not conducive to meaningful and demonstrated learning. Generally speaking, these policies mandate lower- and upper-division unit requirements for all minors and certificates that constitute a barrier to the development of minors and certificates in language study. In particular, competence-based (rather than unit-based) determination of degree qualifications might provide more motivation for students to pursue language studies.

A revision to Policy Statement 00-04, *Academic Minors*; is under consideration by the Academic Senate. The proposed revision will reduce the upper division unit requirement from 9 to 6, which is dictated by Title 5. This should allow some measure of flexibility for language study minors.

PS 85-02, *Certificate Programs*, currently prescribes a "one size fits all" unit requirement for undergraduate certificate programs: at least 18 units of study, of which 15 must be at the upper division level. These unit requirements are specific to the campus policy and are not found in CSU Executive Order 806 (from 2002), which provides sample learning goals such as career exploration or enhancement and delegates to the campus the authority to design and implement certificate programs.

Item 3: Role of study/work abroad opportunities in language learning

The Task Force recognizes that education abroad is a critical tool to language acquisition. There are tremendous existing opportunities where students can enter an Academic Year "Learn Language" program in another country, integrate six units of language study while taking nine units of courses transferable towards their major per semester, and summer programs with a language emphasis. The number of CSULB students studying abroad has been on the increase and compares favorably against like institutions. Over the past five years an average of 247 students per year have taken advantage of semester or academic year study abroad programs. Yet, a smaller percentage of those students engaged in programs with a significant language component while abroad and the majority of those who did were either language or International Studies majors. In short, study abroad has not been a significant tool for enhancing language acquisition at CSULB.

The most common reason given advisors for why a student is not embarking on language acquisition abroad are cost, fear of finding a new job upon return, responsibility to family, and concern over accumulation of units under the Timely Graduation Policy. The Task Force finds the question of cost may be related to advising students due to an unawareness of the complexities of costs related to study abroad. This is something that can be rectified by advising feedback loop with Center for International

Education staff. The efforts of the Center for International Education and Global Studies Institute unveil that in as many as eighteen of our existing agreements – and many more independent and third party provider opportunities – the cost of studying abroad is cheaper than the cost of studying in Long Beach and, in some cases, it is cheaper to study abroad without an average job than to study in Long Beach with one.

The Task Force focuses its attention on the role in which study abroad can act as a mechanism for the enhancement of language training and acquisition with a particular emphasis on professional ends. It notes that the role of study abroad and work abroad is a critical factor in acquiring language skills, identifying career options and building cultural affinities that can lead to advanced language proficiency and high-level professional opportunities. CSULB already has non-degree language-learning structures in place to support a diverse student population including both heritage language speakers and language learners with no previous additional language knowledge. Minor and Certificate language programs may provide the necessary structures to facilitate a wider adoption as they provide a concrete degree-objective making it clear on how language courses will count for the student and be reflected on their transcripts.

Heritage speakers have unique language acquisition strengths and challenges. They commonly possess strong verbal proficiency but a limited knowledge of grammar, low writing skills, and a household vocabulary. Study abroad opportunities exist where they can build professional proficiencies in a language very rapidly, often in six units or less. This can be accomplished through summer language training abroad or while pursuing non-language degree objectives during a semester or academic year program.

Non-language majors, due to high-unit counts or unit caps, tend to only pursue language learning if a direct benefit can be demonstrated through an opportunity at the department level. Exchange and work programs that require additional language proficiency as a condition for participation act as a catalyst for language study. Students who are not Heritage speakers of a language and are enrolled in high unit majors have the greatest challenge, both for studying abroad and for language acquisition. Some such students have gotten around this challenge by direct enrolling in non-unit bearing language schools abroad. Through language immersions of this sort, students can commonly complete the equivalent of three semesters of language in a summer. Depending on the language and country location the costs can be lower and even substantially lower than equivalent CSULB unit costs. The challenge is 1) most departmental advisors may not be aware of costs related to housing tuition in other countries and 2) where there are no units involved the CSULB role is limited. It is nonetheless possible to explore possibilities for enhancing such intensive language acquisition mechanisms with CIE collaboration.

Item 4: Campus Culture and the role of advising

The Task Force consulted with advising directors in three of the colleges and the Chairs Counsel of the College of Liberal Arts (where languages and most of General Education are housed). There were three critical themes that came out of these consultations: 1) the campus dialogue as it relates to advising could benefit from greater awareness of the value added by language study, 2) language needs to count for something, and 3) advisors need “tools for advising students about incorporating language study into their overall degree objectives.” These concerns may be similar to others across the university and maybe clarified with collaborative efforts between departments.

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Campus Dialogue. The campus has rightly shifted concern to graduation rates and we should be very proud of the progress we have made as a campus. An unintended byproduct, however, may be a tendency to inform students they may not seek more or do more for their education within a given program. Instead, we should focus on how a student can best maximize the learning outcomes for attaining a degree with the most value-added possible in a timely fashion. Some respondents to Task Force enquiries expressed concern that this lack of nuance could perhaps lead advisors to dissuade students from seeking additional training or degree objectives without first ascertaining whether it will add time to graduation. Feedback among advisors from various departments can augment students' education and increase global learning. The Task Force members take a step further in arguing that comprehensive education in general and idea of broadening (and thereby improving) student educational experience is seminal. Unless we provide our motivated and ambitious students with opportunities to augment their major by adding value, we will not improve their professional positioning. The Task Force believes that as a campus we have more work to do to encourage students who want to take language coursework, add a language degree objective, or add any second degree objective, and that raising this awareness among advisors is crucial. The language of degree "value," "skills," and "outcomes" is important across degree objective types. It is critical, however, for languages, which tend to be thought of as important but secondary objectives.

Counting. The only way students can currently reflect their effort to grow language as a professional skill on their résumés is through majoring or minoring in a language. Providing advisors tools to better integrate language as a second major or minor might conceivably increase the number of students electing to add a second major or minor, but it will always only be an answer for a small minority of the campus population. It may be difficult for a department advisor to recommend a student take a language when it doesn't "count" towards degree progress; however this can be attained with advisor tools that are readily available. Some advisors spoke of creating a two-year campus-wide language requirement. The Task Force rejects this as unfeasible and potentially punitive. The issue driving this recommendation, however, is really the need to find ways for language to count on a transcript. This holds whether the language is a U.S.-designated strategically important language (e.g., Arabic, Chinese), a common business language (e.g., Spanish, French, Chinese, Japanese), or a research language (e.g., Latin, Greek).

Tools. Closely tied to shifting the campus dialogue and creating language learning opportunities that count is the theme from advising leaders that they need tools in order to successfully inform students' on the best program of education possible in a timely manner. Language is currently thought of at CSULB largely in the context of the Humanities. Advisors express a need for tools to dialogue with students about the importance of language acquisition as a professional skill. As pointed out above, it is clear that employers want to see greater global engagement and global skillsets from their applicants. CSULB is not strong at connecting language acquisition to skills for success after graduation. Students have diverse majors and needs and thus need diverse and flexible language learning tools. Certificate programs, low unit language acquisition options, integration of study abroad through improved articulation, and no-unit summer language schools were examples of options discussed. Well packaged for diverse student needs and scenarios, advising leaders argue they will then have a list of clear options to present to students to coordinate with their major and general education course work.

In reviewing the campus dialogue, counting of work effort, and tools for advisors, the Task Force draws attention to the campus context. By some estimates a third of CSULB students speak a language other than English at home. Many more have developed language skills through high school classes and demonstrated proficiency through advanced placement exams. There is unusual and tremendous

opportunity to transform students with household language skills and base language skills into graduates with professionally proficient language skills with relatively few units and low student investment. CSULB already has a 9-unit heritage language sequence for Spanish, an 8-unit heritage language sequence of Chinese, a 6-unit heritage language sequences for Khmer and Vietnamese, and the potential to develop similar coursework as needed in French, Italian, Tagalog, Korean, and Arabic. Relative to our student population these are under-utilized resources. For this to change the campus dialogue would have to start with the message that language acquisition for learners with a language base is rapid and the professional value is high relative to effort invested. CSULB would need new mechanisms for counting this effort. Advisors would then need tools for helping demonstrate the added value to students.

Item #5: CSULB in the context of other CSUs

The Task Force reviewed language offerings at six (6) other CSUs to compare how CSULB handles language training in context. The primary finding is that many share characteristics but each is unique. The following tables summarize language classes, major, minor, and graduate degree offerings at select CSUs.

Table 1: Languages Offered at CSULB

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	Yes	36	18	30
Spanish	Yes	Yes	Yes	39	18	30
Italian	Yes	Yes	In Fall 2014	33	18	30
Russian	No	Yes	No	NA	21	NA
German	Yes	Yes	Yes	33	20	30
Chinese	Yes	In Asian Studies	In Asian Studies	38	22	30
Japanese	Yes	In Asian Studies	In Asian Studies	36	22	30
Latin	In Classics	Yes	No	43	20	NA
Greek	In Classics	Yes	No	43	20	NA
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA

Table 2: Languages Offered at SFSU

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	Yes	30	21	30
Spanish	Yes	Yes	Yes	30	21	30
Italian	Yes	Yes	Yes	30	21	30
Russian	No	Yes	No	NA	23	NA
German	Yes	Yes	Yes	30	21	30
Chinese	Yes	Yes	Yes	44	23	30
Japanese	Yes	Yes	Yes	44	23	30
Latin	In Classics	Yes " "	Yes " "	43	19	30
Greek	In Classics	Yes " "	Yes " "	43	19	30
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA
**Persian	No	Yes	No		23	

Table 3: Languages Offered at SDSU

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	Yes	27	15	30
Spanish	Yes	Yes	Yes	30	18	30
Italian	No	Yes	No	NA	15	NA
Russian	No	Yes	No	NA	17	NA
German	Yes	Yes	Yes	27	15	30
Chinese	No	Yes	No	NA	19	NA
Japanese	Yes	Yes	No	44	22	NA
Latin	In Classics	Yes	No	30	18	NA
Greek	In Classics	Yes	No	30	18	NA
American Sign Lan.	Yes	No	Yes	Did not Specify	NA	Did not Specify
Arabic	Islamic/Arabic S	Yes	No	48	15	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA

Table 4: Languages Offered at CSUF

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	No	33	12	NA
Spanish	Yes	Yes	Yes	36	12	30
Italian	No	No	No	NA	NA	NA
Russian	No	No	No	NA	NA	NA
German	No	Yes	No	NA	12	NA
Chinese	Yes	Yes	No	UNKNOWN	UNKNOWN	NA
Japanese	Yes	Yes	No	33	12	NA
Latin	No	No	No	NA	NA	NA
Greek	No	No	No	NA	NA	NA
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	Yes	No	NA	12	NA
**Portuguese	No	Yes	No	NA	12	NA

Table 5: Languages Offered at CSUDH

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	No	No	No	NA	NA	NA
Spanish	Yes	Yes	No	39-51	15-27	NA
Italian	No	No	No	NA	NA	NA
Russian	No	No	No	NA	NA	NA
German	No	No	No	NA	NA	NA
Chinese	No	No	No	NA	NA	NA
Japanese	No	No	No	NA	NA	NA
Latin	No	No	No	NA	NA	NA
Greek	No	No	No	NA	NA	NA
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA

Table 4: Languages Offered at CSUF

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	No	33	12	NA
Spanish	Yes	Yes	Yes	36	12	30
Italian	No	No	No	NA	NA	NA
Russian	No	No	No	NA	NA	NA
German	No	Yes	No	NA	12	NA
Chinese	Yes	Yes	No	UNKNOWN	UNKNOWN	NA
Japanese	Yes	Yes	No	33	12	NA
Latin	No	No	No	NA	NA	NA
Greek	No	No	No	NA	NA	NA
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	Yes	No	NA	12	NA
**Portuguese	No	Yes	No	NA	12	NA

Table 5: Languages Offered at CSUDH

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	No	No	No	NA	NA	NA
Spanish	Yes	Yes	No	39-51	15-27	NA
Italian	No	No	No	NA	NA	NA
Russian	No	No	No	NA	NA	NA
German	No	No	No	NA	NA	NA
Chinese	No	No	No	NA	NA	NA
Japanese	No	No	No	NA	NA	NA
Latin	No	No	No	NA	NA	NA
Greek	No	No	No	NA	NA	NA
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA

Table 6: Languages Offered at CSUSB (Quarter System)

Language Program	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	No	46	34	NA
Spanish	Yes	Yes	No	74-82	15-27	45
Italian	No	No	No	NA	NA	NA
Russian	No	No	No	NA	NA	NA
German	No	Yes	No	NA	24	NA
Chinese	No	No	No	NA	NA	NA
Japanese	No	Yes	No	NA	32	NA
Latin	No	No	No	NA	NA	NA
Greek	No	No	No	NA	NA	NA
American Sign Lan.	No	No	No	NA	NA	NA
Arabic	Yes	Yes	No	70	32	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA

Table 7: Languages Offered at CSUN

	Major offered?	Minor offered?	Master's offered	Units to Major	Units to Minor	Units to MA
French	Yes	Yes	No	48	24	NA
Spanish	Yes	Yes	No	48	26	30
Italian	No	Yes	No	NA	21	NA
Russian	No	No	No	NA	NA	NA
German	No	No	No	NA	NA	NA
Chinese	No	No	No	NA	NA	NA
Japanese	No	Yes	No	NA	20	NA
Latin	No	No	No	NA	NA	NA
Greek	No	No	No	NA	NA	NA
American Sign Lan.	Yes (Deaf Studies)	No	No	32	NA	NA
Arabic	No	No	No	NA	NA	NA
Hebrew	No	No	No	NA	NA	NA
Korean	No	No	No	NA	NA	NA
Tagalog	No	No	No	NA	NA	NA
Vietnamese	No	No	No	NA	NA	NA
**Armenian	No	Yes	No	NA	24	NA

From this rapid comparison we conclude that CSULB language programming and support is relatively strong compared to its sister campuses. There are interesting lessons learned. San Diego State, for instance, requires a study abroad component as part of its language acquisition (increasing student learning outcomes, decreasing campus investment, but potentially decreasing equity of student access). This brief review would appear to indicate that CSULB has the potential to, far from regressing to the mean, serve as a system leader in language delivery and acquisition innovation.

Item 6: The role of new technologies in language acquisition

The role of online language courses poses challenges and opportunities to further the study of languages for CSULB students. Providing opportunities for students to study language online provides a way to nurture the learning of languages by integrating classroom teaching with on-line teaching. CSULB offers French and German languages through hybrid and on-line teaching along with face-to-face classes in the summer, spring and fall semesters. Evidence of the interest in and importance of language learning through technology can be seen in Apple's 2013 'app of the year' *duolingo*.⁸ That app has been downloaded well over 18 million times and the Carnegie Mellon creators, Luis von Ahn and Severin Hacker designed the app specifically to create an opportunity for people to learn language on a low budget in order to get a better job.⁹ These same goals are consistent with the CSULB mandate.

The opportunity to present language classes online and through new technology tools provides an opportunity to harness the power of mobility and flexibility in learning and teaching languages at CSULB. As with all new technologies, adoption also creates challenges - such as the ability for students to practice with other students and the ability of instructors to evaluate enunciation of language. These hurdles, however, can be overcome as pedagogies as technologies continue to adapt and improve. It is critical to recognize the necessity for both face-to-face instruction and the integration of technology. Technology in language learning should be used wisely and for what it does best - developing reading and listening skills whilst maintaining the classroom setting for what it does best - speaking and writing skills. All these skills are essential to developing language proficiency.

Other CSU campuses (Sacramento and San Bernardino) have foreign language centers that also have on-line and hybrid courses offered in all semesters. This is a great opportunity for students to get a minor or major in language by taking classes online that are not offered at CSULB, or not offered at times convenient to particular students. Collaboration amongst CSUs would create a low threshold for adoption of the wide range of resources available for language learning. As the CSU system becomes an institution that recognizes language proficiency as a valuable commodity and the foundation for employment opportunities; drawing on the language instruction competencies of all CSUs is a unique opportunity given the number and diversity of institutions in the CSU system. This singular position of the CSU system's scale lends itself to making our graduates more adaptable to global trends, socially and culturally open, and competent with various languages. On-line and hybrid learning creates flexible opportunities to learn language skills in reading, writing, socializing and listening. This flexibility can facilitate wider adoption of language learning.

Expanding CSULB's language learning offerings to include more online and hybrid situations also brings challenges that must be addressed. As CSULB has established structures to mentor more faculty to 'flip' their classrooms, language learning has the opportunity to benefit from this existing CSULB

⁸ <http://www.usatoday.com/story/tech/columnist/talkingtech/2013/12/17/duolingo-apples-iphone-app-of-the-year/4042469/?AID=10709313&PID=4003003&SID=1hu3l1h17gyoq>

⁹ <http://www.cmu.edu/homepage/society/2013/fall/app-of-the-year.shtml>

infrastructure. Building on existing resources can streamline implementation and a wider adoption of language learning by a broader student population. In order to achieve language proficiencies that are the foundation for employment now and in the future, a concentrated effort with material and resource support by the University is critical. By drawing on existing support infrastructures, language center competencies throughout the CSU system, and embracing more technology in teaching and learning, the conditions for expanding language learning efforts are already in place. Linking, expanding and building on these resources is the key to success. Resources dedicated to affect the marketability of our CSULB graduates are well invested and emphasize the strength of the CSU system.

Recommendations

This section has two components:

- A. Short-Term Recommendations
- B. Longer-Term Recommendations and Items for Consideration

A. Short-Term Recommendations:

- a. Increase awareness in the campus community of the importance of language skills by focusing on making language acquisition and language departments more visible.
- b. Promote the dissemination of information on degree, minor, and certificate options that add value but not extra time or cost to students.
- c. Develop workshops for college, department and university advisors that provide consistent information for students so that they can make informed decisions at the beginning of their program of study rather than later.
- d. Develop written and online tools to assist advisors in communicating options to students for acquiring language under diverse degree objectives and unit-load commitments.
- e. Recognize language study as a highly sequenced and interactive learning process that imposes limits on class sizes.
- f. Promote study abroad programs and the benefits of integrating language with social and cultural experiences.
- g. Promote learn-language study abroad programs and their benefits both for language acquisition and for the growth of critical ancillary skills such as adaptability and intercultural communication.
- h. Advise students who are beginning high-unit or professional majors of options for integrating language study without unduly prolonging time to degree. This may include newly revised minors, the use of non-unit bearing summer study abroad programs focusing on intensive language acquisition, and other tools.

B. Longer-Term Recommendations

- a. Revise university policy to allow greater flexibility in the lower division units allowed in certificate programs;
- b. Explore potential of degree options based on competence rather than number of units taken;
- c. Develop strategies for referencing courses in a consistent manner to assist students in finding courses easily. For instance: ASL is listed under Linguistics, Communicative Disorders, Speech/Communications, Special Education and Deaf Studies. Research languages can be

found in the departments of Romance, German, and Russian Languages and Literature, Religious Studies, History, and Comparative Literature and Classics. Other world languages are divided between Romance, German, and Russian Languages and Literature and Asian and Asian American Studies departments.

- d. Explore ways in which research languages and ASL can be integrated with the degree objectives of other, particularly technical majors to grow enrollments to the benefit of a larger number of students seeking advanced study outside of the liberal arts and to the benefit of departments requiring more significant enrollments to grow funding support for course diversity.
- e. Explore tools for moving towards online coursework to complement existing hybrid innovations while considering possible relationships with other CSUs (and beyond) in growing course and student diversity. This is particularly important when considering alternate opportunities at other institutions in the U.S. and abroad, Calstate Online and SB 1914 on Concurrent Enrollment.
- f. The Task Force is concerned about the on-going monitoring and evaluation of language programming at CSULB. It therefore recommends that the Academic Senate assign a separate group, or charge the Executive Committee of the Academic Senate, to review the implementation of the short term recommendations and the groundwork for the long term recommendations. The anticipated review of activities is recommended for the middle of the 2014-15 Academic Year. The Task Force sees this review as very limited in scope – one to two weeks with the singular mission of ascertaining what progress has been made.

**Appendix A: Charge of the Senate Task Force on the Study of Languages at CSULB
Spring 2014**

The charge of the committee is to investigate how the university could structurally support the study of languages at CSULB. The committee should take at least two groups of students into account: students who are majors in languages and the student body at large. In furtherance of this goal, the committee may:

- 1) Assess the history and current state of language studies, for instance by examining the development of numbers of faculty, numbers of majors, the effect of campus-wide impaction, and/or of changes in GE
- 2) Analyze the curricular and financial parameters that enable and/or constrain students from studying languages. These may include, but are not limited to:
 - a) General Education requirements
 - b) Major requirements
 - c) Unit limits on time to degree (Super Senior, Senior, Plus, etc.)
 - d) Limitations on completing a double major or minor
 - e) Department/faculty size
 - f) Challenges related to class size and enrollment
 - g) The costs of education
 - h) Financial Aid unit limits
- 3) Compare language and course offerings at CSULB with other CSUs and/or comparable institutions
- 4) Explore means by which to create a “cultural shift” on campus to encourage students to study foreign languages. These may include, but are not limited to:
 - a) Advertising the benefits/value of language study
 - b) Encouraging advising staff to promote language study
 - c) Requesting administration to make a commitment to sustaining faculty and departments and allowing for smaller class sizes in language classes
 - d) Linking language study with studying abroad and globalizing the curriculum

The Task Force will present a report to the Senate Executive Committee by April 14, 2014.

Membership (9 persons)

- (1) Student (ASI President or designee)
- (1) Staff Member (preferably someone in an advising position)
- (1) MPP (Provost or designee)
- (6) Faculty (from at least four different colleges, including one department chair)

Appendix B: Role of study/work abroad opportunities in language learning: processes/ opportunities/ Strategies.

The role of study abroad and work abroad is a critical factor in acquiring language skills, identifying career options and building cultural affinities that can lead to advanced language proficiency and high-level professional opportunities. CSULB has non-degree language-learning structures in place to support a diverse student population including both heritage language speakers and language learners with no previous additional language knowledge. Minor and Certificate language programs may provide the necessary structures to facilitate a wider adoption of non-native language skills.

Specifically, non-language majors, due to high-unit counts or unit caps, only pursue language learning if a direct benefit can be demonstrated through an opportunity at the department level. Exchange and work programs that require additional language proficiency as a condition for participation, act as a catalyst for language study. Many opportunities for language learning and cultural exchange exist through the Center for International Education. The attached document shows the range of direct exchanges currently available to CSULB students but it also highlights areas where our language offerings and exchanges are deficient and student population needs are not being met.

In addition to opportunities on a student by student basis and department level program opportunities; the taskforce identified the most effective catalyst for increasing non-major language-learning was through faculty cultural and institutional relationships. Examples were given of faculty who, due to their own research or institutional relationships, have guided and facilitated hundreds of students to study abroad. As the most productive method to encourage student language and cultural development, it is the recommendation of the committee that faculty exchanges and research collaborations supporting cultural opportunities and language development in students be strongly supported by the University.

Through the taskforce meetings, research and discussions, it became clear that all opportunities for language learning are strengthened through an associated cultural opportunity. Lasting language proficiency is best achieved through developing an affinity or relationship with another language culture. That relationship not only motivates students to further language learning but also opens the field of opportunities and success for our CSULB graduates in the global job market.

Recommendations below include the categories of Strategy, Opportunities and Processes and correspond to three service areas: Individual Student, Faculty Support and Programs and Departments. These areas are addressed in a manner to allow for a structured and tiered approach to implementation. Each area has a range of needs and actions that can be taken immediately as well as addressed in a long-term strategic manner facilitating the mission of CSULB.

Strategies:

Individual Student	Faculty	Programs & Departments
Identify gaps in current language exchange offerings	Establish Roster of Language Proficiency and Relationships	Determine program specific study and or practice options
Develop Advising	Support Visiting Scholars and Ambassadors	Encourage exchanges with language institutions
Support Student Initiatives	Support Faculty to Faculty Research and Collaborations	

Opportunities:


1. Choose study abroad programs strategically.
2. Review study abroad programs to fit our disciplines' needs.
3. Create a structure to inform faculty on faculty relationships with colleagues abroad.
4. Create a structure to inform faculty on the ways in which they can help to foster study abroad programs through faculty-directed contact and outreach.
5. Highlight the opportunities for visiting scholars who can then become ambassadors for study/work abroad opportunities.
6. Provide faculty with additional incentive to build relationships with colleagues and institutions that support research, and study/work abroad opportunities.
7. Identify institutions that have specialty in languages as partners for study abroad programs.
8. Identify gaps where we have not met the CSULB student populations' needs.
9. Develop a faculty roster that identifies languages spoken, international collaborative research projects, faculty specialties abroad and his/her interests in particular countries. This roster will be a great resource for future partnerships among faculty and projects.


Processes for students:

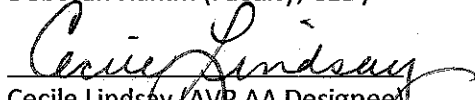
1. Students attend an information session in the Study Abroad office where they learn about all of the available options.
2. Students do research on-line on our website (searchable data base). <http://global.ccpe.csulb.edu/index.cfm?FuseAction=Programs.MapSearch>
3. Students meet with a Study Abroad advisor.
4. Students apply on-line.
5. Students attend a required pre-departure orientation meeting.


In closing, we thank you for the attention you have given to the Study of Languages at CSULB by creating and supporting this Task Force.

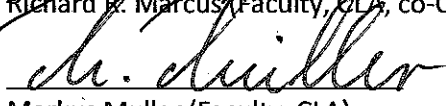
Sincerely,

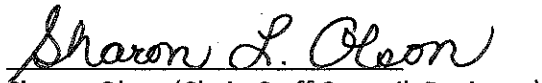

Heather Barker (Faculty, COTA)


Deborah Hamm (Faculty, CED)

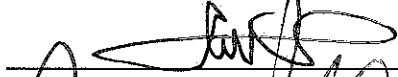

Cecile Lindsay (AVP AA Designee)

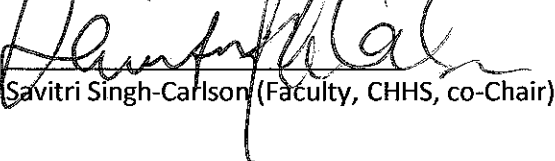

Richard B. Marcus (Faculty, CLA, co-Chair)


Markus Muller (Faculty, CLA)


Sharon Olson (Chair, Staff Council, Designee)


Joseph Phillips (ASI President Designee)


Shadi Saadeh (Faculty, COE)


Savitri Singh-Carlson (Faculty, CHHS, co-Chair)

In closing, we thank you for the attention you have given to the Study of Languages at CSULB by creating and supporting this Task Force.

Sincerely,



Heather Barker (Faculty, COTA)

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