3.

1. Instructional Program Criteria and Template

Name of Person Completing this Report: Monique Manopoulos  
Title of Person Completing this Report: Associate-Professor/ Chair  
College or Unit: CLASS  
Report No.: 1  
Programs Included: French B.A./Minor

Total number of service courses  
10

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

I. The B.A. in French was re-established in Fall 2008 after having been put on hold since 2004. Whoever wanted to pursue a major in French were not accepted to the program, which means that the degree was re-started from scratch. Since its new inception new courses have been created and existing courses have been modified in order to focus more on Post-Colonial Francophone literature, culture, and cinema.

Considering this background history, the program is doing well. Since 2008, 8 students have graduated, and presently has 9 other students enrolled. A lot of our majors do not show in the university data when they are pursuing double majors.

II. We consistently enroll 2 sections of 30 students each quarter, each year. In 2008-2009, we had three sections of first year French but, during the peak of the budget crisis we were reduced to one. We are now back to 2 sections. The total number of Ge students for MLL is around 2000 per year.

III. Students need 68 CR for a BA in French, and students progress from lower division to upper division. They receive credit for prior work in French. They need 48 CR of upper division courses.

IV. Lower and upper division French courses also serve English majors and International Studies majors. They also serve students in other majors who realize the importance of knowing other languages and cultures.

V. Only MLL numbers as a whole are available. Around 4000 Ld and 350 UD

VI. Idem

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

| Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems | All of our students are progressively taught critical, creative, and analytical thinking in all upper-division courses through a large variety of media: literature, cinema, poetry, ads, etc. I am also part of the Faculty Critical Thinking outcome organization concentrating on Critical Thinking Rubrics on Blackboard. |
| Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others | In courses at all levels, students are taught to communicate with and listen to others in a respectful way. In language courses they do so while learning basic communication in French, and in upper division course by expressing their own ideas about the texts, and listening, and responding to others’ views and ideas, in written and oral French. |
| Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to | Students are taught primarily cultural ethnic diversity from around the Francophone world. In upper division this teaching continues and they are also taught other forms of diversity, such as gender issues. I have actually participated in the ILO focus group |
promote equity and social justice in our communities organized by CLASS last Summer and re-designed an upper division course in order to put more emphasis on Gender diversity.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

By starting with communication based language courses and continuing with class discussions and essay writing in upper division courses, students continuously learn how to work collaboratively in an open-minded and respectful way. This prepares them for their future workplace.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels

By being taught about other cultures whether ethnic or of any other kind, in other countries, students are made aware that questions of sustainability in the Francophone world that are discussed in class, have global ramifications, which start at the local level.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

French majors are taught a special expertise in the French language at all levels but simultaneously at the upper division level they are taught critical thinking, critical theory and analytical methods that is reinforced by their language skills.

II. Shared Strategic Commitments: (30%)

All above mentioned French program SLOs are aligned with CSUB ILOs. which obviously are aligned with the Shared Strategic Commitments. French promotes diversity, and supports students engagement by making them think critically about Francophone cultures around the world, and thus about their own in an open-minded way. They are taught respect and the value of collaboration. Since the Francophone world has many important scientists who publish articles in French. Students who are also interested in STEM disciplines acquire the skills to be able to read such articles in the original language. Students who are successfully exposed to diverse worlds acquire tools that they will be able to use the rest of their lives as citizens and workers.

5. Criterion 2

Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

MLL

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>261.11</td>
<td></td>
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<tr>
<td>Upper Division</td>
<td>39.28</td>
<td></td>
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<tr>
<td>Graduate</td>
<td>0</td>
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<tr>
<td>TOTAL FTES</td>
<td>300.39</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>French BA</td>
<td>8</td>
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<tr>
<td>2</td>
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<td>8</td>
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<td></td>
<td>French Minor</td>
<td>Total Minors</td>
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<td>16</td>
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</tbody>
</table>

**Link to Scoring Rubric**

**C. Number of Degrees Awarded (30%)**

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
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</thead>
<tbody>
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<td>1 French BA</td>
<td></td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2 French BA</td>
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<td>8</td>
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<td>3</td>
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</tbody>
</table>
The program started with no majors in 2008 and has now graduated 8 students and 9 more are now enrolled. In 2008 there were no upper division courses offered. Now they are attracting more and more students. The program also serves: GE, International Studies, and English.

No worse 5 year data could have been picked for this endeavor as it includes 3 years of budget crisis, immediately as soon as the program was re-started. We are starting to recover only this year and yet we are afflicted by the 17CR unit maximum. Since a lot of our majors are double majors. It is on the one hand very difficult to get the correct data, and on the other hand to keep moving forward with more and more limitations.

**II. California State Jobs Projections for Each Program (35%)**

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  French BA</td>
<td>510</td>
</tr>
<tr>
<td>2  French BA</td>
<td>390</td>
</tr>
<tr>
<td>3  French BA</td>
<td>3110</td>
</tr>
<tr>
<td>4  French BA</td>
<td>170</td>
</tr>
<tr>
<td>5  French BA</td>
<td>690</td>
</tr>
<tr>
<td>6  International Studies BA</td>
<td>122,970</td>
</tr>
<tr>
<td>7  Business Administration</td>
<td>33,240</td>
</tr>
<tr>
<td>8</td>
<td></td>
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<td>9</td>
<td></td>
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</tbody>
</table>

Interpreters and translators are in demand in the Bay Area, where the French population has jumped 30% over the last two years. Editors: skills acquired allow them to be tuned to syntax and spelling in both French and English. Secondary school Teachers: career of choice. Writers and authors: Students write essays in both French and English. I frequently receive emails from Silicon Valley Companies looking for coders who are competent in French. French Companies employ 63,000 people in California. It is an area...
that is growing. Unfortunately, the data provided does allow for any concrete numbers that I can provide. I also listed jobs linked to other areas in which students of French have another BA. It is difficult to ascertain careers without very specific data.

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.36</td>
<td>N/A</td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.22</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.10</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

Evaluations are read annually, and should any recurring problem show through several evaluations, faculty would meet with Chair and made aware of problem so that changes would be made. Courses are observed by peer every winter quarter, and results are discussed with faculty. The department keeps electronic copies of all syllabi as to keep consistency and to ensure the quality of the elements that are taught.

2. Teaching awards, teaching grants, and recognitions

I received one teaching award at another institution, the University of Utah, and was nominated twice for a teaching award at another University, The University of Memphis.

My book is on the reading for the Master's Degree in French Literature at La Sorbonne, in Paris, France.

3. Faculty-supervised student projects

Individual faculty advise all of their students. I average 3 Independent studies per quarter, where I closely work with the individual students. In Spring 2012, I supervised one of my students Honors Project. She wrote and illustrated a French children's “book”. I totally support such projects. They allow faculty to provide one on one help and encouragement. In all upper division courses, I work closely with students and mentor them in their essay writing skills by providing individual critique in person so that students can improve. There is a French club, which consists mostly in showing Franco-phone films.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

Faculty diversity; one tenured professor who is French, one lecturer who is originally from Spain, and one lecturer who is of Japanese descent.

Each year, one outcome is assessed throughout the program as well as throughout all the programs in the Department. This helps us acknowledge our strengths and needs for improvement. Last year critical thinking was added as a new value to assess and we looked at how as a department and as a program we can introduce critical thinking skills and strategies. I am presently working on rubrics for that assessment as part of a university wide endeavor.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

I am the only tenured professor. I have one book published (2008) and all of my published articles are peer-reviewed. I present only once a year, because presenting at more than one is too costly, but in the past I have presented at up to four conferences a year.

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

One lecturer has published two articles in 2012 and has presented at 5 conferences between 2009 and 2012.

2. List significant examples for the following (up to 100 words):

RSCA Grant 2012 - $2,300
RSCA Grant 2011 - $5,000
RSCA Grant 2009 - $3,000

3. List significant professional activities (up to 100 words)

I was invited to do a presentation at a Conference organized by the Northern California Chapter of the American Association of Teachers of French, on February 6th, 2010 on the campus of Stanford University.
I chaired 6 Conference panels between 2008 and 2012. I was invited to do a presentation at the Université d’Aix-Marseille, Summer 2011.

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

Ever since my arrival in 2008, I have revised the curriculum in French. I have modified 3 courses MLL3101, MLL3102, and MLL3130 in order to make the content of those courses more in keeping with my current research and more in tune with issues of diversity. I have created a new course, MLL4110, "Postcolonial Francophone Rap/Hip-Hop". I will create more courses to make the curriculum more relevant to the community since my area of research focuses on immigration and identity. So far, the only way I have been able to track my alumni is through Linkedin.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

The curriculum is being changed to make the courses more relevant to today’s society, the needs of the community. New courses are slowly replacing outdated traditional ones. All language courses are technology enhanced. All homework and extra activities are online with the possibility for students to record themselves, and for the professor to hear and correct them. All handouts are posted on blackboard. All upper-division assignments are done through blackboard and collaboration among students is done through Wikis. I also plan on approaching the Deans of Business and Science to design courses that would correspond to their needs.
1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

Accreditations: N/A - Licensure: N/A - External Recognition: N/A

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

Current resources in the area of equipment, and library resources are sufficient. The resources needed lie in the number of course offerings. More money is needed to hire one more person.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

The French Program has a degree roadmap available online. All faculty do advise their own students. We are always available for them. We do not have the space for a student center but it is in the plans for when our Department is part of the School of Global Humanities.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

I am working on assessment rubrics that correspond to SLOs, PLOs, and ILOs. I am presently participating in the Critical Thinking Assessment Rubric Task Force. I am also working with Amy June Rowley, our representative on the College Assessment Task Force on developing SLOs and PLOs and their assessments.

5. Student success; list/describe the following (up to 100 words):

I do not have any available data but students keep in touch with me through LinkedIn and all graduates have found employment immediately after graduation. Two graduates have gone on to Graduate Schools, one at Notre Dame de Namur University, and one at The Language Institute in Monterey.

We were given absolutely no table and/or data for this criterion.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive (+) percentage. If it is presented as a negative percentage (\(\text{-}\)), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>9%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>12%</td>
</tr>
<tr>
<td>Graduate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
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<tbody>
<tr>
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</table>
II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLL</td>
<td>2,441</td>
<td>3.91</td>
</tr>
</tbody>
</table>

III. Narrative (up to 250 Words) (50%)

The data provided concerns the whole MLL Department. It is impossible to ascertain the costs and productivity of the French Program. All I can say is that the Program only has one Tenured professor and one other lecturer with only this quarter one more lecturer for one course. I think that my program does not cost that much as I single handedly support the Program. I do whatever is necessary to provide my students with quality education and care. I quite often teach many independent studies, which as you well know, are not paid. Also, the structure of language courses requires small classes, so the costs are going to automatically be higher than science courses, as we have to make sure individual students learn everything in order to be able to provide quality teaching.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

We are meeting current academic years but in order to grow we need more resources and we need to get rid of the 17Cr unit maximum. It prevents students from graduating in a timely manner.

II. Impact of Declining Resources (Up to 125 words)

Reduced resources would be totally devastating to the program. We are already functioning with the bare minimum. Any time a program is in danger, it eliminates the possibility of a wide variety of choices for our students. Students should never be limited to programs that are either trendy or profitable.

III. Impact of Augmentation (Up to 125 words)

If additional resources were provided, the program could grow and we could offer more courses so that students could graduate faster. We could certainly strengthen the program, and offer more upper division courses each quarter. We could also have more collaboration with other disciplines.

We are presently collaborating with other departments and programs (English, History, Ethnic Studies, Philosophy, and Liberal Studies) to create a school of Global Humanities and we need each department and program to be strong and not weakened in order to truly create a strong school that will have a positive impact on the region. To be truly innovative, each program within the school has to be strong.

We could also have a more active Francophone Club.

IV. Additional Information (Up to 250 words)

It is also important to realize that we are a university and not a technical school. Job needs constantly shift and it is erroneous to try and narrowly focus on marketable programs since very often certain jobs that might be in high demand when a student starts, might be totally saturated once a student finishes a B.A. Also, nobody with a BA in any discipline is, and should not be expected to be, fully competent in any area. The most important value a B.A. in ANY discipline provides is the solid foundation upon which work experience will build throughout the years. The same way investors recommend a diversified portfolio, a university should
advocate for diversified curricula. Both a university and its students should be prepared for versatility.
I would also like to add that it has been scientifically proven that bilingualism dramatically and permanently changes brain functions for the better.

Lastly, this endeavor is using data that covers the worst five years on which to base some major decisions that might affect the fate of a lot of programs, faculty, and students. I think that this fact renders the whole process skewed.