



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
RUBRIC FOR ANNUAL PROGRAM REPORT REVIEW**

History:

08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

Read the Annual Report submitted by the program by visiting the [Five-year Reviews and Annual Reports by Department](#) page on the Academic Senate website; find the CAPR document that pertains to the last five year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2015-16

PROGRAM: The Department of Modern Languages and Literatures

LAST FIVE-YEAR REVIEW: 2010-2015

NEXT FIVE-YEAR REVIEW: 2021-2022

CAPR REVIEW AND RECOMMENDATION DOCUMENT:

(i.e. 13-14 CAPR 22 on [Five-year Reviews and Annual Reports by Department](#) webpage)

1.

Does the Annual Report have a self-study (one page)?

Yes No

1a.

Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals?

Yes No

The review lays out what the past five-year review for the Depart. deemed as the most problematic areas within the MLL program. The program only has five tenure-track faculty, in which one is FERPing and teaches three individual courses in the fall quarter. Only English and International Studies require a language requirement for their program, while Liberal Arts has abandoned the language requirement since the Dept.'s last five-year review. Additionally, the last five-year review strongly suggested a new hire for Spanish and that request has not been implemented. Additionally, the program has added a B.A. in French and a minor in Chinese Cultural Studies. new courses have been developed and implemented in Chinese, French, Japanese, and Spanish, as well as additional courses being developed when the system moves to semesters. A federal grant has been awarded to MLL from the U.S. Department of Education Asian American and Pacific Islander Serving Institution, for a four-year period. French and Spanish courses are being developed to include gender, heritage speakers and increasing service learning courses. The Dept. is creating two concentrations, Spanish and French, which will strengthen the MLL program and allow for future growth.

1b.

Does the Annual Report provide information on the program's assessment processes? – does it provide information indicating the results of the program's assessment efforts and/or efforts to further develop its assessment efforts?

Yes No

1c.

Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc?

Yes No

The Dept. is in dire need of faculty. For the number of languages that the Department is offering, there is not enough full time tenure-track faculty to manage the programs, even with low enrollments. with the retiring tenure-track faculty, this leaves only four tenure-track faculty in the Department, leaving the Department to be taught, basically by lecturers. The report details several individual and collaborative accomplishments by faculty in the Department.

2.

Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?

Yes No

Please identify whether the following information is identifiable:

Which student learning outcome was assessed:

Yes No

What assessment instrument(s) were used to measure this SLO:

Yes No

What participants were sampled to assess this SLO:

Yes No

What assessment results were obtained, highlighting important findings from the data collected:

Yes No

How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed:

Yes No

2a.

Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study?

Yes No

The report gives data in which SLO 3 (Be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland) or, Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). Students should be able to relate the works and genres to the socio-historical context in which they developed) was assessed. Students should relate the works and genres to the socio-historical context in which they developed. An assessment was accomplished, but more detail is needed to really appreciate how the assessment was precisely accomplished. It looks like SLO 3 in the Spanish program was assessed. The tools used for assessment purposes were: Literary journals, academic genres (outline, summary, answers to midterm question, and research paper). Students produced a literary journal and discussed their entries in class. The 3101(Fall '15) students were given an assessment test, which reflected their understanding and critical analysis of French/Francophone films. In MLL 4110 (Winter '16), students wrote an assessment essay about lyrics of their choice and how they related to socio-historical contexts such as slavery, colonialism, immigration, alter-globalization, and social justice. In MLL 3130 (Spring '16), students had to write

an assessment essay relating a film and/or films studied in class to the socio-cultural and historical contexts of various decades of the 20th century. Numbers were given, but should be put in tabular form to better look at correlations and a legend of some sort should be included to look at what aspects of the reports were assessed (i.e. grammar, concepts tested) and how each analyses was scored.

2b.

Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months?

Yes No

There was very little and/or weak assessment from the last five-year review. So, the fact that several courses and two programs are being assessed is major progress. One thing that should be noted that was not mentioned in the report is if there will be plans to assess classes that are not involved in a program such as, Japanese and Chinese.

3.

Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes No

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes No

3b. Student level of majors?

Yes No

3.c Faculty and academic allocation?

Yes No

3.d Course data?

Yes No

3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)?

Yes No

(see 4. below for details if Yes).

4.

In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested?

Yes No

The data presented is direct from the Institutional Data site. There is no Departmental information as to how many students are enrolled in each program or in courses outside of the program (Japanese and Chinese) or graduation rates of majors. This should not be too hard to get a hold of this information and should be included in the five-year review.