



ANNUAL PROGRAM REPORT

College	CLASS
Department	MLL: Modern Languages and Literatures
Program	Spanish B.A., French B.A. and minors; Minor in ASL, Chinese, Japanese
Reporting for Academic Year	2017-18
Last 5-Year Review	2014-15
Next 5-Year Review	2021-2022
Department Chair	Meiling Wu
Date Submitted	October 29, 2018

I. **SELF-STUDY** (*suggested length of 1-3 pages*)

A. **Five-Year Review Planning Goals**

Present your planning goals from your last 5-year plan.

Below are listed the planning goals established by the previous department Chair (2010-2016) in our last 5-year review.

1. In order to face the challenges of an increasing demand for high-enrolled courses and majors by the administration, the Department of Modern Languages and Literatures has decided to change its degrees. Instead of offering two different majors, the department will submit a proposal for a new Modern Languages and Literatures B.A. with two different concentrations: French and Spanish, and one Certificate in Spanish for the Professions. This change will allow us to have a larger number of majors, potentially add concentrations in the other languages offered by the department, and thus grow, and increase the number of students in lower and upper division courses. The new degree will have some required courses taught in English taught by Faculty from the various areas of our department, capstone courses, which will also serve as overall assessing courses for the degree. This new degree will provide more cohesion, and will be true to the Department's name instead of being fractured. Moreover, little by little the data provided for the department will be more accurate and reflect the department as a whole instead of having data for a department whereas we only have two majors.
2. As far as specific courses are concerned, we will also offer two new online courses that will satisfy the C2 requirement. Since all online semester courses will be open to all CSU campuses, these courses will allow us to potentially have high-enrolled intermediate courses. These two courses are, "Multicultural Cinema", and "Multiculturalism and Social Justice". They will be taught in English and in turn by the

various faculty in the department and will therefore vary according to the faculty's research and teaching focus.

3. In each concentration, new courses will be created to reflect the new direction taken by the department, and the department's transformation by being more in tune with the new GE requirements and the new MLL degree. For instance, the French concentration will offer courses that extend the diversity already existing in our department by concentration more on the Francophone world, feminism, and LGBT issues with such courses as, "LGBT Franco-phone Cinema", "Sexuality and Feminism in Franco-phone Literature and Cinema", and "Post-colonial Literature in France".
4. The department will also keep our existing minors, and we are planning on adding a Japanese minor since we are already offering courses in Japanese, and we have lost several minors due to retirements that coincided with the economic downturn of the recent past.
5. Consequently, we are planning on hiring at least one new faculty member in order to replace Dr. Iliana Holbrook, who will start FERPing in Fall 2015, and support the new direction the Modern Languages and Literatures Department is taking.

B. Progress toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. Instead of offering two different majors, the department will submit a proposal for a new Modern Languages and Literatures B.A. with two different concentrations: French and Spanish, and one Certificate in Spanish for the Professions.

Progress: Due to the Semester Conversion preparation, MLL focused on completing all the program conversions, including both Majors, French and Spanish, and Minors, ASL, Chinese, French, and Spanish.

In addition to the two proposed concentrations and one certificate in Spanish and French, MLL revised the plan to have three additional concentrations, i.e. Romance Language concentration, East Asian Language concentration, and Bi-lingual concentration that mix-matches two MLL languages (ASL, Chinese, French, Japanese, and Spanish). Detailed plan will be submitted in the next 18-19 APR.

2. MLL will offered two new online courses that will satisfy the C1 and C3 requirement. These two courses are, "Multicultural Cinema", and "Multiculturalism and Social Justice". They will be taught in English and in turn by the various faculty in the department.

Progress: Due to the Semester Conversion adjustment for FLC clusters, the "Multicultural Cinema" course will be fulfilling GE C1 (Art) requirement. The two different sections (taught by different language programs) of same course will be used for Viewing Diversity cluster with Philosophy Department (C2) and for Global Local cluster with English (C2), Theater and Dance (C3), and Political Science (D1-3).

"Multiculturalism and Social Justice" courses, originally planned to apply for C3, yet due to EO1100, MLL will apply for GE D1-3 and Social Justice overlay in AY 2018-19. "Multicultural Cinema" course, approved for C1, will apply for Diversity Overlay since

the courses covered the “US cultural groups”, i.e. African American, Asian American, Latino/a, and women.

MLL211 Multicultural Cinema course (C1) participated in Viewing Diversity and Global Local clusters in AY 2018-19. The section for Viewing Diversity enrolled for 40 students and for Global Local, 37 students in Fall 2018. MLL will offer an online section in Spring 2019.

3. In each concentration, new courses will be created to reflect the new direction taken by the department, and the department’s transformation by being more in tune with the new GE requirements and the new MLL degree.

Progress: MLL submitted 87 courses across 5 language programs to Curriculog, among them the 19 Elementary and Intermediate courses support Lower Division area C1, C2 and Area D1-3. Due to the Articulation consistency, MLL elementary, intermediate, and advance language courses are translated into 4-unit semester courses. The GE plan for the courses were as follows but due to the removal of C3, MLL will had to resubmit the revisions for the 10 Intermediate level courses of 5 languages for GE/Overlay review:

Elementary I – Area C2

Elementary II – Area C1

Intermediate I – ~~Area C3~~ Approved for C2 and will seek Social Justice Overlay

Intermediate II – Area D1-3 Pending for revision/approval and will seek Diversity Overlay

MLL also submitted and approved of 32 upper division courses with C4, D4, or overlay approvals. In addition to provide services for General Education requirements, MLL also integrates the program objectives across languages to make sure the student learners will achieve required proficiency, and at the meantime, will learn about art, cinema, creative expressions, current news around the globe, and be willing to provide interpreting/translation services to the local communities.

The curriculum revisions in AY 2018-19 will focus on Community Engagement with local language speaking communities, including American Sign Language community in Fremont region, French and Japanese speaking immigrant communities, Chinese and Spanish heritage bilingual communities across CSUEB service regions. MLL will also include Service Learning components in the curriculum and will collaborate with Center for Community Engagement (CCE) and will seek internship opportunities for students with high language proficiency. MLL has received the referral from the President Office and Dr. Dobb and collaborated with Sugar Bowl Bakery plant for student internship in Spanish, Mandarin/Cantonese, and Vietnamese translation/interpretation.

4. The department will also keep our existing minors, and we are planning on adding a Japanese minor since we are already offering courses in Japanese, and we have lost several minors due to retirements that coincided with the economic downturn of the recent past.

Progress: MLL received a renewable Salary Assistance grant from Japan Foundation and had carefully prepared the Minor in Japanese Language and Culture proposal by integrating the courses that have been offered and in line with the other 4 MLL minors. For MLL minors in semester system, students will have to complete the intermediate level of language courses (8 units) and take 12 units upper division courses (including at least 3 units core-course taught in English). The total required units varied from 15-21.

Minor in Japanese Language and Culture proposal has been submitted, reviewed and approved by CLASS curriculum committee. The proposal is currently under Dean's review. Received Japan Foundation Salary Assistance renewable grant that pays for 11 WTUs for the Japanese instructors is a significant progress. The proposed minor program will be not only budget-neutral but also budget-surplus at inception and be budget-positive within three years. The enrollment of Japanese courses started to be above MLL average from AY 16-17 when the department Chair changed. The rise of Japanese SFR also reflected in the rising trend of MLL SFR average over the past three years. Being the only language program in the department of Modern Languages and Literatures that is not a major or a minor (compared to Spanish, French, American Sign Language, and Chinese), the Japanese program has been put in the lower priority in course offerings which limited the MLL growth of SFR. Now with the new Japanese Language and Culture minor, MLL will anticipate a health trend of growth.

MLL analyzed the data of student's 5-year enrollment trends for the Japanese courses. In AY 15-16, there were 6 students completed the proposed Japanese Minor requirements without being recognized in their diploma, 23 students have the potential to complete the Japanese Minor requirement if took one more, and 61 students had completed the intermediate level language requirements. The total number of interested students were 93 and the students who had taken at least one intermediate or upper division Japanese courses were 327.

Moreover, the composition of students interested in the Japanese minor are beyond the college/academic discipline boundary; the current students who took the intermediate and upper division Japanese courses are from outside of College of Letters, Arts, and Social Sciences (CLASS), i.e. they are from College of Science, College of Education, and College of Business. The strong student demands from the university data research and from the program survey have concluded that the Minor in Japanese Language and Culture is worth investment. With high career perspectives with Japan-affiliated companies in the region, the Japanese minor will bring forth the great benefits to MLL department, to the college of CLASS, to the university, and to the overall regional communities.

5. MLL planned on hiring at least one new faculty member in order to replace Dr. Iliana Holbrook, who will start FERPing in Fall 2015 and ends in Fall 2019.

Progress: MLL submitted a proposal to CLASS for new faculty hiring in AY2017-18 but was not selected. MLL will again submit a proposal for AY2018-19 hiring.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: The department has made significant changes to the curriculum and Major/Minor requirements during the year of preparing for the semester conversion. Our major task was to make up the delayed courses redesign for Curriculog and for GE reviews that we started with only less than 10 courses were loaded to Curriculog and now has 92 courses loaded. Moreover, the other major task is to complete the Curriculog Major/Minor program revisions to be listed in the Catalog 2018-19. Even with the previous year's delay, MLL still managed to integrate all language programs and developed an aligned GE requirements for all 19 elementary and intermediate languages courses. With the new alignments, adding the proficiency expectations of each level, MLL will work on the Program Learning Outcomes (Spanish and French majors) which we have mapped to the ILOs and tied to assessment.

In terms of SB1440, MLL continues to offer programs that is suited to transfer students, and ensure the transfer students who had completed the intermediate level language courses or have completed lower-division GE requirements to be able to graduate with a Major in Spanish or French in two years. MLL involvement with the Language and Culture Freshman Learning Communities offers a pathway for Spanish and French majors and ASL, Chinese minors. Our number of Majors for Spanish has remained steady and French appeared in minor increase in AY2018-19. However, with the new direction that the French program has converted into concentrating more on the Francophone world, feminism, and LGBT issues with such courses as, "LGBT Franco-phone Cinema", "Sexuality and Feminism in Franco-phone Literature and Cinema", and "Post-colonial Literature in France" in semester, MLL anticipates the growth of majors.

Chinese, French, and Japanese programs also re-design many upper division courses in English to fulfill GE C4 or D4 requirements, and our MLL overall SFR has increased to 23.2 in AY 17-18. It is a significant growth from lowest 22.1 concerning the nature of class size limits for language learning and acquisition.

II. **SUMMARY OF ASSESSMENT** (suggested length of 1-2 pages)

A. **Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

PLO 1: Express themselves in Spanish/French with sufficient accuracy and clarity to carry on conversations with native speakers and to give oral presentations appropriate to the undergraduate level. Students will be able to appreciate the various components of diverse cultures. Through in-class discussions and group work, students will also learn how to work collaboratively an open-minded and respectful way. This will prepare them for their future workplace. (ILO 2 & 3)

PLO 2: Express themselves in Spanish with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used. They will also have the ability to convey critical ideas in both academic and social contexts in a respectful way. (ILO 1 & 3)

B. **Program Learning Outcome(S) Assessed**

List the PLO(s) assessed. Provide a brief background on your program’s history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

MLL did not access the quarter classes in AY 17-18 but plans to access MLL 211 Multicultural Cinema course and select one upper division course per language to access.

Institutional Learning Outcomes (Definitions pg.2)		PLO 1	PLO 2	Course #	Fall	Spring	Assignment/ Assessment (use legend, page 2)
Thinking and Reasoning	Critical Thinking						
	Quantitative Reasoning						
	Creative Thinking		x	MLL 211			Skill demonstration w/ paper summary
Communication	Written Communication						
	Oral Communication	x		MLL 211	x	x	Skill demonstration w/ presentation
	Information Literacy						
Diversity	Diversity						
	Social Justice						
Collaboration	Collaboration and Teamwork		x	MLL 211	x	x	Skill demonstration w/ paper summary
	Leadership						
Sustainability	Sustainability						
	Social Responsibility Citizenship						
	Ethics						

C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): *(include if new or old instrument, how developed, description of content)*

Sampling Procedure:

Sample Characteristics:

Data Collection: *(include when, who, and how collected)*

Data Analysis:

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings:

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

Other Reflections:

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections

Notable Trends:

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

Pioneer Insights did not have MLL tab and thus there was no data regarding MLL department enrollment, SFR, FTEF, FTES, and etc. CAPR APR data files shown only Spanish and French degree programs. Spanish and French SFR from 2012-16 increased from the lowest 20.3 to 23.6 in AY 16-17.

Overall SFR (All FTES / All appointed FTEF)					
Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	24.3	25.8	27.9	24.9	27.1
Tenure Track	17.6	17.6	20.5	17.0	21.8
Total	20.3	20.8	23.3	20.7	23.6

MLL graduation rates remain strong, especially for transfer students, who make up the majority of our Majors. However, due to the decline of Spanish majors and French majors, the graduation rates appear extreme from 0% to 100%.

MLL's largest challenge is the severe decrease of lecturers per program, which places a great difficulty to maintain the major course offerings and healthy enrollments records.

Faculty Data					
HEADCOUNT					
Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Professor	1	2	2	2	2
Associate Professor	5	4	4	4	4
Assistant Professor	--	--	--		
Lecturer: Full-time	--	--	--	1	--
Lecturer: Part-time	8	8	7	9	5
Total	14	14	13	16	11

Faculty data shows that there are two Professor among the TT faculty, yet one of them is 1/3 FERP. Among the 6 TT faculty, 3 faculty (including the 1/3 FERP) are in Spanish program, one in French, one in ASL, and one shared with Chinese and Japanese programs. The reduced five lecturers, each program has one 0.1-0.8 lecture to cover the lower division language instructions while the upper division courses are taught by TT faculty.

As noted by the External Reviewer in MLL previous 5-year reviews recommendation, MLL is in desperate need of a replacing TT faculty and full force of lecturers for all 5 lower division language courses.

Moreover, MLL is in the transition to rejuvenate the programs and curriculum, in responding to the Evaluator's recommendation, "Continue revising the coursework and structures of the majors and minors, incorporating as much as possible cross-disciplinary electives at the capstone level to complement the MLL exit courses and to make the programs more flexible and professionally/community focused". With the improved SFR in AY 16-17 and faculty engagements, a maintained SCU/WTU assignments will be reasonable. Raising the SFR expectation and reduce the SCU/WTU allocation during the time when MLL is under transformation creates huge difficulty to further improve our programs and to conduct a meaningful assessment (if the measuring baseline has changed).

Curriculum:

MLL has established upper division courses taught in English and attracted many students of other majors across colleges. Among them, Chinese, French, and Japanese upper division courses provide options to offer online. In order to ensure the online curriculum quality,

MLL3831/MLL358 Experiencing Japanese Culture received QM certification in 11/2015

MLL3611/MLL 366 New Chinese Cinema received QM certification in 5/2016

MLL3612/MLL 461 Modern Chinese Short Stories received QM certification in 10/2017

MLL3812/MLL 451 Modern Japanese Short Stories received QM certification in 3/2018

Chinese and Japanese programs also further developed the online features for their lower division language courses. Starting in AY 2015, Chinese and Japanese intermediate level courses are taught in hybrid format and allow students to spend more time improving language skills beyond classroom and language lab setting. Moreover, to ensure the quality of online language teaching and PLO, many of the lower division courses also have received QM certification. The efforts are significant not only in terms of the number of courses received certification, but also in terms of complexity; both Chinese and Japanese, rank language difficulty in the highest Category V, use character writing system and the Romanization inputs in writing. Category V languages need 2200 learning hours to reach the same proficiency level comparing to Category I Spanish and French that needs 575-600 learning hours.

MLL1604/MLL163 Intensive Chinese received QM certification in 1/2016.

MLL 2601/MLL 261 Intermediate Chinese I currently is under QM certification review.

MLL 2802/MLL 252 Intermediate Japanese II received QM certification in 6/2016.
 MLL2803/MLL 253 Intermediate Japanese III received QM certification in 6/2017.
 MLL 151 Elementary Japanese I received QM certification in 9/2017.

MLL 211 “Multicultural Cinema” is current in the process being QM certification review. In addition to the two semester core courses MLL211 “Multicultural Cinema”, and MLL 212 “Multiculturalism and Social Justice,” French program developed new semester courses – MLL323 “Francophone Culture & Civilization through Cinema in English,” MLL326 “Sexuality & Feminism in Francophone Literature and Cinema,” MLL422 “LGBTQ Francophone Cinema”, Spanish program developed two new courses in Spanish, MLL447 “Latin American Global and Cultural Studies,” MLL448 “Spanish Global and Cultural Studies.” Chinese and Japanese programs develop four bilingual courses that are equivalent to ‘low advance’ proficiency – MLL351/361 “China/Japan Headlines” and MLL352/362 “Chinese/Japanese Folktales,” and two cultural courses in English, e.g. MLL455 “Japanese Manga and Anime Masterpieces” and MLL465 “Chinese Wisdom and Ink-wash Animation.”

MLL also discussed with Liberal Studies, Criminal Justice, and Health Science departments and wish to collaborate with the programs by revising our intermediate level languages courses to fit their program needs, i.e. introduce the required vocabularies, syntax, expressions, and etc. for their disciplines to provide needed services to regional cultural communities. The proposed collaboration may extended to their program heritage speakers of various languages by improving their language proficiency at the same time obtain the required cultural knowledge for general education and for profession.

Students:

According to Pioneer Insight data, French major shows a decline and Spanish major shows a steady growth.

Degree	2014	2015	2016	2017	2018
French	3	6	5	2	2
Spanish	18	20	19	25	24

According to the MLL requested Institutional Research data, there are 7 French majors (included one double-major); Spanish program has 29 majors and 5 double-majors to make the total of 34. The Major numbers are slightly declined and thus MLL Chair has received the help from Online Campus to create multiple organizations and set up the auto-populate feature to ensure better outreach to MLL majors and minors. MLL also aims to promote heritage speaker students across different academic disciplines to minor the target languages in order to enhance their career opportunities and to provide better service in their professions to the diverse population across the Bay Area region. MLL not only promote double majors to new transfers and to first-year students, but also promotes heritage speaker students to change majors to Spanish and French from other degrees due to

the perceived benefits of career opportunities. The result currently shows that in addition to the majors of total 41 (combined French with Spanish and double-majors), MLL minors include 9 Chinese minors, 4 French minors, 40 ASL minors, 53 Spanish minors, and potential 91 Japanese minors if received the minor approval by AY 18-19.

Institution Research has provided a data showing the minors, due to the Academic Program Review data is structured at the program level and not at the department level. The data shows MLL Spanish, Chinese, and ASL are in growing trend. The students who minor in MLL languages are the potential majors when MLL joint degree become available.

Fall 2018 Minors	ASL	Sign Language	Spanish	Chinese
Frequency	7	30	40	9
Cumulated Percent	94.5%	99.2%	99.8%	95.9%

Faculty:

Dr. Iliana Holbrook will complete her 1/3 FERP by AY 19-20 (the other 2/3 course load is managed by Dr. Hahn, our senior fulltime lecturer; by the year 2020, Spanish program will be in desperate short of TT faculty, leaving only Dr. Marcelo Paz and Dr. Jesus Diaz-Caballero to maintain the major specialty courses. Spanish program needs sufficient work force to provide courses for the majors to follow the degree map to graduate in 4 years timeline, corresponding to the Graduate Initiative.

Dr. Amy June Rowley received promotion to Full Professor in 2018. Dr. Amy June Rowley completed her Ph.D. in Second Language Education in Urban Education from the University of Wisconsin, Milwaukee which focused on American Sign Language Advanced Studies Programs: Implementation Procedures and Identifying Empowering Practices. She will continue to design more upper division minor courses for ASL program; currently with the help of Mr. David Fair, a 0.6 lecturer, ASL barely manage to offer courses to meet the minor needs. Dr. Rowley had conducted excessive sections of Independent Study and received 3 WTU Exceptional Services to Students; she currently revised MLL497 Issues of Modern Languages course to accommodate the student's needs and at the same time the enrollments will be account for FTEs.

Dr. Meiling Wu teach courses across Chinese and Japanese programs, with the two 0.8 lecturers, Dr. Lu and Ms. Hoke-Greller, Chinese and Japanese programs continue to build SFR/SCU to balance MLL overall enrollment record since 2011. However, although the online GE courses are in great demand, they are more service courses in nature and less for minors. Dr. Meiling Wu received another AANAPISI grant of 1.75M for 2016-21 to continue provide services to AAPI students with focus on the underrepresented transfer students.

Dr. Monique Manopoulos had transformed the French program to focus on Francophone studies; although French program will join the CSU French Consortium through course match, French is in desperate need to have a second TT position or an academic qualified lecturer to assist her to attract students to major in French language and Francophone study.

Staff:

Linda Clark and Wanda Washington are support staff for three departments, History, Philosophy, and MLL. They are dedicated yet shared staff persons to process major checks, major declaration paperwork, process scheduling, and etc.

Resources: *(facilities, space, equipment, etc.)*

MLL moved into the new SF building and have assigned 8 offices and 1 station/cube for faculty use. All 6 TT faculty has their own office and the 5+ lecturers shared the two offices. Both ASL instructors have their office and station equipped with visual alert device. Dr. Rowley also received an upgrade of her office computer with 22" screen and larger external disk from Risk Management. MLL also upgraded 2 desktops and receive one new Mac computer for the 1.0 lecturer through campus computer refreshment program, yet MLL had to use S&S fund to purchase one new desktop for one .8 senior lecturer due to her non-eligibility. S&S funding remains sufficient yet a bit tight to fund our department's needs. The Material Purchase grant from Japan Foundation greatly helped the Japanese program to purchase teaching materials. MLL plans to explore the Blackboard feature on virtual language lab in the next academic year.

Assessment:

MLL curriculum and programs focused on semester conversion instead of assessment in AY 17-18 due to pressing needs of course/program redesign and Catalog listing. MLL will revise the assessment plan in the following 19-20 academic year, seeking a long-term and more-coverage assessment plan across all language programs.

Other: *(e.g., major program modifications)*

MLL needs a department data to be listed and accessible in Pioneer Insights if it is the area to retrieve data. As described in 1.B.1 and 1.B.4, MLL needs the support of the college and the university to build the new joint MLL degree program. The Pioneer Insight, with the split of French and Spanish majors, and without the data showing the growth/decline of MLL other languages programs, MLL is unable to identify strength and weakness from the CAPR data nor from the previous APR. With the split majors and overlooked data on other language programs, MLL continues to appear in decline because the growth and student demanded areas are not shown in the university data. From our previous requested data from Institution Research in 2016, MLL was able identified two significant growths, i.e. ASL and Japanese. However, MLL also discovered that ASL needs to further develop upper division courses for minors and Japanese Language and Cultural Studies Minor needs to be established by moving forward to the university review process.

B. Request for Resources (suggested length of 1 page)

1. Request for Tenure-Track Hires

MLL desperately needs additional Tenure-Track faculty in 2020. Our last 5-year report (15-16) recommended the addition of no less than 1 new lines. Since then, MLL FERP faculty is further approaching her term. MLL does not have new hire since 2008.

As MLL developed Spanish translation/interpreting curriculum, MLL 146 and MLL 246 Spanish for Healthcare professionals, MLL would like to request a TT-hire for Spanish linguistic and translation specialist. Particularly, the new faculty will be able to continue developing the curriculum that will improve the language proficiency to the professional level and to provide better career prospects for the 39% CSUEB students with Hispanic heritage.

2. Request for Other Resources

For the current stage in planning for AY 19-20, MLL will request for more SCU/WTU assignments to facilitate the area growth, i.e. ASL, French, Chinese, and Japanese.

In AY 17-19, MLL has made significant progress, including completing semester conversion course and program conversion tasks, integrate elementary and intermediate level languages courses with common objectives (and GE area focuses), enrollment increase, online course certification, endowments, faculty departmental affair engagements, cross-discipline collaboration, and etc.

MLL requests additional **12 WTU/ 120 SCU (semester)** adding to current 39 WTU/263 SCU (quarter) for ASL courses. With the increase of resource, ASL will secure a 0.6-0.8 workforce and Dr. Rowley will be able to further develop ASL major curriculum. The enrollments of ASL lower division courses reflect the regional community needs and student's strong demand.

Course	Term	Format	Enrollment	Average per section
MLL 1901 Elementary ASL I	Fall 14 (5 sections)	in classroom	144	28.8
	Fall 15 (5 sections)	in classroom	140	28
	Fall 16 (3 sections)	in classroom	89	29.7
	Spring 17 (2 sections)	in classroom	62	31
	Fall 17 (4 sections)	in classroom	128	32
MLL 131 (4 sections)	Fall 18	in classroom	143	35.8

MLL requests additional **12 WTU/ 120 SCU (semester)** adding to current 40 WTU/270 SCU (quarter) for French courses. With the additional WTU, French program will be able to secure a 0.3 lecturer workforce to further strengthen the program, and at the meantime, allows Dr. Manopoulos to continue developing courses for Francophone studies and in online format. Francophone studies is timely for American new immigrants from Africa and refugees escape from Syria.

French program has modeled Chinese and Japanese programs to offer cultural study courses in English. The strategy has been proved effective and enrollment has grown. MLL 3119 "French Literature in English Translation" was the first course designed to be taught in English, yet the growth also associate with the teaching format. For example, both MLL3119

and 4110 “Francophone Rap/Hip-Hop” reveal the significant and consistent growth when they are offered in online format. MLL3130 “Francophone Culture & Civilization through Cinema” on the other hand, did not reflect the student’s demands due to the teaching format. Since French programs start offering upper division GE C4 courses in English, French program gradually become stabilized (from average upper division course enrollments average to be 6-10) and by Fall 2017, it starts to show signs of growth.

The following chart shows the variation of the three French courses:

Course	Term	Format	Enrollment
MLL 3119 French Literature in English	Fall 14	online	32
	Spring 16	online	30
	Fall 16	online	33
	Winter 17	online	32
	Fall 17	online	33

Course	Term	Format	Enrollment
MLL 4110 Francophone Rap/Hip-Hop	Fall 14	in classroom	9
	Winter 16	in classroom	31
	Fall 16	in classroom	31
	Spring 17	in classroom	19
	Fall 17	online	36
MLL 425 (3 sections)	Fall 18	online	89

Course	Term	Format	Enrollment
MLL 3130 Francophone Culture & Civilization through Cinema	Spring 15	in classroom	11
	Spring 16	in classroom	10

MLL requested additional **12 WTU/ 120 SCU** (semester) adding to current 96 WTU/648 SCU (quarter) for Chinese and Japanese courses in the previous year. Fortunately, MLL received the Japan Foundation grant that covered 11 WTUs; therefore MLL will not request additional resource this year. Since 2011, Chinese program start to offer online cultural course MLL 3612 “Modern Chinese Short Story” in English and has maintained significant enrollment record (reached the cap of 25 or 30) every time offered. The same practice of offering online cultural courses in English, MLL 3611 “New Chinese Cinema,” MLL 3812 “Modern Japanese Short Stories,” and MLL 3831 “Experiencing Japanese Culture,” has been proofed to be great success from enrollment records, from student’s evaluations, and from the QM certifications. Therefore, the requests for additional WTU/SCU is to allow the participant faculty to secure full-time workforce and to be able to offer additional sections to respond to the student’s demand (GE C4, D4 quarter cap 35 and semester Cap of 30).

The AY 16-17 shown the significant growth of Chinese and Japanese courses taught in English. The revised approach on teaching culture at the same time teaching language, instead of teaching the language prior than teaching the language, brought MLL three programs to substantial enrollment improvement. Particularly in spring 2017, all four Chinese and Japanese online courses are offered, the records show the classes are filled with 32-35-31-35 with students on wait list (the list was longer before the Add/Drop period). Therefore, the grant supported 11 WTUs were used to ensure three upper division courses per semester and per language programs (Chinese and Japanese) to be offered in AY 18-19.

The following charts shows the enrollment records:

Course	Term	Format	Cap	Waiting	Enrollment
MLL 3612 Modern Chinese Short Stories	Fall 11	in class	25	0	24
	Fall 12	online	30	1	30
	Spring 13		30	3	30
	Fall 13		30	6	29
	Winter 14		30	15	32
	Fall 14		30	0	31
	Fall 15		30	0	31
	Fall 16		30	2	32
	Winter 17		35	1	35
Spring 17	35	0	32		

Course	Term	Format	Cap	Waiting	Enrollment
MLL 3611 New Chinese Cinemas	Winter 12	online	25	0	26
	Winter 13		25	0	18
	Winter 15		25	0	28
	Winter 16		25	0	25
	Spring 15		25	1	25
	Spring 16		30	1	31
	Spring 17		35	0	35

Course	Term	Format	Cap	Waiting	Enrollment
MLL 3812 Modern Japanese Short Stories	Spring 15	online	25	0	24
	Spring 16		30	3	29
	Spring 17		30	0	31

Course	Term	Format	Cap	Waiting	Enrollment
MLL 3831 Experiencing Japanese Culture	Fall 14	online	25	0	25
	Winter 15		25	1	25
	Spring 15		25	0	24
	Fall 15		30	1	32
	Winter 16		30	2	31
	Spring 16		30	2	29
	Winter 17		35	3	35
Spring 17	35	4	35		
MLL358 (3 sections)	Fall 18	online	30		91

Moreover, MLL 211 Multicultural Cinema course is a success in terms of participating in freshman learning community and collaboration with other departments. The enrollments also show the high demand and interests from the students.

Course	Term	Format	Enrollment
MLL 211 Multicultural Cinema	Fall 18	Viewing Diversity cluster	40
	Fall 18	Global Local cluster	37

MLL still has remaining tasks to pursue GE status for Intermediate level courses and upper division cultural studies courses in English, particularly the pursue of Minor in Japanese, MLL joint degree programs of 4 concentrations, ASL upper division course developments, Spanish professional development curriculum, online courses QM certification, and many more. A full faculty work force is the key to finalize the tasks and to attain the success.