



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	2018-19
Last 5-Year Review	2014-15
Next 5-Year Review	2021-2022
Department Chair	Meiling Wu
Date Submitted	October 1, 2019

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 department Chairs (2014-2018) 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 in AY 2019-20 for a new Modern Languages and Literatures B.A. with a few different concentrations: Francophone, Sign Language, and East Asian Language and Transnational Cultural Studies and keep current Spanish B.A. This change will allow us to have a larger number of Spanish major and potentially add concentrations expended from combined minors, and thus grow, and increase the FTE number of students in lower and upper division courses. The new MLL degree will have some required courses, taught in English taught by faculty from various language specialists of our department, 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 by languages. Moreover, the data shows MLL minors provided for the department will be more accurate and will reflect the department as a whole instead of having data for a department whereas we only have two majors.

2. MLL offered a joint bilingual online course, MLL 211 Multicultural Cinema, which will satisfy the C1 requirement and had demonstrated high-enrollment capacity (50 students enrolled per section). With the efforts in preparing students with bilingual proficiency and multicultural competency, MLL revised MLL212 Multiculturalism and Critical Thinking course to meet the A3 learning outcome requirements and to seek A3 designation. Like MLL211, MLL212 will be taught in English with bilingual materials and by the various faculty in the department in 5-week (per WTU) format; the contents will therefore vary according to the faculty's research and teaching focus. Moreover, the basic Critical Thinking skill building will be focused along with multicultural perspectives.

MLL also collaborated with Communication Department to develop an A1 course, MLL111 Speaking of Love, which will emphasize on both Oral Communication skill building and focus on multicultural oral expressions. Similarly, MLL also collaborated with English Department to develop an A2 course, MLL112 Writing Horror, which will emphasize on English writing skill building and on multicultural aspects in acquiring a range of English tools including phonology, morphology, syntax, semantics, and extensive vocabulary; in short, MLL112 focuses on English skill building as the second language acquisition and application.

3. The department will also keep our existing minors, ASL, Chinese, French, and Spanish. MLL received a salary grant from Japan Foundation LA and successfully received the approval for Minor in Japanese Language and Culture. The new minor consolidates our already offered courses associated with Japanese language and culture. The new minor will be available to students starting AY 2019-20.
4. Consequently, we are requesting at least one new TT faculty member in order to replace Dr. Iliana Holbrook, who will complete her FERPing in Fall 2019. The request will be focusing on recruiting a linguistic and bilingual language acquisition specialist to support the new direction the Modern Languages and Literatures Department.

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. MLL continues to plan for two different majors, the current Spanish B.A. and the department will submit a proposal for a new Modern Languages and Literatures B.A. with three different concentrations: Francophone, Sign Language, and East Asian Language and Transnational Cultural Studies.

Progress: Due to the Semester Conversion preparation, MLL focused on completing all course revisions and GE designations and on creating bilingual courses that will serve as the MLL B.A. core courses.

In addition to the revised Spanish B.A., MLL revised the plan to request three additional concentrations, i.e. Francophone, Sign Languages, and East Asian Language and Transnational Cultural Studies. These are bi-lingual concentrations that mix-matches two MLL languages (ASL, Chinese, French, Japanese, and Spanish). Detailed plan will be submitted in the next 19-20 APR.

2. MLL will offered three new online courses that target the university basic skills and provide multicultural aspects in building the skills. MLL111 Speaking of Love, MLL112 Writing Horror, and MLL212 Multiculturalism & Critical Thinking all take on bilingual approach. The courses will be taught in English with supplementary materials in original language and examine the critical issue on 'lost in translation.'

Progress: Due to the due date enforcement of GEOC committee and errors in forms, the "MLL211 Multiculturalism & Critical Thinking" course will have to resubmit the A3 designation proposal in AY2019-20. MLL212 is not a new course, instead, it is revised from one of the two sections from MLL1005 that was used for Viewing Diversity cluster, co-taught with Philosophy Department and Ethnic Studies from 2013-2018; MLL212 was designed to accommodate the new Global Local cluster, co-taught with English (C2), Theater and Dance (C3), and Political Science (D1-3). In other words, MLL1005 cluster course has derived into two sections, MLL 211 Multicultural Cinema (approved for C1) and MLL212 Multiculturalism & Critical Thinking (seek for A3 designation). Both courses are designed to meet CSUEB Institution Learning Outcome for global and multicultural competency as MLL211 Multicultural Cinema course (C1) focuses on global and MLL211 Multiculturalism & Critical Thinking (A3) focuses on local issues that studies the "US cultural groups"/US language communities, i.e. African American (francophone), Asian American (Chinese and Japanese), Latino/a (Spanish), and deaf (ASL).

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 90 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. 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 Approved for D1-3 (except Spanish MLL242 that will be resubmit for approval in AY 2019-20) and will seek Diversity Overlay for the course corresponding to 2020 Census survey

MLL also submitted and been approved for 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.

Considering MLL's unique capacity in language acquisition and experiences in educating freshmen in acquiring the essential communication skills in oral communication, written communication, and expressions of critical thinking, MLL designed two courses - MLL111 Speaking of Love for A1 Oral Communication and MLL112 Writing Horror for A2 Written Communication, and revised MLL212 Multiculturalism & Critical Thinking (revised title from Multiculturalism & Social Justice) for A3 Critical Thinking.

Progress: MLL received a Salary Assistance grant from Japan Foundation LA and had carefully prepared and received the approval for the Minor in Japanese Language and Cultural Studies. Received Japan Foundation Salary Assistance grant that pays for 11 WTUs for the Japanese instructors is a significant progress. The approved minor program will be available in AY 2019-20 and is not only budget-neutral but also budget-surplus at inception. The rise of Japanese SFR also reflected in the rising trend of MLL SFR average over the past three years. Now with the new Japanese Language and Culture minor, MLL will anticipate a health trend of growth.

4. MLL planned on hiring at least one new faculty member in order to replace Dr. Iliana Holbrook, who will complete FERPing in Fall 2019. The decrease of Tenure Track density within MLL not only reflects the urgency but also the obstacle for Spanish program growth.

Progress: MLL submitted a proposal to CLASS for new faculty hiring in AY2018-19 but was not selected. MLL will again submit a proposal for AY2019-20 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 received the approval for the Minor in Japanese Language and Cultural Studies. MLL received a Salary Assistance grant from Japan Foundation LA that will accommodate 11 WTUs salary cost of the Japanese program instructor. This report, MLL includes the five minors to show the growth of demands. In addition to keep current active Spanish B.A., MLL will revise the French B.A. as the concentration in Francophone Studies that will be included to a new Modern Languages and Literatures B.A. This MLL B.A. degree will include three concentrations in Language and Transnational Cultural Studies: Francophone, Sign Language, and East Asia. 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.

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 dramatic increased to 26.7 in AY 18-19. It is a significant growth from the previous year 23.2.

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/ASL/Chinese/Japanese/English 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 English 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 course MLL 1005 in AY 17-18 but accessed the new MLL 211 Multicultural Cinema semester.

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

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)*

- Through their presence and regular attendance in a class taught in a modern language, students will improve their listening skills and demonstrate their ability to comprehend information and ideas presented both by their professors and by fellow students in the language of their choice. Listening skills will be assessed through class discussions exploring material presented and through examinations requiring a knowledge and understanding of this material.
- Through their active oral participation in class sessions, students will demonstrate their ability to form sentences and ideas in a foreign language and to convey this information clearly and comprehensibly to their professors and their classmates. This ability will be assessed through questions asked and suggestions made by those in attendance at the class session and through corrections of errors in grammar and vocabulary and rephrasing of
Oral expression will be assessed through individual interviews with the professor as well as specific assignments for in-class performance, for which general topics of discussion will be provided ahead of time. Students may also be asked to make audio- or videotapes to be assessed by the professor.
- Written ability in the modern language of their choice will be demonstrated through a series of compositions for which students will be required to turn in a rough draft before putting together the final version to be handed in and will be encouraged to rewrite the version corrected by the professor, and alternatively by fellow classmates, and to hand it in for extra credit. Written ability will also be tested through a series of discussion boards, quizzes and examinations for which study sheets will be provided and material will be reviewed in class, with ample time allowed for questions. The opportunity to rewrite an examination or quiz for extra credit and provide peer comments to discussion boards will also be provided.
- In advanced language courses (i.e. literature and culture courses), students should be able to understand and react critically to texts they have read in the chosen language and in English. Faculty will assess, in exams and written assignments, whether or not students are achieving these goals. If students are not meeting the goals, faculty should discuss methods to aid students to communicate clearly and to improve analytical and critical skills. A sample of the student's best work and literature reviews in the courses where writing is required should be examined by an assessment committee formed of regular faculty members per language. Cultural understanding will be assessed through classroom discussions of literature, art, music, history, cinema, and customs, followed up by written and oral examinations verifying that the information thus explored has been comprehended and absorbed

Sampling Procedure:

MLL 211 “Multicultural Cinema” student course surveys, assignment completion rates, and final grades across sections are evaluated. The evaluation group the students into three: MLL majors, MLL minors, non-MLL students.

Sample Characteristics:

Majors (Spanish and French), Minors (ASL, Chinese, French, and Spanish), and non-MLL students are included.

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

Majors (Spanish and French), Minors (ASL, Chinese, French, and Spanish), and non-MLL students are included.

Data Analysis:

MLL department Chair and all program Coordinators reviewed the course surveys and student’s performance via Blackboard MLL211 course information. The same data will be used to be compared with the AY 2019-20 and the following. During MLL departmental meetings, faculty who ever taught a 5-week section shared their experience and suggestions in improving the data collection and analysis.

D. Summary of Assessment Results

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

Main Findings:

MLL 211 Multicultural Cinema (C1) focuses on global issues that studies the global cultural groups/ language communities, and the migration thread in the post/colonial era. MLL 211 “Multicultural Cinema” is current in the process being QM online course certification review. As MLL 211 provided both in classroom and online delivery formats and joined “Viewing Diversity” and “Global-Local” clusters, all MLL programs have been contributed a 5-week section on specific culture, the findings from the student’s evaluation and multicultural/cross-cultural competency are evidential.

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

MLL 211 “Multicultural Cinema” is current in the process being QM certification review and should achieve the online QM certification within this AY. MLL should develop a rubric to evaluation the cultural sections by comparing the student’s learning outcome and evaluation.

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

Other Reflections:

MLL lower division courses all received GE designation based on their focus on specific GE SLO in addition to the language proficiency acquisition. MLL should develop an assessment schedule and matrix to evaluate the level of the course both on GE learning outcomes and in language proficiency.

Elementary I – Area C2

Elementary II – Area C1

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

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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.

In 2019-20, the department will create a more detailed and comprehensive assessment plan for its semester programs. In addition, the assessment plan will cover the design of rubrics to evaluate the introduction survey and end of program survey in determining the individual student's language proficiency and cultural competency. In 2019-20, MLL will assess the Elementary I courses across the five languages- ASL (MLL131), Chinese (MLL161), French (MLL121), Japanese (MLL151), and Spanish (MLL141).

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 lower division courses taught in English in addition to the previous year's upper division courses taught in English. The new courses will provide delivery options in offering online. In order to ensure the online curriculum quality, all courses are under the process to receive QM certification.

MLL 211 Multicultural Cinema (C1 Art)

MLL 212 Multiculturalism & Critical Thinking (A3 Critical Thinking)

MLL 111 Speaking of Love (A1 Oral Communication)

MLL 112 Writing Horror (A2 Written Communication)

MLL three new GE courses target the university basic skills development and multicultural aspects. MLL111 Speaking of Love, MLL112 Writing Horror, and MLL212 Multiculturalism & Critical Thinking all take on multicultural approach. The courses will be taught in English with supplementary materials in original language and examine the critical issue on 'lost in translation.'

MLL 212 is not a new course, instead, it is derived from one of the two sections from MLL 1005 that was used for Viewing Diversity cluster, co-taught with Philosophy Department and Ethnic Studies from 2013-2018; MLL212 was also designed to accommodate the new Global Local cluster, co-taught with English (C2), Theater and Dance (C3), and Political Science (D1-3) in 2017-18. In other words, MLL 1005 one-year cluster course has developed into two sections (three during the quarter system) - MLL 211 Multicultural Cinema (approved for C1) and MLL212 Multiculturalism & Critical Thinking (seek for A3 designation). Both courses are designed to meet CSUEB Institution Learning Outcome for global and multicultural competency as MLL211 Multicultural Cinema course (C1) focuses on global and MLL212 Multiculturalism & Critical Thinking (A3) focuses on local issues that studies the "US cultural groups"/US language communities, i.e. African American (francophone), Asian American (Chinese and Japanese), Latino/a (Spanish), and deaf (ASL).

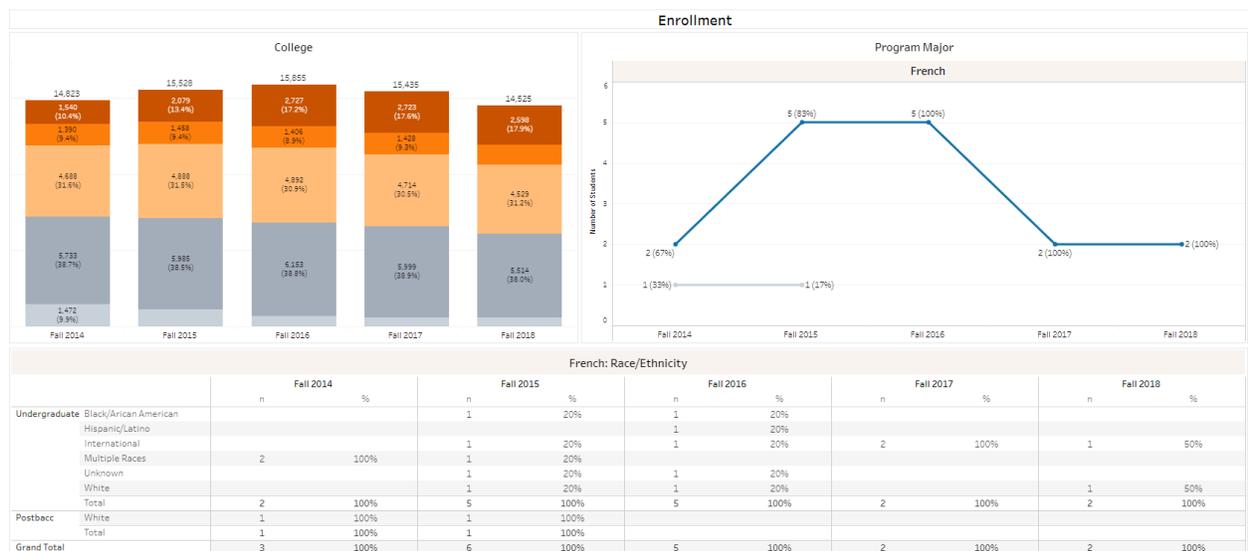
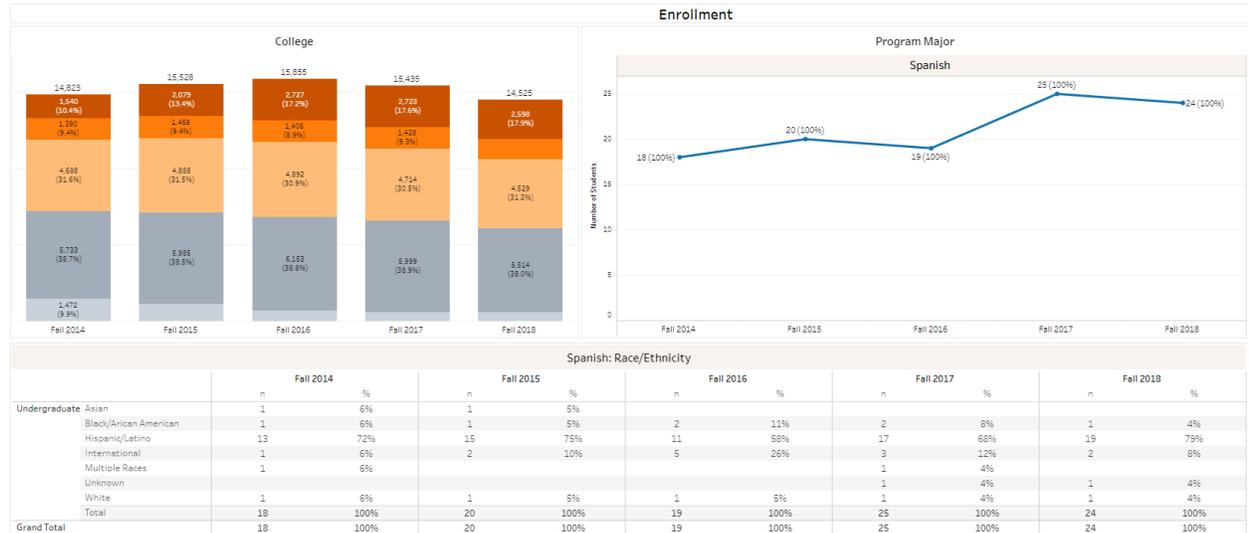
MLL 211 "Multicultural Cinema" is current in the process being QM certification review. In addition to the two semester core courses MLL 211 "Multicultural Cinema", and MLL 212 "Multiculturalism and Social Justice," French program developed new semester courses - MLL 323 "Francophone Culture & Civilization through Cinema in English," MLL 326 "Sexuality & Feminism in Francophone Literature and Cinema," MLL 422 "LGBTQ Francophone Cinema", Spanish program developed two new courses in Spanish, MLL 447 "Latin American Global and Cultural Studies," MLL 448 "Spanish Global and Cultural Studies." Chinese and Japanese programs develop four bilingual courses that are equivalent to 'low

advance' proficiency – MLL 351/361 “China/Japan Headlines” and MLL 352/362 “Chinese/Japanese Folktales,” and two cultural courses in English, e.g. MLL 455 “Japanese Manga and Anime Masterpieces” and MLL 465 “Chinese Wisdom and Ink-wash Animation.”

MLL also discussed with Liberal Studies, Criminal Justice, Health Science, Marketing, and Recreation and Tourism departments and wish to collaborate with the programs by revising our languages courses to fit their program needs, i.e. introduce the required vocabularies, syntax, expressions, cultural etiquette 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, particularly among the Hispanic/Latino student population.



Degree	2014	2015	2016	2017	2018	2019
French	3	6	5	2	2	7
Spanish	18	20	19	25	24	34

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 in 2019. The Major numbers are slightly increased 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 double majors to Spanish and future MLL joint major 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, 37 ASL minors, 40 Spanish minors. The total of MLL departmental minors has reached 456, which is an indicator for MLL growth along with the potential new Japanese minors in next AY.

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 B.A. become available.

Minor	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Total
American Sign Language	0	0	0	0	7	7
Sign Language*	36	38	40	37	30	181
Chinese Lang & Cultural Stds	7	8	11	9	9	44
French	3	6	6	2	0	17
Spanish	31	40	54	42	40	207
Total	77	92	111	90	86	456

*Sign Language changed name to American Sign Language in 2018

Faculty:

Dr. Iliana Holbrook will complete her 1/3 FERP by AY 19-20. The other 2/3 course load has been 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 2 WTU Exceptional Services to Students; she currently revised MLL 497 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 was elected to be the Chair of MLL from 2019-22. She continues to 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 and successfully increased the enrollments to receive additional allowance from CLASS to offer more sections. However, although the online GE courses are in great demand, they are more service courses in nature and less for majors (French and Spanish). Fortunately, the newly developed advanced level upper division bilingual Chinese and Japanese courses, will meet the program language acquisition need. When MLL B.A. become available, the program courses will be sufficient for the East Asian Concentration.

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 full time qualified lecturer to assist her to attract students to major and minor in French and in the future, to major MLL B.A. in Francophone Language and Cultural Studies Concentration. French online upper division courses have attracted significant growth of students and attained full enrollment across sections.

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. Linda is MLL main administrative support. In addition to regular office administration, she also provide additional assistance to arrange ASL interpreter services for ASL program.

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. 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; the Japan Foundation Salary Grant allowed MLL to plan for Japanese minor in AY 2018-19 and the recently received the 2nd year grant allows MLL to kick-start Minor in Japanese Language & Cultural Studies. MLL plans to explore the Blackboard feature on virtual language lab in the next academic year. MLL also will establish a MLL Transnational Film Festival in the next academic year.

Assessment:

MLL start the assessment in AY 18-19 and still work on the pressing needs of new GE course revision and Catalog listing. MLL started the assessment plan and assess the outcomes of MLL 211 this year and has revise the assessment plan on all languages in the following academic year. The revised plan seeks a long-term and more-coverage assessment across all language programs.

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

MLL has received the 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 in order to consolidate the MLL multilingual courses. The Pioneer Insight, with the split of French and Spanish majors without providing the data on other language minors do not show the growth/decline of MLL other languages programs, nor the potential. With the data on minors, MLL is able to identify strength and weakness and the trend and potential for this APR. However, with the split majors and overlooked data on minors of other growing language programs, MLL continues to appear in decline because the growth and student demands 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; from the recent request of the data for MLL minors, MLL is able to see the overall interests and demands. Moreover, with the combined courses across programs and the popularity of the newly developed English courses, the data record provide evidence that MLL B.A. will be a budget neutral and high-demand major.

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

1. Request for Tenure-Track Hires

MLL desperately needs an additional Tenure-Track faculty in 2020. Our last 5-year report (15-16) recommended the addition of no less than 1 new lines. Yet 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, translation, and bi-lingual language acquisition 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 who are also heritage Spanish speaker.

2. Request for Other Resources

For the current stage in planning for AY 20-21, MLL will request more SCU/WTU assignments to facilitate the area growth, i.e. French, Spanish, and Japanese. In AY 17-19, MLL has made significant progress, including completing semester conversion GE designation 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 maintain a 0.6 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 326 “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, MLL425 “Francophone Rap/Hip-Hop” reveal the significant and consistent growth when they are offered in online format. MLL326 “Francophone Culture & Civilization through Cinema” on the other hand, reflected the student’s demands. 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), by Fall 2017, it starts to show signs of growth, and by Fall 2019, it shows evidence of fully enrolled multiple sections.

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

Course	Term	Format	Enrollment
MLL 326 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
MLL 425 (2 sections)	Spring 19	online	60

Course	Term	Format	Enrollment
MLL 422 Francophone Culture & Civilization through Cinema	Spring 15	in classroom	11
	Spring 16	in classroom	10
MLL 422	Spring 19	online	30

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 30) every time offered. The same practice of offering online cultural courses in English, MLL 3611/MLL366 “New Chinese Cinema,” MLL 3812/MLL452 “Modern Japanese Short Stories,” and MLL 3831/MLL358 “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 or bilingual. 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. MLL 462 is a bilingual (English and Chinese) course offered the first time in fall 2018 yet received full enrollment.

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 362 (Bilingual)	Fall 18	online	30	0	33
Chinese Folktale and Culture	Spring 19		30	3	30

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
MLL 366	Spring 19		30		30

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
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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
MLL 358 (1 section)	Spring 19	online	30		30

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 -Viewing Diversity cluster -Global Local cluster	Fall 18	in class in class	40 37
MLL 211 Multicultural Cinema -Viewing Diversity cluster -MLL independent C1	Spring 19	in class online	33 49

MLL still has successfully received the GE status for Elementary and Intermediate level language courses by including additional components in the course to deliver the learning outcomes. The upper division cultural studies courses in English also provide additional material in original languages, particularly to accommodate the students who wish to pursue the Minors in target languages. MLL future joint degree programs of three concentrations, ASL, Francophone, and East Asian Language and Transnational Cultural Studies will better prepare bilingual work force for the communities and for the professions.