



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	2016-17
Last 5-Year Review	2014-15
Next 5-Year Review	2021-2022
Department Chair	Meiling Wu
Date Submitted	October 20, 2017

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 new program policy, CLASS has not yet approved to proceed the changes.

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 17-18 APR.

2. MLL will also offer 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).

"Multicultural cuisines and Social Justice" (C3) will apply for social justice overlay and sustainability overlay. The course will be part of the core course that may be used to replace "Multicultural Cinema" for Viewing Diversity cluster.

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 63 courses across 5 language programs to Curriculum, among them the 20 Elementary and Intermediate courses support Lower Division area C and Area D. The GE plan for the courses are:

Elementary I – Area C2

Elementary II – Area C1

Intermediate I – Area C3

Intermediate II – Area D1-3

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 services to the local communities.

Many MLL upper division courses, particularly those cultural and creative expression courses taught in English, have applied for area C4, D4, Social Justice and Diversity overlay. During the AY 16-17, all MLL Chinese and Japanese upper division online courses taught in English attracted great enrollments and reached the GE C4 cap of 35 quarterly. Particularly in Spring 2017, MLL offered 4 sections of upper division Chinese and Japanese online courses and all enrolled with 32-35 students. Starting in Fall 2017 (not the reported FY), the two French upper division online courses taught in English also reached the 35 cap.

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 had carefully prepared the Japanese minor proposal by integrating the courses that had been offered and the requirements are 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 (6 units) and take 12 units upper division courses (including at least 3 units core-course taught in English). The total required units are 18.

Japanese Language and Cultural Studies Minor is budget neutral.

A) MLL converted all existing Japanese quarter-courses (4 units) into semester courses (3 units). The added three new courses are part of the MLL core courses for the future new MLL degree. The Japanese minor is mainly to recognize the students who will complete the 18 units required Japanese courses and thus fulfill the 18 units minor requires as the other four programs. From our survey in 2016, there were 27 students who had taken 24 units (12-units of intermediate Japanese courses and 12-units of upper division Japanese cultural courses) over the past three years but graduated from CSUEB without a recognition of a Minor in Japanese Language and

Culture, and there are currently 91 students who will fulfill the Japanese minor requirement by AY 18-20. Comparing the report from Data Warehouse regarding MLL minors, Chinese has 9 minors, French has 4 minors, ASL has 40 minors, and Spanish has 53 minors, Japanese Minor appears in great demand.

B) MLL TT faculty Meiling Wu, Ph.D. and Professor, is Chinese and Japanese bilingual language instructors. Her specialty is War-time East Asia and her research covers Modern East Asian literature, cinema, and cultures. MLL 3-yr contract senior lecturer, Ms. Shiori Hoke-Greller, is an expert in Japanese language acquisition and her research is on Japanese news media and folk cultural studies.

C) MLL received two Japanese Material grants in 2016 and 2017 from Japan Foundation in Los Angeles. The proposal for Salary Assistant Grant for Japanese Language Courses was submitted and was declined due to the 16-17 budgetary consideration of the foundation. Japan Foundation had issued a letter of explanation to CLASS dean and encouraged MLL to resubmit the proposal in January 2018.

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.

Progress: MLL submitted a proposal to CLASS for new faculty hiring in AY2016-17 but was not selected.

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: MLL Chair has changed in 2016 from Dr. Manopoulos to Dr. Meiling Wu. The department has made significant changes to the curriculum and Major requirements while 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 63 courses loaded. Moreover, the other major task is to complete the Curriculog program revisions to complete the college and university review. Due to the delay of the proposed new MLL degree program and the Japanese minor, MLL finally manage to integrate all language programs and developed an aligned GE requirements for all 22 elementary and intermediate languages courses. With the new alignments, adding the proficiency expectations of each level, MLL still need to double check on the Program Learning Outcomes 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 but French appeared in decline. 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 requirements, and our MLL overall SFR has increased to 26.28 in AY 16-17. It is a significant growth from lowest 22.1 concerning the nature of class size limits for language learning and acquisition.

From 2011-2015 SFR recorded of MLL as a whole, but not showing AY2-16-17 reporting year annual SFR 26.28:

School of Global Humanities and Cultures	25.5	25.9	25.7	27.2	26.1	0.6
English	21.8	22.1	22.8	23.3	23.9	2.1
Ethnic Studies	27.1	28.3	30.4	31.6	31.2	4.1
History	39.5	33.0	32.3	33.9	28.2	-11.3
Modern Languages and Literatures	23.8	25.7	22.1	24.1	24.3	0.5
Philosophy	26.1	31.5	29.2	33.4	29.8	3.7

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 Experiencing Japanese Culture received QM certification in 11/2015

MLL3611 New Chinese Cinema received QM certification in 5/2016

MLL3612 Modern Japanese Short Stories received QM certification in 10/2017

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 Intensive Chinese received QM certification in 1/2016.

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

MLL 2802 Intermediate Japanese II received QM certification in 6/2016.

MLL2803 Intermediate Japanese III received QM certification in 6/2017.

MLL151 Elementary Japanese I received QM certification in 9/2017.

In addition to the two semester core courses MLL211 “Multicultural Cinema”, and MLL 212 “Multicultural cuisines 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 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.

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. 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.

Dr. Amy June Rowley 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. 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.

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, PI of AANAPISI grant (2011-16; 1.85M) received an extension for 16-17. With the extension, she is able to oversee the establishment of Asian Pacific American Student Success program under Student Equity and Services of the Student Affairs division. 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.

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:

There was no significant changes to assessment in AY 16-17 due to the focus on semester conversion course/program redesign. MLL will revise the assessment plan in the following 17-18 academic year, seeking a long-term and more-coverage assessment plan across all language programs.

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

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 CAPR data, with the split of French and Spanish majors, and without the data showing the growth/decline of MLL other languages program, MLL is unable to identify strength and weakness from the CAPR data nor 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.

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)."

Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to:

1. Express themselves with sufficient accuracy and clarity to carry on conversations in French or Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level;
2. Express themselves in the written language with a fair amount of sophistication, integrate research information into written assignments, giving adequate credit to the sources of information used, demonstrate critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems;
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; and

4. Demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French or Spanish-speaking world while developing an appreciation of the French or Spanish (and/or Spanish American) cultural contributions to the body of universal culture such as literature, art, music, cinema, and history.

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.)

Spanish- Students of Spanish will be familiar with the major writers, periods and genres of Spanish and/or Spanish American Literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students will be able to relate the works and genres to the socio-historical context in which they developed. French- Students of French will 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). The students should be able to relate the works and genres to the socio-historical context in which they developed.

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:

Spanish- Assessment tools: Literary journals, academic genres (outline, summary, answers to midterm question, and research paper. Students produced a literary journal and discussed their entries in class. They also produced examples of the types of writing required in an academic context (outline, summary, and midterm questions/answers). Finally, the research paper required an abstract and a revised, and edited final version.

French- In MLL 4110 (Fall '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 '17), 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

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:

MLL Self-study assessment carried out over the past year consistent with the directives laid out in the institutional assessment schedule: Long-Term ILO Assessment Plan. This assessment activity was subsequent to the creation of new and revised courses whose course learning outcomes more overtly reflect the university ILOs and so reflect the active engagement of the faculty in evaluating its current outcomes in relation to the university's overall goals.

These assessments at the same time address the university's "Core Competencies" of critical thinking, information literacy, written communication, and oral communication. This plan was consistent, in the one case of the Spring 2014 assessment of MLL 3410, with the assessment plan for French and Spanish, updated in Winter 2013 by Dr. Rowley which assesses one PLO each year:

French:

Year 1: 2012-13	MLL 3130	Spring 2013	PLO 4
Year 2: 2013-14	MLL 2103 or 2110	Spring 2014	PLO 1
Year 3: 2014-15	MLL 2103 or 2110	Spring 2015	PLO 2
Year 4: 2015-16	MLL 3101 or 4100	Spring 2016	PLO 3
Year 5: 2016-17	MLL 3101 or 4100	Spring 2017	PLO 4

SPANISH:

Year 1: 2012-13	MLL 4495	Spring 2013	PLO 4
Year 2: 2013-14	MLL 3410	Spring 2014	PLO 1
Year 3: 2014-15	MLL 3401, 02, 03	Spring 2015	PLO 2
Year 4: 2015-16	MLL 4495	Spring 2016	PLO 3
Year 5: 2016-17	MLL 3463	Winter 2017	PLO 3

Alignment Program Student Learning Outcomes (SLOs) with ILOs:

MLL's four SLOs are clearly aligned with the ILOs. Specific competencies within each ILO that apply to MLL highlighted below are from the ILO senate document. Therefore, in assessing the 5 first ILOs, MLL at the same time assesses ILO 6 (disciplinary competency).

PLOs	ILOs
1 Oral communication in the target language vs. perspective of native speakers	2, 3, 4, 5, 6
2 Written communication demonstrating creative thinking and reasoning in the target language vs. complex world challenges	1, 2, 5, 6

3 Relating major literary works in target language to their socio-historical contexts	1, 2, 3, 5, 6
4 Knowledge and appreciation of multicultural diversity and contributions to world cultures through literatures in target language	1, 3, 4, 5, 6

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 order to give a clearer and broader perspective on student learning in the major and across all language programs, MLL will create a workable and sustainable program assessment timeline for assessing annually beyond French and Spanish and reach all languages. Specifically, once a year each applicable ILO should be assessed in *one* relevant upper-division major/minor course. This will cover both the requirements for “continuous” assessment and specific PLO/ILO assessment. The results, analysis, and closing-the-loop activities can then be included in annual and in future five-year program reviews.

The timeline for the Ay17-18 assessment plan will be tentatively defined as the following:

Fall 17

- Determine one from the four PLOs to be assessed in AY 17-18.
- Identify a few spring quarter classes that is mapped to the PLO (at least one for each Majors classes - French and Spanish and ideally five - one upper division class per language).

Winter 18

- Develop rubrics to measure the proficiency and/or competency of the subject.
- The rubrics not only will show if the result achieve the PLO goal, but also will clearly indicate achievement results in percentage and in degrees, i.e. as mastery, mediocre, and etc.

Spring 18

- Collect the assignments from the identified classes and select the students who are Majors/Minors of the program to assess (name erased).
- Identify the assessment team and apply the rubric to conduct the assessment

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.

CAPR data does not provide sufficient information for French and Spanish degree programs, nor provide data for trend analysis across programs. With MLL self-study, MLL will request the following resources

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.

According to the 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 the better reach to MLL majors and minors. MLL also aims to promote heritage students of different discipline to minor the target languages to provide better service to the diverse population across the Bay Area region. MLL not only promote double majors to new transfers, to first-year students, and to students changing 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 approval by AY 18-19.

See attached spreadsheet.

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.

2. Request for Other Resources

For the current stage in planning for AY 18-19, MLL will request for more SCU/WTU assignments to facilitate the area growth, i.e. French, Chinese, and Japanese.

In AY 16-17, 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 40 WTU/270 SCU (quarter) for French course. 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

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

MLL request additional **12 WTU/ 120 SCU (semester)** adding to current 96 WTU/648 SCU (quarter) for Chinese and Japanese courses. 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 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 request 12 WTU/ 120 SCU is to ensure three upper division courses per semester and per language programs (Chinese and Japanese) to be offered in AY 17-18.

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

MLL still has remaining tasks to carry on in the following AY after the completion of semester conversion tasks, particularly the pursue of Minor in Japanese, MLL joint degree programs of 4 concentrations, ASL upper division course developments, Spanish curriculum rejuvenation, online courses QM certification, and many more. A full faculty work force is the key to finalize the tasks and to attain the success.