i.e. African American, Asian American,

Latino/ a, and women.

MLL211 Multicultural Gnema course (C1) participated in Viewing Diversity and Gobal Local clusters in AY 2018-19. The section for Viewing Diversity enrolled for 40 students and for Gobal 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 the new GE requirements and the new MLL degree.

Progress: MLL submitted 87

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

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

# 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 ngctpkpi "qweqo gu" KNQ+0Hqt "gzco rng<" RNQ '30Crrn{"cf xcpegf"eqo rwgt "uekgpeg" ij gqt{"vq" computation problems (ILO 2 & 8+0)

- 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. (ILO2 & 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. (ILO1 & 3)

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

List the PNQ\*u+'cuuguugf 0Rt qxkf g'c 'dt kgh'dc emi t qwpf ''qp''{ qwt ''r t qi t c o øu'j kwqt { ''qh'cuuguukpi ''y g'' 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	PLO	PLO	Course	Fall	Spring	Assignment/ Assessment
(Definitions pg.2)	1	2	#			(use legend, page 2)

## 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 o

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 on, 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 -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.

the perceived benefits of career opportunities. The result currently shows that in addition to the majors of total 41 (combined French with So

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

1.

they are offered in online format.

achieg 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	Enroll	ient	
	Fall 14	online	32		
MLL 3119	Spring 16	online	30		
French Literature in English	Fall 16	online	33		
	Winter 17	online	32		
	Fall 17	online	33		

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

Moreover, MLL 211 Multicultural Gnema 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 duster	40
	Fall 18	Gobal 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.