

ACADEMIC SENATE

Committee on Academic Planning and Review

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

I. <u>SELF-STUDY</u> (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 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 Onema, 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 Oritical 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

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.

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.

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 Oultural 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 Oultural 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. <u>SUMMARY OF ASSESSMENT</u> (suggested length of 1-2 pages)

A. Program Learning Outcomes (PLO)

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

Sampling Procedure:

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 Gnema (C1) focuses on global issues that studies the global cultural groups/ language communities, and the migration thread in the post/colonial era. MLL 211 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)

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 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

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. <u>DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS</u>

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.

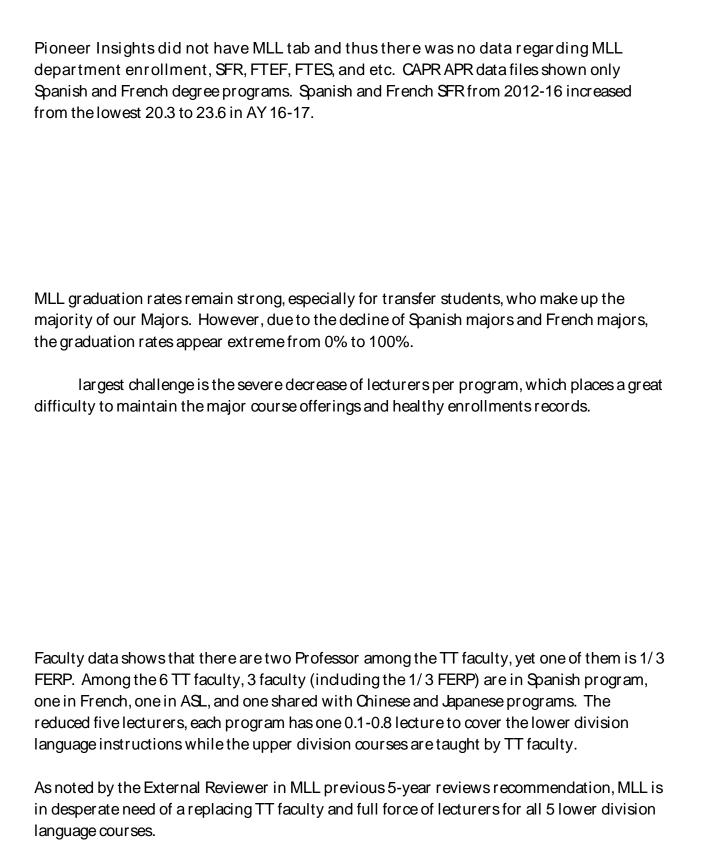
A. Discussion of Trends & Reflections

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.



Moreover, MLL is in the transition to rejuvenate the programs and curriculum, in responding 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

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

ciency MLL 351/361 China/ Japan Headlines and MLL 352/362
Chinese/ Japanese Folktales 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 educ0c8o1o8-5(a)8(I7(I)-6)

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

demand.

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

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