

Program Performance Review: Culmination Meeting Memo
Modern Languages and Literatures: French, Japanese and Spanish BA, Spanish MA

The 2017-2018 Program Performance Review (PPR) process for Modern Languages and Literatures – French, Japanese and Spanish BA and Spanish MA programs concluded with a culmination meeting on November 2, 2018.

The following people attended the meeting: Kari Knutson Miller (Provost), Pamela Oliver (AVPAP), Sheryl Fontaine (Dean, HSS), Lynn Sargeant (Associate Dean, HSS), James Hussar (Chair, MLL), and Su Swarat (Asst. VP for Institutional Effectiveness).

The Provost commended the chair for his hard work, particularly his commitment to developing the Portuguese online program. She praised the department for the diversity of programs it offers – majors, minors and certificates – but also acknowledged the challenge this diversity brings to student advising.

The AVPAP commended the department on several accomplishments, including:

- The Department has strengthened its presence in the University's General Education program and contributes the majority of course offerings in GE category C.2.
- The Department has strategically developed its curriculum by investing in new programs and certificates and revising existing ones in response to disciplinary changes to meet the needs of the local community.
- The Department's development of the Vietnamese Program, and collaborations with the Colleges of Communications and Health and Human Development to create the Spanish for Health and Human Services and the Hispanic Media certificates, reflect its ongoing commitment to engagement with Orange County's language and ethnic communities.
- The Department has made deliberate strides to develop online courses and programs.

Major recommendations and concerns raised through the PPR process were discussed as follows:

1. Online programs:

- The Chair commented that the current fully online Portuguese program was developed by him, with the intention of creating a template for other programs to bring courses online. Scheduling/classroom availability has been an issue, and bringing courses online could help address this problem. Thus far, Vietnamese, Spanish and French programs have proposed online courses, and Chinese courses are in the works. Japanese has not yet developed online offerings.
- The Chair stated that one of the challenges with online courses is how to assess the quality of student interactions and application of skills. His personal experience using authentic assessment has been successful. The AVPAP and the Asst. VP for IE recommended that he (and other faculty) take advantage of faculty development opportunities offered on campus, such as the Quality Matters program.
- The Chair stated that increasing visibility of online courses is critical. The Portuguese Minor program is only 12 upper-division units, and it is offered system-wide via CourseMatch. The challenge, however, has been to get enough visibility within CSU

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online. In other words, more enrollment is desired. The Associate Dean has spoken with Gerry Henley at the CO, and the Provost suggested the possibility of increasing enrollment through Open University.

2. Converting 5-unit courses to 3 units (recommended by external reviewers and the H&SS Dean's Office):

- The Chair stated that currently the 5-unit courses are at the 100- and 200-level. The recommended conversion would be beneficial for students, faculty and department scheduling. The challenge is how to do so without sacrificing curriculum quality and content – reducing 5 units to 3 may lead to loss of student language proficiency. If another course needs to be added to ensure student proficiency, however, it would delay student time to degree completion.
- The Dean suggested the possibility of having a co-requisite (like a lab) that takes place consecutively, i.e. having a 3-unit course and an associated 2-unit online lab. ~~The Chair concurred that this could be a promising way to “package” 5-unit courses.~~
- The Associate Dean suggested that the department could start with a 3-unit course and a 1-unit lab first, which would be psychologically easier for the students. With the new EO1100, students need to take 9 units in GE categories C1 and C2. Offering 1-unit course may help students meet this requirement easier.

Commented [HJ1]: I'm not an advocate of this approach, as it would require MLL to rewrite syllabi for over 50 courses. My thought, if a change were imposed, was to compress the five-unit courses to three and add supplementary three-unit courses as needed.

3. Spanish MA program:

- The external reviewers commented the MA program to be “quite traditional”.
- The Chair agreed with the assessment, and suggested that the proposed faculty hire(s) this year are likely to help modernize the program. The lack of full-time faculty is the root of the problem.

4. Advising:

- The external reviewers and the H&SS Dean's Office recommended having a designated, single advisor. The Chair stated that he is not opposed to the idea, but would need additional resources and Department consent to make it happen. With the diverse programs offered in the department, it is difficult to find a single faculty member who can place prospective students in any one of the 11 different languages taught in MLL and who possesses comprehensive knowledge of MLL's five minors, three majors, two Masters programs, and three certificate programs. He is considering online language proficiency testing (to determine the appropriate course placement) as an initial step in the direction of centralized advising.
- The Associate Dean suggested new models of advising used by other HSS departments. For example, a model of “disaggregated” advising has one coordinator for all technical related pieces (e.g. graduation check, TDA), and other faculty for student mentoring. Alternatively, some departments are using graduate student assistants to complete TDA

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checks. The question for MLL is what pieces can be disaggregated and what can be centralized?

- The Chair also emphasized the importance of having a full-time faculty member as the single advisor (if to follow the single-advisor model). With few full-time faculty, he expressed concerns for its impact on instructional quality. The Dean recommended the possibility of using a FERP faculty or even multiple FERP faculty members to coordinate different language areas.

The Chair acknowledged the recommendations made by the external reviewers, and emphasized that these recommendations are all possible but need resource, guidance and support. The Department will need to hire tenure-track faculty to replace those who have retired or resigned.

The Dean and the Provost thanked the Chair for his selfless commitment and hard work to advance the discipline, lead the department and support fellow faculty.