

California State University, Fullerton

PROGRAM PERFORMANCE REVIEW ***(PPR)***

Department of Modern Languages & Literatures

2017-2018

DEPARTMENT OF MODERN LANGUAGES & LITERATURES

PROGRAM PERFORMANCE REVIEW 2017-2018

Table of Contents

- I. Department/Program Mission, Goals, and Environment
- II. Department/Program Description and Analysis
- III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes
- IV. Faculty
- V. Student Support and Advising
- VI. Resources and Facilities
- VII. Long-term Plans
- VIII. Appendices Connected to the Self-Study

I. Department/Program Mission, Goals, and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals, and strategies.

The Department of Modern Languages & Literatures (MLL) at California State University, Fullerton (CSUF) houses undergraduate and graduate programs whose instructional emphases include language acquisition, literature, linguistics, cultural studies, and teacher education.

Program	Offerings
Chinese	Minor; courses that fulfill the Functional or Regional Specialization (15 units) of the International Business, Concentration in Intercultural Management, B.A.
French	B.A.; Minor; courses that fulfill the Functional or Regional Specialization (15 units) of the International Business, Concentration in Intercultural Management, B.A.
Japanese	B.A.; Minor; courses that fulfill the Functional or Regional Specialization (15 units) of the International Business, Concentration in Intercultural Management, B.A.
Spanish and Portuguese	Spanish: M.A.; B.A.; Minor; courses that fulfill the Functional or Regional Specialization (15 units) of the International Business, Concentration in Intercultural Management, B.A.; Spanish for Hispanic Media Certificate Program (in collaboration with the Department of Communications); Spanish for Health and Human Services Professions Certificate Program (in collaboration with the College of Health and Human Development) Portuguese: Minor; courses that fulfill the Functional or Regional Specialization (15 units) of the International Business, Concentration in Intercultural Management, B.A.

Teaching English to Speakers of Other Languages (TESOL)	M.S.; Graduate Certificate; Undergraduate Certificate; Subject Matter Preparation Program (SMPP)
Vietnamese	Minor; courses that fulfill the Functional or Regional Specialization (15 units) of the International Business, Concentration in Intercultural Management, B.A.

In addition to these programs, MLL offers lower-division language courses in Arabic, German, Italian, Persian, and Korean. We aspire to meet the diverse needs of today's students while helping them to understand their roles in a changing, multicultural world through the study of language, literature, linguistics, and culture.

The Department set five goals in 2003: 1) to build a learning community, 2) to create and maintain quality programs, 3) to increase communication among faculty, staff, students, and alumni, 4) to improve community outreach and articulation, and 5) to increase enrollments and graduates in Modern Languages & Literatures. Progress toward meeting these goals was detailed in the last Program Performance Review (2008-2009). In order to elucidate the relationship between these five departmental goals and the University mission, goals, and strategies, we shall discuss our efforts during the current period under review in the context of the [CSUF Strategic Plan 2013-2018](#).

CSUF Strategic Plan Goals	Corresponding MLL Goals
Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.	<ul style="list-style-type: none"> • To build a learning community • To create and maintain quality programs • To increase communication among faculty, staff, students, and alumni • To improve outreach and articulation • To increase enrollments and graduates in Modern Languages & Literatures
Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.	<ul style="list-style-type: none"> • To build a learning community • To create and maintain quality programs • To increase enrollments and graduates in Modern Languages & Literatures
Goal 3: Recruit and retain a high-quality and diverse faculty and staff.	<ul style="list-style-type: none"> • To build a learning community • To create and maintain quality programs

Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.	<ul style="list-style-type: none"> • To improve outreach and articulation
--	--

As the table indicates, there is considerable overlap between the two sets of goals.

CSUF Goal 1: Our efforts to build a learning community characterized by regular interaction between faculty, staff, students, alumni, and other stakeholders align with the University’s prioritization of its curricular and co-curricular environment. MLL’s organizational structure fosters communication and collaboration across the department’s programs. Program coordinators representing Chinese, French, Japanese, Spanish and Portuguese, Vietnamese, and TESOL meet with the Chair for monthly Advisory Meetings to discuss budget, scheduling, staffing, enrollment, curriculum, recruitment, outreach, advising, assessment, College and University policies and initiatives, and other pertinent issues. All MLL faculty meet for monthly departmental meetings to participate in discussions and decisions following Robert’s Rules of Order and established voting procedures as outlined in our recently revised Department Policy Statements. Faculty also serve as members of standing departmental committees including Personnel, Curriculum, Outreach, General Education, and Commencement/Awards, as well as committees established for searches and other tasks. The Chair meets daily with staff to accomplish administrative assignments accurately, efficiently, and on time. To promote engagement, transparency, access, faculty governance, and consensus, we share agendas, minutes, assessment documents, and other meeting materials in Dropbox folders.

MLL disseminates information to permanent and adjunct faculty, staff, students, emeriti, alumni, and donors through our [web page](#), group-specific email distribution lists, the departmental Facebook page, PDF newsletters, and press releases and stories in local publications such as the *Orange County Register* and the *CSUF Daily Titan*. Our online presence is complemented by traditional means of communication including participation in promotional events and orientation sessions, flyers, posters, visits to classrooms, and word of mouth. Updated MLL outreach materials developed with Chris Salomone, H&SS Marketing Specialist, include business cards with QR codes linked to [Adobe Spark pages](#) that feature our programs.

With these communication resources and tools, MLL encourages the campus and neighboring communities to attend and participate in departmental activities. Student clubs representing Chinese, French, Japanese, Spanish, and TESOL, under the supervision of MLL faculty advisors, organize and sponsor scholarly talks, cultural presentations, and other events typically open to the public and free of charge. Each spring, our Conference on Literature, Culture, and Languages offers a professional setting for MLL undergraduate and graduate students across our programs to present original research. Subsequently, students may submit their papers for publication in our student journal, *Babelia*. The Department also sets aside part of our Miscellaneous Course Fee (MCF) funding to subsidize the registration and travel

expenses of MLL students attending and presenting at conferences organized by professional organizations in their respective academic disciplines. Such opportunities not only enhance the academic experiences of our students, but also teach them leadership and planning skills with vocational applications.

Many MLL students prepare for the workplace by participating in service learning and internships that fulfill course or degree requirements. Through Project SHINE, student volunteers help immigrants to improve their English speaking and writing. Students pursuing the International Business Concentration in Intercultural Management and the Spanish for Hispanic Media Certificate may complete approved internships in which they apply their skills in the target language by registering for our MLNG 495 course. The integration of experiential learning into our curriculum supports the University's objective of [ensuring that at least 75% of students participate in at least two high-impact practices before graduation.](#)

MLL's collaborations with International Business, Communications, and Health and Human Development reflect the Department's efforts to implement certificate programs and concentrations that respond to workforce needs and allow students to specialize in applied fields. We also continue to collaborate with Secondary Education to train teachers by offering state-approved Subject Matter Preparation Programs in French, Spanish, and English Language Development (ELD).

Clearly, MLL's mission and curriculum align with the University's goal of preparing students for participation in a global society. In addition to offering courses emphasizing language acquisition, literature, culture, and linguistics, we encourage our students to study abroad and provide advising to ensure that they continue to make progress toward the completion of degree requirements while off campus. During the period under review, MLL faculty have created and/or led study abroad programs in Brazil, Costa Rica, Japan, and Spain.

CSUF Goal 2: High-impact practices in MLL—curricular and extracurricular events, clubs, service learning, internships, and study abroad—contribute to student learning, retention, and graduation.

Supported by College funding, MLL elected a Success Coordinator in fall 2017. The position's duties include helping the Department to set annual retention and graduation goals and to identify the best pedagogical and advising practices to accomplish those goals. The Coordinator's plan is scheduled for completion in Spring 2018 and implementation in Fall 2018.

Our Department's approach to advising provides for continuity and supports retention and graduation by distributing advising and graduation check duties among those most familiar with our undergraduate programs and students, namely, tenured and tenure-track faculty. At the graduate level, programs select a Graduate Advisor to review applications and admit students, develop study plans, track student progress, supervise the comprehensive exams, and complete graduation checks. For all degrees,

program-specific advising forms and study plans are completed and saved online in Dropbox folders, allowing faculty advisors to access and share up-to-date and accurate information quickly and efficiently.

CSUF Goal 3: MLL complies with all recruitment policies and procedures as established by Human Resources, Diversity, and Inclusion (HRDI), including preparing and submitting a recruitment plan and job description for each potential search to the Dean's Office for approval and completing a matrix to ensure that all candidates receive due consideration. MLL elects members of the Department Search Committee (DSC) in accordance with approved guidelines in the recently updated MLL policy statements. Faculty chosen to serve on search committees attend training sessions about the recruitment process, conduct phone interviews with semifinalists, check references, and select and invite finalists for campus visits. Although the DSC sets the agenda for the visits, other departmental faculty are encouraged to participate by meeting with the finalists during meals or breaks and attending their professional talks and teaching demonstrations. As per our Policy Statements, the entire Department votes to endorse the DSC's hiring recommendations to the Dean.

MLL has transparent policies and a support system in place to welcome and retain new colleagues. Our recently revised and approved Department Personnel Standards clearly explain the requirements and expectations at each stage of the retention, tenure, and promotion (RTP) process. Junior faculty may request a departmental faculty mentor to assist with onboarding and answer questions that arise during the probationary period. To offset conference expenses and stimulate progress toward retention, tenure, and promotion, MLL uses departmental Operating Expense (OE) funds to supplement standard travel allocations for assistant and associate professors. Such resources help to assure new hires that their efforts during the probationary period will be supported and evaluated objectively according to established departmental criteria.

CSUF Goal 4: As detailed above, MLL leverages traditional and modern means to promote its programs and activities to target audiences including current students, alumni, emeriti, donors, and members of the local community. Regular newsletters written and distributed by the Chair and the option to donate to MLL online encourage charitable giving in support of initiatives such as our three new departmental scholarships.

Beginning in 2009, MLL participated in two U.S. Department of Education grants to underwrite the development of Vietnamese curriculum. Deliverables included an approved Vietnamese minor, course work that fulfills the Functional or Regional Specialization of the International Business, Concentration in Intercultural Management, B.A., and a proposal for a B.A. in Vietnamese, which was returned by the Office of the Chancellor with suggestions for revisions. MLL, in consultation with the H&SS Dean's Office, opted to delay resubmission of the proposal until such time as the Vietnamese minor establishes a history of strong enrollment sufficient to

sustain a major and our new tenure-track hire in Vietnamese has had an opportunity to become acclimated to our campus and to her role as Vietnamese coordinator.

Several MLL faculty have contributed to the National Resource Center for Asian Languages (NRCAL), established in 2014 and funded by a U.S. Department of Education grant. NRCAL promotes the teaching and learning of Asian languages including Chinese, Japanese, Korean, and Vietnamese through professional development workshops and collaboration with partner schools and the community.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).

The Dean's Summary Report and Recommendations from MLL's 2008-2009 program performance review concludes that our degree programs overemphasized teacher preparation at the expense of tracks and concentrations in other applied fields of study. This critique coincided with the national economic downturn that proved particularly harsh for the California public school system, with steady news of furloughs and pink slips discouraging students from pursuing teaching careers. In response to the Dean's comments and the reality of declining enrollment in the K-12 World Language Credential Program, MLL began to develop curriculum, course sequences, and certificate programs that address workplace needs for graduates fluent in the languages that we teach.

One such initiative, the Spanish for Hispanic Media Certificate Program, prepares students for careers in journalism and advertising for Hispanic readers, viewers, and consumers. A collaborative effort between MLL and the Department of Communications, the program consists of four, three-unit Spanish courses as well as an internship in which the student's knowledge of the target language and culture is utilized extensively. CSUF President Mildred García officially approved the program in December 2016, just one month after broadcaster Univision [announced the opening of a news bureau on our campus](#). The Spanish program plans to leverage this partnership by allowing students to satisfy the MLNG 495 internship requirement by participating in the production of the Spanish-language student news program "Al Día."

Our in-house Spanish for Health and Human Services Professions Certificate Program, in collaboration with the College of Health and Human Development, also responds to an identified need in the workplace. The program, which began in 2013, consists of a two-course sequence designed to prepare medical professionals to communicate with Spanish-speaking patients and customers.

As these examples show, the Spanish program has taken the lead in developing opportunities for students in applied fields other than teaching. The certificate

programs described above serve as models for MLL's other programs as we strive to meet the needs of our students and stakeholders. Similar offerings in Vietnamese and Korean would be logical pursuits given the proximity of sizeable communities of native speakers of those languages to our campus.

In order to accommodate our students' busy schedules, MLL has begun to develop and offer fully online courses. Most notably, the entire Portuguese program—two lower-division courses and five upper-division courses—has moved to a fully online mode of instruction. During the Fall 2017 semester, the Department piloted PORT 105: Introduction to Lusophone Culture and Language and PERS 101: Fundamental Persian-A. These asynchronous, five-unit courses satisfy requirements for General Education (GE) Category C.2: Introduction to the Humanities, offer many opportunities for students to interact with each other as well as with the instructors, meet all accessibility requirements, and feature authentic assessment including recorded individual presentations, scripted dialogs, and interviews, all while leveraging technology that is free to students and faculty, for example, Zoom video conferencing and YouTube Creator Studio. A third online course, PORT 325: Contemporary Brazilian Civilization, was offered in Fall 2017 but cancelled due to low enrollment (six students enrolled). In Spring 2018, MLL offered fully online and asynchronous sections of PORT 214: Intermediate Lusophone Culture and Language, PERS 102: Fundamental Persian-B, and PORT 310: Portuguese in the Business World. MLL will consider requesting that subsequent offerings of each online course that runs successfully be listed as [CourseMatch](#) courses, thereby generating funds for the Department while potentially increasing enrollment.

C. Identify the unit's priorities for the future.

MLL must endeavor to establish and grow its newer programs, including the Vietnamese minor, the online Portuguese minor, and the TESOL undergraduate certificate. To that end, we will continue to work with the College of Humanities and Social Sciences (H&SS), the Academic Advisement Center, the H&SS Student Success Center, and the H&SS Inter-Club Council to promote our courses, student organizations, and events. Currently, the Department participates in annual on-campus events such as H&SS Welcome Day, the Graduate School Expo, Welcome to Fullerton Day, and the National Resource Center for Asian Languages (NRCAL) World Language Day. MLL faculty and students collaborate to organize guest lectures, cultural performances, and conferences, including the annual Student Conference on Literature, Culture, and Languages. Moreover, the Department sends representatives to meetings of the CSU World Language Council each semester to participate in discussions and share information about our activities. In addition to enhancing these efforts, MLL aspires to expand its outreach in the communities that the University serves by developing its relationships with local high schools, civic groups, chambers of commerce, and other stakeholders.

MLL also must diversify its existing programs by updating curriculum and creating options that appeal to students while supporting desired student learning outcomes.

Regular curricular reviews within MLL programs will foster currency, and initiatives such as the Spanish for Hispanic Media Certificate and the Spanish for Health and Human Services Professions Certificate will inform the Department's ongoing effort to develop courses in applied fields.

The Department will prioritize increasing access to our programs by developing existing and new courses for fully online and/or hybrid instruction. In particular, MLL will focus on our five-unit, 100-level courses, which can prove difficult to house when taught face-to-face given their large enrollments and long meeting times relative to our three-unit courses. By creating online sections to complement concurrent F2F offerings, the Department will help to alleviate the campus-wide classroom crunch, increase its flexibility with regard to the possibility of opening additional sections of high-demand courses on short notice, eliminate schedule conflicts for students and faculty, and attract enrollment beyond CSUF. PERS and PORT courses approved for online instruction will serve as models for other MLL programs. To date, faculty have begun to develop online versions of courses in SPAN and TESOL.

In addition to creating hybrid and fully online courses, MLL will accommodate students by expanding meeting patterns for face-to-face courses. Most of our courses meet twice per week, either Monday/Wednesday or Tuesday/Thursday. For several semesters, however, the Spanish program has offered courses necessary to fulfill 300-level requirements for the Spanish minor and major on a Friday-only schedule, with substantial success. The Department will look to build on that success in other programs by considering running additional face-to-face courses on Fridays and/or Saturdays.

The Department must find curricular solutions to address problems that result from the pronounced disparity between enrollment of heritage and non-heritage students in our CHIN and VIET programs. Both of these programs benefit from strong heritage student enrollment, but struggle to enroll the minimum number of students to run courses designed for non-heritage speakers. Therefore, coordinators will work with the Chair to develop individual courses with embedded tracks for both heritage and non-heritage speakers, administered through supplementary online components, peer-to-peer tutoring, and other means.

The initiatives described above will contribute to the fundamental goal of increasing the number of students pursuing a major, minor, or certificate in MLL. The Department will promote its programs bearing in mind Executive Order 1100, issued by the CSU Chancellor's office in Fall 2017, which allows students to fulfill General Education requirements in their majors. This double counting, however, does not reduce the minimum numbers of units (120) required to complete a Bachelor's degree. Therefore, the Department will encourage students to consider a minor or second major in MLL using the units that otherwise would have been allocated to fulfillment of GE requirements.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc.).

Not applicable.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

MLL has seen substantial curricular changes since 2008. The Spanish and Portuguese program added the Chicana-Chicano track for its Master's degree, the two-course sequence leading to the Spanish for Health and Human Services Professions in-house certificate, and the Spanish for Hispanic Media certificate. Additionally, the entire Portuguese curriculum was redesigned and approved for fully online instruction. A new variable topic in Spanish linguistics, SPAN 480T, was submitted for review and, if approved, will add four courses as options for students pursuing the Spanish BA and MA.

TESOL added an undergraduate certificate program and the state's only Subject Matter Preparation Program (SMPP) in ESL.

The Foreign Language Education (FLED) Program for students pursuing a World Language K-12 teaching credential moved from MLL to the Department of Secondary Education. Nevertheless, the French and Spanish Bachelor's programs retain their status as state-approved Subject Matter Preparation Programs (SMPP), which exempts students who complete designated courses within the degree programs from the related California Subject Examinations for Teachers (CSET).

Vietnamese added a minor.

At the behest of the Chancellor's Office, the International Business Program restructured its language concentrations in Chinese, French, Japanese, Portuguese, and Spanish to address "hidden units," that is, lower-division prerequisites not tallied in the degree unit count that nevertheless may be necessary for some students to achieve language proficiency commensurate to that needed for upper-division course work. The new IB Concentration in Intercultural Management continues to accept MLL courses to satisfy degree requirements, but also offers students business courses taught in English as options to complete the concentration. Given the recency of the change and the grandfathering of students in the original IB tracks, the Department cannot yet determine the long-term effect of the new concentration with regard to enrollment. However, for smaller programs that have depended on IB as a feeder—

namely, Chinese, French, and Portuguese—MLL is justifiably concerned and will look to mitigate potential loss of students.

Discontinuance of the French MA, German MA, and German BA occurred in 2009. The German minor was suspended and slated for discontinuance in 2016.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

French BA

For incoming students with no prior experience or course work in French, the Bachelor of Arts in French consists of 56 units: 20 units of lower-division (e.g. 100- and 200-level) French course work, plus 36 units of upper-division (e.g. 300- and 400-level) course work, including the upper-division English writing requirement (MLNG 301). Depending on prior experience, course work, and/or demonstrated proficiency in the language, some or all lower-division course work may be waived following consultation with, and placement by, an advisor.

Lower-Division Courses	
FREN 101	Fundamental French A (5 units)
FREN 102	Fundamental French B (5 units)
FREN 203	Intermediate French A (3 units)
FREN 204	Intermediate French B (3 units)

The French BA program provides breadth and depth by distributing its upper-division requirements across four main categories: advanced language training, culture, linguistics, and literature. Students must complete at least one course focusing on French literature (FREN 470, FREN 471, or FREN 472), a senior seminar that serves as a capstone course (FREN 485), and a three-unit, 400-level FREN elective of their choice. Majors in each of the Department’s BA programs satisfy CSUF’s upper-division English writing requirement by completing MLNG 301. Instruction is scaffolded as students advance from 300- to 400-level courses to facilitate their progress.

Upper-Division English Writing Requirement (3 units)		
Course	Units	
MLNG 301	Writing in an Intercultural Context	3
Language (6 units)		
Course	Units	
FREN 307	Advanced Grammar and Composition	3
FREN 308	Advanced Grammar and Composition	3
FREN 310	French in the Professional World	3

FREN 408 Advanced Writing	3
Culture (6 units)	
Course	Units
FREN 315 Origins of Modern France	3
FREN 325 Contemporary French Civilization	3
FREN 311 French for International Business*	3
FREN 407 French Film	3
FREN 435 Topics in French/Francophone Culture	3
Linguistics (6 units)	
Course	Units
FREN 300 Advanced Oral Expression and Phonetics	3
FREN 409 Techniques of French-English Translation	3
FREN 466 Introduction to French Linguistics	3
Literature (9 units)	
Course	Units
FREN 375 Explorations in Literature	3
FREN 470 Literature and Power	3
FREN 471 Literature and the Human Psyche	3
FREN 472 Philosophical Explorations in Literature	3
Seminar (3 units)	
	Units
FREN 485 Senior Seminar in French Studies	3
Electives (6 units)	
Course	Units
Six additional 400-level, adviser-approved units from the language, linguistics, culture and literature categories above.	6

Japanese BA

For incoming students with no prior experience or course work in Japanese, the Bachelor of Arts in Japanese consists of 56 units: 20 units of lower-division (e.g. 100- and 200-level) Japanese course work, plus 36 units of upper-division (e.g. 300- and 400-level) course work, including the upper-division writing requirement (MLNG 301).

Depending on prior experience, course work, and/or demonstrated proficiency in the language, some or all lower-division course work may be waived.

Of the upper-division units, nine units are electives. In addition, students choose six units from each of the following categories: language, culture, literature, and linguistics.

Within each category, we offer courses with varying foci. For the language category, we have two four-skill courses (JAPN 305 and 306), two courses on business Japanese (JAPN 310 and 311), and three courses with a specific focus (JAPN 307 for speaking and JAPN 308 and 408 for writing). For the culture category, we offer both an ancient to pre-modern culture course (JAPN 315) and a modern culture course (JAPN 316). We also have a course on film (JAPN 450) as well as a course on variable topics in order to accommodate students' interests. The literature category has a range similar to the culture category. We offer a course on classical Japanese literature (JAPN 420) as well as courses on modern literature (JAPN 375 and 440) in addition to courses on

variable topics. For the linguistics category, we offer three courses that encompass various subfields, such as phonetics and phonology (JAPN 466), syntax and semantics (JAPN 468), and dialectology and socio-linguistics (JAPN 467).

These requirements allow students to continue to develop their language skills while they are introduced to a wide range of issues related to Japanese language and culture. In addition, students are able to deepen their knowledge in the field of their choice through elective courses.

Spanish BA

For incoming students with no prior experience or course work in Spanish, the Bachelor of Arts in Spanish consists of 58 units: 22 units of lower-division (e.g. 100- and 200-level) Spanish course work, plus 36 units of upper-division (e.g. 300- and 400-level) course work, including the upper-division English writing requirement (MLNG 301). Depending on prior experience, course work, and/or demonstrated proficiency in the language, some or all lower-division course work may be waived following consultation with, and placement by, an advisor. Lower-division course work for native/heritage speakers of Spanish includes SPAN 202 and SPAN 214 only.

Lower-Division Courses (Non-native speaker track)	Lower-division courses (Heritage learner track)
SPAN 101 Fundamental Spanish-A (5 units)	SPAN 202 Spanish for Spanish Speakers (3 units)
SPAN 102 Fundamental Spanish-B (5 units)	SPAN 214 Intermediate Composition (3 units)
SPAN 105 Intensive Review of Fundamental Spanish (5 units, equivalent to SPAN 101 + SPAN 102)	
SPAN 203 Intermediate Spanish-A (3 units)	
SPAN 204 Intermediate Spanish-B (3 units)	
SPAN 213 Intermediate Conversation (3 units)	
SPAN 214 Intermediate Composition (3 units)	

The Spanish BA program provides breadth and depth by distributing its upper-division requirements across four main categories: advanced language training, culture, linguistics, and literature. Students must complete at least one course focusing on Peninsular literature (SPAN 430 or SPAN 461), at least one course focusing on Spanish American literature (SPAN 440 or SPAN 441), a senior seminar that serves as a capstone course (SPAN 475T or SPAN 485T), and a three-unit, 400-level SPAN elective of their choice. Majors in each of the Department's BA programs satisfy CSUF's upper-division English writing requirement by completing MLNG 301.

Instruction is scaffolded as students advance from 300- to 400-level courses to facilitate their progress.

Upper-Division English Writing Requirement (3 units)	
Course	Units
MLNG 301 Writing in an Intercultural Context	3
Language (6 units)	
Course	Units
SPAN 301 Advanced Grammar and Composition	3
SPAN 400 Advanced Writing	3
Culture (6 units)	
Course	Units
SPAN 315 Introduction to Spanish Civilization	3
SPAN 316 Introduction to Spanish-American Civilization	3
Linguistics (6 units)	
Course	Units
SPAN 467 Spanish Morphology and Syntax	3
SPAN 466 Spanish Phonology and Dialectology or SPAN 468 Spanish/English Bilingualism and Language Contact	3
Literature (9 units)	
Course	Units
SPAN 375 Introduction to Literary Forms	3
SPAN 430 Spanish Literature to Neoclassicism or SPAN 461 Spanish Literature Since Neoclassicism	3
SPAN 440 Spanish-American Literature to Modernismo or SPAN 441 Spanish-American Literature Since Modernismo	3
Seminar (3 units)	
Course	Units
SPAN 475T Senior Seminar: Topics in Spanish Peninsular Literature or SPAN 485T Senior Seminar: Topics in Spanish-American Literature	3
Electives (3 units)	
Course	Units
(Upper-division SPAN course not previously taken: 406, 407, 408, 430, 440, 441, 461, 466, 468, 475T, 485T)	3

Spanish MA

The Master of Arts in Spanish consists of 30 units distributed across three categories: linguistics, Peninsular literature, and Spanish-American literature.

Linguistics (6 units)	
Course	Units
SPAN 500 Graduate Seminar: Advanced Structure and Style	3
SPAN 530 Graduate Seminar: Historical Linguistics	3
Peninsular Literature (6 units)	
Course	Units
SPAN 556 Graduate Seminar: Spanish Poetry	3
SPAN 571 Graduate Seminar: Spanish Prose and Narrative Fiction	3
SPAN 575 Graduate Seminar: Spanish Drama	3

Spanish-American Literature (6 units)	
	Units
SPAN 557 Graduate Seminar: Spanish-American Poetry	3
SPAN 567 Graduate Seminar: Spanish-American Novel	3
SPAN 576T Graduate Seminar: Hispanic Topics	3
Electives (12 units)	
Course	Units
Any combination of 400-level (SPAN 430 or higher) or 500-level SPAN courses, selected in consultation with the Spanish Graduate Advisor	12

Students may choose the Chicana/Chicano Studies Concentration, which reallocates the 12 Elective units as follows:

Required Courses (9 units)	
	Units
CHIC 450 Seminar in Contemporary Chicana/o Issues	3
CHIC 500 Chicana/o Studies Paradigms and Traditions	3
SPAN 468 Spanish/English Bilingualism and Language Contact	3
Elective (3 units)	
Course	Units
Any of the following SPAN courses, selected in consultation with the Spanish Graduate Advisor: SPAN 440, SPAN 441, SPAN 466, SPAN 467, SPAN 485T	12

In addition to course work, all students must complete a comprehensive written exam consisting of three separate tests: Linguistics, Peninsular literature, and Spanish-American literature.

C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree.

French BA

According to the data, demand for the French BA among first-time freshmen has been consistent during the review period, yet admissions and enrollment have not kept pace with the number of applicants. On average, admission percentage rates rank in the high 70's-mid 80's except for AY 2015-2016 and AY 2016-2017, which mark a drop to the low 40's.

For upper-division transfer students, AY 2010-2011 marked a record high for the number of applicants to the French program (29). AY 2011-2012 marked a record 100% admission rate. Since AY 2014-2015, the rates have been consistent with a high 30% ratio, although it remains difficult to establish trends with relatively small numbers of applicants.

As Table 2-A shows, overall enrollment in lower- and upper-division French courses falls between 19-35 FTES per semester during the period under review. French majors in lower-division courses constitute only 0.2 to 1.2 FTES, meaning that most

students take the 100- and 200-level courses for other reasons, such as to fulfill General Education Category C.2 and/or to satisfy prerequisites for the French minor or the International Business Concentration. There appears to be an increasing, albeit less pronounced, disparity between UDFTES and UDFTES by Majors Only, which suggests that greater than half of the students in upper-division French courses are enrolled to fulfill General Education Category C.3, requirements for the minor, or the IB concentration.

Table 3-A indicates that first-time freshmen who graduate in the major tend to complete the degree in four-five years.

Japanese BA

The number of freshmen admitted to the Japanese program has varied from nine to 25 during the review cycle. The percentage of applicants admitted has decreased in the last two years (from highs of 88.5% in AY 2011-2012 and AY 2013-2014 to 50% in AY 2015-2016 and 53.7% in AY 2016-2017). The admittance rate for transfer students greatly varies from year to year (31.2%-85.7%), as does the number of transfer students enrolled (from three to 18).

Relative to MLL's other BA programs, graduation rates in Japanese were lower. Of first-time freshmen admits, more than half graduated in the major twice during the review period. The success rate is higher among transfer students, although some graduate in other majors.

Spanish BA

According to the data, demand for the Spanish BA among first-time freshmen has increased, yet admissions and enrollment have not kept pace with the number of applicants. AY 2010-2011 marked an eight-year low for applicants (53) and new majors (3 enrolled), although 39 (73.6%) were admitted. The number of applicants increased in subsequent years, including 99 in AY 2015-2016 and an eight-year high of 142 in AY 2016-2017. Those two years, however, had the lowest admission rates during the review period—32.3% and 43.0%, respectively—resulting in stagnation with regard to the number of new majors enrolled. Standardizing the percentage of qualified first-time freshmen applicants admitted, as opposed to capping the number of admits regardless of the number of applicants, likely would increase enrollment in the BA program, as would, of course, retaining a higher percentage of those applicants who are admitted.

For upper-division transfer students, 2009-2010 marked an eight-year low for applicants to the Spanish BA (33); the subsequent AY, 2010-2011, marked an eight-year high (95 applicants). Otherwise, the number of applicants from 2011-2012 to 2016-2017 was consistent, ranging from 62-69. Similarly, the number of enrollees tended to hold steady despite fluctuating admission percentages. AY 2016-2017 marked an eight-year low for number and percent enrolled—13 and 31.7%, respectively—following relatively poor numbers in the same categories in AY 2015-2016 (15, 40.5%). It

remains to be determined if these numbers are aberrations or if they represent a trend of diminishing enrollment among transfer students.

As Table 2-A shows, overall enrollment in lower- and upper-division Spanish courses tends to fall between 75-85 FTES per semester. Spanish majors in lower-division courses constitute only 1.5-3.3 FTES, meaning that most students take the 100- and 200-level courses for other reasons, such as to fulfill General Education Category C.2 and/or to satisfy prerequisites for the Spanish minor, Spanish for Hispanic Media Certificate, Spanish for Health and Human Services Professions Certificate, or the International Business Concentration. There appears to be an increasing, albeit less pronounced, disparity between UDFTES and UDFTES by Majors Only, which suggests that greater than half of the students in upper-division Spanish courses are enrolled to fulfill General Education Category C.3 or requirements for the minor, one of the certificates, or the IB concentration.

Table 3-A indicates that first-time freshmen who graduate in the major tend to complete the degree in four-five years, whereas those who take six-seven years increasingly graduate with a major other than Spanish. Among transfer students, most complete the degree in year three and graduate as Spanish majors (61.9%-73.3%). Our forthcoming Student Success Plan must address retention of first-time freshmen in the Spanish major as well as ways to improve two- and four-year graduation rates for transfer students and first-time freshmen, respectively. It should be noted, however, that a significant number of Spanish students require an extra year because they are studying part-time; others delay their graduation to take prerequisites for the K-12 credential program and/or courses that can be transferred to the Spanish MA.

Spanish MA

Table 5 shows a slight drop in demand for the Spanish MA in AY 2014-2015 and 2015-2016 in terms of the number of applicants to the program. AY 2016-2017 marked an eight-year low for number of applicants (9), number enrolled (5), FTES (8.4), and overall enrollment (22). By Fall 2017, however, enrollment had rebounded to 32 students, a total comparable to cohorts in most other years under review. Ideally, the number will continue to rise to ensure healthy enrollment in our 500-level SPAN courses.

Table 7 indicates that most students who complete the degree do so in four years or fewer, an appropriate length of time given the program's course work and exam requirements. During the period under review, graduation rates have ranged from 40% to 64.3%. Assessment data (Section III, below) indicates a 75% or greater "pass" rate on comprehensive exams for students who complete course work for the degree. In addition, students who fail one or more exams may make a second attempt. Therefore, a considerable amount of the attrition from the program occurs prior to the exam phase, and factors such as financial hardship no doubt play a role.

D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.

French BA

Table 9 illustrates the consistency of the French program's FTEF, actual FTES, and consequently, its SFR during the period under review. Overall, the program has maintained a 2.5 FTEF. The program exceeded its FTES target in most years during the review period and is on pace to do so again this year.

Japanese BA

Since the last review cycle, a growing number of students have registered for lower-division courses. Because of the high demand, we started to offer JAPN 101 every semester, instead of every fall. We have also added one extra section of JAPN 101 (fall semester) and of JAPN 102 (spring semester). These extra course offerings have been supported by hiring an additional tenure-track faculty member.

In terms of upper-division courses, many of the 300-level courses are generally well enrolled, because several of these courses also satisfy GE requirements in addition to major and minor requirements. Exceptions are JAPN 310 and 311. The target of these courses are students whose major is International Business with a Concentration in Japanese. Since the program has been restructured by the College of Business, enrollment has decreased.

The enrollment of 400-level courses has gradually decreased as well. Since these courses are generally only for Japanese majors, the decrease in students who major in Japanese resulted in lower enrollment.

The UDFTES by majors only shows such a shift. Because some of our upper-division courses that satisfy GE Category C.3 are well enrolled (JAPN 315, 316, and 390), the overall UDFTES has not changed drastically. However, the UDFTES by majors only has decreased in the last three academic years (6.5, 6.8, and 7.5).

Spanish BA

Table 9 illustrates the consistency of the Spanish and Portuguese program's FTEF, actual FTES, and consequently, its SFR during the period under review. Overall, the program has seen its FTEF increase from 10.9 in AY 2009-2010 to 13.2 in 2016-2017. The program exceeded its FTES target (currently 173) in four of the years under review and is on pace to do so again this year. As discussed at length in Section IV, however, this has been achieved with an increasing reliance on adjunct faculty whose assignments do not include advising and service obligations. As a result, there are now fewer permanent faculty to share a greater administrative burden than there were at the beginning of the review period.

Spanish MA

The Fall 2017 enrollment of 32 is sufficient to constitute a community of scholars to conduct the program. An increase to the current cohort, however, would produce more demand for our 500-level SPAN courses, thus helping the program to meet or exceed its overall target. Were the number of students to fall below 30, some graduate courses would be at risk of cancellation due to low enrollment. This would alter study plans and course rotations and, potentially, lengthen time to degree for some students.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C.

French BA

The French program plans to continue to update the curriculum and create options that appeal to students while supporting desired student learning outcomes. Such options include the offering of hybrid/online courses in particular in lower-division courses (FREN 101). Online/hybrid options will minimize schedule/housing issues and will free up units for part-timers while reducing co-teaching options, which turn out to be challenging both for students and instructors/coordinators.

In addition to creating hybrid and fully online courses, the French program will accommodate students by expanding meeting patterns for face-to-face courses. Most of our courses meet twice per week, either Monday/Wednesday or Tuesday/Thursday, but Friday options have also been discussed, especially for lower-division courses or upper-division courses meeting once a week.

The initiatives described above will contribute to the fundamental goal of increasing the number of students pursuing a major or minor in the French program. The French Program will encourage students to consider a minor or second major in MLL using the units that otherwise would have been allocated to fulfillment of GE requirements.

Regarding outreach activities, the French program will continue to work in close collaboration with the College of Humanities and Social Sciences (H&SS), the Academic Advisement Center, the H&SS Student Success Center, and the H&SS Inter-Club Council to promote our courses, student organizations, and events. Currently, the French Program participates in annual on-campus events such as H&SS Welcome Day, the Graduate School Expo, and Welcome to Fullerton Day. French students collaborate to organize guest lectures, cultural performances, and conferences, including the annual Student Conference on Literature, Culture, and Languages.

Between 2009-2017, the French Program has maintained a very active collaboration with institutions such as COLCOA (French Film Festival), The Newport Beach Film Festival, the Los Angeles Opera House, The Noise Within Theater, and Norton Museum of Art in Pasadena, as well as The Getty Center in Malibu.

Japanese BA

We do not plan to change our curriculum in the short term. However, we wish to offer four core lower-division courses (JAPN 101, 102, 203, 204) every semester, rather than once a year. Currently, JAPN 101 is the only course offered every semester. Since the subsequent courses are not necessarily offered in the following semester, those who wish to continue with their language study must wait a semester in order to take the higher level courses. This does not help our students to maintain their language skills or graduate in a timely manner.

In addition, we wish to offer a MA program in the long run. The MA program would most likely focus on skills in demand in the workplace, such as translation and interpretation.

Spanish BA

In the short term, the program will introduce four new SPAN 480T variable topic linguistics courses into the course rotation as options to satisfy the Senior Seminar and/or Elective requirement for the major. Additionally, the program will revise the list of topics for SPAN 475T and SPAN 485T to eliminate redundancies and add new, and more contemporary, topics of interest. These efforts will coincide with more strategic advising so that students can choose the senior seminar and elective course best aligned with their academic and career goals. For example, students interested in pursuing translation and interpretation would be advised to take SPAN 480T as their capstone course and SPAN 468 as an elective, whereas students desiring to pursue doctoral studies in literature would be advised to take SPAN 475T or SPAN 485T as their capstone course and SPAN 430, 440, 441, or 461 as an elective.

A long-term goal for the program is to formalize a translation and interpretation track as an option for the BA, although accomplishing such a goal depends upon recruiting faculty qualified to create and teach such courses.

Spanish MA

In the short term, the four new SPAN 480T variable topic courses will be introduced as elective options for the traditional MA study plan.

Long-term goals include formalizing a thesis option either as a substitute for, or complement to, the comprehensive exams, and adding PORT 105 and PORT 214 or equivalent proficiency as degree requirements. The Spanish and Portuguese program approved intermediate Portuguese proficiency as an MA requirement several years ago, but delayed implementation because many graduate students can register only for evening classes. Now that the courses are offered online, all students can access them.

F. Include information on any Special Sessions self-support programs offered by the department/program.

Not applicable.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

A. Describe the department/program assessment plan (e.g. general approach, timetable, etc.) and structure (e.g. committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

The French, Japanese, and Spanish BA programs share a set of five Student Learning Outcomes (SLOs). Each academic year, these programs assess one SLO using select assignments from capstone courses/senior seminars. At the beginning of the academic year, program coordinators decide during an MLL Advisory Meeting which SLO will be assessed across the three programs, then consult with faculty in their respective programs to determine which courses and assignments will be used. Following a calibration session, two faculty in each program evaluate collected student work samples using a holistic rubric specific to the SLO, rating the samples as “Exemplary,” “Satisfactory,” or “Unsatisfactory.” The assessment objective for the SLO is considered to have been met if 75% or greater of student work samples rate as “Satisfactory” or above. Program coordinators compile results and anonymous student samples—at least one for each rating category—and forward the data to the Chair, who subsequently submits assessment reports online to the Office of Assessment and Educational Effectiveness using Compliance Assist. This assessment plan began in AY 2014-2015.

The Spanish MA program has three Student Learning Outcomes. Each academic year, the program assesses one SLO using comprehensive exams. Following a calibration session, two faculty in each exam area—Peninsular literature, Spanish American literature, and Linguistics—evaluate exams using a holistic rubric specific to the SLO. The assessment objective for the SLO is considered to have been met if 75% or greater of exam responses rate as “Satisfactory” or above. The Spanish MA advisor compiles results and anonymous student samples—one for each rating category—and forwards the data to the Chair, who subsequently submits an assessment report online to the Office of Assessment and Educational Effectiveness using Compliance Assist. This assessment plan began in AY 2015-2016.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

The SLOs for our French, Japanese, and Spanish BA programs are:

1. Synthesize varying critical perspectives and distinguish among them using appropriate terminology.

2. Formulate sound arguments and support them with appropriate evidence and frames of reference (e.g. linguistic, literary, historical, political, economic, etc.).
3. Analyze language as a system and as a tool for communication as well as recognize discrete language segments and their historical development.
4. Identify historical and cultural trends as well as their role in shaping cultural expressions.
5. Communicate orally and in writing in the target language in an effective and culturally appropriate manner, in a variety of academic, social, and professional circumstances.

The SLOs for the Spanish MA program are:

1. Formulate and sustain sound, original arguments and support them with compelling evidence and appropriate frames of reference (e.g. linguistic, literary, historical, political, economic, etc.).
2. Identify historical, cultural, and linguistic trends as well as their role in shaping language and cultural expressions.
3. Effectively use the target language and appropriate terminology from the field in academic and professional settings to explain concepts of a varying degree of complexity both orally and in writing.

All programs in MLL use direct methods for assessment reporting. Results are summarized by SLO in the tables below.

BA SLO # 1 (Assessed AY 2015-2016)							
Program	Student Work Chosen for Assessment	Number of Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)
FREN BA	Final Research Paper and Oral Presentation	7	4	3	0	100	Y
JAPN BA	Final Research Paper and Oral Presentation	8	3	4	1	87.5	Y
SPAN BA	Final Research Paper	23	4	14	5	78	Y

BA SLO # 2 (Assessed AY 2016-2017)							
Program	Student Work Chosen for Assessment	Number of Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)

FREN BA	Final Research Project	6	1	4	1 (not submitted)	83	Y
JAPN BA	Final Research Paper and Oral Presentation	14	3	9	2	85.7	Y
SPAN BA	Final Research Paper	26	7	14	5	80.76	Y

BA SLO # 5 (Assessed AY 2014-2015)							
Program	Student Work Chosen for Assessment	Number of Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)
FREN BA	Final Research Paper	10	3	7	0	100	Y
JAPN BA	Final Research Paper	8	2	5	1	87.5	Y
SPAN BA	Final Research Paper	30	13	14	3	90	Y

BA SLO # 3 will be assessed in the current academic year (2017-2018). BA SLO # 4 is scheduled to be assessed in AY 2018-2019.

MA SLO # 2 (Assessed AY 2015-2016)							
Program	Student Work Chosen for Assessment	Number of Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)
SPAN MA	Comp Exams	48	5	32	11	77	Y

MA SLO # 3 (Assessed AY 2016-2017)							
Program	Student Work Chosen for Assessment	Number of Samples Assessed	Exemplary	Satisfactory	Unsatisfactory	% of Exemplary + Satisfactory	Assessment met (Y/N)
SPAN MA	Comp Exams	40	5	25	10	75	Y

MA SLO # 1 will be assessed in the current academic year (2017-2018).

- C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.**

All programs aspire to reduce the number of “Unsatisfactory” student work samples, increase the “Exemplary” samples, and diversify the types of assignments and courses in which they conduct assessment in order to develop a more representative and reliable picture of overall student achievement. To that end, future assessment may focus on assignments that include both written and oral components and consider samples from two or more courses in each program per cycle.

In order to sustain and improve success in undergraduate programs, faculty have met to identify best practices for implementation across the curriculum. These include envisioning and teaching capstone projects and research papers as a series of steps, guiding students through the entirety of the process, providing explanatory assignment sheets and evaluation rubrics in advance, and including opportunities for structured, purposeful peer review. By virtue of collecting samples of differing quality for assessment, faculty now have a collection of examples to share with students during instruction to provide them a more concrete idea of how they will be evaluated.

At the graduate level, Spanish faculty have discussed listing potential exam topics and themes on graduate course syllabi and deliberately addressing the topics and themes during class discussions in order to help to prepare students for the types of questions and prompts that they will encounter on the comprehensive exams. Moreover, the assessment results have led Spanish faculty to consider restructuring the MA program to provide a thesis option in place of the exams.

D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

The Department considers indicators such as graduation rate, number of students attending graduate or professional school, and job placement rates as evidence of effectiveness, but does not maintain or study statistics in these areas. MLL does, however, feature bios of successful graduates in its promotional materials. Moreover, the Spanish program holds an annual event during which alumni return to campus to speak with current students about how they have used their degrees in the workplace.

E. Many department/programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

The Department’s online courses deemphasize traditional testing in favor of project- and portfolio-based assessment. Students engage in authentic communicative tasks with written and oral components, such as individual and group presentations, scripted dialogs, and oral interviews. Assignments are recorded and submitted with

synchronized subtitles, permitting evaluation of students' speaking and writing proficiency.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g. new hires, retirements, FERPs, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor)

Since the last program review, FTEF allocated to MLL has increased from 25.0 to 28.10. During the same period, the total of tenured, tenure-track, and FERPs remained at 16.5, while the number of full-time lecturers decreased from 4.0 to 1.0.

Academic Year	Tenured	Tenure Track	FERP at 0.5	Full-Time Lecturers	Part-Time Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budget SFR
2007-2008	11	4	1.5	4	32	25.0	408	408.3	16.3
2017-2018	11	5	0.5	1	36	28.10	448.10	491.88	15.9

The AY 2017-2018 tally of tenured faculty includes Sandra Pérez, Professor of Spanish and Portuguese, who was appointed Director of the University Honors Program in 2015 and has not had teaching and service duties to MLL since. Therefore, the Department is operating with 15.5 tenured, tenure-track, and FERP faculty, fewer than in 2008.

Of the 17 tenured, tenure-track, and FERP faculty, five are assistant professors, two are associate professors, and 10 are full professors.

Despite an overall increase in FTES target of 40.10 since 2008, new hires during the period under review have not kept pace with retirements and reassignments.

Retirements/Reassignment	New Hires
Ron Harmon, SPAN/PORT, concluded FERP in 2010	James Hussar, SPAN/PORT, hired in 2008
Michele Druon, FREN, concluded FERP in 2011	Enric Mallorquí-Ruscalleda, SPAN/PORT, hired in 2013
Marjorie Tussing, GRMN, concluded FERP in 2011	André Zampaulo, SPAN/PORT, hired in 2014
C. George Peale, SPAN/PORT, concluded FERP in 2013	Eric Carbajal, SPAN/PORT, hired in 2015

Pilar Valero-Costa, SPAN/PORT, concluded FERP in 2015	Satoko Kakihara, JAPN, hired in 2015
Sandra Pérez, SPAN/PORT, appointed to HONR in 2015	Linh Nguyen, VIET, hired in 2016
Cheryl Zimmerman, TESOL, concluded FERP in 2016	
Lydia Vélez, SPAN/PORT, concluded FERP in 2017	
Jan Eyring, TESOL, concluded FERP in 2017	
Josefina Hess, SPAN/PORT, entered FERP in 2017	

To some extent, the loss of tenure lines in French and German has been mitigated by the discontinuance or suspension of programs—the French MA and the German MA, BA, and minor—in those areas. In TESOL, the Department received permission to hire a full-time lecturer, Dan Rueckert, for AY 2016-2017 and AY 2017-2018, following the conclusion of Cheryl Zimmerman’s participation in the FERP and Jan Eyring’s start to the same program; TESOL also had a tenure-track search approved to run in Fall 2017 for a position to begin in August 2018. The Spanish program, however, has seen the number of tenured and tenure-track faculty decrease even as it has expanded its offerings. Moreover, several SPAN faculty hold administrative or service positions that reduce their 12-unit per semester teaching load, and another, Josefina Hess, teaches six units per semester as a FERP participant.

Faculty	Position	Reassigned MLL Teaching Units During AY
Sandra Pérez	Director, University Honors Program	24 of 24
James Hussar	Chair, MLL	18 of 24
Reyes Fidalgo	Spanish Program Coordinator, Member of University Faculty Personnel Committee (FPC)	9 of 24
Juan Ishikawa	Latin American Studies Coordinator, Spanish Graduate Advisor	6 of 24
André Zampaulo	MLL Student Success Coordinator	3 of 24

As tenured SPAN faculty retire without tenure-track replacements, and others accept administrative and service roles, course assignments to part-time instructors increase. In Fall 2017, for example, part-time faculty taught 20 of 33 SPAN courses (60%), including all 100-level courses and a significant number of upper-division

and graduate courses. With fewer tenured and tenure-track faculty teaching courses, advising students, developing curriculum, and serving on committees, the feasibility of ensuring and maintaining consistency and quality of instruction across multiple degree and certificate programs diminishes.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

The Department intends to resubmit its request to run a tenure-track search in Contemporary Spanish-Peninsular with a Cultural Studies focus. An earlier search was initiated but cancelled in Fall 2016; MLL's request to run the search again in Fall 2017 was not approved. The tenure line is necessary not only to sustain our existing programs and courses, but also to maintain currency with the discipline's shift toward cultural studies.

Consistent with CSUF Strategic Plan Goal 1, "Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs," MLL hopes to hire faculty with experience in translation and interpretation to develop and teach in potential new tracks in those areas.

C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

During the Fall 2017 semester, part-time faculty taught 48 of 89 MLL courses (54% overall). Four courses were taught by a full-time lecturer; therefore, only 37 courses (42% overall) were taught by tenured, tenure-track, and FERP faculty. Part-time faculty who teach lower-division courses with multiple sections generally share a common syllabus and curriculum, whereas part-time faculty hired to teach stand-alone, upper-division courses often write their own syllabi in consultation with the program coordinators and/or Chair. MLL does not have student assistants involved in teaching and curriculum.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Not applicable.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

Our Department's approach to advising provides for continuity and supports retention and graduation by distributing advising and graduation check duties among those most familiar with our undergraduate programs and students, namely, tenured and tenure-track faculty. At the graduate level, programs select a Graduate Advisor to review applications and admit students, develop study plans, track student progress, supervise the comprehensive exams, and complete graduation checks. For all degrees, program-specific advising forms and study plans are completed and saved online in Dropbox folders, allowing faculty advisors to access and share up-to-date and accurate information quickly and efficiently.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

The Department's Annual Spring Conference on Literature, Culture, and Languages features presentations of original undergraduate and graduate research representing all programs in MLL. The event has provided many students with their first conference experience and prepared them to present at conferences organized by professional associations. In conjunction with the event, MLL publishes select papers in its student journal, *Babelia*. The Department covers all conference and publication costs using our Miscellaneous Fee Fund allocation. Typically, 30-40 students participate as presenters and/or conference volunteers. Faculty members help to organize panels and chair sessions in their respective areas.

Undergraduate and graduate students of Spanish and Portuguese regularly present papers at CSUF's annual Latin American Studies (LTAM) Conference, organized by LTAM Coordinator Juan Ishikawa.

Also in Spanish, Enric Mallorquí-Ruscalleda has mentored undergraduate and graduate students who have presented papers at the American Association of Teachers of Spanish and Portuguese (AATSP)-Roger Antón Chapter regional conference and have published their research in the journal *Revista Internacional d'Humanitats*.

Rising juniors in MLL BA programs will have the opportunity to apply for fellowships to fund their graduate studies through a Mellon Mays Undergraduate Fellowship. CSUF was recently approved as a MMUF member institution as part of a five-campus CSU consortium. The program, which helps students from underrepresented minority groups to PhDs, prepares fellows to conduct, present, and publish their research. James Hussar participates as a faculty mentor. The first CSUF MMUF cohort will be selected in Spring 2018.

Students enrolled in MLNG 495: Foreign Language Internship apply their language skills in an approved internship while earning units toward completion of their International Business degree or Spanish for Hispanic Media Certificate. Designated faculty members in the students' language areas—Chinese, French, Japanese, Portuguese, Spanish, and Vietnamese—review internship proposals in collaboration with CSUF's Center for Internships and Community Engagement (CICE), evaluate the students' final reports, and assign credit as appropriate.

In TESOL, students engage in research during TESL 525 (Vocabulary Methods, which is taken by many either to fulfill their pedagogy requirement or as an elective), which culminates in a poster presentation. These posters are often presented at regional academic conferences. Other publishable papers and projects are written in TESOL 511, 532, 540, and 545. In the TESOL 596 practicum, all students must submit a conference abstract, a book review, or a journal article.

TESOL students engage in service learning in two core courses (TESL 509, Speaking and Listening Methods, and TESL 510, Reading and Writing Methods), as well as in TESL 515 (Pedagogical Grammar) and TESL 520 (Pronunciation Methods); the latter two are taken as pedagogy or elective courses. Students in these courses usually do 16 hours of service learning, rather than an alternative project, even though they are only required to do service learning once in order to graduate. Therefore, nearly every student in the program engages in at least 32 hours of service learning, and some engage in 48 or 64. All current full-time faculty are involved in service learning for our classes. The service learning program is supported by an orientation and training workshop every semester, which is planned by a TESOL faculty member, the CICE, and students from the TESOL Club.

VI. *Resources and Facilities*

A. Itemize the state support and non-state resources received by the program/department during the last five years.

Please see Appendix IV, Table 10.

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

In Fall 2017, renovations to the MLL Media Center transformed the space from a language lab to a computer classroom. The redesign included a technological upgrade and expanded capacity from 24 to 36 seats, affording the Department an additional facility in which to schedule its larger sections at a time in which classroom space on our campus is at a premium. Adjoining rooms have been repurposed for meetings and storage.

Closets used for MLL storage in classrooms H321A and H321B were emptied in case future renovations can be done to eliminate the closets and expand seating in those rooms.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

MLL faculty work with assigned librarians—John Hickok for TESOL and Barbara Miller for other MLL programs—to update materials on a regular basis. Recently, books on the Spanish MA reading list purchased with departmental funds were relocated from MLL storage to the library so that students can access them more easily.

VII. *Long-term Plans*

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)

The five departmental goals established in 2003 and explained in section I.A of this document will continue to inform our decisions even as the strategies and standards associated with those goals change. During the next period of review, MLL must formalize and standardize processes to address and assess performance rather than rely on efforts that, while earnest, may be inconsistent or piecemeal.

With regard to the MLL goal of building a learning community, it is critical that the Department recruit qualified faculty not only to sustain its existing programs, but also to update curriculum in innovative ways to respond to changes in the discipline. Therefore, we must take a forward-thinking approach when determining hiring priorities and drafting job announcements for future searches. To that end, MLL can create guidelines for search requests and job announcements that deliberately address its programs' long-term needs and viability.

Such efforts must extend to hiring and retention of part-time instructors. Given the significant instructional role of adjunct faculty in MLL, the Department must increase and improve its support and training of lecturers. Possibilities to pursue include inviting instructors to themed meetings on topics relevant to their positions (e.g. best practices for creating syllabi consistent with MLL and University requirements, interpreting student evaluations and using feedback to inform instruction, accessing resources on campus), incentivizing professional development and engagement with competitive stipends for research projects related to the area of instruction, course design, and/or service to students, and facilitating regular communication between lecturers, program coordinators, and the Chair.

Our learning community includes potential off-campus partners with whom MLL would like to develop collaborative projects. The Department plans to enhance its outreach to language programs at local high schools and community colleges by inviting instructors and their students to events on the CSUF campus, requesting the opportunity for faculty and student representatives to visit their classrooms, and exploring the possibility of an Early College program through which qualified high school students could complete CSUF-approved language courses.

MLL also plans to partner with area businesses and organizations to establish service learning and internship opportunities for students in our programs. The Department is discussing counting internships and/or service learning experiences toward the fulfillment of requirements for its Bachelor's programs, either by incorporating such experiences as components of specific courses or by designating MLNG 495 as a required or elective course. Consistent with the University's emphasis on High Impact Practices (HIPs), such an initiative would prepare MLL students to apply their language skills in response to workforce and community needs.

Our efforts to offer a curriculum that is current in terms of content and delivery, relevant to students' lives and interests, and aligned with clear learning outcomes should yield increased interest, enrollment, and persistence in MLL programs. With regard to graduation rates, our departmental Student Success Coordinator, André Zampaulo, will develop and propose a Student Success plan in Spring 2018 for implementation the following fall.

The Department must continue to engage alumni, emeriti faculty, and donors by using technology to enhance our networking capacities and coordinate messaging. To that end, the MLL Outreach Committee is developing updated contact and mailing lists, creating guidelines for managing our departmental online profile, and coordinating the promotion of MLL scholarships and events. During the upcoming review period, MLL will work toward its goal of soliciting enough contributions to establish an endowed student scholarship.

B. Explain how long-term plan implements the University's mission, goals, and strategies and the unit's goals.

The response to section I.A details the considerable overlap between MLL's goals and the University's Strategic Plan. The Department's long-term plans evidence our ongoing commitment to each of the University Strategic Plan goals, as we hone our efforts to provide students with the requisite support, knowledge, and skills to succeed at CSUF and beyond. By recruiting highly qualified teacher scholars, offering dynamic and engaging courses, and personalizing academic advising, the Department aspires to increase its enrollment and graduation rates while fostering a sense of community among current and former students. With a network of satisfied alumni, additional revenue through fundraising and entrepreneurial activities should follow.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence. deliverables

MLL will continue to collect, analyze, and report assessment data across our degree programs using established SLOs and standardized holistic rubrics, with the first five-year cycle of assessment for Bachelor's programs concluding in Spring 2019. The first three-year cycle of assessment for the Spanish Master's program will conclude in Spring 2018. Subsequently, the Chair will compile assessment reports for review and discussion at a faculty retreat, during which the Department will evaluate the efficacy of its assessment plan and determine what changes are needed, if any.

The Department will develop an exit survey to solicit feedback from graduates about their experiences as MLL students. Responses may be included as indirect measures of assessment in future reports.

Consistent with Graduation Initiative 2025, MLL will begin to implement a Student Success Plan to improve its four-year graduation rate in Fall 2018; plans for collecting and analyzing evidence will be finalized during the Spring 2018 semester.

Other deliverables that will evidence the Department's progress toward meeting long-term goals will include guidelines for drafting job descriptions, approved online versions of 100-level language courses, the incorporation of internships and/or service learning in degree programs, planned orientation and training events for lecturers, systematic outreach to high school and community college programs, alumni, emeriti, and donors, and increased revenue in departmental philanthropic accounts.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

Internal reallocations and/or new funding for reassigned time may be necessary to develop and maintain the infrastructure for outreach to, and collaboration with, high schools, community colleges, service organizations, business internship partners, and other stakeholders. Moreover, we may need to allocate part of our departmental Operational Expenses budget for stipends to compensate faculty for curricular redesign and service beyond their work assignments as well as to incentivize part-time faculty professional development, orientation, and training.

H&SS approval and funding for new tenure-track lines will be vital to the maintenance and growth of existing and new programs in MLL. As the gap between contingent

faculty and tenured/tenure-track faculty widens, the Department will struggle to meet its administrative and service obligations.

VIII. Appendices Connected to the Self-Study (Required Data)

1. Undergraduate Degree Programs
2. Graduate Degree Programs
3. Faculty
4. Resources
5. Long-term planning

7. *Appendices to the Self-Study*

***Please note that the Office of Institutional Research and Analytical Studies annualizes all Full-Time Equivalent Student (FTES) data. In other words, FTES appears in the tables as a single-semester average rather than an academic year total.**

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. FIRST-TIME FRESHMEN: PROGRAM APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

FREN BA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	11	9	81.8	1	11.1
2010-2011	14	11	78.6	3	27.3
2011-2012	16	14	87.5	3	21.4
2012-2013	14	12	85.7	NA	NA
2013-2014	10	7	70.0	1	14.3
2014-2015	17	15	88.2	2	13.3
2015-2016	13	5	38.5	1	20.0
2016-2017	16	7	43.8	2	28.6

JAPN BA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	25	17	68.0	6	35.29
2010-2011	29	25	86.2	6	24.00
2011-2012	26	23	88.5	5	21.74
2012-2013	16	11	68.8	2	18.18
2013-2014	26	23	88.5	3	13.04
2014-2015	13	9	69.2	2	22.22
2015-2016	26	13	50.0	1	7.69
2016-2017	41	22	53.7	6	27.27

SPAN BA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	66	53	80.3	9	17.0
2010-2011	53	39	73.6	3	7.7
2011-2012	72	51	70.8	12	23.5
2012-2013	60	44	73.3	13	29.5

2013-2014	71	39	54.9	9	23.1
2014-2015	71	33	46.5	6	18.2
2015-2016	99	32	32.3	11	34.4
2016-2017	142	61	43.0	8	13.1

TABLE 1-B. UPPER DIVISION TRANSFERS: PROGRAM APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

FREN BA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	5	4	80.0	1	25.0
2010-2011	29	18	62.1	8	44.4
2011-2012	6	6	100.0	3	50.0
2012-2013	11	8	72.7	1	12.5
2013-2014	11	6	54.5	3	50.0
2014-2015	14	5	35.7	1	20.0
2015-2016	8	3	37.5	1	33.3
2016-2017	13	6	46.2	3	50.0

JAPN BA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	14	12	85.7	11	91.7
2010-2011	50	29	58.0	18	62.1
2011-2012	30	19	63.3	5	26.3
2012-2013	27	23	85.2	10	43.5
2013-2014	26	13	50.0	3	23.1
2014-2015	31	17	54.8	8	47.1
2015-2016	26	14	53.8	4	28.6
2016-2017	32	10	31.2	4	40.0

SPAN BA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	33	29	87.9	18	62.1
2010-2011	95	57	60.0	26	45.6
2011-2012	64	45	70.3	23	51.1
2012-2013	65	55	84.6	21	38.2
2013-2014	62	34	54.8	27	79.4
2014-2015	69	31	44.9	22	71.0
2015-2016	68	37	54.4	15	40.5
2016-2017	68	41	60.3	13	31.7

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. UNDERGRADUATE PROGRAM ENROLLMENT IN FTES

FREN BA

AY	LDFTES	LDFTES by Majors Only	UDFTES	UDFTES by Majors Only
2009-2010	19.9	0.4	6.8	2.0
2010-2011	26.0	0.7	9.9	4.9
2011-2012	30.9	1.2	11.6	5.5
2012-2013	31.1	0.2	11.9	3.5
2013-2014	35.1	1.0	8.8	1.6
2014-2015	32.2	0.6	13.5	5.0
2015-2016	27.2	0.6	9.3	2.5
2016-2017	23.8	0.9	10.2	3.5

JAPN BA

AY	LDFTES	LDFTES by Majors Only	UDFTES	UDFTES by Majors Only
2009-2010	31.7	2.0	34.8	16.8
2010-2011	29.2	4.3	37.3	13.7
2011-2012	37.8	3.6	40.5	11.7
2012-2013	32.5	3.0	49.1	15.5
2013-2014	42.5	2.2	37.5	13.4
2014-2015	45.0	4.0	41.8	6.5
2015-2016	40.0	2.7	43.4	6.8
2016-2017	44.1	2.3	42.0	7.5

SPAN BA

AY	LDFTES	LDFTES by Majors Only	UDFTES	UDFTES by Majors Only
2009-2010	74.4	2.4	83.5	46.2
2010-2011	67.3	2.2	86.9	45.9
2011-2012	83.3	3.3	88.7	46.1
2012-2013	75.2	3.0	85.9	42.1
2013-2014	79.6	2.7	87.1	41.9
2014-2015	79.5	1.6	79.3	40.1
2015-2016	76.6	1.9	76.4	31.5
2016-2017	83.5	1.5	83.2	33.5

TABLE 2-B. UNDERGRADUATE PROGRAM ENROLLMENT (HEADCOUNT)

FREN BA

AY	Lower Division	Upper Division	Total	FTES per HC
2009-2010	2.5	6.0	8.5	0.7

2010-2011	4.0	10.5	14.5	0.8
2011-2012	6.0	11.0	17.0	0.8
2012-2013	1.0	6.0	7.0	0.9
2013-2014	2.5	8.0	10.5	0.8
2014-2015	4.5	9.5	14.0	0.8
2015-2016	5.0	5.5	10.5	0.8
2016-2017	4.5	8.5	13.0	0.7

JAPN BA

AY	Lower Division	Upper Division	Total	FTES per HC
2009-2010	8.5	37.0	45.5	0.8
2010-2011	11.5	37.0	48.5	0.8
2011-2012	14.0	23.5	37.5	0.8
2012-2013	8.5	33.0	41.5	0.8
2013-2014	5.5	31.5	37.0	0.9
2014-2015	7.5	25.0	32.5	0.8
2015-2016	5.0	21.5	26.5	0.8
2016-2017	7.5	23.0	30.5	0.8

SPAN BA

AY	Lower Division	Upper Division	Total	FTES per HC
2009-2010	29.0	106.5	135.5	0.7
2010-2011	14.5	108.5	123.0	0.7
2011-2012	21.5	96.5	118.0	0.8
2012-2013	24.0	87.0	111.0	0.8
2013-2014	23.0	86.0	109.0	0.8
2014-2015	19.0	82.5	101.5	0.8
2015-2016	26.5	66.0	92.5	0.8
2016-2017	23.0	65.0	88.0	0.8

TABLES 3. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

FREN BA

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major

Fall 2007	0								
Fall 2008	1	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0
Fall 2009	1	0.0	0.0	0.0	100.0	0.0	100.0	0.0	100.0
Fall 2010	3	0.0	33.3	33.3	33.3	33.3	33.3	33.3	33.3
Fall 2011	3	33.3	0.0	33.3	0.0	33.3	0.0	33.3	0.0
Fall 2012	0								
Fall 2013	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

JAPN BA

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2007	5	20.0	0.0	40.0	0.0	40.0	0.0	40.0	0.0
Fall 2008	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2009	6	0.0	16.7	0.0	16.7	16.7	16.7	16.7	16.7
Fall 2010	6	16.7	16.7	16.7	16.7	50.0	16.7	50.0	33.3
Fall 2011	5	40.0	0.0	40.0	0.0	60.0	0.0	60.0	0.0
Fall 2012	2	0.0	50.0	0.0	50.0	0.0	50.0	0.0	50.0
Fall 2013	3	33.3	0.0	33.3	0.0	33.3	0.0	33.3	0.0

SPAN BA

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2007	16	6.2	0.0	31.2	6.2	37.5	12.5	43.8	12.5
Fall 2008	15	13.3	6.7	33.3	20.0	33.3	26.7	33.3	26.7
Fall 2009	9	11.1	11.1	33.3	22.2	44.4	22.2	44.4	33.3
Fall 2010	3	33.3	0.0	33.3	33.3	33.3	33.3	33.3	33.3
Fall 2011	12	16.7	16.7	16.7	33.3	16.7	50.0	16.7	50.0
Fall 2012	13	0.0	15.4	15.4	38.5	15.4	38.5	15.4	38.5
Fall 2013	9	0.0	33.3	0.0	33.3	0.0	33.3	0.0	33.3

TABLE 3-B. Transfer Student Graduation Rates for Majors

FREN BA

Entered In	Headcount	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years		% Graduated in 4 years plus 5 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2009	1	0.0	0	0.0	100.0	0.0	100.0	0.0	100.0
Fall 2010	7	57.1	0	57.1	14.3	57.1	14.3	57.1	14.3
Fall 2011	2	0.0	0	50.0	0.0	50.0	50.0	50.0	50.0

Fall 2012	1	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0
Fall 2013	3	0.0	0	33.3	0.0	66.7	0.0	66.7	33.3

JAPN BA

Entered In	Headcount	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years		% Graduated in 4 years plus 5 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2009	11	18.2	0	54.5	0	54.5	9.1	54.5	9.1
Fall 2010	10	20.0	20	40.0	20	40.0	40.0	40.0	40.0
Fall 2011	3	33.3	0	33.3	0	66.7	0.0	66.7	0.0
Fall 2012	10	60.0	0	70.0	0	80.0	0.0	80.0	0.0
Fall 2013	2	0.0	0	50.0	50	50.0	50.0	50.0	50.0

SPAN BA

Entered In	Headcount	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years		% Graduated in 4 years plus 5 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2009	19	15.8	5.3	52.6	5.3	57.9	5.3	68.4	10.5
Fall 2010	21	19.0	4.8	57.1	9.5	61.9	19.0	61.9	19.0
Fall 2011	15	33.3	0.0	66.7	0.0	73.3	6.7	73.3	13.3
Fall 2012	21	14.3	0.0	47.6	0.0	61.9	14.3	66.7	19.0
Fall 2013	25	28.0	0.0	56.0	8.0	60.0	12.0	68.0	16.0

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

FREN BA

CY	Degrees Awarded
2009-2010	3
2010-2011	1
2011-2012	3
2012-2013	4
2013-2014	2
2014-2015	3
2015-2016	2
Total	18

JAPN BA

CY	Degrees Awarded
----	-----------------

2009-2010	14
2010-2011	16
2011-2012	13
2012-2013	6
2013-2014	17
2014-2015	9
2015-2016	9
Total	84

SPAN BA

CY	Degrees Awarded
2009-2010	28
2010-2011	40
2011-2012	40
2012-2013	38
2013-2014	28
2014-2015	23
2015-2016	26
Total	223

APPENDIX II. GRADUATE DEGREE PROGRAMS

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted.

SPAN MA

AY	Applied	Admitted	Pct Admitted	Enrolled	Pct Enrolled
2009-2010	11	7	63.6	6	85.7
2010-2011	24	22	91.7	16	72.7
2011-2012	34	32	94.1	16	50.0
2012-2013	18	18	100.0	10	55.6
2013-2014	23	23	100.0	18	78.3
2014-2015	16	13	81.2	11	84.6
2015-2016	19	14	73.7	12	85.7
2016-2017	9	7	77.8	5	71.4

TABLE 6. Graduate Program Enrollment in FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years.

SPAN MA

AY	FTES
2009-2010	8.5
2010-2011	9.2
2011-2012	11.9
2012-2013	12.1
2013-2014	14.8
2014-2015	10.5
2015-2016	12.8
2016-2017	8.4

TABLE 6-B. GRADUATE PROGRAM ENROLLMENT IN HEADCOUNT

SPAN MA

AY	Masters	Doctoral	Credential	Total	FTES per HC
2009-2010	30	0	0	30	0.5
2010-2011	31	0	0	31	0.5
2011-2012	36	0	0	36	0.6
2012-2013	31	0	0	31	0.6
2013-2014	40	0	0	40	0.6
2014-2015	38	0	0	38	0.5
2015-2016	35	0	0	35	0.5
2016-2017	22	0	0	22	0.5

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduation rate for students seeking Master's.

SPAN MA

All Master's Enrolled in:	Headcount	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years	% Graduated in 4 years plus 5 th year persistence
Fall 2009	5	0.0	0.0	40.0	40.0
Fall 2010	14	14.3	50.0	64.3	64.3
Fall 2011	14	14.3	21.4	50.0	50.0
Fall 2012	10	10.0	30.0	60.0	60.0
Fall 2013	15	13.3	33.3	53.3	53.3

TABLE 8. Master's Degrees Awarded

For each graduate degree program, a table will be provided with the number of master's degrees awarded.

SPAN MA

CY	Degrees Awarded
2009-2010	9
2010-2011	19
2011-2012	6
2012-2013	13
2013-2014	4
2014-2015	9
2015-2016	9
Total	69

APPENDIX III. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical, Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent (FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Note that Data on FTES Target and Actual FTES will be provided by the Office of Institutional Research and Analytical Studies.

FREN

AY	Tenured	Tenure Track	Sabbaticals	FERP	Lecturers	FTEF	FTES
2009-2010	1	1	0	1	0	2.5	27.1
2010-2011	1	1	0	1	0	2.5	35.9
2011-2012	1	1	0	0	2	2.4	42.4
2012-2013	1	1	0	0	1	2.4	43.0
2013-2014	1	0	1	0	1	2.5	43.9
2014-2015	2	0	0	0	2	2.4	45.7
2015-2016	2	0	0	0	1	2.7	36.5

2016-2017	2	0	0	0	2	3.0	34.0
-----------	---	---	---	---	---	-----	------

JAPN

AY	Tenured	Tenure Track	Sabbaticals	FERP	Lecturers	FTEF	FTES
2009-2010	1	1	0	0	2	2.7	66.4
2010-2011	1	1	0	0	3	3.7	66.5
2011-2012	1	1	0	0	3	3.1	78.4
2012-2013	0	1	1	0	3	3.4	81.5
2013-2014	1	1	0	0	3	3.5	80.0
2014-2015	1	0	1	0	2	3.3	86.7
2015-2016	2	1	0	0	3	4.7	83.4
2016-2017	2	1	0	0	2	4.5	86.1

SPAN

AY	Tenured	Tenure Track	Sabbaticals	FERP	Lecturers	FTEF	FTES
2009-2010	6	3	0	1	3	10.9	166.5
2010-2011	5	3	2	0	6	11.7	163.4
2011-2012	6	2	1	1	9	11.3	183.9
2012-2013	7	1	0	2	14	14.5	173.2
2013-2014	7	2	0	1	14	14.2	181.5
2014-2015	4	2	2	2	12	13.3	169.2
2015-2016	6	3	0	2	11	14.5	165.9
2016-2017	5	3	0	1	12	13.2	175.1

APPENDIX IV. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

	State OE (Including Travel) ⁽¹⁾	Student Assistants ⁽¹⁾	Professional Development ⁽¹⁾	CSFPF Endowments ⁽²⁾	CSFPF Accounts ⁽²⁾	ASC ⁽²⁾	Total
AY17/18	\$37,500	\$10,750	\$10,200	\$79,915	\$20,107	\$ 2,654	\$161,126
AY 16/17	\$38,000	\$17,200	\$10,800	\$79,291	\$18,159	\$2,714	\$166,163
AY 15/16	\$34,500	\$15,980	\$11,700	\$75,203	\$18,300	\$2,759	\$158,441
AY 14/15	\$32,956	\$15,480	\$9,900	\$42,025	\$13,122	\$2,759	\$116,242
AY 13/14	\$43,156	\$23,655	\$10,200	\$42,025	\$11,347	\$2,934	\$133,317

(1) Fiscal year allocations

(2) AY 17/18 is current year balance and prior years are as of June 30th.

APPENDIX V. LONG-TERM PLANNING

To track progress on long-term plans, the Department will collect, assess, and document different types of data related to quality outcomes each academic year. This data will inform MLL's efforts to improve performance with regard to student achievement, faculty scholarly activity, and service.

Quality Outcome	Criteria for Assessment	Means of Documentation
Student Academic Work/Achievement	SLOs for BA and MA programs	Annual assessment reports
	Degree completion	Annual Student Success Report
	Participation in high impact practices	Program reports and annual departmental report
	Participation in departmental student conference	Conference program, <i>Babelia</i> student journal
	Participation in professional conferences (attendance, presentations, posters)	Program reports and annual departmental report
	Departmental scholarships and awards	Commencement program

Quality Outcome	Criteria for Assessment	Means of Documentation
Impact of research and scholarly activity on the discipline	Peer-reviewed publications each year	Faculty portfolios, program reports, annual departmental report
	Presentations/posters at scholarly conferences each year	Faculty portfolios, program reports, annual departmental report
	Citations and access of scholarly publications	Faculty portfolios, program reports, annual departmental report
	Grants received	Faculty portfolios, program reports, annual departmental report

Quality Outcome	Criteria for Assessment	Means of Documentation
Impact of service on the discipline, the institution, and the community	Participation in service learning and internships	Program reports and annual departmental report
	Student association events each year	Program reports and annual departmental report
	Development and implementation of courses in applied fields	University catalog