

Date: June 15, 2018

To: Martha Venn, Deputy Vice Chancellor for Academic Affairs, University System of Georgia

From: Michael Galchinsky, Associate Provost for Institutional Effectiveness, Georgia State University

Cc: Risa Palm, Senior Vice President for Academic Affairs and Provost, Georgia State University

Re: Comprehensive Program Review

This memorandum explains the reporting mechanism used by Georgia State University for the purpose of Comprehensive Program Review in 2018.

The following Georgia State University programs underwent Comprehensive Program Review (CPR) using the System's CPR reporting vehicle in Spring 2017:

Bachelor of Arts with a major in Applied Linguistics (16010201)

Bachelor of Arts with a major in Economics (45060100)

Bachelor of Arts with a major in History (54010100)

Bachelor of Arts with a major in International Economics and Modern Languages (45060501)

*Bachelor of Business Administration with a major in Business Economics (52060101)

Bachelor of Business Administration with a major in Hospitality Administration (52090105)

Bachelor of Science with a major in Criminal Justice (43010401)

Bachelor of Science with a major in Economics (45060100)

Bachelor of Science with a major in Physics (40080101)

Bachelor of Science in Nursing (51380101)

Bachelor of Science in Nursing, RN to BSN (51380105)

Master of Arts with a major in Applied Linguistics (13140101)

Master of Arts with a major in Economics (45060100)

Master of Arts with a major in History (54010100)

Master of Global Hospitality Administration (52090101)

Master of Heritage Preservation (30999901)

*Master of Science with a major in Business Economics (52060101)

Master of Science with a major in Criminal Justice (43010401)

Master of Science with a major in Nursing (51380105)

Master of Science with a major in Physics (40080101)

*Master of Laws (22020101)

*Juris Doctor (22010100)

Doctor of Nursing Practice (51380101)

Executive Doctorate in Business (52029901)

Doctor of Philosophy with a major in Applied Linguistics (13140101)

Doctor of Philosophy with a major in Astronomy (40020100)

Doctor of Philosophy with a major in Criminal Justice and Criminology (43010401)
Doctor of Philosophy with a major in Economics (45060100)
Doctor of Philosophy with a major in History (54010100)
Doctor of Philosophy with a major in Nursing (51389901)
Doctor of Philosophy with a major in Physics (40080101)

In all but four cases (those indicated with an asterisk), these CPR reports were used as inputs in the preparation of self-study study reports by units as part of the comprehensive Academic Program Review (APR) process during the past year.

The following units successfully completed the APR process in 2018:

Department of Applied Linguistics and English as a Second Language

Department of Criminal Justice and Criminology

Department of Economics

Department of History

Department of Physics and Astronomy

School of Hospitality Administration

School of Nursing

In addition, the Executive Doctorate in Business program, which is not located within any single department, completed the APR process.

Unlike CPR, APR at Georgia State University involves the entire unit in which the program is based. Thus, in APR, a department's bachelor's, master's, doctoral, and other programs are all reviewed as part of a holistic evaluation of the unit's viability, quality, and productivity. The robust APR process involves data collection, a self-study, an external review by disciplinary specialists, an internal review by the University Senate, an action plan, and a series of implementation reports. The units must demonstrate their contribution to the University's Mission and Strategic Plan, and must articulate a series of goals aimed at continuous quality improvement.

Consequently, in lieu of a CPR reporting vehicle for each program, we are submitting the following documents for those programs housed in units that conducted APR in 2017-2018 on a unit by unit basis:

- 1) For each program in the unit, the signed final page of the CPR vehicle, attesting that the program "meets" the institutional criteria for retention
- 2) The unit's self-study report
- 3) The report of the external reviewers for the unit
- 4) The report of the University Senate's Academic Program Review Committee for the unit
(The action plans will be developed over the summer and are not yet available)

As noted above, four programs were not covered by the APR process. For two of these programs (BBA with a major in Business Economics, MS with a major in Business Economics), we are submitting an updated CPR reporting vehicle. The two other programs (Master of Laws, Juris Doctor) are scheduled to undergo APR in 2020.

Please let me know if you have any questions. Thank you for your consideration.

SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS AND PROVOST
Office of the Provost

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June 15, 2018

To whom it may concern:

I hereby certify that each of the programs scheduled for Comprehensive Program Review at Georgia State University in 2018 MEETS the institution's criteria for retention. I have designated Michael Galchinsky, the Associate Provost for Institutional Effectiveness, as the signatory for the individual reports.

Sincerely,

A handwritten signature in cursive script that reads "Risa Palm".

Risa Palm
Senior Vice President for Academic Affairs and Provost

**Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions**

Reporting Vehicle

Institution: Georgia State University

Academic Program Name: Bachelor of Arts with a major in Applied Linguistics

CIP Code: 16010201

College or School and Department: College of Arts and Sciences - Applied Linguistics and ESL

Date of Last Internal Review: 2008-2009

Outcome of Previous Program Review (brief narrative statement):

Current Date: June 2018

**Program Reviewed at the Institution for this report: Bachelor of Arts
with a major in Applied Linguistics**

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text): _____

Provost/VPAA Signature and Date: _____

----- OR -----

Provost/VPAA's Designee Signature and Date:

 6/14/2018

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Reporting Vehicle

Institution: Georgia State University

Academic Program Name: Master of Arts with a major in Applied Linguistics

CIP Code: 13140101

College or School and Department: College of Arts and Sciences - Applied Linguistics and ESL

Date of Last Internal Review: 2008-2009

Outcome of Previous Program Review (brief narrative statement):

Current Date: June 2018

Program Reviewed at the Institution for this report: Master of Arts with a major in Applied Linguistics

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

_____ Program is critical to the institutional mission and will be retained.

_____ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

_____ Program will be placed on a monitoring status.

_____ Program will undergo substantive curricular revisions.

_____ Program will be deactivated.

_____ Program will be voluntarily terminated.

_____ Other (identify/add text): _____

Provost/VPAA Signature and Date: _____

----- OR -----

Provost/VPAA's Designee Signature and Date:

 6/14/2018

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Reporting Vehicle

Institution: Georgia State University

Academic Program Name: Doctor of Philosophy with a major in Applied Linguistics

CIP Code: 13140101

College or School and Department: College of Arts and Sciences - Applied Linguistics and ESL

Date of Last Internal Review: 2008-2009

Outcome of Previous Program Review (brief narrative statement):

Current Date: June 2018

Program Reviewed at the Institution for this report: Doctor of Philosophy with a major in Applied Linguistics

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text): _____

Provost/VPAA Signature and Date: _____

----- OR -----

Provost/VPAA's Designee Signature and Date: _____

 6/14/2018

Academic Program Review
Self-Study Report

Department of Applied Linguistics & English as a Second Language
College of Arts & Sciences
Georgia State University

Diane Belcher, Chair

Approved by Department of Applied Linguistics & ESL Faculty on December 4, 2017

Academic Program Review Committee:
Sara Cushing, Chair
Alison Camacho
Scott Crossley
Stephanie Lindemann

1. Where is your unit now?

The Department of Applied Linguistics and English as a Second Language (ALESL) offers a BA in Applied Linguistics, an undergraduate Certificate in Teaching English as a Foreign Language (TEFL), an MA in Applied Linguistics, a graduate Certificate in Teaching English to Speakers of Other Languages (TESOL), and a PhD in Applied Linguistics. The department also has an ESL program, which provides academic language support to international and/or multilingual students at both the undergraduate and graduate level, and a self-supporting Intensive English Program (IEP) that provides a comprehensive pre-academic curriculum for learners of English who wish to matriculate to GSU or other post-secondary institutions. The department also provides English language proficiency testing for international students. While Academic Program Review specifically focuses on our degree programs, we highlight throughout the report the many ways in which our non-degree programs (IEP and ESL) are central to our departmental identity and promote the mission and strategic goals of the university. Appendix 1 summarizes our departmental structure.

1.a Undergraduate Education

Goal 1 of the University's Strategic Plan calls for GSU to become a national model for undergraduate education, promoting academic and career success for students from all backgrounds. The Department of Applied Linguistics and English as a Second Language has a strong record of facilitating undergraduate accomplishment in support of this goal.

1.a.1 Quality of undergraduate students attracted to Applied Linguistics. Incoming freshmen are not highly likely to be familiar with applied linguistics as a field, so these numbers are based on small cohorts of students (between 15 and 22). Average HS GPAs, SAT scores, and freshman index all increased from 2014-2106, although the highest scores were in 2015. GPAs increased from 3.47 to 3.64 (in 2016), SAT scores increased from 1079 to 1124, and freshman index increased from 2841 to 2972. (Source: APR Dashboard)

1.a.2 Scholarship support for undergraduates. Applied Linguistics does not offer scholarship support for undergraduates. However, some AL students have been supported by research or other funding. Six students were funded through NSF Research Experiences for Undergraduates (REU) Grants (Appendix 1.a.2), one was awarded a Language and Literacy Undergraduate Academic Year Fellowship (2016-2017) and one received a University Assistantship through the Honors College (2014-2016). (Source: Department records)

1.a.3 Student Success and Satisfaction

1.a.3.1 Learning outcomes. At the undergraduate level, the Department reports learning outcomes for the BA in Applied Linguistics and for the Teaching English as a Foreign Language (TEFL) certificate (Appendix 1.a.3.1). Learning outcomes for the BA fall under three broad goals: language analysis, critical thinking, and communication. Specific learning outcomes assessed are core areas of linguistics (phonetics, phonology, morphology, syntax, pragmatics and semantics), analysis of linguistic structure (skills to analyze language and/or interlanguage structures), awareness of bias (awareness that different theoretical and cultural perspectives, their own included, are value-laden and prejudicial), reporting on primary research (making credible claims about data they have collected and analyzed themselves), and written communication and editing skills. The learning outcomes for the TEFL certificate overlap somewhat in that the broad goal of linguistic expertise includes the specific outcomes related to core areas of linguistics and analysis of linguistic structure. The second broad goal for the TEFL certificate, mastery of

pedagogy, includes three additional measured learning outcomes: knowledge of teaching approaches and methods, articulation of English grammar to non-native speakers, and classroom management skills.

Targets for both programs were established based on common-sense reasoning that four of five students should be reaching skill mastery in our courses, and should be able to demonstrate that mastery at a level of 70% or higher on direct measures such as exams or rubric scores on final papers that focus on the particular skill. This logic seems to have provided us with reasonable—challenging yet reachable—targets. During the period under review, we have met these targets. In cases where we have not met targets in the past, we have made improvements at the programmatic level, for example adding new courses to scaffold information in difficult courses and implementing strategies for student retention in CTW courses (see 1.a.3.8.a below).

1.a.3.2 Recruitment Rates and Advisement Procedures. Recruitment into the program typically occurs at Panther Preview events and major fairs. However, we do not track recruitment rates following these events.

During much of the period under review, the Undergraduate Director was heavily involved in student advising, including course advising at a very basic level. This was necessary because the advisors assigned to AL majors in the Undergraduate Advisement Center and Office of Academic Advisement changed frequently and thus did not tend to be well informed about our program and often misadvised students. We have had the same senior-level advisor since 2015, and the undergraduate director introduced that advisor to the sophomore- and junior-level advisor so that they could work together and help each other, which has led to high quality advising from the college and university. This has allowed the undergraduate director to focus on advising on issues more related to career options and specific courses in AL that might be of most interest to a specific student rather than working out what each student needs to graduate.

1.a.3.3 Retention and Graduation Rates. The number of Applied Linguistics majors rose from 158 in 2014 to 174 in 2016 (180 in 2015). The 6-year junior graduation rate was 100% in 2014, 85% in 2015 and 86% in 2016. The 4-year junior graduation rate over the same period was 70%, 65%, and 67%; note that our numbers are small (ranging from 17-24) so fluctuations from year to year are not unexpected. (Source: APR Dashboard) These figures are consistent with the collegewide 4-year junior graduation rates of 66-68% over the same time period.

1.a.3.4 Output Quality Metrics. The Academic Program Review dashboard tracks how many students graduated in AY2008 with an undergraduate degree in Applied Linguistics (N=2) and matriculated into other degree programs (N=1); as our BA program was new in 2008 this metric is not particularly useful. During the study period, 8 BA students went on to complete our MA, including two who completed our 4+1 BA to MA program. Most GSU undergraduate applied linguistics majors-do not immediately go on to pursue an advanced degree- Instead, please refer to the survey data indicating the large proportion of students who are currently employed and are using skills learned in the Applied Linguistics program in their professional lives (see 1.a.3.7 below).

1.a.3.5 Race and gender diversity. The diversity of AL majors has remained fairly steady, with the percentage of white students ranging from 45 to 49% over the three years of the study period. African-Americans constitute the next largest group, falling from 30% of majors in 2014 to 26% in 2016, while the percentage of Asian and multiracial students both increased during that time. Most majors have been women all three years (73-77%). (Source: APR Dashboard)

1.a.3.6 Level of financial need. Average gross/unmet need increased consistently from \$19,547/\$7,615 in 2014 to \$23,979/\$10,731 in 2016 (Source: APR Dashboard).1002

1.a.3.7 Student Surveys. A survey of recent alumni and current undergraduate students indicates strong satisfaction and success for Applied Linguistics students (see Appendix 1.a.3.7.) Current students rate both undergraduate course (5.26) and instruction quality (5.13) very highly on a 6-point scale, with course availability rated somewhat lower at 4.38. Their ratings of faculty interaction are also consistently high, ranging from an average rating of 4.98 (students have opportunities to do research-related activities with faculty) to 5.61 (faculty in my department are appropriately prepared for the courses they teach), as are their ratings of program preparation/challenge, which range from 5.09 to 5.44. In addition, current students indicate that the AL major contributes to their ability to write; speak; locate, organize, and integrate information; analyze problems from multiple points of view; develop original ideas; and understand ethical standards; with average ratings on a 6-point scale ranging from 4.85 to 5.35. In fact, all departmental ratings on the student survey are higher than the university average.

Alumni of the program rate it as having made a positive contribution to their quality of life (4.81) and were satisfied with the program overall (5.02). They also largely agreed that they applied the skills they learned in their program in their professional life (4.67). These scores are mostly very close to but all higher than the university average. 81% are currently employed; most list skills learned through their AL major on their resumes, specifically their communication skills and ability to work with diverse populations. A majority use these skills plus their research skills, ability to interpret data in a critical manner, and ability to analyze problems from different perspectives on the job. About 24% are currently enrolled in a graduate program, with more than half of those seeking an M.A. Common written comments included praise for faculty and the opportunity to earn a TEFL certificate, plus praise for a variety of specific classes, skills, and experiences. Many students expressed desire for more ‘real-world’ experience such as teaching experiences outside the TEFL classroom and secondarily, help on the job market. Our efforts to increase the number of students doing internships (see section 1.a.4.3) address this concern.

1.a.3.8 Curriculum Quality.

1.a.3.8.a Degree requirements and program changes, if any A major curricular change regards the TEFL certificate. We have offered it for many years, but in 2014, we moved administration and documentation of the program from the department to the college level so that our students would benefit from more official status. These benefits include receiving a certificate from the registrar when they graduate and seeing the certificate in their academic evaluations and transcripts for advising and employer verification purposes.

We have used data from learning outcomes and other sources to revise the undergraduate curriculum, including adding a new course to provide a stronger background to develop in more advanced classes, and implementing strategies to improve student performance in CTW courses.

Specifically, we have sometimes had very unprepared students in AL 3021: Introduction to Linguistics, resulting in our not meeting targets for core areas of linguistics and analysis of linguistic structure, relevant to learning outcomes for both the BA and the TEFL certificate and student performance in upper-level linguistic analysis courses. We therefore increased scaffolding for linguistic analysis courses by adding a prerequisite course. Students can skip the prerequisite if they pass an exemption exam that demonstrates that they are already able to identify parts of speech and apply information they read about language to the analysis of

language. Passing rates for 3021 increased following this change. During the period under review we revised the exemption exam to better screen students who should take the prerequisite and adjusted the courses themselves so that there was not too much overlap. We will continue closer mentoring of PhD students teaching the prerequisite course to make sure they know how it differs from 3021. Based on these changes, it may be reasonable to raise our target outcomes, at least as related to 3021. Since the exemption exam and exact nature of the prerequisite course have been in some flux, we will continue to monitor student progress in this area.

In addition, we have sometimes not met targets for the CTW course in the past because students were insufficiently prepared for the course and/or were unaware of the workload. We have improved our advising related to this course and are enforcing the prerequisites more strictly. We have also been making sure that major assignments with feedback are due before the midterm, so that students have a better basis for deciding whether to withdraw.

Many undergraduate courses are taught by PhD GTAs, who typically have ESL/EFL teaching experience but are new to teaching applied linguistics. To support them and strengthen teaching in the undergraduate program, we have implemented several strategies. These have included a required course (Academic Socialization, which includes an orientation every semester for all GTAs teaching in the undergraduate program that provides information on logistical procedures, as well as providing an opportunity for discussion of desired learning outcomes for courses, various teaching-related challenges GTAs have faced, and strategies for dealing with those challenges. We have also assigned faculty course coordinators to undergraduate courses, who advise GTAs on the courses and observe them every semester.

1.a.3.8.b List of courses. A list of courses offered (2014-16) is in Appendix 1.a.3.8; degree requirements are available online at <http://alsl.gsu.edu/programs/undergraduate/undergraduate-ba-applied-linguistics/>. One recent change in degree requirements bears explanation. In May 2015, the University-wide Critical Thinking through Writing (CTW) requirement was reduced from two advanced courses to one. Because our two-course CTW sequence was working very well and we were still able to accommodate all students, we kept both CTW courses through spring 2016. However, at that point we were no longer able to accommodate our students with the smaller CTW sections of both courses, and we changed the lower-level course, AL 3031, to a non-CTW course, which is still required and still a prerequisite to the CTW course, AL 4151. We have also retained our other option for a senior-level CTW course, AL 4251 (senior seminar, topics vary), although that course is offered irregularly, because of a shortage of faculty

We have made two additional changes to major requirements. As we are now able to offer four language analysis courses regularly, beginning with the 2015-2016 catalog, we require students to take three of the four, rather than the two out of three previously required. We also added a requirement for a signature experience elective, which students ideally fulfill through internships or study abroad, although other options are possible. We eliminated two non-AL electives in Area G to allow us to require these two extra classes without adding to students' overall course requirements in the major.

1.a.3.9 Contribution to the Core curriculum. Applied Linguistics does not have a course in the University Core Curriculum, although we offer sections of English 1101, English 1102 & SCOM 1000 for multilingual students (see Appendix 1.a.3.8 referenced above). We have attempted to add AL 2102: Languages of the World to Area E but met resistance from another department. We are now hoping to add AL 2101: Introduction to Language to Area C.

1.a.4 Signature experiences. Applied Linguistics offers several signature experiences that most notably include research and teaching internships, as well as study abroad options that provide relevant work experience teaching English as a Foreign Language.

1.a.4.1 Research Practica. During the review period, sixteen students did research internships with faculty in AL for upper-level course credit. Research interns engage in training required for conducting human subjects research; participate in research team meetings; read, review, and discuss research articles; run subjects in laboratory studies; code, enter, and manage data; and help prepare research papers and conference presentations.

1.a.4.2 Urban Service Learning Programs. In 2015, AL was able to offer a senior service learning seminar, in which 15 students participated. Students in this seminar were involved in several participating sites, including the Latin American Association, New American Pathways (formerly Refugee Family Services), International Rescue Committee, and Mommy & Me Family Literacy (a program of Friends of Refugees). Unfortunately, we do not have the faculty to offer this service learning course regularly. However, applied linguistics students have also completed teaching internships at some of these locations as well as at Global Village Project.

1.a.4.3 Internships. In addition to the teaching internships noted in 1.a.4.2 and the research internships in 1.a.4.1, some students have been able to do teaching internships abroad, getting real-world experience in teaching English as a Foreign Language. Students completed thirty-one internships from 2014-2016, including two abroad. Approximately 5 internships have been provided annually by the IEP within the department; in addition to observing and helping out in courses, interns have assisted with social/cultural programming and marketing/recruiting efforts.

1.a.4.4 Study Abroad. Study abroad offerings have allowed students to gain experience teaching English as a Foreign Language (China, Mexico) and learn about cross-cultural communication (China). Fifty-six AL majors studied abroad; see 1.e.4.3 below for details of our study abroad programs, which include both graduate and undergraduate students.

1.a.4.5 Domestic Field Schools. Not applicable.

1.a.5 Honors College. The number of honors students served by Applied Linguistics increased by two students per year, from 17 in 2014 to 21 in 2016.

1.a.5.1 Honors Courses and Honors Add-ons Taught by Faculty. With the small number of honors students, AL is not able to offer stand-alone honors courses; one faculty member who has since left the department taught a section of Honors 3260.

1.a.5.2 Honors Faculty Fellows. Two faculty members (Cushing 2014-2016; Römer 2016-present) has served on the GSURC faculty advisory committee, and two faculty members (Cushing and Acheson-Clair) served as Honors College faculty affiliates during the study period.

1.a.5.3 Honors Theses Produced by Students in the Major. No AL students completed honors theses in the years 2014-2016.

1.a.5.4 Students participating in the GSU Undergraduate Research Conference (GSURC). AL Undergraduates have made oral presentations each year of the study period (6, 2, and 4); there were additionally ten poster presentations in 2014 and six in 2015. In 2014, AL students won 2nd and 3rd place awards for oral presentations; in 2015, AL students won first place and the Provost's Award for their oral presentation.

1.a.6 Undergraduate Programs within the GSU Context

1.a.6.1 Programs undertaken jointly with other Units at GSU. Until 2017, we cross-listed 8 courses with FORL (see Appendix 1.a.6.1 for list.) The number of FORL students served in cross-listed courses fluctuated between 28 (in fall 2014) and 37 (fall 2015; 30 in fall 2016). We also cooperate with the departments of English and Communication in offering sections of English 1101, English 1102, and Speech 1000 for bilingual/non-native English speaking students every semester. Starting in Fall 2018 we will also offer a special section of English 1101 for multilingual health science undergraduates, in cooperation with the School of Public Health.

1.a.6.2 Areas of substantial overlap/redundancy with other units. None.

1.a.7 Number of students enrolled in fully online and hybrid courses. We offered a hybrid version of AL 2102: Languages of the World in the years under review, with the number of students taking this version increasing from 29 in 2014 to 61 in 2016. However, the hybrid course relied on a textbook that has since gone out of print, so we have ceased offering this hybrid version until we can find a suitable replacement. We also offered AL 3101: English Grammar in Use as a hybrid course in Fall 2015 (N=35) and Spring 2016 (N=47).

1.a.8 Undergraduate degrees conferred by fiscal year. The number of applied linguistics degrees conferred rose from 37 in FY 2015 to 48 in FY 2017.

1.b Graduate Education

Goal 2 of the University's Strategic Plan calls for GSU to "significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders." The Department of ALESL offers two graduate degree programs: a Master of Arts in Applied Linguistics, which has historically served as a terminal degree for teaching English as a Second Language courses in higher education, and a Ph.D. in Applied Linguistics, which prepares students for careers in academia and, to a lesser extent, in industry. We also offer a stand-alone certificate in Teaching English to Speakers of Other Languages (TESOL) for post-baccalaureate students who want to teach English as a Second Language in settings where a master's degree is not required.

1.b.1 Quality of graduate students attracted to the unit's programs (Average scores on entrance exams, e.g., GRE, GMAT, LSAT).

Our PhD program successfully recruits strong students, with GRE verbal scores averaging in the 70th to 75th percentile and quantitative scores ranging from the 46th percentile in 2014 to the 51st percentile in 2016 (Appendix 1.b.1). We have been able to attract strong students despite not being able to offer competitive stipends and assistantships relative to other programs.

Students accepted to our MA program also have fairly strong GRE verbal skills, ranging from the 55th to the 62nd percentile in the study period. We have recently removed the GRE requirement for our MA program, consistent with common practice in similar MA programs and other terminal MA programs at GSU.

1.b.2 Expanding Support for Graduate Programs.

Students in our MA program are rarely admitted with funding, though at least 25% receive assistantships by their second year in the program.

PhD students are admitted with funding (a stipend is typically \$15,000 per year) in the form of GA positions; this funding has been supplemented in four cases by the recently discontinued

Dean's fellowships (\$5000 annually). During the study period, 3 PhD students have been fully funded by fellowships through the RCALL initiative at GSU and 4 have received 2CI fellowships.

The Intensive English Program (IEP) within the department is a critical source of funding for graduate students, providing a total of \$422,900 in funding during the study period, for an average of 4 PhD students and 11 MA students each semester. (Appendix 1.b.2).

Until 2016, another important source of funding for graduate assistantships was the departmental testing program, which supported 1-2 PhD students and 2-3 MA students annually for many years, primarily through fees paid by prospective students to take the Georgia State Test of English Proficiency (GSTEP) for admissions. The Board of Regents rules for English proficiency testing have changed recently, making GSTEP scores inadmissible as evidence of proficiency. As a result, we are no longer able to use this funding stream to support graduate students.

1.b.2.1 Total numbers of graduate students by year, degree program, and concentration in the period of the Self-Study. We had 68 graduate students in Fall 2014 (44 MA, 23 PhD), 76 in Fall 2015 (46 MA, 26 PhD, 2 TESOL) and 67 in Fall 2016 (35 MA, 29 PhD, 3 TESOL). Recruitment for our MA in Fall 2016 was less successful than usual. However, our PhD enrollment has increased steadily during the study period. (Source: APR Dashboard)

1.b.2.2 Percentage of graduate students compared to total number of students in the department. Graduate students (both MA and PhD) accounted for 30.1% (68/226) of the total number of students in the department in Fall 2014, 29.6% (76/257) in Fall 2015, and 27.6% (67/243) in Fall 2016. The slight decline in percentage of graduate students can be attributed both to an increase in our undergraduate program and a decrease in the number of MA students, as noted above. (Source: APR Dashboard)

1.b.2.3 Graduate student financial support, by type GTA, GRA, etc. Appendix 1.b.2.3 presents a breakdown of financial support types and amounts. Comparing fall semesters only, the number of assistantships has decreased from 41 to 27, with the largest decrease coming in GRA positions (from 11 in 2014 to 3 in 2016) and in positions for MA students (21 in Fall 2014, 10 in Fall 2016). GTA positions have fluctuated from 16 to 22 to 18 across the three years of the study period. GLA positions (14 in 2014) were eliminated but 6 GAA positions were created in 2016. In Fall 2014, we were able to hire more MA GRAs than usual with grant funding. Funding for GA positions from the IEP was reduced in 2015 because of budget cuts.

1.b.2.4 Ratio of graduate students to TT faculty. The ratio of graduate students to tenure-track faculty (N=8-10, depending on year) has declined slightly, from 8.5 to 7.4 overall, but the ratio of PhD students to tenure-track faculty has increased from 2.9 to 3.2. The overall ratio is higher than other PhD-granting departments in the Social and Behavioral Sciences, but about average when only PhD students are considered (see Appendix 1.b.2.4).

1.b.2.5 Internships, service learning programs, research practica, field placements, etc. Our MA students are required to complete 90 hours of classroom-based experience, either in paid or volunteer positions. Most MA students also complete a Practicum course which pairs them with an experienced teacher in the IEP or ESL program for observation and practice teaching. At the PhD level, one student recently received a competitive internship at educational software company Duolingo, which led to a job offer following graduation.

1.b.3 National Reputation in Professional Degree Programs. Not applicable. ALESL does not offer a professional degree program. See 1.c.1.3 for data regarding national reputation of the unit.

1.b.3.1 Number of graduate students in professional degree programs by year, with % growth. Not applicable.

1.b.3.2 Pass rates on national credentialing examinations. Not applicable.

1.b.4: Student Success and Satisfaction

1.b.4.1.a Learning outcomes

a) Student Learning Outcomes:

MA Program: 1. **Knowledge of linguistic systems of English:** Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse. 2. **Knowledge of effective teaching methodology:** Applies the basic principles of ESL/EFL learning and teaching methodology 3. **Professional development** Reflectively engages in professional development activities as a means of promoting personal professional growth. 4. **Effective use of technology** Uses technology effectively in research and teaching 5. **Effective communication** Communicates effectively in both written and oral language in English 6. **Connecting theory and practice** Analyzes and critiques theory and practice of L2 teaching and learning 7. **Cultural knowledge:** Uses cultural knowledge in second language learning and teaching

PhD Program: 1. **Theory and content knowledge.** Graduates of the program will have expertise with major concepts, theoretical perspectives, empirical findings, and historical trends in the field of Applied Linguistics and their research specialty area. 2. **Research methodology competence.** Graduates will understand and apply methods that are appropriate to different kinds of research in applied linguistics, including research design, data collection, data analysis, and interpretation. 3. **Communication skills.** Graduates will communicate effectively in speech and writing. 4. **Career planning and development.** Graduates will have relevant experience, documented success in disseminating their research, and plans for their career paths. 5. **Teaching expertise.** Graduates will be experienced teachers who demonstrate pedagogical and content knowledge for teaching a variety of courses.

b) Assessment Findings, Program Changes, and Impact on Student Learning: See Appendix 1.b.4.1.a for our graduate-level 2016 Student Learning Outcomes Assessment Reports. Our MA report discusses curriculum changes that have been made on the basis of assessment, including adding a course on Technology and Language Teaching and creating a rubric for evaluating students' professional development reflections. These changes have resulted in our meeting our SLO targets each year during the review period.

In our PhD program, we have met or nearly met all of our assessment targets and are thus not considering changes presently. During the review period, we added a rubric to assess SLOs in dissertations, which will allow us to collect additional data in coming years.

1.b.4.1.b Courses taught. The Department of ALESL has offered 34 graduate-level Applied Linguistics courses, with an average between 32.68 and 36.87 hours per section over the three-year period. The Department has also offered three different credit-bearing ESL courses for graduate students with an average of 29.8 hours/section in 2014/15 and 23 in 2015/16. In 2016

the Department began offering a support course for international Law students, which raised the hours/section average for ESL students to 36.58 in 2016/2017. See Appendix 1.b.4.1.b for a list of courses taught. Course titles and descriptions can be found at <https://www.gosolar.gsu.edu/webforstudent.htm>.

1.b.4.2: Recruitment rates, admission requirements and procedures and advisement.

Recruitment Rates. Our PhD program consistently attracts high quality students, with an acceptance rate ranging from 11 to 14% in the study period (see appendix 1.b.1 referenced above). However, our yield has not been as high, ranging from 50% in 2014 to 89% in 2015. Admissions to the MA program were consistent in 2014 and 2015 (24;22 enrolled out of 47;50 applicants, respectively) but decreased markedly in 2016, with only 25 applicants and 10 admissions. This trend has reversed itself somewhat in Summer and Fall 2017, with 20 new MA students.

Admission Requirements. The MA in Applied Linguistics is open to students with a Bachelor's degree in any field, though preference is given to those with degrees in English, languages, linguistics, or related fields. In addition to an application, prospective students must provide: (a) a typed statement of professional and academic goals that is at least two to three pages in length; and (b) three letters of recommendation, preferably from academic references.

The PhD in Applied Linguistics is open to students who have already completed a Master's degree in Applied Linguistics or a related field. Prospective students must provide a completed application, GRE scores, transcripts from all post-secondary institutions attended, three letters of recommendation, a personal statement, a sample of writing that shows evidence of research skill, and a current curriculum vitae.

Application Procedures. The applicant applies by specified deadlines as indicated on our website. The MA admits students year-round, with admissions decisions made primarily by the Graduate Director in consultation with other faculty; the PhD program admits students in Fall only, and decisions are made by the entire tenure-track faculty.

1.b.4.3 Retention rates, graduation rates, and output quality metrics. For the MA program, we looked at 3-year retention and graduation rates between 2009 and 2016. For the PhD program, we looked at retention and graduation rates at 3, 4, 5, 6, and 7 years (Appendix 1.b.4.3). Of 42 PhD students entering between 2009 and 2017, 95% were retained after the first year and 81% after three years. Of the 17 PhD students entering between 2009 and 2013, 12 have completed the PhD.

1.b.4.4 Placement rates. See 1.b.4.9 below.

1.b.4.5 Race and gender diversity. Between 2/3 and 3/4 of our graduate students are female. The percentage of white students has gone down from 68% to 55%, with Asian students increasing from 15% to 25%, and black students from 3% to 6%. (Appendix 1.b.4.5).

1.b.4.6 Level of financial need. Graduate student gross financial need rose sharply from 2014 (\$15,855) to 2015 (\$19,865) and declined somewhat in 2016 (\$17,003). Unmet need for MA students followed a similar pattern: \$6786 (2014), \$9625 (2015), \$7652 (2016). However, unmet need for PhD students rose precipitously over this period: \$2505 (2014), \$5274 (2015), \$9404 (2016). (Appendix 1.b.4.6).

1.b.4.7 Student Surveys. The student and alumni surveys (Appendix 1.b.4.7) illustrate both successes and challenges. With respect to general learning outcomes on the student survey, average scores on a scale from 1-6 ranged from 4.66 (collaborating effectively with colleagues) to 5.05 (locating and organizing information from multiple sources, effectively evaluat[ing] implications and applications of research in your field). In the area of program preparation/challenge, scores ranged from 4.63 (sufficient research opportunities) to 5.32 (instructors stress high quality work). Students rate the quality of courses (5.21) and instruction (5.26) highly, but rate other items somewhat lower (availability of courses: 4.21, career preparation and guidance 4.29). MA students tended to rate program quality somewhat higher than PhD students; notably, “support for student conference presentations and publications” was rated 5.19 by MA students and 3.94 by PhD students. All the items under “faculty interaction” had average scores above 5, though again, scores from MA students were slightly higher than those from PhD students.

Results from the alumni survey suggest that students were satisfied with their degree program (average 4.89). Compared to the university average, alumni were less likely to list research skills on their resume or use them on the job (46.8% and 76.6% respectively, compared to 61.6% and 78.9%). Similarly, 31.9% listed “ability to interpret data/information in a critical manner” on their resume and 78.7% use this skill at work, compared to the university averages of 68.9% and 91.3%. Students reported that the ability to work with diverse populations was a strength, with 80.4% listing this skill on their resume (64.7% university), 91.3% discussing it in job interviews (76.6% university), and 91.5% using it on the job (91.8% university). It is not clear how many respondents were alumni of the MA rather than the PhD. Alumni comments are varied, but frequent responses centered around the need for more electives, higher stipends, more assistantship opportunities for MA students, and better preparation for the job market.

1.b.4.8 Student publications and presentations.

During the review period, our PhD students presented 151 times at national and international conferences, with an average of 2.45 presentations annually per student. Students published 24 journal articles (4 solo, 14 co-authored with faculty members, 6 co-authored with others), 1 book with a faculty co-author, 8 books chapters (4 co-authored with faculty members, 4 co-authored with others), and 11 solo-authored book reviews. (Appendix 1.b.4.8).

1.b.4.9 Student accomplishments: exams, theses, dissertations, projects, grants, prizes, and awards. See Appendix 1.b.4.9 for a list of doctoral dissertations completed between 2014 and 2017 (N=16). In the period under study, our students have received several awards, including the Provost’s Dissertation Fellowship; GSU Dissertation Grant (2); Language Learning Dissertation Grant; The International Research Foundation for English Language Education (TIRF) grants (2); PEO Scholar Award; Ethel Woodruff Draper Fellowship for the Development of Young Women; Qualtrics Behavioral Research Grant; ALRC Research Support Grant; CAMLA Spain Grant; National Academy of Education/Spencer Dissertation Fellowship. One of our current PhD students has received two English Language Specialist grants for international teacher training.

1.b.4.10 Doctoral student time-to-degree. Between Fall 2013 and Summer 2016, the Department graduated 10 PhD students, with an average time to degree of 4.5 years. (Source: APR Dashboard).

1.b.4.11 Student outcomes after graduation: admission into further graduate education, postdoctoral fellowships, employment. 91.5% of the 47 respondents to the alumni survey reported being employed currently, and 100% have been employed within the past four years. 63% are employed in college faculty/administration, 8.7% in K-12 education, 8.7% in non-profit or community organizations, and 2.2% each in government/public administration, law, and religious organizations. Three of our recent MA graduates have received English Language Fellow positions to teach English internationally. One of our PhD graduates has taken a tenure-track position at a major research university with a highly regarded graduate program in Applied Linguistics (the University of Hawai'i at Manoa) and several others have taken tenure-track positions at other universities (e.g., Hobart and William Smith Colleges, Youngstown State University, Cedarville University). One has been hired by language learning software company Duolingo. Three of our PhD alumni work at GSU: one is a Principal Senior Lecturer in our IEP, one is a Lecturer in Applied Linguistics, and one (finishing her PhD at the time of this self-study) is an Instructor in World Languages and Cultures (see Appendix 1.b.4.7 referenced above).

1.b.5 Graduate programs within the GSU context

1.b.5.1 Programs undertaken jointly with other GSU units, list of cross-listed courses. None.

1.b.5.2 Areas of overlap/redundancy with other GSU units. None noted.

1.b.6: Number of students enrolled in fully online and hybrid courses. There were 15 students enrolled in fully online courses in Fall 2014 and 7 in Fall 2015. Since 2016, we have only offered online courses in Summer semester.

1.b.7: Graduate degrees conferred by fiscal year. During the last three fiscal years, we graduated 49 MA students and 12 PhD students (average 19.7 and 4, respectively). In addition, our new TESOL certificate was earned by 2 people in FY 2016 and 7 in FL 2017.

1.c. Research

The third goal of the University's Strategic Plan is to "become a leading public research university addressing the most challenging issues of the 21st century." The Applied Linguistics/ESL Department's main research area is language learning and language use. We are a multifaceted department that focuses on second language (L2) acquisition, L2 writing, sociolinguistics, language assessment, corpus linguistics, educational technology, and L2 teacher education. As a department, we generate basic knowledge about language acquisition and structures, but, importantly, we apply this knowledge to help address critical societal concerns such as literacy development, the role of technology in learning, and refugee and immigrant resettlement, to name a few. Indicators of success include acquisition of both internal and external funding, awards, production of high quality publications, and engagement in national and international research collaborations.

1.c.1 Success of the Unit's Research Culture

1.c.1.1 2CI hires, Regents Professors, Alumni Distinguished Professors, eminent scholars, and endowed professors. None.

1.c.1.2a Levels of external and internal funding: grants, fellowships, and awards. Internal funding awards since 2014 for the Applied Linguistics/ESL Department total around \$320,000. Award sources included, but were not limited to, Research on the Challenges of Acquiring

Language & Literacy Seed Grants, Center for Urban Language Teaching and Research grants, and the Adult Literacy Research Center.

According to data provided by faculty members, the total external award amount for Applied Linguistics/ESL since 2014 is over \$1,000,000. The ratio of internal to external awards accumulated since 2014 is about 3:1. External funding has been awarded to six of the nine graduate faculty members. These grants have come from diverse funding sources including Cambridge Michigan Language Assessments, the U.S. State Department, Qualtrics, Language Learning Journal, National Science Foundation, and the National Institutes of Health.

1.c.1.2b Ratio of grants submitted to grants awarded. According to internal reports, Applied Linguistics/ESL has an impressive ratio of external grants submitted to grants awarded (FY15: 14/8 (57%); FY16: 14/7 (50%); FY17: 5/2 (40%). The department also has an impressive ratio of internal grants submitted to grants awarded (FY15: 5/5 (100%); FY16: 3/3 (100%); FY17: 4/3 (75%). (Source: APR Dashboard)

1.c.1.3 National/international rankings of the unit (e.g., by the National Research Council (NRC), US News and World Report, professional associations). The Department of Applied Linguistics/ESL is not ranked by the NRC, *US News and World Report*, or any professional associations of which we know. There are a number of reasons for that, but chiefly, as an Applied Linguistics department, we belong to a small discipline that is not ranked by large organizations. One measure of success within the field in terms of research output is to compare the number of presentations by students and faculty our department with other, similar departments at the American Association for Applied Linguistics, which is the conference that best represents our field both nationally and internationally. While an imperfect metric, it does provide some indication of research productivity and discipline acceptance.

Data from the 2015 AAAL conference is no longer available. 2016 data shows that GSU had the second greatest number of presentations at AAAL with GSU faculty and staff presenting 27 times against Georgetown's 28 presentations. In 2017, GSU had the greatest number of presentations at AAAL (24), while Michigan State and the University of Hawai'i had the second greatest number of presentations (22).

1.c.1.4 Research productivity that furthers the strategic goals of the university

1.c.1.4.a Quantity and quality of disseminated research. Based on data provided by faculty members, the number of peer-reviewed publications for Applied Linguistics/ESL faculty has been growing steadily for the past several calendar years: 56 publications in 2014-2015 (M = 3.11 per faculty member), 61 in 2015-2016 (M = 3.389 per faculty member), and 63 in 2016-2017 (M = 3.5 per faculty member). However, over 50% of faculty in the department are lecturers who are not expected to pursue research agenda. When we narrow in on the nine graduate faculty members who have research expectations, the faculty reports 50 publications in 2014-2015 (M = 5.555 per faculty member), 58 in 2015-2016 (M = 6.444 per faculty member), and 61 in 2016-2017 (M = 6.777 per faculty member). Based on data available in iPORT and through department websites, Applied Linguistics/ESL faculty are as productive or more productive than members of other departments in the college. For instance, in 2015-2016, graduate faculty averaged 6.44 publications a year, which is greater than the 5.3 average for faculty in Psychology (244 publications and 46 graduate faculty) and on par with the 6.47 average for faculty in English (272 publications and 42 graduate faculty members).

Many faculty publications are disseminated in top-tiered journals within the field of Applied Linguistics. Examples of recent high-profile journal publications include ones published in *Journal of Second Language Writing* (impact factor: 1.591), *Language Learning* (impact factor: 2.079), *Cognitive Linguistics* (impact factor: 2.135) and *Applied Linguistics* (impact factor: 3.593).

1.c.1.4.b Impact of research on relevant disciplines, including analyses of citations of the work of individual faculty members. The Department of ALESL has made an important impact on the field when compared to parallel departments at GSU's peer and aspirational institutions in terms of research output and citation indices. The best metric we found to assess research within the department's discipline was to examine citation metrics for faculty members by department as reported by Google Scholar. Google reports two main citation metrics: an h index (a count of the largest number of papers (h) from a journal or author that have at least (h) number of citations) and an i10 index (the number of publications with at least 10 citations).

For the nine graduate faculty members in the department, Google Scholar metrics are available for seven of them. For those seven the mean h index is 20.286 (SD = 6.600) while the average i10 index is 30.429 (SD = 19.637). These numbers are on par with or better than two of our peer departments: Iowa State University and University of Hawai'i. Google Scholar metrics for faculty members at Iowa State are available for all eleven faculty members. The mean h index for Iowa State University is 14.454 (SD = 11.877) while the average i10 index is 16.091 (SD = 15.089). The higher standard deviations indicate that a few faculty members account for the lion's share of the citations. At the University of Hawai'i, Google Scholar metrics are available for eight out of 14 faculty members. For those eight the mean h index is 15.875 (SD = 16.357) while the average i10 index is 24.375 (SD = 38.105). The standard deviations for the University of Hawai'i are greater than the mean indicating skewed data as well. Our department's h index and i10 index are lower than Georgetown, for which data is available for four out of six members of the Applied Linguistics faculty. The mean h index for Georgetown faculty is 26.250 (SD = 17.231) and the average i10 index is 30.428 (SD = 19.637).

1.c.1.5 Success in recruitment and retention of top faculty in the field. Applied Linguistics/ESL has not been afforded the opportunity to recruit tenure-track faculty since 2011. The department has been successful at retaining top faculty: no TT faculty members have left the department in the years under review.

1.c.1.6.a Number of faculty promoted and/or tenured since the last self-study. Between 2014 and 2017, Applied Linguistics/ESL had three faculty promoted to Associate Professor. No faculty were promoted to Full Professor. Two lecturers were promoted to Senior Lecturer and one to Principal Senior Lecturer.

1.c.1.6.b. Average time in rank, recruiting/hiring history

For current Professors, the average time at rank is 8.67 years. Professors spent, on average, 7.67 years at the Associate level before promotion. For current Associate Professors, the average time at rank is 4.17 years. Current Associate Professors spent, on average, 4.83 years as Assistant Professors before promotion.

1.c.1.7 Faculty participating in exchanges, where applicable to the unit. Scott Crossley took part in a faculty exchange at the University of Valparaíso in Valparaíso, Chile in the spring of 2017. The exchange was part of a federal grant to provide collaboration and research

opportunities involving the identification and assessment of the role text cohesion plays in text readability in a variety of academic disciplines.

1.c.1.8 Faculty Surveys. 13 faculty members (72%) responded to the faculty survey, including 9 tenure-track, 2 non-tenure track, and 2 not specified (presumably non-TT) (see Appendix 1.c.1.8). While survey items related to the quality of programs and students, particularly at the graduate level, were higher than university averages, responses to statements about university/department engagement (particularly decision making), career goals, workload, and research were markedly lower than university averages, and some had bimodal distributions. For example, the item “I feel involved in the process of setting departmental objectives” had a mean score of 3.62, compared to 4.36 on average, with 6 responses of 5 or 6 and 7 responses of 1, 2, or 3. The small number of respondents precluded separating responses out by faculty status (tenure-track vs. non-tenure track); we hope that our external reviewers can help elucidate these findings. A majority of respondents (53.8%) indicated that their career plans might include seeking employment at another university, compared to 28.5% across the university.

Several items related to the promotion process and workload had department averages substantially below the university average, including the following: my professional career goals are consistent with the department’s expectations (department 4.00, university 4.90); I feel the promotion and tenure process has been clearly explained to me (department 4.00, university 4.71); I feel adequate support and assistance are available to me to achieve tenure and promotion (department 3.45, university 4.37); have adequate time for scholarly research (department 2.75, university 3.73); I believe my workload is reasonable (department 3.38, university 4.37), my department enables me to achieve a good balance between work and my personal life (department 3.15, university 4.34).

1.c.2 Faculty Partnerships and Professional Service

1.c.2.1 Faculty participation (direction, affiliation) in research centers and clusters at the Georgia State University. ALESL faculty are involved in research centers and clusters across the university. Six of our faculty (Belcher, Cortes, Crossley, Cushing, Kim, Lindemann) are affiliated with the Center for Research on the Challenges of Acquiring Language and Literacy (RCALL). One (Friginal) is a faculty affiliate with the Partnership for Urban Health within the School of Public Health.

1.c.2.2 National and international research collaborations/partnerships. ALESL faculty engage in many collaborative research projects with national and international research partners. Some prominent international collaborations include: “ReaderBench” (Crossley), a project that involves developing a platform for providing automatic feedback and analytics for text readability in a variety of languages. The collaboration is with the computer science department at Universitatea Politehnica din Bucuresti. Another project (Kim) examined collaboration timing in L2 writing development among Arabic and Chinese L2 writers and involved faculty members at Zayed University in the United Arab Emirates. Cortes has been working as an external research consultant for the research project “Academic literacy in English as a foreign language in the UNRC: Corpus-based studies of academic genres in different disciplines and pedagogical applications” at the School of Human Sciences of the Universidad Nacional de Rio Cuarto in Cordoba Argentina, a project sponsored by the Secretary of Science and Technology at that university. Römer collaborates with researchers at the University of Michigan and Trinity

College Dublin (Ireland) on a project that uses network analysis to better understand the semantics of first and second language English speakers' knowledge of verb constructions.

Nationally, faculty engage in several research collaborations as well. Some prominent collaborations include The Next Frontier in Diabetes Communication (Crossley), where researchers work to identify potential miscommunications between physicians and patients to improve medical adherence. The Aviation English Collaborative Project (Friginal) between GSU and Embry-Riddle Aeronautical University (Daytona Beach, FL) focuses on developing language teaching and assessment materials for international pilots and aviation students. Cortes has been an Associate Research Fellow in the International Center for Intercultural Communication at Indiana University Purdue University Indianapolis (IUPUI) since 2007. In that capacity, she collaborated in the research study of English and Spanish health literacy, publishing a paper in 2016 in this area. Römer collaborated with researchers at the University of Michigan and the University of Pennsylvania on a multi-year project on the acquisition and use of verb-argument constructions.

1.c.2.3 Evidence of interdisciplinary research. Many faculty members have research programs that span several different areas (e.g., psychology, education, communications, music, computer science). See Appendix 1.c.2.3 for a list of interdisciplinary publications.

1.c.2.4 Significant professional service. Many department faculty members engage in significant professional service. Since 2014, faculty have been on the Editorial Boards for 35 journals. In addition, faculty serve or have served as Associate Editors of four journals. Other significant professional service by ALESL faculty since 2014 include grant reviewing for the National Science Foundation (Crossley), Ohio University's Baker Fund (Cortes), and Educational Testing Services (Cortes and Cushing); faculty advising for Second Language Research Forum (Crossley, Friginal, Kim, Römer); leading a TESOL interest group (Acheson-Clair); serving as a site reviewer for program accreditation for the Commission on English Language Program Accreditation (CEA; Gobron); chairing the TOEFL Committee of Examiners (Cushing), and serving on the following: Fulbright National Screening Committee for English Language Teaching Assistant Fellowships (Gobron); National Screening Committee for the Fulbright US Student Program (Römer); AAAL committees (Belcher and Friginal).

1.c.3 Recognition of Scholarly Excellence

1.c.3.1 Recipients of GSU Faculty Fellowship and other internal awards. Recent Applied Linguistics/ESL recipients of GSU faculty awards include (since 2014): 2014 Digital Fellowship (Bunting); 2015 Outstanding Junior Faculty Award (Kim); 2016 Instructional Effectiveness Award (Römer); 2016 Outstanding Service Award (Cushing).

1.c.3.2 External awards, honors, prizes, and fellowships. Applied Linguistics/ESL faculty have received external awards, honors, and prizes. Recent awards include Fulbright Scholar Award (Acheson-Clair, 2014-2015); Fulbright Senior Specialist award (Belcher, 2016); Associate Research Fellow at Indiana University – Purdue University Indianapolis (Cortes, 2014-), Research fellow at Arizona State University (Crossley, 2014-2015), and English Language Specialist fellowships (Bunting, 2015; Cushing, 2017).

1.c.4 Unit Infrastructure for Supporting Research

1.c.4.1 Unit-level research and travel grants. Tenure-track faculty receive \$1200 annually in professional development (PD) funds for research, professional memberships, travel, and other professional activities; NTT faculty receive \$600. In addition, graduate students receive \$150 annually for travel to professional conferences at which they are first author presenters.

1.c.4.2 Grant support: writing, administration. The department has no specific grants or contracts officers on staff. The department is assigned to a team of grants and contracts officers at the college and university level, along with several other departments.

1.c.4.3 Facilities, equipment, technical support and other administrative support. Please see sections 2.c. through 2.e below for a discussion of facilities, equipment, and administrative support.

1.c.4.4 Research information resources. The University Library has a Librarian who serves as a liaison and offers a suite of information resource services to the Applied Linguistics/ESL department that is shared with two other departments (English and World Languages and Cultures). Upon invitation, she teaches library research skills to classes with research assignments. By appointment, she helps students and faculty with their research information needs via the library's databases, catalog, and other online discovery tools. She also purchases books and multimedia items for the library's collections, ensuring that purchases serve the department's curriculum and research needs.

1.c.5 Contributions to Science and Health/Medical Education. Members of the Applied Linguistics/ESL department contribute in varied ways to Science and Health/Medical Education. Several faculty members have served as judges at the Georgia State University Undergraduate Research Conference. As noted above, one faculty member (Cavusgil) is working with the School of Public Health to create a section of English 1101 for multilingual health science undergraduates. Our department provides essential language support for international students in the sciences: 65-70% of graduate students in our ESL courses are from science disciplines. We also offer language and cultural training for international teaching assistants, primarily in the sciences. Cortes is Associate Director of CETL for intercultural communication and English as a Second Language and supports science/health education in multiple ways through CETL.

1.d Contribution to Cities Applied Linguistics department faculty and programs contribute to GSU's strategic goal of understanding the complex challenges of cities and developing effective solutions. Although we have few formal ties to university initiatives in this area, our main contributions can be seen in faculty and student contributions in second language acquisition research for adult English as a second Language (ESL) learners and in work with refugee and immigrant communities.

1.d.1 Activities with the Council for Progress of Cities N/A

1.d.2 Contributions to the Arts and Media N/A

1.d.3 Field-specific Contributions to Cities. Several Applied Linguistics faculty and students work closely with immigrant and refugee populations, particularly in terms of teaching English as a second language. Our MA program requires 90 hours of classroom-based experience; many of our students choose to complete this requirement by volunteering to teach in community ESL programs, e.g., at the Latin American Association, International Rescue Committee, or church-

sponsored programs. Two of our recent PhD graduates have completed dissertations related to immigrant and refugee populations and several MA and PhD graduates have gone on to jobs with these organizations. For example, Dr. Cassie Leymarie now serves as Curriculum & Assessment Coordinator at the Global Village Project, a school for refugee girls, and recent MA graduate Lauren Mertens works at IRC.

1.e Globalizing the University Faculty from the Applied Linguistics Department have long-standing success in contributing to GSU's goal of globalizing the university at multiple levels. With a distinct 3-unit structure within the department (Applied Linguistics, ESL, and the IEP, faculty and staff work collaboratively on several initiatives to internationalize activities and better prepare students for a globally orientated world. Each unit in the department works with both domestic and international students. Through instruction, research, mentoring and class observations, students gain unique experiences in working with international students learning English and faculty who are experts in second language acquisition and language teaching. These experiences prepare students well for our globally interconnected world. Because Applied Linguistics covers topics such as second language acquisition, second language teaching and intercultural communication, our degree programs play a prominent role in globalizing the university as the work involves direct contact with second language learners, teachers, and international visitors. Also, with both the ESL and IEP programs providing language instruction for international students and serving as a research lab for AL faculty and students, the programs are in a unique position to contribute to the goal of achieving distinction in globalization.

1.e.1 Critical Issues for Global Cities – NA

1.e.2 Funded Research on Challenges Facing Emerging Nations N/A

1.e.3 Establishment of GSU as an International Center

1.e.3.1 Faculty international exchanges, speakers, cultural events, visiting scholars, etc.

Department faculty members (primarily IEP and ESL faculty) have been very active with faculty exchanges and events during this period. See Appendix 1.e.3.1 for a list of these activities.

1.e.3.2 International fora. Department faculty (both TT and NTT) travel frequently outside of the United States to give invited lectures, conduct workshops, and present their research at conferences. See Appendix 1.e.3.2 for a list of these activities.

1.e.3.3 Programs for foreign students The ESL Credit Program serves approximately 200 international and bilingual resident students each semester. Courses include academic writing and academic oral communication for graduate students, along with teaching at the university for international graduate students. As noted above, special sections of English Composition I and II as well as Human Communication are offered at the undergraduate level for bi- and multilingual students.

The non-credit Intensive English Program (IEP) serves approximately 200–350 pre-matriculated international students per year. It was the first program in Georgia to be accredited by the Commission on English Language Accreditation (2014 – 2024). IEP students are placed in one of five English for Academic Purposes levels after taking a placement test during orientation

week. 90% of IEP students are international students on F-1 student visas while 10% are bilingual residents. IEP courses include extensive reading, selected topics in English proficiency test preparation, structure and composition, oral communication, reading and listening for academic purposes, writing for university exams, and oral fluency. IEP students study 18 hours a week. Appendix 1.e.3.3(a) summarizes IEP international student enrollment from 2014 – 2017.

IEP students come from all around the world, with China, Vietnam, Saudi Arabia, and Colombia among the most common countries of origin (see Appendix 1.e.3.3(b) for a list of countries.) The IEP is a pipeline for matriculation to associates, undergraduate and graduate programs at GSU (see Appendix 1.e.3.3(c) for numbers of IEP students who matriculated to GSU since consolidation with Georgia Perimeter College). The IEP collaborates with undergraduate and graduate admission's departments, providing workshops on the GSU admissions process. The program also provides one-on-one academic advising for IEP students. Through the unique programming of the IEP, matriculated GSU students gain many opportunities to interact with IEP students, giving them chances to improve their cultural competencies.

As noted above, we also have begun to provide language support courses for international students in the Law School and in RCB. Free tutoring services are provided for foreign students via the IEP tutoring lab. Three to five GAAs are hired every semester to provide tutoring and conversation practice for nonnative speakers of English and visiting scholars at all levels (pre-matriculated, undergraduate, and graduate; see Appendix 1.b.4 referenced above for tutoring appointment information).

1.e.3.4 Programs coordinated with university's international initiatives. ALESL faculty members participate in the Brazil task force (Cortes, Crossley) and Korea task force (Kim). Cavusgil, Bunting, and Snell have taught Academic English in the Summer Institute, a 4-week program in which international students experience American higher education and culture. Cavusgil and Bunting also designed materials and procedures for oral proficiency assessment of students enrolled in the Summer Institute. Cavusgil served as faculty associate (course buyout) with OII, assisting with the Summer Institute's Global Ambassador Program, international Summer Program Explore Experience Discover, and with curriculum design (e.g., drafted a proposal and syllabus for PERS 2001: Leaders in a Global Society). Two faculty members have served as faculty mentors for Chinese scholars in the OII mentoring program (Cortes and Belcher) and one participated in the GSU/ALESL Global TESOL Certification Program in Guangzhou, China in 2014 (Friginal).

Friginal served as director of the Global TESOL Certification Program, Guangzhou, China (July-August 2014 and 2015) sponsored jointly by the Office of International Initiatives and ALESL. Over 200 English high school teachers from the Guangdong region participated per year, and received a 'TESOL Certificate' awarded by GSU-OII upon completion of an intensive 6-module program including: Approaches to Teaching ESL and Instructed SLA, Language Assessment, Teaching Speaking and Listening, Teaching Reading and Writing, Technology in the Classroom, and Intercultural Communication.

1.e.4 Enhancement of Global Competence. Since Fall 2014, at least 25% of our BA graduates have received a Global Scholar designation; in Spring 2017 this number was 67% (see Appendix 1.e.4). This percentage is among the highest at the university.

1.e.4.1 Contribution to international studies

1.e.4.2 Number of students enrolled in study abroad programs. The APR dashboard includes information from AY2013, 14, and 15 (instead of 14, 15, 16), reporting 23, 24, and 21 individual students studying abroad. Our department sponsored three study abroad programs open to both BA and MA students during the study period as follows: 14 in Maymester 2016 (China), 12 in Spring 2016 (Mexico), and 11 students in Summer 2017 (Mexico).

1.e.4.3 Global leadership certificate programs for undergraduates. Not applicable.

1.e.4.4 Language programs with learning outcomes and success measures The IEP is accredited by the CEA (Commission on English Language Program Accreditation). Learning outcomes are assessed annually. During the review period, pass rates typically varied from 73% to 100 % for each level and skill area, and were usually above 80% (see Appendix 1.e.4.4 for details).

1.e.4.5 Courses/programs with learning outcomes and success measures Our CTW course (AL 4151: Communication across Cultures) assesses three of our SLOs: awareness of bias, reporting on primary research, and communication and editing skills. More than 87% of students met the target for these SLOs during the study period.

1.e.4.6 Contribution of global/multicultural perspectives to Core and other major courses While we have no courses in the Core, many of our undergraduate courses contribute to global/multicultural perspectives. Appendix 1.e.4.6 lists our 2000-level courses with global/multicultural content along with courses that are approved for the Global Scholar designation.

1.e.4.7 Contribution to global competency for staff Not applicable.

1.e.4.8 Success in recruiting top international faculty and students Our department faculty is quite international, with faculty members from Argentina (Cortes), Sweden (Larsson), the Philippines (Friginal), Germany (Römer), and Korea (Kim, Yang). In recent years around 31% of the department's graduate students have come from abroad.

1.f Overall Assessment of the Unit While we are a relatively small department, the Department of Applied Linguistics & ESL plays a critical role in promoting the university's mission and strategic plan, particularly in the areas of providing quality undergraduate and graduate education, conducting research, and globalizing the university. Indicators of quality include success in meeting student learning outcomes, placement of our graduates in jobs and further study, and the high quality of students attracted to our programs. Our research faculty are highly productive and professionally active and we have successfully retained and promoted our most productive scholars. Our non-tenure-track faculty include some of our most experienced and successful instructors; they are also highly engaged in professional development and service, and serve as important mentors to our undergraduate and graduate students. Our IEP and ESL programs bring international students to campus and provide them with skills necessary for

academic success, thus playing a central role in globalizing the university. Our unique structure, combining a self-supporting IEP and an ESL program for matriculated students within an academic department, is mutually beneficial, as it provides multiple opportunities to connect research on language learning and teaching with hands-on experience for undergraduate and graduate students. The IEP is also a major funding source for graduate students.

Nevertheless, as shown in this section and the ones that follow, our achievements have come at a time of shrinking resources, which could threaten the department's viability and productivity if not addressed. We were fortunate to be able to replace an AL lecturer who left in 2015, but our faculty resources are stretched very thin with one recent retirement and another on the horizon. Our funding for graduate students is also inadequate, making it increasingly difficult to attract and retain high quality students. Finally, there are few opportunities for our non-tenure-track faculty (which constitute the majority of our faculty) to advance professionally within existing university structures and our current resources.

2. How Adequate Are Your Unit's Resources?

2.a Faculty Resources. As of Fall 2017, the department has 19 full-time faculty: 10 (9 TT, 1 NTT) teach in the AL programs, 7 NTT in the IEP, and 2 NTT in the ESL program. One senior faculty member retired in Spring 2017 and another has announced his retirement at the end of AY 2018 (Murphy). One Senior Lecturer in AL left in 2016 and was replaced with a Lecturer in 2017. Five of the 9 TT faculty members are in administrative positions that carry reduced teaching loads (Belcher: Department Chair; Kim: Director of Graduate Studies; Cortes: Associate Director of CETL; Friginal: International Programs Director, College of Arts & Sciences; Cushing: Senior Faculty Associate for Assessment of Student Learning, Office of Institutional Effectiveness). Within the IEP, one lecturer position was lost due to budget cuts in 2015 and a Senior Lecturer left to pursue other options; this position is currently being filled by a visiting lecturer. We discuss need for new faculty in Section 3.

2.a.1 Faculty composition. Faculty members by rank include 2 Lecturers (Yang, Wrenn, 11%), 7 Senior Lecturers (Cavusgil, Camacho, Gobron, Kegley, Larsson, Snell, Starrick, 37%), 1 Principal Senior Lecturer (Bunting, 5%), 6 Associate Professors (Cortes, Crossley, Kim, Friginal, Lindemann, Römer, 32%), and 3 Professors (Belcher, Cushing, Murphy, 16%). CVs for all faculty are available on the department website: <http://alsl.gsu.edu/profile/>.

According to the APR dashboard, in Fall 2016, 8 of the 13 FT faculty members (61.5%) were female. 11/13 (84.6%) were white and the other 2 (15.4%) were Asian; since the hiring of a lecturer in Fall 2017 the balance between white and Asian faculty has shifted to 77% and 23%, respectively. Note that the APR dashboard does not include IEP faculty. Six out of seven IEP faculty are female (86%) and all are white.

2.a.2 Student/faculty ratio data. According to the APR dashboard, student faculty ratios have varied within a fairly narrow range around an average of 13.6 (undergraduate) and 5.6 (graduate) (Appendix 2.a.2). However, given that the two ESL lecturers do not typically teach or advise students within the department, removing two from the count gives an average ratio of 15.21 (undergraduate) and 6.66 (graduate). These ratios are higher than the SBS department most

similar in size to ALESL, Anthropology, which does not offer a PhD. Compared to the SBS departments that do offer the PhD, our undergraduate student faculty ratio is lower than average but the graduate student faculty ratio is the highest.

2.a.3 Credit hour generation data, by faculty by fiscal year. For the period FY2015 through FY2017, total fiscal year credit hour generation rose slightly, from 6382 in FY2015 to 6720 in FY2017. The percentage of credit hours generated by FT faculty rose from 55% to 65%, with the percentage generated by GTAs going from 36% to 30%. Part time instructors generated about 5% of credit hours during the study period. Fall to fall comparisons indicate that GTAs taught 64% of undergraduate lower division courses, 40% of upper division courses, and 6% of graduate courses (which include ESL courses for graduate students). The ratio of full-time faculty to GTAs in undergraduate courses is addressed in Section 4. (Source: APR Dashboard)

2.b. Administrative Resources. At the faculty level, administrative resources include the Department Chair, the Graduate Director, the Undergraduate Director, the Director of ESL, and the Director of the IEP. Until recently, the department staff consisted of a Business Manager; Senior Administrative Specialist—Academic; and Receptionist (68%). IEP staff include an Administrative Specialist—Administrative, an Admissions Counselor, and a Senior Educational Program Specialist. Two staff members (Administrative Specialist and Receptionist) left the department in Fall 2017. We have a part-time GAA from Computer Science who provides technical support.

2.b.1 Staff support per FTE faculty member. We are currently short-staffed, with only one full-time staff member for the entire department (Business Manager); however, we are in the process of hiring a Senior Administrative Specialist and a Receptionist. When we are fully staffed we will have a staff support ration of 1:6.3 staff per FTE, which is somewhat higher than comparable departments. With three full-time staff members, the IEP staff support ratio per FTE ratio is 1:3.

2.c Technological Resources. Each faculty member has a desktop computer and most faculty members have an office printer as well as access to the department's printers. Each GA workstation also has a computer. The department has been able to upgrade faculty and GA computers on a rotating basis.

2.d Space Resources. The department moved to the 15th floor of 25 Park Place in January 2015. This space includes a reception/waiting area, 33 offices (31 occupied), two conference rooms, a student lounge area, a break room, two lab spaces, a testing office, a mail room, two storage rooms, and 43 workstations for graduate assistants. Space is sufficient for our current needs.

2.e Laboratory Resources (both research and non-instruction laboratory space). The department has facilities and resources housed in the Language Perception Assessment and Learning Lab (LPAL Lab). The LPAL lab comprises two soundproof rooms each equipped with computers, voice recorders, eye-tracking equipment, and video recorders. The Lab also contains a general conference room. The testing office has two desktop computers, files for securely storing test materials, and a conference table.

2.f GSU Foundation Resources and other gifts the unit has received. In the past three years, the department has received \$3575 in gifts, primarily as recurring gifts from AL faculty. Our Foundation account has a balance of \$5753.63 as of December 2017. We are hoping to create an Advisory Board to help us build ties with alumni and support department initiatives and activities.

2.g Library Resources. The department has a very good collection of resources available for teaching and research needs. Based on an analysis of library holdings provided by our subject librarian, the GSU library effectively supports the curriculum and research areas of our faculty and students. In addition, our subject librarian is available to consult with our students and faculty and to give presentations on the GSU library to both undergraduate and graduate students.

The library provides current access to 19 of the top 20 linguistics journals as ranked by Impact Factor, although these are not always the journals that are relevant to department faculty. For those journals to which the GSU Library does not provide direct access, Interlibrary Loan service is available to fill requests for articles. In comparison to peer institutions, the GSU Library provides a collection of databases that is both comparable and includes key titles, such as Linguistics & Language Behavior Abstracts (LLBA), MLA International Bibliography, and ScienceDirect databases. A comparison of monograph titles for the last three fiscal years (FY15-17) shows GSU at the midpoint of acquisitions (Appendix 2.g). For monograph titles that are not available, faculty and students have access to three interstate book-share programs and our Interlibrary Loan service.

3. Where Do We Want to Go?

As the previous sections demonstrate, the department of Applied Linguistics & ESL has achieved a great deal since our last program review, particularly in terms of growing our BA and PhD programs, increasing our research profile and stabilizing the Intensive English Program. With these achievements, we are poised to take the next steps to build on our successes and define new directions for the next several years. The goals listed below are intended to maximize the quality of our department and contribute to the university's strategic plan. As envisioned by the faculty, the goals and objectives below are highly interconnected and cannot easily be achieved in isolation. The resources discussed in Section 4 would contribute to the achievement of multiple objectives.

Goal 1: Build on the strengths of our undergraduate program to expand offerings and increase the diversity of our undergraduate programs (sustaining innovation)

The University strategic plan calls for reducing the time to earn an undergraduate degree (2016: 1.2), implementing undergraduate signature experiences (2011: 1.3), establishing pathways that facilitate college to career transitions (2016: 1.3), and creating a pipeline into graduate school and professional programs (2016: 2.3). Applied Linguistics is already contributing to these goals, for example with the development of an internship course and a dual degree (BA/MA) program. However, there is more we can do in these areas. The surveys of current students and alumni expressed some dissatisfaction with the number of electives available; several respondents also articulated the need for more 'real-world' experience to prepare them for jobs after graduation.

Goal 2: Expand offerings at the MA level to serve a more diverse student population.

(sustaining and disrupting innovation) The updated strategic plan calls for creating innovative and flexible graduate and professional programs that respond to student needs and market demands (2:2). Our highly regarded MA in Applied Linguistics has been providing high quality ESL teacher development for 30 years and our graduates have gone on to successful careers in Georgia, nationally, and internationally. However, we continue to attract students with an interest in research at the MA level who may want to go on to a PhD or to work in industries such as technology/artificial intelligence that require a background in language analysis. We would like to offer a degree option for these students as well.

Goal 3: Further strengthen the PhD program by attracting and retaining the most qualified students, shortening completion times, and better preparing doctoral candidates for careers in academia and industry (sustaining innovation)

The 2016 update to the university strategic plan calls for growing and enhancing graduate programs, in part by adopting programs to aid progression and graduation (2:1). Our doctoral program has improved substantially in quality and reputation since our last program review; however, nearly every year one or sometimes several of our top recruits have elected to attend another school that is able to offer a more generous funding package. Furthermore, students are burdened with heavy teaching loads and the student survey revealed some dissatisfaction with the clarity and feasibility of milestones within the program.

Goal 4: Build on previous progress toward creating a world-class research faculty that reflects the diversity of GSU (sustaining innovation)

As noted above, our faculty have increased the research profile of the department significantly since our last program review. We have hired outstanding junior faculty, all of whom have been tenured, promoted, and retained, and we have begun to attract more external funding for our research. However, 5 out of 9 tenured faculty members hold part- or full-time administrative positions (one as Department Chair, one as Graduate Director, one in the Dean's office, one in CETL, and one in OIE), we were not able to replace a faculty member who retired, and we are facing an additional impending retirement of a professor at the end of the current academic year whose work is critical to our MA program in particular. Without additional faculty resources it will be challenging to sustain or grow the level of research productivity in the department.

Goal 5: Build on strengths of our department in globalizing the university and addressing the problems faced by cities through English language instruction, scholarship, training grants, and other activities related to intercultural communication and second language learning and teaching (disruptive and sustaining innovation)

The updated strategic plan calls for GSU to develop “research programs around large and complex problems that require teams of faculty researchers across a span of disciplines (3:1), “be a nationally recognized model for leadership in inclusion” (4:3) and “leverage Atlanta’s global footprint to further the global perspective of students, faculty, and staff through experiential learning, research, and community engagement” (5:4). Applied Linguistics is very well positioned to play a central role in these initiatives, particularly with our expertise in second language education and intercultural communication. We were instrumental in bringing a Title VI grant for a Language Resource Center to GSU, along with the College of Education and

Human Development and the Department of World Languages and Cultures. We provide ESL support courses for both graduate and undergraduates and are conducting a needs analysis to find out how we can expand these services. Through both our IEP and ESL programs we have developed partnerships with RCB, the College of Law, and the School of Public Health to support international students. Our NTT faculty are central to these efforts, so it is critical to support NTT faculty retention and promotion. We intend to expand our programs in these areas and develop new ones.

4. What do we need to do or change to get there?

To address **Goal 1**, the department has established four objectives:

Objective 1a: Get approval for at least one course in the Core Curriculum. Linguistics is not typically offered in high schools and thus many incoming students may be unfamiliar with the subject, which means that many of our students come to the Applied Linguistics major late, complicating their path to a prompt graduation. Having at least one course in the Core Curriculum would help us recruit students from the Atlanta campus and Perimeter College to the Applied Linguistics major and the TEFL Certificate. It would also increase lower-division teaching opportunities for PhD students, who frequently are assigned more demanding upper-division courses due to a shortage of full-time faculty.

Resources: We have worked with ESL faculty at Perimeter College to teach AL 2101: Introduction to Language. If this course were added to the core more sections could be offered at PC, which would not require additional resources. Adding additional full-time faculty would allow us to reassign PhD students to lower division courses and allow more full-time faculty to teach upper division courses in their areas of specialty.

Objective 1b: Strengthen and expand active learning opportunities through increased opportunities for internships and study abroad programs. We have an active internship course that provides opportunities for students to get real-world experience in research and teaching. We have also offered study abroad programs that give real-world experience in teaching English as a Foreign Language and/or deepen students' awareness and understanding of cross-cultural differences. However, both programs could be strengthened to involve more students.

Study abroad opportunities could be coordinated both within the department and across departments so that they are available more consistently, allowing students to plan ahead and allowing more students to participate altogether. Current study abroad programs all focus on TEFL in Latin America; leveraging our connections with South Korea, we plan to develop a study abroad there that could include AL 4151: Communication across Cultures as well as TEFL courses.

We have increased the number of students who complete an internship. However, the majority of students still do not do so. While we would not match all students to internships, our goal is to increase the percentage of students completing internships to 50% or more within the next five years.

Resources: Recruiting students who are interested in internships and faculty/community organizations that can host an intern, as well as the process of matching potential interns to potential sites, is a time-consuming process. Having a faculty member count the internship course as a full course in their teaching load would give that person more time to recruit and

supervise more internships. The IEP can also assist by providing more internships and classroom observation experiences for undergraduates.

Objective 1c: Cross-list selected courses at the BA/MA level and with other departments to provide more variety in offerings at both levels and improve time to degree. In our last program review, it was recommended that we cross-list courses at the BA/MA level to avoid duplication and to provide more elective options for students. At that time, the College administration was resistant to cross-listed courses and we were not able to pursue this option. We would like to be able to revisit this issue cross-list courses that are relevant to both degrees, particularly those that are required for the TEFL certificate at the undergraduate level. We would also like to explore cross-listing courses with other departments such as anthropology (e.g., anthropological linguistics), sociology (e.g., sociolinguistics), psychology (e.g., psycholinguistics), and computer science (e.g., computational linguistics).

Resources: Cross-listing courses across levels and departments will make more efficient use of our current resources. No additional resources required, although additional instructors who can teach upper division/graduate courses might be needed if these courses become more popular.

Objective 1d: Expand opportunities to support bilingual undergraduate students across the university. We have successfully offered sections of English 1101, 1102, and SCOM 1000 for multilingual undergraduates and are expanding on this initiative to design sections of 1101 for multilingual health science students. We would like to expand offerings like this tailored to the needs of multilingual students in specialized fields. We would also like to work more closely with units across campus (such as the Writing Studio and Student Success Programs) to improve student success, retention, and graduation rates of multilingual students.

Resources: None required, though an expansion of courses may eventually require additional funds for instructors.

Action Plan for Goal 1: Within in the next year we plan to propose adding AL 2101 to the core curriculum. We will also complete a comprehensive review of our BA and MA courses to determine which ones might be successfully cross-listed, and reach out to other departments to discuss possibilities for cross-listing courses. We intend to propose at least one study abroad program in Korea, increase the number of students doing internships to at least 50%, and continue our outreach across units to identify where we can provide support to bilingual students.

To address **Goal 2**, the department has established three objectives:

Objective 2a: Create a research track for MA students who want to go on to a PhD program or work in industries that require advanced training in linguistic analysis. Our MA committee is currently working on a proposal to create a research track for MA students who want to pursue a PhD. This track would substitute two required research-oriented courses for two of the more pedagogically oriented MA courses currently required. The research track will also require less classroom-based experience, to be replaced by research experience. We will seek approval for this new track and hope to begin advertising it and piloting it with interested currently enrolled students within the next two academic years.

Objective 2b: Offer a fully online TESOL certificate. We frequently receive requests for online courses in our MA program and we have developed several courses that we offer in conjunction with the College of Education and Human Development for their TEEMS program. We are planning to build on the success of these courses to be able to offer the five TESOL certificate courses online and thus cater to a global audience. Online versions of two of the certificate courses have already been developed.

Resources: Again, this objective cannot be met with our current faculty resources. In moving towards this objective, however, we will explore offering more courses online to build our capacity in online teaching. We will seek additional resources from CETL (e.g., Digital Champions fellowships, mini-grants) to support faculty who are developing online versions of their courses.

Objective 2c: Cross-list selected courses at the BA/MA level to provide more variety in offerings at both level and improve time to degree (same as objective 1c)

Action Plan for Goal 2: Within the next year, we will submit a plan for the research track for our MA for approval, including new student learning outcomes. If we have sufficient faculty resources, we will develop an online version of at least one more of our TESOL certificate courses as well. We will also complete a comprehensive review of our BA and MA courses to determine which ones might be successfully cross-listed, as noted above.

To address **Goal 3**, the department has established three objectives:

Objective 3a: Admit and retain doctoral students of higher quality. While we continue to attract very high quality applicants, our stipend is not competitive and we have limited funding to support conference travel for students. We have been successful in obtaining fellowships through RCALL and 2CI, but stipends for other students remain low (\$15K per year). Our peer aspirational programs in our field provide up to \$20,000 annual stipends for PhD students; there is no substitute for higher stipends if we want to attract the strongest applicants.

Resources: If additional resources from the college for GA support are not available, we will need to greatly increase our grant activity to pay for GA positions (a challenging prospect given our reduced faculty) or consider reducing the number of stipends offered. Because the IEP is self-supporting, we can't count on the IEP being able to increase the amount they pay GTAs for teaching, so the department would need to supplement the IEP stipend or pay differential stipends, depending on the source of the funding.

Objective 3b: Better advise and train doctoral students for the job market in academia and outside of academia. Since our last program review, we have added a required academic socialization course to the PhD curriculum; however, some students feel that the information presented in this course may be more appropriate for students later in their program. Our PhD students present frequently at conferences and most have been able to publish journal articles during their program. Given the relative paucity of tenure-track positions in Applied Linguistics, we think we can do a better job of advising students in terms of positioning themselves well in the job market, elucidating the job search process, and making students aware of PhD level positions outside of academic (e.g., testing companies, educational technology companies, government positions).

Resources: None needed at present, though with additional foundation resources we could invite speakers within and outside of academia to speak to our students about career options.

Objective 3c: Streamline PhD program by offering more PhD-level classes and reducing teaching demands. We have successfully reduced our time to degree completion to 4.5 years since our last APR. However, our students report that the teaching burden on our graduate students is challenging, particularly as we don't offer enough sections of introductory courses to allow students to teach two sections of the same course in a given semester. At the same time, we don't offer enough doctoral seminars so that students are able to take courses that match their interests and goals.

Resources: Cross-listing courses at the BA/MA level will free up some faculty resources to offer more PhD seminars, which may be of interest to advanced MA students as well (see above). Some of our upper-division courses can be taught by our ESL or IEP lecturers, which would relieve the pressure on our doctoral students to teach these courses. However, without new faculty lines from the college it will be challenging to meet this objective.

Action Plan for Goal 3: We plan to introduce these enhancements incrementally as resources become available. At our next faculty retreat in August 2018, we will discuss how best to accomplish Outcome 3b, which we can address without additional resources.

To address **Goal 4**, the department has established four objectives:

Objective 4a: Continue to retain research active faculty. Since our last program review, we have successfully hired two assistant professors, both of whom have been promoted and tenured. One associate professor has been promoted to professor, and we have had one retirement, with another one pending. At least a third of our tenure-track faculty members have been offered positions elsewhere but have chosen to stay at GSU. We assume that our most productive faculty will continue to be recruited by other universities. Short of salary increases, the most promising approach to continue retaining faculty would involve greater levels of research support, including travel funding, summer stipends, and increased graduate student assistance.

Resources: If we are able to reduce the instructional burden on doctoral students, as discussed in Objective 3c, we will be able to provide more GRA positions. Another possibility would be to direct some departmental funds to provide research support on a competitive basis. Increased success in getting grants would also help in this area (see objective 5d).

Objective 4b: Seek opportunities to add new tenure-line faculty. With the impending retirement of Dr. Murphy following an earlier retirement, there is an urgent need to add to our tenure-track faculty. We will continue to seek replacement lines from the college but will pursue university-wide opportunities to increase our faculty as well.

Resources: We intend to identify suitable candidates for the university's Distinguished Visiting Professor program for the 2018/2019 academic year. We also plan to work with other departments to pursue Next Generation funding.

Objective 4c: Encourage tenured faculty progression through the ranks. All of our assistant professors hired since 2009 have been tenured and promoted. We want to encourage our associate professors to seek promotion to professor within 5 to 7 years. Increased research support, workload adjustments, and professional development funding for faculty at the associate

level will be helpful to support further promotions.

Resources: Reducing the instructional burden on PhD students would result in more graduate research assistantships, as discussed above. We may be able to redirect summer research funds to associate professors seeking promotion on a competitive basis. However, efforts to support faculty promotion may need to be supplemented by the college.

Action Plan for Goal 4: Over the next two years, we hope to participate in at least one Next Generation proposal and identify appropriate candidates for the University Distinguished Visiting Professor program.

To address **Goal 5**, the department has established four objectives:

Objective 5a: Expand entrepreneurial language teaching and teacher training programs through our self-funded Intensive English Program. Currently, there is an increased demand for English for Specific Purposes courses for international students and teacher-training programs for foreign teachers who teach English abroad. The IEP has begun to address this need through its special summer programs for conditionally admitted graduate-level business and LLM (law) students. We plan to expand and diversify our offerings with specific programming in other fields, such as nursing, public policy, and athletics. In addition, with several international initiatives to improve English language teaching abroad and broaden the experiences of students by encouraging them to study abroad (e.g. Proyecta 100,000 in Mexico, Tobitate in Japan, and PDPI English in Brazil), the IEP is uniquely positioned to provide special short programs in language and cultural training for countries seeking study abroad experiences and teacher training for countries seeking improved language teaching. Because the IEP is housed in Applied Linguistics, we are in an advantageous position to provide a combination of language and teacher (TEFL methodology) training. In fact, the IEP won a grant to provide this kind of training to 30 teachers in January 2018 as part of the Programa de Desenvolvimento Profissional para Professores de Língua Inglesa nos EUA (PDPI), a Brazilian government program to improve English language teaching and teacher training in all states in Brazil. We plan to continue to offer short customized programs for specific types of programs like these as well as apply for grants and other opportunities.

Resources: No additional resources required.

Objective 5b: Expand language proficiency testing, English for Academic Purpose course offerings and other language support for international students on campus. With the loss of the admissions GSTEP revenue stream, we are currently relying on funding from the Associate Provost for Graduate Issues to support GSTEP testing for incoming international graduate students at orientation on a limited basis. This test is used to make recommendations for our ESL courses for graduate students. We frequently receive requests for English proficiency testing for other purposes; for example, we have a test for international teaching assistants that could be given to prospective GTAs from other departments for a fee. Special programs through OII often bring international students to campus for short-term programs and there is frequently a need to test proficiency so that appropriate English language courses can be designed and offered. We have unique expertise in English language assessment and teaching that could be more widely used across campus in support of international programs. We intend to work with the Provost's

office and the Office of International Initiatives to identify ways in which this expertise can be utilized more broadly.

Resources: We will continue to work with the Associate Provost for Graduate Issues to identify needs and opportunities to support international students on campus. We have petitioned the Board of Regents to allow the GSTEP to be used for undergraduate admissions; if we are successful, this revenue stream will again be available to use.

Objective 5c: Retain and support non-tenure track IEP and ESL faculty through incentives to participate in multilingual, international and interdisciplinary activities that lead to national recognition. We have several Senior Lecturers who are eligible to apply for promotion to Principal Senior Lecturer; however, limited funding for professional development has made it challenging for NTT faculty to present at conferences or participate in other activities that would help them meet the criteria for promotion. Funding for professional development for IEP and ESL faculty has been reduced over the years, as it has for NTT faculty throughout the College of Arts & Sciences. In order to participate in international and interdisciplinary activities, additional funding that allows lecturers to pursue outside opportunities is essential. In addition, opportunities to collaborate on research and writing among all faculty (TT and NTT) will be sought out.

Resources: Expanded IEP programs outlined under Objective 5a may provide sources of revenue that could be used to increase professional development funding for faculty paid out of the IEP budget. We will continue to seek external funding for training grants that would provide both opportunities for NTT faculty to participate and indirect funds that could supplement the professional development funding provided by the College. Finally, we will work with College personnel to seek out additional resources to support non-tenure-track faculty.

Objective 5d: Increase the number of interdisciplinary grant applications and sponsored research funding proposals. The generation of additional external funding will be essential for achieving many of our other objectives. We aim to increase our grant proposals by 25% over the next five years.

Resources: As with other initiatives, more faculty resources would make this objective more feasible as our research faculty are already stretched this. Since several of our faculty are affiliated with RCALL, working through RCALL to identify interdisciplinary grant opportunities and partnerships will be a logical starting point.

Action Plan for Goal 5: As noted above under each objective, we will work with the relevant units at the university to identify opportunities to leverage our expertise and existing partnerships to create new revenue streams for the department.

Academic Program Review
External Review Report
Applied Linguistics/ESL Department

Paul Kei Matsuda, Arizona State University (Chair)
Lourdes Ortega, Georgetown University
Charlene Polio, Michigan State University

1. Executive Summary

The Department of Applied Linguistics and ESL at Georgia State University is clearly among the first-tier departments in the field of applied linguistics and TESOL. It is home to a comprehensive set of programs that include an undergraduate major, an undergraduate certificate, a master's degree, a graduate certificate, and a PhD program. In addition, it has an integrated Intensive English Program for pre-matriculated students and an ESL Program for matriculated students, which together serve as a research and teaching lab. They provide tenure-track faculty and graduate students with opportunities for classroom research, and undergraduate and graduate students opportunities to gain experience in teaching and being mentored by lecturers with high-quality expertise in various aspects of language teaching.

The faculty and graduate students are engaged in cutting-edge research in various areas of applied linguistics, and the quality and quantity of output as well as the impact on the field contributes to Georgia State University's reputation as a research intensive institution. The faculty are leaders in their research areas with national and international reputation.

The department has traditionally been strong in linguistic analysis, intercultural communication, and language teaching; over the years, and particularly since the creation of the PhD program, it has also built up strengths in other areas of applied linguistics—especially corpus linguistics and computational linguistics—making it a robust applied linguistics department. One area of potential growth is the master's degree program, which can be strengthened by adding a research track that prepare students for doctoral studies as well as jobs in the industry.

When we compare the Department of Applied Linguistics & ESL at GSU to the top departments in the field that we know, including our own, two elements stand out and give it a cutting-edge: (1) The outstanding group of research-active graduate faculty, and (2) the teaching and research lab afforded by the outstanding lecturers working in the IEP and ESL Programs housed within the Department. At present, moreover, GSU can be considered the best training hub for applied corpus linguistics and applied computational linguistics in the country. To put this statement into perspective, there are about 20 PhD programs in applied linguistics in the United States, and many more in Canada, Australia, Asia, and Europe.

2. Contributions to the Discipline

- a. To which subfields of the discipline does the department make the most significant scholarly, creative, or clinical contributions (as appropriate)?

The Department of Applied Linguistics and ESL features outstanding graduate faculty who are nationally and internationally recognized for their expertise in various areas of applied linguistics and Teaching English to Speakers of Other Languages (TESOL). Many of the doctoral students and lecturers are also making significant contributions that are recognized by experts in the field. The particular areas of strengths include: Corpus (Roemer, Cortes, Friginal, Crossley); applied computational and natural language processing (Crossley), instructed second language acquisition (Kim), intercultural communication (Friginal, Lindemann), L2 writing (Belcher, Cushing), language testing (Cushing).

Some context for what it means to be a leader in the field of TESOL, in particular: English is by far the most common foreign language studied in the world, and there are an estimated 1.5 billion learners worldwide. The volume and opportunities for language instruction, instruction of second-language writing, exploitation of big data and language data, and development and validation of language assessment and testing is formidable. The graduate faculty and lecturers are fully engaged in these opportunities and make a significant impact on the training of teachers, testers, and corpus linguists who can meet the needs of English teaching domestically and internationally.

- b. To what extent are the faculty number and composition sufficient to support the research and educational missions of the department?

Tenure track faculty members are doing an outstanding job in sustaining world-class research programs in applied linguistics and TESOL, and providing excellent teaching and mentoring for doctoral and master's students. PhD students who work as Graduate Teaching Assistants (GTAs) also contribute significantly to the research mission of the department while also providing high-quality instruction for undergraduate students by staffing the BA courses with a high level of expertise and enthusiasm. Lecturers provide outstanding instruction for intensive English program and ESL program students at GSU. They also mentor the department's undergraduate and master's students in their teaching, and occasionally have the opportunity to teach the practicum courses, while also contributing to the research mission of the department by providing opportunities for classroom research by faculty members and graduate students. The department's excellence in teaching, research, and mentoring is built upon the personal sacrifices of tenure-track faculty, graduate students, and lecturers, all of whom are extending themselves above and beyond the call of duty. The number and composition of faculty has been sufficient to develop excellent programs at all levels. Yet, with the pending retirement of a senior faculty member who contributed significantly to one of the key areas of research (instructed second language acquisition and TESOL), and with the large proportion of tenure track faculty members playing administrative roles, it will be a

challenge to maintain the quality of the various programs and give the graduate students the level of mentoring needed to maintain their strength on the job market.

- c. Based on your knowledge of similar departments in the discipline, evaluate the overall strength of the department.

Meetings with undergraduate and graduate students made it clear that programs at both undergraduate and graduate levels are outstanding. The doctoral program has been producing excellent students who qualify for tenure-track positions at first-tier departments in top institutions, such as the University of Hawaii, where one of the graduates from the PhD secured a tenure-track position last year, and Georgetown University, where a tenure-track job search currently underway featured two of three campus finalists from GSU's PhD program. These two outstanding graduates have different research specializations and were mentored by two different faculty members, which suggests the high caliber of the PhD education provided has breadth and depth. Some of the doctoral students also develop expertise that is sought after by the IT industry—especially in areas such as computational linguistics, natural language processing, and corpus linguistics. Master's students are well equipped to become language teachers and material developers; many of them are inspired to pursue doctoral education. Undergraduate students also seem well prepared to pursue careers in language education, and they mentioned an ethnographic course project and the study-abroad internships as key assets that opened their eyes to the possibilities of graduate education and careers as language teachers. The quality of graduate education is due largely to the quality of graduate faculty who are fully committed to both research and teaching. Excellence in undergraduate education owes to the outstanding work of doctoral students who teach most of the undergraduate courses. Beyond the coursework, opportunities to be mentored and to engage in mentored practicum, classroom observations, and hands-on teaching activities are afforded by the hard and dedicated work of lecturers in the Intensive English Program (IEP) and the ESL Program.

3. Quality of the Department's Undergraduate and Graduate Programs

- a. For each of the department's programs, evaluate the quality and currency of the curriculum in terms of disciplinary standards and trends.

Undergraduate Program. At the undergraduate level, the department offers one of the few BA programs in Applied Linguistics in the country in addition to a TESL certificate. The courses are taught largely by doctoral students who have master's degrees in related fields and have already developed expertise in the topics. Undergraduate students we met with spoke highly of the instructors they worked with, including the Ph.D. students, which suggests that they are well mentored. The energy and experience doctoral students bring as active researchers and language teachers in a wide variety of contexts inspire undergraduate students. The curriculum is particularly strong in the areas of linguistic analysis, intercultural communication (with a very popular and formative ethnographic research assignment), and language teaching. The educational experience is further enhanced by opportunities to engage in hands-on teaching experience provided not only

through coursework but also internships and study abroad experiences, as well as tutoring experiences facilitated by IEP and ESL lecturers.

Master's Program. Like the undergraduate program, the master's program is also strong in language analysis, intercultural communication and, particularly, TESOL and instructed second language acquisition. Students seemed highly satisfied by the quality of instruction and experience, and they look up to the tenured faculty as professional models and research experts. Some of the students were interested in additional opportunities in developing research expertise that would lead them to PhD programs or jobs in the industry. The MA students spoke highly of the diversity of sub-areas in the department, as well as the diversity of students and their interests. Given the expertise in areas of applied linguistics that faculty and graduate students have, it seems feasible to create further opportunities for developing courses and tracks in areas that prepare master's students for research positions, doctoral education, and jobs in the industry. Adding such a track would attract more applicants to the MA from all over the country, strengthening enrollment patterns, which have been somewhat in decline recently.

PhD Program. The PhD program in Applied Linguistics at Georgia State University is producing excellent doctoral students who not only contribute to the fields of applied linguistics and TESOL but also have the potential of serving as leaders in the field. The doctoral students are highly competitive, being considered for tenure-track positions at some of the top institutions with the best doctoral programs in applied linguistics in the world. They have also developed expertise that is highly sought after in the industry, such as computational linguistics, natural language processing, and language assessment. Their research training includes quantitative and qualitative research methods, and many of them become experts in using mixed-methods research in their work.

- b. Evaluate the quality of both incoming and graduated students in the department's programs, relative to discipline-specific norms.

The PhD program in Applied Linguistics at Georgia State University has managed to attract strong students who would qualify for top programs in the field. The students we spoke with said they chose Georgia State because of the diverse array of faculty specializations as well as opportunities to work with world-class researchers in applied linguistics. PhD students are active at first-tier national and international conferences such as the American Association for Applied Linguistics, TESOL, and the Symposium on Second Language Writing, and their work is recognized by active researchers in the field. In fact, the external review committee members recognized many of the students' names from their conference presentations and publications. The students who come out of the PhD program are highly competitive; they qualify for tenure-track positions in top-tier applied linguistics departments.

The master's program has also attracted strong students from a wide variety of backgrounds. Many of them chose the program for its strengths in language analysis, intercultural communication, and language teaching. Many mentioned the opportunities for engaging in hands-on teaching experience in the IEP and ESL Programs as an edge

over other MA programs they were admitted into. Some of them were alumni from the BA program, returning to do their MA after some years of working in the field. There were also several international students and local students from very diverse backgrounds. Many of them have developed a strong interest and expertise in research and are considering pursuing a PhD degree. They are also eager to learn more about opportunities to engage in research that have applications in the industry.

Undergraduate students we spoke with were also highly motivated and had a strong sense of purpose. They were happy with the quality of coursework and various opportunities and mentoring provided by graduate students and Lecturers who taught them and mentored them. The survey of the graduates from the BA program seems to suggest a 100% placement rate—they are either gainfully employed or are pursuing a graduate degree.

- c. Based on your professional experience, are the enrollment, retention, and graduation rates appropriate? If not, what changes might the department make to improve them?

The enrollments at the undergraduate and doctoral level seem appropriate. The PhD program seems to have reached its capacity for growth given the current number of graduate faculty members available. The enrollment at the master's level has declined slightly in recent years, and is an area of potential growth. The traditional strengths of the master's program has been language teaching, particularly in TESOL and classroom second language acquisition, which should continue to be maintained. In addition, given the diverse interests and career goals among undergraduate and master's students, and given the faculty strengths, the program would be able to attract more high-quality applications and enroll more students by developing a research track that prepare students for doctoral programs and for jobs in the industry. The retention and graduation rates are on par with other programs in the college and seems in line with the field norm.

- d. Are there appropriate resources and support structures for the department's educational programs?

The exceptional excellence of the department's educational program is built on the hard work, dedication, and personal sacrifices of the faculty members—including tenure-track faculty, GTAs, and lecturers. The educational programs in the department seem to constitute a symbiotic relationship. The research faculty provides high-quality instruction and mentoring for doctoral students and master's students. Doctoral students contribute significantly to undergraduate education as GTAs in the BA program; their expertise, experience, and enthusiasm have proven invaluable to the quality of undergraduate education, and they in turn benefit from the opportunity to gain teaching experience in various areas of applied linguistics, which greatly enhances their competitive profile in the tenure-track job market. The Intensive English Program (IEP) and the ESL program provide theoretically informed and pedagogically sound university-wide instruction to pre-matriculated and matriculated students, respectively, while also providing teaching opportunities and mentoring to undergraduate and graduate students in the department. These programs also serve as an important site of research for tenure-track faculty

members and graduate students. The support structures are well-developed and highly appropriate. The limitation of faculty resources does require some attention, however. Some of the doctoral students noted that graduate faculty members are highly supportive, but they hesitate to seek help from faculty members because they know many of them are already overstretched.

- e. Evaluate the potential for growth of the department's graduate programs.

The graduate programs are outstanding. One area of potential growth is the master's program. While language analysis, intercultural communication, instructed second language acquisition, TESOL teaching and assessment are the traditional strengths of the master's program and should be maintained, some of the students—both undergraduate and graduate—are enthusiastic about opportunities to learn more about areas of applied linguistics that prepare them for a research career as well as jobs in the industry. By developing a research track that provide opportunities to gain more experience in research in various areas of applied linguistics in addition to the current strengths in classroom language learning and teaching, the master's program can attract additional students both internally from the undergraduate student pool and externally, at national and international levels. At the same time, growing the program might not be possible with the current number of faculty. We note in particular that the graduate director manages both the MA and Ph.D. programs; in other departments we know, the task of directing either an MA program or a Ph.D. program of equivalent size and caliber is handled by two separate directors.

4. Quality of the Department's Research Culture

- a. Based on your knowledge of the discipline, what is your assessment of the quality of the department's faculty?

The tenure-track faculty in the department are a group of first-rate researchers who are widely recognized nationally and internationally in their respective areas of expertise. The average annual research output of 5-6 refereed publications is remarkable. Several of the full and associate professors are frequently invited to give plenary and invited talks in various countries, and all faculty members are highly regarded in their research and publication activities, most of them reaching levels of productivity that are clearly above the norm in the field. All graduate faculty mentor and collaborate with graduate students, resulting in co-authored publications as well. All of them are highly visible at top conferences in applied linguistics and TESOL, and many of them are also active contributors to other national and international conferences in their areas of expertise. Several of them have been or are editors of flagship journals, such as *TESOL Quarterly* and *Language Learning*. The faculty's record of grant-seeking success is remarkable and above the norm in the field. For example, various faculty were awarded an NSF Research Experiences for Undergraduates (REU) Grant that offered research apprenticeship experiences to 6 undergraduate students; a coveted Title VI grant that brought a Language Resource Center to GSU (now managed by the College of Education and Human Development and the Department of World Languages and Cultures), and large

TESOL teacher training grants from, among other international funders, the Brazilian government and the University of Valparaíso in Chile. The culture of grant-seeking is also instilled in graduate students, who have been remarkably successful in obtaining funding for their dissertations through the most prestigious venues in the field, including the Language Learning Dissertation Grant; The International Research Foundation for English Language Education (TIRF) grant; and the National Academy of Education/Spencer Dissertation Fellowship.

- b. From a disciplinary perspective, what is your assessment of the research areas in which the department is already strong, and areas with the potential for further growth?

The tenure track faculty members are active contributors to various key areas of applied linguistics. Some of the research areas for which the Department of Applied Linguistics/ESL at George State has developed strong reputations include (but not limited to): Computational linguistics, corpus linguistics, intercultural communication, second language acquisition, second language writing, language testing, and TESOL teacher development.

- c. What is your assessment of the support structures for faculty and student research (e.g., grant-writing support, travel grant, laboratories, student funding, administrative support, etc.)?

Looking at the success of the department, it may seem that there is adequate support structures for faculty and student research. Yet, it became clear that the success is built on the sacrifice of individual faculty members (both tenure-track faculty and Lecturers). Given the excellence of individual faculty members who are highly marketable, we agree with the self-study that it is important to continue the effort to retain them through not only matching salary offers but also other forms of research support (i.e., travel funding, grant support, summer research stipends, and graduate assistants) and active recognition of their excellence by the institution.

The most important support structure that contributes significantly to the success of faculty and student research and professional development are the ESL and the Intensive English programs. Campus-wide, these two programs are instrumental for GSU to meet its needs and support international students and domestic students for whom English is an additional language. Department-wide, they provide the site for classroom research and the source for language data for corpus research that are essential for the success of faculty and graduate research. In other words, they function as a key element in the department's mission for TESOL student teacher development and mentoring.

While serving as the research and teaching laboratory is part of the mission of these programs, it seems that these programs are taken for granted, and lecturers feel underappreciated. In order to improve the morale of the department and to continue to sustain optimal cooperation and collaboration, it seems important for faculty and graduate students to make concerted efforts to acknowledge the contributions made by lecturers who teach in these programs, and to provide vital support for the research efforts. The

teaching and research lab functions of the two language programs would be impossible without the full investment of the lecturers. Making these functions more visible to all members in the Department, to students, and to the upper administration would also foster recognition of professional excellence that can be vital when lecturers seek promotion at GSU.

- d. Do you have any recommendations for improvements in the department's research culture, productivity, and results?

Some PhD students noted that the two research methods (qualitative and quantitative) tended to focus on either macro issues (philosophical and design issues in the qualitative course) or micro issues (data analysis in quantitative course). They expressed the desire to have a balanced coverage of macro and micro issues in both courses as well as additional elective course on advanced quantitative and qualitative research methods.

It would be important to improve the relationship between graduate faculty and the ESL Program and Intensive English Program. It would be useful to acknowledge their contributions in the forms of explicit acknowledgments in publications and co-authorship (depending on the level of contribution). Encouraging (and incentivizing) their meaningful participation in research projects would also be useful. Another possibility would be to support their professional development and promotion to Principle Senior Lecturer. It seems there is a need for better articulating how they meet the criteria for promotion (which only requires teaching and service, not research) and for recognizing that MA TESOL is a terminal degree for ESL and IEP teachers.

The accomplishments of the graduate faculty are outstanding. With such high levels of research, grant-seeking, graduate student training, and leadership service to GSU and to the field, the danger or burn-out is real. In order to ensure the levels of excellence reached can be sustained, we advise developing priorities and strategies for managing any new initiatives for growth that result from the present program review. The retirement this year of a senior member and the reduced teaching loads of several faculty members due to administrative positions inside and outside the Department pose challenges for the continuation of present levels of research excellence and doctoral training that will need to be attended to.

5. Goals

- a. Are the goals the department has outlined in its self-study appropriate for the unit?

The five goals identified by the department seem highly appropriate. They build on the current success of the programs at all levels and identify possible areas of growth. It is a good idea to provide more opportunities (through coursework and internships) to prepare for research in academia and industry both at master's and PhD levels.

- b. Are they in accord with disciplinary trends?

The development of the department mirrors the general trends in the fields of applied linguistics and TESOL, which have traditionally been strong in classroom research but have expanded the scope to include a wide variety of topics that have applications not only in academic research but innovations in the industry.

- c. Are the priorities reasonable?

The priorities identified in the self-study seem reasonable. We particularly agree with the proposed idea of developing a research track at the MA level and cross-listing courses with other departments.

- d. Are the resource needs realistic?

The department seems to be doing everything it can to maintain the achieved excellence in research and teaching. With the attrition of faculty and the growth of undergraduate and PhD programs, it seems the resource needs identified in the self-study are realistic.

- e. Are any changes or additions warranted?

Developing online courses may not be feasible given the limited resources. The addition of courses in the core curriculum can help develop a new relationship with Perimeter College programs, but it is important to consider the cost-benefit balance.

6. Summary and Recommendations

- a. Summarize the department's major strengths and challenges.

The faculty have a very strong research record with no signs of it diminishing. Since the last program review, the department has established itself as a leader in the field at large. The Ph.D. students are publishing research and finding first-rate academic and industry placements. The BA program is well run and strong, and it provides the Ph.D. students with teaching opportunities that give them a distinct competitive edge in the job market. The MA program is excellent, but as with many MA programs, enrollment has dropped. The IEP and ESL programs serve as a laboratory for research and provide opportunities for teaching, but the perception among the lecturers in those programs is that their work is not valued. Finally, a major challenge is the loss of faculty to administrative positions within the university as well as one to retirement.

- b. List your recommendations.

1. Speed up promotions to full professor to match the profile of the faculty accomplishments.
2. Consider sponsoring a reception or an academic event for participants at the American Association for Applied Linguistics conference when it is in Atlanta next year; it would help further raise the national and international profile of the

- department and GSU, capitalizing and surpassing the high recognition already attained by each faculty member as individual scholars.
3. Maintain the current strengths in the classroom second language acquisition and TESOL-related portion of applied linguistics by hiring at least one new faculty member.
 4. Improve communication with the lecturers at all levels, and make concerted efforts to help them feel recognized and appreciated for their important contributions to the department.
 5. Consider expanding the MA program by adding a research track—with the caveat of not overstressing the current faculty.

**Report of the Academic Program Review Committee
For the Department of Applied Linguistics & English as a Second Language FY2015-2017
Approved by APRC May 8, 2018**

Overview. The Department of Applied Linguistics and English as a Second Language (ALESL) in the College of Arts & Sciences offers a BA in Applied Linguistics, an undergraduate Certificate in Teaching English as a Foreign Language (TEFL), an MA in Applied Linguistics, a graduate Certificate in Teaching English to Speakers of Other Languages (TESOL), and a PhD in Applied Linguistics. ALESL has two non-degree programs: 1) the self-supporting Intensive English Program (IEP), the first program in Georgia to be accredited by the Commission on English Language Accreditation, which provides a pre-academic curriculum for learners of English wishing to matriculate to GSU or other post-secondary institutions and 2) English as a Second Language (ESL), providing academic language support to international and/or multilingual undergraduate and graduate students. The department has 19 fulltime faculty members (T/TT: 6 Associate Professors, 3 Professors; NTT: 2 Lecturers, 7 Senior Lecturers, 1 Principal Senior Lecturer).

Quality and productivity of research. The external reviewers identified the T/TT faculty as “first-rate researchers.” External/internal awards since 2014 totaled \$199,471/\$320,000. T/TT faculty published an annual average per person of 3.37 peer-reviewed journal articles, many in top-tier journals in the field, such as *Cognitive Linguistics* (impact factor = 2.135) and *Applied Linguistics* (impact factor = 3.593). T/TT faculty published an annual average per person of 0.3 books, 1.87 book chapters, 1.67 peer-reviewed proceedings, 0.70 non-peer reviewed articles, and 0.53 other contributions.

Quality and productivity of teaching. During the review period, the number of BA majors averaged 171 students. The 6-year graduation rate decreased from 100% in 2014 to 86% in 2016, and the 4-year rate decreased from 70% to 67%. Graduates increased from 37 in 2015 to 48 in 2017. Lower division credit hours increased from 1,881 to 2,169, and upper division credit hours increased from 1,799 to 2,004 (APR Dashboard). BA student learning outcomes (SLOs) embraced language analysis, critical thinking, and communication, from knowledge to use and analysis of linguistic concepts. ALESL used assessment results to improve the prerequisite scaffolding for AL 3021 and to change the prerequisites for a CTW course to enable better performance. Majors were female (73%-77%) with slight increases in the percentage of white students (45% to 49%) and Asian students with a slight decrease in the percentage of African American students (30% to 26%).

Although the total number of graduate students was relatively stable over the review period, the number of PhD students increased each year (23 to 26 to 29 students). The MA program was more variable (19 to 23 to 15 students). While overall graduate credit hours increased per section in 34 courses, graduate credit hours decreased from 2,651 hours to 2,547 hours (APR Dashboard). The graduate students were 66%-70% female with Asian students increasing (17% to 25%), white students decreasing (68%-55%), and African American students increasing (two to four). MA assessment of SLOs led to the addition of AL 8620 to shore up technology competence and to strengthen pedagogy in AL 8330. Surveying students for their perceptions of their competence with learning objectives is deficient as a measure because of the unreliability of self-reports due to over-confidence and other biases.

Retention rates for the doctoral program were 95% after the first year and 81% after three years. Of the 17 PhD students entering between 2009 and 2013, 12 completed the PhD. For the MA program, retention rates were stable, between 80% and 85% across three to five years. For the most part, SLO targets were met for targets based on the qualifying exam, the comprehensive exam, the dissertation,

conference presentations, publications, and teaching experience. The Not Met status for portions of the qualifying exam suggest the desirability of assessing research methodology in prior courses to remedy deficiencies at that stage.

Overall Viability of the Unit

Viability of programs. Student enrollment was stable at the undergraduate and doctoral levels although there was a slight decrease in MA enrollment that the new research track might address. The external reviewers expressed concern that an upcoming retirement and the large proportion of tenure track faculty members in administrative roles may create challenges in maintaining program quality and mentoring of graduate students. External reviewers noted that enrollment, retention, and graduation rates were on par with other programs in the field.

Unit goals (Self-Study pp. 26-30)

1. *Curricular issues:* propose adding AL 2101 Introduction to Language to the core curriculum; cross-list selected courses at the BA/MA levels within AND with other departments; increase students completing internships to 50% of majors; propose a study abroad program in Korea; create a research track for the MA; develop an online version of TESOL certificate courses; recruit and keep higher quality graduate students; better advise and train doctoral students; streamline the PhD by offering more classes and reducing teaching loads for GTAs.
2. *Faculty:* retain research active faculty; add new tenure-track faculty; encourage faculty promotion through the ranks; hire new faculty through participation in a Next Generation proposal; identify candidates for the University Distinguished Visiting Professor program.
3. *Outreach:* expand entrepreneurial language teaching and teacher training programs; expand language proficiency testing and other language support on campus.
4. *External funding:* seek funding for training grants to support non-tenure track IEP and ESL faculty; increase number of interdisciplinary grant applications and sponsored research funding proposals.

External review team recommendations

1. *Curricular Issues:* develop a research track for the MA IF it does not overstretch current faculty; cross-list courses with other departments.
2. *Faculty:* improve communication with and appreciation of lecturers and how they contribute to departmental goals; speed up promotions to professor; hire new faculty member in second language acquisition and TESOL-related areas.
3. *Visibility:* consider sponsoring a reception or academic event at the annual conference in Atlanta.

Consistency of goals and recommendations with University Strategic Plan

APRC believes the goals and recommendations discussed above are consistent with and supportive of the GSU Strategic Plan subject to:

1. Prioritizing goals and their implementation strategies to maximize potential achievements.
2. Assessing SLOs in the PhD in early courses to assure research methodology expertise prior to qualifying exams.