

**Comprehensive Program Review
Department of World Languages and Cultures
Georgia State University
May 2021**

The following programs are critical to the institutional mission and thus MEET the institution's criteria for retention.

WLC currently offers two M.A. degree programs (French, Spanish), two graduate certificate program (Latin American Studies, Translate & Interpretation), two dual-degree (B.A./M.A.) program (French, Spanish), three B.A. degree programs (i.e., French, German, Spanish), seven minors, and one certificate of language ability (with seven language options). Moreover, WLC collaborates with the Economics Department to offer the B.A. in International Economics and Modern Languages (with four language options).


During the current APR review cycle, enrollment in the French M.A. average 16.6 per year; Enrollment in the Spanish M.A. average 26.3 per year. The mean for MA degree conferrals in this period was 5.3 for French and 10 for Spanish. Regarding the BA programs, enrollments in German, French and Spanish average 4.8, 20.1, and 64.2 per year, respectively. The mean for BA degree conferrals was 5.3 for French, 3 for German, and 28.6 for Spanish.

Action Steps 1, 2, and 3 directly impact WLC's undergraduate programs by focusing on appropriate class size, strategic hiring, and teaching/learning strategies. Action Step 4 (a, b) impacts WLC's undergraduate and graduate programs. In proposing the new unified MA and BA programs, we aim to streamline the current graduate and undergraduate degree programs by consolidating resources - the current M.A. and B.A. programs will be gradually phased out; the new degree programs will also help develop a shared departmental identity.

Provost/VPAA Signature and Date _____

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Provost/VPAA's Designee Signature and Date

 5/13/21

Status of Action Items from Prior Review

WLC has undergone both planned and unexpected changes since the last review in 2009, and several goals in the 2009 action plan were not achieved, including increasing enrollment in M.A programs, converting lower-division Spanish courses from 3 to 4 hours courses, creating a B.A. program in European Studies and Modern Languages, and expanding the Italian program. Nevertheless, most strategic goals have largely been accomplished:

- The Certificate of Language Ability was introduced in 2017 as a Department-wide program. So far, 36 students have received the certificate, and another 40 students are enrolled.
- Dual B.A./M.A. Programs in French and Spanish were established.
- Online and hybrid course offerings have been added in lower-division Spanish (with a grant from the Provost's Office) and upper division and graduate levels in other languages (e.g., German, French).
- Asian languages witnessed substantial development in enrollment, course offerings, and faculty hires. WLC hired a TT 2CI faculty through a cluster hire in Chinese Studies in 2011; and a Lecturer was hired in 2018 due to program growth, which created a new Minor in Chinese Language and Culture and a new concentration in Chinese Language and Society within the B.A. program in International Business and Modern Languages. The first Korean course was introduced in 2013 with one visiting professor funded through the Academy of Korean Studies, and the Korean program now has a TT faculty and is set to hire a Lecturer (partially funded by the Korean Foundation) in 2021; it also recently created a Minor in Korean Language and Culture. Enrollment in Japanese has increased steadily despite faculty losses (one TT; one NIT). The recent hire of a lecturer in Japanese has helped stabilize that program, but more support is needed.
- We obtained a U.S. Department of Education Title VI grant in 2014 to establish a National Foreign Language Resource Center: the Center for Urban Language Teaching and Research (CULTR). The grant was renewed in 2018 (\$800,000 in total received). The center has been crucial in establishing and maintaining communication with community partners locally and nationally.

Major Findings in Current Review

1. Undergraduate Education: The reviewers underscored the newly proposed unified BA proposal as a strength for its uniqueness within the USG and for its focus on career-readiness, which they felt would serve students very well. The challenge of such a program, they felt, would be to maintain a focus on proficiency with a degree that is only 30-credit hours, 6 of which will be dedicated to courses in English. Especially in the current online environment, the reviewers were concerned about language proficiency with such large online sections. They recommend leveraging the Center for International Resources and Collaborative Language Engagement (CIRCLE, our language lab) to address proficiency and assessment more overallly.
2. Graduate Education: The reviewers saw the new unified degree in World Languages and Applied Intercultural Studies as positive step to innovate the current programs and to address student needs. The major challenge, reviewers felt, would be a possible need to hire more faculty as the program grows to avoid further burdening existing faculty. Additionally, reviewers felt that graduate student funding needs to be addressed, especially given the career-readiness focus of the new MA degree.
3. Faculty and Staff: The reviewers noted the strength of faculty research and scholarly activity as well as the dedication of the WLC staff. The reviewers felt that travel funding was not adequate for scholars whose research is by definition international. With the absence of internal grants to support international research and the pandemic-related reduction of external grants, the reviewers suggest the department work with the College and University to address ways to support faculty research

abroad. It should also be noted that the suspension of Research Intensive Semesters (RISe) within the College of Arts and Sciences has also negatively impacted faculty research. With regard to current teaching loads, the reviewers insisted that course caps must be reduced despite the pandemic in order to ensure attention to proficiency and to maintain high retention rates. The current course sizes in addition to compression and salary equity issues, loss of course releases, faculty retention issues, and an overall perception of marginalization within the university all contribute to the low morale of the department, as observed by the reviewers. While the reviewers note that staff feel valued within the department, such feeling does not carry forward to the College and University.

Reviewers suggested many of the issues of morale would need to be addressed at the College or University level (e.g., increased travel support, addressing salary compression).

4. Other Resources: The reviewers noted the CIRCLE as a key, if underutilized, strength in the WLC. They recommend that it play a more prominent role in the department through an overall integration with curriculum and by exploring ways in which CIRCLE may help address proficiency concerns.

Action Steps for Coming Cycle

WLC has outlined five over-arching goals for the Action Plan for the next APR cycle. Two specific areas in need of immediate attention and action are: 1. Achieving sustainable class sizes and 2. Strategic faculty hiring. WLC's ability to accomplish the goals of this Action Plan hinges on effectively addressing these two specific action items. If these two action items are not addressed as soon as possible, efforts to lower DFW rates, recruit students, improve retention rates, support faculty research, and raise departmental morale will be severely compromised.

1. **Achieving Sustainable Class Sizes:** Recent budget cuts have eliminated virtually all Limited Term Faculty within the Department. As an emergency response to meet student demand, WLC has increased course caps and moved the majority of courses online. Due to very large courses (often with 50-90 students), WLC saw much higher DFW rates in Fall 2020, especially in the lower division courses. To provide quality instruction, WLC must bring the caps back to a reasonable limit (i.e. no more than 30). The current size of classes goes against recommendations by the American Council for the Teaching of Foreign Languages (ACTFL) and the Association of Departments of Foreign Languages (ADFL), the major professional organizations for language departments. Both ACTFL and ADFL advocate language courses have no more than 20 students. By bringing course caps back to what they were prior to the pandemic (not even the limits recommended by ACTFL and the ADFL), WLC will be able to provide students individualized attention and communication thus improving retention rates and lowering DFW rates. (Year One).
2. **Strategic Faculty Hiring:** WLC's increasing dependence on Limited Term Faculty over the last several years had devastating effects both for program-building and departmental morale. The situation has been exacerbated by recent budget cuts. The reduction of class caps as discussed in 1 (Achieving Sustainable Class Sizes) will necessitate hiring additional instructors. For the reasons the Chair outlined in his letter, said instructors must be permanent faculty (either lecturers or tenure-track based on strategic need) for the purpose of program-building. WLC will work with the College to map areas of strategic need to build back the corps of permanent instructors to meet student demand. (Year One).
3. **Develop Effective Teaching and Learning Strategies:**
 - a) Effective Placement:
 - i) WLC will work with the University Advisement Center (UAC) and the College's Office of Academic Assistance (OAA) to encourage students to take the placement test, especially for incoming freshmen. This will provide a sense of language level as students enter their programs of study and serve as a reminder to students to address any language requirements they may have to fulfill early in their academic program. (Year One & ongoing).

- ii) WLC will calibrate the placement exam currently in place (WebCAPE). The placement exam has not been calibrated in terms of score and placement level in many years. With the recent consolidation with Perimeter College (PC), it is important for that calibration to happen. (Start with Year One and conclude at Year Three).
 - iii) WLC will work with OAA to explore ways to automate the clearance of students for specific levels of language classes after they have taken the placement exam. (Year One & ongoing).
 - iv) WLC will explore other placement exams that tap more forms of communication. Changing the placement exam, however, will not be budget neutral. (Year Two).
- b) Provide Timely and Appropriate Academic Support through Improvement on CIRCLE Integration: WLC will explore strategies for incorporating services offered through CIRCLE, including tutoring (online and face-to-face), supplemental instruction, conversation hours, cultural events, training (for tutors), and more. Through such an integration, WLC will more effectively support students at all levels in their development of language proficiency and cultural competence. Additionally, WLC will explore ways in which the CIRCLE can assist with the management and monitoring of language proficiency assessment. (Year One).
4. **Develop Innovative and Collaborative Programs:**
- a) Restructure and Improve Existing Academic Programs: Through the proposed unified BA and MA programs, WLC will phase out current stand-alone BA programs in French, German, and Spanish, as well as the MA degrees in French and Spanish. Following current trends in language departments nationwide, the unified programs will offer those languages and others in the department as single or dual language concentrations, along with two "foundational" courses in English: one on language learning and the other on cultural studies. The new degrees will also carry a more overt focus on career-readiness. (Ongoing).
 - b) Academic Program Assessment: WLC will work with OIE to implement effective assessment strategies for the new BA and MA programs based on the proposed student learning outcomes (SLOs). WLC will devise a plan to conduct evaluations of proficiency levels at key moments as students progress through our programs (when they enter, at the midpoint, and when they exit). WLC will not be able to conduct proficiency assessments for all students, but with a strategic sampling, we will be able to draw vital information about the effectiveness of our programs. WLC will explore Oral Proficiency Interview training for faculty members (and assess funding opportunities). WLC will also explore other possibilities such as automated assessments. (Year One & Ongoing).
 - c) Expand Joint Degrees and Interdisciplinary Studies Degrees:
 - i) We will implement the recently approved Certificate in Workplace Intercultural Competence. (Year One).
 - ii) WLC will expand concentrations within the current joint degree with Economics titled International Economics and Modern Languages (IEML), in particular Japanese and Korean. (Year Three/Four).
 - iii) WLC will pursue a B.I.S. degree with Communication and the Creative Media Industries Institute (CMII) focused on Hispanic Media. (Year Three/Four).
 - iv) Once the unified BA is established, WLC will continue discussions with the Department of Political Science to establish a joint degree. (Ongoing with goal to implement by Year Four).
 - d) Curriculum Alignment WLC will work with PC to better align curriculum and outcomes to facilitate a smoother transition for students who transfer from PC to downtown. The collaboration with PC will include strategies for student recruitment, especially through promotion of the unified BA and our certificate programs. (Ongoing).
 - e) Enhance Online Teaching: WLC build on online teaching experiences during the pandemic and create online coursework at all levels in the curriculum, consulting with CETLOE as necessary. (Ongoing).

- f) Renew Title VI National Foreign Language Resource Center/CULTR: WLC will seek to renew this important grant for a third cycle of funding in 2022. (Year Two).
 - g) Establish a Language Flagship in Korean: With the growth in WLC's Korean program and one of the largest overseas Korean populations in the U.S. in Metro Atlanta, GSU is an ideal community for developing a Language Flagship in Korean. In contrast, there is only one Flagship program (funded by the U.S. Department of Defense) focusing on Korean (at the University of Hawaii at Manoa). We believe that GSU has a unique contribution to make to the Korean Language Flagship project. With an existing nationally recognized National Foreign Language Resource Center, WLC is well-positioned to be awarded the prestigious Language Flagship Grant. (Year Three/Four).
 - h) Continue Collaborations with Atlanta Global Studies Center (AGSC):
 - i) WLC will promote the Foreign Language and Area Studies (FLAS) funding available through the AGSC to undergraduate and graduate students to support their study abroad. (Ongoing).
 - ii) WLC will work with the AGSC to ensure continued funding for instruction in Less Commonly Taught Languages (LCTL). (Ongoing).
 - iii) WLC will seek representation on the AGSC steering committee when the AGSC applies to renew the Title VI grant in 2022. (Year Two).
 - i) Expand Opportunities for Undergraduate and Graduate Students:
 - i) WLC will work with Development staff to leverage the WLC Friends and Alumni Advisory Board to build opportunities for BA and MA students through fundraising initiatives, networking opportunities, and the creation of an Alumni Mentorship Network. (To be implemented by Year Four/Five).
 - ii) WLC will leverage contacts in metro-Atlanta to expand internship/externship opportunities. (Ongoing).
5. Promote a Departmental Climate of Inclusion:
- a) Annual Retreats: WLC will hold annual retreats to review progress made on this action plan, and will provide trainings through the Multicultural Center, AA/EEO, the Access and Accommodations Center, the Office of Diversity Educational Programs, and other campus offices. (Year One & Ongoing).
 - b) Leadership: To overcome the perception of marginalization within the university, WLC will seek to place senior faculty on committees and other positions where they may be our advocates. WLC will also nominate faculty and staff for awards at all levels to recognize their success and impact. (Ongoing).
 - c) Promoting Departmental Communication: WLC will create a community agreement to explore and encourage ways (e.g., informal social gatherings, research/teaching showcases before meetings) to foster a more collegial atmosphere and improve departmental morale. (Ongoing).
 - d) Faculty Research Support: WLC will develop and implement a research mentoring plan for faculty. WLC will help eligible faculty to apply for R1Se (when funds are available through the College) to support their research activities. (Ongoing).
 - e) Grant Application: WLC will expect research-active faculty to apply for internal and/or external research funding at least once in a three-year period. (Year One & Ongoing).

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also outlines the various methods and tools used to collect and analyze data, highlighting the need for consistency and precision in data entry and reporting.

The second part of the document focuses on the implementation of internal controls and risk management strategies. It details how these measures are designed to prevent fraud, reduce errors, and protect the organization's assets. The text provides a comprehensive overview of the different types of risks faced by the organization and the specific controls put in place to mitigate them. It also discusses the role of management in monitoring and evaluating the effectiveness of these controls.

The third part of the document addresses the financial performance and budgeting process. It presents a detailed analysis of the organization's financial results, comparing actual performance against the budget and identifying areas of variance. This section also discusses the process of setting financial goals and the role of budgeting in resource allocation and strategic planning. The text provides a clear and concise summary of the financial health of the organization and the steps being taken to improve performance.

The fourth part of the document covers the human resources and organizational structure. It describes the current state of the organization's workforce, including the number of employees, their qualifications, and their distribution across different departments and projects. This section also discusses the organization's recruitment and retention strategies, as well as the measures being taken to enhance employee productivity and engagement. The text provides a clear overview of the organization's human capital and the steps being taken to optimize it.

The fifth part of the document discusses the organization's compliance and legal obligations. It outlines the various laws and regulations that apply to the organization's operations and the steps being taken to ensure full compliance. This section also discusses the organization's policies and procedures for handling legal issues and the role of legal counsel in providing guidance and support. The text provides a clear overview of the organization's legal and compliance status and the steps being taken to maintain it.

The sixth part of the document covers the organization's environmental and social responsibilities. It discusses the organization's commitment to sustainable development and the steps being taken to reduce its carbon footprint and improve its social performance. This section also discusses the organization's policies and procedures for handling environmental and social issues and the role of management in promoting a culture of responsibility and transparency. The text provides a clear overview of the organization's environmental and social performance and the steps being taken to improve it.

The seventh part of the document discusses the organization's future outlook and strategic vision. It outlines the organization's long-term goals and the strategies being implemented to achieve them. This section also discusses the organization's competitive advantage and the steps being taken to maintain and enhance it. The text provides a clear overview of the organization's future prospects and the steps being taken to ensure its long-term success.

The eighth part of the document covers the organization's financial projections and budgeting for the next period. It provides a detailed analysis of the organization's expected financial performance and the steps being taken to ensure that the budget is realistic and achievable. This section also discusses the organization's risk management strategies and the steps being taken to mitigate potential risks. The text provides a clear overview of the organization's financial outlook and the steps being taken to ensure its financial stability.

The ninth part of the document discusses the organization's communication and public relations strategies. It outlines the organization's goals for communication and the steps being taken to achieve them. This section also discusses the organization's policies and procedures for handling public relations issues and the role of management in promoting a positive image and reputation. The text provides a clear overview of the organization's communication and public relations status and the steps being taken to improve it.

The tenth part of the document covers the organization's overall performance and the steps being taken to improve it. It provides a comprehensive overview of the organization's performance across all areas and the steps being taken to address any weaknesses and improve overall performance. The text provides a clear overview of the organization's performance and the steps being taken to ensure its long-term success.