As part of the West Virginia University Board of Governor's Rule 2.2 Program Review process, the WVU Provost's Office required that a single Program Review Self-Study Form be completed on behalf of all identified programs in the department or unit. This Program Review Self-Study Form was to be submitted to the Provost's Office by end of day on August 1, 2023. The Provost's Office reviewed the submitted Program Review Self-Study Forms in early August.

Self-Study content is unvetted by the Provost's Office. As such, the WVU Provost's Office cannot attest to the accuracy of any data, analyses, or statements provided within. Also, redactions were made where warranted for the protection of individual identities around sensitive information.

Q1.1.
BOG Program Review Self-Study Form

This is the self-study form that will be completed in support of the summer 2023 academic transformation program portfolio review.

Only one program review self-study is to be submitted per unit; all of the unit's *programs* will be covered by one self-study.

Q1.2. Select the appropriate academic unit under review.

College	Eberly College of Arts and Sciences ▾
Department or School	World Languages, Literatures and Linguistics ▾

Q1.3. List all of the unit's programs.

Example:

BA Biology
BS Biology
MS Biology
PhD Biology

● BA Chinese Studies ● BA French ● BA German Studies ● BA Russian Studies ● BA Spanish ● MA Linguistics ● MA Teaching English to Speakers of Other Languages (TESOL)

Q1.4. Name and Email of the person completing the self-study

Name

Name Dr. Amy S. Thompson, Department Chair

Email Address

amy.thompson@mail.wvu.edu

Q1.5. How were faculty given the opportunity to contribute to, review and provide feedback on this self-study?

A first draft of the self-study was crafted by the WLLL administrative team (Chair, Associate Chair of Undergraduate Studies, Associate Chair of Graduate Studies). Some of the information was taken from the Academic Transformation report, which the entire department had an opportunity to review and comment on from 2021-2023. Faculty were given from July 17th-24th to provide feedback on the draft of the self-study response via a GoodgleDoc. Then a voluntary Zoom meeting for all members of the department was held on July 27th to discuss the draft. After the meeting, a revised version of the document was disseminated to the faculty for further commentary. Additional written commentary was requested by July 29th. Faculty feedback was incorporated before submission, and all faculty were provided a copy of the final version of the document.

Q2.1. Explain how the unit and its programs contributes to WVU's [mission](#).

This response is limited to 7500 characters, approximately 2 single spaced pages.

The Department of World Languages, Literatures, and Linguistics (WLLL) contributes to WVU's mission in three substantial ways. 1) The university mission statement emphasizes "a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity." WLLL is perhaps the most diverse department on campus, with faculty members who represent 15 different nations and speak 13 languages. Graduate students in WLLL represent 20 different countries, and the undergraduate population encompasses international students, heritage language learners, and members of various minority groups. WVU is one of few universities in the state to offer majors in multiple languages and the only one to offer instruction in critical languages (Arabic, Chinese, Russian). Given that many of our undergraduate students, particularly first-generation students, often do not have the opportunity to experience global cultures until they enter the university, by educating students about other cultures, we contribute directly to the mission of the university. WLLL is also a key player in providing accessibility to world and minority cultures. Increased accessibility is a focus of our graduate programs, which actively combat the minoritization of students whose native language is not English and who are one of the fastest growing student populations in the country. 2) The second aspect of the university's mission addressed by WLLL is the creation of opportunity through increased employability and earning potential. Today, the ability to communicate effectively in another language and with people from across the globe is a unique skill that offers a competitive advantage in the marketplace. WLLL students who complete through 204 have an intermediate proficiency level, which allows them to interact within the global workplace; majors have an intermediate to advanced level. Liwiński (2019) determined that command of a foreign language yields on average an 11% wage advantage. Berlin (2014) described the economic benefits of learning a foreign language in The Economist, pointing out that the ability to communicate in another language can add up to a $128,000 addition to lifetime salary upon retirement. World language learners exhibit key employability characteristics identified in the CTE Employability Skills Framework, developed by the U.S. Department of Education in 2013. Individuals who can communicate in a second language exhibit well developed interpersonal skills, communication skills, critical thinking skills, and resource management, among other characteristics. Simonsen (2021) highlighted the results of a report from New American Economy in 2017, noting that the three employers with the highest demand for bilinguals specialized in banking, tax preparation, and healthcare. A 2018 survey conducted by Ipsos Public Affairs for the American Council on the Teaching of Foreign Languages (ACTFL) revealed that nine out of ten U.S. employers reported a reliance on U.S.-based employees with language skills other than English while one-third (32%) reported a great dependence on employees with language abilities. Hulett (2019) highlighted in Forbes Magazine the results of a survey in which 54% of the working professionals who responded said that knowing a second language was important for their current position, while 35% cited the ability to attain future job prospects as motivation for using a language-learning app. In 2021, the Accreditation Board for Engineering and Technology (ABET, Inc.) reinforced the idea that technical skills needed to be supported by an equally important set of non-technical skills that are important for the workplace, such as the ability to communicate, the ability to recognize ethical and professional responsibilities in a variety of contexts, and a capacity to function in a team setting. Research shows that language learning can support the development of these general skills in addition to reinforcing the characteristics of cultural awareness and openness. These data demonstrate that proficiency in a world language is useful in a wide variety of professions beyond teaching. Nevertheless, world language students also exhibit key 21st-century skills that serve as an important framework for educators and teaching in the K-12 system in WV and nationwide. By preparing middle-school and high-school teachers for the K-12 system, we also provide students in the state of WV with important access to world languages and better employability. Our well-trained graduate students, who have an excellent placement rate in secondary schools across the US, are a good example of how graduates of our program can help fill the drastic teacher shortage the profession is currently facing. 3. WLLL is one of the most active units in pursuing the university mission of global engagement. Through study abroad trips to Czechia, France, Germany, Italy, Spain, Poland, Taiwan, among other countries, WVU students can engage with members of other cultures, investigate the customs and manner of communication, and learn about the value of cultural perspectives beyond their own from WLLL faculty who are experts in these areas. Through the department's engagement abroad, students have participated in academic programs and internships. The fact that WLLL has had a large number of Boren, Fulbright, and Gilman scholarship recipients, attests to the training they receive across the eight different languages offered in our department and how the work of WLLL has instilled in them the necessary skills to think and engage globally. These skills, including world language proficiency, are also a key aspect of Phi Beta Kappa candidacy. Ultimately, the ability to learn a language is an equity issue. Having a broad range of languages to choose from is important for West Virginia students who come to WVU with different interests and goals. All eight languages currently offered in our department are offered at similarly sized Big 12 universities. In fact, most other Big 12 universities offer more languages, such as the University of Kansas which has offerings in 33 world languages. Students' ability to study abroad, be selected for the most competitive jobs, and reach the maximum earning potential in these positions is directly related to having a choice in which language to study. For example, many of the languages currently offered in our department are considered highly desirable in the armed services ROTC, and service members can earn a bonus by demonstrating proficiency in a language other than English (veterans.com). Offering world language instruction ensures that WVU students remain competitive among graduates from other institutions.

Q3.1.
Resources, Revenue, and Expenses

The purpose of this section is to ensure the accessibility and adequacy of the unit's infrastructure and resources and its financial viability.

Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Q3.2. Has the unit experienced significant issues with any of the following during the past five years?

By "significant," we mean issues that interfere with either the unit's ability to deliver its programs to its students or the students' ability to complete those programs in a timely manner.

	Yes	No
Ability to schedule required classrooms	○	◉
Access to adequate technological infrastructure	○	◉

| Access to adequate technological support | ○ | ◉ |
| Access to adequate physical infrastructure (labs, performance spaces, etc.) | ○ | ◉ |

Q3.3. Describe the issues the program has faced in the area(s) identified above.

This question was not displayed to the respondent.

Q3.4. Data have been provided on the unit's last three years of tuition revenue, expenses, and net revenue. Address any negative net revenue or any significant changes (positive or negative) to unit's net position.

Revenue by department is the actual tuition revenue, net of any discounting, paid by students taking courses in course subject codes affiliated with the department.

Expense by department is the actual unrestricted, operating expenditures by department within the functions of instruction and academic support.

Net revenue is the revenue minus the expense.

As indicated in Provost's program review table, WLLL consistently generates a profit of nearly $1 million annually. We offer diverse majors, minors, and graduate programs, while still providing financial support to other academic and non-academic units at the university. As the number of majors has decreased, we have reduced the number of faculty and GTAs accordingly, and we continue to find efficiencies in our operating costs. That being said, we hope to continue offering diverse courses in language, culture, and linguistics, which support WVU's mission and contribute to students' competitive edge in the global workforce. In section 6.2, we discuss our extraordinary cost-saving initiatives.

Q4.1.

Faculty Composition and Productivity

Responses should be concise but also specific and supported by evidence. Responses in this section are limited to 7500 characters or approximately 2 single spaced pages.

Specific data definitions for these metrics are available on the [Academic Transformation](#) webpage.

Q4.2. Data have been provided on the unit's faculty full-time equivalency (FTE) to the median of all majors for fall 18 to fall 22.

Address any differences in the unit's student to FTE ratio and the institution's student-to-faculty ratio of 18-to-1 per IPEDS reporting for academic year 2021-2022.

The program review data table provided by the Provost's office indicates that our department has a 1:2 faculty-to-student ratio. We believe that this number should be revised and that our true faculty-to-student ratio is closer to the institution's ratio of 18:1 per IPEDS. Our reasoning is explained below. To more accurately represent the full-time faculty who teach in our majors and minors, we have excluded anyone who has resigned, retired, or been laid off for FY25. In addition, we counted only 50% of the faculty member who has a split appointment between our department and the Provost's office. We also excluded the Chair (who has a role in the Dean's office), as well as faculty housed in the Language Learning Institute and a faculty member with 100% effort in the Dean's office. This leaves us with 18.5 faculty (see Q6.2 for an explanation of the savings). We pulled Argos data to get an accurate count of majors, most of whom are double majors. Including double majors is imperative to understanding the contribution that WLLL makes to WVU as a modern land-grant institution. Many incoming students do not initially realize that majoring in a language is possible and choose to do so only later. This is in keeping with Mark Gavin's comment at the June Campus Conversation that "students [...] come here to find their major." These students often add a WLLL major after exploring a variety of options because of the quality of our curriculum and instructors and realizing the economic benefits of world language proficiency (see Q2.1). Even if students feel a greater connection to their WLLL major (something we often hear), they do not make a switch between first and second majors because it is not convenient. For other students who know from the beginning of their studies that they want to complete a double major in a world language, the inability to do so could be a deterrent from choosing our institution. Students may opt to go to other universities where a double major in a language is available. Finally, a double major in a world language plays a large role in retaining some of WVU's most qualified students. Next, we calculated the total number of majors by adding the number of undergraduate majors (65, including double majors) to the number of M.A. students (41 for both Linguistics and TESOL). This gave us a total of 106 majors. As a last step, we analyzed the percentage of faculty resources used to teach major/minor courses versus the resources used to run service courses (primarily the 101-204 language classes). Note that the FCLT/FLIT classes, even the GEF classes, can be used to satisfy major requirements and were therefore counted as major courses. Using Fall 2022 as an example, full-time WLLL faculty taught 97 sections in total, and GTAs and per-course instructors taught an additional 104 sections. For faculty courses, the breakdown is as follows: 38 classes for the UG majors, minors, and graduate programs (39%); 21 service classes (22%); and 38 courses outside of the regular teaching load, such as independent studies, directed research courses, teaching practicums, etc. (39%). As a note, the large number of these courses, which are an addition to the regular full-time faculty teaching loads, show WLLL faculty's dedication to student success and progress towards graduation. Considering the percentage of faculty effort (out of 18.5 faculty in the department) that go toward the courses in the major (i.e., 39% of the courses we offer are content courses for the major), the student to faculty ratio for the majors looks substantially different: ● Majors (UG and grad) : faculty FTE = 14.7:1 ● Minors (UG only) : faculty FTE = 31.5:1 ● Combined majors (UG and grad) and minors : faculty FTE = 40.5:1 By contextualizing WLLL's numbers of majors, minors, and faculty effort in major versus service courses, it is evident that we are right in the range for majors of the 18:1 IPEDS reporting for academic year 2021-2022 and have far surpassed the range when minors are also considered.

Q4.3. This question is optional and required only if a unit's doctoral programs are under review.

Data have been provided on the unit's tenure-track / tenured FTE to doctoral student headcount ratio across all of the unit's doctoral programs.

Address any differences in the unit's doctoral student to tenure-track and tenured faculty FTE ratio to the institutional expectation of 2-to-1.

N/A

Q4.4. Data have been provided that show the changes to the unit's total number of faculty over the review period. Data have also been provided that show the total student headcount enrolled in all of the unit's programs over the same period of time as well as a three-year trend in student credit hour (SCH) production.

Explain the relationship between the change in the number of faculty in the unit and the change in the units total headcount enrollment and SCH production trends.

The following statements use Figure 1 as a reference point for calculations. ● To contextualize our analysis, we use the change in WVU's main campus enrollment. From 2020 to 2022, WVU saw a 5.8% decrease (26,269 to 24,741) in total enrollment. ● The WLLL experienced one of the lower reductions in SCH in Eberly College (9.8%, see Figure 1 for a summary of all Eberly units). In fact, with the exception of WGSTs, WLLL had the lowest SCH percentage decrease of any unit currently under review. We also had less of a decrease than many units not under review. ● By the end of Fall 2024, we will have a substantial reduction in the total number of faculty and staff. Based on retirements, resignations, and layoffs (that we know about so far), WLLL will have 13 fewer benefits-eligible faculty. This change represents a 36% reduction in faculty. Thus, the reduction in faculty (36%) is 3.6 times greater than the reduction in SCH (9.8%). This number represents an overall savings in departmental costs. ● With the 18.5 faculty that we anticipate having by the end of Fall 2024 and using Fall 2022 SCH (data provided by Provost's office in posted table), SCH to faculty FTE will equal 1,021:1 and SCH to faculty + Fall 2023 GTA numbers will equal 328.5:1 See Figure 1, SCH fluctuations in all Eberly units, in the attachments. [insert Figure 1 here]

Q4.5. Data have been provided that shows the unit's research expenditures per the Higher Education Research and Development Survey (HERD).

Does this data capture all of the unit's research expenditures? If not, explain the difference here and provide evidence of additional research expenditures below.

WLLL was also awarded $1,136,395 in large external grants in AY 2022-23, an amount unprecedented in the humanities. These grants (total budgets) include: StarTalk, $295,026.88 National Science Foundation $299,865 Fulbright pre-academic program grant: $417,176 IDEAs grant - $34,940.00 Duolingo grant - $79,587 WV Humanities Council Fellowship - $3,000 Funding received from professional organizations for travel - $6,800 Total $1,136,395 While not research grants, we also had additional revenue generated via programs offered through the English Language Learning Institute (ELLI) – total tuition revenue for FY23 (until May) = $307,434.00. ELLI is the only entity on campus that provides academic support programs and services specifically aimed at international students. The programs and services offered are vital to international student recruitment, retention, and academic success. ELLI also provides academic-themed services to other units within Eberly as well as throughout WVU. The revenue generated by the students in these programs supports the operating costs of ELLI (operations and faculty salaries).

Q4.6. Upload evidence of research expenditures here.

Combined grant budget docs.pdf
339.3KB
application/pdf

Q5.1.
Student Enrollment and Graduation History

Responses in this section are limited to 7500 characters (approximately 1.5 single spaced pages).
Responses should be concise but also specific and supported by evidence.

Specific data definitions for these metrics are available on the Academic Transformation webpage.

Q5.2. Data have been provided on all of the unit's program's student enrollment trends.

That data includes:

4-year median fall enrollment (fall 18 through fall 21);
Fall 2022 change from 4-year median (in headcount and in percentage).

Units should address any programs with enrollment below the median for the program level or which has experienced a negative change in enrollment.

Undergraduate Studies To contextualize enrollment trends in our undergraduate programs, we provide data for fall majors (first and second majors) from Argos (see Figure 2: Undergraduate data including double majors obtained from Argos in July 2023), including the preliminary major numbers for Fall 2023. Note that data was missing for 2018 and 2019 for all programs in WLLL because majors were changed from AOEs in the WLLL major to individual majors. [insert Figure 2 here] The data listed in Figure 2 must be put into context given the changes in format of our major, which were required by the Provost's office in the fall of 2018. Because our single major was divided into individual language majors, our total numbers in the period under review appeared much lower than in previous years. Furthermore, the impact of the COVID-19 pandemic and the inability to provide study abroad programs had an arguably greater negative impact on the number of WLLL majors than on majors in other departments. Students often complete coursework for a second major in a world language during study abroad programs, which was impossible during the pandemic. While the number of students in individual WLLL majors from Fall 2020 to Fall 2022 slightly decreased, department majors, when counted as a whole, are currently in keeping with other programs on campus. It is also important to note that while Fall 2023 numbers are not included in the analysis by the RPK group, Argos data accessed in July show an increase in major numbers in all languages, with an average increase across majors of 9%.This upward trend indicates a turn away from the pandemic-driven isolation in the US and concerns about engaging globally and suggests that, as the effects of the pandemic continue to dissipate, more students may continue to seek a major or double major in WLLL. Graduate Studies The program review data table provided on the Academic Transformation website indicates that our M.A. in Linguistics has a positive enrollment trend, whereas the TESOL M.A. shows a negative trend. To put the M.A. in TESOL metric into context, we pulled the Fall 2018-2022 enrollment data from Argos (see Figure 3, Corrected TESOL enrollments). [insert Figure 3 here] In the program review data table, the Fall 2018-2021 median for TESOL was listed as 33.5 and used as a benchmark for comparison. However, this number is not accurate (2018 = 0; 2019 = 10; 2020 = 18; 2021 = 26; 2022 = 25). The Argos data in Figure 3 show a steady increase in our M.A. in TESOL enrollments since the program's inception in Fall 2019, with the number in 2021 including several students who had to defer their studies from 2020 because of the pandemic. If we take this data into consideration, the program enrollment data for our M.A. in TESOL is as follows: Fall 2019-2021 media = 18; Fall 2022 enrollment = 25; difference of Fall 2022 from 2019-2021 median = +7 students, or a 39% increase (see Figure 4: Program Enrollment Data). [insert Figure 4 here] We believe that both our M.A. programs have healthy enrollments, despite challenges that we experienced during the pandemic years that prevented many graduate students from beginning their studies at WVU. Our programs attract both domestic and international students who often share their academic training and experiences from WVU with communities in West Virginia, the United States, and abroad. These programs clearly contribute to the creation of a diverse and inclusive culture and the advancement of education and prosperity in West Virginia and the United States. We must continue to promote this mission. It is also important to mention that our M.A. programs have a 100% graduation rate, as well as an excellent post-graduation placement rate. According to wording regarding Academic Transformation, WVU's Board of Governors directed the University to "reposition itself today so that it can be a responsive, relevant university system of the future. A system that meets the needs of the students and of the market – providing degrees and experiences that will lead to meaningful careers and productive lives." The M.A. programs in Linguistics and TESOL directly respond to this call by giving graduates theoretical and practical training that they can directly apply in the job market as teachers and language specialists. Our graduates have, in fact, experienced great success with placements in teaching jobs, primarily at the secondary level, as well as jobs in the government and language service industry, which are projected to have a steady growth through the year 2030. Additionally, graduates from our programs not choosing to enter the job market immediately upon graduation have successfully placed in leading PhD programs (e.g., Indiana University, MIT, the Ohio State University, University of Arizona, University of Pittsburgh, among others). We were able to collect post-graduation placement information for 72% of our graduates since Fall 2018, and nearly all of them (96%) continued with their studies or entered the workforce in areas related to language and linguistics, including teaching and tech companies developing language artificial intelligence. This high rate of success demonstrates that our graduate programs are extremely relevant, providing degrees and experiences that lead to meaningful careers.

Q5.3. Data have been provided on the unit's three-year trend in student credit hour (SCH) production.

Units should address any programs with a negative trend in SCH production.

The following statements use Figure 1 (see attachments) as a base reference point for calculations. ● To contextualize our analysis, we use the change in WVU's main campus enrollment. From 2020 to 2022, WVU saw a 5.8% decrease (26,269 to 24,741) in total enrollment. ● The WLLL experienced one of the lower reductions in SCH in Eberly College (see Figure 1). In fact, with the exception of WGSTs, WLLL had the lowest SCH percentage decrease of any unit currently under review. We also had less of a decrease than many units not under review. ● With the 18.5 faculty that we anticipate having by the end of Fall 2024 and using Fall 2022 SCH (data provided by Provost's office in posted table), SCH to faculty FTE = 1,021:1 and SCH to faculty + Fall 2023 GTA numbers = 328.5:1. These are very high Full-time faculty, as well as faculty + GTA to SCH ratios. Note that we balance low-enrolled classes with higher enrollment classes. ● The COVID-19 pandemic had a greater negative impact on the SCH numbers in our department than on those in other departments. ○ During the pandemic years, the JobsEQ data were not able to make predictions about job placements involving careers based on world language proficiency because of the uncertainty of the global sphere, which may have deterred students from taking our classes. ○ The cancellation of study abroad programs resulted in a reduction of SCH for our department. ○ Language learners in high schools were extremely challenged in many of WVU's recruitment areas. Language learning is, by nature, dependent on a communal classroom experience (students must be able to speak with each other). When they were denied this experience because of the pandemic, their learning and progression toward proficiency were severely impaired. ● Our SCH numbers correlate with majors in other units across campus that require/recommend our classes and are also influenced by the recommendations of advisors. Figure 1 shows a decrease in SCH in Eberly that is overall much greater than WLLL's. JobsEQ data indicate that the current outlook for needed jobs in the WVU recruitment area (Figure 5) is on the increase. In sum: ● Languages had 288,482 employment occupations, 4,585 job sheds in the past three years, and will have 145,533 aggregate need for newly trained workers over the next seven years. ● Applied Linguistics had 24,044 employment occupations, 164 job adds in the past three years, and will have 19,190 aggregate need for newly trained workers over the next seven years. ● Linguistics had 38,404 employment occupations, 272 job adds in the past three years, and will have 27,700 aggregate need for newly trained workers over the next seven years (summary in Figure 6). ● Figures 7-9 show a projected increase in need for all disciplines represented in WLLL. Also noted in these figures is a sharp decline in the job market during 2020 and 2021 (peak COVID years), which is now starting to recover. ● Given that WLLL's SCH decrease was one of the lower ones in Eberly College and was not far from the overall WVU student body decrease, coupled with the stark COVID affect for disciplines related to international fields, we expect our SCH production to stabilize and grow in the future in comparison to WVU's overall student body number. ● In terms of jobs, it can also be noted in Figures 10 and 11 that the average salary of WLLL undergraduate alumni is slightly higher than those in psychology (used as a comparative example). [insert Figures 5 - 11 here]

Q6.1.
Assessment of Learning and Program Improvement

The Provost's Office will review the self-studies from the most recent Board of Governor's five-year program reviews for this section.

Units may provide updated information below if they so choose.

Q6.2. Provide the unit's plans or ideas to make significant changes to its operations, structure, offerings, or personnel in order to reduce its costs or improve its efficiency.

Provide any significant changes to the department's program curricula, its assessment of learning practices, or any other improvements that have been made since the department's programs completed their most recent Board of Governor's five-year review.

Below is a plan that substantively addresses changes to WLLL's cost and efficiency (see, Figure 12: WLLL cost saving initiatives, for a summary). ● By the end of Fall 2024, we will have a substantial reduction in the total number of faculty and staff. Based on retirements, resignations, and layoffs (that we know about so far), WLLL will have 13 fewer benefits-eligible faculty. This number represents an overall savings in departmental costs ($805,395.81, salary + fringe). ● We also experienced a 66.7% staff reduction in March 2023 ($94,329.93, salary + fringe). ● In FY 23, we spent $30,367 on the language resource center to provide tutoring services (a mix of GTAs and UG peer tutoring) to undergraduate students studying language. We have closed the LRC, effective end of Spring, 2023. ● We paid approximately $23,000 in student workers for the 2 offices in FY 23 - we have been told that there isn't money for student workers going forward. ● Starting in Fall 23, we have 17 fewer GTAs than we had in Fall 2018. With the $15,000 + 9% fringe ($16,350 per GTA), this represents a savings of $277,950. ● We have reduced the number of administrative stipends in WLLL by $38,817 for FY24. ● With the above-mentioned reductions, WLLL will save the university $ 1,269,859.74 [insert Figure 12 here] In addition to these savings, we have also generated the following revenue: ● External grants $1,136,395 (total budgets for grants) ● English Language Learning Institute (ELLI) revenue for FY23 (until May) = $307,434.00. The projected savings, plus the external grant and ELLI revenue combined = $2,713,688.74 Another point of reference (see Q3.4 above) is that WLLL regularly produces a profit of around $1 million per academic year (not including grant or ELLI revenue), thereby supporting other WVU units that operate at a deficit. In Fall 2018, the department was asked to divide its undergraduate major into language-based programs, a major task that was completed in just two months. Since that time, our department has been through regular reviews as part of the academic transformation process, and we continue to work creatively to adapt our programs to meet the needs of WVU students and our ever-changing global society. Currently we are working on a new proposal for a joint major that will prepare students for the global workplace, an idea that is based on reflections from the Academic Transformation process and feedback from the Dean's and Provost's offices (see Figure 13 for initial proposed structure). This new proposed major goes beyond combining our current majors; we embarked on a needs analysis of approximately 300 language and culture programs nation-wide and have derived an innovative proposal that allows students to take more courses in English related to language and culture and/or to continue with the path to more advanced language proficiency. Having one major will allow us to create a strong curriculum based on the development of cultural and intercultural competence skills supported by language study that offers some options to students who wish to develop their language proficiency beyond the intermediate level. The new program has been designed with maximum flexibility to increase enrollments, while at the same time offering areas of emphasis (AOEs) that align with different career paths and prepare students to apply their language skills and knowledge of other cultures in a variety of professional contexts. The new curriculum would allow students to choose from 3 required Areas of Emphasis (AOE): 1) World Cultures, 2) Language Learning and Teaching, and 3) Science of Language. The total number of required credits for the major would be 33. Students interested in achieving a high level of language proficiency in a specific language would still be able to achieve that goal within any of the AOEs, and they could also minor in a specific language (e.g., Chinese, Russian) so that the name of the language appears on their transcripts. [insert Figure 13 here] As shown in the above major enrollment trends, post-pandemic interest in languages and cultures other than English is on the rise; we have used data to inform our decisions and to contextualize our programs and have demonstrated evidence of progress within and outside of the provided metrics. The new program has been designed to be flexible enough to meet the interests of a wide range of students. The addition of an AOE with a focus on linguistics and applied linguistics will be the only option of its kind in the state of West Virginia and represents a subset of humanities that is on an upward trend nationwide. Graduate Studies Our M.A. programs in Linguistics and TESOL were approved in Fall 2019. The new programs were a result of reconceptualization of our old M.A. program in World Languages, Literatures, and Linguistics. At that time, we made several innovative changes to provide students with different options for their educational and professional goals and to respond to current market needs. We split the old M.A. program into three separate 30-hour M.A. programs in Linguistics, TESOL, and Spanish (which was then discontinued in Fall 2022), as well as three 12-credit Graduate Certificates in Linguistics, TESOL, and Spanish. This has provided students with the possibility to complete either a single M.A. program or a double M.A. program (within an accelerated time frame of three years), or to combine their M.A. program with one of the certificates. To allow WVU students completing our B.A. programs to have a head start on their graduate education, we also proposed Accelerated Bachelor's to Master's programs (ABMs) that would allow qualified students to complete up to 12 hours of coursework in our graduate programs prior to the completion of their bachelor's program, with the remaining 18 credits in the graduate program completed in an additional year. Our ABM programs went through all levels of approval, but in the end, we were not allowed to enroll students until the University figures out best policies for ABM programs. We authentically embrace opportunities to change and adapt and always seek opportunities for improvement and the ability to align our programs with the needs of our students and the market.

Q6.3. The program may provide additional evidence of program improvement here.

Q7.1. The unit may provide any additional context or information about the unit's programs here.

WLLL has proposed extraordinary cost-reductions for our department, illustrating fiscal responsibility to WVU. Indeed, if every unit found as many money-saving measures as we have indicated, WVU's dire financial situation would be solved within one fiscal year. We have also proposed innovative curricular restructuring to adapt to the market readiness needed of our students, and to provide maximum flexibility, which ultimately results in further cost savings for the university. We have demonstrated that we clearly understand the metrics of evaluation and have accurately explained the data in the context of the program; have made quality data-informed decisions; and have provided additional supporting data. We will continue to develop new ideas for expanding program offerings and recruiting students. Some ideas that have been initiated but put on hold because of a freeze in the creation of the university's budgeting model include a Global Engineering Program, which would allow students to gain important international language and cultural training while also experiencing an internship in another culture. Other initiatives include the Global Seal program by which students can earn nationally recognized certificates for their language abilities that are automatically posted on platforms such as LinkedIn and will support their job search. New spring break trips to destinations such as Costa Rica and Iceland are in the planning stages, and winter inter-term study abroad and internship programs are being discussed. A wide variety of multiculturally focused courses are being developed to incorporate the study of multiple cultures. The development of an international living learning community (LLC) in one of the residence halls is currently under discussion. Such a residential experience would allow students to interact with other WLLL students as well as international students who have come to WVU to study. We are also actively working on a number of federally funded programming grants that focus on high school students learning languages other than English (StarTalk), international student language and culture programs (IIE/Fulbright), and opportunities for language and culture study for university students who are first generation and students of color (IDEAS). Winter inter-term study abroad and internship opportunities are also being discussed. The creation of an inter-term study abroad program would allow those students who need to work in the summer the option of having a study abroad experience during a shorter time frame. Finally, we have underscored a diversity, equity and inclusion (DEI) in our curriculum through yearly assessment, our 5-year plan, and the student learning outcomes for our undergraduate majors. One result of this work is the creation of a new DEI-focused course that will incorporate a study abroad component. Thus, through exposure in the classroom, our curricula, and our assessment program, WLLL actively engages students with issues of social justice. In addition to the major proposed here, WLLL is open to developing synergies with other units. Such collaborations could include a Global Studies and Diplomacy Program with International Studies or a School of Global Cultures and Thought, encompassing current programs, such as Anthropology, Philosophy, Religious Studies, and WLLL. Additionally, we are willing to talk with other departments in Eberly about whether lowering the language requirement for BA degrees would be a worthwhile step; as this is a college-wide requirement that affects many other units, discussions of any changes to degree requirements is not a decision that the department can make independently. Note that the cost savings for reducing the language requirement are not significant, compared to our other cost-saving measures. For example, reducing the requirement to three semesters and adding a requirement for a course in English introducing the study of languages and cultures would save only about $150,000 per year and may not be worth the trade-off regarding the disinvestment of proficiency. In order to make a data-driven decision regarding the language requirement, we would need to survey students, faculty, and stakeholders in other units to understand the applicability of language proficiency in careers in terms of marketability and salary. Our suggestion is to create, disseminate, and analyze such data in this academic year. It should also be noted that service courses are not interchangeable. For example, if someone wants to learn Japanese, they can't take a history course instead, just as student can't learn algebra by taking geology. We have provided clear examples of growth and progress outside of the metrics provided and supplied supporting evidence. We are happy to submit any other information needed to maintain our programmatic strengths and consistent efforts towards a student-centered educational experience for WVU students now and in the future. Please see the GoogleDrive link for testimonials regarding the importance of language learning at WVU: https://drive.google.com/drive/folders/11TQHwi2BS96jgKUM7TSeCsqNzRSVVhlh?usp=sharing

Q7.2. You may use this section to provide any additional evidence referenced in the program review.

Support for WLLL - Figures, GoogleDrive link, and references - final.pdf
959.9KB
application/pdf

Q7.3. You may use this section to provide any additional evidence referenced in the program review.

WLLL self study - 1 Aug - final to submit.pdf
1.1MB
application/pdf

Q7.4. You may use this section to provide any additional evidence referenced in the program review.

Q8.1.
Thank you for completing your self-study for the West Virginia University Board of Governors program review. You may now submit the survey and your self-study will be passed on to the Provost's Office for review.

Location Data

Location: ██████████████

Source: GeoIP Estimation