

California State University, Fullerton

TESOL Program

PROGRAM PERFORMANCE REVIEW

(PPR)

2025

Department Self Study

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Submitted by

Daniel Rueckert,

TESOL Program Coordinator

PROGRAM PERFORMANCE REVIEW 2025
TESOL Program

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I. Department/Program Mission, Goals and Environment

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

The mission of the CSUF MS in TESOL Program is to prepare students to provide innovative instruction and leadership to English language programs domestically and internationally. As this is our first review, we have no former review to refer to. However, changes that have occurred over the last 10 year period include in increase in technology (AI, smart devices, easy sharing of and access to audio and visual materials, increase in distance education) and decrease in the US market for English language training and education (decrease in students coming from major feeder countries such as China, Korea, Saudi Arabia, and for all countries overall since the pandemic and political environment currently in the US).

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

The most important changes and trends in TESOL at the moment probably involve the growing use of technology (e.g., corpus-informed approaches to research and teaching, or the use of generative AI for materials or activity development).

The external factors most impacting the program are the need for job placement for our graduates, at which our program continues to do a good job; and student recruiting, at which our program has been doing a good job following very low admissions numbers immediately following the post-Covid return to campus.

C. Identify the unit's priorities for the next three (short term) and seven years (long term).

Priorities for the next three years:

- Increase enrollment, mainly international.
- Update syllabi to incorporate more training for the use of current and emerging technologies.

Priorities for the next seven years:

- Create a culture on campus where international students are desired and infrastructure is developed to support them during their studies.
- Update the program offerings to maintain our innovative leadership in the Southern California market.
- Establish MOUs with international universities to develop a pipeline into our CSUF TESOL program.

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

- Currently we have no special sessions or programs. We would like to reestablish study abroad options, establish partner schools through MOUs, and offer micro-credential programs through Open University and/or other Extended Education programs to provide training to classroom teachers and other professionals wishing to update their skills.

II. Department/Program Description and Analysis

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

In the last ten years, we have established an undergraduate certificate that was taught face-to-face, then transitioned to online, and is now a combination of the two. The certificate allowed us to provide an SMPP program which fulfills the requirements set forth by the State of California to achieve subject matter competency sufficient to pursue the ELD credential. We remain the only program in California to offer this SMPP pathway. The MS in TESOL and Graduate TESOL Certificate curriculum has largely remained the same; however, offerings of courses have reduced in frequency as the number of faculty and students have shrunk. Graduate elective offerings have been much more limited, with most electives being offered once every two or three years, and some have stopped being offered (e.g., TESL 540, Teaching Adult Learners).

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

requirements and alignment of the requirements with the department resources. In particular, please discuss how the curriculum and/or programming reflects the University's commitment to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.

During the past 10 years, we have had a change in faculty. We did have 3.5 faculty members, three of whom retired, and then one was hired. Currently, the program operates with 1.3 faculty members, as Dr. Nathan Carr serves as department chair. With this drastic reduction in faculty, the offerings of courses have been reduced. The structure of the MS and certificate programs remain largely the same. Students are required to take all the core courses. These consist of

- TESL 500, Fundamentals of TESOL;
- TESL 509, Advanced Methods of TESOL: Speaking and Listening;
- TESL 510, Advanced Methods of TESOL: Reading and Writing; and
- TESL 527, Second Language Acquisition;

which are required for both the MS and the graduate certificate.

The MS has two additional core courses, TESL 560, Second Language Assessment, and TESL 595, Curriculum and Syllabus Design. Students also must take one pedagogy course from a selection of

TESL 515, Pedagogical Grammar;
TESL 520, Pronunciation Methods; and
TESL 525, Vocabulary Methods.

Additionally, all students must complete TESL 596, Practicum. Finally, MS students must complete three elective courses (9 units), while graduate certificate students must complete two (6 units). Elective classes currently in rotation are:

- TESL 511, Teaching English Abroad;
- TESL 532, Technology and Language Learning; and
- TESL 470, Task Design.

TESL 470 is the only course offering that has been added in the last ten years. An elective is offered each summer (when enrollment permits) and every other spring. All other courses are offered once a year with the exceptions of TESL 596, which is offered each semester, and TESL 595, which is offered bi-annually.

The reduced number of electives gives students fewer choices, but they are able to compensate for this by taking 400-level courses from the undergraduate certificate program (TESL 407, TESL 408, and TESL 445), all of which are normally offered annually.

This MS in TESOL program seeks to be a general TESOL program in that it trains students to teach both domestically and abroad. As such, it attempts to cover all the basics of the TESOL field to prepare future teachers. The rationale for having the assessment and curriculum classes be required only for MS students is the difference in purpose for which students take each program. The certificate is for future teachers and qualifies students to become excellent instructors. Most of these students are also simultaneously pursuing an MA in Linguistics, as well. The MS is for creating professionals in the field who can work in administration and program development as well as being instructors. Extensive knowledge of assessment and curriculum development are vital to administration and programmatic decision making.

These programs comply fully with the University's commitment to DEI by incorporating intense cultural explorations and addressing differentiation of instruction for different age groups, cultural expectations, and educational backgrounds. A core aim of these courses is to prepare students to recognize and integrate the background cultural and educational experiences of language learners to create communities of practice where all learners feel supported and are given equitable opportunities to practice language learning through communicative language teaching.

C. Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).

As can be seen in Table 1, the numbers of applicants during the past eight years have fluctuated. Pre-pandemic, the number of students applying to the graduate TESOL program was quite strong. This continued the first year of the pandemic but decreased noticeably in the first three years post-pandemic. However, on a positive note, the number of applicants has increased each of the last two years and now sits in line with the number of applicants pre-pandemic. That is the good news. The bad news is that the number of enrolled students in the annual yields prior to the pandemic, except for 2018, were also fairly low. Because of this, the dip in enrolled students during the 2021 and 2022 calendar years brought the number of students in the program to an all-time low.

Table 2 shows the impact of our enrollment yields in terms of headcount and FTES. Pre-pandemic, the headcount was representative of a healthy and thriving program. A headcount of over 40 is optimal. When the headcounts reduced into the 30s, we faced the difficulty of trying to fill courses in order to ensure that they

weren't cancelled. The latest couple years on the list shows the impact of those low admission numbers in 2021 and 2022 as students graduated, but very few students replaced them. The headcount decreased into the teens. This created a void that needed a couple of years to work itself out. After having to cancel non-essential courses for the course of a couple of years, we have now begun to fill all courses offered as we have had stronger intakes. A positive data point in the latest 2023-2024 year is the increased FTES per headcount. After years of falling numbers in that category, this last year shows that our student population has moved to taking more units this past year. This may be the result of having several of our slow-moving (one class per semester) students graduate this past year. (Note that in the past, many domestic students attended part-time, taking six units per semester in order to work and pay less per unit; students very rarely take more than nine units per semester.)

Table 3 provides a look at our graduation rates. This table shows the sporadic nature of our graduation rates in recent years. There are a couple interesting trends to note here. Pre-pandemic, this program was graduating roughly half of all graduates at the 2-year mark. There were usually one or two students who would take longer, but this is a good mix of full-time students and part-time students. This could also show the impact of having a larger international student population as they tend to complete the degree in two years due to visa requirements to maintain full-time status. However, in 2020, we see an outlier year. Of the 11 students admitted to that cohort, only 27.3% graduated. All three of those students graduated in 2 years. The ramifications of this compounded the void in our enrollments during the subsequent years. Of the students admitted in 2021, none have graduated yet. We had a period of about a year and a half of having very low admissions and a close to 0 retention rate on keeping those students. Because the numbers were so small, the reasons for their not continuing the degree were known to the faculty and were largely unforeseeable and due to life circumstances beyond the control of the university. Students had mental health crises, were offered promotions in their existing careers, and had deaths in the family that interrupted their previous academic plans.

All three of these tables reflect a program that had significant challenges that began with the onset of the pandemic. Prior to the pandemic, the TESOL program was heavily populated with a mix of international (35%) and domestic (65%). No international students were admitted after the pandemic until Spring 2025, when one joined our ranks. The final international students that were enrolled in the program graduated in Fall 2023. The lack of international students accounts for a significant portion of the decreased enrollment and graduation numbers. There were a number of contributing factors that could be attributed to the drop in international student numbers. In 2018, the university closed its American Language Program (ALP). The numbers in these tables show an immediate decrease in headcount and applications after the 2018 year. The ALP

served as a pipeline for international students who wanted to study TESOL. This decrease was further intensified by the advent of the pandemic in 2020. Again, we see an immediate drop in applications and headcounts. Recovery has been slow for the university as a whole in regards to international students. Due to tightening of rules regulating admission deadlines and time to submit transcripts for international students, those that did apply as international students during the 2022-2024 calendar years were deemed to be incomplete applications due to the non-receipt of “original” transcripts or were denied because those transcripts arrived too late for the newly-imposed deadlines. As our program has always served a large international population, our admissions policies should be deemed as inequitable as international students were not given the same advantages and ease of process to apply for our program as their domestic counterparts.

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

This does not apply during the current PPR cycle, as this is the first PPR for the TESOL Program.

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

In the past ten years the TESOL program has lost 2.5 net faculty members to retirement. The program did hire one new faculty member, Dr. Daniel Rueckert in 2016. This leaves the program with 2 full time faculty members. However, Dr. Nathan Carr has served as the Chair of Modern Languages and Literature for the past 3.5 years and will continue in that capacity for another 3.5 (i.e., through August 2028). This has left the program with essentially one full-time faculty member. Under these circumstances, it has been difficult to modify the curricular offerings within the program.

In the past five years, we have added an elective course, TESL 470, Task Design and Development. This has been offered once by Dr. Carr, who designed it.

Courses that were closely related to the expertise of retired faculty members have decreased in frequency of offerings. The course “Adult Learners” hasn’t been taught in the eight years since the retirement of Dr. Eyring, and has been dropped from the Catalog because it was not offered. TESL 525, Vocabulary Methods, while very popular, has been reduced in frequency to bi-annual offerings since the retirement of Dr. Zimmerman ten years ago. Our course on Technology and Language Learning hasn’t been taught in four years even though it is aligned with the research of Dr. Rueckert. With the diminished staffing needed to develop new curriculum, and constrained schedules due to enrollment concerns in mind, our plans for the next three and seven years are as follow:

First, the curriculum within each course needs to be updated to meet the demands to keep our students employable. We don’t just aim for employability, but to maintain our reputation of excellence in the Southern California area. To do this, we are currently conducting a study on the use of AI in creating unit plans. This has launched in Spring 2025 to incorporate AI training and utilization of generative AI. After this semester, we will look at the results of our study to determine future modifications to coursework to incorporate use of AI tools to enhance the learning, productivity, and marketability of students.

Another area for curriculum modification during the next three years will be updating our syllabi and course materials to be more accessible, in conjunction with new Department of Justice requirements. While meeting the new accessibility requirements, we will need to develop new online lectures and materials, and this will be a good time to reassess the curriculum currently being taught and update it to better fit the modern workplace.

A ten-year project that we will undertake, growing out of our accessibility efforts, will be to create more universality in how our online offerings and lectures are offered. As there are so few full-time faculty, it behooves the program to create lectures/materials that can be used in courses regardless of the assigned adjunct faculty. This will require Drs. Rueckert and Carr to create new lectures in a standardized format that will be recorded and presented to students who are taking courses that will increasingly be taught by adjunct faculty. This fits in the ten-year plan due to the number of courses offered and the lack of manpower to get it done more quickly.

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

We don’t currently have any self-support programs or plans to pursue any.

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

The review should address how the program ensures high-quality learning using relevant indicators and analyses, and how these analyses can facilitate continuous improvement.

Please provide information on the following aspects, and if applicable, please include relevant documents in the appendices.

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

The program follows the CSUF assessment program by assessing one SLO per academic year. The two tenure-track faculty generally split the work between them of assessing the MS, graduate certificate, and undergraduate certificate.

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

The MS in TESOL Program has three SLOs, all of which are assessed using direct measures.

SLO 1:

- M.S. in TESOL students will be able to sequence and teach lessons using appropriate instructional resources and teaching strategies.
- SLO 1 is assessed using scores on the first three essay questions on the MS comprehensive examination. These questions address methods of teaching reading and writing, methods of teaching speaking and listening, and pedagogy (student's choice of grammar, vocabulary, or pronunciation), respectively. All essay questions on the comprehensive examination are graded using the same holistic rubric (attached), which has three score bands: check-plus, check, and check-minus. Check and check-plus are passing, and check-minus is failing.

- Criteria for success: 80% of students passing the three essay questions (i.e., receiving a check or check-plus).
- Assessed and met in 2020-21 and 2023-24

SLO 2:

- MS in TESOL students will be able to use problem-solving and critical thinking in analyzing ESL/EFL instructional settings and materials, along with awareness of relevant language policy issues, to plan curriculum and integrate assessment with learning.
- SSLO 2 is assessed using scores on the three open-book comprehensive examination prompts, which address curriculum and assessment. All essay questions on the comprehensive examination are graded using the same holistic rubric (attached to SLO 1). which has three score bands: check-plus, check, and check-minus. Check and check-plus are passing, and check-minus is failing.
- Criteria for success: 80% of students passing the three essay questions (i.e., receiving a check or check-plus)
- Assessed and met in 2018-19 and 2021-22

SLO 3:

- MS in TESOL students will demonstrate mastery of philosophical and research foundations of second language acquisition and pedagogy, as well of as the nature of language and English language systems.
- SLO 3 is assessed using scores on the pedagogy and second language acquisition essays on the MS comprehensive examination. The pedagogy essay addresses a student's choice of grammar, vocabulary, or pronunciation teaching methods. All essay questions on the comprehensive examination are graded using the same holistic rubric (attached to SLO 1), which has three score bands: check-plus, check, and check-minus. Check and check-plus are passing, and check-minus is failing.
- Criteria for success: 80% of students passing the two essay questions (i.e., receiving a check or check-plus)
- Assessed and met in 2019-20 and 2022-23

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

For SLO 1, we are attempting to add more focus in pedagogy courses on planning and writing communicative lesson plans, in response to findings in 2023-24. For SLO 2, in TESL 560, Dr. Carr has tried to add more practice with thinking about test planning (in addition to the substantial test development that students already do), in response to findings in 2021-22.

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

Our job placement rates remain strong, although we do not formally track them. Through interaction with alumni and communication with local colleges, there is positive feedback about being employed and satisfaction from administrators with the quality of our alumni. Further, local colleges frequently reach out to us to recruit our students and alumni.

E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?

In 2019 the undergraduate TESOL certificate courses were moved to online courses. While they were effective in producing qualified English language teachers, the retention rate and completion rate of students decreased from the before offered face-to-face programs. After analysis, the source of the dip in retention rate was deemed to be a lack of community among the online students. When it was offered previously face-to-face, it was also a cohort system and students moved through the program together. There was a sense of community and networking that was lost in the online conversion. Because of this, the undergraduate certificate has transitioned back to mainly face-to-face. There are only two courses that are still offered online, TESL 315 Pedagogical Grammar and TESL 445 Language and Culture. The rationale for keeping these is that the courses were well designed and have strong success rates. Also, the instruction would need to be modified significantly if brought back to the physical classroom.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

In the last ten years the number of tenured/tenure-track faculty has decreased from 3.5 to 2. There were three retirements, Dr. Zimmerman (1), Dr. Eyring (1), and Dr. Gallego (.5). Dr. Gallego's assignment was half TESOL half Spanish program. Dr. Rueckert (1) was hired in 2016 and Dr. Carr (1) has been here throughout. Dr. Carr has been serving as the department chair since Fall of 2021 and will continue in that position until the end of Spring or Summer 2028. While serving as chair, he is not supposed to teach courses in the TESOL program; however, he has been picking up one course each semester, which would place the program current staffing at 1.3 tenure/tenure-track faculty members. Both faculty also frequently teach one or more students through independent study in order to compensate for canceled courses that those students need for graduation. For the period of Fall 2022 through Spring 2025, one of us has needed to do this at least three times. This does not count towards our teaching load, and carries no additional pay or workload credit.

The reduction in tenure-track faculty members has severely hampered the growth of the TESOL program. Dr. Carr has remained active in teaching assessment courses, which fit into his expertise. Dr. Rueckert has covered the most difficult courses to staff with part-time faculty members, so has not had the liberty of being able to develop new courses. As the only faculty member that is 100% in the TESOL program, it has fallen on him to be the program coordinator where he handles admissions and nearly all the advising of graduate and undergraduate students enrolled or interested in the one of the TESOL programs. On top of this, both Dr. Rueckert and Dr. Carr serve on various committees in the department and university, which stretches their work load.

If the program were fully staffed, there would be time to develop proposals and curriculum to develop a new Intensive English or Briding program to help feed international students into the program. There would be more time to closely advise the TESOL club to help foster greater participation among students. There would be more time to do research that would involve graduate students. However, there isn't currently the bandwidth to pursue these more creative ventures, as it has been necessary to maintain the core of the program.

One major occurrence in the past six years was the department moving from a 4/4 teaching load to a 3/3 teaching load. While concessions such as additional service time were understood, the impact to tenure density wasn't. The college lowered the threshold for tenure density below which new faculty could be hired to 65%. In doing so, the Modern Languages and Literature needed to get below the threshold. TESOL did have a search for a new faculty member, but the candidate that was offered the position changed her mind. The college then decided to cancel the search due to the program's low enrollment at the time. Since then, a new search has not been permitted.

As things currently stand, Dr. Rueckert holds the rank of associate professor and Dr. Carr holds the rank of full professor.

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

Dr. Carr is a versatile professor with a background in applied linguistics and expertise in language assessment. He can cover most courses that are offered in the program, but usually covers those that are assessment focused. Dr. Rueckert comes from a pedagogy background with expertise in technology use in language learning. His strengths are in the methodology courses along with Second Language Acquisition and curriculum development. When hiring new faculty members, we could use somebody with expertise in our "pedagogy" areas of teaching pronunciation, grammar, and vocabulary. While both current professors can cover these courses, somebody with with expertise in these areas would be preferable. Additionally, the desired new hire would have

comfort in using new technologies such as AI and be knowledgeable in corpus linguistics.

Of note as well is that the faculty in our program is not representative of the ethnicities/backgrounds of those that we serve. It would be valuable to have more diversity in our faculty to give our students a variety of experience from which to draw. Another characteristic that would be valuable would be to have somebody with recent experience teaching locally or abroad. As our current faculty ages, their examples of teaching become older as well.

Students in the program are very diverse. The majority of domestic students are first generation college students themselves. A large number of students are generation 1.5 and have received English language services when they were younger.

Internationally, TESOL is at the mercy of geopolitics and economies. During the past decade the TESOL program has educated many students from China, Korea, Taiwan, and Vietnam with various other countries mixed in. In the past four years the number of applicants from these four countries have dramatically reduced. While there have been three or four applicants from China, there haven't been any applicants from the other countries. The most common countries that students are applying from now are Iran and Bangladesh. Our newly admitted international student is from India and there are three students from Turkey who are in the process of applying. Fullerton's close proximity to a large Persian population serves to provide a steady supply of students from Iran who apply, but very few are admitted due to the difficulty in obtaining transcripts from Iran.

Cal State Fullerton has only recently made attempts to improve international recruitment. The development of an Intensive English Program or a bridging program for students who don't quite make the English language proficiency requirements for admission would be very helpful for the health of the TESOL program. The faculty in the TESOL program would be happy to assist the university in developing and running the program.

- B. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty

and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.

The the 2024-2025 academic year there have been seven TESOL courses offered in each of the Spring and Fall semesters. We usually have nine courses, but two were removed from the schedule each semester due to budget and enrollment numbers. Of those seven courses, three were taught by adjunct faculty members. This puts 43% of classes currently being offered as being taught by lecturers.

The role of tenure line faculty is to create the courses and the curriculum. Tenure faculty provide course shells for Canvas and lecture videos and materials. The curriculum is developed by tenure line faculty so any lecturer will be able to follow the curriculum and use the materials provided.

Lecturers are not expected to develop curriculum. Instead, they are given everything that they should need with the instruction that they can innovate as they see fit. Lecturers are carefully vetted during the hiring process and are given the freedom to insert their expertise into the curriculum, but they do need to cover the core information of the course and complete the core assignments. It is not uncommon for lecturers to use video lectures of content that is taught by a tenure line faculty member.

All of the core and pedagogy courses in the program are tested on the Comprehensive exam at the end of the program. Because of this, there needs to be some uniformity on what is covered for everyone teaching those courses. The development of the curriculum by tenure line faculty provide a quality control to ensure that the key information is taught.

The TESOL program has no graduate/student assistants. Are courses are taught by tenure line faculty or lecturers.

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

Tenure line faculty participate in all departmental faculty meetings and university mandated trainings. There are additional training resources provided on campus, but are not mandatory for any faculty to attend. Lecturers are not

mandated to attend any trainings by the department, but are always welcome to attend university trainings.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

All advising in the program is done by a tenure line faculty member. If all faculty members were unincumbered by other leadership responsibilities (being department chair) advising would be split between them. However, as one member is currently the department chair, the vast majority of advising is done by the remaining faculty member.

When a graduate student is admitted to the program, they are assigned an advisor. Traditionally, they were sorted to a faculty member based on number of assigned advisees. In our current situation, all graduate students are admitted by the program coordinator, who then sets an appointment with admitted student to create a plan of study and to initiate advising.

For undergraduate students, they can begin taking classes in the TESOL certificate program before they officially apply to the program. In each undergraduate class, students are advised to meet with the program coordinator to create a plan of study and to officially add the certificate.

Once each student has an assigned advisor, they correspond as needed to report meeting of conditions for conditional admits and to conduct grad checks and to simply check progress towards program completion.

The Office of Graduate Studies has frequent training meetings for graduate advisors. These are helpful to keep all advisors up to date on resources and procedures.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made

available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

The TESOL program has an integrated service-learning plan. There are four courses, two of which are core, that each require sixteen hours service-learning where students will assist English language teachers at local schools. There is also a programmatic requirement that all students must complete sixteen hours of service-learning in order to qualify for their degree. These experiences are valuable for students to gain experience in the field and to network out with potential employers. We have partnerships with the nearest community colleges in the area to send students to participate in service-learning with them. These service-learning experiences are also built into the undergraduate certificate where students are required to participate in TESL 407, which is a core course.

Programatically, we have two practicum classes, TESL 450 and TESL 596, which are culminating experience courses, 596 for the graduate students and 450 for the undergrads. Both are considered to be internship classes as students are placed with a mentor teacher and are required to observe and assist that teacher for 20 (undergrad) or 45 (grad) hours. The undergrads are required to teach a 50-minute lesson during their internship while the grad students are required to teach 9 hours. Both experiences are opportunities to gain practical experience and network with future employers.

We don't have any opportunities for students to participate in departmental honors programs as we don't have any system set up for this within the department. We do award honor cords to students who earn a GPA of 3.8 or higher upon completion of graduate coursework. We hold an honor cord ceremony each year before commencement.

When the program is sufficiently staffed, students do conduct research with tenure line faculty members. Dr. Rueckert published a paper with a student in *Foreign Language Annals* and presented with the student at a TESOL conference in 2019. As the number of tenure line faculty has dwindled, there have been fewer opportunities to conduct research together. These opportunities are given as students approach a faculty member with a project idea and then they set a plan to complete the work. As the bandwidth in the

program has become more densely occupied, these collaborations have taken the form of independent studies where students check in with an assigned professor to stay on track in the research. Dr. Rueckert recently advised a student on her project studying the use of AI by teachers in South Korea. She is currently preparing her research for publication.

VI. Resources and Facilities

- A. Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).

It is difficult to identify the sources of funding from the university as much of it comes from sources that are not the state. However, all the resources and funding that are used in the TESOL program come from the university. We don't have any active grants. We do have scholarships that come from generous donors. We have three scholarships that come from former faculty members who created endowments to support students. Two are open for all TESOL students and are based on merit while the other is open to international students studying TESOL. All operational costs for the program apart from scholarships are from the university.

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

The TESOL program mainly uses one classroom. It used to be a language lab, but now has computers that are available at each seat, but can be hidden to make the lab function as a classroom. It was renovated in 2018 to make the computers submersible into the desks so they are not in the way of discussions in seminar type settings. The only drawback to this room is that the tables cannot be moved. An adjoining conference room contains the TESOL library (see below).

During the pandemic professional development funds were used to purchase a Yeti speaker and a smart camera to be able to broadcast live

classrooms for students on Zoom. This equipment is still available and are used on request for students who may be sick, but would still like to attend the class virtually. This equipment seems to fit our students' needs well. We don't anticipate any needed updates in the foreseeable future.

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

The library offerings for the TESOL program are excellent. There is a dedicated librarian who keeps the collections current. He has a master's in TESOL and understands the field well.

We also keep a TESOL library that is housed in a room in the Humanities building, accessed from our main classroom. We have a very large collection of textbooks that are commonly used in English language classrooms. These books are used by students to complete lesson plans, unit plans, and materials reviews. While this is an impressive collection, they are getting old. They have not been updated since 2018. We will need to update the collection to keep it current for students to become familiar with current and available textbooks.

VII. Long-term Plans

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

Our long-term plan is to follow our three- and seven-year plans, and to gain an additional full-time faculty position and recruit more students so that we will be in a position to start making longer-term plans. With current staffing, long-term planning is not really feasible.

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

We have no long-term plan beyond seven years. The three- and seven-year plans will better enable us to better teach and prepare our students for the

workplace, better meet the University's graduate learning goals, and better meet our own student learning outcomes.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.

If we meet our SLOs, that will be considered progress in that regard. We intend to continue with current practices in this area. We do not plan to separately assess our meeting of the University's graduate learning objectives, and deem our SLOs sufficiently aligned with the GLOs that it is not necessary. Our largest goals, hiring another full-time faculty member and increasing enrollment to the point that we no longer have to worry about schedule cuts due to low enrollment, will be obvious when we meet them.

D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit's priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

We need another full-time tenure-track faculty member. This will require the College to support our request to hire this position.

We also need greater support for international recruiting from the University, something that the campus has been promising for the past few years, and which seems to be forthcoming in the near future (e.g., International Programs has decided to begin hiring international recruiters again).

It is worth pointing out that another tenure-track faculty member will make it easier to recruit more students, and will make the program stronger and more attractive to prospective students. At the same time, stronger enrollment will presumably make the College more willing to hire an additional faculty member.

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

1. Undergraduate Degree Programs
2. Graduate Degree Programs
3. Faculty
4. Resources
5. Long-term planning
6. *Curriculum Vitae* of faculty (which should include recent scholarly/creative activity and any research funding)

APPENDIX A. GRADUATE DEGREE PROGRAMS

TABLE 1. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, the number of students admitted, and the number of new enrollments.

Fall	# Applied	# Admitted	# Enrolled
2017	36	25	12
2018	35	30	20
2019	20	13	9
2020	23	19	11
2021	17	10	6
2022	13	7	3
2023	15	14	10
2024	23	17	13

TABLE 2. Graduate Program Enrollment by Headcount and FTES

For each graduate degree program, tables will be provided showing student enrollment for the past seven years by headcount and FTES.

Academic Year (Annualized)	Headcount	FTES	FTES per headcount
2017-2018	50	30.7	0.61
2018-2019	51.5	33.7	0.65
2019-2020	46	29.7	0.65
2020-2021	39.5	25.3	0.64
2021-2022	32.5	19.2	0.59
2022-2023	19	10.4	0.53

2023-2024	19.5	12.54	0.74
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TABLE 3. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rates for master's or doctoral programs.

TABLE 3-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
2016	17	35.3	76.5	82.3
2017	12	16.7	41.7	41.7
2018	20	35	70	85
2019	9	22.2	55.6	55.6
2020	11	27.3	27.3	27.3
2021	6	0	0	N/A
2022	3	0	N/A	N/A

TABLE 4. Master's Degrees Awarded

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

College Year	Degrees Awarded
2017-2018	23
2018-2019	23
2019-2020	20
2020-2021	16
2021-2022	16

2022-2023	7
2023-2024	8

APPENDIX B. FACULTY

Table 5. Faculty Composition

For the seven most recent fall terms, a table will be provided with the number of tenured faculty, number of faculty on tenure-track, number of faculty on sabbatical, number of faculty in FERP, number of full-time lecturers, and full-time faculty equivalent (FTEF) as of fall term.

Fall	Tenured	Tenure-track	Sabbaticals at 0.5	FERP at 0.5	Full-time Lecturers	Actual FTEF
2017	1.5	0	0	1	1	3
2018	1.5	1	0	0	0	2.5
2019	1.5	1	0	0	0	2.5
2020	2.5	0	0	0	0	2.5
2021	2	0	0	0	0	2
2022	2	0	0	0	0	2
2023	2	0	0	0	0	2

Note: The headcount of Tenured, Tenure-track, Sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. The headcount of Lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX C. FACULTY CURRICULUM VITAE

Include recent scholarly/creative activity and any research funding obtained.

APPENDIX D. RESOURCES

Table 6. Provide a table showing for the past seven years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

All funding has been through the programs allotment of university funds. There has been no external funding for the TESOL program.

APPENDIX E. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline, the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g., graduation rates, faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program.

^[1] UPS 410.200, section I-D.