1. **Assessment information collected**

   **Admissions:**

   In Fall 16, the program received five applications for graduate admissions. Of these, three were accepted. Of those accepted, one joined the program in Fall 17.

   **Graduation:**

   In FY18, the program graduated 2 MA students, down from 12 the previous year.

   **Exit Survey:**

   There is no Exit Survey.

   However, both graduates are currently employed. The first graduate worked as a Spanish Instructor at UAF in Spring 2018, but is now working outside the field. The ESL program coordinator (Dr. Martelle) on campus is interested in hiring her as an adjunct in the future. The second graduate is currently teaching English in Spain.

   **Graduate Study Plan, Report on Comprehensive Exam, Advancement to Candidacy, Annual Report of Graduate Advisory Committee:**

   There are 15 continuing students in the program. Of these, all are making satisfactory progress toward their degree.

   “Satisfactory progress” is defined by the graduate school as having completed at least 6 credits in the past year and receiving a “satisfactory” rating on the Annual Report of Graduate Advisory Committee.
For our program, “satisfactory” also includes selection of a Graduate Advisory Committee and submission of a Graduate Study Plan by the end of year one.

All other benchmarks (e.g., comprehensive exam, IRB) must be completed on a timeline developed in consultation with the Graduate Advisory Committee.

As of Spring 2018, 12 of 15 students (80%) had attempted and successfully completed the comprehensive exams.

2. Conclusions drawn from the information summarized above

Recruitment & Enrollment Stability:

The program has seen periodic spikes in enrollment, often followed by brief low periods. These spikes have historically been related to the availability of grant funds dedicated to cohorts of students. This suggests that student recruitment and enrollment is directly related to the availability of financial support.

Time to Graduation:

Although the program is a “two year” program, it typically takes students 3 years to complete the degree.

In our experience, coursework (24 credits) is completed within two years. However, students require time to select and complete the thesis or project. In those rare instances when a student is extremely focused, with a pre-determined project or thesis upon entry to the program, it is possible to complete the degree within two years, barring unforeseen complications. For example, after selecting a research project, one student contacted the Alaska Native community in which he wished to conduct his research. After several weeks, he received no reply and was then required to seek an alternative research project. Such unforeseen delays may require even the most focused student to take an extra semester or two to complete the degree.

3. Curricular changes resulting from conclusions drawn above

Recruitment & Enrollment Stability:
As student recruitment links directly to the availability of financial support, the program has used grant recovery funds to offer one or two annual scholarships for new students. In addition, we have reserved our single TAship for a highly qualified new student each year. This information is available on our website, and is also circulated by faculty at conferences and meetings.

While our enrollments have not gone up significantly, we have seen an increase in applications. In Fall 2017, we received a record 11 new applications. Of these, 10 were accepted and 2 were offered financial support. Three students enrolled in Fall 2018, including both students who received financial support and one Fairbanks resident.

The evidence suggests that growing the program will require greater financial support for recruiting and maintaining students. Faculty responded positively and will include a greater number of research assistantships and other student support in future grant applications.

**Time to Graduation:**

Faculty have redefined “on time” graduation as “two to three years.” We have updated advising procedures in order to clearly lay out “what must be done” in order to graduate (a) in two years or (b) in three years. This is done through an initial New Graduate Student Orientation session, as well as in individual advising sessions with the committee Chair (or the Program Coordinator as default advisor).

While these changes have not led to shorter degree times, we believe that students are better informed in the choices they make regarding course work as well as selection of thesis or project topics.

Faculty also recognize that many of our students work while attending graduate school. For these students completion of coursework may take three years, and thus “on time” may necessarily be four years.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Burns Cooper, Anna Berge, Patrick Marlow, Wendy Martelle, Robin Shoaps, Sabine Siekmann