

## Mid-Term Review Report - 2015

What follows below is our narrative organized under the headings supplied in the guidelines document. The first, third, and fourth table are all based on the information found in Box.com, under "SGS Data Summaries for Colleges Depts". The information in table two on enrollment is found in the Banner warehouse.

### Overall

In the last three years we have made no major changes to the MSLT program. We have kept our credit requirements at 30, but have shifted the balance of required versus elective courses. We did add two new courses (LING 6600 and LING 6700), while also re-designing an old course (LING 6510) and giving it a new number (LING 6500). Students now need to take more LING courses and fewer TEAL courses than was customary in the past. This change was made in response to students' feedback about the relevance of TEAL courses to their intended careers. The degree requirements as they now stand reflect a heavier emphasis on LING courses than in the past.

Currently, we have no intention of making major changes to the degree program. We are exploring the feasibility of developing a new course in Content-Based Instruction to better meet the career needs of our graduates who will be secondary-level teachers in Utah's Dual-Language Immersion programs in middle schools and high schools.

In our 5-year plan, we reported overall high levels of satisfaction with our program, both among students and among faculty. We identified strengths to maintain, which include carefully selected applicants who meet our criteria for potential for success, relevant and up-to-date coursework that enables our students to grow as professional language teachers, maximum opportunity for multi-lesson teaching opportunities for our students, and engaged mentoring by our faculty to help students transition to the next step in their career. We have been able to maintain these strengths due to the involvement of a stable core of faculty invested in the program. We are preparing to implement a new exit questionnaire through which we hope to collect specific data on our graduates' level of satisfaction with our program and their recommendations for changes.

### Graduate Student Numbers

Table 1 (see below) shows the number of newly enrolled degree-seeking graduate students in our department for Fall semester over the past 5 years. Table 1 captures only newly enrolled students as of Fall semester; however, a significant portion of our students begin taking classes in Spring or Summer. To supplement the data in Table 1, we also supply Table 2, which shows total program enrollments as of Day 15 each Fall. Comparing Table 1 and Table 2, it can be seen that, while we saw a steady drop in enrollments in 2011-2013, by 2014 the number was higher than where it was in 2010. We attribute the 3-year decline, which seems to be behind us now, to factors over which we had no control (such as the economy) and factors that we can control (such as an outdated and unappealing website). Our

recruitment efforts in the past two years have been aided greatly by an updated website, designed and maintained by one of our graduate students, and by the availability of WICHE WRGP tuition grants (two students have made use of this arrangement since our program was approved as a WICHE WRGP program in 2012) and the recently implemented SGS “Excellence Awards”, with which two students enrolled in 2014. We are now back in the ideal range of 20-25 students enrolled.

Table 1 (New Graduate Students Accepted in MSLT)

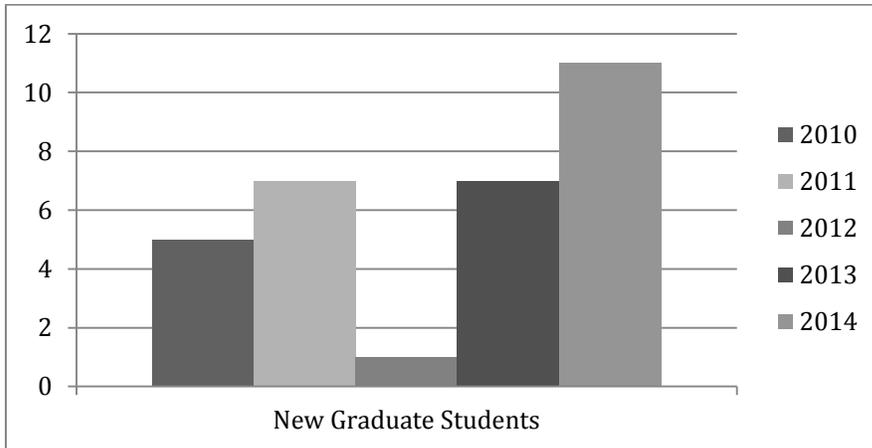
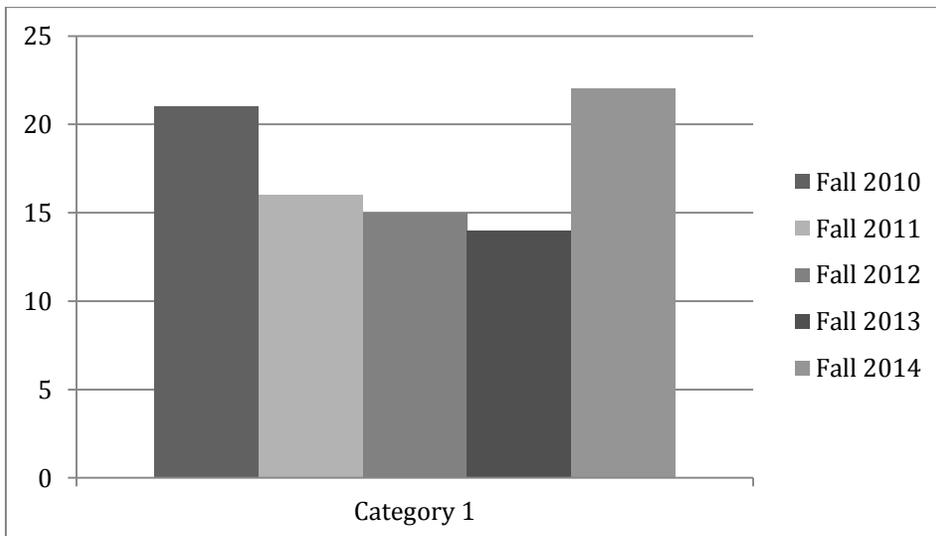


Table 2 (Enrolled MSLT students)

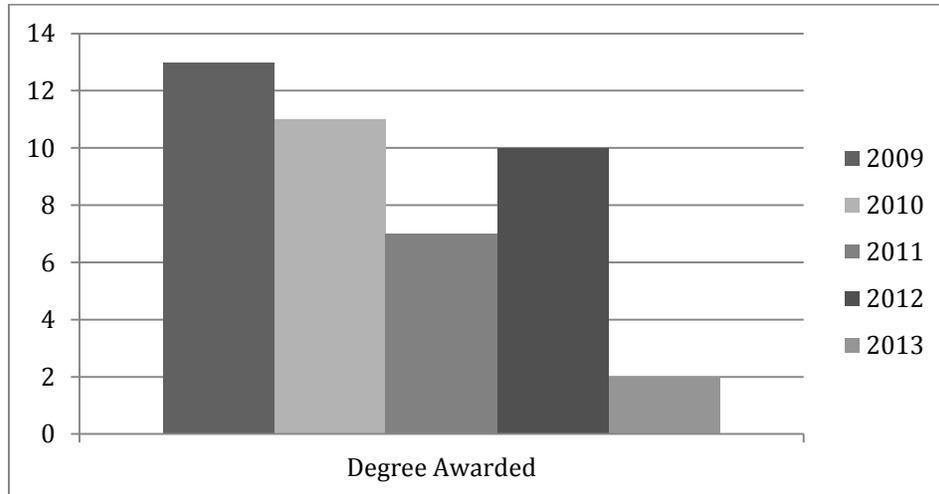


### Number of Graduate Degrees Awarded

Table 3 shows the number of MSLT degrees awarded for the period 2009-2013. The graph shows an alarming dip in degree completions in 2013. However, reality does not match the graph. Banner records show that 6 MSLT students were

awarded their degrees in 2013, making it only a slightly lower number than in previous years:

Table 3 (MSLT Degrees Awarded)



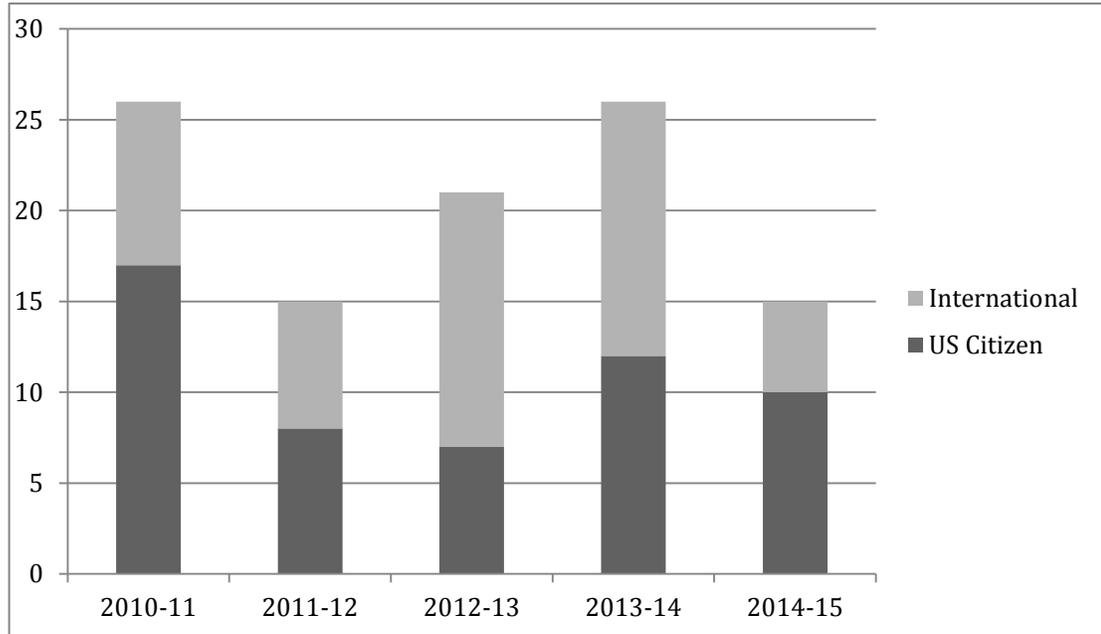
Based on the 10-year trend for our program, our goal is to graduate between 8-10 students per year. We attribute the low number of graduates for 2013 (2 degrees awarded) and 2014 (4 degrees awarded) to the lower enrollments of 2011-2013. We anticipate the number of degrees awarded in 2015 to be 6 or more.

### Graduate Applications

Table 4 shows the number of applications to the MSLT program over the past 5 years, with the number of applications each year ranging from 15 to 26. The low of 15 was recorded twice in the past several years. In 2011, the low was likely due to the uncertain economic climate – people who had jobs held on to them, rather than giving them up to go to graduate school – and our outdated, unappealing website. In 2014, the low was likely due to the fact that our *new* website spells out very clearly what we look for in applications. While only 15 applications were received, 11 of the applicants were admitted and enrolled. The recent low of 15 is not alarming, since almost all were of high caliber.

Table 4 also shows that among MSLT applicants, some years we have more US citizens versus internationals, while other years we have more internationals than US citizens. In terms of students who enroll, the number of US citizens is always higher than the number of internationals, as our number of GI positions for teaching the languages represented by international applicants is quite limited. For example, in recent years we have received multiple applications from Chinese and Arabic-speaking persons, but the department has only 1-2 positions for each of these languages. Without a GI position, it is simply cost-prohibitive for internationals to pursue a graduate degree at USU.

Table Four (MSLT Applications)



### Additional Comments

The recruitment funds that the School of Graduate Studies has generously granted the MLST program have allowed us to diversify our efforts to promote the MSLT program. For example, the MSLT Co-Directors have continued taking program brochures to various conferences that they attend. In addition, we have been able to use recruitment funds to expand the promotion of our program through development of an attractive, up-to-date a website, placement of full-page ads in program brochures of regional conferences, and annual recruitment trips to meet with seniors at BYU-Idaho, an institution from which we have received several excellent graduates.

While in the MSLT program, many of our students have presented their research in academic and professional conferences at not only the local and regional level but even national and international levels. Some of the venues include: The LPCS Student Research Symposium, the Lackstrom Linguistic Symposium, the SGS “Research Week,” the CAERDA International Conference, the 2015 Georgetown University Graduate Student Conference, the Utah Foreign Language Association Conference, the I-TESOL conference, the ACTFL convention, and the Dual Language Immersion International conference. Both the department and the School of Graduate Studies have financially supported our students in these professional endeavors.

We are very pleased to declare that our MSLT graduate students receive the appropriate academic preparation that allows them to pursue various professional paths upon graduation. For example, some have gone on to PhD programs in the United States or abroad, and quite a few have been hired as target-language teachers in Dual Language Immersion programs throughout the state of Utah.