UNC CHARLOTTE

2014-15 Annual Report

The Graduate School

A. HIGHLIGHTS OF THE YEAR

Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal.

To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region:

Health Informatics (HI) Professional Science Masters & Graduate Certificate had 68 active students in the fall of 2014 (33 PSM, 35 Certificate). In the spring of 2015 the number declined to 55 active students (38 PSM, 17 Certificate). The reason for the decline was that Health Informatics program did not admit a new cohort for spring 2015 and it graduated its largest class of students (9 PSM, 9 Certificate) in fall 2014. We project that the overall enrollment should be back to roughly 70 by fall 2015.

Data Science and Business Analytics (DSBA) program launched the Professional Science Master's program in fall 2014. 32 students were active in the program in fall 2014 (16 PSM, 16 Certificate). In spring 2015 that number grew to 70 students (35 PSM, 35 Certificate). In fall our first DSBA Certificate student graduated and moved to a new position with TIAA-CREF. This spring the program graduated its first master's student, Colby Ford. He was hired by Mariner Financial in fall 2014, before he graduated the program. Projected enrollment for the DSBA program in fall 2015 is 90 students.

Gained approval for a new Business Foundations Graduate Certificate; a new concentration in Emerging Technologies in the MSIT; a new concentration in Online Learning and Teaching in the M.Ed. and Graduate Certificate in Instructional Systems Technology; designated "tracks" as new concentrations in the Ph.D. in Health Psychology; received Permission to Establish a Professional Doctorate of Business Administration; and received Permission to Establish a Ph.D. in Educational Research, Measurement, and Evaluation.

The Center for Graduate Life continues to expand its offerings:

> Dr. Dipti Patel joined the CGL as Executive in Residence and taught a new course, *GRAD 6020/8020 Transferable Skills for Career Success,* which saw **14** enrolled students in the first semester.

> A new *GRAD 6100/8100* course was offered in conjunction with the Math and Public Policy programs. This course grew out of the "math camp" concept. A new advanced course was just proposed.

> The three previous GRAD courses (Teaching at the College Level, Graduate-Level Writing for International Students, and Responsible Conduct of Research) continued this year. With the students who completed the non-credit Academic Integrity on-line course, enrollment in GRAD courses was **419**.

Virtual/ on-line workshops offered on the CGL website had a huge increase in views. Total views (to date) are **2152 (up from 255 last year**.)

The **Graduate Center** continues to develop its portfolio of academic programs:
- The NCSU Doctorate in Adult and Community College Education continues to thrive on UNC Charlotte's campus. The current cohort of 24 students is on track to complete their course work by spring 2016. NCSU has committed to a new cohort starting in summer 2016. The first information/recruitment sessions will be held in May 2015.
- In the fall of 2015 Appalachian State University will matriculate its first Charlotte based cohort for the Master of Library Science, depending upon sufficient enrollment. This is the culmination of a tireless effort by the Associate Director to cultivate a relationship and identify collaboration opportunities with ASU.
- The Graduate Center continues its collaboration with UNC Charlotte's College of Education and Teach for America to deliver an innovative and high quality program to serve this unique population of teachers. This year 22 TFA Teacher Corps members are participating in the program. The Associate Director of the Graduate Center led a successful effort to move the TFA Induction Training from Johnson C. Smith University to UNC Charlotte. This summer nearly 120 new Teach for America Corp members will spend a week on UNC Charlotte's campus. We are coordinating with the College of Education and Graduate Admissions to use this as a recruitment opportunity for the full catalog of UNC Charlotte graduate programs.

To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit:

Graduate Academic Affairs is partnering to develop proposals for three new DOE GAANN grants:
Bioinformatics and Computational Biology PhD program
Biology PhD Program

Graduate Academic Affairs partnered to develop a resubmission for an NSF NRT training grant:
Bringing Design Thinking to Data Science in Graduate Education (John Gero and Mary Lou Maher, PIs)
HI PSM, DSBA PSM, CAIS PhD, MS–cybersecurity track
Health Psychology PhD Program

Through the efforts of the Graduate Center Associate Director, a new partnership was initiated with the Asheville Graduate Center. Advanced discussions are in process around delivering UNC Charlotte's Gerontology Graduate Certificate in a hybrid format through the Asheville Graduate Center. This new initiative will foster new research collaboration between UNC Charlotte, UNC Asheville and the "OLLIE" Center for the Study of Aging based on UNC Asheville's campus.

The Health Informatics and DSBA programs have also led to regional and international partnerships:
- Meredith College – currently delayed with anticipated start date in summer 2016
- Universidad Mayor in Santiago, Chile is in active discussion for a collaboration to deliver a modified version of the HI Certificate in a hybrid, site based format. In conjunction with that program, the Ministry of Public Health is developing a proposed MOU for a research collaboration around their public health data.
- The National Institute of Technology in Rourkela, India is in active discussions to develop a dual degree program with UNC Charlotte's DSBA program. This potential collaboration is being supported by one of our critical industry partners, PricewaterhouseCoopers.

To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum:

The Division of Academic Affairs, Charlotte Research Institute and the Graduate School are partnering to deliver the Charlotte Research Scholars undergraduate summer research program. Rising seniors applied starting in February for one of fifty research fellowships. The scholars receive one-on-one, faculty guided research training, and participate in weekly professional development sessions to better prepare them for graduate school and a future research career. The program culminates with the Summer Research Symposium that provides an excellent recruiting opportunity.

To supplement the Early Entry program we have developed a new Accelerated Master's program. The goal here is to recruit academically talented high school and undergraduate (freshmen) students to graduate programs at the University, and to support them through to graduation. Although students will begin graduate coursework in their senior year, they will be mentored by the faculty throughout the Program. Accelerated Master's Programs may also be include up to 12 hours earned at the graduate level be substituted for required undergraduate hours.

GEO3401 Graduate Educational Opportunities was offered through University College by Associate Deans Watson and Hall-Hertel. This introductory course is designed to provide talented undergraduates from underrepresented groups a chance to explore opportunities in graduate education.

To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders:

In conjunction with Academic Affairs, the colleges, and a private consulting firm, *Eduventures*, the Graduate School completed a long-range graduate enrollment plan for the University. This plan engaged 142 graduate programs to make five and 10 year, low, target, and stretch enrollment goals. Program data from each college were compiled into aggregator forms to prepare college goals. The report was delivered to the Chancellor and Provost in June 2014. During the fall 2014 and spring 2015 the Graduate School as worked with the Chancellor, Provost, and college deans 20 prepare 2015-20 Strategic Plans that incorporate graduate enrollment goals, management and assessment strategies, along with funding mechanisms to implement strategic Graduate Enrollment Management (GEM). This enrollment planning and management effort will be my primary focus for the coming year and beyond.

At the December 2014 graduation we had 70 doctoral graduates and an addition 58 graduates at the May 2015 commencement for a total of 138 doctoral graduates.

In 2014-2015 the DSBA program graduated its first students: 4 Graduate Certificates and 1 Professional Science Master's students with an average 3.7 GPA among our graduates. 7 of the DSBA students completed internships with companies throughout the Charlotte region.

In 2014-2015 the HI program graduated 23 students (9 Graduate Certificates and 14 Professional Science Master's students) with an average GPA of 3.8. 13 students completed internships throughout the Charlotte region.

Faculty and staff in the CGL improved TA Training to meet the needs of teaching assistants, and offered in August and January workshops and classes to a total of **177 TAs**.

The Graduate Research Symposium, co-sponsored by the Graduate School, awarded more than $8000 in prize money to 20 presenters. 168 abstracts were submitted. For the first time, students from NCSU and ECU participated.

To address student retention, time to degree, and graduation rates we have implement a new program we call "Compact for Completion" under the leadership of Senior Associate Dean Susan Sell. This program is comparable to "49er Finish" by extending the time limit policy to eligible part-time enrolled graduate students. Eligible students could be permanent UNC Charlotte employees, returning or separating military veterans, or inactive students whom the programs would like to see return and complete their degree.

To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:

Graduate Enrollment Management supported the implementation of an innovative new Business Foundations Graduate Certificate which allows prospective students to take some business classes before applying for the MBA and collaborated with faculty in the College of Education to deliver innovative programs at educational sites in surrounding counties to support the unique needs of K-12 partners.

The Center for Graduate Life continues to expand its professional development programs for graduate students by offering nearly 50 different workshops (both face-to-face and on-line) in the broad areas of Communication, Leadership, Teaching and Instruction, Personal and Professional Growth and Advancement, and Research, Ethics, and Scholarly Inquiry. There are also several graduate credit-bearing courses open to both master's and doctoral students. So far this year over 200 students have enrolled in a GRAD course.

The CGL now boasts of three doctoral-trained Faculty Associates and two Faculty Affiliates. This year we hired an Executive in Residence, Dr. Dipti Patel-Misa. Dr. Patel-Misra has two decades of experience with a unique background in healthcare finance, insurance, health economics, outcomes, informatics and healthcare analytics including senior leadership roles at Blue Cross Blue Shield of North Carolina, SAS and Best Doctors. She holds a Ph.D. in Chemistry from The Johns Hopkins University and an MBA from UNC-Chapel Hill. She has her coaching certification from Healthcare Coaching Institute. Dr. Patel-Misa is working on developing a program that focuses on alternate career paths for graduate students particularly doctoral students. This spring she is teaching a very popular course she developed called Transferable Skills for Career Development (GRAD 6020/8020).

Recognizing the need to prepare doctoral students for careers outside the academy, the Graduate School collaborated with the University Career Center to sponsor *Beyond Academia*, a day-long conference that brought industry partners to the campus to share success stories and serve as mentors to **50** PhD students.

The Graduate School Advisory Board has been engaged in the development and implementation of a corporate skills program for graduate students. Next fall we will offer a series of workshops, designed by our Board, to students on different areas of the corporate culture, including leadership, communication, and teamwork. Students may earn a transcript notation by completing a module of three workshops in any one area. Eventually we hope to offer credit-bearing courses and a graduate certificate.

To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:

Developed a marketing campaign to recruit regional students to graduate certificate programs. The campaign consisted of revised graphics from the Even Higher Education campaign; a new graduate certificate website http://gradcertificate.uncc.edu; Retargeting banner advertising; Charlotte Observer online banner advertising; commercial radio spots, NPR PSA's and student testimonial videos. Total estimated traffic to website (call to action) was 21,000. eGRAD traffic = 214 prospects heard about UNC Charlotte's graduate certificates from the marketing campaign with 63 completing an application, 174 starting one, and 36 were admitted to the fall 2014 class. The majority of campaign elements ran June 2, 2014 to August 10, 2014.

Worked with the Marketing/Communications Director to design, create, and produce recruitment ads for: the UNC Charlotte Visitor's Guide; a virtual recruitment fair; the annual McNair Scholars convention program; fans at UNC Charlotte football games; website banners; Accelerated Masters Programs, AdmissionPros; various UNC Charlotte graduate programs; and a recruitment iPad slidedeck.

The Institute for International Education's (IIE) *Open Doors Report* estimates that international students contributed over $385 million annually to North Carolina's economy, up from $338 million in 2011. North Carolina ranks 17th in the national in the number of foreign students enrolled in higher education, and **UNC Charlotte ranks fourth** among institutions in the state for number of international students enrolled.

We became a Fulbright eligible school four years ago when the Graduate School applied to the US State Department for that recognition. We enrolled two new international Fulbright students in fall 2014 for a total of five enrolled Fulbright students. As of May 2014, six Fulbright student scholars, from Germany, Ghana, Indonesia, Haiti, Niger and the Netherlands, have graduated from UNC Charlotte.

While we enroll graduate students from more than 62 countries, most come from a single nation who tend to enroll in a small number of degree programs. In order to diversify our international student population we have launched several initiatives to develop research and educational collaborations with International Universities.

- Working with the Dean and Faculty of the College of Computing and Informatics, we have developed several dual degree programs with Chinese institutions including Xiamen University, Xi'an University, and the Beijing University of Posts and Telecommunications.

- We have established a collaborative research and dual degree initiative with the Sarajevo School of Science and Technology. Possible collaborations are being considered through the Colleges of Computing and Informatics, Liberal Arts and Sciences, Engineering, and Health and Human Services.

- The Graduate School is participating in the Science without Borders initiative. This program receives funding from the Brazilian government with additional support from the private sector and is a joint effort of the Ministry of Education, the Ministry of Science, Technology and Innovation through the Federal Agency for Support and Evaluation of Graduate Education and the National Council for Scientific and Technological Development. The goal of the program is to expand science and technology, innovation and competitiveness through higher education abroad.

- We have also developed some unique opportunities in research partnerships with the State of São Paulo Research Foundation (FAPESP). Having visited campus late last year, leaders from FAPESP as well as São Paulo-based researchers, began the process of developing joint research and educational opportunities between, the University and their State. A Cooperative Agreement was reached in April and together FAPESP and the Graduate School provided seed funding for joint research projects. The first round of the SPRINT Program funded three proposals and we are currently accepting proposals from UNC Charlotte faculty researchers for a second round of funding for 2015-16.

To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:

The Health Informatics program entered into a new agreement with Meredith College in Raleigh to offer the HI Certificate program on their campus starting in fall 2014 and eventually the PSM. Students will also have the option of dual enrollment in Meredith's MBA program. We anticipate a fall 2015 enrollment of **5-6** students. We are targeting a spring enrollment of **10-15** students at the Meredith site. We are exploring a similar option with Meredith College for the DSBA programs. This model might also support the domestic enrollment of students in programs that fit the parameters for face-to-face distance education. We are presently engaging in conversations with interested program faculty.

In an effort to expand the opportunities for military veterans at UNC Charlotte, Dr. Alan Freitag joined the Graduate School in the spring 2015 as a Faculty Fellow. In addition to being a Full Professor in the Department of Communication Studies, Dr. Freitag is a retired Lt. Colonel in the Air Force. As such, he has a solid understanding of the issues veterans face when returning to civilian life and a deep commitment to establish UNC Charlotte as the leading higher education partner in regional efforts to serve the military population. Alan has spent much of his time identifying internal and external constituents who will either impact or be impacted by our efforts, formulating engagement and messaging strategies for each constituency, outlining the infrastructure that will be required to facilitate success in order to develop an overarching purpose with specific, measurable objectives.

This year we Launched Part II of the Graduate School campaign, *Even Higher Education*, to increase awareness in the Charlotte region of UNC Charlotte's graduate programs. The campaign ran on billboards, the Charlotte Observer print and online papers, SEM and retargeting. Website traffic to evenhighereducation.uncc.edu included 9,250 page views lasting an average of more than one minute with overall media impressions totaling 1,723,274.

Associate Dean Watson served on the Credit Programs Advisory Committee for the Extended Academic Programs Unit, partnered with the Graduate School Communications Director and the Public Relations Director to coordinate marketing, advertising, graphic design, public relations, and website development for all graduate programs. AD Watson also continued her service on AACRAO's Public Policy Committee to discuss and make recommendations for Department of Education regulations. Admissions Counselor Marianne Williford served on a committee to collaborate on international initiatives with the ISSO and Undergraduate Admissions. And Director of Graduate Admissions, Kathy Giddings, served on the Residency Appeals Board.

To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:

Established a new graduate fellowship program we launched for the fall 2015 term designed to recruit and retain outstanding U.S. military veterans into masters and doctoral degree programs at UNC Charlotte. The **Military Graduate Assistantship Program** will provide a graduate assistantship (teaching or research) for two academic years, full tuition support, and health insurance, to three newly admitted graduate students (doctoral or masters). This program is open to military veterans from any branch of service with an Honorable Discharge admitted to any master's or doctoral degree program. Although the assistantship will be funded through the Graduate School, the student will serve as a GTA or GRA within the program or department. Each assistantship is for two years. The interest we have received for this program so far has been gratifying. The first three Graduate Fellows have been named for 2015-16.

Graduate Admissions hosted monthly Brown Bag workshops for Graduate Program Directors on recruitment best practices on such topics as: forming partnerships with HBCUs, hosting an Information Session, recruiting UNC Charlotte undergraduates, understanding the Visa process (with the ISSO Office), supporting military and veterans, using the GRE Search, recruiting underrepresented students, and utilizing social media. Additionally, numerous training sessions for AdmissionPros was provided to GPDs, admissions committee members, and administrative staff.

Graduate Admissions Counselor Marianne Williford is participating in the NAFSA Academy as a trainee in an international mentoring program designed to promote understanding of how international education intersects across fields, and equip individuals with connections and resources to better internationalize their campuses. She was selected to participate and is developing a high level international recruitment plan for the Graduate School in conjunction with GEM efforts.

Graduate Admissions Hosted two faculty/staff Information Sessions – applying as a Post-Bac or graduate certificate student; over 50 faculty/staff attended.

After significant development and extensive testing by both the Graduate School and end users, the Electronic Graduate Faculty Appointments system (eGFAs) was brought into production in January 2015. This new system distributes workload and responsibility of maintaining graduate faculty appointments to the various departments on campus. The system has Banner integration, email notifications, allows electronic submission of documentation and provides workflows and status tracking for all individuals involved in the process. In addition a member portal is development for on campus graduate faculty members to review their on materials. The new process is streamlined to remove the paper element and transition the approval process to a web integrated workflow, thereby increasing the efficiency with which nominations can be reviewed.

To actively promote diversity among faculty, students, and staff and in the curriculum:

The Graduate School enrolled the most diverse graduate classes ever in 2014-15. UNC Charlotte enrolls the largest share of Hispanic/Latino students (graduate + undergraduate) in the UNC system. Of the 5,022 graduate students, 23% were international students from 61 foreign countries, 67% were in-state students from 80 NC counties, 9% were out-of-state students from 44 different states, 56% were females, and 21% were under-represented ethnic minorities including 659 Black/African American, 8 Native American, 131 Asian, 205 Hispanic, and 4 Pacific Islander. While our numbers have increased, it would be useful to take some time in our planning process to develop university-wide objectives for our diversity initiatives.

Enrolled one new foreign Fulbright student from Bahrain to the MBA program in fall 2014, for a total of four enrolled foreign Fulbright students; one student graduated in May 2015 from the PhD in Public Policy.

Graduate Admissions and Graduate Student Affairs received Chancellor's Diversity Grants to produce a short video "Diversity – Spells A UNC Charlotte Graduate Education" and to support faculty and graduate students to attend and recruit prospective students at the ABRCMS and SACNAS conferences.

To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:

Other:

Graduate applications Submitted Annually (Jan-Dec) climbed to 9,990 in 2014 from 9,007 in 2013, representing a 11% increase. Staff processed **10,356** graduate applications from March 1, 2014, to February 28, 2015, compared to **9,524** applications the prior year and **8,062** the year before, with no additional staff.

Fall 2014 graduate enrollment was 5,022 students, down slightly from **5,068** students in 2013 but a true accomplishment given the challenges to enrollment last year. Graduate students comprised **18%** of the total University headcount **(27,238**).

Funding Highlights:
- Three students received the 2015 NSF Graduate Research Fellowship ($34,000 stipend), bringing the total to 20 awards.
- One student received the 2015 PEO Scholar Award (dissertation-year award).
- One student received the 2014 PEO International Peace Scholarship.
- 535 students received GASP funding compared to 519 students for AY2013/2014.
- 470 students received health insurance awards, compared to 466 awards in AY2013/2014.
- 364 master's students received tuition awards compared to 359 awards in AY2013/2014.
- 3,035 assistantships were initiated between 1st summer session 2014 and spring 2015, compared to 2,879 for the previous year.

Graduation Highlights:
- 128 doctoral degrees were awarded, compared to 122 doctoral degrees awarded the previous year (SI, SII, fall, spring).

B. MAJOR NEW ACTION STEPS PLANNED TO ACHIEVE GOALS IN 2010-2015 STRATEGIC PLAN

Describe major new action steps planned (if any) to achieve goals in the 2010-2015 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2010-2015 Strategic Plan was developed. For most units/depts./colleges, this section will be blank.)

With the completion of the 2015-20 Strategic Plan will begin to focus our efforts to achieve the Goal and objectives developed in that document. Several initiatives from the 2010-15 plan will carry over to the new strategic plan.

C. ANNUAL EVALUATIONS BY UNIT

Briefly describe any annual evaluations conducted by units/departments/colleges to assess outcomes that are not included in the unit/department/college's 2010-2015 Strategic Plan (.e.g., scholarly productivity.)

In October 2014, the Graduate School was asked to evaluate how the administrative workload in the office had increased over time with no changes in staff. Below are examples which are particularly relevant.. While we have been able to meet our administrative and academic demands, we are at capacity and must find additional resources if we are to continue to advance graduate education at UNC Charlotte.

Graduate Applications

Academic Year	Application #	Staff FTE	Avg/staff FTE
2010-11	7116	5.5	1294
2011-12	8323	5.5	1513
2012-13	8805	5.5	1601
2013-14	10007	5.5	1820

41% increase in graduate application numbers since 2010-11 with the same number of processing staff

Applications for Graduation and Graduation Clearance

Academic Year	Total	Staff FTE
2008-09	1366	1.0
2009-10	1606	1.0
2010-11	1808	1.0
2011-12	1824	1.0
2012-13	1945	1.0
2013-14	2152	1.0

58% increase in total applications to graduate and graduation clearance processing since 2008-09

Graduate Assistantship Processing

Academic Year	Number of Appointments	Tuition Awards	Staff FTE
2009-10	1512		1.3
2010-11	1742		1.3
2011-12	1842	704	1.3
2012-13	2475	890	1.3
2013-14	2617	921	1.3

73% increase in graduate assistant appointments since 2009-10. 31% increase in tuition award processing since 2011-12

Student Usage of the Center for Graduate Life

Academic Year	Numbers of visitors*	Staff FTE**
2010-11	3560	2.5
2011-12	3673	2.5
2012-13	5079	2.5
2013-14	6446	2.5

*includes students registered for programs, workshops, course activities but not drop-ins. ** does not include faculty presenters
81% increase in student usage of the CGL for academic and professional development

The Graduate Student **Needs Assessment** was conducted this year. 1006 graduate students (22.1% response rate) responded to the web-based survey, which was launched in January. First year students are again over represented in the survey, however the percentage of master's and doctoral students is representative. Importantly, 82% of the respondents reported being at least moderately satisfied with their graduate program. 71% report at least a moderate feeling of "belonging" to their graduate program. Concerns identified in the survey that bear further examination include: percentage of TA's attending training (44%) is too low and additional incentives for training are needed; the availability of funding and stipends was a major concern for 85% of the respondents; professional development is being offered in the colleges as well as the CGL, with 67% indicating at least moderate satisfaction with offerings.

Professional development programs were evaluated by attendance, satisfaction, and learning outcome attainment. By using the Core Competencies as a framework for professional development, the CGL was able to offer more targeted workshops. Overall attendance went up this year from last (826 students) at 54 workshops, with an overall rating of 4.50.

Exit Survey – completed by students applying to graduate, so only the Fall results are currently available (673 responses). However, interesting data were reported, such as the indebtedness of students (51% borrowed $5000 or more, while 34% did not borrow money for graduate school.) 50% received no career counseling at UNC Charlotte, but of those who did, 85% were satisfied. Another interesting statistic – 30% reported having at least one dependent.

Surveyed graduate applicants to determine the ease of the new admissions system (AdmissionPros). For the 2015 terms, 862 applicants responded to the survey – 56% were international (defined as not a US Citizen or US Permanent Resident). Of the respondents, 97% indicated the online application was easy to complete; 88% indicated they contacted (51% via email) the Graduate School before or during the application process; and 46% of respondents said they used Facebook to research graduate programs (last year only 30% of the respondents were using it).

The **Graduate Center** created and administered an evaluation (via Survey Monkey) to Teach For America cohort students to determine how we can better serve their needs.

> The **Health Informatics** and **Data Science and Business Analytics** programs:
>
> This spring, in collaboration with the Belk College, a survey was administered to DSBA students via Qualtrix. The goal was to inform faculty about students' concerns and successes. Overall, students had positive responses about the program.
>
> A survey was administered to HI students to gather insights about their Internship experiences.

D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR

Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.

1. Last year's assessment data indicated that some graduate students wanted to take advantage of professional development, but could not attend workshops based on their schedules. Virtual training was heavily promoted and the viewing numbers indicate that many more students utilized at least one virtual workshop (more than 2000 views).
2. Data at the program and aggregate levels are routinely analyzed to determine enrollment projections and environmental factors (both internal and external to the University) that may impact enrollment. Persistence data, application and admit data, and financial aid data are regularly reviewed.
3. With the completion of the long term graduate enrollment planning report in June of this we worked with Graduate Program Directors, Department Chairs, and Associate Deans from each of the colleges to evaluate the report and to incorporate the recommendations into the Strategic Planning initiative that is currently in progress.
4. Results from last year's TFA survey indicated that students desired a better way to receive information from campus partners. In response, the Graduate Center developed a Moodle tutorial to serve as a program initiation for Certificate and MAT students and to better connect students to campus. As a result of better communication the conversation between the Graduate Center, COED and TFA led to TFA moving their summer induction here summer 2015.

E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/department/college's assessment methods and describe plans (if any)

to strengthen outcomes assessment during the coming year.

The needs assessment is useful but it has all the limitations of a survey. The response rate is fairly low and the respondents are not representative of the entire graduate population. The needs assessment tends to have heavy first-year representation. However, there are enough responses from each college to draw broad conclusions and recommendations for improvement. We added open-ended questions to this year's survey and received very useful feedback.

As with past years, the implementation and utilization of an integrated data dashboard system to provide key enrollment metrics as well as collect enrollment and graduation projections would be quite valuable, and work is continuing to develop a sustainable solution to support Graduate Strategic Enrollment Management.

Assistantship funding is awarded to a program on a three-year renewable cycle. At the end of the term, the program may request a renewal based on need, utilization of funds, and merit of purpose. Unfortunately, as the process currently stands the data requested are all self-reported. However to be effective we must have access to accurate and relevant data. This is particularly true for financial information especially when funding is limited. In administering graduate student support money, the Graduate School office must have a comprehensive picture of the funding available for graduate students. This continues to be a chronic issue for the office.

The Qualtrix and Survey Monkey questionnaires provided valuable feedback around student sentiment and needs. A more formalized assessment calendar, including delivery timeline, would allow us to capture these results from all programs in the Graduate Center and PSM portfolio.

REQUIRED ATTACHMENTS TO 2014-15 ANNUAL REPORT

1. **ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2010-2015 STRATEGIC PLAN GOALS**: After completing sections III I. and III J. of your 2010-2015 Strategic Plan (i.e., the annual report section of the strategic plan template), attach the entire 2010-2015 Strategic Plan to the annual report.

2. **STUDENT LEARNING OUTCOMES ASSESSMENT DATA:** Attach a *2014 Student Learning Outcomes Assessment Plan and Report* for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. **Colleges that do not submit the required *Student Learning Outcomes Assessment Plans and Reports* will be contacted by the Office of Academic Affairs.**

3. **(FOR DEANS AND ASSOCIATE PROVOSTS ONLY) MEMORANDUMS TO DEPARTMENT AND UNIT HEADS:** Deans and associate provosts are to attach copies of their written feedback to department and unit heads on the status of outcomes assessment in the department or unit, and identifying any areas meriting priority attention in the coming year.

4. **INSTITUTIONAL EFFECTIVENESS REPORT ASSESSMENT FINDINGS:**

Attach the 2015 Institutional Effectiveness Report template with assessment findings.