UNC CHARLOTTE

2012-13 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:
  1. The Graduate School increased fall 2012 enrollment to **5,053** graduate students, representing **19.3%** of the total University headcount **(26,232**), despite constraints and economic conditions resulting from the 2007 recession that continued to impact domestic enrollments in certain disciplines.
  2. Developed a proposed for Bachelors to Master's program template that has been approved by the Undergraduate Course and Curriculum Committee as well as the UNC Charlotte Graduate Council.
  3. Gained approval for the fall 2013 implementation of the Doctor of Nursing Practice (DNP), a collaborative program with Western Carolina University. Faculty also approved the MArchIII (research) program in the School of Art and Architecture for fall 2013 implementation

- 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:
  1. The Professional Science Master's in Health Informatics enrolled its first class in the fall 2012. We anticipate that for fall 2013 there will be 30-32 students in the PSM and 25 students enrolled in the certificate. The program hired Dr. Mirsad Hadzikadic as the Faculty Director to coordinate the curriculum development and assist in faculty recruitment. Two new faculty were hired for the program and will begin in 2013-14.

- 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:
  1. For the third year in a row offered GEO 3401 Graduate Educational Opportunities for under-represented undergraduate students to educate them on the nature of graduate education and encourage their participation in a post-baccalaureate program of study. Eleven students successfully completed the course and at least six students from the three courses have been accepted to graduate programs at prestigious universities.
  2. Graduate Admissions staff presented graduate school admissions information at the Computing and Informatics Open House, the Gerontology Program Information Session, Engineering Management Information Session, Clinical Psychology Information Session, Health Psychology PhD Information Session, Aspiring High School Principals, Teacher Recruitment Information Session, Building Better Brothers Information Session (on campus group), and at an Information Session held during Graduate Education Week where over 40 UNC Charlotte undergraduate students attended. Hosted campus tours for prospective students from USC Spartanburg and Winston-Salem State University.
  3. Hosted by the Graduate School and supported by Academic Affairs and CRI, the Summer Research Scholars Program enrolled 50 undergraduates in funded summer research opportunities for 2011/2012; **60** are being supported for 2012/2013.

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

1. We achieved an overall six-year graduation rate of 72% for master's students and a 53% eight-year graduation rate for doctoral students.
2. As of May 134 doctoral students graduated in 2012-13 bringing the total number to 816 since the first graduate in 1997.
3. GRAD 8002/6002 Professionalism and the Responsible Conduct of Research was offered for the first time. The focus of this course is on practical skills and critical thinking about the responsible conduct of research, highlighting the nine areas of instruction required by NIH and NSF. This course is required for all first year doctoral students in the STEM disciplines.
4. A new funding model for master's students included full-tuition awards (limited to exceptional students) and partial, merit-based awards (unlimited if student nominated prior to National Signing Day). This allowed master's programs to make offers of support to admit students who might not otherwise attend UNC Charlotte.

- 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:
    1. In spring of 2013 the Graduate Center collaborated with UNC Asheville to make a proposal to UNC's General Administration to review the concept of Graduate Centers in light of the current budget and policy environment. We were successful in initiating and engaging both the General Administration and several of the Graduate Deans from across the UNC System in a dialogue about the practical use for Graduate Centers in the future. UNC Charlotte and UNCA's Graduate Center are currently preparing a White Paper for the Senior Vice President for Academic Affairs, Dr. Suzanne Ortega, to lay out options for a revitalized role for Graduate Centers in the UNC system.
    2. The Health Informatics program is working in collaboration with the College of Health and Human Services, the College of Computing and Informatics, the Centers for Teaching and Learning, and Distance Education to identify and develop online and hybrid/blended courses. For 2013-2014 the program has identified six courses to develop or redesign in order to facilitate distance delivery. This is the first phase in a three year development process. We have secured funding from all of the stakeholders to create of core of classes that will be available in alternative delivery format that will allow greater flexibility for students and faculty to participate in the program.

- To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:
    1. In fall 2012 we enrolled a record number of international students 17.2% compared to 15.8% in 2011
    2. The total number of graduate students receiving a scholarship, grant or award from UNC Charlotte (non-federal funding) was 1,528. Number of students receiving NSF awards that include travel for AY 2011/2012: **6**; number for AY2012/2013: **7** (note: two of these students transferred to NC State with their advisor, leaving **5** with funding)
    3. Total number of assistantships for AY2011/2012: 1462 ($10,281,551); number for AY2012/2013: **1588 ($11,216,620).** Number of AA, RA, and TA for AY2011/2012: **76**, **740**, and **646**, respectively; number for AY2012/2013: **75, 812, and 701**, respectively Number of unique students with assistantships for AY2011/2012: **977**; for AY2012/2013: **1080.**
    4. Graduate Admissions utilized social media to recruit students, including GoToMeeting virtual Information Sessions, Facebook and GoogleAds. In all, the Graduate and Undergraduate International Admissions staff had over **14,800** *personalized interactions* with prospective students via face-to-face appointments in the office, Information Sessions, Office Hour meetings, walk-in appointments, telephone and email communications. Note that these data do not include social media interactions. Graduate Admissions staff offered **37 Information Sessions** virtually or

on campus for prospective graduate students, including programs geared specifically to underrepresented students.

5. UNC Charlotte enrolled two new international Fulbright scholars in fall 2012 for a total of six enrolled foreign Fulbright students.
6. The Center for Graduate Life had over 5,000 visitors this year:

   i. 1324 students registered for a professional development workshop; 60 workshops were offered.
   ii. Dissertation Boot Camp – 3 sessions were offered - 27 doctoral students participated
   iii. Offered credit bearing courses on College Teaching and Responsible Conduct of Research.
   iv. Graduate student writing assistance offered through WRC in collaboration with CGL increased dramatically from 81 students last year to 234 students this year.
   v. Graduating Doctoral Dinners had 197 combined attendees in Fall and Spring
   vi. Graduate Research Fair received 118 abstracts and accepted 84, making this a more competitive event than in the past.
   vii. Graduate Teaching Initiative grew in both size and quality, with 32 students completing the course (GRAD 6001/8001) this year.
   viii. The first conference on Academic Careers was offered, with 4 post-docs and 24 doctoral student participants.

- To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:
  1. Several UNC Charlotte administrators and faculty visited Sarajevo School of Science and Technology October 12-14, 2012, including Provost Joan Lorden, Dean of the Graduate School Tom Reynolds, Dean of the College of Education Mary Lynne Calhoun, and the Director of the Complex Systems Institute Mirsad Hadzikadic. As a result of that visit a delegation from Sarajevo School of Science and Technology (SSST), Bosnia and Herzegovina, was hosted by the Graduate School for a visit May 1- May 3 of this year. SSST was represented by its President and two faculty/administrators. As a result of these meeting we are developing research and educational collaborations that will include dual degree programs, joint degree in Conflict Analysis and Reconciliation, and Health Informatics, and joint research proposals.
  2. The Dean of the Graduate School Tom Reynolds and the Dean of the College of Computing and Informatics traveled to China on January 18-29, We visited four cities and three Universities Xiamen, Xi'an, and Beijing University of Posts and Telecommunications. Collaboration agreements have been signed to develop and implement several dual degree programs with these schools.
  3. The Health Informatics PSM has initiated a collaboration with Duke University and UNC Chapel Hill for an inter-institutional seminar on research in Health Informatics. There are plans to build a consortium that will also include ECU and NC Central University. Also working with Meredith College in Raleigh to develop a dual degree program with the HIT certificate.
  4. The UNC Charlotte Graduate Center supported the development and initiation of dual degree programs between the Charlotte School of Law and the UNC Charlotte College of Business. There are now five new dual degree programs in place.
  5. The Graduate Center is in partnership with the Teach for America Program and the UNC Charlotte College of Education. 77 TFA Corps members were admitted to the program in the fall of 2012.

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

1. In support of the Graduate Program Directors and Graduate Faculty the Graduate School offered or co-sponsored 8 workshops, in addition to 24 of training sessions. The general meetings, held at the start of each semester, had strong attendance (85 in the fall; 57 in the spring). Communication continues to be a priority. The Graduate School sent 10 newsletters to the GPDs over the course of the academic year.
2. Graduate Admissions continued to support graduate programs with recruitment, admission and retention efforts through a 50% cost-sharing agreement, generally up to $500 per program. Note that there is no designated or recurring fund line for recruitment awards.
3. A workshop to encourage NSF IGERT application development and increase the number and quality of programs to support interdisciplinary curriculum development was held in the CGL. The workshop was well-received by both faculty and graduate students.

- To actively promote diversity among faculty, students, and staff and in the curriculum:
    1. The fall 2012 class was the **most diverse ever** as evidenced by the ethnic minority enrollments at 21.7% compared to 19.1% in 2011.

- To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:
    1. Graduate Program Review was introduced this year as a pilot student involving three doctoral programs and seven master's degree's from two colleges. The programs were provided student success data along with faculty productivity information. They each prepared self-studies which were evaluated by and internal Review Committee. The results of this pilot program will be used to plan and implement a continuous cycle of graduate program review.

- Other:
    1. Working with the Graduate School Development Officer Mary Ellen Shuntich, the Dean of the Graduate School met with several community and business leaders to recruit them to participate on new Graduate School Advisory Board. We expect to have the Board complete and out first meeting during the summer 2013. A series of community outreach sessions called *Conversation with the Dean* were launched in 2012 to identify prospects and possible advisory board members. Sessions have been held in Davidson, Kannapolis, and Mooresville.
    2. The "Even Higher Education" campaign, collaboration between the Graduate School, colleges and Communications Department, launched in the spring semester. The campaign, designed to create awareness of graduate education at UNC Charlotte, featured faculty from programs in each of the colleges and included a variety of media. To date, the campaign had a potential audience of 8,647,926, according to the media specialists.
    3. This was the first year of the Summer Research Scholars program supported by Academic Affairs and the Charlotte Research Center, and hosted by the Graduate School. Fifty undergraduate participated in the program which involved doing hands-on research project along with professional development programming. A second group of summer scholars are continuing in the program in the summer 2013.
    4. Faculty, staff and graduate students participated in the third annual NC Graduate Education Day in Raleigh on May 22, 2013. Students met with state representatives to promote the importance of Graduate Education to the State of North Carolina.

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.)

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.)

Graduate Program Review

The Graduate School implemented an ongoing, recurring process for Graduate Program Review. Thee doctoral programs (PhDs in Optical Science and Engineering, Applied Mathematics, Business Administration, Finance) and seven Master's programs (Applied Mathematics, Optical Science and Engineering, Applied Physics, Clinical and Community Psychology, Industrial and Organizational Psychology, and Philosophy and Applied Ethics) were reviewed. Procedures, reports and self-studies are available upon request.

Graduate Assistantship Renewals

Annually several programs come up for their three year renewal of graduate assistantship allocations. Each program was invited to apply for renewal of this funding and asked to respond to the following:
1. The number of students supported during the three year allocation and the amount of funding provided to each student
2. How graduate assistantships were assigned.
3. How the assistantships contributed to the degree program.
4. How the assistantship assignments contributed to the professional development of the students.
5. The impact of the funding on the quality of the program.
6. How the program was able to leverage these funds to increase the financial support of their students.

Renewals are made based on justification and strategic need.

Graduate Student Needs Assessment Survey

The Graduate Student **Needs Assessment** was conducted once again, this time in January. The later launch seemed to work well, as 1,028 students responded (compared to 448 graduate students last year.) The response rate was 21.4%, a good rate for survey research. The respondents were predominately female (62%) and enrolled full-time (69%). Only 23% of the respondents were international students. The majority were enrolled in master's programs (67%). Students from the colleges of Education and Liberal Arts and Sciences made up more than 50% of the respondents, similar to last year's results. Data from the survey are generally positive. 83% of the respondents are satisfied or moderately satisfied with their graduate program. Satisfaction increased in all areas. The reports of "belonging" have improved. 56% report a general sense of belonging to the university, while 71% belonging within their program. In terms of professional development, 66% indicated at least moderate satisfaction with the professional development they receive. Some additional information from the survey: the number one concern (60%) continues to be the availability of stipends and funding, with the availability of classes ranking second (42%); Only 40% of the TAs that responded in the survey indicated that they received training prior to taking responsibility for a course, but 59% were satisfied with their training. We will continue to analyze the survey in an effort to learn more about how we can support graduate student success through the CGL. The survey is attached as an appendix.

Graduate Applicant Survey

Continued to survey graduate applicants to determine the ease of use of the ApplyYourself application system and the admissions web site so that changes/enhancements could be made to optimize the applicant experience. From July 2012

to May 17, 2013, 1043 applicants responded to the survey (an increase of 287 respondents from the previous year); of those: 96% indicated that the online application was easy to complete; 72% indicated that they talked with a graduate program director or faculty member at UNC Charlotte about the academic program and admissions process; and 88% are using Google and 25% are using Facebook to research graduate programs. Most respondents positively endorsed the application system and admissions process.

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. Graduate Admissions routinely surveys graduate applicants to determine the ease of use of the *ApplyYourself* application system so that changes/enhancements can be made regularly to optimize the applicant experience. Information from years' worth of graduate application surveys were utilized to help design the business requirements for AdmissionPros, the *ApplyYourself* replacement system.

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. A survey conducted by an ad hoc committee on Best Practices for Graduate Education discovered wildly varying levels of support, responsibility, and authority for faculty who serve as Graduate Program Directors. The Graduate School has contracted with an external consulting firm Eduventures to make recommendations about how to improve the centralized operations of the Graduate School can work more effectively with the GPDs housed in the academic colleges.

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.

Needs Assessment: The response rate improved dramatically this year. We attribute this to the timing of the survey and to the addition of an incentive. The Needs Assessment is a useful tool for self-reported information. However, students can't always identify what they are not getting. We need to go beyond the results of the survey when planning our programs and services.

Professional Development Assessments: We moved to Student Learning Outcomes as an assessment tool for professional development. By allowing the instructors to establish the SLOs, the outcomes were directly linked to the content. However, the individual natures of the SLOs makes it
difficult to compare effectiveness. We will work toward unified SLOs for the coming year.

The Exit Survey was pilot tested during the spring semester. We are waiting for IT support in order to link the on-line Exit Survey to the application to graduate. This model is based on the current undergraduate survey. We hope to have this operational by December.

Graduate Assistantship Renewals: 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.

Enrollment planning at UNC Charlotte continues to be limited to system-mandated enrollment projections. The establishment of a more comprehensive plan for enrollment management will allow the University to address specific areas in enrollment growth from application through graduation and beyond. Although the Chancellor launched a long range enrollment planning project, the focus is at the undergraduate level. Graduate enrollment is assumed to grow modestly at 1% annually. Such a plan shows that by 2020-21 the total headcount at UNC Charlotte will be over 35,000 students of which only 5500 will be graduate students. This would drop our percentage of enrolled graduate students to 15.5% which was last seen in the early 1990's. Conducting a separate graduate enrollment plan can be done but it might be seen as completing with the Chancellor's plan.

REQUIRED ATTACHMENTS TO 2012-13 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 *2012-13 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.**

   2012-13 Student learning Outcome Assessment Plan and Report for Health Informatics Certificate.

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.

   Additional Attachments

4. **Professional Development Calendar – 2012-2013**
5. **Needs Assessment 2013**
6. **Ombudsman meeting 2012-13**