Analysis Questions and Analysis Answers

For Administrative Support and Student Support Units

Informed by your assessment activities, what changes have you made in your unit in the last three to five years? Describe the changes, the general results that prompted the changes, and the impact on your unit's clients/customers that you might attribute to these changes.

Graduate Enrollment.

The Graduate School is dedicated to increasing graduate student enrollment, prompted by the University's goal of growing overall enrollment and the benefits to our stakeholders of an increasing presence of graduate students in UA classrooms (as both students and GTAs) and research labs. Over the last seven years we have increased our recruiting efforts significantly. These include increasing the number of recruiting visits by our admissions team, the number of attendees at the Graduate School Preview/McNair Visitation Day, strategic placements in both national and regional advertising (e.g., USA Today and U.S. News and World Reports), Crimson Tide Sports Marketing of graduate education at all major UA sporting events, and continually increasing the ease of applying online to the UA Graduate School.

UA Registrar's Office reports and information from Graduate School databases show that our efforts have been successful at achieving our goals for increasing the number of graduate applications and enrollment consistently. With the exception of a one-year decline in 2013, every year since 2005 we have increased the number of applications, from the mid-5000s in 2005 to a record 8223 in 2012 and a projected 8100 in 2014. Similarly, with the exception of a one-year downturn in fall 2013, fall enrollments have set new records every year since 2006, and are ca. 1000 above 8 years ago. Graduate student enrollment increases at UA have been especially significant, in that graduate enrollments regionally and nationally have declined at most universities since 2009 (averaging ca. -10%).

The University and its graduate students have benefitted from recruitment and enrollment efforts. The increasing number of graduate students contributes to the teaching effort of departments and increases their faculty's ability to conduct their research.

African American Graduate Enrollment.

In recent years we have continued significant efforts to increase an important sector of graduate enrollment, namely, African American (AA) graduate students. The specific goal is for AA graduate students to comprise 12%-15% of the graduate student population. We also strive to keep UA at the top or near the top among all U.S. institutions in the enrollment of SREB Doctoral Fellows. Graduate students, undergraduate students, faculty and staff all reap the benefits of these efforts that we measure, in part, by UA Registrar data and information in Graduate School databases.

AA students comprised ca. 14% of the graduate student body in both 2013 and 2014, and we had 27 SREB doctoral Scholars enrolled in 2013-2014 (with a total of 51 graduates to date). AA enrollment increased for 11 consecutive years from 2002 through 2012, and UA ranks first in the U.S. in SREB Doctoral Fellows. UA is documented as among the most inclusive of the 50 flagship campuses.

Academic Program Review.

Prompted by the University’s need to document department and degree program quality, as well as its ever-increasing institutional effectiveness efforts, the Graduate School is motivated each year to work with the Office for Academic Affairs to conduct academic program reviews and to continue to refine the process.

Needing to streamline the process and move away from a paper-based review system, in 2010 we initiated an online system. Each year we enhance the system to the point that no longer is any paper documentation—other than a final, printed report—part of any program review. Annual surveys of program review stakeholders and participants (deans, department chairs, review committees, external consultants and top administrators) consistently have shown greater than 90% satisfaction with both the review process in general and the online system in particular. Those surveys consistently show that participants see the value of the process, appreciate its organization, and find the online document repository and reporting system to be a major improvement compared with the paper-based system formerly used at UA and still currently used by the vast majority of universities that have an organized program review system.

GTA Training.

Spurred by pressure to provide high-quality initial training of new GTAs, the desire to provide our undergraduate classrooms with highly competent instruction, and the desire to train graduate students for teaching both within and outside the classroom, the Graduate School continues to offer and continually improves the annual Workshop for New Graduate Teaching Assistants. This is not a recent development. In August 2014 the Workshop will be presented for the 28th time to approximately 300 new GTAs.

We continue to grow the Workshop by emphasizing to departments that it is required of all new GTAs, and we reach out to all new GTAs several times during the summer prior to the Workshop. For over 15 years we have videotaped each new GTA while teaching and have provided highly experienced Graduate Teaching Fellows to give the new GTAs constructive input on their teaching strengths and areas for improvement—all before they first enter a UA classroom, lab or discussion section to interact with undergraduate students. In response to surveys of new GTAs soon after they complete the Workshop, we implement improvements based on their input. We continually fine-tune the roster of
speakers and content of sessions, based on participants’ input, and we have expanded the number of simultaneous video breakout sessions from 6, to 8, to 9 for the first time in August 2014.

Surveys show that the Workshop has a significant impact. Even new GTAs who have had experience teaching in other settings have a high rate of reporting that the Workshop exposed them to new and useful tips and techniques for teaching in general and teaching undergraduates at UA in particular. Each year of the survey, more than 85% of the new GTAs report satisfaction with the Workshop as an effective means of preparing them for their duties as GTAs.

**Funding for Graduate Students.**

Top-tier Graduate Schools must provide ever-increasing funding to prospective and enrolled graduate students if they are to remain competitive regionally and nationally. Thus, we have striven to increase financial support for graduate students.

By any measure, graduate student funding goals from internal and external sources are being met and exceeded on a yearly basis. Thanks to growth in all funding sources—internally-funded GTAs, Graduate School fellowships, and externally-funded RAs and fellowships—the number of students supported by internally funded 0.50 FTE-equivalent positions rose to a record 1,418 in Fall 2013, although total 0.50-FTE assistantship and fellowship appointments crested at 1,942 in Fall 2013.

We continually need to distinguish ourselves from other regional and national graduate schools, and one way we identified in 2006 to do that was to focus on funding for graduate student research and travel. Such funding has increased more than 9-fold in the past 8 years ($74,000 to greater than $675,000, and 168 funded students to over 1,010 funded students currently).

Anecdotal evidence suggests that UA may spend more on Graduate Student Research and Travel Support than the other 13 SEC universities combined.

**Mission / Purpose**

The Graduate School, through graduate offerings of the various colleges and schools, prepares students for careers in a wide range of teaching, research, creative, and service activities. The Graduate School assists the graduate faculty in offering programs of study leading to more than 120 masters, educational specialist, and doctoral degrees. It works with the office of the Executive Vice President and Provost to coordinate the ongoing program review of all academic departments and programs of the University. Personnel of the Graduate School work with departments to identify prospective graduate students and enroll a graduate student population consistent with the enrollment objectives of the University. The objectives include not only overall enrollment, but also enrollment of a diverse student body. The Graduate School operates in cooperation with the other colleges and schools of the University to foster the development of teaching by Graduate Teaching Assistants.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 1: Increase graduate student enrollment**

Increase graduate student enrollment with the goal of reaching approximately 5200 students or approximately a 15% share of total UA enrollment by Fall 2013.

**Connected Document**

Graduate School Timetable

**Relevant Associations:**

We could not assign a Strategic Plan Goal # and Objective # to Outcome 1—increasing graduate student enrollment. While there is an objective for achieving greater diversity (3.5), there is not one for enrollment increases in general, either for undergraduate or graduate students.

**Related Measures**

**M 1: UA Registrar’s enrollment data**

UA Registrar’s enrollment data

Source of Evidence: Existing data

**Connected Document**

Graduate School Timetable

**Target:**

5,000 students in fall 2012; 5200 in fall 2013

**M 2: Internal Graduate School databases**

Internal Graduate School databases

Source of Evidence: Existing data

**Connected Document**

Graduate School Timetable

**Target:**

7,700 applications in calendar 2011 and 8,000 applications in calendar 2012.

**OthOtcm 2: Increase African American graduate student enrollment**

Achieve African American graduate student enrollment of at least 12%-15% of UA graduate students annually, keep UA at the top or near the top among all institutions in the enrollment of SREB Doctoral Fellows, and improve other indices characteristic of an inclusive graduate student community.

**Connected Document**

Graduate School Timetable
Related Measures

M 3: Registrar’s enrollment data
UA Registrar’s enrollment data
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
African American graduate student enrollment of 12% - 15% of total graduate enrollment.

M 4: SREB Doctoral Fellow data
SREB Doctoral Fellow data
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
Maintain status among top 5 U.S. universities in the number of SREB Doctoral Fellows enrolled.

M 5: Inclusivity comparative data
Inclusivity comparative data gleaned from national reports such as those in Diversity Magazine; periodic reports by the Council of Graduate Schools and other entities, including the Survey of Earned Doctorates.
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
Maintain status in the top 5 among the 50 flagship university campuses in the % of African-American graduate degrees granted.

Other

OthOtcm 3: Coordinate program reviews all UA degrees
Coordinate all undergraduate and graduate program reviews in cycle this year

Connected Document
Graduate School Timetable

Related Measures

M 6: Data showing required reviews
Data identifying required reviews of undergraduate and graduate programs to coordinate each year
Source of Evidence: Administrative measure - other

Connected Document
Graduate School Timetable

Target:
Begin, continue, or complete 100% of all required reviews

Related Action Plans (by Established cycle, then alpha):
Continue 100% effective procedures
Established in Cycle: 2011-2012
The existing procedures in Outcome 3 to begin, continue or complete required reviews in the cycle accomplished the target of 1...

For full information, see the Details of Action Plans section of this report.

M 7: Program review effectiveness survey data
Survey of program review participants’ satisfaction with key components of program review.
Source of Evidence: Client satisfaction survey (student, faculty)

Target:
75% participant satisfaction with the overall program review process and with key components of the process

Related Action Plans (by Established cycle, then alpha):
Reschedule final meeting if provost cannot attend
Established in Cycle: 2011-2012
The main reason expressed for dissatisfaction with the final meeting was that it was not rescheduled when a last-minute conflict...

Simplify information entry in online committee report
Established in Cycle: 2011-2012
Survey input showed that the part of the new online system for entering and viewing the committee report needs to be simplified...

For full information, see the Details of Action Plans section of this report.

Other

OthOtcm 4: Provide GTA training assistance to departments
Assist departments in GTA orientation and ongoing training activities by conducting a University-wide “Workshop for New Graduate Teaching Assistants” each August and providing departments with comparative information concerning other departments’ first-semester and ongoing GTA training activities
Related Measures

M 8: Biennial survey of initial and ongoing GTA training activities
Biennial survey (odd-numbered years) of initial and ongoing GTA training activities by departments employing GTAs
Source of Evidence: Evaluations

Target: 85% response rate by departments employing 3 or more GTAs

M 9: Overall satisfaction of GTA Workshop participants
Overall satisfaction of GTAs attending the Workshop for New GTAs
Source of Evidence: Evaluations
Target: 85% overall satisfaction of GTAs who attended the Workshop for New GTAs

M 10: GTA Workshop presenter ratings
Ratings of each major presenter at the Workshop for New GTAs
Source of Evidence: Evaluations
Target: 85% satisfaction with each major presenter at the Workshop for New GTAs

M 11: Satisfaction with videotaping at GTA Workshop

Results Summary.

Source of Evidence: Evaluations
Target: 85% satisfaction ratings of videotaping activities by attendees at the Workshop for New GTAs

Related Action Plans (by Established cycle, then alpha):

Explore the possibility of adding a 9th video breakout session and GTF
Established in Cycle: 2012-2013
We will explore the possibility of adding to the 2014 Workshop for New GTAs a 9th video session with a 9th Graduate Teaching Fellow...

For full information, see the Details of Action Plans section of this report.

M 12: Satisfaction with GTA Workshop handouts
Overall satisfaction of attendees with handouts and related materials presented at the Workshop for New GTAs
Source of Evidence: Evaluations
Target: 85% satisfaction of attendees with handouts and related materials presented at the Workshop for New GTAs

OthOtcm 5: Foster research and scholarly activities
Foster research and scholarly activities consistent with those of top-tier, student-centered research universities.

Related Measures

M 13: Census data on the number of graduate fellowships and funding for graduate student research and travel
Census data on the number of graduate fellowships and funding for graduate student research and travel
Source of Evidence: Existing data

Target: No target established for internal graduate fellowship growth. For 2011-12 we anticipated growth of the Research and Travel Grant program to approach $500,000 in funding and 800 students supported, and an increase to $525,000 and 830 students supported in 2012-13.

M 14: Externally-funded research assistantship (RA) and fellowship data
Externally-funded research assistantship (RA) & fellowship data compiled by Graduate School and Office of Research
Source of Evidence: Existing data

Target: No specific yearly targets for external fellowship and assistantship growth, but we hope to maintain continual growth in external awards to match up to growth in internal GTA positions necessitated by teaching demand, so
that we can maintain 40% or greater student support numbers (0.5-FTE-position-equivalents) even as we grow graduate student body to 5,200 in Fall 2013.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Continue 100% effective procedures**

The existing procedures in Outcome 3 to begin, continue or complete required reviews in the cycle accomplished the target of 100%. The assessment findings do not suggest that any changes are required. Continue procedures in 2012-2013.

*Established in Cycle*: 2011-2012  
*Implementation Status*: Planned  
*Priority*: High

<table>
<thead>
<tr>
<th>Relationships (Measure</th>
<th>Outcome/Objective):</th>
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<tbody>
<tr>
<td>Measure: Data showing required reviews</td>
<td>Outcome/Objective: Coordinate program reviews all UA degrees</td>
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</tbody>
</table>

*Implementation Description*: Continue regular monitoring of master program review schedule, and begin reviews entering the cycle and continue or complete reviews already in progress.

*Projected Completion Date*: 07/2013  
*Responsible Person/Group*: John Schmitt, Program Review Coordinator  
*Additional Resources*: None

**Reschedule final meeting if provost cannot attend**

The main reason expressed for dissatisfaction with the final meeting was that it was not rescheduled when a last-minute conflict prohibited the provost from attending. In the future, final program review (Outcome 3) meetings will be rescheduled in such a situation.

*Established in Cycle*: 2011-2012  
*Implementation Status*: Planned  
*Priority*: High

<table>
<thead>
<tr>
<th>Relationships (Measure</th>
<th>Outcome/Objective):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Program review effectiveness survey data</td>
<td>Outcome/Objective: Coordinate program reviews all UA degrees</td>
</tr>
</tbody>
</table>

*Implementation Description*: If there is a last-minute conflict with the provost's schedule, the meeting will be rescheduled.

*Projected Completion Date*: 05/2013  
*Responsible Person/Group*: John Schmitt, Program Review Coordinator  
*Additional Resources*: None

**Simplify information entry in online committee report**

Survey input showed that the part of the new online system for entering and viewing the committee report needs to be simplified for easier navigation. The Program Review Coordinator will meet with the system's designers in Institutional Research and Assessment to identify and implement actions needed to simplify this program review (Outcome 3) component.

*Established in Cycle*: 2011-2012  
*Implementation Status*: Planned  
*Priority*: High

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<thead>
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<tr>
<td>Measure: Program review effectiveness survey data</td>
<td>Outcome/Objective: Coordinate program reviews all UA degrees</td>
</tr>
</tbody>
</table>

*Implementation Description*: The Program Review Coordinator will meet with staff of Institutional Research to identify ways to simplify text and data entry into review committee reports online.

*Projected Completion Date*: 08/2012  
*Responsible Person/Group*: John Schmitt, Program Review Coordinator  
*Additional Resources*: None

**Explore the possibility of adding a 9th video breakout session and GTF**

We will explore the possibility of adding to the 2014 Workshop for New GTAs a 9th video session with a 9th Graduate Teaching Fellow. If the Bryant Conference Center has another room available that is large enough for such a session, the Workshop's cost would increase and we may need to purchase another camcorder, tripod and accessories. However, the up-side is that, depending on the number of new GTAs participating in videorecording in 2014, a 9th simultaneous video session would reduce the average session size from 28-29 to 24-25 and possibly increase the overall satisfaction of the new GTAs with the videorecording sessions.

*Established in Cycle*: 2012-2013  
*Implementation Status*: Planned  
*Priority*: High

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<thead>
<tr>
<th>Relationships (Measure</th>
<th>Outcome/Objective):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Satisfaction with videotaping at GTA Workshop</td>
<td>Outcome/Objective: Provide GTA training assistance to departments</td>
</tr>
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</table>

*Projected Completion Date*: 08/2014
University of Alabama

Detailed Assessment Report
2012-2013 Graduate School
As of: 7/17/2014 01:51 PM CENTRAL

Mission / Purpose

The Graduate School, through graduate offerings of the various colleges and schools, prepares students for careers in a wide range of teaching, research, creative, and service activities. The Graduate School assists the graduate faculty in offering programs of study leading to more than 120 masters, educational specialist, and doctoral degrees. It works with the office of the Executive Vice President and Provost to coordinate the ongoing program review of all academic departments and programs of the University. Personnel of the Graduate School work with departments to identify prospective graduate students and enroll a graduate student population consistent with the enrollment objectives of the University. The objectives include not only overall enrollment, but also enrollment of a diverse student body. The Graduate School operates in cooperation with the other colleges and schools of the University to foster the development of teaching by Graduate Teaching Assistants.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Increase graduate student enrollment
Increase graduate student enrollment with the goal of reaching approximately 5200 students or approximately a 15% share of total UA enrollment by Fall 2013.

Connected Document
Graduate School Timetable

Relevant Associations:

We could not assign a Strategic Plan Goal # and Objective # to Outcome 1—increasing graduate student enrollment. While there is an objective for achieving greater diversity (3.5), there is not one for enrollment increases in general, either for undergraduate or graduate students.

Related Measures

M 1: UA Registrar's enrollment data
UA Registrar’s enrollment data
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
5,000 students in fall 2012; 5200 in fall 2013

Finding (2012-2013) - Target: Partially Met
Results Summary. Fall 2012 graduate enrollment set a new record (4853; 14.4% of total enrollment) for the 7th year in a row.

Interpretation and Conclusions. The increase of 79 over the previous year's record, although relatively small and insufficient for us to reach our target of 5,000, was significant in that nationally and regionally, graduate enrollments have declined at most universities since 2009-10 (average of ca. 10%). In that the REAL goal here is to grow graduate enrollments, we judge the fall 2012 data to have partially met targets. This year, we worked even harder with departments and programs to admit students and cultivate those admitted students so as to increase our yield.

M 2: Internal Graduate School databases
Internal Graduate School databases
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
7,700 applications in calendar 2011 and 8,000 applications in calendar 2012.

Finding (2012-2013) - Target: Met
Results Summary. We recorded 8297 total completed applications for calendar year 2012, exceeding the goal of 8,000. This was another new record for us.

Interpretation and Conclusions. Nationally, graduate enrolments are starting to decline, and we may not be able to set new application records each and every year. In fact, calendar 2013 saw only 7813 applications, largely due to a drop of 523 applications for the fall 2013 semester. We view this as an aberration and not a trend, since most universities nationally saw a dip in fall 2013 applications. Our new, fully on-line application tracking and evaluation system for 2013-14 should help bounce applications back into record territory in 2014. We participated in 49 Graduate and Professional day programs nationally and obtained contact information for over 800 prospective students. Attendance was down at this year’s McNair Visitation Day at UA (42 students and 14 institutions), but this is expected based on the 1/3 reduction in national McNair programs. We continued print (USA Today and US News and World Reports) and video/internet campaigns (Crimson Tide Sports Marketing) to increase the number of applications.

Finding (2012-2013) - Target: Met
We recorded 8,297 total completed applications for calendar year 2012, exceeding the goal of 8,000. This was another new record for us, but nationally, graduate enrolments are starting to decline and we may not be able to set new application records each and every year.

**Note.** The following is a duplication we cannot delete in WEAVE.

**OthOtcn 2:** Increase African American graduate student enrollment
Achieve African American graduate student enrollment of at least 12%-15% of UA graduate students annually, keep UA at the top or near the top among all institutions in the enrollment of SREB Doctoral Fellows, and improve other indices characteristic of an inclusive graduate student community.

**Connected Document**
Graduate School Timetable

**Related Measures**

**M 3:** Registrar's enrollment data
UA Registrar's enrollment data
Source of Evidence: Existing data

**Connected Document**
Graduate School Timetable

**Target:**
African American graduate student enrollment of 12% - 15% of total graduate enrollment.

**Finding (2012-2013) - Target: Met**

**Results Summary.** Fall 2012 saw another record African-American graduate student enrollment, with 687 students and 14.2% of the graduate student body. We had 23 SREB Doctoral Scholars enrolled in 2012-13 and a total of 46 Scholar graduates to date.

**Interpretation and Conclusions.** African-American enrollment has increased for 11 years in a row. UA continues to rank first in the nation in SREB participation and attainment and is documented as among the most inclusive of the 50 flagship campuses.

**Finding (2012-2013) - Target: Met**

**Note.** We cannot determine how to delete this partially duplicative finding. For the 11th year in a row, Fall 2012 saw another new record African-American graduate student enrollment, with 687 students and 14.2% of the graduate student body.

**M 4:** SREB Doctoral Fellow data
SREB Doctoral Fellow data
Source of Evidence: Existing data

**Connected Document**
Graduate School Timetable

**Target:**
Maintain status among top 5 U.S. universities in the number of SREB Doctoral Fellows enrolled.

**Finding (2012-2013) - Target: Met**

**Results Summary.** We continue to lead the nation in SREB Doctoral Fellows currently enrolled (23, with 21 last year). The total enrolled since the start of the program in 1993 is eighty-five (85). There have been forty-five (45) graduates, with graduates employed in doctorate-requiring positions numbering approximately forty (40).

**Interpretation and Conclusions.** UA's success in matriculating and graduating students from underrepresented groups continues to feed into continuing success in our SREB program and the strong relationship we have established with the SREB coordinators in Montgomery and Atlanta.

**M 5:** Inclusivity comparative data
Inclusivity comparative data gleaned from national reports such as those in Diversity Magazine; periodic reports by the Council of Graduate Schools and other entities, including the Survey of Earned Doctorates.
Source of Evidence: Existing data

**Connected Document**
Graduate School Timetable

**Target:**
Maintain status in the top 5 among the 50 flagship university campuses in the % of African-American graduate degrees granted.

**Finding (2012-2013) - Target: Met**

**Results Summary.** In 2008-09, UA ranked 3rd among the 50 flagship university campuses in the % of African-American graduate degrees granted. In 2009-10, Diverse reported UA ranked 93rd nationally and 2nd in the SEC in A.A. Master's degrees (146) and 52nd (up from 58 previous year) in A.A. PhDs (31/12.8%). UA data for 2011-12 show a records 45 A.A. doctoral degrees and a reco 193 A.A. master's degrees, which should rank UA in the Top 50 when Diverse magazine does its rankings for that year. We funded a record tying 13 McNair Graduate Fellows for Fall 2012. Our Tide Together mentoring program in 2012-13 added 27 mentees (18 African-American students), 27 peer mentors, and 27 faculty mentors, and 97 students have now participated in the program, with only 2 student mentees leaving the UA PhD program to date.

**Interpretation and Conclusions.** UA now is recognized as a national leader, especially among the 50 flagship campuses, in attracting, matriculating, and graduating Masters and doctoral students from underrepresented groups.

**OthOtcn 3:** Coordinate program reviews all UA degrees
Coordinate all undergraduate and graduate program reviews in cycle this year
Related Measures

M 6: Data showing required reviews
Data identifying required reviews of undergraduate and graduate programs to coordinate each year

Source of Evidence: Administrative measure - other

Connected Document

Target:
Begin, continue, or complete 100% of all required reviews

Finding (2012-2013) - Target: Met

Results Summary. 100% of all required reviews were begun, continued or completed. FULL reviews began and were completed for all degree programs in the departments of Geological Sciences, Political Science and Religious Studies. MODIFIED reviews began, continued or were completed for all degree programs in the School of Law; the College of Engineering (Aerospace Engineering and Mechanics; Civil, Construction and Environmental Engineering; Chemical and Biological Engineering; Computer Science; Electrical and Computer Engineering; Mechanical Engineering; and Metallurgical and Materials Engineering); and Dance.

Interpretation and Conclusions. The procedures were effective for identifying each program requiring review, for initiating required reviews, and for continuing or completing reviews that were in-progress at the beginning of the review cycle.

Related Action Plans (by Established cycle, then alpha):

Continue 100% effective procedures
Established in Cycle: 2011-2012
The existing procedures in Outcome 3 to begin, continue or complete required reviews in the cycle accomplished the target of 1...

For full information, see the Details of Action Plans section of this report.

M 7: Program review effectiveness survey data
Survey of program review participants' satisfaction with key components of program review.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
75% participant satisfaction with the overall program review process and with key components of the process

Finding (2012-2013) - Target: Met

Results Summary. Overall participant satisfaction was 97%, an increase of 6% from the 2011-2012 survey. Participant satisfaction was >75% for all 14 survey items. The two items below target in 2011-2012 (final meeting and ease of use of the online system for entering and viewing the review committees' reports) improved to 85% and 100%, respectively, in 2012-2013.

Interpretation and Conclusions. Results show a high level of satisfaction with all 14 key elements of program review, as assessed by the committees, external consultants and UA administrators involved in the 2012-2013 reviews. Of particular note was the improved satisfaction with the online review system. This suggests that the significant number of modifications made for this year's reviews provided greater ease of use of the online program review system.

Related Action Plans (by Established cycle, then alpha):

Reschedule final meeting if provost cannot attend
Established in Cycle: 2011-2012
The main reason expressed for dissatisfaction with the final meeting was that it was not rescheduled when a last-minute confli...

Simplify information entry in online committee report
Established in Cycle: 2011-2012
Survey input showed that the part of the new online system for entering and viewing the committee report needs to be simplified ... 

For full information, see the Details of Action Plans section of this report.

Other 4: Provide GTA training assistance to departments
Assist departments in GTA orientation and ongoing training activities by conducting a University-wide "Workshop for New Graduate Teaching Assistants" each August and providing departments with comparative information concerning other departments' first-semester and ongoing GTA training activities

Connected Document

Target:
85% response rate by departments employing 3 or more GTAs
Finding (2012-2013) - Target: Met

Results Summary. 93% of UA departments employing 3 or more "assist-only" and/or "primary instructor" GTAs responded to the survey completed in Spring 2013.

Interpretation and Conclusions: The initial request to complete the survey, 2 reminder requests to non-responding departments, and individual calls to the chairs of the last few still-non-responding departments were effective in producing a response rate exceeding the target.

Related Action Plans (by Established cycle, then alpha):

Follow-up survey or focus group of respondents
Established in Cycle: 2011-2012
Conduct a follow-up survey or focus group of departmental respondents to assess overall satisfaction with the biennial survey (O...)

For full information, see the Details of Action Plans section of this report.

M 9: Overall satisfaction of GTA Workshop participants
Overall satisfaction of GTAs attending the Workshop for New GTAs

Source of Evidence: Evaluations

Target:
85% overall satisfaction of GTAs who attended the Workshop for New GTAs

Finding (2012-2013) - Target: Met
Results Summary. 95% of the new GTAs reported overal satisfaction with the 2013 Workshop.

Interpretation and Conclusions. It is not realistic to expect 100% satisfaction with such a large-scale event taking place over two full days. However, the high overall satisfaction rate suggests that the Workshop is effective in accomplishing its major objective of providing useful knowledge and practical experiences for the participants who are about to begin their GTA assignments at the University.

M 10: GTA Workshop presenter ratings
Ratings of each major presenter at the Workshop for New GTAs

Source of Evidence: Evaluations

Target:
85% satisfaction with each major presenter at the Workshop for New GTAs

Finding (2012-2013) - Target: Met
Results Summary. The range of the new GTAs' satisfaction with each of the primary presenters was 85% to 96%, with an average of 92.83%.

Interpretation and Conclusions. Each presenter was well received by the new GTAs. The average rating reflects the overall quality of their presentations and suggests that these carefully selected UA faculty and staff were highly effective in instructing the new GTAs on a wide variety of topics and issues.

M 11: Satisfaction with videotaping at GTA Workshop
Results Summary.

Interpretations and Conclusions.

Source of Evidence: Evaluations

Target:
85% satisfaction ratings of videotaping activities by attendees at the Workshop for New GTAs

Finding (2012-2013) - Target: Not Met
Results Summary. 80.3% of the new GTAs reported satisfaction with the videotaping and teaching evaluations that eight Graduate Teaching Fellows conducted in individual breakout sessions at the Bryant Conference Center.

Interpretation and Conclusions. There was an unexpectedly large turnout on the day devoted to videotaping. This meant on average 4-5 more new GTAs in each of the eight camcorder-equipped rooms than in previous years. The task of videotaping all of the new GTAs, playing back representative segments, and providing written and verbal critiques became difficult for some of the Graduate Teaching Fellows to accomplish without having some of the new GTAs feel rushed--and 10 of the new GTAs made survey comments to that effect. This was the main reason for not meeting the 85% satisfaction target.

Related Action Plans (by Established cycle, then alpha):

Explore the possibility of adding a 9th video breakout session and GTF
Established in Cycle: 2012-2013
We will explore the possibility of adding to the 2014 Workshop for New GTAs a 9th video session with a 9th Graduate Teaching Fel...

For full information, see the Details of Action Plans section of this report.

M 12: Satisfaction with GTA Workshop handouts
Overall satisfaction of attendees with handouts and related materials presented at the Workshop for New GTAs

Source of Evidence: Evaluations

Target:
85% satisfaction of attendees with handouts and related materials presented at the Workshop for New GTAs

Finding (2012-2013) - Target: Met
Results Summary. On the 2013 GTA Workshop survey, 98.1% of the participants reported satisfaction with the binder of approximately 200 pages of handout materials they received on topics such as effective college teaching, ethical issues for faculty and GTAs, and problem solving difficult classroom situations.

Interpretation and Conclusions. Nearly all of the new GTAs felt the handouts served a valuable purpose during the Workshop. Moreover, those who commented on the handouts said they expect to refer to the handouts periodically during their GTA assignments at the University.

OthOtcm 5: Foster research and scholarly activities
Foster research and scholarly activities consistent with those of top-tier, student-centered research universities.

Connected Document
Graduate School Timetable

Related Measures
M 13: Census data on the number of graduate fellowships and funding for graduate student research and travel
Census data on the number of graduate fellowships and funding for graduate student research and travel
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
No target established for internal graduate fellowship growth. For 2011-12 we anticipated growth of the Research and Travel Grant program to approach $500,000 in funding and 800 students supported, and an increase to $525,000 and 830 students supported in 2012-13.

Finding (2012-2013) - Target: Met
Results Summary. A total of 170 Graduate School-sponsored graduate fellowships were awarded for the 2012-13 academic year, up from 152, the previous year, 124 in 2010, 121 in 2009, and 99 in 2006. Funding for graduate student research and travel continued to grow geometrically to over $566,000 in 2012-13 and 861 students funded, compared with 230 students/$123,345 just 6 years ago.

Interpretation and Conclusions. Strategic plans in place will continue to yield additional applications and thus application fee income, despite the 1-year downturn in apps. Generous yearly increases in fellowship funding from the UA Central Administration, combined with additional yearly application fee income, allow us to add new fellowship opportunities on a regular basis and increase the amount of funding available for the Research and Travel Grant Program. By any measure, graduate student funding goals from internal and external sources are being met and exceeded on a yearly basis. Funding for student research and travel has increased 7.5-fold since 2005-06. Thanks to growth in all funding sources—internally-funded GTAs, Graduate School fellowships, and externally-funded RAs and fellowships—the number of students funded by 0.5-FTE-equivalent positions was 1,951, similar to the previous year (1,970 in Fall 2011) and the 2nd highest total ever. With an enrollment of 4,853 in Fall 2011, this meant that, for the third year in a row our funded student percentage (40.2%) remained above our target of 40%, despite another significant increase in the number of students.

M 14: Externally-funded research assistantship (RA) and fellowship data
Externally-funded research assistantship (RA) & fellowship data compiled by Graduate School and Office of Research
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
No specific yearly targets for external fellowship and assistantship growth, but we hope to maintain continual growth in external awards to match up to growth in internal GTA positions necessitated by teaching demand, so that we can maintain 40% or greater student support numbers (0.5-FTE-position-equivalents) even as we grow graduate student body to 5,200 in Fall 2013.

Finding (2012-2013) - Target: Met
Results Summary: In fall 2012, a total of 285 external 0.50 FTE equivalent RA’s were funded, which was lower than the previous year and echoed the contraction in the economy and the reduction in new grant funding.

Total support from external funds for fellowships equivalent to 0.50 FTE or greater was awarded to 88 students this year, compared with 50 last year, representing a dramatic increase of 76%

In addition, further external fellowship awards of less than 0.50 FTE equivalents were made to 165 students.

Thus, for 2012, the total number of graduate students awarded funds for assistantships and fellowships of 0.50 FTE or greater was 373 – this was fewer than last year (421). However, as indicated above, this was achieved against the backdrop of the poor economy and dramatically reduced government agency funding.

Interpretation and Conclusions:
For fall 2012, the total number of internally funded GA positions was 1,282, and internally funded 0.50 equivalent fellowship awards was 71, giving a total number of internally funded positions with 0.50 full time equivalent or greater of 1,353. Additionally, another 51 fellowships of less than 0.50 full time equivalency were awarded from internal funds.
Thus, taking together the total of external GA’s/fellowships of 538, plus the internally funded awards of 1,404, this amounts to an overall total of graduate students funded with 0.50 full time equivalent awards or above to 1,942.

With a fall 2012 enrollment of 4,689 degree-seeking students, this translates to a 41.4% funded student population compared with 41.3% last year.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Continue 100% effective procedures

The existing procedures in Outcome 3 to begin, continue or complete required reviews in the cycle accomplished the target of 100%. The assessment findings do not suggest that any changes are required. Continue procedures in 2012-2013.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Data showing required reviews  
- **Outcome/Objective:** Coordinate program reviews all UA degrees

**Implementation Description:** Continue regular monitoring of master program review schedule, and begin reviews entering the cycle and continue or complete reviews already in progress.

**Projected Completion Date:** 07/2013  
**Responsible Person/Group:** John Schmitt, Program Review Coordinator  
**Additional Resources:** None

### Follow-up survey or focus group of respondents

Conduct a follow-up survey or focus group of departmental respondents to assess overall satisfaction with the biennial survey (Outcome 4), identify the most and least useful aspects of the survey, and identify specific ways to improve the usefulness of survey for GTA training in UA's departments.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Biennial survey of initial and ongoing GTA training activities  
- **Outcome/Objective:** Provide GTA training assistance to departments

**Implementation Description:** Construct and administer survey and/or conduct focus group with departmental graduate program coordinators to determine ways to improve the usefulness of the biennial survey of GTA training prior to the survey’s next administration in 2013.

**Projected Completion Date:** 12/2012  
**Responsible Person/Group:** John Schmitt  
**Additional Resources:** None

### Reschedule final meeting if provost cannot attend

The main reason expressed for dissatisfaction with the final meeting was that it was not rescheduled when a last-minute conflict prohibited the provost from attending. In the future, final program review (Outcome 3) meetings will be rescheduled in such a situation.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Program review effectiveness survey data  
- **Outcome/Objective:** Coordinate program reviews all UA degrees

**Implementation Description:** If there is a last-minute conflict with the provost's schedule, the meeting will be rescheduled.

**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** John Schmitt, Program Review Coordinator  
**Additional Resources:** None

### Simplify information entry in online committee report

Survey input showed that the part of the new online system for entering and viewing the committee report needs to be simplified for easier navigation. The Program Review Coordinator will meet with the system's designers in Institutional Research and Assessment to identify and implement actions needed to simplify this program review (Outcome 3) component.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Program review effectiveness survey data  
- **Outcome/Objective:** Coordinate program reviews all UA degrees

**Implementation Description:** The Program Review Coordinator will meet with staff of Institutional Research to identify ways to simplify text and data entry into review committee reports online.

**Projected Completion Date:** 08/2012  
**Responsible Person/Group:** John Schmitt, Program Review Coordinator  
**Additional Resources:** None

### Explore the possibility of adding a 9th video breakout session and GTF...
We will explore the possibility of adding to the 2014 Workshop for New GTAs a 9th video session with a 9th Graduate Teaching Fellow. If the Bryant Conference Center has another room available that is large enough for such a session, the Workshop's cost would increase and we may need to purchase another camcorder, tripod and accessories. However, the up-side is that, depending on the number of new GTAs participating in videorecording in 2014, a 9th simultaneous video session would reduce the average session size from 28-29 to 24-25 and possibly increase the overall satisfaction of the new GTAs with the videorecording sessions.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Satisfaction with videotaping at GTA Workshop | Outcome/Objective: Provide GTA training assistance to departments

Projected Completion Date: 08/2014
Mission / Purpose

The Graduate School, through graduate offerings of the various colleges and schools, prepares students for careers in a wide range of teaching, research, creative, and service activities. The Graduate School assists the graduate faculty in offering programs of study leading to more than 120 masters, educational specialist, and doctoral degrees. It works with the office of the Executive Vice President and Provost to coordinate the ongoing program review of all academic departments and programs of the University. Personnel of the Graduate School work with departments to identify prospective graduate students and enroll a graduate student population consistent with the enrollment objectives of the University. The objectives include not only overall enrollment, but also enrollment of a diverse student body. The Graduate School operates in cooperation with the other colleges and schools of the University to foster the development of teaching by Graduate Teaching Assistants.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Increase graduate student enrollment

Increase graduate student enrollment with the goal of reaching approximately 5250 students or approximately an 18% share of total UA enrollment by Fall 2013.

Connected Document
Graduate School Timetable

Relevant Associations:
We could not assign a Strategic Plan Goal # and Objective # to Outcome 1—increasing graduate student enrollment. While there is an objective for achieving greater diversity (3.5), there is not one for enrollment increases in general, either for undergraduate or graduate students.

Related Measures

M 1: UA Registrar’s enrollment data
UA Registrar’s enrollment data
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
4,700 to 4,750 students in fall 2011, 5,000 students in fall 2012

Finding (2011-2012) - Target: Met

Results Summary. Fall 2010 enrollment grew to a record 4,774, an increase of 228 (5.02%) over Fall 2010. In Fall 2011, graduate students comprised 15.04% of the total UA enrollment of 31,747, identical to the percentage in Fall 2010. For the past three, (Fall 2008-Fall 2011), the rate of increase in graduate student enrollment (+20.0%) has outpaced that of undergraduate students (+17.4%).

Interpretations and Conclusions. The 4,774 student graduate enrollment was the 6th consecutive new enrollment record, and we continue to make progress toward our overall goal of 5,250 graduate students by Fall 2013. For the second consecutive year and 2nd time since Fall 2007, we have reached our goal of maintaining a 15% share of total enrollment as UA continues to grow very rapidly to perhaps 35,000 students by Fall 2013. Vigorous efforts to increase application pools have resulted in new records being set in each of the past 5 years for total applications.

M 2: Internal Graduate School databases
Internal Graduate School databases
Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
7,700 applications in calendar 2011, 8,000 applications in calendar 2012.

Finding (2011-2012) - Target: Met

Results Summary. We exceeded our goal of 7,700 applications for calendar 2011 with 7,872 applications. Recruiting efforts were increased, with over 700 attending Preview day/McNair visitation Day and 48 off-campus recruiting trips where we collected data on nearly 1,500 prospects. Attendance at the Fall 2011 McNair Scholars visitation day was up 30% from last year. National advertising continued (e.g., U.S. News and World Report), as did regional print ads (e.g., UGAzine), and a Bryant-Denny Stadium/television/radio campaign with Crimson Tide Sports Marketing, all adding to UA’s visibility. A new print campaign (inside front cover full page) was added in the Graduate School edition magazine of USA Today.

Interpretations and Conclusions. These efforts have been successful at achieving our goals for increasing the number of graduate applications and enrollment again this year.
OthOtcm 2: Increase African American graduate student enrollment
Achieve African American graduate student enrollment of at least 12%-15% of UA graduate students annually, keep UA at the top or near the top among all institutions in the enrollment of SREB Doctoral Fellows, and improve other indices characteristic of an inclusive graduate student community.

Connected Document
Graduate School Timetable

Related Measures

M 3: Registrar's enrollment data
UA Registrar's enrollment data
Source of Evidence: Existing data
Connected Document
Graduate School Timetable

Target:
African American graduate student enrollment of 12% - 15% of total graduate enrollment.

Finding (2011-2012) - Target: Met
Results Summary. In Fall 2011, UA enrolled 661 Black/African-American students (13.7% of the graduate student body), up from 618 (13.5%) the previous year.

Interpretations and Conclusions. For the 10th year in a row, UA set a new record in Black/African-American graduate student enrollment. We continue to maintain a 12- 15% share of African-American enrollment, despite a continual increase in overall enrollment. UA maintains its leadership role in SREB, and nationally now ranks among the top tier in graduate student inclusivity among the 50 flagship university campuses.

M 4: SREB Doctoral Fellow data
SREB Doctoral Fellow data
Source of Evidence: Existing data
Connected Document
Graduate School Timetable

Target:
Maintain status among top 5 U.S. universities in the number of SREB Doctoral Fellows enrolled.

Finding (2011-2012) - Target: Met
Results Summary. We continue to lead the nation in SREB Doctoral Fellows currently enrolled (21, with 23 last year), total enrolled since the start of the program in 1993, graduates (43), and graduates employed in doctorate-requiring positions (ca. 40). The number of graduates we report this year is lower than that of last year because we discovered that some students and graduates in our parallel Future Faculty Fellows Program were incorrectly coded in Banner as SREB Fellows.

Interpretations and Conclusions. UA's success in matriculating and graduating students from underrepresented groups continues to feed into continuing success in our SREB program and the strong relationship we have established with the SREB coordinators in Montgomery and Atlanta.

M 5: Inclusivity comparative data
Inclusivity comparative data gleaned from national reports such as those in Diversity Magazine; periodic reports by the Council of Graduate Schools and other entities, including the Survey of Earned Doctorates.
Source of Evidence: Existing data
Connected Document
Graduate School Timetable

Target:
Maintain status in the top 5 among the 50 flagship university campuses in the % of African-American graduate degrees granted.

Finding (2011-2012) - Target: Met
Results Summary. In 2008-09, UA ranked 3rd among the 50 flagship university campuses in the % of African-American graduate degrees granted. In 2009-10, Diverse reported UA ranked 93rd nationally and 2nd in the SEC in A.A. Master's degrees (146) and 52nd (up from 58 previous year) in A.A. PhDs (31/12.8%). Bridge to the Doctorate Fellows completed their 2 year experience and 23 GAANN fellows continued work in Fall 2011. We funded a record tying 13 McNair Graduate Fellows for Fall 2011. Our Tide Together mentoring program grew again in 2010-11, to 37 mentees (19 African-American students), 36 peer mentors, and 37 faculty mentors, and over 70 students have now participated in the program, with only 2 student mentees leaving the UA PhD program to date.

Interpretation and Conclusions. UA now is recognized as a national leader, especially among the 50 flagship campuses, in attracting, matriculating, and graduating Masters and doctoral students from underrepresented groups.

OthOtcm 3: Coordinate program reviews all UA degrees
Coordinate all undergraduate and graduate program reviews in cycle this year
Connected Document
Graduate School Timetable

Related Measures

M 6: Data showing required reviews
Data identifying required reviews of undergraduate and graduate programs to coordinate each year

Source of Evidence: Administrative measure - other

Connected Document: Graduate School Timetable

Target:
Begin, continue, or complete 100% of all required reviews

Finding (2011-2012) - Target: Met
Results Summary. 100% of all required reviews were begun, continued or completed. Full reviews were begun and completed for all degree programs in the Department of Biological Sciences and the Department of Psychology. Modified reviews were begun, continued or completed for the Clinical Psychology Ph.D.; 2 programs in the Department of Communicative Disorders; all degrees in C&BA; and 5 College of Education programs in counseling.

Interpretations and Conclusions. The procedures were effective for identifying each program requiring review, for initiating required reviews, and for continuing or completing reviews that were in-progress at the beginning of the cycle.

Related Action Plans (by Established cycle, then alpha):
Continue 100% effective procedures
Established in Cycle: 2011-2012
The existing procedures in Outcome 3 to begin, continue or complete required reviews in the cycle accomplished the target of 1...

For full information, see the Details of Action Plans section of this report.

M 7: Program review effectiveness survey data
Survey of program review participants' satisfaction with key components of program review.

Connected Document: Graduate School Timetable

Related Measures

M 8: Survey of GTA Workshop participants
Online survey of GTA Workshop participants each August

Source of Evidence: Evaluations

Connected Document: Graduate School Timetable

Target:
85% overall satisfaction with the workshop; 85% positive rating of each major presenter; 85% positive rating of the videotaping activities for new GTAs while teaching; and 85% satisfaction with handout materials the new GTAs receive.

Finding (2011-2012) - Target: Met
Results Summary. Results of the survey for the 4 targets are as follows: (1) 97.1% overall satisfaction with the workshop; (2) for the first time, overall satisfaction ratings of the major presenters were above 85% for all presenters (range = 85.9% through 96.0%); (3) 91.3% positive rating of the videotaping activities for new GTAs while teaching; and (4) 85% satisfaction with
handout materials the new GTAs receive.

Interpretations and Conclusions. All four targets were met. For next year’s workshop, we will not make significant changes but will fine-tune the overall format and individual sessions, being attentive to the new GTAs’ comments on the survey. Note: To improve WEAVE reporting and analysis in the future, the four sub-targets of this target will be broken out into separate targets.

M 9: Biennial survey of initial and ongoing GTA training activities
Biennial survey (odd-numbered years) of initial and ongoing GTA training activities by departments employing GTAs

Source of Evidence: Evaluations

Connected Document
Graduate School Timetable

Target:
85% response rate by departments employing 3 or more GTAs

Finding (2011-2012) - Target: Met
Results Summary. 91% of UA departments employing GTAs responded to the survey.

Interpretations and Conclusions. The survey succeeded in identifying departments’ most and least frequently used GTA training methods for both first-semester and continuing GTAs. Results showed that departments have a high level of interest in identifying activities for the purpose of sharing and comparing factors such as the training departments provide GTAs before entering the classroom or lab, the frequency and type of supervision of GTAs, and the methods of GTA evaluation. Anecdotal input from departments was that most learned of at least one GTA training activity from another department to adapt to their own GTA training program.

Related Action Plans (by Established cycle, then alpha):
Follow-up survey or focus group of respondents

Established in Cycle: 2011-2012
Conduct a follow-up survey or focus group of departmental respondents to assess overall satisfaction with the biennial survey (O...)

For full information, see the Details of Action Plans section of this report.

OthOtcm 5: Foster research and scholarly activities
Foster research and scholarly activities consistent with those of top-tier, student-centered research universities.

Connected Document
Graduate School Timetable

Related Measures

M 10: Census data on the number of graduate fellowships and funding for graduate student research and travel
Census data on the number of graduate fellowships and funding for graduate student research and travel

Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
No target established for internal graduate fellowship growth. For 2011-12 we anticipate growth of the Research and Travel Grant program to approach $500,000 in funding and 800 students supported, and an increase to $525,000 and 830 students supported in 2012-13.

Finding (2011-2012) - Target: Met
Results Summary. A total of 153 Graduate School-sponsored graduate fellowships were awarded for the 2011-12 academic year, up from 124 the previous year, 121 in 2009, and 99 in 2006. Funding for graduate student research and travel continued to grow geometrically to over $500,000 in 2011-12 and ca. 800 students funded, compared with $456,835 and 709 students the previous year and 230 students/$123,345 just 5 years ago.

Interpretations and Conclusions. Strategic plans in place continue to yield additional applications and thus application fee income. Generous yearly increases in fellowship funding from the UA Central Administration combined with additional yearly application fee income allow us to add new fellowship opportunities on a regular basis and increase the amount of funding available for the Research and Travel Grant Program.

By any measure, graduate student funding goals from internal and external sources are being met and exceeded on a yearly basis. Funding for student research and travel has increased 7-fold since 2005-06. Thanks to growth in all funding sources—internally-funded GTAs, Graduate School fellowships, and externally-funded RAs and fellowships—the number of students funded by 0.5-FTE-equivalent positions rose to a record 1,970 in Fall 2011 (1,905 old record in Fall 2010). With an enrollment of 4,774 in Fall 2011, this meant that, for the second year in a row our funded student percentage (41.3%) remained above our target of 40%, despite another large increase in the number of students.

M 11: Externally-funded research assistantship (RA) and fellowship data
Externally-funded research assistantship (RA) and fellowship data compiled by Graduate School and Office of Research

Source of Evidence: Existing data

Connected Document
Graduate School Timetable

Target:
No specific yearly targets for external fellowship and assistantship growth, but we hope to maintain continual
growth in external awards to match up to growth in internal GTA positions necessitated by teaching demand, so that we can maintain 40% or greater student support numbers (0.5-FTE-position-equivalents) even as we grow graduate student body to 5,250 in Fall 2013.

**Finding (2011-2012) - Target: Met**

**Results Summary.** In Fall 2011, 371 external O.5-FTE or greater RAs were funded, an increase of 15% increase from the previous year (321) and 51% higher than 2006 (245). 50 additional students were funded on external fellowships were funded this year, down from 77 the previous year, but still the second highest total ever. In sum, a new record 421 students were funded externally on 0.5 FTE or greater positions this year, a 7% increase over last year's old record of 395 students. Furthermore, a new record 231 students were funded on external positions smaller than 0.5 FTE, compared with the old record of 225 last year. This establishes a new record (652) for total externally funded students, besting last year's record of 620 by 5%. If these 652 positions are converted to 0.5-FTE-position-equivalents, that translates to a record 557 externally-funded 0.5-FTE-equivalent positions in Fall 2011, compared with the old record of 469 in Fall 2010.

**Interpretations and Conclusions.** We are committed to continual growth in internal and external funding sources for our students. We envision serving approximately 1,000 students with $650,000 or more in research and travel funding in the next several years. Meeting 40% funded students with our targeted 5,250 student population in Fall 2013 would require approximately 280 new positions, growth we think reasonable based on new GTA positions and faculty grant trends in place.

As noted in the Interpretations and Conclusions for Measure 5.1, our goal is to grow assistantship and fellowship funding at least as fast as growths in enrollment, in an attempt to maintain at least a 40% 0.5-FTE-equivalent student funding percentage. With 1,414 internally-funded GA/fellow positions and 557 externally-funded RA/fellow 0.5-FTE equivalent positions in Fall 2011, the 1,970 total position equivalents for 4,774 students translates to a 41.3% funded student percentage for this year, the second year in a row that we have managed to exceed 40% - while adding 483 students over the 2-year time period.

We anticipate an enrollment increase to 5,000 students in Fall 2012 and a goal of 5,250 by Fall 2013. To maintain this 40% or greater funding percentage with 5,250 students would require 2,100 total assistantship/fellowship equivalents or a growth of ca. 130 above Fall 2011 - certainly reasonable based on new GTA position and faculty grant trends in place.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### Continue 100% effective procedures

The existing procedures in Outcome 3 to begin, continue or complete required reviews in the cycle accomplished the target of 100%. The assessment findings do not suggest that any changes are required. Continue procedures in 2012-2013.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

Measure: Data showing required reviews | Outcome/Objective: Coordinate program reviews all UA degrees

**Implementation Description:** Continue regular monitoring of master program review schedule, and begin reviews entering the cycle and continue or complete reviews already in progress.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** John Schmitt, Program Review Coordinator
**Additional Resources:** None

#### Follow-up survey or focus group of respondents

Conduct a follow-up survey or focus group of departmental respondents to assess overall satisfaction with the biennial survey (Outcome 4), identify the most and least useful aspects of the survey, and identify specific ways to improve the usefulness of survey for GTA training in UA's departments.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

Measure: Biennial survey of initial and ongoing GTA training activities | Outcome/Objective: Provide GTA training assistance to departments

**Implementation Description:** Construct and administer survey and/or conduct focus group with departmental graduate program coordinators to determine ways to improve the usefulness of the biennial survey of GTA training prior to the survey's next administration in 2013.

**Projected Completion Date:** 12/2012
**Responsible Person/Group:** John Schmitt
**Additional Resources:** None

#### Reschedule final meeting if provost cannot attend

The main reason expressed for dissatisfaction with the final meeting was that it was not rescheduled when a last-minute conflict prohibited the provost from attending. In the future, final program review (Outcome 3) meetings will be rescheduled in such a situation.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

Measure: Program review effectiveness survey data | Outcome/Objective: Coordinate program reviews all UA degrees

**Implementation Description:** If there is a last-minute conflict with the provost's schedule, the meeting will be...
Simplify information entry in online committee report

Survey input showed that the part of the new online system for entering and viewing the committee report needs to be simplified for easier navigation. The Program Review Coordinator will meet with the system's designers in Institutional Research and Assessment to identify and implement actions needed to simplify this program review (Outcome 3) component.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):

<table>
<thead>
<tr>
<th>Measure</th>
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<tr>
<td>Program review effectiveness survey data</td>
<td>Coordinate program reviews</td>
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<td>all UA degrees</td>
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Implementation Description: The Program Review Coordinator will meet with staff of Institutional Research to identify ways to simplify text and data entry into review committee reports online.

Projected Completion Date: 08/2012  
Responsible Person/Group: John Schmitt, Program Review Coordinator  
Additional Resources: None
### III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<table>
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<tr>
<th>Outcome #1 Graduate Enrollment</th>
<th>Outcome #2 Af. American Graduate Enrollment</th>
<th>Outcome #3 Program Review</th>
<th>Outcome #4 GTA Orientation &amp; Training</th>
<th>Outcome #5 Research &amp; Scholarly Activity</th>
<th>Outcome #6</th>
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<td>UA Registrar’s enrollment data for current Fall semester vs. previous Fall semester</td>
<td>OIRA enrollment data for Af. Amer. grad students for current Fall semester vs. previous Fall semester</td>
<td>Monitor &amp; update master schedule of full and modified reviews</td>
<td>Initiate this AY’s full reviews &amp; modified reviews</td>
<td>Evaluate results of post-GTA Workshop survey of participants &amp; plan needed changes for next Workshop</td>
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<tr>
<td>January</td>
<td>Monitor &amp; update master schedule of full and modified reviews</td>
<td>Meet all steps to date in timetable for each review</td>
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<td></td>
<td>Initiate online biennial (odd numbered years) survey of all departments’ GTA training activities</td>
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<td>February</td>
<td>Monitor &amp; update master schedule of full and modified reviews</td>
<td>Meet all steps to date in timetable for each review</td>
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<td></td>
<td>Continue survey of departments’ GTA training activities</td>
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<td>March</td>
<td>Monitor &amp; update master schedule of full and modified reviews</td>
<td>Meet all steps to date in timetable for each review</td>
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<td>Continue survey of departments’ GTA training activities</td>
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<td>April</td>
<td>Monitor &amp; update master schedule of full and modified reviews</td>
<td>Meet all steps to date in timetable for each review</td>
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<td>Conclude survey of departments’ GTA training activities; post summary data for depts. to use in making changes in</td>
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<td>Month</td>
<td>Meet all steps to date in timetable for each review</td>
<td>training</td>
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| May   | Monitor & update master schedule of full and modified reviews  
      | Determine whether all reviews for this AY were completed on time  
      | Survey review participants for review strengths, weaknesses, and changes to make |
| June  | Monitor & update master schedule of full and modified reviews  
      | Census data on the number of graduate fellowships and funding for graduate student research and travel  
      | Internal funding data from Graduate School records  
      | Data on external RAs and Fellows from the Office of Research |
|       | Monitor &                                         |          |
| July          | update master schedule of full and modified reviews | | |
|--------------|-----------------------------------------------------|----------------|
| August       | Monitor & update master schedule of full and modified reviews | Conduct the Workshop for New GTAs Conduct online survey of all GTA Workshop participants |