

Outcomes Assessment Plan  
The Graduate School  
North Carolina State University

Outcomes	Assessment Data <sup>1</sup>	Collection	Response
<p>1. The university will grow graduate enrollment<sup>2</sup> in accordance with projections of the Enrollment Committee.</p> <p>The Graduate School will provide leadership in growing graduate enrollment by:</p> <ul style="list-style-type: none"> <li>• Supporting recruiting efforts of individual graduate programs</li> <li>• Generating active interest in and enrollment at NC State through recruiting events that target general populations of prospective graduate students</li> <li>• Improving overall retention and time-to-degree of graduate students</li> <li>• Increasing private donations for graduate student fellowships and other kinds of funding to attract more students</li> </ul>	<p>The following data are to be collected and displayed in a 10-year profile with 1-, 5-, and 10-year percentage changes:</p> <ul style="list-style-type: none"> <li>• Overall applications, admissions, and enrollment</li> <li>• Overall enrollment of all grad students in the university</li> <li>• Overall enrollment of master’s students</li> <li>• Overall enrollment of doctoral students</li> <li>• Overall attrition rates and time-to-degree of master’s students</li> <li>• Overall attrition rates and time-to-degree of doctoral students</li> </ul> <p>Additional data to be collected are:</p> <ul style="list-style-type: none"> <li>• Amount of matching funds awarded to programs for recruiting, number of programs that apply, and number of programs funded</li> <li>• Number of recruiting events sponsored by Graduate School targeting a broad audience</li> <li>• Yield from recruiting events sponsored by the Graduate School targeting a broad audience (number of recruiting contacts; number and percentage of contacts who [1] initiate an application process, [2] complete the process, and [3] enroll at NC State)</li> <li>• Amount of private donations to the Graduate School for direct support of graduate students and growth in graduate programs</li> </ul>	<p>Annually</p>	<p>At the end of every third academic year beginning in 2008, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>

	<ul style="list-style-type: none"> <li>Amount by which the funding base increases each year and increases in stipends for students</li> </ul>		
<p>2. The university will increase ethnic diversity<sup>3</sup> among graduate students who are U.S. citizens or permanent residents.</p> <p>The Graduate School will provide leadership in increasing ethnic diversity among graduate students by:</p> <ul style="list-style-type: none"> <li>Generating active interest in and enrollment at NC State through recruiting events that target underrepresented minority populations of prospective graduate students</li> <li>Improving retention and time-to-degree of underrepresented minorities</li> </ul>	<p>The following data are to be collected and displayed in a 10-year profile with 1-, 5-, and 10-year percentage changes:</p> <ul style="list-style-type: none"> <li>Applications, admissions, and enrollment of African American, Hispanic, and Native American students</li> <li>Graduation of African American, Hispanic, Native American, and female students</li> <li>Retention and completion rates of African American, Hispanic, and Native American students</li> </ul> <p>Additional data to be collected are:</p> <ul style="list-style-type: none"> <li>Number of recruiting events specifically targeting underrepresented minorities sponsored by Graduate School</li> <li>Yield from recruiting events specifically targeting underrepresented minorities sponsored by Graduate School (number of recruiting contacts; number and percentage of contacts who [1] initiate an application process, [2] complete the process, and [3] enroll at NC State)</li> </ul>	Annually	At the end of every third academic year beginning in 2008, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.
<p>3. The university will improve the overall quality of graduate students</p> <p>The Graduate School will provide leadership in improving the overall quality of graduate</p>	<p>The following data are to be collected and displayed in a 10-year profile with 1-, 5-, and 10-year percentage changes:</p> <ul style="list-style-type: none"> <li>GPA of enrolled students from U.S. colleges and universities: (a) undergraduate GPA of all students and (b) graduate GPA of those students who have it</li> </ul>	Annually	At the end of every third academic year beginning in 2008, the deans will have a retreat to discuss what we learned from the findings

<p>students by:</p> <ul style="list-style-type: none"> <li>• Increasing the selectivity of certain programs by helping them attract more applicants</li> <li>• Increasing private donations for graduate student fellowships and other kinds of funding to attract higher quality students</li> </ul>	<ul style="list-style-type: none"> <li>• Average GRE scores V, Q, A of all admitted students</li> <li>• Selectivity: percentage of students accepted to applied</li> <li>• Enrollment success: percentage of students enrolled to accepted</li> <li>• Amount of private donations to the Graduate School for direct support of graduate students and growth in graduate programs</li> <li>• Amount by which the funding base increases each year and increases in stipends for students</li> </ul>		<p>and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>
<p>4. The university will encourage exemplary professional development for graduate students.</p> <p>The Graduate School will provide leadership in encouraging exemplary professional development by:</p> <ul style="list-style-type: none"> <li>• Offering workshops and other experiences for preparing future leaders, preparing future college and university teachers, and promoting responsible conduct of research</li> <li>• Offering professional development events that maintain a high level of satisfaction among participants and reach a broad audience</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who participate in each kind of professional development</li> <li>• For formal professional development programs, the number of participants who complete requirements</li> <li>• Results of surveys of participant satisfaction</li> <li>• The extent of the reach of professional development to various populations (by college and by status—master’s, doctoral, postdoc)</li> </ul>	<p>Annually</p>	<p>At the end of every third academic year beginning in 2008, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>

<p>5. The university will improve graduate education and research in individual department-based doctoral programs.</p> <p>The Graduate School will provide leadership in improving graduate education and research in individual department-based doctoral programs by:</p> <ul style="list-style-type: none"> <li>• Ranking all doctoral programs according to their productivity so that the university can invest in those that have the greatest potential for raising the national and international stature of the university and can improve or eliminate those that are least productive</li> <li>• Fostering a climate of program improvement through outcomes assessment</li> </ul>	<p>The following data are to be collected for each department-based graduate program:</p> <ul style="list-style-type: none"> <li>• Number of graduates per graduate faculty member</li> <li>• Number of proposals for external competitive funding<sup>4</sup> submitted per graduate faculty member</li> <li>• Amount of external competitive funding per graduate faculty member</li> <li>• Number of scholarly publications per graduate faculty member</li> <li>• Number of scholarly publications with graduate students from the program per graduate faculty member</li> <li>• Number of applications per graduate faculty member</li> <li>• Number of faculty who actively participate in interdisciplinary and interdepartmental (ID) programs: (a) chair of a dissertation advisory committee for an ID student, (b) member of a dissertation advisory committee for an ID student (c) officially associated with an ID program</li> <li>• Number of faculty associated with an ID program submitting external grants with faculty from other departments who are also associated with the ID program</li> <li>• Selectivity: percentage of students accepted to applied</li> <li>• Enrollment success: percentage of students enrolled to accepted</li> <li>• Retention/attrition/percentage of completion of degree in 6, 7, 8, 9 10, and 10+ years</li> </ul>	<p>Annually</p>	<p>At the end of every third academic year beginning in 2009, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>
--	--	-----------------	--

	<ul style="list-style-type: none"> <li>• Average time to degree</li> </ul> <p>Additional data to be collected are:</p> <ul style="list-style-type: none"> <li>• Number and percentage of department-based programs completing biennial outcomes assessment reports when due</li> </ul>		
<p>6. The university will improve graduate education and research in individual interdisciplinary (ID) doctoral programs</p> <p>The Graduate School will provide leadership in improving graduate education and research in individual ID doctoral programs by:</p> <ul style="list-style-type: none"> <li>• Ranking all ID doctoral programs according to their productivity so that the university can invest in those that have the greatest potential for raising the national and international stature of the university and can improve or eliminate those that are least productive</li> <li>• Fostering a climate of program improvement through program outcomes assessment</li> </ul>	<p>The following data are to be collected for each ID graduate program:</p> <ul style="list-style-type: none"> <li>• Number of graduate faculty officially associated with the program</li> <li>• Number of graduate students per graduate faculty in the program</li> <li>• Number of graduates per graduate faculty for the program</li> <li>• Number of proposals for external competitive funding submitted that include faculty from different departments associated with the program</li> <li>• Amount of external competitive funding of grants that include faculty from different departments associated with the program</li> <li>• Number of scholarly publications coauthored by faculty from different departments associated with the program</li> <li>• Number of scholarly publications coauthored by faculty and students in the program</li> <li>• Selectivity: percentage of students accepted to applied</li> <li>• Enrollment success: percentage of students enrolled to accepted</li> <li>• Retention/attrition/percentage of completion of degree in 6, 7, 8, 9 10, and 10+ years</li> </ul>	Annually	<p>At the end of every third academic year beginning in 2009, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>

	<ul style="list-style-type: none"> <li>• Average time to degree</li> </ul> <p>Additional data to be collected are:</p> <ul style="list-style-type: none"> <li>• Number and percentage of programs completing biennial outcomes assessment reports when due</li> </ul>		
<p>7. The university will promote the growth and vitality of interdisciplinary (ID) programs.</p> <p>The Graduate School will provide leadership in promoting the growth and vitality of ID programs by:</p> <ul style="list-style-type: none"> <li>• Helping to implement the recommendations of the Interdisciplinary Task Force</li> <li>• Tracking the overall health of ID programs in order to address any problems indicated by the data</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new ID programs</li> <li>• Overall number of students applied to, admitted to, and enrolled in ID programs</li> <li>• Overall number of students enrolled in ID programs</li> <li>• Overall number of scholarly publications with graduate students in ID programs</li> <li>• Overall number of graduates from programs</li> <li>• Overall number of faculty associated with ID programs</li> <li>• Overall number of faculty who (a) chair and (b) serve as a committee member on ID thesis/dissertation committees</li> </ul>	Annually	At the end of every third academic year beginning in 2009, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.
<p>8. The university will improve the graduate education and career preparation of terminal and professional master's programs (see appendix for list of programs).</p> <p>The Graduate School will provide leadership in improving the graduate education and career preparation of terminal and</p>	<p>The following data for each program are to be collected and displayed in a 10-year profile:</p> <ul style="list-style-type: none"> <li>• Overall enrollment</li> <li>• Number of applications</li> <li>• Number of applicants who enroll</li> <li>• Selectivity: percentage of students accepted to applied</li> <li>• Enrollment success: percentage of students enrolled to accepted</li> <li>• Number of students graduating</li> <li>• Placement data (number and percentage of</li> </ul>	Annually	At the end of every third academic year beginning in 2009, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will

<p>professional master's programs by:</p> <ul style="list-style-type: none"> <li>• Tracking the overall health of ID programs in order to address any problems indicated by the data</li> <li>• Furnishing the structure and support for creating new professional science master's (PSM) degree programs</li> </ul>	<p>graduates placed in new positions appropriate to the field of study; number and percentage of graduates continuing in positions appropriate to the field; number and percentage of graduates remaining in N.C. in positions appropriate to the field)</p> <ul style="list-style-type: none"> <li>• Retention/attrition/percentage of completion of degree</li> <li>• Average time to degree</li> <li>• Number and health of PSM programs (using above metrics for each program and overall programs</li> </ul>		<p>report our conclusions to UPA.</p>
<p>9. The university will improve the career development and working conditions of postdoctoral scholars.</p> <p>The Graduate School will provide leadership in improving the career development and working conditions of postdoctoral scholars by:</p> <ul style="list-style-type: none"> <li>• Creating a formal mechanism for advocacy and support for postdocs</li> <li>• Offering professional development for postdocs</li> <li>• Improving the satisfaction of postdocs with their experience at NC State</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of post-docs who become actively involved in the Council of Post-Doctoral Scholars</li> <li>• Number of post-docs who participate in professional development activities</li> <li>• Surveys evaluating the satisfaction of post-docs</li> </ul>	<p>Annually</p>	<p>At the end of every third academic year beginning in 2010, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>
<p>10. The university will develop,</p>	<ul style="list-style-type: none"> <li>• Number of agreements signed</li> </ul>	<p>Annually</p>	<p>At the end of every</p>

<p>implement, and support graduate-level academic and research partnerships with international universities.</p> <p>The Graduate School will provide leadership in developing, implementing, and supporting partnerships with international universities by:</p> <ul style="list-style-type: none"> <li>• Facilitating connections between NC State programs and those of international universities</li> <li>• Encouraging faculty-to-faculty research relationships with partner universities</li> <li>• Assuring that all agreements reflect the best interests of the university and the students and adhere to SACS regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Number of international students who come to NC State as a result of partnerships</li> <li>• Number of NC State students and faculty who go to international universities as a result of partnerships</li> <li>• Number of research grants, publications, and conference presentations that involve faculty at both partner universities</li> <li>• Number of graduate students participating in research at partner universities</li> </ul>		<p>third academic year beginning in 2010, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our conclusions to UPA.</p>
<p>11. DGPs and graduate secretaries/program assistants will be satisfied with the effectiveness and efficiency of the Graduate School</p>	<ul style="list-style-type: none"> <li>• Satisfaction of DGPs with their interaction with the Graduate School (biennial survey, even years)</li> <li>• Satisfaction of graduate secretaries/program assistants with their interaction with the Graduate School (biennial survey, odd years)</li> <li>• Number of applications, student actions, plans of work, DGP recommendations, and committee actions the Graduate School processes each year (in some of these instances fewer is better)</li> </ul>	<p>Annually</p>	<p>At the end of every third academic year beginning in 2010, the deans will have a retreat to discuss what we learned from the findings and what actions should be taken as a result of what we learned. We will report our</p>

			conclusions to UPA.
--	--	--	------------------------

<sup>1</sup> All data will be posted on the Graduate School's Website.

<sup>2</sup> *Graduate enrollment* is defined as students in degree programs who have registered by census day, including distance education degrees. Excluded from this figure are students in DVM and those registered PBS.

<sup>3</sup> *Diversity* here refers to students who are U.S. citizens or permanent residents of the U.S.

<sup>4</sup> *External competitive funding* is defined as funding that comes from sources outside the university, which excludes internal funding, such as from centers based at NC State. Because the emphasis of questions of funding is on research, we only count funding in the RADAR database labeled as "Research," which excludes funding labeled as "Public Service/Extension."

## Appendix

A list of terminal and professional master's programs that will be evaluated for outcome #8.

Accounting  
Analytics  
Architecture  
Art and Design  
Business Administration  
Creative Writing  
Financial Mathematics (PSM)  
Global Innovation Management  
Graphic Design  
Industrial Design  
Integrated Mfg Sys Engineering  
International Studies  
Landscape Architecture  
Microbial Biotechnology (PSM)  
Natural Resources  
School Administration  
Social Work  
Technical Communication  
Veterinary Public Health