



## **Definition of Unit**

## **Mission Statement**

### **Reporting Year:**

2018-2019

### **Providing Department:**

College of Graduate Studies

### **Department/Unit Contact:**

Alice Camuti, Associate Dean

Mark Stephens, Dean

### **Mission/Vision/Goal Statement:**

#### **I. Mission of Graduate Studies:**

The College of Graduate Studies supports the mission of Tennessee Technological University through our commitment to the life-long success of students in high-quality instruction and learning experiences within the master's, specialist, and doctoral degree programs that encompass the College. Supporting the university "Flight Plan," the College of Graduate Studies has focused on initiative 8, developing new graduate programs, and 10, enrollment and scholarship, during this reporting year.

The mission of the College of Graduate Studies is to promote, coordinate, enhance the quality of, and serve as an advocate for graduate education programs at Tennessee Tech University, which supports both the mission and flight plan of the university. The vision of the College of Graduate Studies is to improve human knowledge through teaching, learning, research and outreach. The College of Graduate Studies is a division of Academic Affairs led by the Dean of the College of Graduate Studies who reports to the Provost.

The Graduate Studies Executive Committee (GSEC) serves the faculty and administration in the governance of the graduate program of the University. The Committee is an advisory body to the President of the University on matters relating to the interpretation of Graduate School regulations and on matters of general policy in the operation of the Graduate School. The College of Graduate Studies works very closely with this committee to support the development of new programs and to recruit the best and brightest students for the programs.

## **Goal/Objective/Outcome**

### **Goal 1: Develop a marketing and recruitment plan to increase graduate enrollment.**

#### **Define Goal:**

Goal 1: Develop a marketing and recruitment plan to maintain and increase graduate enrollment by for the reporting year. This goal supports the Flight Plan key initiative of #10, enrollment.

#### **Intended Outcomes / Objectives:**

Increase graduate applications. The more applications we receive, the more students will enroll when you consider the funnel effect.

### **Goal 2: Implement Key Performance Indictors (KPI's) and management dashboard.**

#### **Define Goal:**

**Goal 2:** Implement Key Performance Indictors (KPI's) and management dashboard to track KPI's beginning with the fall 2014 semester. This aligns with Key Priority Area #12, Efficiency and Effectiveness in the TTU Flight Plan.

#### **Intended Outcomes / Objectives:**

Increase turn around at the department level to decrease time of student application to admission.

### **Goal 3: Encourage and assist academic units to create and/or update their portfolio of graduate programs.**

#### **Define Goal:**

**Goal 3:** Offer new graduate programs in high-demand fields. This goal supports the Flight Plan initiative #8, increase graduate programs.

**Intended Outcomes / Objectives:**

New graduate degree programs were created and marketed during this timeframe including: New MPS Certificates were approved; the PSM in Manufacturing Sustainability was moved to the college of engineering; PSM programs became 100% online (if desired); Joint DNP with ETSU and the School of Nursing approved in 2017 for F2017 implementation; New MS in Accounting was approved in Spring 2017 for F2017; and name change from mental health counseling to clinical mental health counseling for counseling and psychology graduate concentration. New FastTrack programs were implemented in PSM and Exercise Science.

**Goal 4: Document new CRM application processes and identify process improvement areas on an ongoing basis.****Define Goal:**

**Goal 4:** Document admissions and graduation processes and identify process improvement on a continuous basis. Document the new CRM application process and train personnel when live. This goal aligns with Key Priority area #12, Efficiency and Effectiveness of the TTU Flight Plan.

**Intended Outcomes / Objectives:**

Implementation of a new online application through Radius was started in Spring 2018. Cutover for a new application in the system will take place on September 1, 2018 for a summer 2019 app. In addition to the new app, we are implementing a new "app review" portal allowing departments to log-in and make decisions within the Radius system. That piece of the implementation plan will go live on October 15, 2018.

**Goal 5: Develop reports including Institutional Effectiveness (IE) and Continuity of Operations Plan (COOP) and update on an annual or as needed basis.****Define Goal:**

**Goal 5:** Institutional Effectiveness (IE) and Continuity of Operations Plan (COOP) reports are developed and are to be updated on an annual basis or when changes are made. This aligns with Key Priority Area #12, Efficiency and Effectiveness of the TTU Flight Plan.

**Intended Outcomes / Objectives:**

Management reports are intended to provide goals and objectives and the progress of goals and objectives to improve efficiency, effectiveness, and performance in the unit. Unit reports have been updated as changes have taken place.

**Goal 6: Develop and implement a database to track GSEC changes to ensure substantive changes are reported to the TBR and to allow easy searching of changes made at meetings beginning. Integrate Academic Council and Board approvals.**

**Define Goal:**

Goal 6: Developed and implemented a database to track GSEC changes to ensure substantive changes. Currently implementing a spreadsheet that tracks when the change goes to the TTU Academic Council, TTU Board of Trustees, and THEC for approval. This aligns with focus area of infrastructure and resources and priority action, efficiency and effectiveness.

**Intended Outcomes / Objectives:**

With the development of a new reporting structure with TTU's Board of Trustees, our approval processes have changed significantly. In 2018 we developed an approval matrix that provides clarity on when changes need to go to GSEC, Academic Council, the Board of Trustees and in some cases to THEC.

**Goal 7: Collect and analyze time-to-degree by degree and program.**

**Define Goal:**

Goal 7: Collect and analyze time-to-degree by degree and program. Establish a goal to improve this area.

**Intended Outcomes / Objectives:**

In Spring 2018 we met with our IT support to expedite the need to develop a time to degree report and other management dashboards. At this time the reports are being developed to assist us with this data.

## **Goal 8: Develop a report to track graduate student retention data, create a plan to improve student retention.**

### **Define Goal:**

**Goal 8:** Develop a report to track graduate student retention data, create a plan to improve student retention. This aligns with priority action #12, Efficiency and Effectiveness.

### **Intended Outcomes / Objectives:**

Our IT support was able to determine Fall to Spring retention of 88.8%. We have the data of students who did not return. Our challenge is that student factors that prevent enrollment center around financial resources which we have little control over.

## **Assessment Tools**

### **Assessments: Key Performance Indicators Report (7,8)**

#### **Goal/ Outcome/ Objective:**

Tracking KPI's goals to actuals

#### **Type of Tool:**

Tracking Spreadsheet

#### **Frequency of Assessment:**

Weekly and Monthly

### **Rationale:**

1. Baseline data: The method of assessment and performance targets are to be able to track applications and other productivity measures including applications accepted, denied, and out for review. Our monitoring tool is referred to as a KPI report (Key Performance Indicators). We set targets based upon previous year results and expected recruiting targets.
2. How to define success: We will define success by enrollment growth. We are tracking enrollment numbers and monitoring our conversion or "yield" ratios to have an understanding of our

performance. We did not track yield rate or conversion from admission to enrollee. If our yield rate is less than 50% we feel we have met our goal.

3. Why is this assessment instrument used and why selected: Our KPI report is a tool that allows us to see each week where we are in relation to potential enrollment. If we are not completing student applications, we can not admit them - this report allows us to know if we are managing the process.

4. How did we analyze and make modifications: The KPI report allowed me the manager to see that we were not processing our applications in a timely manner, I was able to hire temporary help to scan the application documents (transcripts, letters of recommendation, and test scores) so that the application could be completed and forwarded to the program department for approval. In addition, I could see very easily if applications were in department reviews for too long a period of time and if so - I could contact them directly to finish their process.

## **Assessments: Annual Report (goals 1,2,3)**

### **Goal/ Outcome/ Objective:**

Departmental Goals/Objective Attainment

### **Type of Tool:**

Annual Unit Report, Other

### **Frequency of Assessment:**

Annually

### **Rationale:**

#### **Results**

#### **Metric for Goal 3:**

- **New Program Offerings:**
- PSM in Manufacturing Sustainability moved to Engineering
- EVS three new concentrations approved
- Certificates in three MPS concentrations
- MAccc Fall 2017 offering
- DNP Fall 2017 offering
- 
- **Metric for Goal 2, 7 & 8:**
- **Degrees Conferred**
- Applications continue to increase as a result of university-wide recruiting efforts.
- Application processing has improved by 500%, moving turnaround time from application to department from 30 days to 5 days.
- Incomplete applications have improved by 40%
- Accepted applications has increased over previous years.

- **Metric for Goal 2, 7, & 8:**
- Retention
- Time to Degree

## **Assessments: Applicant Tracking Management Dashboard (2,4,5)**

### **Goal/ Outcome/ Objective:**

Measures application goals

### **Type of Tool:**

### **Frequency of Assessment:**

Weekly

### **Rationale:**

1. Baseline data: During this timeframe, the College implemented a management dashboard that is distributed weekly to all departments. This new assessment allows management to see how many applications have come to the university on a weekly basis. It provides a high level view of graduate applications including the number of applications, denials, accepted, and in-review by program. The report allows me to 'track' our results to targets. Note: We have seen immediate improvements in application turn-around time as a result of implementing this management tool.

2. How do we define success: By using this assessment tool, we define success as decreasing incomplete applications and by increasing applications into the university.

In addition to tracking application dissemination to departments, we are tracking our applications to goals and processing turn-around times. We have a good idea how we are measuring up to our established goals on a weekly basis, and also how fast we are getting completed applications to the departments.

3. Why is this assessment used and why selected: Prior to 2014 the Graduate College was not using application assessment. The management team requested a weekly review of the application. We are also assessing our incomplete applications and taking a proactive approach to contacting applicants to complete the application file.

## **Assessments: COOP Plan (5)**

### **Goal/ Outcome/ Objective:**

Monitors Disaster Recovery Plan

### **Type of Tool:**

Annual Unit Report

### **Frequency of Assessment:**

Annually and as needed

### **Rationale:**

The College of Graduate Studies COOP Plan.

1. Baseline: This is a new operation assessment plan required from the President that provides details of the department's disaster recovery plan. The plan outlines: 1) responsibilities of team members; 2) plans for contingency work locations; and 3) details of document security plans.

2. How do we define success based upon the goals and target of this plan: The effectiveness of the plan is that we are making changes to ensure that the office is 100% covered in the event of a disaster. Success is defined as continued operations in the event of a disaster.

3. Why is the instrument used and why was it selected: This plan is a university-wide plan and it was selected so that all departments would provide an assessment of their area and have a plan for continuity of operations in the event of a disaster.

4. How did we analyze and make modifications: The plan was reviewed in April and we realized that we did not have realistic responses in our operation assessment. Modifications to our locations that were defined and our computer hardware needs were not assessed and required an update to the overall management plan. We had to use the expertise of the office of continuity operations to assist us in a holistic approach to assessing our disaster plan.

## **Assessments: GSEC Substantive Change Reporting (3,6)**

### **Goal/ Outcome/ Objective:**

Measures Compliance to Policies

### **Type of Tool:**

Checklist

### **Frequency of Assessment:**

Monthly

**Rationale:**

1. Baseline data and information for assessment and targets:

Graduate Studies Executive Committee meeting minutes document the submissions, discussions and approvals of changes in academic graduate programs and related procedures. The Committee meets approximately once per month. This process is considered an assessment as the meetings monitor the progress of the curriculum changes for the Graduate College and ensure compliance to catalog rules and policies. We have created a database that 'tracks' changes and allows us to assess if such changes are considered "substantive." If considered substantive they must be approved by the TBR so it is crucial that we are assessing our changes.

2. What do we define as success: Success of this assessment tool is that we are in compliance to the TBR substantive changes requirement. If we do not track and enter the data into this assessment tool, we do not have a mechanism to ensure compliance.

3. Why used and why selected: This assessment tool was customized because we did not have software or a tool on campus that housed this data. We created a searchable database that would allow the curriculum changes to be housed in a central database. This method was selected as an answer to our unique needs in fulfilling the TBR compliance requirement.

4. How do we use the data to analyze and make modifications: The tool will allow us to review the input data and determine if the data needs to be reported to the TBR.

**Assessments: Institutional Effectiveness Report (5)****Goal/ Outcome/ Objective:**

Measures Goals to Actual Results

**Type of Tool:**

Annual Unit Report

**Frequency of Assessment:**

Annually

**Rationale:**

1. Baseline data: The College of Graduate Studies Institutional Effectiveness (IE) report is issued one time per year. Report was completed and submitted for 2012-2013 in February and 2013-2014, was completed in June 2014.

2. How do we define success: This assessment tool is deemed successful if we see results that need to

be modified to help us grow as a college. Continuous improvement and program/student growth are indicators of success.

3. Why was this used and why selected: The university implemented a standard Institutional Effectiveness reporting structure that allows the unit to report results and make modifications for performance improvement.

4. How do we use the data and make modifications: The IE report is an assessment tool that allows us to reflect on what is working and not working and to implement program enhancements or changes to increase unit effectiveness.

## **Assessments: Risk Assessment (5)**

### **Goal/ Outcome/ Objective:**

Measures potential risk for loss of operation

### **Type of Tool:**

Annual Unit Report

### **Frequency of Assessment:**

every six months

### **Rationale:**

1. Baseline data/information:

The risk assessment allows Graduate Studies to identify areas within our operations and duties that make cause a risk to the university in exposure to identity violations, or protection of assets. Every six months the department updates their definitions (if needed) and rates their exposure to such risks. This assessment allows TTU management to have an understanding of any risks they may have in the area of student records, financial information, and assets. This assessment and the results are available from the Associate Dean and is also part of the business office risk assessment plan.

2. How do we define success:

The Risk Assessment tool allows the manager to view critical operations and determine safeguards to protect operation integrity. Success is defined as meeting operations without exposing TTU to damage or risk.

3. Why this assessment and why selected:

This is a university-wide assessment tools that ensures managers look at operational aspects to ensure TTU interests are protected and also to protect student information.

#### 4. How is the data analyzed and modifications made:

The risk assessment tool is reviewed by the management team every six months. As changes take place, the plan is modified to include more safeguards or to review current safeguards. Safeguards for application fees and bindery fees were implemented upon review of the tool.

## Results

### **RESULTS: Annual Reports of Operations**

#### **Goal/Objective/Outcome Number:**

Goal 4: Develop reports

#### **Results:**

**The following is an overview of several operational improvements that took place in 2018-2019:**

##### 1. Recruiting events:

Graduate Studies must use a multi-faceted recruitment approach including to recruiting. The following are recruitment strategies implemented in 2018-2019:

Face-to-face events:

1. College & Graduate School Fairs and employer fairs: 17
2. Information sessions: 6
3. Transfer student days: 1
4. Online: Social networking and blog posts to Facebook, Instagram, Twitter and LinkedIn Search engine: Key words are identified and implemented via TTU Communications and Marketing
5. COGS coordinated efforts with colleges across campus supporting other recruiting opportunities at conferences and targeted events.
6. COGS is working with the Middle TN Higher Education Alliance (MTHEA) and targeting special recruiting events at employer locations in the Middle TN area including healthcare facilities, manufacturing and service industries.

##### 2. Process Improvement:

COGS implemented the online application feature of RADIUS and APPreview for all graduate admissions programs. The planning began in August of 2018 and implementation was completed with the Summer 2019 application process. Departments received training on APPreview application review. Radius and Banner are integrated so that the Radius application information feeds into Banner, populating the appropriate banner codes. This process has provided better service to the student applicant and the department. Turnaround in application approval has increased.

##### 3. Graduate Assistantship database and reports:

A. COGS updated and automated spreadsheets to better track graduate assistantship management providing reports to the Provost and Senior Provost. All online PAF data is input into the excel file and the file is updated with student fees from another report.

**Attachments:****RESULTS: KPI assessment tool****Goal/Objective/Outcome Number:**

Goal 2: Implement Key Performance Indicators

**Results:**

COGS has defined our key performance indicators to include:

1. Enrollment

Track enrollment

Implement strategies to grow enrollment

Implement strategies to increase student retention and degree completion

2. Yield

Track application admission to enrollment

Implement strategies to increase yield. National average is 48% yield, TTU had an all-time high yield of 59% in the Fall of 2018. This yield allowed TTU to increase enrollment.

3. Application completion time

Our dashboard provides data to departments so that they can see if they are responding to applicants within 30 days of the completed app. The APPReview system should speed up this process since it is all online.

4. Graduation outcomes

With the Carnegie classification we are particularly interested in projecting our PhD conferred degrees. Performance funding depends on continued graduate degree confirmation and certificate completion.

5. Time to degree

In 2019 we have implemented new reports that analyze time to degree in an automated format.

6. Graduate Assistantship management

Data is tracked on all GA's on campus. We have created reports and tables that allow management to see where the GA's are working and how many of the students are supported by the university.

The attached reports provide that key data to the departments, Senior Provost, and Provost.

**Attachments:**

2018GradAssistsummary.xlsx; Admission Data 2008-2019.xlsx;  
conferreddegrees.xlsx; finalfall2018 dashboard.xlsx; PhD 10M - 16S 2.xlsx; PhD  
Degree Completion Trends Summer 2009 - Spring 2019.xlsx;  
phdhistoryjuly19.xlsx; yield history.xlsx

## **Modifications and Continuing Improvement to Goals/Objectives/Outcomes**

### **Modification to Goal 3 - New Program Process**

**Goal/Objective/Outcome Number:**

Goal 3

**Program Changes and Actions due to Results:**

This is a goal that we will continue to work on with the departments using the new TTU board approval process.

We have developed a matrix that allows us to better interpret the approval process for new programs, certificates, concentrations, and degrees. The matrix also includes the approval process for changes to existing programs.

**Link to Assessment:**

**Link to 'Tech Tomorrow' Strategic Plan:**

### **Modification to Goal 4 CRM and Processes**

**Goal/Objective/Outcome Number:**

Goal 4

## **Program Changes and Actions due to Results:**

The CRM was implemented at the beginning of the 2016-2017 reporting year. Only the prospect management tool was implemented. The Application tool was delayed due to programming. In August of 2018 the application and APPreview project began implementation. The project was completed with the summer 2019 application. The system is interfaced with BANNER and all data is being moved between the systems. The student application portal has greatly improved with the new implementation. In addition, the APPreview system has increased efficiencies and turn around time in the approval process.

## **Link to Assessment:**

This will tie in to the applicant tracking dashboard in use by the office.

## **Link to 'Tech Tomorrow' Strategic Plan:**

Efficiency and Effectiveness

## **Improvement to Assessment Plan**

## **Improvement to Tracking and KPI reports**

## **Improvements to Assessment Plan:**

The implementation of the new RADIUS online application is more efficient from the end-user perspective. Students are able to upload all of their documents at any point in the process. Students are also able to manage their letter of recommendations portal making it easier for recommenders to respond online.

APPreview has improved application review turn-around time.

## **Report Attachments**

## Admissions History – 10 Years

	2008-2009		2009-2010		2010-2011	
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Number <b>Completed</b> Apps	1864	603	1867	519	1646	438
Number Admits (Overall)	1556	416	1429	434	1472	371
Breakdown (of Admits) by College:						
Arts & Sciences	27	7	33	12	26	8
Business	109	74	106	73	107	69
Education	350	225	834**	219	302	189
Engineering	139	35	142	59	144	55
Interdisciplinary Studies	17	11	14	9	12	10
Nursing	18	10	14	11	17	10
Nondegree--Incl Tech for Teachers*	896	54	286	51	864	30
<b>Degree Level</b>						
Doctoral	45	9	41	21	42	18
Specialist in Education	117	68	170	44	70	53
Master's	1394	339	1218	369	1360	300
<b>Residence</b>						
Tennessee	1396	374	1262	364	1323	320
Out of State	61	25	67	21	30	13
International	99	17	100	49	119	38
*Tech for Teachers--Fall semesters only (phased out by Fall 13)						
** Many Tech for Teachers admitted into CI						

	2011-2012		2012-2013		2013-2014	
	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Number <b>Completed</b> Apps	1461	402	1184	504	670	413
Number Admits (Overall)	1307	323	1000	359	473	285
Breakdown (of Admits) by College:						
Arts & Sciences	26	5	33	8	27	7

	2011-2012		2012-2013		2013-2014	
Business	114	58	105	65	81	49
Education	205	142	227	162	180	97
Engineering	126	45	130	58	93	70
Interdisciplinary Studies	16	5	14	16	21	12
Nursing	23	43	43	26	51	31
Nondegree--Incl Tech for Teachers*	797	25	448	24	20	19
<b>Degree Level</b>						
Doctoral	34	11	53	16	38	30
Specialist in Education	49	40	54	35	31	20
Master's	1224	272	893	308	404	235
<b>Residence</b>						
Tennessee	1169	273	861	290	352	205
Out of State	32	11	25	13	34	16
International	106	39	114	56	87	64
*Tech for Teachers--Fall semesters only (phased out by Fall 13)						
** Many Tech for Teachers admitted into CI						

	2014-2015		2015-2016		2016-2017	
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number <b>Completed</b> Apps	949	875	1152	608	895	626
Number Admits (Overall)	608	405	610	320	548	377
Breakdown (of Admits) by College:						
Arts & Sciences	33	15	26	10	17	10
Business	114	68	123	59	94	89
Education	145	123	155	79	138	98
Engineering	239	137	239	104	178	103
Interdisciplinary Studies	24	22	32	21	31	39
Nursing	40	22	24	29	29	27
Nondegree--Incl Tech for Teachers*	13	18	11	18	17	11
<b>Degree Level</b>						
Doctoral	76	44	91	35	73	40

	2014-2015		2015-2016		2016-2017	
Specialist in Education	29	37	22	22	31	30
Master's	503	324	497	263	444	307
<b>Residence</b>						
Tennessee	356	268	358	219	315	272
Out of State	23	15	16	10	26	17
International	229	122	236	91	207	88

	2017-2018		2018-2019	
	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number <b>Completed</b> Apps	777	460	766	403
Number Admits (Overall)	591	302	578	279
Breakdown (of Admits) by College:				
Arts & Sciences	37	12	25	13
Business	129	49	108	52
Education	156	88	169	78
Engineering	166	66	158	55
Interdisciplinary Studies	51	44	45	37
Nursing	36	31	54	36
Nondegree--Incl Tech for Teachers*	16	12	19	8
<b>Degree Level</b>				
Doctoral	74	32	68	35
Specialist in Education	31	25	31	7
Master's	486	245	479	237
<b>Residence</b>				
Tennessee	404	231	445	205
Out of State	33	20	30	26
International	154	51	103	48

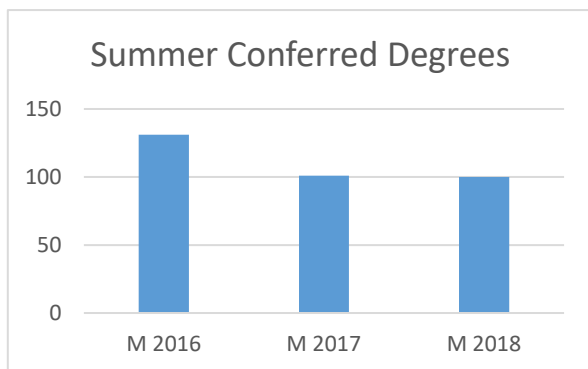
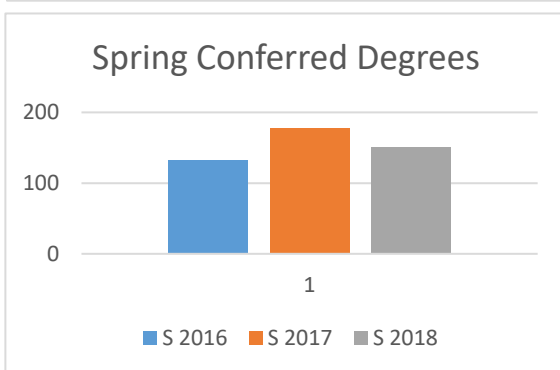
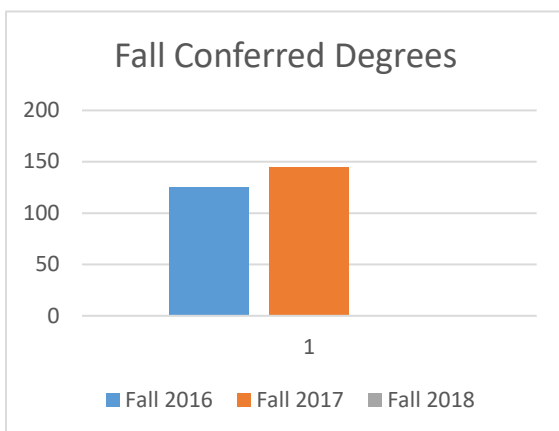
## Fall 2018 Graduate Assistantship Summary

Type Of Assistantship	Awarding	Awarding Dept.	Total GAs	Monthly Stipend Amt	Total Stipends Awarded	Total Fees Paid
Research	Arts & Sciences	Physics	1	\$ 1,500	\$ 6,000	\$ 11,254
	Education	CI	1	\$ 650	\$ 2,600	\$ 6,632
		ELPHD	10	\$ 10,000	\$ 40,000	\$ 78,444
	Engineering	CEROC	3	\$ 2,700	\$ 10,800	\$ 20,679
		CESR	4	\$ 3,539	\$ 14,154	\$ 27,965
		CMR	16	\$ 21,500	\$ 86,000	\$ 140,956
		COE	8	\$ 12,300	\$ 49,200	\$ 75,940
		CSC	1	\$ 1,500	\$ 6,000	\$ 9,687
		ECE	1	\$ 1,500	\$ 6,000	\$ 11,704
		ME	3	\$ 4,000	\$ 16,000	\$ 27,527
	Research & Econ Devel	Walter Center	1	\$ 1,200	\$ 4,800	\$ 10,896
Research Total			49	\$ 60,389	\$ 241,554	\$ 421,681
Support	Athletics	Mens Tennis	1	\$ 725	\$ 2,900	\$ 6,482
		Strength & Conditioni	2	\$ 2,000	\$ 8,000	\$ 15,164
	BUSINESS OFFICE	BURSAR	1	\$ 750	\$ 3,000	\$ 7,362
	COIS	PSM	1	\$ 1,200	\$ 4,800	\$ 10,054
	Education	CP	1	\$ 588	\$ 2,352	\$ 7,606
		SSPP	1	\$ 588	\$ 2,352	\$ 8,372
		Student Success Ctr	3	\$ 1,800	\$ 7,200	\$ 20,384
	Provost Office	Center for Inn in Teac	1	\$ 500	\$ 2,000	\$ 4,627
		Office of Creative Inq	1	\$ 500	\$ 2,000	\$ 4,627
		Study Abroad	1	\$ 550	\$ 2,200	\$ 8,743
	Student Affairs	Accounting	1	\$ 563	\$ 2,252	\$ 2,252
		Campus Rec IM Sports	1	\$ 750	\$ 3,000	\$ 3,000
		Disability Services	1	\$ 600	\$ 2,400	\$ 8,420
		Eagle Card Office	1	\$ 563	\$ 2,252	\$ 2,252
		Student Affairs	1	\$ 563	\$ 2,252	\$ 2,252
		Varsity Spirit	1	\$ 800	\$ 3,200	\$ 9,743
Support Total			19	\$ 13,040	\$ 52,160	\$ 121,337
Teaching	Arts & Sciences	Aquatic Biology & Fish	1	\$ 1,200	\$ 4,800	\$ 10,441
		BIOL	9	\$ 10,800	\$ 43,200	\$ 50,900
		ENG	7	\$ 7,000	\$ 28,000	\$ 57,324
		MATH	4	\$ 4,800	\$ 19,200	\$ 19,200
	COIS	ENVS	4	\$ 7,000	\$ 28,000	\$ 43,595
	Education	CI	1	\$ 650	\$ 2,600	\$ 2,600
		EXPW	11	\$ 6,150	\$ 24,600	\$ 81,048
	Engineering	CSC	3	\$ 3,000	\$ 12,000	\$ 14,852
		ECE	12	\$ 13,700	\$ 54,800	\$ 80,561
		ME	5	\$ 6,300	\$ 25,200	\$ 43,024
Teaching Total			57	\$ 60,600	\$ 242,400	\$ 403,541
Grand Total			125	\$ 134,029	\$ 536,114	\$ 946,559

## Conferred Degrees Comparison

### Conferred Graduate Degrees

Fall 2016	Fall 2017	Fall 2018
125	145	
S 2016	S 2017	S 2018
132	178	150
M 2016	M 2017	M 2018
131	101	100

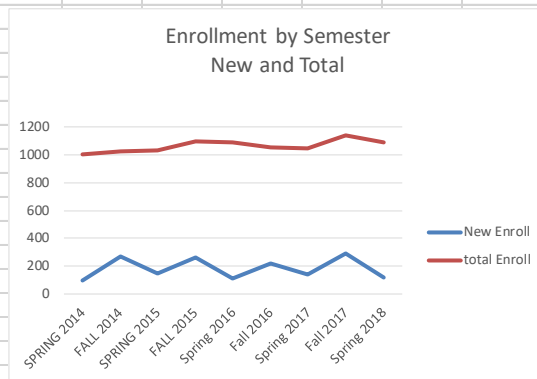
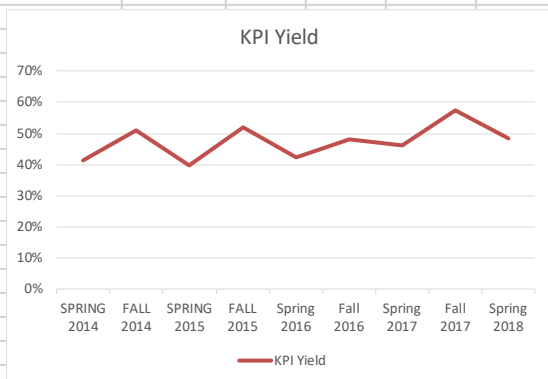


# COLLEGE OF GRADUATE STUDIES INSTITUTIONAL EFFECTIVENESS REPORT 2018-2019

PhD Enrollment by Program and Load												
Fall 2009 - Fall 2018 (IPEDS)												
PhD Enrollment by Program										3-Yr %	1-Yr %	
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Change	Change	Fall
25	21	23	36	36	35	40	38	41	34	-15.0%	-17.1%	Education
25	21	23	36	36	35	40	38	41	34	-15.0%	-17.1%	Exceptional Learning (PhD)
50	54	49	50	48	66	88	85	105	104	18.2%	-1.0%	Engineering
50	54	49	50	48	66	88	85	105	104	18.2%	-1.0%	Engineering (PhD)
17	15	16	17	14	14	16	14	17	20	25.0%	17.6%	Interdisciplinary Studies
17	15	16	17	14	14	16	14	17	20	25.0%	17.6%	Environmental Sciences (PhD)
0	0	0	0	0	0	0	0	10	16	-	60.0%	Nursing
-	-	-	-	-	-	-	-	10	16	-	60.0%	Nursing Practice (DNP)
92	90	88	103	98	115	144	137	173	174	20.8%	0.6%	Total
PhD Enrollment by Program (Full-Time) (Attempted Hours Greater Than or Equal to 9)										3-Yr %	1-Yr %	
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Change	Change	Fall
11	11	11	6	14	10	14	10	9	14	0.0%	55.6%	Education
11	11	11	6	14	10	14	10	9	14	0.0%	55.6%	Exceptional Learning (PhD)
32	24	22	24	29	40	30	30	22	21	-30.0%	-4.5%	Engineering
32	24	22	24	29	40	30	30	22	21	-30.0%	-4.5%	Engineering (PhD)
9	9	4	2	4	4	4	2	2	3	-25.0%	50.0%	Interdisciplinary Studies
9	9	4	2	4	4	4	2	2	3	-25.0%	50.0%	Environmental Sciences (PhD)
0	0	0	0	0	0	0	0	0	7	-	-	Nursing
-	-	-	-	-	-	-	-	0	7	-	-	Nursing Practice (DNP)
52	44	37	32	47	54	48	42	33	45	-6.3%	36.4%	Total
PhD Enrollment by Program (Part-Time) (Attempted Hours Less Than 9)										3-Yr %	1-Yr %	
2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Change	Change	Fall
14	10	12	30	22	25	26	28	32	20	-23.1%	-37.5%	Education
14	10	12	30	22	25	26	28	32	20	-23.1%	-37.5%	Exceptional Learning (PhD)
18	30	27	26	19	26	58	55	83	83	43.1%	0.0%	Engineering
18	30	27	26	19	26	58	55	83	83	43.1%	0.0%	Engineering (PhD)
8	6	12	15	10	10	12	12	15	17	41.7%	13.3%	Interdisciplinary Studies
8	6	12	15	10	10	12	12	15	17	41.7%	13.3%	Environmental Sciences (PhD)
0	0	0	0	0	0	0	0	10	9	-	-10.0%	Nursing
-	-	-	-	-	-	-	-	10	9	-	-10.0%	Nursing Practice (DNP)
40	46	51	71	51	61	96	95	140	129	34.4%	-7.9%	Total

PhD Degree Completions by Program												
2009/2010 - 2018/2019												
PhD Degree Completions by Program										3-Yr %	1-Yr %	Year
2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Change	Change	
7	8	3	1	6	5	5	10	8	5	0.0%	-37.5%	Education
7	8	3	1	6	5	5	10	8	5	0.0%	-37.5%	Exceptional Learning (PhD)
9	10	14	6	13	9	7	12	8	15	114.3%	87.5%	Engineering
9	10	14	6	13	9	7	12	8	15	114.3%	87.5%	Engineering (PhD)
3	3	1	5	4	5	0	1	3	5	-	66.7%	Interdisciplinary Studies
3	3	1	5	4	5	0	1	3	5	-	66.7%	Environmental Sciences (PhD)
19	21	18	12	23	19	12	23	19	25	108.3%	31.6%	Total

KPI Yield											
SEMESTER	Apps Recd	Accepted	Denied	incomplete	New Enroll	total Enroll	Yield	(new enrollment/# accepted)			
SPRING 2014	506	241	91	136	100	1003	41%				
FALL 2014	1116	536	270	194	273	1025	51%				
SPRING 2015	966	361	383	133	144	1030	40%				
FALL 2015	1291	505	448	163	263	1099	52%				
Spring 2016	681	262	213	108	111	1092	42%				
Fall 2016	1037	450	269	160	217	1055	48%				
Spring 2017	664	304	141	98	140	1046	46%				
Fall 2017	873	510	114	112	293	1139	57%				
Spring 2018	546	248	55	117	120	1090	48%				



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