

July 14, 2007

To: Jay Jordan, Associate Dean for Research and Graduate Studies

From: Linda Lacey, Dean of the Graduate School



Re: Report on Graduate Assistantship Re-allocation

Background: On January 24, 2002, the interim Dean of the Graduate School, Roy C. Rodriguez presented his report to Dr. Flores on Graduate Assistant Allocations. The report was developed by a sub-committee of the Graduate Council. The sub-committee used a growth formula to determine the number of graduate assistantship slots that should be moved from one college to the next. As indicated in the attached report dated January 24, 2002, the recommendations were to move 19 graduate assistantship slots from the College of Engineering to other colleges including Health and Social Services. The report was presented to the Academic Deans Council. However, the decision to move graduate assistantship slots was made by Dr. Flores. He moved 6 slots from the College of Engineering to Health and Social Services prior to my arrival.

On November 19, 2004, Dr. Flores asked the Graduate School to work with the Graduate Council to review current enrollment growth trends and utilize existing guidelines and policies to determine the reallocation of graduate assistants. In discussions with Dr. Flores, I indicated that in addition to enrollment growth, the Graduate council also wanted to take into consideration retention of graduate students and graduation rates. Some programs of NMSU have kept their programs small to ensure that students complete their programs in a timely manner. These programs need to be recognized for their efforts in graduating students. At the national and state level, concerns are being raised about the ability of universities to retain graduate as well as undergraduate students.

Summary of the Graduate Assistantship Re-allocation Committee Meetings

The first meeting of the re-allocation committee took place on **January 25, 2005**. The sub-committee consisted of three members of Graduate Council. During this first meeting, we reviewed the formula created in 2001 and agreed that we needed to test it with data to determine the impact it would have on colleges. The minutes of the first meeting were shared with the Academic Dean's Council. The deans reviewed the minutes and asked that all colleges be represented on the committee.

During the **April 13, 2005** meeting, all colleges were represented on the committee. During the meeting data were presented that were based on using the 2001 formula. Data was also presented on retention and years to degree completion for Ph.D. and Master's degree students.

The committee questioned the average number of years to calculate retention and asked for a 6 year completion period for doctoral degree students.

Much of the discussion during the **May 12, 2005** meeting focused on the retention rates and the start date of the semester. It was felt that if a complete year was used, retention rates would be higher.

The **July 27, 2005** meeting began efforts to review critical unique needs across campus. The College of Extended Learning requested 8 graduate assistant slots to help them meet the needs of faculty. We also discussed plans to have two open forums for faculty for the fall semester.

The Agenda for the **October 26, 2005** meeting focused on unique needs across campus including: a) programs impacted by the new general education requirements; b) high teacher-student ratios; c) new degree programs; d) new distance education programs; e) service learning programs; f) lab sciences; and g) clinical learning.

The **November 18, 2005** meeting was devoted to unique needs presentations. Dean Brandon discussed enrollment growth, new degree programs, service learning and the need for an increase in graduate assistantships. The Department of Counseling and Educational Psychology discussed the needs of clinical courses. The Department of Electrical and Computer Engineering discussed the critical need of graduate assistants in lab science courses.

The **February 16, 2006** meeting focused on the needs of the College of Extended Learning. As mentioned prior, 8 graduate assistants were requested.

April 10, 2006 was the last meeting of the committee. The growth formula and the growth and retention formula were presented with data from 2005. The next step was to obtain the actual graduate assistantship data to determine how many slots should be re-allocated based on both models. We also discussed using the need to update the enrollment and retention data.

In academic year 2006 – 2007, Judy Bosland was no longer available to continue with the data analysis for the committee. She changed jobs on campus. More important, the data were not easy accessible once the campus changed from Vistas to Banner. Please note that I had asked ICT to help with the data analysis needs of the Graduate School. Like most programs on campus, we are on a long waiting list.

My recommendations for next steps

- A) The formulas, one based on growth and one based on growth and graduation rates, produce different results as indicated in my analysis using 2005 data (see attached). I suggest that we present both results to the Academic Dean's Council once new data are applied to the formulas. Let's let the Deans decide which one they wish to use. My guess is that high growth colleges will want to use the growth formula that was developed in 2001 while the College of Agriculture will favor the growth and retention

formula since they have the highest retention rates on campus. Some of their PhD. programs have 80 to 85 percent graduate rates within 4.5 years, one of the highest in the Nation!

- B) I also would like to present this brief report to the Academic Dean's Council with the attached minutes. I would like to make it known that each college was involved in the decision making process. I would also like to ask the following questions: 1) Should graduate assistantships be set aside to meet unique needs on campus? 2) What percent of graduate assistantships should be set aside for special needs? and 3) How should we prioritize special needs on campus?
- C) I look forward to meeting with you to discuss this brief report, and next steps. Please let me know when I can provide this report and attachments and the data electronically to the College of Business.

Movement of Graduate Assistantship Slots based on Fall and Spring 2002 to 2005 Enrollment Data

The first tables indicate ^{Possible}~~the actual~~ movement of graduate assistantships from one college to the other. These tables are based on enrollment data from 2002 to 2005. They need to be updated since enrollment trends have changed among the colleges.

The next set of tables show the actual formulas that were used including the growth formula for 2001 and the growth and retention formula of 2006.

A discussion of the formula of 2001 can be found in the report to Provost Flores of January 2002. The retention part of the formula includes graduation rates over a given time period for both master's and doctoral degree students.

**Summary of Re-allocations based on Fall and Spring 2002 to 2005 Enrollment
Proposed Movement of Graduate Assistantships**

| College | Number of Grad. Programs | Spr. 2006 No. of GA | Model Growth | Ratio 422/473 | Model + Retention | Ratio 422/465 |
|-------------------------------|--------------------------|---------------------|--------------|-----------------|-------------------|-----------------|
| Ag. & Home Economics | 13 | 43.25 | 50 | 44.63531 | 52 | 47.21935 |
| Arts & Sciences | 30 | 210.25 | 233 | 208.0005 | 210 | 190.6935 |
| Bus. Admin and Economics | 5 | 52.25 | 55 | 49.09884 | 65 | 59.02419 |
| Education | 10 | 41 | 59 | 52.66966 | 58 | 52.66774 |
| Engineering | 7 | 56.75 | 40 | 35.70824 | 39 | 35.41452 |
| Interdisciplinary (Molecular) | 4 | 5.75 | 9 | 8.034355 | 7 | 6.356452 |
| Health and Soc. Services | <u>3</u> | <u>13</u> | <u>27</u> | <u>24.10306</u> | <u>34</u> | <u>30.87419</u> |
| Total | 72 | 422.25 | 473 | 422.25 | 465 | 422.25 |

| Colleges | Growth Model | Growth + Retention Model |
|-------------------------------|--------------|--------------------------|
| Ag. & Home Economics | 1.385305 | 3.969354 |
| Arts & Sciences | -2.249479 | -19.55646 |
| Bus. Admin and Economics | -3.151165 | 6.774193 |
| Education | 11.66966 | 11.66774 |
| Engineering | -21.04176 | -21.33548 |
| Interdisciplinary (Molecular) | 2.2843549 | 0.606452 |
| Health and Soc. Services | 11.103065 | 17.87419 |

Note that we have a total of 422 graduate assistantships available to departments. The ratio was used to bring the number of slots to the actual slots available.

Graduate Student Allocation Model Update
 Spring 2006
 Based on Course Enrollments, Fall & Spring, 2002 - 2005
 New Mexico State University, Main Campus

Original Formula from 2001:

growth model

Part D. Graduate Student Allocation Prediction
 Formula: $\text{Number of GAS} = 2(P) + 1/38(U/15 + G/9)$

| College | Graduate Programs (P) | Average Undergraduate SCH/Semester (U) | Average Graduate SCH/Semester (G) | FTE Undergraduates = U/15 | FTE Graduates = G/9 | Calculated Number of GAS |
|------------------------------|-----------------------|--|-----------------------------------|---------------------------|---------------------|--------------------------|
| Agriculture & Home Economics | 13 | 11,679.1 | 1,222.7 | 778.6 | 135.9 | 50 |
| Arts & Sciences | 30 | 88,733.4 | 5,943.3 | 5,915.6 | 660.4 | 233 |
| Business | 5 | 22,488.7 | 1,782.5 | 1,499.2 | 198.1 | 55 |
| Education | 10 | 12,835.1 | 5,622.2 | 855.7 | 624.7 | 59 |
| Engineering | 7 | 11,493.9 | 2,132.5 | 766.3 | 236.9 | 40 |
| Interdisciplinary (GR) | 4 | 22.2 | 479.6 | 1.5 | 53.3 | 9 |
| Health & Soc. Services | 3 | 9,111.6 | 1,701.3 | 607.4 | 189.0 | 27 |
| Total | 72 | 156,363.9 | 18,884.1 | 10,424.3 | 2,098.2 | 474 |

Source: CHE Course Files, current SSI

growth and retention model 2005/2006
 Formula Adding in Retention Rates: $\text{Number of GAS} = [2(P) + 1/38(U/15 + G/9)] * (Rc/Rg)$

| College | Graduate Programs (P) | Average Undergraduate SCH/Semester (U) | Average Graduate SCH/Semester (G) | FTE Undergraduates = U/15 | FTE Graduates = G/9 | Graduation Rate Factor | Adequate Number of GAS |
|------------------------|-----------------------|--|-----------------------------------|---------------------------|---------------------|------------------------|------------------------|
| Ag. & Home Econ. | 13 | 11679.07 | 1222.68 | 778.6 | 135.854 | 1.038 | 52 |
| Arts & Sciences | 30 | 88733.42 | 5943.28 | 5915.56 | 660.365 | 0.903 | 210 |
| Bus. Admin & Econ. | 5 | 22488.65 | 1782.53 | 1499.24 | 198.059 | 1.188 | 65 |
| Education | 10 | 12835.1 | 5622.23 | 855.67 | 624.693 | 0.985 | 58 |
| Engineering | 7 | 11493.9 | 2132.47 | 766.26 | 236.941 | 0.968 | 39 |
| Interdisciplinary (GR) | 4 | 22.17 | 479.57 | 1.48 | 53.285 | 0.718 | 7 |
| Health & Soc. Services | 3 | 9111.58 | 1701.32 | 607.44 | 189.035 | 1.254 | 34 |
| Total | 72 | 156,363.9 | 18,884.1 | 10,424.3 | 2,098.2 | | 465 |

Graduate Student Allocation Model Update
Spring 2006
Based on Course Enrollments, Fall & Spring, 2002 - 2005
New Mexico State University, Main Campus

Base Information for Graduation Rate Factor

| College (Rc) | Master's Cohort | Master's Graduated | PhD Cohort | PhD Graduated | Master's & PhD Cohorts | Master's & PhD Graduated | College Graduation Rate |
|------------------------|-----------------|--------------------|------------|---------------|------------------------|--------------------------|-------------------------|
| Ag. & Home Econ. | 288 | 209 | 47 | 33 | 335 | 242 | 72.2% |
| Arts & Sciences | 818 | 555 | 216 | 95 | 1,034 | 650 | 62.9% |
| Bus. Admin & Econ. | 278 | 230 | 28 | 23 | 306 | 253 | 82.7% |
| Education | 453 | 328 | 107 | 56 | 560 | 384 | 68.6% |
| Engineering | 278 | 198 | 87 | 48 | 365 | 246 | 67.4% |
| Interdisciplinary (GR) | 18 | 9 | 26 | 13 | 44 | 22 | 50.0% |
| Health & Soc. Services | 244 | 213 | | | 244 | 213 | 87.3% |
| Total (Rt) | 2,377 | 1,742 | 511 | 268 | 2,888 | 2,010 | 69.6% |

Note: Master's Cohort is based on initial entry into a Master's program, in any semester, as a full-time student. A full-time student includes those students who enrolled in at least nine credits during their first fall or spring semester. Summer entering students who do not enroll for at least nine credits in the fall semester after entering, are considered to be part-time.

Master's Cohorts entering between **Summer 1 1995 and Spring 2000**, inclusive, are included in these counts. Graduation is based on degree awarded within five years of initial enrollment.

PhD Cohort is based on initial entry into a PhD program, in any semester, as a full-time student. A full-time student includes those students who enrolled in at least nine credits during their first fall or spring semester. Summer entering students who do not enroll for at least nine credits in the fall semester after entering, are considered to be part-time.

PhD Cohorts entering between **Summer 1 1994 and Spring 1999**, inclusive, are included in these counts. Graduation is based on degree awarded within seven years of initial enrollment.

Graduate Student Allocation Model Update
 Spring 2006
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 New Mexico State University, Main Campus

Change made in GA Allocation Subcommittee based on average credit enrollment by students, 2005:

Part D. Graduate Student Allocation Prediction
 Formula: $\text{Number of GAS} = 2(P) + 1/38(U/12.6 + G/7)$

| College | Graduate Programs (P) | Average Undergraduate SCH/Semester (U) | Average Graduate SCH/Semester (G) | FTE Undergraduates = U/12.6 | FTE Graduates = G/7 | Calculated Number of GAS |
|------------------------|-----------------------|--|-----------------------------------|-----------------------------|---------------------|--------------------------|
| Ag. & Home Econ. | 13 | 11679.07 | 1222.68 | 926.9 | 174.7 | 55 |
| Arts & Sciences | 30 | 88733.42 | 5943.28 | 7,042.3 | 849.0 | 268 |
| Bus. Admin & Econ. | 5 | 22488.65 | 1782.53 | 1,784.8 | 254.6 | 64 |
| Education | 10 | 12835.1 | 5622.23 | 1,018.7 | 803.2 | 68 |
| Engineering | 7 | 1493.9 | 2132.47 | 912.2 | 304.6 | 46 |
| Interdisciplinary (GR) | 4 | 22.17 | 479.57 | 1.8 | 68.5 | 10 |
| Health & Soc. Services | 3 | 9111.58 | 1701.32 | 723.1 | 243.0 | 31 |
| Total | 72 | 156,363.9 | 18,884.1 | 12,409.8 | 2,697.7 | 542 |

Source: CHE Course Files, current SSI

Formula Adding in Retention Rates: $\text{Number of GAS} = [2(P) + 1/38(U/12.6 + G/7)] * (Rc/Rg)$

| College | Graduate Programs (P) | Average Undergraduate SCH/Semester (U) | Average Graduate SCH/Semester (G) | FTE Undergraduates = U/12.6 | FTE Graduates = G/7 | Graduation Rate Factor | Calculated Number of GAS |
|------------------------|-----------------------|--|-----------------------------------|-----------------------------|---------------------|------------------------|--------------------------|
| Ag. & Home Econ. | 13 | 11679.07 | 1222.68 | 926.9 | 174.7 | 1.038 | 57 |
| Arts & Sciences | 30 | 88733.42 | 5943.28 | 7,042.3 | 849.0 | 0.903 | 242 |
| Bus. Admin & Econ. | 5 | 22488.65 | 1782.53 | 1,784.8 | 254.6 | 1.188 | 76 |
| Education | 10 | 12835.1 | 5622.23 | 1,018.7 | 803.2 | 0.985 | 67 |
| Engineering | 7 | 1493.9 | 2132.47 | 912.2 | 304.6 | 0.968 | 45 |
| Interdisciplinary (GR) | 4 | 22.17 | 479.57 | 1.8 | 68.5 | 0.718 | 7 |
| Health & Soc. Services | 3 | 9111.58 | 1701.32 | 723.1 | 243.0 | 1.254 | 39 |
| Total | 72 | 156,363.9 | 18,884.1 | 12,409.8 | 2,697.7 | | 532 |

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| Total (Rt) | 2,377 | 1,742 | 511 | 268 | 2,888 | 2,010 | 69.6% |

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PhD Cohorts entering between **Summer I 1994 and Spring 1999**, inclusive, are included in these counts. Graduation is based on degree awarded within seven years of initial enrollment.