



# Graduate Education Measures of Success

Laying the foundation for a graduate education  
research and advocacy agenda  
in the University of North Carolina

**August 2014**

**December 2014 (revised)**

## Executive Summary

Graduate education makes crucial contributions to the economic prosperity of our state and region, intellectual capital of individuals, and our collective progress as a nation in an increasingly competitive global economy. Despite the demonstrable contributions of graduate education, it may be imperiled by the complex and evolving landscape of higher education spurred by declining state support, rising tuition, and technological innovations. Stakeholders are raising important questions about the costs and benefits of time-honored institutions and practices, including the pursuit of graduate degrees. The goal of the University of North Carolina is to sustain and build high quality graduate offerings that advance the system's educational mission, helping to create a globally competitive citizenry and workforce. The UNC Graduate Council recognizes that to provide leadership now and in the future, foundational knowledge and data about graduate education must be expanded at the campus and system levels. A robust, long-view data collection strategy and research agenda that benefits the missions and futures of each institution are real and immediate needs.

To this end, a small working group of UNC graduate deans was convened in September 2013 to identify strategic questions around graduate education, consider existing data sources that enable us to respond to these strategic questions, and make recommendations for enhancing current campus and system data collection practices with an eye toward future needs. The group also endeavored to make recommendations that have potential for policy application at the campus, system, state, or national levels. Issues identified by the working group require thoughtful consideration of both the costs and the benefits of graduate education: time to degree, degree completion, financial and academic support, and post-graduation outcomes.

The seven recommendations in *Graduate Education Measures of Success* reflect an unwavering commitment to the success of our graduate students in the near and long term. Foundational in nature, these recommendations intend to provide essential baseline information for identifying trends, areas of excellence as well as areas needing attention, and opportunities for strategic investment of resources. The intent of collecting this foundational information is to drive the exploration of deeper research questions in the future. While implementing some recommendations can be accomplished immediately, others will require buy-in and cooperation of campus units that similarly recognize the significance and value of our efforts in advocating and supporting graduate education.

### Recommendations:

1. Determine percent completion for master's and doctoral degrees.
2. Measure time to degree for master's and doctoral degrees.
3. Require exit surveys for all graduate students.
4. Include graduate degree holders in campus- and system-level alumni survey efforts.
5. Determine degree of student debt accrued during graduate study.
6. Determine student learning outcomes common to graduate programs and improve assessment of those outcomes.
7. Maintain activities that support and evaluate teaching assistants.

## Introduction

In 2000, the North Carolina Conference of Graduate Deans defined the role of graduate education both within and outside the academy saying,

“Graduate education is an essential component of any modern university that strives to be responsive to its larger community through the development and transfer of knowledge. Graduate education, research, scholarly and creative activities are linked not only to one another, but also to excellence in undergraduate education, economic development, and the quality of life in North Carolina. Strong programs in research and graduate education produce new insights for the state and the nation, new knowledge, new technologies, and the cultural awareness necessary to maintain global leadership and achieve the quality of life our society desires. Strong graduate programs also help attract outstanding faculty, students and resources that enable institutions to achieve their full academic potential” (NC Conference of Graduate Deans, 2000, p.1).

To say that graduate education is an important endeavor of the University of North Carolina is an understatement. The University of North Carolina’s *Strategic Directions 2013-2018* includes strategies for the growth of graduate education in recognition of its role in degree attainment and economic prosperity of the state and its citizens (University of North Carolina [UNC], 2013). Indeed, considerable evidence exists that each successive level of higher education attainment yields additional economic benefits for the degree holder (Zaback & Crellin, 2012).

Graduate education has been and continues to be a key contributor to both the economic prosperity of individuals and our collective progress as a nation. Yet graduate education is not immune from the complex and evolving landscape at all levels of higher education spurred by declining state support, rising costs, and technological innovations. Stakeholders are raising important questions about the costs and benefits of time-honored institutions and practices. The UNC Graduate Council recognizes that to provide leadership now and in the future, foundational knowledge and data about graduate education must be expanded at the campus and system levels. A robust, long-view data collection strategy and research agenda that benefits the missions and futures of each institution are real and immediate needs.

To this end, a small working group of UNC graduate deans was convened in September 2013 to identify strategic questions around graduate education, consider existing data sources that enable us to respond to these strategic questions, and make recommendations for enhancing current campus and system data collection practices with an eye toward future needs. The group also endeavored to make recommendations that have potential for policy application at the campus, system, state or national levels. Issues identified by the working group require thoughtful consideration of both the costs and benefits of graduate education: time to degree, degree completion, financial and academic support, and post-graduation outcomes.

The seven recommendations in *Graduate Education Measures of Success* reflect an unwavering commitment to the success of our graduate students in the near and long term.

Foundational in nature, the recommendations intend to provide essential baseline information for identifying trends, areas of excellence as well as areas needing attention, and opportunities for strategic investment of resources. The intent of collecting this foundational information is to drive the exploration of deeper research questions in the future.

While some recommendations can be accomplished quickly using data available at the system level, others will require buy-in and cooperation of campus units that similarly recognize the significance and value of our efforts in advocating and supporting graduate education.

Baseline information for Recommendations 1 and 2, determination of percent completion and time to degree, can be obtained quickly through data available at UNC General Administration. These measures should be updated annually at the close of each academic year.

Recommendation 3, requiring all graduate students to complete an exit survey, may require support from campus institutional research or related offices. Campuses are asked to implement a set of core questions in an exit survey beginning with Fall 2014 graduates.

Recommendation 4, inclusion of graduate degree holders in alumni survey populations, will in part be accomplished by a current alumni survey effort at the system level but is also encouraged at the campus level. Recommendation 5, determining the degree of student debt accrued during graduate study, may require the partnership of both financial aid and institutional research offices to obtain baseline data by the close of the academic year.

Recommendation 6, improving the assessment of graduate student learning outcomes, will require a broad level of participation and is aspirational in nature. Finally, Recommendation 7, to maintain our activities to support and evaluate teaching assistants, affirms the intention of existing policies and suggests updated reporting practices.

## Recommendations

### 1. Determine percent completion for master's and doctoral degrees.

Definition and Context: Percent completion (not to be confused with time to degree, next section) should be determined for all master's and doctoral degrees. The most comprehensive study of completion rates to date is from the Council of Graduate Schools and was focused on doctoral programs. The six-year, two-phased PhD Completion Project was conducted between 2004 and 2010. Baseline data from participating public and private institutions showed a 56.6% doctoral completion rate overall after ten years, with rates varying widely depending upon broad field of study (Council of Graduate Schools [CGS], 2007). The project ultimately identified several ways to combat attrition through "promising practices" in student selection, mentoring, financial support, and the research experience (CGS, 2010). While such a comprehensive analysis does not similarly exist for the master's level, the Council of Graduate Schools has piloted a study of STEM master's program completion and attrition and found a 66% completion rate after four years (CGS, 2013).

Purpose: Collecting percent completion data at the master's and doctoral degree levels will allow the University to identify areas where improved practices and innovative solutions may be needed to combat attrition and hence reduce costs to the institutions and to students and families. Additionally, the information can be used to explore the success of underrepresented minorities, students with various types of financial support, and other factors of interest.

Approach:

- The starting cohort is defined as matriculated master's or doctoral students within an academic year and following the Council of Graduate Schools guidelines in Appendix 2.
- The ability to distinguish between full- and part-time enrollment status will be explored, as well as to identify students entering doctoral programs with a master's degree. If data are found to be inconsistent or questionable, they will not be utilized.
- Completion rates of master's students enrolled within an academic year will be measured at 3 and 5 years after matriculation.
- Completion rates of doctoral students enrolled within an academic year will be measured at 7 and 10 years after matriculation.
- Completion data for research and professional doctoral programs will be separated.
- Data will be summarized by institution and by broad fields of study using Council of Graduate Schools taxonomies in Appendix 3 (natural sciences, engineering, etc.) to report in the aggregate.
- Three years of baseline data can be obtained starting with master's students matriculating in academic year 2006-2007 and doctoral students matriculating in academic year 2001-2002.
- The report period would be at the close of each academic year.

- Data elements required are already available through UNC General Administration.
- Data will be shared and validated in cooperation with campuses before released in report form.

## 2. Measure time to degree for master's and doctoral degrees.

Definition and Context: Time to degree can be defined in different ways. As an example, the American Association of Universities requires its member institutions to report on five variations of the measure:

Time to degree is the time elapsed since student's first enrollment as:

- 1) A matriculated graduate student in your university
- 2) A PhD student in your university
- 3) A graduate student in his/her graduation program in your university
- 4) A PhD student in his/her graduation program in your university
- 5) Advanced to candidacy (S. Matson, personal communication, February 15, 2014).

The most recent National Science Foundation Survey of Earned Doctorates notes that the time between entering graduate school and earning the doctorate has declined for all fields in the last 20 years (National Science Foundation [NSF], 2012). Non-science and engineering fields of study continue to take longer than science and engineering fields. Such a comprehensive look does not exist at the master's level. Across UNC, graduate deans find that many, if not most, master's programs are well defined and completed in a timely manner by full-time students. The large number of non-traditional students served by the system, however, makes this data of interest.

Purpose: Collecting time to degree data at the master's and doctoral degree levels may reveal areas that, when addressed, could reduce time to degree and hence reduce costs to the institutions and to students and families.

### Approach:

- We recommend defining time to degree as time of first matriculation into the graduate program to time of completion in the graduate program. This approach excludes time taking courses as a continuing education or non-degree seeking student and meets the criteria of the Council of Graduate Schools guidelines in Appendix 2.
- Only terminal master's programs will be included. The few existing instances in our system where students may achieve a master's degree on the way to the doctorate are not included, as the doctoral program is the program of matriculation.
- The ability to distinguish between full- and part-time enrollment status will be explored, as well as to identify students entering doctoral programs with a

master's degree. If data are found to be inconsistent or questionable, they will not be utilized.

- Time to degree for research and professional doctoral programs will be separated.
- Data will be summarized by institution and by broad fields of study using the Council of Graduate Schools' taxonomies in Appendix 3 (natural sciences, engineering, etc.) to report in the aggregate.
- Three years of baseline data can be obtained starting with master's students enrolled in academic year 2006-2007 and doctoral students enrolled in academic year 2001-2002.
- The report period would be at the close of each academic year.
- Data elements required are already available through UNC General Administration.
- Data will be shared and validated in cooperation with campuses before released in report form.

### **3. Require exit surveys for all graduate students.**

Definition and Context: The Council of Graduate Schools' 2012 report, *Pathways through Graduate School and into Careers*, conveyed findings on graduate students' knowledge of career options and the role of graduate programs in guiding students along career pathways. The report recommends that universities improve their practices in tracking career outcomes and job placement information for graduate students and that programs use this information to tailor the inclusion of professional skills in the curriculum and career advising for students. Exit surveys are an efficient way to obtain information on first placement as well as student satisfaction with curriculum, faculty and advising, professional development, funding, and other key matters.

Purpose: Data from exit surveys contribute significantly to a campus's understanding of program quality and professional development needed to support the career choices being made by students. Information from exit surveys can inform legislators and other public stakeholders regarding the employability of people with graduate degrees. Data on first placements and satisfaction will also enhance campus-level efforts in recruitment and advancement.

Approach:

- It is recommended, and the UNC Graduate Council unanimously voted to approve in May 2014, that all UNC institutions require graduate students to complete an exit survey. Several institutions already require completion of such a survey prior to graduation.
- Appendix 1 defines a set of core questions we recommend all UNC institutions adopt and use verbatim in campus exit surveys.
- Appendix 1 also includes a second set of broad categories recommended for inclusion in all exit survey instruments, but standard language is not provided.

- UNC General Administration (Information Technology) will endeavor to create a GA-hosted exit survey to be made available to any UNC institution that desires to use it.
- The responsible office for graduate education at each campus should develop and conduct this survey in collaboration with the institutional research offices.
- At the campus level, data will be disaggregated and shared by degree program. At the system level, data will be summarized by institution and by broad fields of study.
- Responses to these questions will be received in aggregate by UNC General Administration using the highest level of the CGS taxonomies in Appendix 3 (natural sciences, engineering, etc.).
- Campuses would report aggregate data to UNC General Administration at the close of each academic year.
- Exit surveys should be implemented starting in Fall 2014.

#### **4. Include graduate degree holders in alumni survey efforts.**

Definition and Context: In setting forth a new agenda for graduate schools, Debra Stewart (2013), then President of the Council of Graduate Schools, wrote, "...we are far from knowing what happens to the graduates of each of our programs in each of our institutions. Yet it is precisely this fine-grained information that will allow the optimal advising of prospective and enrolled students on the array of career paths they might follow" (p. 49).

Present collection of longitudinal employment data is happening in a somewhat uncoordinated fashion across the system, with rich information sporadically available at the individual program level and less standard information at the campus or system level. In keeping with *UNC Strategic Directions 2013-2018*, a UNC system Alumni Survey is being planned at the time of this report and will collect information on quality and value of education, employment, career mobility, and civic wellness (UNC, 2013). Graduate degree holders 1, 5, 10 and 20 years after graduation will be included in the study population. We anticipate a wealth of new information about the long-term outcomes associated with graduate degree attainment.

Purpose: Longitudinal data on the employment histories of our graduates is difficult to obtain yet is an important representation of the value of graduate education. Such insights on the utility and value of a graduate degree over time are of interest to programs, campuses, systems, prospective graduate students, and the general public.

Approach:

- At the campus level, we recommend that each office responsible for graduate education work closely with alumni offices and institutional research offices to

identify opportunities to include graduate students in survey efforts as appropriate.

- The UNC Alumni Survey will be completed in coming months. In addition to the common questions, some campuses submitted campus-specific questions for inclusion. Data for common and campus-specific questions will be made available for both system- and campus-level analyses.

## **5. Determine degree of student debt acquired during graduate programs.**

Definition and Context. Graduate students draw upon a wide range of resources to finance their education, including institutional, Federal and personal sources. Financial support in the form of assistantships and fellowships are known to be the most critical factor in timely completion of a doctoral degree (CGS, 2010). The most recent Survey of Earned Doctorates describes a declining rate of self-support in all fields of doctoral study since 2002 (NSF, 2012). A wide gap still exists, however, in financial support available to the social sciences, humanities, education and other non-science and engineering fields. Additionally, in a system as diverse as UNC, wide gaps also exist across institutions depending upon access to diverse sources of revenue to support graduate students.

The national conversation around student debt at all degree levels has prompted the recent developments of financial education tools such as the Council of Graduate Schools' GradSense, or the School Servicing Center's EX\$EL.

Purpose: This information would allow analysis of the percentage of students who acquire Federal student loan debt during their graduate programs, the level of debt accrued during graduate study, and the difference in debt levels for students with and without other institutional support (gift aid, assistantships, or grants).

Approach:

- For students completing the FAFSA, information on student debt resides within financial aid and institutional research offices.
- We recommend collecting information on Federal student loan debt accrued during graduate program enrollment only, for graduates of master's and doctoral programs.
- Data for students in residential programs should be analyzed separately from distance education students.
- M.D., J.D., MBA. and other select professional degrees (as identified in the Appendix 2 instructions from the Council of Graduate Schools) should be excluded.
- Data for other research and professional doctoral programs will be separated.
- At the campus level, data will be disaggregated by program. At the system level, data will be summarized by institution and by broad fields of study using the CGS

taxonomies in Appendix 3 (natural sciences, engineering, etc.) to report in the aggregate.

- Baseline trends could be established by analyzing this data for degree completers each year from 2006-2013 (prior to and including the recession).
- Campuses may further elect to analyze career-focused master's programs (e.g. teacher education, public administration, counseling) separately from research master's degrees.
- Data elements required are not yet available through UNC General Administration.
- Some related questions are recommended in the core exit survey questions in Appendix 1.
- Campuses should work with financial aid and institutional research offices to provide baseline data for 2006-2013 graduates at the close of calendar year 2014.

**6. Determine student learning outcomes common to graduate programs and improve assessment of those outcomes.**

Definition and Context. The Southern Association of Colleges and Schools Commission on Colleges Standard 3.3.1.1 (Student Learning Outcomes Assessment) requires that degree programs identify expected outcomes, assess the extent to which they are achieved, and pursue improvements based on the results on the assessments (SACSCOC, 2012). As of October 1, 2013, UNC General Administration required all campuses to publish program-level student learning outcomes assessments online. Each university's website must contain a list of all degree programs offered with each program linked to its latest student learning outcomes assessment report.

Purpose: In addition to satisfying regional accreditation requirements, the ability to articulate and assess learning outcomes, as opposed to undergraduate learning outcomes, is important for demonstrating the value of graduate education to various stakeholders. In the same manner as bachelor's degree holders are expected to demonstrate competencies in critical thinking and written communication, master's and doctoral degree holders are expected to master disciplinary content and research skills (as relevant to the program), as well as professionally appropriate ethics and communications practices. A set of common student learning outcomes should be identified and reported in addition to those specific to each discipline. In addition to improvements at the program level, new forms of advocacy for graduate education may be possible through identification of broad competencies demonstrated by all graduate students.

Approach: The effort required to identify system-level graduate education competencies is not to be underestimated; however, as we consider the present climate and context for higher education institutions, we believe it is critical to engage

in exploratory conversations in this regard. We recommend the UNC Graduate Council sponsor a symposium on the assessment of graduate student learning outcomes with the following objectives:

- Consider benefits of documenting broad graduate student learning outcomes for institutions, programs, students, and employers,
- Review current landscape of approaches to assess broad graduate student learning outcomes as one indicator of program quality, and
- Identify and consider opportunities to advance broad graduate student learning outcomes assessment in UNC.

## 7. **Maintain activities that support and evaluate teaching assistants.**

Definition and Context: SACS Standard 3.7.1 on Faculty Credentials defines graduates teaching assistants as

“individuals with master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.” (SACSCOC, 2006).

UNC Policy 400.3.5.1 [G] provides guidance on the training, monitoring, and evaluation of teaching assistants and currently requires that campuses report activities in these areas every three years (UNC, 2006). The most recent data received, from 2012-2013, confirms that campuses have strong practices in place to support the training and development of graduate teaching assistants. Opportunities include required orientation programs, teaching institutes at campus and department levels, online certificates and workshops, as well as options to participate in faculty-wide trainings through teaching and learning centers.

Practices regarding the evaluation of graduate teaching assistants vary across institutions, with some using a standardized tool for all faculty and TA’s on campus and others relying on departmental evaluations. Departmental evaluations should be made available in a timely manner to the units responsible for graduate education.

Purpose: In addition to being generally accepted good practice for the development of graduate students, activities that support and evaluate teaching assistants are necessary to maintain compliance with policies of the University and our regional accrediting agency.

Approach:

- UNC General Administration will complete and submit to the President the 2012-2013 report on graduate teaching assistant training, monitoring, and evaluation by August 1, 2014.

- The UNC Graduate Council will review UNC 400.3.5.1[G] and recommend revisions by the end of 2014.
- The UNC Graduate Council may elect to collect and review various TA evaluation instruments used on UNC campuses and select from them a number of essential questions for use in all evaluations.

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## Appendix 1. Exit Survey Questions

### I. Core questions

A set of core questions are recommended for all UNC institutions to collect using the same standard language. Core questions of primary interest to UNC General Administration for aggregation and central analysis and reporting are noted.

#### A. Demographics

A set of core demographic questions should at minimum include:

- Degree awarded (master's, doctorate, certificate, specialist, licensure)
- Gender (to match your graduate admissions options)
- Race/ethnicity
- Citizenship
- Age
- Enrollment status for majority of program (full- or part-time)
- Primary instructional delivery mode of program (face-to-face, online, hybrid)
- Scholarly product (dissertation, capstone project, master's thesis, coursework only, other)

#### B. Overall Satisfaction

1. (Source: AAU) Overall, how would you rate the quality of:

- Your academic experience at [Institution]
- Your student life experience at [Institution]
- Your overall experience at [Institution]

Matrix choices: Excellent, Very good, Good, Fair, Poor

2. (Source: based on UNC Alumni Survey, Q25) As a result of your graduate education at INSTITUTION, how well prepared are you to practice in your discipline or profession?

- Very prepared
- Prepared
- Neither prepared nor unprepared
- Unprepared
- Very unprepared
- Don't know

### C. Experiential preparation

1. (Source: original) Please rate the relevance of any experiential preparation required in your degree program to your professional goals:

- Internship
- Externship
- Practicum
- Clinical placement
- Volunteer work
- Other (Specify)

Matrix choices: Excellent, Very good, Good, Fair, Poor, NA

Add rollover definitions:

Internship: On-the-job training experience including some responsibilities and expectations of full-time employees

Externship: Career observation and exploration experience, similar to “job shadowing”

Practicum: Supervised practical application in a field of study

Clinical placement: Supervised clinical application in a field of study

### D. Resources and Financial Support

1. (Source: AAU, with augmentation) Please rate the quality of support you were provided during your graduate education and thesis/dissertation research in the following areas:

- Financial support
- Information technology (IT) resources
- Your personal work space [e.g., desk or office]
- Library and electronic research resources
- Laboratory, clinical, studio, or other physical facilities  
*[Note: End of AAU prompts. Prompts beyond this point are recommended but customizable]*
- Writing Center
- Diversity and Multicultural Affairs Office
- International Programs Office
- The Graduate School/The Graduate Student Center
- University Career Services
- Center for Teaching and Learning
- Office of Sponsored Research
- Technology Transfer and Intellectual Property Office
- Graduate Funding Information Center

Matrix choices: Excellent, Very good, Good, Fair, Poor, NA

2. (Source: AAU) Were you a teaching assistant (TA) at any time during your graduate studies?
  - Yes
  - No
  
3. (Source: original) Indicate the overall level of tuition support that you received during your program (Partial support is anything less than full tuition for the entire program of study.)
  - Full
  - Partial
  - Not sure whether full or partial
  - Did not receive any support
  
4. (Source: original) Select all sources of funding applied to your graduate studies
  - Assistantship
  - Fellowship / Scholarship
  - Grant
  - Federal student loans
  - Private loans
  - Personal funds (savings)
  - Family funds (spouse/parental/other)
  - Employer tuition support/benefit
  - Military/veteran benefit
  - Other
  
5. (Source: original) Please indicate the top three sources which have contributed to your total support package. Use the following coding: 1 = largest amount, 2 – the second largest amount, 3 – the third largest amount.
  - Assistantship
  - Fellowship / Scholarship
  - Grant
  - Federal student loans
  - Private loans
  - Personal funds (savings)
  - Family funds (spouse/parental)
  - Employer tuition support/benefit
  - Military/veteran benefit
  - Other

Dropdown choices: Number 1-10
  
6. (Source: based on UNC Alumni Survey, Q31) Upon completing your graduate education, will you be personally responsible for repaying any loans to finance your graduate education?

- Yes
  - No
  - Don't know
7. (Source: based on UNC Alumni Survey, Q33) Below please select the dollar range category that best estimates the total dollar amount borrowed for your graduate education which you are personally responsible for repaying upon completion of your graduate education.
- \$1-\$9,999
  - \$10,000-19,999
  - \$20,000-29,999
  - \$30,000-39,999
  - \$40,000-49,999
  - \$50,000-59,999
  - \$60,000-69,999
  - \$70,000 or more
  - Don't know
  - Did not borrow

#### **E. Post-Graduation Plans**

1. (Source: AAU) What is the status of your postgraduate plans (in the next year)?
- Returning to, or continuing in, pre-graduate school employment
  - Have signed contract or made definite commitment for a postdoctoral fellowship ("postdoc") or further training
  - Have signed contract or made definite commitment for an internship, clinical residency
  - Have signed contract or made definite commitment for employment (non-"postdoc")
  - Negotiating with one or more specific organizations
  - Seeking position but have no specific prospects
  - Other full-time degree program (e.g., Ph.D., M.D., D.D.S, J.D., M.B.A., etc.)
  - Do not plan to work or study (e.g., family commitments, etc.)
  - Other, please specify:

Note: UNC Alumni Survey will ask about employment in a service program (Peace Corps, Teach for America, etc.), Raising a family, Military service.

*IF ANSWER IS "Do not plan to work or study" SKIP TO NEXT SECTION.*

2. (Source: AAU) What one type of principal employer will you be working with (training with) in the next year?
- Education: U.S. 4-year college or university other than medical school

- Education: U.S. medical school (including university-affiliated hospital or medical school)
  - Education: U.S. university-affiliated research institute
  - Education: U.S. community or two-year college
  - Education: U.S. preschool, elementary, middle, secondary school or school system
  - Education: Foreign educational institution
  - Government (other than educational institution): Foreign government
  - Government (other than educational institution): U.S. federal government
  - Government (other than educational institution): U.S. state government
  - Government (other than educational institution): U.S. local government
  - Private Sector (other than educational institution): Not for profit organization
  - Private Sector (other than educational institution): Industry (for profit)
  - Other: Self-Employed
  - Other, please specify
3. (Source: original) Where is the organization with which you will be working or the institution you will be attending upon graduation?
- In North Carolina
  - Not located in North Carolina but elsewhere in the United States (specify) [dropdown]
  - Outside of the United States
  - Don't know
  - NA
4. (Source: UNC Alumni Survey, Q52) How closely is your post-graduate employment, if any, related to your graduate field of study at [Institution]? Would you say...
- Directly related
  - Somewhat related
  - Not related
  - Don't know
  - I have no post-graduate employment
5. [If select "not related" above] (Source: UNC Alumni Survey, Q53) Which reason below best explains why you took post-graduate employment that was not related to your graduate field of study by your choice or not?
- I could not find positions to apply for in my graduate field of study
  - I was not offered any positions related to my graduate field of study
  - I could not find positions related to my graduate field of study which paid enough.
  - My career goals have changed.
  - Other (specify)

## **II. Other recommended questions**

Campuses are encouraged to ask questions in the following broad categories in their exit surveys. Although suggested language is provided below, no standard language is recommended. Campuses are encouraged to formulate questions as to assess quality and/or satisfaction.

### **A. Faculty**

Please rate your overall satisfaction with each of the following:

- Overall quality of instruction
- Opportunity for interaction with faculty
- Quality of advising
- Quality of mentorship

Matrix choices: Excellent, Very good, Good, Fair, Poor

### **B. Research/Scholarship/ Creative Products:**

Please rate your overall satisfaction with each of the following:

- Opportunities for conducting research
- Opportunities for disseminating or publishing research – thesis/dissertation
- Research ethics training and understanding
- Opportunities for creative expression
- Training and preparation for entrepreneurial thinking
- Support to develop intellectual property

Matrix choices: Excellent, Very good, Good, Fair, Poor, NA

### **C. Professional Preparation:**

Please rate your overall satisfaction with each of the following:

- Opportunities for leadership and/or professional development
- Career and vocational guidance and preparation

Matrix choices: Excellent, Very good, Good, Fair, Poor, NA

### **D. Campus and Program Information**

Please indicate whether you received or participated in any of the following professional development activities during your graduate experience and mark your level of satisfaction if you engaged in the listed activity. Include activities offered from any unit on campus (e.g., your department, the Graduate School, etc.)

- Received formal or informal training on oral communication and presentation skills.
- Received formal or informal training on the standards for academic writing in your field.
- Received formal or informal training on writing grant proposals.
- Assisted a faculty member in writing a grant proposal.
- Received formal or informal training on interviewing skills.
- Received information or advice on the process required to select a thesis/dissertation advisor.
- Received information or advice on preparing for comprehensive examinations.
- Received information or advice on publishing your work.
- Received information or advice on career options within academia.
- Received information or advice on career options outside academia.
- Had assistance in developing professional contacts outside your program.

Matrix choices:            Participated in activity- Yes, No, NA

How satisfied were you with the activity? – Very satisfied,

Somewhat satisfied, Neutral, Somewhat dissatisfied, Very dissatisfied, Did not participate

## **Appendix 2: Excerpt from CGS / GRE Survey of Graduate Enrollment and Degrees, 2013 Handbook**

The following guidelines from the CGS/GRE Survey of Graduate Enrollment and Degrees, 2013 Handbook, should be used to provide data to UNC General Administration for graduate programs offered by all divisions, schools, colleges or departments at each UNC institution.

### Data to Include:

- All matriculated students in graduate certificate, master's, education specialist, and doctoral programs
- All master of science (M.S.) and master of arts (M.A.) programs, as well as master's programs in such areas as business (e.g., M.B.A.); fine arts (e.g., M.F.A.); health sciences (e.g., M.P.H.); public administration (e.g., M.P.A.); and social work (e.g., M.S.W.), among others
- Students in doctoral programs, such as Ph.D.; Ed.D.; D.B.A.; D.F.A.; and Psy.D
- Students in graduate certificate programs or other graduate programs (e.g., Ed.S.) in "Master's and Other," except in question II where graduate certificates are reported separately
- In question II, students in education specialist programs should still be included in "Master's and Other"

### Data Not to Include:

- Students in first professional programs. These programs are Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B., J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., D.P., or Pod.D.); Theology (M.Div., M.H.L., B.D., or Ordination); and Veterinary Medicine (D.V.M.). Please note that this list of first professional degree programs is comprehensive. Data for students in all other professional programs should be included in the survey.
- Non-degree students.

## Appendix 3: CGS/GRE Survey of Graduate Enrollment and Degrees Taxonomy of Disciplines

Note that the taxonomy below has been updated for clarification purposes. You may notice changes to the disciplines or to programs within the disciplines; however, the taxonomy has not substantially changed from previous years.

### **Natural Sciences**

#### **AGRICULTURE, NATURAL RESOURCES, AND CONSERVATION (01)**

Agricultural and Domestic Animal Services  
Agricultural and Food Products Processing  
Agricultural Business and Management  
Agricultural Economics  
Agricultural Mechanization  
Agricultural Production  
Agricultural Public Services  
Agriculture, General  
Agronomy  
Animal Sciences  
Applied Horticulture  
Fishing and Fisheries Sciences and Management  
Food Science and Technology  
Forestry  
Horticultural Business Services  
International Agriculture  
Natural Resources and Conservation  
Natural Resources Management and Policy  
Parks, Recreation, and Leisure  
Facilities Management  
Parks, Recreation, and Leisure Studies  
Plant Sciences  
Soil Sciences  
Wildlife and Wildlands Science and Management  
Agriculture, Natural Resources, and Conservation, Other

#### **BIOLOGICAL AND BIOMEDICAL SCIENCES (02)**

Anatomical Sciences  
Animal Biology  
Bacteriology  
Biochemistry  
Bioinformatics  
Biology, General  
Biomathematics  
Biometry  
Biophysics  
Biotechnology  
Botany/Plant Biology  
Cell/Cellular Biology  
Computational Biology  
Developmental Biology  
Ecology  
Entomology  
Epidemiology  
Evolution  
Genetics  
Immunology  
Microbiological Sciences  
Molecular Biology  
Molecular Medicine  
Neurosciences  
Parasitology  
Pathology  
Pharmacology  
Physiology  
Population Biology  
Systematics

Toxicology  
Zoology  
Biological and Biomedical Sciences, Other

#### **CHEMISTRY (03)**

Analytical Chemistry  
Chemical Plastics  
Chemistry, General  
Environmental Chemistry  
Forensic Chemistry  
Inorganic Chemistry  
Medicinal and Pharmaceutical Chemistry  
Organic Chemistry  
Physical Chemistry  
Polymer Chemistry  
Theoretical Chemistry  
Chemistry, Other

#### **COMPUTER AND INFORMATION SCIENCES (04)**

Computer and Information Sciences, General  
Computer Programming  
Computer Science  
Computer Software and Media Applications  
Computer Systems Analysis  
Computer Systems Networking and Telecommunications  
Computer/Information Technology Administration and Management  
Data Processing  
Information Sciences/Studies  
Microcomputer Applications  
Computer and Information Sciences, Other

#### **EARTH, ATMOSPHERIC, AND MARINE SCIENCES (05)**

Aquatic Biology/Limnology  
Atmospheric Sciences  
Biological Oceanography  
Earth Sciences  
Geochemistry  
Geological Sciences  
Geophysics and Seismology  
Geosciences  
Hydrology  
Marine Biology  
Marine Sciences  
Meteorology  
Oceanography  
Paleontology  
Earth, Atmospheric, and Marine Sciences, Other

#### **HEALTH AND MEDICAL SCIENCES (06)**

Allied Health  
Alternative and Complementary Medicine  
Audiology  
Bioethics/Medical Ethics  
Chiropractic (excluding D.C. and D.C.M.)  
Clinical/Medical Laboratory Science/Research  
Communication Disorders Sciences and Services  
Dentistry and Oral Sciences (excluding D.D.S. and D.M.D.)  
Dietetics and Clinical Nutrition Services  
Environmental Health  
Exercise Science  
Health and Medical Administrative Services  
Health Sciences  
Health/Medical Preparatory Programs  
Kinesiology  
Medical Sciences (excluding M.D.)  
Mental and Social Health Services  
Nursing  
Nutrition Sciences  
Occupational Therapy  
Optometry (excluding O.D.)  
Osteopathic Medicine (excluding D.O.)  
Pharmaceutical Sciences (excluding Pharm.D.)  
Physical Therapy  
Physician Assistant  
Podiatry (excluding D.P.M., D.P. and Pod.D.)  
Public Health  
Rehabilitation and Therapy  
Speech-Language Pathology  
Veterinary Biomedical and Clinical Science  
Veterinary Medicine (excluding D.V.M.)  
Health and Medical Sciences, Other

#### **MATHEMATICAL SCIENCES (07)**

Actuarial Science  
Applied Mathematics  
Mathematics  
Probability  
Statistics  
Mathematical Sciences, Other

#### **PHYSICS AND ASTRONOMY (08)**

Acoustics  
Astronomy  
Astrophysics  
Atomic/Molecular Physics  
Condensed Matter and Materials Physics  
Elementary Particle Physics  
Nuclear Physics  
Optics/Optical Sciences  
Physics  
Planetary Astronomy and Science  
Plasma and High-Temperature Physics  
Solid State Physics  
Theoretical and Mathematical Physics  
Physics and Astronomy, Other

**NATURAL SCIENCES, OTHER (09)**

Natural Sciences, General  
 Physical Sciences, General  
 Science Technologies  
 Natural Sciences, Other

**Engineering****CHEMICAL ENGINEERING (10)**

Chemical and Biomolecular Engineering  
 Chemical Engineering

**CIVIL ENGINEERING (11)**

Architectural Engineering  
 Civil Engineering  
 Construction Engineering  
 Environmental/Environmental Health  
 Engineering  
 Geotechnical and Geoenvironmental  
 Engineering  
 Structural Engineering  
 Surveying Engineering  
 Transportation and Highway Engineering  
 Water Resources Engineering

**COMPUTER, ELECTRICAL, AND ELECTRONICS ENGINEERING (12)**

Computer Engineering  
 Computer Hardware Engineering  
 Computer Software Engineering  
 Electrical Engineering  
 Electronics Engineering  
 Laser and Optical Engineering  
 Telecommunications Engineering

**INDUSTRIAL ENGINEERING (13)**

Industrial Engineering  
 Manufacturing Engineering  
 Operations Research

**MATERIALS ENGINEERING (14)**

Ceramic Sciences and Engineering  
 Materials Engineering  
 Materials Science  
 Metallurgical Engineering  
 Polymer/Plastics Engineering

**MECHANICAL ENGINEERING (15)**

Engineering Mechanics  
 Mechanical Engineering

**ENGINEERING, OTHER (16)**

Aeronautical Engineering  
 Aerospace Engineering  
 Agricultural Engineering  
 Biochemical Engineering  
 Biomedical/Medical Engineering  
 Electromechanical Engineering  
 Engineering Chemistry  
 Engineering Physics  
 Engineering Science  
 Forest Engineering  
 Geological/Geophysical Engineering  
 Mining and Mineral Engineering  
 Naval Architecture and Marine  
 Engineering  
 Nuclear Engineering  
 Ocean Engineering  
 Paper Science and Engineering  
 Petroleum Engineering  
 Systems Engineering  
 Textile Sciences and Engineering  
 Engineering, Other

**Social and Behavioral Sciences****ANTHROPOLOGY AND ARCHAEOLOGY (17)**

Anthropology  
 Archaeology

**ECONOMICS (18)**

Applied Economics  
 Econometrics  
 Economics  
 International Economics

**POLITICAL SCIENCE (19)**

International Relations  
 Political Science and Government  
 Public Policy Analysis

**PSYCHOLOGY (20)**

Applied Psychology  
 Clinical Psychology  
 Cognitive Psychology  
 Community Psychology  
 Comparative Psychology  
 Counseling Psychology  
 Developmental and Child Psychology  
 Experimental Psychology  
 Forensic Psychology  
 Industrial and Organizational Psychology  
 Personality Psychology  
 Physiological Psychology  
 Psycholinguistics  
 Psychology, General  
 Psychometrics  
 Psychopharmacology  
 Quantitative Psychology  
 Research and Experimental Psychology  
 Social Psychology  
 Psychology, Other

**SOCIOLOGY (21)**

Demography  
 Rural Sociology  
 Sociology

**SOCIAL SCIENCES, OTHER (22)**

Adult Development and Aging  
 Area, Ethnic, Cultural, Gender, and Group Studies  
 Criminal Justice/Criminology  
 Geography and Cartography  
 Gerontology  
 Social Sciences, General  
 Urban Studies/Affairs  
 Social Sciences, Other

**Arts and Humanities****ARTS – HISTORY, THEORY, AND CRITICISM (23)**

Art History, Criticism, and Conservation  
 Ethnomusicology  
 Music History, Literature, and Theory  
 Musicology  
 Theatre Literature, History and Criticism  
 Arts – History, Theory, and Criticism, Other

**ARTS – PERFORMANCE AND STUDIO (24)**

Arts, Entertainment, and Media Management  
 Crafts/Craft Design  
 Dance  
 Design and Applied Arts  
 Drama/Theatre Arts  
 Film/Video and Photographic Arts  
 Fine and Studio Arts  
 Music  
 Arts – Performance and Studio, Other

**ENGLISH LANGUAGE AND LITERATURE (25)**

American Literature  
 English Language and Literature  
 English Literature  
 Rhetoric and Composition/Writing Studies  
 English Language and Literatures, Other

**FOREIGN LANGUAGES AND LITERATURES (26)**

African Languages and Literatures  
 American Sign Language  
 Asiatic Languages and Literatures  
 Celtic Languages and Literatures  
 Classics and Classical Languages and  
 Literatures  
 Germanic Languages and Literatures  
 Iranian/Persian Languages and Literatures  
 Modern Greek Language and Literature  
 Romance Languages and Literatures  
 Slavic, Baltic, and Albanian Languages and  
 Literatures  
 Foreign Languages and Literatures, Other

**HISTORY (27)**

American History  
 European History  
 History and Philosophy of Science and  
 Technology  
 History, General  
 History, Other

**PHILOSOPHY (28)**

Ethics  
 Logic  
 Philosophy  
 Philosophy, Other

**ARTS AND HUMANITIES, OTHER (29)**

Linguistic, Comparative, and Related  
 Language Studies and Services  
 Humanities/Humanistic Studies  
 Liberal Arts and Sciences/Liberal Arts  
 Arts and Humanities, Other

**Education****EDUCATION ADMINISTRATION (30)**

Educational Administration  
 Educational Leadership  
 Educational Supervision

**CURRICULUM AND INSTRUCTION (31)**

Curriculum and Instruction

**EARLY CHILDHOOD EDUCATION (32)**

Early Childhood Education and Teaching  
 Kindergarten/Preschool Education and  
 Teaching

**ELEMENTARY EDUCATION (33)**

Elementary Education and Teaching

Elementary-Level Teaching Fields

**EDUCATIONAL ASSESSMENT,  
EVALUATION, AND RESEARCH (34)**

Educational Assessment, Testing, and  
Measurement  
Educational Evaluation and Research  
Educational Psychology  
Educational Statistics and Research Methods  
Learning Sciences  
School Psychology

**HIGHER EDUCATION (35)**

Higher Education  
Higher Education Administration

**SECONDARY EDUCATION (36)**

Secondary Education and Teaching  
Secondary-Level Teaching Fields

**SPECIAL EDUCATION (37)**

Education/Teaching of Students w/  
Specific Disabilities  
Education/Teaching of Students w/  
Specific Learning Disabilities  
Education/Teaching of the Gifted & Talented  
Special Education and Teaching  
Other Special Education Fields

**STUDENT COUNSELING AND  
PERSONNEL SERVICES (38)**

College Student Counseling and Personnel  
Services  
Counselor Education  
School Counseling and Guidance Services  
Student Counseling and Personnel  
Services, Other

**EDUCATION, OTHER (39)**

Adult and Continuing Education  
Bilingual, Multilingual, and  
Multicultural Education  
Education, General  
Educational/Instructional Media Design  
Health and Physical Education  
International and Comparative Education  
Junior High/Middle School Education  
and Teaching  
Outdoor Education  
Social and Philosophical Foundations of  
Education  
Teaching English as a Second or Foreign  
Language  
Other Education Fields

**Business**

**ACCOUNTING (40)**

Accounting  
Auditing  
Taxation

**BANKING AND FINANCE (41)**

Banking and Financial Support Services  
Credit Management  
Financial Planning and Services  
International Finance  
Investments and Securities  
Public Finance

**BUSINESS ADMINISTRATION AND  
MANAGEMENT (42)**

Business Administration and Management  
Business Operations  
Business/Commerce, General  
Construction Management  
E-Commerce  
Entrepreneurship  
Hospitality Administration/Management  
Human Resources Development  
Human Resources Management  
Labor and Industrial Relations  
Logistics and Supply Chain Management  
Operations Management  
Organizational Leadership  
Organizational Management  
Project Management  
Small Business Operations  
Sport and Fitness Administration/Mgmt  
Telecommunications Management  
Business Administration and Mgmt., Other

**BUSINESS, OTHER (43)**

Business Statistics  
Business/Corporate Communications  
Business/Managerial Economics  
Insurance  
International Business  
Management Information Systems  
Management Science  
Marketing  
Marketing Management  
Merchandising  
Real Estate  
Sales  
Business Fields, Other

**Other Fields**

**ARCHITECTURE AND**

**ENVIRONMENTAL DESIGN (44)**

Architectural History and Criticism  
Architectural Sciences and Technology  
Architecture  
City/Urban, Community and Regional Planning  
Environmental Design  
Interior Architecture  
Landscape Architecture  
Real Estate Development  
Architecture and Environmental Design, Other

**COMMUNICATIONS AND JOURNALISM (45)**

Advertising  
Communication and Media Studies  
Communications Technologies  
Journalism  
Mass Communication  
Public Relations  
Publishing  
Radio, Television, and Digital Communication  
Speech Communication  
Communications and Journalism, Other

**FAMILY AND CONSUMER SCIENCES (46)**

Apparel and Textiles  
Family and Consumer Economics  
Family and Consumer Sciences  
Family Studies

Foods, Nutrition, and Wellness Studies  
Housing and Human Environments  
Human Development  
Human Sciences  
Work and Family Studies  
Family and Consumer Sciences, Other

**LIBRARY AND ARCHIVAL STUDIES (47)**

Archives/Archival Administration  
Library and Information Science  
Library and Archival Sciences, Other

**PUBLIC ADMINISTRATION (48)**

Community Organization and Advocacy  
Public Administration

**RELIGION AND THEOLOGY (49)**

Philosophy and Religious Studies, General  
Religion/Religious Studies  
Theology and Religious Vocations (excluding  
M.Div., M.H.L., B.D., and Ordination)  
Religion and Theology, Other

**SOCIAL WORK (50)**

Social Work  
Youth Services/Administration  
Social Work, Other

**OTHER FIELDS (99)**

Fire Protection  
Homeland Security  
Interdisciplinary Studies  
Legal Research and Professional Studies  
(excluding L.L.B. and J.D.)  
Military Technologies  
Multidisciplinary Studies  
Other Fields Not Previously Classified

**Cross-Reference between CGS/GRE Taxonomy of Disciplines  
and the 2010 National Center for Education Statistics  
Classification of Instructional Programs**

<b>CGS/GRE DISCIPLINE CODE</b>	<b>DISCIPLINE</b>	<b>CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODES</b>
<b>Natural Sciences</b>		
01	Agriculture, Natural Resources, and Conservation	All level 01 and 03, 31.01, 31.03, 31.99
02	Biological and Biomedical Sciences	26 (except 26.1302, 26.1304)
03	Chemistry	40.05 and 51.2004
04	Computer and Information Sciences	All level 11
05	Earth, Atmospheric, and Marine Sciences	40.04, 40.06, 26.1302, 26.1304, 30.32
06	Health and Medical Sciences	51 (except 51.0913, 51.2004, and 51.2309), 30.19, 31.0505
07	Mathematical Sciences	All level 27, 52.1304
08	Physics and Astronomy	40.02, 40.08
09	Natural Sciences, Other	40.01, 40.99, 30.18, all level 41 fields
<b>Engineering</b>		
10	Chemical Engineering	14.07
11	Civil Engineering	14.04, 14.08, 14.14, 14.33, 14.38
12	Computer, Electrical, and Electronics Engineering	14.09, 14.10
13	Industrial Engineering	14.35, 14.36, 14.37
14	Materials Engineering	14.06, 14.18, 14.20, 14.32, 40.10
15	Mechanical Engineering	14.11, 14.19
16	Engineering, Other	All other level 14 fields and all level 15 fields
<b>Social and Behavioral Sciences</b>		
17	Anthropology and Archaeology	45.02, 45.03
18	Economics	45.06
19	Political Science	44.05, 45.09, 45.10
20	Psychology	42 (except 42.2805 and 42.2806)
21	Sociology	45.05, 45.11, 45.14
22	Social Sciences, Other	05, 19.0702, 30.11, 43.01, 45.01, 45.04, 45.07, 45.12, 45.13, 45.99
<b>Arts and Humanities</b>		
23	Arts - History, Theory, and Criticism	50.0505, 50.0703, 50.0902, 50.0904, 50.0905
24	Arts - Performance and Studio	All other level 50 fields
25	English Language and Literature	All level 23
26	Foreign Languages and Literatures	16 (except 16.01)
27	History	All level 54
28	Philosophy	38.01
29	Arts and Humanities, Other	16.01, all level 24

<b>CGS/GRE DISCIPLINE CODE</b>	<b>DISCIPLINE</b>	<b>CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODES</b>
<b>Education</b>		
30	Education Administration	13.04 (except 13.0406)
31	Curriculum and Instruction	13.03
32	Early Childhood Education	13.1209, 13.1210
33	Elementary Education	13.1202, 13.13 (elementary level only)
34	Evaluation and Research	13.06, 42.2805, 42.2806
35	Higher Education	13.0406
36	Secondary Education	13.1205, 13.13 (secondary level only)
37	Special Education	13.10
38	Student Counseling and Personnel Management	13.11
39	Education, Other	All other level 13 fields, 31.05 (except 31.0504 and 31.0505), 31.06, 51.0913, and 51.2309
<b>Business</b>		
40	Accounting	52.03, 52.16
41	Banking and Finance	52.08
42	Business Administration and Management	31.0504, 52.01, 52.02, 52.07, 52.09, 52.10, 52.20, 52.21
43	Business, Other	All other level 52 fields (except 52.1304)
<b>Other Fields</b>		
44	Architecture and Environmental Design	All level 04
45	Communications	All level 09 and 10
46	Family and Consumer Sciences	19 (except 19.0702)
47	Library and Archival Sciences	All level 25
48	Public Administration	44.00, 44.02, 44.04, 44.99
49	Religion and Theology	38.00, 38.02, 38.99, and all level 39 fields
50	Social Work	44.07
99	Other Fields	All fields not classified above

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