# Factor Assessment Template (Institution)

**Council of Graduate Schools**
**Ph.D. Completion Project**

**Name of Institution:** _____

**Name & Email of *Graduate School* Contact:** _____

This assessment tool is designed to collect <u>*baseline information*</u> about the duration of existing policies, practices, and programs; AND those activities proposed for implementation in the Ph.D. Completion Project. If you submitted Pre-Project Assessments during Phase I, you are not required to submit Factor Assessment Templates.

**Template Instructions:**
1. Review the list of "Policies, Practices, and Programs" provided below (column 1)
2. Indicate or estimate the number of years each policy or practice has been in place at your institution or through your graduate school (column 2)
3. Indicate the policies or practices proposed for implementation in your institution and/or graduate school (column 3)

| Policies, Practices, and Programs | Estimated # of years in place: (Scale = A - D) A = 0-2 Yrs  B = 3-5 Yrs  C = 6-9 Yrs  D = 10+ Yrs | Proposed Policies, Practices, or Enhancements (Use an "X" to designate new activities) | Comments: |
|---|---|---|---|
| **Admissions** | | | |
| Pre-admission visits to campus | | | |
| Completion data provided, in print or on website, for prospective students by program | | | |
| Selection criteria in addition to GPA and GRE scores employed | | | |
| University-sponsored new graduate student orientation | | | |
| Other: *(please specify)* | | | |
| Other: *(please specify)* | | | |
| **Advising, Mentoring, and Research** | | | |
| Graduate handbook available to all new students | | | |
| Workshops or seminars about selecting or switching advisors | | | |
| Research activities or lab rotations early in graduate career | | | |
| Workshops or seminars about teaching techniques or pedagogy | | | |
| Clear articulation of program expectations/academic milestones | | | |
| "Hint" or "tip" sheets for students about program completion | | | |
| Web-based system for tracking student degree progress/milestones | | | |
| Student travel grants for conference presentations, etc. | | | |
| Full-time institutional graduate counselor/advisor | | | |
| Professional development workshops or seminars | | | |
| Conflict resolution programs, workshops, or materials | | | |
| Program or university ombudsman available to graduate students | | | |
| Faculty training or workshops on advising and student supervision | | | |

For *EACH* Policy, Practice, or Program*:

| Policies, Practices, and Programs | | For *EACH* Policy, Practice, or Program*: | | |
| --- | --- | --- | --- | --- |
| | | **Estimated # of years in place:** (Scale = A - D) A = 0-2 Yrs B = 3-5 Yrs C = 6-9 Yrs D = 10+ Yrs | **Proposed Policies, Practices, or Enhancements** (Use an "**X**" to designate new activities) | **Comments:** |
| PhD completion data used by university in promotion and tenure decisions | | | | |
| Other: *(please specify)* | | | | |
| Other: *(please specify)* | | | | |
| **Financial Support and Funding Structures** | | | | |
| Merit-based graduate fellowships/scholarships | | | | |
| Merit-based graduate research or teaching assistantships/stipends | | | | |
| Need-based graduate fellowships/scholarships | | | | |
| Need-based graduate research or teaching assistantships/stipends | | | | |
| Guaranteed multi-year support | | | | |
| System to track student aid (e.g., web) | | | | |
| Number of semesters students can teach limited | | | | |
| Information about external fellowships for graduate students actively promoted/shared | | | | |
| Mechanisms and programs to foster academic integration into graduate program of students on external fellowships (e.g. through required TA or RA appointments or university activities) | | | | |
| Completion/attrition data used in allocation of university resources to graduate programs | | | | |
| Other: *(please specify)* | | | | |
| Other: *(please specify)* | | | | |
| **Program Environment** | | | | |
| Student/peer support groups encouraged or supported | | | | |
| Graduate students invited to serve on university committees | | | | |
| Faculty-student discussions about graduate programs encouraged | | | | |
| University graduate student organization/group | | | | |
| Orientation sessions for directors of graduate studies and graduate program staff | | | | |
| Other: *(please specify)* | | | | |
| Other: *(please specify)* | | | | |

| Policies, Practices, and Programs | | Estimated # of years in place: (Scale = A - D) A = 0-2 Yrs B = 3-5 Yrs C = 6-9 Yrs D = 10+ Yrs | | Proposed Policies, Practices, or Enhancements (Use an "X" to designate new activities) | Comments: |
|---|---|---|---|---|---|
| **For *EACH* Policy, Practice, or Program*:** | | | | | |
| **Administrative Processes and Procedures** | | | | | |
| Goals for completion and/or attrition established | | | | | |
| Exit interviews of completers (and, where possible, non-completers) conducted by neutral party and results shared with faculty | | | | | |
| Person/group delegated responsibility for analysis/reporting of university completion/attrition data | | | | | |
| Student outcomes objectives established | | | | | |
| Periodic review of graduate program conducted | | | | | |
| Students involved in program evaluation | | | | | |
| Graduate student outcomes included in program evaluation | | | | | |
| Graduate student workshops held on topics related to completion | | | | | |
| Family Leave Policies/Family Services | | | | | |
| Personal/mental health/issues counseling | | | | | |
| Inter/intra program communication (chat rooms, etc) | | | | | |
| Milestone recognition: e.g. ceremonies for candidacy | | | | | |
| Review centralized tracking methods | | | | | |
| Assess impact of current and new interventions | | | | | |
| Create/enhance institutional database | | | | | |
| Survey faculty for perceptions about completion/attrition | | | | | |
| Survey alumni | | | | | |
| Other: *(please specify)* | | | | | |
| Other: *(please specify)* | | | | | |

*\* Not all policies, practices, and programs are recommended or advisable for every program or every institution. While many of the policies, practices, and programs listed may be conducive to Ph.D. completion in many programs, this is not intended as a prescriptive list for every institution.*