Midwestern Association of Graduate Schools Annual Meeting

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Midwestern Association of Graduate Schools
An Affiliate of the Council of Graduate Schools

69th Annual Meeting | April 10-12, 2013

The Depot Renaissance Minneapolis Hotel | Minneapolis, Minn.

Theme

Graduate School in the Innovative University

Plenary Speakers

- Cynthia Baum, President, Walden University
- Scott Bass, Provost, American University
- Debra Stewart, President, Council of Graduate Schools

Topics of concurrent sessions may include:

- Changing student expectations inside and outside the classroom
- Online and hybrid modes of delivery
- Cooperative agreements among universities
- Graduate student career outcomes and their assessment
- Innovative master's degree programs (or the role of traditional programs in the innovative university)
- Non-research based degrees
- Interdisciplinary education
- Recruitment and admissions in a competitive context
- Innovations in the master's thesis and doctoral dissertation, including collaborative work and other aspects of form and content that challenge traditional assumptions

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Speaker Handouts

Living the Disruption: Online and Beyond
Cynthia G. Baum, President, Walden University

Living the Disruption: Online and Beyond (12 page PDF)

Embracing the Porcupine
Patricia A. Breen, The Chicago School of Professional Psychology
Margie Martyn, Harold Washington College

Embracing the Porcupine (2 page PDF)

"Remember Borders Books, Circuit City Stores, and the Walkman? Responding to the Scope of Change Facing Graduate Education"
Scott A. Bass, Provost, American University
Moderator: George Justice, University of Missiouri

Remember Borders Books, Circuit City Stores, and the Walkman? (11 page PDF)

Recruitment and Admissions in a Competitive Context
Susan Lynn Wheeler, IUPUI
Stephanie Wilson, Ball State University

Recruitment and Admissions in a Competitive Context (3 page PDF)

Strategic Assessment of Graduate College Services in a Student and Efficiency Focused Innovative University
Susan L. Pocotte, University of Toledo
Dorothea Sawicki, University of Toledo

Strategic Assessment of Graduate College Services at a Student- and Efficiency-Focused Innovative University (13 page PDF)

Partnerships for Success
Carol Shanklin, MAGS Past-Chair, Kansas State University
Tammy Sonnentage, Graduate Student Council, Kansas State University

A Partnership for Success – K-State Graduate School and Graduate Student Council (3 page PDF)

Grad School. Is it for you? Planting the seed in a freshman seminar
John Keller, University of Iowa

First Year Seminar Program at The University of Iowa Grad School—is it for you? (2 page PDF)

Transforming Graduate Education- A Dialogue on NSF's Role
Richard Linton, CGS-NSF Dean in Residence, Council of Graduate Schools
Valerie Wilson, National Science Foundation
Richard Tankersley, National Science Foundation

Transforming Graduate Education: A Dialogue on NSF's Role (44 page PDF)

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Who Should Attend

Faculty and staff from colleges and universities significantly engaged in graduate education, to include, but not limited to:

- Graduate Deans and their staff
- Graduate Program Directors and their staff
- Associate Deans and their staff
- Assistant Deans and their staff

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2013 Call for Papers

MAGS members are invited to submit abstracts for contributed sessions for the 69th Annual Meeting. In their 2011 book, *The Innovative University*, Clayton M. Christensen and Henry J. Eyring describe challenges and opportunities for higher education in the context of rapid technological and demographic change. What roles do Graduate Schools and graduate education play in the student and efficiency focused innovative university?

Relevant topics for this conference might include:

- Changing student expectations inside and outside the classroom
- Online and hybrid modes of delivery
- Cooperative agreements among universities
- Graduate student career outcomes and their assessment
- Innovative master's degree programs (or the role of traditional programs in the innovative university)
- Non-research based degrees
- Interdisciplinary education
- Recruitment and admissions in a competitive context
- Innovations in the master's thesis and doctoral dissertation, including collaborative work and other aspects of form and content that challenge traditional assumptions

Abstract: No more than 500 words describing the proposed session

Additional Information:

- Name, affiliation, email and telephone number of the member proposing the session.
- Name, affiliation, email and telephone number of other presenters.
- Send abstract as a .pdf file and additional information to: George Jusice: JusticeG@missouri.edu

Priority Deadline for Submissions: **June 8, 2012**

- Submitted abstracts will be reviewed at the June meeting of the Executive Committee and notifications will be sent by **June 30, 2012.**
- Presenters must register for the Annual Meeting
- The individual proposing the session is responsible for contacting other presenters and obtaining their agreement to participate

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Agenda

Theme: Graduate School in the Innovative University

Printable Agenda (2 page PDF)

Wednesday, April 10, 2013

Time	Description
8 a.m.-5 p.m.	Registration - *Hiawatha Foyer*
8-11:30 a.m.	Coffee/tea by Registration - *Hiawatha Foyer*
9-11:30 a.m.	**New Graduate Administrators *(Additional Registration Required)*** - *Rock Island* *Robert Augustine, Eastern Illinois University* *Jackie Huntoon, Michigan Technological University*
10-11:30 a.m.	**MAGS Board Meeting -** *Quinn* *Maria Di Stefano, MAGS Chair, Truman State University*
10 a.m.-5 p.m.	Vendor Exhibit Tables - *Hiawatha Foyer*
11:30 a.m.-1 p.m.	**New Graduate Administrators and Executive Committee Luncheon -** *Rock Island* *Maria Di Stefano, MAGS Chair*
1:15-1:30 p.m.	**Welcome and Overview -** *Hiawatha* *Maria Di Stefano, MAGS Chair, Truman State University* *George Justice, MAGS Chair-elect, University of Missouri*
1:30-3 p.m.	**Plenary I** - *Hiawatha* **Living the Disruption: Online and Beyond** *Cynthia G. Baum, President, Walden University* *Moderator: George Justice, University of Missouri*
3-3:30 p.m.	Afternoon Break**-** *Hiawatha Foyer*
3:30-4:30 p.m.	**Concurrent 1** **Structures of Graduate Program Administration** - *Hiawatha 1* *Diana Bartelli Carlin, Saint Louis University* We will present three case studies that examine the reasons for the transition process, and the key considerations in the transition from a one structure of graduate administration to a new one and the implications for the efficient and effective delivery of graduate education. Whether or not these case studies represent innovation is a question that will evolve from the analysis and discussion. **Concurrent 2** **Research Writing Tutor: An Innovative Technology to Support Writing by Graduate Students -** *Hiawatha 2* *Elena Cotos, Iowa State University* An introduction to the Research Writing Tutor (RWT), an intelligent, interactive system that helps graduate students at Iowa State University develop and improve their ability to write about their research. The web-based RWT software teaches students to think of their writing as a scientific argument developed with a series of strategic rhetorical moves characteristic of different sections of the research paper.

Concurrent 3
Embracing the Porcupine - *Hiawatha 3*
Patricia A. Breen, The Chicago School of Professional Psychology
Margie Martyn, Harold Washington College
When do "non-traditional" initiatives earn their place at the academic table? At the Chicago School of Professional Psychology (TCSPP), best known its traditional programming and student population, the newer hybrid and online programs have been isolated from the mainstream academic enterprise. In this way, the traditional programs have been "protected" from unknown challenges to their quality reputation but faculty in these new programs have been unable to collaborate with the larger faculty community. In this session, participants will learn how TCSPP made a structural move to integrate and nourish the best of both instructional modalities to improve academic quality and provide greater flexibility and options for faculty and students.

5:45-6:30 p.m. **MAGS Reception** - *Great Hall*

6:30-9 p.m. **MAGS Banquet**
Distinguished Master's Thesis Award - *Great Hall*
Peg Griffin, Northern Kentucky State University, Chair MAGS Distinguished Thesis Award Committee

Thursday, April 11, 2013

7 a.m.-5 p.m. Registration - *Hiawatha Foyer*

7-8 a.m. Breakfast
Committee Meetings - *Hiawatha*

8-8:30 a.m. Networking - *Hiawatha*

8:40-10 a.m. **Plenary II** - *Hiawatha*
"Remember Borders Books, Circuit City Stores, and the Walkman? Responding to the Scope of Change Facing Graduate Education"
Scott A. Bass, Provost, American University
Moderator: George Justice, University of Missiouri

10 a.m.-5 p.m. Vendor Exhibit Tables - *Hiawatha Foyer*

10-10:30 a.m. Morning Break - *Hiawatha Foyer*

10:30-11:30 a.m. **Concurrent 4**
Oklahoma State Family Resource Center - *Hiawatha 1*
Jean Van Delinder, Oklahoma State University
Graduate Colleges often emphasize academic success over the personal and professional growth of graduate and professional students. Though many graduate students have families, graduate student services are often designed to address the individual students' needs without taking into account how their connection to their families can affect their academic progress. This session proposes to highlight how the Family Resource Center (FRC) at Oklahoma State University works to enhance the total academic experience of both undergraduate and graduate students in one centralized facility. The FRC can serve as a model for working with underrepresented minorities, particularly Native Americans and Latinos, who often are the first in their families to go to college, let alone graduate school.

Concurrent 5
Recruitment and Admissions in a Competitive Context - *Hiawatha 2*
Susan Lynn Wheeler, IUPUI
Stephanie Wilson, Ball State University
In today's competitive market place, collaboration is not always a high priority strategy yet for two Indiana public institutions it has yielded results. Expanding the concept of recruiting consortia and devising strategies for collaboration in recruiting talented and engaging graduate students are keys to our success. During this interactive session, we will discuss shared marketing of our events, serving career services professionals, lessons learned in collaboration, and keeping the student needs central in all recruiting.

Concurrent 6
Online Graduate Courses - Challenges with Student Participation, Group Projects and Performance Assessment - *Hiawatha 3*
Jamshid Mohammadi, Illinois Institute of Technology

11:45 a.m.-1:30 p.m. **Luncheon and Business Meeting** - *Hiawatha*
MAGS/ETS Award for Excellence and Innovation in Graduate Education
MAGS Excellence in Teaching Awards
Maria Di Stefano, MAGS Chair, Truman State University
MAGS/ETS Award for Excellence and Innovation in Graduate Education | Committee Chair - Pawan Kahol, Pittsburg State University
MAGS Excellence in Teaching Awards Committee - Nan Russell Yancey, Lewis University

1:45-3:15 p.m. **Plenary III** - *Hiawatha*
"Pathways that Count and Can be Counted"
Debra Stewart, President, Council of Graduate Schools

3:15-4 p.m. Break - *Hiawatha Foyer*

4-5 p.m. **Concurrent 7**

Strategic Assessment of Graduate College Services in a Student and Efficiency Focused Innovative University - *Hiawatha 1*

Susan L. Pocotte, University of Toledo
Dorothea Sawicki, University of Toledo
The University of Toledo (UT) and the College of Graduate Studies (COGS) have a commitment to rigorous assessment procedures to ensure continuous improvement in academic programs and support services. In 2005, the University Assessment Committee (UAC) adopted a standardized reporting format and an improved university wide system to engage all stakeholders, including more student feedback in the assessment process. The presentation will include a description of the history and UAC process, COGS assessment plan and template, student involvement and how results are communicated to stakeholders (current and prospective students, faculty, alumni, administrators and the larger university community). Examples of measurable goals, types and sources of data used will be detailed. The COGS assessment process and its relationship with the UAC is an example of the essential role of Graduate Schools in improving services to graduate students and faculty in a student and efficiency-focused innovative university.

Concurrent 8

Partnerships for Success - *Hiawatha 2*

Carol Shanklin, MAGS Past-Chair, Kansas State University
Tammy Sonnentage, Graduate Student Council, Kansas State University
This session will describe the unique collaborative efforts between the Graduate School and Graduate Student Council (GSC) at a Midwestern university to enhance the academic, professional, and personal experiences of graduate students. The goal of the partnership is to increase campus awareness of graduate student achievement and contributions to the university. Descriptions of initiatives that have been implemented and benefits for both graduate students and the Graduate School will be shared by the graduate dean and the GSC president.

Concurrent 9

Creating and Facilitating Interdisciplinary Collaborations in Graduate Education - *Hiawatha 3*

Andrea Golato, University of Illinois, Urbana-Champaign
This session will discuss the development, implementation, and outcomes of two interdisciplinary programs at the University of Illinois Urbana-Champaign designed to create innovative and collaborative environments for graduate education in the arts and humanities that respond to the rapid rates of change within institutions of higher learning. The programs place graduate students trained at the forefront of interdisciplinary research. As expected, the initiative caused much enthusiasm in the arts and humanities - fields where traditionally far fewer funding opportunities exist than in other fields.

7-9 p.m. **MAGS Board Dinner -** *Off Site*

Maria Di Stefano, MAGS Chair, Truman State University

Friday, April 12, 2013

7-8 a.m. Breakfast sponsored by ETS - *Hiawatha*

7-8 a.m. **Illinois & Missouri state meetings**

8-8:30 a.m. **ETS Presentation** - *Hiawatha*

The TOEFL® and GRE® Tests: An Update from ETS

Matt Kadlubowski
Hear about the latest trends and new enhancements to the GRE® and TOEFL® testing programs that can help you with your institution's recruitment and admissions process. Plus, get an update on other ETS initiatives for graduate programs and applicants.

8-11 a.m. Vendor Exhibit Tables - *Hiawatha Foyer*

9-10:15 a.m. **Concurrent 10**

Grad School. Is it for you? Planting the seed in a freshman seminar - *Hiawatha 1*

John Keller, University of Iowa
At the University of Iowa, approximately 7 in 10 college freshmen see a graduate and/or professional degree in their future. Many successful graduate students begin planning for their career early in their college experience, by building skills and bolstering their academic record with experiences that help their application stand out. Readings, class discussions, and guest speakers help students make more informed decisions for planning and making application to graduate programs. Class experiences help focus the students' thoughts on fields to consider as well as what it takes to succeed once students start graduate school.

Concurrent 11

Transforming Graduate Education: Students and Institutions - *Hiawatha 2*

James Fuller, Indiana Wesleyan University
Doug A. Barcalow, University of Saint Francis
This session is designed to provide an opportunity for leaders of smaller graduate education units and units from private institutions to discuss their unique challenges and opportunities, especially

as they relate to transformation in education. At the 2011 and 2012 MAGS Annual Meetings, this group convened and found a wealth of information sharing possible for privates and small institutions. This year will be an open forum to gather information from participants on suggestions for a wide range of issues, from Admissions and Admissions decisions to Thesis requirements and graduation procedures and more.

Concurrent 12
Transforming Graduate Education- A Dialogue on NSF's Role - *Hiawatha 3*
Richard Linton, CGS-NSF Dean in Residence, Council of Graduate Schools
Valerie Wilson, National Science Foundation
Richard Tankersley, National Science Foundation
An NSF Panel will overview new directions in NSF programs responsive to graduate education imperatives, such as opportunities for integrative training and interdisciplinary research, international research collaborations, broadening participation, and innovation/entrepreneurship. The session will promote dialogue with the academic community regarding NSF's role in addressing needs for data, research and evaluation of graduate education, enhancing professional workforce development, and advancing federal partnerships with graduate schools supporting excellence and innovation in graduate education.

10:15-10:30 a.m. Break - *Hiawatha Foyer*

10:30-11:30 a.m. **Special Session: Graduate Program Review** - *Hiawatha*
Henning Schroeder, University of Minnesota
Graduate education is a complex enterprise; it's often difficult to measure program success beyond quantitative measures like time to degree or completion rate. In this session, Dr. Schroeder will discuss the Graduate Review and Improvement Process (GRIP), a new model of student-centered program assessment at the University of Minnesota. Learn how, in combination with traditional program review processes, GRIP is enhancing graduate education by providing a more holistic review that captures the distinctive measures of quality in different disciplines and encourages ongoing improvement.

11:30 a.m. **Meeting Adjourns** - *Hiawatha*
Maria Di Stefano, MAGS Chair

11:30 a.m.-1 p.m. **MAGS Board Meeting** - *Mitchell*
George Justice, MAGS Chair

10:30 a.m.-2 p.m. **Hands-On Session**
Graduate Admissions and Advising Workshop *(Additional Registration Required)* - *Rock Island*
Terrence Grus, University of Missouri
Dean Tsantir, University of Minnesota
New this year to the MAGS annual conference is a half-day workshop for graduate admissions and advising professionals. Led by two outstanding directors--from the University of Minnesota and the University of Missouri--this hands-on workshop will be useful for graduate staff members, from the departmental to the college level, interesting in learning best practices and exchanging ideas. The workshop will leave time for individuals or groups to drive to and from Minneapolis and surrounding states for a day trip. Lunch is included in the modest registration fee. We hope that this will be an attractive professional development opportunity for all administrative staff professionals--and even, perhaps, a few deans.

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Speakers:

Cynthia G. Baum, Ph.D., President, Walden University

Dr. Cynthia G. Baum, the president of Walden University, has more than 20 years of leadership experience in postsecondary education, developing and implementing academic programs, and leading programmatic and regional accreditation processes.

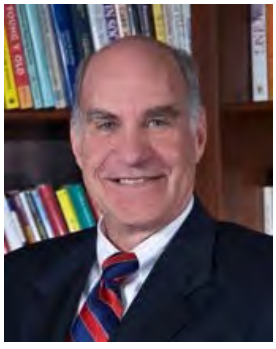
Dr. Baum has been with Walden University for almost five years, having served as vice president of Walden's Colleges of Health Sciences and Social and Behavioral Sciences, and most recently as executive vice president. Prior to joining Walden, she was regional vice president for Kaplan Higher Education Corporation as well as for Education Management Corporation. During her tenure with EDMC, she also served as vice president of national partnerships and clinical education, and campus president of both Argosy University, Washington D.C., and the Art Institute of Washington.

Dr. Baum has also worked in the nonprofit sector, where she held full-time graduate faculty appointments at Virginia Tech and The Catholic University of America. She served as assistant executive director for education at the American Psychological Association (APA), where she was responsible for the development and implementation of programs for high school through post-doctoral level education.

Dr. Baum has published and presented to professional organizations on diverse topics in psychology, and she has been recognized for her work in psychology education with several honors and awards, including a Presidential Citation from the APA and the Advocacy Award of the Association for the Advancement of Psychology. She held leadership positions in organizations such as the Association for the Advancement of Behavior Therapy and the Society for the Teaching of Psychology, and is a past president of the National Council of Schools and Programs in Professional Psychology.

Dr. Baum holds an M.S. and Ph.D. in Psychology (Clinical) from the University of Georgia.

Scott Bass, Ph.D., Provost, American University



Dr. Scott A. Bass is Provost at American University (AU), where he is the chief academic officer providing leadership for AU's six schools and colleges, the University Library, professional development, enrollment management, and other academic affairs units. Dr. Bass also holds the appointment of Professor of Public Administration & Policy in the AU School of Public Affairs. As Provost, Dr. Bass has advanced the American University mission through institution building, shared governance, diversity initiatives, and strategic planning. A sample of his accomplishments include hiring over 100 new tenure and tenure line faculty; increasing racial, ethnic and socioeconomic diversity; establishing the Global Scholars Program, which is a 3-year bachelors degree with a 4th year master's degree option; establishing the Frederick Douglas Distinguished Scholars Program; transforming the University Honors Program into a living learning program; expanding the University College Program; and revising the General Education Program.

He began his academic career at the University of Massachusetts Boston, where he was the founding Director and Administrator of the Gerontology Institute and the founding chair of the Gerontology program. There, he also established and directed one of the nation's first PhD programs in Gerontology. He later served as the Vice President for Research and

Dean of the Graduate School at University of Maryland Baltimore County (UMBC), playing a leadership role in UMBC's dramatic expansion in research and graduate education. A Fellow of the Gerontological Society of America, Dr. Bass has written or edited 8 books and 45 articles, earned a Fulbright Research Scholarship to Japan, and was a visiting professor at Stanford University in 2004. Last year, Dr. Bass received the prestigious Donald P. Kent Award for his professional leadership in gerontology through teaching, service, and interpretation of gerontology to the larger society.

He is widely recognized as an innovator in higher education. Dr. Bass currently serves on the Educational Testing Service (ETS) Higher Education Advisory Council and on the Council of Graduate Schools Professional Science Master's Project Team. Most recently, he served on the Commission on the Future of Graduate Education in the United States, a Joint Commission of the ETS and the Council of Graduate Studies; on the Executive Committee and as Chair of the ETS Graduate Record Examinations Minority Graduate Education Committee; and on the boards of the Council for Research and Graduate Education and the Council of Graduate Schools. He received his PhD in the combined program in psychology and education at the University of Michigan.

Debra Stewart, President, Council of Graduate Schools

Debra W. Stewart became President of the Council of Graduate Schools in July 2000. She holds degrees from Marquette University, University of Maryland and the University of North Carolina, Chapel Hill. In 1975 she joined the North Carolina State University faculty and was professor of Political Science and Public Administration from 1984 to 2000. In 1983 she became Associate Dean of the Graduate School at North Carolina State and Dean of the Graduate School in 1988. In 1994 she served as Interim Chancellor at the University of North Carolina, Greensboro. Prior to CGS, she was Vice Chancellor and Dean of the Graduate School at North Carolina State University.

Stewart's service to graduate education includes chairing the Graduate Record Examination Board, the Council on Research Policy and Graduate Education, the Board of Directors of Oak Ridge Associated Universities, and the Board of Directors of CGS. She also served as Trustee of the Triangle Center for Advanced Studies, and member of the American Council on Education Board and several National Research Council Committees and is currently on the ETS Board of Trustees. In November 2007, her leadership in graduate education was recognized by the Universite Pierre et Marie Curie with an honorary doctorate. Her alma mater, the University of North Carolina Chapel Hill, honored her in October 2008 with the Distinguished Alumna Award.

Stewart is author, coauthor, and editor of books and numerous scholarly articles on administrative theory and public policy. She lectures nationally and internationally on graduate education issues and challenges. Her research focuses on ethics in managerial decision-making.

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Membership for 2013

At its annual meeting in April 2008, the Midwestern Association of Graduate Schools voted to adopt a dues structure on a sliding scale reflecting three levels of graduate headcount enrollment, as shown below. Headcount enrollment includes all graduate students except those in programs leading to the MD, PharmD, DVM, and JD.

Graduate Headcount Enrollment	Dues, based on fall 2012 headcount
1-1000	$ 125
1001-4000	$ 175
4001 +	$ 225

Dues notices are e-mailed to member institutions each November/December. Membership renewal and new membership fees run January-December (calendar year) and can be made online using a credit card.

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Renewing Member/Member Update

Membership Renewal/Update or Printable Renewal/Update Application (2 page PDF)

New Membership

New Membership or Printable New Membership Application (2 page PDF)

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Registration - Early Bird Deadline: March 15

Meeting Registration (includes sponsorship):

Register Online NOW! or Printable Meeting Registration (1 page PDF)

- Registration fee includes receptions, banquet, breakfasts and lunch:
  - $250 MAGS Member, Early Bird Fee
  - $275 MAGS Member (after March 15)
  - $300 Non-members, Early Bird Fee
  - $325 Non-members (after March 15)
- Additional Workshops:
  - $10 New Graduate Administrators Workshop, includes lunch (Wed. April 10)
  - $49 Graduate Admissions and Advising Workshop includes lunch (Fri. April 12)
- Additional Meals for Guests:
  - $10 Wednesday, New Graduate Administrators Workshop Lunch
  - $50 Wednesday, Reception & Banquet
  - $30 Thursday, Breakfast
  - $40 Thursday, Lunch
  - $30 Friday, Breakfast
- Institutional Sponsorship: MAGS member institutions are invited to sponsor the MAGS meeting with a donation of $150 to help defray the costs of the morning and afternoon refreshment breaks. Contributors will be recognized at the meeting and in the written materials.

MAGS Membership

Cancellation Policy:

Full reimbursement for requests submitted at least 30 days prior to the start of the meeting (on or before March 11, 2013), 50% reimbursement for requests submitted within 30 days of the meeting (after March 11, 2013), and no reimbursement will be allowed after the start of the meeting. Refund requests must be submitted in writing to: UW-La Crosse Continuing Education & Extension, 1725 State Street, 205 Morris Hall, La Crosse, WI 54601.

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Hotel Reservations

- The Depot Renaissance Minneapolis Hotel, 225 South 3rd Avenue, Minneapolis, MN 55401
- If registering online, put MGOMGOA under GROUP code to receive the special $136 discounted room rate. If placing your reservation by phone, call 866.211.4611 or 612.375.1700, ask for in-house reservations and reference Midwest Association for Graduate Schools for the discounted room rate.

Transportation Information

- Minneapolis-St. Paul International Airport (MSP)
- Metro Transit (Serving the Minneapolis/St.Paul Area)

City Information

Explore Minneapolis/St.Paul

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Archives
- 2012 Conference

Midwestern Association of Graduate Schools
An Affiliate of the Council of Graduate Schools

69th Annual Meeting | April 10-12, 2013

The Depot Renaissance Minneapolis Hotel | Minneapolis, Minn.

Contact Us

Registration and Program Information:

Continuing Education and Extension
University of Wisconsin-La Crosse
1725 State Street
205 Morris Hall
La Crosse, Wis. 54601
608.785.6502 or toll-free 1.866.895.9233
fax: 608.785.6547
mgrattan@uwlax.edu

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University of Wisconsin-La Crosse
1725 State St. La Crosse, WI 54601
608.785.8000

Midwestern Association of Graduate Schools Annual Meeting

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Sponsorship Opportunities

Institutional Sponsorship:

The Midwestern Association of Graduate Schools invites our institutional members and our corporate partners to provide sponsorship of the annual meetings.

Colleges and Universities are invited to sponsor the MAGS meeting with a suggested donation of $150 (to help defray the costs of the morning and afternoon refreshment breaks) and will be recognized at the meeting and in the written materials.

The institutional sponsorship can be paid via the conference registration.

Institutional Sponsorship Registration or Printable Institutional Sponsorship Registration (1 page PDF)

Corporate Sponsorship:

MAGS invites corporate sponsors to join us in Minneapolis.

Corporate sponsorship includes one complimentary registration.

Corporate Sponsorship Registration or Printable Corporate Sponsorship Registration (1 page PDF)

Corporate Partners are encouraged to contact David Daleke for more information on sponsorship opportunities.

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Exhibitor Information

MAGS invites returning and new exhibitors to join us in Chicago. Exhibitor tables are located in an area central to the meeting rooms and breaks.

Registration:

Your registration fee includes meeting registration for one representative, skirted display table, opening reception and banquet, lunch and breakfasts. Registration must be received by **March 11, 2013.**

Exhibitor Registration or Printable Exhibitor Registration (1 page PDF)

Program Inclusions and Deadlines:

Information coming soon.

Exhibitor Table Information:

Location: Exhibitor tables will be located near the registration table and morning and afternoon breaks. This is not a secured area.

Electricity: There are outlets with sufficient electricity for laptops/small displays. If you require additional electrical capabilities, please contact Continuing Education and we can make arrangements with the hotel. Any additional costs must be paid by the exhibitor.

Meeting Attendees List: Exhibitors can request via email a preliminary list of attendees which will include the attendees' names and institutions. MAGS does not provide email addresses. The list will be available on **April 1.**

Set-up/Take down: Tables will be available to exhibitors, Wednesday, April 10 through, Friday, April 12.

Shipping Information: Packages may be delivered to the hotel no more than four working days prior to the date of the meeting and the hotel must have prior notification of any packages being delivered. There will be additional storage fees assessed for any packages that arrive to the hotel prior to the four day allowance. The following information should be included on all packages:

MAGS Annual Meeting
Attn: Continuing Education
Exhibitors Name and Company Name
April 10-12, 2013

Exhibitors are responsible for returning shipping costs and methods for all packages.

Questions: Please contact Susan Niedzwieck-Pham, 608.785.6509

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FRIDAY, APRIL 12, 2013

7-8 a.m. Breakfast *sponsored by ETS* — Hiawatha
Illinois & Missouri state meetings

8-8:30 a.m. **ETS Presentation:** — Hiawatha
The TOEFL® and GRE® Tests:
An Update from ETS — Hiawatha
Matt Kadlubowski

Hear about the latest trends and new enhancements to the GRE® and TOEFL® testing programs that can help you with your institution's recruitment and admissions process. Plus, get an update on other ETS initiatives for graduate programs and applicants.

8-11 a.m. Vendor Exhibit Tables — Hiawatha Foyer

9-10:15 a.m. CONCURRENT SESSIONS

Grad School. Is it for you? — Hiawatha 1
Planting the seed in a freshman seminar
John Keller, University of Iowa
At the University of Iowa, approximately 7 in 10 college freshmen see a graduate and/or professional degree in their future. Many successful graduate students begin planning for their career early in their college experience, by building skills and bolstering their academic record with experiences that help their application stand out. Readings, class discussions, and guest speakers help students make more informed decisions for planning and making application to graduate programs. Class experiences help focus the students' thoughts on fields to consider as well as what it takes to succeed once students start graduate school.

Transforming Graduate Education: — Hiawatha 2
Students and Institutions
James Fuller, Indiana Wesleyan University; Doug A. Barcalow, University of Saint Francis
This session is designed to provide an opportunity for leaders of smaller graduate education units and units from private institutions to discuss their unique challenges and opportunities, especially as they relate to transformation in education. At the 2011 and 2012 MAGS Annual Meetings, this group convened and found a wealth of information sharing possible for privates and small institutions. This year will be an open forum to gather information from participants on suggestions for a wide range of issues, from Admissions and Admissions decisions to Thesis requirements and graduation procedures and more.

Transforming Graduate Education — — Hiawatha 3
A Dialogue on NSF's Role
Richard Linton, CGS-NSF Dean in Residence, Council of Graduate Schools; Valerie Wilson, National Science Foundation; Richard Tankersley, National Science Foundation
An NSF Panel will overview new directions in NSF programs responsive to graduate education imperatives, such as opportunities for integrative training and interdisciplinary research, international research collaborations, broadening participation, and innovation/ entrepreneurship. The session will promote dialogue with the academic community regarding NSF's role in addressing needs for data, research and evaluation of graduate education, enhancing professional workforce development, and advancing federal partnerships with graduate schools supporting excellence and innovation in graduate education.

10:15-10:30 a.m. Break — Hiawatha Foyer

10:30-11:30 a.m. **SPECIAL SESSION:** — Hiawatha
Graduate Program Review
Henning Schroeder, University of Minnesota
Graduate education is a complex enterprise; it's often difficult to measure program success beyond quantitative measures like time to degree or completion rate. In this session, Schroeder will discuss the Graduate Review and Improvement Process (GRIP), a new model of student-centered program assessment at the University of Minnesota. Learn how, in combination with traditional program review processes, GRIP is enhancing graduate education by providing a more holistic review that captures the distinctive measures of quality in different disciplines and encourages ongoing improvement.

11:30 a.m. Meeting Adjourns — Hiawatha
Maria Di Stefano, MAGS Chair

11:30 a.m.-1 p.m. MAGS Board Meeting — Mitchell
George Justice, MAGS Chair

10:30 a.m.-2 p.m. HANDS-ON SESSION
Graduate Admissions and Advising Workshop — Rock Island
Terrence Grus, University of Missouri; Dean Tsantir, University of Minnesota
New this year to the MAGS annual conference is a half-day workshop for graduate admissions and advising professionals. Led by two outstanding directors--from the University of Minnesota and the University of Missouri — this hands-on workshop will be useful for graduate staff members, from the departmental to the college level, interesting in learning best practices and exchanging ideas. The workshop will leave time for individuals or groups to drive to and from Minneapolis and surrounding states for a day trip. Lunch is included in the modest registration fee. We hope that this will be an attractive professional development opportunity for all administrative staff professionals--and even, perhaps, a few deans.

MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS

69th Annual Meeting

GRADUATE SCHOOL IN THE INNOVATIVE UNIVERSITY

April 10-12, 2013

The Depot Renaissance Minneapolis Hotel
Minneapolis, Minn.

MAGS
Midwestern Association of Graduate Schools
An Affiliate of the Council of Graduate Schools

WEDNESDAY, APRIL 10, 2013

8 a.m.-5 p.m. Registration — Hiawatha Foyer

8-11:30 a.m. Coffee/Tea — Hiawatha Foyer

9-11:30 a.m. **New Graduate Administrators Workshop** — Rock Island
Robert Augustine, Eastern Illinois University; Jackie Huntoon, Michigan Technological University

10 -11:30 a.m. MAGS Board Meeting — Quinn
Maria Di Stefano, MAGS Chair, Truman State University

10 a.m.-5 p.m. Vendor Exhibit Tables — Hiawatha Foyer

11:30 a.m.-1 p.m. New Graduate Administrators and Executive Committee Luncheon — Rock Island
Maria Di Stefano, MAGS Chair, Truman State University

1:15-1:30 p.m. Welcome and Overview — Hiawatha
Maria Di Stefano, MAGS Chair, Truman State University; George Justice, MAGS Chair-elect, University of Missouri

1:30-3 p.m. PLENARY SESSION — Hiawatha
Living the Disruption: Online and Beyond
Cynthia G. Baum, President, Walden University
Moderator: *George Justice, University of Missouri*

3-3:30 p.m. Afternoon Break — Hiawatha Foyer

3:30-4:30 p.m. CONCURRENT SESSIONS

Structures of Graduate Program Administration — Hiawatha 1
Diana Bartelli Carlin, Saint Louis University
We will present three case studies that examine the reasons for the transition process, and the key considerations in the transition from a one structure of graduate administration to a new one and the implications for the efficient and effective delivery of graduate education. Whether or not these case studies represent innovation is a question that will evolve from the analysis and discussion.

Research Writing Tutor: An Innovative Technology to Support Writing by Graduate Students — Hiawatha 2
Elena Cotos, Iowa State University
An introduction to the Research Writing Tutor (RWT), an intelligent, interactive system that helps graduate students at Iowa State University develop and improve their ability to write about their research. The web-based RWT software teaches students to think of their writing as a scientific argument developed with a series of strategic rhetorical moves characteristic of different sections of the research paper.

Embracing the Porcupine — Hiawatha 3
Patricia A. Breen, The Chicago School of Professional Psychology; Margie Martyn, Harold Washington College
When do "non-traditional" initiatives earn their place at the academic table? At the Chicago School of Professional Psychology (TCSPP), best known its traditional programming and student population, the newer hybrid and online programs have been isolated from the mainstream academic enterprise. In this way, the traditional programs have been "protected" from unknown challenges to their quality reputation but faculty in these new programs have been unable to collaborate with the larger faculty community. In this session, participants will learn how TCSPP made a structural move to integrate and nourish the best of both instructional modalities to improve academic quality and provide greater flexibility and options for faculty and students.

5:45-6:30 p.m. MAGS Reception — Great Hall

6:30-9 p.m. MAGS Banquet & Distinguished Master's Thesis Award — Great Hall
Peg Griffin, Northern Kentucky State University, Chair MAGS Distinguished Thesis Award Committee

THURSDAY, APRIL 11, 2013

7 a.m.-5 p.m. Registration/Breakfast — Hiawatha Foyer

7-8 a.m. Committee Meetings — Hiawatha

8-8:30 a.m. Networking — Hiawatha

8:40-10 a.m. PLENARY SESSION — Hiawatha
Remember Borders Books, Circuit City Stores, and the Walkman? Responding to the Scope of Change Facing Graduate Education
Scott A. Bass, Provost, American University Moderator: *George Justice, University of Missiouri*

10 a.m.-5 p.m. Vendor Exhibit Tables — Hiawatha Foyer

10-10:30 a.m. Morning Break — Hiawatha Foyer

10:30-11:30 a.m. CONCURRENT SESSIONS

Oklahoma State Family Resource Center — Hiawatha 1
Jean Van Delinder, Oklahoma State University
Graduate Colleges often emphasize academic success over the personal and professional growth of graduate and professional students. Though many graduate students have families, graduate student services are often designed to address the individual students' needs without taking into account how their connection to their families can affect their academic progress. This session proposes to highlight how the Family Resource Center (FRC) at Oklahoma State University works to enhance the total academic experience of both undergraduate and graduate students in one centralized facility. The FRC can serve as a model for working with underrepresented minorities, particularly Native Americans and Latinos, who often are the first in their families to go to college, let alone graduate school.

Recruitment and Admissions in a Competitive Context — Hiawatha 2
Susan Lynn Wheeler, IUPUI; Stephanie Wilson, Ball State University
In today's competitive market place, collaboration is not always a high priority strategy yet for two Indiana public institutions it has yielded results. Expanding the concept of recruiting consortia and devising strategies for collaboration in recruiting talented and engaging graduate students are keys to our success. During this interactive session, we will discuss shared marketing of our events, serving career services professionals, lessons learned in collaboration, and keeping the student needs central in all recruiting.

Online Graduate Courses — Challenges with Student Participation, Group Projects and Performance Assessment — Hiawatha 3
Jamshid Mohammadi, Illinois Institute of Technology

11:45 a.m.-1:30 p.m. Luncheon and Business Meeting — Hiawatha
MAGS/ETS Award for Excellence and Innovation in Graduate Education
MAGS Excellence in Teaching Awards
Maria Di Stefano, MAGS Chair, Truman State University

Pawan Kahol, Pittsburg State University, MAGS/ETS Award for Excellence and Innovation in Graduate Education Committee Chair

Nan Russell Yancey, Lewis University, MAGS Excellence in Teaching Awards Committee

1:45-3:15 p.m. PLENARY SESSION — Hiawatha
Pathways that Count and Can be Counted
Debra Stewart, President, Council of Graduate Schools

3:15-4 p.m. Break — Hiawatha Foyer

4-5 p.m. CONCURRENT SESSIONS

Strategic Assessment of Graduate College Services in a Student and Efficiency Focused Innovative University — Hiawatha 1
Susan L. Pocotte, University of Toledo; Dorothea Sawicki, University of Toledo
The University of Toledo (UT) and the College of Graduate Studies (COGS) have a commitment to rigorous assessment procedures to ensure continuous improvement in academic programs and support services. In 2005, the University Assessment Committee (UAC) adopted a standardized reporting format and an improved university-wide system to engage all stakeholders, including more student feedback in the assessment process. The presentation will include a description of the history and UAC process, COGS assessment plan and template, student involvement and how results are communicated to stakeholders (current and prospective students, faculty, alumni, administrators and the larger university community). Examples of measurable goals, types and sources of data used will be detailed. The COGS assessment process and its relationship with the UAC is an example of the essential role of Graduate Schools in improving services to graduate students and faculty in a student- and efficiency-focused innovative university.

Partnerships for Success — Hiawatha 2
Carol Shanklin, MAGS Past-Chair, Kansas State University; Tammy Sonnentage, Graduate Student Council, Kansas State University

This session will describe the unique collaborative efforts between the Graduate School and Graduate Student Council (GSC) at a Midwestern university to enhance the academic, professional, and personal experiences of graduate students. The goal of the partnership is to increase campus awareness of graduate student achievement and contributions to the university. Descriptions of initiatives that have been implemented and benefits for both graduate students and the Graduate School will be shared by the graduate dean and the GSC president.

Creating and Facilitating Interdisciplinary Collaborations in Graduate Education — Hiawatha 3
Andrea Golato, University of Illinois, Urbana-Champaign
This session will discuss the development, implementation, and outcomes of two interdisciplinary programs at the University of Illinois Urbana-Champaign designed to create innovative and collaborative environments for graduate education in the arts and humanities that respond to the rapid rates of change within institutions of higher learning. The programs place graduate students trained at the forefront of interdisciplinary research. As expected, the initiative caused much enthusiasm in the arts and humanities - fields where traditionally far fewer funding opportunities exist than in other fields.

7-9 p.m. MAGS Board Dinner — Off Site
Maria Di Stefano, MAGS Chair, Truman State University

First Year Seminar Program at The University of Iowa Grad School—is it for you?

Daniel Berkowitz
John Keller
The Graduate College

Midwest Association of Graduate Schools
Annual Mtg. March 2013

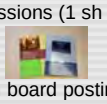
Inspiration for the seminar:

- UG surveys: >80% students appreciate UI's stature as a Research I institution
- > 100 graduate programs (76 doctoral)
- Professional programs: JD, MD, DDS, PharmD, MBA, DNP, DPT, AuD, MSW, MPH, etc.
- UG student success is a UI priority---- engaged student learning, retention, degree completion
- Grad Education pipeline issue-----grad ed seminars in 3rd, 4th year----earlier?

Grad School—is it for you?

- Fall 2013 will be 5th year (started in 2009)
- Fall semester offering
- 13-18 students per semester (total 62 so far)
  - 18 men
  - 44 women
  - 13 URM students
- Sample post-baccalaureate interests: medicine, dentistry, law, pharmacy, film/video, psychology, math ed, political science, journalism

Course organization:

- 1 x week, 50 minute sessions (1 sh credit)
- Weekly on-line readings 
- 1-3 sentence discussion board postings on "gut-response" to question
- Short 1 page web research papers on topical question
- Each session: 10 min review of readings, student led-discussions
- 5 page final paper on key aspects
- Letter grades assigned based on submitted papers, attendance, class participation, final paper

Pedagogical Strategies:

- Shared discussion board postings: students relate weekly topics to their own goals and experiences
- One page research papers: students explore weekly topics through on-line research
- Class discussions: cues from instructors promotes self-guided discussion
- Small group discussions: share & compare ideas
- Student, faculty and admission advisor panels: students assess and apply concepts through Q&A

Topics: Part 1

- Why graduate school?
- Differences between graduate and professional programs
- Admissions requirements for programs of interest
- Choosing a specific graduate program
- Choosing a university/program
- Timetable for applying
- Building your background
- Statement of purpose
- Financing your graduate education

Topics: Part 2

Based on student interests:

- Student panel
- Faculty panel
- Admissions advisor panel
- Former FYS student panel
- Final wrap-up session

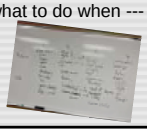
Sample Comments:

"I'm so far ahead of classmates in getting involved on campus and how to prepare for my future"

"I wish I would have had a course like this during undergrad!" (guest panelist)

Student Learning Outcomes:

- Student maturation, growth
- Students self-exam their academic goals and aspirations
- Learn how to match interests with viable career paths
- Broaden students' awareness of career options
- Understand career choice as an evolving process, not a one-time decision (plan A, B, C, etc.)
- Foster faculty relationships, additional mentors
- Students develop an outline of what to do when --- 4 year plan
- Realization that time is short!



Sample Comments:

"I learned that the faculty and deans are easy to talk to — you're real people too!"

Living the Disruption: Online and Beyond

Cynthia G. Baum, Ph.D.

Walden University
A higher degree. A higher purpose.

YOU ARE HERE

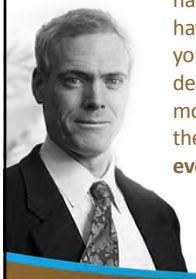
disruptive

REPUTATION

Higher Education

ACCREDITATION

TECHNOLOGY



"**Every institution is vulnerable, no matter how great**. No matter how much you have achieved, no matter how far you have gone, no matter how much power you have garnered, you are vulnerable to decline. There is no law of nature that the most powerful will inevitably remain at the top. **Anyone can fall and most eventually do.**"

– Jim Collins
How the Mighty Fall

DISRUPTIVE INNOVATION:

a product or service that may not be the highest quality, but which rattles the status quo by succeeding in its simplicity, convenience, accessibility, or affordability.

DIGITAL NATIVES

"To prepare Americans for the **jobs** of the future and help restore middle-class security, we have to out-educate the world …"

– Quote from www.whitehouse.gov/issues/education

"These new regulations will help ensure that students at these schools are getting what they pay for: solid preparation for a **good job**."

– Arne Duncan, U.S. Secretary of Education, June 2, 2011

Traditional Full-time Graduate Student

Non-Traditional Graduate Student

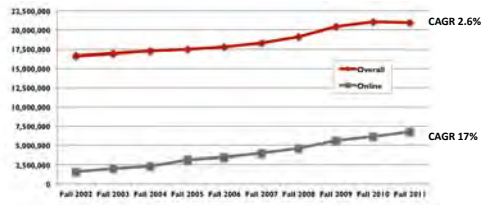
LIMITED

BY TECHNOLOGY

TECHNOLOGY

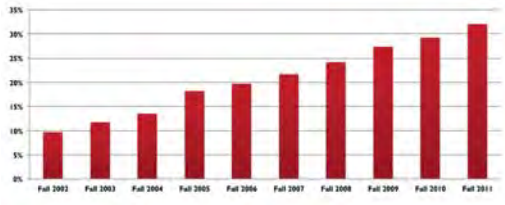
EVOLVED

Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 – Fall 2011



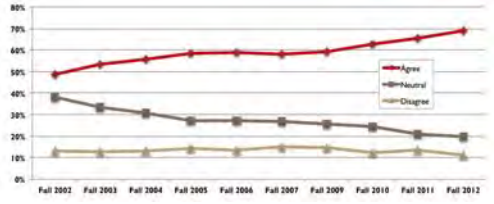
Allen, I. E. & Seaman, J. (2013). *Changing Course: Ten Years of Tracking Online Education in the United States.*

Online Enrollment as a Percent of Total Enrollment: Fall 2002 – Fall 2011



Allen, I. E. & Seaman, J. (2013). *Changing Course: Ten Years of Tracking Online Education in the United States.*

Online Education is Critical to the Long-term Strategy of my Institution: Fall 2002 – Fall 2012

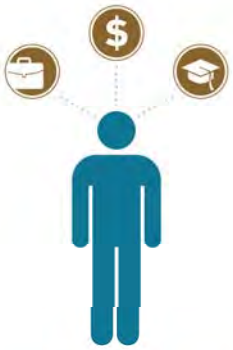


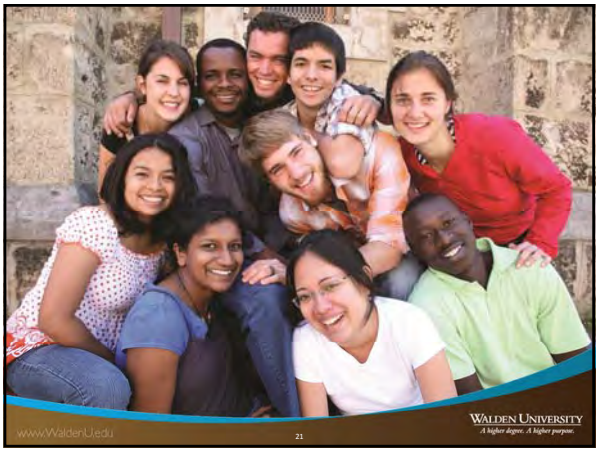
Allen, I. E. & Seaman, J. (2013). *Changing Course: Ten Years of Tracking Online Education in the United States.*

ONLY

15%

of current undergraduates today can be described as the "traditional student"





WALDEN:

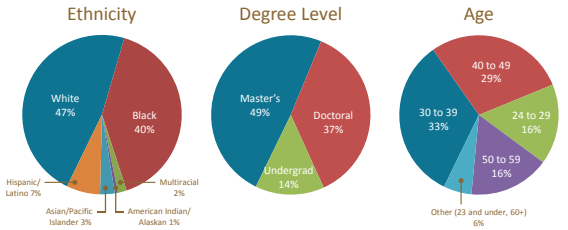
THE UNIVERSITY OF TOMORROW

- Expert lecturer and analyst of demographic and educational issues, served as Director of the Center for Demographic Policy, Institute for Educational Leadership.
- Editor of several journals, including *Harvard Educational Review* and *Journal of Higher Education*.
- Awarded the title of Distinguished Lecturer by the National Science Foundation.
- Former Director of the National Institute of Education, appointed by President Ford.
- President of the American Association for Higher Education.

First Walden Graduation – 1972

> "Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change."
>
> – Walden University Mission Statement

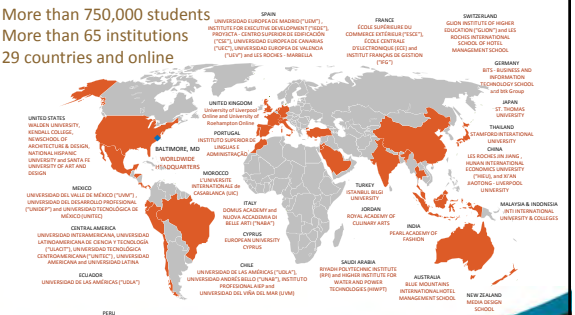
Walden Total Student Population and Demographics*



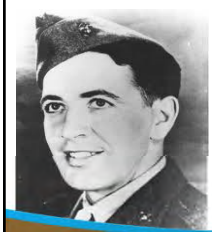
Source: Walden University's Office of Institutional Research and Assessment. Data reported as of Spring 2012.
*These numbers represent only those students who provided this information to the university and do not include non-degree students. Number of students: 47,771 (gender), 44,981 (ethnicity), 49,036 (age)

Laureate International Universities

- More than 750,000 students
- More than 65 institutions
- 29 countries and online



> "Quality is never an accident;
>
> it is always the result of high ***intention***, sincere effort, intelligent direction and skillful execution;
>
> it represents the wise ***choice*** of many alternatives."
>
> – William A. Foster



Walden is Intentional in the Choices that We Make

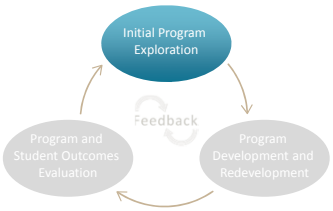
Walden is Intentional in the Choices that We Make

We are intentional and disciplined in the choices we make across all areas that impact our students. This includes how we develop our programs, how we assess their effectiveness, **who we hire to teach,** and how we **support our students**, and how we **deliver our online learning** experience.

Program Lifecycle

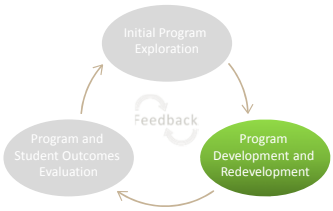
- Methodology encompasses three steps: program exploration; development; and outcome evaluation
- Established learning outcomes at every level
- Detailed roadmap to assess what we want to teach and what students learn
- Feedback allows us to adapt curriculum and enhance learning

Program Lifecycle



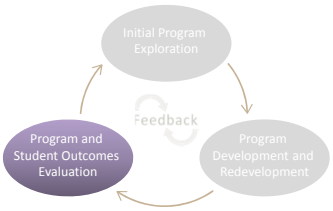
- Government data
- Marketing and academic team research
- Employer surveys and interviews
- Example: Criminal Justice

Program Lifecycle



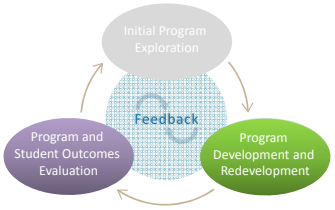
- Program summits
- Subject matter experts
- Curriculum and design experts
- Professional association/ accreditation consultants
- Employers and/or employer research

Program Lifecycle



- Annual review of student learning outcomes
- Survey feedback of alumni and employers
- Employer on-line discussion groups
- Academic Program Reviews

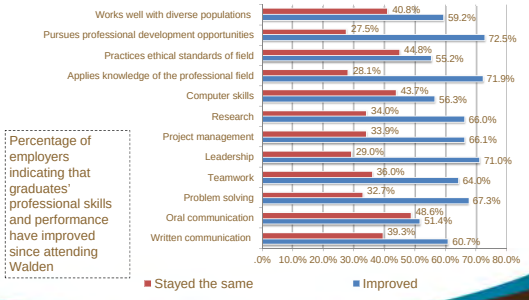
Program Lifecycle



- Annual review of student learning outcomes
- Survey feedback of alumni and employers
- Employer on-line discussion groups
- Academic Program Reviews

Employer Feedback About Walden Alumni

Key University Learning Outcomes



Percentage of employers indicating that graduates' professional skills and performance have improved since attending Walden

More than

85%

of Walden faculty hold doctoral degrees

Faculty in the field – Dr. Tim Bristol

WEBINARS

Examples Include:

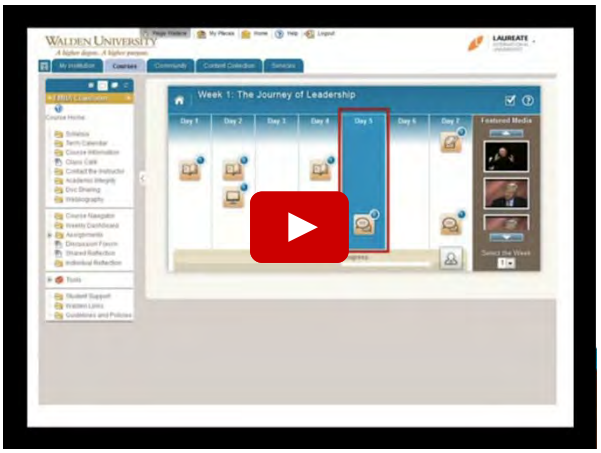
- Andragogy in the Classroom
- Grouping Directions in Blackboard: A Place for the Instructor's Voice
- What Tech Tool Should I Use? Matching Tools to Learning Needs
- Leap Onto the iPad at Walden Pond-BYOD (Bring Your Own Device)
- Screen Sharing for Improved Learning and Communication
- Using a Question Matrix for Collecting, Triangulating and Analyzing Qualitative Data
- A Library with the End in Mind
- The Social Change Continuum: A Discussion for Faculty

SELF-PACED TUTORIALS

Examples Include:

- Exploring Scholarship and Service at Walden University
- Building Critical Thinking Skills
- Engaging Diverse Learners

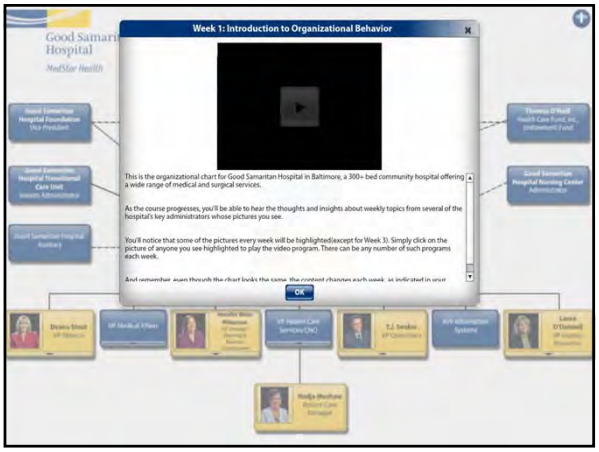
Student Support



Healthcare Organization Theory and Behavior

Course Description:

The individual and group behaviors within healthcare organizations often have a direct impact on organizational success and the ability to deliver quality care. In this course, students examine the theories of behavior of healthcare organizations at the macro (organization-wide) level and micro (individual and team performance) level. **Students explore factors that influence an organization's behavior and performance,** including the role of culture, group processes, and interactions. Sharpening analytic skills, students **apply theories of motivation to assess a hypothetical situation**. They also investigate famous leaders to analyze leadership traits, including the ability to implement and lead others through change.



Literacy Assignment

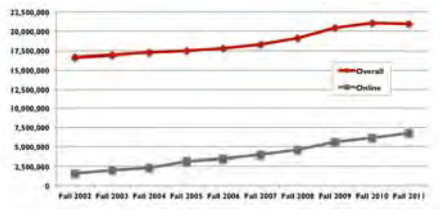
Course Description:

Observing literacy learning and teaching in action can provide important insights to inform your own instructional practices. In this week's Virtual Field Experience, you watched as a teacher conducted a literacy lesson with a group of kindergarten students.

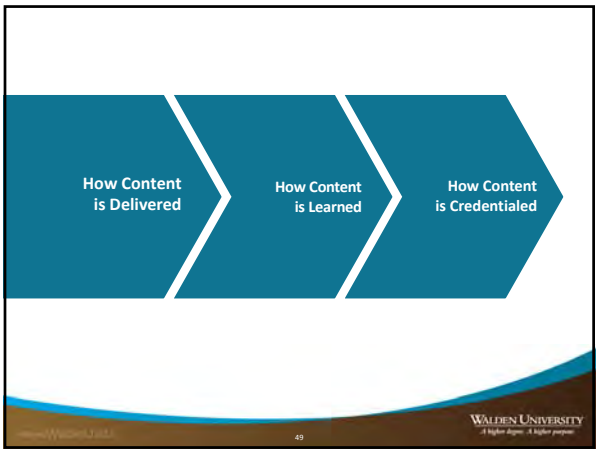
For this week's Application, you will analyze the teacher's lesson to determine the theories and research that might inform her practice.

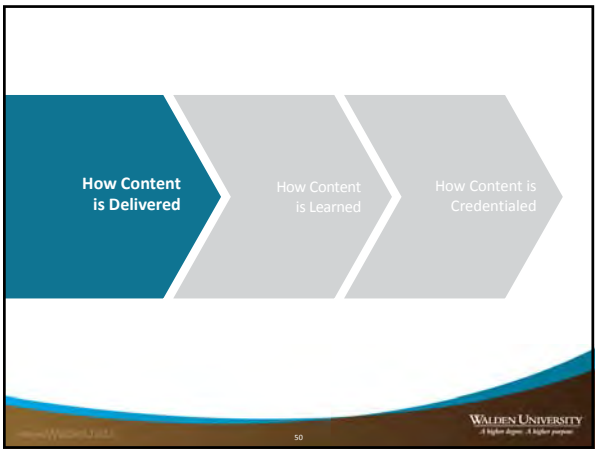
- What research and theories might have informed the teacher's lesson?
- What perspectives from Dr. Almasi's "Framework for Literacy Instruction" seemed to inform the lesson you watched?
- What, if any, missed opportunities to promote literacy did you notice?
- In what ways might the lesson and your reflection inform your future practice as a literacy educator?

Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 – Fall 2011

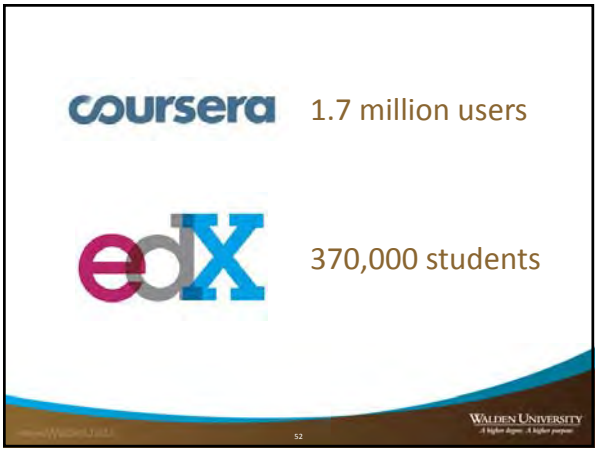


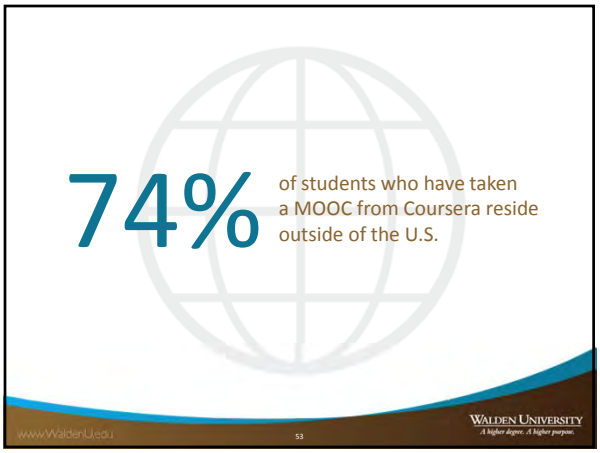
Source: Changing Course: Ten Years of Tracking Online Education in the United States

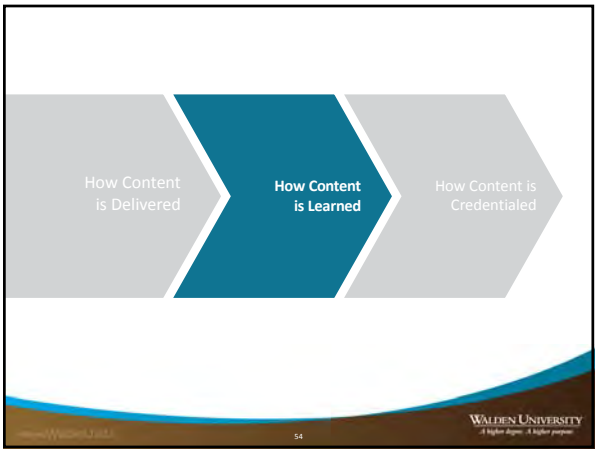

How Content is Delivered
How Content is Learned
How Content is Credentialed
WALDEN UNIVERSITY
49


How Content is Delivered
How Content is Learned
How Content is Credentialed
WALDEN UNIVERSITY
50

MOOC Partners:
STANFORD UNIVERSITY
Carnegie Mellon University
Duke
HARVARD UNIVERSITY
Yale UNIVERSITY
EMORY UNIVERSITY
VANDERBILT UNIVERSITY
JOHNS HOPKINS UNIVERSITY
GEORGETOWN UNIVERSITY
Penn
COLUMBIA UNIVERSITY
Massachusetts Institute of Technology
WALDEN UNIVERSITY
51


coursera
1.7 million users
edX
370,000 students
WALDEN UNIVERSITY
52


74%
of students who have taken a MOOC from Coursera reside outside of the U.S.
WALDEN UNIVERSITY
53


How Content is Delivered
How Content is Learned
How Content is Credentialed
WALDEN UNIVERSITY
54

:

> Institutions of higher learning must move…from a model of "time served" to a model of "stuff learned." Because increasingly the world does not care what you know. Everything is on Google. The world only cares, and will only pay for, what you can do with what you know. **We're moving to a more competency-based world** where there will be less interest in how you acquired the competency…and more demand to prove that you mastered the competency.
>
> – Thomas J. Friedman, The Professors' Big Stage, The New York Times, 3/6/2013

Southern New Hampshire University

BELLEVUE UNIVERSITY

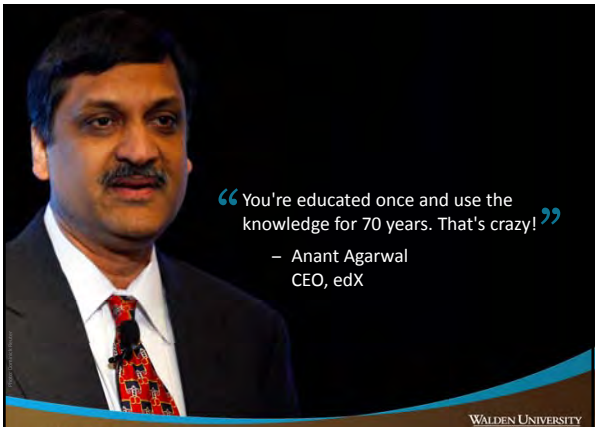
NORTHERN ARIZONA UNIVERSITY

THE UNIVERSITY of WISCONSIN MADISON

State of the Market

- According to the National Venture Capital Association, investment in education technology companies increased from less than $100 million in 2007 to nearly $400 million in 2011
- Lumina Foundation, one of the nation's largest donors to education groups, has given $10 million to a venture capital firm to fund for-profit startups with ideas to meet the nation's education challenges
- Western Governors University announced a three-year, $1.2 million grant from the Bill & Melinda Gates Foundation to launch competency-based associate's degree programs in information technology.

How Content is Delivered → How Content is Learned → **How Content is Credentialed**



corporate training
universities

prior learning
assessments

competency-based
education

> "The cycle of innovation is taking another turn, and online as we know it today must adapt or ultimately face marginalization."
>
> – Eduventures Online Higher Education Market Update 2012/2013

The Higher Learning Commission

NEASC

Western Association of Schools and Colleges

ACICS

ACCSCT Accrediting Commission of Career Schools and Colleges of Technology

NCATE

CACREP

AACSB Accredited

Commission on Collegiate Nursing Education

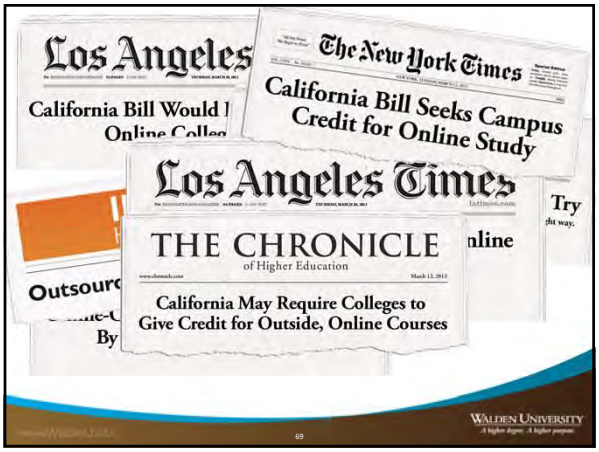
PMI Project Management Institute

"Bang for the Buck"

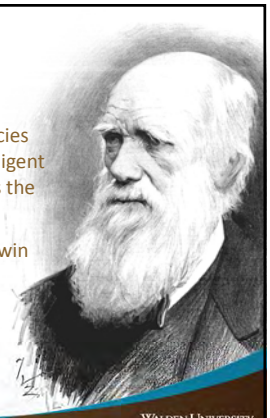
> "The President will call on Congress to consider **value, affordability and student outcomes** in making determinations about **which colleges and universities have access to financial aid** either by incorporating measures of value and affordability into the existing accreditation system or by establishing a new, alternative system of accreditation that would provide pathways for higher education models and colleges to receive federal **financial aid based on performance and results.**"
>
> President Obama, State of the Union Address, January 2013

Principles of Disruptive Innovation

- Wins through simplicity, convenience, accessibility or affordability
- Targets a job to be done
- Provides good enough performance
- Appeals to underserved customers or non-customers



> "It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change."
>
> – Charles Darwin



Living the Disruption: Online and Beyond

Cynthia G. Baum, Ph.D.

A Partnership for Success –
K-State Graduate School
and
Graduate Student Council

KANSAS STATE UNIVERSITY | Graduate School

University Information

Graduate School

- Founded in 1863
  - Currently serves over 4,500 graduate students
- 111 graduate degree programs
  - 67 master's degrees
  - 44 doctoral degrees
  - 36 graduate certificate programs

Graduate Student Council

- Started in early 1990s
  - 34 registered graduate student groups
  - Annual budget of $121,000
    - $21,000 student fees
    - $100,000 President and Provost Support

KANSAS STATE UNIVERSITY | Graduate School

Major Collaborative Initiatives

- Awareness and communication of graduate students' needs, issues, and achievements.
- Support of graduate students' professional/scholarly experiences through travel awards.
- Advancement of graduate students' professional and academic experiences through professional development workshops/seminars and three annual research forum events.
- Advancement of graduate students' personal experiences through the hosting of social events to facilitate strong interpersonal connections.

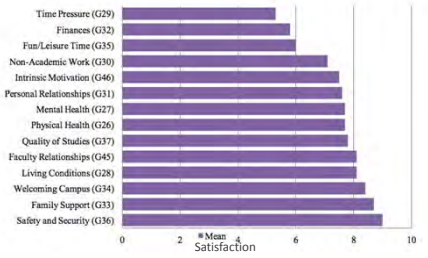
KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication: Top Needs Identified

- Tuition "waivers" for all GRA/GAs
- More affordable and comprehensive health insurance options
- Voice of graduate students on university committees (E.g., Campus Master Plan, Tuition Strategies)
- Designated study space solely for graduate students (2 rooms)
  - Student ID required to gain access
  - Computers, private cubicles, lounge areas, printing capabilities

KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication Quality of Graduate Student Life Survey



KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication: Recognition of Achievements

- Established relationship with the Department of Marketing and Communications
  - Awareness/publicity of graduate student contributions to scholarship (achievements in teaching, research, and service)
    - Notable scholarly achievements newsletter

KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication: Recognition of Achievements

- Publicity and visibility of the GSC and its sponsored events (e.g., Photography)
- Recognition/Awards for Graduate Student Accomplishments
  - Multiple awards/recognitions for excellence in graduate student leadership/service and academic/teaching commitments

Travel Awards

- Funding Sources
  - Student Governing Association ($21,000) and the President/Provost Support($74,000)
    - 2011-2012 average travel award $75.00 (approx. 8% of travel expenses)
    - 2012-2013 average travel award $225.00 (approx. 25% of travel expenses)
- Awards are distributed on a competitive basis through a formal application process.

Professional Development: Resources

- Versatile PhD (online resource that helps graduate students, especially those in humanities and social science, identify and prepare for non-academic careers)
- Career Speaker Series (The series features authors and career experts who share their secrets, research, and tips with job seekers)
- Career and Employment Services staff person devoted to graduate student job needs (Angela Hayes)

Professional Development: Workshops/Seminars

- Academic/Industry interviewing
- CVs & resumes
- Financial planning
- Research ethics
- Grant writing
- Setting expectations and resolving conflicts
- Bringing joy to scholarship
- The 90-minute workspace
- Nationally recognized speaker, Donald Asher
  - Author and speaker on the topics of careers in higher education
- Nationally recognized performances by Theater Delta
  - Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and social change in communities around the globe

Professional Development: Research Forums

- Research and the State
  - Graduate students present research with state-related relevance
- Capitol Graduate Research Summit
  - Presentations of state-relevant research to the Kansas Board of Regents, Kansas legislatures, and Kansas Governor.
- K-State Research Forum
  - All discipline, conference-like, presentation of research through poster and oral formats

Social Networking

- Ice cream socials
- President/Provost sponsored football/baseball tailgates
- Cookouts
- Hikes
- President/Provost sponsored end-of-year celebrations
- Game nights, etc

Communication Efforts

- Graduate student listserv – weekly updates
- Department Heads and Graduate Program Directors
- K-State Online -"Graduate Student Resource Center"
- News releases
  - K-State today, university calendar, Facebook
- Graduate Council and GSC meetings
- Graduate School and GSC websites

KANSAS STATE UNIVERSITY | Graduate School

Future Collaborative Goals

- Designated 'space' for the GSC in the K-State Student Union
- Tuition "waivers" for all GTA/GRA/GA positions
- Increase in the available travel grant monies for allocation to students
- Established program for professional development needs
  - Welcome a well-known or well-recognized author/speaker on professional development "issues" to campus each semester.

KANSAS STATE UNIVERSITY | Graduate School

Contact Information

- Dean Carol Shanklin
  - 103 Fairchild Hall, Kansas State University
  - shanklin@ksu.edu
  - 785-532-7927
- Tammy L. Sonnentag
  - 103 Fairchild Hall, Kansas State University
  - tamson@ksu.edu
- Graduate Student Council
  - 103 Fairchild Hall, Kansas State University
  - egsc@ksu.edu
  - 785-532-1604

KANSAS STATE UNIVERSITY | Graduate School

QUESTIONS/COMMENTS?

KANSAS STATE UNIVERSITY | Graduate School

Embracing the Porcupine

Pat Breen, Ph.D., Senior Vice President
TCS Education System

Margie Martyn, Ph.D., VP of Academic Affairs
Harold Washington College
One of the City Colleges of Chicago

Chicago School of Professional Psychology

- Founded in 1979, TCSPP is nonprofit, private graduate school devoted exclusively to psychology and related behavioral sciences
- Serves 4,300 students across campuses in Chicago; Southern California (L.A., Irvine, Westwood); and Washington D.C. as well as online/blended programs.
- Regionally accredited by WASC
- Has over 20 degree programs (MA, MS, Ed.S. Ph.D., Psy.D.)

The Challenge

- Hybrid and online programs have been isolated from the mainstream academic enterprise
- The traditional programs have been "protected" from unknown challenges to their quality reputation
- Faculty in these new programs have been unable to collaborate with the larger faculty community
- Legacy organizational structures impede growth and innovation

The Goal of the Session

- How did TCSPP move to integrate and nourish the best of both instructional modalities?
  - Did it improve academic quality?
  - Did it provide greater flexibility for faculty and students?
- What role did faculty perceptions have on developing online learning?
- What did we learn?
- What have you learned from similar initiatives?

TCSPP Structural Move

- Overview
- Rationale
- Problems
  - Same program – offered two different ways
  - Assessment
  - Faculty
- Integration Task Force
- Survey
- Reversal

Survey Data

- Faculty perceptions at The Chicago School of Professional Psychology
- Faculty perceptions at Harold Washington College
- Faculty perceptions in the literature

Accreditation Perspective

- Higher Learning Commission – best practices in distance learning
- **Guidelines for the Evaluation of Distance Education (On-line Learning)**
  - This document was developed in 2009 by the Council of Regional Accrediting Commissions (C-RAC). The Higher Learning Commission (HLC) is a member of C-RAC. HLC provides these guidelines as a resource for its affiliated institutions and its Peer Review Corps.

Examples from Participants

- How are the online learning programs structured on your campus?
  - Integrated?
  - Separated?
- Do you have other examples besides online learning?
  - New "cutting edge" programs
  - Career Programs (vs. Academic)
  - Continuing Education

Summary

- Value of embracing the porcupine
- Lessons learned
  - Goals must be clearly articulated
  - No "one size fits all" solution
  - Ensure academic oversight
  - Accountability is key
  - Follow accreditation guidelines
  - Create structures that encourage communication and collaboration

Questions

- Contact Information
  - pbreen@tcsedsystem.edu
  - mmartyn1@ccc.edu

Resources

- Guidelines for the Evaluation of Distance Education (On-line Learning). (2009). Retrieved 1/7/2013 from https://content.springcm.com/content/DownloadDocuments.ashx?Selection=Document.c00c3f32-56e5-e011-adf4-0025b3af184e;&accountId=5968
- Levy, S. (n.d.). Six factors to consider when planning online distance learning programs in higher education. Retrieved 1/7/2013 from http://www.westga.edu/~distance/oojdla/spring61/levy61.htm
- Paolucci, R., & Gambescia, S. F. (n.d.). Current administrative structures used for online degree program offerings in higher education. Retrieved 1/5/12013 from http://www.westga.edu/~distance/ojdla/fall103/gambescia103.htm

Transforming Graduate Education: A Dialogue on NSF's Role

Richard Linton, Dean in Residence, NSF/CGS
Richard Tankersley, Program Director, NSF/DGE
Valerie Wilson, Deputy Division Director, NSF/DGE

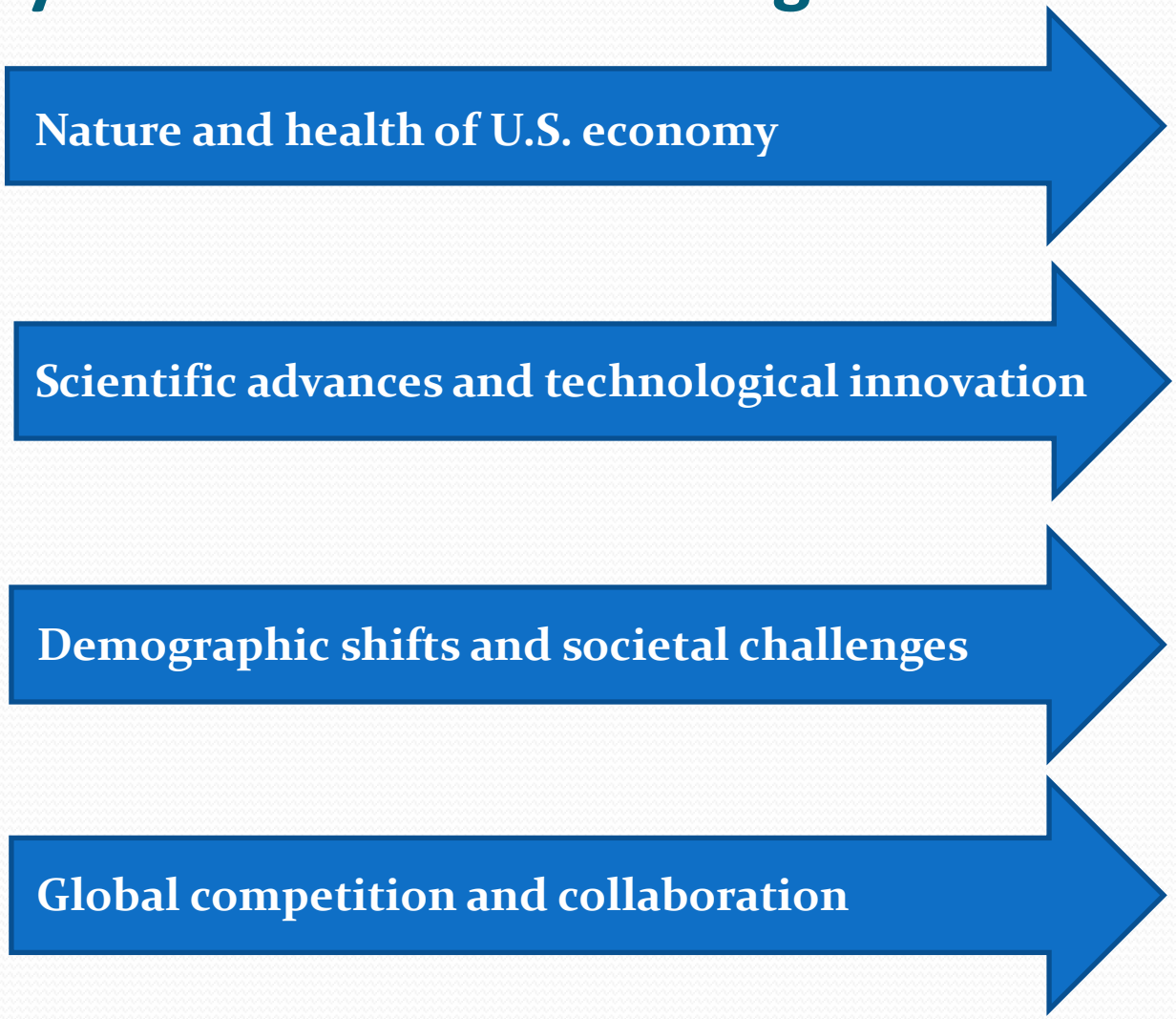
MAGS Annual Meeting
"Graduate School in the Innovative University"
April 12, 2013
Minneapolis, MN

National Challenge: Transform STEM Education and Professional Workforce Development

What is the NSF Role in Graduate Education?

- Dynamic Global Context
- Challenges and Opportunities for NSF
- NSF Investments in STEM Graduate Students:
  - Advances in Funding Models and Mechanisms
- Core R&D Initiative in the EHR Directorate:
  - Advancing STEM Learning, Broadening Participation, Enhancing Workforce Development
- NSF Role? A Dialogue with Graduate Deans

Advancing Education and U.S. Competiveness: Dynamic Global Challenges in STEM Workforce



Changing Workforce and Desired Skill Sets: ***Need for Educational Reforms***

"Grand Challenge"

A national strategy to assure a *competitive STEM workforce* in an era of rapid societal, scientific and technological change:

- Define targets for federal investments
- Transform STEM education
- Broaden participation in STEM

NSF Goals in STEM Workforce Development: Strategic Plan 2011-2016

- NSF will transform the "Frontiers" of STEM through excellence in research and in education.
- NSF will support the nation in preparing a diverse and globally competitive STEM workforce.
- NSF reaffirmed a top priority (FY13) to protect its investments in "human capital development".

Challenges in Transforming Graduate Education and Enhancing Workforce Development

Careers: Enhancing transferable skills and preparation for diverse career pathways

Demographic Changes: Advancing inclusive excellence

Efficiencies: Addressing attrition, completion and time-to-degree concerns while preserving graduate program quality

Resources: Aligning funding mechanisms with changing needs of science, society, institutions and graduate students

Transforming Graduate Education: Recommendations on Workforce Development

Professional Societies, National Academies, Federal Agencies: e.g. ACS, CGS, NRC, PCAST, NIH Reports

Common Theme: Enhance graduate student professional development and preparation for diverse career pathways

Common Recommendations for Federal Agencies: Although a diversity of proposed funding mechanisms, broad support for expanded training and fellowship opportunities

NSF Role in Transforming Graduate Education: "Year of Dialogue"

- **National Reports:** Responsive to recommendations
- **Focus:** Workforce development and inclusive excellence
- **Forums:** Internal/external discussions of NSF's portfolio
- **Principles/guidelines:** Inform future NSF programs
- **Partnerships:** Between NSF and the academic community

*See CGS *GradEdge* article by R. Linton, April 2013)

NSF "Year of Dialogue on Graduate Education": Initial Observations

- **Traditional RAs:** Do not assure broader training beyond research in a discipline
- **Traineeships:** Help prepare graduate students for diverse career pathways
- **Discipline-specific concerns:** Require efforts within each NSF Directorate and should involve professional societies
- **Better data:** Enhance tracking of graduates and career outcomes

National Challenge: Transform STEM Education and Professional Workforce Development

What is the NSF Role in Graduate Education?

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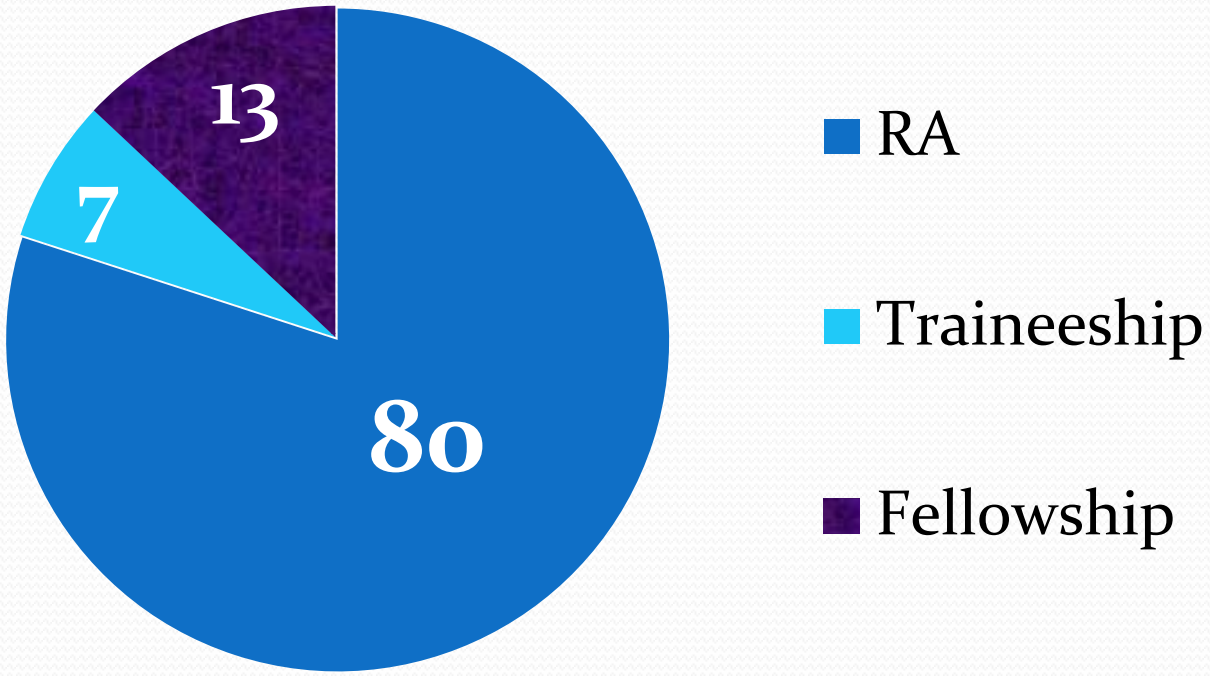
NSF's Current Investment in Graduate Students

Percentage of Students Supported by NSF
(N = 42,000)



NSF Funding Mechanisms for Graduate Students

Goals	Research Assistants	Traineeship	Fellowship
Conduct NSF Funded Research	+	+	+
Develop STEM Workforce and Global Competencies	+	+	+
Broaden Participation in STEM Fields	+	+	+
Develop Researchers in Priority Areas	+	+	+
Foster Research/Innovation in Graduate Education	+	+	+
Percentages of Students Funded (~42,000 Total)	~80%	6–8%	10–15%

"Rating" Scale: (+) is least responsive and (+) is most responsive to Goal

Refinements to Graduate Student Funding: A Work in Progress at NSF

- **RAs:** Strengthen professional development opportunities
- **Graduate Traineeships:** Catalyze innovations in interdisciplinary and integrative training approaches
- **Fellowships:** Enhance industry and international engagement
- **National Needs:** Align graduate student support
- **Institutional Grants:** Build capacity related to training
- **Broader Impacts:** Assess career pathways and outcomes
- **Inclusive Excellence:** Deepen applicant pool and refine selection processes to encourage diversity

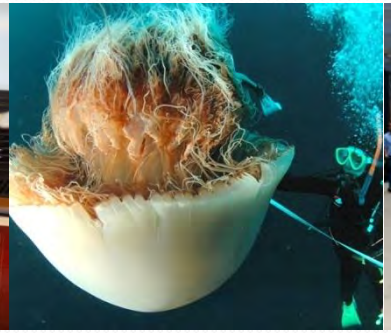
NSF Funding Opportunities: Helping Graduate Students Prepare for Diverse Career Pathways

- **Funding Mechanisms**
  - Fellowships - GRFP
  - Traineeships - IGERT
  - Research Assistantships - Grants to PIs
- **Professional Development**
  - GROW
  - EAPSI
  - CyberCorps
- **Industry-related Opportunities**
  - EIFP
  - S-STEM
- **Interdisciplinary Research/Innovation**
  - INSPIRE
  - I-Corps

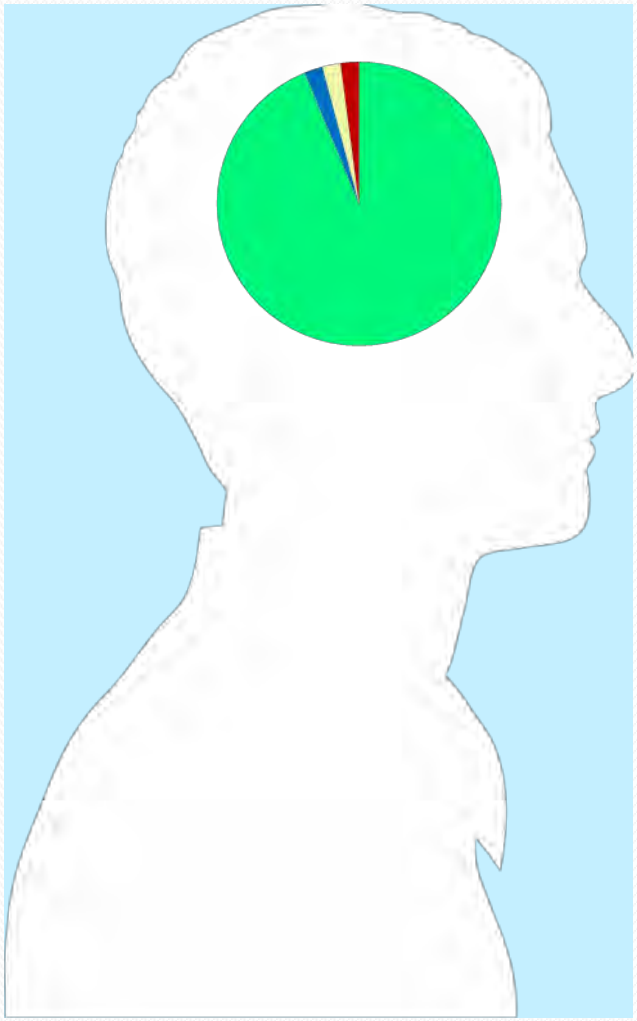
Traineeship Models

Integrative Graduate Education and Research Traineeship (IGERT) Program

Established in 1998 to address national calls for greater emphasis on interdisciplinary training in graduate education.



Traditional Model: Hyperspecialization



Content Knowledge 1

Content Knowledge 2

Content Knowledge 3

Content Knowledge 4

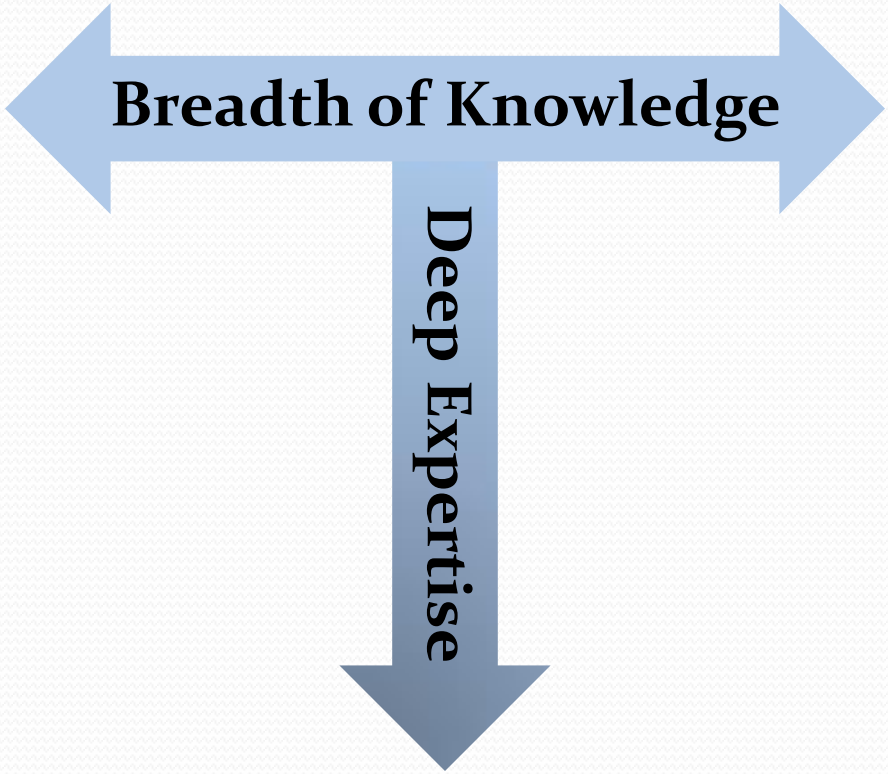
Redrawn from McBride et al. 2011

IGERT Model: New Renaissance Scientists

- Content Knowledge 1
- Content Knowledge 2
- Content Knowledge 3
- Content Knowledge 4
- Communication/Teaching
- Teamwork

Redrawn from McBride et al. 2011

"T-shaped" Scientist*



Deep expertise is coupled with breadth of knowledge

Qualities:

- Understand and are open-minded to the breadth of STEM content
- Navigate across and among disciplines
- View challenges through multiple disciplinary lenses
- Knowledgeable about techniques of different disciplines
- Greater appreciation of broader impact/societal relevance of research

* Nicholas Donofrio
IBM Executive VP of Innovation and Technology

Specific IGERT Goals

- Integrated, interdisciplinary training and research
- Research on issues of high scientific and societal importance
- Innovative educational plans
- Deep disciplinary knowledge plus working knowledge of several disciplines, including their language and conceptual and technical approaches
- Technical, professional, and innovation skills
- Institutional change
- New models for graduate education

15 Years of IGERT
1998-2013

- 7102 students
- 122 institutions (some with multiple awards)
- 44 states, DC, and Puerto Rico
- 2224 students graduated (during the grant period)
- 146 current projects
- 55% of current IGERT projects with international training component

Characteristics of Successful Interdisciplinary Traineeship Programs

- Multiple advisors/supervisors from different disciplines
- Internships with businesses, government agencies, and NGOs during graduate training
- Collaborative student research projects involving multidisciplinary teams
- Problem-based learning involving active engagements with “real-world” stakeholders
- Development of transferrable professional skills
- Understanding translation to practice

Characteristics of Successful Interdisciplinary Traineeship Programs

- Interdisciplinary courses
- Virtual courses with graduate students from an international partner
- Mentored research experiences with international partners (more than just an exchange)
- Common space
- Training for faculty mentors
- Educational approaches based on evidence/education research
- High impact on a PhD program and the institution

Next Generation Traineeship Program

Interdisciplinary and Innovation Initiatives (INSPIRE and I-Corps)

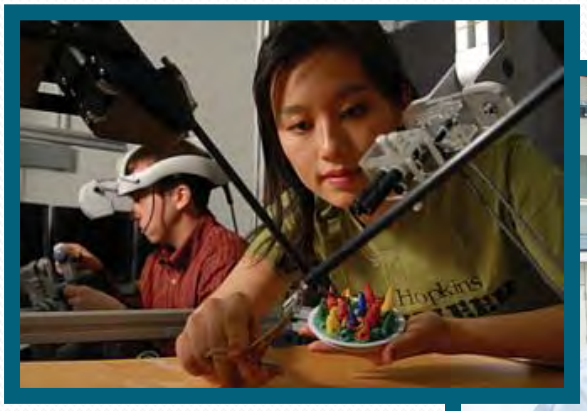
Integrated NSF Support Promoting Interdisciplinary Research and Education (**INSPIRE**)

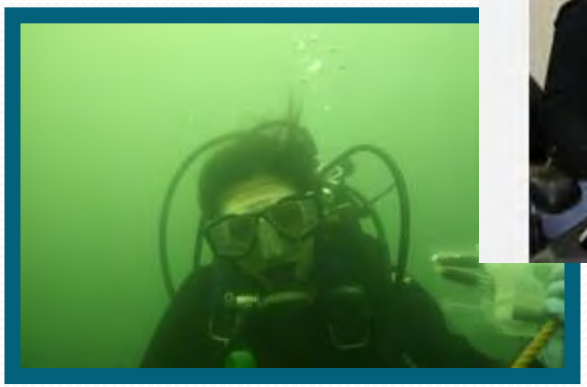
- Encourages PIs to submit bold, exceptional proposals addressing problems at the intersection of traditional disciplines
- Track 1 (up to $1M), Track 2 (up to $3M), and Director's Award (up to $1.5M to a single investigator)

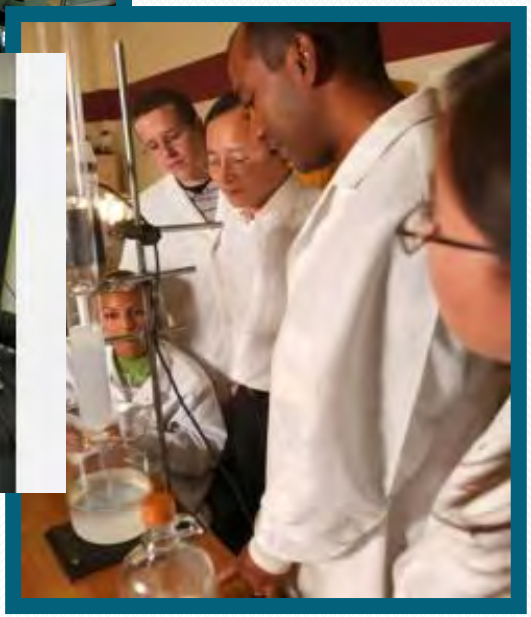
NSF Innovation Corps (**I-Corps**)

- Intended to help develop scientific and engineering discoveries into useful technologies, products, and processes
- Public-private partnership
- Up to $50K for 6 months

NSF Graduate Research Fellowship Program







GRFP Goals

- Select, recognize and financially support individuals early in their careers with the demonstrated potential to be high achieving scientists and engineers

- Broaden participation in science and engineering of underrepresented groups, including women, minorities, persons with disabilities and veterans

- 6,500 active Fellows at 235 U.S. institutions
- Over 45,000 Fellows since 1952, including:
  - 40 Nobel Laureates
  - 450 members of National Academy of Sciences
- Contributes to diversity in STEM workforce
- Higher PhD completion rates for Fellows versus non-Fellows

GRFP Features

- **Funding**
  - Three years of support over a five year period
  - Annual stipend of $30,000
  - Annual cost of education allowance of $12,000 paid to institution
- **Flexible**
  - Choice of project, advisor and program
- **Unrestrictive**
  - No service requirement
- **Portable**
  - Any accredited U.S. institution
- **Awards**
  - 2,000 for each of the past three years

Outreach Efforts to Broaden Participation in GRFP

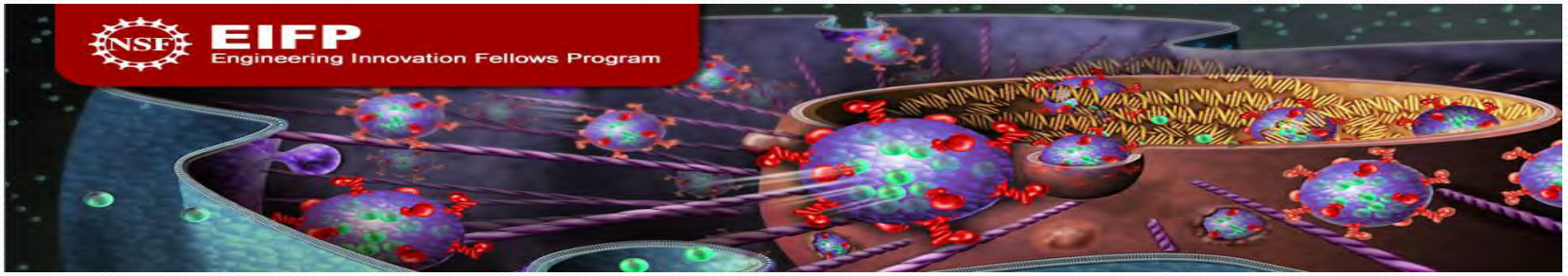
- Partnering with EPSCoR
- Providing presentations to underrepresented groups
  - Joint Annual Meeting of NSF's Division of Human Resource Development
- Selecting panelists from minority serving institutions

GRFP awardee demographic trend:

- ~ 17% Underrepresented Minorities in 2012
- ~ 8% Underrepresented Minorities in 2002

Graduate Research Opportunities Worldwide

- Recently announced as a Dear Colleague Letter (NSF 13-022)
  www.nsf.gov/grow
- GROW launched December 2012
- Offers 3-12 month stays to Graduate Research Fellows in host countries
- Hosts: Denmark, Finland, Norway, Sweden, Japan, France, Singapore, South Korea
- Agreements between NSF and counterpart agencies
- More countries are considering joining



Engineering Innovation Fellows Program

- Three-year pilot program for NSF Graduate Fellows in Engineering fields involving summer industry internships
- Fellows gain experience in industry:
  - Stimulates innovation and entrepreneurship
  - Gives practical experience to Fellows
  - Helps prepare Fellows for diverse career pathways
- NSF provides stipend
- Host companies provide mentors, projects and professional development training programs for participants

http://nsfeifp.asee.org/

Future Directions for GRFP

GRFP is a cross-NSF Program with a Working Group having members from each Directorate

Some questions the Working Group is considering:

- Is GRFP targeting the most appropriate applicant pool to meet the program goals?
- Should GRFP provide more professional development opportunities for current NSF Graduate Fellows?
- Should the current financial model of the fellowship be changed to maximize the impact of NSF investments in GRFP?

National Challenge: Transform STEM Education and Professional Workforce Development

What is the NSF Role in Graduate Education?

- Dynamic Global Context
- Challenges and Opportunities for NSF
- NSF Investments in STEM Graduate Students:
  - Advances in Funding Models and Mechanisms
- **Core R&D Initiative in the EHR Directorate:**
  - **Advancing STEM Learning, Broadening Participation, Enhancing Workforce Development**
- NSF Role? A Dialogue with Graduate Deans

Transforming Education and Human Resources: Establishment of a Core R&D Program

Program Goals

- Provides funding in foundational research areas that are broad, essential and enduring.
- Program will synthesize, build and expand research foundations in core areas.

Core Areas

- STEM Learning
- STEM Learning Environments
- Workforce Development
- Broadening Participation in STEM

Transforming Education and Human Resources: Establishment of a Core R&D Program

Suggested R&D Themes

- STEM pipeline and pathways
- STEM teaching and learning – methods and outcomes
- Career preparation and transitions
- Institutional culture and climate
- Replication and sustainability

Embedded Issues

- Broadening participation
- Institutional capacity
- Globalization
- Integration of research and education
- Coordination and collaboration
- Societal impact

Moving Forward … Elements of Operational Strategy for R&D Core

- *Coordination and collaboration* – internally and externally
- *New logic models* – articulate theoretical bases for programs and best practices
- *Horizontal and vertical integration* – innovate new ideas, incubate promising initiatives, and replicate models. Leverage and mobilize multi-partner resources. Focus on sustainability.
- *Assessment and evaluation* – demonstrate need and success, inform policy and practice, disseminate information.

Rationale for Studying STEM Workforce Development and Research Questions

- Need to strengthen research base that informs NSF investment in workforce development at all levels

- Examples of critical research questions:
  - What are successful STEM career pathways?
  - What are core elements of academic vs. non-academic STEM careers?
  - What are the emerging practices and changing contexts for the STEM workforce?
  - What is the changing higher education climate and capacity for reforming STEM workforce development efforts?

Examples of Related Initiatives on Broadening Participation

- Focused Programs
  - Alliances for Graduate Education and the Professoriate
  - Ocean Sciences Postdoctoral Research Fellowships
- Emphasis Programs
  - Graduate Research Fellowship Program
  - Engineering Research Centers
- Dear Colleague Letters
  - Career-Life Balance Initiative
  - MPS Alliances for Graduate Education and the Professoriate- Graduate Research Supplements

http://www.nsf.gov/od/broadeningparticipation/bp.jsp

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- Core R&D Initiative in the EHR Directorate:
  - Advancing STEM Learning, Broadening Participation, Enhancing Workforce Development
- **NSF Role? A Dialogue with Graduate Deans**

Transforming Graduate Education and the NSF Role

What should be NSF's goals in workforce development and what graduate student funding mechanisms can help achieve them?

- How can NSF catalyze graduate educational reforms?
- How can NSF encourage institutions and faculty to elevate student mentoring and graduate training?
- How can NSF advance research and disseminate practices to improve graduate education?
- How can NSF programs be assessed regarding impacts on career outcomes and broadening participation?

Supplemental Questions for the Graduate Education Community

NSF Portfolio

- What should be NSF's goals in supporting graduate education?
- Gaps or limitations in NSF's portfolio?
- Need for innovation in funding mechanisms for graduate students?

Supplemental Questions for the Graduate Education Community

STEM Workforce Development

- How to encourage faculty/institutional engagement in graduate student professional development?
- Suggestions on enhancing alignment of NSF programs with societal and workforce needs?
- What are the best practices in preparing students for non-academic careers and tracking career outcomes?

Supplemental Questions for the Graduate Education Community

Partnerships

- Ideas on approaches to expand institutional capacity to adopt effective practices in graduate education?
- How might NSF encourage broader partnerships with graduate schools to address issues of common concern?
- How can industry partnerships be advanced?

Supplemental Questions for the Graduate Education Community

Broadening Participation in STEM

- What interventions are effective in broadening the participation of underrepresented groups in STEM?
- How can factors negatively impacting graduate student attrition and degree completion be mitigated?
- What factors impact the participation of women and minorities in STEM graduate education?

Strategic Assessment of Graduate College Services at a Student- and Efficiency-Focused Innovative University

Susan L. Pocotte, PhD
Associate Dean for Academic Affairs, College of Graduate Studies (COGS)
and
Dorothea Sawicki, PhD,
Associate Dean, Health Science Programs, COGS
Vice Chancellor, Graduate Health Science Studies

The University of Toledo
Toledo, Ohio

MAGS, April 11, 2013

University of Toledo Assessment Process University Assessment Committee "UAC"

- Established in Spring 2002
- Its original role was to develop an assessment & reporting process
- 2009-required program (major/track) level assessment
- 2010-assessment of all academic support units ("academic service" units-COGS, libraries)
- 2012-required academic units to assess any student services they provided (e.g. admissions, student affairs)

University Assessment Committee "UAC"

- Composed of
  - a faculty liaison from each college or academic service unit
  - representatives from
    - Faculty Senate core curriculum committee
    - Student Senate
    - Graduate Student Association
    - Institutional Research
- Ex-officio member
  - Vice-Provost of Assessment, Accreditation, Program Review
- Subcommittees
  - Assessment Report Review "Report Subcommittee"
  - Training and Development
  - Website

Issues affecting assessment of student learning outcomes in 2009

- Each college provided a report but with different and few common elements
- Many elements were not related to student learning outcomes, making assessment difficult
- Not all reports were at program level

Idea was to align with HLC six fundamental questions about student learning

- How are stated student learning outcomes (SLOs) appropriate to mission, program, degrees? List SLOs
- What is the evidence that students achieve SLOs? Who measures, what is measured; When, how is evidence collected
- How do you ensure shared responsibility for student learning? Student, faculty role in assessment
- In what ways do you analyze, use evidence of student learning? Who reviews SLOs and when; Findings; Changes from findings
- How evaluate and improve effectiveness of efforts to assess and improve student learning? Changes based on findings
- How inform public about what students learn and how well they learn it? Share with stakeholders

NCA-HLC, SIX FUNDAMENTAL QUESTIONS FOR CONVERSATIONS ON STUDENT LEARNING

Standardized "Template" for Assessment of Student Learning Outcomes

Program Name _____ Date _____

Program Director(s) _____

Please respond to the four items below to describe the assessment activity in your program. The completed form should be submitted to the COM Assessment Committee.

I. List the Student Learning Objectives (SLOs) for the program. These must be written in terms of student behavior.

If available, please provide a link to a website where theses objectives can be reviewed

II. Complete the table below summarizing the assessment processes for your program. Entries in this table should be based on activity at the course level as well as other indicators of student achievement in your program. Provide information about the process of data review by your program and faculty.

Data Collection		Data Review Process	
Evaluation instrument / Source of Data Internal/external Direct/indirect	*Frequency of data collection*	*Who analyzes and reviews the data?*	*How often?*
Examples include:			
Written exams			
Course assignments			
Summative course grades			
Project scores			
Standardized tests			
Course feedback from students			
Graduation surveys…and so on…			

III. Describe findings from student learning assessment this year

IV. Describe examples of changes made in your program in response to data gathered to improve student achievement. These changes or modification can be at the level of an individual course (e.g., changes in content or educational experiences) or at the level of the program (e.g., addition of new course options, elective experiences). If no changes are planned for the upcoming year (2010 – 2011) please state that this is the case.

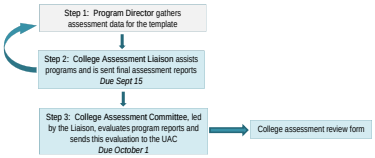
V. Describe how your program outcomes are made known to stakeholders. This would include communication to students, faculty, your department or prospective students as well as the larger university community.

C. Shriner, 2009, COM Liaison; UAC 2009-2010 assessment SLOs

Revised Template Items for 2012-2013

- Mission statement for the program
- Accreditation status and by whom
- Recommendations for Assessment Planning

Process for Assessment



College Assessment Review Form

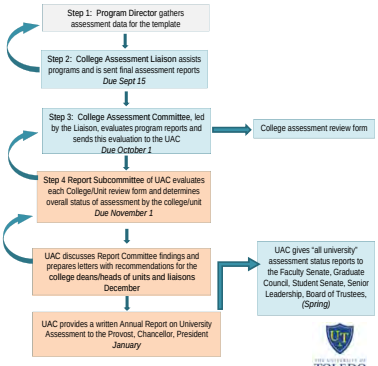
Part I Academic Programs Table: rate each program using the rating levels of 0, 1,2 based on your impression of the academic program's level of achievement regarding the various components of the assessment process.

Assessment measures:
Level 0 No reported activity
Level 1 A list of measures was developed to assess learning and appear appropriate for student learning outcomes
Level 2 Measures are developed, described, aligned with learning outcomes and include multiple sources of data, internal, external, direct and indirect

Actions to improve learning:
Level 0 No reported activity
Level 1 At least one action to improve learning for the 2012 – 2013 academic year was identified
Level 2 Actions were proposed to improve learning and related directly to data and assessment results

Program Name	Student learning outcomes	Assessment measures	Faculty involvement and review	Assessment results	Actions to improve learning	Communication of results	Students' involvement	Notes
Doctor of Medicine	2	2*	2	2	2	2	2	*Need to align SLOs and measures. Not requested in template
Master of Public Health/Environmental and Occupational Health and Safety Sciences	2	2*	2	2	2	2	1	*Need to align SLOs and measures. Not requested in template
Graduate Cert in Bioinformatics, and Biomarkers	2	1	2	2	1	2	2	Add more detail in table of measures. Single row for each measure. Align with SLOs next year
PhD in Biomedical Sciences – Cancer Biology	2	2*	2	1	1	2	2	*Need to align SLOs and measures. Not requested in template
PhD in Biomedical Sciences – Cardiovasc and Metabol Disease	2	2*	2	0	2	2	1	*Need to align SLOs and measures. Not requested in template. Implement some sound of students feedback – all criteria

Process for Assessment



What was learned

- Advantages:
  - Each program focused on the same items, allowing a review across programs/colleges
  - Each college shared their strengths and challenges with UAC colleagues, sharing was good for all and provided role models
  - Identified needs for faculty development in how to do assessment (summary to Provost highlighted need across all colleges)
  - The culture of assessment continues to grow

Academic Support Service Units

- Stand alone or embedded in an academic unit
  - UT COGs is a stand alone unit
- Primary function
  - provide support services for students and academic units

Why Assess Academic Support Services?

- Student success includes more than achievement of student learning outcomes
  - Student experience
  - Preparation for career
  - Supplemental procedure responsibilities
- Students quit due to poor services
- Academic support services can have direct impact on student success
- Service is part of student-centeredness

Assessment of Academic Support Service Outcomes (SSOs)

- Assessment templates follow the HLC Six fundamental areas
- SLOs are replaced with SSOs
  - "Adapt the wheel- not reinvent the wheel!"
    - CGS guide- Assessment and Review of Graduate Programs
- Align with UT and COGS Missions and Strategic Plans
- Align with COGS services

University of Toledo Mission

The mission of The University of Toledo is to improve the human condition: ***to advance knowledge through excellence in learning, discovery and engagement***, and to serve as a diverse, student-centered public metropolitan research university.

COGS Mission

To provide leadership for ***graduate education through exceptional support services*** for graduate students and faculty; to foster ***quality in graduate education***, research and scholarship; to nurture the diversity and collegiality of graduate programs; and to work with Graduate Council ***to establish university graduate policies, standards and procedures that define best practices for the graduate programs it serves***.

UT/COGS Strategic Plan Goal 2: Graduate and Professional Academic Programs

Our graduate and professional academic programs will be regionally relevant, nationally distinguished and highly ranked. ***These programs at UT will be known for high quality*** while maintaining accessibility, affordability and engagement. STEMM (Science, Technology, Engineering, Mathematics, Medicine) and professional programs will have high visibility.

UT/COGS Strategic Plan Goal 2: Sub-goals and Sample Metrics

1. We will enhance the quality and stature of all of our programs.
Metric/Milestone: We will track and benchmark job placement, degrees awarded at market demand, and adjust and align resources with outcomes by 2014.

2. We will work to assure affordability of our graduate and professional programs.

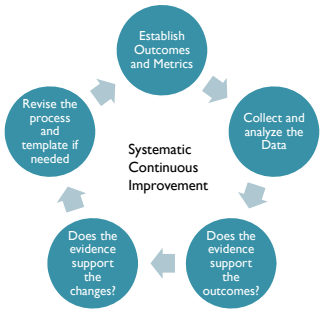
3. We will work to ensure accessibility to a diverse student population.
Metric/Milestone: Representation from underrepresented groups will reach 10% by 2015.

4. We will establish a recognized role in economic leadership and stimulation of the regional economy.

UT COGS Services-Fast Facts

- 10 Colleges with Grad and Prof programs
- 166 graduate degree programs
  - 40 doctorate
  - 126 Masters
  - 28 graduate certificate
- Fall 2012- 4,624 grad students
- 1569 degrees awarded in 2011-2012
- FY 13- 883 stipends/tuition scholarships
- FY 13- 31 Graduate Student Professional Development Programs

COGS Annual Assessment Plan and Process



COGS –Assessment Plan

Assess **academic support service outcomes:**

- Service outcomes organized into several categories of service type to our stakeholders (predominately graduate students and graduate faculty)
- For each service type, several *measureable* outcomes, goals and objectives have been enumerated.
- A review process that includes data collection methods, metrics, and responsibility is ongoing.
- Annual assessment of the SSOs are used to inform changes when needed.

COGS- Assessment Process

COGS Associate Dean for Academic Affairs:

- chairs COGS Assessment Committee
- coordinates with COGS staff, students and graduate programs to assess academic service outcomes (SSOs)
- prepares the COGS report for UAC
- serves as the liaison to the UAC

Stakeholder participation in COGS Assessment

- COGS Administration
- Council of Associate Graduate Deans
- Graduate Council
- Graduate Council Executive Committee
- Graduate Faculty
- Graduate Students

Graduate Student Involvement in the Assessment Process

- Graduate student involvement in COGS assessment process is primarily through the survey response.
- Graduate students are voting members of Graduate Council and GCEC
  - Opportunity to provide feedback to assessment reports and processes

Establish Outcomes and Metrics

COLLEGE OF GRADUATE STUDIES ASSESSMENT TEMPLATE

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
A. Application processes	1. Enhanced accuracy and ease of stakeholder access to all parts of the on-line application and program decision processes. 2. Efficient and effective training/re-training of staff, faculty and advisors handling admission applications and decisions. 3. Continuously improved processes.	On-going; Track phone calls, electronic applications, mailbox for e-questions for timeliness of handling and errors.	Annually	Dean, Associate Deans, COGS Manager of Graduate Admissions

COGS Assessment Template

- See handout
- See MAGs conference web site copy

Data Collection: Metrics, Methods and Sources

- Direct measure of *overall student success* is difficult
  - Measure individual indicators and extrapolate to overall success
  - Use indirect methods (e.g. student survey)
- Primary measurement tools
  - Survey results
  - Metrics of academic service delivery
  - *Keep it simple and efficient!*
  - *Avoid temptation to survey "everyone" for "everything"*

DATA Collection: Metrics, Methods and Sources

- Data and metrics aligned with the measurable Academic Support Service Outcomes
- Demonstrate assessment by using the Graduate Student Exit Survey that is aligned with several service categories specific to students (A - G)

Graduate Student Exit Survey

- COGS has conducted an exit survey of all graduating graduate students since Spring 2006.
  - Questions address services provided by COGS, other academic service units, and the College/Department that provides the graduate program. ***(centralized data!)***
- Beginning Spring 2011, COGS required students to complete the survey.
  -Response rate 99%

Collect and Analyze the Data

Trended Data from the Graduate Student Exit Surveys

- Aggregate data
- Students assured responses anonymous
- 27 specific questions
- One open-ended question
  - Please make any comments you wish to share regarding your UT graduate experience.
- Respondent numbers
  - Spring 2011 n=549
  - Fall 2011 n=280
  - Spring 2012 n=503
  - Summer 2012 n=246
  - Fall 2012 n=198

Trended Data from the Graduate Student Exit Surveys

- Indicates ***sustained achievement*** of COGS academic support service outcomes related to students.
  - 80-90 % of the respondents were satisfied or very satisfied
- Indicates ***sustained satisfaction*** with other service units and academic depts.
  - 80-90 % of the respondents were satisfied or very satisfied

Does the data support the outcomes?

Q. To what extent do you agree/disagree with the following statement? The College of Graduate Studies was accessible to me.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Strongly agree	23.9%	33 %	27 %	37 %	34%
Agree	65.9 %	61 %	64 %	57 %	60%
Disagree	2.4 %	2.5 %	1 %	2 %	2%
Strongly Disagree	1.5 %	0.5 %	1 %	0 %	0%
Not applicable	4.4 %	3 %	7 %	4 %	4%

SSO: C . Student progress and compliance
1. Attain 100% submission and compliance levels for Plans of Study, GRAD forms, other required grade levels, and completion of program exams, and submission ETD. (Qualifying Exams, scholarly projects etc.)

Q. Please indicate your level of satisfaction with the quality of information/advice/service received from the following source: College of Graduate Studies Staff

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Very Satisfied	24.8 %	30 %	28 %	37 %	31%
Satisfied	55.7 %	54 %	55 %	54 %	57%
Unsatisfied	6 %	7 %	6 %	3 %	5%
Very unsatisfied	2.2 %	1 %	1 %	1 %	1%
Not applicable	8.4 %	8 %	10 %	5 %	6%

SSO: D. Graduate Student development workshops, Research forums
1. Timely information to students on necessary skills for success in graduate school.

Q. To what extent do you agree/disagree with the following statement?
The College of Graduate Studies performed its functions effectively.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Strongly agree	23.0%	28 %	24 %	35 %	30%
Agree	61.9 %	60 %	65 %	56 %	62%
Disagree	4.6 %	7 %	4 %	5 %	5%
Strongly Disagree	2.4 %	2 %	1 %	1 %	0%
Not applicable	5.8 %	3 %	6 %	3 %	4%

SSO: F. Graduate student financial support
6. Maintain effective and timely communication with programs/students

Q. To what extent do you agree/disagree with the following statement?
The College of Graduate Studies was consistent in service delivery.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Strongly agree	23.5%	27 %	21 %	33 %	27%
Agree	59.2 %	60 %	64 %	58 %	62%
Disagree	6.4 %	6 %	5 %	4.5 %	5%
Strongly Disagree	1.8 %	2 %	1 %	0.5 %	1%
Not applicable	6.6 %	5 %	9 %	4 %	6%

SSO: Multiple Categories

Q. To what extent do you agree/disagree with the following statement about your graduate experience:
Overall, the quality of my graduate educational experience was high.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Very Satisfied	30.1%	32%	33%	40%	32%
Satisfied	60.8%	62.5%	58%	45%	57
Unsatisfied	6.4%	4%	7%	4%	7%
Very unsatisfied	1.8%	1%	1%	1%	3%
Not applicable	0	0.5%	1%	0%	3%

UT and COGS Missions regarding quality of education.

AY 11-12: Assessment Summary- Strengths (sample)

1. Reclassification/reorganization of COGS staff enhanced personal interactions with students, advisors and faculty for the following service type outcome categories:
   - Admissions
   - Orientation
   - Student progress and compliance
   - Graduate student development workshops, research forums
   - Graduation audits, clearances

AY 11-12: Assessment Summary- Strengths (sample)

2. Exit survey data demonstrates that between 80- 88% of the respondents were satisfied or very satisfied with the COGS services. This trend is sustained.
3. COGS has demonstrated strong support for Graduate students.
   - Sustained stipend/tuition scholarships
   - Graduate Student Association budget

Does the evidence support the changes?

DATA to Inform Continuous Improvement

- Assess the proposed changes from previous academic year.
- *Do not let the data be the sole driver of creativity and good academic support service outcome development!*
- *Allow flexibility for the "aha" moments that are based on a single conversation with one stakeholder!*

Evidence supports changes

SSO Category H. Graduate faculty membership

Change 1. Creation of a single data base of graduate faculty membership. The data base combined the HSC and MC graduate faculty, adjunct and special status. The data base is updated monthly and posted on the COGS web site.

Data: Students phoned COGS and their advisors inquiring about the graduate membership status of faculty for purposes of forming their project, thesis, and dissertation committees. Faculty phoned COGS for the same.

Change 2. Creation of an online electronic graduate faculty membership application/renewal process.

Data: Faculty requested a more user friendly approach that allowed reliable tracking. The previous paper method was cumbersome.

Change 3. Stagger the expiration of graduate faculty membership such that subsequent renewal applications are staggered.

Data: Graduate Faculty Membership committee of the Graduate Council workload dramatically increased post UT –MUOT merger.

Revise the process and template as needed

Example: Informed Continuous Process Improvements for AY 2012-2013

- Membership of the COGS Assessment Committee will be expanded
  - Graduate Faculty Representative
  - Graduate Student Representative
  - COGS administrative staff aligned with COGS new organizational structure
- The process of report writing for internal COGS assessment will be modified to include input from the Assistant Deans

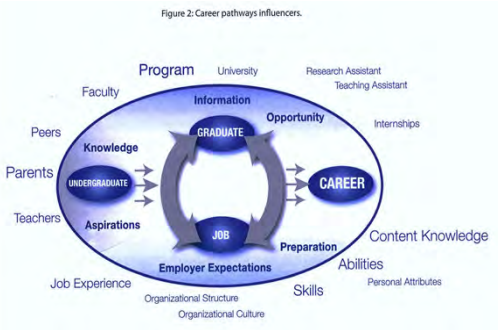
Informed Continuous SSOs Improvements for AY 2012-2013

- COGS Assessment template will be expanded to include services
  - Recruitment of graduate student applicants
  - Retention of students
- COGS Assessment Template will be revised to align with professional organization position statements

The Commission on Pathways Through Graduate School and Into Careers

ETS/CGS Commission Report 2012

Figure 2: Career pathways influencers.



CGS-ETS 2012 Commission-Recommendations for Universities

- **Emphasize** innovative Master's degrees
- **Track** career outcomes/job placements of graduates
- **Connect** graduate students with alums
- **Establish** programs aimed at understanding the connection between graduate education and career paths
- **Include 'professional skills'** desired by employers:
  - written/oral communication
  - critical thinking and problem solving
  - professionalism, work ethic, teamwork

What is COGS Doing that is aligned with ETS/CGS?

- Emphasize innovative Master's degrees-PSM's in emerging areas and pipeline programs
- Track career outcomes- new COGS exit survey questions and new data collection
- Connect with alums-creating a new Alumni Advisory Board
- Establish career programs- new COGS professional development programs on career options
- Include professional skills- new COGS programs in writing/presentation skills

Q: To what extent do you agree/disagree with the following statements about your graduate experience:

My academic program prepared me well for my professional career goals.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Very Satisfied	33.5%	35%	31%	43%	42%
Satisfied	55.7%	54%	59%	47.5%	50%
Unsatisfied	8%	7%	7 %	6%	5%
Very unsatisfied	1.5%	1%	1%	3.5%	2%
Not applicable	0%	3%	2 %	1%	2%

Establish new SSO

Q. Which of the following statements BEST describes your post-degree employment status?

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
I expect to continue with my current employer in my current position.	16.9%	18%	13%	20%	24%
I expect to continue with my current employer in a new position.	9.1%	7.5%	8%	6%	11%
I expect to return to a previous employer in a new or previous position.	0.7%	2%	1%	0.5%	0%
I will begin a new position with a new employer.	28.6%	31%	32%	26%	30%
I will be self-employed	1.1%	1.5%	1%	0.5%	2%
I will continue my graduate education.	32.2%	34%	32%	24.5%	24%
I will look for employment	9.5%	5%	10%	21%	7%
I will not be employed.	0.6%	0.5%	1%	0.5%	1%
I will not look for employment.	0.2%	0%	1%	1%	0%
No Response	1.1%	0.5%	1%	0%	1%

Establish new SSO

Location of employer or anticipated location of employer.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Ohio	65.6%	57 %	63%	54%	56%
Out of State USA	29%	38%	33%	31%	35%
Outside USA	2.9%	5%	3%	3%	3%
No Response	2.6%	0%	1%	12%	7%

Establish new SSO

Communication is Key to Continued Success and Improvements

Annual reports communicated to:

- UT Senior Leadership
- Graduate Council
- Graduate Student Association
- Council of Associate Graduate Deans
- Vice Provost/Dean of COGS Annual Meeting Address
- Program directors and Department Chairs
- UT UAC
- COGS web site

Leverage the Assessment Results!

- Great PR for COGS
  - Faculty, Staff and Administrator increased awareness and appreciation of ROI
- Increased collaboration between COGS and Academic Units
  - Share COGS centralized data with academic unit assessment reports
- New UT Provost prominently positioned COGS in revised UT Strategic Plan for AY13-17

UT Revised Strategic Plan 2013

- UT will grow graduate and professional programs
- College of Graduate Studies is a portal of student entry
- Reengineer and streamline services for efficiencies and cost savings

Conclusions

- Assessment process informs continuous improvement and leads to achievement of both UT and COGS mission and strategic plans.
- Due to the centralization of services and finances provided by COGS, the assessment of SSOs is crucial to a full assessment of UT graduate programs
- Academic support service assessment is new to UT
  - COGS has provided development leadership

Conclusions

- Taken together, the COGS assessment process and template and its relationship with the UAC is an example of the essential role of graduate schools in improving services to graduate students and faculty in a student- and efficiency-focused innovative university.

Conclusions: Innovation Theme 1

- Application of standardized assessment template across all UT academic and service units
  - What works? What does not work?
  - Assessment template is a living document
  - Develop/reinforce common language
- University Culture of Assessment

Conclusions: Innovation Theme 2

- COGS has a seat on the UAC
  - Dialogue
  - Academic units continuously learn about COGS support services
    - Break down barriers
  - New synergies and efficiencies
    - Prevent duplication of efforts
    - Reduce cost of assessment

Conclusions: Innovation Theme 3

- Leverage assessment to adapt and survive external and internal pressures
  - Demonstrate relevance
  - Advocate for graduate students
  - Provide leadership in implementing new strategic initiatives in support service in graduate education
    - Assessment of outcomes that are more creative than simply a tally of tasks

Questions?

- Presentation will be uploaded on MAGS
- Contact us if you wish sample templates
  - susan.pocotte@utoledo.edu
  - dorothea.sawicki@utoledo.edu

THE UNIVERSITY OF TOLEDO

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
B. Orientation processes: graduate students and graduate faculty	1. Enhanced access to orientation information by new students. 2. Continuous improvement in response to survey responses by participants. 3. Identify and evaluate types of information new students need before coming to campus. 4. Effective processes for new graduate faculty orientation.	After fall, spring, and summer orientations; Surveys and evaluations of new students and university presenters.	Annually	Dean, Associate Deans, COGS Manager Academic Affairs, COGS Manager Administrative Services

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
C. Student progress and compliance	1. Attain 100% submission and compliance levels for Plans of Study, GRAD forms, other required grade levels, and completion of program exams, and submission ETD. (Qualifying Exams, scholarly projects etc). 2. Track time to degree and communicate to stakeholders. 3. Track low GPA student numbers and inform stakeholders.	1. First semester GPA review; low GPA reports each semester for all students sent to college deans, program directors; program to address submitted by student. 2. Plan of Study and GRAD form deadline tracked. 3. Qualifying Exam-program deadlines and completion tracked.	Annually	Dean, Associate Deans, COGS Manager Academic Affairs, COGS Manager Administrative Services, COGS Records Management Officer

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
D. Graduate Student development workshops, Research forums	1. Timely information to students on necessary skills for success in graduate school. 2. Provide information on networking and career opportunities. 3. Raise visibility, support and attendance at programs and workshops. 4. Increase attendance from UT graduate students and graduate faculty at graduate student research forums.	Post-event; Surveys, attendance records.	Semi-annually	Dean, Associate Deans, COGS Manager Academic Affairs, COGS Manager Administrative Services, GC, GSA

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
E. Graduate Student Academic Appeals and Grievances	1. Evaluate the efficiency and effectiveness of newly approved UT policies for appeals and grievance processes. 2. Track knowledge of COGS appeal and grievance processes amongst students and programs to in turn work with Colleges to develop mechanisms to enhance communication and understanding. 3. Continuous improvement of processes based on informed change from 1 and 2 above.	Redacted records of COGS admin and GC Academic Standing committee; Minutes of COGS Dean and College Associate Deans meetings		Dean, Associate Deans

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
F. Graduate student financial support	1. Track competiveness of graduate tuition/fees with USO institutions. 2. Foster affordability and competiveness for diverse student populations. 3. Track levels of graduate assistantships/scholarships/fellowship and processes used to determine numbers of each. 4. Monitor program concerns with processes and efficiency. 5. Determine accessibility of financial support information to students and programs. 6. Maintain effective and timely communication with programs/students.	COGS student financial data, Graduate Program Review, Admissions data, Feedback from stakeholders, Ohio public data bases	Annually	Dean, Associate Deans, COGS Business Services Officer

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
G. Graduation, audits, clearances	1. Review mechanisms/workflows to enhance efficiency and ensure timely processes. 2. Track student issues that delay or prevent clearance to inform students earlier.	COGS staff reports; surveys; exit surveys by graduates	Annually	Dean, Associate Deans, COGS Manager Administrative Services, COGS Records Management Officer

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
H. Graduate faculty membership	1. Track efficiency of process and identify areas of concern. 2. Monitor program satisfaction and concerns, and ideas for improvement.	Screen databases for time to complete; surveys	Annually	Dean, Associate Deans, Chair GC membership Committee

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
I. Graduate faculty communi-cations	1. Enhance and ensure faculty participation in governance of graduate programs (GC and GCEC bylaws, constitution and committees). 2. Efficient and effective GC and GCEC processes and communication with faculty.	Minutes of GC, GCEC; election process and results; surveys	Annually	Dean, Associate Deans

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
J. Graduate program, course approvals	1. Track process efficiency and areas of concern. 2. Program satisfaction with GC committee efficiency and accuracy; ideas for improvement.	COGS monitoring of 30 day timeline per GC bylaws. Program satisfaction surveys, GC Curriculum Committee tracking data.	Semi-annually	Dean, Associate Deans

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
K. Graduate program review process	1. Efficient and effective process for full program review of degree and certificate programs. 2. Maintenance of accurate and complete records of program review results, including how results were shared with stakeholders and how programs responded to concerns and the changes made. 3. Use the results of graduate program quality review in budget allocation to support quality.	UT Program Review Committee records, GC program review Committee records, COGS databases, IR databases, College surveys	Annually	Dean, Associate Deans

Recruitment and Admissions in a Competitive Context

Sue Wheeler
Graduate Non-Degree Coordinator
Indiana University-Purdue University Indianapolis (IUPUI)

Stephanie Wilson
Graduate School Recruiter
Ball State University

Can You Relate? A Bit About Us

- Our institutions
- Our organizational structures
- The scope of our work and roles
- Our challenges
- Our basic approach

A History of Collaboration

- In 2003 a group of public and private colleges and universities in the Indianapolis area established The Indianapolis Colleges for Adults Network (ICAN).
- The mission of this group was to serve as an educational resource to the Indianapolis corporate community, as well as to the community at large, by providing awareness of regionally accredited, business-related higher education opportunities for working adults in the Indianapolis metropolitan area primarily through education fairs.
- (This group has since changed names and is now know as the Network of Indy Colleges: http://networkofindycolleges.org/)

Taking consortia a bit further…

- Communication
  - Shared values -- Finding the right "fit" for each student is more important than fitting each student into a program or university
  - Mutual Respect – Shared respect for each institution and programs
- Attending and Promoting Each University's Events
- Sharing Innovative Ideas

Let's hear from you.

- Your institution
- Your organizational structure
- Your scope of work and roles
- Your collaborative endeavors

Case Study 1: Working with Career Services Professionals

- Coordination of statewide recruiting calendars
  - Distribution of calendars
  - Result: Increased attendance to all events
- On-Campus Relationships
- Content Development for Webinar
- Assistance with Promotion of Events

Case Study 2: Accelerate Acceptance: The Secrets of Grad School Admission (IUPUI Initiative) http://www.iupui.edu/~gradoff/gradexpo/speedsession.html

- **Goal**: To educate those with little knowledge of grad school application processes – initially the goal was to help students registered for Grad Expo to know what to ask recruiters
  - "Speed Dating" Atmosphere, Attendees seated at one of six tables for 10
  - Topics include: personal statements; test prep; finding your passion; the difference between grad and undergrad; The Kisses of Death of Grad School Applications; letters of recommendation; graduate application timeline
- August 2010 – limited marketing to current seniors
  - Budget: Space rental and food = $2800
  - Presenters: IUPUI staff and faculty (engaging, fun personalities)
  - Outcomes: 14 registered; 7 participated; 2 applicants
- May 2011 (marketed widely – no IUPUI affiliation needed)
  - Budget: Space rental and food = $1800
  - Presenters: IUPUI staff and faculty and Ball State staff
  - Outcomes: 97 registered including student from GA; 46 attended; 10 applicants
- May 2012 (once again, marketed widely – no IUPUI affiliation needed)
  - Budget: Space rental and food = $570
  - Presenters: IUPUI staff and faculty and Ball State staff
  - Outcomes: 58 registered including several from out of state; 36 attended; 8 applicants

Case Study 3: Grad School Boot Camp

- IUPUI initiative: http://www.iupui.edu/~gradoff/events/bootcamp.html
  - **Goal:** To assist those truly interested in grad school with the application process.
  - Personal statements must be submitted by attendees prior to Boot Camp. Statements are reviewed by faculty and feedback is given electronically to students in computer lab with faculty reviewers present. Students have the opportunity to work with faculty as they revise their statements (this session lasts 1 ½ hours).
  - Half of the participants are in this session while the other half participate in chat with faculty and mini workshops covering entrance exam prep; funding opportunities; and professionalism. Attendees are then brought together for a closing session including a discussion of letters of recommendation and an opportunity to share their experiences and impressions of boot camp.
  - Lunch is provided and includes opportunities to meet with faculty from IUPUI and other universities.
  - Open to anyone.

Boot Camp Facts

- Senior Academy involvement
  - Members of the Senior Academy (retired IUPUI faculty members) presented and coordinated events
- July 2011
  - 71 registered; 35 attended; 18 applicants
  - Cost – food, pad folios for participants, marketing, parking = $3000
- December 2011
  - 45 registered; 21 attended; 5 applications
  - Cost – food, giveaways, marketing, parking = $2000
- July 2012
  - 73 registered; 9 walk-ins; 52 attended; 17 applications
  - Cost – food, giveaways, marketing, parking = $1200
  - Financial Literacy workshop added
- Boot Camp, Accelerate Acceptance and Strategizing for Success Workshops are all funded from Grad Expo income

Case Study 4: Virtual Recruiting

- Ball State Initiative: Graduate School + You (Webinar)
- **Goal:** Offer tips and suggestions on the graduate school process from faculty and current students
- Target underrepresented, minority populations
- **495** prospective graduate students registered for two academic years (Offering 4 Sessions)
- **43 different undergraduate intuitions** and **11 different states**
- **65** areas of study
- **YIELD RATE**: **13.33 %**
- **8 feeder institutions** hosted viewing parties

Case Study 5: Sharing Innovative Ideas

- Graduate Recruitment Council -- IUPUI
  - Faculty and recruiting discussions
  - Monthly meetings
  - Representatives from 13 schools
  - Recruiter's Strategizing for Success Workshops organized
    - 2012 Workshop opened to other universities
      - 45 attendees from 7 institutions
- Recruiting Roundtable – Ball State
  - Administrative coordinators – first line recruiting support
  - Monthly meetings
  - Representatives from 7 colleges
  - Supportive and discussion groups

Keeping Student Needs Central

- Assist students to find programs that FIT their goals and encourage GRADUATE SCHOOL in Indiana
- Financial Literacy
- Career Planning/Advising Focus
- Learn/share from others colleagues Evaluate

Best NEW idea you hope to implement

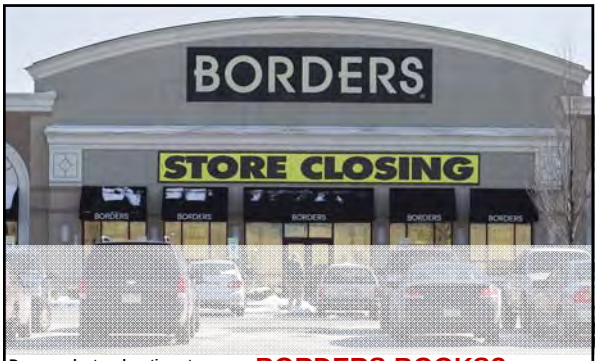
Contact information:

- Sue Wheeler, Grad Non-Degree Coordinator, IUPUI
  - 755 W. Michigan Street, Indianapolis, IN 46202
  - (317) 274-1861
  - Email: sulwheel@iupui.edu
- Stephanie Wilson, Graduate Recruiter, Ball State University
  - 2000 W. University Avenue, West Quad 100, Muncie, IN 47306
  - (765) 285-6130
  - Email: shuffman@bsu.edu

Remember Borders Books, Circuit City Stores, and the Walkman?

Responding to the Scope of Change Facing Graduate Education

Scott A. Bass, Provost
American University
Midwestern Association of Graduate Schools
April 11, 2013



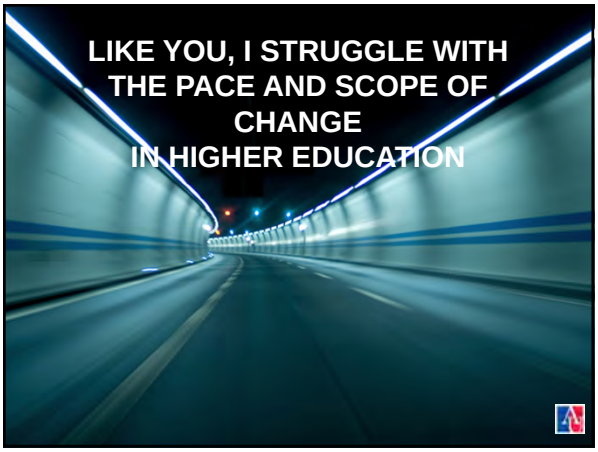
Does graduate education at our major universities share the same fate as …

BORDERS BOOKS?
CIRCUIT CITY STORES?
THE WALKMAN?

American University

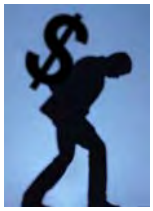
- Located in one of the largest graduate student markets
- Tuition dependent—endowment does not support operational expenses
- Private, high tuition, college-centered research university
- Majority of new revenue is based on master's degree enrollment

Graduate enrollment is critical to campus budgets at private as well as public institutions



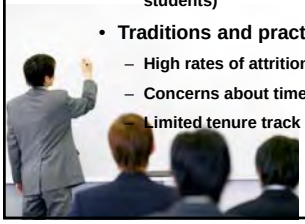
National Issues in Graduate Education

- Perceived value of cost
- Affordability and debt
  - Economic uncertainty
  - Impact of Federal policies on financial aid and international student access
- Financing higher education
  - Steady decline in state funding
- Alternate business models
  - Competition from for-profit providers and MOOCs
  - Differential adoption of technology and the impact on competitiveness



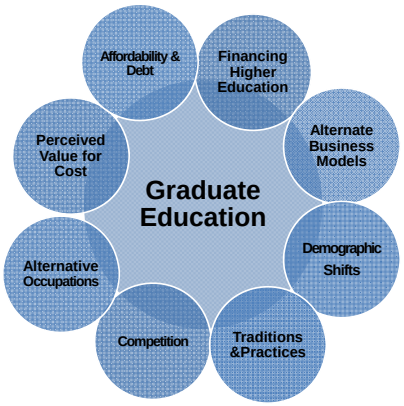
National Issues in Graduate Education

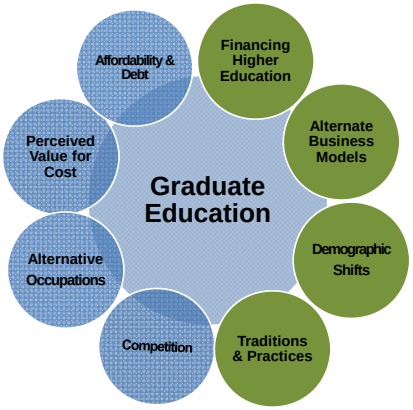
- Demographic shifts
  - Geographic and demographic shifts in the applicant pool
  - Increases in older and returning students
  - Increase in part-time enrollments (more working students)
- Traditions and practices
  - High rates of attrition among PhD students
  - Concerns about time-to-degree for doctoral students
  - Limited tenure track employment options for PhDs



National Issues in Graduate Education

- Competition
  - Increase in international competition for students
- Outcomes
  - Growing demands for accountability and evidence of learning outcomes
  - Match between educational outcomes and employer needs
- Results
  - Recruitment of well-qualified applicants is less predictable and more competitive
  - Admissions and enrollment management is a top concern of graduate school deans

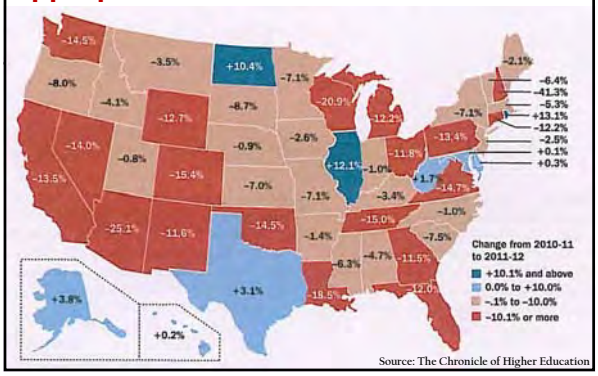




Higher Education's Current Financial Context

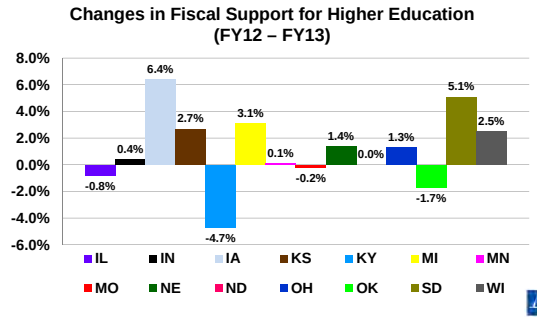
- Squeeze on public funding
- At best, stabilization in Federal grant awards
- A public concerned about the value of the degree in relation to cost
- Student debt mounting
- Cost and pricing of graduate education

Changes in Higher Education State Appropriations: 2010-11 to 2011-12



Source: The Chronicle of Higher Education

Possible Stabilization in State Allocations



The Grapevine Report, Illinois State University, http://grapevine.illinoisstate.edu/

Trends in Enrollment and State Funding of Major Public Research Institutions

State	% change enrollment 2002 - 2010	Total Enrollment 2010	Per student state funding		% change 2002-2010	
			2002	2010	state funding	per student state funding 2002-2010
IL	6%	91,071	$12,020	$7,566	-33%	-37%
IN	7%	83,399	$7,403	$6,070	-12%	-18%
IA	1%	56,932	$11,277	$8,550	-24%	-24%
KS	10%	52,823	$7,044	$5,405	-16%	-23%
KY	9%	47,311	$12,765	$10,630	-10%	-17%
MI	6%	120,531	$9,914	$6,889	-26%	-31%
MN	11%	51,659	$14,191	$10,811	-16%	-24%

NCSES data presented in *Diminishing Funding and Rising Expectations: Trends and Challenges for Public Research Universities*, National Science Foundation (2012)

Trends in Enrollment and State Funding of Major Public Research Institutions

State	% change enrollment 2002 - 2010	Total Enrollment 2010	Per student state funding		% change 2002-2010	
			2002	2010	state funding	per student state funding 2002-2010
MO	32%	31,237	$10,200	$8,811	14%	-14%
NE	6%	24,100	$10,335	$9,340	-4%	-10%
ND	23%	27,361	$6,427	$6,710	28%	4%
OH	14%	109,212	$7,908	$6,385	-8%	-19%
OK	4%	48,914	$8,448	$7,092	-13%	-16%
SD	34%	12,376	$6,080	$4,888	7%	-20%
WI	2%	41,654	$10,275	$9,323	-8%	-9%

NCSES data presented in *Diminishing Funding and Rising Expectations: Trends and Challenges for Public Research Universities*, National Science Foundation (2012)

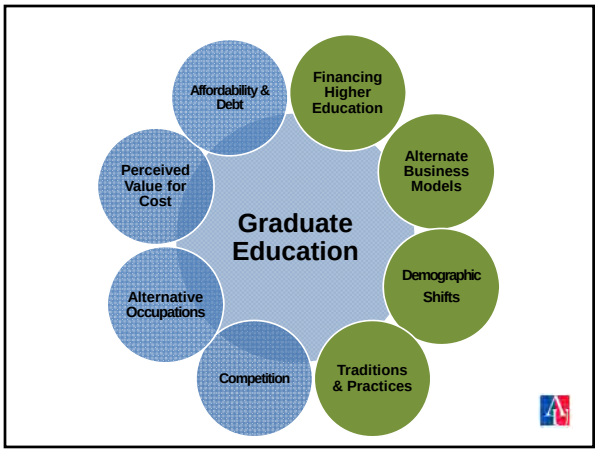
National Association of State Budget Officers

"Tighter state resources, rising costs, high tuition rates, and other factors make the current model of financing public higher education unsustainable. The present system may have worked well in past decades, but fiscal changes at the federal and state levels as well as private market changes make reform necessary."

Spring 2013
http://www.nasbo.org/highereducation -report-2013

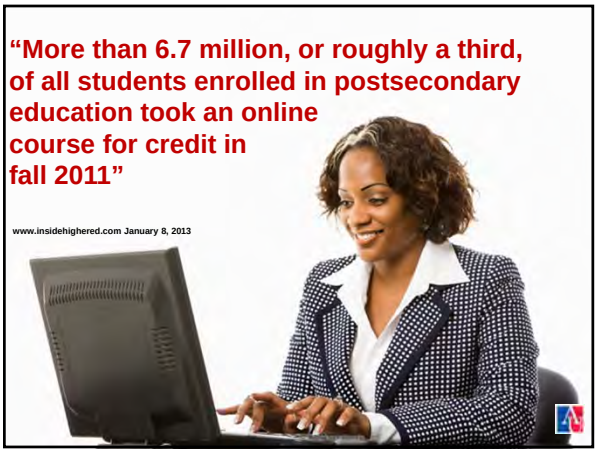
Scope of Change in Higher Education Finance

- **Decreased real per capita funding for higher education**
- **Loss of revenue is forcing institutions to do more with less resources**
- **The financial environment has sparked innovation as well as heightened competition**



"More than 6.7 million, or roughly a third, of all students enrolled in postsecondary education took an online course for credit in fall 2011"

www.insidehighered.com January 8, 2013



Alternate Business Models

- Increasing competition in master's degree space
- The big 6 are:
  1. Continuing education and extended studies
  2. For-profit providers
  3. Non-profit online universities
  4. MOOCs (potentially)
  5. Consolidators
  6. Third generation online high-end programs offered by traditional universities

Alternate Business Models

General advantages of the 6 models

- Convenience
  - Flexible scheduling
  - Asynchronous and synchronous learning
- Focus on adult students
- Streamlined admissions processes

1. Continuing Education and Extended Studies

Advantages

- Often lower price
- Career oriented
- Modular learning – e.g. stackable certificate
- Responsive to market changes and trends

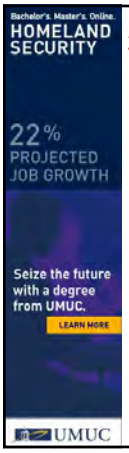
Continuing Education: Certificates

- Increasing value of certificates
  - The fastest growing form of postsecondary credential
  - Can be completed in one year or less
  - Career oriented
  - Certificate earners without a bachelor's degree in IT, for example, can earn $72,498 annually, which is more than 54% of men with a bachelor's degree
  - Can certificate education challenge the master's degree?

2. For-profit Providers

Advantages

- Business attitude with customer focus
- Large marketing budget
- A focused "sales" force
- Staff structure dedicated to serving students at a distance
- "One course at a time" progress and reward system
- Examples – University of Phoenix, Capella University



3. Non-profit Online Universities

Advantages

- Staff structure dedicated to serving students at a distance
- Professional experience and identity in the online marketplace
- Track record and evidence of successful job placement
- High volume of brand recognition
- Examples – University of Maryland University College (UMUC), Western Governors University, Southern New Hampshire University

4. Massive Open Online Courses

Advantages

- **Free**
- **High visibility**
- **Affiliated with prestigious brand**
- **Distinguished faculty**
- **Easy access**
- **Examples – Udacity, Coursera, edX**

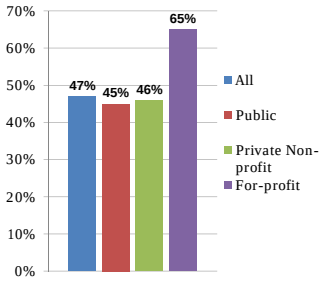
Moody's Investor Services:

"The rapid evolution and adoption of massive open online courses (MOOCs) signals a fundamental shift in strategy by industry leaders to embrace technological changes that have threatened to destabilize the residential college and university's business model over the long run."

Reported in *Inside Higher Education*, January 17, 2013

Massive Open Online Courses

% of Provosts seeing MOOCs as a threat to their institutions' business models



***Skepticism about Tenure, MOOCs, and the Presidency: A Survey of Provosts*, Inside Higher Ed, January 23, 2013**

5. Consolidators

A new concept

- **Competency-based education drawn from Web materials, employers, or projects**
- **Prior learning/ portfolio development for academic credit**
- **$2,500 per year**
- **Reviewed by part-time evaluators**
- **Examples: College for America**

6. Third Generation High-End Programs

Advantages

- **Partnership between university and sophisticated courseware provider**
- **Major brand with leading technology serving faculty talent**
- **High quality**
- **Different administrative and operational structure from traditional graduate schools**

Providers

- **Deltak**
- **Embanet**
- **Pearsons**
- **Compass**
- **Sungard Higher Education**
- **Higher Ed Holdings**
- **2U**

Third Generation High-End Programs

Services available:

- **Market assessment**
- **Capital for development of sophisticated courseware**
  - **Course designers to work with faculty**
  - **High level visual products**
- **Access to the latest technology for on-line platform support**
- **Continuous faculty training on the online medium**
- **Student recruitment team and use of "in-bound" marketing**
- **More program start dates and swift admission decisions**
- **Similar look and feel for entire graduate program**
- **Call center support**

Third Generation High End Programs

2U

- **Created by John Katzman, founder of *The Princeton Review***
- **A full service company working with select, best-in-class master's programs**

2U Partners

UNC | USC Social Work

USC Rossier | Georgetown University School of Nursing & Health Studies

UNC | Washington University in St. Louis School of Law

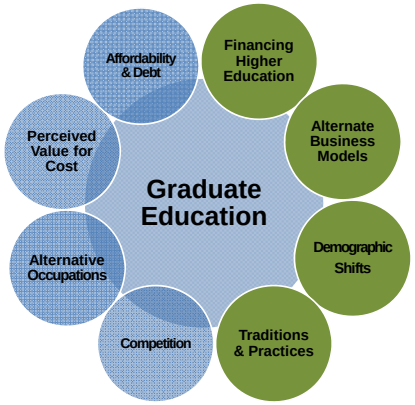
Third Generation High End Programs

2U & AU

- **Multimillion dollar investment**
- **Very high quality product**
- **Sophisticated world-wide marketing**
- **Four to six start dates per year**
- **Ten day guarantee on admission decisions**

"Arguing about offering master's level online graduate instruction a decade from now would seem as out of place as arguing about creating an email address."

Michael Chasen
Blackboard, Founder



Shifts in the Domestic Graduate Student Pipeline

- **Shifts in number and composition of high school graduates**
- **Growth in Western and Southern regions of US**
- **Decreases in Northeast and Midwest**
- **Primary source of growth will be Hispanic and Asian American students**
- **Number of White, non-Hispanic and African American high school graduates will decrease**

Projected Change in Public High School Graduates by Race and Ethnicity

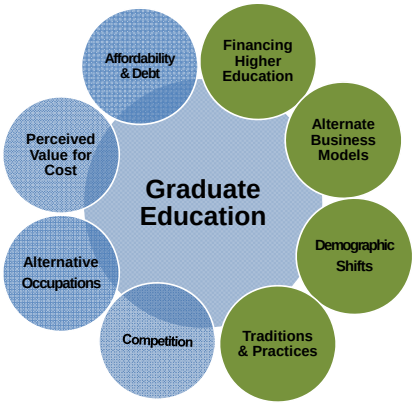
	Baseline 2011-2012	2021-2022	% change from baseline
Hispanic	535,197	780,268	45.8%
Asian / Pacific Islander	173,494	244,143	40.7%
American Indian / Alaska Native	32,687	35,187	7.7%
Black / Non-Hispanic	420,388	393,363	-6.4%
White / Non-Hispanic	1,722,896	1,588,455	-7.8%
Total Race/Ethnicity	2,884,662	3,041,416	-5.4%

Knocking at the College Door, March 2008, WICHE

Changes in Master's Students

	1995-96	2007-08
Female	56.3%	61.3%
Married w/ dependents	21.4%	25%
Foreign/ International	3.7%	7.9%
Full-time Employment while enrolled	57.3%	63.3%
Race/ Ethnicity		
White	76.2%	66.1%
Black	7.5%	12.9%
Hispanic	4.9%	8.5%
Asian/ Pacific Islander	9.6%	10.3%

National Center for Education Statistics http://nces.ed.gov/pubs2011/2011219.pdf



Graduate Education's Traditions and Practices are Being Questioned

Doctoral Support/ Graduate Financial Aid

- Derived in part from tuition, state support, endowments, or grants
- Policy makers are questioning use of tuition to support financial aid
  - Premise: this structure is a cross-subsidy where middle class students are funding other students
- What if the legislature prohibited use of tuition dollars for graduate assistantships? (discussed in IA and VA)

Graduate Education's Traditions and Practices are Being Questioned

- What if funds were only made available based on employment outcomes (raised in Illinois)?
- What if funds were reduced or eliminated for liberal arts, Master's, and PhD programs (raised in TX, FL, WI, and NC)?
- What if the legislature decided to only fund doctoral students who agree to remain in the state after graduation?
- What if the state was unwilling to continue assistantship funding for international students who leave the US?

Graduate Education's Traditions and Practices are Being Questioned

The challenge by Massive Open Online Courses (MOOCs)

- Over 3 million people had registered for courses offered by Coursera (April 2013)
- What are the implications if the free course parallels a tuition-bearing course at the same university?
- What if a faculty member with mixed teaching evaluations wanted to teach a MOOC?

Graduate Education's Traditions and Practices are Being Questioned

The challenge by Massive Open Online Courses (MOOCs)

- Could graduate schools be relegated to a place where students demonstrate competence and earn graduate credits?
- If a student can demonstrate that she can achieve a level of competence comparable to taking a similar graduate course, are you prepared to award credit toward the degree?

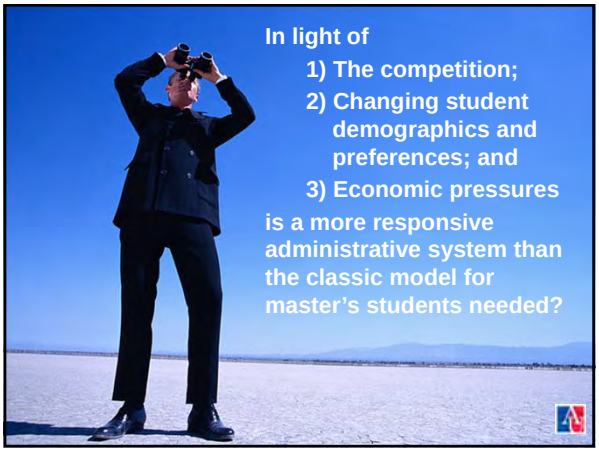
Typical Master's Admissions Process

- **Start**
  - Take graduate admission exam
  - Obtain reference letters
  - Obtain transcripts
- **Winter**
  - Submit application
- **Spring**
  - Admission files reviewed by faculty review committee
  - Admission & financial aid processes
- **Summer**
  - Student decision, registration, and orientation
  - Classes begin (late August)

9 – 12 month Process

Alternate Master's Admission Process

- **Start**
  - Take graduate admission exam
  - Obtain reference letters
  - Obtain transcripts
- **Day 1**
  - Submit Completed Application
- **Day 11**
  - Notification of admissions decision
- **Next Term**
  - Begin classes at next start date
  - 4 – 6 starts per year



In light of

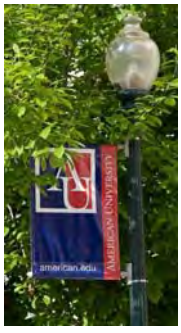
1) The competition;
2) Changing student demographics and preferences; and
3) Economic pressures

is a more responsive administrative system than the classic model for master's students needed?

Step Back and Consider

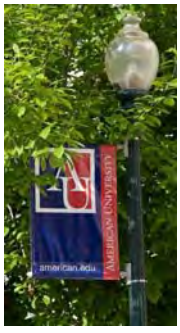
- **Institutional mission**
- **Program purpose and goal at the master's level**
- **Changing preferences of the targeted student population**
- **Increased performance expectations of employers**
- **Alternatives to earn a master's degree**
- **How can we best provide a quality learning environment and a skill-set matched to career expectations?**

What is AU Going to do?



- **Contract with 2U**
- **Contract with another turn-key provider**
- **Offer access to selected programs at least three times or more per year**
- **Create a professional and extended studies school**
- **Revise marketing and admissions system (use of in-bound marketing)**
- **Develop new procedures, timelines, standards, and data analytics for recruitment, marketing, admissions, and financial aid**

What is AU Going to do?



- **Expand executive education programs taught on weekends or in hybrid format**
- **Look for strategic partners to expand internships, placements, and experiential education**
- **Engage the faculty on the issue of diversity and sensitivity to the changing student body**
- **Engage the faculty on higher education's scope of change and the competitive environment**

And what about the PhD?

Doctoral Education's Traditions and Practices: 4 Major Issues

1. Issue: Time-to-degree
   - Doctoral education is centered on accomplishing milestones: 1) coursework, 2) examination, 3) dissertation, and 4) defense
   - How can we retain quality while expediting the process appropriate for adult students?
2. Issue: Student completion
   - The doctoral student experience has changed little over the past decades, but students have
   - How can we provide a more supportive educational experience matched to the students of today?

Graduate Education's Traditions and Practices are Being Questioned

3. Issue: Too few domestic students in STEM fields
   - How can the pipeline be expanded?
   - How can doctoral study be made more attractive among competing alternatives?
4. Issue: Student Experience
   - How can we better monitor mentors' engagement, attention, and treatment, of students?
   - How do we better prepare doctoral students for a wide array of career options?
   - How can we help doctoral students manage family demands?

Issue 1: Time-to-Degree

Courses

- Are the required credit hours and courses necessary to develop a disciplinary foundation?
- Are there summer courses or individual study opportunities to expedite coursework completion?

Exams

- How often are preliminary or comprehensive exams offered?
- How much time is needed to provide feedback on performance?
- What is the length of time between notice of failure and the retake of the exam?

Issue 1: Time-to-Degree

Dissertation

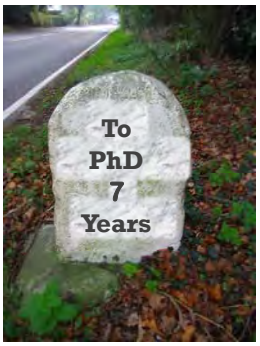
- Is dissertation proposal development undertaken as part of a structured course?
- Do dissertation students meet regularly with other students and instructors to provide additional structure and support?
- What incentives can be introduced to finish the dissertation in one or two years?
- Is there a structured setting for students to work with a "dissertation coach"?
- What about a co-authored dissertation or a dissertation composed of a series of journal articles for those seeking careers outside the academy?

Issue 1: Time-to-Degree

Defense

- Can the time between dissertation completion and the defense be tightened?
- Can technology assist in bringing together dissertation committee members in a timely manner throughout the process?

Issue 2: Student Completion



- Should graduate deans establish clear policies for timely completion of doctoral milestones?
- Is it time to consider professional doctoral programs that are career oriented?
- What about an intensive three-year PhD for master's degree recipients?

Issue 3: Too Few Domestic Students in STEM Fields

- Doctoral collaborations with HBCUs, HSIs, and other MSIs
- Undergraduate STEM success initiatives (smaller classes, enhanced mentorship programs, summer intensive programs)
- Programs such as the Meyerhoff Program at UMBC or the Frederick Douglass Distinguished Scholar Program at AU

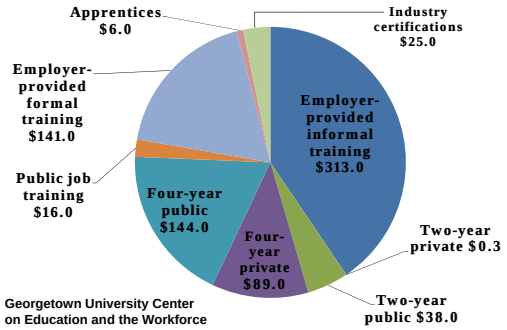
Issue 4: Student Experience

- What about PhD-granting consortia of leading universities?
- What oversight is needed to ensure that students are supported and treated fairly by mentors?
- Should career counseling focused on the application of skills outside of academia be available?

Further Considerations

- Does the current structure for the PhD match the range of opportunities available to the best and brightest domestic students?
- Does the PhD experience reflect the lifestyle of work-life balance now seen in other industries?
- Is the racial representation of students a function of pipeline leakage or is it also a reflection of the doctoral experience?

We are not alone: $772 billion is spent annually on postsecondary education and training. About 65% of these dollars are spent outside of the formal postsecondary education system.



Georgetown University Center on Education and the Workforce

Summary

- The current financial environment is requiring cost cutting and is spurring innovation in the delivery of graduate education within and outside the academy
- The changing demographic brings about different needs in terms of accessibility, delivery, and completion
- Are current models, traditions, and practices in graduate school responsive to these needs?
- If not, will the traditional graduate school lose its market share to these innovators?

Graduate deans play an important role in the dialogue on the future.
The future is yours… but the environmental scan is changing.

Living the Disruption: Online and Beyond

Cynthia G. Baum, Ph.D.

Walden University
A higher degree. A higher purpose.

YOU ARE HERE

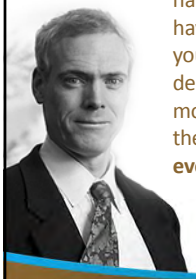
disruptive

REPUTATION

Higher Education

ACCREDITATION

TECHNOLOGY



"**Every institution is vulnerable, no matter how great**. No matter how much you have achieved, no matter how far you have gone, no matter how much power you have garnered, you are vulnerable to decline. There is no law of nature that the most powerful will inevitably remain at the top. **Anyone can fall and most eventually do.**"

– Jim Collins
How the Mighty Fall

DISRUPTIVE INNOVATION:

a product or service that may not be the highest quality, but which rattles the status quo by succeeding in its simplicity, convenience, accessibility, or affordability.

DIGITAL NATIVES

"To prepare Americans for the **jobs** of the future and help restore middle-class security, we have to out-educate the world …"

– Quote from www.whitehouse.gov/issues/education

"These new regulations will help ensure that students at these schools are getting what they pay for: solid preparation for a **good job**."

– Arne Duncan, U.S. Secretary of Education, June 2, 2011

Traditional Full-time Graduate Student

Non-Traditional Graduate Student

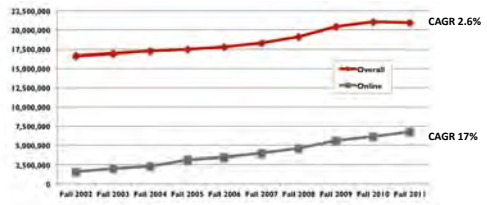
LIMITED

BY TECHNOLOGY

TECHNOLOGY

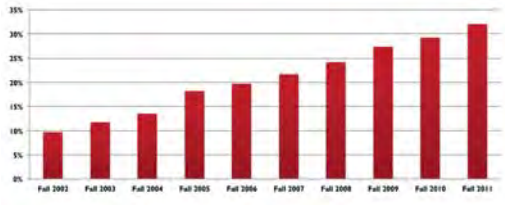
EVOLVED

Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 – Fall 2011



Allen, I. E. & Seaman, J. (2013). *Changing Course: Ten Years of Tracking Online Education in the United States.*

Online Enrollment as a Percent of Total Enrollment: Fall 2002 – Fall 2011



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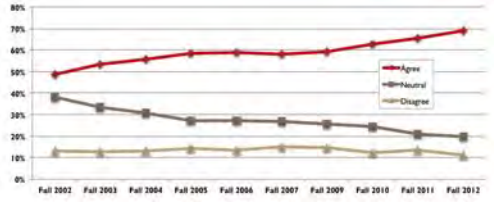
Online Education is Critical to the Long-term Strategy of my Institution: Fall 2002 – Fall 2012

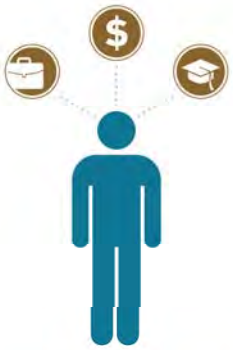


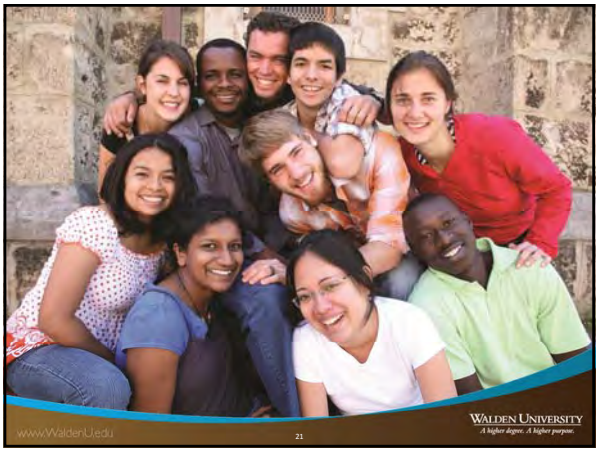
Allen, I. E. & Seaman, J. (2013). *Changing Course: Ten Years of Tracking Online Education in the United States.*

ONLY

15%

of current undergraduates today can be described as the "traditional student"





WALDEN:

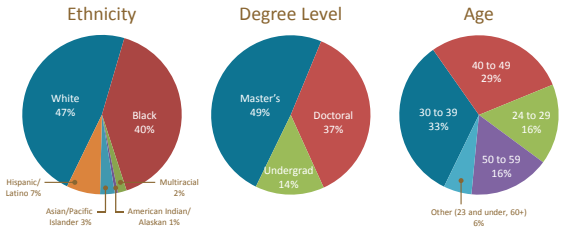
THE UNIVERSITY OF TOMORROW

- Expert lecturer and analyst of demographic and educational issues, served as Director of the Center for Demographic Policy, Institute for Educational Leadership.
- Editor of several journals, including *Harvard Educational Review* and *Journal of Higher Education*.
- Awarded the title of Distinguished Lecturer by the National Science Foundation.
- Former Director of the National Institute of Education, appointed by President Ford.
- President of the American Association for Higher Education.

First Walden Graduation – 1972

> "Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change."
>
> – Walden University Mission Statement

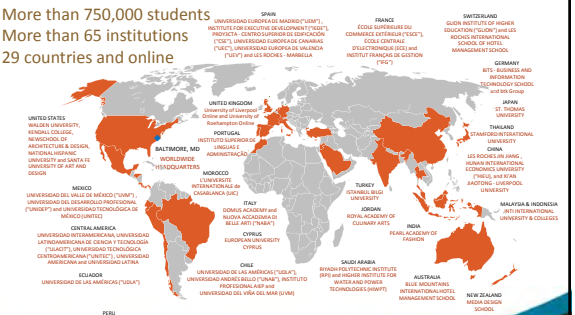
Walden Total Student Population and Demographics*



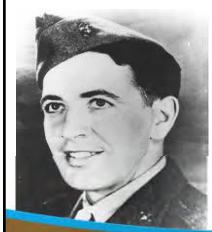
Source: Walden University's Office of Institutional Research and Assessment. Data reported as of Spring 2012.
*These numbers represent only those students who provided this information to the university and do not include non-degree students. Number of students: 47,771 (gender), 44,981 (ethnicity), 49,036 (age)

Laureate International Universities

- More than 750,000 students
- More than 65 institutions
- 29 countries and online



> "Quality is never an accident;
>
> it is always the result of high ***intention***, sincere effort, intelligent direction and skillful execution;
>
> it represents the wise ***choice*** of many alternatives."
>
> – William A. Foster



Walden is Intentional in the Choices that We Make

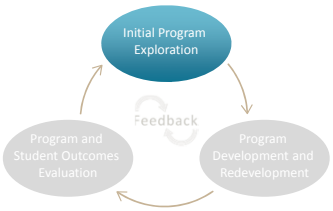
Walden is Intentional in the Choices that We Make

We are intentional and disciplined in the choices we make across all areas that impact our students. This includes how we develop our programs, how we assess their effectiveness, **who we hire to teach,** and how we **support our students**, and how we **deliver our online learning** experience.

Program Lifecycle

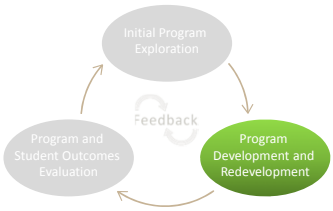
- Methodology encompasses three steps: program exploration; development; and outcome evaluation
- Established learning outcomes at every level
- Detailed roadmap to assess what we want to teach and what students learn
- Feedback allows us to adapt curriculum and enhance learning

Program Lifecycle



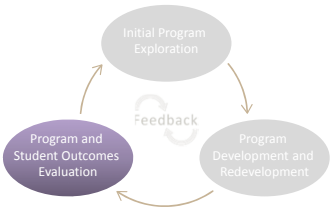
- Government data
- Marketing and academic team research
- Employer surveys and interviews
- Example: Criminal Justice

Program Lifecycle



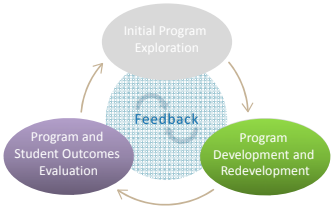
- Program summits
- Subject matter experts
- Curriculum and design experts
- Professional association/ accreditation consultants
- Employers and/or employer research

Program Lifecycle



- Annual review of student learning outcomes
- Survey feedback of alumni and employers
- Employer on-line discussion groups
- Academic Program Reviews

Program Lifecycle



- Annual review of student learning outcomes
- Survey feedback of alumni and employers
- Employer on-line discussion groups
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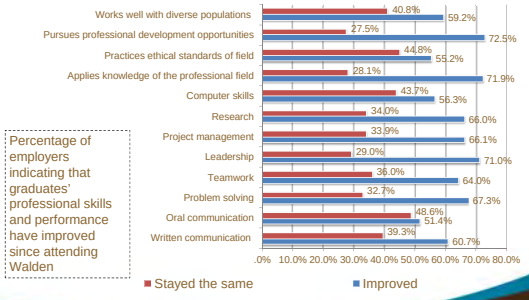
Employer Feedback About Walden Alumni

Key University Learning Outcomes



Percentage of employers indicating that graduates' professional skills and performance have improved since attending Walden

More than

85%

of Walden faculty hold doctoral degrees

Faculty in the field – Dr. Tim Bristol

WEBINARS

Examples Include:

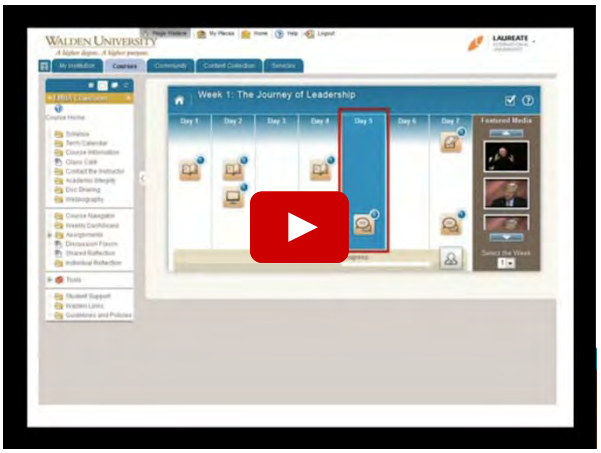
- Andragogy in the Classroom
- Grouping Directions in Blackboard: A Place for the Instructor's Voice
- What Tech Tool Should I Use? Matching Tools to Learning Needs
- Leap Onto the iPad at Walden Pond-BYOD (Bring Your Own Device)
- Screen Sharing for Improved Learning and Communication
- Using a Question Matrix for Collecting, Triangulating and Analyzing Qualitative Data
- A Library with the End in Mind
- The Social Change Continuum: A Discussion for Faculty

SELF-PACED TUTORIALS

Examples Include:

- Exploring Scholarship and Service at Walden University
- Building Critical Thinking Skills
- Engaging Diverse Learners

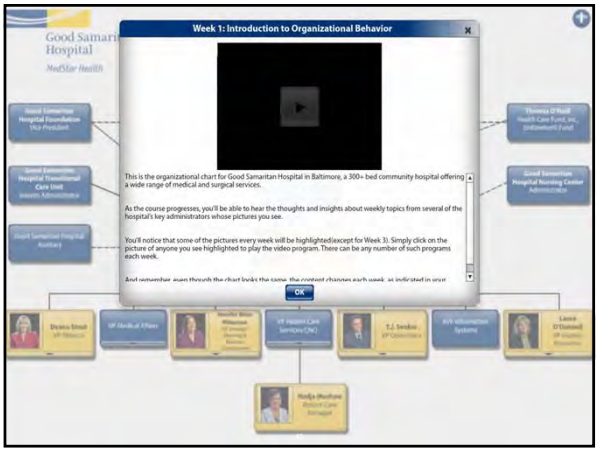
Student Support



Healthcare Organization Theory and Behavior

Course Description:

The individual and group behaviors within healthcare organizations often have a direct impact on organizational success and the ability to deliver quality care. In this course, students examine the theories of behavior of healthcare organizations at the macro (organization-wide) level and micro (individual and team performance) level. **Students explore factors that influence an organization's behavior and performance,** including the role of culture, group processes, and interactions. Sharpening analytic skills, students **apply theories of motivation to assess a hypothetical situation**. They also investigate famous leaders to analyze leadership traits, including the ability to implement and lead others through change.



Literacy Assignment

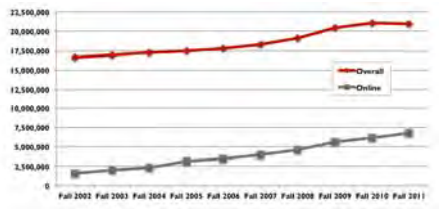
Course Description:

Observing literacy learning and teaching in action can provide important insights to inform your own instructional practices. In this week's Virtual Field Experience, you watched as a teacher conducted a literacy lesson with a group of kindergarten students.

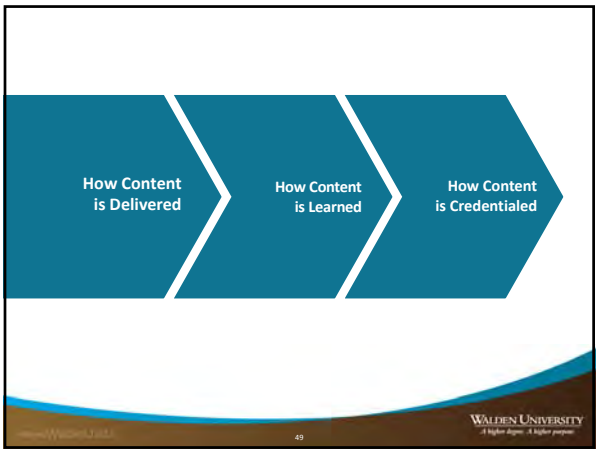
For this week's Application, you will analyze the teacher's lesson to determine the theories and research that might inform her practice.

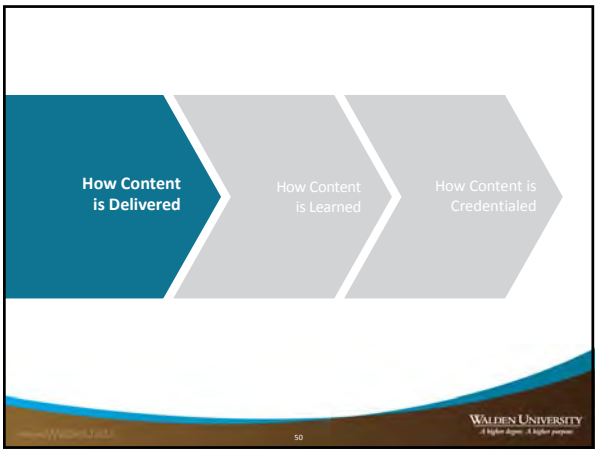
- What research and theories might have informed the teacher's lesson?
- What perspectives from Dr. Almasi's "Framework for Literacy Instruction" seemed to inform the lesson you watched?
- What, if any, missed opportunities to promote literacy did you notice?
- In what ways might the lesson and your reflection inform your future practice as a literacy educator?

Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 – Fall 2011

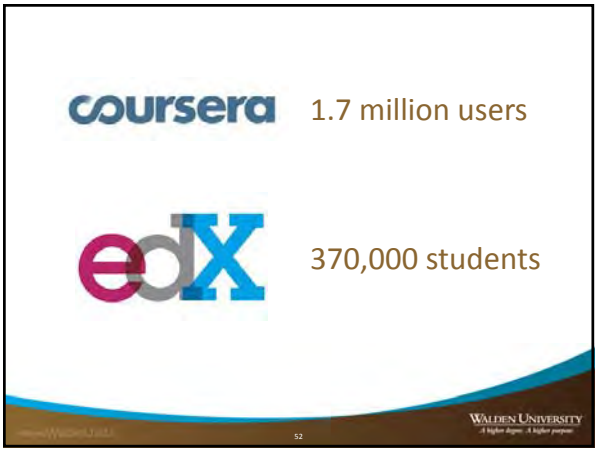


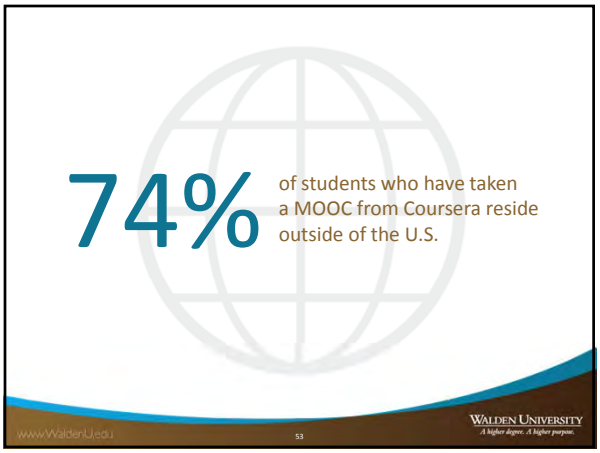
Source: Changing Course: Ten Years of Tracking Online Education in the United States

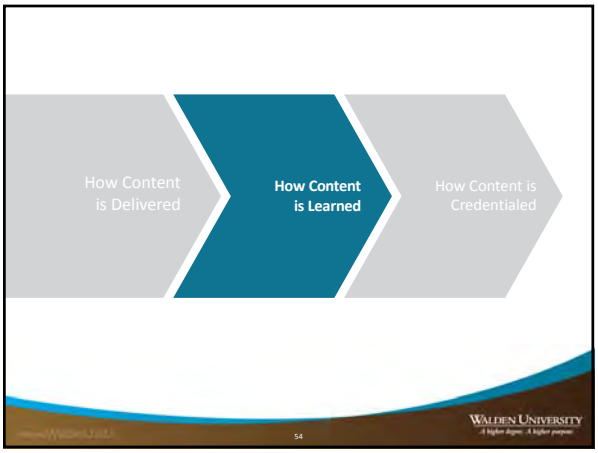

How Content is Delivered
How Content is Learned
How Content is Credentialed
WALDEN UNIVERSITY
49


How Content is Delivered
How Content is Learned
How Content is Credentialed
WALDEN UNIVERSITY
50

MOOC Partners:
STANFORD UNIVERSITY
Carnegie Mellon University
Duke
HARVARD UNIVERSITY
Yale UNIVERSITY
EMORY UNIVERSITY
VANDERBILT UNIVERSITY
JOHNS HOPKINS UNIVERSITY
GEORGETOWN UNIVERSITY
Penn
COLUMBIA UNIVERSITY
Massachusetts Institute of Technology
WALDEN UNIVERSITY
51


coursera
1.7 million users
edX
370,000 students
WALDEN UNIVERSITY
52


74%
of students who have taken a MOOC from Coursera reside outside of the U.S.
WALDEN UNIVERSITY
53


How Content is Delivered
How Content is Learned
How Content is Credentialed
WALDEN UNIVERSITY
54

:

> Institutions of higher learning must move…from a model of "time served" to a model of "stuff learned." Because increasingly the world does not care what you know. Everything is on Google. The world only cares, and will only pay for, what you can do with what you know. **We're moving to a more competency-based world** where there will be less interest in how you acquired the competency…and more demand to prove that you mastered the competency.
>
> – Thomas J. Friedman, The Professors' Big Stage, The New York Times, 3/6/2013

Southern New Hampshire University

BELLEVUE UNIVERSITY

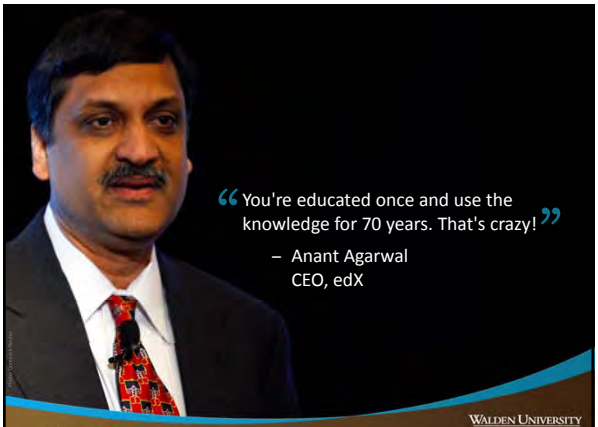
NORTHERN ARIZONA UNIVERSITY

THE UNIVERSITY of WISCONSIN MADISON

State of the Market

- According to the National Venture Capital Association, investment in education technology companies increased from less than $100 million in 2007 to nearly $400 million in 2011
- Lumina Foundation, one of the nation's largest donors to education groups, has given $10 million to a venture capital firm to fund for-profit startups with ideas to meet the nation's education challenges
- Western Governors University announced a three-year, $1.2 million grant from the Bill & Melinda Gates Foundation to launch competency-based associate's degree programs in information technology.

How Content is Delivered → How Content is Learned → **How Content is Credentialed**



corporate training
universities

prior learning
assessments

competency-based
education

> "The cycle of innovation is taking another turn, and online as we know it today must adapt or ultimately face marginalization."
>
> – Eduventures Online Higher Education Market Update 2012/2013

The Higher Learning Commission

NEASC

Western Association of Schools and Colleges

ACICS

ACCSCT Accrediting Commission of Career Schools and Colleges of Technology

NCATE

CACREP

AACSB Accredited

Commission on Collegiate Nursing Education

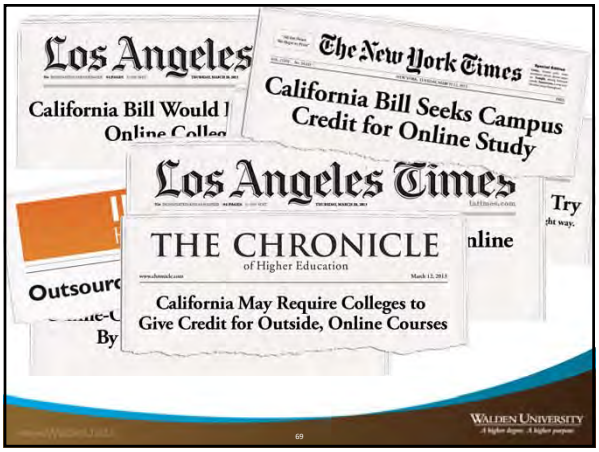
PMI Project Management Institute

"Bang for the Buck"

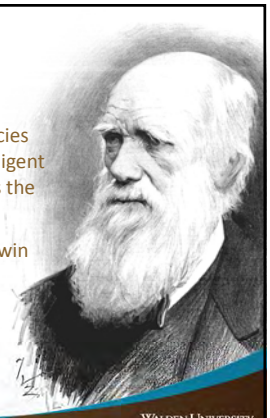
> "The President will call on Congress to consider **value, affordability and student outcomes** in making determinations about **which colleges and universities have access to financial aid** either by incorporating measures of value and affordability into the existing accreditation system or by establishing a new, alternative system of accreditation that would provide pathways for higher education models and colleges to receive federal **financial aid based on performance and results.**"
>
> President Obama, State of the Union Address, January 2013

Principles of Disruptive Innovation

- Wins through simplicity, convenience, accessibility or affordability
- Targets a job to be done
- Provides good enough performance
- Appeals to underserved customers or non-customers



> "It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change."
>
> – Charles Darwin



Living the Disruption: Online and Beyond

Cynthia G. Baum, Ph.D.

Embracing the Porcupine

Pat Breen, Ph.D., Senior Vice President
TCS Education System

Margie Martyn, Ph.D., VP of Academic Affairs
Harold Washington College
One of the City Colleges of Chicago

Chicago School of Professional Psychology

- Founded in 1979, TCSPP is nonprofit, private graduate school devoted exclusively to psychology and related behavioral sciences
- Serves 4,300 students across campuses in Chicago; Southern California (L.A., Irvine, Westwood); and Washington D.C. as well as online/blended programs.
- Regionally accredited by WASC
- Has over 20 degree programs (MA, MS, Ed.S. Ph.D., Psy.D.)

The Challenge

- Hybrid and online programs have been isolated from the mainstream academic enterprise
- The traditional programs have been "protected" from unknown challenges to their quality reputation
- Faculty in these new programs have been unable to collaborate with the larger faculty community
- Legacy organizational structures impede growth and innovation

The Goal of the Session

- How did TCSPP move to integrate and nourish the best of both instructional modalities?
  - Did it improve academic quality?
  - Did it provide greater flexibility for faculty and students?
- What role did faculty perceptions have on developing online learning?
- What did we learn?
- What have you learned from similar initiatives?

TCSPP Structural Move

- Overview
- Rationale
- Problems
  - Same program – offered two different ways
  - Assessment
  - Faculty
- Integration Task Force
- Survey
- Reversal

Survey Data

- Faculty perceptions at The Chicago School of Professional Psychology
- Faculty perceptions at Harold Washington College
- Faculty perceptions in the literature

Accreditation Perspective

- Higher Learning Commission – best practices in distance learning
- **Guidelines for the Evaluation of Distance Education (On-line Learning)**
  - This document was developed in 2009 by the Council of Regional Accrediting Commissions (C-RAC). The Higher Learning Commission (HLC) is a member of C-RAC. HLC provides these guidelines as a resource for its affiliated institutions and its Peer Review Corps.

Examples from Participants

- How are the online learning programs structured on your campus?
  - Integrated?
  - Separated?
- Do you have other examples besides online learning?
  - New "cutting edge" programs
  - Career Programs (vs. Academic)
  - Continuing Education

Summary

- Value of embracing the porcupine
- Lessons learned
  - Goals must be clearly articulated
  - No "one size fits all" solution
  - Ensure academic oversight
  - Accountability is key
  - Follow accreditation guidelines
  - Create structures that encourage communication and collaboration

Questions

- Contact Information
  - pbreen@tcsedsystem.edu
  - mmartyn1@ccc.edu

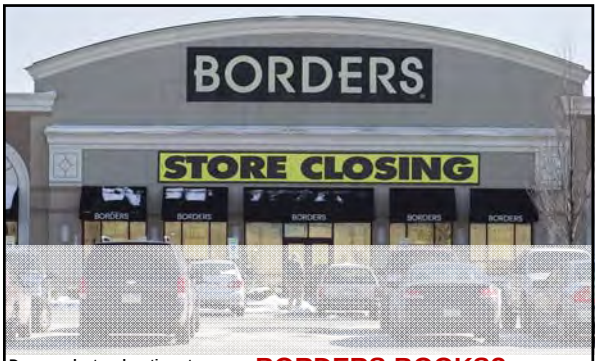
Resources

- Guidelines for the Evaluation of Distance Education (On-line Learning). (2009). Retrieved 1/7/2013 from https://content.springcm.com/content/DownloadDocuments.ashx?Selection=Document.c00c3f32-56e5-e011-adf4-0025b3af184e;&accountId=5968
- Levy, S. (n.d.). Six factors to consider when planning online distance learning programs in higher education. Retrieved 1/7/2013 from http://www.westga.edu/~distance/oojdla/spring61/levy61.htm
- Paolucci, R., & Gambescia, S. F. (n.d.). Current administrative structures used for online degree program offerings in higher education. Retrieved 1/5/12013 from http://www.westga.edu/~distance/ojdla/fall103/gambescia103.htm

Remember Borders Books, Circuit City Stores, and the Walkman?

Responding to the Scope of Change Facing Graduate Education

Scott A. Bass, Provost
American University
Midwestern Association of Graduate Schools
April 11, 2013



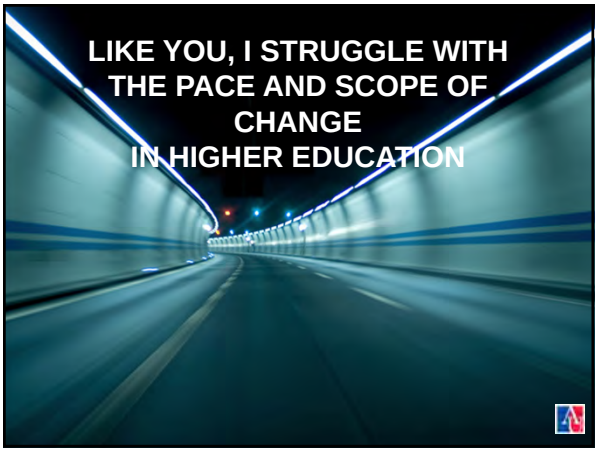
Does graduate education at our major universities share the same fate as …

BORDERS BOOKS?
CIRCUIT CITY STORES?
THE WALKMAN?

American University

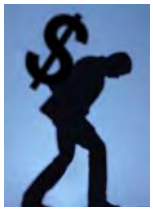
- Located in one of the largest graduate student markets
- Tuition dependent—endowment does not support operational expenses
- Private, high tuition, college-centered research university
- Majority of new revenue is based on master's degree enrollment

Graduate enrollment is critical to campus budgets at private as well as public institutions



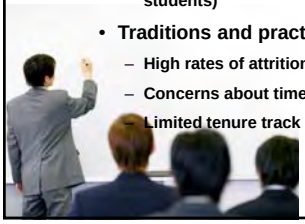
National Issues in Graduate Education

- Perceived value of cost
- Affordability and debt
  - Economic uncertainty
  - Impact of Federal policies on financial aid and international student access
- Financing higher education
  - Steady decline in state funding
- Alternate business models
  - Competition from for-profit providers and MOOCs
  - Differential adoption of technology and the impact on competitiveness



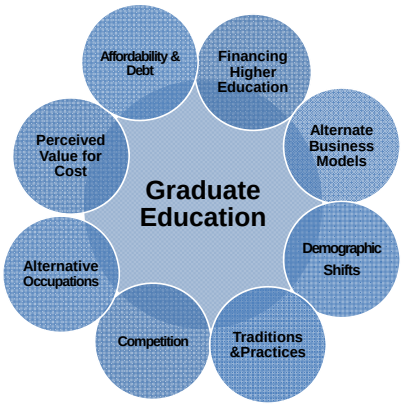
National Issues in Graduate Education

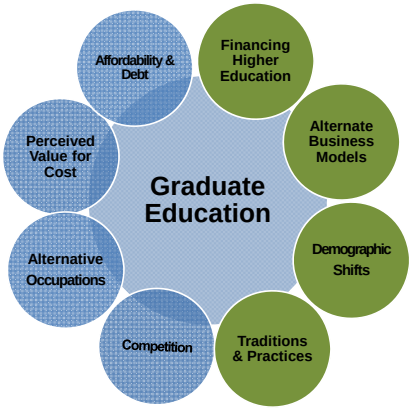
- Demographic shifts
  - Geographic and demographic shifts in the applicant pool
  - Increases in older and returning students
  - Increase in part-time enrollments (more working students)
- Traditions and practices
  - High rates of attrition among PhD students
  - Concerns about time-to-degree for doctoral students
  - Limited tenure track employment options for PhDs



National Issues in Graduate Education

- Competition
  - Increase in international competition for students
- Outcomes
  - Growing demands for accountability and evidence of learning outcomes
  - Match between educational outcomes and employer needs
- Results
  - Recruitment of well-qualified applicants is less predictable and more competitive
  - Admissions and enrollment management is a top concern of graduate school deans

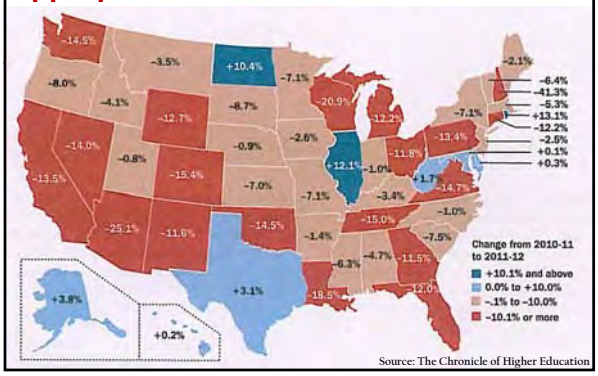




Higher Education's Current Financial Context

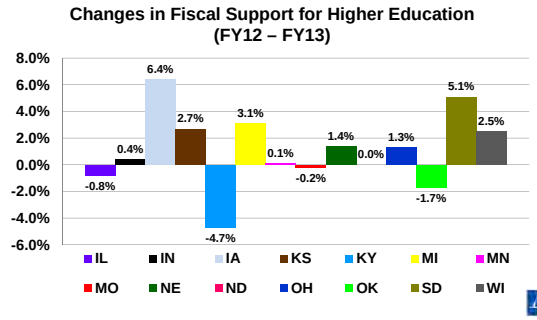
- Squeeze on public funding
- At best, stabilization in Federal grant awards
- A public concerned about the value of the degree in relation to cost
- Student debt mounting
- Cost and pricing of graduate education

Changes in Higher Education State Appropriations: 2010-11 to 2011-12



Source: The Chronicle of Higher Education

Possible Stabilization in State Allocations



The Grapevine Report, Illinois State University, http://grapevine.illinoisstate.edu/

Trends in Enrollment and State Funding of Major Public Research Institutions

State	% change enrollment 2002 - 2010	Total Enrollment 2010	Per student state funding		% change 2002-2010	
			2002	2010	state funding	per student state funding 2002-2010
IL	6%	91,071	$12,020	$7,566	-33%	-37%
IN	7%	83,399	$7,403	$6,070	-12%	-18%
IA	1%	56,932	$11,277	$8,550	-24%	-24%
KS	10%	52,823	$7,044	$5,405	-16%	-23%
KY	9%	47,311	$12,765	$10,630	-10%	-17%
MI	6%	120,531	$9,914	$6,889	-26%	-31%
MN	11%	51,659	$14,191	$10,811	-16%	-24%

NCSES data presented in *Diminishing Funding and Rising Expectations: Trends and Challenges for Public Research Universities*, National Science Foundation (2012)

Trends in Enrollment and State Funding of Major Public Research Institutions

State	% change enrollment 2002 - 2010	Total Enrollment 2010	Per student state funding		% change 2002-2010	
			2002	2010	state funding	per student state funding 2002-2010
MO	32%	31,237	$10,200	$8,811	14%	-14%
NE	6%	24,100	$10,335	$9,340	-4%	-10%
ND	23%	27,361	$6,427	$6,710	28%	4%
OH	14%	109,212	$7,908	$6,385	-8%	-19%
OK	4%	48,914	$8,448	$7,092	-13%	-16%
SD	34%	12,376	$6,080	$4,888	7%	-20%
WI	2%	41,654	$10,275	$9,323	-8%	-9%

NCSES data presented in *Diminishing Funding and Rising Expectations: Trends and Challenges for Public Research Universities*, National Science Foundation (2012)

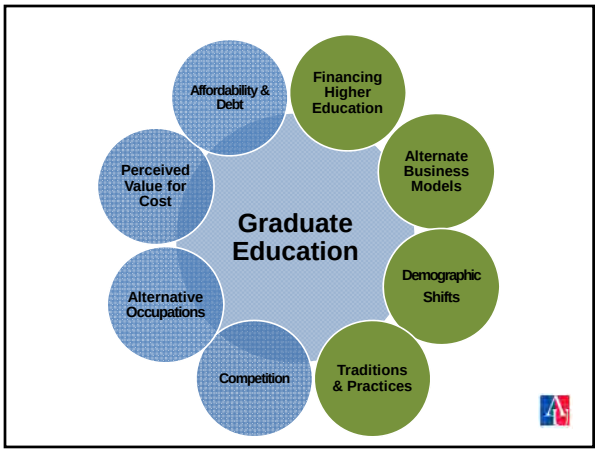
National Association of State Budget Officers

"Tighter state resources, rising costs, high tuition rates, and other factors make the current model of financing public higher education unsustainable. The present system may have worked well in past decades, but fiscal changes at the federal and state levels as well as private market changes make reform necessary."

Spring 2013
http://www.nasbo.org/highereducation -report-2013

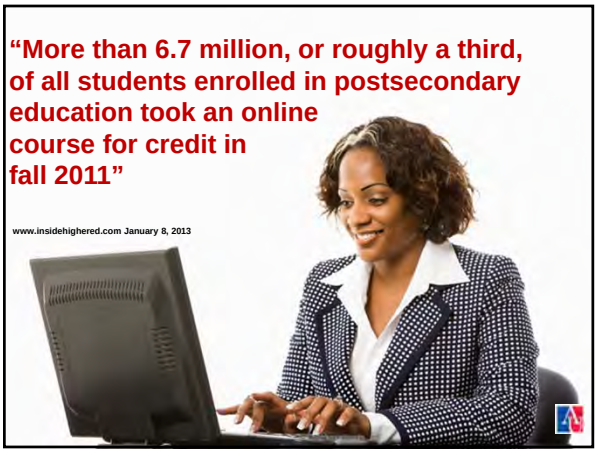
Scope of Change in Higher Education Finance

- **Decreased real per capita funding for higher education**
- **Loss of revenue is forcing institutions to do more with less resources**
- **The financial environment has sparked innovation as well as heightened competition**



"More than 6.7 million, or roughly a third, of all students enrolled in postsecondary education took an online course for credit in fall 2011"

www.insidehighered.com January 8, 2013



Alternate Business Models

- Increasing competition in master's degree space
- The big 6 are:
  1. Continuing education and extended studies
  2. For-profit providers
  3. Non-profit online universities
  4. MOOCs (potentially)
  5. Consolidators
  6. Third generation online high-end programs offered by traditional universities

Alternate Business Models

General advantages of the 6 models

- Convenience
  - Flexible scheduling
  - Asynchronous and synchronous learning
- Focus on adult students
- Streamlined admissions processes

1. Continuing Education and Extended Studies

Advantages

- Often lower price
- Career oriented
- Modular learning – e.g. stackable certificate
- Responsive to market changes and trends

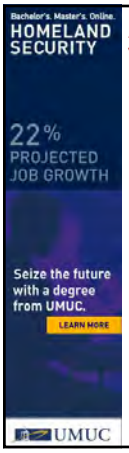
Continuing Education: Certificates

- Increasing value of certificates
  - The fastest growing form of postsecondary credential
  - Can be completed in one year or less
  - Career oriented
  - Certificate earners without a bachelor's degree in IT, for example, can earn $72,498 annually, which is more than 54% of men with a bachelor's degree
  - Can certificate education challenge the master's degree?

2. For-profit Providers

Advantages

- Business attitude with customer focus
- Large marketing budget
- A focused "sales" force
- Staff structure dedicated to serving students at a distance
- "One course at a time" progress and reward system
- Examples – University of Phoenix, Capella University



3. Non-profit Online Universities

Advantages

- Staff structure dedicated to serving students at a distance
- Professional experience and identity in the online marketplace
- Track record and evidence of successful job placement
- High volume of brand recognition
- Examples – University of Maryland University College (UMUC), Western Governors University, Southern New Hampshire University

4. Massive Open Online Courses

Advantages

- **Free**
- **High visibility**
- **Affiliated with prestigious brand**
- **Distinguished faculty**
- **Easy access**
- **Examples – Udacity, Coursera, edX**

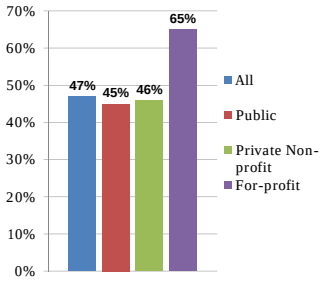
Moody's Investor Services:

"The rapid evolution and adoption of massive open online courses (MOOCs) signals a fundamental shift in strategy by industry leaders to embrace technological changes that have threatened to destabilize the residential college and university's business model over the long run."

Reported in *Inside Higher Education*, January 17, 2013

Massive Open Online Courses

% of Provosts seeing MOOCs as a threat to their institutions' business models



***Skepticism about Tenure, MOOCs, and the Presidency: A Survey of Provosts*, Inside Higher Ed, January 23, 2013**

5. Consolidators

A new concept

- **Competency-based education drawn from Web materials, employers, or projects**
- **Prior learning/ portfolio development for academic credit**
- **$2,500 per year**
- **Reviewed by part-time evaluators**
- **Examples: College for America**

6. Third Generation High-End Programs

Advantages

- **Partnership between university and sophisticated courseware provider**
- **Major brand with leading technology serving faculty talent**
- **High quality**
- **Different administrative and operational structure from traditional graduate schools**

Providers

- **Deltak**
- **Embanet**
- **Pearsons**
- **Compass**
- **Sungard Higher Education**
- **Higher Ed Holdings**
- **2U**

Third Generation High-End Programs

Services available:

- **Market assessment**
- **Capital for development of sophisticated courseware**
  - **Course designers to work with faculty**
  - **High level visual products**
- **Access to the latest technology for on-line platform support**
- **Continuous faculty training on the online medium**
- **Student recruitment team and use of "in-bound" marketing**
- **More program start dates and swift admission decisions**
- **Similar look and feel for entire graduate program**
- **Call center support**

Third Generation High End Programs

2U

- **Created by John Katzman, founder of *The Princeton Review***
- **A full service company working with select, best-in-class master's programs**

2U Partners

UNC | USC Social Work

USC Rossier | Georgetown University School of Nursing & Health Studies

UNC | Washington University in St. Louis School of Law

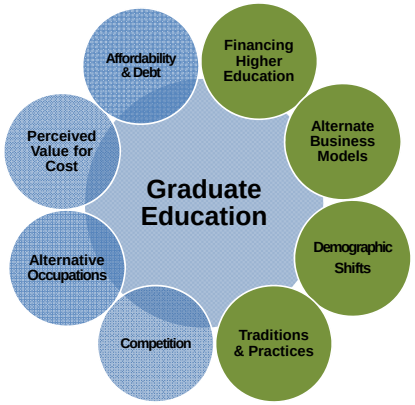
Third Generation High End Programs

2U & AU

- **Multimillion dollar investment**
- **Very high quality product**
- **Sophisticated world-wide marketing**
- **Four to six start dates per year**
- **Ten day guarantee on admission decisions**

"Arguing about offering master's level online graduate instruction a decade from now would seem as out of place as arguing about creating an email address."

Michael Chasen
Blackboard, Founder



Shifts in the Domestic Graduate Student Pipeline

- **Shifts in number and composition of high school graduates**
- **Growth in Western and Southern regions of US**
- **Decreases in Northeast and Midwest**
- **Primary source of growth will be Hispanic and Asian American students**
- **Number of White, non-Hispanic and African American high school graduates will decrease**

Projected Change in Public High School Graduates by Race and Ethnicity

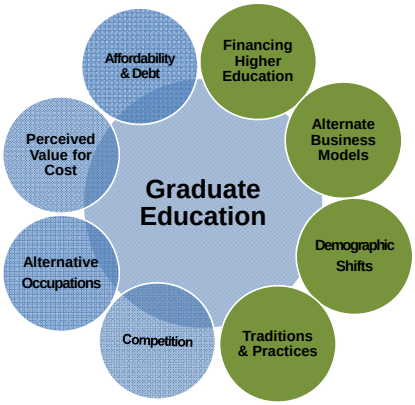
	Baseline 2011-2012	2021-2022	% change from baseline
Hispanic	535,197	780,268	45.8%
Asian / Pacific Islander	173,494	244,143	40.7%
American Indian / Alaska Native	32,687	35,187	7.7%
Black / Non-Hispanic	420,388	393,363	-6.4%
White / Non-Hispanic	1,722,896	1,588,455	-7.8%
Total Race/Ethnicity	2,884,662	3,041,416	-5.4%

Knocking at the College Door, March 2008, WICHE

Changes in Master's Students

	1995-96	2007-08
Female	56.3%	61.3%
Married w/ dependents	21.4%	25%
Foreign/ International	3.7%	7.9%
Full-time Employment while enrolled	57.3%	63.3%
Race/ Ethnicity		
White	76.2%	66.1%
Black	7.5%	12.9%
Hispanic	4.9%	8.5%
Asian/ Pacific Islander	9.6%	10.3%

National Center for Education Statistics http://nces.ed.gov/pubs2011/2011219.pdf



Graduate Education's Traditions and Practices are Being Questioned

Doctoral Support/ Graduate Financial Aid

- Derived in part from tuition, state support, endowments, or grants
- Policy makers are questioning use of tuition to support financial aid
  - Premise: this structure is a cross-subsidy where middle class students are funding other students
- What if the legislature prohibited use of tuition dollars for graduate assistantships? (discussed in IA and VA)

Graduate Education's Traditions and Practices are Being Questioned

- What if funds were only made available based on employment outcomes (raised in Illinois)?
- What if funds were reduced or eliminated for liberal arts, Master's, and PhD programs (raised in TX, FL, WI, and NC)?
- What if the legislature decided to only fund doctoral students who agree to remain in the state after graduation?
- What if the state was unwilling to continue assistantship funding for international students who leave the US?

Graduate Education's Traditions and Practices are Being Questioned

The challenge by Massive Open Online Courses (MOOCs)

- Over 3 million people had registered for courses offered by Coursera (April 2013)
- What are the implications if the free course parallels a tuition-bearing course at the same university?
- What if a faculty member with mixed teaching evaluations wanted to teach a MOOC?

Graduate Education's Traditions and Practices are Being Questioned

The challenge by Massive Open Online Courses (MOOCs)

- Could graduate schools be relegated to a place where students demonstrate competence and earn graduate credits?
- If a student can demonstrate that she can achieve a level of competence comparable to taking a similar graduate course, are you prepared to award credit toward the degree?

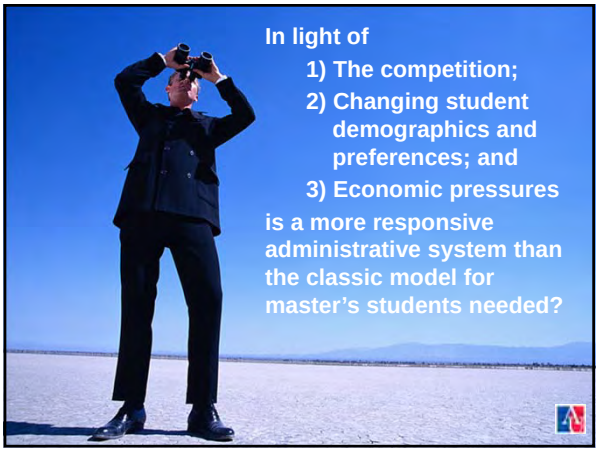
Typical Master's Admissions Process

- **Start**
  - Take graduate admission exam
  - Obtain reference letters
  - Obtain transcripts
- **Winter**
  - Submit application
- **Spring**
  - Admission files reviewed by faculty review committee
  - Admission & financial aid processes
- **Summer**
  - Student decision, registration, and orientation
  - Classes begin (late August)

9 – 12 month Process

Alternate Master's Admission Process

- **Start**
  - Take graduate admission exam
  - Obtain reference letters
  - Obtain transcripts
- **Day 1**
  - Submit Completed Application
- **Day 11**
  - Notification of admissions decision
- **Next Term**
  - Begin classes at next start date
  - 4 – 6 starts per year



In light of

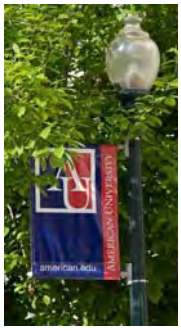
1) The competition;
2) Changing student demographics and preferences; and
3) Economic pressures

is a more responsive administrative system than the classic model for master's students needed?

Step Back and Consider

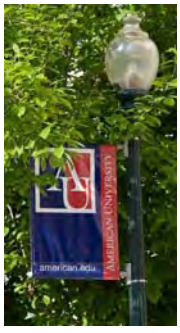
- **Institutional mission**
- **Program purpose and goal at the master's level**
- **Changing preferences of the targeted student population**
- **Increased performance expectations of employers**
- **Alternatives to earn a master's degree**
- **How can we best provide a quality learning environment and a skill-set matched to career expectations?**

What is AU Going to do?



- **Contract with 2U**
- **Contract with another turn-key provider**
- **Offer access to selected programs at least three times or more per year**
- **Create a professional and extended studies school**
- **Revise marketing and admissions system (use of in-bound marketing)**
- **Develop new procedures, timelines, standards, and data analytics for recruitment, marketing, admissions, and financial aid**

What is AU Going to do?



- **Expand executive education programs taught on weekends or in hybrid format**
- **Look for strategic partners to expand internships, placements, and experiential education**
- **Engage the faculty on the issue of diversity and sensitivity to the changing student body**
- **Engage the faculty on higher education's scope of change and the competitive environment**

And what about the PhD?

Doctoral Education's Traditions and Practices: 4 Major Issues

1. Issue: Time-to-degree
   - Doctoral education is centered on accomplishing milestones: 1) coursework, 2) examination, 3) dissertation, and 4) defense
   - How can we retain quality while expediting the process appropriate for adult students?
2. Issue: Student completion
   - The doctoral student experience has changed little over the past decades, but students have
   - How can we provide a more supportive educational experience matched to the students of today?

Graduate Education's Traditions and Practices are Being Questioned

3. Issue: Too few domestic students in STEM fields
   - How can the pipeline be expanded?
   - How can doctoral study be made more attractive among competing alternatives?
4. Issue: Student Experience
   - How can we better monitor mentors' engagement, attention, and treatment, of students?
   - How do we better prepare doctoral students for a wide array of career options?
   - How can we help doctoral students manage family demands?

Issue 1: Time-to-Degree

Courses

- Are the required credit hours and courses necessary to develop a disciplinary foundation?
- Are there summer courses or individual study opportunities to expedite coursework completion?

Exams

- How often are preliminary or comprehensive exams offered?
- How much time is needed to provide feedback on performance?
- What is the length of time between notice of failure and the retake of the exam?

Issue 1: Time-to-Degree

Dissertation

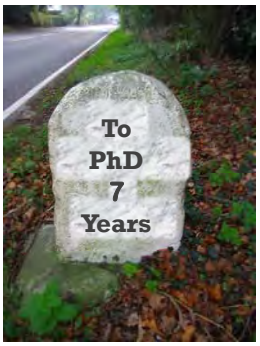
- Is dissertation proposal development undertaken as part of a structured course?
- Do dissertation students meet regularly with other students and instructors to provide additional structure and support?
- What incentives can be introduced to finish the dissertation in one or two years?
- Is there a structured setting for students to work with a "dissertation coach"?
- What about a co-authored dissertation or a dissertation composed of a series of journal articles for those seeking careers outside the academy?

Issue 1: Time-to-Degree

Defense

- Can the time between dissertation completion and the defense be tightened?
- Can technology assist in bringing together dissertation committee members in a timely manner throughout the process?

Issue 2: Student Completion



- Should graduate deans establish clear policies for timely completion of doctoral milestones?
- Is it time to consider professional doctoral programs that are career oriented?
- What about an intensive three-year PhD for master's degree recipients?

Issue 3: Too Few Domestic Students in STEM Fields

- Doctoral collaborations with HBCUs, HSIs, and other MSIs
- Undergraduate STEM success initiatives (smaller classes, enhanced mentorship programs, summer intensive programs)
- Programs such as the Meyerhoff Program at UMBC or the Frederick Douglass Distinguished Scholar Program at AU

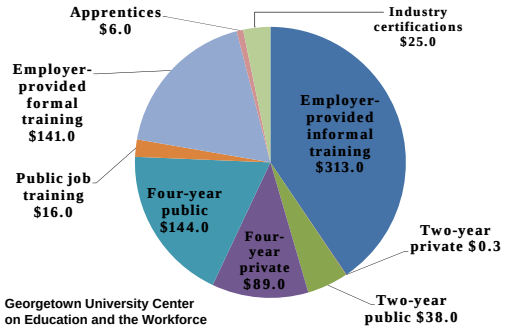
Issue 4: Student Experience

- What about PhD-granting consortia of leading universities?
- What oversight is needed to ensure that students are supported and treated fairly by mentors?
- Should career counseling focused on the application of skills outside of academia be available?

Further Considerations

- Does the current structure for the PhD match the range of opportunities available to the best and brightest domestic students?
- Does the PhD experience reflect the lifestyle of work-life balance now seen in other industries?
- Is the racial representation of students a function of pipeline leakage or is it also a reflection of the doctoral experience?

We are not alone: $772 billion is spent annually on postsecondary education and training. About 65% of these dollars are spent outside of the formal postsecondary education system.



Georgetown University Center on Education and the Workforce

Summary

- The current financial environment is requiring cost cutting and is spurring innovation in the delivery of graduate education within and outside the academy
- The changing demographic brings about different needs in terms of accessibility, delivery, and completion
- Are current models, traditions, and practices in graduate school responsive to these needs?
- If not, will the traditional graduate school lose its market share to these innovators?

Graduate deans play an important role in the dialogue on the future.
The future is yours… but the environmental scan is changing.

Recruitment and Admissions in a Competitive Context

Sue Wheeler
Graduate Non-Degree Coordinator
Indiana University-Purdue University Indianapolis (IUPUI)

Stephanie Wilson
Graduate School Recruiter
Ball State University

Can You Relate? A Bit About Us

- Our institutions
- Our organizational structures
- The scope of our work and roles
- Our challenges
- Our basic approach

A History of Collaboration

- In 2003 a group of public and private colleges and universities in the Indianapolis area established The Indianapolis Colleges for Adults Network (ICAN).
- The mission of this group was to serve as an educational resource to the Indianapolis corporate community, as well as to the community at large, by providing awareness of regionally accredited, business-related higher education opportunities for working adults in the Indianapolis metropolitan area primarily through education fairs.
- (This group has since changed names and is now know as the Network of Indy Colleges: http://networkofindycolleges.org/)

Taking consortia a bit further…

- Communication
  - Shared values -- Finding the right "fit" for each student is more important than fitting each student into a program or university
  - Mutual Respect – Shared respect for each institution and programs
- Attending and Promoting Each University's Events
- Sharing Innovative Ideas

Let's hear from you.

- Your institution
- Your organizational structure
- Your scope of work and roles
- Your collaborative endeavors

Case Study 1: Working with Career Services Professionals

- Coordination of statewide recruiting calendars
  - Distribution of calendars
  - Result: Increased attendance to all events
- On-Campus Relationships
- Content Development for Webinar
- Assistance with Promotion of Events

Case Study 2: Accelerate Acceptance: The Secrets of Grad School Admission (IUPUI Initiative) http://www.iupui.edu/~gradoff/gradexpo/speedsession.html

- **Goal**: To educate those with little knowledge of grad school application processes – initially the goal was to help students registered for Grad Expo to know what to ask recruiters
  - "Speed Dating" Atmosphere, Attendees seated at one of six tables for 10
  - Topics include: personal statements; test prep; finding your passion; the difference between grad and undergrad; The Kisses of Death of Grad School Applications; letters of recommendation; graduate application timeline
- August 2010 – limited marketing to current seniors
  - Budget: Space rental and food = $2800
  - Presenters: IUPUI staff and faculty (engaging, fun personalities)
  - Outcomes: 14 registered; 7 participated; 2 applicants
- May 2011 (marketed widely – no IUPUI affiliation needed)
  - Budget: Space rental and food = $1800
  - Presenters: IUPUI staff and faculty and Ball State staff
  - Outcomes: 97 registered including student from GA; 46 attended; 10 applicants
- May 2012 (once again, marketed widely – no IUPUI affiliation needed)
  - Budget: Space rental and food = $570
  - Presenters: IUPUI staff and faculty and Ball State staff
  - Outcomes: 58 registered including several from out of state; 36 attended; 8 applicants

Case Study 3: Grad School Boot Camp

- IUPUI initiative: http://www.iupui.edu/~gradoff/events/bootcamp.html
  - **Goal:** To assist those truly interested in grad school with the application process.
  - Personal statements must be submitted by attendees prior to Boot Camp. Statements are reviewed by faculty and feedback is given electronically to students in computer lab with faculty reviewers present. Students have the opportunity to work with faculty as they revise their statements (this session lasts 1 ½ hours).
  - Half of the participants are in this session while the other half participate in chat with faculty and mini workshops covering entrance exam prep; funding opportunities; and professionalism. Attendees are then brought together for a closing session including a discussion of letters of recommendation and an opportunity to share their experiences and impressions of boot camp.
  - Lunch is provided and includes opportunities to meet with faculty from IUPUI and other universities.
  - Open to anyone.

Boot Camp Facts

- Senior Academy involvement
  - Members of the Senior Academy (retired IUPUI faculty members) presented and coordinated events
- July 2011
  - 71 registered; 35 attended; 18 applicants
  - Cost – food, pad folios for participants, marketing, parking = $3000
- December 2011
  - 45 registered; 21 attended; 5 applications
  - Cost – food, giveaways, marketing, parking = $2000
- July 2012
  - 73 registered; 9 walk-ins; 52 attended; 17 applications
  - Cost – food, giveaways, marketing, parking = $1200
  - Financial Literacy workshop added
- Boot Camp, Accelerate Acceptance and Strategizing for Success Workshops are all funded from Grad Expo income

Case Study 4: Virtual Recruiting

- Ball State Initiative: Graduate School + You (Webinar)
- **Goal:** Offer tips and suggestions on the graduate school process from faculty and current students
- Target underrepresented, minority populations
- **495** prospective graduate students registered for two academic years (Offering 4 Sessions)
- **43 different undergraduate intuitions** and **11 different states**
- **65** areas of study
- **YIELD RATE**: **13.33 %**
- **8 feeder institutions** hosted viewing parties

Case Study 5: Sharing Innovative Ideas

- Graduate Recruitment Council -- IUPUI
  - Faculty and recruiting discussions
  - Monthly meetings
  - Representatives from 13 schools
  - Recruiter's Strategizing for Success Workshops organized
    - 2012 Workshop opened to other universities
      - 45 attendees from 7 institutions
- Recruiting Roundtable – Ball State
  - Administrative coordinators – first line recruiting support
  - Monthly meetings
  - Representatives from 7 colleges
  - Supportive and discussion groups

Keeping Student Needs Central

- Assist students to find programs that FIT their goals and encourage GRADUATE SCHOOL in Indiana
- Financial Literacy
- Career Planning/Advising Focus
- Learn/share from others colleagues Evaluate

Best NEW idea you hope to implement

Contact information:

- Sue Wheeler, Grad Non-Degree Coordinator, IUPUI
  - 755 W. Michigan Street, Indianapolis, IN 46202
  - (317) 274-1861
  - Email: sulwheel@iupui.edu
- Stephanie Wilson, Graduate Recruiter, Ball State University
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  - (765) 285-6130
  - Email: shuffman@bsu.edu

Strategic Assessment of Graduate College Services at a Student- and Efficiency-Focused Innovative University

Susan L. Pocotte, PhD
Associate Dean for Academic Affairs, College of Graduate Studies (COGS)
and
Dorothea Sawicki, PhD,
Associate Dean, Health Science Programs, COGS
Vice Chancellor, Graduate Health Science Studies

The University of Toledo
Toledo, Ohio

MAGS, April 11, 2013

University of Toledo Assessment Process University Assessment Committee "UAC"

- Established in Spring 2002
- Its original role was to develop an assessment & reporting process
- 2009-required program (major/track) level assessment
- 2010-assessment of all academic support units ("academic service" units-COGS, libraries)
- 2012-required academic units to assess any student services they provided (e.g. admissions, student affairs)

University Assessment Committee "UAC"

- Composed of
  - a faculty liaison from each college or academic service unit
  - representatives from
    - Faculty Senate core curriculum committee
    - Student Senate
    - Graduate Student Association
    - Institutional Research
- Ex-officio member
  - Vice-Provost of Assessment, Accreditation, Program Review
- Subcommittees
  - Assessment Report Review "Report Subcommittee"
  - Training and Development
  - Website

Issues affecting assessment of student learning outcomes in 2009

- Each college provided a report but with different and few common elements
- Many elements were not related to student learning outcomes, making assessment difficult
- Not all reports were at program level

Idea was to align with HLC six fundamental questions about student learning

- How are stated student learning outcomes (SLOs) appropriate to mission, program, degrees? List SLOs
- What is the evidence that students achieve SLOs? Who measures, what is measured; When, how is evidence collected
- How do you ensure shared responsibility for student learning? Student, faculty role in assessment
- In what ways do you analyze, use evidence of student learning? Who reviews SLOs and when; Findings; Changes from findings
- How evaluate and improve effectiveness of efforts to assess and improve student learning? Changes based on findings
- How inform public about what students learn and how well they learn it? Share with stakeholders

NCA-HLC, SIX FUNDAMENTAL QUESTIONS FOR CONVERSATIONS ON STUDENT LEARNING

Standardized "Template" for Assessment of Student Learning Outcomes

Program Name _____ Date _____

Program Director(s) _____

Please respond to the four items below to describe the assessment activity in your program. The completed form should be submitted to the COM Assessment Committee.

I. List the Student Learning Objectives (SLOs) for the program. These must be written in terms of student behavior.

If available, please provide a link to a website where theses objectives can be reviewed

II. Complete the table below summarizing the assessment processes for your program. Entries in this table should be based on activity at the course level as well as other indicators of student achievement in your program. Provide information about the process of data review by your program and faculty.

Data Collection		Data Review Process	
Evaluation instrument / Source of Data Internal/external Direct/indirect	*Frequency of data collection*	*Who analyzes and reviews the data?*	*How often?*
Examples include:			
Written exams			
Course assignments			
Summative course grades			
Project scores			
Standardized tests			
Course feedback from students			
Graduation surveys…and so on…			

III. Describe findings from student learning assessment this year

IV. Describe examples of changes made in your program in response to data gathered to improve student achievement. These changes or modification can be at the level of an individual course (e.g., changes in content or educational experiences) or at the level of the program (e.g., addition of new course options, elective experiences). If no changes are planned for the upcoming year (2010 – 2011) please state that this is the case.

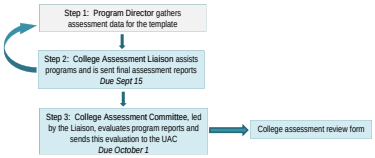
V. Describe how your program outcomes are made known to stakeholders. This would include communication to students, faculty, your department or prospective students as well as the larger university community.

C. Shriner, 2009, COM Liaison; UAC 2009-2010 assessment SLOs

Revised Template Items for 2012-2013

- Mission statement for the program
- Accreditation status and by whom
- Recommendations for Assessment Planning

Process for Assessment



College Assessment Review Form

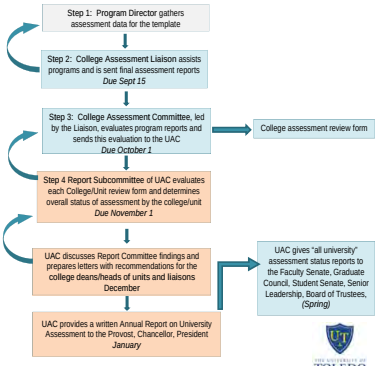
Part I Academic Programs Table: rate each program using the rating levels of 0, 1,2 based on your impression of the academic program's level of achievement regarding the various components of the assessment process.

Assessment measures:
Level 0 No reported activity
Level 1 A list of measures was developed to assess learning and appear appropriate for student learning outcomes
Level 2 Measures are developed, described, aligned with learning outcomes and include multiple sources of data, internal, external, direct and indirect

Actions to improve learning:
Level 0 No reported activity
Level 1 At least one action to improve learning for the 2012 – 2013 academic year was identified
Level 2 Actions were proposed to improve learning and related directly to data and assessment results

Program Name	Student learning outcomes	Assessment measures	Faculty involvement and review	Assessment results	Actions to improve learning	Communication of results	Students' involvement	Notes
Doctor of Medicine	2	2*	2	2	2	2	2	*Need to align SLOs and measures. Not requested in template
Master of Public Health/Environmental and Occupational Health and Safety Sciences	2	2*	2	2	2	2	1	*Need to align SLOs and measures. Not requested in template
Graduate Cert in Bioinformatics, and Biomarkers	2	1	2	2	1	2	2	Add more detail in table of measures. Single row for each measure. Align with SLOs next year
PhD in Biomedical Sciences – Cancer Biology	2	2*	2	1	1	2	2	*Need to align SLOs and measures. Not requested in template
PhD in Biomedical Sciences – Cardiovasc and Metabol Disease	2	2*	2	0	2	2	1	*Need to align SLOs and measures. Not requested in template. Implement some sound of students feedback – all criteria

Process for Assessment



What was learned

- Advantages:
  - Each program focused on the same items, allowing a review across programs/colleges
  - Each college shared their strengths and challenges with UAC colleagues, sharing was good for all and provided role models
  - Identified needs for faculty development in how to do assessment (summary to Provost highlighted need across all colleges)
  - The culture of assessment continues to grow

Academic Support Service Units

- Stand alone or embedded in an academic unit
  - UT COGs is a stand alone unit
- Primary function
  - provide support services for students and academic units

Why Assess Academic Support Services?

- Student success includes more than achievement of student learning outcomes
  - Student experience
  - Preparation for career
  - Supplemental procedure responsibilities
- Students quit due to poor services
- Academic support services can have direct impact on student success
- Service is part of student-centeredness

Assessment of Academic Support Service Outcomes (SSOs)

- Assessment templates follow the HLC Six fundamental areas
- SLOs are replaced with SSOs
  - "Adapt the wheel- not reinvent the wheel!"
    - CGS guide- Assessment and Review of Graduate Programs
- Align with UT and COGS Missions and Strategic Plans
- Align with COGS services

University of Toledo Mission

The mission of The University of Toledo is to improve the human condition: ***to advance knowledge through excellence in learning, discovery and engagement***, and to serve as a diverse, student-centered public metropolitan research university.

COGS Mission

To provide leadership for ***graduate education through exceptional support services*** for graduate students and faculty; to foster ***quality in graduate education***, research and scholarship; to nurture the diversity and collegiality of graduate programs; and to work with Graduate Council ***to establish university graduate policies, standards and procedures that define best practices for the graduate programs it serves***.

UT/COGS Strategic Plan Goal 2: Graduate and Professional Academic Programs

Our graduate and professional academic programs will be regionally relevant, nationally distinguished and highly ranked. ***These programs at UT will be known for high quality*** while maintaining accessibility, affordability and engagement. STEMM (Science, Technology, Engineering, Mathematics, Medicine) and professional programs will have high visibility.

UT/COGS Strategic Plan Goal 2: Sub-goals and Sample Metrics

1. We will enhance the quality and stature of all of our programs.
Metric/Milestone: We will track and benchmark job placement, degrees awarded at market demand, and adjust and align resources with outcomes by 2014.

2. We will work to assure affordability of our graduate and professional programs.

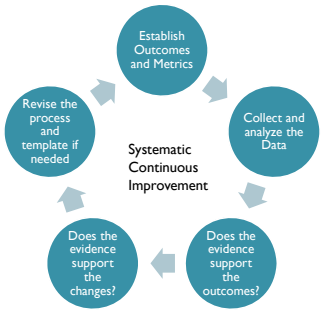
3. We will work to ensure accessibility to a diverse student population.
Metric/Milestone: Representation from underrepresented groups will reach 10% by 2015.

4. We will establish a recognized role in economic leadership and stimulation of the regional economy.

UT COGS Services-Fast Facts

- 10 Colleges with Grad and Prof programs
- 166 graduate degree programs
  - 40 doctorate
  - 126 Masters
  - 28 graduate certificate
- Fall 2012- 4,624 grad students
- 1569 degrees awarded in 2011-2012
- FY 13- 883 stipends/tuition scholarships
- FY 13- 31 Graduate Student Professional Development Programs

COGS Annual Assessment Plan and Process



COGS –Assessment Plan

Assess **academic support service outcomes:**

- Service outcomes organized into several categories of service type to our stakeholders (predominately graduate students and graduate faculty)
- For each service type, several *measureable* outcomes, goals and objectives have been enumerated.
- A review process that includes data collection methods, metrics, and responsibility is ongoing.
- Annual assessment of the SSOs are used to inform changes when needed.

COGS- Assessment Process

COGS Associate Dean for Academic Affairs:

- chairs COGS Assessment Committee
- coordinates with COGS staff, students and graduate programs to assess academic service outcomes (SSOs)
- prepares the COGS report for UAC
- serves as the liaison to the UAC

Stakeholder participation in COGS Assessment

- COGS Administration
- Council of Associate Graduate Deans
- Graduate Council
- Graduate Council Executive Committee
- Graduate Faculty
- Graduate Students

Graduate Student Involvement in the Assessment Process

- Graduate student involvement in COGS assessment process is primarily through the survey response.
- Graduate students are voting members of Graduate Council and GCEC
  - Opportunity to provide feedback to assessment reports and processes

Establish Outcomes and Metrics

COLLEGE OF GRADUATE STUDIES ASSESSMENT TEMPLATE

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
A. Application processes	1. Enhanced accuracy and ease of stakeholder access to all parts of the on-line application and program decision processes. 2. Efficient and effective training/re-training of staff, faculty and advisors handling admission applications and decisions. 3. Continuously improved processes.	On-going; Track phone calls, electronic applications, mailbox for e-questions for timeliness of handling and errors.	Annually	Dean, Associate Deans, COGS Manager of Graduate Admissions

COGS Assessment Template

- See handout
- See MAGs conference web site copy

Data Collection: Metrics, Methods and Sources

- Direct measure of *overall student success* is difficult
  - Measure individual indicators and extrapolate to overall success
  - Use indirect methods (e.g. student survey)
- Primary measurement tools
  - Survey results
  - Metrics of academic service delivery
  - *Keep it simple and efficient!*
  - *Avoid temptation to survey "everyone" for "everything"*

DATA Collection: Metrics, Methods and Sources

- Data and metrics aligned with the measurable Academic Support Service Outcomes
- Demonstrate assessment by using the Graduate Student Exit Survey that is aligned with several service categories specific to students (A - G)

Graduate Student Exit Survey

- COGS has conducted an exit survey of all graduating graduate students since Spring 2006.
  - Questions address services provided by COGS, other academic service units, and the College/Department that provides the graduate program. ***(centralized data!)***
- Beginning Spring 2011, COGS required students to complete the survey.
  -Response rate 99%

Collect and Analyze the Data

Trended Data from the Graduate Student Exit Surveys

- Aggregate data
- Students assured responses anonymous
- 27 specific questions
- One open-ended question
  - Please make any comments you wish to share regarding your UT graduate experience.
- Respondent numbers
  - Spring 2011 n=549
  - Fall 2011 n=280
  - Spring 2012 n=503
  - Summer 2012 n=246
  - Fall 2012 n=198

Trended Data from the Graduate Student Exit Surveys

- Indicates ***sustained achievement*** of COGS academic support service outcomes related to students.
  - 80-90 % of the respondents were satisfied or very satisfied
- Indicates ***sustained satisfaction*** with other service units and academic depts.
  - 80-90 % of the respondents were satisfied or very satisfied

Does the data support the outcomes?

Q. To what extent do you agree/disagree with the following statement? The College of Graduate Studies was accessible to me.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Strongly agree	23.9%	33 %	27 %	37 %	34%
Agree	65.9 %	61 %	64 %	57 %	60%
Disagree	2.4 %	2.5 %	1 %	2 %	2%
Strongly Disagree	1.5 %	0.5 %	1 %	0 %	0%
Not applicable	4.4 %	3 %	7 %	4 %	4%

SSO: C . Student progress and compliance
1. Attain 100% submission and compliance levels for Plans of Study, GRAD forms, other required grade levels, and completion of program exams, and submission ETD. (Qualifying Exams, scholarly projects etc.)

Q. Please indicate your level of satisfaction with the quality of information/advice/service received from the following source: College of Graduate Studies Staff

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Very Satisfied	24.8 %	30 %	28 %	37 %	31%
Satisfied	55.7 %	54 %	55 %	54 %	57%
Unsatisfied	6 %	7 %	6 %	3 %	5%
Very unsatisfied	2.2 %	1 %	1 %	1 %	1%
Not applicable	8.4 %	8 %	10 %	5 %	6%

SSO: D. Graduate Student development workshops, Research forums
1. Timely information to students on necessary skills for success in graduate school.

Q. To what extent do you agree/disagree with the following statement?
The College of Graduate Studies performed its functions effectively.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Strongly agree	23.0%	28 %	24 %	35 %	30%
Agree	61.9 %	60 %	65 %	56 %	62%
Disagree	4.6 %	7 %	4 %	5 %	5%
Strongly Disagree	2.4 %	2 %	1 %	1 %	0%
Not applicable	5.8 %	3 %	6 %	3 %	4%

SSO: F. Graduate student financial support
6. Maintain effective and timely communication with programs/students

Q. To what extent do you agree/disagree with the following statement?
The College of Graduate Studies was consistent in service delivery.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Strongly agree	23.5%	27 %	21 %	33 %	27%
Agree	59.2 %	60 %	64 %	58 %	62%
Disagree	6.4 %	6 %	5 %	4.5 %	5%
Strongly Disagree	1.8 %	2 %	1 %	0.5 %	1%
Not applicable	6.6 %	5 %	9 %	4 %	6%

SSO: Multiple Categories

Q. To what extent do you agree/disagree with the following statement about your graduate experience:
Overall, the quality of my graduate educational experience was high.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Very Satisfied	30.1%	32%	33%	40%	32%
Satisfied	60.8%	62.5%	58%	45%	57
Unsatisfied	6.4%	4%	7%	4%	7%
Very unsatisfied	1.8%	1%	1%	1%	3%
Not applicable	0	0.5%	1%	0%	3%

UT and COGS Missions regarding quality of education.

AY 11-12: Assessment Summary- Strengths (sample)

1. Reclassification/reorganization of COGS staff enhanced personal interactions with students, advisors and faculty for the following service type outcome categories:
   - Admissions
   - Orientation
   - Student progress and compliance
   - Graduate student development workshops, research forums
   - Graduation audits, clearances

AY 11-12: Assessment Summary- Strengths (sample)

2. Exit survey data demonstrates that between 80- 88% of the respondents were satisfied or very satisfied with the COGS services. This trend is sustained.
3. COGS has demonstrated strong support for Graduate students.
   - Sustained stipend/tuition scholarships
   - Graduate Student Association budget

Does the evidence support the changes?

DATA to Inform Continuous Improvement

- Assess the proposed changes from previous academic year.
- *Do not let the data be the sole driver of creativity and good academic support service outcome development!*
- *Allow flexibility for the "aha" moments that are based on a single conversation with one stakeholder!*

Evidence supports changes

SSO Category H. Graduate faculty membership

Change 1. Creation of a single data base of graduate faculty membership. The data base combined the HSC and MC graduate faculty, adjunct and special status. The data base is updated monthly and posted on the COGS web site.

Data: Students phoned COGS and their advisors inquiring about the graduate membership status of faculty for purposes of forming their project, thesis, and dissertation committees. Faculty phoned COGS for the same.

Change 2. Creation of an online electronic graduate faculty membership application/renewal process.

Data: Faculty requested a more user friendly approach that allowed reliable tracking. The previous paper method was cumbersome.

Change 3. Stagger the expiration of graduate faculty membership such that subsequent renewal applications are staggered.

Data: Graduate Faculty Membership committee of the Graduate Council workload dramatically increased post UT –MUOT merger.

Revise the process and template as needed

Example: Informed Continuous Process Improvements for AY 2012-2013

- Membership of the COGS Assessment Committee will be expanded
  - Graduate Faculty Representative
  - Graduate Student Representative
  - COGS administrative staff aligned with COGS new organizational structure
- The process of report writing for internal COGS assessment will be modified to include input from the Assistant Deans

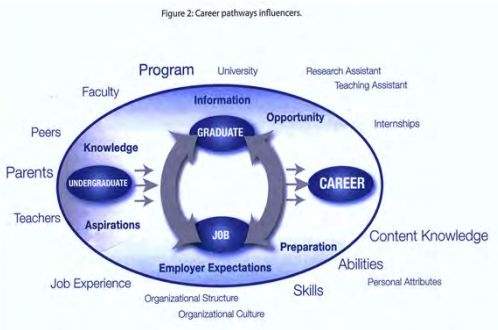
Informed Continuous SSOs Improvements for AY 2012-2013

- COGS Assessment template will be expanded to include services
  - Recruitment of graduate student applicants
  - Retention of students
- COGS Assessment Template will be revised to align with professional organization position statements

The Commission on Pathways Through Graduate School and Into Careers

ETS/CGS Commission Report 2012

Figure 2: Career pathways influencers.



CGS-ETS 2012 Commission-Recommendations for Universities

- **Emphasize** innovative Master's degrees
- **Track** career outcomes/job placements of graduates
- **Connect** graduate students with alums
- **Establish** programs aimed at understanding the connection between graduate education and career paths
- **Include 'professional skills'** desired by employers:
  - written/oral communication
  - critical thinking and problem solving
  - professionalism, work ethic, teamwork

What is COGS Doing that is aligned with ETS/CGS?

- Emphasize innovative Master's degrees-PSM's in emerging areas and pipeline programs
- Track career outcomes- new COGS exit survey questions and new data collection
- Connect with alums-creating a new Alumni Advisory Board
- Establish career programs- new COGS professional development programs on career options
- Include professional skills- new COGS programs in writing/presentation skills

Q: To what extent do you agree/disagree with the following statements about your graduate experience:

My academic program prepared me well for my professional career goals.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Very Satisfied	33.5%	35%	31%	43%	42%
Satisfied	55.7%	54%	59%	47.5%	50%
Unsatisfied	8%	7%	7 %	6%	5%
Very unsatisfied	1.5%	1%	1%	3.5%	2%
Not applicable	0%	3%	2 %	1%	2%

Establish new SSO

Q. Which of the following statements BEST describes your post-degree employment status?

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
I expect to continue with my current employer in my current position.	16.9%	18%	13%	20%	24%
I expect to continue with my current employer in a new position.	9.1%	7.5%	8%	6%	11%
I expect to return to a previous employer in a new or previous position.	0.7%	2%	1%	0.5%	0%
I will begin a new position with a new employer.	28.6%	31%	32%	26%	30%
I will be self-employed	1.1%	1.5%	1%	0.5%	2%
I will continue my graduate education.	32.2%	34%	32%	24.5%	24%
I will look for employment	9.5%	5%	10%	21%	7%
I will not be employed.	0.6%	0.5%	1%	0.5%	1%
I will not look for employment.	0.2%	0%	1%	1%	0%
No Response	1.1%	0.5%	1%	0%	1%

Establish new SSO

Location of employer or anticipated location of employer.

	Spring 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
Ohio	65.6%	57 %	63%	54%	56%
Out of State USA	29%	38%	33%	31%	35%
Outside USA	2.9%	5%	3%	3%	3%
No Response	2.6%	0%	1%	12%	7%

Establish new SSO

Communication is Key to Continued Success and Improvements

Annual reports communicated to:

- UT Senior Leadership
- Graduate Council
- Graduate Student Association
- Council of Associate Graduate Deans
- Vice Provost/Dean of COGS Annual Meeting Address
- Program directors and Department Chairs
- UT UAC
- COGS web site

Leverage the Assessment Results!

- Great PR for COGS
  - Faculty, Staff and Administrator increased awareness and appreciation of ROI
- Increased collaboration between COGS and Academic Units
  - Share COGS centralized data with academic unit assessment reports
- New UT Provost prominently positioned COGS in revised UT Strategic Plan for AY13-17

UT Revised Strategic Plan 2013

- UT will grow graduate and professional programs
- College of Graduate Studies is a portal of student entry
- Reengineer and streamline services for efficiencies and cost savings

Conclusions

- Assessment process informs continuous improvement and leads to achievement of both UT and COGS mission and strategic plans.
- Due to the centralization of services and finances provided by COGS, the assessment of SSOs is crucial to a full assessment of UT graduate programs
- Academic support service assessment is new to UT
  - COGS has provided development leadership

Conclusions

- Taken together, the COGS assessment process and template and its relationship with the UAC is an example of the essential role of graduate schools in improving services to graduate students and faculty in a student- and efficiency-focused innovative university.

Conclusions: Innovation Theme 1

- Application of standardized assessment template across all UT academic and service units
  - What works? What does not work?
  - Assessment template is a living document
  - Develop/reinforce common language
- University Culture of Assessment

Conclusions: Innovation Theme 2

- COGS has a seat on the UAC
  - Dialogue
  - Academic units continuously learn about COGS support services
    - Break down barriers
  - New synergies and efficiencies
    - Prevent duplication of efforts
    - Reduce cost of assessment

Conclusions: Innovation Theme 3

- Leverage assessment to adapt and survive external and internal pressures
  - Demonstrate relevance
  - Advocate for graduate students
  - Provide leadership in implementing new strategic initiatives in support service in graduate education
    - Assessment of outcomes that are more creative than simply a tally of tasks

Questions?

- Presentation will be uploaded on MAGS
- Contact us if you wish sample templates
  - susan.pocotte@utoledo.edu
  - dorothea.sawicki@utoledo.edu

THE UNIVERSITY OF TOLEDO

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
B. Orientation processes: graduate students and graduate faculty	1. Enhanced access to orientation information by new students. 2. Continuous improvement in response to survey responses by participants. 3. Identify and evaluate types of information new students need before coming to campus. 4. Effective processes for new graduate faculty orientation.	After fall, spring, and summer orientations; Surveys and evaluations of new students and university presenters.	Annually	Dean, Associate Deans, COGS Manager Academic Affairs, COGS Manager Administrative Services

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
C. Student progress and compliance	1. Attain 100% submission and compliance levels for Plans of Study, GRAD forms, other required grade levels, and completion of program exams, and submission ETD. (Qualifying Exams, scholarly projects etc). 2. Track time to degree and communicate to stakeholders. 3. Track low GPA student numbers and inform stakeholders.	1. First semester GPA review; low GPA reports each semester for all students sent to college deans, program directors; program to address submitted by student. 2. Plan of Study and GRAD form deadline tracked. 3. Qualifying Exam-program deadlines and completion tracked.	Annually	Dean, Associate Deans, COGS Manager Academic Affairs, COGS Manager Administrative Services, COGS Records Management Officer

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
D. Graduate Student development workshops, Research forums	1. Timely information to students on necessary skills for success in graduate school. 2. Provide information on networking and career opportunities. 3. Raise visibility, support and attendance at programs and workshops. 4. Increase attendance from UT graduate students and graduate faculty at graduate student research forums.	Post-event; Surveys, attendance records.	Semi-annually	Dean, Associate Deans, COGS Manager Academic Affairs, COGS Manager Administrative Services, GC, GSA

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
E. Graduate Student Academic Appeals and Grievances	1. Evaluate the efficiency and effectiveness of newly approved UT policies for appeals and grievance processes. 2. Track knowledge of COGS appeal and grievance processes amongst students and programs to in turn work with Colleges to develop mechanisms to enhance communication and understanding. 3. Continuous improvement of processes based on informed change from 1 and 2 above.	Redacted records of COGS admin and GC Academic Standing committee; Minutes of COGS Dean and College Associate Deans meetings		Dean, Associate Deans

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
F. Graduate student financial support	1. Track competiveness of graduate tuition/fees with USO institutions. 2. Foster affordability and competiveness for diverse student populations. 3. Track levels of graduate assistantships/scholarships/fellowship and processes used to determine numbers of each. 4. Monitor program concerns with processes and efficiency. 5. Determine accessibility of financial support information to students and programs. 6. Maintain effective and timely communication with programs/students.	COGS student financial data, Graduate Program Review, Admissions data, Feedback from stakeholders, Ohio public data bases	Annually	Dean, Associate Deans, COGS Business Services Officer

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
G. Graduation, audits, clearances	1. Review mechanisms/workflows to enhance efficiency and ensure timely processes. 2. Track student issues that delay or prevent clearance to inform students earlier.	COGS staff reports; surveys; exit surveys by graduates	Annually	Dean, Associate Deans, COGS Manager Administrative Services, COGS Records Management Officer

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
H. Graduate faculty membership	1. Track efficiency of process and identify areas of concern. 2. Monitor program satisfaction and concerns, and ideas for improvement.	Screen databases for time to complete; surveys	Annually	Dean, Associate Deans, Chair GC membership Committee

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
I. Graduate faculty communi-cations	1. Enhance and ensure faculty participation in governance of graduate programs (GC and GCEC bylaws, constitution and committees). 2. Efficient and effective GC and GCEC processes and communication with faculty.	Minutes of GC, GCEC; election process and results; surveys	Annually	Dean, Associate Deans

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
J. Graduate program, course approvals	1. Track process efficiency and areas of concern. 2. Program satisfaction with GC committee efficiency and accuracy; ideas for improvement.	COGS monitoring of 30 day timeline per GC bylaws. Program satisfaction surveys, GC Curriculum Committee tracking data.	Semi-annually	Dean, Associate Deans

Studies(COGS) Assessment Measures			COGS Data Review Process	
Service type	**Institutional Unit Service Outcomes/Goals/ Objectives**	***Data collection methods, metrics.*** ***Sources of data***	***When is the data assessed?***	***Responsible person(s) for Collection and Review of data?***
K. Graduate program review process	1. Efficient and effective process for full program review of degree and certificate programs. 2. Maintenance of accurate and complete records of program review results, including how results were shared with stakeholders and how programs responded to concerns and the changes made. 3. Use the results of graduate program quality review in budget allocation to support quality.	UT Program Review Committee records, GC program review Committee records, COGS databases, IR databases, College surveys	Annually	Dean, Associate Deans

A Partnership for Success –
K-State Graduate School
and
Graduate Student Council

KANSAS STATE UNIVERSITY | Graduate School

University Information

Graduate School

- Founded in 1863
  - Currently serves over 4,500 graduate students
- 111 graduate degree programs
  - 67 master's degrees
  - 44 doctoral degrees
  - 36 graduate certificate programs

Graduate Student Council

- Started in early 1990s
  - 34 registered graduate student groups
  - Annual budget of $121,000
    - $21,000 student fees
    - $100,000 President and Provost Support

KANSAS STATE UNIVERSITY | Graduate School

Major Collaborative Initiatives

- Awareness and communication of graduate students' needs, issues, and achievements.
- Support of graduate students' professional/scholarly experiences through travel awards.
- Advancement of graduate students' professional and academic experiences through professional development workshops/seminars and three annual research forum events.
- Advancement of graduate students' personal experiences through the hosting of social events to facilitate strong interpersonal connections.

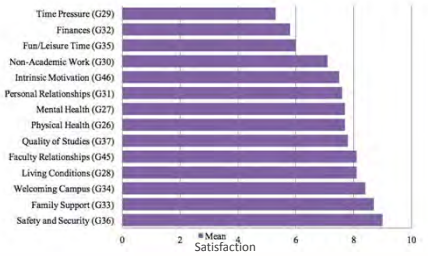
KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication: Top Needs Identified

- Tuition "waivers" for all GRA/GAs
- More affordable and comprehensive health insurance options
- Voice of graduate students on university committees (E.g., Campus Master Plan, Tuition Strategies)
- Designated study space solely for graduate students (2 rooms)
  - Student ID required to gain access
  - Computers, private cubicles, lounge areas, printing capabilities

KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication Quality of Graduate Student Life Survey



KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication: Recognition of Achievements

- Established relationship with the Department of Marketing and Communications
  - Awareness/publicity of graduate student contributions to scholarship (achievements in teaching, research, and service)
    - Notable scholarly achievements newsletter

KANSAS STATE UNIVERSITY | Graduate School

Awareness and Communication: Recognition of Achievements

- Publicity and visibility of the GSC and its sponsored events (e.g., Photography)
- Recognition/Awards for Graduate Student Accomplishments
  - Multiple awards/recognitions for excellence in graduate student leadership/service and academic/teaching commitments

Travel Awards

- Funding Sources
  - Student Governing Association ($21,000) and the President/Provost Support($74,000)
    - 2011-2012 average travel award $75.00 (approx. 8% of travel expenses)
    - 2012-2013 average travel award $225.00 (approx. 25% of travel expenses)
- Awards are distributed on a competitive basis through a formal application process.

Professional Development: Resources

- Versatile PhD (online resource that helps graduate students, especially those in humanities and social science, identify and prepare for non-academic careers)
- Career Speaker Series (The series features authors and career experts who share their secrets, research, and tips with job seekers)
- Career and Employment Services staff person devoted to graduate student job needs (Angela Hayes)

Professional Development: Workshops/Seminars

- Academic/Industry interviewing
- CVs & resumes
- Financial planning
- Research ethics
- Grant writing
- Setting expectations and resolving conflicts
- Bringing joy to scholarship
- The 90-minute workspace
- Nationally recognized speaker, Donald Asher
  - Author and speaker on the topics of careers in higher education
- Nationally recognized performances by Theater Delta
  - Interactive Theater – scripted and improvisational audience participatory theater – to promote dialogue and social change in communities around the globe

Professional Development: Research Forums

- Research and the State
  - Graduate students present research with state-related relevance
- Capitol Graduate Research Summit
  - Presentations of state-relevant research to the Kansas Board of Regents, Kansas legislatures, and Kansas Governor.
- K-State Research Forum
  - All discipline, conference-like, presentation of research through poster and oral formats

Social Networking

- Ice cream socials
- President/Provost sponsored football/baseball tailgates
- Cookouts
- Hikes
- President/Provost sponsored end-of-year celebrations
- Game nights, etc

Communication Efforts

- Graduate student listserv – weekly updates
- Department Heads and Graduate Program Directors
- K-State Online -"Graduate Student Resource Center"
- News releases
  - K-State today, university calendar, Facebook
- Graduate Council and GSC meetings
- Graduate School and GSC websites

KANSAS STATE UNIVERSITY | Graduate School

Future Collaborative Goals

- Designated 'space' for the GSC in the K-State Student Union
- Tuition "waivers" for all GTA/GRA/GA positions
- Increase in the available travel grant monies for allocation to students
- Established program for professional development needs
  - Welcome a well-known or well-recognized author/speaker on professional development "issues" to campus each semester.

KANSAS STATE UNIVERSITY | Graduate School

Contact Information

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KANSAS STATE UNIVERSITY | Graduate School

QUESTIONS/COMMENTS?

KANSAS STATE UNIVERSITY | Graduate School

First Year Seminar Program at The University of Iowa Grad School—is it for you?

Daniel Berkowitz
John Keller
The Graduate College

Midwest Association of Graduate Schools
Annual Mtg. March 2013

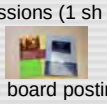
Inspiration for the seminar:

- UG surveys: >80% students appreciate UI's stature as a Research I institution
- > 100 graduate programs (76 doctoral)
- Professional programs: JD, MD, DDS, PharmD, MBA, DNP, DPT, AuD, MSW, MPH, etc.
- UG student success is a UI priority---- engaged student learning, retention, degree completion
- Grad Education pipeline issue-----grad ed seminars in 3rd, 4th year----earlier?

Grad School—is it for you?

- Fall 2013 will be 5th year (started in 2009)
- Fall semester offering
- 13-18 students per semester (total 62 so far)
  - 18 men
  - 44 women
  - 13 URM students
- Sample post-baccalaureate interests: medicine, dentistry, law, pharmacy, film/video, psychology, math ed, political science, journalism

Course organization:

- 1 x week, 50 minute sessions (1 sh credit)
- Weekly on-line readings 
- 1-3 sentence discussion board postings on "gut-response" to question
- Short 1 page web research papers on topical question
- Each session: 10 min review of readings, student led-discussions
- 5 page final paper on key aspects
- Letter grades assigned based on submitted papers, attendance, class participation, final paper

Pedagogical Strategies:

- Shared discussion board postings: students relate weekly topics to their own goals and experiences
- One page research papers: students explore weekly topics through on-line research
- Class discussions: cues from instructors promotes self-guided discussion
- Small group discussions: share & compare ideas
- Student, faculty and admission advisor panels: students assess and apply concepts through Q&A

Topics: Part 1

- Why graduate school?
- Differences between graduate and professional programs
- Admissions requirements for programs of interest
- Choosing a specific graduate program
- Choosing a university/program
- Timetable for applying
- Building your background
- Statement of purpose
- Financing your graduate education

Topics: Part 2

Based on student interests:

- Student panel
- Faculty panel
- Admissions advisor panel
- Former FYS student panel
- Final wrap-up session

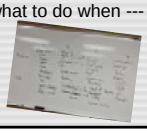
Sample Comments:

"I'm so far ahead of classmates in getting involved on campus and how to prepare for my future"

"I wish I would have had a course like this during undergrad!" (guest panelist)

Student Learning Outcomes:

- Student maturation, growth
- Students self-exam their academic goals and aspirations
- Learn how to match interests with viable career paths
- Broaden students' awareness of career options
- Understand career choice as an evolving process, not a one-time decision (plan A, B, C, etc.)
- Foster faculty relationships, additional mentors
- Students develop an outline of what to do when --- 4 year plan
- Realization that time is short!



Sample Comments:

"I learned that the faculty and deans are easy to talk to — you're real people too!"

FRIDAY, APRIL 12, 2013

7-8 a.m. Breakfast *sponsored by ETS* — Hiawatha
Illinois & Missouri state meetings

8-8:30 a.m. **ETS Presentation:** — Hiawatha
The TOEFL® and GRE® Tests:
An Update from ETS — Hiawatha
Matt Kadlubowski

Hear about the latest trends and new enhancements to the GRE® and TOEFL® testing programs that can help you with your institution's recruitment and admissions process. Plus, get an update on other ETS initiatives for graduate programs and applicants.

8-11 a.m. Vendor Exhibit Tables — Hiawatha Foyer

9-10:15 a.m. CONCURRENT SESSIONS

Grad School. Is it for you? — Hiawatha 1
Planting the seed in a freshman seminar
John Keller, University of Iowa
At the University of Iowa, approximately 7 in 10 college freshmen see a graduate and/or professional degree in their future. Many successful graduate students begin planning for their career early in their college experience, by building skills and bolstering their academic record with experiences that help their application stand out. Readings, class discussions, and guest speakers help students make more informed decisions for planning and making application to graduate programs. Class experiences help focus the students' thoughts on fields to consider as well as what it takes to succeed once students start graduate school.

Transforming Graduate Education: — Hiawatha 2
Students and Institutions
James Fuller, Indiana Wesleyan University; Doug A. Barcalow, University of Saint Francis
This session is designed to provide an opportunity for leaders of smaller graduate education units and units from private institutions to discuss their unique challenges and opportunities, especially as they relate to transformation in education. At the 2011 and 2012 MAGS Annual Meetings, this group convened and found a wealth of information sharing possible for privates and small institutions. This year will be an open forum to gather information from participants on suggestions for a wide range of issues, from Admissions and Admissions decisions to Thesis requirements and graduation procedures and more.

Transforming Graduate Education — — Hiawatha 3
A Dialogue on NSF's Role
Richard Linton, CGS-NSF Dean in Residence, Council of Graduate Schools; Valerie Wilson, National Science Foundation; Richard Tankersley, National Science Foundation
An NSF Panel will overview new directions in NSF programs responsive to graduate education imperatives, such as opportunities for integrative training and interdisciplinary research, international research collaborations, broadening participation, and innovation/ entrepreneurship. The session will promote dialogue with the academic community regarding NSF's role in addressing needs for data, research and evaluation of graduate education, enhancing professional workforce development, and advancing federal partnerships with graduate schools supporting excellence and innovation in graduate education.

10:15-10:30 a.m. Break — Hiawatha Foyer

10:30-11:30 a.m. **SPECIAL SESSION:** — Hiawatha
Graduate Program Review
Henning Schroeder, University of Minnesota
Graduate education is a complex enterprise; it's often difficult to measure program success beyond quantitative measures like time to degree or completion rate. In this session, Schroeder will discuss the Graduate Review and Improvement Process (GRIP), a new model of student-centered program assessment at the University of Minnesota. Learn how, in combination with traditional program review processes, GRIP is enhancing graduate education by providing a more holistic review that captures the distinctive measures of quality in different disciplines and encourages ongoing improvement.

11:30 a.m. Meeting Adjourns — Hiawatha
Maria Di Stefano, MAGS Chair

11:30 a.m.-1 p.m. MAGS Board Meeting — Mitchell
George Justice, MAGS Chair

10:30 a.m.-2 p.m. HANDS-ON SESSION
Graduate Admissions and Advising Workshop — Rock Island
Terrence Grus, University of Missouri; Dean Tsantir, University of Minnesota
New this year to the MAGS annual conference is a half-day workshop for graduate admissions and advising professionals. Led by two outstanding directors--from the University of Minnesota and the University of Missouri — this hands-on workshop will be useful for graduate staff members, from the departmental to the college level, interesting in learning best practices and exchanging ideas. The workshop will leave time for individuals or groups to drive to and from Minneapolis and surrounding states for a day trip. Lunch is included in the modest registration fee. We hope that this will be an attractive professional development opportunity for all administrative staff professionals--and even, perhaps, a few deans.

MIDWESTERN ASSOCIATION OF GRADUATE SCHOOLS

69th Annual Meeting

GRADUATE SCHOOL IN THE INNOVATIVE UNIVERSITY

April 10-12, 2013

The Depot Renaissance Minneapolis Hotel
Minneapolis, Minn.

MAGS
Midwestern Association of Graduate Schools
An Affiliate of the Council of Graduate Schools

WEDNESDAY, APRIL 10, 2013

8 a.m.-5 p.m. Registration — Hiawatha Foyer

8-11:30 a.m. Coffee/Tea — Hiawatha Foyer

9-11:30 a.m. **New Graduate Administrators Workshop** — Rock Island
Robert Augustine, Eastern Illinois University; Jackie Huntoon, Michigan Technological University

10 -11:30 a.m. MAGS Board Meeting — Quinn
Maria Di Stefano, MAGS Chair, Truman State University

10 a.m.-5 p.m. Vendor Exhibit Tables — Hiawatha Foyer

11:30 a.m.-1 p.m. New Graduate Administrators and Executive Committee Luncheon — Rock Island
Maria Di Stefano, MAGS Chair, Truman State University

1:15-1:30 p.m. Welcome and Overview — Hiawatha
Maria Di Stefano, MAGS Chair, Truman State University; George Justice, MAGS Chair-elect, University of Missouri

1:30-3 p.m. PLENARY SESSION — Hiawatha
Living the Disruption: Online and Beyond
Cynthia G. Baum, President, Walden University
Moderator: *George Justice, University of Missouri*

3-3:30 p.m. Afternoon Break — Hiawatha Foyer

3:30-4:30 p.m. CONCURRENT SESSIONS

Structures of Graduate Program Administration — Hiawatha 1
Diana Bartelli Carlin, Saint Louis University
We will present three case studies that examine the reasons for the transition process, and the key considerations in the transition from a one structure of graduate administration to a new one and the implications for the efficient and effective delivery of graduate education. Whether or not these case studies represent innovation is a question that will evolve from the analysis and discussion.

Research Writing Tutor: An Innovative Technology to Support Writing by Graduate Students — Hiawatha 2
Elena Cotos, Iowa State University
An introduction to the Research Writing Tutor (RWT), an intelligent, interactive system that helps graduate students at Iowa State University develop and improve their ability to write about their research. The web-based RWT software teaches students to think of their writing as a scientific argument developed with a series of strategic rhetorical moves characteristic of different sections of the research paper.

Embracing the Porcupine — Hiawatha 3
Patricia A. Breen, The Chicago School of Professional Psychology; Margie Martyn, Harold Washington College
When do "non-traditional" initiatives earn their place at the academic table? At the Chicago School of Professional Psychology (TCSPP), best known its traditional programming and student population, the newer hybrid and online programs have been isolated from the mainstream academic enterprise. In this way, the traditional programs have been "protected" from unknown challenges to their quality reputation but faculty in these new programs have been unable to collaborate with the larger faculty community. In this session, participants will learn how TCSPP made a structural move to integrate and nourish the best of both instructional modalities to improve academic quality and provide greater flexibility and options for faculty and students.

5:45-6:30 p.m. MAGS Reception — Great Hall

6:30-9 p.m. MAGS Banquet & Distinguished Master's Thesis Award — Great Hall
Peg Griffin, Northern Kentucky State University, Chair MAGS Distinguished Thesis Award Committee

THURSDAY, APRIL 11, 2013

7 a.m.-5 p.m. Registration/Breakfast — Hiawatha Foyer

7-8 a.m. Committee Meetings — Hiawatha

8-8:30 a.m. Networking — Hiawatha

8:40-10 a.m. PLENARY SESSION — Hiawatha
Remember Borders Books, Circuit City Stores, and the Walkman? Responding to the Scope of Change Facing Graduate Education
Scott A. Bass, Provost, American University Moderator: *George Justice, University of Missiouri*

10 a.m.-5 p.m. Vendor Exhibit Tables — Hiawatha Foyer

10-10:30 a.m. Morning Break — Hiawatha Foyer

10:30-11:30 a.m. CONCURRENT SESSIONS

Oklahoma State Family Resource Center — Hiawatha 1
Jean Van Delinder, Oklahoma State University
Graduate Colleges often emphasize academic success over the personal and professional growth of graduate and professional students. Though many graduate students have families, graduate student services are often designed to address the individual students' needs without taking into account how their connection to their families can affect their academic progress. This session proposes to highlight how the Family Resource Center (FRC) at Oklahoma State University works to enhance the total academic experience of both undergraduate and graduate students in one centralized facility. The FRC can serve as a model for working with underrepresented minorities, particularly Native Americans and Latinos, who often are the first in their families to go to college, let alone graduate school.

Recruitment and Admissions in a Competitive Context — Hiawatha 2
Susan Lynn Wheeler, IUPUI; Stephanie Wilson, Ball State University
In today's competitive market place, collaboration is not always a high priority strategy yet for two Indiana public institutions it has yielded results. Expanding the concept of recruiting consortia and devising strategies for collaboration in recruiting talented and engaging graduate students are keys to our success. During this interactive session, we will discuss shared marketing of our events, serving career services professionals, lessons learned in collaboration, and keeping the student needs central in all recruiting.

Online Graduate Courses — Challenges with Student Participation, Group Projects and Performance Assessment — Hiawatha 3
Jamshid Mohammadi, Illinois Institute of Technology

11:45 a.m.-1:30 p.m. Luncheon and Business Meeting — Hiawatha
MAGS/ETS Award for Excellence and Innovation in Graduate Education
MAGS Excellence in Teaching Awards
Maria Di Stefano, MAGS Chair, Truman State University

Pawan Kahol, Pittsburg State University, MAGS/ETS Award for Excellence and Innovation in Graduate Education Committee Chair

Nan Russell Yancey, Lewis University, MAGS Excellence in Teaching Awards Committee

1:45-3:15 p.m. PLENARY SESSION — Hiawatha
Pathways that Count and Can be Counted
Debra Stewart, President, Council of Graduate Schools

3:15-4 p.m. Break — Hiawatha Foyer

4-5 p.m. CONCURRENT SESSIONS

Strategic Assessment of Graduate College Services in a Student and Efficiency Focused Innovative University — Hiawatha 1
Susan L. Pocotte, University of Toledo; Dorothea Sawicki, University of Toledo
The University of Toledo (UT) and the College of Graduate Studies (COGS) have a commitment to rigorous assessment procedures to ensure continuous improvement in academic programs and support services. In 2005, the University Assessment Committee (UAC) adopted a standardized reporting format and an improved university-wide system to engage all stakeholders, including more student feedback in the assessment process. The presentation will include a description of the history and UAC process, COGS assessment plan and template, student involvement and how results are communicated to stakeholders (current and prospective students, faculty, alumni, administrators and the larger university community). Examples of measurable goals, types and sources of data used will be detailed. The COGS assessment process and its relationship with the UAC is an example of the essential role of Graduate Schools in improving services to graduate students and faculty in a student- and efficiency-focused innovative university.

Partnerships for Success — Hiawatha 2
Carol Shanklin, MAGS Past-Chair, Kansas State University; Tammy Sonnentage, Graduate Student Council, Kansas State University

This session will describe the unique collaborative efforts between the Graduate School and Graduate Student Council (GSC) at a Midwestern university to enhance the academic, professional, and personal experiences of graduate students. The goal of the partnership is to increase campus awareness of graduate student achievement and contributions to the university. Descriptions of initiatives that have been implemented and benefits for both graduate students and the Graduate School will be shared by the graduate dean and the GSC president.

Creating and Facilitating Interdisciplinary Collaborations in Graduate Education — Hiawatha 3
Andrea Golato, University of Illinois, Urbana-Champaign
This session will discuss the development, implementation, and outcomes of two interdisciplinary programs at the University of Illinois Urbana-Champaign designed to create innovative and collaborative environments for graduate education in the arts and humanities that respond to the rapid rates of change within institutions of higher learning. The programs place graduate students trained at the forefront of interdisciplinary research. As expected, the initiative caused much enthusiasm in the arts and humanities - fields where traditionally far fewer funding opportunities exist than in other fields.

7-9 p.m. MAGS Board Dinner — Off Site
Maria Di Stefano, MAGS Chair, Truman State University