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Midwestern Association of Graduate Schools Annual Meeting

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Midwestern Association of Graduate Schools

An Affiliate of the Council of Graduate Schools

68th Annual Meeting | April 11-13, 2012

DoubleTree by Hilton Chicago Magnificent Mile | Chicago, Ill.

Theme

Transforming Graduate Education: Students and Institutions

As part of a rapidly changing world, graduate education transforms students in a significant manner but it is also transforming itself at an ever accelerating pace.

Conference Highlights

Pre-conference Workshop for New Deans

Guest Speakers

- Peter Ewell, Vice President, National Center for Higher Education Management
- Debra W. Stewart, President, Council of Graduate Schools
- Sheila Tobias, author of the 1995 book *Rethinking Science as a Career* which inspired the creation of the PSM

Topics of concurrent sessions include:

Master's Completion Project
Career Tracks for Graduate Students in the Humanities
Measures of Doctoral Program Effectiveness
Student Success Programs at Master's Institutions
Student Quality of Life
Online Graduate Education

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Speaker Handouts

Theme: Transforming Graduate Education: Students and Institutions

Wednesday, April 11, 2012

Time	Description
1:30-3 p.m.	**Plenary I** **Quality, Accountability and Competition in Graduate Education: Compatible or Conflicting Claims** *Debra W. Stewart, President of the Council of Graduate Schools* *Moderator: Carol Shanklin, Kansas State University* Handout PP (4 pages)
3:30-4:30 p.m.	**Concurrent 1** **Student Success Programs at Master's Comprehensives: PACES Program Overview** *John Stevenson, Grand Valley State University* *PACES* is a voluntary, co-curricular program designed to help masters and professional doctorate students gain non-disciplinary skills for success through and beyond their graduate education. This session will feature one master's comprehensive story on the inception, development, management, and outcomes of a student success program for professionalism, advancement, communication, engagement, and success. Handout PP (5 page PDF) **Concurrent 2** **Transforming Graduate Education through Mandatory Annual Academic Progress Reports** *Anne Kopera, Rebecca Bryant, Andrea Golato, and Mary Lowry; University of Illinois at Urbana-Champaign* Graduate education includes so many critical aspects that frequently amid the competing demands for everyone's time, providing feedback to students through annual academic progress reviews is not given the priority it deserves. This session will review the process from conceptualization to implementation of mandatory annual academic progress reviews as part of the on-going transformational process to strengthen graduate education at Illinois and will also provide sample resources developed for the Illinois campus. Handout PP (7 page PDF) Handout (1 page PDF) **Concurrent 3** **Looking Forward-Future Transition Plans for the PSM Initiative** *Sally Francis, Senior Scholar in Residence, Council of Graduate Schools* *Nathan Bell, Director, Research and Policy Analysis, Council of Graduate Schools* *Jim Sterling, Keck Graduate Institute* In January 2006, the Council of Graduate Schools assumed primary responsibility for the growth and promotion of the Sloan Professional Science Master's (PSM) Initiative, with the goal of making the PSM a regular feature of U.S. graduate education. As CGS intends to transfer the PSM Affiliation review process to a new organization by July, 2012, it is critical to ensure that long-term program outcomes are positive and the quality assurance needs of the PSM are sustained. Therefore, this session will provide the outcome of CGS' Request for Proposal process, the proposed actions of the selected organization, and offer an update regarding CGS' transition planning. Combined Handout PP (6 page PDF)

Thursday, April 12, 2012

8:40-10 a.m.

Plenary II

PSM Grads: Where are they Working? What are they Doing?

Sheila Tobias, author of the 1995 book "Rethinking Science as a Career" which inspired the creation of the PSM

The PSM has been labeled a "key response of the graduate community to meet current and future needs of the 21st century workforce." In 1997, the Sloan and Keck Foundations called into being the new master's programs. 16 years and some $30 million (Sloan and Keck Foundations and NSF) later, there are 240 PSM programs in 110 universities, a half dozen system-wide adoptions and 4600 graduates. Sheila Tobias, whose 1995 book *Rethinking Science as a Career* sparked interest in creating the new degree, has now turned her attention to tracking graduates. Using social media, she and her team are locating PSM alumns with an eye toward making the ROI (return on investment) case for the PSM. The PSM has been endorsed and supported in significant ways by the Council of Graduate Schools. Program Directors now comprise a National PSM Association headquartered at WPI in Massachusetts.

Moderator: Maria C. Di Stefano, Truman State University

Respondent: Karen Klomparens, Michigan State University

Handout PP (4 page PDF)

Handout Program list (2 page PDF)

Handout Employment (1 page PDF)

10:30-11:30 a.m.

Concurrent 4

Transforming Graduate Education Online

Ray Schroeder and Karen Swan, University of Illinois-Springfield

Faculty will share findings about how students learn online and how that learning is similar to and different from their learning in face-to-face environments. They will discuss the ways in which online education can transform graduate teaching and learning and, as a result, transform graduate institutions.

Handout PP (4 page PDF)

Concurrent 5

Providing Actionable Student Data to Departments

Craig Ogilvie, Iowa State University

The individual department level is the important level at which decisions are made about educational improvements, yet in graduate education, information about student demographics, as well as performance metrics, such as retention and time to degree, are often collected and analyzed by the Graduate College. In this presentation, I will describe how our Graduate College made this data available to departments, and how we supported departmental decisions on improving their departments' graduate programs.

Handout (2 page PDF)

Handout (3 page PDF)

Developing Measures of Doctoral Program Effectiveness for Annual Assessment and Improvement

Simon Greenwold and Lisa Metzger-Mugg, Northwestern University

Five years ago, The Graduate School at Northwestern began a quality assurance initiative to review each of its PhD programs. Presenters will discuss the origins of the quality assurance/progress review process, overcoming challenges with data collection and definitions, utilizing available institutional and external data sources, developing new measures, implementation with programs, and program improvement outcomes.

Handout PP (6 page PDF)

Handout (1 page PDF)

Concurrent 6

Master's Completion Project

Sam Attoh, Loyola University

Andrew Hsu, Wright State University

Mark Smith, Purdue University

Jerry Weinberg, Southern Illinois University-Edwardsville

Nathan Bell, Council of Graduate Schools

Master's education is the fastest growing and largest part of the graduate education enterprise in the United States, yet we lack key information regarding master's completion and attrition rates and factors contributing to student success. To address this gap, the Council of Graduate Schools has launched a pilot project, Completion and Attrition in STEM Master's Programs, to collect and analyze data on completion and attrition in master's degree programs in STEM fields. In this session, project participants will provide an overview of the project's goals, activities, and findings to date, as well as challenges in implementation.

Attoh Handout PP (2 page PDF)

Hsu Handout PP (1 page PDF)

Bell Handout PP (2 page PDF)

Lynch Handout PP (1 page PDF)

1:45-3:15 p.m.

Plenary III

Assessing Graduate Study: Motives, Issues and Approaches

Peter T. Ewell, Vice President, National Center for Higher Education Management
Although assessing student learning outcomes began at the undergraduate level in U.S. higher education, graduate programs have been steadily increasing their volume and competence in this arena. This keynote examines growing demands for assessment and the many challenges that make assessing graduate learning outcomes distinctive. It then addresses assessment approaches that appear particularly suited to looking at graduate programs, with a particular eye toward using assessment results to improve effectiveness.
Respondent: Steve Wiegenstein, Columbia College
Handout PP (4 page PDF)

3:15-4 p.m.

Best Practices Posters and Afternoon Break

Online course development with graduate students participation
John Reisner, Air Force Institute of Technology
Meg Wiltshire, Wright State University
Online instructors face a major obstacle when putting courses online: getting an immense amount of content ready in an engaging format. Yet students often learn better when forced to tackle a complex problem, as opposed to passively listening to lectures – so why not have the students develop some of the content as part of their learning?
Poster (4 page PDF)

"I Wish Someone Had Told Me"
F. Dale Brown, Southern Illinois University-Carbondale
Co-authored by Deborah Barnett and Jeffery Kaufman. Remember when you started your graduate program as a new teaching assistant? Recall all of the things you learned about teaching your first and subsequent classes through the 'school of hard knocks', about being a graduate student, about starting your graduate program - and thinking, "I wish someone had told me..."?
Poster (1 page PDF)
Poster Handout (1 page PDF)

Development and Outcomes of a Fellowship Writing Course
Ambika Mathur, Wayne State University
Given the impact of a pre-doctoral fellowship in the career of a graduate student, it is important to provide doctoral students with the necessary tools to craft a competitive fellowship application for submission to national funding agencies. Wayne State University's MD/PhD program created a course in which faculty and staff lead didactic sessions to assist students in crafting high quality applications; to date, 65% students in the course have been successful in obtaining these fellowships compared to the 25-30% average national rate.
Poster (1 page PDF)

4-5 p.m.

Concurrent 7

Factors Affecting Assessment in Graduate Programs
Deborah Schwartz and Jennifer Sader, Lourdes College
The session will present a conceptual framework for examining assessment in graduate programs and findings from a case study conducted at a small master's institution on factors affecting assessment progress in the graduate environment. Discussion of organizational structures and leadership strategies used to initiate and sustain processes for assessing graduate program outcomes will be included.
Handout PP (2 page PDF)

Concurrent 8

The Student-Focused Web Presence: Rethinking Communications with Graduate Students from Admission to Graduation
John Augusto and Roberta Pokphanh, University of Kansas
This session details the process of the creation and maintenance of a student-focused website that incorporates a staged approach to the graduate student's career at The University of Kansas. This example of how a graduate office at a decentralized Midwestern institution created a multi-channeled approach to information dissemination to graduate students with a minimum or resources will be informative for programs looking to create and strengthen partnerships on campus, build their web presence and communication strategies with students.
Handout (2 page PDF)

Concurrent 9

Career Tracks for Graduate Students in the Humanities
George Justice, University of Missouri-Columbia
Pat Mooney-Melvin, Loyola University
Kimberly Nance, Illinois State University
According to the pundits, graduate programs in the humanities face an unprecedented crisis. What is the role of Graduate Schools in confronting the challenge of graduate education in the humanities and what opportunities exist to enhance their post-graduate experience?
Handout (1 page PDF)

Friday, April 13, 2012

8-8:30 a.m.

ETS Presentation
Matthew Kadlubowski, Associate Director, Global Client Relations
Handout PP (6 page PDF)

8:45-10 a.m.

Hot Topics 1

Challenges Dictated by Transformed Graduate Education for Smaller Universities and Private Institutions

Connie Lightfoot, Taylor University
James Fuller, Indiana Wesleyan University

As Graduate Education units are being implemented in smaller universities and at private institutions, leaders in these units struggle with providing the full-spectrum of experiences that may be needed for students and faculty in these programs to build a graduate identity. This session is designed to provide an opportunity for leaders of graduate education units in small and/or private institutions to discuss their unique challenges and opportunities, especially as they relate to transformation in education.

Handout (5 page PDF)

Hot Topics 2

Centralized vs. Decentralized Models

Diana Carlin, St. Louis University

A comparison of centralized and decentralized structures for graduate education, including discussion of the financial costs analysis presented by Moheb Ghali in the *Communicator* (Volume 44, Number 5 - June 2011).

Handout Coming Soon!

Hot Topics 3

MAGS/ETS Award for Excellence and Innovation in Graduate Admissions

Sam A. Attoh, Loyola University
Craig Pierce, Marquette University
Kimberly Nance, Illinois State University
Robert Augustine, Eastern Illinois University (past winner)

The MAGS/ETS Award competition encourages and recognizes excellence and innovation in domestic and international graduate education at both the graduate school and program level. Applications may relate to any facet of the graduate education process, including improving student recruitment and retention, enhancing degree attainment, increasing the number of underrepresented minorities and international students, using technology to communicate with and attract prospective applicants in new and effective ways, and strengthening programmatic efforts to improve degree completion. Past winners of the competition will share the ideas and processes they followed for a successful proposal. Members o the Award Committee will discuss what they have looked for in making their decisions.

Handout PP (1 page PDF)

10:15-11:30 a.m.

Special Session on Graduate Students Quality of Life

Student Life and Wellness by Design: Intentional Approaches to Developing a Student Quality of Life

Matt Helm, Michigan State University

As part of this session, participants will learn how the Graduate School at Michigan State University collaboratively and systematically studied the student life and wellness needs of graduate students and designed a new graduate student life/wellness unit within the graduate school with specifically designed interventions that facilitate student retention, wellness and a higher quality of life.

Handout PP (8 page PDF)

Assessment of Graduate Students Quality of Life

Carol Shanklin, Kansas State University
Lee Williams and Tom Davidson, University of Oklahoma

This session will describe an instrument that was developed to assess 13 factors influencing graduate students' perception of Quality of Life. Results of survey administration in two comprehensive research universities one of which is a land-grant university will be presented with implications for student services.

Moderator: Brooke Noonan, University of Chicago

Handout PP (5 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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2012 Call for Papers

This is closed for 2012; for 2013 Call for Papers, please check back.

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Call for Exhibitors

- 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.

Exhibitor Information

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 12, 2012.**

Register Online for Exhibitor! or Printable Exhibitor Registration (1 page PDF)

Program Inclusions and Deadlines:

For inclusion in the registration packet, we ask all registered exhibitors to provide a digital copy of their organization logo (jpeg preferred) and a brief text of 150 words or less by March 12, 2012. Please fill out the Exhibitor Form.

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 Mary Grattan and she 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 2.**

Set-up/Take down: Tables will be available to exhibitors at 10 a.m., Wednesday, April 11 through 11 a.m., on Friday, April 13.

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: Susan Niedzwiecki-Pham
Exhibitors Name and Company Name
April 11-13, 2012

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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Agenda

Theme: Transforming Graduate Education: Students and Institutions

Wednesday, April 11, 2012

Time	Description
8 a.m.-5 p.m.	Registration
8-11:30 a.m.	Coffee/tea by Registration
9-11:30 a.m.	**New Graduate Administrators Workshop** *Robert Augustine, Eastern Illinois University* *Jackie Huntoon, Michigan Technological University* Open to Deans, Associate and Assistant Deans and their staff. Funding, staffing, enrollments, quality, conflict resolution, governance, policy development, legal issues, assessment, and career issues are among the many challenges that confront new graduate deans. During this session, several experienced graduate deans will use a discussion format to identify the specific concerns of the deans in attendance. The focus of the session is to guide participants to resources and best practices to facilitate leadership in graduate education. The program is interactive and the topics will be derived from the participants. In advance of the session, the presenters will ask the deans registered for the session to identify issues of concern. These will be used to initiate the discussion.
10 -11:30 a.m.	**Executive Committee Meeting** *Carol Shanklin, MAGS Chair, Kansas State University*
10 a.m.-5 p.m.	Vendor Exhibit Tables
11:30 a.m.-1 p.m.	**New Graduate Administrators and Executive Committee Luncheon** *Carol Shanklin, MAGS Chair*
1:15-1:30 p.m.	**Welcome and Overview** *Carol Shanklin, MAGS Chair, Kansas State University* *Maria Di Stefano, MAGS Chair-elect, Truman State University*
1:30-3 p.m.	**Plenary I** **Quality, Accountability and Competition in Graduate Education: Compatible or Conflicting Claims** *Debra W. Stewart, President of the Council of Graduate Schools* *Moderator: Carol Shanklin, Kansas State University*
3-3:30 p.m.	Afternoon Break | Networking
3:30-4:30 p.m.	**Concurrent 1** **Student Success Programs at Master's Comprehensives: PACES Program Overview** *John Stevenson, Grand Valley State University* *PACES* is a voluntary, co-curricular program designed to help masters and professional doctorate students gain non-disciplinary skills for success through and beyond their graduate education. This session will feature one master's comprehensive story on the inception, development, management, and outcomes of a student success program for professionalism, advancement, communication, engagement, and success. **Concurrent 2**

Transforming Graduate Education through Mandatory Annual Academic Progress Reports
Anne Kopera, Rebecca Bryant, Andrea Golato, and Mary Lowry; University of Illinois at Urbana-Champaign
Graduate education includes so many critical aspects that frequently amid the competing demands for everyone's time, providing feedback to students through annual academic progress reviews is not given the priority it deserves. This session will review the process from conceptualization to implementation of mandatory annual academic progress reviews as part of the on-going transformational process to strengthen graduate education at Illinois and will also provide sample resources developed for the Illinois campus.

Concurrent 3
Looking Forward-Future Transition Plans for the PSM Initiative
Sally Francis, Senior Scholar in Residence, Council of Graduate Schools
Nathan Bell, Director, Research and Policy Analysis, Council of Graduate Schools
Jim Sterling, Keck Graduate Institute
In January 2006, the Council of Graduate Schools assumed primary responsibility for the growth and promotion of the Sloan Professional Science Master's (PSM) Initiative, with the goal of making the PSM a regular feature of U.S. graduate education. As CGS intends to transfer the PSM Affiliation review process to a new organization by July, 2012, it is critical to ensure that long-term program outcomes are positive and the quality assurance needs of the PSM are sustained. Therefore, this session will provide the outcome of CGS' Request for Proposal process, the proposed actions of the selected organization, and offer an update regarding CGS' transition planning.

5:45-6:30 p.m. **MAGS Reception | Networking** (sponsored by ProQuest Dissertations Publishing)

6:30-9 p.m. **MAGS Banquet**
MAGS/ProQuest Distinguished Master's Thesis Award
Peg Griffin, Northern Kentucky University

Thursday, April 12, 2012

7 a.m.-5 p.m. Registration

7-8 a.m. Breakfast Sponsored by Blackboard
Committee Meetings

8-8:30 a.m. **Blackboard Presentation**
Melissa Mintz, Product Marketing Manager, Blackboard
A discussion of the use of Blackboard technology to improve student engagement and transform the educational experience.

8:40-10 a.m. **Plenary II**
PSM Grads: Where are they Working? What are they Doing?
Sheila Tobias, author of the 1995 book "Rethinking Science as a Career" which inspired the creation of the PSM
The PSM has been labeled a "key response of the graduate community to meet current and future needs of the 21st century workforce." In 1997, the Sloan and Keck Foundations called into being the new master's programs. 16 years and some $30 million (Sloan and Keck Foundations and NSF) later, there are 240 PSM programs in 110 universities, a half dozen system-wide adoptions and 4600 graduates. Sheila Tobias, whose 1995 book *Rethinking Science as a Career* sparked interest in creating the new degree, has now turned her attention to tracking graduates. Using social media, she and her team are locating PSM alumns with an eye toward making the ROI (return on investment) case for the PSM. The PSM has been endorsed and supported in significant ways by the Council of Graduate Schools. Program Directors now comprise a National PSM Association headquartered at WPI in Massachusetts.
Moderator: Maria C. Di Stefano, Truman State University
Respondent: Karen Klomparens, Michigan State University

10 a.m.-5 p.m. Vendor Exhibit Tables

10-10:30 a.m. Morning Break

10:30-11:30 a.m. **Concurrent 4**
Transforming Graduate Education Online
Ray Schroeder and Karen Swan, University of Illinois-Springfield
Faculty will share findings about how students learn online and how that learning is similar to and different from their learning in face-to-face environments. They will discuss the ways in which online education can transform graduate teaching and learning and, as a result, transform graduate institutions.

Concurrent 5
Providing Actionable Student Data to Departments
Craig Ogilvie, Iowa State University
The individual department level is the important level at which decisions are made about educational improvements, yet in graduate education, information about student demographics, as well as performance metrics, such as retention and time to degree, are often collected and analyzed by the Graduate College. In this presentation, I will describe how our Graduate College

made this data available to departments, and how we supported departmental decisions on improving their departments' graduate programs.

Developing Measures of Doctoral Program Effectiveness for Annual Assessment and Improvement
Simon Greenwold and Lisa Metzger-Mugg, Northwestern University
Five years ago, The Graduate School at Northwestern began a quality assurance initiative to review each of its PhD programs. Presenters will discuss the origins of the quality assurance/progress review process, overcoming challenges with data collection and definitions, utilizing available institutional and external data sources, developing new measures, implementation with programs, and program improvement outcomes.

Concurrent 6
Master's Completion Project
Sam Attoh, Loyola University
Andrew Hsu, Wright State University
Mark Smith, Purdue University
Jerry Weinberg, Southern Illinois University-Edwardsville
Nathan Bell, Council of Graduate Schools
Master's education is the fastest growing and largest part of the graduate education enterprise in the United States, yet we lack key information regarding master's completion and attrition rates and factors contributing to student success. To address this gap, the Council of Graduate Schools has launched a pilot project, Completion and Attrition in STEM Master's Programs, to collect and analyze data on completion and attrition in master's degree programs in STEM fields. In this session, project participants will provide an overview of the project's goals, activities, and findings to date, as well as challenges in implementation.

11:30 a.m.-1:30 p.m.

Business Meeting and Luncheon
MAGS/ETS Award for Excellence and Innovation in Graduate Education
MAGS/Blackboard Excellence in Teaching Awards
Carol Shanklin, MAGS Chair, Kansas State University

1:45-3:15 p.m.

Plenary III
Assessing Graduate Study: Motives, Issues and Approaches
Peter T. Ewell, Vice President, National Center for Higher Education Management
Although assessing student learning outcomes began at the undergraduate level in U.S. higher education, graduate programs have been steadily increasing their volume and competence in this arena. This keynote examines growing demands for assessment and the many challenges that make assessing graduate learning outcomes distinctive. It then addresses assessment approaches that appear particularly suited to looking at graduate programs, with a particular eye toward using assessment results to improve effectiveness.
Respondent: Steve Wiegenstein, Columbia College

3:15-4 p.m.

Best Practices Posters and Afternoon Break
Online course development with graduate students participation
John Reisner, Air Force Institute of Technology
Meg Wiltshire, Wright State University
Online instructors face a major obstacle when putting courses online: getting an immense amount of content ready in an engaging format. Yet students often learn better when forced to tackle a complex problem, as opposed to passively listening to lectures – so why not have the students develop some of the content as part of their learning?

"I Wish Someone Had Told Me"
F. Dale Brown, Southern Illinois University-Carbondale
Co-authored by Deborah Barnett and Jeffery Kaufman. Remember when you started your graduate program as a new teaching assistant? Recall all of the things you learned about teaching your first and subsequent classes through the 'school of hard knocks', about being a graduate student, about starting your graduate program - and thinking, "I wish someone had told me..."?

Development and Outcomes of a Fellowship Writing Course
Ambika Mathur, Wayne State University
Given the impact of a pre-doctoral fellowship in the career of a graduate student, it is important to provide doctoral students with the necessary tools to craft a competitive fellowship application for submission to national funding agencies. Wayne State University's MD/PhD program created a course in which faculty and staff lead didactic sessions to assist students in crafting high quality applications; to date, 65% students in the course have been successful in obtaining these fellowships compared to the 25-30% average national rate.

4-5 p.m.

Concurrent 7
Factors Affecting Assessment in Graduate Programs
Deborah Schwartz and Jennifer Sader, Lourdes College
The session will present a conceptual framework for examining assessment in graduate programs and findings from a case study conducted at a small master's institution on factors affecting assessment progress in the graduate environment. Discussion of organizational structures and leadership strategies used to initiate and sustain processes for assessing graduate program outcomes will be included.

Concurrent 8

The Student-Focused Web Presence: Rethinking Communications with Graduate Students from Admission to Graduation
John Augusto and Roberta Pokphanh, University of Kansas
This session details the process of the creation and maintenance of a student-focused website that incorporates a staged approach to the graduate student's career at The University of Kansas. This example of how a graduate office at a decentralized Midwestern institution created a multi-channeled approach to information dissemination to graduate students with a minimum or resources will be informative for programs looking to create and strengthen partnerships on campus, build their web presence and communication strategies with students.

Concurrent 9
Career Tracks for Graduate Students in the Humanities
George Justice, University of Missouri-Columbia
Pat Mooney-Melvin, Loyola University
Kimberly Nance, Illinois State University
According to the pundits, graduate programs in the humanities face an unprecedented crisis. What is the role of Graduate Schools in confronting the challenge of graduate education in the humanities and what opportunities exist to enhance their post-graduate experience?

5:15-6:45 p.m. **Reception**

7-9 p.m. **Executive Committee Dinner**

Friday, April 13, 2012

7 a.m.-12 p.m. Registration

7-8 a.m. Breakfast Sponsored by ETS
Illinois State Meeting
Missouri State Meeting
State Meetings

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

8-11 a.m. Vendor Exhibit Tables

8:45-10 a.m. **Hot Topics 1**
Challenges Dictated by Transformed Graduate Education for Smaller Universities and Private Institutions
Connie Lightfoot, Taylor University
James Fuller, Indiana Wesleyan University
As Graduate Education units are being implemented in smaller universities and at private institutions, leaders in these units struggle with providing the full-spectrum of experiences that may be needed for students and faculty in these programs to build a graduate identity. This session is designed to provide an opportunity for leaders of graduate education units in small and/or private institutions to discuss their unique challenges and opportunities, especially as they relate to transformation in education.

Hot Topics 2
Centralized vs. Decentralized Models
Diana Carlin, St. Louis University
A comparison of centralized and decentralized structures for graduate education, including discussion of the financial costs analysis presented by Moheb Ghali in the *Communicator* (Volume 44, Number 5 - June 2011).

Hot Topics 3
MAGS/ETS Award for Excellence and Innovation in Graduate Admissions
Sam A. Attoh, Loyola University
Craig Pierce, Marquette University
Kimberly Nance, Illinois State University
Robert Augustine, Eastern Illinois University (past winner)
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10-10:15 a.m. Break

10:15-11:30 a.m. **Special Session on Graduate Students Quality of Life**
Student Life and Wellness by Design: Intentional Approaches to Developing a Student Quality of Life
Matt Helm, Michigan State University
As part of this session, participants will learn how the Graduate School at Michigan State University

collaboratively and systematically studied the student life and wellness needs of graduate students and designed a new graduate student life/wellness unit within the graduate school with specifically designed interventions that facilitate student retention, wellness and a higher quality of life.

Assessment of Graduate Students Quality of Life
Carol Shanklin, Kansas State University
Lee Williams and Tom Davidson, University of Oklahoma
This session will describe an instrument that was developed to assess 13 factors influencing graduate students' perception of Quality of Life. Results of survey administration in two comprehensive research universities one of which is a land-grant university will be presented with implications for student services.
Moderator: Brooke Noonan, University of Chicago

11:30 a.m. **Meeting Adjourns**
Carol Shanklin, MAGS Chair

11:30 a.m.-1 p.m. **Executive Committee Meeting**
Maria C. Di Stefano, MAGS Chair

top of page

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Midwestern Association of Graduate Schools Annual Meeting

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

68th Annual Meeting | April 11-13, 2012

DoubleTree by Hilton Chicago Magnificent Mile | Chicago, Ill.

Speakers:

Peter T. Ewell

Peter T. Ewell is Vice President of the National Center for Higher Education Management Systems (NCHEMS). A member of the staff since 1981, Dr. Ewell's work focuses on assessing institutional effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Consortium for the Advancement of Private Higher Education, the Lumina Foundation, and the Pew Charitable Trusts. In addition, he has consulted with over 375 colleges and universities and twenty-four state systems of higher education on topics related to the assessment of student learning. Dr. Ewell has authored six books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes. In addition, he has prepared commissioned papers for many agencies, including the Education Commission of the States, the National Governors' Association, the National Conference of State Legislators, and the National Center for Public Policy in Higher Education. In 1998 he led the design team for the National Survey of Student Engagement (NSSE). A graduate of Haverford College, he received his Ph.D. in Political Science from Yale University in 1976 and was on the faculty of the University of Chicago.

Debra W. Stewart

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.

Sheila Tobias

Sheila Tobias is one of the originators of the idea for a Professional Science (math) Master's degree. She is the co-author of *Rethinking Science as a Career,* (1995) a study of PhD graduates in the physical sciences who had given up hope of an academic research career. From their responses to a 1994 questionnaire, emerged the idea of a new degree based on a "science-plus" curriculum, now in 130+ universities with specializations in the bio sciences, financial and industrial mathematics, and the newer fields of environmental science, analytics, and clean energy. In 2011, faced with the daunting challenge of tracking 4,600 PSM graduates, she pioneered a new method using social media which she will outline at the MAGS meeting. Trained in history and politics at Harvard-Radcliffe and Columbia Universities, she is one of the founders nationally of Women's Studies and the author of *Women, Militarism and War* (with Jean Bethke Elshtain) and *Faces of Feminism: An Activist's Reflections on the Women's Movement.* In the 1980s, she challenged STEM faculty to pay closer

attention to the intellectual needs of women and minority students, with a half a dozen books and extensive consulting on "math anxiety", *They're not Dumb, They're different, Breaking the Science Barrier,* and the aforementioned *Rethinking Science as a Career.*

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Membership

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 2011 headcount
1-1000	$ 125
1001-4000	$ 175
4001 +	$ 225

Dues notices are 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.

If mailing a check, please make the check payable to *UW-La Crosse (Federal Tax ID# 39-1805963)* and submit to:

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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

Meeting Registration (includes sponsorship):

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

- Registration fee includes receptions, banquet, breakfasts and lunch.
  - $200 Attendees from MAGS Member Institutions
  - $250 Non-members
- 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

Exhibitor Registration:

Register Online for Exhibitor! or Printable Exhibitor Registration (1 page PDF)

- Fee includes one registration, skirted display table, opening reception, banquet, breakfasts and lunch. Additional meals can be purchased.

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Hotel and Travel

Hotel Reservations

- DoubleTree by Hilton Hotel Chicago - Magnificent Mile is located in downtown Chicago, just blocks from the Magnificent Mile and Navy Pier.
- If registering online, put MAG under GROUP code to receive the special $136 discounted room rate. If placing your reservation by phone, call 312.787.6100, ask for in-house reservations and reference the MAG code for the discounted room rate.

Transportation Information

Visit the Chicago Department of Aviation for information on Chicago's Airports

- O'Hare International Airport
- Chicago Midway Airport

City Information

Explore Chicago

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Sponsorship Opportunities

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 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.

Sponsorship Registration or Printable Sponsorship Registration (1 page PDF)

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

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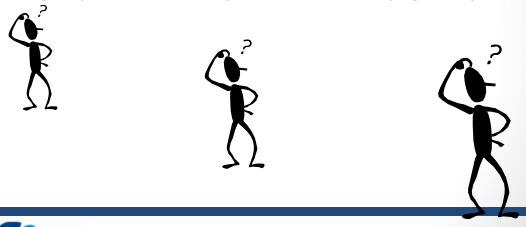
The Problem of Problems: Quality, Accountability and Competitiveness in 21st Century Graduate Education

Debra W. Stewart
Midwestern Association of Graduate Schools Annual Meeting
Chicago, Illinois
April 11, 2012

The Problem of Problems

What we think of as a problem is highly formed by our identity group.



What is the primary problem?

University leaders and administrators: lack of financial resources

Graduate Dean Views

- Ranking of student financial support—2004-2012

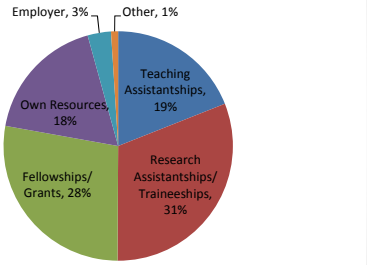
Rank	2004	2005	2006	2007	2008	2009	2010	2011	2012
1		■	■	■	■		■		
2	■					■		■	■
3									
4									
5									

■ Financial Support

Why This Topic is Important

- From CGS Ph.D. Completion Project exit surveys:
  - Financial support main factor contributing to completion – 80% of respondents
  - Important factor in selecting program – 48% of respondents
  - Differing levels of satisfaction with financial support.

Primary Source of Financial Support for Doctorate Recipients, 2009-10



Source: National Science Foundation, Survey of Earned Doctorates

Master's-Level Financial Aid

- Student loans (44%)
- Employer support (26%)
- Fellowships (9%)
- Teaching assistantships (5%)
- Research assistantships (4%)
- Other graduate assistantships (4%)

Doctoral-Level Financial Aid

- Student loans (32%)
- Fellowships (27%)
- Research assistantships (26%)
- Teaching assistantships (24%)
- Tuition and fee waivers (23%)
- Employer support (13%)
- Other graduate assistantships (8%)
- Traineeships (1%)

Most Students Receive Some Support

- Percent receiving some form of financial support in 2007-08:
  - 74% of master's-level students
  - 86% of doctoral students
- Average amount of financial support for 2007-08:
  - $14,400 for master's-level students
  - $23,800 for doctoral students

But Many Supported by Loans

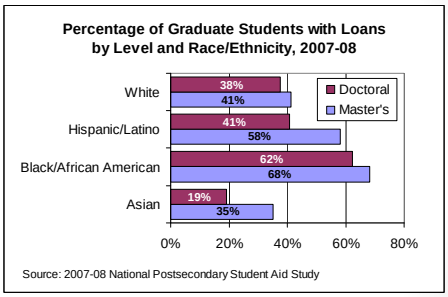
- In 2007-08, percent with loans:
  - 44% of master's-level students
  - 32% of doctoral students
- Very little difference in borrowing by gender

And Debt Load Is High

- Average cumulative debt (among those in debt) 2007-08:
  - $40,208 for master's-level students
  - $58,967 for doctoral students

Source: National Postsecondary Student Aid Study

Borrowing and Race/Ethnicity



Source: 2007-08 National Postsecondary Student Aid Study

Policymakers and Elected Official View

The main problem is we need to make higher education more affordable and more accountable--but public dollars are trending down.

Ideas Being Advanced

- Require a "scorecard" for use in comparing statistics like completion rates, average accumulated debt, failure on payment schedule
- Make loans based on "gainful employment" statistics
- Make universities more accountable!

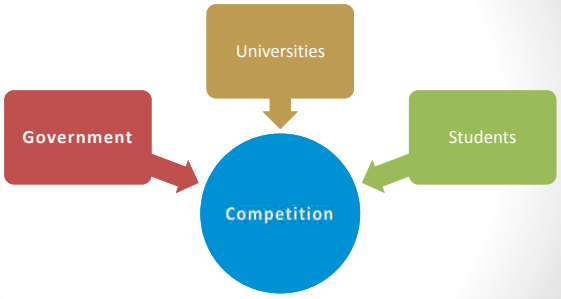
Current Students' and Potential Students' Views

The problem is that students need to better understand the pathway from graduate school into a career.

Graduate Students Are:

- Satisfied with program
- Knowledgeable about graduate school
- Not knowledgeable about careers
- Feel need for transferable skills

How do we converge on "the problem" in accessing quality, accountability?



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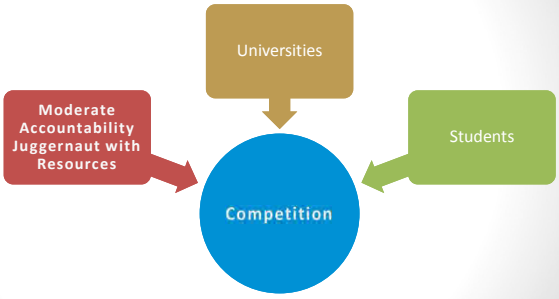

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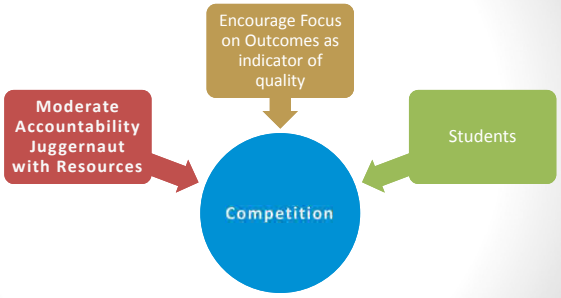

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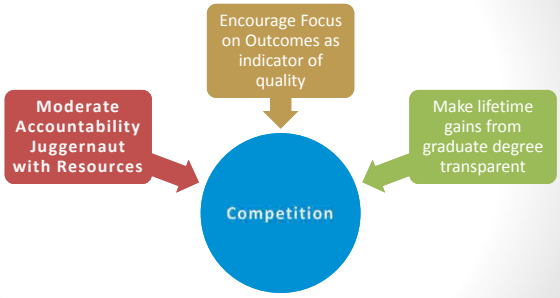


The Common Problem

"…focus on multiplying more people at the high-value ideation and orchestration end of the supply chain"

Tom Freedman, NYT, October 18, 2014

The Common Solution

Graduate Education!

Student Success Programs at Master's Comprehensives: PACES Program Overview

68th Annual Meeting of the
Midwestern Association of Graduate Schools
Chicago, IL
April 11th-13th, 2012

Grand Valley State University
www.gvsu.edu

Our history… 50+ years of evolution

GVSU Main Campus, Allendale, MI - 1972

1960: Charter granted by state

1963: First students as freshman, total enrollment = 226

1970: Enrollment = 3,301

1973: First Graduate Program, total enrollment = 5,920

1980: Enrollment = 6,984

1988: Grand Rapids campus opens (most graduate programs located here)

2000: Enrollment = 18,579

Today (Fall 2011 data)

- Total Students: 24,662
- Undergraduate 21,236 (86.1%)
- Graduates: 3,426 (13.9%)
- Faculty (Regular): 837
- Support Staff: 1,148
- Master's – Large Comprehensive (8th largest of 414 in US)*

*Carnegie Foundation classifications, 2012

Graduate Program Overview…

- History as an undergraduate institution serving west Michigan
- 184 doctoral and 3,205 masters students for winter 2012
- ~ 25% of degrees awarded annually are graduate degrees
- 29 graduate degree programs
  - Clinical doctorates
    - DPT in Physical Therapy
    - DNP in Nursing
  - EdS program in Educational Leadership
  - 26 Master's degree programs; 46 degree options
    - 4 PSM programs

How does a Master's comprehensive institution better ensure successful graduate student outcomes?

How did we start?

- Seminal moment – Provost's Advisory Boards Meeting
  - Fall 2009
  - Advisory board members
    - West Michigan employers, professionals, and university partners
  - Told us what's needed from new grads in today's workplace
  - Very clear need for non-technical skills
    - communication, commitment to excellence, and decision making
    - emotional intelligence, social skills, and professionalism
    - stress management, time management, and motivation
- Do graduate curricula prepare students to acquire these kinds of skills?

PACES program origin

- Inception of the idea
  - Participation as a panelist in MSU's PREP program
  - Why couldn't a master's comprehensive do this?
  - "Adopt, adapt, and improve the idea…" (Karen Klomparens, MSU)
- Idea challenges
  - Would such a program work at our institution?
  - "Aren't there offices on campus that already provide programming for graduate students?"
  - "Will graduate students attend extra-curricular events not directly tied to their degree programs?
  - 'If you build it, will they come?'

Advisory Board

- Identify others (offices, staff, faculty) who might help in program development
  - Experienced with programming for undergraduates
  - Interested in expanding their clientele to graduate students
  - Good sounding board for programming ideas and new directions
- Initial members…
  - Student affairs
  - Counseling & career development center
  - Health and wellness
  - Career Services
  - Select graduate programs

Advisory Board challenge

- Advising and providing programming ideas for a constituent group that has not been served before…
  - Is there a qualitative difference between UGs and Grads?
  - What do graduate students need that UGs don't?
  - How will we commit to servicing this group with a culture defined by, and devoted to, UG students?
  - What resources are available to meet these needs?

First steps…

- Challenge: need an identity, a recognizable 'brand'
  - Solution: Find a creative 'champion' (one of our staff)
    - Create a meaningful acronym, a program 'brand'
    - Design an attractive logo
    - Marketing identity

Office of Graduate Studies
PACES
Professionalism. Advancement. Communication. Engagement. Success.
www.gvsu.edu/gs

What types of programs will be offered?

- What, where, when, who, how?
  - What?
    - Programming that complements professional development, personal growth, and better enables success, both academic and career
  - Where?
    - Downtown campus locations where grad programs reside
      - Main campus in Allendale = undergraduate students (~95%)
      - Downtown campus = graduate and graduate professional students
      - What about satellite locations?
  - When?
    - A time when most grad students are available (4-5:30 pm) on a grad class day
  - Who?
    - Folks who are familiar with, and deal with, graduate student issues
  - How?
    - Active and passive delivery

Passive delivery via our web page…

www.gvsu.edu/paces

Active programming (1st & 2nd year)

- 1-hr sessions on topics of interest
  - How to get the most out of a professional meeting
  - How to give a platform or poster presentation
  - How to manage debt
  - Library skills workshop (RefWorks)
  - Finding a research mentor and choosing a research topic
  - Fellowships: Increasing your chances for success
  - Responsible conduct of research ("RCR 101")
  - Thesis workshop: Writing strategies for success
  - Constructing a successful meeting
  - Pursuing a PhD
  - Getting the most from your internship/clinical experience
  - Resumes, cover letters, and letters of recommendation

Programming challenges we've faced…

- Need to secure speakers/presenters who know and work with graduate students…
  - Avoid 'canned messages' and standard delivery from a service office
  - Use faculty over staff whenever possible (improves credibility)
- Program message and examples need to fit the graduate population
- Build a pool of good providers *but* don't go to the well too often
- What happens when ≤ 3 students register?
- Use student feedback to refine, revise, and re-shape
- Adopting social media strategies (Facebook, Twitter, etc.)

Transitions for programming – 2nd year

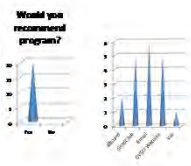
- Why not try a weekend format?
  - Attendance was dropping for weekday sessions
  - More relaxed atmosphere, more available time for attendees
  - Able to merge a lot of small workshops into a 1-day offering
- "Art of Interviewing" workshop
  - October 2011
  - February 2012
- "Leading High Performance Teams"
  - March 2012

PACES: The Art of Interviewing Evaluation 10/22/11

Attended: 25 Surveys Completed: 20 Return Rate: 80%

Survey Summary: 18 Multiple Choice, 10 Short Answer

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Website: Search, prof. etc.	80%	20%				
Content was appropriate	80%	15%	5%			
Topic presented in a useful manner	80%	15%	5%			
Hypothetical Question (Finding Mentor) was useful and appropriate	65%	44%				2
Social Media session was useful and informative	65%	22%	11%			2
Session on Interviewing: Interviewer perspective was useful and informative	57%	25%	11%			1
Session on Interviewing: Employer perspective was useful and informative	35%	17%	5%			1
Session on Elevator Speech was useful and informative	47%	47%	6%			
Peer Mentors of an interview was useful and informative	35%	37%	21%			
The Interview was useful and informative	22%	27%	6%			
Presentation on Resume was high quality	80%	15%	5%			
Multicultural panelist presented	45%	38%	17%			
Topic: resumes was high quality	65%	30%	5%			
Registration process was clear	74%	26%				
Website: Information was helpful	45%	33%	22%			1
Overall Impressions	65%	30%	5%			



Feedback comments…

Comments on Keynote Speaker:
Brief Introduction to what is needed for an interview
Very Insightful
Offer more of these workshops

Comments on Social Media Session:
A little too much information, would like his PowerPoint to review
Very Informative
Amazing speaker
Very Engaging
Would have been better if it was longer

Comments on True Value of Interviewing: Interviewee:
Sincere suggestion, but want to know how they succeeded in interviews
Happy to see representation from MPA/MHA program

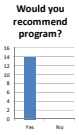
Comments on True Value of Interviewing: Employer:
Love this! Great presentation

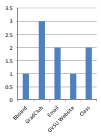
Example use of session feedback

- Alumni contributions perceived as less valuable
- Increased & strengthened the keynote
- Switched speakers for 'elevator speech' session
  - Still needed improvement so we will try "speed interviewing"
- Previewed excerpts from last filmed interviews
  - Still needed improvement, so will use vignettes from the video with the posed question, then critique responses
- Reinforced the value of the live interview
- Lunch roundtables gave opportunity to follow up with panelists
- Need to get attendees more actively involved

How did we do with changes we made?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Valuable towards prof. dev	36%	62%				
Content was appropriate	75%	25%				
Topic presented in a useful manner	62%	38%				
Keynote Speaker (Thomas Brown) was useful and appropriate	88%	12%				
Social Media session was useful and informative	63%	21%	6%			
Session on Interviewing: Interviewee perspectives was useful and informative	19%	56%	25%			
Session on Interviewing: Employer perspectives was useful and informative	81%	13%	6%			
Session with Dr. Arnold was useful and informative	69%	31%				
Post Mortem of an Interview was useful and informative	33%	40%	13%	7%		7%
Live Interview was useful and informative	19%	50%	13%			18%
Presentation methods were high quality	50%	50%				
Sufficient material presented	44%	50%	6%			
Topic materials were high quality	69%	31%				
Registration process was clear	25%	56%	6%	13%		
Website information was helpful	25%	31%	19%			25%
Overall I was satisfied	50%	50%				





Attendee Comments

Comments on Keynote Speaker:
Could have listened to him all day
He was fantastic
Want more details and examples

Comments on Social Media Session:
Could have said how to use it better
May require less time on this topic. Informative but not that necessary

Comments on True Value of Interviewing: Interviewee:
No fault of the presenters, but info presented was of limited benefit
Good to listen to other's experiences

Comments on True Value of Interviewing: Employer:
Great selection of panelists
I wish this was longer- more variety in professions represented
Extremely wanted to know what employers are thinking

What can we do to improve this program topic?
Allow time for mock interviews
Share videos beforehand so we can spend less watching them and more discussing
Handouts would allow me to listen more and write less
More focus/specialization
The interview with the IHOP guy was too long
Post mortem is tedious. Watching someone we have no connection with isn't engaging in any way
Talk about resumes, what they should say and how they should be structured
Handouts and CD's for participants
How to get the most out of a career fair

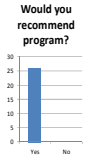
What other topics would you like to see offered within PACES?
Public speaking in the professional realm
Networking outside of professors
Body language and non-verbal etiquette
Resume help
Resume development

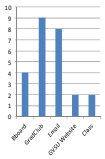
Leading High Performance Teams

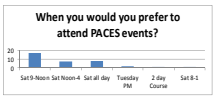
- Booked a dynamic, 1st-choice outside speaker
  - Costs?.. $5,350
    - Full day seminar = $3,000 speaker fee
    - Transportation = $ 500
    - Materials = $ 200
    - ProScan Assessments = $1,650
  - Fees?
    - $25 for students; $100 for alums/public
    - $50 for ProScan for each participant
      - Academic Deans covered costs for their attendees

Feedback

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Valuable towards prof. dev	36%	27%	4%			
Content was appropriate	73%	23%	4%			
Topic presented in a useful manner	65%	31%	4%			
Presenter (Dr. Bill Moore) was useful and appropriate	69%	27%	4%			
Presentation methods were high quality	62%	38%				
Sufficient material presented	54%	27%				19%
Topic materials were high quality	73%	23%			4%	
Registration process was clear	50%	19%	19%	4%		8%
Website information was helpful	23%	4%	15%	4%		54%
Overall I was satisfied	69%	31%				







Comments

Comments on Keynote Speaker:

The approach and topic presentation was well done
Very fascinated by my results and even more so working towards understanding what is best for me
Amazing Experience
Enjoyed the workbook, group activities and wonderful notes and things I took from Dr. Moore
I would have liked more variety in the examples used, not just coaching but business
Dr. Moore is a very dynamic speaker. He does a great job with the material.
Dr. Moore was very engaging. The information will be very helpful for the future
Very accommodating, interactive and an enjoyable and friendly atmosphere
The concept and discussion of the session was exceptional and invaluable to my professional development. I will use so many of the tools I learned today. I feel inspired and challenged.
Great presentation! This needs to be incorporated into a class.
Love the Proscan. Made the workshop individualized.
Great presenter and great energy.
Great workshop and good environment (music, casual atmosphere).
Loved the high energy passion. Tremendous ability to interpret and quickly change pace.

Made workshop fun, engaging and conveyed a strong message consistently.
Valid information and I can't wait to apply skills in my work environment.
Wonderful. Dr. Moore made me think critically about myself, people around me and my work environment.

Comments

Additional Comments

Invaluable experience and knowledge
Thank you for this great workshop/conference
This was a lot of content for one sitting. Would have appreciated it being split into two days.
My review is lower, but I believe some of that reflects on my previous experience. I would suggest advertising this as an intermediate level leadership seminar. I would love to see an advanced program that really challenges the perspective or thoughts of emerging leaders.
I am extremely pleased with the overall program content and presentation style
Impressive professional development. Thank you GSA for delivering a high quality seminar that develops performance in the working environment
Dr. Moore is very professional and demonstrates/educates very effective leadership traits that all leaders and employees should know to be the most effective team possible
Loved this, highly valuable
Great job! Really wonderful program!
How can we integrate this test into the enrollment process or at minimum inclusion into the class?

Suggestions for programming

What other topics would you like to see offered within PACES?

Communication and spirituality in the workplace
Job interview and scholarship awareness
Managing conflict. Critical conversations.
Communication, writing, technology
So far everything that interests me is covered
More similar leadership and professional development
Email etiquette/effective communication through email. Nonverbal skills for effective communication. How to market yourself. Challenges for women in management.
Management styles
Teambuilding and self-awareness. Look for active options outside of seminars.
Conflict resolution
Advocacy
More leadership topics
Conflict resolution
Best practices for interacting with each personality type
Human resources/organization management/planning and use resources
Research opportunities and grants
Gen Y learning to work effectively in the real world

Where are we headed for our 3rd year?

- Plan and schedule more weekend workshops
  - Half days (9am to noon)
  - All day workshops (9 am- noon; 1-4 pm)
- Piggy-back related topics and use multiple presenters
  - Example: Job Search Workshop
    - letters of application, resume/cv writing, search strategies, dress, communication and interview skills
- Bring in outside speakers, wherever possible and affordable
  - Build a budget and share costs with GSA
- Create a better advisory board with GSA participation
  - Social media connections with GSA

Added benefits for our efforts…

- Building an active, growing graduate student community
  - Given GSA a reason to grow and become a voice for graduate student concerns
  - Helped integrate the 'silos' of student cultures by discipline…
    - Business students now interact with health professions and engineering students
    - International students integrate more with domestic peers
- Gives our office a 'bigger stake in the game'
  - Role for Assoc Dean in graduate student affairs
  - Our GAs help build and sustain programming and operations
  - Moves us more toward a centralized role in graduate education

Program assessment outcomes…

- Improving quality of the graduate student experience
- Complementing and supplementing curricula and degree programs
- Providing transferable skills
- Meeting employer needs
- Improving placement outcomes
- Building a sense of institutional loyalty
- Becoming engaged alumni who give back
- Others?

Questions or Comments?

Grand Valley State University
Office of Graduate Studies

John Stevenson, PT, PhD
stevensj@gvsu.edu
616-331-2675

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Transforming Graduate Education Through Mandatory Annual Academic Progress Reviews

Anne Kopera, Assistant Dean
Rebecca Bryant, Assistant Dean
Andrea Golato, Associate Dean
Mary Lowry, Director

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Outline of talk

1. Background and Surveys (Andrea Golato)
2. Outreach (Rebecca Bryant)
3. Policy (Anne Kopera)
4. Implementation (Mary Lowry)

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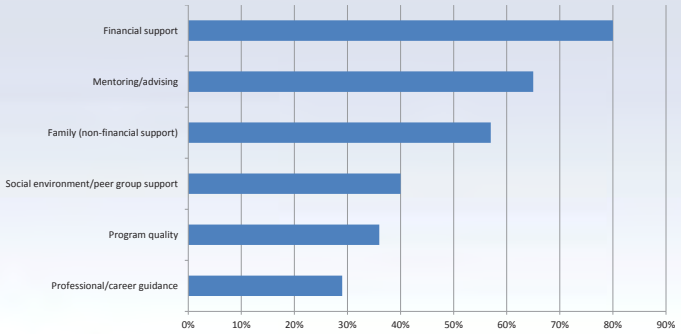
Main Factors Contributing to Respondents' Ability to Complete the Doctoral Degree



www.phdcompletion.org/resources/index.asp#Presentations

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Survey with 1st Year Graduate Students at UIUC (2009)

- 34% happy with their adviser
- 39% adviser does not provide information on progress
- 30% not adequate information on review process
- 25% annual review not applicable

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Why conduct reviews?

- Clarification of expectations for academic performance
- Timely diagnosis of deficiencies
- Identification of opportunities for improvement
- Graduate College (GC) requirement: student with assistantship is making satisfactory progress

➢ Helps the student progress successfully through the graduate program

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Annual Review Survey

Programs

- 140 Programs on campus
- 50 programs responded
- 32 have a formal review process = 64%
- Programs represent a variety of disciplines

Students

- Approx. 10,000 Graduate Students on campus
- 1,962 students responded
- 680 were certain that there is a review process = 34.7%
- Students represent a variety of disciplines

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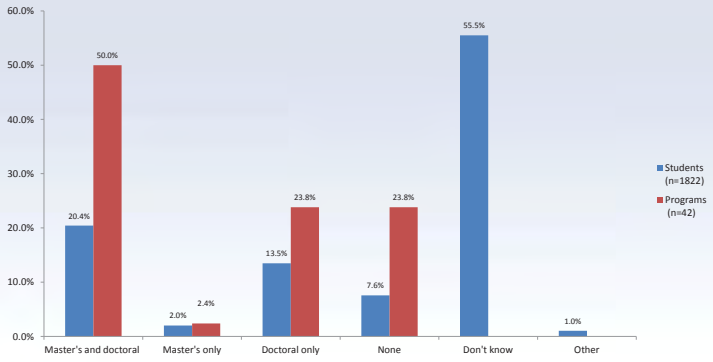
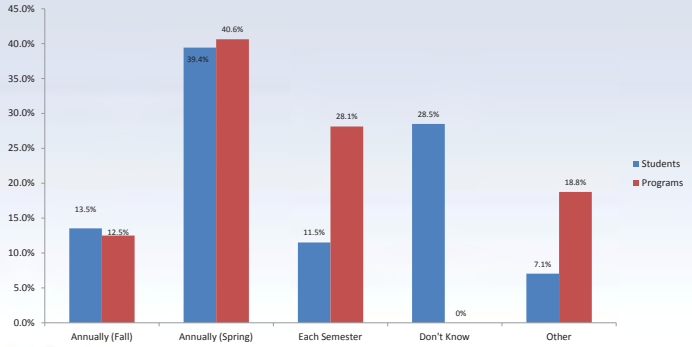
Information & Knowledge of Who Departments Review



Information & Knowledge of When Reviews are Conducted



Criteria for Student Performance Assessment

	# of Students	# of Programs	Student Rank	Program Rank
Coursework	444	Not Asked	1	Not Asked
Coursework Performance	442	29	2	1
Thesis or dissertation	Not Asked	23	Not Asked	2
Exams	334	23	3	2
Papers and/or presentations	310	19	4	3
Publications	304	15	5	4
Research	296	15	6	4
Strengths	186	14	7	5
Areas for Growth and Improvement	123	14	13	5

Are Results Communicated to Students?

	Frequency	Percent
Results are always communicated	17	56.7
Results are communicated only if there are concerns	6	20.0
Communication is up to the adviser	4	13.3
Other	3	10.0
Total	30	100

Who Communicates Results to Students? (Check all that apply)

	Programs	Students
Advisor	20	237
Designated faculty member	1	41
Director of Graduate Study	14	115
Designated committee	1	77
Department head / Division chair	6	64
Other	7	54
Results are not communicated	0	60

Purpose of the Assessment

	Programs
Identification of issues or concerns about progress	28
Need for mentoring students towards degree completion	26
Permission to continue, probation, dismissal	25
Checking on completion of milestones	21
Need for mentoring students with regard to professional development	15
Determination of funding and fellowships	13
Assignment of assistantship appointments	8
Other	2

Usefulness of Review (Programs)

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not useful	Don't know	Mean
Usefulness of review for faculty members (n=30)	26.7%	20.0%	40.0%	3.3%	6.7	0%	2.3
Usefulness of review for motivational problems (n=30)	10.0%	40.0%	30.0%	6.7%	6.7%	6.7%	2.6
Usefulness of review for reaching milestones (n=30)	6.7%	50.0%	26.7%	10.0%	0%	6.7%	2.4

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Usefulness of Review in helping you reach degree objective (Students)

2.8

	Frequency	Percent
Extremely useful	70	13.7
Very useful	151	29.5
Moderately useful	158	30.9
Slightly useful	60	11.7
Not at all useful	73	14.3
Total	512	100.0

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Fairness of Assessment Process (Students)

2.4

	Frequency	Percent
Extremely fair	45	8.7
Very fair	232	44.6
Neither fair nor unfair	220	42.3
Very unfair	16	3.1
Extremely unfair	7	1.3
Total	520	100

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How Much Stress Does the Review Process Cause you? (Students)

3.5

	Frequency	Percent
A great deal	44	8.3
A lot	57	10.7
A moderate amount	164	30.8
A small amount	122	22.9
None	146	27.4
Total	533	100.0

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How Much Stress Does the Review Process Cause you? (Students)

3.5

	Frequency	Percent
A great deal	44	8.3
A lot	57	10.7
A moderate amount	164	30.8
A small amount	122	22.9
None	146	27.4
Total	533	100.0

Student comment: "It would be less stressful if I made more progress."

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Good practices

- Communicate expectations
- Communicate purpose of review + procedure
- More than 1 reviewer
- Input from student
- Feedback to student
- Either paper copies or online
- Report outcome to Graduate College

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Issues for Consideration

- Disciplinary & level differences
- Elements to require
- Legal issues
- How to enforce

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Outreach & Consensus Building

With Faculty

Mentoring Workshop for Faculty

- Annual academic progress reviews as event theme

Graduate College Executive Committee

- Discussion and vote

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Outreach & Consensus Building

With Other Stakeholders

Students

- Sought input from student advisory board
- Student survey data
- Enthusiastic response

Departments

- Annual workshop for DGS & grad contacts
- Monthly contacts training
- Survey of practices

Legal counsel

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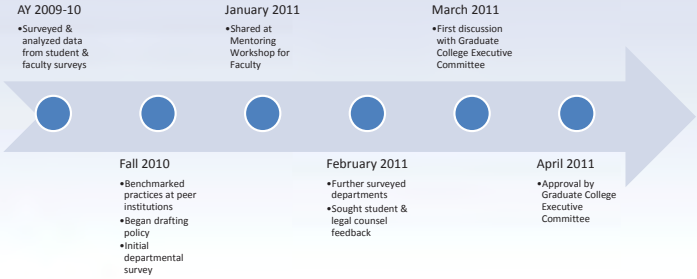
Pre-Approval Timeline



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Approval

- Proposal presented and approved by Graduate College Executive Committee in April 2011
- Implementation begins AY 2012-13

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Approved Handbook Policy

- Graduate units must conduct annual academic progress reviews for all graduate students enrolled in degree-seeking programs at least once every academic year. A written copy of the review must be given to the student and be placed in the student's academic file.

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Approved Handbook Policy

- **Graduate units** must conduct annual academic progress reviews for all graduate students enrolled in degree-seeking programs at least once every academic year. A written copy of the review must be given to the student and be placed in the student's academic file.

Approved Handbook Policy

- Graduate units **must conduct** annual academic progress reviews for all graduate students enrolled in degree-seeking programs at least once every academic year. A written copy of the review must be given to the student and be placed in the student's academic file.

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- Graduate units must conduct **annual** academic progress reviews for all graduate students enrolled in degree-seeking programs **at least once every academic year**. A written copy of the review must be given to the student and be placed in the student's academic file.

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Approved Handbook Policy

- Graduate units must conduct annual academic progress reviews for all graduate students enrolled in degree-seeking programs at least once every academic year. A written copy of the review must be **given to the student** and be **placed in the student's academic file.**

Ideal Four Elements

Implementation

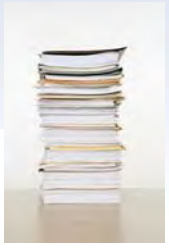
- AY 2011-12
  - Allow time for units to develop their policies and processes and add them to their department/program handbooks
  - In Fall 2011 we began to raise awareness and added the policy to the Graduate College Handbook with the phrase "Effective academic year 2012-13 graduate units must begin…"
- AY 2012-2013
  - Begin implementation of the policy
- Fall 2013
  - First round of reviews will be completed

Post-Approval Timeline

Collecting Information from Units

Because our requirement for a review was very broad and units will be using varying formats, **what** units will forward to the Graduate College, **when** and how they will do that becomes another implementation issue.

- What?
  - Units will report to us a minimum amount of information.
  - Ability to ask for more detail (cohort model)
- When? (for reporting only)
  - Once during the academic year, whenever the unit chooses to report
- How?
  - Survey



Proposed Survey Instrument

- We will use an online form (campus developed)
- The survey is password protected, and records Net IDs
- The survey will only allow one submission per person
- The survey will be open all year

Possible Survey Questions

1. How many students are in your program?
2. How many students did you review this year?
3. How many were making good progress?
4. How many were not making good progress?
5. Any comments?

* If the unit is planning to place a student on departmental probation, please contact…

Reporting & Enforcement

- Units will know how many students aren't making good progress in their programs.
  - We can assist/intervene if we see issues/trends
- We may ask for more detailed information from specific cohorts next year
- We will know which units did not complete reviews and can follow-up with them.
  - We may restrict Graduate College funding opportunities to those units

Resources are at

http://www.grad.illinois.edu/annualreview

Questions?

Thank you!

Transforming Graduate Education Through Mandatory Annual Academic Progress Reviews

Anne Kopera, Assistant Dean akopera@illinois.edu
Rebecca Bryant, Assistant Dean rabryant@illinois.edu
Andrea Golato, Associate Dean golato@illinois.edu
Mary Lowry, Director of Academic Programs and Policy lowry@illinois.edu

I. Policy on Academic Progress Review at the University of Illinois:
Campus policy stipulates that graduate units must conduct annual academic progress reviews for all graduate students enrolled in degree-seeking programs at least once every academic year. A written copy of the review must be given to the student and be placed in the student's academic file.

Ideally, academic progress reviews should include the following elements:

- A student self-report and assessment of academic progress
- A review prepared by the adviser and at least one other faculty member to focus on an assessment of degree progress and student strengths and weaknesses. A copy of this written review is given to the student.
- An opportunity for the student to discuss this review in person.

II. Resources available on our website: http://www.grad.illinois.edu/annualreview

- Template description of annual review procedures
- Template annual review forms
- Powerpoint of information sessions conducted with DGSs and Contacts

PSM PROFESSIONAL SCIENCE MASTER'S

Looking Forward—Future Transition Plans for the PSM Initiative

Sally K Francis, CGS
Nathan Bell, CGS
James Sterling, KGI

- Overview of PSM
- PSM Enrollment, Degrees, and Outcomes Data
- PSM Affiliation–Transition Plans

Professional Science Master's (PSM) Degree

- Prepares graduates for science *careers* in industry, business, government, or non-profit sectors.
- Rigorous study in natural science, technology, engineering, mathematics/ computational sciences plus *professional skills* development and *experiential* learning component.

As One Employer says:

"The winners in the 21st century economy will be those enterprises and individuals who can fuse invention and insight into innovations that bring new value to the world. Graduates who have gained knowledge of technology, business and the cultural sensitivities of working in a globally integrated world are those most likely to thrive."

Nicholas M. Donofrio, Executive Vice President, Innovation and Technology (retired), IBM Corporation

PSM Rationale

Odd gap in U.S. science graduate education

- Strength at BS & PhDs levels
- But PhD too lengthy, with uncertain prospects
- But BA/BS insufficient for science *career*
- MS has been entry to (or exit from) the PhD
- And, attractiveness of PhD declining among domestic students
  - < 20% of majors continue in science/math graduate programs

PSM Rationale, Cont'd.

- New jobs will require graduate degree & will be in non-academic sector.
- PSM programs attract women & domestic students.
- Master's graduates more likely to be employed in the state where they earned degree.
- Graduates contribute to workforce development.

PSM Multidisciplinarity

- Financial Mathematics
- Broadcast Meteorology
- Oceans and Human Health
- Health Care Informatics
- Ergonomics and Safety
- Quantitative Fisheries
- Biotechnology
- Forensic Science
- Biosecurity and Biodefense
- Agricultural Production
- Sustainability Science
- Imaging Science
- Physics for Entrepreneurship
- Bioinformatics

PSM Program Variation

- Designed for working professionals
- Cohort model
- Case studies
- Bundled program components (e.g. professional component) offered as a graduate certificate
- Focus on preparing entrepreneurs
- 3+2
- Integrated professional component

Online Programs

- Illinois Institute of Technology (all 4 programs)
- University of Maryland, University College (all 7 programs)
- Baker College (1 program)
- Michigan State University (2 of 7 programs)

Guidelines for Recognition

1. Regional accreditation
2. Program goals & student learning outcomes
3. Minimum credits
4. Curriculum
   - Disciplinary content
   - Professional Skills
   - Experiential Component

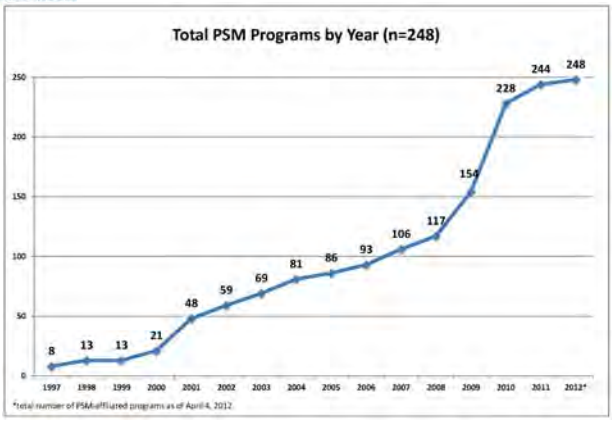
Guidelines for Recognition, Cont'd.

5. Quality assurance mechanism
6. Advisory board
7. Collection of annual data

Affiliation Process

- Apply to CGS through www.sciencemasters.com
- Review of Application
  - Internal review
  - Contacts applicant for clarifications if needed
  - Internal conference on findings
  - External consultation sought if needed
  - Final determination made and communicated

Total PSM Programs by Year



PSM PROFESSIONAL SCIENCE MASTER'S

System/Statewide Initiatives

- Arizona
- Cal. State U.
- Florida
- HBCU Mid-Atlantic
- U. Mass.
- MN State Coll. & U.
- CUNY
- U. Illinois
- SUNY
- UNC System
- Oregon
- PASSHE
- Rutgers
- U. North Texas
- Wash. St. U. System

PSM PROFESSIONAL SCIENCE MASTER'S

Locations of Domestic PSM Programs

PSM PROFESSIONAL SCIENCE MASTER'S

CGS PSM Team - through June, 2012

- Sally Francis, Senior Scholar in Residence & Project Co-Director
  sfrancis@cgs.nche.edu
- Carol B. Lynch, Senior Scholar in Residence & Project Co-Director
  clynch@cgs.nche.edu
- Leontyne Goodwin, Program Manager
  lgoodwin@cgs.nche.edu
- Josh Mahler, Program & Operations Associate
  jmahler@cgs.nche.edu

www.sciencemasters.com and www.cgsnet.org

PSM PROFESSIONAL SCIENCE MASTER'S

PSM Enrollment, Degrees, and Outcomes

Midwestern Association of Graduate Schools
April 11, 2012

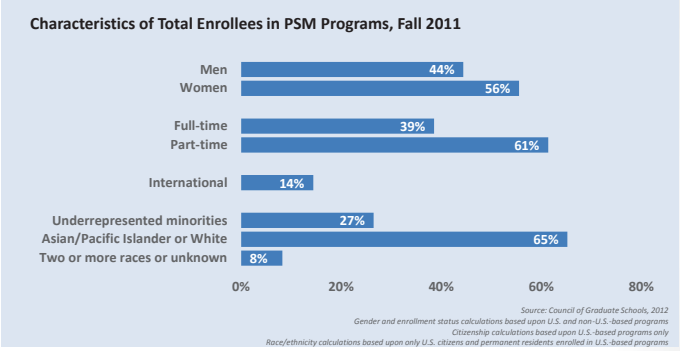
Nathan E. Bell
Director, Research and Policy Analysis
Council of Graduate Schools

PSM Surveys Project Overview

- Sloan Foundation funded
- 3 year project
- Two surveys:
  - PSM Enrollment and Degrees Survey
  - PSM Student Outcomes Survey

PSM Enrollment and Degrees

- Over 6,300 applications for fall 2011
  - 44% accepted for admission
- Nearly 1,700 first-time enrollees
- Total enrollment nearly 5,500
- 1,573 PSM degrees in 2010/11



Growth in the PSM

- All respondents:
  - 15% increase in total enrollment
  - 43% increase in PSM degrees awarded
- Respondents to both surveys:
  - 7% increase in total enrollment
  - 27% increase in PSM degrees awarded

Outcomes for PSM Alumni

- Surveyed 2010/11 PSM graduates
  - 223 usable responses
- Top reasons for enrolling:
  - To acquire specific skills and knowledge (69%)
  - Learn about something of particular interest (59%)
  - To increase opportunities for promotion or pay (55%)

Outcomes for PSM Alumni (cont.)

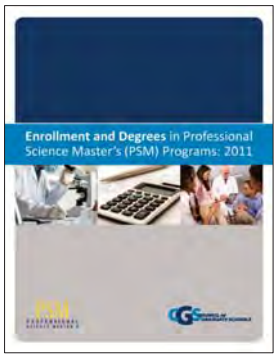
- As of June 2011:
  - 82% working
  - 5% students
  - 12% seeking employment
- 88% in a job related to PSM
- 39% got new job because of internship

Outcomes for PSM Alumni (cont.)

- Employment sector:
  - 51% industry
  - 23% government
  - 16% academia
  - 8% non-profit organizations

Outcomes for PSM Alumni (cont.)

- Greatest benefits:
  - Acquired new skills and knowledge (74%)
  - Learned about something of particular interest (53%)
  - Increased opportunities for promotion or pay (42%)
- Value of PSM
  - Quality of scientific/mathematical training (85%)
  - Quality of non-scientific professional training (84%)
  - Distinctive nature/reputation of program (79%)



www.sciencemasters.com
or www.cgsnet.org

Questions/Comments

Nathan Bell, Project Director
(202) 461-3886
nbell@cgs.nche.edu

Jeff Allum, Senior Researcher
(202) 461-3878
jallum@cgs.nche.edu

PSM Transition

- CGS committed to ensuring "enduring national platform" for PSM
- RFP - *Affiliation of Professional Science Master's Degrees*
- **Keck Graduate Institute** selected 1/25/12
- Transition activities are underway

PSM Transition Activities

- Transfer materials to KGI
- Frequent communication!
- Public presentations
- Frequent communication!
- Affiliation training at CGS March 5
- Frequent communication!
- Sloan Foundation staff visit KGI March 19

Transition Timeline

1. KGI *shadows* the CGS affiliation process from 3/5/12 through 6/1/12.
2. Effective June 1, new applications will be forwarded to KGI: KGI and CGS collaborate on reviews through 6/30/12.
3. www.sciencemasters.com transferred 6/30/12.
4. CGS continues responsibility for PSM surveys through 2013.

KGI
KECK GRADUATE INSTITUTE
of Applied Life Sciences

PSM Office at KGI

- We are committed to the PSM initiative and look for continued growth while ensuring a strong reputation of STEM content and industry involvement.
- KGI will inherit:
  - management of the affiliation process
  - curation of sciencemasters.com
  - the survey instruments developed by CGS

KGI
KECK GRADUATE INSTITUTE
of Applied Life Sciences

PSM Affiliation Fees

Two payment options for affiliation review:

- Annual $300 Affiliation Fee

OR

- Affiliation fee of $1500 at the time of application

Cycle of Re-affiliation:

- PSM Office is planning a *re-affiliation* process of 30-50 PSM programs per year, beginning with the oldest programs.

KGI
KECK GRADUATE INSTITUTE
of Applied Life Sciences

PSM Office and NPSMA

- A Memorandum of Understanding between KGI and NPSMA is in development.
  - NPSMA remains the primary PSM program *member* organization
  - PSM Office at KGI is the equivalent of a professional *accrediting* body but with a much lower threshold of review for *affiliation*

CGS COUNCIL OF GRADUATE SCHOOLS *Professional Science Master's*

A Council of Graduate Schools Guide to Establishing Programs

PSM PROFESSIONAL SCIENCE MASTER'S

PSM Grads:
Where are they Working?
What are they Doing?
Sheila Tobias
MAGS Meeting April 2012

Why did it take so long?

- PSM did not originate in a systematic demand analysis of employer needs; not even in a single focus on future employment of grads
- Antecedents/rationale rather
- 1. Concern for diminishing # of Am. Students in the STEM majors, for which PSM would offers an alternate career preparation, making major more attractive

Antecedents

- 2. 1995 COSEPUP report on graduate education – shorten, make more relevant to national needs
- 3. Sloan & others' concern that there were too few sci-math trained specialists in decision centers

→ concept of a Science-Math *professional* able to APPLY new knowledge, if not create it

Early Measures of "Success"

- Willingness of faculty/deans to mount program
- Willingness of students to enroll, pay tuition
- Availability of local business/industry government professionals to provide program advice, internships; assist in students' job search; hire grads

Tracking Grads Local/Haphazard

- With the exception of a few programs, from 2002 when first grads went onto job market until now, alumni tracking was haphazard, inadequate to maintain a data base
- Exceptions: Rice, Oregon State, MSU-Math.
- Overall, program directors had strong indications that graduates got jobs. Where? Doing what? Tracking was not yet a priority

What Program Directors did know

- Names of their own Graduates
- When and how many they produced
- → 2011 estimated total: 4,600 PSM graduates

"Tracking Grads Project" begins early spring 2011

- Overall goals:
- To get base line information on a selection of PSM grads; to test social media system(s) for locating them; to cost-out the process; to provide information (not data, not findings) to program directors who were not tracking their own grads; and to selected outsiders.

A Probe, not a Study

- Our work is a Probe, not a Study, certainly not an Evaluation:
- Where grads are working; Employers
- What grads are doing; Job titles
- Whether they've remained in the state where they got their PSM- of particular interest to university chancellors; business leaders; governors; other stakeholders

Selection Criteria

- Older programs- grads out 4+years
- Focus on Job titles for "workforce enhancement", "jobs creation"
- Deselected: grads whose companies sponsored them (expecting them to stay in the company); interesting for later probes
- Most Bioinformatics – which have different "flavor" – fewer "plus" courses

Size of Sampling

- **Overall** 44 campus programs with single or multi-track programs
- 2,463 graduates named
- 1,840 (76%) graduates located using multiple on-line search strategies

Overview of Programs Analyzed

	Bio					Physical Sciences				Environment			Math			Forensic	Analytics					Health		
Name	Biotechnology/Bioscience	MS Biotech/MBA	Molecular Biology/Genetics	Marine Biology	Applied Bioinformatics in Biotechnology	Physics / Nanoscale	Subsurface Geoscience	Chemistry	Environmental Sciences	Environmental Analysis and Decision Making	Financial Mathematics	Applied Industrial Mathematics	Forensic Science	Analytics/ Applied Statistics	Biostatistics/ Bioinformatics	Geospatial Information Science and Technology	Human Computer Interaction	Health Care Informatics	Prosthetics and Orthotics	Total Programs
CSUCI	2007	2008																		2
CWRU	2005					2002		2005												3
Dayton											2006									1
GT	2000														2000		1998		2004	4
MSU												2002								1
MTSU	2007														2006			2008		3
NCSU	2005										2007			2008		2010				4
NEU	2004			2005											2004					3
NT								2010	2009											2
OSU	2005				2005	2006			2003											4
Penn St	2001												2008	2002						3
Rice						2004	2005			2004										3
San Jose	2004																		2010	2
Texas A&M	2001																			1
UA	2001																			1
UConn			2000								2006									2
UNI						2007														1
UT EP															2003					1
UT SA												2005								1
WPI											2002	2003								2
																				44

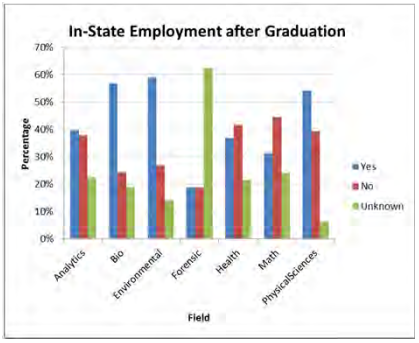
Reporting

- Only program directors who provide names get full picture of grads including names; outsiders, get sanitized lists of summaries without names of grads, names of companies, only aggregated findings
- State retention data of particular salience to system heads, state economic development entities.

Example of Program-Specific Data Collected

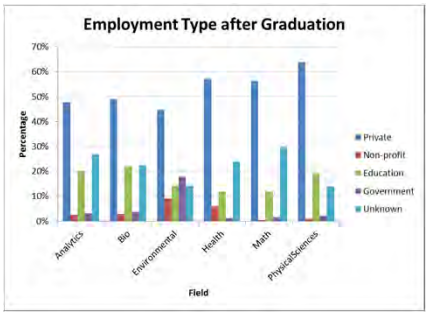
Id	Institution	Year	Program	In State	Job Placement (Last Known)	Type	Job Title
690	Rice	2004	Environmental Analysis and Decision Making	N	PBS&J	LC	Associate Project Manager
691	Rice	2004	Environmental Analysis and Decision Making	N	Delta Institute	Non-profit	Senior Director
692	Rice	2004	Environmental Analysis and Decision Making	N	Thompson Strategy Consulting	SC	Principal
693	Rice	2004	Nanoscale Physics	N	ISG Interests	SC	Management Consultant
694	Rice	2004	Nanoscale Physics	Y	Rice University	Edu	PhD student
695	Rice	2005	Environmental Analysis and Decision Making	N	Ziebel	SC	Field Service Manager
696	Rice	2005	Environmental Analysis and Decision Making	N	Weston Solutions INC	LC	Data Manager
697	Rice	2005	Environmental Analysis and Decision Making	Y	Sage Environmental Consulting	MC	Environmental Specialist
698	Rice	2005	Environmental Analysis and Decision Making	Y	Rice University	Edu	PhD student
699	Rice	2005	Subsurface Geoscience	Y	Halliburton	LC	Geophysicist
700	Rice	2006	Environmental Analysis and Decision Making	Y	Trinity Consultants	MC	Environmental Consultant
701	Rice	2006	Environmental Analysis and Decision Making	U		U	
702	Rice	2006	Environmental Analysis and Decision Making	N	Tetra Tech	LC	Environmental Services Professional

Where are They Living?



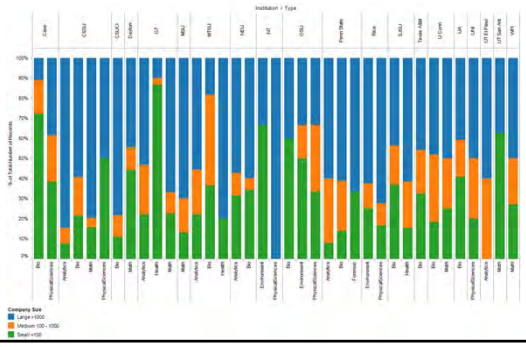
Location of 79% of Grads found

Where are They Working?



Employment type for 75% of Grads found

Private Sector Employment for Programs and Institutions



Conclusions in re PSMs

- PSM programs lead mainly to private sector employment in both large and small companies.
- Fewer grads in government (7%) though undercounting probable since gov't professionals may not be on social media
- Foreigners returning to their home country are hardest to track.

What about Reliability of Self - reporting on Social Media

Cornell study showed that resumes submitted to LinkedIn are more reliable due to public vetting that self-reporting by interviews

A local U of Arizona effort to track graduate teachers showed <15% on standard professional sites. Different jobs-finding strategies; more standard career trajectories

Other uses for Graduates' Tracking

Data on graduates' career development by program, by field.

Attracting nation-wide employer advisory boards based on graduates' placement

Longer-term assessments of educational intervention programs; local, national

Fund-raising

Professional Science Master's (PSM) Programs

#	State	Institution	PSM Program
1	AU	U. of Melbourne***	Master of Biotechnology
2	AU	U. of Melbourne***	Master of Ops. Res. & Mgmt. Sci
3	AU	U. Queensland**	Biotechnology
4	AZ	Arizona State U.	Computational Biosciences
5	AZ	Arizona State U.	Nanoscience
6	AZ	Northern Arizona U.	Applied Geospatial Sci.
7	AZ	Northern Arizona U.	Climate Science & Solutions
8	AZ	University of AZ	Applied Biosciences
9	AZ	University of AZ	Medical Physics
10	CA	CSU – Channel Islands	Biotechnology & Bioinformatics
11	CA	CSU – Chico	Environmental Sciences
12	CA	CSU – East Bay	Biostatistics
13	CA	CSU – Fresno	Biotechnology
14	CA	CSU – Fresno	Forensic Science
15	CA	CSU – Inter Campus**	Applied Biotech. Studies (PABS)
16	CA	CSU – Monterey Bay	Coastal & Watershed Sci. & Poli.
17	CA	CSU – Northridge	Assist. Tech. Engineering
18	CA	CSU – Sacramento	Bio. Sciences (Stem Cell Con.)
19	CA	CSU – San Bernardino	Environmental Sciences
20	CA	CSU – San Marcos	Biotechnology
21	CA	CSU – Stanislaus	Genetic Counseling
22	CA	Keck Inst. Life Sci.	Bioprocessing
23	CA	Keck Inst. Life Sci.	Clinical & Regulatory Affairs
24	CA	Keck Inst. Life Sci.	Medical Devices & Diag.
25	CA	Keck Inst. Life Sci.	Pharm. Discovery & Devel.
26	CA	San Diego State U.	Bioinfor. & Medical Informatics
27	CA	San Diego State U.	Computational Science
28	CA	San Diego State U.	Medical Physics
29	CA	San Francisco St. U.	Biomedical Science
30	CA	San Jose State U.	Biotechnology
31	CA	San Jose State U.	Statistics
32	CA	Sonoma State U.	Bioengineering
33	CA	Sonoma State U.	Communications & Photonics
34	CA	Sonoma State U.	Computer Hard. & Soft. Sys.
35	CA	Stanford University	Biomedical Informatics
36	CA	UC – Santa Cruz	Comptl. Mol. Biology/Biotech.
37	CN	U. of British Columbia***	Bioinformatics
38	CT	Sacred Heart University	Envir. Sys. Analysis & Mgmt.
39	CT	University of CT	Applied Financial Math.
40	CT	University of CT	Applied Genomics
41	CT	University of CT	Microbial Systems Analysis
42	DC	American University	Applied Computing
43	DC	American University	Biotechnology
44	DC	American University	Envir. Science/Assessment
45	DC	George Washington U.	Molecular Biotechnology
46	DC	U. of the District of Columbia*	Applied Statistics
47	DC	U. of the District of Columbia*	Water Resources Management
48	DE	University of DE	Bioinformatics
49	DE	University of DE	Biotechnology
50	FL	Barry University	Medical Biotechnology
51	FL	Florida Atlantic U.	Medical Physics
52	FL	Florida State U.	Aquatic Envir. Science
53	FL	Florida State U.	Biomathematics
54	FL	Florida State U.	Financial Mathematics
55	FL	U. of Central Florida	Biotechnology
56	FL	U. of Central Florida	Conservation Biology
57	FL	U. of Central Florida	Health Care Informatics
58	FL	U. of Central Florida	Modeling & Simulation
59	FL	U. of Florida	Forensic Science
60	FL	U. of Florida	Pharmaceutical Chemistry
61	FL	U. of Miami	Aquaculture
62	FL	U. of Miami	Broadcast Meteorology
63	FL	U. of Miami	Fisheries Management
64	FL	U. of Miami	Integrated Coastal Zone Mgmt.
65	FL	U. of Miami	Marine Mammal Science
66	FL	U. of Miami	Oceans and Human Health
67	FL	U. of Miami	Trop. Marine Ecosystem Mgmt.
68	FL	U. of Miami	Weather Forecasting
69	FL	U. of Miami	Weather, Climate & Society
70	FL	U. of South Florida	Bioinformatics & Comp. Bio.
71	FL	U. of South Florida	Biotechnology
72	GA	Georgia Inst. of Tech	Comptl. Mol. Biology/Biotech.
73	GA	Georgia Inst. of Tech	Human Computer Interaction
74	GA	Georgia Inst. of Tech	Prosthetics & Orthotics
75	GA	Georgia Inst. of Tech	Quant. Comptl. Finance
76	IA	U. Northern Iowa	Applied Chemistry & Biochem.
77	IA	U. Northern Iowa	Applied Physics
78	IA	U. Northern Iowa	Biotechnology
79	IA	U. Northern Iowa	Industrial Mathematics
80	IA	U. Northern Iowa	Ecosystem Management
81	ID	U. of Idaho	Climate Change Science
82	ID	U. of Idaho	Ecohydrology Sci. & Mgmt.
83	ID	U. of Idaho	Environmental Contamination
84	ID	U. of Idaho	Mgmt. of Reg. River Systems
85	ID	U. of Idaho	Sustainability Science
86	ID	U. of Idaho	Water Resources Management
87	IL	Elmhurst College	Computer Information Systems
88	IL	Illinois Inst. of Tech.	Analytical Chemistry
89	IL	Illinois Inst. of Tech.	Biology
90	IL	Illinois Inst. of Tech.	Health Physics
91	IL	Illinois Inst. of Tech.	Materials & Chemical Synthesis
92	IL	Illinois Inst. of Tech.	Plant Biology
93	IL	SIU – Carbondale	Adv. Energy & Fuels Mgmt.
94	IL	SIU – Edwardsville	Biotechnology Mgmt.
95	IL	SIU – Edwardsville	Environmental Sci. Mgmt.
96	IL	U. of Illinois	Agricultural Production
97	IL	U. of Illinois	Bioenergy
98	IL	U. of Illinois	Food Science & Human Nutri.
99	KS	Fort Hays State U.	Biological Sciences
100	LA	Southeastern Louisiana	Integrated Science & Technology
101	MA	Brandeis University	Biotechnology
102	MA	Northeastern U.	Bioinformatics
103	MA	Northeastern U.	Biopharm. Regulatory Science
104	MA	Northeastern U.	Biotechnology
105	MA	Northeastern U.	Marine Biology
106	MA	U. of MA., Boston	Environmental Sciences
107	MA	U. of MA., Inter Campus**	Biomed. Eng. & Biotechnology
108	MA	U. of MA., Inter Campus**	Coast. & Ocean Admin., Sci.
109	MA	U. of MA., Lowell	Applied Biotechnology
110	MA	U. of MA., Lowell	Biosafety
111	MA	U. of MA., Lowell	Chemistry and Polymer Science
112	MA	U. of MA., Lowell	Cleaner Prod./Pollution Prevent.
113	MA	U. of MA., Lowell	Clinical Lab Sciences
114	MA	U. of MA., Lowell	Environmental Biotechnology
115	MA	U. of MA., Lowell	Epidemiology
116	MA	U. of MA., Lowell	Ergonomics & Safety
117	MA	U. of MA., Lowell	Industrial Mathematics
118	MA	U. of MA., Lowell	Occupational, Envir. Hygiene
119	MA	U. of MA., Lowell	Pharmaceutical Biochemistry
120	MA	U. of MA., Lowell	Project Manage. in Life Sciences
121	MA	U. of MA., Lowell	Radiological Sci. & Protection
122	MA	Worcester Polytechnic	Financial Mathematics
123	MA	Worcester Polytechnic	Industrial Mathematics
124	MD	Towson University	Applied Physics
125	MD	Towson University	Forensic Science
126	MD	U. of MD. Eastern Shore*	Quantitative Fisheries
127	MD	U. of MD., Baltimore County	Biotechnology
128	MD	U. of MD., University College	Bioinformatics
129	MD	U. of MD., University College	Biosecurity and Biodefense
130	MD	U. of MD., University College	Biotechnology Management
131	MD	U. of MD., University College	Environmental Management
132	MD	U. of MD., University College	Information Assurance
133	MD	U. of MD., University College	Software Engineering
134	MD	U. of MD., University College	Telecommunications Mgmt.

135	ME	University of Southern Maine	Biostatistics
136	MI	Baker College	Information Systems
137	MI	Grand Valley State	Biostatistics
138	MI	Grand Valley State	Cell & Molecular Biology
139	MI	Grand Valley State	Medical & Bioinformatics
140	MI	Michigan State U.	Biomedical Lab. Operations
141	MI	Michigan State U.	Food Safety and Toxicology
142	MI	Michigan State U.	Industrial Mathematics
143	MI	Michigan State U.	Industrial Microbiology
144	MI	Michigan State U.	Integrative Pharmacology
145	MI	Michigan State U.	Zoo/Aquarium Sci. Mgmt.
146	MN	University of Minnesota	Financial Mathematics
147	MO	Truman State University	Bioscience Informatics
148	NC	Appalachian State U.	Instrumentation & Automation
149	NC	Appalachian State U.	Nanoscience for Adv. Materials
150	NC	NC A&T State U.**	Nanoscience
151	NC	NC State U. – Raleigh	Analytics
152	NC	NC State U. – Raleigh	Biomanufacturing
153	NC	NC State U. – Raleigh	Climate Change & Society
154	NC	NC State U. – Raleigh	Electric Power Systems Eng.
155	NC	NC State U. – Raleigh	Environmental Assessment
156	NC	NC State U. – Raleigh	Financial Mathematics
157	NC	NC State U. – Raleigh	Geospatial Info. Sci. & Tech.
158	NC	NC State U. – Raleigh	Microbial Biotechnology
159	NC	NC State U. – Raleigh	Nutrition
160	NC	UNC – Charlotte	Bioinformatics
----	NC	UNC – Greensboro**	Nanoscience
161	NC	UNC – Wilmington	Computer Sci. & Info. Systems
162	NE	Creighton University	Bioscience Management
163	NH	Antioch U. New England	Sustain. Dev. & Climate Change
164	NJ	Richard Stockton U.	Environmental Science
165	NJ	Rutgers, State U. of N.J.**	Biotechnology and Genomics
166	NJ	Rutgers, State U. of N.J.**	Chemistry
167	NJ	Rutgers, State U. of N.J.**	Food Science
168	NJ	Rutgers, State U. of N.J.**	Industrial Mathematics
169	NJ	Rutgers, State U. of N.J.**	Statistics and Biostatistics
170	NJ	Rutgers, State U. of N.J.**	Sustainability
171	NY	Binghamton University	Cartography & Geo. Info. Sys.
172	NY	Binghamton University	Materials Sci. & Engineering
173	NY	Buffalo State College	Prof. Applied & Comp. Math.
174	NY	College at Brockport	Biology
175	NY	College of St. Rose	Computer Info. Systems
176	NY	New York University	Physics
177	NY	Rochester Inst. Tech.	Bioinformatics
178	NY	Rochester Inst. Tech.	Computer Science
179	NY	Rochester Inst. Tech.	Environmental Science
180	NY	Rochester Inst. Tech.	Imaging Science
181	NY	St. John's University	Biotechnology
182	NY	SUNY – Buffalo	Biophysics
183	NY	SUNY – Buffalo	Computational Chemistry
184	NY	SUNY – Buffalo	Environmental GIS
185	NY	SUNY – Buffalo	Molec. Chemical Biology
186	NY	SUNY – Buffalo	Natural & Biomedical Sciences
187	NY	SUNY – Oswego	Chemistry
188	NY	SUNY – Oswego	Human Computer Interaction
189	NY	SUNY – Envir. Sci. & Foresty	Bioprocess Engineering
190	NY	SUNY – Envir. Sci. & Foresty	Paper Engineering
191	NY	Stony Brook University	MS in Instrumentation
192	NY	University at Albany, SUNY	Forensic Biology
193	OH	Air Force Inst. of Tech.	Comb. Weapons of Mass Destr.
194	OH	Case Western Reserve	Chemistry for Entrepreneurs
195	OH	Case Western Reserve	Entrepreneurial Biotechnology
196	OH	Case Western Reserve	Mathematics for Entrepreneurs
197	OH	Case Western Reserve	Physics for Entrepreneurs
198	OH	Case Western Reserve	Statistics for Entrepreneurs
199	OH	University of Dayton	Financial Mathematics
200	OR	Oregon State U.	Applied Biotechnology
201	OR	Oregon State U.	Applied Physics
202	OR	Oregon State U.	Applied Systematics (Botany)
203	OR	Oregon State U.	Environmental Science
204	OR	Southern Oregon U.	Applied Computer Science
205	PA	Penn State U.	Applied Statistics
206	PA	Penn State U.	Biotechnology
207	PA	Penn State U.	Forensic Science
208	PA	Temple University	Chemical Informatics
209	PA	Temple University	Drug Analysis
210	PA	Temple University	Forensic Chemistry
211	PA	Thomas Jefferson U.	Biomedical Sciences
212	PA	Thomas Jefferson U.	Cell & Develop. Biology
213	PA	Thomas Jefferson U.	Microbiology
214	PA	Thomas Jefferson U.	Pharmacology
215	PA	University of Pittsburgh	GIS and Remote Sensing
216	SC	University of SC	Bioinformatics
217	SC	University of SC	Biotechnology
218	TN	Middle Tenn. State U.	Biostatistics
219	TN	Middle Tenn. State U.	Biotechnology
220	TN	Middle Tenn. State U.	Health Care Informatics
221	TX	Rice University	Bioscience Res. & Health Policy
222	TX	Rice University	Envir. Anal & Decision Making
223	TX	Rice University	Nanoscale Physics
224	TX	Rice University	Subsurface Geoscience
225	TX	Texas A&M University	Biotechnology
226	TX	U. of Houston – Clear Lake	Physics/Tech. Mgmt. Sub-Plan
227	TX	U. of North Texas	Biotechnology
228	TX	U. of North Texas	Environmental Science
229	TX	U. of North Texas	Industrial Chemistry
230	TX	U. of Texas – El Paso	Comptl. Mol. Biology/Bioinfor.
231	TX	U. of Texas – San Antonio	Industrial Mathematics
232	UK	Open University***	MSc in Professional Science
233	UT	University of Utah	Biotechnology
234	UT	University of Utah	Computational Science
235	UT	University of Utah	Environmental Science
236	UT	University of Utah	Science Instrumentation
237	VA	Virginia Commonwealth	Bioinformatics
238	WA	Washington State U.	Molecular Biosciences

*HBCU Institution

**State system-wide initiatives/Inter Campus programs/Joint programs/Joint collaborations: California State University has a joint Applied Biotechnology Studies program at the Fullerton, Los Angeles, and Pomona campuses; North Carolina A&T State University and the University of North Carolina at Greensboro have a joint collaboration program in Nanoscience; Rutgers, The State University of New Jerseys has six programs at the Camden, Newark, and New Brunswick campuses; the University of Massachusetts has two programs at the Amherst, Boston, Dartmouth, and Lowell campuses

***International Program

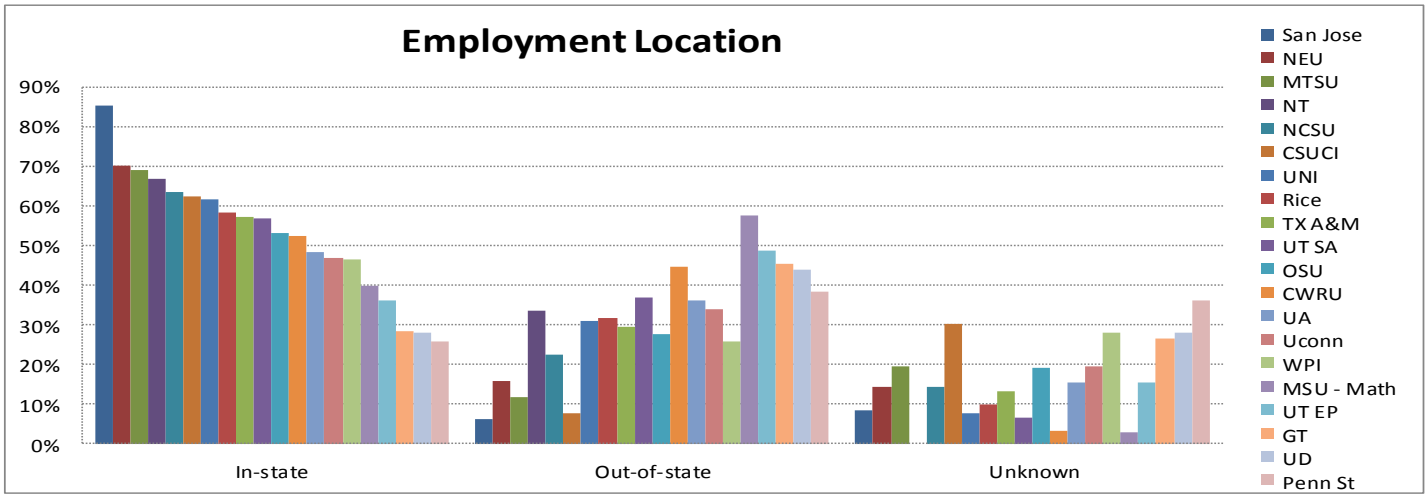
Please check www.sciencemasters.com for an up-to-date list of programs under the **'PSM Program List'** section.

Targeting Grads via Social Media

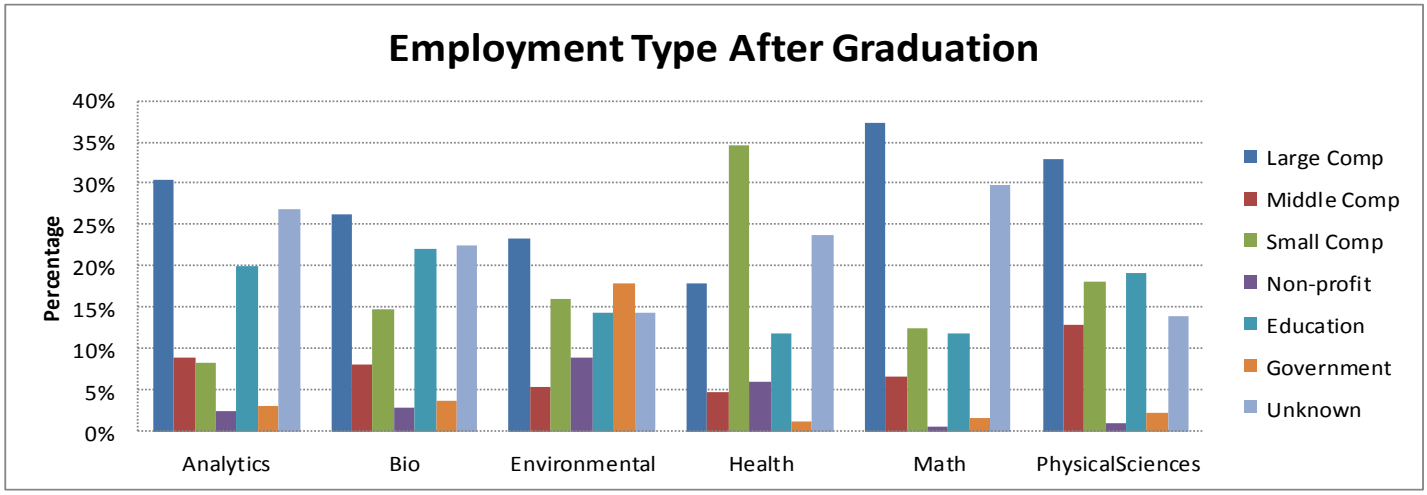
Where are they Working? What are they Doing?

A Probe into 44 PSM Programs at 20 Universities reviewing 2463 PSM Graduates

Whether graduates remained in the state where they got their PSM is of particular interest to university chancellors; business leaders; governors; and other stakeholders.



Excluding foreign nationals and depending on location and job availability a significant percentage of graduates remain in the state where they obtained their education.



Employment type and if available, job titles were collected.

PSM programs lead mainly to private sector employment in both large and small companies.

Sheila Tobias — MAGS Meeting April 2012

Graphs by Susan Richards

Transforming Graduate Education Online

Ray Schroeder & Karen Swan
University of Illinois Springfield

"*The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.*"

-- Johnson, Smith, Willis, Levine, & Haywood, 2011 Horizon Report

All media are selective

They facilitate, emphasize, amplify, & enhance specific kinds of experience. They privilege particular ways of knowing.

At the same time, differing media inhibit, restrict, limit, & exclude specific kinds of experience. They marginalize particular ways of knowing.

Differing media are especially supportive of different pedagogies

Digital technologies *afford* new pedagogical approaches

access to information –

changes pedagogical role from gatekeepers to enabling students to both make sense of an overabundance of information and to use it to generate knowledge themselves

Digital technologies *afford* new pedagogical approaches

multimedia integration –

pedagogical focus must accordingly be broadened to include the presentation, manipulation, evaluation, creation and communication of knowledge in a variety of media forms

Digital technologies *afford* new pedagogical approaches

cognitive tools –

digital tools designed to "augment human intelligence" are making us rethink what knowledge is of most worth & what it means to be literate in the 21st century

Digital technologies *afford* new pedagogical approaches

collaborative tools –

digital communication technologies & Web 2.0/3.0 collaborative tools clearly & explicitly support the social construction of knowledge, and so favor collaborative pedagogical approaches over individualistic and/or authoritative ones

Learners are changing too.

Two recent, large scale, research studies provide evidence that students are more engaged and actually learn more when they spend at least some of their time learning online.

National Survey of Student Engagement

In 2008, a comparison was made between students taking courses fully online & students taking courses fully on ground.

Controlling for student and institutional characteristics, the % of first-year courses primarily delivered online was positively related to active & collaborative learning and to perceived academic challenge.

National Survey of Student Engagement

In 2009, questions about the types of technologies commonly used to support teaching & learning were administered to 31,000 students attending 58 institutions.

Even after controlling for age, gender, major, Carnegie classification & # of fully online courses taken, technology use was positively related to to all three categories of engagement – NSSE benchmarks, deep approaches to learning, & self-reported learning outcomes

		CMS		interact. tech.		hi-tech. com.	
		F	S	F	S	F	S
NSSE BENCHMARKS	Academic Challenge	★	★	★	★	★	★
	Active & Col. Learning	★	★	★	★	★	★
	Stu./Fac. Interaction	★	★	★	★	★	★
	Supportive Campus Env.	★	★	★	★	★	★
DEEP LEARNING	Higher Order Thinking			★	★	★	★
	Integrative Learning	★	★	★	★	★	★
	Reflective Learning			★		★	★
SELF GAINS	Practical Competence	★	★	★	★	★	★
	Pers. & Soc. Development	★	★	★	★	★	★
	General Ed.			★	★	★	★

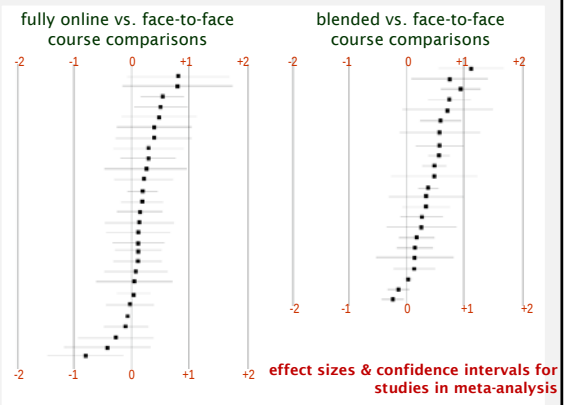
meta-analysis & review of online learning studies
(Means et al, 2009)

51 studies comparing student outcomes in online, blended &/or f2f environments

students who took all or part of their class online performed better, with an average effect size of +0.24 favoring online ($p < .01$)

blended instruction had a larger advantage relative to F2F instruction, with an average effect of +0.35 favoring blended ($p < .001$)

effectiveness of online & blended instruction quite broad across variations in students, implementations, & content areas



UIS online graduate program profile
Out of 20 degree programs 9 are offered online:

- Computer Science (M.S.)
- Environmental Studies (M.A.)
- Human Services Administration (M.A.)
- Liberal and Integrative Studies (M.A.)
- Legal Studies (M.A.)
- Management Information Systems (M.S., minor)
- Public Administration (M.P.A.)
- Public Health (M.P.H.)
- Teacher Leadership (M.A.)

Spring 2012 UIS graduate programs

online credit hours	6,483	(49.4%)
on-ground credit hours	6,639	(50.6%)
online Headcount	733	(38.4%)
on-ground Headcount	1,176	(61.6%)

online graduate majors: 46.1% out of state
(46 states, DC, Guam, Canada)
average age of the online graduate student is 36

Fall 2011 UIS graduate credit loads

	average credit load
online only MA students	6.0
"mixed" MA students	10.0
on campus only MA student	6.5

How Online Transforms Graduate School: Student Enrollments

Expands beyond traditional geographic region
- Opens new markets of distant students
- Casts a world-wide net for students

Expands beyond the traditional age group
- Accessible to mid-career professionals

Enables agreements with distant corporate and other entities
- Example, custom MBA for a gov't agency

How Online Transforms Graduate School: Faculty

Enables the use of faculty members from other regions
- Distant faculty as well as distant students
- Sharing faculty members between institutions

Enables faculty to teach while on Fulbright or other assignment

Enables collaborative seminars – joining classes across borders
- Team teaching classes broadens perspectives and enriches experience

How Online Transforms Graduate School

Reach and Reputation
National / international presence through students and programs

Rapid deployment and expansion
Not bound by physical classroom space
Hiring best qualified part-time faculty from around the world

Enhanced time to completion
Eliminates class scheduling conflicts
Our research shows graduate students take more hours

How Online Transforms Institutions

Online learning offers a lifelong platform for continuing professional education

Tapping the alumni base for additional enrollments in classes taught by faculty members they admire and trust

Creating a 50-year (or longer) cycle of engagement with the university for all students

Opening collaborations with other institutions
MLIS collaborative model
http://www.wiseeducation.org/

How Online Transforms Institutions

Institution enters the 21st Century – following business and government online

Creates a much broader base upon which to launch learning initiatives

Just-in-time learning -- no longer must be semester-based: flexible

University virtually goes to the student rather than requiring student to go to the University

Capital construction and energy cost savings for additional classrooms

These **costs are shifted to the student to provide, offset by their savings in travel**

Summing Up Transformations

Broader- larger - student base (world-wide) affords some stability in tough times

More responsive to student needs for flexibility in scheduling times, locations

Interaction and engagement with other universities creates opportunities and synergies

Interaction with corporations, government agencies and NGOs enables new custom degrees

Ray Schroeder
Associate VCAA for Online learning
Director, Center for Online Learning, Research and Service (COLRS)
University of Illinois Springfield
rschr1@uis.edu

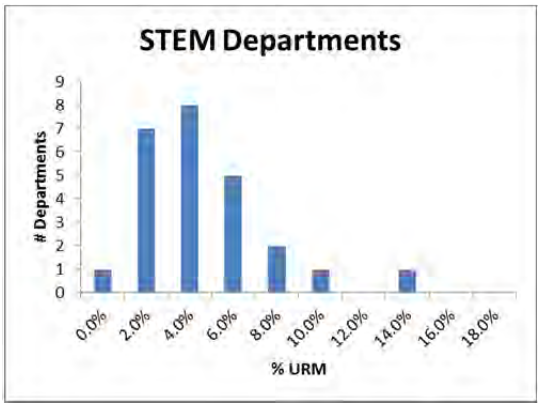
Karen Swan
Stukel Professor of Educational Leadership
University of Illinois Springfield
kswan4@uis.edu

Recruiting/Retaining Diverse Graduate Students: Partnerships between Depts+Graduate Colleges

12 April 2012, Craig Ogilvie

Departments and interdisciplinary graduate programs are key players in recruiting and retaining diverse graduate students. Yet in many universities, there is a broad range of department engagement in this challenge. Departments/programs have to make key decisions to commit time and resources in order to increase their graduate diversity. Partnerships between central, graduate college initiatives and departments can be very effective.

As an indication, here are some data from Iowa State University. The figure below shows our 5-year average (2006-2010) of % under-represented minority graduate students (URM) for the 25 largest (by total enrollment) science, engineering, math departments. There is a broad range of diversity in our departments, with most <5%, though some >10%.



URM == African American + Hispanic + Native American

To gain a sense of what is possible, here are two time-dependent plots; departments that increased their % URM and departments that showed little change in a 10-year period

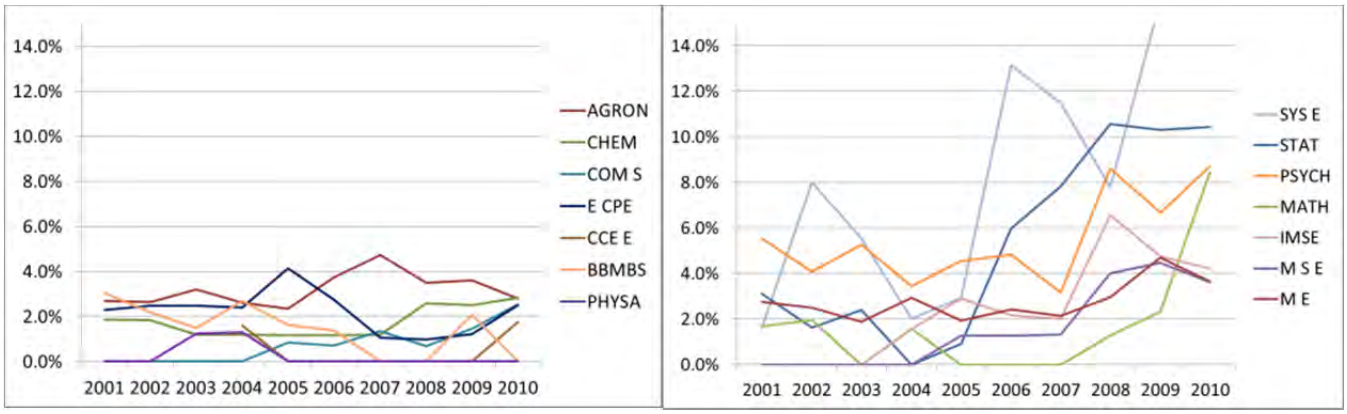


Figure 2: %URM versus time for STEM departments with > 50 students per year. The left panel is departments that showed little change, the right panel contains depts. that had an increase.

Our goal for today is to brainstorm/share successful strategies to engage departments/programs in recruiting diverse graduate students. The format for today's session is group discussions on each of the following 4 questions.

1. What do we want departments/programs to do, i.e. what are the best practices that are realistic?

2. What are the barriers to departments engaging in this work?

3. How can we overcome these barriers?

4. What will your first steps be when you return home after MAGS?

Providing Departments Data + Tools for Their Success

Craig Ogilvie, Assistant Dean Graduate College
Iowa State University

Initiatives flourish when departments + central offices partner on recruiting + retaining graduate students

- Departments make key decisions to dedicate time + resources
- Central offices provide useful info + tools that catalyze action

How to achieve this? Formative assessment/discussions

Goals for today

- Outline the formative assessment process at ISU
- Brainstorm/share your ideas

Process @ ISU

- Graduate college provides data/tools to each department/program
- One-on-one meeting Directors + Assistant Dean about the data/tools
  - 25 largest programs
- Formative assessment for program quality
  - We discuss what is going well
  - Areas where the data indicates problems/improvement is needed
  - Action items + follow-up

Basic Demographics

- Core info
  - Numbers of students, men/women, international/national, ethnic groups…
- Conversations focused on
  - Trends versus time
  - Aspirations of department

Recruiting tools (I of IV): Maps

- Where current grad students received undergraduate degree

Chemistry

Specific to program.
Can zoom, get info on schools

Catalyzes discussions on recruiting

- Regional
- Types of universities/colleges
- Nurture existing pathways
- New opportunities
- Best practices

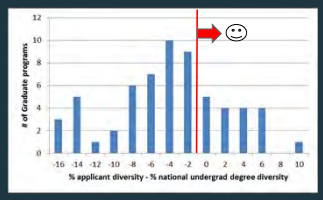
Recruiting tools (II of IV): Best Practices

- Build (ISU faculty) ⇔ (other university faculty) collaborations.
  - Faculty advisors of undergraduates suggest graduate schools

1. Provide departments with lists of
   - ISU alumni who are now teaching at another university.
   - Research grant winners at regional universities and liberal arts colleges.
2. Internal grant competition for recruiting initiatives
   - Target improving diversity of each graduate program
   - 13 RECRUIT mini-grants awarded 2011/12
   - Seeding research relationships with faculty at minority-serving institutions

Recruiting tools (III of IV): Diversity Goal

- Grad admissions pool == diversity of national undergrad degrees
  - E.g. national physics degrees, 9% under-represented minorities
  - Physics graduate applicant pool should contain 9% URM
  - Accepted goal, departments with national status, changes pipeline discussion



Leads to discussion of best practices in diversity recruiting.
Nice to get info on regional undergrad degrees

Recruiting tools (IV of IV): Competitors

- Where else do our admitted students go?
  - If ISU admitted a student and they enrolled at another university
  - National Clearinghouse

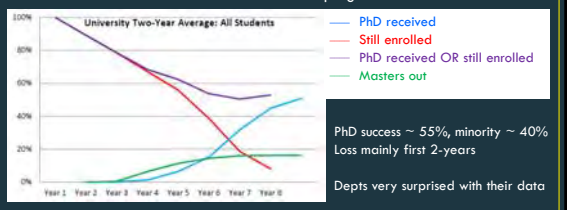
Departments are curious, but may not lead to any actions.
Provides info on application patterns, discipline peers

Discussion on recruiting tools/info

- Form a small group amongst neighbors
- What information/tools would help graduate programs at your university in their recruiting?

Retention and Graduation Rates (I of III)

- Success curves for each graduate program
  - % of graduate students who return for 2nd year
  - Fraction of students who leave without a graduate degree
  - Fraction of students who enrolled in a PhD program but master-out



PhD success ~ 55%, minority ~ 40%
Loss mainly first 2-years

Depts very surprised with their data

Disaggregate this data for minority students, international, ….

Retention and Graduation Rates (II of III)

1. Central mentoring program for all incoming PhD students of color
   - Peer mentor + additional faculty/staff mentor
2. Graduate Learning Communities based in graduate programs
   - Two so far, 10 planned to start Fall 2012
   - Help with transition to grad school
   - Support students socially and academically
   - Peer mentors (more senior students)
   - Workshops/courses/discussions on skills required for students to flourish

Retention and Graduation Rates (III of III)

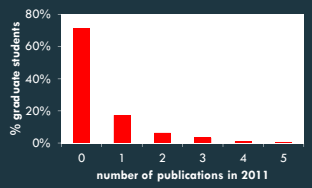
- Time-to-degree
  - Large variation from program to program
  - Different discipline norms ⇒ need comparison set
    - Next data project
    - Δ time = (Local time-to-degree) – (national time-to-degree)$_{\text{top 50 programs}}$
- Should catalyze discussion of best practices in discipline

Discussion on retention/graduation rate

- Form a small group amongst neighbors
- What information/tools would help graduate programs at your university to focus on their retention/graduation rate?

Scholarship Activities: Graduate Students (I of II)

- Annual survey of yearly scholarship done by graduate students
  - 32% graduate students presented at least 1 talk at a national conference
  - 28% presented a poster
  - 23% graduate students helped submit a grant proposal
  - Working with (on average) 1.8 undergrad researchers, 1.6 undergrad groups
  - Papers published in 2011



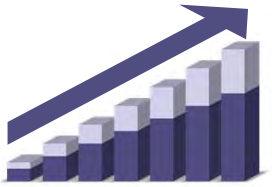
Scholarship Activities: Graduate Students (II of II)

- Disaggregate data (in progress)
  - Depts/colleges
  - Men/women
  - International/national/ethnic groups
- Conversations about improving any observed gaps

Summary

- Formative assessment
  - Discussions based on centrally provided tools/data
  - Departments make key decisions to dedicate time + resources
    - RECRUIT grants and Graduate Learning Communities
- Data and tools
  - Recruiting info
  - Retention and graduation rates
  - Graduate student publications and other scholarship
- One-on-one meetings Directors + Assistant Dean about the data
  - What is going well + areas needing improvement
  - Action plan and follow-up
- Thanks for your input!

Developing Measures of Doctoral Program Effectiveness for Annual Assessment and Improvement



SIMON GREENWOLD
Senior Associate Dean
The Graduate School
Northwestern University

LISA METZGER-MUGG
Director, Research & Analysis
The Graduate School
Northwestern University

Progress Review: Goals

1. Deliver a service to program and university leadership by providing accurate data and information on PhD program effectiveness
2. Engage leadership in a collaborative process to assess performance and monitor student outcomes
3. Empower programs by cultivating a culture of assessment, evaluation, and data informed decisions
4. Create a process to focus on student success dispassionate of other priorities within the program
5. Build on other assessment initiatives in place (program reviews, NRC) but conduct review on an annual basis

Progress Review: History & Overview

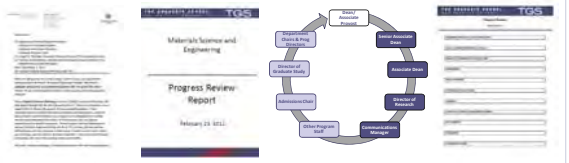
- Began planning the process in 2005 – 2006 (NRC)
- Data were not collected in a centralized, systematic way
- Measures were not clearly defined
- Created a Research and Analysis unit to help with the data elements:
  - Develop and define measures
  - Collect and verify data
  - Identify and correct data issues
  - Build a centralized data repository for longitudinal tracking
  - Develop and administer surveys
  - Design and automate reports

Progression of Process

Data Elements	Beginning	Current
Name	Quality Assurance	Progress Review
Length of report	15 pages	50 to 75 pages
Report Distribution	Provided at the meeting	Sent in advance
Availability of data online	Posted on a secure intranet site	Program statistics available on public website
Summary and action items	Not distributed back to programs in a consistent way	Recap and action items sent to program & school leadership
Staff attendance at meetings	TGS and Program leadership; Research staff member	Expanded to include new Associate Dean and Communications Manager
Meeting program schedule	1 meeting per program (60 programs)	Group similar programs together at the same meeting

Progress Review Process at Northwestern

Communication to Programs → Send Report to Programs → Meeting with Graduate School and Program Leadership → Meeting Summary and Action Items

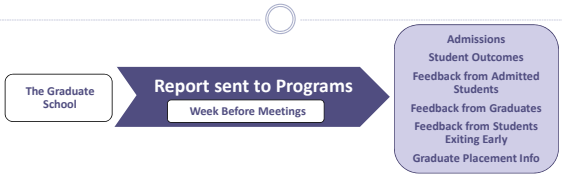


NU Progress Review Process: Communication

Dean/ Associate Provost → **Communication to Programs** (Fall Quarter) → Department Chairs, Program Directors, Directors of Graduate Study, Grad Admissions Directors, Graduate Program Staff, Partner School Deans, Partner School Grad Associate Deans, TGS Admin Board Members

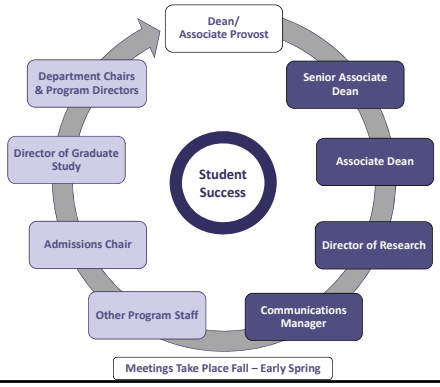
- Memo sent to program and school leadership to explains purpose
- Emphasize that it is an opportunity to advance a mutual understanding of program status and shared expectations and outcomes; identify ways TGS can provide additional support
- Outlines focus areas of meeting
  - Ex : Diversity admissions and recruitment, retention & placement, alumni relations
- Encouraged to share report with colleagues

Progress Review Process: Report Sent to Programs



- Generate reports for 60 PhD programs
- Allow time for program to examine data and seek clarification ahead of meeting

Progress Review Process: Meeting with Program/TGS Leadership



Progress Review Process: Meeting with Program/TGS Leadership

- Admissions
- Recruitment
  - Visits/Interview process
  - Funding
  - Contact with faculty & students
  - Win/loss schools
- Time-to-degree
- Attrition & Completion trends
- Diversity
  - Pipeline
  - Recruitment
  - Retention & Completion
- Process for long TTD students still enrolled
- Annual progress review
- Process for long TTD students still enrolled
- Advising/Mentoring
- Climate
- Job placement
- Alumni relations
- Program strategy & new directions
- Faculty hiring/number of faculty

Progress Review Process: Meeting Summary

Meeting Summary Recap Includes:

- Program Changes and Enhancements
- Positive Attributes
- Areas for Further Attention
- Action Items (Program and Graduate School)
- Other Topics of Discussion or for Consideration

Challenges in Data Collection of Graduate Education

- Distinctly different from undergraduate data
- At many schools, graduate data are decentralized and may not be centrally defined, collected, or maintained; systems in place oriented to undergraduates
- Graduate data is discipline based in most respects: recruitment, admissions, financial support, curriculum, time-to-degree, placement
- Comparative data is essential; need standard definitions for data exchanges and appropriate peer comparisons
  - Definitions – too complicated result in data that are difficult to analyze
  - Definitions – too simple result in data that doesn't provide enough information for decision makers

Issues that Complicate Standard Definitions

- May start and stop at different times and in different degree programs
- Master's degree may be a prerequisite, given en route, or terminal
- Changes in status (Masters to PhD to Masters)
- May be difficult to account for program changes/transfers
- Dual degrees
- Continuous registration requirement (or not)
- ABD status, admission to candidacy
- TTD - when to begin, nonresident status, students on leave
- Financial student support – mixed mechanisms and sources of support, reduced tuition at different points in career, differential funding

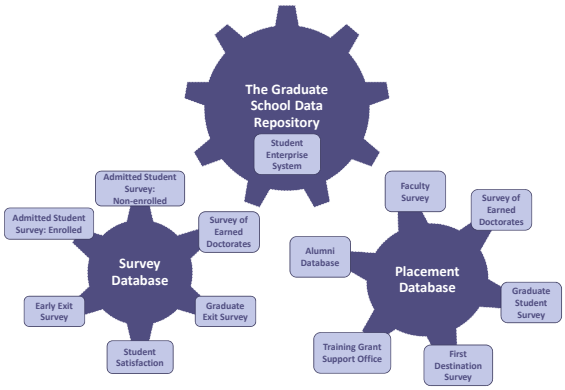
External Resources Utilized to Inform Definitions

- NRC Assessment of Doctoral Programs
- Association for American Universities
- Council of Graduate Schools
- Association for Institutional Research Graduate Data Working Group

Other Sources:

- National Science Foundation
- Survey of Earned Doctorates
- National Center for Education Statistics (IPEDS)

Databases and Sources for Progress Review Reports



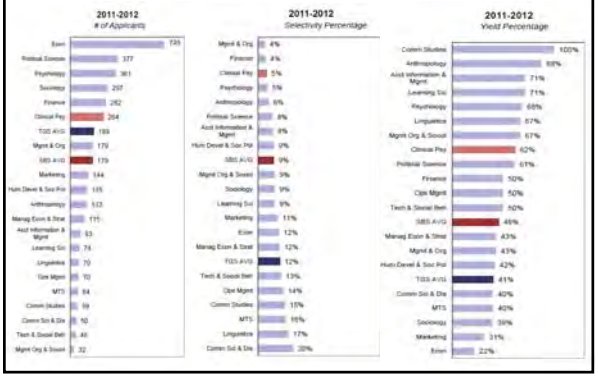
Admissions – Applications, Selectivity & Yield

Clinical Psychology

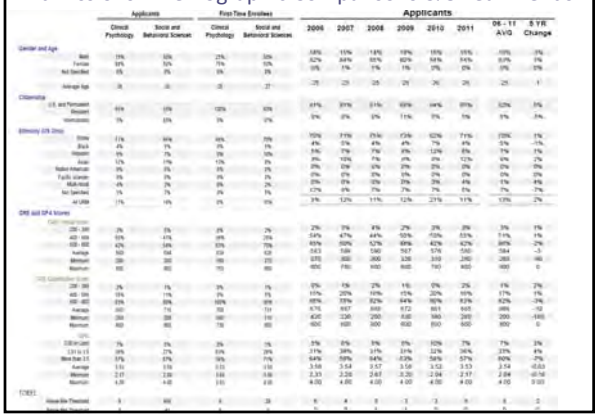
	2006	2007	2008	2009	2010	2011	06-11 (avg)	5 YR % CHANGE
Number Applied	179	211	199	237	221	264	218	+47%
Number Admitted	5	9	8	19	13	13	11	+160%
Number Enrolled	5	5	5	4	8	8	6	+60%
Selectivity	3%	4%	4%	8%	6%	5%	5%	-
Yield	100%	56%	63%	21%	62%	62%	52%	-

- Provide application trends for overall program, underrepresented minorities (URM), female, and international applicants
- Opportunity to discuss ideal class size
- Provide comparative information for overall average and other programs within the same Broad Field Category

Admissions – Applications, Selectivity & Yield Comparison



Admissions – Demographic Comparisons & 5 Year Trends



Admissions – Applicant Undergrad Institutions Current Year

Applicant Undergrad Institution	# of Applicants	# of Admits	# of Enrollees
Univ Chicago	13	2	0
Princeton University*	12	6	2
Cornell University	10	2	1
Univ Calif Berkeley	9	1	0
Yale University	9	4	0
Harvard University*	8	1	0
Univ Texas Austin*	7	0	0
Univ Wisc Madison	7	0	0
Brown University	6	1	0
Mass Institute Technology	6	2	0
Univ Michigan Ann Arbor	6	0	0
Washington University*	6	2	1
Lake Forest College	5	0	0
Stanford University	5	1	0
Univ Minnesota Minneapolis	5	0	0
Brigham Young Univ Utah	4	0	0
Dartmouth College	4	0	0
Indiana Univ Bloomington	4	0	0
New York University	4	0	0
Northwestern University*	4	1	0
Swarthmore College*	4	0	0
Univ Calif Davis	4	0	0
Univ Calif Irvine*	4	0	0
Univ Pennsylvania	4	0	0
Univ Rochester	4	0	0
Univ Virginia	4	0	0
Williams College	4	2	0
Brandeis University	3	0	0

* URM applicant institutions in Bold and with an asterisk

Admissions – URM Applicant Undergrad Institutions Five Year Trend

Applicant Undergrad Institution	# of Applicants	# of Admits	# of Enrollees
Mass Institute Technology	3	2	1
Harvard University	3	1	0
Univ Michigan Ann Arbor	3	1	0
Northwestern University	3	0	0
Univ Calif Berkeley	2	2	0
Washington University	2	1	1
Georgetown University	2	0	0
Swarthmore College	2	0	0
Truman State University	2	0	0
Univ Calif Irvine	2	0	0
Univ Chicago	2	0	0
Univ Texas Austin	2	0	0
Wake Forest University	2	0	0
Brown University	1	1	0
Carnegie Mellon University	1	1	1
Princeton University	1	1	0
Santa Monica College	1	1	0
Yale University	1	1	0
Arizona State Univ Tempe	1	0	0
Bowdoin College	1	0	0
Brandeis University	1	0	0
Brooklyn College	1	0	0
Colorado College	1	0	0
Columbia University	1	0	0
Cornell University	1	0	0

Admissions – Win/Loss Data

Institution	Cross Admits*	Enrolled at Institution	Enrolled at NU	Winning Percentage
Stanford University	34	11	0	0%
Princeton University	30	9	1	10%
University of Chicago	26	2	4	67%
Yale University	22	4	1	20%
Harvard University	19	0	0	0%
Columbia University	14	2	1	33%
Massachusetts Institute of Technology	14	10	0	0%
University of California - Berkeley	14	5	1	17%
New York University	11	6	0	0%
University of Pennsylvania	10	1	3	75%
Duke University	7	0	2	100%
University of California - Los Angeles	6	0	3	100%

Lost Against

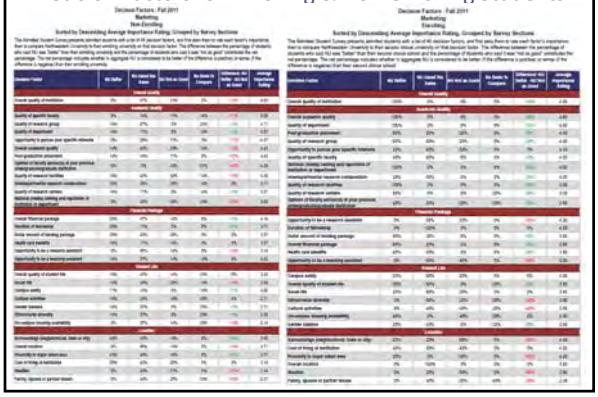
Stanford – 100% of the time
Princeton – 90% of the time
Yale – 80% of the time

Won Against

University of Chicago - 67% of the time
University of Pennsylvania – 75% of the time
Duke University – 100% of the time

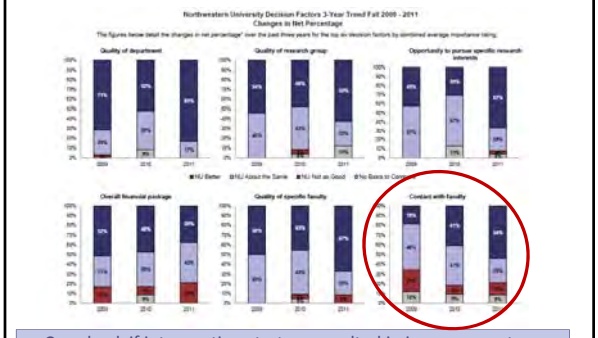
Economics

Admitted Student Survey: Decision Factors for Enrolling & Non-enrolling Students



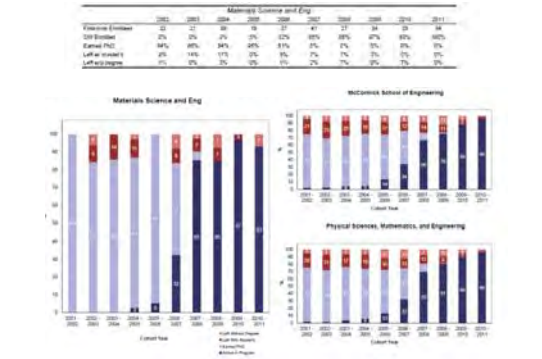
Admitted Student Survey: Decision Factors for Enrolling & Non-enrolling Students

Admitted Student Survey: Trends

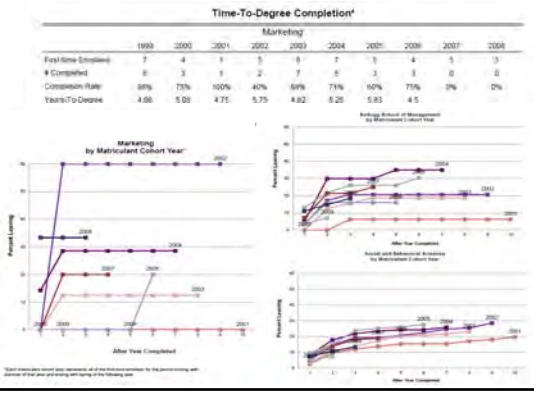


- Can check if intervention strategy resulted in improvement over time

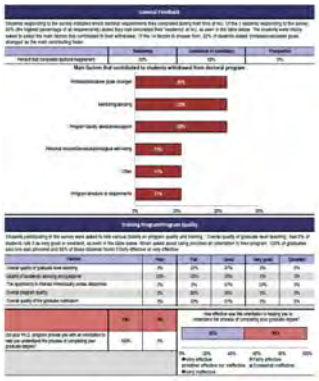
Attrition, Completion, & Outcomes



Time-to-Degree



Early Exit Survey

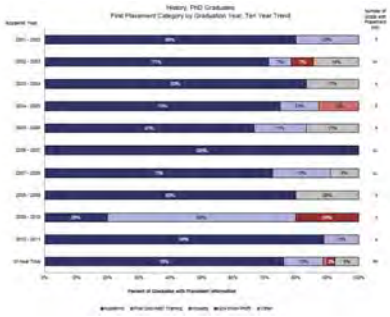


Graduate Exit Survey

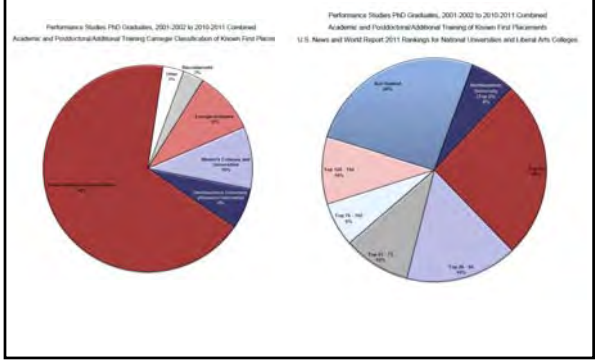
Provides information on:

- Research presentation and publication productivity
- Climate
- Advising/Mentoring
- Academic Progress Reviews
- Assistance from mentor in planning for non-academic careers

Placement

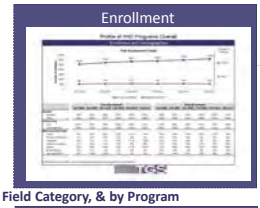


Placement



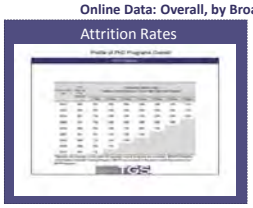
Admissions

Enrollment

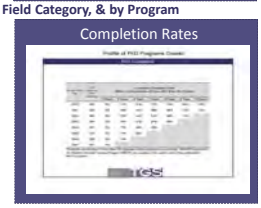


Online Data: Overall, by Broad Field Category, & by Program

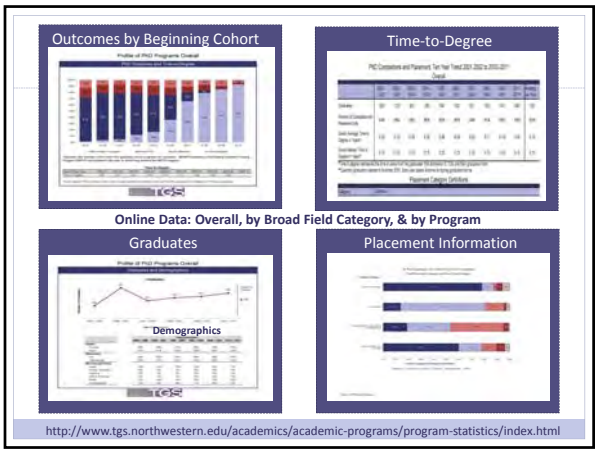
Attrition Rates



Completion Rates



http://www.tgs.northwestern.edu/academics/academic-programs/program-statistics/index.html



Lessons Learned

- Review process is a partnership and starting point in conversation
- Let programs begin the conversation with notable strengths, changes, accomplishments, new initiatives, challenges
- Acknowledge contribution of program leadership
- Start with program strengths before addressing challenges
- Systematic summary and action items are necessary for meaningful follow-up
- Important to share best practices
- Information empowers program decision making by providing an impetus for change

Developing Measures of Doctoral Program Effectiveness for Annual Assessment and Improvement

Abstract

Five years ago, the Graduate School at Northwestern University began a quality assurance initiative to review each of its' PhD programs. Each year, the Dean and Senior Associate Dean of the Graduate School meet annually with each of the directors of graduate study and program leadership to examine program effectiveness measures. The purpose is to not only examine program strengths and weakness on program measures over time and relative to peers, but to provide quantifiable data to anchor discussions on a variety of topics including admissions strategies, diversity, attrition and completion, time-to-degree, funding, program structure, faculty changes, mentoring processes, partnerships with other programs and schools, and rightsizing. A progress report is generated for each program and includes trend data on admissions (applications, selectivity, yield, win/loss, undergrad institution, and demographics), enrollment, attrition and completion, and time-to-degree, placement outcomes, and program rankings. Also, included are survey trend data from the Admitted Student Survey, Graduate Exit Survey, and Early Exit Survey. Program measures are benchmarked internally and externally when possible. Presenters will discuss the origins of the quality assurance/progress review process, overcoming challenges with data collection and definitions, utilizing available institutional and external data sources, developing new measures, implementation with programs, and program improvement outcomes. Through discussions with program leadership, goals can be set for next year and progress reviewed on an annual basis. Institutional best practices in each area can be identified and shared for university-wide graduate program improvement.

Additional Information

Simon Greenwold
Senior Associate Dean
The Graduate School
Northwestern University
847.467.1829
s-greenwold@northwestern.edu

Lisa Metzger-Mugg*
Director, Research and Analysis
The Graduate School
Northwestern University
847.464.1816
l-metzger-mugg@northwestern.edu

* Contact person

CGS STEM Master's Project: Data Gathering Processes and Preliminary Analyses: Loyola University Chicago

Midwest Association of Graduate Schools Annual Meeting
Chicago, IL. April 12, 2012

Supported through a grant from the Council of Graduate Schools and the Alfred Sloan Foundation

Project Team Members

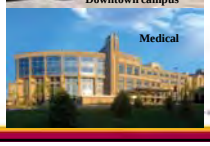
Principal Investigator: Dr. Samuel A. Attoh, Graduate Dean & Associate Provost
Co-Principal Investigator: Dr. Patricia Mooney-Melvin, Associate Dean
Project Director: Dr. Jessica Horowitz Assistant Dean
Data Manager: Pawel Grudysz, Data Manager
Graduate Assistant: Dana Wagner

Summary of Presentation

- Overview of Graduate Programs
- Graduate Student Demographics
- Project Challenges
- Project Impact and Successes
- Preliminary Analysis on Completion & Attrition

Brief Overview of Graduate Programs

- Mission focus: social justice, ethics, and expanding knowledge in the service of others.
- Total Enrollment: 16,040
- 6184 Graduate & Professional 1,443 graduate students (691 doctoral and 752 Master's).
- 28 doctoral programs, a Doctorate in Bioethics, and 47 master's programs.
- More than 600 graduate faculty members located across three campuses



Graduate Student Demographics

- 47% Female
- 6.3% African-American
- 5.5% Hispanic
- 8% Asian/Pacific Islander
- 0.7% American-Indian/Alaska Native
- 9% International
- 1.5% Multiracial
- 9.1% Ethnicity Unknown

Core STEM Programs meeting project criteria

- Medical Sciences
- Computer Sciences
- Math & Statistics
- Social Psychology
- Community Counseling
- Master of Business Administration

Other STEM & STEM -affiliated programs included in analysis

- Programs in the Biomedical Sciences
- Sociology
- Political Science
- Criminal Justice
- Public Policy

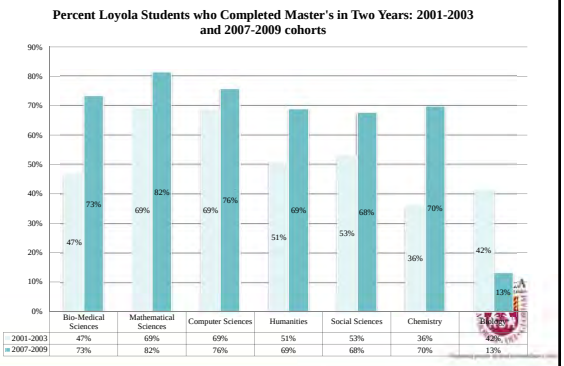
Project Challenges

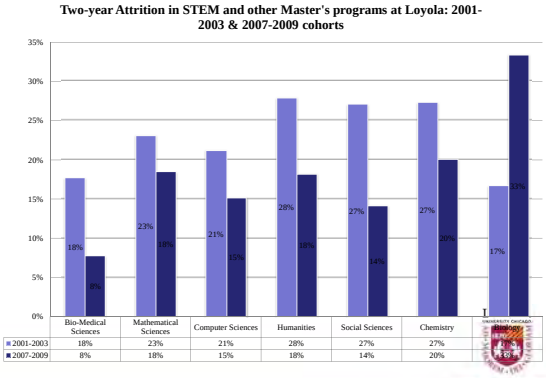
- Coordinating project activities (focus groups, surveys, GPD meetings) across three campus.
- MBA quarter system.
- Stop-out and drop-out surveys.

Project Impact and Successes

- Significant buy-in from graduate program directors
- Secured early IRB approval
- Fairly good response rates on newly-enrolled and graduating students
  - Incentives
  - Repeated reminders
  - Effective and strategic use of social media and flat screens
  - Cooperation from Graduate Program Directors.

Preliminary Analysis on Completion & Attrition





STEM Master's Completion Project

MAGS Annual Conference
April 12, 2012

Andrew Hsu
Dean, Graduate School

Broader Context

- New Leadership – Not Much Prior Information on Completion
- Internal retention and completion study launched in early 2001
- CGS project and internal effort complementary to each other
- Both results preliminary

Related Internal Study Results

- Early Results (Database 2006-2011):
  - ✓ 70% of WSU students complete their degree
  - ✓ Wide variation (20%-100%)
  - ✓ Internationals finish 10% more
  - ✓ Undergrad GPA doesn't matter
  - ✓ CoSM and CECS have significantly lower completion rates

CGS Project Implementation - Progress and Challeges

- IRB Approval
- Site Visits and Student Focus Group
- Student Surveys
- Completion and Attrition Data

Current Status

- Survey Completion Rates:
  - 33% (first-year students)
  - 38% (graduating students, Fall Quarter)
- Focus Groups: Difficult to get students to commit & come
  Harder to get graduating students than first-years
  Best strategy: 'direct recruiting', networks
- One potential factor: high proportion of international students in CECS and other STEM programs

Early Results

- Debt is a bimodal issue: Either not at all (45%) or significant amounts (45%)
- Most students work >30 hours (73%)
- Satisfaction with Advising & Faculty is high (~70-80%)
- Student Engagement with Services is a Challenge: ~40-50% know about various supports but don't use them

Completion and Attrition in STEM Master's Programs

Midwestern Association of Graduate Schools
April 12, 2012

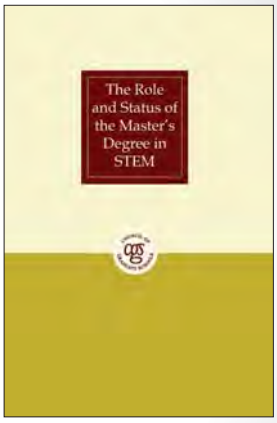
Nathan E. Bell
Director, Research and Policy Analysis
Council of Graduate Schools

2009-10 Exploratory Project

- Limited data on master's completion and attrition
- Differing methodologies preclude meaningful comparisons
- Little research on factors contributing to completion and attrition at the master's level

Exploratory project findings summarized in:

See www.cgsnet.org.



Current Project Overview

- Sloan Foundation-funded
- Launched November 2010
- Builds on CGS' Ph.D. Completion Project

Project Goals

- Collect/analyze completion and attrition data
- Understand reasons for enrolling
- Examine factors contributing to completion
- Identify promising practices
- Assess need for larger project

Awardees

- Loyola University Chicago
- Purdue University
- Southern Illinois University Edwardsville
- Texas A&M University
- Wright State University

Research Partner Activities

- Obtain IRB approval
- Submit program characteristics template
- Survey graduate program directors
- Host site visits
  - Focus groups with students
  - Meetings with university personnel

Research Partner Activities (cont.)

- Survey master's students
  - First-year
  - Completing
  - Stop-outs/drop-outs
- Submit completion and attrition data

Status Report on Findings

- Analysis is underway
  - Beginning with focus group and interview data, first-year student survey
  - Preliminary cleaning on completion and attrition data
- Final monograph: early 2013

Status Report on Findings (cont.)

- Too early to report results at this stage
- But preliminary findings suggest:
  - Higher completion rates than bachelor's and doctoral
  - Concerns about ability to complete often related to finances, work/life balance, ability/performance

Questions/Comments

Nathan Bell, Project Co-Director
(202) 461-3886 or nbell@cgs.nche.edu

Sheila Kirby, Project Co-Director
skirby@cgs.nche.edu

Jeff Allum, Senior Researcher
(202) 461-3878 or jallum@cgs.nche.edu

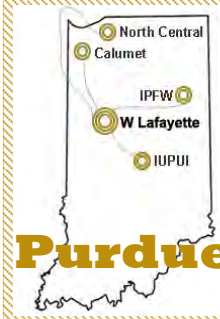
PURDUE UNIVERSITY

Completion and Attrition in STEM Master's Programs

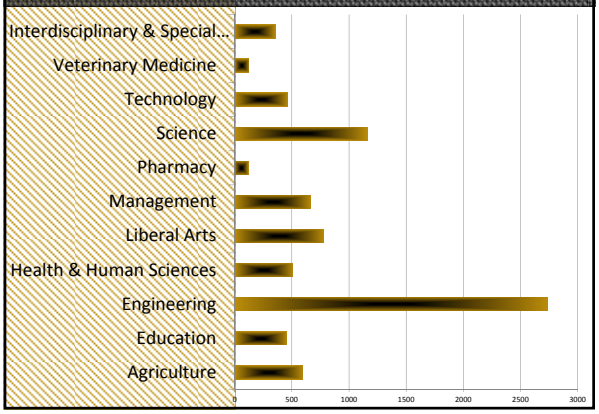
Cyndi Lynch
Director of Fellowships & Professional Development

2011-12

1	Graduate School
4379	PhDs Enrolled
3176	Masters Enrolled
2077	Graduate Faculty



Graduate Enrollment Fall 2011



PURDUE UNIVERSITY

Challenges

- IRB approval
  - Surveys
  - Site visit / focus groups
- Timing of administrator survey
- Stop Outs / Drop Outs - emails

PURDUE UNIVERSITY

Successes

- Cooperation
  - Students
  - GEA deans
  - Graduate programs staff
- Campus conversation on completion and attrition
- Data analysis

Assessing Graduate Study: Motives, Issues, and Approaches

Midwestern Association of Graduate Schools
Chicago, IL

April 12, 2012

Peter Ewell
National Center for Higher Education Management Systems (NCHEMS)

Logic of this Keynote

- Drivers of Student Learning Assessment in Graduate Contexts
- Types of Graduate Programs and Their Amenability to Assessment
- Common Assessment Methods for Graduate Programs
- Using Assessment Results for Improvement

Drivers of Graduate Learning Assessment

- General Climate of Accountability for Results
- Perceptions of High Cost and Questionable Relevance of Graduate Study for Many Policymakers
- Perceptions of Excessive Time to Degree
- Accreditation (Regional and Specialized)
- Program Improvement

Some Distinctive Challenges of Graduate Assessment

- Sheer Variety of Programs with Very Different Assessment Implications
- Specifying Learning Outcomes Appropriately
- Importance of Behavioral as Well as Cognitive Outcomes

A "Taxonomy" of Graduate Programs with Respect to Amenability to Assessment

- Professionally Accredited or Licensed Programs at All Degree Levels (Masters, Doctoral, First Professional)
- Traditional Ph.D. Programs (where dissertation and qualifying exams are natural "checkpoints")
- Masters Programs with Culminating Requirement (thesis, project, exam, capstone)
- Masters Programs Based Solely Upon Coursework

Specifying Learning Outcomes

- Are Explicit Learning Outcomes Statements Present at All?
- Relative Sophistication of Graduate Level Expectations About Learning
  - Comparative "Ineffability"
  - Cannot Be Straightforwardly "Tested"
  - Lumina Degree Qualifications Profile (DQP) as Example

The Lumina DQP: Specifying Outcomes for Applied Integrative Learning

- **Associate's**: "Identifies, categorizes, and distinguishes among elements of ideas, concepts, theories, and/or practical applications to standard problems"
- **Bachelor's**: "Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his/her major field"
- **Master's**: "Disaggregates, adapts, reformulates, and employs principal ideas, techniques, or methods at the forefront of his/her field of study in the context of an essay or a project"

Behavioral as well as Cognitive Outcomes

- Student Progression Through Graduate Study
  - Relatively Unknown Territory
  - More Attention Driven by Time-to-Degree Concerns
- What Happens to Graduates?
  - Academic/Workforce Placement
  - Increasing Attention Driven by Concerns About "Return on Investment"

Some Natural Places to Start

- Graduate Work Typically Involves More Contact with Students than Undergraduate
- Licensure Examination Results (if available)
- Most Programs Have Some Form of Capstone or Culminating Demonstration (thesis, project, examination, etc.)
- Regular Process of Program Review
- Alumni Follow-Up

Mapping Contact with Students: Conducting a "Data Audit"

- Identify Core Processes that "Touch" Students at which Assessment Data Might be Collected
- Map Them Sequentially
- Determine What Is Collected, In What Form, and Where It Goes
- Helps Uncover "Buried" Information or Opportunities Where New Information Might Be Collected with Little Trouble

Capitalize on Licensure Examinations

- Develop a Mechanism to "Round These Up" from Students
- If Available, Examine Sub-Score Performance Against Student Characteristics, Experiences
- Obtain and Administer Discarded Forms from Agencies or Publishers as "Practice Tests"
- Debrief Test-Takers Promptly After Testing to Determine What Was Difficult or Easy (or use a short e-survey)

Capitalize on "Culminating Experiences"

- Develop Rubrics to Evaluate Effectiveness of Specific Components of These:
  - Literature Review in a Dissertation
  - Data Collection in a Project
- Re-Examine Supervisor Ratings in Clinical Settings
- Student Reflective Journals or Commentaries
- Retrospective Interviews About Challenges in Completing the Work [Take Advantage of Opportunity of Thesis Defense?]

Specific Opportunities in Capstones

- Make Sure It Really ***Is*** a Capstone
  - Content Should be Comprehensive and Integrative
  - Assignments Should be a "Recital" Demonstrating Mastery of Key Professional or Disciplinary Competencies
- "Signature" Assignments Embedded in Course
- Student Work Assessed by Faculty Using Rubrics or Scoring Guides

Tips for Working with Rubrics

- Develop Rubrics for Different Dimensions of Performance to Yield Diagnostic Information and Feedback
- Resources at NILOA Website (www.learningoutcomesassessment.org/toolkit)
- Use Multiple Readers with Score Reconciliation Rules
- Remember that This Work is Already Graded: This Means You Don't Have to Score Everything

Capitalize on Program Review

- Most Program Review Began at the Doctoral Level, so Institutional Experience is Substantial
- Include an Explicit Assessment Component in Program Review Guidelines [Annual Data Collection, 5-7 Year Roundup]
- Look at Both Cognitive and Behavioral Outcomes (e.g. Student Progress, Graduate Placement)
- Take Advantage of Visiting Reviewers in the Discipline as "External Examiners" to Read and Rate Samples of Student Work

Capitalize on Alumni Follow Up

- Most Departments Keep in Touch with their Graduates: Use the Process You Have (which may depend a lot on word of mouth)
- Cooperate with Institutional Research to Produce Better Instruments
- Develop Exit Interviews to "Talk Through" Individual Student Experiences from Entry to Completion
- Invite Graduates Back to the Department to Give Colloquia and Advise Students

Using Results for Improvement

- Utilization (in Principle) Less a Challenge for Graduate Programs Because of Smaller Scale and Department Ownership
- Nevertheless, a Challenge Because:
  - Results are Diffuse and Programs Lack Mechanisms to Round Them Up
  - Thinking About Utilization Is Usually After the Fact
  - Few Settings for Faculty to Consider Results Collectively and Reflect on What They Mean

Some "Points of Attack" in Building an Assessment Culture

- Expectations Exercises
  - What Do You Expect to Find?
  - At What Point Do We Have a Problem?
- Use Results to Inform and Initiate Discussions, Rather than "Give Answers"
  - Focus on Why Results Occurred
  - Create "Data Dialogues"
- Initiate Visible Opportunities to Consider Results and What They Mean

Some "Points of Attack" in Building an Assessment Culture (Continued)

- Present Results as Discrepancies
  - Between Perceptions and Reality
  - Among Different Constituencies or Groups
- Disaggregate Results to Show Variations
  - Across Different Student Populations
  - Across Different Dimensions of Ability
- Package Results Around Problems or Embed Them in Regular Decision Processes

Some Final Things to Remember

- For Graduate Programs, Assessment Will for the Most Part be Capturing or Documenting Much of What You Do Anyway—But Looking at It ***Across*** Students
- Think About How You Are Going to Use Assessment Results ***Before*** You Start Assessing
- Involve Students in Design and Interpretation: Assessment Exemplifies Research and Professional Practice
- Remember and Stress the Metaphor of Scholarship

Enhancing Comprehension Through Video Production

John Reisner, Office of Extension Services, Air Force Institute of Technology
Meg Wiltshire, CECS Distance Education and Marketing, Wright State University

In line with the adage, "A picture is worth a thousand words," videos can convey information very effectively. The visual elements of a well-made video are rich, crisp, and dynamic. Complex concepts can be taught in a relatively short time span.

In the past, integrating video content into classroom curricula required projection equipment, along with physical copies of the videos. With ubiquitous connectivity and the digital formats of today, however, videos can be accessed and viewed from virtually anywhere, at any time. Such flexibility is apt for instructing a cohort of students; those who understand the course material can move along, whereas struggling students can review a video as needed.

But one barrier may limit the use of more video content in higher education: the high cost of video production. Well-made videos require planning, editing, and post-production. These drive up the cost of making videos; to allocate even one *hour* of production per single *minute* of video may be overly optimistic. A few short videos may help students comprehend course fundamentals – as opposed to relying solely on a whiteboard, along with a series of static figures in a textbook – yet it may be unreasonable to dedicate the 10 or 20 hours required to produce such a video set.

However, one handy resource could be used to bridge this gap: students. Students could be assigned – individually, or in small groups – to produce a video that clearly explains key course concepts. Provided that the material in the video is indeed accurate, and the video is of sufficiently high quality, that video could then be used in future versions of the course.

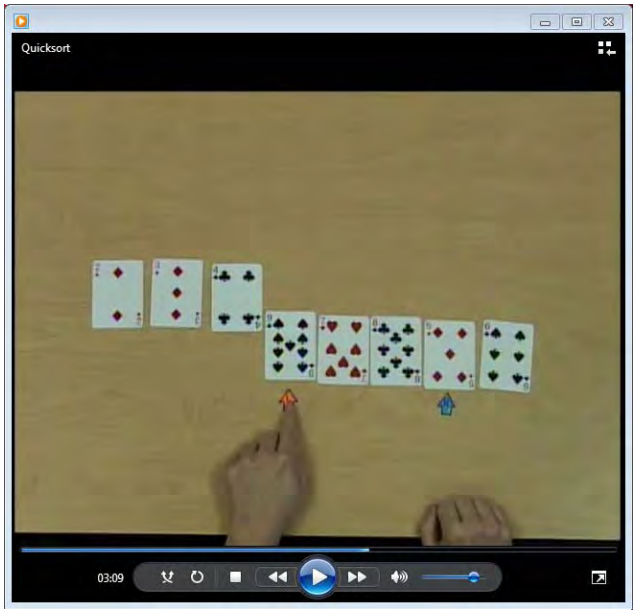


Figure 1. Snapshot of a video explaining Quicksort, made by a college sophomore. This video was subsequently used as part of a larger series in a graduate school's review course, where the videos received resounding praise from students.

As with term papers, an outstanding end product might not result every time. Some student-made products are doomed to be destined for the trashcan of the virtual editing-room. But we contend that many students are quite capable of impressing us with their creativity, especially after being given the impetus to unleash it.

Upon hearing this idea for the first time, many faculty members are skeptical. They ask, "Isn't that just passing off work to the students?"

Indeed, the idea might be absurd, if, for example, a group of biology students were being asked to create a set of videos for a computer science course. However, in our model students would produce videos related to their course content – content they are supposed to be learning.

Oddly enough, many professors who bristle at the idea of students creating video content for other students would have no problem assigning a more traditional term paper in their classes. Yet, what is the purpose of these traditional assignments? Usually, the goal is for students to perform research, collect and analyze information, and then present their findings in a coherent way, all in the hopes of promoting a better and more lasting understanding of the topic. After all, what better way to encourage a more thorough understanding of a topic than to force a student to thoroughly explain it?

Then again, why would we want to limit that student's presentation to a traditional 5-to-7 page, one-inch margin format? (Is it because we derive gratification from reading a stack of term papers?)

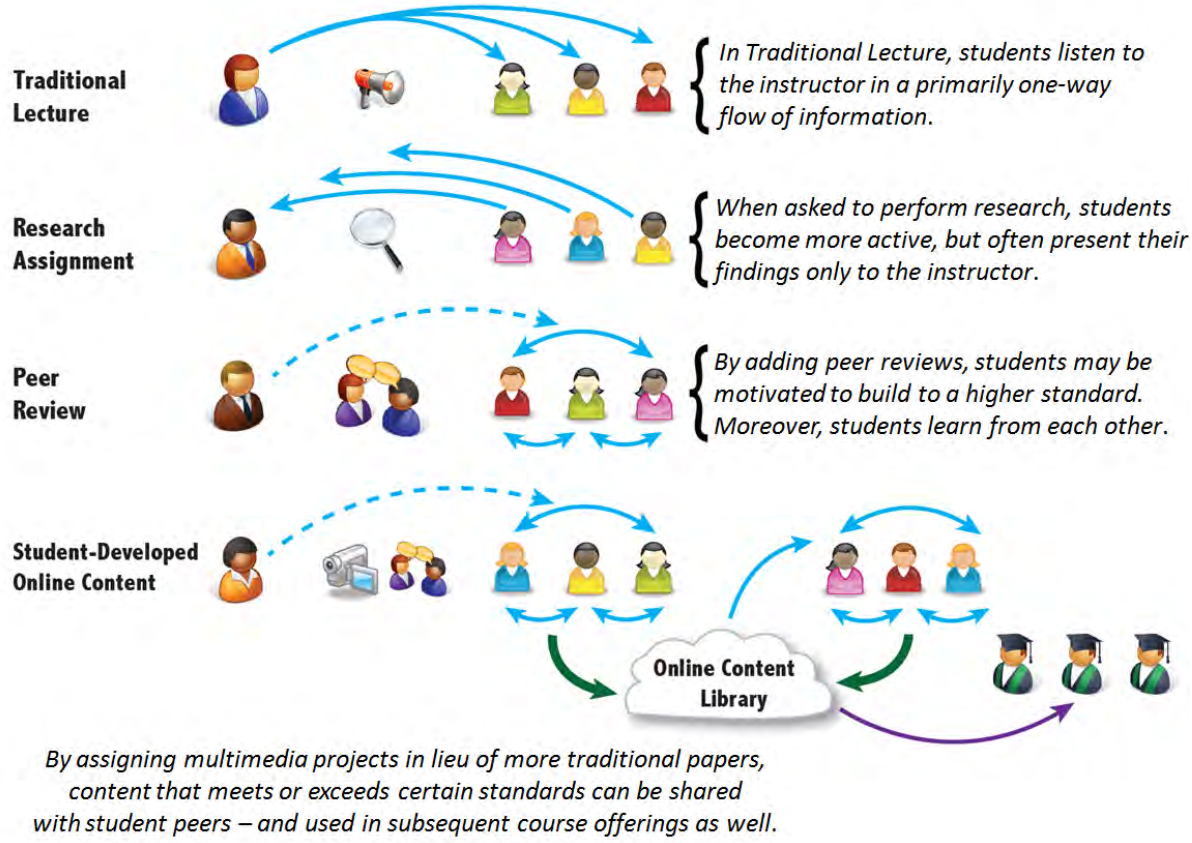
We contend that many students are quite capable of impressing us with their creativity, especially after being given the impetus to unleash it.

Asking students to create multimedia presentations may have seemed unreasonable 20 years ago, before video editing tools became ubiquitous. Today, however, we live in a world where advertisers depict 7-year-olds making a case for a family dog via homemade videos presented on their laptops. Moreover, many college campuses have technology centers with resources that could be made available to students working on video projects.

As students work their way through higher education, they are expected to become producers of knowledge, rather than mere consumers of information. The best educational programs strive to impart learning such that it will be retained, as opposed to temporarily remembered.

Much like writing a term paper, or completing a group project, producing a video can help improve the overall learning experience for the students. However, by exhorting students to create artifacts that could be used in subsequent offerings of the course, it's possible to ease the heavy burden on faculty who are moving into blended learning environments.

The result is a WIN-WIN-WIN: students win because, in the process of creating an instructional video, their depth of understanding is vastly increased. Professors win because the best videos can be reused, eventually leading to a library of reusable instructional videos. And future students also win, because they can draw on these resources while being challenged to create even more content on their own.



Problem: Modules in Distance Learning courses can take a long time to create.

Solution: Have students create course artifacts for possible use in future offerings.

Benefits:

- Students learn more through active research and creative presentation
- Students may have more media expertise
- Students learn from peer review
- Students are motivated to work harder when work will be peer reviewed
- Content can be used as samples or as a reference for future course offerings

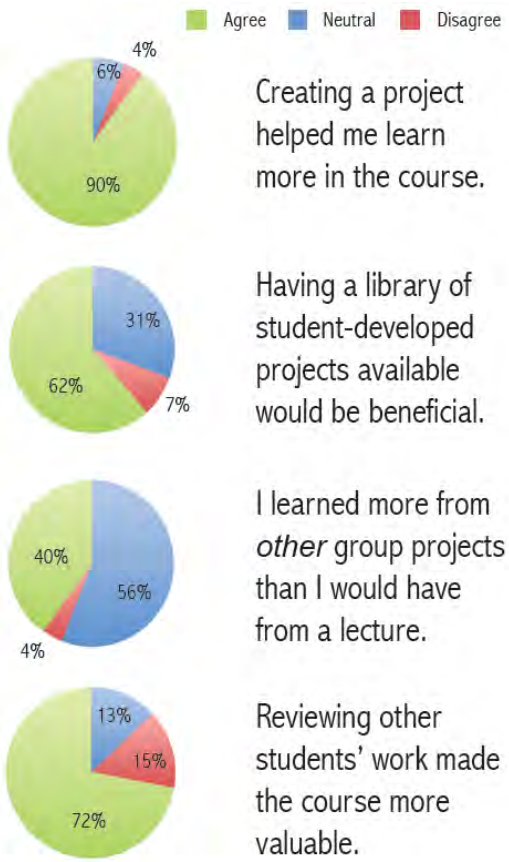


Figure 2. *Top*: Four learning models;
Bottom Left: Our hypothesis; *Bottom Right*: Highlights from our findings.

Appendix A: Survey Results

Question	AGREE	DISAGREE	Raw Data				
	Percentage	Percentage	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I liked the idea of doing something "different" in my writing course.	AGREE	DISAGREE	3	6	1	0	0
	90%	0%	30%	60%	10%	0%	0%
I wanted to exercise my creativity.	AGREE	DISAGREE	3	4	2	1	0
	67%	10%	27%	40%	20%	10%	0%
Learning the most I could from this project was important to me.	AGREE	DISAGREE	0	4	6	0	0
	40%	0%	0%	40%	60%	0%	0%
Helping others learn the concepts covered in my project was important to me.	AGREE	DISAGREE	1	12	11	1	1
	50%	8%	4%	46%	42%	4%	4%
I learned more by doing this project than I would have from listening to a lecture about it.	AGREE	DISAGREE	13	6	5.5	1.5	0
	70%	6%	47%	23%	21%	6%	0%
I learned more from other groups' projects than I would have from listening to a lecture about it.	AGREE	DISAGREE	3	7	14	1	0
	40%	4%	12%	28%	56%	4%	0%
I would have learned more by writing a paper about the subject than I did from the project presentations.	AGREE	DISAGREE	0	1	1	5	3
	10%	80%	0%	10%	10%	50%	30%
This project helped me learn more in the course.	AGREE	DISAGREE	8	14.5	1.5	1	0
	89%	4%	31%	58%	6%	4%	0%
I think I would have learned more had I chosen a different format.	AGREE	DISAGREE	0	0	4	6	0
	0%	60%	0%	0%	40%	60%	0%
This project made the course more valuable.	AGREE	DISAGREE	5	12	7	2	0
	64%	8%	18%	46%	27%	8%	0%
I would like to do more projects like this in other courses.	AGREE	DISAGREE	1	5	4	0	0
	60%	0%	10%	50%	40%	0%	0%
I would like to have access to a library of student projects.	AGREE	DISAGREE	6.5	9.5	8	0	2
	62%	8%	25%	37%	31%	0%	8%
Reading other student papers made the course more valuable	AGREE	DISAGREE	3	8.5	2.5	2	0
	69%	13%	16%	53%	16%	13%	0%
Rating the papers, as opposed to just reading the papers, helped me learn more than if I had only read them	AGREE	DISAGREE	2	4.5	4.5	6	0
	37%	35%	11%	26%	26%	35%	0%
Knowing that other students would be reviewing my paper motivated me to put extra effort into the assignment	AGREE	DISAGREE	3	9	0	3	1
	72%	25%	16%	56%	0%	19%	6%

- Questions highlighted in BLUE were asked to students in a communications class, who were required to do a multimedia project.
- Questions in GREEN were asked to students in a computer science class, who performed peer reviews on student term papers.
- Questions highlighted in YELLOW were asked to both groups of students.

The sample sizes in our preliminary surveys are relatively small. Nevertheless, we feel that, overall, this data supports our hypothesis: ***students believe that creating and reviewing student projects both have positive educational value***.

"I Wish Someone Had Told Me…"

F. Dale Brown, The Graduate School, Southern Illinois University Carbondale

Co-authored by Deborah Barnett and Jeff Kaufman

GOALS:

+ Building a Support System

+ Developing Instructional Skills and Expertise

+ Teaching Excellence

+ Career Marketability

FOCUS GROUPS:

+ Seeking Input from Teaching Assistants (TAs)

+ Identifying Needs

+ Proposing Options

+ Rating and Ranking Components

PROPOSAL:

+ Summarizing Needs

+ Researching Peer Institutions

+ Outlining Benefits

+ Measuring Performance

ROUNDTABLE:

+ Initiating TA Community

+ Sharing Challenges

+ Sharing Solutions

+ Mentoring: TA to TA

TA TIPS:

+ GA Training/Orientation

+ **TA Tips Video**

+ TA Panel

+ Stimulus for Institutional Collaboration

"Systematically get to know your students."
-Alicia,
Health Ed

"Bring relevance of your subjects to each class."
-Alan,
Business Administration

PET

"Be passionate about your teaching!"
-Maria,
Plant Biology

"Develop instruction to meet various learning styles of your students."
-Deborah,
Workforce Education

VIDEO TIPS...TA to TA

Simple, easy to accomplish, very well received!

Shall we collaborate, create, and share a major resource for TAs?

[Contact: dalebrown01@earthlink.net]

"I Wish Someone Had Told Me … !"

F. Dale Brown, Ph.D., Acting Director, Emeritus
(Co-authored by Deborah Barnett and Jeffery Kaufman)
The Center for Graduate Teaching Excellence,
The Graduate School, Southern Illinois University Carbondale

Remember when you started your graduate program as a new teaching assistant? Recall all of the things you learned about teaching your first and subsequent classes through the 'school of hard knocks', about being a graduate student, about starting your graduate program – and thinking, "I wish someone had told me…"?

The Center for Graduate Teaching Excellence in the Graduate School coordinated, developed, and delivered the university's general graduate assistant training and orientation. As part of the creation of a new initiative called the Program for Excellence in Teaching (PET), focus groups and roundtable discussions were held with graduate teaching assistants (TAs) across various curricular areas. Periodically participants would indicate during these discussions and other informal contacts that they wished someone had offered a variety of hints, do's, and don'ts that would have 'made their life easier'.

As follow-on to this idea, the Center for Graduate Teaching Excellence initiated **Video Tips: TA to TA**. Experienced teaching assistants were asked to share their suggestions to new teaching assistants via brief video bytes. The plan began spring semester, 2011, and asked teaching assistants across campus to share suggestions and from those suggestions, to create two resources. The **Video Tips: TA to TA** were shown on auditoria large screens at various times throughout the Graduate Assistant Training and Orientation week. The panel of teaching assistants and the video tips were very well received. In addition, the videos were to be available on the Center's website, www.cgte.siuc.edu.

The Instructional Support Services unit, now the Center for Teaching Excellence, graciously agreed to provide an informal setup of video equipment and support persons when needed to do the videotaping and minimal editing to create the Video Tips resource. Minimal instructions were provided to the participating teaching assistants so that tips were less choreographed and more spontaneous. Participants also signed an appropriate Photo/Video release form for use of the materials.

This new initiative was informally discussed at another conference attended by administrators from various graduate schools with a positive endorsement of the idea. The goal now is to formally share examples resulting from this initiative at the Midwestern Association of Graduate Schools Annual Meeting, discuss the benefits and challenges, and suggest efficient ways to collaborate across the various member institutions of the Midwestern Association of Graduate Schools and to build upon and create a larger resource of **Video Tips: TA to TA** available to our academic institutions.

Shall we collaborate? Email me: dalebrown01@earthlink.net

Development and Outcomes of a Fellowship Writing Course

Ambika Mathur, PhD
Wayne State University, Detroit, Michigan

ABSTRACT

Receipt of an extramural fellowship is a prestigious accomplishment in the career of a graduate student. Such fellowships validate the excellence of the scholarship and research potential of not just the student, but also reflect on the excellence of the faculty mentoring as well as the institutional training environment. A track record of success of student fellowship awards brings national recognition to the training program and the institution. Recognizing the importance of external fellowship awards, the MD/PhD program at Wayne State University (WSU) requires its students to submit applications to external fellowship granting agencies. The 65% success rate of our program is significantly greater than the 25-30% national average.

INTRODUCTION

Given the impact of a fellowship in the career of a graduate student, it is important to provide doctoral students with the necessary tools to craft a competitive fellowship application for submission to funding agencies. The MD/PhD program at WSU requires its students to submit applications to external fellowship granting agencies such as the National Institutes of Health, American Heart Association, Department of Defense, etc. In support of this requirement, the MD/PhD program created a course in which faculty and staff lead didactic sessions to assist students in crafting high quality applications. Students work with faculty in understanding the elements required in developing research concepts, crafting a hypothesis and formulating specific aims to address those hypotheses.

METHODS

In an effort to stimulate fellowship application submissions, WSU's Graduate School recently started a Fellowship Writing Boot Camp (FWBC) for doctoral students from all disciplines. The FWBC aims to generalize instruction provided to MD/PhD students to pre-doctoral students across WSU to parallel the success rate of that program. The FWBC runs sessions in the basic elements of fellowship writing, as listed next. Faculty of the FWBC work with students and their dissertation advisors to formulate training plans, review the application materials and help in "packaging" the application.

Session 1 Overview of Fellowships
Ambika Mathur
Associate Dean, Graduate School

Session 2 Fellowship Reviews
Christine Chow
Associate Dean, Liberal Arts & Sciences

Session 3 Types of Fellowships
Farshad Fotouhi
Dean, College of Engineering

Session 4 Video of NIH mock study section

Session 5 IRB/IACUC
Dorothy Nelson
Associate Vice President, Research

Session 6 Budgetary Aspects / eRA commons registration
Gail Ryan
Assistant Vice President, Sponsored Programs

Session 7 Templates for common materials and institutional support
Developing training plans
Ambika Mathur

Session 8 Student mock study section
Christine Chow and Ambika Mathur

- The Graduate School provides a $1,000 incentive to any doctoral student who submits an external fellowship application to a competitive external agency;
- The student and the dissertation advisor are awarded an additional$1,000 each by the Office of the Vice President of Research if the fellowship is funded.

RESULTS

- Sixteen MD/PhD program students have submitted fellowship applications to external agencies
- Eleven students have obtained funding from agencies such as the National Institutes of Health, the American Heart Association, the Department of Defense, and the Epilepsy Foundation

After the FWBC was initiated in 2010, fellowship applications and awards by doctoral students at WSU increased substantially:

	2008	2009	2010
# of fellowships submitted	6	6	30
# of fellowships received	4	4	14

DISCUSSION

Providing students with the necessary tools to craft and win prestigious fellowships is important to their career development. In addition to bringing prestige to the student, the faculty dissertation advisor, the graduate program and the institution, the funding provided by the fellowship relieves the advisor and the program of significant financial costs related to stipend support, tuition costs and other trainee related expenses; an important consideration in these times of dwindling research dollars.

Factors Affecting Assessment in Graduate Programs

Deborah Schwartz, Ph.D. & Jennifer L. Sader, Ph.D.
Lourdes University

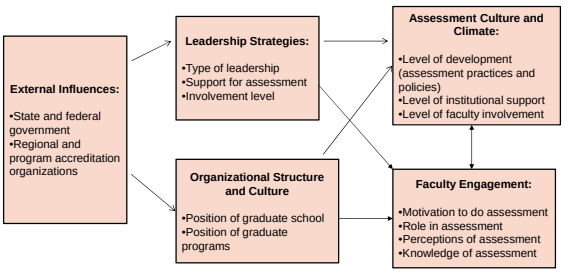
Midwestern Association of Graduate Schools
68th Annual Meeting
April 12, 2012

Background: Graduate Assessment Context

- Graduate programs have been late to the assessment "party" (Orzoff, Peinovich, & Riedel, 2008).
- Assessment scholarship has focused almost exclusively on undergraduate education (Kuh & Ikenberry, 2009).
- The Council of Graduate Schools (CGS) has indicated that effective assessment of graduate education should be a priority for all institutions (Stewart, 2011).
- CGS has included information on learning outcome and assessment plan development and implementation in the recently revised edition of *Assessment and Review of Graduate Programs* (2011).

2

Conceptual Framework



Adapted from Framework of Institutional Support for Student Assessment developed by the National Center for Postsecondary Improvement (1999).

3

Research Questions

What organizational structures and leadership strategies promote effective assessment processes for graduate programs?

Sub-questions:

1) How does organizational structure and culture influence faculty engagement in assessment activities?
2) How does organizational structure and culture influence progress in developing, implementing, and sustaining systematic assessment processes?
3) How do leadership strategies influence faculty engagement in assessment activities?
4) How do leadership strategies influence progress in developing, implementing, and sustaining systematic assessment processes?

4

Methods

- Case study at small, private institution
- Data collected using in-depth, structured interviews and institutional documents
- Iterative coding process using deductive and inductive analyses

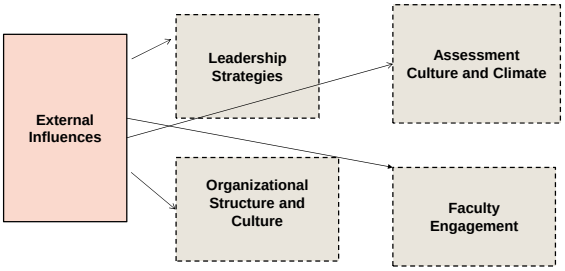
5

Findings: Obstacles

- Perceived lack of top-level support
- Frequent changes in leadership and organizational structure
- Position of graduate school, programs and faculty
- View of assessment as compliance issue
- Lack of accountability
- Multiple roles and responsibilities of faculty
  - "Back burner" syndrome
  - Desire for easy, ready-made solutions

6

Discussion



Adapted from Framework of Institutional Support for Student Assessment developed by the National Center for Postsecondary Improvement (1999).

Implications: Suggestions for Successful Graduate Assessment

- Active, knowledgeable leader
  - Commitment to assessment
  - Clear expectations
  - Accountability processes
- Supportive organizational structure
  - Streamed through existing hierarchy
  - Coordinated
  - Easy-to-use tools and processes
  - Shared understanding
- Connection of assessment to faculty role
  - Embedded in teaching and learning
  - Included in faculty evaluation and promotion

Questions for Discussion

What is the state of assessment in graduate programs at your university?

- Leader's Role
- Organizational Structure
- Faculty Role

For More Information

Debbie: dschwartz@lourdes.edu
419-824-3760
Jennifer: jsader@lourdes.edu
419-517-8968

LOURDES UNIVERSITY

Graduate School
6832 Convent Boulevard
Sylvania, Ohio 43560

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Midwestern Association of Graduate Schools, Session Proposal

The Student-Focused Web Presence: Rethinking Communications with Graduate Students from Admission to Graduation

Graduate Schools need to share information with graduate students throughout the students' careers. One common approach is to load that information onto the graduate school website. This session details the process of the creation and maintenance of a student-focused website that incorporates a staged approach to the graduate student's career at The University of Kansas.

The Office of Graduate Studies at the University of Kansas began a revision of their website in 2008. This project, initially conceived of as a "website redo," led to the creation of an integrated approach to communicating with graduate students from the point of admission through graduation. With a minimum of resources (small, regular time commitments from the full-time staff and the assistance of a half-time graduate student web developer), the entire website was given a complete overhaul from a user-focused perspective. Additionally, the office created and updated partnerships between campus units, launched a companion Facebook page for graduate students, and organized and streamlined email communication. The approach taken at KU incorporates a format familiar to the current generation of students, addresses all facets of the graduate experience, and pulls together decentralized resources in a space that is familiar and convenient for today's graduate student.

This session will focus on the process that was followed in the re-organization of web resources, creation of new content, and maintenance of a dynamic online presence to keep students informed. This example of how a graduate office at a decentralized Midwestern institution created a multi-channeled approach to information dissemination to graduate students - with a minimum of resources - will be informative for programs looking to create and strengthen partnerships on campus, enhance their web presence and build communication strategies with students.

Presenters:

John Augusto, PhD
Assistant Dean, Office of Graduate Studies
The University of Kansas
jaugusto@ku.edu
785-864-8040

Roberta Pokphanh, PhD
Program Coordinator, Office of Graduate Studies
The University of Kansas
pokphanh@ku.edu
785-864-8040

Pundits have gnashed their teeth and wrung their hands for years over "the job market for humanists." There are no jobs out there! Why are our PhD programs in the humanities so large? Why are the educations so specialized? The speakers include three graduate deans with different humanities backgrounds addressed the issue critically and from multiple perspectives. Perhaps instead of causing us to decrease numbers of students in graduate programs that retain their popularity with prospective students, the "crisis in the humanities" should operate as a call for graduate programs to be more effective in recruiting and educating students for the jobs that take advantage of their knowledge and skills. Furthermore, the “crisis in the humanities” should have us thinking about high level “transferrable skills” in the humanities, as we have been developing them in the STEM disciplines, and prompt us to work hard on career services for graduate students. Should we consider “Professional Humanities Master’s” degrees or other innovative curricula that can serve students and provide innovative workforce development?

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The *TOEFL*® and *GRE*® Tests

An Update from ETS

Midwestern Association of Graduate Schools
April 13, 2012

Matthew Kadlubowski
Associate Director
Global Client Relations

What We Will Cover Today

- *TOEFL*® Update
- *GRE*® revised General Test Update
- *ETS*® Personal Potential Index

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TOEFL® Update

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TOEFL® Test Overview

- Measures all four language skills: Reading, Listening, Speaking, Writing
- 100% academic
- Emphasizes communicative English
  - How well students can ***use*** English, not just how much they know about it
- Integrated questions
  - Reading > Listening > Speaking
  - Reading > Listening > Writing
  - Listening > Speaking
- Unparalleled research program

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Best Practices:
Using *TOEFL*® Scores in the Admissions Process

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General Guidelines for Good Score Use

- Base evaluation of an applicant's readiness to begin academic work on all available relevant information, not solely on TOEFL test scores
  - Look for other supporting evidence of English proficiency in the application
- Use score ranges rather than rigid cut scores on the TOEFL test to help make admissions decisions
- Reconsider your score requirements regularly and adjust as needed

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TOEFL® Section Scores Contain Valuable Information To Help Differentiate Applicants

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Using *TOEFL*® Section Scores

	Reading	Listening	Writing	Speaking	Total
Student 1	18	22	16	24	80
Student 2	20	20	20	20	80
Student 3	25	25	16	14	80

All three students have a Total Score of 80, but they have different profiles of English skills.

Which student is best for your program?

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Using *TOEFL*® Section Scores

Options to consider

- Require a Total Score but review applicant Section scores for the skills most important to your program
- Require a Total Score and a minimum Section Score for the most important skill(s) (i.e., Total Score of 80, minimum Section Score in Writing 20)
- Require minimum Section Scores only (most restrictive)

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Make Scores Work for Your Institution

Don't automatically increase the Total Score

- Increasing the Total Score may not meet your needs
  - Applicants can reach your minimum via points in other skills
- Ask faculty and staff which skill is most critical
  - Routinely review that section score in the admission process

    or
  - Institute a minimum requirement

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Test Security

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ETS Takes a Three-Pronged Approach to Test Security

ETS has high standards for TOEFL test security

- **Prevention**
  - Training and certification of test center supervisors
  - Stringently enforced identification requirements
  - Digital photograph on test day and on score reports
  - Test-taker photograph appears on examinee's computer at beginning of test and again after break to verify identity
  - State-of-the-art encryption software for delivery of the test to the center and return of test-taker responses to ETS
  - Time zone testing
  - Integrated test questions deter test-taker memorization of text to fit into responses; not amenable to coaching

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ETS Takes a Three-Pronged Approach to Test Security

ETS has high standards for TOEFL test security

- **Detection**
  - Handwriting sample and signature collected
  - Large score differences software to detect significant changes in scores
  - Random unannounced visits to test centers
  - Implementation of security wanding and ID with electronic chip in selected locations
  - New forms of security are being investigated

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ETS Takes a Three-Pronged Approach to Test Security

Detection (continued)

- When there are concerns about score validity
  - Review of individual scores
  - Review of test center scores
  - Secret shoppers
  - Voice analysis, handwriting analysis
  - Other confidential measures
- When policy or procedure irregularities are discovered
  - Scores are cancelled
  - Test center may be closed

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ETS Takes a Three-Pronged Approach to Test Security

- **Communication**
  - ETS will contact any university a student has designated to receive scores if there is a problem
  - Contact ETS with any concerns about the validity of scores
    - TSReturns@ets.org
    - Security Hotline: **1-800-750-6991**
  - All concerns are investigated by the Office of Testing Integrity (OTI)
  - OTI will notify you with the results of any investigation

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The GRE revised General Test Better by Design™

Launch Update

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The *GRE*® revised General Test Launched on August 1, 2011

- More closely aligned with the skills needed to succeed in graduate and business school
- More simplicity in distinguishing performance differences between candidates
- More test-taker friendly for an enhanced test experience

The GRE revised General Test

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Testing Around the World

- Year after year, *GRE*® test volumes continue to climb
- The *GRE*® revised General Test is administered in a secure testing environment on a continuous basis at computer-based test centers around the world
- In Mainland China, Hong Kong, Taiwan and Korea, the test is offered at computer-based test centers one to two times per month
- In areas of the world where the computer-based test is unavailable, paper-based tests are administered up to three times per year

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How ETS Protects the Integrity of the *GRE®* revised General Test

- ETS employs a three-pronged approach to ensure the validity of test scores
  - Prevention
  - Detection
  - Communication
- ETS Office of Testing Integrity

It is important to highlight that security was an **intrinsic element** that was carefully incorporated into the development of the GRE revised General Test.

Beyond the already extensive security measures in place, test security has been **greatly enhanced** through the **combination** of the content, types of questions, design and delivery.

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More Closely Aligned with the Skills Needed to Succeed in Graduate and Business School

- The Verbal Reasoning Measure
  - More complex reasoning and no vocabulary out of context
  - Antonyms and Analogies have been eliminated
  - Places greater emphasis on higher-level cognitive skills
- The Quantitative Reasoning Measure
  - Same basic concepts of arithmetic, algebra, geometry and data analysis
  - More real-life scenarios
  - Emphasizes data interpretation and quantitative reasoning skills

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More Closely Aligned with the Skills Needed to Succeed in Graduate and Business School (cont'd)

- The Analytical Writing Measure
  - Tasks require more focused responses and less generalization
  - Integrates the assessment of critical thinking and analytical writing

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More Simplicity in Distinguishing Performance Differences Between Candidates

- Verbal Reasoning and Quantitative Reasoning scores are reported on a **new score scale** of 130–170, in 1-point increments
  - Prior score scale: 200–800, in 10-point increments
- The Analytical Writing scores are reported on a 0–6 score scale, in half-point increments

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A New Score Report

- Scores are being reported on a redesigned GRE Score Report
- All paper and electronic score reports include:
  - New background information about the test taker, including email address, telephone number and intended graduate major
  - Concordance information, when appropriate, to help score users compare candidates who took the GRE General Test before August 2011 with those who take the GRE revised General Test
  - Percentile ranks for each of the three GRE revised General Test measures, based on a recent three-year period

For tests administered between August and November 2011, scores were released on a special reporting schedule, starting in early November. In December 2011, we returned to our **normal 10–15 day score reporting** turnaround for computer-based tests.*

*Score reports for the paper-based tests are sent within six weeks after the test date.

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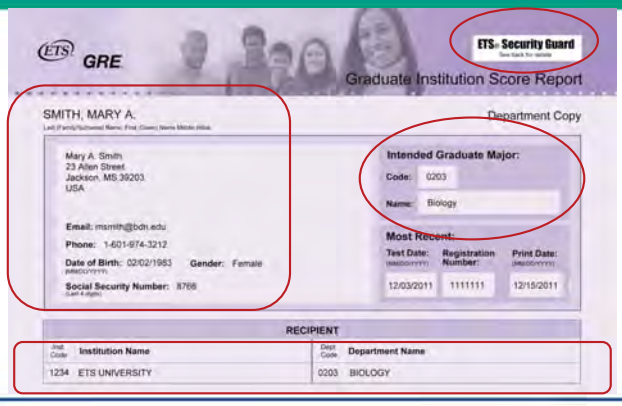
Sample Score Report: Expanded Examinee and Score Recipient Information



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Sample Score Report: Detailed Score Information

GENERAL TEST SCORES										
Test Date	Verbal Reasoning*				Quantitative Reasoning*				Analytical Writing	
	Prior Format		Current Format		Prior Format		Current Format			
MM/DD/YYYY	Scaled Score	Estimated Current Score	Scaled Score	% Below	Scaled Score	Estimated Current Score	Scaled Score	% Below	Score	% Below
12/03/2011	—	—	161	89	—	—	163	88	4.5	72
06/01/2008	590	159	—	84	770	161	—	86	4.5	72

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We are Providing Tools to Help Admissions Committees Understand Scores

- Verbal Reasoning and Quantitative Reasoning concordance tables
- Percentile ranks used for score reporting
- Updated Guidelines for the Use of GRE Scores on ets.org
- *GRE® Guide to the Use of Scores* publication
- Standard Errors of Measurement (SEM) of score differences
- On-demand webinar, "Understanding and Using the New GRE Score Scales"
- A new brochure, *The New Verbal Reasoning and Quantitative Reasoning score scales: A helpful overview of what you need to know*
- An updated GRE Scores section on ets.org
- An updated GRE Comparison Tool for Business Schools

For more information, visit www.ets.org/gre/infocenter

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A Closer Look at the Verbal Reasoning and Quantitative Reasoning Concordance Tables

- The tables contain information about the scores on the prior 200–800 score scales, the new 130–170 score scales, and the corresponding percentile ranks
- The concordance tables should be used to assist users in translating scores from the 200–800 score scales to the new 130–170 score scales
  - Note the tables should not be used to translate scores on the new scales back to the prior scales
- Note that the scores in the concordance tables are estimates, not equivalences
- The concordance tables are available at www.ets.org/gre/concordance

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Sample of Concordance Tables

A Sample of the Verbal Reasoning Concordance Table
For use November 1, 2011 - June 30, 2012

Scores on the Prior Scale	Estimated Scores on the Current Scale	% Rank
640	162	90
630	162	90
620	161	89
610	160	86
600	160	86
590	159	84
580	158	79
570	158	79
560	157	77
550	156	72
540	156	72
530	155	69
520	154	64
510	154	64
500	153	62
490	152	56

A Sample of the Quantitative Reasoning Concordance Table
For use November 1, 2011 - June 30, 2012

Scores on the Prior Scale	Estimated Scores on the Current Scale	% Rank
640	151	56
630	150	53
620	149	49
610	149	49
600	148	44
590	148	44
580	147	40
570	147	40
560	146	36
550	146	36
540	145	32
530	145	32
520	144	26
510	144	26
500	144	26
490	143	22

View the complete Verbal Reasoning and Quantitative Reasoning concordance tables at **www.ets.org/gre/concordance**.

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GRE® Guide to the Use of Scores

- This publication includes:
  - Overview of the GRE tests
  - Guidelines for the Use of GRE Scores
  - Considerations in score interpretation
  - Information on reporting and using GRE scores
  - Score interpretation and statistical information
  - Statistical tables
    - Concordance tables
    - Percentile rank tables
    - Test reliability
    - Standard error of measurement
  - Analytical Writing section Score Level Descriptions
- Available at www.ets.org/gre/guide.

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More Test-Taker Friendly for an Enhanced Test Experience

- Questions are more aligned with the kind of thinking students will do in graduate or business school
  - includes more text-based questions and more real-life scenarios
- The test experience is enhanced
  - new functionality, including review, go back, change an answer, etc.
  - test takers can navigate freely within a timed section
- An on-screen calculator is provided on the Quantitative Reasoning measure*

*For those taking the paper-based *GRE*® revised General Test, calculators will be provided at the test center for use during the test.

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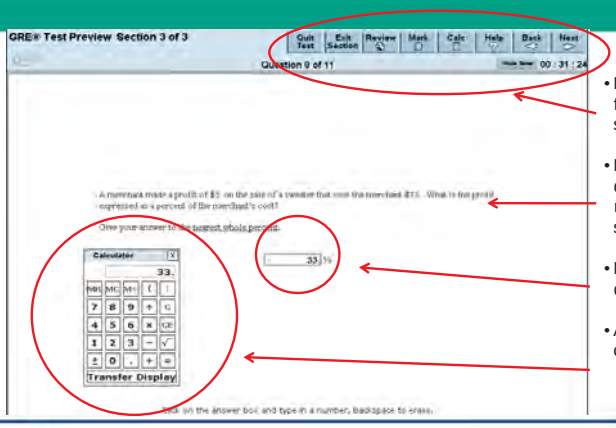
Example of Some of the New Features



- Move more freely within a section
- More questions with real-life scenarios
- New types of questions
- An on-screen calculator

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Listening. Learning. Leading.

ETS® Personal Potential Index

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Listening. Learning. Leading.

Get a More Complete Picture of Your Applicants to Find the Best Candidates for Your Program

The *ETS*® Personal Potential Index (*ETS*® PPI):

- A convenient and easy-to-use, web-based, multi-rater system for evaluating the core personal attributes of applicants to graduate or professional school
- An Evaluation Report based on evaluator feedback provides both quantitative and qualitative information about an applicant
- Based on ten years of groundbreaking research
- Developed in response to requests from graduate deans and admissions professionals who expressed a need for a tool that could measure noncognitive skills to offer a more "rounded" student application
- The first admissions tool that standardizes the evaluation of noncognitive skills necessary for graduate and business school

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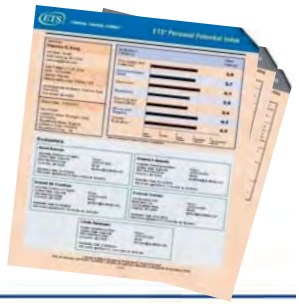
The *ETS*® PPI Evaluation Report

- Yields an overall evaluation rating of the applicant
- Provides ratings on six core attributes identified as critical for success in graduate and professional school:
  - Knowledge and Creativity
  - Communication Skills
  - Teamwork
  - Resilience
  - Planning and Organization
  - Ethics and Integrity
- All GRE revised General Test registrants can send four free ETS PPI Evaluation Reports



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Visit the ETS Table

- Visit the *TOEFL*® website at www.ets.org/toefl
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  - Write to us at **TOEFLnews@ets.org**
  - Call us at **1-609-683-2008**

- Visit the *GRE*® Information Center at www.ets.org/gre/infocenter
- If you have questions:
  - Write to us at **GREhelpline@ets.org**
  - Call us at **1-609-683-2662**

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Listening. Learning. Leading.

FRIDAY morning, April 13, 2012, MAGS Conference, Chicago

James Fuller (Indiana Wesleyan University) and Connie Lightfoot (Taylor University)

Challenges Dictated by transformed Graduate Education for Smaller Universities and Private Institutions

What are some of the issues for Graduate Schools in traditionally smaller or private institutions or new grad programs? The presenter shared various questions to "prime the pump" for further discussion on topics of interest to the attendees.

What is "TRANSFORMED GRADUATE EDUCATION?"

This question has been partially answered throughout the 2012 MAGS conference. It involves:

- ✓ Moving to Outcomes Based Education
- ✓ Increased involvement in systematic Program Review
- ✓ Systematic Admissions Processes, including international admissions
- ✓ Increased emphasis on Assessment for graduate programs

In addition, some smaller (or newer) graduate programs struggle with issues related to policy-making at the graduate level. Some are content to use policies that were developed for undergraduate programs; others are creating policies that apply to only grad programs.

- ✓ One representative of a grad program asked what other schools do with regard to auditing classes. Is it allowed at the graduate level?

What do universities do to better serve graduate students?

- ✓ One school has started a Graduate Student Council.
- ✓ Should such a council be only for residential students who are connected with fact-to-face classes on physical campus?
- ✓ Should such a council involve adult students who attend at a satellite site or online?

What do universities do to recognize graduate faculty and distinguish them from undergraduate faculty?

- ✓ Are teaching loads adjusted?
- ✓ Are they allowed to apply for sabbatical leave?
- ✓ Are professional development funds available for them?
- ✓ Are there faculty retreats and/or other gatherings just for grad faculty?

How do different universities handle thesis requirements?

- ✓ Does each program that requires a thesis have requirements that are unique to that program?
- ✓ Are thesis requirements standardized across the university?

Who does marketing for graduate programs?

- ✓ Who's responsible for the marketing?
- ✓ Who pays?

Do institutions and institutional leaders (especially those over graduate programs) work to build graduate identity among their administrators, faculty, staff, and students?

- ✓ Is this important?
- ✓ If so, how do we build it?

Questions from the participants?

1. What is the structure; who votes on curriculum, innovation?

2. International grad students – who recruits, who oversees, who reviews transcripts?

3. What is the relationship with the UG programs - Are UG students allowed to take graduate level classes before they are admitted into a program – advanced standing?

4. Do Graduate Students have an organization – (Grad Student Council/Organization/Association)?

5. Are policies for Graduate programs the same as policies for undergraduate programs, or are they unique to grad? When are policies especially related to graduate students, such as Academic Honesty and professional behavior, admissions, graduation, "good standing?" When is it appropriate for policies to be institution-wide?

6. How do graduate programs utilize Curriculum committees? Some institutions have one committee for the entire college/university; others have committees for each school.

7. Can students audit graduate courses? If so, what is the process?

8. Graduate Faculty: Assoc Dean Business & Leadership replied – "We don't know who our Graduate Faculty are – we mix and match" – this should be figured out – a key question is whether faculty are adequately prepared for graduate level.

9. Personnel issues – tenure and promotion. In one university Principal Academic Units are the main structure, and each has its own policies and procedures for promotion. "We're not consistent across the board."

10. Faculty Development - What do we do just for graduate faculty? Encourage relationships across disciplines –

Question: How do we help Grad Faculty to "feel like graduate faculty?"Share resources? Help one another with thesis or capstone requirements?
Several suggestions were offered by the participants in terms of Grad Research symposium; faculty development; round table discussions (part of later discussion as well).

11. Who is responsible for the marketing of grad programs? And who pays for grad program marketing? Is it Grad focused or part of the general marketing for the broader university? Many schools are upgrading websites, and many schools are developing more intentional website landing pages.

12. How do we build Graduate School Identity? In many cases, especially at smaller schools, graduate program identity is lacking and "subsidiary" to an undergraduate major (department/division). This is a significant issue for many at this conference.

This is a dichotomy problem that can be reframed as opportunity. We can try to identify advantages for students, (e.g., employment network, access to the campus as a whole, revenue, research role modeling, etc.). The Key is helping them think graduate in positive ways.

Assessment outside – institute of technology – using a broader network for support (and encouragement).

There was much discussion (questions and responses by participants) Comp Exams and process of support over thesis.

13. Impact on organization charts: Graduate along with Departments - power play and tension with chairs and Grad Deans or Directors.

13. Grad Program Development & Assessment

"People said, why do we need a Grad Dean" etc.

One participant is working on bringing people together and identifying a working group to **Designate Grad Faculty.**

Discussion concerning wider opportunities on campus:

Graduate Open meetings for dialog and information each fall – reports to Faculty; Web pages explain value to UG students

One participant who has worked as a consultant at another university recommends the website **Grand Valley State University.** Possibly the establishment of a task force do discuss how to integrate graduate programs into the broader university. Such programs can determine how they can be distinct and yet part of the institution. This might help draw people into seeing the value.

Value Added publications - Utilize the undergraduate TAs, RAs – do marketing – create web pages to identify grad programs – be a "grad thinker' earlier for undergraduate students;

In dealing with international admissions, the US State Department is willing to review transcripts; they offer a variety of services for international transcript review.

Rush University, revisit.

One participant asked what options other universities were using besides thesis for capstone. This is a key question for universities, as capstones are very broadly defined and should be clearly defined.

The Grad Council can be charged with review of definition of curriculum and expectations of final projects or scholarly option. They can also help to identify STANDARDS specific to disciplines. It is helpful to have published and internal examplars – in the library – which are conceptual, theoretical, action research; – students should choose the method that is appropriate for their discipline and topic. (Augsburg puts all their MAL theses in library).

With regard to comprehensive exams, one university has chosen a "quick and dirty" approach. This has kept students on track as they are responsible for reviewing the material. It has been complicated as the final thesis and life tend to get in the way. In their Education and MBA department, they still do projects.

Comp REVIEW: Professors highlight what they need; one gives mini tests over 5 weeks. Students do studying by email. It's graded as credit no credit, but student can earn a high pass, pass, or low pass (if they fail a section). Some institutions generate study guides to assist students in preparing for these exams.

The issue of development of Graduate Policy was discussed. In some institutions, the policies are both the same and different from undergrad policies. Some policies are university-wide; some are particular to levels (undergrad, grad). It seems that the Grad Council should be the mover and shaker for grad level policies

University STRUCTURE is a part of this. At what point are policies passed and effective? Some universities have a central Senate where such policies must be approved. Others take them to the full faculty. The question arose as to whether the full faculty should be voting on grad issues. In one institution, the members of the Grad Council are on the faculty Senate, which give them fair representation. It would be helpful to embed grad-orientated faculty in these approving bodies (e.g., Senate).

R**emember our progress… eg CATALOG; Transcripts; Grad Budgets :** There was some discussion of cost centers; the percentage of surplus funds that returns

directly to graduate programs varies; what is the indirect charge (by the institution for president, registrar, common facilities) across programs?

Retrofitting – This definitely describes how it feels to several of the participants. Graduate programs are approved, and then someone has to go back and establish the structure.

Grad-Specific Faculty Development can be helpful, and could be supported by using a Center for Teaching and learning

Revenue and Cost Center transparency: Some institutions have established policies for how surplus funds can be used. It was stated that money generated by grad should not go to pay for undergraduate personnel. One university board of trustees has allocated surplus funds in the following way: 25% goes to research and development; 25% to endowment; 50% to capital improvements.

What are our Next Steps?

A listserv was established last year, and about 30 people joined. Over the year, it was not utilized much. Another suggestion was to become part of the suggested MAGS website password-protected discussion board, which was mentioned in the report from the Communication Committee. One university said they would not be able to participate if we establish the MAGS discussion board as her institution is not yet regionally accredited and, therefore, they cannot join MAGS.

The participants supported the idea of continuing to build the listserv. Names and email addresses were collected to be able to invite new users to this group.

The consensus was to continue this session/discussion in Minneapolis at next year's conference. The fact that institutions perceive that they have isolated concerns often causes administrators at those institution to travel a lonely path. The truth is that often these concerns are universal themes experienced at many smaller private liberal arts institutions.

Some additional ways to highlight graduate program would be to: "Bring in alumni;" Celebrate with them, involve them in the operation of the program (e.g., advisory board), pay them stipends to tutor or read papers, and possibly later on they can serve as adjuncts.

MAGS/ETS Award for Excellence in Graduate Education

Committee Members
Samuel A. Attoh, Loyola University Chicago
Craig Pierce, Marquette University
Kimberly Nance, Illinois State University

Presented at the Midwest Association of Graduate Schools Meetings, Chicago, Illinois

- **Award Sponsors:** Educational Testing Service (ETS) and the Midwestern Association of Graduate Schools (MAGS).
- **Purpose of the Award**
  - The purpose of the award is to encourage, recognize and reward excellence and innovation in domestic and international graduate education at both the graduate school and program level.

- Examples of Project that can be submitted
  - Recruiting, retaining, and ensuring the success of underrepresented minorities in STEM graduate programs
  - Employing technology to communicate with and attract prospective applicants in new and effective ways
  - Increasing the number of international students who seek an education at your institution
  - Designing innovative and creative pathways to student success
  - Providing a range of professional development opportunities to broaden the skill sets of graduate students
  - Programmatic efforts to improve degree completion

Specific Guidelines for the MAGS/ETS Award for Excellence and Innovation in Graduate Education

- Applicant must be a member graduate school or a program at a member graduate school.
- An application letter from the Graduate Dean or comparable official at the institution. The letter should describe the pertinent graduate education innovation as well as the internal process used to select the award applicant.
- A document (1000 – 2000 words) that describes the pertinent graduate education innovation and explains why it is significant

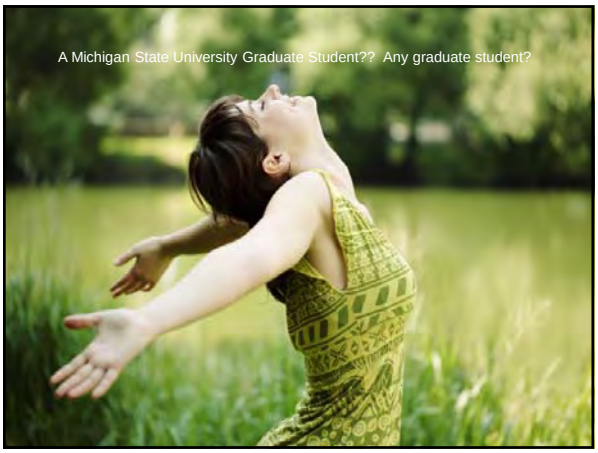
Review Criteria

- The background or rationale for the problem to be addressed in the project are clearly articulated
- All steps involved in developing the strategies employed in the project are clearly stated
- Assessment methodologies and metrics used to measure the success of the program are clear
- There are appropriate systems in place to track student outcomes
- A plan for sustaining and institutionalizing proposed project initiatives is in place
- Institutional changes that are expected to result from the project are clearly stated
- A two-year budget is clearly defined and justified
- Letter of endorsement from CAO, or Provost

Student Life and Wellness by Design: Intentional Approaches to Developing a Student Quality of Life

Connecting graduate students with the resources they need for success and a well-balanced life in graduate school.

Matt Helm, Ph.D.
Director, Graduate Student Life & Wellness and Career Services,
Michigan Sate University



- ***"I'm an old man now, and I have known a great many problems in my life…most of which never happened."***

— Mark Twain

Worksite Stress

- 93% of worksite accidents are the result of human error (National Safety Council)
- Absenteeism - up to 60% of all absences are caused by stress
- Presenteeism - costs billions per year
- 72% of US workers report emotional stress is pervasive in the worksite
- More heart attacks occur on Monday mornings than any other day of the week.

What the Research Tells Us:

- Graduate Students are one of the highest at-risk groups on college campuses for mental distress including depression, anxiety, and thoughts of suicide following second only to college freshman (Silverman et al., 1997)
- There is a systematic mismatch / structural imbalance between the number of Ph.D.s produced and the number of available academic jobs. This is the new status quo (Golde and Dore, 2001)
- Departmental culture may even increase the narrowing of a student's outlook and sense of self (Lovitts, 2001). "in general, the more opportunities for integration a student received, the more integrated the student became, and the more likely the student was to complete"(Lovitts, 2001, P. 100)
- Students desire information about career choices, teaching, mentoring, and more congruence between doctoral education and the realities of faculty life (AAU Committee on Graduate Education, 2004; Golde and Dore, 2001; Lovitts, 2001; National Association of Graduate and Professional Students, 2001; Nyquist, Austin, Sprague, and Wulff, 2001)

Research — Graduate Wellness

Time
- Time to doctoral degree has increased consistently since 1967 (Thurgood & Clark, 1995).

Stress
- Graduate Students experience stress related to the isolated nature of many graduate programs and to advisor ambiguous expectations (Hyan, J. et. al, 2006).
- Over a 12 month period, 45.3% of graduate student reported a stress-related problem that significantly affected their well being and/or academic performance (NCHA, 2010).
- Graduate Students reported higher levels of overall stress than medical students and residents (Toews, et.al., 1997).

Culture
- Cultural, Racial, and ethnic differences in patterns of service utilization (Minorities are less likely to utilize services).
- Discipline specific norms and academic culture can impact overall attitudes towards mental health and service utilization (Nogueria-Martins et. al., 2004).

Research – Motivation

- Intrinsic vs. Extrinsic Motivation
  - Intrinsic motivation leads to higher quality of work and better persistence in the face of obstacles (Dec & Ryan, 2000)
- Factors that Facilitate Intrinsic Motivation
  - ***Autonomy***
    - volition; I am the initiator of my actions; my work is mine
  - ***Competence***
    - I possess the skills necessary to do my work; I am good at what I do
  - ***Relatedness***
    - I am part of a larger graduate community; I am connected to those in my program

Graduate Wellness By Design Initiative: Our Collaborative Approach

- **The Graduate School**
- **Counseling Center**
- **Olin Health Center**
- **Employee Assistance Program**
- **Health4U**
- **Career Services**
- **Recreation and Fitness Services**
- **Family Resource Center**
- **Council of Graduate Students**
- **Graduate Employees Union**
- **Faculty and Organizational Development**
- **University Ombudsman**
- **Office of International Students and Scholars**
- **Vice President for Student Affairs**
- **Teaching Assistant Program**
- **Department of Social Work and Health and Risk Communication**

The Science of Wellness and Holistic Stress Management

- Power and authority to define
- Return on Investment
  - For everyone $1 invested in a wellness program, there is a 4-20% return on investment (Chapman/Web MD, 2010)

The Wellness Model

Wellness is the integration of all dimensions of health - physical, emotional, career, spiritual, social, and intellectual - and the awareness that all of these dimensions are interconnected. Each dimension must be nurtured for holistic growth and success.

Physical
Emotional
Spiritual
Intellectual
Career
Social

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PREP

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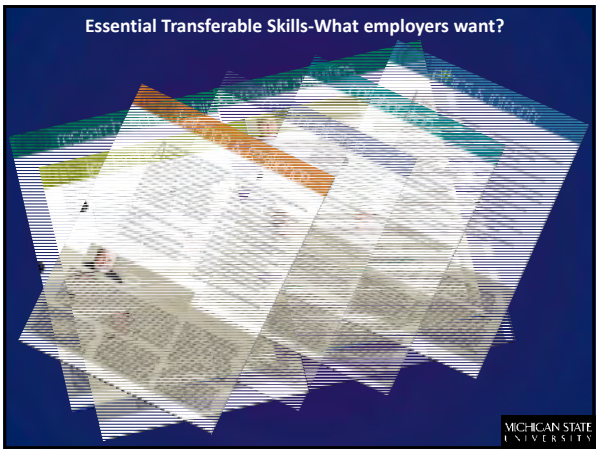
PROFESSIONAL THEMES ▼

	P PLANNING	R RESILIENCE	E ENGAGEMENT	P PROFESSIONALISM
EARLY STAGE	• Financial planning • Setting expectations • Identifying career goals	• Developing support systems • Creating a wellness plan	• Professional networking • Choosing an advisor • Identifying transferable skills	• Developing teaching skills • Research ethics training
MID STAGE	• Preparing for comprehensive exams • Preparing for the job search or postdoc • Developing professional standards for integrity in research	• Conflict resolution • Stress management	• Funding your research • Working with committees • Acquiring transferable skills	• Project planning • Creating your teaching portfolio
LATE STAGE	• Writing the dissertation • Conducting the job search • Finding a postdoc position	• Managing the research program • Sustaining support networks	• Choosing the academic path • Choosing the nonacademic path • Writing a postdoc grant	• Negotiating the job search • Translating transferable skills for the next career stage



Definition of Graduate and Professional Socialization

The process through which individuals gain the knowledge, skills, and values necessary for entry into a professional career requiring an advanced level of knowledge and skills.

Theoretical Frameworks, Community, Culture, and Activity Systems

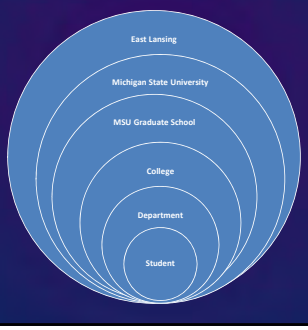
- Ecological Model = Person X Environment
- Student Psycho-social Theory
- Career Development Theory
- Self Determination Theory
- Leadership and Emotional Intelligence

According to Clark (1987), in his analysis of faculty culture, one must understand the national culture, the culture of the profession, the disciplinary culture, the institutional culture, and individual cultural differences. It is each of these cultures that interact in organizations to form activity systems and in which new professionals perspectives are influenced and shaped.

Greenfield (1980)

"We live. And in living we believe, assert self, establish order around us, dominate others, or are dominated by them. Action flowing from meaning and intention weaves the fabric of social reality…in this perspective, we may better understand organizations if we conceive them as being an invented reality" (p. 27).

Environmental, cultural, and community impacts on the student

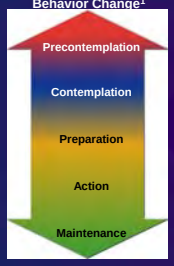


Create an Organized Approach

Strategy	Design	Implementation	Management
• Make academic case • Establish mission, vision and objectives • Inventory current state • Solicit input and buy-in from various constituencies • Identify gaps • Develop strategic plan • Include COGS, and GEU	• Develop program specifics: – Structure – Funding – Modify/add programs – Behavior change support (incentives) – Communications Identify barriers • Identify faculty/staff allies • Test via pilot/focus groups	• Introduce new programs • Incorporate program changes • Promote • Educate • Train • Align campus resources • Engage community resources • Engage Faculty/ Staff allies	• Measure impact • Identify missed opportunities • Assess faculty/staff/ student engagement • Evaluate satisfaction • Fine-tune strategy • Adjust program design • Refine communications

Driving Behavior Change

Stages of Behavior Change[1]



Communicating Through the Change Continuum

- Capture Attention
- Relate to the Individual
- Shape Perceptions
- Educate
- Influence Their Behavior
- Garner Continued Buy-In

A planned, consistent and continuous communications approach is a key driver in the success of a Healthy Graduate Campus Initiative.

[1] James O. Prochaska, Ph.D., Stages of Change.

Graduate Students who embrace wellness and get involved are more successful academically, more likely to complete their graduate degrees, and more desirable to employers.

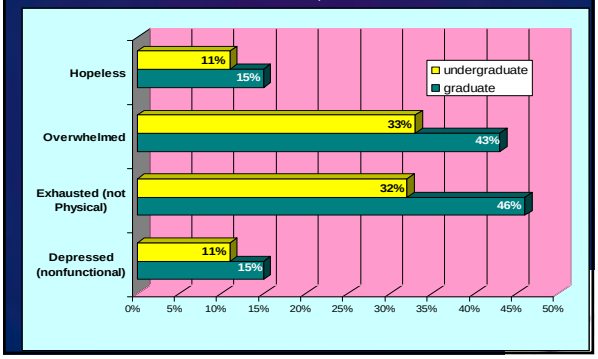
Top Issues Affecting Your Academic Success

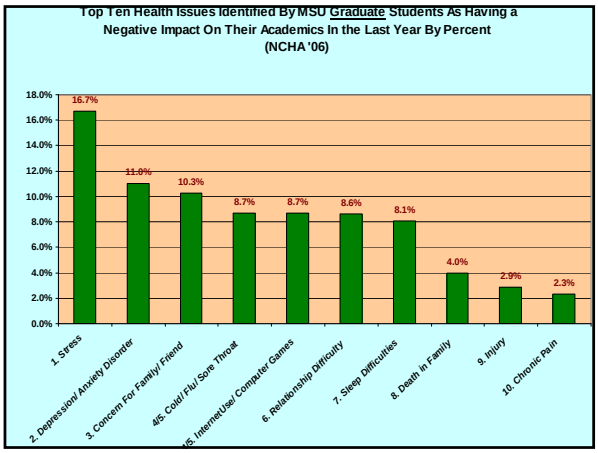
2008 National Collegiate Health Association

- Stress
- Finances
- Depression/Anxiety
- Sleep Difficulties
- Relationship Difficulties
- Cold/Flu/Sore Throat

Graduate vs. Undergraduate Data: NCHA 2008

Within the last school year, how many times have you felt like this (9 or more times):





A Healthy Campus Initiative…

Creates a healthy environment for graduate students and dependents that enables them to engage in their work. This leads to improved retention, productivity, creativity and innovation in support of educational excellence, research and community service.

Specifically, a healthy campus:

- Helps people understand and value health and wellness
- Helps people develop attitudes and behaviors that support health and Wellness
- Provides resources and supports for health issues and concerns
- Enables people to be productive and satisfied in pursuit of academic and life success

Outcomes of a Healthy Campus

Graduate School

- More engaged faculty/staff/students
- Increased productivity and academic ranking
- More attractive place to study/work

Faculty/Staff and Their Families

- Better understanding of how health impacts academics
- More energized colleagues
- Better atmosphere to do creative, innovative and productive work

Students

- Better support system for healthy living
- Lower rates of depression, substance abuse and suicide
- Higher graduation rate
- Better career opportunities
- More attractive place to study, work and live

Graduate Student Life & Wellness focuses on the six dimensions of wellness (*physical, emotional, spiritual, intellectual, career & social*) to connect graduate and professional students to resources as well as create events pertinent to the graduate community.

Check out each dimension and our interactive modules at:

careersuccess.msu.edu/wellness/dimensions

Interventions and Programs

- Doctoral Support Groups
- Mindfulness Based Stress Reduction
- Financial Wellness Workshops
- Holistic Stress Management
- Trivia Nights
- Tailgates and late night breakfasts
- Recreation and Fitness Services (cardio kickboxing, yoga)

Intervention and Program Evaluation

- Dissertation Support Group
  - *100% of respondents "Strongly Agree" that the group helped them make progress in their programs*
- Mindfulness Series
  - *"Really enjoyed the class and feel like I have become more mindful in my daily life. Feel like I have the tools to practice on my own, as well as the confidence to do so after completing the classes."*
  - *"Very stressful time in my research -- haven't been sleeping well. After this session, I slept through the night for the first time in over a month. Awesome!"*
- Cardio Kickboxing
  - *Over 200 registration emails received for 30 available spots in the pilot series*
  - *"The class was AWESOME!… Thank you SO VERY much for the opportunity to work out with other graduate students! It is not only good for the body but the opportunity for some brief socialization is awesome too!"*
- Financial Wellness Workshops
  - *100% of respondents reported that their financial knowledge was improved by the workshops and would recommend the workshops to other graduate students*
- Late Night Breakfast
  - *Consistently 95% of respondents say that they would recommend the event to other graduate students*

GSLW Social Media

Twitter
268 Followers
1,015 Tweets

WordPress
45 Subscribers
22,395 total views
Over 3,500 views in March 2012
366 blogs posted

Facebook
242 Likes on fan page

Where we are heading…

"Good design is a renaissance attitude that combines technology, cognitive science, human need, and beauty to produce something that the world didn't know it was missing"--Daniel Pink, author of A Whole New Mind

- Research Study using wellness and self determination measures—Outreach to graduate associate deans, program directors, etc.
- Integrated Student Engagement Model (Graduate School and Vice President for Student Affairs)
- Graduate Student Leadership Institute
  - Peer Leadership Model implemented at the departmental level.
  - Plan Your Work, Work Your Plan Advising
  - Train the trainer model
  - Integrated Orientation Model
  - Restorative Justice

Graduate Student Center Initiative

National research on graduate student centers demonstrates that outcomes associated with students using graduate student center include:

- Increased use of campus and community resources
- Ability to manage conflict
- Use of exercise and other tools to manage stress
- Improved confidence
- Stable mental health (University of California, Berkeley, 2004).
- Student achievement in the areas of resources, rules, roles, and responsibilities (Parent, 2005).
- Increased motivation
- Higher self esteem
- Improved intellectual development
- Positive attitudes about department and institution (alumni giving)
- Increased number and quality of personal and professional interactions (support systems)
- Increased retention
- Decreased time to degree
- Increased satisfaction with career choice
- Improved job placement rates.

Questions?

Matt Helm, Ph.D.
Director of Graduate Student Life & Wellness and Ph.D. Career Services
Michigan State University
113 Student Services Building
Helmmatt@msu.edu
517-884-1351

Person Environment Theory

Person-environment theory stresses that when examining human behavior it is essential to observe the environment. Strange and Banning (2001) suggest that there are four models that address the interaction between human beings and their environment:

- Physical models focus on the natural and synthetic aspects of the environment and the limits they set on human interaction.
- Human aggregate approaches examine how an environment is shaped by the collective characteristics of the people who inhabit it.
- Structural organizational models note the influence goals and purposes have on the organizational structures that evolve and how those structures in turn shape various behavioral outcomes.
- Perceptual approaches reflect on the important role played by subjective interpretation of environmental factors on a person's response to a setting.

The General Causality Orientations Scale

The General Causality Orientations Scale (GCOS) is an individual difference measure that assesses the degree to which people orient towards external circumstances in an autonomous, controlled or impersonal manner.

The Learning Climate Questionnaire

This questionnaire contains items that are related to your experience with your Advisor in graduate school. Advisors have different styles in dealing with students, and we would like to know more about how you have felt about your encounters with your Advisor. Your responses are confidential. Please be honest and candid.

- **I feel that my Advisor provides me choices and options.**
- **I feel understood by my Advisor.**
- **I am able to be open with my instructor during class.**
- **My Advisor conveyed confidence in my ability to do well in my program.**
- **I feel that my Advisor accepts me.**
- **My Advisor made sure I really understood the goals of the program and what I need to do.**
- **My Advisor encouraged me to ask questions.**
- **I feel a lot of trust in my Advisor.**
-

The Learning Climate Questionnaire assesses the type of motivation (e.g. autonomous or controlled) that a person has for a particular environment or a particular set of behaviors. In this case we assessed the extent to which respondents were autonomous or controlled with respect to their degree-related work.

Perceived Competence

- **I feel confident in my ability to learn the material.**
- **I am capable of learning the material in my program.**
- **I am able to achieve my goals in my program.**
- **I feel able to meet the challenge of performing well in my program.**

The Perceived Competence scale assesses the extent to which individuals feel competent to accomplish a particular goal--in this case completing their terminal degree.

Subjective Vitality Scale

- I feel alive and vital.
- I don't feel very energetic.
- Sometimes I feel so alive I just want to burst.
- I have energy and spirit.
- I look forward to each new day.
- I nearly always feel alert and awake.
- I feel energized.

Other Scales

- **Positive and Negative Affect Schedule**
- **Center for Epidemiological Studies Depression Scale-CES-D**
- **Satisfaction with Life Scale**

Holistic Stress Management

Coping and Relaxation Skills

Effective Coping Skills

- **Reframing**
- **Humor**
- **Time Management**
- **Communication Skills**
- **Information Seeking**
- **Journaling**
- **Social Engineering**
- **Hobbies**
- **Social Support Groups**

The Healing Power of Relaxation
The purpose of relaxation techniques is to return the body back to a sense of physiological homeostasis (Brian Luke Seaward).

Relaxation Techniques
• Physical Exercise
• Hatha Yoga
• Meditation
• Diaphragmatic Breathing
• Guided Mental Imagery
• Music Therapy

GSQL
"Graduate Student Quality of Life" Survey

Kansas State University

University of Oklahoma

Pilot Study Preliminary Findings: 2012

Presenters:
Carol Shanklin, Lee Williams, Tim Davidson

Primary Research Team:
Tim Davidson, Hank Jenkins-Smith, Carol Silva, Jeanette Davidson

Early planning & development of quality of life surveys (OU)

- 2010 survey: administrative perspective; not theoretically grounded; descriptive statistics (%)
- 2012 GSQL survey: student perspective; rigorous theoretical and research foundation; potential for descriptive and inferential statistics
  - Step 1--Pilot study (KSU and OU)
  - Step 2--Strategize action plans after further analysis
  - Step 3--Modify GSQL based on research findings
  - Step 4--Plan for next application of revised GSQL

Origins of GSQL (OU)

- Original research questions
  - "What should be measured to determine quality of life?
  - What does quality of life mean to actual graduate students?
    - Satisfaction
    - Importance
- Theoretical foundation:
  - Reviewed quality of life literature and other standardized measures
  - Integrated interdisciplinary perspective

GSQL: Giving a Voice to Graduate Students

- Student voices in research protocol:
  - Initial student interviews and focus groups
  - Verbal protocol on GSQL (research procedure prior to pilot study)
  - GSQL quantitative data reflect student perspectives
  - GSQL qualitative data
    - Critical Incidents (+ and -)
    - Suggestions for improvement

GSQL: Research Objectives

- Provide university administrators with standardized survey assessment tool to measure quality of life for graduate students
- Identify strengths and weaknesses that may lead to action plans and policy initiatives
- Advance scientific understanding of quality of life from research and theoretical perspectives

GSQL: Survey Methodology

- Sample frame (including distance education) as of 1/31/2012:
  - n = 3,381 (KSU)
    n = 5,182 (OU)
- All individualized communications and survey administration via email; survey taken via Internet.
  - Personalized notification message from each graduate dean
  - First invitation describing project with link to survey URL
  - Reminder message urging participation
  - Final reminder for those who began but had not finished survey
  - Estimate 2 out of 3 university email accounts may not have been monitored on regular basis (messages unopened)
- Valid respondents:
  - n = 965 (KSU)
  - n = 990 (OU)

Initial conclusions on preliminary findings

- **A work in progress**
  - Successful pilot study
  - Solid theoretical foundation for further development
  - Major metrics show good levels of reliability
  - With refinement will be able to systematically assess QoL
- **Descriptive analysis complete**
  - Frequency distribution & means report/general data characterizations
- **Relational analyses will take more time and resources**
  - Potential for good modeling results
- **Potential for assisting administration**
  - Will be useful for tracking changes over time, identifying emergent issues, developing action plans
  - Will require financial support and higher participation rates
    - Need larger *n*-sizes to yield comparative departmental level analyses

GSQL Indices (i)

(with reliability measures—Cronbach's alpha for KSU & OU combined)

***Baseline Indices*:**

General Satisfaction (.804)

Problem Intensity Checklist (.891)

Cultural Theory Orientation (N/A)

Critical Incidents and Suggestions (N/A)

***Academic Indices*:**

Retention-Graduation (.804)

Pedagogical Preferences (N/A)

Intrinsic Motivation (.848)

Departmental Support (.895)

GSQL Indices (ii)

- ***Personal/Social Indices***
- Diversity Climate (.801)
- Wellness (personal) .780 (services) .738
- Fun (.816)
- Social Relations (.737)
- ***Circumstantial Indices***
- Perception of Finances (.817)
- Comfort & Convenience (.806)
- Technology (.791)
- Environmental Factors (.606)

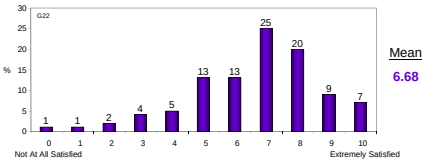
GSQL Indices (iii)

- ***Distinctive Needs***
- Parents (.770)
- Persons with Disabilities (too few to calculate)
- ***Sub Indices attached to Retention-Graduation Index***
- "Striving" (not calculated yet)
- "Thriving" (not calculated yet)

Graduate School goals for GSQL survey (KSU)

- Use data for Graduate School Strategic Plan for 2025
- Identify need for new programs and services
- Identify programs and services that need to be enhanced
- Compare data for categories of programs

Index 1/Q1: General Satisfaction: KSU



Mean Satisfaction by Key Demographics

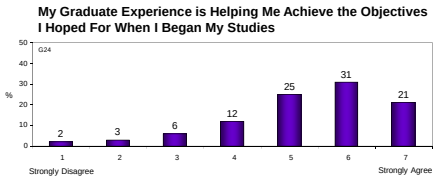
Degree	Yrs. in Program	Attendance	Ages	Gender	Race/Ethnicity	Citizen
Master: 6.85	1-2: 6.79	On-Line: 7.37	21-30: 6.60	F: 6.77	Majority: 6.68	USA: 6.80
Doctoral: 6.35	3-4: 6.20	Face to Face: 6.35	31-40: 6.50	M: 6.54	Minority: 6.75	Int'l: 6.21
Other: 6.33	5-6: 6.39	Hybrid: 6.85	41-50: 7.17			
	7-8: 4.80		>50: 7.38			

Mean Satisfaction by KSU College

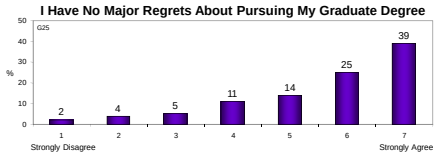
	Count	Mean
Agriculture	141	6.49
Architecture, Planning & Design	27	6.19
Arts & Sciences	243	6.17
Business	31	7.10
Education	213	7.14
Engineering	117	6.77
Human Ecology	109	6.82
Technology & Aviation	0	N/A
Veterinary Medicine	36	6.89
Other	41	7.22

G15

Index 1/ Q 3 and 4: Achievement and Regrets

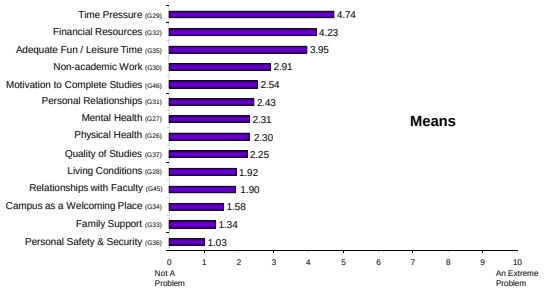


Mean
5.32

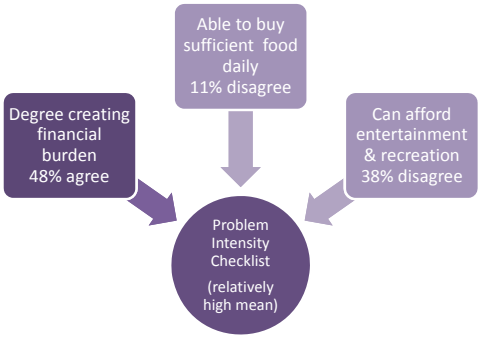


Mean
5.60

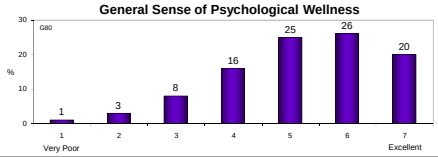
Index 2 Summary: Problem Intensity Checklist "Perception of Problems"



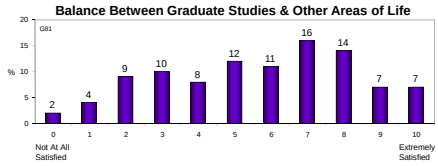
Perception of problems with finances Index 2 and Index 8



Index 7/ Q 1 and 2: Wellness



Mean
5.19



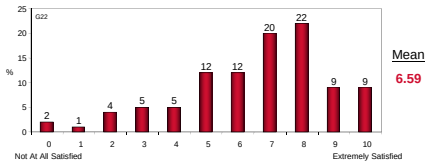
Mean
5.66

Index 7 (personal wellness/health & social services) Other Wellness Indicators KSU

1 = Strongly Disagree—7 = Strongly Agree

%	Disagree	Unsure	Agree	Mean
Regular exercise is a priority for me. (G82)	30	13	57	4.68
I sleep very well. (G83)	30	16	54	4.46
I am bothered by a lack of rest during my graduate studies. (G84)	41	17	42	3.89
I have a healthy diet and eat nutritious food. (G85)	18	15	67	4.98
My graduate work suffers as a result of my poor health. (G86)	76	11	13	2.39
If I need mental health or counseling services, I know where to go to seek help through the university. (G90)	34	12	54	4.46

Index 1/Q1: General Satisfaction: OU



Mean Satisfaction by Key Demographics

Degree	Yrs. in. Program	Attendance	Ages	Gender	Race/Ethnicity	Citizen
Master: 6.82	1-2: 6.65	On-Line: 6.25	21-30: 6.30	F: 6.56	Majority: 6.55	USA: 6.61
Doctoral: 6.19	3-4: 6.18	Face to Face: 6.33	31-40: 6.74	M: 6.64	Minority: 6.86	Int'l: 6.45
Other: 6.56	5-6: 6.21	Hybrid: 7.01	41-50: 7.34			
	7-8: 5.73		>50: 7.19			

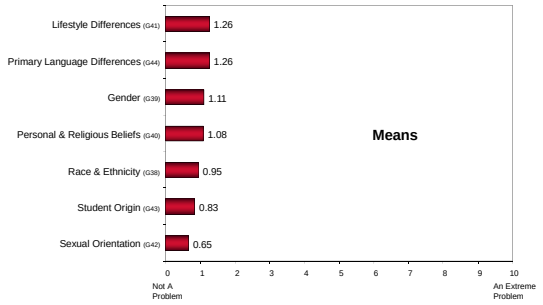
Mean Satisfaction by OU College

0 = Not At All Satisfied—10 = Extremely Satisfied

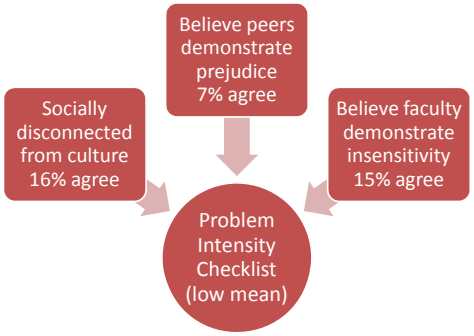
	Count	Mean
Architecture	14	7.00
Arts & Sciences	405	6.45
Atmospheric & Geographic Sciences	22	7.05
Business	40	5.45
Earth & Energy	25	6.72
Education	135	6.52
Engineering	93	5.96
Fine Arts	38	6.63
Journalism & Mass Communications	23	6.09
International Studies	13	6.15
Interdisciplinary Studies	38	7.13
Other	128	7.70

G13

Index 2: Problem Intensity Checklist Perceptions of Prejudice: OU



Perception of racial & ethnic prejudice: Index 2 and Index 6

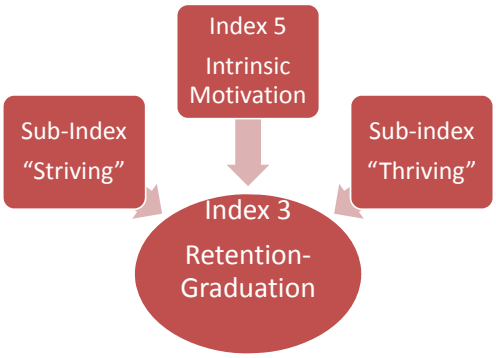


Index 3/ Q 1 - 7: Retention-Graduation OU

1 = Strongly Disagree—7 = Strongly Agree

%	Disagree	Unsure	Agree	Mean
My graduate studies are fulfilling my potential as a scholar in my selected area. (G48)	15	11	74	5.22
I am absorbed in a satisfying way when I do my graduate studies. (G49)	17	14	69	5.04
I can picture myself completing my degree within a reasonable period of time. (G50)	15	6	79	5.54
My personal abilities are suited to the demands of my degree studies. (G51)	10	6	84	5.65
The fit between my personality and my chosen area of studies is very good. (G52)	11	7	82	5.64
I worry about being able to finish my graduate degree within the time frame I originally set. (G53)	60	9	31	3.22
When I work on independent research or a creative project I have difficulty staying on task. (G54)	63	14	23	3.06
I sometimes cannot do my graduate work to full capacity because I feel emotionally or mentally unhealthy. (G55)	66	11	23	2.83

Exploratory analysis of retention-graduation



Concluding Comments

KSU GRADUATE DEAN

- Results provide valuable data on KSU graduate students' quality of life
- Disseminate results to constituents
- Complete additional analyses by program types and specific demographics

OU GRADUATE DEAN

- Work with research team on next steps to modify and to develop GSQL
- Develop ways to apply findings effectively and efficiently
- Extend GSQL to additional campuses and pursue external funding