

THE GRADUATE SCHOOL

UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Annual Update: Graduate Education Initiatives and Enrollment Trends

Henning Schroeder, Vice Provost and Dean of Graduate Education

Presented To The Board Of Regents Educational Planning & Policy Committee ♦ May 9, 2013

Vision

Goals

Actions



Vision

The University of Minnesota will be recognized as a global leader in graduate education

... by building an **inclusive environment**

that produces **curious, creative and courageous thinkers**

who are able to **work both independently and collaboratively,**

challenge the verity of existing ideas,

and **exercise moral responsibility** in the **discovery and dissemination of new knowledge.**

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Goals

Graduate education goals

- Assess student learning outcomes
- Improve quality of graduate student advising
- Develop comprehensive metrics and measures
- Attract the best and most diverse students
- Support timely degree completion
- Develop student-centric graduate program review (GRIP)
- Streamline graduate education governance structure
- Support flexible curriculum with early research opportunities



Actions

Assess student learning outcomes

- Graduate level student learning outcomes and assessment
- Six broad principles:
 - ◆ *Scholarly Formation*
 - ◆ *Communication*
 - ◆ *Leadership and Collaborative Skills*
 - ◆ *Global Context*
 - ◆ *Professional Responsibility*
 - ◆ *Personal and Professional Management Skills*
- Four pilot programs in fall 2013



Actions

Improve quality of graduate student advising

- Critical factor for the success of graduate students
- Great concern for students
- Graduate student advising project
 - ◆ Goal: To create and sustain an institutional culture of graduate student advising excellence

GPEA

SPRING 2012
GRADUATE & PROFESSIONAL
EDUCATION ASSEMBLY

FROM FIRST COURSE TO FIRST JOB DEVELOPING & REWARDING EXCELLENCE IN GRADUATE STUDENT ADVISING

The quality of advising is a key factor in graduate students' successful completion of their degree programs—and can also be a primary reason why students leave. Given the importance of advising to good graduate student outcomes, how can we improve the quality of advising throughout students' academic experience?

- What are the hallmarks of excellent graduate student advising?
- What are the critical skills and principles of good advising that apply across disciplines?
- What are best approaches and techniques for advising at the early stages of a graduate student's degree progress? During the research phase? As the student begins to explore career options?
- What do you need to think about when advising different student populations (e.g., part-time versus full-time, international students)? What skills are needed to successfully navigate difficult conversations with students?
- How should we recognize and reward excellence in graduate student advising?

Join experienced advisers, graduate students, and campus leaders in facilitated discussions that explore these and related questions. Participants will take away a tool kit for successful advising.

The Assembly is open to all University of Minnesota faculty, staff, postdoctoral scholars, and students interested in the future of graduate and professional education at the University.

THURSDAY, APRIL 12, 1:30 - 4:00 PM
Coffman Memorial Union - Mississippi Room

To request disability accommodations, please contact: gsdean@umn.edu, (612) 625-2809



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Actions

Develop comprehensive metrics and measures

- Quality Metrics Allocation Plan
 - ◆ Consensus on need and values for quality metrics
 - ◆ Core measures: time to degree, completion rate, attrition pattern, and narratives with job placement information
 - ◆ Need to define discipline-specific metrics and to award innovations
- Need for better job placement tracking
 - ◆ Exploring central tracking system



Actions

Attract the best and most diverse students

- Decentralized recruitment fellowships to colleges
- Diversity of Views and Experiences (DOVE) fellowships
- Summer research programs
- Proposal to NSF's Alliances for Graduate Education and the Professoriate (AGEP)
- NSF Integrative Graduate Education and Research Traineeship Program (IGERT)



Actions

Support timely degree completion

- Average six-year completion rates for all Ph.D. students have been less than 50% (data up until the 2006-07 cohort).
- Students of color, especially Blacks, have noticeably lower completion rates and longer time to degree than international students.
- Efforts to improve timely degree completion:
 - ◆ Dissertation retreat
 - ◆ Community of Scholars
 - ◆ Advising initiative
 - ◆ New policies that encourage early research opportunities and a flexible curriculum

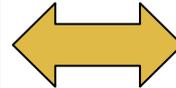
Actions

Develop student-centric graduate program review (GRIP)

External Review: Every 5 to 10 years

Summative

- Experts in the field
- Self-study report
- Exit interview



Internal Ongoing Improvement Process

Developmental

- Systematic listening to student and faculty input
- Ongoing adjustment of educational activities to program goals
- Bottom-up approach to quality metrics

Previously administered by the
Graduate School

Related Articles

CUNY Graduate Center hopes to offer a public model for reform of doctoral education

Duke proposes a mandatory, short video pitch to accompany dissertations

Better measures of college performance

Reverse Brain Drain

New Graduate Enrollments Drop

Measuring Success in New Ways

December 17, 2012 - 3:00am

By [Colleen Flaherty](#)

Given the complexities of graduate education, it can be hard to measure program success in meaningful ways. Traditional, external reviews track things such as time to degree and completion rates every five to 10 years at large research institutions, but students and faculty are rarely asked deeper questions about curriculum relevance and program goals. A new effort at the University of Minnesota seeks to change that by establishing ongoing, qualitative models of assessment centered on students and action. If successful, the pilot [Graduate Review and Improvement Process \(GRIP\)](#), could be instituted on a voluntary basis across the university next year.

"I think there are clearly quantitative measures that people like to see and use when we assess doctoral education," said Henning Schroeder, vice provost and dean of graduate education. "But students in these programs need to be able to have the opportunity to take risks



Actions

Streamline graduate education governance structure

- Six Policy and Review Councils and the Executive Committee replaced with Graduate Education Council
- Campus-wide election
- Meets monthly in an effort to increase responsiveness



Actions

Support flexible curriculum with early research opportunities

- U-wide graduate education policies
 - ◆ Allow thesis credit registration before the completion of preliminary oral examination
 - ◆ Limit the maximum number of required credits
 - ◆ Articulate degree completion time limits
 - ◆ Introduce the leave of absence option

Application and enrollment trends

- Total number of applications grew 17% over the last five years driven almost entirely by international applicants.
- Applications from domestic students: significant growth for American Indian, Hispanic, and Asian/Hawaii populations over the past five years.
- Exception: 13% drop from Blacks, mostly for the master's degree.
- Enrollment: no increase in international students with a 11% drop in citizen/permanent resident students over the last five years.
- A 69% increase in enrolled American Indian students and an 11% drop in the number of Black students.

THANK YOU.