

**Council of Graduate
Coordinators and Staff
(CGCS) Meeting**

October 2, 2009

Agenda

- 1. Graduate Enrollment Update**
- 2. Recruitment of Quality Graduate Students**
- 3. GPA calculations on graduate transfer grades**
- 4. Graduate Learning Outcomes**
- 5. Open Items**

Graduate Enrollment FS09

- End of 4th week report FS09
 - Total Grad enrollment **1610**
 - On-campus 999
 - Extended Learning 611
- Top Enrollment Growth
 - Distance Engineering Management (+32)
 - Civil Engineering (+22)
- Decline
 - Distance Sys. Engr. (-39)

Strategies/Tools for Recruiting Quality Graduate Students

- Graduate Fellowships, Assistantships
- Waive application fee for PhD applications above a certain score?
- Work with Research centers to develop interdisciplinary research marketing materials, fellowship opportunities, etc.
- Identify and target feeder schools (e.g., RHIT, etc.)
- Extend multi-year funding
- And more...

Current Plan of Action

- VPGS and Elaine met with Research Center Directors in September 09
 - Elaine is now visiting Research Centers and collecting marketing information
- Identify feeder schools and develop a plan for targeted recruitment
- Look further into the feasibility of some of the other options

Lab/Center Visits...A Little More Detail

- Elaine had the chance to visit:
 - Dr. Erickson's lab
 - Missouri Transportation Institute
 - EMC
- Labs she's been been invited to:
 - Dr. Miller's lab
 - Environmental Research Center
 - Materials Research Center

Lab/Center Visits...A Little More Detail

- Value
 - Gives Elaine a better understanding of the field and scientists/engineers/technologists truly focus on
 - Awareness of what types of research is being done at S&T to coherently discuss it with prospective students
 - Better equipped to evaluate the quality of a prospective student and recommend to the faculty/grad coordinator.

GPA calculations on graduate transfer grades

- Graduate Catalog:
 - 3.0 GPA for graduate work at S&T
 - 3.0 GPA over the plan of study
- Long term Practice at S&T:
 - 3.0 GPA (cumulative including any transfer hours approved on the plan of study)
- Recommend that a discussion of this policy take place at the next Graduate Faculty meeting.

Graduate Learning Outcomes

FULFILLMENT OF THE CRITERIA

1. **MISSION AND INTEGRITY;** Criterion is met; no follow-up recommended
2. **PREPARING FOR THE FUTURE;** Criterion is met; no Commission follow-up recommended
3. **STUDENT LEARNING AND EFFECTIVE TEACHING;** Criterion is met; the team recommends that the institution submit a progress report by June 30, 2011.
4. **ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE;** Criterion is met; no Commission follow-up recommended
5. **ENGAGEMENT AND SERVICE;** Criterion met; no Commission follow-up recommended

Criterion 3: Rationale & Expectations

- “The institution’s Assessment Committee was formed recently and initially met in October 2008. Therefore, although this team was able to review new assessment plans intended to address the deficiencies identified during the 1999 HLC team visit, **there were no results available from the new process yet**. The facts, coupled with the indications of previous **“false start” warrants a progress report** to ensure appropriate attention to **assessment in all academic programs** as well as improvements in the use of assessment results to inform curricular decisions and improvements. **Therefore, The team recommends that the institution submit a progress report on assessment of learning outcomes by June 30, 2011.** The report should clearly outline the progress made in implementing the existing university -wide assessment plan.”

CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING

“Submit a progress report by June 30, 2011. The report should clearly outline progress made in implementing the existing university -wide assessment plan, particularly indicating that:

- a. Continuous assessment of student learning in all degree programs (graduate and undergraduate) with an appropriate balance of direct and indirect measures addressing both institution-wide and program-specific learning outcomes;
- b. Assessment data are analyzed properly and used by faculty to inform their curricular and program decisions.
- c. Assessment outcomes are used to provide information to students about their roles and responsibilities in assessment activities, such as the students’ responsibilities in utilizing assessment feedback to improve their own learning outcomes;
- d. Assessment data are being used by the administration in planning and resource allocation decisions.”

Graduate Learning Outcomes

- A group of graduate coordinators met on Sept 9th to discuss graduate learning outcomes (Venkat Allada, Scott Grasman, Frank Liou, Ed Malone, Bruce McMillin, V. Samarnayake)
- Met with Dr. Newkirk (Graduate faculty chair) on Sept 15th and discussed with him as well.

Graduate Learning Outcomes: Next Steps

Suggested Next Steps

Step 1: Identify the graduate learning outcomes.

Choices:

- **Use the 7 learning outcomes as currently defined in the HLC report by S&T**
(ability to communicate, think critically, apply disciplinary knowledge to solve critical problems, function in diverse learning and working environments, understanding of professional and ethical responsibility, awareness of national and global contemporary issues, ability to engage in life-long learning)
- **Use a sub-set of the 7 learning outcomes + one from the Purdue Model**

(ability to communicate, think critically, understanding of professional and ethical responsibility, **knowledge and scholarship**)

Graduate Learning Outcomes: Next Steps (contd)

Step 2: Identify direct and indirect evidences to determine students' achievement of the learning outcomes

(EACH GRADUATE PROGRAM (OR DISCIPLINE SPECIFIC AREAS) MAY CHOOSE DIRECT/INDIRECT EVIDENCES THAT FITS THEIR NEEDS. THE LIST BELOW IS FOR ILLUSTRATION PURPOSES ONLY.)

Example:

Ability to communicate:

- Presentation at regional, national, international meetings – record of numbers and quality (student awards for poster or oral presentation)
- Writing manuscripts, monographs, books, book chapters, exhibits for exhibitions
- Working on portfolio (evaluation rubric)
- Writing and defending dissertation
- Developing a curricula
- Presenting in Colloquia

Graduate Learning Outcomes: Next Steps (contd)

Think Critically:

- Taking seminars, research methods courses
- Preparing for preliminary/comps examination – Record of prelim/comps examination rubric?
- Preparing for proposal defense – Record of defense rubric?
- Research meetings – PhD progress report
- Preparing for dissertation defense – Record of dissertation defense rubric?

Graduate Learning Outcomes: Next Steps (contd)

Understanding of professional and ethical responsibility:

- Complete on-line (??) Responsible Conduct for Research (RCR) workshop (number of students obtaining “certificates of completion”)
- Taking a research ethics course (record of attendance??)
- Attend department RCR orientation (record of attendance??)
- Attend research ethics workshops, etc., at professional meetings (record of attendance)
- Discuss “research ethics” with advisor/advisory committee (PhD progress report rubric?)
- Discuss “research ethics” in group meetings (PhD progress report rubric?)

Graduate Learning Outcomes

Knowledge & Scholarship:

- Taking seminars, research methods courses
- Preparing for preliminary/comps examination – Record of prelim/comps examination rubric?
- Preparing for proposal defense – Record of defense rubric?
- Research meetings – Annual PhD progress report
- Defending dissertation – Record of dissertation defense rubric?
- Professional development -- Membership in professional organization, leadership roles, interactions with peers from other institutions (Record??)
- Graduate student survey/alumni survey/employer survey (indirect evidence)
- Taking supervised PhD credits (490) – Rubric

Graduate Learning Outcomes: Next Steps (contd)

Step 3: Collect data from Spring 2010-Spring 2011

Step 4: On-going program improvement efforts based on assessment findings

(probably will come much later after we collect/analyze assessment data – June 2011)

*Thank you for attending.
Have a great weekend.*