Doré School of Graduate Studies

Introduction

The School's primary responsibility is to provide oversight for all graduate degree and certificate programs offered within the University's six academic colleges. In addition, the purpose of the Doré School of Graduate Studies (DSGS) is fourfold: professional training, for increased compentency in specialized fields; research, to further the development of students in techniques and methods of scholarly research; knowledge, to develop broader and deeper understanding of human knowledge; and preparation, to stimulate and encourage students to prepare them for further graduate study.

Performance Objective 1 **Grow enrollment and increase completers in existing graduate programs, and add programs as opportunity permits.**

1 Assessment and Benchmark

Benchmark: Increase enrollment in existing graduate programs.

1.1 Data

Academic Year	Fall	Spring	Summer	Total
2014-2015	811	799	301	1911
2015-2016	697	640	266	1603
2016-2017	665	657	254	1576
2017-2018	673	609	208	1490
2018-2019	597	558	221	1376

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Graduate student enrollment has dropped 17.5% since 2014-2015. An in-depth examination of graduate programs will be conducted to determine where enrollment is dropping the most.

2017-2018:
Most of the information gathered from program directors/department heads was anecdotal noting an observed decline in international students. This decline was attributed to rising costs and changing immigration policies.

2018-2019:
Graduate enrollment continued to decline. Reasons for the decline are unclear. Potential changes to programs and increases in online program options are being discussed.

2 Assessment and Benchmark

Benchmark: Increase number of undergraduates using "privilege to graduating seniors" by 5%.

2.1 Data

Academic Year	Fall	Spring	Summer	Total	% change
2014-2015	11	7	2	20	—
2015-2016	6	11	4	21	5%
2016-2017	4	10	5	19	-9.5%
2017-2018	2	7	9	18	-5.3%
2018-2019	10	15	0	25	38.9%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
The "privilege" permits undergraduate seniors (those students with less than 30 hours remaining on baccalaureate degrees) to earn up to 12 hours of graduate credit while pursuing the baccalaureate degrees.

2017-2018:
Overall university enrollment continued a slow decline and this is reflected in the number of students requesting the "privilege" of graduating seniors. Even so, the number making the request only declined by one from the previous academic year. Dore School of Graduate Studies will send a memo to all department heads reminding them of the "privilege" option and to encourage their better students to take advantage of the opportunity.

2018-2019:
Overall university enrollment declined; however, the benchmark regarding privilege of graduating seniors was met. We will see continued increases in this if accelerated programs are implemented.

3 Assessment and Benchmark

Benchmark: At least 225 completers each academic year.

3.1 Data

Academic Year	Fall	Spring	Summer	Total
2014-2015	103	152	21	276
2015-2016	105	109	16	230
2016-2017	95	147	16	258
2017-2018	103	132	14	249
2018-2019	106	104	7	217

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
After three years of data collection, the graduate school will set a benchmark of 225 completers each academic year effective 2017-2018.

2017-2018:
Benchmark met with 249 total completers for fall, spring, and summer.

2018-2019:
Benchmark was not met. The number of completers was low, potentially due to declines in enrollment. An Increase in enrollment will lead to an increase in completers and allow for meeting of benchmark.

Performance Objective 2 Support graduate student scholarship.

1 Assessment and Benchmark

Benchmark: Increase the number of graduate students' publications in the professional/scholarly literature.

1.1 Data

Academic Year	Fall	Spring	Summer	Total
2017-2018	10	15	3	28
2018-2019				
2019-2020				

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
An appropriate benchmark will be set after three years of data collection.

2017-2018:
Reported numbers include responses from all programs except PSYC and CHEM.

2018-2019:
Due to a couple changes in leadership in 2018-2019, the data were not collected.

Comments

Posted on 4/5/19 at 11:33 AM by Alex Eykelbosch

Posted on 8/21/18 at 9:18 AM by Wesley LeJeune:
Although you do not yet have a benchmark, you should still reflect on the data and provide a plan to increase the number of graduate students' publications next year.

2 Assessment and Benchmark

Benchmark: Increase the number of graduate students' presentations in professional/scholarly settings.

2.1 Data

Academic Year	Fall	Spring	Summer	Total
2017-2018	11	17	6	34
2018-2019				
2019-2020				

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
An appropriate benchmark will be set after three years of data collection.

2017-2018:
Reported numbers include responses from all programs except PSYC and CHEM.

2018-2019:
Due to a couple changes in leadership in 2018-2019, the data were not collected.

Comments

Posted on 4/5/19 at 11:33 AM by Alex Eykelbosch

Posted on 8/21/18 at 9:18 AM by Wesley LeJeune:
Although you do not yet have a benchmark, you should still reflect on the data and provide a plan to increase the number of graduate students' publications next year.

3 Assessment and Benchmark

Benchmark: Increase graduate student participation in grant-funded and sponsored research.

3.1 Data

Academic Year	Fall	Spring	Summer	Total
2017-2018	10	10	4	24
2018-2019				
2019-2020				

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
An appropriate benchmark will be set after three years of data collection.

2017-2018:
Reported numbers include responses from all programs except PSYC and CHEM.

2018-2019:
Due to a couple changes in leadership in 2018-2019, the data were not collected.

Comments

Posted on 4/5/19 at 11:34 AM by Alex Eykelbosch

Posted on 8/21/18 at 9:18 AM by Wesley LeJeune:
Although you do not yet have a benchmark, you should still reflect on the data and provide a plan to increase the number of graduate students' publications next year.

4 Assessment and Benchmark

Benchmark: At least 20 students will complete theses each academic year.

4.1 Data

Academic Year	Fall	Spring	Summer	Total
2014-2015	5	12	3	20
2015-2016	6	16	2	24
2016-2017	2	14	1	17
2017-2018	2	14	2	18
2018-2019	5	12	1	18

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
After three years of data collection, the graduate school will set a benchmark of 20 theses each academic year.

2017-2018:
Four additional students were supposed to complete a thesis in Summer 2018 but did not.

2018-2019:
The benchmark was not met. A decline in thesis completers may be a reflection of enrollment declines.

Comments

Posted on 4/5/19 at 11:34 AM by Alex Eykelbosch

Posted on 8/21/18 at 9:22 AM by Wesley LeJeune:
Your table has been revised as requested. Please provide an updated analysis in which you close the loop on the data provided.

Posted on 8/21/18 at 10:40 AM by Jessica Hutchings:
Which disciplines have students who were scheduled to complete theses but did not? What were the problems?

Performance Objective 3   Enhance unit operations, policies, procedures, communications, and services.

1 Assessment and Benchmark

Benchmark: Develop or suggest revisions to policies to clarify, expand, or otherwise enhance graduate programs and/or support services.

1.1 Data

2015-2016:
Benchmark met. Thesis handbook will be revised again with a purpose to allow some formatting and discipline-specific notation guidelines to be acceptable. Graduate Council will also take up discussion on allowing "embargo" period before making theses available in the library. This will allow some students, particulary in the MFA program, to avoid publication conflicts with some publishers.

2016-2017:
The University's faculty hiring plan will be automated, and graduate instructor approval will include the Dean of the Graduate School in the work flow.

2017-2018:
Benchmark met. Graduate Council authorized and Dean completed a sample syllabus for thesis. This document follows University policy and provides a template for a graduate level syllabus that aligns learning outcomes with course activities. The document also includes a link to a Bloom's Taxonomy table of action verbs so that faculty may define course learning outcomes using appropriate language and rigor.

2018-2019:
Unaware of how benchmark was met as new director of graduate studies was recently appointed.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The automated process is still under construction. When released, the unit will evaluate the new process after a year of use.

2017-2018:

No knowledge of whether the automated hiring process is completed. This office has not received any notifications or requests for hiring approvals. The sample thesis course syllabus has been posted with a full explanation as to its use. Faculty are also requested to use it as a template for structuring syllabi for their other courses. The sample is linked to a taxonomy of action verbs appropriate for wording learner outcomes in a graduate level course.

2018-2019:

No knowledge of how thesis template was implemented or used. No knowledge of automated hiring process.

Comments

Posted on 4/5/19 at 11:34 AM by Alex Eykelbosch

Posted on 8/21/18 at 9:25 AM by Wesley LeJeune:
You provided an update on the automated hiring process, which is great; however, you do not mention anything about the syllabus in your analysis. What are your next steps, if any? Are there any projects coming up in the near future related to syllabi?

Posted on 8/21/18 at 10:41 AM by Jessica Hutchings:
Graduate Council needs to discuss student evaluations for graduate courses, particularly thesis courses.

2 Assessment and Benchmark

Benchmark: Improve communication with prospective students.

2.1 Data

2016-2017:
Website revisions and other procedures need modification to route student inquiries to the specific academic departments rather than to the graduate school office.

2017-2018:
Website revisions are ongoing but nothing specific has been accomplished on this particular matter. All incoming email student inquiries are forwarded to the appropriate department head/program director.

2018-2019:
Website revisions continue to be ongoing in association with RNL strategies. Ongoing recruiting strategies will include prospective graduate students.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Dr. Miles will work with I.T. and others to update the website and improve communications with prospective students.

2017-2018:
Benchmark not met. I will tackle this matter with I.T. this academic year.

2018-2019:
Unaware of whether or not benchmark was met as new director of graduate studies was recently appointed. Meetings with recruiters to identify methods for recruiting prospective graduate students have taken place. Additionally working to identify correct points of contact for prospective graduate students and clearly convey this information to students.