

CAIR November 2012



Claremont  
GRADUATE UNIVERSITY



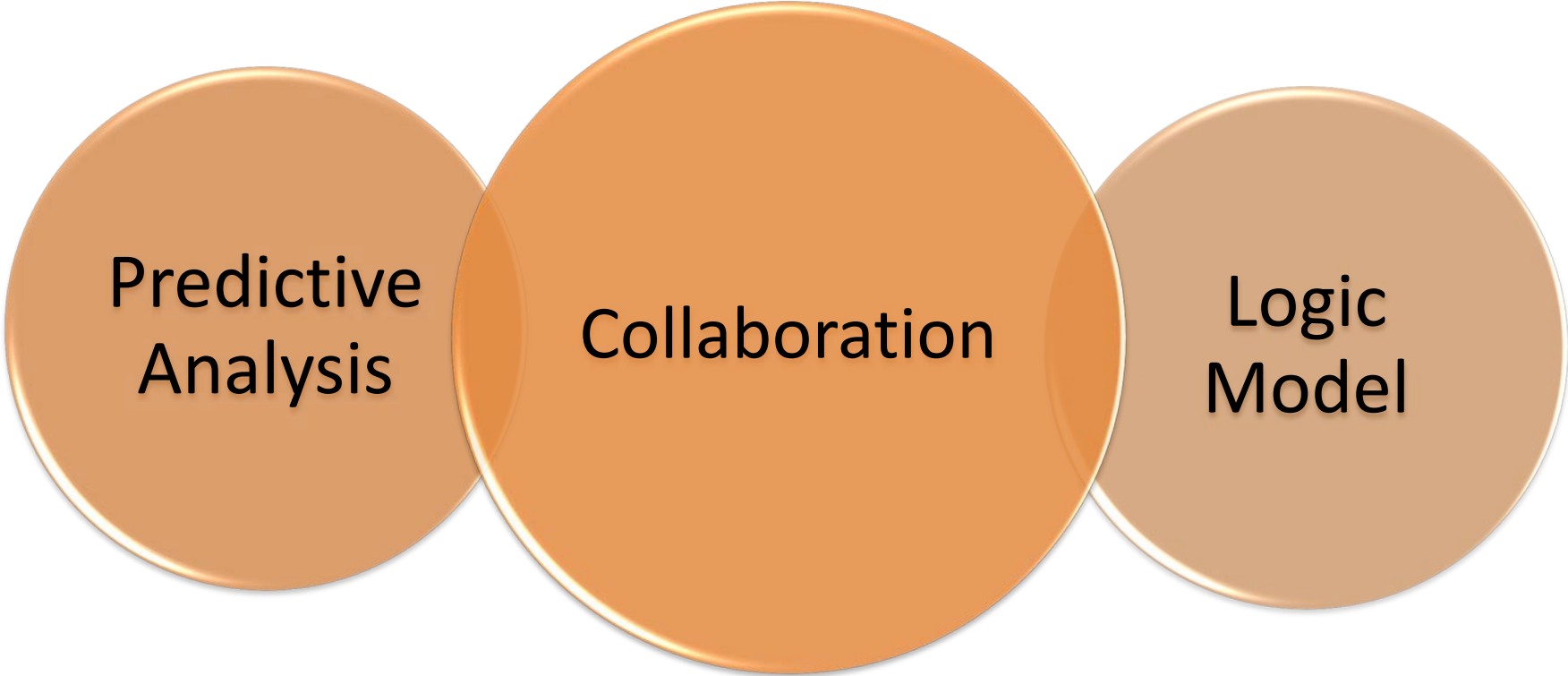
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Ashford University   Claremont Graduate University

[www.cgu.edu/discovercgu](http://www.cgu.edu/discovercgu)

# Student Success in Graduate School

## Examining Institutional Effectiveness Practices

### *Session Overview*



Predictive  
Analysis

Collaboration

Logic  
Model



*Matching numbers with opportunity*

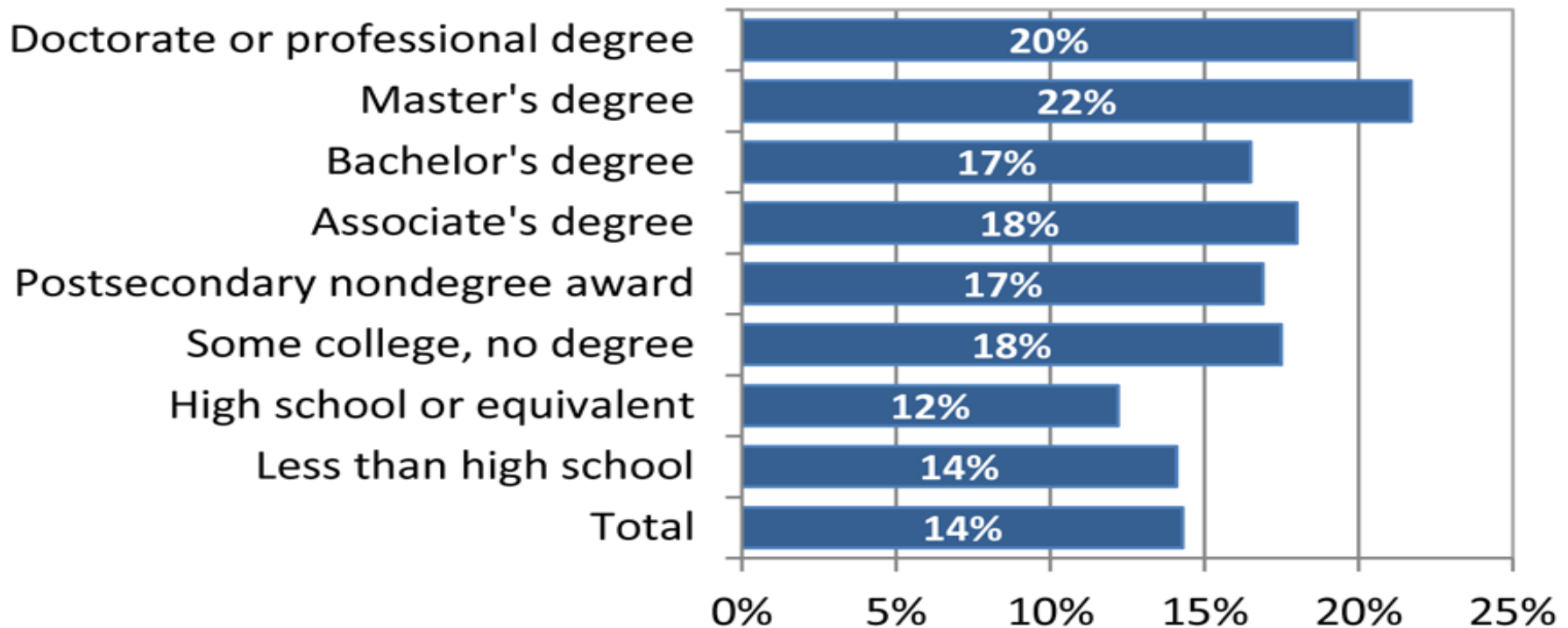
## **CGS/ETS urge - improve career services**

Across 20.5 million projected new positions by 2020, about 877,000 of these will typically require a doctorate or a professional degree, and about 431,000 will typically require a MA degree.  
(CGS)

48,000 students earned their doctorate in 2010, a 3% drop from the previous year  
(*Survey of Earned Doctorate*)

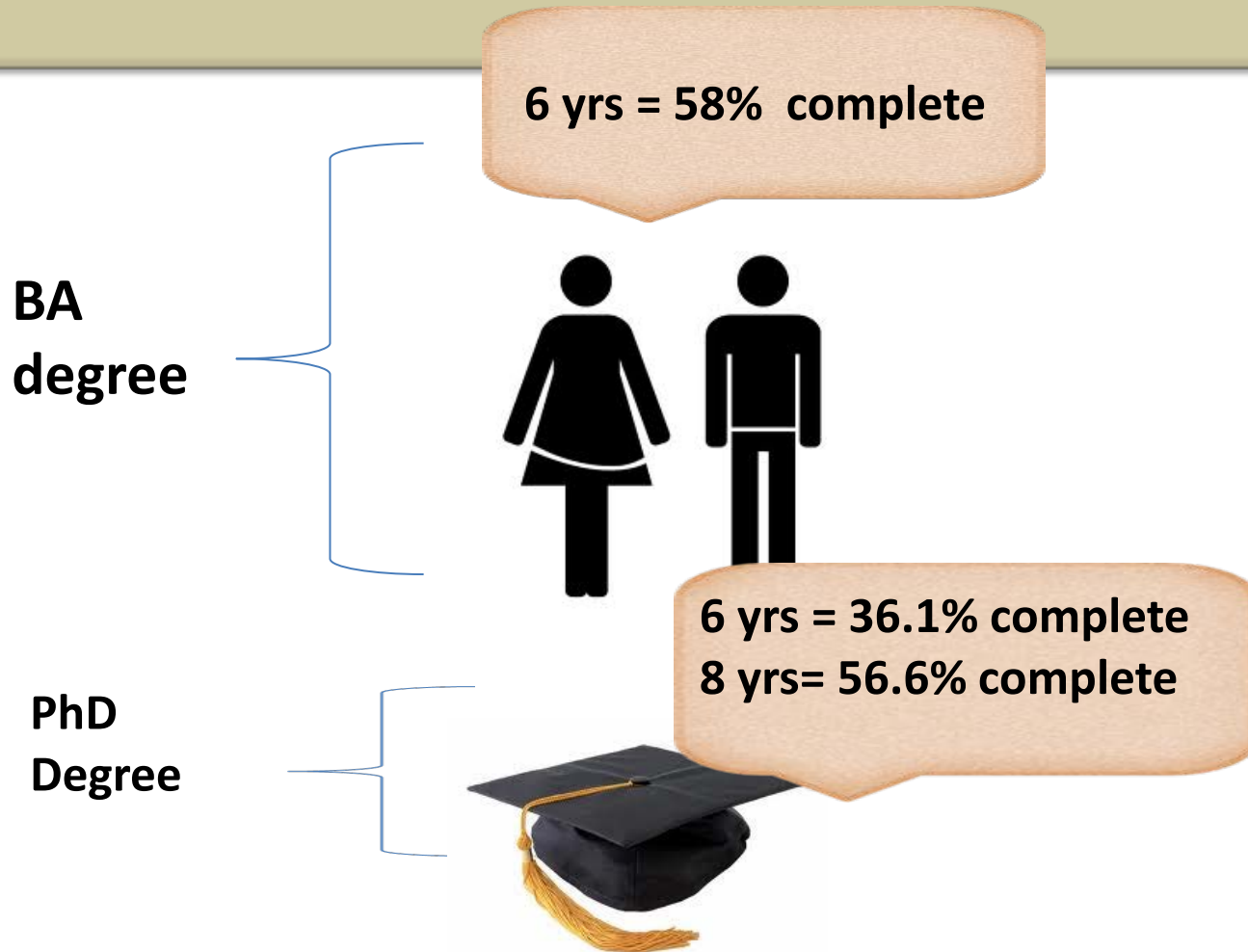
# Can the market sustain the Numbers?

**Figure 1. Projected Growth in Employment by Level of Educational Attainment, 2010 to 2020**



Source: Sommers & Franklin, 2012

# Fast Facts – Our Nation



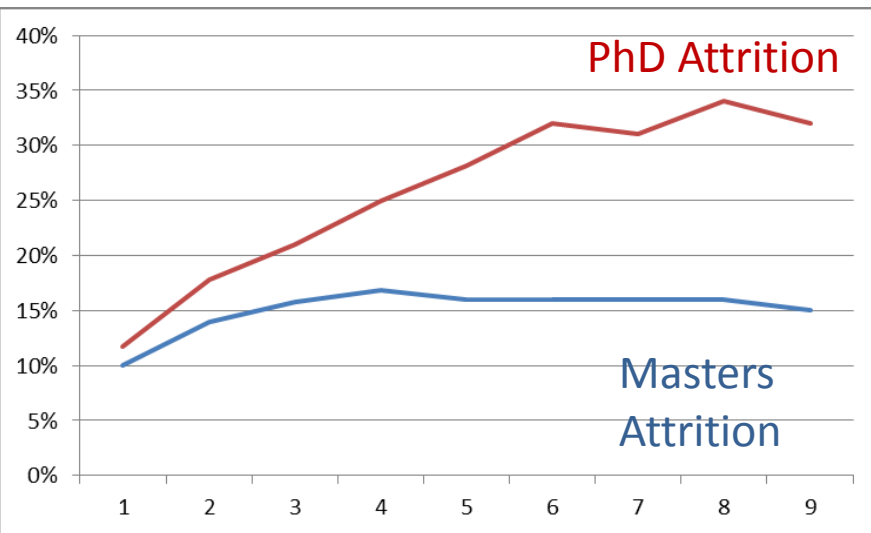
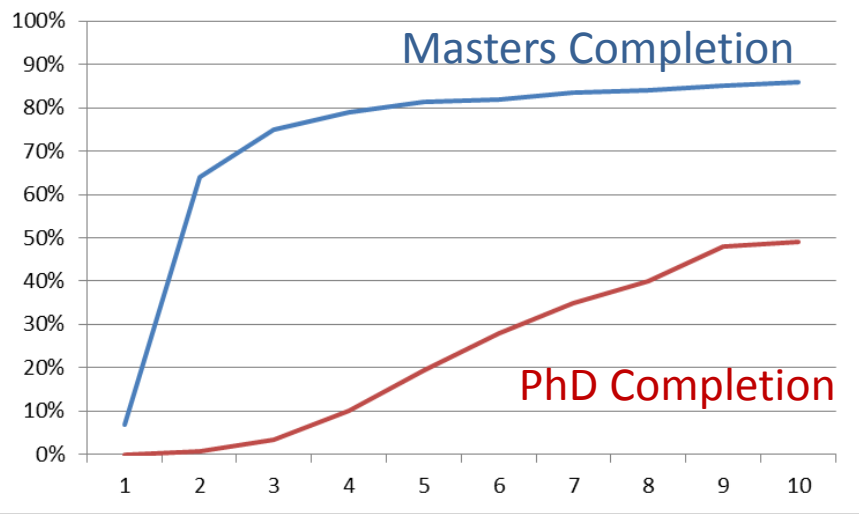
CGS, 2007: [http://www.phdcompletion.org/quantitative/book1\\_quant.asp](http://www.phdcompletion.org/quantitative/book1_quant.asp)

# Fast Facts - CGU

- Graduate only - Over 2,200 enrolled students
- 22 PhD programs, 43 Masters programs
  - Cross enrollment, transdisciplinary
- 57% full time status, 38% part time, 5% doctoral/cont. reg
- 16% International
- 18% URM
- *In EER Phase of reaccreditation*



# CGU Attrition and Completion



## Master's completion rates

Black/African American	64%
American Indian/ Alaska Native	67%
Other	72%
Hispanic	74%
White Non-Hispanic	81%
International	88%
Asian/Pacific Islander	90%
<b>Total</b>	<b>82%</b>

## 6 Years

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# CHALLENGE: Define “Student Success”



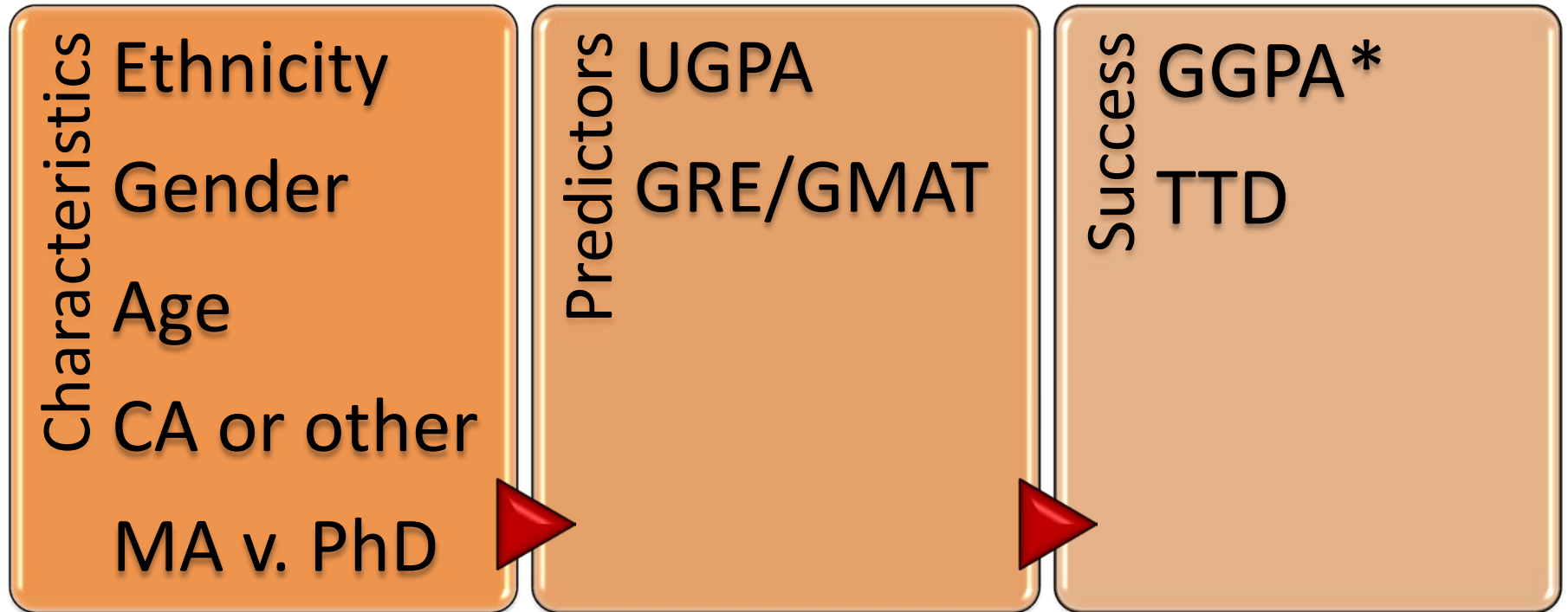


# CHALLENGE: Define “Student Success”

- Satisfaction
  - Community
  - Relationships (peer, faculty)
  - Opportunity (internship, RA, TA)
- Completion
  - TTD
  - SLO
- Job placement
  - ROI
  - Significant contribution to the field



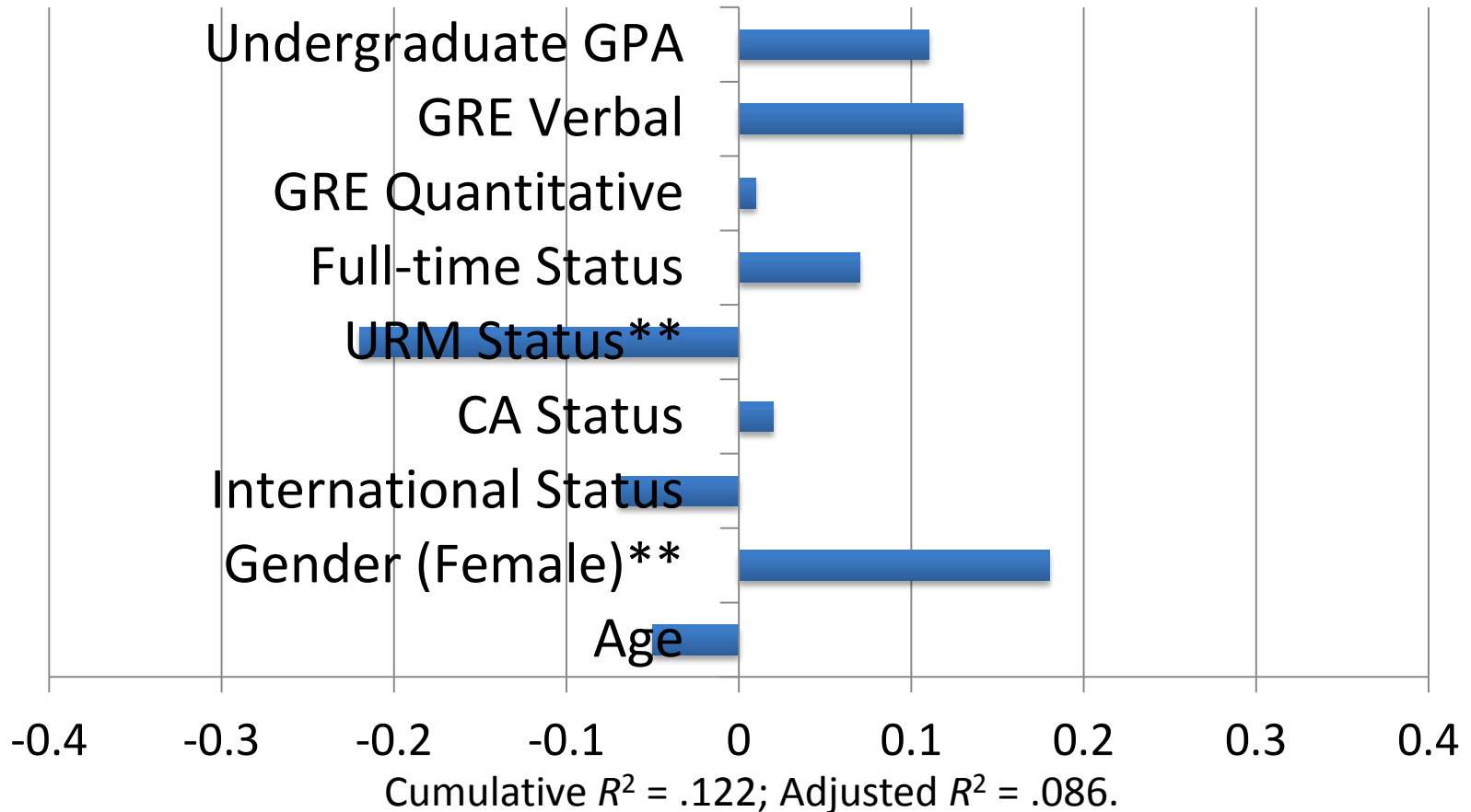
# Hierarchical Linear Regression Model - Program Completers



\*GGPA includes  
1<sup>st</sup> year, 2<sup>nd</sup> year, and final

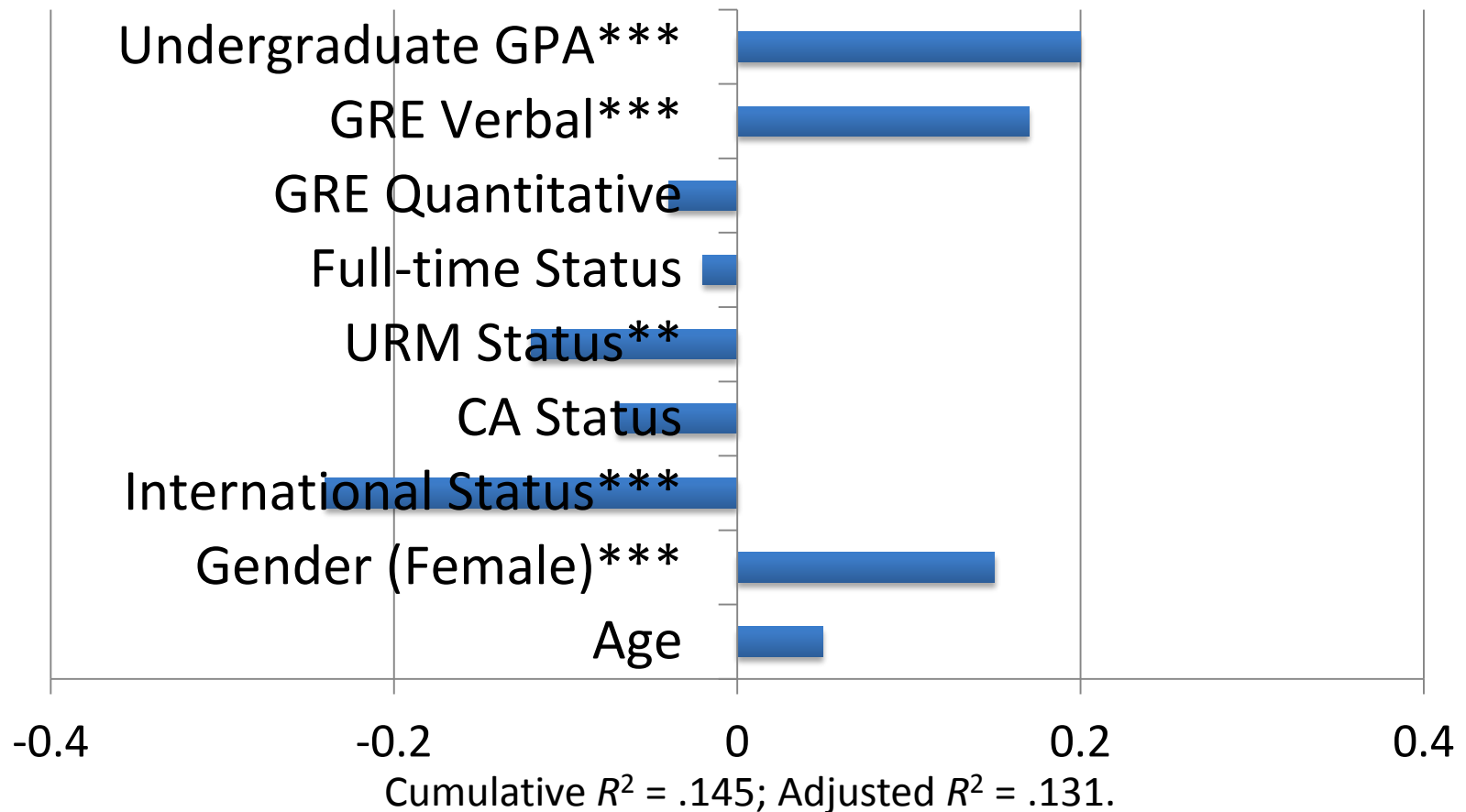
# Master's Students (GGPA), $N = 231$

## Predictors' Relationship with GGPA, *Controlling* for Other Variables



# PhD Students (GGPA), $N = 584$

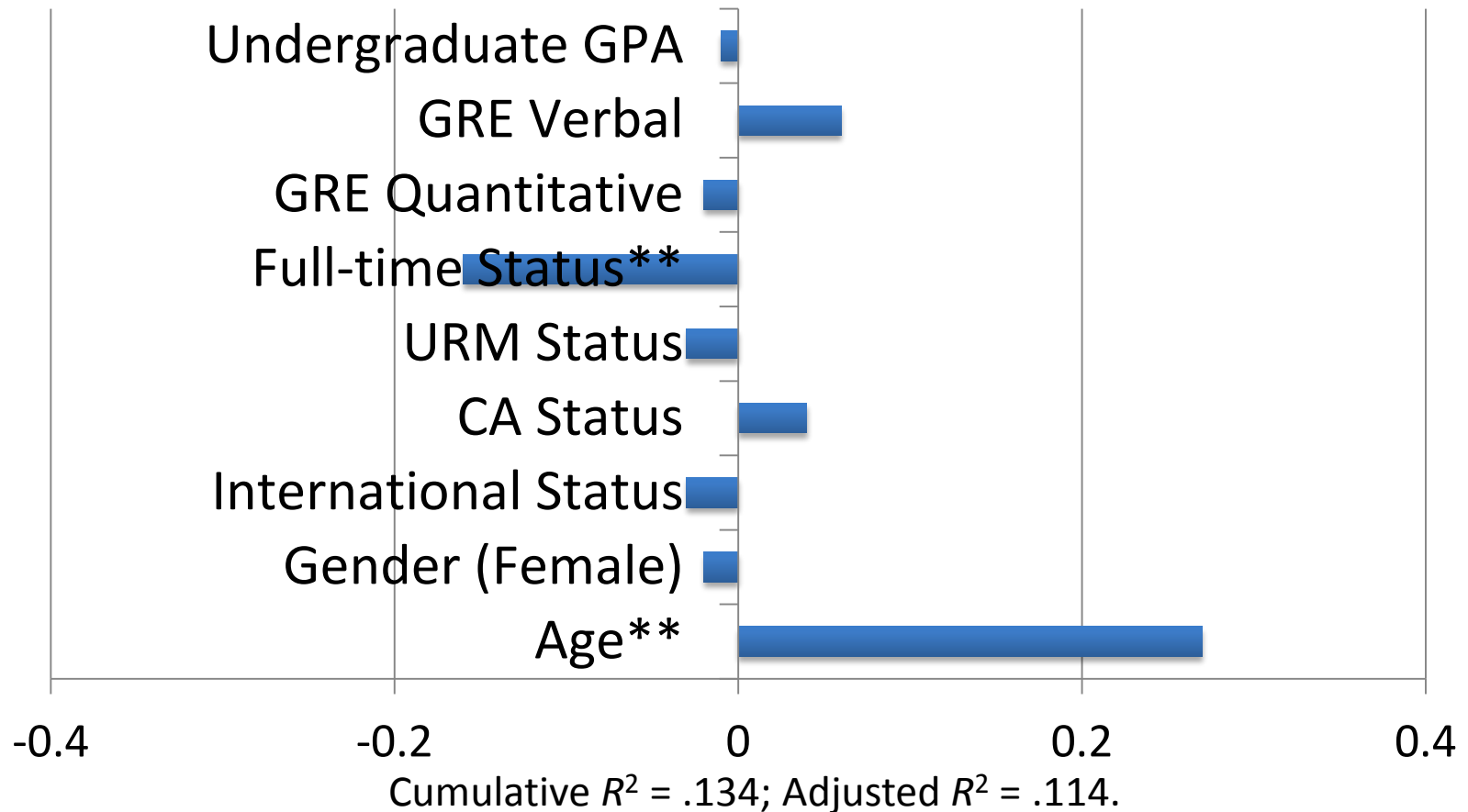
## Predictors' Relationship with GGPA, *Controlling* for Other Variables





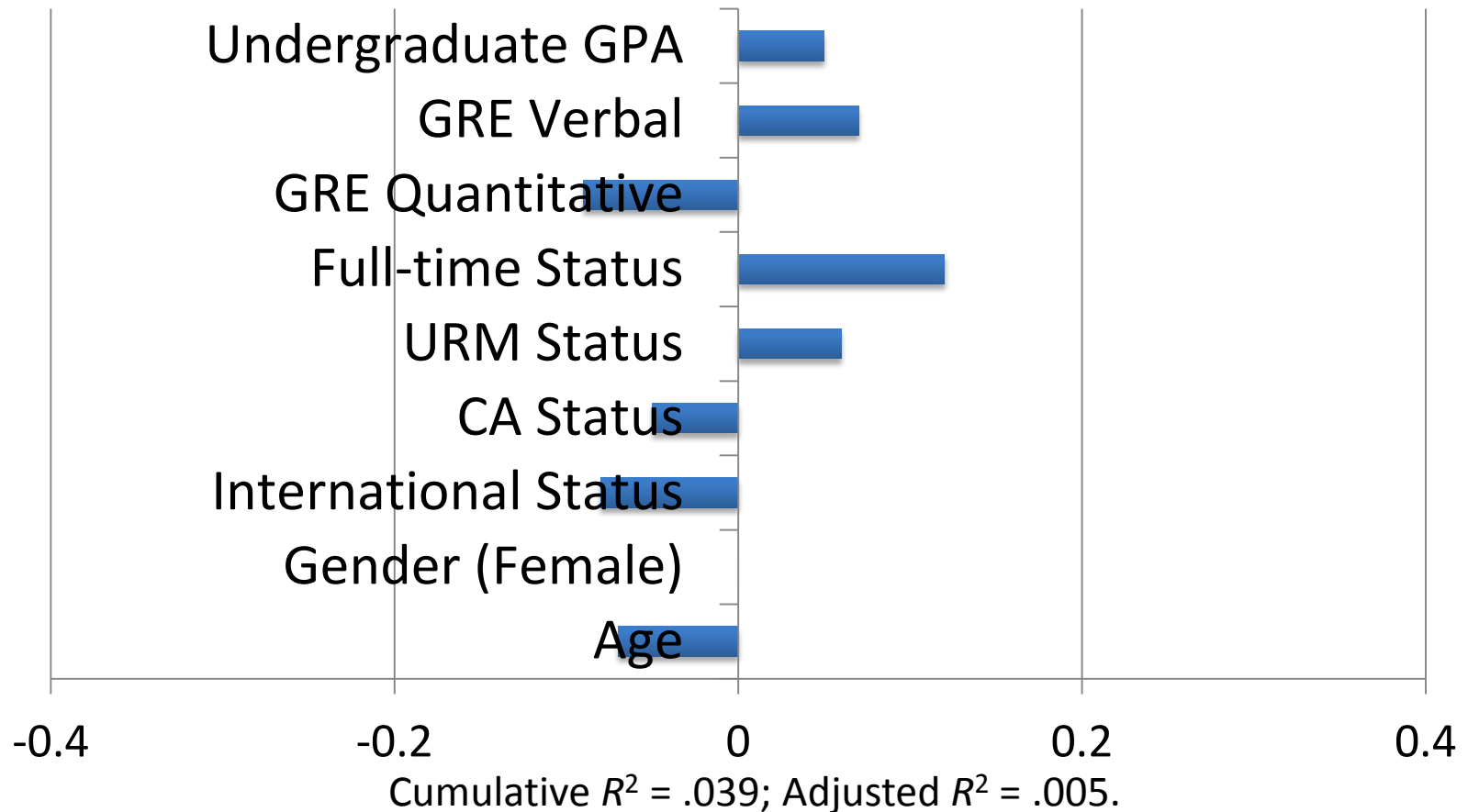
# Master's Students (TTD), $N = 397$

## Predictors' Relationship with TTD, *Controlling* for Other Variables



# PhD Students (TTD), $N = 260$

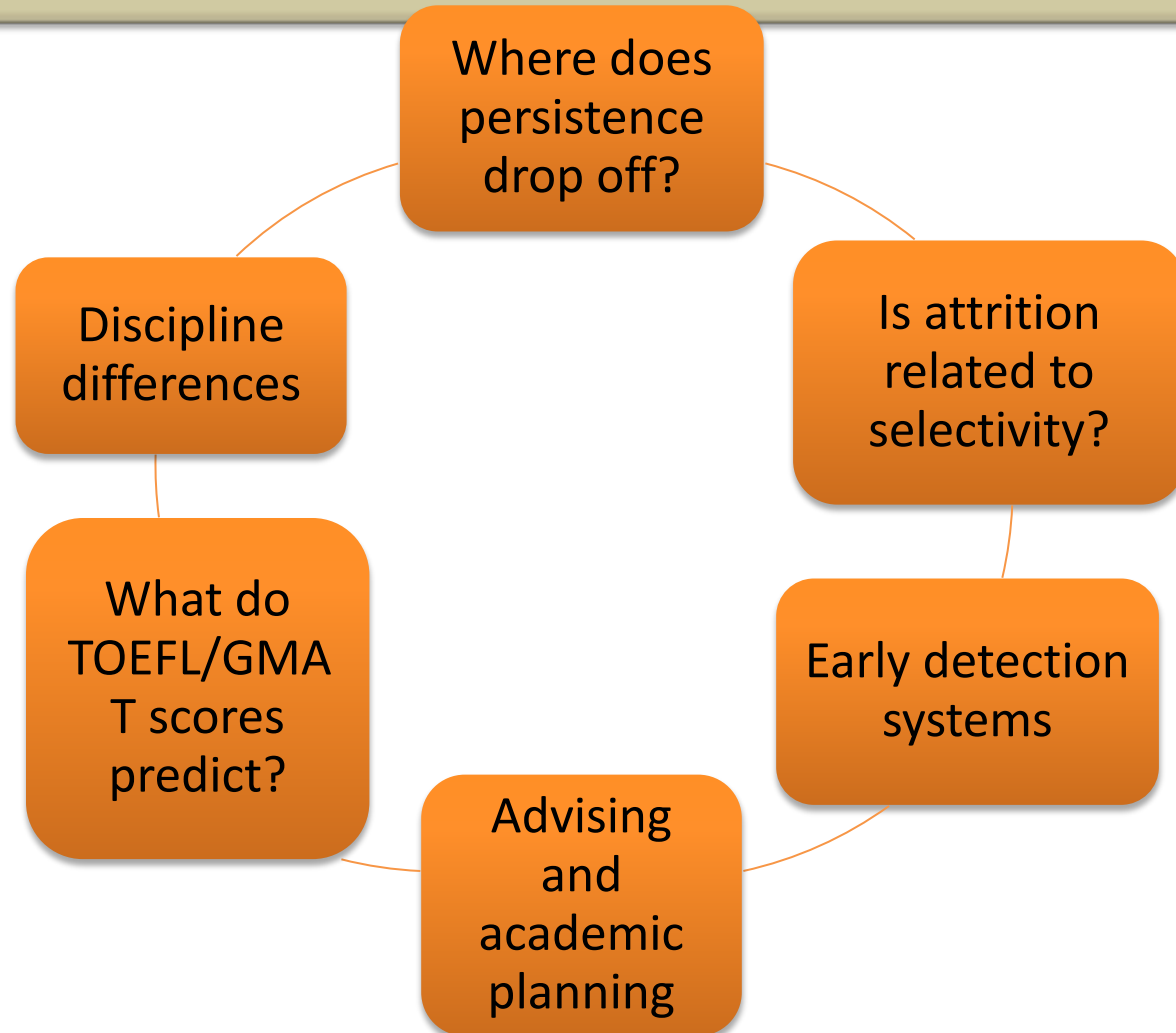
## Predictors' Relationship with TTD, *Controlling* for Other Variables



# Summary of Findings

- Relative to GRE Quant scores, GRE Verbal Scores were more predictive of GGPA.
- UGPA was also predictive of GGPA but not TTD.
- Predictors tended to more predictive of GGPA than TTD, especially for PhD students.
- Group differences (URM and gender) were prevalent on GGPA than TTD.

# Potential Future Analyses





# What can we do with this information?

These findings are not as predictive as other undergraduate models we have seen...

Have you run predictive models for your  
undergraduate students?  
graduate students?

If so, what did you find?



# What, so what, now what?

*Give voice to the numbers – combine data*

- *Climate & Exit Surveys, Ad hoc*
- *IPEDES – comparisons*
- *CGS – Best Practices*
- *WASC Completion Tables*

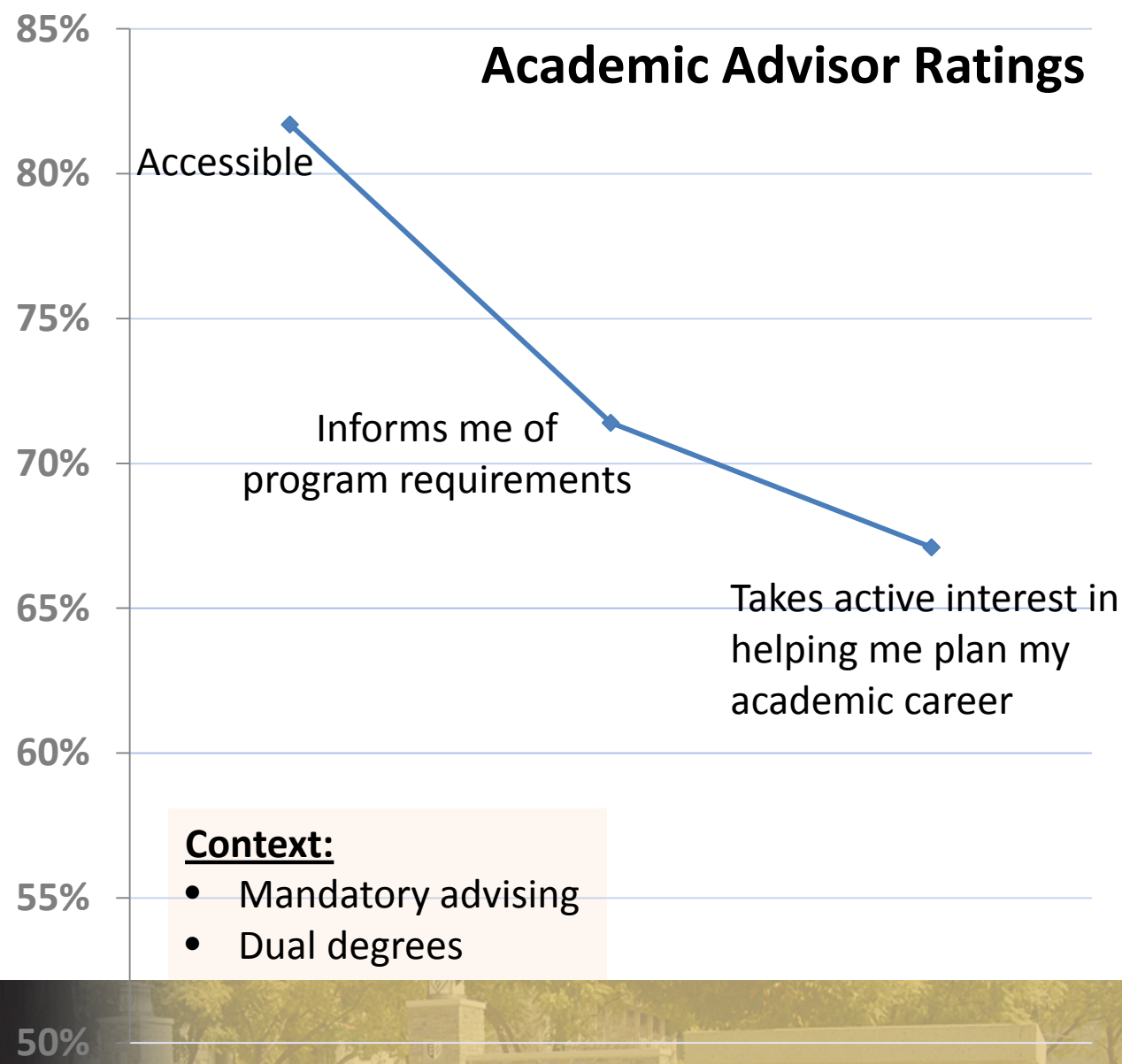
*More data*

- *1<sup>st</sup> Generation & SES*
- *Strong non-completers*

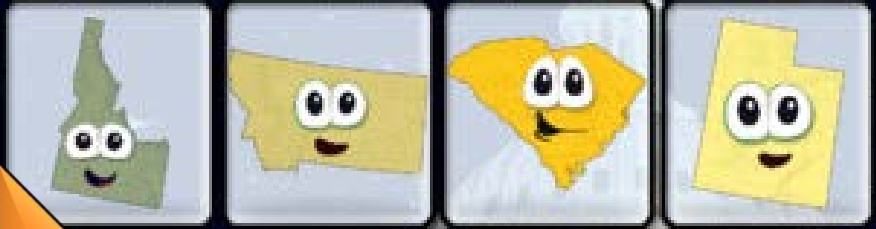


# Student Climate Survey Data, 2011

- < 60% agree...
- **Morale among students within my program is high**
- **There is a sense of community in my program**

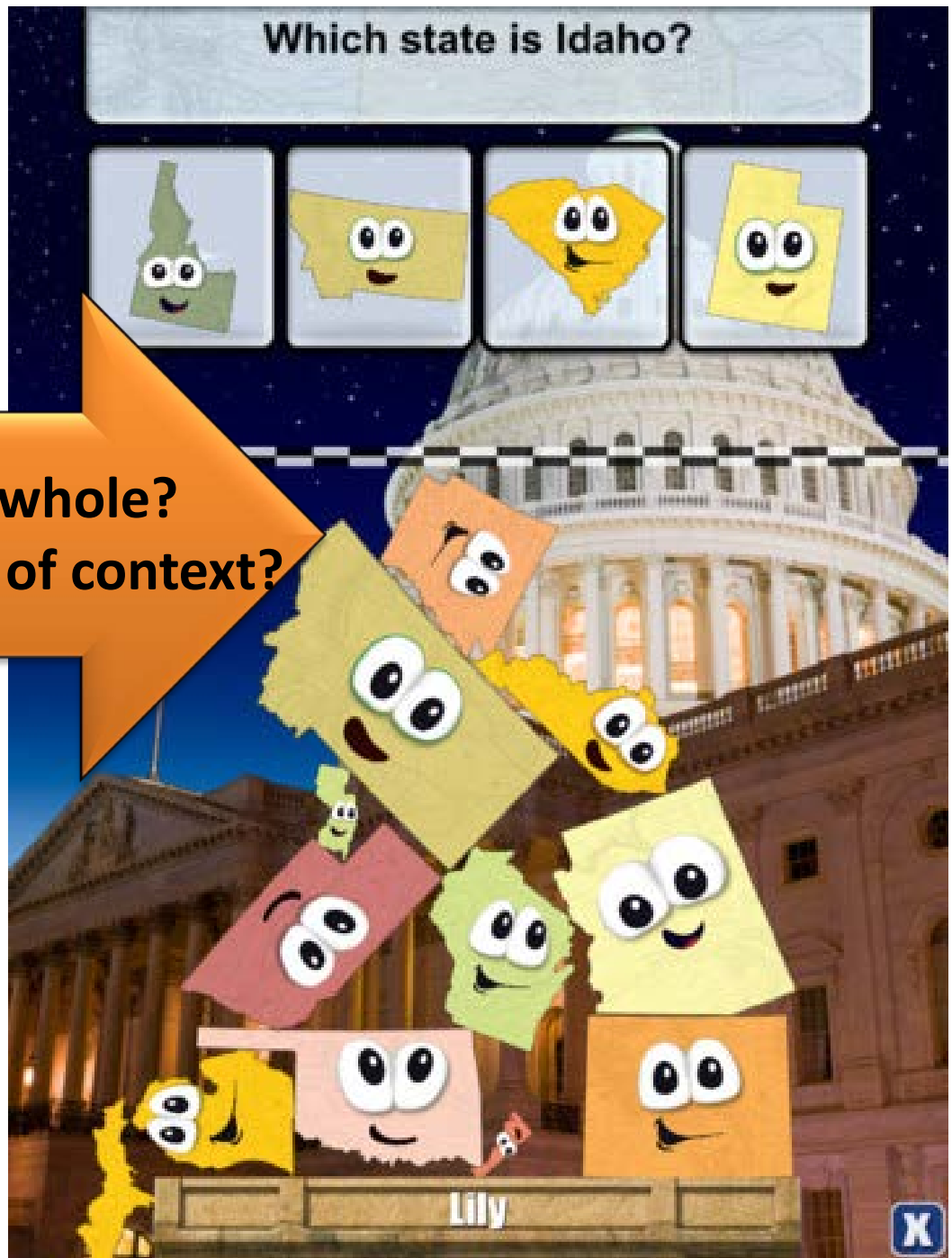


Which state is Idaho?



Do the pieces add up to the whole?  
Can you recognize them out of context?

**Stack the States**  
*Best iPad APP Ever*







*Commitment to  
Diversity &  
James  
Irvine Foundation*

**Stake the stakes ...  
Is the foundation  
strong enough?**



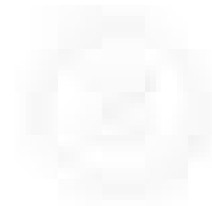
Office of Student Life  
& Diversity



**Student  
Conference**

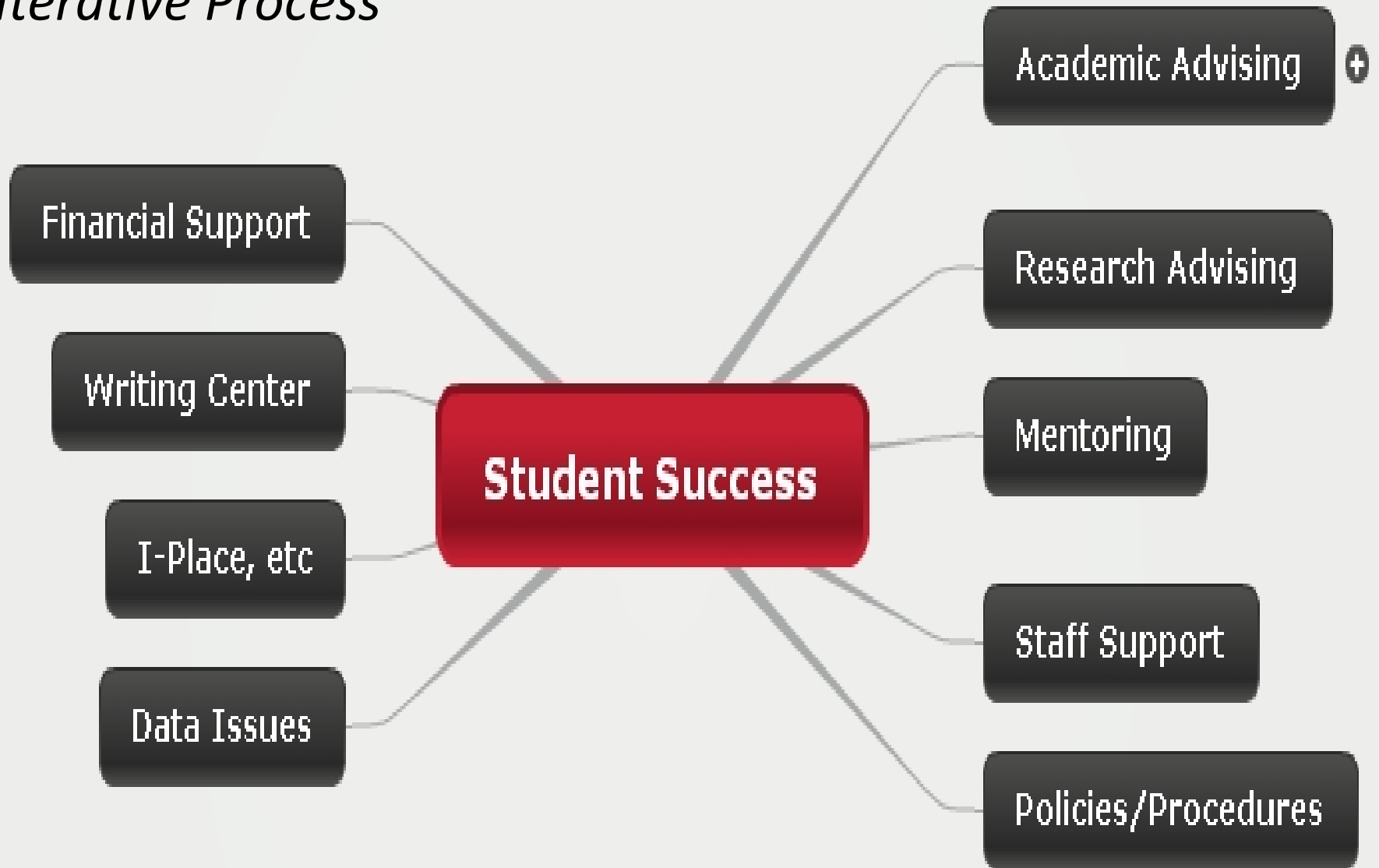


Is more better?



# Reaching Consensus on Main Issues

## *Iterative Process*



# Levers for change – *your turn*

What are your priorities?

How do you choose?



How can we build, together, graduate level data?



# Who asks, who answers? Role of...

Faculty

Student services

Administration

Board of Trustees

CAIR, WASC, CGS...



## Other data: Student Affairs Assessment KSA's 2011

- + confident in their ability to initiate the assessment process  
(mission statement/goals)
- less comfortable in their ability to conduct an assessment  
(assessment plan, research methods)

**→ welcome training in assessment practices, data collection methods, data analysis, and reporting**

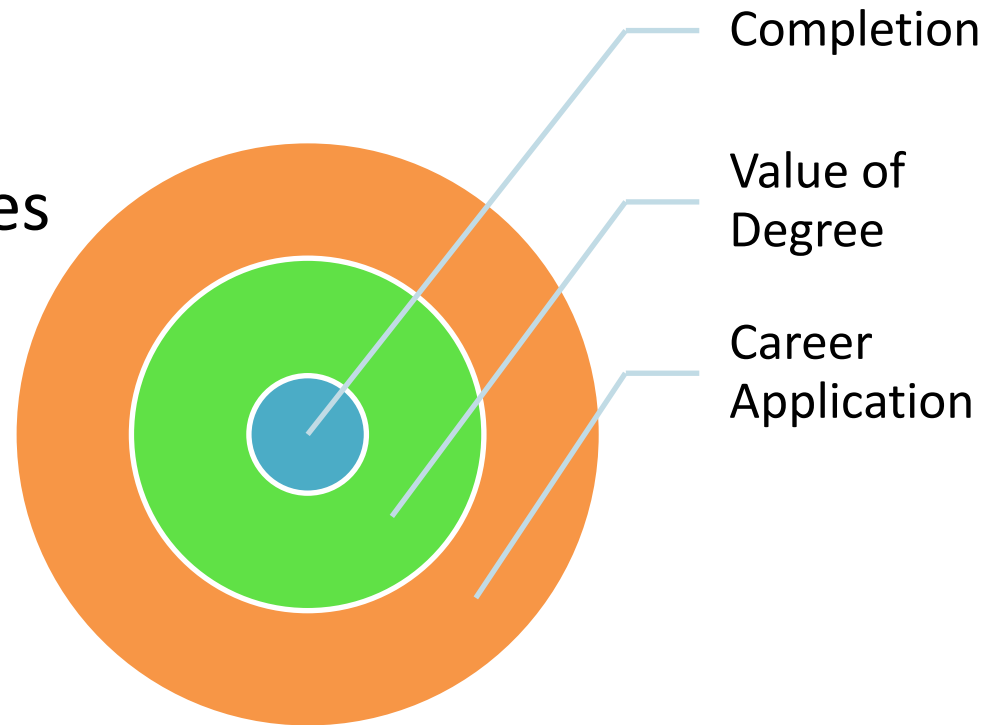




# Role of I.R. & I.E.

## How do we measure...

- Value/Worth of degree
- Quality of the experience
- Student Learning Outcomes
- Satisfaction
- Engagement & Ratios
- Community
- Affordability/Debt
- Earning Potential
- Marketability of the Degree



# Logic Model: Student Services

**Purpose:** Explanation of why you believe a program will work – underlying theories and assumptions

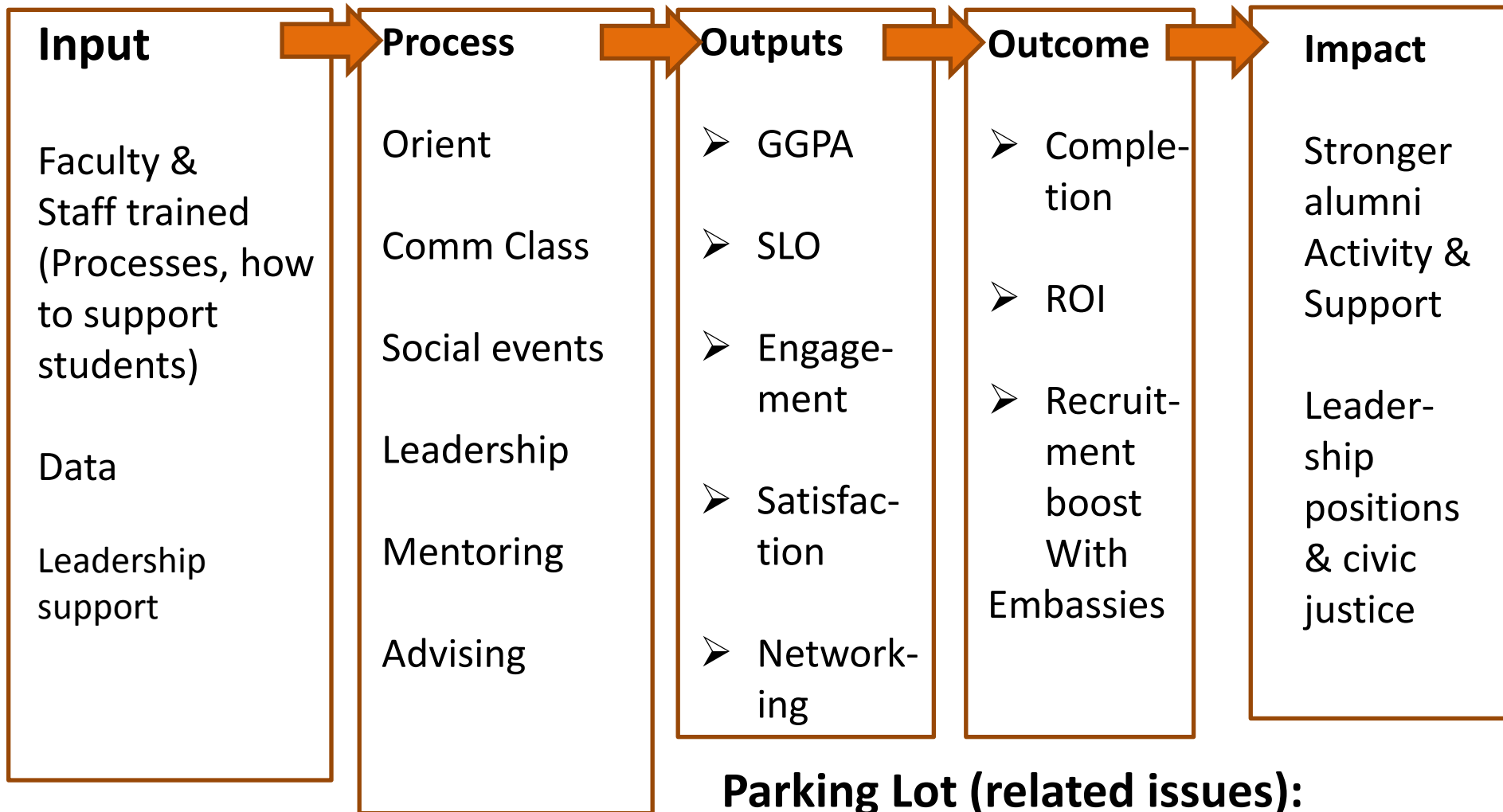
**Use:** Program implementation and decision making

**Focus:** Systematic approach to understand effects of your action plans and programs

**Process:** Plan backward, implement forward

**Parking Lot:** Recognize and prioritize

# Logic Model: International Student Support



# Best Practices – *your turn*

What initiatives have you implemented to bolster completion rates for students?

What worked well?

What did not achieve desired results?

Are these answers different for URM students?

How do you set targets?



# Summary

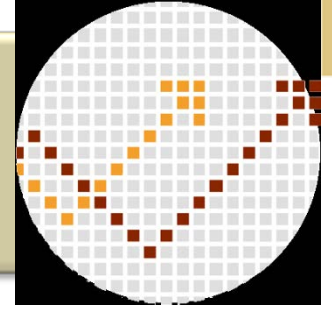
- Predicting student success for graduate students may require different constructs than undergraduates
- Differences for URM are consistent with undergraduate findings
- While some findings are statistically significant, are these practically significant?

# Summary

- Institutional Research Officers can work with other staff to evaluate data to inform policy and influence decision making.
- Logic models are an effective tool to focus research efforts, measure the impact of programs and projects, and identify why they work.



# Resources



## **National graduation rates (AA, BA)**

<http://collegecompletion.chronicle.com/>

<http://www.acenet.edu/news-room/Pages/College-Graduation-Rates-Behind-the-Numbers-.aspx>

<http://www.higheredinfo.org/dbrowser/?level=nation&mode=map&state=0&submeasure=27>

<http://www.professionals.collegeboard.com/pdfdownload/college-retention.pdf>

## **MA/PhD Information**

<http://www.grad.uga.edu/cgs/intervention/index.html>

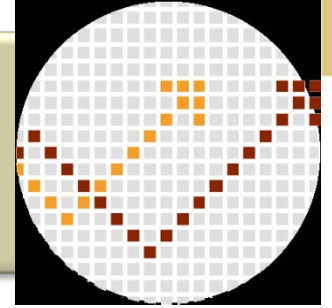
<http://www.nsf.gov/statistics/sed/digest/2010/>

[www.pathwaysreport.org](http://www.pathwaysreport.org)

## **Diverse Students**

[http://www.luminafoundation.org/newsroom/news\\_releases/2011-11-07.html](http://www.luminafoundation.org/newsroom/news_releases/2011-11-07.html)

# Resources



## Logic Model

[http://interactiveconcepts.info/files/LACOE Logic Model try 2.swf](http://interactiveconcepts.info/files/LACOE_Logic_Model_try_2.swf)

[http://www.servicelearning.org/instant info/fact sheets/he facts/engaged community maximizing community impact](http://www.servicelearning.org/instant_info/fact_sheets/he_facts/engaged_community_maximizing_community_impact)

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html>

## Evaluation Framework

[http://www.aacu.org/meetings/engaging\\_depts/documents/ProgramEvaluationChapterFinalIDraftSubmitted5-15-2011.pdf](http://www.aacu.org/meetings/engaging_depts/documents/ProgramEvaluationChapterFinalIDraftSubmitted5-15-2011.pdf)

[www.eval.org](http://www.eval.org)

<http://www.wmich.edu/evalctr/>

## Advising Model Handout

[http://dus.psu.edu/mentor/wp-content/themes/The%20Mentor/images/uploads/advising\\_model.gif](http://dus.psu.edu/mentor/wp-content/themes/The%20Mentor/images/uploads/advising_model.gif)

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