

Graduate Student Experience Working Group Final Report

June 30, 2017

Introduction

The Graduate Student Working Group (GSEWG) was created in January 2016 by then Provost Breese and charged with providing to the Provost and other stakeholders recommendations that would improve the academic experience for Dominican graduate students. This working group paralleled the undergraduate student experience working group facilitated by Deans Chu (SOE) and Curci (BSB) that operated from December 2015 to June 2016 and was charged with the similar task of making recommendations to improve the academic experience of undergraduate students in light of the new academic alignment and implementation of the 4-college model: Brennan School of Business (BSB), College of Applied Social Sciences (CASS), College of Health Sciences (CHS), and Rosary College of Arts and Sciences (RCAS).

Working Group Members

The working group members included representation from the five Dominican schools offering graduate programs (Kathy Clyburn, GSSW; Anne Drougas, BSB; Greg Harman, SOE; Matt Hlinak, SPCS; Cecilia Salvatore, SOIS) and an administrator from the Office of Institutional Effectiveness (Daniel Domin, Director of Academic Assessment, Evaluation, and Achievement) who served as the group facilitator.

Methodology

The working group met regularly from January 2016 – April 2017. At its first two meetings, the working group brainstormed a set of topics that it believed were pertinent to the graduate student experience at Dominican University:

- Accrediting Bodies
- Admissions/Orientation
- Advising
- Alumni Relations
- Bulletin
- Governance
- Handbook

- Institutional Research
- International Students
- Marketing/Recruiting
- Registration/Enrollment
- Support Services
- Transition UG → Grad

The topics of Bulletin and Handbook were addressed collectively by the working group. The Registrar and Dean of Students were invited to meet with the group and answer questions about the formation of the bulletin and handbook respectively. The other topics were distributed amongst working group members who were charged with researching the topics and then presenting their respective findings to the group. The research was guided by a set of three questions:

- 1.) how does Dominican currently do it?,
- 2.) how do Dominican's peer and aspirant institutions do it?, and
- 3.) how should Dominican do it?

Working either individually or in pairs, group members researched their assigned topics by familiarizing themselves with the topic's current state of affairs on campus (How does Dominican currently do it?). This involved researching web pages and office documents, interviewing key university personnel, and at times, inviting key personnel to working group meetings. Working group members also examined websites and documents from a sample of Dominican's peer and aspirant institutions (How do Dominican's peer and aspirant institutions do it?). At times, phone and email inquiries were made to institutions of interest in order to obtain a more robust data set. Finally, the research findings for each topic were presented by the designated group member(s) to the rest of the working group. As part of the presentation, the presenting member(s) provided a draft set of recommendations to the group. These recommendations (How Dominican should do it.) were discussed and modified until a final set of recommendations were created. Along with the set of recommendations, the working group provided a list of stakeholders who should be provided with the recommendations. This list typically included the Provost, college deans, and other Dominican offices [Note: a "recommendation matrix" that identifies programs and offices that, in the group's opinion, should serve as the deliberating bodies for each recommendation offered accompanies this report].

These recommendations are preliminary and are intended for deliberation by both the relevant stakeholders and Dominican governance. It should also be noted that many of the recommendations put forth by the Graduate Student Experience Working Group (much like those of the Undergraduate Experience Working Group) have significant implementation implications for the Office of Information Technology (IT). We therefore strongly encourage deliberating bodies to seek the input of the Chief Information Officer (CIO) and IT as they move forward with these recommendations.

Periodic interim reports were sent to the Office of the Provost outlining various recommendations. In total, three interim reports were submitted: 6/14/16, 9/15/16, and 2/23/17.

Following are the working group's synopses, major issues, and recommendations for each topic.

Body

Accrediting Bodies

Synopsis

Accrediting bodies exert an external locus of control on institutions of higher learning. Their influence impacts both the undergraduate and graduate student experience, especially those students in programs with specialized accreditation.

Major issues

1. Accrediting bodies exert an indirect influence on the quality of the graduate student experience such that falling short of the expectations of the accrediting body will have serious negative ramifications for graduate students at Dominican University.
2. Contemporary accrediting bodies are placing greater emphasis on continuous improvement.

Recommendations and deliberating bodies

1. As Dominican moves forward with the new college alignment, care must be taken to ensure that new and existing graduate programs that have special accreditation are able to satisfy the requirements for accreditation with the corresponding accrediting body. We recommend that

these programs undergo periodic review and consultation with the Office of Institutional Effectiveness (OIE) to ensure that accreditation criteria are being met.

[Brennan School of Business (BSB), Graduate School of Social Work (GSSW), Nutrition and Dietetics (NAD), Physician Assistant Studies (PAS), OIE, School of Education (SOE), and the School of Information Studies (SOIS)]

2. As accrediting bodies place even greater emphasis on continuous improvement, graduate programs should develop their own continuous improvement models that address not only student learning assessment and educational outcomes, but also overall program quality evaluation.

[OIE, BSB, GSSW, NAD, PAS, SOE, SOIS]

Admissions/Orientation

Synopsis

Graduate admissions and orientation at Dominican are generally program-based. That is, students apply for admission into specific graduate programs and depend upon that program to conduct an orientation session and to provide information regarding upcoming orientation sessions to the new graduate students. For all programs, applications can be done online. Glenn Hamilton, Assistant Vice President for Enrollment, met with the working group to discuss and answer questions related to graduate admissions and orientation.

Major issues

1. Although the graduate admission application is electronic, Dominican has no centralized graduate admission application.
2. Navigation through Dominican's website is not as user-friendly for the prospective graduate student as it could be.
3. Currently, there is no formal mechanism for graduate programs to share graduate enrollment data.

4. Graduate student admission relies on the efforts of both the graduate programs and the Office of Enrollment Management (OEM). Strong communication between these entities and a mutual understanding of the respective roles is essential for a strong graduate admission process.
5. The structure of having orientation sessions generally organized by individual graduate programs might not be the most efficient use of time and resources.

Recommendations and deliberating bodies

1. CIO/IT should discuss with the graduate programs and OEM the benefits and feasibility of having a graduate admissions web site and implementing an online graduate admissions system.

[CIO/IT, OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

2. CIO/IT should improve the navigation through the Dominican website so that links are more useful to prospective graduate students: regardless from where they started (graduate admission page or specific program page), students would be able to easily navigate to the proper application site (preferably in only 2 clicks).

[CIO/IT]

3. The graduate programs and OEM should discuss the benefits and feasibility having a “graduate enrollment council,” whose membership includes representatives from the different graduate programs and a member of OEM. This council would meet to discuss issues and initiatives related to graduate admissions.

[OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

4. OEM and the graduate programs should meet and address the following:
 - a. clarify the relationships between graduate programs and OEM,
 - b. clarify admission policies,
 - c. clarify organizational structure of OEM for graduate programs,
 - d. define the role of faculty in the graduate admission process, and
 - e. establish communication/information flow protocols between the graduate programs and OEM.

[OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

5. OEM and the graduate programs should examine the feasibility of having a general university orientation session that covers information pertinent to all graduate students and then have specific program breakout sessions/workshops that address program specific issues.

[OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

6. Graduate programs should ensure that information provided during orientation sessions includes but is not limited to the following:

- a. realistic timetables for degree completion,
- b. program specific policies and requirements,
- c. areas of faculty expertise for research/scholarship,
- d. resources for careers, networking, and professional skill building, and
- e. procedures for complaints and appeals.

[BSB, GSSW, NAD, PAS, SOE, SOIS]

Advising

Synopsis

Advising of graduate students at Dominican does not have as much institutional support as does undergraduate advising. There are no full-time personnel assigned to graduate-student advising. Instead, graduate programs rely heavily on assistant deans and/or faculty to address graduate student advising needs. These needs can be categorized into two groups: answering straightforward questions about specific policies or procedures and assisting the graduate students in making the best decisions with respect to their academic careers (mentoring).

Major Issues

1. Most graduate students need very little advising and direction; what they typically need is easy access to desired forms and quick answers to questions that they might have.
2. Should graduate faculty take a more mentor-like role with respect to advising and less of a role in assisting students with procedural items (e.g., course scheduling, completing forms, etc.)?

Recommendations and deliberating bodies

1. CIO/IT should work with the graduate programs to identify the set of forms needed by graduate students and make these forms easily accessible online.

[CIO/IT, BSB, GSSW, NAD, PAS, SOE, SOIS]

2. The Office of Marketing and Communications (OMC) should work with the graduate programs to identify a set of frequently asked questions that graduate students typically have and have the answers easily accessible on the Dominican website in the form of an FAQ page.

[OMC, BSB, GSSW, NAD, PAS, SOE, SOIS]

3. The Provost in conjunction with the Advising Office should discuss with the graduate programs the need/desire to have centralized advising, similar to that for undergraduate students, where graduate students can get access to advising resources and assistance with course scheduling.

[Provost, Advising, BSB, GSSW, NAD, PAS, SOE, SOIS]

Alumni Relations**Synopsis**

The Office of Alumni Relations (OAR) establishes and maintains relations with both undergraduate and graduate students who have earned degrees from Dominican. They do this through general communication via newsletters and by publishing an alumni magazine. In addition, the office has adopted the strategy of purposeful engagement where targeted emails are sent to specific alumni providing them with information that the office believes they will find worthwhile. Alysha Biehl, Senior Director of Development & Alumnae/i Relations, met with the working group to discuss and answer questions about improving the graduate student experience regarding alumni relations.

Major Issues

1. From the perspective of both graduate faculty and OAR, it is not as easy to engage graduate-student alumni as it is to engage undergraduate-student alumni.

2. Graduate programs/faculty have varying degrees of interaction with/awareness of the Office of Alumni Relations. Sometimes, graduate programs work with OAR to engage in strong mutual collaborations. At other times, there seems to be little or no communication, leading to similar events being planned with duplicative efforts.

Recommendations and deliberating bodies

1. Connect graduate-student alumni with current graduate students (remember the potential for inviting/including undergraduate juniors and seniors, who may prepare for graduate school).
[OAR, BSB, GSSW, NAD, PAS, SOE, SOIS]
2. Establish partnerships/collaborations between OAR and specific graduate programs to foster purposeful engagement with graduate-student alumni.
[OAR, BSB, GSSW, NAD, PAS, SOE, SOIS]
3. Strengthen relations/engagement between the alumni office and graduate faculty – graduate students have very strong relationships with faculty and it is these faculty who often serve as the primary connection back to the university.
[OAR, BSB, GSSW, NAD, PAS, SOE, SOIS]
4. The Office of Alumni Relations should market itself to faculty and graduate programs as a resource. The office should be regarded as an entity to help maximize the effects of good ideas.
[OAR]

Bulletin

Synopsis

The Provost requested that the working group's first item to address be the development of a graduate student bulletin. The consensus of the working group was that there is a strong need to have a graduate student bulletin that paralleled the undergraduate student bulletin. The working group invited Michael Miller, the Registrar, to meet with them to discuss various aspects of the bulletin's development: format, where it would be officially housed, content, etc.

Major Issues

1. Should there be independent undergraduate and graduate bulletins or should there be a single university bulletin?
2. Where should the official bulletin be housed?
3. What groups should be involved in developing the bulletin?

Recommendations and deliberating bodies

1. There should be a single university bulletin that incorporates necessary material for both undergraduate and graduate students [this recommendation has already been implemented by the Provost and Registrar].
2. The Registrar's Office (RO) should house the official university bulletin and should manage its development and content.
[RO]
3. Representatives from the various graduate programs should work with RO to develop the aspects of the university bulletin that pertain to graduate students. This includes distinguishing between academic policies that are general enough to include all graduate students from those that are graduate program specific.
[RO, BSB, GSSW, NAD, PAS, SOE, SOIS]

Governance**Synopsis**

As Dominican transitions to a four-college model, it is also transitioning from an Academic Council governance structure to a Faculty Senate. The GSEWG was interested in better understanding how the new governance structure could improve the graduate student experience, particularly with respect to increasing graduate student involvement in governance. The working group invited Mary Pat Fallon and

John Jenks, co-chairs of the Faculty Governance Task Force, to meet with the group and to discuss the impact of the new governance structure on the graduate student experience.

Major Issues

1. The level of participation of graduate students in governance needs to be increased.
2. There needs to be improved communication between the committees and other governing bodies that decide and impact the graduate student experience.

Recommendations and deliberating bodies

1. The Faculty Senate must encourage more graduate students to participate in Governance by identifying and communicating to graduate students the committees that have the greatest impact on the graduate student experience.
[Senate]
2. The Faculty Senate should make admissions, recruitment, and retention committees sub-groups of a larger committee. This will ensure that these three groups are in communication with each other.
[Senate]

Handbook

Synopsis

The working group was also asked by the Provost to look into the need for a graduate-student handbook. The working group invited Trudi Goggin, the Dean of Students (DOS), to meet with them to discuss various aspects of having a graduate-student handbook.

Major Issues

1. Should there be separate undergraduate- and graduate-student handbooks or a single student handbook?

2. Should the handbook be available in hard copy or should it be accessible digitally?
3. Which office should be responsible for the handbooks development and oversight?

Recommendations and deliberating bodies

1. Representatives from specific programs (Deans/Assoc. Deans/Assist. Deans), those with the most expertise with student procedures and policies, should be part of a task force charged with developing, publishing, and maintaining a University Student Handbook.

[DOS, BSB, GSSW, NAD, PAS, SOE, SOIS]

2. The task force should meet to create uniform policies that are as consistent wherever possible across the schools.

[DOS, BSB, GSSW, NAD, PAS, SOE, SOIS]

3. Besides the above task force, representatives from these areas should be included in the Handbook development as needed:

- a) Registrar's Office (RO)
- b) Information Technology (IT)
- c) Financial Aid (OFA)
- d) Wellness Center (WC)
- e) International Student Services (ISS)
- f) Advising

4. The Handbook should be "housed" in the office of the Dean of Students.

[DOS]

5. Within this Handbook, there should be separate sections covering different areas:

- a) University-level policies
- b) Undergraduate specific policies
- c) Graduate student policies – general
- d) Graduate student policies – program/school based

[DOS]

6. The Handbook should clarify where student policies are not uniform.

[DOS]

7. The Handbook should be in a digital format with multiple points of entry.

[DOS]

8. An abbreviated printable brochure should be provided.

[DOS]

Institutional Research

Synopsis

The Office of Institutional Effectiveness (OIE) is the university steward for institutional data. It oversees institutional data and for deciding its distribution amongst internal and external stakeholders. As part of its roles and responsibilities, OIE maintains the Consumer Information page on the DU website.

Major Issues

1. What information must be provided publicly so that it can be accessed by both current and prospective graduate students?
2. Any information made public must be easily accessible.

Recommendations and deliberating bodies

1. OIE should communicate with the graduate programs to ascertain the institutional data that should be provided to current and prospective graduate students.

[OIE, BSB, GSSW, NAD, PAS, SOE, SOIS]

2. OIE should survey current graduate students to ascertain what types of information they would need to access.

[OIE]

3. OIE should work with CIO/IT and OMC to ensure that information provided via the DU website is easily accessible to both current and prospective graduate students.

[CIO/IT, OIE, OMC]

International Students

Synopsis

Every year, Dominican welcomes over 100 international students (both undergraduate and graduate) from 23 countries to our campus. These students come from countries such as China, India, Korea, Mexico, Saudi Arabia, Taiwan, and Thailand. The experience at Dominican for the international students differs from that experienced by domestic students, which necessitates the university providing additional services and resources to the international student population. However, often these services and resources are geared towards the undergraduate international students.

Lucy Hancock (Graduate Marketing & Recruitment Coordinator), Ann Hurley (Director of Graduate Recruitment, Enrollment Management), Laurie Riggan (Assistant Director of Transfer Admissions, Enrollment Management), and Sue Ponremy (International Student Advisor) met as a group with the GSEWG to answer questions and help the group better understand the factors that impact the graduate student experience for international students.

Major Issues

1. International graduate students are a distinct subset of the graduate student population that needs access to information and resources not commonly associated with the general graduate student population.
2. International graduate students are also in need of additional support services.
3. Faculty and staff are not fully appreciative of the cultural norms of international graduate students. This can cause misunderstandings that might negatively affect the international students' graduate experience.

4. International graduate students desiring internship positions may need to fill out special paperwork with assistance from staff members who are designated school officials (DSO).
5. International graduate students (and domestic graduate students as well) need assistance in applying for jobs (e.g., resume workshops) and in conducting interviews (e.g., mock interviews).

Recommendations and deliberating bodies

1. In addition to SOAR, have orientation sessions for international students (international students tend not to attend SOAR). The Office of Enrollment Management should collaborate with International Student Services to develop and implement international students orientation sessions.

[ISS, OEM]

2. International Student Services should create graduate parallels to programs intended for undergraduate international students: integration success course, “buddies” program, international-domestic student network, etc.

[ISS]

3. The Chief Information Officer and the offices of Information Technology and Marketing and Communications should work with International Student Services and Enrollment Management to create an international students section on the Dominican website that at a minimum contains: important forms that can be downloaded, obvious links to what is important (this should be in different languages), and information pertaining to what to do if accepted.

[ISS, CIO/IT, OEM, OMC]

4. The Office of Enrollment Management and International Student Services should provide international students with a checklist containing explicit steps for getting insurance, finding housing, and arranging childcare.

[ISS, OEM]

5. International Student Services should provide to international graduate students resources for things outside of Dominican: restaurants, public transportation, and religious services.

[ISS]

6. International Student Services and the Provost should address the feasibility of creating a full-time international advisor position dedicated to international students – these students need a lot of “hand-holding” not only in academic matters, but also in managing everyday occurrences.

[ISS, Provost]

7. International Student Services and the Provost should work with the Chief Diversity Officer (CDO) and the Office of Diversity, Equity and Inclusion (DEI) to develop and provide training for faculty and staff on responding to different cultural norms.

[ISS, Provost, CDO/DEI]

8. Career Development should work with the different graduate programs to identify the resources needed to assist international graduate students in preparing materials for job/internship applications, preparing for interviews, and have a place to have a phone or Skype-like interview.

[Career Development, BSB, GSSW, NAD, PAS, SOE, SOIS]

Market & Recruiting

Synopsis

Before each school develops, evaluates and/or modifies its recruitment and/or selection processes it is important that it "knows itself." That is, it is important that a graduate program recognizes the kind of student that will "fit" the type of program that it represents. Also, the program must ensure that it possesses the resources necessary to assist graduate students in pursuit of their specific degrees.

Effective marketing and recruitment requires that a program understand its strengths and weaknesses. It clearly articulates both its long-term and short term goals and identifies which aspects of its curriculum should be emphasized when marketing to and recruiting graduate students.

Ann Hurley, the Director of Graduate Recruitment met with the working group to answer questions about how the marketing to and recruitment of graduate students could be improved.

Major Issues

1. What recruitment strategies does Dominican employ?
2. How should graduate programs be featured on the Dominican website?
3. What types of information and/or resources are needed by programs to recruit and market effectively?

Recommendations and deliberating bodies

1. Information relating to graduate programs must be prominently displayed on the university website.
[CIO/IT, OMC]
2. The Office of Institutional Effectiveness should work with the graduate programs to ensure that the programs are getting the data they need to make informed decisions – the more direct the access is to the data, the better.
[OIE, BSB, GSSW, NAD, PAS, SOE, SOIS]
3. The Office of Enrollment Management should ensure that graduate programs are provided with resources that will allow them to . . .
 - a) Identify where their students are coming from,
 - b) Recruit DU undergraduates,
 - c) Involve undergraduate students in graduate-level research,
 - d) Develop graduate-student boot camps that will help students build skill sets for success in graduate school,
 - e) Develop pipelines at other institutions,
 - f) Use databases such as GRE, McNair, National Name Exchange and KSDE teacher database to identify prospective students in the DU area, and
 - g) Host online and virtual recruiting sessions[OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]
4. Graduate programs should look to undergraduate alumni for recruitment and marketing
[OAR, OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

5. International and non-Illinois graduate students will benefit from special attention that might not be necessary for “locally” recruited students. These include . . .
 - a) Developing programs international students seek
 - b) Developing “bridging” activities for first-year graduate students.
 - c) Ensuring that student have a plan for matriculation.
 - d) Offer low-application fees
 - e) Partner with other organizations (e.g., develop joint dual-degree programs with other organizations and/or universities abroad)
 - f) Networking with 4-year colleges
 - g) Participation in recruitment fairs in U.S. and overseas
 - h) Host conferences (domestic and international)
 - i) Organize a U.S. culture “field trip” or immersion or buddy program
 - j) Learning Lab and tutoring programs for domestic & international students
 - k) More prominent assistance with housing, health, insurance, etc.
- [ISS, OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

Registration & Enrollment

Synopsis

Michael Miller, the Registrar, met with the working group to help them better understand the inconsistencies related to registering and enrolling in courses not only between graduate programs, but also between graduate students and undergraduate students. For graduate students, first-time registration must be a paper submission, future registrations take place online. This is not the case for the new Dominican undergraduates – they can immediately register for classes online. This discrepancy can be attributed to the university being unable to verify graduate student credentials prior to them arriving on campus. Also, for graduate students in the Graduate School of Social Work or in the School of Education, an advisor’s signature is required to register for courses. Although graduate students and

undergraduate students do not have the same registration and enrollment policy for new students, they both use the same system to register online.

Changes are being made to the online registration and enrollment platform, a Jenzabar enhancement is in the works. This will allow students to more closely identify courses to be taken to fulfill program requirements. Constraints can be set to limit student choices.

Major Issues

1. There is not a uniform procedure/policy for registration. Policies/procedures are different for different graduate programs and for graduate students and undergraduate students.
2. How is advising monitored if advisor clearance (sign-off) is not required? There is a feature in Jenzabar ("Clearance") where the advisor can indicate that the student is ready to register – it, however, does not document whether the student met with the advisor.
3. There are issues with authenticating the ID of new students and we have no reliable process for the distribution of materials: log-in info/password, ID, new password reset process. The seriously impact students who wish to register remotely.
4. There is a gap between being recruited as a student and being a new student. Prospective students tend to have access to information about DU, but accepted students do not have ready access to information about being a DU student. The Graduate Enrollment Office does address these issues with the students during the orientation session – if the student is unable to attend the session, they might not have access to the information.

Recommendations and deliberating bodies

1. Members of OEM that are involved with graduate recruitment should work to establish better communication and coordination with graduate advisors.

[OEM]

2. Advisors need better access to information that must be conveyed to new graduate students regarding the registration and enrollment (e.g., program specific FAQs).

[BSB, GSSW, NAD, PAS, SOE, SOIS]

3. There is a need for a coordinated process for “becoming a DU student:” getting a student ID, getting a parking permit, setting-up an email account, registering for courses. So students can accomplish specific items quickly and easily immediately after registering for courses.

[OEM]

4. Independent videos should be available for students registering within specific programs that show “meaningful” procedures specific to that program. The videos must be managed by a person in the program so they can be updated as needed. This person could be the “Manager of Student Services.”

[BSB, GSSW, NAD, PAS, SOE, SOIS]

5. There should be uniform availability of information (but program specific) as to procedures pertinent to graduate students (e.g., course registration, applying for graduation, etc.).

[BSB, GSSW, NAD, PAS, SOE, SOIS]

6. Improve processes of authentication/distribution of credentials and registering for courses. The Chief Information Officer and Information Technology need to establish a set of electronic protocols that minimize roadblocks while protecting student access/identity.

[CIO/IT]

7. On the DU website, have an “Accepted Students” page that conveys information to newly accepted graduate students.

[CIO/IT, OEM, OMC]

Support Services

Synopsis

Angela Frazier (Assistant Dean, RCAS) and Paul Simpson (Executive Director, Academic Enrichment Center), who have been charged by the Provost to explore changes in student services as we move to a

new model of divisions across the University, provided information about student support services to the working group.

With respect to student support services, there are no formal graduate student policies. Rather, it is disparate by unit, and most units have no student policy statement documents they can locate. This creates a vacuum in their work if they are to consider how to align student services to not only accommodate undergraduate students, but also graduate students. Change would be beneficial in student services in terms of the graduate student experience, and for the coherence of work at the University. The question that must be addressed is which model should structure student support services: a holistic model that connects all available student services or one in which each service can be construed as an independent entity?

Major Issues

1. Student support services must be re-considered in the 4-college model.
2. Which structural model would best serve our students, both graduate and undergraduate?
3. Should the physical locality of the different support services be centralized or distributed around campus?
4. Do the current hours offered by various support services accommodate the needs of graduate students?

Recommendations and deliberating bodies

1. Graduate programs, the Dean of Students, and the Provost should decide which services should be general in nature and which services should be program specific.
[DOS, Provost, BSB, GSSW, NAD, PAS, SOE, SOIS]
2. The new Student Center should house student support services that are not program specific.
[DOS, Provost]
3. Support services should provide non-traditional office hours to accommodate graduate student schedules.

[AEC, Career Development, OFA, Student Accounts]

4. Support services should look into providing non-traditional format to better serve graduate students (e.g., online tutoring).

[AEC, Career Development, OFA, Student Accounts]

Transition UG → Grad

Synopsis

Catherine Galarza-Espino (Coordinator of Graduate Marketing & Recruiting, Office of Enrollment Management) met with the working group to discuss and answer questions regarding transitioning undergraduate Dominican students to Dominican graduate programs. Dominican University currently has masters programs and a PhD program. The university supports programs which transition Dominican undergraduate students into Dominican graduate programs (e.g., MBA, MSW). The university also supports programs which transition non-Dominican undergraduate students into Dominican's graduate programs. As an example, BSB works with graduate recruitment to transition Dominican UG into the MBA Program:

- Students receive a list of coursework where if they earn a B or better, may waive them from foundational work.
- For UG students with a sufficient GPA, Dominican UG students can apply to the BA MBA program and enroll in a maximum of two MBA courses once they have earned 90 hours of graded UG credit. The courses are selected in consultation with an MBA advisor.

There are two schools that currently do not have an undergraduate base. The School of Information Studies (formerly, the Graduate School of Library and Information Science), for example, has been, solely, a graduate school. There is no program in place that systematically bridges Dominican undergraduate students to the school. The name change to the School of Information Studies (SOIS) and the installation of an undergraduate degree in Informatics are a major start to changing this. On the other hand, the SOIS developed the Accelerated Master's/PhD Program (approved in 2015), which has received great interest from students in the Master's program. In fact, 1/3 of the students in the most recent PhD cohort are in the accelerated program.

We currently have in place “elements” of a mechanism to facilitate the transition of DU undergraduates to graduate school: undergraduates can take 6 credits of graduate course work during their senior year which can then be applied towards a Dominican graduate degree or transferred to a different institution.

Major Issues

1. Different programs offer different paths. Different paths offer different advantages. What can be done to make sure that the right people have the right information to convey to students?
2. It is possible for different DU graduate programs to compete for the same undergraduate students.
3. It is possible that some student support services might be perceived as less effective if they steer students to graduate school.
4. Undergraduate students might not be in the proper mind set to be considering graduate school or specific graduate programs – what can be done to instill a proper mind set?

Recommendations and deliberating bodies

1. Develop a graduate website which is easily searchable (relevant information can be found in 3 clicks or less) and contains information for: prospective graduate students, newly accepted graduate students, continuing graduate students, and graduate students who have completed their degree.
[CIO/IT, OMC]
2. Funding in the form of fellowships, grants, and scholarships should be made available to existing Dominican undergraduates for graduate study at Dominican.
[DOS, OFA, Provost]
3. Develop and provide resources to undergraduates that will prepare them for graduate studies (e.g., graduate testing prep classes, graduate student application support, etc.).

[OEM]

4. Explore offering online graduate programs and/or offering hybrid programs, weekend programs, or employing an alternative scheduling for some graduate programs.

[BSB, GSSW, NAD, PAS, SOE, SOIS]

5. In light of our new programs and realignment of schools and the potential amenability of more interdisciplinary programs, the group recommends surveying undergraduate students to assess their interests in the different Dominican graduate programs.

[OIE]

6. Revise the current "Graduate Student Guide." Currently, it seems to discourage Dominican students from applying to graduate school.

[DOS, OEM]

7. Develop a mechanism that ensures that undergraduate students meet with the right people to answer their questions about graduate school.

[OEM, BSB, GSSW, NAD, PAS, SOE, SOIS]

8. Graduate programs should have info sessions at URSCI so that undergraduates can find out more about graduate school programs.

[BSB, GSSW, NAD, PAS, SOE, SOIS]

9. Graduate programs should explore offering/increasing the number of accelerated programs (e.g., fast tracks into graduate programs for undergraduate students).

[BSB, GSSW, NAD, PAS, SOE, SOIS]

10. Encourage the Career Development website to promote graduate school as an option.

[Career Development]

11. Graduate faculty should invite undergraduate students to sit-in on a graduate-level course.

[BSB, GSSW, NAD, PAS, SOE, SOIS]

Appendix

 Graduate Student Experience Working Group
 Topic Discussion Calendar

Date	Facilitator(s)	Topics	DU Consultants
2/19/16	All	Graduate Catalog	Michael Miller
3/18/16	All	Graduate Student Handbook	Trudi Goggin
6/16/16	Anne Drougas Matt Hlinak	Marketing/Recruitment	Ann Hurley
7/11/16	Dan Domin	Alumni Relations	Alysha Biehl
7/28/16	Kathy Clyburn Anne Drougas	Admissions/Orientation	Glenn Hamilton
9/14/16	Cecilia Salvatore	Institutional Research	Elizabeth Silk
10/26/16	Anne Drougas Cecilia Salvatore	Transitioning UG to GRAD	Catherine Galarza-Espino
11/9/16	Greg Harman	Accrediting Bodies	---
11/9/16	Anne Drougas	Governance	Mary Pat Fallon & John Jenks
11/30/16	Anne Drougas	International Students	Lucy Hancock, Ann Hurley, Sue Ponremy & Laurie Riggan
3/3/17	Dan Domin	Registration/Enrollment	Michael Miller
3/15/17	Cecilia Salvatore	Advising	Angela Frazier
4/19/17	Greg Harman	Support Services	Angela Frazier & Paul Simpson