

OFFICE OF GRADUATE STUDIES

Annual Report 2007-2008

Executive Summary

(Full report may be viewed at

http://www.education.purdue.edu/gradoffice/faculty_staff/index.html)

Goal and Objectives

page 1

The mission of the Office of Graduate Studies is to provide quality services to all students, faculty, and staff through admission, registration, graduate program studies, and graduation.

Recruitment

page 2

Attention was given to special recruitment programs with more personal contact by faculty, students, and staff. These recruitment programs included Committee on Institutional Cooperation/Summer Research Opportunities Program, Florida A & M University Recruitment, Historically Black Institution Visit, and Institute for Recruitment of Teachers. A College of Education student organization, Purdue Association of Educational Technology, talked with prospective students at the Association of Educational Communications and Technology Conference.

Enrollment

pages 4-14

Official Fall 2007 enrollment included:

Classification	# Enrolled	% Female	% Minorities	% International
Doctoral	262	61%	16%	22%
Educational Specialist	2	50%	0%	0%
Master's	88	76%	9%	6%
Postbaccalaureate	58	79%	7%	3%
Total	410	67%	12%	17%

Students enrolled by departments for each session:

Summer 2007:	Total	315
	Curriculum and Instruction	130 (41.3%)
	Educational Studies	167 (53.0%)
	Professional Educator*	18 (5.7%)
Fall 2007:	Total	410
	Curriculum and Instruction	171 (41.7%)
	Educational Studies	235 (57.3%)
	Professional Educator*	4 (1.0%)
Spring 2008:	Total	418
	Curriculum and Instruction	182 (43.5%)
	Educational Studies	224 (53.6%)
	Professional Educator*	12 (2.9%)

*Professional Educator is an admission option for an individual renewing a school practitioner license.

Advising & Mentoring

pages 15-19

A listing is provided showing the number of students assigned to faculty advisors as of the fall 2007 semester.

Student Support

pages 20-23

A total of 248 awards worth \$2,068,595.46 was provided for College of Education graduate students for the year. This support included recruitment and current student fellowships, scholarships, assistantships, Dean's support program, summer research grants, and travel support.

Program Completion

pages 24-26

Of the 114 degrees awarded in August 2007, December 2007, and May 2008, 75 were master's and 39 were doctorate. Eleven students completed the Transition to Teaching Program, four in Elementary Education and seven in Secondary Education.

Admitted-to-Candidacy Doctoral Survey

Introduction

pages 27-28

The main purpose of the Admitted-to-Candidacy Doctoral Survey is to gather information about students' perspectives in order to identify the strengths and areas for improvement in the College of Education and to provide feedback to faculty and administration for possible revisions in the areas of specialization. The survey is given to doctoral candidates (those who complete successfully the preliminary examination).

Educational Program (Part 1)

pages 29-31

Professional Development (Part 2)

pages 32-35

Background Information (Part 3)

pages 36-37

Findings from the survey include:

- Twenty-two percent of students answering the survey have been in the program four or more years; 44.6 percent indicated they were part time or a mix of part time and full time.
- Of the 14 respondents who received a master's degree prior to enrollment in a doctoral program, 50 percent received the master's degree from Purdue University.
- Ten of 18 respondents indicated a research assistantship and 9 of 18 respondents noted a teaching assistantship as one of the three primary sources of financial support.

- Under the *Professional Development* section, the majority of graduate students completing the survey believed they had received instruction, practice, and/or professional development training in 10 of 11 research and scholarship skills. The other area, “training in writing proposals for funding,” was low with only 27.8 percent (5 of 19 respondents) indicating “yes.”
- Of those responding who had obtained teaching experience in their doctoral programs, the majority had not received formal instruction in teaching (75 percent) or formal supervision and evaluation (63.6 percent). Receiving formal instruction in multiculturalism was noted by 54.5 percent.
- With regard to the survey question—“Does your program provide a comprehensive, annual, written assessment of your progress?”—only 38.9 percent answered “yes.”
- Under the category of *Program Environment*, the majority of students indicated “Excellent” or “Good” for various aspects of the programs. Five of the 18 (27.8 percent) responded fair to the following:
 - How would you rate the quality of your research experience?
 - How would you rate the curriculum of your Ph.D. program?
 - How would you rate the intellectual climate of your Ph.D. program?

Seven of the 18 respondents (38.9 percent) indicated “Fair” for the question: How would you rate the social/emotional climate of your Ph.D. program?

This could be reflected by the range of ages of the doctoral students from 25 to 51 years of age and the fact that 8 of the students are either part-time or a mix of part-time and full-time. Also, in the Infrastructure category of the survey, 58.8 percent of students said their own programs do not provide adequate space for interaction among students.

- Nineteen doctoral students indicated a total of 69 presentations at the local, state, and national levels and a total of 17 publications.

Applicants, Admitted, Enrollment, Graduation, Graduate Faculty, Funding, and Ph.D. Retention and Time to Degree

Appendix A

Data was provided by the Graduate School for a ten-year span. All enrollment data and demographics are the University’s official numbers for fall of each academic year. Assessments summaries are provided for Purdue University, the Department of Curriculum and Instruction, the Department of Educational Studies, and each of the areas of concentration/program areas in each department.

U.S. News and World Report

Appendix B

Comparisons among Purdue University’s peer institutions were provided by the Office of Institutional Research for the past eight years.

Recommendations

1. More recruitment efforts are needed to attract top quality and diverse students to the College of Education. New processes are being developed in the Office of Graduate Studies to maintain contact with prospective students as they investigate and apply for graduate school. These endeavors should reinforce faculty members' efforts of participating at various venues; e.g., national and international conferences and communicating throughout the year with those prospective students who have expressed an interest in specific programs.
2. In the future, the submission of applicant files to faculty in a timely manner and the review of admission files for a quick turnaround time may result in more prospective students accepting offers from the College of Education and enrolling at Purdue University. Tracking files and sending reminders to faculty will assist with this recruitment effort.
3. The Office of Graduate Studies currently assists in collecting data for the U.S. News and World Report survey, five-year departmental reviews, annual reports, student monitoring, and faculty requests. As data is collected, our needs for increased capacity to collect, organize, analyze, and format desired reports are coming into a sharper focus. In the past, the required data necessitates requests for data from databases maintained by the Graduate School, the Office of Enrollment Management, and Office of the Registrar. It is hoped that the transition to OnePurdue/Banner will result in accurate and easily obtained reporting through Cognos.
4. The results of the doctoral survey should be given consideration when identifying areas of improvement for the doctoral programs. Some areas to drive program improvement may be greater emphasis on training for writing proposals for funding, evaluation of student progress by program areas on an annual basis, and formal instruction in multiculturalism.