

**OFFICE OF GRADUATE STUDIES**  
**Annual Report 2008-2009**  
**Executive Summary**

(Full report may be viewed at  
([http://www.education.purdue.edu/gradoffice/faculty\\_staff/index.html](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**

A major recruitment this year involved the new program, STEM Goes Rural/Woodrow Wilson Indiana Teaching Fellowship. A variety of recruitment efforts were completed by staff in the College of Education, including newspaper and newsletter articles, radio spots, mass e-mails, information sessions, and one-on-one contacts with perspective students. Seventeen applicants were selected as Fellows and began the program in the Summer of 2009.

Faculty, students, and staff participated in other recruitment programs, including the Institute for the Recruitment of Teachers, the Historically Black Institution Visitation, and Florida A&M University.

After discussion by the Graduate Studies Leadership Team, it was decided that improving the College's web presence was needed for recruitment. A graduate assistant was hired to revitalize websites of all the program areas.

**Enrollment**

**pages 4-10**

Official Fall 2008 enrollment:

Classification	Curriculum and Instruction	Educational Studies	College of Education Total
Doctoral	103	152	255
Educational Specialist	0	2	2
Master's	37	57	94
Non-Degree	18	22	40
Professional Educator*	--	--	11
<b>Total</b>	158	233	402

Official Fall 2008 enrollment by departments:

Curriculum and Instruction	158 (39.3%)
Educational Studies	233 (58.0%)
Professional Educator*	11 ( 2.7%)
Total	402

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

Enrollment continues to decline in both departments. Also, fewer postbaccalaureate students are enrolling in courses.

### **Advising and Mentoring**

**pages 11-13**

A listing is provided showing the number of students assigned to faculty advisors as of the Fall 2008 semester. This information is from the Office of Graduate Studies database as Banner does not indicate faculty advisors for graduate students at this time so data cannot be pulled via Cognos.

### **Student Support**

**pages 14-20**

A total of 260 awards worth \$2,249,595 was provided for College of Education graduate students for the year.

- Recruitment Fellowships (Andrews, Ross, Purdue Doctoral, George Washington Carver)—8 for \$140,080
- Donor Scholarships—14 for \$17,000
- Assistantships: Teaching—68 for \$810,575  
Research—36 for \$675,381  
PRF's—13 for \$208,260  
Administrative—10 for \$168,279
- Graduate School Fellowships for Current Students (Bilsland Dissertation, Bilsland Strategic, and 2<sup>nd</sup> year for Andrews and Purdue Doctoral)—11 for \$196,800
- Deans Graduate Student Support--6 for \$1,294
- Summer Research Grants—6 for \$15,756
- Travel Support—88 for \$16,170

### **Graduate Student Research Productivity**

**pages 21-33**

A total of 87 students entered data through the graduate scholarly productivity online system which was fully implemented during the 2008-2009 academic year. Entries of 46 individual students included 111 presentations and 29 publications.

### **Admitted-to-Candidacy Doctoral Survey**

**pages 34-44**

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).

Key findings from the survey include:

### Professional Development

- Overall, professional development training in research and scholarship skills was perceived positively by the respondents with nine of the eleven areas showing improvement from last year's annual report, and two areas decreasing only slightly. Particularly noted was the area of "training in writing proposals for funding." For 2008-09, 54.5 percent answered yes to receiving or will receive instruction, practice and or/professional development training in this area, as compared to 27.8 percent for 2007-08.
- Seven students responded to the question, "If you have had teaching experience in your doctoral program, please answer the following:"
  - I received formal instruction in teaching.
  - I received formal instruction in multiculturalism.
  - I receiving formal supervision and evaluation."

Of the respondents, the majority had received formal instruction (57.1 percent compared to 25.0 percent last year), had received instruction in multiculturalism (71.4 percent compared to 54.5 percent a year ago), and had received formal supervision and evaluation (85 percent; 36.4 percent as of 2007-08). In all three areas, there were substantial increases.

### Program Environment

- Overall, the responses to this section indicated greater satisfaction with the doctoral program as compared to last year's responses.
- With regard to the survey question—"Does your program provide a comprehensive, annual, written assessment of your progress?"—70 percent answered "yes" as compared to 38.9 percent in the 2007-2008 survey helping to meet the goal for all program areas to complete annual evaluations for all doctoral students.

### Scholarly Productivity

- Eleven of thirteen doctoral candidates responded to questions regarding scholarly productivity indicating a total of 37 presentations (mean 2.3) and a total of 11 publications, which included pieces accepted for publication but not yet published (mean 1.6).

### Degrees/Program Completion

pages 45-48

Of the 118 degrees awarded on the West Lafayette campus in August 2008, December 2008, May 2009, and August 2009, 67 were master's (including 7 elementary education master's degrees completed at Purdue North Central but awarded through West Lafayette), 48 were doctorate, and 3 were educational specialist. In this same period of time, 17 additional students completed the Transition to Teaching Secondary Program.

## **U.S. News and World Report**

## **Appendix A**

The College of Education improved significantly in the U.S. News and World Report Statistical Survey of Graduate Programs of Education by moving 20 points in the rankings from 68th in 2008 to 48th in 2009. This can be attributed to large collaborative grants by our faculty and new initiatives (e.g., The Woodrow Wilson Indiana Teaching Fellowship Program), in addition to strong ratings from P-12 school superintendents and recruiting excellent doctoral students.

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

## **Award Honorees**

## **Appendix B**

Forty-two University, College of Education, department, and donor awards were presented to students in Spring 2009.

## **Issues and Recommendations**

### **Recruitment**

**Issue: More recruitment efforts are needed to attract top quality and diverse students to the College of Education**

#### **Recommendations:**

- Increase faculty participation in recruiting
- Increase funding for incoming students
- Continue to develop new processes to maintain contact with prospective students as they investigate and apply for graduate school
- Pilot online admission application reviews by faculty to result in quick turnaround time
- Continue to participate on the University-wide Recruitment Team organized by the Graduate School
- Continue to participate on the task force regarding the new prospect system to roll out in November 2009 by the Graduate School

### **Data Collection**

**Issue: Identifying College of Education graduate students**

#### **Recommendations:**

- Work with the OnePurdue group, Registrar, and Graduate School so that concentrations for non-degree seeking graduate students can be entered into Banner
- Work with the OnePurdue group, Registrar, and Graduate School for flagging graduate students completing teacher education licensure
- Work with the above groups and the Center for Continuing Education (CEC) to easily identify graduate students taking education courses through CEC
- Continue to work with the College of Education Director of Strategic Assessment in developing needed reports through Cognos for various federal, state, university, and college reporting needs