



Ph.D. Completion Project: Analysis of Baseline Program Data

The Ph.D. Completion Project is a seven-year, two-phase project that addresses the issues surrounding Ph.D. completion and attrition. The Council of Graduate Schools (CGS), with generous support from Pfizer Inc and the Ford Foundation, has provided funding to 29 major U.S. and Canadian research universities to create intervention strategies and pilot projects, and to evaluate the impact of these projects on doctoral completion rates and attrition patterns. An additional 25 partner universities are currently participating in various aspects of this project.

One of the goals of the Ph.D. Completion Project is to produce the most comprehensive and useful data on attrition from doctoral study and completion of Ph.D. programs yet available. CGS has recently published the monograph "Ph.D. Completion and Attrition: Analysis of Baseline Program Data from the Ph.D. Completion Project," the first publication in a new series based on this project. The monograph focuses on the baseline program completion and attrition data from the 30 universities that participated in the first phase of the project. This article presents some of the results in the monograph, outlines plans for additional publications on the baseline data, and briefly discusses future plans for the project.

Completion Rates

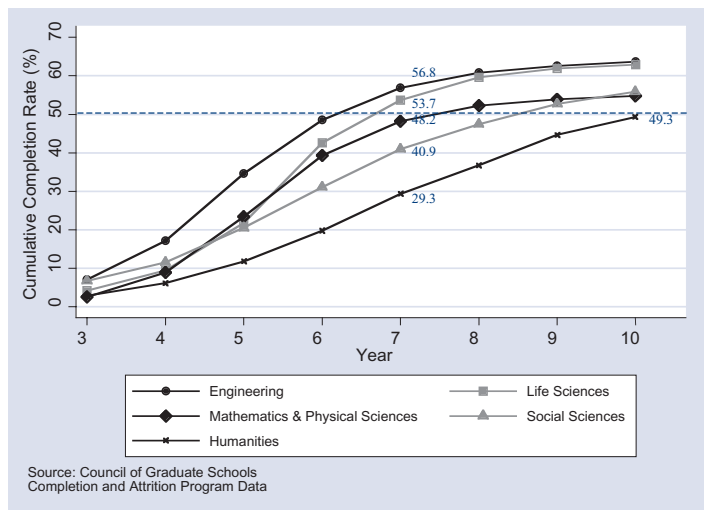
For the first phase of the Ph.D. Completion Project, program-level completion and attrition data were submitted by 30 institutions covering twelve academic years starting in 1992-93 and ending in 2003-04. Most of the analysis presented in this article focuses on ten-year completion and attrition rates for the cohorts that started their doctoral programs from 1992-93 through 1994-95. These three cohorts consisted of 12,135 students from 58 disciplines. The average overall ten-year completion rate for these three entering cohorts was 56.6%. Approximately 50% of the students had completed their programs by the eighth year.

The monograph presents analyses of completion rates by broad field, institution type, and cohort size, all of which are discussed in this article. The monograph also presents analysis of completion data at the discipline level.

There is a great deal of variation in completion rates among the five broad fields studied, as Figure 1 illustrates. Engineering has the highest Ph.D. completion rate throughout most of the ten-year time period, while Humanities has the

lowest. From years four to seven, Engineering has a higher completion rate than the other fields. Starting in year eight, however, the completion rate for Life Sciences approaches that of Engineering, and by the tenth year Engineering has only a slightly higher completion rate (63.6%) than Life Sciences (62.9%). The field of Mathematics & Physical Sciences has a higher overall completion rate than Social Sciences at year seven, but by year ten this pattern is reversed, and the Ph.D. completion rate for Social Sciences (55.9%) has surpassed that of Mathematics & Physical Sciences (54.7%).

Figure 1 Average Cumulative Ten-Year Completion Rates for Cohorts Entering Doctoral Study from 1992-93 through 1994-95, by Broad Fields and Year



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Figure 1 also shows that the timing for reaching the 50% completion rate in the five fields varies considerably. In Engineering, the 50% completion rate is reached shortly after the six-year mark; in Life Sciences, it occurs between years 6 and 7; in Mathematics & Physical Sciences, at about year 7.5; and in Social Sciences, at about year 8.5. The average completion rate for Humanities does not exceed 50% during the ten-year period. However, completion rates in Humanities and Social Sciences appear to continue to rise after year ten; therefore, it is possible that a significant number of students in these two fields will continue their studies and complete their degrees after their tenth year. In contrast, completion rates in the other three fields approach plateaus before year ten, suggesting that limited degree completion would occur after that time.

Of the 30 research and project partner universities that submitted program completion data, 20 are public institutions, therefore, it was possible to analyze and compare completion rates by institution type. The overall average ten-year Ph.D. completion rate at public universities is nearly identical to that at private institutions. Public institutions have slightly higher completion rates before year five, but thereafter private institutions have a slightly higher average completion rate.

Cohort size is another factor that could impact completion rates. For this analysis, cohort size is based on the sample distribution for the size of entering cohorts within each program at the participating institutions. The cohorts are placed into three groups: "Small" cohorts of 1 to 7 students; "Medium" cohorts of 8 to 14 students; and "Large" cohorts of 15 students or above. Overall, Ph.D. completion rates vary only slightly by cohort size during the ten years from initial entry into doctoral study. Small, medium, and large cohorts all display a very similar pattern, particularly for years one through six. After year seven, large cohorts appear to have the highest average completion rate, while small cohorts have the lowest, but the differences between highest and lowest are minimal. The relatively small differences in completion rates might be masked by the substantial differences in disciplinary configuration between the "small," "medium," and "large" cohort groups within a broad field.

Attrition Rates

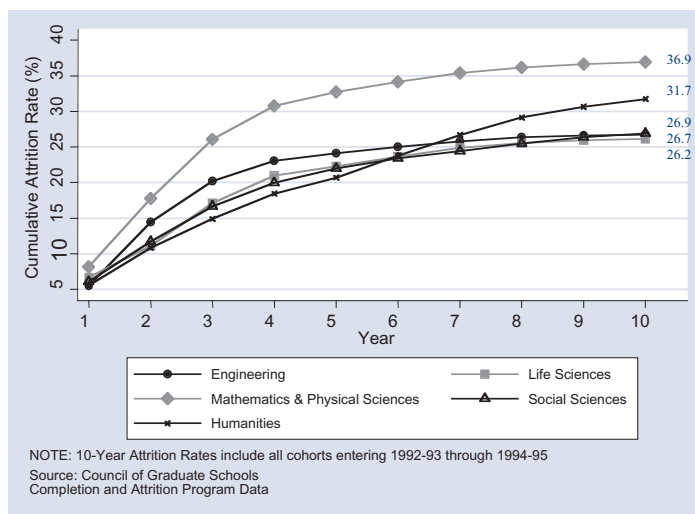
Cumulative overall attrition rates follow a pattern similar to that of completion rates, but they do not vary as much across broad fields, and the rank order across the broad fields differs from that of the completion rates, as shown in Figure 2. Cumulative attrition rates are highest in Mathematics & Physical Sciences. By year ten, 36.9% of students in this broad field have left their programs without a doctoral degree. Attrition in the Humanities does not grow as fast as other fields in the first five years, but it grows steadily each year through year ten; by year seven, it has the second highest rate of cumulative attrition. Engineering ranks third after year seven,

followed very closely by Social Sciences and Life Sciences. At year ten, the attrition rate of Social Sciences catches up with that of Engineering.

After year four, cumulative attrition rates in the Humanities increase much faster than in the other broad fields. The continuing increase in the rate of attrition from year four to year ten suggests that attrition in the Humanities rate may continue after year ten. Social Sciences may also experience growing attrition after year ten, though apparently not as strongly as the Humanities. Attrition for Engineering and the Life Sciences, conversely, appears to have reached a plateau at year eight, which suggests limited attrition after that time.

Baseline attrition data were also collected and analyzed at the discipline level. The monograph presents discipline-level analysis as well as analysis of attrition rates by institution type and cohort size.

Figure 2 Cumulative Ten-year Attrition Rates for Doctoral Student Cohorts Entering from 1992-93 through 1994-95, by Broad Field and Year



As can be seen in Figure 2, attrition rates increase sharply during the first four years after initial enrollment. The twelve years of attrition data available make it possible to determine if there has been a change in four-year attrition rates as a function of time of entry into the doctoral programs. Attrition rates were determined for three cohort groups: the A-cohort (students entering doctoral programs from academic year 1992-93 to 1994-95), B-cohorts (1995-96 to 1997-98), and C-cohorts (1998-99 through 2000-01). Figure 3 shows that the C-cohorts consistently have lower four-year cumulative attrition rates than A- and B-cohorts. These differences are more pronounced in Life Sciences, Mathematics & Physical Sciences, and Social Sciences than in Engineering and Humanities. The lower four-year attrition rate for the C-cohorts indicates that a lower percentage of students who began doctoral study in 1998-99 through 2000-01 left their programs in the first four years than of students who began study in 1992-93 through 1997-98. Future editions of the Ph.D. Completion and Attrition series will examine possible reasons for the lower level of attrition among students in this later cohort group.

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Data Sources: The Rise of “Older” Graduate Students

We used to think of education like measles vaccines, like first dates, or like learning to drive, something we only did when we were young. Today, education never ends. Although our temples may be gray and our jogging routes a little shorter, we always have to learn.

– President George H.W. Bush, Annandale, VA, July 23, 1992

Traditionally, students have entered graduate school within a few years of completing their baccalaureate degrees—usually before their 30th birthdays. Over the past decade, however, the number of graduate students 40 years old and older has reached record numbers. From 1995 to 2005, the number of post-baccalaureate students age 40 and older at U.S. colleges and universities jumped 27% (National Center for Education Statistics [NCES], 1996 & 2006a). And during the next two decades, the number of older citizens will rise at even faster rates than the number of those 24 and younger, which suggests that the number of post-baccalaureate students age 40 and over very likely will continue to grow (Knable, 2000; U.S. Census Bureau, 2005). It is thus increasingly important for graduate deans and others in the educational enterprise to know more about these “non-traditional” older students and how they differ from the traditional under-30-year-old enrollees. It is important to know why more persons 40 years old and older are entering graduate programs, what they are studying, and how they are paying their graduate school expenses.

Older persons attend graduate school programs for two key reasons: they are looking to enhance their current careers or to start new ones; and they are living longer, healthier lives and believe further education will help them remain physically and mentally active for much longer periods (Knable, 2000; Japan Information Network, 2001). Some are attempting graduate school for the first time, while others are seeking a second master’s or a doctoral degree. Whatever their degree status, the vast majority believe that increasing levels of higher education will enhance their lifestyles and satisfy their “thirst for new knowledge.” (Japan Information Network, 2001). This generation truly believes, as President Bush said, “education never ends.”

Many older graduate students have been in the workforce for a number of years, and as a result they tend to have much higher incomes than those who are under 30 years old. In 2004, the most recent year of detailed data (NCES, 2006b), nearly half the students at least 40 years old had annual adjusted gross incomes (AGI) of \$60,000 or more, and their nearly \$55,000

Table 1. Characteristics of Students Enrolled in Graduate-Level Studies in 2003-2004, by Age Level

	Traditional Age (Under 30 Years Old)	Non-Traditional Age (40 Years Old & Older)
Gender		
Men	39%	41%
Women	61%	58%
Citizenship Status		
U.S. Citizens	89%	98%
Non-Citizens	11%	2%
Race/Ethnicity (Domestic Students Only)		
White, non-Hispanic	73%	76%
Under-represented Minorities*	20%	21%
Asian**	7%	3%
Institution Type		
Public	55%	45%
Private, Non-Profit	40%	44%
Private, For-Profit or Other	5%	12%
Enrollment Status		
Full-time	42%	58%
Part-time	21%	79%
Adjusted Gross Income Level		
Under \$30,000	65%	24%
\$30,000 to \$59,999	23%	31%
\$60,000 to \$99,999	10%	30%
\$100,000 & Over	2%	16%
Median Income	\$21,390	\$54,798
Degree Level		
Master's	73%	61%
Doctoral	16%	14%
Certificate	4%	6%
None (Non-Degree Seeking)	5%	19%

Source: NCES, 2006b.

median AGI was more than twice as large as that of students under 30 (see Table 1). Older graduate students also were more likely to be U.S. citizens, enrolled part-time, and enrolled in private, for-profit or other types of institutions. On the other hand, older students were much more likely than those under 30 to be enrolled in non-degree seeking graduate courses, which suggest that a fair number of students in the 40-and-above age bracket undertook graduate studies primarily for their own enjoyment and personal enrichment.

Despite their demographic differences, the older and younger students who are seeking graduate degrees and certificates pursue post-baccalaureate studies in similar fields of study. Among both groups, education was the most common major, followed by business and science, engineering, and mathematics (SEM) disciplines. As Table 2 demonstrates, there were substantial gender similarities in the older and younger students’ degree fields. Nearly half the female students in the 40-and-older age bracket were majoring in education; just 20% of the men were engaged in these studies. In contrast, more than one-third of the men were enrolled in business, compared with just 12% of women. Similarly, among students in the under-30 age category, women were almost three times as likely as men to major in education, but about half as likely to major in business. Substantially higher share of men in both age groups were also majoring in SEM fields.

Table 2. Fields of Study for Graduate Students in 2003-2004, by Gender and Age Level

	Humanities	Social & Behavioral Sciences	SEM*	Business & Management	Education	All Others
Total (All Students)	8%	7%	14%	21%	30%	20%
Men	9%	6%	24%	29%	16%	16%
Women	7%	8%	8%	15%	40%	22%
Traditional Age (Under 30 Years Old)	8%	8%	18%	17%	26%	22%
Men	10%	7%	29%	22%	12%	20%
Women	7%	9%	11%	14%	35%	24%
Non-Traditional Age (40 Years Old & Older)	9%	5%	10%	22%	37%	17%
Men	10%	4%	17%	36%	20%	12%
Women	9%	6%	4%	12%	48%	21%

Due to rounding, details may not total to 100%.

*Sciences, engineering, and mathematics. Includes physical, computer, and biological sciences.

Source: NCES, 2006b.

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Data Sources

The differences in enrollment status and income levels play a major influence in the various types and amounts of financial support received by both older and traditional-age graduate students. As Table 3 illustrates, younger graduate students were much more likely to receive financial assistance to help pay their graduate expenses (76% versus 63%) and to receive higher aid amounts (\$15,338, on average, compared with \$9,919). Not surprisingly, given their lower income levels and greater incidence of attending school full-time, substantially higher shares of younger students received research and teaching assistantships. Conversely, older students were more likely to be awarded employer aid (which normally comes in the form of tuition reimbursement). Surprisingly, the share of older students with grants (scholarships and fellowships) was only slightly below the share of younger attendees with such aid. But younger students did receive nearly twice as much grant support.

Students age 30 and younger are still the majority in graduate education, but as a result of demographic trends a rapidly growing number are 40 and older. A number of postsecondary institutions have developed programs for “working adult” students. While many of these institutions have been at for-profit or on-line universities, traditional colleges and universities have also established master’s and other programs that are flexible enough to meet the needs of these new older students, and even more new programs are being added regularly. Graduate deans and other officials in the graduate enterprise are meeting the growing needs of the older student populations. The challenge ahead will be to

continue to meet these needs while at the same time fulfilling the expectations of the younger, traditional-age populations.

By Kenneth E. Redd, Director, Research and Policy Analysis

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Table 3. Sources and Amounts of Financial Support for Graduate Students, by Age Level

	Any Aid		Grants*		RAs and Tas**		Employer Aid		Loans	
	%	Avg. Amount	%	Avg. Amount	%	Avg. Amount	%	Avg. Amount	%	Avg. Amount
Total (All Students)	71%	\$13,211	40%	\$5,774	17%	\$10,343	21%	\$3,038	38%	\$13,855
Under 30	76%	\$15,338	41%	\$7,070	25%	\$10,583	14%	\$2,947	42%	\$14,275
40 & Older	63%	\$9,919	35%	\$3,785	5%	\$8,961	25%	\$3,134	33%	\$13,402

*Includes scholarships and fellowships.

**Research (RA) and teaching (TA) assistantships. Average award amounts are based on the stipends received by students and do not include tuition and fee benefits.

Source: NCES, 2006b.

McNair Scholars Focus on the GRE at UC Berkeley McNair Symposium

An important Graduate Record Examinations (GRE) focus group convened at the 15th Annual Ronald E. McNair California Scholars Symposium on August 9, 2007, held on the University of California, Berkeley (UCB) campus. The symposium celebrated the academic accomplishments of McNair scholars who represented more than forty colleges and universities from around the country. The four day California McNair Scholars Symposium afforded McNair Scholars an opportunity to present the results of their research projects in an academic venue. At the symposium, more than 220 McNair Scholars presented their research findings before an audience of academics, peers, friends and relatives, as the culmination of their McNair research experience. The symposium participants also met with graduate program representatives and learned about graduate admissions. This year’s pre-conference invitational GRE focus group was a valued addition to the symposium.

The invitational GRE focus group extended invitations to thirteen scholars from McNair programs from a variety of institutions. Scholars were invited from:

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Highlights of the Fifth Biennial Meeting of Professional Science Master's Program Leaders

More than 150 attendees gathered at the Hilton Crystal City in Arlington, VA, to attend the Fifth Biennial Meeting of Professional Science Master's Program Leaders hosted by the Council of Graduate Schools. The meeting took place November 8-9 and offered program directors, graduate deans, association and education administrators, and federal and state policymakers a wealth of information and a variety of discussion opportunities. The meeting consisted of four plenary sessions focusing squarely on the dynamic growth and spread of PSM programs across the United States, a session devoted to the recent NRC study "Enhancing the Master's Degree," and six Hot Topic breakout sessions. The program targeted specific issues from the formative first decade of professional science master's programs as well as what actions should be taken to ensure another successful decade of growth and innovation. The meeting provided a forum for leaders and representatives to engage with colleagues interested in current and future issues for enhancing the scientific and technological workforce through PSM programs.

The meeting began with a welcome address and some context of master's education by Debra W. Stewart, CGS President, followed by an introduction from Don Langenberg, Chair of the CGS PSM Advisory Board, Professor of Physics, and Chancellor Emeritus, University of Maryland. The first plenary session, titled "Adopting the PSM Degree System-wide: The California State University (CSU) System Example," provided attendees with thorough background on a successful, statewide initiative. As the largest public university system in the country specializing in master's level education while also located within the world's fifth largest economy, CSU offers excellent examples for how future systems can aim to establish a range of programs in high-demand fields. Don W. Kassing, President, San Jose State University, provided an overview of CSU's efforts focusing on the steps necessary in planning, launching and sustaining a PSM program. Mr. Kassing stressed that in order to implement and sustain a PSM program, institutions must adhere to certain development principles, as explained below, and construct their programs accordingly. Specifically, in order to establish credibility CSU has integrated PSM into its Access to Excellence strategic plan. In addition, CSU has targeted PSM programs that are closely aligned with regional labor market needs, and the Chancellor's Office has created a CEO Executive Board to assist in developing campus relationships. Finally, CSU has explored statewide partnerships in order to share both basic and "plus courses," obtaining system grants that facilitate multi-campus partnerships, and inter-segmental partnerships.

Kavita Pandit, Senior Vice Provost, and Anne Huot, Provost and Vice President for Academic Affairs, both from the State University of New York System and Scott Jenkins, Associate

Vice President, University of North Carolina System, served as respondents. Discussion focused on the steps leaders can take to implement and sustain successful programs. Attendees stressed the need to develop new, highly-modified courses, non-traditional ways of developing curriculum, and use of industry experts as adjunct faculty and in course development. In addition, development of strong written and communication skills, and assessment, specifically focusing on the job environment and program support, were stressed.

The second plenary session introduced the National Professional Science Master's Association (NPSMA) and the PSM Alumni Network. Bogdan Vernescu, President, NPSMA, and Alaina Levine, Director of Special Projects, College of Science, the University of Arizona, spoke about the strategic goals and objectives for the NPSMA, with a heavy emphasis on the Alumni Network, which will seek to re-integrate graduates back into the PSM environment to track their success. Ultimately, efforts are being sought to engage business, industry, non-profit organizations and government agencies to help continually improve the workforce preparation of, and employment opportunities for, PSM graduates.

Plenary three featured a panel of PSM graduates and their employers, and was perhaps the most popular session. The session afforded graduates of PSM programs and their respective employers an opportunity to tell the stories associated with their present careers and provide testimony to the merits in the workplace of PSM training and education. Two of the panelists were returning graduates from the panel at the 2005 Biennial Meeting. One of the repeat panelists, Megan Lehrkamp, Manager, Detection Development, Ventana Medical Systems, spoke of her time at the University of Arizona, saying how much she valued the flexibility of the program and the way she could mold the degree to her needs. She added how she felt present and future PSM programs could benefit from more business content, opportunities for public speaking, and enhanced writing and presentation skills, with an emphasis placed on the importance of these skills in regard to leadership opportunities. She explained how she had advanced in her career with Ventana in only two years where she now supervises scientists and others at all educational levels, including doctorates. Also returning as a panelist, Pam Gao, has moved from her position in 2005 as a Quantitative Analyst and VP at Putnam Investments, with responsibility for one investment portfolio, to her current role as Senior Vice President at Putnam with responsibility for four portfolios.

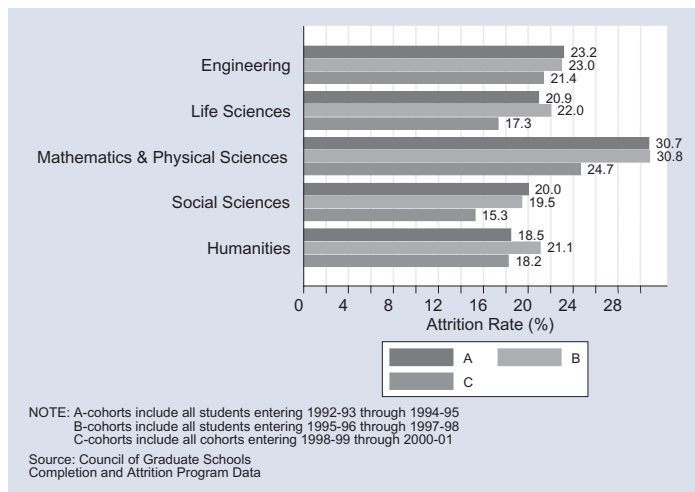
During the question session, several of the panelists discussed recruitment issues and how they became involved in their respective PSM programs. Many of the graduates found out about the PSM through articles, and one graduate, Brad Landroop, Bio-statistical Research Analyst and PSM

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Ph.D. Completion Project: Analysis of Baseline Program Data

Figure 3 Four-Year Cumulative Attrition Rates for A-, B- and C-Cohorts by Broad Fields



Future Plans

CGS plans to publish two additional reports based on the twelve years of baseline data submitted in the first phase of the Ph.D. Completion Project. These publications will focus on: (1) completion and attrition by demographic characteristics and (2) exit surveys collected both from students who complete their programs and from those who do not complete. Further publications will report on self-assessments and interventions being implemented by the participating institutions.

The second phase of the Ph.D. Completion Project, with continued funding from Pfizer Inc and the Ford Foundation, is now underway. The purpose of the second phase is to evaluate the specific impact on Ph.D. completion and attrition of the policies and activities that are now being put into effect as a result of this project. During this phase, four additional years of completion and attrition data will be provided by the participating institutions. In 2010, CGS will issue a final project publication, which will include a comprehensive analysis of the quantitative and qualitative data submitted by the partnering universities in both phases, as well as a comprehensive description of those policies and practices that appear to have had a demonstrated effect on completion rates and attrition patterns over time.

More detailed information about the project, including a full list of research and project partners for both phases, is available on the Ph.D. Completion Project website at: www.phdcompletion.org.

Contacts: Robert Sowell, Ting Zhang, Kenneth Redd and Emily Neubig

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Highlights of the Fifth Biennial Meeting of Professional Science Master's Program Leaders

graduate in Biostatistics, Middle Tennessee State University, mentioned how he was recruited through "word of mouth." Kevin Bugin, Regulatory Associate and PSM graduate in Biotechnology, American University, offered his perspective on the PSM saying: "If you're going to be successful in the program you'll be successful professionally."

Following the graduates and employers panel a short session was devoted to an update on the NRC study-- Enhancing the Master's Degree in the Natural Sciences. This session sought to explain how the National Academies' study committee is examining the ways in which master's programs can be enhanced to better train advanced students in the physical, life, mathematical, and computer sciences so that they can meet employer needs, both private and public. Peter Henderson, Director, Board on Higher Education and Workforce, provided an overview of the study, after which comments were offered by four members of the NRC committee--Don Langenberg, David Chapman, University of Utah, Jung Choi, Georgia Tech, and Philip Tuchinsky, Ford Motor Company (retired).

Plenary four was moderated by Patricia McAllister, CGS Vice President for Government Relations and External Affairs. The plenary emphasized maintaining the competitive position in careers related to science, technology, engineering and mathematics (STEM). Speakers Scott Steele, Office of Science and Technology Policy, James Collins, National Science Foundation, and Christopher Hayter, National Governors Association, focused on initiatives underway at both state and federal levels to enhance collaboration between the various employment sectors.

The Friday "Hot Topic" sessions were based upon the suggestions from PSM program directors and PSM Advisory Board members. The six sessions focused on Institution Sustainability, Internships and Placement, Marketing to Business/Industry and Intellectual Property, Mounting or Purchasing "Plus" Courses, Program Assessment from all Perspectives, and Student Financing and Recruitment with an Emphasis on Recruiting Women, Under-represented Minorities, and International Students. The sessions, which were each repeated three times, generated a great deal of information. Facilitators summarized the outcomes from the Hot Topic sessions during a concluding session. Reports and best practice suggestions from each of the Hot Topics will be posted to the ScienceMasters.com website in the coming weeks and the lead article for the January/February issue will present the information from the program assessment session.

Contacts: Eleanor Babco, Carol Lynch and Joshua Mahler

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McNair Scholars Focus on the GRE at UC Berkeley McNair Symposium

California State University, Fullerton
California State University, Sacramento
City University of New York - John Jay
New Mexico State University
The University of California, Berkeley
The University of California, Davis
The University of California, Los Angeles
The University of California, San Diego
The University of Nevada - Reno
The University of Southern California
Westminster College

The McNair Scholars who participated in the focus group added their voices, the voices of McNair Scholars, to the data gathered. The data was sought as a part of the Minority Graduate Education (MGE) project of the Educational Testing Service (ETS). The focus group was facilitated by consultant Ralph Tesauro and initiated by David Payne, the Associate Vice President for the Graduate and 4-Year Business Programs in the Higher Education Division of Educational Testing Service.

There were four other focus groups conducted in July 2007, and one additional focus group planned for September 2007. The purpose of the focus groups is to allow ETS an opportunity to identify the specific concerns of minority and women students about the GRE in order to develop information and tools that directly address those concerns. The sites for the other groups were:

The Summer Horizons Program, University of Maryland, Baltimore County

The Graduate Horizons Program, University of Washington, Seattle

The Institute for Higher Education Policy Summer Academy, New Mexico

The Committee on Institutional Cooperation Summer Research Opportunities Program, Purdue University
Fordham University

The participating scholars at the August McNair focus group were referred by their McNair Project Directors, fully informed as to the purpose and structure of the focus group, and they voluntarily agreed to participate. They understood the importance and implications of the focus group. One of the McNair scholars opted out of another pre-symposium activity, a tour of Stanford University, in order to participate because she thought the focus group was a very important event for the community of McNair scholars.

Three of the focus group participants were interviewed in exit interviews after the focus group and shared their thoughts and impressions about the event. They felt that the focus group was beneficial. Their comments were candid, constructive, and suggested the kind of critical thinking one would hope for from students contemplating graduate

education. One student questioned “whether the GRE was a good indicator of people’s work ethic and ability to make it through graduate school or research.” Another forwarded: “It was interesting how differently the test was viewed by the individuals given the contextual aspect of what discipline they were studying.” Finally, a student posited “that as a person of color, I worry that the GRE might be a sorting device and that she might become a part of the sorted-out statistic.”

Certainly, these few words are not adequate to summarize the entire focus group that took place at the recent UC Berkeley McNair Symposium. Nor can they begin to capture the dynamics of the five additional focus groups. However, it is hoped that all that participated, regardless of their view points, will agree that these focus groups were tremendously important as gestures and substantive efforts to research the needs of the broad domain of the GRE. We look forward to the complete findings of the MGE project, and more of these inclusive conversations for the improvement of our process of providing graduate education.

By Harold H. Campbell, Director, Academic Achievement Programs, University of California, Berkeley



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New Deans and Titles

David Capson is Acting Dean of Graduate Studies at McMaster University. He replaces Fred Hall.

Roger Coles is Interim Dean, College of Graduate Studies at Central Michigan University. He replaces Gail Scukanec.

Fred L. Hall is Vice-Provost, Graduate Education and Dean, Graduate Studies at the University of Calgary. He replaces Warren Veale.

Joseph Hellige is Vice President, Research & Graduate Studies at Loyola Marymount University.

Bonnie Higginson is Associate Provost, Academic Programs and Graduate Studies Coordinator at Murray State University. She replaces Sandra Jordan.

J. Randall Koetting is Acting Dean of Graduate Studies at Marian College of Fond du Lac. He replaces Carleen Vande Zande.

James E. Quick is Associate Vice President, Research and Dean, Graduate Studies at Southern Methodist University. He replaces R. Hal Williams.

Colin Scanes is Dean, Graduate School and Vice Chancellor, Research and Economic Development at the University of Wisconsin-Milwaukee. He replaces Gwat-Yong Lie.

Salina M. Shrofel is Associate Provost, Research and Dean, Graduate Studies at Northern Kentucky University. She replaces Carol Beere.

Katherine Tadlock is Interim Associate Provost for Graduate Studies at Ohio University. She replaces Michael Mumper.

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