

Graduate Curriculum and Policy Committee
State of Graduate Education on Campus
2014-2015

GCAP Assessment of Graduate Education and Recommendations

The Graduate Curriculum and Policy Committee (GCAP) notes that graduate programs at MSU have very strong reputations and have the ability to meet the growing MN workforce needs. Therefore, it strongly recommends that there is more investment in graduate education at MSU, Mankato especially as it is currently the only area of student enrollment growth. Therefore, GCAP has decided to provide a snapshot of graduate education on campus along with recommendations, and issues for further discussion

Snapshot of Graduate Education at MSU, Mankato

- MSU, Mankato offers more than 75 master's degree and graduate certificate programs and four doctoral degree programs
- Graduate Student Enrollment FY 13: 1962 (increase of 24 students from FY12)
- Graduate Degrees awarded in FY14: 716 (doctorates, masters, certificates & specialists awarded. EDD: 8; Psy. D. 3; Master's degrees: 547, Specialist: 58, Graduate Certificate: 100).
- Graduate students are 13% of the student enrollment, but 22% of degrees awarded.
Source: <http://www.mnsu.edu/institutes/annualreports/>

Primary Issues Addressed by GCAP during the 2014-2015 academic year

- CDS process and the graduate curriculum process
- Difference between 500/600 level courses
- Graduate Education on Campus
- Graduate Faculty Status
- Graduate Commencement
- Graduate Student Orientation
- HLC Qualified Faculty document

General Recommendations

I. The administration needs to clarify the institution's position on graduate education especially as it relates to issues such as graduate enrollment planning, process and expectations as this impacts viability of graduate program, faculty hiring, the use of adjunct instructors, the monies for graduate assistantships, graduate student enrollment and retention, the faculty's ability to meet Criterion 2 scholarly and creative activities, and accreditation. Therefore, GCAP makes the following recommendations:

II. Develop an institutional *Graduate Education Plan* for MSU, Mankato that would allow all graduate programs to collaborate and share resources and decrease costs.

- To develop the plan, work with and include GCAP, Graduate Sub Meet, Graduate Program Coordinators and other relevant stakeholders;
- To ensure that the graduate coordinators voices are heard, the Graduate College should organize at least one meeting each semester to update them on changes impacting graduate education. This will help coordinators know of policy changes in a timely manner and allow them to contribute to graduate education initiatives;
- Tie the plan to HLC accreditation especially to HLC document of Faculty qualifications *Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers*;
- The institutional *Graduate Education Plan* should include a Graduate Enrollment Plan that identifies resources to successfully meet its goals;
- Create a committee to develop the Graduate Enrollment Plan. This committee should include representatives of GCAP, graduate coordinators, graduate college representative, graduate students and individuals who can help determine funding sources (internal and/or external);
- Graduate College needs to actively market graduate education through a variety of means including but not limited to social media;
- The Graduate Enrollment Plan should also address other recruitment strategies such as but not limited to graduate student orientation, and funding for graduate assistantships; revisit summer tuition waiver for graduate assistants;
- The Graduate Enrollment Plan should focus on assessing the unique needs of graduate students including financial and budgetary, personal issues, housing and work/life balance issues;
- Identify strategies to help students' address these issues
- Other issues that the plan can address include: strategies to facilitate collaboration across programs and colleges,
- Ensure that GCAP is involved in issues related to graduate education including relevant workgroups and task forces.

CDS and Curriculum Committee (CDS) Training Recommendations:

III. GCAP recommends the following to improve the curriculum review process:

1. Training for college curriculum committees about their role and expectations.
2. Training for GCAP and UCAP committee members about their role and expectations, graduate education policies, and about the CDS system procedures and policies;
3. One of the most important recommendations is that all Deans receive training related to curriculum procedures and policies so that there is a better understanding about the curriculum approval process. This will ensure that curriculum issues are resolved at the college level instead at the institutional level (GCAP);
4. Develop a checklist to guide faculty as they complete proposals.

Action steps for the Future

1. Development a Graduate Plan including graduate enrollment plan
2. Providing training about CDS for Deans, GCAP and UCAP committees, college curriculum committees on a semester basis
3. Graduate Enrollment Plan: Market graduate education including through social media
4. Develop and recommend strategies to communicate in a more consistent manner with graduate coordinators so that departments are aware and can participate in the growth and development of graduate education on campus
5. Continued discussion of around differences between 500/600 level courses.

GCAP Members

- Barb Bergman, Library representative (Co-Chair)
- Dan Houlihan, Social and Behavioral College representative
- Jacqueline Lewis, Education representative, (Co-Chair)
- John Lindberg, Arts and Humanities representative
- Christine Brown Mahoney, College of Business representative
- Tim Secott, College of Science, Engineering & Technology representative
- Deb Topham, Allied Health and Nursing representative