



Graduate Council

Topic: Graduate Council

Date: Thursday, November 10, 2022

Time: 3:00 pm

ZOOM LINK: <https://wku.zoom.us/j/8078250277>

1. Call to Order
2. Consideration of October 12, 2022 Minutes (APPENDIX A)
3. Report from Graduate Council Executive Committee (APPENDIX B)
4. Committee Reports
 - a. Policy Committee (APPENDIX C)
 - b. Curriculum Committee Minutes (APPENDIX D)
 - c. Student Research Grants Committee (APPENDIX E)
5. Graduate School Reports
 - a. Report from the Associate Provost for Research and Graduate Education (APPENDIX F)
6. Public Comments
7. Announcements & Adjourn

APPENDIX A
CONSIDERATION OF GRADUATE COUNCIL MEETING MINUTES



Graduate Council
Minutes – Wednesday, October 12, 2022, 3:00 pm ~ 3:31:15
Zoom

Present: Lauren Bland, Ray Blankenship, Sarah Bonis, Katrina Burch, Nicholas Fessler, Aaron Hughey, Bailey Mattingly, Andrea Paganelli, Whitley Stone, Dan Strunk, Dana Sullivan, Adam West, Catherine Wilson, Marla Zubel

Absent: Haley Brazel, Martha Day, Jonah Hathaway, Ranjit Koodali, Hannah Peveler, Richard Schugart, Lily Popova Zhuhadar

Guest: Amy Cappiccie, Dana Cosby, Lizzie Doerr, Eve Main, Erin Warfel, Cathleen Webb

1. Call to Order *Sullivan.
2. Consideration of September 8, 2022 Minutes (APPENDIX A) *Motion to Approve. 1st/2nd: Wilson/West. Approved.
3. Report from Graduate Council Executive Committee (APPENDIX B) *Sullivan: committee met for the first time as a group. Discussion was mainly focused on the Policy Committee Agenda moving forward. Also, discussed the ad hoc committee addressing JUMP policy and undergraduate students taking graduate students.
4. Committee Reports
 - a. Policy Committee (APPENDIX C) *Blankenship: charge of the committee is to update the Graduate Council guidelines to reflect Dr. Koodali's new title. Also, how the research funds, once approved, can have a speedier process. Will be looking into the graduate student complaint process and the graduate faculty approval policy and process.
 - b. Curriculum Committee Minutes (APPENDIX D) *Paganelli: Thanks everyone for attending the committee meeting. Curriculum coming through is student centered. 4 new courses and 1 course revision.
*Motion to Approve. 1st/2nd: Blankenship/Wilson. Vote in the chat. Approved.
 - c. Student Research Grants Committee (APPENDIX E) *Burch: No formal report. Currently 38 application files for Student Research Grants have been submitted.
*Sullivan welcomes the student representatives. Explains that the Policy Committee is also going to look at approvals without having to wait for the next Graduate Council meeting to expedite the process.

5. Graduate School Reports

- a. Report from the Associate Provost for Research and Graduate Education (APPENDIX F) *Doerr: Filling in for Dr. Koodali, who could not attend. Explains the bullet points that Koodali wanted highlighted from the graduate school report. Mentions the beginning of the bi-term and registering for classes, as well as events on campus including the GRE strategy Workshop, GRADLEARN event on Recruitment Strategies, and GRADWELL event on Building Resilience.

6. Public Comments *Sullivan: Next Meeting, Thursday November 10th.

*Burch: First meeting for the Ad Hoc Committee will be Thursday, October 20th

Announcements & Adjourn *Motion to Adjourn. 1st/2nd: Bland/Burch. Adjourned.



Graduate Council
Minutes – Thursday, September 8, 2022, 3:00 pm
Zoom

Present: Lauren Bland, Sarah Bonis, Haley Brazel, Katrina Burch, Martha Day, Ann Ferrell, Ranjit Koodali, Andrea Paganelli, Richard Schugart, Whitley Stone, Dan Strunk, Dana Sullivan, Adam West, Catherine Wilson, Lily Popova Zhuhadar

Guest: Dana Cosby, Thaddeus Crews, Lizzie Doerr, Jessica Dorris, Marilyn Gardner, Jennifer Hammonds, Danita Kelley, Beth Laves, Cathleen Webb

Absent: Ray Blankenship, Nicholas Fessler, Aaron Hughey, Marla Zubel

1. Call to Order *Day calls meeting to order. Day explains the details of being a committee chair and welcomes Dana Sullivan as the new Chair of Graduate Council.
2. Election of GC Committee Chairs for the 2022-2023 academic year (Research Committee, Graduate Curriculum, Policy Committee) *Day states that every chair is expected to provide a report every month to the Graduate Council and explains other responsibilities.
*Sullivan invites Koodali to join the Graduate Policy Committee meetings, which he accepts.
*Curriculum Committee Chair Nominations: Andrea Paganelli. 1st/2nd: Ferrell/Bonis. Nomination accepted by Dr. Paganelli. Call the question for anonymous vote. Vote passes. Paganelli elected Chair of the Curriculum Committee.
*Policy Committee Chair Nominations: Ray Blankenship. 1st/2nd: Crews/West. Nomination accepted by Crews on Blankenship's behalf. Call the question for anonymous vote. Vote passes. Blankenship elected Chair of the Policy Committee.
*Research Committee Chair Nominations: Katrina Burch. 1st/2nd: Bonis/Zhuhadar. Nomination accepted by Katrina Burch. Call the questions for anonymous vote. Vote passes. Katrina Burch elected the Chair of the Research Committee.
3. Assign Graduate Council Committee Membership Roles (APPENDIX A)
*Day asks members to edit the Google document showing Membership Roles so that each member of the Graduate Council can be a member of a committee [updated Google Doc enclosed at the end these minutes].
*Sullivan asks for names of student representatives to be provided so that they can be added to the listserv.
4. Report from Graduate Council Executive Committee (APPENDIX B) *Sullivan states that the GCEC met on Tuesday 9/6 to discuss the agenda and the ad hoc committee for the JUMP program.

*Sullivan announces that the first meeting of the ad hoc committee will be at the end of September.
*Ferrell asks that Blankenship be added to the ad hoc committee. Sullivan states that Blankenship will be added to the committee.

5. Committee Reports

- a. Policy Committee (No Report)
- b. Curriculum Committee Minutes (APPENDIX C) *Day provides a brief overview regarding the courses discussed. Motion to approve. 1st/2nd: Wilson/Burch. Motion passes.
- c. Student Research Grants Committee (No Report)

6. Graduate School Reports

- a. Graduate School Enrollment Reports (No Report)
- b. Report from the Associate Provost for Research and Graduate Education (APPENDIX D)
 - *Koodali mentions that he is folding in the enrollment report into the Graduate School agenda.
 - *Koodali discusses Graduate Admissions updates.
 - *Koodali mentions the changes to the HR processes for Graduate Assistantships. If anyone knows that a GA is not returning, he asks that the department initiate the termination EPAF as soon as possible.
 - *Koodali states that enrollment data is available at the link provided. Anyone who wants access to Graduate School data in Visual Analytics should contact Dr. Tuesdi Helbig.
 - *Koodali states that graduate catalog has been moved to the Registrar's Office, with Jessica Dorris as the point of contact.
 - *Hammonds provides a reminder that if the catalog entry for your program needs updating, please share this information with the Registrar's Office as soon as possible.
 - *Koodali announces that the Graduate Program Coordinator's Information Session will be on September 23rd.
 - *Koodali details staffing changes in the Graduate School and ORCA.
 - *Koodali says that the new call for Fall 2022 research grant proposals will be announced after consulting with the Research Committee.

7. Public Comments *Day gives best of luck to Sullivan as the new Graduate Council chair.

*Sullivan thanks everyone for their support.

8. Announcements & Adjourn *Day: Motion to Adjourn. 1st/2nd: Ferrell/Burch. Meeting adjourned 3:40 pm.

Updated Graduate Council Membership 2022-2023

Member	Term	Committee
Lauren Bland, Senate Rep		Curriculum
Gordon Ford College of Business		
Ray Blankenship (Chair, Policy Committee)	June 30, 2025	Policy/GC EC
Nicholas Fessler	June 30, 2024	Policy
Lily Popova Zhuhadar	June 30, 2023	Research
Vacant (Student Rep)	June 30, 2023	
College of Education and Behavioral Sciences		
Andrea Paganelli (Chair, Curriculum Committee)	June 30, 2025	GCCC/GC EC
Sarah E. Ochs-Bonis (Vice-Chair, Graduate Council)	June 30, 2024	GCEC
Martha M. Day (Immediate Past Chair, Graduate Council)	June 30, 2023	GCEC
Vacant (Student Rep)	June 30, 2023	
Ogden College of Science and Engineering		
William Daniel Strunk	June 30, 2025	Curriculum
Katrina Burch (Chair, Research Committee)	June 30, 2024	Research/ GCEC
Richard Schugart	June 30, 2023	Policy
Haley Brazel (Student Rep)	June 30, 2023	
Potter College of Arts & Letters		
Catherine Wilson	June 30, 2025	GCCC
Ann Ferrell	June 30, 2024	Policy
Marla Zubel	June 30, 2023	Research
Vacant (Student Rep)	June 30, 2023	
College of Health and Human Services		
Whitley Stone	June 30,	Curriculum

	2025	
Adam West	June 30, 2024	Policy
Dana Sullivan (Chair, Graduate Council)	June 30, 2023	GCEC
Bailey Mattingly (Student Rep)	June 30, 2023	
At-Large		
Aaron W. Hughey	June 30, 2023	GCCC
Ex-Officio Members		
Ranjit Koodali, Assc Provost, Research and Graduate Education		GCEC
Vacant, SGA Rep		

Graduate Curriculum Committee (GCC)
 Research Committee (RC)
 Policy Committee (PC)

Graduate Council Curriculum Committee
Minutes – September 1, 2022, 2:00 PM (CT)
Join Zoom Meeting - <https://wku.zoom.us/j/98858661111>

Voting Members: Martha Day (Chairing/attending/voting for Aaron Hughey as Proxy), Dana Sullivan (attending/voting for Fessler as Proxy), Dana Sullivan

Advisory Members: Ranjit Koodali, Beth Laves, Jennifer Hammonds, Jessica Dorris, Danita Kelley, Merrall Price, Cate Webb, Dana Cosby

Guest: Alex Olson, Dan Strunk, Alison Langdon, Andrea Paganelli, Richard Schugart

Approval of Minutes, April 7, 2022 – 1st/2nd: Sullivan/Day – **Vote:** Approved

Announcements:
 Electing a new chair at the next meeting

Course Administration:

Graduate Curriculum Committee (4)				
Code	Title	Status	Initiator	Received

Motion to Bundle – 1/2nd: Sullivan/Day
Bundle Math 506, 507, 508 Classes
Vote: Approve Bundle
Motion to Discuss – 1st/2nd: Sullivan/Day
Discussion: Schugart – Math 506 Course Description has been updated, MATH 507 – Course Title has been updated to better align with others – MATH 508 – Course Title and Course Description has been updated.
 Hammonds asked – Is it really necessary for MATH 506 to get permission of instructor? Schugart, thinks they want to keep it on.
Vote: Approved

MATH 507	MATH 507: Number Systems for Elementary and Middle Grades Teachers	Edited	hpl39736	4/14/2022
MATH 506	MATH 506: Mathematical Applications for Middle Grades Teachers	Edited	hpl39736	8/29/2022
MATH 508	MATH 508: Rational Number Concepts for Elementary and Middle Grades Teachers	Edited	hpl39736	8/29/2022
HIST 626	HIST 626: Seminar in the History of Science and Medicine	Added	alx81987	4/14/2022

Motion to Discuss – 1/2nd: Sullivan/Day
Discussion: Olson gave a brief explanation. Danita Kelley wondered if the History department actually had a concentration referring to the language listed under "Reason for developing the proposed course section". Discussion about the word Concentration vs something different. Decided to keep language as is.

Graduate Curriculum Committee (4)				
Code	Title	Status	Initiator	Received
				Vote: Approved

Program Administration:

Graduate Curriculum Committee (1)				
Code	Title	Status	Initiator	Received
067	067: English	Edited	als57177	4/6/2022

Motion to Discuss – 1/2nd: Sullivan/Day
Discussion: Langdon gave a brief description. Beth Laves asked about the "Mode of Delivery", moving forward with SACSCOC request. Langdon-Laves talked about the 50% or more pathway for the students. Laves is working on this now so its perfect timing to add/clean it up now.
 Changed that answer to NO under "Delivery Mode".
 Hammonds talked with program requirements and wanted to make a friendly amendment. Langdon approved.
Friendly Amendments:
 – Under "Program Requirements" – ENG-597 listed – want to remove that one from the writing electives and literature.
 – Under "Footnote" Adding these courses where it says to "define what creative writing courses": ENG-474G, ENG-475G, ENG-403G, ENG-501
Vote: Approved

Other Business:

None

Adjourn at 2:35 pm
1st/2nd – Sullivan/Day

Respectfully submitted
GCCC Recorder
Jessica Steenbergen

Graduate Council Curriculum Committee

Course Leaf links to access course and program proposals being considered-you must log in with your WKU NetID and password:

<https://nextcatalog.wku.edu/courseadmin/>

<https://nextcatalog.wku.edu/programadmin/>

Graduate Council Curriculum Committee
Minutes – October 6, 2022, 2:00 PM (CT)
Join Zoom Meeting - <https://wku.zoom.us/j/6075766671>

Voting Members: Andrea Paganelli, Merrall Price (voting as alternate for Catherine Wilson until she arrives), Whitley Stone, Dan Strunk

Advisory Members: Martha Day, Beth Laves, Danita Kelley, Merrall Price, Cate Webb, Jamie DeYoung, Dana Cosby

Guest: Keith Philips, Adam West, Amy Cappiccie, Alex Olson, Matthew Shake, Jamie DeYoung, Tonya Bragg-Underwood, Scott Grubbs

Approval of Minutes, September 1, 2022 – 1st/2nd: Strunk/Stone – **Vote:** Approved

Announcements:
None

Course Administration:

Graduate Curriculum Committee (5)				
Code	Title	Status	Initiator	Received
BIOL 525	BIOL 525: Advanced Insect Biodiversity	Added	thm84600	8/25/2022
<p>Motion to Discuss – 1st/2nd: Price/Strunk Discussion: Keith Philips was present for questions. Paganelli noticed it was repeatable once, was there a reason. Maximum credits vs repeatable was explained. Vote: Approved (4/4)</p>				
FACS 580	FACS 580: Capstone in Child & Family Studies	Edited	adm04097	9/26/2022
<p>Motion to Discuss – 1st/2nd: Whitley/Paganelli Discussion: Adam West gave a brief description. He explained that it was never an internship it's actually a capstone. It can be repeated for up to 6 credits. Vote: Approved (4/4)</p>				
PH 631	PH 631: Contemporary Topics in Epidemiology	Added	mr160593	9/26/2022
<p>Motion to Discuss – 1st/2nd: Strunk/Paganelli Discussion: Danita Kelley can speak about it if has questions. No questions were asked. Vote: Approved (4/4)</p>				
SWRK 681	SWRK 681: Trauma and Stressor Related Disorders	Added	amy97807	9/26/2022
<p>Motion to Discuss – 1st/2nd: Stone/Paganelli Discussion: Amy Cappiccie gave a brief description. Vote: Approved (4/4)</p>				

Graduate Curriculum Committee (5)				
Code	Title	Status	Initiator	Received
SWRK 682	SWRK 682: Suicide Assessment and Intervention for Social Work	Added	amy97807	9/26/2022
<p>Motion to Discuss – 1st/2nd: Price/Paganelli Discussion: Amy Cappiccie gave a brief description. Strunk asked if this was a required course or elective. It's just an elective. Edit the document because SLO #1 and #2 are the same – Just remove one of them. <i>Friendly Amendment – Remove SLO #2 (doubled) and replace with “Articulate DSM diagnoses that increase the likelihood of suicidal ideation”</i> Vote: Approved (4/4)</p>				

Program Administration:

Graduate Curriculum Committee (5)				
Code	Title	Status	Initiator	Received
0478	0478: Creative Writing	Edited	als57177	9/6/2022
<p>Motion to Discuss – 1st/2nd: Wilson/Paganelli Discussion: Catalog Content is the majority of the changes. Price was available for discussion if needed and she said it's just mostly a cleanup effort. Vote: Approved (4/4)</p>				
078	078: History	Edited	alx81987	9/6/2022
<p>Motion to Discuss – 1st/2nd: Wilson/Paganelli Discussion: Olson gave a brief explanation. Changes under Program Admission area. After some conversations Olson decided to pull the proposal for now and resubmit later. Motion to table: 1st/2nd: Wilson/Paganelli Vote: Approve to Table (4/4)</p>				
157	157: Social Work	Edited	ern67287	9/26/2022
<p>Motion to Discuss – 1st/2nd: Wilson/Paganelli Discussion: Amy Cappiccie gave a brief description. Just cleaning up admission standards. Removing Stats as a pre-req. Vote: Approved (4/4)</p>				
149	149: Nursing	Edited	mrv92101	9/26/2022
<p>Motion to Discuss – 1st/2nd: Stone/Wilson Discussion: Tonya Bragg-Underwood gave a brief explanation. Bringing back a concertation of the master's program. Vote: Approved (4/4)</p>				
0469	0469: Psychology	Edited	mtt23357	9/28/2022
<p>Motion to Discuss – 1st/2nd: Strunk/Wilson Discussion: Shake gave a brief explanation. Two changes to the program. Allowed students to select a focus area and its changing to eliminate the focus and letting students pick their electives. Other change is mostly cleanup effort under admission requirements. Vote: Approved (4/4)</p>				

Other Business:

None

Adjourn at 3:00pm - 1st/2nd – Wilson/Paganelli

Respectfully submitted
GCCC Recorder
Jessica Steenbergen

Graduate Council Meeting, October 12, 2022

Updates from the Associate Provost for Research and Graduate Education
Ranjit T. Koodali

1. **Graduate Admissions** (Barbara Chaffin, *Admissions Associate*, & Julie Harris, *Graduate Admissions Specialist*)
 - a. The second bi-Term begins Monday October 17.
 - b. The Fall 2022 application will turn off Tuesday, October 25.
2. **Graduate Assistantships** (Renee Purdy, *Budgets & Resources Manager*)
 - a. None
3. **Graduate Enrollment (see attachment)**
 - a. The enrollment data (Excel files) are available at <S:\UNIVERSITY-WIDE-SHARED\Graduate School\Enrollment Data>. Please see data for Oct 1, 2022 later in the document.
4. **Graduate School Events** (Lizzie Doerr, *Office Coordinator* and Samantha Hines, *Research and Graduate Education Outreach Coordinator*)
 - a. **Completed**
 - i. New graduate student orientation, <https://youtu.be/bm2RNRpLpjU>.
 - ii. myIDP workshop, https://youtu.be/y_ls9cfmrBI.
 - iii. Graduate Program Coordinator's Information Session, <https://youtu.be/PZzy8n1BHCg>. Please see copy of PowerPoint Slide at the end of this document.
 - iv. Graduate Student Research Grant Workshop, <https://youtu.be/Pe1QV5jMTvg>. Please see copy of PowerPoint Slide at the end of this document.
 - v. Graduate Virtual Recruitment Fair, Tuesday, Oct. 4, 6:00 to 6:30 PM.
 - b. **Scheduled**
 - i. GRE Strategy Workshop, Thursday, Oct. 20, 2:00 to 3:30 PM.
 - ii. GRADLEARN: Recruitment Strategies to Address Today's Challenges, Friday, Oct. 21, 2:00 PM to 3:00 PM.
 - iii. Graduate Virtual Recruitment Fair, Wednesday, Oct. 26, [12:00 to 1:00 PM](#). Share this link with prospective students, [Meeting Registration - Zoom!](#)

- iv. GRADWELL: Building Resilience, Wednesday, Nov. 9, 3:30 PM to 5:00 PM.
- v. Graduate Virtual Recruitment Fair, Thursday, Nov. 17, [5:00 to 6:00 PM](#), Share this link with prospective students, [Meeting Registration - Zoom!](#)

c. **Planning Stages**

- i. WKU Three Minute Thesis Information Session

5. **Graduate Records** (Jamie DeYoung, *Assistant Director of Graduate Operations* and Lisa Meyers, *Graduate Records Specialist*)

- a. Graduate Thesis Guidelines are available at the link, [The Graduate School - Thesis, Specialist Project, Dissertation](#)
- b. There were 201 degrees conferred for summer 2022, with 11 theses/dissertations published.

6. **Graduate School Recruitment** (Dr. Scott Gordon, *Manager, Graduate Recruitment and Retention*)

- a. Recruitment events that Graduate School is participating is listed at <https://www.wku.edu/graduate/recruitment.php>
- b. Please contact Scott Gordon if you would like to set up a virtual fair for your area, review your program's CRM content, or discuss recruitment options.

7. **Graduate School Staffing**

- a. Ms. Lisa Meyers has been advanced to Graduate Records Specialist, effective, October 1, 2022.

8. **Graduate Student Research Grant** (Renee Purdy, *Budgets and Resources Manager*)

- a. Graduate Student Research Grant deadlines for fall and spring terms are the second Tuesday of October and the first Tuesday of February by 11:59 pm. Hence, the deadlines for Fall 2022 and Spring 2023 are October 11 and February 7 respectively.
- b. Recipients of grants have one year to use the funds. All funding accounts will be closed prior to student's graduation.

9. **FYI**

- a. None

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6)

	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
All	2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6)

By Residency	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Residency												
Academic												
Common Market							0	0	1	9	1	9
Foreign Student	109	915	87	655	56	413	48	350	58	457	10	107
Military (\$250/Cr Hr)	170	840	201	905	219	1,109	166	798	164	819	-2	21
Military Resident	85	588	116	813	157	1,109	132	865	134	917	2	52
Non-res TN Cnty (Scholarship)	41	342	36	317	45	398	44	361	42	362	-2	1
Nonresident	467	3,684	446	3,519	381	3,082	316	2,798	291	2,622	-25	-176
P-12 (KY)	338	1,693	242	1,153	306	1,529	362	1,816	497	2,767	135	951
P-12 (Out-of-State)							16	65	27	132	11	67
Resident	1,192	8,714	1,110	7,963	1,041	7,608	907	7,030	817	6,520	-90	-510
Undeclared	23	133	32	185	23	153	23	140	25	181	2	41
All	2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6)

By Degree Type	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Degree Type												
Certification Only	73	354	53	240	78	388	84	336	62	299	-22	-37
Doctorate	297	2,774	296	2,756	293	2,302	284	2,509	255	2,341	-29	-169
Graduate Certificate	93	442	109	546	108	493	78	413	77	359	-1	-54
Master's	1,818	12,588	1,626	11,153	1,578	11,423	1,439	10,285	1,546	11,037	107	752
Non-Degree	71	262	131	428	86	267	60	183	21	86	-39	-97
Rank I/II	44	228	21	99	32	191	28	175	57	349	29	174
Specialist	29	261	34	286	53	336	41	322	38	316	-3	-7
All	2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6)

By College	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
College												
College of Education and Behavioral Sciences	965	5,553	925	5,165	938	5,187	912	4,977	1,028	5,784	116	808
College of Health and Human Services	906	7,649	880	7,332	785	6,592	660	6,234	602	6,122	-58	-112
Gordon Ford College of Business	141	1,150	100	734	171	1,454	163	1,198	161	1,088	-2	-110
Graduate College	20	76	29	102	21	66	12	36	10	40	-2	4
Ogden College of Science and Engineering	220	1,370	185	1,181	171	1,140	142	932	147	1,018	5	86
Potter College of Arts & Letters	173	1,111	151	994	142	962	125	847	108	734	-17	-113
All	2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6

By Department	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Department												
99AR:												
Exploratory/Undeclared	2	6	2	6	2	6	1	1	3	12	2	11
99BU:												
Exploratory/Undeclared	106	789	76	522	142	1,160	147	1,032	134	825	-13	-207
99ED:												
Exploratory/Undeclared	9	54	35	115	4	12	8	25	5	21	-3	-4
99HH:												
Exploratory/Undeclared	39	129	65	199	58	174	37	111	1	4	-36	-107
99SC:												
Exploratory/Undeclared	4	15	2	6	1	8	4	22	3	9	-1	-13
Accounting	20	234	10	120	12	147	6	75	11	127	5	52
Agriculture and Food Science	30	130	14	84	7	60	6	45	13	95	7	50
Analytics & Information Systems							1	6	7	57	6	51
Applied Human Sciences	28	153	21	135	20	111	11	75	9	63	-2	-12
Biology	47	301	55	336	49	305	39	241	33	215	-6	-26
Chemistry	22	166	22	143	14	102	8	52	9	73	1	21
Communication	21	129	19	114	17	117	13	95	7	48	-6	-47
Communication Sciences and Disorders	177	1,606	182	1,676	174	1,745	155	1,614	157	1,668	2	54
Counseling and Student Affairs	105	825	115	959	121	984	99	770	89	714	-10	-56
Earth, Environmental, & Atmospheric Sciences	25	142	14	67	10	60	11	53	17	121	6	68
Economics	15	127	14	92	17	148	9	85	9	79	0	-6
English	34	223	28	208	27	202	21	171	29	219	8	48
Folk Studies and Anthropology	11	82	10	78	12	93	12	96	11	77	-1	-19
Graduate School	20	76	29	102	21	66	12	36	10	40	-2	4
History	21	109	17	99	21	123	27	138	28	145	1	7
Mathematics	29	161	19	111	24	145	22	116	23	125	1	9
Music	17	131	15	110	14	103	16	130	15	113	-1	-17
Philosophy and Religion	1	1					0	0	0	0	0	0
Physical Therapy	90	1,456	88	1,438	88	1,115	91	1,513	91	1,547	0	34
Physics and Astronomy	4	32	3	28	4	31	6	53	9	76	3	23
Political Science	22	165	12	105	22	156	24	171	14	114	-10	-57
Psychological Sciences	25	217	25	236	30	259	25	231	23	222	-2	-9
Psychology	67	549	72	584	74	597	79	614	80	636	1	22
Public Health	131	899	117	777	101	692	86	581	95	670	9	90
School of Engineering and Applied Sciences	34	206	31	170	32	170	21	119	17	82	-4	-37
School of Kinesiology, Recreation, & Sport	177	1,189	159	1,064	122	826	96	730	78	595	-18	-135
School of Leadership & Professional Studies	501	2,697	466	2,333	443	2,241	350	1,770	407	2,078	57	308
School of Nursing and Allied Health	163	1,098	149	1,008	121	822	100	701	83	567	-17	-134
School of Teacher Education	283	1,428	237	1,175	296	1,353	376	1,798	447	2,336	71	538
Social Work	101	1,119	99	1,035	101	1,107	84	909	88	1,008	4	99
Sociology and Criminology	44	265	48	274	27	162	11	45	1	6	-10	-39
All	2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6)

By Program	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Program												
Accountancy & Data Analysis, MAAC (#0501)							6	75	11	127	5	52
Accountancy, MAAC (#0445)~	20	234	10	120	12	147	0	0	0	0	0	0
Addictions Education, CER (#0492)			3	12	2	9	4	21	2	9	-2	-12
Adult Education, CER (#0450)	5	21	2	9	3	12	2	9	1	3	-1	-6
Adult Education, MAE (#047)~	15	79	14	78	11	57	1	3	0	0	-1	-3
Advanced Behavior Management, CER (#1736)							2	15	0	0	-2	-15
Advanced Teacher Education, MAE (#0500)							17	84	43	223	26	139
Aging Studies, CER (#0419)~	1	3					0	0	0	0	0	0
Agriculture, MS (#052)	30	130	14	84	7	60	6	45	13	95	7	50
American Sign Language Studies, CER (#1706)~			1	3			0	0	0	0	0	0
Applied Economics, MA (#0410)	15	127	12	86	17	148	9	85	9	79	0	-6
Applied Psychology, PSYD (#0476)	24	147	28	166	31	183	33	190	30	162	-3	-28
Autism Spectrum Disorders, CER (#0441)~	1	6	1	6			0	0	0	0	0	0
Biology for Teacher Leaders, MAE (#0442)~	2	12			1	3	0	0	0	0	0	0
Biology, CER (#0493)	3	20	14	74	17	87	8	38	4	23	-4	-15
Biology, MS (#056)	42	269	41	262	31	215	31	203	29	192	-2	-11
Brewing and Distilling Arts & Sciences, CER (#0486)~					1	8	0	0	0	0	0	0
Business Administration, MBA (#057)	95	731	68	467	134	1,110	140	990	132	816	-8	-174
Business Core Competencies, CER (#0487)~	8	38	6	41	6	38	3	24	0	0	-3	-24
Business Sustainability, CER (#0474)~	1	3	1	3	1	3	4	18	1	3	-3	-15
Career Services, CER (#0468)	1	6	1	3	2	12	0	0	0	0	0	0
Chemistry, MS (#059)	22	166	22	143	14	102	8	52	9	73	1	21
Child and Family Studies, MS (#0489)	17	90	13	87	12	84	11	75	7	57	-4	-18
College and Career Readiness, CER (#1737)	3	12	3	15	1	3	2	6	5	15	3	9
Communicating in Healthcare, CER (#0475)	1	3			2	9	0	0	1	6	1	6
Communicating in Organizations, CER (#0471)	3	9	4	12	1	6	0	0	0	0	0	0
Computer Science, MS (#117)	14	125	9	69	9	57	8	46	9	48	1	2
Counseling, C (#159)	8	33	3	12	10	39	2	9	0	0	-2	-9
Counseling, MAE (#043)	47	438	60	597	67	642	55	492	57	525	2	33
Creative Writing, MFA (#0478)	14	115	14	115	12	108	11	93	18	144	7	51
Criminology, MA (#0421)~	13	60	16	75	9	40	5	22	1	6	-4	-16
Cybersecurity Data Analytics, CER (#1754)							0	0	1	15	1	15
Cybersecurity Data Analytics, MS (#0502)							0	0	3	24	3	24
Data Analytics, CER (#1753)							1	6	3	18	2	12
Dietetic Practice, CER (#0451)	10	60	8	48	8	27	0	0	2	6	2	6
Director of Special Education, R1 (#0426)~	4	21	1	6	2	13	0	0	0	0	0	0
Economic Data Analytics, CER (#0491)			2	6			0	0	0	0	0	0
Education and Behavioral Science Studies, MAE (#042)~	5	36	3	12			0	0	0	0	0	0
Educational Leadership, C (#131)	43	237	32	167	37	238	18	115	37	215	19	100
Educational Leadership, EDD (#0010)	94	463	99	483	102	462	109	466	96	376	-13	-91

Educational Technology, CER (#167)~	1	6					0	0	0	0	0	0
Elementary Education for Teacher Leaders, MAE (#0433)~	24	131	16	64	23	103	18	80	2	6	-16	-74
Elementary Education, R1 (#084)	2	9	2	6	3	9	3	12	1	3	-2	-9
Elementary Math Specialization, P-5, CER (#0485)					3	9	0	0	1	6	1	6
Emergency Management Disaster Science, CER (#1749)							2	12	2	6	0	-6
Engineering Management, MS (#0447)	15	58	20	92	22	110	13	73	7	28	-6	-45
English, MA (#067)	16	89	12	84	12	82	10	78	11	75	1	-3
Environmental Health and Safety, CER (#0427)	1	6	3	24			0	0	5	18	5	18
Environmental and Occupational Health Science, MS (#0473)	13	114	15	129	17	117	16	114	22	171	6	57
Epidemiology, CER (#1751)							2	12	2	9	0	-3
Facility and Event Management, CER (#0455)	3	9	1	6	2	9	3	24	0	0	-3	-24
Family Nurse Practitioner (Post MSN), CER (#0449)	8	44	6	38	5	32	2	11	5	20	3	9
Folk Studies, MA (#069)	11	82	9	75	11	90	12	96	11	77	-1	-19
Gender and Women's Studies, CER (#1712)~	2	13	2	9	3	12	0	0	0	0	0	0
Geographic Information Science, CER (#203)~	1	6	1	3			0	0	0	0	0	0
Geoscience, MS (#072)	24	136	13	64	10	60	11	53	17	121	6	68
Gifted Education and Talent Development, CER (#1764)							2	6	0	0	-2	-6
Gifted Education and Talent Development, EDS (#0490)	3	15	6	24	27	93	13	48	10	34	-3	-15
Gifted Education and Talent Development, MAE (#0482)	15	81	9	32	16	56	10	46	7	28	-3	-18
Health Administration, MHA (#153)	52	345	43	261	31	213	24	159	21	168	-3	9
Health Education, CER (#0494)			2	12	3	12	0	0	2	12	2	12
Historic Preservation, CER (#0423)~			1	3	1	3	0	0	0	0	0	0
History, MA (#078)	21	109	17	99	21	123	27	138	28	145	1	7
Homeland Security Sciences, MS (#0413)	4	32	3	28	4	31	6	53	9	76	3	23
Instructional Design, CER (#0418)	5	24	11	42	11	39	5	18	6	21	1	3
Instructional Design, MS (#0428)	6	21	10	54	16	78	17	84	18	96	1	12
Instructional Leadership, School Principal, MAE (#0499)							1	6	32	203	31	197
Intercollegiate Athletic Administration, CER (#0481)	1	6	2	12	4	18	3	24	3	21	0	-3
Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	15	78	14	75	16	75	11	48	21	107	10	59
Interdisciplinary Early Childhood Education, Birth to Primary, MAE (#0461)	4	18	3	18	9	42	15	69	12	63	-3	-6
International Student Services, CER (#0415)					1	3	0	0	0	0	0	0
Kinesiology, MS (#0454)	27	238	20	149	9	73	12	108	11	102	-1	-6
Lean Sigma, CER (#0452)	5	23	2	9	1	3	0	0	1	6	1	6
Libraries, Informatics, and Technology in Education, MS (#0497)	29	143	40	193	45	239	43	211	51	257	8	46
Library Media Education, MS (#083)~	31	144	7	24	1	3	0	0	0	0	0	0
Literacy Education, MAE (#044)	21	102	12	66	6	30	16	81	23	126	7	45

Literacy P-12, CER (#1750)							0	0	1	6	1	6
Literacy in Post-secondary Settings, CER (#0462)	2	6					0	0	6	21	6	21
Local Government Administration, CER (#1745)					5	15	6	18	0	0	-6	-18
Mathematics, MA (#049)	17	81	11	48	16	85	16	68	18	88	2	20
Mathematics, MS (#085)	12	80	8	63	8	60	6	48	5	37	-1	-11
Measurement, Evaluation and Research, CER (#0488)~	1	3					0	0	0	0	0	0
Middle Grades Education for Initial Certification, MAT (#0458)	1	9	3	15	7	42	8	45	1	6	-7	-39
Middle Grades Education for Teacher Leaders, MAE (#0434)~	10	41	5	28	4	26	1	3	0	0	-1	-3
Music, MM (#0453)	17	131	15	110	14	103	16	130	15	113	-1	-17
Non-Degree Arts and Letters, ND (#0002)	2	6	2	6	2	6	1	1	3	12	2	11
Non-Degree Business, ND (#0001)	2	18	1	12	1	9	0	0	1	6	1	6
Non-Degree Education, ND (#0005)	4	18	32	103	4	12	8	25	5	21	-3	-4
Non-Degree Health and Human Services, ND (#0003)	39	129	65	199	58	174	37	111	1	4	-36	-107
Non-Degree Science, ND (#0004)	4	15	2	6			2	10	1	3	-1	-7
Nonprofit Administration, CER (#0463)	2	9	2	12	3	21	1	6	0	0	-1	-6
Not Pursuing a Degree, ND (#126)	20	76	29	102	21	66	12	36	10	40	-2	4
Nursing Practice, DNP (#0011)	89	708	81	669	72	542	51	340	38	256	-13	-84
Nursing, MSN (#149)	49	264	36	171	25	153	34	286	24	212	-10	-74
Organizational Communication, MA (#0012)	17	117	15	102	13	99	11	80	6	42	-5	-38
Organizational Leadership, CER (#1721)			1	3			0	0	0	0	0	0
Organizational Leadership, CER (#1723)	5	18	3	12	2	6	11	66	7	36	-4	-30
Organizational Leadership, MA (#0467)	303	1,687	298	1,502	263	1,306	184	948	180	912	-4	-36
Physical Therapy, DPT (#0013)	90	1,456	88	1,438	88	1,115	91	1,513	91	1,547	0	34
Psychiatric Mental Health Nurse Practitioner, CER (#0479)	17	82	26	130	19	95	13	64	16	79	3	15
Psychology, MA (#092)	18	162	19	166	18	172	18	150	22	192	4	42
Psychology, MS (#0469)	25	217	25	236	30	259	25	231	23	222	-2	-9
Public Administration, MPA (#051)	22	165	12	105	17	141	18	153	14	114	-4	-39
Public Health, MPH (#152)	65	434	54	351	50	350	44	296	43	292	-1	-4
Recreation and Sport Administration, MS (#095)	144	927	134	885	104	705	77	568	64	472	-13	-96
Religious Studies, MA (#0446)~	1	1					0	0	0	0	0	0
School Administration, EDS (#098)~	1	6	3	10	1	1	0	0	0	0	0	0
School Administration, R1 (#121)	34	183	14	69	24	159	24	157	54	333	30	176
School Counseling, MAE (#046)~	16	111	16	111	7	42	3	12	0	0	-3	-12
School Psychology, EDS (#147)	25	240	25	252	25	242	28	274	28	282	0	8
Secondary Education Teacher Leader, R2 (#0432)	1	3					0	0	0	0	0	0
Secondary Education for Teacher Leaders, MAE (#0435)~	17	84	10	40	6	22	5	22	0	0	-5	-22
Secondary Education, R1 (#124)	2	9	3	15	3	10	1	6	2	13	1	7
Social Responsibility and Sustainable Communities, MA (#0448)~	23	135	26	147	9	57	2	12	0	0	-2	-12

Social Work, MSW (#157)	101	1,119	99	1,035	101	1,107	84	909	88	1,008	4	99
Sociology, MA (#105)~	8	70	6	52	9	65	4	11	0	0	-4	-11
Special Education for Initial Certification, MAT (#0456)	5	27	8	45	10	60	38	204	48	261	10	57
Special Education: Learning and Behavioral Disorders, MAE (#0457)	35	182	30	158	28	115	20	96	22	117	2	21
Special Education: Moderate and Severe Disabilities, MAE (#0438)	9	49	8	44	13	88	23	159	26	192	3	33
Speech-Language Pathology, MS (#0466)	177	1,606	181	1,673	174	1,745	155	1,614	157	1,668	2	54
Standard Guidance - Rank 1, R1 (#048)~	1	3	1	3			0	0	0	0	0	0
Strategic Sport Communications, CER (#1744)					1	3	2	15	0	0	-2	-15
Student Affairs in Higher Education, MAE (#145)	29	222	28	206	31	234	33	230	25	165	-8	-65
Teacher Education for Initial Certification, MAT (#0495)	18	135	20	159	16	90	44	249	121	666	77	417
Teacher Education, C (#132)	22	84	18	61	31	111	64	212	25	84	-39	-128
Teaching English to Speakers of Other Languages, CER (#0416)	2	6					0	0	0	0	0	0
All	2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563

~Program closed.

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Week 6)

By College, Department, and Program			F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
College of Education and Behavioral Sciences	99ED: Exploratory/Undeclared	Education and Behavioral Science Studies, MAE (#042)~	5	36	3	12			0	0	0	0	0	0
		Non-Degree Education, ND (#0005)	4	18	32	103	4	12	8	25	5	21	-3	-4
	Counseling and Student Affairs	Additions Education, CER (#0492)			3	12	2	9	4	21	2	9	-2	-12
		Career Services, CER (#0468)	1	6	1	3	2	12	0	0	0	0	0	0
		College and Career Readiness, CER (#1737)	3	12	3	15	1	3	2	6	5	15	3	9
		Counseling, C (#159)	8	33	3	12	10	39	2	9	0	0	-2	-9
		Counseling, MAE (#043)	47	438	60	597	67	642	55	492	57	525	2	33
		International Student Services, CER (#0415)					1	3	0	0	0	0	0	0
		School Counseling, MAE (#046)~	16	111	16	111	7	42	3	12	0	0	-3	-12
		Standard Guidance - Rank 1, R1 (#048)~	1	3	1	3			0	0	0	0	0	0
		Student Affairs in Higher Education, MAE (#145)	29	222	28	206	31	234	33	230	25	165	-8	-65
		Psychology	Applied Psychology, PSYD (#0476)	24	147	28	166	31	183	33	190	30	162	-3
	Psychology, MA (#092)		18	162	19	166	18	172	18	150	22	192	4	42
	School Psychology, EDS (#147)		25	240	25	252	25	242	28	274	28	282	0	8
	School of Leadership & Professional Studies	Adult Education, CER (#0450)	5	21	2	9	3	12	2	9	1	3	-1	-6
		Adult Education, MAE (#047)~	15	79	14	78	11	57	1	3	0	0	-1	-3
		Educational Leadership, C (#131)	43	237	32	167	37	238	18	115	37	215	19	100
		Educational Leadership, EDD (#0010)	94	463	99	483	102	462	109	466	96	376	-13	-91
		Instructional Leadership, School Principal, MAE (#0499)							1	6	32	203	31	197
		Measurement, Evaluation and Research, CER (#0488)~	1	3					0	0	0	0	0	0
		Organizational Leadership, CER (#1721)			1	3			0	0	0	0	0	0
		Organizational Leadership, CER (#1723)	5	18	3	12	2	6	11	66	7	36	-4	-30
		Organizational Leadership, MA (#0467)	303	1,687	298	1,502	263	1,306	184	948	180	912	-4	-36
		School Administration, EDS (#098)~	1	6	3	10	1	1	0	0	0	0	0	0
	School of Teacher Education	School Administration, R1 (#121)	34	183	14	69	24	159	24	157	54	333	30	176
		Advanced Behavior Management, CER (#1736)							2	15	0	0	-2	-15
		Advanced Teacher Education, MAE (#0500)							17	84	43	223	26	139
		Autism Spectrum Disorders, CER (#0441)~	1	6	1	6			0	0	0	0	0	0
		Director of Special Education, R1 (#0426)~	4	21	1	6	2	13	0	0	0	0	0	0
		Educational Technology, CER (#167)~	1	6					0	0	0	0	0	0
		Elementary Education for Teacher Leaders, MAE (#0433)~	24	131	16	64	23	103	18	80	2	6	-16	-74
		Elementary Education, R1 (#084)	2	9	2	6	3	9	3	12	1	3	-2	-9
		Elementary Math Specialization, P-5, CER (#0485)					3	9	0	0	1	6	1	6
Gifted Education and Talent Development, CER (#1764)								2	6	0	0	-2	-6	
Gifted Education and Talent Development, EDS (#0490)		3	15	6	24	27	93	13	48	10	34	-3	-15	
Gifted Education and Talent Development, MAE (#0482)		15	81	9	32	16	56	10	46	7	28	-3	-18	
Instructional Design, CER (#0418)		5	24	11	42	11	39	5	18	6	21	1	3	
Instructional Design, MS (#0428)	6	21	10	54	16	78	17	84	18	96	1	12		
Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	15	78	14	75	16	75	11	48	21	107	10	59		
Interdisciplinary Early Childhood Education, Birth to Primary, MAE (#0461)	4	18	3	18	9	42	15	69	12	63	-3	-6		
Libraries, Informatics, and Technology in Education, MS (#0497)	29	143	40	193	45	239	43	211	51	257	8	46		
Library Media Education, MS (#083)~	31	144	7	24	1	3	0	0	0	0	0	0		

		Literacy Education, MAE (#044)	21	102	12	66	6	30	16	81	23	126	7	45	
		Literacy P-12, CER (#1750)							0	0	1	6	1	6	
		Literacy in Post-secondary Settings, CER (#0462)	2	6					0	0	6	21	6	21	
		Middle Grades Education for Initial Certification, MAT (#0458)	1	9	3	15	7	42	8	45	1	6	-7	-39	
		Middle Grades Education for Teacher Leaders, MAE (#0434)~	10	41	5	28	4	26	1	3	0	0	-1	-3	
		Secondary Education Teacher Leader, R2 (#0432)	1	3					0	0	0	0	0	0	
		Secondary Education for Teacher Leaders, MAE (#0435)~	17	84	10	40	6	22	5	22	0	0	-5	-22	
		Secondary Education, R1 (#124)	2	9	3	15	3	10	1	6	2	13	1	7	
		Special Education for Initial Certification, MAT (#0456)	5	27	8	45	10	60	38	204	48	261	10	57	
		Special Education: Learning and Behavioral Disorders, MAE (#0457)	35	182	30	158	28	115	20	96	22	117	2	21	
		Special Education: Moderate and Severe Disabilities, MAE (#0438)	9	49	8	44	13	88	23	159	26	192	3	33	
		Teacher Education for Initial Certification, MAT (#0495)	18	135	20	159	16	90	44	249	121	666	77	417	
		Teacher Education, C (#132)	22	84	18	61	31	111	64	212	25	84	-39	-128	
College of Health and Human Services	99HH: Exploratory/Undeclared	Non-Degree Health and Human Services, ND (#0003)													
			39	129	65	199	58	174	37	111	1	4	-36	-107	
	Applied Human Sciences	Aging Studies, CER (#0419)~	1	3						0	0	0	0	0	0
		Child and Family Studies, MS (#0489)	17	90	13	87	12	84	11	75	7	57	-4	-18	
		Dietetic Practice, CER (#0451)	10	60	8	48	8	27	0	0	2	6	2	6	
	Communication Sciences and Disorders	American Sign Language Studies, CER (#1706)~			1	3				0	0	0	0	0	0
		Speech-Language Pathology, MS (#0466)	177	1,606	181	1,673	174	1,745	155	1,614	157	1,668	2	54	
	Physical Therapy	Physical Therapy, DPT (#0013)	90	1,456	88	1,438	88	1,115	91	1,513	91	1,547	0	34	
	Public Health	Environmental Health and Safety, CER (#0427)	1	6	3	24				0	0	5	18	5	18
		Environmental and Occupational Health Science, MS (#0473)	13	114	15	129	17	117	16	114	22	171	6	57	
		Epidemiology, CER (#1751)							2	12	2	9	0	-3	
		Health Administration, MHA (#153)	52	345	43	261	31	213	24	159	21	168	-3	9	
		Health Education, CER (#0494)			2	12	3	12	0	0	2	12	2	12	
		Public Health, MPH (#152)	65	434	54	351	50	350	44	296	43	292	-1	-4	
	School of Kinesiology, Recreation, & Sport	Facility and Event Management, CER (#0455)	3	9	1	6	2	9	3	24	0	0	-3	-24	
		Intercollegiate Athletic Administration, CER (#0481)	1	6	2	12	4	18	3	24	3	21	0	-3	
		Kinesiology, MS (#0454)	27	238	20	149	9	73	12	108	11	102	-1	-6	
		Nonprofit Administration, CER (#0463)	2	9	2	12	3	21	1	6	0	0	-1	-6	
		Recreation and Sport Administration, MS (#095)	144	927	134	885	104	705	77	568	64	472	-13	-96	
	School of Nursing and Allied Health	Family Nurse Practitioner (Post MSN), CER (#0449)	8	44	6	38	5	32	2	11	5	20	3	9	
Nursing Practice, DNP (#0011)		89	708	81	669	72	542	51	340	38	256	-13	-84		
Nursing, MSN (#149)		49	264	36	171	25	153	34	286	24	212	-10	-74		
Psychiatric Mental Health Nurse Practitioner, CER (#0479)		17	82	26	130	19	95	13	64	16	79	3	15		
Social Work	Social Work, MSW (#157)	101	1,119	99	1,035	101	1,107	84	909	88	1,008	4	99		
Gordon Ford College of Business	99BU: Exploratory/Undeclared	Business Administration, MBA (#057)	95	731	68	467	134	1,110	140	990	132	816	-8	-174	
		Business Core Competencies, CER (#0487)~	8	38	6	41	6	38	3	24	0	0	-3	-24	
		Business Sustainability, CER (#0474)~	1	3	1	3	1	3	4	18	1	3	-3	-15	
		Non-Degree Business, ND (#0001)	2	18	1	12	1	9	0	0	1	6	1	6	
		Accounting	Accountancy & Data Analysis, MACC (#0501)							6	75	11	127	5	52
		Accountancy, MACC (#0445)~	20	234	10	120	12	147	0	0	0	0	0	0	
	Analytics & Information Systems	Cybersecurity Data Analytics, CER (#1754)							0	0	1	15	1	15	
		Cybersecurity Data Analytics, MS (#0502)							0	0	3	24	3	24	
		Data Analytics, CER (#1753)							1	6	3	18	2	12	
	Economics	Applied Economics, MA (#0410)	15	127	12	86	17	148	9	85	9	79	0	-6	
Economic Data Analytics, CER (#0491)				2	6			0	0	0	0	0	0		

Graduate College	Graduate School	Not Pursuing a Degree, ND (#126)	20	76	29	102	21	66	12	36	10	40	-2	4	
Ogden College of Science and Engineering	99SC: Exploratory/Undeclared	Brewing and Distilling Arts & Sciences, CER (#0486)~					1	8	0	0	0	0	0	0	
		Emergency Management Disaster Science, CER (#1749)							2	12	2	6	0	-6	
		Non-Degree Science, ND (#0004)	4	15	2	6				2	10	1	3	-1	-7
	Agriculture and Food Science	Agriculture, MS (#052)	30	130	14	84	7	60	6	45	13	95	7	50	
	Biology	Biology for Teacher Leaders, MAE (#0442)~	2	12			1	3	0	0	0	0	0	0	0
		Biology, CER (#0493)	3	20	14	74	17	87	8	38	4	23	-4	-15	
		Biology, MS (#056)	42	269	41	262	31	215	31	203	29	192	-2	-11	
	Chemistry	Chemistry, MS (#059)	22	166	22	143	14	102	8	52	9	73	1	21	
	Earth, Environmental, & Atmospheric Sciences	Geographic Information Science, CER (#203)~	1	6	1	3				0	0	0	0	0	0
		Geoscience, MS (#072)	24	136	13	64	10	60	11	53	17	121	6	68	
	Mathematics	Mathematics, MA (#049)	17	81	11	48	16	85	16	68	18	88	2	20	
		Mathematics, MS (#085)	12	80	8	63	8	60	6	48	5	37	-1	-11	
	Physics and Astronomy	Homeland Security Sciences, MS (#0413)	4	32	3	28	4	31	6	53	9	76	3	23	
	Psychological Sciences	Psychology, MS (#0469)	25	217	25	236	30	259	25	231	23	222	-2	-9	
	School of Engineering and Applied Sciences	Computer Science, MS (#117)	14	125	9	69	9	57	8	46	9	48	1	2	
Engineering Management, MS (#0447)		15	58	20	92	22	110	13	73	7	28	-6	-45		
Lean Sigma, CER (#0452)		5	23	2	9	1	3	0	0	1	6	1	6		
Potter College of Arts & Letters	99AR: Exploratory/Undeclared	Non-Degree Arts and Letters, ND (#0002)	2	6	2	6	2	6	1	1	3	12	2	11	
		Communication	Communicating in Healthcare, CER (#0475)	1	3			2	9	0	0	1	6	1	6
		Communicating in Organizations, CER (#0471)	3	9	4	12	1	6	0	0	0	0	0	0	
		Organizational Communication, MA (#0012)	17	117	15	102	13	99	11	80	6	42	-5	-38	
		Strategic Sport Communications, CER (#1744)					1	3	2	15	0	0	-2	-15	
	English	Creative Writing, MFA (#0478)	14	115	14	115	12	108	11	93	18	144	7	51	
		English, MA (#067)	16	89	12	84	12	82	10	78	11	75	1	-3	
		Gender and Women's Studies, CER (#1712)~	2	13	2	9	3	12	0	0	0	0	0	0	
		Teaching English to Speakers of Other Languages, CER (#0416)	2	6					0	0	0	0	0	0	
	Folk Studies and Anthropology	Folk Studies, MA (#069)	11	82	9	75	11	90	12	96	11	77	-1	-19	
		Historic Preservation, CER (#0423)~			1	3	1	3	0	0	0	0	0	0	
	History	History, MA (#078)	21	109	17	99	21	123	27	138	28	145	1	7	
	Music	Music, MM (#0453)	17	131	15	110	14	103	16	130	15	113	-1	-17	
	Philosophy and Religion	Religious Studies, MA (#0446)~	1	1					0	0	0	0	0	0	
	Political Science	Local Government Administration, CER (#1745)					5	15	6	18	0	0	-6	-18	
		Public Administration, MPA (#051)	22	165	12	105	17	141	18	153	14	114	-4	-39	
	Sociology and Criminology	Criminology, MA (#0421)~	13	60	16	75	9	40	5	22	1	6	-4	-16	
		Social Responsibility and Sustainable Communities, MA (#0448)~	23	135	26	147	9	57	2	12	0	0	-2	-12	
		Sociology, MA (#105)~	8	70	6	52	9	65	4	11	0	0	-4	-11	
All		2,425	16,908	2,270	15,508	2,228	15,400	2,014	14,223	2,056	14,786	42	563		

~Program closed.

Graduate Program Coordinator's Information Session 2022

Ranjit T. Koodali

*Associate Provost for Research and Graduate
Education*

Strategic Plan

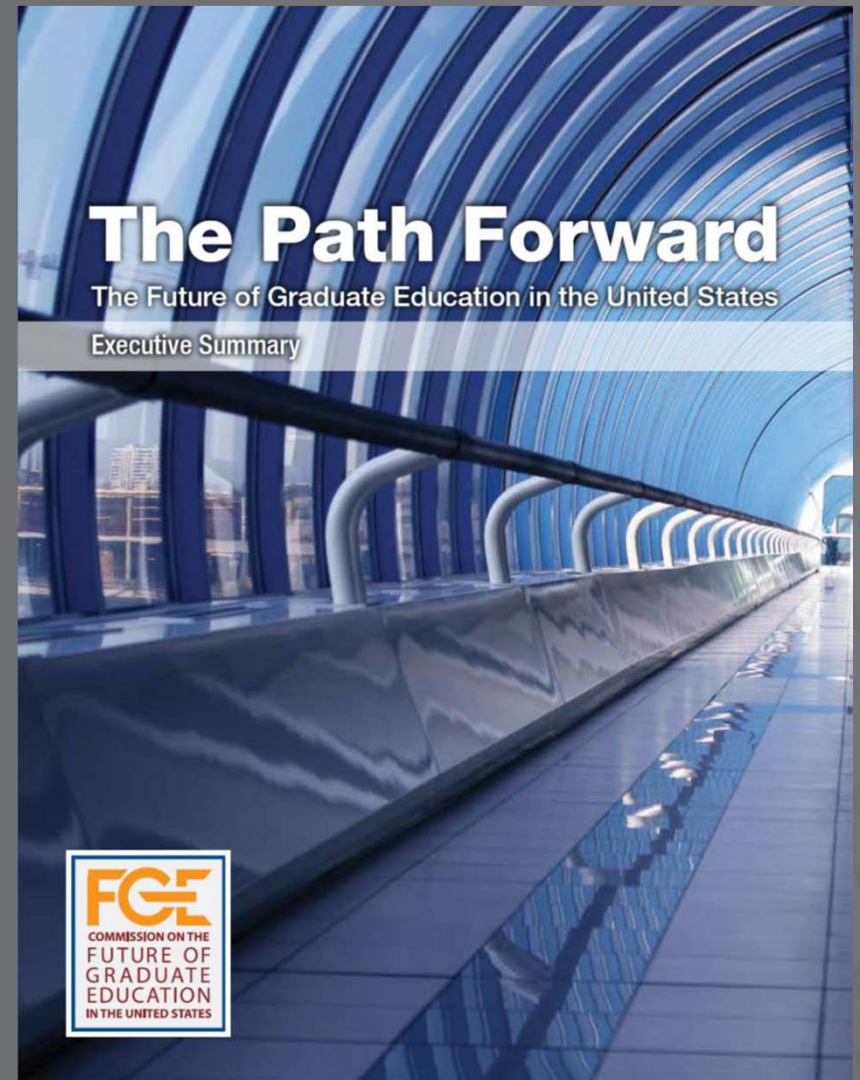
Incentivize and support research and creative activities that promote student learning, expand university outreach and service, and bolster the regional economy:

- *Bolster the stature and fiscal support of WKU's Graduate School, and strengthen its external reputation.*
- Include scholarly activities coupled with student mentorship in hiring, annual review, the tenure and promotion process, merit pay allocations, and faculty workload decisions.
- Increase fiscal resources, expand physical space, and enhance virtual support for student and faculty scholarly activities.

Importance of Graduate Education

“The global competitiveness of our nation’s capacity for innovation hinge fundamentally on a strong system of graduate education.”

*The Path Forward
Executive Summary,
Council of Graduate
Schools, 2010.*



The Public Good of Graduate Education

WKU THE GRADUATE SCHOOL

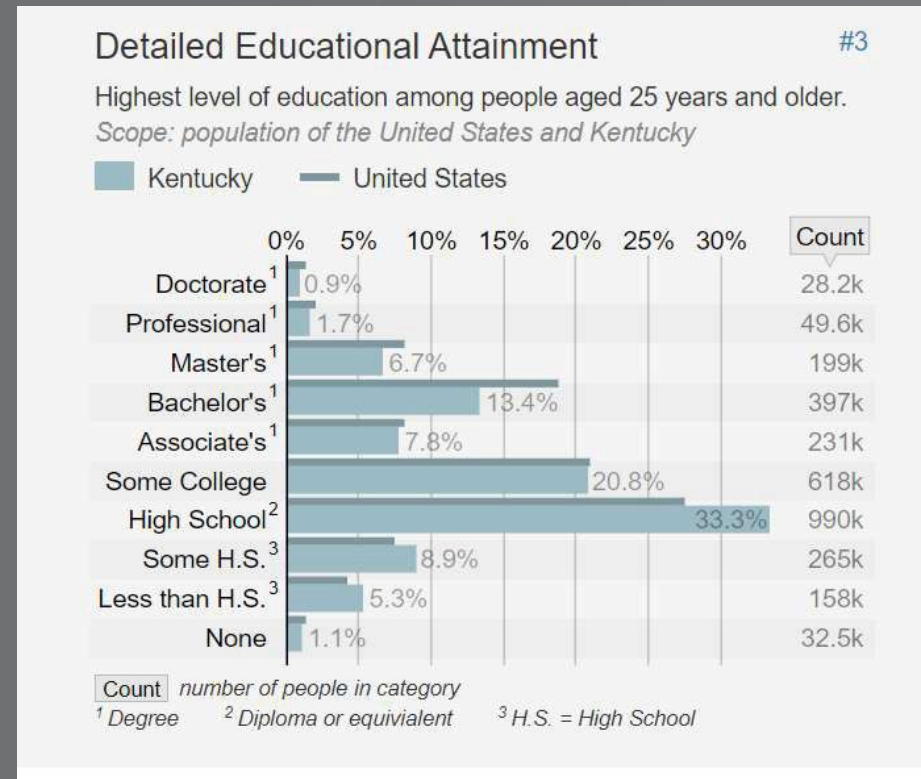
- Creating the workforce for the new global economy
- Conducting groundbreaking research
- Facilitating technology transfer
- Developing entrepreneurs and innovators
- Preparing future college/university faculty
- Developing leaders for business, non-profit, and government sectors
- Preparing the K–12 teacher workforce
- Establishing new start-ups that create jobs
- Strengthening communities through social action
- Promoting public health initiatives
- Enhancing society through arts, humanities, and social sciences

“In the world that looms before us, a bachelor’s degree alone will no longer suffice, and more jobs than ever will require both advanced degrees and advanced credentials.”

Graduate Education and
The Public Good
Council of Graduate
Schools
ISBN: 1-933042-17-6

Graduate & Professional Degrees in KY

State	<u>% Graduate/ Professional Degree*</u>
VA	14.16
IL	13.35
MO	10.79
OH	10.78
KY	9.65
WV	8.72
TN	8.61
IN	8.06



* Percent of adults 25-34 with graduate/ professional degree

Census data indicate that only 10.3% of the population have graduate/professional degrees in KY.

Three Big Trends

- ❑ **Demographic** – Growing racial and ethnic diversity.
- ❑ **Economic** – Cost/Pricing is an important factor.
- ❑ **Technological** – Online modality will be expanded with blend of Augmented/Virtual Reality.

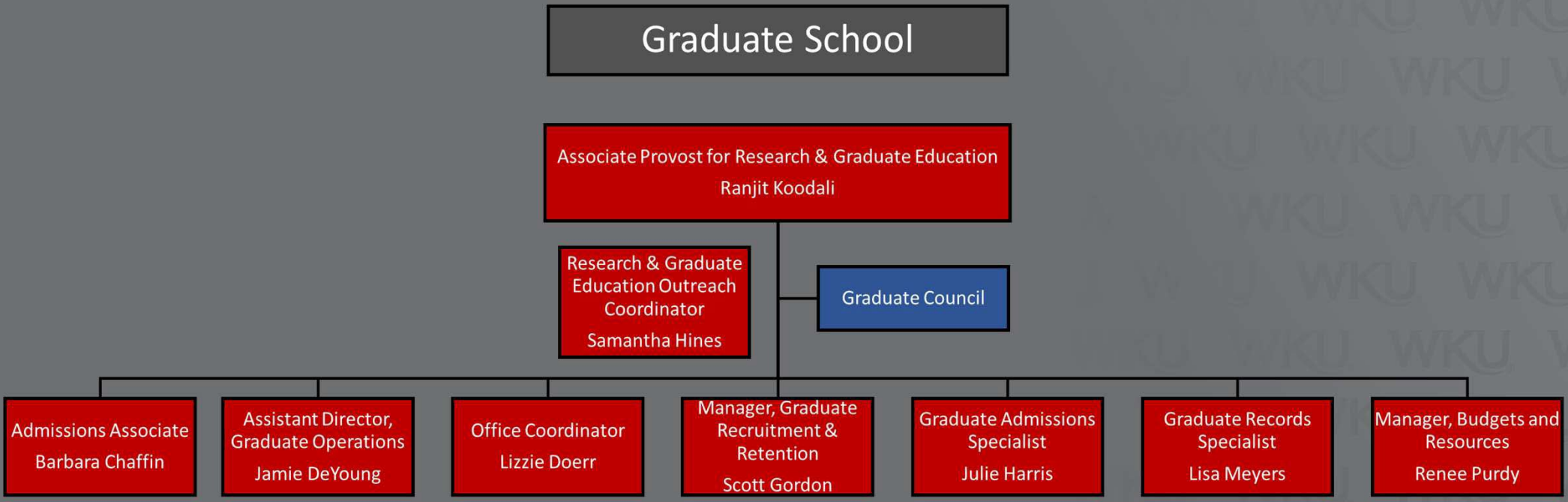
“Globalizing economies, networked communities, the rise of big data: As the world faces ever more complex challenges, the need deepens for a diverse pool of doctorally-prepared scientists and scholars who have the rigorous training and analytic acumen needed to create new knowledge and address pressing regional and global needs” – Suzanne Ortega, President of the Council of Graduate Schools

The Graduate School

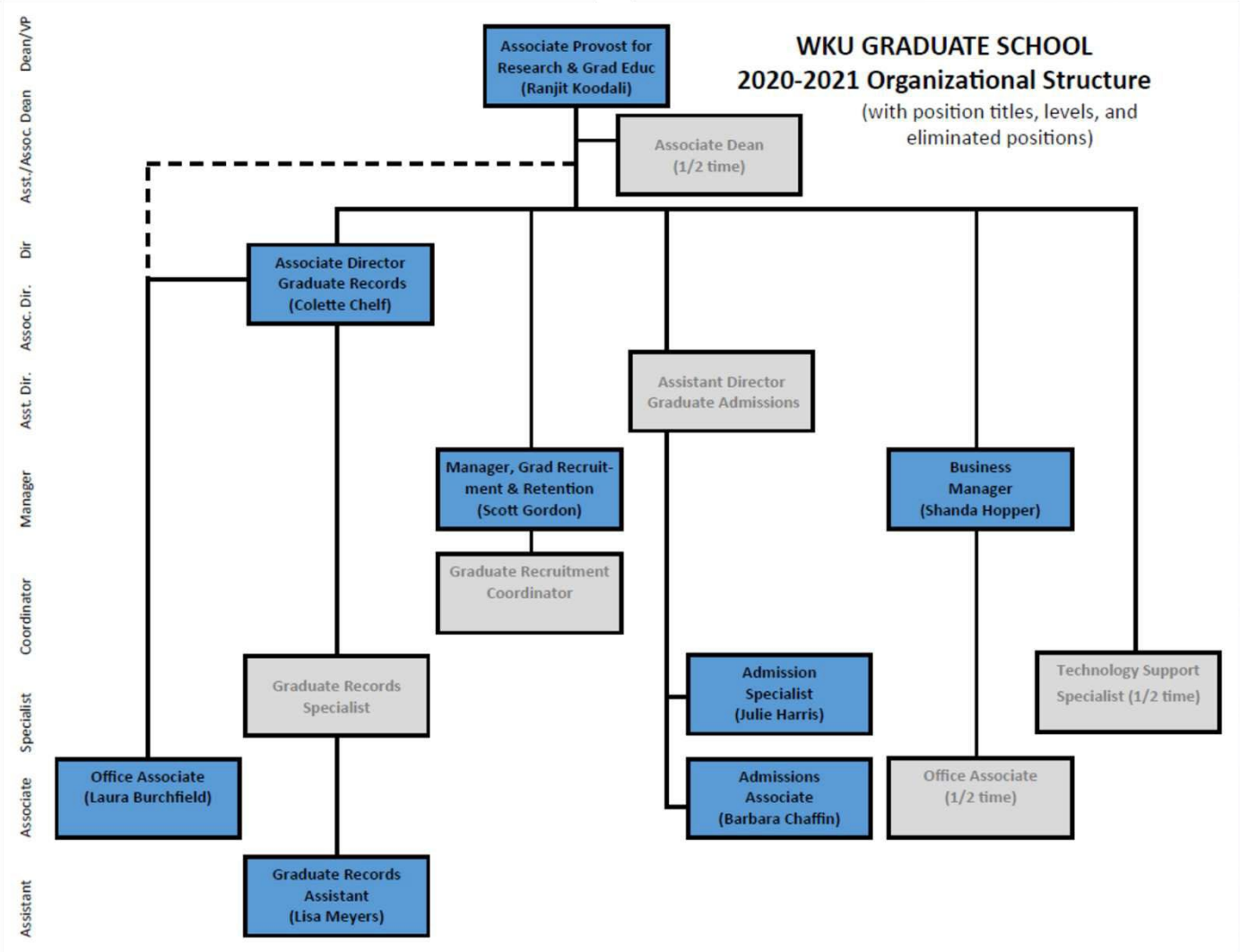
- ❑ The Graduate School serves as a resource for prospective and current graduate students and as a liaison between graduate students and faculty members.
- ❑ The Graduate School at WKU provides advanced students the opportunity to study, conduct research, and contribute to their academic field.
- ❑ The Graduate Catalog in its entirety represents University Policy (Policy 1.0003) which must be met before a credential is awarded. The *Associate Provost for Research and Graduate Education* is charged with the administration of Graduate School policies and certifies that candidates have fulfilled their requirements for advanced degrees and certificates. *The Associate Provost for Research and Graduate Education* is advised by the Graduate Council, a standing committee of the Faculty Senate.

<https://www.wku.edu/graduate>
<http://catalog.wku.edu/graduate/>

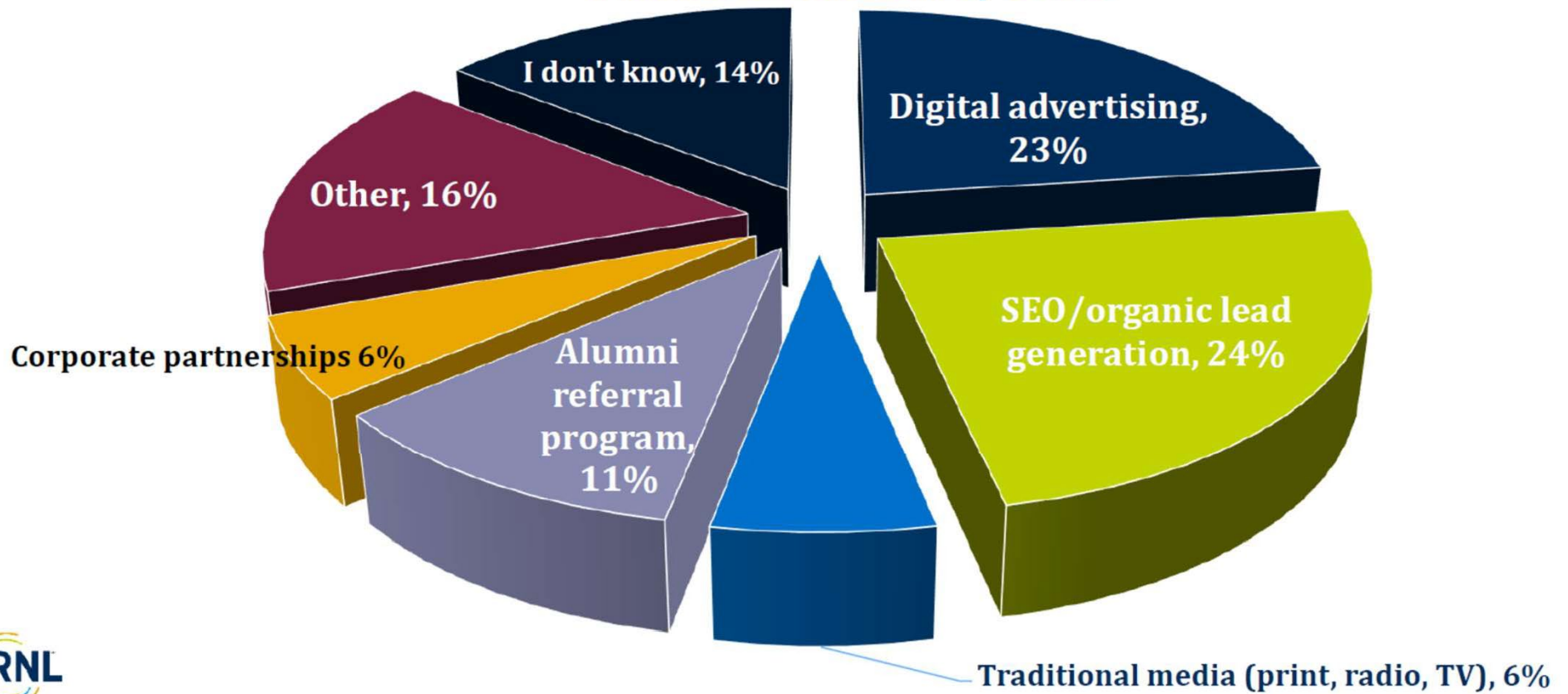
Graduate School – Org. Chart



Graduate School – Org. Chart



Graduate Student Leads by Source



Consider Multiple Sources

Are you deploying lead gen tactics or strategies?

- Organic web lead generation (SEO)
- Paid digital advertising
- Location based IP targeting
- Business development/corporate partnerships
- Off- and on-campus events
- Undergraduate student population
- Live and on-demand video content/webinars
- Alumni referrals
- List purchase – next generation
- Traditional media: Radio, TV, print advertising

Recruitment

PREPARE for your next chapter.

WKU THE GRADUATE SCHOOL [LEARN MORE](#)

CLIMB
Higher

WKU THE GRADUATE SCHOOL

[LEARN MORE](#)

PREPARE
for your
next chapter.

WKU
THE GRADUATE SCHOOL

[LEARN MORE](#)

CLIMB
Higher

WKU
THE GRADUATE SCHOOL

[LEARN MORE](#)


CLIMB Higher

WKU THE GRADUATE SCHOOL [LEARN MORE](#)



Recruitment Activities

WKU THE GRADUATE SCHOOL

GO BEYOND

Your Bachelor's Degree
VIRTUAL RECRUITMENT FAIR

Wednesday, October 14
3:00 p.m. – 5:00 p.m.

Visit with Graduate School staff to find out about graduate programs, graduate assistantships, applying for admission, and more!

Register at wku.edu/graduate/grad

WKU THE GRADUATE SCHOOL

WKU THE GRADUATE SCHOOL

WKU GRAD


Virtual Resume Workshop

Many graduate programs require a resume for application. In this virtual workshop, experts in WKU Advising and Career Development Center discuss how to create a strong resume.

Wednesday, October 28
3:00 p.m. – 5:00 p.m.

Register at
wku.edu/graduate/grad

WKU THE GRADUATE SCHOOL

WKU GRAD

Getting into GRADUATE SCHOOL

VIRTUAL ROUNDTABLE WITH WKU FACULTY
Meet WKU faculty and learn about graduate programs at WKU

Tuesday, November 10
3:00 p.m. – 5:00 p.m.

Register at
wku.edu/graduate/grad

Virtual recruitment fairs were initiated during the 2020-2021 academic year.

Recruitment Activities

WKU THE GRADUATE SCHOOL

GO BEYOND Your Bachelor's Degree

WKU Graduate School and
Military Student Services
VIRTUAL INFO FAIR

WKU THE GRADUATE SCHOOL

WKU MILITARY
Student Services

GO BEYOND
Your Bachelor's Degree

DIVERSITY

in Graduate Education **GRAD INFO FAIR**

Thursday, February 24
3:00 p.m. – 3:30 p.m. CST

Register at wku.edu/graduate/grad

WKU THE GRADUATE SCHOOL

GO BEYOND Your Bachelor's Degree

WKU Graduate School and
WKU Alumni Association
VIRTUAL INFO FAIR

Tuesday
June 21

6:00 p.m. –
6:30 p.m. CDT

WKU THE GRADUATE SCHOOL

WKU ALUMNI
ASSOCIATION

Recruitment Activities

WKU THE GRADUATE SCHOOL

WKU THE GRADUATE SCHOOL

GO BEYOND



Your Bachelor's Degree | VIRTUAL RECRUITMENT FAIR

For WKU Faculty and Staff

Tuesday, April 13

12:00 p.m. – 1:00 p.m. CDT

Visit with Graduate School staff to find out about graduate programs, graduate assistantships, applying for admission, and more!

Register at wku.edu/graduate/grad

WKU GRAD

Getting into
**GRADUATE
SCHOOL**

VIRTUAL ROUNDTABLE WITH WKU FACULTY

Thursday, April 22

3:00 p.m. – 4:00 p.m. CDT

WKU THE GRADUATE SCHOOL

Recruitment Activities

WKU THE GRADUATE SCHOOL

Go BEYOND Your Bachelor's Degree

WKU Graduate School &
College of Education and Behavioral Sciences
VIRTUAL INFO FAIR

WKU THE GRADUATE SCHOOL

WKU College of Education
& Behavioral Sciences

Go BEYOND Your Bachelor's Degree

WKU Graduate School &
College of Health and Human Services
VIRTUAL INFO FAIR

WKU THE GRADUATE SCHOOL

WKU College of Health
& Human Services

Go BEYOND Your Bachelor's Degree

WKU Graduate School &
WKU Gordon Ford College of Business
VIRTUAL INFO FAIR

WKU THE GRADUATE SCHOOL

WKU GORDON FORD
COLLEGE OF BUSINESS

Go BEYOND Your Bachelor's Degree

WKU Graduate School &
WKU Ogden College of Science & Engineering
VIRTUAL INFO FAIR

WKU THE GRADUATE SCHOOL

WKU
Ogden
Science & Engineering

Conferences


WKU THE GRADUATE SCHOOL

WKU THE GRADUATE SCHOOL

DIVERSITY in Graduate Education

Conference

Wednesday, February 17
3:00 – 5:00 pm CST

 Please register in advance for this meeting:
<https://wku.zoom.us/j/98479900872>

3:00 p.m.
Opening Remarks
Dr. Ranjit T. Koodali, Associate Provost for Research and Graduate Education

3:05 p.m.
Welcome
Mr. George Nichols III, WKU Board of Regents Member

3:10 p.m.
Diversity, Equity, and Inclusion at WKU
Mr. Michael P. Crowe, Jr., Chief Diversity Officer, Enrollment and Student Experience
Dr. Molly Kerby, Chief Diversity Officer, Academic Affairs

3:30 p.m.
Distinguished Minority Fellowship (DMF) Program and Graduate Student Success
Dr. Gregory Ellis-Griffith, Associate Professor, Healthcare Administration and Faculty Coordinator, DMF Program


4:00 p.m.
Roundtable with Former Distinguished Minority Fellows
Mr. Gaines Brown, Distinguished Minority Fellow, 2016-2018
Ms. Marissa Duarte, Distinguished Minority Fellow, 2017-2019
Ms. Oshun Fox, Distinguished Minority Fellow, 2018-2019
Mr. Romin Geiger, Distinguished Minority Fellow, 2017-2019
Mr. Roderick Maul, Distinguished Minority Fellow, 2018-2019
Ms. Ayanna Peak, Distinguished Minority Fellow, 2017-2019

WKU Diversity Statement
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities.

DIVERSITY in Graduate Education

Conference

Thursday, February 17, 2022
3:30 – 5:00 pm CST

 Zoom Link: <https://wku.zoom.us/j/98479900872>

3:30 p.m.
Opening Remarks
Dr. Ranjit T. Koodali, Associate Provost for Research and Graduate Education

3:35 p.m.
Welcome
Mrs. Cynthia Nichols, Intercultural Student Engagement Center Benefactor

3:45 p.m.
Diversity, Equity, and Inclusion at WKU
Mr. Michael P. Crowe, Jr., Chief Diversity Officer, Enrollment and Student Experience
Dr. Molly Kerby, Chief Diversity Officer, Academic Affairs

4:20 p.m.
Distinguished Minority Fellowship (DMF) Program and Graduate Student Success
Dr. Gregory Ellis-Griffith, Associate Professor, Healthcare Administration and Faculty Coordinator, DMF Program

4:30 p.m.
Roundtable with Distinguished Minority Fellows
Mr. Jalen Brown, Distinguished Minority Fellow, 2019-2021
Ms. Courtney Hurst, Distinguished Minority Fellow, 2019-2021
Mr. Roderick Maul, Distinguished Minority Fellow, 2018-2019
Mr. Anthony Mathis, Distinguished Minority Fellow Ambassador, 2021-present
Mr. Trenton Peyton, Distinguished Minority Fellow, 2020-present
Ms. Symone Whalin, Distinguished Minority Fellow, 2021-present

WKU Diversity Statement
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities.

Distinguished Minority Fellows (DMF)

Tashaunda Grimmatt



13 Key Principles (Meyerhoff Scholars Program)

1. Recruitment
2. Financial Aid
3. Summer Bridge (Not Applicable)
4. Program Values
5. Study Groups (Not Applicable)
6. Program Community
7. Personal Advising and Counseling
8. Tutoring (Not Applicable)
9. Summer Support
10. Mentors
11. Faculty Involvement
12. Administrative Involvement and Public Support
13. Family Involvement



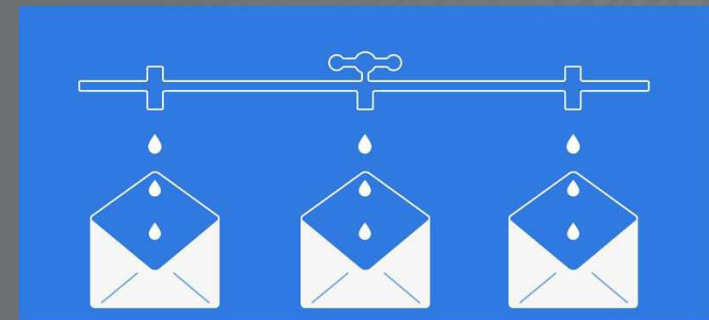
Virtual Recruitment Fairs

- *“Industry trends suggest that virtual events and activities will remain an integral part of admissions recruiting in coming years. Moving forward, success in student recruiting can be driven by the following:*
- *Hybrid approaches that deliver more virtual engagement with prospective students and applicants than in the past, while maintaining the most impactful in person events.*
- *Prioritizing virtual events as a way to connect with students in existing and emerging international markets and with the next generation of undergraduate students, who often prefer virtual connections.*
- *Leveraging in person and virtual events to drive traffic to social media accounts and the institutional website - all of which must be easy to find.”*

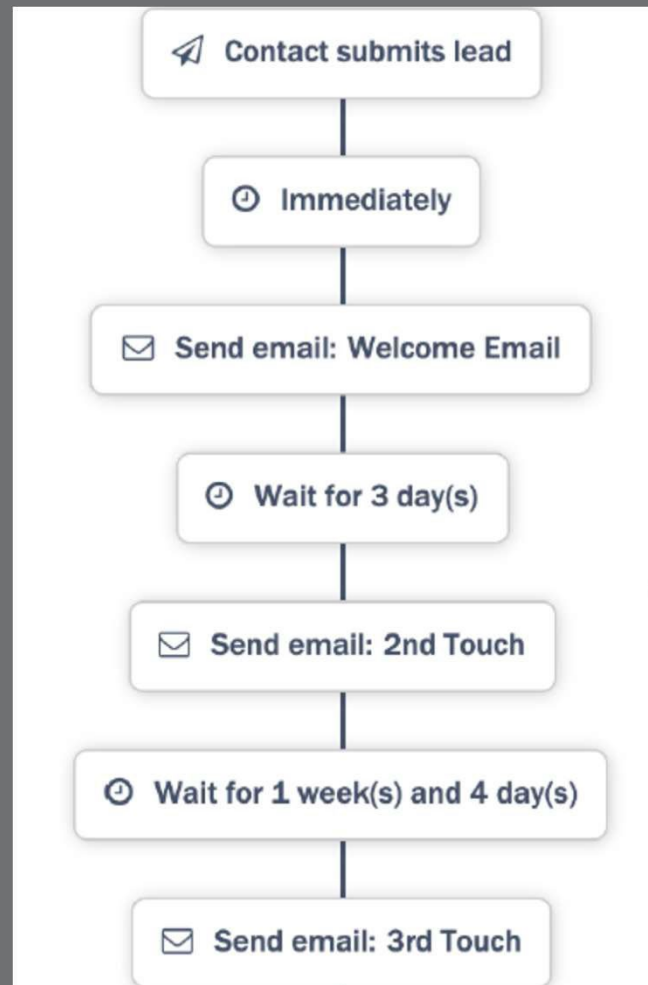


Customer Relationship Management (CRM) - Slate

- Slate CRM – Request More Information (RMI), Inquiry Form was implemented in August 2021.
- Inquiry form data is disseminated to academic departments for additional follow-up periodically.
- Developed a customized “Standardized” three-email (drip) marketing campaign.
- Graduate School staff is capturing and entering prospective student information using Slate Inquiry Form.



Customer Relationship Management (CRM) - Slate



I would like more information about WKU Graduate Programs

* First Name

* Last Name

* Date of Birth

* Email

Phone

* Entry Year

Entry Term

* Program

Campaigns

1. Prospective Students

A. No Application

A. Nudge to complete RMI and/or capture information in Slate CRM to apply

B. Incomplete Application

i. E-mails – Banner (Automated & customized to each student weekly until application is complete)

ii. E-mails – Slate

iii. Text – Slate

iv. Phone Call

2. Admitted Student – Not Enrolled

i. E-mails – Slate

ii. Text – Slate

iii. Phone Call

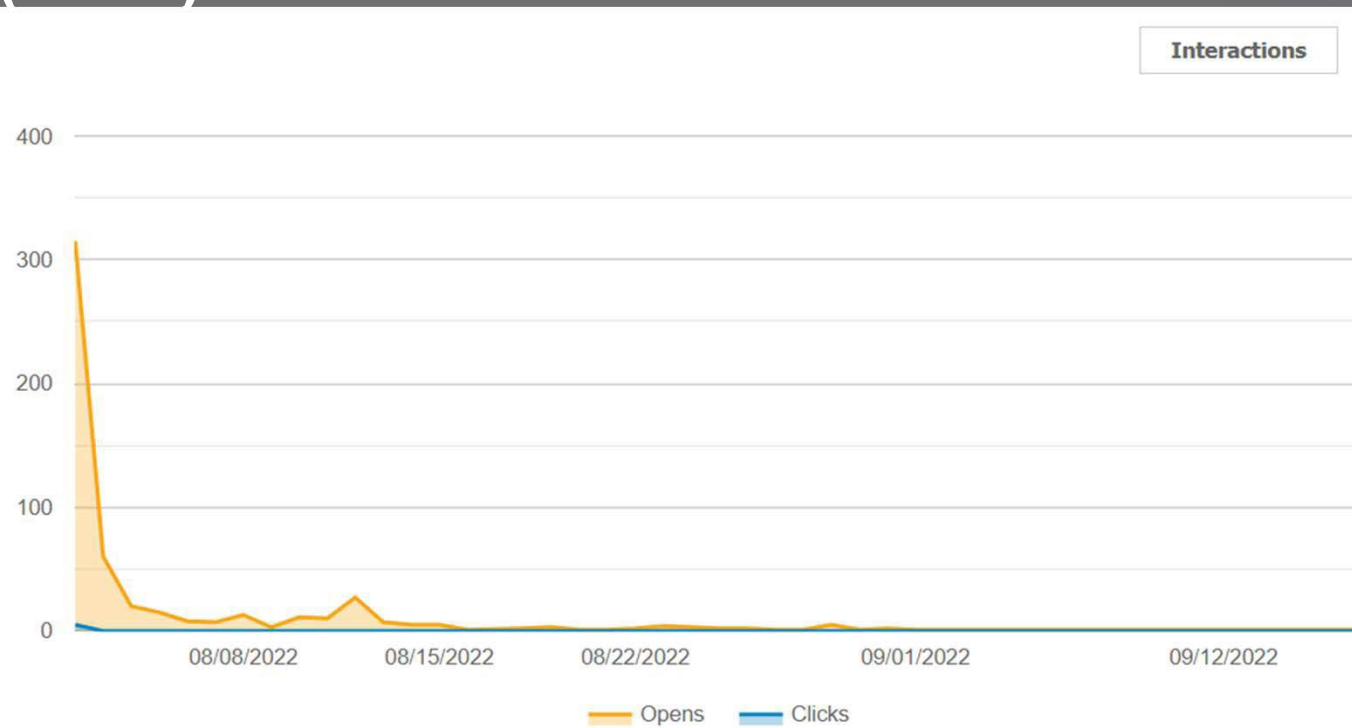
3. Returning Student – Not Enrolled (Not needing to reapply)

i. With Holds

ii. Without Holds

4. Complete Your Graduate Credential (To be initiated)

Customer Relationship Management (CRM) - Slate



Interactions Devices

Sent	468
Delivered	459 98.1%
Opens	544
Clicks	5
Unique Opens	235 50.2%
Unique Clicks	5 1.1%
Bounces	9 1.9%
Opt Outs / Spam Complaints	0 0.0%
Skipped	1

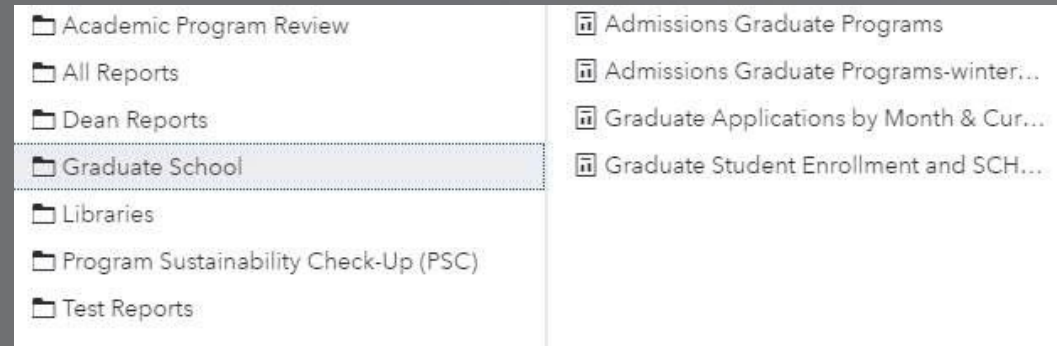
Statistics current as of 09:16:57 PM ET. [Refresh](#)

[Download Delivery Report](#) | [Download Tracking Report](#) | [Delivery Report Query \(Preview\)](#) | [Tracking Report Query \(Preview\)](#)

F22 Returning student campaign - no holds - 8-2-22 (469 records uploaded 08/02/2022 2:38 PM)

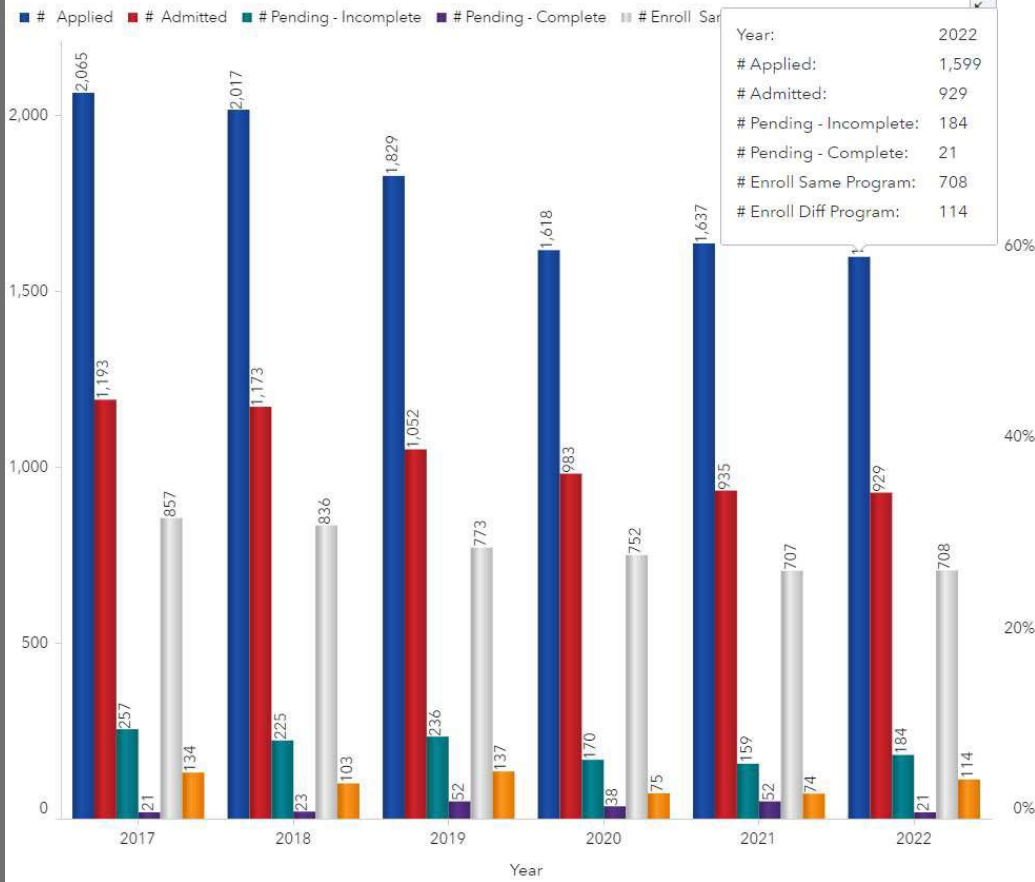
Graduate Enrollment Strategies

- Graduate Program Checklist created and shared with Graduate Program Coordinators.
- Enrollment data are available at S:\UNIVERSITY-WIDE-SHARED\Graduate School\Enrollment Data
- Improving Marketing and Recruitment Strategies for Master's Programs: Recruiting Diverse Students, Pre- Meeting Workshop, 2021 CGS Annual Meeting, New Orleans, LA.
- Effective Graduate Student Recruitment Strategies, 2022 Student Success Summit, January 13, 2022.

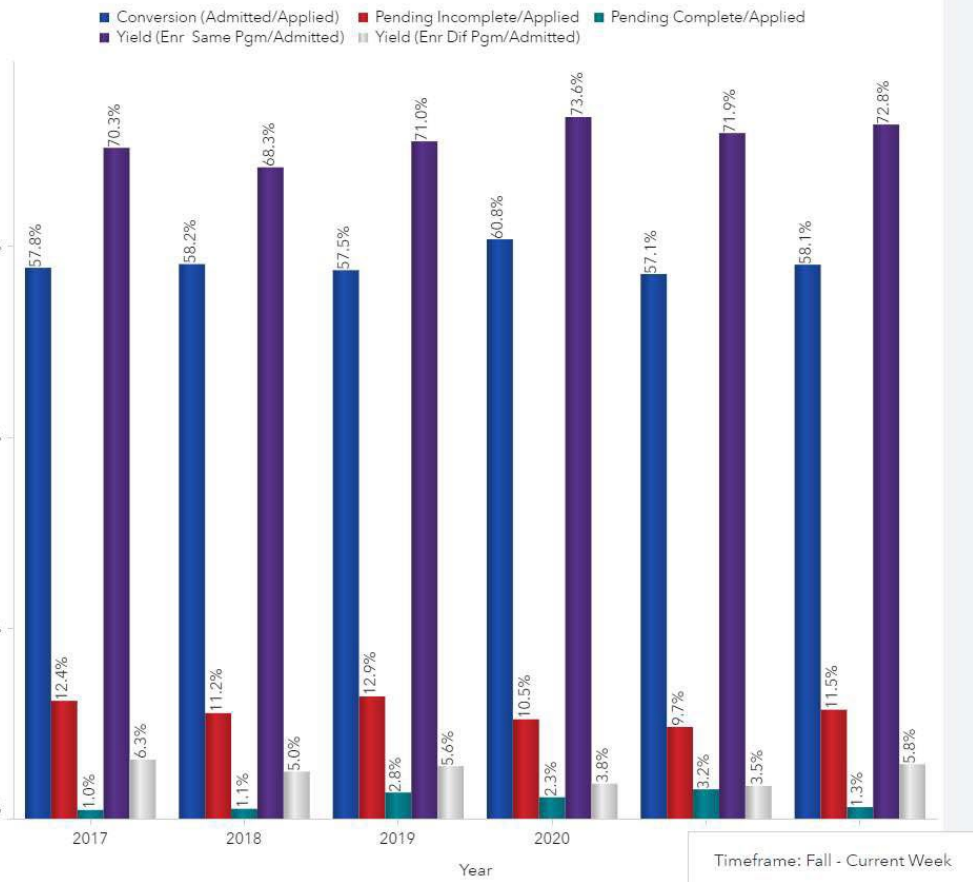


Graduate Enrollment – Fall 2022

Applied, Admitted, Enrolled by Selected Semester and Week Type



Conversion & Yield by Selected Semester and Week Type



Timeframe: Fall - Current Week

Recruitment Strategies

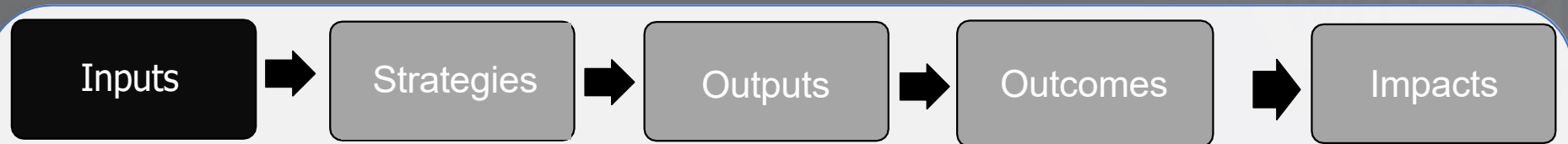


Mason Interactive

- i. Prospects - Name Buying
 - a. GradSchoolMatch™
 - b. GRE Search Services
 - c. TOEFL Search
 - d. National Name Exchange
 - e. McNair Scholarship Database

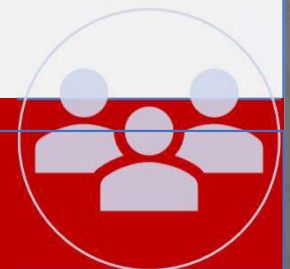
Graduate Enrollment Management (GEM) Plan

Inputs

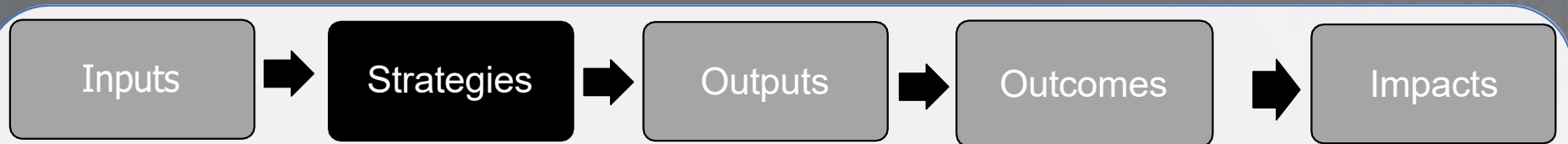


- Stakeholders from the Colleges
- Graduate School Staff
- Global Learning and International Affairs (GLIA)
- Academic Affairs Marketing
- University Marketing and Communications
- Philanthropy and Alumni Engagement

Participation of various stakeholders will allow for effective coordination, needs assessment, and planning



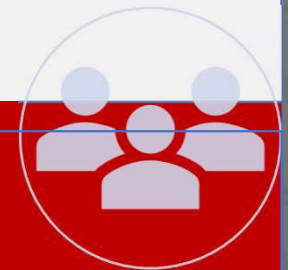
Strategies



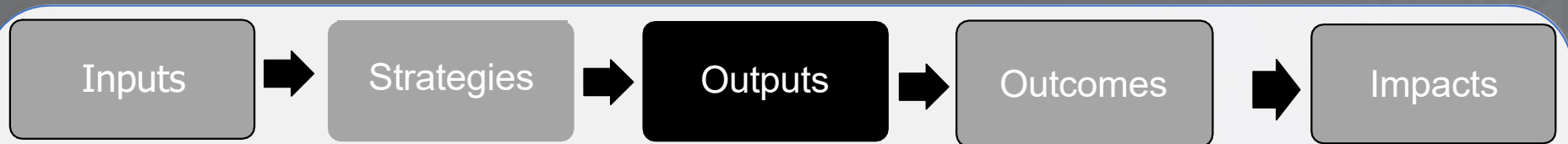
Identify evidence based practices for enrollment management

- Identify strategies to increase awareness of WKU graduate programs
- Identify effective communication tools to reach diverse graduate student population
- Identify and recommend evidence-based practices for marketing & recruitment
- Identify and recommend strategies for retention/persistence & completion
- Identify new “markets” to explore
- Identify new partnerships to develop

The purpose is to identify strategies to realize the vision and enrollment projections of the various Colleges



Outputs

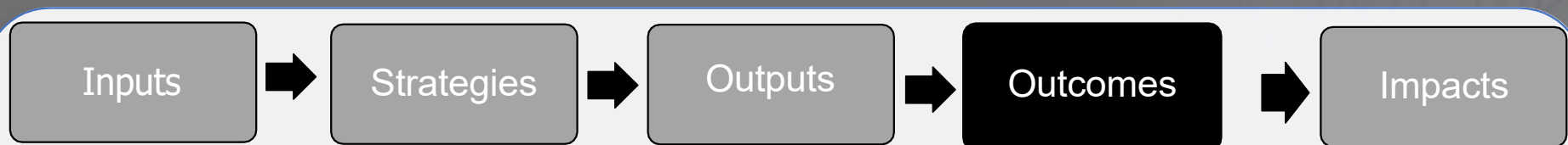


- Redesigned website(s) with optimized Search Engine Optimization (SEO) techniques for enhanced discoverability and brand awareness
- Enhanced communication plans
- Updated Brochures, Flyers, Information Sheets *etc.* with relevant content (cost, average time-to-degree completion, and outcomes)
- Active (and targeted) Digital Marketing campaigns
- Increased participation in Recruitment Fairs (in-person and virtual)
- Development of a unified strategic Graduate Enrollment Management (GEM) plan

Identify strategies to realize the vision and priorities of the various Colleges



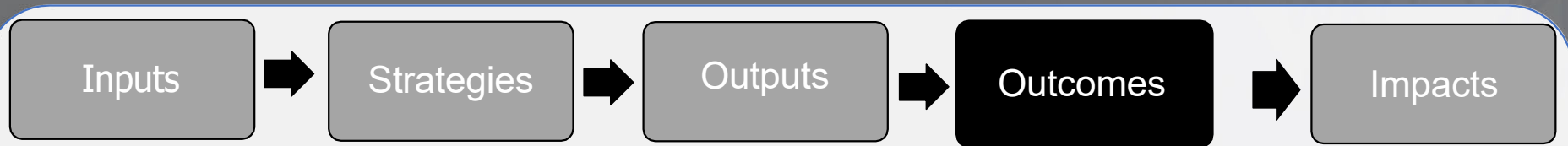
Outcomes



- Better understanding of the needs of Academic Colleges
- Improved relationships between the stakeholders
- Increased communication & collaboration between Colleges, DELO, GLIA, Graduate School, and Communication & Marketing
- Effective and strategic use of institutional resources
- Improvement in processes and procedures for recruitment and marketing
- Increase in operational efficiencies
- Increased opportunities to recruit high quality faculty



Outcomes



- Increase in number of applications
- Increase in number and quality of admitted students
- Increase in diversity of admitted students
- Increase in number of enrolled students
- Increase in retention/persistence of students



Impacts



- Enhanced graduate student academic success – improvement in retention, and graduation
- Effective strategic and financial planning
- Improved visibility of WKU graduate students and programs
- Increased opportunities to recruit faculty



Orientation – New Graduate Students

WKU THE GRADUATE SCHOOL

WKU THE GRADUATE SCHOOL

New Graduate Student ORIENTATION

Friday, January 15 • 10:00-12:00 p.m.

- 10:00–10:15** Welcome to WKU Graduate School
Dr. Ranjit T. Koodali, Associate Provost for Research and Graduate Education
- 10:15–10:30** Graduate School 101 – Virtual Tour
Dr. Colette Chelf, Associate Director, Graduate Records
Dr. Scott Gordon, Manager, Graduate Recruitment and Retention
- 10:30–10:45** Graduate Student Professional Development
Dr. Marko Dumancic, Director, Center for Innovative Teaching and Learning
Ms. Alecia Pennington, Instructional Designer II, Center of Innovative Teaching and Learning
- 10:45–11:15** Graduate Research and Creative Scholarship at WKU
Dr. Jleyoung Kong, Associate Professor, Department of Communication
Dr. Ranjit T. Koodali, Associate Provost for Research and Graduate Education
Dr. Alex Lebedinsky, Department Chair & Professor, Department of Economics
Ms. Robin Pyles, Compliance Coordinator, Office of Research & Creative Activity
Ms. Shanda Spencer, Business Manager, The Graduate School
- 11:15–12:00** Surviving and Thriving in Graduate School: A Graduate Student Roundtable
Ms. Beth Adams, Public Health, College of Health & Human Services
Ms. Emily Adkins, Communication, Potter College of Arts & Letters
Ms. Sterling Hubbard, Psychological Science, Ogden College of Science & Engineering
Ms. Kenzie Jessup, MBA, Gordon Ford College of Business
Ms. Leigh Ann Morris, School of Teacher Education, College of Education & Behavioral Sciences



Please register in advance for this meeting:

<https://wku.zoom.us/j/93469262159?pwd=UHZlVlF5WTRlWUNBdk1MNWpZNFpUdDZ0>

If you are a person with a disability and need a special accommodation to fully participate, please contact WKU Information Technology at 270-745-7000 and/or the SARC.

WKU THE GRADUATE SCHOOL

New Graduate Student ORIENTATION

Friday, August 19 • 10:00-12:00 p.m.
Jody Richards Hall Auditorium

- 9:00–10:00** Information Session (Meet with Campus Units)
- 10:00–10:15** Welcome to WKU Graduate School
Dr. Robert "Bud" Fischer, Provost and Vice-President of Academic Affairs
Dr. Ranjit T. Koodali, Associate Provost for Research and Graduate Education
- 10:15–10:30** Academic Policies & Academic Progress (DegreeWorks)
Ms. Jessica Dorris, Assistant Registrar
- 10:30–10:45** Graduate Student Mental Health and Well Being
Dr. Karl Laves, Associate Director, Counseling Center
- 10:45–11:15** Graduate Research and Creative Scholarship Opportunities at WKU
Dr. Sarah Bonis, Assistant Professor, Department of Psychology
Dr. Ranjit Koodali, Associate Provost for Research and Graduate Education
Ms. Renee Purdy, Budgets & Resources Manager, The Graduate School
Ms. Robin Pyles, Compliance Manager, Office of Research Integrity
- 11:15–12:00** Thriving in Graduate School: A Graduate Student Roundtable
Dr. Scott Gordon, Manager Graduate Recruitment and Retention
Student Representatives:
Ms. Alexa Naas – College of Education & Behavioral Sciences
Ms. Elma Turkovic – Gordon Ford College of Business
Ms. Melissa Sorensen – Ogden College of Science and Engineering
Ms. Tina Logsdon – Potter College of Arts & Letters

Optional:
2:00–4:00

Graduate School Open House
Location: Wetherby Administration Building 208



Please register in advance for this meeting:

<https://wku.zoom.us/j/93469262159?pwd=UHZlVlF5WTRlWUNBdk1MNWpZNFpUdDZ0>

If you are a person with a disability and need a special accommodation to fully participate, please contact WKU Information Technology at 270-745-7000 and/or the SARC.

U501 TOOLKIT OVERVIEW

The screenshot shows the 'U501: Graduate School Orientation Toolkit' page. At the top is the University of Washington logo and navigation links for 'Students', 'Parents', 'Faculty & Staff', and 'Alumni'. Below this is a breadcrumb trail: 'U501: TOOLKIT / THE PITCH - / RESEARCH - / PRODUCTION - / LAUNCH - / REFINING -'. A large banner image of a building facade features the title 'U501: Graduate School Orientation Toolkit'. Below the banner is a search bar labeled 'SEARCH U501: TOOLKIT' and a 'NAVIGATION' menu with items: 'U501: Toolkit', 'The Pitch' (with sub-items: Making the Pitch, Team Structure, Sponsorship, Advisory Committee Formation), and 'Research' (with sub-item: Identify Orientation Topics). The main content area includes a heading 'U501: Graduate School Orientation Toolkit', a paragraph describing the toolkit as a self-guided orientation for incoming graduate and professional students, a paragraph noting its success and use by other institutions, and a paragraph explaining its design as a roadmap. A section titled 'The Case for U501' follows, with a paragraph detailing the university's annual intake of 5,000 new graduate and professional students and the challenges they face.

U501: Graduate School Orientation Toolkit

University 501 (U501) is a self-guided, online orientation for incoming graduate and professional students at the University of Washington.

U501 has proved highly successful, and other institutions of higher education have inquired about creating their own similar but customized online orientations.

The U501: Toolkit has been designed as a roadmap for just that. We hope you find this resource helpful and motivating!

The Case for U501

Annually, the University of Washington welcomes nearly 5,000 new graduate and professional students. Until recently, the scope and structure of orientations have varied greatly across the different departments, with some programs annually admitting large cohorts while others admit only a handful of students. Incoming students may be new to the University, and some may even be new to the Pacific Northwest region, having arrived from a different part of the United States or from abroad. International students are particularly challenged, entering a country and culture that may be unfamiliar to them.

SEARCH U501: TOOLKIT

Search for:

NAVIGATION

- U501: Toolkit
- The Pitch
 - Making the Pitch
 - Team Structure
 - Sponsorship
 - Advisory Committee Formation
- Research
 - Identify Orientation Topics

THE GRADUATE SCHOOL
UNIVERSITY of WASHINGTON


Degree Works

- Degree Works a web-based advising tool designed to assist students and advisors in reviewing degree and certificate program progress was launched in 2021.
- Degree Works audits displays up-to-date information about student's progress towards graduation.
- Degree Works easily identifies courses/requirements that have been completed and courses/requirements still needed in order to complete a degree or certificate program.
- Degree Works is available on TopNet (*Advisors & Student Data Inquiry tab > Student Info/Maintenance header > Degree Audit*).
- Advantages to this new software include:
- The ability for users to have direct access through hyperlinks to view course descriptions, prerequisites, co-requisites, and class schedule for courses by clicking on the requirements within their degree audit.
- Student and Advisor access to the Student Educational Planner (SEP). SEP allows students and advisors to lay out a recommended sequence of classes that fulfill program requirements.
- Degree Works is fully integrated with the Banner admission application, course enrollment and grading.
- Individual program curriculum and university matriculation policies are scribed in Degree Works for each catalog year to improve efficiency and accuracy in advising, enrollment, and completion.

Professional Development - Students

WKU THE GRADUATE SCHOOL


Define & Pursue Your CAREER GOALS!



my INDIVIDUAL DEVELOPMENT PLAN (myIDP) is a career-planning tool to help graduate students define and pursue their career goals.

Dr. Ranjit T. Koodali
Associate Provost for Research & Graduate Education

Tuesday, August 23
4:00 p.m. – 5:00 p.m.



<https://wku.zoom.us/j/98340935809?pwd=SUk1YUJpZGpucVpVHUMlKzV5Nk5lZjEwUT09>

Meeting ID: 98340935809
Passcode: 878770

If you are a person with a disability and need a special accommodation to fully participate, please contact WKU Information Technology Services at 270-745-7000 and/or the WKU Student Accessibility Resource Center at 270-745-5004.

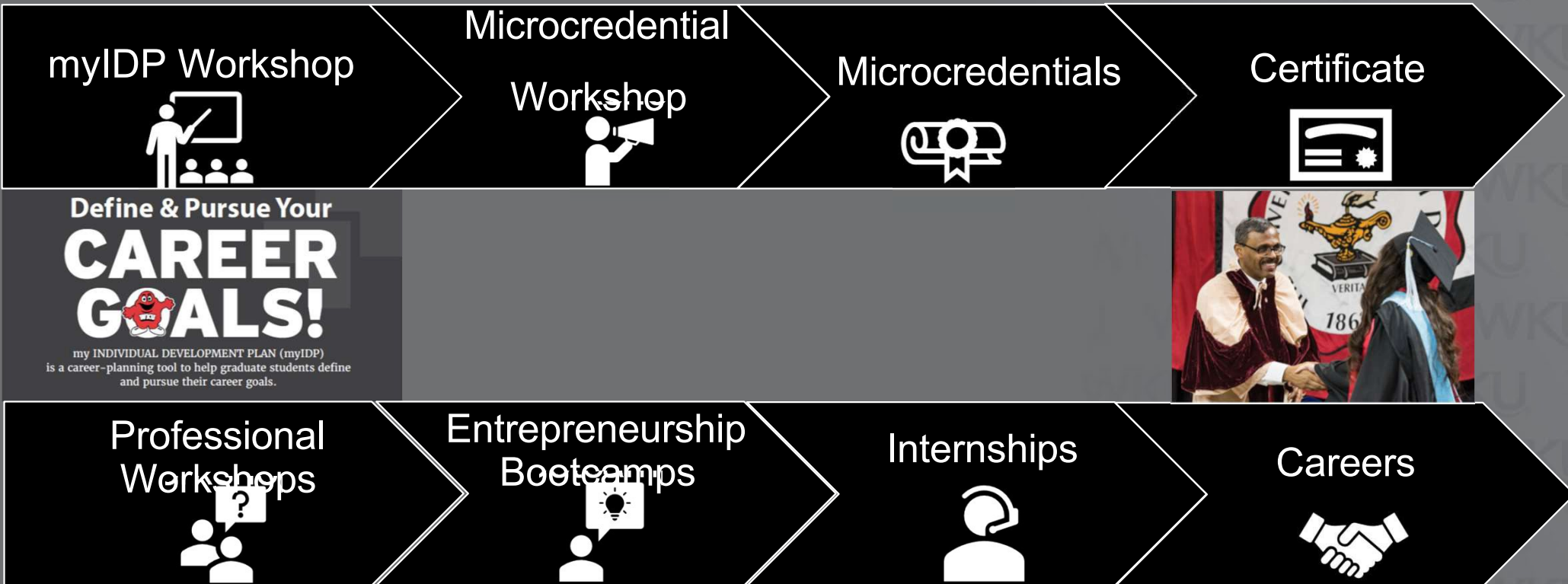
The National Academies of SCIENCES · ENGINEERING · MEDICINE

CONSENSUS STUDY REPORT

GRADUATE STEM EDUCATION FOR THE 21ST CENTURY

“To seek the ideal graduate education, current and prospective graduate students should create an individual development plan that includes the core competencies, as outlined in this report for master’s or doctoral degrees, as a key feature of their own learning and career goals and that utilizes the resources provided by their university and relevant professional societies. Students should update these plans annually in consultation with faculty advisors to map educational goals, career exploration, and professional development” ([2018 NASEM report, pg 138](#)).

Professional Development - Students



myIDP Workshop



Microcredential

Workshop



Microcredentials



Certificate



Define & Pursue Your
CAREER GOALS!

my INDIVIDUAL DEVELOPMENT PLAN (myIDP)
is a career-planning tool to help graduate students define
and pursue their career goals.



Professional
Workshops



Entrepreneurship
Bootcamps



Internships



Careers



Graduate Student Research Grants

Academic Year	Number of Awards	Amount Committed
2016-2017	29 Awards	\$55,711.35
2017-2018	44 Awards	\$80,712.68
2018-2019	36 Awards	\$55,875.46
2019-2020	21 Awards	\$57,733.99
2020-2021	26 Awards	\$32,624.27
2021-2022	24 Awards	\$32,947.63

The Graduate School - Research and Travel Grants

WKU THE GRADUATE SCHOOL

Graduate Student Research GRANT WORKSHOP

Wednesday, January 20
3:00 p.m. - 4.30 p.m.

Come and learn how to write successful
internal graduate research grants

Get ideas and tips for a breakdown of grant components from:



Dr. Diane Lickenbrock



Dr. Sarah Ochs



Ms. Shanda Spencer



Dr. Ranjit T. Koodali



Please register in advance for this meeting:
<https://wku.zoom.us/j/95134954591?pwd=ZlhGSUVhWjVZY04rT3JxeGJZZXdTZz09>

If you are a person with a disability and need a special accommodation to fully participate, please contact WKU Information Technology at 270-745-7000 and/or the SARC.

WKU THE GRADUATE SCHOOL

Graduate Student Research GRANT WORKSHOP

Dear Graduate Students,
I hope your Fall semester is going well.
The Graduate School recently announced a call for Graduate Student Research Grants. More details can be found at [The Graduate School - Research Grants](#). The deadline is Monday, October 11, 11:59 PM.

The Graduate School in collaboration with the Graduate Council Research Committee is offering a Graduate Student Research Grant Workshop on Monday, Sep. 26, at 3:30 - 5:00 PM (Central).

The Zoom link is
<https://wku.zoom.us/j/95134954591?pwd=ZlhGSUVhWjVZY04rT3JxeGJZZXdTZz09>

Meeting ID: 951 3495 4591
Passcode: 821005

Come and learn how to write high quality graduate research grants from Dr. Katrina Burch, Assistant Professor of Psychology and Dr. Ranjit Koodali, Associate Provost for Research and Graduate Education.



If you have any questions please do not hesitate to reach out to us.

The Graduate School
Western Kentucky University
Wetherby Administration Building, Room 207
1906 College Heights Blvd. #11010
Bowling Green, KY 42101-1010
E-mail: graduate.school@wku.edu
Phone: 270-745-2446




WKU THE GRADUATE SCHOOL

GRE Strategy Workshop

Join us for an exclusive event on **Thursday, March 10th** from 3:00 to 4:30 PM CST. The people who develop and support the GRE® General Test are offering a free virtual workshop for Western Kentucky University students, where they'll provide information that will help you prepare to do your best on test day.

This one-and-a-half-hour webinar will provide an overview of the GRE General Test, including the at home option; share information on preparing for the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures; and discuss test-taking strategies. This includes a 30-minute Q&A session with the GRE experts.

 <https://wku.zoom.us/j/96078275857>



Matthew Bashi-Kadlubowski

Associate Director for Product and Sales Training within the Global Strategy and Growth division at Educational Testing Service in Princeton, New Jersey. He is responsible for developing and implementing training programs geared toward increasing overall product knowledge as it relates to ETS, GRE, TOEFL and interrelated products and services.



Catherine Shultz

Director of Academic Partnerships for the Central Region with ETS. Catherine has spent the past 30 years in higher education working with institutions from Community Colleges to Graduate Programs. Catherine is committed to education and improving a person's life through opportunity and access to learning.

Professional Development - Students

WKU THE GRADUATE SCHOOL

WKU THE GRADUATE SCHOOL



An 80,000-word thesis would take 9 hours to present.

You get 3 minutes!

Virtual Information Sessions

Thursday, January 28
3:00 p.m. to 4:00 p.m. (CST)

Wednesday, February 3
3:00 p.m. to 4:00 p.m. (CST)

Get tips to hone your oral communication skills.
Register for the 3MT® Competition by February 10
Submit video: February 15-22

For more information and to register, visit
<https://www.wku.edu/graduate/professional-development/3mt/>

WKU THE GRADUATE SCHOOL



COMPETITION

An 80,000-word thesis would take 9 hours to present.

CONTESTANTS GET
3 MINUTES!

Downing Student Union (DSU) 2123
Wednesday, February 23
3:00 – 4:00 PM CST

For more information, visit
<https://www.wku.edu/graduate/professional-development/3mt/>



Kinesiology graduate student wins WKU's inaugural 3MT Competition



Biology graduate student Whitney Heard wins second WKU 3MT® Competition

WKU GRADWELL

BUILDING RESILIENCE



Dr. Karl Laves
Associate Director
Counseling Center

This workshop will involve reflection of an essay titled, "In Grave Danger of Growing: Observation on the Process of Professional Development," by Dr. Charles Seashore.

Wednesday, November 11
3:00 p.m. – 5:00 p.m.

Register at
wku.edu/graduate/gradwell

WKU GRADWELL

The GRADWELL workshop series will focus on imposter syndrome, overcoming "writer's block", and dealing with uncertainty in an uncertain world.

Imposter Syndrome

Wednesday, March 17, 3:00 p.m. to 4:30 p.m.

Writing Well

Wednesday, March 31, 3:00 p.m. to 4:30 p.m.

How to Deal with Uncertainty

Wednesday, April 14, 3:00 p.m. to 4:30 p.m.



Register for each workshop in advance:
<https://wku.zoom.us/j/84461212121>



Dr. Peggy Crowe
Director
Counseling Center



Dr. Karl Laves
Associate Director
Counseling Center



Dr. Masami Matsuyuki
Staff Psychologist
Counseling Center



Signatories of The Statement of Principles and Commitments of Graduate Deans

This list includes signatories as of December 13, 2021 and will be periodically updated.

Ranjit Koodali, Associate Provost for Research and Graduate Education, Western Kentucky University

Kate Korgan, Dean, University of Nevada, Las Vegas

Patricia Koski, Dean, Graduate School and International Education, University of Arkansas

Principles:



- Wellbeing is a foundation of student success
- Thriving, not surviving is the goal
- The challenges experienced by graduate students vary widely and differ in important way from the experiences of undergraduates
- Faculty, staff, and administrators who with graduate student may also themselves experience significant stress

Graduate Student Appreciation Week

 **WKU** THE GRADUATE SCHOOL

 **WKU** THE GRADUATE SCHOOL

 **WKU** THE GRADUATE SCHOOL

Graduate Student Appreciation Week

The Graduate School will celebrate Graduate Student Appreciation Week to appreciate and support graduate students with a series of virtual receptions:

Monday, April 12, 4:00 p.m. – 5:00 p.m. CDT
WKU 3MT® Award

Tuesday, April 13, 4:00 p.m. – 5:00 p.m. CDT
Graduate Student Research Grant Awards

Thursday, April 15, 4:00 p.m. – 5:00 p.m. CDT
Graduate Assistant Teaching Institute Awards

Friday, April 16, 4:00 p.m. – 5:00 p.m. CDT
College Outstanding Graduate Student and John D. Minton Awards



REGISTER AT

https://wku.zoom.us/meeting/register/tJwkc-igrjwHd08xSrqn0-L_yaYzpqnvCr

After registering, you will receive a confirmation email containing information about joining the meeting.

Graduate Student Appreciation Week

Graduate Student Research Grant Awards:

Monday, April 11th from 4:00 – 5:00 PM CT
<https://wku.zoom.us/j/97859556101>

Graduate Assistant Teaching Institute (GATI) Awards:

Tuesday, April 12th from 4:00 – 5:00 PM CT
<https://wku.zoom.us/j/93325802627>

John D. Minton and Outstanding Graduate Student Awards:

Friday, April 15th from 4:00 – 5:00 PM CT
<https://wku.zoom.us/j/98355956747>



GradImpact: Expanding Our Understanding of Suicidal Ideation in Sexual Assault Survivors



Ava Fergerson, a recent master's degree recipient in psychological sciences at Western Kentucky University (WKU), spent four years working with Dr. Amy Brausch in WKU's Risk Behaviors & Suicide Prevention Lab. Fergerson wants to better understand suicidal thoughts and behaviors in young adults who are sexual assault survivors. Her interest in the work began as an undergraduate at WKU when she began volunteering at Hope Harbor, a sexual trauma recovery center, in 2016. "I was really motivated by Gender and Women's Studies educators to get involved in service as a way

to benefit the community," she said.

Professional Development - Faculty

CONNECTING Graduate Admissions and Graduate Student Success

Part of the GRAD LEARN webinar series, sharing information about evidenced-based practices to promote innovation in graduate education

Register at wku.edu/graduate/gradlearn

Wednesday, October 21
3:00 p.m. - 4:30 p.m.



Dr. Steve Matson
PRESENTER

Dr. Steve Matson, Professor of Biology, served as Dean of The Graduate School at The University of North Carolina at Chapel Hill from 2008 to 2019. Dr. Matson currently serves as a part-time graduate education advisor in the Office for Graduate Education Engagement at ETS.



Mr. Matthew Bashi-Kadlubowski
PANEL MEMBER

Mr. Matthew Bashi-Kadlubowski is Associate Director for Academic Support Services in the Global Higher Education division at ETS. He is responsible for outreach, communication, and training of GRE® Program clients within the United States and Canada.

Professional Science Master's Program

Part of the GRAD LEARN webinar series, sharing information about evidenced-based practices to promote innovation in graduate education



REGISTER AT

<https://wku.zoom.us/meeting/register/UJEvD0ugpzsG9XcJZMaPyS12EYdKILHvdDZ>

Wednesday, March 10
3:00 p.m. – 5:00 p.m. (CST)



Dr. Tim Born
PRESENTER

Dr. Born is the Associate Dean, Padnos College of Engineering and Computing at Grand Valley State University. Dr. Born is the immediate past President of the National Professional Science Master's Association.



Dr. Gerald Grunwald
MODERATOR

Dr. Grunwald is the Dean of the College of Life Sciences at Thomas Jefferson University. Dr. Grunwald is the current President of the National Professional Science Master's Association.



Dr. Scott Herness
PRESENTER

Dr. Herness is the Vice Provost for Research and Dean, Graduate School, at Montclair State University. Dr. Herness served as President of the National Professional Science Master's Association previously.



Dr. Linda Stramsbaugh
PRESENTER

Dr. Stramsbaugh is Professor Emerita and the founding director of the University of Connecticut PSM in Applied Genomics. She has served the NPSMA as Vice President for Publications and as a Consultant in the position of Director of Strategic Initiatives.

TOEFL Updates: Expanding your International Reach

Part of the GRAD LEARN webinar series, sharing information about evidenced-based practices to promote innovation in graduate education



<https://wku.zoom.us/j/95025525225>

Thursday, February 24
12:00 – 1:00 P.M. (CST)



Dale Turner

Associate Director of Academic Partnerships with ETS. Prior to joining ETS, he spent 10 years in higher education working for Career Colleges in roles including Regional Director of Admissions, Campus President, and Regional Vice President of Operations.



Catherine Shultz

Director of Academic Partnerships for the Central Region with ETS. Catherine has spent the past 30 years in higher education working with institutions from Community Colleges to Graduate Programs. Catherine is committed to education and improving a person's life through opportunity and access to learning.

Service

Scott Gordon

NAGAP Research Committee. The Research Committee designs and implements research projects in a to provide data on both professionally related activities and national issues that affect graduate school policies, processes, and requirements.

Ranjit Koodali

- Council of Graduate Schools (Master's Committee and Board of Directors). The Committee is created for the purpose of advising the CGS staff and various CGS governance committees concerning best practices and research activities concerning Master's programs, Master's students, and Master's-focused institutions.
- Graduate Education Advisory Council (GRE® Board). GEAC oversees GRE tests, services and research in consultation with its committees. It establishes all policies for the GRE Program, which ETS administers.
- Midwestern Association of Graduate Schools (Past-Chair). The Midwestern Association of Graduate Schools (MAGS) is a regional affiliate of CGS. MAGS member colleges and universities are accredited institutions of higher education in the central U.S. that offer graduate programs leading to masters, specialist, and doctorate degrees.
- TOEFL Board (Chair-Elect). The TOEFL Board advises ETS on the policies under which ETS administers the TOEFL test. The Board's membership consists of 14 individuals drawn globally from across the broad field of international higher education.



**Building Bridges for
*Climbing to Greater
Heights***



Thank You!

Graduate Student Research Grant Workshop

September 26, 2022

Drs. Katrina Burch and Ranjit Koodali

Agenda

- Research Grant Guidelines
- Application Deadlines
- How to Apply
- Budget Guidance
- Tips, Tricks, and Helpful Hints!
- Details
- Review and Selection Process
- Accessing funds and completing paperwork



QR Code links to Graduate School Student Research and Travel Grants Page!

Research Grant Guidelines

- The Graduate School at WKU provides students the opportunity to contribute to their field through research and creative activities.
- The Graduate Council Research Committee (GCRC) reviews student proposals and recommends funding to the Graduate Council.
- To be considered, students complete a basic grant request application form, and supporting proposal documentation.
 - Students are encouraged to consult with their research mentor(s) in the completion of application materials.



Scan me to be taken to the Research & Travel Grants Page

Application Deadlines

Semester	Application Due Date
Fall 2022	October 11, 2022
Spring 2023	Feb. 7, 2023

- Recipients have one year to use the funds.
- All funding accounts will be closed prior to student's graduation.



Scan me to be taken to the Research & Travel Grants Page

How to Apply



Scan me to be taken to the Research & Travel Grants Page

How to Apply?

The following documents are REQUIRED when applying for a **Research Grant**.
ALL REQUIRED MATERIALS SHOULD BE SUBMITTED TO gsresearchgrant@wku.edu

REQUIRED MATERIALS:

1.) Research Application Form

a. FOUR signatures are required: Student, Advisor, Department Head, and College Dean

Signatures can be signed digitally, electronically, or with ink.

2.) Formal Budget Form

a. Further guidance to fill out the Formal Budget Form is provided in the Application and Budget Forms.



Scan me to be taken to the Research & Travel Grants Page

How to Apply?

For students requesting Research OR Research AND Travel funds (Maximum \$2,000):

Please submit the following **REQUIRED** documents with your application:

1. Formal Budget Form (Please see Form for more details other than those listed below)
 - a) Materials/Supplies (Item, quantity, cost per unit, total cost)
 - b) Equipment
 - c) Travel. Please refer to current WKU travel policy.
 - d) Participant Support and/or Human Subjects
 - e) Other
 - f) Cost sharing (if there is cost-share, the applicant needs to note exact amounts/sources of cost share.)



Scan me to be taken to the Research & Travel Grants Page

How to Apply?

2. Research Proposal

Items that should be included in the Research Proposal are:

a) Title of Proposed Project

b) Purpose of the Study

*Describe, state objectives or hypotheses, indicate how this study will advance knowledge in your field

c) Design of the Study

*Describe methods, include data collection instruments (e.g., surveys, description of observations, etc. as applicable), and analytical approach (e.g., statistics, literature review, thematic analysis, etc.)

d) Intended use and possible application of results (thesis, publication, class project, or other expected outcomes)



Scan me to be taken to the Research & Travel Grants Page

How to Apply?

3. One-page student bio (CV/Resume)
4. Statement from the student and the advisor certifying that no documents included in the research grant proposal have been plagiarized
5. Letter of endorsement of the research project or creative activity from the advisor
6. Additional Materials, If Applicable:
For research involving human (e.g., survey, experimental, evaluation, biomedical research) or animal subjects:
 - 1.) Attach a copy of the IRB, IACUC, or IBC approval letter as appropriate



Scan me to be taken to the Research & Travel Grants Page

How to Apply?

For students requesting **ONLY Travel funds** (Maximum \$1,000):

Please submit the following **REQUIRED** documents with your application:

1. Formal Budget Form

1. Lodging
2. Conference/Meeting Registration Fee
3. Transportation (e.g., Airfare, Mileage)
4. Food/Incidentals
5. Cost sharing (if there is cost-share, the applicant needs to note exact amounts/sources of cost share)

2. Presentation Details

1. Abstract
2. Conference details (Name and Location)
3. Statement describing developmental activities and how participation supports the future goals of the student

3. One-page student Bio (CV/Resume)

4. Plagiarism statement

Note, for students only requesting travel funds, you do not need to submit a letter of endorsement or an IRB approval letter.



Scan me to be taken to the Research & Travel Grants Page

Budget Guidance



Scan me to be taken to the Research & Travel Grants Page

Formal Budget Form Guidance

• Fundable Expenses:

- Clerical, subject participation payments, coding, and other assistance where such is needed to carry out the project
- Special materials and equipment
- Travel vital to conducting the research or creative activity
- Cost of procurement of information, documents, and media not otherwise available
- Necessary stationary, supplies, and postage, including that needed for questionnaires
- Funding for registration fees, accommodation, and travel to conferences



Scan me to be taken to the Research & Travel Grants Page

Tips, Tricks, and Helpful Hints



Scan me to be taken to the Research & Travel Grants Page

Some Tips

1. Describe the project objectives and anticipated outcomes/deliverables.
2. Don't use jargon.
3. What is the knowledge gap that the project hopes to bridge?
4. Explain clearly the new knowledge and contribution(s) expected.
5. Discuss the significance and impact clearly.



Scan me to be taken to the Research & Travel Grants Page

Some Tips, Continued...

6. Describe methodology such that a generalist can understand.
7. Request funds that are reasonable and critical for the successful completion of the research grant.
8. If applicable present a plan to present the work in a conference or paper.
9. Be mindful of the timeline for the proposed project.
10. Grammar check is your friend!
11. Provide a detailed budget justification for each budget line item!



Scan me to be taken to the Research & Travel Grants Page

Important Details



Scan me to be taken to the Research & Travel Grants Page

Important Details

- Grant applications are limited to \$2,000 for research and \$1,000 for travel.
- Purchases must follow WKU Purchasing Policy.
- All materials must be submitted to gsresearchgrant@wku.edu. If application are not submitted to the correct email address, the application will not be considered.
- Incomplete applications will be returned.



Scan me to be taken to the Research & Travel Grants Page

Important Details

- Graduate students may apply for up to:
 - two research; and
 - two travel grants per degree.
- Students may not receive more than \$3,000 in total for research and travel grants per degree.
- The Graduate Council Research Committee reviews research proposals typically once during the fall and spring semesters.
 - Students conducting research in the summer months should submit the application materials early in the spring semester to allow adequate time for approvals.



Scan me to be taken to the Research & Travel Grants Page

Important Details

- If a collaborative project is proposed, then the collaborators should either:
 - (1) stay within the announced funding limits and submit a single application or
 - (2) submit separate applications that clearly describe the contribution made by each individual and the different unique attributes distinguishing one application from the other.
- Faculty mentors are encouraged to support an application by submitting a letter of endorsement for the proposed project.



Scan me to be taken to the Research & Travel Grants Page

Important Details

- Priority will be given to students who have not already received prior funding.
- Proposals should clearly identify the research questions being answered by the proposed work.
- Expenses incurred prior to receiving the grant are ineligible for reimbursement.
- Proposals aimed toward publication or presentation at professional meetings are encouraged.
 - Appropriate acknowledgment of support should appear in any resulting publications.
- Finally, please keep in mind that receiving a grant is a rather lengthy process.



Scan me to be taken to the Research & Travel Grants Page

Research Grant Process

1. All materials are submitted to the Graduate School via email (gsresearchgrant@wku.edu) by the posted deadline.
2. The student will receive an email notifying them of the decision regarding their application.
3. Once funds have been awarded, the Graduate School contacts the Accounting Office to set up an account for each student.
 - Note: this process takes approx. 2-3 weeks. Students will not be able to access funds until the account is set up by the accounting office.



Scan me to be taken to the Research & Travel Grants Page

Research Grant Process

4. After the Graduate School receives the account information from the Accounting Office, the student will be contacted immediately, they will also be sent:
 - A Letter of Approval
 - Initial Contract
 - Final Contract



Scan me to be taken to the Research & Travel Grants Page

Research Grant Process

A. Letter of Approval

- Includes instructions on accessing the funds, the amount awarded, and the expiration date of the research account.

B. Initial Contract – must be submitted prior to receiving funds.

- This contract includes the student's account number.
- The student and faculty advisor must sign and date this form.
- The Contract should be returned to gsresearchgrant@wku.edu

Once the student returns the Initial Contract, funds will be transferred. When the funds are in place, the student may begin purchasing items from the approved budget.



Scan me to be taken to the Research & Travel Grants Page

Research Grant Process

C. Final Contract – must be submitted after the research project is completed.

- The student must fill in appropriate information and attach an itemized expenditure sheet.
- The student and faculty advisor must sign and date this form.
- The contract and expenditure sheet should be returned to the graduate school.

5. Once the student has completed their research project (or thesis) or expended all available funds (within the one-year expiration period), they must submit a detailed expense sheet.

- This sheet must include all purchased items and their costs and total amount of used research funds, and may be included in the final project report.

6. Students must submit all documentation to the Graduate School at

gsresearchgrant@wku.edu



Scan me to be taken to the Research & Travel Grants Page

How to Access Funds?

- Students and faculty advisors should work with the department office associate to submit requests for purchases.
- All purchases must be made with the department's procurement card, except for the following: travel, services rendered expenditures, payment of human subjects with either gift cards or cash and University-available services.
 - Students, faculty advisors, and departments will not be reimbursed for expenses which do not adhere to proper purchasing procedures.
 - Under no circumstances will inter-account transfers or other vouchers (those not listed above) be approved for reimbursement.



Scan me to be taken to the Research & Travel Grants Page

How to Access Funds?

- Students may need to pay for travel expenses or services rendered as approved by the Committee. In this case, the student should complete a **Travel Expense Voucher** or a **Payment Authorization Sheet** (for services rendered) and submit to the Graduate School for approval.
 - The faculty advisor or department office associate should be able to assist the student in completing these forms
 - Travel Expense Voucher – allows students to be reimbursed for travel expenditures
 - Payment Authorization Sheet – allows the individual who renders services to receive a paycheck from the University
 - Both forms can be found on the Office of the Controller’s website.
- Students paying Human Participants with either gift cards or cash should refer to the Guidelines for paying human participants and should have Human Participants approval.



Gift Card Policy



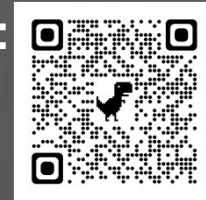
Cash Policy



Scan me to be taken to the Research & Travel Grants Page

Additional Information

- Addition information is available on the Graduate School Website:



Contact Information:

The Graduate School

Wetherby Administration Building, Room 207

1906 College Heights Blvd. #11010

Email: gsresearchgrant@wku.edu

Phone: 270-745-2446 (main line)



Scan me to be taken to the Research & Travel Grants Page



APPENDIX B
GRADUATE COUNCIL EXECUTIVE COMMITTEE REPORT



APPENDIX C
POLICY COMMITTEE REPORT

Policy Committee Report: Nov. 4, 2022

Members Present: Ann Ferrell, Nicholas Fessler, Richard Schugart, Adam West, and Ray Blankenship
ex-officio, Dr. Ranjit Koodali, Associate Provost for Research & Graduate Education

The committee met on Friday, October 28th, 2022.

The Policy Committee met to discuss changes to the Graduate Council guidelines. We do not have anything for the entire GC to vote on. We did discuss incorporating language similar to the faculty senate in that standing committees for the fall semester would be formed at the last meeting in the spring. This would have all the sum committees prepared to start working at the August meeting.



APPENDIX D
GRADUATE CURRICULUM COMMITTEE REPORT

Graduate Council Curriculum Committee
Agenda – November 3, 2022, 2:00 PM (CT)
Join Zoom Meeting - <https://wku.zoom.us/j/6075766671>

Voting Members: Aaron Hughey, Andrea Paganelli, Whitley Stone, Dan Strunk

Advisory Members: Danita Kelley, Merrall Price, Cate Webb, Jamie DeYoung, Dana Cosby

Guest: Dana Cosby (represented 0502: Data Security and Analytics for proponent Ray Blankenship)

Approval of Minutes, October 6, 2022 – 1st/2nd: Hughey/Strunk – **Vote:** Approved

Announcements:

None

Course Administration:

NA

Program Administration:

Graduate Curriculum Committee (1)				
Code	Title	Status	Initiator	Received
0502	0502: Cybersecurity Data Analytics	Edited	ryb41989	10/21/2022
Motion to Discuss – 1st/2nd: Hughey/Strunk Discussion: The changes were the addition of two concentrations to the program to aid students in finding courses that support their professional interests. Dana Cosby was available for discussion. The graduate school shared comments and adjustments were made to wording through friendly amendment. <i>Friendly Amendment – Change program concentration language to reflect the following “With approval from the Program Coordinator, students may request alternate courses for their program to reflect professional interests.”</i> Vote: Approved (4/4)				

Other Business:

None

Adjourn at 2:29pm - 1st/2nd – Hughey/Paganelli

Respectfully submitted
GCCC Chair
Andrea Paganelli



APPENDIX E
STUDENT RESEARCH COMMITTEE REPORT

Graduate Council Research Grant Committee Minutes – November 4, 2022 (10am CT)

Voting Members: Katrina Burch (Chair); Lily Zhuhadar; Marla Zobel

Discussion: The Committee met to discuss funding recommendations to bring forth to the Graduate Council from submitted student research and travel grant applications for the October 11th call for proposals.

Committee Concerns:

Travel: There are no guidelines or criteria with which to review student requests for travel support. In AY 2021-2022, request of travel support was brought to the Committee given funding for travel was now being allocated from the same 'pool' of funds as student research grants. However, we received approximately 2-3 requests.

For the October 11th call, we received 38 proposals, 20 of which are requesting travel support only with one proposal requesting both research and travel support. The remaining 17 proposals request research support.

In prior years, funding decisions for graduate student travel were allocated and administered solely through the graduate school, not as a function of the graduate council nor as a function of the Committee.

Research: The committee, likewise, has concerns over the quality of the proposals submitted for research support. Many proposals written in jargon that was difficult for the Committee to understand, budget justifications were largely incomplete, among other concerns.

Recommendations:

Travel: Because no guidelines or criteria exist to review travel proposals, the Committee feels that it is inappropriate to provide funding recommendations for travel and that all travel decisions should be made via the Graduate School.

If it is the case that the Committee is to continue to review travel requests, we will need guidelines and criteria with which to do so. Suggest creation of ad hoc committee.

Research: Establish standard proposal format for all students. Input is needed from all colleges with which to develop guidelines and criteria for reviewing student proposals (focus on quality). Suggest creation of ad hoc committee.

Funding Recommendations:

Travel Only: \$9,737 (Total)

Research Only: \$19,403.56 (Total)

Research and Travel: \$5968.41 (Total)

Applications Needing Revisions: 8 (\$11686.50)

Travel Only Requests

Student	Req. Amount	Score	Recommended Amount	Concerns
Burns, Noah	\$1000	8	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Fuller, Allie	\$1000	8	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Garrett, Brilyn	\$1000	8	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Goodlett, Lauren	\$1000	8	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Harvey, Mandolyn	\$1000	24	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Keeton, Krystal	\$1000		\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Manzo, Michael	\$1000	18	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
May, Easton	\$1000	19	\$500	Student is neither first author nor presenting author on presentation. In

				addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Morton, Jarid	\$737	18	\$737	
Powell, Lindsey	\$1000	23	\$1000	
Ramsey, Emma	\$1000	25	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Rios, Logan	\$1000	22	\$1000	
Shahid, Shahriar	\$1000	21	\$1000	
Smith, Emily	\$1000	22	\$1000	
Suratt, Corbin	\$1000	8	\$500	Student is neither first author nor presenting author on presentation. In addition, students unable to clarify the intended use of results or their participation in further scholarly activity.
Totals	\$14,737 Requested	XXX	\$9,737 Recommended	

Research Only Requests

Student	Req. Amount	Avg. Score	Recommended Amount	Concerns
Bowers, Matthew	\$2000	22	\$2000	
Hendrickson, Evyn	\$1888.06	21.5	\$1888.06	The overview of the project discusses screen time for children, but the participants of the survey will be 18+. It is slightly unclear to me how this survey relates to the issues of children having too. Much screen time.
Lawler, Trayson	\$2000	22.5	\$2000	
McDaniel, Adalin	\$1687.50	24	\$1687.50	
Naas, Alexa	\$2000	25	\$2000	
Oguntoyinbo	\$2000	21	\$2000	
Raker, Anna	\$1998	24.5	\$1998	
Wheeler, Lindsey	\$1500	16	\$1500	
Wisenden, Matthew	\$1330	25	\$1330	
Latham, Lori	\$1000		\$1000	
McCollum, Diamonde	\$2000	24	\$2000	

Totals	\$19,403.56 Requested	XXX	\$19,403.56 Recommended	
---------------	--------------------------	-----	----------------------------	--

Research AND Travel Requests

Student	Req. Res. Amount	Req. Travel Amount	Avg. Score	Recommended Amount	Concerns
Canen, Janessa	\$2000	\$1000	23	\$3000	Very strong proposal, but the student is applying for both research funds and conference funding at the same time (total of \$3000). Can students apply for both in the same application?
Raines, Meghan	\$1968.51	\$999.90	22	\$2968.41	
Totals	\$3968.51	\$1999.90		\$5968.41	

Travel Requests Needing Revisions

Student	Req. Amount	Avg. Score	Recommended Amount	Concerns
Jones, Olivia	\$1243.72	1	Revision	Student/advisor submitted outdated application forms, requested amount exceeds maximum, requested revision and updated forms on 10/26
Middleton, Gavin	\$995	9	Revision	No budget justification provided
Totals	\$1995			

Research Requests Needing Revision

Student	Req. Amount	Avg. Score	Recommended Amount	Concerns
Hasan, Zim Warda	\$1994	18	Revision	Budget justification is incomplete
Maul, Roderick	\$500	17.5	Revision	Research Proposal was not complete
Moskal, Katie	\$1998	24	Revision	Budget justification is incomplete
Ogbebor, Elisha	\$1410	20.5	Revision	Budget justification is incomplete
Totals	\$5902.00			

Research/Travel Requests Needing Revision

Student	Req. Amount	Avg. Score	Recommended Amount	Concerns
---------	-------------	------------	--------------------	----------

Bunch, Garrett	\$789.50	9	Revision	Costs are associated with research not presentation so full proposal is needed. Application incomplete (no signatures)
Lathrop, Niles	\$3000	19.5	Revision	No budget justification provided which details expenses. Requesting \$2000 for research and \$1000 for travel
Totals	\$3789.50			

No Funding Recommended

Student	Req. Amount	Avg. Score	Recommended Amount	Concerns
Watson, Jaylyn	\$1000		Not Recommended	Only submitted application from, no supporting documentation provided



APPENDIX F
ASSOCIATE PROVOST FOR RESEARCH AND GRADUATE EDUCATION REPORT

Graduate Council Meeting, November 10, 2022

Updates from the Associate Provost for Research and Graduate Education
Ranjit T. Koodali

1. **Graduate Admissions** (Barbara Chaffin, *Admissions Associate*, & Julie Harris, *Graduate Admissions Specialist*)
 - a. Fall 2022 graduate application has been shut off for the semester.
 - b. Fall 2022 incomplete graduate applications will be inactivated on Friday, December 9.
 - c. Programs/ Advisors. Please encourage your students to complete the Change of Term Request Form if they need to move their admission term forward.

2. **Graduate Assistantships** (Renee Purdy, *Budgets & Resources Manager*)
 - a. None

3. **Graduate Enrollment (see attachment)**
 - a. The enrollment data (Excel files) are available at <S:\UNIVERSITY-WIDE-SHARED\00 Graduate School\Enrollment Data>. Please see census data Fall 2022 later in the document.

4. **Graduate School Events** (Lizzie Doerr, *Office Coordinator* and Samantha Hines, *Research and Graduate Education Outreach Coordinator*)
 - a. **Upcoming**
 - i. GRADWELL: Building Resilience, Wednesday, Nov. 9, 3:30 PM to 5:00 PM, Share Zoom link, <https://wku.zoom.us/j/98912759065> with graduate students!
 - ii. Graduate Virtual Recruitment Fair, Thursday, Nov. 17, 5:00 to 6:00 PM, Share this link with prospective graduate students, [Meeting Registration - Zoom!](#)
 - iii. WKU Three Minute Thesis Information Session, Monday, Nov. 28, 3:00 to 5:00 PM, Share link with graduate students, <https://wku.zoom.us/j/98886806319!>
 - iv. Graduate Virtual Recruitment Fair for US Military Personnel and Veterans, Tuesday, December 6, 5:00 to 5:30 PM, <https://wku.zoom.us/meeting/register/tJEpcuGgqj0rHde6YGmOxALBP0sP0KbZ3Tn6>
 - v. Graduate Virtual Recruitment Fair, December 8, 9:00 to 10:00 AM, <https://wku.zoom.us/meeting/register/tJAqcOGsqTloGdOTinSSOPXXBrBi9Ytkz1EN>

b. Completed

- i. New graduate student orientation, <https://youtu.be/bm2RNRpLpjU>.
- ii. My Individual Development Plan (myIDP) workshop, https://youtu.be/y_ls9cfmrBI.
- iii. Graduate Program Coordinator's Information Session, <https://youtu.be/PZzy8n1BHCg>.
- iv. Graduate Student Research Grant Workshop, <https://youtu.be/Pe1QV5jMTvg>.
- v. Graduate Virtual Recruitment Fair, Tuesday, Oct. 4, 6:00-6:30 PM.
- vi. GRE Strategy Workshop, <https://youtu.be/Y7hfC3tERLg>.
Please share presentation with students
- vii. GRADLEARN: Recruitment Strategies to Address Today's Challenges, <https://youtu.be/jCGLi9NmXew>
Please see presentation attached.
- viii. Graduate Virtual Recruitment Fair, Wednesday, Oct. 26, 12:00-1:00 PM.

5. Graduate Records (Jamie DeYoung, *Assistant Director of Graduate Operations* and Lisa Meyers, *Graduate Records Specialist*)

- a. End of term processing is beginning. Departments should be completing pre-audits on their students and submitting required documents to update Degree Works audit.
- b. Reminder that when updating grades, please verify grades are being updated for all previous terms to eliminate delays in final audit process.
- c. For students completing this term, Capstone Forms should be submitted by the last day of the term.
- d. Graduate Thesis Guidelines are available at the link, [The Graduate School - Thesis, Specialist Project, Dissertation](#)

6. Graduate School Recruitment (Dr. Scott Gordon, *Manager, Graduate Recruitment and Retention*)

- a. Recruitment events that Graduate School is participating is listed at <https://www.wku.edu/graduate/recruitment.php>
- b. Prospective students can set up individual virtual appointments at <https://calendly.com/scott-gordon>
- c. Prospective student contact info from Graduate School info request form was sent to program coordinators on October 19
- d. First of three emails sent to National Name Exchange/Ronald McNair Scholars

- e. Please contact Dr. Scott Gordon if you would like to set up a virtual fair for your area, review your program's CRM content, or discuss recruitment options.

7. Graduate School Staffing

- a. Ms. Julie Harris has been advanced to Graduate Admissions Analyst effective Nov. 1, 2022.

8. Graduate Student Research Grant (Renee Purdy, *Budgets and Resources Manager*)

- a. None

9. FYI

Joint Undergraduate Masters Program (JUMP)

1. Graduate Program Coordinator/Director submits "Statement of Intent to Enter the Joint Undergraduate-Masters Program (JUMP) Form with appropriate signatures to Graduate School (graduate.records@wku.edu).
2. Graduate School comes to an informed decision regarding JUMP application and communicates decision to concerned parties.
3. An Undergraduate (UG) student admitted to JUMP is given a JUMP attribute in BANNER by the Graduate School. Such a student still remains classified as UG. Such students are entitled to:
 - a. Take graduate courses and pay undergraduate tuition and count graduate level courses at both the UG and Graduate (GR) levels per applicable Memorandum of Agreements (MOA) and any applicable policies,
 - b. Apply and be eligible for Faculty-Undergraduate Student Engagement (FUSE) grants, and
 - c. Financial Aid (Grants, Loans, and Scholarship etc.) as an UG student.
4. A JUMP UG student who has not completed the baccalaureate degree requirements remains classified as a "UG" in BANNER and is not eligible for:
 - a. Graduate Assistantship and
 - b. Graduate Student Research Grant
5. When a JUMP UG student reaches the maximum graduate hours allowed or if they are in their final session of their baccalaureate degree, they have to formally apply to the Graduate School to be admitted officially as a Graduate student.

6. The Graduate School will verify if a JUMP UG student has completed their baccalaureate degree requirements.

A JUMP UG student who has completed their baccalaureate degree requirements and has been officially admitted by the Graduate School is now classified as “GR” in BANNER. Such JUMP students are eligible for the following benefits, that are not only limited to:

- a. Graduate Assistantship,
- b. Graduate Student Research Grant,
- c. Participation in Three Minute Thesis (3MT) Competition

Notes:

- JUMP UG students who have matriculated as a GR student will no longer be eligible to use FUSE funding.
- JUMP UG students who do not continue with the Master’s program will no longer be able to double count their graduate level courses at UG and GR levels. Any GR level courses that counts towards the UG transcript, will not count towards a Master’s program.

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census

	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
All	2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census)

By Residency	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Residency												
Academic												
Common Market							0	0	1	9	1	9
Foreign Student	109	915	88	653	56	413	48	353	58	457	10	104
Military (\$250/Cr Hr)	175	861	212	957	241	1,176	181	867	174	852	-7	-15
Military Resident	81	576	108	791	139	1,043	121	821	125	881	4	60
Non-res TN Cnty (Scholarship)	41	342	36	317	45	389	43	361	42	365	-1	4
Nonresident	467	3,680	447	3,533	381	3,079	318	2,801	290	2,622	-28	-179
P-12 (KY)	339	1,696	247	1,192	306	1,535	365	1,969	498	2,779	133	810
P-12 (Out-of-State)							17	80	27	132	10	52
Resident	1,191	8,717	1,107	8,010	1,041	7,597	905	7,010	813	6,502	-92	-508
Undeclared	23	130	32	191	22	147	23	143	25	181	2	38
All	2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census)

By Degree Type	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Degree Type												
Certification Only	69	336	54	246	78	388	84	483	62	299	-22	-184
Doctorate	298	2,777	296	2,756	291	2,291	283	2,498	256	2,343	-27	-156
Graduate Certificate	93	442	106	537	107	487	78	425	77	359	-1	-66
Master's	1,820	12,602	1,633	11,188	1,584	11,418	1,448	10,319	1,542	11,025	94	706
Non-Degree	71	262	132	527	86	267	60	183	21	86	-39	-97
Rank I/II	44	228	22	105	32	191	28	175	57	349	29	174
Specialist	31	270	34	283	53	336	40	322	38	320	-2	-3
All	2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census)

By College	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
College												
College of Education and Behavioral Sciences	965	5,556	929	5,177	936	5,166	916	5,135	1,027	5,787	111	653
College of Health and Human Services	907	7,653	879	7,423	785	6,584	657	6,216	601	6,122	-56	-94
Gordon Ford College of Business	141	1,150	102	756	176	1,459	169	1,234	160	1,079	-9	-155
Graduate College	20	76	29	105	21	66	12	36	10	40	-2	4
Ogden College of Science and Engineering	219	1,365	187	1,186	171	1,143	143	944	147	1,012	4	68
Potter College of Arts & Letters	174	1,117	151	994	142	962	124	841	108	740	-16	-101
All	2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census

By Department	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Department												
99AR:												
Exploratory/Undeclared	2	6	2	6	2	6	1	1	3	12	2	11
99BU:												
Exploratory/Undeclared	105	777	78	545	147	1,164	153	1,068	133	816	-20	-252
99ED:												
Exploratory/Undeclared	9	54	35	115	4	12	8	25	5	21	-3	-4
99HH:												
Exploratory/Undeclared	39	129	66	295	58	174	37	111	1	4	-36	-107
99SC:												
Exploratory/Undeclared	4	15	2	6	1	8	4	25	3	9	-1	-16
Accounting	20	234	10	120	12	147	6	75	11	130	5	55
Agriculture and Food Science	30	130	14	84	7	60	6	45	13	95	7	50
Analytics & Information Systems							1	6	7	54	6	48
Applied Human Sciences	28	153	21	135	20	111	11	75	9	63	-2	-12
Biology	46	296	55	334	49	305	39	241	33	215	-6	-26
Chemistry	22	166	22	143	14	102	8	52	9	73	1	21
Communication	22	132	19	114	17	117	13	95	7	48	-6	-47
Communication Sciences and Disorders	178	1,607	181	1,674	174	1,745	155	1,614	157	1,671	2	57
Counseling and Student Affairs	105	825	114	956	121	984	99	770	89	714	-10	-56
Earth, Environmental, & Atmospheric Sciences	25	142	14	67	10	60	11	53	17	121	6	68
Economics	16	139	14	92	17	148	9	85	9	79	0	-6
English	34	223	28	208	27	202	21	171	29	219	8	48
Folk Studies and Anthropology	11	82	10	78	12	93	12	96	11	77	-1	-19
Graduate School	20	76	29	105	21	66	12	36	10	40	-2	4
History	21	109	17	99	21	123	26	132	28	145	2	13
Mathematics	29	161	19	111	24	145	22	116	23	125	1	9
Music	17	131	15	110	14	103	16	130	15	119	-1	-11
Philosophy and Religion	1	1					0	0	0	0	0	0
Physical Therapy	90	1,456	88	1,438	88	1,109	91	1,505	91	1,547	0	42
Physics and Astronomy	4	32	3	28	4	31	6	53	9	73	3	20
Political Science	22	165	12	105	22	156	24	171	14	114	-10	-57
Psychological Sciences	25	217	25	236	30	259	25	231	23	222	-2	-9
Psychology	67	549	72	584	74	597	79	612	80	640	1	28
Public Health	131	902	116	774	102	695	86	581	94	667	8	87
School of Engineering and Applied Sciences	34	206	33	177	32	173	22	128	17	79	-5	-49
School of Kinesiology, Recreation, & Sport	177	1,189	159	1,064	121	820	95	724	78	595	-17	-129
School of Leadership & Professional Studies	501	2,700	470	2,345	442	2,223	355	1,777	407	2,080	52	303
School of Nursing and Allied Health	163	1,098	149	1,008	121	823	98	697	83	567	-15	-130
School of Teacher Education	283	1,428	238	1,178	295	1,350	375	1,951	446	2,333	71	382
Social Work	101	1,119	99	1,035	101	1,107	84	909	88	1,008	4	99
Sociology and Criminology	44	268	48	274	27	162	11	45	1	6	-10	-39
All	2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census)

By Program	F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff
Program												
Accountancy & Data Analysis, MACC (#0501)							6	75	11	130	5	55
Accountancy, MACC (#0445)~	20	234	10	120	12	147	0	0	0	0	0	0
Addictions Education, CER (#0492)			2	9	2	9	4	21	2	9	-2	-12
Adult Education, CER (#0450)	5	21	2	9	3	12	2	9	1	3	-1	-6
Adult Education, MAE (#047)~	15	79	15	81	11	54	1	3	0	0	-1	-3
Advanced Behavior Management, CER (#1736)							2	15	0	0	-2	-15
Advanced Teacher Education, MAE (#0500)							17	84	43	223	26	139
Aging Studies, CER (#0419)~	1	3					0	0	0	0	0	0
Agriculture, MS (#052)	30	130	14	84	7	60	6	45	13	95	7	50
Applied Economics, MA (#0410)	16	139	12	86	17	148	9	85	9	79	0	-6
Applied Psychology, PSYD (#0476)	24	147	28	166	31	183	33	190	30	162	-3	-28
Autism Spectrum Disorders, CER (#0441)~	2	12	1	6			0	0	0	0	0	0
Biology for Teacher Leaders, MAE (#0442)~	2	12			1	3	0	0	0	0	0	0
Biology, CER (#0493)	3	20	14	72	17	87	8	38	4	23	-4	-15
Biology, MS (#056)	41	264	41	262	31	215	31	203	29	192	-2	-11
Brewing and Distilling Arts & Sciences, CER (#0486)~					1	8	0	0	0	0	0	0
Business Administration, MBA (#057)	94	719	69	482	139	1,118	146	1,023	131	807	-15	-216
Business Core Competencies, CER (#0487)~	8	38	7	45	6	35	3	27	0	0	-3	-27
Business Sustainability, CER (#0474)~	1	3	1	6	1	3	4	18	1	3	-3	-15
Career Services, CER (#0468)	1	6	1	3	1	6	0	0	0	0	0	0
Chemistry, MS (#059)	22	166	22	143	14	102	8	52	9	73	1	21
Child and Family Studies, MS (#0489)	17	90	13	87	12	84	11	75	7	57	-4	-18
College and Career Readiness, CER (#1737)	3	12	3	15	1	3	2	6	5	15	3	9
Communicating in Healthcare, CER (#0475)	1	3			2	9	0	0	1	6	1	6
Communicating in Organizations, CER (#0471)	3	9	4	12	1	6	0	0	0	0	0	0
Computer Science, MS (#117)	14	125	10	70	9	57	8	46	9	48	1	2
Counseling, C (#159)	8	33	4	18	10	39	2	9	0	0	-2	-9
Counseling, MAE (#043)	47	438	60	597	67	642	55	492	57	525	2	33
Creative Writing, MFA (#0478)	14	115	14	115	12	108	11	93	18	144	7	51
Criminology, MA (#0421)~	13	60	16	75	9	40	5	22	1	6	-4	-16
Cybersecurity Data Analytics, CER (#1754)							0	0	1	15	1	15
Cybersecurity Data Analytics, MS (#0502)							0	0	3	24	3	24
Data Analytics, CER (#1753)							1	6	3	15	2	9
Dietetic Practice, CER (#0451)	10	60	8	48	8	27	0	0	2	6	2	6
Director of Special Education, R1 (#0426)~	4	21	1	6	2	13	0	0	0	0	0	0
Economic Data Analytics, CER (#0491)			2	6			0	0	0	0	0	0
Education and Behavioral Science Studies, MAE (#042)~	5	36	3	12			0	0	0	0	0	0
Educational Leadership, C (#131)	41	228	32	167	37	238	18	115	37	215	19	100
Educational Leadership, EDD (#0010)	95	466	99	483	100	456	110	467	97	378	-13	-90
Educational Technology, CER (#167)~	1	6					0	0	0	0	0	0

Elementary Education for Teacher Leaders, MAE (#0433)~	24	131	16	64	22	100	18	80	2	6	-16	-74
Elementary Education, R1 (#084)	2	9	3	12	3	9	3	12	1	3	-2	-9
Elementary Math Specialization, P-5, CER (#0485)					3	9	0	0	1	6	1	6
Emergency Management Disaster Science, CER (#1749)							2	15	2	6	0	-9
Engineering Management, MS (#0447)	15	58	21	98	22	110	14	82	6	19	-8	-63
English, MA (#067)	16	89	12	84	12	82	10	78	11	75	1	-3
Environmental Health and Safety, CER (#0427)	1	6	2	18			0	0	5	18	5	18
Environmental and Occupational Health Science, MS (#0473)	13	117	16	135	17	117	16	114	22	171	6	57
Epidemiology, CER (#1751)							2	12	2	9	0	-3
Facility and Event Management, CER (#0455)	3	9	1	6	2	9	3	24	0	0	-3	-24
Family Nurse Practitioner (Post MSN), CER (#0449)	8	44	6	38	5	32	2	11	5	20	3	9
Folk Studies, MA (#069)	11	82	9	75	11	90	12	96	11	77	-1	-19
Gender and Women's Studies, CER (#1712)~	2	13	2	9	3	12	0	0	0	0	0	0
Geographic Information Science, CER (#203)~	1	6	1	3			0	0	0	0	0	0
Geoscience, MS (#072)	24	136	13	64	10	60	11	53	17	121	6	68
Gifted Education and Talent Development, CER (#1764)							2	12	0	0	-2	-12
Gifted Education and Talent Development, EDS (#0490)	4	18	6	21	27	93	12	48	10	34	-2	-15
Gifted Education and Talent Development, MAE (#0482)	15	81	9	32	16	56	10	46	6	25	-4	-21
Health Administration, MHA (#153)	52	345	43	261	31	213	24	159	21	168	-3	9
Health Education, CER (#0494)			2	12	3	12	0	0	2	12	2	12
Historic Preservation, CER (#0423)~			1	3	1	3	0	0	0	0	0	0
History, MA (#078)	21	109	17	99	21	123	26	132	28	145	2	13
Homeland Security Sciences, MS (#0413)	4	32	3	28	4	31	6	53	9	73	3	20
Instructional Design, CER (#0418)	4	18	11	42	11	39	5	18	6	21	1	3
Instructional Design, MS (#0428)	7	27	10	54	16	78	17	84	18	96	1	12
Instructional Leadership, School Principal, MAE (#0499)							1	6	32	203	31	197
Intercollegiate Athletic Administration, CER (#0481)	1	6	2	12	4	18	3	24	3	21	0	-3
Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	15	78	14	75	16	75	10	45	21	107	11	62
Interdisciplinary Early Childhood Education, Birth to Primary, MAE (#0461)	4	18	3	18	9	42	16	72	12	63	-4	-9
International Student Services, CER (#0415)					1	3	0	0	0	0	0	0
Kinesiology, MS (#0454)	27	238	20	149	9	73	12	108	11	102	-1	-6
Lean Sigma, CER (#0452)	5	23	2	9	1	6	0	0	2	12	2	12
Libraries, Informatics, and Technology in Education, MS (#0497)	30	146	40	193	45	242	43	211	51	257	8	46
Library Media Education, MS (#083)~	30	141	7	24	1	3	0	0	0	0	0	0
Literacy Education, MAE (#044)	21	102	12	66	6	30	16	81	23	126	7	45
Literacy P-12, CER (#1750)							0	0	1	6	1	6

Literacy in Post-secondary Settings, CER (#0462)	2	6					0	0	6	21	6	21
Local Government Administration, CER (#1745)					5	15	6	18	0	0	-6	-18
Mathematics, MA (#049)	17	81	11	48	16	85	16	68	18	88	2	20
Mathematics, MS (#085)	12	80	8	63	8	60	6	48	5	37	-1	-11
Measurement, Evaluation and Research, CER (#0488)~	1	3					0	0	0	0	0	0
Middle Grades Education for Initial Certification, MAT (#0458)	1	9	3	15	7	42	8	45	1	6	-7	-39
Middle Grades Education for Teacher Leaders, MAE (#0434)~	10	41	5	28	4	26	1	3	0	0	-1	-3
Music, MM (#0453)	17	131	15	110	14	103	16	130	15	119	-1	-11
Non-Degree Arts and Letters, ND (#0002)	2	6	2	6	2	6	1	1	3	12	2	11
Non-Degree Business, ND (#0001)	2	18	1	12	1	9	0	0	1	6	1	6
Non-Degree Education, ND (#0005)	4	18	32	103	4	12	8	25	5	21	-3	-4
Non-Degree Health and Human Services, ND (#0003)	39	129	66	295	58	174	37	111	1	4	-36	-107
Non-Degree Science, ND (#0004)	4	15	2	6			2	10	1	3	-1	-7
Nonprofit Administration, CER (#0463)	2	9	2	12	3	21	1	6	0	0	-1	-6
Not Pursuing a Degree, ND (#126)	20	76	29	105	21	66	12	36	10	40	-2	4
Nursing Practice, DNP (#0011)	89	708	81	669	72	543	49	336	38	256	-11	-80
Nursing, MSN (#149)	49	264	36	171	25	153	34	286	24	212	-10	-74
Organizational Communication, MA (#0012)	18	120	15	102	13	99	11	80	6	42	-5	-38
Organizational Leadership, CER (#1723)	5	18	3	12	2	6	11	66	6	33	-5	-33
Organizational Leadership, MA (#0467)	303	1,690	302	1,514	264	1,297	188	954	180	915	-8	-39
Physical Therapy, DPT (#0013)	90	1,456	88	1,438	88	1,109	91	1,505	91	1,547	0	42
Psychiatric Mental Health Nurse Practitioner, CER (#0479)	17	82	26	130	19	95	13	64	16	79	3	15
Psychology, MA (#092)	18	162	19	166	18	172	18	148	22	192	4	44
Psychology, MS (#0469)	25	217	25	236	30	259	25	231	23	222	-2	-9
Public Administration, MPA (#051)	22	165	12	105	17	141	18	153	14	114	-4	-39
Public Health, MPH (#152)	65	434	53	348	51	353	44	296	42	289	-2	-7
Recreation and Sport Administration, MS (#095)	144	927	134	885	103	699	76	562	64	472	-12	-90
Religious Studies, MA (#0446)~	1	1					0	0	0	0	0	0
School Administration, EDS (#098)~	2	12	3	10	1	1	0	0	0	0	0	0
School Administration, R1 (#121)	34	183	14	69	24	159	24	157	54	333	30	176
School Counseling, MAE (#046)~	16	111	15	105	7	42	3	12	0	0	-3	-12
School Psychology, EDS (#147)	25	240	25	252	25	242	28	274	28	286	0	12
Secondary Education Teacher Leader, R2 (#0432)	1	3					0	0	0	0	0	0
Secondary Education for Teacher Leaders, MAE (#0435)~	17	84	10	40	6	22	5	22	0	0	-5	-22
Secondary Education, R1 (#124)	2	9	3	15	3	10	1	6	2	13	1	7
Social Responsibility and Sustainable Communities, MA (#0448)~	23	138	26	147	9	57	2	12	0	0	-2	-12
Social Work, MSW (#157)	101	1,119	99	1,035	101	1,107	84	909	88	1,008	4	99
Sociology, MA (#105)~	8	70	6	52	9	65	4	11	0	0	-4	-11

Special Education for Initial Certification, MAT (#0456)	5	27	8	45	10	60	38	204	49	267	11	63
Special Education: Learning and Behavioral Disorders, MAE (#0457)	35	182	30	158	28	115	20	96	22	117	2	21
Special Education: Moderate and Severe Disabilities, MAE (#0438)	9	49	8	44	13	88	23	159	26	192	3	33
Speech-Language Pathology, MS (#0466)	178	1,607	181	1,674	174	1,745	155	1,614	157	1,671	2	57
Standard Guidance - Rank 1, R1 (#048)~	1	3	1	3			0	0	0	0	0	0
Strategic Sport Communications, CER (#1744)					1	3	2	15	0	0	-2	-15
Student Affairs in Higher Education, MAE (#145)	29	222	28	206	32	240	33	230	25	165	-8	-65
Teacher Education for Initial Certification, MAT (#0495)	18	135	20	159	16	87	44	249	120	660	76	411
Teacher Education, C (#132)	20	75	18	61	31	111	64	359	25	84	-39	-275
Teaching English to Speakers of Other Languages, CER (#0416)	2	6					0	0	0	0	0	0
All	2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

~Program closed.

Graduate Enrollment and Student Credit Hours Enrolled (Excluding Study Abroad): Fall 2018-2022 at Census

By College, Department, and Program			F18 Students	F18 SCH	F19 Students	F19 SCH	F20 Students	F20 SCH	F21 Students	F21 SCH	F22 Students	F22 SCH	F22-F21 Student Diff	F22-F21 SCH Diff	
College of Education and Behavioral Sciences	99ED: Exploratory/Undeclared	Education and Behavioral Science Studies, MAE (#042)~													
		Non-Degree Education, ND (#0005)	5	36	3	12			0	0	0	0	0	0	0
Counseling and Student Affairs		Additions Education, CER (#0492)			2	9	2	9	4	21	2	9	-2	-12	
		Career Services, CER (#0468)	1	6	1	3	1	6	0	0	0	0	0	0	
		College and Career Readiness, CER (#1737)	3	12	3	15	1	3	2	6	5	15	3	9	
		Counseling, C (#159)	8	33	4	18	10	39	2	9	0	0	-2	-9	
		Counseling, MAE (#043)	47	438	60	597	67	642	55	492	57	525	2	33	
		International Student Services, CER (#0415)					1	3	0	0	0	0	0	0	
		School Counseling, MAE (#046)~	16	111	15	105	7	42	3	12	0	0	-3	-12	
		Standard Guidance - Rank 1, R1 (#048)~	1	3	1	3					0	0	0	0	0
		Student Affairs in Higher Education, MAE (#145)	29	222	28	206	32	240	33	230	25	165	-8	-65	
		Psychology		Applied Psychology, PSYD (#0476)	24	147	28	166	31	183	33	190	30	162	-3
Psychology, MA (#092)	18			162	19	166	18	172	18	148	22	192	4	44	
School Psychology, EDS (#147)	25			240	25	252	25	242	28	274	28	286	0	12	
School of Leadership & Professional Studies		Adult Education, CER (#0450)													
		Adult Education, MAE (#047)~	5	21	2	9	3	12	2	9	1	3	-1	-6	
		Educational Leadership, C (#131)	15	79	15	81	11	54	1	3	0	0	-1	-3	
		Educational Leadership, EDD (#0010)	41	228	32	167	37	238	18	115	37	215	19	100	
		Instructional Leadership, School Principal, MAE (#0499)							1	6	32	203	31	197	
		Measurement, Evaluation and Research, CER (#0488)~	1	3							0	0	0	0	0
		Organizational Leadership, CER (#1723)	5	18	3	12	2	6	11	66	6	33	-5	-33	
		Organizational Leadership, MA (#0467)	303	1,690	302	1,514	264	1,297	188	954	180	915	-8	-39	
		School Administration, EDS (#098)~	2	12	3	10	1	1	0	0	0	0	0	0	0
		School Administration, R1 (#121)	34	183	14	69	24	159	24	157	54	333	30	176	
School of Teacher Education		Advanced Behavior Management, CER (#1736)							2	15	0	0	-2	-15	
		Advanced Teacher Education, MAE (#0500)							17	84	43	223	26	139	
		Autism Spectrum Disorders, CER (#0441)~	2	12	1	6			0	0	0	0	0	0	0
		Director of Special Education, R1 (#0426)~	4	21	1	6	2	13	0	0	0	0	0	0	0
		Educational Technology, CER (#167)~	1	6					0	0	0	0	0	0	0
		Elementary Education for Teacher Leaders, MAE (#0433)~	24	131	16	64	22	100	18	80	2	6	-16	-74	
		Elementary Education, R1 (#084)	2	9	3	12	3	9	3	12	1	3	-2	-9	
		Elementary Math Specialization, P-5, CER (#0485)					3	9	0	0	1	6	1	6	
		Gifted Education and Talent Development, CER (#1764)							2	12	0	0	-2	-12	
		Gifted Education and Talent Development, EDS (#0490)	4	18	6	21	27	93	12	48	10	34	-2	-15	
		Gifted Education and Talent Development, MAE (#0482)	15	81	9	32	16	56	10	46	6	25	-4	-21	
		Instructional Design, CER (#0418)	4	18	11	42	11	39	5	18	6	21	1	3	
		Instructional Design, MS (#0428)	7	27	10	54	16	78	17	84	18	96	1	12	
		Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	15	78	14	75	16	75	10	45	21	107	11	62	
		Interdisciplinary Early Childhood Education, Birth to Primary, MAE (#0461)	4	18	3	18	9	42	16	72	12	63	-4	-9	
		Libraries, Informatics, and Technology in Education, MS (#0497)	30	146	40	193	45	242	43	211	51	257	8	46	
		Library Media Education, MS (#083)~	30	141	7	24	1	3	0	0	0	0	0	0	0
		Literacy Education, MAE (#044)	21	102	12	66	6	30	16	81	23	126	7	45	
Literacy P-12, CER (#1750)							0	0	1	6	1	6			

		Literacy in Post-secondary Settings, CER (#0462)	2	6					0	0	6	21	6	21	
		Middle Grades Education for Initial Certification, MAT (#0458)	1	9	3	15	7	42	8	45	1	6	-7	-39	
		Middle Grades Education for Teacher Leaders, MAE (#0434)~	10	41	5	28	4	26	1	3	0	0	-1	-3	
		Secondary Education Teacher Leader, R2 (#0432)	1	3					0	0	0	0	0	0	
		Secondary Education for Teacher Leaders, MAE (#0435)~	17	84	10	40	6	22	5	22	0	0	-5	-22	
		Secondary Education, R1 (#124)	2	9	3	15	3	10	1	6	2	13	1	7	
		Special Education for Initial Certification, MAT (#0456)	5	27	8	45	10	60	38	204	49	267	11	63	
		Special Education: Learning and Behavioral Disorders, MAE (#0457)	35	182	30	158	28	115	20	96	22	117	2	21	
		Special Education: Moderate and Severe Disabilities, MAE (#0438)	9	49	8	44	13	88	23	159	26	192	3	33	
		Teacher Education for Initial Certification, MAT (#0495)	18	135	20	159	16	87	44	249	120	660	76	411	
		Teacher Education, C (#132)	20	75	18	61	31	111	64	359	25	84	-39	-275	
College of Health and Human Services	99HH: Exploratory/Undeclared	Non-Degree Health and Human Services, ND (#0003)													
			39	129	66	295	58	174	37	111	1	4	-36	-107	
	Applied Human Sciences	Aging Studies, CER (#0419)~	1	3						0	0	0	0	0	0
		Child and Family Studies, MS (#0489)	17	90	13	87	12	84	11	75	7	57	-4	-18	
		Dietetic Practice, CER (#0451)	10	60	8	48	8	27	0	0	2	6	2	6	
	Communication Sciences and Disorders	Speech-Language Pathology, MS (#0466)	178	1,607	181	1,674	174	1,745	155	1,614	157	1,671	2	57	
		Physical Therapy	90	1,456	88	1,438	88	1,109	91	1,505	91	1,547	0	42	
	Public Health	Environmental Health and Safety, CER (#0427)	1	6	2	18				0	0	5	18	5	18
		Environmental and Occupational Health Science, MS (#0473)	13	117	16	135	17	117	16	114	22	171	6	57	
		Epidemiology, CER (#1751)							2	12	2	9	0	-3	
		Health Administration, MHA (#153)	52	345	43	261	31	213	24	159	21	168	-3	9	
		Health Education, CER (#0494)			2	12	3	12	0	0	2	12	2	12	
	School of Kinesiology, Recreation, & Sport	Public Health, MPH (#152)	65	434	53	348	51	353	44	296	42	289	-2	-7	
		Facility and Event Management, CER (#0455)	3	9	1	6	2	9	3	24	0	0	-3	-24	
		Intercollegiate Athletic Administration, CER (#0481)	1	6	2	12	4	18	3	24	3	21	0	-3	
		Kinesiology, MS (#0454)	27	238	20	149	9	73	12	108	11	102	-1	-6	
		Nonprofit Administration, CER (#0463)	2	9	2	12	3	21	1	6	0	0	-1	-6	
		Recreation and Sport Administration, MS (#095)	144	927	134	885	103	699	76	562	64	472	-12	-90	
		School of Nursing and Allied Health	Family Nurse Practitioner (Post MSN), CER (#0449)	8	44	6	38	5	32	2	11	5	20	3	9
	Nursing Practice, DNP (#0011)		89	708	81	669	72	543	49	336	38	256	-11	-80	
	Nursing, MSN (#149)		49	264	36	171	25	153	34	286	24	212	-10	-74	
	Psychiatric Mental Health Nurse Practitioner, CER (#0479)		17	82	26	130	19	95	13	64	16	79	3	15	
Social Work	Social Work, MSW (#157)	101	1,119	99	1,035	101	1,107	84	909	88	1,008	4	99		
Gordon Ford College of Business	99BU: Exploratory/Undeclared	Business Administration, MBA (#057)													
		Business Core Competencies, CER (#0487)~	94	719	69	482	139	1,118	146	1,023	131	807	-15	-216	
		Business Sustainability, CER (#0474)~	8	38	7	45	6	35	3	27	0	0	-3	-27	
		Non-Degree Business, ND (#0001)	1	3	1	6	1	3	4	18	1	3	-3	-15	
	Accounting	Accountancy & Data Analysis, MACC (#0501)	2	18	1	12	1	9	0	0	1	6	1	6	
		Accountancy, MACC (#0445)~	20	234	10	120	12	147	6	75	11	130	5	55	
	Analytics & Information Systems	Cybersecurity Data Analytics, CER (#1754)							0	0	0	0	0	0	
		Cybersecurity Data Analytics, MS (#0502)							0	0	3	24	3	24	
		Data Analytics, CER (#1753)							1	6	3	15	2	9	
	Economics	Applied Economics, MA (#0410)	16	139	12	86	17	148	9	85	9	79	0	-6	
Economic Data Analytics, CER (#0491)				2	6			0	0	0	0	0	0		
Graduate College	Graduate School	Not Pursuing a Degree, ND (#126)	20	76	29	105	21	66	12	36	10	40	-2	4	
Ogden College of Science and Engineering	99SC: Exploratory/Undeclared	Brewing and Distilling Arts & Sciences, CER (#0486)~					1	8	0	0	0	0	0	0	

		Emergency Management Disaster Science, CER (#1749)							2	15	2	6	0	-9
		Non-Degree Science, ND (#0004)	4	15	2	6			2	10	1	3	-1	-7
	Agriculture and Food Science	Agriculture, MS (#052)	30	130	14	84	7	60	6	45	13	95	7	50
	Biology	Biology for Teacher Leaders, MAE (#0442)~	2	12			1	3	0	0	0	0	0	0
		Biology, CER (#0493)	3	20	14	72	17	87	8	38	4	23	-4	-15
		Biology, MS (#056)	41	264	41	262	31	215	31	203	29	192	-2	-11
	Chemistry	Chemistry, MS (#059)	22	166	22	143	14	102	8	52	9	73	1	21
	Earth, Environmental, & Atmospheric Sciences	Geographic Information Science, CER (#203)~	1	6	1	3			0	0	0	0	0	0
		Geoscience, MS (#072)	24	136	13	64	10	60	11	53	17	121	6	68
	Mathematics	Mathematics, MA (#049)	17	81	11	48	16	85	16	68	18	88	2	20
		Mathematics, MS (#085)	12	80	8	63	8	60	6	48	5	37	-1	-11
	Physics and Astronomy	Homeland Security Sciences, MS (#0413)	4	32	3	28	4	31	6	53	9	73	3	20
	Psychological Sciences	Psychology, MS (#0469)	25	217	25	236	30	259	25	231	23	222	-2	-9
	School of Engineering and Applied Sciences	Computer Science, MS (#117)	14	125	10	70	9	57	8	46	9	48	1	2
		Engineering Management, MS (#0447)	15	58	21	98	22	110	14	82	6	19	-8	-63
		Lean Sigma, CER (#0452)	5	23	2	9	1	6	0	0	2	12	2	12
Potter College of Arts & Letters	99AR: Exploratory/Undeclared	Non-Degree Arts and Letters, ND (#0002)	2	6	2	6	2	6	1	1	3	12	2	11
	Communication	Communicating in Healthcare, CER (#0475)	1	3			2	9	0	0	1	6	1	6
		Communicating in Organizations, CER (#0471)	3	9	4	12	1	6	0	0	0	0	0	0
		Organizational Communication, MA (#0012)	18	120	15	102	13	99	11	80	6	42	-5	-38
		Strategic Sport Communications, CER (#1744)					1	3	2	15	0	0	-2	-15
	English	Creative Writing, MFA (#0478)	14	115	14	115	12	108	11	93	18	144	7	51
		English, MA (#067)	16	89	12	84	12	82	10	78	11	75	1	-3
		Gender and Women's Studies, CER (#1712)~	2	13	2	9	3	12	0	0	0	0	0	0
		Teaching English to Speakers of Other Languages, CER (#0416)	2	6					0	0	0	0	0	0
	Folk Studies and Anthropology	Folk Studies, MA (#069)	11	82	9	75	11	90	12	96	11	77	-1	-19
		Historic Preservation, CER (#0423)~			1	3	1	3	0	0	0	0	0	0
	History	History, MA (#078)	21	109	17	99	21	123	26	132	28	145	2	13
	Music	Music, MM (#0453)	17	131	15	110	14	103	16	130	15	119	-1	-11
	Philosophy and Religion	Religious Studies, MA (#0446)~	1	1					0	0	0	0	0	0
	Political Science	Local Government Administration, CER (#1745)					5	15	6	18	0	0	-6	-18
		Public Administration, MPA (#051)	22	165	12	105	17	141	18	153	14	114	-4	-39
	Sociology and Criminology	Criminology, MA (#0421)~	13	60	16	75	9	40	5	22	1	6	-4	-16
		Social Responsibility and Sustainable Communities, MA (#0448)~	23	138	26	147	9	57	2	12	0	0	-2	-12
		Sociology, MA (#105)~	8	70	6	52	9	65	4	11	0	0	-4	-11
All			2,426	16,916	2,277	15,641	2,231	15,378	2,021	14,405	2,053	14,780	32	375

~Program closed.

Western Kentucky University Connecting Holistic Admissions, Diversity and Student Success October 21, 2022



Terry Ackerman

ETS Graduate Education Advisor
Distinguished Professor, Educ.
Measurement
University of Iowa
Former Graduate Dean
Univ. of North Carolina, Greensboro

Maureen Grasso

ETS Graduate Education Advisor
Professor, Textile Sciences
Former Graduate Dean
North Carolina State and
University of Georgia



Overview

- ETS Engagement with the Graduate Community
- The Search for Desired Evidence in Application Portfolios
- Graduate Admissions and Some Challenges
- Using a Holistic Admissions Process
- A Multifaceted Holistic Admissions Case Study from UGA



Terry Ackerman



Maureen Grasso

ETS Engagement with the Graduate Community



About ETS



ETS is a nonprofit,
501(c)(3) organization



Mission is to help
advance quality and
equity in education



70+ years of experience
in educational research
and assessment



Develops, administers and scores
50 million tests annually in 180
countries, including programs for
the U.S. and other governments



Significant annual investment in
researching solutions
focused on improving
educational outcomes for all

Who we are

- In fall 2019, ETS created an **Office for Graduate Education Engagement** that includes five key **strategic advisors** with years of *“boots on the ground”* experience in graduate education from different campuses.
- More recently, ETS has also created an **Academic Partnerships Team** to work with you to understand your challenges and work together to solve those challenges, and an **Academic Support Team** to provide training and answer questions regarding GRE tests and services

Meet the Office for Graduate Education Engagement



Terry Ackerman
Distinguished Professor of Educational Measurement at University of Iowa, and Former Graduate Dean at University of North Carolina, Greensboro



John Augusto
Associate Dean of Strategic Initiatives at Georgia State University



Frankie Felder
Associate Professor, Emeritus and Former Senior Associate Dean, Graduate School at Clemson University

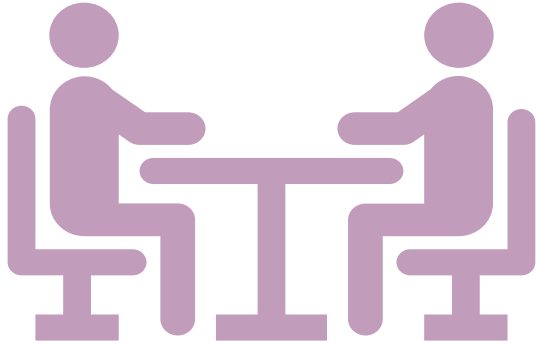


Maureen Grasso
Professor of Textile Sciences and Former Graduate Dean at North Carolina State University and Former Graduate Dean at University of Georgia

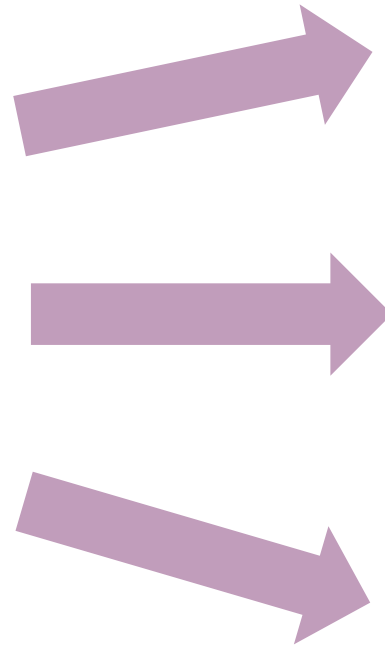


Carlos Grijalva
Emeritus Professor of Psychology and Neuroscience and Former Graduate Associate Dean at the University of California, Los Angeles

What we are doing and why are we doing it



Visiting campuses nationwide to exchange knowledge about graduate admissions practices and collaborate on solutions to address needs within the entire graduate student lifecycle.

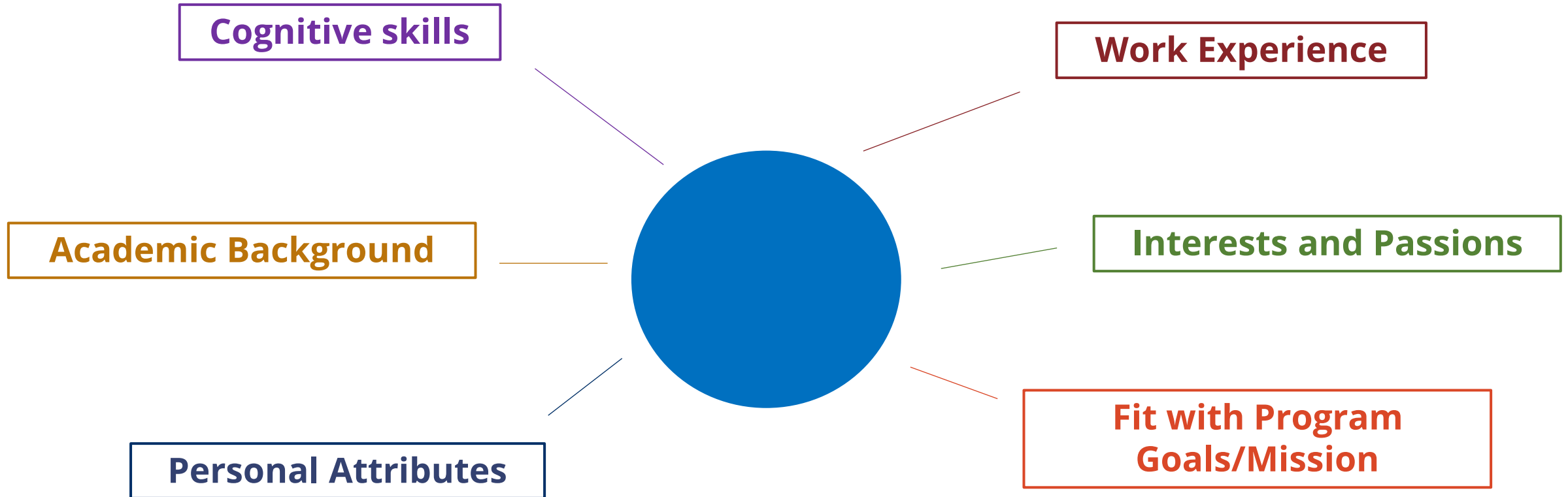


- Arkansas St U
- Binghamton U
- Claremont U
- Clarkson U
- College of Charleston
- Harvard U
- IUPUI
- Lesley U
- MIT
- Morgan State U
- NYU
- Rutgers U
- Stanford U
- Syracuse U
- U of Chicago
- U of Missouri
- U of North Dakota
- U of Wisconsin
- U of Texas, Arlington
- Western Kentucky U



The Search for Desired Evidence in Application Portfolios

The search for desired evidence



Poll #1

Have you mapped the Knowledge, Skills, and Abilities needed to successfully navigate your graduate programs onto each element of your holistic admissions portfolio?

- A. Yes
- B. No

Where is the desired evidence?

Evidence	Cognitive Skills	Academic Background	Personal Attributes	Work Experience	Interests and Passions	Fit with Program Goals/Mission
Undergraduate Transcript & GPA	◆	◆			◆	◆
GRE® Scores	◆					◆
Personal Statement			◆	◆	◆	◆
Statement of Purpose		◆	◆	◆	◆	◆
Letters of Recommendation			◆		◆	◆
Résumé & Research Experience				◆	◆	◆
Interviews			◆	◆	◆	◆

Graduate Admissions and Some of the Challenges

Some of the challenges we are hearing from colleagues across the nation

"We are looking for the best students who match my research needs/interests and who will persevere and finish the program"

"We want to recruit and admit URM students, but we can't get them in the pool of applicants"

"I have no training in how to evaluate applications"

"There is never enough money to fund the students I want to admit"

"How do we evaluate whether we should return to requiring the GRE?"

"There are just too many applications and not enough time to review them so we have to use a cut score so we can get through all of these"

Additional challenges

"We find the best students but they often decline our offer and go to University X because that University has a better 'reputation' and they always get all the good students"

"What do we do with or how do we evaluate Pass/Fail grades?"

"Because of COVID, our practices have changed and we are not sure if that is a good thing."

"If only we could bring them here to meet our faculty and see our facilities, they would seriously consider us"

"Biases – Conscious or Unconscious biases are a challenge we face"

Using a Holistic Admissions Process



Foundational work for holistic admissions “promising practices” and subsequent materials



Campus visits

71 interviews with deans and faculty in the following disciplines:

- Life sciences
- Physical sciences
- Engineering
- Social sciences
- Arts & humanities
- Education
- Business



Literature review

Examined published works related to graduate admissions from early 1950s to present



Other sources

More than a dozen other sources, including *Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools*

See sources at www.holisticadmissions.org/navigate/more-information/

What are the benefits of a truly holistic process?

- ✓ Gain a clearer picture of an applicant's potential fit
- ✓ Identify applicants most likely to be successful in your program
- ✓ Support fair review of all applicants



"Central to the concept of holistic application review is looking at everything a candidate has submitted, understanding unconscious biases and being aware of inequities in access to opportunities."

Mark J.T. Smith

Dean of the Graduate School and Senior Vice Provost
for Academic Affairs
The University of Texas at Austin
Past GRE Board Chair

What is “holistic admissions”?

What Criteria Are Considered?

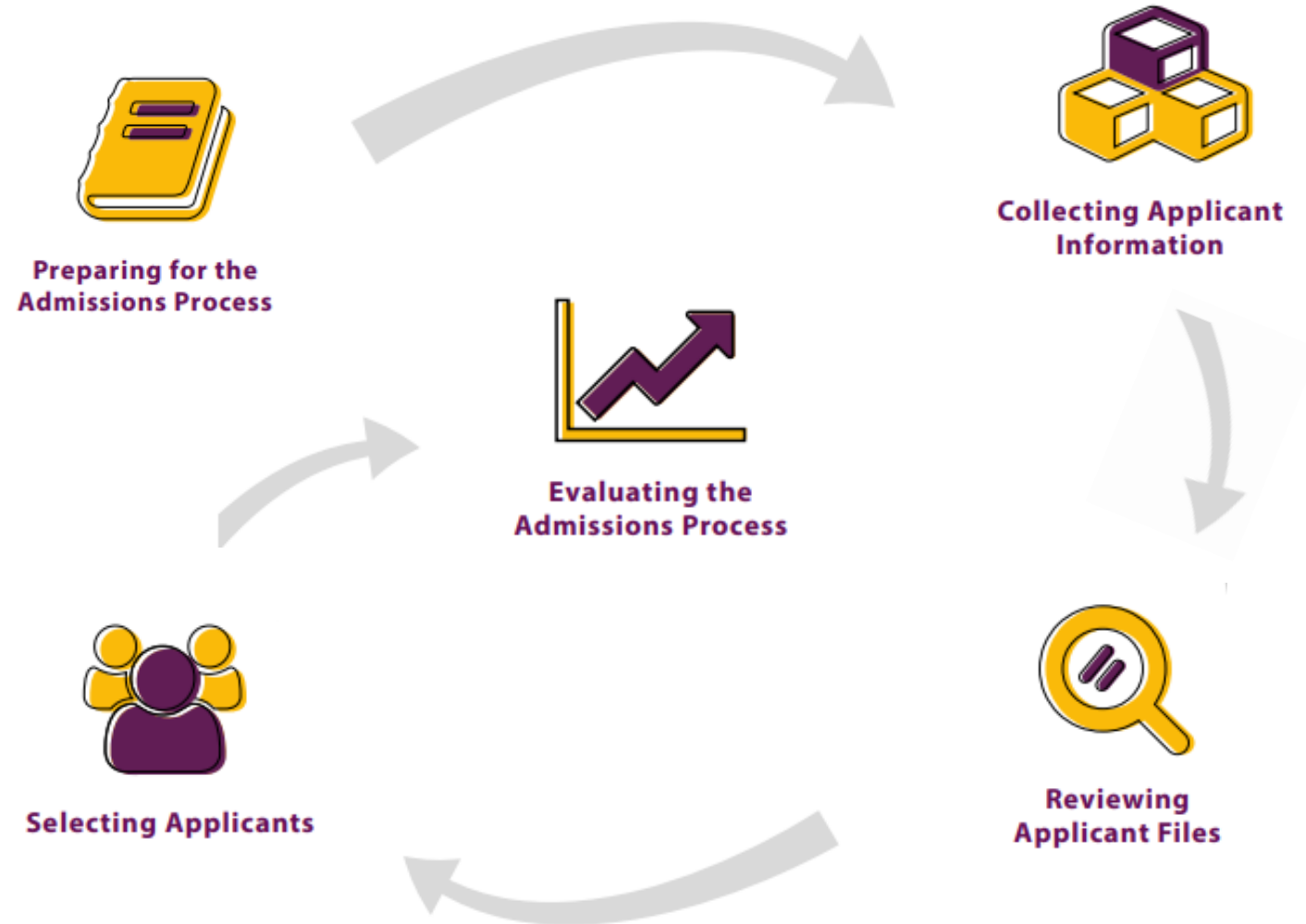
Who Is Considering the Criteria?



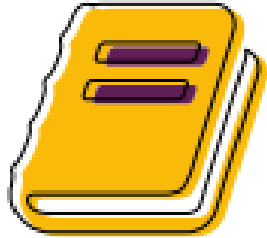
In What Order Are Criteria Considered?

How Are Criteria Weighted Based on Goals?

Holistic practices can be embedded within each step of the admissions process



Step 1. Preparing for the admissions process



- ✓ Set goals and guiding principles.
- ✓ Structure processes to achieve your goals.
- ✓ Consider committee composition and training.



"We must commit to holistic evaluation to get a true sense of who an applicant is and can become."

Janet Rutledge

Vice Provost and Dean of the Graduate School at the University of Maryland, Baltimore County (UMBC), and GRE Board Past Chair

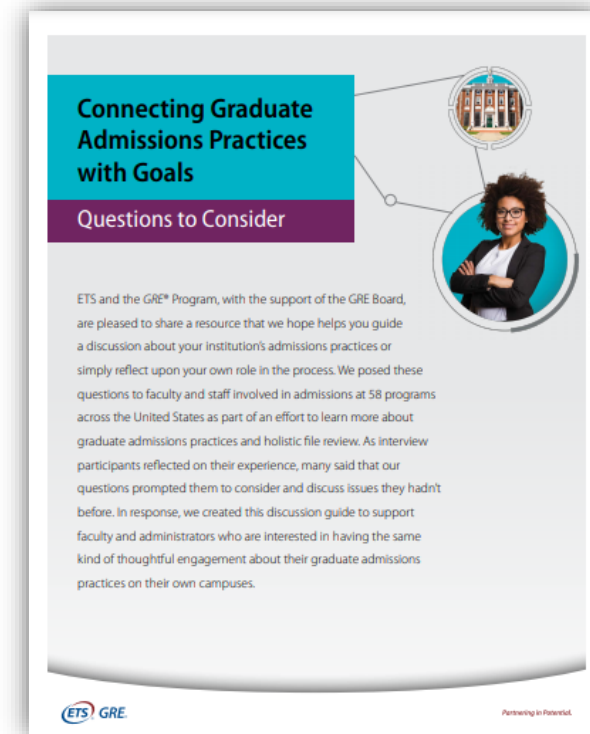
Step 1. Preparing for the admissions process:

Set goals and guiding principles

- ✓ Define success and evidence of success.
- ✓ Set goals that align with the mission of the program.
- ✓ Establish guiding principles so all parties understand how the goals will be achieved. Specifics help clarify expectations.
- ✓ Once established, goals and guiding principles can inform every step of the process.

Setting Goals

A discussion guide to facilitate a conversation on your campus



[Download here.](#)

Step 1. Preparing for the admissions process:

Consider committee composition and training

- Consider whether there is a balance of influence among team members.
- Ensure a variety of perspectives and experiences are reflected.
- Provide faculty opportunities to:
 - Learn about less familiar undergraduate schools.
 - Work with undergraduate students from underrepresented groups.
- Discuss or offer training about the role of implicit (unconscious) bias and how to avoid it.

Training the Committee

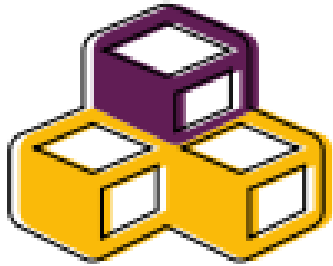
Cornell Graduate School provides an excellent faculty resource

Implicit Bias Resources Webpage

Shares curated videos and links to other training materials

Visit [here](#).

Step 2. Collecting applicant information



- ✓ Determine evidence needed to evaluate applicants.
- ✓ Ensure application explicitly requests it.
- ✓ Collect comparable information from all applicants.



“A complete assessment of each applicant is important to identifying the best graduate students for your program. Including GRE scores is essential in having a full understanding of the potential of each applicant.”

Maureen Grasso

Professor of Textile Sciences and Former Dean of the Graduate School, North Carolina State University, former Dean of the University of Georgia Graduate School, and Graduate Education Advisor with ETS

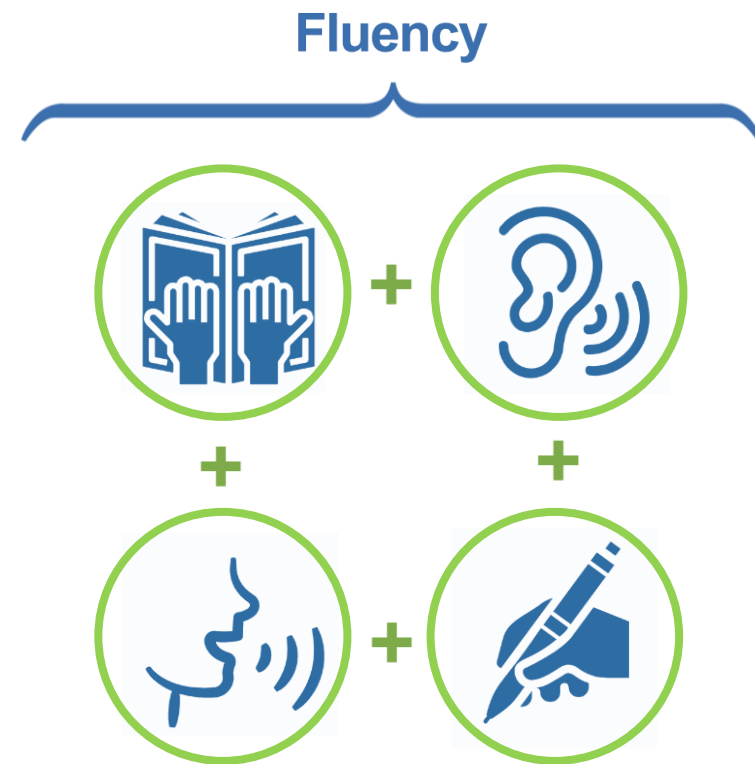
International students and admissions considerations

Degrees from Foreign Institutions

- ✓ Degrees considered acceptable by authoritative references such as *The International Handbook of Universities Yearbook* and other reputable publications.
- ✓ Transcript evaluation

Evaluating English Language Proficiency

- ✓ Use a standardized test that measures all four skills
 - Quality is key
 - Some provide speech samples
- ✓ Conduct in-person or video interviews
- ✓ Collect and review essays



Step 2. Collecting applicant information: Determine the evidence needed

Evidence should be broad in scope, drawing from:

- ✓ Personal Statement, Statement of Purpose, and résumé/CV
- ✓ Undergraduate GPA, major GPA and transcript
- ✓ Standardized assessments, such as the *GRE*® General Test.
- ✓ Personal attributes documentation, such as the personal statement and letters of recommendation.

Understanding Sources

The purpose, pros and cons of application criteria

Reviewer Diligence and Responsibility
in the Graduate Application Process

By JoAnn Conoles

The graduate application process is a series of steps that require careful attention to detail. From the initial application to the final decision, there are many factors that can influence the outcome. While the evidence submitted in an application package may never give the full picture, being explicit about what evidence you expect to find in each component of the application and being aware of the benefits and limitations of each can help keep the process as equitable as possible in seeking to achieve your program enrollment goals. For more information, visit [ets.org/graduate](#) and discuss in admissions committee meetings.

Undergraduate Transcript & Grade Point Average:

- **Purpose:** The undergraduate transcript and grade point average (GPA) are two inseparable data points that can serve as an indication of specialized experience and academic ability.
- **Benefits:** Transcripts can indicate several things that are key to evaluating an applicant, including growth over time, pursuit of challenging coursework, passion for particular subject matter, well-roundedness, and cross-disciplinary interests.
- **Drawbacks:** Comparing GPAs between applicants is a challenging exercise that can result in misleading conclusions. The exact meaning of GPA can differ from applicant to applicant, as it can be skewed by grade inflation and varying institutional rigor.
- **Mitigation:** While the measure is not standardized, when evaluated in context with the transcript, reviewers can still make valuable determinations. With the transcript and GPA, it's important to read between the lines and look for evidence that an applicant is seeking challenging coursework, while excelling or showing significant academic growth.

[Download here.](#)

Poll #2

Which, if any, of these skills/abilities are important for students to do well in your program? (Mark all that apply)

- A. Critical thinking
- B. Ability to clearly articulate a well-developed argument
- C. Ability to analyze an argument by assessing its claims and logical soundness
- D. Reading comprehension
- E. Ability to analyze and draw conclusions from discourse
- F. Data analysis
- G. Ability to understand information from charts, tables, graphs, etc.
- H. All of the above

What are the risks of eliminating the *GRE*[®] test from the admissions process?

- You are removing the only standardized, directly comparable measure of preparedness for graduate school from the admissions evaluation process.
- Applicants lose an opportunity to highlight strong scores and present themselves in the best possible light.
- Admissions committees are left completely reliant on trying to compare and equate GPAs across institutions and over time.
- There is also the issue of grade inflation.

See: [Eliminating the GRE[®] Test in Graduate Admissions Increases Barriers for Students](#)

Newman et al. (2022)

“The group mean race gaps in scholastic tests are widely known, but not widely understood... **These tests appear to provide standardized measures of a subset of scholastic knowledge and skills that are distributed in society in a very biased manner.** For a concrete example, given an individual’s knowledge of geometry and algebra, tests like the GRE provide an accurate measure of this knowledge; **but access to this knowledge itself varies by race (for reasons described below).** We take the position that these subgroup differences in the measured scholastic knowledge and skills are real phenomena—they are not simply measurement artifacts or measurement bias—and are the result of differences in the environmental opportunities, threats, stressors, and daily experiences of Black and White Americans (i.e., they are “mal-treatment effects”). **Systemic racism has had real consequences in the academic domain.”** (p. 48) (emphasis our own)

Newman, D. A., Tang, C., Song, Q. C., & Wee, S. (2022). Dropping the GRE, keeping the GRE, or GRE-optional admissions? Considering tradeoffs and fairness. *International Journal of Testing*, 22, 1, 43-71 <https://www.researchgate.net/publication/358177893>

“Annual assessments are imperative to have accurate information”

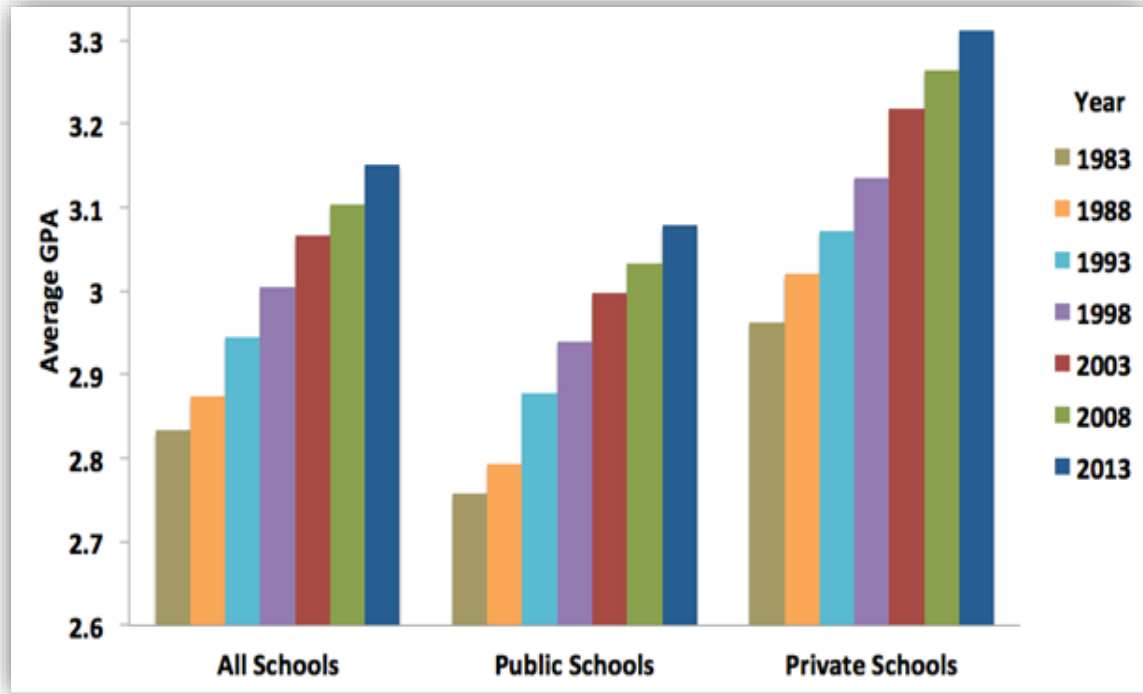
Joint Letter from Civil Rights, Social Justice, Disability Rights, and Education Advocates

“The use of standardized tests has helped reveal longstanding achievement gaps and racial disparities in academic opportunity and provided the evidence used by civil rights groups to advocate for change”



Source: [*The Education Trust*](#), publication date November 20, 2020.

All components of the application have imperfections



Source: gradeinflation.com

Educational opportunities and life circumstances can have a substantial influence on all components of an application, including:

- ✓ Letters of recommendation
- ✓ Reputation of the undergraduate institution
- ✓ Personal statements
- ✓ Undergraduate GPA
- ✓ *GRE*® Scores

Only GRE Test Scores:

- ✓ Are backed by ongoing research
- ✓ Are overseen by a Board of your peers
- ✓ Meet and exceed industry psychometric standards
- ✓ Have processes to ensure they are as free from bias as possible

See: [ETS Fairness](#)

New research on the potential for bias in graduate admissions

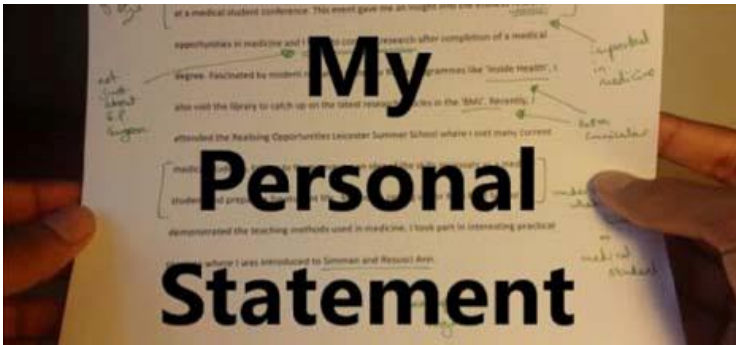
- Literature review and critical evaluation of six common elements of graduate admissions for fairness, bias, and validity
- **Key Finding:** GRE scores are susceptible to the FEWEST potential sources of systematic variance when compared to other evaluation methods.
 - “...these qualitative assessment methods (i.e., resumes/CVs, personal statements, letters of recommendation, and unstructured interviews) often lend themselves to socio-cognitive and rater biases.” (page 15)

Holistic Admissions Evaluations

- ✓ GRE scores
- ✓ UGPA
- ✓ Personal Statement
- ✓ Reference Letters
- ✓ Resume/CV
- ✓ Interview

Source: Woo et al. (2022) [Bias, Fairness, and Validity in Graduate-School Admissions: A Psychometric Perspective](#). Perspectives on Psychological Science

Personal statement



Purpose

- Opportunity for applicant to showcase passions, personality and potential.

Benefits

- Puts a face to more objective and quantitative credentials.
- Reminds reviewers that applicants are individuals with unique experiences, backgrounds and points of view.

Personal statement (continued)

Drawbacks

- Especially subjective and can be perceived very differently depending on the reviewer's background, preferences or values.
- Quality of responses highly subject to explicitness of the instructions.

Mitigation

- Make sure that the personal statement provides insights on the applicant's ability to be persistent and resilient.
- Have several committee members — including students — read application directions.
- Have several committee members review the personal statement to gather multiple perspectives .
- Consider using descriptive rubric that delineates specific criteria.
- Must be targeted to elicit information the admissions committee is seeking.

Personal Statement Instructions and Prompts

- What is a Personal Statement and what is it used for? The Personal Statement is an opportunity for you to provide additional information that may aid the selection committee in evaluating your preparation and aptitude for graduate study. Here are some example prompts used at UCLA:
 - Are there educational, personal, cultural, economic, or social experiences, not described in your Statement of Purpose, that have shaped your academic journey? If so, how? Have any of these experiences provided unique perspective(s) that you would contribute to your program, field or profession?
 - Describe challenge(s) or barriers that you have faced in your pursuit of higher education. What motivated you to persist, and how did you overcome them? What is the evidence of your persistence, progress or success?

Statement of purpose

Purpose

- Opportunity for applicant to indicate the reason for applying for graduate study in a specified degree program.

Benefits

- Helps reviewers understand the experiences that have prepared the student for advanced study.
- Helps reviewers decide if the applicant is a good fit.
- Helps reviewers understand the applicant's career plans.



Statement of purpose (continued)

Drawbacks

- Student may not understand purpose unless instructions are clear.
- Reviewer might not agree with the applicant's career goals.
- Often heavily coached and edited.

Mitigation

- Make sure that the statement of purpose aligns with the program goals.
- Provide clear instructions on the content expected.
- Have several reviewers read the statement.
- Consider using a rubric to evaluate the statement of purpose.

Letters of recommendation

Purpose

- Unique role as a third-party assessment and endorsement.
- Indicates attributes and ability for applicant to succeed .

Benefits

- Authentic perceptions of previous achievements and potential to succeed.
- Provides concrete examples of subjective traits described elsewhere.



Letters of recommendation (continued)

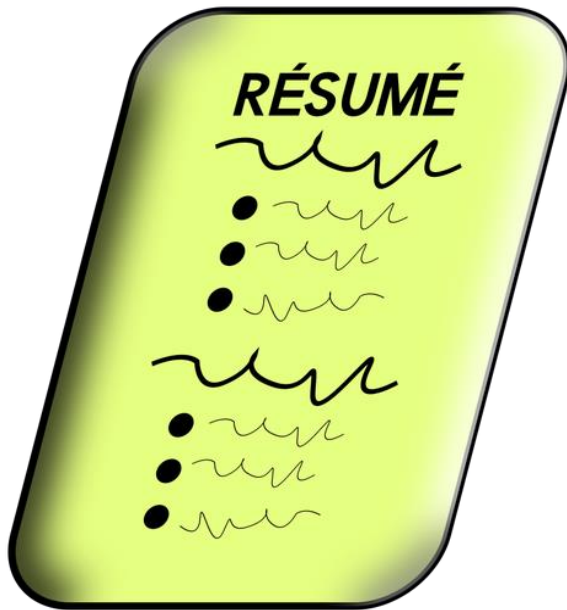
Drawbacks

- Highly subjective and tend to have positive bias.
- May be prone to gender bias.
- Recommenders may write out of courtesy.
- Some letters are written by the students themselves.
- Reviewers tend to favor letters that come from people they know or from prestigious institutions.

Mitigation

- Pay special attention to language used and specific examples.
- Articulate specific dispositions to be addressed and request related examples as evidence.
- Consider providing a standard form with metrics.
- Have a diverse group of reviewers read the letters.
- Use a rubric to evaluate letters of recommendation based on intentional instructions provided to the recommender.

Résumés and research experience



Purpose

- Shows how applicants have practically applied ideas and concepts learned in the classroom.
- Indication of specialized experience.

Benefits

- Applicants demonstrate that they possess dispositions needed to make contributions to their selected fields.
- Provide proof of practical skills that can be advanced in and outside the classroom.

Résumés and research experience (continued)

Drawbacks

- Socioeconomic and other factors can affect an applicant's ability to gather relevant experience.
- Some applicants may question relevancy of their experiences and thus, not fully provide pertinent information.

Mitigation

- Understand the role of privilege and its impact on resumes.
- Be explicit and transparent regarding information to be included.
- Provide a consistent format for applicants to follow.

Interviews



Purpose:

- To ensure there is a good fit between the student's aspirations and the department's offerings.
- Taps into the student's communication skills; both nonverbal and verbal communication skills.
- Taps into interpersonal and intrapersonal skills.

Benefits:

- Gives more insight into the candidate.
- Allows you to ask additional questions about specific points in the application.
- One more piece of information to get the best perspective on the student.

Interviews (continued)

Drawbacks:

- There may be an overreliance on interviews over other pieces of information.
- Can be influenced by conscious and unconscious biases.
- An unstructured interview may not provide the information the program needs to make an informed decision.
- Some students might be at a disadvantage due to cultural differences.

Mitigation:

- Important for the interview to be standardized. There needs to be a rubric.
- Need to be intentional about purpose of the interview.

Alternate Methods

Georgetown University School of Medicine on mitigating bias.

**Unconscious Bias
in Interviewing
and Letters of
Recommendation**

[View here.](#)

Application criteria purpose, benefits, drawbacks and mitigations

Application Criteria	Purpose	Benefits	Drawbacks	Mitigation
Undergraduate Transcript & GPA	<ul style="list-style-type: none"> Specialized experience Academic ability 	<ul style="list-style-type: none"> Growth over time Challenging coursework Passion for subject Well-roundedness Cross-discipline interests 	<ul style="list-style-type: none"> Varying institutional rigor Different grading scales Pass/fail options (COVID19) Grade inflation 	<ul style="list-style-type: none"> Examine in context Read between the lines Look for evidence of challenging coursework, growth
GRE® Scores	<ul style="list-style-type: none"> Cognitive skills Grad readiness 	<ul style="list-style-type: none"> Objective benchmark Equal opportunity Research-based Fairness reviews Professional standards Board of grad deans 	<ul style="list-style-type: none"> Overweight/cut scores Tendency to combine scores Prep investments vary Group score differences 	<ul style="list-style-type: none"> Consider relevant scores Go holistic Use a rubric Avoid predictive emphasis Use alternate review processes
Personal Statement	<ul style="list-style-type: none"> Passions Personality Potential 	<ul style="list-style-type: none"> Humanizes objective, quantifiable info Unique experiences, backgrounds, POVs 	<ul style="list-style-type: none"> Especially subjective; perceptions dependent on reviewer factors Subject to explicitness of instructions 	<ul style="list-style-type: none"> Needs to provide insights on persistence and resilience Gather input on application directions Have multiple reviewers Use descriptive rubric Target info committee is seeking

Application criteria purpose, benefits, drawbacks and mitigations (continued)

Application Criteria	Purpose	Benefits	Drawbacks	Mitigation
Statement of Purpose	<ul style="list-style-type: none"> Reason for applying to program 	<ul style="list-style-type: none"> Student's experiences as prep for advanced study If applicant is a good fit Applicant's career plans 	<ul style="list-style-type: none"> Purpose not understood unless instructions are clear Disagreement with applicant's career goals Often heavily coached and edited 	<ul style="list-style-type: none"> Needs to align with program goals Provide clear instructions on content expected Have several reviewers read Use a rubric
Letters of Recommendation	<ul style="list-style-type: none"> Third-party assessment and endorsement Attributes Ability to succeed 	<ul style="list-style-type: none"> Authentic perceptions of achievements, potential Concrete examples of subjective traits 	<ul style="list-style-type: none"> Highly subjective; positive bias Prone to gender bias Courtesy vs sincerity Some are student authored Reviewer bias 	<ul style="list-style-type: none"> Pay attention to language, examples Articulate dispositions; request examples Provide a standard form with metrics Diverse group of reviewers Use a rubric with intentional instructions for recommender

Application criteria purpose, benefits, drawbacks and mitigations (continued)

Application Criteria	Purpose	Benefits	Drawbacks	Mitigation
Résumé & Research Experience	<ul style="list-style-type: none"> • Practical application of classroom concepts • Specialized experience 	<ul style="list-style-type: none"> • Skills and dispositions to contribute to the field • Proof of practical skills that can be advanced 	<ul style="list-style-type: none"> • Influenced by socioeconomic factors • Can be incomplete due to relevancy questions 	<ul style="list-style-type: none"> • Understand role and impact of privilege • Use explicit directions • Use consistent format
Interviews	<ul style="list-style-type: none"> • Fit between student's aspirations and department's offerings • Verbal and nonverbal communication skills • Interpersonal and intrapersonal skills 	<ul style="list-style-type: none"> • More insight into candidate • Can ask questions about points in application • Another piece of information to get best perspective on student 	<ul style="list-style-type: none"> • Overreliance on interviews • Influenced by conscious and unconscious biases • If unstructured, may not provide the information needed • Cultural differences might cause some students to be at a disadvantage 	<ul style="list-style-type: none"> • Standardize interview and use a rubric. • Be intentional about purpose of the interview

Step 3. Reviewing applicant files



- ✓ Adopt a truly holistic review process.
- ✓ Consider multiple criteria.
- ✓ Explore alternate processes.



“A holistic process inclusive of both objective and subjective measures is inherently fairer and more respectful to applicants, while also helping programs better meet their needs.”

Michael Cunningham

Associate Provost for Graduate Studies and Research and Professor of Psychology and Africana Studies at Tulane University, and Chair of the GRE Board Services Committee

Step 3. Reviewing applicant files: Explore alternate processes

- ✓ Determine alternate review processes to avoid the framing bias.
- ✓ Consider withholding information about UGPA and GRE scores until personal statements are reviewed or interviews are conducted.
- ✓ Ensure all participants review application materials in the same order and completely independently.

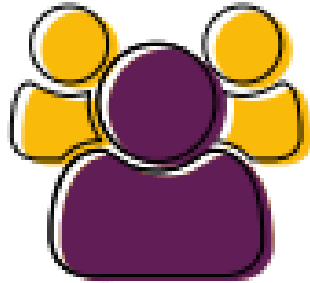
Alternate Methods

Georgetown University School of Medicine on mitigating bias.

*Unconscious Bias
in Interviewing
and Letters of
Recommendation*

View [here](#).

Step 4. Selecting applicants



- ✓ Balance quantitative and qualitative measures.
- ✓ Consider composition of the class as a whole.
- ✓ Use a scorecard or rubric for consistency.



"Making admissions decisions is an art and a science. Information about personal attributes and passions, found in personal statements and recommendations, serves as the art. Information about applicants' critical thinking skills, provided through GRE scores, serves as the science. Both are important."

JoAnn Canales



Dean Emeritus of Graduate Studies, College of Graduate Studies, Texas A&M University-Corpus Christi, Senior Scholar-in-Residence Emerita, Council of Graduate Schools, and former GRE Board member

Step 4. Selecting applicants: Use a rubric

- ✓ Use tools to help ensure that reviewers evaluate applicants consistently and in alignment with program goals.
- ✓ Give more points to information the program values more and fewer points to less important information.
- ✓ Recommend actions based on total score ranges.

Rubric Example

A sample scorecard with links to more examples



Using a Holistic Admissions Scorecard for Fair and Consistent Application Review

Various definitions agree that, at its core, holistic admissions is a method in which reviewers consider all available information to get a more complete picture and view an applicant on their own terms. Implemented appropriately, it can support a fair and inclusive process that helps to identify applicants that effectively meet program needs and support institutional goals.

Programs conducting holistic admissions typically:

- use evidence and information from multiple sources to gauge applicants' knowledge, skills, experiences and personal attributes;
- avoid using threshold (or cut) scores that determine not only measures of academic experience and cognitive skills, such as undergraduate GPA and GRE® General Test scores, as the key merit candidates with other desirable attributes from being considered;
- give thought to the weighting of various components of the application, and the order in which those components are reviewed to consider all information about an applicant in a fair and equitable way.

Some programs use scorecards (or rubrics) to help ensure that reviewers evaluate applicants consistently and in alignment with program goals. With such a tool, a range of points is assigned to each component of the application based on the program's goals. Components considered more important receive more points than components considered less important. And for each component, reviewers can assign a range of scores depending on whether the evidence received demonstrates the skills, experiences and attributes desired.

In the example below, provided for illustrative purposes, a program is intentionally prioritizing applicants who have research experience.

Component	Maximum Points
Research	5
Letters of Recommendation (LORs)	3
Work experience/ CV	3
Understanding of curriculum	2
CPA	4
Personal statement	2
GRE® scores	4
Total	25

[Download here.](#)

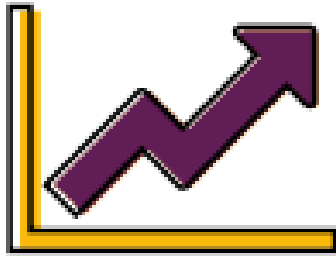
Sample rubric for illustrative purposes

Component & Max Points	Points values
Research Max = 5	3 – 1 yr UG + work/ internship research 2 – 1 year of UG research 0-1 – less than a year <i>1-2 extra for publications, posters, awards, etc.</i>
Letters of Recommendation Max = 3	3 – very strong letters 2 – moderately strong letters 1 – below average letters -1 – red flag in letters
Work exp./CV Max = 3	2 – 2+ years related work exp. 1 – 1-2 years related work exp. <i>1 extra for volunteer work</i>
UG curriculum Max = 2	1 – extensive science coursework <i>1 extra for high UG challenge</i>
UGPA Max = 4	4 – 3.7 to 4.0 3 – 3.4 to 3.69 2 – 3.2 to 3.39 1 – 3.0 to 3.19

Component & Max Points	Points values
Personal statement Max = 3	2 – suggests strong fit 1 – suggests good fit 0 – unclear fit -1 – poor fit <i>1 extra for hardship, disadvantage</i>
GRE Quantitative Reasoning Max = 2	2 – 164-170 1 – 160-163 -1 – less than 142
GRE Analytical Writing Max = 2	2 – 5.0-6 1 – 4.0-4.5 -1 – less than 3
GRE Verbal Reasoning Max = 1	1 – 150-170 0 – <150
Total Score:	20-25 – Strong admit 17-19 – Admit 14-16 – Probable admit 10-13 – Probable deny 0-9 – Deny

Find several more examples [here](#).

Step 5. Evaluating the admissions process



- ✓ Evaluate outcomes data against inputs.
- ✓ Reflect on past students to gain insight.
- ✓ Understand typical reasons for dropping out.



“Be careful about placing blame for low completion rates on inputs considered during admissions. Completion is more often caused by what happens after enrollment, and programs and institutions can often influence outcomes by developing strong mentorship programs and a culture of inclusion.”

Carlos Grijalva

Emeritus Professor of Psychology and Neuroscience and Former Graduate Associate Dean at the University of California, Los Angeles, and Graduate Education Advisor with ETS

Step 5. Evaluating the admissions process:

Measure outcomes

- ✓ Evaluate outcomes against admissions data to ensure desired goals are achieved.
- ✓ Look for patterns that can help refine admissions practices in subsequent cycles.
- ✓ If goals haven't been met, review your strategies for recruiting and nurturing relationships.
- ✓ Consider doing a regression analysis using an appropriate sample size. This can help determine how well the various components can predict student success, however your program defines success.

Analyze Inputs

Implement a data-driven approach to increase diversity.

A Model for Holistic Review in Graduate Admissions that Decouples the *GRE*[®] Tests from Race, Ethnicity, and Gender

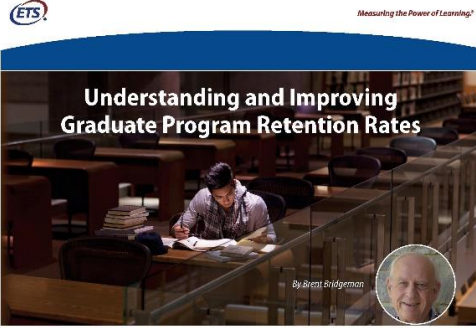
[Read here.](#)

Understand why students drop out

- ✓ Exercise care when comparing outcomes with inputs as many factors contribute toward whether a student is successful in a particular program.
- ✓ Conduct exit surveys and/or interviews to consider changes the program or institution can make to avoid dissatisfaction.
- ✓ Note that while *GRE*[®] scores cannot predict which students will drop out due to life circumstances, they are helpful in determining who has the reasoning, critical thinking and analytical writing skills needed for graduate-level study, and who is likely to struggle.

Retention Is Personal

Understand and improve graduate retention rates



Understanding and Improving Graduate Program Retention Rates
By Brent Bridgeman

ETS
Measuring the Power of Learning[®]

Graduate school is hard — and it is supposed to be. The ultimate purpose of graduate school is to provide students with the chance to dive deeper into a field they are interested in and give them the skills necessary to excel professionally. It is meant to greatly challenge students with a passion for learning in order to produce top-notch practitioners, researchers, and critical thinkers in all fields of study. Graduate school is one of the biggest, most consequential decisions a nascent intellectual can make, and it demands numerous sacrifices and costs along the way.

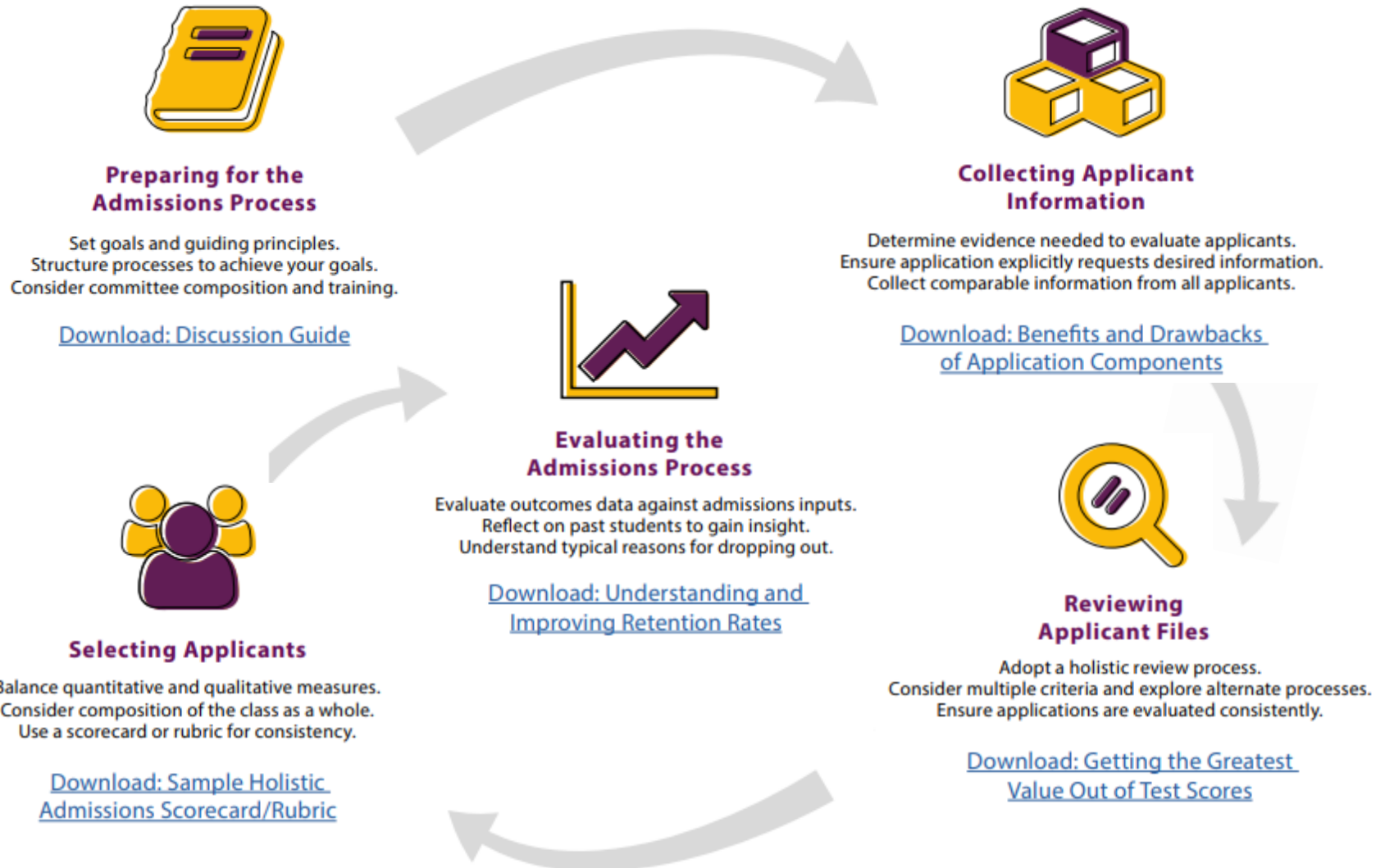
Countless factors go into why someone chooses to go down this path and myriad more go into why they might choose to leave it, but the issue of retention in graduate programs is generally misunderstood and understudied. Nearly everyone involved in graduate admissions in one way or another agrees that attrition has negative consequences; however, there is very little agreement about what causes it. Sticking with a graduate school program all the way through is a multifaceted issue that touches on nearly every aspect of a student's academic career, as well as his or her personal life.

A study from the National Center for Education Statistics found that the most common reasons for leaving graduate school were: changes in family status (30%); job/military conflict (17%); dissatisfaction with the program (16%); the need to work (14%); personal problems (13%); and other financial reasons (12%). However, in that same study, only 1% of interviewees said they dropped out due to academic problems. One of the reasons this number is so low is in part due to the role that standardized testing plays in graduate admissions, particularly its ability to predict outcomes related to academic performance, such as first-year graduate grade point average (GPA), overall graduate GPA, and faculty ratings of student performance.

The GRE[®] General Test measures skills that are necessary for success in rigorous graduate programs: verbal reasoning, quantitative reasoning, critical thinking, and analytical writing. Soft skills, such as a student's motivation and personal disposition to stick with a program to the end, the conscientiousness needed to produce quality research, and the grit to overcome obstacles — all of which are also essential to degree completion — cannot be measured by the

[Download here.](#)

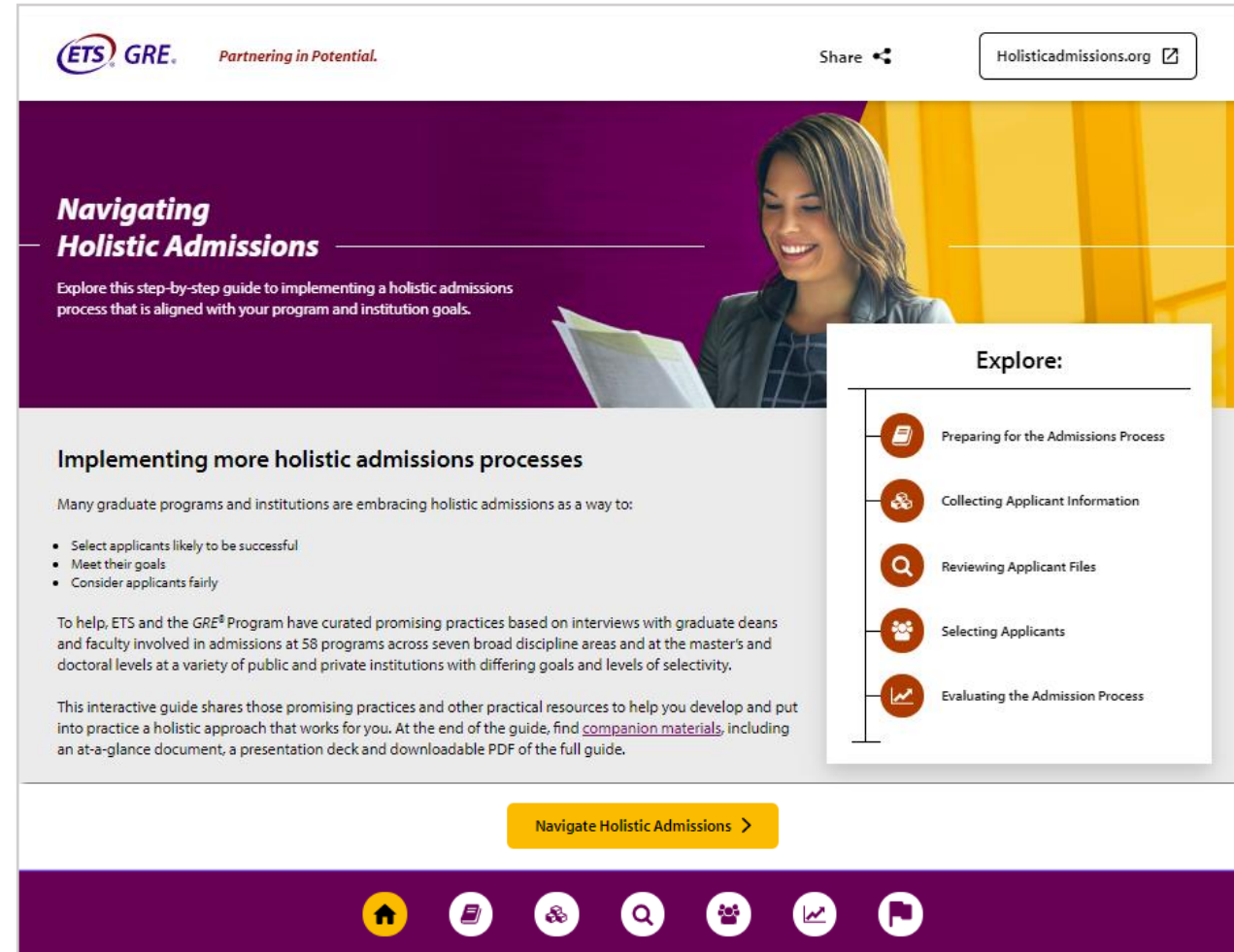
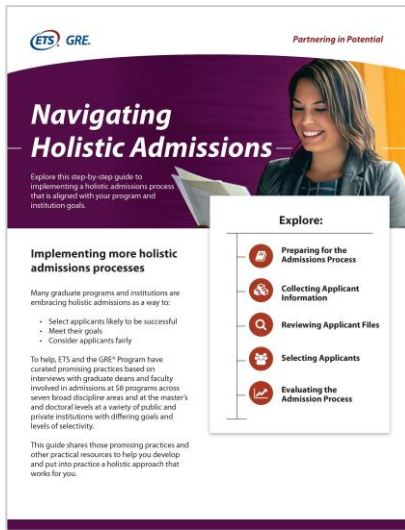
Holistic admissions best practices in a nutshell



Access this infographic [here](#).

“Navigating Holistic Admissions” digital guide

This robust resource provides research-based guidance, examples from programs, and **downloadable content** that can be emailed, printed and shared. The entire guide is also available as a PDF and a PowerPoint deck.



Resource: [Navigating Holistic Admissions Digital Guide](https://www.holisticadmissions.org/)

Take Our New Holistic Admissions Master Class — It's Free!



The Holistic Admissions Master Class provides insightful holistic admissions strategies and best practices from current and former graduate deans with years of boots-on-the-ground experience.

From defining holistic admissions to helping you measure the outcomes of your recruitment initiatives, our carefully selected Master Class content will help you achieve the fullest benefits of a holistic admissions process.

[Sign Up Today](#)

Learn more at holisticadmissions.org/masterclass.



A Multifaceted Holistic Admissions Case Study from UGA



UGA: The Goal → Increasing URM graduate students and degree completion



Changed the Recruitment process

- Identified outreach potential to HBCU and established feeder school agreements
- Used [GRE Search Service](#)
- Informed applicants about the [GRE® Fee Reduction Program](#)
- Informed applicants about the availability of [excellent free test prep](#)
- Revamped websites of programs to be student focused- today use of more social media
- Established Summer Bridge to Doctorate Programs (recruitment and retention) Gateway to Graduate School Bridge Program

UGA: The Goal → Increasing URM graduate students and degree completion



Changed the Recruitment process (continued)

- Pooled financial resources from across campus to support URM students
- Supported STEM Summer Research programs by assisting in recruiting for degree programs
- Involved Graduate and Professional Student (GAPS) organization in recruitment
- Used software and tailored communication and timing

UGA: The Goal → Increasing URM graduate students and degree completion



Admissions – No single component of the application predicts success

- Faculty encouraged to identify the knowledge, skills, abilities, characteristics → key to success in their programs
- Avoided using cut scores → highest scores were not best predictor
- Faculty moved to **holistic admissions** and were more inclusive than exclusive
- Interviewing students – removed GPA and GRE scores from student dossier; virtual today

UGA: The Goal → Increasing URM graduate students and degree completion



Degree Completion

- **Faculty to Student** Mentoring is Key
 - Culturally Responsive Mentoring
 - Deficit Mentoring – the student does not need “fixing”
- **Peer to Peer** Mentoring is Key
- **Financial** Support is Key
- **Identifying barriers** to pathway to success and made changes in policies and practices
- GAPS were instrumental to **build community** and assist with retention

UGA: The Goal → Increasing URM graduate students and degree completion



- Increased graduate student body resulting in 54% increase in African American students
- Implemented Enrollment policy resulting in shorter time to degrees and more degree completions

To get more information

- **Holistic Admissions Strategies**

- Visit www.holisticadmissions.org

- **GRE® Tests and Services**

- Visit www.ets.org/gre/institutions

- **If you have questions:**

- Terry Ackerman, ETS Graduate Education Advisor: terry-ackerman@uiowa.edu
- Maureen Grasso, ETS Graduate Education Advisor: mgrasso@ncsu.edu
- Catherine Shultz, Academic Partnerships: cshultz@ets.org
- GRE Help Line: grehelpline@ets.org

Questions?



Copyright © 2022 by ETS. All rights reserved. ETS, the ETS logo, GRE, POWERPREP, and POWERPREP PLUS are registered trademarks of ETS in the United States and other countries. SCOREITNOW! is a trademark of ETS. All other trademarks are the property of their respective owners.



Appendices

Appendix A: Examples of Graduate Program Resources from
Vanderbilt University

Appendix B: Examples of Graduate Program Resources from
Cornell University

Appendix C: Increasing Access and Equity for Applicants

Appendix A

Examples of Graduate Program Resources from Vanderbilt University

Resources from Fisk-Vanderbilt Master's to Ph.D. Bridge Program

<https://www.fisk-vanderbilt-bridge.org/toolkit>

- Toolkit for Practitioners
- The Fisk-Vanderbilt Masters-to-PhD Bridge Program was developed with the hope that the lessons learned, strategies, and tools we have developed would inspire and provide concrete guidance to other practitioners in the field seeking to develop similar programs. To access these resources and help us assess their utility, please fill out the form below.
- Please contact us if you have trouble accessing the resources or with any questions regarding the use of these tools as well as just to let us know that you are using them.
- We would love to hear from you!

Resources from the Fisk-Vanderbilt Master's to Ph.D. Bridge Program

Source: <https://www.fisk-vanderbilt-bridge.org/toolkit>



Attribute	Score		
	High	Medium	Low
Positive Self-Concept	Expresses confidence they can complete challenging goals, makes positive statements about abilities	Shows confidence and independence but may be unsure about adequacy or skills	Is unsure they can complete the program, exhibits low self-esteem
Realistic Self-Appraisal	Can clearly and realistically delineate strengths and weaknesses, works on self development	Has trouble identifying strengths and weakness but appreciates/seeks both positive and negative feedback	Over or understates abilities, does little to no self-assessment, does not appear to have learned from experiences
Preference for Long vs. Short Term Goals	Clearly communicates long-range goals beyond the PhD	Primary goal is PhD completion	Is vague about long-term goals, or goals are short term such as coursework
Support Person Availability	Can define a professional support network including mentors	Expresses support from one individual, or family or community	Expresses little or no support from family or institution for goals
Leadership/Community Involvement	Demonstrates involvement and leadership ability in either academics, family, community, religious group, or athletics	Demonstrates involvement in groups in academia or extramural but has not shown leadership	Not involved in institutional or community group, no demonstrated leadership
Knowledge in a Field/Non-Traditional Learning	Has engaged in, and learned from, experiences outside the classroom, i.e. performed independent research, extramural activities, self-taught skills	Shows some evidence of non-traditional learning experience	Has not engaged in or indicated learning from experiences outside the classroom
Perseverance	Can describe a time they failed or encountered an obstacle and successfully coped.	Can identify a time they hit an obstacle but has trouble defining how they overcame the challenge.	Has little experience with failure/obstacles. Cannot provide an example or describe response

Modified from Sedlacek

This material is based upon work supported by the National Science Foundation under Grant No. HRD-1110924. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Resources from Fisk-Vanderbilt Master's to Ph.D. Bridge Program

OVERVIEW OF PROPOSED SELECTION PROCESS

Fisk-Vanderbilt Masters-to-PhD Bridge Program

This is a preliminary draft, based on review of interview data from the Center's research and conversations with Kelvan and Arnold. Feel free to edit or modify as you see fit.

Qualities/Accountabilities (See Worksheets)

- Academic capability
 - Academic preparation/toolbox at a level that would enable the faculty to work with them in the graduate program
 - Successful performance in key courses that indicate performance above a necessary threshold, e.g. math
 - Upward trajectory
 - Evidence of intellectual ability in other courses
 - Explanation for poor performance in core classes
- Perseverance/fire-in-the-belly
 - Evidence of commitment and passion
 - Persistence in the face of hardships/challenges
 - Follow-through/responsiveness
- Communication/organizational ability/maturity/collaboration
 - Successful relationships that have enabled academic success
 - Evidence of ability to navigate a system
 - Maturity/ability to be reflective about their performance
 - Ability to gather, synthesize and act on information
- Research experience
 - Evidence that they took full advantage of available research opportunities
 - Evidence of some understanding of what research entails
- Leadership/outreach/community engagement
 - Some track record of working to advance the participation of others, share their knowledge, contribute to their community

Components of the Process

- Transcript
- Personal narrative
- Application
- Writing samples?

- Applicant Interview
- Recommender/mentor interviews
- Deliberation

To Prepare for the Applicant Interview:

- Review the personal narrative. Identify areas indicating challenges, hardships, key relationship
- Review transcript. Identify areas of potential concern to be probed during the interview
- Review work history to identify research and outreach experiences to be probed
- Review awards and honors for areas to be probed. What has been the high point of your undergraduate education?

Applicant Interview Protocol

- Greeting
- Confirm the time available
- Provide brief overview of who is conducting the interview

College Experience:

- High points
 - What were the high points of your college experience?
 - What went well for you? What are you most proud of?
 - Describe a time when you have faced a difficult academic challenge or hurdle that you successfully navigated. What was the challenge and how did you handle it?
 - What are you most proud of accomplishing?
- Low points
 - Were there any personal or academic obstacles or challenges that had a significant impact on your college experience?
 - What were the low points?
 - What didn't go as well and why?
 - What failures did you have (a time also to probe for issues with the transcript)? How did you handle them?
 - What mistakes did you make?
 - What would you do differently?

Research Experience (in class, lab or other)

- What would you consider to be your most successful or interesting research experience, either in class, in the lab or at work?
- What was the problem?
- What was most challenging about it?
- How did you figure out what to do?
- What did you learn most from this experience?

- Who did you work with, and describe the working relationships.

Key Relationships

- Who are the faculty or other mentors who have been most important to you during college? Would you tell us about that relationship—how it developed, how you work together, why it is important?
- If we talked to your mentor, what do you think he/she would say you are really good at?
- What would you say you could have done better?

Leadership/Service

- Have you had any experiences where you were playing a leadership or mentoring role for others?
- What were they, and how did they come about?
- What did you do?

Goals and Objectives

- What drives you? What is compelling to you about this opportunity with the Bridge program
- Where do you want to take your career? What do you want to do long term?
- What concerns do you have?
- What will be the biggest challenge for you?
- Is there anything else we should know?

Mentor/Reference Interview

- In what contexts did you work with the applicant?
- What were the person's biggest strengths? Could you give me some examples?
 - How did they compare with their peers?
- What were some of the person's biggest areas for improvement?
 - What challenges did they face? How did they navigate them?
 - How did the applicant respond to failure or setbacks in the work?
- How did the applicant respond to critical feedback? Could you give an example?
- If the applicant did research under your supervision, would you describe their role and their performance?
 - Describe their development over the course of the work.
 - How did they work with others?
 - How would you rate their commitment/reliability/follow-through?
- The candidate indicated that they struggled with _____. Could you tell me more about that?
- Have you observed the candidate in any leadership roles? What were your observations?

Letter of Recommendation

To be completed by applicant:

Name _____
Last First Middle

Department to which you are applying _____

I agree that the recommendation I am requesting shall be held in confidence by Fisk University and hereby waive my rights of access to this recommendation. Yes No

Signature _____ Date _____

To be completed by the recommender:

Please rate the applicant relative to other students or employees who have undertaken graduate study in recent years.

	Top 2%	Top 10%	Top 25%	Top 50%	Lower 50%	No basis for judgment
Academic Performance						
Emotional Stability						
Intellectual Ability						
Motivation and Diligence						
Speaking Ability						
Teaching Ability						
Writing Ability						
Work Ethic						
Ability to Work Independently						

The University would appreciate a statement from you about this applicant. How long and in what capacity have you known the applicant? What is your assessment of the applicant's strengths and weaknesses? What is your opinion of the applicant's ability to carry on study and research at the Master's level? Please include any additional information that would be helpful to the University in evaluating the applicant. Use an additional sheet if necessary.

Source: <https://www.fisk-vanderbilt-bridge.org/toolkit>

Candidate Evaluation Worksheet

BRIDGE PROGRAM

Candidate Name	
Interview Date	
Interviewer	
Interviewer	

Candidate Assessment (Rate on scale of 1-4)

Academic Preparation	Perseverance/ Fire-in-the-Belly	Relevant Research Exp.	Leadership/ Outreach Activities	Communication Skills/Presence	Overall

EXPLANATION:

Strengths

Weaknesses

Probe Further

Topics/Areas Probed	Additional Notes

Source: <https://www.fisk-vanderbilt-bridge.org/toolkit>



Did they have questions for us? Curiosity/Preparedness

Strengths

Weaknesses

Overall Assessment

Score 1-5

Research Communication Skills	Fire in the Belly Work Ethic	Leadership/ Involvement	Ability to Address Reviewer Concerns	Perseverance	Average Score

Source:
<https://www.fisk-vanderbilt-bridge.org/toolkit>



Interview Short Form

Tell us about your research? Should be able to succinctly present basic question.

What did you learn from that experience? Non-traditional learning/Self-reflection

Tell us something you are proud of in academics or personal life? Positive Self Concept

Give an example of a time you hit a serious obstacle or failure and how you handled it?

What motivates you to get the PhD and what do you want to do with it? Goals

Who do you go to for support or mentorship? Support Person Availability

**What extracurricular activities are you engaged in and have you had a chance to lead?
Leadership/Community Involvement/Non-Traditional Learning**

Why do you want to be in the Bridge Program? Goals, Preparedness

What worries you when you think about starting grad school? Realistic Self-Appraisal

What do you do when you get over your head? Perseverance/Engagement with Resources

Source: <https://www.fisk-vanderbilt-bridge.org/toolkit>

Appendix B

Examples of Graduate Program Resources from Cornell University

Resources from Cornell University Graduate School

<https://gradschool.cornell.edu/>

- <https://gradschool.cornell.edu/resources/>
- <https://gradschool.cornell.edu/diversity-inclusion/recruitment-2/prospective-students/writing-your-statement-of-purpose/>
- <https://gradschool.cornell.edu/academic-progress/faculty-guide-to-advising-research-degree-students/>

Example of a “Completed Rubric”

		1	2	3	4	Score
Application Form		None	Incomplete		Completed/Well Done	
Letters of Recommendation	Address qualifications and ambition of candidate for Master’s program	None	Vague	General in Nature	Directly address qualifications for program	
Professional Objective Statement	Content	Vague Lacks Depth Meaning is unclear	Some objectives Lacks specificity	Objectives w/ some depth	Clear Objectives, Concise/ In depth	
	Writing	Multiple instances of Poor Grammar Poorly Written	Some Errors A challenge to read and understand due to the errors	Few Errors Easily Read	Well written and Engaging Grammar and diction are consistent with strong writing ability.	
	Aligns with Program Objectives in terms of both quality and quantity	No alignment	Minimal alignment	Good alignment	Strong alignment	

Example of a “Completed Rubric”

		1	2	3	4	Score
Professional Documentation	Content	None or some with little relevance to teaching abilities	Minimal and/or Weak Connections to Teaching Ability	Shows Potential as related to NBPTS	Strong NBPTS level	
	Presentation	Random Not Engaging	Some organization Somewhat engaging	Organized and Engaging	Of superior quality Reflects high level of motivation and competence	
	Aligns with Program Objectives	No alignment	Minimal alignment	Good alignment	Strong alignment	
Resume/C.V.	Shows experience as an educator highlighting development as a professional	Little relevance to teaching experience	Some teaching experience	Shows development as a professional	Strong background and experience	
Transcripts	GPA: Minimum of Bachelor’s Degree from Accredited Institution	2.79 or below	2.8-2.99	3.0-3.5	Above 3.5	
	Content		Some weak areas in terms of applicable content	Content reflects adequate breadth and depth	Content reflects the breadth and depth of a Master Teacher	
Interview Score	Rubric	Below 2	2.0-2.99	3.0-3.49	3.5-4.0	
Final Score	Add Total and divide by 12	None or some with little relevance to teaching abilities				

Admissions Interview Rubric-Part I

Admission Interview Scoring Rubric

Candidate Name: _____

Theme	5	10	20	30
Collaboration	Candidate's responses do not reflect an ability to collaborate, problem-solve, and/or build capacity with others instructionally in a teacher leader role.	Candidate's responses indicate a limited level of experiences in making contributions to teaching & learning issues.	Candidate's responses indicate experience in or concrete examples of contributions which demonstrate collaboration, problem-solving, and/or building capacity with others in his/her classroom work.	Candidate's responses indicate many examples of leadership, consistent examples of contributions at the school or district level and support collaboration, problem-solving, and building capacity with others.
Problem Solving				
Building Capacity				

Source: <https://www.uis.edu/edl/wp-content/uploads/sites/46/2013/03/Admissions-Interview-Rubric-Final.pdf>

Admissions Interview Rubric – Part II

	5	10	20	30
Teaching & Learning Issues	Candidate did not provide examples of their role in improving teaching & learning issues.	Candidate provided an example that supported limited activities and/or contributions.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions.	Candidate provided supporting evidence that demonstrates capacity building or improved achievement results at the school level.
Student Achievement				
	5	10	20	30
Candidate Viability	Based on the candidate's responses and/or demeanor in the interview, do not wish to become a principal.	Based on the candidate's responses and/or demeanor in the interview, it is not clear if they wish to become a principal.	Based on the candidate's responses and/or demeanor in the interview, with further growth and development, it appears likely he/she would be interested in the principalship.	Based on the candidate's responses and/or demeanor in the interview, it appears likely that he/she would be a strong candidate for the principalship.
Interviewer Comments:				

Source: <https://www.uis.edu/edl/wp-content/uploads/sites/46/2013/03/Admissions-Interview-Rubric-Final.pdf>

APPENDIX C

Increasing Access and Equity for Applicants

Reducing barriers for applicants

The *GRE*[®] Program works to increase access, affordability and equity through these offerings:



GRE[®] General Test
at home



Excellent free
test prep



GRE[®] Fee
Reduction Program



Industry-leading
accommodations



Feedback on test
performance

Stay on course with the *GRE*[®] General Test at Home

The GRE General Test at home is offered 24/7. It's identical to the usual testing experience in:

- Content
- Format
- On-screen experience
- Cost



And offers dozens of accommodations for people with disabilities and health-related needs.

Learn more [here](#).



"Students want to submit their GRE[®] scores in a timely manner to graduate programs seeking this source of objective and reliable information. The GRE General Test at home meets their needs."

Fred Oswald

Professor and Herbert S. Autrey Chair in Social Sciences, Rice University, and Ad Hoc Member, GRE Board Diversity, Equity and Inclusion

Three ways applicants pay less — or nothing — to take a *GRE*[®] test

1

Apply

for a 50% *GRE*[®] fee reduction voucher, which is available for individuals who can demonstrate financial need and for those who are unemployed and receiving unemployment compensation

2

Receive

a 50% *GRE*[®] fee reduction voucher, which ETS gifts to a dozen programs that serve students from underrepresented groups, first-generation college students, and students with financial need

3

Receive

a full or partial pre-paid voucher from any sponsoring program, organization or individual

See [GRE[®] Fee Reduction Program](#) and [GRE[®] Prepaid Voucher Service](#)

GRE® Fee Reduction Program

- Program began in 1971. In the past six years, 31,000+ GRE® Fee Reduction Vouchers were used.
- Year-over-year usage has increased as ETS has made vouchers available to more programs.
- Those who qualify also get free access to additional test prep (\$100 value).



Two POWERPREP PLUS®
Online Practice Tests



ScoreItNow!™ Online
Writing Practice

Programs that receive fee reduction vouchers annually from ETS

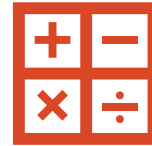
- Admit.me Fellows – **Added in 2022**
- Charles B. Rangel Fellowship Program
- EducationUSA Opportunity Fund Program
- Gates Millennium Scholars Program
- i-Scholar Initiative – **Added in 2022**
- Institute for Recruitment of Teachers (IRT)
- Management Leaders of Tomorrow
- Maximizing Access to Research Careers (MARC) Undergraduate Student Training in Academic Research (U-STAR) Program
- National Consortium for Graduate Degrees for Minorities in Engineering and Science Program (GEM)
- NSF Louis Stokes Alliance for Minority Participation (LSAMP) Program
- Postbaccalaureate Research Education Program (PREP)
- Research Initiative for Scientific Enhancement (RISE) Program
- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
- The Beinecke Scholarship Program
- TheDream.US
- Thomas R. Pickering Fellowship Program
- TRIO Ronald E. McNair Postbaccalaureate Achievement Program
- TRIO Student Support Services (SSS) Program

Excellent, free test prep



All Skills

POWERPREP® Online simulates the *GRE*® General Test. Two practice tests help test takers understand what's being tested, gain familiarity with question types and test functionality, and practice taking the test under timed conditions.



Extra Math

- **Math Review** – 100-page refresher, including definitions, properties, examples and exercises with answers.
- **Khan Academy**® – For each Math Review topic, find links to instructional videos at [Khan Academy](https://www.khanacademy.org).
- **Math Conventions** – Notations, symbols, terminology and guidelines.



Writing

The entire pool of GRE Analytical Writing tasks are available on ets.org/gre. The website also includes sample questions, scored sample essay responses, rater commentary, tips and more.

Advanced accessibility

- The *GRE*® Program offers **the most advanced accessibility features and support** of any testing program worldwide.
- ETS staff participate in the World Wide Web Consortium (W3C) initiative that **sets accessibility standards** for use by the international community.
- The *GRE*® General Test includes accessibility features that enable test takers to use **JAWS® and refreshable braille**.
- Accommodations are also available for the *GRE* General Test at home and POWERPREP Online practice tests.

[Learn more](#)



“When you’re blind, it’s like taking a test while looking through a pinhole... We needed to build an infrastructure that allows [test takers] to quickly understand what is on screen, and easily navigate between parts of a test question. When a blind test taker can come out of a room and say this was the best test experience they’ve ever had, that means we’ve accomplished something.”

Cary Supalo

Research Developer, Accessibility Standards
& Inclusive Technology, ETS



Test performance feedback – *GRE*[®] Diagnostic Service



- Insight into the test taker's performance on the test questions in the Verbal Reasoning and Quantitative Reasoning sections of the *GRE*[®] General Test, whether taken at a test center or at home.
- The service is free and includes:
 - A description of the types of questions the test taker answered right and wrong
 - The difficulty level of each question
 - The time spent on each question

[See GRE Diagnostic Service](#)



Get to Know the *GRE*[®] General Test and Services



What We Will Cover in This Session

- Registering for the *GRE*[®] General Test
- Overview of the *GRE*[®] General Test
- Tips and Strategies for taking the *GRE*[®] General Test
- What to Expect on Test Day
 - At Home Test
 - At a Test Center
- Getting and Sending Your Scores
- Tools to Help You Prepare
- Tools to Help You Stand Out
- *GRE*[®] Resources

Considering Graduate, Business or Law School?

- The *GRE*® General Test is accepted **around the world** for:
 - Master's programs
 - Doctoral programs
 - MBA programs
 - JD programs
 - Awarding fellowships
- Scores are good for **5 years!**



Take the *GRE*[®] General Test in a Test Centers or At Home

- Available on a **continuous** basis throughout the year at **Test Centers**.
- The test is available at more than **1,000 test centers** in more than 160 countries.
- The test is delivered on a desktop **computer** with a full-screen monitor, mouse and keyboard.
- View test center locations and seat availability at www.ets.org/gre/testcenters.

New Option!

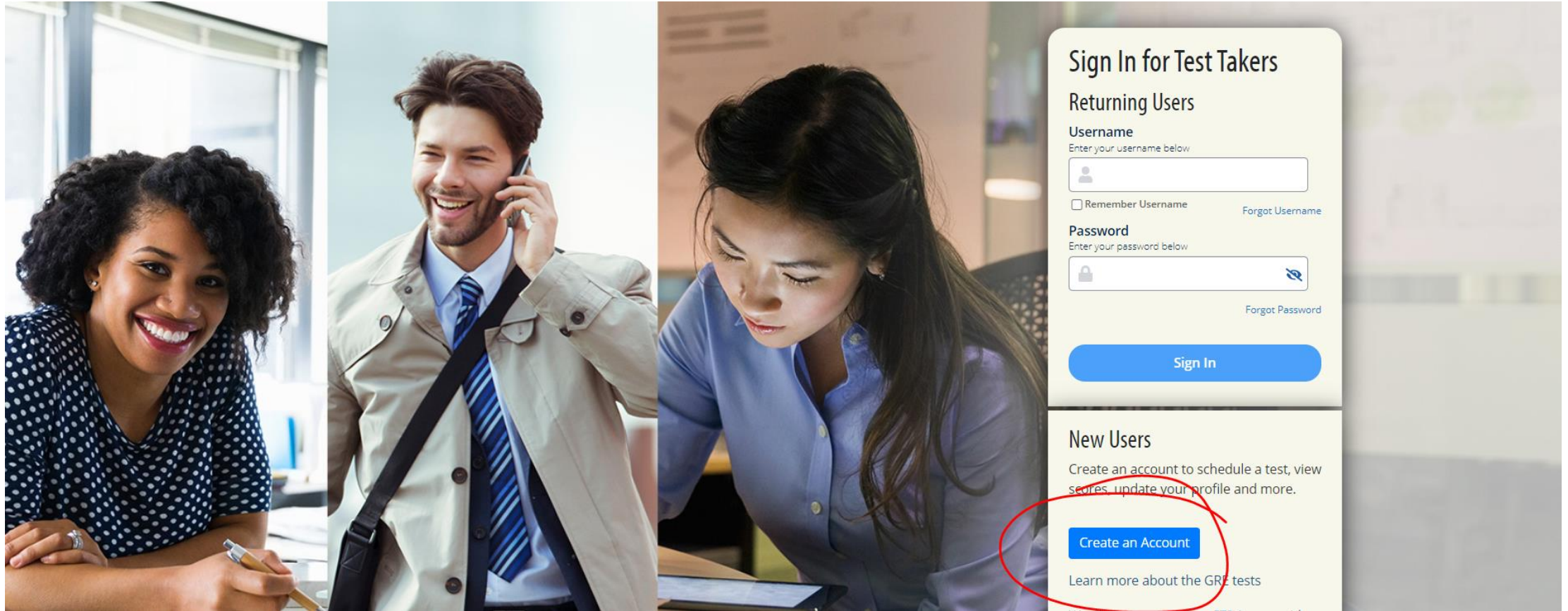
Take the GRE General Test **at Home**

- Identical:
 - Content, format and experience - No need to change how you study for the test.
 - Same score scales, score report and score reporting options.
 - Same test fee and payment options, including vouchers.
- Difference: **Monitored and Recorded** online through artificial intelligence technology and live proctors via ProctorU[®].



Registration Tips

www.ets.org/mygre



Sign In for Test Takers

Returning Users

Username
Enter your username below

Remember Username [Forgot Username](#)

Password
Enter your password below

[Forgot Password](#)

[Sign In](#)

New Users

Create an account to schedule a test, view scores, update your profile and more.

[Create an Account](#)

[Learn more about the GRE tests](#)

ID Documents

When you create your ETS Account (www.ets.org/mygre) and register, have your ID handy.

- View ID requirements in the *GRE® Information Bulletin* or on the *GRE®* website.
- When registering, your name **must** match your ID documents (excluding accents).
 - Ensure the spellings **exactly match**.
 - Be sure to provide your entire first (given) name.
 - You must supply your entire last (family/surname) name.

ETS GRE

GRE[®]
Graduate Record Examinations[®]

Information Bulletin

With the ScoreSelect[®] option

ets.org/gre

Policies in this Bulletin are in effect from July 1, 2022, through June 30, 2023

2022-23

The GRE[®] General Test:

- features a test-taker friendly design for a better test experience.
- provides the ScoreSelect[®] option so you can decide which test scores you want schools to see.
- is accepted by thousands of graduate schools around the world, including business and law, giving you even more advanced-degree options.

https://www.ets.org/s/gre/pdf/gre_info_bulletin.pdf

Create Your ETS Account at www.ets.org/mygre

ETS GRE Sign In

Create a Test Taker Account

* Required Information

Personal Information Username and Password Review and Submit

Personal Information

You will be able to register for additional ETS tests through this account in the future.

* First/Given Name Enter a valid first or given name. If you have multiple first or last names on your ID, enter all of those names in the appropriate fields.

Middle Initial

* Last/Family Name This field can only contain letters, spaces, hyphens or apostrophes. A hyphen or apostrophe cannot be the first or last character.

* Date of Birth

* Gender Male Female

Social Security Number

* Email Address

Address

* Country/Location:

* Address Line 1

Address Line 2

* City

Let's Look at an Example

- For example, the last name Fernandez de Córdoba should be entered as Fernandez de Cordova

• First/Given Name	<input type="text" value="Jose"/>
Middle Initial	<input type="text"/>
• Last/Family Name	<input type="text" value="Fernandez de Cordova"/>

After You Create an ETS Account You Can Register

ETS

Home Sign Out

Customer: **Melissa Book** ID: 1X5V5121, Username: **MBook005** Test Taker Home Testing Programs Account Preferences View Cart

My GRE Home

Important Notifications

My Tests

Register / Find Test Centers, Dates

Upcoming Tests

There are no upcoming tests scheduled.

View All My Tests

Test Preparation

- Free Test Preparation
- Shop for Test Preparation
- My eBooks and Services

Getting Ready for Test Day

- Identification Requirements
- Test Center Procedures and Regulations

Back

Scores

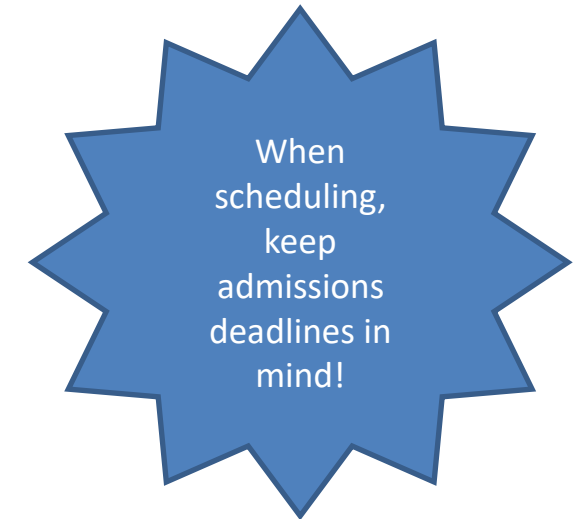
- View Scores and Score Recipients
- Send Additional Score Reports
- GRE Diagnostic Service

Orders

- View My Orders

Test Takers with Disabilities or Health-Related Needs

- More Information
- My GRE Accommodations



- For At Home testing, click “Register/Find Test Centers and Dates” and select **Test at Home**.
- Of Note: Keep this email safe, it contains the link to start your test, on test day!

Getting Started

Important tip: Register early!

If you register early, you are more likely to:

- Get your preferred testing location, date and time.
- Create a preparation plan focused on your test date timing.

To register, you will need to create an ETS Account at www.ets.org/mygre

- You will use your ETS Account to register and view your official scores online when they are available.
- You can also sign up for the *GRE*[®] Search Service to help schools find you.

Prior to registration:

- You should review the [GRE[®] Information Bulletin](#) for ID requirements, policies, etc.
- If you need accommodations, be sure to request them in your ETS account. Accommodations must be approved **prior** to test registration.

GRE® Fee Reduction Program

- ETS provides the GRE® Fee Reduction Program for individuals who demonstrate financial need, individuals who are unemployed
- Programs that work with students from underrepresented groups, first-generation college students, and students with financial need.
- A Fee Reduction Voucher may be used to register for one GRE® General Test and/or one Subject Test.
- Voucher users pay 50% of the regular test fee.
- All test takers receiving a GRE® Fee Reduction voucher for the GRE® General Test also receive a **FREE** voucher for free GRE test preparation materials, a \$100 value!

www.ets.org/gre/grefeereduction



GRE® General Test

At Home: System Requirements

Computer Requirements

- Desktop or laptop; you **cannot** use a tablet, Chromebook™ or mobile device
- Approved operating system, which must be licensed. Unlicensed or test-mode versions are not permitted.
 - Windows® OS versions – 10 or 8
 - OR**
 - macOS® versions - 10.5 or higher (10.13 High Sierra recommended)
- Chrome™ or Firefox® browser
- Multiple monitors or **dual screens not permitted.**

Microphone and Speaker Requirements

- Internal or external microphone
- Internal or external speaker
- You **cannot** use a headset or earphones.

Camera Requirements

- A built-in camera in the computer or a separate webcam
- Before the test starts, you will **need to show a 360-degree view** of the room, including your table top surface.

You will need to perform a system check on your computer before scheduling your test.
For the most up-to-date requirements, see www.ets.org/gre/at-home.

Overview of the *GRE*[®] General Test

GRE[®] General Test

The GRE General Test is comprised of three measures:



GRE[®] General Test

The GRE General Test is comprised of three measures:



A Closer Look at the Analytical Writing Measure

- First section you will see – **Analytical Writing**
- Assesses critical thinking and analytical writing skills
- Essay Response for two writing tasks:
 - **Analyze an Issue** – Requires you to analyze an issue and develop an argument with reasons and/or examples to support your position
 - **Analyze an Argument** – Requires you to assess the logical soundness of a given argument according to the specific task directions
- Essay responses are typed
 - Basic functions: insert text, delete text, cut and paste, and undo the previous action
 - Note: No Grammar or Spell Check

Analytical Writing Tips and Strategies

- Review the published [topic pools](#) for the Analytical Writing measure
- Review the scoring guides for each task to gain a deeper understanding of how readers evaluate essays and the elements they are looking for in an essay.
- **Practice** writing under timed conditions.
- Pay close attention to the specific **task directions**, and make sure that your essay response addresses the specific instructions.
- Organize your thoughts and prepare an **outline**.

Analytical Writing Tips and Strategies (continued)

- On the **Issue task**, you should **support your position** on the issue with reasons and examples drawn from your reading, experience, observations and/or academic studies.
- **Leave a few minutes** at the end of each task to read what you have written and make any revisions that you think are necessary and to check for obvious errors.
- **Avoid** excessive **irony or humor** in your essay responses because it may be misinterpreted by readers.

GRE[®] General Test

The GRE General Test is comprised of three measures:



A Closer Look at the Verbal Reasoning Measure

- Assesses your ability to understand **what** you read and **how** you apply your reasoning skills
- 3 Question types include:
 - 1. Reading Comprehension**
 - Multiple Choice
 - Select-in-Passage
 - 2. Text Completion** – fill in the blank
 - 3. Sentence Equivalence** – create two sentences that are alike in meaning by selecting 2 items from a list of 6 choices

Verbal Reasoning Tips and Strategies

- **Read passages** to get an overall sense of them **before** answering questions that pertain to them.
- Answer strictly on the basis of **what a passage says** — do not rely on outside knowledge.
- After choosing answer choices for a question that contains blanks, **reread** the whole passage to be sure it makes sense.
- Try to fill in blanks with your **own words** and find answer choices that match.
- Identify words or phrases that seem particularly **significant**.

Verbal Reasoning Tips and Strategies

- *GRE*[®] Reading Comprehension questions assess a test taker's ability to
 - identify a passage's purpose and main idea
 - recognize specific points made in a passage
 - recognize assumptions underlying a passage's argument
 - draw inferences and conclusions based on a passage
 - evaluate a passage's logic and rhetoric
- In order to support questions that assess these skills, a GRE Reading Comprehension passage has to be logically and rhetorically complex; it cannot merely be a collection of facts or assertions.

Where Can I Find *GRE*[®] Level Reading Materials?

- Look for material that presents an argument supported by reasoning and/or evidence. Such material can be found in a variety of places:
 - Specialized academic journals
 - Feature articles in newspapers and periodicals such as *The New York Times*, *The Economist*, *Scientific American* or *London Review of Books*
 - Trade books by experts and journalists for general audiences
- Textbooks and popular periodicals generally do not demonstrate the kind of complexity that is found in *GRE*[®] Reading passages.

GRE[®] General Test

The GRE General Test is comprised of three measures:



A Closer Look at the Quantitative Reasoning Measure

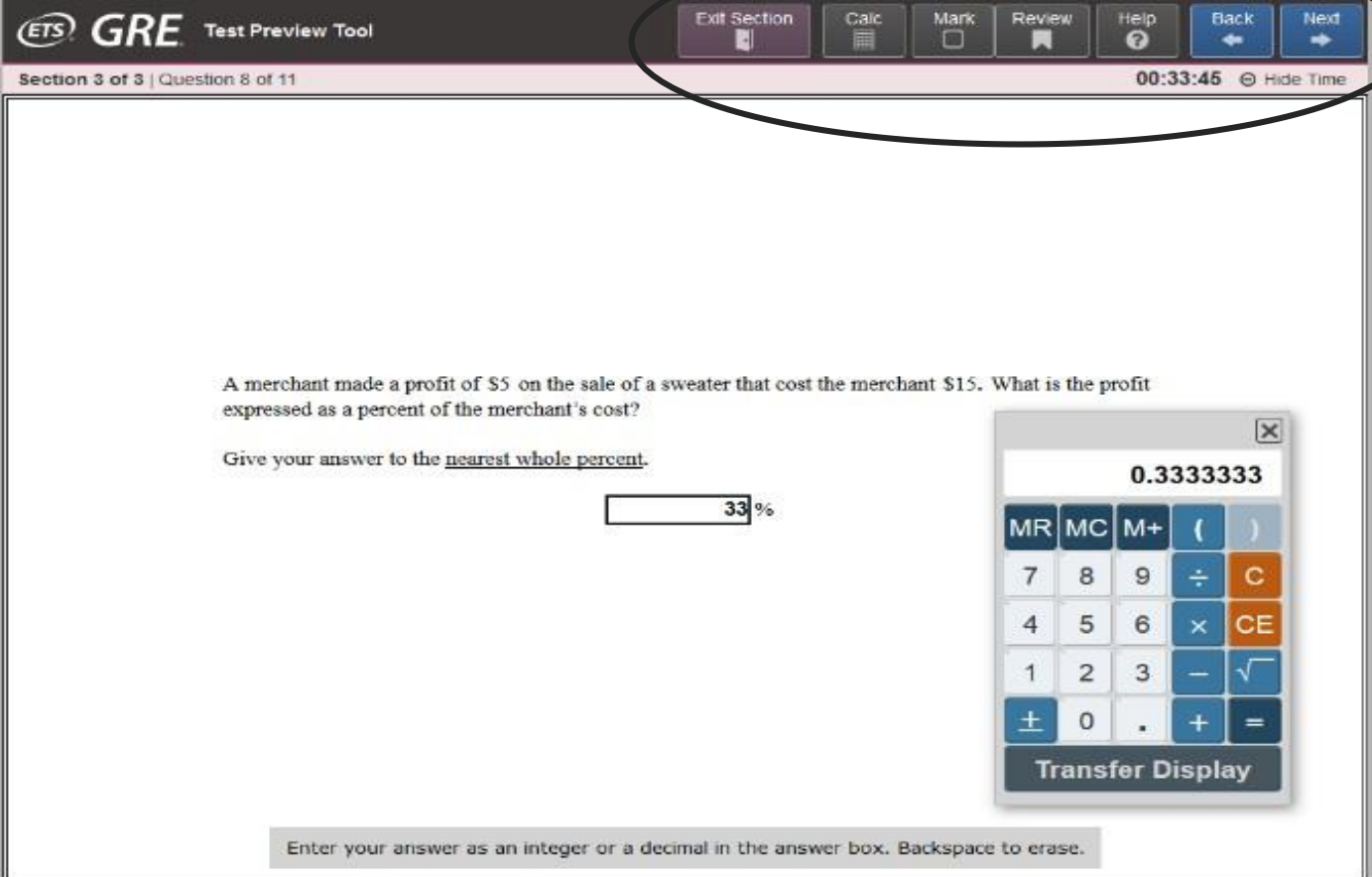
- Assesses your ability to interpret and analyze quantitative information and solve problems using mathematical models
- Question types include:
 1. Quantitative Comparison
 2. Multiple Choice
 3. Numeric Entry
- Focus on basic mathematical skills and elementary mathematical concepts
 - Arithmetic
 - Algebra
 - Geometry
 - Data analysis



**On-screen
calculator
available
during
Quant
section**

A Closer Look at the Test-taker Friendly Design

- You can move freely within a section
- Reconsider and change answers
- Help = gives directions
- On-screen calculator



The screenshot displays the GRE Test Preview Tool interface. At the top, the header reads "ETS GRE Test Preview Tool". Below the header, a navigation bar contains several buttons: "Exit Section", "Calc", "Mark", "Review", "Help", "Back", and "Next". These buttons are circled in black. The interface also shows "Section 3 of 3 | Question 8 of 11" and a timer "00:33:45" with a "Hide Time" option.

The main content area contains a math problem: "A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost?" Below the question, it says "Give your answer to the nearest whole percent." An answer box contains "33%".

An on-screen calculator is visible on the right side of the screen, displaying "0.3333333". The calculator has buttons for MR, MC, M+, (,), 7, 8, 9, ÷, C, 4, 5, 6, ×, CE, 1, 2, 3, -, √, ±, 0, ., +, =, and a "Transfer Display" button.

At the bottom of the interface, a note reads: "Enter your answer as an integer or a decimal in the answer box. Backspace to erase."

Quantitative Reasoning Tips and Strategies

- Geometric figures may not be drawn to scale, so avoid estimating sizes by sight or by measurement on such figures.
- If applicable, draw your own diagram or figure, or make a list to help sort out what the question is asking.
- When appropriate, avoid lengthy calculations by rounding numbers before computing an estimate, by looking for comparisons, and by recognizing and continuing numerical patterns.
- Evaluate your progress and switch to a different strategy if you get stuck or if a solution seems to require an inordinate amount of time.
- After arriving at an answer, reread the question to make sure your answer is reasonable, given what was asked.
- Review additional problem-solving strategies available at www.ets.org/gre/quantstrategies.

More About the Verbal Reasoning and Quantitative Reasoning Sections

What does section-level adaptive mean?

The computer selects the second section of a measure based on your performance on the first section.

Within each section, all questions **contribute equally** to your final score.




Both sections are important, since the final score on each measure is based on the **total number of correct answers** and the **level of difficulty of the questions**.

Myth buster!

Points are not deducted for wrong answers, so it is ALWAYS better to guess than to leave an answer blank.

The GRE® General Test

GRE® General Test Structure and Length

 ANALYTICAL WRITING	 VERBAL REASONING	 QUANTITATIVE REASONING
1 SECTION	2 SECTIONS	2 SECTIONS
2 TASKS TOTAL	20 QUESTIONS PER SECTION	20 QUESTIONS PER SECTION
30 MINS PER TASK	30 MINS PER SECTION	35 MINS PER SECTION

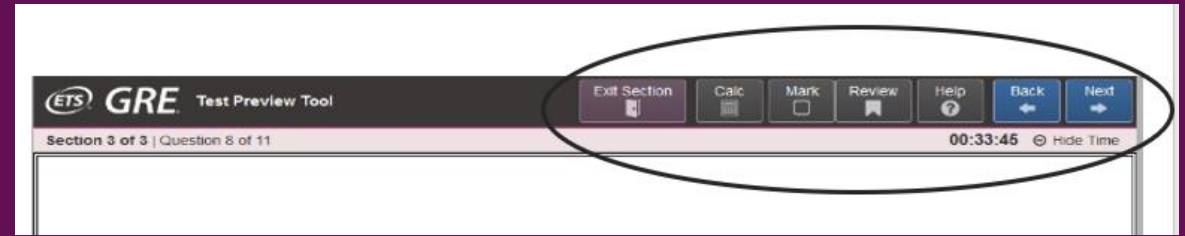
Structure and Format of test

The test also includes:

- Either an **unscored** section or a **research** section that does not count toward your scores
 - If you get an unscored section, you will not know which one it is, so try your best on all the sections
 - If you get a research section, it will always be last and will be clearly marked

Approximate total testing time = 3 hours and 45 minutes (plus timed breaks)

The Review Screen



ETS GRE Practice Test 1

Section 2 of 5 | Question 19 of 20 00:10:18 Hide Time

Review

This page presents information about questions in the current section. You may sort the questions by **Number**, **Status**, and **Marked**. The question you were on is selected and highlighted by default. Questions you have encountered have a status of **Answered**, **Incomplete**, or **Not Answered**. An **Incomplete** status indicates you have selected more or fewer options than the question requires. Questions you have not encountered have a status of **Not Encountered**. Marked questions are indicated with a ✓.

To return to the question you were on, select **Return**. To go to a different question, select that question and select **Go to Question**. You will be unable to go to questions that have a status of **Not Encountered**.

First 10 Rows Sorted by Number in Ascending Order

Number ▼	Status	Marked
1	Answered	
2	Answered	✓
3	Answered	
4	Answered	
5	Answered	
6	Answered	
7	Answered	
8	Answered	✓
9	Answered	
10	Answered	

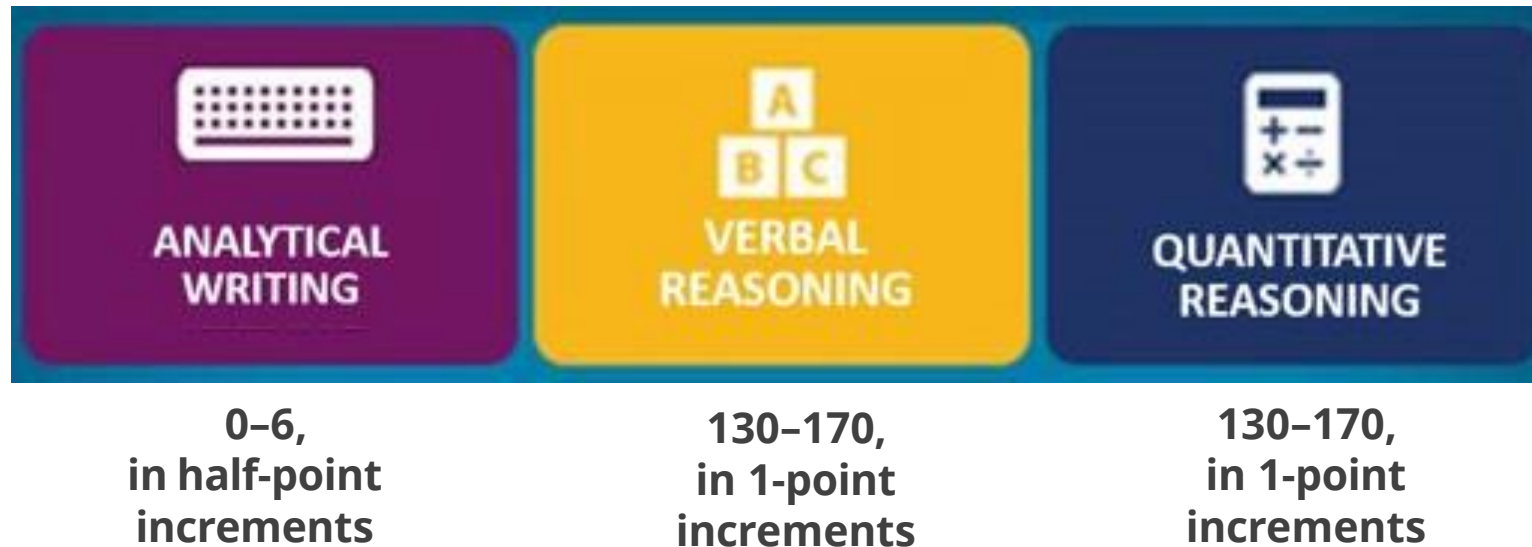
Last 10 Rows Sorted by Number in Ascending Order

Number ▼	Status	Marked
11	Answered	✓
12	Incomplete	
13	Answered	
14	Incomplete	
15	Answered	
16	Answered	
17	Not Answered	
18	Not Answered	
19	Answered	✓
20	Not Encountered	

- Use the mark and review feature: When taking the GRE General Test, you can skip questions you might have difficulty answering. The testing software allows you to
 - Mark and revisit questions you've answered or those you wish to review
 - View a list of all the questions in the section in which you are working and view the **status** of the test questions in the section.
- The table contains each question number in the section, whether you have answered the question, and whether you marked the question for review.

GRE® General Test Scoring

Three scores are reported on the following score scales:



Scores are good for five years.

Score Interpretation Resources

- [Interpreting Your GRE® Scores \(PDF\)](#) — Includes information to assist you in interpreting your GRE scores.
- [GRE® General Test Interpretive Data \(PDF\)](#)— Provides summary statistics and percentile rank information for the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures.
- [GRE® Guide to the Use of Scores \(PDF\)](#)— Provides information for institutions about the appropriate use of GRE scores and interpretive data.
- [General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field \(PDF\)](#)— Contains Verbal Reasoning, Quantitative Reasoning and Analytical Writing data for seniors and non-enrolled college graduates who stated that they intended to do graduate work in one of approximately 300 major fields. The score data are summarized into 51 broad graduate major field categories so that applicants can be compared to others likely to be most similar to them in educational goals.
- [General Test Percentage Distribution of Scores Within Intended Graduate Major Field \(PDF\)](#)— Contains Verbal Reasoning, Quantitative Reasoning, and Analytical Writing data for seniors and non-enrolled college graduates who stated that they intended to do graduate work in one of approximately 300 major fields. The score data are summarized into 300 graduate major field categories so that applicants can be compared to others likely to be most similar to them in educational goals.

[Resources Link](#)

General Tips and Strategies

General Tips and Strategies

- Become **familiar** with question formats and directions beforehand.
- Be aware of **time**.
- Make sure you **understand** what each question is asking by reading each question thoroughly and reading all answer choices before answering. There is no credit for partially correct answers.
- Answer **every question**, even if you have to make a best guess.
- Use knowledge you have to figure out answers to unfamiliar questions.

<https://www.ets.org/gre/test-takers/general-test/prepare.html>



General Tips and Strategies (continued)

- Do not waste time on questions you find **extremely difficult**, since no question carries greater weight than any other.
- Do not spend too much **time on the review screen**, as this will take away from the time you have to spend on the test questions.
- Check the review screen **before finishing** a section to ensure you have answered all questions.

What to Expect on Test Day:

What You Need on Test Day

- You must have acceptable and valid ID with your name, signature and photograph. ID requirements are strictly enforced.
- Personal items are not allowed and cannot be accessed during the break except for food, beverages or medication.
 - This includes any phones; tablets; all wearable technology; all watches; and any other electronic, recording, listening, scanning or photographic devices.
- You may not access your phone during the test or during breaks to check messages or to check the time.
- For At Home testing, a mirror or mobile phone, to show the proctor your screen will be needed during check-in and also a 360 view of room including below desk and desktop

Note: All test centers are following prevention steps to reduce the risk of spreading COVID-19. Be sure to check with your local test center for a complete list of health and safety procedures.

At the Test Center: Before the Start of the Test

- Your **photograph** will be taken.
- A sample of your **handwriting** will be collected.
- You may be asked to **empty your pockets**, raise your pant legs above your ankles, pull up your sleeves above your wrists for visual inspection, and you may be scanned with a handheld **metal detector** wand. You may also be required to remove your **eyeglasses** for close visual inspection. Additional visual inspections of clothing, footwear, and ID documents may also be conducted. Such inspections are conducted during **check-in** and upon return from **breaks**.
- The testing room will have **proctors** and **electronic surveillance**.

At Home Test: What You Need to Bring

You must have acceptable and valid ID with your name, signature and photograph. ID requirements are strictly enforced.

A mirror or mobile phone, to show the proctor your screen during check-in.

Note-taking materials, which can be:

- A whiteboard with an erasable marker
- One blank piece of paper inside a transparent sheet protector with an erasable marker

Small Whiteboard



Transparent Sheet Protector



At Home Test: Before the Start of the Test

- Run a **final ProctorU systems check** and fix any issues before you attempt to check in for your test. All issues must be resolved before your appointment time.
- **Close all browsers** and applications not needed for the test to help prevent bandwidth issues while you test.
- Make sure any other devices in your home that use **internet** are not running.
- When it's time for your test, log in using the **Start Your Test link** in your confirmation email, or the At Home Check-in link in your ETS account.
- If you are more than **12 minutes late**, your test will be cancelled.

At Home Test: During the Test (continued)

- If you need to contact the proctor during your test, **speak to get their attention** and/or use the **LogMeIn chat**. It may take 30–60 seconds for the proctor to reply.
- If the proctor is attempting to chat with you, the **blue owl will bounce** up and down.
- Before the end of the session, you will be asked to **erase** any notes in view of the proctor.
- If you experience technical issues during the test, you should speak with the proctor or contact ProctorU® at **+1-855-772-8678**.

During the Test

At Home:

- Make sure you can always be seen on camera by the proctor.
- Avoid doing anything that may look suspicious, like talking out loud or looking away from the screen.
- Artificial intelligence technology will verify your ID throughout the test, and when you return after your break.

At Test Center:

- If at any time during the test you have a problem with your computer, or for any reason need the administrator, raise your hand.
- Testing premises are subject to video recording.

There is an optional 10-minute break after the third section and one-minute breaks between the remaining sections of the test. These break times cannot be exceeded.

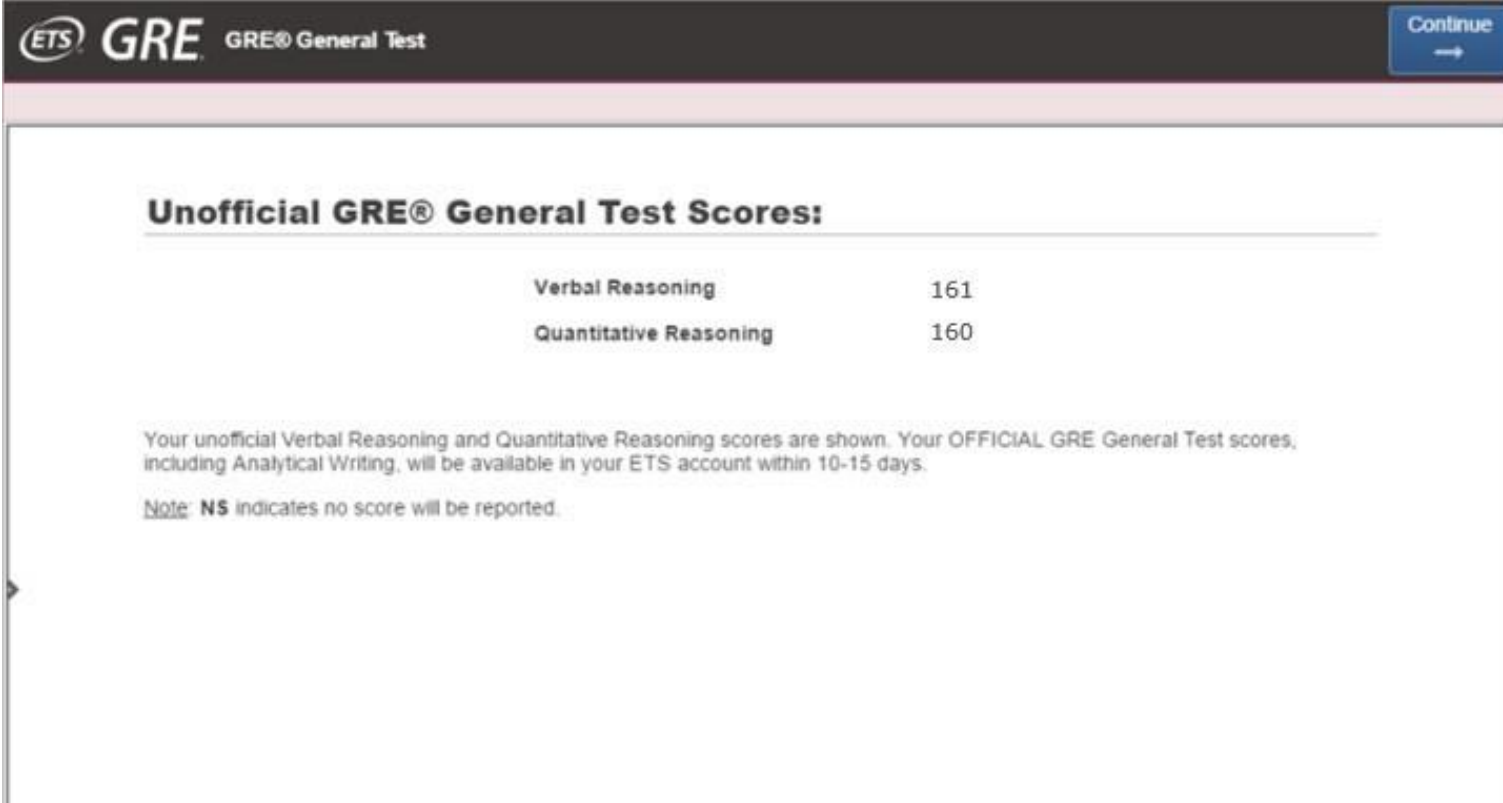
Getting and Sending Your Scores

Getting Your Unofficial Scores at the End of the Test

- After you have completed the test, you will have the option to:
 - Cancel your scores permanently (Not recommended)
 - Report (view) your unofficial scores
- If you choose to report your scores, you will see your scores for both the Verbal Reasoning and the Quantitative Reasoning measures
 - Your score on the Analytical Writing measure will not be available at this time due to the essay scoring process.

Viewing Your Unofficial Scores

If you choose to report your scores, you will see your unofficial scores on the screen.



The screenshot shows the ETS GRE General Test interface. At the top left is the ETS GRE logo and the text "GRE® General Test". At the top right is a blue "Continue" button with a right-pointing arrow. The main content area is titled "Unofficial GRE® General Test Scores:" and contains a table with two rows: "Verbal Reasoning" with a score of 161, and "Quantitative Reasoning" with a score of 160. Below the table, a paragraph states: "Your unofficial Verbal Reasoning and Quantitative Reasoning scores are shown. Your OFFICIAL GRE General Test scores, including Analytical Writing, will be available in your ETS account within 10-15 days." A note below that says: "Note: NS indicates no score will be reported." A small right-pointing arrow is visible on the left side of the main content area.

Unofficial GRE® General Test Scores:	
Verbal Reasoning	161
Quantitative Reasoning	160

Your unofficial Verbal Reasoning and Quantitative Reasoning scores are shown. Your OFFICIAL GRE General Test scores, including Analytical Writing, will be available in your ETS account within 10-15 days.

Note: NS indicates no score will be reported.

Designating Institutions to Receive Your Scores

- After viewing your unofficial Verbal Reasoning and Quantitative Reasoning scores, you will be asked to **designate** up to four score recipients you want to receive your official *GRE*® General Test scores.
 - These score reports are part of your test fee.
 - You can decide to use your 4 free score reports at the end of your test OR decide not to send any scores *at that time*
- After you exit the test administration and after test day, you can send additional score reports for a fee.

Put Your Best Scores Forward with the *ScoreSelect*[®] Option

On Test Day

You can view your scores at the end of your test.

Use your 4 FREE score reports

- **Most Recent** option – Send scores from most recent test
- **All** option – Send scores from all tests in the last 5 years

After Test Day

You can view your scores via your ETS Account.

Use Additional Score Reports

- **Most Recent** option – Send scores from most recent test
- **All** option – Send scores from all tests in the last 5 years
- **Any** option – Send scores from one OR many tests in the last 5 years

Note: Some schools want to see applicants' scores from all GRE tests they have taken. We advise you to check with the schools to which you are applying for their requirements.

Choosing Where to Send Your Scores On Test Day

ETS GRE GRE® General Test

Select Your Score Recipients

If you know where you want to send your test scores, you can select up to four (4) institutions now as part of your test fee. You can choose to send scores from your most recent test administration or from all your test administrations. Select the institutions by clicking "Add a Score Recipient" below.

If you prefer, you can select score recipients at a later date for a fee through your ETS Account. At that time, you can choose to send scores from your most recent test administration, from all your test administrations, or from any specific test administration(s).

Selected Score Recipient(s)

No recipients selected

[Add A Score Recipient](#) [Skip this step.](#)

Enter A Country and Select the Institution from a Drop-down List

ETS GRE GRE® General Test

Your Score Recipients [Cancel this selection](#)

Score Recipient 1 of 4

1. Find Score Recipient.

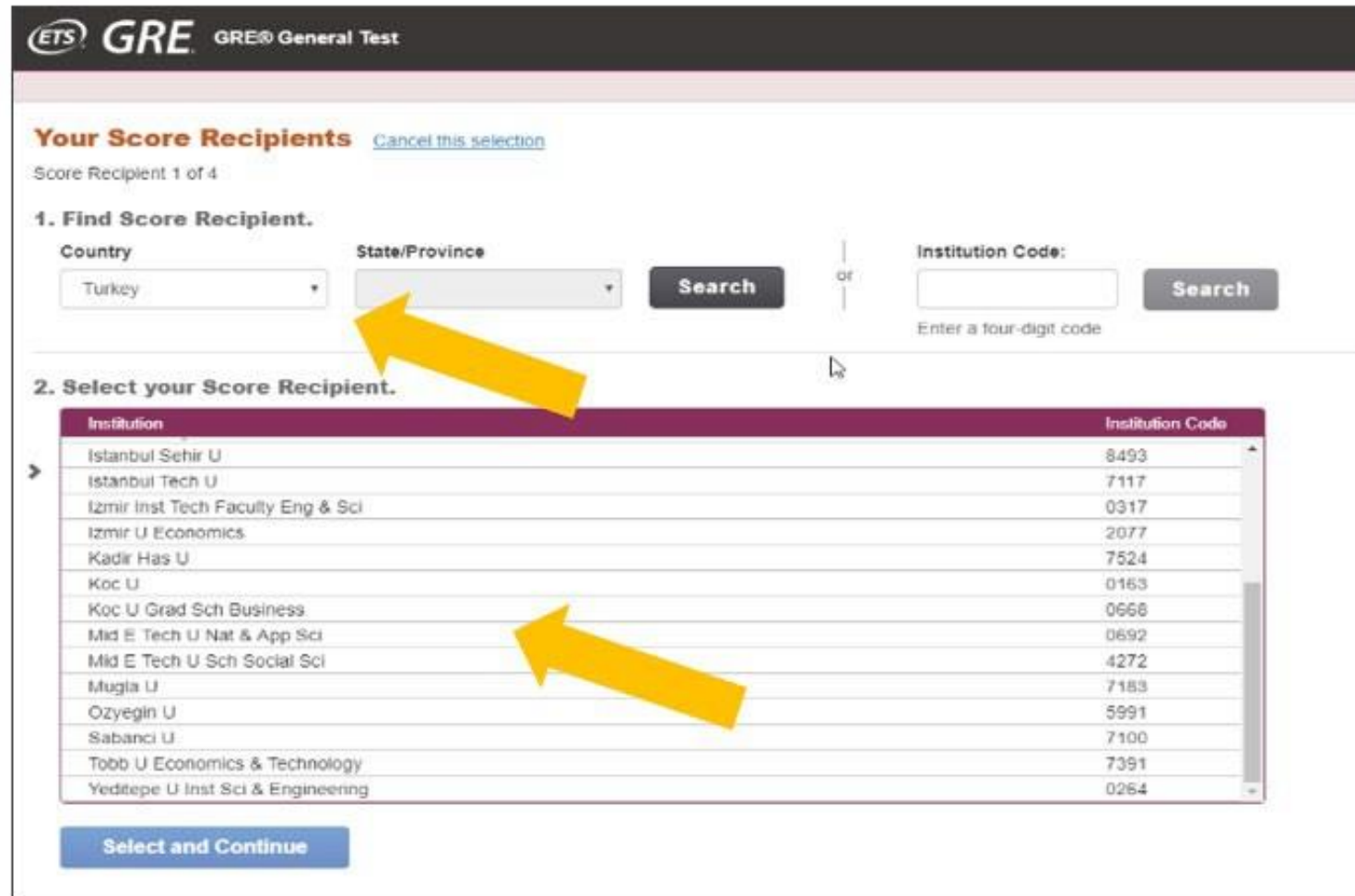
Country: Turkey | State/Province: | Search | or | Institution Code: | Search

Enter a four-digit code

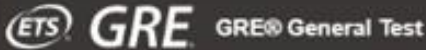
2. Select your Score Recipient.

Institution	Institution Code
Istanbul Sehir U	8493
Istanbul Tech U	7117
Izmir Inst Tech Faculty Eng & Sci	0317
Izmir U Economics	2077
Kadir Has U	7524
Koc U	0163
Koc U Grad Sch Business	0668
Mid E Tech U Nat & App Sci	0692
Mid E Tech U Sch Social Sci	4272
Mugla U	7183
Ozyegin U	5991
Sabanci U	7100
Tobb U Economics & Technology	7391
Yeditepe U Inst Sci & Engineering	0264

Select and Continue



Next Enter the Department Name and Select the *ScoreSelect*® Option

 GRE® General Test

Your Score Recipients [Cancel this selection](#)



Institution Selected / Code	Department Selected/Code	Score Reporting Option
Mugla U - 7163 Change	Mathematics - 0703 Change	None Selected

3. Select scores to send.
Select which GRE General Test scores to send:

Score Option	Description
<input type="radio"/> Most Recent option	Send scores from General Test taken today only
<input type="radio"/> All option	Send scores from all General Tests taken in the last five years, including test taken today

Note: If you wish to send Subject Test Scores, you must select them through your My GRE account.

[Select](#)



Your Official *GRE*[®] Scores

- **Your GRE official scores are reported about 10–15 days after test day.**
- Your scores are available for you to **view online** in your ETS Account.
 - Your score report includes all scores in your reportable history (past 5 years).
 - You can print a personal copy of your score report.
 - You can **order Additional Score Reports** after test day in your ETS Account.
 - You can watch a short video on how to send Additional Score Reports at www.ets.org/gre/asr.
- Your scores are reported to the institutions you designated on or after test day.
 - Your photograph and Analytical Writing essay responses are also available to institutions to review.

If You Want to Take the Test Again, You Can!

If you need to
try again...
you can retake
the test every
21 days.

- You always have the option to take the test again.
- You can take the *GRE*[®] General Test once every 21 days, up to five times within any continuous rolling 12-month period.

Get Additional Feedback on Your Performance with the FREE *GRE*[®] Diagnostic Service

Free Diagnostic Service:

- Provides **insight** into your performance on the test questions in the **Verbal Reasoning and Quantitative Reasoning** sections of the GRE General Test.
- Includes a description of the types of questions you **answered right and wrong**, the difficulty level of each question and the time you spent on each question.
- You can **access this service** in your ETS Account approximately 15 days after you take the computer-delivered test and for 6 months following your test administration.

GRE® Diagnostic Service: Sample Verbal Reasoning Section



GRE DIAGNOSTIC SERVICE

GRE Diagnostic Service
Home

► Verbal Reasoning

Reading Comprehension

Text Completion

Sentence Equivalence

Quantitative Reasoning

Verbal Reasoning

Within each category below, questions are displayed in order of difficulty from 1 (easy) to 5 (hard).

First Section

Reading Comprehension - Longer Passage: [Description and Sample Questions](#)

Reference #	Question Type	Right/Wrong	Difficulty Level	Time Spent
1	Multiple-choice – Select One	Right	1	01:13
2	Multiple-choice – Select One	Wrong	2	01:23
3	Multiple-choice – Select One	Right	3	01:40
4	Multiple-choice – Select One	Wrong	3	01:06
5	Multiple-choice – Select One	Right	4	02:26
6	Multiple-choice – Select One	Wrong	4	01:33
7	Multiple-choice – Select One	Wrong	4	01:14

Reading Comprehension - Shorter Passage: [Description and Sample Questions](#)

Reference #	Question Type	Right/Wrong	Difficulty Level	Time Spent
1	Multiple-choice – Select One	Right	3	02:46
2	Multiple-choice – Select One or More	Right	4	02:14
3	Multiple-choice – Select One	Right	5	01:53

Text Completion: [Description and Sample Questions](#)

Reference #	Question Type	Right/Wrong	Difficulty Level	Time Spent
1	1 blank	Wrong	3	01:04



Tools To Help You Prepare

FREE *GRE*[®] Test Preparation

- **Section overviews for each measure** are available on the GRE website. They include general advice, sample questions with explanations, scoring guides and tips for answering question types.
- ***POWERPREP*[®] Test Preview Tool**: Helps familiarize test takers with the question types, test features and help tools that are available during the actual test.
- ***POWERPREP*[®] Online Practice Tests**: Two timed practice tests that simulate the actual test and provide scores on the Verbal Reasoning and Quantitative Reasoning measures.
- ***GRE*[®] Math Review**: This 100-page math refresher includes definitions, properties, examples and a set of exercises with answers at the end of each section. Also includes links to additional help in the Khan Academy[®].
- ***GRE*[®] Math Conventions**: Mathematical notations, symbols, terminology and guidelines are included for interpreting information in the test.
- **Practice materials in accessible formats** are available.

Visit www.ets.org/gre/prepare.



GRE Discount Voucher

- Promo Code: WKU30
- \$30 off GRE General Test
- Expires 45 days from today

Tools to Help You Stand Out

Help Make Your Application Even Stronger by Taking a *GRE*[®] Subject Test

- Demonstrate achievement in particular fields of study.
- Each test assumes an undergraduate major or extensive background in the discipline.
- Paper-delivered tests administered in September, October and April.


Tests Available:

- Chemistry
- Mathematics
- Physics
- Psychology

For more information about the GRE Subject Tests, including test dates and registration deadlines, visit www.ets.org/gre/subject.

GRE® Search Service

- You can list a **free profile** about yourself to help graduate schools, business and law schools, fellowship granting organizations, and other organizations that participate in the Search Service to **find you**.
- If you match the recruitment profile of a participating institution, **you may be sent information** about graduate, business or law programs, admissions, scholarships, fellowships and other opportunities.
- You can sign up **when you register** for a GRE test, or you can register for the service in your ETS account at **any time**.



Help schools find you!
Sign up for the FREE GRE® Search Service so recruiters around the world can find you.

[Learn more](#)

Visit www.ets.org/gre/stusearch

GradSchoolMatch



[About](#)

[How It Works](#)

[Resources](#)

[For Recruiters](#)

[Login](#)

Let Us Guide You to a Grad School Program That Best Matches You

The *GradSchoolMatch*™ platform makes the graduate school search and application process easier. Just take a few moments to tell us a little about you and your objectives, then our matching methodology creates a customized program list.

[Get Started](#)

[Member Login](#)



Visit www.gradschoolmatch.com



GRE[®] Resources

The Official *GRE*[®] Website

- Provides in-depth explanations of the test, policy information, test dates and locations, and more.

The screenshot shows the official GRE website. At the top, there is a navigation bar with links for HOME, GRE, PRAXIS, TOEIC, TOEFL, and ALL PRODUCTS. A CONTACT link and a yellow button for Login / Register are also present. Below this is a secondary navigation bar with the ETS GRE logo and dropdown menus for RESOURCES, REGISTRATION, TEST DAY, and SCORES. A search icon is located on the right side of this bar. A breadcrumb trail below the navigation bar reads: ETS Home > GRE > Test Takers > Learn About GRE > Learn About GRE. The main content area features the title "The GRE[®] General Test" and the subtitle "One test for graduate, business and law school". Below this, it says "Select a step to learn more about your GRE[®] General Test journey." and provides a row of six buttons: "Learn About GRE" (highlighted in purple), "Testing Information", "Where to Test", "Schedule Your Test", "Prepare for the Test", and "Check & Use Scores". Further down, a white box contains the heading "One Test. More Opportunities for Success." followed by two paragraphs of text: "Whether you're planning to go to graduate, business or law school — or just exploring your options — you're taking an important step toward your future. It's a smart move to show schools your best. With the GRE General Test, you can!" and "We're here to support you with resources that help you prepare for the test, connect with recruiters, build a competitive application and more."

Visit www.ets.org/gre.



GRE® Resources

- [**GRE® Information Bulletin**](#) (PDF)
- *GRE® Bulletin Supplement for Test Takers with Disabilities or Health-related Needs* (PDF)
https://www.ets.org/s/gre/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf
- Institutions and fellowship sponsors approved to receive GRE scores
- Business schools that accept GRE scores for MBA programs
- Law schools that accept GRE scores for JD programs

Available at www.ets.org/gre



Hear What Other Test Takers Are Saying

- **Connect, engage and hear** from others on various Social Media platforms who are planning to take the *GRE*[®] General Test for graduate, business or law school
 - Official *GRE*[®] General Test pages on Facebook[®], Instagram, and LinkedIn[®]
 - Taking the GRE General Test for business school on LinkedIn[®]
 - GRE videos on YouTube[®]
 - Official GRE General Test page on Sina Weibo[®]
 - GRE official page on WeChat[®]
 - GRE official page on Zhihu[®]



To Get More Information

- *GRE*[®] Tests and Services
 - www.ets.org/gre and www.ets.org/gre/at-home
- If you have questions, review the list of contacts at the website below:
 - <https://www.ets.org/contact/testing-programs/gre/test-takers.html>