

# MEASURING AND MONITORING STUDENT PROGRESS

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# Plan for Today's Workshop

1. What do we mean by student progress? Why measure and monitor? (10 minutes)
2. Successes: Drawing on our collective experience with what works well today (40 minutes)
3. An extended example: Florida State University's system for tracking graduate student progress (60 minutes)
4. How to improve for tomorrow: Steps toward more successful monitoring and assessment systems (40 minutes)

# What do we want to know about student progress?

- Student/Adviser (academic progress, funding)
- Graduate Program (admissions data, milestones, academic progress, funding commitments)
- Graduate School (enrollment, milestones, degree audits, visa status, valid dissertation committee, program review, funding eligibility for students, funding allocations to programs)
- Registrar (registration, course taking, course grades, degree conferral)
- Financial Aid/Payroll (payments to students, benefits eligibility and benefits enrollment)
- Other Service Providers (Health service, counseling center, library, etc.) (eligibility for services)
- Accreditors, Professional Associations Student/Adviser (academic progress, funding)

# Challenges

- How to combine attention to student academic progress (highly variable across fields of study and across students) with collective and administrative indicators of progress (standardized, comparable across fields and students)
- How to link these different levels in useful ways given differing capacities and agendas

# Why Tackle These Challenges?

- Measuring student progress enables students to know where they stand, and compare themselves to realistic expectations
- Measuring student progress enables faculty to understand the status of their own graduate programs and may motivate and guide the improvement of those programs
- Measuring student progress enables administrators to see where the institution is working well, where resources are needed and where intervention is appropriate

# Just a Few of the Barriers to Measuring and Monitoring

- Diversity of graduate requirements and experiences by field and by level
- Decentralization of faculty advising and knowledge of student outcomes
- Absence of central systems for tracking key data
- Lack of coordination across central systems
- Variety of funding mechanisms and associated student performance measures (teaching, research, fellowship, loans)

# Share & Compare, Part I

- Identify one concrete practice at your institution that helps you to monitor student progress. With the example, suggest one reason why it works well in your context. Take 2 minutes to write it down, with the reason why it is successful.
- Example from University of Michigan
- Share these at the tables. Each person gets 3 minutes to talk with no questions or interruptions. After everyone has had their 3 minutes, then open up questions and discussions.

# Share and Compare, Part II

- Given what you've heard so far, write down one idea about how to improve tracking and monitoring at your home institution. How will you get started?
- Share these ideas at your table. Use the group to help each other to brainstorm about the steps to make this improvement.
- After 30 minutes, we'll move toward a whole group conversation about steps toward improving monitoring.