



Communicator

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Increasing Member Value through Improved Digital Engagement

In mid-January 2012, CGS will launch a redesigned website and upgrade most of its other communication assets, including our logo and this newsletter. These new designs will be introduced at our upcoming annual meeting. This article previews these changes and the objectives behind them.

Why Now?

CGS is committed to improving upon member services on an ongoing basis. Member input, captured from two surveys and from the Board of Directors, indicates that now is the time for CGS to improve and expand the usefulness of its online resources and other communication assets.

It is clear from our recent member surveys that the information, research and insights that CGS provides are highly valued. The surveys revealed that how CGS members want to access that information is changing. Reflecting general trends, individuals at our member institutions are increasingly using digital platforms to acquire useful information. Our membership is increasingly comfortable using online tools such as videos, podcasts, blogs and webinars to obtain information and engage with the organizations they support.

The surveys indicated that most CGS members think that CGS' website is good. But there is a general consensus that we could be providing more robust features, such as videos and webinars. It is also apparent that members want greater access to search our best practice and benchmarking research publications. And in general, there is strong direction from the membership to make all content more findable and easier to use on digital platforms.

Given the many challenges facing graduate education and our members, now is the time to make sure that CGS is providing access to its highly valued information and resources in the most useful fashion.

Objectives

Our goal is to make significant improvements in the CGS digital communications and management information systems so members will find greater value from their membership and utilize CGS resources more frequently. The redesign of the website has been guided by four primary objectives:

Provide Greater Access. We seek to help deans lead their institutions in a dynamic environment by providing greater

access to relevant insights, benchmarking data, and utilizing dynamic tools. We also have come to understand that CGS resources are very valuable to many other individuals within a member institution, and our ambition is to make these resources more easily available to more people.

Increase Findability. We aim to help our members more easily find useful information online through search, promotion and navigation on a variety of digital devices as well as allow people to share that information with others.

Manage Relationships Better. CGS is making infrastructure upgrades to help us better manage member relationships and provide a deeper, more personalized, multi-media experience. These upgrades will make it easier for members to conduct their financial business with CGS online, such as registering for meetings, purchasing publications, managing dues payments, and paying for subscriptions.

Do More with Less. The upgraded infrastructure will help CGS staff more effectively do their jobs by providing members with a robust, multi-media experience.

These upgrades will also help CGS staff to analyze member engagement across all possible activities and to easily create new information resources that are responsive to members' changing needs. In addition, the technical infrastructure and the design will be sufficiently flexible to allow CGS to easily adapt to the rapidly changing technical environment.

New Identity Mark

In the process of conceptualizing CGS' digital user experience, it was decided that it was time to refresh the organization's identity mark or logo as well. It's not easy for an organization with so much history to change its mark. So

continued on next page

INSIDE

Data Sources	3
Automation of System-wide PSM Program Management, Advertising, Professional Skills Assessment, Academic Planning, and Electronic Mentoring	4

Increasing Member Value through Improved Digital Engagement

CGS engaged one of its own, Richard Zauft, who in addition to being Associate Vice President for Academic Affairs and Dean of Graduate Studies at Emerson College, is a talented designer.

As Dean Zauft observed: “The current identity mark is visually weak in both structure and meaning. The letterforms are hand drawn and irregular rather than utilizing a real typeface. There is more negative (white) space than positive (black) that makes it look transparent and unstable. And, the overall connotation (implied qualities) is undefined. The mark does not distinguish itself in regards to the CGS mission. It could be a logo for an insurance company or a flight school.

The new identity mark was developed through a collaborative process with the CGS Board of Directors. Another aspect of the analysis was a comparison of the current CGS mark to those of other similar organizations in higher education. The comparison provided the CGS Board [with a framework for discussion for] what they wanted the new CGS mark to accomplish. After reviewing six distinctly different design themes, the board narrowed their preferences to two. These two themes were then developed into over 40 design variations. Through a collaborative critique process, these possibilities were further refined to three identity mark options, from which the new identity mark emerged as the final selection.”

We look forward to presenting and explaining CGS’ new mark at the upcoming annual meeting.

Upgraded Website Experience

From a design perspective, the website is extending the aesthetic of the new identity mark. Even more importantly, the site provides users with enhanced navigation, more robust search functionality and the potential to digitally archive publications.

The site’s navigation will more clearly convey CGS’ focus on providing member service, encouraging positive public policies, advancing our members’ capabilities to fulfill their missions through benchmarking and best practice research, and positioning graduate education in the global context.

For the first time, CGS will be establishing an electronic, searchable database of its publications. Our plan is to make this database available to all individuals affiliated with member institutions at the discretion of the lead contact. In addition to making publications available in electronic versions at the time of their release, we are also exploring making them available in a print-on-demand format.

One of CGS’ most popular services is the Dean’s Discussion List. We are working to create a searchable archive of the list that is available exclusively to members.

Improving Our Newsletters

You will also see improvements in our two primary newsletters, the *Communicator* and the Government Relations weekly newsletter. For both, we are creating more robust,

digital versions with multi-media capabilities. The content from the newsletters also will be archived and fully searchable.

Beginning in January, the *Communicator* will be renamed: *GradEdge: Insights and Research on Graduate Education*. The new name better reflects the value of the publication, which is to provide graduate school deans with insights and research on graduate education. *GradEdge: Insights and Research on Graduate Education* will continue to be a monthly publication. But it will be delivered in print via postal mail twice a year. The other issues will be available electronically in formats that can be easily printed as well as easily readable online.

Infrastructure Upgrade

CGS is also investing in an upgraded technical infrastructure. We are deploying a content management system that will allow CGS staff to easily maintain the website without reliance on outside vendors. In addition, we are deploying an association management system that will allow the organization to maintain all member records in one database and to manage more easily access to the “members only” area.

Social Media

While social media was not a high priority among CGS deans in our survey of members’ priorities for the new communication systems, some deans did want to share CGS content with their colleagues and interact with CGS staff and other members over social media platforms. We are working to meet both demands.

CGS’ new website will facilitate members’ sharing of articles and research insights. The Dean’s Discussion List will continue to be our primary platform to facilitate engagement among the membership. And through an enhanced program of webinars during 2012, we plan to increase engagement between CGS staff and the membership on important timely topics. And over the next 12 months, we will expand CGS’ use of popular social media platforms, including Twitter and LinkedIn.

What Success Looks Like

Certainly, completion of the redesign project will be a success in and of itself. It will create a better experience for our members. It will also allow CGS to better track member interests and participation levels and make changes if it is so indicated.

We have established with the Board of Directors that our level of success will truly be measured a year after launch. We will consider this a job well done if the digital resources are used frequently by more people and member satisfaction with the website is significantly increased. We aspire to the ongoing excellence in digital communications that our member institutions have come to expect from all of CGS’ endeavors.

By Dan Solomon, Consultant

Data Sources: International Comparisons of Educational Attainment

The United States continues to experience a high level of educational attainment, but many countries have surpassed, or will soon surpass, the US, according to the OECD's latest annual compendium of international education statistics, *Education at a Glance* (OECD, 2011). The 495-page report assembles a wealth of data on a range of education indicators, including educational attainment, educational expenditures, and participation in education. This article uses data from *Education at a Glance* to examine educational attainment across OECD and G-20 countries.

The OECD report uses the International Standard Classification of Education (ISCED) framework, which takes into account differences in the structure of tertiary education (i.e., higher education) across countries, to make international comparisons of educational outcomes. The ISCED framework includes three categories that capture the equivalent of all US associate's degrees, bachelor's degrees, master's degrees, doctorates, and first-professional degrees. ISCED 5A (tertiary-type A) education programs are theory-based programs that prepare students for advanced research studies or for entry into professions with high skills requirements. This category includes US bachelor's and master's degrees, as well as US first-professional degrees in fields such as medicine, dentistry, and law. ISCED 5B (tertiary-type B) education programs are generally shorter in duration than ISCED 5A programs and provide students with practical, technical, or occupational skills. This category includes US associate's degrees. The final higher education category, ISCED 6 (advanced research programs), includes degree programs that result in the awarding of an advanced research qualification such as the PhD (OECD, 1999; OECD, 2011).

Across all OECD countries in 2009, 30% of all 25-64 year-olds had earned a tertiary-type B credential or higher, equivalent to a US associate's degree or higher. The 2009 figure reflects a nine percentage point gain from 21% in 1998. Twenty-one percent of all 25-64 year-olds in OECD countries in 2009 had earned a tertiary-type A credential or higher, equivalent to a US bachelor's degree or higher. Educational attainment rates for advanced research programs alone, equivalent to a US PhD, are not included in the report.

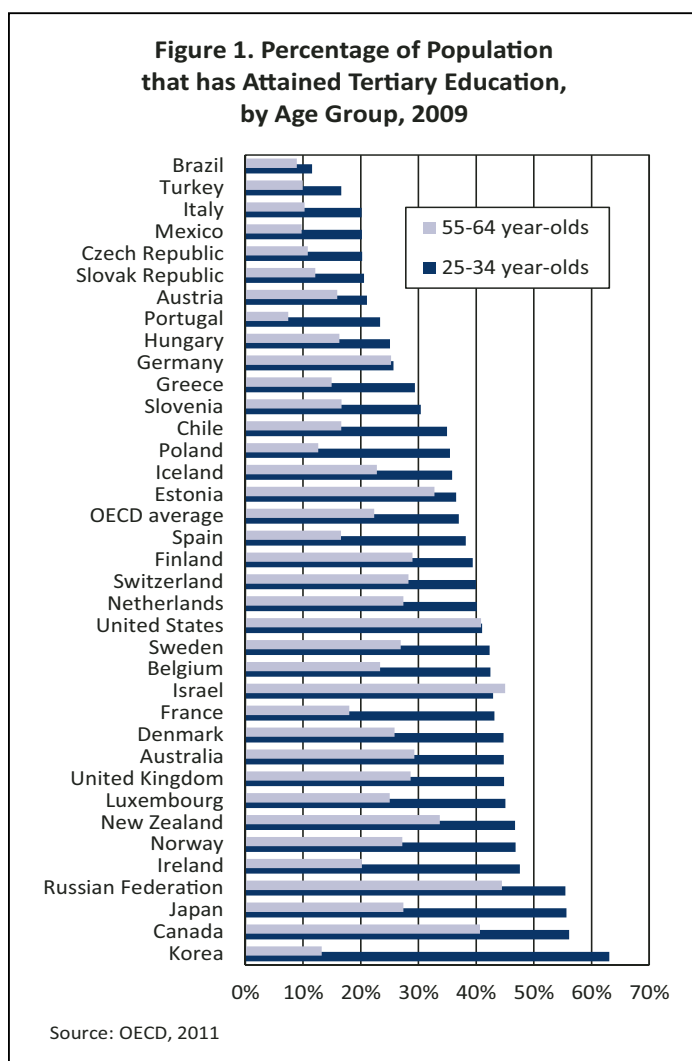
The United States and Japan together accounted for 47% of all 25-64 year-olds with tertiary education (tertiary-type B or higher) in OECD countries in 2009, meaning that nearly one-half of the total population of individuals with tertiary education in OECD countries lived in the United States or Japan. If G-20 countries are also included in this calculation, the United States continues to be top-ranked, with 26% of the total population of 25-64 year-olds with tertiary education in OECD and G-20 countries in 2009, followed by China (12%), Japan (11%), the United Kingdom (5%), and Germany (5%).

Figure 1 presents tertiary educational attainment rates by country for two age groups: 25-34 year-olds and 55-64 year-olds. In 2009, the United States ranked third among OECD

countries in the percentage of 55-64 year-olds who had attained tertiary education. In the US, 41% of individuals in this age group had attained tertiary education in 2009, trailing only behind the Russian Federation (44%) and Israel (45%), and considerably higher than the OECD average of 22%. Among 25-34 year-olds, however, the United States ranked 16th in the percentage who had attained tertiary education, indicating that educational attainment is increasing faster in other OECD countries than in the United States. In the US, 41% of 25-34 year-olds had attained tertiary education in 2009, higher than the 37% OECD average, but considerably lower than top-ranked South Korea (63%). Canada (56%), Japan (56%), and the Russian Federation (55%) also had educational attainment rates for 25-34 year-olds that were considerably higher than the rate in the US.

Due to their stronger gains in educational attainment among younger individuals, more countries are expected to surpass

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Data Sources

the US or increase their advantage in overall tertiary attainment (25-64 year-olds) over time, according to *Education at a Glance*. Countries such as Korea, Japan, Norway, Ireland, and Sweden, among others, already have high levels of tertiary attainment, but are expected to see that advantage increase in the coming years. In contrast, the United States, Israel, the Russian Federation, and Finland, among others, will see other countries approaching or surpassing their levels of educational attainment. Poland, Chile, and Portugal are expected to move closer to the OECD average in the coming years, while a handful of countries, including Austria, Brazil, and Germany, are expected to fall further behind in tertiary attainment.

The United States ranks higher in educational attainment when tertiary-type B programs are excluded. Among all OECD countries in 2009, 31% of all 25-64 year-olds in the United States had earned a tertiary-type A credential or higher, equivalent to a US bachelor's degree or higher. This figure was second only to Norway, where 34% had achieved this level of educational attainment. Once again, however, the US ranked lower for 25-34 year-olds (11th) than 55-64 year-olds (1st), indicating that other countries will soon surpass the US in the attainment of tertiary-type A credentials or higher.

Over the past decade (1999 to 2009), the average annual growth rate in tertiary attainment (tertiary-type B or higher) in the United States was 1.4%. This compares with an OECD average of 3.7%, and rates as high as 6.6% for Luxembourg, 6.5% for Poland, and 5.8% for Ireland. The 1.4% average

annual rate of increase for the United States was the lowest of all OECD countries.

While the United States has long been a leader in educational attainment, the OECD data clearly show that the United States' ranking has slipped over time and that it may soon be surpassed by even more countries in the near future. In order for the United States to remain competitive in the 21st century global marketplace, it must increase educational attainment for its citizenry, particularly graduate degree recipients with "the advanced knowledge and skills that will secure our future intellectual leadership in the knowledge economy" (Wendler et al., 2010, pp. 1).

By Nathan E. Bell, Director, Research and Policy Analysis

References:

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Wendler, C., Bridgeman, B., Cline, F., Millett, C., Rock, J., Bell, N., and McAllister, P. 2010. *The Path Forward: The Future of Graduate Education in the United States, Executive Summary*. Princeton, NJ: Educational Testing Service.

Automation of System-wide PSM Program Management, Advertising, Professional Skills Assessment, Academic Planning, and Electronic Mentoring

Professional Science Master's (PSM) programs provide interdisciplinary coursework in the natural sciences, technology, engineering, mathematics and/or computational sciences in combination with professional trade-specific management training essential for careers in industry, government or nonprofit organizations. North Carolina State University, which has many years of experience with PSM programs and building employer alliances, is leading the University of North Carolina (UNC) System-wide PSM Initiative and providing multiple services to UNC campuses with PSM programs.

Electronic administration is essential in the quest to minimize resource consumption and the need for additional personnel when planning, developing, launching or managing PSM programs. Several innovative tools have been developed and are made available to PSM directors and PSM students through the new PSM information management system (PIMS). It is our hope that the provision of the PIMS portal with its many tools will ease the management and

advertisement workload for the PSM directors, will promote professional skills training in additional courses, will be a cornerstone in thorough academic planning of new programs and collaboration between campuses, and will inspire new relations between students and industry professionals. In this article, we describe the capabilities and operation of PIMS. The PIMS portal can soon be accessed at <http://www.ncsu.edu/grad/psm>.

The PIMS Portal Login

The PIMS Portal allows members of the UNC community (students or staff at any campus of the UNC System) to access a suite of online data entry and reporting tools after login. The server hosting the PIMS portal at North Carolina State University has been established as a service provider for the UNC General Administration Federation. When the user selects the "Sign In" link under the PSM Quick Tools heading on the PSM home page, the user is prompted to pick a campus from a drop-down list. After the campus is selected, the user is transferred to a login screen from the home

campus so that the authorization is leveraged against the user's home campus authorization method instead of depending on a complete list of portal users.

Selected PIMS Tools

PSM Program Information Entry, Management, and Report Creation. PSM directors can enter and update basic program descriptions in PIMS. Such information includes program name, launch date, duration, mission, contact information, link to the curriculum home, number of credit hours, percentage of STEM classes, additional educational options, such as MBA or other dual degree overlays and certificates, career track examples, and types of interaction with companies (such as case studies, projects, and internships). PSM directors can also post employer project information (examples are employer information, project start, project length, name of project, mission, goals, deliverables, student and employer feedback), alumni feedback, and relevant statistics. These statistics may include, for each academic year, the number of applications, students admitted, students enrolled, number of graduates, number of graduates employed, and number of graduates in continued education. PSM directors are prompted to enter or edit data on an annual basis. Users can browse the data and generate selective reports with information from one or more of the data collections. Since this information is accessible to all members of the UNC community, it serves as a method for sharing, publicizing and marketing the features and statistics of the PSM programs. A scrolled list of all the UNC System's PSM programs divided by institution can be used to choose one, more, or all programs to be included in a customized, electronic and/or printable report. This feature makes it possible to instantly tailor reports or advertisement material for a variety of audiences such as university administrators, PSM directors, students, employers and lawmakers.

Professional Skills Assessment. Resembling the peer performance assessment often carried out by companies, the Professional Skills Assessment tool is a comprehensive application based on the model currently used by the Analytics PSM program at North Carolina State University. PSM directors and PSM students can use this tool to measure student performance of work performed in teams and enhance essential skills such as effective communication, teamwork, and leadership. Program directors create teams and evaluation rubrics, and generate reports to assess individual student professional skills levels. The assessment tool contains a dashboard containing a list of all classes for which the director is performing assessments as well as options to add a course, add questions to the question bank, create a questionnaire from questions in the question bank, or display assessment reports. The dashboard options for each course include specifying students who are enrolled, creating an assessment for each course and creating reports for each assessment. The detailed report displays individual student assessment scores where each question in the questionnaire is listed, followed by the answer provided by each of the fellow students in the team, as well as the student's self assessment scores for each question. Another

report, the Class Report, provides self evaluation and peer evaluation average scores for the class for each question. Scores are evaluated statistically and deviations are marked to encourage action. Students increase awareness about their professional capabilities and are incentivized by their peers to excel. The tool is easily transposable to all courses in which teamwork is a requirement.

Geospatial Information Science Academic Planning Tool. A web-based academic strategic planning tool has been developed by the Geospatial Information Science and Technology PSM program at North Carolina State University. The tool features interactive mapping of North Carolina's potential for PSM development by visualizing where PSMs can connect to industry clusters, individual companies, non-profits, and government entities as well as individual UNC campus strengths and existing PSM programs. Users can specify resources to be displayed on a map with street and aerial view options, and zoom in and out and click on a resource to show detailed information. Typical queries for a UNC administrator may be:

- "Which universities have PSM programs and how many of each kind are needed?"
- "What does the local graduate market base look like, i.e., bachelors within a given field, and where is it sufficient to support a new graduate program?"
- "Where are the areas of high unemployment/poverty which could benefit from a PSM program?"

Typical queries for a PSM director:

- "Do other universities have this program and or faculty/strengths within the field?"
- "Where are the relevant companies and are there other organizations that support this field?"

The intent is to ensure that academic planning is well-coordinated, all relevant industries have access to PSM programs, duplicate efforts are avoided, and that resources are shared in an equitable and effective manner. The tool is expected to be useful at multiple levels for program development, and for university-wide and system-wide academic planning purposes.

Electronic Mentoring. Connecting with industry leaders is something that is expected to benefit all PSM students. Many years ago, the successful mentorship program entitled "Adopt A Professional Student" was started by the Microbial Biotechnology PSM program at North Carolina State University. The program serves as the model for a new updated version of mentor-mentee match-making, the "e-mentoring" program. It facilitates interaction between PSM students and industry personnel. The e-mentoring program is being launched this fall on UNC online, a platform that is developed and maintained by UNC General Administration and offers online course sharing and exam proctoring. PSM directors invite mentors into the program and manage the match-making to the extent they desire. Mentors list their information details (name, field of expertise, experience,

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Automation of System-wide PSM Program management

topics and professional skills they are willing to discuss), and a range of other parameters relating to personal or electronic meeting logistics, where after students can browse the information and select a mentor. Annual assessments of both the mentor and mentee experience are included. The e-mentoring program is anticipated to improve retention rates and job creation/job offer frequencies, as well as be a venue for the provision of "live professional skills training." The pilot phase will include all PSM programs in the UNC System. Once completed, e-mentoring will be available for other programs across UNC and may be extended to other entities such as the North Carolina Community College System (NCCCS). It is anticipated that numerous additional mentor-mentee groups will utilize this tool. Examples are industry professionals - faculty, faculty - students, faculty - faculty, and students - students.

PSMs as Drivers for Innovation

North Carolina State University has a dynamic PSM Council of PSM directors in highly diverse fields. It is through the sharing of ideas with these directors and the

interaction with the UNC General Administration that the new tools were born. The PIMS and all the tools therein are examples of how PSM program-specific expertise can catalyze innovation and transform education while providing transposable tools to non-PSM enterprises at all higher education institutions.

By Lisbeth Borbye, Assistant Dean for Professional Education, North Carolina State University and Director of the UNC System-wide PSM Initiative and David Edelman, Information Technology Specialist, North Carolina State University

The development of PIMS and the described tools was graciously supported by the UNC General Administration and North Carolina State University.

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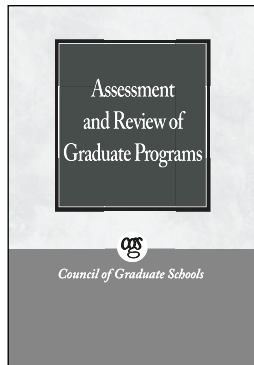
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NEW PUBLICATIONS

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ASSESSMENT AND REVIEW OF GRADUATE PROGRAMS | Revised and Updated!

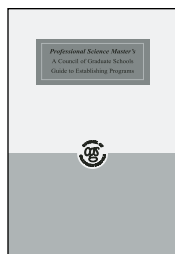
Assessment and Review of Graduate Programs was originally published by the Council of Graduate Schools (CGS) in 1990 and revised in 2005. Based on the findings and recommendations of the CGS Task Force on Academic Review of Graduate Programs, the original version has become the definitive guide on the purposes and processes of graduate program review in the United States and Canada. Thanks to the broad dissemination of that document and to presentations on graduate program review at CGS annual meetings and summer workshops, the practices outlined in the original document have been widely adopted among graduate schools of North America.

Since 1990, there has been growing recognition that formal graduate program reviews every five to ten years must be complemented by assessment of student learning outcomes, especially as this type of assessment has been required by regional and professional accrediting agencies. This new edition of *Assessment and Review of Graduate Programs* extends the focus on outcomes assessment in the previous 2005 edition by providing more detail on articulating outcomes, creating assessment plans, implementing assessment plans, and reporting the results of the assessment. The new edition also includes a brief discussion of a growing trend in which graduate schools take the lead in managing the analysis of institutional data to inform strategic decisions at the university level for improving graduate education.

ITEM NUMBER: ACADREV | MEMBER PRICE: \$15 | NON-MEMBER PRICE: \$18

*Bulk pricing available to members only

Related Publications: *Preparing Future Faculty to Assess Student Learning* (2011).



PROFESSIONAL SCIENCE MASTER'S: A COUNCIL OF GRADUATE SCHOOLS GUIDE TO ESTABLISHING PROGRAMS (2011)

The rapid expansion and increasing diversity of the PSM from a handful of programs a little more than a decade ago to over 240 PSM programs today point to a distinct area of growth in master's education that is responsive to the needs of students and employers. This monograph is intended to serve as a guide for those who are considering establishing PSM programs at their institutions. We provide background and context and discuss feasibility analysis, program development and operation, formal PSM affiliation, and program sustainability. This monograph is a major rewrite of the earlier monograph, *Professional Master's Education* (2006).

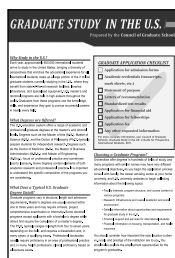
ITEM NUMBER: PSMEP | MEMBER PRICE: \$35 | NON-MEMBER PRICE: \$40 *Bulk pricing available to members only



GLOBAL PERSPECTIVES ON MEASURING QUALITY (2011)

The 2010 Strategic Leaders Global Summit, held in Brisbane, Australia, addressed the challenging topic of measuring quality in graduate education. Representing the contributions of graduate education leaders in 17 countries, these proceedings highlight a variety of emerging best practices for program and institutional assessment. Special attention is given to communicating with campus stakeholders and planning assessment-based interventions in the areas of mentoring, research training, and professional development for graduate students.

ITEM NUMBER: GPMQ | MEMBER PRICE: \$35 | NON-MEMBER PRICE: \$40 *Bulk pricing available to members only



GRADUATE STUDY IN THE US (2011)

Each year, approximately 600,000 international students arrive to study in the United States, bringing a diversity of perspectives that enriches the educational experience for all. This flyer provides practical advice for international students considering graduate study in the US. It includes basic information about academic and professional degree types, the typical requirements and structure of US master's and PhD programs, preparing for graduate study, obtaining student visas, and selecting and applying to graduate programs. Contains information about the various types of financial support eligible to international students and general recommendations for preparing a successful application. The flyer also includes a graduate application checklist.

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COUNCIL OF GRADUATE SCHOOLS



Annual Meeting

DECEMBER 7-10, 2011

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open for the CGS
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