Harnessing Data to Inform Practices, Policies, and Processes to Enhance the Graduate Student Experience

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Anne Converse Willkomm, MFA
Associate Dean
Graduate College
Associate Teaching Professor, CoAS

Deirdre H. McMahon, PhD
Assistant Dean Online Education
Graduate College
Teaching Professor, CoAS

Unlike with undergraduate education, few consistent metrics exist on the graduate level for educators to use as benchmarks or comparisons:

- **Retention data**
  - Reasons for "stop outs"
- **Standards for academic preparedness**
- **Completion/Graduation rates**
  - 2-year for MS or 5-year for doctoral
- **Outcomes**
  - Employment in the field of study & related fields (gainful employment)
  - Academic & research placement (doctoral level)
  - Salary data
- **Nuances & best practices for equity across instructional formats** (*intersects with retention, student success, & student satisfaction*)

Poll Questions

1. How many of you collect data in these specific areas?

2. How many of you struggle to collect this data across your graduate programs?

3. How many of you struggle to find comparative data?

What We Have At Drexel

At Drexel University, our Institutional Research team houses a variety of data points on Tableau to visualize and archive information:

- Master's Retention
- Degree completion
- Net Tuition Revenue (NTR)
- % of students utilizing FFA
- Demographics
- Instructional modality
- Student satisfaction
- Exit polls (limited employment data)

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In-house Data Limitations

The raw data, which is often not broadly accessible across all university stakeholders, must be visualized in a manner that makes the information meaningful:

- Visualizations take skill and time to create
- Not all views capture the data in a meaningful and actionable way
- Institutional Research teams need to collaborate with stakeholders to ensure the data visualizations are comprehensive, useful, and relevant
- Stakeholders need to be trained to access and use Tableau (or other data visualization tools)
- Stakeholders need to discuss specific data views and communicate their data needs
- Lack of qualitative data representation

Data limitations are associated with the following potential consequences:

Internal

- Inability to compare across programs
- Inability to compare across colleges
- Inconsistency in metrics
- Limited ability to track administrative costs & faculty/staff burnout due to inefficient systems

External

- Inability to compare with regional institutions
- Inability to compare with peer institutions
- Inability to compare nationally

Let's break into groups to consider the following:

- **How do we expand and refine in-house data collection?**

- **How do we communicate with peers and peer institutions about graduate data?**

- **How do we collaborate on creating metrics and standards across graduate education?**

- **How do catalog and warehouse data to create national benchmarks?**

- **What other questions should we be considering?**

Sharing

Please share your group's discussion points and ideas with the larger group.

Please continue to share your ideas on GOOGLE DOC and we can continue the conversation.

Thank You

Anne Converse Willkomm, MFA

Associate Dean

Graduate College

Associate Teaching Professor, CoAS

acw334@drexel.edu

Deirdre H. McMahon, PhD

Assistant Dean Online Education

Graduate College

Teaching Professor, CoAS

dhm33@drexel.edu

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Graduate Data Sources

Council of Graduate Schools:

Graduate Enrollment & Degrees (2023)

Microcredentials and the Master's Degree (2023)

Master's Degrees at Work

U.S. Bureau of Labor Statistics:

Education Pays (unemployment rates & earnings by educational attainment)