SUMMARY OF CAMPUS CONVERSATION TOPICS AND RECOMMENDATIONS
GRADUATE DIVISION – STUDENT SUCCESS

Graduate Division has made a concerted effort to increase retention and student success by increasing support programming in areas that are explicitly academic as well as those which are non-academic but that have profound impacts on students' abilities to succeed. The following are highlights of what we have employed in the past five years and the metrics by which we judge them.

STUDENT SUCCESS

Employ more student-centered approaches.
- **Rebranding GradSuccess** – In the past five years, Graduate Division has leveraged the existing peer support coordinators to more holistically address graduate student success. We rebranded these coordinators as GradSuccess. They consist of the Teaching Assistant Development Program Coordinator, the University Teaching Certificate Program Coordinator, the Teaching Assistant Lead Consultant, the Graduate Student Resource Center Coordinator, the Graduate Student Mentorship Program Coordinator and the Graduate Writing Center Coordinator. We also added 3 peer coordinator positions, a second Graduate Student Mentorship Program Coordinator, a GradQuant Coordinator, and a Diversity and Inclusion Academic Liaison (which is co-appointed by GSA). The rebranding from "TADP" to GradSuccess has allowed the office to address graduate student success more broadly. It has also allowed us to more effectively market to and communicate with the graduate student population. Including non-academic programing has allowed us to increase the sense of graduate student community and to connect graduate students to other resources on campus. For example, our weekly "Coffee Socials" (run through the GSRC) are an opportunity for different offices on campus to market events and services to our graduate students. This year, every coffee social was hosted by a campus resource.
- **Drop-In Hours** – GradSuccess instituted peer-support and director office hours in the 2016-17 academic year. These are an opportunity for any graduate student to come into the office to talk to the peer coordinators or the director. Between September 1, 2016 and June 1, 2017 we have tracked 240 total visits by 90 discreet users for an average of 2.67 visits per user.
- **Connection to Graduate Student Association** – We have successfully increased our collaboration and communication with the GSA. We have quarterly meetings and the DIAL position which is shared between GradSuccess and GSA has greatly increased communication between the Graduate Division and GSA.
- **Mentorship Program** – The Graduate Student Mentorship Program began as a grant funded program in 2011. As such, it was open to a limited demographics of students. However, the program seemed to be very successful, so upon completion of the grant, the program was expanded by the Graduate Division. Whereas we had fewer than 30 first-year mentees in the original program, we now have the capacity for up to 100 mentees. We also allow entering students to self-select and apply for the program. To support this expansion, we have had to

increase our peer coordinators from 1 to 2 50% Coordinators who split responsibility for the program (generally one on the HASS side and one on the STEM side) and we have had to increase our peer mentors from 13 to 40.

- **Metrics** – These initiatives were all in an effort to increase retention, the metric by which we are measuring success in these areas. Nationwide, the attrition rate for graduate students is around 50%. At last report, the mentorship program had a 12% attrition rate. The overall efforts have also decreased our total attrition rate which was at 47% in 2012 and is now at 35%. This, of course, is not directly correlated to any one effort. However, it does show that over the past 5 years as programming on campus has been increasing for graduate students and as Graduate Division has had increased collaboration with other campus entities through the GradSuccess program there has been a complementary trend of increased graduate student retention.

Increase campus infrastructure, personnel, and use of technology.

- **Personnel** – To address needs of graduate students on campus, Graduate Division has added 3 FTEs, 3 50% graduate student coordinators, 27 peer mentors, and 10 10% graduate student consultants. One FTE is a director of the new Research Ethics and Education Program (REEP). The other two are the Graduate Writing Center Coordinator and the Graduate Quantitative Methods Coordinator. The 3 50% graduate student coordinators are the addition of one Co-Coordinator for the GSMProgram, one GradQuant Lead Consultant, and the GSA DIAL Coordinator. Some of these positions are paid through central funds, and others we have made a request for central funds.
- **Technology, Tracking and Reporting –** We have employed various new technologies in order to better leverage our resources and to more easily track data. In conjunction with Student Affairs we have employed the VCSA swipe-in system for all events and for ease of reporting. We have a contract with mywconline for consultation reservations for the GWC, GradQuant, and GSRC. We have also deployed a new form management system (JotForm) which houses our fellowship applications, orientation registrations, and reporting forms.
- **Technology, Communications** – In collaboration with Student Affairs, we have also implemented the R'Grad Weekly, a weekly email digest which informs students about events and opportunities that are relevant to graduate students. For all of our events, more than 50% of survey respondents report knowing about the event due to the R'Grad Weekly. In conjunction with Student Life, we are rolling out a new GradSuccess Guidebook on the UCR App in the summer of 2017.
- **Infrastructure –** Graduate Division has both reorganized existing space and obtained new space for student success related activities. We moved the admissions office into a smaller space so that the GradSuccess Office could move to a larger space that more easily accommodates the 6 coordinators who are housed in that office. The Graduate Writing Center was moved into the old GradSuccess space to better accommodate the 3-4 consultations that happen simultaneously. Additionally, we obtained the GradQuant space which has our seminar space (which is very heavily used), a collaboration room available for students to check-out, technology (such as laptops and program licenses) which

| are available for student check-out, and our GradQuant consultations. |

Address affordability issues – tuition, food, and housing.

- **Tuition –** PhD students typically do not pay tuition.
- **Food –** GradSuccess has coordinated with the R'Pantry in order to provide a graduate student only location beginning in Winter 2017. Most GradSuccess events also provide some sort of food or snacks. This is purposefully done so that students who attend the events have some basic needs met by the programming.
- **Finances, Other –** GradSuccess provides financial workshops throughout the year. For example, this quarter, we provided a "Healthcare and Medical Resources for Graduate Students and Their Families" workshop. The workshop addressed the various affordable healthcare options for graduate students and their dependents.

Provide more high-impact practices and academic interventions.

- **Research Ethics and Education Program (REEP)** – Graduate Division has recently rolled out a new REEP. The program offers workshops throughout the year as well as a 1-credit course offered in both Fall and Spring.
- **Graduate Writing Center –** The Graduate Writing Center offers both individual consultations and writing workshops throughout the year. Between September 20, 2016 and June 7, 2017 we served 228 individual users during 905 individual consultations (an average of 3.9 visits per user) and 84 users during 110 visits to workshops (an average of 1.2 workshops per user). This represents an increase in our individual users from 100 in 2013-14.
- **Dissertation Programming –** In 2016-17 we have re-instituted many dissertation programs. We conducted the summer Dissertation Intensive and the summer Dissertation Retreats to increase the rate of CHASS PhD candidates filing within normative time. We see that this program is working because 56% of students who have participated have filed within normative time, 2% have filed but were beyond normative time, 15% are still enrolled and within normative time, and 17% have withdrawn. This compares to a control group (who have not participated in the programming) of which 24% filed within normative time, 5% filed late, 62% are still enrolled but are beyond normative time, and 9% have withdrawn. Additionally, we have opened a dissertation writing room 4 times per week which has been regularly utilized by 21 students during this academic year. At least five of those students have filed this Spring.
- **Fellowship Programming** – The Graduate Writing Center also hosts series of workshops for the major fellowships over the summer and some during the school year. These include the NSF GRFP, the Ford, the Fulbright, and the Soros. This programming has been successful in increasing the number of winners we receive each year. For example, before we were offering this type of programming the campus was receiving ~2 NSF GRFPs every year. This past year we received 11. We also increased the number of graduate students receiving the Fulbright award from 0 of 7 applicants in 2013 to 5 of 7 applicants in 2016.
- **GradQuant –** The Graduate Quantitative Methods Program (GradQuant) offers complementary programming similar to that of the GWC (workshops and

individual consultations, but in the areas of quantitative methods and computer programming. Between September 20, 2016 and June 7, 2017 GradQuant has served 122 students in 179 workshop visits and 122 students in 151 consultations.

- **Engineering Writing Course Pilot –** We are currently piloting a writing course for the Electrical Engineering program. This was at the request of and in collaboration with the graduate program faculty.

Share information and best practices on student success.

- **On-Campus Collaboration –** Graduate Division has greatly strengthened collaborations with The WELL, Student Life, Case Managers, Student Disability Resource Center, Student Affairs, Human Resources, and Counseling and Psychological Services. Many of these collaborations are through the GradSuccess program.
- **UC System Collaborations –** Graduate Division collaborates with the UC System as a whole through the monthly Deans meetings, OP-wide initiatives (such as the Grad Slam competition and UC Graduate Professional Development monthly conference calls). A member of our Graduate Division also served as the coordinator for a system-wide grant proposal. GradSuccess also has a strong collaboration with UCSD Career Center, UCSB Graduate Division, and UCLA Career Center through which we coordinate speaker visits in Southern California and share best practices.
- **Other Collaborations –** Graduate Division also has very active members of the Graduate Careers Consortium and the Consortium for Graduate Communication.

Enhance career development and alumni/community engagement.

- **Professional Development Symposia –** GradSuccess coordinates three full-day professional development symposia each year. In Fall, we host Academic Development Day which helps graduate students and postdocs prepare for academic careers. In Winter, we host Beyond Academia Day, which helps students prepare for non-academic jobs. This year, the third symposia, Teaching Development Day, was expanded into three full-day tracts of programming. One was for actual pedagogical theory and development. Another was for preparing documents for the job search at teaching centric colleges. A third was a full-day of networking with 5 liberal arts college professors who were recruiting for the Liberal Arts Diversity Officers Consortium. Additionally, GradSuccess hosts individual 50-minute and 80-minute workshops and seminars throughout the year.
- **Alumni Interaction –** At many of the GradSuccess symposia and workshops, the speakers who are selected are alums of UCR Graduate Programs. We also host an Alumni networking event every 2 years.
- **Grad Slam –** Grad Slam serves two important purposes: 1.) Allows graduate students the opportunity to practice communicating their work with public audiences and 2.) Provides an opportunity to the campus to engage with the community and communicate the important and exciting work that is taking place on our campus. This year, we began the competition with 99 contestant applications. Those initial presentations were divided into 6 preliminary rounds that fed into 2 semi-finals round, 1 final-round at UCR and then the OP Finals in

San Francisco. Our audience for the preliminary events was around 30-40 for each event and for the finals at UCR we had over 100 audience members.

- **University Teaching Certificate Program –** The UTC Program is a 2-quarter class in university level pedagogical theory and practice. Many of the graduates of this program have gone onto careers as professors in universities and colleges.
- **Making Excellence Inclusive for Graduate Students –** This year we piloted the MEI program for graduate students. The program had participants meet once per week for seminars and guest speakers discussing different diversity topics. This allowed graduate students the opportunity to develop a project and to earn a certificate in diversity concerns.