Below is a table summarizing specific outcomes reported by programs as a result of participating in the GRIP initiative:

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<tr>
<th>Year(s) of Participation</th>
<th>Department or Program / College</th>
<th>Key Outcomes</th>
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| 2011-2013                | Organizational Leadership, Policy, & Development / College of Education and Human Development | - Redesigned the OLPD new student orientation  
- Includes more interaction with faculty, staff and students  
- Content - informational sessions on financial aid, students of color, specific program tracks  
- Remodeled a space in Wulling Hall dedicated to a new OLPD student lounge  
- Created more career building and exploration opportunities with alumni and professionals around the University of Minnesota and the Minneapolis community  
- Restructured OLPD new student pro-seminar  
- Used GRIP results to develop the Graduate School Learning Outcomes  
- Increased number of academic, research and career skill-building workshops  
- Revised student handbook  
- Initiated stronger OLPD online presence (LinkedIn, Facebook, Twitter) |
| 2012-2013                | Nutrition Graduate Program / College of Food, Agricultural and Resources Sciences | - Developed advising principles and advising guidelines  
- Created committee to review curriculum and research methods  
- Created graduate student nutrition program student organization |
|                          | Civil Engineering / College of Science and Engineering | - Updated Civil Engineering website  
- Developed department online newsletter  
- Revised graduate student handbook |
|                          | Public Policy / Humphrey School of Public Affairs | - Developed of core competencies for students  
- Collaborated with Humphrey student organization |
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<tr>
<th>Department and College</th>
<th>Summary</th>
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| Business Administration / Carlson School of Management | - Addressed teaching load issues with students and faculty  
- Developed and implemented a regular evaluation instrument to provide more detailed feedback on a regular basis |
| Experimental Clinical Pharmacology / College of Pharmacy | - Provided workshops to improve skills in research and grant writing  
- Highlighted ECP in Alumni Magazine – to connect current and former students |
| College of Veterinary Medicine | - Reviewed teaching experience for students  
- Developed methods to improve peer support and mentoring |
| School of Dentistry | - Developed committee to review policy that requires some students to earn Masters to practice dentistry  
- Increased flexibility in courses to ensure relevance to students |
| **Full Year participation:** 2013 - 2014 | **Curriculum & Instruction / College of Education and Human Development** | - GRIP results were used to prioritize ongoing and continued discussion about core courses, advising load and advising expectations  
- Used GRIP data to inform the development of graduate student learning outcomes  
- Used GRIP data to inform an external review conducted in Spring 2014 |
| **Youth Development & Leadership / School of Social Work / College of Education and Human Development** | **Seminar** | - Developed intended student outcomes using GRIP data  
- Provided an orientation and scaffolding on how to design a seminar  
- Created a template that explains what is required and expected for a successful graduate experience |
| **Curriculum** | - Reviewed courses and syllabi and explicated intended student outcomes  
- Reviewed relevant topics in youth work “state of the field” and incorporate or augment the curriculum to include these topics  
  - Ex: social media, diversity issues |
| **Fieldwork** | - Created resource list of people student can connect with for fieldwork |
### GRIP Summary of Outcomes and Outcomes Table 2011 – 2015

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<th>Half-year participation:</th>
<th>Anthropology / College of Liberal Arts</th>
<th>Architecture / College of Design</th>
<th>Computer Science / College of Science and Engineering</th>
<th>Entomology / College of Food, Agricultural and Resources Sciences</th>
<th>Masters in Liberal Studies / College of Liberal Arts</th>
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| Spring 2014             | -Created index of past fieldwork sites that could be used with current students  
-Reviewed the language of “fieldwork” and decide whether to use this term in program literature  
-Revised handbook-more specific regarding student responsibilities  
-Developed alternative to Grad calendar  
-Began process to create advanced student mentor group | -Used GRIP to prepare for accreditation in Summer 2014  
-Gathered information on studio culture that the faculty is reviewing to determine if changes need to be made | -Gained data from 60 survey respondents that three-quarters of respondents would recommend the CS Ph.D. program to others. Will use as confirmation of program rigor as perceived by current students.  
-Identified areas for program improvement, such as student life experiences and social opportunities for students | -Used GRIP survey results to develop the Goals and Outcomes document  
-DGS finds GRIP data information useful when meeting with students and faculty to discuss goals and outcomes of our program  
-Based on GRIP data, department is exploring the possibility to arrange a half-day "retreat" to discuss program goals and curriculum | -Created a new course  
-Created new information sheets for students  
-Implemented new processes in student orientation and student reviews  
-DGS met with students regarding some of the issues raised in GRIP data about professional and academic development and student groups  
- “GRIP Responses” are part of many conversations when the department talks about program changes |
### GRIP Summary of Outcomes and Outcomes Table 2011 – 2015

| Nursing / School of Nursing | -Used GRIP results to make decisions regarding funding students  
-Currently using GRIP survey results to revise advising / mentoring practices  
-Developed ongoing assessment plan for evaluating students |
| Water Resource Sciences / College of Food, Agricultural and Resources Sciences | -Used GRIP data to determine which issues were most pressing to students  
-Used GRIP data to prioritize efforts to improve program from a student perspective |
| Security Technologies / College of Science & Engineering | -Identified redundancies and gaps in curriculum through GRIP results. For example, cybersecurity was identified as a gap and bioterrorism was identified as receiving redundant coverage in multiple courses.  
-Interest in engaging with alumni was captured in GRIP and MSST is using GRIP results to develop a plan to better engage with alumni. |
| Design | -Identified areas for program improvement. Used the GRIP results to discuss with faculty issues such as achieving greater clarity and transparency with program expectations and how to provide students with enhanced career preparation. |
| Half-year participation: Fall 2014 | Spanish and Portuguese Studies / College of Liberal Arts  
- In process of developing action plan for addressing issues that emerged from student survey (redesign of research methods course, provide more mentorship opportunities for teaching) |
| | Epidemiology / School of Public Health  
- Developed survey instrument for alumni, to be implemented in Spring 2015 |