



WE DEFINE THE
Future

**Strategic Analysis and Evaluation
of Graduate Programs**



Letter from the Steering Committee

Where we are now, and the road ahead...

Welcome! This report is dedicated to sharing the strategic analysis and program evaluation of graduate education at CSUSB with the campus community, and to explain the approach we used in its development.

Our first step was to establish the current status of our programs. We did this by gathering five years' worth of data on our graduate students' demographics, looking at application, admission, and enrollment trends, retention and graduation rates, university and program requirements, and myriad other data sets, and comparing that information to our sister CSUs and national data on graduate education.

We gathered CSUSB data through surveys, open houses and open forums, and of course, the tireless work of Institutional Research. We then used this information to evaluate our strengths and needs; these strengths and needs then served as signposts to point us in the direction of developing our preliminary recommendations and aspirational goals.

These goals represent an ideal and are yet to be solidified. Indeed, we realize that the availability of resources, as well as the unique attributes of each program, may cause them to be modified as we develop a strategic plan for the future of our graduate programs. We invite your input and look forward to the journey ahead.



Sincerely,

Strategic Analysis of Graduate Programs Steering Committee

Francisca, Jeff, Ahlam, Jonathan, Alexandru, Andrea,

Laurie, Monideepa, Tomasz,

Lynne, Judith, Teresa, Shadia, Shelby

Strategic Analysis Steering Committee

In collaboration with the Faculty Senate, we created a Steering Committee to guide us through the analysis process. The steering committee is made up of two representatives from each college (several of whom are graduate coordinators), as well as one representative from the Palm Desert Campus and one graduate student.

The committee met once or twice a month to review data, design and administer surveys, participate in the analysis, oversee its quality, and monitor its progress. The steering committee members provided a multidisciplinary perspective and welcomed insights on matters particular to their respective programs.

Member	College / Department
Francisca Beer, Chair <i>Interim Dean of Graduate Studies; Director of the Office of Student Research</i>	Graduate Studies
Jeffrey Thompson <i>Former Associate Provost for Research and Dean of Graduate Studies</i>	Graduate Studies
Ahlam Muhtaseb <i>Professor; Graduate Coordinator, M.A. in Communication Studies</i>	Arts and Letters
Jonathon Anderson <i>Professor; Public Administration Chair</i>	Business & Public Administration
Alexandru Roman <i>Associate Professor; Director of the Research Institute for Public Management and Governance</i>	Business & Public Administration
Andrea Schoepfer <i>Associate Professor; Graduate Coordinator, M.A. in Criminal Justice</i>	Social and Behavioral Sciences
Laurie Smith <i>Professor; Director of the School of Social Work</i>	Social and Behavioral Sciences
Monideepa Becerra <i>Assistant Professor; Graduate Coordinator for Master of Public Health</i>	Natural Sciences
Tomasz Owerkowicz <i>Assistant Professor</i>	Natural Sciences
Lynne Diaz-Rico <i>Professor; Graduate Coordinator for M.A. in Education, TESOL</i>	Education
Judith Sylva <i>Professor; Special Education, Rehabilitation & Counseling Chair</i>	Education
Teresa Dodd-Butera <i>Professor; Graduate Coordinator, M.S. in Nursing</i>	Palm Desert Campus
Shadia Adham <i>Graduate Student, Public Health</i>	Graduate Student Representative
Shelby Reeder <i>Administrative Support Coordinator</i>	Graduate Studies

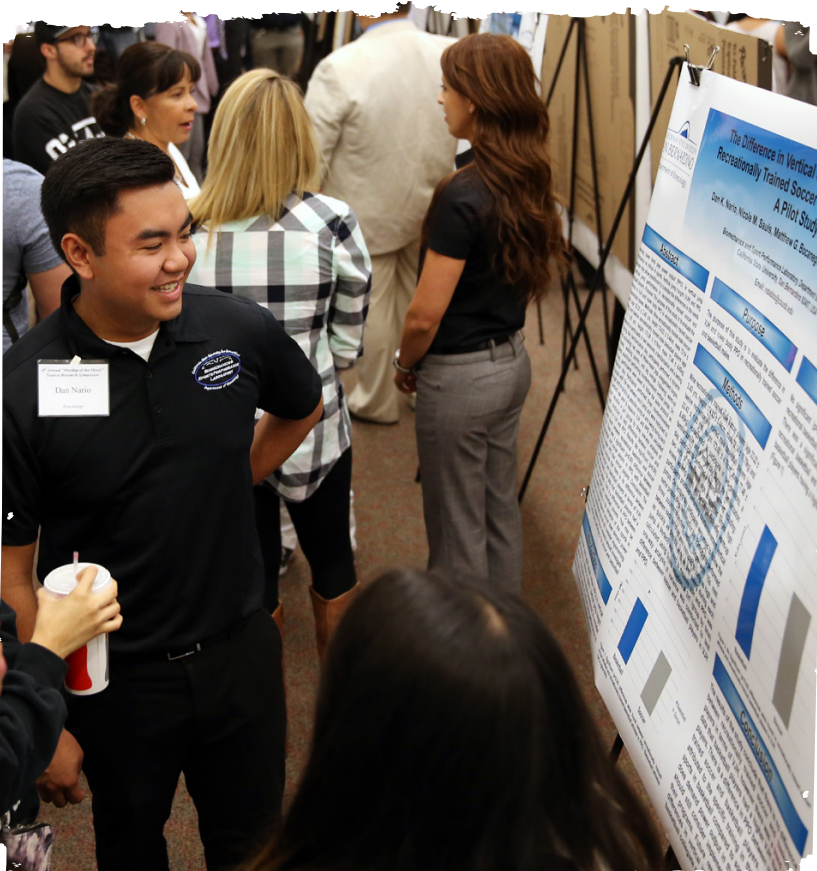


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Introduction

For the past year and a half, the Office of Graduate Studies and the Strategic Analysis and Evaluation of Graduate Programs Steering Committee have been working together to conduct an analysis and evaluation of CSUSB's graduate programs. This evaluation was completed to fulfill Goal 1, Objective 6 in the university's Strategic Plan:

“ To foster the success of graduate students, by June 2017, the campus will complete a program evaluation of graduate education at CSUSB. From 2017 through 2020, these recommendations will be implemented.”

Strategy 3 of the Strategic Plan gives further direction

1. Conduct a graduate studies needs assessment that includes feedback from graduate students and graduate programs;
2. Develop, implement and disseminate a graduate studies strategic plan;
3. Explore, develop and implement effective practices in graduate education (potentially to include HIPs at the graduate level) that promote retention, graduation and time to degree.

The first step in the process was the *fact-finding stage*. During this stage we compiled information to help discover patterns, practices, and relationships. We then identified the strengths and the challenges, or *needs*. We used the needs assessment to develop a list of *recommendations*, which in turn became the building blocks for a *preliminary strategic plan*, including a vision and mission statement, core values and goals. Sources of information for the fact-finding process include:

- Council of Graduate School (CGS), CSU, and CSUSB data on graduate applications, admission, enrollment, retention, graduation rates, student demographics and grade point averages;
- Open House events in spring 2016;
- Quarterly graduate coordinator meetings;
- One-on-one meetings with graduate coordinators;
- Collaboration with the Graduate Council;
- Presentations to the Faculty Senate, Executive Committee, Dean's Council, colleges and departments;
- The faculty survey;
- Results of the 2013-2014 Survey of Graduate Coordinators;
- 2016 Graduate Student Survey;
- Alumni survey (contacts provided by Alumni Relations);
- And monthly Open Forums.

Each of the areas outlined above is explained in more detail on the following pages. We hope this publication serves to briefly describe our process and clarify how we reached our conclusions. However, please keep in mind that this document only begins to cover the vast amount of data that was pored over during the analysis process. More information is available upon request for those who would like to delve into the details.



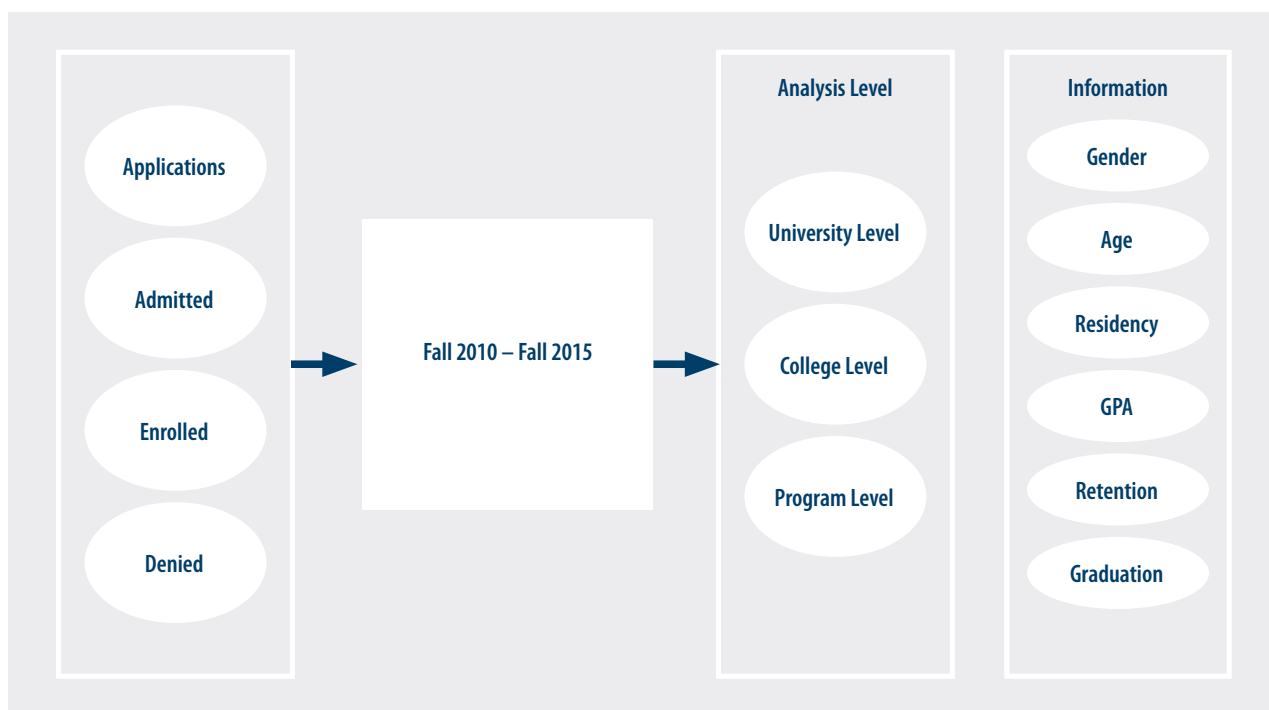
Data Collection: Council on Graduate Students, CSU, and CSUSB Data

Initial data collection laid the groundwork for the analysis and provided an overview of CSUSB graduate programs over five academic years. It also helped us begin to understand our place among other California State University (CSU) and national graduate programs.

As a starting point, data on graduate applications, admission, enrollment, retention, graduation rates, student demographics and grade point averages were collected from academic years 2010 through 2015. Data sets were collected for fall quarters, since most programs begin in the fall and enrollment is greatest at this point. Data from the CSU system and the Council of Graduate Schools (CGS) were used for comparison against state and national trends.

The figure below illustrates the process by which data were obtained:

Figure 1: Data Collection¹



CSUSB data were divided into three categories: university-level data, college-level data, and program-level data. University-level is the broadest category. Analyses began with university-level data since this data set encompasses all colleges and programs, then was disaggregated to the narrowest category whenever possible (concentrations within programs). The data on individual programs will be distributed to each college upon request.

¹ Data were obtained from the Office of Institutional Research at CSUSB. We are extremely grateful that they put in the time and effort to provide us with such large amounts of data.

Data Collection: Faculty and Administrators

Throughout the analysis, we arranged meetings with Graduate Coordinators, Associate Deans, and College Deans, and the Interim Dean of Graduate Studies gave presentations to the Faculty Senate, Dean's Council, and at college and department meetings when invited.



The following events and meetings were held from spring 2016 – spring 2017:

- Five open houses;
- Six open forums (one on the Palm Desert Campus);
- Monthly Associate Dean meetings;
- Quarterly Graduate Coordinator meetings;
- Conversations with Coordinators meetings;
- Weekly open office hours with the Interim Dean of Graduate Studies;
- College and department presentations;
- Faculty Senate presentation;
- Dean's Council meeting.

Based on the feedback received at those events, we sought to improve our benchmarks, focus more attention on retention and graduation rates, graduate student funding opportunities, employment after graduation, and support available for recruiting. Suggestions included streamlining/aligning the university and department admissions processes, measuring student learning outcomes, and providing support for recruiting.

Faculty Survey

In April 2017, we developed a survey to collect faculty opinions on graduate education. The survey was piloted and reviewed by the steering committee, and college deans were invited to provide additional feedback. The survey was administered via the faculty list serve and the results were analyzed by Graduate Studies and shared with the steering committee.



The survey was made up of four sections: 1) Faculty Involvement, 2) Graduate Student Support and Involvement, 3) Graduate Student Resources, and 4) Recommendations. Eighty-four faculty responded (responses were limited to those who teach graduate courses).

Table 1. Graduate Faculty Survey Respondents (N=84)

College	Percent of Respondents
College of Arts & Letters	15.5%
College of Business & Public Administration	13.1%
College of Education	17.9%
College of Natural Sciences	21.4%
College of Social & Behavioral Sciences	32.1%
Total Respondents	100.0%

Respondents were fairly evenly spread across all five colleges, and over half (57%) reported serving as a graduate coordinator over the past five years. Most respondents said they are full professors who have published at least one peer-reviewed journal article in the past five years and have presented their findings at a conference or symposium. Approximately half (48%) have received external funding in the past five academic years. The majority (64.3%) of respondents report that their department actively recruits graduate students. Unfortunately, 84.7% of respondents state that little support is received for teaching graduate students.

Survey Snapshot: Faculty Survey

Faculty Involvement			
Did the graduate courses that you taught over the past five years require any of the following activities?			
Research & Creative Activities			32.5%
Oral Presentation			31.6%
Writing Assignment of Five Pages or More			35.9%
Have you served on a thesis, project, or dissertation committee in the past five years?		Have you co-authored a journal article or paper with a graduate student in the past five years?	
Yes	83.3%	Yes	34.5%
No	16.7%	No	65.5%
Have you mentored a graduate student in the past five years for purposes other than course advising?		Have you co-presented with graduate students at a conference in the past five years?	
Yes	94.0%	Yes	47.6%
No	6.0%	No	52.4%
Graduate Student Support			
For those students who do not complete the program, what, in your opinion, are the reasons?		Does your program implement any of the following strategies to help retain students?	
Work/School Schedule Conflicts	28.1%	Advising	43.2%
Family Commitments	26.0%	Orientation	34.4%
Financial Problems	24.7%	Other	16.0%
Other	21.2%	No Strategies in Place	6.4%
Two most important characteristics that contribute to graduate student success			
Critical Thinking			26.3%
Motivation			26.3%
Intellectual Curiosity			19.8%
Communication Skills			13.8%
Research Skills			12.0%
Experience in the Field			1.8%
To what extent do you agree with the following statements? <i>(Likert Scale: 1 – 5, 1 = Strongly Disagree, 5 = Strongly Agree)</i>			
Most graduate students enter the program well-prepared/well-qualified to successfully complete the requirements.			2.44
The program needs to attract more well-qualified students.			3.05

Most graduate students need to develop more professional behavior (punctuality, civility, written and verbal communication, work ethic).	2.80
Students use their phone or laptop to text, check email, etc. during class time and appear distracted/unfocused.	2.39
Students would benefit from training on professional behavior in the workplace.	2.80

Graduate Student Resources

How well do each of the following resources meet the needs of graduate education?
(Likert Scale: 1 – 4, 1 = Poor, 4 = Excellent)

Pfau Library	2.91	Office of Graduate Studies	2.77
On-campus Computer Facilities	2.90	Office of Student Research	2.85
Web-based Campus Computer Services (Blackboard)	2.88	Graduate Writing Center	2.67
Child Care Services	2.17	Coyote Bookstore	2.30
Health Care Services	2.59	Student Union	2.61
Financial Aid Office	2.10	Tutoring/Learning Services on Campus	2.00
Career Services	1.86	Study Abroad	2.47
Student Counseling Center	2.34	Internship/Fellowships	2.14
Center for International Studies and Programs	2.39	Graduate Assistant Opportunities (TA or RA)	2.06

Recommendations

Would you be in favor of establishing graduate faculty status at CSUSB?		What type of support do you receive for teaching graduate students?	
Yes	48.8%	No support received	87.3%
No	28.6%	Release Time	7.0%
Undecided	22.6%	Other	5.6%
What role should the Office of Graduate Studies play?		Does your department actively recruit new students?	
Provide More Funding	47.1%	Yes	64.3%
Advertise/Recruit for Graduate Programs	5.9%	No	35.7%
Advocating for Graduate Programs	14.7%		
Other	32.4%		

Graduate Coordinator Surveys

Two surveys were used to assess the needs of Graduate Coordinators: the 2013-2014 Survey of Graduate Coordinators developed by the Graduate Council² and an additional survey developed by our Steering Committee. The Steering Committee survey was emailed to all Graduate Coordinators in April 2017.

The 2013-2014 Survey of Graduate Coordinators received 21 responses and covered graduate student financial support, student clubs and organizations, program events, and student support.

The results below are from the Graduate Coordinator Survey conducted by the Steering Committee. This survey received 19 responses and included three sections: 1) Program Characteristics, 2) Compensation and Support, and 3) Recommendations.

Table 2. Graduate Coordinator Survey Respondents (N=19)

College	% of respondents
College of Arts & Letters	10.5%
College of Business & Public Administration	15.8%
College of Education	15.8%
College of Natural Science	21.1%
College of Social & Behavioral Sciences	36.8%
Total Respondents	100.0%

Responses were received from all five colleges. When asked about receiving additional support from the Office of Graduate Studies, 37.5% of graduate coordinators indicated that they perceived increased funding/financial support for graduate students as the greatest area of need. At the university level, 21.4% of respondents stated they would like assistance with recruitment. Half of the respondents (50.0%) reported that their department holds an annual event for their graduate students.



² We are grateful to the Graduate Council for providing us with their data.

Survey Snapshot: Graduate Coordinator Survey

Program Characteristics			
Does your program actively recruit new students? (19)			
Yes		73.7%	
No		26.3%	
What is the capacity of your program (how many students can you serve)? (16)			
1-25		50.0%	
26-50		25.0%	
51-100		6.3%	
More than 100		18.8%	
Compensation and Support			
What type of additional support would you like to receive from the University? (14)		What type of additional support would you like to receive from the Office of Graduate Studies? (16)	
Class Release/Assigned Time	21.4%	Class Release/Assigned Time	6.3%
Funding/Financial Support	21.4%	Funding/Financial Support	37.5%
Recruitment	21.4%	Flyers and Recruitment Materials	12.5%
Teaching Assistant or Staff Support	14.3%	Other	12.5%
Other	21.4%	None	31.3%
What compensation do you receive in return for your role as graduate coordinator (assigned time, other)? (17)			
1 Class Release per Academic Year		23.5%	
2 Class Releases per Academic Year		17.6%	
3 Class Releases per Academic Year		5.9%	
Class Release/Assigned Time		35.3%	
Other		17.6%	

Data Collection: Graduate Students and Alumni

In addition to the faculty and graduate coordinator surveys, surveys were developed and administered to graduate students and graduate program alumni. Both surveys sought to measure student satisfaction with their program and their perceived university strengths and weaknesses. The alumni survey also explored employment opportunities after graduation.

2016 Survey of Graduate Students

To develop the survey, we first reviewed similar surveys administered by other graduate schools and compiled the questions that we felt were most appropriate for our campus. Questions included from these surveys are used with permission.

- CSUSB College of Education, Educational Leadership – 2016 Exit Survey
- CSUSB – 2016 Alumni Survey
- CSUSB Office of Institutional Research – Summer 2015 Campus Quality Survey
- CSUSB College of Business and Public Administration – 2016 Exit Survey
- Ohio State Institutional Research and Planning – Graduate and Professional Student Survey
- University of Texas at Austin – Graduate School Climate Study
- CSULB – Report on Graduate Student Success

The survey was administered to full- and part-time, post-baccalaureate students enrolled in fall 2016. Students were invited to participate via an email sent to their CSUSB email account. A total of 353 responses were received. The final survey included: 1) Respondent Characteristics, 2) Financial and Employment Information, and 3) University and Program Opinions.

Table 3. Graduate Student Survey Responses (N=353)

College	% of respondents
College of Arts & Letters	8.2%
College of Business & Public Administration	29.7%
College of Education	25.2%
College of Natural Sciences	7.6%
College of Social & Behavioral Sciences	28.9%
Interdisciplinary Studies	0.3%
Total Respondents	100.0%

The total number of responses received represents approximately 20% of the graduate student population and spans all five academic colleges. Of the respondents, 66.5% are female, 32.7% are ethnically white, and 91.7% are U.S. citizens. More than 50% reside in San Bernardino County. Most students (29.4%) worked more than 40 hours per week while pursuing their degree. Responses revealed that students are generally satisfied with the facilities and resources available, but think that peer mentoring, job placement, and financial assistance are areas that could be improved. Respondents state that they selected CSUSB due to the low tuition cost (2.33) and the high quality of the program (3.24).

Survey Snapshot: Graduate Student Survey

Respondent Characteristics			
For the most part, what is your enrollment status?		What was your primary activity immediately prior to your graduate program?	
Full-Time	71.7%	Undegraduate student	29.3%
Part-Time	28.3%	Graduate Student	13.3%
Do you intend to pursue a Ph.D.?		Cared for family	2.0%
Yes	26.8%	Employed in a field related to that of current study	38.8%
No	38.8%	Employed in a field unrelated to that of current study	14.8%
Undecided	34.4%	Other	1.7%
Which university did you previously attend?			
CSUSB		47.7%	
Other CSU campus		21.8%	
UC campus		5.8%	
Other California universities		8.7%	
Other universities		16.0%	
On average, how many hours a week do you devote to your graduate program requirements/education?		What was your GPA at your previous undergraduate institution?	
1 – 10 hours	17.8%	2.5 or below	0.7%
11 – 20 hours	39.9%	2.5 – 3.0	17.4%
21 – 40 hours	35.6%	3.1 – 3.5	46.6%
41+ hours	6.6%	3.6 – 4.0	35.2%
What is your primary motivation for pursuing your graduate degree?		How many years do you expect it will take to complete your degree/credential program?	
Advancement in my current organization	21.4%	0 – 1 years	12.1%
Job change or change in line of business	18.3%	1 – 2 years	34.1%
Fulfill a personal goal of professional development	41.4%	2 – 3 years	44.8%
Additional education leading to Ph.D. or other educational degree	15.1%	3 – 4 years	5.8%
Other	3.7%	4 – 5 years	0.9%
		5 or more years	2.3%
What is your place of residence?		Citizenship Status	

San Bernardino County	52.7%	U.S. Citizen	91.7%
Riverside County	32.7%	U.S. permanent resident (green card holder) and citizen of another country.	2.0%
Other California County	13.7%	Citizen of another country with a student visa or other non-immigrant visa.	5.6%
Other U.S. State	0.3%	Undocumented Immigrant	0.7%
International	0.7%		
What is your age?		Gender	
20-30	52.7%	Female	66.6%
31-40	32.7%	Male	32.1%
41+	13.7%	Prefer not to identify	1.3%
Ethnicity (301)		What is the highest level of education completed by your mother?	
Native American	2.0%	No Degree	22.3%
African American	7.0%	High School/GED	44.3%
Hispanic	31.9%	College (Associate's and upward)	33.5%
Asian	5.6%	What is the highest level of education completed by your father?	
Native Hawaiian/ Other Pacific Islander	1.7%	No Degree	23.5%
White	37.2%	High School/GED	41.3%
Two or more races	9.6%	College (Associate's and upward)	35.2%
Prefer not to identify	5.0%		
Financial and Employment Information			
Do you currently hold a job outside the university which is not related to your coursework or degree program? (298)		Have you received or are you currently receiving any of the following forms of funding while enrolled in your current program? (268)	
Yes, full-time	17.1%	A university or department fellowship	4.9%
Yes, part-time	25.5%	An external fellowship (e.g., NSF, NIH, or private foundation)	4.9%
No	57.4%	An appointment as a teaching assistant or assistant instructor	7.8%
How would you characterize your current financial situation? (298)		A paid internship	9.0%
Finances aren't a problem	17.4%	A subsidized loan	38.1%
Somewhat concerned. But, I will have enough funds to meet my basic needs	60.7%	An unsubsidized loan	57.1%

Very concerned. I may not have enough funds to meet my basic needs	16.1%	Employer-sponsored benefit	11.6%
My basic needs are not met by my income	2.3%	A scholarship	18.7%
Other	3.4%	A loan forgiveness program	1.5%
Have you taken out loans to finance your graduate education? (297)		A position as a research assistant	9.3%
Yes	64.5%	Other	20.2%
No	35.5%		
On average, how many hours a week do you work during your time in the program? (277)		Are you hoping to receive a promotion as a result of your participation in this program? (195)	
None	15.4%	Yes	70.8%
1 – 10 hours	9.3%	No	29.2%
11 – 20 hours	12.5%		
21 – 30 hours	15.4%		
31 – 40 hours	17.9%		
41+ hours	29.4%		

University and Program Opinions

How strongly do you agree with the following statements about your academic program?
(Likert Scale, 1 – 4, 1 = Strongly disagree, 4 = Strongly Agree).

My program has the level of academic rigor appropriate for a graduate program in my field (300)	3.34
My program is providing me with the knowledge and skills I need to succeed in my field (297)	3.39
My program challenges me to think in new and more complex ways about my field (296)	3.49
Student Collaboration and teamwork are encouraged (294)	3.39
Experienced students mentor new graduate students (243)	3.36
My CSUSB graduate degree is worth the time and money I am investing (288)	3.32
Based on my experience, I would encourage others to attend my graduate program (293)	2.96

How satisfied are you with the availability of information?
(Likert Scale, 1 – 4, 1 = Very dissatisfied, 4 = Very satisfied).

Overall, how would you rate the quality of:
(Likert scale, 1 – 4, 1 = Poor, 4 = Excellent).

Required coursework/ Program plan (304)	3.27	Your academic experience at this university? (299)	3.33
Advancement to candidacy (268)	3.21	Your student life experience at this university? (241)	2.91
Thesis, project, or dissertation (226)	2.96	Your overall experience at this university? (295)	3.14
Periodic review to assess your progress (254)	3.04	Your graduate/professional program at this university?	3.24

How strongly do you agree with the following statements? <i>(Likert Scale, 1-4, 1 = Strongly disagree, 4 = Strongly agree).</i>		Were you engaged in the following activities during your time in your graduate program?	
Overall, the graduate student climate at CSUSB is positive	3.36	Studying alone (302)	98.3%
The university supports my research/professional goals	3.34	Studying together (300)	73.3%
Student collaboration and teamwork are encouraged	3.37	Faculty office hours (299)	76.3%
Experienced students mentor new graduate students	2.74	Advisor office hours (300)	61.0%
CSUSB offers the necessary financial assistance to graduate students	2.96	Conference participation (299)	43.5%
CSUSB provides the necessary resources to get a job after graduation	2.82	Research with peers (300)	62.0%
How do the following factors contribute to facilitating your degree? <i>(Likert Scale, 1 – 4, 1 = Not at all helpful, 4 = Very helpful).</i>		Independent research (299)	80.3%
Employer support for my educational goals (243)	2.97	Department research events (298)	27.9%
Advisors availability (321)	3.10	Research with faculty (299)	29.3%
Family support (330)	3.46	How important were the following factors in your decision to attend CSUSB? <i>(Likert Scale, 1 – 4, 1 = Not important, 4 = Most important)</i>	
Writing support services (225)	2.62	Geographic location (329)	2.99
Availability of space to work or study on campus (250)	2.80	Cost (340)	3.28
Quality of teaching (346)	3.45	Reputation (339)	2.95
Peer support (325)	3.10	Quality of faculty or program (338)	3.24
Please rate the quality of the university resources listed below. (Likert scale, 1 – 4, 1 = Poor, 4 = Excellent).		I was not accepted into my first choice school (68)	2.03
Pfau Library (250)	3.28	What industry do you plan to work in? (300)	
On-campus computer facilities (198)	3.19	Agriculture, forestry, public lands management	0.7%
Web-based campus computer services (MyCoyote) (299)	3.26	Art, art education	1.3%
Child care services (28)	3.25	Business management or administration (private sector)	8.0%
Health care services (102)	3.00	Engineering, manufacturing	0.7%
Financial Aid Office (218)	2.78	Finance, accounting	3.7%

Career Services (133)	2.89	Legal services, law enforcement, criminal justice	2.0%
Student Counseling Center (113)	3.08	Management information systems, computer programming	2.0%
Bursar Office (179)	2.98	Marketing, sales	1.7%
Campus police (157)	3.01	Medicine, nursing, health care	4.3%
Center of International Studies and Programs (65)	2.88	Psychology, counseling	8.7%
Office of Graduate Studies (260)	3.02	Pubic administration (government, nonprofit)	15.3%
Office of Student Research (121)	3.03	Research, academic setting	4.3%
Graduate Writing Center (138)	2.97	Research, non-academic setting	2.7%
Coyote Bookstore (248)	2.86	Social work and social assistance	13.7%
Student Union (203)	2.90	Teaching, K-12	8.0%
Student Recreations and Fitness Center (150)	3.27	Teaching, university or community college	12.0%
Tutoring/Learning Services (88)	2.84	Writing, journalism	0.7%
		Other	10.3%



2017 Survey of Master’s Program Alumni

One of the goals of the strategic analysis is to measure the ability of our master’s programs to prepare students for their chosen careers. To this end, we collaborated with the Alumni Director to design and administer a survey. In April 2017, a survey was emailed to 2,127 master’s program alumni who received their degrees between 2013 – 2016.



The survey included five sections: 1) Respondent Characteristics, 2) Employment Status and Career Preparation, 3) Program Satisfaction, 4) Future Academic Plans, and 5) Demographics. We received 118 responses, indicating a response rate of 5.5%. However, it is unknown whether all the email addresses are current. Not surprisingly, 2016 graduates made up the largest group of respondents at 31.4%.

Table 4. Alumni Survey Respondents (N=118)

College	% of respondents
College of Arts & Letters	6.8%
College of Business & Public Administration	37.3%
College of Education	22.9%
College of Natural Sciences	4.2%
College of Social & Behavioral Sciences	28.8%
Total Respondents	100.0%

The data show that 82.1% of respondents are currently employed full-time and 63% earn \$50,000 or more annually. Specifically, 29.7% report earning between \$50,000 to \$64,999 annually, while 33.1% report earning above \$65,000 annually. In the open-ended questions, respondents praised the faculty and the learning environment, and reported that their overall experiences were good. Areas identified for improvement include lack of course offerings or course availability, and the need for smaller class sizes. More opportunities for networking was also suggested.

Survey Snapshot: Alumni Survey

Respondent Characteristics			
In which year did you graduate from your masters or doctorate program?			
Before 2010			0.8%
2013			25.4%
2014			20.3%
2015			22.0%
2016			31.4%
For the most part, were you a full-time or part-time student while pursuing a master's or doctoral degree at CSUSB?			
Full-Time			78.8%
Part-Time			21.2%
Employment Status and Career Preparation			
What is your current employment status?		How long did it take for you to find employment after graduating?	
I have a full-time job	82.1%	1 – 3 months	30.5%
I have a part-time job	13.7%	4 – 6 months	9.3%
I am not currently employed	4.3%	7 – 9 months	5.9%
Are you employed in the field of your CSUSB advanced degree/emphasis?		9 – 12 months	2.5%
Yes, I am employed in the field of my major	75.6%	More than a year	5.1%
Employed, but not in my degree/emphasis field	19.3%	Already employed at time of graduation	42.4%
I am not presently employed	5.0%	Not presently employed	4.2%
Did you receive a promotion as a result of receiving your degree?		Did your salary increase as a result of receiving your degree?	
Yes	26.5%	Yes	49.6%
No	73.5%	No	50.4%
How often do you use skills or knowledge learned from your degree?			
Often			69.7%
Occasionally			24.4%
Never			5.9%
Would you recommend your CSUSB graduate program to others?			
Definitely yes			61.9%

Probably yes		26.3%	
Probably not		5.9%	
Definitely not		2.5%	
Don't know		3.4%	
Program Satisfaction			
How satisfied are you with the overall graduate educational experience you had at CSUSB?		3.42	
How well do you think your degree program prepared you for your chosen career?		3.85	
How satisfied are you with the overall graduate educational experience you had at CSUSB?		3.42	
Future Academic Plans			
Did you enroll in another degree program after earning your degree?			
Yes		7.6%	
No		92.4%	
Do you plan to go on to a Ph.D., Ed.D., or professional program?			
Yes, but not currently enrolled		27.1%	
No		24.6%	
Undecided		43.2%	
Currently enrolled in Ph.D. program		5.1%	
Demographics			
What is your gender?		To which racial or ethnic group do you belong?	
Female	66.9%	African-American	16.7%
Male	28.8%	Asian only	12.2%
Prefer not to disclose	4.2%	Caucasian	57.8%
What is your current age range?		Hispanic	27.8%
Under 25	2.5%	Native American	1.1%
25 to 30	32.2%	Two or more races	3.3%
31 to 45	38.1%	Non-resident	2.2%
46 to 60	17.8%	Unknown	1.1%
Over 60	5.1%	Prefer not to respond	8.9%
Prefer not to disclose	4.2%		4.2%

Needs/Recommendations

A close analysis of the data revealed weaknesses or needs that should be addressed in the strategic plan. These needs and supporting data are listed below. Sources of supporting data included the Strategic Analysis of Graduate Programs and Self-Study Analysis documents (indicated as data analysis and program analysis below), the 2013-2014 Survey of Graduate Coordinators, the Graduate Student Survey administered in fall 2016 by the Office of Graduate Studies, Strategic Analysis Open Forums, the Faculty Administrative Manual (FAM), the Office of Graduate Studies fact sheets and annual report, published literature, and campus conversations. Additional supporting data are derived from the faculty and alumni surveys.

Need: Analyze Retention Strategies

Supporting Data: Faculty Survey

A section of the faculty survey explores possible causes of attrition, retention strategies, and student skills and characteristics that may affect success in a graduate program. Respondents indicated that finances (24.7%), work/school conflicts (28.1%), and family commitments (26.0%) equally explained attrition. Respondents also reported that their colleges use advising (43.2%) and orientations (34.4%) to help retain students.

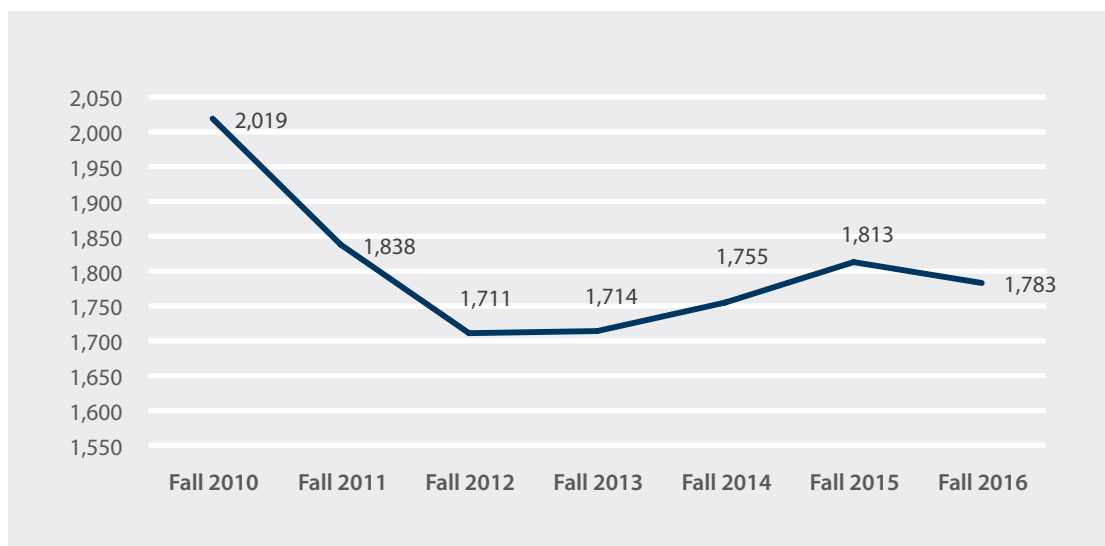
Need: Improve Recruitment Strategies to Increase Enrollment

Supporting Data: Data Analysis

A look at broad enrollment trends reveals that from fall 2010 – fall 2011, enrollment in graduate school dropped throughout the nation by 0.7%, the same period in which applications had increased. Enrollment also fell at CSU campuses throughout southern California, with decreases ranging from 0.9% at Cal State Fullerton to 18.7% at Cal State San Marcos (Sathianathan, 2015). At CSUSB, enrollment dropped 6.7%. Enrollment began to recover in 2013, but has not returned to previous levels (Figure 2).

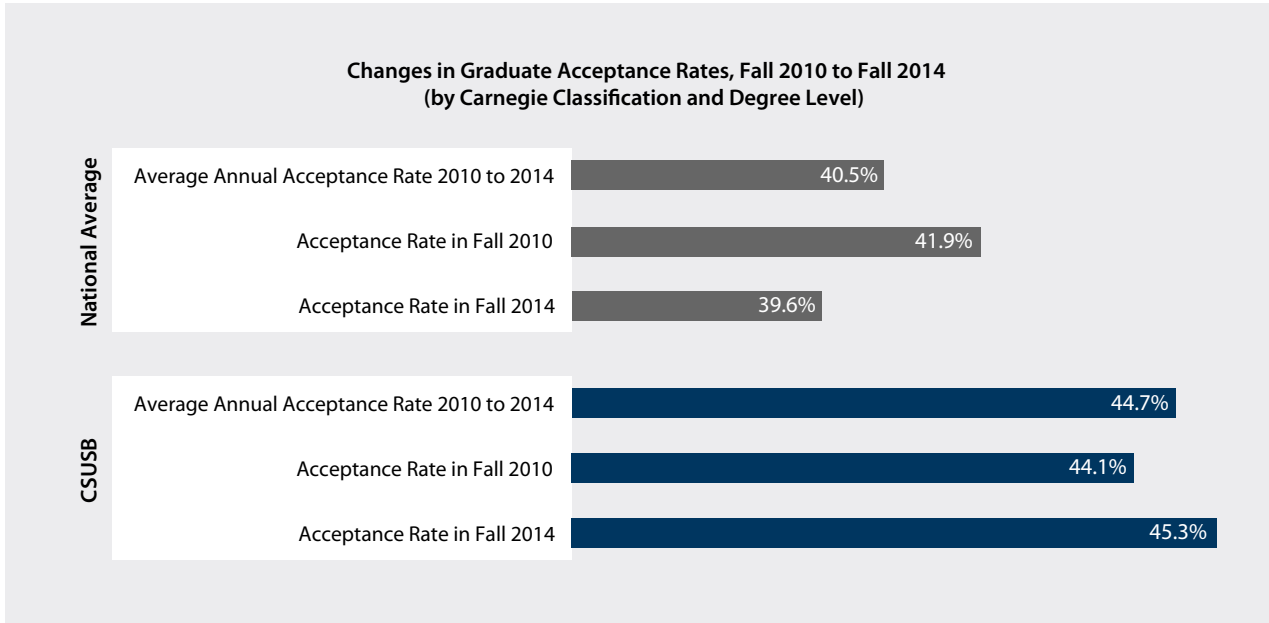
To compensate for the slow growth and eventual decline in applications, acceptance rates at CSUSB have increased and are higher than the national average (CGS data, 2014). In fall 2010, for example, the acceptance rate at CSUSB was 44.1%, compared to 41.9% nationally. In fall 2014, CSUSB's acceptance rate grew to 45.3%, while nationally, the acceptance rate fell to 39.6% (Figure 3).

Figure 2. Total Enrollment in Masters Programs, CSUSB



Source: CSUSB Institutional Research

Figure 3. Comparison of Admission Rates, Fall 2010 – Fall 2014



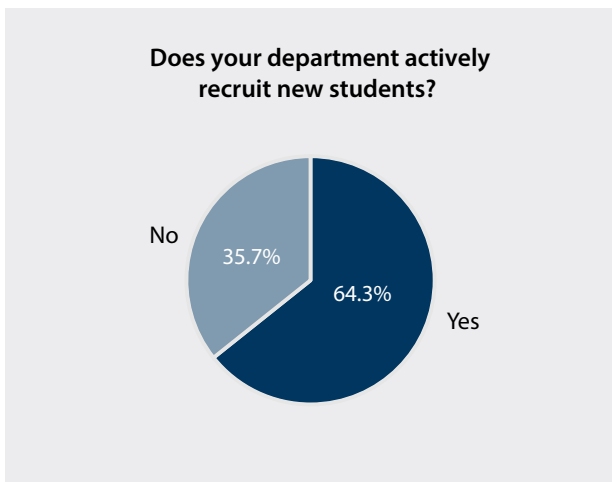
Source: CSUSB Institutional Research

Supporting Data: Faculty Survey

The faculty survey inquired about the availability of resources for recruiting new students. Currently, each department is responsible for its own recruitment activities. Sixty-four percent of faculty reported that their department actively recruits new students (Figure 4). Overall, respondents believe that funding for recruiting fairs and marketing materials will boost recruiting efforts (Figure 5).

Figure 4. Graduate Program Recruiting (N=84)

Figure 5. Recruitment Resources (N=84)



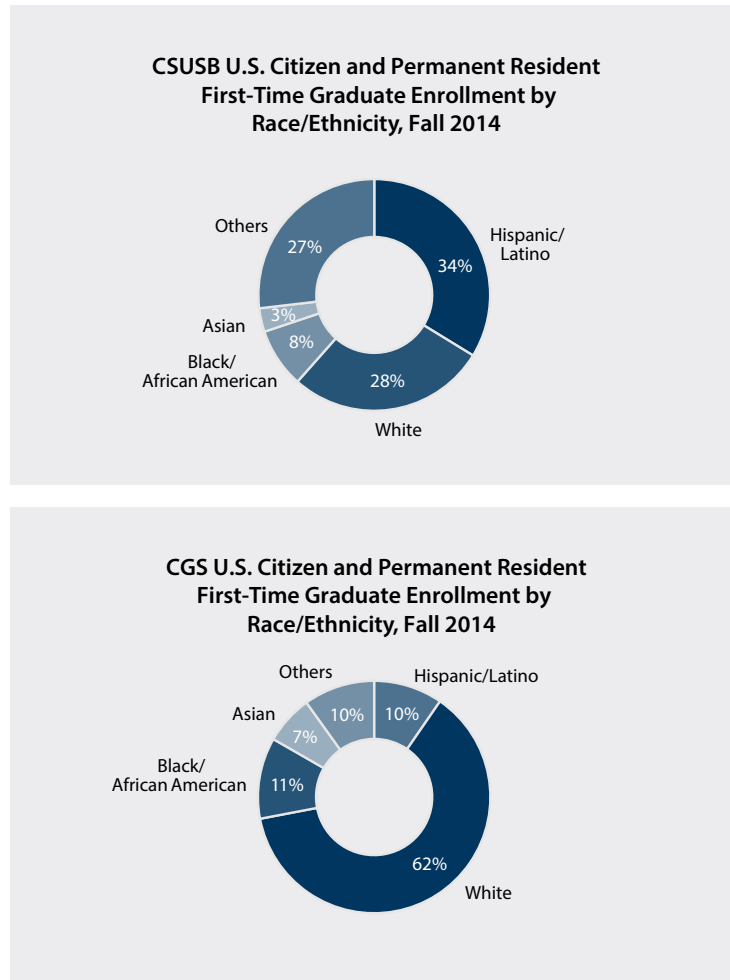
Source: CSUSB Faculty Survey

Need: Increase Diversity

Supporting Data: Data Analysis

While the graduate student population at CSUSB is markedly more diverse than similar schools across the nation, CSUSB lags behind in enrolling African American and Asian students. At CSUSB, only 8% of the graduate population is African American and only 3% is Asian, compared to 11% and 7% nationwide (Figure 6). Over the past five years, the number of African American students has decreased 25%, and Asian students have decreased by 20%. However, the number of Hispanic graduate students has increased about 20%.

Figure 6. Graduate Student Race/Ethnicity, CSUSB and CGS Compared



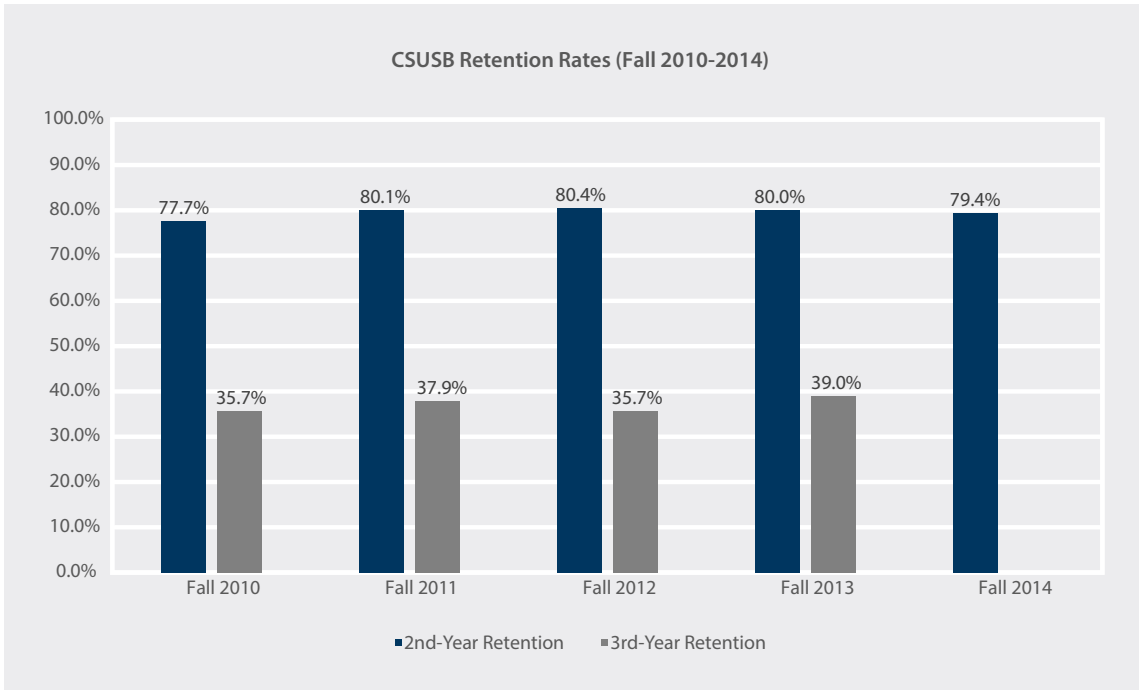
Source: CSUSB Institutional Research; Council of Graduate Schools: Graduate Enrollment and Degrees 2004-2014

Need: Improve Graduation and Retention Rates

Supporting Data: Data Analysis

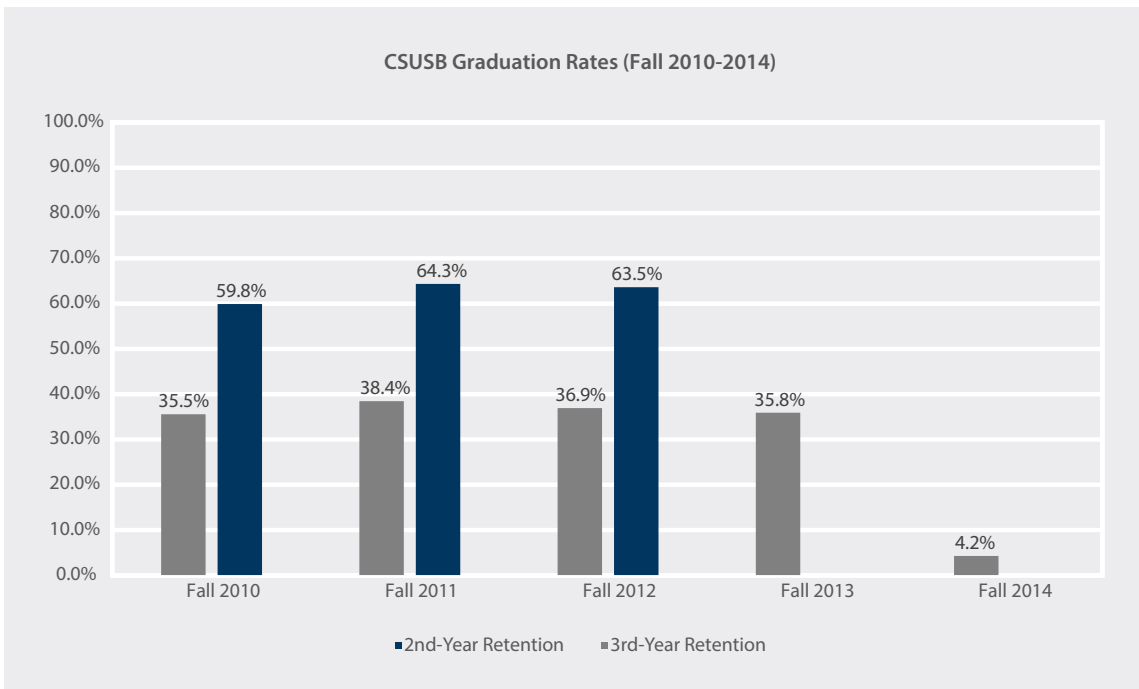
Retention and graduation rates were measured by following fall cohorts of newly enrolled full-time students in 2010, 2011, 2012, 2013, and 2014. In the second year of study, retention rates averaged 79.5% (Figure 7) and the average two-year graduation rate was 36.6% (Figure 8). During the third year of study, retention rates among students who had not yet graduated fell to 37% on average; among these students, the three-year graduation rate was 62.5%. Why students may leave the program prior to completion is not yet clear, but the cost of attendance has been suggested as a factor at one open forum.

Figure 7. CSUSB Retention Rates



Source: CSUSB Institutional Research

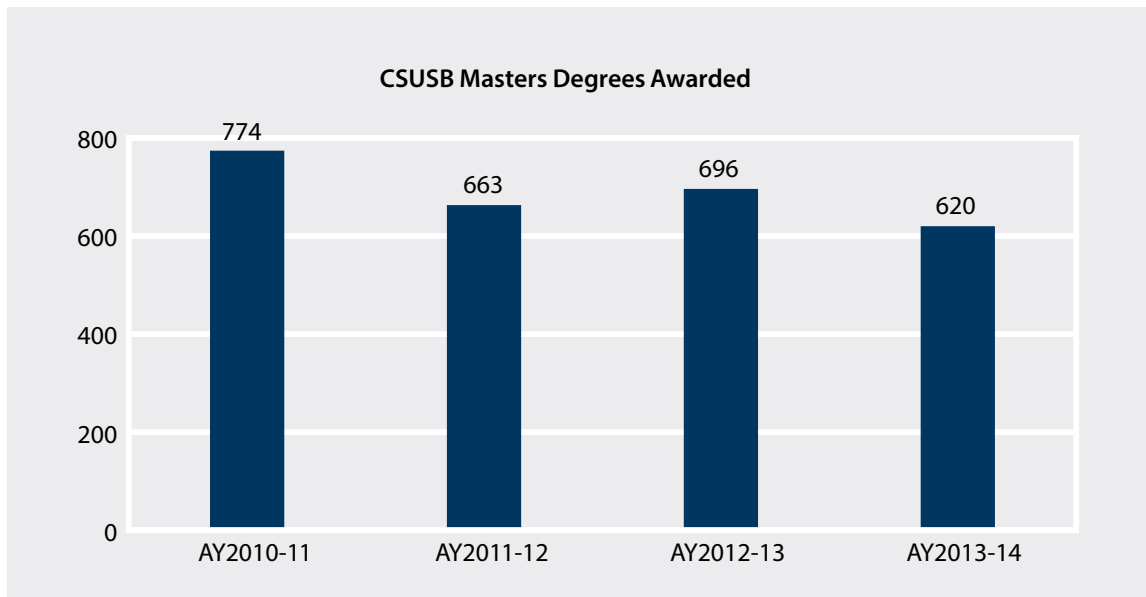
Figure 8. CSUSB Graduation Rates



Source: CSUSB Institutional Research

In addition, the overall number of degrees awarded at CSUSB has decreased in the same timeframe from 2010 to 2014. (Figure 9) While numbers fluctuated, there has been a significant decrease in total number of degrees awarded.

Figure 9. Masters Degrees Awarded at CSUSB



Source: CSUSB Institutional Research

Need: Enhance Educational Experience

The results of the recent graduate student survey disseminated by the steering committee indicates that students are satisfied with the intellectual climate at CSUSB, but there is room for improvement (Table 5).

Table 5. Academic Program Evaluation (N=353)

How strongly do you agree with the following statements regarding your academic program?	Total Respondents (1-4)
My program has the level of academic rigor appropriate for a graduate program in my field	3.34 (300)
My program is providing me with the knowledge and skills I need to succeed in my field	3.39 (297)
My program challenges me to think in new and more complex ways about my field	3.49 (296)
Student Collaboration and teamwork are encouraged	3.39 (294)
My CSUSB graduate degree is worth the time and money I am investing	3.36 (288)
Based on my experience, I would encourage others to attend my graduate program	3.32 (293)

Source: CSUSB Graduate Student Survey

Respondents were asked if they (1) Strongly disagreed, (2) Disagreed, (3) Agreed, or (4) Strongly agreed with the following statements. Responses are presented by the average rating followed by the number of respondents in parentheses.

Supporting Data: Graduate Student Survey

When asked about their satisfaction with the support available to graduate students and the overall climate, most students reported they were “satisfied or less than satisfied” (Table 6). Creating a strong graduate student culture that promotes the value of graduate education and celebrates graduate student success will help make CSUSB a first-choice graduate school. The areas with the greatest room for improvement are peer mentoring, financial assistance, and university support.

The Graduate Student Survey showed that in most programs, more experienced students do not mentor new students. On average, most students disagreed with the statement “experienced students mentor new graduate students.”

Table 6. Graduate Student Survey Results (N=353)

Question	Total Respondents (1-4)
Students are treated with respect by faculty	3.42 (301)
Overall, the graduate student climate at CSUSB is positive	3.36 (329)
The university supports my research/professional goals	3.34 (276)
Student collaboration and teamwork are encouraged	3.37 (299)
Experienced students mentor new graduate students	2.74 (243)
The University provides the support I need to complete my graduate degree	3.15 (292)
CSUSB offers the necessary financial assistance to graduate students	2.96 (254)
CSUSB provides the necessary resources to get a job after graduation	2.82 (192)
I would benefit from training on how to avoid plagiarism and other violations of the standards of academic integrity	2.71 (221)
The overall environment at CSUSB is welcoming to people of diverse backgrounds	3.44 (292)

Source: CSUSB Graduate Student Survey

Note: Respondents were asked if they (1) Strongly disagreed, (2) Disagreed, (3) Agreed, or (4) Strongly agreed with the following statements. Responses are presented by the average of the responses followed by the number of respondents in parenthesis.

Supporting Data: Campus Conversations

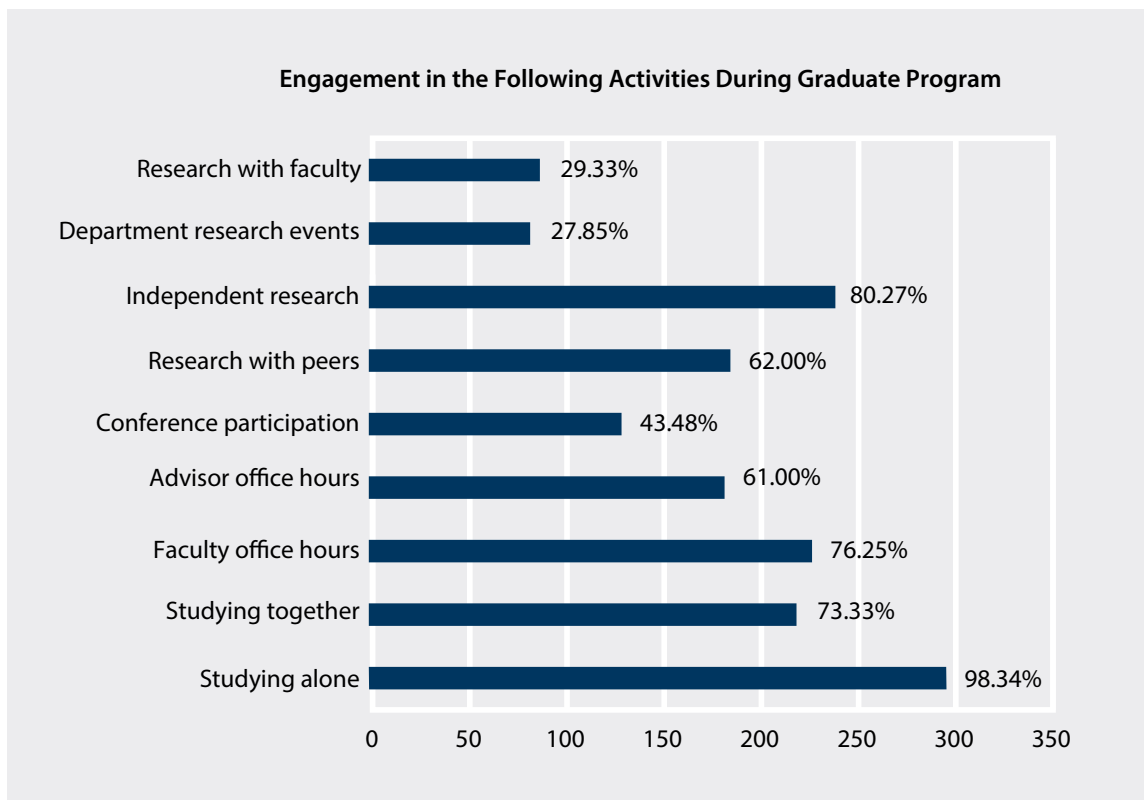
- No SSI funds are allocated for graduate student programs (until this year).
- No campus initiatives to support graduate student retention and graduation are in place.
- No marketing materials are provided for recruiting graduate students.
- Graduate Studies is responsible for organizing many of the events for graduate students.
- Lack of assessment of programs (CLASS is currently focusing on undergraduate programs).
- Historically, little data is available on graduate student demographics, graduate student application and enrollment trends, enrollment projection, or forecasting industry growth.

Need: Foster a Culture of Research and Creative Activities

Supporting Data: Graduate Student Survey

Graduate students must be involved with research and creative activities (RCA) under the mentorship of a faculty member. Such activities lead to greater problem-solving skills, better understanding of research methods, deeper understanding of the discipline, greater confidence, better resilience, and better understanding of the career and education paths. At this stage, the number of students involved in RCA with faculty (29.33%) and the number of departmental research events (27.85%) should be increased (Figure 10).

Figure 10. Student Engagement (N=353)



Source: CSUSB Graduate Student Survey

Supporting Data: Faculty Survey

The Faculty Survey also inquired about academic activities with graduate students. Generally, less than half the respondents are actively publishing and/or presenting material with a graduate student. Most respondents (65.5%) stated that they have not co-authored a journal article or paper with graduate students in the past five years.

Supporting Data: Graduate Coordinator Survey

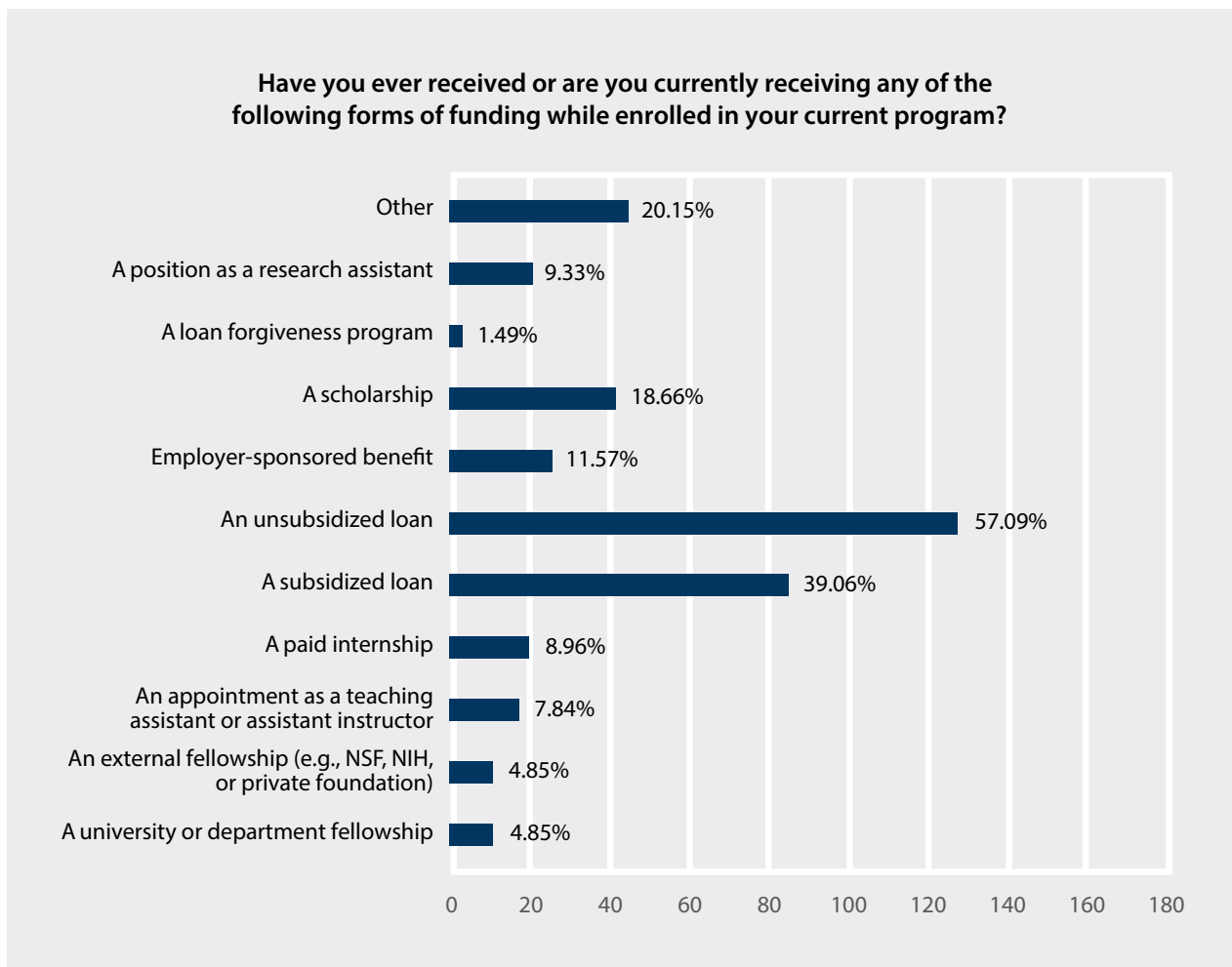
The Graduate Coordinator Survey showed that department events for graduate students is lacking. About half of the departments hold some type of event for graduate students once a year. Only 16% hold quarterly events, and another 16% do not hold any events for graduate students. The Office of Graduate Studies could assist by offering financial support and coordination.

Need: Increased Financial Support

Supporting Data: Open Forum

Feedback from the campus open forums indicates a strong need to offer more graduate student research assistant and teaching assistant positions. These positions would help attract more students, contribute to intellectual development, and address financial need. Open forum participants also suggested offering tuition waivers to help offset the cost of attendance.

Figure 11. Funding Received by Respondents (N=353)



Source: CSUSB Graduate Student Survey

Supporting Data: Faculty Survey and Graduate Coordinator Surveys

The Faculty Survey asked faculty to rate the reasons graduate students may not complete the program and the program strategies in place to help reduce attrition. Respondents indicated that finances (24.7%), work/school conflicts (28.7%), and family commitments (26.0%) equally explained attrition. Respondents also reported that their colleges use advising (43.2%) and orientations (34.4%) to help retain students. The Graduate Coordinator surveys recommended offering tuition waivers to attract more students and decrease costs.

Supporting Data: Graduate Student Survey

Financial assistance for graduate students is extremely limited. Less federal student aid (financial aid) is available to students pursuing advanced degrees, causing them to rely more heavily on unsubsidized loans, work longer hours while in school, or both.

The development of graduate student research assistant and teaching assistant positions could address financial need while contributing to student development. As shown in Figure 11, only 9.3% of our respondents hold a research assistant position and even less (7.8%) are teaching assistants. The magnitude of these numbers partially explain the amount of unsubsidized loans of our graduate student population (57%).

Supporting Data: Graduate Studies Fact Sheet

The Office of Graduate Studies administers four funding sources for graduate students: the Chancellor's Doctoral Incentive Program (CDIP), the California Pre-Doctoral Program (Sally Casanova Scholars), the Graduate Equity Fellowship, and the Student Research and Travel Grant. These programs are highly competitive. In AY 2015-2016, one CSUSB graduate student received the CDIP, two were accepted into the Sally Casanova program, and seven received the Graduate Equity Fellowship, for a total of 10 students, a small fraction of the approximately 1,800 graduate students enrolled annually.

The Student Research and Travel Grant, also administered by Graduate Studies, is funded by Instructional Related Programs (IRP) and Associated Students Inc. (ASI). IRP awards up to \$1,000 to graduate students presenting at or attending a professional conference; ASI funds are available to both undergraduate and graduate students and cover a broader scope of research-related activities. In 2015-2016, graduate students received 60 awards, mostly from IRP funds. ASI funds were also awarded to graduate students, but they receive only a small fraction of the total awards. While Graduate Studies applauds opportunities for undergraduate research, the office would like to see more ASI funds allocated for graduate students.

Need: Foster a Culture of Professionalism

Supporting Data: Alumni Survey

Overall, survey respondents indicated that they are very satisfied with their master's program and think it prepared them for their careers, awarding degree preparation a mean score of 3.85 (Table 7). In addition, 69.7% stated that they apply the skills they learned at CSUSB "often" in their careers (Table 8). A mean of 3.42 from more than 100 respondents indicates overall satisfaction with graduate programs at CSUSB, (Table 7) and a large majority (61.9%) state they definitely would recommend their program to others (Table 8).

Table 7. Career Preparation & Overall Satisfaction (N=118)

Question	Total	
	Mean	N
How well do you think your degree program prepared you for your chosen career?	3.85	115
How satisfied are you with the overall graduate educational experience you had at CSUSB?	3.42	118

Source: CSUSB Alumni Survey

Table 8. Satisfaction with Career Preparation (N=118)

Would you recommend your CSUSB graduate program to others?	Total	
	N	%
Definitely yes	73	61.9%
Probably yes	31	26.3%
Probably not	7	5.9%
Definitely not	3	2.5%
Don't know	4	3.4%
Grand Total	118	100.0%

How often do you use skills or knowledge learned from your degree?	Total	
	N	%
Often	83	69.7%
Occasionally	28	24.4%
Never	7	5.9%
Grand Total	118	100.0%

Source: CSUSB Alumni Survey

In the open-ended questions, most comments are positive. Respondents praised the faculty and the learning environment, and report that their overall experience was good. Areas identified for improvement include lack of course offerings or course availability, and the need for smaller class sizes. More opportunities for networking was also suggested.

Supporting Data: Graduate Coordinator Survey, Literature

According to the 2013-2014 Graduate Coordinator Survey, the majority of programs do not offer professional skills workshops, nor do they encourage students to take such workshops elsewhere on campus.

Feedback from recruiters and employers continues to underscore the importance of instilling professional development skills in graduates prior to employment.

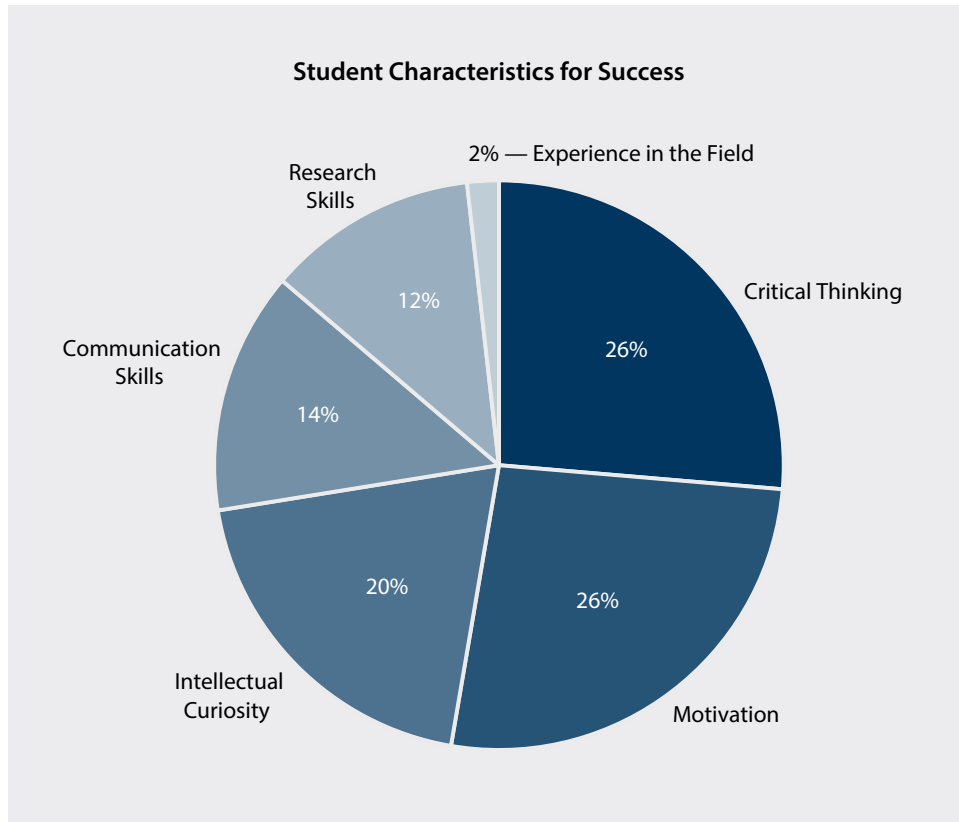
Faculty generally agreed that professionalism includes attentiveness, punctuality and work ethic, and 37% think professionalism has declined over the past five years, while only 12% see an improvement. Student text-message during class, send emails to teachers with grammar and spelling errors, and act “unfocused.”

Need: Define/Analyze Student Success

Supporting Data: Faculty Survey

Faculty were also asked to select the two most important characteristics for success in graduate school. Responses show that critical thinking and motivation are deemed most important (26.3% and 26.3%, respectively). Respondents also stated that intellectual curiosity (19.3%) strongly contributes to student success.

Figure 12. Student Characteristics for Success (N=84)



Source: CSUSB Faculty Survey

Need: Promote Graduate Student Success

Supporting Data: Graduate Student Survey

The graduate student survey shows that many students disagreed with the statement, “CSUSB provides the necessary resources to get a job after graduation.” Career Services received an average rating of 2.89 on a scale of 1-4, with 1 being poor and 4 being excellent. Clearly, job placement and internship opportunities are an area that needs further development and support. Growing alumni networks and establishing stronger links to organizations and businesses in the community may help address this issue.

Supporting Data: Literature

High Impact Practices (HIPs) improve the quality of student experience, learning, and retention, particularly for underserved students (Kuh, 2008). These opportunities are associated with positive outcomes, such as improved graduation rates, improved time-to-degree completion and narrowed achievement gaps between ethnic groups (Hubber, 2010).

Supporting Data: Graduate Coordinator Survey

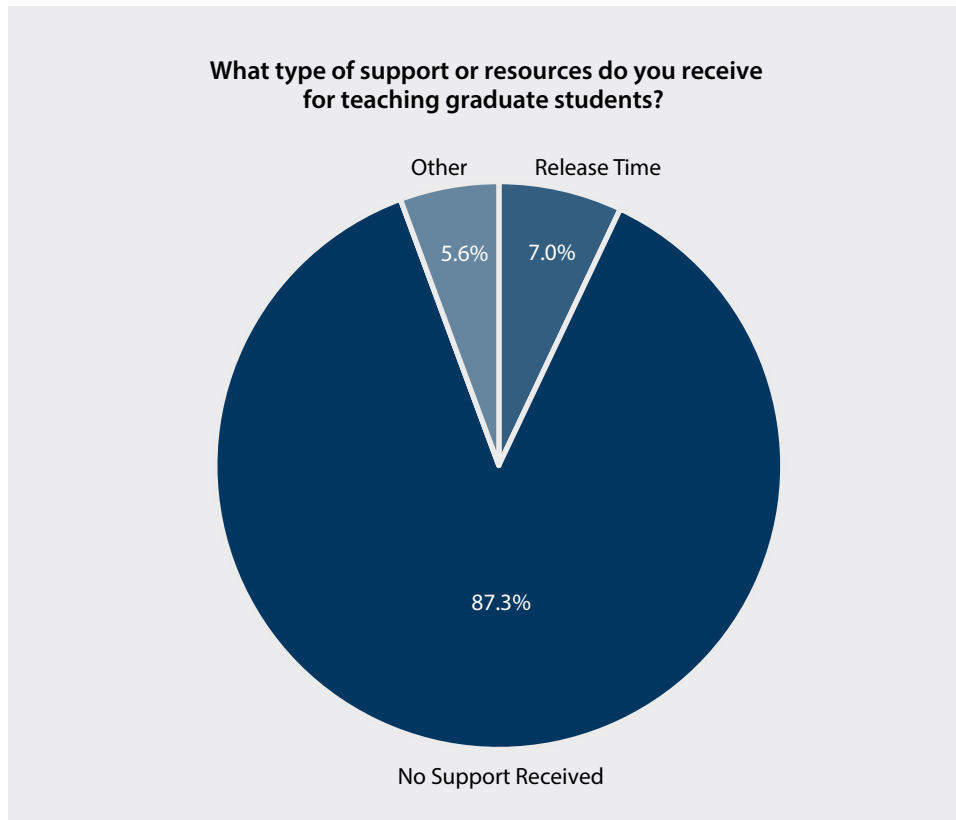
The 2013-2014 Survey of Graduate Coordinators suggests creating “intellectual spaces” for graduate students to congregate, study, and exchange ideas; this space could also be used as a venue for workshops and other gatherings. The creation of such an area would raise awareness of our students’ intellectual activities and respect for our graduate programs as an intellectual force on campus.

Need: Increase University Support to Graduate Programs

Supporting Data: Faculty Survey

It is generally recognized that teaching graduate level courses requires a greater time commitment than undergraduate courses, as well as a high level of subject matter expertise. In light of this, the faculty survey asked about the support faculty receive to teach graduate courses. Unfortunately, most respondents (87.3%) report that they receive no support at all for teaching graduate students. A small percentage (5.6%) of respondents selected “other” in the survey, and listed research assistants, co-teaching opportunities, support from SSI, and access to the Visual Resource Center as types of support received. (Figure 13)

Figure 13. Faculty Support (N=84)



Source: CSUSB Faculty Survey

Faculty were also asked their opinions on class sizes. Overall, respondents are in favor of keeping class sizes small for graduate courses. Seminars and lectures should be kept to 15 or fewer students, and both labs/activities/clinical and supervised field work should be 10 or fewer students.

Supporting Data: Graduate Coordinators' Survey

It is important to note that the recommendations made in the 2013-2014 Survey of Graduate Coordinators have not yet been implemented. The survey lists: *"The need for more staff support, ...The need for more release time, ...The need for web and social media support, ...The need for more support in terms of research and quality education, ...Academic Affairs should provide support for faculty supervising independent studies or graduate research projects or theses, ...More support of graduate coordinators in general."*



Need: Develop Standards for Program Quality

Supporting Data: Graduate Coordinator Survey

According to the Graduate Coordinators Survey administered by the steering committee, most programs do not offer formal internship, career services, and/or placement services (besides the CSUSB Career Center) to graduate students.

Supporting Data: Faculty Administrative Manual (FAM)

While the criteria for measuring program quality will differ by discipline, standards can be defined and measured via accreditation and outcomes assessment. Accreditation is determined by meeting the standards developed by outside agencies in a particular field or discipline, while the goals and objectives measured through outcomes assessment are developed by the program itself through periodic review and self-study reports.

“*Outcomes Assessment involves defining program goals and objectives, specifying the criteria and methods to be used to determine whether students have reached the level of achievement expected, and analysis and use of the assessment findings for program improvement.*” (FAM 856.6)

Supporting Data: Program Analysis

While all of CSUSB's programs are accredited by WASC, not all have garnered additional accreditation. In terms of outcomes assessment, the steering committee found that many programs' self-study reports were more than 10 years old, and some could not be located (self-study reports are to be completed every seven years). In addition, although the Faculty Activity Manual clearly states that Student Learning Outcomes (SLO) should be developed for all programs as part of the self-study, the steering committee found that out of the 60 reports analyzed, only 17 included SLOs.

Supporting Data: Literature

Establishing learning outcomes and regular periodic review is a necessary component of measuring program effectiveness. The Association for American Colleges and Universities (AAC&U) recently released a series of reports on outcomes assessment that reveal findings from a 2015 survey of Chief Academic Officers.

The reports showed the following:

- Eighty-five percent of institutions surveyed have a common set of intended learning outcomes that apply to all students;
- There is significant agreement about the type of outcomes that are important for all students; more emphasis is being placed on research skills and integrative projects.
- Most institutions (87%) assess outcomes using rubrics rather than standardized test scores.

In reviewing the Student Learning Outcomes that were available, the steering committee found nine common outcomes, including advanced critical thinking, professional development, and communication skills. Thus, it is possible to develop common Student Learning Outcomes across programs.

Supporting Data: Campus Conversations

The university has recently established a formal assessment committee called the Committee on Learning Assessment for Student Success (CLASS), but so far, CLASS has been focusing on undergraduate programs. Clearly, coordination, oversight and guidance is needed to ensure that graduate programs are not overlooked and outcomes assessment is carried out regularly. In addition, programs need support collecting data necessary to complete outcomes assessment (student surveys, enrollment targets, GPA data, etc.); the Office of Graduate Studies is best positioned to carry out these roles.

Need: Strengthen Graduate Studies

Supporting Data: Campus Conversations

Graduate students' achievements are often overlooked on campus; in fact, a quick review of news stories posted over the past three months on the Strategic Communications website make no mention of graduate students or graduate programs. The Office of Graduate Studies needs to act as a voice for graduate students and program successes and celebrate the achievements, thereby expanding visibility. The Graduate Studies website profiles the winners of the Outstanding Thesis awards and features a few outstanding graduate students, but more work needs to be done in this area. The office would like to post quarterly graduate student profiles/achievements and connect with Strategic Communications to improve visibility of graduate students and programs, but more resources are needed to reach this goal.

Supporting Data: Graduate Coordinator Survey

The 2013-2014 Survey of Graduate Coordinators suggests creating "intellectual spaces" for graduate students to congregate, study, and exchange ideas; this space could also be used as a venue for workshops and other gatherings. The creation of such an area would raise awareness of our students' intellectual activities and respect for our graduate programs as an intellectual force on campus.

Need: Expand Graduate Studies Resources and Responsibilities

Supporting Data: Campus Conversations

The responsibilities of the Office of Graduate Studies are mainly focused on implementing administrative policies and procedures that pertain to graduate students, (e.g., waivers, leave of absence forms, WRGC, etc.), administering a handful of grants and fellowships, and reviewing and publishing graduate theses, projects, and dissertations. The office also supports graduate coordinators by providing quarterly meetings. Very recently, the office has started to organize events to support our graduate population, including an annual graduate orientation. The office has also improved communication with its graduate programs by offering "Conversations with the Coordinators" and meeting with the Associate Deans. The Interim Dean of Graduate Studies attends a number of campus councils and committee meetings.

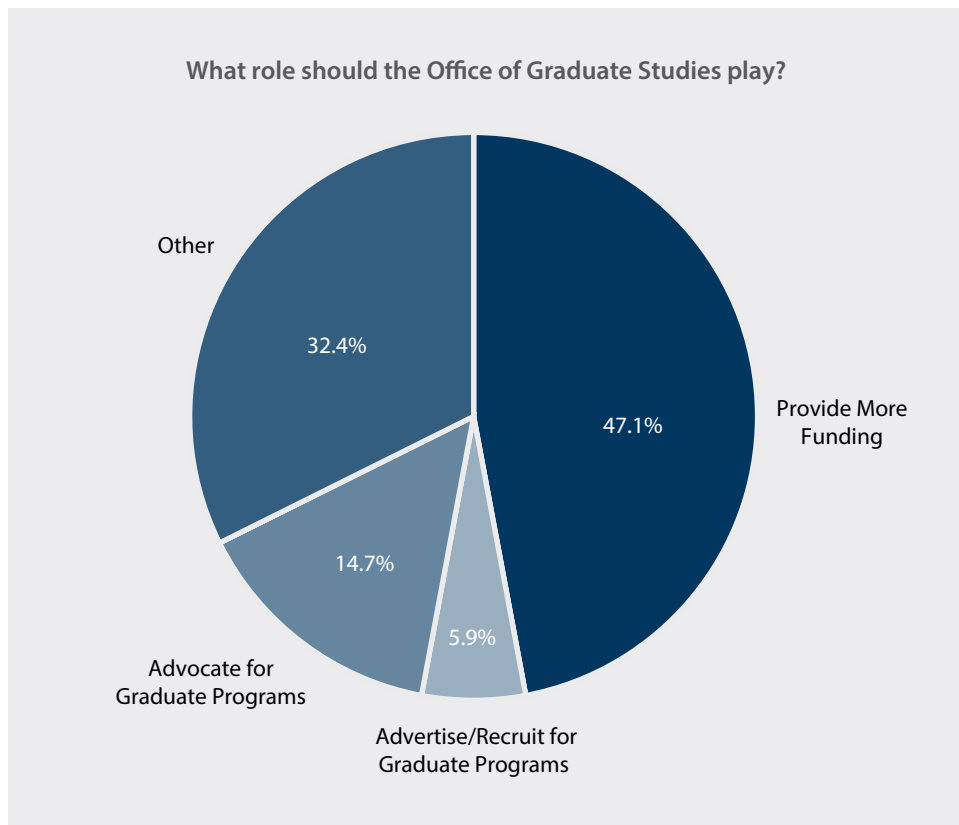
Supporting Data: Open Forums

Participants in the various open forums identified the following as areas that currently lack support: (1) Data collection and dissemination for program evaluation and continuous improvement; (2) Coordinating financial support for graduate students and programs, (3) Developing an alumni network, (4) Developing a peer mentoring program; (5) Overseeing the development and implementation of graduate student metrics and models, and (6) Driving enrollment management.

Supporting Data: Faculty Survey

When asked about the role of the Office of Graduate Studies, 47.1% of respondents said that the office should provide more funding. Responses in the “other” category totaled 32.4%, with several respondents suggesting that writing and research workshops be offered to strengthen students’ skills (Figure 14).

Figure 14. The Role of the Office of Graduate Studies (N = 84)



Source: CSUSB Faculty Survey

Supporting Data: Graduate Coordinator Survey

CSUSB offers a wide range of excellent graduate programs, but lacks a unifying voice to represent them. Graduate Coordinators expressed that they would like the Office of Graduate Studies to act as an advocate for graduate programs as a whole and represent graduate program interests at university boards, committees, and other governing bodies.

Need: Increase Visibility and Support for Graduate Students

Supporting Data: Open Forums

A number of participants point toward a general climate of graduate programs being perceived as an afterthought at CSUSB, or secondary to undergraduate programs. In order to keep pace with the growing demand for advanced degrees, CSUSB must expand support for its graduate programs.

Supporting Data: Graduate Coordinator Surveys

Responses from both Graduate Coordinator surveys indicate that graduate student needs are overlooked. One recommendation from the Summary of Findings of the 2013-2014 Survey of Graduate Coordinators suggested the following:

“ Create a grad school culture that promotes the rights and needs of graduate students who come to campus mainly in the afternoons and nights; such as bookstore availability, food court availability, etc. ” (Summary of Findings, p. 3).

The report also suggested that the university create “intellectual spaces” for graduate students to call their own, and serve as a space to congregate and study. It also noted a need for “more support in terms of research and quality education.”

Supporting Data: Open Forums

Graduate students need greater involvement on university boards, committees, and governing bodies. During one open forum, it was noted that graduate students are often not supported or even considered.



Conclusion

In reviewing the data described above, it is important to remember that there is much to celebrate about our graduate programs and the outstanding achievements of our students. Out of the necessity to condense our findings, this document focuses only on identifying needs; it does not list the many strengths that were revealed during the analysis.

Throughout the 2017-2018 academic year, we will further explore and refine the goals presented in the document and work to develop strategies and action plans to bring them to fruition. We look forward to working closely with our graduate programs, faculty, administrators, and others in the campus community to collaboratively address the needs identified through our analysis.

We feel this strategic analysis provided us with valuable insight on the status of graduate education here at CSUSB, and we would like to take this opportunity to thank all of those who devoted their time and energy to this endeavor.

Again, we thank all of you in the CSUSB community for your suggestions and support, and look forward to your continued participation as we take the next steps to solidify our goals and strategies into a strategic plan that best serves our graduate programs.





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WE DEFINE THE *Future*