

New Graduate Program Coordinator Orientation

Thursday, September 5, 2024

12:00am-2:00pm

CE 354 or Zoom: [Meeting ID: 870 0754 0225](#)

Agenda

1. Welcome and Introduction – Caroline (12:05 p.m.)
 - a. Office of Graduate Studies Office Hours – Monday – Friday: 8:00 a.m. to 5:00 p.m.
 - b. Graduate Studies Website and Chat: [Graduate Studies | CSUSB](#)
 - c. Phone: (909) 537-5058
 - d. Email: gradstud@csusb.edu
2. Graduate Student Success Center (SMSU South 202) GSSC@csusb.edu
 - a. Fall 2024 hours: Monday – Thursday: 11 a.m. – 7 p.m.
3. Recruitment and Outreach
 - a. [PowerPoint template](#)
 - b. [Recruitment and Outreach Guide](#)
4. Admissions and WebAdMIT
5. Advocacy
 - a. Graduate Student Society
 - b. CGS Master’s Education Advocacy One Pager
6. Coordinator roles, procedures, and recommendations, and dashboards
7. Student Orientation and Guides
 - a. Graduate Student Orientation Canvas Course
 - b. [Graduate Student Orientation Video and Presentation](#)
 - c. [Coyote Graduate Student Guidebook](#)
8. Overview of [The Graduate Coordinator’s Guidebook](#)
 - a. Duties, Responsibilities, and Resources - Pg.1
 - b. Graduate Admissions/Cal State Apply - Pg. 5
 - c. Steps to Completing the Degree - Pg. 9
 - d. PAWS/myCAP for Graduate Students – Pg. 11
 - i. Guides to Exceptions from the Audit (EFA) and myCAP available on the [Graduate Coordinator Toolbox page](#).
 - e. Graduate Approved Program Plan - Pg. 12
 - f. [PREP \(Professional Resource and Engagement Program\)](#) - Pg. 12

- g. Culminating Experience and Continuous Enrollment - Pg. 13
- h. Grad Check, Commencement, and Graduation - Pg. 15
- i. [Graduate Student Policies](#) - Pg. 16
- j. [Graduate Student Forms](#) - Pg. 16

Including:

- Incomplete Grade Extension Request
 - Leave of Absence Request
 - Petition for a Retroactive Add
 - Request for a Retroactive Withdrawal
 - Simultaneous Enrollment
 - Withdrawal Petition for Extenuating Circumstances
 - Committee Certification and Committee Changes form
- k. Annual Events – Pg. 19
 - l. Workshops & Information Sessions – Pg. 20
 - m. Student Resources and Support – Pg. 21

Graduate Coordinator Resources

[Graduate coordinator's Toolbox](#)

[Graduate Coordinator Meetings, Minutes, and Materials](#)



CSUSB Graduate Outreach and Recruitment Guide



Consider trends.

Do you notice that you receive a large applicant pool from a specific institution or area? See the Graduate Studies [Graduate Enrollment Dashboard](#) (p. 2) for this information. Are certain applicants not committing to your program? Consider these findings when creating your recruitment plan. Look at national trends to see if other institutions are experiencing something similar. Resources like [CGS Graduate Enrollment and Degree report](#) can help you compare.

Identify your program's strengths.

Identify at least three points of pride for your program to use in outreach and recruitment. These could include rankings, research access, location, job prospects or student engagement. Use these points of pride when creating outreach and recruitment material or when having conversations with prospective students.



Review your program's website.

As a prospective graduate student, how easy is it to find information on your webpage? How many clicks does it take to get there? Ask people who are not familiar with your page to try to find information. Ask current students for their input. Review your website each semester to ensure information is up to date and hyperlinks still connect.

Be responsive.

Responsiveness can make or break an applicant's commitment. Try to ensure emails, phone calls and other methods of communication are replied to quickly and thoughtfully. Consider creating a standard initial response email faculty can use when they receive general inquiries. You might find [this template](#) to be helpful.

- **In-Progress Applicants:** Also, communicate with in-progress applicants in WebAdmit. You might find [this template](#) to be helpful.
- **Admissions:** Consider evaluating applications on a rolling basis and making early offers to strong candidates. Note that for graduate students, the institution that processes their admission decision first is often the one they choose. When engaging in rolling admissions, try to complete application review within seven days.
 - Consider Holistic Review, which is considered best practice in graduate admissions. You can find information about Holistic Review on in the [Graduate Coordinator's Toolbox](#). You can also read more about Holistic Review in the Council of Graduate Schools' report, [Holistic Review in Graduate Admissions](#). Additionally, you can contact Caroline Vickers (cvickers@csusb.edu) for workshops and individual consultation on holistic review practices.
 - Communicate relevant information to the Graduate Studies regarding your application review process so that we can communicate with the applicants accordingly.
 - Consider sending personalized messages to welcome admitted students to your program.



- Refer admitted students to Graduate Admissions (gradadmissions@csusb.edu) for any questions regarding processes to send final transcripts.
- Graduate Studies can also serve as a liaison to other departments for questions about graduate student resources. Contact April Lane (alane@csusb.edu).
- Connect new admits to current graduate students in your program.
- You could do this through email, Facebook groups, welcome videos with contact information, etc.

Identify college or program recruitment representatives.

Identify current graduate students who can share and articulate the graduate student experience for your unit with prospective students through email, during campus visits or at recruitment events. Be mindful of the time commitment you are asking from the student.

Also, identify faculty and staff who are skilled and successful at recruiting. Provide opportunities for them to pursue recruitment and outreach. While there may be primary recruitment representatives for your unit, remember that EVERYONE can play a role in recruitment.

Get your name out there.

External conferences are opportunities to promote your program through print ads, hosting an expo table or having CSUSB attendees share information while networking. Undergraduate poster sessions are a great place to interact and share information with qualified students as well. Whoever is representing your unit should be able to speak to your program's highlights and website and have a way to collect or share contact information. Send a follow-up email to collected contacts to keep dialog moving.

CSUSB undergraduates are a local recruitment source. Participate in different on-campus events (CSUSB Grad Fair, Grad Days, Homecoming, etc.) to spread awareness about your graduate programs. Advertise open lectures to undergrads, offer to speak to student clubs or organize a graduate programs info session. Social media and email communications are other ways to get your name out there.



Continue outreach and recruitment post-admission.

Having a student apply and be admitted is just the first step. The next task is having the student commit and enroll. Continue communication with admitted/committed students. Faculty or program directors can call admitted students to congratulate them and answer any questions. Invite admitted graduate students to join a Facebook or Slack group where they can meet each other and converse before the term starts.

Host a campus visit for admitted students to connect with your program virtually or in-person. During the visit, allow opportunities for admitted students to interact with unit faculty, staff and students and to learn more about program specifics. Clearly communicate program orientation dates and activities to admitted students.

How can the Office of Graduate Studies help?

Recruitment and Outreach Materials

The Office of Graduate Studies works with programs to develop fact sheets. We also have our Graduate Studies brochure and the Graduate Studies Newsletter that you might find useful for outreach and recruitment. Please contact Shelby Reeder (sreeder@csusb.edu) if you would like a digital copy of these materials or would like to update them.

Social Media

Please tag #gradstud when you create social media posts about your program so that we can help spread the word.

Advertising Program Information Sessions

When you have program information sessions or other outreach and recruitment events or interesting workshops or talks, please let us know so that we can communicate them to prospects for your program in our CRM. In the [Graduate Coordinator's Toolbox](#), you can find a link to a [Smartsheet page](#) to submit your information session details and flyers.



Graduate Studies



College of Education, room 356
Phone: (909) 537-5058
Email: gradstud@csusb.edu

Erma Cross (erminia.cross@csusb.edu) can help you design your information sessions. You might also find this [information session slide show template](#) to be useful.

Cal State Apply Workshops

The Office of Graduate Studies offers [monthly Cal State Apply workshops](#) as well as one-on-one Cal State Apply and personal statement support for prospective CSUSB graduate students. Contact April Lane (alane@csusb.edu) for more information.

Grad Fairs (CSUSB on the road!)

Erma Cross (erminia.cross@csusb.edu) attends Grad Fairs as well as HACU and the California Diversity Forum every fall. Reach out to her if you would like her to take your program brochures with her.

CSUSB Grad Prep Week and Grad Fair

The Office of Graduate Studies teams up with the Career Center every September to host the CSUSB Grad Prep Week and Grad Fair. Be sure that your program is represented at the Grad Fair each year. Contact Erma Cross (erminia.cross@csusb.edu) for more information.



Ten Facts about...

Master's Degrees

Master's education is the fastest growing and largest component of the graduate enterprise in the United States. According to the CGS/GRE Survey of Graduate Enrollment & Degrees for Fall 2020, 84.0% of first-time graduate students were enrolled in programs leading to a master's degree or a graduate certificate and nearly three quarters (72.9%) of total graduate enrollment was in master's programs.

01

Increasingly, the nation's workforce needs master's degrees. Jobs that require a master's degree at an entry-level are projected to grow by 15% between 2019 and 2029, the fastest across all education levels.ⁱ

02

The majority of college graduates desire master's degrees. Nearly three quarters of all students completing the baccalaureate expect to pursue an additional post-baccalaureate credential; of those, nearly two-thirds plan to complete a master's degree.ⁱⁱ

03

The U.S. healthcare system depends on master's education. Over three-fourths of nurse practitioners and nurse midwives are master's degree holders and so are nearly two-thirds of nurse anesthetists. In addition, the plurality of various counseling occupations, such as marriage and family therapists and mental health counselors are held by master's degree holders.ⁱⁱⁱ

04

Master's education is a critical pathway to better job security and higher earnings for URM students. Nearly one quarter of master's degree recipients in 2018-19 were underrepresented minorities (URMs), a proportion comparable to URM representation among baccalaureate degree recipients. In the same year, however, only 18.3% of doctoral degree recipients were URMs.^{iv}

05

Master's education helps URM students prepare for STEM doctoral education. Underrepresented minority (URM) doctoral students in science, technology, engineering, and mathematics (STEM) fields are more likely to complete their degree objectives when they have prior master's degrees.^v

06

Not all master's degrees are MBAs. Master's degrees in business accounted for nearly one quarter (23.6%) of all master's degrees conferred in the United States in 2018-19. Education (17.6%) and health professions and related fields (15.8%) were second and third. The remaining were in a variety of fields, including computer and information sciences (5.5%), social sciences and other applied fields, such as public administration and social services (5.9%) and psychology (3.5%).^{vi}

07

The nation's education workforce relies on master's education. Many elementary teachers (46%) and secondary teachers (51%), as well as special education teachers (52%) and education administrators (44.3%) are master's degree holders.^{vii}

08

Master's degree holders are an integral part of community college education. Nearly two-thirds of full-time faculty at community colleges in Fall 2003 had master's degrees, while only 18% of them had doctoral degrees.^{viii} More than half (53.5%) of community college instructors have master's degrees as their highest credentials, while only 11% of them have doctoral degrees.^{ix}

09

Master's education preserves our heritage and spurs cultural innovation. The majority of the nation's librarians are master's degree holders, and the plurality of archivists, curators, museum technicians and conservators, and anthropologists and archeologists, and historians are Master's degree holders.^x

10

Master's degree holders are essential members of the U.S. research and development enterprise. The largest percentage of survey researchers, mathematicians, statisticians, sociologists, economists, and political scientists are master's degree holders.^{xi}



Notes >>

- i. U.S. Department of Labor, U.S. Bureau of Labor Statistics, Table 5.2 Employment, wages, and projected change in employment by typical entry-level education (Employment in thousands).
- ii. U.S. Department of Education, National Center for Education Statistics, Baccalaureate & Beyond Longitudinal Study (B&B:16/17).
- iii. Ibid.
- iv. U.S. Department of Education, Digest of Education Statistics, 2020, Table 322.20. Bachelor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2018-19, Table 323.20. Master's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2018-19, and Table 324.20. Doctor's degrees conferred by postsecondary institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2018-19.
- v. R. Sowell, J. Allum, and H. Okahana, Doctoral Initiative on Minority Attrition and Completion, 2015.
- vi. U.S. Department of Education, Digest of Education Statistics, 2020, Table 323.10. Master's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2018-19.
- vii. U.S. Department of Labor, U.S. Bureau of Labor Statistics, Educational attainment for workers 25 years and older by detailed occupation, 2019.
- viii. U.S. Department of Education, Digest of Education Statistics, 2019 (based on the data from National Study of Postsecondary Faculty, 2004).
- ix. National Science Foundation, National Center for Science and Engineering Statistics (NCSES), National Survey of College Graduates, 2019.
- x. Ibid.
- xi. Ibid.

