Research, Scholarship & Creative Activity
Working Group:
GEM & R2PC
Campus Wide R2PC/GEM Report

Committee Members from GC Ad Hoc Top Tier Committee, RSCA Working Group, and Grad College include:

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The items covered in this report were done by a combination of groups working on various issues and projects, including the GC Top Tier Committee & the RSCA Working group, the GC Executive Committee, and the Graduate Council, each working in conjunction with the Graduate College team (including, recruitment, admissions, RPC, Grad Rebel Success Center, GA/Financial Services, and our Systems/Operations group).

Introduction

In preparation for generating campus-wide, “program-up,” R2PC (recruitment, retention, progression, completion) plan, the Graduate College and Ruffalo Noel Levitz offered a daylong workshop in the early fall semester to train graduate coordinators and other campus leaders on key principles and best practices of GEM (graduate enrollment management – See Appendix A.) This kicked off our fall strategic GEM planning process in which every graduate program completed a Recruitment, Retention, Progression and Completion (R2PC) report and plan. This effort was undertaken in support of the university’s Top Tier efforts. Graduate growth, especially but not exclusively focused at the doctoral level, is a key component for progress toward Top Tier metrics. The Graduate College’s goal was to build a plan from the program level up, with consideration of challenges, opportunities, and required resources, to begin broader GEM planning.

Graduate Enrollment Management in Context

Between the years 2010 and 2014, doctoral program enrollment increased by an average of 2.3 students per program across UNLV. Thirteen programs showed a substantial enrollment increase (i.e., greater than 4 additional students), while 16 programs either had low growth (i.e., less than 5 additional students), declining enrollment numbers, or maintained the same level of enrollment.

On average, doctoral research programs across UNLV look to grow by 8 students over 2017 to 2022. Almost all programs intend to grow. A few wished to grow modestly (i.e., 3 additional students or less), while 2 planned on keeping the same level of enrollment. Only one program planned on decreasing enrollment, citing quality students over quantity of students. On average, the growth rate between 2017 and 2022 was 38%. A select few programs plan for between 75%
to over 100% growth between these years, while others present a modest growth rate (10 - 30%).

Success with top tier metrics, as measured by number of doctoral graduates per year, will require overcoming similar numbers challenges. Our number of doctoral graduates between 2010 and 2014 showed an increase (i.e., at least one more graduate in 2014 than in 2010) in twelve programs. Thirteen doctoral research programs had either a decline in number of graduates in 2014 compared to 2010 or remained the same. Only 4 programs wished to graduate the same or fewer PhDs in 2022 compared to 2018. Most programs planned on increasing the number of doctoral research graduates, sometimes upwards of 500%, but doctoral pipelines are long and payoff from increased enrollment takes time.

Although projections outlined in R2PC plans by most departments shows modest and reasonable growth over the next few years, the past five years do not provide a solid foundation for substantiating a commitment to growth and success. It seems that many departments provided growth numbers that did not take into consideration the variability of the prior years. There seems to be a boom and bust cycle in admissions and enrollment, with the boom occurring during years of high resource availability (e.g., new or newly opened GA funding opportunities) and the bust occurring the following years. It should be noted that a number of departments did mention that growth was contingent upon additional funding (i.e., increasing GAs, competitive stipends, etc.) and hiring additional faculty.

Appendix B provides a summary of 5-year GEM trends providing significant background from which we may more effectively identify future goals. Then, in Appendix C, we provide a comprehensive summary of Masters and Doctoral growth projections.

This report will summarize the R2PC reports and attempt to provide a university wide view of graduate R2PC based on the program plan documents, as well as provide input from numerous different campus groups, faculty committees, and graduate students, on the current state of R2PC and goals/recommendations for future action. Please refer to Appendix D for summaries of graduate program R2PC plans. The remainder of the body of this report is organized as follows:

1. Recruitment & Marketing
   a. Current Status
   b. Activities completed or initiated this year
   c. 2016-17 Goals and recommendations
2. Retention, Degree Progression, and Completion
   a. Current Status
   b. Activities completed or initiated this year
   c. 2016-17 Goals and recommendations
3. Appendices A - F: Summary Reports & Data
Note that graduate assistantships have tremendous impact on issues related to R2PC. In this report, graduate assistantships will be addressed in a limited manner and a more complete description of the issues will be addressed in a separate GA Report.

Recruitment & Marketing

Current Status

There are currently limited centralized recruiting efforts and no centralized marketing efforts for graduate student recruitment. Limited centralized recruitment has only recently been initiated with the hiring of a graduate recruitment specialist. Many departments and colleges report engagement in recruitment and marketing activities in a largely ad-hoc manner. There are exceptions where some colleges have a more focused recruitment effort and/or dedicate significant funds to marketing (e.g., Lee School of Business).

Most departments report engaging in traditional, but sporadic, recruitment activities, such as attendance at professional conferences and meetings, and personal outreach by faculty. In this arena, faculty “recruit” based upon interest generated from their research and/or the reputation of their academic programs. Advertising in periodicals for professional societies was also reported as a recruitment tactic in some disciplines. Many departments indicated a need to enhance the program’s web presence to promote graduate recruitment, and to better support student retention. Typically this involved improving the department or College web site, or both.

To gain additional information about applicant decisions for either choosing to enroll at UNLV, or not, after an admission offer the Graduate College initiated two new surveys that will be used each fall semester to track admissions yield issues and trends. The first went to admitted students who enrolled in their program and matriculated; the second went to students who were admitted to their graduate program and declined the offer or failed to matriculate. The results are available in Appendix E.

There is no central system in place to track UNLV graduate students after they have completed their degree. At the moment, this information may be obtained informally at the department or program level. Without a systematic method for collecting, aggregating, and storing these data, it may not be getting utilized to its full potential.

Activities Completed or Initiated in Recruitment & Marketing

There are several recruitment tools being made available for departments to use this term (Spring 2016), including KIRA online interviews, GradSchoolMatch, and GRE list purchases. These tools should be implemented systematically and evaluated for effectiveness. The menu of tools also includes recruitment scholarships, recruitment support services, and program web site evaluation.
Recruitment Scholarships

For the Fall 2016 admission cycle, a recruitment scholarship will be available for incoming students. Each department will receive funds based on the size of the graduate program. Departments fewer than 16 total graduate students will receive $2,000. Those with between 15 and 50 total graduate students will receive $4,000. Departments with 25 or more MFA or doctoral students, or more than 49 total graduate students, or a new Ph.D. program, will receive $6,000. The disbursement of scholarship funds will then be up to the discretion of department faculty as to which students receive scholarships and how much each student receives. The minimum amount that may be given is $1,000 with the maximum being the full award amount available to the department. Funding must be disbursed in increments of $1,000. The distribution of scholarship funds should be strategic and should align with department and program R2PC plans.

Recruitment Support Services

There are other recruitment support services offered, as well, depending on expressed interest. First, Kira Academic provides an online interview service as a part of the admissions process. Kira Academic provides real time questions and responses from applicants. Verification of respondent’s identity is guaranteed by Kira Academic and the video responses are provided to the department to be evaluated with their application for admission. Second, GradSchoolMatch.com is an online service that allows prospective students to search and locate graduate programs that match their interests. Accounts can be provided for GradSchoolMatch.com to departments that wish to begin advertising and recruiting. Lastly, there is an opportunity for programs to purchase GRE/GMAT lists tailored to a department or program’s specific needs.

Program Web Site Evaluation

UNLV Web Services and the Graduate College is contracting with a higher education consultant to review and make recommendations for all of the graduate program and graduate college web sites from the perspective of a prospective graduate student. The review will include content quality and relevance, usability assessment, ease of form completion, including request for information, and search engine optimization. The consultant will provide a detailed report of the evaluation with actionable recommendations in summer/fall 2016.

Development of Program Marketing Materials

The Graduate College is opening a search for a Communications & Marketing Director to lead recruitment, branding, social media, website, and communications strategies. S/he will develop UNLV branded templates to support the development of a variety of marketing and recruitment materials that we will make available for campus use. The templates will be designed to accommodate a broad range of programs. Departments will then be able to add program-specific information into the UNLV branded templates as an easy way to develop their recruitment, marketing, and branding materials.
The Grad Rebel Gateway

The new, cloud-based, online graduate student application portal (The Grad Rebel Gateway) completed a soft rollout December 2015, replacing ApplyYourself. As of spring 2016 and forward, all students use this portal for university admissions, GA applications, and fellowship/scholarship applications, as well as tracking, event registration (GA contract signing, Orientation, etc.). Not only will the Gateway serve as the application portal for students, but as additional components are built out, the portal will be able to automate targeted and strategic messages and responses to students at various application stages and for various types of campaigns. This will require collaboration with graduate programs to generate and implement program-specific responses; doing so will remove some of the current administrative burden on graduate faculty and coordinators, as well as ensure clear, branded, timely and strategic messaging to prospective and current students. Additional tracking and dashboards (from prospect through graduate) are being developed to support graduate program and Graduate College data needs. Stage one of the Gateway will be completed in summer 2016 and Stage two of the Gateway (addressing graduate faculty and enrolled student needs, data, information and services) will begin in fall 2016 to further support GEM (graduate enrollment management) and R2PC efforts.

2016-17 Goals and Recommendations for Recruitment & Marketing

Graduate Assistantships

A key component of the offers being made to graduate students is the financial package. This includes the potential for assistantships, scholarships and fellowship support. The timing of these offers is critical. It is recommended that by the Spring of 2017, UNLV be prepared to present complete finance packages to students applying for admission in the Fall of 2017.

The level of overall funding to students should also be increased. While the stipends for doctoral graduate assistants were significantly increased in the Spring of 2016, additional funds should be allocated to cover health insurance and registration fees. In addition, masters level stipends have remained stagnant and are in dire need of an increase. Increasing the number of supported students would increase the number of students able to attend school full-time and move our top tier metrics forward. These students will likely be more successful and graduate faster. See the Graduate Assistant Top Tier Report for additional goals and recommendations.

Prospective Student Outreach

UNLV graduate alumni should be used as a strategic recruitment tool. Several programs discussed this goal, and it is a critical component of graduate recruitment. Two ways for using alumni as a recruitment tool include: 1) actively showcase alumni on department websites (e.g., testimonials or “where are they now?”); and, 2) connect to potential applicants through the alumni’s current institutions or places of employment. We recommend developing a system through the Graduate College to centrally locate information about graduate alumni, both initial
placement data and subsequent career trajectory information as available (and as is often required by funding agencies). Currently this is done, haphazardly, by some graduate programs, and others have no consistent alumni tracking records or system at all. It would be in the institution’s best interest to gather, store, and use graduate alumni tracking data for recruitment and other best practices.

Additionally, the current UNLV undergraduate population would be a pool of potential applicants that may be underutilized. According to R2PC plans, the UNLV undergraduate population does serve as an active recruitment pool for many programs. UNLV undergraduates can be recruited through various measures, such as: open house events, department brown bags/lectures, and through collaborative research efforts (i.e., undergraduate research assistants). Better integrating undergraduate and graduate pipelines and curriculum should be a significant part of the Graduate College and Provost's Office “Curricular Cohesion” project in AY16-17.

A comprehensive university communication strategy to promote our graduate programs should be developed and implemented, as well as a Graduate College branding and marketing plan. These should include plans to ensure that graduate coordinators and the Graduate College are mutually aware of the messages going out to prospects and applicants. In addition, creative opportunities for communications, recruitment, and strategic “as you need it” messaging, beyond traditional tactics like email, will also be critical to develop in the coming year.

Program Marketing

In consultation with UNLV Web Services, the graduate college should review the web site evaluation report and formulate a plan to address the recommendations. Regardless of the outcome of the report, it is clear from the program reports that there is a significant need for web services support at the program level. It is recommended that the university investigate the potential of increasing staff support dedicated to the development and maintenance of graduate program website information at the program, department, college and university level.

Alumni Tracking

It may be beneficial to begin collecting information and storing it on UNLV graduate alumni status. This could be done from the bottom-up by asking the faculty chair of each student committee to keep in contact and provide information at the department level. This could be filtered through the proper channels and aggregated at the Graduate College level. This may prove more effective and efficient in gathering data as the response rate from UNLV graduate alumni may be low. Graduates would no longer have access to their RebelMail accounts and may be reluctant to provide a personal email address. It is possible, though, that for some colleges, departments, and graduate programs at UNLV that there are simply too many students finishing each year (e.g., professional programs). Although there are some constraints, providing a feedback form to graduate faculty at the department level would be the easiest and most achievable.
Website Revisions

The previously mentioned Program Website evaluation will be used to guide a systematic revision of all graduate program-related materials. This will require collaboration with, and support from, Web Services.

Retention, Degree Progression and Completion

Current Status

A major challenge for programs is insufficient funding available for graduate students. Many students enter programs unfunded and must work full-time. As an example, we are currently funding less than half of our doctoral students. Full-time employment reduces a student's flexibility when choosing courses, prevents them from being on campus as often as is needed, and delays degree progress. Although stipends were increased to reflect what is offered on average at similarly ranked universities, the number of stipends offered must increase to support graduate progress and timely degree completion.

At times, there are insufficient numbers (faculty and enrolled graduate students) to offer upper level graduate courses. Faculty members have responsibilities to teach undergraduate courses. With a limited number of faculty members, graduate courses, including required courses, are not offered as regularly as necessary. This results in stalled degree progress and delayed graduation because required courses are not currently being offered at regular intervals. Additionally, some programs have issues with an insufficient number of graduate students enrolled, which limits the ability to offer graduate-level courses in a timely manner.

Most programs do not have course calendars so students can plan their coursework. This was a recurring comment from students in the newly enrolled graduate student survey in Fall 2015, as well. Students voiced frustration with the organization, lack of scheduling, and complications related to timing (e.g., courses in the morning and afternoon – leaving no time to work a job, or having to run back and forth between work and school).

Program information is also often a hindrance to degree progression. Program information is often unclear and contradictory. The existence of multiple sources of degree information is problematic because program updates are often not reflected in all of the places students seek information (catalog, degree directory, department web sites and program handouts). Additionally, course and program information is often out of date. Many programs have not seen curricular changes in over ten years. Additionally, courses that have not been offered in decades remain in the catalog.

A key component of degree progression is the annual review of student progress. Some programs spend significant resources on reviewing annual student progress and providing feedback to the student. However, the majority of programs either do not ask students for a report of progress, or do not assess and provide feedback on them.
Retention, Progression & Completion: Activities Completed or Initiated

Grad Rebel Gateway
The Grad Rebel Gateway (Gateway) was launched in the fall of 2015. The Gateway is a customized portal for prospective and current students located in the Salesforce cloud. The first phase of the Grad Rebel Gateway included the development of an application system for fully customized, online program admissions, graduate assistantships, and scholarships/fellowships. Soon it will also include data and tracking dashboards for departments and the Grad College, and program-specific portals for applicants and students. The Gateway constitutes a major first step toward managing interactions throughout the student lifecycle.

Grad Rebel Success Center
The Grad Rebel Success Center rolled-out in fall 2015. It is a “virtual” (no designated space, yet) success center focused on professional development opportunities, non-academic RPC advising, career preparation workshops, and community-building activities for graduate and professional students at UNLV. The Grad Rebel Success Center coordinates a variety of events and services including free certificate programs (e.g., teaching certificate and research certificate), training sessions (topics include: research methods, technical writing, etc.), and career services. It has already expanded it’s reach in terms of numbers of students who are supported, as well as their program offerings.

Graduate Student Annual Review
A university-wide online graduate student annual review process was launched this year using Qualtrics. The annual review solicited information from students regarding:

1. Scholarly and Creative Activities
2. Teaching, Professional Development, and Service
3. Degree Progression

Individual responses were shared with students’ graduate coordinators and advisors. Over 1700 students completed the Graduate Student Annual Review in this first year, and many programs adopted this mechanism for their mandatory graduate student annual review process. There are, however, still programs that are not fulfilling this annual review requirement and we’ll be working with them to promote full participation in AY16-17.

Mentorship
The Graduate College Research and Mentorship Program (RAMP) was initiated this year. It is designed to provide undergraduate and graduate students with the opportunity to gain valuable research and mentorship skills, respectively. The undergraduate experience will potentially lead to a greater interest in graduate programs, too.
AY16-17 Goals & Recommendations for Retention, Progression, and Completion

Information Sessions
Graduate program support for students should include informational sessions. It is recommended that departments have a formal new graduate student orientation session at the beginning of the fall semester. In addition, regular meetings to discuss, clarify, and respond to graduate student questions should be held either at the program, department, or college level. These events could be in the form of informal brown bag sessions designed to clearly illustrate the stages and necessary steps for making degree progress and completing the program (e.g., forming a committee, organization of proposal, comprehensive exams format, culminating project guidelines, etc.), more formal meetings on particular topics, or other formats suitable to the needs of particular programs.

Course Offerings and Scheduling
As discussed above, at times there are an insufficient number of faculty members or enrolled students to either offer upper-level graduate courses or to fill these courses. Strategic and advanced graduate course scheduling may help address this challenge. Perhaps there are opportunities for two cohorts to take certain courses together (one in their first year, the other in the second, for example) to optimize offerings, student program planning, and class size.

Another possible solution to this—besides additional faculty and increasing class cohort sizes—would be to encourage programs to implement and increase ‘directed research’ course offerings and special topics courses. This strategy is used in some graduate programs at UNLV. Not only does this alleviate problems related to insufficient faculty or enrolled graduate students, it allows graduate students to gain experience with conducting research outside of their culminating experience project (e.g., thesis or dissertation). It also gives graduate students a direct experience with professional development by providing the opportunity to collaborate with their adviser or another faculty member. A similar strategy would be to increase thesis/dissertation credits, while reducing the number of required courses. The strengths of this strategy are similar to the use of directed research credits. Increasing thesis/dissertation credits provides graduate students the opportunity to focus on research and work closely with their adviser or other faculty members, while getting students started on their culminating project research earlier in their graduate program. There is, however, a risk that too many “unspecified” course credits could be detrimental to the quality and real or perceived character of graduate programs. There is not a one size fits all solution to these challenges, but these questions should be considered as part of the AY16-17 graduate curricular cohesion effort.
Curriculum Redesign & the AY16-17 Graduate Curricular Cohesion Project

In support of graduate RPC, a systematic review of the current curriculum is in order. This activity can be aligned with the university Curricular Cohesion Initiative that will soon be launched. In particular, this initiative will:

- Develop processes for course offering calendars
- Identify and market undergraduate to graduate opportunities
- Identify and support the development of bridge programs (fast track programs; 3+2 and 4+1 programs; integrated programs with NSC undergrads and UNLV graduate programs, etc.)
- Further clarify online graduate education standards and procedures, including state authorization issues and policies
- Evaluate workforce demand & alumni placement, and use this as a guide for program development
- Identifying and developing creative graduate pathways (e.g., certificates to masters, masters to doctoral)
- Better marketing and information dissemination about our array of graduate certificate programs and development of “graduate minors” via certificates
- Curriculum clean-up to eliminate courses that haven’t and won’t be taught, and collaborate with the Registrar to include course descriptions for 600-level classes in the Graduate Catalog
- Work with graduate programs to encourage faculty review of graduate program requirements, barriers to progression/completion, and discipline-specific best practices to prepare graduates for successful transition to both academic and non-academic jobs

College Level Programming Support

We recommend that increased graduate programming support be instituted at the college level. This should include increased communication with the College associate deans. This might be accomplished via a committee similar to the Associate Deans for Research, or some other mechanism to ensure efficiency, collaboration, and support for our graduate faculty. In addition, colleges should be encouraged to increase administrative support at the college level to support graduate coordinators. See also the Staffing Infrastructure plan for recommendations about building infrastructure support for graduate education.

Student Engagement

We highly recommend departments develop plans, strategies, and tactics to keep students at all stages of their progression engaged and active within their degree programs. One step toward achieving this goal is to keep students on campus by providing graduate students with offices, lab and other work-spaces that they have access to 24/7. This is typically recommended as a means for maintaining student engagement. Regular presence within the department will provide the ability to informally meet with faculty, talk with other graduate students, and participate in the scholarly atmosphere. This would be beneficial for increasing the rates of
degree progression and completion, and would allow students to gain valuable professional experience. Having an engaged campus that is open and accessible (and safe) for more hours of the day (late into the evening, opening early morning), everyday, year-round is essential to cultivating a thriving graduate community. We lack a faculty or student club and other venues for socialization, and this is a detriment. Worse, our food services, library and coffee shops close early, are shuttered multiple days a week, and close over breaks when graduate students need to be working and engaged. It is essential that we create a top tier campus environment that fosters and supports graduate culture, year-round.

As an example, some R2PC reports mentioned the lack of common spaces for graduate students and graduate faculty. While many programs wish to increase the research and scholarship within their program, it proves to be difficult without common space on UNLV’s campus for faculty, researchers, and students to informally meet. Graduate students have also requested designed space in the Graduate College for meeting, working, holding workshops and trainings (Overnight coding jams! Weekend writing bootcamps! Weekday professional development workshops; a teaching and career resource center; a tech classroom for students to practice and film lectures and presentations; etc.) The Graduate Commons is a wonderful space in the Lied Library, but on its own it is inadequate to meet the growing needs of our graduate community.

One particular stage in degree programs seems to be most troublesome for masters students—the professional paper or thesis writing stage. Many of these students do not have funding and must work either part or full-time outside of UNLV; similar challenges face unfunded doctoral students. Consequently, the student is seldom on campus. Some reports described students “disappearing” after they reach this stage. Providing some type of financial support to keep students at this stage in their program on campus and engaged in department or program activities could be an adequate solution. It may also be of interest to provide these students with office space that would allow them to still be a part of the scholarly atmosphere at UNLV, or find other means (shared writing spaces, etc.) to keep these students connected and engaged and support them to success. Providing more GA positions and funding to more graduate students is also a key part of addressing these types of retention and completion challenges.

Graduate Student Annual Review - Follow-ups

The next step in the development of a graduate student annual review is to establish mechanisms to customize the form and timeline for release and submission, as well as develop program, department, college and university reports from the results. This is a key goal for AY16-17.

Annual Fellowships, Scholarships, and Grants

Better communication regarding available financial support (e.g., marketing campaign for scholarships) would be highly beneficial. There are many scholarships and fellowships available for graduate students each year. Although a substantial number of students apply for these
financial support opportunities, there are qualified students across UNLV that do not. Re-visiting how the Graduate College communicates and advertises these financial support opportunities should be investigated and linked to communication and marketing efforts. Developing a new strategy to advertise these scholarships and fellowships would better capture a larger pool of applicants, thus enabling the Graduate College to distribute scholarships and grants to the most qualified students. Similarly, it is important to generate new funding to expand our graduate fellowships and create cohort-based fellowship programs; these can be used to promote excellence, diversity, community and bolster recruitment efforts.

Writing Support Services

Based on the Graduate Writing Survey results and report from 2015, the university should investigate mechanisms to better support writing for graduate students. The Writing Center focuses mainly on the undergraduate population at UNLV. Although there are Graduate College/GPSA sponsored writing workshops offered in both the fall and spring semesters, there are no writing support services geared toward supporting and providing feedback on graduate-level writing (e.g., grant writing, thesis/dissertation writing, and technical writing). Implementing a writing support service that would assist graduate students at various stages of the writing process would give students support at critical moments of their graduate program.

Acknowledgment of Graduate Faculty Workload

Graduate faculty workload was a recurring topic in the R2PC reports. Specifically, it was suggested that faculty members who are actively engaged in graduate student mentoring and research with graduate students (i.e., “graduate intensive faculty”) should be able to apply for a reduction in workload (i.e., reduced service and/or teaching requirements). By making such an option available to faculty members, we incentivize and value the quality of adviser-graduate student mentoring and collaborative research between and among faculty and graduate students. Even without immediate workload policy changes, addressing the “value” question regarding the quality and caliber, as well as quantity, of graduate student mentoring of faculty is an important campus conversation to support top tier graduate education at UNLV.

Mentorship

The Graduate College Rebel Research and Mentorship Program (RAMP) will be fully implemented in AY16-17. In addition, faculty mentorship should be given more attention in the upcoming years. This should include increased participation in graduate faculty orientation activities. It should also include the development and dissemination of mentorship resources by the Graduate College, including a Graduate Faculty Handbook. A resource page on the Graduate College website is under development and will go live in AY16-17, and a new, formal graduate faculty mentorship program will be implemented in the fall. See report from Graduate Mentorship working group for additional details.
Grad Rebel Gateway - Phase 2

A major contributor to the RPC initiative will be implementation of Phase 2 of the Grad Rebel Gateway. This will include:

- Milestones
- E-forms and Routing
- At-risk Indicators
- Faculty Mentorship/Committee Membership
- Graduate Faculty Status
- Professional Development Tracking
- Advanced and Personalized Communications with Students
- Alumni Tracking

The Phase 2 activities will require additional support and resources, but they are essential to fully supporting GEM, R2PC efforts, and to realizing our top tier goals. This system will also relieve graduate faculty and graduate coordinators of some administrative responsibilities by streamlining processes.

Appendix A

Ruffalo Noel Levitz – Graduate Recruitment Planning
Ruffalo Noel Levitz – Graduate Recruitment Planning Workbook
Graduate College and Ruffalo Noel Levitz Workshop Powerpoint

Appendix B

Trends & Projections

Appendix C

Doctoral Projections
Masters Projections

Appendix D

R2PC Reports Condensed

Appendix E

Admitted and Enrolled Survey
Admitted, Not Enrolled Survey
Appendix A

Ruffalo Noel Levitz – Graduate Recruitment Planning Powerpoint
Ruffalo Noel Levitz – Graduate Recruitment Planning Workbook
UNLV Graduate College and Ruffalo Noel Levitz Workshop Powerpoint
Graduate Recruitment: Enrollment Trends, Best Practices, and Planning for Success

Janice Miller
Senior Director
Today’s Conversation

1. Trends in Graduate Enrollment
2. Sharpening your Graduate Focus: A Checklist
3. Enrollment Management Basics
4. Introduction to Graduate Recruitment Planning
Trends in Graduate Enrollment
Small bit of growth after steep decline

- Fall 2006 to Fall 2007: 4.00%
- Fall 2007 to Fall 2008: 4.50%
- Fall 2008 to Fall 2009: 1.10%
- Fall 2009 to Fall 2010: 1.70%
- Fall 2010 to Fall 2011: 1.80%
- Fall 2011 to Fall 2012: 1.00%
- Fall 2012 to Fall 2013: 1.00%

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Where are they from?

- Citizenship Unknown: 6,045
- Temporary Residents: 91,460
- US Citizens and Permanent Residents: 360,996

*China, India, South Korea

Source: CGS/GRE Survey of Graduate Enrollment & Degrees
First time:
80% US; 20% Int
58% W; 43% M
68% FT; 32% PT
Looking up

International students
Math/Computer Science
Engineering
Health Sciences

Master’s
Full-time
... and down

Doctorate
Education
Business

Caucasian students
U.S. citizens
Part-time students
What we are hearing

Challenges

- Traditionally strong programs have lost ground—quickly
- If you build it, they may not come
- Finding prospective graduate students
- Increased financial “negotiations”
- More stealth applicants
- “Accepted” doesn’t mean enrolled
- Technology is constantly changing
Changes in the marketplace
The field has gotten crowded

- **New programs**: e.g., Professional Science Master’s degrees, “certificates”
- **New institutions**: More bachelor’s institutions offering graduate degrees
- **New delivery methods**: more online opportunities, accelerated degrees
Sharpening Your Graduate Focus
A Checklist for Graduate Recruitment in Today’s Environment
Developing recruitment strategy for each funnel stage
Prospect/inquiry generation strategies

- Website!
- Advertising
- Travel to feeder colleges/fairs/conferences
- Faculty presentations and publications/referrals
- “In-reach” to juniors and seniors
- Partnerships w/businesses
- GRE, GMAT, and other list purchases
Build relationships with your prospective students

Systematically collect and store inquiry data via online forms, travel, phone, etc.

Create multiple visit opportunities

Create an extended communication flow by program with multiple contacts

Contact with relevant information AND call to action
### Sample inquiry communication flow

<table>
<thead>
<tr>
<th>Day</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program overview communication with new link</td>
</tr>
<tr>
<td>14</td>
<td>Program chair communication describing program quality (program)</td>
</tr>
<tr>
<td>28</td>
<td>Financing your graduate education (general)</td>
</tr>
<tr>
<td>38</td>
<td>Outcomes of the graduate program (program) (success stories)</td>
</tr>
<tr>
<td>50</td>
<td>Follow-up phone call from faculty (program) (focus on faculty quality)</td>
</tr>
<tr>
<td>65</td>
<td>Invitation to visit or Open House (general)</td>
</tr>
<tr>
<td>72</td>
<td>Phone call from student</td>
</tr>
<tr>
<td>52</td>
<td>News from program</td>
</tr>
<tr>
<td>65</td>
<td>Are you still interested?</td>
</tr>
</tbody>
</table>
Build relationships with your prospective students

- Accessible/informative website
- Develop specific communication flow (CRM!)
- Create appropriate visit opportunities
- Connect applicant/admit with current students, alumni, and faculty
- ENGAGE!
Best Practices
Best Practices in Graduate Recruitment

2012 Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs

What works in the area of marketing and recruiting for master’s-level graduate programs? To find out, the National Association of Graduate Admissions Professionals (NAGAP) and Noel-Levitz conducted a national, web-based poll to determine and rank the most effective practices.

Highlights from the findings:

- Among the “top 10” most effective practices identified in this study—across Carnegie institution types, private and public—were leading campus visits for admitted students and maintaining graduate program Web pages to attract inquiries.

- Awarding assistantships to admitted students, and following up by e-mail with students whose applications are incomplete, were also among the top practices across institution types.

- Many of the top 10 practices (at least three of the 10 for each sector examined) were not being used by a significant portion of the poll respondents, sometimes more than half.

- A significant percentage across institution types, up to 75 percent, reported using practices that most respondents of their type judged to be "minimally effective," with the most commonly rated such practice for doctorate-granting institutions being local television and radio advertising.

- Approximately three-quarters of respondents across institution types indicated that arranging partnership agreements with businesses or agencies to provide education to employees was "very effective" or "somewhat effective" for recruiting adult learners.

Included in the findings are some benchmark admissions funnel data from a limited number of respondents. In addition, don’t miss the companion resources at http://www.nagap.org and http://www.nolevitz.com/research for ratings of the primary practices measured in this study.
Most effective practices at public, doctorate granting institutions

- Assistantship awards (w/ work)
- Financial aid awards at time of admission
- Campus visits for admits
- Scholarship/Fellowship (w/o work)
- Effective webpages
- “In-reach”
- Email to incomplete apps
- Open House/campus visits
- Phone calls to admits by current students
- Phone calls to incomplete apps
Most frequently used
Website: “Request for Information” form

See [http://www.ccu.edu/ccu/](http://www.ccu.edu/ccu/) for example of RFI form
Address graduate student motivations and priorities
What’s important to prospective graduate students

Factors contributing to enrollment

- Academic reputation
- Availability of eve/wknd classes
- Location
- Financial aid
- Cost
- Personalized attention
- Recommendations family, friends, employer
- Size of institution
### Enrollment factors and influences on college choice

RNL 2015 National Adult Student Priorities Report, n=88,727

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>ALL</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic reputation</td>
<td>82%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Availability of evening/weekend courses</td>
<td>79%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>Future employment opportunities</td>
<td>78%</td>
<td>79%</td>
<td>76%</td>
</tr>
<tr>
<td>Campus location (close to home/work)</td>
<td>76%</td>
<td>79%</td>
<td>72%</td>
</tr>
<tr>
<td>Financial aid/scholarship opportunities</td>
<td>75%</td>
<td>79%</td>
<td>70%</td>
</tr>
<tr>
<td>Cost</td>
<td>74%</td>
<td>76%</td>
<td>71%</td>
</tr>
<tr>
<td>Personalized attention prior to enrollment</td>
<td>70%</td>
<td>73%</td>
<td>65%</td>
</tr>
<tr>
<td>Recommendations from family/friends/employer</td>
<td>60%</td>
<td>63%</td>
<td>56%</td>
</tr>
<tr>
<td>Size of institution</td>
<td>56%</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Survey of master’s students
“If applying again, how would you like to be contacted?”

<table>
<thead>
<tr>
<th>Contact method</th>
<th>Preference percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal email</td>
<td>65%</td>
</tr>
<tr>
<td>Cell phone</td>
<td>46%</td>
</tr>
<tr>
<td>Direct mail to home</td>
<td>40%</td>
</tr>
<tr>
<td>Email newsletter</td>
<td>17%</td>
</tr>
<tr>
<td>Text message</td>
<td>15%</td>
</tr>
<tr>
<td>Home phone</td>
<td>12%</td>
</tr>
</tbody>
</table>
Sample inquiry communication flow

<table>
<thead>
<tr>
<th>Day</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program overview communication with new link</td>
</tr>
<tr>
<td>14</td>
<td>Program chair communication describing program quality (program)</td>
</tr>
<tr>
<td>28</td>
<td>Financing your graduate education (general)</td>
</tr>
<tr>
<td>38</td>
<td>Outcomes of the graduate program (program) (success stories)</td>
</tr>
<tr>
<td>50</td>
<td>Follow-up phone call from faculty (program) (focus on faculty quality)</td>
</tr>
<tr>
<td>65</td>
<td>Invitation to visit or Open House (general)</td>
</tr>
<tr>
<td>72</td>
<td>Phone call from student</td>
</tr>
<tr>
<td>52</td>
<td>News from program</td>
</tr>
<tr>
<td>65</td>
<td>Are you still interested?</td>
</tr>
</tbody>
</table>
Five Steps to Recruitment Plan Development
The value of not planning

“\n\nThe nicest thing about not planning is that failure comes as a complete surprise and is not preceded by a period of worry and depression.  
\n\nJohn Preston  
Boston College
\n"
# Five steps to recruitment planning

<table>
<thead>
<tr>
<th>Define the current state of new student enrollment</th>
<th>Establish clear and realistic goals</th>
<th>Develop strategies to reach the goals</th>
<th>Put your strategies into action: Writing the Action Plan</th>
<th>Resource requirements</th>
</tr>
</thead>
</table>

- Define the current state of new student enrollment
- Establish clear and realistic goals
- Develop strategies to reach the goals
- Put your strategies into action: Writing the Action Plan
- Resource requirements
Situation analysis

An annual review of the mission, historical data, driving and restraining forces, and environment
Goal-setting
Cumulatively, by program, by market segment

Goals

Cumulatively, by program, by market segment
Strategies to achieve goals
Every goal must have at least one strategy
Action plans
The implementation schedule
Resource requirements

New costs and savings
The whole equals the sum of its parts:
Master plan with individual group plans
Five steps to recruitment plan development

1. Define the current state of new student enrollment
2. Establish clear and realistic goals
3. Develop strategies to reach the goals
4. Put strategies into action: Writing the action plan
5. Resource requirements
Define the current state of new student enrollment
Review institutional mission and current strategic plan for the university

- The annual recruitment plan should be consistent with your mission and strategic plan.
- Consider including mission and vision statements in the recruitment plan
UNLV Mission Statement

The University of Nevada, Las Vegas is a public research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs. Our faculty, students, and staff enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability. Our commitment to our dynamic region and State centrally influences our research and educational programs, which improves our local communities.

Our commitment to the national and international communities ensures that our research and educational programs engage both traditional and innovative areas of study and global concerns. UNLV’s distinctive identity and values permeate a unique institution that brings the best of the world to our region and, in turn, produces knowledge to improve the region and world around us.
UNLV Mission Statement (cont.)

UNLV is committed to and driven by these shared values that will guide our decision making:

*High expectations for student learning and success;
*Discovery through research, scholarship, and creative activity;
*Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment;
*Social, environmental, and economic sustainability;
*Strong, reciprocal, and interdependent relationships between UNLV and the region around us;
*An entrepreneurial, innovative, and unconventional spirit.
Assess driving and restraining forces (SWOT)

Factors that help or hinder the planning unit in reaching goals:

- Driving forces are strengths and opportunities
- Restraining forces are weaknesses and threats
Compile and review historical data

1. Name purchase (GRE, GMAT) search results by prospect source
2. Advertising results, including TV and radio, billboard, direct mail and pay-per-click advertising
3. College/university visit results overall and by state or other geographic market (any contact)
4. Visits to employers or industries
5. Graduate fair results by state or other geographic market or by program (any contact)
6. Information night/off-campus interview results by program (any contact)
7. Webinar information sessions (any contact)
8. Group visit/open house results (any contact)
9. Individual visit results by month (any contact)
10. Other special on- or off-campus events you feel should be analyzed (any contact)
11. In-state analysis by county, out-of-state analysis by state
12. Other geographic markets (e.g., recruitment territory)
13. First contact inquiry source
14. Staff/program director qualifying codes
15. Referral programs (current students, faculty, alumni, etc.)
SWOT

- **Strengths**: Attributes of the unit/dept/university that likely will be helpful to and have positive influence on the achievement of desired goals. Strategies to capitalize on these can be developed.
- **Weaknesses**: Attributes that may have negative effect on achievement of the desired end state. Strategies to minimize the effects can be developed.
- **Opportunities**: External conditions that will likely have positive effect on reaching desired goals. Strategies to capitalize can be developed.
- **Threats**: External conditions that might affect negatively reaching desired goals. Strategies to defend against these threats can be identified.
2 Establish clear and realistic goals
Develop separate funnels for each new student enrollment goal
A typical problem on most programs is that only one funnel is created for all students.
## Domestic vs. International funnel

### Example MBA Program

#### Fall Funnel Goals

<table>
<thead>
<tr>
<th>Funnel Stage</th>
<th>Domestic</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries</td>
<td>1,007</td>
<td>521</td>
<td>1,528</td>
</tr>
<tr>
<td>Applications</td>
<td>303</td>
<td>129</td>
<td>432</td>
</tr>
<tr>
<td>Acceptances</td>
<td>195</td>
<td>71</td>
<td>266</td>
</tr>
<tr>
<td>Enrolled</td>
<td>135</td>
<td>23</td>
<td>158</td>
</tr>
<tr>
<td>Conversion Rate %</td>
<td>30.1</td>
<td>24.8</td>
<td>28.3</td>
</tr>
<tr>
<td>Admit Rate %</td>
<td>64.4</td>
<td>55</td>
<td>61.6</td>
</tr>
<tr>
<td>Yield Rate %</td>
<td>69.2</td>
<td>32.4</td>
<td>59.4</td>
</tr>
</tbody>
</table>
### Sample program or professional school funnel

Utilize historical funnel data in your planning process

<table>
<thead>
<tr>
<th>Funnel Stage</th>
<th>2012 Actual</th>
<th>2011 Actual</th>
<th>2010 Actual</th>
<th>2009 Actual</th>
<th>Four-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries</td>
<td>1,569</td>
<td>1,723</td>
<td>1,755</td>
<td>1,410</td>
<td>1,614</td>
</tr>
<tr>
<td>CR %</td>
<td>12.5%</td>
<td>11.7%</td>
<td>12.5%</td>
<td>12.3%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Applications</td>
<td>196</td>
<td>201</td>
<td>219</td>
<td>174</td>
<td>196</td>
</tr>
<tr>
<td>AR %</td>
<td>79.3%</td>
<td>75.6%</td>
<td>73.1%</td>
<td>84.5%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Admits</td>
<td>155</td>
<td>152</td>
<td>160</td>
<td>147</td>
<td>154</td>
</tr>
<tr>
<td>YR %</td>
<td>38.1%</td>
<td>41.4%</td>
<td>40.6%</td>
<td>37.4%</td>
<td>39.6%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>59</td>
<td>63</td>
<td>65</td>
<td>55</td>
<td>61</td>
</tr>
</tbody>
</table>
Sample program or professional school funnel
Utilize historical funnel data in your planning process – goal scenarios

<table>
<thead>
<tr>
<th>Funnel Stage</th>
<th>2012 Actual</th>
<th>4 Year Average</th>
<th>Increase Conversion</th>
<th>Increase Yield</th>
<th>Combine Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries</td>
<td>1,569</td>
<td>1,614</td>
<td>1,569</td>
<td>1,569</td>
<td>1,569</td>
</tr>
<tr>
<td>CR %</td>
<td>12.5%</td>
<td>12.1%</td>
<td><strong>13.5%</strong></td>
<td>12.5%</td>
<td><strong>13.5%</strong></td>
</tr>
<tr>
<td>Applications</td>
<td>196</td>
<td>196</td>
<td>212</td>
<td>196</td>
<td>212</td>
</tr>
<tr>
<td>AR %</td>
<td>79.3%</td>
<td>78.6%</td>
<td>79.3%</td>
<td>79.3%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Admits</td>
<td>155</td>
<td>154</td>
<td>168</td>
<td>155</td>
<td>168</td>
</tr>
<tr>
<td>YR %</td>
<td>38.1%</td>
<td>39.6%</td>
<td>38.1</td>
<td><strong>40.1%</strong></td>
<td><strong>40.1%</strong></td>
</tr>
<tr>
<td>Enrolled</td>
<td>59</td>
<td>61</td>
<td>64</td>
<td>62</td>
<td>67</td>
</tr>
</tbody>
</table>
3 Develop strategies to reach the goals
Strategies must be tied to new student enrollment goals

- Does each recruitment activity have an intended goal?
- Are there some activities that you currently do that are not helping you reach the goals?
Key recruitment strategies

Building interest in the program

Converting interest into an applicant

Processing

Yielding accepted students into enrolled students
Sample strategies – inquiry pool development

- Search
- Advertisements
- College travel
- Grad/prof fairs
- Website
- Social media
- Referrals
### Inquiry pool development

<table>
<thead>
<tr>
<th>Source</th>
<th>Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel-initiated</td>
<td>250</td>
</tr>
<tr>
<td>Referrals</td>
<td>350</td>
</tr>
<tr>
<td>Student-initiated</td>
<td>500</td>
</tr>
<tr>
<td>Solicited</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,600</strong></td>
</tr>
</tbody>
</table>
Sample strategies – conversion

- E-communication
- Snail-mail
- Phone
- Campus visits
- Social media
- Current students
Sample strategies – yield

- Merit assistance
- Faculty
- Current and former students
- Written and e-communications flow
- Phone
- Campus visits
Sample strategies – processing

- Database management
- Timely decision-making
- Timely awarding of merit
- Centralization of administrative duties
Break out session:

Compile a list of some of your primary strategies to achieve goals
4 Put strategies into action: Writing the action plan
### Action plan components

<table>
<thead>
<tr>
<th>What are you going to do?</th>
<th>Describe in detail activities that are generally quantifiable and measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>When are you going to do it?</td>
<td>Provide timetables that clearly show key dates and deadlines</td>
</tr>
<tr>
<td>Who will be responsible?</td>
<td>Assign specific tasks and communicate assignments clearly to those who will be responsible for performing them</td>
</tr>
<tr>
<td>How much will it cost?</td>
<td>Include budget information showing the cost of implementation</td>
</tr>
<tr>
<td>How will you know when it has been accomplished?</td>
<td>Define the methods of evaluation or control that will be used to monitor progress or measure success or failure of the actions undertaken</td>
</tr>
</tbody>
</table>
Be strategic and specific

- An action plan cannot be too detailed.
- Make the action plan so clear that a new staff member could almost pick it up and run with it.
Assign and communicate responsibilities to individuals, rather than groups

- Break down the timeline of tasks that need to be completed and assign individuals to those responsibilities.
Provide detailed timetables

- When does the task need to be completed?
- Backwards planning is key for creating workable timetables.
### Sample action plan

**Goal:** To enroll a total of 70 new students for fall.

**Strategy:** To generate 1,600 inquiries of the right type to achieve enrollment goals.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility</th>
<th>Timetable</th>
<th>Budget</th>
<th>Control/ Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct GRE direct e-mail search</td>
<td>Jill Smith</td>
<td>November name purchase; Mailed in mid-December</td>
<td>GRE = $.30 per name; $x for e-mail service</td>
<td>Response rates; presence of prospects in final applicant pool</td>
</tr>
</tbody>
</table>
How will we evaluate the effectiveness of the strategy?
Each action plan should include a method of evaluation

Examples of evaluation methods:
- Conversion and yield rates of students who attended an event
- Positive feedback given on evaluation forms for an on-campus event
- Increase in alumni referrals after a referral campaign was implemented
Track results!

Implement a method to track the effectiveness of each strategy:

- Inquiry source analysis
- Search response rates
- Conversion and yield on campus visitors
- Conversion and yield on students seen during college visits
- Increase in test scores
- Other results?
5 Resource requirements
## Resource requirements

<table>
<thead>
<tr>
<th>Example College/School/Program Resource Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Plan</td>
</tr>
<tr>
<td>Anticipated Savings or Increased Expenditures</td>
</tr>
<tr>
<td>Explanation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Break out session:

Work to develop one or two strategy action plans
Your checklist

- Understand the current reality for graduate recruitment
- Create strategic plan addressing recruitment initiatives through all funnel stages, especially communications
- Explore new opportunities (technology)
- Evaluate your resources (budget, time, people, structure)
- Measure your results
Questions and Discussion
Ruffalo Noel Levitz Mission, Vision, and Values

Our Mission
To provide strategic enrollment and fundraising solutions that support and guide our partner organizations to advance relationships, achieve their goals, and fulfill their missions.

Our Vision
Our services and solutions engage the right students with the right institutions, unite individuals with mission-driven organizations, strengthen affinity, and inspire lifelong philanthropic support. We collaborate with organizations to enhance their strategies so they can forge strong relationships, fulfill their vision, and thrive.

Our Values

- We deliver an uncompromising *passion* for serving the higher education and nonprofit communities.
- We measure our *results* not just by what we accomplish, but by what we help our clients accomplish through delivery of exceptional service.
- We maintain *integrity* in our relationships, preserving high ethical standards and always seeking to do what is right for those we serve and for each other.
- We are *driven* to create responsive, industry-leading solutions that address the precise needs and goals of our client organizations and the demands of their marketplaces.
- We *empower* our staff by cultivating a positive, forward-thinking atmosphere.
Ruffalo Noel Levitz Mission, Vision, and Values

Our Approach

In fulfilling our mission we will:

- Be the leading firm that organizations and institutions most trust as a strategic fundraising and enrollment partner.
- Value talented team members who bring innovation and expertise to every project.
- Leverage new technologies and develop data-informed solutions to meet the needs of our clients.
- Promote progress in the industries we serve through pioneering research, continuous monitoring of emerging trends, and timely professional development opportunities.
- Advance enrollment, student success, and fundraising with products and services that engage the target audiences of our client partners while also advancing their institutional missions.
- Measure our success by the achievements of the organizations who place their trust in us.
Janice K. Miller
Senior Director
Phone: 615.975.8840
Janice.miller@ruffalonl.com
A recruitment plan is, by definition, a set of clear and unambiguous goals with associated strategies and action plans that, when taken in totality, lead to the achievement of the new student enrollment goals. The plan establishes the direction for the annual recruitment enterprise.

<table>
<thead>
<tr>
<th>Introduction to Recruitment Planning</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Planning Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Historical Enrollment Funnel Data and Preliminary Goals for Next Year</td>
<td>5</td>
</tr>
<tr>
<td>Supporting Data</td>
<td>6</td>
</tr>
<tr>
<td>Suggested Format for Funnel Reports</td>
<td>6</td>
</tr>
<tr>
<td>*Suggested Variables to Analyze in Funnel Report Format (Y-Axis)</td>
<td>7</td>
</tr>
<tr>
<td>Other Items Needed for Recruitment Plan Development</td>
<td>7</td>
</tr>
</tbody>
</table>

| Chapter One – The Situation Analysis | 8 |
| Chapter Two – Setting Goals | 9 |
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| Common Key Recruitment Strategies | 12 |
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| Chapter Five – Resource Requirements | 17 |
| A Final Word | 18 |
Introduction to Recruitment Planning

Fundamental to any successful enrollment management program is developing and implementing an annual recruitment plan. The purpose of recruitment planning is to help the institution gain more control over their enrollment future by developing the capacity to achieve new student enrollment goals through improved marketing and recruitment efforts.

Planning does not ensure results, but it provides disciplined appraisal, goal setting, and strategizing that can minimize failure. A well-conceived recruitment plan is simply an organized thought process and communication tool that describes what the institution wants to achieve and how it will accomplish it.

It has been said there are two excellent ways to fail:

1. Do an equally good job of everything (all things are not equally important); and
2. Do an excellent job of the wrong thing.

A thoughtful recruitment planning process helps set meaningful goals and identifies the most important strategies and activities necessary to achieve those goals.

The recruitment planning process benefits an institution by:

- Providing a systematic assessment of strengths, weaknesses, opportunities, and threats (driving and restraining forces) and current marketing and recruitment strategies;
- Establishing consensual institutional goals and priorities;
- Encouraging innovative thinking and problem-solving;
- Creating awareness of obstacles that may need to be overcome;
- Coordinating and unifying staff effort;
- Ensuring more effective use of existing resources and identifying the need for additional resources;
- Assigning responsibility and accountability and scheduling work;
- Facilitating control and evaluation of activities;
- Communicating and documenting the annual recruitment “game plan”; and
- Providing a basis for future planning.

The annual recruitment plan establishes the direction for the marketing and recruitment program for the time period set for the completion of the goals (the admissions cycle). Further, it establishes, in advance, responsibility, resources required, a timetable, and a method of evaluation, thus facilitating control of progress.

Recruitment planning should not be confused with enrollment planning, or long-range institutional strategic planning. While they are related and may use many of the same techniques, they are quite different in time frame, scope, and purpose. Recruitment planning is performed annually, is focused specifically on the recruitment of new students to the institution, and concerned with the “here and now.” Enrollment planning may also be conducted annually, but the scope of the plan would also include retention goals and strategies. Strategic planning is performed less frequently, is primarily the responsibility of senior management, and focuses on fundamental decisions and actions that shape the long-range nature and direction of the institution. The strategic plan is also generally less detailed and broader in scope and purpose than the annual recruitment or enrollment plan. Each type of planning activity is important to institutional growth and development.

“Planning is the organization of hope.”

Steven Blum
A word of caution about recruitment planning: planning without execution is meaningless. The old adage, “Plan the work, but work the plan” is still a good principle to follow. Dwight Eisenhower once said, “The plan is nothing. Planning is everything.” To paraphrase Eisenhower, “Planning is nothing. Implementation is everything.” In short, the key to success will be the effectiveness with which you implement the components of the recruitment plan. Having a plan is no guarantee of anything; the challenge lies in the successful implementation of what you develop.

The purpose of this workbook is to assist in the development of an effective annual recruitment plan. The workbook is organized into the following sections:

- Introduction to recruitment planning;
- Recruitment planning preparation;
- Chapter one – the situation analysis;
- Chapter two – goal setting;
- Chapter three – formulating key recruitment strategies;
- Chapter four – developing action plans;
- Chapter five – resource requirements; and
- A final word.

The five chapters listed above comprise the outline of the plan that we recommend you follow. We also recommend that you include a table of contents and executive summary as well.

**A Special Note about Graduate Recruitment Planning**

While undergraduate recruitment is almost always done centrally by a single administrative unit, graduate recruitment very often takes place in a decentralized or “hybrid” mode. Recruitment can involve multiple units, such as a graduate recruitment or admissions office, a minority student recruitment team, international student services, as well as academic programs or departments. Participants in graduate recruitment efforts can be administrators wearing multiple hats (e.g., recruitment along with academic advisement, degree clearance, and faculty with teaching and research responsibilities).

Thus, in developing the annual graduate recruitment plan, the institution should ensure that all players who have a role in recruitment participate in the development of the recruitment plan. Depending on the level of decentralization and autonomy in the academic units, one of the following may be an option:

1. Each recruitment unit (central, school/college, or department) develops its own, standalone recruitment plan, embracing all the components described below; or
2. Each involved unit can be asked to provide a “mini-recruitment plan,” with its goals strategies and action plans, which becomes part of an appendix to the main institutional plan.

**A Final Note to Consider as You Review the Remaining Sections of This Workbook**

The final recruitment planning document doesn’t need to be voluminous in its length. Most plans will be less than 50 pages, depending on the number of strategies and associated action plans and how much data and information you chose to include in the situation analysis. The intent is to construct a “working plan” that you can look to during your weekly staff meetings as you monitor the goals and key strategies to achieve the goals for the admissions cycle. As we often say to the institutions we work with, “keep it simple.”
Recruitment Planning Workbook

Recruitment Planning Preparation

Preparation

As you begin the planning process, it is necessary for you to compile certain data and information that will aid and abet the planning process. This helps to understand where the institution is now, where it has been with regards to new student enrollment history, and to further establish the “current state.” If certain data are unavailable, do your best to approximate the requested information and discuss missing items with your consultant.

Historical Enrollment Funnel Data and Preliminary Goals for Next Year

Please complete the tables that follow. If you are comfortable providing some preliminary numeric goals please feel free to do so. You should complete funnels for any population that you are likely to set goals for (e.g., doctoral, master’s, in-state, out-of-state, and international).

Quantitative Recruitment History and Goals – Overall Graduate

<table>
<thead>
<tr>
<th>Stage</th>
<th>Fall 2016 Goal</th>
<th>Fall 2015 Estimate</th>
<th>Fall 2014 Final</th>
<th>Fall 2013 Final</th>
<th>Fall 2012 Final</th>
<th>Fall 2011 Final</th>
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</thead>
</table>
Quantitative Enrollment History and Goals – By Level (Master’s or Doctoral) or By Program

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<tr>
<th>Stage</th>
<th>Fall 2016 Goal</th>
<th>Fall 2015 Estimate</th>
<th>Fall 2014 Final</th>
<th>Fall 2013 Final</th>
<th>Fall 2012 Final</th>
<th>Fall 2011 Final</th>
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<tr>
<td>Inquiries</td>
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<td>Conversion %</td>
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<td>Applications</td>
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<td>Accept %</td>
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<td>Accepts</td>
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<td>Capture %</td>
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<td>Confirms</td>
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<td>Yield %</td>
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<tr>
<td>Enrolled</td>
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Supporting Data

You will spend a considerable portion of the planning process discussing key recruitment strategies. This will require the planning group to evaluate the relative effectiveness of various strategies that the macro graduate enrollment team has utilized during the two most recent recruitment cycles. It is also recommended that this research be done at the micro, program level. Please conduct research with as many of the following “funnel reports” in as close to the requested format as possible. You should also review other analyses you may have conducted. The variables listed below represent a grocery list of many variables that may or may not apply to your institution. If certain data are unavailable, or you have not utilized a particular strategy, just move on to the next item.

Suggested Format for Funnel Reports

| Report Title |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Variable*    | Inquiries    | Applications | Accepts      | Confirms/Enrolled |
*Suggested Variables to Analyze in Funnel Report Format (Y-Axis)*

1. Name purchase (GRE, GMAT) search results by prospect source;
2. Advertising results, including TV, radio, billboard, direct mail, and pay-per-click advertising;
3. College/university visit results, overall and by state or other geographic market;
4. Visits to employers or industries;
5. Graduate fair results by state or other geographic market or by program (any contact);
6. Information night/off-campus interview results by program (any contact);
7. Webinar information sessions (any contact);
8. Group visit/open house results (any contact);
9. Individual visit results by month (any contact);
10. Other special on- or off-campus events you feel should be analyzed (any contact);
11. In-state analysis by county, out-of-state analysis by state;
12. Other geographic markets (e.g., recruitment territory);
13. First contact inquiry source;
14. Staff/program director qualifying codes;
15. Referral programs (current students, faculty, alumni, etc.); and
16. Any others that you feel would be helpful.

Other Items Needed for Recruitment Plan Development

1. Most recent admissions activity funnel report;
2. Copies of all program-specific and general communications flow systems and all recruitment publications;
3. Copies of previous enrollment/recruitment planning documents;
4. Copy of the graduate/professional enrollment section of any long-range planning document (i.e., strategic plan);
5. Enrollment services organization chart, including for each college/school (if applicable);
6. Parameters for your direct mail (purchased name) list(s) by vendor and the resulting purchase and mail volumes;
7. Summary of major advertising initiatives (e.g., placements, cost, target audience);
8. Copies of any market research you have conducted in recent years (e.g., lost-inquiry study, student satisfaction research); and
9. Anything else you feel would be helpful.
Chapter One – The Situation Analysis

The purpose of this opening chapter of the recruitment plan is to document the “current state” of new student enrollment through the presentation of historical data, market research, and an articulation of the internal and external environment within which the recruitment effort must be carried out.

Much of the data that has been compiled in advance of the writing of the plan (listed in the previous section of this workbook), and the information gleaned through the interpretation of that data, will be used in the writing of the situation analysis. This chapter of the planning effort usually involves the following tasks:

- Reviewing the institutional/college/school/program mission statement that describes the basic reason for the existence of the organization. It is not uncommon for the institution to include the institutional mission statement in the situation analysis chapter.
- Reviewing the institutional strategic plan, if one exists: the strategic plan and mission statement need to be consistent with each other.
- Assessing current strengths, weaknesses, opportunities, and threats, or driving forces (which combine strength/opportunities), and restraining forces (which combines weaknesses and threats). These driving and restraining forces should be included in the situation analysis, and represent many of the forces that must be overcome, and exploited, in order to achieve the new student enrollment goals.
  - **Strengths:** Existing characteristics – physical, human, and financial – that clearly contribute to institutional success and the achievement of the enrollment goals.
  - **Weaknesses:** Existing characteristics – both internal and external – that detract from institutional success and the achievement of enrollment goals.
  - **Opportunities:** Internal and external factors that have the potential to be developed into strengths.
  - **Threats:** Internal or external conditions that are obstacles to institutional success and achievement of enrollment goals.
- Compiling and reviewing historical enrollment, recruitment, and admissions data, both overall and by specific college/school/program, if available (described in the previous section of this workbook). Basic funnels should be included in the situation analysis, as well as appropriate research that are pertinent to the planning process (e.g., source code analysis, territorial analysis, conversion and yield analysis, campus visit analysis, GRE/GMAT analysis, competition and market share analysis).
- Reviewing appropriate demographic trends and environmental data
  - In-state population trends in the region or state and other important markets
  - Education statistics
    - College graduation rates and projections
    - Diversity in graduation from college
    - Program enrollments
    - GRE, GMAT score analysis as appropriate
  - Education attainment patterns of adults in the primary market
  - US Labor statistics and other available job/industry trends in the primary market
Evaluating any information from recent competition studies, to include:
- Five-year enrollment patterns
- Tuition and institutional aid of primary competition
- Key recruitment themes and messages (as seen on competition Web sites and in literature)
- Market share of your institution compared with primary competition

Reviewing results of recent market survey research, to include:
- Lost inquiry study
- College counselor survey
- Admitted student questionnaire survey (for enrolled and non-enrolled students)

Using data to confirm target markets
- Conducting a program-by-program analysis and establishing desired enrollment state and marketing/recruiting needs
- Developing a list of recruitment planning assumptions (e.g., staffing, budget, and competition)
- Reviewing project and consultant recommendations
- Clarifying definitions and nomenclature that may be used in the planning process

After completing the above tasks, you are ready to write the first chapter of your recruitment plan: the situation analysis.

Chapter Two – Setting Goals

Setting clear, realistic goals is a key fundamental in the recruitment process. The annual recruitment goals must be quantified and understandable to all who are accountable to the achievement of the goals. It almost goes without saying that the goals must be shared with all members of the recruitment team.

As indicated above, goals must not be set unrealistically high. The institution should utilize historical data, compare data that has been received for the admissions cycle with previous years on the same date (inquiry data in particular), and external environmental data (e.g., number of college graduates expected) when setting goals.

We encourage the deans to avoid setting just one goal that is used for the next year’s budget, as there is no room for contingency with this strategy. Instead, we recommend that at least two goals be set:

1. An internal budget goal that is known only to the deans and the chief financial officer; and
2. An external recruitment goal that is clearly articulated in the recruitment plan and can be shared with anyone who is interested in the recruitment effort for that particular admissions cycle (e.g., faculty, feeder college professors, prospective students, other program directors).

The budget goal will be lower than the external goal, building in some contingency. This type of goal-setting assumes that goal setting is not occurring from the “top down,” but jointly between graduate admissions and the various programs or with the CFO. Sometimes a third goal is set by the recruitment unit (program or graduate admissions office) that is slightly higher than the external goal but still realistic; it should be an internal goal known only to the team.

The following points are important to the goal setting process.
Goals are an expression of the outcomes of the annual recruitment plan.

Goals are derived directly from the recruitment planning process, as described above.

Goals are most often, but not always, expressed quantitatively and relate to desired enrollment outcomes. If a goal is not measurable, it should at least be recognizable and qualitative in character (e.g., make better strategic use of merit assistance to leverage enrollment).

Goals should be stated as simply and concisely as possible.

Effective recruitment plans begin with a clear understanding of the goals that must be achieved in order to succeed.

Goals must always be supported by one or more strategies.

Goals should be mutually agreed upon by all whose efforts must achieve them.

Goal setting is important and necessary, but not a complicated task.

Examples of typical annual recruitment planning goals are:

- To enroll a total of 500 new graduate students for fall 2016 compared to 475 new students in the fall 2015. The new student enrollment goals for the individual graduate programs are as follows:
  - 100 MBA
  - 100 M.S. Education
  - 100 M.S. Nursing
  - 100 M.A and M.S. Arts and Sciences
  - 100 non-degree
- To seek 50/10 percent domestic minority representation among new graduate students.
- To build an inquiry pool of 3,000, up from 2,700
Chapter Three – Formulating Key Recruitment Strategies

The next step in the planning process is to formulate appropriate key new student enrollment strategies that are designed to achieve the goals you have established. Most goals have multiple strategies. Like goals, these key strategies should be hierarchical, measurable, clear, specific, and realistic. Spend the necessary time to ensure the formulation of the key strategies that will produce the best results.

Strategies typically represent the broad class of actions with long-term outcomes while action plans represent the immediate, short-term actions that collectively form the strategy. Some people prefer to think of recruitment strategies as enabling objectives. Regardless of what they are called, the failure to identify and implement key recruitment strategies will prevent you from achieving your full enrollment potential.

Example of Recruitment Strategizing

If you know that students who visit your campus convert into applicants and matriculate at higher rates than students who do not visit, a key recruitment strategy in your program would be to maximize the number of students who visit the campus. One supporting tactic or activity might be to host campus and departmental open houses. Another might be to review and standardize campus visit procedures to ensure positive experiences for all visitors, including a special campus visit brochure and letter (part of your inquiry flow system), training a group of volunteer student ambassadors to help host student guests, and a variety of other actions designed to increase the number of visitors and improve yield rates.

Use the 80/20 rule to make your annual recruitment plan a truly effective document. Remember, the 80/20 rule states that 80 percent of the results are generally derived from 20 percent of the effort. The challenge is to know which “key” 20 percent to focus on to produce 80 percent of the results. Identifying key strategies, however, is not sufficient; they must be implemented to be effective. Key strategies, by definition, deserve the lion’s share of your attention. On a day-to-day basis, it is very easy to be diverted from the key 20 percent: One of the most important functions of the enrollment manager/program director and the recruitment plan is to keep focused on the actions critical to determining enrollment success or failure despite the “million little things” that invariably occur day-in-and-day-out.

Further, avoid the temptation to develop too many “key” strategies. An effective graduate recruitment program might have between 10 and 15 key strategies – more could mean that staff members are dividing their attention indiscriminately and limiting their effectiveness or that strategies will not be implemented.

Listed below are some key strategies critical to most successful recruitment programs. This list is not intended to be exhaustive or apply to every institution or program. You may select appropriate strategies from this list and include others that are unique to your institution. Many of the examples listed below lack the level of quantification that should be included and are not necessarily in order of importance. However, in constructing your key strategies it is very important to quantify them whenever possible.
Common Key Recruitment Strategies

1. Generate at least 3,000 inquiries of the right type and mix to achieve stated enrollment goals. Seek the following numbers from the four main categories of inquiry sources: travel-initiated (500), referrals (500), student-initiated (1,000), solicited (1,000). Major initiatives include:
   - Purchasing prospective student names from the GRE and GMAT. Once the lists are obtained, use a combination of electronic and direct mail contacts to generate inquiries from these lists
   - Installing a routine referral program focused on feeder colleges, current undergraduate students, and recent undergraduate alumni
   - Treating GRE and GMAT score reports as inquiries; providing them with the full complement of inquiry level communication (currently they are treated as prospects)
   - Obtaining college graduate lists in the service region (as available) to make certain the university is fully canvassing the feeder schools
   - Forming feeder college advisory councils and attempting to obtain their graduate lists in non-competing programs (offer a scholarship if necessary to obtain the list)
   - Developing a plan to harvest inquiries from the myriad of student visitors to Sample University
   - Program-specific mailings to discipline student organizations (e.g., a fine arts mailing to music/theater/art professors, 2,000 pieces)
   - Adding an online inquiry form to the university’s Web site and a more prominent button to direct visitors to an online inquiry data collection tool

2. Systematically qualify the institutions inquiry pool in order to concentrate time and resources on those students most likely to apply and enroll. Qualify at least 50 percent of the inquiries through:
   - Student phone calling
   - Staff contact on the phone, on-campus, and in the field
   - Tracking student contacts or “moves”

3. Strengthen inquiry-level data collection. Does the college/school/program currently track the following data elements on some of its reply mechanisms:
   - E-mail addresses
   - Present level of interest in the program (this is important to a comprehensive qualifying program)
   - Self-reported college grades (the program cannot market to high-ability students if it does not know who they are)
   - Self-reported test scores
   - Full-time/partial-time status
   - Questions/comments line (this item should be provided on every reply mechanism)

4. Conduct comprehensive market research to better understand the institution’s current position. The institution will conduct survey research on the following populations:
   - Faculty from feeder program and institutions (phone)
   - Prospects (phone)
   - Lost inquiries (phone)
   - Lost accepts (written)
5. Expand the number of recruitment communications (and strengthen existing pieces) to support a lengthened inquiry-communications flow. Sustain contact with each prospective student over the course of an 18-24 month graduate selection process. Although publication choices and improvements should be driven by market research, the following major communications (whether print or electronic) are recommended:

- Graduate viewbook
- Individual program viewbooks or brochures
- Student testimonials
- University placement rates, exam pass rates, rankings, etc.
- Faculty profile
- Student and alumni profiles (by program or for institution) forced on outcomes (describing jobs, promotions, etc.) of graduates of the program

6. Install five to seven inquiry-level communications. A possible flow of information would include:

- Introductory letter and viewbook
- A postcard to drive students to the Web site
- Information about the student's intended academic program
- Campus visit opportunities
- Financing and scholarship information
- Student life information
- Outcomes communication
- Always include a call-to-action message: “Call today for more information,” or “Click here to listen to student testimonials.” Track the results.

7. Expand the admitted student written communications flow.

8. Install a formal phone-calling program for all prospective graduate students. Specific objectives include:

- Identify phone team members (students, faculty, staff) in each program
- Develop a protocol for documenting each phone contact
- Install a regular e-mail follow up after each successful call and recording it in the admissions database system

9. Conduct a more targeted recruitment outreach program designed to cultivate and solicit student interest. Specific objectives include:

- Base college visit and graduate fair selection on a systematic assessment of actual enrollment results and the strength of interest in the current inquiry pool
- Develop a system to grade all college and college fair programs on quality and receptivity
- Analyze the number of applicants and enrolled by visit program for the past two years to determine the productivity of various events/programs
- Begin directly notifying prospective students about visits via a postcard reminders

10. Expand the campus visit program by offering more frequent and attractive options for visiting the campus. Increase total visits from X to at least Y by:
• Working with the university welcome center to develop a protocol for graduate student visitors and ensure that each program is prepared to meet daily visitors
• Developing graduate open house program in the fall, including targeting undergraduates
• Adding a spring open house program
• Adding a campus visit section to the admissions Web site with online registration capability
• Using the phone call program to further promote visit opportunities

11. Continue to expand the alumni volunteer program. Specific objectives include:
• Expanded graduate/professional and college fair coverage in out-of-state markets (cover a minimum of 30 programs)
• Using alumni to identify and recruit prospective students from employers

12. Load all GRE and GMAT score reports in the inquiry database and develop a specific follow up plan for these students including an acknowledgment that the scores were received and include these students in all inquiry-level communications

13. Develop specific marketing and recruitment plans for the strongest and largest academic programs, with a special emphasis on the appropriate college or program. Possible program-specific strategies include:
• Special campus visit programs
• Development of an enrollment funnel and goals for the College of Arts and Sciences
• Electronic listing from departments/programs
• Alumni letters on organizational stationery
• Faculty calls/e-mails to high interest inquiries and applicants
• Installation of screening procedures in the fine arts (e.g., an arts survey that is distributed by school relations staff) so that they can assess the student’s background and capabilities

14. Continue to improve the enrollment management information system to support enrollment planning, decision-making and identified key enrollment strategies. Critical modifications include:
• Adding user-defined fields to support the planned qualifying program
• Tracking outbound e-mails
• Tracking out-bound calls
• Adding a campus visit report
• Streamlined data entry on prospect cards
• Developing monthly funnel reports to monitor progress towards goals

15. Design and conduct an ongoing program of staff development and training by:
• Improving program director orientation program
• Reintroducing departmental briefings
• Exploring external training for counselors and program directors
• Installing a formal professional development plan for all recruitment staff

16. Develop a comprehensive out-of-state recruitment plan to achieve a targeted percent increase among new graduate students. Major provisions include:
- Expanded travel schedule
- New student searches
- Taking current students to colleges, graduate fairs, and interviews
- Student-to-student letters from specific markets
- Special phoning projects/effort

17. Develop a domestic minority recruitment plan designed to achieve desired representation in new graduate students. Major initiatives include:
   - Outreach to community based organizations within 120 miles of the campus
   - Visits to HBCUs, fairs, etc.
   - Developing a series of student-to-student letters
   - Using current minority students to make phone calls to prospective students
   - Hosting a special program for prospective students from underrepresented minority groups
   - Hosting a bus trip for students from a targeted geographical area or college

18. Convene regular meetings between the admissions staff and those persons responsible for recruitment in the colleges (program directors) to improve communication and coordination of efforts.

19. Develop a plan to provide admitted students with early advisement and registration to ensure that students who are ready to enroll do not need to wait until the week (or day before) classes begin to do so.

Before formulating key strategies, remember that strategies should always support goals. The converse is also true: all goals require key strategies. Goals without strategies will not be achieved and strategies without goals are pointless. The easiest way to ensure that your goals are supported by sufficient key strategies is to match them up. After creating your list of strategies, list your goals and under each goal list the related strategies. This is a very visual way of checking to see if your goals are adequately supported. The same strategy may appear in support of more than one goal, if appropriate.
Chapter Four – Developing Action Plans

The fourth and final chapter of the annual recruitment plan is to devise action plans for each of your key strategies. Each strategy must be supported by one or more specific activities necessary to successfully accomplish the strategy/objective. The activities, taken in total, comprise the action plan. This will be the most detailed and time-consuming part of the planning process. The action plans represent the “guts” of the plan.

Good action plans always include the following components:

- **What are you going to do?** Describe specifically a quantifiable and measurable activity.
- **When will it be done?** Provide timetables that clearly show key dates and deadlines.
- **Who will be responsible?** Designate clear assignments of responsibility for performing important tasks.
- **How much will it cost?** Provide budget information showing the cost of implementation.
- **How will you know if it has been accomplished?** Establish and list the methods of evaluation or control that will be used to monitor progress and measure success or failure of the actions.

### Anatomy of an Action Plan

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Timetable</th>
<th>Responsibility</th>
<th>Budget</th>
<th>Control/Evaluation Procedures</th>
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Developing good activity/action plans is the most important, detailed, and time-consuming part of the planning process and are the “heart” of the recruitment plan. The following reminders are designed to help you develop effective activity/action plans:

1. One or more action plans may be needed to implement a key strategy (e.g., a separate action plan for each individual student search implemented by the institution).
2. Provide a description of the activity.
3. The timetable should include a date by which each task should be completed. It is also permissible to designate “ongoing,” if appropriate.
4. Responsibility for implementation of the activity/action plan may be an individual, a committee, or a functional area of the office.
5. Include in the budget section any anticipated new or reduced direct expenses not currently budgeted that will be incurred in implementing the activity. If none, so indicate.
6. Evaluation and control may be as simple as indicating that the activity has been fully or partially accomplished.
7. The activity/action plan should be complete enough to provide direction to those responsible for its implementation.
Chapter Five – Resource Requirements

The preceding plan contains both cost-savings and new initiatives that will require new resources to fully implement. The following table summarizes both expense reductions and new funds required to implement the plan.

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Anticipated Savings or Increased Expenditures</th>
<th>Explanation</th>
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A Final Word

The purpose of this recruitment planning workbook is to help you develop an effective annual plan that will achieve your new student enrollment goals. It follows four very clear steps:

1. **Conduct a situation analysis.** This includes collecting, developing, and/or compiling all pertinent data and information.

2. **Set goals.** It is true that if you do not know where you are going, any road will get you there. Every good plan begins with a clear understanding of the critical goals that must be accomplished in order to succeed. Goals should be quantifiable, measurable, and realistic. Most importantly, they should be mutually agreed-upon by all whose efforts must achieve them.

3. **Formulate key strategies/enabling objectives.** Apply the 80/20 rule to planning (i.e., 80 percent of the results typically come from 20 percent of the activities). The trick, of course, is to know which 20 percent to focus on to produce results. Key strategies represent that 20 percent, and by definition, must be fully and effectively implemented to ensure success. Expect to identify 10 to 15 key strategies.

4. **Develop action plans.** Each key strategy requires a set of action or activity plans, complete with timetables and budgets. The activity plan describes the actions or tactics that will occur in order to implement the strategy and achieve the goal. The action plan should assign responsibility, include clear beginning and ending dates, include measurable objectives when appropriate, and include budget information.

*Happy Planning!!*
From R2PC to Top Tier: Graduate Enrollment Management @ UNLV

October 9th, 2015
From R2PC to Top Tier: Graduate Enrollment Management

- Welcome & Introductions
  - Rainier Spencer, Vice Provost for Academic Affairs & Assistant Vice President for Diversity
  - Janice Miller, Ruffalo Noel Levitz

- Introduction, Review Folder Contents & Agenda

- Goals: Building a Faculty Culture around GEM
  - Common terminology
  - R2PC Best Practices, Strategies, Tactics
  - GA Planning
  - Top Tier Graduate Education @ UNLV by 2025
Thank You for your Time

HOW PROFESSORS SPEND THEIR TIME

How they actually spend their time:
- Teaching: 59%
- Research: 18%
- Service: 23%

How departments expect them to spend their time:
- Teaching: 20%
- Research: 175%
- "Service": 20%

How Professors would like to spend their time:
- Don’t tell me what to do

Source: Higher Education Research Institute Survey (1999)

WWW.PHDCOMICS.COM
What is Graduate Enrollment Management (GEM)?

“Graduate Enrollment Management is a systematic approach to managing enrollment and the graduate student lifecycle, from awareness to alumnus, by integrating the core functions associated with the support of a graduate student. GEM represents a synthesis of traditional student support areas into seamless, cross-functional operations designed to integrate stakeholders, consolidate key assessment mechanisms, and bolster service levels.”

~ NAGAP: The Association for Graduate Enrollment Management
Grad R2PC & GEM: Why Now?

- UNLV’s Top Tier Initiative:
  - Research Very High/Top 2.5% by 2025
  - Overall Excellence & Growth

- NSHE Funding Formula:
  - WSCH: Weighted Student Credit Hours
  - Degree Completion Performance Pool

- National Trends & Best Practices: Changes in Higher Education
  - Globalization: Challenges & Opportunities
  - Economic, Technological & Industry Shifts: Push/Pull
  - The Business Model of Graduate Education
  - National Trends & Competitiveness
National Trends
(CGS Data, 2015)

- 73% of Fall 2014 graduate students were enrolled in a Masters or Certificate program
- Between Fall 2013-2014 Masters enrollment increased 3.7% and Doctoral enrollment increased 1.9%
- Nearly 60% of first time grads in Fall 2014 were women
- 2013-2014 was the 6th straight year women earned a majority of doctoral degrees (66% Certificates; 59% Masters; 52% Doctoral degrees)
- 24% of first time graduate students (excl. international) were from racially/ethnically underrepresented populations
DOCTORAL ENROLLMENT & TT GRADUATION GOALS

Number of Research Doctoral

# New Enrolled Ph.D.

# Ph.D. Graduates

200 Ph.Ds by 2024

Fiscal Year

Grad R2PC & GEM Planning

- College/Department/Program Plans
  - College/Department/Program Data (5 yrs)
  - 3-Part Planning Template: Recruitment & RPC (1, 3, 5 year); GA Stipends (market-based goals)

- November 30th Due Date to Academic Deans & Mid-December Due Date to GC; January to Provost

- Recruitment Scholarships, Recruitment Support, GA Stipend Increases of % toward Discipline-specific Goals
Tracking & Reporting Data

- By College, Program, Plan
  - Apply, Admit, Matriculate
  - Total Enrollment & Graduation #s
  - Total GAs (State, External, Both)

- Data Needs
  - WSCH & Performance Pool Tracking
  - Top Tier Metrics by College, Program, Plan, Sub
  - Admissions, Enrollment, Graduation Funnels
  - Time-to-Degree & RPC Regression Analyses
  - Other?

- Future Dashboards (DS; MyUNLV; and Grad Rebel Gateway)
A one-stop shop to support front & back-end GEM throughout the full graduate student life cycle:

Prospect Mining
Contact Management
Applicant to Matriculate Yield
Retention & Time-to-Degree
Alumni Tracking & Engagement
Questions?

- Goals for Today
- Top Tier
- Graduate Data
- GEM/R2PC Reports
Graduate Recruitment

Janice Miller, Ruffalo Noel Levitz Sebern Coleman & Amanda Stibick, UNLV

October 9th, 2015
RECRUITMENT: UNLV Terms & “The Funnel”

- Prospects: whole population that meets your criteria
- Targets: sub-set of population who you try to recruit
- Contacts: prospects who communicate with us
- Applicants: prospects who begin application process
- Admitted Students: Grad Rebels
- Alumni: Grad Rebel graduates
- Grad Rebel Gateway will streamline & track communications & outcomes for prospect through alumni
RECRUITMENT: Roles & Responsibilities

Graduate Faculty: Recruitment of Students

Graduate Programs: Cohort Recruitment

Graduate College: Service & Support
RECRUITMENT: GC Services & Support

- Prospect identification
- Targeted outreach
  - Lists
  - Fairs
  - CRM Campaigns
- Recruitment support materials
- Inquiry consults & referrals (RFI, phone, walk-in, emails, events, etc.)
- Contact management via Grad Rebel Gateway
- Gateway portal, processes & dashboards
- Domestic & Internat’l Admissions
International Trends

- International 1\textsuperscript{st} Time Enrollment @ Public Universities: 9\% in 2014 and 11\% in 2013
- 1\textsuperscript{st} Time Enrollment from India: 40\% in 2013, 27\% in 2014
- 1\textsuperscript{st} Time Enrollment from Brazil: 17\% in 2013; 91\% in 2014
- 1\textsuperscript{st} Time Enrollment S. Korea & Taiwan: -7\% & -8\% in 2014
- 1\textsuperscript{st} Time Enrollment from China: -1\% in 2014 (33\% overall)
# International Enrollment Trends

<table>
<thead>
<tr>
<th>FIELD</th>
<th>2013-2014 INCREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>3%</td>
</tr>
<tr>
<td>Business</td>
<td>2%</td>
</tr>
<tr>
<td>Education</td>
<td>-1%</td>
</tr>
<tr>
<td>Engineering</td>
<td>11%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>7%</td>
</tr>
<tr>
<td>Physical, Earth, Computer Science &amp; Math</td>
<td>20%</td>
</tr>
<tr>
<td>Social Science &amp; Psychology</td>
<td>2%</td>
</tr>
<tr>
<td>Other Fields</td>
<td>2%</td>
</tr>
</tbody>
</table>
Q & A on Recruitment
Grad REBEL Model of GEM

R  
RECRUITMENT (RECRUIT)

L  
ALUMNI (LINK/LIKE/LEVERAGE)

E  
RETENTION (ENGAGE)

E  
COMPLETION (ELEVATE)

B  
PROGRESSION (BUILD)
Phase 1: Recruitment, Admission & Retention

- Graduate Recruitment: Prospect, Inquiry, Applicant
- Prospect Mining, Ticklers and Drip Campaigns
- Integrated Admissions, GAs and Awards
- Integrated Department Applications with customized questions, uploads and student portal; holistic review
- Department tools to support committee review, GAs, workflow and internal communications via Chatter
Phase 2: Progression & Completion

Advanced RPC tracking, communications, and data:

- Milestones
- E-forms and Routing
- Warning Indicators
- Faculty Mentorship/Committee Membership
- Grad Faculty Status
- Professional Development Tracking
- Advanced and Personalized Communications with Students
Grad RPC Strategies, Tactics & Tools:

**Retention**: Strategic Admissions; Financial Support; Community; Early Advisement

**Progression**: Academic Mentorship; Professional Development; Tracking & Feedback; Program Design; Clear Milestones; Community Support

**Completion**: Academic Mentorship & Timely Feedback; Professional Development & Career Prep; Program Requirements; Community
RETENTION: Graduate Student Lifecycle Funnel

- Recruitment
- Admission
- Enrollment
- Retention
- Progression
- Completion
- Alumni Relations

Recruitment & Admissions Team
Sebern Coleman
Allison Diehl
Amanda Stibick
Elizabeth Jost

Records Team
Dee-dee Severin
Megan Wilson
Carlena Pablo
RETENTION: From Admission to Enrollment

Literature on graduate retention shows that the most effective strategies include the following:

- Graduate assistantship packages (multi-year, offered with admission)
- Financial aid award notices sent at time of admission
- Campus visits that are personalized to your faculty/program
- Scholarships/fellowships awarded without a work obligation
- Effective & informative graduate program web pages
- Phone calls & outreach to admitted students from current students/graduate assistants
- Onboarding students: receiving Handbook & mandatory Orientation
RETENTION: Graduate Student Retention

- Retaining students cost less than recruiting new students
- Having a greater number retained may provide some relief to pressure of replacing and growing incoming classes; improves graduation funnel
- Better investment of faculty time & energy
- The more students are academically and socially engaged with faculty and student peers, the more likely they will be to stay
## RETENTION/PROGRESSION
### Issues:
#### Reasons for Leaving Grad School

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in family status</td>
<td>30%</td>
</tr>
<tr>
<td>Conflict with job or military</td>
<td>17%</td>
</tr>
<tr>
<td>Dissatisfied with program</td>
<td>16%</td>
</tr>
<tr>
<td>Needed to work</td>
<td>14%</td>
</tr>
<tr>
<td>Personal problems</td>
<td>13%</td>
</tr>
<tr>
<td>Other financial reasons</td>
<td>12%</td>
</tr>
<tr>
<td>Other career interests</td>
<td>9%</td>
</tr>
<tr>
<td>Taking time off</td>
<td>9%</td>
</tr>
<tr>
<td>Enrollment not suitable</td>
<td>7%</td>
</tr>
<tr>
<td>Scheduling issues</td>
<td>7%</td>
</tr>
</tbody>
</table>

RETENTION LOSSES:
Graduate Students at Risk

- **Academic Probation**
  - 70 - 80 requests
  - 20 - 25 separated

- **Leave of Absence**
  - 150 - 200 requests
  - 20 - 30 fail to return

- **Non-Enrollment**
  - 150 - 200 separated
RETENTION: Graduate College Enrollment Policies

Admissions Policy

The admission process is only completed upon enrollment in graduate-level courses for the specified term and degree program indicated on the Letter of Admission. Failure to enroll or subsequent withdrawal from all course work; during the semester of admission will void the Letter of Admission and result in the student’s separation from their graduate program.

Continuous Enrollment Policy

After admission to a graduate program, students must register for and complete a minimum of six hours of graduate credits in each rolling three semesters (including summer). Students working on a thesis or dissertation must register for three graduate credits each semester (excluding summer) until the document has been completed and has been given final approval. Students who have not registered for academic work within three rolling semesters (fall-spring-summer, spring-summer-fall, summer-fall-spring) will be separated from their program and must reapply for admission should they wish to continue.
RETENTION: Graduate College Enrollment Policies

Graduation Enrollment Policy

Students must be registered in a minimum of 3 graduate credits during the semester they intend to graduate and/or take final, comprehensive, preliminary, examinations, defend a thesis or dissertation.

Time to Degree Policies

Master’s Degree Students: All master’s degree requirements must be completed within six years. Course work completed more than six calendar years before the term in which all degree requirements are met may not be used in the degree program.

Doctoral Degree Students: A student beginning a doctoral degree program and holding a master’s degree in an appropriate field of study must complete all doctoral degree program requirements within six years. A student beginning a doctoral degree program without a master’s degree (post-bachelors to doctoral track) must complete all requirements for the degree within eight years.
RPC from a Program Perspective

- What are obstacles to your students’ timely progression (questions 8 & 9 on R2PC report)?

- What challenges do you face? R, P, and/or C?
  - Individual, Cultural and/or Programmatic Issues
  - Retention: Relationship to Recruitment & Admissions? Onboarding? Department/School Culture? Program Offerings?

- Timely Completion

- Possible fixes
Not too Fast, Not too Slow
Getting it Just Right =
Progression

- Quality, Quality, Quality, Quality, Quality, Quality, QUALITY!
- Alchemy & Stochastic Variables: Student demographics, Program characteristics, University & Community
- Lingering Admissions Impacts
- 1,400 UNLV Grad Students on RPC Issues
  - Personal/Professional Balance & Skills Development
  - Communications & Advisement
  - Mentorship
Progression Issue #1: Communications, Expectations, Requirements

- Progression, Policies, Procedures (35%)
  - Not provided with right information at right time
  - Vague sequencing of requirements, milestones, forms
  - Unclear requirements for plans & sub-plans

- Suggestions:
  - Create a timeline that is available to all students on your website & in your handbook
  - Encourage routine use of Degree Audit for advising
  - Ensure your Grad Catalog requirements are clear
  - Review timeline & requirements with students @ orientation, pro-seminar courses, individual meetings, yearly reviews, etc.
Progression Issue #2: Professional Development & Skills

- Skills & Professional Development (33%)
  - Pressure increases
  - Costs increase (opportunity costs & real costs)
  - Life stresses & role conflict
  - Career readiness
  - Drop-out

- Suggestions
  - “Right Moment” communications
  - Research & conference support; GPSA Grants
  - Campus support, workshops, resources
  - Graduate College Scholarships, Retention Awards, etc.
Progression Issue #3: Faculty Mentoring & Advisement

- Graduate Faculty Mentoring Challenges (29%)
  - Limited access
  - Inadequate feedback/guidance/input
  - Lack of information or inaccurate information

- Suggestions
  - Schedule routine meetings; be available for drop-ins
  - Attend Graduate College trainings & brown bags
  - Internal graduate committee for guidance
  - Semester reviews & probation as productive tool
  - Complete annual student reviews
PROGRESSION:
RPC Support Services

- Degree Audit for Graduate Students
- Form Processing & Degree Checks
- Fall & Spring Active Student Lists
- Thesis & Dissertation Support: Office Hours, Workshops, Website
- Grad Rebel Gateway – Phase 2
- Grad Rebel Success Center Services
PROGRESSION: The Grad Rebel Success Center

- Skills Development & Academic Support Certificates
  - Teaching & Research Certificates
  - Writing & Publishing; Mentoring
  - RAMP & Grad Ambassadors Programs
- Professional Development Workshops & Training Sessions
- Non-Academic Advising
- Grad Rebel Events
  - Fall Rebel Grad Slam 3 Minute Thesis Competition
  - Spring Research Forum & I3 Event
  - Orientations, Doctoral Hooding, Commencement
  - Recruitment Fairs, Open Houses, Research Week Events
COMPLETION: The Individual Perspective

- Transition from course work to culminating experience: Mentorship & Support Systems
- Research as undergrad & attending 1st choice program
- Fear of failure
- Research & Writing skill gaps
- Info management challenges
- Too much teaching or external work
- Importance of deadlines & time management
- Feedback from annual review of student progress
Structural Perspective – Programs to Encourage Completion

- When do requirements become obstacles?
- Enough faculty for strong committees?
- Enough advanced classes offered in timely way?
- Are credit and course requirements commensurate with current best practices?
- Does the program handbook provide clear guidance regarding completion requirements and processes?
- Support for completion & career prep?
- Systematic and regular review of student progress?
# Masters 6 Year Graduation Rates: MTTD

<table>
<thead>
<tr>
<th>College of Major</th>
<th>Full Time Headcount</th>
<th>Grads</th>
<th>%</th>
<th>Part Time Headcount</th>
<th>Grads</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>23</td>
<td>23</td>
<td>100%</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>College of Education</td>
<td>233</td>
<td>204</td>
<td>88%</td>
<td>218</td>
<td>181</td>
<td>83%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>33</td>
<td>23</td>
<td>70%</td>
<td>27</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>49</td>
<td>45</td>
<td>92%</td>
<td>12</td>
<td>7</td>
<td>58%</td>
</tr>
<tr>
<td>College of Hotel Admin</td>
<td>42</td>
<td>39</td>
<td>93%</td>
<td>25</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>31</td>
<td>27</td>
<td>87%</td>
<td>24</td>
<td>13</td>
<td>54%</td>
</tr>
<tr>
<td>College of Sciences</td>
<td>30</td>
<td>25</td>
<td>83%</td>
<td>12</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>College of Urban Affairs</td>
<td>92</td>
<td>77</td>
<td>84%</td>
<td>63</td>
<td>44</td>
<td>70%</td>
</tr>
<tr>
<td>Community Health Sciences</td>
<td>30</td>
<td>23</td>
<td>77%</td>
<td>32</td>
<td>26</td>
<td>81%</td>
</tr>
<tr>
<td>Lee Business School</td>
<td>113</td>
<td>106</td>
<td>94%</td>
<td>60</td>
<td>43</td>
<td>72%</td>
</tr>
<tr>
<td>Nursing</td>
<td>20</td>
<td>16</td>
<td>80%</td>
<td>26</td>
<td>20</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>681</strong></td>
<td><strong>608</strong></td>
<td><strong>89%</strong></td>
<td><strong>504</strong></td>
<td><strong>383</strong></td>
<td><strong>76%</strong></td>
</tr>
</tbody>
</table>

Overall = 84%
# Doctoral 8 Year Graduation Rates: DTTD

<table>
<thead>
<tr>
<th>College of Major</th>
<th>Full Time Headcount</th>
<th>#</th>
<th>%</th>
<th>Part Time Headcount</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>24</td>
<td>23</td>
<td>96%</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>College of Education</td>
<td>14</td>
<td>7</td>
<td>50%</td>
<td>39</td>
<td>16</td>
<td>41%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>5</td>
<td>4</td>
<td>80%</td>
<td>13</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>College of Hotel Admin</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>14</td>
<td>11</td>
<td>79%</td>
<td>19</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>College of Sciences</td>
<td>11</td>
<td>4</td>
<td>36%</td>
<td>15</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>College of Urban Affairs</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>8</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Nursing</td>
<td>8</td>
<td>6</td>
<td>75%</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>80</strong></td>
<td><strong>58</strong></td>
<td><strong>73%</strong></td>
<td><strong>105</strong></td>
<td><strong>43</strong></td>
<td><strong>41%</strong></td>
</tr>
</tbody>
</table>

Overall = 55% (57% Ten Year National Average (CGS 2008))
COMPLETION: Program Design Strategies to Support Student Success

- Over the years, criteria may have been added. Are all criteria still necessary? Do they scaffold logically & strategically?

- How do your program requirements compare to those at aspirant institutions? How do you compare in other ways?

- Do bridge programs make sense for some students? (Post-bachelor doctoral programs? 4 +1 programs? Other models?)
COMPLETION: Program Changes & New Programs

- Are program changes necessary or strategic?

- New Programs?
  - Certificates (Step-in to grad programs; stackable?)
  - Degrees (Demand for program & graduates? Delivery format & timeline? WSCH?)

- [http://www.unlv.edu/graduatecollege/new-programs-committee](http://www.unlv.edu/graduatecollege/new-programs-committee)
Q & A on RPC
Graduate Assistants

Brianne Heinle & Kate Korgan

October 9th, 2015
R2PC & Graduate Student Funding

- Positive Influence:
  - Research Assistantships
  - Guaranteed Funding
  - Competitive GA Packages
  - Additional Mentorship
  - Community Engagement & Professionalization

- Unclear Influence:
  - Teaching Assistantships
  - Fellowships
  - Student Debt Impediments
Council of Graduate Schools Data

- PhD Completion Project 2012:
  - 80% said financial support was main factor in program completion
  - 48% said it was a key factor in selecting grad program
  - Satisfaction w/ financial support is lowest in Humanities & Social Sciences (60% & 74%) and highest in Engineering & Life Sciences (83% & 85%)
Conclusive proof it pays more to do nothing than it does to get a Ph.D.:

Average Maximum Annual Unemployment Benefit  $21,060

Average Graduate Student Stipend  $18,779

Sources: U.S. Department of Labor (via SF Chronicle), The Chronicle of Higher Education 2008-2009 survey of pay and benefits for teaching and research assistants. Unemployment benefits computed from average maximum state weekly benefits (typically 50% of base wages, capped by state) multiplied by 52 (in some cases, benefits can be extended up to 79 weeks). Academic year stipends extrapolated to 12 months.
DOCTORAL ENROLLMENT & TT GRADUATION GOALS

Number of Research Doctoral

# New Enrolled Ph.D.
# Ph.D. Graduates
Same % State GAs
Same % Grant GAs
25% Grant GA Goal

200 PhDs by 2024
GRAD ASSISTANTS:
Maximizing Use of the Grad Rebel Gateway

- Admission and GA offers can be simultaneous
- Departmental GA committee review & rating
- Easy GA waitlist
- Doctoral stipend funds combined with state GA allocation
- Other changes to Graduate Assistantships
Deadlines to Accept Graduate Assistantship Offers

- Party to the Council of Grad Schools April 15\textsuperscript{th} Resolution
- Acceptance of an offer of financial support for the next academic year completes an agreement that student & graduate school expect to honor.
- Students are under no obligation to respond to offers of financial support prior to April 15\textsuperscript{th}.
- Fall semester Graduate Assistantship offers that are published to the GA before April 1\textsuperscript{st} will have until April 15\textsuperscript{th} to accept the offer.
- All GA offers published after April 1\textsuperscript{st} will have 2 weeks to accept.

Community Graduate Research Assistants (CGRAs)

- CGRAs are research assistants funded by community partners.
- Funds are filtered to the university through the Office of Sponsored Programs.
- CGRAs work on campus under the direction of a UNLV faculty member, not for the funding agent.
- CGRAs may be asked to present to their funding agent each semester, to share research findings, etc.
- All GA guidelines and regulations apply to CGRAs.
Graduate Assistantship Maximum Time Limit Policy

- GA time limits began in 2014-2015 for all new state funded GAs.
- This policy doesn’t necessarily impact extramurally funded GAs.
- If a state funded GA receives extramural funding for a year and then returns to a state funded GA, their year off of state funding will not count toward their maximum time limit.
- Departments are encouraged to mentor all their graduate students to timely degree completion, and not to elongate graduate programs due to the availability of GA funds.
Graduate Assistantship
Maximum Time Limits by Level

- **Masters level**: 2 years with the possibility of a 1 semester extension if degree completion is pending.

- **Post-Bachelors Doctoral level**: 2 years, and can be renewed for an additional 3 years by the department for a total of 5 years of funding. A 1 year extension may be possible for pending degree completion.

- **Post-Masters Doctoral level**: 4 years, with a possibility of up to a 1 year extension for pending degree completion.

- **MFA students**: 3 years with the possibility of a 1 year extension for pending degree completion.
Market-based, Discipline Specific GA Stipends

- Top Tier Investment $2m Increase
- Oklahoma State Data by CIP Code
- Gathering your own Data & Documenting
  - Apples-to-Apples: GA MINIMUM Stipends, only
  - No tuition, fees, insurances, etc.
  - No supplemental scholarships, fellowships, award packages, etc.
"Academic" Salaries

Actual average and median salaries at U.S. Doctoral-granting Universities

Notes: Administrator figures are medians salaries, the rest are averages. All figures in 2008 dollars. Sources: College and University Professional Association for Human Resources 2005 Survey; American Association of University Professors 2007 Survey; The Chronicle of Higher Education 2001 Survey of Graduate Assistants; USA Today Survey of Div. I-A College Football Coaches Compensation 2007.
Wrap-Up Conversation and Q & A
Connect with Us on Social Media

Twitter: @UNLV_GC

Facebook: UNLV Graduate College

YouTube: UNLVGraduateCollege

LinkedIn: UNLV Graduate College
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895-5773 & 895-1200

brianne.heinle@unlv.edu
895-1233
Appendix B
Trends & Projections
Introduction
This report summarizes the five-year trends at the program and college levels for application submissions, matriculation rates, total student enrollment, and graduation rates at UNLV. The performance of programs and colleges will be highlighted (i.e., growth/decline over the past 5 years). For each metric, we identify the programs or colleges that have had the most success by these metrics (which are more indicators of quantity than quality due to the nature of GEM tracking; this should not be interpreted as prioritization of quantities and product over quality and outcomes), as well as those that have not thrived. In addition to using data from the past 5 years, the R2PC reports submitted by Departments in December 2015 are also considered herein, with attention given to programs that do not intend to grow, or who wish to decrease enrollment in the future so that this can be taken into account as part of the overall campus GEM/R2PC plan. Finally, we provide some limited recommendations based on the data at the end of the document.

A Word about the Data
The goal of this analysis is to better understand program/college growth and performance. This task will prove difficult with only five years of data available. In addition, within the timeframe available, there is a high degree of volatility. Deriving an average across the five years may not be informative, while measuring growth by the difference between the beginning of the 5-year period and the last year may not adequately describe what was going on in the intermediate years. Due to these constraints, analyzing the data, recognizing trends, and extracting average program performance becomes more difficult and the results should be interpreted in this limited context.

Program Level
Applications
Most programs have not seen much growth over the past five years in number of applications submitted. Additionally, programs that have a large difference between number of applications in 2010-2011 versus 2014-2015 do not always show sustained growth, but they may be enjoying a larger, more diverse, and/or more qualified applicant pool from which they select their cohorts. It is also clear that programs have boom and bust cycles in applications. For example, the Anthropology PhD program received 22 applications in 2010-2011. It received 47 in 2014-2015. The three intermittent years are as follows: 29, 49, and 26. Although the program does have many more applicants in the final year in the data set, the growth is not consistent and the data don't bear an interpretation of consistent or reliable growth. The same phenomenon is evident in programs that have seen a decline in application submission rates per year across the 5-year period.

The program that has seen the largest increase in applications submitted is our Physical Therapy DPT program. This program received 315 applications during the 2011-2012 academic year and has grown to 671 submitted applications in 2014-2015. There is no other program at UNLV that is near this degree of growth. Very few
programs with more applications in 2014-2015 compared to 2010-2011 have seen a sustained increase. For instance, the Special Education MED program is directly behind Physical Therapy DPT, but the application submission amounts vary significantly across the 5 years: 105, 154, 98, 101, and 157. This pattern is typical among programs at UNLV and can be seen in almost all programs over the 5-year period. Only a select few programs have declined in applications submitted per year, and very few have seen sustained increased interest or maintained a steady interest.

The biggest decline in applications per year is the Psychology PHD program. Although, the decline is not consistent, the program received 59 fewer applications in 2014-2015 than in 2010-2011. The MBA program, Theater Arts MFA, and History MA have also seen a decline in applications. The Curriculum and Instruction MS program has declined over the past five years, as well. With 29 applications in 2010-2011, it had only 5 applications the following year, and just 1 application in two years after that, with 0 in the 2014-2015 year. These programs have seen consistent decline in applications during our 5-year window.

Admission & Matriculation

Over the past five years the programs with the highest enrollment yield (average percentage of admitted students enrolling at UNLV) include: 1) Business Administration Executive MBA (88.4%), 2) Public Health PHD (87.8%), 3) Nursing PhD (87.4%) 4) Hospitality Administration PhD (84%), and 5) Special Education PhD (83.6%). The programs with the lowest average percentage were: 1) Construction Management MS (21.8%), 2) Aerospace Engineering MS (35%), 3) Mathematical Sciences PhD (39.2%), 4) Civil and Environmental Engineering PhD (40.6%), and 5) Mechanical Engineering PhD (42.6%).

Enrollment

There are a several programs with no students enrolled (as of the 2014-2015 academic year). These zero-enrollment graduate programs include: Curriculum and Instruction MS, Aerospace Engineering MS, Science MA, Astronomy MS, and Urban Leadership MA. Additionally, a few programs have 1 student enrolled as of the 2014-2015 academic year, including: Construction Management MS, Curriculum and Instruction EDS, and Transportation MST. In some cases, these low enrollment numbers reflect either new or transitioning programs (i.e. Urban Leadership MA) or “catch-all” default graduate programs for students who step out of doctoral programs (MAS, Master of Arts in Science); they also reflect Masters programs that are embedded within bachelors to doctoral (or post-bachelor doctoral) programs.

Programs with the highest number of students enrolled include: Curriculum and Instruction MED, Social Work MSW, Special Education MED, Accounting MS, and Business Administration MBA. The programs with the most enrolled students seem to all be professional master’s degree programs. The Psychology PHD program has the most enrolled students for doctoral research programs.

The most growth in total enrollment over the past five years has occurred in the Curriculum and Instruction MED program. Marriage and Family Therapy MS, Social
Work MSW, and Public Administration MPA, all in the College of Urban Affairs, have also seen growth in the past five years.

Sustained enrollment decline can be defined as a consistent decline in total enrollment across all five years. Business Administration MBA, Public Health MPH, Mechanical Engineering MSEG, Hotel Administration MS, and Construction Management MS (with 0 enrolled currently) have had the most notable sustained decline in enrollment. Again, this sometimes reflects program changes or intentional strategies to limit cohort sizes, and other times it reflects more ad-hoc circumstances (little recruitment, not enough GA funding, not enough faculty to take new students, etc.)

Graduation

Curriculum and Instruction MED is graduating the most students each year with an average of 165 graduates per year. Special Education MED is next with 94 students, on average, per year. This program is followed by Business Administration MBA, Social Work MSW, and Accounting MS, each of which, on average, graduates a similar number of students: 65, 65, and 62, respectively.

Interestingly, Special Education MED and Business Administration MBA both graduate, on average, a fairly high number of students relative to other programs at UNLV, but they also have had large declines in graduates per year, as well. Special Education MED has declined substantially in graduates per year with 61 fewer graduates in 2014-2015 compared to 2010-2011. The Public Health MPH program had 20 fewer graduates in 2014-2015 compared to 2010-2011. Business Administration MBA had 19 fewer graduates.

Many graduate programs are graduating 0 or 1 student per year. Masters degree programs typically graduate more students each year than PhD programs. PhD programs are overly represented at the bottom of the ranking for average graduation rate between 2010-2015. This may be either due to degree timeline being greater than 5 years or, possibly, doctoral student attrition. The ratio of graduates per year to program enrollment total may provide a better measure for program performance with regard to graduation.

Graduation Rates Relative to Enrollment

We calculated the average ratio of graduates per year to total student program enrollment and used this metric to rank programs based on graduation yield, unadjusted for time-to-degree parameters. Programs with incomplete data for the entire 5-year period, or programs with low total student enrollment (e.g., 0-1 student enrolled per year), were excluded from the ranking.

The following programs have the lowest percentage of graduates each year given the total program enrollment: Curriculum and Instruction MS (.03), Anthropology PhD (.05), Sociology PhD (.05), Political Science PhD (.05), and Workforce Development Organizational leadership PhD (.06). Interestingly, three of the five programs are social science PhD programs in the College of Liberal Arts. One limitation to this ranking is that the data available is only for the past 5 years. Most of these programs are doctoral research programs that, on average, take longer than 5 years to complete. Although this may be the case, there seems to be less support for this
possibility given the lack of spikes in graduation rates due to cohorts prior to 2010 graduating.

Early Childhood MED (.53), Materials and Nuclear Engineering MS (.52), Management Information Systems MS (.50), Business Administration Executive MBA (.48), and English MA (.47) all have a high ratio of graduates per year to total student program enrollment. Similar to what we saw earlier, master’s programs typically graduate more students each year, thus their ratios to total student enrollment will be higher and the likelihood of being at the top of the ranking is much higher.

College Level Analysis

Applications

Very few Colleges across UNLV had more applications submitted in 2014-2015 compared to 2010-2011. Only Allied Health, Urban Affairs, Education, Engineering, and Dental had more applications submitted in 2014-2015 than the 4 years prior. The greatest increase in applications per year has been in Allied Health Sciences. There were 69 applications submitted in 2010-2011, and by 2014-2015 743 were submitted. This effect is clearly driven by interest in the Physical Therapy DPT program.

The largest decline in applications was Fine Arts with 100 fewer applications in 2014-2015 (146) compared to 2010-2011 (246). This decline was mostly sustained over the years, as well, with a small spike in applications during 2013-2014 (207). Liberal Arts has also seen a steady decline in applications over the past five years with 97 fewer applications in 2014-2015 (459 total) compared to 2010-2011 (556 total). Again, applications are only one measure; they do not describe admissions trends, enrollment yield, or student quality.
Matriculation

The College of Engineering (53.2%) and the College of Sciences (58.2%) have the lowest average enrollment yield from offer of admission to actual enrollment. The College of Urban Affairs has the highest at 73.6%. Most colleges at UNLV fall in the 60-70% range. The percentage of students admitted and then enrolling is not consistent within the 5-year period. Most colleges experience years of low matriculation as well as high matriculation, which may be driven by availability of GA lines and graduate faculty availability as mentors (or unavailability due to leave, sabbatical, etc.) The College of Business has the smallest range (only 8 percentage points between lowest and highest year, due largely to their intentional and planned cohort size), with the College of Urban Affairs (9 percentage points) following closely behind.

Overall Enrollment

The College of Education, College of Urban Affairs, College of Business, College of Liberal Arts, and College of Sciences have the highest total enrollment in 2014-2015. Dental, Hotel, Nursing, Health Sciences, Allied Health had the lowest enrollment in 2014-2015. The College of Education has had the largest decline in total enrollment over the past five years with 230 fewer students enrolled since 2010-2011, although, it has bounced back a bit in the past year, from 920 to 988. The Colleges of Hotel
Administration and Health Sciences have declined in enrollment as well, dropping by 68 and 63 students since 2010-2011, respectively.

Graduation

Most Colleges at UNLV have fewer students graduating in 2014-2015 than graduated in 2010-2011. Only Liberal Arts, Nursing, Urban Affairs, and Dental have more graduates in 2014-2015 than 2010-2011. The College of Education has the largest decline in graduates in 2014-2015 than 2010-2011 with 171 fewer students graduating, which may be an historical remnant of the graduate program eliminations due to the budget crisis (13 programs were eliminated, with the majority coming from the College of Education.) Although Education had declined in graduates per year between 2010-2014, it did increase its graduates from 318 to 369 in 2014-2015. It has also seen a decline in student enrollment, which may explain why there are fewer graduates. Hotel Administration’s graduation rates have been most volatile over the past 5 years, from 91 in 2010-2011, to 101, 78, 39, and, finally, 64 graduates in 2014-2015. Only Health Sciences has a relatively consistent decline over the past five years. No other College shows a consistent increase or decline in graduation rates. Graduation rates typically spike some years, while decreasing others. This may be due to inconsistency in enrollment and shifting time lines for degree progress, changing program...
design/requirements, shifts in availability of GA funding, and the general ebbs and flows of the graduate pipeline.

### R2PC Plans

Very few programs explicitly stated that they did not intend to grow. Programs that did not intend to increase enrollment in the future (i.e., where program R2PC plans indicate that between 2017-2020 total enrollment will stay the same) include: Theatre Arts MFA, Health Physics MS (focus on PhD and DMP programs), C&I EDS (focusing on graduating already enrolled students – quality and rigor of graduates each year), Teacher Education PhD (focusing on graduating already enrolled students – quality and rigor of graduates each year), Transportation MST, Political Science MA, Biological Sciences MS, Chemistry MS and PhD (hands-on program; only take students if they can fit the needs of faculty at replacement rate), Mathematical Sciences MS (focus more on PhD program), Astronomy MS, and Physics MS. Some of these programs did not specify why they did not intend to grow, but it seems that in many cases they feel like they lack the faculty and resources for increased growth, or wish to focus more heavily on the PhD programs in their departments to the enrollment detriment of their Masters programs (sometimes vice versa.)
Many programs stated that growth is desirable, but it must be within limits and standards of accreditation. These programs stated that growth would only be possible if their number of faculty increased, as maintaining a specific faculty to student ratio is a requirement for accreditation. The Dental DMD program is an example. In order to meet the standards of the Commission of Dental Accreditation, they must limit program enrollment. The School Counseling MED program faces similar issues. A few programs stated they would emphasize quality of students over quantity. The Sociology PhD program presented such a case; without more faculty, the program would prefer to reduce the number of students enrolled to focus on student quality, improved time-to-degree and graduation rates, and faculty mentorship duties.

A significant majority of programs desire to grow in the future according to the enrollment numbers in their R2PC reports. Most departments stated that a more competitive compensation package (i.e., larger proportion of health care/tuition and fees covered) is needed, along with more GA positions made available for students. For program growth, many stated that additional faculty are required for teaching graduate level courses and to provide high-quality faculty-student mentoring. In addition, extra staff are needed to handle recruitment, program inquiries, and administrative management of graduate students. Many programs also expressed interest in third-party assistance with department/program webpage development and re-design, which the Graduate College is working on providing to support graduate R2PC efforts in AY 2016-2017.

Recommendations and Conclusion

The top tier working group and the graduate curricular cohesion group will both continue this R2PC/GEM planning and implementation work in AY16-17. Among their tasks will be analyses of the both the specific questions below, as well as the larger questions regarding infrastructure, program staffing and support, and recruitment challenges that may be impacting programs’ abilities to engage in successful R2PC initiatives and produce strong GEM outcomes.

The graduate programs with no students currently enrolled, or very few enrolled graduate students, should be examined more closely to be consistent with NSHE policy and to ensure that faculty and students have the support necessary to successfully deliver high quality graduate educational experiences. This includes programs such as the Astronomy MS program, the Science MA program, and the Transportation MST program. The Biochemistry MS program has 3 students enrolled for the 2014-2015, with only two students enrolled prior. This program has also only graduated 1 student in the past 5 years (2010-2011). This implies no student who has enrolled in the past 4 years has finished. It may prove useful to further inquiry as to why the program does not seem to be enrolling and producing graduates consistently or efficiently. It is critical to emphasize that low enrollment is not an indicator of program quality; it is simply an indicator of the need for closer review of these programs to find ways to strategically support graduate faculty and students to success.

Another metric that could be examined further is the ratio of graduates to total enrollment per program. Programs with a low graduation yield ratio might be examined to better understand what obstacles are delaying graduation, or whether the program
timelines and requirements might be modified. A majority of the programs with low ratios are doctoral research programs. Although programs may require 5+ years to complete, it is generally understood that beyond a certain number of years (depending on the discipline/program) the longer the time-to-degree, the lower the likelihood of completion. Identifying impediments to completion, whether related to inconsistent course offerings (as stated in some of the R2PC reports), professional development for the job market, or due to the rigor and overall requirements of the program (coursework required or dissertation work), will help assess appropriate time-to-degree and implement strategies to help students finish their degrees.
Appendix C

Doctoral Projections
Masters Projections
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Appendix D

R2PC Reports Condensed
R2PC Reports Condensed

Health Physics M.S.

Recruitment:
- Targeted emails
- Greater presence at/within national conferences/associations
- Collaborate with local industry
- Modernize department (off and online)

Retention/Progress/Completion:
- Low quality students (meet requirements, struggle in math/physics coursework)
  - Need better funding to attract top quality
- Problems with students completing during the thesis phase
- Problems with students making timely degree progress (implementing changes in FA16 to alleviate this – step 1) identify advisor within first semester
  - Junior/senior mentorship
- Possible solution: Summer GA funding – retains students over summer, provides living expenses during an ideal time to make big progress on thesis

Resources:
- Redesign website
- Better compensation package (losing students during the admit/enroll)
  - Summer funding

IHS PhD (nursing)

Recruitment:
- Local and national nursing practice and research venues
- Focus on minority students/recruit minority faculty
- Virtual open houses
- BSN to PhD track

Retention/Progress/Completion:
- More rigorous admissions process so students fully understand the time commitment
- Coordinate with the writing center for writing support
- Increase participation in University research events
- Make sure students are well-informed with deadlines and progress (regular semester meetings, etc.)
- Formal midterm evaluation of students with remediation if necessary
- Foster sense of community among students

Resources:
• Increase GA stipends and amount of GAs available
• Hire additional faculty
• Graduate student Writing Center resources

**IHS PhD (Rehab)**

**Recruitment:**

• Recruit at specific conference/association events
• Video advertisements online
• Creating a research culture (Grad-Grad mentor program, etc.)
• Problem: program is new and relatively unknown
  - PT jobs are high salary (not incentive to pursue further degree)

**Retention/Progress/Completion:**

• Encouraging (with incentives) for part time students to become full-time students
• Making sure there is enough faculty for student mentorship
• Offer more evening courses

**Resources:**

• Additional administrative assistant
• GEM implemented with department website and resources
• Grad college to support virtual grad fair
• Advertisement funds
• 3 new faculty members
• Fix redundancy with application/admissions (two sets of apps/fees currently required)

**IHS Exercise Physiology**

**Recruitment:**

• Recruit via email, social media, other online avenues
• Recruit via academic meetings
• Promote it as a unique interdisciplinary program
• Opportunity with new medical school
• No kinesiology programs California (good place for advertisement/recruitment)
• Skype interviews

**Retention/Progress/Completion:**

• Barriers: family issues, mismatch with mentors, challenge of working and going to school
• Things we will do/are doing: develop course progression time lines, long range scheduling, fall semester meeting, end of year meeting (with graduate coordinator, faculty mentor, student)
Resources

- Financial support to bring recruits to campus
- Financial support to assist faculty/students to go to conferences
- New faculty hires to manage demands of additional students (6 in total)
- Multi-year funding packages
- Summer bridge funding

Physical therapy DPT

Recruitment:

- 600-800 applications a year (hard to manage)
- 40% do not meet admissions requirements (would like to increase the qualified applicant pool to greater than 50%)
- Increase representativeness of students to regional population
- Need a better web presence
- Redundancy in application process

Retention/Progress/Completion:

- Students not aware of how rigorous the program is
- Need better applicant pool

Resources:

- Assistance to develop a better web presence
- 3 new faculty for PhD program
- Advertising budget for PhD program

MBA / Hotel Admin MS

Recruitment:

- Market towards specific organizations
- Improvement of webpage for easy access to application requirements
- Identify scholarships and advertise them as a recruitment tool

Retention/Progress/Completion:

- Scheduling troubles - students work full time, classes are at night and sometimes classes are offered the same day of the week
  - Offering classes online
  - Insufficient summer school options available
- Need to connect international students to English language classes.
- Participation in UNLV Toastmasters
- More ways to keep in touch – MS students disappear after coursework is complete
Resources:

- Permanent GA positions
- IT/Marketing person to assist with online development
- Funds to travel to conferences (international)
- Funds for additional administrative support
- Need a way to get out of the faculty workload (2:1 load for graduate faculty?)
- Teaching and learning center that will support graduate students

**Public Health MPH/PHD**

Recruitment:

- Webpage improvement

Retention/Progress/Completion:

- Insufficient staffing to complete reports, track students, and assist with advising
- Limited faculty
- Low stipends
- Large number of part-time students

Resources:

- More GA positions
- Hire a graduate program manager
- Need more faculty lines
- Competitive stipends

**Dentistry DMD**

Recruitment:

- Stick to current strategies
- Enrollment numbers cannot go over the guidelines from the commission on dental accreditation

Retention/Progress/Completion:

- No problems with retention or progress in the program

Resources:

- Stipends, possible GA positions to move on a more research focused program

**School Counseling MED**

Recruitment:
Identifying students through: current students, outreach activities, webinars, faculty partnerships

Retention/Progress/Completion:

- Many students work full time
- Need to have mandatory advising sessions
- Finances and arranging of schedules to allow for internships
- Scholarships offered during internship
- More classes offered online/hybrid

Resources:

- Budget for recruiting at conferences (regional and national)
- Additional faculty to grow department (to maintain CACREP accreditation)
- Resource bank with recruitment ideas

Early childhood education MED

Recruitment:

- Recruitment fairs
- Partnerships with CCSD and other groups
- ARL program
- Target UNLV undergraduates
- Faculty will look for external funding opportunities for students

Retention/Progress/Completion:

- Clarifying graduation procedure/streamlining comprehensive exams
- Adding online classes
- Course schedules revised each semester

Resources:

- Funding for recruitment activities
- Additional faculty/staff to handle program growth

English Language Learning MED

Recruitment:

- Marketing through CCSD & Nye county school district
- National conferences (faculty who attend)
- Email, pamphlets, open house

Retention/Progress/Completion:

- Difficult to offer courses in a timely manner (lack of enrollment)
- Moving courses to an online format to accommodate students
Resources:

- Funding for recruitment activities
- Additional faculty/staff to handle program growth

**Special Education MED**

Recruitment:

- Teacher shortage in CC (big opportunity)
- Community level organizations recruiting
- Challenge: meeting grad admissions deadlines (tough to coordinate recruiting efforts through multiple third parties)
- Use current students to identify potential applicants
- ARL program
- Begin using technology as recruitment tool

Retention/Progress/Completion:

- 80% retention rate
- Problem: Students are also employed full-time (in addition to finances)
- Setting a schedule (expanding time horizon for students)
- Make sure policies and deadlines are clear

**Resources:**

- Funding for recruitment activities
- Additional staff/faculty dedicated to recruitment (Committed to growth, but not willing to sacrifice quality – need more resources/people)

**Education Psychology EdS, M.S., PhD**

Recruitment:

- Recruitment through CCSD
- Modify website to reflect new opportunities (funding)
- Graduate student ran newsletter
- Use of Salesforce (drip)

Retention/Progress/Completion:

- High retention for masters, lower for doctoral
  - Problems during comprehensive exams, not finding faculty to support research idea for dissertation
  - Family difficulties, health problems, financial trouble, other personal issues all act as barriers to RPC
● We will: make degree progress transparent (schedules for classes online, deadlines, steps that must be taken), annual student reviews, better handbook, targeted intervention, T&D support
● Academic writing workshops

Resources:

● Funding for out of state recruitment efforts
● Better system to track interested applicants
● Updated department website
● Purchasing GRE scores
● Templates for emails/brochures/newsletters
● Brown bag sessions/workshops for recruitment

Learning and Technology PhD

Recruitment:

● Same as Ed Psych

Retention/Progress/Completion:

● Same as Ed Psych

Resources:

● Same as Ed Psych

Higher Education PhD, MEd

Recruitment:

● Same as Ed Psych

Retention/Progress/Completion:

● Same as Ed Psych

Resources:

● Same as Ed Psych

Curriculum & Instruction Ed.D. MS, PhD, Ed.S.

Recruitment:

● ARL
● National conferences
● Personal networks/professional organizations
● Reduced grad credits (more attractive - greater room for research and quicker to finish)
● Target out of state and international (more competitive applicant pool)
● Faculty members becoming more active in recruiting

Retention/Progress/Completion:

● No retention problems
● Reduced credit requirements (used to take 6-7 years to complete PhD) and changed degree requirements to make beginning dissertation work easier
● Part time students who work for CCSD
● Not being able to offer certain courses (not enough students interested)
● Establishing weekly/biweekly meetings between students and faculty

Resources:

● Help with international applicants (advertising, drawing them into UNLV)
● Offering competitive assistantships
● Give faculty a course release for advising students

Civil and Environmental Engineering MSE, PhD, Transportation MST

Recruitment:

● Encourage undergraduates at UNLV
● Begin offering BS-PHD
● Look for agreements with international institutions
● Interdisciplinary research
● Increase online visibility

Retention/Progress/Completion:

● Barriers: low stipend, job opportunities, insufficient course offerings, insufficient number of faculty, lack of online courses
● Communication needed between committee members as to the expectations of thesis/dissertation work

Resources:

● Provide travel funds for conference participation
● Reduce teaching load for active research faculty
● Waive application fee for international applicants
● College wide web developer
● Funds to faculty to recruit students
● Increase research support personnel
● Mentoring workshops
● Improve writing center
● Technician support and research space
Computer Science MS, PhD

Recruitment:

- Easier to get international students (domestic students find jobs right away)
- Informal advertisement on social media/message boards (best way to reach students)

Retention/P/C:

- Many students are part time/have jobs outside UNLV – hard to schedule courses
- Too few 700 level offerings
- Change qualifying exams (add waiver), separate students faster who cannot find an advisor
- Too much coursework required for PhD
- Change in PhD qualify exam requirements

Resources:

- Hire a GA or admin assistant to advertise
- Promote fast-track program
- Hire additional faculty
- Better looking webpage (beyond OIT and Web Communications ability)
- Advertise actual research opportunities on webpage
- Graduate college should be answering trivial admissions questions

Electrical Engineering MS

Recruitment:

- Improve website
- GRE lists
- Automated electronic letters
- Professional conferences
- Open house w/ community colleges, local industry, government, etc.
- Initiate partnerships with countries where the government will pay tuition
- Faculty recruitment at other regional universities
- Summer internships for international students
- Work with industry, modify course offerings (to convince people that UNLV is not decades behind)

Retention/Progress/Completion:

- Sustained support through graduate program
  - Need better support for students (students need financial security, 3 year minimums on GA)
- More graduate course offerings
- Progression problem: possibly remove one of the qualifying exams
• Formal writing of thesis/dissertation / presentation problems (especially, international students)
• Sometimes students find work before completing (and then completing either slows down or never happens)

Resources:
• Additional funding for things (website, GRE lists, travel funds)
• Writing services/workshops
• Better means to track students
• Formal reminders if students fail to make degree progress/miss benchmarks
• 12-month GTA

Construction Management MS

Recruitment:
• UNLV undergraduates
• BS-PHD
• Improve web visibility
• Non-competitive graduate stipend
• Waive application fee for international students

Retention/Progress/Completion:
• Low stipends
• Insufficient course offerings
• Lack of online courses

Resources:
• Reduce teaching load for research faculty
• Hire more faculty
• Hire web developer
• Improve university infrastructure
• Recruitment funding for faculty to recruit students
• Improve writing center
• Improve communication between coordinators and GC staff

Mechanical Engineering MS, PHD

Recruitment:
• Host receptions at national conferences
• Provide GA offers earlier
• Fully pay health and tuition (look for third party donors to pay this)
• Pay travel expenses to let potential students visit
• Recruiting trips around southwest
• Send graduate students to present at conferences (and spread the word)

Retention/Progress/Completion:

• Barriers: limited financial support, low national ranking, limited job opportunities in the region (outside of nuclear)
• Retention is not a major problem
• Not enough 700 level courses offered
• Lack of clear guidance on completion
• Lack of communication among graduate students
• Invite industry to graduate job fairs (add in non-academic job opportunities)

Resources:

• Raise stipends
• Funds for bringing potential students to UNLV for interviews
• Incentivize faculty to turn academic trips into recruiting trips
• Better career advising
• Writing workshop
• Simplify GA application (especially the international student application)
• Stronger marketing and presence in GC

Architecture M.Arch.

Recruitment:

• GRE Search
• Identify competitive venues for recruiting
• Website development
• PR
• Coordination with exchange programs

Retention/Progress/Completion:

• Barriers to progress/completion: working outside of the university
• Problems with technical coursework
• Financial obligations
• Writing thesis (typically takes an additional semester, summer, or year.)

Resources:

• Increase graduate assistantships
• Increase graduate assistantship stipends
• Need to increase funding opportunities (GA is not enough because of things like differential tuition, etc.)

Writing for Dramatic Media MFA
Recruitment:

- Target those in the workforce
- Have Oscar winning screenwriters mention they attended UNLV
- Degree in film history might bring in more students

Retention/Progress/Completion:

- RPC is not an issue
- Classes are designed to augment and support one another (one project in the Fall semester and further honed in the Spring, etc.)

Resources:

- Additional assistantships

**Musical Arts DMA, MM**

Recruitment:

- Recruit through CCSD
- Faculty at national conferences
- Update website for advertising
- Establishing an apprenticeship program with the Las Vegas Philharmonic

Retention/Progress/Completion:

- Course offerings
- Courses in Music history and theory
- Lack of space to offer more courses
- Students without GAs cannot afford to stay at UNLV (leave of absence, outside work, etc.)
- Students fail qualifying exams because of lack of intervention that first year
- Update website
- Offering remedial classes in musical theory

Resources:

- Additional faculty lines
- Additional administrative positions
- Grad Coordinator should be on a contract
- Funding to set up booths at national conferences
- Funding to advertise online and in print
- Increase sponsorship resources
- Online registration tutorial
- Streamlined application process
- International student help
- More efficient way to submit GC forms
Theater Arts MFA

Recruitment:

- Keep in contact with alumni to use them for recruiting
- Maintain data on outcomes
- Consider a rolling admissions policy
- Provide program costs, cost of living, health insurance costs, etc. and GA specifics upfront
- Have a defined interview process and include graduate students
- Better GA payments ($1500/month) full tuition coverage

Retention/Progress/Completion:

- Establish early mentoring between students/faculty
- Develop formal program orientation
- 2nd year: students feel the long term financial commitment of graduate school (and take out loans to pay tuition and bills)

Resources:

- Fully paid tuition (better assistantships in general)
- Better website
- Facility renovation and new construction
- Increase funding (private/foundation/external/internal) for bringing in more talented students
- Hire more faculty (too few faculty for too many positions)

Hospitality Administration MHA

Recruitment:

- Working with industry to recruit (Recruit through HR at Las Vegas hotels/casinos – can pay tuition of employees)
- High achieving professionals with good undergraduate record
- Systematically track inquiries, send promotional materials (nice looking), keep track of who inquires, etc. Gather data on these inquires to use later on
- Build a better web presence (linkedin, student testimonials, communicate with students more) – they provide a detailed spreadsheet
- Recruitment campaigns – google adwords, open houses, learn at lunches

Retention/Progress/Completion:

- Establish a retention program
- Train faculty in best practices
● Establish program benchmarks (early-problem assessment and intervention for students)
● Provide a very detailed list of details and means for increasing RPC

Resources:
● Better and more refined web presence (flexibility to develop website for non-academic audiences)
● Full-time staff person assigned to MHA program
● Graduate coordinator gets 2 annual course releases
● Funding for the development of an analytics program based on recruitment and retention

HOA MS

Recruitment:
● Identify feeder schools – develop mutually beneficial relationship
● Identify possibility of honors type MS degree

Retention/Progress/Completion:
● Students are employed full-time
● Offer online courses/summer school
● Connect international students to English language classes
● No formal way of using TOEFL to indicate what level of English the student has
● More administrative support could keep thesis/pro paper students on campus/more engaged (they disappear)

Resources:
● Better webpage
● Permanent GA positions
● Funds to travel to international conferences to market the program
● 2:1 teaching load (if you are active with graduate students)
● English learning/writing/comprehension services
● Graduate focused teaching and learning center

Hospitality Admin PHD

Recruitment:
● Provide very little info (stated it will be provided in 2017?)
● Develop a better website

Resources:
● Increase GA stipend
● Website development
Anthropology MA, PHD

Recruitment:

- Target those who want an MA for career opportunities (e.g., archaeology and government work)
- Recruit top undergraduates (during open houses, research opportunities)
- Feature graduates on the website (what are they doing now, etc.)
- PhDs at other institutions can recruit
- Faculty have active research agendas, frequently presenting papers
- Integrate with medical school
- Network with colleagues (and advertise)

Retention/Progress/Completion:

- Cannot offer enough 700 level seminars
- Lack of summer funding (research or teaching)
- Some students have to work
- Offering “last year” Support for PhDs to finish dissertation
- More grant support for students through faculty
- Encourage dissertation proposal submissions to large granting agencies

Resources:

- More GA positions (additional support – years)
- Internal funding for conferences/research
- Additional faculty
- Summer funding
- Better housing near campus
- More campus places to meet
- Online forms (efficiency)
- Full tuition and health insurance support
- Weekly Graduate Rebel digest (the weeks happening, public lectures, etc.)

English MA, PHD

Recruitment:

- For MA: CCSD teachers (pay increase)
- Recruit through recruitment fairs in region
- Website redesign
- Graduate student conference to be held at UNLV

Retention/P/C:

- Barriers: individual financial or personal circumstances
- BA to PHD program
- BA to MA program
• Reduce graduate assistantship course load (teach 1 course per semester instead of 2)
• Only four years of PHD stipend available (teaching after this, 3 courses a term – delays completion)

Resources:

• Provide a higher stipend
• GRE Search
• Open House/Recruitment Fair
• Mail fliers/advertising

History MA, PHD

Recruitment:

• Better:
  o Use of website
  o Use of recruitment materials
  o Use of students/faculty
• Reach out to CCSD teachers (develop scholarships opportunities) (MA)
• Since 2010: decrease in applicants, increase in rigor of admissions
• Webinars/chat opportunities
• Build on regional recruitment efforts
• Recruit through faculty networks
• Advertise in conference programs

Retention/Progress/Completion:

• Better assessment of students early in the program (after the first year)
• Funnel students not progressing in the PHD program to the MA level
• Retention: Financial and intellectual challenges
• Limited number of courses being offered (not enough faculty)

Resources:

• Increase GA positions for MA students
• New faculty lines (at least 3)
• Development of recruitment materials
• Support for student tracking
• Faculty mentoring
• Professional Development opportunities for students
• Additional GA funding
• Reduced teaching load for highly qualified ABD students
• More final year dissertation writing fellowships
• Additional financial awards: fellowships, moving money, research travel money, etc.

Political Science MA, PHD
Recruitment:

- Recruit from areas close to LV
- Target CSN instructors’ w/ MA
- MA: UNLV BA students
- PHD: UNLV MA Students
- Use faculty/student networks for international students
- Retool website - Advertise job market applicants on the website
- Offer more specialized courses (need new faculty)
- Update recruitment materials
- Better applicant management/tracking system

Retention/Progress/Completion:

- Sometimes a GA works for 4 faculty members
- Making course schedules consistent
- Completing 9 credits a semester
- Program changes to expedite the ABD status
- One unit professional development course for post-ABD

Resources:

- Additional faculty
- Purchasing GRE Lists
- Designing recruitment materials
- GC promoting all graduate fields, not just STEM
- Differential teaching loads (i.e., those not working with graduate students teach more)
- GC supporting social science methods certificate

Psychology PHD

Recruitment:

- More publishing and presentations at conferences
- Google ads
- Linkedin / research gate
- Target undergraduates w/ research experience
- Develop online inquiry form

Retention/Progress/Completion:

- Potential barrier: not noticing the students who would not be a good fit during pre-admission
- Students have difficulty dedicating time to writing
- Consult students who do not meet deadlines, find solutions to the barriers to progressing

Resources:
- At least 3 new faculty members
- Funds for ads and GRE list purchases
- Summer support
- Cutting teaching loads for GTA
- GRA during 3rd year (qualifying exams)
- Increase stipends

**Sociology PHD**

Recruitment:

- Target international and underrepresented minorities
- Get more students from outside Nevada and the region
- Double the number of applicants (greater number of high quality students then)
- Use faculty/alumni networks
- Develop advertising materials
- Review and expand social media to highlight the program

Retention/Progress/Completion:

- Very few problems w/ retention, but things that may help, 1) increase GA stipend, 2) better contact with CAPS, 3) increase diversity and first generation students, and 4) mentor faculty training
- Problems: stress related to graduate school, family issues.
- Faculty shortage: cannot offer courses
- Better system for communicating
- Enhanced mentoring/advising
- Improve applicant quality
- Let students transfer certain credits from MA to the PHD program (theory, methods)
- Teaching requirements for ABD students (hinder progress)

Resources:

- New faculty lines
- Funding for support services (mentorship training)
- Expanded funding opportunities for the dissertation writing phase
- Increase GA stipends and amount of tuition covered

**Biological Sciences MA, PHD**

Recruitment:

- Web advertisement
- Collaborative research efforts
- Professional meetings
- Undergraduate recruitment
- Recruitment trips to regional colleges/universities
- Work w/ sebern and OUR to advertise/find qualifying undergrads
Retention/Progress/Completion:

- No regular graduate courses are taught in the SoLS
  - Too focused on serving undergraduate needs
- Create a graduate student handbook (timelines, policies and procedures, requirements for progress)
- Support for professional and network development (grant writing, job application workshops, etc.)
- Peer mentoring and graduate student retreats
- Foster networking among graduate students
- Look into getting extramural grants/scholarships/research funds

Resources:

- Triple the amount of GA positions (22 to 60)
- Need more faculty positions (two new faculty members per year)
- Better web support
- GC support/compensation for faculty/staff to do administrative duties
- Need more space/building for research labs
- Increased support for graduate student conference travel and research
- Support for graduate retreat and symposia
- Support for graduate training and workshops

Chemistry & Biochemistry MS, PHD

Recruitment:

- Local students with chemistry degrees from UNLV (they encourage these students to go elsewhere, but those without any other option pick UNLV)
- Offer MA degree in chemistry/biochemistry (cost effective way to increase enrollment)

Retention/Progress/Completion:

- Program is already successful (handpicked students by faculty – very attentive to who will enter the lab and how well they will work with everyone)

Resources:

- Redistribute GA allocations and increase the stipends
- Hire additional faculty

Radiochemistry PHD

Recruitment:

- U.S. Students
- Participated in nuclear studies programs (bachelors or masters)
● Improve online presence
● Use of targeted mailings
● Present at regional conferences/associations

Retention/Progress/Completion:

● Primarily: lack of GA/RA support, unavailability of financial support
● Students leave because they find jobs in national laboratories (better compensation)

Resources:

● Website support
● Increase GA package
● State GA for radiochemistry
● Travel support funding for faculty to regional universities (recruiting)
● Funding for conferences (faculty)

Geoscience MS, PHD

Recruitment:

● PhD: MS is usually required
● PhD: Tier one students
● To recruit better: better presence at scientific meetings, better website, develop marketing/promotion strategy, fund recruitment visits, send admissions offers early, enhance lab facilities

Retention/Progress/Completion:

● Barrier: Quality of graduate students
● Unprepared for rigor of theses/dissertations
● Leaving to finish degree remotely (usually does not work)
● Improvements: better facilities (easier to get work done), more realistic grading in courses, better advising/honest feedback

Resources:

● Higher GA stipend
● Less fees
● Early application deadlines/admissions notice
● Reduced service load (more classified staff doing paperwork)
● Funds for bringing students on recruitment visits
● Graduate coordinator buy-out funds or put non-research intensive faculty in graduate coordinator position

Mathematical Sciences MS, PHD

Recruitment:
Prioritizing PhD over MS
Actively recruit women and minorities
Phone/skype interviews
Recruit through faculty networks
Advertise at professional meetings/through other departments at other universities
Build job opportunities through internships and connections with industry
Upgrade department webpage

Retention/P/C:

- Not enough faculty to offer classes regularly
- Lack of facilities (no dedicated computer lab, no dedicated spaces for meeting, etc)
- GA has heavy teaching load (impedes progress)
- Noncompetitive stipend = cannot recruit the strongest students
- Lack of support staff to monitor student progress

Resources:

- Increase # of GAs, stipend amount, and health insurance covered
- Funding to support recruitment (web designer, travel to professional fairs/conferences)
- Funding for students to give talks and go to conferences
- Remove recruitment for conversion of non-us transcripts
- Reduced application fees (possible early bird application fee?)
- New faculty hires
- User friendly software to track students

**Astronomy MS, PhD; Physics MS, PhD**

Recruitment:

- Emphasize recruiting our own graduates (easier to evaluate them)
- Recruit through network and conferences. Send faculty on recruitment trips (limited funds though)
- Cannot compete with stipends from UC or Arizona system
- Invite applicants to visit campus and tour facilities, meet faculty, etc.
- Update department/faculty website
- Recruit through colleagues at peer institutions

Retention/Progress/Completion:

- Encourage students to apply for research grants
- Faculty mentor taking a bigger role in their student’s progression
- Some students unprepared / loss of interest (no mentor, etc.)
- Funding is not available to maintain a research lab (maintenance costs)
- Quality of students
Resources:

- Ask for more graduate assistantships from the GC
- Increase stipend amount so it is competitive
- Funds for on campus interviews and recruitment
- Better funding for research/labs

**Water Resource Management MS**

**Recruitment:**

- Not limited to engineering/physical science students
- Regional and international
- Use website & national meetings to advertise
- Develop pathway to encourage enrollment by full time employees of local water agencies

**Retention/Progress/Completion:**

- Permission to use of DRI/USGS faculty to chair committees
- Students arriving without the strongest background in math/science
- Students trying to self-fund their degree
- Student difficulty in establishing a committee

**Resources:**

- Obtain fee/tuition waivers
- Obtain GA positions
- Seed funds to establish presence at national meetings

**Nursing DNP, MS, PHD**

**Recruitment**

- Target those who teach in community colleges, practice settings with educational responsibilities
- Recruit at local, national, and regional nursing practice and research venues
- Recruit alumni and honors students from UNLV
- Partner with Nevada state to pipeline students into the DNP track
- Recruit minority students and minority faculty
- Use video structured interviews during recruitment

**Retention/Progress/Completion:**

- Expand applicant pool to recruit more/better students
- Monitor students more closely to intervene when problems occur
- Develop a plan with community partners for newly completed students
- Coordinate with the writing center
- Mandatory adviser meetings every semester
- Formal midterm evaluations
- Increased fundraising and donor activities
- Submission of extramural grants
- Approach community partners about GA positions

Resources:

- Increased GA stipends and GA positions
- Additional faculty will need to be hired
- Additional scholarship money

**Communications MA**

Recruitment:

- Top caliber communications majors
- Need to have sustained interactions with potential applicants (emails, phone calls, letters, post cards)
- Use GRE lists
- Produce a recruitment video for the website
- Program specific mailings
- Campus visits to regional universities
- Advertise in conference programs

Retention/Progress/Completion:

- Barriers: student exhaustion, wrong fit, unexpected life issues
- Students struggle to finish their major project
- Solutions: good advising, clear instruction, making sure students know what options are available (emergency loans etc)
- Better use of the probation option (those on the cusp)
- Admit more qualified students
- Need more tenure track hires – half the teaching staff are not graduate faculty

Resources:

- Graduate assistant that will help coordinate recruitment activities
- Funds for recruitment scholarships (one-time)
- Hire 6 new tenure track faculty
- Increased GA stipend
- GC - build a system for placing promotional material orders
- Readily available counseling services and family care services

**Criminal Justice MA, PHD**

Recruitment:

- Regional focus and then focus on national
- Distribute materials among NV and CA universities
• Target places where MA and PHD are not offered
• Hold department open house
• Collaborate with colleagues at other universities
• Advertise through national associations/conferences
• Collaborate with governments to obtain fully funded students

Retention/Progress/Completion:

• Personal financial issues for students
• Day classes difficult for non-traditional students to complete (considering adding hybrid courses in 2016)
• Struggle to complete thesis (switch to MA-professional track)
• Conduct a more systematic tracking of student progress

Resources:

• Resources to develop recruitment materials
• GRE program lists provided by the university
• Additional faculty lines
• Development and adoption of student tracking system

**Journalism and Media Studies MA**

Recruitment:

• Plan: increase amount of applicants while also increasing the quality
• UNLV undergraduate majors (increase faculty recruitment of outstanding junior/seniors)
• Participant in GC recruitment fair
• Advertise at regional universities

Retention/Progress/Completion:

• No major changes/issues

Resources:

• Increase GA stipends
• More GA positions allocated to JMS
• Fully funded GA from community partners (Greenspun media group, casinos)

**Marriage and Family Therapy MS**

Recruitment:

• Looking to recruit from a larger national sample
• Looking to recruit more diverse students
• Recruitment fair @ AAMFT
Recruitment trips
Build network of alumni (and current students) who are willing to talk to prospective students
Attend on-campus events

Retention/Progress/Completion:

- Life circumstances
- Students do not read policies
- Faculty overwhelmed/very little time available
- Scheduling of classes (due to clinical time)
- Students do not start culminating projects as early as they should

Resources:

- Dedicated money for recruitment
- More lines for recruitment specialists, mental health program, business programs
- Need more (competitively funded) assistantships

Public Affairs PHD, Public Admin MPA

Recruitment:

- Joint program with CNU (Korea)
- Promotional materials
- Increase the application windows
- Year round recruitment activities (include alumni)
- To increase for MPA: increase outreach activities w/ nonprofits and public management certificate program

Retention/Progress/Completion:

- Implementation of online classes
- Curriculum changes (unclear to students what is expected)
- Unpredictability of summer school offerings
- Rolling out a portfolio system
- Clarify comprehensive exams process and expectations
- More faculty involved in advising/mentoring students early

Resources:

- Hire support faculty
- Hire faculty (senior level)
- More timely data concerning admissions and applications
- Multi-year funding packages for GAs
- Additional support campus wide for methods training and stipends for doctoral research
- More data needs to be accessible and up to date
Masters Social Work

Recruitment:

- Monthly applicant information sessions

Retention/Progress/Completion:

- Personal/family issues
- Part-time and full-time working students
- Better mentoring
- Higher quality students
- Writing skills (lack of)

Resources:

- Travel budget for recruitment efforts in neighboring states (possibly, joint plans with recruiting specialist in graduate college)
- Realigning some responsibilities so that the MSW grad coordinator does not have to focus on certain things (and can focus on things like mentoring)
- Writing skills workshops
Appendix E

Admitted and Enrolled Survey
Admitted, Not Enrolled Survey
UNLV Grad Admissions Follow-up: Enrolled

Introduction

The Grad Admissions Follow-up survey for those who enrolled in a graduate program at UNLV received 347 responses. The survey was broken up into multiple parts. The first asked respondents to select the reasons why they chose to enroll in a graduate program at UNLV. Respondents were able to select as many option as they would like in addition to selecting “other” and further explaining. Second, the respondent was asked to assess their experiences at UNLV on a Likert-like scale (“Strongly disagree” to “Strongly Agree”). There were 16 items in total that each respondent evaluated. Next, the respondent was asked if there are any units, offices, or departments at UNLV they would like to provide a comment on. Finally, the respondent was asked to provide feedback on the best experiences at UNLV so far and the aspects of UNLV and their graduate program they like the least.

Results

Question 1

The most frequently selected option when asked why they chose to enroll in graduate school at UNLV is “quality of my graduate program” (37%). Following closely behind, living in southern Nevada and wanting to stay in the region (33%). Thirty-one percent of respondents indicated that the low cost of UNLV (tuition/fees) helped them make their decision. Also finance related, 29% chose UNLV because they were offered a graduate assistantship. Many also selected UNLV because the program they enrolled in had one or more faculty members in their field of study (26%). There were several other options available all with varying degrees of support (see Table 1 in Appendix A for further details).

Over half the respondents (65%) selected “other” and chose to describe the reasons why they enrolled in their graduate program at UNLV. These responses were categorized into 11 categories. Most responses fit into the category, “program reasons” (36.9% of responses). Family reasons were discussed in 16.9% of the responses. Going to UNLV for a previous degree (both bachelor’s and master’s degrees) accounted for 15.4% of responses. Enrolling in their graduate program at UNLV because of financial reasons was the next most frequently discussed (12.3%). The rest of the categories received very few responses (6% and under) (see Table 2 in Appendix A for full details).

Question 2

A series of 16 questions asked respondents to assess their experience in their graduate program so far. I collapsed both “strongly agree” and “agree” into a category and compared its proportion of respondents to those who selected either “strongly disagree” or “disagree” (also collapsed into one category). Participants also had the option of selecting “No opinion”. Full details of the response frequencies can be found in Table 3 in Appendix B.
Most respondents agree with the statement “I am happy with my program choice so far” (80%). Seventy-four percent have an adviser/mentor, while 18% of respondents do not. Seventy-eight percent agree with, “I am happy with my department”, while 11% disagree. Seventy-eight percent feel connected to other graduate students in their program, while 13% do not. Eighty-one percent like the UNLV campus. Only 7% do not like UNLV’s campus. Most feel supported as a graduate student at UNLV (73%), 13.4% do not feel supported. Only 66% of students agreed that it was easy to get set-up with everything they need on campus to be successful with 21% of respondents stating it was not easy. Very few respondents are happy with their GA stipend (40%), while 42% are unhappy with their GA stipend. Although they are not happy with their stipend, 71% of respondents like the work they are doing as GAs. Additionally, 68% feel supported in their roles as GAs. Sixty-eight percent of respondents find it easy to meet faculty. Enrolling in classes was easy for a majority of respondents (77%), but close to 19% of respondents felt it was not easy to enroll in classes. Close to 88% of respondents find their classes engaging with only 7% disagreeing. Out of all questions, this question had the lowest rate of disagreement among respondents. Furthermore, 88% of respondents find they are already learning a lot in their program. A little over three-quarters of respondents know where they can go to get campus resources (77%). Only 69% of respondents feel they have adequate office/lab or work space on campus, with 18% stating that they do not.

Question 3

Respondents were asked to describe an experience with a unit, office, or department at UNLV that they would like to comment on. Most of the comments submitted were about specific academic departments on campus (40 total). These responses can be split into two categories: positive and negative comments. Half of the comments submitted about academic departments on campus were positive, while the other half were negative. The comments were on a variety of different programs across colleges at UNLV. Many of the positive comments focused on the amount of support received from departments, the helpfulness of faculty and staff at UNLV, and the level of research and scholarship found in these departments. The negative comments were centered on varying degrees of disorganization within departments at UNLV. These comments touched on topics such as: difficulty registering for classes and poor communication from faculty and staff.

Question 4

Respondents were also asked to explain what they like the best about their Grad Rebel experience so far. There were a total of 91 responses submitted. These responses were then categorized into six categories, 1) support and opportunities, 2) classes, 3) advisor and faculty, 4) cohort / student body, 5) units, departments, and other facilities on campus, and 6) other. The most respondents indicated that their advisor and other faculty members at UNLV were the best part of their experience (32%). Units, departments, and other facilities on campus comprised 21% of the experiences described by respondents. Experiences with the student body at UNLV and fellow graduate students at UNLV were described by 16% of the sample. Fourteen
percent of respondents indicated that the support and opportunities they have received while at UNLV was the best part of their experience so far. Classes comprised 3.3% of the samples best experience, while 13% of respondents indicated an experience that could not easily be categorized (see Appendix C for details including tables and select quotations).

Question 5

Respondents were also asked to describe their least enjoyable experience with UNLV so far. There were 83 responses submitted. These responses were categorized into 8 categories, 1) financial difficulties, 2) scheduling of classes and timing of degree program, 3) mentoring / professors / other faculty, 4) interactions with other students, 5) courses and course work, 6) organization and communication from department / degree program, 7) interactions with units, departments, and facilities at UNLV, and 8) living in Las Vegas.

Financial difficulties were discussed by 25% of the sample. The low GA stipend amount was reflected in the responses to this question, as well. Twenty-three percent mentioned their interactions with departments, offices, and other facilities on UNLV campus. Organization and communication from departments issues were mentioned by 17% of the sample. The scheduling of classes and timing of degree program was mentioned by 16% of the sample. Courses were mentioned by 10% of the sample. A few other responses focused on the difficulties associated with living in Las Vegas, interacting with other students, and their problems with mentoring/advising/other faculty at UNLV (see Appendix C for details including tables and select quotations).

Conclusion

On average, newly enrolled graduate students at UNLV find their program, the UNLV campus, and other units and offices at UNLV to be supportive. Three areas of dissatisfaction emerged regularly in the survey: 1) financial difficulties (including GA stipends), 2) lack of communication and disorganization within departments, and 3) class scheduling and degree program timing. On the other hand, a substantial proportion of respondents indicated that they felt welcomed and supported at UNLV, are excited about current research and future research opportunities, and find the facilities on UNLV’s campus to be capable of assisting them throughout their graduate program.
## Appendix A: Question 1

### Table 1. Question 1: Reason for Choosing to Enroll at UNLV

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of graduate program</td>
<td>129</td>
<td>37%</td>
</tr>
<tr>
<td>Because of one or more graduate faculty in study area</td>
<td>89</td>
<td>26%</td>
</tr>
<tr>
<td>Tuition/ fees are affordable</td>
<td>106</td>
<td>31%</td>
</tr>
<tr>
<td>Offered a Graduate Assistantship</td>
<td>99</td>
<td>29%</td>
</tr>
<tr>
<td>Received scholarships</td>
<td>25</td>
<td>7%</td>
</tr>
<tr>
<td>Wanted to move to Southern Nevada</td>
<td>19</td>
<td>5%</td>
</tr>
<tr>
<td>Already living in Southern Nevada and wanted to stay</td>
<td>116</td>
<td>33%</td>
</tr>
<tr>
<td>Best location for my family</td>
<td>54</td>
<td>16%</td>
</tr>
<tr>
<td>Wanted to study at UNLV</td>
<td>88</td>
<td>25%</td>
</tr>
<tr>
<td>UNLV is a diverse and welcoming campus</td>
<td>46</td>
<td>13%</td>
</tr>
<tr>
<td>Know other graduate students in my Department and they helped recruit me</td>
<td>22</td>
<td>6%</td>
</tr>
<tr>
<td>Felt really welcome and was recruited well by my professor or department</td>
<td>69</td>
<td>20%</td>
</tr>
<tr>
<td>Being in Las Vegas is best for my job</td>
<td>36</td>
<td>10%</td>
</tr>
<tr>
<td>Can only study in my area of interest here in Southern Nevada</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td>Other reasons</td>
<td>65</td>
<td>19%</td>
</tr>
</tbody>
</table>

### Table 2. "Other" Reasons for Enrolling at UNLV

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic mentor offered position at UNLV</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Recruited / particular adviser</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Family reasons</td>
<td>11</td>
<td>17%</td>
</tr>
<tr>
<td>Completed another degree at UNLV</td>
<td>10</td>
<td>15%</td>
</tr>
<tr>
<td>Program reasons</td>
<td>24</td>
<td>37%</td>
</tr>
<tr>
<td>Work in Las Vegas area</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Financial reasons</td>
<td>8</td>
<td>12%</td>
</tr>
<tr>
<td>Professional development</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Movement</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Teach for America</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Diversity</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>
Results

Overall

The Enrollment Survey for those who did not enroll in a graduate program at UNLV received 90 responses. When asked why they chose not to enroll in their graduate program at UNLV, the reasons most frequently selected were related to funding options and availability. Thirty-one percent of respondents indicated that there were not enough scholarship or fellowship offers. Additionally, many stated that not being offered a Graduate Assistantship played a role (21%), while some stated the stipend amount for their Graduate Assistantship was too low (11%). Following closely behind was the cost of tuition/fees for their program at UNLV (29%). Various other reasons were also selected, including: employment (16%), program quality or reputation (both at 11%), interactions with the department (specifically, feeling unwelcome, 11%), application process experience (9%), graduate student culture on campus (8%), and quality of faculty (8%).

Nearly half the respondents to the survey also selected “other”. Many indicated that they received an offer from another university (15/40). Other respondents suggested that the program they applied to was a bad fit (5/40). This could be for a variety of reason, such as: not finding Las Vegas/southern Nevada a welcoming environment or departments lacking the specialization/classes they are interested in. A few found the lack of communication or their experience with staff at UNLV to be difficult (4/40). Other respondents indicated that work obligations, moving to a new location, and other reasons kept them from enrolling in their graduate program at UNLV.

Most respondents indicated that they enrolled in a graduate program at another university this semester (69%). The most highly cited reasons for enrolling in their program of choice at another university were related to attributes of the program. Reputation of the program (51%), the quality of the program (46%), the quality of the faculty (38%), and going to another program to work a specific mentor (23%) were all influential variables for respondents when choosing to attend another program. Additionally, program fit may be another influential variable. Many respondents indicated that they felt more welcomed in the program they enrolled in compared to UNLV (38%). Many also stated that the availability of funding played a role. Thirty-four percent stated that they received better scholarship and fellowship offers, 28% received a Graduate Assistantship at the university they enrolled in, but not at UNLV, and 18% received a Graduate Assistantship that was better. Geography was also a factor with 20% stating that the location of the program they enrolled in is better than living in Southern Nevada and 16% selected that they want to stay close to family/friends.

Those selecting “other” cited reasons already outlined above, including: the quality of the program, program fit, funding availability, and the lack of communication.
from department faculty members and program coordinators during the application process.

For respondents who did not enroll in graduate school this semester (N = 28), the most highly cited reason was related finances. Financial reasons were selected 33% of the time, while employment reasons were selected 30%. Family reasons were selected by 15% of respondents. Those that selected “other” (33%) frequently fell into one of the above categories: work constraints, time/scheduling constraints, and poor interactions with faculty/staff at UNLV.

For those that did not enroll in their graduate program at UNLV and did not enroll in a program at another university (N = 28), 81% stated that they plan on attending graduate school in the next 18 months. Sixty-two percent of them plan on reapplying to UNLV.
Appendix

Enrollment Survey – Not Enrolled

1. Why did you decide not to enroll in your graduate program at UNLV this semester? Please check all that apply.

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of tuition/fees for my program</td>
<td>26</td>
<td>29%</td>
</tr>
<tr>
<td>The cost of living around the university</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>The graduate student culture on campus</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>The quality of the faculty</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>I did not have a faculty mentor</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>The quality of the program</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>The reputation of the program</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>The experience of the application process</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>Interactions with my department made me feel unwelcome</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>Not enough scholarship or fellowship offers</td>
<td>28</td>
<td>31%</td>
</tr>
<tr>
<td>I did not get a Graduate Assistantship</td>
<td>19</td>
<td>21%</td>
</tr>
<tr>
<td>The Graduate Assistantship stipend was too low</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>Las Vegas is too far from family/friends</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>For employment reasons</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>I don't want to live in Southern Nevada</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>The size of the university</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Poor campus housing options</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Poor off campus housing options</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Because of family responsibilities</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Insufficient childcare options</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Other: (please explain)</td>
<td>40</td>
<td>44%</td>
</tr>
</tbody>
</table>

Breakdown of response type for “other”

- Accepted a different offer: 15/40
- Moved out of Las Vegas: 2/40
- Lack of support from UNLV during application/enrollment process: 4/40
- Lack of funding: 3/40
- Work: 3/40
- Bad fit: 5/40
- Misc.: 7
2. Are you attending graduate school at another university this semester?

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>69%</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>31%</td>
</tr>
</tbody>
</table>

3. Why did you choose to enroll at this other university instead of UNLV?

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of tuition/fees for my program</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>The cost of living around the university</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>The graduate student culture on campus</td>
<td>13</td>
<td>21%</td>
</tr>
<tr>
<td>The quality of the faculty</td>
<td>23</td>
<td>38%</td>
</tr>
<tr>
<td>To work with a specific mentor</td>
<td>14</td>
<td>23%</td>
</tr>
<tr>
<td>The quality of the program</td>
<td>28</td>
<td>46%</td>
</tr>
<tr>
<td>The reputation of the program</td>
<td>31</td>
<td>51%</td>
</tr>
<tr>
<td>The experience of the application process</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>Interactions with my department made me feel welcome</td>
<td>23</td>
<td>38%</td>
</tr>
<tr>
<td>I got better scholarship or fellowship offers</td>
<td>21</td>
<td>34%</td>
</tr>
<tr>
<td>I got a Graduate Assistantship offer here but not at UNLV</td>
<td>17</td>
<td>28%</td>
</tr>
<tr>
<td>I got a better Graduate Assistantship offer here than I did at UNLV</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>To be closer to family/friends</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>For employment reasons (not including a Graduate Assistantship)</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>The location of this program was better for me than living in Southern Nevada</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>The size of the university</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Better on campus housing options</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Better off campus housing options</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Better for my family</td>
<td>3</td>
<td>5%</td>
</tr>
</tbody>
</table>
Better childcare options 0 0%
Other: (please explain) 14 23%

4. Why did you decide not to attend graduate school this semester (check all that apply):

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial reasons</td>
<td>9</td>
<td>33%</td>
</tr>
<tr>
<td>Employment reasons</td>
<td>8</td>
<td>30%</td>
</tr>
<tr>
<td>Family reasons</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>Health reasons</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>I didn’t get admitted into the program / university that I want to attend</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>I’m not sure if I want to pursue my graduate degree at all</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>I’m not yet decided about which graduate degree to pursue</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Other (please explain):</td>
<td>9</td>
<td>33%</td>
</tr>
</tbody>
</table>

Breakdown of response type for “other”
Work related: 3/9
Time related: 2/9
Misc.: 4/9

5. Do you plan to attend graduate school in the next 18 months?

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>81%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>19%</td>
</tr>
</tbody>
</table>

6. Do you plan to reapply to UNLV?

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>62%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>38%</td>
</tr>
</tbody>
</table>

7. What program do you plan on applying to?
Mechanical Engineering
Construction Management M.S.
Journalism and Media Studies M.S.
Accounting M.S.
School of Architecture
MFT, CMH, School Counselor
Unknown
Mathematics (applied / computational)
Math/Stats
Economics
Nuclear Criticality Safety Analysis
Multicultural Education