The Benefits of a Community Approach to Graduate Admissions

October 31, 2019

Webinar sponsored by Liaison
Plan for today

- **Brief presentations**, followed by Q & A
- Webinar **recording and slides** will be **emailed** to participants and **posted** on the CGS website
- Please **submit questions** through the GoToWebinar control panel
Audio Troubleshooting

• Having trouble hearing us?
  Try switching to a different audio connection. You can change from Telephone to Mic & Speakers or vice versa without leaving the session.

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According to the Council of Graduate Schools (CGS), applications for admission to master’s programs increased by 1.4% and for doctoral programs by 4.1% between Fall 2017 and Fall 2018, while first-time enrollment in these programs grew by 2.0% and 2.9%, respectively (Okahana & Zhou, 2019). Despite recent declines in international graduate enrollment (Okahana & Zhou, 2019a & 2019b), overall graduate enrollment at U.S. colleges and universities continues to grow, albeit modestly. This is not surprising as workforce demands for graduate degree holders are still growing in the United States. Jobs that require master’s degrees and doctoral degrees at the entry are expected to rise by 13.7% and 9.0% between 2018 and 2028, respectively (U.S. Bureau of Labor Statistics, 2019).

To gain insights about how graduate schools and programs are working to respond to this growing need for graduate degree holders, CGS collaborated with NAGAP for Graduate Enrollment Management to survey graduate enrollment management (GEM) professionals at U.S. and Canadian-based institutions. Of the 147 respondents to the survey, 47.7% of GEM professionals reported that their institution or program has a robust enrollment growth target—10% or more. In this brief, we discuss some of the insights gathered from this survey of GEM professionals.

**Key Findings:**

- In addition to the national labor market and workforce demands, GEM professionals in the survey whose units have robust enrollment growth targets cited the importance of the reputation and ranking of the program/institution, availability of scholarships/fellowships, and campus/program climate as factors influencing decision to grow. The importance of these factors varied by specific institutional characteristics, including the Carnegie classification and public-private status. For example, regional and local labor market and workforce needs were more important at public institutions than their private counterparts (Figure 1).

- GEM professionals identified the reputation of the program/institution, campus climate, admission policies, and resources for retention as the top factors in their ability to increase the diversity of their incoming student body (Figure 2).

- Also, GEM professionals also cited increased resources such as additional full-time professional staff, implementation of a customer relations management system, institution-wide enrollment management strategy, and a dedicated budget for marketing and travel as critical to their ability to meet enrollment goals.
The Benefits of a Community Approach to Graduate Admissions
Today’s Panelists

Julie Masterson
Assistant Provost, Dean of the Graduate College

Robbie Melton
Transitional Dean, Graduate School

Moderator

Judy Chappelear
Director, Association Partnerships
• Public university in Springfield, Missouri

• Graduate enrollment of 3,815

• 5 doctoral programs, 3 specialist degrees, 55 master's degrees and 74 graduate certificates
Missouri State's CAS Experience

- 10 years of experience with CAS
- Second year of GradCAS
- Over 250 designations individually configured
• Public university and HBCU in Nashville, Tennessee
• Graduate enrollment of 2,210, a 4% increase from Fall 2018.
• Doctoral degrees, Master’s degrees, Graduate Certificates, Graduate PD/CEUs
Tennessee State University's CAS Experience

- Ease of onboarding
- Reducing "hands" on applications
- Reducing time to decision
Discussion
Discussion

• How have you expanded your applicant pools with your online, centralized graduate application?

• How has CAS facilitated cross-institution collaboration?

• How has CAS integrated with your on-campus systems?
Increasing Graduate Program Visibility

• Determining if "what had always been there" should remain
• Getting down to basics
• Working together & collaboration
• Enrollment Marketing Platform (EMP)
• One-stop shopping
Freeing Resources, Augmenting Processes and Driving Outcomes

• Learning from experience (One designation = one Banner code)

• Integrating EMP & CAS with other university systems

• Monitoring and Encouraging time to decision

• Applicant self-service

• Transparency in the process
gradcas.org
gradcas.org
How Two Institutions Evaluated, Implemented and Launched a Centralized, Online Graduate Application

Thursday, December 5
11:00 a.m. – 12:00 p.m.
Room: Cumberland 3/4

PRESENTED BY:
David Daleke
Vice Provost, Graduate Education and Health Sciences and Associate Dean, Graduate School
Indiana University

Alycia Mosley-Austin
Assistant Dean, Graduate Recruitment and Diversity Initiatives
University of Rhode Island

MODERATED BY:
Judy Chappelear
Director, Association Partnerships Liaison
Thank You.
Thank You for Participating!

• Upcoming Webinar:
  • Preparing Future Faculty to Assess Student Learning
    • *Friday, November 1, 2019 from 2:00-3:00 PM EST*

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