The Future of Graduate Studies at Coastal Carolina University

June 3, 2020

Ad Hoc Committee for the Future of Graduate Studies
and Approved Unanimously by Graduate Council
(Ad Hoc Committee Membership: Appendix A)

EXECUTIVE SUMMARY

This report reviews the state of graduate programs at Coastal Carolina University and makes recommendations regarding the productive oversight of these programs, the pursuit of promising new programs, and the overall trajectory of graduate studies at the University. We investigated the programmatic strength and financial sustainability of existing graduate programs, the insights and aspirations of graduate faculty, administrators, and students, and national trends in graduate education. These investigations support the tremendous potential for a vibrant and successful community of graduate educators, students, and staff at Coastal Carolina University. We recommend the University support and strengthen the foundations of existing successful programs and continue to pursue selected new programs that meet criteria for need, faculty expertise, regional fit, and financial viability. We have recommended an organizational structure to oversee graduate studies, as well as guiding principles and procedures to enhance university-wide collaboration and planning based on program quality and sustainability.

INTRODUCTION

In late January of 2020, Provost Daniel Ennis charged the Graduate Council to study and make recommendations on the future of graduate studies at Coastal Carolina University. He asked the committee to: (1) address the budgetary challenges for graduate programs in light of a slight decline in graduate enrollment since 2017 and models indicating graduate program expenses exceed revenues, (2) address the challenges of identifying new graduate programs that meet state and regional needs and do not duplicate programs at other institutions, and (3) step back to strategically review the role and function of the College of Graduate Studies and Research, which was created by Provost declaration at the start of the Spring 2019 semester and never underwent formal review or planning through any faculty process.

The Graduate Council voted to form an ad hoc committee to prepare a whitepaper report for approval by the Council, with two representatives selected by each academic college (Appendix A). College representatives on the committee met with and/or surveyed their college faculty colleagues and graduate administrators during the semester to summarize the status, quality, and aspirations of existing graduate programs in each college and interest in potential new graduate programs that meet state or regional needs, do not duplicate existing programs at neighboring institutions, and benefit students and the university. The committee carefully reviewed the academic margins spreadsheet, which summarizes revenues and expenses for each graduate program. The committee also designed and distributed a survey to CCU graduate faculty and administrators to examine opinions regarding the value of CCU graduate programs, perceptions of existing programs, the future of CCU graduate programs, and university oversight of graduate programs. The survey was sent to all graduate faculty, graduate program coordinators/directors/managers, and all academic deans and assistant/associate deans, with a response rate of 75% (n=148 respondents). The committee also consulted student surveys conducted annually by the Office of Graduate Studies, including: (1) the Graduate Student Survey (n=123 respondents), which examines graduate student opinions regarding the quality of their curricula, program support, importance of graduate assistantships, and likelihood to

recommend their program to others, and (2) the Graduate Programs Interest Survey of Juniors and Seniors (n=192 respondents), which investigates CCU undergraduate student interest in CCU graduate program offerings, as well as suggestions/interest in potential new programs. Finally, the committee would like to thank the Office of Institutional Research, Assessment and Analysis for their generous assistance in collecting and compiling university data on graduate programs in various forms, and David Yancey for assistance interpreting the academic margins spreadsheet.

OVERVIEW OF CURRENT GRADUATE PROGRAMS

The University currently has 28 graduate programs, including 18 master's programs (the 5 M.A.T. concentrations are traditionally counted individually), 2 education specialist programs, 2 doctoral programs, and 6 graduate certificates (Table 1). In fall 2019, graduate enrollment totaled 724 students, including 580 degree-seeking students. Programs in the Spadoni College of Education accounted for 54% of all graduate degree-seeking enrollment. The largest single graduate program was the M.B.A., with an enrollment of 90 students. Graduate programs are relatively young at CCU. The first of many programs in education began in 1994, followed almost a decade later by early expansion into other colleges with the MS in Coastal Marine and Wetland Studies in 2003 and the M.B.A. in 2006. Coastal's first doctoral program began in 2014, in Marine Science: Coastal and Marine Systems Science. The most recent additions were the PhD in Education and the MA in Communication, which began in the spring and fall of 2019, respectively, and the Women in Technology graduate certificate, which began in spring of 2020. Total graduate enrollment has increased 11.7% over the past 5 years, but enrollment peaked in 2017 and has been flat at a slightly lower level for the last two years (Table 1). Over that time period, graduate enrollment has decreased overall in the College of Education (-15.4%), consistent with national trends[1], but is up in all other colleges. Unsuccessful programs are periodically removed. For example, the M.Ed. in Teaching and Learning and the M.A.T. with a concentration in Art was removed this year due to declining enrollment, and the Certificate in English for Speakers of Other Languages will be removed in fall 2020.

Oversight of graduate studies is managed by the Office of Graduate Studies within the College of Graduate Studies and Research (CGSR). In addition to Graduate Studies, the college also includes the Office of Sponsored Programs and Research Services (OSPRS), and the Office of Undergraduate Research, all of which report to the college dean (currently interim). The dean also serves as the chair of Graduate Council and as the Executive Director of the Coastal Carolina University Research Foundation. The Office of Graduate Studies works collaboratively with graduate programs, deans, and the Graduate Council to coordinate the graduate admissions process and graduate enrollment, oversee the hiring of Graduate Assistants, ensure compliance with the procedures of the Graduate Catalog and university policies, and support graduate marketing, recruitment, and student services efforts.

Table 1. Graduate Enrollment by College and Program, Fall Semesters 2015-2019

College/Major	2015	2016	2017	2018	2019	5 Yr % Change
Business Administration						
M.Acc. in Accountancy	21	25	27	25	22	4.8%
M.B.A. in Business Administration	69	72	65	76	90	30.4%
Certificate in Fraud Examination	0	0	0	0	1	NA
Certificate in Healthcare Administration	---	---	---	1	0	NA
Total	**90**	**97**	**92**	**102**	**113**	25.6%
Education						
Ed.S. in Educational Leadership	14	8	6	7	2	-85.7%
Ed.S. in Instructional Technology	27	40	36	30	17	-37.0%
M.A.T in Teaching	46	55	39	39	40	-13.0%
M.Ed. in Educational Leadership	121	114	72	67	65	-46.3%
M.Ed. in Instructional Technology	---	61	98	95	75	NA
M.Ed. in Language, Literacy, and Culture	---	---	36	69	50	NA
M.Ed. in Learning and Teaching*	158	121	78	1	---	NA
M.Ed. in Special Education	---	15	20	27	25	NA
Ph.D. in Education	---	---	---	---	35	NA
Certificate in English for Speakers of Other Languages	2	0	1	0	5	150.0%
Certificate in Online Teaching and Training	3	0	2	1	0	-100.0%
Total	**371**	**414**	**388**	**336**	**314**	-15.4%
Humanities and Fine Arts						
M.A. in Communication	---	---	---	---	15	NA
M.A. in Liberal Studies	12	11	21	24	23	91.7%
M.A. in Music Technology	---	---	---	3	6	NA
M.A. in Writing	25	26	21	22	19	-24.0%
Total	**37**	**37**	**42**	**49**	**63**	70.3%
Science						
M.S. in Coastal Marine and Wetland Studies	32	32	36	38	46	43.8%
M.S. in Information Systems Technology	---	13	21	17	11	NA
M.S. in Sport Management	5	16	29	18	22	340.0%
Ph.D. in Marine Science	4	9	10	12	11	175.0%
Certificate in Applied Computing and Info. Systems	0	0	0	0	0	NA
Total	**41**	**70**	**96**	**85**	**90**	119.5%
Degree-seeking	539	618	618	572	580	7.6%
Non-degree Seeking	109	114	147	152	144	32.1%
Enrollment Total	**648**	**732**	**765**	**724**	**724**	11.7%

**Program discontinued*

APPROACHES TO GRADUATE PROGRAM ASSESSMENT

The health and viability of graduate programs can be assessed in numerous ways. The Provost's charge for this report was prompted, in part, by a financial analysis of Academic Margins that revealed that CCU graduate programs, as a whole, lose money. This is of obvious concern. If an entire sector of the University is operating under an unsustainable financial model, it requires examination. At the same time, universities routinely make value judgements and may choose to

support financially marginal programs due to perceived broader impacts. The products and activities generated by graduate programs often enhance associated undergraduate programs, supplement faculty and undergraduate research programs, improve relations with the community and region, and enhance the university's academic reputation. Individual programs can also be assessed on the overall quality of their academic program, which is the most familiar form of assessment for most faculty members. All of these approaches are important, and how they are prioritized varies greatly among graduate faculty and administrators. We will consider the various assessment approaches below.

Academic Margins (financial viability)

The academic margin is the percentage by which tuition revenues exceed a broad category of expenses for a given unit. Table 2 displays the academic margin for 20 CCU graduate program categories from Fiscal Year 2018. The margin for all master's degree programs combined was -12%, meaning that $1.12 in direct academic expenses was spent for every $1.00 of tuition income. Margins for individual programs range widely, from sizeable margins between 20 and 53 % in Accountancy, M.B.A., M.A.T., Education Leadership, and Information Systems Technology to substantial negative margins in Writing and the Marine Science graduate programs. These differences reflect variations in teaching modalities, program expenses, tuition income per student, and discipline-specific expectations for graduate assistantships.

Values were calculated by the Provost's Office from a complex series of spreadsheets based on income from tuition and the expenses required to deliver instruction. A brief explanation of the calculations can be found in Appendix B. The spreadsheet does many things well. It attributes salary expenses based on credit hour production, so if a faculty member teaches a mix of graduate and undergraduate courses in multiple departments, it apportions their salary expenses appropriately to the various units. It assigns tuition income to a student's major department, regardless of what class they take. However, the spreadsheet has obvious limitations. It does not account for cost savings from the use of Graduate Assistants, which is a critical omission for any assessment of graduate programs (it does correctly account for the tuition income paid by Graduate Assistants, but it does not consider whether their position covered duties that would have otherwise required additional funding, for example hiring an adjunct faculty member). Moreover, it does not capture many non-credit-bearing intangibles, such as a faculty grant that funds a team of graduate and undergraduate students for summer research and also buys a new piece of lab equipment that will be used later in lab courses. The PhD in marine science, for example, has a large negative balance in Table 2, but CMSS faculty are principle investigators on grants that bring in over $500,000 in indirect costs to CCU that do not appear on the spreadsheet, nor do additional grant funds that pay for boat and field operations and graduate assistantships. The spreadsheet also cannot quantify the value of a partnership with, for example, local teachers who host CCU undergraduate education interns in their classroom and then receive reduced tuition rates for a graduate education course. Finally, the spreadsheet entails accounting assumptions that can be questioned (e.g. should expenses for the marching band be assigned to music or athletics? or how should the Colleges of Business and Education which centralize many expenses be compared to colleges where the expenses are accounted on the departmental level?) In summary, the spreadsheet is a valuable tool to identify potential fiscal and programmatic issues for graduate programs and to direct attention and discussion toward

potential solutions, but the calculated margins must be treated with latitude, and decisions should not be made based on the spreadsheet alone.

Table 2. Academic Margins, calculated by Graduate Program (FY2018). Several current programs were not yet active in FY2018 and are not included on the table, including the PhD in Education, the MA in Communication, and the Women in Technology Certificate. Student numbers are higher than fall enrollment numbers because they include all students who took courses at any time during the year (fall, spring, or summer semesters), though each student is still only counted once.

Program	Number of Students	FY 2018 Margin	Net Revenue
MACC (Acountancy)	37	35%	$ 116,467.54
M.B.A. (Business Administration)	96	22%	$ 161,575.07
Business NDS (Non-Degree Students - grad)	11	50%	$ 23,150.61
(ESOL) English for Speakers of Other Languages	1	46%	$ 2,069.37
EDS IT (Instructional Technology)	46	-6%	$ (9,017.17)
EDS EDLDS (Educational Leadership)	5	-7%	$ (1,545.38)
MAT (MA in Teaching)	87	23%	$ 197,427.15
MED EDLDS (Educational Leadership)	97	2%	$ 6,051.36
MED EDSP (Special Education)	31	14%	$ 19,092.85
MED LLC (Language, Literacy and Culture)	68	17%	$ 34,215.08
MED LRTC (Learning and Teaching)	95	25%	$ 88,656.82
MED IT (Instructional Technology)	133	2%	$ 13,903.20
Education NDS (Non-Degree Students - grad)	81	3%	$ 3,085.59
MALS (Liberal Studies)	26	-18%	$ (28,026.34)
MAW (Writing)	27	-65%	$ (109,484.19)
MS CMWS (Coastal Marine and Wetland Studies)	45	-364%	$ (1,198,820.59)
MS IST (Information Systems Technology)	21	53%	$ 68,019.77
MS SPMGT (Sport Management)	32	11%	$ 29,495.39
Science NDS (Non-Degree Students - grad)	8	-140%	$ (41,326.46)
PhD CMSS (Marine Science: Coastal Marine Systems Science)	11	-7,963%	$ (716,701.24)
All Master's Level Graduate Programs	947	-12%	$ (625,010.32)
All Graduate Programs	958	-27%	$ (1,341,711.56)
All Undergraduate Programs	12,293	53%	$ 74,425,696.19
All Programs Combined	13,251	51%	$ 73,083,984.62

We asked faculty and administrators at what level academic margins should be considered for planning decisions. Must every program have a positive margin, or does it just need to average positively for each college? Or just the university as a whole? If a department has both an undergraduate and a graduate program, do they simply have to combine for a positive margin? The survey results lean toward a preference for evaluation at the college or university level, but opinions from all administrative and faculty levels range across all possible scenarios (Figure 1). Survey comments about this issue ranged from “the value of graduate studies cannot be scaled

on a graph or measured on a ledger," to "programs that suck up resources and have not achieved at least break even should be discontinued." The data are particularly interesting when examined by discipline (Figure 1). For faculty in the Wall College of Business, the top choice was to consider the financial viability of programs at the individual program level (42.4%), but in the other colleges, two thirds or more of the faculty preferred to examine programs at the college or university level, with 50% of the Gupta College of Science faculty opting for the university level. It is tempting to simply discount these as superficial opinions: the Business college has the highest average margins and therefore expects the same from other programs, while Science has the lowest average margins and therefore feels that programs should be supplemented from a broader base. However, it goes deeper than that. Compared to the other colleges, Business faculty were less likely to see a connection between graduate programs and the enhancement of undergraduate programs, faculty research, or undergraduate research (Appendix C). Faculty in the other colleges, however, were more likely to perceive positive spillover impacts from

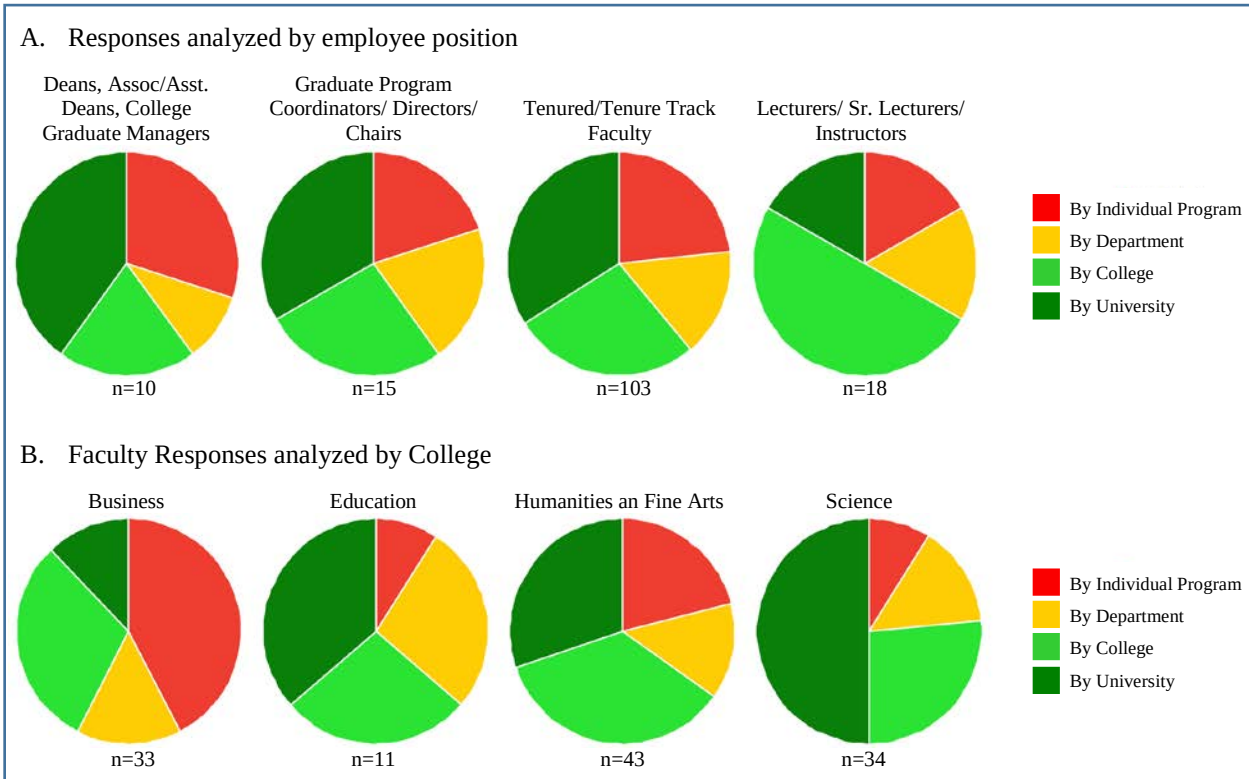

Figure 1. Graduate faculty and administrators response to the question below, sorted by (A) employee position, and (B) college.

What is your preferred mechanism to assess financial feasibility of graduate programs?

a. By individual program – if a program alone does not make money, it should go
b. By department – if a department offers both an undergraduate and graduate degree, financial feasibility of the programs should be assessed by their combined budget
c. By college – the financial feasibility of undergraduate and graduate programs should be assessed in terms of the aggregate budget for all programs in a college (i.e. some departments/programs may be subsidizing others within a college)
d. By university – financial feasibility should be determined for all academic programs combined, university-wide (i.e. some colleges may be subsidizing others, and some programs may be interdisciplinary in nature)

graduate programs, which may explain why they were more likely to support supplementing financially marginal graduate programs in order to gain those benefits.

The spreadsheet should be examined from all angles. Academic margins at the individual graduate program level and at the university level were previously reported, but an examination at the college level paints a very different picture (Table 3). When graduate and undergraduate programs are examined collectively, the Gupta College of Science has a 51% margin, which has now become a strong second to the Wall College of Business. If the Science graduate programs enhance their undergraduate and faculty research efforts, increase their reputation, and help to recruit more and/or stronger undergraduate students, the College of Science faculty may argue they have made a sound and sustainable investment. The data can further be parsed by examining departments that offer both undergraduate and graduate programs. Both the MA in Writing program and the Marine Science graduate programs have negative margins, but when paired with their undergraduate counterparts, the margins for the combined programs for each department become positive. Maintaining an adequate margin is essential, as the surplus revenue from academic programs is what funds support programs across campus (e.g. Finance, Procurement, Recreation, ITS, Athletics). For new program proposals, the university recommends a proposed margin of at least 50% for undergraduate programs and 25% for graduate programs. Based on Table 2, only a few individual graduate programs currently meet that standard.

Table 3. Academic Margins calculated by College (FY2018)

Program	# Students	FY 2018 Margin	Net Revenue
WCOB - graduate	144	27%	$ 301,193
WCOB - undergraduate	2,963	56%	$ 20,653,286
WCOB - all programs	3,107	55%	$ 20,954,480
SCOE - graduate	644	12%	$ 353,939
SCOE - undergraduate	900	46%	$ 4,747,448
SCOE - all programs	1,544	39%	$ 5,101,387
COHFA - graduate	53	-43%	$ (137,511)
COHFA - undergraduate	2,406	48%	$ 13,788,343
COHFA - all programs	2,459	47%	$ 13,650,833
GCOS - graduate	117	-243%	$ (1,859,333)
GCOS - undergraduate	5,088	55%	$ 32,545,893
GCOS - all programs	5,205	51%	$ 30,686,560

As demonstrated, the academic margins spreadsheet can be interpreted in a number of ways, which reinforces that it should only be used for decision-making in combination with additional information and metrics. What is clear, however, is that every effort must be made to maximize financial efficiency while maintaining program quality, and programs that are not financially sustainable require additional scrutiny regarding their costs and broader impacts. In future iterations, the spreadsheet should include cost savings from Graduate Assistant utilization. This spring, the graduate programs have proposed major changes to the GA utilization plan for the fall

2020 semester, including increased roles in the classroom and in support of instruction and departmental initiatives. Once documented, these changes will increase the margin for programs with GA's. An example is the initial plan by the MA in Writing program, which has proposed using GA's as semi-independent instructors in ENGL 101 and 102 courses, which, by eliminating the need to hire adjuncts to cover GA-taught sections, would offset $4,040 of each GA's $6,500 semesterly wages (62%). Currently in that program, most GA wages are offset at a rate of 0%, so if 13 MAW GA's (the number employed this year) switch to this model, the program essentially eliminates the negative margin on the spreadsheet. Similar changes in other programs will have a profound and positive impact on the average academic margin for all graduate programs. If the strategic utilization of graduate assistants in FY2018 recouped 49% or more of their stipend expense, master's programs as a whole would move into positive margins. If they recouped 92% of their stipend, all graduate programs (master's and doctoral) would break even. The former target is quite attainable while the latter would be a significant challenge, but these calculations illustrate the positive impacts of intelligent planning.

Broader Impacts

The broader impacts of graduate programs can be difficult to measure, but their perception strongly influences faculty and administrative opinions regarding the importance of graduate studies. Graduate faculty and administrators were asked to rate the value of graduate studies in terms of broader impacts (Appendix C). They agreed that graduate studies enhance the reputation of the university, as well as the university's undergraduate programs and ties with the local community and region, with 82.3%, 71.4%, and 72.8%, respectively, responding agree or strongly agree. The responses, however, were not a complete consensus: Some faculty pointed out that poor graduate programs that are under-resourced can also hurt the University's reputation, and as previously indicated, Business faculty were less likely to agree that graduate programs enhance their undergraduate programs, though still more than half agreed or strongly agreed (54.5%). However, Business faculty were the most likely to agree or strongly agree that graduate programs enhance ties to the community (72.8%), with comments indicating that partnering with regional and local businesses and large employers can increase graduate enrollment, and curricula can be adjusted to meet employer's needs.

The majority of faculty agreed or strongly agreed that graduate programs enhance faculty research/scholarship/creative works (65.3%) and undergraduate research (54.2%). The Business faculty reported the lowest values for both categories (45.5% and 36.4%, respectively), while both Science and Education faculty strongly valued the connection to faculty research (73% and 74%) and Science faculty stood out from the other colleges with 64.8% valuing the connection to undergraduate research. These differences reflect discipline-specific variations in the importance assigned to undergraduate research and in the degree to which faculty and student research are traditionally intertwined. Indeed, one Science faculty member indicated that the scholarship and broader impacts are the whole point of having graduate programs and "to focus on net positive income in grad education misses the point entirely" – the differences in opinion of faculty members between disciplines can be quite striking.

Numerous Science faculty commented on the importance of graduate research to their undergraduate students and programs, stating that active graduate research programs increase

experiential learning opportunities for undergraduates and makes them more competitive for future graduate assistantships and jobs. Two faculty members indicated that working with graduate students can reduce the time available to mentor undergraduate research students, but the majority of comments supported the benefits of graduate research to undergraduates. Faculty also indicated that the presence of a thesis-based graduate program is an important factor in recruiting and retaining high quality faculty, and the lack of such programs can be a deal breaker in faculty recruitment. They commented that graduate programs can help facilitate the securing of external grants, increase the university's scientific reputation and footprint at conferences, and elevate CCU's profile as a potential research partner and an institution that supports quality research and active student scholarship with faculty. If so, graduate programs may increase Coastal's competitiveness in attracting high quality students in the face of declining applicant pools over the coming decade.

Program Quality

The academic quality of individual programs was assessed using multiple tools: (1) accreditation reviews for nationally accredited programs in the College of Education (Council for the Accreditation of Educator Preparation – CAEP) and the College of Business (Association to Advance Collegiate Schools of Business – AACSB), (2) the ad hoc committee survey of graduate faculty and administrators, (3) the annual Office of Graduate Studies Annual Graduate Student Survey, and 4) college program feedback from discussions of resource gaps for quality delivery of existing graduate programs, spearheaded by the ad hoc committee representatives for each college.

The graduate and undergraduate programs in the Spadoni College of Education were reviewed in 2019 by the Council for the Accreditation of Educator Preparation (CAEP). All standards for both the initial and advanced programs were met with no stipulations for either the initial or advanced programs. The graduate and undergraduate programs in the Wall College of Business were reviewed in 2018 and maintained their accreditation with the Association to Advance Collegiate Schools of Business (AACSB).

A series of questions on the graduate faculty and administrators survey specifically addressed program quality (Appendix C). Scores were generally high for several measures of general academic quality, with between 70 and 76% of respondents agreeing or strongly agreeing that their graduate program is a positive contribution to the college, provides students with valuable experience and education, and produces graduates who are marketable in their field. A slightly lower number (61.7%) agreed or strongly agreed that their program is of high academic quality. Science faculty scored consistently lower than the other colleges, except in the marketability question, and this difference was most dramatic for the "high quality" statement, where only 44.2% agreed or strongly agreed. Respondents in all colleges were less favorable regarding the resources required to support quality programs. More than half of all respondents disagreed or strongly disagreed that their programs were sufficiently funded or sufficiently staffed, and nearly as many (46.5%) responded similarly regarding sufficient support staff. Again, disciplinary differences were observed, with Science and Humanities and Fine Arts faculty disagreeing more strongly (70.6% of Science faculty disagreed/strongly disagreed that their programs are sufficiently staffed). Both the PhD in Coastal and Marine Systems Science and the MS in

Information Systems Technology had substantial staffing issues this year that revealed underlying structural problems that are being addressed and which will be briefly discussed later.

A Net Promoter Score (NPS) was generated based on the question, "how likely are you to recommend to your top undergraduate students that they should apply to CCU for graduate school?" For NPS questions, ratings of 9 or 10 (out of 10) are considered promoters and 6 or less are detractors, and subtracting the percent detractors from the percent supporters yields a score that ranges from -100 (all detractors) to +100 (all promoters). The overall score from the survey was -25.7. Not surprisingly, more positive scores were recorded by the responding deans and assistant/associate deans (20.0) and program coordinators/directors (14.3). Faculty scores again varied by discipline: Education: 0.0, Business: -13.6, Science: -47.3, and Humanities and Fine Arts: -69.2. Though a higher score is clearly desired, this is actually a difficult metric to interpret. Several faculty expressed a basic philosophy that undergraduate students should strive to go to a different graduate school in order to expand their experience and network, and others indicated that CCU simply does not offer the appropriate graduate program that their top students are looking for, so they could not recommend the program. For example, a math professor said the M.A.T. program in math is extremely valuable for many math graduates interested in teaching, but their top students are generally looking for a math-focused MS, which Coastal does not offer.

CCU graduate students themselves were generally very positive about their graduate experience, based on the results of the 2019-20 Graduate Student Survey (Table 4). Students agreed or strongly agreed that the content of their courses was engaging (89.4%), the rigor of the courses was appropriate (92.7), and they were satisfied with their advising (74.2%) and with the administrative and logistic support from their program (75.8%). Their satisfaction with the selection of courses available in their program was slightly lower (69.6) due to lower scores from students in Science and Humanities and Fine Arts. Unlike faculty, the graduate students scored highly on their Net Promoter question ("Would you recommend your Coastal graduate program to a friend or acquaintance?") with a score of 33.9. The breakdown by college was even stronger for most of the colleges: Education: 70.9, Humanities and Fine Arts: 58.8, Business: 44.0, and Science -42.8. Like their faculty, science students commented on structural issues related to inadequate staffing, support and organization.

Table 4. Program Quality Results of 2019-20 Graduate Student Survey (n=123)

	Mean (out of 5)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The content of my graduate courses was engaging	4.31	57 46.3%	53 43.1%	7 5.7%	6 4.9%	
The rigor of my graduate courses was appropriate.	4.28	47 38.2%	67 54.5%	6 4.9%		
I am satisfied with the selection of grad courses available in my program.	3.82	42 34.4%	43 35.2%	15 12.3%	17 13.9%	5 4.1%
I am satisfied with the quality of advising and oversight from my advisor.	4.13	62 51.7%	27 22.5%	18 15.0%	11 9.2%	2 1.7%
I am satisfied with the administrative and logistical support from my grad program.	3.98	45 37.5%	46 38.3%	16 13.3%	7 5.8%	6 5.0%

Feedback from individual programs, gathered by the ad hoc committee, identified several common themes for resource gaps that impact program quality. A nearly universal comment was the desire for more marketing and recruitment support and central coordination of these efforts by the College of Graduate Studies and Research. Improved recruitment is anticipated to translate into program improvements through higher quality admissions and/or higher enrollment. Faculty in a number of programs expressed a need for more faculty and/or administrative support, either because their original design or the constraints of supporting departments do not provide enough staffing, or as is the case with some thesis-based programs with high one-on-one attention, they have felt pressure to expand their enrollment without appropriate staffing increases. Many programs also expressed the desire for more and/or enhanced graduate assistant packages, decreased teaching loads for graduate faculty, and graduate student travel and conference funding. Individual faculty comments expressed concerns regarding admissions standards, the large proportion of students in some programs who were CCU undergraduates, and compromised quality in the quest for enrollment numbers.

A VISION FOR THE FUTURE

In his charge to the Graduate Council, the Provost suggested that the Council's recommendations could range from an ambitious proposal to expand graduate programs on campus and actively identify areas of need, to a moderate proposal with primary attention to existing programs and a few selective new programs, to a cautious proposal that scales back graduate study, strengthens self-sustaining programs, and reduces the number of subsidized programs. To further address these options, the committee considered the regional and national landscape for graduate programs, comparative metrics with other universities, and the priorities and aspirations of graduate faculty and college administrators.

The university community is well aware that undergraduate enrollments will decline nationwide over the next decade as changing demographics impact college admissions and schools compete with one another to maintain their numbers[2]. Does the same hold true for graduate programs? Graduate enrollment has enjoyed impressive growth over the last two decades, with a 73% increase in the annual number of master's degrees awarded between 2000 and 2018[(1)]. Projections have tapered off over the last few years, but master's programs are still projected to grow by 3% between 2018 and 2029[(3)]. In a time of declining undergraduate enrollment, this modest growth area remains an opportunity to maintain and potentially grow enrollment in the graduate sector. Coastal will need to be selective in choosing programs that meet a regional need, align with faculty strengths and expertise, and provide a unique and distinctive offering. CCU cannot directly compete with large micro-master's programs supplemented by MOOCs (Massive Open Online Courses) at large, elite universities, or the high volume, discounted on-line programs at massive online universities, though online offerings must remain an important component of Coastal's strategy.

Graduate enrollment at CCU currently accounts for about 7% of the student population, which places Coastal in the bottom 4% of 346 universities in our Carnegie classification nationwide[4]. The average percentage for these schools is 25%, and the median is 21%. Relative to our peer

and aspirant institutions, however, CCU is in good company, with Western Washington University at 6%, James Madison University and Florida Gulf Coast University at 8% and Appalachian State University at 9%. Graduate enrollments are largely driven by university mission and regional need, so there is no universal "right size" for university graduate programs. However, small and strategic increases in graduate enrollments can provide efficiencies of scale. For example, graduate courses in computer science, math, and statistics provide support for multiple programs, and the addition of one or two programs in a college can achieve a critical mass with a network of courses supporting elective and related curricula for students in multiple disciplines.

Several questions from the graduate faculty and college administrators survey addressed graduate program priorities and aspirations (Appendix C), and the respondents were very clear in their preferences. A focus on existing programs was a clear priority, with 88.4% of respondents stating they agreed or strongly agreed that their college should concentrate on strengthening existing programs, and only 11% agreed/strongly agreed that their college graduate programs should be de-emphasized because they divert too many resource from undergraduate programs. There was strong support to explore the creation of new graduate programs that address local, state, or national needs and are logistically and financially feasible (60.6% agree/strongly agree), while only 27.9% advocated for no new graduate programs in their college. Based on these results, the will of CCU faculty and college administrators is to strengthen existing graduate programs and selectively pursue appropriate new programs, with the goal of quality rather than quantity.

Given these aspirations, as well as the perceived beneficial impacts of graduate programs and the anticipated improvements to the financial academic margins from improved efficiency in GA utilization and other measures, the Graduate Council recommends a plan of foundational strength and strategic growth for graduate studies at Coastal Carolina University. This plan falls somewhere between the Provost's suggested moderate and aggressive categories and addresses the following recommendations, which will be subsequently described in detail:

1. Affirm the role of the College of Graduate Studies and Research
2. Focus on the quality and financial efficiency of existing graduate programs. This requires both cost saving initiatives and strategic expenditures to correct program deficiencies.
3. Conduct comprehensive reviews of existing programs with declining enrollments, negative academic margins, or significant program quality issues. Reviews should include the graduate programs, college deans and the CGSR dean, and should result in a viable plan for correction/improvement, an acceptable justification for the current structure, or a decision to discontinue the program.
4. Explore new graduate programs that meet local, regional and/or national needs, are supported by faculty strength and expertise, benefit CCU and its students, avoid duplication of effort with competing institutions, and have a strong projected academic margin (25% or higher). Programs with lower, or even negative margins may be pursued if they meet one of the following criteria:
    a. Strategic program for "stacking" with other programs or otherwise providing critical mass or associated efficiencies across programs.

b. Provide critical "broader impacts" at the university, college or department level, with justification and approval of academic margins on a college- or university-wide scale by the respective Dean and Provost.

RECOMMENDATIONS

Affirm the Role of the College of Graduate Studies and Research

Graduate Council was charged to review the oversight of graduate studies, with three organizational models offered as potential examples: a college structure headed by a dean, an office structure headed by a director, or a decentralized model with oversight distributed among the colleges and departments with a small central office for compliance. To investigate these options, the committee: (1) examined the organization structure of peer and aspirant institutions, (2) surveyed graduate faculty and administrators regarding their opinions, and (3) comparatively analyzed organizational models in terms of functional differences and financial efficiencies.

Graduate studies at ten of Coastal's eleven peer and aspirant institutions fall under a dean of either graduate studies or graduate school (the eleventh is an Associate Provost). Just over half of the institutions combine graduate studies and research under a single roof. Those that do not do so tend to have a larger research profile than CCU and have a separate research office under a full time Vice Provost or Associate Vice President position. Universities often administratively link graduate studies and research due to obvious synergies between both areas and because both have a university-wide academic mission rather than a focus on individual disciplinary colleges.

Table 5. Graduate Studies organizational structure for peer and aspirant institutions*.

Institution	Graduate Studies Oversight	Administrator	Research Oversight
Peer Institutions			
Florida Gulf Coast Univ.	Office of Research & Graduate Studies	Assoc. Vice President of Research & Dean of Graduate Studies	Included
Salsbury Univ.	College of Graduate Studies & Research	Dean of Graduate Studies and Research	Included
Stephen F. Austin State U.	Office of Research & Graduate Studies	Dean of Research & Graduate Studies	Included
Univ. of West Florida	Graduate School	Dean of Graduate School	Separate
Valdosta State Univ.	Graduate School	Assoc. Provost for Graduate Studies and Research	Included
Western Carolina U.	Graduate School	Dean of Graduate Studies & Chief Research Officer	Included
Aspirant Institutions			
Appalachian State U.	School of Graduate Studies	Dean of Graduate Studies	Separate
James Madison Univ.	Graduate School	Dean of Graduate School	Separate
UNC Wilmington	Graduate School	Dean of Graduate School	Separate
Univ. of North Florida	Graduate School	Dean of Graduate School	Separate
Western Washington U.	Graduate School	Dean of Graduate School & Vice Provost for Research	Included

*CCU peer and aspirant institutions: www.coastal.edu/iraa/ccudata/peerandaspirantinstitutions

In surveys, CCU graduate faculty and administrators also support keeping the College of Graduate Studies and Research structure (43.1%) and felt the new college has had a positive impact on the graduate programs in their college since its inception in spring of 2019 (43.5%), though the number reporting a neutral opinion (neither agree nor disagree) was comparable to the number agreeing (38.4% and 43.5%, respectively) (Appendix C). Similarly, there was little support for returning to the previous Office of Graduate Studies structure, removing the research component from the college, or pursuing a decentralized model, but again roughly a third or more of respondents were neutral. The large number of neutral responses is not surprising, as most faculty do not deal with the administrative functions of the college on a regular basis, and there were no campus-wide discussions about the structure and function of the college prior to its creation.

Thus, it is important to compare the functions of the College of Graduate Studies and Research with alternative models. As previously stated the CGSR includes the Office of Graduate Studies (GS), the Office of Sponsored Programs and Research Services (OSPRS) and the Office of Undergraduate Research (UGR). None of these individual offices changed in size, mission, or function with the creation of the CGSR. In the Office of Graduate Studies, the previous Director position was replaced by a Dean position, and the office continued with the same two staff positions. Their work is dominated by the continuous demands of graduate admissions and enrollment. Procedurally, these functions are uniquely specialized for graduate studies, which is why universities typically maintain graduate admissions and enrollment within the graduate college/school. In addition to these functions, the GS staff manage and keep track of all graduate assistantships, answer questions and meet with prospective and current students, provide administrative support to Graduate Council and to the general functions of the CGSR, and with what time is left, provide central coordination and assistance for marketing and recruitment of graduate programs. According to the 2017 CCU University Staffing Analysis commissioned by the Provost's Office, Graduate Studies was the "most understaffed unit relative to the peer services at aspirant institutions" of all CCU Academic-Affairs units. A third staff hire was planned for the new College, but it fell victim to the fall 2019 budget cuts. Nonetheless, appropriate attention to marketing and recruitment for graduate studies requires additional staffing, and an additional staff member remains a priority for the office. In preparation of this report, the most consistent feedback from graduate faculty and program coordinators has been the desperate need for increased assistance and central coordination of marketing and recruitment. Thus, we recommend an additional staff member be hired in Graduate Studies, regardless of the model.

Despite the relative lack of change to the individual components of the college, the new CGSR structure has two substantial benefits. The first is the increased attention to the issues of graduate studies by virtue of the dean position. A common sentiment in faculty comments is that graduate programs are under-resourced, not just in physical and financial resources, but also as a result of not being included in coordinated planning with undergraduate programs. A dean position associated with graduate studies provides a dedicated and equal advocate in the weekly and monthly discussions and planning by deans and senior administrators. There is also a symbolic component to the graduate college, which projects that CCU has met the standard of peer and aspirant universities and values graduate education. The second major benefit to the CGSR structure is the joining of research and graduate studies under one unit. This promotes

synergistic, campus-wide opportunities and infrastructure in support of graduate research, undergraduate research, and faculty research –scholarship and creative works that occur in all disciplines. Importantly, the combination of both research and graduate studies also creates a cost savings for the university, as the previous model required two administrators rather than one: a Director of Graduate Studies and a Vice President for Research (additional duties assigned to an academic dean). A third potential model, seen in several of our aspirant institutions, would be to expand our research focus dramatically and form a separate Office of Research with a full time Vice President position. We consider this option to be unlikely, as it represents a substantial investment in a new senior administrative position and may be premature at this stage in Coastal's development. Finally, the committee did not further consider a decentralized option for graduate studies, as it was not supported by the results of the faculty/administrator survey and was not deemed viable given the administrative functions of the Office of Graduate Studies and the call for increased centralization of marketing and recruitment support.

Finally, the function and mission of the College of Graduate Studies and Research should be clarified, as a number of misconceptions were seen in faculty comments. Having assumed the role of the previous Office of Graduate Studies, the CGSR does not represent a new administrative layer in the University's hierarchy, nor has it assumed additional powers. The CGSR Mission Statement includes the following description:

> "In the area of graduate studies, the College collaborates with other University colleges and offices, and with existing graduate programs and the Graduate Council, to coordinate graduate admissions and enrollment, graduate marketing and recruitment, graduate assistantships, and the guiding policies and procedures for graduate programs and graduate education at the University. The College promotes continuous improvement of existing programs in the training and development of graduate students to become knowledgeable, ethical, and effective leaders and practitioners in their fields. It helps to facilitate the recruitment of high quality students, supports efforts to enhance the graduate student experience, and celebrates the successes of graduate students and graduate faculty. It also seeks to identify and facilitate the creation of new graduate programs in areas of existing strength at the University and/or to meet local, regional or national needs." (www.coastal.edu/graduatestudies)

Examples of the college's initial accomplishments regarding graduate studies, in collaboration with Graduate Council and various academic and administrative units, include:

- the streamlining of various graduate admissions and enrollment procedures which has greatly reduced errors and increased efficiency
- establishment of a CRM (Customer Relationship Management) system for all graduate programs to automate and track prospective student contacts and inquiries
- a graduate studies branding exercise with University Communication and graduate program coordinators
- the payment of long outstanding graduate faculty stipends
- substantial revisions to the admissions, academic regulations, and graduate assistantship sections of the Graduate Catalog
- streamlining and clarification of the GA hiring and required GA evaluation processes

- major revisions to the Graduate Faculty section of the Faculty Manual
- approval of the new Accelerated Graduate Programs initiative;
- the creation of Coastal's first Graduate Student Association (whose first event was unfortunately cancelled by the COVID-19 shutdown); and
- coordinated marketing and recruitment efforts, including Graduate Studies Open House events, Master's Mondays, and external marketing campaigns.

In summary, the committee strongly endorses the current structure of the College of Graduate Studies and Research due to its superior conceptual foundation, functional benefits, and financial efficiency.

Recommended Actions for Existing Programs

It is worth repeating that the strongest positive response from the graduate faculty and administrator survey was to the statement that colleges should focus on strengthening their existing graduate programs. We must nurture and protect our successful programs, and that means quality first. Many programs are under-resourced in specific areas and strategic spending is required to maintain or elevate program quality. That is a challenging statement in the midst of a budget crisis and potential long-term declines in undergraduate enrollment. The current situation dictates that when added expenditures are made in one area, cost-cutting efficiencies must be found in another, and for those programs with a strong negative margin, cost savings will need to exceed expenditures. Efficiencies are more palatable than cuts, so a premium must also be placed on thoughtful and strategic planning. In all things, though, focus should be on quality. A number of faculty commented on the pressure to increase enrollments or become a "degree factory." This has been exacerbated by the high graduate enrollment target in the University's 2016-2021 Strategic Plan, which called for Coastal's graduate FTE population to grow to 18% of the student population by 2019 (a 150% increase over the current level). There are significant opportunities for growth in graduate programs, but this general numerical target has not served the graduate programs well and should be abandoned in favor of discipline-appropriate targets established at the college level. If a program can increase its enrollment and maintain quality, by all means, please grow. But growth is not the appropriate solution for every program, and a small program that has academic quality and a sustainable margin is a successful program. A focus on quality and sustainability preserves the unique qualities of each program and allows programs to explore multiple strategies to achieve sustainability.

Recommended cost-cutting measures and efficiencies include:

1. Efficient utilization of Graduate Assistants

   In many cases, graduate programs have used their GA's inefficiently in the past, and this situation affords abundant opportunities for substantial cost-saving changes in the coming semesters. The University supports over 100 GA's per semester from the Graduate Studies budget, and an additional 20-30 per semester may be employed directly by various university offices or through external grant support. Based on analysis of GA's funded by Graduate Studies during the 2019-20 school year, 39.5% recouped at least some portion of their cost based on their replacement of a paid position (for example,

replacing the function of an adjunct lab instructor). As previously mentioned, if GA's can recoup 49% of their stipends, on average, the negative margins for all master's programs on the spreadsheet would be eliminated. Programs have been revising their GA plans for the fall 2020 semester, and that will be the first opportunity to assess progress. It is expected that changes may take a few semesters to be fully implemented.

We recommend the CGSR should facilitate a discussion of GA utilization and GA packages in the fall of 2020. The GA package for CCU is a $6500 semester stipend ($13,000 for the year), with in-state tuition for out-of-state students. For an out-of-state GA taking 9 credits per semester, the tuition waiver represents a $9,072 savings, for a total annual package of $22,072. Of course, the GA will spend $10,764 on those 18 credits, with fees on top of that, which will eat up most of the stipend. In the 2018-2019 Graduate Assistant Stipend Survey, produced each year by Oklahoma State University, 52 mostly R1 universities from around the country were surveyed and the average GA stipend (Fall + Spring semesters) was $16,833 for teaching assistantships and $18,705 for research assistantships. Assuming enrollment in 9 credits per semester, the average accompanying tuition and fees waiver was around $8,000, yielding total average packages of $24,741 and $26,206. Interestingly, the CCU out-of-state package is not far off this average from R1 schools. Of course, GA's vary by school and discipline and it is no secret that Coastal cannot compete with the GA packages in many schools. The CGSR did not have time to do a comprehensive survey of GA packages from regional schools for this report but should do so before the fall discussion. All of this is relevant to the conversation because the quality of a GA is one measure of the quality of a program, and it is also a tool for the recruitment of high quality students. Perhaps a model can be explored relating additional GA funding and/or flexibility to GA utilization efficiency or the number of externally funded GA's. A fall GA discussion may yield a number of creative ideas.

2. Planning for staffing:

In the annual graduate student survey, students interpret limited course availability and poor course selection as a measure of poor program quality. Offering the appropriate number of courses is essential and requires adequate staffing. This again is a challenge during a budget contraction, as an increase in staff means an increase in spending. In some cases there is no alternative and the need justifies the expense, but there is often an opportunity for improved efficiencies. Are graduate faculty being freely committed by their department chairs to teach a graduate course in load, or are they asked to do an overload? Can the creative use of GA's or section caps or other actions free up the capacity for teaching a graduate course in load? Departments and colleges must discuss strategies for how and when they should review graduate program needs in order to plan semesters in advance for graduate course offerings.

3. Adjustments to academic margin calculations

   We recommend the calculation of academic margins should be expanded to include items such as savings from GA utilization, external funding, indirect costs, or other contributions to program revenue or reductions in program expenses. The model should evolve over time as additional information becomes available and should be only one tool of many in assessing the value of graduate programs.

Recommended strategic expenditures include:

1. Marketing and Recruitment:

   A university-wide marketing and recruitment program for graduate studies with an appropriate budget was a priority request from nearly every program. We recommend prioritizing an additional staff hire in the Office of Graduate Studies in order to expand central marketing and recruitment efforts. The office already has a very capable individual for marketing and recruitment whose time is dominated by required admissions and enrollment procedures. An additional hire in graduate admissions and enrollment will allow an expansion of outreach and communication efforts.

   Marketing to undergraduate students should be centrally coordinated and aligned across programs with the Graduate School. Improved technology and an associated communications plan is needed to provide consistent awareness and communication about CCU graduate programs to undergraduate students, including both external students and CCU undergraduates. The university's current CRM system is not linked to the graduate admissions application, nor does it enable the prospecting of CCU undergraduate students by CCU graduate programs. Therefore much of the contact and tracking of prospective students is done manually, which is inefficient and fosters slow response times. The Office of Admissions is requesting bids for a new CRM system and the Office of Graduate Studies will participate in the selection discussions. For Graduate Admissions, the ideal system should allow one location for all student and prospective student communications, the ability to support graduate prospecting of undergraduate students, and a customizable graduate application form embedded in the CRM system with digital admission letters. Once the new system is selected, likely in the fall of 2020, Graduate Studies will work with Admissions to develop the new graduate application and communications plan. An appropriate budget must accompany these efforts. The new plan should also integrate with the undergraduate plan in order to highlight graduate programs as part of initial freshman college selection and with undergraduate advising to funnel students to predictable information-gathering sessions that regularly occur during the academic lifecycle of a student.

   Programs should identify diversity and inclusion goals for their admission targets, and they should work with the CGSR to identify recruitment strategies for underrepresented groups, in cooperation with the Office of Diversity, Equity, and Inclusion.

Recruitment of alumni to CCU graduate programs should also be a strategic initiative. As our undergraduate students leave the university and seek jobs, our goal should be for them to think about CCU first in selecting a graduate program. We recommend that a formal strategic communications plan be developed with the Alumni Office, including a mechanism for improved information sharing between colleges and the Office.

2. Special pricing for online programs

   CCU's online programs can potentially draw students from anywhere, but they have difficulty competing for out-of-state students against discounted pricing by many schools. According to the Graduate Management Admissions Council survey[5], cost is the number one reservation students have for returning to graduate school. Discounted tuition rates can potentially be a solution if they generate enough additional enrollment to offset reduced revenue from existing students. The M.B.A. program provides an example of the challenges facing online programs. The program is Coastal's largest graduate program, but it still routinely loses applicants to less expensive programs, including students who indicate CCU is their first choice. Census data indicate a population of 237,000 South Carolinians between the ages of 18 and 45 with a bachelor's degree (the traditional age range for graduate education marketing)[6]. According to NSC Research[7], Business students account for approximately 8.5% of undergraduate enrollment so the estimated market for Wall College graduate business programs would be only 23,205. This presents a very small pool of prospects. The Wall College conducted an analysis of tuition among more than 70 business schools including peer and aspirant institutions and found CCU to be placed in the 75th percentile in expense for out of state tuition (priced at approximately $33,000 to complete a 30-credit degree). Competitors within South Carolina and in neighboring states offer similar programs for less than half as much, and in some cases less than a third. We recommend that the Administration investigate the possibility of a trial program to provide online graduate degree discounts to CCU alumni and veterans. A trial run of such a pricing strategy, even if implemented with a cap of available slots, could provide valid evidence of the impact of pricing on graduate enrollment that could be utilized to build a long-term strategy. Increasing graduate enrollment in online programs may be an effective strategy to counter projected declines in undergraduate enrollment in the coming years.

3. Provide an outstanding student experience beyond the classroom

   The CGSR should work with the graduate programs to foster the development of a vibrant, supportive, and interactive graduate student community with lasting attachments to the university and the program. Significant components should include:

   a. A robust and welcoming Graduate Student Orientation
   b. Collaborative programming with the Graduate Student Association and CeTEAL in order to provide professional development training, wellness workshops, career services workshops, social events, and other similar activities. Several of these were scheduled to begin in spring 2020 but were cancelled due to COVID-19.

They will start again in fall of 2020. CGSR is also working with CeTEAL to establish micro-credentialing programs for graduate students and with the Career Services Office. Additional attention should be given to identifying partnerships with employers who both hire our graduates and recruit from their ranks for our applicants.

c. Identify travel funding for conference travel by graduate students. Some programs have a substantial budget for student travel but most have none. The presentation of scholarship is a foundational component of the graduate experience for many programs.
d. Development of a graduate student alumni association and alumni outreach

Review of Selected Programs

The programs listed below had either declining enrollments, negative academic margins, or significant program quality issues based on faculty or student survey responses. We have suggested that such programs should undergo a review with their dean and the CGSR dean, resulting in a viable plan for correction/improvement, an acceptable justification for the current structure, or a decision to discontinue the program. Programs can wait until faculty return in the fall to prepare their review, or they may conduct the review any time before then.

Edwards College of Humanities and Fine Arts

- MA in Liberal Studies

  The MALS program has a negative academic margin of –18% but is otherwise a successful program. It is currently under review within the college, with a proposal under development to potentially convert it to a fully online modality.

- MA in Writing

  The MAW has a negative academic margin of –65% but is otherwise a successful program. The negative margin results from the large number of graduate assistantships in the program (nearly all admitted students have been offered assistantships). Although some of the GA's have worked in the Writing Center, where they provided a cost savings by displacing the need to hire other workers, most students have worked as assistants in the true sense of the word, *assisting* a faculty member who taught as the instructor of record in introductory composition classes. GA's in this role met with students in office hours, assisted with grading, designed assignments, commented on student writing, etc., all of which likely increased first-year retention by supporting CCU's freshman population. Though these activities are meaningful, they do not directly recoup the cost of their assistantships. In order to be sustainable over the long term, the program needs to improve its financial viability—particularly by finding a way to fund GA wages. The program has proposed a plan effective FA20 that will significantly offset the cost of graduate assistants by placing them as semi-independent instructors in ENGL 101 and

102 classes. This change should move the program's academic margin in a positive direction.

Gupta College of Science

- MS in Coastal Marine and Wetland Studies and the PhD in Coastal and Marine Systems Science

  The Department of Marine Science graduate programs, the MS in Coastal Marine and Wetland Studies and the PhD in Coastal and Marine Systems Science, are successful programs but both have substantial negative academic margins. As previously mentioned, the margins spreadsheet fails to account for several major revenue streams for these programs. First, the faculty in these programs bring in several hundred thousand dollars in indirect costs from external grants that are not accounted for on the spreadsheet. Second, grant funds help support vessels and the salaries of associated field operations personnel, expenses which currently count against the graduate programs. Third, savings recouped from the deployment of GAs in the classroom are not included on the spreadsheet, though 12 of the Marine Science GA positions (40%) taught in the classroom last year, including many PhD students who were instructors of record. The programs are currently working on a plan to increase the number of GA's in classes and improve financial efficiency, beginning in fall 2020. If GA's teach two laboratory sections per semester, the cost per course is one-half of their semester stipend, or $3,750. This is less than the $4,040 adjunct faculty rate, so increased use of GA's in the classroom may provide substantial savings.

  Despite these adjustments, the programs are likely to retain a negative margin to some degree. However, due to the size of the College of Science and the undergraduate Marine Science program, both the college and the department can make the case that they can absorb the negative margins from the graduate programs and still maintain a strong overall positive margin. Broader impacts are apparent for these programs, with marine science graduate and undergraduate research teams working side by side and the College's status and competitiveness for undergraduate students heavily influenced by the richness of its graduate programs. In the case of the PhD program, with its small student body (target of 12 students), guaranteed assistantships, and a full tuition waiver for each student, the likelihood of a negative balance for the program was recognized from its beginning. Apparently its financial model was not a barrier to its approval, implying it was deemed an important program for the university.

  Comments by both faculty and students revealed some program quality issues for the PhD program. Much of this concern revolved around staffing shortages, including the loss of two professors in the program (one who is on temporary assignment to the NSF and the other who has resigned and whose position has not yet been replaced) and an unfilled administrative assistant position who supported both faculty and student research efforts. These changes shed light on the vulnerability of the PhD program and its small number of faculty. The role of a PhD program professor and research mentor cannot

simply be replaced by an adjunct. In response, the marine science graduate and undergraduate programs started working in fall 2019 toward a merger of their departments as a first step toward improved logistic and financial efficiencies in the delivery of the graduate programs. The merger will become official in July 2020. A review and update of the progress of these changes will occur in fall 2020.

- Santee Cooper MS in Information Systems Technology

  The Information Systems Technology program has a positive margin, but enrollment is lower than desired and survey comments indicated some program quality issues. It is a named program with endowment funding from Santee Cooper. The Director of the IST program resigned from Coastal after the fall semester. He was responsible for the delivery of much of the program content, so this was a significant disruption. Other faculty in the Department of Computing Sciences program covered the courses, and the department made additional structural changes to the program during the semester to focus more strongly on Cybersecurity and diversify participation in the program to include multiple faculty members within the department. The department plans to apply to be a NSA Center of Academic Excellence in Cyber Defense. The 2020-21 school year will be a re-building year, but the program has great promise due to high interest in the cybersecurity and information systems field. A healthy graduate program in the computer sciences is of strategic importance in terms of partnering with other graduate programs within the university. A review and update will likely occur in fall of 2020.

Spadoni College of Education

- Education Specialist Degree in Instructional Technology
  The Ed.S. in Instructional Technology has historically been successful, but with the advent of the PhD in Education, students who previously opted for the Ed.S. degree are now likely to apply to the PhD instead. The Instructional Technology faculty have debated strategies to address the absence of an incoming cohort for the Ed.S. Instructional Technology program this summer and fall. If there is not a substantial jump in applications by this August, they have recommended freezing admission to the Ed.S. program for at least one calendar year. Spring and Summer 2021 Ed.S. courses could be removed from the schedule or offered as independent study to "teach out" the remaining students.

- Education Specialist Degree in Educational Leadership
  Over the past five years the Ed.S. Program in Educational Leadership has had a decrease in enrollment. The program faculty and college administration have devised an action plan to address this issue. First, face-to-face and online recruitment efforts will continue and potentially increase. Second, the possibility of transitioning all of the Ed.S. course to an online format will be investigated. It is possible that a completely online format will make the program more accessible to candidates residing both in and outside the state of

South Carolina. Third, if enrollment remains stagnate or decreases further it is possible the program will be suspended indefinitely until is deemed that the program is viable.

Potential New Graduate Programs

The committee recommends continued investigation of promising new graduate programs that meet the recommended criteria. Again, in times of budget crisis, new program ambitions may sometimes stall, but in the rapidly changing landscape of graduate studies, to sit still is to fail. The following recommendations should guide a strategic approach to new programs:

1. Flexible, Interdisciplinary, Unique Programs

   In order to compete in a crowded market and avoid duplication of programs, CCU must produce unique programs and disciplinary combinations that build on faculty strengths and expertise and meet regional and/or national needs. Stackable certificate programs can combine to produce multiple degrees. For example, an Intelligence and National Security Studies certificate could combine with a cybersecurity certificate to form an Intelligence and Cybersecurity degree, and it could combine with foreign languages or politics to form an Intelligence and International Relations degree. Strategic programs which are potential hubs for multiple combinations may justify additional resources. For example, graduate courses in computer science or statistics may support and/or partner with multiple disciplines. Fielding a few courses for a certificate is easier than developing an entire master's degree program, so it is a friendly entry point for a department that is just beginning in graduate education. We recommend that departments avoid developing courses for free standing certificates that are not associated with a pathway to a full master's program. Certificates are not eligible for financial aid, so unless it is a "hook" for a larger master's program or is stacked with another certificate to form a master's degree, enrollment may be too low to support courses.

2. Annual Graduate Planning Council

   A structured schedule for strategic planning at a university-wide level is essential for successful development of new and existing graduate programs. We recommend that once each year, preferably in early fall, the CGSR convene a Graduate Planning Council meeting of all deans and college graduate program representatives to discuss their graduate program plans on a two to three year horizon. Such a meeting is needed to identify potential interdisciplinary collaborations and stackable programs that will be essential to success in identifying flexible and unique programs. Staffing decisions will require advanced planning, as Coastal may be experiencing budget shortfalls. Critical decisions about the background and research focus of replacement hires may need to be made years in advance in order to have the required expertise on campus when needed for a new program. Or if a position is not being replaced, knowledge and planning regarding shifting slots will be essential. Strategic hires will likely be expected to serve the needs of both undergraduate and graduate programs, and new hires should supplement existing departmental expertise. As recent experience has demonstrated, it is problematic to build a program on the backs of 1 or 2 professors. Not only are the

logistics more difficult, but without broader participation, a graduate program will not be embraced as one of the many priorities in the department. At the Planning Council, colleges should also reassess their program enrollment targets and identify marketing and recruitment strategies, including strategies for diversity and inclusion. Indeed, some programs may be specifically designed to target underrepresented groups.

3. Medical and Health Fields

   In 2017-18, over half of the 820,000 master's degrees conferred were from three fields of study: business (23%), education (18%), and health professions and related fields (15%), and only the latter have been steadily increasing for the last decade[1]. CCU is well represented in two of these fields, but it has no graduate programs in the medical and health fields. This is a difficult niche for Coastal, as a neighboring institution is already well-positioned in this area, and duplication of programs becomes a barrier to approvals. CCU must keep an eye out for creative opportunities in health areas that coincide with existing faculty strength and expertise. In the Graduate Programs Interest Survey for CCU juniors and seniors, the three top graduate study areas that students wish were offered at Coastal were medical studies and allied fields, psychology, and health studies/public health. Coastal has a ready pool of applicants if we are able to develop appropriate programs.

4. Explore Dual Degree status for BA/BS and master's level programs and for partnerships with other universities

   Some programs have expressed interest in allowing students to be admitted to the master's program at the initial freshman application through a bachelors/master's dual degree (Example: B.S./B.A./M.B.A. - 4 or 5 year program). This would be an attractive recruitment and retention tool for increasingly competitive undergraduate students, as it communicates more value for the money, and allows for long term career planning early in the student's freshman year. Programs can implement a GPA check prior to matriculation from undergraduate to graduate status. In addition, dual degree programs with other universities can allow programs with limited resources to contribute courses without having to field the entire program.

The following is a list of new programs ideas shared by the academic colleges. This list does not preclude the addition of new proposals at any time.

Edwards College of Humanities and Fine Arts

- M.A. Intelligence and National Security Studies
- M.A. Cultural Entrepreneurship
- The college will also look to develop grad-level professional extension certificates, for example: Spanish for Healthcare Professionals or Digital Preservation or Cultural Entrepreneurship. Additionally, the college will retrofit existing programs to make them "4+1" or "3+2," which will maximize the added value of graduate programs for current undergraduates. The keys in developing new programs in the Edwards College will be:

(1) interdisciplinarity, and (2) capitalizing on the University's unique strengths rather than trying to compete with other state institutions.

Gupta College of Science

- MS in Biology. The College of Science is not currently considering any new graduate programs. However, the department of biology assembled a graduate program proposal two years ago which did not move forward because the financial margin for the proposal budget was too low. At the time, cost savings from strategic deployment of GA's were not considered in the budgeting, so it would be interesting to revisit the proposal again. A second master's degree for a lab science would be of benefit to the College, given the impact of graduate programs on undergraduate program reputations in the sciences. In addition, additional graduate courses in the lab sciences could start to build a critical mass of offerings for interdisciplinary electives, to the benefit of students and programs.

Spadoni College of Education

- New concentrations in ABA (Applied Behavior Analysis) or Speech to the M.Ed. in Special Education. These concentrations would add trained educators to the field to serve a high need population.
- Graduate Certificate in Computer Science Education (currently submitted to CHE for review). The program adds curricular diversity to existing program options for the rapidly evolving instructional technology discipline.
- Master of Arts in Education (currently submitted to CHE for review). The program targets current PACE teachers and helps prepare them to be successful in the classroom. Many of the program costs have the potential to fold into the current Master of Arts in Teaching program.

Wall College of Business

- M.B.A. concentration in Coastal Marine and Wetlands Studies (CMWS). Benefits: There is a growing trend of "Blue" MBA programs that blend environmental responsibility with business skills. Such a program would generate net new applicants to the MBA program from science undergraduate students and improve credit production of CMWS master's level courses. This approach continues with the Wall College's diversification strategy, capitalizing on unique degree focus areas to stand out from the competition. The program can be completed 100% online apart from one optional class that has an on-site field experience. The program will come to the Wall College for vote in the Fall.
- Though graduate programs in business represent the largest segment of graduate studies nationally, their numbers have been relatively stable for the last decade and competition has increased as new programs have entered the market[1]. The M.B.A. is Coastal's largest graduate program, and enrollment has increased 30% in the last five years, but it must remain vigilant regarding trends in graduate business education and be prepared to pivot, if deemed appropriate, to variations in program format or specialized masters programs in specific areas.

CONCLUSION

In conclusion, the committee has carefully considered the programmatic and financial issues affecting the quality and sustainability of CCU graduate programs, the opinions and goals of faculty, administrators and students, and the aspirations for CCU graduate education relative to the University's mission and the current and anticipated financial climate. We recommend a strategy that enhances the foundational strength and sustainability of existing programs and the pursuit of selected new programs that meet defined criteria. To that aim, we have provided recommendations and procedures to guide the oversight of existing programs, review marginal programs as defined by issues of enrollment, finance, or program quality, and guide collaborative and strategic planning for new programs. There is a significant opportunity for graduate program growth but this varies by discipline. Therefore, we recommend that each College establish appropriate enrollment targets for its graduate programs based on program-specific assessments of quality and sustainability. We recognize the potential value of moderate growth in the total number of graduate programs, which may improve efficiencies and provide a critical mass of course offerings that support multiple programs. The suggested procedures for the review of existing programs and the investigation of new program opportunities are needed to keep pace with the rapidly changing national landscape for graduate education. Though conditions in any given year may limit Coastal's ability to move forward with its preferred plans, the University must be prepared and ready to quickly respond in order to take advantage of meaningful opportunities when they arise.

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6. Statistical Atlas. (n.d.). *Educational Attainment in South Carolina.* The Demographic Statistical Atlas of the United States - Statistical Atlas. Retrieved May 28, 2020, from https://statisticalatlas.com/state/South-Carolina/Educational-Attainment.

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APPENDIX A – WHITE PAPER AD HOC COMMITTEE

Graduate Council commissioned an ad hoc committee to work with Interim Dean Young to assemble data and compile a white paper report on the Future of Graduate Studies at CCU for consideration by the Council. The ad hoc committee consisted of two representatives selected from each academic college with graduate programs, including one member from Graduate Council and one at-large member who must be either a graduate faculty member or a graduate program-related administrator or staff. The HTC Honors College, which just started their first graduate certificate program in spring 2020, declined to participate. The committee members included:

- Robert Young, Chair, Interim Dean, College of Graduate Studies and Research
- Jessica Handy, Graduate Program Manager, Spadoni College of Education
- Austin Hitt, Graduate Faculty, Spadoni College of Education
- Michal Latta, Graduate Faculty, Wall College of Business
- Joseph Oestreich, Graduate Faculty, Edwards College of Humanities and Fine Arts
- Scott Parker, Graduate Faculty, Gupta College of Science
- Nils Rauhut, Graduate Faculty, Edwards College of Humanities and Fine Arts
- Heather Read, Graduate Faculty, Graduate Program Manager, Wall College of Business
- Robert Sheehan, Graduate Faculty, Gupta College of Science

APPENDIX B – ACADEMIC MARGINS SPREADSHEET EXPLANATION

a. The spreadsheet is a tool to help inform decisions. There are many assumptions and judgement calls behind these numbers, so it should not be used for absolute targets.

b. It is an induced credit model, based on student credit hour production to calculate revenue and expense distributions, and academic margin (percentage by which revenues exceed expenses).

c. **Revenue**: The full tuition revenue from each student is assigned to their program/major (regardless of what discipline they took a course in). Net revenue is based on gross revenue (how much students would have spent if paying for full tuition) minus waived revenue (waived expenses that have no replacement, such as a Graduate Assistantship out-of-state waiver, senior citizen waiver, teacher tuition voucher, etc. – paid awards, such as a tuition fellowship paid by a foundation or grant, are not counted as a waiver). So **Net Revenue** is what was actually received in tuition and fees.

d. **Expenses** are broken down into several categories and assigned to a category based on its closest match. The intention of the categories is to help explain degree of control over those expenses. Expenses are broken down as follows:

   i. Faculty Expense – A faculty member's entire salary is apportioned based on their total student credit hour (SCH) production, and distributed based on the percent of student credit hours produced for that department. For example, if a faculty member teaches one 3-credit course in MSCI with 40 students (120 student credit hours), one 3-credit course in HIST with 20 students (60 student credit hours) and one 2-credit course in CMWS with 10 students (20 student credit hours), then the MSCI program would bear 60% of their cost (120/200), HIST would bear 30% of their cost (60/200), and CMWS would bear 10% of their cost (20/200)

   ii. Departmental Expense – This category includes both Faculty Expense (above), plus what most people would generally think of as their department's expenses – the real operating expenses (budget) incurred by the home department of the major. If a department hosts more than one major, their entire expense is apportioned based on total student credit hours in each major, with each one bearing a proportional weight of those costs.

   iii. College Expense – These are expenses generally incurred in the dean's office, but can also include centers, institutes, etc. that are supported by the college. These expenses are apportioned based on student credit hour production in each major within the college. NOTE: Education and Business colleges lump the vast majority of their expenses in the dean's office, therefore almost all of the program expenses, save faculty cost, for programs in those colleges will be found in the college expenses line. This is simply a function of bookkeeping within those units.

   iv. Provost Expense – These are academic-related expenses that serve all programs; things like Admissions, Registrar, Institutional Research, Graduate Studies, etc. These expenses are apportioned by student credit hour to all programs, UG and GR.

   v. GA Expense – This is the direct GA award expense ($6500/sem for master's, $10,000/sem for PhD) for each student in that program receiving a GA award. Any out-of-state tuition waiver associated with a GA is accounted for in the Waived Revenue line, so this is only the actual salary paid to GAs. This also only includes GAs paid from the Graduate Studies budget, it does not include any of the program's GAs that are paid through grants or by other departments like Athletics or Finance. Also, this line does not currently account for any cost savings associated with the work a GA performs.

APPENDIX C – Results from the Office of Graduate Studies "Future of Graduate Studies at CCU" Survey of Graduate Faculty and Administrators

Office of Graduate Studies

The Future of Graduate Programs

Spring 2020

N = 148

What is your position at CCU?	
Base	**148**
No reply	1 0.7%
Dean, Assoc./Asst. Dean, Grad Prog Senior Staff	10 6.8%
Coord, Director or Chair of Grad Program	15 10.1%
Tenured/Tenure Track Faculty Member	104 70.3%
Lecturer/Senior Lecturer/Instructor	18 12.2%

Which college are you in? (Asked only of Tenured/Tenure Track Faculty Members and Lecturers, Senior Lecturers and Instructors)	
Base	**122**
Business	33 27.0%
Education	11 9.0%
Humanities & Fine Arts	44 36.1%
Science	34 27.9%

Do you typically teach graduate courses or mentor graduate thesis students each year?	
Base	**148**
No reply	1 0.7%
Yes	100 67.6%
No	47 31.8%

Office of Graduate Studies

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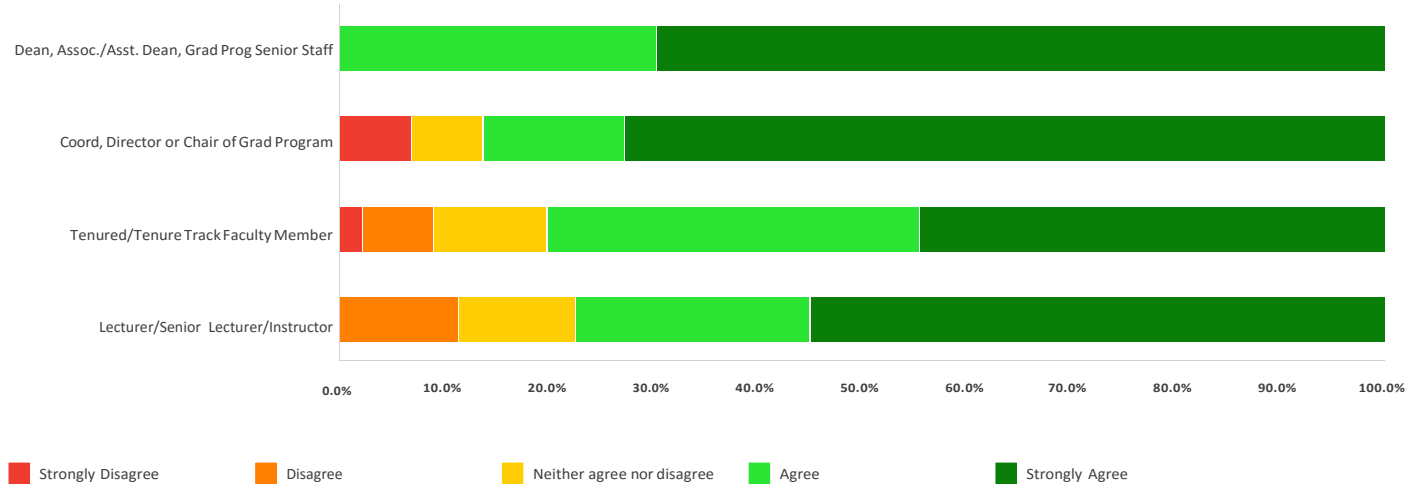
N = 148

Q1a. Value of CCU graduate programs: I believe that CCU graduate programs **enhance the university's reputation**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**3** **2.0%**	- -	1 6.7%	2 1.9%	- -
Disagree	**9** **6.1%**	- -	- -	7 6.7%	2 11.1%
Neither agree nor disagree	**14** **9.5%**	- -	1 6.7%	11 10.6%	2 11.1%
Agree	**46** **31.3%**	3 30.0%	2 13.3%	37 35.6%	4 22.2%
Strongly Agree	**75** **51.0%**	7 70.0%	11 73.3%	47 45.2%	10 55.6%



Office of Graduate Studies

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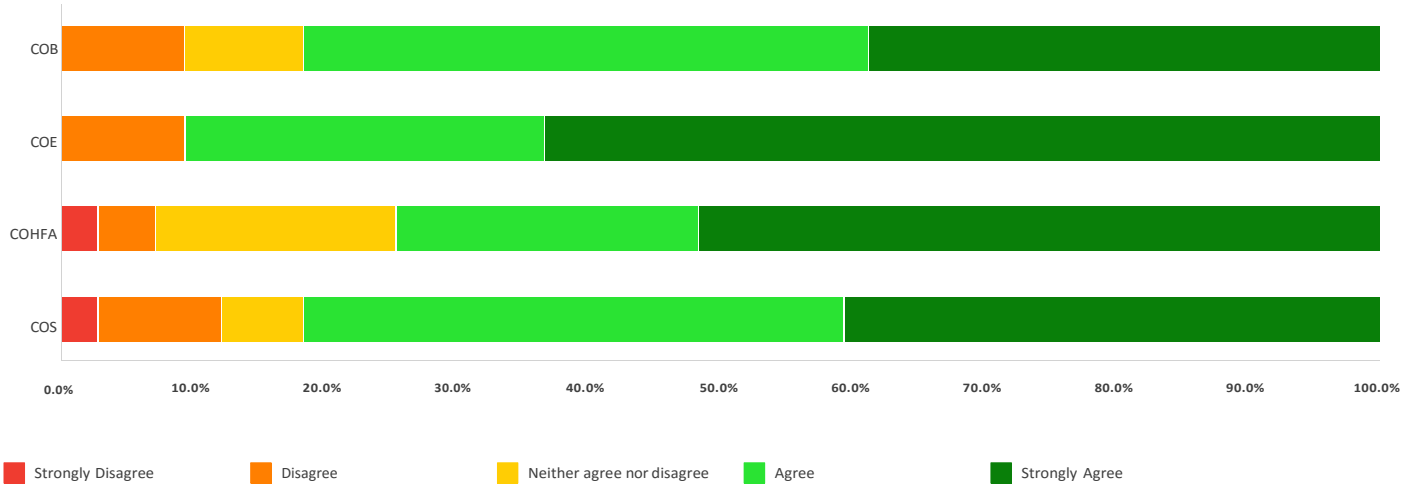
Spring 2020

N = 148

Q1a. Value of CCU graduate programs: I believe that CCU graduate programs **enhance the university's reputation**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**2** **1.6%**	- -	- -	1 2.3%	1 2.9%
Disagree	**9** **7.4%**	3 9.1%	1 9.1%	2 4.5%	3 8.8%
Neither agree nor disagree	**13** **10.7%**	3 9.1%	- -	8 18.2%	2 5.9%
Agree	**41** **33.6%**	14 42.4%	3 27.3%	10 22.7%	14 41.2%
Strongly Agree	**57** **46.7%**	13 39.4%	7 63.6%	23 52.3%	14 41.2%



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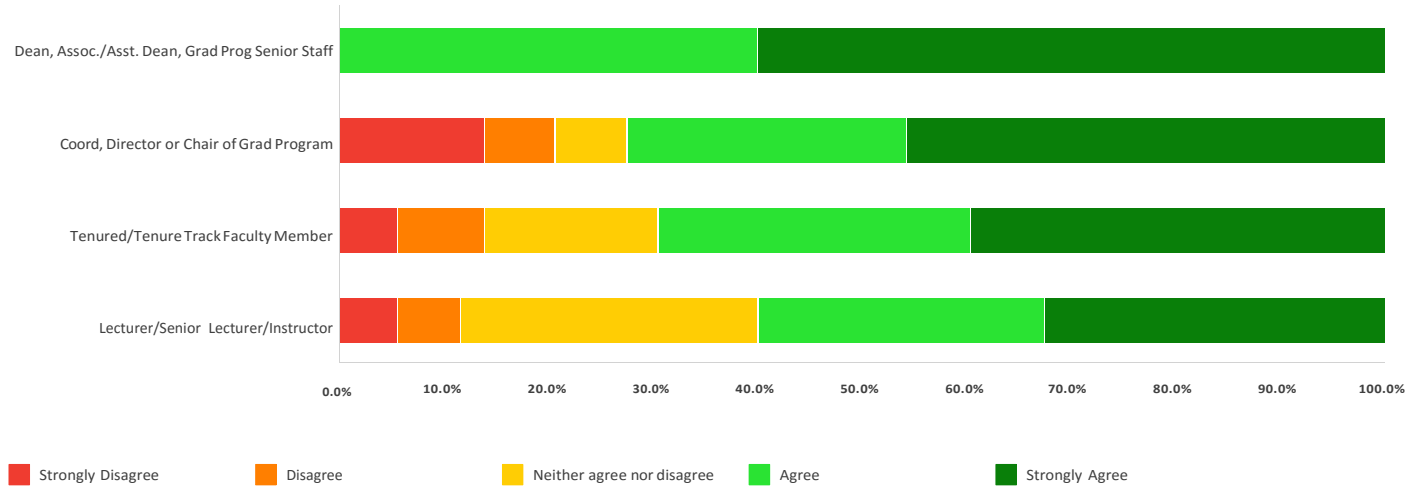
N = 148

Q1b. Value of CCU graduate programs: I believe that CCU graduate programs **enhance the university's undergraduate programs through additional shared activities, opportunities, and graduate/undergraduate student interactions**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**8** **5.4%**	- -	2 13.3%	5 4.8%	1 5.6%
Disagree	**11** **7.5%**	- -	1 6.7%	9 8.7%	1 5.6%
Neither agree nor disagree	**23** **15.6%**	- -	1 6.7%	17 16.3%	5 27.8%
Agree	**44** **29.9%**	4 40.0%	4 26.7%	31 29.8%	5 27.8%
Strongly Agree	**61** **41.5%**	6 60.0%	7 46.7%	42 40.4%	6 33.3%



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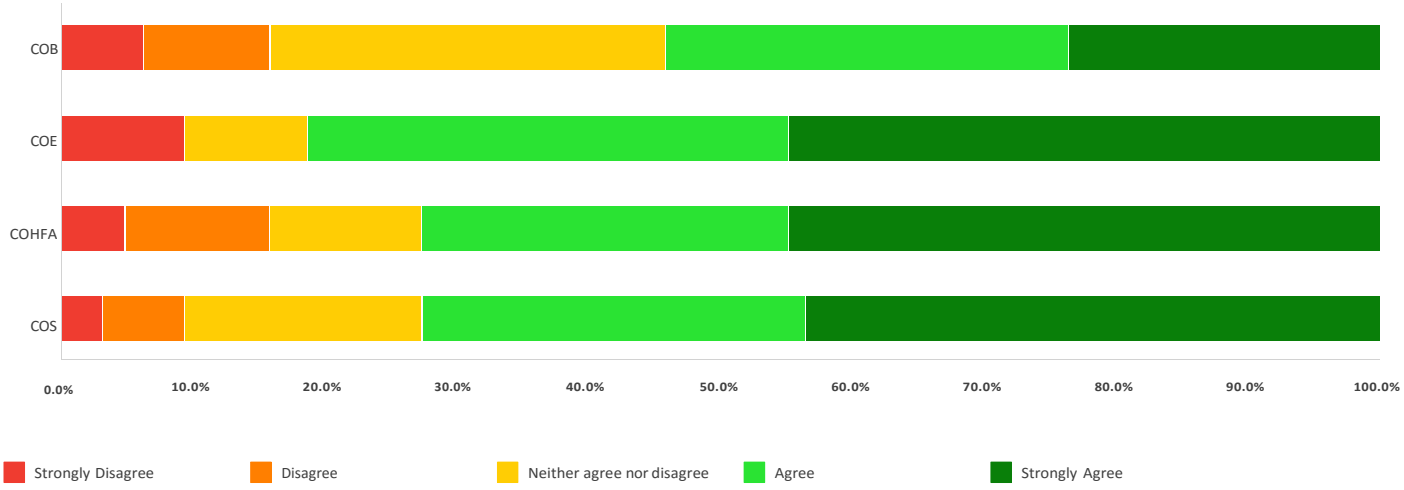
N = 148

Q1b. Value of CCU graduate programs: I believe that CCU graduate programs **enhance the university's undergraduate programs through additional shared activities, opportunities, and graduate/undergraduate student interactions**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**6** **4.9%**	2 6.1%	1 9.1%	2 4.5%	1 2.9%
Disagree	**10** **8.2%**	3 9.1%	- -	5 11.4%	2 5.9%
Neither agree nor disagree	**22** **18.0%**	10 30.3%	1 9.1%	5 11.4%	6 17.6%
Agree	**36** **29.5%**	10 30.3%	4 36.4%	12 27.3%	10 29.4%
Strongly Agree	**48** **39.3%**	8 24.2%	5 45.5%	20 45.5%	15 44.1%



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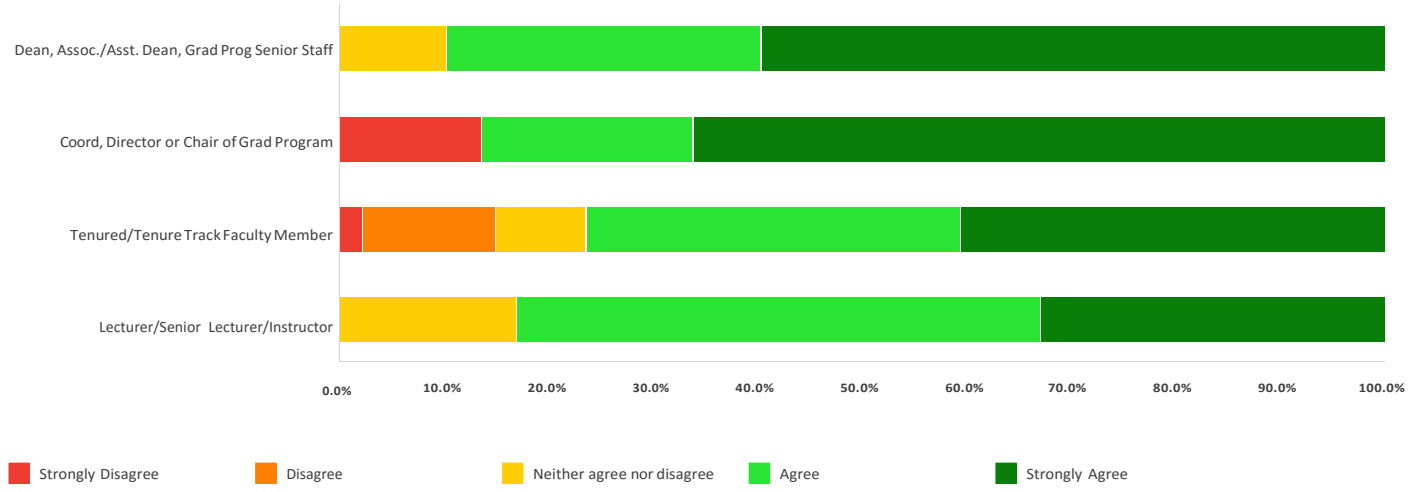
N = 148

Q1c. Value of CCU graduate programs: I believe that CCU graduate programs **provide graduate education opportunities at CCU that many of our matriculating undergraduate students are looking for**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**4** **2.7%**	- -	2 13.3%	2 1.9%	- -
Disagree	**13** **8.8%**	- -	- -	13 12.5%	- -
Neither agree nor disagree	**13** **8.8%**	1 10.0%	- -	9 8.7%	3 16.7%
Agree	**52** **35.4%**	3 30.0%	3 20.0%	37 35.6%	9 50.0%
Strongly Agree	**65** **44.2%**	6 60.0%	10 66.7%	43 41.3%	6 33.3%



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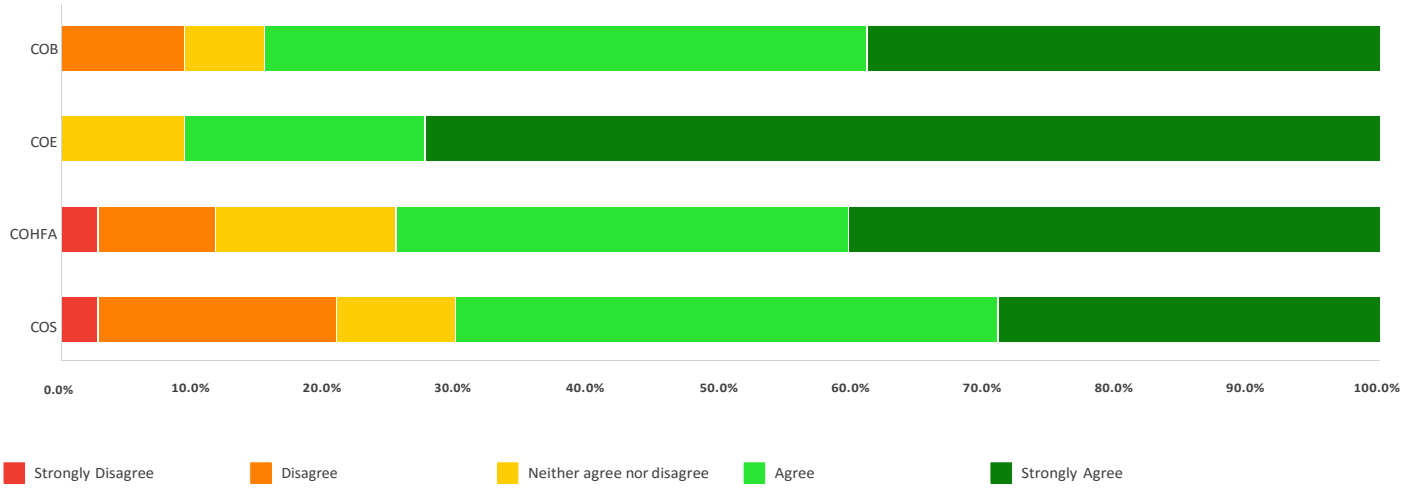
N = 148

Q1c. Value of CCU graduate programs: I believe that CCU graduate programs **provide graduate education opportunities at CCU that many of our matriculating undergraduate students are looking for**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**2** **1.6%**	- -	- -	1 2.3%	1 2.9%
Disagree	**13** **10.7%**	3 9.1%	- -	4 9.1%	6 17.6%
Neither agree nor disagree	**12** **9.8%**	2 6.1%	1 9.1%	6 13.6%	3 8.8%
Agree	**46** **37.7%**	15 45.5%	2 18.2%	15 34.1%	14 41.2%
Strongly Agree	**49** **40.2%**	13 39.4%	8 72.7%	18 40.9%	10 29.4%



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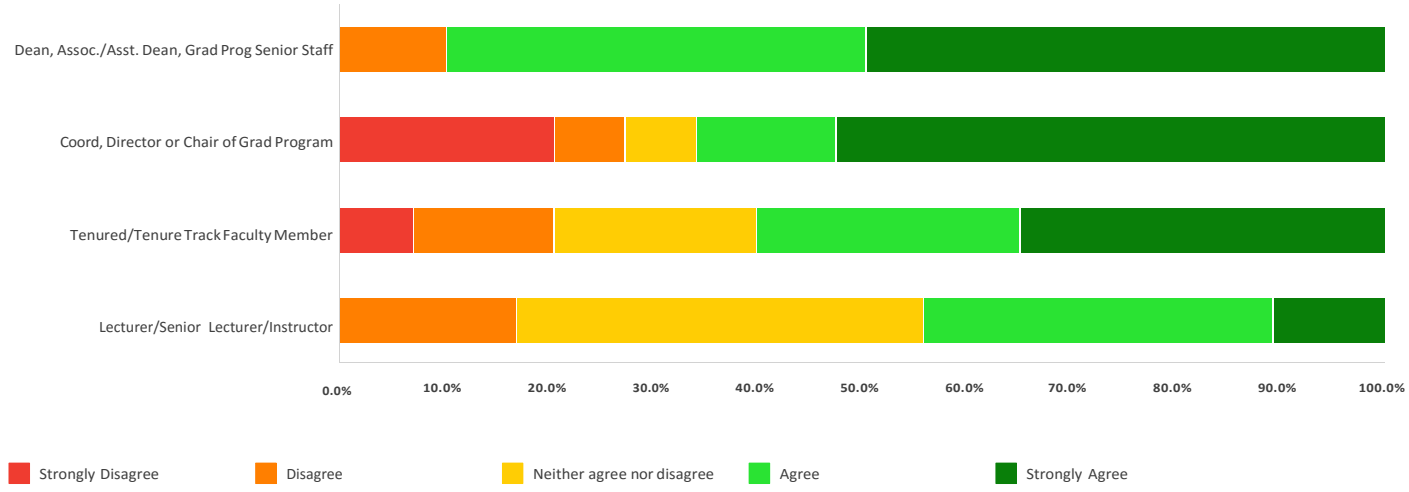
N = 148

Q1d. Value of CCU graduate programs: I believe that CCU graduate programs **enhance/supplement faculty pursuit of research/scholarship/creative works**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**10** **6.8%**	- -	3 20.0%	7 6.7%	- -
Disagree	**19** **12.9%**	1 10.0%	1 6.7%	14 13.5%	3 16.7%
Neither agree nor disagree	**28** **19.0%**	- -	1 6.7%	20 19.2%	7 38.9%
Agree	**38** **25.9%**	4 40.0%	2 13.3%	26 25.0%	6 33.3%
Strongly Agree	**52** **35.4%**	5 50.0%	8 53.3%	37 35.6%	2 11.1%



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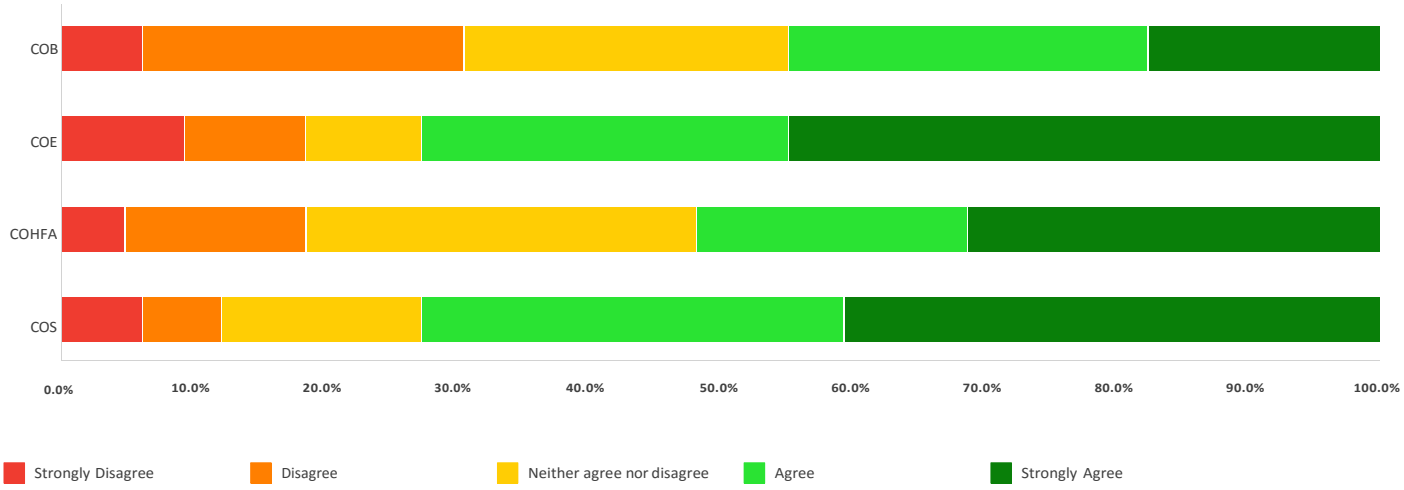
N = 148

Q1d. Value of CCU graduate programs: I believe that CCU graduate programs **enhance/supplement faculty pursuit of research/scholarship/creative works**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**7** **5.7%**	2 6.1%	1 9.1%	2 4.5%	2 5.9%
Disagree	**17** **13.9%**	8 24.2%	1 9.1%	6 13.6%	2 5.9%
Neither agree nor disagree	**27** **22.1%**	8 24.2%	1 9.1%	13 29.5%	5 14.7%
Agree	**32** **26.2%**	9 27.3%	3 27.3%	9 20.5%	11 32.4%
Strongly Agree	**39** **32.0%**	6 18.2%	5 45.5%	14 31.8%	14 41.2%



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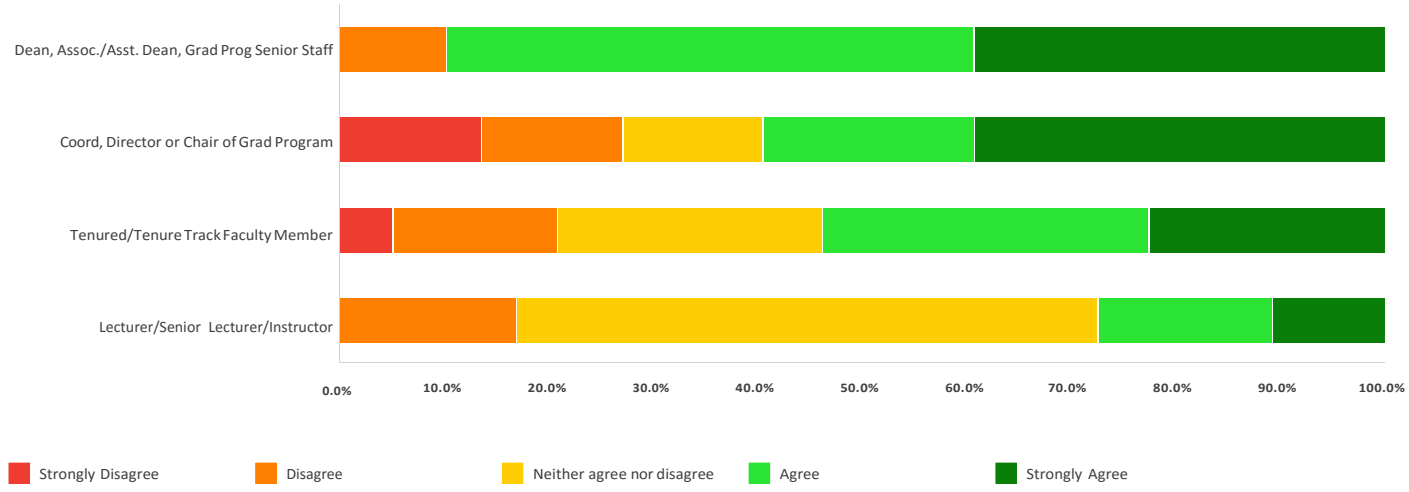
N = 148

Q1e. Value of CCU graduate programs: I believe that CCU graduate programs **enhance undergraduate student opportunities for research/scholarship/creative works**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**103**	**18**
Strongly Disagree	**7** **4.8%**	- -	2 13.3%	5 4.9%	- -
Disagree	**22** **15.1%**	1 10.0%	2 13.3%	16 15.5%	3 16.7%
Neither agree nor disagree	**38** **26.0%**	- -	2 13.3%	26 25.2%	10 55.6%
Agree	**43** **29.5%**	5 50.0%	3 20.0%	32 31.1%	3 16.7%
Strongly Agree	**36** **24.7%**	4 40.0%	6 40.0%	24 23.3%	2 11.1%



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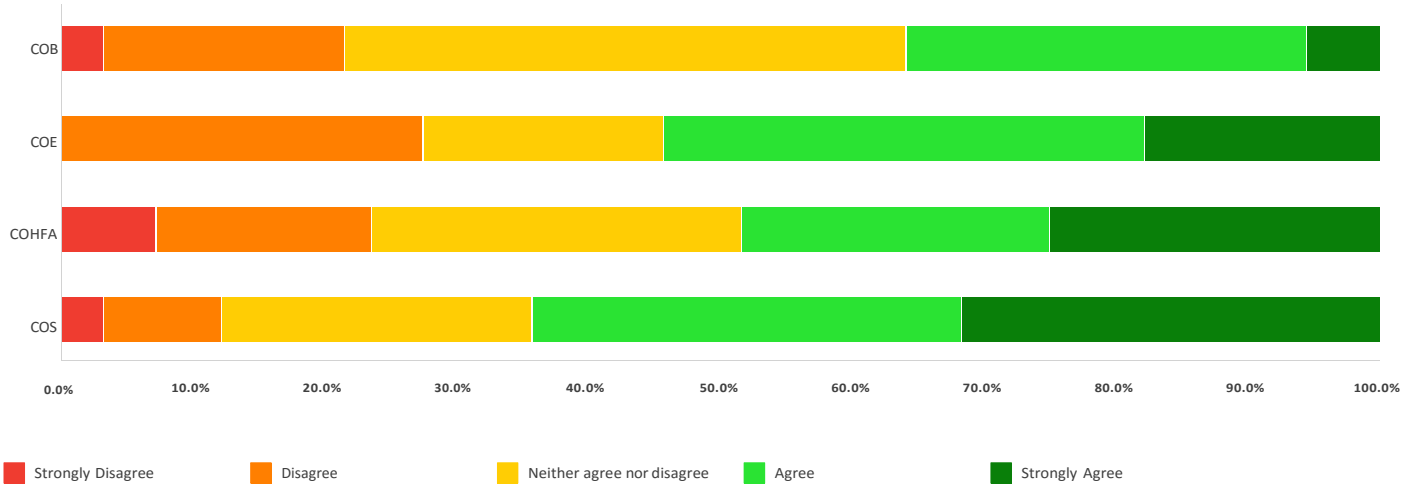
N = 148

Q1e. Value of CCU graduate programs: I believe that CCU graduate programs **enhance undergraduate student opportunities for research/scholarship/creative works**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**33**	**11**	**43**	**34**
Strongly Disagree	**5** **4.1%**	1 3.0%	- -	3 7.0%	1 2.9%
Disagree	**19** **15.7%**	6 18.2%	3 27.3%	7 16.3%	3 8.8%
Neither agree nor disagree	**36** **29.8%**	14 42.4%	2 18.2%	12 27.9%	8 23.5%
Agree	**35** **28.9%**	10 30.3%	4 36.4%	10 23.3%	11 32.4%
Strongly Agree	**26** **21.5%**	2 6.1%	2 18.2%	11 25.6%	11 32.4%



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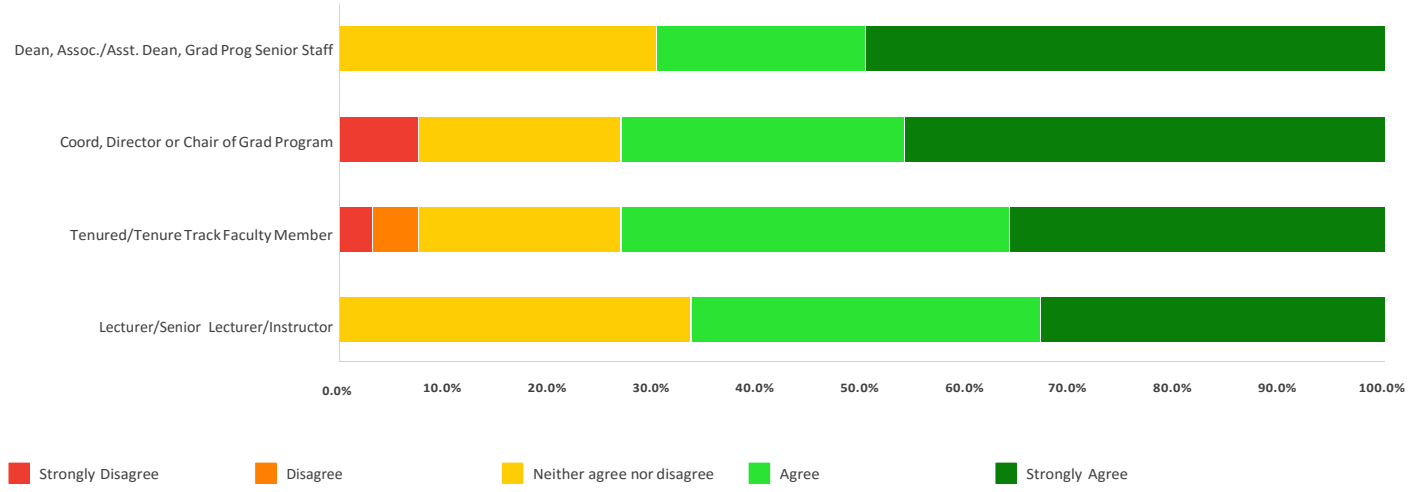
N = 148

Q1f. Value of CCU graduate programs: I believe that CCU graduate programs **strengthen the university's ties with the local community and region**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**4** **2.7%**	- -	1 6.7%	3 2.9%	- -
Disagree	**5** **3.4%**	- -	- -	5 4.8%	- -
Neither agree nor disagree	**31** **21.1%**	3 30.0%	3 20.0%	19 18.3%	6 33.3%
Agree	**51** **34.7%**	2 20.0%	4 26.7%	39 37.5%	6 33.3%
Strongly Agree	**56** **38.1%**	5 50.0%	7 46.7%	38 36.5%	6 33.3%



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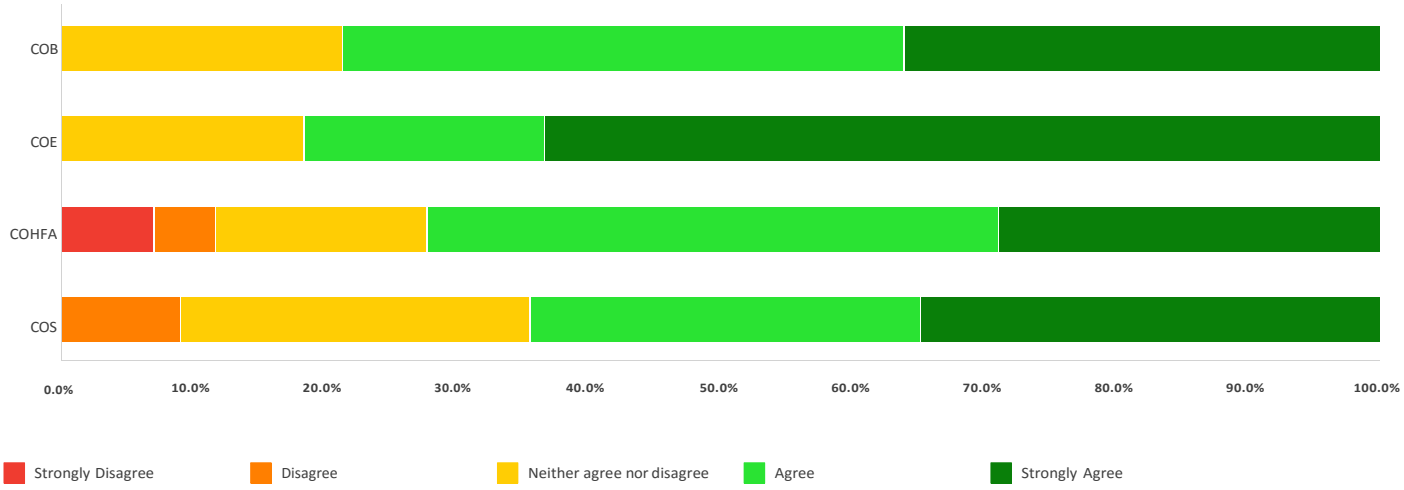
N = 148

Q1f. Value of CCU graduate programs: I believe that CCU graduate programs **strengthen the university's ties with the local community and region**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**3** **2.5%**	- -	- -	3 6.8%	- -
Disagree	**5** **4.1%**	- -	- -	2 4.5%	3 8.8%
Neither agree nor disagree	**25** **20.5%**	7 21.2%	2 18.2%	7 15.9%	9 26.5%
Agree	**45** **36.9%**	14 42.4%	2 18.2%	19 43.2%	10 29.4%
Strongly Agree	**44** **36.1%**	12 36.4%	7 63.6%	13 29.5%	12 35.3%



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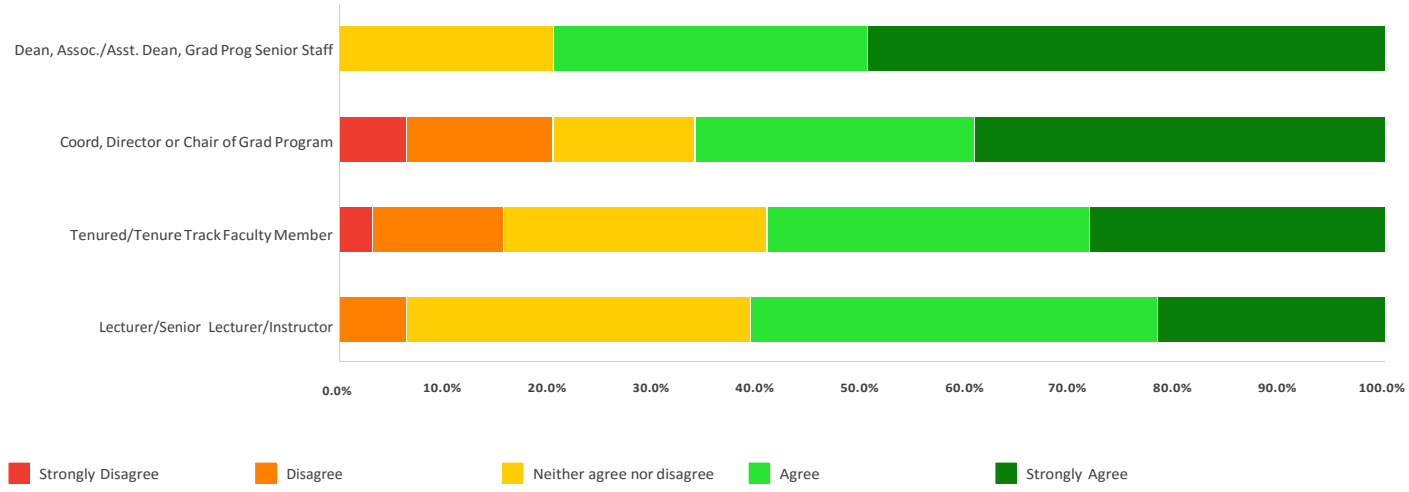
N = 148

Q1g. Value of CCU graduate programs: I believe that CCU graduate programs **stimulate connections with community organizations and active alumni that may result in mutually beneficial activities, donations, etc.**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**4** **2.7%**	- -	1 6.7%	3 2.9%	- -
Disagree	**16** **10.9%**	- -	2 13.3%	13 12.5%	1 5.6%
Neither agree nor disagree	**36** **24.5%**	2 20.0%	2 13.3%	26 25.0%	6 33.3%
Agree	**46** **31.3%**	3 30.0%	4 26.7%	32 30.8%	7 38.9%
Strongly Agree	**45** **30.6%**	5 50.0%	6 40.0%	30 28.8%	4 22.2%



Office of Graduate Studies

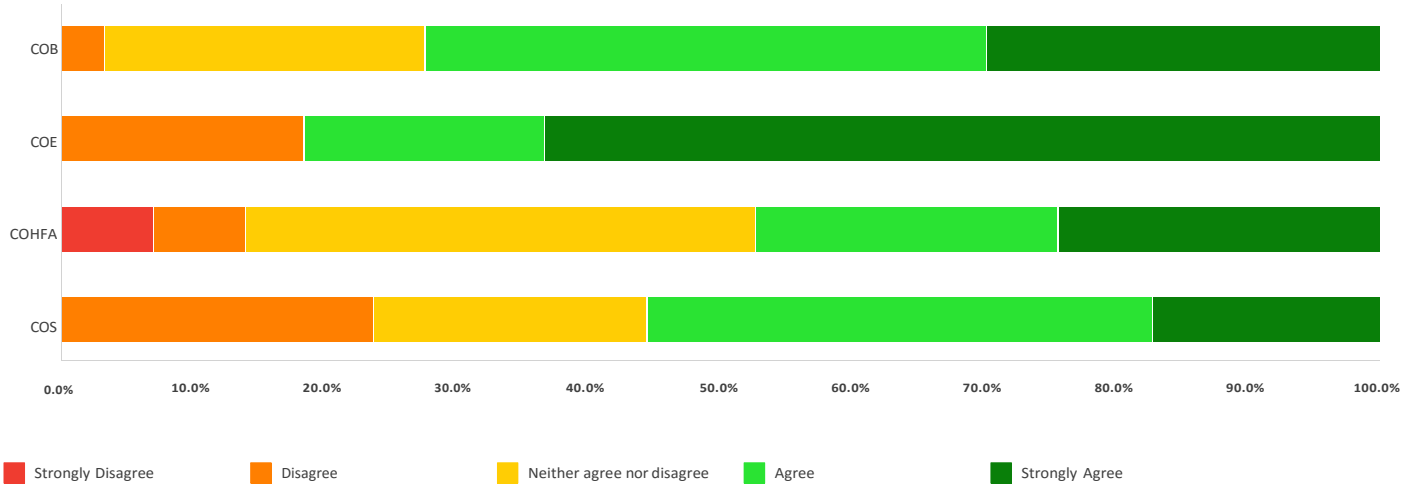
The Future of Graduate Programs

Spring 2020

N = 148

Q1g. Value of CCU graduate programs: I believe that CCU graduate programs **stimulate connections with community organizations and active alumni that may result in mutually beneficial activities, donations, etc.**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**3** **2.5%**	- -	- -	3 6.8%	- -
Disagree	**14** **11.5%**	1 3.0%	2 18.2%	3 6.8%	8 23.5%
Neither agree nor disagree	**32** **26.2%**	8 24.2%	- -	17 38.6%	7 20.6%
Agree	**39** **32.0%**	14 42.4%	2 18.2%	10 22.7%	13 38.2%
Strongly Agree	**34** **27.9%**	10 30.3%	7 63.6%	11 25.0%	6 17.6%



Office of Graduate Studies

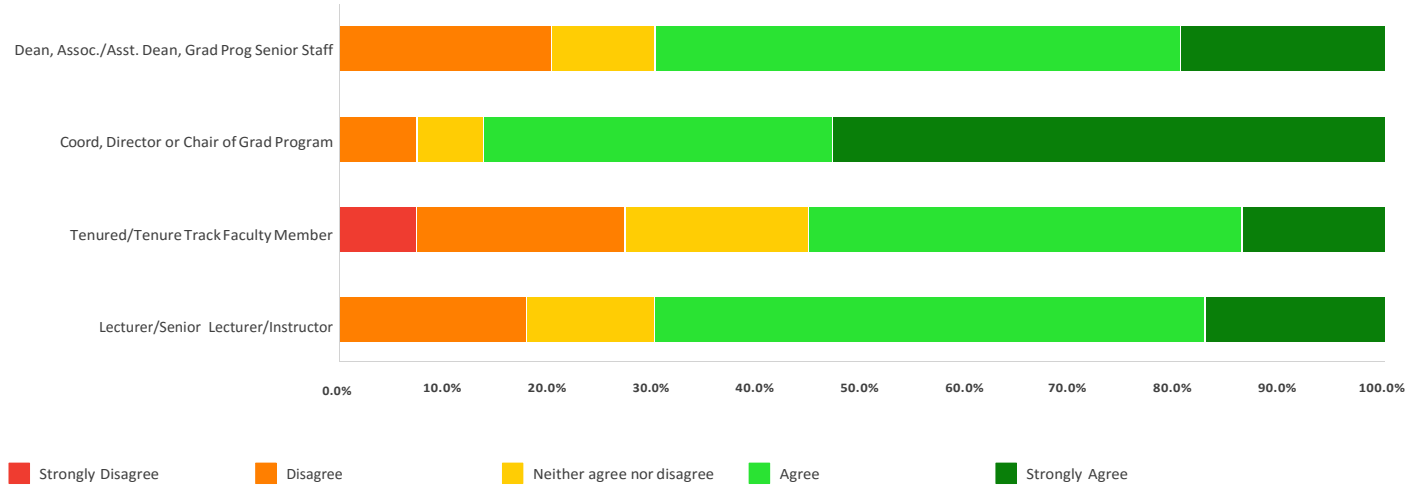
The Future of Graduate Programs

Spring 2020

N = 148

Q2a. Perceptions of existing graduate programs: The graduate program in which I participate **is of high academic quality**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**104**	**17**
Strongly Disagree	**8** **5.5%**	- -	- -	8 7.7%	- -
Disagree	**26** **17.8%**	2 20.0%	1 6.7%	20 19.2%	3 17.6%
Neither agree nor disagree	**22** **15.1%**	1 10.0%	1 6.7%	18 17.3%	2 11.8%
Agree	**62** **42.5%**	5 50.0%	5 33.3%	43 41.3%	9 52.9%
Strongly Agree	**28** **19.2%**	2 20.0%	8 53.3%	15 14.4%	3 17.6%



Office of Graduate Studies

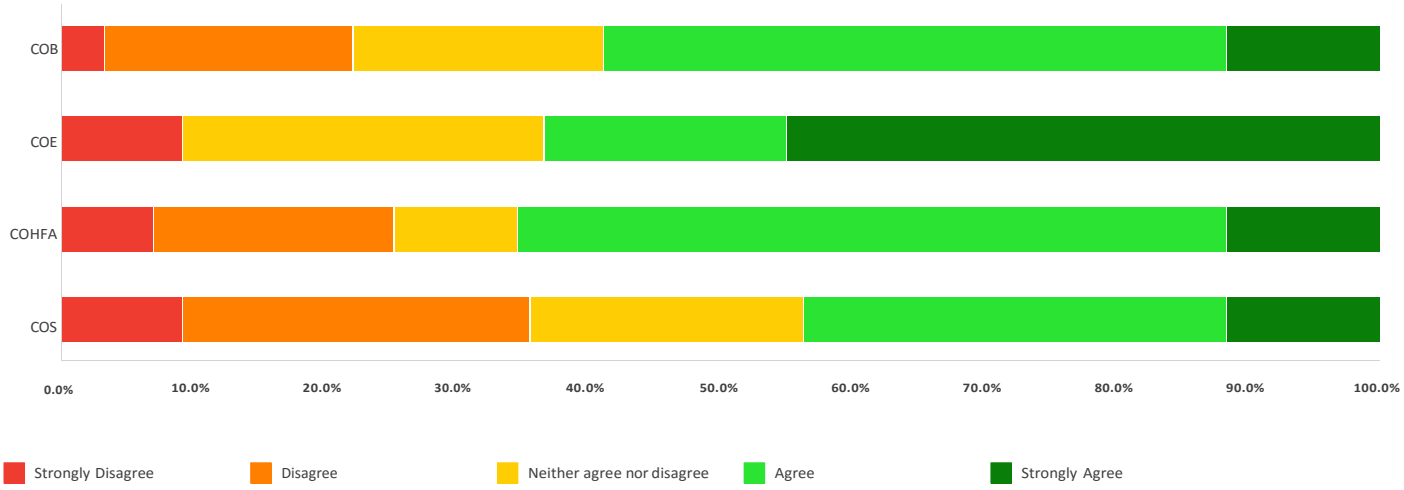
The Future of Graduate Programs

Spring 2020

N = 148

Q2a. Perceptions of existing graduate programs: The graduate program in which I participate **is of high academic quality**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**8** **6.6%**	1 3.1%	1 9.1%	3 6.8%	3 8.8%
Disagree	**23** **19.0%**	6 18.8%	- -	8 18.2%	9 26.5%
Neither agree nor disagree	**20** **16.5%**	6 18.8%	3 27.3%	4 9.1%	7 20.6%
Agree	**52** **43.0%**	15 46.9%	2 18.2%	24 54.5%	11 32.4%
Strongly Agree	**18** **14.9%**	4 12.5%	5 45.5%	5 11.4%	4 11.8%



Office of Graduate Studies

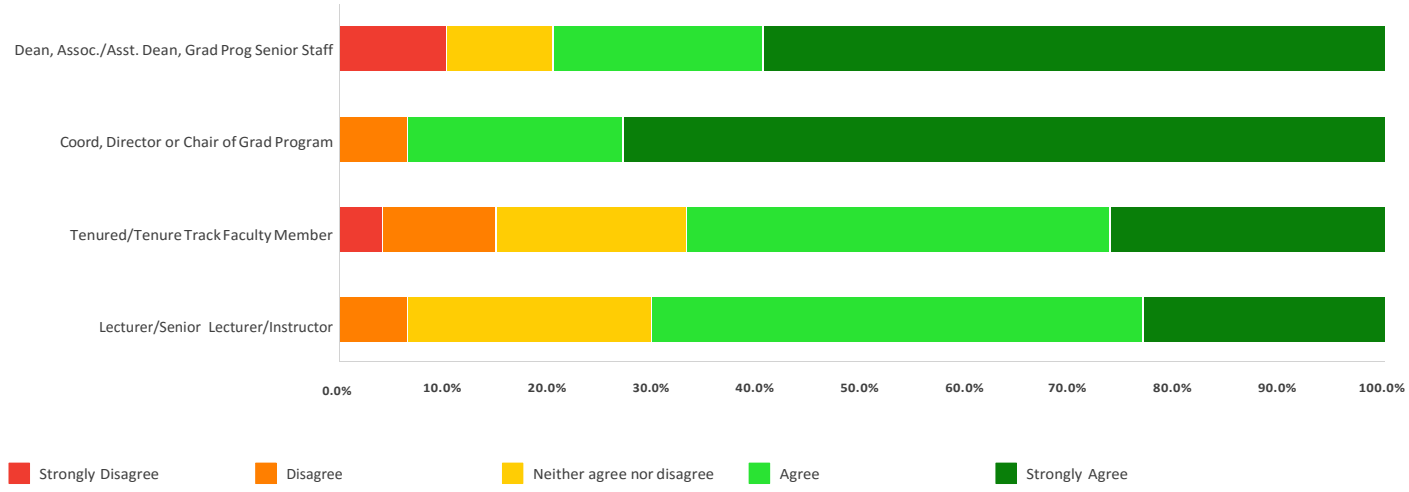
The Future of Graduate Programs

Spring 2020

N = 148

Q2b. Perceptions of existing graduate programs: The graduate program in which I participate **provides students with a valuable graduate experience and education**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**104**	**17**
Strongly Disagree	**5** **3.4%**	1 10.0%	- -	4 3.8%	- -
Disagree	**13** **8.9%**	- -	1 6.7%	11 10.6%	1 5.9%
Neither agree nor disagree	**24** **16.4%**	1 10.0%	- -	19 18.3%	4 23.5%
Agree	**55** **37.7%**	2 20.0%	3 20.0%	42 40.4%	8 47.1%
Strongly Agree	**49** **33.6%**	6 60.0%	11 73.3%	28 26.9%	4 23.5%



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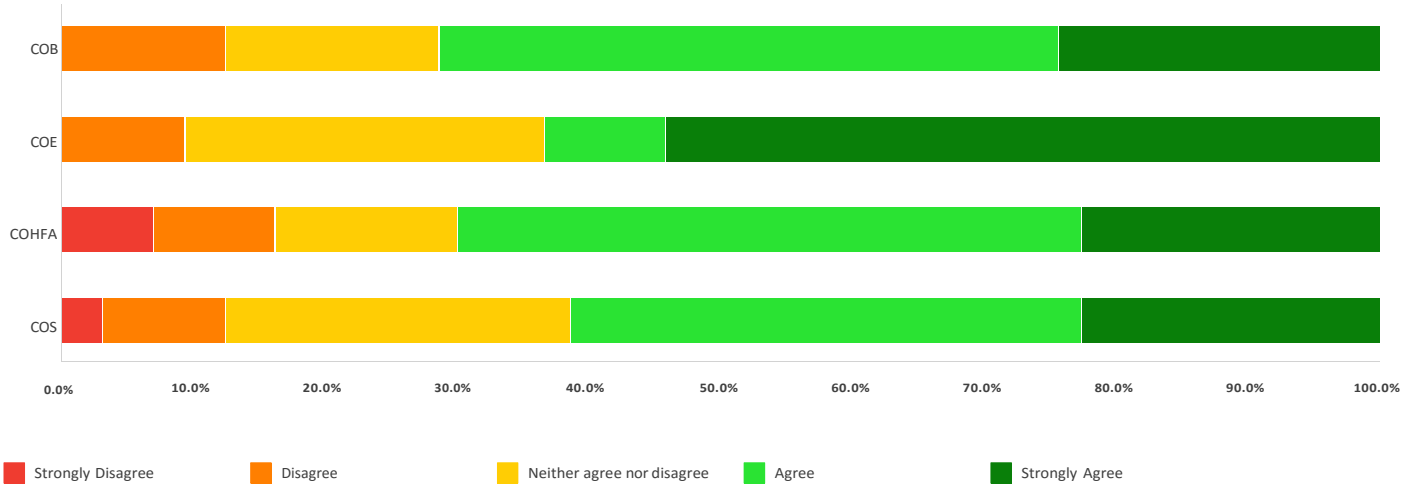
The Future of Graduate Programs

Spring 2020

N = 148

Q2b. Perceptions of existing graduate programs: The graduate program in which I participate **provides students with a valuable graduate experience and education**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**4** **3.3%**	- -	- -	3 6.8%	1 2.9%
Disagree	**12** **9.9%**	4 12.5%	1 9.1%	4 9.1%	3 8.8%
Neither agree nor disagree	**23** **19.0%**	5 15.6%	3 27.3%	6 13.6%	9 26.5%
Agree	**50** **41.3%**	15 46.9%	1 9.1%	21 47.7%	13 38.2%
Strongly Agree	**32** **26.4%**	8 25.0%	6 54.5%	10 22.7%	8 23.5%



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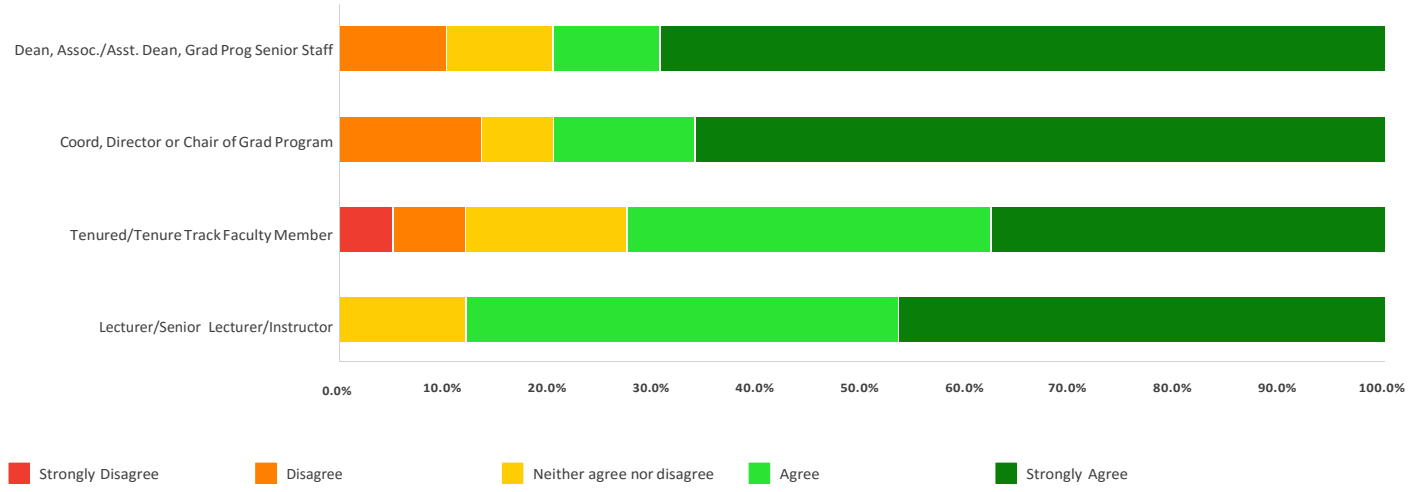
N = 148

Q2c. Perceptions of existing graduate programs: The graduate program in which I participate **makes a positive contribution to the college**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**104**	**17**
Strongly Disagree	**5** **3.4%**	- -	- -	5 4.8%	- -
Disagree	**10** **6.8%**	1 10.0%	2 13.3%	7 6.7%	- -
Neither agree nor disagree	**20** **13.7%**	1 10.0%	1 6.7%	16 15.4%	2 11.8%
Agree	**46** **31.5%**	1 10.0%	2 13.3%	36 34.6%	7 41.2%
Strongly Agree	**65** **44.5%**	7 70.0%	10 66.7%	40 38.5%	8 47.1%



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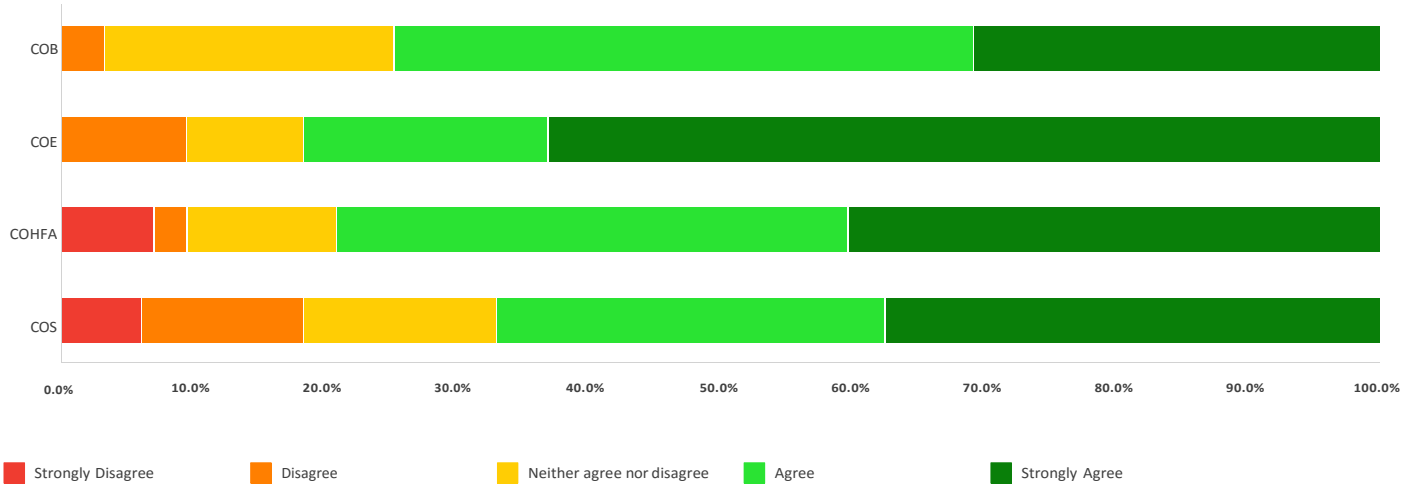
N = 148

Q2c. Perceptions of existing graduate programs: The graduate program in which I participate **makes a positive contribution to the college**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**5** **4.1%**	- -	- -	3 6.8%	2 5.9%
Disagree	**7** **5.8%**	1 3.1%	1 9.1%	1 2.3%	4 11.8%
Neither agree nor disagree	**18** **14.9%**	7 21.9%	1 9.1%	5 11.4%	5 14.7%
Agree	**43** **35.5%**	14 43.8%	2 18.2%	17 38.6%	10 29.4%
Strongly Agree	**48** **39.7%**	10 31.3%	7 63.6%	18 40.9%	13 38.2%



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The Future of Graduate Programs

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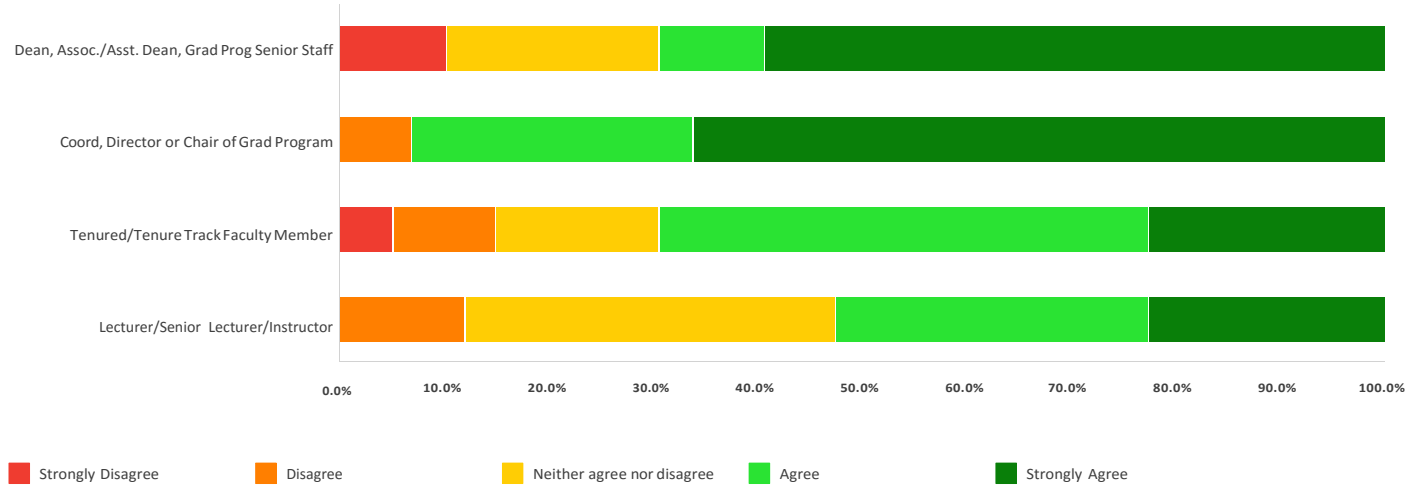
N = 148

Q2d. Perceptions of existing graduate programs: The graduate program in which I participate **produces students who are marketable in their field**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**104**	**17**
Strongly Disagree	**6** **4.1%**	1 10.0%	- -	5 4.8%	- -
Disagree	**13** **8.9%**	- -	1 6.7%	10 9.6%	2 11.8%
Neither agree nor disagree	**24** **16.4%**	2 20.0%	- -	16 15.4%	6 35.3%
Agree	**59** **40.4%**	1 10.0%	4 26.7%	49 47.1%	5 29.4%
Strongly Agree	**44** **30.1%**	6 60.0%	10 66.7%	24 23.1%	4 23.5%



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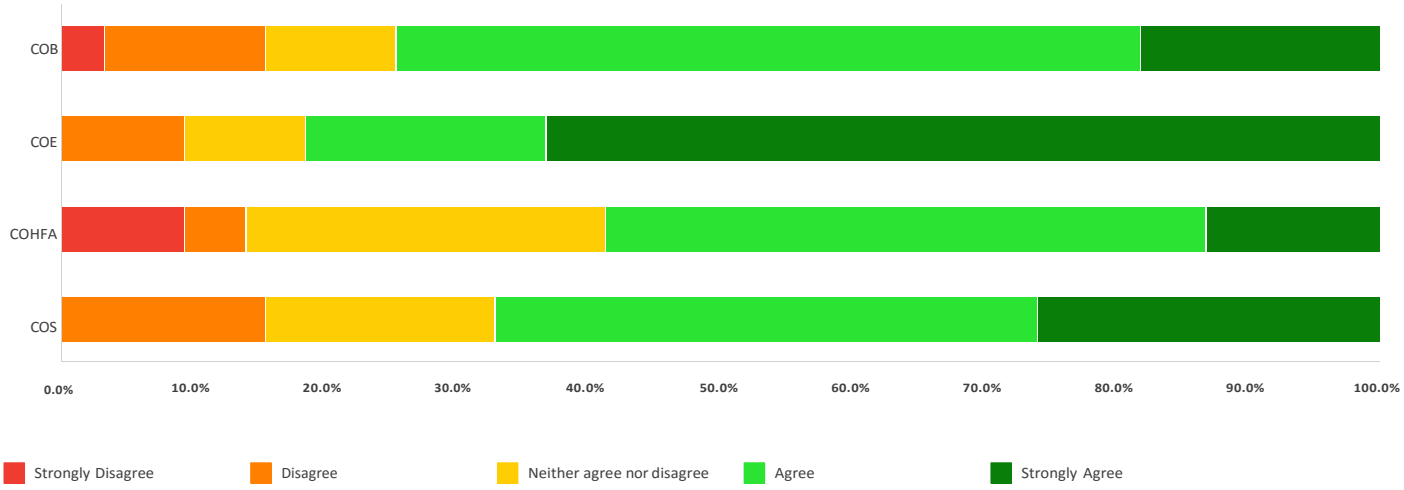
The Future of Graduate Programs

Spring 2020

N = 148

Q2d. Perceptions of existing graduate programs: The graduate program in which I participate **produces students who are marketable in their field**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**5** **4.1%**	1 3.1%	- -	4 9.1%	- -
Disagree	**12** **9.9%**	4 12.5%	1 9.1%	2 4.5%	5 14.7%
Neither agree nor disagree	**22** **18.2%**	3 9.4%	1 9.1%	12 27.3%	6 17.6%
Agree	**54** **44.6%**	18 56.3%	2 18.2%	20 45.5%	14 41.2%
Strongly Agree	**28** **23.1%**	6 18.8%	7 63.6%	6 13.6%	9 26.5%



Office of Graduate Studies

The Future of Graduate Programs

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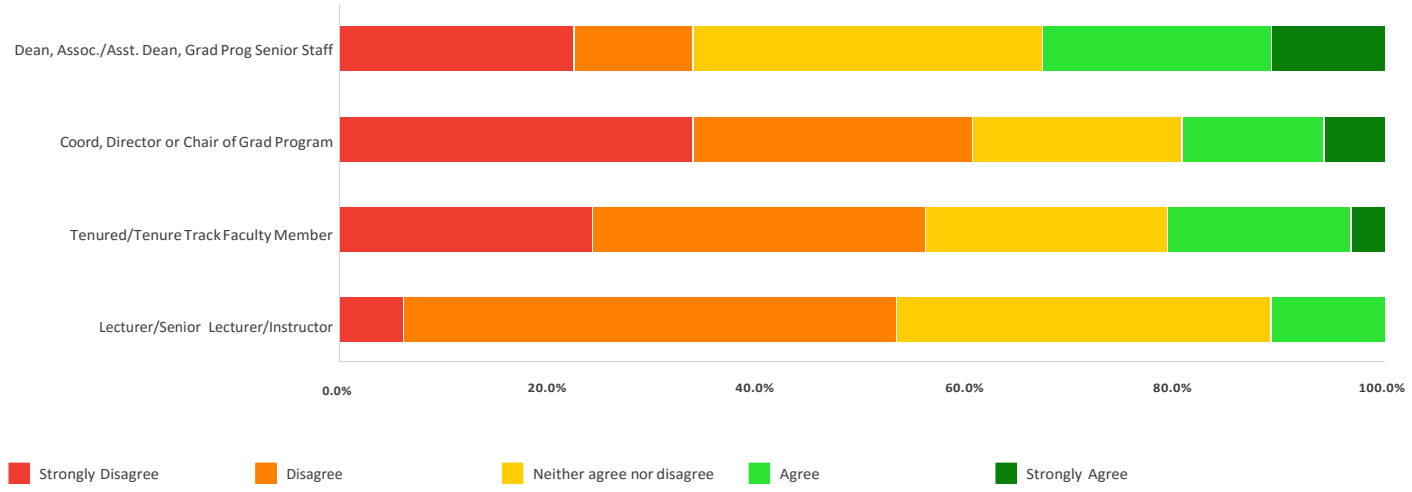
N = 148

Q2e. Perceptions of existing graduate programs: The graduate program in which I participate **is sufficiently funded**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**145**	**9**	**15**	**104**	**17**
Strongly Disagree	**33** **22.8%**	2 22.2%	5 33.3%	25 24.0%	1 5.9%
Disagree	**46** **31.7%**	1 11.1%	4 26.7%	33 31.7%	8 47.1%
Neither agree nor disagree	**36** **24.8%**	3 33.3%	3 20.0%	24 23.1%	6 35.3%
Agree	**24** **16.6%**	2 22.2%	2 13.3%	18 17.3%	2 11.8%
Strongly Agree	**6** **4.1%**	1 11.1%	1 6.7%	4 3.8%	- -



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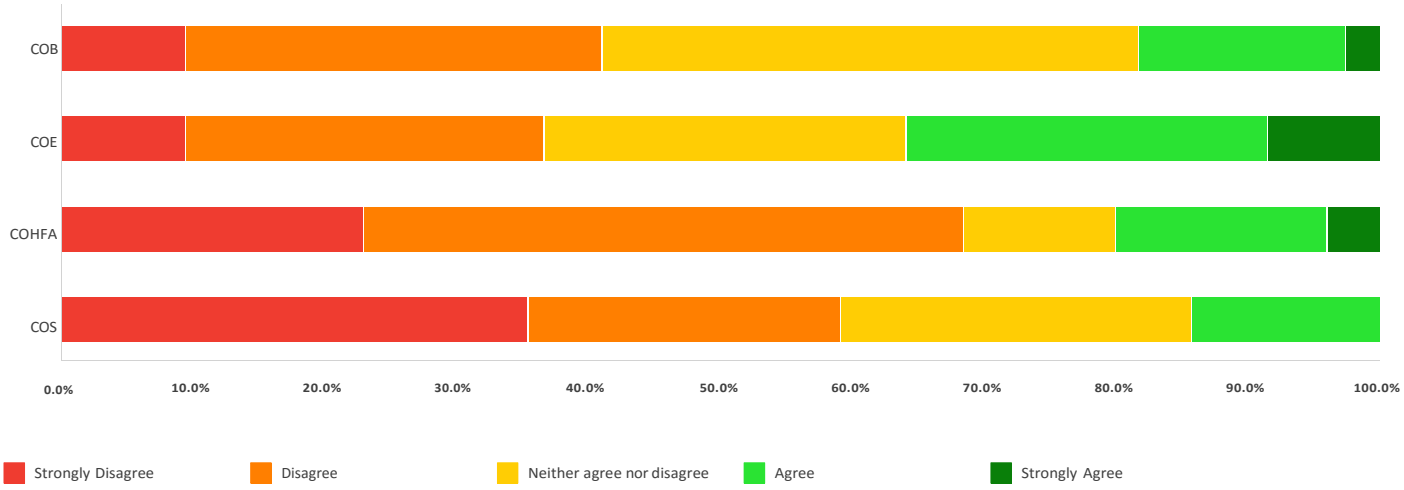
N = 148

Q2e. Perceptions of existing graduate programs: The graduate program in which I participate **is sufficiently funded**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**26** **21.5%**	3 9.4%	1 9.1%	10 22.7%	12 35.3%
Disagree	**41** **33.9%**	10 31.3%	3 27.3%	20 45.5%	8 23.5%
Neither agree nor disagree	**30** **24.8%**	13 40.6%	3 27.3%	5 11.4%	9 26.5%
Agree	**20** **16.5%**	5 15.6%	3 27.3%	7 15.9%	5 14.7%
Strongly Agree	**4** **3.3%**	1 3.1%	1 9.1%	2 4.5%	- -



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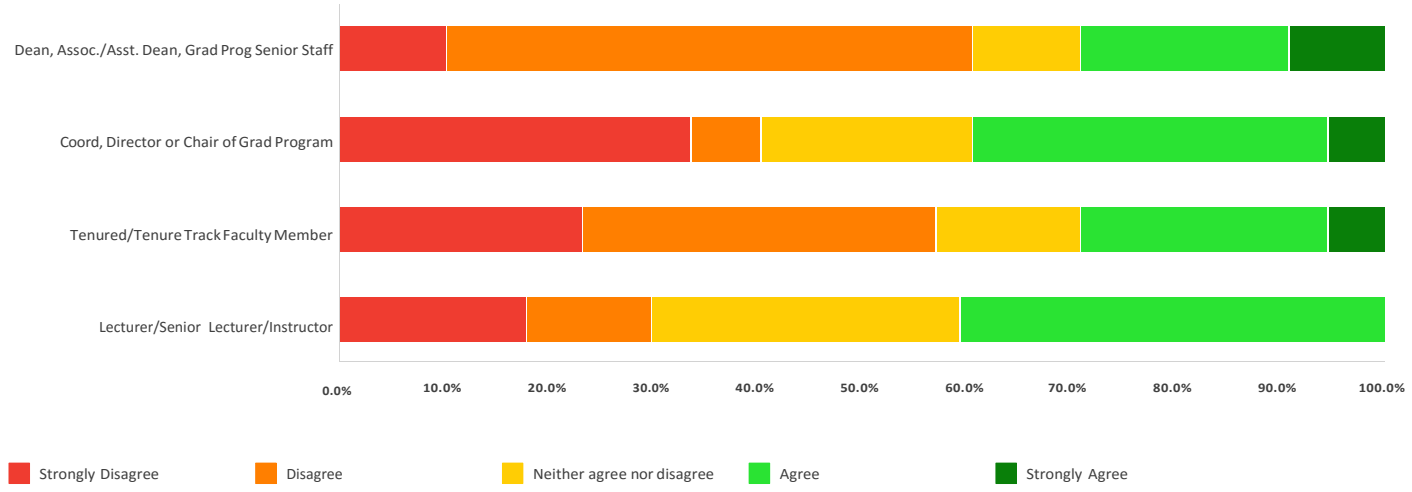
N = 148

Q2f. Perceptions of existing graduate programs: The graduate program in which I participate **is sufficiently staffed in terms of faculty**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**104**	**17**
Strongly Disagree	**33** **22.6%**	1 10.0%	5 33.3%	24 23.1%	3 17.6%
Disagree	**43** **29.5%**	5 50.0%	1 6.7%	35 33.7%	2 11.8%
Neither agree nor disagree	**23** **15.8%**	1 10.0%	3 20.0%	14 13.5%	5 29.4%
Agree	**39** **26.7%**	2 20.0%	5 33.3%	25 24.0%	7 41.2%
Strongly Agree	**8** **5.5%**	1 10.0%	1 6.7%	6 5.8%	- -



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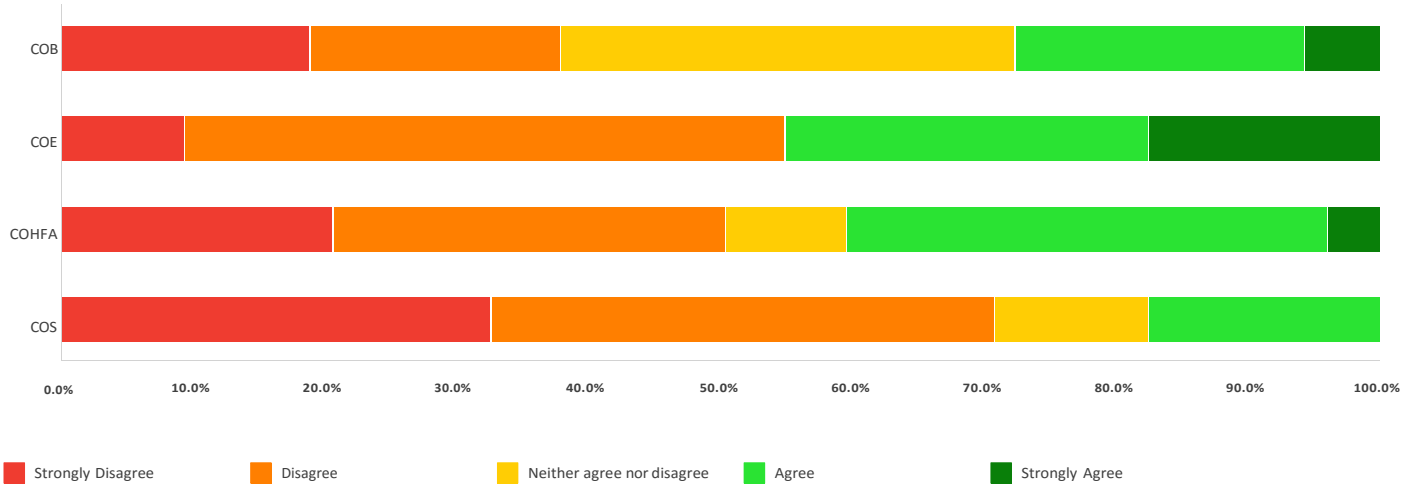
The Future of Graduate Programs

Spring 2020

N = 148

Q2f. Perceptions of existing graduate programs: The graduate program in which I participate **is sufficiently staffed in terms of faculty**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**27** **22.3%**	6 18.8%	1 9.1%	9 20.5%	11 32.4%
Disagree	**37** **30.6%**	6 18.8%	5 45.5%	13 29.5%	13 38.2%
Neither agree nor disagree	**19** **15.7%**	11 34.4%	- -	4 9.1%	4 11.8%
Agree	**32** **26.4%**	7 21.9%	3 27.3%	16 36.4%	6 17.6%
Strongly Agree	**6** **5.0%**	2 6.3%	2 18.2%	2 4.5%	- -



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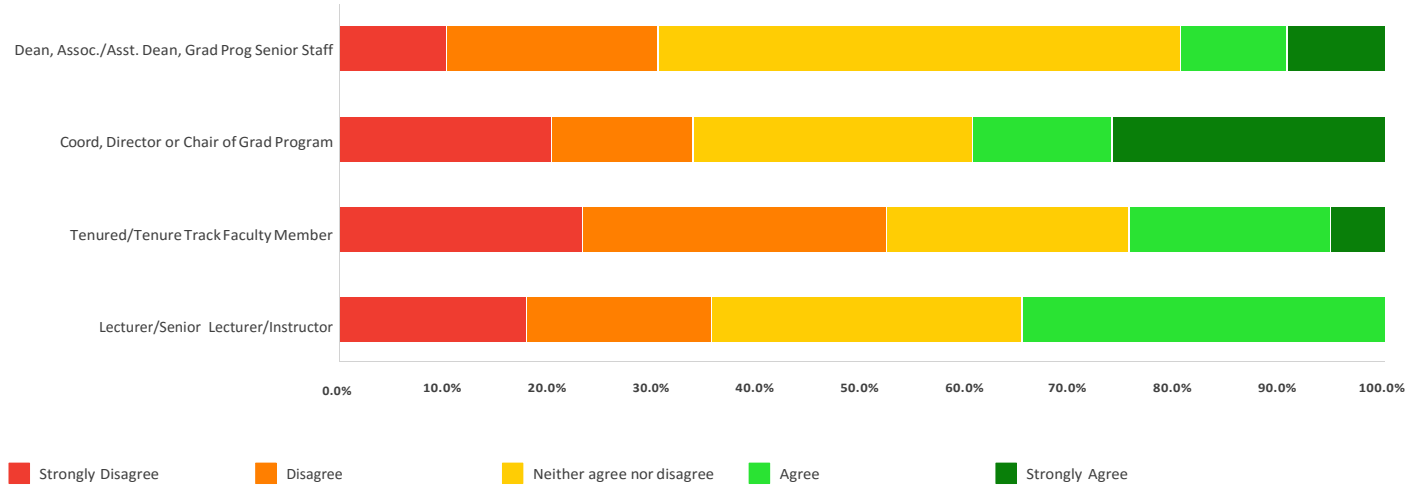
The Future of Graduate Programs

Spring 2020

N = 148

Q2g. Perceptions of existing graduate programs: The graduate program in which I participate **has sufficient support staff**.

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**104**	**17**
Strongly Disagree	**31** **21.2%**	1 10.0%	3 20.0%	24 23.1%	3 17.6%
Disagree	**37** **25.3%**	2 20.0%	2 13.3%	30 28.8%	3 17.6%
Neither agree nor disagree	**38** **26.0%**	5 50.0%	4 26.7%	24 23.1%	5 29.4%
Agree	**29** **19.9%**	1 10.0%	2 13.3%	20 19.2%	6 35.3%
Strongly Agree	**11** **7.5%**	1 10.0%	4 26.7%	6 5.8%	- -



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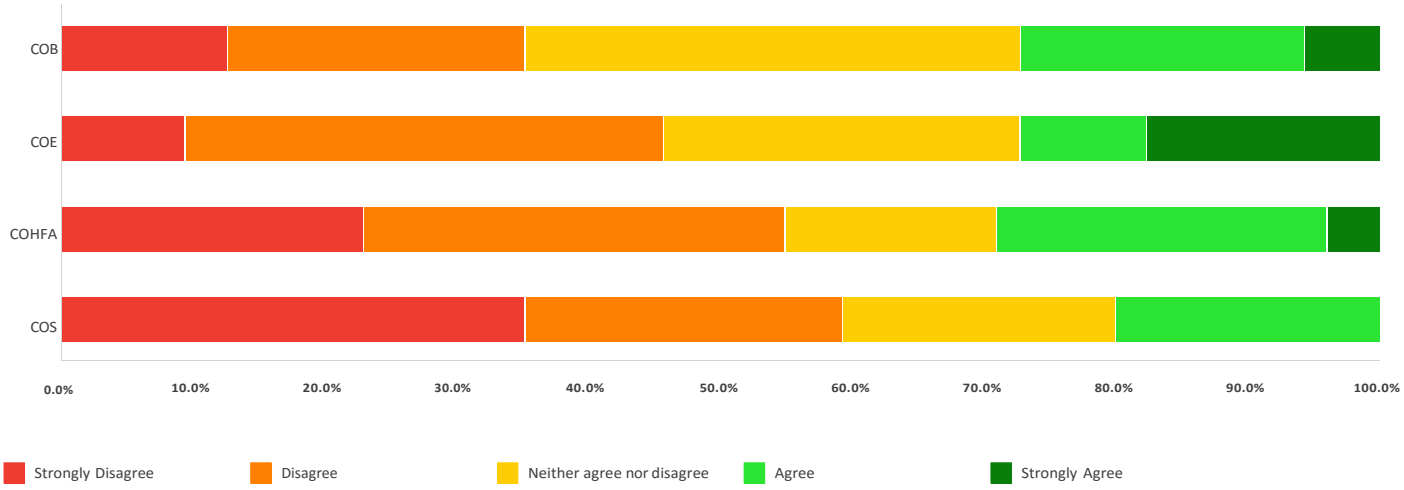
N = 148

Q2g. Perceptions of existing graduate programs: The graduate program in which I participate **has sufficient support staff**.

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**27** **22.3%**	4 12.5%	1 9.1%	10 22.7%	12 35.3%
Disagree	**33** **27.3%**	7 21.9%	4 36.4%	14 31.8%	8 23.5%
Neither agree nor disagree	**29** **24.0%**	12 37.5%	3 27.3%	7 15.9%	7 20.6%
Agree	**26** **21.5%**	7 21.9%	1 9.1%	11 25.0%	7 20.6%
Strongly Agree	**6** **5.0%**	2 6.3%	2 18.2%	2 4.5%	- -



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The Future of Graduate Programs

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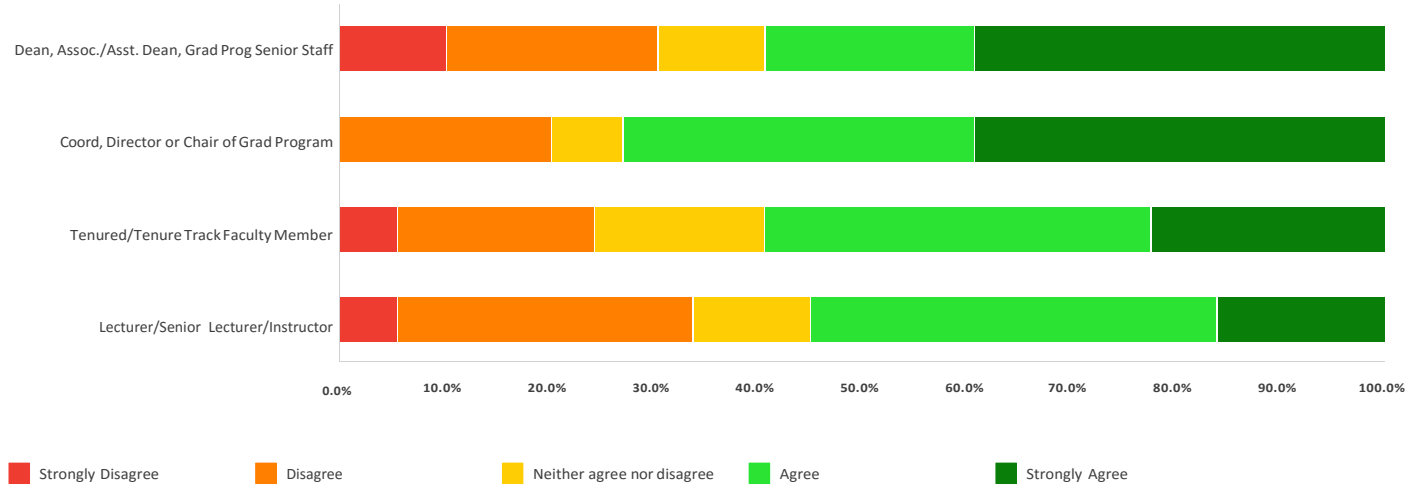
N = 148

Q5a. Future of CCU graduate programs: **My college should continue to explore the creation of new graduate programs that address local, state, or national needs and are logistically and financially feasible.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**7** **4.8%**	1 10.0%	- -	5 4.8%	1 5.6%
Disagree	**30** **20.4%**	2 20.0%	3 20.0%	20 19.2%	5 27.8%
Neither agree nor disagree	**21** **14.3%**	1 10.0%	1 6.7%	17 16.3%	2 11.1%
Agree	**52** **35.4%**	2 20.0%	5 33.3%	38 36.5%	7 38.9%
Strongly Agree	**37** **25.2%**	4 40.0%	6 40.0%	24 23.1%	3 16.7%



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The Future of Graduate Programs

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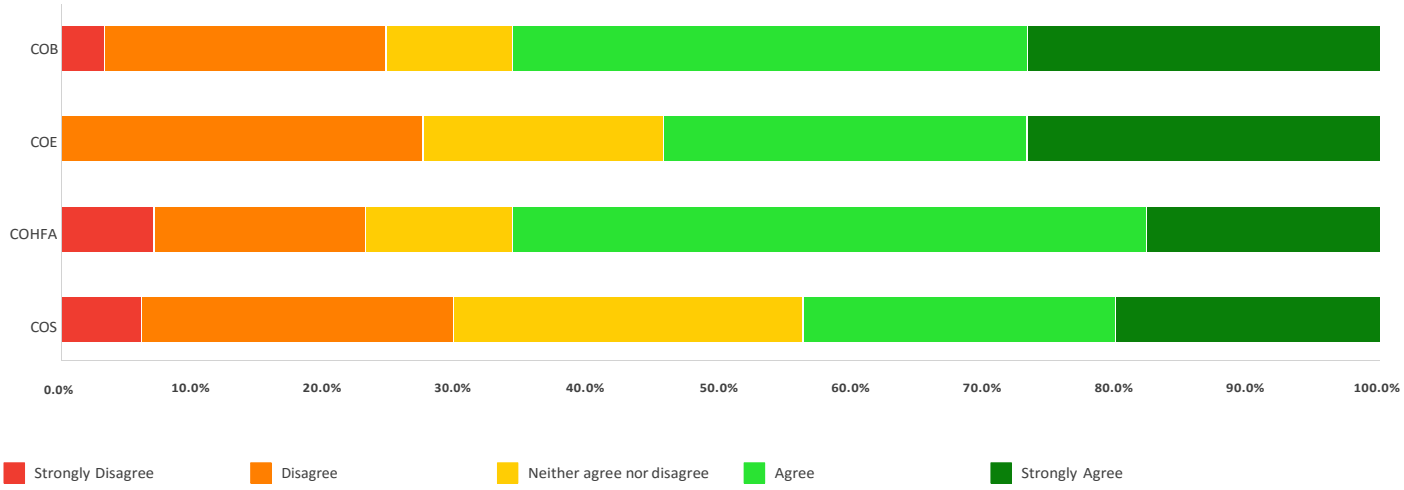
N = 148

Q5a. Future of CCU graduate programs: **My college should continue to explore the creation of new graduate programs that address local, state, or national needs and are logistically and financially feasible.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**6** **4.9%**	1 3.0%	- -	3 6.8%	2 5.9%
Disagree	**25** **20.5%**	7 21.2%	3 27.3%	7 15.9%	8 23.5%
Neither agree nor disagree	**19** **15.6%**	3 9.1%	2 18.2%	5 11.4%	9 26.5%
Agree	**45** **36.9%**	13 39.4%	3 27.3%	21 47.7%	8 23.5%
Strongly Agree	**27** **22.1%**	9 27.3%	3 27.3%	8 18.2%	7 20.6%



Office of Graduate Studies

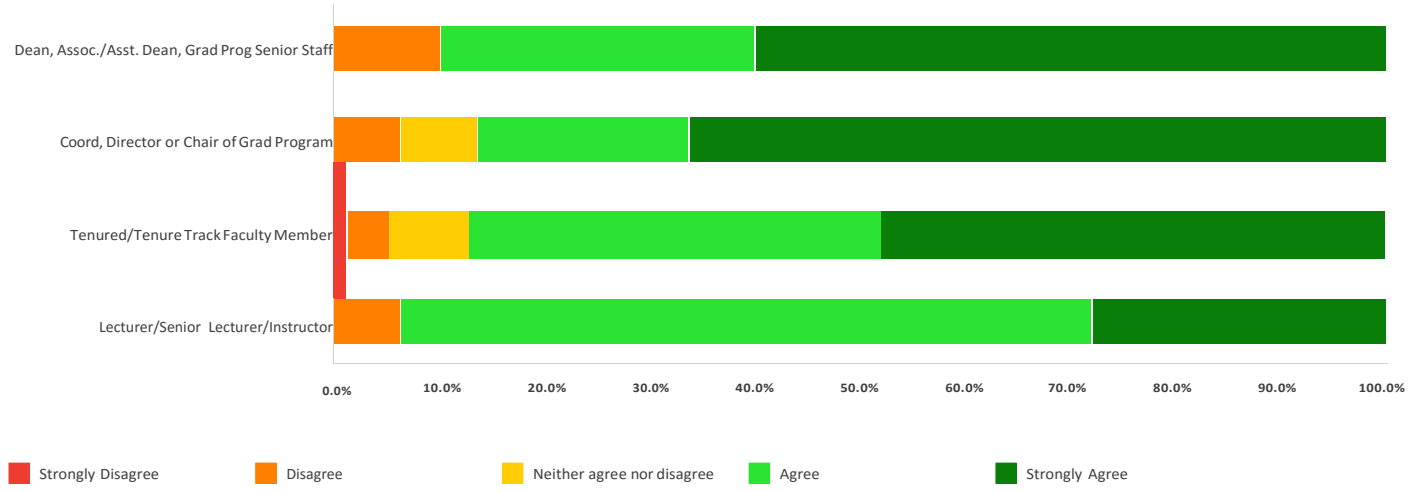
The Future of Graduate Programs

Spring 2020

N = 148

Q5b. Future of CCU graduate programs: **My college should concentrate on strengthening existing graduate programs.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**1** **0.7%**	- -	- -	1 1.0%	- -
Disagree	**7** **4.8%**	1 10.0%	1 6.7%	4 3.8%	1 5.6%
Neither agree nor disagree	**9** **6.1%**	- -	1 6.7%	8 7.7%	- -
Agree	**59** **40.1%**	3 30.0%	3 20.0%	41 39.4%	12 66.7%
Strongly Agree	**71** **48.3%**	6 60.0%	10 66.7%	50 48.1%	5 27.8%



Office of Graduate Studies

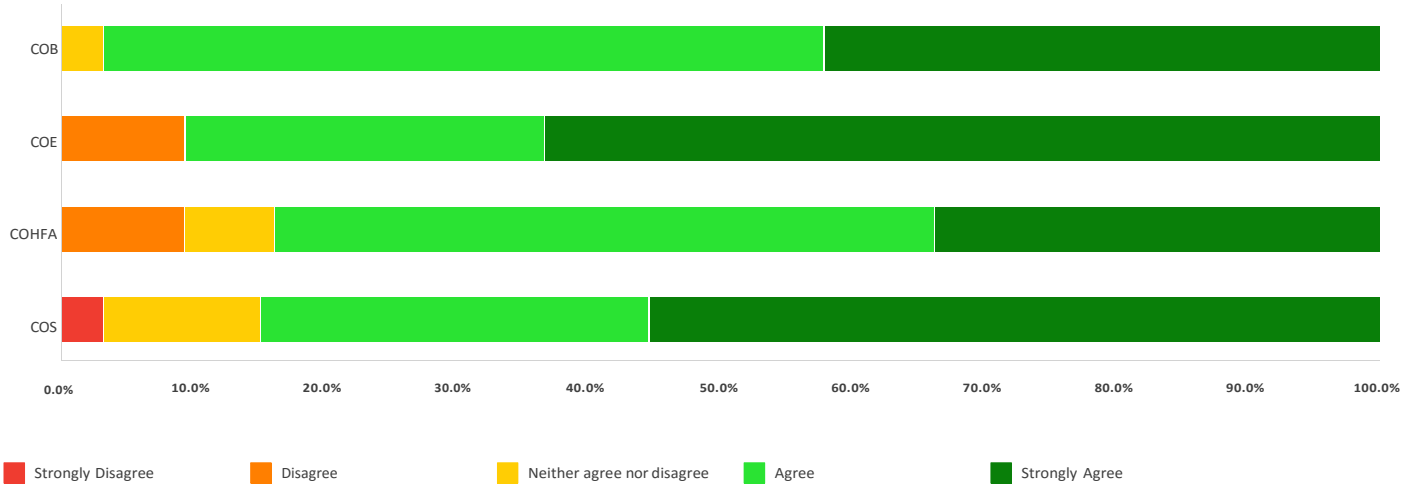
The Future of Graduate Programs

Spring 2020

N = 148

Q5b. Future of CCU graduate programs: **My college should concentrate on strengthening existing graduate programs.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**1** **0.8%**	- -	- -	- -	1 2.9%
Disagree	**5** **4.1%**	- -	1 9.1%	4 9.1%	- -
Neither agree nor disagree	**8** **6.6%**	1 3.0%	- -	3 6.8%	4 11.8%
Agree	**53** **43.4%**	18 54.5%	3 27.3%	22 50.0%	10 29.4%
Strongly Agree	**55** **45.1%**	14 42.4%	7 63.6%	15 34.1%	19 55.9%



Office of Graduate Studies

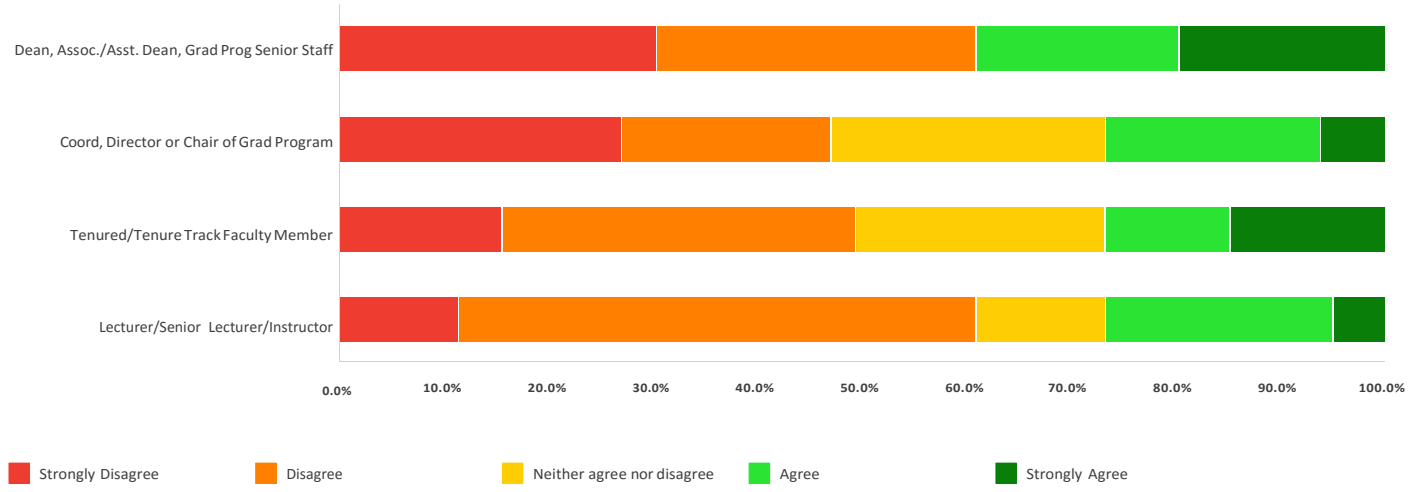
The Future of Graduate Programs

Spring 2020

N = 148

Q5c. Future of CCU graduate programs: **My college should not consider the creation of any new graduate programs.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**25** **17.0%**	3 30.0%	4 26.7%	16 15.4%	2 11.1%
Disagree	**50** **34.0%**	3 30.0%	3 20.0%	35 33.7%	9 50.0%
Neither agree nor disagree	**31** **21.1%**	- -	4 26.7%	25 24.0%	2 11.1%
Agree	**21** **14.3%**	2 20.0%	3 20.0%	12 11.5%	4 22.2%
Strongly Agree	**20** **13.6%**	2 20.0%	1 6.7%	16 15.4%	1 5.6%



Office of Graduate Studies

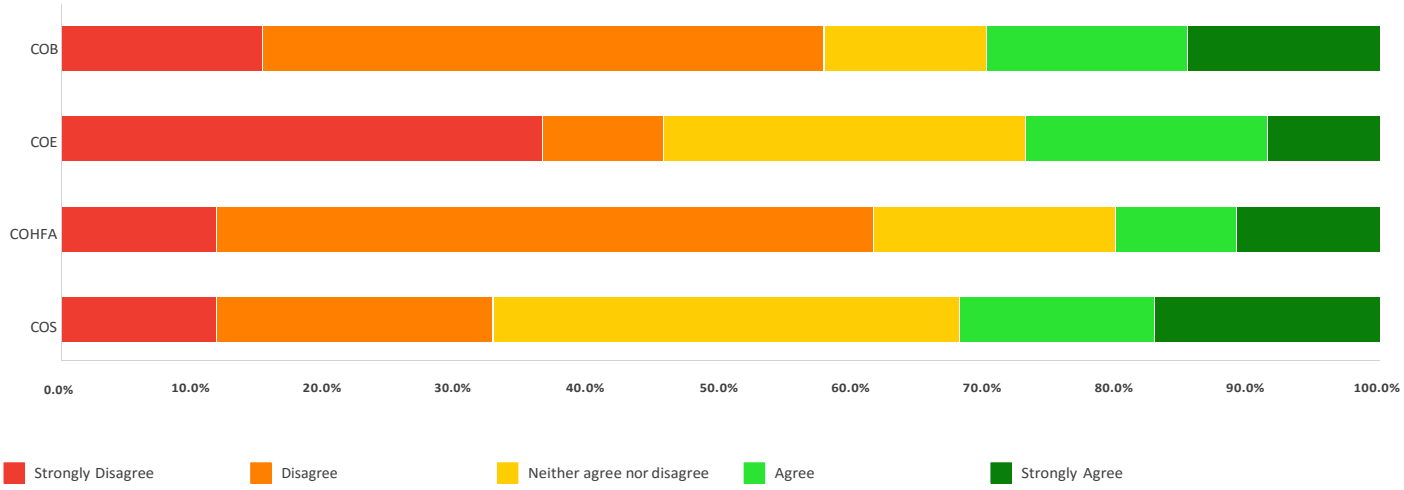
The Future of Graduate Programs

Spring 2020

N = 148

Q5c. Future of CCU graduate programs: **My college should not consider the creation of any new graduate programs.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**18** **14.8%**	5 15.2%	4 36.4%	5 11.4%	4 11.8%
Disagree	**44** **36.1%**	14 42.4%	1 9.1%	22 50.0%	7 20.6%
Neither agree nor disagree	**27** **22.1%**	4 12.1%	3 27.3%	8 18.2%	12 35.3%
Agree	**16** **13.1%**	5 15.2%	2 18.2%	4 9.1%	5 14.7%
Strongly Agree	**17** **13.9%**	5 15.2%	1 9.1%	5 11.4%	6 17.6%



Office of Graduate Studies

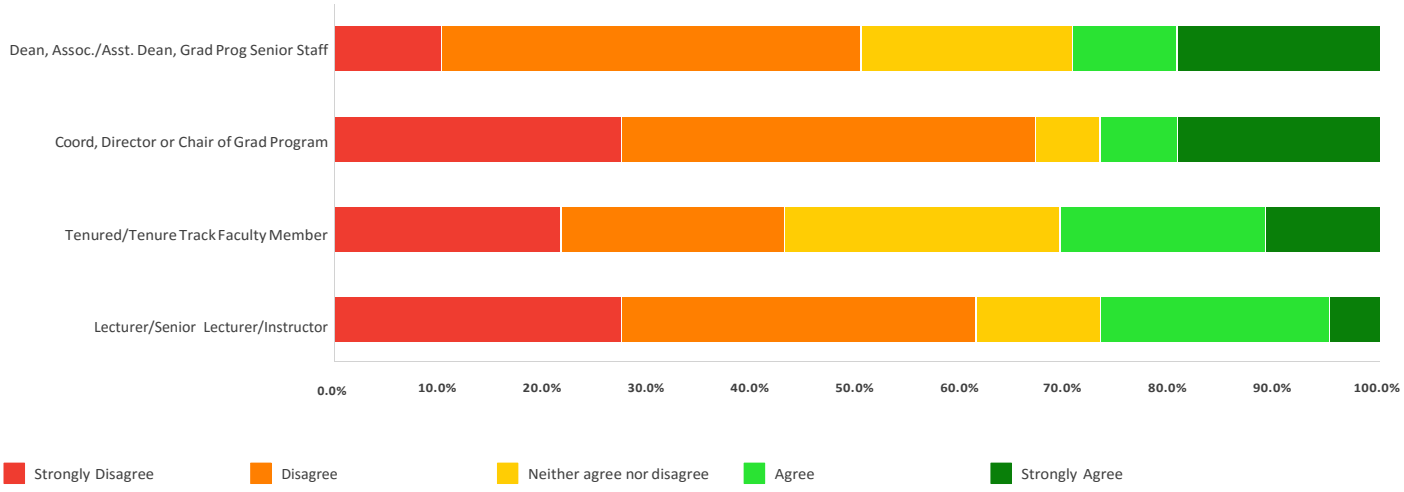
The Future of Graduate Programs

Spring 2020

N = 148

Q5d. Future of CCU graduate programs: **My college should eliminate current programs that are not financially self-sustaining as a single program.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**103**	**18**
Strongly Disagree	**32** **21.9%**	1 10.0%	4 26.7%	22 21.4%	5 27.8%
Disagree	**38** **26.0%**	4 40.0%	6 40.0%	22 21.4%	6 33.3%
Neither agree nor disagree	**32** **21.9%**	2 20.0%	1 6.7%	27 26.2%	2 11.1%
Agree	**26** **17.8%**	1 10.0%	1 6.7%	20 19.4%	4 22.2%
Strongly Agree	**18** **12.3%**	2 20.0%	3 20.0%	12 11.7%	1 5.6%



Office of Graduate Studies

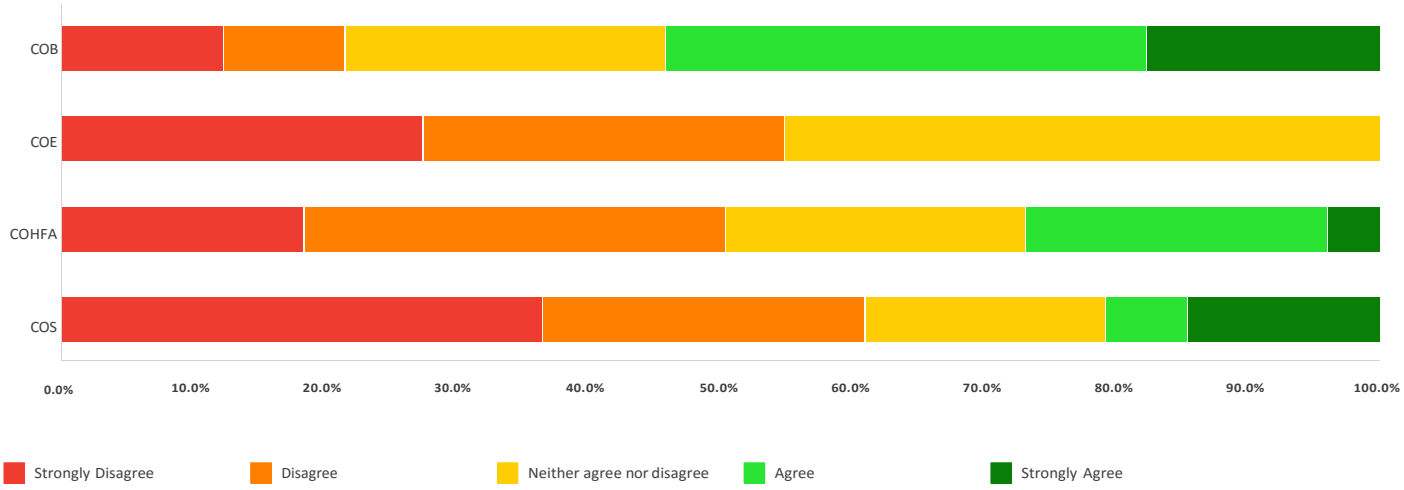
The Future of Graduate Programs

Spring 2020

N = 148

Q5d. Future of CCU graduate programs: **My college should eliminate current programs that are not financially self-sustaining as a single program.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**33**	**11**	**44**	**33**
Strongly Disagree	**27** **22.3%**	4 12.1%	3 27.3%	8 18.2%	12 36.4%
Disagree	**28** **23.1%**	3 9.1%	3 27.3%	14 31.8%	8 24.2%
Neither agree nor disagree	**29** **24.0%**	8 24.2%	5 45.5%	10 22.7%	6 18.2%
Agree	**24** **19.8%**	12 36.4%	- -	10 22.7%	2 6.1%
Strongly Agree	**13** **10.7%**	6 18.2%	- -	2 4.5%	5 15.2%



Office of Graduate Studies

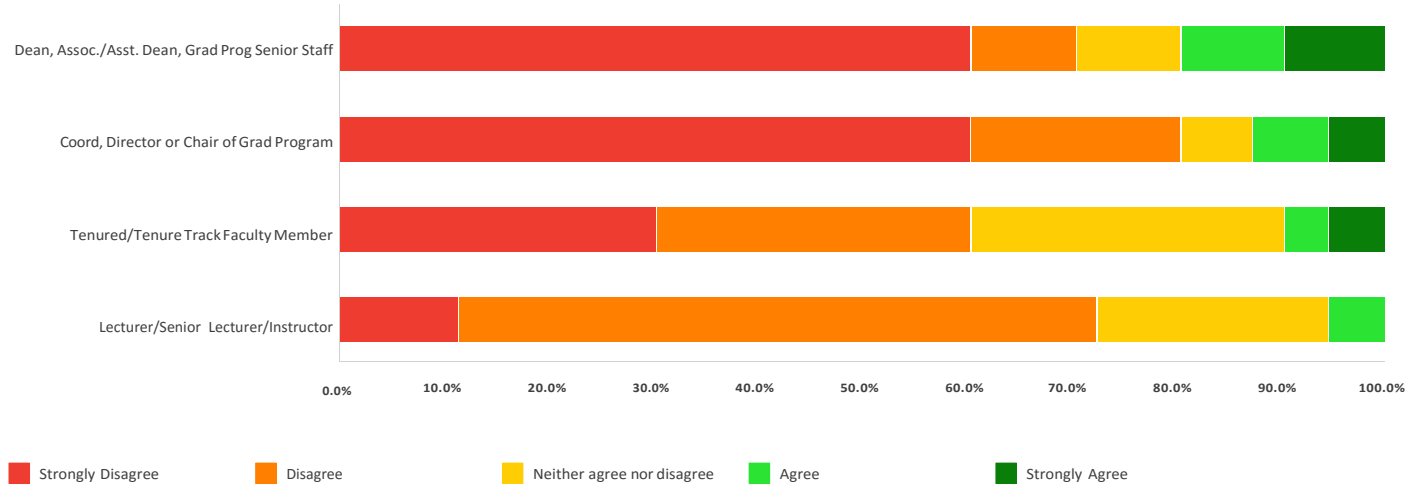
The Future of Graduate Programs

Spring 2020

N = 148

Q5e. Future of CCU graduate programs: **My college graduate programs divert too many resources from undergraduate programs and should be de-emphasized.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**103**	**18**
Strongly Disagree	**48** **32.9%**	6 60.0%	9 60.0%	31 30.1%	2 11.1%
Disagree	**46** **31.5%**	1 10.0%	3 20.0%	31 30.1%	11 61.1%
Neither agree nor disagree	**36** **24.7%**	1 10.0%	1 6.7%	30 29.1%	4 22.2%
Agree	**8** **5.5%**	1 10.0%	1 6.7%	5 4.9%	1 5.6%
Strongly Agree	**8** **5.5%**	1 10.0%	1 6.7%	6 5.8%	- -



Office of Graduate Studies

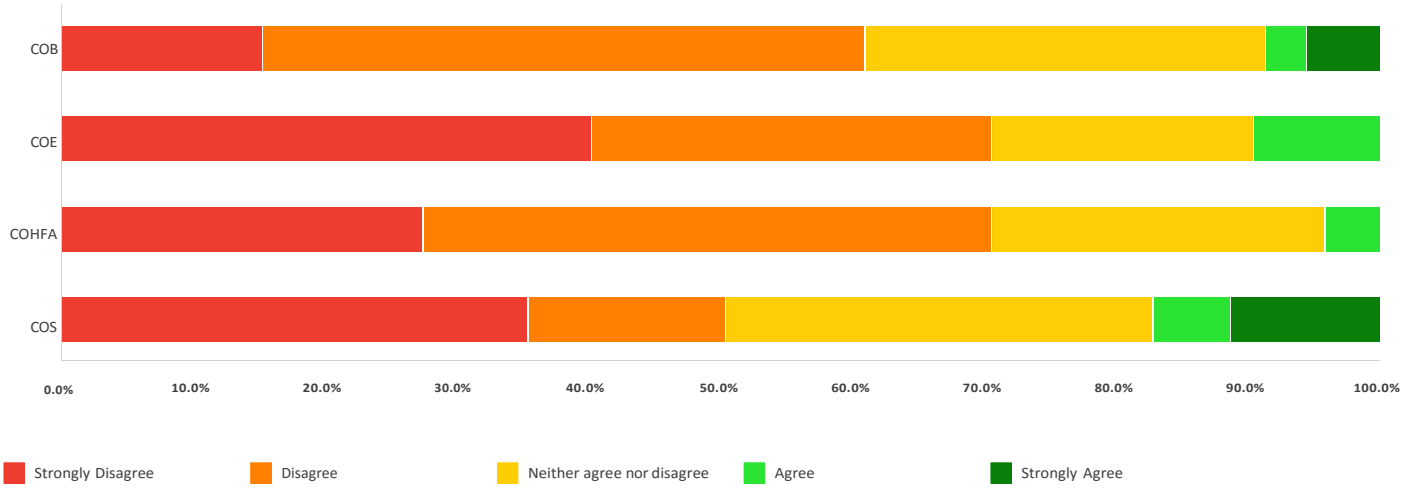
The Future of Graduate Programs

Spring 2020

N = 148

Q5e. Future of CCU graduate programs: **My college graduate programs divert too many resources from undergraduate programs and should be de-emphasized.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**33**	**10**	**44**	**34**
Strongly Disagree	**33** **27.3%**	5 15.2%	4 40.0%	12 27.3%	12 35.3%
Disagree	**42** **34.7%**	15 45.5%	3 30.0%	19 43.2%	5 14.7%
Neither agree nor disagree	**34** **28.1%**	10 30.3%	2 20.0%	11 25.0%	11 32.4%
Agree	**6** **5.0%**	1 3.0%	1 10.0%	2 4.5%	2 5.9%
Strongly Agree	**6** **5.0%**	2 6.1%	- -	- -	4 11.8%



Office of Graduate Studies

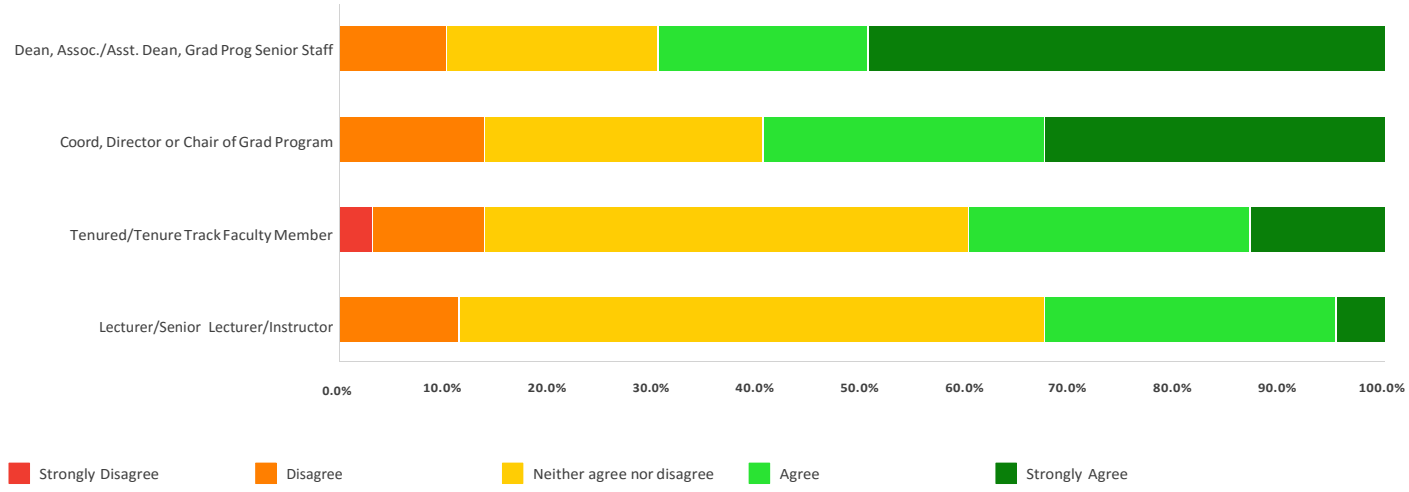
The Future of Graduate Programs

Spring 2020

N = 148

Q6a. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **has had a positive impact on the graduate programs in my college since its creation.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**3** **2.0%**	- -	- -	3 2.9%	- -
Disagree	**16** **10.9%**	1 10.0%	2 13.3%	11 10.6%	2 11.1%
Neither agree nor disagree	**64** **43.5%**	2 20.0%	4 26.7%	48 46.2%	10 55.6%
Agree	**39** **26.5%**	2 20.0%	4 26.7%	28 26.9%	5 27.8%
Strongly Agree	**25** **17.0%**	5 50.0%	5 33.3%	14 13.5%	1 5.6%



Office of Graduate Studies

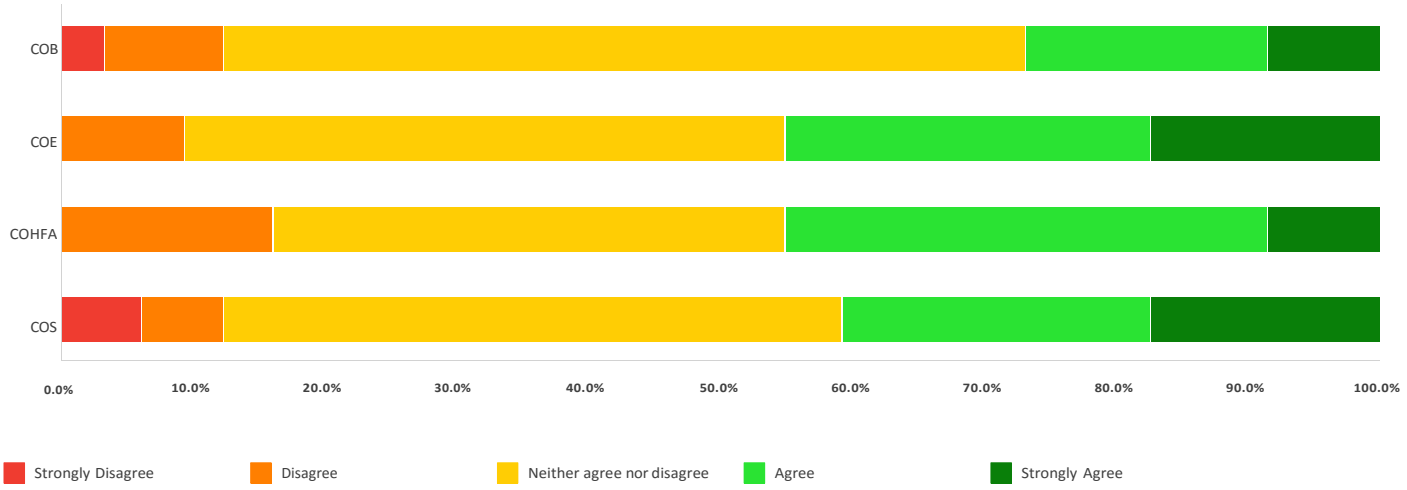
The Future of Graduate Programs

Spring 2020

N = 148

Q6a. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **has had a positive impact on the graduate programs in my college since its creation.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**3** **2.5%**	1 3.0%	- -	- -	2 5.9%
Disagree	**13** **10.7%**	3 9.1%	1 9.1%	7 15.9%	2 5.9%
Neither agree nor disagree	**58** **47.5%**	20 60.6%	5 45.5%	17 38.6%	16 47.1%
Agree	**33** **27.0%**	6 18.2%	3 27.3%	16 36.4%	8 23.5%
Strongly Agree	**15** **12.3%**	3 9.1%	2 18.2%	4 9.1%	6 17.6%



Office of Graduate Studies

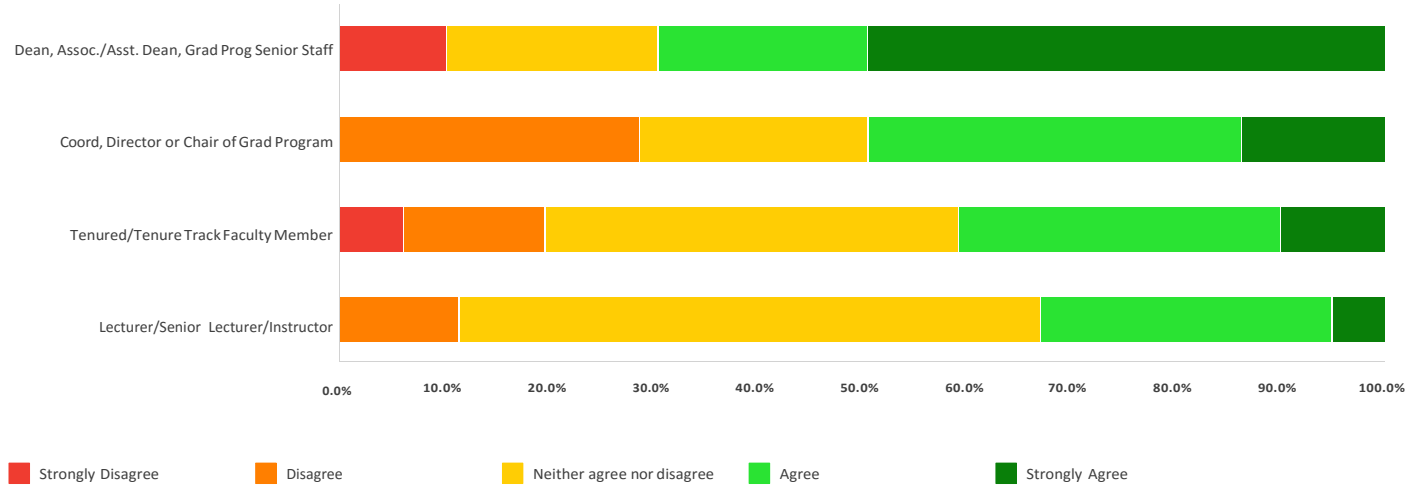
The Future of Graduate Programs

Spring 2020

N = 148

Q6b. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should maintain its current structure (a college, with oversight including both graduate studies and research).**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**14**	**104**	**18**
Strongly Disagree	**7** **4.8%**	1 10.0%	- -	6 5.8%	- -
Disagree	**20** **13.7%**	- -	4 28.6%	14 13.5%	2 11.1%
Neither agree nor disagree	**56** **38.4%**	2 20.0%	3 21.4%	41 39.4%	10 55.6%
Agree	**44** **30.1%**	2 20.0%	5 35.7%	32 30.8%	5 27.8%
Strongly Agree	**19** **13.0%**	5 50.0%	2 14.3%	11 10.6%	1 5.6%



Office of Graduate Studies

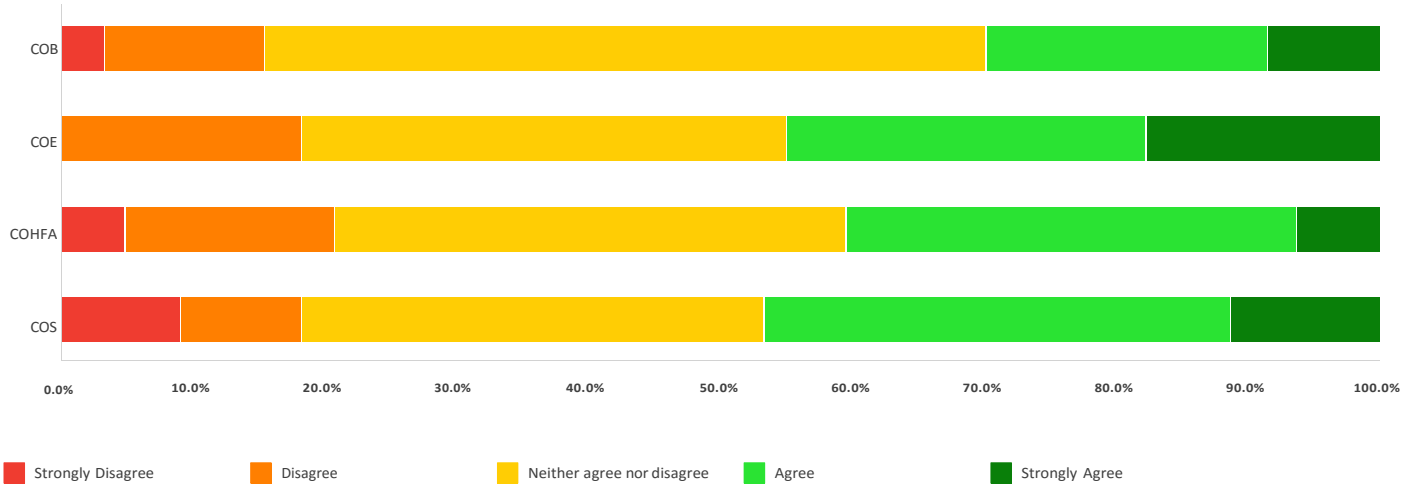
The Future of Graduate Programs

Spring 2020

N = 148

Q6b. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should maintain its current structure (a college, with oversight including both graduate studies and research).**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**6** **4.9%**	1 3.0%	- -	2 4.5%	3 8.8%
Disagree	**16** **13.1%**	4 12.1%	2 18.2%	7 15.9%	3 8.8%
Neither agree nor disagree	**51** **41.8%**	18 54.5%	4 36.4%	17 38.6%	12 35.3%
Agree	**37** **30.3%**	7 21.2%	3 27.3%	15 34.1%	12 35.3%
Strongly Agree	**12** **9.8%**	3 9.1%	2 18.2%	3 6.8%	4 11.8%



Office of Graduate Studies

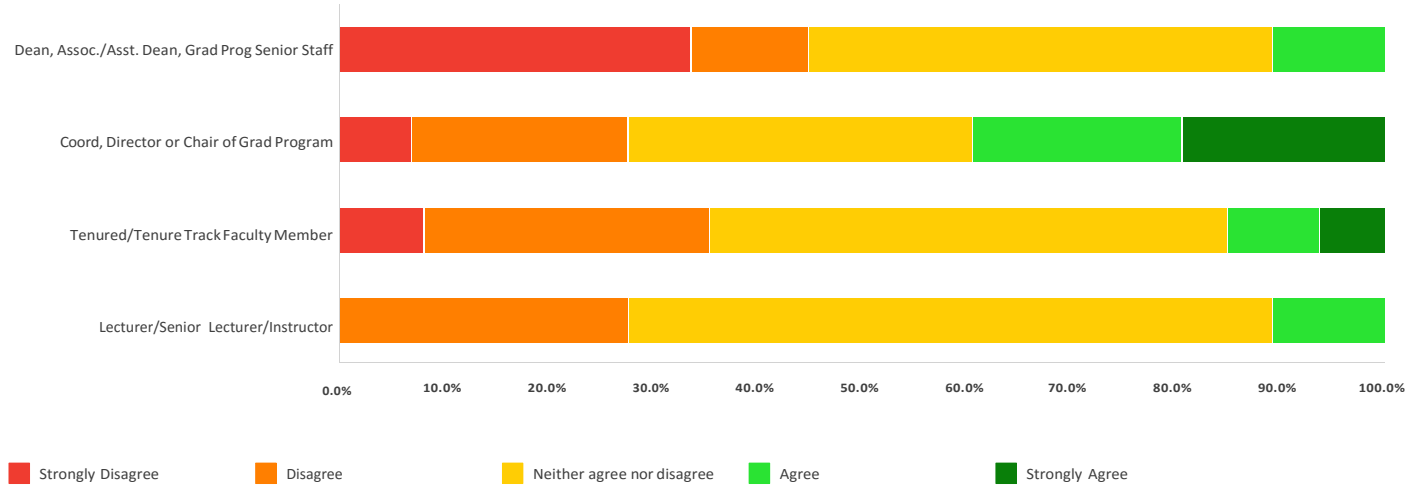
The Future of Graduate Programs

Spring 2020

N = 148

Q6c. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should remain a college of graduate studies, but the research components should be housed elsewhere.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**145**	**9**	**15**	**103**	**18**
Strongly Disagree	**12** **8.3%**	3 33.3%	1 6.7%	8 7.8%	- -
Disagree	**37** **25.5%**	1 11.1%	3 20.0%	28 27.2%	5 27.8%
Neither agree nor disagree	**71** **49.0%**	4 44.4%	5 33.3%	51 49.5%	11 61.1%
Agree	**15** **10.3%**	1 11.1%	3 20.0%	9 8.7%	2 11.1%
Strongly Agree	**10** **6.9%**	- -	3 20.0%	7 6.8%	- -



Office of Graduate Studies

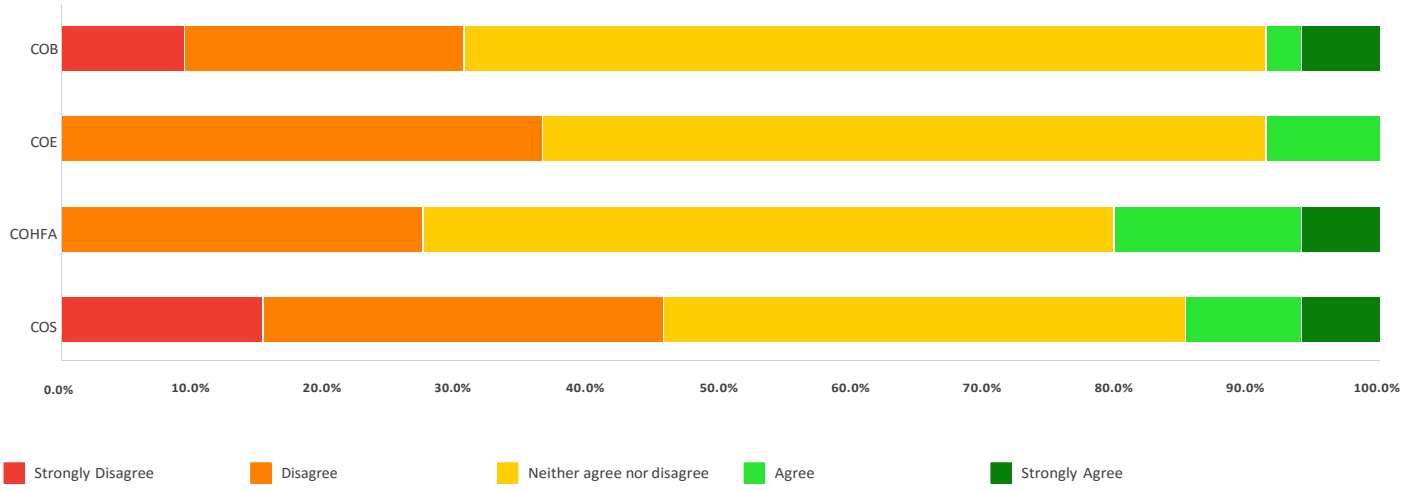
The Future of Graduate Programs

Spring 2020

N = 148

Q6c. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should remain a college of graduate studies, but the research components should be housed elsewhere.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**33**	**11**	**44**	**33**
Strongly Disagree	**8** **6.6%**	3 9.1%	- -	- -	5 15.2%
Disagree	**33** **27.3%**	7 21.2%	4 36.4%	12 27.3%	10 30.3%
Neither agree nor disagree	**62** **51.2%**	20 60.6%	6 54.5%	23 52.3%	13 39.4%
Agree	**11** **9.1%**	1 3.0%	1 9.1%	6 13.6%	3 9.1%
Strongly Agree	**7** **5.8%**	2 6.1%	- -	3 6.8%	2 6.1%



Office of Graduate Studies

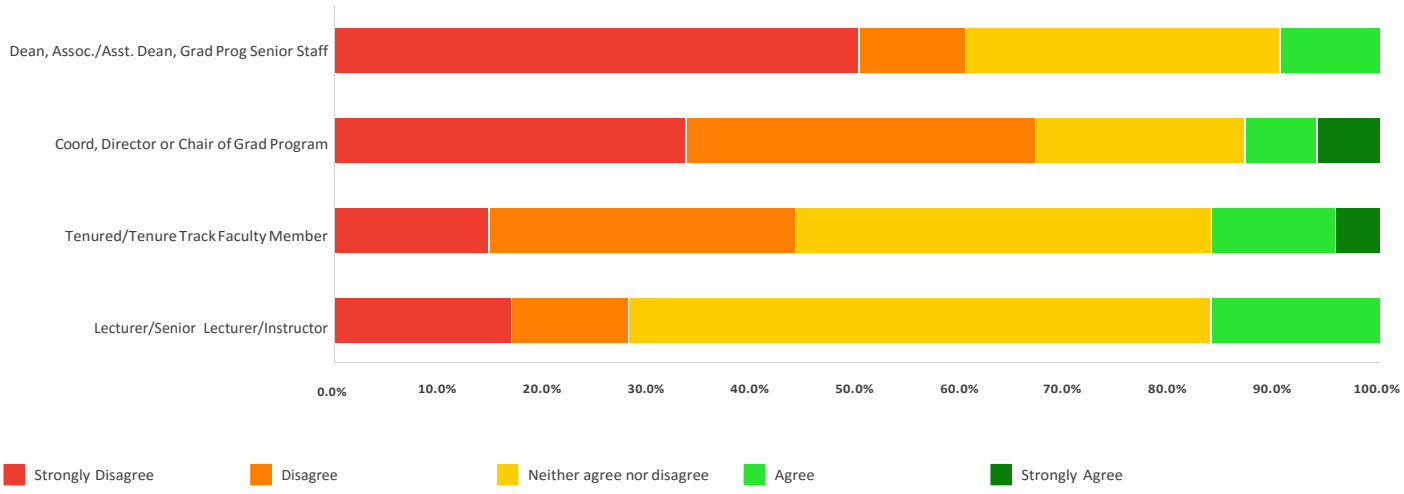
The Future of Graduate Programs

Spring 2020

N = 148

Q6d. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should be dissolved: Graduate Studies should revert to an "Office of Graduate Studies" with a director reporting to the Provost, and options for a final "home" for the various research components can be explored.**

		What is your position at CCU?			
	Total	**Dean, Assoc./Asst. Dean, Grad Prog Senior Staff**	**Coord, Director or Chair of Grad Program**	**Tenured/Tenure Track Faculty Member**	**Lecturer/Senior Lecturer/Instructor**
Base	**146**	**10**	**15**	**103**	**18**
Strongly Disagree	**28** **19.2%**	5 50.0%	5 33.3%	15 14.6%	3 16.7%
Disagree	**38** **26.0%**	1 10.0%	5 33.3%	30 29.1%	2 11.1%
Neither agree nor disagree	**57** **39.0%**	3 30.0%	3 20.0%	41 39.8%	10 55.6%
Agree	**17** **11.6%**	1 10.0%	1 6.7%	12 11.7%	3 16.7%
Strongly Agree	**6** **4.1%**	- -	1 6.7%	5 4.9%	- -



Office of Graduate Studies

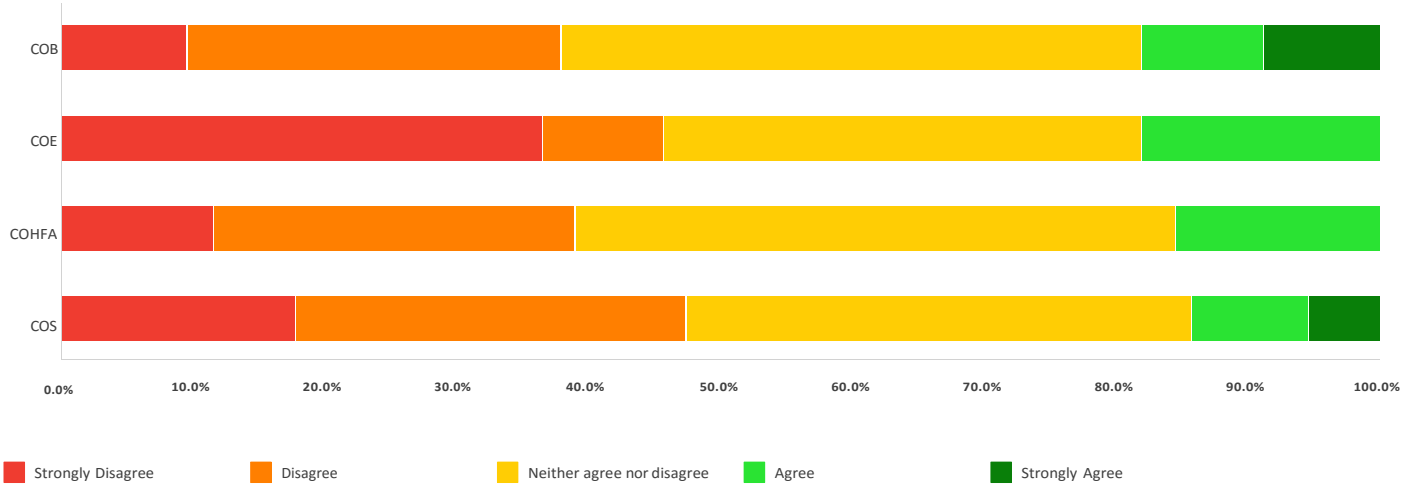
The Future of Graduate Programs

Spring 2020

N = 148

Q6d. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should be dissolved: Graduate Studies should revert to an "Office of Graduate Studies" with a director reporting to the Provost, and options for a final "home" for the various research components can be explored.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**121**	**32**	**11**	**44**	**34**
Strongly Disagree	**18** **14.9%**	3 9.4%	4 36.4%	5 11.4%	6 17.6%
Disagree	**32** **26.4%**	9 28.1%	1 9.1%	12 27.3%	10 29.4%
Neither agree nor disagree	**51** **42.1%**	14 43.8%	4 36.4%	20 45.5%	13 38.2%
Agree	**15** **12.4%**	3 9.4%	2 18.2%	7 15.9%	3 8.8%
Strongly Agree	**5** **4.1%**	3 9.4%	- -	- -	2 5.9%



Office of Graduate Studies

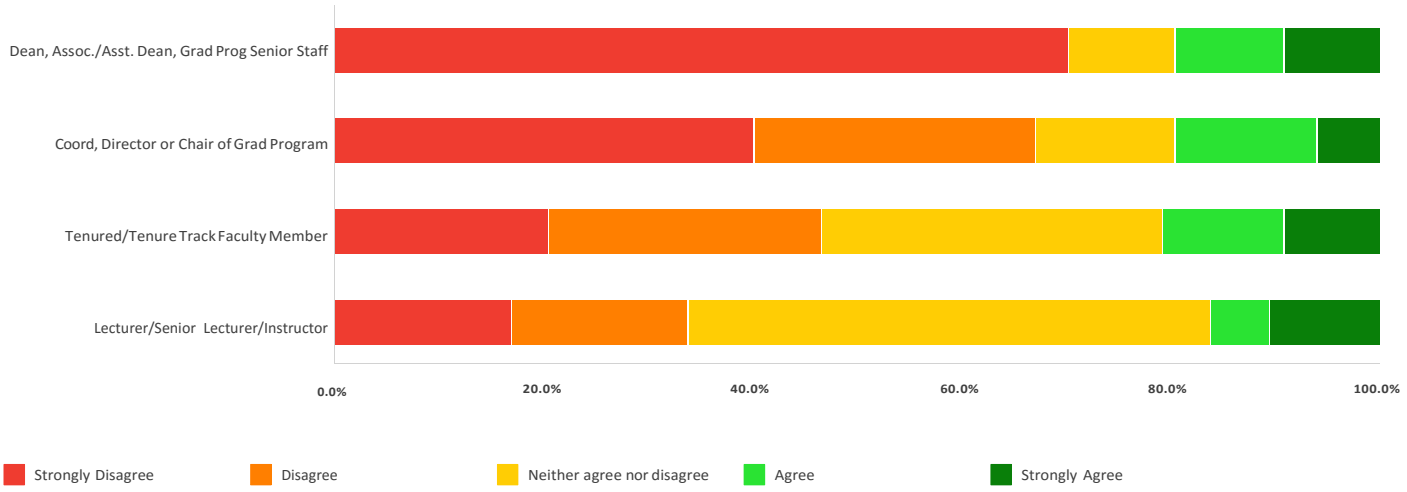
The Future of Graduate Programs

Spring 2020

N = 148

Q6e. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should be dissolved: oversight of graduate study should shift to the departments and colleges, with a small central office to ensure compliance with CHE and SACS guidelines, and options for a final "home" for the various research components can be explored.**

		What is your position at CCU?			
	Total	Dean, Assoc./Asst. Dean, Grad Prog Senior Staff	Coord, Director or Chair of Grad Program	Tenured/Tenure Track Faculty Member	Lecturer/Senior Lecturer/Instructor
Base	**147**	**10**	**15**	**104**	**18**
Strongly Disagree	**37** **25.2%**	7 70.0%	6 40.0%	21 20.2%	3 16.7%
Disagree	**34** **23.1%**	- -	4 26.7%	27 26.0%	3 16.7%
Neither agree nor disagree	**46** **31.3%**	1 10.0%	2 13.3%	34 32.7%	9 50.0%
Agree	**16** **10.9%**	1 10.0%	2 13.3%	12 11.5%	1 5.6%
Strongly Agree	**14** **9.5%**	1 10.0%	1 6.7%	10 9.6%	2 11.1%

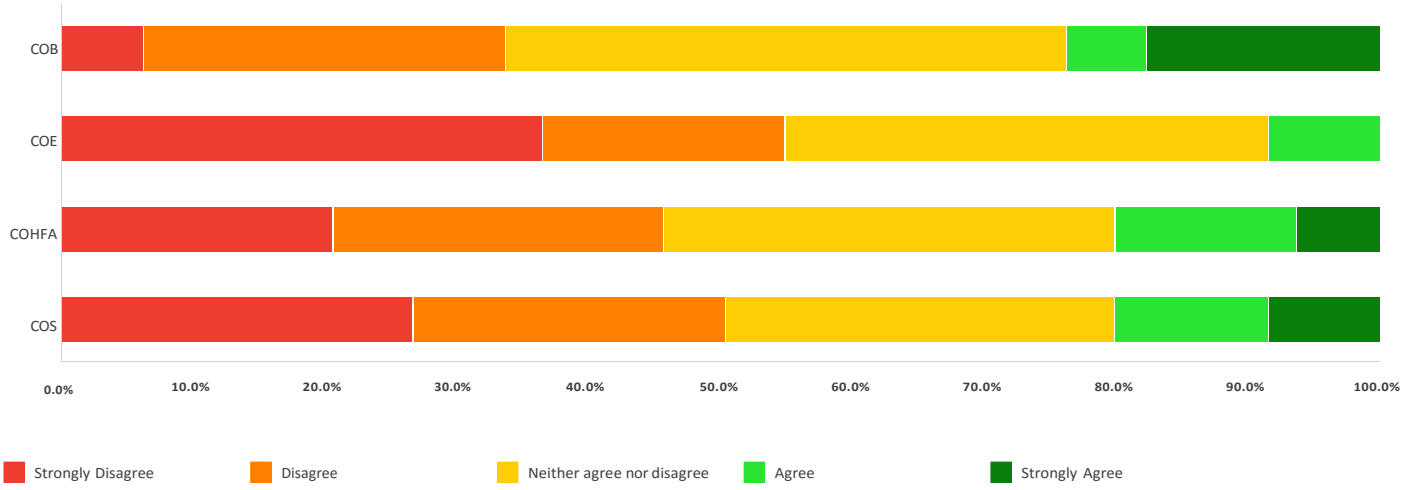


Office of Graduate Studies

The Future of Graduate Programs

Spring 2020

N = 148

Q6e. University oversight of graduate programs: I believe that the College of Graduate Studies and Research **should be dissolved: oversight of graduate study should shift to the departments and colleges, with a small central office to ensure compliance with CHE and SACS guidelines, and options for a final "home" for the various research components can be explored.**

		Which college are you in?			
	Total	**COB**	**COE**	**COHFA**	**COS**
Base	**122**	**33**	**11**	**44**	**34**
Strongly Disagree	**24** **19.7%**	2 6.1%	4 36.4%	9 20.5%	9 26.5%
Disagree	**30** **24.6%**	9 27.3%	2 18.2%	11 25.0%	8 23.5%
Neither agree nor disagree	**43** **35.2%**	14 42.4%	4 36.4%	15 34.1%	10 29.4%
Agree	**13** **10.7%**	2 6.1%	1 9.1%	6 13.6%	4 11.8%
Strongly Agree	**12** **9.8%**	6 18.2%	- -	3 6.8%	3 8.8%