SUNY Potsdam
Administrative Unit Assessment Report and Improvements

Administrative Unit: Division of Graduate & Continuing Education

Unit Contact -- Name: Joshua LaFave Phone: X3445 Email Address: lafavejj@potsdam.edu

Date Submitted: February 13, 2017

Mission Statement: The mission of the Division of Graduate and Continuing Education is to provide access to advanced academic programs, continuing education, personal and professional enrichment, and early college opportunities to individuals committed to educational attainment and lifelong learning. We serve as a conduit for the delivery of the college’s core purpose and mission, and empower and engage global citizens both during and after the completion of their study.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Desired Outcomes/Objectives</th>
<th>Assessment Methods and Targets</th>
<th>Results</th>
<th>Planned Improvements Based on Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop completion report that tracks all credit and non-credit activities on campus</td>
<td>Clarity as to what the definition of “completion” will be provided by SUNY administration, especially within the context of SUNY excels. 2. Partner with the Institutional Effectiveness office to identify how to build upon existing processes. 3. Annual report generates completions ranging from degree to non-credit, conferences, etc.</td>
<td>1. By March 31, 2016, a clear definition of what SUNY counts as completions will be provided. 2. By August 1st, 2016, a report will be created that will provide the campus and relevant stakeholders a comprehensive list of all degrees, certificates, and other identified programs. 3. By the end of 2016, an analysis of this program will be utilized as a</td>
<td>A common listing has not yet been created, however all degree programs are listed with institutional effectiveness. Individual areas do collect the data so it’s a matter of finding ways to pull it together into a campus wide document.</td>
<td>A meeting was scheduled in late 2016 with institutional effectiveness to discuss what completions were already collected, and what opportunities exist to enhance that report to add other completions such as local certificates and professional development. This discussion is ongoing.</td>
</tr>
</tbody>
</table>
| Provide the campus community with awareness and tools needed to multiple types of programs | 1. Build a comprehensive enrollment toolkit  
   a. Each functional area of the division will develop a chapter in the enrollment toolkit related to how to create and launch a program/course/workshop, complete with financial information, setup and planning, etc.  
   2. Chapters will include ways programs can fulfill the mission of the institution and support the financial stability of the campus as a whole.  
   3. Outreach will be conducted to all departments on campus to build awareness and knowledge of potential opportunities. | 1. By May 2016, each chapter of the enrollment toolkit will be completed, and a draft of the toolkit book will be ready to finalize.  
   2. By August 1, 2016, the toolkit will be approved by all appropriate offices, and ready for dissemination.  
   3. By December 2016, all departments will have received the toolkit, and the division presented it in person to each area.  
   4. A submission process will be created to track and support new enrollment ideas. | This has not been accomplished in the form by which it was presented, however progress on awareness has happened in other ways.  
   The complexities of such a “toolkit” proved very cumbersome given the financial structure of the state system.  
   We will re-evaluate the purpose of the toolkit and determine if it is still feasible to put together, or if managing programs separately continues to make sense.  
   Meetings with Business Affairs and the Provost’s office will be held to determine next best steps. |
|---|---|---|---|
| Provide access to education for all of the populations the division serves | 1. Identify and launch new opportunities for programming that meets the needs of training gaps for the community we serve.  
   2. Each functional area within the division will work collaboratively in the development of programs, communication of and marketing to stakeholders (i.e. new certificate programs, PD opportunities). | 1. Surveys and or focus groups will be developed to assist with data gathering of local population.  
   2. The division will participate in any regional/state/national surveys that will end with access to data and results.  
   3. By July 2016, an analysis will be completed to identify methods to | PLA meetings have been held and new folks with experience have been brought into the discussion, but no formal policy implemented as of yet.  
   As part of a goal to expand BA program options, a mini committee has been formed to look at PLA for the campus.  
   While there are no formal deadlines in place for a process, by fall 2017 we are looking to have options in place for our applicants/students. |
3. Research and analysis will identify what types of educational/training gaps exist within the area that the campus serves, and 3-5 new programs will be created by May 2017 with a focus on professional development.  
4. Technology will be utilized to expand and diversify how existing programs are delivered, and will serve as a driver for new program offerings.  
5. Implement a campus wide policy for Prior Learning Assessment (PLA) that grants college credit for previous professional experiences (military as well). Policy to be in place by fall 2016.  

| 4. Create assessment mechanisms to improve decision making based upon relevant trends and industry benchmarks. | 1. Reporting will be created that compares campus/program statistics with relevant trends/data locally and nationally.  
2. Specific trend data | 1. A review of all on campus reports will be conducted to determine accurate historical enrollment along with the identification of enrollment. | 1. A review of all on campus reports will be conducted to determine accurate historical enrollment along with the identification of enrollment.  
2. Specific trend data | From a division perspective, we have created longitudinal surveys to better assess special sessions work, the | Continued work in identifying assessment mechanisms is on going. Given the complexities of the division in terms of various programs and |
### 1. Strategic plan, priorities, and program planning will be updated based upon the results of analysis of trend data in conjunction with official charge from campus.

### 2. By May 2017, a vision council will be formed that will begin to analyze strategic planning, program priorities, and support outreach to key stakeholders.

The vision council has not gotten off the ground at this point in time.

### 4. A vision council will be developed that will include various campus stakeholders to assist with planning and direction of the division relevant to campus charges.

The vision council has not garnered any traction due to shifts in the strategic planning process the campus has gone through over the past year. It is anticipated that this will go a slightly different direction once the campus, and strategic planning processes are completed. Once this is done, we will reevaluate this goal and its feasibility, or, if a different approach should be taken.

### 5. Begin new partner programs with on or off campus partners

| 1. | There will be at least 3-5 new partners on campus who wish to create a new program through any of the existing modes of delivery (non-credit, PD, etc.) by May 2017. |
| 2. | A financial plan and policy is passed by the campus that guides the process for partner program and profit sharing. |
| 3. | 1-2 new off campus partnerships will be created through contract learning agreements. |

1. A partner tier, or list of existing partners will contribute to the collection of data that tracks demand and financial benefit to the college and partners. These reports will provide evidence to future partners and create a position for long term commitment by the college.

2. New MOU’s will be signed with forecasted new enrollments that will demonstrate the financial impact for the college.

We have a new partner, the St. Lawrence County chamber with whom we will re-launch the St. Lawrence Leadership Institute. We are in conversations with on campus partners for programs as well such as the literacy center conference. By May, we anticipate the goal of 3 will be reached.

We will continue to work to share opportunities with on campus partners, but focus on the new opportunities we have created. Work still needs to be done to improve the financial side of PD opportunities on campus, and we will work with the business affairs office to accomplish this goal.

### 3. Strategic plan, priorities, and program planning will be identified for each functional area and commitments will be made to have them available and utilized.

### Graduate student experience, as well as collaborations with PIAR, a research group on campus that looks at socio-economic statistics, etc.

### Disciplines of work, the reports will likely need to remain siloed.

The vision council has not garnered any traction due to shifts in the strategic planning process the campus has gone through over the past year. It is anticipated that this will go a slightly different direction once the campus, and strategic planning processes are completed. Once this is done, we will reevaluate this goal and its feasibility, or, if a different approach should be taken.

### 1. There will be at least 3-5 new partners on campus who wish to create a new program through any of the existing modes of delivery (non-credit, PD, etc.) by May 2017.

### 2. By May 2017, a vision council will be formed that will begin to analyze strategic planning, program priorities, and support outreach to key stakeholders.

The vision council has not gotten off the ground at this point in time.

### 4. A vision council will be developed that will include various campus stakeholders to assist with planning and direction of the division relevant to campus charges.

The vision council has not garnered any traction due to shifts in the strategic planning process the campus has gone through over the past year. It is anticipated that this will go a slightly different direction once the campus, and strategic planning processes are completed. Once this is done, we will reevaluate this goal and its feasibility, or, if a different approach should be taken.

### 5. Begin new partner programs with on or off campus partners

| 1. | There will be at least 3-5 new partners on campus who wish to create a new program through any of the existing modes of delivery (non-credit, PD, etc.) by May 2017. |
| 2. | A financial plan and policy is passed by the campus that guides the process for partner program and profit sharing. |
| 3. | 1-2 new off campus partnerships will be created through contract learning agreements. |

1. A partner tier, or list of existing partners will contribute to the collection of data that tracks demand and financial benefit to the college and partners. These reports will provide evidence to future partners and create a position for long term commitment by the college.

2. New MOU’s will be signed with forecasted new enrollments that will demonstrate the financial impact for the college.

We have a new partner, the St. Lawrence County chamber with whom we will re-launch the St. Lawrence Leadership Institute. We are in conversations with on campus partners for programs as well such as the literacy center conference. By May, we anticipate the goal of 3 will be reached.

We will continue to work to share opportunities with on campus partners, but focus on the new opportunities we have created. Work still needs to be done to improve the financial side of PD opportunities on campus, and we will work with the business affairs office to accomplish this goal.
| Increase overall enrollment in special sessions | 1. Course offering selection will include push mechanisms that identify courses that are needed or have a strong history of strong enrollments.  
2. Enrollment will increase no less than 10% each year for the next three years.  
3. Course offerings will increase 10-15 for each year over a three year period. | 1. Longitudinal analysis will be conducted to determine 3-5-year core courses with historically strong enrollment.  
2. Research on enrollment patterns at Potsdam and within SUNY system will be conducted each year to determine areas of opportunity. | For the first special sessions since this report, Winterim enrollment was flat. However, there were less course offerings in general offered.  
We have been working with the programmers on campus to try to identify courses that students transfer in from other institutions that would allow for creating a list of courses we need work to offer here by our own faculty. We are also working to identify high needs courses, and have been successful in adding a few sections in key areas such as the Watertown extension center.  
For summer 2017, we have seen a 6% increase in summer offerings. Continued work on new sections ongoing, but with other factors at play, much is left to be done. | Study of 3-5 year analysis still to be completed, but there is much anecdotal evidence to draw upon. This will be a project for 2017.  
Continued work with the programming office is needed. While conversations has happened, there is still no formal report that has been created.  
A survey has been created and will go out to faculty regarding special sessions. The goal is to help understand what barriers exist to interest in offering coursework, and how we can improve efficiencies in items such as scheduling to improve the ease for a department to participate in summer or winter. |