

SUNY Potsdam

Administrative Unit Assessment Report and Improvements

Administrative Unit: Office of Graduate & Continuing Education

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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

Goals	Desired Outcomes/Objectives	Assessment Methods and Targets	Results	Planned Improvements Based on Assessment Results ¹
1. Develop completion report that tracks all credit and non-credit activities on campus	<ol style="list-style-type: none"> 1. 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 	<ol style="list-style-type: none"> 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 component 	<ol style="list-style-type: none"> 1. Completed. 2. Not Completed. 3. Analysis served as the catalyst for reconfiguring mission and programming for Graduate & Continuing Education. 	Non-credit activities have been cancelled or moved out of the office, enabling increased attention to graduate recruitment/retention as well as the core areas of Early College programming, special sessions, and Watertown extension site. Given the restructuring, efforts must continue to develop appropriate completion reporting.

¹ Student complaints and resulting program improvements must be included here.

	ranging from degree to non-credit, conferences, etc.	for goal setting in strategic planning and growth for the campus.		
2. Provide the campus community with awareness and tools needed to multiple types of programs	<ol style="list-style-type: none"> 1. Build a comprehensive enrollment toolkit <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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. 	To the best of my knowledge, none of this was completed.	The enrollment toolkit is a good concept. In the next assessment cycle, Grad & Con't Ed should revisit it to determine its potential and feasibility.

	opportunities.			
Provide access to education for all of the populations the division serves	<ol style="list-style-type: none"> 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). 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 	<ol style="list-style-type: none"> 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 increase awareness of all division programs. 4. By the end of 2016, a long term development plan will be created with goals of increasing access to populations in our area who do not otherwise have means to participate in education. 5. Before the fall 2016 semester, 15% of program offerings in the division will be offered in an online environment (or hybrid), providing access to new populations who might otherwise not attend SUNY Potsdam. 6. For two years, beginning fall 2016, PLA course work 	<ol style="list-style-type: none"> 1. Because of fiscal realities and strategic plan reprioritizations, all non-academic and community programming was cancelled or moved out of the Grad & Con't Education office. 2. Identification of methods to increase awareness of division programs (i.e., marketing plan) is in progress. 3. Long term development plan to increase access to local populations for <u>graduate programs</u> is in progress. Additionally, this has expanded to increasing the student diversity in graduate programs. 4. Online offerings have increased significantly, as have newly created "virtual" courses, with COVID-19. However, of more importance than online courses are online programs. 5. Prior Learning Assessment policy has not been developed. 	Given the revised program portfolio for the office—and the College's focus on recruitment and retention—goals and assessment in this area will become the first priority in the next assessment cycle.

	<p>new program offerings.</p> <p>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.</p>	<p>will be tracked for all programs to determine types of courses and experiences most common by program.</p> <p>7. Questions in a survey that tracks reasons for enrollment will seek to determine</p>		
<p>Create assessment mechanisms to improve decision making based upon relevant trends and industry benchmarks.</p>	<p>1. Reporting will be created that compares campus/program statistics with relevant trends/data locally and nationally.</p> <p>2. Specific trend data will be identified for each functional area and commitments will be made to have them available and utilized.</p> <p>3. 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.</p> <p>4. A vision council will be developed that will include various campus stakeholders</p>	<p>1. A review of all on campus reports will be conducted to determine accurate historical enrollment along with the identification of enrollment trends.</p> <p>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.</p>	<p>1. Work to create reports to identify historic enrollment trends is ongoing, but hampered by staff shortages.</p> <p>2. Lack of access to data continues to make the analysis of local, state, and national employment and workforce trends difficult. This hampers new program research and development.</p> <p>3. The Graduate Advisory Group was formed in September 2019. The goals of the group include analyzing strategic planning and program priorities, and supporting outreach to key stakeholders.</p>	<p>Obtaining the evidence needed to make data-driven decisions continues to be difficult while we face financial challenges and staff shortages. However, growth in programming areas depends on access to local, state, and national information.</p>

	to assist with planning and direction of the division relevant to campus charges.			
Begin new partner programs with on or off campus partners	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Off-campus partnerships and contract learning have been moved out of Graduate & Con't Education. 2. The College in High School program has recruited 3 new high schools and 2 new academic departments for the 2020-2021 academic year. 3. A financial plan and policy has not been passed by campus. 	<p>A revenue-sharing pilot was run for summer sessions in 2019 and departments are receiving course review/assessment income from the College in High School program. Both will become increasingly important as department budgets continue to be cut.</p> <p>Developing new graduate programs—particularly online and hybrid programs—is critical but difficult because of staffing shortages and the lack of access to market and employment data.</p>
Increase overall enrollment in special sessions	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Longitudinal analyses and research on enrollment patterns have not been completed on a regular cycle. 2. Based on faculty and student input, as well as historic enrollment trend data, the Winter special session is being replaced by a May special session starting in May 2022. 	<p>As the College rethinks course modes of delivery in light of COVID-19, there is great potential to grow summer session enrollment.</p>

	each year over a three year period.			
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