The Graduate School’s Strategic Plan

AY 2013-2018

October 15, 2013

State University of New York College at New Paltz
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EXECUTIVE SUMMARY

This Strategic Plan for AY 2013-2018 proposes a framework and approaches for strengthening, re-envisioning, and re-inventing The Graduate School at SUNY New Paltz (New Paltz). The plan describes a bold but measured agenda for expanding graduate enrollments through an integrated enrollment management process; promoting and maintaining high-quality graduate and professional programs; responding to the needs of the workforce for highly-trained and skilled education professionals; meeting individuals’ needs for lifelong learning opportunities; satisfy students’ intellectual curiosity (i.e., deep interest in an academic area); promoting an environment that encourages exploration of new, emerging, and innovative educational trends and pedagogies; improving students’ academic experiences; creating structures that enhance The Graduate School’s autonomy; and revising The Graduate School’s mission. The plan presupposes that shifts in student demographics, rapid and currently unknown disruptions within and outside of the educational sector, and economic uncertainties will be the norm and will require timely implementation of the goals, activities, and recommendations described herein. Additionally, implementation of this strategic plan will require rapid and thoughtful responses to barriers to its success; carefully considered investments of resources; meaningful communication, collaboration, and broad consultation among administrators, faculty, staff, and students; distributed leadership whereby key members of the campus own components of the strategic plan; and benchmarking and assessing progress.

This plan emphasizes seven important strategic priorities which will guide decisions, focus budget requests, and drive resource allocation to The Graduate School. These strategic priorities are:

1. Develop an integrated and programmatic approach to marketing, recruitment, admissions, and enrollment management
2. Develop innovative approaches to teaching and learning that include but are not limited to online, hybrid, and non-credit bearing programmatic offerings
3. Revise existing graduate programs
4. Phase out low-enrolled graduate programs
5. Develop online, hybrid, and non-credit bearing courses and programs
6. Engage and support students
7. Create structures that enhance the Graduate School’s autonomy and revise the School’s mission

These seminal areas for attention and action arose from a number of campus-wide discussions with faculty, staff, and students and from studies that were conducted between spring 2012 – spring 2013. A Strategic Planning Group, appointed and led by Laurel M. Garrick Duhaney, Associate Provost & Dean of the Graduate School, developed the plan. Members of the
strategic planning committee were David Basch, Strategic Planning Coach & Adjunct Professor; Karen Bell, Associate Dean for the School of Education; Daniel Freedman, Dean of the School of Science & Engineering; Aaron Knochel, Assistant Professor & Graduate Coordinator for Visual Arts Education; Chih-Yang Tsai, Associate Dean for the School of Business; Stella Turk, Associate Dean for the College of Liberal Arts & Sciences & Former Chair of the Department of Communication Disorders; Vika Shock, Director of Graduate Admissions; Linda Smith, Senior Systems Analyst & Co-Director of the Teaching and Learning Center; and Helise Winters, Dean of Extended Learning. In accord with Provost and Vice President for Academic Affairs Phillip Mauceri’s charge to Dean Garrick Duhaney, the plan includes a series of recommendations whose aim is to buttress The Graduate School and position it for future success.

To promote the success of this Strategic plan, the Committee endorses the appointment of an implementation plan committee or an ad hoc task force. This group would ideally come from the current Graduate School Strategic Planning Committee, with specific attention given to including representatives from the six academic divisions and some key administrative areas (e.g., Department of Extended Learning, Office of Communication and Marketing). The Committee’s work might include:

- Prioritizing the Strategic Plan’s goals and initiatives
- Proposing approaches to carry out the Plan administratively
- Advising the Provost & Vice president for Academic Affairs about priority activities that require Cabinet approval and resources
- Developing metrics and benchmarks for assessing progress toward achieving goals and initiatives
- Recommending to the Provost individuals who should be responsible for monitoring progress toward accomplishing the Strategic Plan’s goals and initiatives
- Consulting with and engaging faculty members and other campus constituencies
- Informing the campus about the Plan’s implementation timeline and progress (e.g., website, email, print, face-to-face)
- Identifying the right kind of data needed to drive efforts
INTRODUCTION

The Graduate School oversees all aspects of graduate education at New Paltz. It offers more than fifty degree programs in business, education, computer science, engineering, fine arts, music therapy, and the liberal arts for students with baccalaureate degrees. Our graduate programs meet the standards of regional and national accrediting bodies where available. One program, the Master of Fine Arts in Metal, has been ranked number one in the nation for consecutive years for the quality of the program, its faculty, and the graduates. Programs are designed to encourage intellectual engagement and to prepare students for graduate and professional opportunities. The Graduate School supports the College’s mission of meeting regional economic and educational needs.

Graduate Enrollment Trends

New Paltz’s Graduate Enrollment Trends

Graduate enrollments at New Paltz have been declining. Between 2002 and 2012 part time student enrollment went from 1307 to 501, a loss of 806 students or 62%. The decline was especially steep in 2008 when we lost 457 part-time students due, in part, to the discontinuation of the master’s and certificate of advanced study programs in Nursing and suspension of seven graduate programs in Secondary Education. Figure 1 depicts overall headcounts, FTEs, and course sections for 2008 to 2012. It includes information for the School of Education, from which our biggest loss in part-time student enrollment originates. The School of Education’s enrollments have been impacted by declining budgets and school closings in the Hudson Valley region and beyond. Although our part-time enrollment declines have been mitigated somewhat by increases in full-time student enrollments especially in our non-education graduate programs (e.g., Communication Disorders, Electrical Engineering, Computer Science, MBA), such increases have not reversed the downward enrollment trend.
Figure 1. Graduate Enrollment Trends at New Paltz

Source: New Paltz’s Office of Institutional Research and Planning

**New Paltz’s Share of the Market:** A critical question that we attempted to address in our strategic planning was whether New Paltz lost a disproportionate number of enrollments or share of the market due to competitive inroads and other factors. The method that we used to calculate this trend is not a true measure of market share because we do not have access to accurate enrollment numbers in our competitive frame of Hudson Valley graduate schools. Instead, we used the SUNY comprehensive college data (see Figure 2 below) to evaluate how New Paltz performed relative to similar institutions within the SUNY system. Our analysis indicates that between 2002 and 2012, New Paltz’s share of graduate enrollments declined slightly from 15.0% to 12.8%. Since we consider Marist, Mount St. Mary, and St. Rose as colleges that compete for graduate students who reside in the Hudson Valley, we also examined these non-SUNY institutions. We looked at the programs they promoted and how they were marketed. We were particularly interested in their education programs because our education programs constitute 66.7% of our total graduate program offerings. Findings from this examination indicated that these colleges engage in aggressive marketing, discount tuition, and offer flexible course and program scheduling (e.g., accelerated, online, and hybrid). Because we have been slow to market our graduate programs and slow to offer flexible programming, where our competitors have consistently engaged in these practices, we have concluded that this has had a negative impact on our enrollment numbers.
SUNY Graduate Schools Enrollment Trends

Enrollments in graduate schools across SUNY comprehensive colleges have shown an almost across the board consistently downward trajectory for the past 10 years (2002-2012) (see Figure 2). One exception is SUNY Empire State College which has shown tremendous growth in its enrollment. Notably, SUNY Empire State College has led the way with online graduate programming, something that New Paltz has been slow to adopt.

Figure 2. Graduate Enrollments in SUNY Comprehensive Colleges from Fall 2002-2012

Source: SUNY New Paltz, Office of Institutional Research

Biggest Graduate Enrollment Drops Evident in Schools of Education

As is the case at New Paltz and at institutions with education programs across SUNY (see Figures 3 & 4), graduate enrollments also are trending downward nationally. In 2011, the Council of Graduate Schools (CGS), a membership organization for institutions of higher education in the U.S. and Canada, reported that new enrollments in graduate school have been falling since 2010, with education—at 8.8 percent—witnessing the biggest drop in new graduate enrollment.
Figure 3. SUNY Graduate Enrollment by Disciplinary Area

Source: New Paltz’s Office of Institutional Research and Planning
Figure 4. Graduate Enrollment in Education Programs Across SUNY

Source: New Paltz’s Office of Institutional Research and Planning
Factors Contributing to Our Declining Graduate Enrollments

The factors contributing to declines in our graduate enrollment are multifaceted. We are operating in a time of fiscal uncertainties and rapid changes in higher education, slow economic growth in the up-State region, tight competition for prospective students, and reductions in the P-12 teaching force. In the mid-Hudson Valley from which a significant number of our graduate students come, several Hudson Valley school districts, faced with declining resources, have been forced to cut millions of dollars from their budgets and to reduce instructional and non-instructional costs. In the North Rockland school district, for example, several teaching positions were eliminated over a 2-year period to fund other programs (Ken Mitchell, 2012). A newly released report by the Hudson Valley Pattern for Progress projects flat or declining enrollments in 94 of 114 (i.e., 82%) school districts in Columbia, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan, Ulster, and Westchester Counties (Hudson Valley Business Weekly, May 15-23, 2013). This report is a follow-up to a previous one by Pattern for Progress on school closings in the region.

Other factors that account for declining graduate enrollments include the increasing debt burden from undergraduate studies, competition from for-profit institutions, and public skepticism regarding the value of a graduate degree relative to its cost and significance. The inability or sluggishness of Graduate Schools to adapt to changes in student expectations and workplace demand has effectively contributed to suppressed graduate enrollments.

STRATEGIC PRIORITIES AND INITIATIVES

Through this strategic planning process, the Steering Committee has searched for areas of strength and opportunity and has provided a framework and approaches for enhancing and positioning The Graduate School for future success. The Committee believes we can increase graduate enrollments by investing in our strengths; implementing new and distinctive programs; revising some graduate programs and phasing out others; marshaling resources to address space limitations that curtail programmatic growth; enhancing marketing, recruitment, admissions, and enrollment management processes; improving student support and services; creating structures that increase The Graduate School’s autonomy; and revising the School’s mission to more aptly approximate our beliefs regarding the purpose of graduate education for the future. We expect that the plan, as detailed in the succeeding sections, will be implemented and monitored over the next five years by the Provost and Vice President for Academic Affairs, Dean of the Graduate School, Deans, Department Chairs, Graduate Program Coordinators, Graduate School Strategic Plan Implementation Committee, Graduate School
Staff, among others. It however is understood that the Dean of the Graduate School has primary responsibility to oversee implementation and assessment of all strategic goals and priorities.

Working with these imperatives, the Strategic Planning Steering Committee proposes the following strategic goals and initiatives to strengthen The Graduate School, grow its enrollment, and position it for future success. Committee members are cognizant of the fact that several of the ideas presented in this plan will require us to modify the ways in which we think and act; in short, they will require a change in our culture. Changing culture is often difficult to accomplish; however, we believe that if we fail to do so The Graduate School will likely not flourish.
**STRATEGIC PRIORITY #1:**

Develop an integrated and programmatic approach to marketing, recruitment, admissions and enrollment management

**Goals**

1. To utilize an integrated marketing approach
2. To develop a segmented and targeted recruitment/marketing plan that is student-centered and program specific
3. To identify key recruitment tools and activities
4. To streamline the graduate admissions process
5. To increase support to our non-matriculated graduate students
6. To develop an evidence-based enrollment management system
7. To assess program performance

**Strategic Initiatives**

1. Build brand image and identity for The Graduate School based upon a programmatic approach
2. Revise The Graduate School’s Website as its primary marketing platform
3. Define prospective student populations and design specific recruitment plans to yield these targeted populations
4. Determine academic programs to be promoted
5. Acquire *Ellucian Recruiter* as our online prospect and application source and integrate it into our current review process in Workflow
6. Develop a non-matriculated application process
7. Develop an enrollment plan for each graduate major
8. Hold programmatic enrollment planning meetings with stakeholders
9. Assess marketing and recruitment efforts in relation to programmatic performance using yield and return on investment data

For strategic priority number one, the first three goals and four strategic initiatives focus on marketing and recruitment. These are followed by two goals and two strategic initiatives that center on admissions. The final goal and three strategic initiatives conclude this section with a look at graduate enrollment management.
1.1. Marketing and Recruitment

Situation Analysis

Recruitment travel agendas along with pre- and post-marketing opportunities are planned by the Director of Graduate Admissions in consultation with the Graduate Dean a year in advance and are highly dependent upon funding, of which we have a limited amount. The Graduate School’s domestic recruitment activities (e.g., travel, event management, correspondence, advising) are processed by a part-time graduate admissions advisor housed in the Department of Extended Learning. Our international recruitment activities have been carried out with the help of staff in the Center for International Programs (CIP), faculty, the Graduate Dean and the Director of Graduate Admissions. This past spring, for example, Dan Freedman, Dean of Science and Engineering sponsored Chairperson Baback Izadi’s recruitment trip to China. Chairperson Izadi’s trip to China followed two years after our inaugural recruitment trip to China.

We engage in an overarching marketing and recruitment drive that includes promoting our graduate programs online via Google AdWords, graduateguide.com, and Yahoo; radio ads on WAMC; direct email marketing campaigns; and targeted print promotions; and attendance at domestic and international recruitment fairs. Our survey research with prospective students informs us that a majority of domestic students learn about The Graduate School and our events (e.g., Open House) from online sources. We hope to increase our web presence through a redesigned website and advertisements on popular sites such as gradschools.com, Facebook, LinkedIn, Pandora, and internationally via zinch.com. With the exception of our radio ads, we will be able to track each media buy using Google Analytics. During the fall semester we travel domestically, primarily within New York State, to promote our graduate programs. In the first two months of the spring semester our radio, online, and print ad buys focus on our Open House after which all of our ads revert back to promoting our graduate programs.

We invest in WAMC advertisements and print media purchases to increase branding and awareness of our Graduate School and its programs. We receive click through data for our emailed campaigns and can track the referral traffic to all of our web pages using Google Analytics. Through these means, we are able to track the effectiveness of our graduateguide.com and zinch.com online media buys. Additionally, the Google Ad words campaign and Yahoo Behavioral targeting provide us with detailed reports.

Our current approach to marketing restricts our ability to promote our graduate programs effectively since we have limited resources. Therefore, we plan to steer away from offering all our programs the same level of broad-based promotion in favor of targeted marketing;
whereby we promote only a select number of programs. Spotlighting programs that are
innovative, show growth, meet student needs and employment demands, etc., will allow us to
provide prospective students with a deeper understanding of what we offer and of who we are
as a graduate school. This programmatic approach to marketing will be carried through in our
website, graduate view book, and concierge page within the online application portal.

We would like to expand our international student recruitment activities even as we continue
to weigh the benefits of recruiting internationally against the potential risks and uncertainties
of immigration policy changes and expansion in an evolving and uncertain market. One reason
to pursue this approach is that matriculation among domestic students and permanent
residents has fallen but increased for international students. The Council of Graduate Schools
domestic and permanent resident graduate students fell by 2.3 percent between fall 2010 to
fall 2011 but increased by 7.8 percent for temporary residents during that year. During fall
2010 to fall 2011, most international students were enrolled in engineering (45.5 percent) and
comprised 42.4 percent of those in mathematics and computer science graduate programs. We
see a similar pattern at New Paltz where international graduate student applications have been
rising, with most accepted students enrolling in engineering, computer science, and business.

We will face challenges when we recruit outside of the US. One such challenge is students’ lack
of English language proficiency. Because some international students are non-native English
speakers, they will require intensive English language training before they can begin their
graduate studies. Fortunately, we offer intensive English language training which enhances our
potential to recruit from this rich pool of fully sponsored students. Other challenges relate to
institutional budgets, diversifying in non-US markets, providing housing, and time; the latter
relating to lag time between investment and return on investment. We believe these
challenges can be addressed by implementing a thoughtful recruitment plan.

In fall 2011, we expanded our recruitment activities to include China and India. As a SUNY
Institution of Higher Education (IHE) we were able to utilize the services of pre-approved
recruitment agents and other resources offered by the SUNY Center for Global Affairs. The
agents operate in the largest overseas markets of China, India, and Korea as well as emerging
markets such as Saudi Arabia, Brazil, Vietnam, and Turkey. While in China and India, we
promoted our MBA, Computer Science, and Electrical Engineering majors as these programs
have strong appeal to an international audience. In China we also promoted our Music Therapy
and Teaching English to Speakers of Other Languages (TESOL) graduate programs. In
subsequent years, we would like to expand our reach by traveling to Korea and emerging
markets such as Saudi Arabia, Brazil, Vietnam, and Turkey to recruit graduate students. Saudi
Arabia, for example, holds strong interest as a potential recruitment market because of the King Abdullah Scholarship Program, extended to 2020, (Choudaha & Kono, 2012), its economic growth, and its improved social infrastructure. Pre-approved agents and international faculty who have connections with accredited institutions in their home countries will continue to provide invaluable assistance to us in our international student recruitment efforts.

Strategic Initiatives for Goal #1: To Implement an Integrated Marketing Communication Plan

Institutionally, New Paltz has begun to establish an integrated marketing communication (IMC) plan that clarifies brand identity, promotes a consistent and unified approach to all marketing activities, and provides overall efficiency and enhanced leveraging to all communication efforts. We now need to develop and implement an IMC plan for the Graduate School that capitalizes on New Paltz’s strong and growing reputation as a highly selective public liberal arts college and a premier SUNY brand. Wherever appropriate promotional materials should incorporate published ranking data and various other third-party recognized authorities to reinforce the reputational halo effect of New Paltz on The Graduate School. References to The Graduate School should be included in institution wide communications.

The marketing plan should incorporate a consistent message across all internal and external media to convey the brand positioning and attributes of The Graduate School, just as is done now for the institution at large. In building our brand, we should position The Graduate School as a leadership institution and promote programs that support this leadership image. Likewise, we should highlight the successes of alums by including testimonials in promotional materials whenever appropriate. We should work with our alumni office to ensure that our graduate alumni remain engaged with the College. It is particularly imperative that the website be kept current and refreshed as this is the primary source of information used by students. Cross functional departments and all Schools should be connected to execute seamlessly the marketing effort. A student centered approach should permeate everything The Graduate School does, including program offerings, marketing, and promotion. This approach will not only aid in the saliency of The Graduate School’s brand in the market, but has the added advantage of capitalizing upon and leveraging the overall New Paltz brand and its ascendant image and reputation. In the not-too-distant past, we yielded good enrollments with very limited advertising of our programs. However, now that there is hyper-competition for graduate students, an integrated marketing communication plan—not just a marketing plan—has become critical to our survival.
Strategic Initiatives for Goal #2: To Develop a Segmented and Targeted Recruitment/Marketing Plan that is Student-Centered and Program Specific

Although the adoption of an integrated marketing communication plan for The Graduate School is imperative, it is equally important to align our recruitment efforts with students’ needs. Graduate students for the most part differ from undergraduates in their intent and motivation for attending school. By focusing on a segmented and highly targeted market we are acknowledging the reality that most graduate students are not very interested in furthering their general education, but rather in advancing their professional career. They want to know which programs will fulfill credential requirements and enhance their job prospects. Distinctive aspects of the programs should focus on academic quality and value; programmatic outcomes such as career advancement and salary increases; entrée into doctoral programs; faculty accomplishments; programmatic benefits such as clinical experience, grant opportunities, student and faculty research collaborations, and access to professional conferences such as the Institute for Disaster Mental Health, among others.

When seeking promotional support from the Graduate School, programs should demonstrate how they meet market demand, including their growth potential; explicate any unique features or leadership opportunities their program offers, and note any programmatic innovations (e.g., new/revised programs, accelerated format). A rubric should be used to evaluate programs for promotion; therefore, we have included Figure 5 as a rubric that could be used for this purpose. We expect that departments will refine the rubric and that the Graduate Marketing Committee would ultimately approve it.
Figure 5. Rubric for Reviewing Graduate Programs for Promotional Purposes

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Source: The Graduate School

**Strategic Initiatives for Goal #3: To Identify Key Recruitment Tools and Activities**

The Graduate School’s website is its chief marketing vehicle. All of our marketing materials and advertisements lead prospective students to our website to learn more about us. The cornerstone of our integrated marketing approach lies within our ability to showcase programs across advertising platforms consistently. Likewise, we want to begin to spotlight our students, alums, and faculty to better “tell our story” to prospective students. Based on information collected from prospective graduate students we believe they would respond well to an events calendar that lists application deadlines, program information session dates, programmatic events (e.g., poetry readings, conferences), online advising sessions, or webinars (e.g., how to apply, graduate funding opportunities, new student information sessions). Additionally, we believe our ability to recruit international students could be enhanced by translating some of the information on our website to other languages. We will seek to place The Graduate School more prominently on the institutional home page. These kinds of changes would reinforce our
integrated marketing approach by focusing on specific programs, highlighting the successes of students and faculty, and being student-centered.

Figure 6. Graduate Prospective Student Populations

Source: The Graduate School

Our graduate prospect pool is comprised of four basic markets: Internal, regional, national, and international (see Figure 6). We propose a recruitment plan for each market.

Internal Marketing Outreach

New Paltz Undergraduates—Stay at Home Campaign
For the past ten years our top feeder college has been our own institution. In fall 2002, for example, 45% of our incoming class was New Paltz undergraduates. We yielded these students organically as there were no marketing efforts in place at the time. In fall 2011, 37% of our incoming class graduated from our undergraduate programs; showing that our undergraduate alums continue to represent our richest prospective applicant pool. We propose a focused internal marketing campaign targeted to our undergraduate programs that are natural feeders
for our graduate programs (e.g., education majors). We would design these programs as pathway or five year programs and introduce them to students as early as accepted student day.

**Graduate Non-Completers—Complete Your Degree**
We propose a limited campaign to entice graduate non-completers to return to New Paltz to complete their graduate programs. Graduate non-completers are matriculated students who have discontinued their programs and have either exhausted or not exhausted their time to degree.

**Alumni—Return to the Paltz**
We advocate a joint outreach effort with the Alumni office to promote our graduate and certificate programs to undergraduate and graduate alumni.

**Regional/National Marketing Outreach**

**External Candidates—Recruitment Fairs, Faculty Outreach at Conferences**
Each fall semester, Graduate School staff travel to recruitment fairs, chiefly at SUNY campuses, throughout New York State to recruit prospective students to New Paltz. Biannually, graduate faculty are invited to submit funding proposals to The Graduate School to support their recruitment efforts at professional conferences.

**Online/Social Media Candidates—Google Campaign**
Now confined to a 60-75 mile radius surrounding New Paltz, we plan to expand our combined Google AdWords and Yahoo behavioral campaign to the entire New York state region. This effort will support our recruitment fair travel and outreach from the fall semester. We also plan to seek assistance from the New Paltz Social Media Manager to develop and maintain a social media advertising approach that will meet our marketing goals and objectives.

**Local/Business—Community Connection**
We plan to explore opportunities for The Graduate School to table in businesses such as IBM where we could advertise our newly revised Electrical Engineering program or other programs that may meet their employees’ interests. Additionally, we propose increasing our visibility in Teacher Centers like the Rockland Teacher Center to advertise our graduate and certificate programs.
Non-Matriculated—Non-Degree Pathway
Non-matriculated students take graduate offerings for various reasons. Many are taking pre-requisites for an advanced degree, others are pursuing a post-bachelors’ degree certificate program or a post-master’s certificate program, and others are taking graduate courses for personal fulfillment and without the expectation of earning a degree. At this point, we only assist the small percentage of students who apply to our post-master’s certificate program. However, we would like to promote all of our non-degree offerings, implement a standardized non-degree application process, and advise these prospective students.

International Marketing Outreach
Agency and Fairs—International Recruitment Campaign (IRC) Sponsored Tours
We use SUNY Global Center’s approved agents in our year-long international campaign to promote our master’s degree programs in Electrical Engineering, Computer Science, Business Administration, Public Accountancy, Teaching English to Speakers of Other Languages (TESOL), Fine Arts, and Music Therapy. Our efforts have resulted in a 36.8% increase in international application numbers since last fall; however, without housing we cannot maximize our growth potential in the non-US market.

Agency—Social Media
This year, we piloted a program with zinch.com, a social media based advertising firm. Our contract yielded 200 interested students most of whom were sophomores and juniors. Since these students need follow-up, we will seek help from Elton Wen, our SUNY China liaison, who recently visited New Paltz to learn more about our programs and distinctive qualities. Dean Bruce Sillner, who works closely with The Graduate School, has arranged for an agency to develop a Facebook page to advertise Computer Science and Electrical Engineering in India.

3+2 Prospects—Jiangsu Normal University
This 3+2 program between New Paltz and Jiangsu Normal University is being realized largely because of Distinguished Professor Keqin Li’s efforts. We are collaborating with deans, chairs, faculty, and International Programs Office to develop other MOUs with non-U.S. accredited programs that would bring international students to selected graduate programs.
1.2. Graduate Admission Process

Situation Analysis

The Graduate School collects applications online and in paper format. However, our online application only allows students to submit demographic information. To complete the application, students are required to submit supplemental documents such as letters of recommendation and transcripts via conventional post. This two-step process confuses many students and results in incomplete applications and a lengthened admission process.

Completed applications undergo a preliminary review in the Graduate Office and, if they meet the minimum Graduate School admissions criteria, are sent to departments for review by graduate program review committees. As of spring 2013 all graduate application reviews have been completed online in Workflow. This online review allows students to receive admission decisions via email and to confirm their intention to enroll and submit a deposit online.

Strategic Initiatives for Goal #4: To Streamline the Graduate Admissions Process

We support the conversion from a paper and quasi-online processes to a completely online application process as this would be more student- and user-friendly. *Ellucian Recruiter* *(Recruiter)* could help us to achieve and surpass this goal as it allows online submission of applications (including submission of confidential letters of recommendation); can deliver a highly personalized, programmatic approach to prospective students and applicants; and integrates with Banner, Xtender, Workflow, and Argos. Once students request information or submit applications, they are sent a personalized “concierge page.” This page can display our Graduate School image across the top while including programmatic information and links with program spotlights and/or faculty spotlight images. These branding opportunities would allow us to remain consistent with our integrated marketing approach and tie in seamlessly with our website. *Recruiter* allows us to create different types of applications (e.g., graduate and non-matriculated) and to work with incoming students within the database until they have been accepted. Only after students have been admitted would their records be moved into Banner and Xtender; thereby, reducing the number of duplicate records within these systems.

Strategic Initiatives for Goal #5: To Increase Support to Our Non-Matriculated Graduate Students

Our non-matriculated graduate students receive minimal support. We have one page of information dedicated to this student cohort on our website that outlines the basic definition of
the non-matriculated status, registration protocols, health/immunization requirements, transfer credit limits, and parking information. However, we do not have a formal process for advising these students (e.g., guidance as to selecting pre-requisite or pathway courses to graduate programs). Since Recruiter allows institutions to create multiple application types, with varying fee structures and requirements, it would enable us to expand our online application services to our non-matriculated student cohort.

**Graduate Enrollment Management**

**Situation Analysis**

The Graduate School’s enrollment targets for new and continuing graduate students are defined within *SUNY New Paltz’s 2013-2017 Enrollment Plan*. They are set by upper level administrators and are not currently reinforced by graduate programmatic enrollment plans. We do not regularly provide academic deans, department chairs, and graduate coordinators enrollment data. Our current enrollment management system is generally reactive—responding to information requests—rather than proactive.

**Strategic Initiatives for Goal #6: To Develop an Evidence-Based Enrollment Management System**

The Graduate School should continue to work with Institutional Research and Planning (IRP)—in consultation with graduate program administrators and faculty—to develop a series of enrollment tools and reports. For example, IRP could develop a *Capacity and Utilization Report* to help us to determine the general vitality of our graduate programs. The report (e.g., number of courses offered per term, including the number of stacked courses; total number of available seats per term; enrollment (headcount); graduating students) would be used to measure program performance.

In addition, graduate coordinators should be provided an instrument, such as the *Graduate Admissions Target Tool* (GATT; see Figure 7 below), to set their admissions targets for the summer, fall, and spring semesters. The GATT was developed by the Graduate School and its forecasting methodology is based upon programmatic five year averages per term. We also could use the *Graduate Enrollment Target Tool* (GETT; see Figure 8 below), which like the GATT is an interactive Excel spreadsheet, to set enrollment targets for new and continuing students. Data derived from these reports should be translated into programmatic enrollment plans which the Graduate Dean and Director of Graduate Admissions would discuss with graduate
program administrators and faculty at annual enrollment planning and recruitment meetings. The enrollment planning sessions will be used to review admissions and enrollment trends for each term in order to develop admission targets for the next academic year. Once the targets have been established, we would incorporate and translate this information into a recruitment plan and select an appropriate marketing approach. Assessment of programmatic marketing and recruitment initiatives in relation to their effect on admission and enrollment yield should be conducted biannually with interim enrollment reviews throughout each campaign.

Figure 7. Graduate Admissions Target Tool (GATT)

<table>
<thead>
<tr>
<th>SPRING</th>
<th>Number of Applications</th>
<th>Number of Acceptances</th>
<th>Acceptance Rate</th>
<th>Number of Registrations</th>
<th>Enrollment Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2008</td>
<td>31</td>
<td>23</td>
<td>74%</td>
<td>17</td>
<td>74%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>36</td>
<td>28</td>
<td>78%</td>
<td>25</td>
<td>89%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>37</td>
<td>33</td>
<td>89%</td>
<td>25</td>
<td>76%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>48</td>
<td>38</td>
<td>79%</td>
<td>31</td>
<td>82%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>40</td>
<td>37</td>
<td>93%</td>
<td>32</td>
<td>85%</td>
</tr>
<tr>
<td>5 year average</td>
<td>38</td>
<td>32</td>
<td>83%</td>
<td>26</td>
<td>82%</td>
</tr>
<tr>
<td>Forecasting</td>
<td>0</td>
<td>0</td>
<td>83%</td>
<td>0</td>
<td>82%</td>
</tr>
</tbody>
</table>

Source: The Graduate School

Using the GETT (see Fig. 8), Graduate Coordinators will be able to input the number of students that they would like to enroll in the highlighted field above which will populate the number of students they need to accept and the number of applications that they will need to review based upon their program’s history.

Figure 8. Graduate Enrollment Target Tool (GETT)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Number of Declared Majors</th>
<th>New Students</th>
<th>Continuing Students</th>
<th>New Student %</th>
<th>FTE</th>
<th>Graduating Students</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 year average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forecasting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Source: The Graduate School and Institutional Research (currently in development)
**METRICS**

We propose the following metrics to evaluate strategic priorities discussed in the foregoing section:

**Strategic Goal: To utilize an Integrated Marketing Approach**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To utilize an integrated marketing approach</td>
<td>Build brand image and identity for The Graduate School through a programmatic approach (e.g., leadership positioning, successful career results)</td>
<td>Statistics of our successful grads; test results; % of PhD candidates; % in workforce; etc.</td>
<td>Spring 2014</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>Revise the Graduate School’s website</td>
<td>Google Analytics will yield ROI</td>
<td>Fall 2014</td>
<td>Communication and Media</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Determine academic programs to promote</td>
<td>Rubric</td>
<td>Fall 2013</td>
<td>Provost, Cabinet, Graduate School; Program Coordinators</td>
<td>Annually</td>
<td></td>
</tr>
</tbody>
</table>

**Strategic Goal: To develop a segmented and targeted recruitment/marketing plan that is student-centered and program specific**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop a segmented and targeted recruitment/marketing plan</td>
<td>Define prospective student populations and design specific recruitment plans to yield these targeted populations</td>
<td>Numbers of prospects; Prospect to application yield rates</td>
<td>Fall 2013</td>
<td>Graduate School</td>
<td>Bi-annually</td>
</tr>
</tbody>
</table>
### Strategic Goal: To identify key recruitment tools and activities

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key recruitment tools and develop an appropriate plan for each venue</td>
<td>Define prospective student populations and design specific recruitment plans to yield these targeted populations</td>
<td>Number of prospects; Prospect to application yield rates</td>
<td>Fall 2013</td>
<td>Graduate School</td>
<td>Bi-annually</td>
</tr>
</tbody>
</table>

---

### Strategic Goal: To streamline the graduate admissions process

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To streamline the graduate admissions process</td>
<td>Acquire <em>Ellucian Recruiter</em> as our online prospect and application source</td>
<td>Reduced # of inquiry calls from applicants &amp; coordinators; Few error msgs re: upload or application errors</td>
<td>Fall 2014</td>
<td>UG &amp; GR Admissions; Alumni; R&amp;R; IT</td>
<td>Bi-annually</td>
</tr>
<tr>
<td></td>
<td>Integrate <em>Ellucian’s</em> online graduate application with current review process in Workflow</td>
<td>Faculty can review w/out encountering error msgs</td>
<td>Fall 2014</td>
<td>Graduate School and IT</td>
<td>Bi-annually</td>
</tr>
</tbody>
</table>

---

### Strategic Goal: To increase support for our non-matriculated graduate students

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase support for our non-matriculated graduate students</td>
<td>Develop a non-matriculated graduate student application process</td>
<td>Number of applications</td>
<td>Fall 2013-Fall 2014</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
</tbody>
</table>
**Strategic Goal:** To develop an evidence-based enrollment management system

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
</table>
| Develop an evidence-based enrollment management system | Improve access to programmatic data for stakeholders | Capacity and Utilization Report:  
A. Total number of courses offered per term  
   ➢ Number of reserved seats in stacked courses  
   ➢ Number of seats available for the target major in interdisciplinary or shared majors  
B. Total number of available seats per term  
C. Enrollment  
   ➢ New vs. Continuing  
   ➢ Full-time vs. Part-time  
   ➢ Matric vs. Non-matric  
   ➢ Domestic vs. Intl.  
D. Graduating Stud. | Fall 2014 | Graduate School; IR; Program Coordinators | Annually |
<p>| Integrate enrollment and admission targets into recruitment plans | Graduate Admissions Target Tool (GATT)—predictive modeling feature based on | Fall 2013 | Graduate School | Biannually |</p>
<table>
<thead>
<tr>
<th>To assess program performance</th>
<th>Provide an enrollment management tool for stakeholders</th>
<th>Graduate Enrollment Target Tool (GETT)—in development—offers predictive modeling based upon five year, term-based averages</th>
<th>Fall 2014</th>
<th>Graduate School; IR</th>
<th>Biannually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an enrollment plan for each graduate major</td>
<td>Develop an enrollment plan for each graduate major</td>
<td>Capacity and Utilization Report, GATT &amp; GETT</td>
<td>Fall 2014</td>
<td>Programmatic</td>
<td>Biannually</td>
</tr>
<tr>
<td>Set admission targets for each graduate major</td>
<td>Set admission targets for each graduate major</td>
<td>Review of retention and graduation rates for continuing students; Use the GATT &amp; GETT tools</td>
<td>Spring 2014</td>
<td>Programmatic</td>
<td>Biannually</td>
</tr>
<tr>
<td>Assess marketing and recruitment efforts in relation to programmatic performance using yield and return on investment data</td>
<td>Assess marketing and recruitment efforts in relation to programmatic performance using yield and return on investment data</td>
<td>Utilize Google Analytics to determine success of online campaigns and their click thru rates for specific programs. Compare annual Admission Yield data to changes in marketing and recruitment efforts.</td>
<td>Fall 2014</td>
<td>Graduate School, Academic Deans, Chair, Program Coordinators</td>
<td>Biannually</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

1. Acquire Ellucian’s Recruiter
2. Redesign the Graduate School’s website
3. Increase promotional budget for enhanced media relations, translation services and to promote news, events, and other activities.
4. Develop webinars/short videos to promote programs and events on campus
5. Create a graduate viewbook, translate it for international markets, and make it web friendly
6. Use outside help to develop Search Engine Optimization (SEO) and a refined approach to social media
7. Employ graduate students to help with recruitment, promoting programs, and updating web pages
8. Retain a Graduate Marketing Committee
9. Meet with graduate program administrators and faculty to review enrollment numbers and to develop programmatic enrollment plans
10. Assess marketing and recruitment efforts against programmatic performance using yield and return on investment data
11. Implement a non-matriculated student application process
STRATEGIC PRIORITY #2:

Develop new graduate programs, credit- and non-credit bearing programmatic offerings, and programmatic agreements with non-US institutions

Goals

1. To selectively add new graduate programs
2. To strategically develop credit- and non-credit bearing curricular offerings
3. To tactically develop programmatic agreements between New Paltz and accredited non-US institutions

Strategic Initiatives

1. Develop new graduate programs to meet student needs and market demand
2. Develop credit and non-credit bearing curricular offerings that are offered to pre- and in-service professionals on and off-campus
3. Develop 3+2 programmatic agreements between New Paltz and non-US universities
4. *Proposed criteria and metrics for evaluating new graduate program proposals and credit- and non-credit bearing programmatic offerings

*The proposed criteria for evaluating new graduate program proposals and credit-and non-credit bearing programmatic offerings are on pp. 35-36 and the metrics for the strategic priorities are on pp. 39-44.

2.1. Proposed New Graduate Programs

Situation Analysis

A graduate degree is still a good investment because students need advanced degrees to enhance their professional skills and careers and to increase their earning potential. However, the majors that students choose have an impact on their career outcomes and personal development. For these and other reasons we periodically review our graduate programs, have discussions with faculty and students, review the literature, and scan the market to see if there are new programs that we should offer. Based on a review of the information gathered, we believe that the College should develop several new graduate programs, which we describe below.
Strategic Initiatives for Goal #1: To Selectively Add New Graduate Programs

Student and employer demands bring us the responsibility to develop and present graduate programs that are rigorous, innovative, compact, affordable, and which use cutting-edge delivery formats. Graduate programs that offer core curricula that can be completed in one year, with options for students to customize with a variety of concentration areas, internships or practicums appear to hold strong attraction for students. Students are seeking high-quality programs that lead to successful careers. Therefore, we want to deliver programs that are excellent, that develop students’ analytical, quantitative, critical thinking, and other skills, and which bring them good career outcomes.

Market research and information provided by students (e.g., interviews with prospective students at recruitment fairs spanning a 3-year period (2009-2012), inquiries to The Graduate School from current and prospective students), faculty, and administrators indicate that it could be advantageous to develop new graduate programs in a variety of disciplines. Such programs would conform to the revised mission proposed by the Strategic Planning Steering Committee. Where practicable, the programs should be offered in multiple formats (e.g., online, hybrid or seated), as low residency programs (e.g., summer intensive with online work during fall and/or spring), on weekends, back-to-back hybrid (e.g., 50% seated and 50% online or other combination of seated and online), two courses in a single evening (e.g., 4:30 – 6:00 and 6:15 – 7:30), during the winter intersession, in the evenings to accommodate working professionals and during the day to accommodate full time students. We encourage the use of Lecture Capture or other technologies for flipped classroom organization and that we offer more programs in cohorts with a set number of students who are prepared to complete a program that includes pre-planned, sequenced courses with limited or no choices.

Based on the preliminary research conducted, we recommend that further research be conducted to determine if we should develop the following new graduate and certificate programs: Higher Education Administration, Non-Profit Management, Enrollment Management, International Relations, Social Work, Public Administration, Environmental Studies, and Communication and Media Studies. There also is general interest and, in some cases, a commitment of time, effort, and resources toward developing the following new graduate programs:

- School of Education: The Department of Secondary Education is developing new tracks in the Master of Arts in Teaching in Biology, Mathematics, Earth Science, and Chemistry. Having acquired the content in these STEM areas in their master’s and doctoral programs, applicants to these programs will receive the requisite training to become certified teachers.
• School of Business: An Executive MBA, an online MBA, and a certificate in health care management
• School of Fine & Performing Arts: A new MFA in Photography
• School of Science & Engineering: A new M.S. in Environmental Science
• College of Liberal Arts and Sciences: Certificates of Advanced Study in Autism/Behavioral Analysis and trauma and disaster management
• Interdisciplinary master’s degree in Research and Evaluation

Advanced graduate certificates that serve as pathway programs leading to master’s degrees hold some attraction for students, faculty, and administrators. Salient features of advanced certificate programs are that they may be proposed for any post-baccalaureate curricula that do not lead to a master’s or doctoral degree, can have varying credits, and use existing courses that are applicable to a registered graduate degree program.

2.2. Proposed Credit- and Non-Credit Bearing Curricular Offerings

Situation Analysis

In the past New Paltz offered several credit- and non-credit bearing programs for professionals that yielded needed revenue while serving the needs of different stakeholders in the Hudson Valley region and beyond. These programs have been effective because they targeted specific stakeholder needs, and understood and responded to the changing patterns in the marketplace, albeit on a small scale. Such initiatives have offered professional training leading to advanced skill set development and knowledge. Often non-credit-bearing courses provided Continuing Education Units (CEUs) which may be required in various professional fields. They relied on the professional expertise of leaders in our region and/or at our college to present the material and used the College as the instructional site.

While other SUNYs around New York State, and privates in our area, have thought creatively in designing certificate programs, workshops, institutes and seminars (that may or may not build upon and/or feed into existing degree programs) to generate student enrollment and revenue, SUNY New Paltz has shown less support for such initiatives despite the probable benefits to students and the College. Competition from our sister community colleges in the region as well as the groundswell of online continuing education programs in different disciplines have greatly impacted any new programming we might entertain. At New Paltz, restricted budgets have not allowed for development of new programs, their timeliness of delivery, and much needed promotion in the marketplace.
**Strategic Initiatives for Goal #2: To strategically develop credit- and non-credit bearing curricular offerings**

Aligning the Department of Extended Learning with The Graduate School would provide access for innovative credit- and non-credit bearing programming that is timely, market driven, innovative, tested, and agile. Programming would support the continuing education of in-service teachers and other professionals, for example. Departments within the College could inform and contribute to their design, suggestions for new programs based on faculty expertise and insight into their field/industry, and participation in delivering programs.

The Department of Extended Learning, in partnership with The Graduate School, might entertain new initiatives in these suggested (but not limited to) areas:

- health care/ business professional development and training
- engineering/business professional development and training
- disaster/mental health professional development and training
- human services/business professional development and training
- specialized training and development for educators (focus on select populations in need, e.g., bilingual educators, autism)

Collaboration with regional businesses, not-for-profit organizations, health care providers, and educators would be essential. Such collaborations would provide insight into the field, the probable interest level of prospective participants, etc., all helping to ensure a positive result.

**2.3. Develop Strategic Programmatic Agreements with Non-US Accredited Universities**

**Situation Analysis**

The development of programmatic agreements between New Paltz and non-U.S. accredited institutions should become a priority at the graduate level. Many graduate programs have begun to diversify their graduate school populations because matriculation among domestic students and permanent residents has fallen. The Council of Graduate Schools (CGS, cited in *The New York Times Business*, September 28, 2012) noted that temporary residents comprised 16.9 percent of all graduate students in U.S. schools, a percentage that has continued to grow as non-US governments fund scholarships for more and more of their citizens to study abroad.
Strategic Initiatives for Goal #3: To tactically develop programmatic agreements between New Paltz and accredited non-US universities

We encourage the development of 3+2 programmatic agreements between New Paltz and accredited non-US universities where such arrangements are likely to strengthen our graduate programs and increase enrollments. These programmatic agreements would typically address the components as described in the agreement below.

The vice presidents of New Paltz and Jiangsu Normal University (JNU) recently signed a MOU to establish 3+2 study abroad programs in the Master of Business Administration, Master of Science in Computer Science, and Master of Science in Electrical Engineering. Based on the agreement, students will spend their first three years of undergraduate study at JNU completing all of the coursework required for their degree and JNU will certify students as being eligible for their bachelor’s degree. During year 4, students accepted to SUNY New Paltz will take graduate level classes and, depending on their English language proficiency, possibly enroll in English language classes through our Haggerty English Language Program. In their 5th year of study, students will complete all their graduate coursework, which may or may not include a thesis.

This program is slated to begin in spring 2014, and we are hoping to yield 10-20 students in each major. We are in discussions with Hebei University to bring Chinese students to our MS Electrical Engineering program, using a similar model to the one previously described.
STRATEGIC PRIORITY #3: 
Revise Existing Graduate Programs

Goal

1. To revise graduate programs (e.g., MAT, MST, MSeD, MS, and MFA) that are credit-heavy, outdated, lack efficiency, etc.

Strategic Initiatives

1. Revise some of our graduate programs to maximize efficiency and to meet student and employer needs
2. * Proposed criteria for revising existing graduate programs

*The proposed criteria for evaluating program revisions are on pp. 35-36 and the metrics for the strategic priorities are on pp. 39-44.

Situation Analysis

Our Graduate School continuously seeks to ensure that all graduate programs meet the highest standards of program review, student and employer needs, and that they have the essential resources to facilitate timely completion by registrants. In addition to addressing criteria discussed elsewhere in this plan, program revisions should address the standards of accrediting bodies and specialized professional associations, where they exist, and of NYSED, as appropriate.

Strategic Initiatives for Goal #1: To revise programs (e.g., MAT, MST, MS, MSeD, and MFA) that are credit-heavy, outdated, lack efficiency, etc.

We believe that several of our graduate programs should be revised. For example, our MAT and MST programs should be reviewed and their credits reduced. All other programs that have not been formally reviewed in the past 5-7 years should be reviewed, redundancies eliminated, and content streamlined. We encourage the creation of pathways that track undergraduate students into graduate programs (e.g., dual/multiple certification programs, 5-year programs, 3+2 programs). An example of a 5-year pathway program would be to track undergraduate mathematics or biology majors into a 1-year MAT consisting of education courses and clinically-rich experiences. In these scenarios, the students would earn their bachelor’s and master’s degrees in five years.
Based on a preliminary review and analysis, we believe the following programs should be revised:

- MSEd Childhood Education
- MAT programs in Biology, Earth Science, Chemistry, Mathematics (These could become 5-year pathway programs)
- MST program
- MS Electrical Engineering and Computer Science
- MFA Sculpture
STRATEGIC PRIORITY #4:

Phase Out Low-Enrolled Graduate Programs

Goal

1. To phase out graduate programs that are low-enrolled, lack sufficient resources, and/or are incongruous with the goals of The Graduate School
2. To phase out graduate programs where revenue productions are consistently below resource investments

Strategic Initiatives

1. Identify programs for discontinuation that are consistently low-enrolled, lack sufficient resources, have poor graduation rates, etc.
2. Identify graduate programs in which revenue productions are typically below resource investments
3. *Proposed criteria for discontinuing low-enrolled programs

*The proposed criteria for discontinuing graduate programs are on pp. 35-36 and the metrics for the strategic priorities are on pp. 39-44.

Situation Analysis

Some of our graduate programs are low-enrolled, need additional faculty and other resources, are weak, have low graduation rates, and are inconsistent with the goals of The Graduate School. Additionally, some graduate programs may not be generating returns on investment. In these scenarios, the Cabinet and relevant others should consider whether these programs should be discontinued. If it is decided that these graduate programs should be phase out, proper governance procedures must be followed, including timely notification to program faculty and students. Consideration also should be given to program completion by current enrollees, how the gap in enrollment will be closed, the effect of program closures on potential students for that program and on The Graduate School, and notably to public relations.

Strategic Initiatives for Goal #1: To phase out graduate programs that are low-enrolled, lack sufficient resources, and/or are incongruous with the goals of The Graduate School

An in-depth review of graduate programs with consistently low enrollments should be done by the Graduate Dean and Vice President for Enrollment Management and the review should examine course schedules, program resources, impact on undergraduate program(s),
graduation rates, program delivery costs, etc. Information gathered should be shared with the deans, programs, and the Provost/Vice President for Academic Affairs. Programs that are likely to be phased out should receive timely notification and an opportunity for remediation. For example, the Graduate Dean should send programs slated for discontinuance a notice of concern along with a request for a remediation plan describing how they are going to change to recruit more students. If the remediation plan is approved, programs should be placed on 1-2 years’ probation that includes periodic program performance assessments, ending at the end of year two in a decision regarding the program’s future. If the review results in a decision by the Cabinet to phase out the program, the College’s normal procedure for program discontinuance, which includes notification of relevant governance bodies, will take effect.

In accord with its charge, Committee members conducted a preliminary review of enrollment numbers and found that the following programs have shown several years of low enrollment.

- MSEd Early Childhood Education and Adolescence Education Biology, Chemistry, Earth Science, English, French, Spanish, and Literacy Education and Adolescence Special Education
- MAT Mathematics, Earth Science, Chemistry, Biology, Spanish, French
- MST Early Childhood Education B-2 program
- MA programs in Biology, Chemistry, Geology, and Mathematics
- MFA Photography
- Advanced Certificates in Multicultural Education & Teaching English Language Learners

Proposed Criteria for Evaluating New Graduate Program Proposals and Credit- and Non-Credit Bearing Programmatic Offerings, Revising Existing Graduate Programs, and Discontinuing Graduate Programs

Criteria used to evaluate new graduate program proposals, credit- and non-credit bearing programmatic offerings, revising existing graduate programs, and discontinuing graduate programs will be based on the following—some of which have been adopted from our November 2005 SUNY Guidelines for the Submission of Graduate Academic Program Proposals:

1. Provide a rationale for a particular program based upon interest and market need. You could survey current and prospective applicants and employers and advisory board members to ascertain interest. You also could examine industry trends (e.g., Is the program in a growth industry nationally? regionally? Three-five years out?). For advanced certificates – In addition to addressing the above, identify the registered
graduate program(s) to which the courses apply). Also, estimate employment opportunities and explain how the estimate was determined. Here you could use market research information (e.g., Labor Department, NYSED).

2. Identify similar programs at SUNY and non-SUNY institutions, public and private, and, where appropriate, the potential impact of those programs on the viability of the proposed program.

3. Describe the impact of the proposed post-baccalaureate or graduate program on other academic programs currently offered by the department, school, and/or campus.

4. Describe the type of student body/participants to be served. Of particular interest are the following: geographic and academic origins of students; proportions of women and minority group members; international students and students for whom English is a second language. If there are special provisions or requirements for the latter, or for special admissions in any category, describe them.

5. Provide student admission and advisement information.

6. Describe the curriculum and include course descriptions drawn from the campus graduate catalog (for each new course proposed, a syllabus is required).

7. Describe the credentials of the faculty and their course responsibilities (include faculty vitae).

8. Describe the faculty and other resources to support the program. Does the program use local college faculty? Industry leaders? High profile leaders in the field?

9. Describe the plan for assessing the program’s viability

For program revisions, the following also must be addressed:

1. Describe the proposed change and rationale for the change. The most compelling rationale is grounded academically, often arising from the results of ongoing assessment, changes in quality standards, or comparative market information.

2. Provide full justification that the need/demand for the graduate program remains strong. Evidence must include at least a three year trend showing steady or increased enrollment.

For programs scheduled for discontinuation, the following also must be addressed:

1. Describe program enrollments over the last three years (Be sure to include enrollment numbers for the current semester).

2. List all students currently enrolled in the program and their remaining programmatic requirements.

3. Develop a program discontinuation plan.
Other Programmatic Ideas for Consideration

- Redesign some of the graduate programs in the School of Education to provide multiple certifications.
- Arrange faculty work obligations for the summer in addition to spring and fall, and grant release time accordingly.
- Credit faculty for their supervision of theses and independent studies.
- Advertise certification-only programs and ask students to submit an (abbreviated) application. Certification-only applicants would apply to NYSED for certification, obtain an audit, and we would provide the courses that they need.
- Address space needs so that programs that deny applicants who are qualified can admit more students (e.g., Communication Disorders, MFA programs that require studio space).
STRATEGIC PRIORITY #5:
Develop innovative approaches to teaching and learning that include but are not limited to online, hybrid, and non-credit programmatic offerings

Goal
1. To develop innovative approaches to teaching and learning that include but are not limited to online, hybrid, and non-credit bearing programmatic offerings

Strategic Initiative
1. Develop online and hybrid courses, degrees, and certificates as well as non-credit bearing programmatic offerings

Situation Analysis
All of our graduate programs and most of our graduate courses are connected with “bricks and mortar.” However, we believe that hybrid and online learning has an important place in The Graduate School’s strategic planning because many students are gravitating toward hybrid and online courses and programs. Although enrollments in graduate schools across the nation are flat or declining, they are growing online (Eaton, March/April 2013). At New Paltz, a small number of faculty teach online, some would like to teach online but need some assistance, and others reject this teaching method. When asked about their experiences, faculty who teach online report that online education is a valid teaching method, that it requires more time and effort to teach online than face-to-face, and that it accommodates flexible scheduling for their students. Conversely, faculty who do not favor online education, often question its authenticity. They argue that students do not learn as well with online instruction as they do in a classroom with an actual professor. While some of our faculty do not endorse online learning, they advocate for hybrid courses and programs for students.

Unlike some faculty, a growing number of our students favor online courses. When we schedule online courses, they fill more quickly than seated courses. In surveys administered to prospective and current students, we were informed by a majority that they would take online and hybrid courses and programs, if offered. This seems to be trending with information collected by a Babson Survey Research Group which showed that, this year, one-third of all
students were taking online courses (Eaton, March/April 2013). Based on these data, it is likely that we are losing students to online programs.

Chancellor Nancy Zimpher’s launch of Open SUNY, the name adopted for SUNY’s online learning initiative, makes this an opportune time for New Paltz to carefully consider the extent to which our campus will expand our online offerings. The Chancellor’s Online Education Advisory Team’s interim report of December 2012 states that, “Open SUNY has the clear potential to establish SUNY as the preeminent and most extensive online learning environment in the nation by providing affordable, high quality, convenient, innovative, and flexible online education opportunities for the citizens of the State of New York and beyond.”

**Strategic Initiatives for Goal #1: Develop online and hybrid courses and programs**

We urge the College to adopt an online education system that thoughtfully considers the kinds of courses and programs that would be offered and to whom, the skills faculty need to teach online and the desired professional development required to obtain those skills, staffing and other resource needs, technical support requirements, and incentives that would encourage faculty to develop online/hybrid courses and programs (e.g., laptops, development funds). Consideration should be given to the development of policies to guide online teaching/learning, the models that we would use to assess and improve online courses and programs, course scheduling (i.e., spring, summer, fall, and/or winter intersession), student assessment and support, and examination security, among others.
We propose the following metrics to evaluate strategic priorities discussed in the foregoing section:

**Strategic Goals:** To selectively add new graduate programs
To revise graduate programs (e.g., MAT, MST, MSEd, MS, and MFA) programs that are credit-heavy, outdated, lack efficiency, etc.
To phase out graduate programs that are low-enrolled, lack sufficient resources, and/or are incongruous with the goals of The Graduate School
To phase out graduate programs where revenue productions are consistently below resource investments
To strategically develop credit- and non-credit bearing programmatic offerings

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<tr>
<th>Goals</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
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</thead>
<tbody>
<tr>
<td>To selectively add new graduate programs</td>
<td>Provide rationale for new program development</td>
<td>New program proposal rationale utilizes data and addresses market need (e.g., Is the demand local, regional, national, and/or international?). You could survey current and prospective applicants and employers to determine interest. You also could examine industry trends (e.g., Is the program in a growth industry nationally? regionally? Three-five years out?). For advanced certificates – In addition to addressing the above, identify the registered graduate program(s) to which the courses apply). Estimate employment opportunities and explain how the estimate was determined. Here you could use market research information (e.g., Labor Department, NYSED).</td>
<td>Fall 2013 – Fall 2018</td>
<td>Provost/VP for Academic Affairs, Cabinet, Graduate Dean, Dean of Extended Learning, Academic Deans, Graduate Program Coordinators &amp; Faculty</td>
<td>Bi-annually &amp; Annually</td>
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</table>
Identify similar programs at SUNY and non-SUNY institutions, public and private, and, where appropriate, the potential impact of those programs on the viability of the proposed program.

Describe the impact of the proposed post-baccalaureate or graduate program on other academic programs currently offered by the department, school, and/or campus.

Describe the type of student body/participants to be served. Of particular interest are the following: geographic and academic origins of students; proportions of women and minority group members; international students and students for whom English is a second language. If there are special provisions or requirements for the latter, or for special admissions in any category, describe them.

Provide student admission and advisement information.

Describe the curriculum and include course descriptions drawn from the campus graduate catalog (for each new course proposed, a syllabus is required).

Describe the credentials of the faculty and their course responsibilities (include faculty vitae).
To revise graduate programs (e.g., MAT, MST, MSEd, MS, and MFA) programs that are credit-heavy, outdated, lack efficiency, etc.

Describe the faculty and other resources to support the program. Does the program use local college faculty? Industry leaders? High profile leaders in the field?

Describe the plan for assessing the program’s viability

For program revisions, the following, among others, must be addressed:

1. Describe the proposed change and rationale for the change. The most compelling rationale is grounded academically, often arising from the results of ongoing assessment, changes in quality standards, or comparative market information.

2. Provide full justification that the need/demand for the graduate program remains strong. Evidence must include at least a three year trend showing steady or increased enrollment.

To phase out graduate programs that are low-enrolled, lack sufficient resources, and/or are incongruous with the goals of The Graduate School

Outline the criteria for discontinuing graduate programs

1. Describe program enrollments over the last three years (Be sure to include enrollment numbers for the current semester) and program productivity.

To phase out graduate programs where revenue productions are

<table>
<thead>
<tr>
<th>Fall 2013 – Fall 2018</th>
<th>Provost/VP for Academic Affairs, Graduate Dean, Academic Deans, Graduate Program Chairs &amp; Coordinators, Faculty</th>
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<tbody>
<tr>
<td>Biannually and Annually</td>
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<table>
<thead>
<tr>
<th>Fall 2013 – Fall 2018</th>
<th>Provost/VP for Academic Affairs, Cabinet, Graduate Dean, Academic Deans, Graduate Program Chairs &amp; Coordinators, Appropriate Governance Bodies, Faculty</th>
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</thead>
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<tr>
<td>Annually</td>
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<tr>
<td>Consistently below resource investments</td>
<td>Provide an example/template for developing a new graduate program</td>
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<tr>
<td><strong>Low-residency programs</strong></td>
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<tr>
<td>- Summer residency on-campus offerings with housing opportunities</td>
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<tr>
<td>- Expand geographic region through off-campus offerings (i.e. RTC: Literacy and Educational Administration)</td>
<td>Implement low-residency programs</td>
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<tr>
<td></td>
<td>Provide on-campus summer housing</td>
</tr>
<tr>
<td></td>
<td>Number of off-campus graduate programs</td>
</tr>
<tr>
<td><strong>Offer programs in cohorts to maximize efficiency, predictability, and develop sense of community (relates to student engagement)</strong></td>
<td>Number of programs using the cohort model</td>
</tr>
<tr>
<td><strong>Develop new local certificate programs</strong></td>
<td>Implementation of new certificates</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
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<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Create additional parts of term for on-campus offerings</td>
<td>So courses can start later (allows for consecutive rather than concurrent enrollments)</td>
</tr>
<tr>
<td>Addition of new parts of term</td>
<td></td>
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<tr>
<td>To strategically develop credit- and non-credit bearing curricular offerings</td>
<td></td>
</tr>
<tr>
<td>Put out a call for proposals for credit- and non-credit bearing curricular offerings</td>
<td>1-page, single spaced proposals addressing: a. Context of the field b. Identification of the certificate c. Potential audience (e.g., social workers, engineers, administrators) d. Length of the certificate (e.g., a week, 3 hour workshop, series of courses, modules) e. How will the work be assessed? f. Award (e.g., CEUs, Certificate of Accomplishment)</td>
</tr>
<tr>
<td>Administrators (Deans &amp; Provost) will select proposals to be implemented</td>
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</tbody>
</table>
**Strategic Goal:** To tactically develop programmatic agreements between New Paltz and accredited non-US institutions

<table>
<thead>
<tr>
<th>Goals</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To tactically develop programmatic agreements between New Paltz and</td>
<td>Bring first group of students participating in the 3+2 programs in MBA, MS Computer Science &amp; MS Electrical Engineering from Jiangsu Normal University to New Paltz</td>
<td>New matriculants</td>
<td>Spring 2014</td>
<td>Graduate Dean &amp; Staff, Dean of Int. Programs, S&amp;E Dean &amp; Chairs of Computer Science &amp; El. Engr., Dean of School of Business</td>
<td>Semester by semester &amp; Annually</td>
</tr>
<tr>
<td>accredited non-U.S. institutions</td>
<td>Develop MOU between New Paltz and Hebei University for a 3+2 program in MS Electrical Engineering</td>
<td>Signed MOU</td>
<td>Fall 2013</td>
<td>Graduate Studies Dean, Dean of S&amp;E, Chair of S&amp;E, Provost, Dean of Int. Programs</td>
<td>Semester by semester</td>
</tr>
<tr>
<td></td>
<td>Develop MOU between New Paltz and other non-U.S. accredited institutions</td>
<td>Signed MOUs</td>
<td>Fall 2013-Fall 2018</td>
<td>Graduate Dean, Academic Deans, Dean &amp; Associate Dean of Int. Programs, Provost, Chairs, &amp; Faculty</td>
<td>Annually</td>
</tr>
</tbody>
</table>

45
2. **Strategic Goal:** To develop innovative approaches to teaching and learning that include but are not limited to online, hybrid, and non-credit bearing programmatic offerings

<table>
<thead>
<tr>
<th>Goals</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop online and hybrid courses and programs and other innovative curricular offerings</td>
<td>Use Distance Learning (synchronous and asynchronous online) offerings</td>
<td>Number of Hybrid and online curricular offerings (e.g., courses, workshops, institutes, and programs)</td>
<td>Fall 2013-Fall 2018</td>
<td>Provost, Cabinet, Academic Deans, Graduate Dean, Dean of Extended Learning, Instructional Designers, Faculty</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>New &amp; Revised online policies</td>
<td>Implementation of newly-revised online policies</td>
<td>Fall 2013 – Fall 2014 &amp; beyond</td>
<td>Provost, Appropriate governance bodies, Deans, Dean of Extended Learning, Graduate Dean, Faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Faculty development activities related to online teaching and learning</td>
<td>Type &amp; Number of professional development activities</td>
<td>Fall 2013-Fall 2018</td>
<td>Provost, Dean of Extended Learning, Graduate Dean, Instructional Designer(s), TLC co-directors</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

1. Develop new master’s programs. Some programs for consideration are Higher Education Administration; Nonprofit Management; Social Work; Environmental Science; Research and Evaluation; Communication and Media Studies; Five-year programs in French and Spanish (MAT and MSEd) and MATs in Biology, Mathematics, Earth Science, and Chemistry; Executive MBA; Certificates of Advanced Study in Autism/Behavioral Analysis and Health Care Management)

2. Revise the MFA in Photography; MAT programs in Biology, Earth Science, English, Chemistry, Mathematics, and Social Studies; the MST program; and the MSEd Early Childhood and Childhood Education programs

3. Phase out low-enrolled programs and programs where revenue projections consistently fall short of resource investment.

4. Develop more MOUs to bring highly-qualified international students to select graduate programs (e.g., Business, Computer Science, Electrical Engineering, Teaching English as a Second Language, Music Therapy, and MFA programs).

5. Offer courses in different meeting configurations (e.g., on weekends; two courses back-to-back on a single evening, i.e., 3:30-6:30 and 6:30-9:10), as paired hybrid courses that meet 50% online and 50% seated—alternate weeks on the same evening; and in the daytime for full-time students and in the evenings for full- and part-time students

6. Offer more online and hybrid courses and programs. We could start with 1-2 programs initially and add others if, upon assessment, those are successful.

7. Present faculty with innovative approaches and support for developing and delivering online, hybrid, and seated courses and programs

8. Use all parts of the term—spring, summer, fall, and winter for course and program delivery.

9. Arrange faculty work obligations for the summer in addition to spring and fall, and grant release time accordingly. In other words, in addition to the summer, faculty would be granted time-off during the spring and fall semesters to conduct their research and creative activities.

10. Review all graduate programs that have not been reviewed within the last 7 years to eliminate redundancies and streamline content.

11. Offer more on- and off-campus and credit- and non-credit bearing curricular offerings.
12. Subsidize student travel to practicum placements beyond 45 miles from a student’s home base.

13. Redesign some of the graduate programs (e.g., in the School of Education) to award students multiple certifications and multiple degrees (i.e., BS & MSEd).

14. Address space limitations to expand programs that currently reject qualified applicants.

15. Recognize faculty for their supervision of theses and independent studies.

16. Develop and disseminate clear procedures to inform faculty of the criteria and processes for advancing graduate curricular offerings and the administrative approval structure for those submissions.
STRATEGIC PRIORITY #6: Engage and Support Students

Goal

1. To create differentiated support measures and structures for graduate students

Strategic Initiative:

1. Expand services and support to prospective, new, and continuing graduate students

Situation Analysis

Graduate students add vital intellectual and academic resources to our college. Therefore, we want to attract the best graduate students and to engage and support them when they get here. We understand that graduate students who are engaged and supported establish longer ties to the New Paltz academic and social communities when they transition into alumni. We also know that the College supports graduate students and that the level of support should be increased. This increased support and engagement would strengthen students’ academic outcomes and experiences as well as their ties to the College.

Strategic Initiatives for Goal #1: To create differentiated support measures and structures for prospective, newly-admitted, and matriculated students

Addressing issues of graduate student engagement and support requires an understanding that graduate students come to us with different needs and capabilities, which in turn requires differentiated approaches to engage and support them. With this in mind, we present the following as examples of strategies that would assimilate graduate students into the campus community, support their educational and professional development, and improve their overall campus experiences.

Provide on-campus housing and information about housing in the local area
The College’s Cabinet is aware that the College lacks the capacity to meet students’ need for on-campus housing and are addressing this as a matter of priority. Under the current housing plan, graduate students are not allocated housing on campus. We therefore urge the Cabinet to continue its efforts to expand on-campus housing and to include graduate students in its housing plan. Because it is highly unlikely that the college would ever be able to meet demand for on-campus housing, we propose that it gives housing priority to international students and
matriculants in summer-intensive programs. We also encourage the College to provide a streamlined set of online resources pertaining to housing that includes campus and local community resources.

*Create an online portal for The Graduate School and its students*

An online portal for The Graduate School should be created and its design should extend beyond offering static content on a web page to include a multi-layered interface where information retrieval, communication, and social exchange may be achieved. Currently, The Graduate School maintains a webpage that offers content and the Grad Café, a social platform, but fuller integration of various resources has not been achieved and continued efforts to refine the model need to be ongoing. The Graduate School Portal needs to:

1. Offer university and programmatic content (e.g., admissions, financial aid, and graduation) in an organized space

2. Provide platforms for timely and editorial content by initiating graduate student and faculty bloggers to highlight students’ accomplishments

3. Provide real-time communication channels between advisors, graduate program coordinators, and graduate students

4. Provide or link to social media platforms that engender communication between current graduate students and alumni

*Develop a range of best practices for graduate student orientations*

First impressions matter. It therefore is important that we orient students to their graduate programs and the College when they arrive on campus. To facilitate this, The Graduate School should develop and financially support a range of best practices for student orientations that local programs may adopt for their orientation programs. These best practices may include program-specific social events for faculty and graduate students to meet-and-greet, campus tours, advising sessions hosted by The Graduate School for new and returning graduate program advisors and faculty, library orientation, and campus services orientations.

*Establish graduate student on-campus events*

Engaging graduate students in the campus’ intellectual community is important. For example, more students should be provided opportunities to participate in graduate student symposia that are hosted by departments on our campus. The Graduate Symposium, hosted by our Department of English could be used as a model for other programs. We could begin with this model, which focuses explicitly on New Paltz graduate students, and then expand it to include graduate students from other universities (e.g., SUNY Brockport hosted a graduate symposium
in 2012 that included graduate students from other colleges). We would promote the MFA student exhibitions more heavily to New Paltz and non-New Paltz graduate students.

*Provide additional assistantships and scholarships to graduate students*
The committee advocates for an increase in graduate assistantships and scholarships offered to graduate students. The availability of GA and TA positions are an important component in attracting high caliber graduate students to New Paltz. In addition, travel to conferences to present graduate research can be expensive for students. Thus, travel grants, such as the Graduate Student Research and Creative Projects Award and the David Lavallee Student Travel Fund, are important resources to promote professional networking, increase opportunities for publication, and foster graduate student research. We therefore encourage increased funding to graduate students to support their education and training.

*Increase support through the Career Resource Center expressly for graduate students*
Graduate study can be a gateway to a new career or an opportunity to equip graduates with additional skills and knowledge particular to a chosen career. The Career Resource Center can be a vital resource for helping graduate students to prepare for entry into a new field or to continue in one already chosen. We therefore urge an increase in the resources provided to graduate students through the Career Resource Center.

*Establish resource support for faculty-graduate student research*
The university has initiated undergraduate research programming, such as the Summer Undergraduate Research Experience, that allocates funding to support undergraduate student-faculty research. The committee advocates for a campus allocation to promote faculty-student research at the graduate level.

*Reactivate the Graduate Student Association*
A group of graduate students from the master’s programs in Fine Arts and English began the Graduate Student Association in 2008. However, since the students graduated, the Association has been inactive. The Association should be reactivated and a succession plan for providing ongoing leadership should be developed. Faculty advisor support to the group should be encouraged and would foster students’ professional development.
METRICS

We propose the following metrics to evaluate strategic priorities discussed in the foregoing section:

1. Strategic Goal: To create differentiated support measures and structures for prospective students, newly-admitted students, and matriculants

<table>
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<tr>
<th>Goal</th>
<th>Initiatives</th>
<th>Metric</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create differentiated support measures and structures for prospective students, newly-admitted students, and matriculants</td>
<td>Provide on-campus housing to graduate students</td>
<td>Number of beds assigned to graduate students in on-campus housing</td>
<td>Fall 2018</td>
<td>Cabinet</td>
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<td></td>
<td>Develop best practices for graduate student orientations</td>
<td>Number of graduate student orientations, using best practices</td>
<td>Fall 2014</td>
<td>Graduate School &amp; Graduate Program Coordinators</td>
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<td></td>
<td>Launch online and face-to-face channels (e.g., blogs, orientation) for prospective, new, and continuing students</td>
<td>Number of online blogs and orientations launched</td>
<td>Fall 2014-Spring 2016</td>
<td>Graduate School, Communication &amp; Marketing</td>
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<td></td>
<td>Establish graduate student on campus events (e.g., graduate student symposium)</td>
<td>Number of graduate student symposia hosted on campus</td>
<td>Launch in Spring 2015</td>
<td>Graduate School &amp; Graduate Program Coordinators</td>
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<td></td>
<td>Increase scholarship support to graduate students</td>
<td>Increased funding for students’ professional development activities</td>
<td>Starting Fall 2014</td>
<td>Provost &amp; Graduate Dean</td>
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<td></td>
<td>Initiate support and information through the Career Resource Center expressly for graduate students</td>
<td>Increased support for graduate students through the Career Resource Center</td>
<td>Spring 2014</td>
<td>Cabinet &amp; Graduate Dean</td>
<td></td>
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<tr>
<td>Establish resource support for faculty and graduate student research</td>
<td>Allocation of college funds in support of faculty-graduate student research</td>
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<tr>
<td>Reactivate the Graduate Student Association</td>
<td>Active the graduate student association</td>
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<td>One to two faculty volunteers work with the group in an advisory capacity</td>
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<td>By Fall 2014</td>
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<td>By Fall 2014</td>
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<td></td>
<td>Cabinet &amp; Graduate Dean</td>
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<tr>
<td></td>
<td>Graduate Dean, Director of Graduate Admissions, &amp; Graduate Council</td>
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</table>
RECOMMENDATIONS

1. Provide on-campus housing and information about housing in the local area to graduate students
2. Create an online portal for The Graduate School and its students
3. Develop a range of best practices for graduate student orientations
4. Provide additional assistantships and scholarships to graduate students
5. Increase support through the Career Resource Center expressly for graduate students
6. Provide resource support for faculty-graduate student research
7. Reactivate the Graduate Student Association
STRATEGIC PRIORITY #7:

Create Structures that Enable The Graduate School to Become More Autonomous & Revise the School’s Mission Statement

Goals
1. To create structures that enable The Graduate School to become more autonomous
2. To revise The Graduate School’s mission statement

Strategic Initiatives

1. Develop structures that elevate the stature and autonomy of The Graduate School
2. Update The Graduate School’s mission statement

7.1 Organizational Issues

Situation Analysis

The current organizational structure of The Graduate School at SUNY New Paltz is folded into a larger administrative framework that is part of the Division of Academic Affairs. One of six Schools, the graduate programs are housed within these five Schools: School of Business, School of Education, School of Fine & Performing Arts, College of Liberal Arts & Sciences, and School of Science & Engineering. Faculty who teach within the graduate programs serve the needs of their individual programs as well as the Graduate School. There is complete reliance on faculty to develop academic programs, coordinate these programs, and in most cases to deliver these programs. There are no clear guidelines to follow when faculty are not able, reluctant, or obstruct the development of new programs or program revisions. In the face of such obstacles, it is not clear what the process is for moving the agenda forward. For example: Is the Graduate Dean permitted to hire qualified professionals to develop an Advanced Graduate Certificate in Health Care Management—a program we are interested in offering—given that we do not have staff currently in place to do this? If outside professionals are contracted to develop this program, who would deliver and administer it? See Figure 1 for additional organizational strengths and challenges of The Graduate School.

Adequate funding to fulfill The Graduate School’s goals and initiatives must be provided as a matter of high priority because, at current funding levels, it will be difficult if not impossible, for The Graduate School to achieve its mission. The Graduate School has an Income Fund Reimbursable (IFR) account that is maintained from graduate application fees. However, with
shrinking applications and large one-time expenditures being paid from the IFR account (primarily to support marketing and recruitment activities); it will not be long before The Graduate School will need added investment of funds to support its ongoing goals and activities.

Other organizational concerns for The Graduate School relate to an inflexible structure that curtails timeliness of response to student demographic changes, shifts in the marketplace, and program development and implementation. These organizational and fiscal concerns lead the Committee to conclude that The Graduate School’s current structure restrains its autonomy, will continue to restrict positive growth, and may lead to further enrollment decline, if not addressed as a top priority.

Figure 1: Organizational Strengths and Challenges of The Graduate School

<table>
<thead>
<tr>
<th>Current Organizational Strengths</th>
<th>Current Organizational Challenges</th>
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<tbody>
<tr>
<td>Provides &quot;the face&quot; of the graduate programs</td>
<td>Marketing approach of The Graduate School as a whole does not reflect the market drivers affecting students' career interests in a proactive way</td>
</tr>
<tr>
<td>Administrative support to manage overall flow of admissions and connection with accepted and prospective students</td>
<td>The Graduate School does not have a fully online admissions process. Follow up with prospective and accepted students is cumbersome; departmental follow up is not consistent or strong</td>
</tr>
<tr>
<td>Graduate Council oversees academic rigor</td>
<td>Slow process to develop and modify graduate programs; NYSED takes a long time to approve program proposals</td>
</tr>
<tr>
<td>Graduate Admissions Advisor provides easy access to students re program planning, admission requirements, etc.</td>
<td>Graduate students are a very diverse group of students with distinct needs that are different than the undergraduate students</td>
</tr>
<tr>
<td>Graduate Dean liaises with NYSED and SUNY Central for graduate programs</td>
<td>With expected increase in the number of new proposals and program revisions, it will become difficult for one person to manage issues related to NYSED &amp; SUNY program regulations and guidelines</td>
</tr>
<tr>
<td>Several strong graduate programs</td>
<td>Very limited flexibility for creative and timely program development; Graduate program offerings and proposals compete with undergraduate program resources (for time and financial support)</td>
</tr>
<tr>
<td>Strong efforts to address declining graduate</td>
<td>Declining enrollment in several key graduate</td>
</tr>
</tbody>
</table>
Strategic Initiatives for Goals 1 & 2: To develop structures that elevate the stature and autonomy of The Graduate School AND To update The Graduate School’s mission statement

The Graduate School’s structure was not closely scrutinized when we had strong graduate student enrollment. However, with declining enrollments, it has become critical for us to review and revise our current structure to establish a more responsive system. Such a structure would make it easier for us to develop and promote new graduate and certificate programs that are needed by prospective students and employers. Faculty and other professionals would be able to provide expertise to design programs in a more nimble environment. Also, they would know the processes and procedures for the development and approval of graduate program offerings.

Because we need a different way of conceptualizing graduate education at New Paltz, we are proposing that the Department of Extended Learning be aligned with The Graduate School. This will allow for easier identification of synergies and for strengthening of professional education opportunities for pre- and in-service teachers and other professionals. We also are recommending a realistic budget for The Graduate School. This, along with resource management will support more targeted allocations to address pressing needs including hiring of qualified professionals for development of course and other programmatic development, for marketing and recruitment, and for student support activities, among others. To elevate The Graduate School’s stature, we recommend that faculty teaching in graduate programs be appointed/designated graduate faculty.

Direction and new academic policies and guidelines that address issues pertinent to program development (e.g., minimum and maximum credit limits for new and revised programs, guidelines for developing new programs and for approving programs) as well as lines of administrative authority and oversight are needed from the Provost & Vice President for Academic Affairs, Cabinet, Associate Provost & Dean of the Graduate School, and the Deans. These policies and procedures would provide a structure within which to address regional and emerging market needs and opportunities, and for disentangling burgeoning programs from organizational structures that lack the flexibility or resources to deal with growth potential.
As previously mentioned, funding for The Graduate School should be a topic for attention and action by the Cabinet. While some of The Graduate School’s goals and initiatives can be carried out at minimal or no financial costs, moderate infusion of money is required to accomplish others. These monies could come from the College and/or from cost sharing with the other academic divisions. For example, since The Graduate School recruits for all its graduate programs, the Deans of the Schools in which those programs reside should invest some money into The Graduate School. Likewise, the College should reinvest funds into The Graduate School from revenues from graduate programs that exceed expenditures. Additionally, as the College invests in software packages to enhance recruitment at the undergraduate level, it should make similar investments in The Graduate School.

Finally, a Think-Tank group that would provide expertise, guidance, and information on issues related to graduate programming (e.g., marketing trends/needs, employment opportunities, NYSED regulations) would foster The Graduate School’s ability to develop programs efficiently and quickly. Experts could be drawn from the field, the Center for Research, Regional Education, and Outreach (CRREO), the academic departments, 1-2 administrative offices (e.g., the Department of Extended Learning), and the Graduate Dean as a core member of the group.

### 7.2 Revising the Graduate School’s Mission Statement

**Situation Analysis**

The current mission reveals some of the functions performed in The Graduate School. It is does not outline the broad range of activities or types of programs offered and provides no guidance to help inform future programmatic proposals. Therefore, we have revised The Graduate School’s mission.
Strategic Initiatives for Goal #3: To provide a distinct mission statement for the Graduate School

Current Mission:

The Graduate School at SUNY New Paltz provides administrative, admissions, and academic advising services, and--through the work of the Graduate Council--promotes academic excellence and program and curriculum development.

Proposed new mission statement for The Graduate School:

The Graduate School at SUNY New Paltz aims to meet the educational needs of graduate, pre-professional, professional and career-changing students seeking timely, innovative, and intellectually stimulating study while providing the breadth and depth of knowledge necessary in their chosen disciplines. Whether in the classroom, in the field, or online, our graduate, certificate and non-credit programs prepare students to be knowledgeable and skilled, ethical, and culturally sensitive individuals prepared to contribute meaningfully to their profession and their communities.

The mission statement attempts to address the question: What is the purpose of The Graduate School? As such, the proposed mission statement is student-focused with attention given to larger goals than the immediate goal of receiving an education. It also includes a broader range of potential students, emphasizes programmatic rigor, and accentuates the benefits of graduate studies. This update to the mission will allow current programs to align or re-align to the vision and goals of The Graduate School. It also provides a context for proposing and developing new programs and sun setting programs that do not align to the mission.
**METRICS**

We propose the following metrics to evaluate strategic priorities discussed in the foregoing section:

**Strategic Goal: To create structures that enable The Graduate School to become more autonomous**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Initiatives</th>
<th>Metrics</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create structures that enable The Graduate School to become more autonomous</td>
<td>Obtain a realistic budget to support The Graduate School’s goals and initiatives</td>
<td>Approved budget that will provide program seed money, hiring of professionals for program development, marketing &amp; recruitment, etc.</td>
<td>Fall 2014</td>
<td>Provost, Cabinet, Graduate Dean</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Align the Department of Extended Learning with The Graduate School</td>
<td>Approval of the Department of Extended Learning with The Graduate School</td>
<td>Alignment of the Department of Extended Learning with The Graduate School</td>
<td>Spring 2015</td>
<td>Provost, Cabinet, Dean of Extended Learning, Graduate Dean</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Develop guidelines for designating faculty graduate standing</td>
<td>Graduate Faculty named</td>
<td>Graduate Faculty named</td>
<td>Fall 2014</td>
<td>Provost, Cabinet, Graduate Dean, Graduate Council, Graduate Faculty</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Develop policies and guidelines for proposing programs and for approval of graduate program offerings</td>
<td>New policies and procedures for program development, refinement, and approval</td>
<td>New policies and procedures for program development, refinement, and approval</td>
<td>Spring 2014</td>
<td>Provost, Graduate Dean, Human Resources</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Outline a clear organizational structure for The Graduate School that fosters its autonomy &amp; elevates its stature</td>
<td>Organizational chart for The Graduate School</td>
<td>Organizational chart for The Graduate School</td>
<td>Spring 2014</td>
<td>Provost, Cabinet, Graduate Dean, Graduate Council</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Develop a Think Tank Group</td>
<td>Think Tank group identified</td>
<td>Think Tank group identified</td>
<td>Summer 2014</td>
<td>Provost, Graduate Dean, Graduate Council</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>
Strategic Goal: To revise The Graduate School’s mission statement

<table>
<thead>
<tr>
<th>Goals</th>
<th>Initiatives</th>
<th>Metrics</th>
<th>Implementation Timeline</th>
<th>Accountability</th>
<th>Review Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>To revise The Graduate School’s mission statement</td>
<td>To update all printed and online materials with the new mission</td>
<td>Number of documents and sites updated</td>
<td>Spring 2014</td>
<td>Graduate Dean, Director of Graduate Admissions</td>
<td>Summer 2014</td>
</tr>
<tr>
<td></td>
<td>Program reviews</td>
<td>Spreadsheet showing the alignment of each program’s mission to the new mission for The Graduate School</td>
<td>Spring 2014-Fall 2014</td>
<td>Graduate Dean, Dean of Extended Learning, Graduate Program Directors</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

1. The Cabinet/Provost & Vice President for Academic Affairs should support proposals that foster The Graduate School’s autonomy.

2. Leadership and support for new graduate academic policies and guidelines promoting timely development of new curricular offerings and program revisions should come from the Provost/Cabinet, Graduate Dean, and appropriate governance bodies.

3. As is the case with the other academic deans, the Provost and VP for Academic Affairs should approve a budget allocation to the Dean of The Graduate School to support administrative and curricular activities, among others.

4. Reposition the Department of Extended Learning within The Graduate School.

5. To elevate The Graduate School’s stature, we recommend that faculty teaching in graduate programs be appointed/designated graduate faculty.

6. The Graduate Dean should oversee the updating of programmatic materials with the new mission statement.

7. Develop a Think Tank group to provide expertise, guidance, and perspectives on issues relating to graduate programming.
References

Choudaha, R., & Kono, Y. (2012). Beyond more of the same: The top four emerging markets for international student recruitment. WES Research and Advisory Services, New York: NY.

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Mitchell, K. (2012, Fall). Federal mandates on local education: Costs and consequences – Yes, it’s a race, but is it in the right direction? Center for Research, Regional Education and Outreach, Discussion Brief #8, pp. 1-19.