

R·I·T

Graduate Enrollment Taskforce

Recommendations and Report Summary
January 2018

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Graduate Enrollment Taskforce Members

Taskforce Member	RIT Affiliation
Twyla Cummings, Chair	Office of Graduate Education
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John Trierweiler	Chief Marketing Officer
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Executive Summary

In November of 2016, a newly-formed task force was charged (see appendix A) by the Provost and the Dean of Graduate Education to investigate, through careful and thorough analysis, strategies to grow graduate enrollment by 30% of the fall 2015 total graduate student population (3,205) by the year 2025 (21 Day Report, fall 2016). This charge responds to Difference Maker II.4 in the RIT Strategic Plan *Greatness Through Difference*, and aligns in particular with objectives II.4.1, and II.4.3:

RIT will enlarge its graduate portfolio through adding professional and research-focused programs in STEM fields, the humanities, social sciences, and arts, increasing the graduate population by 30%. New programs will include experiential learning, research, scholarship, and co-curricular opportunities. All programs will strive for the highest levels of excellence and global recognition.

Objective II.4.1

Ensure that graduate programs include innovative curricula, capstone projects, cooperative education, and international collaboration.

Objective II.4.3

To improve continually the quality of graduate education at RIT, develop a holistic graduate program portfolio and a data-driven assessment plan.

To ensure campus-wide representation, the Graduate Enrollment Taskforce (GET) is comprised of individuals from:

- Each college and degree granting unit
- Key Strategic Departments
- Board of Trustees
- Graduate Council
- Graduate Student Population

Overview

The Graduate Enrollment Taskforce (GET) began its work with a kickoff meeting on December 2, 2016 during which Provost Jeremy Haefner presented the official charge. At this meeting, GET discussions focused on the question: “Why grow?” The taskforce and Provost Haefner contributed to this discussion and as a result, the following assumptions regarding the benefit of growth were derived to help frame the taskforce analysis:

1. Enhance awareness and RIT reputation nationally and internationally

2. Grow and develop graduate programs that are aligned with the RIT brand and strategic plan without sacrificing academic quality.
3. Continue to enhance academic experiences and research opportunities for graduate students.
4. Develop graduate programs that serve corporate partners, meet business and industry needs.
5. Develop programs that engage and meet the needs of RIT alumni.
6. Develop programs and that represent a balance between research intensive and professional degrees.
7. Generate funding resources (tuition, research, philanthropy)

These assumptions helped the taskforce shape the following questions, which formed the basis for its initial work:

1. What opportunities for growth exist within the current program portfolio? What is the demand for existing RIT graduate programs?
2. What new opportunities for growth should we consider given RIT's strengths and market demand?
3. What is the profile of current RIT graduate student populations?
4. What opportunities exist in new programs and programs under development? How can we maximize impact of these new programs in the growth strategy?
5. Will interdisciplinary programs support the enrollment goals and allow us to leverage resources?
6. How can we balance challenges of high cost of private education with expectations for growth (i.e. make RIT graduate education affordable?)
7. How can we increase the diversity of our graduate student population as part of the growth strategy?
8. What resources will be needed for growth? Given the reality of resource needs, where should we focus in the short and long term?

The focus of the taskforce and this report is to respond specifically to the Provost's charge: to investigate, through a careful and thorough analysis, strategies to grow graduate enrollment at RIT by 30% of the fall 2015 total graduate population (3,205) by the year 2025 (21 Day Report, fall 2016). With this in mind, please note the following:

- The report does not attempt to provide an overall vision or future direction for graduate study at RIT, since it was not within the scope of the committee's charge from the Provost.
- Discussions with taskforce members and stakeholders in academic departments and across campus found wide-ranging opinions and perspectives around the vision, goals and expectations, and future direction of graduate education at RIT. While not part of the

scope of this report, clarification and consensus on these issues across the University were necessary to establish and achieve objectives for graduate education.

- The following analysis was based primarily on historical data, and did not include Fall 2017 data. Graduate student enrollment for Fall 2017 was 3,238, lower than projected, due to a decline in international student enrollment. A similar decrease in international enrollment has been experienced by graduate programs nationwide. This is considered due, in large part, to the current political environment, rhetoric, and ongoing events. These factors may continue to influence RIT's ability to attract and enroll international students in the short term, which may require the University to revisit the analysis and recommendations in this report.

Approach and Process

There was universal agreement that it was necessary to secure the answers to the aforementioned questions in order for the taskforce to appropriately provide thoughtful strategic recommendations for growth in graduate enrollment. In an effort to best utilize the resources of GET and to complete the research needed to address these questions, the taskforce organized into subcommittees. The outcomes from these committees influenced the recommendations outlined in this report. The subcommittees were charged to focus on the following:

- *Analysis of Enrollment Data and Assessment of Current Programs* – This subcommittee was charged with evaluating RIT's historical, current and projected enrollment data as well as the current graduate program portfolio. The detailed analysis was based on information obtained from the Academic Program Review (APR), Institute 21 – day enrollment data, and Annualized Admissions and Enrollment data. The subcommittee reviewed existing program portfolios to assess what RIT currently offers and to determine possibilities for growth in specific programs.
- *Examination of Current Recruitment Strategies* – This subcommittee was charged to examine the current recruitment strategies utilized by each college/degree granting unit, and to determine how and if this is consistent with enrollment. Additionally, the subcommittee was tasked with the objective of determining best practices for recruitment within the University.
- *Market and Product Opportunities for Graduate Education* – The charge of this subcommittee was to assess the long-term demand for programs as aligned with RIT's Strategic Plan for reaching 30% growth of graduate enrollment from 2015 to 2025. An additional charge was to determine the demand for degrees that RIT does not currently offer.

Each subcommittee selected a chair to lead their efforts, who then reported to the full taskforce. The chairs of the subcommittees and the GET chair and co-chair met regularly to analyze data from subcommittee work, strategize recommendations and to work on the recommendation report. The full report summaries from each subcommittee can be found in appendix B.

Taskforce Recommendations

The following recommendations are a direct outcome of the work of subcommittees, inputs received from key stakeholders, and the collective discussions of the full GET, which was informed by the subcommittees’ work and data and information from sources in the “Data Sources” section of this report.

Growth Recommendations

The taskforce charge was to develop a strategic roadmap and recommendations for growing RIT’s graduate enrollment by 30% from the fall 2015 total graduate population to the year 2025 (21 Day Report, fall 2025). This would result in a growth from 3,205 to 4,167 students.

Figure 1 outlines a potential model for increasing headcount from 3,205 students to 4,167 students. In this model, the majority of the growth is derived from existing programs, new programs and online students expected to enroll through edX Micromasters pathways.

Figure 1 Graduate Growth Model

RIT Graduate Growth Model (Example) Fall 2015 - Fall 2025	
	Headcount
RIT - Main	3,131
RIT - Global	74
Fall 2015 Headcount	3,205
Areas of Focus:	
High Demand Program Growth	257
New Programs	181
Online & EdX (RIT Matriculated)	170
College Program Growth	264
Certificates - 3% of Goal	30
Global Campus - Adj. to Fall 2017	60
Total Projected Growth	962
Enrollment - Fall 2025	4,167

To achieve this goal, GET recognizes that significant growth will need to come from new and existing markets utilizing existing products (current degree programs) and developing new products (new degree programs and delivery models). The recommendations for growth in this model are categorized as follows:

- Strategic Expansion of High Demand Graduate Programs
- New Program Development and Approval
- Alternate Delivery Models
- Growth From Existing Programs

1. Strategic Expansion of High Demand Graduate Programs

Analysis of current academic portfolio data supports focusing on high demand graduate programs. Based on current masters programs, 53% of headcount is concentrated in 10 graduate degree programs (excludes PhD and certificates). Taking this a step further, student application data and financial contribution data were combined to analyze enrollment, demand and contribution levels for reach program. Programs were considered high demand if applications exceeded 100. The programs identified as high demand were then split into two categories based on the fully allocated contribution level of the FY16 APR. The contribution level was set at \$150 K to determine if the program was high financial contribution or low financial contribution. This effectively split the high demand programs into two parts.

Based on analysis of the data and discussion with college deans, specific high demand programs were identified for strategic enrollment expansion (see Table 1). These high demand programs reside in GCCIS, KGCOE and CIAS, and include:

Table 1 High Demand Graduate Programs Identified for Growth

College	Programs
GCCIS	MS Computer Science(1) * MS Human Computer Interaction(1) MS Computing Security(2) MS Game Design and Development(2) MS Software Engineering (1)
KGCOE	ME Mechanical Engineering(1) MS Engineering Management(2) ME Industrial Engineering(2)
CIAS	MFA Visual Communication Design(2) MFA Industrial Design (2)*

(1) High Demand, High Financial Contribution

(2) High Demand, Low Financial Contribution

* Program identified as high demand, but growth not supported by College.

As the implementation plan is developed, the cost structure for low financial contribution programs with high demand should also be evaluated to determine if enrollment might be increased while keeping marginal costs to a minimum.

2. New Program Development and Approval

The committee recognizes the risk associated with relying on a small number of high demand programs to support enrollment growth strategy. Therefore, investment in developing and marketing new programs is essential to the overall growth strategy, and requires a focus on aggressive promotion and timely development and approval of new programs.

- a. Taskforce members expressed concern over the new program review process, in particular the length and transparency of the process. To ensure success, they recommended speeding up the development and approval cycle for new programs, accelerating time to market, as well as presenting clearer guidelines around expectations, including how decisions are made in the new program approval process. The model includes new programs recently approved by New York State Education Department (NYSED) and those in the approval workflow cycle. A number of which have been under development for two to three years (<https://www.rit.edu/academicaffairs/academicprogrammngmnt/>).
- b. Identify and support development of new programs that align with RIT's strategic agenda for graduate education. The University must promote product penetration of new programs that align with its differentiating strengths and strategic goals, as well as factors such as economic trends, segment growth, employment markets, and student interests. These programs should be at the top of RIT's consideration and should go through an expedited approval process.
- c. Develop interdisciplinary programs and models that meet market needs, support content sharing and leverage academic resources.
- d. Discontinue those programs with historically low enrollment, that are financially deficient and no longer fit RIT's graduate education agenda. Where appropriate, reallocate faculty and resources from these programs to high demand programs.

3. Alternative Delivery Models

- a. Online/edX Expansion - Identify target markets for specific existing and new on-campus and on-line programs for market expansion. Focus on establishing pathways from Micromasters to advanced certificates or master's degree. Additionally, explore flexible degree offerings such as stackable advanced certificates that could translate into a MS in Professional Studies.
- b. Accelerated Degree Options: Increase enrollments in dual and accelerated degree programs – BS/MS, 4+1, low residency programs or other time-shortened options.

4. Growth From Existing Programs

The strategic expansion identified specific programs that have high levels of demand as a key strategy for growth. This leaves approximately 80 degree and certificate programs that should continue to grow based on historical trends. Excluding the programs identified for strategic expansion, our average growth rate from 2005 has been 1.6% per year, ranging from -7% in the fall of 2013 to 9% in the fall of 2010. Growth from these programs should yield approximately 400 students, assuming 1.3% annual growth rate. This traditional growth is included as part of the overall strategy for achieving an enrollment of 4,167 FTEs by the fall of 2025 (see Table 2).

The specific data for the growth areas are outlined in table 2. Table 2 shows growth by college for existing high demand programs, new programs, online/edX programs and all other existing programs.

Table 2 Graduate Enrollment Growth Plan by College, 2015-2025

Growth By College	Fall 2015	Existing High Demand Programs	New Programs	Online/EDX	Existing All Other Programs	Total Growth	Fall 2025	% Growth
GCCIS	852	132	40	80	-	252	1,104	30%
KGCOE	624	90	10	-	50	150	774	24%
CIAS	270	35	45	-	32	112	382	42%
SCB	283	-	60	-	20	80	363	28%
CAST	337	-	-	15	51	66	403	20%
COLA	84	-	-	-	20	20	104	23%
COS	311	-	19	20	19	58	369	19%
CHST	66	-	-	15	17	32	98	49%
SOIS	80	-	-	40	7	47	127	59%
NTID	42	-	7	-	(0)	7	49	16%
GIS	93	-	-	-	49	49	142	52%
Global Campuses	74				60	60	134	81%
Other**	89				30	30	119	34%
Total	3,205	257	181	170	354	962	4,167	30%

New programs are defined as those programs which proposals have been approved through Academic Senate and have been or currently are in the process of being submitted to NYSED through FY 2016-2017. Also includes programs that have been launched and are still in the first 5 years of existence.

** Other denotes advanced certificates and international enrollments.

Strategies to Support Growth

In addition to the stated recommendations, the GET suggests that the following strategies need to be adopted in order to achieve the growth enrollment goals:

Invest in Graduate Students

- The University will need to generate new resources and funding models to provide increased funding for graduate students in order to grow enrollment and continue to attract top applicants, in particular diverse candidates and students from underrepresented groups.
- Optimize Central Funding (redirected tuition): In review of the APR financial data, the discount rate had a broad range across all programs, ranging from 0% to 82%. The average discount rate is approximately 27%. Programs where the average discount exceeds 25%, should work with Graduate Enrollment Services and the College Deans to develop best practices and implement plans to manage resources provided through central funds. Additionally, fundraising and research goals should align in support of Difference Maker II.4.
- Aggressively pursue and expand resources through external sources including department funds, research support, and philanthropy.
- Consider alternative models to generate internal funding (e.g. teaching assistantships, reallocation of resources, etc.)

Modify Processes and Systems to Enhance Graduate Student Support

- If enrollment from new programs is to have an immediate, positive impact on graduate student growth, it is critical that the time to market for proposed programs is accelerated. Currently, it takes 2-3 years on average to move a program through all of the internal governance processes and New York State approval.
- Strengthen support infrastructure for graduate students such as the improvement of written and oral communication competencies, presenting research papers, attending conferences, etc.
- GET suggests identifying and removing barriers to admissions for qualified RIT students and other applicants, with proven experiences, applying for graduate programs (e.g. waive GMAT or GRE requirements, allow undergrads to take graduate courses and apply these courses to a graduate degree if they continue, offering credit for experience, etc.).

- Develop flexible delivery models targeting working professionals and non-traditional students and which meet the needs of RIT alumni and corporate partners. Encourage the development of flexible delivery models and degree options, including online courses and programs, short-term residency, and alternative credit models.
- Develop academic models and culture encouraging curriculum flexibility and the development of interdisciplinary options that meet market demand. Support programs and degree options responsive to shared academic content and common courses, and which leverage resources across academic departments.

Aggressively Market Graduate Programs

- The Office of Graduate Enrollment Services is a key resource for program recruitment for colleges and graduate program directors. An assessment of current recruitment strategies indicated it is a resource not utilized to its full potential by the colleges. Thus, GET recommends that graduate program directors work to establish collaborations and strengthen partnerships with the Office of Graduate Enrollment Services.
- RIT must aggressively market and promote new graduate programs, including those targeted for growth. Additionally, it needs to improve and increase recruitment and retention efforts for any other programs with growth potential in each college/degree granting unit.
- Colleges/programs need to enhance website content to accurately portray opportunities and reflect quality of graduate programs. Graduate students rely on RIT, college and program online information to evaluate and select graduate programs.
- Increase national and global geographic opportunities via the key drivers of demand and appeal for RIT and match strong and differentiating RIT programs with identified marketplace needs.
- Develop a strategy for the use of rankings to increase awareness and to market graduate programs nationally and internationally.

Resources

Specific resource requests will be developed as this plan moves forward. In realization of achieving a plan to grow enrollment by 30%, there needs to be a focus on the prioritization, implementation, resource allocation and continuous assessment of the strategic goal. The focus of this committee was to identify growth opportunities to meet this goal. Once the plan has been reviewed, vetted and approved by senior management, an implementation team will be formed to determine more detailed metrics as well as the overall resource needs in balance with current resources.

According to the recommendations and strategies addressed in this report, much of the incremental growth will come from existing high demand programs and new programs. Table 3 below provides an estimate of the incremental resources needed for these programs.

Table 3 Projected Resources Needed to Support Growth 2020-2021

Growth Strategy	Resource Need	Estimated Net Tuition	Estimated Cost	Non recurring (1 Time)	Space	Comments/Notes
Existing High Demand Programs*	14 Faculty (12 TT), 4 Support Staff & Other Direct Costs	\$6 M	\$2.2 M	\$3.6 M	6,450 Sq Ft	KGCOE, GCCIS & CIAS submitted models for high demand programs
New Programs**	As indicated by cost models	\$5.1 M	\$3.5 M	\$1 M	4,100 Sq Ft	Per submitted cost model (Adj to FY 2020-2021)
Support Programs for Graduate Students	Per Proposal		\$209 K			Graduate writing support and the Expressive Communication Center
Total Costs		\$11.1 M	\$5.95 M	\$4.6 M		

*Existing High Demand Programs: Colleges (CIAS, GCCIS & KGCOE) submitted a college spending plan based on the targeted enrollment growth for select programs.

**New Programs: The resource requirement identified for new programs is based on the cost models submitted in the program approval process.

The taskforce also recognizes that additional resources may be needed to fund graduate students, enhance support systems, and increase marketing. The committee anticipates that in addition to optimization of current resources, there is a need for incremental resources in these areas. Resource estimates must be based on specific priorities, goals, and strategies, and will be determined based on the final plan approval and agreed upon priorities.

The purpose of this initiative was to develop a strategic plan for growth of graduate enrollment by 30% from the fall 2015 total of 3,205 students. The report provides recommendations for growth, plan implementation and future assessment to achieve this goal by the fall of 2025.

Plan Implementation and Assessment

A developed plan is the first phase of project success. In order to be successful, the plan must be implemented, monitored and assessed. The Dean of Graduate Education and the Associate VP for Graduate Enrollment have been charged to oversee this task. In addition, the Provost will take an active role in ensuring that the Deans are supportive of this plan's growth strategies.

Data Sources

1. Annualized Admissions and Enrollment data. (2017) Offices of Graduate and Part-time Enrollment Services.
2. *Greatness Through Difference* RIT 2015-2025 Strategic Plan https://www.rit.edu/president/strategicplan2025/pdfs/strategic_plan.pdf, Retrieved June 19, 2017.
3. *IMAGINE: A STRATEGIC PLAN FOR GRADUATE EDUCATION AT RIT VISION 2020* (2013). RIT Graduate Education Taskforce Report. https://www.rit.edu/academicaffairs/sites/rit.edu.academicaffairs/files/docs/graduate_education_strategic_plan_december_2013_final_draft_with_highlighted_changes_0.pdf
4. Research and Graduate Education Task Force, 2014 <https://wiki.rit.edu/display/ResearchandGradEd2025/SP+2025%3A+Research+and+Graduate+Education+Home>
5. Graduate Academic Program Review Dashboard. (February 2017). Institutional Research.
6. 21 Day Admission and Enrollment Data. (Fall 2016). Offices of Graduate and Part-Time Enrollment Services.
7. Department of Labor Statistics Occupational Outlook Handbook 2017. <https://www.bls.gov/ooh/>
8. International Graduate Applications and Enrollment: Fall 2016. Council of Graduate Schools. http://cgsnet.org/ckfinder/userfiles/files/2017_International_Survey_Report_Final.pdf
9. Graduate Degree Fields. National Center for Education Statistics Data. https://nces.ed.gov/programs/coe/indicator_ctb.asp
10. Open Doors 2016. Institute of International Education. <https://www.iie.org/en/Research-and-Insights/Open-Doors/Data/International-Students>

Appendices

- A. Graduate Enrollment Charge
- B. Subcommittee Summaries
 1. Analysis of Enrollment Data and Assessment of Current Programs
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 3. Market and Product Opportunities for Graduate Education
- C. Growth by Degree Programs
 1. Growth from Existing Programs
 2. Growth from New Programs
 3. Growth from Online/edX

Appendix A – Graduate Enrollment Taskforce (GET) Charge

To: All RIT Faculty and Staff
From: Provost Jeremy Haefner and Dean Twyla Cummings
Date: November 1, 2016
Subject: Charge for the Graduate Enrollment Taskforce (AY 2016-2017)

Overview: A newly created Graduate Enrollment Taskforce will provide administrative leaders and faculty with a plan to strategically increase the graduate student enrollment as of fall 2015 by 30% by the fall of 2025. This goal is in line with Difference Maker II.4 from the RIT Strategic plan *Greatness through Difference* which states:

RIT will enlarge its graduate portfolio through adding professional and research-focused programs in STEM fields, the humanities, social sciences, and arts, increasing the graduate population by 30%. New programs will include experiential learning, research, scholarship, and co-curricular opportunities. All programs will strive for the highest levels of excellence and global recognition.
<http://www.rit.edu/president/strategicplan2025/modified.html>

Graduate Enrollment Taskforce: The members of the Graduate Enrollment Taskforce (GET) will consist of individuals from across RIT academic and administrative units. This will ensure campus wide representation. Additionally, the Graduate Enrollment Taskforce will work collaboratively with Graduate Council. A GET member list can be found on page 3 of this report.

The Charge: The taskforce charge is to develop a strategic roadmap and recommendations for growing RIT's graduate enrollment by 30% of the fall 2015 total graduate population by the year 2025 (21 Day Report, fall 2015). This would result in a growth from 3,205 to 4,166 students which is an increase of approximately 962 students (~100 additional students per academic year over 10 years).

The report should include an action plan, the implementation of which shall begin no later than the start of AY 2017-2018. This plan should contain a list of specific recommendations and a listing of the necessary resources and timelines for implementation. Strategies to achieve this growth could include the following:

1. Analysis of current and new market demand for low enrollment programs with excess capacity.

2. Assessment of growth potential in existing capped degree programs to answer the question: With additional resources could these programs accommodate more students (e.g. Computer Science, Industrial Design)?
3. Ensure appropriate balance of current and new graduate programs across portfolio, with respect to areas/issues such as:
 - a. professional and research-focused programs
 - b. STEM fields, the humanities, social sciences, visual arts
 - c. Diversity: geographic, ethnic, gender
 - d. Delivery models and locations: online, main campus, global campuses, full-time, part-time
 - e. Advanced Certificates (on-campus and on-line)
 - f. Undergraduate/Graduate degree combinations: BS/MS, BFA/MFA, BFA/MST, BS/MBA, BFA/MS
 - g. edX Micromasters and related partnerships
 - h. Ph.D. or Ed.D. in Interdisciplinary Studies
4. Development of targeted recruitment strategies to attract more U.S. students
5. Cultivating relationships with more companies who fund graduate degrees for employees

Key Questions:

1. What is the current rate of graduate enrollment growth year over year at RIT? Where will growth be in 2025 based on the current growth rate?
2. Has the role of the colleges and other degree-granting units in recruitment been clarified?
3. What resources will be needed to support increased enrollment in existing programs, to develop new programs and to increase recruitment and marketing efforts?
4. Are there other stakeholders that should be on this taskforce?

In addition to answering these questions the taskforce will:

1. Review any institutional reports that address the current state of enrollment and year over year growth or decline in each graduate program that has been in existence more than five years.
2. Identify and review any additional work on this topic that may be relevant (e.g. graduate academic program review metrics).
3. Review current recruitment strategies utilized by academic units to attract graduate students. Questions to consider: What is the success rate/impact of these strategies? Are these strategies formal or informal? What can be learned about best practices?
4. Prepare an action plan, the implementation of which shall begin no later than the start of AY 2017-2018. This plan should contain a list of specific recommendations together with proposed budgets and timelines for implementation.
5. Make recommendations for resources/support necessary for plan implementation
 - a. Financial
 - b. Procedural
 - c. Process
 - d. Staffing (faculty and staff)

- e. Recruitment
- 6. Additionally, on completion of the action plan an implementation or steering committee needs to be in place to ensure execution of the defined strategic directions. This committee structure should be included in the plan.

Target date for plan completion: 1 May 2017

Appendix B – GET Subcommittee Report Summaries

Appendix B 1 – Analysis of Enrollment Data and Assessment of Current Programs

GENERAL OUTCOMES – CURRENT PROGRAM ASSESSMENT

Our subcommittee was charged in evaluating our current program portfolio. Our detailed analysis includes data obtained from the Academic Program Review, 21 – day enrollment data and student application data. Below are the key outcomes based on the detailed analysis:

- Increase Capacity in High Demand Programs (Applications >100)

The analysis identified opportunity in our high demand programs. Programs identified were in GCCIS, KGCOE and CIAS. The subcommittee recommends focusing on high demand, high contribution programs first, with acceptance rates below 50%. The cost structure for low contribution programs with high demand should be evaluated to determine if enrollment could be increased by keeping the marginal costs to a minimum.

- Graduate Aid

In review of the APR financial data, the discount rate had a broad range across all programs, ranging from 0% to 82%. The average discount rate is approximately 27%. Programs where the average discount exceeds 25%, should work with Enrollment Management and College Deans to develop best practices and implement plans to manage resources provided through central funds.

- Common Programs

Consideration should be given to leveraging our graduate portfolio. A marketing analysis should be completed to take full advantage of our product placement, content delivery and promotion. Several programs in our current and potential portfolio met this criterion. However, they are across multiple colleges. This weakens our ability to leverage the strength of the common programs.

- Alternative Delivery Models

In realizing that 20% of our entering class are RIT alumni, colleges should determine the viability of growing our online content, or providing flexible delivery models to reach working professionals. This would serve our alumni base as well as our exiting US population. This may mean, ramping up edX, online or other program alternatives to meet the continuing education needs of the marketplace and our alumni.

- RIT Program Enrichment

RIT is a reputable university that continues to grow and be innovative at every turn. The committee targeted high demand programs for growth. However, all programs should strive for growth as well as the highest levels of excellence and global recognition. This mindset cultivates demand, which will indirectly contribute to our overall enrollment growth goal.

- Resource Development, Investment and Optimization

Based on the competitor analysis, RIT is towards the bottom of other AITU schools in terms of research and philanthropy. While RIT is a positive story with recent reclassification to a research university, we need to work harder to build competitive advantages. We continue to be in a stage of growth and development, colleges should focus on optimization of enrollment, quality and cost. This

will help realign University resources. Additionally, fundraising and research goals should align in support of Difference Maker II.4.

Appendix B 2 – Examination of Current Recruitment Strategies

Graduate Recruitment Strategies

The subcommittee on Graduate Recruitment Strategies was comprised of Twyla Cummings, Grant Cos, Kathryn Schmitz, Therese Mulligan, Tomicka Wagstaff and Neil Hair. Our charge was to look at current recruitment strategies of each college/degree granting unit and determine how this is consonant with enrollment. From our analysis we were tasked with the objective of determining best practices for recruitment within the Institute.

Each committee member was assigned two academic units and prepared a brief interview protocol that focused upon the following areas: recruitment strategies used by the college, promotional materials utilized for promotion and marketing, the college's relationship with Graduate Enrollment Services, the college's online presence, the name(s) of the person(s) responsible for marketing and recruitment in the college and any future goals or wishes the college would like to achieve.

Recruitment Strategies and Promotional Materials

Recruitment plans varied from college to college, with a diverse range of activities and materials utilized to promote their programs. While some utilize GES-sponsored open houses, others use social media-based ad campaigns or personal connections via faculty contacts and networking. Some of these more interpersonal forms of promotion have been, at times, international in scope.

Some colleges have programs with BS/MS degrees (COS being the largest) that transition Bachelor's students in to Master's programs.

Relationship with Graduate Enrollment Services

Different colleges have different relations with Graduate Enrollment Services (GES). CIAS, CHST, CAST, GCCIS, and GIS have very good relations with GES. Some representatives report working directly with GES representatives (Roch Whitman, Diane Ellison, David Wivell), while others report participating in the admission events sponsored by GES.

CLA, COS, NTID, SCB and SOIS reported minimal interaction with GES.

Online Presence

CIAS, GIS, NTID, SCB vigorously utilize social media platforms to promote their different graduate programs. Some of these colleges use ILI to promote their programs, particularly those with online curricular components.

Other colleges conceived "online presence" to represent that portion of their curriculum that was taught online or via ILI. CAST noted that it was working on expanding their offerings, while COS found it difficult to expand in this area given that many of their courses are laboratory-based. GIS and CAST are working to develop edX classes, while SOIS has already developed a program.

Wishes and Goals

Many of the colleges included a statement as to the wishes and goals they had for promoting their programs and recruiting quality graduate students. These ranged from the more general ("Need to know how prospective students are engaged") to specific ("A graduate view book for distributing at graduate NPDs & events"). A number of the colleges would like to have a specific person(s) to handle publication

workflow, content management, and marketing and web administration. This person could conduct program-specific market analysis, public relations and marketing.

The broader wishes expressed ranged from focusing on hitting recruitment goals to moving away from a (college) culture of “if we build it, they will come.” Some of the colleges wished for a better, stronger relationship with Graduate Enrollment Services and the Chief Marketing Officer.

Best Practices

The Hanover Research Group conducted an August 2014 study on best practices in graduate student recruitment, looking at data across Master’s and Ph.D. programs for four public universities. The key findings for their study were:

- Findings from studies across the last decade indicate that the majority of institutions regard recruitment, admissions and enrollment management as a pressing issue and technology is a frequently acknowledged solution.

- Experts recommend reforming current recruitment structures and approaches at graduate schools to reflect operations found within undergraduate admissions departments and the business world.

- The use of social media is an increasingly popular strategy of graduate student marketing. So, institutions profiled in this report generally follow best practice recommendations for graduate student recruitment. For example, each profiled institution appears to take advantage of social media such as Facebook, Twitter, and LinkedIn, though the impact of these strategies on student recruitment is unclear.

Summary – Market Opportunities for Graduate Programs

Subcommittee Goals

- Our charge was to assess the long-term demand for programs
- RIT’s Strategic Plan calls for reaching 30% growth of graduate programs from 2015 to 2025

Approach to Accomplishing Subcommittee Goals

- Assess the demand of the CURRENT product portfolio
- What degrees are NOT currently offered but SHOULD be offered?
- What MARKET opportunities exist for RIT’s product portfolio?
- Opportunity assessment must include ability of programs to generate ROI
- Criteria for assessing opportunity: RIT strengths, geography, new demand, agility to respond

Outcomes/Results

We believe the largest opportunity for reaching the growth target is through Existing Products, Existing Markets. We must utilize a *Portfolio Management* approach, specifically to:

- Identify and grow strong programs, while pruning weak programs
- Reallocate resources to strong programs
- Improve recruitment and retention efforts for the strongest programs

The guiding philosophy is to “fish where the fish are,” focusing on the largest and most popular programs. While the vast majority of CURRENT students come from the Master’s Programs at the Rochester campus, we note that FUTURE opportunities may be derived from other areas (e.g., alternative delivery models, international expansion) and PhD programs play a crucial role in enhancing RIT’s reputation, creating demand-side elasticity, and additional academic pathways.

The 2nd major opportunity is through New Products, Existing Markets. We will Drive *Product Penetration* of new programs that align with RIT’s differentiating strengths and strategic goals:

- Increase speed to market with identified “hot” programs
- Provide flexible and alternate program delivery methods

“Hot” programs are defined as those that (1) are making their way through the NYSED product pipeline, and (2) should be at the top of RIT’s consideration set for launch – based on factors such as economic trends, segment growth, employment markets, and student interests. Within alternate delivery, RIT online and the partnership with edX will create additional pathways for RIT advanced certificates and degrees as well as additional sources for revenue, margin, and profit.

The 3rd opportunity is Existing Products, New Markets. We will drive *Geographic Expansion*:

- Identify by-geography opportunities via the key drivers of demand and appeal for RIT
- Match strong and differentiating RIT programs with identified marketplace needs

For example, Africa has both large and fast growing populations (e.g., Nigeria, Ethiopia), while Indonesia has the largest Muslim population in the world. Through “micro-targeting,” niche

programs will be deployed that attract specific student segments that match specific needs within specific industries or functional areas. Within the U.S., expand RIT's influence outside New York State and the Northeast to combat demographic headwinds and recent state legislation.

Appendix C – Growth Strategies

Appendix – C 1 Growth from Existing Programs
Fall 2015 – Fall 2025

College	Programs	Growth Target
GCCIS (132 students)	MS Human Computer Interaction	30
	MS Computing Security	48
	MS Game Design & Development	10
	MS Software Engineering	44
KGCOE (90 students)	ME Mechanical Engineering	45
	MS Engineering Management	25
	ME Industrial Engineering	20
CIAS (35 students)	MFA Visual Communication Design	35

Appendix C 2 - Growth from New Programs
Fall 2015 – Fall 2025

College	Programs	Growth Target
CIAS (45 students)	MS Media Arts and Technology	15
	MS Integrative Design	30
KGCOE (10 students)	Ph.D. Engineering	10
GCCIS (40 students)	MS Data Science	40
SCB (60 students)	MS Business Analytics	30
	MS Computation Finance	30
COS (19 students)	Ph.D. Mathematical Modeling	19
NTID (7 students)	MS Healthcare Interpretation	7

Appendix C 3 - Growth from Online/edX
 Fall 2015-Fall 2025

College	Program	Growth Target
GCCIS (80 students)	MS Human Computer Interaction	10
	MS Data Science	30
	MS Computing Security (via edX pathway)	30
	MS Health Informatics	10
CAST (15 students)	MS Service Leadership	5
	MS HR Development	5
	MS Environmental Health and Safety	5
COS (20 students)	MS Applied Statistics	20
CHST (15 students)	MS Health Systems Administration	15
SOIS (40 students)	MS Professional Studies	40