



2021-2026 Enrollment Management Plan





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THE Enrollment Management Council, led by Dr. Scott Schuhert, Dean of Students, was asked to utilize available data, including data forecasting, to develop a comprehensive strategic enrollment management plan that includes recommendations for:

- Policy development and/or modification,
- Collaborative resource allocation (fiscal and human),
- Decreasing the equity gap among our students, and
- Opportunities for enrollment growth, including expanding our recruitment efforts and re-envisioning our retention and student persistence strategies.

This plan will be data-informed, focusing on current and potential student markets, speak to each phase of the student enrollment cycle, and support our College mission and vision, most ardently *Students First*.

Enrollment Management Council Charge

1. Outline the College's service areas related to Enrollment Management.
2. Construct an operational definition of Enrollment Management specific to Onondaga Community College, aligning the service areas and activities involved.
3. Develop and recommend an Enrollment Management plan for the next five years to ensure that the College is maximizing the efficacy of efforts to recruit, enroll, and retain students through degree completion. The plan should place achieving equitable outcomes at the center. The plan should be informed both by best practices in Enrollment Management as well as current work underway at the College through Title III. The plan should identify areas of work needed to enhance performance of all related service areas identified in #1 above and consider resources needed to achieve enhanced results.

Enrollment Management Council Membership

- Jenna Alexander, Director of the Student Coaching and Advising Network
- Sherrie Asbie-White, Assistant Director of Advising
- Dr. Agatha Awuah, Vice President for Institutional Planning and Research
- Dr. Malkiel Choseed, Professor
- Tracey Clancey, Professor
- Matthew DeFuoco, Coordinator, OCC @ Liverpool
- Dr. Justin Fiene, Faculty Specialist
- Naomi Stewart, Assistant Director of Coaching and Student Support Services
- Ryan Nellenbeck, Director of Student Onboarding
- Amanda Ostuni, Student
- James Proctor, Coordinator for the Office of Financial Aid
- Christine Root, Software Systems Administrator
- Dr. Scott Schuhert, Dean of Students, Chair of Enrollment Management Council
- Lisa Smolen, Technical Specialist
- Scott Titus, Director of Marketing and New Media
- Dr. Shawn Wiemann, Professor

Spring 2022 Update: Support from AACRAO & the Lumina Foundation

While implementing this Enrollment Management Plan, the State University of New York secured a \$1.7 million grant from the Lumina Foundation to help community colleges develop or refine their strategic enrollment management (SEM) plans and increase Racial Equity for Adult Credentials in Higher Education (REACH).

In refining this enrollment management plan, the Enrollment Management Plan Review and Update Committee has taken advantage of resources provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), including regular access to an AACRAO consultant, to clarify and improve the existing plan. Building on the SUNY Stay Near, Go Far campaign, attention was given to supporting enrollment planning specifically targeting adult learners, workforce development, and microcredentialing.

Enrollment Management Plan Review and Update Committee

- Jenna Alexander, Director of the Student Coaching and Advising Network
- Sherrie Asbie-White, Assistant Director of Advising
- Dr. Agatha Awuah, Vice President for Institutional Planning and Research
- Dr. Malkiel Choseed, Professor
- Dr. Justin Fiene, Faculty Specialist
- Naomi Stewart, Assistant Director of Coaching and Student Support Services
- Ryan Nellenbeck, Director of Student Onboarding
- Christine Root, Software Systems Administrator
- Kevin Sapio, Director, Office of Financial Aid
- Dr. Scott Schuhert, Dean of Students, Chair of Enrollment Management Council
- Lisa Smolen, Technical Specialist
- Scott Titus, Director of Marketing and New Media
- Erin Vaccaro, Associate Vice President for Enrollment Management
- Dr. Laura Wankel, AACRAO Consultant
- Christopher Wolfs, Director of Registration and Records



Message from the Chair of the Enrollment Management Council

On behalf of the Onondaga Community College Enrollment Management Council, I am pleased to present to you the 2021-2026 Enrollment Management Plan. After extensive research, planning, discussion, and innovation, we are proud to provide the following guidance to our collegiate community. This plan builds upon years of critical inquiry, thoughtful assessment, and institutional action. Reflective of our strategic plan, the information garnered through our work with Title III and the informative data gathered during our continued work with Achieving the Dream, this plan outlines an aggressive agenda focused on increasing enrollment by focusing on student success.

But before we look toward the future, we must acknowledge the present and address the shared narratives that we have all faced, and will continue to face, as we move forward together. Unlike other global experiences that have impacted higher education, the preceding twelve months have forever altered the way that we will operate. As an institution, we have held steadfast in our efforts to provide our students a collegiate experience that will transform them, both academically and personally, all while we face multiple pandemics.

As expressed by the National Resource Center on Domestic Violence, “The pandemic of racial injustice, systemic oppression, and exploitation continues to rage across the country, causing many losses.” In that we have seen and felt the hatred and injustice for many in our society, especially toward individuals of color, we must act. As penned by President Crabill, “...higher education can be a tool for building a future rooted in equity and justice.” With this knowledge, significant effort was made to ensure that the student experience, every student experience, was put at the forefront of our decision making. To do so was essential in creating a guide that would be effective and provide a safe haven for all.

Alongside the national tragedies we have all experienced, we are also facing one of the cruelest global pandemics of our time. COVID-19 has permanently altered the trajectory of higher education. Creativity and endurance are required of students, faculty, and staff. From transitioning our institutional technological infrastructure to creating instructional modalities structured to maintain personal contact with students, an evolution has occurred. No longer will traditional processes be accepted. Students, and their loved ones, are looking for accountability. They are more invested in understanding how a degree will help them find a career, in what the financial benefit of the collegiate experience will be. They do this while their personal development, their personal identity, is placed on hold and while they struggle to create meaningful connections via their computer screen.

But with all that has haunted us, that has changed us, we persevere. The students endure. We continue to serve. We push forward. Optimistic and confident. Ready for what is to come.

We are Lazer Strong.



Dr. Scott Schuhert

Chair of the Enrollment Management Council and Dean of Students

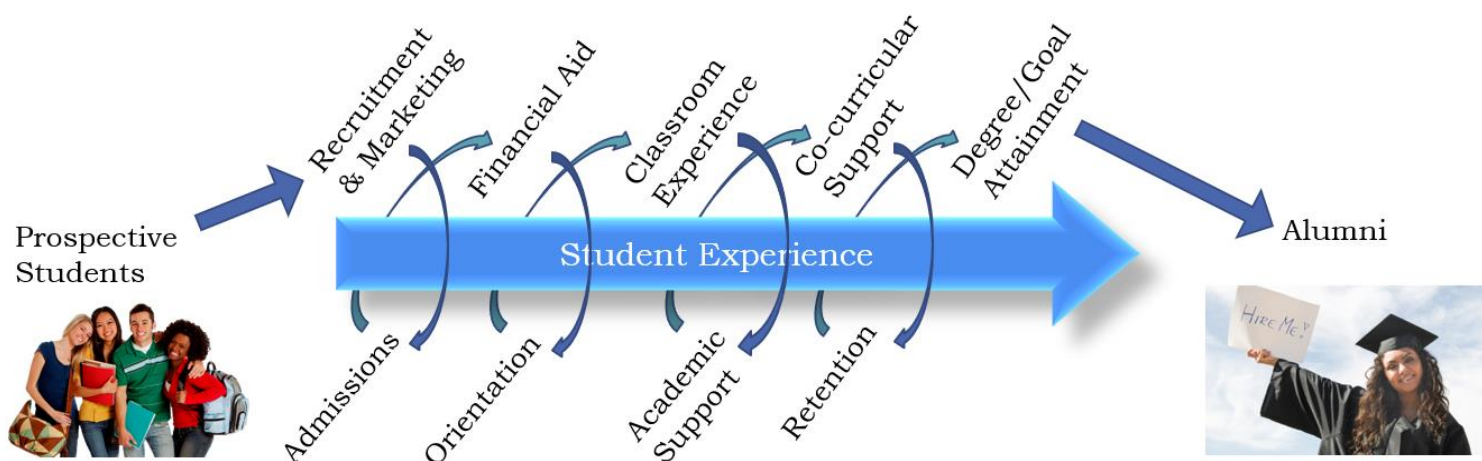
Statement on Equity

At Onondaga Community College, equity permeates all we do. We believe everyone should have access to higher education and be treated equitably and fairly as a member of our community. Our institution recognizes the structural barriers and histories of systemic discrimination that have limited opportunities for marginalized, underrepresented, and underserved groups. We are invested in addressing the imbalances of power that contribute to patterns of exclusion and disparities in access to education, retention, and completion.

Our commitment to equity entails routinely assessing the fairness of our institutional policies, practices, and culture, and implementing data-driven improvement plans. We are dedicated to informing our community when inequities manifest at our institution and in the broader society. Through ongoing dialogue and critical reflection, we will continue to identify and ameliorate gaps in equity consciousness on our campus and cultivate an inclusive environment that facilitates every individual's self-actualization and success. It is our priority to ensure our students and employees receive access to the resources they need to thrive and achieve their goals. We remain steadfast as an ally in the pursuit of justice and meaningful change. With our efforts to advance educational opportunities and equitable outcomes for all, we collectively affirm equity as not only an institutional value, but our promise.

Defining Enrollment Management

Strategic enrollment management (SEM) is a comprehensive, data-informed process that focuses on maximizing enrollment through the development of innovative institutional programs and services. Effective enrollment management aligns an institution's academic, administrative, co-curricular, fiscal, and enrollment resources with its mission and vision to ensure the institution's long-term enrollment success and fiscal health. An institutional SEM plan must speak to the entire student life cycle, supporting and engaging prospective, current, and former students.



Planning and Methodology

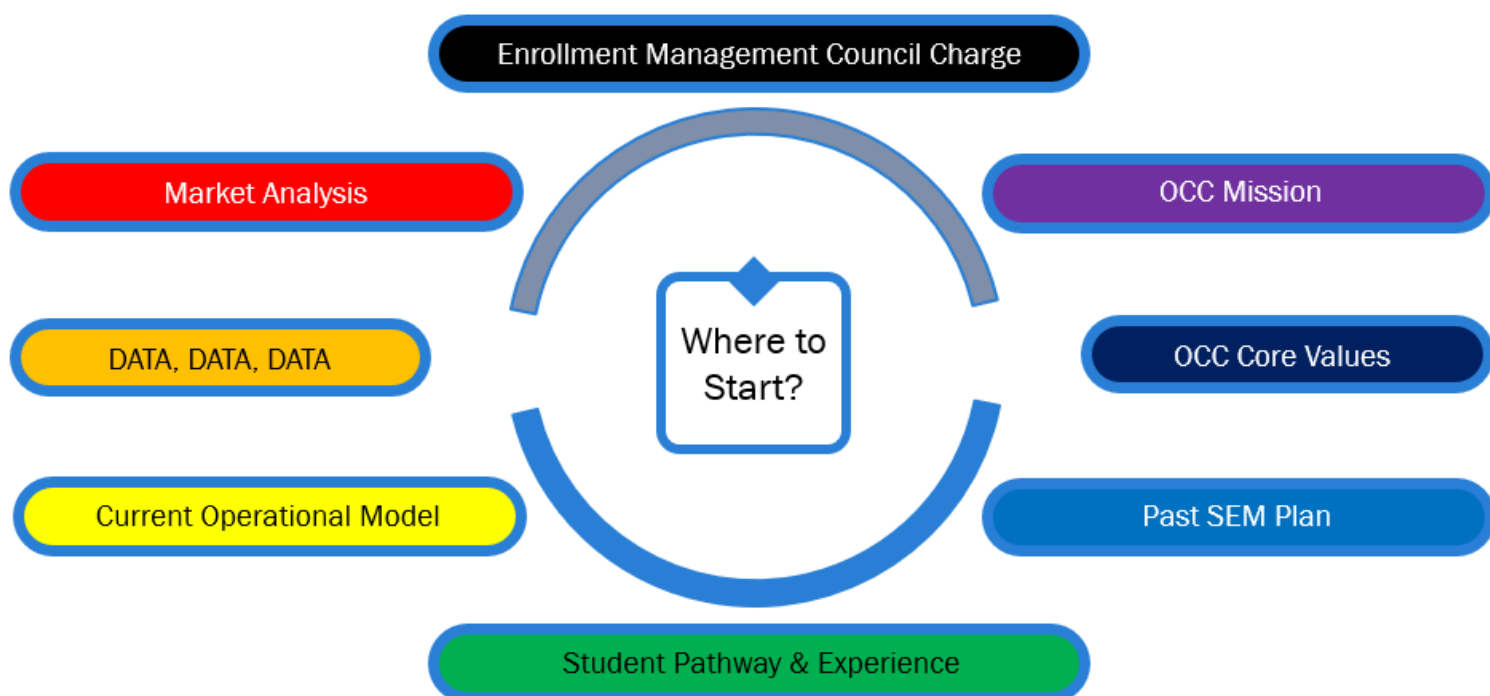
Driven by our charge, the Enrollment Management Council used a methodological approach to investigate and analyze current policies, processes, and procedures.

The Council, using the charge given to them, reviewed the stated and lived mission, vision, and core values of the institution. In attempting to build upon the successes of the previous three enrollment management plans, the Council developed a series of imagined student personas that reflect the diversity of our student population. Using these student personas, the Council “walked” through the College’s processes to mimic the student experience. By applying this technique, and guidance developed by Achieving the Dream and Columbia University’s Community College Research Center on transformational change management, the Council was able to develop a more informed understanding of the student experience.

This experiential exercise, combined with the following environmental data, allowed the Council to effectively assess the needs of the College. It is through this lens that our final recommendations were developed.

Environmental, and other identified, Data Sets

- Onondaga Community College Enrollment Data (past and current)
- Retention Rates
- Graduation Rates
- Key Performance Indicators
- Future Enrollment Projections, including
 - Demographic projections
 - K-12 enrollment projections (local and statewide)
- Community Profile
 - Labor market forecasts
 - Key community partners



Onondaga Community College Mission, Vision and Strategic Goals

Mission and Vision

Onondaga Community College is Central New York's partner in education for success. Achieving our mission through:

- Student Access, Retention, Completion, Transfer
- Academic Excellence
- Student Engagement and Support
- Career and Workforce Advancement
- Responsible Stewardship of Resources
- Community Engagement

Core Values

Student First – Keep students at the center of all we do.

Learning – Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community.

Excellence – Strive for continual improvement and innovation to seek our highest potential.

Diversity – Enrich learning through an inclusive campus environment that respects human dignity and difference.

Community – Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.

Responsibility – Build a culture of integrity and accountability to develop both self and others.

Primary Long-Term Goal

Our overarching goal is that clear academic and career pathways, student-focused services, collaboration with our educational and business partners in the community and engaged employees will ensure equitable access and success for our students. As a result, higher percentages of entering OCC students will be retained through completion at Onondaga, and our degree and certificate completion rates will be in the top quartile of community colleges in New York State.

Strategic Goals

Strategic Goal #1

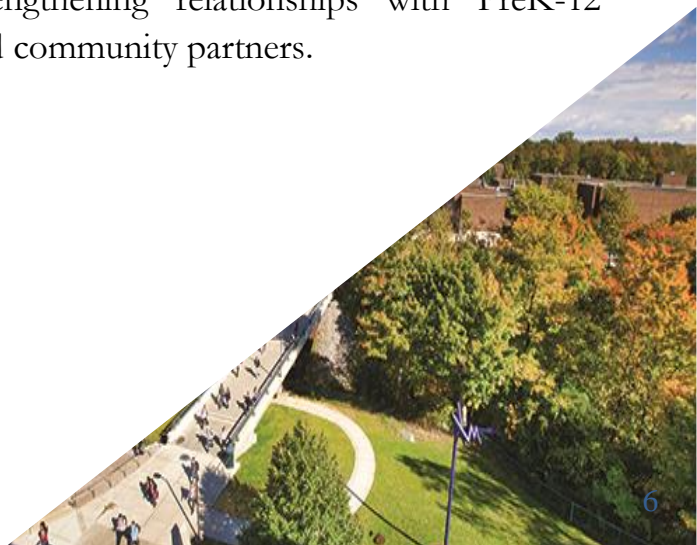
Provide students with equitable access to a clear and well-aligned path to their goals for success.

Strategic Goal #2

Position students for success by implementing research validated methods and other high impact practices for early and ongoing student engagement in the educational process.

Strategic Goal #3

Improve student transitions to college by strengthening relationships with PreK-12 and community partners.



Who Are We?

Onondaga Community College Profile

Onondaga Community College is a two-year college, originally founded in 1961, with two locations: a 280-acre main campus in Syracuse, New York, and a nearby satellite location in Liverpool, New York. OCC is accredited by the Middle States Commission on Higher Education. Accreditation, most recently renewed in 2018. OCC is approved by, and registered with, the New York State Department of Education. OCC operates under the State University of New York (SUNY) system and is locally sponsored by Onondaga County.

The College is authorized by the Board of Regents of the University of the State of New York to award Associate of Arts, Associate of Science, Associate of Applied Science and Associate in Occupational Studies degrees.

OCC strives to provide the full college experience and offers a full complement of clubs and organizations to enrich student life. A comprehensive array of student support services enables our students to be successful in achieving their academic goals no matter what their life stage when entering the academic setting. Onondaga Community College values diversity and is committed to creating an atmosphere where individuality is not only recognized, but also honored and encouraged to contribute to the rich fabric of the campus and the community.





Schools Model

Onondaga Community College's degrees and certificates are organized into eight different Schools, listed below. Each of the Schools has a unique academic focus and is part of the Onondaga Community College family. All the Schools have a team of faculty, advisors, success coaches, and administrative support staff that are dedicated to supporting student success in college. The Schools act as a home for students with similar interests and goals.

 School of Art, Design, Media & Music	 School of Business
 School of Computing & Applied Technologies	 School of Education
 School of Health	 School of Liberal Arts
 School of Math, Science & Engineering	 School of Public Safety & Community Service

Academic Programs



School of Art, Design, Media & Music

- Apprentice Training: Building Trades (A.A.S.)
- Architectural Technology (A.A.S.)
- Art (A.A.S.) (Contains Specializations)
- Broadcast Media Communications (A.A.S.)
- Interior Design (A.A.S.)
- Music (A.S.) (Contains Specializations)
- Photography (A.S.)
- Sound Recording (A.S.)



School of Education

- Early Childhood (A.A.S.)
- Early Child Care (CERT)
- Liberal Arts & Sciences: Adolescence Education (Teacher Education Transfer) (A.A.)
- Liberal Arts & Sciences: Childhood Education (Teacher Education Transfer) (A.A.)
- Physical Education & Exercise Science Studies (A.S.)



School of Business

- Business Administration (A.S.)
- Business Technology (A.A.S.)
- Hospitality Management (A.A.S.) (Contains Specializations)



School of Health

- Health Information Technology / Medical Records (A.A.S.)
- Health Sciences (A.S.)
- Health Studies (CERT)
- Medical Assistant Training
- Nursing (A.A.S.)
- Phlebotomy Training
- Physical Therapist Assistant (A.A.S.)
- Surgical Technology (A.A.S.)
- Surgical Technology (CERT)



School of Computing & Applied Technologies

- Apprentice Training: Electrical (A.A.S.)
- Automotive Technology (A.O.S.)
- Advanced Manufacturing - Machining (CERT)
- Computer Forensics (A.S.)
- Computer Information Systems (A.A.S.)
- Computer Science (A.S.)
- Electrical Technology (A.A.S.)
- Electromechanical: Drone Technology (A.A.S.)
- Fire Protection Technology (CERT)
- Fire Protection Technology (A.A.S.)
- Mechanical Technology (A.A.S.)
- Nuclear Technology (A.A.S.)



School of Liberal Arts

- American Sign Language (A.S.)
- Communication Studies (A.A.)
- Creative Writing (A.A.)
- Liberal Arts & Sciences: General Studies (A.A.)
- Liberal Arts & Sciences: Humanities and Social Sciences (A.A.) (Contains Transfer Paths)



- Engineering Science (A.S.)
- Environmental Technology (A.A.S.) (Contains Specializations)
- Geospatial Science and Technology (A.A.S.)
- Liberal Arts & Sciences: Mathematics and Science (A.S.) (Contains Specializations)



- Alcohol and Substance Abuse Counseling (A.A.S.)
- Criminal Justice (A.S.)
- Human Services (A.S.)
- Law Enforcement (CERT)

The Lillian Slutzker Honors College

The Lillian Slutzker Honors College at Onondaga provides high-achieving students with an intellectually stimulating and challenging academic experience. The Honors College is divided into two cohorts of students, Lillian Slutzker Honors Scholars and Honors Affiliates.

Scholars

In addition to having access to specialized honors coursework that presses its students to become more, Scholars participate in service-learning projects, co-curricular programming, and seminar discussions that will develop critical thinking and writing skills, confront challenging ethical dilemmas, and consider the requirements of global citizenship. This experience challenges students to explore the history of ideas through careful analysis of primary source texts in the humanities.

Affiliates

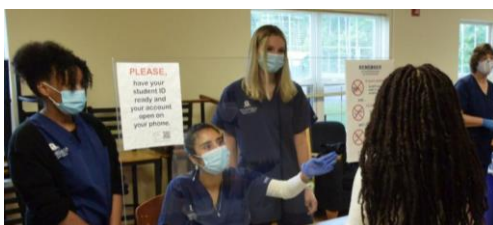
Honors Affiliates will pursue honors coursework primarily in the liberal arts and sciences, though they will not complete a core sequence. Honors Affiliates will have the opportunity to take specially designed Honors classes in a variety of disciplines.

Accelerated Career Training

Our Accelerated Career Training programs and certificates help students retrain for skills that are in demand, resulting in students being fully qualified for a job upon completion. Our top programs include:

MEDICAL ASSISTANT – 36 WEEKS

\$33,500 MEDIAN SALARY



PHLEBOTOMY – 7 WEEKS

\$33,100 MEDIAN SALARY



Enrollment Profile

The enrollment history and forecasts in this section focus on Fall semester enrollment trends. From 2014, enrollment at the College has decreased steadily at an average rate of 5.61% annually with an overall decrease over the seven-year period of 30.4%. The following table reflects those annual enrollment shifts, disaggregated by full/part time status, gender, student status (higher education history), age, and ethnicity.

Historical Enrollment Breakdown

Headcount		2014	2015	2016	2017	2018	2019	2020
		12,271	11,886	12,640	10,659	9,834	9,449	8,545
Gender								
Male	Full-Time	3,235	3,015	2,958	2,658	2,398	2,146	1,710
	Part-Time	2,627	2,741	3,130	2,550	2,333	2,439	2,232
	Total	5,862	5,756	6,088	5,208	4,731	4,585	3,942
Female	Full-Time	3,109	2,880	2,778	2,460	2,327	2,090	1,902
	Part-Time	3,300	3,250	3,774	2,991	2,776	2,774	2,701
	Total	6,409	6,130	6,552	5,451	5,103	4,864	4,603
Total	Full-Time	6,344	5,895	5,736	5,118	4,725	4,236	3,612
	Part-Time	5,927	5,991	6,904	5,541	5,109	5,213	4,933
	Total	12,271	11,886	12,640	10,659	9,834	9,449	8,545
Student Status								
First-Time		2,969	2,545	2,542	2,356	2,229	2,111	1,843
Transfer		511	442	419	392	343	349	318
Continuing/ Returning		6,016	5,700	5,586	4,990	4,268	3,815	3,497
Concurrently in High School		2,775	3,195	4,086	2,918	2,994	3,171	2,886
Unknown		0	4	7	3	0	3	1
Total		12,271	11,886	12,640	10,659	9,834	9,449	8,545
Age Group								
21 and under		8,190	8,246	9,007	7,514	7,163	7,030	6,488
22-24		1,333	1,198	1,205	1,044	856	731	622
25-29		1,020	952	998	863	731	634	560
30-49		1,425	1,224	1,188	1,012	959	867	750
50+		296	263	239	216	118	185	119
Unknown		7	3	3	10	7	2	6
Total		12,271	11,886	12,640	10,659	9,834	9,449	8,545
Ethnicity								
White		6,923	5,807	5,401	5,419	5,929	5,618	3,897
African American		1,531	1,486	1,509	1,402	1,253	1,209	929
Asian		343	300	304	317	350	341	257
Native Hawaiian or Pacific Islander		18	10	8	7	5	7	4
American Indian or Alaska Native		145	147	149	135	121	125	94
Unknown		2,317	3,169	4,266	2,420	1,284	1,249	2,626
Hispanic		591	557	587	605	576	577	427
Multiple Races		344	364	373	318	277	272	286
International		59	46	43	36	39	51	25
Total		12,271	11,886	12,640	10,659	9,834	9,449	8,545

Within Appendix A, you will see individualized charts demonstrating enrollment changes over the last decade, disaggregated by full/part time status, gender, higher education history, age, and ethnicity, as well as socioeconomic and first-generation status.

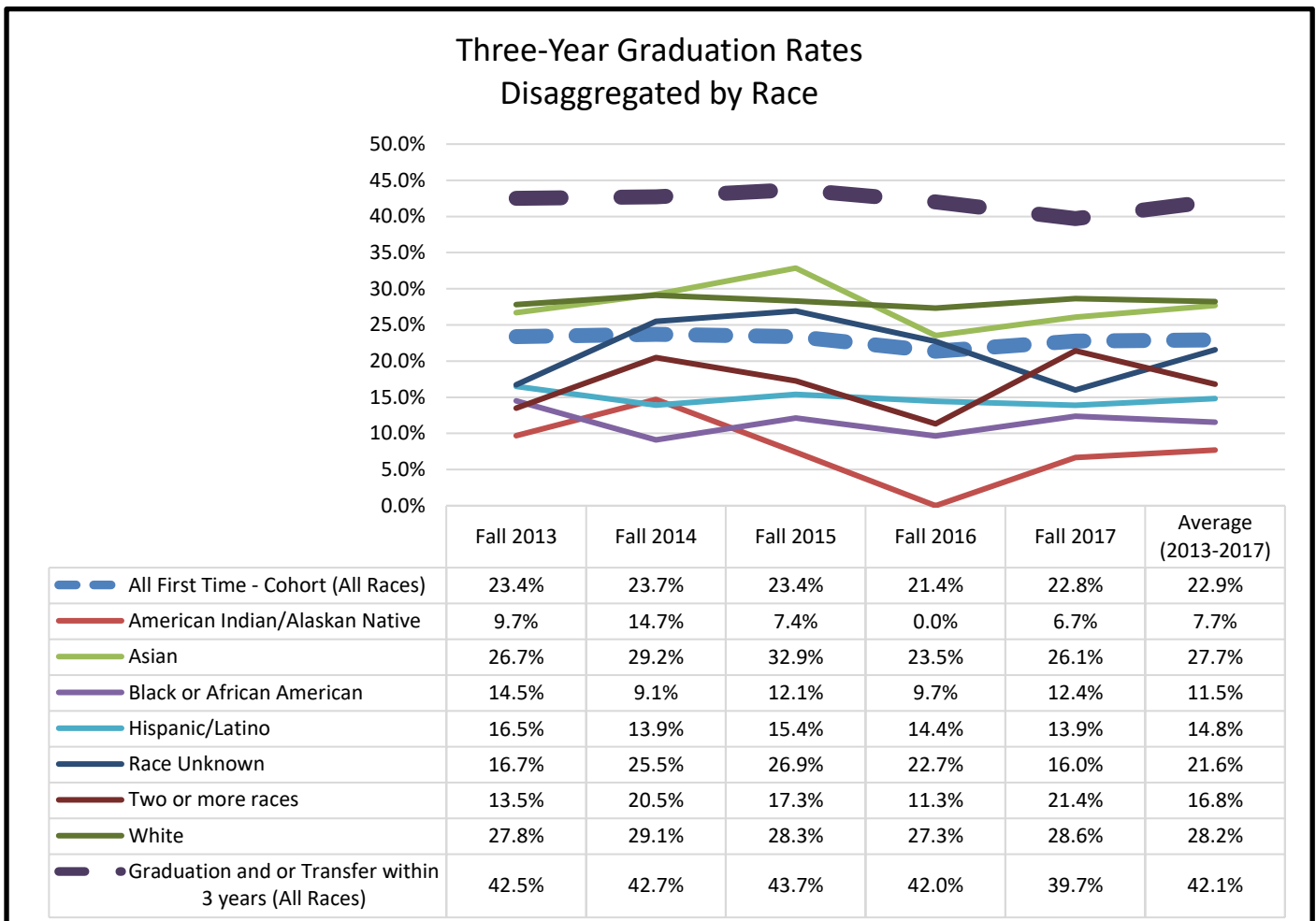
Retention & Graduation Rates

Retention

There has been little movement related to retention rates, regardless of demographic or cohort type, over the last ten years, as seen in Appendix B. Other than a recent decrease in part-time student Fall-to-Fall retention rates (down 9% over the last year), the College’s retention efforts from 2011 to 2019 have remained flat, averaging 50.7% with the most recent retention rate (2019) being 48%.

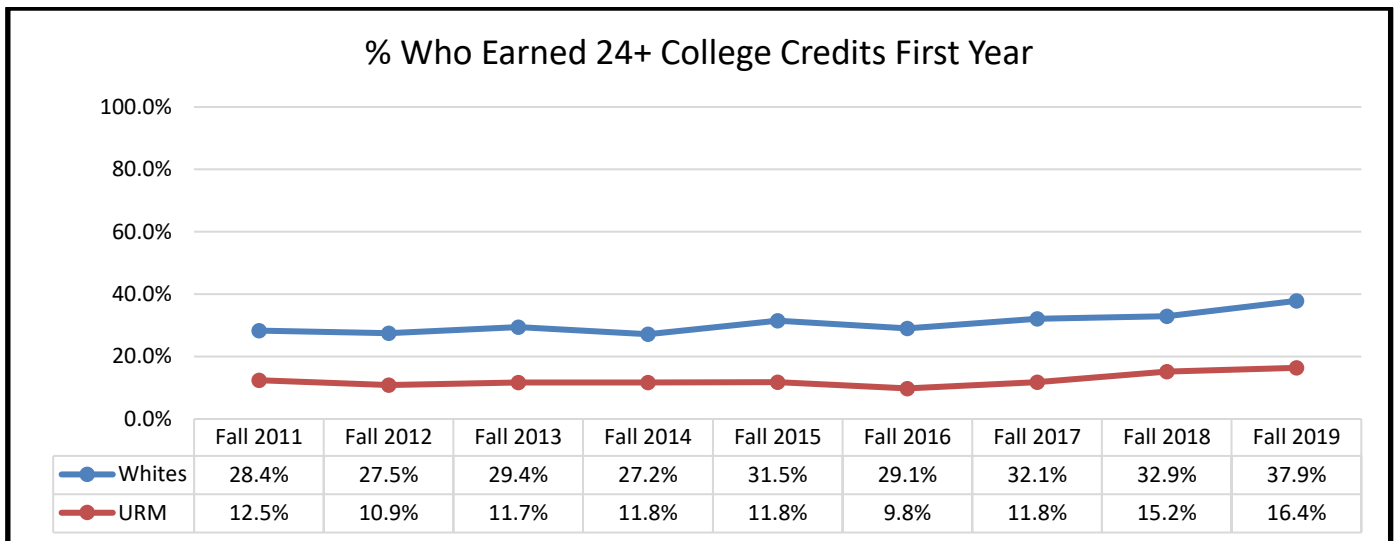
Graduation

With an average overall five-year graduation rate of 22.9% and a graduation-plus-transfer rate of 42.1%, up from 20.7% and 37.8% (respectively) over the previous five-year period, the College has moved beyond the national norm and is trending positively. With this growth, there remains a significant gap between students who identify as White or Asian/Asian-American and those who identify as being a member of an Underrepresented Minority population (URM), excluding those of Asian/Asian-American descent (Appendix D). American Indian (Indigenous Peoples), Black/ African American, and Hispanic/ Latino (Latinx) students reflect the populations that have the least likely to graduate within the three-year standard discussed in Appendix C.



Credit Momentum

Credit momentum is the percent of first time and transfer degree-seeking students who earned 24 or more college credits in their first year at the College. Institutionally, between the years of 2011 and 2019, 24.5% of the College's first time and transfer degree-seeking students met this threshold. There are substantive discrepancies between students who identify as White and those who identify as Underrepresented Minority (URM). Over that same 2011 to 2019 timeframe, White students met the credit momentum threshold 30.7% of the time and URM students met that threshold 12.4% of the time.



This disparity between White and URM students (18.3%) is greater than any other comparatively assessed demographic identifiers, however two other data sets are of note (Appendix E). First-Generation students meet the Credit Momentum standard 10.8% less often than their Non-First-Generation counterparts (20.8% vs. 31.6%) and those students who did not qualify for a Federal Pell Grant (29.5%), which is reflective of a student's socioeconomic status, met the Credit Momentum standard at an 8.7% greater rate than those students who receive Pell Grant funding (20.8%).



Enrollment Projections

Overall Enrollment Projections

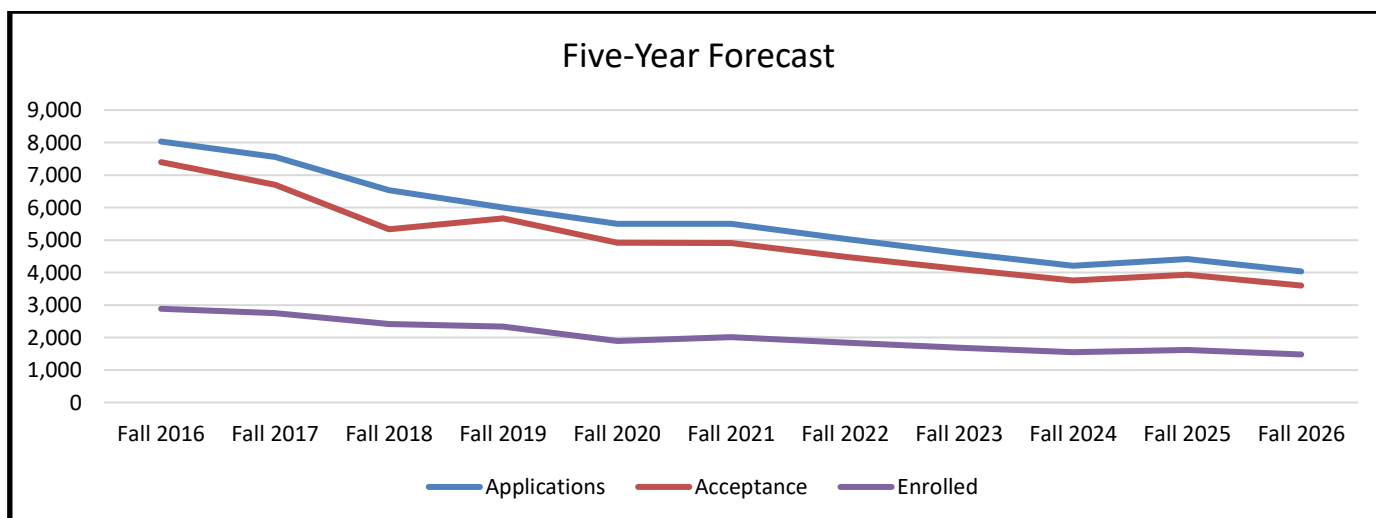
Using Ratio and Subjective Judgment enrollment forecasting models, we have developed the following projections of new student enrollment. This considers past application rates, acceptance, and yield results for both five- and ten-year intervals without significant intervention unique to this upcoming five- to ten-year enrollment cycle. It also reflects Onondaga County’s anticipated graduating high school class size, as provided by the State University of New York - Office of Budget and Finance. Societal impacts, such as the COVID-19 pandemic, familial mobility, or employment rates, have not been identified or evaluated when completing these projections.

Onondaga County and New York State anticipated high school graduation rates are shared as Appendix D. As reported by the State University of New York Office of Institutional Research and Data Analytics, totals are calculated on public high schools only as private high school enrollment appears to have little impact on Community College enrollment. Calculations were based on historical trends.

Five-Year Projection Model

Admission Funnel Forecasting
Using Previous Five-Year Acceptance and Yield Rate Averages, as well as an
8.50% Annual Decrease in Applicants

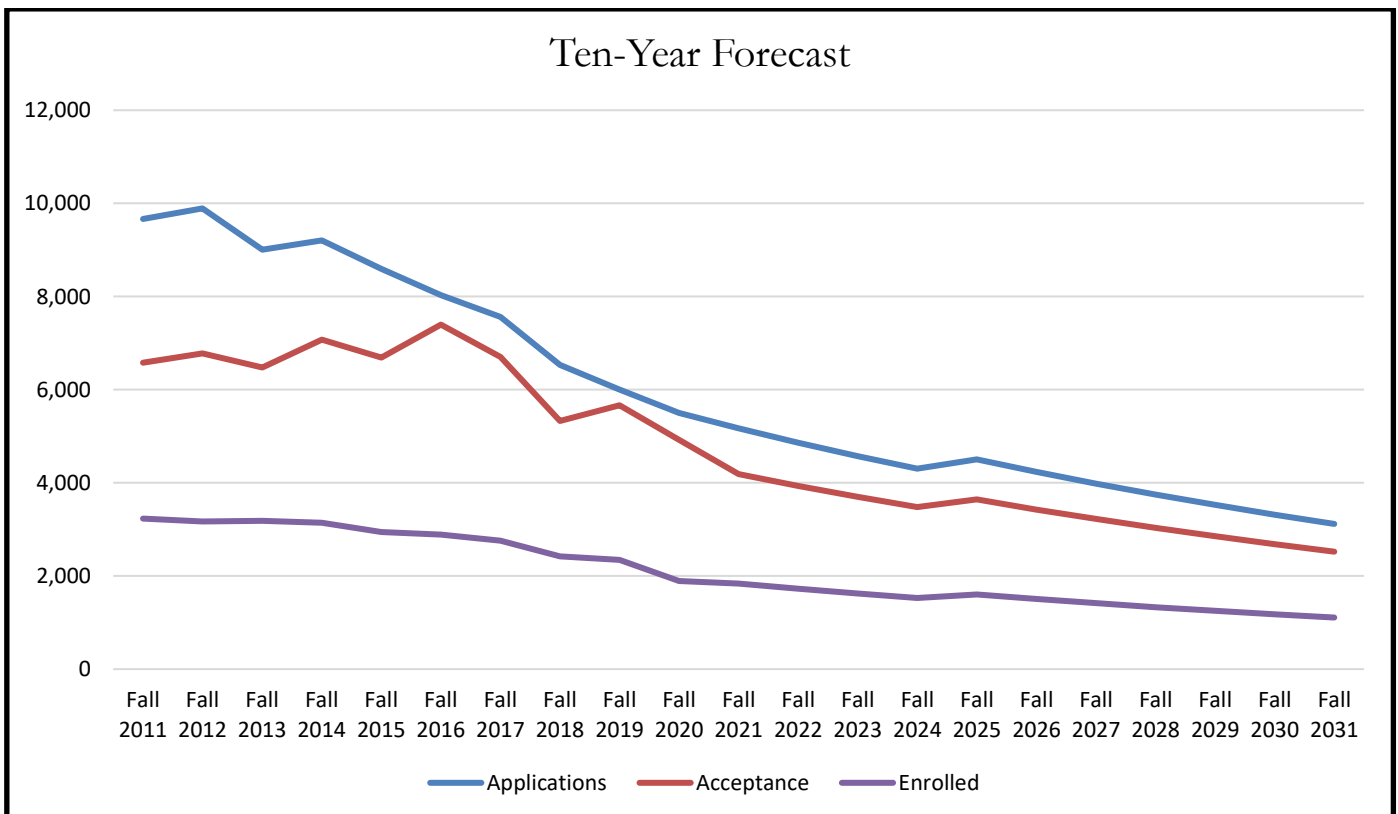
	Applications	Acceptance	Acceptance Rate	Enrolled	Enrollment Rate (Yield Rate)
FALL 2016	8,032	7,397	92.1%	2,886	39.0%
FALL 2017	7,562	6,701	88.6%	2,755	41.1%
FALL 2018	6,530	5,327	81.6%	2,418	45.4%
FALL 2019	6,003	5,663	94.3%	2,342	41.4%
FALL 2020	5,499	4,922	89.5%	1,893	38.5%
FALL 2021	5,032	4,488	89.2%	1,845	41.1%
FALL 2022	4,604	4,107	89.2%	1,688	41.1%
FALL 2023	4,213	3,758	89.2%	1,544	41.1%
FALL 2024	3,855	3,439	89.2%	1,413	41.1%
FALL 2025	4,036 (4.69% increase)	3,600	89.2%	1,480	41.1%
FALL 2026	3,693	3,294	89.2%	1,354	41.1%



Ten-Year Projection Model

Admission Funnel Forecasting
Using Previous Ten-Year Acceptance and Yield Rate Averages, as well as an
5.95% Annual Decrease in Applicants

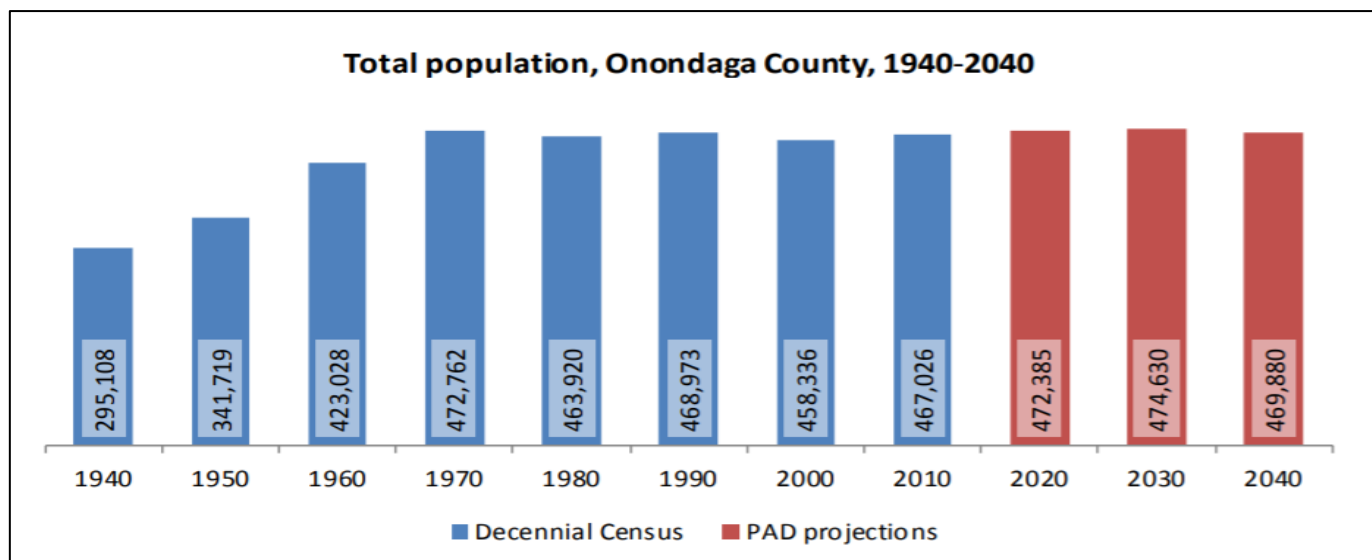
	Applications	Acceptance	Acceptance Rate	Enrolled	Enrollment Rate (Yield Rate)
Fall 2011	9,663	6,578	68.1%	3,232	49.1%
Fall 2012	9,892	6,778	68.5%	3,169	46.8%
Fall 2013	9,003	6,478	72.0%	3,182	49.1%
Fall 2014	9,207	7,071	76.8%	3,143	44.4%
Fall 2015	8,595	6,692	77.9%	2,945	44.0%
Fall 2016	8,032	7,397	92.1%	2,886	39.0%
Fall 2017	7,562	6,701	88.6%	2,755	41.1%
Fall 2018	6,530	5,327	81.6%	2,418	45.4%
Fall 2019	6,003	5,663	94.3%	2,342	41.4%
Fall 2020	5,499	4,922	89.5%	1,893	38.5%
Fall 2021	5,172	4,184	80.9%	1,837	43.9%
Fall 2022	4,864	3,935	80.9%	1,727	43.9%
Fall 2023	4,575	3,701	80.9%	1,625	43.9%
Fall 2024	4,302	3,481	80.9%	1,528	43.9%
Fall 2025	4,504 (4.69% increase)	3,644	80.9%	1,600	43.9%
Fall 2026	4,236	3,427	80.9%	1,504	43.9%
Fall 2027	3,984	3,223	80.9%	1,415	43.9%
Fall 2028	3,747	3,031	80.9%	1,331	43.9%
Fall 2029	3,524	2,851	80.9%	1,252	43.9%
Fall 2030	3,314	2,681	80.9%	1,177	43.9%
Fall 2031	3,117	2,522	80.9%	1,107	43.9%



Community Profile

Population

It is anticipated that although there will be a decrease in high school graduates over the next ten years, Onondaga County’s overall population is projected to stay consistent over that period and beyond.



Source: 1940-2010 Decennial Census and projections by Cornell Program on Applied Demographics

Socioeconomic Standing

Although population size is projected to remain constant, Onondaga County has confirmed plans to address the increasing level of poverty experienced by its residents. Currently, 14.9% of those living in Onondaga County live in poverty, with Underrepresented Minorities facing this at a rate three times higher than their White counterparts. The Black or African American, Hispanic (Latinx), and non-identified (other) communities are the hardest hit, with poverty rates of 37.2%, 31.8%, and 41.0% respectively. Comparatively, only 10.3% of the White community lives in poverty. Inclusive of all races, 21.6% of children are currently living in poverty.

Those who live above the federally designated poverty level, but do not earn enough to meet the basic cost of living threshold, are in a particularly challenging position. This cohort, named ALICE for Asset Limited, Income Constrained and Employed, struggle with similar housing and food insecurities as those below the poverty threshold, however they do not receive the same federal, state and county assistance as those identified within the poverty level. In Onondaga County, 26% of households fall into this category with Syracuse and East Syracuse topping the list of County households living within the poverty or ALICE category, both being over 60%.

Percent of population in poverty or below ALICE threshold, select municipalities, Onondaga County

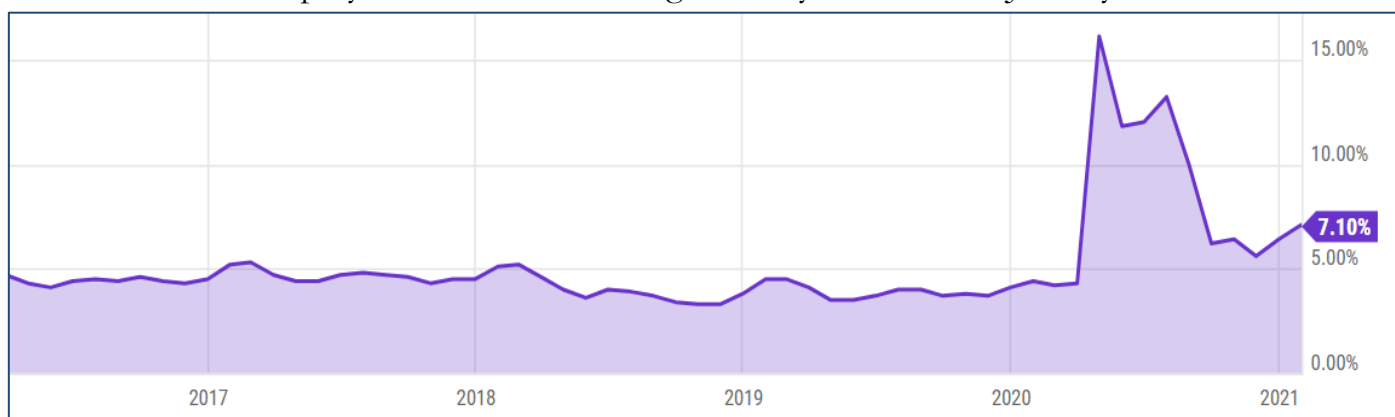
Syracuse	62%
East Syracuse	60%
Solvay	54%
Tully	54%
North Syracuse	51%
Camillus	49%

Source: United Way. ALICE: A Study of Financial Hardship in New York. 2018.
<https://www.unitedforalice.org/new-york>

Employment / Unemployment

Rates of unemployment in Onondaga County over the five-year period between January 2015 and January 2020 hovered between four and five percent. In response to the COVID-19 pandemic, unemployment rates rose to a high of 16.1% in April 2020. As of January 2021, the unemployment rate is still at 7.1%. Historically, when unemployment rises there is a corresponding increase of enrollment at community colleges. That was not the instance during this period. Community college enrollment continued to drop across New York State, including at Onondaga Community College.

Unemployment Rates- Onondaga County March 2016-January 2021



Source: New York State Department of Labor; <https://dol.ny.gov/labor-data>

Education

We are proud to see that Onondaga County has a greater percentage of associate degree attainment than the New York State standard. Within New York State, the percentage of individuals between the ages of 18 and 24 who received some college credit, or an associate degree, is 45.3%, where in Onondaga County it is 53.8%. For those over 25 years old, the percentages of those with an associate degree is 8.7% in New York State and 12.0% in Onondaga County.

Education has often been referred to as the silver bullet: a way for an individual to work their way into an improved socioeconomic position. In Onondaga County, the data confirms this (Appendix F). Individuals over the age of 25 with some collegiate experience, or an associate degree, are more likely to have an annual income greater than the federal poverty level when compared to those who do not obtain an educational experience beyond high school. Only 9.8% of those with collegiate experience is at or below the federal poverty level where 14.5% of those who do not attend college fall into, or remain in, poverty.

Within the county, the median salary for someone over the age of 25 is \$44,071. Although not to that threshold, it is no surprise to see that the median salary for those with an associate degree (\$39,563) is 17.2% higher than the salary for an individual who had no educational experiences post-high school and 57.9% higher than someone who had not graduated high school (Appendix F).

2021-2026 Enrollment Management Plan

In developing this plan, great attention was given to our institutional strategic plan (Lazer Success), stated best practices found within the plethora of research that was reviewed and all available data sets that relate to new student enrollment and retention. In doing so, it was evident that an intervention was needed. Apart from 2016/17, our enrollment has been steadily dropping over the last ten years, echoing a decrease in the annual number of high school graduates in both Onondaga County and New York State. Retention efforts have assisted the College in maintaining a standard level of student persistence, steadily holding at 50% annually.

Enrollment Goals

In using a student progression model, the Enrollment Management Council focused on the student experience, asking key questions related to that experience, which created a shared understanding that enrollment management goes beyond the recruitment through onboarding process. All our efforts must work together, as a singular operation, so students can reach their educational goals. Through use of this model, the Council worked to ensure that the following is bonded to the College's strategic plan, Lazer Focus.

Additionally, given the challenges associated with the decreasing numbers of graduating high school seniors, the College's aggressive, yet reachable, enrollment goals over the next five years will be measurable and reflect currently established Key Performance Indicators (KPIs). Those KPIs are Access, Persistence-Retention, College Success, Success after OCC, and Satisfaction. Special attention will be paid to those demographic and identity groups that have historically shown the lowest levels of persistence. Specific goals and strategies were developed to lead enrollment efforts. Included tactics are suggestions, developed by the Enrollment Management Council using research and best practice, that can be utilized as deemed appropriate by College leadership at the time of implementation.

Enrollment as an Enterprise

As shared by Dr. Sanborne of Ruffalo Noel Levitz, "Institutional mission lies at the center of the strategic enrollment planning process, but effective strategic enrollment plans must link academic and fiscal planning with recruitment and retention planning." Currently, Onondaga Community College's enrollment management (EM) strategy follows the Enrollment Management Matrix model. This model, as described by AACRAO, is a collaborative model where EM responsibilities are facilitated by a leadership team. This historical model reflects a decision to have key enrollment related offices report to different vice presidents, where decision making is decentralized and counts on effective and regular communication to achieve success. This has been accomplished at the Executive Council level. This current model has done well to offset the anticipated enrollment decline, and those constructs will serve as the genesis for future program development.

- Goal 1: Review current enrollment management efforts and make modifications, as appropriate, to develop a more comprehensive, college-wide enrollment management program by July 1, 2023
 - Strategy 1.1: Modify enrollment management model from an Enrollment Management Matrix model to an Enterprise Design, or unified, model
(Goals 1, 4, 5, 6, 7)
 - Tactic 1: Complete an inventory identifying who is responsible for each piece of the enrollment management process
 - Tactic 2: Assess current systems and benchmark against best practices, making modifications and improvements as appropriate
 - Tactic 3: Educate faculty and staff on enrollment management practices, including the review of the strategic enrollment management plan, marketing efforts, and interconnection of effort
 - Strategy 1.2: Create a culture where all employees understand the importance of student enrollment and the role they play in enrollment and student persistence
(Goals 1, 2)
 - Tactic 1: Division and/or Team leads will develop, and annually review, implementable strategies that their staff can directly assist with encouraging student recruitment, persistence, and retention
 - Tactic 2: Revise the existing orientation program to incorporate faculty and staff from all over campus, encouraging employees to be a part of students' Orientation experience
 - Tactic 3: Develop and disseminate information on the value of the College's first year experience (FYE) program, garnering support for its expansion. This will include the transition from a siloed engagement program to a comprehensive intrusive intervention program
 - Strategy 1.3: Continually assess efficacy of the enrollment management program, making modifications as appropriate
(Goals 1, 2, 3, 4, 5, 6, 7)
 - Tactic 1: Annual operational goals will be developed and linked to both the institutional Strategic Plan and this Enrollment Management Plan. These plans will include well-defined goals, objectives, strategies, timeframes, responsible individuals, necessary resources, and assessment strategies link to our institutional KPIs.

- Tactic 2: Review enrollment processes annually, utilizing developed personas to “walk through” the student experience
- Tactic 3: Utilize data, including student feedback, to make informed, action-oriented decisions

Greater Level of Community Engagement

The mission of community colleges is to serve their local community, specifically allowing those with limited resources to improve their financial standing through obtaining a high-quality education, whether that be through technical and vocational training, workforce development, or as a gateway to a four-year degree. Community colleges also serve a disproportionate number of non-traditional and underrepresented minority students, many of whom live at or below the poverty level.

- Goal 2: Through enhancing the Communities Perception (brand) of OCC, highlighting student success and outcomes, increasing yield, marketing conversion rates, and measured students sense of belonging by 1% annually
 - Strategy 2.1: Modify the current external marketing strategies to reflect the needs, interests, and character of the communities within our region

(Goals 2, 4, 5, 6)

- Tactic 1: Develop independent marketing and recruitment campaigns that will reflect the needs of the various, and unique, populations throughout the county while highlighting the long-term financial benefits that come with an OCC education
- Tactic 2: Market towards area of anticipated growth, focusing on populations such as the post-traditional, refugee and immigrant, and future workforce students.
- Tactic 3: Visually and physically insert ourselves into communities that are most likely to benefit from our educational program, specifically that we meet our future graduates where they work and live. Examples of this include (1) tapping into lower socioeconomic markets that have historically shown little interest through in-person and graphic recruiting at community centers, local community drives, religious organizations, transportation hubs, and the Jamesville Correctional Facility as well as (2) leveraging current community relationships with organizations, such as the Syracuse Community Health Center.



- Tactic 4: Utilize current and recent students (alumni) to "sell" OCC
 - Tactic 5: Highlight Prior Learning Assessment (PLA) opportunities
- Strategy 2.2: Increase internal marketing efforts focused on student retention and completion

(Goals 2, 5, 6, 7)

 - Tactic 1: Implement significant registration campaign for continuing students, creatively using proven models such as game theory and Parkinson's Law to encourage immediate and/or timely completion of the task
 - Tactic 2: Modify the OCC website to reflect the way that current students utilize it, realizing that students navigate and search for information using the main page instead of the current student page/hub
 - Tactic 3: Document, annually audit, and modify (as needed), the OCC communication and outreach plan. This includes all departmental and school "all-student" communication that is delivered by text, email, social media, etc.
 - Tactic 4: Liven the campus aesthetic by creating pronounced focal points, or "flair," that represents the diverse populations on campus
 - Tactic 5: Create opportunities connecting academic programs to OCC departments, such as having Marketing students partner with the marketing department, Human Service students partner with the CareHub
- Strategy 2.3: Increase quality of customer service, understanding that this is marketing and brand building

(Goals 2, 3, 4, 5, 6, 7)

 - Tactic 1: Expand modalities that students can communicate with campus (employees), such as the inclusion of What's App, live chat, and upcoming social platforms
 - Tactic 2: Increase the hours of employee availability, both in person and virtually
 - Tactic 3: Include inquiry on student customer service experience in student climate, and other relevant, surveys
- Goal 3: Increase the options in which students can access an OCC education, implementing at least two new methods over the next 36 months

- Strategy 3.1: Enhance synchronous and asynchronous online offerings, including the development and implementation of fully online programs
(Goals 3, 4, 5, 6, 7)
 - Tactic 1: Obtain NC-SARA membership by August 1, 2022, followed by the creation and registration of at least three viable, fully online academic programs to begin by Spring 2023
 - Tactic 2: Explore varied course modality options, including Hyflex and bi-modal options, to determine feasibility, student interest, and potential success rates
 - Tactic 3: Develop a brief pre-course, online orientation to the College’s learning management system that must be successfully completed prior to a student beginning an asynchronous course

- Strategy 3.2: Implement the College’s institutional process for creating a credit-bearing, and stackable, microcredential program
(Goals 2, 3, 4, 6)
 - Tactic 1: Complete an analysis of local workforce needs to assess need and determine microcredential viability, utilizing current workforce partnerships as appropriate
 - Tactic 2: Develop internal partnerships between microcredential creators and faculty to enhance microcredential program

- Strategy 3.3: Grow workforce offerings by 25% over the next 36 months, expanding workforce training opportunities to companies using data to inform program viability
(Goals 3, 4, 5, 6)
 - Tactic 1: Facilitate annual review of the prospective job market to ensure that we can fulfill the promise of increased financial standing
 - Tactic 2: Embed student support services into workforce program plan
 - Tactic 3: Utilize College finance office technologies to manage workforce tuition and fee management

Build Sense of Belonging

To best support our *Students First* core value, we must look to experience our processes through their eyes. Research has shown that more students leave college because they do not feel valued than any other reason, including academic difficulties. This is a substantive challenge at a

primarily non-residential community college. To feel like you belong, you must be engaged with the campus or greater community.

- Goal 4: Increase number of enrolled post-traditional/adult students to from 1,315 to 1,645 (including CCN) by September 1, 2026, mirroring the SUNY community college post-traditional/adult average enrollment rate

(Goals 4, 5, 6, 7)

- Strategy 4.1: Increase access to enrollment for post-traditional/adult students
 - Tactic 1: Create an adult friendly scheduling model that will run concurrent with our traditional schedule, including providing flexibility with course pace, modality, and time on-site
 - Tactic 2: Assess feasibility and develop reasonable plans for an affordable drop-in childcare program
 - Tactic 3: Create and implement an adult student onboarding process that considers barriers to enrollment and aligns communication and support to the adult student population
 - Tactic 4: Implement the Return to Complete program which provides students with financial support on unpaid balances, based on successful completion of coursework

- Strategy 4.2: Create sustainable programming for adult students focused on growth and academic success

(Goals 4, 6, 7)

- Tactic 1: Strengthen the marketing, content, and delivery of the Success Workshops
- Tactic 2: Develop an adult student club, functioning in an accessible manner for this population
- Tactic 3: Facilitate family friendly programming, taking place both on and off-campus
- Tactic 4: The Student Government Association will have a dedicated post-traditional (adult) learner senator position
- Tactic 5: Develop post-traditional subgroup within the LazerLink peer mentoring program

- Strategy 4.3: Strengthen and leverage our relationships with community partners and local industry

(Goals 2, 3, 4, 6)

- Tactic 1: Utilize One-Stop program to better engage our post-traditional learners
 - Tactic 2: Increase partnerships with local industry/businesses that support employees continuing education; those with tuition reimbursement, scholarships, etc.
- Goal 5: Prioritize enrollment and success rates of under-represented minority (URM) and first-generation students, decreasing the equity gap of these populations by 50% by 2026
 - Strategy 5.1: Grow percentage of OCC students identifying as a first-generation student by 2% annually over the next five years (29.21% as of 2021)

(Goals 4, 5, 6, 7)

 - Tactic 1: Develop and implement a first-generation student engagement strategy, mirroring the successes observed within current opportunity programs
 - Tactic 2: Build an onboarding and engagement campaign that will support those who identify as a first-generation college student
 - Tactic 3: Increase market penetration into high schools that have higher rates of potential first-generation college students
 - Tactic 4: Market at venues that historically reflect future first-generation students, using staff who best represent the venue
 - Tactic 5: Highlight opportunity program access and benefits
 - Tactic 6: Annually review language of recruiting and onboarding materials to ensure that they are easily understood by first gen students, modifying as needed
 - Tactic 7: Create awareness of smaller, stackable opportunities so their college experience appears less daunting
 - Strategy 5.2: Increase success rates of URM students, as assessed using Credit Momentum criteria, to 20% from the recent average of 12.4% (16.4% in Fall 2019)

(Goals 4, 5, 6, 7)

 - Tactic 1: Utilize satisfaction survey results to improve proactive supports and retention efforts
 - Tactic 2: Develop and implement engagement opportunities uniquely suited for our URM students

- Tactic 3: Encourage enrollment in first year seminar classes, when programmatically appropriate
 - Tactic 4: Strengthen current institutional programming focused on our URM population, including but not limited to our Men of Distinction program
 - Strategy 5.3: Align various institutional strategies focused on URM and First-Generation student success to increase quality of our wraparound services
(Goals 4, 5, 6, 7)
 - Tactic 1: Ensure clear lines of communication with DEI and English Language Institute
 - Tactic 2: Utilize proven success strategies, as implemented by the opportunity programs, to support all URM and first-generation students
 - Tactic 3: Complete an equity assessment to determine why URM success rates are unfavorable compared to our non-URM students, and act on the data found/discovered
- Goal 6: Utilizing results from institutional survey results, including the Community College Survey of Student Engagement (CCSSE) annual survey, the College will create an environment that attracts and retains a diverse student population, resulting in an increase in the overall “Support for Learners” benchmark of at least .5 on a four-point Likert scale by May 2026.
 - Strategy 6.1: Create a visual representation of our student body throughout campus
(Goals 2, 5, 6, 7)
 - Tactic 1: Utilize banners, flags, and posters throughout campus to highlight the diversity of the student population
 - Tactic 2: Prioritize inclusion of diversity, mirroring our student population, within curriculum
 - Tactic 3: Develop an Indigenous persons' hub, honoring and reflecting on the history of our local Indigenous population
 - Strategy 6.2: Utilize developmentally appropriate and understandable language when communicating with students
(Goals 2, 4, 5, 6, 7)
 - Tactic 1: Include plain language explanations within standardized notices, statements, etc.

- Tactic 2: Increase the availability of materials in languages other than English
 - Assess the feasibility of the creation and implementation of a mirrored website and online orientation program that can be viewed in other languages. Spanish, Chinese, Arabic, American Sign Language and Vietnamese are most prevalent languages communicated, beyond English, in the greater Syracuse region.
- Tactic 3: Integrate a review of the college's communications into OCC courses, as decided upon and implemented by faculty, to obtain student feedback on readability and comprehension of the communications. Classes where this may naturally fit include, but are not limited to, ENG 103, COM 157, and BUS 121
- Strategy 6.3: Increase level of faculty and staff diversity throughout campus (Goals 1, 2, 5, 6, 7)
 - Tactic 1: Post job openings in venues that attract a diverse applicant pool
 - Tactic 2: Respond to climate survey results, acting swiftly on areas of concern or future growth
 - Tactic 3: Have a recruitment webpage, built off our human resource website, that highlights potential employee needs and our communities' resources to meet those needs

Highlight Academic Strengths and Value of the School's Model

Onondaga Community College has a strong history of providing students access to high-level faculty as well as degree options that provide favorable returns on investment. In that students are more keenly aware of the finances associated with attending an institution of higher education, efforts are needed to make certain that we are able to provide outcomes that reflect the financial benefits of our programs.

- Goal 7: Raise continuing student retention rates by at least 1% each year for the next five years
 - Strategy 7.1: Increase influence the Academic Schools have on the student experience (Goals 2, 3, 4, 5, 6, 7)
 - Tactic 1: Institute an outreach, support and engagement plan for non-matriculated students, including the development of a designated “home school”

- Tactic 2: Build greater partnerships with institutional processing offices, identifying key individuals who can serve as internal points of contact for support and referral
 - Tactic 3: The Schools' teams will develop and implement an initiative to increase the utilization of LazerSuccess, OCC's early alert student tracking software, by faculty and staff
 - Strategy 7.2: Strengthen marketing of the Schools' Model to both current and prospective students

(Goals 2, 3, 4, 5, 6, 7)

 - Tactic 1: Promote each School's programs, both curricular and co-curricular programs, with what the students' successful outcomes will be when completing their academic program and/or utilizing the School based support services
 - Tactic 2: Create and distribute "Schools Value" talking points to all employees, encouraging them to refer students to their home school for support and assistance
 - Tactic 3: Develop Faculty Fellows' program, connected to each school, where faculty engage in student interactions outside of the classroom
 - Strategy 7.3: Academic and Student Affairs will lead the Schools program as they continually improve and innovate

(Goals 2, 3, 4, 5, 6, 7)

 - Tactic 1: Academic Affairs will lead biennial reviews of each of the academic programs (degree, certificate and accelerated career training) to assess the value of each program, as it compares to the long-term financial benefit to the students who complete the program
 - Tactic 2: Develop new program content that responds to the needs of industry, at the local, regional and national level, while also meeting the expectations of our students, which is to provide them an education that will allow them to find a household-sustaining career
 - Tactic 3: Review what programs would be best suited to have their degree pathway utilize a cohort and/or block scheduling model, allowing students, as needed, to select from a pre-developed list of electives that have been assessed as beneficial to students within their chosen program. This review will include how the cohort/ block scheduling model will be assessed, and if the assessment plan will be universal or specific to the individual degree program.

Future Considerations

Understanding that an Enrollment Management Plan is a static guide, evaluated and adjusted annually, we must acknowledge the areas in which we were not able to adequately reflect upon. In doing so, we are making recommendations to future enrollment management teams about how to improve the enrollment plan developmental process and what areas of inquiry that they may find valuable as they develop ongoing strategies for success. Those recommendations include:

- Start to develop next Enrollment Management Plan (2026-2030) in Spring 2023
 - Utilizing more targeted student outreach and data collection
- Evaluate prospective employment market research, such as NY Surge data, and determine how opportunity projections should influence future Enrollment Management Plans
- Maintain consistent academic program reviews as designated by Academic Affairs
- Encourage transfer relationship growth
 - Highlight SUNY Transfer Office in Gordon and encourage student participation
 - Continue to review articulation agreements, ensuring they still hold value

Appendices

Appendix A: Historical Fall Enrollment Reports- Disaggregated by Identifier

Appendix B: Retention Data- Disaggregated by Identifier

Appendix C: Graduation Rates- Three Year Rates (Including Race and Ethnicity)

Appendix D: Projected High School Graduate Counts- Onondaga County and New York State

Appendix E: Supplemental Credit Momentum Reports- First Generation and Pell Grant

Appendix F: Onondaga County- Educational Attainment and Socioeconomic Influence

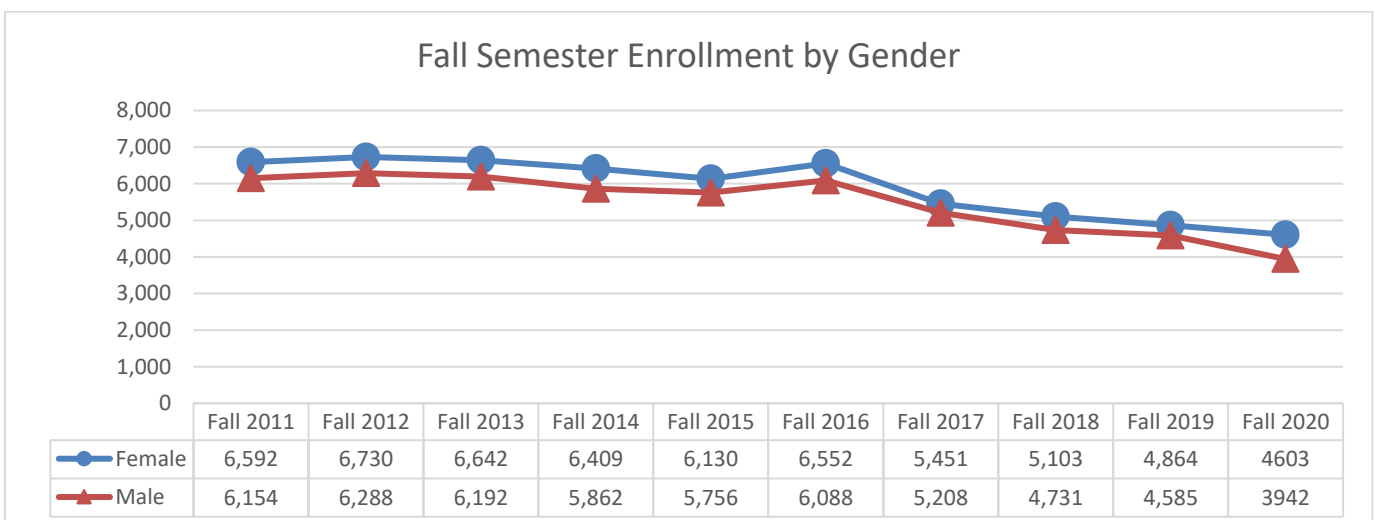
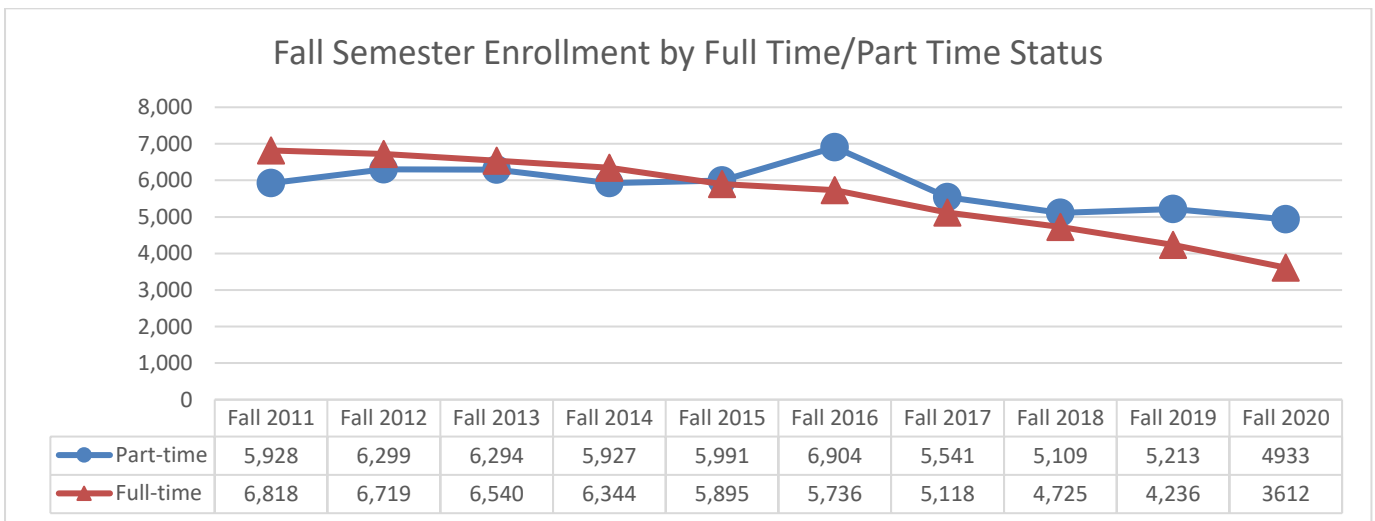
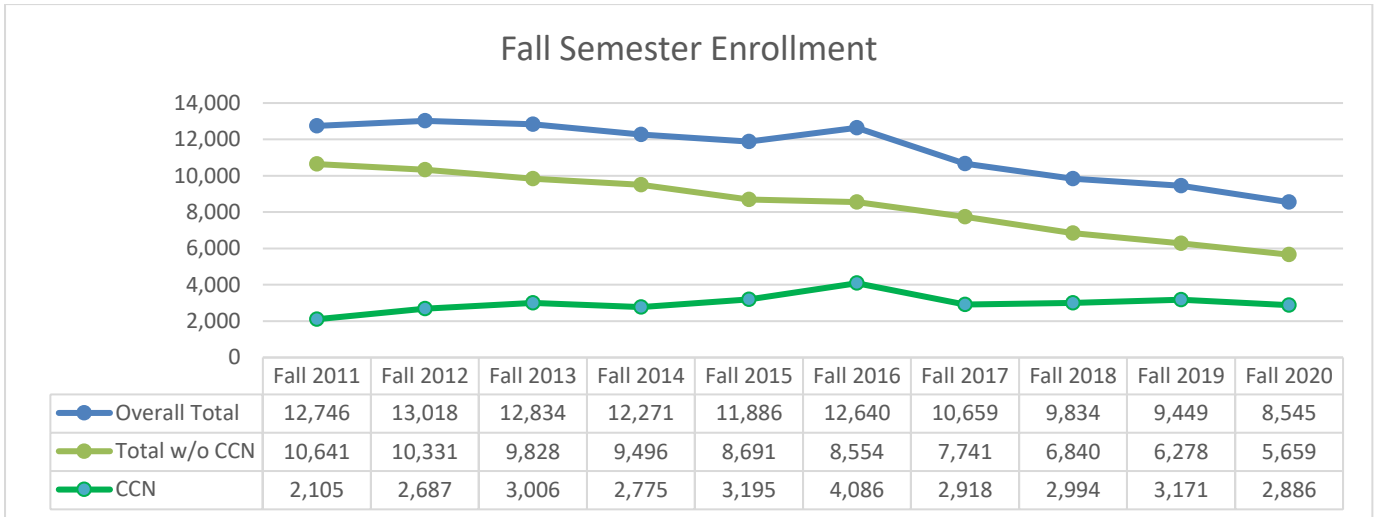
Appendix G: Summary of Previous Enrollment Management Plan Successes

Appendix H: Additional Interventions to Investigate

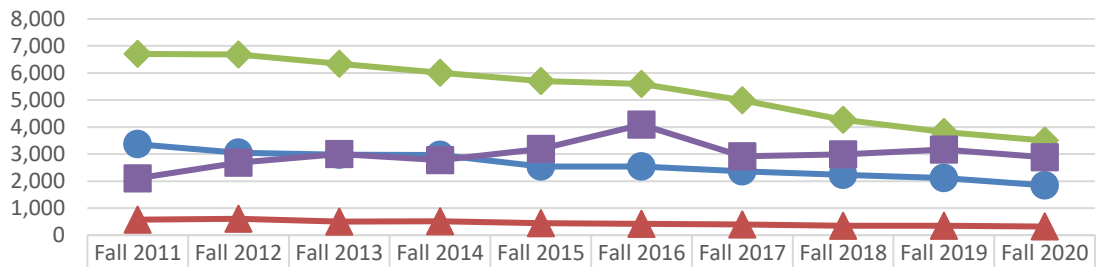


Appendix A- Historical Fall Enrollment Reports: Disaggregated by Identifier

Sources: IPEDS & OCC Office of Institutional Planning, Assessment & Research reports.

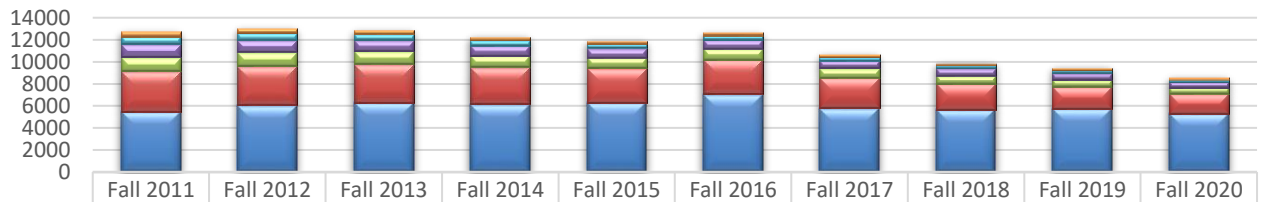


Fall Semester Enrollment by Higher Education History



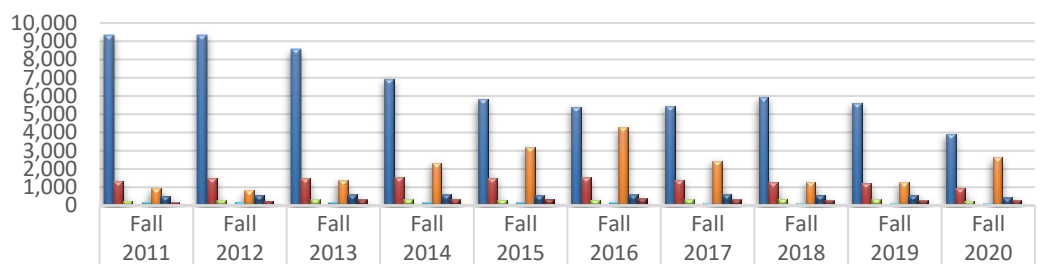
First-Time	3,363	3,043	2,981	2,969	2,545	2,542	2,356	2,229	2,111	1,843
Transfer	571	605	502	511	442	419	392	343	349	318
Continuing	6,707	6,683	6,345	6,016	5,704	5,593	4,993	4,268	3,818	3,498
Concurrently Enrolled	2,105	2,687	3,006	2,775	3,195	4,086	2,918	2,994	3,171	2,886

Fall Semester Enrollment by Age



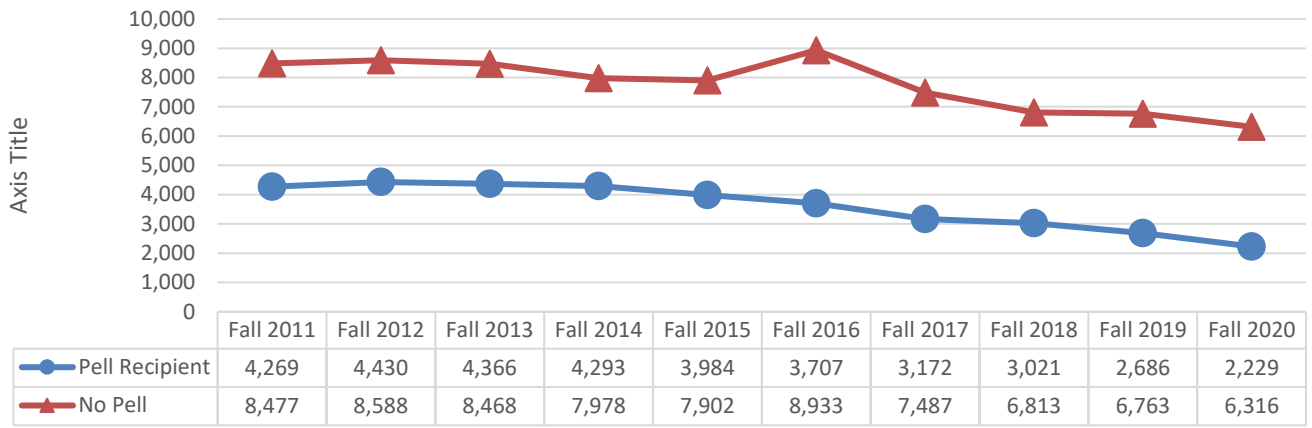
Unknown	20	9	13	7	3	3	10	7	2	6
50+ yrs	440	402	321	296	263	239	216	118	185	119
40-49 yrs	693	637	551	480	382	367	310	294	276	209
30-39 yrs	1,183	1,093	997	945	842	821	702	665	591	541
25-29 yrs	1,237	1,239	1,151	1,020	952	998	863	731	634	560
20-24 yrs	3,663	3,565	3,490	3,384	3,157	3,141	2,741	2,347	1,993	1,813
<20yrs	5,510	6,073	6,311	6,139	6,287	7,071	5,817	5,672	5,768	5,297

Fall Semester Enrollment by Race/Ethnicity

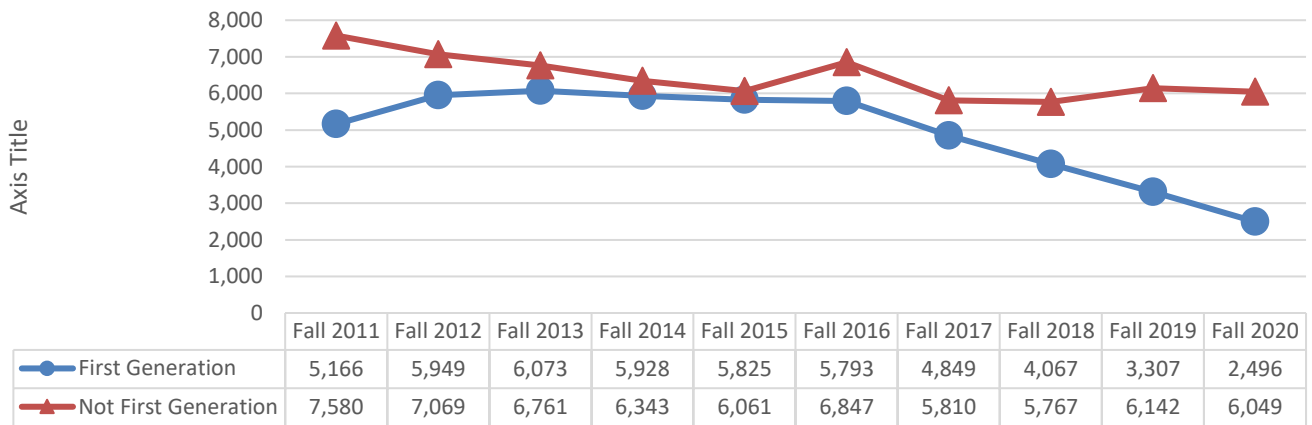


White	9,313	9,333	8,528	6,923	5,807	5,401	5,419	5,929	5,618	3,897
Black or African American	1,318	1,494	1,462	1,531	1,487	1,509	1,402	1,253	1,209	929
Asian	252	288	341	343	300	304	317	350	341	257
Native Hawaiian or Other Pacific	6	12	8	18	10	8	7	5	7	4
American Indian or Alaska Native	158	195	165	145	147	149	135	121	125	94
Unknown	920	813	1,358	2,317	3,169	4,266	2,420	1,284	1,249	2,626
Hispanic	521	569	592	591	557	587	605	576	577	427
Multiple Races	187	250	318	344	364	373	318	277	272	286
Non-Resident Alien	71	64	62	59	45	43	36	39	51	25

Fall Semester Enrollment by Socioeconomic Status



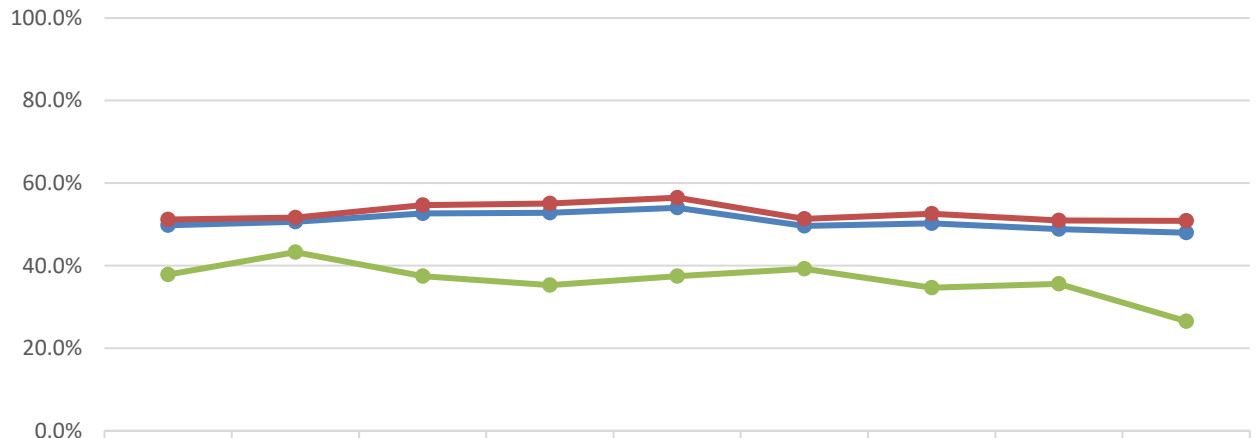
Fall Semester Enrollment by First Generation Status



Appendix B- Retention Data: Disaggregated by Identifier

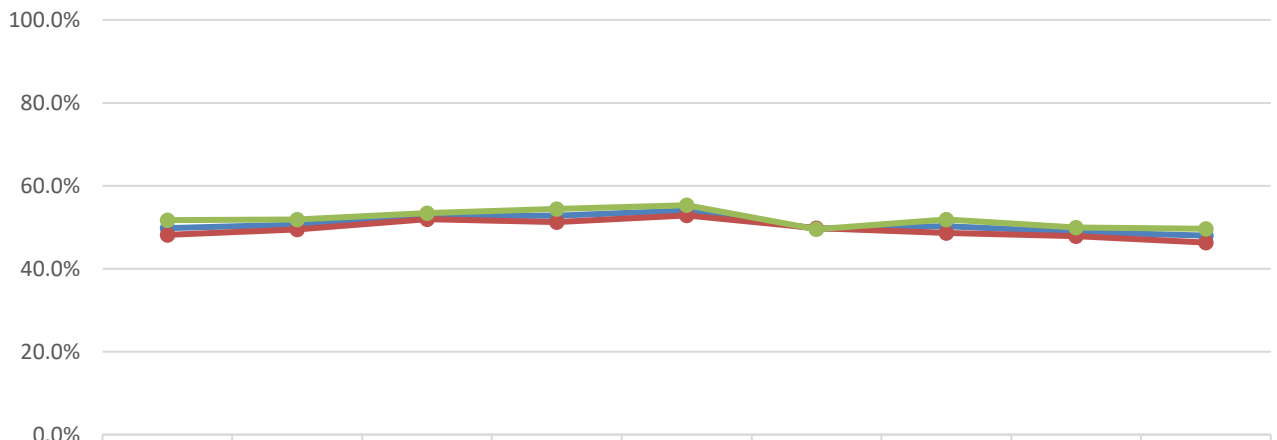
Sources: IPEDS & OCC Office of Institutional Planning, Assessment & Research reports.

Fall to Fall Retention Rate by Full Time/Part Time Status



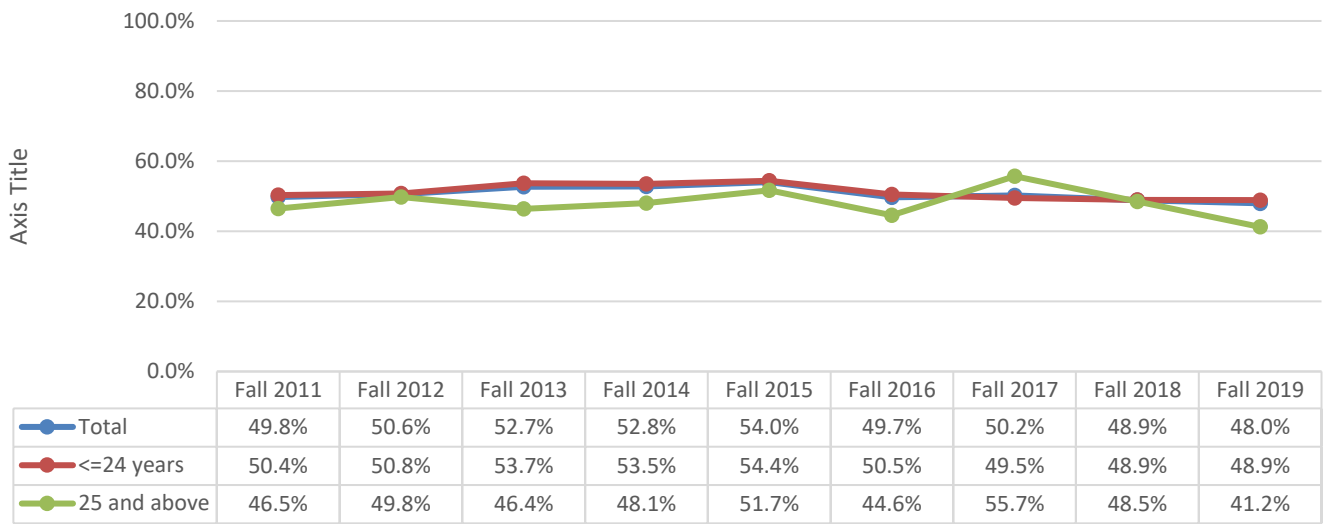
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total	49.8%	50.6%	52.7%	52.8%	54.0%	49.7%	50.2%	48.9%	48.0%
Full Time	51.2%	51.7%	54.7%	55.1%	56.5%	51.3%	52.6%	51.0%	50.9%
Part Time	37.8%	43.3%	37.5%	35.3%	37.5%	39.2%	34.7%	35.6%	26.6%

Fall to Fall Retention Rate by Gender

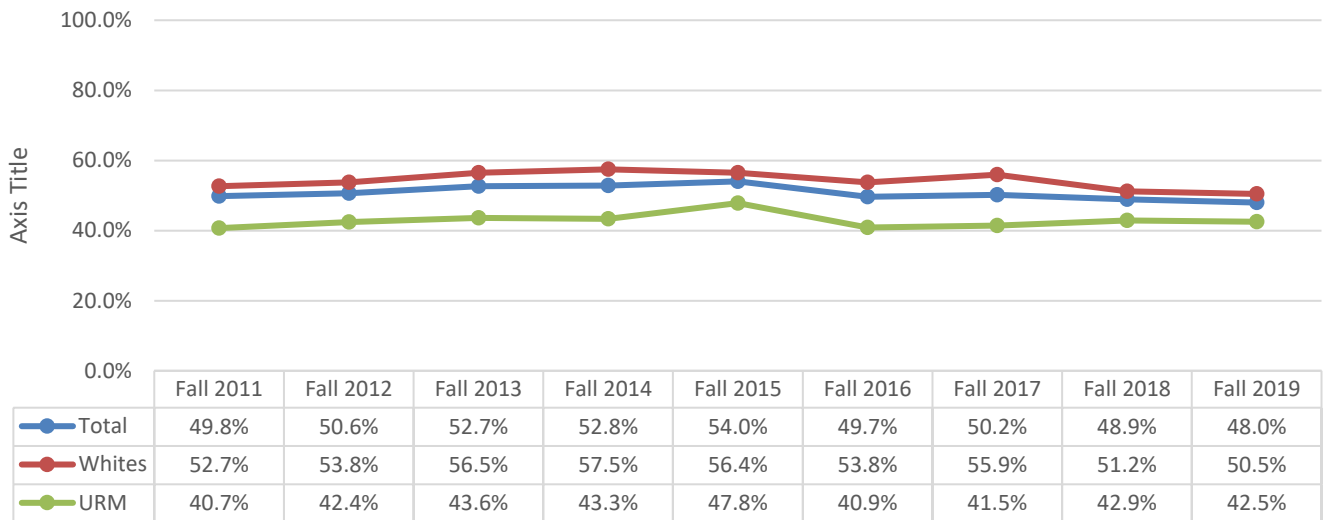


	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total	49.8%	50.6%	52.7%	52.8%	54.0%	49.7%	50.2%	48.9%	48.0%
Male	48.2%	49.4%	52.0%	51.2%	52.8%	49.8%	48.6%	47.8%	46.3%
Female	51.7%	51.9%	53.4%	54.4%	55.3%	49.5%	51.9%	49.9%	49.6%

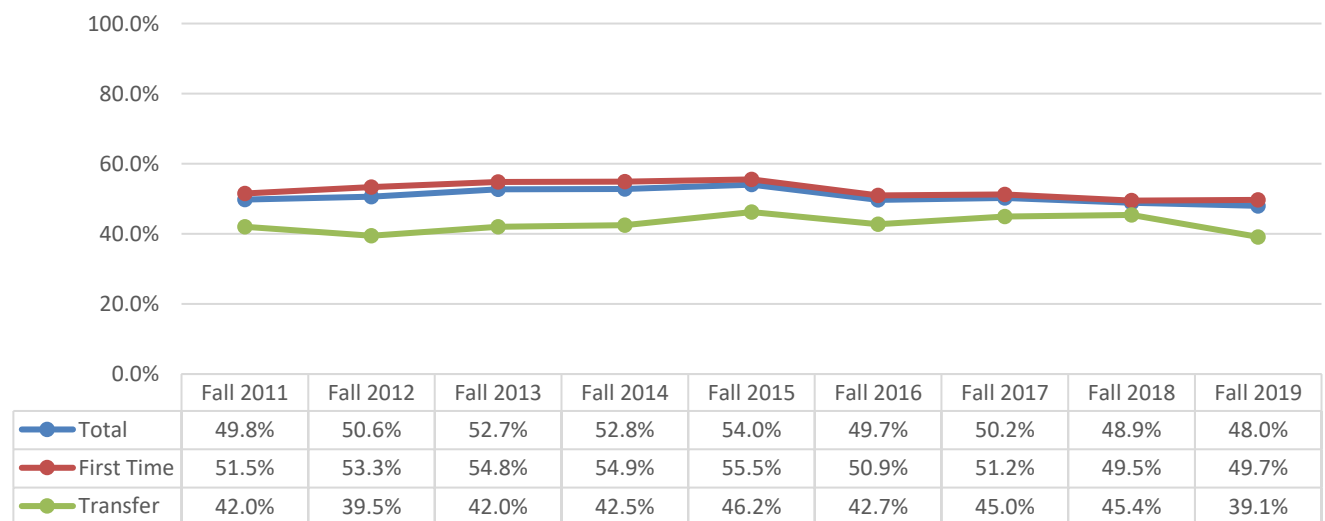
Fall to Fall Retention Rate by Age



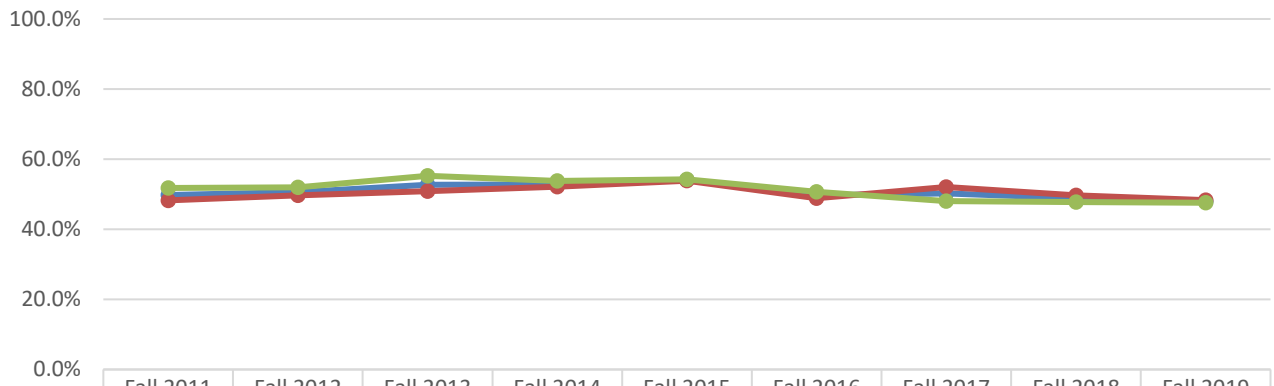
Fall to Fall Retention Rate by Race



Fall to Fall Retention Rate by Entry Status

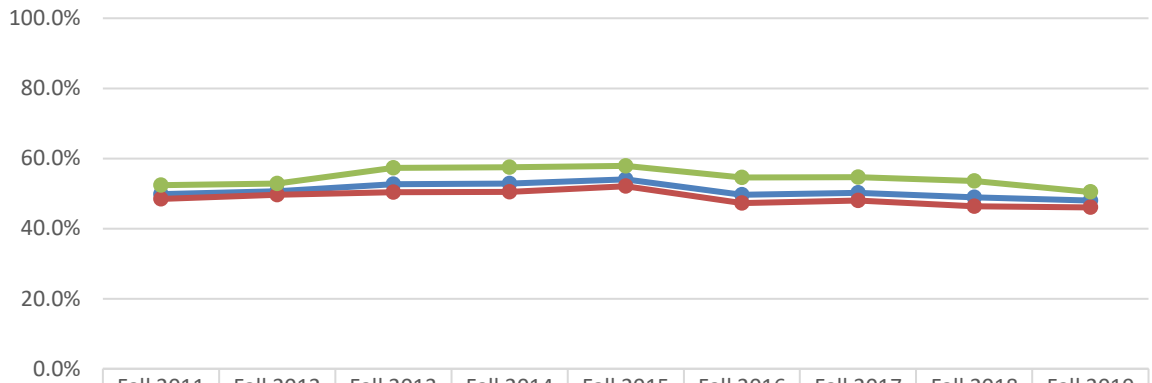


Fall to Fall Retention Rate by Socioeconomic Status



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
● Total	49.8%	50.6%	52.7%	52.8%	54.0%	49.7%	50.2%	48.9%	48.0%
● Pell	48.2%	49.7%	50.8%	52.1%	53.9%	48.8%	52.0%	49.7%	48.4%
● No Pell	51.8%	52.0%	55.3%	53.8%	54.3%	50.7%	48.0%	47.8%	47.6%

Fall to Fall Retention Rate by First Generation Status



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
● Total	49.8%	50.6%	52.7%	52.8%	54.0%	49.7%	50.2%	48.9%	48.0%
● Firstgeneration	48.4%	49.6%	50.4%	50.5%	52.1%	47.3%	48.0%	46.4%	46.0%
● Not Firstgeneration	52.4%	52.9%	57.3%	57.4%	57.9%	54.5%	54.7%	53.6%	50.4%

Appendix C- Graduation Reports

The Community College Research Center, CRCC, has verified that graduation rates for full-time students enrolled at Community Colleges are best represented over three-year intervals. They specifically state that the reported graduation rates after three years are “nearly identical” to those using other methodologies and represents current best practice. In using this standard, the OCC Office of Institutional Planning, Assessment and Research developed a dataset that reflects Full-Time/First-Time students that graduate within three years, disaggregated by race (Appendix C).

The National Center from Education Statistics has reported that the current, national three-year graduation rate for community college students is 22%. Independently, the American Community College Association has concluded that, over a three-year period, approximately 40% of community college students either graduate or transfer to a baccalaureate institution, citing that both scenarios need to be reflected when addressing student success rates.

Onondaga Community College Three (3) Year Graduation Rates for
First-Time/Full-Time Degree Seeking Students
(includes review based upon Race/Ethnicity)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Entering Fall Semester													
All First Time - Cohort	973	1204	1525	1657	1859	2285	2293	2188	2239	2214	2031	1996	1810
Graduation Within 3 years													
All First Time - Cohort	20.0%	17.8%	18.0%	18.0%	19.7%	21.0%	22.8%	22.2%	23.4%	23.7%	23.4%	21.4%	22.8%
Race/Ethnicity													
American Indian/Alaskan Native	5.0%	9.5%	23.1%	2.5%	7.1%	5.9%	27.3%	9.6%	9.7%	14.7%	7.4%	0.0%	6.7%
Asian	16.7%	0.0%	15.4%	16.2%	19.2%	21.6%	18.2%	36.2%	26.7%	29.2%	32.9%	23.5%	26.1%
Black or African American	7.8%	6.3%	4.9%	8.7%	9.3%	6.8%	10.9%	8.7%	14.5%	9.1%	12.1%	9.7%	12.4%
Hawaiian/Pacific Islander								50.0%	100.0%	0.0%	33.3%	50.0%	
Hispanic/Latino	27.8%	12.5%	15.7%	14.3%	16.5%	20.9%	14.3%	12.8%	16.5%	13.9%	15.4%	14.4%	13.9%
International		75.0%	12.5%	0.0%	50.0%	14.3%	29.6%	33.3%	10.0%	20.0%	40.0%	40.0%	33.3%
Race Unknown	16.0%	18.3%	12.3%	18.3%	9.8%	31.3%	22.9%	21.6%	16.7%	25.5%	26.9%	22.7%	16.0%
Two or more races						9.9%	18.3%	16.7%	13.5%	20.5%	17.3%	11.3%	21.4%
White	23.8%	20.2%	20.5%	20.2%	22.9%	23.9%	26.1%	26.8%	27.8%	29.1%	28.3%	27.3%	28.6%
Graduation and/or Transfer within 3 years	41.8%	41.1%	38.0%	36.3%	35.9%	36.1%	38.3%	42.4%	42.5%	42.7%	43.7%	42.0%	39.7%

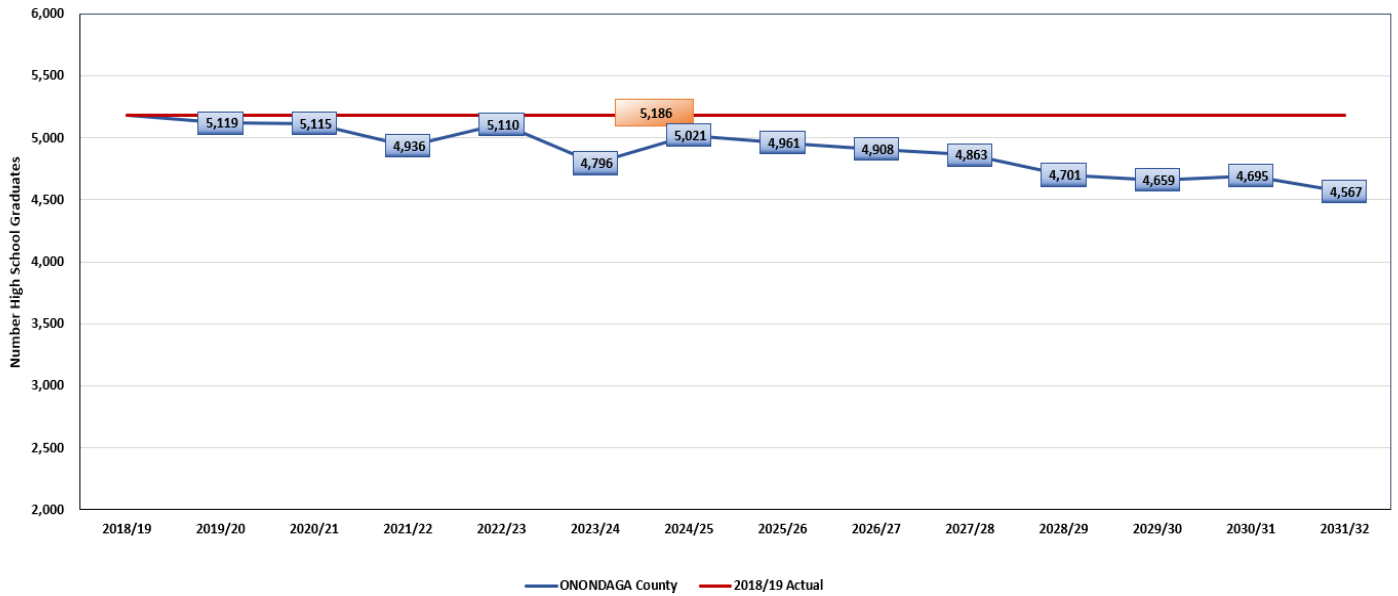
Sources: IPEDS Graduation Rates & OCC Office of Institutional Planning, Assessment & Research reports

Appendix D- Projected High School Graduates

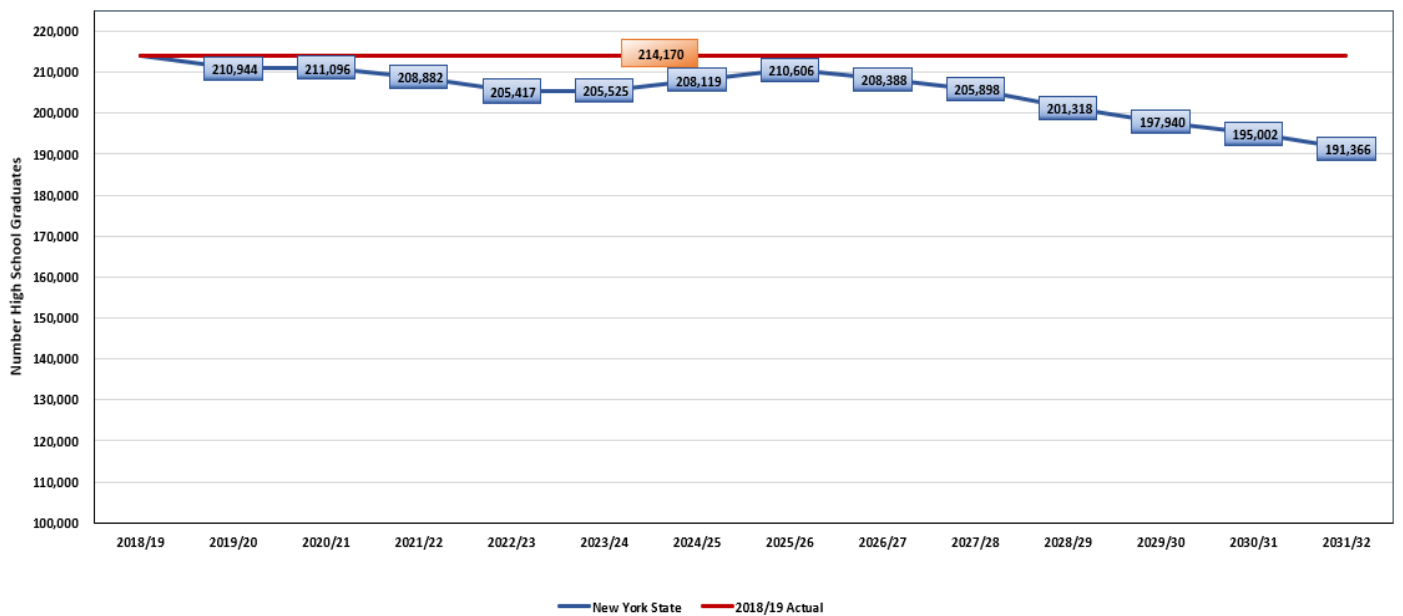
Sources: State University of New York, National Center for Educational Statistics, and the United States Census Bureau

Historically, Onondaga Community College’s enrollment comes from traditional undergraduate students, and as such, our enrollment tends to follow the demographic trends of recent high school graduates. As shown below, the number of high school graduates projected will reflect an overall decline both in county and across the state, with a modest single year increase expected in 2024/25.

Onondaga County

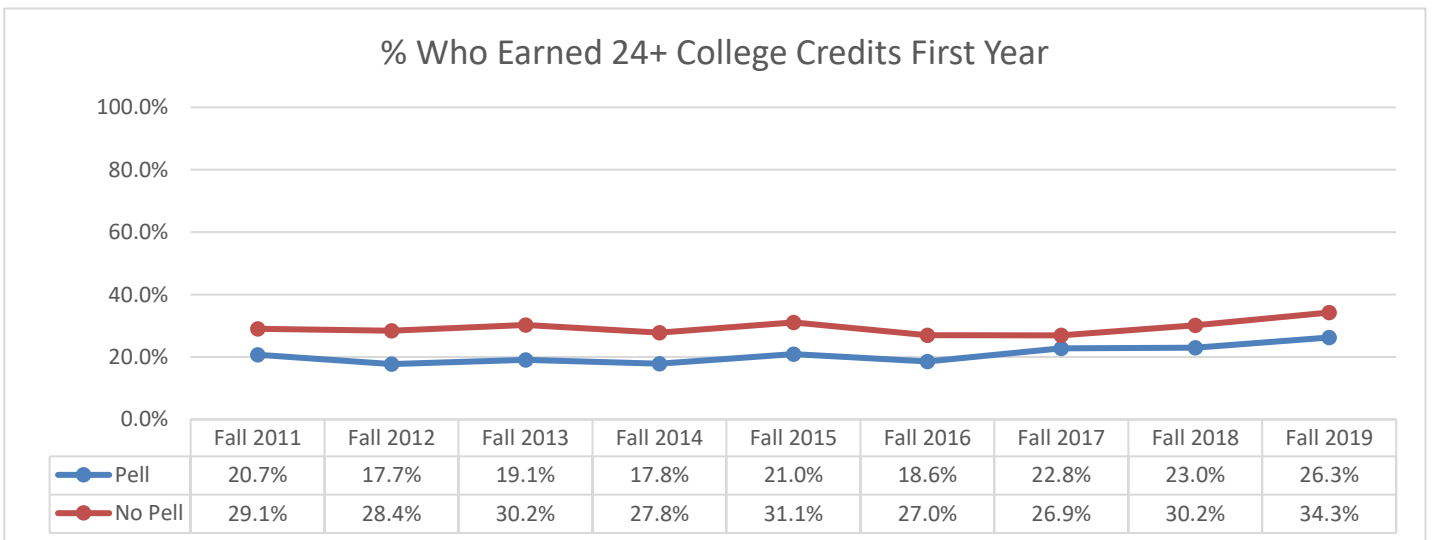
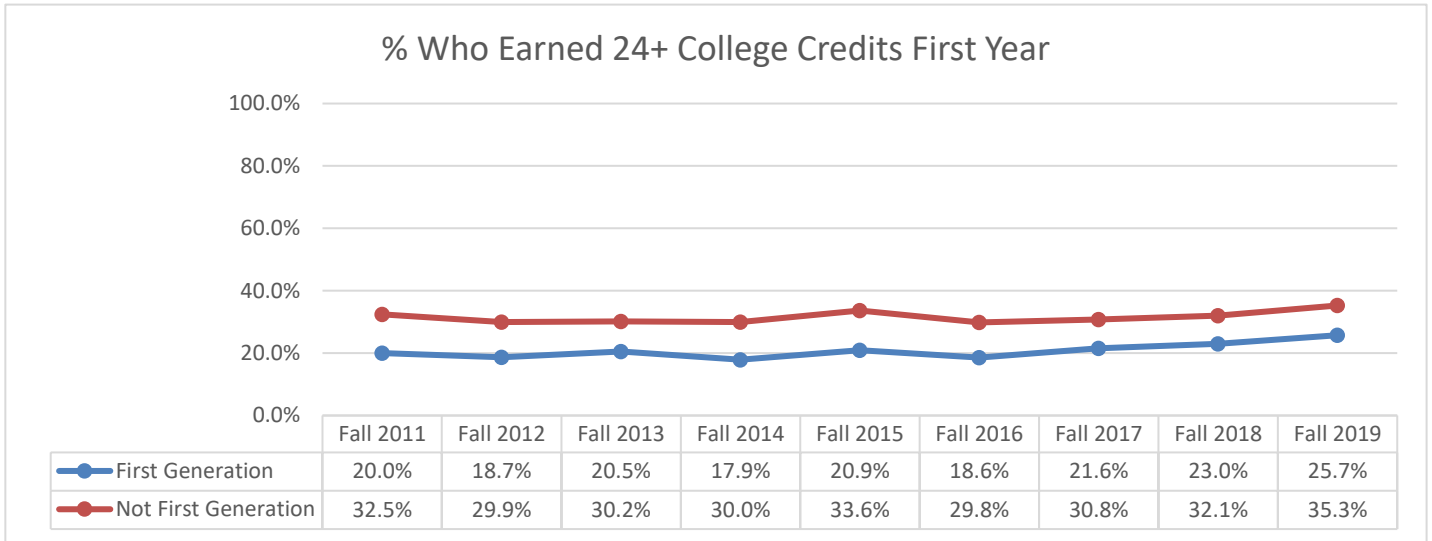


New York State



Appendix E- Supplemental Credit Momentum Reports:
First Generation and Pell Grant

Sources: IPEDS Graduation Rates & OCC Office of Institutional Planning, Assessment & Research reports



***Appendix F- Onondaga County:
Educational Attainment and Socioeconomic Influence Data Sets***

Sources: United States Census Bureau, American Community Survey

		Total	Percent
<u>Age by Educational Attainment</u> Onondaga County Population 18 to 24 years: 47,911	Less than high school graduate	4,255	8.9%
	High school graduate (includes equivalency)	11,228	23.4%
	Some college or associate degree	25,760	53.8%

		Total	Percent
<u>Age by Educational Attainment</u> Onondaga County Population 25 years and over: 315,878	Less than 9th grade	8,883	2.8%
	9th to 12th grade, no diploma	19,508	6.2%
	High school graduate (includes equivalency)	80,217	25.4%
	Some college, no degree	56,019	17.7%
	Associate degree	37,884	12.0%

		Total
<u>Onondaga County Poverty Rate</u> Population 25 Years and Over Based Upon Educational Level	Less than high school graduate	31.9%
	High school graduate (includes equivalency)	14.5%
	Some college or associate degree	9.8%
	Bachelor's degree or higher	4.4%

		Total
Median Earnings in the Past 12 Months (In 2019 Inflation-Adjusted Dollars)	Population 25 years and over with earnings	44,071
	Less than high school graduate	25,056
	High school graduate (includes equivalency)	33,756
	Some college or associate degree	39,563

Appendix G- Summary of Previous Enrollment Management Plan Successes

A critical component of the development of this Enrollment Management Plan (EMP) was to review the prior three enrollment management plans. These must be reviewed as it may help inform upcoming planning and decision-making. The goals that were previously developed laid the foundation for what our plan was built upon. Key milestones that were met due to these efforts are highlighted below.

- Increased the number of local high school Open House visits, with at least three being from large feeder schools with lower yield rates
- Automated the admission process to reduce applicant turn-around time to 10 minutes, down from 1-2 weeks
- Increased the availability of new student advisement, registration and orientation programs on weekdays and weekends, where students learn about degree requirements and campus resources
- Presently collaborating with high school guidance counselors in helping College Credit Now students enroll in appropriate classes to support high school requirements and pathways to college
- Successfully increased the percentage of College Credit Now (CCN) students who matriculate
- Currently offering traditional and innovative tutoring options to students, including embedded tutoring and support of non-cognitive skills development
- Enhanced the Satisfactory Academic Progress (SAP) notification process
- Developed of a Student Success Council, to sustain the Achieving the Dream focus on student success

Appendix H- Additional Interventions to Investigate

In developing this plan as a global enterprise, the following are individual concepts that were found to be of value to consider but were not systemic in nature. Within each category, the concepts are ordered in relationship to the student experience, and do not reflect a prioritization highlighted by the Enrollment Management Council.

Enrollment as an Enterprise

- Data solicitation
 - Seek regular student feedback, understanding that student populations and social circumstances change/evolve. Focus group or survey responses from three-plus years ago will be outdated.
- Data availability
 - Improve report creation to decrease the amount of modification and review time spent after its receipt
 - Provide results from critical surveys or data sets, with user friendly dashboards that can allow staff to run meaningful reports about student success rates and predicted outcomes in different programs and courses
- Encourage School's coordinated outreach from the point of application, regardless of when applications are submitted
 - Continuous engagement encouraging early registration and "check-ins" to reaffirm that we are ready for the student and excited to have them join their School family
- Advance relationships with transfer partners and employers; educate Schools' teams on how to market their programs based on transfer and job opportunities.
- Develop assessment plans for any Enrollment Management initiatives being utilized
 - Assessment plans and results should be shared with the Enrollment Management Council to promote continued efforts; or if the initiative is not successful to discourage its continuance
- Complete annual postmortem within each functional area and update practices based upon student feedback, scaling up effective practices and altering those proven not to be beneficial.
- Recognizing student logistical success
 - Incentivize completing orientation, registration, and other business processes

Greater Level of Community Engagement

- Recruit during high school student's sophomore year (EAB webinar)
 - Recruiting that starts in 10th grade makes students twice as likely to enroll
- Continuous web improvements allowing for access of content to our community in a way that is understandable to them
 - Search engine optimization, accessibility, error elimination, improved search functionality

- It is more effective to search SUNYOCC and the topic (SUNYOCC cafeteria) using a Google search than using our search function
- Highest priority student actions should be easily clickable on the home page
- Create and upload virtual tours of campus spaces, from the student perspective
 - Not just buildings, parking lots, etc.
 - Walk through hallways, entering offices
 - Interactive virtual tour of nursing simulation lab and other similar areas on campus, particularly of our most popular programs.
 - Include the experience of being a student within the spaces being toured
 - Incorporate events (party on the quad, free if you can find me, athletic events, history month events, etc.)
 - Track who is participating in the tour
- Assess the feasibility of partnering with county agencies, such as the City of Syracuse Water Department, Onondaga County Water Authority and National Grid, to have College marketing material included in, or on, physical correspondence

Build Sense of Belonging

- Reframe the way in which we speak to students, specifically when there are consequences for not completing a required task
 - Instead of saying “Do **X** or you will not be able to enroll here (or live here, or get in county tuition, etc.,” change the messaging to state “We really want you to enroll here (or live here, or get in county tuition, etc.), how can we help you with **X**?”
 - Refer to students as future graduates (future nurses, future entrepreneurs, future fill-in-the-blank), not just prospective and current students
- Reimagine Orientation
 - Build excitement and school spirit- this should be the student’s first experience of feeling like they belong with us at OCC.
 - Communicate what behaviors lead to successful outcomes, such as timely registration, relationship building with their academic School and the professors within it, the value of Box of Books, support services, etc.
 - Connect to Schools Model
- Create paid, regularly scheduled student focus groups using work-study funds
 - Specifically look to have a designated percentage of students participating in the focus groups be involved in FYE, either as a student in a designated FYLO course or as a participant in co-curricular first year engagement activities.
- Implement a parent/family outreach and education initiative, including a moderated website, newsletters and Alumni testimonials speaking to the benefits of having their loved ones engaged in their success
 - Frequently asked questions in different languages

Highlight Academic Strengths and Value of Schools Model

- Continue to drive students to their School, creating a feeling that they are more a part of the School than the College. Using language such as, “You are a student in the School of Health at OCC,” and having messaging come out from their School, will deepen the level of personal connection with the College
- Highlight the specific course takeaways when advising students within the Social Sciences, relating those benefits to the student’s future success
- Create clarity and structure around student supports offered to students participating in multiple cohorts, i.e. Academic School, EOP, PTK, and Veterans
 - Who is point person? Who responds to LazerSuccess flags?

