Introduction

The Strategic Enrollment Management Master Plan, 2012-16 set goals in three areas: recruitment and enrollment, student success, and creating and sustaining programs and partnerships. As noted in more detail in the report on the 2012-16 plan (attached), over that time period OCC saw an overall decline in enrollment; however, the college's successes included:

- Increasing the number of residential students from 779 to 873
- Increasing the availability of on-campus events and tours for prospective students
- Accelerating developmental education progression
- Refining communications to students for simplification and tone
- Implementation of a Men of Color Collaborative to provide mentoring and programming
- Utilization of Retention Alert to intervene with students in developmental education, increasing the Fall-to-Fall retention rate of students with 2 developmental placements from 40% in Fall 2013 to 50% in Fall 2015
- Numerous student service enhancements through Student Central, the new Transition Team, Registration and Records, Advising, Transfer services, and the Community Care Hub
- Increased Fall-to-Fall Retention rate of full-time/first-time degree-seeking students increasing from 54% in 2011 to 59% in 2015
- An increased percentage of students identifying as underrepresented minorities, from 20% in 2011 to 31% in Fall 2017

OCC did not succeed in the following goals from the 2012-16 master plan:

- Increasing the numbers of returning adult students, which has actually decreased from 33% of students in Fall 2011 to 27% in Fall 2017
- Increasing international student enrollment
- Achieving 100% new student participation in new student orientation/advising

In 2015, OCC began working on a new strategic plan, beginning with an environmental scan. Key findings included:

- Retention, completion, and transfer rates that fell short of the college's goals
- A regional workforce that has lost 45,000 jobs since January 2007
- A city with 29% of residents living below the federal poverty rate
- 63% of New York's jobs in 2018 will require some form of post-secondary education, but only 41% of the current workforce has at least a high school diploma

As a result of the strategic planning work, OCC developed its "Lazer Focus" on our 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. This primary long-term goal (targeted for the next 10 years) drives the three goals that follow.

Additionally, OCC's three-year enrollment projections predict continued declines. Since our peak enrollment in 2011-12 (8,903.60 FTE's), enrollment has steadily decreased each year. 2015-16 enrollment was 7,641.3 FTE's. Projections for this year and next three years are:

2016-2017	7,540.50
2017-2018	7,468.10
2018-2019	7,290.40
2019-2020	7,290.40

In order to mitigate these declines, OCC must focus on the three strategic goals outlined in Lazer Focus to increase access, retention, and student transitions to OCC. Activities to support the strategic goals follow. (More specific metrics are delineated in the divisional operational plans.)

Strategic Goal 1

The first strategic goal is to: Provide students with equitable access to a clear and well-aligned path to their goals for success. While a number of operational activities are listed in the strategic plan (http://www.sunyocc.edu/index.aspx?menu=984&collgrid=565&id=37576) to support this goal, the SEM plan will focus on key enrollment development, recruitment, and retention activities in support of this goal:

- Sustaining our enrollment levels by targeting increased retention, market penetration, and enrollment from under-represented populations including minorities and adult learners. Activities in support of this goal are:
  - Increasing applicant conversion and market penetration by county
  - Increasing % of CCN students who matriculate
  - Expanding the Transition Team model during peak enrollment times to include supports for continuing students
  - Increasing new student interactions with the Transition Team by 20% to support student enrollment

- Automating the admission process to reduce applicant turn-around time to 10 minutes, down from 1-2 weeks
- Providing counseling support groups for nontraditional students
- Revising the process for delivery of housing accommodations to students with disabilities residing on campus, to shorten turn-around time
- Collaborating across departments for early identification and intervention of enrollment and financial aid issues of residential students
- Expanding the Financial Aid Services Center in order to increase the percentage of students with FAFSA's on file

- Providing students with a fully mapped out program, aligned with further education and career goals, from the beginning of their enrollment at OCC. Activities in support of this goal are:
  - Enhancing communication to students to increase utilization of Student Planning to plan their entire educational career at OCC
  - Developing career/transfer maps, to include academic program of study and information about career and transfer opportunities based on the program of study

- Linking workforce programs directly to local and regional employment/employer needs and to career opportunities with living wages, supporting economic vitality for the community. Activities in support of this goal are:
  - Having Financial Aid available and implemented for all certificate programs (credit and non-credit)
  - Implementing clock-hour financial aid
  - Exploring competency-based financial aid availability
  - Ensuring all workforce students will have individualized academic/employment plans prior to enrolling in workforce programs. (MAP: My Academic Plan) and updating contracts at least monthly in consultation with the student.

- Achieving timely program completion through flexible scheduling, locations, and registration processes, particularly for returning adult students. Activities in support of this goal are:
  - Weekend College
  - Increasing courses taught off the Main Campus, i.e. Liverpool and other locations (community centers, HS, etc.)
  - Improving customer service students receive in person, on the phone and via electronic communications. Personally assist students that require Financial Aid assistance that cannot be provided by the individuals in Student Central and the Financial Aid Service Area.
  - Expediting the Financial Aid Award Letters to Students
  - Improving the Financial Aid verification process and the time it takes students to navigate through it with outreach and educational efforts
  - Enhancing the Satisfactory Academic Progress (SAP) notification process

<u>Strategic Goal 2</u>

Strategic Goal 2 is to: Position students for success by implementing research validated methods and other high impact practices for early and ongoing student engagement in the educational process.

- Engaging students effectively in comprehensive first year programming including an effective orientation, a strong and holistic advising system and registration process, exposure to transfer opportunities, and career development counseling. Activities in support of this goal are:
    - o Building a comprehensive FYE program, in concert with the newly-hired Director of First-Year Experience, faculty and Student Engagement and Learning Support.
    - o Increasing the availability of new student advisement, registration and orientation programs on weekdays and weekends, where students learn about degree requirements and campus resources
    - o Increasing the numbers of transfer and career workshops, in classrooms, residence halls, new student orientation, and first-year seminar classes.
    - o Expanding participation of commuter students in Welcome Onondaga programming.

- Supporting faculty to sustain excellent learning opportunities in both academic programs and individual courses to ensure curricular integrity. Activities in support of this goal are:

    - o Expanding the Accelerated Learning Program, which allows students to enroll concurrently in developmental writing and first-term composition
    - o Offering traditional and innovative tutoring options to students, including embedded tutoring and support of non-cognitive skills development
    - o Communicating, marketing, and streamlining processes for placement, preparation, and guidance in internships and other applied learning opportunities
- Links to community and campus services and supports. Activities in support of this goal are:
    - o Supporting students in self-advocacy and connections to community and campus resources through the Community Care Hub, increasing students served by 50%
    - o Redesigning the Living-Learning Communities model to incorporate a stronger emphasis on academic success and life skills development.
- Focus the campus on identifying research-validated methods and other high impact practices for early and ongoing student engagement. Activities in support of this goal are:
    - o Development of a new AVP position focused on retention and student success
    - o Development of a Student Success Council, to sustain the Achieving the Dream focus on student success
    - o Implementation of predictive analytics with Civitas
    - o Launching Starfish Early Alert pilot, with full launch in subsequent years

Strategic Goal 3 (focus on K-12)
Strategic Goal 3 is to: Improve student transitions to college by strengthening relationships with PreK-12 and community partners.

- Providing precollege students the opportunity to experience a college-bound culture through comprehensive outreach to appropriate levels of PreK-12 education that communicates the exceptional benefits, value, and quality of an OCC education. Activities in support of this goal are:
    o Developing a viable tuition model for early college HS
    o Alignment to pathways for CCN, focusing most closely on the 4 high schools who have provisional Additional Location status from Middle States
- Providing high school students with appropriate precollege supports, interventions and acceleration strategies. Activities to support this goal include:
    o Facilitating success of P-Tech students as they transition to on-campus classes
    o Exploration of a College Connection Coaches model in select high schools
    o Increasing use of Learning Center serves by 10% for PTECH, Early College High School, Smart Scholars, and College Credit Now students
    o 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
    o Collaborating with local high schools for support students with testing and identification of remediation needs before retesting
    o Tracking of students in the OCC Advantage program
- Providing college ready activities throughout high school, to help students and families understand the pathway to college, including career roadmaps, transitional advising, and assistance with college financial decision-making. Activities in support of this goal are:
    o Providing financial aid filing workshops to PreK-12 organizations and community partners
    o Providing financial aid training programs to partners include OnPoint, Hillside, and other PreK-12 community organizations
    o Implementing the college readiness program/student development model for OCC Advantage schools – Solvay, OCS, ESM – whereby students demonstrate measurable progress on four major success indicators: high school GPA, school attendance, service to community/school, and participation in extracurricular readiness programming.

Conclusion

These strategies have been selected through research about data-informed strategies through mechanisms such as the Achieving the Dream Intervention Showcase and other ATD publications, as well as the Effective Practices Report for Student Success, Retention, and Completion (Ruffalo Noel Levitz). For example, many of the interventions are rated as "very

effective" and utilized by high percentages of two-year institutions (Ruffalo Noel Levitz), such as:

- Programs designed specifically for first-year students (91.7%)
- Programs designed specifically for students who are at risk academically (77.8%)
- Academic support (97.2%)
- Giving students practical work experiences in their intended major (94.4%)
- Providing each student with an academic plan/roadmap of courses (76.5%)
- Congratulating, alerting, and nudging system (early-alert system) (94.4%)
- Financial literacy programs (75%)
- Providing career services during first and second year (75%)
- Supplemental instruction (61.1%)
- Setting measurable goals for college completion and retention rates (86%)
- Using student life evaluation to make changes to student life programs and services to address attrition (63.9%)
- Training in professional services skills to make campus atmosphere student-centered (71.4%)

Progress towards these strategic enrollment management goals will be assessed and adapted each year, based on assessment results. These results will inform each annual divisional operational plan throughout 2017-2021.