

**Strategic Enrollment Management
Master Plan
2012-2016**

Strategic Enrollment Management (SEM)

Strategic Enrollment Management is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where “optimum” is defined within the academic context of the institution. As such, SEM is an institutional-wide process that embraces virtually every aspect of an institution’s function and culture.

Executive Summary

In 2011 the college set a goal of enrolling 13,500 students by 2016. As of fall 2011, the college served 12,797 students. Although a combination of declining populations and limited public funding poses a great challenge to the institution, the College is well suited to preserve and expand on its capacity to pursue strategic enrollment goals. The science of enrollment management includes data analysis and projection models that assist to predict potential enrollment, however, it is the art of continuously striving to create new and improved programs and services that attracts students to enroll and persist at the college that takes creative thinking and collaboration across all units of the college. Strategic enrollment management is a process whereby all members of the campus community identify their role in supporting student enrollment and success. Therefore, the plan is meant to provide a framework that helps guide the work needed to meet enrollment goals.

Institutional Strengths and Challenges

Institutional Strengths

- High quality academic programs and support services
- Committed leadership, faculty and staff
- Commitment to continuous quality improvement
- Low tuition
- No cost for concurrent high school enrollment courses
- Brand recognition
- Strong demand for housing For fall 2012, 46% of all admission applicants (fall 2012=4,596) indicated an interest in housing on campus
- Online and new blended classes
- Scholarships
- Some partnerships with business and industry
- Strong athletic programs
- Arena bringing greater visibility and enhancing campus life
- SUNY transfer/student mobility and 2+2 agreements

Institutional Challenges

- Dwindling resources
- Declining cohort graduation rates
- Declining persistence/progression rates
- 66% of incoming first year students for fall 2012 required at least one developmental course
- Space issues, including classrooms during peak times, offices to meet job duties, service areas, and student informal learning space
- Keeping up with rapidly changing technology
- Largest employment opportunities in health care that are the most expensive programs to start

Target populations for SEM planning

1. Retaining the students we recruit
2. Service area high school students
3. Service area adult learners
4. Traditional aged students from outside of service area
5. International students

Opportunities to recruit and retain students

Retaining the students we recruit

- Block scheduling, mandatory advising/orientation, Retention Alert!, redesigning developmental, enhancing academic support model are initiatives to improve persistence and graduation
- Work with K-12 regarding academic preparation (concurrent enrollment, diagnostic testing, Liberty Partnership, connections with community based organizations such as EOC)

Attracting local students:

- Strong local market reputation and substantial concurrent enrollment in local schools to increase enrollment
- Improved use of new and existing scholarship dollars to recruit students

Out of area recruitment:

- Campus housing and campus experience has expanded
- Increasing applications from downstate-(385% growth from 2007-2011) and the only area in NYS that will continue to grow
- International student market still viable with strategic partners
- Enhances the experiences of all students in attendance through studying with a variety of students

Attracting Adult learners:

- Expanded programs and services that serve adult learners: One course at a time, Flex Start, hybrid courses, online offerings, Degree Completion Program, Office of Adult and Evening Services
- New academic program offerings that include partnerships with other colleges, expansion of experiential learning processes
- Nationally recognized Veterans' Affairs office to support Veterans returning to college and the Post-911 GI Bill

All prospective students (regardless of age, background):

- Expand and promote current 2+2 agreements
- Promote increased campus activity offerings to promote full college experience (ex. YMCA, SRC Arena events, intramurals, Arts Across Campus, Student Association events, etc.)
- Service learning and internships (Disney, program based)
- On campus partners for continued education, including non-credit training programs

Goals	Targeted Objectives
<p>Goal 1: Recruitment and Enrollment</p> <p>Strategically recruit and enroll students of all ages from the college's service area, New York State, selected states and countries utilizing demographic and workforce data.</p>	<p>1.1 Develop programs and services to be delivered at a new extension site Baseline: Less than 1% of the total student body for fall 2011 takes classes at the North Site/Driver's Village, or Jobs Plus Target: 3% by 2016</p> <p>1.2 Develop a housing plan to meet student demand. Baseline: Fall 2012-779 students living on campus, 55% out of county Target: By Spring 2013 a housing plan is created and forwarded to Executive Council for consideration.</p> <p>1.3 Implement selected joint recruitment activities, including pre-college programming, with academic departments to improve yield rates for high demand/under enrolled programs Baseline: STEM camp offered in summer 2012. Academic departments participate in 2 Open Houses per year Targets: At least 3 programs with high employment demand, but low yield from admission applicant to enrolled will be asked to create a joint activity</p> <p>1.4 Implement new on-campus recruitment events to target local high school graduates Baseline: 2 annual open houses, visits from local high schools, BOCES groups, Say Yes, SMART Scholars, and others upon request. Targets: At least 3 high schools will be invited to visit that are large feeder schools with lower "yield rates". One on-campus event will be implemented for students in concurrent enrollment classes. A guidance counselor/teacher event will be offered in fall 2013 to showcase campus and programs.</p> <p>1.5 The scholarship program will be fully integrated into recruitment practices to leverage funding in support of enrollment goals Baseline: No process in place for admission counselors to identify potential scholars and encourage applications. 70% of Community Scholars funds were awarded by start of classes. Fall 2012: no out of county students were awarded</p>

	<p>scholarships</p> <p>Targets: Admission counselors will be able to identify top prospects and at least 25% of scholarship awardees will be from this listing. 25% of awardees will be from out of county. 100% of Community Scholars funds will be awarded by start of classes.</p> <p>1.6 Implement a visible and clearly defined model of services, programs, and courses for adult learners tailored to their unique educational needs</p> <p>Baseline: Office of Adult and Evening Services develops and supports Degree Completion Program launched in Fall 2012, outreach to adults as a centralized point of contact. Students aged 25 and over were 13% of total new student degree seeking enrollment. Programs with largest adult learner enrollment are all Health Professions, Web Technology Certificate, HIT, and Human Services Certificate.</p> <p>Targets: Adult and Evening Services office is promoted as centralized “one stop” for adult learners. At least 25 adults re-enroll for fall 2013 through the degree completion program (CAP). Adult learner landing page to be completed end of fall 2012. Enrollment of adult learners as percentage of new student enrollment will increase by 2% each year to 2016.</p> <p>1.7 Create strategic partnerships with global providers to enhance international student recruitment</p> <p>Baseline: Admission referral agreement with Syracuse University for International Students with limited results. Partnership with 5 technical universities in Australia/New Zealand recently signed.</p> <p>Target: to be determined</p>
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<p>Goal 2: Student Success Ensure high quality programs and services that will support student persistence and progression to goals.</p>	<p>2.1 New students will attend an orientation and advising session</p> <p>Baseline: 60% of incoming degree-seeking, first-time students attended a Power Start Day Target: By fall 2013, 100% of all new degree seeking, first-time students will attend a new student orientation/advising session</p> <p>2.2 New students needing developmental courses will be required to take courses within first 2 semesters and provided necessary support for success</p> <p>Baseline: Fall 2012-90% of students who placed in writing were registered in first semester, 61% placed in math were registered in first semester, 62% placed in reading were registered in first semester Target: Fall 2013-100% placed will be registered in courses for fall and spring semester</p> <p>2.3 Coordinate communication strategies for recruitment and retention amongst service area offices to reduce duplication and improve effectiveness</p> <p>Baseline: There has been no comprehensive audit of communication from identified offices Target: Audit completed. Areas of improvement, consistency of message, reduction of redundancies are identified and remedied as indicated by office leaders</p> <p>2.4 Implement success strategies, particularly for identified sub-populations with the lowest persistence rates, that have proven successful outcomes</p> <p>Baseline: Student Success Committee in 2011 recommended the following sub-populations as needing immediate attention due to comparing persistence/graduation rates to overall college rates: African-American males/females, students in 2 developmental courses or more. No specific initiative has been developed related to African-American students. Spring 2012: A pilot for block scheduling of students in 3 developmental courses resulted in higher GPA and courses completed for the pilot group compared to “3Ds” not in a block and continued the pilot for fall 2012. Fall 2012: Students in 2 developmental courses were assigned an advisor in the advising center to provide more intrusive</p>
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outreach. Students in 3 developmental courses were assigned to the counseling department counselors for more intrusive outreach.

Target 1: Conduct a qualitative analysis of African-American student experiences to identify initiatives by end of 2013 to inform practice for 2013 and beyond

Target 2: Analyze outcomes data for second pilot group and move towards full implementation of block schedules for students needing 3 developmental

Target 3: Analyze outcomes data for 2 and 3 developmental students with specialized advisor/counselor assignments and determine promising strategies

2.5 Develop a comprehensive plan for programming that supports students' ability to successfully transition and engage in college life

Baseline: Workgroups for 6 initiatives have been formed

Target: By end of fall 2012, recommendations for process, technology, space, and staffing (where appropriate) will be forwarded to executive council for review and consideration of next steps.

2.6 Develop a comprehensive plan to provide an enhanced student service delivery model that is easily accessible on campus and online

Baseline: Workgroups for 6 initiatives have been formed

Target: By end of fall 2012, recommendations for process, technology, space, and staffing (where appropriate) will be forwarded to executive council for review and consideration of next steps.

2.7 Implement a degree completion program to encourage former students to complete degree requirements

Baseline: No systematic program has been in place to re-enroll or reverse transfer students who left Onondaga prior to completion

Target: By spring 2013, develop a reverse transfer process with 4 local colleges. Re-enroll at least 50 former students by fall 2013.

2.8 Information about transfer and college partnerships will be

	<p>available on-campus, on-line, and updated regularly</p> <p>Baseline: Workgroup was formed and position was created in certification/records to develop better forms of communication</p> <p>Target: A documented workflow is completed by end of fall 2012 that identifies development, updates, and communication of transfer information to students. An assessment of usage and value of information will occur in fall 2013.</p> <p>2.9 Implement a financial literacy program that includes a documented financial plan and embedded into new student orientation programs, including first year experiences</p> <p>Baseline: There is no college-wide financial literacy program.</p> <p>Targets: By fall 2013, all first-year seminar classes will include a consistent financial literacy component. By fall 2013, all entering students will have financial plans in place prior to the start of classes. By fall 2013, develop a procedure to decrease number of students who begin a semester with a substantial balance. By fall 2014, the number of students with holds based on balances will be reduced by at least 10%.</p>
<p>Goal 3: Creating and Sustaining Programs and Partnerships</p> <p>Develop and maintain programs and partnerships that provide innovative options for students</p>	<p>3.1 Develop a model for incentivizing identified academic programs to meet mutually agreeable enrollment targets to support enrollment goals</p> <p>Baseline: No model is in place</p> <p>Target: Spring 2013-in consultation with academic department leadership, enrollment targets will be finalized. By Fall 2013, an incentive model to support meeting enrollment goals will be presented to college leadership for consideration</p> <p>3.2 Implement a sustainable, financial model for new program development</p> <p>Baseline: New Program Cost Analysis process has been established</p> <p>Target: For new programs implemented through this process, evaluate projected costs/enrollment against process to determine accuracy and adjust accordingly</p> <p>3.3 Develop a collaborative partnership between the</p>

	<p>college's workforce training department and academic program faculty for new or enhanced program offerings</p> <p>Baseline: Collaboration occasionally occurs but not formalized. Target: Develop a formal and systematic process for identifying and creating stackable credential opportunities from non-credit workforce training programs through certificate and degree program completion.</p> <p>3.4 Explore partnerships to optimize existing programs, facilities, and human resources to create new offerings or reduce duplication Baseline: There is no central repository that identifies partnerships such as this. Target: Conduct an analysis of current partnerships-both internally and externally, that result in reduction of duplication and costs and develop new opportunities</p> <p>3.5 Continue to develop partnerships with industry and colleges to offer programs in a shared expense model Baseline: Upstate Medical for Paramedic is being considered, Broome CC for Clinical Lab Technician, Histology Certificate. National Grid for Lineman Utility Worker Target: At least 1 partnership is formed per year</p> <p>3.6 Create additional partnerships with community based agencies to share resources and enhance programs Baseline: SUNY EOC College Prep Pathway for math, reading, and English prerequisites to place directly in college level courses, SEIU partnership for Reading and Writing pre-college level instruction for placement into college level upon enrolling at Onondaga Targets: SUNYEOC collaboration for GED preparation classes and at least 1 additional partnership per year</p> <p>3.7 Develop and enhance partnerships with K-12 to expand concurrent enrollment Baseline: Currently serving 25 high schools in 3 counties with 40 different courses</p>
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	Target: Increase by 2 new high schools per year and 1 new course each year
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