



Herkimer
THE STATE UNIVERSITY OF NEW YORK

Enrollment Management and Marketing Plan: 2017-2020



Enrollment Management and Marketing Committee Co-Chairs:
Erin Craig, Dean of Enrollment Management (resigned September 2017)
Donald Dutcher, Director of Athletics (appointed September 2017)
Marjorie Moore, Director of Academic Support Center
Rebecca Ruffing, Director of Public Relations

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I. Introduction:

The Herkimer County Community College Enrollment Management and Marketing Plan includes recruitment and retention plans. It describes a holistic approach to the College's recruitment and retention initiatives, with marketing infused into specific action items. The Enrollment Management and Marketing Plan serves as a guide to achieve enrollment objectives; expand awareness of the college's programs, services and strengths; and solidify the institution's position in the market.

II. The Planning Process:

The planning process began in October 2015 under the leadership of the committee chair, Marjorie Moore, Director of Academic Support Center. At that time, the Enrollment Management and Marketing Committee was made up of three subcommittees: 1) Recruitment; 2) Retention; and 3) Marketing. The full committee met periodically, and the subcommittees met frequently to work on their respective plans.

The committee reviewed the previous Recruitment Plan and received presentations to learn about recruitment initiatives and challenges (Hank Testa, Interim Associate Dean), enrollment impact on budget (Nick Laino, Sr. Vice President for Administration and Finance), and marketing and public relations initiatives (Rebecca Ruffing, Director of Public Relations).

SWOT Analysis:

The Recruitment and Marketing subcommittees joined to complete a SWOT analysis. The results were as follows:

Strengths (in no particular order):

- Quality degree programs
- Small classes, small campus
- Supportive campus environment (friendly)
- Student-focused
- Affordable cost
- Graduation/transfer rates
- Athletics
- Student diversity
- Successful students & alumni
- Placement of advertising and promotion (multi-media and social media)
- Rebranding outside of our local community
- Connections magazine
- Mobile-friendly website
- Positive word of mouth

Opportunities:

- Social media
- Relationship with Open SUNY

- Potential growth in region (i.e. Nano)
- “Rebranding” our culture (positive attitude)
- New leadership
- Rebranding the college locally
- Partnerships with other colleges and community organizations
- College Now
- Foundation scholarships
- No limit for Internet Academy enrollment (currently 850 online-only students, could increase to 1100 without adding support staff/server space)

Challenges:

- Lack of new programs (most programs are in the maturity or decline phases of the product life cycle; need programs in the introduction and growth stages)
- Lack of communication plan throughout the funnel
- Poor internal communication (between departments)
- Budget constraints
- Low staffing levels (-22% over 4 years in FT; -17% in PT)
- Low faculty/staff morale
- Aging facilities
- Resistance to change
- Not enough housing
- Disjointed effort with community and business outreach (coordinating and communicating)
- Master schedule and calendar issues (Tuesday is a Monday)
- Lack of employee diversity
- Departments not updating web content
- Negative word of mouth

Threats:

- Social media-potential for negative info to go viral
- Skills gap --disconnect between what employers need and what students want (i.e. Quality Assurance)
- Competition
- Lack of external funding
- Demographics (reduction in number of high school graduates)
- Governmental policies and requirements (including SUNY)
- Town and gown relationships, attitudes, image and economics

The results of the SWOT analysis conducted by the Retention Committee (12/11/15 and 1/22/16) are as follows:

Funnel Stage	Strength	Weakness	Opportunity	Threat	All
Pre-enrollment	-Reputation (Awards, Marketing) -Community Outreach -Instant Admits	-Not enough guidance -Inconsistent leadership in Admissions -Prospecting -Unclear recruitment	-Enrollment/career counseling -Transfer paths counseling	-Can students afford? -Declining graduation rates/greater competition for smaller pool of students	-Poor interpersonal relationships in offices threaten enrollment -Lack motivational information on students at each stage (threat) -Student and staff diversity

	<ul style="list-style-type: none"> -College Now -College/H.S. Fairs - Art shows, Science, Competitions, etc. -Athletic recruitment -Electronic forms -prospecting 	<ul style="list-style-type: none"> plan conveyed -Unclear communication plan 	<ul style="list-style-type: none"> -let students know what to expect -Financial aid counseling -College offers transfer apps (college visits) -Training for recruiters and others on the best methods for communicating the assets that Herkimer College has to offer students -Use of Student Ambassadors as peer recruiters 	<ul style="list-style-type: none"> -Accurate and consistent information about the campus 	<ul style="list-style-type: none"> -Event scheduling conflicts with other events (threat) -Multiple events could be simultaneously scheduled to complement one another and to increase engagement (opportunity) -Knowledge of the faculty in their fields (strength) -SUNY transfer paths(strength) -Relationship between faculty and their student majors (strength) -Open SUNY (threat) -Increased competition with other colleges especially for popular majors (threat) -Campus environment/safety - gang related problems, substance abuse, etc. (threat)
Application	<ul style="list-style-type: none"> -Simple app -Printable -Accessible -Free -Recently updated 	<ul style="list-style-type: none"> -Not enough information for applicants; they are marking too many choices -Same questions are on the SUNY app; takes too long to fill out 	<ul style="list-style-type: none"> -Clear up problems (programming issues) 	<ul style="list-style-type: none"> -Devaluation of a college education 	<ul style="list-style-type: none"> -Open SUNY --SUNY transfer paths (opportunity) -Re-evaluation of current programs to determine which are financially appropriate to carry and which are outdated/too costly based on demand (opportunity)
Accepted	<ul style="list-style-type: none"> -Open Enrollment -Accept late enrollment, esp. transfer students - Remote testing options/phone registration available 	<ul style="list-style-type: none"> -Communication time between contacts -Inconsistent process -Remote testing/phone registration not always easy to arrange 	<ul style="list-style-type: none"> -More conditional accepts -Create procedure and deadlines for communications -Use Student Ambassadors to assist with this phase 	<ul style="list-style-type: none"> -Parents and students don't know processes and general college expectations/information (i.e.: financial aid, registration processes, etc.) -Students from a distance who cannot attend START in person may miss out on important transition infor- 	

				mation even if testing/ registration is done remotely.	
Registration	<ul style="list-style-type: none"> -Advisement Center -Start Day improvements -Faculty Advising -Advisement Specialists during sessions - Our Student Survival Guide is eye catching and informative with annual updates as needed 	<ul style="list-style-type: none"> -Undesirable class times -Students' general knowledge about college and the process -Weak pre-enrollment advising -Degree-Works inaccuracies -Catalog updates and availability 	<ul style="list-style-type: none"> -Program plans -More career counseling -Use Student Ambassadors to assist with this phase (START Day sessions led by Student Ambassadors) 	<ul style="list-style-type: none"> -Our competitors are starting classes later -Students registered for dev ed (noncredit) courses are turned off even before classes start - Question if students could be improperly placed when we utilize a single test score on a single day? 	
Classes Start	<ul style="list-style-type: none"> -Degree-Works -Survey for Satisfaction -1st & 3rd week census/rosters -Occupancy in housing enrollment numbers -Quiet space in residence halls -Shuttle Bus 	<ul style="list-style-type: none"> -Faculty advising -Responsibility for addressing melt is unclear 1st week 3rd week -Student transitions from previous environment to on-campus -Security issues on housing - too many access points -Lack of weekend food -Student housing not conducive to successful student transition -Style of student housing (apartments) 	<ul style="list-style-type: none"> -More faculty/student contact -Graduation planning early -Provide faculty and staff with timely information about their students' attendance and behaviors -Programs and/or themed housing/floors -Utilize spaces to connect students more, i.e.: Res. Run -Separate freshmen from upper classmates & provide more programs to freshmen -We have space available for programs within residence halls not being used 	<ul style="list-style-type: none"> -Master schedule -Students don't know (important information) -83 Students didn't show (per IR) -Other CC's have housing -Lack of action on discipline issues -Students who reek of marijuana in offices/classrooms- negative effects on others, leave bad impression -Limited action as a result of above -Calendar not conducive to transfer opportunities -Safety concern because of too many access points to campus -Data not used in a timely, meaningful way; a lot of work from many offices might actually be too little, too late (not proactive enough). 	<ul style="list-style-type: none"> -Students go home on weekends (threat) -Transportation lacking...limited to/from NYC & outside Herkimer- Birnie Bus only (weakness/threat) -Shuttle bus (good, but potential threat if schedule is inadequate) -Late night study space in housing staffed with peer tutors/RA's (strength) -Decreased number of full-time faculty -Inconsistencies between sections of the same course -Some courses are only offered online - and this is not necessarily made aware to students ahead of time -Not all courses that are advertised are necessarily offered within the time a student is here (2 years) -Activities unavailable when students are not in class and on weekends (weakness)

			<p>-3 week census data - find a better way to collect and disseminate to all involved with a given student case (including the student themselves)</p> <p>-Freshman Seminar as a vehicle for engagement with chosen major or special pop needs</p> <p>-Use Student Ambassadors to assist in FS100 programming</p>		<p>- Welcome Week needs revitalization. Student engagement should be #1 goal for all campus employees during the welcome week, whom-ever they are. Not a time for professional development nor assessment. (weakness/threat/opportunity)</p> <p>-Long wait times//poor customer service attitudes turn off students. (threat/weakness)</p> <p>-Many faculty don't pitch in to help in other areas of campus operations unless specifically asked. No collective attitude of urgency re: our enrollment evident (threat/weakness)</p> <p>- Too few late start class options for students to pick up. We lose students as a result. (threat/weakness)</p> <p>_Registration announcements not clear or not available in many places (threat/weakness)</p> <p>-Students want more "Advisement on the Run" at greater selection of times/locations (opportunity)</p> <p>-Students want their Advisors to be a ready source of information but Advisors don't know much about the campus, the support resources, campus events, the community, etc., etc. (threat/weakness)</p> <p>- Students are hungry! Ease of food acquisition, a good selection, food sources need to be open earlier/later (weakness/threat)</p> <p>- Food trucks should be allowed in residential life areas during week-ends or late evenings -</p>
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					is this a food services contract issue? Have we considered how this might help students who get hungry at times cafeteria not open?(opportunity)
1 st – 2 nd Semester	<ul style="list-style-type: none"> -Faculty Advising -Student quality of life -Cater to students' housing requests – (90 room requests) -weekend programming by housing RA's (More activities – Price is Right, Halloween, Glow in the dark putt-putt) -Most freshman courses supported with tutoring - Academic Coaching -Shuttle Bus 	<ul style="list-style-type: none"> -Faculty advising -Use of data -Communication of data/events on campus -Services to identify and help emotional transition -Student emotional immaturity and or psychiatric disabilities greater than in past - Students lack ability to construct questions of their own (or don't even know they have a question) - Opening week calendar not aimed at student transition as a total campus effort 	<ul style="list-style-type: none"> -Match services to needs, as noted in data -Shared services for activities with MVCC -Better promotion of activities in housing -provide students with workshops to help with emotional growth -A few faculty leaders are willing to explore course integrated support options (SI or SLA) -Availability of Net Tutor (new online 24/7 tutoring service) -Need to improve our focus on opening week, create new Orientation activities to start the experience w/carryover to first week of campus life – in both academic and social settings. - Use our "comeback kids" as Peer Mentors or 	<ul style="list-style-type: none"> -Insurance/External costs for transportation to/from activities - Student engagement with learning - Is our Dev Education program producing results? 	<ul style="list-style-type: none"> -Can use college vans to provide transportation to events off campus (opportunity) -Some feel that courses are being taught by unqualified/ underqualified personnel.(threat and weakness) - Last minute changes have unintended ripple effects. Example: Admin and nonteaching staff are asked to teach a course during prime hours, thus taking them away from their own jobs which support students and provide operational structure to the college environment (threat/weakness) - lacking specialized advisement for students in transition. Esp. need advisors who appreciate new student concerns and can effectively mentor freshmen (threat/weakness/opportunity) --Need to start some special Herkimer traditions such as homecoming-type event or other things that could be carried on from year to year (opportunity) -

			Student Ambassadors to reach out to other students, especially at registration time - Consider what might incentivize student registration rather than create barriers (holds)		
Fr. - Sr.	-Housing selection - can pick where they want to live -Shuttle Bus	-Quality of life -Communication regarding efforts across campus -Lack of Senior Seminar -Academic expectations by students may change	-Reach out to those unsure of graduating trying to motivate graduation -Offer a senior semester (seminar?) -Need to assess student/administration awareness of campus activities	-Losing students due to the lack of diversity -Losing students due to a change in their expectations -Outside family or personal financial challenges -We lack positive advising through mid-point contact; there currently is little or none	
3 rd - 4 th Semester	-Shuttle Bus	-Not offering classes they need -Counseling students on transfer of courses back to degree	-Counsel students on transfer of courses back for degree	-Advisors not readily having enough information about each student for time consuming issues, such as transfer back -Continuing student check list	-Promote positive advisement w/ strengths based language (opportunity) -Communicate between semesters - all terms (opportunities)

The following is a non-prioritized summary of retention themes identified through the Retention Subcommittee's SWOT Analysis and associated recommendations or problem statements for each theme.

Advisement

- Many (perhaps majority) of students need advisors to go beyond helping them create a schedule; they need a mentor, sometimes emotional support and a “guide on the side” for their college experience.
- Student procrastination is at an epidemic stage.
- Some students need to be shown how to register for next semester, not just get a reminder.
- Students want more “Advisement on the Run” opportunities and in convenient locations, at convenient times for them.
- Many nuances specific to college course and degree planning are not clear to students (ex: difference between A.A. and A.A.S).

- Advisors need continuous quality improvement training, not just once in a while reminders in divisions meetings or through emails.
- Registration holds deter students rather than encourage them to take positive action. Discussions are happening at the Executive level of full-year registration. Incorporating best practices from “Guided Pathways” as presented by CCRC (Community College Research Center and Dr. Rob Johnstone).
- Faculty advisors often aren’t available when students need them. Their office hours are not long enough to accommodate student questions and provide in-depth advisement sessions to all those in their advisee load, especially at certain times of the year. Need to manage this aspect better if we are to serve students better.
- All new students should be advised through the Advisement Center first before being assigned to a faculty advisor (i.e.; Create a Center specializing in Freshman Advising).

Course Selection/Master Schedule

Courses needed for degree completion not available or not at good times.

- Those students with day jobs need evening course choices (IA courses not enough of a choice, not everyone wants to study/learn online).
- Need policy review process to ask retention-specific questions that are measurable. Example: Does drop/add charge help us or hurt us in retaining students?

Student Readiness for College

- Student expectations vs. “Herkimer Reality” don’t match – both in class and out of class.
- Checklist needed for each funnel stage of the college experience, starting with pre-enrollment.
- Large numbers of students not ready for college level math, reading, writing – many of whom are products of our local high schools. This is further complicated by the new tuition-free Excelsior scholarship program that requires 30 earned credits per year to maintain eligibility.
- Exploring the notion that students could be misplaced. Our placement test is only a one-time look at skill readiness; we need multiple measures to accurately assess student academic skills in order to improve advisement into courses and program/career pathways.
- The vast majority of students admit that they do not prepare ahead for the placement test. But, they also do not challenge their scores in significant numbers.
- Validity of developmental courses working to prepare students for college level expectations contradicts data that supports Guided Pathways foundations. Are we helping or hindering our students and if so, how do we know this? (Going one step further does our developmental/remedial have a value proposition that is understood by the student in need?)
- More career counseling needed, especially prior to a student declaring a program of study.

Communication/Customer Service for our Students

- Scenario-based training needed for all college staff to better equip them with answers and information that reflect Herkimer policy and protocols. Most employees don’t know much about their own campus outside of their immediate functional area.
- We should review *all* our communications to students on a regular basis to assess effectiveness and eliminate discrepancies. (For example, policies for attendance are inconsistent within the course catalog and student handbook).
- Poor office relationships and communication downfalls are obvious to our students – and create a negative cultural ethos.

- How are we planning to use the data from the student survey(s)? Plan, if there is one, is not clear at all and are we getting the data that we need to inform key constituents?

Transportation

- Strategically review shuttle bus drop times, location stops, and on-time reliability for necessary changes.
- Develop new transportation solutions to/from Herkimer College to/from bus station or train station in the regional NYS hub areas where our students live.
- Develop new solutions for students to get around the greater Mohawk Valley when they have no regular transportation of their own.

Student Financial Concerns

- Textbooks are very expensive - some just go without and some pick courses based on least expensive textbook listed on bookstore website. Many students will wait to see what courses are OER before registering which leads to obstacles in getting students to register in a timely fashion.
- Need more student employment opportunities, advertised in a central location.
- Students don't plan for themselves financially, might run out of money by end of the semester and are hungry or can't pay rent.
- Loan debt and default on loans continues to rise in the sector and institution.

Food

- Options for weekend food availability need to be explored and implemented.
- Cafeteria opening time not appropriate for those with 8:00 a.m. class - needs to be earlier.
- Extended hours in the evening (perhaps integrated with co-curricular offerings)
- Expensive
- Options for food choice are lacking - need to pay attention to special dietary needs.
- Generals Card needs to include larger assortment of food outlets in surrounding community (including grocery options).

Housing

- Students need more structure in their living arrangements, especially during the first year. On-campus housing is built as an apartment style rather than a traditional style. This limits ways in which housing staff can get to know their students and the ways in which students get to know each other.
- Marijuana use is a concern and there is a campus-wide disconnect with use.
- Enforcement of rules is difficult with the staff available.
- Build on the strength of the current ASC presence during evenings and Sunday nights.
- Build on current collaborations between Director of Student Activities and Director of Housing.
- Food trucks allowed in Housing parking lots could help solve weekend food issues for students if not in conflict with our food service contract.

Academics

- More opportunities for students to connect with faculty outside of class.
- More activities appropriate to college student interests, especially program-specific.
- More internships or course-integrated, hands-on experiences.

- Data supports that students learn better kinesthetically (in ways that encourage application of acquired knowledge or applied learning). Some faculty are still exclusively tied to lecture as their delivery mode, a turn-off for many students.
- Implement regular study groups for more courses, including locations and times convenient to students.
- Encourage academic management practices that connect students to course-relevant information, such as the use of an online grade book. Students want this type of information from all their classes. Perhaps this is a new addendum to our professional development obligations.

Campus Social Culture

- Need more activities on evenings/weekends, especially for residential students.
- Design new events that can become “Herkimer Traditions” for our students, faculty, administrators and staff alike. Discover our “ethos” and build on it.
- Our “Welcome Week” needs reworking – should include *all* campus staff completely and 100% focused on providing a quality transitional experience for our freshmen students while also encouraging and welcoming our continuing students. Total campus focus on this message for one week is what “Welcome Week” should be.
- Keep continually improving our Herkimer communication tools for students, keeping in mind simplicity, user friendliness and our society’s ever-evolving communication preferences.

Strategic Priorities:

During the period of October 2015 – February 2017, discussions took place regarding strategic priorities. The following was identified as the top three strategic priorities:

- 1) Manage innovative programs and services that provide students with timely, relevant college knowledge and expectations for them to effectively transition through the entire college experience (pre-enrollment to graduation).
 - Advisement Redesign (creating consistent experience for all students, training, advisors, etc.)
 - Residential Student Needs (includes additional and quality housing, food, activities and transportation) – define and meet expectations
 - Master Schedule redesigned to accommodate student preferences and needs to foster retention and recruitment efforts (completion)
 - Use of Peer Leaders to Positively Affect Recruitment/Retention
- 2) Implement a student-centered strategic enrollment management framework for recruitment, retention and support toward student goal completion.
 - Hire an Enrollment Management leader
 - Strive for quality and relevance in all of our curricula and services to students and community
- 3) Develop and implement a strategic communication plan targeting prospective and current students, all campus departments and other internal and external stakeholders.
 - Rebrand our institutional culture: attitudes, level of service, do we believe in what we are trying to accomplish, are we who we say we are, embrace and own our core values (service excellence plan)
 - Strengthen our relationships with our community and our external stakeholders
 - Enhance the image of the college by capitalizing on the positive aspects of our college
 - Strive for quality and excellence in all of our programs and services to students and community

At the same time as this planning was taking place, a search for a newly established position, Dean of Enrollment Management, was underway. Interim Associate Dean Hank Testa completed his assignment in April 2016, and Dean of Enrollment Management Erin Craig began her tenure effective July 1, 2016.

In addition to new enrollment/recruitment leadership and in consideration of the committee chair's end of year report and recommendations, President McColgin reduced the size of the committee, assigned three co-chairs (Erin Craig, Marj Moore and Rebecca Ruffing) and appointed new committee membership (some members remained and a few new members were appointed).

The co-chairs met regularly throughout the fall 2016 to review progress made in 2015-16 and develop a process and timeline for the development of the plan. Given the significant time and effort that had already been spent in the previous year, the co-chairs tasked themselves with writing draft goals, objectives, and action items (based on the previous year's research and also on new information and ideas presented by Co-chair Craig).

A full-day committee retreat was held in on January 18, 2017 at the Community Foundation Office in Utica, NY. In preparation for the retreat, committee members were told to read the book *Switch*, about organizational change. At the retreat, the committee discussed group change and how the ideas of the book relate to our organization (need to act differently, triggers, habits, guiding the path, etc.). The

committee also spent time discussing ways to incentivize current students to register, new marketing initiatives, recruitment challenges, role of faculty and program development. Erin Craig reviewed the EMM Plan draft goals that the three co-chairs had developed, and also reviewed the draft layout of the plan identifying goals, activities, units responsible, status and comments. Karen Ayouch joined the committee for a session regarding data and using red flag identifiers to assist with decision making.

Throughout the spring 2017, committee chairs continued writing/editing, and presented each goal statement, with supporting action items to the committee on a weekly basis. Committee members discussed the goals and activities, and provided feedback to committee chairs.

The draft was shared with President McColgin in Dropbox where co-chairs and the President were able to review progress and make updates. The draft continued to be edited and updated through the summer of 2017 as progress was made on the Starfish student retention initiative.

Effective September 11, 2017, Dean of Enrollment Management Erin Craig resigned, and Don Dutcher was added as a co-chair. The final draft was presented by the co-chairs to the committee, and with the President, Provost and Dean of Students in the fall of 2017. The committee voted unanimously to approve the plan (with some agreed upon final edits) on November 16, 2017. Co-chairs presented the plan to the full Executive Council on February 27, 2018.

III. Enrollment Management and Marketing Committee Members:

2015-2016 Committee Members:

Recruitment Team:

1. Hank Testa, team leader (until April 27, 2016)
2. Don Dutcher
3. Ember Traino
4. AnneMarie Ambrose
5. Karen Congdon

Marketing Team:

1. Becky Ruffing, team co-leader
2. Linda Lamb, team co-leader
3. Amy Roepnack
4. Pat Miller
5. Doug Flanagan

Retention Team:

1. Katie Scanlon, team leader
2. MaryAnn Carroll
3. Karen Ayouch
4. Vicki Brown
5. Julie DelMedico
6. Lindsey Taube
7. Bob Gassman
8. Deb Sutliff
9. Jason Rathbun
10. *Elizabeth Raggi
11. *Jordan Mercer

*Student Representatives

2016-2017 Committee Members:

1. Erin Craig, co-chair
2. Marj Moore, co-chair
3. Rebecca Ruffing, co-chair
4. Vicki Brown
5. Don Dutcher
6. Lisa Holynski
7. Blake Pitcher
8. Lane Potter
9. Amy Roepnack
10. Katie Scanlon
11. Deb Sutliff
12. Ember Traino

2017-2018 Committee Members:

1. Co-chair: Donald Dutcher, Athletic Director
2. Co-chair: Marjorie Moore, Director of the Academic Support Ctr.
3. Co-chair: Rebecca Ruffing, Director of Public Relations
4. Vicki Brown, Director of Student Activities
5. Vince Brookins, Area Coordinator, Residence Life
6. Lisa Holynski, OA I, Admissions
7. Blake Pitcher, Assistant Professor, Digital Graphics
8. Lane Potter, Area Coordinator, Residence Life
9. Amy Roepnack, Assistant Professor, Fashion Buying & Merchandising
10. Katherine Scanlon, Director of the Advisement Ctr.
11. Debra Sutliff, Bursar
12. Ember Traino, Coordinator of International Academic Programming

IV. Foundational Data:

SUNY Enrollment Data –Community Colleges, Fall 2015 vs. Fall 2016: Source SUNY Business Intelligence Tool

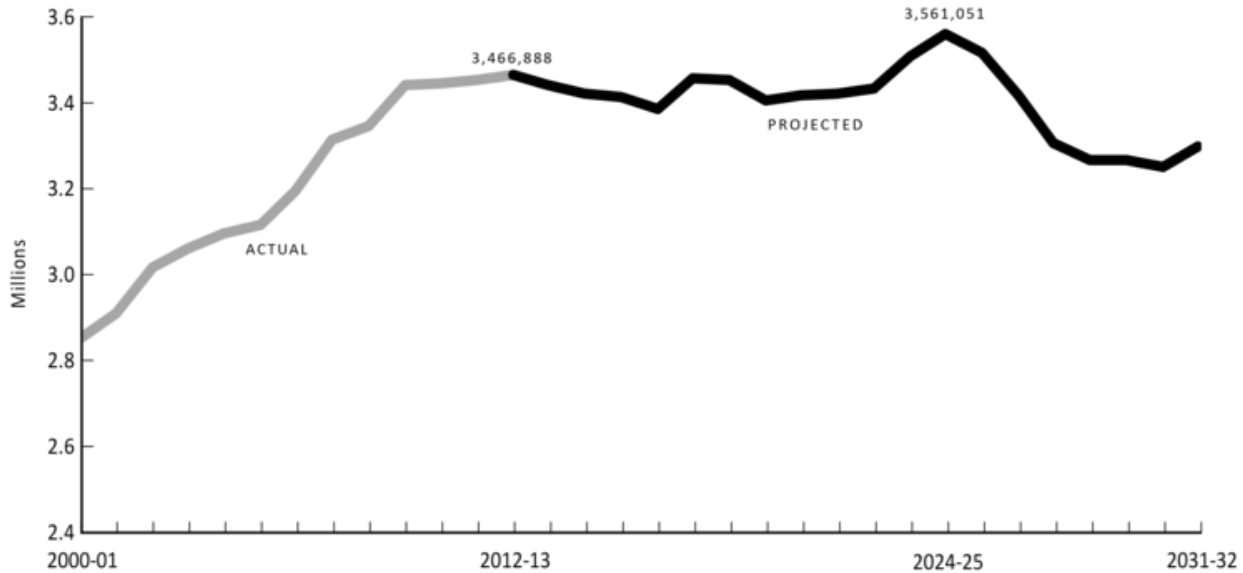
Term	Campus Name	FT Student Count	PT Student Count	Term	Campus Name	FT Student Count	PT Student Count	% FT Change	% PT Change
Fall 2016	Adirondack	2,216	1,685	Fall 2015	Adirondack	2,294	1,699	-4%	-1%
Fall 2016	Clinton	729	843	Fall 2015	Clinton	910	952	-25%	-13%
Fall 2016	Finger Lakes	2,580	3,721	Fall 2015	Finger Lakes	3,003	3,752	-16%	-1%
Fall 2016	Jamestown	2,050	2,525	Fall 2015	Jamestown	2,353	2,473	-15%	2%
Fall 2016	Genesee	2,480	3,700	Fall 2015	Genesee	2,846	3,675	-15%	1%

Fall 2016	Schenectady County	1,991	3,743	Fall 2015	Schenectady County	2,234	3,892	-12%	-4%
Fall 2016	Erie	7,257	3,675	Fall 2015	Erie	7,931	4,091	-9%	-11%
Fall 2016	Corning	1,784	2,035	Fall 2015	Corning	1,929	2,043	-8%	0%
Fall 2016	North Country	759	1,192	Fall 2015	North Country	816	1,067	-8%	10%
Fall 2016	Nassau	12,126	8,246	Fall 2015	Nassau	12,956	8,602	-7%	-4%
Fall 2016	Fulton-Montgomery	1,340	1,175	Fall 2015	Fulton-Montgomery	1,426	1,125	-6%	4%
Fall 2016	Columbia-Greene	669	991	Fall 2015	Columbia-Greene	711	1,070	-6%	-8%
Fall 2016	Cayuga County	1,693	2,533	Fall 2015	Cayuga County	1,799	2,385	-6%	6%
Fall 2016	Monroe	8,350	5,082	Fall 2015	Monroe	8,856	5,730	-6%	-13%
Fall 2016	Rockland	3,795	3,141	Fall 2015	Rockland	4,018	3,162	-6%	-1%
Fall 2016	Mohawk Valley	3,438	3,006	Fall 2015	Mohawk Valley	3,632	3,043	-6%	-1%
Fall 2016	Tompkins Cortland	2,064	863	Fall 2015	Tompkins Cortland	2,179	904	-6%	-5%
Fall 2016	Niagara County	3,439	2,376	Fall 2015	Niagara County	3,610	2,506	-5%	-5%
Fall 2016	Ulster County	1,376	2,027	Fall 2015	Ulster County	1,437	2,031	-4%	0%
Fall 2016	Onondaga	5,686	6,741	Fall 2015	Onondaga	5,895	5,991	-4%	11%
Fall 2016	Hudson Valley	6,055	5,395	Fall 2015	Hudson Valley	6,253	5,543	-3%	-3%
Fall 2016	Dutchess	4,208	5,219	Fall 2015	Dutchess	4,284	5,262	-2%	-1%
Fall 2016	Broome	4,197	2,897	Fall 2015	Broome	4,265	1,661	-2%	43%
Fall 2016	Suffolk County	14,495	12,405	Fall 2015	Suffolk County	14,722	12,107	-2%	2%
Fall 2016	Westchester	7,008	5,857	Fall 2015	Westchester	7,062	5,904	-1%	-1%
Fall 2016	Orange County	3,202	3,600	Fall 2015	Orange County	3,226	3,756	-1%	-4%
Fall 2016	Sullivan County	813	716	Fall 2015	Sullivan County	809	783	0%	-9%
Fall 2016	Fashion Institute	7,574	1,769	Fall 2015	Fashion Institute	7,525	2,040	1%	-15%
Fall 2016	Herkimer County	1,770	1,042	Fall 2015	Herkimer County	1,752	1,268	1%	-22%
Fall 2016	Jefferson	2,141	1,435	Fall 2015	Jefferson	2,095	1,653	2%	-15%

Demographic Realities

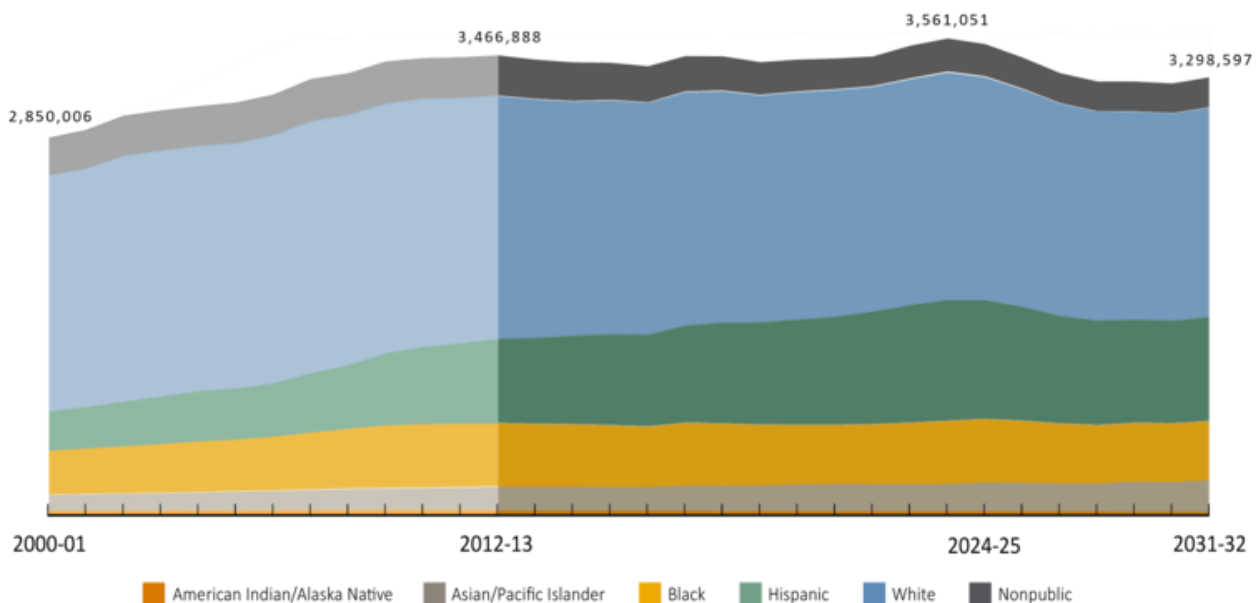
Source: WICHE "Knocking at the College Door (9th Edition)

Total U.S. Public and Private High School Graduates, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



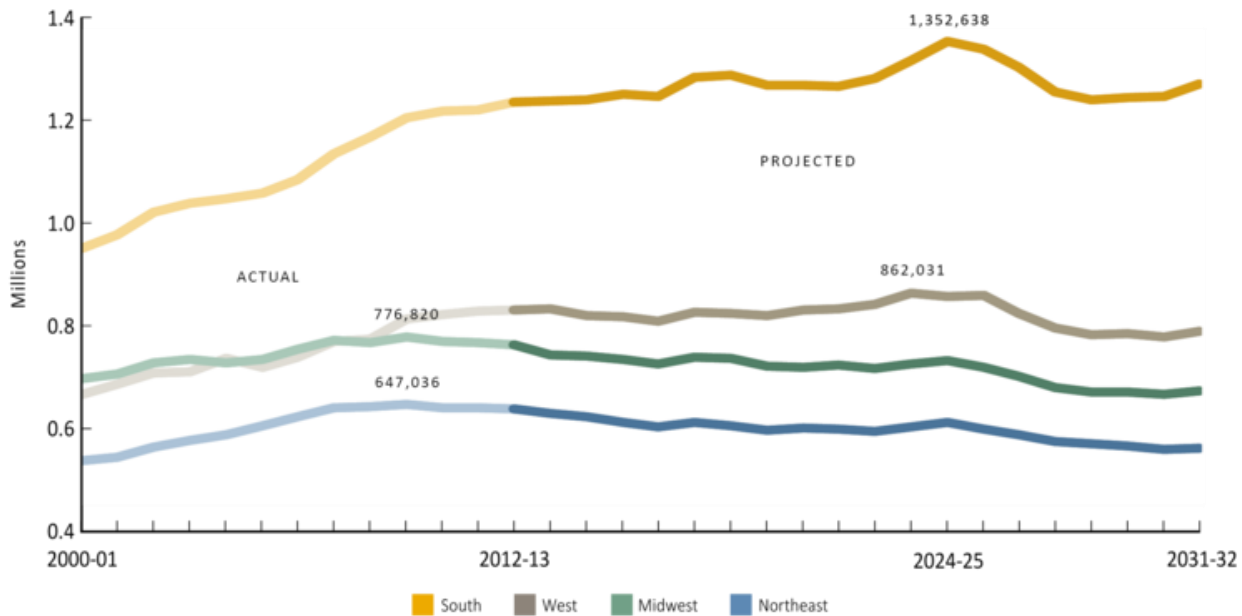
The overall number of high school graduates will plateau for most of the next decade with 7 of the 10 years from 2013 to 2023 expected to see fewer or about the same number of graduates compared to 2013, which was the year with highest recorded number of U.S. graduates yet. While the country is projected to see three years of growth between 2024 and 2026, this will be a short-term increase as the average size of graduating classes between 2027 and 2032 is expected to be smaller than those in 2013.

Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



The racial/ethnic mix of high school graduates in the United States will continue to shift significantly toward a more diverse population of graduates fueled primarily by large increases in the number of Hispanic (50 percent) and Asian/Pacific Islander (30 percent) public high school graduates through about 2025. The pending national plateau is largely fueled by a decline in the White student population and counterbalanced by growth in the number of non-White public school graduates – Hispanics and Asian/ Pacific Islanders in particular. Overall, there will be consistent declines in the number of White public high school graduates and robust growth in the number of public high school graduates of color (or, technically speaking, "non-White" graduates) in the coming years.

Total Public and Private High School Graduates, by Region, 2000-01 through 2031-32



There is significant regional variation with the Northeast and the Midwest experiencing continuing declines in the number of high school graduates while the West will see slight increases and the South will see significant and steady increases. Most notably, the South is the engine of growth for high school graduates. It is the only region that is projected to experience an increase in the number of high school graduates for every year of the projections, even though that number is expected to contract after 2025.

V. **Expected Outcomes:** See Action Plan with Assessments, Section VII

VI. **Goals and Alignment with Strategic Plan and College Priorities:**

Goal 1: Increase new student enrollment by 1% per year (full and part-time, new and transfer, on-campus and online).

Alignment:

- Strategic Plan Goal 3 – Targeted Outcome 3.3, 3.4, 3.5 and Goal 5 – Targeted Outcome 5.1
- College Priorities #1 Access & Enrollment and #3 Fiscal Sustainability

Goal 2: Increase enrollment of new traditional student population by 1.5% per year (full and part-time, new and transfer, 24 years old or less, on-campus).

Alignment:

- Strategic Plan Goal 3 – Targeted Outcome 3.3 and Goal 4 – Targeted Outcome 4.1
- College Priorities #1 Access & Enrollment and #3 Fiscal Sustainability.

Goal 3: Increase enrollment of new non-traditional students and international students (full and part-time, new and transfer, specific cohorts).

Alignment:

- Strategic Plan Goal 2 – Targeted Outcome 2.1 and Targeted Outcome 2.3 and Goal 3 – Targeted Outcome 3.3 and Targeted Outcome 3.4
- College Priorities #1 Access & Enrollment and #3 Fiscal Sustainability

Goal 4: Moved from EMM Plan to the Academic and Student Affairs Plan per President McColgin’s August 21, 2018 memo.

Goal 5: Develop and maintain quality partnerships with other educational institutions.

Alignment:

- Strategic Plan Goal 4 -Targeted Outcome 4.1 and Targeted Outcome 4.3 and Goal 5 – Targeted Outcomes 5.2
- College Priorities 1) Access & Enrollment and 2) Student Satisfaction & Success

Goal 6: Moved from EMM Plan to the Academic and Student Affairs Plan per President McColgin’s August 21, 2018 memo.

VII. Action Plan with Assessments:

<p>Goal 1: Increase new student enrollment by 1% per year (full and part-time, new and transfer, on-campus and online). Baseline: Fall 2016–Headcount 957 and FTE 457.31 Desired Outcome: Fall 2017 Headcount 966.57 and FTE 461.88 Fall 2018 Headcount 976.24 and FTE 466.5 Fall 2019 Headcount 986 and FTE 471.17</p>				
Activity	Lead Partner	Partners	Desired Outcome(s)	Status
1.Develop a year-round communication plan with prospective students in all phases of the enrollment funnel to promote enrollment and create a sense of connection for the target audience.	Dean of Enrollment Management	Admissions, Academic Advisement, Internet Academy, Info Services, Public Relations, Trainor	Prospective students and families have key information regarding the College All students receive custom or personalized email regardless of lead (HS, web-	

			<p>based, college fair, athletic recruit)</p> <p>Greater student affinity</p> <p>Calls to action are clear and measurable (i.e. "To Apply")</p> <p>Increase accepted students following us on social media.</p> <p>Increase in accepted students attending Open House and START Days.</p> <p>Increase in yield of accepted students enrolling</p>	
2.Update website and enhance user experience (optimize screen usage, ensure navigation and homepage content is focused on prospective students, etc.)	Director of PR	Information Services Trainer	<p>search engine optimization</p> <p>Improve user experience (focus groups, usability tests)</p> <p>Consistent branding/messaging and calls to action</p> <p>Website accessibility</p>	
3.Promote academic programs that have greatest potential for return on investment and those that provide distinction for the college.	Director of PR	Admissions, Provost, Academic Deans, Faculty	<p>Increase in requests for info, visits to landing pages, applications and enrollment in targeted</p>	

			academic programs	
4.Create talking points for key recruitment events	Dean of EM	Admissions, PR, Faculty, transfer and career counselors	Key points encompassing fit, affordability, outcomes	
5.Ensure that all application and registration processes, including instructions and communications, are logical and user-friendly from the student point of view	Dean of Enrollment Management	Admissions, Registrar, Advisement, Student Accounts, Internet Academy, Public Relations	Increase in yield	
6.Utilize storytelling and multi-media approach to promote College strengths, achievements, academic programs, intellectual capital, partnerships and events.	Director of PR	Dean of EM	Increase pride and affinity in College Increase brand awareness Enhance College image	
7.Deliver digital advertising with clear calls to action to target audiences based on geography, demographics, interest, behavior, etc.	Director of PR	Dean of EM	Increase awareness of the College and its programs. Increase requests for information/or other calls to action (based on specific campaigns) Increase website visits to specific landing pages (based on campaigns)	
8.Optimize the use of Foundation Scholarships for new students (given the growing population	President	Dean of EM, Foundation, Financial	Improve enrollment, academic profile, and diversity	

outside the county and implementation of the Excelsior Scholarship)		Aid, Student Accounts	New scholarship opportunities Remove/reduce cost barriers	
9. Increase awareness in Open Educational Resources (OER)	Provost	Internet Academy, Associate Deans, Public Relations	Students will understand OER so they can make an informed decision	
10. Promote financial benefits of starting college at a 2-year college and continuing education at a 4-year college	Dean of EM	Financial Aid, Public Relations Partner Institutions	Students and families will be better informed. Increase in enrollment of students in transfer programs.	
11. Increase the role of faculty in student recruitment, marketing and retention	Provost	Associate Deans, Faculty, Dean of EM, Admissions, PR	Additional opportunities to engage with prospective students Prospective students more informed about programs. Be more competitive with 4-year recruitment strategies	

Goal 2: Increase enrollment of new traditional student population by 1.5% per year (full and part-time, new and transfer, 24 years old or less, on-campus).

Baseline:

Fall 2014 Headcount 697 and FTE 361

Fall 2015 Headcount 687 and FTE 353.5

Fall 2016 Headcount 733 and FTE 377.08

Desired Outcomes:

Fall 2017 Headcount: 715 and FTE 369.32 (baseline average Fall 2014-16: Headcount 705 & FTE 363.86)

Fall 2018 Headcount: 721 and FTE 372.13 (baseline average Fall 2015-17: headcount 711 & FTE 366.63)

Fall 2019 Headcount: 733 and FTE 378.44 (baseline average Fall 2016-18: Headcount 723 & FTE 372.84)

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
1.Create opportunities for attendance at monthly high school counselor meetings	Dean of Enrollment Management	Admissions, Provost, College Now	Improved collaboration and communication with key community liaisons	
2.Expand/enhance on-campus recruitment events.	Dean of Enrollment Management	Admissions, Associate Deans, Faculty	Increase in number of visitors to campus Increase in yield	
3.Expand/enhance off-campus recruitment events.	Dean of Enrollment Management	Admissions	Eliminate cost barriers Increase interest in markets outside the region (i.e. NYC, out of state)	
4.Continue and enhance collaborations with key partners who work primarily with underrepresented students where demographics are favorable (SUNY Welcome Center, On Point, New Visions, Diploma Plus)	Dean of Enrollment Management	Admissions	Build rapport with key personnel Increase in awareness, applications and yield	

<p>5. Develop Academic “Pathways” that align College Now courses with degree programs</p>	<p>Provost</p>	<p>Associate Deans, College Now, Advisement</p>	<p>HS students and guidance counselors will have better understanding of academic program opportunities</p> <p>Increase yield of College Now students</p> <p>New students will be better informed regarding services available as a potential student</p>	
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Goal 3: Increase enrollment of new non-traditional students by 1% per year and international students by 1% per year (full and part-time, new and transfer, four specific cohorts).

Baseline and Desired Outcomes:

Headcount	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Over 24 years old, on-campus	40	40.40	40.80	41.21
Online (any age)	176	177.76	179.54	181.33
International (any age)	53	53.53	54.07	54.61

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
1. Create/expand marketing and communication plan targeting non-traditional learners	Director of PR	Internet Academy, Associate Deans, Dean of EMM, Admissions, Faculty	Increase inquiries and applications and enrollment on-campus and online by over-24 age group	
2. Develop clear pathways for adult learners with a singular point of re-entry and a one-stop experience through advisement	Dean of Enrollment Management	Admissions, Provost, Associate Deans, Registrar, Public Relations, Advisement	Increase request to returns for online and on-campus Increase in graduation rates	
3. Conduct a "Welcome Back" campaign that targets former students with 45 credits or more who have not graduated, to encourage them to return to Herkimer College or to transfer credits back.	Dean of Enrollment Management	Admissions, Provost, Associate Deans, Registrar, Public Relations, Advisement	Increase request to returns for online and on-campus Increase in graduation rates	
4. Develop institutional policy for life-learning credit	Provost	Associate Deans, Registrar	Eliminate barriers/expand	

			life experience equivalences	
5. Increase access for adult learners who desire face-to-face learning modality by exploring and implementing unique course formats for specific populations (weekend, accelerated learning, hybrid models)	Provost	Associate Deans, Registrar	Increase enrollment of adult learners	
6. Expand multi-language web and print communication sequence for international students	Director of PR	Center for Global Learning, Information Services	Increase in awareness, applications, yield of international students Increase in enrollment in 24-credit hour program	

Goal 4: Moved from EMM Plan to the Academic and Student Affairs Plan per President McColgin's August 21, 2018 memo.

Goal 5: Develop and maintain partnerships with other educational institutions.

Desired Outcome: The success will be measured within the Academic Affairs department Operational/assessment plans in accordance with the Quality Rubric Scale.

Activity	Lead Partner	Other Partners	Desired Outcomes	Status
1. Joint meetings with other institutions to explore opportunities for partnership to increase enrollment	Provost	Associate Deans, Admissions, Transfer Advisor	Maximize enrollment in programs that have strong reputations and market demand. Eliminate geographic obstacles	
2. Create and promote clear pathways for students participating in special degree options (clear entry and exit points)	Provost	Advisement, Faculty, PR, Admissions, Transfer Advisor	Increase enrollment (especially with non-traditional populations)	
3. Continue to explore and create scholarship opportunities with 4-year private colleges	Provost	Dean of EM, Admissions, Financial Aid, Transfer Advisor, Partner Institutions		
4. Continue to explore jointly registered programs with two and four-year institutions.	Provost	Dean of EM, Admissions, Financial Aid, Transfer Advisor, Partner Institutions	Increase academic program opportunities for students while maintaining institution's fiscal health.	

VIII. Summary:

In order for Herkimer College to realize enrollments of past years we need to evolve institutionally. Albeit a harsh reality with demographic trends, as an institution we are being presented with new challenges for recruiting, enrolling and retaining students.

National high school graduation rates are projected to be stagnant (and significantly declining in our local community), and student demographics are anticipated to drastically change, according to the Western Interstate Commission for Higher Education (WICHE).

In WICHE's *Knocking at the College Door* (9th Edition) report which details projections of high school graduates through 2031-2032, predictions are that the nation is projected to produce fewer high school graduates in all of the 10 graduating classes between 2014 and 2023, compared with the highest number of graduates in 2013. The year of greatest decline is projected to be 2017. A spike in growth is projected for 2024 to 2026, reaching about 94,000 more graduates in 2025 (2.7 percent) than in 2013. Between 2027 and 2032 the average size of graduating classes is expected to be smaller than those in 2013. New York State projections are expected to follow the national trend, with nearby states experiencing continued declines.

Perhaps most compelling is that the racial makeup and ethnicity of high school graduates is expected to shift, with non-white high school graduates expected to outpace white graduates. The report shows that the number of white school graduates will decline by 14% from 2013 to 2030. Hispanic students are expected to increase from 21% in 2015-16 to 27% in 2025-26, and the number of black students is expected to remain flat.

Based on recent and expected future demographic shifts nationally and locally, Herkimer College's student enrollment will continue to be more diverse, requiring learning styles, pedagogies and College services to evolve. Strategies such as guided pathways which provide clear paths for underrepresented student populations will be essential. To drive enrollment growth, the College will need to invest in marketing to diverse populations, create and enhance services to support a demographic shift to an increasingly more diverse population, and remove barriers to enrollment and completion.

IX. References:

American Association of Community Colleges, *Voluntary Framework for Accountability*

Community College Research Center (CCRC) *Implementing Guided Pathways: Early Insights from the AACC Pathways Programs*

Guided Pathways: Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways, Dr. Rob Johnstone, National Center for Inquiry & Improvement

Western Interstate Commission for Higher Education (WICHE)'s ninth edition of *Knocking at the College Door: Projections of High School Graduates* (December 2016)

Enrollment Management & Marketing Plan, 2017-2020 (updated October 12, 2018)