CLINTON COMMUNITY COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN
2022-2026

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STRATEGIC ENROLLMENT MANAGEMENT STEERING COMMITTEE 2022-2026

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Additional thanks to the campus community and administration for their commitment and input into this plan and SUNY REACH program for direction and guidance in developing it.

After an analysis of the college, our recruitment and retention efforts, our academic program offerings, and the landscape of the external environment that we serve, Clinton Community College has formulated a realistic plan that should steer the college in a favorable enrollment direction for the next few years. This plan calls for involvement from all constituents from throughout the college. Additionally, it encourages a greater dependence on data to inform decisions as well as the continuation of creative thinking and implementation of strategic initiatives that will guide the institution towards better enrollment outcomes.

ENROLLMENT MANAGEMENT OVERVIEW

The Strategic Enrollment Management leadership and team have continued to improve their understanding of enrollment trends to support the college's recruitment and retention strategies. The observations and data included in this report are being used to inform the senior college leadership people of the enrollment realities and opportunities.

Enrollment management is a comprehensive process designed to help an institution achieve and maintain optimum enrollment—with optimum enrollment driven by context and academic mission of our institution.

Enrollment Management plays a role in:

- Managing and stabilizing enrollments
- Linking academic programs to enrollment management
- Optimizing limited resources
- Improving services
- Improving quality

- Improving access to information
- Reducing vulnerability to environmental forces

EM MISSION

The Division of Enrollment Management is a student-centered, evidence-based, data-driven division that is innovative in spirit and seeks to support prospects, applicants, and students in their efforts to better themselves through education. It assists and engages staff while collaborating with campus and external partners in commitment to quality, diversity, equity, and inclusion. In a fair, inclusive, confidential, and responsible manner, we strive to provide assistance and service in areas of recruitment, admissions, financial aid, and registration as well as information and access options through marketing and college relations efforts in order to enhance the educational experience for anyone we serve.

Its charge is to review yearly enrollment, including recruitment of new students and retention of currently enrolled students, in order to set goals for subsequent enrollment cycles and to develop an enrollment management plan to achieve those goals. The Enrollment Management Team and Committee (subcommittee of the Strategic Planning Committee) is also responsible for assessing yearly progress towards completion of the developed plan.

CCC MISSION, VISION, AND CORE VALUES

The following were adopted as part of the 2020-2025 Clinton Community College Strategic Plan:

MISSION: "The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth."

VISION: "As a result of our efforts in Clinton County and the North Country, Clinton Community College helps students bridge academic, economic, technological and cultural divides, participate in local and global communities and enhance their lives in practical and visionary ways."

CCC STRATEGIC GOALS

In the 2020-2025 Clinton Community College Strategic Plan, the college identified the following major goals:

Strategic Goal 1: *Provide dynamic and innovative learning experiences through quality teaching that lead to success of students in achieving educational, career and personal enrichment goals.*

Strategic Goal 2: *Stabilize student enrollment by adapting to changing institutional environment, addressing critical resource needs, and implementing a highly integrated approach to student retention.*

Strategic Goal 3: *Build and maintain effective and efficient operational systems with strategically guided resource allocation and data-informed decision making.*

Strategic Goal 4: *Maintain and expand partnerships and collaborations with businesses, agencies, and educational institutions to diversify options for students for career placement or advancement.*

STANDARDS OF MEASURING CAMPUS ENROLLMENT

Clinton Community College's enrollment is commonly measured using two standards. The first is an unduplicated headcount of students, which is a count of all students enrolled in a given period. Headcounts are often used when setting recruitment and/or retention goals. However, one of the problems of using headcount alone is that it does not account for difference in the number of credits being taken by students.

The second measure, full-time equivalent (FTE), counters this problem. One FTE represents 30 registered credit hours, or the standard that a full-time student would be expected to take in a year to complete his or her program on time. Both standards are used throughout this enrollment plan. Historical data prior to fall 2020 is verified through SUNY Business Intelligence Dashboard. Fall 2021 data has been compiled from CAMS (CCC's internal data management system) as it is the "up-to-date" data source. Finally, the subsequent tables and charts will have the reporting body listed if a different source was referenced, e.g. NYSED, Jobs EQ, DOL, etc.

COMMUNITY PROFILE

NORTH COUNTRY/CLINTON COUNTY POPULATION 2015-2025

CCC primarily serves Clinton, Essex and Franklin counties in the northeast portion of New York State. Per the Department of Labor and United States Census Bureau, in 2016, Clinton County's total population hovers around 81,000 with a labor force of 35,784, the median household income of $53,575 and an unemployment rate of approximately 5.3%. The projected change in North Country population is expected to have a decline in the population 15-24 years of age by 2020 (11%) that will impact the number of graduates from high schools and thus contribute to a smaller population from which CCC can draw upon for enrollment (Table 2). The decrease in population of this age group is projected to continue through 2025. Strategies to move beyond recruitment within the North Country region will be necessary and will help stabilize enrollment.

Table 2. North Country Projected Population Changes 2015-2025

Age Range	2015	2020	2025	Percent Change 2015-2020	Percent Change 2015-2025
0-4	7,973	7,860	7,496	-1.4%	-6.0%
5-14	17,911	17,074	16,307	-4.7%	-9.0%
15-24	22,496	20,023	19,537	-11.0%	-13.2%
25-44	46,215	47,408	46,119	2.6%	-0.2%
45-64	50,339	48,311	45,486	-4.0%	-9.6%
65+	27,200	30,054	33,544	10.5%	+23.3%
Total	172,134	170,730	168,489	-0.8%	-2.1%

Source: http://pad.human.cornell.edu/counties/projections.cfm

Clinton County population trends show the 15-24 age range decreasing by almost 15% by 2025 (Table 3). Clinton County and North Country population will see growth in a 65 and older (retiree) population with simultaneous overall population decreases in all other age demographics. The impact of this trend is further reviewed in the External Scan portion of this document.

Table 3. Clinton County Projected Population Changes 2015-2025

Age Range	2015	2020	2025	Percent Change 2015-2020	Percent Change 2015-2025
0-4	3,894	3,849	3,651	-1.2%	-6.2%
5-14	8,064	7,644	7,403	-5.2%	-8.2%
15-24	12,438	11,050	10,593	-11.2%	-14.8%
25-44	21,116	21,474	20,731	1.7%	-1.8%
45-64	23,569	22,477	20,729	-4.6%	-12.0%
65+	11,986	13,315	15,013	11.1%	+25.3%
Total	81,067	79,809	78,120	-1.6%	-3.6%

Source: http://pad.human.cornell.edu/counties/projections.cfm

COMMUNITY PARTNERS

Clinton Community College is at the center of its higher education community and has developed partnerships that support the mission of the institution, inclusive of other educational institutions, business, industry, and organizations that serve the community-at-large. A summary of partnerships is highlighted in Table 4; however, the College has a diverse portfolio of community relationships that extend beyond those noted. The opening of the Institute of Advance Manufacturing (IAM) and notable regional economic development initiatives are placing the North Country, more specifically Clinton County, at the center of a manufacturing and transportation cluster that will require an educated and skilled workforce. The IAM has a potential to be a significant contributor to the overall enrollment for the College in the future. Table 4 provides a snapshot of current partnerships and affiliations CCC maintains to work collaboratively for a stronger local and regional economic future.

Table 4. Examples of Partnerships and Affiliation with CCC

Partner Name	CCC Affiliation
North Country Regional Economic Development Council	IAM/Workforce Partner/CCWD
Vision to Action Committee	IAM
North Country Chamber of Commerce	IAM/CCWD
The Development Corporation	IAM/CCWD
CITEC	IAM/Educational Partner/CCWD Non-Credit
North Country Regional Workforce Development Board	IAM/CCWD
Clarkson University	IAM/Educational Partner
CV-TEC	Educational Partner
ETS Staffing Solutions	AIME/Workforce Partner/CCWD
Empire State Development	Start Up NY
NYS Licensing Services – various	Non-Credit Licensing/CCWD
Adult Career & Continuing Ed Services (ACCES) Vocational	Workforce Partner
Department of Social Services (DSS)	Business Partner/CCWD
SUNY Plattsburgh	Educational Partner (SUNY 2020)
NYS Small Business Development Center	Workforce Partner

EXTERNAL SCAN

To properly serve and maintain relationships with our local community, greater region and NYS, CCC leadership, faculty and staff must remain informed on a variety of local demographics and labor market

trends. An improved understanding of these data will, in-turn, improve post-graduation student employment, foster community partnerships, and strengthen our region's economy.

NEW YORK STATE

The New York Association of Training & Employment Professionals (NYATEP) provided a well-rounded reflection of New York State (NYS) and North Country labor markets in *State of the Workforce: A Labor Market Snapshot for New York State 2021*. COVID dramatically altered the labor market. In September 2021 there were 543,000 job openings in New York State, however New Yorkers are dropping out of the labor market. "As of August 2021, it was 2.9% - a jump from 2.3% in 2019, the highest it has been since prior to 2002; as concerns remain about COVID; childcare and working
conditions are at the forefront." The study notes that "of the ten largest occupations statewide, accounting for 6.5M jobs, only one occupation requires a high school diploma/equivalency or less" so New Yorkers need skills in demand. Yet "approximately 38.2% (5.22M) of New Yorkers 25 years or older have a high school diploma/equivalency or less and 796K never even entered the 9th grade. Of the 24% of New Yorkers who have some college or an Associate's Degree, 2.1M New Yorkers, have some college credits but no degree." These data should poise CCC to be a strong educational link between the labor force and employment needs both regionally and statewide, although the pandemic and the sluggish recovery of the economy continue to impact enrollment. The new trend coined "the great resignation" is reshaping the labor market with people quitting the workforce and redefining their work expectations, which leads to reflecting on the need for education and college degrees.

NORTH COUNTRY INDUSTRY AND LABOR FORCE PROFILE

The North Country (NC) region, as defined by NYS, is comprised of Clinton, Essex, Franklin, Hamilton, Lewis, St. Lawrence, and Jefferson Counties. As of December 2021, jobs in the North Country rose by 3,200, or 2.5 percent. Job gains in the last year were largest in Leisure & Hospitality; Trade, and Transportation and Utilities per the Department of Labor (DOL) - https://www.labor.ny.gov/stats/nor/index.shtm. The aging workforce and decreasing population in the North Country is of economic concern. Also, 36% of that population has only high school education. The most recent DOL "significant industries" report highlighted North Country industries are presented in the table below.

Significant Industries, North Country, 2021

NAICS Industry Code	Industry Name	Jobs		Net Change in Jobs, 2015-2020	% Change in Jobs, 2015-2020	Average Annual Wage, 2020	Projected % Change in Jobs, 2018-2028	Why Industry is Significant**
		2015*	2020*					
	Total, all industries (all ownerships)	149,812	139,312	(10,500)	-7.0%	$48,387	4.0%	NA
111	Crop production	600	500	(100)	-16.7%	$31,100	7.1%	P
112	Animal production and aquaculture	1,700	1,800	100	5.9%	$41,000	3.0%	G,J
236	Construction of buildings	2,000	1,800	(200)	-10.0%	$55,500	4.8%	J,P,W
237	Heavy and civil engineering construction	700	800	100	14.3%	$110,200	3.5%	G,W
238	Specialty trade contractors	2,600	2,800	200	7.7%	$55,000	8.0%	G,J,P,W
311	Food manufacturing	1,000	1,200	200	20.0%	$56,900	1.7%	G,J,W
312	Beverage and tobacco product manufacturing	200	400	200	100.0%	$35,800	7.1%	G,P
322	Paper manufacturing	2,000	1,500	(500)	-25.0%	$69,100	-14.5%	J,W
326	Plastics and rubber products manufacturing	800	1,000	200	25.0%	$51,200	6.9%	G,J,P,W
333	Machinery manufacturing	200	300	100	50.0%	$54,800	-2.9%	G,W
334	Computer and electronic product manufacturing	400	300	(100)	-25.0%	$43,500	-10.8%	G
336	Transportation equipment manufacturing	1,200	1,000	(200)	-16.7%	$65,800	32.2%	J,P,W
541	Professional and technical services	2,800	3,000	200	7.1%	$53,000	11.4%	G,J,P,W
551	Management of companies and enterprises	900	1,100	200	22.2%	$64,500	16.4%	G,J,P,W
611	Educational services	19,000	18,300	(700)	-3.7%	$53,000	4.9%	J,P,W
621	Ambulatory health care services	6,400	6,300	(100)	-1.6%	$63,900	29.4%	J,P,W
622	Hospitals	9,200	9,400	200	2.2%	$67,600	6.6%	J,P,W
623	Nursing and residential care facilities	7,200	6,700	(500)	-6.9%	$41,800	14.1%	J,P
624	Social assistance	4,200	4,700	500	11.9%	$29,100	21.1%	G,J,P
713	Amusements, gambling, and recreation	2,000	1,400	(600)	-30.0%	$31,100	-1.5%	J
721	Accommodation	3,200	2,100	(1,100)	-34.4%	$29,400	1.5%	J
722	Food services and drinking places	11,300	8,900	(2,400)	-21.2%	$20,200	2.3%	J
920	Government	19,800	19,500	(300)	-1.5%	$60,600	-0.3%	J,W

NA – Not Applicable
*Represents both private and public sector jobs

**Key:

G: Industry experienced above-average job growth; can be net or percentage growth

J: Industry employs a significant number of jobs (>10,000)

P: Above-average growth projected for 2016-2026

W: Industry pays above-average wages

Source: https://dol.ny.gov/system/files/documents/2022/03/2021-significant-industries-north-country_0.pdf

According to the DOL report on the top North Country occupations with positive projected employment growth through 2026, very few require some college or an Associate level education. A large majority are satisfied with high school diploma or equivalent. Computer specialists, industrial technicians, and teaching assistant jobs require "some college, no degree" and a small group of occupation at managerial levels (accounting, project management, business operations) require a bachelor's degree. That information aligns with what is visible in the job market with well-paying jobs requiring no post-secondary education and no experience, which makes the college recruitment in the local market even more challenging.

STUDENT ENROLLMENT PROFILE

Information provided in this section offers assessment of Clinton Community College's current demographic and enrollment profiles as well as trends and projections for the upcoming years.

DEMOGRAPHIC REVIEW

AGE AND ETHNICITY COMPOSITION

The fall 2021 non-College Advancement Program (CAP) demographic profile shows that the number of adult students has grown. In 2018 students 24 years or younger constituted 70% of the student population while 30% were adults. In 2021, the non-traditional student (25 years and older) number is slightly over 40%. The growing number of non-traditional students returning to higher education has implications for student support services. CCC students are predominately white (85%) with other reported or unknown ethnicities totaling about 15%. Other opportunities that would contribute to greater diversity within the student population include recruitment of international students, students from across NYS, and increasing out-of-state student enrollment.
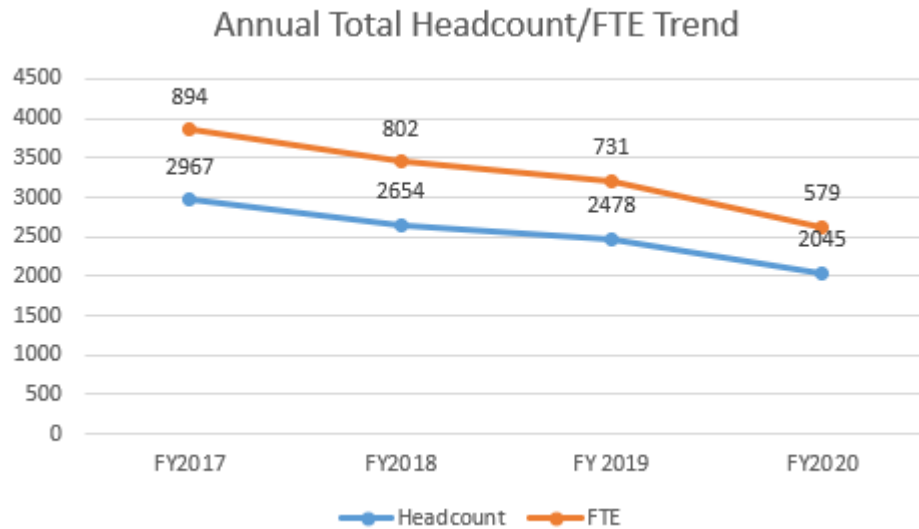
GEOGRAPHIC REGION

Student recruitment is primarily focused on Clinton, Essex and Franklin counties. However, as resources allow, there are admission recruitment efforts online and statewide, including targeting the heavily populated New York City region. The majority of students, 85%, come from Clinton County. Therefore, expanding our recruitment efforts beyond the service area county is an area for potential growth given the decreasing number of high school graduates in Clinton County.

ENROLLMENT TRENDS

HEADCOUNT AND FTE TRENDS

Enrollment status categorizes student groups by type and is analyzed by headcount and FTE based on credit hours. The number of credit hours generated by each of these populations is used to determine state aid reimbursements to the College based on Full-Time Equivalency (FTE). The majority of enrollment originates during the fall and spring terms annually. Utilizing the fall enrollment profile by enrollment status as well as recruitment trends by region allows for forecasting the subsequent terms annually.

Figure nine below shows the decrease in total headcount for all session offerings in the annualized year, as well as associated decrease in comparable state-aidable FTE's; these figures have been in decline since the height of enrollment in 2011.

Annual Total Headcount/FTE Trend

Total headcount and FTE 2016-2021.   Source: CAMS Report Manager

In fall 2021, continuing concurrently enrolled high school students in the College Advancement Program (CAP) made-up 42% of all enrollments. New CAP and other non-matriculated students accounted for approximately half (50%) of the College's new student enrolled population for fall 2021.

As observed in the table below, fall 2020 strongest FTE's contributors are new and continuing matriculated students which provide 67% of total FTE production for the term. In addition, CAP is becoming a growing contributor providing just over 38% of FTE in fall 2021.
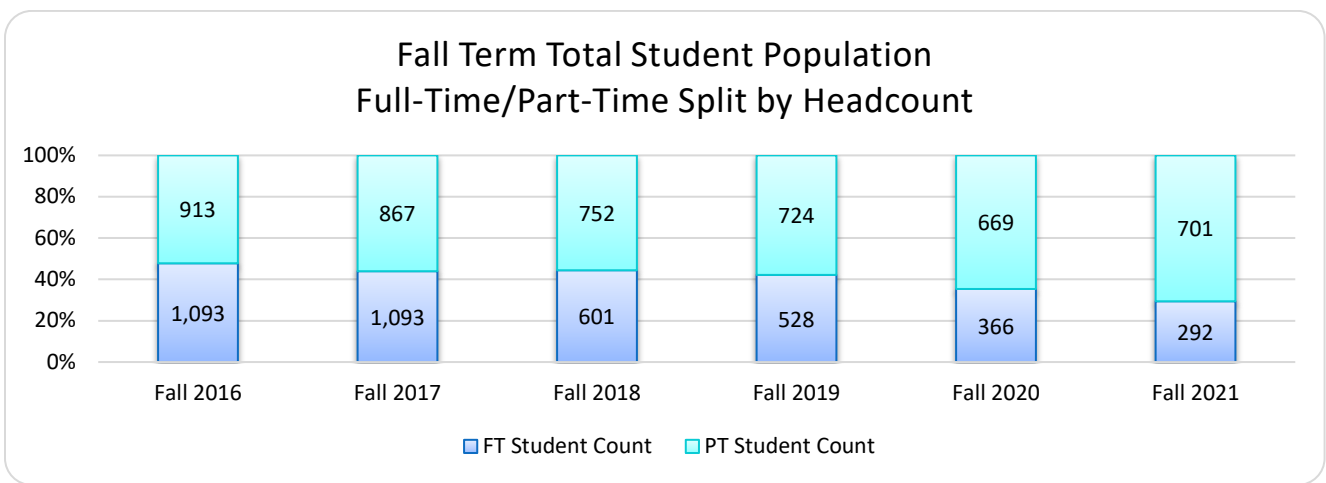
FTEs Percent Change by Enrollment Status for Fall 2020 and Fall 2021

Enrollment Status	Fall 2020	Fall 2021	Percent Change FA20-FA21
Continuing	140.73	101.53	-27.9%
New First-Time	60.67	43.63	-28.0%
New Non-Matriculated	0.73	3.97	+443%
Continuing Non-Matriculated	0.80	2.77	+246%
New Transfer	12.47	16.67	+33.7%
Continuing CAP	30.70	40.80	+32.9%
New CAP	57.13	64.03	+12.1%
Totals	303.23	273.40	-9.83%

Source: CAMS Report Manager

The number of continuing students declined, and retention efforts aimed at keeping all registered students' semester to semester require new strategic approach to retention efforts.

In recent years, there has been a noticeable shift from full-time to part-time status in student enrollments. These shifts in enrollment from full-time students to part-time students directly impact FTE production and affiliated state-level funding although the part-time students require equal or more resources to recruit, teach, and retain; therefore, the fiscal impact of this transition cannot be overstated. With the unemployment at records low and a high demand for employees in the manufacturing workforce, many North Country companies are recruiting and hiring seniors directly from high-school at $22-$25 per hour (based on information from the companies and local staffing agencies), which decreases their motivation to go to college. When jobs are easily available, traditionally the need for post-secondary education drops so in addition to full-time enrollment decreases, and the shift in FTEs shared proportionally to part-time students the College becomes increasingly reliant on a part-time population with fewer dollars associated with it compared to the full-time student. In response to the shift of full-time to part-time student proportions in recent years, new enrollment reports have been developed and are run daily to continuously track metrics and to properly track part-time student contributions toward headcount enrollment and FTE generation.

Fall Term Total Student Population
Full-Time/Part-Time Split by Headcount

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
PT Student Count	913	867	752	724	669	701
FT Student Count	1,093	1,093	601	528	366	292

Source: CAMS Report Manager

COLLEGE ADVANCEMENT PROGRAM (CAP)

As noted previously, CAP has become an increasingly needed source of FTE generation for the college. Understanding trends in this population is critical to stabilizing enrollment and state revenue, as with other populations fall term enrollments by type set the enrollment tone for the academic year.

The recruitment count of CAP students fall to fall by high school who subsequently enrolled at Clinton has dropped across all high schools by about 4% in the last four years. The increase in CAP course offerings in high schools can be one of the reasons as students finish most of the general education requirements in high school. The competition from other area higher education institutions who are also seeing significant decreases in student enrollment is becoming increasingly problematic for CCC. Enrollment strategies that market the value of a CCC degree, to increase conversion rates of CAP students to full-time enrolled students after high school graduation will have to be developed. Based on SUNY enrollment projections based on high school graduates numbers the new traditional student FTEs will be dropping for Clinton CC.

State University of New York (SUNY)
FTE Enrollment History and Projections by Category

Clinton								
		Actual				**Projections**		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Enrollment Type								
Concurrently Enrolled in HS	155.1	150.6	170.5	173.0	165.3	171.6	175.9	183.0
Undergraduate First-Time	129.6	114.4	73.7	56.8	56.1	53.4	55.5	56.6
Undergraduate Continuing/Returning	466.5	418.4	312.8	245.8	211.1	188.3	172.0	162.9
Undergraduate Transfer	45.2	43.4	21.1	26.4	26.3	26.3	26.3	26.4
Other[3]	5.2	3.9	0.9	1.3	1.9	1.8	1.8	1.9
Total by Enrollment	801.6	730.8	579.0	503.3	460.7	441.5	431.6	430.7

1) Includes but not limited to: Graduates, Joint Programs, Transitions, and Cross-Registered

Source: SUNY IR

RETENTION

Retention rates are tracked for historical reference and significantly aid in accurately forecasting student enrollment and institutional effectiveness. Over the last couple of years, losses in continuing students were significant. According to the Student Clearinghouse Research Center's 2020 Persistence and Retention Report, national standard persistence rate is about 75%. Clinton's persistence rate for Fall to Spring is 56% and Fall to Fall is 55%. The college has purchased an AI chat bot solution to keep in weekly contact with students through texting and evaluate their risk drivers at academic, financial, wellness, and engagement level. The platform allows a counselor to intervene when students are identified as high risk. More involvement with students on and off campus is needed.

DISTANCE LEARNING PROGRAM

The online programs and classes have been growing between 2014 and 2019. With the start of the pandemic in early 2020 and a shift into remote and online learning for almost two years, the current numbers cannot show a clear picture if the enrollments are due to interest/need or purely the circumstances, or a mix of both. When the campus reopened its physical location in Fall 2021, 16.8 % of students were exclusively online learners while 44.19% took a mix of online and on campus classes. Together students who take online classes make up over 60% so the flexibility of delivery (online, hybrid, remote, and flex) must be offered to attract/retain students. At the same time, the majority of students do attend on campus courses so the academic schedule should balance the need for both and the most convenient access with curriculum that require on campus presence due to labs or is more beneficial to students' learning.

TUITION PRICING

The ability of the College to remain tuition competitive is an important factor in enrollment as students and families have increasingly more educational choices. Current Clinton tuition is no longer competitive with other community colleges and has been a factor in significant drop in out-of-area and out-of-state student

numbers. Considering lower tuition/fees for these populations should be considered. New tuition incentives should be also considered in collaboration with the college's Foundation.

MARKETING

The College Relations and Marketing Office, which supported recruitment and brand awareness efforts has been without staff for the last two years. That situation combined with cut marketing budgets limited the effectiveness of the college's recruitment efforts. With new leadership, it will be critical to align these efforts with strategic priorities to improve resources and prioritize enrollment as a means for the college to survive through the varied challenges and thrive.

Despite the difficult circumstances, the college maintains a marketing strategy which highlights the value of a community college, the College's unique location, and very personally oriented student support services. The marketing strategy includes a shift from outbound to inbound marketing techniques with a target market of traditional age students and their influencers (parents, guidance counselors, and friends), and non-traditional age students.

Due to small resources, the college shifted from traditional media advertising, which work best with awareness campaigns but do not always reach the targeted audiences, the Marketing department has been centering their efforts on production of videos and posts for digital and social media. The new, mobile friendly website has improved both the virtual presence of Clinton as well as created opportunities for better tracking of marketing efforts.

OVERVIEW OF MARKETING CAMPAIGNS:

Most of advertising efforts include the following channels:

- You Tube
- Facebook
- Instagram
- Google Ad Network
- Streaming services
- Bi-annual Guide to Higher Education ad & editorial in the North Country
- Press releases to promote any news and improvements on campus

Social media is used for promotion of all Admissions events and all Student Life/Engagement events; posting of student/campus events; news stories; photos, and videos. Any news that talk about community college advantage are being shared through all social media.

ENROLLMENT OUTLOOK AND GOALS

Clinton Community College is continuing to face challenging enrollment hurdles. Like many other community colleges Clinton depends on college-age students from its county of residence for the majority of its enrollment but with the trend of high school graduation not going up for the next several years, the college needs to look at other populations to meet enrollment targets – adult students, international students, and

out-of-state students. Another dominant trend is the growth in students taking courses part-time, which means the college needs more students to make up for the difference in full- and part-time enrollment. However, that is a significant challenge as recruiting a part-time student takes the same amount of time and resources without the ROI in revenue. Improving the efficiency of these efforts through technology and simplification of processes will increase the ROI. On the other hand, the potential for growth in previously unrealized areas such as advanced manufacturing, distance learning and engagement within business and industry sectors of the community promises new opportunities that college did not have in the past. The college will focus on workforce development to increase its source of revenue by integrating credit and non-credit recruitment efforts through a one-stop-shop approach.

To increase enrollment, the College is taking on a multi-pronged strategic approach with a target of 500 FTEs in 2022, 600 FTEs in 2023 which will represent a 20% increase over a year. The longer-term goal is to increase and stabilize the FTE enrollment at 700 FTEs by fall of 2025. To do so, the following strategic recruitment and retention goals have been set:

Recruitment Goal #1 - Increase enrollment in new matriculated students (FTE) from 60 (141 HC) in fall 2021 to 100 (235 HC) by 2026 and non-matriculated/workforce development by at least 20% from 375 in 2021 to 450.

- Recruitment Strategy 1.1 - Expand recruitment to international and out of state markets
  - Tactic 1.1.1 Revamp and invest in international and out-of-state student recruitment
    - Identify targeted out-of-state populations and create a marketing plan for those audiences.
    - Run analytics on where our current out of state applicants/students are coming from (treat Nursing students as a separate group).
    - Identify businesses in VT that need to train their employees
    - Use Fin. Aid and NSCH records for students' geographical origins
    - Identify specific areas in neighboring Vermont to target (zip codes, high schools, etc.) for marketing and outreach.
    - Review Keystone Academics recruitment platform for enhancement in international recruitment marketing.
    - Create a plan for recruitment in Canada/Quebec
      - Identify differences between the Canadian system and ours and the benefits we can offer. Include anglophone high school completion.
      - Promote those benefits with high schools and counselors
      - Develop a partnership with the Native American populations.
  - Tactic 1.1.2 Propose out-of-state tuition change as an incentive
    - Market the change to the identified audiences
    - Identify specific areas in neighboring Vermont to target (zip codes, high schools, etc.)
    - Create on-campus events for Vermont (and other states as budget allows) and Quebec high school counselors and/or students;
    - Participate in and/or create virtual events for international students.
  - Tactic 1.1.3 Grow a partnership with SUNY Plattsburgh to enhance the dual admission MOU to recruit out-of-state and international students that were denied admission at the 4-year to keep students in Plattsburgh on a transfer pathway.
- Recruitment Strategy 1.2 - Expand recruitment and enrollment efforts for adult and students from

underserved populations to support enrollment goals

- o Tactic 1.2.1 Provide training on diversity and how to serve students from a variety of backgrounds and how to address their needs
    - ▪ Identify existing training to use and launch it for all staff and faculty.
- o Tactic 1.2.2 Create new flexible educational pathways for adult students
    - ▪ Launch at least 2 new microcredentials per year based on the workforce needs.
    - ▪ Promote micro-credentials through employers and to public at large.
    - ▪ Organize events/information sessions and videos about pathways and how adult students can take advantage of them.
- o Tactic 1.2.3 Provide cross training on non-credit and credit offerings across student services
- o Tactic 1.2.4 Improve utilization of existing technology to improve communications and increase number of prospect inquiries.
    - ▪ Identify solution platforms (app; AI; etc.) to boost lead gathering and conversion.
    - ▪ Develop a solution of integrating non-credit trainings in the existing SIS so tracking of the pathways can be seamless.
- o Tactic 1.2.5 Create incentives for adult students and other targeted populations to return to school
    - ▪ Build a scholarship framework specifically for returning adults.
- o Tactic 1.2.6 Incorporate focus on diversity in recruitment activities
- o Prepare now to be ready to offer program(s) in the prisons. Restoration of pell grants in the prisons coming with the FAFSA Simplification Act. Colleges will have to still apply for the program. This will take planning and personnel and is too important of an opportunity to increase enrollment to pass up. (this is not recruitment but will increase enrollment)
- o Tag programs vocational for Fin. Aid purposes (would require additional personnel)
- ● Recruitment Strategy 1.3 - Grow recruitment for higher achieving high school students
    - o Tactic 1.3.1 Create CAP scholarships.
        - ▪ Offer scholarships to students with a certain amount of CAP credit and promote completion of an Associates Degree before transferring.
        - ▪ Grow and market the 1 + 1 + 2 program
        - ▪ Repackage marketing of degree programs to reflect the jobs that they can lead to.
        - ▪ Reinstitute Student Ambassadors to help recruit in their high schools and peer to peer visitation days on campus.

Recruitment Goal #2: Increase student athletes on campus from 6 in fall 2021 to 60 by 2025

- • Recruitment Strategy 2.1 - Improve and grow relationships with athletic teams in high schools (in state and out of state)
    - o Tactic 2.1.1 Develop a recruitment approach for CAP students who are high school athletes and target them to come to CCC first before a four-year school for those who are not be able to continue to play sports at a four-year institution
    - o Tactic 2.1.2 Create athletic pathways for international students from NCJAA into NCAA teams
    - o Tactic 2.1.3 Provide "early acceptance" and more "fanfare" as student athletes get recruited.
        - ▪ Highlight individual athletes on our website and social media for publicity
    - o Tactic 2.1.4 Create pathway from e-sports to an e-sports degree.

Recruitment Goal #3: Increase enrollment for returning students from 49 (HC) re-admitted in Fall 21 to 100 (HC) in Fall 2026

- Recruitment Strategy 3.1 - Reduce or remove barriers for returning students
  - Tactic 3.1.1 - Identify academic/course offerings barriers to return to college that adults face.
  - Tactic 3.1.2 - Research personal barriers for Clinton adult students and identify which ones the college can help overcome.
  - Tactic 3.1.3 - Determine what specialized advising/ career counseling/coaching is needed to help returning adult learners stay on track with benchmarks toward their goal
  - Tactic 3.1.4 - Identify students that are eligible for the FSA Fresh Start Initiative and conduct outreach to former students to return to school and thereby receive renewed eligibility for federal student aid and convert their previously defaulted student loans to current.
- Recruitment Strategy 3.2 - Improve conversion from re-admission application to enrolled from 50% to 60%.
  - Tactic 3.2.1 - Develop an amnesty program for prior students with billing holds. Provide relief to unpaid balances (forgiveness, payment plans while enrolled and receiving additional aid)
  - Tactic 3.2.2 - Review Academic forgiveness/appeal process and identify stopped out students who could be reinstated.
  - Tactic 3.2.3 - Identify adult stop outs who lost financial aid in prior years, determine their eligibility for scholarships, and do personalized outreach.
  - Tactic 3.2.4 - Provide specialized advising/coaching/counseling to returning adult students.

Recruitment Goal #4: Implement three new approaches to student recruitment.

- Recruitment Strategy 4.1 – Utilize internal and external data from "best practices" of proven new strategies that get results in the current climate of higher education.
  - Tactic 4.1.1 – Research regional and national enrollment success stories.
  - Tactic 4.1.2 – Implement recurring evaluation/analyzing of CCWD student database, building non-credit to credit pathways outreach.
- Recruitment Strategy 4.2 – Recruit directly through employers.
  - Tactic 4.2.1 Build local company profiles (number of employees, tuition reimbursement opportunities, education level of employee positions) to create clear career pathways for the service area.
    - Survey employers and compile the data in a useful format
    - Set up criteria for and gather the data
    - Develop the outreach/recruitment activities within companies
  - Tactic 4.2.2 - Reach out to local employers (McDonald's, Taco Bell, Walmart, Target, fast food chains, etc.) and see if they may want to partner in sponsoring students, doing on-site info sessions, and/or allowing materials and contact information to be displayed in break areas
  - Tactic 4.2.3 - Offer sign-up (educational programs) day. Bring B&I on campus (IAM) exploring the various courses and programs.
    - Coordinate with B&I to be available for lunchroom visits

- Recruitment Strategy 4.3 - Identify new technology solution to recruitment
  - Tactic 4.3.1 - Implement a Clinton App for mobile marketing and student information resource.
  - Tactic 4.3.2 – Improve the website with pathways and career information for each of the programs offered.
    - Consider implementing new CMS tools to personalize visitors' web experience

Retention/Student Success Goal #1: - Increase the continuing students' persistence from 55% in Fall 21 to 65% in Fall 2025

- Retention Strategy 1.1 -Decrease number of students who are academically dismissed and/or lose fin. aid from 19.3% fall 21 to 14% by fall 2026.
  - Tactic 1.1.1 - Increase the number of students who are academically successful after being granted an academic/fin. aid appeal.
    - Students create a mandatory academic plan as part of the conditions of the waiver including required meetings with advisor, required tutoring sessions, etc.
    - Educate students about library, tutoring, and other services/create engaging learning activities
    - Increase personal engagement with campus
- Retention Strategy 1.2 - Establish an academic advising model that helps students' persistence.
  - Tactic 1.2.1 - Develop a plan and a consistent framework for completion advising
    - Establish an academic advising model that helps students' persistence.
    - Focus advising on completion and not registration.
    - Enhance an advising communication plan and implement it consistently across all advisors.
    - Increase frequency of contact with advisees.
    - Utilize new technology tools for easier outreach across all advisors.
    - Explore ways for forging relationships with campus for online students
    - Allow the ACT team (Academic Cares Team) to develop some early interventions and formal processes for early identification of students who are struggling early in the semester. ACT is Tutoring, Accommodative Services, and Academic Advising and Support)
    - Encourage and promote student engagement through, active club recruitment, C6 space and programming, frequent student activities, consistent food availability daily.
    - Offer 7 second week gen ed courses who failed in the first weeks of the semester.
    - Provide more robust preparation for online courses and distant learning PRIOR and DURING the semester. Students don't know what they are doing and then it is too late.
    - Institute conditions such as weekly updates on attendance and progress in class so that issues can be identified early and outreach may occur
- Retention Strategy 1.3 - Implement "new" returning student communication and engagement plan.
  - Tactic 1.3.1 - Survey current adult students on their engagement needs
    - Adapt communications for that group
    - Introduce activities (virtual or on campus) based on adult students' interests

Retention/Student Success Goal #2: Diversify course offerings (credit and non-credit) and services for adult populations (campus offerings balanced against online/flex/hybrid offerings; am vs pm; new pathways/micro-credentials).

- Retention Strategy 2.1 - Identify appropriate mix of courses and delivery with enough timing for correct planning and alignment with students' needs.
  - Tactic 2.1.1. – Enhance flexibility of offerings
    - Develop in demand micro-credentials that meet emerging market needs so students can reach educational goals in short segments
    - Build microcredentials into the course schedule
    - Integrate education on the delivery and flexibility options into student onboarding (flex, asynchronous vs. remote synchronous, hybrid courses)
    - Offer on campus classes from across a broader daily time frame, leaving room for an open hour and campus engagement
    - Increase flex classes as the most flexible approach.
    - Align academic offerings across departments to eliminate siloed scheduling.
  - Tactic 2.1.2 - Consider internet access for students and create alternative options for those who need the course flexibility but live in a non-access area.
  - Tactic 2.1.3 Analyze the trends of what courses are overlapping in the schedule that cause students to have to choose one or the other and fix them.

Retention/Student Success Goal #3: Increase persistence of students who take remedial courses from by 10% by 2026

- Retention Strategy 3.1 - Develop programs to address root causes of attrition for students who enroll in remedial courses
  - Tactic 3.1.1. Communicate the causes of failure/drops in remedial classes
  - Tactic 3.1.2 Create support programs for online vs. campus success in these courses
    - Develop a series of touch points for first year students
    - Implement academic planning for first term remedial students
    - Explore early academic performance alert system
    - Create a cohort (previously attempted) with a specified course schedule with built in tutoring classes.
- Retention Strategy 3.2 – Implement ACIP (Ask-Connect-Inspire-Plan) framework based on the research of the Community College Research Center for onboarding practices.
  - Tactic 3.2.1 Taylor student onboarding and first year experience and create an internal framework for ACIP so they don't take remedial courses only:
    - Ask every student about their interests, strengths, and aspirations.
    - Connect students with faculty, alumni, other with similar interests
    - Inspire learning with at least 1 college-level course of interest to each student

    - Develop a completion Plan for each student by the end of their first term.