

Southern Union State Community College
Clear Vision 2020



Strategic Enrollment Management Plan

2017-2020

STRATEGIC ENROLLMENT MANAGEMENT PLAN 2017-2020

Mission

Southern Union State Community College, an open admission, public two-year college and member of the Alabama Community College System, provides quality and relevant teaching and learning in academic, technical, and health science programs that are affordable, accessible, equitable, and responsive to the diverse needs of its students, community, business, industry, and government.

Strategic Enrollment Management Plan

A Strategic Enrollment Management Plan is defined as "a comprehensive process designed to help an institution achieve and maintain optimum recruitment, retention and graduation rates of students, where 'optimum' is defined within the academic context of the institution" (Dolence, 1996). Declining enrollment nationwide has made enrollment management planning a crucial component of a college's strategic planning process. According to National Student Clearinghouse research, community colleges in America have been experiencing a steady decline in enrollment since 2010, (<https://www.insidehighered.com/news/2016/10/18/community-colleges-examining-low-and-stagnant-enrollments>). To counter that national trend it is imperative that colleges optimize all facets of the student continuum from first contact to completion and/or graduation.

Southern Union State Community College (hereinafter, "the College") has developed a Strategic Enrollment Management Plan as a component of its' Clear Vision 2020 Strategic Plan. The overall goal of the Strategic Enrollment Management Plan is to increase the number of students enrolled and completion/graduation rates by a minimum of 1.5% per year through 2020. To attain this goal, recruitment, enrollment, retention, and completion efforts will be focused on various sub-populations including traditional students, homeschooled students, non-traditional students, dual enrollment students, online-only students, students at the Valley site, and students enrolled in career technical programs. To ensure that the plan positively and effectively impacts the enrollment, completion, and graduation rates of the College, the following set of guiding principles were developed.

- The Strategic Enrollment Management Plan is aligned with the College's Clear Vision 2020 Strategic Plan.
- The Strategic Enrollment Management Plan focuses on the progressive stages involved in recruitment, enrollment, retention, and completion/graduation.
- The Strategic Enrollment Management Plan is a shared institutional responsibility that requires involvement of every unit of the College.

- The Strategic Enrollment Management Plan requires a commitment of services, courses, and programs that facilitate student success.
- The Strategic Enrollment Management Plan includes a focus on the academic and employment needs of the community.

Dolence, M. (1996), Strategic Enrollment Management: Cases from the Field, American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Recruiting

Recruiting efforts have historically targeted high school juniors and seniors. A review of Alabama Department of Education enrollment numbers for service area schools indicates an increase in the number of ninth and tenth graders; therefore, enhanced recruitment efforts targeting pre-high school students are imperative in order to expand the pool of potential applicants and subsequent enrollees.

Recruiting					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
Increase the number of graduates who attend the College from targeted high schools the fall semester following high school graduation by 1.5% per year through fall semester 2020.	<p>Provide training on recruiting efforts tracking software.</p> <p>Track recruiting efforts.</p>	<p>Lead Person - Dean of Student Development</p> <ul style="list-style-type: none"> ● MIS Director ● Advisors/Recruiters 	Enrollment will increase.	<p>Results will be trended annually.</p> <p>Fall 2018 Fall 2019 Fall 2020</p>	
Increase recruitment efforts in traditional settings including public and private elementary schools, middle schools, and high schools.	Redesign recruitment initiatives to include faculty and staff.	<p>Lead Person - Coordinator of Recruiting/Academic Advisor</p> <ul style="list-style-type: none"> ● Executive Council Members ● Department Chairpersons ● Program Directors ● HR Personnel ● Recruiters/Advisors ● Faculty/Staff 	A minimum of 10% of faculty and staff will visit service area schools each year.	Measure by semester/term and trend annually.	

Recruiting					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	Expand connections with service area high schools.	Lead Person - Coordinator of Recruiting/Academic Advisor <ul style="list-style-type: none"> • Dean of Student Development • Recruiters/Advisors • Faculty/Staff 	Service area high schools will receive a minimum of two visits per year from recruiters.	Measure by semester/term and trend annually.	
	Increase connections with K-12 with an emphasis on middle grade exposure.	Lead Person - Dual Enrollment Liaison <ul style="list-style-type: none"> • Executive Council Members • Department Chairpersons • Program Directors • HR Personnel • Recruiter/Advisors • Faculty/Staff 	Faculty and staff will participate annually in at least one event for each of the service area schools serving preschool to middle school children.	Measure by semester/term and trend annually.	
Increase recruitment efforts in non-traditional settings.	Expand connections with homeschooled students.	Lead Person - Coordinator of Recruiting/Academic Advisor <ul style="list-style-type: none"> • Dean of Student Development • Recruiters/Advisors • Faculty/Staff • Dual Enrollment Liaison 	Faculty and staff will participate in a minimum of two homeschool organization events per academic year.	Measure by semester/term and trend annually.	

Recruiting					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	Expand connections with unemployed and under-employed populations by partnering with Ready-to-Work and the Career Centers.	Lead Person - Director of Workforce Development <ul style="list-style-type: none"> • Dean of Student Development • Recruiters/Advisors • Director of Adult Education 	Faculty and staff will visit Ready-to-Work classes each semester.	Measure by semester/term and trend annually.	
	Expand connections with GED preparation classes. Encourage GED preparation class participants to continue postsecondary education at the College. Discuss the free class option for those who pass the GED.	Lead Person - Coordinator of Recruiting/Academic Advisor <ul style="list-style-type: none"> • Director of Adult Education • Dean of Student Development • Recruiters/Advisors 	Faculty and staff will recruit at least once each semester in GED preparation classes.	Measure by semester/term and trend annually.	
	Expand connections with faith-based organizations.	Lead Person - Coordinator of Recruiting/Academic Advisor <ul style="list-style-type: none"> • Dean of Student Development • Recruiters/Advisors 	Faculty and staff will attend a minimum of two faith-based organization events per semester.	Measure by semester/term and trend annually.	

Recruiting					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	Expand connections with Department of Human Resources.	Lead Person - Coordinator of Recruiting/Academic Advisor <ul style="list-style-type: none"> • Executive Council Recruiters/Advisors 	Faculty and staff will provide continuing education opportunities for foster parents and recruit potential students.	Measure by semester/term and trend annually.	
Increase collaboration with business and industry to fulfill the employment needs in the service area.	Partner with local businesses that offer educational reimbursement options or incentives for employees to attend classes. Conduct parent information sessions at business and industry sites. Provide information on technical careers, and funding sources available to pay for classes including PELL, WIOA, and apprenticeship opportunities in Career Technical Programs.	Lead Person - Director of Workforce Development <ul style="list-style-type: none"> • Dean of Student Development • Recruiters/Advisors 	Faculty and staff will attend a minimum of three recruiting events with business and industry per semester/term.	Measure by semester/term and trend annually.	

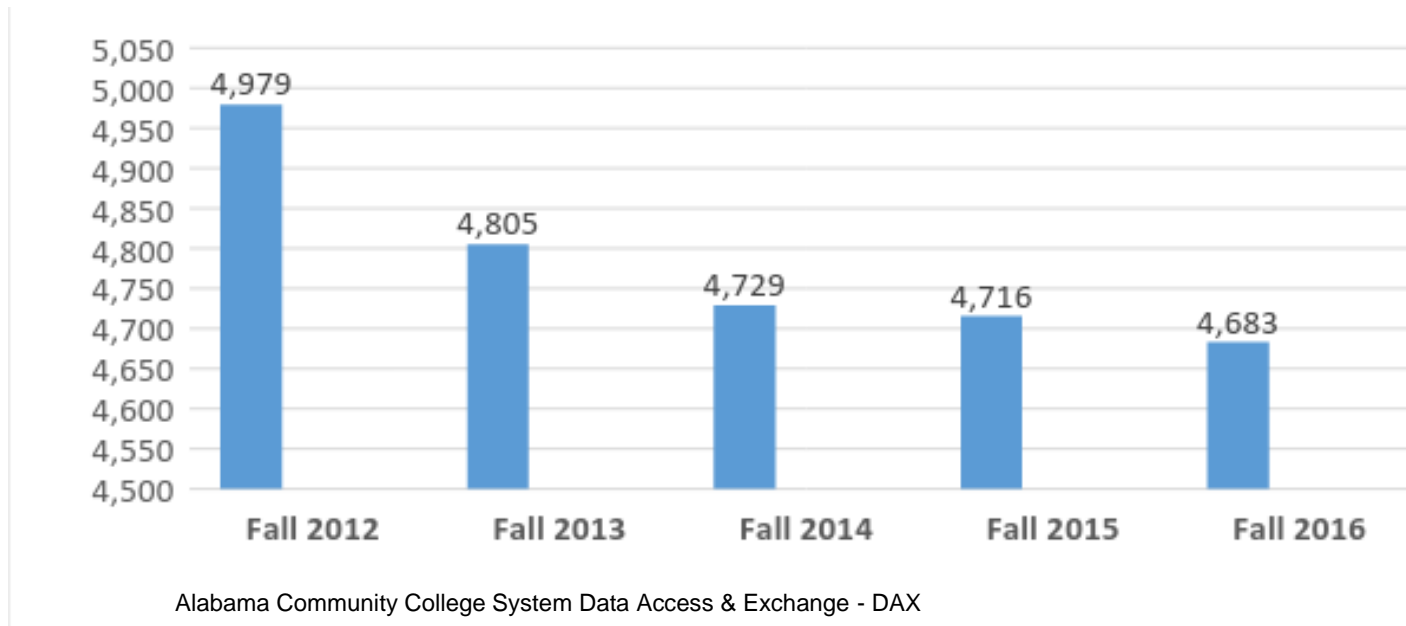
Recruiting					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	<p>Conduct faculty/counselor workshops at business and industry sites.</p> <p>Recruit business and industry employees to teach Career Technical courses and thereby provide more flexible class options.</p>				

Enrollment

From Fall Semester 2012 to Fall Semester 2016, headcount enrollment decreased by 5%. During the same period of time, credit hour production in the Academic Division decreased by 10.6%, in the Technical Division by 16.9%, and in the Health Sciences Division by 7.0%.

Southern Union State Community College Enrollment Trends

Fall 2012 - Fall 2016



Southern Union State Community College Instructional Credit Hour by Division

Fall 2012 - Fall 2016

Academic Year	Academics	CTE	Health Sciences
Fall 2012	41,467	7,306	4,563
Fall 2013	39,607	7,032	4,445
Fall 2014	38,450	7,190	4,291
Fall 2015	37,885	6,814	4,331
Fall 2016	37,056	6,068	4,244

Alabama Community College System Data Access & Exchange – DAX

Enrollment					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
Increase the total headcount in dual enrollment and accelerated courses by 5% per year through 2020. Historical Data: 2011-12 175 DE Students 2012-13 226 DE Students	Promote dual enrollment and accelerated options. Faculty and staff will encourage students to enroll in courses while in high school and continue to work to obtain an Associate degree at the College following high school graduation. Raise awareness of dual enrollment opportunities and the	Lead Person - Dual Enrollment Liaison <ul style="list-style-type: none"> ● Recruiters/Advisors ● Department Chairpersons 	Dual enrollment and accelerated headcount will increase.	Measure by semester/term and trend annually.	

Enrollment					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
2013-14 277 DE Students 2014-15 270 DE Students 2015-16 325 DE Students	advantages of dual enrollment compared to advanced placement (AP) or International Baccalaureate (IB). Meet with high school administrators and teachers to encourage support of dual enrollment. Promote and award career technical dual enrollment scholarships.				
Increase the unduplicated headcount enrollment in Distance Education courses.	Promote the convenience and availability of online courses and degrees at the College via website, social media, and communications of College programs. Coordinate outreach efforts to corporations, government agencies, and municipalities to increase awareness of	Lead Person - Director of Public Relations <ul style="list-style-type: none"> ● Coordinator of Distance Education ● Instructional Deans 	Credit hour production in distance education classes will increase.	Measure by semester/term and trend annually.	

Enrollment					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	the flexibility in bringing courses to their employees via online delivery.				
Increase unduplicated headcount enrollment at the Valley site by 1.5% per year through 2020.	Raise awareness of Valley site flexible course offerings and weekend courses via social media.	Lead Person - Director of Public Relations <ul style="list-style-type: none"> Recruiter/Advisors 	Headcount enrollment at the Valley site will increase.	Measure by semester/term and trend annually.	
	Expand program offerings to include additional flexible course offerings and additional science courses. Assess workforce needs and offer correlating technical programs, continuing education courses, or technical training programs at the Valley site.	Lead Person - Dean of Academics <ul style="list-style-type: none"> Dean of Technical Education and Workforce Development Director of Workforce Development 	Program offerings will increase.	Measure by semester/term and trend annually.	
Increase the unduplicated headcount number of students enrolled in career technical	Increase student access to quality educational training opportunities by providing flexible	Lead Person - Dean of Technical Education and Workforce Development <ul style="list-style-type: none"> Director of Workforce Development 	Enrollment in career technical programs will increase.	Measure by semester/term and trend annually.	

Enrollment					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
programs by 5% per year through 2020.	course scheduling options to include evening, weekend, and distance education courses.				
	Increase connections with K-12 with an emphasis on middle grade exposure through efforts including the Career Expo.	Lead Person - Director of Workforce Development <ul style="list-style-type: none"> ● Director of Technical Education ● Recruiters/Advisors ● Career Coach 	Participation in the annual Career Expo will continue.	Measure annually.	

Retention

The College utilizes two nationally recognized student retention measures. The first measure, Fall-to-Spring Semester retention, indicates how many first-time freshmen return to the College for his or her second semester of classes. The College's Fall-to-Spring Semester retention rates have remained at or above 80 percent from 2014 through 2017. The Fall-to-Fall Semester retention rate provides an additional means to measure student satisfaction with his or her program of study. It should be noted that the Fall-to-Fall Semester retention rate for first-time freshmen ranged from 54 to 59 percent over the past three years. The Fall-to-Fall retention rate is significantly less than the Fall-to-Spring retention rate, which provides an opportunity for the College to implement measures to increase student retention.

Fall-to-Spring Retention Rates for First-Time Freshmen For Academic Years 2013-14 through 2016-17			
School Year	Head Count	Retained	Retention Rate
Fall 2013-14	1202	965	80%
Fall 2014-15	1174	988	84%
Fall 2015-16	1217	1014	83%
Fall 2016-17	1137	958	84%

Fall-to-Fall Retention Rates for First-Time Freshmen For Academic Years 2012-13 through 2014-15			
School Year	Head Count	Retained	Retention Rate
Fall 2012-13	1268	682	54%
Fall 2013-14	1202	669	56%
Fall 2014-15	1174	686	59%

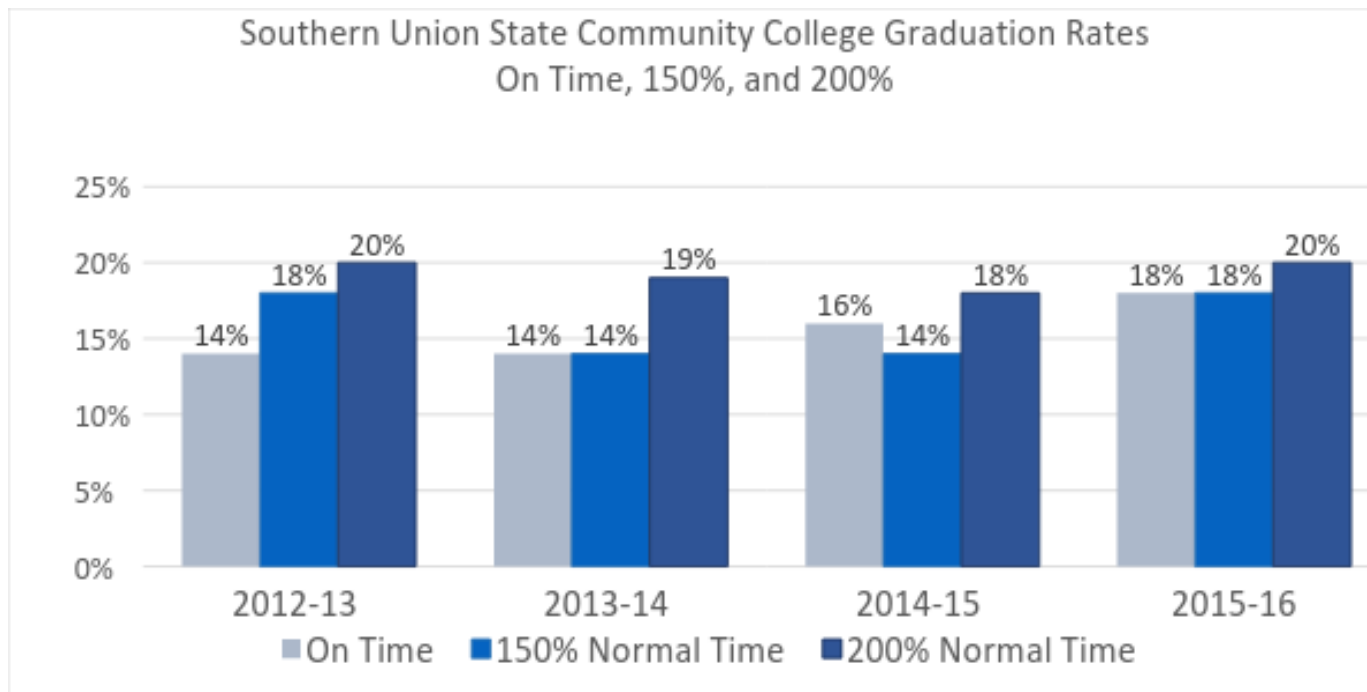
Retention					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
Increase Fall-to-Fall student retention rates by 1.5% per year through 2020.	<p>Increase tutoring services offered on each campus and online.</p> <p>Investigate best practices for the freshman experience.</p> <p>Track student use of tutoring services at each campus.</p>	<p>Lead Person - Coordinator of Student Success and Retention</p> <ul style="list-style-type: none"> • Tutors 	<p>Availability and use of tutoring services will increase.</p> <p>The Freshman Experience survey results will indicate scores of 3 or higher from a minimum of 80% of students.</p>	Measure by semester/term and trend annually.	
	Develop a volunteer program for full-time faculty members to donate up to 2 hours per week in the Student Success Center.	Lead Person - Dean of Academics	Availability of tutoring services will increase.	Measure by semester/term and trend annually.	
	Revise and utilize student athlete tutorial program.	<p>Lead Person - Dean of Student Services</p> <ul style="list-style-type: none"> • Athletic Director • Athletic Advisor 	Retention of student athletes will increase.	Measure by semester/term and trend annually.	
	<p>Develop a General Education short certificate.</p> <p>Research funding sources for summer</p>	<p>Lead Person - Dean of Academics</p> <ul style="list-style-type: none"> • Associate Dean of Instructional Programs 	Fall-to-Fall retention rates will increase.	<p>Adopt for Fall 2018.</p> <p>Measure annually.</p>	

Retention					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	classes for students that receive PELL. Investigate WIOA funding for students in career technical programs.	<ul style="list-style-type: none"> Associate Dean of Institutional Effectiveness 			
Increase student retention for at-risk students that have been on probation and who scored into two or more developmental classes.	<p>Continue Quality Enhancement Plan.</p> <p>Continue use of math initiatives.</p> <p>Research and implement best practices.</p> <p>Offer Student Success Center Seminars.</p> <p>Provide faculty and staff tutoring and/or mentoring.</p> <p>Develop peer-mentoring groups.</p> <p>Create a collaborative effort between advisors and the Student</p>	<p>Lead Person - Dean of Student Development</p> <ul style="list-style-type: none"> Coordinator of Student Success and Retention Department Chairpersons 	Retention rates will increase.	Measure by semester/term and trend annually.	

Retention					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	Success Center personnel.				
	Develop and implement an early alert system. Pilot in Gen Ed courses (MTH 112, ENG 101, PSY 200, HIS courses, BIO 103, PHS 112, SPH 106 or 107 and CIS 146).	Lead Person - Dean of Academics <ul style="list-style-type: none"> ● Department Chairpersons ● MIS Director ● Instructors 	Passage rates will increase.	Measure by semester/term and trend annually.	

Graduation

While “on-time” graduation rates have increased 4% since 2012, graduation rates for “150% Normal Time” and “200% Normal Time” have shown NO increase since 2012. Realizing that state and national funding formulas indicate a likely linkage to performance-based funding, it is imperative that the College improves its completion and graduation rates.



Southern Union State Community College Technical Awards

Fall 2012 - Fall 2016

Program	Academic Year 2012-13				Academic Year 2013-14				Academic Year 2014-15				Academic Year 2015-16			
	Award	STC	CER	AOT/ AAS	Total	STC	CER	AOT/ AAS	Total	STC	CER	AOT/ AAS	Total	STC	CER	AOT/ AAS
ASC	2	11	4	17	14	3	6	23	21	5	8	34	10	6	6	22
AUM	1	0	9	10	1	1	7	9	16	2	7	25	17	3	9	29
COS	0	29	1	30	0	16	16	32	0	15	14	29	0	22	6	28
DDT	6	0	6	12	3	0	3	6	4	0	3	7	0	0	6	6
ILT	6	0	18	24	27	0	18	45	29	0	14	43	35	0	18	53
MSP	1	1	5	7	17	1	6	24	10	1	5	16	10	3	7	20
INT	5	0	2	7	1	1	14	16	3	2	14	19	17	8	10	35
WDT	3	1	6	10	25	18	18	61	21	5	18	44	17	6	8	31

Graduation					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
Increase the number of completions awarded including short certificates, certificates, credentials, and national certifications.	<p>Establish baseline numbers.</p> <p>Gain on-site testing certifications for selected career technical programs.</p> <p>Provide students access to additional national certifications.</p>	<p>Lead Person - Coordinator of Assessment Center</p> <ul style="list-style-type: none"> • Dean of Technical Education and Workforce Development • Dean of Health Sciences • Dean of Academics • Dean of Institutional Research 	Access to national certifications/licensure in all career technical programs will be provided.	Ongoing	
Increase the graduation rate for on-time, 150%, and 200% time student attainment of AS, AAS, and AOT degrees by 1.5% each year through 2020.	<p>Develop strategies to provide student support from admission to completion.</p> <ul style="list-style-type: none"> • Provide Accessible Tutorials. • Utilize student-tracking software. • Utilize Auto Degree Postings. • Utilize Degree Monitoring. • Provide students access to online degree plans. • Prioritize the “Continue to 	<p>Lead Person - Dean of Institutional Research</p> <ul style="list-style-type: none"> • Registrar • Coordinator of Student Success and Retention • Advisors • Dean of Student Development • Dean of Student Services 	Graduation rates for on-time, 150%, and 200% time student attainment of AS, AAS, and AOT degrees will increase by 1.5% each year.	Ongoing	

Graduation					
Objective	Action Steps	Persons Responsible	Indicators of Success	Time Frame	Status
	<p>Completion” initiatives.</p> <ul style="list-style-type: none"> • Increase the number of reverse transfer graduates. • Increase the percentage of students who transfer with an Associate Degree. • Contact students who are 15 hours or less from graduation or certificate completion. • Provide scholarships for students near graduation or certificate completion who have financial obstacles preventing completion of the student’s educational goal. 				