



Strategic Enrollment Management (SEM) Plan

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Alignment with Vision, Mission, and Strategic Plan

The foundation of the Strategic Enrollment Management (SEM) Plan aligns with the mission, vision, and Strategic Plan of the college.

SUNY Broome Community College Vision: *Learning today, transforming tomorrow.*

SUNY Broome Community College Mission: *SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic & community engagement.*

SUNY Broome Community College Strategic Plan:

Goal 1 Diversity & Inclusion: Demonstrate commitment to diversity and inclusion by making SUNY Broome an increasingly engaged, culturally responsive, and equitable place to learn, teach, work, and live.

Goal 2 Teaching & Learning: Develop an inclusive teaching and learning-centered environment that supports pedagogical excellence, student success, and student attainment of key learning outcomes.

Goal 3 Fiscal, Program Development, & Infrastructure Sustainability: Practice fiscal responsibility and sustainability as part of a comprehensive decision-making process to support equity among all members of the learning community to ensure continuous improvement.

Goal 4 Student Support & Success: Enhance accessibility and use of support services to help students obtain their academic and personal goals.

Goal 5 Civic, Community Engagement & Service-Learning: Provide opportunities to increase community engagement by developing collaborative, socially-just, responsive, and effective solutions to local, national, and global community needs.

Goal 6 Strategic & Continuous Improvement: Enhance assessment and decision-making that is grounded in reflective practices to best align existing and emerging initiatives, fiscal capacity, and human resources with the college mission.

Purpose

The SEM Plan is designed to allow SUNY Broome Community College to meet its mission and achieve its Strategic Plan through the identification and implementation of collaboratively developed goals, strategies, and tactics geared towards increasing enrollment, enhancing retention, strengthening the ties between workforce and credit pathways, maximizing occupancy in the Student Village, and creating a brand that demonstrates the college's relevance in the community and region.

The SEM Plan also helps to lay the foundation for the college's next Strategic Plan and builds upon efforts in which the college is already engaged, such as Pathways, as well as the recently developed Academic Master Plan (2022-2025), and the college's Sustainability Plan.

Elements of the SEM Plan

The SUNY Broome Community College Strategic Enrollment Management (SEM) Plan is comprised of 5 main goals. These measurable broad statements provide the *framework* to drive change in our enrollment and student success initiatives.

SEM Strategic Goals

Goal 1: By 2027, increase overall new SUNY Broome student Full-Time Enrollment (FTEs) by 250 to 3,459.

Goal 2: By 2027, increase institutional retention rate by 5% to at least 57.5%.

Goal 3: By 2025, improve the usage and applicability of Credit for Prior Learning (CPL) and alternative credentialing to strengthen the ties between non-credit/workforce and credit pathways.

Goal 4: Through 2027, maintain headcount of Student Village residents at maximum capacity.

Goal 5: By Fall 2023, reveal the new brand platform that demonstrates the college's relevance in the community and region.

Each goal has several strategies, which are designed to provide *direction* to support the goal. Strategies are accompanied by tactics, specific *actionable statements*, which help to operationalize the corresponding strategy (how the strategy will be achieved to support the goal).

Implementation and Assessment

The SUNY Broome Strategic Enrollment Management (SEM) Plan will be implemented in Spring 2023. During early Spring 2023, an Implementation Team will develop action plans and identify responsible parties and outcome measures for each of the developed tactics in the plan. The group, led by SEM co-leads, will meet twice per year to assess progress on the SEM plan. An annual report will be prepared and distributed to the campus community.

Overview of the Development of the Strategic Enrollment Management (SEM) Plan

Organizational Framework

The Strategic Enrollment Management (SEM) Plan was developed through collaborative efforts by constituents across the college, including members from administration, faculty, and staff. The Executive Team identified focused goals for the SEM Plan, which build upon the Strategic Plan, the Academic Master Plan, and the Sustainability Plan. The Recruitment and Retention Work Groups developed the strategies and tactics for established SEM goals. Throughout the development and refinement of the SEM plan, the team attended workshops sponsored by SUNY and received guidance and feedback from an AACRAO consultant, paid for by a SUNY grant.

Executive Team

The SEM Planning Project Team consists of an Executive Team, composed of the college's Vice Presidents: Dr. Penny Kelly (Vice President for Academic Affairs), Dr. Carol Ross-Scott (Vice President for Student Development/Chief Diversity Officer), and Michael Sullivan (Vice President for Administrative & Financial Affairs), with the SEM Project co-led by Jesse Wells (Executive Enrollment Officer) and Dr. Kim McLain (Associate Vice President and Dean of Health Sciences & Institutional Effectiveness).

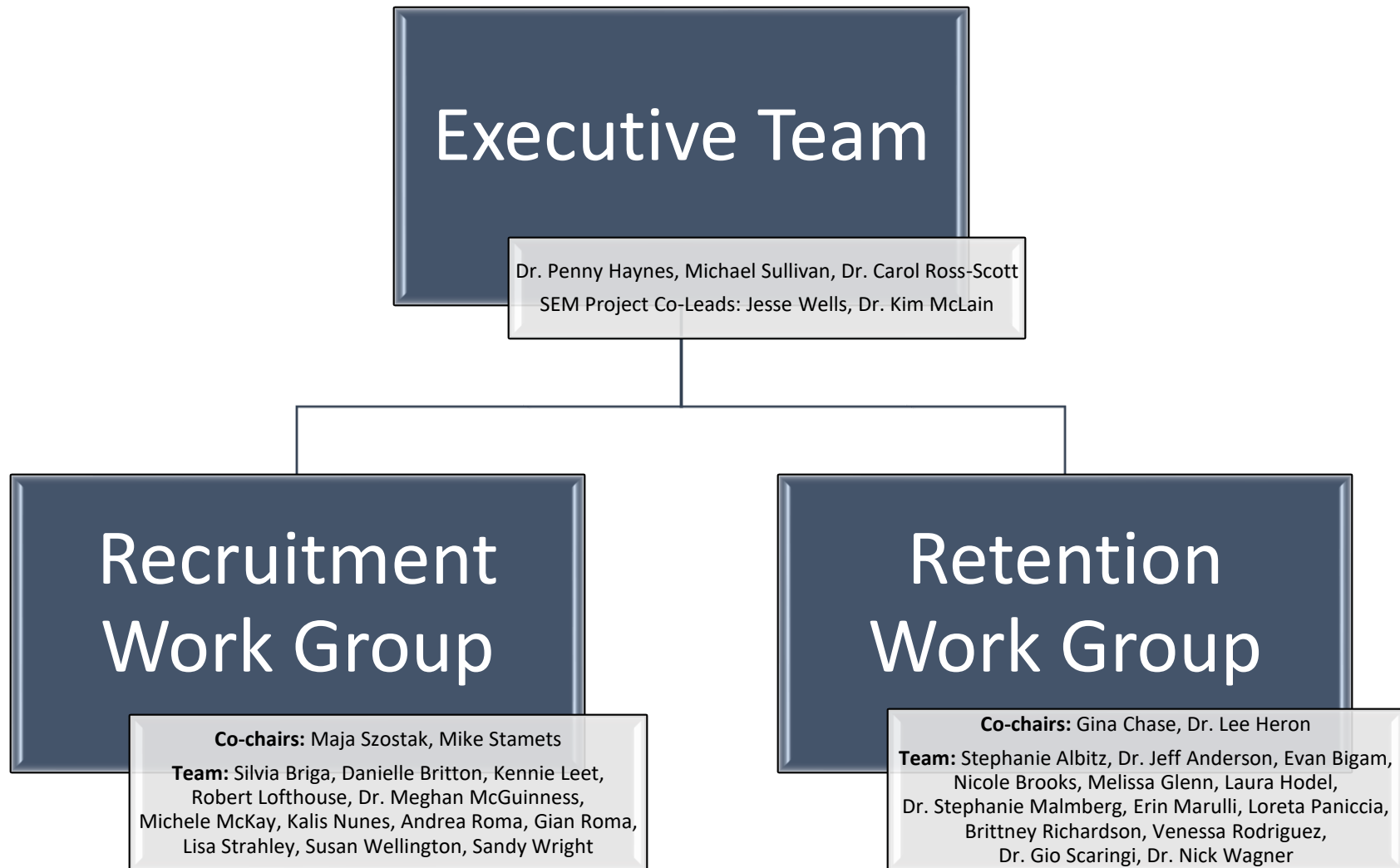
Recruitment Work Group

The Recruitment Work Group was led by Michael Stamets (Associate Dean of Hospitality & Culinary Event Center) and Maja Szostak (Director of Admissions). Recruitment Work Group members included: Silvia Briga (Director of Marketing, Communications, & Public Information), Danielle Britton (Director of Workforce Development), Kennie Leet (Professor, Physical Sciences), Robert Lofthouse (Associate Professor, Engineering Science & Physics), Dr. Meghan McGuinness (Professor, Dental Hygiene), Michele McKay (Associate Dean of Nursing), Kalis Nunes (Community Director, Student Village), Andrea Roma (Fast Forward Coordinator), Gian Roma (Professor, Business), Lisa Strahley (Professor, Teacher Education/Early Childhood Education), Susan Wellington (Assistant Director of Admissions/International Student Services), and Sandy Wright (Professor, Business Information Technology).

Retention Work Group

The Retention Work Group was led by Gina Chase (Assistant Dean of Academic Services) and Dr. Lee Heron (Associate Professor, Business). Retention Work Group members included: Stephanie Albitz (Assistant Professor, Health Information Technology), Dr. Jeff Anderson (Associate Vice President and Dean of Liberal Arts & Business & Professional Studies), Evan Bigam (Director of Housing & Residential Life), Nicole Brooks (Academic Advising), Melissa Glenn (Associate Professor, Biology), Laura Hodel (Assistant Vice President for Human Resources & Student Finance), Dr. Stephanie Malmberg (Assistant Dean for Distance Learning & Professional Development), Erin Marulli (Staff Associate, Student Retention), Loretta Paniccia (Senior Learning Specialist/ Coordinator of Tutoring Program, Learning Assistance Department), Brittney Richardson (Staff Associate, Fast Forward Program/Early College/Orientation), Venessa Rodriguez (Director, EOP), Dr. Gio Scaringi (Professor, Economics), and Dr. Nick Wagner (Director of Student Activities).

Strategic Enrollment Management (SEM) Plan Organizational Framework



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Strategic Goals, Strategies, and Tactics

Goal 1: By 2027, increase overall new SUNY Broome student Full-Time Enrollment (FTEs) by 250 to 3,459.	
Strategies	Tactics
1. Increase enrollment of New First-Time-Full-Time students.	1. In collaboration with Admissions, faculty, and Marketing, each academic program will develop program specific events offered at least once per semester to attract students. 2. Expand recruitment efforts into non-traditional settings (e.g., jails, homeschool, community events and agencies, businesses, libraries, virtual space). 3. Expand outreach efforts and instant admission events into additional local high schools. 4. In collaboration with Binghamton University, expand BAP program.
2. Make the college more accessible for the adult (25+) student, in order to increase enrollment of this population.	1. Implement seamless onboarding for upskilling employees within high demand industries within the region, as identified by labor market data. 2. Create non-credit to credit courses/programs and microcredentials for identified industry partners to meet labor market needs. 3. Increase the number of microcredentials offered at the college. 4. Survey adult students who were admitted but not enrolled to identify reasons and commonalities and utilize findings to help drive programming and marketing efforts. 5. Develop flexible course schedules and programs that appeal to the adult population by increasing evening and weekend, Hyflex, and 7-1-7 course offerings. 6. Expand flexible hours with evening hours for student support and processing areas, including Financial Aid, Student Accounts, Counseling, Advising, and Tutoring. 7. Provide professional development to faculty and staff specific to gaining knowledge about the needs of adult learners and development of non-credit and microcredential offerings.

	8. Develop policies and procedures related to Credit for Prior Learning (CPL) to ensure maximum credits awarded for program completions. 9. To remove barriers for enrollment, implement summer and over-break programming and expanded childcare services in collaboration with local partners, faculty/staff, and Workforce/Continuing Education.
3. Increase conversion of dual enrollment (Fast Forward) students to degree seeking students.	1. Expand number of programs which have Fast Forward (FF) course offerings that provide clear pathways to SUNY Broome programs so as to effectively utilize credits earned and reduce time to program completion. 2. Survey high school counselors to obtain data to inform outreach and admissions events and the enrollment process. 3. Develop, implement, and advertise a cohort model to provide support for FF students enrolled post high school at Broome. 4. Develop marketing, onboarding materials, and information targeted for the Fast Forward student and their families. 5. Implement articulation agreements specific for a pathway from high school to Broome and then to transfer schools to create seamless credential attainment experience.
4. Increase enrollment of rural and underserved students.	1. Establish partnerships with rural high schools and community centers within Broome's contiguous counties, particularly those with little to no historical outreach and provide admissions and instant admit events, and comprehensive onboarding services on site. 2. Offer onboarding services through a mobile enrollment team, inclusive of Admissions, Financial Aid, Student Accounts, Registrar, and Advising to provide a one-stop shop experience for rural students. 3. Develop and implement summer programming with local partners, faculty/staff, and Workforce/Continuing Education to provide to rural students. 4. Develop partnerships with community centers to enhance connections with underserved populations.

5. Increase Educational Opportunity Program (EOP) student enrollment to expand program participation by underrepresented minority students.	1. In collaboration with EOP, MarCom, and Admissions, expand recruitment efforts into the community and develop marketing materials to attract underrepresented minority students to the college and the EOP program. 2. In collaboration with EOP and Admissions, redesign the admissions and onboarding process to create a seamless, collaborative experience for potential students to enroll in the EOP program. 3. Based on best practices, redesign the Bridge program to provide students with the skills needed to successfully complete college level courses. 4. Utilize EOP student data, including trends related to enrollment, retention, attempted credits earned, completion of college level courses, graduation, and transfer to assess and continuously improve the EOP program.
6. Increase Nursing and STEM enrollments to meet workforce demands.	1. Utilize labor market data to identify high demand areas within STEM fields and develop partnerships with top hiring companies to create pipelines into Broome and guaranteed employment opportunities for graduates. 2. In collaboration with UHS and Lourdes Hospitals, develop Credit for Prior Learning (CPL), microcredentials, non-credit, and non-credit to credit opportunities to meet workforce demand (e.g., hospital onboarding, direct care professionals, phlebotomy, EKG training, etc.). 3. Develop “Brush up”, “Get on the Right Foot” programs to prepare Nursing and STEM students for success in these programs (e.g., math prep). 4. To enhance the enrollment pipeline, offer Mash Camp and expand Fast Forward courses which apply to Nursing and STEM programs. 5. Implement a no-cost TEAS Test Prep course to prepare potential nursing students and which provides an equitable opportunity for all students interested in the field.

Goal 2: By 2027, increase institutional retention rate by 5% to at least 57.5%.	
Strategies	Tactics
1. Clarify program pathways, with clear alignment of programs with transfer and/or career goals.	1. Amplify the impact of Pathways through by bringing Pathways to scale across the college, with 100% of programs having clarified program pathways. 2. Ensure across all programs, math and English are aligned with the program of study and required within the first year. 3. Ensure across all programs, a “light the fire” course is required within the first semester. 4. Ensure AAS and AOS programs are labor market and industry partner informed and industry certifications are embedded within programs. 5. Utilize transfer data to ensure A.A. and A.S. program alignment with four-year institutions and that articulation agreements reflect top transfer institutions, and include scholarship opportunities and guaranteed admission. 6. Create an alumni mentor network, incorporating Advisory Council members, and graduating students, in collaboration with the BCC Foundation. 7. All programs implement and administer a student graduate survey within a senior course, incorporating survey results for program improvement and to recruit potential alumni for an alumni mentor network. 8. Expand on the recruitment model by collaborating with student clubs and the Career Center to make early connections between students and employers. 9. Identify local/regional employers through the use of labor market data to establish incentivization of credential completions aligned with career goals. 10. Expand pathways to increase the partnerships between non-credit and credit programs to create clear curricular pathways to employment.

	11. Expand opportunities for acceleration through Credit for Prior Learning, microcredentials, Hyflex and blended course delivery, and 7-1-7 offerings encompassing entire programs.
2. Remove barriers that prevent students from getting on a path to credential completion.	1. Revise the intake survey to become a holistic inventory of student needs with clearly identified processes and staff to operationalize action plans for addressing these needs. 2. In collaboration with faculty and student support staff, develop common learning outcomes for first-year experience courses. 3. A first-year experience course is required across all programs. 4. Ensure there are no hidden pre-requisites within programs. 5. Implement a mandatory career exploration tool to be completed at time of admission, prior to first advising appointment to aid students in career/transfer exploration and schedule planning with advisors. 6. Collaborate with K-12 partnerships to utilize a career exploration tool to begin early career/college program exploration. 7. Implement Supplemental Instruction (SI) and embedded tutoring within high D/F/W and program gateway courses, inclusive of all sections. 8. Provide professional development to faculty and staff with regard to career exploration, advising, and the use of tutoring supplemental to instruction. 9. Standardize competitive admissions acceptance letters to include information about economic hardship waivers. 10. Create additional scholarship and funding opportunities for students with account holds and those who have stopped out, to aid in removing barriers to credential completion. 11. Implement career navigation services (advising) for non-credit and workforce students to discuss career paths and develop program completion plans. 12. Integrate Credit for Prior Learning review at onboarding.
3. Bridge academics and student supports to create a cohesive student experience in order to keep students on the path to credential completion.	1. Extend the services of key academic, student support, and processing offices to create a virtual campus environment through the expansion of service hours and remote modality to

	accommodate online learners and those with diverse needs, including the adult student. 2. Make available student engagement opportunities offered through Student Activities, Student Clubs and Organizations, in virtual format options to support the development of the whole student and ensure engagement for diverse learners, including online and adult learners. 3. Create a community of belonging by developing and implementing a student peer to peer mentorship program. 4. Fully implement Civitas to effectively utilize technology to identify at risk students and to assess the effectiveness of interventions on student persistence. 5. Analyze existing early alert data to determine actions to be taken to increase student persistence and which student populations to prioritize for interventions. 6. Couple the intake survey with Civitas to leverage this technology in assigning students to appropriate services and to track the effectiveness of interventions. 7. Embed holistic student supports and resources (academic, personal, financial) through partnerships with community-based organizations into non-credit and workforce programs. 8. Utilize the college's retention and early alert system and leverage predictive analytics to identify and develop structured supports for non-credit/workforce students. 9. Embed tutoring and supplemental instruction into academic programs. 10. Following Pathways principles, and utilizing technology available within Civitas, implement a process for progress milestone check ins to help redirect students not progressing to a more viable path. 11. Revise the scholarship application and review process and technology utilized to ensure a streamlined, student and staff friendly process.
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	12. Fully implement Slate and develop a strategic communication plan including a schedule and intentional messaging for various student populations to help ensure consistency of messaging, reduction of excessive emails, and relevant messages which meet student needs. 13. Implement a policy establishing the use of college email as the standard communication method and regular email reminder campaigns to remind students to check email. 14. Implement a process for twice a year updating of student contact information to ensure the most up to date contact information is within Banner. 15. Identify credit threshold for “stop-outs” and the process related to identifying and providing outreach to these students. 16. To help encourage program completion, remove identified barriers for stop-outs and expand scholarship and grant opportunities for this population. 17. To assess transfer credit acceptance, implement a data tracking process within Banner to track incoming vs accepted transfer credits. 18. Expand opportunities for reverse transfer by redesigning the process with clearly identified processes and staff in place.
4. Enhance college practices to enrich and ensure student learning.	1. Analyze how students are informed of course/program progress; develop a plan to address issues identified. 2. Implement mandatory tutoring across the college if students meet a certain threshold within a course (e.g., <70) to help ensure learning and completion. 3. Involve students in the program review process, including their input into review of assessment findings and as part of the external review team visit. 4. Utilize labor market data, advisory committee and employer partner input to align coursework with labor market needs. 5. Implement program specific procedures for students to track mastery of learning outcomes that lead to credentials, transfer and/or employment.

	6. Increase number of required internships, applied learning experiences, and the use of e-portfolios within programs to help students master and showcase knowledge and skills.
5. To achieve equity in college completion, transfer, and attainment of employment, infuse Diversity, Equity, and Inclusion (DEI) practices into the academic and student experience.	1. Examine all policies relevant to students for barriers and the use of student friendly language; revise to ensure they are student friendly and streamlined. 2. Identify ways in which students are educated about policies and services during onboarding and throughout their education and develop a plan for continuous education, including key timelines and identified staff. 3. Revise the application to include a question about disability and accommodation needs, with a trigger created to an onboarding process specific to students with disabilities (through implementation of Accommodate) to ensure they are connected with and receive accessibility resources. 4. Review Orientation, First-Year Experience courses, and Student Activities offerings to identify areas in which DEI is effectively covered. 5. Expand adjunct pool to increase faculty diversity and create a pipeline of faculty reflective of the diversity of our learners. 6. To help promote diversity within the hiring process and enhance a culture of acceptance, develop search committee training to educate employees about DEI concepts and ensure job descriptions reflect DEI concepts.
6. Reduce equity gaps in the number of credit hours earned for minority students by 50%: Black/African American (22% to 12%) and Latinx students (12% to 6%).	1. Utilize data regarding courses with high D/F/W rates for Black/African American and Latinx students to ensure course embedded supports such as supplemental instruction and tutoring are built in. 2. Implement mandatory tutoring for courses with high D/F/W rates if students fall below a 70 at any time within the course. 3. Implement Pathways to scale across the college. 4. Provide robust career exploration and advising from time of admission and throughout the college experience to ensure

	students are on the correct path and minority students are not overrepresented in lower wage pathways. 5. Maximize the use of Credit for Prior Learning. 6. Ensure programs have flexible completion options (various modalities, time offerings, and 7-1-7 options) to provide accessibility and ability for learners to reenter at any point and to have options aligned with their unique needs. 7. Increase connections with community-based organizations and the incorporation of family into college-based activities to provide underserved students with enhanced support.
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Goal 3: By 2025, improve the usage and applicability of Credit for Prior Learning (CPL) and alternative credentialing to strengthen the ties between non-credit/workforce and credit pathways.	
Strategies	Tactics
1. Implement CPL and alternative credentialing opportunities which will enhance opportunities for an adult population, as well as new students.	1. Develop policies and procedures related to Prior Learning Assessment/Credit for Prior Learning to ensure maximum credits awarded for program completions. 2. Work with industry partners to identify labor market needs and develop workforce and microcredentials aligned with these needs. 3. Increase the number of microcredentials offered at the college.
2. Create a culture shift in which work and life experience, in addition to academic experience, is valued in order to provide students with fair and equitable opportunities.	1. Provide professional development to the campus utilizing SUNY, CAEL, and EAB resources to enhance understanding of Credit for Prior Learning, needs of the adult learner, needs of underserved populations, etc. 2. Utilize data to provide education to the campus about the impact of utilizing CPL on student completions and to promote equity for students.

3. Create clear curricular pathways to employment and opportunities for ongoing skills development through non-credit to credit partnerships.	1. Increase the number of curricular pathways from non-credit to credit to support skill development and career mobility. 2. Embed industry certifications into degree programs, as appropriate. 3. Integrate work-based learning with formal learning and scale credit for prior learning.
4. To assess impact of usage and applicability of CPL and alternative credentialing, implement a data driven process to track enrollments and completion.	1. Implement tracking of non-credit and microcredential offerings within Banner.

Goal 4: Through 2027, maintain headcount of Student Village residents at maximum capacity.	
Strategies	Tactics
1. Create a streamlined application, onboarding, and enrollment process for Housing students.	1. Revise the application process to ensure housing and college applications are available at the same time, eliminating a delay for housing application. 2. Revise procedures for onboarding and enrollment of housing students to ensure a streamlined student experience. 3. Develop written procedures for responding to student inquiries about housing, including staff involved and their respective roles. 4. Develop targeted and scheduled communication campaigns via Slate with potential and registered Housing students.
2. Expand rural student residency in the Student Village through targeted marketing and strategic housing retention and student engagement methods.	1. In collaboration with Housing staff and MARCOM, develop specific marketing tools to attract rural students to the Student Village. 2. Offer activities designed based on student survey input at the start of each semester and refined with end of semester feedback. 3. Utilize Civitas to assess student persistence of Housing students and track effectiveness of Housing and Student Affairs interventions.

	4. Implement a student peer to peer mentoring network to enhance student engagement and connection.
3. Retain Housing students from semester to semester.	1. Offer at least 3 evening/weekend events per week to students. 2. Expand collaboration with community partners to connect Student Village students to community events, supports, and resources. 3. Expand availability of food during evening and weekend hours to meet student needs without having to leave campus. 4. Informed by student feedback, ensure food offerings are reflective of the student population. 5. Assess availability of transportation to Student Village students and expand its availability. 6. Housing staff will utilize the college's early alert system and leverage the use of predictive analytics within Civitas to identify and develop structured supports for Housing students at risk for low persistence.

Goal 5: By Fall 2024, reveal the new brand platform that demonstrates the college's relevance in the community and region.	
Strategies	Tactics
1. Utilize data from the Economic Impact Study to determine community needs and college impact upon the community and region.	1. Collaborate with the SUNY BCC Foundation and the Greater Binghamton Chamber of Commerce to determine community perception of the college and community need; utilize those organization's data and research to drive college focus. 2. Utilize results from the Economic Impact Study to market and expand community awareness of the college's impact on the community. 3. Utilizing data, develop and implement a revamped SUNY Broome brand which highlights its relevance and community impact.

2. Implement a data driven process to determine priority marketing campaigns in line with community and regional needs.	1. Develop and implement a timeline for marketing, content, and webpages for new programs and credential offerings. 2. Utilize labor market data to drive marketing campaigns of high demand programs and workforce offerings. 3. Develop a request process for marketing campaigns in which data is utilized to support, grant, and prioritize requests.
3. Expand methods of communication to include marketing materials and outreach efforts that appeal to a diverse population and which are targeted to specific student populations.	1. Develop marketing materials in alternate formats such as video and in other languages to appeal to varied learning styles and diversity of culture. 2. Create and implement a mobile enrollment/onboarding team to bring services to new students within the community, inclusive of admissions, Financial Aid, Student Accounts, etc. 3. Expand the intentional marketing of fully online and blended programs to enhance the college's online presence and reach beyond its geographic borders.
4. Enhance the intentionality of engagement with various student populations through the development of standardized, regularly scheduled and targeted communications and strategic engagement initiatives.	1. Fully implement Slate and develop a strategic communication plan including a schedule and intentional messaging for various student populations. 2. Develop targeted onboarding materials for specific student types (NFTFT, adult, rural, EOP, Nursing, STEM). 3. Develop and implement direct support networks for adult students to help create a sense of belonging to the campus. 4. Develop targeted communications and engagement opportunities for fully online students and those enrolled in SUNY Online programs to maintain contact and support.
5. Create a culture across the campus which demonstrates brand cohesiveness and excitement, and with students central to its mission.	1. Educate the campus community about programs and services and the college brand to create consistent messaging to the public. 2. Redesign the faculty and staff onboarding process, inclusive of department-specific orientation, built within the LMS to provide education about the varied programs and services at the college. 3. Develop an "elevator speech" in line with the college's brand that college employees may use to showcase the college.