Bergen Community College

Strategic Enrollment Management Plan
Academic Year 2016 to 2019

Recruitment

Onboarding

Retention

Completion

SUCCESS

Strategic Enrollment Management Plan: Academic Year 2016 to 2019

Introduction:
Bergen Community College's mission is to inspire our community to realize a better future. We are committed to providing access to quality college education to the community. This three-year Strategic Enrollment Management Plan (SEMP) is grounded in carrying out the College's mission.

The Enrollment Management Planning Group extensively reviewed Bergen's institutional data, Bergen County's data on demographic projections, county residents' education attainment, K-12 enrollment projections, and labor market forecasts (see Appendixes A & B). This environmental data provided the necessary baseline for the preliminary enrollment targets, target populations, strategies and the overarching enrollment management goals.

Guiding Principles:
The following guiding principles anchor this enrollment management plan, and are fully aligned with the Vision, Mission and Values of the College. The guiding principles will be evident in implementation of the SEMP as it represents the heart of the commitment we make to students at Bergen.

- SEMP facilitates student learning and success through a commitment to provide the right mix of academic programs, course scheduling, advising, and student services.
- SEMP is aligned with the College's Strategic plan.
- SEMP is a shared responsibility.
- SEMP focuses on the recruitment of a diverse student population, admissions, retention and completion.
- SEMP includes a focus on workforce development in the community.
- SEMP includes a focus on building relationships with alumni and the local community.

In addition to the Guiding Principles, the planning group believes that enrollment management planning is most effective when it includes the following best practices:

- Academic integrity that leads to student success, such as balanced and relevant program and course offerings, diverse modes of delivery, block scheduling, enhanced advising and counseling, etc.
- An evidence based system that is data driven to reflect the needs of a diverse student population.
- Student focused processes that are models for facilitating student satisfaction and student learning.

- An inclusive plan that promotes a culture of ownership, seamless delivery, and integrates and aligns all student support services.
- Ongoing enrollment management planning and regular reviews and updates.

Current Enrollment Situation:
New Jersey community colleges have been experiencing declining enrollments over the last five years due to a decline in high school graduates and an improving economy. From Fall 2011 to Fall 2015, Bergen experienced a decline in enrollment.

Unduplicated Headcount

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17,271	17,015	15,882	15,651	14,585

Data Source: BCC Fact Book

At Bergen, we believe that enrollment growth can be strategically influenced by internal actions when these actions are tightly coupled with the Strategic Enrollment Management Plan. This plan will allow us to use marketing, scheduling, staffing, budgeting, etc., in a strategic manner to enable us to meet our enrollment targets.

The strategic enrollment planning process enables Bergen faculty and staff to create action plans that turn our vision and concepts for the future into reality. Through the planning process we can:
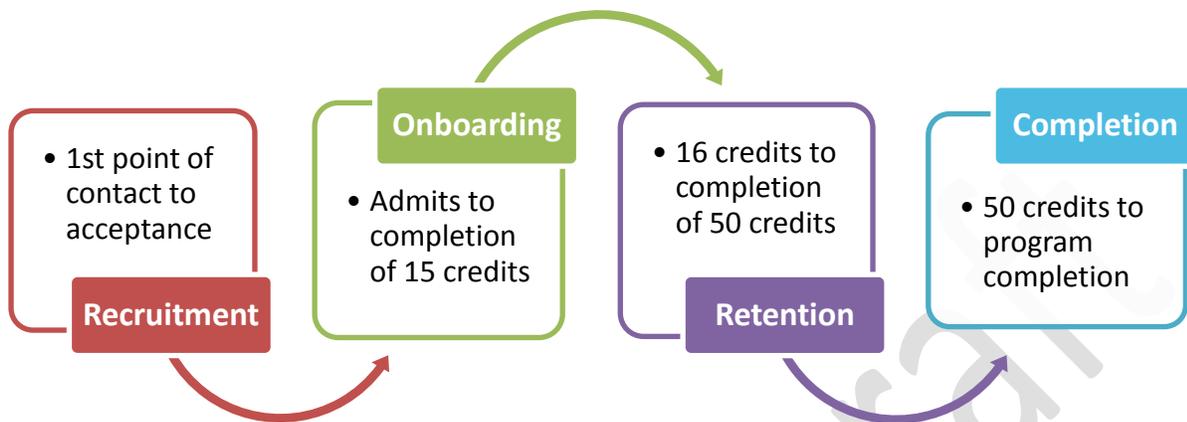
- make clearer choices about growth.
- define clear lines of responsibility for different aspects of the growth process.
- have a more precise and clear budgeting process that "triggers" in real time.
- connect the budget, scheduling, staffing, and marketing processes.
- have clear objectives for each "scheduler", and move to a precision scheduling model.
- develop long-range planning for programs, space, etc.
- develop multi-year financial models.
- put all resources to work.

Focus on Student Learning:
The purpose of Bergen Community College's Strategic Enrollment Plan is to improve student learning performance by:

- Increasing course completion rates.
- Increasing satisfactory student progress to degree completion.
- Increasing semester-to-semester retention rates.
- Increasing three-year graduation rate.

The Strategic Enrollment Management Plan focuses on the four major phases of the student enrollment lifecycle:

Onboarding

Completion

- 1st point of contact to acceptance

Recruitment

- Admits to completion of 15 credits

- 16 credits to completion of 50 credits

Retention

- 50 credits to program completion

<u>**Overarching Enrollment Management Goals**</u>:
- Continue to increase student retention and graduation rates as stated in Bergen's Strategic Plan.
- Grow enrollment in credit and non-credit courses and programs. At the end of the three years, the goal is to reach an enrollment of 15,400 to 15,600 (an approximate 5-6% increase from fall 2015).
- Monitor the rapidly changing demographic and economic state of the region.
- Develop a clear, cohesive and comprehensive onboarding process for new students that will provide them with a clear plan for graduation.
- Create a small inter-departmental Enrollment Management Council (see Appendix C). The Council will be charged with the annual assessment of the implementation of this plan and to revise the annual enrollment targets when necessary.
- The Enrollment Management Council will monitor and share with the President and Executive Team on the updated progress.

<u>**Performance Assessment:**</u>

- The Enrollment Management Council and the Accountability Leaders Group (ALG) will develop a set of enrollment management dashboard indicators by the end of April 2017.
- The Accountability Leaders Group will provide quarterly assessment of the SEMP and report it to the Enrollment Management Council.
- The ALG will identify and make necessary adjustments to processes and practices before the next registration cycle begins.
- Annual assessment will be conducted by the ALG and Enrollment Management Council to assess the progress toward accomplishing the overarching enrollment management goals, and make necessary changes to accomplish these goals.

Strategic Enrollment Management Plan: AY 2016-2019
Goals and Strategies

Key Enrollment Lifecycle	Goal	Target Population	Strategies	Accountability Leaders
RECRUITMENT Starts from the first point of contact to the point of acceptance to Bergen	• Increase number of inquiries • Increase conversion rate of inquiries to applications • Increase conversion rate of applicants to admits • Increase number of international students and other visa (i.e., H1, E2) holders • Develop an "operational" check list for recruitment and process to hand over the newly admitted students to the Onboarding Team	• Recent high school graduates • Individuals enrolled in approved GED programs • Young adults 24 and younger • Adults who are 55+ • Service members - Veterans • Student visa and other visa (i.e., H1, E2) holders • Transfer students • Students enrolled in Continuing Education programs	• Increase Bergen's outreach to the local high schools and junior high schools • Open houses/Information night for returning adults; other special events focused on returning adults • Financial Aid workshops at local high schools and Financial Aid Completion Night Events for students and parents; develop a web-based tutorial • Highlight the Eligible Career Pathways Program to non-high school graduates who meets the eligibility for the program • Recruit recent high school graduates who did not enroll in a college • Connect all veterans with the Veteran's Affairs Office • Promote Weekend College – concentrate around the Meadowlands campus • Maximize the campus resource of EOF, NJSTARS and Veteran's Affairs to convert applicants into enrolled students	Dean of Enrollment Services; Managing Director of Admissions and International Student Center; Managing Director of Public Relations & Director of Financial Aid

Key Enrollment Lifecycle	Goal	Target Population	Strategies	Accountability Leaders
ONBOARDING Starts from the point of acceptance to the completion of the first 15 college level credits	• Increase conversion rate of admitted applicants to registered students • Increase completion of Online Student Orientation by newly admitted students • All new students will have individualized Graduation Plan entered in Colleague Student Plan module • Increase recruitment and enrollment of Stop-Outs • Increase completion of financial aid application two weeks before the first day of classes • Develop an "operational" check list for an onboarding process and a process for handing over a cohort of students to the Retention Team	• Newly admitted students • All Bergen student – both FT and PT, who completed less than 15 college level credits • Stop-Outs with less than 15 college level credits • Transfer students with 15 or less college level credits	• Identify admitted students who are most likely to matriculate at Bergen • Establish a sense of community with newly admitted applicants through effective communication, academic and social activities • Market and provide placement test preps • Complete Student Planning for all new credit students through individual or group advising • Welcome communication from department chairs or programs coordinators to their new students • Offer special registration days for newly admitted students; develop a tentative class schedules for the first year • Work closely with Financial Aid to assist newly admitted students in timely completion of financial aid application, including documents for verification • Career Night (or workshops) for newly admitted students • Create block schedule options to meet the needs of working students	Executive Assistant to VPSA; Associate Dean of Student Success and Completion; Dean of Student Support Services; Director of Financial Aid; & VPAA

Key Enrollment Lifecycle	Goal	Target Population	Strategies	Accountability Leaders
RETENTION Starts from the 16 college-level credit hours to completion of 50 college-level credit hours	• Steadily increase student retention in support of the College's strategic goals • Increase student satisfaction with registration • Increase student satisfaction with academic advising and counseling • Reduce # of students put on academic probation, suspension and dismissal • Ensure at least, one face-to-face contact with advisor or counselor to review each student's Graduation Plan in Student Plan module • Increase number of re-admits • Increase/promote need-based financial aid opportunities to reduce the gap • Develop an "operational" check list for enhancing registration, advising/counseling, and process for handing over a cohort of students over to the Completion Team	• Currently enrolled students • Visiting students • Previously enrolled Bergen students (Stop-Outs) • Transfer students with over 15 college level credit hours	• A rolling three year "preliminary" academic class schedules are created and available online • Summer schedule is available online by first day of spring semester • Enhance co-curricular and extra-curricular activities to strengthen students' engagement with Bergen • Increase the # of students who register for the following semester prior to the conclusion of a semester via multi-prong outreaches • Streamline registration process for visiting students • Work closely with the College's Foundation to establish a continuously supported pool of emergency fund that is distributed by the VPSA • Conduct an in-depth analysis of class schedule to determine whether courses are offered to accommodate scheduling needs of working students	Dean of Enrollment Services; Dean of Student Support Services; Executive Assistant to VPSA; Associate Dean of Student Success and Completion; VPAA ; & VPSA

Key Enrollment Lifecycle	Goal	Target Population	Strategies	Accountability Leaders
Completion Starts from 50 college level credits to program completion	• Increase number of students who graduate within three years • Continue to expand Project Graduation • Have all students with 50+ college level credits have a completed degree audit • Develop an "operational" check list for the Completion Team, and provide a list of graduates to Alumni Relations	• All currently enrolled students with 50+ college level credits • All inactive students who accumulated 50+ college level credits	• Conduct a comprehensive academic progress evaluation of students with 50+ college level credits to assess whether each student is on track and has a clear path to completing their program at Bergen • Identify clear pathways that help students to complete on time • Reach out to Bergen Stop-Outs with 50+ credits – Bring these students back to the College • Provide career workshops and/or internship (if possible, paid) opportunities	Executive Assistant to VPSA; Dean of Student Affairs at Ciarco Center; Associate Dean of Student Success and Completion; & Dean of Student Support Services

Note: The SEM planning group acknowledges that student success strategies that are being developed through the College's Achieving the Dream project will be incorporated into this plan as it becomes available.

Preliminary Enrollment Targets

Assumptions Used for Targets:

The following assumptions were developed based on the Bergen County demographic projections, County residents' education attainment data, high school graduate projections, national trend on community college enrollment, and the internal resource capacities.

- ➢ Fall – 2% increase in the total headcount from the previous fall semester
- ➢ Spring – 2% increase in the total headcount from the previous spring semester
- ➢ Summer – 3% increase in the total headcount from the previous summer semester

   [Fall 2015 and Spring 2016 are used as the baseline]

Data Source: Census Day Data Sheet, Center for Institutional Effectiveness

Target Headcount by Semester

Fall 2016: 14,877	Fall 2017: 15,175	Fall 2018: 15,478
Spring 2017: 13,469	Spring 2018: 13,738	Spring 2019: 14,013
Summer 2017: 6,049	Summer 2018: 6,230	Summer 2019: 6,417

- Performance metrics for quarterly and yearly assessment will be developed by the Accountability Leaders Group and the Enrollment Management Council by May 30, 2017.

Internal Data Examined:

- Ten Year Enrollment Trend of Fall and Spring Semesters
- Five Year Enrollment Trend of Summer Sessions
- Unduplicated Enrollment by Registration Status
- Daily Registration Activity Reports
- Ten Year Overall Retention Data
- Five Year Enrollment Trend by Program
- Five Year Retention and Graduation Trend by Program
- Top Twenty General Education Courses
- Community College Survey of Student Engagement
- BCC Fact Book

External Data Examined:

- Enrollment growth strategy matrix, Strategic Enrollment Planning: A Dynamic Collaboration, Ruffalo Noel Levitz, 2016.
- Educational Attainment by Race/Ethnicity, Bergen County, 2016-2021
- Educational Attainment by Gender, Bergen County, 2016 & 2021
- Projected Population Change, Bergen County, 2012-2023
- Projected Population Change, South of Route 4, Bergen County, 2012-2013
- Bergen County High-School Enrollment and Graduation Projections, 2020-2021
- Population and Labor Force Projections for New Jersey: 2010-2030
- Term Enrollment Estimates, National Student Clearinghouse, Spring 2016
- The Murky Middle Project, Student Success Collaborative, EAB

Enrollment Management Planning Group

Member	Position
Alan Kaufman	Professor, Composition and Lit. / President of the Faculty Senate
Denise Liguori	Dean of Student Affairs at Ciarco
Gail Fernandez	Dean of Assessment (interim)
Jacqueline Ottey	Managing Director of Registration
Jill Rivera	Associate Dean of Student Success and Completion
Kate Plessing-Brunetto	Managing Director of Admissions and International Students
Khairia Fazal	Associate Dean of Learning Assistant Center
Kim Smokowski	Associate Professor, Counseling Center
Larry Hlavenka	Managing Director of Public Relations
Michael Redmond	Professor, Philosophy and Religion
Naydeen Gonzales-De Jesus	VP of Student Affairs (former)
Peter Vida (co-chair)	Dean of Enrollment Services
PJ Ricatto	Dean of Math, Science & Technology
Ralph Choonoo	Executive Assistant to the VP of Student Affairs
Sharon Audet	Executive Director of Financial Aid (former)
Tonia McKoy	Managing Director of Institutional Research
William Mullaney	VP of Academic Affairs
Yun Kim (co-chair)	VP of Institutional Effectiveness

Proposed Membership for Enrollment Management Council
[Recommending the size of the Council to Ten or Less]

- Vice President of Student Affairs / Co-Chair
- Vice President of Academic Affairs / Co-Chair
- Executive Assistant to VPSA
- Dean, Enrollment Services
- Director, Financial Aid
- Dean, Student Support Services or Coordinator of Academic Advising
- One Academic Dean
- One Full Time Faculty
- One CIE Member
- Managing Director of Public Relations