



ENROLLMENT MANAGEMENT PLAN

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Snead State
Community College



INTRODUCTION

In a time of limited funding, it is vital that Snead State be strategic in its allocation of resources. It is equally important that Snead State develop a comprehensive way of setting enrollment management goals, determining whether its goals are being met, and whether the College is using its resources wisely. The constituencies that Snead State is called to serve have changed in age, educational background, ethnicity, and educational intent since the college's original roots that trace back to 1898. Snead State Community College seeks to serve an increasingly diverse population that includes all races and ethnicities.

Snead State Community College enrollment has increased by 50% since 2000, from less than 1,600 during fall 2000 to just over 2,400 in 2012. Online courses account for nearly 40% of credit hour production at Snead State. In facing the next decade, SSCC must make more strategic decisions about program offerings to continue this unprecedented period of growth.

KEY AREAS OF FOCUS

This Enrollment Management Plan focuses on the key areas of the student life cycle. Snead State Community College believes that these three areas are crucial to the enrollment growth of the College (encompassing both headcount and credit hours):

- Recruitment
- Retention & Persistence
- Graduation



COMMON THEMES ESSENTIAL TO GROWTH

Throughout the Enrollment Management Plan, there are a set of common themes that are central to reaching the targets. These themes are as follows:

- Utilizing peer students as recruiters, mentors, advisors, and tutors
- Building relationships with prospects, students, constituents, and other colleagues
- Individuals and college departments collaboratively engaging together through each of the objectives and tasks
- Events recruiting to attract people to the campus so that they can experience the curb appeal of SSCC in person and see what "Sets It Apart"

RECRUITMENT

The overall goal of recruiting is to generate a minimum of 70,000 credit hours for a given academic year by 2016. This goal will be managed by targeting the following sub-populations of the College:

- Traditional Students
- Online-Only Students
- Students Enrolled in Career Technical Programs
- Nontraditional Students
- Students at Arab Site
- Athletes
- Dual Enrollment Students

OBJECTIVE ONE

Increase the number of traditional students.

- Recruiting Department will partner with Fine Arts Department to implement a recruiting campaign for high school students. This includes offering to take some small ensemble performances into the schools as well as distributing flyers to school counselors, band directors, choral directors, and theatre directors announcing highlights of SSCC fine arts opportunities as well as audition dates.
- Utilize student peers (i.e. Ambassadors, Presidential Scholars) during both off-campus and on-campus recruiting events. This includes having student peers accompany recruiters during high school visits and college fairs when feasible.
- Events Recruiting: Host recruiting events on SSCC campus to get as many prospects on campus as possible. This includes, at a minimum, one large event each in the fall and spring. In addition, have a recruiting presence anytime potential prospects come on campus (i.e. Scholars Bowl, math tournaments, fine arts events, athletic events, and other community events).

Intended Outcome 1a: The number of graduates from SSCC targeted high schools who attend Snead State Community College the fall semester following high school graduation will be at least 543 during or before the fall 2016 semester. Specific targets for each high school are found in Appendix 1.

Historical Data (retrieved from ACHE)

- Fall 2012 = 450
- Fall 2011 = 441
- Fall 2010 = 427
- Fall 2009 = 406

Intended Outcome 1b: The number of students (age 19 or below) who attend Snead State Community College in a given semester will be at least 1075 during or before the fall 2016 semester.

Historical Data (retrieved from DAX)

- Fall 2013 = 894 (40% of enrollment)
- Fall 2012 = 969 (40% of enrollment)
- Fall 2011 = 1010 (42% of enrollment)
- Fall 2010 = 994 (40% of enrollment)
- Fall 2009 = 1052 (43% of enrollment)
- Fall 2008 = 995 (44% of enrollment)

OBJECTIVE TWO

Increase the number of nontraditional students.

- Target unemployed and under-employed populations by partnering with Ready-to-Work and the Career Center. Visit Ready-to-Work classes each semester to recruit for SSCC.
- Educate nontraditional students on the advantages of being a “T-Shaped Professional” – combining mastery of technical skills along with education and experience.
- Engage in GED preparation classes to encourage participants to continue postsecondary education at SSCC and discuss free class for those who pass GED.
- Partner with military recruiters in an effort to increase enrollment of military affiliated students (active duty, reserves, veterans, dependents).
- Utilize students from the Pan Latino Student Organization to reach out to the Latino Community to educate about the benefits of receiving an Associate degree and offering assistance to overcome obstacles that are often perceived as barriers to admission and financial aid.

Intended Outcome 2: The number of nontraditional students (defined as age 25 or above) who attend Snead State Community College in a given semester will be at least 750 during or before the fall 2016 semester.

Historical Data (retrieved from DAX)

- | | |
|---------------------------------------|---------------------------------------|
| • Fall 2013 = 658 (29% of enrollment) | • Fall 2010 = 823 (33% of enrollment) |
| • Fall 2012 = 703 (29% of enrollment) | • Fall 2009 = 778 (31% of enrollment) |
| • Fall 2011 = 700 (29% of enrollment) | • Fall 2008 = 654 (29% of enrollment) |

OBJECTIVE THREE

Increase the number of dual enrollment students.

- Recruiters, Career Technical Directors, and active SSCC students who participated in dual enrollment credit will visit participating high schools to recruit for dual enrollment and encourage students to continue working toward an Associate degree at SSCC following high school graduation.
- College employees will continue to make students, parents, and the community aware of dual enrollment opportunities and the advantages of dual enrollment over advanced placement (AP).
- Key leaders of SSCC will meet with high school administrators and teachers to encourage them to support dual enrollment.
- Promote and utilize career technical dual enrollment scholarships.
- Form partnerships with local high schools that will collaborate together for funding and career tech growth (i.e. share resources/facilities such as a culinary lab, instructors, etc.)

Intended Outcome 3: The number of dual enrollment students who attend Snead State Community College during a given semester will be at least 195 during or before the fall 2016 semester.

Historical Data

- | | | |
|-------------------|---------------------|--------------------|
| • Fall 2013 = 97 | • Spring 2014 = 98 | • Summer 2013 = 58 |
| • Fall 2012 = 195 | • Spring 2013 = 182 | • Summer 2012 = 47 |
| • Fall 2011 = 216 | • Spring 2012 = 74 | • Summer 2011 = 35 |
| • Fall 2010 = 216 | • Spring 2011 = 80 | |

OBJECTIVE FOUR

Increase the number of online-only students.

- Promote the convenience and availability of online courses and degrees at SSCC.
- Continue to create awareness of SSCC programs and courses offered online via website, social media, and communications.
- The Director of Online Learning and others will increase outreach efforts to corporations, government agencies, and municipalities to increase awareness of the flexibility in bringing courses to their employees via online delivery.
- Educate students about the availability of support services including online tutoring, Blackboard support, etc.

Intended Outcome 4a: The number of online-only students who attend Snead State Community College during fall will be at least 500 during or before the fall 2016 semester.

Historical Data (retrieved from DAX)

- | | | |
|----------------------------|------------------------------|------------------------------|
| • Fall 2013 = 466
(20%) | • Spring 2013 = 409
(19%) | • Summer 2013 =
590 (51%) |
| • Fall 2012 = 422
(17%) | • Spring 2012 = 543
(24%) | • Summer 2012 =
612 (52%) |
| • Fall 2011 = 524
(22%) | • Spring 2011 = 492
(21%) | • Summer 2011 =
609 (50%) |
| • Fall 2010 = 511
(21%) | • Spring 2010 = 554
(23%) | • Summer 2010 =
671 (47%) |
| • Fall 2009 = 505
(20%) | • Spring 2009 = 460
(21%) | • Summer 2009 =
590 (46%) |
| • Fall 2008 = 420
(19%) | | |

Intended Outcome 4b: The total number of online credit hours for a given semester will be at least 12,000 during or before the fall 2016 semester.

Historical Data of Online Credit Hours (retrieved from DAX)

- | | | |
|-------------------------------|---------------------------------|--------------------------------|
| • Fall 2013 = 10,191
(37%) | • Spring 2014 =
10,951 (44%) | • Summer 2013 =
5,198 (65%) |
| • Fall 2012 = 9,517
(34%) | • Spring 2013 = 9,760
(39%) | • Summer 2012 =
5,087 (62%) |
| • Fall 2011 = 9,229
(35%) | • Spring 2012 = 9,484
(40%) | • Summer 2011 =
5,694 (62%) |
| • Fall 2010 = 8,834
(33%) | • Spring 2011 = 8,779
(36%) | • Summer 2010 =
6,310 (57%) |
| • Fall 2009 = 8,693
(33%) | • Spring 2010 = 9,560
(37%) | • Summer 2009 =
4,700 (54%) |
| • Fall 2008 = 6,639
(28%) | • Spring 2009 = 7,328
(32%) | |

OBJECTIVE FIVE

Increase enrollment at the Arab Site.

- Raise awareness of Arab Site and courses offered through recruiting materials.
- Continue training the Arab staff on intake services, admissions processing, and general financial aid. Also, ensure that current recruiting materials are readily available in the Arab community.
- Recruiters will visit the Arab Site several times per semester to partner together with staff at the Arab Site. Faculty/staff will visit the Arab Site to build relationships to learn how to best support the location.

Intended Outcome 5: The number of credit hours enrolled at the Arab Site for a given semester will be at least 1300 during or before the fall 2016 semester.

Historical Data of Credit Hours at Arab (retrieved from IR Office)

- | | | |
|--------------------------------|----------------------------------|--------------------------------|
| • Fall 2013 = 1,137
(4.14%) | • Spring 2013 = 756
(3.05%) | • Summer 2013 =
273 (3.4%) |
| • Fall 2012 = 1,005
(3.5%) | • Spring 2012 = 972
(4.06%) | • Summer 2012 =
279 (3.39%) |
| • Fall 2011 = 1,185
(4.55%) | • Spring 2011 =
1,304 (5.32%) | • Summer 2011 =
389 (4.23%) |
| • Fall 2010 = 1,309
(4.92%) | • Spring 2010 = 864
(3.36%) | • Summer 2010 =
636 (5.74%) |
| • Fall 2009 = 951
(3.58%) | • Spring 2009 = 798
(3.5%) | • Summer 2009 =
256 (2.91%) |
| • Fall 2008 = 841
(3.59%) | | |

OBJECTIVE SIX

Increase the number of students enrolled in career technical programs.

- Recruiters and Career Coach will visit with all Career Tech programs at SSCC to gain knowledge of programs and learn how to best recruit for the programs.
- Career Technical Directors will partner with SSCC Recruiters to participate in recruiting events both on-campus and off-campus.
- Events Recruiting – host an annual Career Tech Day on the SSCC campus for prospective students to learn about career tech programs, see hands-on projects, and interact with other students who are active and have graduated from the programs.
- Make students and prospects aware of Kuder Assessment to gauge interest and promote knowledge of career pathways.
- The College to do an analysis and determine what career tech areas to expand and the viability of return on investment for implementing new career tech programs.

Intended Outcome 6: The number of students enrolled in career technical programs at Snead State Community College will be at least 500 during or before the fall 2016 semester.

Historical Data (retrieved from DAX)

- Fall 2013: Career Technical = 306 (13%); Credit Hours = 3,202 (12%)
- Fall 2012: Career Technical = 305 (13%); Credit Hours = 3,382 (12%)
- Fall 2011: Career Technical = 419 (18%); Credit Hours = 4,355 (17%)
- Fall 2010: Career Technical = 452 (18%); Credit Hours = 4,660 (18%)
- Fall 2009: Career Technical = 414 (17%); Credit Hours = 4,381 (17%)
- Fall 2008: Career Technical = 356 (16%); Credit Hours = 3,508 (15%)

OBJECTIVE SEVEN

Increase the enrollment of the college through recruiting athletes and their friends.

- The Athletic Department will schedule targeted days when high school students will have free admission to athletic events. These events will be advertised to local high schools, counselors, and administrators in order to encourage students to visit the SSCC campus.
- Recruiters will partner with athletic staff to build relationships with potential athletic recruits.
- The Athletic Department will continue to hold open tryouts, sports camps, and specialized tournaments on campus for targeted groups in order to get individuals on the SSCC campus.

Intended Outcome 7: The number of walk on athletes for each sport will be at least 25% of the total number of team members.

Historical Data of Athletic Teams for Fall 2013

• Baseball:	Scholarship = 23 (47%)	Walk-on = 26 (53%)
• Softball:	Scholarship = 20 (87%)	Walk-on = 3 (13%)
• Tennis:	Scholarship = 6 (86%)	Walk-on = 1 (14%)
• Volleyball:	Scholarship = 13 (81%)	Walk-on = 3 (19%)
• Women's Basketball:	Scholarship = 11 (52%)	Walk-on = 10 (48%)
• Men's Basketball:	Scholarship = 15 (34%)	Walk-on = 29 (66%)
• Cheerleaders:	Scholarship = 17 (74%)	Walk-on = 6 (26%)
• Dance Team:	Scholarship = 5 (56%)	Walk-on = 4 (44%)

RETENTION AND PERSISTENCE

OBJECTIVE ONE

Increase the retention and persistence of at-risk students.

- Implementation of QEP Early Alert system will allow the College to identify at-risk and struggling students.
 1. At-risk students will be identified and encouraged to attend a special advising session during Parson Days and complete a 2-year plan to graduation. QEP target – 80% of incoming students identified as at-risk will attend the session and complete a 2-year plan.
 2. Students with excessive absences in identified gateway courses will be contacted by faculty and encouraged to attend class. QEP target – 50% of contacted students will show an improvement in attendance.
 3. Students with low course grades in identified gateway courses will be contacted with tutoring information and encouragement. QEP target – 50% of students referred to tutoring will seek academic support services.
- Implementation of QEP Academic Support Center will provide at-risk and struggling students academic assistance and help them develop study skills needed to persist and succeed.
 1. Study skills modules will be embedded in the curriculum of the gateway courses.
 2. The Academic Support Center will provide all students with one-on-one tutoring, small and large group tutoring, supplemental instruction, and online tutoring through the use of trained peer tutors.
 3. The Academic Support Center will offer student success workshops including student-ship skills, test taking, note-taking, study skills, time management, and reading comprehension.

Intended Outcome 1: At-risk student retention rate will increase at least 2% from first year of implementation (2014-15) to second year of implementation (2015-16). Since 2014-2015 Academic Year will be the initial implementation, it will be used as a baseline.

OBJECTIVE TWO

Increase the enrollment of the college through recruiting athletes and their friends.

- Encourage student engagement and relationship building through campus events, student organizations, athletic programs, and residence life.
- Increase faculty/staff engagement and relationship building with students at campus events and through campus organizations.
- Provide leadership development for student organizations, athletic programs, and residence life.
- Utilize student peers to assist with navigating through college intake and advising processes.

Intended Outcome 2: Freshman-to-sophomore retention rate will increase to 70% by 2016.

Historical Data (retrieved from IPEDS)

- Fall 2012 to Fall 2013 = 59%
- Fall 2011 to Fall 2012 = 58%
- Fall 2010 to Fall 2011 = 57%
- Fall 2009 to Fall 2010 = 59%
- Fall 2008 to Fall 2009 = 64%
- Fall 2007 to Fall 2008 = 59%

GRADUATION

OBJECTIVE ONE

Increase the College's three-year graduation rate.

- Encourage students to take at least 15 credit hours each semester.
- Contact students who left just short of a degree.
- Set aside scholarships for students near graduation who have financial obstacles preventing completion.
- Provide Career Services, including Career Assessments and information on Career Pathways.

Intended Outcome 1: The three-year graduation rate will increase to 35% by 2016.

Historical Data (retrieved from IPEDS)

- | | |
|-------------------|-------------------|
| • 2012-2013 = 32% | • 2009-2010 = 26% |
| • 2011-2012 = 29% | • 2008-2009 = 27% |
| • 2010-2011 = 30% | • 2007-2008 = 18% |

OBJECTIVE TWO

Increase freshman-to-sophomore retention rates.

- Promote the importance of completing an Associate degree before transferring.
- Provide two-year plans and transfer advising to students.
- Provide Career Services, including Career Assessments and information on Career Pathways.
- Inform students who transferred without graduating about reverse transfer opportunities.

Intended Outcome 2: The rate of transfers without graduating will decrease to 16% by 2016.

Historical Data (retrieved from IPEDS)

- | | |
|-------------------|-------------------|
| • 2012-2013 = 18% | • 2009-2010 = 35% |
| • 2011-2012 = 22% | • 2008-2009 = 46% |
| • 2010-2011 = 24% | • 2007-2008 = 28% |

OBJECTIVE THREE

Increase the number of Associate degrees awarded by the College.

- Continue to make the “Finish What You Start” campaign a priority and have at least 2 biannual “Commit to Complete” pledge events per year.
- Promote the importance of completing an Associate degree before transferring.
- Encourage students to engage in initial and exit advising focused on career pathways and degree requirements for terminal and transfer degrees.

Intended Outcome 3a: The total number of Associate degrees awarded by Snead State Community College within a given academic year will be at least 600 by the end of the 2017-2018 academic year.

Intended Outcome 3b: The number of Associate in Applied Science degrees (AAS) awarded by Snead State Community College within a given academic year will be at least 205 by the end of the 2017-2018 academic year.

Associate Degrees Awarded

2008-2009	AS	AAS	
Fall 2008	26	10	36
Spring 2009	82	70	152
Summer 2009	44	12	56
	152	92	244

2009-2010	AS	AAS	
Fall 2009	36	6	42
Spring 2010	119	63	182
Summer 2010	66	12	78
	221	81	302

2010-2011	AS	AAS	
Fall 2010	61	10	71
Spring 2011	100	96	196
Summer 2011	103	20	123
	264	126	390

2011-2012	AS	AAS	
Fall 2011	46	12	58
Spring 2012	174	76	250
Summer 2012	87	17	104
	307	105	412

2012-2013	AS	AAS	
Fall 2012	52	11	63
Spring 2013	179	82	261
Summer 2013	70	12	82
	301	105	406

2013-2014	AS	AAS	
Fall 2013	54	17	71
Spring 2014	216	70	286
Summer 2014			

APPENDICES

APPENDIX ONE

Yields for All HS Grads that Attended Snead Immediately After HS Graduation

School	FA2009	FA2010	FA2011	FA2012	Targets
Albertville	51/171 (30%)	76/193 (39%)	63/202 (31%)	99/222 (45%)	100
Appalachian	4/37 (11%)	4/46 (9%)	5/42 (12%)	2/43 (5%)	5
Arab	32/149 (21%)	34/147 (23%)	52/179 (29%)	40/174 (23%)	50
Asbury	12/50 (24%)	14/42 (33%)	17/44 (39%)	16/52 (31%)	20
Boaz	86/138 (62%)	67/129 (52%)	77/150 (51%)	70/146 (48%)	80
Brindlee Mountain	16/88 (18%)	18/86 (21%)	15/74 (20%)	12/75 (16%)	15
Cleveland	0/52 (0%)	6/69 (9%)	3/66 (5%)	1/69 (1%)	3
Collinsville	3/31 (10%)	1/35 (3%)	3/41 (7%)	3/43 (7%)	5
Crossville	32/88 (36%)	34/86 (40%)	27/101 (27%)	27/82 (33%)	35
DAR	13/96 (14%)	25/98 (26%)	21/98 (21%)	34/110 (31%)	35
Douglas	37/91 (41%)	38/112 (34%)	31/87 (36%)	34/99 (34%)	40
Etowah	7/139 (5%)	3/105 (3%)	14/139 (10%)	6/127 (5%)	15
Fyffe	3/64 (5%)	4/69 (6%)	2/65 (3%)	1/45 (2%)	3
Geraldine	13/59 (22%)	10/35 (29%)	17/75 (23%)	8/82 (10%)	15
Guntersville	36/111 (32%)	36/119 (30%)	55/132 (42%)	31/109 (28%)	40
Holly Pond	1/79 (1%)	0/78 (0%)	1/67 (1%)	1/66 (2%)	4
Oneonta	7/97 (7%)	9/98 (9%)	4/85 (5%)	10/102 (10%)	12
Sand Rock	2/51 (4%)	0/64 (0%)	0/65 (0%)	0/46 (0%)	1
Sardis	27/85 (32%)	30/72 (42%)	25/95 (26%)	28/94 (30%)	32
Susan Moore	16/66 (24%)	10/70 (14%)	6/68 (9%)	14/84 (17%)	18
West End	8/59 (14%)	8/52 (15%)	3/53 (6%)	13/56 (23%)	15
					543

APPENDIX TWO

Total High School Graduates

School	2009 Grads	2010 Grads	2011 Grads	2012 Grads	Difference 2012 to 2009	Difference in # at SSCC in Fall Term 2012 to 2009
Albertville	171	193	202	222	51	-3
Appalachian	37	46	42	43	6	-1
Arab	149	147	179	174	25	1
Asbury	50	42	44	52	2	0
Boaz	138	129	150	146	8	48
Brindlee Mountain	88	86	74	75	-13	8
Cleveland	52	69	66	69	17	-4
Collinsville	31	35	41	43	12	1
Crossville	88	86	101	82	-6	-1
DAR	96	98	98	110	14	4
Douglas	91	112	87	99	8	-5
Etowah	139	105	139	127	-12	0
Fyffe	64	69	65	45	-19	-2
Geraldine	59	35	75	82	23	21
Guntersville	111	119	132	109	-2	1
Holly Pond	79	78	67	66	-13	5
Oneonta	97	98	85	102	5	-16
Sand Rock	51	64	65	46	-5	0
Sardis	85	72	95	94	9	-5
Susan Moore	66	70	68	84	18	-2
West End	59	52	53	56	-3	-5
Totals	1801	1805	1928	1926	125	45

APPENDIX THREE

HS Grads Who Came to SSCC Immediately after HS Grad

School	2009 Grads at SSCC in FA2009	2010 Grads at SSCC in FA2010	2011 Grads at SSCC in FA2011	2012 Grads at SSCC in FA2012	Difference 2012 to 2009
Albertville	51	76	63	99	48
Appalachian	4	4	5	2	-2
Arab	32	34	52	40	8
Asbury	12	14	17	16	4
Boaz	86	67	77	70	-16
Brindlee Mountain	16	18	15	12	-4
Cleveland	0	6	3	1	1
Collinsville	3	1	3	3	0
Crossville	32	34	27	27	-5
DAR	13	25	21	34	21
Douglas	37	38	31	34	-3
Etowah	7	3	14	6	-1
Fyffe	3	4	2	1	-2
Geraldine	13	10	17	8	-5
Guntersville	36	36	55	31	-5
Holly Pond	1	0	1	1	0
Oneonta	7	9	4	10	3
Sand Rock	2	0	0	0	-2
Sardis	27	30	25	28	1
Susan Moore	16	10	6	14	-2
West End	8	8	3	13	5
Totals	406	427	441	450	44

APPENDIX FOUR

College-Going High School Graduates

School	2009 College-going Grads	2010 College-going Grads	2011 College-going Grads	2012 College-going Grads	Difference 2012 to 2009	Difference in # at SSCC in Fall Term 2012 to 2009	Net Total Difference
Albertville	107	121	109	144	37	-3	-40
Appalachian	21	21	20	21	0	-1	-1
Arab	117	108	121	122	5	1	-4
Asbury	18	17	21	23	5	0	-5
Boaz	104	91	108	100	-4	48	52
Brindlee Mountain	43	35	39	27	-16	8	24
Cleveland	25	41	40	38	13	-4	-17
Collinsville	19	18	15	19	0	1	1
Crossville	54	46	53	49	-5	-1	4
DAR	57	58	58	59	2	4	2
Douglas	44	54	40	49	5	-5	-10
Etowah	73	55	79	60	-13	0	13
Fyffe	34	47	33	23	-11	-2	9
Geraldine	28	21	37	36	8	21	13
Guntersville	86	82	90	65	-21	1	22
Holly Pond	47	46	34	41	-6	5	11
Oneonta	77	65	53	64	-13	-16	-3
Sand Rock	28	41	39	34	6	0	-6
Sardis	53	46	53	53	0	-5	-5
Susan Moore	41	35	34	34	-7	-2	5
West End	33	25	27	29	-4	-5	-1
Totals	1109	1073	1103	1090	-19	45	64

