

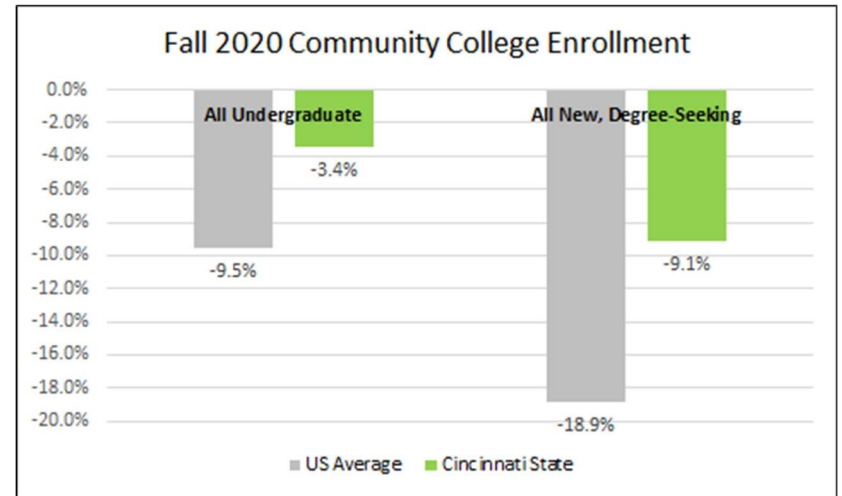


Enrollment Services Plan CY2021 – CY2022

A. Enrollment Targets

The COVID-19 pandemic has created **significant uncertainty** in higher education enrollment. Nationwide, community college enrollment was down 9.5% for all undergraduate students and down 18.9% for new, degree-seeking students in Fall 2020 (National Student Clearinghouse). Cincinnati State outperformed the nation's average on both of these metrics, but still experienced enrollment declines.

Given the pandemic environment and the expected decline in High School graduating classes, this plan includes targets intended to **stabilize enrollment** for the next two years. 2021 targets match enrollment figures from the previous year, and 2022 targets include a 2% increase. The next enrollment plan (for calendar years 2023 and 2024) will focus on additional post-pandemic growth. While Enrollment Services has the greatest impact on headcount, the targets have been written using credit hours with the recognition that the college's goal under a credit momentum framework and the State's subsidy model is student progression.



| POPULATION | CREDIT HOUR TARGETS | | | | | | | | |
|--------------------|---------------------|---------------|---------------|------------------|---------------|---------------|------------------|----------------|---------------|
| | SPRING | | | SUMMER | | | FALL | | |
| | 2020 Baseline | 2021 | 2022 | 2020 Baseline | 2021 | 2022 | 2020 Baseline | 2021 | 2022 |
| New Students | 7,858 | 7,858 | 8,015 | 3,894 | 3,894 | 3,972 | 15,325 | 15,325 | 15,632 |
| Returning Students | 46,498 | 46,498 | 47,428 | 19,696 | 19,696 | 20,090 | 40,311 | 40,311 | 41,117 |
| CCP | 11,387 | 11,387 | 11,615 | 1,195 | 1,195 | 1,219 | 4,399 | 9,541* | 9,732 |
| WDC | 965 | 965 | 984 | 730 | 730 | 744 | 454 | 454 | 463 |
| TOTAL | 66,708 | 66,708 | 68,042 | 25,515 | 25,515 | 26,025 | 60,489 | 64,609* | 65,901 |

*CCP enrollment was incomplete as of the Fall 2020 census date. The goal for Fall 2021 is based on the CCP credit hours as of 9.28.20 (ODHE's reporting date)

Enrollment Services will also track the number of prospects, the number of applicants, the number and percent applicants admitted, and the number and percent of applicants enrolled as supporting metrics.

B. Plan Implementation

Enrollment Services Aim: Increase credit hour enrollment while meeting community workforce and economic development needs

This aim will be achieved by the focusing on these goals:

1. Increase leads generated and compiled in the College's Customer Relationship Management tool (CRM).
2. Improve conversion rate of admits to enrolled students
3. Increase credit hour enrollment in target populations
4. Promote and coordinate the enrollment of returning students in partnership with the Academic Divisions

| Goal #1: Increase leads generated and compiled in the College's Customer Relationship Management tool (CRM). | | |
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| | AREA RESPONSIBLE | GOAL / METRICS |
| <p>The following strategies will be used to increase the number of leads generated:</p> <ul style="list-style-type: none"> • Launch the new college website in Spring 2021 • Develop an annual marketing plan for the 2021-2022 academic year that outlines specific areas of responsibility for all marketing partners (Marketing vendors, faculty member with release time, etc.) and that addresses the College's plan to safely return to in-person experiences in Fall 2021 • Collect and promote personal success stories from College students, alumni, employees, and community members (Faces of CincyState campaign) • Analyze applicant and student demographics and academic behaviors to update personas to be used in Marketing and Enrollment plans (<i>Completion Plan 1.2</i>) • Promotion of technical programs unique to Cincinnati State in the region and programs where students have the best outcomes and success post-graduation (e.g. Culinary, Aviation Maintenance, Interpreter Training, Medical Lab Technology, Nursing) • Promotion of the Ohio Guaranteed Transfer Pathways and the college's many opportunities for efficient transfer • Implement grant-funded lead generation initiatives (i.e., FlexFactor) • Continue to provide marketing support to attract this plan's target populations (CCP progression and matriculation, Students from CPS and CYC districts, Adults, Career-Tech students) | <p>Marketing</p> <p>Marketing</p> <p>Marketing, Academics</p> <p>Marketing</p> <p>Marketing, Admissions, Institutional Advancement, Public Relations</p> <p>Admissions, Marketing, Academics, Transfer Center, Public Relations</p> <p>Workforce Development Center, Academics, Enrollment Services</p> <p>Marketing, Public Relations</p> | <p>22,000 leads will be generated for the 20-21 academic year (9/2020-8/2021).</p> <p>26,000 leads will be generated for the 21-22 academic year (9/2021-8/2022).</p> <p>Baseline:</p> <p>2019-2020: 22,211 2018-2019: 27,507</p> <p>7,851 (Fall 2019) vs. 4,618 (Fall 2020)</p> |

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| <ul style="list-style-type: none"> Partner with Information Technology to harvest application survey data on referral sources each semester to monitor trends and measure impact | Marketing, Information Technology | |
| Goal #2: Improve conversion rate of admits to enrolled. | | |
| | AREA RESPONSIBLE | GOAL / METRICS |
| <p>The following strategies will be used to improve Cincinnati State's conversion rates</p> <ul style="list-style-type: none"> Audit current communication procedures from prospect to second semester enrollment to identify communication or information gaps by population (<i>Completion Plan 1.1</i>) Develop targeted communications utilizing Connect and two-way texting to address gaps identified Create a knowledge bank of data for Welcome Center staff to reference Review marketing materials to ensure enrollment process is clearly defined Invest in texting software for use in Admissions and Enrollment activities. Develop guidelines around appropriate use. (<i>Completion Plan 1.3</i>) Create virtual events throughout late spring and summer to decrease melt, highlight programs/services and assist with scheduling advising appointments and next steps. Explore opportunities for the scholarship award cycles to allow more new students to participate Investigate opportunities for the provision of automatic scholarships based on student performance (High School GPA, Test scores, etc.) Pilot the use of high schools to award designated scholarships for new students (Scarlet Oaks pilot) Continue to identify pain points in the Financial Aid process which hinder student enrollment while maintaining compliance with the Department of Education Compile and advertise financial aid statistics including the number of students and the amount of grants and scholarships awarded on a yearly basis. Remove enrollment services roadblocks (retrieving transcripts, graduates re-applying, High School In Progress, regular reports to identify issues, etc.) Create online programs defined within the SIS to allow the College to identify students in an online program vs those taking some online classes. Partner with HPS division to provide selective admission applicants with timely guidance on alternate majors (exposure to related career pathways, use of YouScience assessment etc.). | <p>Enrollment Services, Academic Divisions, IR</p> <p>Admissions, Academics, Marketing</p> <p>Admissions, Registrar, Financial Aid, Academics</p> <p>Marketing</p> <p>Texting Workgroup</p> <p>Admissions, Academics</p> <p>Institutional Advancement, Financial Aid, Scholarship Committee</p> <p>Institutional Advancement, Financial Aid</p> <p>Institutional Advancement, Financial Aid</p> <p>Financial Aid, ITS</p> <p>Financial Aid</p> <p>Registrar</p> <p>Registrar, ITS</p> <p>Career Center, Academics</p> | <p>By Fall 2022, 50% of New, Non-CCP Admits will be enrolled as of Fall Census. (Baseline: 46% Fall 2020)</p> <p>By Fall 2022, 42% of Returning, Non-CCP Admits will be enrolled as of Fall Census. (Baseline 38% Fall 2020)</p> |

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| | <ul style="list-style-type: none"> • Developing and implementing a CCP to Degree Recruitment Plan (plan will highlight the honors programs, transfer articulations, scholarships, co-operative learning and other benefits of a Cincinnati State degree) • Reviewing recruiting procedures with all college recruiters to ensure that CCP students are also actively recruited • Reaching out to CCP students who do not enroll in college immediately after high school • Exploring CCP matriculation scholarships at other Ohio community colleges and the feasibility of introducing something similar at Cincinnati State | <p>CCP Manager, Marketing, Faculty CCP Committee, Public Relations</p> <p>Admissions</p> <p>Admissions, IR, Marketing</p> <p>CCP Manager, Financial Aid, Finance, Institutional Advancement, Faculty CCP Committee</p> | |
| <p>Cincinnati Public School & Other Cincinnati Youth Collaborative (CYC) Districts</p> | <p>The College will strengthen its recruitment of high school seniors from Cincinnati Public Schools and CYC partners (Finneytown, Mt. Healthy, N. College Hill, Norwood, Princeton, Winton Woods) by:</p> <ul style="list-style-type: none"> • Creating a CPS/CYC Work Group to: Guide CPS/CYC Be Great program implementation, Track enrollment and performance, Market transfer articulations early in the recruitment process, Explore available Department of Education grants (I.e. Upward Bound), Work with academics to attract quality prospects & reduce Summer melt, and Improve communication for students and families regarding onboarding, college processes, and next steps • Reviewing current eligibility criteria for the CPS/CYC Be Great grant, standardizing the award process, and adjusting as needed • Making the CPS/CYC Be Great Financial Aid workshop mandatory for all recipients • Launching a low or no-cost Summer Bridge program for CPS/CYC Be Great participants (<i>Completion Plan 5.1</i>) • Reviewing admissions data and current recruitment resources within the Office of Admission to determine if a different resource allocation is necessary to meet the needs of CPS & CYC students. • Creating a plan to notify advisors / note in Starfish when a student is involved in Be Great and may have credit hour requirements | <p>Financial Aid, Admissions, IR, Institutional Advancement, Student Services, Summer Bridge planners, Director of College Access</p> <p>Financial Aid</p> <p>Financial Aid</p> <p>Humanities & Sciences</p> <p>Admissions</p> <p>Financial Aid</p> | <p>120 CPS grads from the class of 2021 will enroll during the 21-22 academic year (Baseline: 113 for 19-20 academic year).</p> <p>55 CYC grads from the class of 2021 will enroll during the 21-22 academic year (Baseline: 51 for 19-20 academic year).</p> |

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| <p>Adults Students (25+ at Entry)</p> | <p>The College will strengthen its recruitment of adult students by:</p> <ul style="list-style-type: none"> • Hiring an admission representative specifically for the recruitment of adults within the workforce for short-term and long-term credentials • Building upon the intensive admissions and enrollment counseling for students at Dohn Community High School and Queen City Prep • Promoting short-term certificates and WDC program offerings as educational options for all students (utilize and expand the Short-Term Credential Grant) • Highlighting financial aid / scholarship availability and processes during admissions visits and other outreach • Promoting stackable certificates / degrees on the website and building them into the Student Information System to allow for Auto-awarding (<i>Completion Plan 11.3</i>) • Expanding corporate partnerships to offer for-credit skill development and employee benefit opportunities (apprenticeship opportunities such as those currently in place Mercy Health, Ford Motors, International Brotherhood of Electrical Workers; Employee tuition waivers, etc.) | <p>Admissions, Human Resources</p> <p>Admissions/College Readiness Advisor</p> <p>WDC, Admissions, Institutional Advancement</p> <p>Financial Aid, Admissions, Institutional Advancement</p> <p>Academics, Registrar, Information Technology, Webmaster</p> <p>Admissions, Academics, Institutional Advancement</p> | <p>960 New, Adult, Degree-Seeking students will enroll during the 21-22 academic year (Baseline: 913 in 19-20 year)</p> |
| <p>Career Tech Students</p> | <p>The College will strengthen its recruitment of Career Tech students by:</p> <ul style="list-style-type: none"> • Re-allocating Perkins funds to hire a Career Tech Navigator who will build connections and partnerships between college programs and career tech high schools • Updating the Admissions Application to allow students to identify as Career Tech students with a current list of area schools and programs; Reaching out to 21/SU and 21/FA applicants to update previously submitted applications (<i>Completion Plan 2.1</i>) • Retrieving earned Career Tech credits from the state's HEI system each semester and following up with students to get credit sent to Cincinnati State (<i>Completion Plan 2.2</i>) | <p>Perkins Committee, Human Resources</p> <p>Admissions, IT</p> <p>Registrar's Office, IR, Tech Prep, Admissions, Marketing</p> | <p>The College will update the admissions application starting with 21/SU. The 21-22 academic year will be used to gather baseline data for future enrollment goal setting</p> |

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| | <ul style="list-style-type: none"> • Creating documentation and providing outreach to show how Career Tech experience can be leveraged into degree/certificate obtainment (<i>Completion Plan 2.3</i>) • Highlighting financial aid availability and processes during admissions visits and other outreach • Analyzing current usage and impact of the Be Great Butler Tech scholarship and if warranted, explore how similar scholarship possibilities might be created for other Career Tech schools • Developing communication campaigns that highlight articulations and enrollment benefits (such as the Be Great Butler Tech award) • Bringing together Career Tech stakeholders from across campus to share activities and communications to streamline efforts and become more informed | <p>Admissions, Perkins Committee, Tech Prep, CTAG director</p> <p>Financial Aid, Admissions, Academic areas</p> <p>Financial Aid, Finance, IR, Institutional Advancement</p> <p>Admissions, Marketing, Middletown, Public Relations</p> <p>Admissions, Marketing, Student Development, Middletown, Academics, Institutional Advancement</p> | |
| Goal #4: Promote and coordinate the enrollment of returning students in partnership with the Academic Divisions | | | |
| Continuing Students | <p>Enrollment services will partner with the academic divisions to:</p> <ul style="list-style-type: none"> • Create a schedule and send reminders to all students for registration, Financial Aid, and semester starts • Develop on-campus communications (Posters, flyers, TV screens, Projectors at beginning or end of class) to prompt current students to register, finish strong, see advisors, etc. • Coordinate pop-up registration events • Offer incentives for timely registration • Continue to update and streamline Enrollment Services processes during the modernization of Colleague • Promote career services and transfer services in FYE classes. • Design additional career services and transfer services programs that support students from career exploration through Co-op and Job placement or transfer. | <p>Registrar</p> <p>Marketing</p> <p>Enrollment Services & Academics</p> <p>Institutional Advancement</p> <p>Enrollment Services</p> <p>Career Services, Transfer Services</p> <p>Career Services, Transfer Services</p> | <p>See credit hour targets for Returning students.</p> |

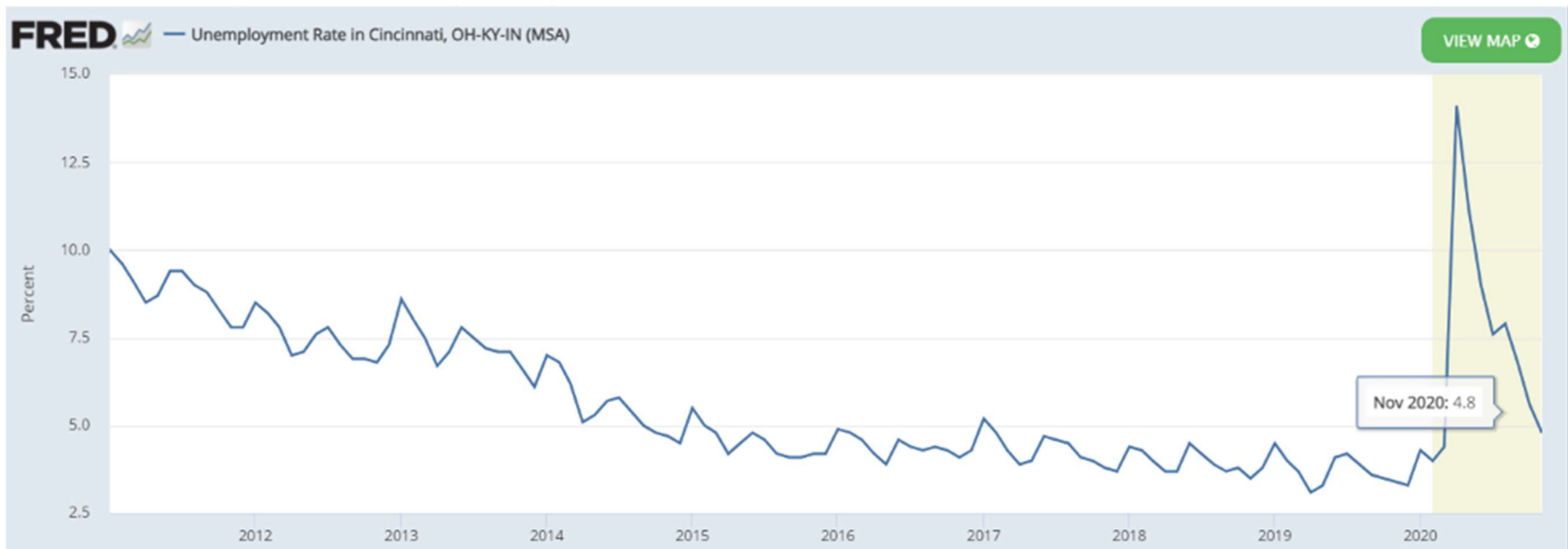
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| Re-Entry / Stop Out Students | <p>Enrollment services will partner with the academic divisions to:</p> <ul style="list-style-type: none"> • Create and implement a regular procedure to identify degree-seeking stop-outs close to graduation (high credit hours) who have not transferred (per Clearinghouse) • Identify potential incentives to entice students to return & finish their degree • Explore outsourced options of communicating with students for stop-out purposes such as ReUp. • Coordinate reconnect registration events • Support Student Activities and Student Senate as they launch a student-to-student reconnection effort to bring stopped-out peers close to completion back to the College (<i>Completion Plan 10.1</i>). | <p>Admissions, Records, Academics, IR</p> <p>Academics, Finance, Admissions</p> <p>Registrar Enrollment Services, Academics</p> <p>Student Activities, Divisional Advisors, Enrollment Services</p> | <p>See credit hour targets for Returning students.</p> |
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C. Background Information

The following factors were all considered in the creation of this plan's targets and strategies.

1) Labor Force

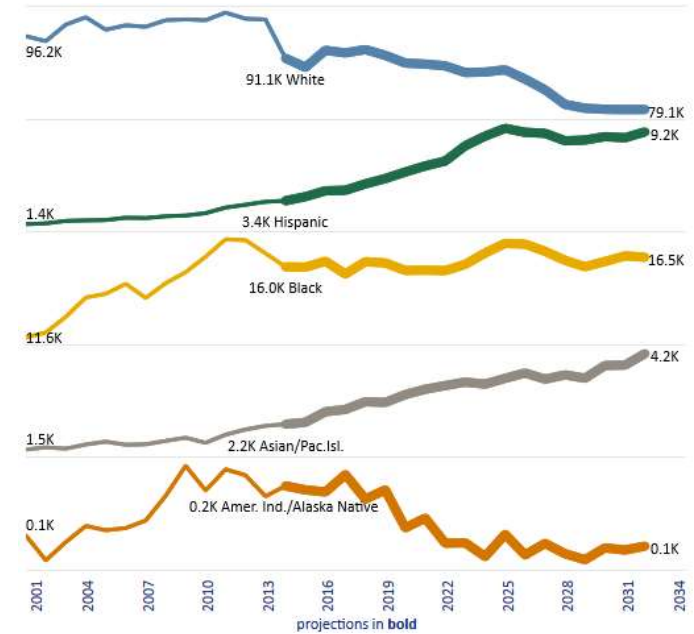
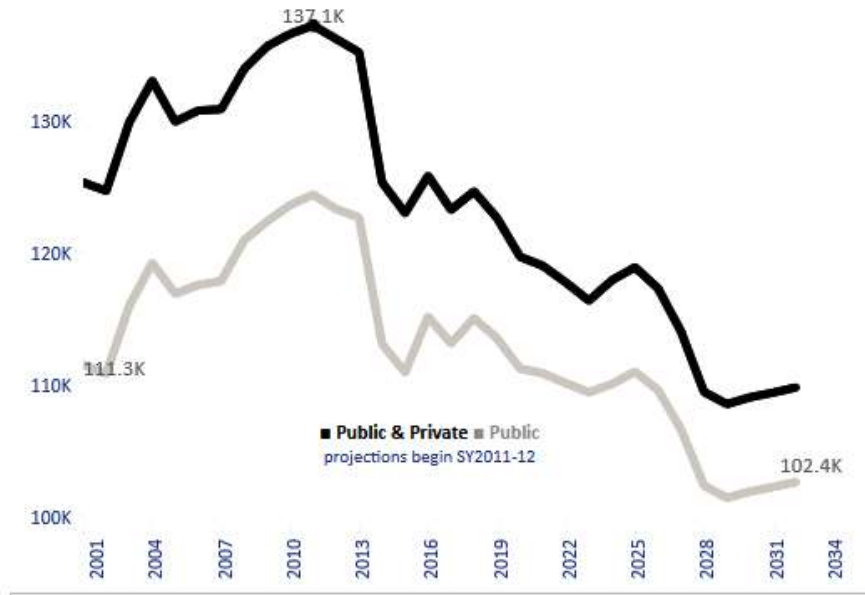
Although the unemployment rate for the Cincinnati MSA area has improved from its pandemic peak of 14.1% in April 2020, **unemployment remains well-above pre-pandemic levels** (Currently at 4.8% as of November 2020).



U.S. Bureau of Labor Statistics, Unemployment Rate in Cincinnati, OH-KY-IN (MSA) [CINC139URN], retrieved from *FRED*, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/CINC139URN>.

2) High School Graduates

The count of High School graduates in Ohio is expected to decline or remain flat each year through 2031-2032 (Chart 1 below). Graduating classes will become increasingly diverse over this time period as the count of White graduates declines while the count of Hispanic, Black, and Asian / Pacific Islander graduates increases (Chart 2 below).



A joint publication of Western Interstate Commission for Higher Education, and the College Board. (2016). *Knocking at the college door: projections of high school graduates*, December 2016. Boulder, CO: Western Interstate Commission for Higher Education.

3) Funding Information

State Share of Instruction: Ohio supports higher education through a competitive, performance-based model. The model is based on Course Completions (50%), Success Points for credit momentum and progression in developmental education (25%), and Completion of degrees, long-term certificates, or transfers (25%). **Additional funding is provided for students who fall into one or more of the following access categories:** Underrepresented minorities (Black, Hispanic, or Native American), Pell-Eligible students, Adult students (25+ at entrance), and Academic Preparation in Math.

- When a course is completed by a member of any of these groups, it receives a 15% weight (regardless of the number of access categories).
- When a degree, long-term certificate or transfer is completed, the access categories stack. A 25% weight is given for 1 category, 66% for 2 categories, 150% for 3 categories, and 200% for 4 categories.

College Credit Plus (CCP): When high school students enroll in a Cincinnati State course through CCP, **the student's district pays a reduced tuition rate of \$41.64 per credit hour**, and Cincinnati State waives all fees associated with the CCP enrollment. Non-CCP students pay \$168.64 per credit hour plus associated fees (a combined average of \$227.48 per credit hour). Approximately 75% of all CCP enrollments are done via classes at the student's high school (Z sections); as such, they are typically less expensive for Cincinnati State to offer due to reduced instruction and location costs. **The College earns state subsidy funds for both CCP and Non-CCP students.** CCP students have an average course pass rate that is approximately 15 points higher than the pass rate for Non-CCP Students (i.e., Pass Rate in Fall 2019: 92% CCP vs. 77% non-CCP students)

4) Enrollment Trends

A. Student populations who have traditionally enrolled for a higher number of credits have declined while low-enrollment populations have increased or seen smaller declines.

1. CCP Enrollment continues to grow while Non-CCP enrollment has declined. CCP students typically take about half as many credit hours as non-CCP students.
2. Male enrollment has declined almost twice as much (38%) as Female enrollment (20%) over the past 6 years. On average, men enroll for more credit hours than women. (Fall 2020: 9.6 attempted credit hours for men and 9.1 for women).
3. Humanities & Sciences has seen the steepest enrollment decline over the past six years (-38%), but its students have the highest average enrollment (9.6 credit hours per student in Fall 2020). Health & Safety has seen the shallowest decline of the 4 divisions (-20%) but its students have the lowest average enrollment (8.2 credit hours per student in Fall 2020).

4. Among Non-CCP students, credit hour enrollment is highest for younger students (18 & 19 year olds attempted an average of 11.3 credits per person while students 25 years or older attempted an average of only 8.2 credits per person in Fall 2020)
- B. Despite the demographic changes listed above, **the average college-level credits attempted and earned have increased** for several of the past Fall cohorts as Guided Pathways, Co-Requisite Academic Foundations work, and other reforms have been implemented.

| Early Indicators for New, Degree-Seeking Students | 16/FA Cohort | 17/FA Cohort | 18/FA Cohort | 19/FA Cohort | 2025 Goal |
|--|--------------|--------------|--------------|--------------|-----------|
| Average Credits Attempted | 16.9 | 16.8 | 18.2 | 19.1 | N/A |
| Average Credits Earned | 12.6 | 12.7 | 13.8 | 14.3 | 18.0 |