



# Strategic Enrollment Management Plan

*“Central Oregon Community College will be a leader in regionally and globally responsive adult, lifelong, postsecondary education for Central Oregon.” ~ COCC Mission Statement*

## History & Context

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Strategic Enrollment Management (SEM) helps a college look at enrollment issues from an institution-wide perspective. While recruiting and retaining students is a core element to any SEM plan, SEM in its purest form is not simply about growing enrollment. Rather, it is about developing institutional programs and services to recruit, retain and support students throughout their educational career. In fact, following two years of record enrollment growth, the COCC’s SEM team settled on goals for the first year that does just that: supports student success. Goals related to overall growth remain part of the plan but are now secondary.

Strategic Enrollment Management has been in practice for years, primarily at private four-year colleges that can influence more control over the type and number of students it admits. It is a relatively new concept for open-door, comprehensive community colleges that historically cast a wide net, accept all students and offer programs meant to meet the needs of all who attend the institution. As the marketplace has become more competitive and as student backgrounds have become more diverse, it is imperative that community colleges carefully consider its recruiting and retention strategies and design programs and services to meet the needs of its desired student population.

COCC is uniquely positioned as a community college to implement a SEM plan. With outstanding faculty, staff and programs in place, an institutional commitment to the process, cooperation and involvement from all parts of the College and experienced professionals in lead positions.

It’s important to note that this report is a dynamic document in that the goals and areas of emphasis will be responsive to changing environmental factors (examples could include changes to state or categorical funding, demographic shifts or other external influences) or unanticipated enrollment fluctuations. To be a true “strategic” enrollment plan, an institution must complete an annual review of its progress towards SEM goals, taking into consideration those external influences that may affect on the Plan.

Unlike most, this plan looks at enrollment from the broadest perspective possible. A student is defined as anyone who takes a class from COCC – this includes someone taking a chemistry class in preparation for transferring to OSU-Cascades Campus or another four-year university, enrolled in one computer class to help build skills for a current job, in a class taught at a local high school but endorsed for credit by COCC, taking automotive classes to earn a certificate or degree, a newcomer to the United States enrolled in English Language Learning or Adult Basic Education classes, taking a conversational language or hiking class for pure enjoyment or a business owner taking a class to help improve management skills.

## Enrollment Management Core Concepts

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At the heart of any institutional enrollment management plan are the core concepts or principles that guide the institution's enrollment planning. At COCC, these principles are that:

- **Students**, and their success, are at the core of all that we do.
- SEM goals will align with the **institution's mission and goal** statements.
- **Participation from across the campus** is critical to an institution's ability to meet goals set forth in a SEM plan. No single person is responsible for achieving the goals set forth in this plan; rather, collaboration amongst and coordination between all levels of the campus is critical to success.
- Attention will be given to the **fiscal impact** of SEM goals and associated plans to achieve those goals before the goal is finalized.
- **Relevant data** will be collected and used when setting institutional enrollment goals and in assessing strategies and tactics.

## 2009-10 Goal Priorities

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COCC's full Strategic Enrollment Management plan list two overarching institutional SEM goals:

- 3% annual growth in both headcount and FTE.
- Credit and non-credit in-district penetration rate will grow to 10% of district residents by 2011-12.

In addition to the broad institutional enrollment goals, the SEM team recommended a variety of other goals which fell into four categories, with specific targets within each of these categories:

Enrollment, Recruitment and Outreach: To meet our mission, it is important that area residents are aware of college offerings and take advantage of appropriate programs and services. The College will continue to help the communities achieve their educational goals, while focusing more on promoting COCC as the best choice for most residents, regardless if a credit or non-credit focus. Adding non-residents to the enrollment mix assists in this area as it helps achieve both institutional financial needs as well as contributes to a diverse student body.

Course & Program Offerings: The make up of the COCC District continues to change. As such, the College will be responsive to the changing demographics and workforce needs of our community. This includes looking at what, where and how courses and programs are offered.

Affordability & Financial Access: COCC recognizes that costs and financial assistance have a significant impact on students' initial enrollment and long-term retention. In reviewing institutional data, national trends of students taking out more loans and receiving less gift aid are proving true for COCC. To illustrate, gift aid (scholarships and grants) comprised 46% of a COCC student's total financial aid package in 2001-02, while loans made up 54%. In 2007-08, gift aid dropped to 37% and loans increased to 63%. As a result of this and related data findings and in support of this SEM plan, the College will use financial assistance tools to support students' educational goals, and will provide increased financial awareness and opportunities for students to attend COCC. COCC will develop financial aid strategies that provide prospective and current students a comprehensive package of institutional, COCC Foundation and state and federal aid. The SEM Team proposes that these goals be used by the President in developing recommendations to the Board relative to COCC tuition and fee structure within the context of broader fiscal conditions.

Persistence & Graduation Rates: COCC will provide the programs and services needed to help increase the persistence and graduation rates of students, allowing them to reach their educational goals. However, determining how to define success or retention is difficult for community colleges as students come with a myriad of goals, many of which do not include obtaining a certificate or degree. To narrow our definition of student success and retention, COCC looked at those students who entered the institution as a certificate or degree-seeking student, their success rate their first term and whether or not they remained after a two-year period. This measurement is only meant as a starting point and significant work remains in this area. To this end, the Team recognizes the importance of developing a better process to measure a student's initial goal, provide opportunities to update that goal and develop measurements regarding goal attainment. Once that process has been established, the SEM Team will expand how the College measures student success and persistence.

Each of the above categories has specific enrollment targets. The SEM Team recommended seven enrollment targets to the Campus Executive Team as institutional priorities for 2009-10. During the 2009-10 academic year, it is anticipated that cross-campus teams will work to identify best practices and key strategies to allow COCC to reach these targets. These seven priorities are:

Priority/Target	Description	2007-08	2011-12 Target
College Preparedness: Students at Developmental Level	By the end of 2011-12, 60% of students who test into developmental writing and math will complete 70% or more of their registered credits with a 2.0 GPA their first term.	50%	60%
High School Programs	Students who participate in COCC courses while in high school will succeed at rates equal to their college counterparts.	Baseline data not yet measured	Baseline data not yet measured
Credit Course Scheduling	By the end of 2011-12, increase the number of credit courses offered by non-traditional methods by 12% (hybrid, online, outside of Bend, time of day, weekends, etc.).	Online = 72 Hybrid = 36 Outside of Bend = 393	12% increase amongst all options

		Weekends = 45 Total = 546	
Native American Students	By the end of 2011-12, Native American students will represent 3.5% of annual credit student headcount.	222	313
Latino/a Students	By the end of 2011-12, Latino/a students will represent 7.5% of annual credit student headcount.	379	670
Number of Students Applying for Aid	By 2011-12, increase the percentage of current students applying for federal financial aid to 60%.	57%	60%
Number of Students Awarded Aid	By 2011-12, increase the percentage of current students awarded any type of financial aid to 55%.	52%	55%



## Data Highlights & Observations

Given the depth of information available, the SEM Team selected the following data highlights and observations as the key items for general campus community to be aware of. A comprehensive review of all data gathered, including a review of historical numbers and future projections, is included in Appendix B.

Often times, institutions pull various data points in order to find that “silver bullet” single answer to solve enrollment questions. However, as the data below demonstrates, there is no single factor that predicts enrollment or retention numbers; rather, it is a combination of many factors—each of which may change term to term or year to year. It is also critical to note that causality between data points is not easily proven, so assumptions or attempting to link various data points without further investigation is cautioned.

### Funding & Enrollment

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- The College experienced significant budget cutbacks in 2002-03, dropping credit FTE from 3,500 in 2002-03 to 3,198 in 2003-04; and non-credit FTE from 574 to 445 in the same time period, all of which affected our in-district penetration rates.

### General Enrollment Observations

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- More credit students are attending COCC **part-time**, with only 13.5% of 2005-06 enrollment attending full-time over the course of an academic year (940 of 6,969 students).
- On average over the past five years, more credit students are declaring themselves **non-certificate/degree-seeking**, with 32.5% (2,265 of 6,969) in this category.
- 57% of total COCC headcount are students taking **non-credit classes** (includes all non-credit offerings). However, 85% of total COCC FTE is generated through **credit offerings**.
- Between 2001-02 and 2006-07, the number of **non-resident students** has more than doubled, from 536 (7.2% of enrollment) to 1,136 (16%).
- The percentage of credit students graduating from an **in-district high school** and attending COCC the academic year immediately following their high school graduation has remained consistent, averaging 23% over the past six years.

## Financial Aid

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- The percentage of COCC credit students who apply for federal financial aid has increased from 45% in 2001-02 to 57% in 2007-08 and the number of students awarded aid has also seen an increase (45% in 2001-02 to 52% in 2007-08)
- Scholarships and grants (“gift aid”) comprised 46% of a COCC student’s total financial aid package in 2001-02, while loans made up 54%. In 2006-07, gift aid dropped to 40% of a student’s financial aid package, while loans increased to 60%.

## College Preparedness: Skill Level & Prior College Experience

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- Over the last six years, the percent of first-time freshman testing into college-level math and writing has remained constant at an average of 18%. However, the number of students testing into MTH 10 and 20 is declining.
- First-time freshman who test into college-level writing and math classes are more successful than those who do not (success defined as a “C” or better in three-quarters or more of their classes).
- Students who transfer in credits, regardless of the number of credits, successfully complete their first COCC term at approximately the same rate as first-time freshman who test into college-level writing and math.

## College Offerings

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- The COCC College District has experienced a large increase in population and demographic changes. Despite this, the College’s program mix has remained relatively constant.

## Offerings for High School Students

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- Early indicators suggest that 35+% of students who participate in a college class while in high school program later attend COCC.



# The Plan

*“ Develop and help the institution utilize a Strategic Enrollment Management Plan that systematically optimizes COCC enrollments based on COCC mission, vision and ends statements, and links them to financial, academic and student success outcomes.” ~ SEM Team Charge*

## Introduction

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The COCC SEM Core Concepts remained central to all discussions throughout the planning process, especially elements focusing on student success. With this, four primary goal areas emerged: enrollment, recruiting and outreach; persistence and graduation rates; access and affordability; and expanded offerings. In coming up with the individual targets within each of these areas, the committee concluded that in order to meet the need of our supporting communities and our institutional mission, the College should aim to serve more students and thus have a greater impact in our region. **As such, a three percent annual enrollment increase was set as our institution goal**, which is reflected in individual target areas. Using 2007-08 as our base year, under this goal FTE will be 4,657 and unduplicated headcount will be 18,627 by the end of 2011-12.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Headcount	16,471	13,225	14,107	16,197	15,775	16,550	17,047	17,558	18,085	18,627
FTE	4073.48	3643.35	3711.92	3761.44	3,691.2	3,996.93	4,262.07	4,389.93	4,521.63	4,657.28

Note: Numbers shown in grey are projected.

In addition, service to our local College District is a critical part of COCC’s mission. Therefore, the SEM Team determined that by the end of 2011-12, **the combined credit and non-credit in-district penetration rate of residents 18 years old and older will be 10% or 18,753 students.**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
In-District Headcount	14,075	11,291	12,060	13,715	13,651	14,528	15,504	16,471	17,491	18,753
Tri County Projected Population	124,458	127,699	131,983	142,385	151,889	160,303	166,715	173,384	180,319	187,532
% of Residents Served	11.3%	8.8%	9.1%	9.6%	9.0%	9.1%	9.3%	9.5%	9.7%	10%

Note: Numbers shown in grey are projected.

## Goal Area 1: Enrollment, Recruiting & Outreach

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To meet our mission, it is important that area residents are aware of college offerings and take advantage of appropriate programs and services. The College will continue to help the communities achieve their educational goals, while focusing more on promoting COCC as the best choice for most residents, regardless if a credit or non-credit focus. Adding non-residents to the enrollment mix assists in this area as it helps achieve both institutional financial needs as well as contributes to a diverse student body.

### Objective 1: Our Students

#### 1A. In-District High School Graduates Attending COCC

By the end of 2011-12, 25% of in-district high school graduates will attend COCC in the academic year immediately following their high school graduation.

#### 1B. Residency: Out-of-District & Border State

By the end of 2011-12, increase out-of-district and border state enrollment to 1,107 students, representing an increase of 2% per year.

#### 1C. Residency: Out-of-State

By the end of 2011-12, increase out-of-state (excludes border states) enrollment to 221 students, representing an increase of 10% per year.

#### 1D. Native American Students

By the end of 2011-12, Native American students will represent 3.5% of annual credit student headcount.

#### 1E. Latino Students

By the end of 2011-12, Latino students will represent 7.5% of annual credit student headcount.

### Objective 2: High School Connections

#### 2A. High School Programs

Students who participate in COCC courses while in high school will succeed at rates equal to their college counterparts.

#### 2B. College Now/Tech Prep

By the end of 2011-12, enrollment in College Now/Tech Prep will be at 85 FTE, representing a 2% increase per year.

#### 2C. Concurrent Enrollment

By the end of 2011-12, 600 concurrent students will participate in COCC classes, including those in the Expanded Options program.

## Objective 3: Non-Credit Programs

### 3A. Community Learning & Business & Employee Development

By the end of 2011-12, 8,410 students will participate in Community Learning and Business & Employee Development classes or services, representing a 2% increase per year.

### 3B. ABE, GED Preparation, High School Completion

By the end of 2011-12, increase the number of students participating in Adult Basic Education, GED Preparation and Adult High School Completion programs to 684 students, representing a 2% increase per year.

## Goal Area 2: Course & Program Offerings

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The make up of the COCC District continues to change. As such, the College will be responsive to the changing demographics and workforce needs of our community. This includes looking at what, where and how courses and programs are offered.

### Objective 1: Courses & Programs

#### 1A. New Credit Programs

COCC will work with academic departments, higher education partners and the professional community to identify training opportunities leading to certificates or degrees. By 2011-12, COCC will add at least two programs when demand is identified.

#### 1B. Credit Course Scheduling

By the end of 2011-12, increase the number of credit courses offered by non-traditional methods by 12% (hybrid, online, outside of Bend, time of day, weekends, etc.).

#### 1C. College Now/Transfer

Courses offered via the College Now/Transfer and via “contracted concurrent” classes will double between 2006-07 and 2011-12 by broadening the scope to include academic departments currently not active with these programs.

#### 1D. Continuing Education Units (CEU's)

Identify and promote credit and non-credit classes that allow area residents to improve current job skills and/or earn Continuing Education Units (CEU's) (e.g., CIS classes that offer Microsoft certifications; accounting series, Spanish for medical professionals).

#### 1E. Non-Credit Professional Courses

Each year through 2011-12, develop two non-credit training opportunities (e.g., Tax Preparer, Graphic Design).

#### 1F. Business Partnerships

Through 2011-12, increase Business & Employee Development partnerships and employees trained by 10% each year.

## Objective 2: Service to College District

### 2A. Redmond Campus Classes

Through 2011-12, expand Redmond Campus course offerings by 10 percent each year in support of the Associate of Arts – Oregon Transfer (AAOT) and Associate of Applied Science (AAS) degrees in business, manufacturing and apprenticeship.

### 2B. Off-Campus Courses

By the end of 2011-12, double the number of courses offered in Madras, Prineville, Sisters and LaPine, based on community need (in 140 classes offered in 2006-07; see annual report for details); courses could include credit, non-credit, Adult Basic Education, courses in the high school or other areas.

## Goal Area 3: Affordability and Financial Access

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COCC recognizes that costs and financial assistance have a significant impact on students' initial enrollment and long-term retention. In reviewing institutional data, national trends of students taking out more loans and receiving less gift aid are proving true for COCC. To illustrate, gift aid (scholarships and grants) comprised 46% of a COCC student's total financial aid package in 2001-02, while loans made up 54%. In 2007-08, gift aid dropped to 37% and loans increased to 63%. As a result of this and related data findings and in support of this SEM plan, the College will use financial assistance tools to support students' educational goals, and will provide increased financial awareness and opportunities for students to attend COCC. COCC will develop financial aid strategies that provide prospective and current students a comprehensive package of institutional, COCC Foundation and state and federal aid. The SEM Team proposes that these goals be used by the President in developing recommendations to the Board relative to COCC tuition and fee structure within the context of broader fiscal conditions.

## Objective 1: Increasing Access

### 1A. Number of Students Applying for Aid

By 2011-12, increase the percentage of current students applying for federal financial aid to 60%.

### 1B. Number of Students Awarded Aid

By 2011-12, increase the percentage of current students awarded any type of financial aid to 55% (49% of certificate- or degree-seeking received aid in 2006-07).

## Objective 2: Affordability

### Grants & Scholarships Paid

By 2011-12, increase the percentage of current students paid scholarships and/or grants ("gift aid") to 40%.

### Grants & Scholarship Amounts

By 2011-12, increase the average combined scholarship and grant amount paid per individual student to represent 90% of in-district, full-time tuition and fees. Note that tuition and fees represent 17% of a student's full cost of attendance.

## Goal Area 4: Persistence & Graduation Rates

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COCC will provide the programs and services needed to help increase the persistence and graduation rates of students, allowing them to reach their educational goals. However, determining how to define success or retention is difficult for community colleges as students come with a myriad of goals, many of which do not include obtaining a certificate or degree. To narrow our definition of student success and retention, COCC looked at those students who entered the institution as a certificate or degree-seeking student, their success rate their first term and whether or not they remained after a two-year period. This measurement is only meant as a starting point and significant work remains in this area. To this end, the Team recognizes the importance of developing a better process to measure a student's initial goal, provide opportunities to update that goal and develop measurements regarding goal attainment. Once that process has been established, the SEM Team will expand how the College measures student success and persistence.

### Objective 1: High School Partnerships

#### 1A. High School Partnerships: College Now/Tech Prep

By the end of 2011-12, COCC will maintain a 35% yield rate of high school seniors taking a College Now/Tech Prep who later take a COCC credit class the year immediately following their high school graduation (33.6% did so on average between 2001-02 and 2007-08).

#### 1B. High School Partnerships: College Now/Transfer

By the end of 2011-12, 45% of high school seniors taking a College Now/Transfer or contracted concurrent class will take a COCC credit class the year immediately following their high school graduation (43% did so in 2006-07).

### Objective 2: Persistence

#### Persistence Rates: Credit Students, Term to Term

By the end of 2011-12, 72% of first-time, certificate or degree-seeking freshman will return for a second consecutive term (70.6% did so for fall 2007).

#### Repeat Customers: Community Learning Students

By the end of 2011-12, 65% of students taking Community Learning courses will take another Community Learning class within two-years (current rate is 55%).

#### Persistence Rates: Credit Students, Long-Term

By the end of 2011-12, 50% of first-time, certificate or degree-seeking freshman will return for at least three terms during a two-year time period (44% did so for fall 2005).

#### College Preparedness: Students at Developmental Level

By the end of 2011-12, 60% of students who test into developmental writing and math will complete 70% or more of their registered credits with a 2.0 GPA their first term (current rate is 50%).

### Objective 3: Graduation Rates

#### Graduation Rates: Career & Technical Education

By the end of 2011-12, 25% of students who declared a Career & Technical Education major their first term will receive a certificate or degree within four years of starting classes (an average of 20% did so between 2001 – 2003).

#### Graduation Rates: Transfer Majors

By the end of 2011-12, 20% of students who declared a transfer major their first term will receive a certificate or degree within four years of starting classes (an average of 14% did so between 2001 – 2003).

## Appendix A: Enrollment Management Model

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In the summer of 2006, COCC contracted with the American Association of Collegiate Registrars and Admissions Officers' (AACRAO) Consulting Service (ACS), and specifically Bob Bontrager, Director of ACS and Coordinator for AACRAO's national SEM Conference. Dr. Bontrager was selected as COCC's SEM consultant due to his past work with community colleges, higher education background in strategic enrollment management and his related SEM successes at other institutions.

Dr. Bontrager spent two days on campus, introducing various COCC staff to his Strategic Enrollment Management model. His model assumed that institutions had well-defined, data-based institutional enrollment goals. Because COCC had not clearly defined enrollment goals (other than informally stated "2% growth" need set more for financial purposes) the COCC SEM Team adjusted Dr. Bontrager's model and used the following as our guide:



The intent of this model is that well-defined data sets will help determine institution-wide, mission-drive enrollment goals. Once goals are established, the institution can review its programs and practices to determine if the appropriate elements are in place to allow the institution to reach its' enrollment goals. From this point, the SEM Team can develop the strategies and tactics needed to reach those goals.

## Appendix B: Full Data Summary

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The information below represents the primary data points collected and reviewed by the Strategic Enrollment Management Team. For details on cohort definitions, contact Alicia Moore or Ron Paradis. Tremendous thanks is owed to Brynn Pierce and Chris Egertson for their work in developing this data.

### Enrollment Trends & General Observations

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Budget cuts have a significant impact on enrollment in both credit and non-credit areas. Involved with any budget cuts includes tuition increases, course and program reductions and negative publicity, all of which are difficult to overcome. The College experienced significant budget cutbacks in 2002-03, dropping credit FTE from 3,500 in 2002-03 to 3,198 in 2003-04; and non-credit FTE from 574 to 445 in the same time period, all of which affected our in-district penetration rates. Both are demonstrated in the tables below.

Credit & Non-Credit Enrollment	2002-03	03-04	04-05	05-6	06-07	07-08	08-09	09-10	10-11	11-12
Headcount	16,471	13,225	14,107	16,197	15,775	16,650	17,047	17,558	18,085	18,627
FTE	4,073.48	3,643.35	3,711.92	3,761.44	3,691.2	4,137.93	4,262.07	4,389.93	4,521.63	4,657.28

In-District Penetration Rates: Students 18 years and older	High	Low	2011-12 Goal
Credit	5.4% (2001-02)	3.6% (2006-07)	---
Non-Credit	6.3% (2001-02)	4.4% (2003-04)	---
Combined	11.8% (2001-02)	6.1% (2003-04)	9%

Other significant observations:

- More credit students are attending COCC **part-time**, with only 13.5% of 2005-06 enrollment attending full-time over the course of an academic year (940 of 6,969 students).

- On average over the past five years, more credit students are declaring themselves **non-certificate/degree-seeking**, with 32.5% (2,265 of 6,969) in this category.
- 57% of total COCC headcount are students taking **non-credit classes** (includes all non-credit offerings). However, 85% of total COCC FTE is generated through **credit offerings**.

## In-District High School Graduates Attending COCC

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The percentage of credit students graduating from an in-district high school and attending COCC the academic year immediately following their high school graduation has remained consistent, averaging 23% over the past six years. It's important to note that despite significant population growth in our college district, area high schools have graduated only 54 more students in 2007-08 as compared to 2003-04.

	2002-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
# In-District HS Graduates	1,622	1,804	1,794	1,822	1,887	1,858	2,028	2,069	2,038	2,042
# Attending COCC	400	441	415	424	440	458	507	517	510	511
% Attending COCC	25%	24%	23%	23%	23%	25%	25%	25%	25%	25%

## Residency

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Student residency is established for credit tuition purposes based on information provided by the student on his/her application for admission. The following information was pulled from fall term cohorts of first-time freshmen and transfer in students.

- Between 2001-02 and 2007-08, the number of non-resident students has more than doubled, from 536 (7.2% of enrollment) to 1,174 (15%).
- Non-resident students tend to take more credits than resident students during their first year. (on average, 30% of non-residents earned 25+ credits in an academic year; 21% of resident students do so).
- Fall to winter term retention for in-district students ranges between 67% and 71%; non-resident student retention appears to be higher, normally in the upper 70%. However, long-term retention (students returning for three or more terms within a two-year period) averages 44% among all students and shows no significant difference between resident and non-resident students.

	2002-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Border State HC	481	612	818	1,027	998	1,023	1,043	1,064	1,086	1,107
Out-of-State NC	39	53	85	112	128	151	166	183	201	221
Total Non-Resident HC	520	665	903	1139	1126	1174	1209	1247	1287	1328

## College Offerings

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The COCC College District has experienced a large increase in population and demographic changes. However, the College's **program mix** (comparison of transfer, professional technical, adult development, and lifelong learning courses) has remained relatively constant: transfer classes average 53% of all FTE gained; career and technical education classes represent 27%; developmental and adult basic education represents 14%; and self-improvement represents 3.5% (non-reimbursable courses represent the remain 2.5%).

Credit Course Offerings: In comparing 2001-02 to 2005-06, the number of credit course offerings:

- Lower-division transfer course sections decreased by 13% and student FTE for those sections dropped 6.9%.
- Professional technical sections increased by 5.9% and student FTE for those sections increased 1.7%.
- Developmental sections (reading, writing and math credit classes below 100 level) decreased by 3.1% and FTE for those sections dropped by 20.8%.

### Non-Credit Programs

As in other areas, all non-credit programs were affected by institution-wide budget cuts implemented for the 2003-04 year. Closing of College Centers throughout the district and increased costs to students particularly affected non-credit programs. Highlights include:

- Adult Basic Education (ABE, ELL, AHS and GED) headcount and FTE dropped by 17% (from 269 to 222 FTE). Since that time, we've recovered approximately 40% of that FTE loss and the 2005-06 academic year had 241 FTE participating in ABE programs.
- Community Education FTE dropped by 24%, from 224 to 170. At the same time, changes in state funding for community education courses affected reimbursable FTE, which dropped by nearly 50% while non-reimbursable increased. By 2005-06, however, community education FTE recovered to pre-budget cut FTE and stands at 215, partially as a result of an extensive marketing effort.

## Offerings for High School Students

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While the College's participation in College Now/Tech Prep is long-standing, participation with other course offerings for high school students is relatively new. Regardless, early indicators suggest that 35+% of students who participate in a high school program later attending COCC.

College Now/Tech Prep	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
HS Seniors who took a CN/TP course	93	104	94	180	150	176	184	188	191	
# enrolled AY after grad	33	29	29	57	57	62	64	66	67	
% cohort enrolled	35%	28%	31%	32%	38%	35%	35%	35%	35%	

College Now/Transfer	2005-06	06-07	07-08	08-09	09-10	10-11	11-12
HS Seniors who took a CN Transfer Course	38	94	116	147	176	205	
# enrolled AY after grad	15	40	50	64	77	91	
% cohort enrolled	39%	43%	43%	44%	44%	45%	

### Other Observations:

- College Now/Tech Prep: Enrollment dropped by 33% in 2002-03 when the fee increased in 2002-03 from \$10/class to \$20/class. Most of that enrollment has since been recaptured. 40% of students who took a CN/TP course their senior year of high school took another COCC class within two years.
- College Now/Transfer: While this program is relatively new, the yield rates of students taking a College Now/Transfer class who then later matriculated to COCC are impressive. To date, an average of 42% of students who took a CN/T class their senior year of high school attended COCC at some point in the academic year following their high school graduation.
- Concurrent (on-campus): 50% of students who took a concurrent class their senior year of high school took another COCC class within two years.

## Financial Aid

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- The percentage of COCC credit students who apply for federal financial aid has increased from 45% in 2001-02 to 57% in 2007-08 and the number of students awarded aid has also seen an increase (45% in 2001-02 to 52% in 2007-08). During this time, tuition grew approximately 40%.
- Of those who apply, approximately two thirds are designated as “high need” (Pell eligible), a percentage that has dropped from 70% of those who apply to 64% over the past five years. Conversely, those with “middle need” has increased from 19% to 22% and those with “no need” has gone from 5.3% to 7.4%.
- Scholarships and grants (“gift aid”) comprised 46% of a COCC student’s financial aid package in 2001-02, while loans made up 54% of total aid received. However, in 2006-07, gift aid dropped to 40% of a student’s financial aid package, while loans increased to 60%.

	2001-02	02-03	03-04	04-05	05-6	06-07	07-08	08-09	09-10	10-11	11-12
CDS Students	4,706	4,672	4,394	4,248	4,229	4,146	4,771	4,914	5,062	5,231	5,370
Students who applied for financial aid											
# Applied	2,344	2,478	2,409	2,327	2,379	2,253	2,701	2,825	2,934	3,086	3,222
% Applied	50%	53%	55%	55%	56%	54%	57%	57.5%	58%	59%	60%
Students awarded any type of aid											
# Awarded	2,135	2,264	2,225	2,116	2,167	2,036	2,476	2,580	2,683	2,825	2,954
% Awarded	45%	48%	51%	50%	51%	49%	52%	52.5%	53%	54%	55%
Students paid scholarships and/or grants											
# Paid	1,616	1,564	1,535	1,440	1,428	1,347	1,779	1,843	1,924	2,040	2,148
% Paid	34%	33%	35%	34%	34%	32%	37%	37.5%	38%	39%	40%

## College Preparedness: Placement Testing & Skill Level

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- Of the first-time freshmen taking placement tests, the number testing into MTH 10 or 20 has dropped from 55% to 32% in the past five years; the number testing into MTH 95+ increased from 16% to 24% in the same time period. At the same time,

however, there was no significant change in what level first-time freshmen taking placement tests placed for the writing portion of the test.

- First-time freshman who test into college-level writing and math classes are more successful than those who do not (success defined as a “C” or better in three-quarters or more of their classes). To illustrate:

First-time freshman who:	Successfully Completed First Term	Successfully Completed Two or More Terms Over a Three-Year Period	2011-12 Goal on First Term Completion
Tested into college-level writing <u>and</u> math (18%)	77%	54%	----
Tested into college-level writing <u>or</u> math (35%)	66%	43%	----
Tested into neither college-level writing <u>nor</u> math (47%)	58%	32%	70%

- Note that a recent nationwide study demonstrated that the only significant high school factor as a predictor of college success is successful completion of Algebra II (equivalent to COCC’s MTH 95).

## Transfer In Students

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Students who transfer in credits, regardless of the number of credits, successfully complete their first COCC term at approximately the same rate as first-time freshman who test into college-level writing and math. Retention over a two-year period showed that students who transfer in fewer credits (1-11) were more likely to continue at COCC.

## Oregon State University – Cascades Campus

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From Fall 2004 through Fall 2007, the number of students dually admitted between Oregon State University – Cascades and COCC increased by 10%, from 497 students to 550. Of the 550 students attending Fall 2007:

- 106 students started as freshman (+68% since Fall 2004);
- 291 transferred from COCC (+4% since Fall 2004) ;
- 153 transferred from other institutions (flat since Fall 2004); and

- 477 (72%) are enrolled in OSU programs; the remainder are enrolled in partner institution programs.

## Central Oregon Demographics

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The following information is a combination of data from the U.S. Census Bureau, U.S. Department of Education, U.S. Department of Labor & Statistics and related sources. In some categories, the most recent detailed data is only available from the 2000 census.

Age: The only age groups expected to increase in size in Central Oregon between now and 2012 are ages 55 to 74. All others are expected to either be flat or decrease.

Gender: While the gender mix at COCC and on college campuses nationwide is approximately 60% women and 40% men, the overall Central Oregon gender mix remained at a 50-50 split from 1990 to 2005.

Race/Ethnicity: Central Oregon remains over 90% white with the largest minority growth being in the Hispanic/Latino population (3.3% of the population in 1990 and 6.7% in 2005). Overall minority population increased from 5.6% to 8.8%.

Income: The percent of individuals below the poverty line averages 12.5% for the tri-county area, Oregon and the U.S. In looking at students eligible for the free- or reduced-lunch program, nearly all school districts within the COCC college district saw a significant increase in the percentage of eligible students from 1999-00 to 2004-05 (e.g., Bend-LaPine increased from 27.7% to 34.8%; Jefferson County increased from 50.1% to 80.5%).

Education Level: Estimates on education levels are only available for census years and are not available for 2005. However, in comparing 1990 education levels to 2000, Central Oregon residents who already have a college degree increased from 18.1% to 23.1%. while those with no college education dropped from 51.1% to 41.0%.

## Appendix C: Questions & Areas for Future Research

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As previously mentioned, the data review and SEM goal development led to numerous additional questions. The SEM goals in this report provide COCC with enrollment direction for the next five years. The following questions are meant to form the basis for a long-range institutional strategic enrollment management plan.

### Enrollment, Recruitment & Outreach

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1. Do we need to review our getting started steps to make it easier for departments to partner with area businesses and offer credit classes for their employees (one example is to attach placement testing to the course, not to the student)?
2. Dual admission students: How many students start at COCC and then are later admitted to OSU vs. how many start at COCC as dual admits?
3. Underrepresented Populations: Expand goals regarding Native American and Hispanic student participation to non-credit programs; consider including first generation, low-income students and/or those with less than a high school education.

### Persistence & Graduation Rates

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1. What are the persistence rates of Native American students and Latino students?
2. A significant number of students drop one or more classes each year. Of those who paid for their courses (albeit via financial aid or self-pay), why are they not completing the classes? What is their overall success rate for their initial term versus the longer term?
3. The number of ABE students who matriculate to COCC credit classes seems low ~ how does this compare to other Oregon community colleges?
4. For those students who participated in a COCC class while in high school but do not attend COCC, which institutions are they attending (if anywhere)?
5. Is participation in a high school program an influence on why students choose to attend COCC, or were those students planning on attending COCC anyway?
6. What are the success rates (completion, GPA, retention) of students who participate in student activities (e.g., club/IM sports, residence hall, new student orientation)?
7. We are currently measuring retention over a two year period based on whether or not a student declared themselves to be certificate or degree seeking. Can/should we measure retention/success based on entry goals (“reasons for taking credit classes” as listed on admissions application)?

8. Should we look at retention within ABE programs?
9. What is the retention and success rates for residents compared to non-residents?

## Credit & Non-Credit Offerings

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1. A decade ago, the percentage of certificate- and degree-seeking students increased significantly (from 62% to 82%); however, that percentage has since dropped and is now 76%. Why the fluctuation? What changes did we make that might've caused it? What classes are NCDS students taking? Given the change in our area demographics, do we need a greater focus on NCDS types of classes? Where do NCDS students and NC classes overlap?
2. Are there common characteristics amongst students who take evening classes (e.g., number of credits, degree intent, goal)? How can we best serve this population?
3. Which courses have a high percentage of D, F and W grades?
4. Our community is changing and COCC has traditionally had an emphasis on credit/degree-track programs. Do we need to change as our community demographics change?
5. Courses and programs are offered in a traditional format and at traditional times. Need to review how/when courses and programs are offered.
6. Should courses be scheduled so that students can complete the AAOT only taking evening classes?
7. Assess the program mix – is it appropriate for our current demographic?

## Developmental Instruction

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1. Is there a difference between students who test into developmental math compared to developmental writing when it comes to short- and long-term retention?
2. Students taking developmental classes have approximately a 49% completion rate. Are they more likely to take certain courses over others? Will mandatory placement into math and/or writing courses increase this rate?
3. Why drop in students testing into math 10/20?
4. How many students are registering in classes other than those they tested into (e.g., tested in MTH 20, but register in MTH 65)? Is there a pattern amongst what level they test into compared to which classes they register for?

## Miscellaneous

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1. Why did the number of people taking the placement drop significantly in 2005-06? Are we not attracting the same type of student any more, or are students coming more prepared?
2. Should we replicated the State Institutional Research Enrollment Trends study just for COCC? How do we differ from statewide trends?
3. Further research on area demographics needed.
4. Should we further define transfer student information to determine where they transferred (cc, four-year, out-of-state)?
5. For those students who get an AA from COCC versus those that don't, what percent complete a bachelors degree?