DUTCHESS
COMMUNITY COLLEGE

Recruitment Plan
January 2016 - December 2020

Draft
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Five Year Plan of Work ..... Document Attached

Recruitment Plan

Introduction

Recruitment is defined as all activities spanning initial contact of prospective students through completed first-time credit enrollment at DCC. While the Admissions Office functions as the center point of recruitment, we believe it is most successful when embraced and assisted by the college community as a whole.

Purpose

The purpose of this plan is to increase enrollment in support of the college five year plan, as well as the mission and goals. Additionally, to further enhance access for an increasingly diverse student population through a structured framework that is also flexible. The plan will support the strategic and academic master plans of the institution.

Dutchess Community College Mission, Vision, and Goals

MISSION
Dutchess Community College offers educational opportunities that prepare individuals to realize their full potential and contribute to a diverse and global society.

VISION
Dutchess Community College aspires to be an innovative, transformative community of learners that promotes exemplary student success.

GOALS

- Increase student success.
- Promote collaborative campus culture.
- Enhance institutional effectiveness through integration of assessment, planning and resource allocation.
- Contribute to the vitality of the region through community engagement.
- Embrace diversity as an integral part of our institutional identity.

The goals listed above are part of the College's Five Year Strategic Plan. The recruitment plan will create a five year plan of action based on the goals above, within the context of the internal and external opportunities and challenges facing DCC. Enrollment goals shown on page 11 were submitted to SUNY as part of a Performance Improvement Plan initiative. This internal and external data is shown below.

Recruitment Plan Objectives

The primary measurable objective is to increase first-time enrollment.

The development of recruitment initiatives for each of the following constituency groups:

- Traditional Students – Commuters
- Traditional Students – Residential Students
- Under-represented Students
- Non-Traditional (Adult) students
- DCC Concurrent Student Conversion to matriculation
- DCC High School Equivalency (HSE) Program Students
- DCC South and Off-Campus Site Students
- Non-matriculated (visiting) Students
- International Students (F-1) and Out of State Students
- Veterans
- Re-Enrolling Former DCC Students not Graduated or Transferred

Environmental Overview

Internal data

DCC offers 54 programs at the associate degree and certificate levels. The College has experienced a decline in enrollment over the past three years, particularly with our part-time students (excluding concurrent high school students). As you will see from Table 1, we have seen this population decrease 12% since 2012. Our full-time population has also seen a decrease, as the number of high school graduates continues to shrink. The high school trends are essential to track, as 79% of our students are traditional, the majority of our programs are transfer, and face-to-face instruction is the primary course delivery method. Full-time students comprise 63% of the on-campus population.

Table 1: Dutchess Community College Fall Credit Hour Enrollment Analysis; 2012-2013 to 2014-2015

Total Fall Semester Credit Hour Enrollment						
Year	Full-time	% change from previous year	Part-time	% change from previous year	High School	% change from previous year
2012-2013	70104	0.34%	20192	-3.36%	9847	19.68%
2013-2014	68617	-2.12%	18876	-6.52%	11284	14.59%
2014-2015	66160	-3.58%	17779	-5.81%	11533	2.21%

Source: Institutional Research Fact Books

The area that has seen the largest growth over the past three years is the Concurrent High School Program serving more than 2,800 students enrolled in 196 course sections taught in the region's 20 high schools. Despite the decline in high school graduates, this program continues to grow. Table 2 shows that the percentage of overall enrollment within our concurrent population is now over 25%.

Overall Enrollment by Program Area

Table 2: Total Enrollment by Program Area

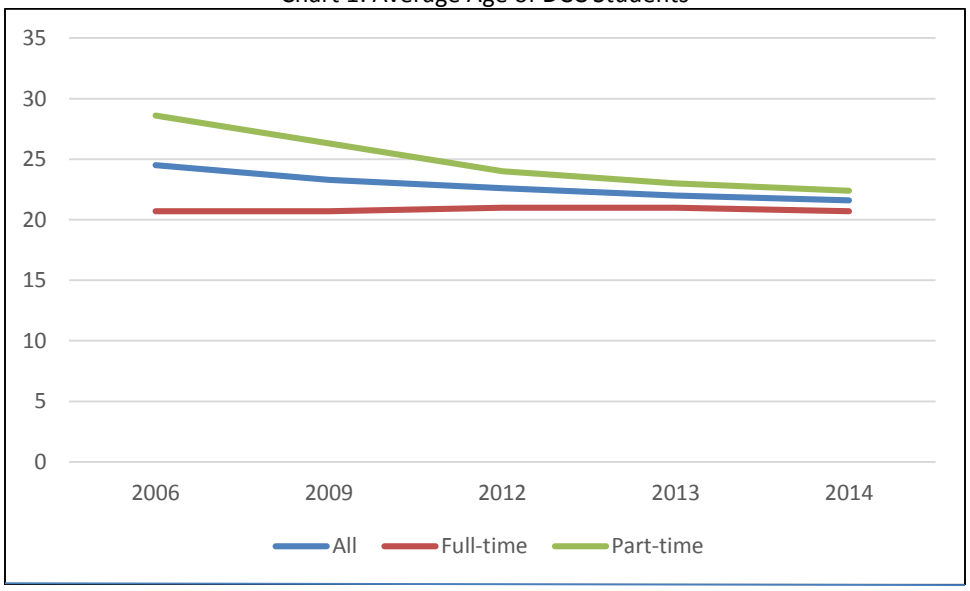
Program Area	Fall 2012	Fall 2013	Fall 2014
Arts and Communications	6%	6%	6%
Business Technologies	11%	10%	10%
Engineering Technologies	6%	6%	6%
Health Technologies	11%	10%	7%
High School (Concurrent Enrollment)	21%	25%	26%
Human Services	10%	11%	11%
Liberal Arts & Science	29%	28%	30%
Non-Matriculated	6%	4%	4%

Sources: DCC Fact Book Fall 2003 – Fall 2012, Fall 2004- Fall 2013, Fall 2005 – Fall 2014; p. A-4

Overall Enrollment by Age

The College has experienced a decline in the number of part-time adult students over the years, as well as a decrease in the average age of our part time students.

Chart 1: Average Age of DCC Students



Source: DCC Fact Book: Fall 2005 – Fall 2014, page B.5

DCC South Headcount

Table 3: DCC South Headcount vs. Overall Enrollment

Year	College Headcount*	DCC South Headcount	% of Total Headcount	College FTE*	DCC South FTE	% of Total FTE
2012	8,234	1,924	23.3%	3,010	414.60	13.8%
2013	7,754	1,765	22.8%	2,916	395.37	13.6%
2014	7,340	1,645	22.4%	2,768	372.97	13.5%

*College headcount and FTE exclude concurrent students

Source: DCC Fact Book Fall 2005 – Fall 2014; DCC South FTE Source: TermSection Download from SUNY OBI Warehouse, and location from SSBSECT Banner table.

While DCC saw a significant jump in applications between fall 2012 and 2013 (1,099 total), this did not translate into an increase in registrants. The increase in applications was primarily based on the demand for housing, which opened in 2012. Since many of these applicants were interested in housing, the overall yield actually went down 8.5% in 2013, with the largest hit category being first time, full time students, down 11.1%.

Table 4: Dutchess Community College – First Time Fall Enrollment- Matric by Full/Part time and Yield

	Fall 2012		Fall 2013		Fall 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
First-Time Applicants	4374	505	5451	450	5312	442
First-Time Registrants	2043	176	1941	173	1839	169
Transfer Applicants	859	222	881	178	826	201
Transfer Registrants	298	78	265	61	280	67
Total Applicants (First-Time and Transfer)	5233	727	6332	628	6138	643
Total Registrants (First-Time and Transfer)	2341	254	2206	234	2119	236
First Time Student Yield (applicants/registrants)	46.7%	34.8%	35.6%	38.4%	34.6%	38.2%
Transfer Student Yield	34.6%	35.1%	30%	34.2%	33.8%	33.3%
Combined Yield	44.7%	34.9%	34.8%	37.2%	34.5%	36.7%
Combined Yield (full and part-time)		43.5%		35.0%		34.7%

Source: ST0011C for applicants; SUNY Dashboard for registrants (IR)

New Student Enrollment by Age

Dutchess Community College primarily serves traditional age students. As demonstrated in table 5, 91.6% of our new first time and transfer matriculated students spanning fall 2012-2014 were between

the ages of 18 and 24. One of our College goals is to increase degree opportunities for adults in order to increase this population.

Table 5: Dutchess Community College – New Student Enrollment by Age

		Fall 2012		Fall 2013		Fall 2014	
Higher Education History	**Age Group**	**Full Time**	**Part Time**	**Full Time**	**Part Time**	**Full Time**	**Part Time**
First-Time and Transfer	Under 18	**23**	**2**	**25**	**0**	**16**	**5**
	18 – 19	1877	99	1809	88	1743	88
	20 – 21	216	34	182	33	176	30
	22 – 24	108	39	96	29	86	39
	25 – 29	51	19	44	23	46	31
	30 – 34	25	17	15	23	17	13
	35 – 39	13	17	5	18	12	15
	40 – 49	18	21	21	13	14	11
	50 – 64	10	6	9	7	9	3
	65 & over	0	0	0	0	0	1
	Totals	2341	254	2206	234	2119	236

Source: SUNY Dashboard Report from IR

New Student Enrollment by Ethnicity

DCC saw an increase in our ethnic diversity numbers between fall 2011 and 2012, as a result of a change in IPEDS reporting as well as the opening of the residence hall in 2012. The percentages of our Hispanic/Latino and black and African American populations increased at a combined rate of 9.5%, while the white population went down 9.2%.

Table 6: Fall Enrollment - Matric by Race/Ethnicity Breakdown

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
IPEDS Race Ethnicity	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**
Non-resident alien	**20**	0.8%	**28**	1.1%	**31**	1.3%	**17**	0.7%
Asian or Pacific Islander - Legacy	**5**	0.2%	**3**	0.1%	**3**	0.1%	**1**	0.0%
Unknown	**14**	0.5%	**12**	0.5%	**10**	0.4%	**12**	0.5%
Hispanic/Latino	**382**	**14.9%**	**513**	**19.8%**	**463**	**19.0%**	**483**	**20.5%**
American Indian or Alaska Native	**5**	0.2%	**2**	0.1%	**5**	0.2%	**5**	0.2%
Asian	**47**	1.8%	**38**	1.5%	**38**	1.6%	**35**	1.5%
Black or African American	**269**	**10.5%**	**392**	**15.1%**	**318**	**13.0%**	**367**	**15.6%**
Native Hawaiian or Other Pacific Islander	**4**	0.2%	**1**	0.0%	**2**	0.1%	**2**	0.1%
White	**1729**	**67.3%**	**1507**	**58.1%**	**1476**	**60.5%**	**1322**	**56.1%**
Two or more races	**96**	3.7%	**99**	3.8%	**94**	3.9%	**111**	4.7%
Total	**2571**	**100%**	**2595**	**100%**	**2440**	**100%**	**2355**	**100%**

Source: SUNY Dashboard – Institutional Research

We expect to see a continued increase in the Hispanic/Latino population, based on demographic projections shown in the graphic on page 9.
External Data

Several external factors impact the recruitment initiatives of the college. The most notable factors are the decreasing high school population and demographic shift regarding ethnicity of our general population in the county.

Students coming to DCC from high school present challenges regarding remediation. DCC's own numbers and those in "The Diploma Disconnect," a report by Hudson Valley Pattern for Progress, reflect students' unpreparedness for college-level work. Also, graduation rates fluctuate dramatically across Dutchess County, from 50% in the City of Poughkeepsie, where every student receives free lunch, to over 90% in the wealthier districts. The research below shows school enrollment numbers throughout the Hudson Valley, projecting the overall number of students to decline through 2023.

Table 7: Pattern for Progress Enrollment Projections in Hudson Valley Schools Through 2023

School District (with peak population since 1993) as of May	1993	Peak	2010	2013	2023 Projection	% change from peak to 2013 actual	% change from peak to 2023 projection
Dutchess County							
Pine Plains CSD (1994)	1498	1528	1108	977	880	-36%	-42%
Red Hook CSD (2005)	2015	2328	2163	1951	1533	-16%	-34%
Northeast CSD (1993)	1065	1065	771	747	705	-30%	-34%
Hyde Park CSD (2002)	4222	4584	4050	3652	3217	-20%	-30%
Millbrook CSD (2008)	990	1229	1180	1048	876	-15%	-29%
Pawling CSD (2007)	1134	1462	1354	1246	1063	-15%	-27%
Arlington CSD (2005)	7852	10315	9724	8991	7646	-13%	-26%
Spackenkill UFSD (2003)	1479	1835	1613	1499	1380	-18%	-25%
Rhinebeck CSD (2000)	1227	1296	1162	1096	1002	-15%	-23%
Dover UFSD (2001)	1592	1815	1560	1437	1407	-21%	-22%
Beacon City SD (2004)	2673	3592	3292	3049	3043	-15%	-15%
Poughkeepsie City SD (2003)	3412	4647	4448	4214	3994	-9%	-14%
Wappingers CSD (2006)	10737	12501	12314	11587	11026	-7%	-12%
Dutchess County Totals	**39896**	**48197**	**44739**	**41494**	**37772**	**-14%**	**-22%**
Putnam County							
Mahopac CSD (2004)	4028	5369	4922	4603	3944	-14%	-27%
Brewster CSD (2003)	2841	3711	3407	3210	3001	-14%	-19%
Garrison UFSD (2005)	254	295	260	235	243	-20%	-18%
Carmel CSD (2002)	4360	4956	4581	4306	4134	-13%	-17%
Putnam Valley CSD (2004)	1208	1939	1819	1759	1670	-9%	-14%
Haldane CSD (2009)	745	901	892	869	802	-4%	-11%
Putnam County Totals	**13436**	**17171**	**15881**	**14982**	**13794**	**-13%**	**-20%**
Orange County Totals	**54125**	**66779**	**62317**	**59306**	**55532**	**-11%**	**-17%**

Ulster County Totals	**26286**	**28915**	**24748**	**23182**	**22158**	**-20%**	**-23%**
Westchester Totals	**110839**	**150724**	**143847**	**143420**	**142283**	**-5%**	**-6%**

Source: Diploma Disconnect; Hudson Valley Pattern for Progress (August 2015)

In addition, table 8 shows the Chronicle of Higher Education provided data projecting the number of Dutchess County residents reaching college age within 14 years, starting with 2014.

Table 8: Dutchess County residents reaching college age within 14 years -
Number of children reaching college age in 0 to 14 years: 52,585 (17.7 percent of the total population)

Dutchess County Students Reaching College Age Over 0 to 14 Years							
Years from College Age	Graduation Year	White	Black	Hispanic or Latino	All Others	Total	
0	2014	2,888	438	518	274	4,118	
1	2015	2,846	397	544	290	4,077	-1.00%
2	2016	2,700	406	508	293	3,907	-4.17%
3	2017	2,582	403	551	311	3,847	-1.54%
4	2018	2,514	375	531	327	3,747	-2.60%
5	2019	2,502	374	528	344	3,748	0.03%
6	2020	2,410	338	549	282	3,579	-4.51%
7	2021	2,341	324	556	340	3,561	-0.50%
8	2022	2,293	310	547	310	3,460	-2.84%
9	2023	2,135	317	524	326	3,302	-4.57%
10	2024	2,049	303	561	316	3,229	-2.21%
11	2025	1,959	315	595	321	3,190	-1.21%
12	2026	1,862	268	593	331	3,054	-4.26%
13	2027	1,734	317	535	286	2,872	-5.96%
14	2028	1,730	301	565	298	2,894	0.77%

http://chronicle.com/article/Who-Will-Reach-College-Age-in/144061

The Chronicle website also projects that the number of children reaching college age in 0 to 14 years will be 52,585 (17.7 percent of the total population). Both of these tables illustrate the challenges the college faces concerning traditional student enrollment for the next 7-10 years.

We are also looking at a demographic shift in the county as well. According to the Chronicle graphic below, we can expect the largest increase in those students reaching college age in the next 14 years to be Hispanic (9.1%). They also project significant decreases in the white and black categories.

Demographic change over time

Among those in **Dutchess County** who will reach college age in **0** to **14** years, **children of Hispanic or Latino origin** show the greatest percentage difference.

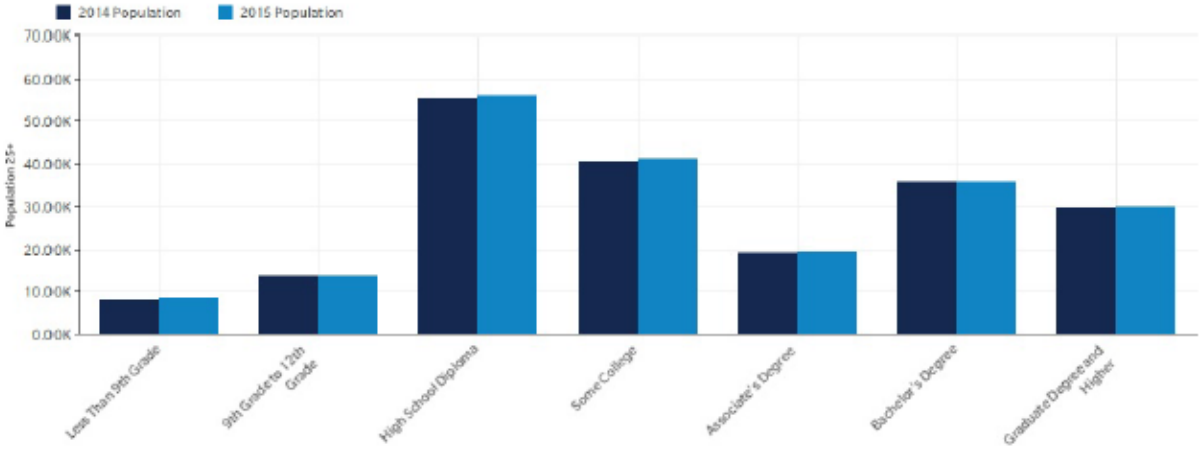
-40.1%	-31.3%	+9.1%	+8.8%
White	Black	Hispanic	All other

Source: http://chronicle.com/interactives/prospects#36027/0-1

This demographic change will be seen in non-traditional populations as well. The county is experiencing increasing diversity, with the Hispanic and multiracial populations expected to grow over the next few decades, according to the U.S. Census Bureau. Countywide, 23% of residents are black or Hispanic, while in the City of Poughkeepsie, just minutes from campus, these minorities represent half the residents.

In addition to our traditional learners, we are also focusing on the adult market. In 2015, DCC contracted with EMSI (Economic Modeling Specialists Intl.) to provide us with information regarding our areas of opportunity with academic program development. The following chart, from their Dutchess County Educational Attainment Overview, dated October 2015, shows that 58% of the population, ages 25 and older, in Dutchess County have earned less than an Associate's Degree.

Chart 2: Dutchess County Educational Attainment Overview, dated October 2015



Education Level	2014 Population	2015 Population	2014 % of Population	2014 State % Population	2014 Nat. % Population
Less Than 9th Grade	8,170	8,270	4%	7%	7%
9th Grade to 12th Grade	13,702	13,754	7%	8%	8%
High School Diploma	55,572	55,895	27%	27%	28%
Some College	40,719	41,086	20%	16%	21%
Associate's Degree	19,140	19,237	9%	8%	8%
Bachelor's Degree	35,885	35,873	18%	19%	18%
Graduate Degree and Higher	29,661	29,869	15%	14%	11%
Total	202,850	203,985	100%	100%	100%

Source: QCEW Employees - EMSI 2015.2 Class of Worker

According to the U.S. census, one-third of Dutchess County residents 25 years and older do not have a postsecondary credential.

An additional external factor is the continued tightening of federal and state financial aid regulations on students, including Satisfactory Academic Progress. Students must successfully complete their degree courses in a reasonable time in order to continue receiving aid through their DCC career.

Enrollment Goals

In 2015, SUNY created clear metrics for institutions to use to evaluate institutional effectiveness. Some of which related to this report include enrollment areas such as admissions yield, total headcount, percentage of students from New York, as well as those out of state or outside the U.S. DCC created targets for overall enrollment as well as percentages of students from New York State and abroad.

Table 9: SUNY Excels Data Submitted by DCC

Access	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2018**	**Fall 2020**
Total Student Headcount	10,478	10,232	9,905	9,472	9,744
Student AAFTE	7,395	7,244	6,978	6,633	6,845
Percent of Total Headcount Full-Time	48.2%	47.8%	47.1%		
Percent New York State	99.0%	98.5%	98.7%	98.4%	98.2%
Percent International	0.7%	1.1%	1.0%	1.2%	1.4%
Percent Student Minority	31.8%	32.4%	34.2%		
Percent Student Underrepresented Minority	28.9%	29.6%	31.3%		

Source: SUNY Excels Report

The following tables show the new student and overall college enrollment goals. These targets were established based upon the college strategic plan as well as the demographic data presented above:

Table 10: DCC Admissions Enrollment Goals

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Plan Fall 2018	Plan Fall 2020
Applicants	5,419	6,009	6,960	6,781	6,710	6,795
Acceptances	2,757	2,893	2,704	2,558	2,531	2,634
Enrolled	2,597	2,698	2,494	2,416	2,435	2,497
Enrollment Yield	47.9%	44.8%	35.8%	35.6%	36.2%	36.7%

Source: Admissions Institutional Effectiveness Report (First day of class numbers)
The above numbers have been revised since initial report to SUNY. 2011 numbers added to show impact of residence hall on applications in 2012.

Table 11: Trends in Fall Student Enrollment and AAFTE

	Fall 2012	Fall 2013	Fall 2014	5-Year Percent Change	Plan Fall 2018	Plan Fall 2020
Student Headcount Enrollment						
Total Students	**10,478**	**10,232**	**9,905**	**0.8%**	**9,472**	**9,744**
% Full-time	48.2%	47.8%	47.1%	-		
% Undergraduate	100.0%	100.0%	100.0%	-	100.0%	100.0%
Total Undergraduate Students	**10,478**	**10,232**	**9,905**	**0.8%**	**9,472**	**9,744**
% Full-time	48.2%	47.8%	47.1%	-		
Full-time Undergraduates – Total	5,052	4,893	4,666	-11.5%		
Full-time First-time	2,046	1,941	1,839	-9.9%		
Full-time Transfers	298	266	280	10.2%		
Full-time Continuing & Returning	2,658	2,619	2,495	-14.3%		
Full-time Other	50	67	52	-24.6%		
Part-time Undergraduates	5,426	5,339	5,239	15.2%		

	2012-13	2013-14	2014-15	5-Year Percent Change	Plan 2018-19	Plan 2020-21
AAFTE						
Official AAFTE	**7,395**	**7,244**	**6,978**	**-**	**-**	**-**
Planned AAFTE	7,629	7,292	7,220	11%	6,633	6,845

Source: SUNY Data Warehouse and Campus Approved Enrollment Plans

Target Markets

- **Traditional Students – Commuters**
  The percentage of students age 22 and under was 77% in both fall 2013 and 2014, up 3% from 2012. This is the market for which the majority of our recruitment efforts are currently directed. Activities for 2015-2016 will continue to develop cooperative relationships with our top feeder high schools to increase our percentage of high school graduates within our catchment area.

  Our 20 top high schools with the highest number of full time registrants between fall 2012 and 2014 consist of 11 schools in Dutchess County, four in Ulster, three in Putnam, and one in Orange County.

Table 12: Top Feeder High Schools – Fall 2012-14
High School Graduates from 2012-14 who Applied and Registered Full Time to DCC (ranked by Percentage)

High School Name	Applied FT	Accepted	Registered FT	% of Applicants who Registered
Millbrook High School	110	95	90	81.8%
John Jay Senior High School	713	634	569	79.8%
Spackenkill High School	157	136	121	77.1%
Roy C Ketcham Senior High School	648	569	494	76.2%
Franklin D Roosevelt HS	426	378	320	75.1%
Arlington Senior High School	1071	916	793	74.0%
Highland High School	191	161	141	73.8%
Dover Jr-Sr High School	152	130	106	69.7%
Beacon High School	356	294	244	68.5%
Poughkeepsie High School	373	283	246	66.0%
Red Hook Central High School	116	90	75	64.7%
Pawling High School	124	96	79	63.7%
Carmel High School	331	249	197	59.5%
Brewster High School	145	105	82	56.6%
Marlboro Central High School	259	192	145	56.0%
Wallkill Senior High School	194	125	97	50.0%
Mahopac High School	156	102	68	43.6%
General Equivalency Diploma	272	156	114	41.9%
Newburgh Free Academy	402	245	153	38.1%

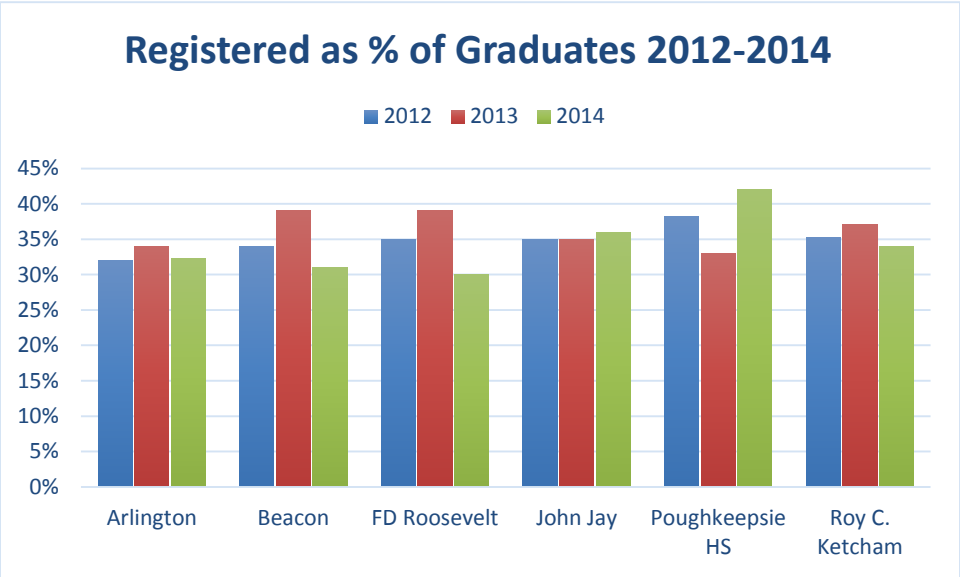
Source: ARGOS Report – ST0008 – Recruit and Applicant Totals by High School (Fall 2012, Fall 2013 & Fall 2014)

Of these, the largest schools in Dutchess County are Arlington, John Jay, and Roy C. Ketcham. While Arlington has the largest number of graduates, John Jay and Roy C. Ketcham both have a higher average capture rate of overall graduates over the past three years (see table 3). One of our goals in Arlington is to raise the average capture rate to at least 35% to compensate for future lower graduation numbers.

When developing our recruitment initiatives, we make sure that we are focusing the most attention on the three schools listed above, as well as Beacon, F.D. Roosevelt, and Poughkeepsie High Schools, which together produced 81% of our Dutchess County applications and 82% of

Dutchess County registrants in 2014 (Source: Institutional Research Graduation Candidates report). Starting with the fall 2015, we have been able to get into all senior English classes in four of the six schools to give college-readiness presentations with our office of Academic Services. This has increased our exposure with the graduating classes early in their senior year. We have delivered early awareness presentations at two junior high schools, which feed into Roy C. Ketcham and John Jay High schools.

Chart 3: Capture Rate for Top Six Feeder High Schools



Source: Inst. Research, Capture Rates for High Schools 2012, 2013, & 2014 (NY SED Data)

When reviewing strategies, it is also essential that the College review the role DCC South plays within our institution. This location offers courses and limited services to students living in the southern portion of the county, as well as Putnam and Orange counties. The current lease expires on this building in 2017 and the future of this location will certainly have an impact on enrollment.

- **Traditional Students – Residential Students**

  While resident students make up only 9% of our total student body, the Admissions Office is often invited to visit schools in Westchester County and NYC. With only 450 beds, and 300 new beds available in a given year, we strive to balance the requests with our ability to house these students. The application yield is very low for these areas compared to the Hudson Valley (see Table below). There will be an off-campus apartment complex opening nearby in 2016, which may provide us with the possibility of some more residential students. We currently do not visit individual high schools in these areas, but do attend the larger fairs in these communities that are large feeders to our residence life operation and host 20-25 on-campus programs annually. As of 2015, our NYC recruitment is limited to SUNY sponsored college fairs and school counselor events.

Table 13: Cumulative application yield by geographic region (Fall 2012-2014)

	Applications	Registered	Application Yield

Hudson Valley	8504	4680	55.0%
NYC & Westchester	4119	232	5.6%
Total Applications	13392	5181	38.7%

Source: ARGOS, ST0011C

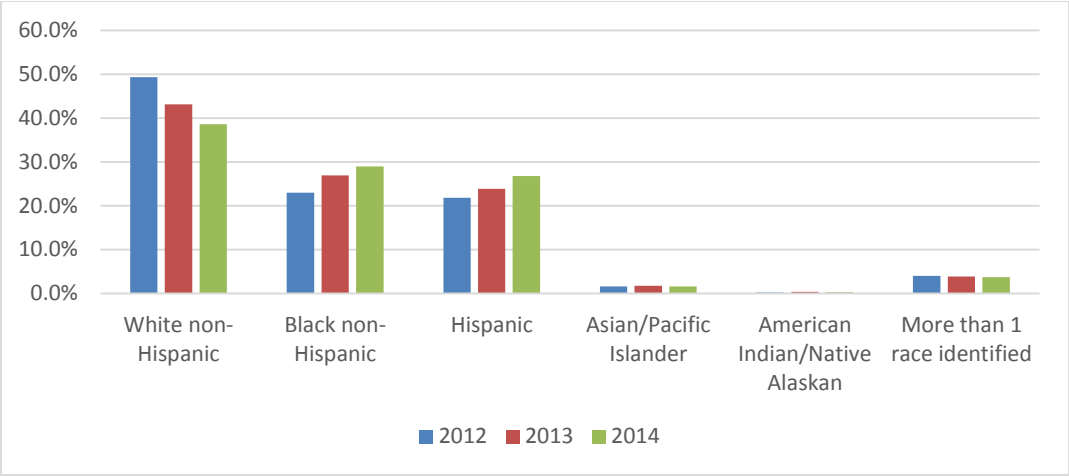
The DCC Admissions and EOP staff interview all housing applicants who graduate from high school with an average between 70-74.9. This policy was established for the fall 2013 semester and has helped us identify students who are a good risk to admit into housing.

A new Dutchess County Loop Bus route will connect the campus with the Poughkeepsie Train Station, making it easier for students from across the state to have access to visit campus as prospective students, as well as attend the college.

- **Under-represented students**
  In refreshing its Mission, Vision and Goals in spring 2015, the College named Diversity as an institutional goal, with the commitment to "Embrace diversity as an integral part our institutional identity." While the percent of under-represented students is on the rise at DCC, we must continue to work to ensure greater access for this population. The Admissions Office works annually with local Liberty Partnership and Upward Bound programs to provide tours to their students.

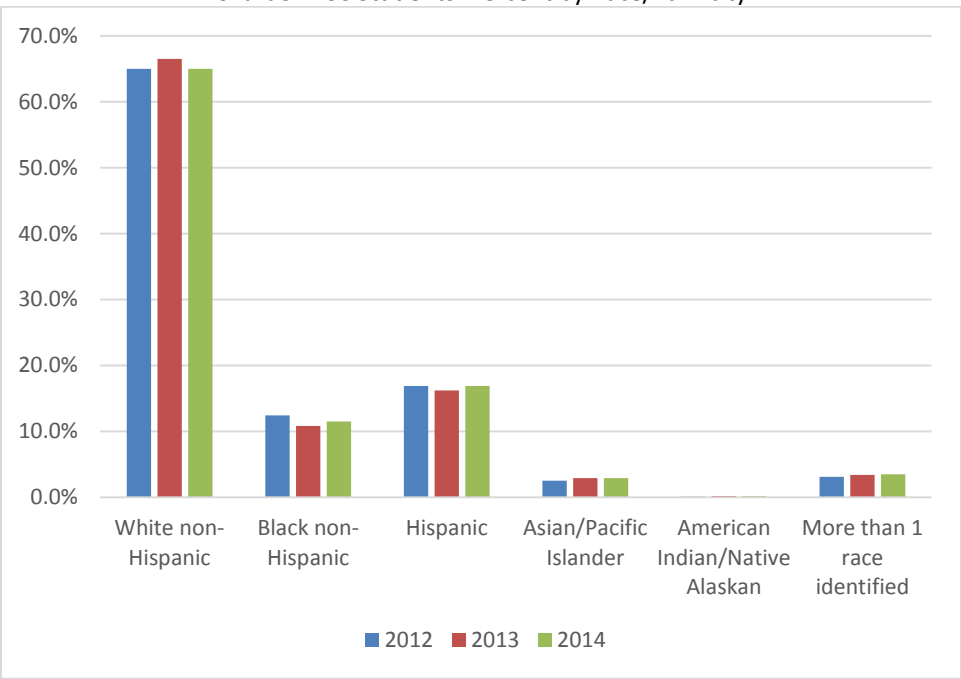
  Since the opening of the residence hall, DCC has received applications from a more diverse population (chart 4). However, due to the fact that most of these applicants are from outside Dutchess county and our limited beds, the number of applicants from those groups is not translating into students at a high rate (chart 5). Most notably, Black, non-Hispanic students accounted for almost 30% DCC applicants in 2014, however, approximately 12% attended.

Chart 4: DCC **Applicants**: Percent by Race/Ethnicity



Source: DCC Fact Book: Fall 2005 – Fall 2014

Chart 5: DCC **Students**: Percent by Race/Ethnicity



Source: DCC Fact Book: Fall 2005 – Fall 2014

In 2014 the College began a significant collaboration with the Poughkeepsie City School District on a $2.6 million P-TECH initiative. The program launched the summer of 2015 with a cohort of 50 rising 9th graders. When the program is fully enrolled over the next five years, 300 primarily minority students will earn both a high school diploma and an associate degree in engineering or electrical technology within six years. The College's heightened involvement in the school district and visibility with parents and students is expected to result in additional enrollments – and better completion rates – in this typically under-represented group.

For inner-city minority youths aged 18-24, DCC's Office of Community Services has, for the past five years, partnered with Nubian Directions' Youth Build Program. This year-long offering includes the DCC High School Equivalency program plus a contextualized building trade program. Construction

skills areas include shop safety, electrical wiring, plumbing, dry wall, carpentry, painting and proper use of tools and machinery. Green applications, energy efficiency and special projects are incorporated into all aspects of this program as well as the practical experience for internal and external projects. Successful completion of this program provides graduates with the opportunity to earn Pre-Apprenticeship and construction-safety certifications. To provide a pathway to the college for the successful graduates, DCC has approved four proficiency credits toward the College's construction technology degree program.

Another opportunity to better serve under-represented minorities, especially the Hispanic population, is by facilitating their transition from our state-approved ESL and HSE programs to degree- or certificate-bearing programs on the credit side. More than 80% of the students served by the College's ESL and HSE programs identify as Hispanic or non-white. Increased funding would enable the College to provide the labor-intensive support these typically underserved individuals require – both for enrollment and completion.

The College also will be reviewing the locations at which it offers both credit and non-credit classes, to ensure services are accessible to underserved populations. For example, opportunities to expand to sites in the cities of Poughkeepsie and Beacon are under consideration.

- **Non-Traditional (Adult) students**
  According to The Chronicle of Higher Education website (chronicle.com/interactives/prospects#36027/0-5), 32 percent of adults in Dutchess County have earned a bachelor's degree, which is significantly more than in most counties.

  This is a population that has not been actively recruited over the past 5 years. In the fall of 2014, the Admissions Office expanded their office hours until 7pm on Tuesday evenings in order to better serve adult learners. DCC has also contracted with EMSI for an Economic Overview and Program Gap Analysis Report to understand the academic needs of this community as well as employment opportunities.

  As part of the College's renewed focus on adults, we have enhanced outreach and services to veterans. A Veterans Resource Center has just opened to provide targeted services and support to the 166 veterans and active military currently studying at DCC. Additional resources are being sought to meet the needs of this special population.

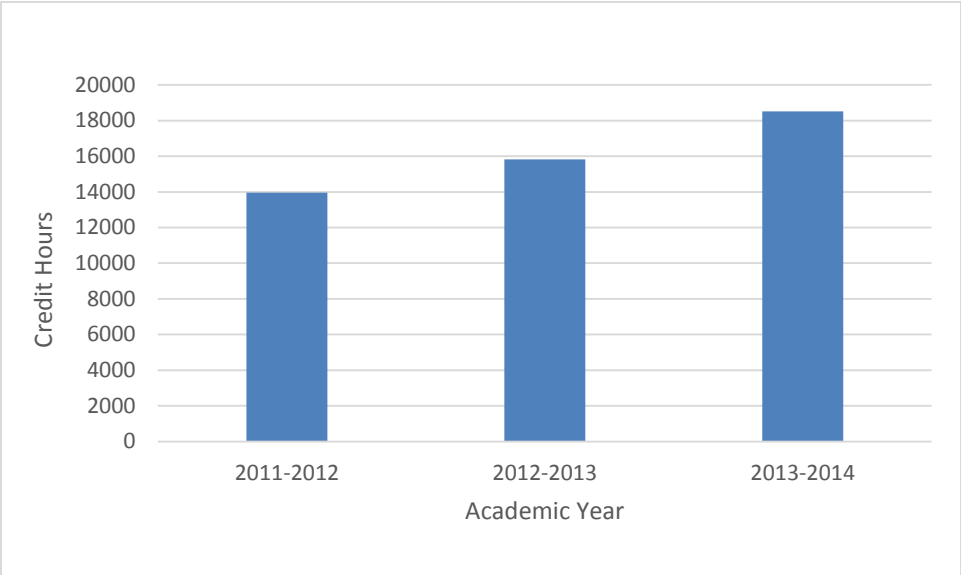
  On the academic front, work is already underway to increase adult enrollment. For example, an accelerated hybrid business program is under development for launch by 2017, and additional opportunities are under review. Efforts continue to enhance linkages between non-credit and credit offerings so students can seamlessly enter degree- or certificate-bearing programs after completing vocational training, or our ESL or high school equivalency programs. The process of granting experiential learning credits also is being reviewed.

  In addition to the above, we will continue conversations with Marist College to explore ways to expand cohort program opportunities.

DCC Concurrent Student Conversion to matriculation

With over 2,550 students taking DCC courses while in high school, we must continue to actively recruit this population through direct mail campaigns, as well as special programming. We currently bring a few classes to campus each year to visit the library, take a tour of the campus, and get their DCC ID.

Chart 6: DCC Concurrent Student Enrollment



Source: DCC Fact Book: Fall 2005 – Fall 2014

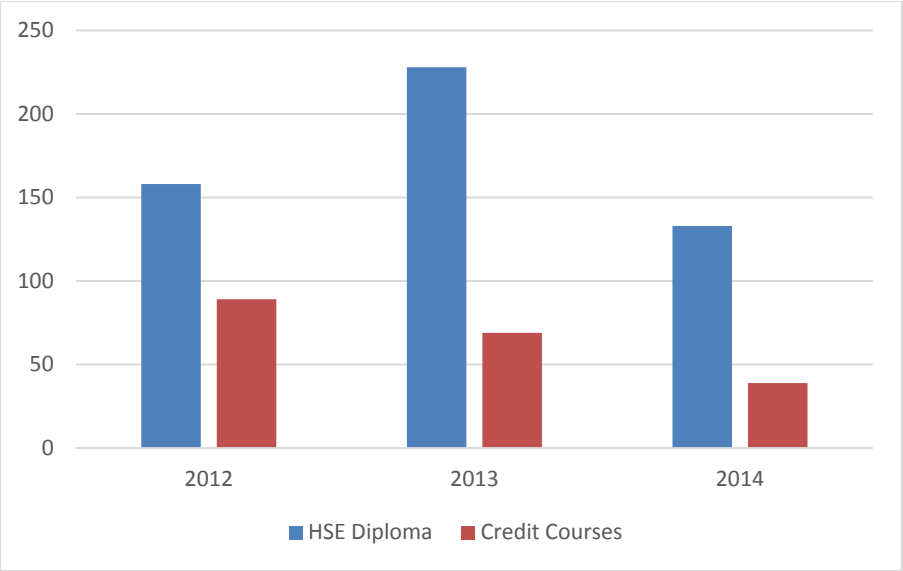
Success of the program is measured not only in the number of students who successfully complete the coursework, but in the number of those who continue their studies at DCC. The average capture rate of this population has been 20% of our new students and 36% of new and continuing students over the past three years, and growth in this population is expected.

Efforts to entice this student conversion to matriculation include enhanced visit opportunities to DCC as well as the use of Degree Works to inform the student where their courses fit into an Associate's degree at DCC.

- **DCC High School Equivalency (HSE) Program Students**
  The Office of Community Services had approximately 800 students enrolled in the HSE program last year. Working together, we have implemented new initiatives to recruit this population into credit courses upon completion of the HSE exam. In addition, Community Services hired a Transitions Coordinator in the fall 2015 semester to specifically meet with and assist students with the transition to DCC upon completion of the HSE.

  The following chart compares the number of students who successfully completed the HSE program with current or previous year students who enrolled in credit courses.

Chart 7: Community Service High School Equivalency Students who take college credit courses



Source: DCC Office of Community Services

- **DCC South and Off-Campus Site Students**
  DCC South, located in Wappingers Falls, serves students predominantly from the southern portion of the county, as well as Putnam and Orange county students. DCC South has averaged 183 sections taught over the past three years. Overall headcount has decreased by 26.5% since 2011, compared to 14%, college-wide.

Table 14: DCC South Headcount Trends

Year	DCC South Headcount	% change from prior year	DCC Overall Headcount	% change from prior year
2012	1,924	-10.2%	**8,234**	-2.2%
2013	1,765	-9.00%	**7,754**	-6.2%
2014	1,645	-7.30%	**7,340**	-5.6%

Source: DCC Fact Book Fall 2005 – Fall 2014

All enrollment services functions at DCC South are taken care of by the staff on-site in concert with the respective offices at the main campus. Placement testing and course registration is offered to students by appointment.

- **Non-matriculated (visiting) Students**
  Prior to the fall 2014 semester, visiting students had to complete a personal data sheet and fax or mail to the Registration Office in order to register for classes. These students are now able to apply online as a non-degree student and register for courses immediately following completion of that application. This has expedited the registration process and removed potential barriers to enrollment. In January 2015, DCC established a Winter Session for students, offering six online courses, and one course taught on campus. There were a total of 126 course registrations for those courses. DCC also offers 240 course sections across two summer sessions, 40 of which are online.

- **International Students (F-1) and Out of State Students**
  DCC currently enrolls less than 25 students on F-1 Visas per year. We are working on establishing

relationships with organizations to increase this population. We recently developed a relationship with a Lebanese agency to enroll Lebanese students into our Engineering program. We enrolled two students through this avenue for 2015-16. The College will need to identify the necessary infrastructure for success of international students prior to expanding the numbers significantly. Admissions will also need to research strong out of state possibilities, including Western Connecticut, for possible mailings and/or recruitment.

- **Veterans**
  There are approximately 4,000 veterans who served since 1990 residing in Dutchess County. In addition to our DCC Certifying Official and VA Billing Clerk, DCC is looking to establish a Veterans' Affairs position, which will oversee and provide recommendations to college leadership on the development and implementation of a College Veterans' Affairs office. We currently participate in a consortium of colleges in the Hudson Valley and opened a Veteran's Resource Center in the fall of 2015.

  The best way to recruit this audience would be through targeted Admissions information programs as well as having a liaison visit key local facilities.

- **Former DCC Students not Graduated or Transferred**
  According to data reported as part of SUNY Excels, DCC's three year graduation rate is 23.2%. The Retention report discusses strategies we will implement to graduate our students. With declining high school populations, we will need to work smarter in encouraging students to return each semester until they graduate. We must better utilize the National Student Clearinghouse to identify non-returning students who were in good academic standing and didn't transfer to other institutions the following semester. We need to reach out to those students to encourage them to finish their degree. In addition, we will use Degree Works to help students plan their degree, so they have a full understanding of their path to graduation.

Recruitment Activities

All Target Groups

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Weekly Admissions Information Session/Campus Tours	Counselor-led small group sessions highlighting the campus, academic programs, student services, residence life programs, and career and transfer opportunities. Student-led tours follow the information session.	On-going	Quantitative: The number of attendees, conversion rate of participants to enrolled students	Admissions Staff	On
Direct mailing of recruitment materials (by email or mail)	To educate various target markets about DCC's affordable academic programs, student services and campus events.	On-going	Quantitative: Conversion rate of inquiries to enrolled students	Admissions Staff, Office of Communications and Public Relations	N/A
Emails, Constant Contact and personal calls to inquiries	To encourage prospective students to attend information Sessions, Discover DCC Days, or special testing weeks.	On-going	Quantitative: Email open rate, Conversion rate of participants to enrolled students	Michael Roe and Communications and Public Relations	N/A
Admissions Open House	Larger scale event highlighting the campus, academic programs, student services, and career and transfer opportunities. Faculty meet with students as part of this event in addition to campus and residence hall tours.	Spring	Quantitative: The number of attendees, Conversion rate of participants to enrolled students. Qualitative: Student surveys	Admissions	On
Discover DCC Days	Presentations by the DCC President, Deans, and student leaders inform prospective students about academic programs, student services, residence life programs, and career and transfer opportunities. Student-led tour of the campus.	Fall and Spring (high school holidays)	Quantitative: The number of attendees, Conversion rate of participants to enrolled students. Qualitative: Student surveys collected	Admissions	On

Admissions Workshops (Spring/Summer)	Students will learn about the enrollment process including completing an admissions application, submitting transcripts, applying for financial aid, and taking the placement test.	Spring/Summer	Quantitative: The number of applications received by walk-ins	Admissions	On
Advertising	DCC uses mixed media advertising for image building (Hudson Valley Magazine) and Putnam County weekly newspapers, as well as to promote upcoming events and encourage registration for upcoming semesters (radio and Poughkeepsie Journal).	On-going	Quantitative: Tracking event attendance of students from targeted areas as well as registration rates during campaigns.	Michael Roe and Communications and Public Relations	N/A
Individual Admissions Advising Sessions	Admissions Counselors have contact with numerous prospective students throughout the week to discuss the enrollment process, or answer specific questions the applicant may have. In addition, we work with school counselors to answer specific questions.	On-going	Quantitative: Create intake forms for sessions and calls to track volume of students and reasons for visit.	Admissions Counselors	On
Admissions Ambassador Program	Admissions Ambassadors lead campus tours and assist with admission events as well as new student orientation.	On-going		Admissions Counselors	On
Sponsor and participate in targeted community events	Sponsor and hand out promotional materials for activities such as K104's Not So Silent Night and K-Fest.	On-Going		Admissions and Marketing	Off
Earlier Financial Aid Packaging	With the introduction of the ability for students to Prior-Prior Year Income Data on their FAFSA beginning in 2017, we will now award student aid packages in February, as opposed to April or May.	February for fall applicants	Quantitative: Higher percentage of students completing financial aid process before June.	Financial Aid and Admissions	N/A

Traditional Student (Commuter)

ACTIVITY	PURPOSE	SCHEDULE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
High School and BOCES Visits	To educate prospective students about DCC's affordable academic programs, financial aid, student services and transfer opportunities.	On-going throughout the academic year	Quantitative: The number of High Schools visits, Conversion rate of inquiries to enrolled students.	Admissions	Off
Special Presentations to high school parents	To educate prospective students and the community about DCC's affordable academic programs, student services, residential life opportunities, and transfer opportunities.	Fall, Spring	Quantitative: The number of presentations by DCC's staff	Admissions, Financial Aid, Accommodative Services, Academic Services and Testing	Off
High School College Fairs	To educate prospective students and the community about DCC's affordable academic programs, student services, residential life opportunities, and transfer opportunities.	Fall, Spring	Quantitative: The number of College Fairs attended by Admissions Counselors, Conversion rate of participants to enrolled students.	Admissions	Off
Instant Admissions Programs (High School)	DCC Admissions staff visit high schools, collecting applications, transcripts, and immunization records for the applicants. Students are also registered for an upcoming placement test. This moves students through the admissions funnel much quicker.	Spring	Quantitative: Number of students processed through instant admissions programs at each high school.	Admissions	Off
Conklin Scholarship Recruitment	Application packets are sent to school counselors. Students in top 10% are identified when transcripts arrive and are encouraged to apply for scholarship.	Spring	Quantitative: Number of Conklin Scholarships awarded each year.	Michelle Diano	N/A
Career Day	Students from John Jay have attended DCC for a tour and panel of faculty regarding certain degree programs (in jeopardy due to funding issues)	Fall		Carmen McGill	On
DCCA Welcome Breakfast	School counselors are invited to DCC each October for professional development as well as a chance to learn more about DCC	October	Quantitative: Number of counselors who attend each year.	Michael Roe	On

Traditional Student (Residential)

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Regional College Fairs	DCC attends SUNY recruitment events in Albany, New Paltz, Long Island and New York City in order to expand our reach to housing students. In addition, we attend college fairs in Westchester, Rockland, Columbia Greene, Ulster and Orange Counties, as well as Danbury, CT.	On-going	Quantitative: Number of inquiries, review of inquiries from areas outside traditional service area to see % enrolled.	Admissions	Off
SUNY Operation Inform Programs	Held at different SUNY Colleges each year, this event provides Admissions staff with an opportunity to meet high school counselors. DCC attends all NYC, Hudson Valley, and capital district Op-Inform events.	Fall		Admissions	Off
Admissions Housing Interviews	The Admissions Counselors meet with all housing applicants outside of Dutchess or Putnam County with a high school GPA between 70-74.9.	Spring	Quantitative: Admissions Interview Review forms are used to determine student eligibility for housing.	Admissions Counselors	On
Recruitment Events at SUNY Welcome Center in NYC	SUNY unveiled a new Welcome Center in the spring of 2015. DCC will have a recruitment event at the center in the spring of 2016 for NYC applicants.	Spring		Admissions Counselors	Off

Under-represented Students

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Black College Fair	Expose Poughkeepsie HS students to HBCU's (Historically Black Colleges and Universities) through a college fair at the high school. DCC is represented to talk to students about starting at DCC.	Fall	DCC inquiry cards and/or applications collected from participants	Carmen McGill	Off
Presentations at city of Poughkeepsie churches and community organizations	Discuss how DCC can help members of the community reach their life goals via education.	Annual	Number of events	Carmen McGill	Off

City of Poughkeepsie 8th grade visit to DCC	Expose 8th graders to their possible opportunities after graduation. Encourage them to make positive choices in school.	Annual		Michael Roe (coordinated with Rick Keller-Coffee)	On
Collaborations with college offices work with under-represented students.	Work with EOP, C-STEP, TRIO, Academic Services and Accommodative Services to arrange for special group visits to highlight college preparatory and their programs.	Annual		Admissions Staff	
Community Engagement and Mentoring	Carmen has an active role in the City of Poughkeepsie and serves as a point of contact for several prospective students of color. She is also involved with the Educational Foundation of the Chamber of Commerce and NAACP.	On-going		Carmen McGill	On

Non-traditional (Adult) Students

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Meet with Academic Affairs to discuss academic opportunities for adults	The College needs to get a better handle on identifying high demand programs for adults. We contracted with EMSI to do an Economic Overview and Program Gap Analysis Report.	Summer 2016	Creation of new academic offerings and programs	Academic Affairs	N/A
Meet with Marist College to discuss joint adult cohort programs	Marist has an adult degree completion program. We have begun preliminary discussions to have a similar cohort program for the first two years.	Spring/Summer 2016 for 2017 implementation	Creation of new cohort adult programs for transition to Marist College.	Academic Affairs and Michael Roe	N/A

DCC Concurrent Student Conversion to Matriculation

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Concurrent Student Recruitment Event	Concurrent students are invited to attend a DCC-sponsored lecture or art show opening with an Admissions presentation prior to event.	Early spring	Quantitative: Number of students who attend event and % of attendees who enroll after high school graduation	Admissions	On

Concurrent Student Letter Series	Letters are sent welcoming student to program and informing students of services available to them as students. Spring letter encourages summer class registration and matriculation upon graduation	Fall and Spring	Quantitative: Number of concurrent students who enroll after high school graduation.	Admissions and Academic Affairs	N/A
Degree Works	Utilize Degree Works to show degree progress for concurrent students as incentive to start with Associates Degree	Spring	Quantitative: Number of concurrent students who enroll after high school graduation.	Admissions and Registration	

DCC High School Equivalency (HSE) Program Students

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Welcome letter to new HSE students	Letter will give students a sense that they are part of the college and not just HSE students.	On-going as students enter program		Michael Roe, Continuing Education	N/A
Congratulation/ provisional acceptance letter to HSE students who pass exam.	Letter will inform students that they are admissible to DCC with submission of an application, which will be enclosed with the letter.	On-going as students pass HSE Exam	Quantitative: Number of HSE graduates who apply to DCC for credit classes.	Michael Roe, Continuing Education	N/A
Admissions and/or HSE Transitions Specialist visit to HSE classes at 14 locations across county	Promote college enrollment upon graduation.	On-going throughout semester		Admissions Counselors and HSE Transitions Specialist	Both

DCC South and Off-Campus Site Students

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Registration initiative for DCC South students	DCC South now has similar outdoor signage encouraging students during re-registration periods.	Prior to each semester	Registration numbers at DCC South	Michael Roe and Tim Decker	ON

Non-matriculated (visiting) Students

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Direct mail and electronic messaging campaign	Communications sent to students who recently graduated from high school but did not attend DCC encouraging them to attend summer or winter classes during their break.	October (Winter); April (Summer)		Office of Communications and Publications	N/A
Signage on Creek Road and at DCC South	Large signage will be on display in relatively high traffic areas announcing open registration.	October (Winter); April (Summer)			

International (Visa) & Out of State Students

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Contact local colleges to discuss dual admissions opportunities for international students	With name recognition and a healthy F-1 population, Marist College and SUNY New Paltz may be interested in creating partnerships when it comes to recruiting F-1 students.	Begin conversations with colleges in summer 2015 for 2016 cycle	Quantitative: Increase in F-1 students with links to local four-year colleges	Student Services, Academic Affairs	N/A
Communication with prospective international students	E-mail and telephone communications explaining admissions process to students seeking F-1 Visas.				

Veterans

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Veteran- targeted Information Night	Promote DCC to veterans. Explain college services available to veterans, as well as explaining financial benefits for veterans to attend college.	Fall and Spring (beginning 2015)	Quantitative: Increase in veteran enrollment	Enrollment Management, Registration VA Certifying official	On

Off campus recruitment at local military sites	Promote DCC to veterans. Explain college services available to veterans, as well as explaining financial benefits for veterans to attend college.	Fall and Spring (beginning 2016)- based on grant approval	Quantitative: Increase in veteran enrollment	Enrollment Management, Registration VA Certifying official	Off

Former DCC Students not Graduated or Transferred

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Credit Evaluation for students with 60+ credits who are not registered	The Registration Office reviews transcripts for students with 60+ credits to see how close they are to graduating. They then contact the student to encourage them to complete the degree.	November and March	Quantitative: number of students identified and number who register as a result of phone call.	Registration	N/A
Postcard and email campaigns	Encourage students who have not yet re-registered for the following semester to register for classes.	November and March	Quantitative: percentage of students who re-register for next semester	Office of Communications and Publications	N/A

Early College Awareness & Early Admit Populations

ACTIVITY	DESCRIPTION/PURPOSE	TIMELINE	MEASURABLE OUTCOMES	RESPONSIBLE PERSON(S) OR OFFICES	ON/OFF CAMPUS
Junior High Early Awareness Programs	Meet with students between sixth and eighth grade to discuss impact of high school on college choice.	On-going	Quantitative: Number of students seen annually.	Admissions	Both
Early Admit	To enroll high school students in DCC classes that may be used for credit towards DCC programs and towards high school graduation requirements	Spring	Quantitative: The number of high school students enrolled in DCC courses through dual enrollment and the number of dual enrolled students who matriculate upon graduation into DCC.	Admissions	On
Faculty events for high school students: Math and Science Matter – Especially for Young Women, Hudson Valley First Lego League regional championship tournament host, Science Fair host, How to Ace the Audition, Future Business Leaders of America Hudson Valley Fall Leadership Conference host	DCC Faculty and Staff host community events for junior high and high school students throughout the academic year. These event provide wonderful opportunities for students to experience the campus and establish positive feelings towards DCC.	On-going			
College Readiness Testing	Academic Services and Testing visit high schools to test high school juniors.	On-going	Quantitative: Number of students that take test early and participate in early intervention to start at higher levels upon matriculation.	Academic Services	Both

Enrollment data outlined in Recruitment Plan were collected by the Admissions Office and Office of Institutional Research & Planning.