RICHARD J. DALEY COLLEGE
STRATEGIC ENROLLMENT MANAGEMENT PLAN FY20-FY22
Strategic Enrollment Management (SEM) Plan

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SECTION 1:
Executive Summary
This summary offers a synopsis of Daley College’s Strategic Enrollment Management (SEM) plan, including strategies and goals. The purpose of the SEM plan is to provide stakeholders with a clear and concise roadmap that guides recruitment and retention activities for the next three years. The plan addresses the college’s desired focus areas that center on a) recruitment and marketing, b) innovative academic delivery, c) student success, d) upward mobility and lifelong learning, e) leveraging and promoting Hispanic Serving Institution designation, and f) growth in the Manufacturing Technology & Engineering Center. Each focus area incorporates strategic objectives that require defining, analyzing and developing key goals that will strengthen areas relevant to increased quality programming, student services and enrollment. All objectives are supported by key initiatives that are measurable. The SEM plan identifies strategic initiatives that reinforce the college’s commitment to our staff and students as well as new opportunity areas that focus on equity and diverse student populations.

Daley College is committed to using an equity lens when embarking on a variety of enrollment strategies. Based on the available data, our institution has identified a significant area of need for “opportunity youth” in Daley's service area. Opportunity youth are defined as those 16-24 years of age who are not working, not actively seeking employment, and not attending school. This population could benefit significantly from earning a credential of value, and Daley accepts the responsibility of building equity of access for its economic and socially disadvantaged populations. Our position as a portal to higher education calls for increased collaboration with industry and academic partners to reduce barriers to college access and promote equitable outcomes for our under-represented students.

Daley College also understands the cultural dynamics of the community, and believes that introducing an academic network of schools, parents, and community groups to the college environment and engaging stakeholders through active learning events will develop into preparation for academic programs offered at Daley College. Involving stakeholders at various times throughout the SEM strategy requires viewing all efforts as a continuum. Daley College uses pipelines, partnerships and programs (3-Ps) when developing strategies that may surface at various phases:

Pipelines identify various population segments in Dale’s region that will benefit from the numerous programs at the college. Daley College will then aim to identify and work through community partnerships looking to advance community empowerment and higher education for students and constituencies. Identifying key pipelines and strategic partnerships is critical in building relevant programs that lead to credentials of economic
value and personal growth experiences. Understanding that the 3-Ps are a process and interrelated, Daley College has developed the following six SEM focus areas of opportunity:

1. Recruitment and Enrollment
2. Innovative Academic Delivery
3. Student Success
4. Upward Mobility and Lifelong Learning
5. Leverage and Promote the Hispanic Serving Institution (HSI) Designation
6. Manufacturing, Technology and Engineering Center (MTEC)

Purpose of SEM Plan
The Daley College SEM plan encompasses six focus areas that will create strategies and assess the outcomes of our services and program offerings. First, the plan will establish sensible enrollment objectives that align with the College’s mission and vision. Helping students to overcome barriers and heavily promoting support services will stimulate student success and result in increased persistence beyond Daley College. An enhanced focus on quality programming will build student engagement and connection to the College community.

Enrollment History
Daley College distinguishes its program offerings into three categories: credit, adult education and continuing education. Figure 1.1 shows enrollment trends in the three aforementioned areas beginning in Fiscal Year 2013 and ending Fiscal Year 2019 (June 30, 2019). For the first time in five years, Daley College witnessed growth in both Credit and Continuing Education programming. Adult Education, however, continues on a slight decline which presents challenges, and as the SEM plan will show, tremendous opportunity.

![Daley College Enrollment Trends (2013-2019)](image)

(Figure 1.1)

Enrollment Projections
A major factor in forecasting credit enrollment is the result of the newly instituted PDS “payment deadline satisfied” policy. In an effort to deal with the high rate of students with delinquent accounts, which inhibits future enrollments, students pay or demonstrate that they have a way to pay prior to the start of the term. With this change, credit enrollment is expected to decline from FY19 to FY20, and FY20 will serve as a new enrollment baseline. Going forward from FY20, Daley College predicts a 4% increase in credit enrollment
through FY2022. Forecasted Adult Education enrollment is expected to decline in the next three years. Strategically, Continuing Education potentially plays a critical role in feeding both the credit and adult education programming and enrollment. Personal and professional development options have increased in the last fiscal year. Enrollment in Continuing Education is expected to increase by 5% year-to-year starting FY20.
SECTION 2: Focus Areas/Key Results/Targets/Key Initiatives

The following captures the six critical components of the SEM Plan at Daley College. The plan defines the focus areas, strategic objectives, key results, targets and key initiatives.

**Recruitment and Enrollment**

The following table outlines the proposed initiatives that support the focus area around recruitment and enrollment.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Strategic Objectives</th>
<th>Key Results</th>
<th>Targets</th>
<th>Key Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and Enrollment</td>
<td>1. Design and develop student engagement in all aspects of recruitment, admissions and enrollment for our populations; 2. Establish strong connections with community partners.</td>
<td>• Increase in enrollment by targeting and marketing to specific groups</td>
<td>• Increase credit enrollment by 4% from FY20 to FY22; increase continuing education by 10% over same period.</td>
<td>• Increase enrollment by targeting specific populations (emphasis on credit) • Increase strategic collaboration with STEM schools, post-secondary coaches and community partners</td>
</tr>
</tbody>
</table>

**Student Success**

Ensuring Daley College has a robust retention strategy is critical to the overall enrollment strategy. By allocating our efforts towards Star Scholars, veterans, student athletes, gateway students and first-time/full-time/fall students, we can substantially boost retention and student success. Areas of interest to the college include: exploring methods to support students with financial barriers, evaluating least successful courses and supports, and investigating “drop-off” points for possible real-time interventions such as first year experience, peer-to-peer and students of color initiatives.

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<td>Student Success</td>
<td>1. Create a culture of cross campus collaboration to proactively address student needs; 2. Increase student persistence, retention and completion; 3. Prepare students for the post completion experience of transitioning to credit, baccalaureate or career programs 4. Deliver, promote and ensure equitable access to impactful programs and services that empower students to meet their goals; 5. Foster a diverse, engaged and inclusive environment that promotes a sense of connection and belonging.</td>
<td>• Increase student persistence, retention and completion • Increase the rate of post-completion transition to college credit, baccalaureate and career placement</td>
<td>• Increase the % of part-time students earning 15 credits in an academic year • Increase the % of full-time students earning 30 credit hours in an academic year • Increase the number of graduates and awards • Increase the number of students engaged in work-based learning</td>
<td>• Develop a comprehensive, year-long experience for new students that includes family • Improve the Success Team Model (shared caseload strategy management between FA and Advising)</td>
</tr>
</tbody>
</table>
Innovative Academic Delivery

One area of interest to the college is the area of academic program delivery. As higher education becomes increasingly competitive, Daley College’s interest in ensuring the college is providing rigorous academic options and credentials of economic value, especially in high demand professions, is of great importance. Additionally, according to Inside Higher Ed, students benefit from experiencing co-curricular opportunities such as apprenticeships and service-learning opportunities. Daley College will focus on building these opportunities.

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<tr>
<td>Innovative Academic Delivery</td>
<td>1. Develop and enhance relevant, high quality programming that meets local and national workforce needs; 2. Communicate and assess student learning outcomes that promote academic success and workforce readiness; 3. Offer comprehensive programming with course delivery methods that meet the needs of our diverse learning community.</td>
<td>• Increase enrollment by offering innovative, accessible credit and non-credit program offerings</td>
<td>• Increase credit enrollment by 4% from FY20 to FY22, and continuing education by 10% over same period.</td>
<td>• Review program outcomes to ensure students are work-ready based on employer feedback. • Survey student schedule needs and develop course scheduling based on these results. • Develop accelerated and intercessory sessions for working students.</td>
</tr>
</tbody>
</table>

Upward Mobility and Lifelong Learning

Mobility speaks to the college’s ability to support students in their transition to a meaningful life where they can provide for themselves and their families. Districtwide, mobility continues to be of great importance as City Colleges attempts to move families forward.

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<tr>
<td>Upward Mobility and Long-life Learning</td>
<td>1. Broaden transition opportunities for students across all programs; 2. Increase workforce opportunities for students and community members (with an emphasis on Bridge, Apprenticeships, WIOA and WEI Grant students); 3. Promote community and family programming in the areas of holistic computer literacy/opportunities, civic engagement and academic support for school-aged children; 4. MTEC: Promote Center of Excellence by offering high demand industry programming;</td>
<td>• Increase in opportunities and programs that support students and their families towards upward mobility and lifelong learning • Increased enrollment in workforce programs • Increased enrollment in community and family programming • Increase enrollment in Centers of Excellence (MTEC) courses and programming</td>
<td>• 5% increase in Bridge participation staring FY20; • 15% increase in Gateway participation FY19-FY20, 5% thereafter • Increase Google Initiative participation to 60 by end of FY21 • Increase holistic computer opportunities to 380 by end of FY21 • Increase enrollment with MFT students by 15% YOY</td>
<td>• Promote Gateway Scholarship and Bridge Programs • Explore workforce opportunities (Bridge, Apprenticeships, WIOA and WEI Grant Students)</td>
</tr>
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</table>
**Leverage and Promote Hispanic Serving Institution (HSI) Designation**

Daley College has earned the nationally recognized Hispanic Serving Institution (HSI) designation. The HSI designation brings many opportunities, including the opportunity to apply for and to receive federal grants designed to support student success and completion among the college’s Hispanic students. Recently, Daley College began to take a proactive approach in seeking these types of opportunities, securing $80K in grants in FY19-20.

The following initiatives do not only speak to tactics around securing federal HSI grants, but also to programming, events and outreach that will lead to becoming an active leader promoting success among Daley’s diverse Latinx community.

<table>
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</thead>
<tbody>
<tr>
<td>Leverage and Promote Hispanic Serving Institution (HSI) Designation</td>
<td>1. Become a leader, active agent and community thought partner in promoting policies at local and national levels; 2. Offer and host events, programming and campus activities that raise awareness of Daley’s diverse community; 3. Strengthen staff development opportunities around diversity, equity and inclusion; 4. Leverage HSI designation to increase grant submissions and awarded resources</td>
<td>• Increase in network opportunities and partnerships  • Increase in events and programming that celebrate campus diversity  • Increase in HSI submissions and grants awarded per FY</td>
<td>• 2-3 HSI events or programming per FY  • 2-3 HSI campus wide PD opportunities per FY  • 1-2 HSI grants awarded per FY</td>
<td>• Develop contextualized HSI student and parent orientations  • Partner with regional CBOs to support or formulate HSI type policies  • Develop culturally sensitive programming to support students  • Develop campus-wide PD opportunities to discuss the value and promote HSI status  • Seek and apply for HSI grants</td>
</tr>
</tbody>
</table>

**Manufacturing, Technology and Engineering Center (MTEC)**

MTEC was designed to meet the demands of the modern manufacturing and engineering technology fields. It houses Daley’s highly specialized, technology-oriented training programs in advanced manufacturing, including quality assurance, robotics, welding and industrial electricity. Curriculum in the Engineering Sciences Department at Daley was developed by industry engineers and professors to align with the job needs of the college’s partner companies and the manufacturing sciences industry at large. With five engineering labs and a high bay filled with advanced, high-precision equipment, it’s the only manufacturing training facility of its kind in the Midwest. Earlier this year, Daley College initiated a pilot partnership with Bogan High School and Chicago High School for Agricultural Sciences (CHAS) to develop student engagement initiatives through high-quality, hands-on workshops in MTEC’s Makerspace lab. Aligning and maximizing the resources available through MTEC with our extensive network of public and private schools will create further educational opportunities in manufacturing technology-based programs.
SECTION 3: Strategic Enrollment Management Scorecard

The table below captures the college’s three-year enrollment projections. These projections are based on current trends, the recruitment of new students, retention and new initiatives proposed in this plan.

<table>
<thead>
<tr>
<th>KPI Metric</th>
<th>FY 2020 Preliminary</th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>12,985</td>
<td>11,652</td>
<td>11,222</td>
<td>11,087</td>
</tr>
<tr>
<td>Credit Enrollment</td>
<td>6,113</td>
<td>5,502</td>
<td>5,612</td>
<td>5,724</td>
</tr>
<tr>
<td>Adult Education Enrollment</td>
<td>5,233</td>
<td>4,200</td>
<td>3,570</td>
<td>3,213</td>
</tr>
<tr>
<td>Continuing Education Enrollment</td>
<td>2,231</td>
<td>1,950</td>
<td>2,040</td>
<td>2,150</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>79,051</td>
<td>70,976</td>
<td>72,395</td>
<td>73,842</td>
</tr>
<tr>
<td>Fall-to-Spring Retention</td>
<td>63.40%</td>
<td>64.00%</td>
<td>65.50%</td>
<td>67.00%</td>
</tr>
</tbody>
</table>

SECTION 4: Conclusion

Daley College’s SEM plan captures six focus areas that speak to interventions and strategies that will result in optimal student enrollment across credit, adult education and continuing education programs. Using the 3-P model as a framework that highlights pipelines, partnerships and programs, strategies incorporated in the SEM plan consider various student-facing touch points and attempt to create and strengthen connections to Daley College. The execution of the SEM plan has the commitment of staff who “think outside the box” and have a proven track-record of taking proactive approaches in connecting with perspective students and creating a greater sense of inclusion for existing students.

It is with this sense of collaboration and innovation that Daley College will experience growth. We are optimistic as we continue to play a critical role in the community and support students in meeting their academic goals.