Overview

This Enrollment Management Plan is an attempt to create a document to guide Plattsburgh State’s enrollment management (EM) efforts by defining specific goals and objectives to improve the size and quality of our undergraduate and graduate applicant pools, increase diversity, enhance advising and retention programs, and align expenditures with enrollments and revenue. This plan should serve as a foundation for suggestions and contributions from all college units and should serve as a springboard for academic and administrative units to develop their own plans for implementing EM strategies.

Over the period covered by this plan, it is anticipated that total undergraduate and graduate enrollment will remain fairly stable with modest increases in student diversity, student selectivity, and retention. Strategies to achieve these goals will focus on continuing to promote the following: a college-wide integrated marketing and public relations plan that will promote the benefits and value of Plattsburgh State University (PSU) to students, faculty, alumni, parents, community members, and corporate donors; reorganization plan to achieve a more coherent and focused approach to enrollment management activities; use of financial aid leveraging strategies, emphasizing new student support and student retention programs with all campus members; establishing programs to attract and retain more high-quality students; reorganizing and cultivating recruitment territories in growth areas within New York State; increasing use of technology-enhanced learning environments; projecting more positive outcomes in all media forms, especially publicity focused on faculty excellence, quality of student life, and distinctive academic programs; implementation of an inquiry to applicant conversion plan, improving the efficiency of communications with prospective students, updating our database management system to track prospective students, increasing market research activities, and aligning expenditures for recruitment and retention programs more closely with enrollments and net operating revenues.

The opportunity to develop an Enrollment Management Plan has increased the college’s assessment of our enrollment management objectives and strategies as they relate to our strategic plan and Mission Review II (2005-2010) document. Plattsburgh State’s overall plans related to enrollment management are to strengthen and articulate its mission and vision among all internal and external communities which we serve, to sharpen and market its distinctive characteristics and its ethos in the varied geographic regions from which we attract students. An essential comprehensive strategy to enrollment management is to continuously define and communicate our institutional strengths so that it builds awareness and value with all the markets we serve. The faculty, staff, and administration at Plattsburgh State must continue to demonstrate their strong commitment toward implementing this enrollment management plan to realize the full potential of our college to strengthen the quality and diversity of the student body, to enhance student outcomes/success, and to ensure a vibrant environment to support academic quality. College-wide responsibilities such as recruitment, retention, effective teaching and advising, and timely progression toward graduation are all central components to enrollment management.

The responsibility for further developing, evaluating and implementing the enrollment management plan strategies to achieve our enrollment objectives will be addressed by the Enrollment Management Council, Enrollment Management Implementation Committee, Market Research Committee, and other key committees and personnel engaged in recruitment/retention related activities. This enrollment management plan will be used as a guide towards the: prioritization of the strategies contained within the plan; further development of specific action plans for each objective (to include budget, timeline, and assignment of responsibility for completion); and the development of a process to oversee and maintain effective enrollment management activities over time. Over the past year, efforts made by our Enrollment Management Committee’s, the Admissions office staff, Financial Aid staff, and the Provost and Vice President for Academic Affairs have collectively played major roles towards the development and implementation of several new initiatives to improve our enrollment picture and facilitate the Enrollment Management Plan. These collaborative efforts have helped us to exceed our 2005 enrollment goals for full-time, first-time students, and student selectivity and diversity goals.
Enrollment Projections and Profile

Comparative enrollment data for fall 2005 (Table 1) show that enrollment in most categories increased over 2003 and 2004, especially full-time, first-time undergraduates, full-time transfers and full-time graduates. While the number of full-time, first-time undergraduates was higher in 2005 than in over ten years, the number of full-time transfers was lower than in each year since 1999 with the exception of the last two years. The number of deposit paid for full-time, first-time undergraduates showed an increase of 172 (17%) students over 2004, 50 (9%) more than in 2003 and 14 more than in 2002 which strongly suggests that our recent declining enrollment trend has been reversed. The total number of undergraduates was also higher in 2005 than in each of the past 10 years with the exception of 2002 and 2003. Our total graduate enrollments in 2005, which was slightly higher than in 2003 and 2004, was considerably below levels between 1999-2002. Total college enrollment, which fluctuated between 5909 and 6238 since 1999, increased by 135 (2.2%) in 2005 over 2004.

Table 1 projects our enrollment to 2007 and 2010 based on goals we have set for recruitment and retention of full-time and part-time graduate and undergraduate students that are consistent with PSU’s MOU II (2005). During the fall semesters from 2005-2010, the enrollment management objective is to maintain enrollment stability (approximately 6050), with a total enrollment that is about the same in 2010 as in 2005. By 2010, we expect to enroll a student body (6048 head count) that will include an undergraduate population of 5,388 students (89%) and a graduate student population of 660 students (11%).

Table 1 Enrollment Headcount

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2007</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time, First-Time</td>
<td>889</td>
<td>944</td>
<td>1014</td>
<td>1016</td>
<td>980</td>
<td>858</td>
<td>1030</td>
<td>975</td>
<td>975</td>
</tr>
<tr>
<td>Full-Time, Transfer</td>
<td>610</td>
<td>609</td>
<td>561</td>
<td>569</td>
<td>527</td>
<td>512</td>
<td>554</td>
<td>570</td>
<td>570</td>
</tr>
<tr>
<td>Part-Time Undergraduates</td>
<td>416</td>
<td>398</td>
<td>384</td>
<td>432</td>
<td>409</td>
<td>367</td>
<td>370</td>
<td>380</td>
<td>380</td>
</tr>
<tr>
<td>Total Undergraduates</td>
<td>5326</td>
<td>5377</td>
<td>5382</td>
<td>5459</td>
<td>5403</td>
<td>5275</td>
<td>5394</td>
<td>5390</td>
<td>5388</td>
</tr>
<tr>
<td>Full-Time Grads</td>
<td>245</td>
<td>292</td>
<td>289</td>
<td>269</td>
<td>251</td>
<td>266</td>
<td>280</td>
<td>260</td>
<td>260</td>
</tr>
<tr>
<td>Part-Time Grads</td>
<td>444</td>
<td>484</td>
<td>565</td>
<td>510</td>
<td>393</td>
<td>368</td>
<td>370</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Total Graduates</td>
<td>689</td>
<td>776</td>
<td>854</td>
<td>779</td>
<td>644</td>
<td>634</td>
<td>650</td>
<td>660</td>
<td>660</td>
</tr>
<tr>
<td>Total</td>
<td>6015</td>
<td>6153</td>
<td>6236</td>
<td>6238</td>
<td>6047</td>
<td>5909</td>
<td>6044</td>
<td>6050</td>
<td>6048</td>
</tr>
</tbody>
</table>

From 2005 to 2010 we anticipate a 5% drop in enrollment on the main campus, which will be balanced by increased enrollments at our Extension Center at Adirondack Community College and by online enrollments. A large reason for this projected decline is due to the decline in the projected number of high school graduates from the northern tier counties of New York. From 2006-2010, a projected decrease of 117 high school graduates is projected from several counties neighboring the Plattsburgh city and college area (Clinton, Essex, Franklin and Hamilton). We anticipate that the projected increases in high school graduates from the Albany (+324), Lower Hudson Valley (+1,121), and Westchester (+2,134) regions will offset the negative demographic trend in our backyard. The introduction of newly developed programs at our Extension Center at Adirondack Community College should also help to offset the potential decrease in transfer students from our local region.

We continue to strive to enroll a geographically diverse student population from within New York State (56 of 61 counties and from all New York City boroughs) and expect that 10% of the student body will come from non-resident enrollments (domestic and international). Plattsburgh State expects to continue to enroll and to support low-income students who constitute 29% (1,500 students) of its undergraduate student population and 56% (425 students) of its graduate student population. The percentage of students receiving some type of financial assistance is expected to range between 75% and 85% for the undergraduate student population by 2010. We
anticipate that the proportion of students from ethnic minority backgrounds will increase from the current 11% (597 students) to 13% or greater (767 students) by 2010. Due to predicted decreases in high school graduating class sizes within the college’s immediate region, resident/commuter populations are expected to remain as follows: on campus residents (52%), commuters (21%) and off-campus renters (27%). Historically, we have had a tradition of enrolling more female students than male students, and we expect in 2010 a gender profile of 59% women (3,481 students) and 41% men (2,417 students). Students with disability status are well served by our Student Support Services, and 9.3% of our current undergraduate population are self-identified as such. It is anticipated that no growth, due to resource demands, will occur in this population by 2010 and that approximately 500 students (~10.5%) of the student body will then be self-identified as physically or learning challenged.

Enrollment Management Goals

1. Enhance the size and quality of the undergraduate and graduate applicant pools and the percentage of accepted students who choose to deposit (i.e., yield).
2. Increase the proportion of students from ethnic minority backgrounds from the current 11% (597 students) to 13% (767 students) or greater by 2010 and continue to enroll (approximately 10%) non-resident students (international and domestic out-of-state) from outside of New York State.
3. Increase enrollments at Plattsburgh’s Extension Center at Adirondack Community College (5 to a maximum of 25 FTE per program).
4. Increase enrollments among students completing online credit offerings.
5. Enhance advising and retention programs. Improve overall retention (relative to 2003) by 1% for 2005, by 2% for 2006 and by 3% for 2007 through 2010.
6. Increase selectivity in admissions overall. Increase freshmen profiles within groups 1 and 2 by 9% from its current combined 36% to a combined 45% by 2010. Decrease profiles within groups 3 and 4 by 9% from its combined 64% to a combined 55% by 2010.
7. Maintain full-time graduate enrollment, while increasing part-time graduate enrollment.
8. Align expenditures with revenue and the enrollment management plan.

Goal 1: Enhance the size and quality of the undergraduate and graduate applicant pools and the percentage of accepted students who choose to deposit (i.e., yield).

Objectives

- Implementation of a recruitment management system
- Implementation of a marketing and public relations plan (e.g., Branding Initiative)
- “Destination Plattsburgh” campaign with Media Logic
- Implementation of an inquiry to application conversion plan to increase size of inquiry pool and conversion rate of inquiries to actual applicants; conduct inquiry source analysis; identify inquiries/applicants that are of highest priority, and customize actions to produce the highest yields; and restructure recruitment travel to increase contacts with “hot” inquiries, including advance notice of visits via personal communication and web postings, regional receptions, and use of alumni.
- Utilize financial aid leveraging
- Expand Peer Recruitment Program and Alumni-Admissions Network
- Conduct market research to determine dominant motives and barriers to enrollment for secondary markets
- Enhance web site to include links for key market segments
- Offer new and revised academic programs (majors) as a means to attract more applicants
- Involve more students (e.g., telecounseling and e-mail functions), faculty and alumni in recruitment activities, and increase the collaborative recruitment efforts of academic departments and student service offices
- Monitor admission efforts in accordance with demographic/market changes.
- Ensure online application opportunities exist for both undergraduate and graduate students
- Develop more extensive outreach programs throughout the region with Financial Aid professionals
Plattsburgh State plans to enhance the size and quality of the applicant pool and the percentage of accepted students who choose to deposit by: offering new and revised academic programs; raising Plattsburgh State’s name recognition through targeted marketing communication efforts; strengthening public relations; involving more students, increasing the use of faculty and alumni in recruitment (as well as retention); implementing the recommendations proposed by the Noel-Levitz enrollment management consultants (e.g., recruitment management system, financial aid leveraging, communication flow plan); continuing with our External Brand Launch; expanding the current Alumni-Admissions Network and Peer Recruitment efforts; developing strategies to increase the conversion rate of inquiries to applicants; and by refocusing admission efforts in accordance with market changes.

Analyzing the students who apply for admission, those who are accepted and those who enroll, are useful measures of market position. As Table 2 shows, between 2000 and 2003, freshman inquiries and applications increased but then decreased dramatically in 2004. The number of inquiries for 2005, however, increased by 499(3%) over 2004 and the number of applications for 2005 was higher than in each of the past 5 years. Similarly, the number of students accepted and who enrolled were higher in 2005 than in each of the previous 5 years. In 2005, enrollments increased dramatically by 167(16.2%) over 2004. From 2000-2005, the acceptance rate varied between 59.5-63% and yield rate varied between 31-33%. Interestingly, the conversion rate of students from the time they inquire to when they apply was higher in 2005 (17.8%) than in each of the previous 5 years. Over this time, the mean high school average of deposit paid freshmen increased slightly from 85.4 (2000) to 85.9 (2005) and the mean SAT increased from 1045 in 2001 to 1054 in 2005. In 2005 the mean SAT was higher by 7-10 points over each of the past four years.

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries</td>
<td>16,398</td>
<td>19,115</td>
<td>17,809</td>
<td>20,585</td>
<td>14,825</td>
<td>15,324</td>
</tr>
<tr>
<td>Applications</td>
<td>4,935</td>
<td>4,992</td>
<td>5,137</td>
<td>5,026</td>
<td>4,629</td>
<td>5,322</td>
</tr>
<tr>
<td>Accepted</td>
<td>3,098</td>
<td>3,121</td>
<td>3,072</td>
<td>2,996</td>
<td>2,754</td>
<td>3,283</td>
</tr>
<tr>
<td>Enrolled</td>
<td>982</td>
<td>1,013</td>
<td>1,016</td>
<td>977</td>
<td>863</td>
<td>1,030</td>
</tr>
<tr>
<td>Conversion Rate (%)***</td>
<td>15.3</td>
<td>6.1</td>
<td>15.1</td>
<td>12.6</td>
<td>16.9</td>
<td>17.8</td>
</tr>
<tr>
<td>Accept Rate (%)*</td>
<td>63</td>
<td>62.5</td>
<td>59.8</td>
<td>59.6</td>
<td>59.5</td>
<td>61.7</td>
</tr>
<tr>
<td>Yield Rate (%)**</td>
<td>32</td>
<td>32.5</td>
<td>33.1</td>
<td>32.6</td>
<td>31.3</td>
<td>31.4</td>
</tr>
<tr>
<td>Mean HS Avg.</td>
<td>85.4</td>
<td>85.7</td>
<td>85.9</td>
<td>85.8</td>
<td>86.2</td>
<td>85.9</td>
</tr>
<tr>
<td>Mean SAT</td>
<td>1055</td>
<td>1045</td>
<td>1044</td>
<td>1047</td>
<td>1044</td>
<td>1054</td>
</tr>
</tbody>
</table>

*Acceptance Rate = Total Accepted/Total Applied  
**Yield Rate = Deposit Paid/Total Accepted  
***Conversion Rate = inquiries – applications as first point of contact / applications-applications as first point of contact.

Table 3 shows the enrollment data for transfer students from 2000-2005. In 2005, our college experienced an increase in inquiries, applications and the number of transfer students who accepted and enrolled over 2004. The number of full time transfer students in 2005 was higher than in 2003 (+27) and 2004 (+42) but below the years 2000-2002. From 2000-2005 the number of inquiries, applications, acceptances and those who enroll tended to vary within a relatively narrow range with the exception of 2004 which reflected a more significant decrease in each of these categories.
Table 3. Total Transfer Applications, Accepted, Deposit Paid, and Mean High School Average and SAT

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries</td>
<td>2,441</td>
<td>2,486</td>
<td>2,469</td>
<td>2,578</td>
<td>2,199</td>
<td>2,575</td>
</tr>
<tr>
<td>Applications</td>
<td>1,367</td>
<td>1,544</td>
<td>1,723</td>
<td>1,486</td>
<td>1,397</td>
<td>1,643</td>
</tr>
<tr>
<td>Accepted</td>
<td>1,014</td>
<td>1,090</td>
<td>1,068</td>
<td>990</td>
<td>941</td>
<td>1,019</td>
</tr>
<tr>
<td>FT Enrolled</td>
<td>609</td>
<td>561</td>
<td>569</td>
<td>527</td>
<td>512</td>
<td>554</td>
</tr>
<tr>
<td>Conversion Rate (%)***</td>
<td>37.3</td>
<td>42.4</td>
<td>53.5</td>
<td>40.2</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>AccepRate(%)*</td>
<td>74.2</td>
<td>70.6</td>
<td>62.0</td>
<td>66.6</td>
<td>67.4</td>
<td>62.0</td>
</tr>
<tr>
<td>Yield Rate(%)**</td>
<td>52.0</td>
<td>53.4</td>
<td>53.1</td>
<td>53.2</td>
<td>54.2</td>
<td>54.0</td>
</tr>
</tbody>
</table>

*Acceptance Rate = Total Accepted/Total Applied
**Yield Rate = Deposit Paid/Total Accepted
***Conversion Rate = inquiries – applications as first point of contact / applications-applications as first point of contact

Over the past year, an important strategy aimed at gaining additional perspectives on our enrollment management efforts was successfully carried out through several meetings held with the administration, several key campus committees and offices involved in the process of enrollment management, and consultants from the Noel Levitz Enrollment Management consulting firm. These consultants were invited to campus to review our new initiatives, enrollment reports, and to discuss our current position in order to make recommendations to help us meet our enrollment and retention goals. Some of these recommendations which either have or are in the process of being implemented include the following:

- Development of a tracking system of prospective students which allows us to grade and qualify our inquiry pool in our database management system
- Implementation of a new awarding structure (financial aid leveraging) for fall 2005 which allowed us to increase the number of Full-Time, First-Time students of high academic ability.
- Development of an integrated written and electronic communication flow to prospective students by personalizing our communications to targeted segments of the student population. Improve the communication plan to target freshmen and transfer recruits by academic program; selectivity group; ethnicity; and region earlier in the recruitment cycle. This will include direct mail, email, telephone, web, and instant messaging tactics.
- Identification and promotion of the quality of a PSU education through the development of “outcomes” in all areas (e.g., website, institutional and recruitment publications).
- Develop and implement an annual plan to improve our inquiry-to-application conversion rate by building relationships with recruits earlier in the recruitment cycle. The plan segments the inquiry pool into targeted populations to prioritize recruitment efforts. Targeted populations include: high-ability students; students interested in journalism, HRT, communications, business, environmental science, and art; students of color; out-of-state students; school counselors; selectivity group 3 inquiries; and transfer students.
- Optimize Banner recruiting functions, including programming that will allow us to “qualify” and “grade” our inquiry pool and assign them to advisors to manage
- Conduct historical analyses of inquiry-to-applicant conversions by number of contacts and contact type, with special consideration for targeted segments (e.g. group 1 & 2’s, students of color, etc.);
- Develop management reports to track inquiries with year-to-date historical comparisons;
- Expand peer recruitment and alumni-admissions efforts to target prioritized segments; and increase outreach to school counselors through professional associations, recruitment travel, on-campus visitations, and direct mail and email communication.

Over the past year, our college has focused on recruitment efforts in growth counties within the eastern and central sections of the state due to projected declines in regional high school graduates from the eight
Inquiry to Application Conversion Plan: Finding prospect groupings with common interests and characteristics is called "market segmentation" and identifying market segments and describing their characteristics is a function of market research. According to Noel-Levitz “The goal is to direct valuable resources away from less likely students and toward more likely students.” Market research can help identify the types of students that are attending Plattsburgh State as it pertains to geographical regions and demographics, including lifestyles, purchasing power, buying behavior, etc. This strategy may help us to continue to effectively increase our inquiries and the conversion of inquiries to applications in order to help increase overall enrollments. To help achieve this goal, the admissions staff has identified specific students groups that are of highest priority, and has customized actions to help produce higher yields. To this end, we are developing a formal, automated process to grade and qualify individuals in our inquiry and applicant pools and implement BANNER modules to support this effort. The Admissions Office has developed a recruitment management system that will allow for more personalized communications by segmenting the overall communications plan in the following segments: transfers, high ability, ethnicity, out-of-state, academic programs and selected group 3 students. In addition, conducting an inquiry source analysis will enable us to ascertain the best students to pursue to enroll. Student initiated inquiries (as opposed to referral or purchased names), for instance, illustrate the highest conversion rates and by further cultivation will ultimately increase the application base. An increase in the current accept/deposit conversion rate by 1% will result in an increase of 31 students and an increase of 1,000 more inquiries could increase enrollment by 40 more students. If we can better understand the distribution of student interests, we can increase the conversion rate for those most likely to apply.

The admissions staff has developed an Inquiry to Applicant Conversion Plan which is consistent with our EM plan to increase the size of our inquiry pool and conversion rate of inquiries to actual applicants. This plan includes strategies to enroll higher quality students; target students by academic program of interest; increase the proportion of students from ethnic minority backgrounds; expand outreach to school counselors; and improve the inquiry to application conversion rate of certain student groups. Our inquiry pool development and conversion strategies are a critical component towards our objective to increase the size and quality of the undergraduate and graduate applicant pools. The development by the Admissions staff, upon the recommendation from Noel-Levitz, to further personalize our inquiry management system through the creation of an integrated written and electronic communication flow to prospective students serves as the cornerstone of our inquiry to application conversion plan. This system will be established by Dec 2005 for our prospective 2006 student inquiries. These strategies will be facilitated through the following activities during 2005-2006.
• Create an integrated written and electronic communication flow to prospective students
• Develop a "student teleteam" to call highly scored inquiries identified in the Recruit Management system (i.e., encourage visits, reminders of dates, etc.).
• Identify key academic programs with capacity and desire for growth and work with the chair/recruitment committee to implement inquiry-to-application recruitment strategies unique to the program.
• Gather major interest from prospective students on all forms (PSI card, all cards on recruitment materials, web form, phone inquiry cards, visitor sheets, etc...)
• Communicate with targeted group by letter/email directly from a SUNY Plattsburgh faculty member to interested student.
• Follow-up with phone call from an advisor or telecounselor (more beneficial if it is a current student within the major of prospective students interest.)
• Have Peer Recruiters visit students as always, but try to visit target groups and align peer recruiter appropriately. (Music major visits music class, etc...)
• Hold an open house by major in future semesters.
• Utilize Alumni Recruiters to help focus on inquiries by major
  1. Expand the letter-writing campaign to include inquiries.
  2. Utilize Alumni Recruiters for visit purposes-Speak with targeted group of students in their area.
• Establish a shorter turnaround on inquiry data entry and mailing of contact information
• Conduct historical analyses of inquiry-to-applicant conversions by number of contacts and contact type, with special consideration for targeted segments (e.g. group 1 & 2's, students of color, etc.);
• Restructure recruitment travel to increase contacts with “hot” inquiries, including advance notice of visits via personal communication and web postings, regional receptions, and use of alumni;
• Increase outreach to school counselors through professional associations, recruitment travel, on-campus visitations, and direct mail and email communication

**Destination Plattsburgh Campaign:** PSU has increased the number of direct marketing initiatives to build the university’s inquiry pool to the levels necessary to support stated enrollment goals. In 2004-2005, approximately $300,000 was spent on Media Logic Branding and Marketing Campaign. An important component of this effort included The “Destination: Plattsburgh” campaign which focused on getting prospective students and their families to make the trip to campus (students who visit the College are more likely to apply and enroll). The secondary objectives were to communicate our brand, raise overall awareness, and generate interest in SUNY Plattsburgh in its feeder markets from the North Country to the Capital District and Malone, Potsdam and Vermont. The primary audiences were high school and college transfer students as well as important student influencers—parents and guidance counselors. Working with our marketing partner, Media Logic, we developed an integrated marketing campaign with a consistent message, combining media vehicles in strategic markets. Although the campaign had a direct-marketing intent (i.e., an intent to produce a specific set of actions), the campaign’s message supported our brand promise—SUNY Plattsburgh’s uniquely nurturing and supportive environment as a place where students can realize their fullest, but often overlooked potential. “Destination: Plattsburgh” targeted students via television, print ads, and direct mail in key markets. A direct mail appeal to parents combated the distance issue, while outreach to guidance counselors promoted the College’s one-to-one interaction with its students. A designated soft landing page at www.plattsburgh.edu/drive highlighted the TV campaign and provided links to targeted pages for guidance counselors and parents. A similar campaign will also be implemented during 2005-2006. The data presented below illustrate the increase in our 2005 New York State applications and deposits over 2004.

**Comparison of New York State Applications**
- Total Fresh/Trans. 2005: up 11%; 656 applications; 1.64% decline in prospect pool
- Campaign Regions Fresh/Trans. 2005: up 7%; 114 applications; 8.5% decline in prospect pool

**Comparison of Freshman New York State Deposits**
- Total Freshmen 2005: up 26.3%; 233 deposits
- Campaign Regions Freshmen 2005: up 27%; 91 deposits

Since Plattsburgh State needs a strong advocate to get our name out in all media channels; to be strategic in showing our value to potential applicants, enrolled students, alumni, corporate sponsors and general and state-level communities throughout NY state, a new position in Institutional Advancement entitled, Executive Director for Marketing and Public Relations, was filled in October 2005.
Market Research: In an attempt to better understand the reasons why students decide to enroll and not enroll at PSU, our newly formed Marketing Research Committee was involved in conducting a declination study to better understand the reasons why students who are accepted decide not to enroll; a perceptual study to identify factors that influence students to enroll; and a profile study to identify characteristics of enrolled students. The Market Research Committee is also now addressing ways in which to best utilize this information for recruiting purposes. Program availability and affordability were the two top reasons why students apply to PSU, and us "not being the right match" and "too far from home" were the top reasons why students decline to attend (See below).

Why Did You Apply to Plattsburgh?
The top five reasons in terms of number of times chosen were: has the academic program I wanted; it was affordable; liked the region; just the right size, and academic reputation.

Why Did You Not Attend Plattsburgh?
The top five reasons in terms of number of times chosen were: not the best match for me; too far from home; not the right social environment; not strong enough academic reputation, and weather

A Process Mapping session was also conducted with key personnel from our front line offices who interact with prospective students from the time they are accepted till the time they deposit. The objective of this exercise was to ensure that offices do not duplicate efforts, facilitate accurate information to prospective students, and to provide a forum to better understand campus office functions as it pertains to enrollment/recruitment activities. A focus group was also held during summer 2005 with 45 parents of new students to better understand the reasons why they decided to attend PSU. A comprehensive marketing analysis may also be conducted in 2005-2006 to 1) identify opportunities for growth by academic subject, 2) consumer interests and career trends, 3) competitor analysis, and 4) marketplace perceptions of SUNY Plattsburgh.

Program Development: An additional strategy to help recruitment efforts will involve undergraduate program development over the next five years. Academic programs (majors) are one of the top reasons why students apply to any specific college/university. We plan to continue to review our current academic programs on a regular basis and revise them as needed; to reconfigure our program offerings to meet changes in the environment (such as changes in the local economy, in discipline name recognition, and in SUNY rules concerning the listing of degree programs in the common application); to strengthen our programs in education to meet local/regional/state needs; to add upper-division course offerings in selected fields at our Extension Center at Adirondack Community College (see Objective 3); to add a few undergraduate majors that build on Plattsburgh’s strengths (e.g., expeditionary studies, finance, liberal studies, journalism, interdisciplinary programs, combined bachelor's/master’s program); to revise Master’s programs (curriculum and instruction); and to restore some baccalaureate programs (e.g., early childhood/childhood education). Several curriculum changes were made to help increase our applicant base in 2005 (499 more applications than in 2004). Study options became majors, new programs were added (Business, Journalism, Expeditionary Studies, Environmental Studies, Communications, and Nutrition), several programs were renamed, and majors expanded in some departments.

Plattsburgh’s priorities for undergraduate program development for the next five years are: to continue to review current programs on a regular basis and revise them as needed; to reconfigure program offerings to meet changes in the environment (such as changes in the local economy, in discipline name recognition, and in SUNY rules); to strengthen teacher preparation programs to meet local/regional/ state needs; to add upper-division course offerings in selected fields at its Extension Center at Adirondack Community College (ACC); and to add a few undergraduate majors that build on Plattsburgh’s strengths. We also expect to add new programs in several areas, but the anticipated enrollment increase for each of these programs is modest (maximum of 50 FTE per new undergraduate program). In many cases the new programs are in fact a reorganization of existing programs; consequently, those old programs will experience a decline in numbers (such as the anticipated phasing out of undergraduate adolescence education programs with the implementation of combined bachelor’s/master’s programs in these areas).

More specific program objectives include the following:

- B.S. in Ecology
- Distinct B.S. and B.A. degrees in Biology
- B.S. in Fitness and Wellness Leadership
- Separate B.A. degrees in Art History and Art Studio
- Major in Supply Chain Management
- Interdisciplinary degree in General Studies (under consideration at the campus)
- Interdisciplinary degree in Global/International Studies (under discussion at the campus)

These program changes are being planned in order to maintain our overall enrollment level in the context of changing economic needs, professional standards, SUNY practices, and student interest. We also expect a portion of the increased enrollment in undergraduate programs to come from students who have not “declared” a specific college major, which has been over 500 for each of the last five years.

Academic priorities for Plattsburgh include 1) combined baccalaureate/master’s degrees in Adolescence Education programs. If these degrees prove popular, the College expects to discontinue the undergraduate Adolescence Education, and move toward a five-year model for all teacher preparation programs; and 2) addition of upper-division courses at the Plattsburgh Extension Center at ACC—especially in Psychology, Criminal Justice, Childhood Education, and Management.

We are also continuously reviewing and updating our articulation agreements and seeking new possibilities for agreements that will benefit students, either by providing a smooth transition into Plattsburgh State from community colleges or to graduate programs that we do not currently offer. The College currently has joint admission agreements with five community colleges (Clinton Community College, North Country Community College, Hudson Valley Community College, Adirondack Community College, and Ulster Community College) and 142 program-to-program articulation agreements with 24 community colleges and 3 SUNY colleges of technology.

Additional strategies to help increase the size and/or quality of the applicant pool may be found under Goals 2-8.

Goal 2: Increase the proportion of students from ethnic minority backgrounds from the current 11% (597 students) to 13% (767 students) or greater by 2010 and continue to enroll (approximately 10%) non-resident students (international and domestic out-of-state) from outside of New York State.

Objectives
- Identify and target markets with ethnically diverse student populations
- Diversity efforts and sensitivities need to be represented in marketing strategies
- Emphasize the importance of valuing diversity at summer orientation programs and throughout the semester by campus activities
- Encourage and support faculty in developing and teaching diversity-focused courses and curricula
- Evaluate persistence rates by race and gender to monitor student success
- Continue to offer specialized visitation programs
- Offer Empire State Minority Scholarships, Supplemental Grants and Housing Grants
- Continue to support EOP and STAR admission programs
- Encourage enrolled students to participate in the College's Peer Recruitment Program
- Involve enrolled students as telecounselors in communicating the benefits of attending Plattsburgh State to accepted applicants.
- Offer joint degree and dual degree programs between Plattsburgh State and educational institutions in other countries.
- Expansion of International Student Services website offerings and publications
- Orientation and re-entry programs will be offered online for international students.
- Involve non-resident students in recruitment activities

The freshman Admissions program for the last three fall classes illustrates a diversity enrollment percentage greater than (+14.5%) which is well above the overall diversity profile of the general student body (10%). The current incoming Fall 2005 freshman class (excluding international students; 169/1013) represents a self-identified diversity profile of 16.6% (see Table 4). The diversity of the incoming freshman admissions class of
2005 was 2.2% higher than in 2004 which is a remarkable achievement considering that we had a higher significant improvement in our Fall 2005 freshman class over 2004 (831 vs. 1,030 deposits).

Table 4 Breakdown of Enrolling Students by Admission Program

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>8</td>
<td>7</td>
<td>20</td>
<td>4</td>
<td>1</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Black</td>
<td>20</td>
<td>13</td>
<td>20</td>
<td>18</td>
<td>18</td>
<td>10</td>
<td>15</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>16</td>
<td>28</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>20</td>
<td>15</td>
<td>32</td>
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<tr>
<td>Native</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Other/mixed heritage</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>3</td>
<td>815</td>
<td>12</td>
<td>14</td>
<td>659</td>
<td>11</td>
<td>14</td>
<td>780</td>
</tr>
<tr>
<td>Unreported</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>26</td>
<td>1</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>43</td>
<td>912</td>
<td>46</td>
<td>49</td>
<td>736</td>
<td>52</td>
<td>55</td>
<td>388</td>
</tr>
<tr>
<td>Total (diversity%)</td>
<td>87.8%</td>
<td>93.0%</td>
<td>8.5%</td>
<td>73.9%</td>
<td>71.4%</td>
<td>7.0%</td>
<td>120/831=</td>
<td>14.4%</td>
<td>76.9% 169/1030=</td>
</tr>
</tbody>
</table>

Our college will continue to work toward the goal of increasing minority enrollment to 13% or more of total enrollment by 2010. We plan to increase the number of underrepresented students (Black, Hispanic, Asian/Pacific Islander, and American Indian and Alaskan Native) by 28% from 613 in 2005 to 767 by 2010 (13% of student enrollment). As Table 5 shows, between 1996 and 2005 there was a 60% increase in the underrepresented undergraduate student domestic population from 366 in 1996 to 613 in 2005. The proportion of undergraduate students from minority backgrounds also increased from 7.5% in 1996 to 10.4% in 2003 and 11.4% in 2004, and 11.5% in 2005. This improvement does not factor any international students within the diversity profile.

Table 5. Total Undergraduate Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>1996</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4,738 (79%)</td>
<td>4,243 (79%)</td>
<td>4,200 (77%)</td>
<td>4,091 (76%)</td>
<td>3,956 (75%)</td>
<td>4,061 (75%)</td>
</tr>
<tr>
<td>Black</td>
<td>141 (3%)</td>
<td>167 (3%)</td>
<td>200 (4%)</td>
<td>259 (5%)</td>
<td>266 (5%)</td>
<td>261 (5%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>122 (2%)</td>
<td>174 (3%)</td>
<td>176 (3%)</td>
<td>186 (3%)</td>
<td>189 (4%)</td>
<td>216 (4%)</td>
</tr>
<tr>
<td>Asian/Pacific Isl.</td>
<td>74 (2%)</td>
<td>84 (2%)</td>
<td>109 (2%)</td>
<td>122 (2%)</td>
<td>123 (2%)</td>
<td>111 (2%)</td>
</tr>
<tr>
<td>Am.Ind/Nat.Alask</td>
<td>29 (0.5%)</td>
<td>22 (0.4%)</td>
<td>21 (0.4%)</td>
<td>19 (0.4%)</td>
<td>19 (0.4%)</td>
<td>25 (0.5%)</td>
</tr>
<tr>
<td>Non Resid. Alien</td>
<td>34 (0.6%)</td>
<td>336 (6%)</td>
<td>392 (7%)</td>
<td>356 (7%)</td>
<td>316 (6%)</td>
<td>305 (5.7%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>193 (4%)</td>
<td>356 (7%)</td>
<td>361 (7%)</td>
<td>370 (7%)</td>
<td>406 (8%)</td>
<td>415 (7.7%)</td>
</tr>
<tr>
<td>Total Undergrad.</td>
<td>5,331</td>
<td>5,382</td>
<td>5,459</td>
<td>5,403</td>
<td>5,275</td>
<td>5,394</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research

Plattsburgh State continues to excel and lead all other SUNY comprehensive colleges at attracting non-resident students (international and domestic out-of-state) to its applicant pool (Table 6). In fact, we plan to slightly increase the level of funding to attract international and domestic out-of-state students. Further, despite dramatic increases in non-resident tuition over the last four years, approximately 10% of our undergraduates were enrolled from outside of New York State. We plan to maintain this distinction by offering housing grants to attract the notice and enrollment of these valued applicants. Since 2000, the total undergraduate domestic out of state student enrollment increased by 83% (142 in fall 2000 to 232 in 2005) and its proportion of the undergraduate student body increased by 1.7% (2.6% in 2000 to 4.3% in 2005). Total International student enrollment increased from 166 in fall 2000 to 392 in 2002 but then decreased each year to 305 in 2005 largely due to VISA related
concerns. International students’ proportion of the undergraduate student body has increased from 0.6% in 1996 to 5.7% in both 2000 and 2005. Plattsburgh State will continue to place an emphasis on attracting international students to its campus. While few international students possess SAT/ACT examination scores, they present academic records worthy of admission and merit awards.

Table 6. Total Domestic Out of State and International Undergraduate Headcounts

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Out of State</td>
<td>142</td>
<td>154</td>
<td>200</td>
<td>189</td>
<td>203</td>
<td>232</td>
</tr>
<tr>
<td>International</td>
<td>166</td>
<td>336</td>
<td>392</td>
<td>356</td>
<td>316</td>
<td>305</td>
</tr>
<tr>
<td>Total (% Undergrad.)</td>
<td>308(6%)</td>
<td>590(10.9%)</td>
<td>592(10.8%)</td>
<td>545(10.1%)</td>
<td>519(9.8%)</td>
<td>537(9.9%)</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research

Efforts will continue to be made to increase the recruitment and retention of students of diverse cultures and backgrounds through outreach efforts and expanded student services (see Objective 5). These strategies include the following: offer visitation programs such as the EOP Bus trip and Minority Student Visitation Program where applicants are hosted by enrolled students; offer Empire State Minority Scholarships and Supplemental Grants to attract qualified applicants; continue to support EOP and STAR admission programs as paths for student access and enrollment; encourage enrolled students to participate in the College’s Peer Recruitment Program to help attract prospective students to apply; and involve enrolled students as telecounselors in communicating the benefits of attending Plattsburgh State to accepted applicants.

Greater participation by international students is encouraged through International Student Services’ (ISS) recruitment activities, including international travel, e-mail correspondence with prospective students and enrolled students, brochures, and through housing grants. The ISS office provides academic and personal advising, social and cross-cultural gatherings, immigration compliance advising, and orientation and arrival programs. The ESL Program is also a recruiting tool for international students, as is our newly created academic scholarships for Canadian students to enroll in select academic programs which are not found easily in Canadian Universities.

We plan to continue to survey the Canadian market to identify specific programs that are considered either scarce or non-existent and to offer special scholarship incentives to Canadian students to enroll in these programs at our college. Joint dual degree programs between Plattsburgh State and educational institutions in other countries are also a possibility (e.g., joint program between Turkish University and other SUNY campuses). Additional plans include: offering housing grants as an incentive for international students to enroll; involving enrolled, non-resident students in communicating the benefits of attending Plattsburgh State to accepted applicants; and encouraging enrolled, non-resident students to participate in the College’s Peer Recruitment Program. In the future there will also be a calendar of activities, workshops, and excursions to be sent to international students at the beginning of each semester and greater involvement of faculty in the recruitment process. The college should also continue to assess annually the special needs of international students and to develop a more comprehensive response to these needs, appropriate to our international student population.

Diversity efforts represented in marketing strategies will continue in order to attract underrepresented students. The language of diversity within the marketing literature will specifically address diversity in a fashion that is compatible with the definition, programming, and planning around which the college’s diversity initiative is centered. In addition, Plattsburgh State has initiated and will maintain a web site with diversity representation while providing information on the diversity initiative. The web site will also provide insight into how students who have participated in the diversity initiatives on campus perceive how they have benefited from the college’s efforts (e.g., Multicultural Clubs, T.E.A.M. Mentoring program, International Student Services).
Goal 3: Increase enrollments at Plattsburgh’s Extension Center at Adirondack Community College (50 FTE per new undergraduate program).

Objectives

- Offer Bachelor and Master degree-granting programs at a distance (e.g., nursing and the Educational Leadership program)
- Consider adding courses leading to bachelor’s and master’s degrees (e.g., Childhood Education and Management)
- Explore ways to utilize ACC (e.g., night courses, new degree programs) to increase full and part-time adult students

Beginning fall 2005, third and fourth year undergraduate courses at the Plattsburgh Extension Center at ACC that will lead to bachelor’s degrees were offered for the first time in criminal justice and psychology. Upper-division courses at ACC in Childhood Education and Management are planned to be offered in Fall 2006. Although there will be no change in institutional mission or the master plan as far as CHE Middle States is concerned, Plattsburgh intends to apply for Branch Campus status for its Extension Center at ACC. One or two of the positions to be added at the Extension Center (or branch campus) will be new, thereby adding to Plattsburgh’s total number of employees at least temporarily; others will be reallocations from the main campus or relocation of current faculty.

The total headcount for Fall 2005 in Psychology (N = 32) and Criminal Justice (N = 13) was 45 which exceeded our enrollment target goals. The increase in personnel and course/program offerings over time will allow us to use ACC as a means to produce more revenue and to help stabilize our overall enrollment. The development of new online courses will also support the new degree completion programs at ACC (see Goal 4). This initiative has helped to increase the number of transfer enrollments this year and will help to offset any future enrollment declines on this campus.

Goal 4: Increase enrollments among students completing online credit offerings.

Objectives

- Implementation of e-learning action plan which is focused on the development of online courses, certificate programs, and program delivery
- Explore degree-granting opportunities in specialized markets and the possibility of offering non-credit courses online.
- Continue to offer a broad range of online courses (via the SUNY Learning Network and our campus course management system, Angel) that provide students additional options for taking Plattsburgh State courses from a distance during Winter Session and Summer Session
- Hire an individual to oversee the implementation, promotion, and expansion of online course and program offerings

Given the anticipated increase of online courses, a seamless administrative and academic support structure to support online and distant learners should be developed which focuses on issues relating both to the needs of online users (regardless of whether they are at a distance or not) and processes for developing courses and programs.

Plattsburgh’s priorities in the area of technology-enhanced learning environments are to continue to offer a broad range of online courses (via both the SUNY Learning Network [SLN] and the campus course management system ANGEL) that 1) provide additional distance learning courses during Winter Session and Summer Session, 2) support distance-learning degree-granting programs (the R.N. option in Nursing, for example), and 3) supplement on-site offerings at Plattsburgh’s Extension Center at ACC. A comprehensive instructional technology teaching/training program provides faculty with multiple opportunities to learn to effectively incorporate the Web into their teaching. For the future, the campus will explore both degree-granting opportunities in specialized markets and non-credit courses, including a hybrid model for some programs.
At Plattsburgh, distance learning is viewed as a delivery option, and the College continues to develop the appropriate support and infrastructure. In 2005, there was a dramatic increase in online course offerings and online course enrollments over previous years (Table 7). A total of 140 Web courses, enrolling 2,372 students were offered in fields such as Nursing, Anthropology, Business, Biology, Library Skills and Education. Continued increases in online courses is anticipated during the next few years and a significant increase of web-based course management as part of traditional courses is expected.

Many of these objectives will be facilitated through a proposed e-learning action plan which is focused on the development of online courses, certificate degree programs and program delivery to: a) enhance current course and program offerings for resident matriculated students, b) enable the offering of a cycle of courses in a program that allows program completion for non-resident matriculated students, and c) offer a complete program as an e-learning experience. Some strategies to carry out this plan include: 1) conversion of the Nursing R.N. to B.S. program which is currently taught on PictureTel, to a fully online program with clinical experiences offered at distant sites, and 2) expansion of online General Education courses to be offered during Winter and Summer sessions. Winter and Summer sessions have been specifically targeted since past enrollments indicate that online courses are the fastest to enroll. This initiative also has the potential to increase revenue. Identification of specific courses to be offered online will begin in 2005. Plattsburgh State will also continue the development of online or hybrid courses which will involve ANGEL training sessions throughout the year.

Table 7. Plattsburgh State Distance Learning Online Course Enrollment Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Online Graduate Courses</th>
<th>Online Undergraduate Courses</th>
<th>Total Online Courses</th>
<th>Graduate Enrollment</th>
<th>Undergraduate Enrollment</th>
<th>Total Online Course Enrollment</th>
<th>PictureTel Courses &amp; Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1</td>
<td>16</td>
<td>17</td>
<td>10</td>
<td>297</td>
<td>307</td>
<td>**</td>
</tr>
<tr>
<td>2001</td>
<td>7</td>
<td>29</td>
<td>36</td>
<td>100</td>
<td>480</td>
<td>580</td>
<td>8 &amp; 249</td>
</tr>
<tr>
<td>2002</td>
<td>12</td>
<td>42</td>
<td>54</td>
<td>129</td>
<td>696</td>
<td>825</td>
<td>17 &amp; 497</td>
</tr>
<tr>
<td>2003</td>
<td>12</td>
<td>51</td>
<td>63</td>
<td>127</td>
<td>774</td>
<td>901</td>
<td>19 &amp; 472</td>
</tr>
<tr>
<td>2004</td>
<td>16</td>
<td>68</td>
<td>60</td>
<td>210</td>
<td>1255</td>
<td>1465</td>
<td>14 &amp; 231</td>
</tr>
<tr>
<td>2005</td>
<td>20</td>
<td>120</td>
<td>140</td>
<td>306</td>
<td>2066</td>
<td>2372</td>
<td>16 &amp; 63</td>
</tr>
</tbody>
</table>

** data not available
Source: Access Services, Feinberg Library

The total number of courses and enrollments for our distance learning online course offerings (over 95% are Plattsburgh State students) has increased steadily over the past 6 years (Table 7). These results reflect the growing interest by our administration and faculty to support and develop online courses (123 more since 2000) and by students (1769 more since 2000) to enroll in these courses. Courses ranged across disciplines, including nursing, anthropology, business, biology, library skills, and education, among others. A slight increase in online courses is anticipated over the next few years, while a significant increase of web-based course management as part of a traditional course, is expected. The next important objective is to develop specific online degree programs to attract non-Plattsburgh State students to increase our enrollment base and revenue. For example, while we currently do not have any fully online courses, we are effectively moving the R.N. to B.S. Nursing degree completion program to online. The administration should also continue to offer an incentive program for faculty to develop online courses and to continue to identify and develop one or more online programs that may serve this purpose.

Outreach programs and the development of online course offerings are vital for Plattsburgh State to remain competitive in the marketplace. The college has been successful in continuing to implement off-campus sites (and distance learning courses/programs), and the SUNY Learning Network is a new educational resource that has been positively received by the university’s constituents. Students often cannot study abroad if they must fulfill critical graduation requirements at their home institution. Students who are able to take online courses at their home institution while studying abroad will have one less barrier to overcome. Orientation and re-entry programs can also be offered online.
Goal 5: Enhance advising and retention programs. Improve overall retention (relative to 2004) by 1% for 2005, 2% for 2006 and by 3% for 2007 through 2010.

Objectives

- Establishment of first year programming which includes the Whiteface Initiative for Student Engagement (WISE)
- Increase programming resources for first-year programs
- Development of the Academic Support Services Council
- Improve pre-matriculation screens for risk factors (Noel-Levitz instruments)
- Establishment of the Center for Teaching Excellence
- Initiate proposals for undergraduate retention activities from academic departments for Spring 2006
- Continue new major developments and program revisions (options to major)
- Request additional faculty assistance with student retention efforts
- Initiation of additional freshmen seminars and learning communities for new student course schedule
- Activities sponsored by Multicultural Programming Office and the Center for Diversity, Pluralism, and Inclusion

It is essential from the enrollment management perspective that recruitment and retention efforts be coordinated in a planned approach for student success. In order to coordinate recruitment and retention, the college must focus on both student and institutional enrollment decisions and the factors that influence them. It is vitally important that meaningful research focus on the factors which influence student decisions, to ascertain which ones have a positive influence on student retention behavior. In addition, a key to helping to retain students is the ability to identify “at-risk” students early enough to permit intervention strategies to work. Research shows that most students are more likely to leave college the first year so it is important to “front-load” retention and intervention strategies with newly enrolled students. The key elements in intervention strategies is knowing when and with whom to intervene.

Since the retention of first-time students carries a longer positive economic impact, a greater proportion of the increase in retained students will be in the first-time student group. Thus, an important retention goal is to decrease our first-year (freshman, new transfers) attrition rate to 18% by fall 2010 from our current rate of 20.3% for fall 2005 and to increase total retention (relative to 2004) by about 1% for 2005, by 2% for 2006, and by 3% for 2007 through 2010. Table 8 illustrates the attrition of full and part-time matriculated undergraduate students (fall to fall) and graduation rates and the projected rates through 2010. Since 2000, our attrition rate has declined by about 2% from 22.1 to 20.3%. Our last 3-year average attrition rate 20.8% is about 1% lower than our 10-year average. The percentage of students who have left Plattsburgh State between 1996 and 2004 has ranged from 20% to 22%. Our college’s attrition rate has averaged approximately 5% less per year than the national average for 4-year public institutions. Our 6-year graduation rate has been increasing by about 1% every year for the last four years with 55.7% of the 1998 first-time full-time cohort graduating by 2004 (second highest among SUNY comprehensive colleges, 3% higher than the average for SUNY comprehensive colleges). With increased retention we expect this rate to continue to increase with a projected rate of about 60% for the entering 2000 cohort graduating in 2005 (Table 7). Plattsburgh’s 4-year graduation rate averaged over the last 5 years is about 33%, ranging from 28% to 37%. Using 33% as an expected base 4-year graduation rate in 2005 (first-time, full-time) we expect the 5-year average 4-year graduate rate to be 35% by 2010.

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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attrition Rate</td>
<td>21.0</td>
<td>20.7</td>
<td>20.6</td>
<td>22.1</td>
<td>22.2</td>
<td>21.4</td>
<td>20.9</td>
<td>20.3</td>
<td>18.3</td>
<td>18.3</td>
</tr>
<tr>
<td>4yr.GradRate</td>
<td>32.2</td>
<td>37.4</td>
<td>34.1</td>
<td>32.0</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>33</td>
<td>34</td>
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<td>6yr.GradRate</td>
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** data not available
Source: Office of Institutional Research
During 2004-2005, the assessment and further development of retention efforts on campus was assumed by the Enrollment Management Council, Retention Steering Committee, and the Task Force for the Study of Undergraduate Student Life. Primary objectives of these groups was to develop, implement and assess long-range and annual retention plans that incorporate key indicators of student success, at-risk student profiling and intervention strategies. This task force, made up of representatives from the faculty, staff and students, reviewed the college’s overall effectiveness in several critical areas of undergraduate campus life; retention and graduation rates; academic advising; campus communication; support services; and campus climate. The task force forwarded their recommendations to improve advising and retention efforts to the President in March 2005.

Several current projects focus on improving student retention rates. Some examples are first-year programs with increased resources; improved pre-matriculation screens for risk factors; new majors and program revisions; additional faculty involvement in recruitment and retention; and additional freshman seminars and learning communities. Plattsburgh’s current goal is to increase total undergraduate retention by 1% from 2005 to 2007, and by another 1% from 2007 to 2009, for a total increase in retention of 2%, which will be maintained through 2010. Since the retention of first-time, full-time students carries a longer positive economic impact, Plattsburgh intends to focus retention efforts on this group. New initiatives in support of the Quality of Undergraduate Life Initiative at SUNY Plattsburgh included the appointment of a Director of First-Year Programs and Retention Efforts (under the supervision of both the Provost and the Vice President for Student Affairs) who is responsible for the coordination and cohesiveness of the College’s many programs focused on the academic success of first-year students and their ultimate persistence and graduation. Additionally, a campus-wide First-Year Council was established to continue to focus the energies of the college on the unique needs of first-year students. An Academic Support Services Council was also formed in 2005 to help ensure communication, cooperation and collaboration among the offices represented, and several student service offices were relocated to improve student access and create synergy with other offices with similar missions.

A major new program, the Whiteface Initiative for Student Engagement (WISE), was started in the fall of 2005. The program goals were to 1) ease the transition to college through increased staffing, programming efforts, and mentoring relationships, 2) increase the level of engagement in residence hall activities and general campus life, 3) increase the rate of retention and graduation rates, and 4) increase the quality of life and levels of satisfaction of students’ residence hall experience. This first-year residence hall program houses 240 students with a specially selected and trained staff: a residence hall director, 8 resident assistants, and 16 upper-division resident mentors. There are 8 faculty mentors associated with the program. An outreach program from the Academic Advising Office and additional programming monies are also available. A 2006 retention goal of 4.5% above that achieved for first-time, full-time students in 2005 has been established. In addition, special course advisement registrations were held specifically for target “at-risk” student groups (e.g., selectivity group 4’s, Star Program, and EOP).

Increased retention will also be achieved by a number of other pro-active measures which may include the following: increased programming (e.g., proactive advisement in residence halls, mentoring, learning communities); advisement for students with undeclared majors will be monitored and assessed to ensure students persist at the college and graduate; expanding the number of learning community opportunities for first-year students; better pre-matriculation screening for risk factors (Noel-Levitz instruments); development of new majors (e.g., Expeditionary Studies, Environmental Studies); coordinated efforts to support faculty teaching (especially for those teaching first year establishment of The Center for Teaching Excellence. Several of these initiatives are already underway, and we will continue to study the possibility of undertaking others.

The establishment of Learning Communities through the Honors program also can aid in our college-wide retention efforts as follows: All courses in a Learning Community support and reinforce each other since each course provides an enriched context for understanding the ideas and issues of the other courses. A Learning Community provides much greater coherence to a semester’s course of study providing new contexts for active learning, synthesis and integration and students enrolled in a Learning Community will have greater opportunity for interaction and collaboration since they go through the courses as a group. Students experience the integration of ideas, knowledge and information from the different perspectives provided by each course and Students can complete a number of General Education requirements through the courses included in the Learning Community. The Center for Teaching Effectiveness is also another new initiative that has implications on student retention as well as faculty development. It provides both formal and informal programs designed to help
improve the quality and effectiveness of teaching across campus by working with faculty to improve and enhance their teaching strategies and skills. The objective here is to enrich the learning experience for undergraduate and graduate students at our college.

Another campus-wide retention initiative from the Provost’s office, instituted in November 2005, involved a call for program proposals (total funding of $9,500) from academic departments for undergraduate retention-related activities in Spring Semester 2006. Funded programs can include special advisement sessions, social events that bring faculty and students together, seminars on various topics related to the major or the college experience, field trips, and other student activities. A focus on first-year students is an important key element of the program, but the program may address the needs of all undergraduate students.

It is important to also note that the at-risk student is often an underrepresented student, and the lack of diversity amongst their peer group, available mentors, or available faculty contributes to their sense of alienation. It is, therefore, important that representatives from various departments and other key personnel meet to assess the issues that may help to improve the attrition rate among underrepresented students. Programs and activities that help student retention include the work of the Multicultural Programming Office which fosters a community that celebrates and welcomes diversity through an extensive array of cultural, educational and social programs, in collaboration with the multicultural student organizations. The Center for Diversity, Pluralism, and Inclusion (CDPI) also provides a wide array of multicultural programming and enlightenment workshops throughout the year, and multicultural themes are a part of co-curricular programming organized by many academic departments and other units of the College as well (e.g., T.E.A.M., Diversity Film and Wrap Series). The T.E.A.M. (Transitions, Embracing, All-Inclusive, Mentoring), was developed by CDPI as a way of offering more personalized assistance to students from underrepresented minority populations. Student mentees could themselves become mentors to other, newer students, thus enriching their own experiences as well as that of others.

The assessment of educational objectives of non-matriculating students is essential for both recruitment and retention purposes. The number of non-matriculated (full and part-time) undergraduate students has declined steadily over the past 10 years (e.g., 204 in 1994; 184 in 1996; 137 in 2000; 62 in 2004), with an increase to 90 in 2005, and the number of non-matriculated graduate students has declined over the past 6 years (210 in 1999 to 122 in 2005). Related to this issue is the need to assess the recruitment and advisement practices with adult students (25 years and older), especially in light of the decrease in full and part-time adult students in recent years (673 in fall 2000 and 609 in fall 2004). This may include the use of a person during pre-registration week to recruit adult learners and to provide proper advisement when they have questions about daycare, registration, and courses and degree programs.

Goal 6: Increase selectivity in admissions overall. Increase freshmen profiles within groups 1 and 2 by 9% from its current combined 36% to a combined 45% by 2010. Decrease profiles within groups 3 and 4 by 9% from its combined 64% to a combined 55% by 2010.

Objectives

- Offer scholarships to selectivity group 1 and group 2 accepted applicants; continue to assess award amounts to increase yield
- Determine the number of applications needed to increase freshmen profiles within groups 1 and 2.
- Offer opportunity for membership into our honors program.
- Increase amount of money offered to presidential scholars who are not being considered for the final award.
- Involve department chairpersons/secertaries in communication plans to encourage accepted high ability applicants to enroll.
- Promote valedictorian/salutatorian enrollees along with merit award winners in all external media markets and internally among all campus members.
- Encourage Honor Program students to participate in recruitment activities

In the first MOU, Plattsburgh did not anticipate a move from group 3 selectivity. This objective has not changed in Mission Review II (2005), and Plattsburgh expects to remain a Group 3 institution. However, the College is committed to increasing freshmen quality indicators and expects to enroll a higher percentage of group 1 and group 2 students by 2010. Some scholarships are available for high-achieving students and help to increase the yield on this cohort.
In order to continue to raise selectivity measures as well as enrollments, the college must increase the number of applications received annually and implement the financial aid leveraging strategy successfully adopted for the 2005 recruiting year (see Objective 1). In 2005, 40% of enrolling freshmen were within groups 1 and 2, and we expect to slowly increase to 44% by 2008 (Table 9). Our 2005 group 1 and 2 deposits reflected a dramatic increase of 5% over 2004. To achieve this outcome, PSU offered merit awards and grants for academic excellence and an opportunity for membership into our honors program to attract and retain high-performing students. Increasing the amount offered to our presidential scholars may also be considered to improve the yield of these high achieving students who are not being considered for the final award. We need to involve department chairs, faculty, secretaries, and enrolled students in communicating with the selective applicants to strengthen their relationship with the college. In addition, students from the Honor’s Program should be encouraged to participate in the College’s Peer Recruitment Program and in the spring telecounseling program which congratulates applicant merit award winners. With this change in the profile mix, we anticipate an increase in the average SAT score of the freshman class (from 1054 in 2005 to 1070 by 2010), an increase in the high school class percentile rank (> 64%), and an increase in the GPA average of incoming freshman. Although we are committed to increasing freshmen quality indicators and enrolling a higher percentage of group 1 and group 2 students by 2010, we do not anticipate a move from group 3 on the selectivity matrix. Our current profile exhibits a freshmen class in which the middle 50% of the class profile show high school averages varying from 83.0 to 89.0 and SAT scores varying from 1000 to 1100.

Table 9. Selectivity Scores
Enrolled First-Time, Full-Time Freshmen by Fall Semester

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<tr>
<td>Selectivity Group 1</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
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<td>Selectivity Group 2</td>
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<td>24%</td>
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<tr>
<td>Selectivity Group 3</td>
<td>45%</td>
<td>43%</td>
<td>53%</td>
<td>52%</td>
<td>53%</td>
<td>52%</td>
<td>51%</td>
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<tr>
<td>Selectivity Group 4</td>
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<td>18%</td>
<td>14%</td>
<td>12%</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
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</table>

*Selectivity Categories (High School Average and Minimum SAT Composite range): Most Selective - Group 1 (85 and 1300 through 95+ and 1100); Highly Selective - Group 2 or higher (80 and 1200 through 90+ and 1000); Very Selective - Group 3 or higher (75 and 1100 through 85+ and 900); Selective - Group 4 or higher (70 and 1000 through 80+ and 800).

The admissions selectivity matrix (Groups 1-4) is designed to describe that part of the academic profile of regularly-admitted, full-time freshman applicants that results from the interdependence of two important admissions criteria: the high school average and standardized test scores. The selectivity matrix represents only part of the admissions decision-making process and has no role to play in the process for admitting students based on special talents or circumstances, including those admitted to opportunity or at-risk programs; students who, for one reason or another, do not have a U.S. high school diploma or who have not taken a standardized test; part-time students; or students applying for admission to community colleges. All SUNY campuses are committed to maintaining broad access to programs for students whom they believe have the ability to benefit from them.

Financial Aid Leveraging: During 2004-2005 many changes in both the freshmen merit scholarship awarding process and transfer scholarship process were instituted to increase the freshmen profiles of high ability students as illustrated in Table 9. Based upon the recommendations of Noel Levitz and our Financial Aid Impact Research work group, freshmen scholarships were aligned with the SUNY selectivity matrix and transfer awards aligned solely on GPA not transfer credit limits (junior status). Under this new model all students in selectivity groups 1 and 2 were offered scholarships, a minimum of $2,500 and $1,000 respectively. Scholarships were supplemented with housing awards for certain sub-populations targeted in the enrollment management plan, including students of color, students from Clinton, Essex, Franklin and Hamilton counties, and out-of-state students. Freshmen merit awards rose from a total of 322 offers for Fall 2004 to 1241 offers in Fall 2005—an increase of 919 scholarships. Scholarships rose most dramatically in the Freshmen Merit Scholarship category—
from 181 offers in 2004 to 947 in 2005. The yield of freshmen awarded scholarships rose from 25% in Fall 2004 to 26.5% in Fall 2005. A total of 65 merit housing awards were offered to selectivity group 1 & 2 students of color; 15 deposited for a yield of 23%. A total of 56 merit housing awards were offered to selectivity group 1 & 2 students from Clinton, Essex, Franklin, and Hamilton counties, 29 deposited for a yield of 51.8%. A total of 79 merit housing awards were offered to selectivity group 1 & 2 students from out-of-state, 16 deposited for a yield of 20.3%. Transfer merit awards witnessed a major change in award strategy—no longer looking for 60+ credits (junior status) and, therefore, a greater number of applicants (+237) were offered merit awards when compared to 2004. The Transfer Merit deposit yield and the overall number of deposits increased substantially over 2004.

Since fall 2001, the average cost of attendance for freshmen increased by $3,185 (32.6%) and the average expected family contribution of the freshmen class increased by $2,420 (32.5%). This suggests that high-need students may no longer be able to afford Plattsburgh State, and may be selecting a more local option where they can live at home. It is critical, therefore, that we compare our cost of attendance against other SUNY competitors, and develop methods to control this cost to regain these high-need students. Related to this issue is the need to critically evaluate how our SUNY competitors utilize financial aid awards (e.g., need based, merit and grant based aid) as a mechanism to improve enrollment yield for accepted applicants. In addition, the Financial Aid Office plans to develop more extensive outreach programs in the region to help increase the applicant base. Over the next semester, this office plans to visit regional high schools and large businesses to make presentations to their students and employees regarding common issues in financial aid (how to apply, types of aid, etc), and to address other ways to assist these constituents. In addition, merit awards and service grants to assist with yield on accepted students will continue to be offered.

Table 10 indicates that the high school average of first-time, full-time, regular-admit students at PSU rose slightly from 84.7 in 1996 to 85.9 in 2005, and their average combined SAT scores increased from 1062 in 1996 to 1054 in 2005. However, the mean SAT in 2005 increased by 5-12 points in each of the past five years. Our college SAT scores have been consistently above both the state and national average. Over the past 9 years, the mean high school percentile rank average for traditionally admitted students was 64.3 and the average GPA of incoming transfer students was 2.85.

<table>
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<th>H.S.AVG</th>
<th>SAT Comb. Plattsburgh St.</th>
<th>SAT Comb. NYS</th>
<th>SAT Comb. Nat’l Norms</th>
<th>Mean H.S Percentile Rank</th>
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<tr>
<td>1996</td>
<td>84.7</td>
<td>1062</td>
<td>996</td>
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<td>1998</td>
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<td>998</td>
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<td>2000</td>
<td>85.4</td>
<td>1042</td>
<td>1000</td>
<td>1019</td>
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<td>2001</td>
<td>85.7</td>
<td>1045</td>
<td>1020</td>
<td>1020</td>
<td>65.5</td>
<td>2.85</td>
</tr>
<tr>
<td>2002</td>
<td>85.9</td>
<td>1044</td>
<td>1007</td>
<td>1020</td>
<td>63.4</td>
<td>2.87</td>
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<tr>
<td>2003</td>
<td>85.8</td>
<td>1047</td>
<td>1006</td>
<td>1026</td>
<td>64.3</td>
<td>2.84</td>
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<tr>
<td>2004</td>
<td>86.2</td>
<td>1044</td>
<td>1000</td>
<td>1026</td>
<td>64.1</td>
<td>2.86</td>
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<td>2005</td>
<td>85.9</td>
<td>1054</td>
<td>1008</td>
<td>1028</td>
<td>65.6</td>
<td>2.87</td>
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Source: Office of Institutional Research

**Goal 7: Maintain full-time graduate enrollment, while increasing part-time graduate enrollment**

**Objectives**

- Survey existing graduate programs to better define enrollment limits and goals.
- Regularly review current programs and revise them accordingly, based on changes in local/regional/state needs and in the disciplines and professions.
- Monitor the changing environment in considering new programs that might be added, especially with respect to local/regional/state needs.
- Examine ways to expand the Master of Arts in Liberal Studies to attract students.
While we have made great progress meeting our undergraduate enrollment goals in fall 2005, we will begin to focus greater attention on graduate enrollments by developing plans for raising graduate student enrollments in programs capable of expanding their capacity. Our five-year enrollment plan includes a slight increase in full-time graduate enrollment (250 in 2005 to 260 in 2010), and increasing part-time graduate enrollment by 7.5% from 370 in 2005 to 400 by 2006-2010 (See Table 1). Our plans for graduate programs, as well as undergraduate programs, include regularly reviewing current programs and revising them accordingly, based on changes in local/regional/state needs and in the disciplines and professions. We will also continue to monitor the changing environment in considering new programs that might be added, especially with respect to local/regional/state needs. Initially, we will assess current recruiting processes via surveys of the graduate department chair’s to better understand the areas for growth and possible ways to achieve that growth. The implementation of the e-learning action plan to develop online courses and program delivery should benefit graduate enrollments out to 2010 (see Objective 4). Recently, the Graduate Studies Council and administration have considered modifying the time limits for graduate program completion from 10 to 7 years, and have also actively pursued and identified graduate student stop-outs to change them to idle status to assist them with their degree completion.

Specific plans and priorities include:

- Combined baccalaureate/masters degree programs in two additional areas of Adolescence Education (currently at SED for registration)
- M.S. in Natural Sciences to replace the natural science concentration in the M.A. in Liberal Studies program
- Revising other concentrations within the M.A. Liberal Studies program
- Meeting the need for licensure work in Accounting.

In addition, Plattsburgh is exploring the possibility of developing an M.S. Nurse Practitioner program and an M.B.A. program (jointly with another institution). The College does not anticipate deactivating any current graduate programs.

Goal 8: Align expenditures with revenue and the enrollment management plan.

Objectives

- Utilize financial modeling to optimize relationship between financial aid investments, enrollment levels, and net operating revenue
- Connect student enrollment with revenue generation (i.e., define net revenue to determine optimal enrollment)
- Carefully plan enrollment and staffing needs for new course and program offerings
- Conduct major capital campaign
- Increase reliance on intersession opportunities
- Continue with Marketing and Branding Initiative
- Increase predictability of funding initiatives through reallocation of existing funds
- Hire full-time faculty at the Extension Center at Adirondack Community College (ACC)

The goals of PSU’s financial plans must be tightly interwoven with our enrollment management plan to ensure that we are making adequate progress with our strategic enrollment management planning. The development of a plan which serves to align expenditures with revenue and our enrollment management plan comes at a time when we are confronted with a compounding deficit this fiscal year. Despite dealing with this dismal fiscal picture and the highly tenuous predictability of the SUNY budget process, we are moving forward with several strategies and actions to help ensure that our enrollment plans are sufficiently supported through appropriate fiscal planning and program restructuring.

An important goal is to determine our optimum enrollment which can be defined as the figure that indicates revenues and expenditures are in balance. This is an important concept given the complex issues which contribute to our revenue picture and the costs incurred to recruit, educate, and retain a student. The need to understand net revenue (i.e., total tuition revenue – recruitment and retention costs) is essential for monitoring the effects of our enrollment management activities on our ability to increase revenue and to reduce costs to achieve positive results;
stable or increased tuition revenue – reduced recruitment and retention costs = added net revenue. Thus, we need to
determine net revenue per student credit hour, and merge enrollment projection models with revenue estimates.

PSU adopted a financial aid leveraging plan in consultation with enrollment management consultants from
Noel Levitz which was applied in our fall 2005 enrollment efforts (See Goal 6). We utilized this plan in an attempt to
optimize the relationship between our financial aid investments, enrollment levels, selectivity and diversity profiles,
and net operating revenue and to provide incentives to target groups of students. This strategy combines the
concepts of price elasticity and net revenue to determine the amount of institutionally funded financial aid needed to
attract specific students to enroll. We are now in the process of determining the net revenue of a student’s four-year
education to better define the financial outcomes of our financial aid leveraging and general recruitment/retention
programs. We also need to better understand the costs and/or lost revenue from any significant gaps between
student demand and capacity to help us manage cost-effectively. Thus, it is critical to determine our average net
revenue (revenue minus institutionally funded aid) and our attrition rate per class to assess the one-year impact
attrition has on our enrollment-related revenue.

In view of Plattsburgh State’s economic challenges, it is critical that efforts remain focused on increasing
the predictability of funding future initiatives (e.g., marketing and branding initiative, alumni network, international
experiences, student support activities, service opportunities, increase scholarships) to help stop the declining
trend in our application/acceptance rate (see Table 2). This may be accomplished through the reallocation of
existing funds and the building of endowments for future sustainability through fundraising. An increase in
fundraising will help increase the availability of scholarships which will help shift institutional scholarship support
from the core operating budget to the college foundation. This, in turn, will free up additional funds in our
operating budget to support other campus core activities.

An important campus activity initiated during the 2004-2005 academic year involved the preparation of
our first major capital campaign which will address a number of needs and/or enhancements to strengthen our
mission (e.g., quality of our academic experience; state-of-the-art e-business management system; accelerate the
upgrading of our smart classrooms, technology, instrumentation, and laboratories; support student experiences by
funding internships; and offering more scholarships to attract higher quality students). Related to this effort
involves the importance of increasing awareness among faculty and staff to enhance awards by donors (e.g.,
corporate sponsors, alumni giving, Booster Club) that are specifically targeted to curriculum majors offered
through the college foundation for recruitment purposes. Financial assistance can also be achieved through
greater reliance on intersession opportunities through the development of web-based courses to generate more
income and provide additional course and degree program offerings for both Plattsburgh State and non-
Plattsburgh State students (see Objective 4). We also plan to slightly increase the level of funding to attract
international and domestic out-of-state students.

The greatest new resource needs will be for accommodating upper-division course offerings in several
areas at Plattsburgh’s Extension Center at ACC. One new full-time faculty member in each of the criminal justice
and psychology programs plus the equivalent of one new faculty line in general education was added in Fall 2005
to allow students to complete the bulk of the bachelor’s degree at ACC. Once this plan is fully implemented, we
expect that over time ACC will provide a means to allow us to produce more revenue and to help stabilize our
overall enrollment. If enrollment at the main campus declines slightly, as anticipated, positions will be gradually
readjusted on the main campus.

Initially, most of the undergraduate programs we anticipate adding require no new faculty or other new
resources or facilities. The environmental studies program draw upon the same resources that support our
environmental science and liberal arts programs; facilities for environmental science are in need of upgrading, but
this is true regardless of the planned addition of environmental studies. The new major in expeditionary studies
will require additional staff and equipment within five years if the major attracts enrollment as anticipated. The
new major programs in the School of Business and Economics are also implemented by the faculty and
supported by the resources that are now devoted to the various study options within the business school; this is
also true of the new communication majors. Similarly, the new interdisciplinary programs and the combined
bachelor’s/master’s program in education will draw upon existing resources.