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  - Recruit “Smarter, Not Harder” through data driven/selected college fairs, high school visits, and virtual recruitment.
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  - Convert every campus visit to an enrollment event.
  - Fall Open House
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- **Core Admissions Communications Plan**
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  - Challenges to Recruitment and Enrollment
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VISION AND MISSION

VISION: Learning today, transforming tomorrow.

MISSION: SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic & community engagement. We realize our mission by fostering an environment that exemplifies the college’s institutional goals to the highest quality.
**Intro and Mission Statement**

This document contains a comprehensive overview of Marketing, Recruiting and Strategic Enrollment plans for the college. Each target market is detailed along with related goals and challenges. The plan will highlight a wide range of target audiences and initiatives. It is important to note that many initiatives are dependent on budgeting and strategic priority. As higher education enrollment is in dramatic flux at this time, the college may not be able to fully pursue all of the potential targets described here, and priorities may need to shift as opportunities arise. However, we attempt to capture and account for all of these options within. Details on marketing content, media strategies, web resources, CRM tools and specific processes will also be covered in this plan.

**Mission:**
The mission of SUNY Broome's Enrollment Management team and Admissions Office is to recruit, admit, guide, and serve a diverse student population. We embrace the College's commitment to provide the best possible start for new students, and an opportunity to retrain and embark on new career paths for returning and nontraditional students. The Enrollment Management Sub-Division also maintains the integrity of the enrollment process with strong documentation, review and evaluation. Through multiple recruitment and engagement strategies, the Enrollment Team will work to ensure that students have a welcoming experience, as well as the critical information they need to enroll and continue in college.

**SUMMARY OF KEY TARGETS and INITIATIVES**

1. **CURRENT MARKETING & RECRUITING ALIGNMENT**
1. **Focus on Transfer programs**  
   a. New Transfer and Bachelors booklet in the admissions core package  
   b. Introducing transfer paths as part of the admissions process  
   c. Providing increased support and materials for school counselors related to transfer options  

2. **Focus on Careers - New materials**  
   a. Focus2 Apply & Career Coach – promoting programs through related careers  
   b. New materials in the admissions package regarding career development and support  
   c. New service-centered workshops and presentations for schools and parents, as a marketing model.  
   d. Summer career confidence program – more advice and prep for students who have not made program decisions  

3. **Taking advantage of Fast Forward**  
   a. All new materials being developed  
   b. Admissions crossover visits to highschool classes  

4. **Promoting the college’s critical Workforce Development support efforts**  
   a. A special focus on programs producing students with skills in need by local employers  
   b. Promoting the new Career Development Center externally  
   c. Enhancing and expanding outreach sites to support workforce development (Owego, the Incubator, and potentially Onenonta, Hancock)  

5. **Recommittin to open access through Instant Acceptance**  
   a. See Instant Acceptance model (below)  

6. **Strategically prioritizing new markets through internally and externally supported research**  
   a. EAB Secret Shopper and Consults  
   b. Riger Agency Market Studies (SEE APPENDIX)  

**II.) ADULT MARKET TARGET**  
Exploring how to best align with emerging adult student market  
1. Riger market identification study conducted (SEE APPENDIX)  
2. Exploring weekender and shortened delivery degree programs - New committee being formed to address alternative scheduling  
3. New marketing materials and advertising campaigns focused on adults (informed by riger study)  
4. Further exploration of services needed by adults… and best practices for enrolling and retaining them.  

**III.) ENHANCING ENROLLMENT BUSINESS PROCESSES - SLATE IMPLEMENTATION**  
1. **Critical Intake Communications and Reporting - (SLATE implementation)**  
   a. ABOUT SLATE: SLATE is a Constituent Relationship system contracted through SUNY PIF funding: The SLATE system manages all aspects of the college admissions process, including communications, forms, event management, travel management, reporting and predictive modeling, workflow, application submission and management,
application reading, and an applicant status portal. It also integrates with student information systems (i.e. Banner, Peoplesoft, etc.).

2. **Primary goals of PIF Grant and SLATE CRM use:**
   - utilize modern tools to manage their enrollment funnel from the prospect stage through matriculation,
   - be better positioned to make data-informed and strategic decisions in achieving enrollment goals
   - better align the Strategic Enrollment Management (SEM) and IR offices at campuses with the Enrollment Services, Application Services Center, and IR offices at System,
   - position campuses to manage their post-traditional, part-time, online, and graduate enrollment efforts in more effective and strategic ways,
   - leverage shared-service expertise across SUNY’s campuses.

3. **Key Slate Functions and Implementation Milestones**
   - **INQUIRY CAPTURE AND FOLLOWUP**
     Replace inquiry form on the web and at various recruiting events
   - **AUTOMATIC MESSAGING AND “DRIP” MARKETING SCHEDULE**
     Setup evolving messaging campaigns that automatically deliver to students on a predetermined time frame, based on specific activities. How long since they inquired? Did they apply? Did they attend orientation? Did they register? Did they register late? Did they receive pre-enrollment career counseling? Did they attend a special student success event?
   - **CUSTOMIZED BRANCHING/SMART APPLICATIONS**
     Replaces the current college application, allows for the development of custom applications for non-matric, alternative programs, etc.
   - **TOUCHPOINT TRACKING**
     Tags each student with a special identifier tracking each call, email, and text they receive, as well as each event they have participated in, throughout the enrollment process.
   - **STATUS CHECKER**
     Once setup, this allows staff to immediately pull up the status of any student. *An interactive STUDENT CHECKLIST is also available for each student to reference where they are at in the enrollment process.*

4. **ADDITIONAL FEATURES FOR POSSIBLE PHASE 2 IMPLEMENTATION**
   - i. Interactive Acceptance letters
   - ii. Payment gateway
   - iii. Machine Learning – Predictive enrollment analytics & reporting
   - iv. Project Management and Task Tracker
   - v. English Language Evaluation (Duolingo)
   - vi. Athletics Portal – w/app status
   - vii. Event badge printing w/ QR Check-in codes
   - viii. Embedded PING tracking on SLATE and Website pages.
   - ix. School Counselor Portal
   - x. Competitive review tools
xii. Automated, scheduled reporting
xiii. Geo-fenced Event Check-in
xiv. Online webinar hosting and recording (with all above tracking and follow-up functions)
xv. Alumni mentoring and interviewing portal
xvi. Event landing pages and surveys

5. HOW SLATE CHANGES OUR CURRENT PROCESSES
SUNY Broome currently performs the functions described below through a series of homegrown solutions (Excel, Google Calendars) and separate commercial solutions (Argos, Text-em-all, Fire Engine Red, constant contact, Paper alternatives, Wufoo, Formstack). Considering this, many of the functions below are still not possible with the current tools.

○ WHAT WILL SLATE ALLOW US TO DO?
  i. **CRM:** Slate is a Comprehensive CRM (Customer Relationship Management) system. The software allows colleges to review and manage all interactions, communications, applications, test scores, relationships, and materials, all in one comprehensive area.
  ii. **Notes and status:** Helps tag and track all interactions with a student throughout the enrollment process. Allowing for immediate access to status checks, group messaging, and reports.
  iii. **Email and Text Messaging:** Schools send more than 1 billion email and text messages through Slate each year. Embed merge fields and conditional logic, and use responsive email templates and SMS texts to target mobile users.
  iv. **Forms:** Allows the college to build forms using the drag-and-drop form builder, and add user-configurable conditional logic, automated communications, embedded forms, and direct integration with the student record.
  v. **Events and Travel:** Helps the college plan and organize travel, schedule events with customizable templates, and automate your communications and reminders to prospective students, registrants, and affiliates.
  vi. **Online Everywhere:** Allows the college to build customized online applications, perform online reading/review, develop online recruiting portals, and execute online decisions, ensuring that every aspect of the admissions process benefits from a comprehensive solution.
  vii. **Real-time reporting and predictive modeling:** From student records queries, to reports, all data within Slate is instantaneously available and always up-to-date.

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**Goals and Action Plans**

**Enrollment Management Subdivision Goals & Strategies**
GOAL ONE:
With assistance from Institutional Effectiveness, analyze the historical profile of enrollment patterns (i.e. by program, campus, and demographic variables) in order to develop targeted recruitment strategies.
- Design a report by program to profile demographic patterns in each major for the past three years. Characteristics that are helpful in understanding recruitment for each major are age, gender, zip, F/T or P/T, day or evening session.
- Analyze the report tracking enrollment numbers over the past five years in each major, sorted by year.
- Develop a plan to renew our outreach phone bank. Make a distinct, focused effort to solicit additional information from potential students, conduct surveys, and implement retention focused calling year round.
- Identify and target two low-enrollment programs with excellent transfer record or excellent professional outcome opportunities for specialized campaigns with a focus on tracking response.

GOAL TWO:
Research declining yield rates and develop strategies for maximizing enrollment
- Using information from individual regional high school guidance offices on the annual number of graduating seniors, calculate the number and percentage of each class we enroll.
- Examine the history of individual high school yields and identify any schools where the yield has dropped or has traditionally been low. Focus on bringing the applicant pool up and increasing yield.
- Introduce Instant Acceptance models to partner schools
- Make use of Fast Forward partnerships, and potential inroads programs, to further engage high schools students on site.

GOAL THREE:
Enhance contact and cooperation with all High School Guidance Offices and BOCES.
- Attend all guidance counselor’s association and BOCES advisory board events.
- Send consistent informational mailings.
- Identify appropriate faculty members who are willing to reach out to high school faculty and students as a “Speakers Bureau.”
- Create connection with middle school counselors by creating a college exploration program or special events for junior high students. - EXAMPLE: Program to Career Counseling
- Maintain Guidance counselor website and enhance content.
- Develop and maintain guidance counselors advisory board
- Closely monitor and evaluate placement testing in high schools and other off site enrollment activities.
- Revisit and enhance transcript upload applications - USE SLATE
- Continue to establish Instant Admit days at BOCES and other high school locations

GOAL FOUR:
Develop strategies to attract a greater number of high academic achievers into the incoming class.
Promote scholarships by always taking scholarship brochures to high school visitation and by training across the board on scholarship availability and criteria.

Discuss and develop a SUMMER JUMPSTART Program for high GPA students.

Target scholarship mailings to high-performing students.

Promote HONORS program and AA1/AS1 advantages.

**GOAL FIVE:**

*Increase the overall yield from Broome, Chenango and Tioga County high schools, draw additional students from other counties in NY (Tompkins, Cortland, Delaware, Chemung, Otsego), and explore campaigns in the northern PA Corridor.*

- Work consistently with Faculty to educate our recruiters about programs.
  - The Admissions Office and Enrollment Team will continue to schedule a walk-in meeting time for all of the academic departments on campus to learn about any updates, exciting changes, and student opportunities within each program so that we can best promote this information to prospective students. We have currently set aside Admissions/Department Update Meetings for Wednesday's at 9:00 a.m.

- Develop highschool “INROADS” programs to provide students with, uniquely delivered, critical college level coursework leading to Health Sciences and STEM programs.

- Consider engaging and creating a workflow for influencers that can help us connect with these audiences.
  - An influencer is an individual or an online persona that:
    - Has access to a devoted audience that has specifically opted into seeing influencer content
    - Can affect others’ decisions based on his or her reach, perceived authenticity, expertise, or relationship with the audience
    - Occupies a unique niche or space for conversation with their audience (personalities that earn their audiences by being leaders in their particular groups)
    - Is typically seen as a “normal person” who connects with fans based on shared characteristics and life experiences (EAB).

**GOAL SIX:**

*Participate in all continuing student retention initiatives.*

- Work with the division to support timely advising and registration campaigns.

- Serve as an information one-stop for students with enrollment questions.

- Employ outreach callers to encourage students to get registered.

- Work closely with the BRIDGE Program (or alternatives) to bring these critical services to more students during the intake process.

- Explore other special programs to start students out on the right foot, and create more potential to succeed. (Example - Summer Career Confidence Program)
• Work with Campus Life to develop more just-in-time engagement, especially during the critical first few weeks of class.

**GOAL SEVEN:**

*Identify our most significant incoming transfer schools. Increase exposure to students from these institutions.*

• Develop social media [geofencing ads](#) that directly addresses student’s need to…
  - make a change
  - find the right fit
  - get a fresh start
• Initiate a tracking pixel to analyze these ads
• Direct click-throughs to a micro-site that is developed specifically for this audience.
• Top 6 incoming transfer schools - highest to lowest:
  - TC3
  - Onondaga
  - Binghamton
  - SUNY Albany
  - Cortland
  - Oneonta

**GOAL EIGHT:**

*Engage local employers and employees desiring retraining, stackable credentials and skills updates*

• Table at local businesses
• Partner to develop tuition reimbursement plans
• Offer off-site discounted options
• Work closely with Continuing Education and Workforce Development to create new opportunities.
• Work with academic programs to support the development of alternative schedules and credentials.

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**Challenges to Recruitment and Enrollment**

• Improving U.S. labor market luring students away from the classroom and back into the workforce.
• Four year institutions lowering their GPA cut-off points for enrollment
• Shifting national perception of the value of college vs. the cost.
• Enrollment pain points and funnel choke-points causing students to back out of the admissions pipeline.
• Need to fully implement SLATE for complex communications plans, allowing fast messaging access to targeted groups, and triggered enrollment campaigns.
• Increasing need for more comprehensive, direct, consistent, counseling to inquiries (enrollment coaches - See CUNY Model).
- Negative word-of-mouth related to previously encountered enrollment barriers (former students).
- Increased competition with other NYS colleges possessing residence halls.
- Increased competition with online colleges.
- Increased competition for local for-profit education businesses
- Students inability to determine financial aid viability and other funding sources in time to plan and register.
- Increased promotion, especially via social media, of entrepreneurial and self-employment alternatives to college.
- Potentially negative word-of-mouth impact related to residence halls.

SUNY Broome utilized a wide range of enrollment analytical data and research to prepare marketing materials and strategies for each admissions cycle. Examples are provided below.

- The National Research Center for College and University Admissions
  - *NYS College Enrollment Population Analysis - FILTERS = NY, 2019*
<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Humanities</strong></td>
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<td>Art</td>
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<td>Dance/Choreography</td>
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<tr>
<td>Philosophy</td>
<td>34,477</td>
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<tr>
<td>Photography/Video/Film</td>
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<tr>
<td><strong>Business</strong></td>
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<tr>
<td>Business Owner/Entrepreneur</td>
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<td><strong>Health &amp; Medicine</strong></td>
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<td>Dental Health</td>
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<td>Doctor/Physician</td>
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<td>Medical Science</td>
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<td>Medical Technology</td>
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<td>Nursing/Health Care</td>
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<td>Physical Therapy</td>
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<td>Sports Medicine</td>
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<td>Veterinary Medicine</td>
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<td><strong>Multi-/Interdisciplinary Studies</strong></td>
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<td><strong>Public &amp; Social Services</strong></td>
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<td>Social Work/Human Services</td>
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<td><strong>Science, Math &amp; Technology</strong></td>
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<td>Aeronautics/Flight Training</td>
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<td>Agricultural Sciences</td>
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<td>Computer/Information Sciences</td>
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<tr>
<td>Engineering (Civil)</td>
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</table>
• RIGER Market Research Studies
  ○ Working adult market, CEA, Culinary
    ■ Google repository

Strategies

CONTINUING STUDENT ENROLLMENT

Targeted Enrollment Advising Campaigns for Continuing Students

Definition: A targeted enrollment advising campaign is an effort of focused, proactive, outreach to a population of students in need of a specific intervention or action.
Working in concert with the STARFISH team and other retention efforts on campus, the enrollment management subdivision will assist with key communications to continuing students. The first step is to identify **critical communication points in the student lifecycle**. We plan to target the following populations.

**Student Lifecycle Population Targets:** (Dependent on availability of data)

### Beginning of Semester -
- Entering freshman students who are high risk based on their pre-enrollment data
- Students struggling in a specific course required for their major (identified through early alerts)
- Undeclared students on probation who have not attended a major exploration or career advising session
- Students on academic probation from the previous term
- Freshman students who have missed the grade threshold for one or more college readiness courses
- Undecided students who are uninformed about policies and which courses to select
- Students who are on track but have registration holds
- Current Health Studies that are at risk of not meeting selective admissions requirements
- Students who have not registered for a course required by their major
- High performing students who have not registered for any Honors Courses

### Mid Semester or Registration Phase –
- Students who have not met with an advisor (or do not have a degree plan).
- Students who are at risk of not graduating "on time" (who have missing required courses).
- Students in need of Summer Credits to graduate.
- Students with excessive credits (or more than required for a specific degree)
- Those close to graduating, but needing additional assistance.
- Students at risk of losing their financial aid.
- Students with downward trending GPAs.

### End of Semester Phase –
- Students with low credit completion ratios for the term
- First-time probation students eligible for an academic recovery
- High risk students who were not advised during this term (self registered)
- Freshmen whose first-term GPA was lower than their high school GPA
- Stop outs that could return and graduate easily
- “Keep it up” campaign (e.g. students who improved their GPAs or earned a 4.0 for the term)
- High performing students not enrolled for the next term

**NEW STUDENT ENROLLMENT**

Initiate a workgroup to plan all communications in the student life-cycle. Execute a homegrown version of this plan, within resource limitations, until CRM can be put in place. (Currently underway - designated as
the WELCOME committee

- Develop dedicated, on campus, instant admit (GPS style) enrollment events for each of our core high schools
- Emphasize campus life
- Involve Director of Student Activities in Open House presentations and activities.
  - Use “open” campus activities as opportunities to forge stronger links with school districts.
- Increase the number of “on-site admit” opportunities at individual school districts.
- Research mailing lists by school district to contact seniors with customized print materials.
- Strategically target and participate in a more reasonable number of college fairs.
- Work with Deans to increase number of schools and school districts participating in special projects like “Bridge Programs, Summer JumpStart, etc.”
- Shape summer session opportunities in collaboration with high school guidance counselors.
- Develop a new SUNY Broome posters specifically designed to promote programs of study and enrollment.
- Explore inviting inquiries and applicants to fall and spring open house
- Explore a tele-counseling plan for the campus using enrollment outreach callers.
- Expand student ambassador program to include training in all facets of SUNY Broome programs and student life to prepare them to give tours; attend college nights; respond to e-mail from prospects and applicants in partnership with counselors; call potential students/inquiries; assist with other recruitment and retention projects.
- Explore a “College for a Day” event to area high schools.

TRANSFER STUDENT ENROLLMENT

Develop strategies to promote the educational opportunities to students enrolled at other colleges.

- Maintain and improve new non-matric student application. or develop an alternative that is less cumbersome than raw Banner. Exploring new SLATE options.
- Use previous year senior mailing lists to draw freshmen from other colleges.
- Insure that the summer schedule is on the website as early as possible.
- Advertise the summer schedule to high school juniors and seniors and last year's seniors.
- Geofence campuses with significant transfer-out rates (students choosing to return or transferring to SUNY Broome).

ADULT STUDENT ENROLLMENT

Expand initiatives designed to develop the perception among adult students of SUNY Broome as the first choice for professional advancement, development, and retraining.

- Reestablish an Evening Open House tailored for adults.
● Continue to update and promote adult page on the college admissions website (https://www.sunybroome.edu/web/adult-learners/)
● Investigate new targeted marketing efforts based Riger Research Study
● Work with Workforce Development and Continuing Education to develop strategies to recruit more non-degree and corporate students.
● Research companies offering tuition reimbursement, and focus corporate recruitment on these companies.
  ○ Offer an enrollment based advisor for large companies who offer tuition reimbursement
● Expand outreach at all county centers.
● Participate in local community events where tables are made available to presenters.
● Create a Seminar On Going (or Returnign) to College and offer it free in strategic locations around the community.
● Develop strategies to recruit and service an increasing number of non-high school graduates
  ○ Research GED test sites and possible purchase and use of list of all GED diploma recipients

Emerging, Scalable, Onboarding Strategies to Increase Enrollment

Missing-Step Enrollment Prompts
We will coordinate brief call-to-action messages that remind applicants to complete steps such as FAFSA, orientation, and registration, use mail merge to personalize email reminders, and identify a text messaging platform to reach applicants on their mobile devices.

Non-registrant Phone Survey
Utilizing our Enrollment Outreach Callers (TBD) we will ask applicants who have not yet registered for classes to identify any barriers to enrollment they face. We’ll conduct these surveys several weeks before classes start so that staff can connect applicants to relevant resources before registration closes.

Pre-enrollment Success Course
We would like to explore offering applicants a free class in college navigation and success skills to help them overcome common anxieties. Ideally we would then award each class completer a scholarship worth one free three-credit course to incentivize their continued enrollment the next semester.

Mobile Geofencing Campaign
We will continue to partner with marketing vendors to serve ads to mobile devices in high-yield locations. This will include targeting high school graduations and athletic events to reach traditional-aged students—or industry conventions and employer sites to reach adult learners.

Utilize Influencers
This generation of consumers and students are far more skeptical and unwilling to buy into what brands and institutions are telling them directly. While Gen Z may follow brands online, they don’t trust these brands when it comes time to make decisions. Influencers function as gatekeepers for many social media users today (EAB, 2018). These are often...
- Lifestyle influencers who represent your institution’s local area
- Athletes or superfans with a lot of team spirit
- Academic thought leaders with social media presence
- Alumni now leading in their post-graduation fields
- Current students who have significant followings and engagement (for whatever their expertise or area of interest is)

**Standardized Communications Plan**

We will strive to respond to every inquiry with a series of pre-scheduled messages that guide prospective students toward application. We deeply exploring the implementation of a customer relationship management (CRM) solution to automate and personalize these messages across multiple channels.

**Consider Customized Electronic Brochures (Costly, see Liaison EMP)**

This would allow us to invite prospective students to design their own college brochures by submitting an online inquiry form that indicates their academic and extracurricular interests. Then, we will use the information from these inquiry forms in follow-up recruitment communications.

**Preliminary Financial Aid Estimates**

We need to be sure to send all prospective students who submit their FAFSA forms receive a personalized letter with their net cost of attendance based on their financial aid eligibility. We will mail letters early to reach students before they receive aid offers from more expensive institutions.

**Five Key Steps for Intake and Enrollment Processing Improvement**

- **STEP 1 - A quality experience for potential student in "first touch" communications**
  - Ensure that admissions counselors and processors are not having to triage issues at the front desk, or respond to email and web inquiries, or physically cover the front desk and take phone calls.

- **STEP 2 - Quality Information In and Out of our systems**
  - Ensure that our processing staff is working at its maximum capacity, based on the tools that we have in place.
  - These tools will need to be reviewed carefully. Ideally, this would include a dedicated consultant from Ellucian. We may need this person to look over a processor's shoulder to see how they are currently operating, and informing us of whatever options are available to us to enhance our use of these tools.
  - Giant instruction manuals are not helpful in these scenarios. We need direct support. This should be one of the college's highest priorities short of a comprehensive CRM.

- **STEP 3 - Strong, consistent, follow-up and communication**
  - The next step is to determine exactly what is happening with our enrollment communications plans, set up a schedule with timelines for messaging related to every student milestone, and develop clear guidelines within each enrollment phase to outline
who is responsible for tracking, and making sure that these communications occur. This is where a CRM can have a dramatic effect.

- **STEP 4 - Recruit or Counsel?**
  - We need to take a very close look at the admissions outreach/recruiting and admissions counseling structure. And, consider how our staffing can best be allocated.
  - We have the equivalent of three FTE’s in this area (not including the Assistant Director and our processors), and yet there is a great need for both on-site admissions counseling and external (further afield each year) outreach and recruiting.

- **STEP 5 - "New Student" Advising and registration**
  - Review the Admissions Advising and career counseling models. Possible phase 2 of the re-org?

**Ensuring Support For Critical Lifecycle Phases**

It is important for the college to align its efforts and a wide array of independent software packages, to support critical recruiting, enrollment, advising and retention phases. Below is a chart describing the lifecycle phases these platforms are designed to enhance and support.

<table>
<thead>
<tr>
<th>Phase 1-A</th>
<th>Phase 1-B</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLATE</strong></td>
<td><strong>CAREER COACH/ FOCUS2</strong></td>
<td><strong>COLLEGE SCHEDULER/DEGREE WORKS</strong></td>
<td><strong>STARFISH</strong></td>
</tr>
<tr>
<td>CRMs (Customer Relationship Manager)</td>
<td>Program and Career Planning Systems (onboarding) - “Career Coaching Systems”</td>
<td>Course audit, schedule planning and registration</td>
<td>Retention Systems</td>
</tr>
<tr>
<td>Functions:</td>
<td>Functions:</td>
<td>Functions:</td>
<td>Functions:</td>
</tr>
<tr>
<td>· Intake data collection integrated with student record.</td>
<td>· Program selection guidance and planning (“Guided Onboarding”)</td>
<td>· Clarified course registration tools</td>
<td>· Retention tools</td>
</tr>
<tr>
<td>· Staged communication (conditional logic)</td>
<td>· Job Data</td>
<td>· Personal Schedule Planning</td>
<td>· Student academic support plans</td>
</tr>
<tr>
<td>· Application review</td>
<td>· Guided connection to campus resources</td>
<td>· Multi-semester Advising tools</td>
<td>· Early alert communication</td>
</tr>
<tr>
<td>· Decision tools for comp. programs,</td>
<td>· Pre-registration</td>
<td>· Advisement templates (sometimes)</td>
<td>· Notes sharing</td>
</tr>
<tr>
<td>· Incoming class intake reports and data (funnel reports)</td>
<td>1. post application, pre-registration</td>
<td>· Integration with Degree planner systems</td>
<td>· Quick centralized access to academic history</td>
</tr>
<tr>
<td>· Communication efficiency and timeliness tools</td>
<td>2. Pre-application</td>
<td>· Schedule preview and comparison tools</td>
<td>· Progress monitoring tools</td>
</tr>
<tr>
<td>· Continuing registration messaging</td>
<td></td>
<td></td>
<td>· Student Service Referral tools</td>
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<td></td>
<td></td>
<td></td>
<td>· Student help requests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>· Advisor Scheduling (sometimes)</td>
</tr>
</tbody>
</table>
· Custom intake forms for specific recruiting purposes (sometimes)
· Personalized content—by selected major, term, etc
· Centralized checklist and document submission for students
· Integrated communications distribution tools—(Text, emails calls, mail merges)
· Advisor Lookup
· Personal Schedule planning [Best-fit course scheduling] (sometimes)
· Unproductive credit warning tools
· Scaled Student communication (often texts and email)
· Real-time course demand for administrators.
· Streamlined class searches

THE PRE-ENROLLMENT EXPERIENCE

- Review all steps in the pre-enrollment process in order to reduce barriers and enhance satisfaction as students progress from applied to registered to enrolled.
  - Reach out with live calls and email feedback requests. Analyze surveys to identify ways of improving pre-enrollment processing.
  - Develop and implement comprehensive follow-up communication activities designed to encourage students’ progress through each step of the pre-enrollment process—admission, testing, advisement, registration, financial aid, payment, orientation, and enrollment.
  - Work with institutional Effectiveness to develop baseline data to illustrate our recruitment/retention funnel
  - Explore a check-in Kiosk at each critical enrollment office (Checkin, How are we doing, and other functions—See Corning’s iPad and Shared Google Doc model)
- Integrate comprehensive financial aid programs, services and follow-up activities throughout the recruitment and enrollment process.
  - Offer a series of calendarized workshops— to coincide with the financial aid cycle
- Increase the involvement of faculty and academic departments in the recruitment process (i.e. especially on-campus activities)
  - Maintain strong faculty participation at Open House.
  - Work with faculty to design faculty letters for specific curricula to “potential students” and Guidance Counselors.
  - Invite departments to attend community recruitment events (Example - BIT and Admissions recent Team-up for RoberCon)
- Support new enrollment planning group and information sessions (Enrollment and Retention Workgroup).
Re-launch and empower a new working group.
Launch new Enrollment Workflow Showcase - an opportunity to experience enrollment processes through the eyes of the offices directly involved.
Engage EAB’s Secret Shopper service - Phase 1 complete, starting Phase 2.

INSTANT ACCEPTANCE
SUNY Broome’s consulting partners have identified a growing number of students in our community who are being led to believe they are “not college material”. This is partial due to the transactional nature of limited high school guidance counseling. However, complex college enrollment processes also tend to discourage students from enrolling. This is especially problematic for first generation students.

SUNY Broome’s Instant Acceptance model can provide an opportunity for all graduating students to be fully applied and accepted via an exchange of data, with a simple opt-out component.

EXAMPLE: High School + SUNY Broome "College Express" Partnership

What is it?
- An exclusive partnership between a local highschool and SUNY Broome that allows all eligible HS Seniors to be instantly accepted to SUNY Broome.
In addition to "Instant Acceptance," all of the highschool’s students would receive priority support including:
  - Academic/Career Counseling (Ex. What major is best for you?)
  - College Readiness Workshops (Ex. #PreTips) (For Students/Families)
  - Advanced/Priority Placement Assessment Sessions
  - Advanced/Priority Academic Advising/Registration
  - Special Cohorts of A Career Exploration of Self Management Course

Recruitment Targets & Specifics
Target Audience 1
Broome and adjacent counties - for the recruitment of traditional freshman students. This includes high school visits, college fairs, and on campus “GPS like” events.
- Target Audience 1 Recruitment Specifics
  - Chemung, Broome, Tioga, Cortland, Chenango, Ostego, Delaware Counties
  - Divide recruitment areas into territories - “owned” by Admissions Counselors. This fosters one on one relationships between guidance counselors and students with our Admissions Counselors.

Target Audience 2
Non-traditional students seeking retraining, certifications, skills updates, career changes. Recruitment will be through college fairs, career fairs, and community events.
- Target Audience 2 Recruitment Specifics
  - Attend recruitment events in area hospitals, industries, etc.
○ Provide support with career fairs in conjunction with Continuing Ed, Career Counseling, etc.

**Target Audience 3**
Special Admissions cohorts such as Home Schooled students and Children’s Home.

- **Target Audience 3 Recruitment Specifics**
  ○ Admissions continue to serve as head of the Home School Advisory Council
  ○ Host/Attend Home School college nights to better educate the Home School community on the college admissions/enrollment process.
  ○ Partner with Children’s Home to support potentially higher needs students during the enrollment process.
  ○ Engage employees of the Childrens home for training
  ○ Engage parents of students

**Target Audience 4**
Online and hybrid college students.

- **Target Audience 4 Recruitment Specifics**
  ○ Provide support and outreach information through inquiry lists for OSUNY Concierge team for fully online programs.
  ○ Update SUNY Broome application to specifically highlight online only students.

**Target Audience 5**
Out-of-state and out-of-county students. Particularly targeting the North Eastern PA region and the NYC populations.

- **Target Audience 5 Recruitment Specifics**
  ○ Virtual Recruitment (Skype visits, etc) in NYC and NEPA,
  ○ Connect with NEPA Superintendents (Francis’ Core Team)
  ○ Attend College and HS Visits in NEPA.
  ○ Highlight the proximity and affordability of SUNY Broome.
  ○ Attend only major NYC recruitment events due to cost.
  ○ Continually encourage NYC visits to SUNY Broome’s campus.
  ○ Consider NYC onboarding event in NYC SUNY Welcome Center

**Target Audience 6**
International students.
Look for the trends of international students and their countries of origins. A great resource is Open Doors through IIE. Although the best practice is to recruit in the country. There are a lot of countries that are not very familiar nor do they understand, the role of a community college.
The best form of recruitment regarding international students is to attend high school fairs and college fairs, in the student’s home country. We have to be able to prove to the global community that as a higher education institution, we take pride and are committed to making sure every student receives the education and experience they desire. We are committed to the future of globalization and internationalization.

The possibilities could be endless when it comes to recruiting international students. In order to be successful, there needs to be extensive research and marketing done in targeted countries. Once we have our targets set, budgets based on potential ROI will need to be developed.

**Recruiting Visits and Programs**

- On Campus Visits: Expecting 20-30 separate group visits
- Recruit “smarter, not harder” through data driven/selected college fairs, high school visits, and parent nights.
- Explore more virtual college fairs.
- Work with purchasing and the finance office to simplify the travel process to prevent the struggle for a vehicle or funding from getting in the way of attending critical enrollment events.
- Encourage students/campuses to visit us. Last year we hosted over 50 on campus visits from high schools, community groups, and college readiness organizations.
- Convert traditional “campus visits” to enrollment events. - When a group visits campus they will no longer simply get a SUNY Broome presentation and tour, but will fill out the application, be admitted, learn about the registration process, etc.

**Travel Summary**

- College Fairs:
  20 - 30 College Fairs and Parent Nights contained within the local territories, NEPA, and SUNY events.

- Annual High School Visits:
  - Binghamton High School
  - Chenango Forks High School
  - Chenango Valley High School
  - Deposit High School
  - Harpursville High School
  - Johnson City High School
  - Maine-Endwell High School
  - Seton Catholic Central High School
  - Central Baptist
  - Susquehanna Valley High School
  - Union-Endicott High School
  - Vestal High School
  - Whitney Point High School
Windsor High School
- Candor High School
- Newark Valley High School
- Owego-Apalachin High School
- Spencer-Van Etten High School
- Tioga High School
- Waverly High School
- Afton High School
- Bainbridge-Guilford High School
- Georgetown-South Otselic High School
- Greene High School
- Norwich High School
- Oxford Academy High School
- Sherburne-Earlville High School
- Unadilla Valley High School
- Cincinnatus High School
- Cortland High School
- Homer High School
- Marathon High School
- McGraw High School

- Special High School Admissions and Career Events
  - Binghamton High School Instant Admit Day
  - Johnson City High School Instant Admit Day
  - Chenango Valley Instant Admit Day
  - Maine-Endwell Instant Admit Day
  - Susquehanna Valley Instant Admit Day
  - Pathway to Careers: Vestal High School
  - Pathway to Careers: Chenango Valley High School
  - Pathway to Careers: Binghamton High School
  - Pathway to Careers: Windsor High School
  - Pathway to Careers: Whitney Point High School
  - Pathway to Careers: Johnson City High School
  - Pathway to Careers: Union-Endicott High School
  - Pathway to Careers: Maine-Endwell High School

- Community Outreach:
  10 - 20 Community Events Annually

CORE ADMISSIONS COMMUNICATIONS PLAN

0.1. Welcome!
  ● Population: Inquiries
0.2. Career Coach + Apply
- Population: Inquiries
- Run: Once Per Week
- Pulled From: Inquiry Date

0.3. Visit + Apply
- Population: Inquiries
- Run: Once Per Week
- Pulled From: Inquiry Date

0.4. Visit + Apply
- Population: Inquiries
- Run: Once Per Week
- Pulled From: Inquiry Date

1. Thank You for Your Application + Next Steps
- Population: Everyone upon completion of the Application
- Run: Daily (Once Per Application)
- Pulled From: Application Date

2. Accepted Pending Transcripts Letter (AT)
- Population: All Applicants coded with AT
- Run: 2+ Times Per Week
- Pulled From: APDC CODE- AT

3. Accepted – Needs Placement Assessment (MR, AR, AM)
- Population: All applicants coded with MR, AR, AM
- Run: 2+ Times Per Week
- Pulled From: APDC CODE- MR, AR, AM

4. Accepted – Ready to Register (AB)
- Population: All applicants coded with AB
- Run: 2+ Times Per Week
- Pulled From: APDC CODE- AB
5. **February Letter for Fall 2018 Applicants (Now It’s Your Turn!)**
   - Population: All Applicants for Fall 2019
   - Run: 1 Time Per Year (First Week of February)
   - Pulled From: APDC CODE – AT, AM, AR, MR, AB, TC, HD, etc.
   - Pulled From: Term 201910 and 201930

6. **Enrollment Event Reminder – Open House, Final Registration, College Night, etc.**
   - Population: All Applicants for Spring 2019 and Fall 2019
   - Run: Several Times Per Year Prior to Enrollment Event
   - Pulled From: APDC CODE – AT, AM, AR, MR, AB, TC, HD, etc.
   - Pulled From: Terms 201910 and 201930

7. **Competitive Admissions Deadline Reminder**
   - Population: Applicants for the following programs: RN, RNEW, DH, XR, PTA, CLT, HISTO, HIT, MA
   - Run: Several Times Per Year Prior to the March 1st Deadline
   - Pulled From: Programs - RN, RNEW, DH, XR, PTA, CLT, HISTO, HIT, MA
   - Pulled From: Terms 201910 and 201930

8. **HESI A2 Nursing Exam Registration Reminder**
   - Population: Applicants for the following programs: RN and RNEW
   - Run: Several Times Per Year Prior to the October 25th and March 1st Deadlines
   - Pulled From: Program
   - Pulled From: Terms 201910 and 201930

9. **Competitive Health Science HD Conversion to HLST or HLAS**
   - Population: Applicants for the following programs: RN, RNEW, DH, XR, PTA, CLT, HISTO, HIT, MA
   - Run: Several Times Per Year Prior to the October 25th and March 1st Deadlines
   - Pulled From: APDC CODE – HD
   - Pulled From: Programs - RN, RNEW, DH, XR, PTA, CLT, HISTO, HIT, MA
   - Pulled From: Terms 201910 and 201930

10. **Homeschool Student Outreach (100.1 or GED/TASC Reminder)**
    - Population: Homeschool Students
    - Run: Several Times Per Year
    - Pulled From: Checklist: Doc Type: HSSD and HSST
    - Pulled From: SOAHSCCH CODE: 960028
    - Pulled From: Terms 201910 and 201930
11. Final High School Transcript—Proof of Graduation and Diploma Type
   ● Population: All Applicants Homeschool Students
   ✗ Run Several Times Per Year
   ✗ Pulled From: Checklist: Doc Type: HSSD and HSST
   ✗ Pulled From: SOAHSCH CODE: 960028
   ✗ Pulled From: Terms 201910 and 201930

12. Disciplinarily Dismissed Students
   ✗ Population: Applicants who self-report a previous “Disciplinarily Dismissal”
   ✗ Run: Several Times Per Year
   ✗ Pulled From: SAAQUAN – “Yes” to “Disciplinarily Dismissal” question
   ✗ Pulled From: Terms 201910 and 201930

13. Ex Offender Status Update
   ✗ Population: Applicants who self-report a previous “Ex Offender Status”
   ✗ Run: Several Times Per Year
   ✗ Pulled From: Ex-Offender Banner Based Report
   ✗ Pulled From: Terms 201910 and 201930

14. Interests (Athletics)
   ✗ Population: Applicants who self-report an extra-curricular interest
   ✗ Run: Several Times Per Year
   ✗ Pulled From: Interests
   ✗ Pulled From: Terms 201910 and 201930

15. EOP Interest
   ✗ Population: Applicants who self-report an interest in EOP
   ✗ Run: Several Times Per Year
   ✗ Pulled From: All Apps 3: EOP (Y)
   ✗ Pulled From: Terms 201910 and 201930

Continuing Student Communication

1. Previously Registered, Not Currently Registered
   ✗ Population: Continuing students who have yet to register for classes
   ✗ Run: Several Times Per Year
   ✗ Pulled From: Previously Reg, Not Currently Reg with Holds
INTERNATIONAL STUDENT ADMISSIONS

By being diverse and student oriented, we aim to serve the ever-changing and always growing, international student population. We prepare our international students with knowledge and proficiencies that will help them to be successful whether they transfer to a 4-year institution or they return to their home country and enter the workforce.

Our goal is for our international population to have a distinct global enlightenment experience, where they can forge their college life experience into a new international viewpoint.

In conjunction with the Marketing and Communications office, International Admissions has developed a series of videos that can be customized for individual foreign countries. These videos, a new International Student Handbook, and other new recruiting materials will help to strengthen our presence and opportunities around the world.
GOALS AND ACTION PLANS - International

GOAL ONE:
Work more closely with International Education. The two offices should be closely aligned to:

- Develop better working relationships with current partners as well as building relationships with future countries, universities and partners.
- Include frequent communication and provision of resources to all EducationUSA Offices that are located within the Consulate Offices of many countries.
- Reconfigure Study Abroad and integrate under International’s umbrella. As the two offices work closely together and share the same ideals.
- Cross train with staff in International Education for development and communication purposes.

GOAL TWO
Research improved strategies for recruitment and retention of international students:

- Implement better approaches for the recruitment of international students. Communicate with successful internationally engaged colleges to develop an outline of best practices and tactics.
- Visit other community colleges to get a direct look at their recruitment/retention tools
- Build a better relationship with Binghamton University regarding their struggling international students

GOAL THREE
Communicate with faculty/staff regarding the importance of international students and their needs according to regulations:

- Present to faculty/staff basic information on what it takes to get (and keep) an international student here.
- The importance of international students maintaining full time status and the significance of utilizing StarFish to stay on top of our students. We need to catch any problems before they get too big, or before it is too late.
- Keep all lines of communication open when dealing and working with international students. Contribute to weekly status reports.

GOAL FOUR
Professional Development

- attend conferences and workshops to become more familiar with emerging strategies and tactics for recruiting and retaining international students. After attendance – present to enrollment staff for enhancement and to outline support expectations.
Attend workshops and seminars dealing with Homeland Security/USCIS so that the college can remain apprised of any and all changes in rules and regulations for hosting international students.

GOAL FIVE
Explore additional support and secure dedicated funding
- Consider developing an international (stand-alone) budget.
- Explore hiring an assistant (even part-time) to help with overload of work. A one-person office – although functioning – should have the capability for more engagement. Additional support could result in more opportunities for recruitment travel.
  - Answering phone and email inquiries – as there are numerous throughout a given work day.
  - Process Accept Letters and Acceptance Packets for mailing to the student’s home country.
  - Assist with updating and keeping all SEVIS files and records in a suitable manner.

GOAL SIX
A better and more in depth International Orientation:
- So that the students are not here two weeks prior to the semester starting.
- Better communication with departments and other areas prior to orientation so that the offices and departments (and incoming students) needs are met during orientation.

GOAL SEVEN
Work on giving international students better access to on-campus housing – meaning:
- No fees for early arrival and moving in during orientation
- Set number of rooms each semester to be held at least up until the deadline. The process for an international student to make arrangements is sometimes complicated and requires long lead times.

Challenges to Recruitment and Enrollment of International Students
- Lack of funding/budget for anything to be accomplished
- International Student Pool – lower socioeconomic class status of students often apply. All are accepted and sometimes the student is just not ready or is unable to adapt, which sets the student up for possible failure
- No set acceptance deadlines – this makes it extremely difficult for an international student, especially when they apply at the last minute and then have to secure appointments at their Consulate – make living arrangements, etc. Sometimes this causes an international student to arrive late and it puts them into an undesirable situation.
- Late arrivals have to receive orientation, take placement exams, find a needed class that is most likely full and they are put on a waiting list.
- Late registration causes undue stress on an already nervous and stressed student.
- International students face the same consequences as domestic students. For example, if they are absent or don’t attend at all, the professor drops the student without contacting anyone. This jeopardizes an international student’s visa status and puts them out of compliance with the Department of Homeland Security
Campus Housing fills up quite fast and often long before an international student is able to apply for housing.

**STRATEGIES FOR INTERNATIONAL STUDENT ADMISSIONS**

There are several factors that need to be considered when it comes to our international students. These students have many additional needs as compared to domestic students.

**NOTE: the college needs to develop a Crisis/Emergency Plan for this population:**
Where do they go in time of emergency or disaster? There is a difference between internationalization on campus and international student recruitment. It is important to have all of the stakeholders included in setting up, keeping and maintaining a strategic plan for international students. This will give them the necessary resources to understanding our goals and challenges during emergencies.

**Pre-enrollment and New international students**
The International Admissions web page has a vast amount of information and should be recommended more for prospective students to utilize, when there is not anyone that can answer the student’s questions right away.

**Explore a an easier, more effective, application process.** One that is easily understood by the prospective student.
- Remain in contact with potential students throughout the application process and give assistance whenever needed. Sometimes, they do not understand everything that needs to be done.
- Make sure all students are able to follow through with orientation. Be sure to repeat everything several times, so that they are aware and can quickly recall important information.
- Be sure to let all students know that there is help and assistance for anything they may need.

**Continuing International Students**

**Beginning of semester –**
- Perform outreach to all international students and reiterate all of the available resources if needed. Earmark students that may require special assistance
- Work with health center to make sure all international students have received their insurance cards. The list is sent to the health center by International Admissions, as soon as orientation is over.
- Two-three weeks into semester send out mass email to students – reminding them to reach out for assistance if they are feeling stressed.

**Mid-semester –**
● Run an ARGOS report to make sure all international students are at 12 (or more) credits. Immediately reach out to those that are not.
  ○ Two emails are sent; if there is no reply; a phone call is made; if the phone call goes unanswered, a certified letter.
  ○ The timing is short on this process as the student must be able to make arrangements to get back into full time status.
  ○ If that is not possible, preparations for applying for reinstatement with SEVIS are required – this is a costly and time consuming process for the student.
● Reach out to students are ready to graduate and go over their degree evaluations to make sure they have met all of the goals in order to receive their degree.
  ○ Work with students on applying for Optional Practical Training (OPT) if they desire to work for 12 months before transferring.
  ○ Some students may need an extension of their program – work through the process with them so that it can be done in a timely manner.

End of semester –
● Work with students that at risk of being academically dismissed or put on probation for poor performance
● Make sure that students are set with their plans to either transfer, work, or return home
● Prepare students for the semester break by making sure their I-20s are signed and they are all set academically.
● Reach out to those who are struggling.

Statement on bias review processes for enrollment communications

We will conduct a thorough review of all website, social media, and print materials around mid fall each year to ensure they are free of bias. As we approach each new cycle publications updates we will weave this into our annual workflow.

The same process will now be applied to admissions and enrollment communications. We will review for bias as we prep these communications for the next student lifecycle.

We will use these resources (linked below) during the annual review. The review itself is will be a manual process as we prep the new materials and sunset the old.

https://diversity.ucsf.edu/resources/unconscious-bias-resources
Marketing SUNY Broome Community College

The common goal of each SUNY Broome marketing campaign is to promote and elevate the college’s reputation as a leading educational institution. Every TV spot, web page and print publication has an effect on our overall brand recognition and identity.

From the highest student transfer success rate of any SUNY community college to one-of-a-kind career training programs developed with regional employers, SUNY Broome cultivates student success by providing resources and opportunities that are anything but average. With this in mind, our messages to the outside world, the imagery we use to represent ourselves and our communication with diverse internal communities, students, faculty and staff need to reflect this same level of excellence.

In this plan, we will outline specific strategies, communications channels, and recommendations to strengthen our brand and visibility, promote our initiatives, and tell the ongoing story of SUNY Broome Community College.

Commitment to Diversity
We will strive to highlight the college’s diversity in all of our admissions materials and on the college’s website. We will feature student demographic information and the college’s diversity statement on the homepage, develop diverse marketing materials that speak to the college’s desire to attract and provide a welcoming environment for the LGBTQ, disabled and minority communities, and distribute these materials to targeted pipeline programs and locations.

Example Key Messages & Campaign Themes
SUNY Broome: You can go anywhere from here.
SUNY Broome: We're serious about academics.
SUNY Broome is the community’s college.
SUNY Broome is an economic development engine.
SUNY Broome faculty and staff are committed to student success.
SUNY Broome: Get the best possible start.
SUNY Broome provides experience “beyond the classroom”.
SUNY Broome, now it’s your turn.

Marketing and Communications Goals Statements
(See Goals and Strategies Below)
1. Increase enrollment
2. Maximize student retention
3. Strengthen strategic communications

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Knowing the Market (Market Analysis)

Like many community colleges, SUNY Broome has reasonable limitations in its ability to perform focused market research for every program and initiative. Market tactics are developed primarily for the college as a whole. An exception to this is seen in our Target Program planning (full details on this strategy are on page 15).

College wide marketing and branding tactics and strategies are developed, in part, through the use of the following resources:

- Noel Levitz annual E-Expectations Reports
  [https://www.ruffalonl.com/papers-research-higher-education-fundraising/recruitment-marketing-and-financial-aid/e-expectations-research-reports](https://www.ruffalonl.com/papers-research-higher-education-fundraising/recruitment-marketing-and-financial-aid/e-expectations-research-reports)
- Noel Levitz - Student Engagement Trends and tactics
- The Education Advisory Boards reports on trends and market analysis
  [https://www.eab.com/blogs/enrollment](https://www.eab.com/blogs/enrollment)
  - EAB Examples - CHUTES AND LADDERS, ADULT MARKET, RECRUITING, TOOLKITS, **COMMUNITY COLLEGE ENROLLMENT**
- FORRESTER Research Reports
  [https://www.forrester.com/Social-Media](https://www.forrester.com/Social-Media)
- Annual Marketing Trends and Enrollment Strategy Reports
  - HANOVER Research
  - CAPTURE Higher Ed.
  - McGuire Branding Reports
  - Inside Higher Education
  - The National Student Clearinghouse Research Center
- Internal data collected by Institutional Effectiveness

Targeted Program Marketing
As part of our targeted program marketing plan, four specific programs are selected for dedicated marketing and recruiting resources and support each year. In each case, faculty from these programs collaborate directly with MarCom and Admissions on the best way to make use of a designated pool of marketing funds.

In preparation for these campaigns, tactics for reaching the best demographic audience are discussed. Specific marketing channels may be partially determined based on faculty’s knowledge of the local industry (through current student make up and/or community advisory boards).

If additional research is needed, to demographically pinpoint an audience, Admissions and MarCom will:

- Help coordinate focus groups for programs and initiatives
- Work with IR to collect and interpret of data, to be used to guide marketing and recruitment tactics
- Assist in the development and delivery of polls and surveys
- Assist in the collection of data, for evaluation purposes, from event attendees and registrants (open house, Fast Forward Classrooms, enrollment workshops, and other community/industry based events)

Externally conducted research

In some scenarios, it may be determined that more dedicated external market research is required. Funding for this could feasibly come from the Target Marketing Programs pool.

However, this type of service is often significantly expensive. The right balance between ample funding for strong messaging and advertising reach, vs. the expense of extensive market analysis, always requires very careful consideration.  

Using Social Media to “Test” Marketing Messages and Content

One critical aspect of social media is the cost of testing messages. We do not pay for social media advertisements unless an engagement occurs. This can be a very good way to try out marketing messages to see which inspire the most engagement in the form of click throughs and interactions.  

Institutional Identity

Like anything that has lasting significance, a strong brand is built from a strong foundation. As stewards of the SUNY Broome brand, it is up to each employee and college organization to represent ourselves and our college in the best possible light. From logos and color palettes, to typefaces and image usage, these are the tangible ways we communicate “SUNY Broome.”
Specific details and tools regarding the college brand are maintained in an easily accessible online repository. All college employees are encouraged to review and make use of these resources in their communications.

www2.sunybroome.edu/marcom/institutional-identity

The Institutional Identity library includes the following:
- College Logo
- College Seal
- Athletics Brand and Logos
- Color Themes
- Typography
- Email Signatures
- Social Media Hashtags

Brand Templates
In order to enhance brand consistency, the Marketing & Communications department provides templates for multiple project types. These include easy-to-use templates for posters, flyers, PowerPoint presentations and more for events, department notices or other internal marketing initiatives. If college offices need something quickly, they can check out some of our pre-made designs.

SUNY Broome Community College’s Marketing Goals and Strategies

Purpose

The overarching purpose of SUNY Broome's Marketing and Communications effort is to increase public awareness of the programs and services provided by the college to prospective students, current students, business, industry and the community at large.
Goal 1

- Expand awareness and recognition of the college, its programs, offerings and events in an effort to promote student access and success.

Actions:

- **Submit an average of two feature articles or news releases** per week to area websites, TV stations, newspapers and radio stations about the college, its programs and offerings.
- **Submit Guest Viewpoints and editorials** from President, EVP and Deans on key promotional subjects and SUNY Broome activities of interest to the community.
- **Promote administration and executive attendance as speakers** and key participants at community events. Encourage and support administration in these activities with presentation materials and visuals.
- **Produce marketing materials and purchase paid advertising** targeted specifically toward prospective students showcasing programs and career opportunities available at SUNY Broome.
- **Post carefully selected features and highlights** to the sunybroome.edu website.
- **Promote student success stories** through features to area media outlets and social media.
- **Strongly incorporate social media such as Facebook, Instagram, Twitter and YouTube** to update students, prospective students, and the public with fresh information regarding SUNY Broome.

Goal 2

- **Raise public awareness of SUNY Broome’s educational opportunities in high schools with assistance from Enrollment Planning, Admissions and Recruiting.**

Actions:

- **Provide marketing materials to Admissions to be distributed to Guidance Counselors, High School Initiatives Coordinators and/or instructors recruiting in high schools.**
- **Keep SUNY Broome in the spotlight through advertising-based sponsorships** of community and high school events and activities.
- **Provide information to highlight transfer articulation agreements.**
- **Keep SUNY Broome’s website up-to-date with news articles and notices for a variety of events** to help raise public awareness of SUNY Broome and the relevance of higher education.

Goal 3

- **Increase awareness and effectiveness of the SUNY Broome website and portal. Use the website and Social Media as a major marketing tool.**

Actions:

- **Continuously redesign current website to target potential students** and the community, using suggestions from Noel Levitz and other recognized experts.
● Make use of student testimonials and maintain an “our stories” page that can serve to inspire future students.
● Make the website responsive to mobile devices, and provide critical links between the mobile app and website content.
● Raise awareness of the My Campus Portal to all current students through new student orientation, college success classes, flyers, help sessions, emails and social media.
● Keep the website up-to-date by means of content collaboration with departments and offices across campus.
● When resources allow, add creative content such as testimonials, highlights and infographics to enhance program marketing pages. Specific campaigns can then be directed to these pages through the use of web postings and video based ads.
● Use pictures of actual SUNY Broome students as often as possible throughout the site.
● Submit promotional messages about any critical resources that emerge as a result of website updates or new tools (Schedule Planner, Career Coach) and full media releases about any high level website launches.
● Drive traffic from Social Media to the college website.

Goal 4

● Raise awareness about, collaboratively vetted and prioritized, academic programs and initiatives. Develop target marketing for specific courses.

Actions:
● Produce marketing materials and purchase paid advertising targeted specifically toward prospective students showcasing the designated program.
  ○ Targeting of these campaigns will be highly customized for the demographic most likely to enroll. This will vary drastically between programs, and developing the key demographics (age, region, income, education level), keywords, interest groupings and audience relationships, will be a significant part of the preparation for each campaign. Much of this information will come directly from the feasibility findings and research conducted during the program vetting process. Additionally, the marketing department will immediately establish advisory groups for each program to collaboratively determine the best channels and messages for that program.
● Submit media releases and feature stories that engage the target audience and provide valuable information about the program.
● When resources allow, work with the academic departments to host events inviting staff, students and the community to view the facility and obtain more program information.
● Course Marketing: Each year, along with our standard marketing for a given semester, we will feature a variety of specific courses. In each case we will solicit the following from the academic divisions:
  ○ The Name of the Course:
  ○ A Short Summary: (what will students learn?)
An Engaging Anecdote: (EXAMPLES: Why does the instructor like to teach this course, OR a great quote from a former student, OR something unique that the students experience during this class)

Any Suggestions for Keywords or Target Demographics: (EXAMPLES: People who might like to take this class: Age, employment status, location, interests)

Goal 5
- Raise awareness about online programs.

Actions:
- Continue to develop a more mobile-friendly, streamlined Online Program website.
- Annually produce marketing materials and purchase paid advertising targeted specifically toward prospective students and showcasing online programs.
- Post information about online opportunities, and the flexibility of online programs, on the website and on social media outlets.
- Attend workforce development gatherings, virtual open houses, and other specialty events to specifically market to those who could benefit from online programs, and highlight related transfer articulation agreements.

FREE TUITION - How does it change the way we market?

The introduction of Free Tuition into our marketing dynamics could have a significant impact. Many of our existing plans remain intact, however our target demographics and key messages may shift.

For example, three new focuses for marketing themes may become...

1) **Student Success** - what do we do to help students succeed? What sets us apart?
2) **Career readiness** and job placement assistance - What do we do to help students find jobs, apply their skills, or select the best careers?
3) **Articulations**, Transfer Agreements and partnerships - What special relationships do with have with other institutions that can guarantee or streamline transfer or dual enrollment?

Example Messaging:

**Make the Most of Your Free Tuition Start at SUNY Broome and Master the Science of Success**

**Marketing Themes and Brand Platforms**

At SUNY Broome we take the science of success very seriously. We spend countless hours studying student success and retention. This means developing new support programs to help our students in the classroom, creating new opportunities for students to connect with applied learning resources, career readiness workshops and jobs!

- Our transfer students succeed at a significantly high rate.
- **How we Ensure Your Success**
Why should you start with us?

“Whether you plan to Transfer or go right to Work...
Earn an Associate's Degree First!”

- Graduates with an Associate’s Degree can earn more than those with a Bachelor’s Degree in some fields.
- Studies have shown that students who earn their Associate’s degree are more likely to earn a bachelor’s degree within three years than students without an Associate’s degree. Improve your odds!
- Employers value candidates with an Associate’s degree, according to a Lumina Foundation report based on focus groups with employers and educational leaders. Why? Associate degree holders demonstrate a commitment to establishing and achieving goals, and they also display a strong work ethic.
- Even if you plan to go on to earn a bachelor's degree... an associate’s degree can help you to focus your skills in a unique way or add a new area of expertise to an existing career path.

Media Outlets

The following list outlines SUNY Broome’s primary regional media outlets.

Newspaper
- Press and Sun-Bulletin/Pressconnects
- Various regional Pennysavers

Television
- WBNG TV
- FOX 40
- News Channel 34 – (Binghamtonhomepage.com)
- Time Warner/ Spectrum

Radio
- WEBO
- WHWK
- 99.1
- 92.5
Internal Websites (frequent campaign landing pages)
- sunybroome.edu
- www.sunybroome.edu/arts
- www.sunybroome.edu/online
- www.sunybroome.edu/latestart
- www.sunybroome.edu/openhouse
- www.sunybroome.edu/ar (advising and registration)
- www.sunybroome.edu/housing
- The Focus – Faculty/Staff web magazine
- The Buzz – Student web magazine
- The MyCollege portal
- Outreach – Academic affairs web magazine

SUNY Broome Mobile App and Mobile Web pages
- In Case of Crisis App
- Kryptos Mobile App

Other external websites used for high level campaigns (when funding allows)
- Pandora.com
- Spotify.com

RECENT CAMPAIGN EXAMPLE -
Spring/Summer 2018 Spotify Campaign:
In a single week we served 17,071 ads to 4,543 users.
Our frequency was a 3.76, which is in the 3-5 frequency range recommend for an effective campaign. We had 16 click throughs for a CTR of 0.09%. The national average for regular targeted display is 0.05% - 0.10%
- Google Adwords

Social Media
- Facebook
- Twitter
- YouTube
- Instagram
- Snapchat

Target Audiences
SUNY Broome’s general audiences:
- Potential students (both credit and noncredit)
- Current high school, middle school and elementary school students
- College graduates looking to update skills
● Unemployed/displaced workers
● GED graduates looking to further their education
● People looking to change careers or update skills
● People seeking help in obtaining other Adult Education services
● Underserved populations
● Reverse Transfers
● Those interested in Late Starting courses or Weekender Programs
● Honors Students
● Parents and family decision makers
● High School counselors and teachers
● Current SUNY Broome students
● Faculty and staff
● Diverse communities and pipeline organizations
● Civic organizations
● Business and Industry
● Legislators
● Board of Trustees
● Foundation Trustees
● The community at large
● Home Schooled Students

The College Website: Organizational strategy

Navigation of the college website has evolved over the years. We have put forth an enormous effort to prioritize content that is frequently sought by visitors, reduce clutter, and clearly outline how page types interrelate. Below is a content outline that clarifies a new organizational structure for the college website.

This is a critical first step that must be completed to maintain a secure, flexible, consistent website. Further development of specialised marketing highlights, imagery, video, info-graphics and satellite micro-sites are planned. However, these elements will come in a second phase of website design and updates. This content takes significant resources to develop, and will be priorities with the help of the deans. Enhanced content cannot be added to every program website simultaneously. It will need to be scheduled and strategized.

Academic Page Types & Content Outline

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>DEPARTMENT</th>
<th>PROGRAM</th>
<th>CAREER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of a DIVISION Page…</td>
<td>Elements of a DEPARTMENT Page…</td>
<td>Elements of a PROGRAM Page…</td>
<td>Elements of a CAREER Page…</td>
</tr>
<tr>
<td>General welcome message or intro information</td>
<td>Brief Department description and welcome (required)</td>
<td>Program or Certificate Description (required) - general narrative</td>
<td>NOTE: THIS CONTENT MAY BE PRODUCED THROUGH A THIRD</td>
</tr>
</tbody>
</table>
### Advertising

Advertising is an important way for SUNY Broome Community College to communicate our message and services to many different audiences.
Primarily, advertising done through Marketing and Communications will be brand-oriented college ads. These campaigns are on an annual repeating schedule and funds are encumbered for the entire year for the related media outlets in September.

Sometimes additional media campaigns will be developed for programs with low enrollment, but high potential and capacity for growth, as well as new programs that are approved in a given year. In many of these cases specific, additional, funds may need to be identified and attached to the advertising budget. They must also be made available during the time period when our budget is traditionally “closed” for the fiscal year’s end.

Generally, SUNY Broome develops advertising to increase visibility of the college through various mediums. **The amount of advertising done throughout the year depends largely on the budget allotment for this purpose.**

**College advertising, dependent upon budget, will usually include:**
- A variety of media including billboards, print ads, radio ads, television, social media and internet advertising.
- Winter, Spring, Summer and Fall semester advertising campaigns.
- Participation in high school advertising opportunities, including yearbook ads, sports program ads, sports promotional items, banners at various high school locations, etc.
- Creation of advertising for special sections of the newspaper whenever possible. Examples include Back to School, Football Preview, Career Editions, Community Calendar, and others. (budget availability varies for this)
- Social media campaigns targeted by interest group and demographics

**Target Program Impact Strategy: What Programs do we choose to market with limited funds?**

With limited marketing funds, the college cannot afford to target-market every program. This is a subject of national debate among college marketing departments. Many college have chosen to focus solely on the marketing and branding of the institution as a whole, which has proven effective for institutions that are considered “destinations” with stunning geographic features, and proximity to major cities or attractions.

For SUNY Broome, this is a difficult decision. Target program marketing is expensive if applied at reasonable effective levels, yet it may be our most powerful means of communicating the many exciting opportunities we offer.

Below is a list of criteria to be considered when choosing programs in which to invest our marketing funds.
### Target Program Marketing - “success potential rubric”

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Historical Enrollment Trends** -  
  Collect data on the current program lifecycle, viability, growth, and hidden trends. |        |                                                                      |
| - Steadily growing enrollment numbers   | 1-5    | Example research site: http://www.bls.gov/emp/                     |
| - Surges in enrollment or cyclic growth |        |                                                                      |
| - Considerable growth among specific cohorts (PT, non-matric, online, veterans or other means of hyper-targeting) |        |                                                                      |
| - Growth in critical course sections related to this program |        |                                                                      |
| **Future Projections** -  
  National growth in job opportunities (BLS forecasts) | 1-5    | Example research site: http://reports.weforum.org/future-of-jobs-2016/ |
| - Emerging needs and critical skills (Skills Stability) |        | Tools: EMSI, Burning Glass                                          |
| - The effect of disruptive change  |        |                                                                      |
| - Fit the college’s ongoing strategic plan |        |                                                                      |
| - Direct attachment to specific change drivers (Tech, Demographic, Socio-economic) |        |                                                                      |
| **Internal Strengths** |        |                                                                      |
| - Campus champions (faculty and staff willing to help promote and grow this program) | 1-5    |                                                                      |
| - Associated Scholarships/grants  |        |                                                                      |
| - Capacity considerations- (programmatic/facilities) |        |                                                                      |
| - Active Clubs  |        |                                                                      |
| - Strong Applied/Experiential Learning opportunities |        |                                                                      |
| - Showcase facilities or equipment  |        |                                                                      |
| - Enrollment counselors are trained and familiar with the particulars of this program (or a training plan is in place) |        |                                                                      |
| **External Opportunities** |        |                                                                      |
- Significant jobs regionally
- A strong local employer with a recognizable brand.
- Partnerships with local employers.
- Consistent local internships
- Partnerships with transfer schools or clinicals
- Dedicated, engaged alumni promoters
- Local financial supporters and fundraisers

### Collateral Materials and Media Options

- What materials already exist, or could be reasonably updated. Has rich, accurate, content been gathered?
- What is already in place? Website, microsite, special brochure, social media following, mailing lists
- What is the potential for organic local radio and TV interviews? Subject matter experts, how-to's?

### Budget considerations

- Were specific marketing dollars budgeted for this program in advance (departmental or general fund)?
- Are there associated Grant funds?
- Do we have examples of reasonable ROI to date?

### Evaluation Plan

- Is a clear plan for evaluation and program review in place?
- Are there specific tools in place to capture data on incoming cohorts?
- Is there a connection between marketing/recruiting and advising to quickly communicate about stop-outs or issues with course offerings/timing?

**TOTAL POINTS =**
## Annual Campaign Production Schedule

Below is an example of our annual schedule for core college marketing campaigns.

<table>
<thead>
<tr>
<th>CAMPAIGN NAME</th>
<th>TYPE</th>
<th>FLIGHT DATES</th>
<th>LENGTH</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Minute Registration</td>
<td>TV /Radio</td>
<td>9/12 - 9/25</td>
<td>:30</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messaging during this season: (examples)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's not too late. Don't miss your chance to get started.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Open House</td>
<td>TV /Radio</td>
<td>10/31 - 11/5</td>
<td>:15</td>
<td>Students, Parents, Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messaging during this season: (examples)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers, learn about the programs that match your career goals, exploration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Session</td>
<td>TV/Radio</td>
<td>11/7 - 1/8</td>
<td>:30</td>
<td>Students</td>
</tr>
<tr>
<td>Spring Session</td>
<td>TV/Radio</td>
<td>11/12 - 1/29</td>
<td>:15</td>
<td>Students, Adults</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messaging during this season: (examples)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highlight articulations, Bachelor's opportunities, and cost savings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Session</td>
<td>TV/Radio</td>
<td>3/15 - 7/9</td>
<td>:30</td>
<td>Students</td>
</tr>
<tr>
<td>Open House</td>
<td>TV/Radio</td>
<td>4/14 - 4/28</td>
<td>:15</td>
<td>Parents</td>
</tr>
<tr>
<td>Graduation</td>
<td>Television</td>
<td>6/1 - 6/8</td>
<td>:60</td>
<td>Community Leaders, students, parents</td>
</tr>
<tr>
<td>There's Still Time</td>
<td>TV/Radio</td>
<td>8/14 - 8/28</td>
<td>:15</td>
<td>Students, Adults, Procrastinators</td>
</tr>
</tbody>
</table>

---

**SUNY Broome Community College social media strategy**
Social media represents a blending of technology and social interaction, and is sometimes referred to as consumer-generated media. Social media sites are online social utilities that allow individuals or groups of individuals to create a place for a group of people online to post information, news and events.

SUNY Broome’s social media presence is intended to provide the college community with a venue to share thoughts, ideas, and experiences through discussion, postings, photos and videos.

SUNY Broome currently uses Facebook, Twitter and YouTube as its primary social media platforms. Other outlets, such as Snapchat, are being explored.

SUNY Broome social media platforms will provide students and other constituents with up-to-date college information and the opportunity to communicate with page administrators and other page users.

We are also keeping up with trends in social media so we can be proactive about marketing the college when the next big social media site comes about.
Why is social media important?

Social media is an essential means of communication in an increasingly digital world, and covers a wide range of tools and systems.

The Oxford English dictionary defines social media as “web sites and applications which enable users to create and share content or to participate in social networking.” This broad definition includes smartphone-based applications such as Instagram and Snapchat, short-form communication sites such as Twitter and Facebook, long-form blogs, video-posting sites and more. While some sites, such as Facebook, are consistent performers over a period of years, the social media landscape is in constant flux; some platforms – for example, MySpace – lose popularity as others gain cachet, particularly among younger users.

Social media and online engagement will become increasingly important as SUNY Broome expands its online course offerings and international programs. By creating a “virtual community” that promotes
engagement, online students can feel that they are a part of campus and student life even when they are not physically present. Social media also may help draw the interest of prospective students outside the area, whether they decide to pursue courses online or reserve a spot in our Student Village.

However, social media also plays a role in the physical campus, as well. It can serve as a medium for emergency information such as school closings, notifying staff and students of events and temporary closures, and reminding them of key dates. It relays information about interesting new classes, achievements by faculty and students and community events of interest to the campus, and can serve as a major means of communication within classes, departments, faculty groups and more.

Social media can also connect alumni to the campus, fostering a sense of involvement even after graduation. This sense of connection may encourage alumni to recommend the school to prospective students, or even encourage donations to college initiatives and programs.

In short, social media is a way to build and maintain community in the virtual world.

Unlike standard webpages, platforms such as Facebook, Twitter and even LinkedIn encourage interaction and acknowledgement, forging webs of commonality and relationship – however tenuous – among members.

Social Media as an advertising medium
Allows us to..
- Target specific audiences by keyword and interest
- Analyze the immediate results (click throughs) of various messaging and content
- *** PAY ONLY for successful engagement
The challenges

Since May 2014, SUNY Broome’s Marketing & Communications Office has worked to increase, refine and focus our social media usage. Historically, SUNY Broome’s social media efforts were diffuse and lacked a coherent strategy to drive the college’s mission and brand. Some sites, such as Instagram, Pinterest and LinkedIn pages, were under-utilized. Currently, some YouTube feeds and Facebook pages associated with some college entities outside of the Communications Office maintain only sporadic usage; Alumni Affairs has a Twitter account, but no Tweets, for example.

While Marcom has increased its reach as a central entity for maintenance of the college’s social media operations, some challenges remain. Some sites are completely separate from the college website. While departments and other entities can be expected to provide content and maintain their own social media sites, it can be helpful to have a central office – such as Marketing & Communications – to oversee these initiatives and serve as additional administrators. This would facilitate the sharing of content across sites and platforms, answering student and community questions as needed, and restricting unwanted activity from commenters. All sites affiliated with the college also should be linked to our main webpage and other social media platforms to drive interest and engagement.

A larger presence on social media also can attract negative or even offensive commentary, scams or unsolicited advertisements.

Some of this traffic may be legitimate, such as students with concerns, questions or negative experiences that the college can address. Other times, the spreading of negativity is recreational, a type of virtual
vandalism known as trolling. Staff will need to review these sometimes unpleasant interactions and address those in which a solution or response is warranted. While general criticism of the college may be permitted to remain in the interest of free speech, other content may be deleted for offensiveness, lack of relevance, etc.

What should our social media objectives be?

In coming up with our social media objectives, we have looked at similar strategies formulated by the University of Cincinnati, Wilkes University and Tufts University, as well as our own social media policy. The University of Cincinnati plan was particularly informative.

1. **Coordinate efforts to build a college-wide social media environment.** This would include:
   - Establishing shared administrators on all college sites
   - Establishing protocols for the creation of all social media sites, perhaps via the Marketing & Communications office with a form similar to that offered by Tufts. Requests should address the pertinence to the college’s mission, as well as who will generate and monitor content.
   - Evaluating current accounts to see what needs to be merged or eliminated
   - Sharing content among different accounts
   - Developing consistent hashtags for Instagram and Twitter to make content easier to follow
   - Ensuring that branding standards are met on all accounts
   - Streamlining content creation
   - Using monitoring tools such as Facebook’s Insights and perhaps HootSuite or SproutSocial to assess outcomes
Eliminating “ghost ship” sites, and encouraging content creation on the sites we retain. Policies should be in place to determine which content creators are appropriate, and how or if sites should be eliminated if content is no longer forthcoming.

Optimizing content. Writing that now goes out in Broome magazine and other outlets should be repurposed into an online Newsroom. This newsroom can supplement or even replace some current blogs, and can also serve as an interface with local media. Content doesn’t just mean words; pictures, photo galleries and videos all lead to social media engagement and often prove quite popular.

2. **Use social media to strengthen the SUNY Broome brand and improve the college’s reputation.**
   This would include:
   - Sharing content created by college departments.
   - Sharing content created by students in a supervised class or club setting.
   - Building relationships by replying to comments, mentions and shares, and giving these in turn where appropriate.
   - Consistently monitoring social media for questions, suggestions and inappropriate content.
   - Promoting college, student and faculty accomplishments.
   - Increasing the number of fans, followers, likes, starred Tweets, Pinterest pins, etc.
   - Increasing engagement levels (comments, shares, etc.) and engaging various stakeholders in conversation about SUNY Broome.
   - Participating in social media trends, such as Throwback Thursday, memes, photo contests, etc.
   - Promoting our social media efforts on campus, in our advertising, digital signs, during registration, etc.

3. **Use social media to attract and recruit new students and retain current students.** This would include:
   - Promoting enrollment with Twitter and Facebook advertising campaigns.
   - Forging relationships with students and answering questions.
   - Sharing university news.
   - Pushing traffic to Admissions and other pertinent websites.
   - Sharing and liking student posts, where appropriate.

4. **Deepen student life by building a virtual campus community**, which will allow online students, alumni and community members to feel a part of the fabric of the college. This would include:
   - Considering blogs, Facebook pages or Twitter feeds for various student programs, such as study abroad, and share these with the campus; also consider blogs or Twitter feeds for faculty, administration and others interested in this initiative.
   - Sharing student projects, art, etc. via Flickr, Youtube and other venues.
   - Showcasing events with coverage beforehand, live-Tweeting during the events (such as graduation) and publishing information, photos or other coverage afterward.
5. **Establish social media as a means to convey emergency information** such as snow closings or parking emergencies. This should be coordinated with Public Safety. This includes:

- Involving social media in emergency planning
- Creating a plan to deal with negative comments and feedback; there should be shared administrators, for example, who can delete comments at any SUNY Broome site, if needed.

6. **Prospective: Use social media to promote philanthropy** (if deemed appropriate by the alumni office and the BCC Foundation). This would include

- Building relationships with current and prospective donors and the business community.
- Showcasing alumni success stories and other alumni news on our website and social media outlets.
- Encouraging reviews on LinkedIn or other social media services.

Image above: The social media dashboard on the main SUNY Broome website links to our current platforms.

### What do we have currently?

SUNY Broome Community College currently has:

- **A main Facebook page.** *Our page has approximately 20,828 followers, with posts reaching up to 72,400.*
- **Our message response rate is 100%,** with an average response time of four hours. (Normally, it’s an hour or less, but the statistics were thrown off by the holiday weekend.)
- In addition to frequent updates on the page, we also use Facebook in paid advertisements for the college, particularly with enrollment and housing, which accounts for the high post-reach number.
- There are also Facebook pages for multiple programs and departments, including the Adjunct Council, Alumni Affairs, the Office of Public Safety, Online @ SUNY Broome, Study Abroad, the Student Village, Visual Communication and Arts, Advising, the Theater Department, Continuing Education, Student Assembly, EAP, or National Parks summer course and more.
- Several sites share posts weekly; Health for Haiti shares their posts daily while overseas, and Advising frequently posts during the semester. Sites can be quieter during the summer months and winter term. Engagement appears to be limited for the most part, probably owing to the scarcity of posts.
• We have a main Twitter page with 4,730 followers. As with Facebook, we have paid Twitter advertising, which we use for enrollment campaigns and the like, although it is less effective than Facebook.
  ○ Both Alumni Affairs and the Student Village have Twitter accounts, but these are unused at the moment. The student broadcast, the Hive, also has a Twitter account, but hasn’t Tweeted since November. However, the SB Career Connection has a Twitter account, which it uses several times a week. The Business Division’s Jennifer Woltjen is a frequent Twitter poster, as is STEM’s Terri Kettering, who worked with Marcom on setting up her Twitter account. SUNY Broome EAP Tweets intermittently, and SUNY Broome Athletics (via @BHornets12) during games. Advising inquired as to setting up a Twitter feed, but decided to focus its efforts on Facebook for the time being.

• Our main YouTube site has 155 videos at present. There are also Youtube accounts for Online@ SUNY Broome and the Hive.

• Our Instagram account, popular among students, currently has 946 followers and we are frequently tagged in student posts.

• Our LinkedIn Company Profile has 11,539 followers, while our Higher Education page has 13,153 (up from 8,263) and seven recommendations – actual blurbs, not Facebook “likes” – from alumni. HR also uses our Linked In sites for job postings.

• We have several WordPress blogs. The Focus and Buzz are both updated continually; contributions come from faculty and staff, as well as those written by the Marcom office. These articles are then pushed out on other social media sites.

• We also have sites associated with the college outside of our current purview, such as the London blog at http://bcclondon.wordpress.com and the Haiti blog at https://healthforhaiti.org/.

How do we measure the reach of social media?

Many social media platforms have methods of measuring reach and engagement, at least on the basic level. Twitter, Pinterest, Instagram, LinkedIn, Facebook and Pinterest all measure the number of followers, or fans, who link to the main account and are able to view it in a daily stream.

Facebook and Pinterest also have “likes” and Twitter “starred Tweets” to indicate interest in a particular post. Facebook also offers Insights, a page service that analyzes page likes, post reach, engagement and other factors, as well as comparisons to other sites. We can change these sites as needed, but only can include a certain number in the analysis.

Right now, these sites include: Binghamton University (53.3K reach and 7.7K engagement), Onondaga Community College (13.3K total likes and 8 engagement), Corning Community College (6.3K likes and 5 people engaged), and Tompkins-Cortland Community College (5.7K likes and 2 people engaged). By comparison, as of September 9, 2016, SUNY Broome has 15.3K total likes and 102 people engaged.
(meaning, they liked, shared or responded to a post in the past week). SUNY Broome had 56 Facebook posts in the past week, exceeding all other comparison sites -- even Binghamton University, with 26.

For paid advertising, Twitter also offers an interface – ads.twitter.com – that examines the impressions and engagement in each ad campaign, allowing the user to assess its effectiveness. Linked-In also offers a space for users to recommend the College to others; seven alumni have taken advantage of this option for positive reviews.

Monitoring reach and engagement on the Wordpress sites can be more difficult. We can track engagement in that Wordpress will show the items with the most hits. Another good methodology is to link the articles to Facebook or Twitter, and use the metrics on those sites to indicate post reach.

What social media sites are important?

There are many different social media sites and services, which may or may not be applicable to the college’s mission, brand or activities. Snapchat, for example, is popular among youth, but serves only as a temporary medium of communication as the shared items are deleted immediately after viewing.

In the 2014 article "New Social Media Statistics You Need to Know," Social Media Today gives a rundown of the most popular social media applications. Their findings, intermixed with information from other sources and experience:

- **Facebook** is, indisputably, the number one site with more than 1.15 billion users. Of those users, 23% log in at least five times a day – and, what’s more, an incredible 47% of Americans say that Facebook is the greatest influence on their buying decisions. With that in mind, perhaps, 70% of marketers acquire new customers through the service.
- **The video-sharing site YouTube** has more than 1 billion active monthly users.
- **Google+** now has more than 1 billion enabled accounts and 359 million active monthly users. However, actual usage of Google+ as a social media platform is probably far lower than these numbers suggest. Google, for example, requires users to have Google+ accounts to comment on YouTube and use many Android applications. However, a Feb. 19, 2014, article in the New York Times, “The Loyal Users of Google Plus Say It Is No Ghost Town,” find that some users find the platform useful, particularly for sharing information, photos and other subject matter with limited groups, having conversations with others who share their passions (rather than the more mundane interactions on Facebook), and meeting people through the video chat service Hangouts. One New York Times commenter described it as “Facebook for intelligent people.” Interestingly, the users of Google+ are largely male, whereas Facebook and Twitter tends to be skewed slightly in favor of women and LinkedIn has a nearly even gender divide, according to the Aug. 20, 2012, article “Women Are From Pinterest, Men Are From Google+?” in Forbes.
• **Twitter** has more than 550 million registered users and 215 million monthly active users, and 34% of marketers generate leads on Twitter. Where Twitter shines, at least from a journalistic perspective, is in the coverage of live events. Hashtags allow users to aggregate content, or even collect it and publish it with an application such as Storify.

• **Pinterest** has 20 million monthly active users. The platform is highly visual, and is often used to share craft projects, recipes and other content. Whereas Google+ users are largely male, Pinterest users are mostly female: estimates range from 58 to 97 percent, according to a Feb. 22, 2012, report on NPR’s “All Tech Considered.”

• **Instagram** has 150 million monthly active users and is limited to photo- and (very short) video-sharing. While the feeds can be viewed from any device or computer, a smartphone is needed to add photos to a feed. Like Twitter, hashtags can be used to aggregate content according to theme.

• Another photo-sharing site is Flickr, which we use to aggregate photos for galleries. Flickr currently has 87 million users, according to a March 20, 2013, article in The Verge, “The man behind Flickr on making the service ‘awesome again.’”

• **LinkedIn** is a networking site geared toward professionals. The site, in its Jan. 9, 2013, blog, claims that it has more than 200 million members. SUNY Broome has a LinkedIn page to which some alumni have linked – and recommended the college to others as a valuable asset. *We will be ramping up our advertising on LinkedIn to support campaigns targeted at non-traditional students in need to skills updates, retraining, or career change options.*

• **Blog providers abound.** Some, such as Wordpress, Blogger and Blogspot, allow users to create long-form articles and other writing (as well as post pictures and embed videos). Blogging options are also included for users on Facebook, the question and answer site Quora, and other websites. Tumblr bridges the gap between social media and blogging, offering small micro-blogs. For our blogs, we have opted for Wordpress – a platform that also allows professional users to create and customize entire websites, and powers almost 19 percent of the Web, according to a July 2013 Tweet from the service.

Chart data from Social Media Today
Other interesting bits of data from Social Media Today’s analysis:

- 72% of all Internet users are active on social media, including 89% of people between the ages of 18 and 29, 72% between ages 30 and 49, 60% of people ages 50 to 60, and 43% of those 65 and older.
- 71% of social media users utilize a mobile device, such as a smartphone.

### Ongoing social media goals

Establish a consistent social media community on Facebook, Instagram and Twitter and ensure at least three posts per week day.

- Promote the college’s main Facebook and social media sites to incoming and current students.
- Ensure that branding standards are met on all accounts.
- Continue to build relationships with students, prospective students and community members by replying to comments, answering questions promptly, and sharing posts on Facebook and Twitter.
- Consistently monitor social media for inappropriate content and respond to such.
- Promote enrollment with Twitter and Facebook advertising campaigns, and push traffic to admissions and other pertinent websites.
- Use YouTube as the main hub for all of the video content produced by the Office of Marketing and Communications, along with an approval process for videos from other departments.
- Consistently promote content such as Youtube videos on other social media platforms.
- Participate in social media themes, such as Throwback Thursday and memes.
- Monitor all social media sites, including BC Voice and YikYak, for potential problems and issues, and alert Public Safety and the administration when necessary.
● Covering live events via Facebook, Twitter and Instagram, and sharing completed stories via these channels and Buzz/Focus.
● Continue to work with staff and departments who seek to establish social media accounts, offering training and advice.
● Ensure that members of the core Marcom team have access to all new college social media sites.
● At the start of each semester, update the cover images of Facebook, Twitter and Instagram. (We’ve been most diligent about the Facebook end, as it is the most visible of the three.)
● Continue to promote the college’s main Facebook and social media sites to incoming and current students via advertising, on our digital signs and during registration, and evaluate new ways of outreach as well as sites (The Buzz, Instagram) for promotion.
● Participate in Facebook ad creation training and Twitter ad training as needed.
● Cover and live-Tweet events for our online Newsroom (Focus/Buzz), and share with Facebook, Twitter, Instagram and other social media sites as needed. This has become standard practice.
● Continue to post daily on Facebook and Twitter during weekdays, in addition to the college’s paid advertising on these sites. Add weekend social media posts for special event coverage and, once activities are scheduled in the Student Village, pre-scheduled Tweets and posts.
● Evaluate ways to share student projects, art and accomplishments on Flickr, Youtube and other sites, potentially coordinating with student television and radio.
● Collect footage of classrooms, student profiles and events for Youtube videos and promotional uses, and share on all social media platforms. Also, add these videos to our main web page.
● Begin promoting our entire YouTube channel rather than just single videos, and integrate it into use as a regular social media platform. Use YouTube to showcase more of the campus, the students/faculty, athletic events, etc.

Fall milestones
● Grow our Twitter, Instagram and Facebook audiences by 2%
● Identify new ways to promote our social media platforms to students and prospective students, and have them join these networks during registration.
● Have several fully established and active enrollment and college microsites linked to the main social media page and college website, with weekly content.
● Identify new ways to highlight social media on our website

Winter
● Analyze and refine content flow across all platforms. Articles that appear in Broome magazine should also appear on our main website and on all our social media sites.
● Connects social media accounts to YouTube account
● Organize older videos on YouTube.

Spring
● Grow our Twitter, Instagram and Facebook audiences by 2%
- Identify new ways that social media can lead up to and cover graduation, potentially posting extensive photo galleries. (Graduation marks the most intense engagement on social media.)
- Analyze social media outcomes and come up with measure to improve those outcomes on certain sites, and which sites to pursue.
- Encourage graduates and alumni to link to us via LinkedIn, offer reviews on LinkedIn and Facebook, and follow the Alumni Facebook page.
- Promote our YouTube videos following graduation on both our social media sites and main page.
- More videos of athletic events (sports highlights) on YouTube.
- Evaluate adding weekly news packages to YouTube and other social media sites.

## Budgeting for Advertising Campaigns

### Advertising & Promotional Campaign Packages – itemized

<table>
<thead>
<tr>
<th>Level 0 (1-2k)</th>
<th>Package Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Postcards</td>
<td></td>
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<tr>
<td>· Posters</td>
<td></td>
</tr>
<tr>
<td>· Handbills</td>
<td></td>
</tr>
<tr>
<td>· Table Top Display</td>
<td></td>
</tr>
<tr>
<td>· Email blast</td>
<td></td>
</tr>
<tr>
<td>· Free social media</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 (5-8k)</th>
<th>Package Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Penny Saver, college newspapers (such as BU Pipedream)* and/or local trades</td>
<td></td>
</tr>
<tr>
<td>· Facebook – low frequency or Adwords/YouTube</td>
<td></td>
</tr>
<tr>
<td>· Posters</td>
<td></td>
</tr>
<tr>
<td>· Handbills</td>
<td></td>
</tr>
<tr>
<td>· Table Top units and/or Post-up stands for recruiting tables</td>
<td></td>
</tr>
<tr>
<td>· Table throw (runner)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 (10-15k)</th>
<th>Package Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Press (online only)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 (20-25k)</th>
<th>Package Includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Press (Local)</td>
<td></td>
</tr>
<tr>
<td>· Penny Saver, college newspapers (such as BU Pipedream)* and/or local trades</td>
<td></td>
</tr>
<tr>
<td>· TV – All four stations – WBNG, FOX 40, Time Warner – YNN, 34</td>
<td></td>
</tr>
<tr>
<td>· Facebook – High Frequency</td>
<td></td>
</tr>
<tr>
<td>· Radio - both conglomerates - Town Square Media (Radio), Equinox Broadcasting (Radio)</td>
<td></td>
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<tr>
<td>· Movie Theater ads (Cinamedia)*</td>
<td></td>
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<tr>
<td>· Billboards</td>
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<tr>
<td>· Posters</td>
<td></td>
</tr>
<tr>
<td>· Handbills or Brochures (or other take-aways)</td>
<td></td>
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<tr>
<td>· Postcards</td>
<td></td>
</tr>
<tr>
<td>· Google AdWords and YouTube Video Advertising – High Frequency</td>
<td></td>
</tr>
<tr>
<td>· Table Top units and/or Post-up stands for recruiting tables</td>
<td></td>
</tr>
<tr>
<td>· Table throw (runner)</td>
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</tbody>
</table>
Targeted Program Recruiting Campaign Package –
(a Bridge from Marketing to Admissions)

The following package outlines the combined efforts of the Admissions/Recruiting department and the Marketing and Communications department as applied to new programs, special initiatives and other focused campaigns.

ADMISSIONS:
Contacts, In-Person Events and other Recruiting Activities
- Recruiting personnel will attend an external event within this target demographic
- A special recruiting event, with strong visual components, will be planned and initiated on or off campus as appropriate.
- An email campaign to an exclusive list related to this program or initiative will be developed and sent
- Counselors, or another group of influencers, will be informed via email and letters.
- The campus will be informed via the focus in the event of a new program or initiative.
- We will develop a physical mailing package with supporting materials to be sent to influencers

PROMOTIONAL MATERIALS - MARCOM
Materials
MarCom, working closely with Admissions, will design and produce…
- Posters
- Brochures and/or Program Cards
- Table Displays
- Pull up Banners

*We will continue to monitor pricing and consider usage of cinema advertising and the pipedream. However, they may not always be a part of annual advertising package.
- Giveaway Items (optional)

**SUPPORTING ADVERTISING - MARCOM**

**Media Channels**
Optional media channels are based on the specific *advertising package* selected. This is an effective strategy for establishing a memorable brand in support of targeted program recruiting activities. However, these ad buys can be expensive, and need to be initiated only when supported by additional budgeted funds.

- TV Ads
- Radio
- Social Media (Facebook, Twitter, Instagram)
- Movie Theaters, Billboards, Buses, or Mall ads
- Google Adwords and/or YouTube
- Press ads

**Targeted COURSE Marketing**

Our annual marketing schedule will include a wide range of Targeted Course Marketing campaigns. These will be social media ads (primary on Facebook, Instagram and Twitter) targeted by "interests and keywords" to specific audiences.

Each academic area is asked to provide the following info for these social media campaigns:

- The Name of the Course:
- A Short Summary: (what will students learn?)
- An Engaging Anecdote: (EXAMPLES: Why does the instructor like to teach this course, OR a great quote from a former student, OR something unique that the students experience during this class, OR something about the workforce or industry status)
- Any Suggestions for Keywords or Target Demographics: (EXAMPLES: People who might like to take this class: Age, employment status, location, interests... even things like TV shows and Movies can help here.)

*The purpose of Course Marketing varies by season.*

**For SUMMER** - we will often stick to courses that are "just on the verge"... to see if we can tip them into running. Sometimes this type of individual course promotion can be stronger for Summer and Winter and tends to engage non-matrics.

**For FALL** - Running these types of ads for Fall courses can sometimes be effective for a slightly different purpose... attracting students to consider programs by “showing off a cool course”.
WEB & PRINT MATERIALS :
ONGOING PROJECTS & GOALS

PROJECT: Wordpress Migration

Goals:
- Purge outdated content
- Become more mobile friendly
- Encourage more departments to manage their content
  - This leads to the website being more up-to-date and more buy-in from content contributors. It gives them ownership over their area of the website, moderated by the MarCom department.
- Stay current with web trends

PROJECT: Culinary Arts Center Marketing and website

Goals:
- Give the new, off-campus Culinary Arts Center its own sub-brand while relating it to the overall SUNY Broome brand
- Provide a vibrant, updatable platform for Culinary Arts Center content-contributors
- Provide a single website for Culinary Arts Center and other hospitality current & prospective students to visit for related information/news.

PROJECT: Co-Curricular Transcripts (CCT) Marketing and website

Goals:
- Promote the new Co-Curricular Transcripts to current students, encourage them to become more involved with campus activities
- Brand the CCT with inviting graphics
- Create badges to be implemented in the awards system students take part in as they participate in campus activities

PROJECT: Program Specific Front Street Signs
Goals:
- Sparking interest in potential students specific goals
- Getting people who are not interested in college interested by advertising programs that they may not have known were offered
PROJECT: Imagine Success to Achieving Success marketing - logo and board game
Goals:
- Encourage students to continue in college and have academic success.
- Using our branding on the game to help students associate SUNY Broome with success.
- Encourage students in a way that will also help alleviate stress that they might feel when thinking about taking courses

PROJECT: Athletics Marketing
Goals:
- Promote and increase the visibility of the SUNY Broome Athletics Department
  ○ Create large retractable banners for tabling visibility and events

PROJECT: North East Pennsylvania Marketing
Goal:
- To promote SUNY Broome as an affordable and “local” option to North Eastern Pennsylvania students.
  ○ Create a website that explains the affordable tuition at SUNY Broome, the short commute, and provides specific useful resources to Pennsylvania students.
  ○ Create digital billboards to encourage the application of PA students and to promote greater awareness of SUNY Broome in the area of Scranton.
  ○ Place advertising on local magazines and publications (In progress)

PROJECT (Completed): International Admissions Handbook
Goal:
- Provide SUNY Broome specific resources, as well as resources on navigating American and Binghamton culture, for International Students
  ○ Create a small handbook with helpful information for International Students.

PROJECT: Late Starting Classes Marketing
Goals:
- Catch the attention of students who missed the start of the semester. This will allow them a second chance to get started at SUNY Broome or for current students to earn more credits during the semester.
  ○ Create a digital sign on the front street sign to promote the initiative and the link for more information.
  ○ Create a radio ad to encourage students to check out late-starting classes.

PROJECT: Fall Open House Marketing
Goals:
Create interest in our Fall Open House for students and the community, market specifically to students who are confident and prepared to attend college, and work to nurture SUNY Broome to embrace the new fall date for Open House.

- Explore marketing this event via Newspaper Ads
- Create Billboards to promote
- Design Posters to promote
- Create “Tour tickets” to keep track of what time each visiting group is going on the campus tour
- Create “Passports” to motivate students to visit the various departments and offices and to learn more about the resources available to them

**PROJECT: Applied Learning & Career Center Branding**

Goals:
- Gain increased visibility for the new ALCC department and market how it can help students, faculty and community members with their job searches.
  - Design color handout of die-cut briefcase with information on the ALCC.

**24 Hours of Giving (Giving Day) 2017 Marketing**

Goals:
- Encourage donations to the college and remind alumni of their time at SUNY Broome.
  - Create postcards
  - Create graphics for social media
  - Design posters and flyers
  - Create Digital Signs for on-campus promotion
  - Promote in the Buzz and Focus
  - Update 24 hours of giving website

**Admissions Packet Materials**

- Update the admissions packet with more unique, engaging and helpful material.
  - Create an item that will act as a mailable viewbook and as a program list.
  - Make certain that the two mailings “early applicants” receive are special and not wasteful in regards to materials

**Science of Success**

- Develop copy and style ideas for the ongoing Science of Success campaign
  - Generate ideas for social media campaigns
  - Generate ideas for print ads

**Video, Television, Radio: ONGOING PROJECTS & GOALS**

An IMPORTANT NOTE Regarding Television advertising.
The way people watch television has changed dramatically in recent years. A very large percentage of viewers now pre-record shows, skipping commercials. Others watch shows on HULU, Amazon or Netflix. This makes television advertising less effective (although it's still very expensive). Even the TV stations are aware of this...and many are trying to switch to a new advertising model that revolved around “related” web content advertising.

We are aware of this trend and will be adjusting media buying to account for these changes.

Example - Traditional Media Projects:

PROJECT: There’s Still Time to Register, Television & Radio Commercial
Goals: Inform prospective students and their parents that the deadline to register for the fall semester is approaching. Encourage prospective students to apply, start a new career or finish their degree.
- Update theme to reflect the new designs/graphics created for other marketing materials (billboards, print material, website).
- Update script and create new voiceover track.
- Update motion graphics to reflect new information (dates, deadlines).
- Commercial airing on television and radio stations 8/8 - 8/22.

Video: https://www.youtube.com/watch?v=neL3h9L7heE

PROJECT: Last Minute Registration, Radio Commercial
Goals: To give students who missed the registration deadline a second chance. Give students another option when trying to replace a course or change their schedule after the semester started.
- Write, voice and edit a 15-second radio commercial to air from 9/12 - 9/25.

PROJECT: Online Orientation Videos
Goals: Provide an orientation session to online students and students who cannot attend a session in-person, on campus. Give accepted students to tools and information to be successful in their studies. Inform students about what services, support and offerings we have at SUNY Broome.
- Update all old video/modules due to outdated information in addition to adding new modules that didn’t exist yet.
- Work with Academic Affairs on finalizing scripts and talking points.
- Film and edit all videos.

Videos: http://www3.sunybroome.edu/orientation/#oid41
PROJECT: Education USA International Marketing Video
Goals: Inform prospective international students of what SUNY Broome has to offer. Marketing to students in counties we have not marketed to as of yet.
- Produce, shoot and edit 11, 40-second videos to send to each Education USA representative.
- Create custom introductions pertaining to and addressing each county.

Related International Student Marketing Videos:
International Students: Why Choose SUNY Broome?
https://www.youtube.com/watch?v=6A_9uJ2_gQw

SUNY Broome: A Place for International Students, a Place for You
https://www.youtube.com/watch?v=b91HC-Xkmsg

This Could Be You | SUNY Broome
https://www.youtube.com/watch?v=LB183LgrHBo

You are Welcome Here!
https://www.youtube.com/watch?v=BY5Lvh80xbw

PROJECT: 24 Hours of Giving (Giving Day) Marketing
Goals: Encourage donations to the college for scholarships from alumni and friends of SUNY Broome.
- Update generic promotional video to reflect this year’s information.
- Produce, film and edit a series of “Why be a Caller” videos.
  - Interview students about what encouraged them to become a Phonathon caller and what it means to them.
- Capture footage on the day of the event to use in promotional and social media marketing.

Video: https://www.youtube.com/watch?v=KrPzojFROKY

PROJECT: Fall Open House, Television and Radio Commercials
Goals: Create interest, inform the community/prospective students and promote attendance in our first Fall Open House.
- Update script from the Spring Open House commercial to reflect this year’s event information.
• Produce creative and interesting motion graphics to reflect information in the voiceover and to catch the viewer’s eye/ear.
• Commercials to air 10/31 - 11/5 on local television and radio stations.

Video: [https://www.youtube.com/watch?v=AkqOF185W18](https://www.youtube.com/watch?v=AkqOF185W18)

MEASUREMENTS

• Monitor clickthroughs from social media campaigns.

  **Current statistics:**
  Top 5 campaigns average - 367 CT
  Average over all (boosted posts included) - 112
  Most popular Social media campaign for this season - MUSIC - Sound Engineering, 744 CT

• Track visit to the website.

  **Current statistics:**
  Average visits per week: 5239
  Average visits During Peak (Final Reg Week): 10,477

• Analyze traffic from tracking pixels on micro sites.

  **Current statistics:**
  Winter - unique visits Nov 15 - Dec 6 = 1195
  Spring - unique visit per week during campaign = 544 (*campaign running now) (TBD)
  Open House - unique visit per week during campaign = 2387
  Advising and Registration - unique visits Nov 15 - Dec 6 = 2123

• Track enrollments in target market programs (when reasonable campaigns are within budget).

  **Target Programs: Example Enrollment Outcomes**
  Medical Assisting: 25 New, 17 Continuing, 42 Total
  Homeland Security: 32 New, 33 Continuing, 65 Total
  Music: 55 New, 41 Continuing, 96 Total
  Environmental Science: 23 New, 36 Continuing, 59 Total

• Track the success rates of agency campaigns

  **Winter Session digital creative performance - FRED RIGER ADV.**
  Video:
  30,698 impressions
  106 clicks
  .35% CTR
Geofencing (Local High Schools):
15,644 impressions
116 clicks
.74% CTR (amazing, one of the highest I've ever seen)

Winter Web Ad performance:
236,561 impressions
1,008 clicks
.43% CTR
57,047 impressions
271 clicks
.48% CTR

Contextual/Category:
47,712 impressions
100 clicks
.21% CTR

- Track the number of accepts due to completed submission of admissions materials.
- Analyze demographics of successfully registered to students and match the to target demographics from recent campaigns.
- Some traditional branding and marketing tactics are harder to track, but critically important as part of our greater brand engagement results. In these cases we must look at enrollment as a whole.

Tactics include:
- Monitoring Overall application and inquiries: In order to loosely measure branding and exposure of seasonal mass marketing campaigns such as billboards, radio and TV for annual campaigns ("Apply for Spring").
- Adjusting to new channels each year to analyze the differences between them. Example: movie theater ads vs. billboards. Monitor potential effect on overall enrollment.

**FALL Enrollment Evaluations (what metrics we will use)**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Comparison</th>
</tr>
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<tbody>
<tr>
<td>Annual % variance of registered graduates from top feeder schools</td>
<td>Number of New Students Registered compared to last fall.</td>
</tr>
<tr>
<td>compared to regional high schools compared to last year.</td>
<td></td>
</tr>
<tr>
<td>Number of Non-matriculated Students compared to last fall.</td>
<td>Number of Returning Students Registered compared to last fall.</td>
</tr>
<tr>
<td>Number of transferring students</td>
<td>Number of New Students Accepted compared to last fall.</td>
</tr>
<tr>
<td>Number of Online Students compared to last fall.</td>
<td>Number of applications received compared to last fall.</td>
</tr>
<tr>
<td>Number of Binghamton Advantage Students registered compared to last fall.</td>
<td>Number of Fast Forward Students registered compared to last fall. (as of 9/22/16)</td>
</tr>
<tr>
<td>Number of International Students Registered compared to last fall.</td>
<td>Number of out-of-county students registered compared to last fall.</td>
</tr>
</tbody>
</table>
APPENDIX:

EXAMPLE MARKETING CAMPAIGN - ABSTRACT

((These are developed for most level 3+ campaigns))

SUNY BROOME STUDENT HOUSING:

SUNY Broome’s Student Housing Campaign was designed with student comfort, experience and lifestyle in mind. Starting college is a big step, and moving away to start this new chapter in life is an exciting opportunity for new students to experience college life with their peers. This campaign sought to show students that SUNY Broome has a comfortable atmosphere to experience everything that our college has to offer; there are restaurants, banks, convenience stores, parks and more right in SUNY Broome’s back yard.

Due to the proximity of these amenities, we call our student housing the Student Village; it’s not just the comfortable apartment-style housing that makes choosing SUNY Broome a good idea, it’s the neighborhood as well. We use short phrases such as “It’s all right here,” “Get the full experience. Live on campus!” and “Apartment-style living” to illustrate these concepts of comfort, experience and lifestyle.

To help spread our message, we used brochures that have been distributed at local high schools as well as mailed to prospective students all around the country, ads on Pandora, as well as cultivation of extensive media coverage of the construction of the housing and keeping them informed of everything SUNY Broome has to offer students who would live on campus.

OBJECTIVES AND GOALS
- Drive prospective students and parents of prospective students to the Housing website www.sunybroome.edu/housing
- Create a local interest for students who may need a “stepping stone” out of high school – although we’re convenient to commute to if you live locally, you can get the full college experience close to home
- Increase inquiries and reservations
- Give students who live far away but may be interested in attending SUNY Broome a convenient living solution
- Create a fun, comfortable academic atmosphere on campus
- Bring in more students from out of the area

PRODUCTION CONSIDERATIONS
All materials were designed and written in-house by the Office of Marketing and Communications with valuable input from various departments on campus such as Housing, Students Affairs and Community and Engagement, Student Services, and Academic Affairs to name a few. The brochure was printed by a
local vendor on coated 80 pound cover stock for $0.71 each.

AUDIENCE
Our primary audiences for this campaign were high school graduates and those who may be thinking of going to college for the first time.

EVALUATION CRITERIA
- how many inquiries?
- How many rooms reserved
- Student feedback
- Out-of county interest
- Local interest in housing

SEO Progress toward Academic Affairs Divisional Goals (Prior Year):

1. Continue to support a sustainable and high quality academic culture.
   a. Worked with academic department chairs to collaborate on development of accelerated and alternative delivery programs for working adults.
   b. Working with high schools to discuss succession planning and ensure the appropriate credentials for future Fast Forward instructors.
   c. Working on multiple articulations, and curriculum maps for existing agreements.

2. Incorporate a diverse range of Academic Affairs faculty and staff members, including academic and non-academic units, in assessment development, implementation, analysis, and reporting. Increase adoption of technology, including Blackboard, to enhance data collection, assessment, and reporting capacity.
   a. Developed new lead-generation tracking system to analyse effectiveness of promotional campaigns.
   b. Developed a process for certifying cross registrations with advisement, financial aid, and student accounts.
   c. Worked with BU to develop more comprehensive reports pertaining to the BAP program.

3. Implement student retention efforts through the development of a published workflow for student services, improvement of new and existing systems to support students (i.e. CRM, Banner, DegreeWorks, etc.), adoption and use of Starfish across campus, and integration of career and transfer messages across campus.
   a. SLATE Implementation: Phase 1: Application has been created and is being vetted - this will allow for smart application types with adjustable fields. Specific data collected can be used to customize communications to students to aid in their enrollment.
4. Increase the focus on campus diversity efforts across campus in partnership with the President’s Task Force for Diversity and Inclusion. Use the campus Diversity Plan, Achieving the Dream, and the Strategic Plan as a guide for setting goals and measuring accomplishments.
   a. The college website and materials have been reviewed to ensure a diverse range of students, more representative of our campus, are incorporated into all our primary information materials.

5. Invest in Professional Development for faculty and staff, which will support a sustainable and quality academic culture.
   a. Staff across the subdivision are being trained on how to setup Event Registrations and information capture forms in SLATE. These will help us to closely track, analyze success, and communicate with students who participate or submit specialized data.

Riger Agency's Market Identity project - summary of findings and recommendations

SUMMARY:

The Riger Agency provided an incredible amount of data on our potential enrollment population, as well as recommendations and strategies (some of which are already being put to use). Below are just a few of the top level findings.

Key findings and tactical recommendations from research study phase:

- Support extends well beyond the classroom when dealing with adult learners. 63% of them are food insecure. Food banks for students, child care facilities that offer free or discounted care, discounts on transit all matter to them.

- They are not looking for easy classes; they are looking for classes that are easy to access and the opportunity to finish as quickly as possible.

- Empathetic support staff who respond in a timely manner, in person, is key.

- Critical marketing to these students includes sharing student success stories – profiles, quick videos, and simple photos with quote-out testimonials.

- Differentiate from universities - talk about careers, your caring faculty, smaller classrooms, your personalized learning, or your portfolio assistance.

- Adult students want more than catchy slogans. They want financial savings and convenience of night, weekend, and online classes.

- Questions potential adult students (especially career changers) are asking:
○ How can I increase my earning potential short term?
○ Which career fields are growing the fastest in my region?
○ Can I apply my skills in a career or position with better pay and work/life balance?
○ What skills or experience do I require to get and stay ahead in my field?

● Highlight local hiring trends (the promise) instead of emphasizing certain programs (the product).

● Flexibility also means the ability to stop and start the degree as family, work, or financial circumstances dictate. Prospects want to know if they need to take a semester off, they can do so without penalty.

● Having a campus that allows non-traditional students the opportunity to make a connection between their families and their education can make a significant impact. Events such as appreciation nights or social gatherings can serve as a good way for these students to incorporate their families while meeting other similar students.

● They don’t want to wait – or have *anything* take too long – once they’ve decided to enroll.

● Avoid classroom imagery. Adult learners do not tend to like imagining themselves in the classroom. They respond more positively to photos that show them working in the career or role they will have after they graduate. Returning to school is a means to an end for them, so focus on the results.

● Adult students like anonymity initially - Chatbots can feed valuable insights back into your CRM while scaling across your social media channels and dramatically reducing the staff time needed to respond to student inquiries.

● Adult students can be much more willing to engage, and are usually eager to hear more about your school, the facilities you offer, and how your programs can help them reach their goals. This can make them prime candidates for targeted lead nurturing content, e-mail marketing.

● Consider strengthening career and technical education internships and advisory boards, prior learning assessment credits, and competency-based education credentialing.

● Adult learners like flexibility yet crave structure due to their busy schedules. Many adults appreciate block scheduling with flexible "blocks", extended breaks during major family holidays, and guaranteed schedules.

--------------------------------------------

From Interview phase:
What can SUNY Broome do to lower barriers for adult learners?

● A significant part of our discussions with employers revolved around the issue of “soft skills.” Our culture and become very lax in dress and communication. As a result, people show up for job interviews covered in tattoos and wearing sweatpants. They are not prepared to adequately communicate with an interviewer. Employers are incredibly frustrated. As mentioned earlier, because it is so difficult to get a responsible, articulate candidate, skills and qualifications have taken a back seat. Repeatedly, we heard
that they are willing to train if they can find someone who is responsible and willing to work.

- Large manufacturers run multiple work shifts. Course offerings do not always align with these schedules.

- Several respondents commented on the increasing need for online coursework. Most said they had no knowledge of what SUNY Broome currently offered through online delivery.

- Childcare was also mentioned as a barrier. When it was pointed out that SUNY Broome did have an onsite daycare facility, the question back was…”yes, but is it open evenings and during the summer session?”

- Warehousing and fulfillment appears to be increasing within the Southern Tier. In addition to Dick’s, Best Buy, CVS, Frito Lay, and Maine’s all have large operations. While Binghamton University has a four year supply chain program, their students tend not to stay in the area after graduation and a four year degree is not required to work in these facilities. Employers would like to see training in online fulfillment, warehousing and distribution logistics, and supply chain.

Recommendations:

- Offer more off campus course options in closer proximity to some employers (tioga). Work closely with workforce to determine best options.

- Can child-care center schedule meet the needs of adult learners? Can we ramp up to the point of marketing the availability of the service? What about young teens (homework lab?)?

- Continue to look at increasing the flexibility of courses, and adding online evening and weekend courses, and promote heavily.

- Anything SUNY Broome can do to better prepare their students for interviews and basic work readiness, will strengthen the college’s reputation.

- Messaging is needed to drive potential students to engage with the college by diminishing the perception that time and money are insurmountable barriers.

- There is an identity crisis for associate’s level training. This was confirmed in our secondary analysis when we searched for positions requiring an associate’s degree and found limited listings. Most likely, this is a symptom of the current job market. Jobs are prevalent and positions go unfilled, so having an associate’s right now is not as much leverage as it is during a tighter labor market. SUNY Broome needs to clearly position itself through creative and messaging as relevant and needed.

- SUNY Broome could take on the role as "champion of manufacturing" in the area. We heard repeatedly in these interviews that manufacturing and trade careers are no longer sought after occupations... despite desperate need a,ong employers.
- Ensure that media plans segment audiences, and carefully target for specific lead generation.

- Use digital media, social and OTT channels to reach potential students with effective and sustainable messaging.

- Ensure high-touch, (live) personally guided, enrollment assistance for as many students as resources allow.