

Community
College
of Philadelphia

**Enrollment Management Plan
2013 - 2017**

An Agenda for Student Success

August 2013

**Enrollment Management Plan
2013 - 2017**

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SECTION ONE: Introduction

Community College of Philadelphia Enrollment Management Plan 2013 - 2017

Overview

Enrollment management is the catalyst for building a successful future in student access, enrollment, success and graduation at Community College of Philadelphia. As the College traverses what may be the most challenging and engaging period in its service to the City of Philadelphia, it must recognize important regional and national social, economic and educational shifts and be prepared to respond with energy, agility and resolve.

Successful enrollment management can only be realized through a clear vision for and commitment to action that engages all members of the College and its larger community. Enrollment management planning, therefore, must be a transparent process that is flexible and subject to outcomes analysis.

This *Enrollment Management Plan* – drawing from the *2008-1012 Enrollment Management Plan*, *College Strategic Plan*, the *Academic Master Plan*, the *Technology Plan*, the *Diversity Plan*, the *Facility Master Plan*; other internal and industry strategic planning paradigms; and relevant national research and practices – concentrates on issues of student engagement and outcomes in recruitment and retention.

Recognizing its impact on all other areas of the College’s academic and administrative units, the Enrollment Management Plan also is informed by the College’s goals and priorities. The Institutional Research (IR) website was an important source of data regarding outcomes measures. For additional information, please visit the IR website (www.ccp.edu/VPFIN-PL/ir/index/htm).

The 2013-2017 Enrollment Management Plan endeavors to increase the College’s efforts towards strategic enrollment management planning and to provide a vision and foundation for continuing and new initiatives.

Planning Process

To ensure an effective and collaborative outcome, the *2013-2017 Enrollment Management Plan* was developed with the input and guidance of an Enrollment Management Committee comprising representatives of the Academic Affairs, Student Affairs, Planning and Finance, and Marketing and Government Relations divisions (see Appendix A).

The Committee was charged with: reviewing and evaluating outcomes of the 2008-2012 Enrollment Management Plan; evaluating data identified as a result of an environmental scan; developing strategic opportunities; coordinating planning; and assuming responsibility for implementation oversight. Additionally, feedback from students and other members of the College community was gathered through ongoing presentations, discussions and focus groups.

Measurements and Measurables

Desired outcomes of the *2013-2017 Enrollment Management Plan* are:

- Increase enrollment and retention among all student populations;
- Increase successful outcomes among all student populations;
- Provide pathways for students to continue their education and/or enter the workforce prepared to participate in and contribute to a diverse and global society;
- Establish communication and dialogue across all areas of the College in matters relating to recruitment and retention of students;
- Develop and manage strategies relating to practices best suited to the College's enrollment efforts;
- Provide statistical information to enhance evidence-based inquiry and raise questions for continuing improvement; and
- Enrich the educational environment through streamlined processes integral to student success.

Accomplishments of 2008-2012 Enrollment Management Plan

Building the foundation for the 2013-2017 Plan, the 2008-2012 Plan also concentrated on issues of student engagement and outcomes in recruitment and retention. Central to the objectives of the 2008-2012 Enrollment Management Plan were: enhanced services to students; improved outreach and communication tools and processes; and increased administrative and programmatic efficiency. A Noel-Levitz Student Satisfaction Survey was completed in 2013, and according to IR Report #236, Student Satisfaction with Student Services, Academic Services, and Campus Climate: A Comparison of Student Satisfaction in 2010 and 2013, student satisfaction levels were higher in 2013 than in 2010 across all eight student satisfaction scales. Most notable improvements were associated with Safety, Security and Parking; Admissions and Financial Aid Effectiveness; Academic Advising Effectiveness; and Campus Services.

To that end, a summary of major accomplishments related to the 2008-2012 plan include:

- Improving, expanding and integrating online and in-person enrollment services, including: a new online application process; the opening of a new Welcome Center, which served more than 11,000 students in its first year; and the implementation of "MyCCP" and "My Enrollment Profile," online services that enable students to track graduation requirements, record grade challenges, change curriculum, request transcripts, and more.
- Refining and expanding programming and promotion for Open Houses, which measured an increase in attendance from 251 in 2008 to 951 in 2012.
- Launching several targeted programs for adults returning to college and degree completion for residents and employees of the City of Philadelphia.
- New credit student enrollment increased from 9,574 in 2008-2009 to 10,327 in 2011-2012, which is an increase of 7.9%.
- Substantially augmenting college-wide and audience- and program-specific marketing, advertising and promotional outreach, including implementing social media and targeted direct mail campaigns, increasing frequency of mail communications, and hosting events.

- In Fall 2009, the Center for Male Engagement was established to improve outcomes for African American males at the College. In its initial year, from Fall 2009 to Spring 2010, first time in college (FTIC) CME students persisted at a rate of 99% compared to 70% of the total FTIC African-American males and 74% of the total FTIC student population. The CME was recognized as the 2011 Innovation of the Year by the League for Innovation in the Community College and was the recipient of the 2012 Lee Noel-Randi Levitz Retention Excellence Award. Since its inception, the Center for Male Engagement has served a total of 736 students.
- In Fall 2008, the Veterans Resource Office was established to serve students who are veterans, spouses of veterans, or dependent children of veterans. The office was expanded in Fall 2012 to a full-service Veterans Resource Center. For the academic year 2012-2013, 744 veterans, dependents or family members of veterans used veteran education benefits. In 2012, the College was designated as a Top Military-Friendly College by Military Advanced Education, the Journal of Higher Learning for Today's Servicemember.
- The Office of Student Success Initiatives was established in 2008 to enhance and create student development support structures designed to engage students and lead to improved academic success and persistence. Through Student Success Initiatives, the College developed and implemented a systemic college-wide early alert academic intervention system to identify and assist students who are having academic difficulty. Instructors for an average of 57% of class sections each semester have utilized the system.
- The Homeless Student Support Project was established in Fall 2012 to assist students who are homeless, near homeless or food insecure. In 2012, 25 students were enrolled in the program, and 80% successfully completed it.
- The College dramatically shifted the way students are brought in by establishing a comprehensive orientation program consisting of an online orientation, an ongoing Student Orientation and Registration (SOaR) program at the Main Campus, and a one-day, in-person New Student Welcome at the Main Campus and Regional Centers. Of those students entering in Summer or Fall 2012, 3,865 new students attended SOaR on the Main Campus; this represents 74% of all new in-coming students. For the Fall 2012 orientation, 2,025 new students attended New Student Welcome on Main Campus, and 875 new students combined attended New Student Welcome at the Regional Centers.
- The College's Student Success course, Freshman Orientation Seminar 101 (FOS 101), was refocused and launched as COL 101 to better reflect the course's offerings. The number of sections offered increased to more than 25 in Fall 2012 and Spring 2013.
- The Division of Student Affairs created the Student Affairs Guide to Assessment to provide faculty and staff within the division with a resource for establishing, implementing and reporting assessment efforts in a standardized format. The established format combines multiple reports including the annual report, institution-wide assessment committee report and major accomplishments report into one comprehensive document. As a result, units are now only required to submit one comprehensive report in fulfillment of all areas.
- Increasing services, services hours, communication and programming in the Office of Financial Aid, better educating students on available resources, helping students better

calculate tuition and fees, and enabling more students to apply for and receive financial assistance. In Fall 2009, 54% of all students received partial or total financial aid; this increased to 72% for fall 2012.

- Increasing financial aid service hours at the Regional Centers allowed for expanded service to students.
- Receiving a no-financial-aid-findings result from the federal government A-133 audits during the three-year period 2008-2009 through 2010-2011.
- 60% increase in financial aid distributed to students over the life of the plan.
- Dramatically improved results of Veteran's Administration audit during the life of the plan with only one finding in 2013.
- Enrollment Central concept and physical location were created to provide a one-stop service model for students seeking admissions, financial aid and registration assistance.
- Implemented numerous technological enhancements (including imaging of documents) to improve processes and service to students.
- Began offering online information webinars and presented more than 80 sessions in 2013.

SECTION TWO: Background

Community College of Philadelphia Mission, Vision & Values

Mission

Community College of Philadelphia is an open-admission, associate-degree-granting institution that provides access to higher education for all who may benefit. Its programs of study in the liberal arts and sciences, career technologies, and basic academic skills provide a coherent foundation for college transfer, employment, and life-long learning. The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and the professions. To help address broad economic, cultural and political concerns in the city and beyond, the College draws together students from a wide range of ages and backgrounds and seeks to provide the programs and support they need to achieve their goals.

Community College of Philadelphia seeks to create a caring environment that is intellectually and culturally dynamic and encourages all students to achieve:

- Greater insight into their strengths, needs, and aspirations, and greater appreciation of their own cultural background and experience;
- Increased awareness and appreciation of a diverse world where all are interdependent;
- Heightened curiosity and active interest in intellectual questions and social issues;
- Improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively; and
- Self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments.

Vision

To serve Philadelphia as a premier learning institution where student success exemplifies the strength of a diverse, urban community college.

Core Values

Integrity: The College places fairness and honesty at the center of all of its policies and operations.

Academic Excellence: The College sets, expects, and maintains high educational standards consistent with the needs of the students, region, and changing workforce

Diversity: The College embraces and understands the importance of providing an education and environment that promotes the uniqueness of students, faculty, staff, and the communities that it serves.

Commitment to Teaching and Learning: The College functions as a learning organization, continually adapting, improving, and evaluating its services to promote life-long intellectual and personal development.

Communication: The College is committed to effective, open, and proactive communication.

Respect: The College promotes respect, civility, and courtesy in all of its interactions with others.

Enrollment Management Vision

Enrollment Management, guided by the College's mission, goals, and core values, necessitates the efforts of all members of the College community. Utilizing the strengths of the College, Enrollment Management provides a systemic and strategic framework to identify proven strategies and to apply available resources to: market and recruit students into the wide variety of program offerings; process students' inquiry and enrollment; and retain these students until educational goals are met. This is achieved by attaining a greater understanding of the needs of the city, student body, community partners, and staff through effective data collection, analyses, research, and dialogue as well as integrating planning and development within and across divisional lines.

Community College of Philadelphia has established and will preserve a model of enrollment management and excellence in service delivery that:

- Facilitates access;
- Promotes student retention to successful goal completion or graduation; and
- Engages participation that is inclusive of faculty, students, and staff.

SECTION THREE: Characteristics of Community College of Philadelphia

Community College of Philadelphia

Overview

Community College of Philadelphia is the largest public institution of higher education in Philadelphia and the sixth largest in Pennsylvania. Since 1965, more than 500,000 students have passed through its doors, seeking associate's degrees, certificates, improved workplace skills and lifelong learning opportunities.

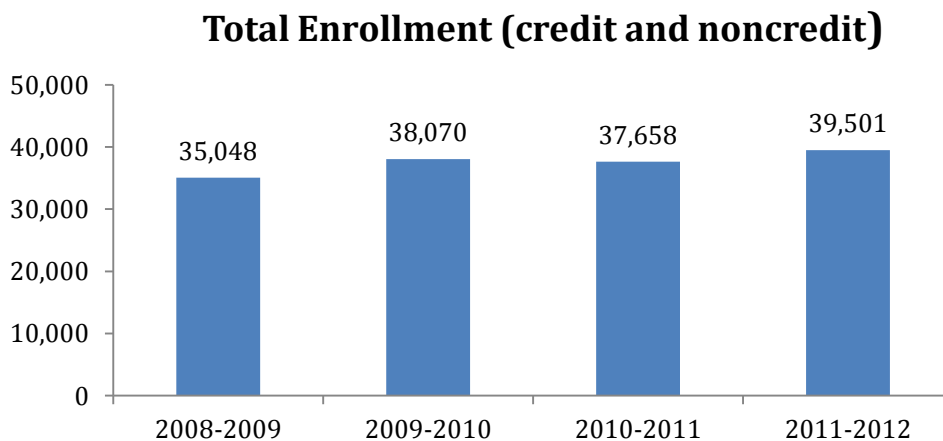
The College offers more than 70 degree and certificate programs in art, science, business, technology and liberal arts, in classes held during the day, in the evenings and on Saturdays at the Main Campus, at three Regional Centers and at neighborhood sites throughout the City. Many of the College's students go on to transfer to four-year academic institutions, while others seek employment in the Philadelphia region. More than 90 percent of the College's graduates remain in the area to seek employment, strengthening the local economy and workforce.

Facts & Figures

2011-2012 Enrollment:

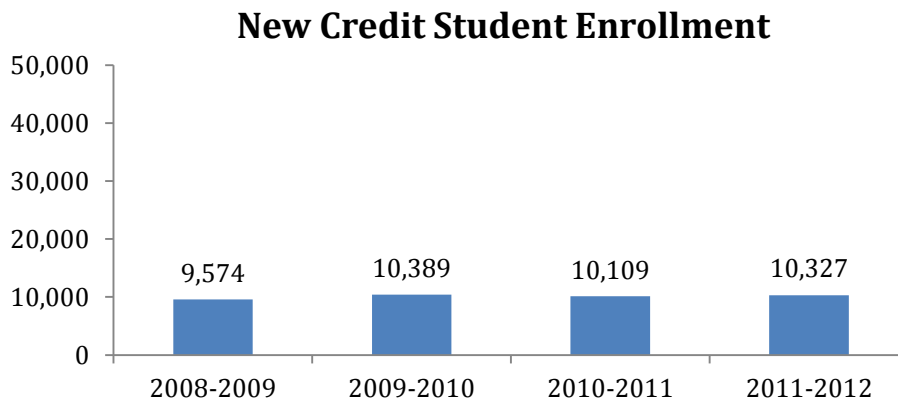
- 39,500 students taking credit and noncredit courses
- 16,000 full-time equivalent students
- 29,000 students enrolled in credit classes

Four-Year Snapshot: Total Student Enrollment (credit and noncredit)



Source: 2012 Institutional Effectiveness Report (#233)

Four-Year Snapshot: New Credit Student Enrollment



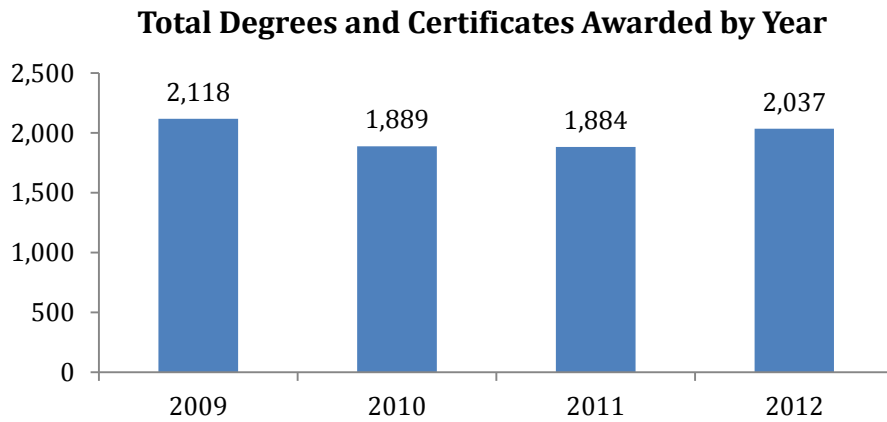
Source: 2012 Institutional Effectiveness Report (#233)

2011-2012 Student Characteristics:

- 53% of students are 25 or older; the median age is 26
- 65% of students are women
- Approximately 74% of students represent ethnic minorities
 - African-American 56.7%
 - White 25.9%
 - Hispanic/Latino 8.0%
 - Asian/Pacific Islander 8.8%
 - Native American 0.6%
- 62% of students are enrolled in transfer or liberal arts programs; 17% are enrolled in career programs; 21% are enrolled in noncredit, continuing education coursework

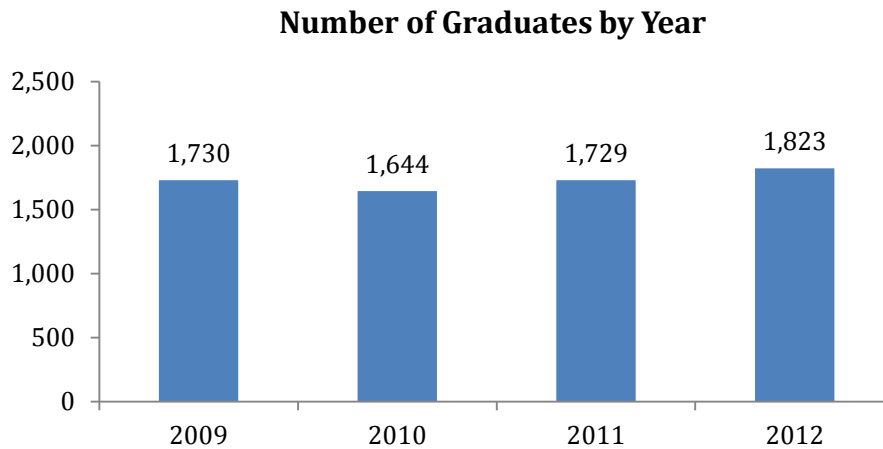
Source: College Website, College Facts

Four-Year Snapshot: Total Degrees and Certificates Awarded by Year



Source: 2012 Institutional Effectiveness Report (#233)

Four-Year Snapshot: Number of Graduates

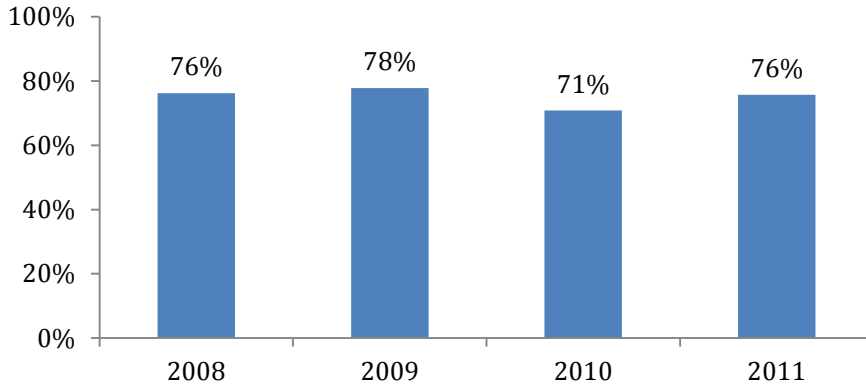


Source: 2012 Institutional Effectiveness Report (#233)

Transfer Trends

Community College of Philadelphia holds dual admissions, core-to-core and program-to-program transfer articulation agreements with regional universities, colleges and community colleges. Many students transfer into four-year or other academic programs before or while completing their associate's degrees with the College. Of associate's degree earners, 64% percent of College students transferred to another institution in Fall 2012. Of those who did not complete degree programs at the College, 54% of those who had earned 45 or more credits transferred in Fall 2012; 43.3% of those who had earned 12 to 23 credits transferred to other institutions.

Transfer Rates of Associate Degree Transfer Program Graduates



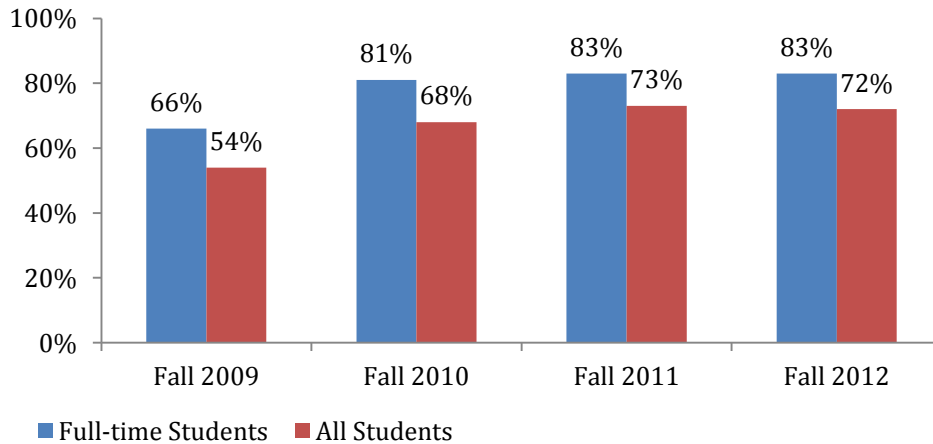
Source: 2012 Institutional Effectiveness Report (#233)

Financial Aid

The majority of Community College of Philadelphia students require some form of financial aid. In Fall 2012, approximately 83% of full-time students and 72% of College-wide students received some type of financial aid.

Four-Year Snapshot: Students Receiving Financial Aid

Students Receiving Partial or Total Financial Aid



Source: College Fact Book. Table F11

Financial Impact

During 2010, the College contracted with Economic Modeling Specialist Inc. (EMSI) to conduct an economic impact study to estimate the impact of the College in terms of job and income

information, higher earnings captured by students, returns to taxpayers and a broad selection of social benefits and avoided costs. Key findings from that report (The Economic Contribution of Community College of Philadelphia) are detailed below.

On Students

The financial impact of education on Community College of Philadelphia students is very significant:

- The average income at the career midpoint of someone with an associate's degree in Philadelphia County is \$59,300, 35% more than a student with a high school diploma.
- Throughout his or her working career, the average CCP student's discounted lifetime income increases by \$5.10 for every dollar invested in CCP.
- Students enjoy a 15.4% average rate of return on their CCP educational investment, recovering all costs (including tuition, fees, and forgone wages) in 9.7 years.

On the Regional Economy

The financial impact of the College on the Philadelphia and regional economies also is very significant:

- Higher earnings of CCP students and associated increases in state income expand the tax base in Pennsylvania by about \$101.6 million each year.
- Pennsylvania will see avoided social costs amounting to \$4.6 million per year due to CCP students, including savings associated with improved health, reduced crime, and reduced welfare and unemployment.
- State and local governments allocated approximately \$70.3 million in support of CCP in FY 2008-09. For every dollar of this support, taxpayers see a cumulative return of \$1.20 over the course of students' working careers (in the form of higher tax receipts and avoided costs).
- State and local governments see a rate of return of 3.7% on their support for CCP. This return compares very favorably with private sector rates of return on similar long-term investments.

SECTION FOUR: Environmental Scan

Environmental Scan

As Community College of Philadelphia makes plans to grow and thrive in what may be the most challenging period in its service to Philadelphia, it must recognize important social, economic and educational shifts and view itself within the context of the national and regional higher education landscape.

The Enrollment Management Committee's environmental scan comprised evaluation of a wide range of resources including Moody's higher education reports, Society for College and University Planning trends, Census reports, higher education newspapers, journals and other periodicals, and presentations by guest speakers on campus.

The following findings are organized by general topic areas and were considered most relevant and key to discussions on recruitment and retention planning for the College by the Committee and the Office of Enrollment Management.

In Philadelphia

According to the national census, the population of Philadelphia increased between the 2000 and 2010. This is the first growth in six decades, according to a report entitled, "Shared Prosperity Philadelphia." However, Philadelphia's poverty rate is the highest among the nation's ten largest cities, and 28 out of every 100 Philadelphians live in poverty. One out of ten Philadelphia adults is unemployed.

During the last decade, the demographics of the city shifted as well: the percentage of males increased; the white population decreased, while there were large increases in the Latino and Asian populations; the population aged 55 to 64 years and 20 to 24 years increased, while those over the age of 64 decreased. Such aspects of the city's demographics must be taken into consideration for future enrollment planning. Philadelphia population considerations in this environment include:

- Jobs that provide family sustaining wages require at least an associate's degree
- Only 23% of Philadelphians age 25+ hold college degrees
- 20% of the city's residents age 25+ left high school without a diploma
- An estimated 22% of the city's residents age 16+ are considered functionally illiterate
- The projected future growth in the number of older adults may potentially impact the programs that the College should offer.
- The decline in male student participation in higher education will continue to be a societal problem, and create both a challenge and an enrollment opportunity for the College.

External Pressures

Retention and completion by all populations of college students are top priorities for support and attention by the U.S. government, foundations, associations and institutions. Without increased enrollment and completion among low-income and minority students, the U.S. is unlikely to

reach its goal of having the highest percentage of college graduates in the world. Pressures and considerations to remain competitive in this environment include:

- Technology continues to change at an accelerated rate. To avoid imprudent investment, better methods of anticipating technology changes are required.
- Image enhancement in the competitive higher education market is a key issue for community colleges. Image issues impact colleges' ability to meet goals in faculty recruitment, employer perception of students as potential employees, fundraising and other areas.
- Broad-based use of performance indicators and their documented use in institutional decision making is a requirement for accreditation and funding purposes.
- Accountability reporting issues will continue to grow and place increasing burdens on institutions of higher education to document their effectiveness.

Student Needs and Expectations

Increasingly, college students view themselves as not affiliated with a specific academic institution and as having educational needs that can be met in a variety of venues and ways. Further, the wide range of ability, preparedness, background, opportunity and motivation of students requires an increasingly customized approach to providing learning opportunities.

Considerations to meet student needs and expectations in this environment include:

- As transfer articulation agreements continue to grow in importance, students – and funding sources – expect clear pathways to exist between two- and four-year colleges.
- Students increasingly expect to gain knowledge that will be practical and applicable to their specific job/career goals. The need for short-term accelerated programs to enhance employment and facilitate quick job entry skills continues to grow.
- There is a growing expectation by adult students that colleges will credential life-experiences and prior non-credit course work.
- Students expect a wide array of technology tools, delivery mechanisms and alternative content.
- Public institutions are being pushed to adopt operating characteristics of “for profit” colleges, including flexible delivery strategies coupled with simplified enrollment services.
- Financial aid plays a growing role in students' enrollment decisions.
- Title IV regulations continue to evolve in ways that limit aid resources for students.
- Greater reliance on loans and associated default rates are of growing concern.

Funding Issues

Academic institutions are experiencing profound effects from a down economy. City and state funding is not expected to increase significantly in the foreseeable future and may continue to decline. As a result, the College will rely more heavily on new and additional sources of revenue. Additional funding considerations in this environment include:

- Stagnant wages for families, coupled with rapidly rising higher education costs, limit access to higher education for many students and require that students become more sophisticated in developing plans to pay for their education.
- Shrinking financial resources and increasing accountability encourage greater programmatic cooperation among Pennsylvania community colleges.

- Federal spending on “discretionary” budget categories, including education, receives less political support in federal budget decision-making.
- Funding increasingly is associated with required assessment and the demonstration of tangible and quantifiable outcomes.

Workforce Trends

The development of a more educated workforce remains essential to meeting employer needs and to attracting new business and industry to the Philadelphia area. Taking into consideration that employers value literacy, critical thinking, public speaking, problem solving and interpersonal skills in addition to specific job-related skills, the College must critically consider programs and outcomes regarding job readiness. Additional workforce/employment considerations in this environment include:

- Many disadvantaged adults have literacy issues that include technology competency, problem-solving ability, critical thinking and communication competency. These issues must be addressed for them to be competitive in the workforce.
- Many skills expected by employers are not routinely taught by universities, e.g., work ethics, punctuality and professionalism.
- To sustain political and financial support, colleges and universities will be required to become more proactive in participating in local and regional economic and workforce development issues.
- Well-functioning advisory committees and effective use of regional manpower data are essential to the College anticipating future programmatic needs.
- The growth of service industry employment opportunities – specifically in the Philadelphia region – will continue to expand and influence the nature of career programs that should be offered by the College.

SECTION FIVE: Plan Overview

This *2013-2017 Enrollment Management Plan* outlines key strategies for sustainable, integrated, internal and external initiatives for increased success in the areas of recruitment and retention.

As the Key Performance Indicators, Projected Outcomes and Strategies that follow show, these initiatives are extensive and require the cooperation of all areas of the College community. In addition, each strategy put in place must be tested for effectiveness and refined or replaced when necessary, if the College is to deliver on its promise of being an educational institution for all who may benefit and solidify its place as a primary educational force in the economic development of Philadelphia.

All strategies here are and will be consistent with the College's Achieving the Dream initiative and its accomplishment as being designated with the status as a Leader College. Achieving the Dream is a national initiative designed to assist community college students in earning a degree or certificate or successfully transferring to continue their education. Achieving the Dream has as its particular focus student groups that traditionally have faced the most significant barriers to success. The Work Plans related to Recruitment and Enrollment begin on page 22 of this document.

Recruitment

Overview

While the overall number of high school graduates has continued to decrease for the past several years, the rise in tuition at four-year institutions coupled with the current economic climate have made the affordable, quality experience at community colleges increasingly desirable to traditional and non-traditional college students alike. At the same time, partnerships with Philadelphia high schools and 2 + 2 agreements with area four-year colleges and universities have uniquely positioned Community College of Philadelphia as a pivotal post-secondary institution.

In addition to the traditional youth market for higher education, an increasing number of older Philadelphians have returned to college as the job market places greater demands on increasing skill sets as a condition of employment. Further, both a shifting job market and the imminent retirement of the "baby boomer" generation have promoted greater opportunities for career changes requiring additional training, certificates or degrees.

A Strengths, Weaknesses, Opportunities and Threats (SWOT) assessment conducted by the Enrollment Management Committee in 2012, including various areas of the College, revealed that among the College's strengths and opportunities are: ease of admissions requirements; transfer rates and student success at transfer institutions; cost savings relative to other academic institutions; graduate success in the local labor market; relationships with business and industry, creating programs to meet students' needs; increasing numbers of adult and traditional degree seekers in a challenging economic environment; and, notably, an increased presence of returning

military personnel. [See Attachment B] These are particular assets to the College's recruitment efforts.

Coupled with these, though, are pronounced weaknesses and threats, including: substantial need for increased and enhanced marketing to key constituencies such as veterans, international students and returning adults; a decline in number of new credit students enrolling annually; changes to financial aid; reduced external funding causing greater dependence on student revenues; and increasing competition among higher educational institutions of all kinds.

Bearing these attributes in mind, the Key Performance Indicators (KPI) for recruitment are to increase both the headcount and full time equivalent numbers for new students and to build efficiencies into enrollment processes that save the College time and money.

Key Performance Indicators

- Increase overall student headcount
- Increase full time equivalent numbers
- Improve enrollment processes
- Improve student satisfaction

Projected Outcomes

- Over the life of the Plan, the number of recent Philadelphia high school graduates (21 years of age and younger) enrolling at the College will increase by 10% over the current level.
- Over the life of the Plan, the number of adult students (22 years of age and older) enrolling at the College will increase by 5% over the current level.
- International student enrollment will increase by 10% over the life of this plan.
- Processing time for admissions applications is reduced by 20% over the life of this plan.
- Over the life of the Plan, student satisfaction levels on the Noel-Levitz Student Satisfaction Survey Student Services, Academics and Campus Climate indices, the average scale score will increase by 0.5.

Key Strategies

- The College will develop and implement a new, comprehensive external communications plan that includes: improving and expanding traditional marketing efforts such as direct mail, email, social and other media; increasing outreach to regional high school counselors; supplying marketing materials to EducationUSA and other advising agencies abroad; implementing a multi-language web and print presence; and enhancing community-based recruiting efforts, resulting in improved customer service and student satisfaction.
- The College will improve and ease the student inquiry and enrollment experience by enhancing online interfaces for application, registration and other enrollment processes, as well as events registration and other opportunities for admissions engagement, resulting in improved customer service and student satisfaction.
- The College will enhance systems associated with tracking and managing data relevant to recruiting efforts, including: identifying new sources for prospect names; redesigning recruiter territories and management; implementing address correction processes; and

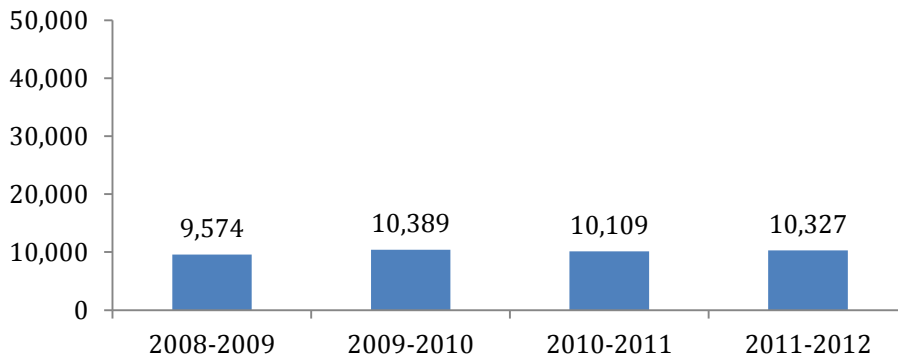
purchasing and implementing a robust Customer Relationship Management (CRM) product.

- The College will continue to build efficiencies within its outreach and administrative processes, including developing new workflows for recruiting to Nursing and other key programs.

Four-Year Enrollment Snapshot

- Number of enrolled credit students over past 4 years
- Enrollment rates among specific demographics (i.e. male, Latino)

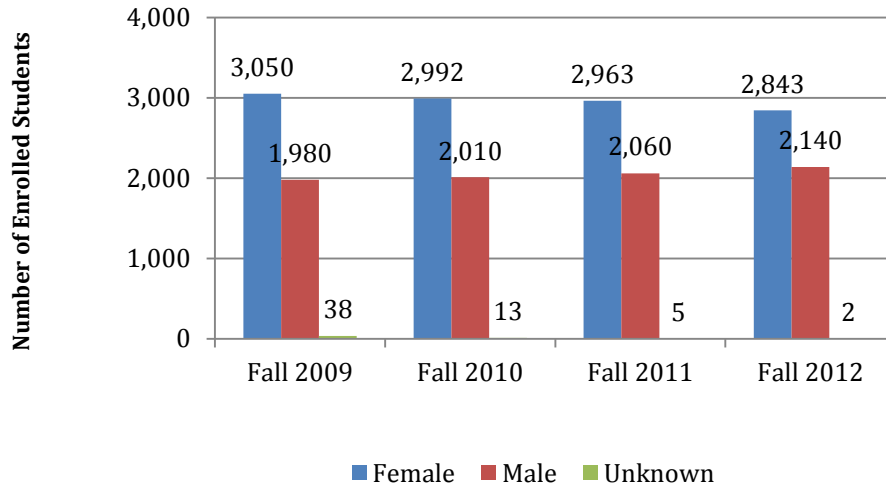
New Credit Student Enrollment



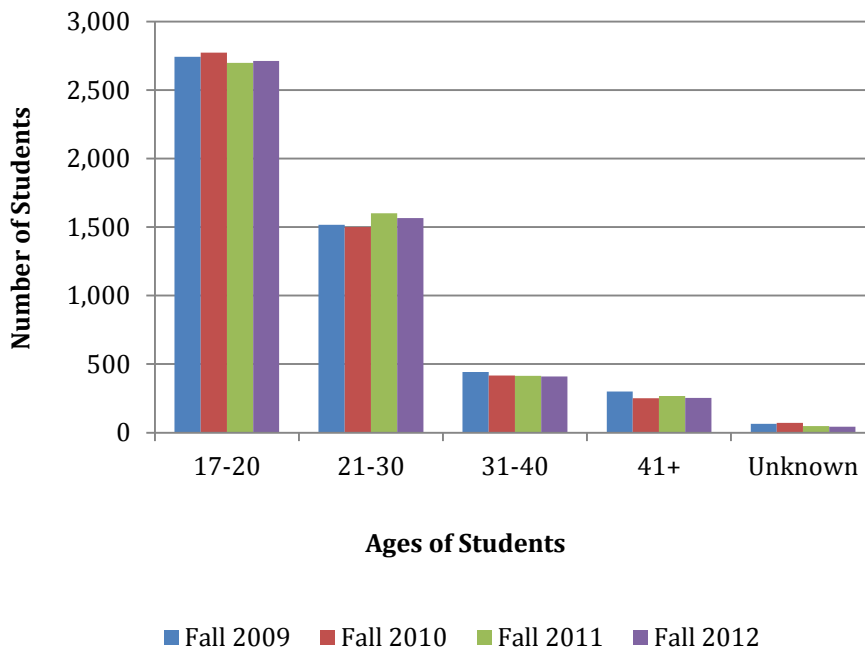
Source: 2012 Institutional Effectiveness Report (#233)

New Credit Students by Race and Ethnicity				
	Fall 2009	Fall 2010	Fall 2011	Fall 2012
American Indian or Alaskan Native	11	29	19	21
Asian	329	400	320	368
Black or African American	2,167	2,260	2,368	2,209
Hispanic	536	556	602	611
Multi-racial	60	115	155	164
Native Hawaiian or Other Pacific Islander	15	17	17	12
White	1,327	1,288	1,331	1,295
Unknown race and ethnicity	623	350	216	305
Totals	5,068	5,015	5,028	4,985

New Credit Students by Gender



New Credit Students by Age



Retention

Overview

Given the current economic and higher education environment, it is likely that Community College of Philadelphia can and will attract and recruit a significant number of new students in the coming years. However, the College must have in place effective strategies to retain those students through graduation or successful goal completion.

Fall-to-fall persistence rates have been tracked for each student group defined by race, within gender, as these are the focus of Achieving the Dream initiatives. Historically, males have been less persistent than female students. While 49.7% of first-time female students in fall 2010 returned to CCP the following fall, 45.0% of first-time male students did so.

The Enrollment Management Committee's 2012 SWOT assessment revealed that many strengths and opportunities have served the College's retention efforts well. Among them: formal agreements supporting successful student transfer; a diverse student body – both representative of the city's overall population and uniquely responsive to the needs of particular demographics; as well as increased national discourse on the value of community college education, in general. [See Attachment B for complete SWOT results]

While many initiatives have been put in place with positive trends, areas of concern remain, including low graduation rates; large percentages of developmental students who do not progress to or succeed in college-level studies; large percentages of students who were unsuccessful when they left the College; and growing vulnerability to Federal and State financial aid policies.

As was true in the 2008-2013 Enrollment Management Plan, increased intervention and communication initiatives are key to keeping students invested in their education and on track to degree/program completion. The Key Performance Indicators (KPI) to increasing student retention rates and to improving the overall satisfaction of students attending the College, therefore, rely heavily on such programmatic enhancements. The Work Plans related to Retention begin on page 33 of this document.

Key Performance Indicators

- Increase student retention rate
- Increase graduation and transfer rates
- Improve student satisfaction

Projected Outcomes

- Over the life of the Plan, the number of recent high school graduates (21 years of age and younger) in entering cohorts earning a degree or transferring will increase by 5% over the current level.
- Over the life of the Plan, the number of new adult students (22 years of age and older) in entering cohorts earning a degree or transferring will increase by 5% over the current level.

- Over the life of the Plan, new student cohort persistence rates will increase by 8% in the following categories: fall to spring; fall to fall; spring to fall; and spring to spring.
- Over the life of the Plan, student satisfaction levels on the Noel-Levitz Student Satisfaction Survey Student Services, Academics and Campus Climate indices, the average scale score will increase by 0.5.

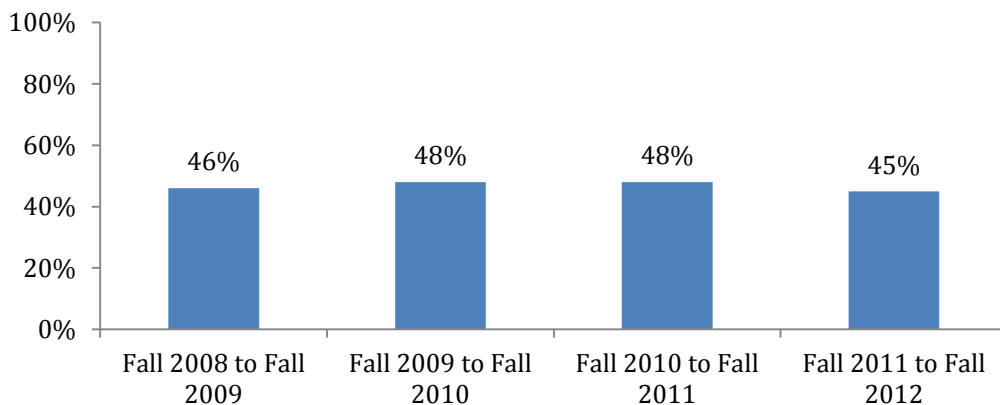
Key Strategies

- The College will implement a comprehensive plan to enhance faculty and staff communication with students.
- The College will create clear, concise and accurate print and electronic directories of information on support programs and services to better connect students to the support they need.
- The College will formalize the definition of students’ early 0-30 credit experience and develop and implement strategies for supporting students toward success as continuing students, such as: MyGPS to assist students in goal setting, academic planning, career development and financial management; mandatory new student orientation program; mandatory course sequence for gatekeeper courses; mandatory student success touch points to ensure students remain on track to goal completion; comprehensive student success series including career development, transfer, life skills and academic success strategies; and a multi-level mentor program.
- The College will strengthen the diversity of student services through new initiatives and enhanced delivery of existing services with special attention given to target populations such as veterans, homeless students, African American males and Latinos.

Retention Highlights

- Retention rates over past 4 years
- Retention rates among specific demographics (i.e. male, Latino)

New First-Time Students - Fall to Fall Persistence Rates - Institutional Average, All Students



Source: Achieving the Dream Fact Sheet #24

SECTION SIX: WORK PLANS

This section contains Work Plans for the following sections of the Enrollment Management Plan:

- Recruitment and Enrollment (beginning on page 22)
- Retention (beginning on page 33)
- Student Services (beginning on page 47)

Each Work Plan contains Focus Areas, Strategic Opportunities, Outcomes and Metrics.

Recruitment and Enrollment

Focus Area: Traditional Student Enrollment	
KPI: Increase traditional student enrollment headcount	
Strategic Opportunity: High school graduation rates and going to college rates in Philadelphia, while not rising, also offer Community College of Philadelphia market share opportunities. With an overall growth in population in the City of Philadelphia, the College is well-positioned to examine its own demographics and actively respond to the needs of the City. With an increasing traditional college age population and a still affordable tuition rate, the College can take a more aggressive and innovative role in meeting the educational needs of all constituent groups.	
Outcome: Headcount enrollment increases by 10% over the life of the plan	
Metric:	<ol style="list-style-type: none"> 1. Developed new communication plans 2. High School counselor events coordinated 3. Implemented new sources for prospect names 4. Developed event registration and communication systems

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Develop strategies to attract greater numbers of high academic achievers	Prospective students and applicants.	Mail and in person	Admissions and Honors	Spring 2014 – Spring 2017	More highly qualified applicants and Honors students	Admissions	
Build new relationships with prospective students	Prospective students and applicants.	Postal Mail	Recruitment Office	Fall 2013 – Spring 2017	All met prospects receive personal communications from assigned recruiter	Marketing for development and printing of cards	
Develop new and stronger relationships with high school counselors	High School counselors	Printed invitations and emails	Recruitment Office	Fall 2013 – Spring 2017	Increased visits by counselors and materials in high schools	Marketing for printed invitation design	
Re-design acceptance materials packages	Applicants	Print/Postal Mail	Admissions	Fall 2013-Spring 2014	Exciting/inciting mailers developed	Marketing	
Leverage external name sources to increase applicant pool	Prospective Students	Electronic	Admissions and Recruitment	Fall 2013 – Spring 2017	Regular purchases of names which are loaded to CRM	Internal Staff	
Develop communication plan for registration and attendee tracking follow up.	Prospects	Multi	Admissions	Fall 2014	Increase in admission applications.	Admissions	
Refine advertising (postcards, mailers) to mirror marketing changes	Prospective Students	Print	Admissions and Recruitment	Fall 2013-Spring 2017	New image and styles of mailers created	Marketing	
Develop and implement communication streams for all populations.	Prospective Students	Multi	Admissions	Fall 2013 – Spring 2017	Increase in applicants who test	Enrollment Management Team	
Guest student marketing for Summer and other terms	Current External Auditors	Print and Online	Admissions and Recruitment	Spring 2014-Spring 2017	New and innovative campaigns developed	Marketing	
Admissions presence at all campuses	All prospects at regional campuses	In person	Admissions	Fall 2016	Employees at regional sites	Budget/Staff	

Recruitment and Enrollment

Focus Area: Adult Students	
KPI: Increase student enrollment headcount	
Strategic Opportunity: The adult and non-traditional student market has traditionally been a market of strength of all community colleges. At Community College of Philadelphia, our major areas of study along with the timing of course offerings provide an excellent opportunity for these learners to advance their educational goals. With the advancement of online learning, along with renewed community-based marketing to these groups, the College can restore enrollment growth in this area.	
Outcome: Headcount enrollment increases by 5% over the life of the plan	
Metric:	<ol style="list-style-type: none">1. Developed significant community-based organization recruiting effort.2. Promoted online opportunities for admissions activities.

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Expand community-based organization recruiting	Adult prospects	In person	Recruitment	Spring 2014 – Spring 2017	Increase in community based visits by 20%	Admissions	
Promotion plan for online learning	Adult prospects	Multi	Admissions and Marketing	Fall 2014	Increase in new student online enrollment	Marketing	
Online chat for student questions	All prospects	Online	Admissions	Fall 2014	Increased from applied to registered	Staff resources and ITS	
Online Open House/Information Sessions	Prospects and applicants	Online	Admissions	Fall 2014	Offering online open houses on a regular basis	Marketing	
Become sophisticated event planners and managers	Prospective Students	Multi	Admissions and Recruitment	Spring 2014 – Spring 2017	Event management system implemented	ITS Support	
Admissions /recruitment presence at all campuses	All prospects	In person	Admissions	Fall 2016	New employees at all regional sites	Budget	
Online chat functionality developed	All prospects	Online	Admissions	Fall 2014	Increased from applied to registered	Staff resources and ITS	
Expand Record/ video stream open houses/information presentations.	Adult prospects and applicants	Online	Admissions	Fall 2014	Number of new events available online	Budget / Technology support	
Pathfinder Program initiation and expansion	Adult prospects	Multi	Admissions	Fall 201 – Spring 2017	Successful training sessions	Marketing	
Develop promotional plans for webinars and other cyber offerings	Adult prospects	Online	Marketing	Fall 2013	Increase in registrations and attendance	Marketing	
Research and develop active military recruitment strategy	Veterans and active duty	Multi	Veterans Resource Center	Fall 2013	Increase in military and affiliate enrollment	Marketing/ Recruitment	
Develop service model for Veteran Center	Veterans and active duty	Multi	Veterans Resource Center	Fall 2013 – Spring 2017	Dramatic increase in programming geared toward population	Student Life	

Recruitment and Enrollment

Focus Area: Admission Application Process Redesign	
KPI: Create enrollment processes which save time and money, while also improving efficiencies.	
Strategic Opportunity: Technology and student behavior have changed expectations of service both internally and externally. These societal changes require that the College examine its service model, outreach efforts, and costs of providing services in the enrollment area. The College can implement strong usage of owned technology which allows for staff to be more focused in areas which directly impact enrollment. Examination of long term data to influence recruitment travel and activities will allow a further level of sophistication in outreach activities.	
Outcome: Processing time for admissions applications is reduced by 20% over the life of the plan	
Metric:	<ol style="list-style-type: none">1. Implemented address correction processes2. Purchased and fully implemented CRM product3. Redesigned recruiter territory management4. Developed new workflows for Nursing, Allied Health and other select programs

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Develop sophisticated communication plans for all populations	Prospective Students	Electronic and print	Admissions	Fall 2013	All email and print communications rewritten for tone, content, and calls to action	ITS assistance in implementation	
Redesign territory/school recruitment organization based on historical data	Prospective Students	Electronic	Admissions and Dean of Enrollment Management	Fall 2014 – Spring 2017	Predictive model developed and new recruiting schedule implemented	Funding for external company and ITS	
Implement address verification processes	Prospective and new students	Letter	ITS/Admissions	Fall 2013	Successful installation and implementation.	Funding and ITS resources.	
Design and implement Nursing workflow using BDMS and Banner checklist.	Nursing Applicants	Online	Admissions	Fall 2013	New workflow implemented	Admissions	
Design and implement workflows for various target populations/processes.	Based on previous workflow success.	Multi	Admissions	Fall 2014 – Spring 2017	Decrease in application process turnaround time.	Admissions	
Fully implement the CRM software	Prospects	Multi	Admissions	Fall 2013	Increase in new student applications	ITS	
Capture all self-initiated inquiries.	Prospects	Multi	Admissions/Marketing/ITS	Spring 2014	Increase in prospects created prior to application	ITS	
Streamline placement testing process.	Prospects	Multi	Placement Testing office/Admissions	Fall 2014	Increase in applicants who test	Enrollment Management Team	
Leverage Customer Relations Management Tool	All prospects	Multi	Admissions/ITS	Spring 2014	Request funding for next fiscal year	Admissions/ITS/Procurement	
Increase in attendance at weekly information sessions and open houses.	Prospects and applicants	Multi	Admissions	Fall 2013 – Spring 2017	Attendance and show rates increase	Recruitment	
Relationship management with faculty	Applicants by major	Multi	Admissions	Fall 2016	Increase headcount by 3%	Admissions	

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Relationship management with alumni	Applicants by student type	Multi	Admissions	Spring 2014 – Spring 2017	Increase is targeted populations	Admissions	
Appointment reminders to placement and registration appointments	Applicants	Phone	Information Center	Fall 2013	Increase in show rate and conversion from applicants to students	Admissions	
Automated Phone calls	All applicants	Automated phone system	Admissions	Fall 2014 – Spring 2017	Increase in show rate and conversion from applicants to students	ITS/Budget	
Market regional site specific programs	All Prospects	Multi	Marketing	Fall 2015	Increase in regional site enrollment		
Increase show rate for testing and events	Prospective Students	Electronic and phone	Information Center and Processing	Fall 2013 – Spring 2017	Show rate for events increases by 5 – 10%	Admissions	

Recruitment and Enrollment

Focus Area: International Students	
KPI: Increase international student (F-1 visa) enrollment	
Strategic Opportunity: An increasing number of international students continued to view big cities in the United States as desirable academic destinations. Although community colleges have not traditionally had large numbers of students, the two year college model is becoming much more common and respected throughout the world. The College, via its location and transfer agreements can become a destination school for many international students.	
Outcome: F-1 international student enrollment increases by 10% over the life of the plan	
Metric:	<ol style="list-style-type: none"> 1. Developed comprehensive international marketing plan 2. Implemented multi-language web and print presence 3. Provided annual reports of international student demographics 4. Supplied College marketing materials to EducationUSA and other appropriate advising agencies abroad

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Increase College's international presence	External international advisor office	Print and Mail	ISS Office Marketing	Fall 2013 – Spring 2017	College is well represented globally and has international student appeal	Postage	
Develop online marketing and outreach	Prospective F-1 students	Online	ISS Office Marketing	Fall 2013 – Spring 2017	New web presence in various media	ISS Staff and Marketing	
Be visibly sensitive and supportive of language differences	Prospective F-1 students and families	Online and Print	ISS Office Marketing	Spring 2014	Visible presence online and in print of at least four (4) languages	ISS Staff and external vendors	
Collaborate with cultural groups/agencies and local businesses working representing target countries	Prospective and current F-1 visa holders.	Informational sessions explaining process, offerings and benefits of CCP. Advertisements in local media	ISS Office Marketing	Fall 2013 – Spring 2017	Increase in number of students referred to the College by cultural groups/agencies	Admissions and ISS Staff	
Collaborate with language school representatives in surrounding colleges/universities	Prospective F-1 transfer students.	Informational sessions explaining process, offerings and benefits of CCP	ISS Office	Fall 2013 – Spring 2017	Increase in number of F-1 students referred to the College from language institutes Creation of partnerships with language schools	Admissions and ISS Staff	
Develop marketing in languages target	Parents/Family of Prospects and Applicants	Print	ISS Office Marketing	Fall 2013-Spring 2017	Marketing materials printed in foreign languages	Marketing	
Re-design International Brochure to provide more information about F-1 student steps to enrollment	Prospective F-1 students	Brochure folder with pocket/info sheets	ISS Office Marketing	Fall 2013	Increase in inquiries	Marketing and budget	

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Collaborate with international agencies	Prospective F-1 students	Increased web presence Virtual recruitment fairs	ISS Office	Fall 2013 – Spring 2017	Increase in number of overseas F-1 applications	Marketing/ Recruitment budget	
Build specific guaranteed admission programs (2+2) marketing	Applicants	Print and Web	ISS	Spring 2014- Spring 2017	New 2+2 flyers and web presence developed	Marketing	
Create relationships with international high schools and counselors	Prospective F-1 students	Webinars International brochures	ISS Office	Fall 2013 – Spring 2017	Increase in number of overseas F-1 applicants	Admissions, Marketing, and external vendors (and budget)	
Increase web/online activity	Prospective F-1 students	Increase online social networking activity	ISS Office	Fall 2013	Increase in number of overseas F-1 applicants Increase communication to prospective students	ITS ISS assistant	
Attend select recruitment fairs (Linden, AEO, USEG)	Prospective F-1 students	International High School visits and college fairs	ISS Office	Spring 2014	Increase in number of overseas applications	Travel budget Promotional materials	
Redesign ISS page on College website to be more user-friendly	Prospective F-1 students	College website	ISS Office Marketing	Fall 2013	Increased online traffic	Marketing	
Reduce application processing time	F-1 Applicants	Email	Processing (ISS/Admissions)	Fall 2013 – Spring 2017	Increased and earlier acceptances	Admissions	
Increase communication and guidance to applicant pool	F-1 Applicants	Phone calls, emails, and post mail	ISS Office	Fall 2013 – Spring 2017	Increase in number of accepted students	ISS Assistant	

Recruitment and Enrollment

Strategy	Target Audience	Delivery Method	Responsibility	Timeline	Effectiveness Measure	Resources Needed	Status/Target Outcome
Increase communication and guidance to accepted students	Accepted F-1 students	Online and web site	ISS Office	Fall 2013 – Spring 2017	Increase in number of enrolled students	ISS Assistant and ITS	
Develop mobile friendly web presence	Prospects	Mobile	Admissions	Fall 2013	Mobile friendly websites developed	Marketing	
Earlier placement testing and course registration	Accepted F-1 transfer students	Online communications	ISS Office	Fall 2013 – Spring 2017	Increase in number of enrolled transfer students	ISS Assistant	
Include TOEFL/IELTS score for admissions requirement	Accepted F-1 students	Create policy establishing test score equivalency to CCP Placement Test/ESL courses	ISS Office ESL Department	Fall 2014	Less students requiring Placement testing	ISS Staff	
Develop trackable multi-function online functionality	Prospects	Web and Mobile	Admissions	Fall 2013	Website, online brochure, and tracking in place	Marketing	
Actively promote the financial and academic advantages of completing a degree at the College.	Current F-1 students.	Workshops. Social Media	ISS Office	Fall 2013 – Spring 2017	Number of students completing a degree.	Admissions	
Create opportunities for social activity and community building for international students	Current F-1 students.	Participation in International Week	ISS Office	Fall 2013 – Spring 2017	Increase in number of F-1 students reporting a better understanding of American culture and event attendance	ISS Staff	
Offer student service workshops based on student needs and areas of interest	Current F-1 students	Monthly workshops (OPT, taxes, on-campus employment, etc.)	ISS Office	Fall 2013 – Spring 2017	Attendance at workshops	ISS Staff	

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify successful existing internal communications strategies or those that have the potential to become promising modes of communication.	
Outcome: Bring consistency and coherence to overall communication plan for faculty and staff.	
Metric:	1. Formalized process for requesting and delivering all communications to faculty and staff is completed.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Formalize process for requesting all communications to employees	Faculty and Staff	- 4ITS request	- Assistant Dean of Students - ITS (Bantasks staff member)	Summer 2013	- Process developed	- Approval staff identified for faculty and staff populations - Approval queues built into 4ITS Support form	
Create 'Faculty Communication Advisory Group'	Faculty		- Assistant Dean of Students	Fall 2013	- Document faculty needs and ideas for effective communication		

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify successful existing internal communications strategies or those that have the potential to become promising modes of communication.	
Outcome: Consistency and coherence to overall communication plan for students.	
Metric:	1. All major communications to enrolled students are coordinated in a single location.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Build single database of ongoing (annual or semester) messages for all students.	All Enrolled students	- Email - Campus Announcements - Personal Announcements - Campus Screens - Print	- Assistant Dean of Students - Coordinator, Student Life Marketing	Fall 2013	Increase in measures of student engagement		
Create database of single-request messages for all students	All Enrolled Students	- Email - Campus Announcements - Personal Announcements - Campus Screens - Print	- Assistant Dean of Students - Coordinator, Student Life Marketing	Fall 2013	Increase in measures of student engagement		
Formalize process for requesting all communications to students	Faculty and Staff	- 4ITS request	- Assistant Dean of Students - ITS (Bantasks)	Fall 2013	Percent of requests submitted appropriately		

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify new and innovative mechanisms, products, etc., for enhancing communications.	
Outcome: Bring consistency and coherence to overall communication plan for faculty and staff (with an eye to the future).	
Metric:	1. Web-based marketing tools are utilized.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
QR codes	Employees	- Embed QR codes on publicity	- Assistant Dean of Students - Coordinator, Student Life Marketing	Fall 2013 - Fall 2014		- QR Code software - ITS guidance, approval	
Facebook	- Office - Student Groups - Faculty	Facebook	- Coordinator, Student Life Marketing - Coordinator, Social Media	Fall 2013 - Fall 2014		- Social Media Guidelines	
Other Social Media tools	Employees		- Coordinator, Student Life Marketing - Coordinator, Social Media	Fall 2013 - Fall 2014		- Social Media Guidelines - ITS guidance, approval	

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify new and innovative mechanisms, products, etc., for enhancing communications.	
Outcome: Bring consistency and coherence to overall communication plan for students (with an eye to the future).	
Metric:	1. Web-based marketing tools are utilized.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/Needs	Status/Target Outcome
QR codes	Students	- Embed QR codes on publicity	- Assistant Dean of Students - Coordinator, Student Life Marketing	Summer 2013		- QR Code software - ITS guidance, approval	
Facebook	- Office - Student Group	Facebook	- Coordinator, Student Life Marketing - Coordinator, Social Media	Summer 2013		- Social Media Guidelines	
Other Social Media tools	Students	Web based links (MyCCP, Facebook, etc.)	- Coordinator, Student Life Marketing - Coordinator, Social Media	Summer 2013		- Social Media Guidelines - ITS guidance, approval	
Use of video to convey information	Students	YouTube	- Coordinator, Student Life Marketing - Coordinator, Social Media	Summer 2013		- Social Media Guidelines - ITS guidance, approval	
Develop Student communication tool(s) for communicating with College (e.g., "Speak Up")	Students	e.g., Speak Up	- Assistant Dean of Students - Coordinator, Student Life Marketing	Fall 2013		- Social Media Guidelines - ITS guidance, approval	

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify new and innovative mechanisms, products, etc., for enhancing communications.	
Outcome: Bring consistency and coherence to overall communication plan for faculty and staff (with an eye to the future).	
Metric:	1. New technology-based communication mechanisms are utilized.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/Needs	Status/Target Outcome
Pop-up alert messages for MyCCP log-in screen.	Employees	MyCCP	- Assistant Dean of Students - ITS	Fall 2013		Marketing	
Screen Savers options for download	Employees	ITS	- Assistant Dean of Students - ITS	Fall 2013		ITS	
Redesign of MyCCP Employee Tab to have single communication channel	Employees	MyCCP	MyCCP Redesign Team	Fall 2013		Marketing	

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify new and innovative mechanisms, products, etc., for enhancing communications.	
Outcome: Bring consistency and coherence to overall communication plan for students (with an eye to the future).	
Metric:	1. New technology-based communication mechanisms are utilized.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Pop-up alert messages for MyCCP log-in screen.	Students	MyCCP	- Assistant Dean of Students - ITS	Fall 2013 – Spring 2014		ITS	
Screen Savers in Computer Labs / Computer Classrooms	Students	Lab computers	- Assistant Dean of Students - Dep't Head, Learning Labs – SACC	Fall 2013 – Spring 2014		ITS, Student Academic Computing Center	
Redesign of MyCCP Student Tab to have single communication channel	Students	MyCCP	MyCCP Redesign Team	Fall 2013 – Spring 2014		Marketing	
Use of Canvas	Students	MyCCP / text / voice		Fall 2013 – Spring 2014		ITS, Academic Affairs	
Implement OrgSync	Students, Student Clubs/Orgs	OrgSync; MyCCP	- Dir. Of Student Programing	Fall 2013 – Spring 2014		ITS	

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify new and innovative mechanisms, products, etc., for enhancing communications.	
Outcome: Bring consistency and coherence to overall communication plan for faculty and staff (with an eye to the future).	
Metric:	1. Print-based marketing tools are utilized.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Include QR code technology on print publicity/marketing	Employees	<ul style="list-style-type: none"> - Embed QR codes on publicity - Special attention to placing pieces in lines / lounges 	<ul style="list-style-type: none"> - Assistant Dean of Students - Coordinator, Student Life Marketing 	Fall 2013	Track usage	<ul style="list-style-type: none"> - QR Code software - ITS guidance, approval - Marketing 	

Retention

Focus Area: Enhance Communication	
Strategic Opportunity: Identify new and innovative mechanisms, products, etc., for enhancing communications.	
Outcome: Bring consistency and coherence to overall communication plan for students (with an eye to the future).	
Metric:	1. Print-based marketing tools are utilized.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Include QR code technology on print publicity/marketing	Students	- Embed QR codes on publicity - Special attention to placing pieces in lines / lounges	- Assistant Dean of Students - Coordinator, Student Life Marketing	Fall 2013	Track usage	- QR Code software - ITS guidance, approval - Marketing	
Track student usage of MyCCP	Students	Bantasks Report	- Assistant Dean of Students	Summer 2013	Increase % of active use	ITS Report	
Track student usage of Email	Students	Bantasks Report	- Assistant Dean of Students	Summer 2013	Increase % of active use	ITS Report	
Hard copy letter to non- users of MyCCP and/or Email	Students	US mail	- Assistant Dean of Students	Fall 2013	Increase % of active use	ITS Report	

Retention

Focus Area: Student Development	
Strategic Opportunity: Create an electronic system of clear, accurate, and correct information of support programs and services available at the College. Use the system as a basis for the creation of a systematic referral process, including a universal referral form. Professional Development will be conducted with faculty and staff to ensure usage.	
Outcome: Increase retention and persistence through providing students with accurate support services information and a referral process that connects them to the appropriate support services when they need them.	
Metrics:	1. Completion of an electronic system.
	2. Plan of ongoing management and maintenance of system established and followed.
	3. Completion of a referral process and standard form.
	4. Completion of assessment of system and referral process.
	5. Completion of professional development of faculty/staff on the system and referral process.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Create electronic system of clear, accurate and correct information including <ul style="list-style-type: none"> - Synopsis of services - Hours - Location - Contact name - Phone number - Email - Links to Dept. webpage or Facebook 	Students, Faculty & Staff	Online (MyCCP, CCP.EDU)	Director of Student Success Initiatives	Annual	Online evaluation of system indicating satisfaction	- Support Services updates of information - ITS	
Create a plan to update the system <ul style="list-style-type: none"> - Online 	Students, Faculty & Staff	N/A	Director of Student Success Initiatives	Fall 2013	Online evaluation results	Director of SSI task completion	

Retention

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Create a referral process that is part of the system <ul style="list-style-type: none"> - Standard steps to complete - Standard form - Online 	Faculty & Staff	Professional Development <ul style="list-style-type: none"> - Sessions - Online guide 	Director of Student Success Initiatives	Fall 2013 – Spring 2014	Information gathered from faculty & staff	-Support Services Input -ITS	
Obtain student feedback through simple online evaluation instrument <ul style="list-style-type: none"> - link from online system - few questions 	Students	Online	Director of Student Success Initiatives	Ongoing	Information gathered from evaluation results		
Obtain faculty feedback through referral evaluation	Faculty	Focus Groups Email questionnaire	Director of Student Success Initiatives	Ongoing	Information gathered from evaluation results		
Conduct professional development for faculty & staff on the system and the referral process.	Faculty & Staff	-Sessions -Online	Director of Student Success Initiatives	Ongoing	Professional development evaluation results		

Retention

Focus Area: First 30-credit Experience	
Strategic Opportunity: Full-scale implementation of high-impact, evidence-based practices woven into clear, coherent and structured student pathways	
Outcome:	
<ol style="list-style-type: none"> 1. Exceptional and targeted learning experiences and support services provided within the students' first 30-credit experience. 2. New and enhanced strategies identified to support students toward success as they enter the College through the point of being considered a successful continuing student. 	
Metrics:	<ol style="list-style-type: none"> 1. Developed and implemented comprehensive initial program for students with fewer than 30 earned college credits. 2. Formalized definition of students' early 0-30 credit experience. 3. Developed and delivered College Student Success Course which is required of all new students who enter the College with fewer than 12 credit hours. 4. Mandatory multi-level New Student Orientation is in place. 5. Enhanced student leadership programs to better serve a larger population of diverse students are offered. 6. Identified strategies that create greater student engagement in the campus community. 7. Identified strategies that increase students' understanding of community standards through the code of conduct. 8. Formalized processes to access programs and services that enhance students' abilities to persist. 9. Enhanced programs that promote healthy life skills.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Provide students with online tools to assist in goal setting, academic planning, career development and financial management.	First Time in College Students and Transfer Students with fewer than 12	Online via My GPS	Director of Student Success Initiatives	Fall 2013-Phase 1 Fall 2014-Phase 2	- Increase in successful College departures - Increase in student	Information Technology Services	

Retention

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
	earned college credits				persistence		
Implement a mandatory New Student Orientation Program that incorporates an introduction to the College, campus resources, diversity training, sexual assault and harassment training, student engagement activities, and a review of student rights and responsibilities.	First Time in College Students and Transfer Students with fewer than 12 earned college credits	Online	Director of Student Life	Fall 2014	- Increase in student persistence (semester-to-semester and year-to-year) - Usage and completion	Information Technology Services	
		In Person (Small Group Student Orientation and Registration Events)	Counseling Director of Student Life	Fall 2014	- Increase in student persistence (semester-to-semester and year-to-year) - Survey Outcomes		
		In Person (Large Group-New Student Welcome)	Director of Student Life	Fall 2014	- Increase in student persistence (semester-to-semester and year-to-year) - Survey Outcomes		
Develop and implement a comprehensive student success series (career development, transfer, financial planning, life	All students with fewer than 30 earned college credits	In Person	Director of Student Success Initiatives	Fall 2014	Increase in student persistence (semester-to-semester and		

Retention

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
skills, academic success strategies, etc.)					year-to-year)		
Develop and implement a mandatory course sequence for gatekeeper courses	All students with fewer than 30 earned college credits	Classroom Environment	Academic Affairs Student Affairs	Fall 2015	Increase in successful completion of gatekeeper courses		
Require that students take or test out of one computer literacy course as part of the first 12 credit hours	First Time in College students with fewer than 12 college credits	Computer Literacy Course	Academic Affairs Student Affairs	Fall 2015	Increase in student completion of computer literacy course within first 12 credits		
Require that students complete math requirement prior to earning 30 credit hours	All students with fewer than 30 earned college credits	Math Classes	Academic Affairs Student Affairs	Fall 2015	Increase in student completion of math requirements within first 30 credit hours		
Develop and implement mandatory student success touch-points to ensure students remain on track to goal completion	All students with fewer than 30 earned credits	- In Person - Electronic	Advising and Counseling	Fall 2014	Increase in student persistence (semester-to-semester and year-to-year)		
Implement a mandatory college success course to provide students with key strategies for success, an understanding of how to read a syllabus, academic	First Time in College Students and Transfer Students with fewer than 12	- Classroom Environment - Online/hybrid	Counseling	Fall 2014	Increase in student persistence (semester-to-semester and year-to-year)		

Retention

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
standards, student code of conduct, goal setting, academic planning, career development and financial management	earned college credits				and successful completion of gatekeeper courses		
Develop and implement a multi-level mentor program	First Time in College Students with fewer than 12 earned college credits	In person and Online	Director of Student Success Initiatives	Fall 2013	Increase in student persistence (semester-to-semester and year-to-year)		
Implement a more active response for students that receive an Early Alert	Students identified as medium risk	In person and electronically	Director of Student Success Initiatives	Fall 2013	Increase in student performance		

Student Services

Focus Area: Refining Student Services and Opportunities	
Strategic Opportunity: Strengthen delivery of student services across the College through enhanced delivery of existing services and new initiatives.	
Outcome: Over the life of the plan, student satisfaction levels on the Noel-Levitz Student Satisfaction Survey Student Services, Academics and Campus Climate indices, the average scale score will increase by 0.5.	
Metric:	<ol style="list-style-type: none"> 1. Increase in student satisfaction and engagement 2. Improved system delivery approaches. 3. Established Single Stop initiative.

Work Plan

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/Needs	Status/Target Outcome
Establish process mapping across areas to determine efficiencies and identify performance gaps	<ul style="list-style-type: none"> - Student Life - Enrollment Management 	Unit/Dept Sessions	Student Affairs Deans and Directors	Fall 2013 - Fall 2016	<ul style="list-style-type: none"> - Production increase - Improved services 		
Improve customer service across areas	Service areas	In person/ electronically	<ul style="list-style-type: none"> - Student Affairs - Academic Affairs 	Fall 2013 - Fall 2016	Improved survey outcomes		
Develop strategies to address weaknesses and opportunities identified in Noel Levitz Student Satisfaction Survey and CCSSE	Students and Staff	<ul style="list-style-type: none"> - In person - Online - Other 	<ul style="list-style-type: none"> - Student Affairs Deans and Directors - Academic Affairs 	Fall 2013 – Spring 2017	Improved survey outcomes		
Explore implementation strategies associated with My Degree Path	Students and Staff	My Degree Path	Dean, Enrollment Management	Fall 2013	Improved service delivery through My Degree Path		

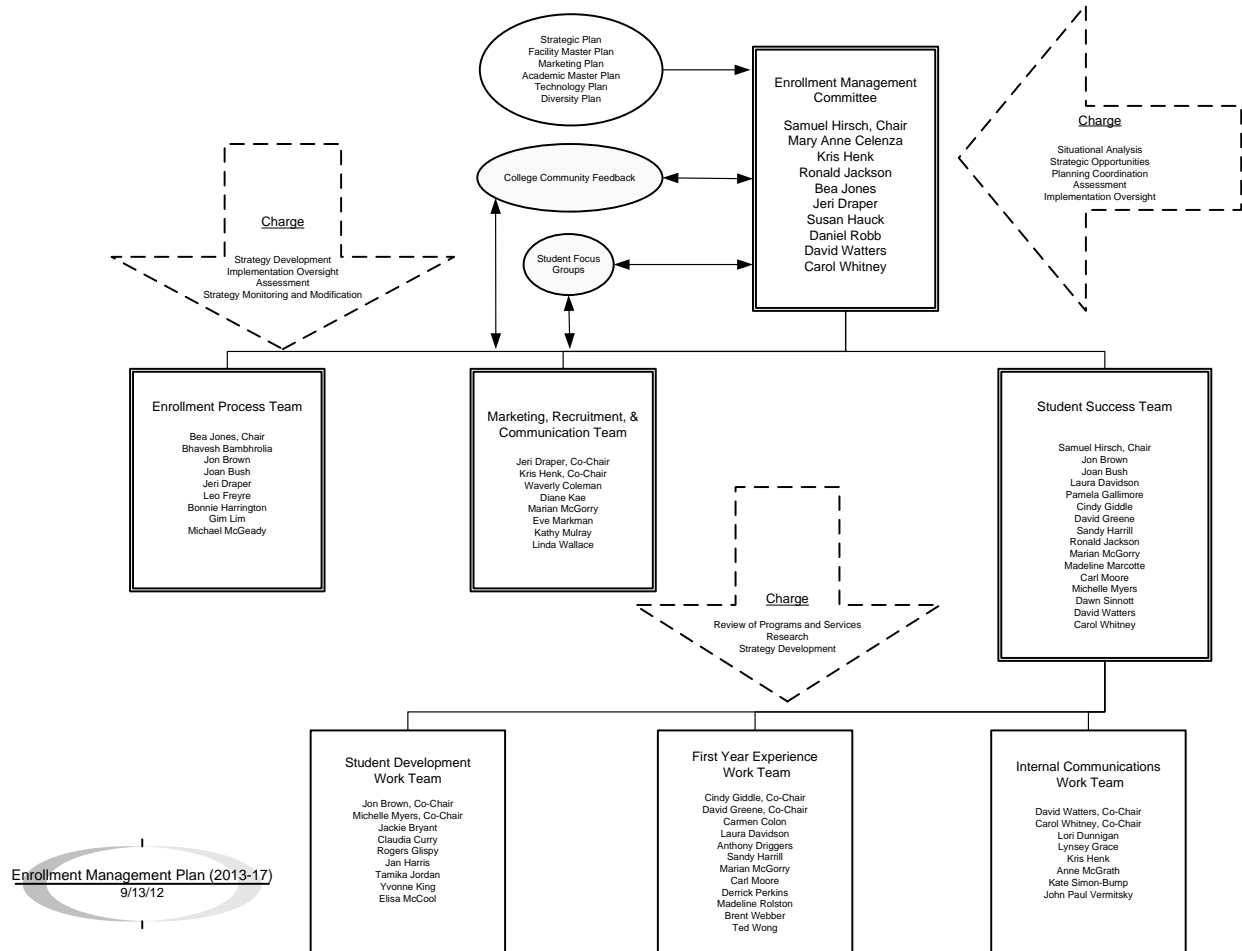
Student Services

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Review and modify policies and practices that are identified as barriers for student success	Students	Various	- Student Affairs - Academic Affairs - Finance	Fall 2013 – Fall 2015	Improved policies and practices		
Develop and implement a holistic approach supporting students' financial, legal, tax preparation, and social needs	Students	Single Stop Office	Director, Single Stop	- Fall 2013 - Annually	- Increase in student persistence - Increase in financial resources		
Identify mechanisms for establishing predictive analytics	Staff	Electronically	Student Affairs	Fall 2014	Established predictive analysis model		
Continue enhancements to student lounge space that encourages active engagement	Students	Enhanced space	Student Affairs	Spring 2014 – Fall 2014	Updated student areas	Facilities Space Planner	
Identify opportunities associated with service-learning	Students	Various	- Student Affairs - Academic Affairs	Fall 2014	Available service-learning opportunities	TBD	
Launch internal marketing campaign with a focus on student completion	Students	- Print - Online - Communication system	Coordinator, Student Life Marketing	Spring 2014	Established campaign	Marketing	
Develop external partnerships associated with student persistence and completion	External community	Collaborative	Student Affairs	Spring 2014	Established partnerships		
Explore opportunities to offer summer enrichment programs for incoming new students	Incoming new students	In-person experience	Student Affairs	Spring 2014	Numbers and outcomes of service experience	TBD	

Student Services

Strategy	Target Audience	Delivery Method	Lead Responsibility	Timeline	Effectiveness Measure	Resources/ Needs	Status/Target Outcome
Increase intentionally designed professional development opportunities	Staff	Various	- Deans/ Directors - Committee	- Fall 2013 - Ongoing	- Increased development opportunities - Improved staff engagement		
Use demographic (race/gender/age) identifiers to target new and continuing students to inform of resources and opportunities to improve academic outcomes and student satisfaction	Targeted student populations (African American males, Latinos, veterans, homeless students, LGBTQ students)	In person	Dean of Students	Fall 2014	- Increase in engagement of target population - Increase in persistence of target population		
Develop initiatives to promote, encourage and highlight student success	Faculty, Staff and Students	- Online via student success website - In person activities	Director of Student Success Initiatives	Fall 2014	- Increase in student satisfaction - Number of unique hits on website	- ITS - Academic Affairs	
Establish Innovative Ideas Committee	Faculty and Staff	Committee structure	- Student Affairs - Academic Affairs	Fall 2014	Identified new ideas		

Appendix A: Enrollment Management Planning



Appendix B: Strengths, Weaknesses, Opportunities and Threats Analysis

ENROLLMENT – SWOT ANALYSIS ENROLLMENT MANAGEMENT COMMITTEE MEETING MARCH 29, 2012

STRENGTHS

What do we do well? What unique resources can we draw on? What do others see as our strengths?

- Our presence in the market
- Diversity of program offerings
- Transfer partnerships/transfer opportunities
- Transfer students with successful outcomes
- Cost savings for students without sacrifice of quality – starting at a community college as the path to a bachelor’s degree
- Affordable/Reasonable cost
- Turn-around time for processing of financial aid
- Active staff with integrity
- Faculty involvement
- Quality of our faculty
- Small class size and our ratio of full-time faculty
- Counseling and advisor engagement early on with students
- Dedicated faculty and staff with creativity
- New perspectives from new staff
- Institutional Research data we collect and use
- Diverse population – externally and internally perceived as welcoming to diverse populations
- We have strong presence in many areas: people who sit on Boards in the City, people connected with organizations, students out in multiple hospitals in Philadelphia and we have good reputation.
- Access – we do provide access for a population not otherwise able to get into post secondary
- Robust student life/engagement activities
- Multiple locations with increased support services in these locations
- Ability to offer distance education which is expanding
- Breadth/Depth of support services, both academic and student engagement
- Support Services that are designed to be scalable to different populations
- Collaborations with other higher education institutions and organizations
- Accessibility via public transportation
- Ease of admissions requirements
- Availability of electronic information
- Education tied to career opportunities/job market
- Successful student outcomes
- Quality career programs/centers of excellence

WEAKNESSES

What could we improve? Where do we have fewer resources than others? What are others likely to see as weaknesses?

- Marketing specific to the Regional Centers, i.e. NERC
- Marketing specific to programs and find ways to take that advertising to do more specific program marketing
- Use market to drive what programs we are offering
- Lack of effective communication to current students; need to be more assertive and less passive in our communications; need to use the most appropriate channels to communicate (i.e. is email always the best way)
- Dissemination and sharing of information within the institution so all can do their jobs better
- Involving the right people/areas at the beginning of a project so there is planned implementation involving all affected parties
- Anticipating the needs of the future; what careers do we need to prepare for
- Backing away from weekend college which was planned and flexible/adaptable to schedules
- Admission/Registration processes bottleneck because we are not using current technology
- Admission process related to Level 1 and ABE students is not efficient
- ESL/ABE programs – lack of offerings
- Communication methods based on technology
- Lack of placement testing availability
- Use of web and technology in general
- Lack of availability of electronic information
- Communication about what we do
- Use of data – are we using data for decision making
- Distance/Hybrid classes – we don't do enough to promote these to let the student population in general know it is there but internally this is not as big as it could be; untapped potential; also students don't know what the terms "distance" and "hybrid" mean
- Improvement in online services available to distance students; also, awareness of what is available
- Space, especially interactive space and space available for general student use
- Lack of efficient-type planning; a lot of planning is "just in time" since we must respond quickly; good planning requires time
- We need to get better at being flexible and able to respond quickly
- Really setting priorities – we try to do everything and that is not possible
- Student outcomes, especially in terms of developmental
- Enrollment processes and marketing compared to for-profits; we can't match their resources in terms of dollars, financial aid staff/administrative staff ratios to perspective students
- Technology-enhanced services – integrated, online, web-based services
- Infrastructure around technology-enhanced classrooms, instruction, student space areas
- Agility or lack thereof
- Focus on solving issues of today instead of forecasting solutions for the future
- Fragmented approach to problem solving. We should be looking at collaborative solutions as opposed to operating in silos.
- Difficulty in navigating website/portal

- International students' inability to apply on-line
- Inconsistency in customer service
- Transfer partnerships/transfer opportunities – best-kept secret
- Developmental math outcomes and our ability to assist underprepared math students

OPPORTUNITIES

What opportunities are open to us? What trends could we take advantage of? How can we turn our strengths into opportunities?

- Increase in population growth and certain population groups in the City
- Economic needs for our students are increasing, so there is opportunity there in terms of more students that need higher education
- National discussions around community colleges and the perception we see from the Obama administration on down about community colleges being the go-to source for educational opportunities
- Accelerated classes but also need to be able to service the students in these accelerated programs, i.e. Bookstore Credit
- We have a lot of data that can assist in decision making processes; it will tell us what to keep, revamp or eliminate.
- Expand on partnerships with K-12, other higher ed institutions, and others
- Drastic changes in funding present an opportunity to create innovative programs, work smarter and reinvent ourselves in some way
- Increase fundraising efforts, particularly to alumni
- Reach out more to past students/alumni
- Increase presence with military personnel
- Organize our outreach to guest students
- Have a contingency in place to attract for-profit/displaced students
- Underutilization of faculty and staff
- Expanded offerings at the Regional Centers
- Advantages of technology
- Relationships with business and industry, and creating programs to meet their needs
- Untapped market of ESL students in Philadelphia
- Increased presence of military personnel needs to be linked to other resources available for this particular population

THREATS

What threats could harm us? What is our competition doing? What threats do our weaknesses expose us to?

- Reduced funding
- Competitors
- More experimenting with developmental programs
- Changes to financial aid
- Academic planning for students. Students need a clear plan as to what it takes to reach their academic goals; we do not have a system in place to do academic planning.

- The dynamics of living in Philadelphia; it can be dangerous. We need to prepare our students to combat the ills that lead to negative statistics for the city.
- Low morale due to budget crisis, leading to fear of job insecurity; all are being asked to do more and it may not be possible to do it all
- Budget reductions; not staffing vacant positions
- Continued lack of capital funding from the State
- Length of some of our programs
- Diversity of program offerings; students must wait for classes that are only offered once a year
- Do we have the right programs for today's market
- Use of technology